



## **Higher Education Standards Panel**

### **Consultation on the Transparency of Higher Education Admissions Processes**

Submission by TAFE Directors Australia

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## Introduction

### About TAFE Directors Australia

TAFE Directors Australia (TDA) welcomes the opportunity to comment on the transparency of higher education (HE) admissions processes.

TDA is the peak body representing the Technical and Further Education (TAFE) institutes and TAFE divisions of dual sector universities across Australia, including the eleven TAFE institutes currently registered as Higher Education Providers (HEPs).

### Our submission

TDA strongly supports the Commonwealth's intention to improve the transparency of admission processes and standards across Australia's HE sector. Improved transparency relates to all Australian HE institutions and is critical to student choice, the quality of academic and vocational outcomes, and to the sector's national and international reputation.

The environment in which the Australian Tertiary Admissions Rank (ATAR) system was conceived as a fundamental entry-point for university admissions has changed largely due to the introduction by Federal policy of uncapped undergraduate places for universities. The simultaneous advent of TEQSA has overseen an expansion in the number and type of HE institutions. While Commonwealth admissions data show the number and diversity of students continue to rise, there is evidence of genuine concerns about the affordability of the HE system, issues of price-capping on degrees and research and calls for a rethink about how undergraduate students are accepted into HE courses. Further, while there has been media interest in the inconsistent application of the ATAR, there is an underlying concern about the use and relevance of the ATAR system in an expanded higher education market.

TDA suggests the ATAR system, based on a prospective student's relative merit compared with other students, is not the only predictor of a student's capability to successfully complete a HE course.

The most compelling evidence, provided in the consultation paper, is that only 31% of commencing undergraduate students in 2014 were selected on the basis of an ATAR. While ATAR is a good predictor of success for students who have been admitted into HE through a conventional secondary pathway, other factors such as SES status and school quality can also impact on performance.<sup>1</sup> The bell curve nature of the ATAR score range means that the link between ATAR and future academic performance doesn't hold equally for the whole curve.<sup>2</sup>

While TDA supports greater consistency and transparency in admissions processes across the HE sector, and our members utilise a broad range of transparent admission processes across an increasingly integrated tertiary sector, we also call for tighter quality control of these processes in line with the principles for reform outlined in the Consultation Paper. This would apply across the HE spectrum from universities to public and private HEPs with particular consideration to Principles 3 and 5. It is important

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<sup>1</sup> Research undertaken by the Victoria Institute of Strategic Economic Studies at Victoria University.

<https://theconversation.com/atar-found-to-be-a-poor-predictor-of-how-well-students-do-at-uni-41677>

<sup>2</sup> <https://theconversation.com/factcheck-does-your-entrance-score-strongly-correlate-with-your-success-at-university-16224>

that HE institutions retain a broad autonomy over admission policies and that all are treated equally under the HE Standards.

The TAFE HE brand is increasingly important for many pathway students seeking employment, especially in increasingly technological and specialist sectors of the economy. This trend aligns with the rise in paraprofessional occupational areas, especially in the health services and tourism and hospitality management, software and telecommunications, film and multi-media industries. Accordingly, TAFE HE is highly dependent on the quality of graduates and the applied, specialised and industry-focused nature of the HE learning experience. While the advent of TAFE HE is relatively new within Australia's economic and tertiary education history, Australia has followed the development of counterpart 'non-university' college systems in other major OECD countries that have responded to industry demands for higher level skills and calls by governments for greater productivity. In the eastern Australian states and territories in particular, jurisdictions have strongly supported TAFE Institutes registering to deliver higher education qualifications, directly related to state economic plans and policies aimed at meeting changing skill needs.

All the factors that influence modern perceptions of student choice; including admissions, subject prerequisites, student attrition, completions and graduate outcomes are highly relevant to TAFE's reputation. Accordingly, TAFE HEPs are reviewing, evaluating and benchmarking their performance in these areas. We are also working with the Council of Private Higher Education Providers (COPHE) to improve admission processes across the HEP sector and welcome initiatives such as the Quality Indicators for Learning and Teaching (QILT) that enable benchmarking across all HE institutions. As many of our HE students transition to HE through [vocational education and training \(VET\)](#) pathways, we also call for greater integration of [tertiary admission structures that will improve the quality of articulation between VET and HE courses and provide guaranteed and consistent entry and credit for VET qualifications](#).

The uncapping of places in universities has had a detrimental impact on enrolments in TAFE Diplomas, Advanced Diplomas and apprenticeships, yet we have skills shortages in highly skilled and high paying jobs in sectors such as electro-technology. A truly modern tertiary education sector would privilege higher VET and apprenticeship qualifications (such as Higher and Degree Apprenticeships in England) as valued pathways to degree completion. What is required is a coordinated tertiary selection system that encourages students to apply for courses and institutions where they are most likely to succeed and to make a valuable contribution to the workforce.

The following submission outlines TDA's position on the transparency of HE admission processes and provides a summary of current admission processes. The submission collates feedback from TAFE HEPs and is structured in three sections:

1. Overview of TDA's position;
2. TDA responses to the questions posed in the 'Consultation on the Transparency of Higher Education Admissions Processes' paper; and
3. A framework outlining the broad range of course admission criteria for HE courses delivered by TAFE HEPs in their own right.

## 1. Overview

TAFE HEPs bring a different perspective to the ATAR debate. Students who study HE in TAFE are often mature aged, working full or part-time, have transitioned through a vocational education and training (VET) pathway, are from low social-economic and other disadvantaged backgrounds, might be first in family to do a degree, prefer more applied 'hands-on' approaches to learning, and often require individualised support for higher academic study. Notably, in terms of this submission, many TAFE HE students do not enter HE in TAFE as school-leavers with an ATAR score.

While some TAFE HEPs do use ATAR scores, particularly in disciplines such as nursing, accounting, early childhood education, building and construction, engineering and science, students can be accepted via alternative selection processes to ascertain if they have a reasonable chance of success. These processes may include:

- The successful completion of a lower AQF qualification in a similar discipline/field of study; or
- Year 12 or equivalence (with or without an ATAR score and sometimes with specific subjects in Mathematics and English required as requisites); and
- A Language, Literacy and Numeracy (LL&N) assessment at the appropriate ACSF level; and/or
- Demonstrated interest and experience in the chosen field of study through a portfolio, individual interview, evidence of work experience at the required level etc.

Examples of alternative selection processes in TAFE are provided in Section III of this submission.

The problem with ATAR scores is well argued in the Higher Education Standards Panel's discussion paper, *Consultation on the Transparency of Higher Education Admissions*, and most recently in the media. In our view, ATARs are problematic because they have historically been used to regulate demand in HE as a quasi indicator of a student's current academic ability and potential for success. While there is no doubt ATARs do serve as an indicator of a student's academic ability, evidence from TAFE HEPs suggests that they do not always provide a good indication of academic potential. Rather, an ATAR may indicate that a student needs more or different preparation to meet the rigours of HE. As such, ATAR scores are more a measure of 'academic readiness' which, when all other admissions criteria are met, signals the need for academic support rather than preclusion from HE on the basis of ATAR 'cut-offs'.

In TAFE, academic support is provided to students with academic potential via VET pathways, transition to HE programs, English language support, small class sizes with access to teachers, an applied, 'practice to theory' approach to HE, and individual academic coaching in the first year of HE study. In this environment, students with low ATARs, or no ATAR at all, can excel academically and, in some cases, outperform their higher ATAR peers in the longer term. With uncapped places in the university sector, and the 'demand' issue no longer applying, the focus should now be on student experience and the support required, rather on an increasingly questionable ATAR scores as the main predictor of success.

As highlighted in the current ATAR debate, entry processes such as offers to students regardless of ATAR, the bonus points system and second and third round offers at ATARS much lower than the first round, have diminished the ATAR's role; evident also in the growing number of students admitted to HE through alternative admission processes. This diminishing role is exacerbated by a lack of transparency in the way university offers have been advertised as one ATAR 'cut-off' without public knowledge of what the minimum ATAR might be, or statistics regarding student progression in these courses. The impact on students entering courses with lower than advertised ATARs is that they often struggle to

meet HE academic requirements and are more likely to drop out with large HELP debts and a sense of failure. More should be done to transition these students to other institutions such as TAFE to continue their pathways to employment and/or higher VET qualifications and/or gaining the required academic skills and knowledge to return to university. Direct entry from HEPS such as TAFEs and universities to TAFE would assist students to navigate these often complicated tertiary pathways.

The ATAR issue comes to head when potential HE students do not have an ATAR at all. Indeed, as mentioned above, many students entering TAFE HE are mature aged and/or have transitioned from VET courses often without an ATAR score. While the consultation paper identifies that 12% of all HE students entered HE with a VET award course in 2014, data received from TAFE institutes indicates much higher transition rates in TAFE (between 30% – 62%), particularly via VET courses with ‘advanced standing’ to HE qualifications. These qualifications provide a natural progression to HE: knowledge and skills are scaffolded in applied approaches to learning and focus on the skills and knowledge graduates need to succeed in their chosen industry. VET students can transition to challenging HE academic environments in familiar settings, sometimes in the one institution and with the same teachers.

VET students, both domestic and international, who are interested in continuing to HE are ‘tagged’ early in their course to identify their academic needs. Individualised intervention processes and programs are then designed to support them in their first year of HE study. Some institutes provide bridging programs (e.g. the Bachelor of Nursing Bridging Program at Holmesglen) prior to commencement for students who require significant support. Language classes are also on hand to support students with English as a second language (ESL) and foundation programs of 3-4 weeks are provided for international students prior to the commencement of a degree. In addition, the completion of a LL&N test may be required. Orientation programs for international students include counseling to determine reasons for course selection, and academic review panels to assess and approve requests from students to move to other TAFE HE programs.

## 2. Higher Education Standards Panel Questions

This section addresses the questions posed in the consultation paper.

- I. *Based on your experience, what is the most important information needed to help potential higher education students determine which course to study and which institution to apply for? Please feel free to rank the different types of information in order of importance.*
  - *Examples could include information about course prerequisites, ATAR cut-offs, other non-ATAR-related entry options or requirements, possible career pathways and qualification requirements, institution reputation, campus facilities, course cost, student peer cohort characteristics, family history or other connections to a particular institution, accreditation of a course by a professional body or association, graduate employment and earnings outcomes, student reviews or surveys of teaching quality, recommendations from friends or family.*

The most important information for prospective students is that which will give them a reasonable chance of success of completing their HE qualification. Feedback from the TAFE HEPs indicates this information includes (in order of importance):

- Graduate employment outcomes including:
  - Rates of employment in their chosen field;
  - Types of jobs and the skills required;
  - Potential salaries; and

- Destination data over 18 months.
- The quality of their course including:
  - The quality of teaching (e.g. evidence of teachers' experience and links to industry);
  - Opportunities for work-integrated learning;
  - How well the course is regarded and supported by employers/industry;
  - Who their student peers might be;
  - What other students say about the course; and
  - Articulation pathways.
- Course information including:
  - Admission requirements (including ATAR and entry options)
  - Course prerequisites
  - Cost of the course and other associated costs
  - Time commitment
  - Course and assessment expectations;
  - Student support services including academic support.
  - Networks and relationships associated with the course such as links with industry; and professional associations (particularly for qualifications associated with a licence such as nursing).

An independent survey of TAFE HE students nationally, commissioned by TDA in 2014, found that students rate the quality of courses (87%), the quality of teaching (86%) and academic support (84%) as the most important aspects of their HE study. They want to know if their course will give them the skills and knowledge they need for their intended job/career (the value from their investment in HE) and what sort of HE institute and peer community they will belong to.<sup>3</sup> This information is critical to the transparency of the HE system and to informed student choice.

II. *Is knowledge about how the ATAR rankings are calculated and published 'cut-off' thresholds a significant influencing factor on course and institution preferences? How could this information be made more accessible and useful?*

For school leavers, the current ATAR cut-off thresholds significantly influence their course/institution preference. The obsessive or singular focus on ATAR has had adverse effects on student choice such as courses losing prestige because they are associated with low ATARs, and some students enrolling in high prestige courses they may not really want, or are not suited to, because they achieved the required high ATAR score. As a result, ATAR has 'currency' for students and also for HE institutions and schools where universities maximise the ATAR for courses and schools use ATAR scores to market themselves. Having knowledge about how ATAR cut-offs are calculated, having ATAR thresholds published in advance, and improving the transparency of the range of ATARs for entry (i.e. minimum and maximum) would assist students in making their choice. A genuine minimum and maximum ATAR for courses, and published information about how many students are accepted via ATAR or alternative admission processes, will improve the transparency and usefulness of information for prospective students, their families and importantly, career counsellors.

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<sup>3</sup> Article by Hamish Coates, the University of Melbourne, in the Australian, 3 June 2016.

<http://www.theaustralian.com.au/higher-education/opinion/australia-must-do-better-in-conveying-value-of-higher-education/news-story/316e7e0eecb59227056ff6643d853ec1>

- III. *Is there sufficient information about how 'bonus points' are awarded and used to adjust 'raw' ATARs sufficiently understood? Should the application of bonus points be more consistent across different institutions? Is the current variety of different bonus point rules appropriate to meet the needs of individual students and institutions?*

There is also a distinct lack of clarity about how the bonus points system works. At best, it compensates for school quality and supports students from low works SES and other disadvantaged backgrounds. Questions remain however about the fairness and consistency of the decision making processes. If this system is to continue, TDA argues for more transparency about how bonus points are calculated so prospective students know how many students are admitted from the 'middle band'. This information could be made publically available as part of course admission requirements.

- IV. *Is there sufficient knowledge of the range of alternative admissions procedures employed by higher education institutions?*
- *Examples could include 'early' offers on the basis of previous year's cut-off or school recommendations.*

Given the growth in diversity in the HE sector and the change in student cohorts and admissions processes as a result, there is now not sufficient knowledge of alternative entry pathways available to students and career advisors. Often school students' understanding of entry requirements is dependent on the knowledge of individual careers counsellors in schools and, in turn, on the information available on the websites of HE institutions. If information about alternative admissions process is not publically available, then students with low or no ATARs, may not understand the full range of opportunities available to them. Detailed information regarding of admission requirements for HE courses in TAFE are provided to students via a number of platforms including each institutes' website, at institute open days and via individual student enquiries and interviews. Not all courses require an ATAR (for example, the Bachelor of 3D Art at TAFE NSW).<sup>4</sup>

- V. *Should there be an annual report of the proportion of students accepted into courses by each higher education institution on the basis of their ATARs and/or what the median ATARs was for each course?*

Yes. TDA supports the concept of an annual report to improve the overall transparency of HE admission processes and to address the lack of knowledge about ATAR scores and alternative processes highlighted above.

- VI. *Do the current state-based Tertiary Admissions Centre arrangements adequately cope with students' desire for mobility to institutions across state borders? Would a more national approach to managing applications across borders be beneficial?*

TDA also supports a national approach to enabling student mobility across state and territory borders. Anecdotal feedback from TAFE HEPs suggests that admission to HEPs in other states through Tertiary Admission Centres (TECs) can be difficult to navigate and can incur additional costs for students. Consistency across TECs in application processes, templates and fees would be a welcome improvement.

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<sup>4</sup> <https://www.tafensw.edu.au/courses/tafe-nsw-degrees/choose-a-degree/bachelor-of-3d-art-and-animation>

- VII. *Is there an understanding of how such mechanisms as early offers, second round offers and forced offers affect the transparency of higher education entry? How, if at all, should these factors be dealt with for the purposes of transparency?*

Prior to the recent debate in the media regarding ATARs and the impact of early, second and forced offers on the overall ATAR 'cut-offs', there was little understanding of how the system has worked in reality. This review has brought the issue to the public domain.

- VIII. *What information or enhancements do you think should be added to the Australian Government's [Quality Indicators for Learning and Teaching \(QILT\)](#) website?*
- IX. *How best should comparable information on student admissions procedures be made available to the public? What is the most appropriate and effective way to communicate information to students? What information or enhancements do you think should be added to Tertiary Admission Centre websites, university and non-university institution websites, and/or Australian Government websites such as QILT and Study Assist?*
- X. *What special measures are needed to ensure equity of access for disadvantaged students?*

TDA recommends that all universities and HEPS are required to publicise full details of their course entry requirements on their websites to clearly demonstrate what a student requires in order to have a reasonable chance of successfully completing a qualification. This will be invaluable information for prospective students and parents and should include information about ATARs, variants on ATARs (such as bonus points), alternative entry requirements in addition to the ATAR, and alternative entry requirements for students without an ATAR. There may even be an argument for displaying course completions based on entry level ATAR scores.

- XI. *Can you suggest any other changes that would improve public awareness and understanding of tertiary admissions processes?*

### **3. TAFE HEP Admission Processes**

TAFE has stringent HE admissions processes that include the use of ATAR, Year 12 results and a range of alternative entry requirements. Most TAFEs use interviews for HE students in addition to one of the following minimum general entry requirements:

- A relevant state Senior Secondary Certificate (e.g. VCE in Victoria, HSC in NSW and the SACE in SA) or equivalent. Some institutes have minimum ATAR requirements and require specific year 12 subjects as pre-requisites; or
- A Recognised Tertiary Preparation Certificate; or
- A Qualification from a Registered Training Organisation at Certificate III-IV level or above in the same discipline area; or
- A minimum of five years' full-time equivalent work experience in a related industry; or
- Successful completion of at least one year full-time or equivalent in a degree course at a higher education institution; and
- In some cases, such as the Bachelor of Design (Interior Design) at TAFE NSW for example, the submission of a portfolio of work.

Alternative admissions processes, summarised in the Table below, are available for students who do not meet any of the four selection criteria. Numeracy and literacy testing on entry and bridging courses are available to assist students who may not be ready to transition to HE, such as mature aged or disadvantaged students. Some are streamed into VET courses as part of the transition process.

Admission processes vary across states and institutes without a centralised state HE body (such as Victoria). The variation reflects diversity within the TAFE HEPs and the autonomy they have over admission requirements to meet regional and local requirements. The highly specialised Bachelor of Forensic Science (Crime Scene Examination) at Canberra Institute of Technology, for example, requires an ACT Year 12 Certificate, or equivalent, with majors (110 hours) in: Mathematics Methods or Mathematics Applications, and any science subject, and English major: or NSW: Mathematics (Band 3) or General Mathematics (Band 4); any science (Band 3); English (Advanced) (Band 3), OR demonstrated equivalent qualifications in science, mathematics and English, or successfully completion of an approved bridging program (currently Training Program in Applied Science (Introduction), Training Program in Applied Science (Intermediate) and Training Program in Fundamentals of Forensic Investigation) and/or skills and knowledge assessment in science, mathematics and English.

The following table provides an overview of current admission criteria by student cohort, which may not necessarily apply to every TAFE HEP but which provides a generalised framework for alternative admission processes.

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## Course admission criteria for HE courses delivered by TAFE HEPs

Student cohort	Educational and other qualifications, skills, prerequisite occupation(s)	Special or alternative admission arrangements
<b>Students transitioning to HE from a VET qualification</b>	<ul style="list-style-type: none"> <li>• A related VET qualification at Certificate III or above with advanced standing into a HE course (e.g. an Engineering VET qualification for entry into a Bachelor of Engineering); or</li> <li>• Successful completion of other relevant studies with advanced standing assessed on an individual basis in accordance with the relevant student selection and admissions policy; and</li> <li>• If required, a LL&amp;N test and completion of a bridging course.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of preparedness, aptitude and ability to cope with formal tertiary study at the required qualification level. Interviews are used to ascertain the student's preparedness for academic study in addition to academic results, portfolio, LL&amp;N test and/or completion of a bridging course in accordance with the HEP's relevant student selection and admissions policy.</li> <li>• Demonstrated work experience in the field of study;</li> <li>• Supplementary Information outlining more detail of completed studies and/or work history may be required.</li> </ul>
<b>School leavers</b>	<ul style="list-style-type: none"> <li>• A relevant state Year 12 Certificate or equivalent (including overseas equivalent).</li> <li>• An ATAR score. Some TAFE HEPs require an ATAR score for all degree courses. For example Holmesglen's Bachelor of Nursing requires a minimum of 50 ATAR and all school leavers applying to HE in SA must have a minimum ATAR of 60, or an International Baccalaureate Diploma with a minimum score of 24 points. There are no ATAR requirements for entry into TAFE HE courses in NSW and WA (WA only offer sub-bachelor courses).</li> <li>• Specific subject knowledge requirements in addition to the successful completion of a year 12 certificate. For example, the Bachelor of Computer Systems at Box Hill Institute requires a study score of at least 20 in maths (any) and 20 in English (any) with additional consideration given for achievement in physics, chemistry, systems and technology, technological design and development and/or</li> </ul>	<ul style="list-style-type: none"> <li>• School leavers who do not hold a relevant state Year 12 Certificate or equivalent, may be eligible for entry under the minimum eligibility requirements (e.g. NSW<sup>6</sup>).</li> </ul>

<sup>6</sup> For an example of these provisions, refer to the TAFE NSW Higher Education Student Selection and Admissions procedures.

[https://www.det.nsw.edu.au/policies/students/high\\_edu/stu\\_sel/stu\\_seprodv3.pdf](https://www.det.nsw.edu.au/policies/students/high_edu/stu_sel/stu_seprodv3.pdf)

Student cohort	Educational and other qualifications, skills, prerequisite occupation(s)	Special or alternative admission arrangements
	<p>mathematics methods.</p> <ul style="list-style-type: none"> <li>An ATAR score plus specific subject requirements. For example, the Bachelor of Early Childhood Teaching at Holmesglen requires all applicants to meet specific English and Mathematics prerequisites.<sup>5</sup> Engineering HE qualifications in TAFE SA require a Year 12 mathematics subject as a pre-requisite.</li> </ul>	
<b>International students</b>	<ul style="list-style-type: none"> <li>In addition to proof of eligibility, international applicants whose first language is not English or who have not completed their secondary education in English or who have not completed an Australian AQA educational qualification must demonstrate English proficiency at a minimum IELTS level of 6.5 (or equivalent), with a minimum level of 6 in any one band. Some courses such as the bachelor of Early Childhood Teaching require IELTS 7.5 with no score below 7 in any of the four skills areas, and a score of not less than 8 in speaking and listening; and</li> <li>Year 12 level studies or the overseas equivalent; and</li> <li>Specific requirements for a HE course. For example the Bachelor of Nursing at Holmesglen requires satisfactory completion of the Diploma of Nursing with a minimum grade average of Credit or higher (60% and above) plus the completion of a bridging program on-campus following completion of the Diploma of Nursing and prior to commencing the degree. Prior to undertaking clinical placement in a health service agency during the course, students must complete a National Police Records Check, Working with Children Check and be prepared to declare their health and immunization status; and</li> <li>Interviews including the presentation of a portfolio of work may be conducted as part of the application process in some course (e.g. a Bachelor of Design (Interior Design)).</li> </ul>	N/A

<sup>5</sup> Including units 3 and 4 English Language with a study score of at least 25 OR English as an Additional Language (EAL) with a study score of at least 30, one of the VCE Mathematics group of studies and units 1 and 2 General Mathematics or Mathematics Methods OR any Units 3 and 4 Mathematics (preferred) OR equivalent.

Student cohort	Educational and other qualifications, skills, prerequisite occupation(s)	Special or alternative admission arrangements
<p><b>Special and/or alternative entry: Non-school leavers (mature age applicants and/or those who do not hold a Year 12 certificate.</b></p>	<ul style="list-style-type: none"> <li>• Applicants who do not meet any of the four minimum entry requirements above may be eligible for entry under mature age or disadvantage provisions. Selection criteria may include: <ul style="list-style-type: none"> <li>• LL&amp;N requirements;</li> <li>• Interview</li> <li>• Portfolio of work</li> <li>• Demonstrated work experience in the industry. For example, Holmesglen Bachelor of Building Surveying requires 5 years work experience in the building industry; or a Certificate IV level qualifications in a building or allied trade, along with relevant work experience of four years or more. The ‘Bachelor of Applied Music in Music Industry’ at Box Hill Institute requires prospective students to have current employment or experience in the industry.</li> </ul> </li> <li>• Evidence of satisfactory completion of foundation studies or qualifications such as a Diploma or a Diploma of Further Education from a recognised university may also be recognised in some courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Special entry applicants may be required to undertake a bridging program prior to commencement of the degree.</li> </ul>
Student cohort	Educational and other qualifications, skills, prerequisite occupation(s)	Special or alternative admission arrangements
<p><b>Post Graduate students</b></p>	<ul style="list-style-type: none"> <li>• A Bachelor Degree from a related industry discipline; or</li> <li>• At least 2 – 5 years relevant work experience (depending on the course) at an appropriately senior level in a relevant context, and evidence of being able to cope with formal studies at this level;</li> <li>• Demonstrated combination of equivalent formal qualifications and relevant work experience;</li> <li>• For Masters level, an Australian bachelor degree, graduate diploma or an approved international equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of preparedness, aptitude and ability to undertake post-graduated study. Interviews, other academic results, portfolio, resume, references from employers and managers or completion of a bridging course in accordance with the HEP’s relevant student selection and admissions policy.</li> </ul>

Student cohort	Educational and other qualifications, skills, prerequisite occupation(s)	Special or alternative admission arrangements
<b>Special and/or alternative entry: Articulation pathway admissions</b>	<ul style="list-style-type: none"> <li>International students must meet the English proficiency;</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of preparedness, aptitude and ability to cope with formal tertiary study at the required qualification level. Interviews are used to ascertain the student's preparedness for academic study in addition to academic results, portfolio, LL&amp;N test and/or completion of a bridging course in accordance with the HEP's relevant student selection and admissions policy.</li> </ul>