



# Improving higher education admission information: QUICK REFERENCE for career advisers and schools

## What's happening?

The Australian Government has been working closely with the higher education sector to ensure prospective students, parents and schools have access to nationally consistent and comparable information on admission requirements for all undergraduate courses offered by Australian higher education institutions.

Universities and other higher education providers have committed to publish more consistent and comparable information on their own websites, tertiary admission centre websites and in relevant publications about their admission policies and processes.

Changes are being phased in with some key new information already made available in 2017 to support applications to study in 2018, including more robust information about the Australian Tertiary Admission Rank (ATAR) (Overall Position in Queensland) likely to be required for admission to courses, where this is relevant. Further changes in 2018 will support applications to study in 2019, including more comprehensive information about the admission criteria for all possible entry pathways and application options for each available course.

A collaborative plan has been developed that identifies the actions that institutions and the Australian Government will take to deliver these improvements throughout 2018.

The Australian Government is developing a new national information 'hub' about higher education courses and admission requirements. From late 2018, this will provide prospective students with a new resource to help them research and compare information about course options and admission requirements at higher education institutions across Australia.

## When is this changing?

### For 2018 admissions

#### General information

Institutions and Tertiary Admissions Centres already publish a wide range of information about higher education courses and admission requirements.

From August 2017, institutions have been updating their websites to provide admissions information more prominently and in a common format.

#### Student profile information

All institutions must now provide additional information on their websites to give students an indication of the likely peer cohort (i.e. student group) both for the institution as a whole and for each course on offer in 2018. This means prospective students will have access to information on the number and proportion of students who entered the course in the most recent intake who

were recent secondary school leavers, older students, had a vocational education or higher education qualification, or were international students (See example below).

### **Australian Tertiary Admission Rank (ATAR) student profile**

For courses that admit students on the basis of their ATAR or OP rank (or on the basis of their ATAR plus some other assessment like a portfolio or interview), institutions will show the range of ATAR/OP ranks admitted to the course in the most recent relevant intake period. All institutions will publish the lowest and highest ATAR/OP admitted and, where there were a significant number of students admitted, the median ranks also. Institutions that offer access to ATAR-related adjustment factors (e.g. 'bonus points') will also give full details of the adjustments available and may publish a separate profile of selection ranks (i.e. the rank after taking account of all adjustment factors) in addition to the unadjusted or 'raw' ATAR profile (See page 3).

### **More consistent admissions terminology and language**

All institutions will start using consistent terms relating to admission policies and processes. A small number of common terms have been agreed for use in the information published in 2017.

At the moment terms like "ATAR cut-off" and "Clearly-in ATAR" are used in different states to convey similar concepts. These terms will still be used alongside the new ATAR/OP information when canvassing 2017 and 2018 admissions, reflecting language prospective students are familiar with. These terms will be phased out from information supporting 2019 admission.

## **For 2019 admissions**

### **More comparable and comprehensive entry information:**

For 2019 admissions, prospective students will be able to see the full range of admission criteria for all entry pathways at the course/program level, grouped by applicant type to make it easier to compare courses and institutions.

Tertiary Admission Centres will also adopt the new approaches for all of the admission information they publish to support applications to study in 2019 and beyond.

### **Use of more consistent and common language:**

A [more comprehensive list of common terms](#) has been agreed and will be adopted for use in admissions information for courses in 2019 and beyond.

The terms "ATAR cut-off" and "Clearly-in ATAR" will cease to be used for 2019 admissions.

### **National admissions information website**

The Australian Government is working with tertiary admission centres, provider representative bodies and others to develop a new national information hub about higher education courses and admission requirements. The new hub will bring together key information about higher education courses and institutions in Australia in a format that makes it easy to search for and compare courses and institutions. When ready to apply, the website will link applicants to the appropriate location for lodging an application.

The new website should be up and running by August 2018 to support those wishing to apply to study an undergraduate higher education course in 2019 and beyond.

## **How will I benefit from these changes?**

As a career adviser, teacher or school administrator, you will be able to more readily identify the courses that can lead students to the career opportunities they are seeking. Not just those courses or institutions in your local area, but courses across your state/territory and nationally. The same types of information will be available for each and every course at every higher education provider in Australia.

You will be able to help students with applying for those courses in a more informed way. This may be particularly important for students who do not have ready access to career education or to family members who have past experience of the higher education system.

## Where can I get further help or advice?

- Higher education institutions – visit their websites.
- Tertiary Admission Centres – already publish a range of admission-related information and will adopt the new approaches in 2018 to support applications to study in 2019.

- Career Industry Council of Australia (CICA) or your local career advisers' association.
- General information on the changes is available at: [www.education.gov.au/admissions-transparency-implementation-working-group-0](http://www.education.gov.au/admissions-transparency-implementation-working-group-0)

## Example student profile

This gives an indication of the likely peer cohort for new students at the institution. It provides data on all 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. The information will be provided for admissions to the institution as a whole and for each course available in the following enrolment period.

## Student profile – Bachelor of Education

Applicant background	Full year 2016	
	Number of students	Percentage of all students
<b>(A) Past higher education study</b> (includes a bridging or enabling course)	135	32.3%
<b>(B) Past vocational education and training (VET) study</b>	35	8.4%
<b>(C) Work and life experience</b> (Admitted on the basis of previous achievement not in the other three categories)	N/P	N/P
<b>(D) Recent secondary education:</b>		
• Admitted solely on the basis of ATAR (regardless of whether this includes the impact of adjustment factors such as equity or subject bonus points)	153	36.6%
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	0	0%
• Admitted on the basis of other criteria only and ATAR was <b>not</b> a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)	<5	<5
<b>International students</b>	90	21.5%
<b>All students</b>	<b>418</b>	<b>100.0%</b>

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.

## Example ATAR profiles

These tables show the range of ATARs for student to whom an offer of a place was made wholly or partly on the basis of ATAR in the most relevant recent intake period. If less than 25 ATAR-based offers were made, only the highest and

lowest ATARs are shown. The information will be provided for admissions to the institution as a whole and for each course available in the following enrolment period.

### Example ATAR profile – Bachelor of Education

(ATAR-based offers only, across all offer rounds)	ATAR (Excluding adjustment factors)*
Highest rank to receive an offer	95.00
Median rank to receive an offer	76.00
Lowest rank to receive an offer	55.00

Notes: \* "<5" – indicates less than 5 ATAR-based offers were made

### Example ATAR profile – Bachelor of Arts

(ATAR-based offers only, across all offer rounds)	ATAR (Excluding adjustment factors)*
Highest rank to receive an offer	94.00
Median rank to receive an offer	72.00
Lowest rank to receive an offer	50.00

Notes: \* "<5" – indicates less than 5 ATAR-based offers were made