## Admissions Transparency Checklist

This document was prepared in response to provider requests for a checklist to support them to implement the admissions transparency requirements. Providers should also be familiar with the requirements as outlined in [*Improving the transparency of higher education admissions: Phase two common terminology and information sets*](https://docs.education.gov.au/node/48106) *and TEQSA’s* [*Advice on Admissions Transparency*](https://www.teqsa.gov.au/latest-news/publications/advice-admissions-transparency).Providers are also encouraged to test the accessibility and readability of their admissions and course information with users.

#### General information about studying at the institution

* Campus locations [ ]
* Information about open days (including campus visits) [ ]
* Important dates (including application and enrolment dates) [ ]
* Contact details (e-mail address/phone number and in-person options) [ ]

#### Admission Criteria

The following information should be provided under whole of institution information where it applies to all courses and under course information if it is course specific.

* The location of “admissions information” is obvious from the homepage [ ]
* There are no obstacles to easy access such as a need to register and
provide contact details before information is available [ ]
* Applicant information, including the admission criteria, is provided for the four background groups
	+ Higher Education [ ]
	+ VET study [ ]
	+ Work and life experience [ ]
	+ Recent secondary education (within the past two years) [ ]
* For recent secondary education students:
	+ Information about ATAR-adjustments, including eligibility details [ ]
	+ The maximum available for each type of adjustment [ ]
	+ How the selection rank is created [ ]
	+ Information about additional tests, portfolio assessments, auditions or
	other types of evidence that is required in addition to a competitive
	ATAR, including the criteria on which applicants will be assessed [ ]
	+ All non-ATAR admission options [ ]
* ‘Bonus points’ has been removed [ ]
* Special consideration due to disability, illness or family disruption [ ]
* How interstate applicants are assessed and selected [ ]
* Pathways or enabling courses for applicants with insufficient preparation [ ]
* If applicable, information about the Special Tertiary Admissions test [ ]
* Consider supporting prospective students who may not meet the admissions
criteria by providing a list of (and links to) admissions pathways [ ]

#### Student and ATAR profiles

* A whole of institution student profile is provided [ ]
* A student profile is provided for each course [ ]
	+ For each student profile the numbers add up to the total [ ]
	+ For each student profile the percentages add up to 100% [ ]
* An ATAR profile is provided for each course [ ]
	+ If applicant, a selection rank column in the ATAR profile is provided [ ]
* For each student and ATAR profile the relevant intake is identified [ ]
* Where applicable, numbers have been masked correctly [ ]
* The student and ATAR profiles are templates so changes have been avoided [ ]
* Staff with responsibility for extracting data have kept a record of the process [ ]
* ‘Cut-off’ and ‘clearly-in’ have been removed [ ]

#### Student specific information

* How Australian citizens or permanent residents with overseas qualifications are assessed [ ]
* General requirements for English language proficiency [ ]
* Indigenous applicant admission scheme [ ]
* Disability admission scheme [ ]
* Elite sports or artistic performance scheme (including community service) [ ]
* Youth and student allowances including Centrelink [ ]
* Student loans [ ]
* Scholarships [ ]

#### Course specific information

* If applicable, a statement that ‘general admission criteria apply to the course’
and a link to the whole of institution admission criteria [ ]
* General information about studying the course [ ]
* Course/Qualification options [ ]
* Course structure [ ]
* Course accreditation/Professional body [ ]
* Work based learning, internships and work places available as part of the

course [ ]

* Graduate career/Postgraduate study pathways [ ]
* Campus location [ ]
* Explanations regarding any technical or specialised terms [ ]
* Course prerequisites [ ]
* Physical or other requirements for the course [ ]
* Consider publishing a glossary adding any technical or other terms that might
be institution or course specific [ ]

#### How to apply

* If applicable, a link to the provider’s information on the TAC is provided [ ]
* Information on the TAC is the same as information on the website [ ]
* If applicable, information for applying direct to the institution is provided [ ]
* If applicable, information about pre-selection of applicants [ ]
* The application process
	+ The application date is provided [ ]
	+ When will the applicant be notified [ ]
	+ How does an applicant acceptance of an offer [ ]
	+ Deferral, changes to or withdrawal from offers, acceptance and
	enrolment and leave of absence [ ]
* Consider including a list of application information (such as forms,
education results or birth certificate) so prospective students can
easily understand what is required to submit their application [ ]

#### Other information

* Credit transfer information [ ]
* Recognition of prior learning [ ]
* Any formal recognition of prior learning arrangements in place for this course [ ]
* Advanced standing [ ]
* Fees and charges [ ]
* Current academic governance policies on all aspects of admissions [ ]
* Alternative but similar sounding terms to the agreed terminology such as
‘credit for prior learning’ have been avoided [ ]
* Appeals and grievances procedures [ ]
* TEQSA’s national register [ ]
* QILT website [ ]

####  Student and campus services (as applicable)

* Student induction and orientation [ ]
* Library services [ ]
* Learning Assistance/Academic skills [ ]
* IT/Computer support [ ]
* Student accommodation options [ ]
* Childcare services [ ]
* Health and medical services [ ]
* Mental health services [ ]
* Sexual assault or harassment services add support [ ]
* LGBTIQ support (including the Ally program) [ ]
* Chaplaincy and/or Counselling and student support services [ ]
* Emergency services [ ]
* Safety and security on campus [ ]
* Safety and security online [ ]
* Exchange programs [ ]
* Student organisations [ ]
* Student union [ ]
* Sports and recreation [ ]
* Legal advice [ ]
* Advocacy [ ]