NOTICE OF MEETING

Meeting 2/2016 of the Admissions Committee will be held from 11:00am – 12:00pm on Wednesday 20 April 2016 in the Western Tower Boardroom, Quadrangle. The Agenda for the meeting is below.

Matthew Charet
Committee Officer

AGENDA

Non-confidential items

<table>
<thead>
<tr>
<th></th>
<th>Presenter</th>
<th>Paper</th>
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<tbody>
<tr>
<td>1</td>
<td>WELCOME AND APOLOGIES</td>
<td>Chair</td>
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<td></td>
<td>Apologies have been received from Jas Chambers and Professor Archie Johnson.</td>
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<td>Welcome is extended to the following new members:</td>
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<td>• Associate Professor Donna O’Connor as the nominee of the Dean of Education and Social Work;</td>
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<td>• Maxwell Hall as Undergraduate student member of the Academic Board (confirmed by the Academic Board);</td>
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<td>• Mary Teague (Head, Widening Participation); and</td>
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<td>• Kubra Chambers (Director, Planning and Information Office).</td>
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<td>2</td>
<td>PROCEDURAL MATTERS</td>
<td>Chair</td>
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<tr>
<td>2.1</td>
<td>Minutes of Previous Meeting</td>
<td>attached</td>
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<td></td>
<td>Recommendation That the Admissions Committee adopt the minutes of the previous meeting, on 9 March 2016.</td>
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<td>2.2</td>
<td>Actions Arising</td>
<td>Chair</td>
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<tr>
<td>3</td>
<td>STANDING ITEMS</td>
<td>Chair</td>
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<tr>
<td>3.1</td>
<td>Report of the Chair</td>
<td>Chair</td>
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<td></td>
<td>Recommendation That the Admissions Committee note the report of the Chair.</td>
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Respect is a core value of the Academic Board
3.2 Report of the Academic Board meeting of 30 March 2016

Recommendation
That the Admissions Committee note the report of the Academic Board meeting of 30 March 2016.

3.3 Report of the Deputy Vice-Chancellor (Registrar)

Recommendation
That the Admissions Committee note the report of the Deputy Vice-Chancellor (Registrar).

4 ITEMS FOR ACTION

4.1 Minor Course Amendment Proposal: Faculty of Science – for approval

The Faculty of Science proposes to amend the English language requirements for admission to the Master of Clinical Psychology (MCP) and the Master of Clinical Psychology / Doctor of Philosophy (MCP/PhD) to align with the registration requirements of the Psychology Board of Australia (PsyBA).

Recommendation
That the Admissions Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Science to amend the English language requirements for admission to the Master of Clinical Psychology and the Master of Clinical Psychology / Doctor of Philosophy; and
(2) approve the amendment of the schedule of Postgraduate English Language Requirements arising from this proposal with immediate effect, as set out in the report presented.

4.2 Public Consultation on Transparency in Higher Education Admissions – Higher Education Standards Panel (HESP) – for discussion

Recommendation
That the Admissions Committee review the Public Consultation on Transparency in Higher Education Admissions paper from the Higher Education Standards Panel and formulate some views on the questions it raises, with an aim to contributing to the University response on this matter.

5 ITEMS FOR NOTING

6 OTHER BUSINESS

6.1 Any Other Business

Next meeting: 10:00am – 12:00pm, Wednesday 8 June 2016
Western Tower Boardroom, Quadrangle
Admissions Committee - Terms of Reference

Purpose
The Admissions Committee advises the Academic Board and its Committees about resolutions, policy and procedures relating to admissions to award courses at the University of Sydney.

Terms of Reference
1. To advise the Academic Board on:
   a. resolutions, policy and procedures relating to all student admissions to the University; and
   b. issues relating to admissions not based solely on the Australian Tertiary Admissions Rank (ATAR).
2. To make recommendations to the Academic Board, or, if deemed appropriate by the Admissions Committee to the Undergraduate Studies Committee and/or the Graduate Studies Committee, regarding:
   a. English language requirements for admission to award courses;
   b. recognition of institutions, programs and courses for the purposes of admission;
   c. approval of admissions criteria in addition to the ATAR;
   d. approval of preparatory programs of study in prior learning;
   e. approval of special admission schemes;
   f. confirmation of academic selection criteria for international students set by Deans; and
   g. University-wide Credit Transfer Policy for all coursework.
3. To oversee and approve the publication of admissions advice.
4. To exercise all reasonable means to provide and receive advice from the Senior Executive Group and its relevant subcommittees.
5. To provide an annual report on its activities under its terms of reference to the Academic Board.
6. To consider and report on any matter referred to it by the Academic Board, the Vice Chancellor, Academic Board committees or the Chair of the Academic Board.

Established by Academic Board Resolution 289/11 (7 December 2011); Amended by Academic Board Resolution AB16/2-5 (30 March 2016)
MINUTES

1 WELCOME AND APOLOGIES

The Board noted apologies as recorded above and welcomed new members.

Resolution AB Adm 2016/1-1
The Admissions Committee resolved to note that apologies have been received from the members above and that they be excused for their absence.

2 PROCEDURAL MATTERS

2.1 Minutes of Previous Meeting

Resolution AB Adm 2016/1-2
The Admissions Committee resolved that the minutes of the meeting of 11 November 2015 be confirmed as a true record.

2.1 Actions Arising

Resolution AB Adm 2016/1-3
The Admissions Committee noted that there are no outstanding actions.

3 STANDING ITEMS

3.1 Report of the Chair

3.1.1 Terms of reference and membership

The Chair drew the attention of members to the Terms of Reference for the Committee, highlighting a primary focus on ensuring that the University is governed by robust admissions policies. Members were also advised that the composition of the committee has been adjusted to be better representative of the new organisational structure emerging from the Strategic Plan 2016-2020.

3.1.2 Meeting times

The Chair advised that due to teaching commitments, he will be unable to join some meetings until approximately 11am. It is proposed that meetings with a light agenda commence at 11am, with heavier agenda meetings to commence earlier; Associate Professor Masters will chair the first portion of these meetings. The Committee was advised that the commencement time for each meeting will be confirmed by the Secretary via email and be noted on the agenda distributed for that meeting.

It was agreed that approval of routine matters (such as changes to the admission schedule)
could also be dealt with by circulation between meetings.

3.1.3 Prioritisation of agenda items

In the interests of ensuring that there is an opportunity to discuss all items submitted for consideration by the committee, it was agreed that a starring system not be adopted.

Resolution AB Adm 2016/1-4
The Admissions Committee noted the report of the Chair.

3.2 Report of the Academic Board meeting of 24 February 2016

Associate Professor Masters had nothing to report in addition to the circulated paper.

Resolution AB Adm 2016/1-5
The Admissions Committee noted the report of the Academic Board meeting of 24 February 2016.

3.3 Report of the Deputy Vice-Chancellor (Registrar)

Professor Carlin provided a verbal update on trends for the Semester 1 2016 admission round, advising that a more complete report would be provided after the census date on 31 March. Preliminary observations suggest that this intake round has been very successful for meeting target student numbers and lifting quality for several important groups, including recent school leavers and the reduced proportion of offers made below the advertised ATAR cut-off. International and domestic postgraduate enrolments are also strong. The Admissions and Recruitment teams and faculty staff were thanked for their significant contribution to these results.

In discussion, concern was raised that allowing students entry on the best of ATAR or tertiary performance is allowing some students to enter the University despite marginal undergraduate performance. It was theorised that the number of students taking unfair advantage of this provision is significantly lower than students who benefit from a ‘second chance’ following unsuccessful tertiary study in a prior degree.

In response to an inquiry regarding recent press attention on sub-ATAR offers, Professor Carlin advised that data about the number of offers made to students with ATARs below the published cut-off will be provided to a future meeting. A smaller percentage of these offers were made by Sydney compared to the sector, with most only slightly below the cut-off. The possibility of making publicly available our admission data is also under discussion.

Resolution AB Adm 2016/1-6
The Admissions Committee noted the report of the Deputy Vice-Chancellor (Registrar).

4 ITEMS FOR ACTION

4.1 Minor Course Amendment Proposals

This proposal was approved as presented.

Resolution AB Adm 2016/1-7
The Admissions Committee approved the proposal from the Faculty of Engineering and Information Technologies to correct the assumed knowledge details for the Bachelor Information Technology/Bachelor of Commerce, with immediate effect, as presented.

4.2 Review of Dux Scheme

Professor Carlin spoke to this proposal and opened by providing a framework for the scheme. The setting of a ‘guaranteed entry’ ATAR for several degree programs has proven successful in attracting high-achieving students, and grouping ATARs into simple and easily memorable values has removed complexity from admissions processing and reduced reliance on flexible entry. The introduction of maths prerequisites also helps ensure the capability of students entering specific programs. Alternative admissions pathways such as E12 and the Dux Scheme have also proven effective in attracting promising students who may not achieve the publicised ATAR, as well as high-achieving students who are attracted by the guaranteed offer. The scheme has already positively contributed to the culture of the University by facilitating admission of students who might not otherwise attend Sydney. Mr Ghezel advised that 21% of students made an offer under the Dux Scheme were low-SES, 14% were regional, with nearly double the number of such offers as before the introduction of the scheme; only 27% of offers were made to students in the top 100 schools.
Final admissions statistics from the scheme will be provided following census. The Committee was further advised that 62% of applicants did not require ATAR concessions.

The current proposal seeks to expand the Dux Scheme to include School Captains as an indicator of potential, and will maintain the minimum ATAR set by faculties as a requirement for admission to individual programs. The inclusion of non-academic measures for admission will reflect the statement provided to students on graduation from the University, which records non-academic contributions to the institution. The Committee was advised that the scheme will continue to be offered only to students enrolled in NSW secondary schools. Minor wording changes were suggested and it was agreed that the proposal be approved in principle, with revised wording for the policy amendment to be circulated for approval before submission to the Academic Board.

**Resolution AB Adm 2016/1-8**

The Admissions Committee recommended that, in principle:
- the Academic Board change the name of the University of Sydney Dux Entry Scheme to the University of Sydney Future Leaders Scheme;
- the Scheme be expanded to include other forms of demonstrated merit in leadership roles in the school community, specifically for 2017: school captains; and
- the Academic Board approve amendment of the Coursework Policy with a revised proposal clarifying the wording to be agreed by circulation before presentation to the Academic Board for approval.

5 ITEMS FOR NOTING

6 OTHER BUSINESS

6.1 Any Other Business

There was no other business.

**Next meeting:** 10:00am – 12:00pm, *Wednesday 20 April 2016*  
Western Tower Boardroom, Quadrangle
RECOMMENDATION

That the Admissions Committee note the report of the Academic Board meeting held on 30 March 2016.

REPORT OF ACADEMIC BOARD MEETING

Items related to the Admissions Committee

The Academic Board:
- approved the appointment of academic staff and student members to the Admissions Committee, (noting that the term of membership will be until 31 December 2016 for student members and until 31 December 2017 for staff members), and the amendment of the terms of reference for the Admissions Committee;
- approved amendments to the Dux Entry Scheme to broaden the scheme to become the Future Leaders Scheme and the subsequent amendment of the Coursework Policy 2014; and
- approved a proposal from the Faculty of Engineering and Information Technologies to correct the assumed knowledge details for the Bachelor Information Technology/Bachelor of Commerce combined degree.

Other matters

The Academic Board also:
- discussed the composition of the Academic Board under the University’s proposed new organisational structure;
- approved the appointment or co-option of academic staff and student members to the Academic Standards and Policy Committee, Graduate Studies Committee and Undergraduate Studies Committee, noting that the term of membership will be until 31 December 2016 for student members and until 31 December 2017 for staff members;
- noted the report on the Inherent Requirements 2016 Renewal, and the invitation to faculties to make recommendations to the Inherent Requirements Advisory Committee (IRAC) by 11th April 2016;
- noted the report from Dr Saleeba on the formation of the Equity and Diversity working group;
- noted the report of the student members of the Academic Board on anonymous marking, simple extensions, the centralised University phone line and the NTEU and Student Rally;
- noted the report of the Vice-Chancellor on the approval of the 2016-2020 Strategic Plan by Senate and current national debates in the Higher Education sector;
- approved the request from the University of Sydney Business School to amend its semester dates for 2017 for the Master of Business Administration;
- approved proposals from the Faculty of Arts and Social Sciences to amend the Master of Development Studies, the Master of US Studies and its Faculty Resolutions;
- approved proposals from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours to include majors in Humanitarian Engineering and Internet of Things, and amend the Master of Engineering to include a major in Risk Management;
- approved proposals from the Faculty of Science to amend the Board's resolution made at its meeting of 2 July 2014 to allow the Faculty of Science to continue offering the Graduate Diploma in Psychology with its existing table of units of study until 2018, and to amend the Board's resolution made at its meeting of 24 February 2016 to allow the Faculty of Science to introduce amendments to the Master of Nutrition and Dietetics from 1 January 2018, and changes to the Bachelor of Science/Master of Nutrition and Dietetics from 1 January 2017;
Non-Confidential

- accepted the findings of the Simple Extensions Working Group, including related amendments to the Coursework Policy 2014 and the Assessment Procedures 2011; and
- noted the Academic Standards and Policy Committee's advice that it supports the use of anonymous marking for examinations.
RECOMMENDATION

That the Admissions Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Science to amend the English language requirements for admission to the Master of Clinical Psychology and the Master of Clinical Psychology / Doctor of Philosophy; and
(2) approve the amendment of the schedule of Postgraduate English Language Requirements arising from this proposal with immediate effect, as set out in the report presented.

EXECUTIVE SUMMARY

The proposed amendments will align the English language requirements for admission into the Master of Clinical Psychology (MCP) and the Master of Clinical Psychology / Doctor of Philosophy (MCP/PhD) with the registration requirements of the Psychology Board of Australia (PsyBA).
Minor Course Amendment Proposal

Faculty: Science

Contact person: Timothy Newsome, Associate Dean (PG Coursework)

1. Name of award course
   Master of Clinical Psychology
   Master of Clinical Psychology / Doctor of Philosophy

2. Purpose of proposal
   To align the English language requirements for admission into the Master of Clinical Psychology (MCP) and the Master of Clinical Psychology / Doctor of Philosophy (MCP/PhD) with the provisional registration requirements of the Psychology Board of Australia (PsyBA) – effective 1 June 2012. These registration requirements stipulate that candidates enrolled in a psychology higher year degree accredited at fifth year or higher (e.g. MCP) must be provisionally registered from the commencement of enrolment in that degree. Candidates must maintain provisional registration for the duration of candidature in any component of an accredited qualification.) In order to obtain provisional registration, candidates must apply to and meet the complex English language requirements of the Australian Health Practitioners Regulation Agency (AHPRA) – effective 1 July 2015. It is important to note that student registration, as defined by AHPRA, is not applicable to psychology professional training under the National Law.

3. Details of amendment
   Schedule of Approved Faculty Variations above the University Minimum Requirements as referenced in clause 23(3) of the Coursework Policy 2014

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<thead>
<tr>
<th>Faculty of Science</th>
<th>Master of Clinical Psychology and Doctor of Philosophy</th>
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<tr>
<td>For applicants whose first language is English:</td>
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<tr>
<td>(1) The applicant must have:</td>
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<td>(a) successfully completed all of primary and secondary education in which the language of the institution, instruction, examination and assessment was English and located in a recognised country; and</td>
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<tr>
<td>(b) in the five years prior to their application, successfully completed relevant tertiary studies in which the language of the institution, instruction, examination and assessment was English and located in a recognised country.</td>
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<td>Recognised countries include Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom and United States of America.</td>
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<tr>
<td>For applicants whose first language is not English:</td>
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<tr>
<td>(1) The applicant must have:</td>
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<td>(a) successfully completed at least two years of secondary education in which the language of the institution, instruction, examination and assessment was English and located in a recognised country; and</td>
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<tr>
<td>(b) in the five years prior to their application, successfully completed relevant tertiary studies in which the language of the institution, instruction, examination and assessment was English and located in a recognised country.</td>
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<td>(2) The applicant must have successfully completed six full-time years of continuous education (including relevant tertiary studies in the five years prior to their application) in which the language of the institutions, instruction, examination and assessment was English and located in a recognised country.</td>
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(3) The applicant must have successfully completed one of the following English tests:
(a) IELTS – Overall band score of 7.0 with no band less than 7.0
(b) PTE (Academic) - Overall band score of 65 with no band less than 65
(c) TOEFL (iBT) - Total score of 94 with no less than 24 for listening, 24 for reading, 27 for writing and 23 for speaking
No other English tests shall be accepted.

OR

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<tr>
<th>Faculty of Science</th>
<th>Master of Clinical Psychology and Doctor of Philosophy</th>
<th>IELTS – Overall band score of 7.0 with no band less than 7.0</th>
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4. **Transitional arrangements**
The proposed amendment does not impact currently enrolled students. It is proposed that the new English language requirements take immediate effect, i.e. they will apply to applicants seeking entry into the MCP and MCP/PhD from 2017-intake onwards. The 2017-intake of both the MCP and the MCP/PhD are not yet open for applications, so there are no existing applicants impacted. Applications are expected to open in July 2016 for 2017-intake.

5. **Other relevant information**
Psychology Board of Australia – Provisional registration standard (1 June 2012)
Psychology Board of Australia – Fact Sheet (1 September 2015)
Australian Health Practitioner Regulation Agency – Registration Standard: English Language Skills (1 July 2015)

6. **Signature of Dean**
Authority

This registration standard was approved by the Australian Health Workforce Ministerial Council on 27 April 2012, pursuant to the Health Practitioner Regulation National Law (the National Law) as in force in each state and territory, with approval taking effect from 1 June 2012.

Summary

An applicant for provisional registration as a psychologist must have completed an accredited four-year sequence of psychology study, or a sequence of study that, in the opinion of the Board, is substantially equivalent. Provisional registration is granted to enable an individual to complete years five and six of supervised practice as part of a minimum six-year sequence of study approved by the Board, in order to become eligible for general registration.

The Board has determined that the qualification that leads to registration as a general psychologist is a six-year accredited sequence of study, comprising a Master’s degree minimum qualification, or equivalent. The Board will recognise the following six-year sequences of study as equivalent:

- a five-year accredited sequence of study followed by a one-year Board-approved internship (5+1), or
- a four-year accredited sequence of study followed by a two-year Board-approved internship (4+2).

A provisional psychologist may not undertake dual pathways; that is, mixing components of two different pathways to make up a six-year sequence of study will not be accepted as completing an approved qualification leading to general registration.

Scope of application

This standard applies to all applicants for provisional registration and registered provisional psychologists. It includes candidates undertaking practical placements as part of an accredited six-year sequence of study who are registered as provisional psychologists.

Requirements of the 4+2 internship program

1. The core capabilities and attributes of the two-year internship program that must be achieved by the provisional psychologist are:
   a) knowledge of the discipline
   b) ethical, legal and professional matters
   c) psychological assessment and measurement
d) intervention strategies
e) research and evaluation
f) communication and interpersonal relationships
g) working within a cross-cultural context, and
h) practice across the lifespan.

2. A provisional psychologist undertaking the Board-approved two-year internship must successfully complete the internship in accordance with the Board’s internship guidelines, which include:
   a) a minimum two-year program based on a 35-hour week and seven-hour day, totalling a minimum of 3,080 hours
   b) a minimum of 17.5 hours per week internship
   c) a maximum eight-week provision for annual and personal leave per year
d) one-on-one supervision with a Board-approved supervisor at a ratio of one hour of supervision to 17.5 hours of supervised practice. Two-thirds must be individual supervision, with the rest either being individual or group supervision, and
e) a minimum of 60 hours of professional development per full-time year designed to meet the eight competencies of the internship program. The pro rata equivalent applies to part-time practice.

3. The program must consist of a minimum of 40 per cent client contact and the remainder (up to 60 per cent) client-related activities.

4. The program must be completed within a maximum of five years from commencement.

5. All work roles/placements (internship program only) must be approved by the Board prior to commencement.

6. Six-monthly progress reports must be submitted by the supervisor and the provisional psychologist.

7. At the completion of the internship program, a final assessment of competence form signed by the supervisor and case studies completed by the provisional psychologist must be submitted with an application for general registration.

Requirements of the 5+1 internship program

1. The core capabilities and attributes of the internship program that must be achieved by the provisional psychologist are:
Psychology Board of Australia
Provisional registration standard

1. A six-month progress report and case studies completed by the provisional psychologist must be submitted by the supervisor and the provisional psychologist.

2. At the completion of the sixth year internship program, a final assessment of competence form signed by the supervisor must be submitted with an application for general registration.

**Requirements of the accredited professional degree**

1. An applicant for provisional registration must provide evidence of current enrolment in an accredited professional degree leading to general registration.

2. A provisional psychologist undertaking an accredited professional degree leading to general registration must be registered from the commencement of enrolment and for the duration of enrolment. Psychological practice must not be undertaken until the application for provisional registration is approved. An application for general registration may not be approved where these requirements have not been met.

**Definitions**

- **Client-related activities** for the purposes of the internship program mean activities including reading and researching to assist problem formulation and diagnosis; case consultation with colleagues; formal and informal reporting; and professional development.

- **Internship** means a supervised practice program approved by the Board.

- **Client contact**, for the purposes of the internship program, means direct client contact, which includes performing specific tasks of psychological assessment, intervention and prevention.

- **Supervisor** means a registered general psychologist approved by the Board acting as principal supervisor to a provisional psychologist undertaking an internship program. A supervisor must have a minimum of three years’ experience as a registered general psychologist and have completed a Board-approved training program in psychology supervision prior to applying to act as a Board-approved supervisor.

**References**

Psychology Board of Australia Internship Program Guidelines are available on the Board’s website.
Psychology Board of Australia
 Provisional registration standard

Review
This standard is effective from the date of publication on the Board’s website 1 June 2012. The Board will review this standard at least every three years.

Date of issue: 1 June 2012
Date of review: This standard will be reviewed at least every three years
Fact sheet

Registration as a provisional psychologist for higher degree students

What is the National Registration and Accreditation Scheme?

The National Registration and Accreditation Scheme (the National Scheme) came into effect in Australia on 1 July 2010.

The National Scheme is the regulation of 14 health professions in Australia under the Health Practitioner Regulation National Law, as in force in each state and territory (the National Law). It establishes 14 National Boards, including the Psychology Board of Australia (the Board), that regulate the professions and the Australian Health Practitioner Regulation Agency (AHPRA) which provides administrative support to the National Boards, including receiving and processing applications for registration.

Information about the National Scheme and the implications for practitioners is published on the Board’s website at [www.psychologyboard.gov.au](http://www.psychologyboard.gov.au) and on AHPRA’s website at [www.ahpra.gov.au](http://www.ahpra.gov.au). The information below aims to provide useful information for higher degree students seeking provisional registration under the National Scheme.

What types of registration apply to psychology?

For the psychology profession, there are three registration types:

- general registration
- provisional registration
- non-practising registration

What is provisional registration?

Provisional registration is the registration type that enables the individual to complete a period of supervised practice that is required to be eligible for general registration. You must be registered as a provisional psychologist if undertaking one of the following programs to general registration:

a) an accredited higher degree program  
b) a 5+1 internship program  
c) a 4+2 internship program  
d) a transitional program (for overseas-qualified psychologists)

Postgraduate students must be registered as a provisional psychologist from the start of enrolment in their higher degree and for the duration of enrolment in any component of an accredited qualification including coursework, practicum and research thesis. This applies to both fifth year students in the 5+1 pathway, and masters, doctorate and combined degree students in the higher degree pathway.

How do I apply for provisional registration?

Online application for provisional registration is available if you:

- have completed an accredited fourth year psychology degree in the last 10 years (or will be finishing soon), and
Fact sheet – registration as a provisional psychologist for higher degree students

Last reviewed: 1 September 2015

• have never previously been registered as a health practitioner or student with one of the 14 health professions boards in Australia, and

• have been offered a place in an accredited fifth year psychology program.

For full details visit Online Graduate Applications.

Alternatively, you can apply for provisional registration using the paper application form - Application for provisional registration - APRO-76 and lodge it with your local office of AHPRA. All applicants for provisional registration are required to meet the requirements of the National Board’s registration standards, guidelines and policies, the code of ethics and the National Law, which are all available on the Board’s website.

When do postgraduate psychology students have to apply for registration?

You need to apply for provisional registration after you have enrolled in your degree (i.e. enrolled in subjects), and before you start your degree (i.e. attending classes and undertaking placements).

When you apply for provisional registration you need to provide evidence of current enrolment in an accredited higher degree. AHPRA will accept a print-out of your online record of enrolment and will cross reference your enrolment record with a list of currently enrolled students that is provided directly to AHPRA by the head of psychology at your university or college. AHPRA will not accept a letter of offer to enrol in a course instead of evidence of current enrolment.

When you begin your studies your tutors and placement supervisors can use the online Register of Practitioners to confirm your registration as a provisional psychologist.

What does it cost to apply for provisional registration?

Applicants for provisional registration are not required to pay an application fee.

A registration fee is payable on initial application for registration and then annually on renewal of registration. The registration and renewal fees applicable to provisional psychologists are set out in the schedule of fees.

The Board reviews its fees annually in consultation with its Finance and Management Committee and AHPRA.

Renewal

The annual registration renewal date for provisional psychologists generally the anniversary of the date you were first granted provisional registration. The annual fee you pay on initial application and then each time you renew your registration is always for a full 12 months of provisional registration.

New applications from current provisional psychologists

Under section 64(3) of the National Law it is not possible to renew provisional registration more than twice. Therefore, if you require provisional registration for more than three years you will need to re-apply for registration before the expiry of two renewal periods (i.e. at the end of your third year of registration). It is recommended that you re-apply for provisional registration at least two months before your registration expiry date so that your new registration is in place before your previous registration expires and there is no interruption to your studies. It is your responsibility to ensure you remain registered. If you do not renew and your registration lapses you will not be able to continue as a provisional psychologist until a new application for registration is approved. As with initial registration, there is no application fee for re-registration as a provisional psychologists; only the registration fee.

Changing to general registration

When you complete your training and apply for general registration, any ‘unused’ portion of your provisional registration fee will be considered in determining general registration fee payable.
What is my fee used for?

Charging registration fees allows the Board to carry out its functions in accordance with the National Law. In Australia, fees from registrants fully fund the regulation of the profession. The purpose of regulation is to provide for the protection of the Australian public by ensuring that health services are provided safely and are of an appropriate quality. The core regulatory functions are:

- **Professional standards** – development of policies guidelines, codes, and registration standards for approval by Ministers
- **Registration** of psychologists and provisional psychologists
- **Notifications** – managing complaints and concerns about the health, conduct or performance of psychologists and provisional psychologists
- **Compliance** – monitoring and auditing to ensure compliance with Board requirements
- **Accreditation** and approval of programs of study in partnership with the accreditation authority.

What happens if a postgraduate psychology student does not apply for provisional registration?

All postgraduate psychology students must apply for provisional registration at the time of beginning their degree. If you are not granted provisional registration you will not be able to use this degree for the purposes of registration as a psychologist.

Additionally, under the National Law there are strict title protections. This means that if you are not a registered provisional psychologist, you cannot use the title ‘Provisional Psychologist’ or any other title, name, initial, symbol, word or description that could be reasonably understood to indicate that you are registered or otherwise authorised or qualified to practice in the profession. If you undertake a degree which requires provisional registration without being registered you may be committing a ‘holding out’ offence (maximum penalty for an individual - $30,000).

When you complete your training and apply for general registration the registration officer will cross reference your academic transcript with your registration history to ensure that you were registered for the duration of enrolment. If the provisional registration requirements have not been met, an application for general registration may not be approved.
REGISTRATION STANDARD: ENGLISH LANGUAGE SKILLS

For:
- Chinese medicine practitioners
- chiropractors
- medical radiation practitioners
- occupational therapists
- optometrists
- osteopaths
- pharmacists
- physiotherapists
- podiatrists, and
- psychologists.

1 July 2015
REGISTRATION STANDARD: ENGLISH LANGUAGE SKILLS

The Chinese Medicine, Chiropractic, Medical Radiation Practice, Occupational Therapy, Optometry, Osteopathy, Pharmacy, Physiotherapy, Podiatry and Psychology Boards of Australia (the Board) require all applicants for initial registration to demonstrate English language skills to be suitable for registration.

This registration standard sets out how an applicant for registration can demonstrate to the Boards that their competency in speaking and communicating in English is sufficient to practise the Chinese medicine, chiropractic, medical radiation practice, occupational therapy, optometry, osteopathy, pharmacy, physiotherapy, podiatry or psychology profession.

Does this standard apply to me?

This standard applies to all applicants for initial registration.

It does not apply if you are applying for non-practising registration or if you are a student.

What must I do?

If you are applying for initial registration you must demonstrate your English language competency in one of the following ways:

1. English is your primary language and you have undertaken and satisfactorily completed:
   a. all of your primary and secondary education which was taught and assessed solely in English in a recognised country, and
   b. tertiary qualifications in the relevant professional discipline, which you are relying on to support your eligibility for registration under the National Law, which were taught and assessed solely in English.

2. You have a combination of secondary education and tertiary qualifications, where you have undertaken and satisfactorily completed:
   a. at least two years of your secondary education which was taught and assessed solely in English in a recognised country, and
   b. tertiary qualifications in the relevant professional discipline, which you are relying on to support your eligibility for registration under the National Law, which were taught and assessed solely in English in a recognised country.

3. You have undertaken and satisfactorily completed at least six years’ (full-time equivalent) continuous education taught and assessed solely in English in any of the recognised countries, which includes tertiary qualifications in the relevant professional discipline which you are relying on to support your eligibility for registration under the National Law.

4. You achieve the required minimum scores in one of the following English language tests and meet the requirements for test results specified in this standard:
   a. the IELTS (academic module) with a minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking).

NOTE: We will only accept test results:

i. from one test sitting, or
ii. a maximum of two test sittings in a six month period only if:
   • you achieve a minimum overall score of 7 in each sitting, and
   • you achieve a minimum score of 7 in each component across the two sittings, and

1 Bolded terms are defined in the Definitions section of this registration standard (page 5).
REGISTRATION STANDARD: ENGLISH LANGUAGE SKILLS

- no score in any component of the test is below 6.5

b. the OET with a minimum score of B in each of the four components (listening, reading, writing and speaking).

**NOTE:** We will only accept test results:

i. from one test sitting, or

ii. a maximum of **two test sittings in a six month period** only if:
   - you are tested in all four components in each sitting, and
   - you achieve a minimum score of B in each component across the two sittings, and
   - no score in any component of the test is below C.

**NOTE:** OET is not applicable for chiropractic, osteopathy and psychology as OET has not yet developed a specific test for these professions.

c. the PTE Academic with a minimum overall score of 65 and a minimum score of 65 in each of the four communicative skills (listening, reading, writing and speaking).

**NOTE:** We will only accept test results:

i. from one test sitting, or

ii. a maximum of **two test sittings in a six month period** only if:
   - a minimum overall score of 65 is achieved in each sitting, and
   - you achieve a minimum score of 65 in each of the communicative skills across the two sittings, and
   - no score in any of the communicative skills is below 58

**NOTE:** PTE Academic

d. the TOEFL iBT with a minimum total score of 94 and the following minimum score in each section of the test:

- 24 for listening
- 24 for reading
- 27 for writing, and
- 23 for speaking.

**NOTE:** We will only accept test results:

i. from one test sitting, or

ii. a maximum of **two test sittings in a six month period** only if:
   - a minimum total score of 94 is achieved in each sitting, and you achieve a minimum score of 24 for listening, 24 for reading, 27 for writing and 23 for speaking across the two sittings, and
   - no score in any of the sections is below:
     - 20 for listening
     - 19 for reading
     - 24 for writing, and
     - 20 for speaking

e. other English language tests approved by the Board from time to time and published on the Board’s website with the required minimum scores.

**Test results**

The following requirements apply to the English language test results:

1. **Test results** will be accepted if they were obtained:

   1.1 within the two years before the date you lodge your application for registration

   OR

   1.2 more than two years before the date you lodge your application for registration if, in the period since the test results were obtained, you:
REGISTRATION STANDARD: ENGLISH LANGUAGE SKILLS

a. have been in continuous employment as a registered health practitioner in the Chinese medicine, chiropractic, medical radiation practice, occupational therapy, optometry, osteopathy, pharmacy, physiotherapy, podiatry or psychology profession (which commenced within 12 months of the date of the test) in one of the recognised countries where English was the primary language of practice, and

b. lodge your application for registration within 12 months of finishing your last period of employment

OR

1.3 more than two years before the date you lodge your application for registration if, in the period since the test result was obtained, you:

a. have been continuously enrolled in a Board-approved program of study (which commenced within 12 months of the date of the test) and undertook subjects in each semester, with no break from study apart from the education provider’s scheduled holidays, and

b. lodge your application for registration within 12 months of completing the Board-approved program of study.

2. For the purposes of calculating time, if an applicant relies on test results from two sittings, time begins to run from the date of the earlier sitting.

Exemptions

1. The Board may grant an exemption to this standard when you apply for limited registration in the following circumstances:

a. to perform a demonstration in clinical techniques

b. to undertake research that involves limited or no patient contact, or

c. to undertake a period of postgraduate study or supervised training while working in an appropriately supported environment that will ensure patient safety is not compromised.

2. Conditions will generally apply to these exemptions, which will require supervision by a registered health practitioner and may also require the use of an interpreter.

3. The Board reserves the right at any time to revoke an exemption and/or require an applicant to undertake a specified English language test.

More information

1. Practitioners who meet this standard on the basis of results from an English language test will be asked to declare that they have continued to use English as their primary language when they apply to move from non-practising to practising registration.

2. Further information regarding the evidence that applicants must provide to the Board to prove that they meet this standard is set out in the relevant application form.

3. Your test results will be verified independently with the test provider.

4. You are responsible for the cost of English language tests.

Authority

This registration standard was approved by the Australian Health Workforce Ministerial Council on 17 March 2015.

Registration standards are developed under section 38 of the National Law and are subject to wide-ranging consultation.
Definitions

**Board-approved program of study** means an accredited program of study approved by the Chinese Medicine, Chiropractic, Medical Radiation Practice, Occupational Therapy, Optometry, Osteopathy, Pharmacy, Physiotherapy, Podiatry or Psychology Board of Australia under section 49(1) of the National Law and published in the Board’s list of approved programs of study on the Board’s website.

**Continuous employment** means working the equivalent of at least 26 weeks per year.

**IELTS** means the International English Language Testing System.

**Initial registration** means:
- a practitioner applying for registration in Australia in the Chinese medicine, chiropractic, medical radiation practice, occupational therapy, optometry, osteopathy, pharmacy, physiotherapy, podiatry and psychology profession for the first time; or
- a practitioner applying for registration (including moving from non-practising to another registration type) who has not used English as their primary language for a period of greater than five years; or
- a practitioner who currently holds limited registration on the basis that they were granted an exemption from this standard in the limited circumstances described under Exemptions and who is applying for another type of registration.

Initial registration otherwise does not include a practitioner who has had continual registration in the Chinese medicine, chiropractic, medical radiation practice, occupational therapy, optometry, osteopathy, pharmacy, physiotherapy, podiatry and psychology profession and is applying for a different category or division of registration in that profession, for example, a practitioner who holds provisional registration and is applying for general registration; or a practitioner who holds general registration and is applying for specialist registration.

**National Law** means the Health Practitioner Regulation National Law [as in force in each state and territory].

**OET** means Occupational English Test.

**Practising registration** means provisional, general, specialist or limited registration.

**Primary language** means the language primarily used for reading, writing, listening, and speaking and the language known best and most comfortable with.

**PTE Academic** means the Pearson Test of English Academic.

**Recognised country** means one of the following countries:
- Australia
- Canada
- New Zealand
- Republic of Ireland
- South Africa
- United Kingdom, or
- United States of America.

**Secondary education** means Australian school years 7 through to 12, even where year 7 is classified as part of primary school in a particular state or territory.

**Six years (full-time equivalent) continuous education** means education over a period of six consecutive calendar years without a break from study apart from the education institutions’ (e.g. school or university) scheduled holidays.

**Student** means a student currently registered under the National Law.

**Test results** means the official results provided by the English language test provider. If you are providing test results from two test sittings as defined, the results from both sitting must meet the requirements of this standard.

**TOEFL iBT** means the Test of English as a Foreign Language internet-based test.

**Two test sittings in a six-month period** means that the dates of the sittings must not be more than six months apart. For example, if your first test sitting was on 20 April 2016 and your second test sitting was on 16 October 2016, they would meet the six-month period requirement.
March, the second sitting must be no later than 30 August. If you are providing test results from two sittings, you may provide results of any two tests taken within a six-month period as defined.

Review

Last reviewed: 1 July 2015

This standard will be reviewed at least every three years.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Associate Professor Tim Wilkinson, Chair</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tim Wilkinson, Chair</td>
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<tr>
<td>Paper title</td>
<td>Public consultation on transparency in higher education admissions – Higher Education Standards Panel (HESP)</td>
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<tr>
<td>Purpose</td>
<td>To obtain feedback from members to inform the University's response to the Public Consultation on Transparency in Higher Education Admissions paper from the Higher Education Standards Panel (HESP).</td>
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</table>

**RECOMMENDATION**

*That the Admissions Committee review the Public Consultation on Transparency in Higher Education Admissions paper from the Higher Education Standards Panel and formulate some views on the questions it raises, with an aim to contributing to the University response on this matter.*

**EXECUTIVE SUMMARY**

From the HESP website: “The Minister for Education and Training has asked the Higher Education Standards Panel to advise him on options to improve the transparency of higher education student admissions policies, while minimising regulatory impact. The Minister intends to improve the accessibility and comparability of information about the diversity of course entry pathways by ensuring greater transparency of admissions processes and standards. He is concerned about the capacity of some students to complete their courses. The Minister has asked the Panel for advice on what more needs to be done.”

HESP has produced a background paper calling for public submissions. This paper is attached separately to the committee agenda but is also available at [https://docs.education.gov.au/system/files/doc/other/hesp_admissions_transparency_consultation_paper_april_2016.pdf](https://docs.education.gov.au/system/files/doc/other/hesp_admissions_transparency_consultation_paper_april_2016.pdf). The Panel has written “A range of interventions could be considered to improve or promote transparency in higher education admissions policies and practice” and is seeking input into these matters.

The Admissions Committee is asked to review the document, and use this meeting to formulate some views on the 11 points on page 6 of the document, with an aim to contributing to the University response on this matter.
HIGHER EDUCATION STANDARDS PANEL
Consultation on the
Transparency of Higher Education
Admissions Processes

Opportunity through learning
Context

The Minister for Education and Training has asked the Higher Education Standards Panel to advise him on options to improve the transparency of higher education student admissions policies, while minimising regulatory impact. The Minister intends to improve the accessibility and comparability of information about the diversity of course entry pathways by ensuring greater transparency of admissions processes and standards. He is concerned about the capacity of some students to complete their courses. The Minister has asked the Panel for advice on what more needs to be done.

The Panel welcomes the opportunity to explore these issues and potential solutions with stakeholders, including prospective students and their families, schools, careers advisers, as well as higher education students and their institutions.

Pathways to higher education

Higher education institutions use a variety of mechanisms to determine which applicants are accepted to study the undergraduate courses they offer. The mechanisms vary according to the institution, the course, and the applicant. Figure 1 below shows the bases used for selecting students into undergraduate courses in 2014.

It is perhaps surprising that more than half the students admitted in 2014 were accepted on the basis of previous vocational or higher education study, mature age entry special provisions and the like. Only 44 per cent of students were admitted on the basis of their secondary education – and only 70 per cent of these on the basis of an Australian Tertiary Admissions Rank (ATAR).

Figure 1: Basis of admission for higher education undergraduate commencements 2014

Source: Department of Education and Training
What is the ATAR?

The ATAR is a number out of 100 that ranks students across each state based on their upper secondary school subject results. It is not itself an absolute ‘mark’ but rather an indicator of students’ relative academic standing among their peers. ATARs awarded in one state are recognised by the other states\(^1\).

The ATAR approach allows the making of mass decisions about many students competing for admission to particular courses at the same time on a relatively low-cost basis.

Over recent years, in part driven by government policy, there has been a greater desire by higher education institutions to admit students from a wider range of social and academic backgrounds. This has seen the development of ‘bonus points’ and other strategies enabling ‘raw’ ATAR scores to be adjusted to take account various equity or other opportunity-related characteristics- e.g. disability, low SES, regional location, Indigenous background or elite sports participation. In South Australia, bonus point ‘rules’ are applied consistently across all institutions, but in other states and territories bonus point schemes differ by institution. Partly as a result of these practices, the proportion of disadvantaged students gaining access to higher education has increased.

Other strategies have included institutions making ‘early entry’ offers outside the usual offer rounds; the making of ‘forced offers’ to nominated students, regardless of their ATAR; or offers being made in subsequent offer rounds at ATARs much lower than those used in the first round. Too often this process remains opaque. It is poorly understood.

Institutions are also extending their admissions criteria to draw on interviews with applicants, additional tests, and evidence of other experience to complement or replace the ATAR scores.

In essence, the ATAR was devised as a rationing device to allocate places in courses with limited numbers of places. With the lifting of caps on places in most courses, this rationing imperative no longer applies in the same way. However, two things remain important. First, the process of student admissions to higher education needs to be transparent. Second, the students accepted need to have the capacity and be provided with the support to ensure that they can benefit from their education and complete their studies.

Higher Education Standards Framework

The Higher Education Standards Framework has an important policy influence on admissions transparency. The current (2011) Standards set broad requirements for information that should be made available to prospective students. However, they provide little guidance on how detailed or transparent the information available to prospective students about course entry requirements must be. Appendix A lists the relevant standards which must be met by all institutions.

\(^1\) Queensland operates under the Overall Position (OP) system and the published cut offs generally refer to OPs and ranks. Queensland will adopt the ATAR for the cohort entering year 11 in 2018, removing the current need to translate between the OP score and ATAR for students moving across borders.
The Tertiary Education Quality and Standards Agency (TEQSA) is the national regulator for higher education. It currently scrutinises evidence submitted by non-self-accrediting institutions in their course accreditation applications related to these standards and calculates risk indicators based on the ATAR profile admitted to them. Self-accrediting institutions, including all universities, assure their own compliance with the course accreditation standards.

The new (2015) Higher Education Standards, which will take effect from 1 January 2017, include several standards that address the issue of transparency of admissions policies. These are reproduced at Appendix B. The new Standards include a stronger focus on student experience from pre-admission through to qualification and prospective employment.

Proposed principles

The provision of higher education is increasingly competitive. If students are to be able to make informed choices, however, they need to have easy access to comparable data on what individual institutions offer. It is crucial to their decision making that they are given a clear understanding of how universities and non-university providers select students, and what educational support they offer.

Of course, there is an important nexus between admissions, subject prerequisites, student attrition, completions and graduate outcomes. All are factors which influence student choice. The Panel’s initial focus is on how information that is currently available or could readily be published can be made more accessible and useful to prospective students as an aid to choosing the most appropriate course and institution. The Panel will separately consider issues related to admissions basis and completions, but would welcome stakeholders’ views on all matters related to admissions as part of this consultation.

From its initial consideration of admissions transparency matters, the Panel has identified ten principles that should underpin its advice and any initiatives to improve transparency in admissions policies and practices:

1. A student-centred approach to transparency should be central to any solution.

2. All students, no matter what their backgrounds, should have the same knowledge of how admissions arrangements work.

3. The broad autonomy of institutions over their admissions policies should be accepted, providing that these policies are compliant with the Higher Education Standards.

4. The revised Higher Education Standards, which will take effect from 1 January 2017, should provide the operating framework: they contain clearly articulated requirements in relation to admissions transparency, the provision of information for prospective students, and the quality of learning environments.

5. Any new requirements or changes should apply equally to all higher education institutions, universities and non-university higher education institutions alike.

6. Consistently presented and comparable information on all entry pathways and requirements should be available for each institution by discipline or by course.

7. A guide to admissions policies and student enrolments should be made available through a single online platform for ease of access.
8. Universities Australia and other higher education peak bodies should publicly support clarity on how ATARs scores are used and the manner in which alternative admissions pathways and policies are applied.

9. It should be made clear that ATAR thresholds do not operate as a strict ‘cut-off’; that thresholds generally apply to (bonus point) adjusted ATARs; and that prior year ATAR thresholds are provided only as a guide to prospective students.

10. Higher education institutions should be held accountable for public claims against their stated entry policies.

**Feedback and ideas on principles and possible initiatives**

A range of interventions could be considered to improve or promote transparency in higher education admissions policies and practice.

The Minister has requested advice on options that do not unnecessarily increase regulation. This could include self-regulatory commitments or principles adopted by higher education institutions and other sector bodies. This would be consistent with the principle of recognising institutional autonomy. It could also entail leveraging existing information resources to enhance the public availability of comparative information. This might be made available on institution, Tertiary Admissions Centre, TEQSA, or Australian Government websites, or some combination. Models that apply overseas could be considered. Guidance on demonstrating compliance with new information-related standards in the revised Higher Education Standards Framework could also be considered.

The Higher Education Standards Panel welcomes input to its consideration of these matters. Appendix C lists the current Panel members.

In framing your thoughts, you may wish to consider the questions below. However, all responses in whatever format received will be considered. It is not necessary to prepare a long, detailed submission; it is perfectly acceptable to address just a few key issues that you believe to be important.

Input to the Panel’s consideration should be sent **by close of business Friday 27 May 2016** to

Higher Education Standards Panel Secretariat,  
C50MA7, GPO Box 9880  
Canberra ACT 2601

Email: HigherEd@education.gov.au

Please note that all submissions will be published on the Department of Education and Training website, unless clearly indicated that the author wishes their contribution to remain confidential.
Questions

1. 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.

2. 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?

3. 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?

4. 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.

5. 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?

6. 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?

7. 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?

8. What information or enhancements do you think should be added to the Australian Government’s Quality Indicators for Learning and Teaching (QILT) website?

9. 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?

10. What special measures are needed to ensure equity of access for disadvantaged students?

11. Can you suggest any other changes that would improve public awareness and understanding of tertiary admissions processes?
Appendix A

Current Higher Education Standards relating to admissions transparency

Requirements of the current (2011) Higher Education Standards

There are no standards specific to the ATAR. There are three standards that have relevance. Provider Registration Standard 6.3 notes the requirement for openly accessible information for prospective and enrolled students on admission criteria. Provider Course Accreditation Standard 2.4 requires accurate and current information and advice about the course of study be provided to prospective students. Qualifications Standard 3.1 requires education providers to have clear, accessible and transparent policies and processes to provide award pathways. This last standard is really only relevant to alternative modes of entry.

Provider Registration Standard 6.3
The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on:

...  
• admission criteria, recognition of prior learning and credit and articulation to and from other studies; 
...

Provider Course Accreditation Standard 2.4
The higher education provider demonstrates that accurate and current information and advice about the course of study is provided to prospective and current students.

Qualifications Standard 3.1
The higher education provider has clear, accessible and transparent policies and processes to provide award pathways and credit arrangements for students.
Higher Education Standards Panel – Consultation on Higher Education Admissions Processes

Appendix B
Revised (2015) Higher Education Standards
(in effect from 1 January 2017)

Admissions
Under Standard 1.1 of the revised Standards, institutions will be required to ensure that admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.

The admissions process will need to ensure that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including: all charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies; policies, arrangements and potential eligibility for credit for prior learning; and, policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.

Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are in writing and include any particular conditions of enrolment and participation for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security checks, particular language requirements and particular requirements of work placements.

Learning environment
Standard 2.2 of the revised Standards will require institutions to ensure that institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students’ backgrounds.

Specific consideration will be given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.

Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

Institutional quality assurance
Standard 5.3 of the revised Standards requires institutions to ensure that the results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

Representation, information and information management
Standard 7.2 of the revised Standards states that institutions will be required to ensure that information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes information to give access to current academic governance policies and requirements including admission, recognition of
prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment.
Appendix C

Higher Education Standards Panel Membership

The Higher Education Standards Panel is a legislative advisory body under the Tertiary Education Quality and Standards Agency Act (2011) with responsibility related to Australia’s Higher Education Standards.

The current Higher Education Standards Panel members are:

**Chair:** Professor Peter Shergold AC

**Members:**
- Professor Greg Craven
- Dr Krystal Evans
- The Hon Phil Honeywood
- Emeritus Professor Alan Robson AO, CitWA
- Ms Karen Thomas

**Observers:**
- Professor Ian O’Connor
- Dr Don Owers AM