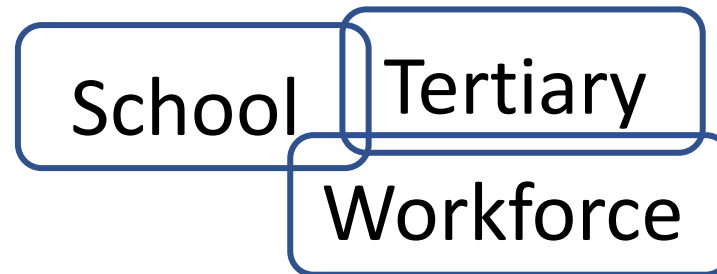


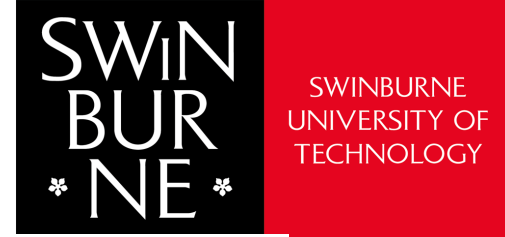
Finding alternatives to the ATAR

ATAR = Australian Tertiary Admission Rank

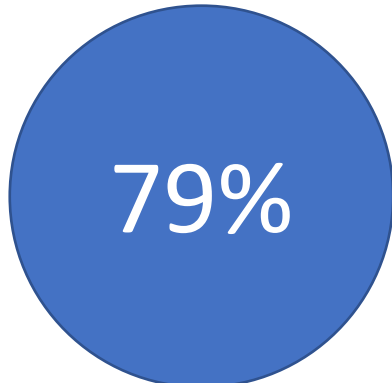




The ATAR
(Australian Tertiary Admission Rank)

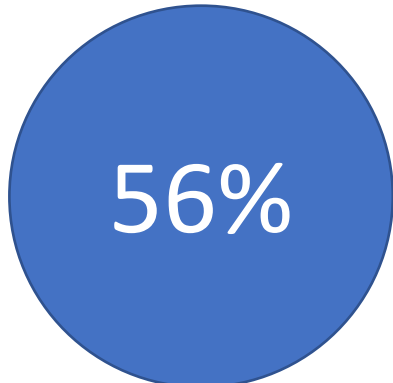


New world of work will require post-secondary training. Y12 is now the norm, and most Australians continue to higher studies



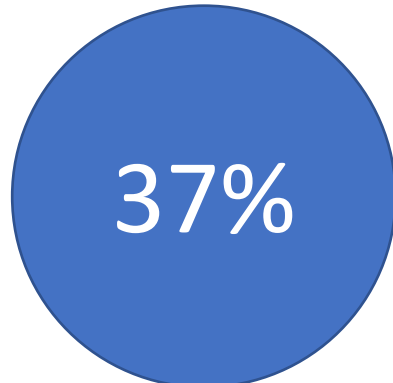
Australians with Y12

[2017, ACARA]



Australians with post-secondary

[2016, ABS]

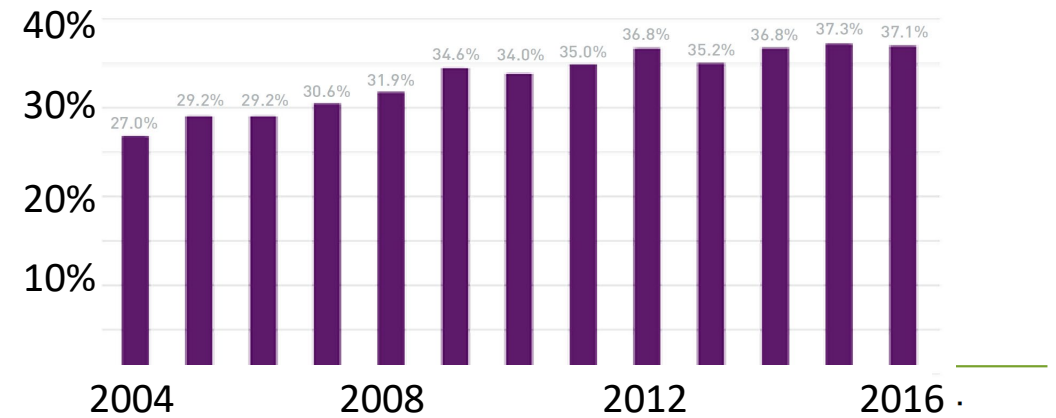


Young Australians with Bachelors

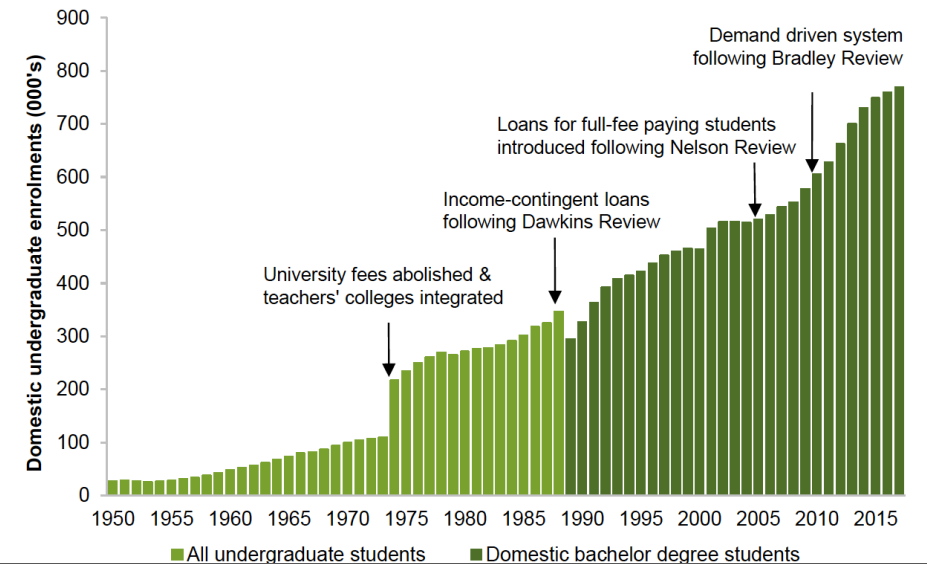
(25-34 year olds)

[2017, UA]

Young Australians with a Bachelor degree



Source: ABS 6227.0, Education and Work, May 2016





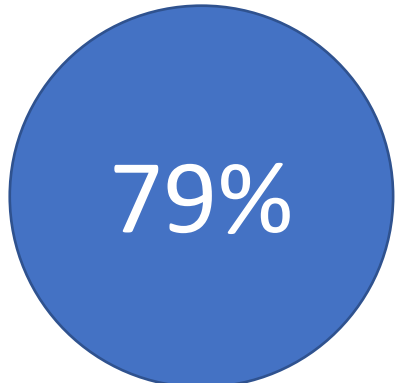
The ATAR

(Australian Tertiary Admission Rank)



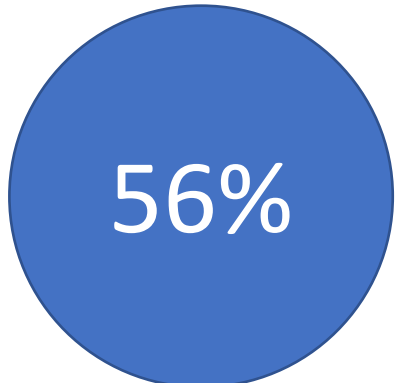
New world of work will require post-secondary training. Y12 is now the norm, and most Australians continue to higher studies

Designed as a tool to facilitate university admissions, the ATAR has taken on a life of its own, becoming a goal in itself



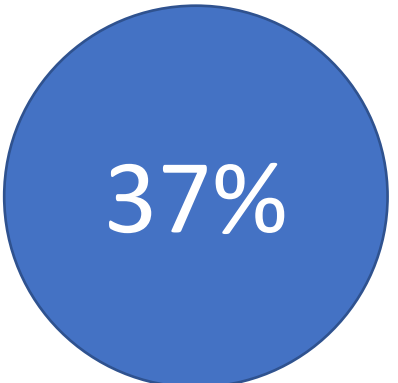
Australians with Y12

[2017, ACARA]



Australians with post-secondary

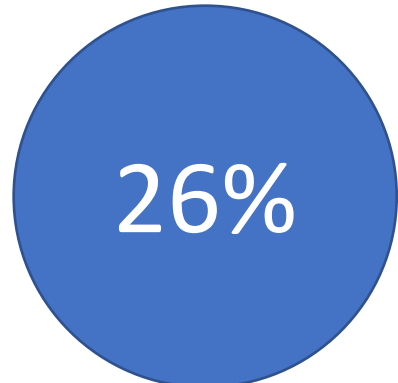
[2016, ABS]



Young Australians with Bachelors

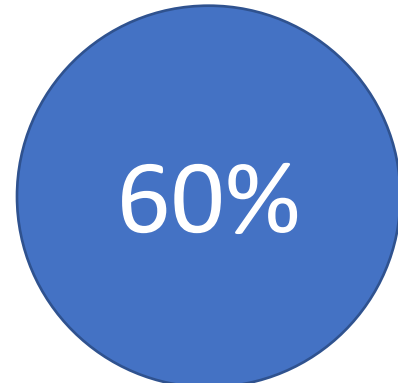
(25-34 year olds)

[2017, UA]



DOM admit via ATAR

[2017, DET]



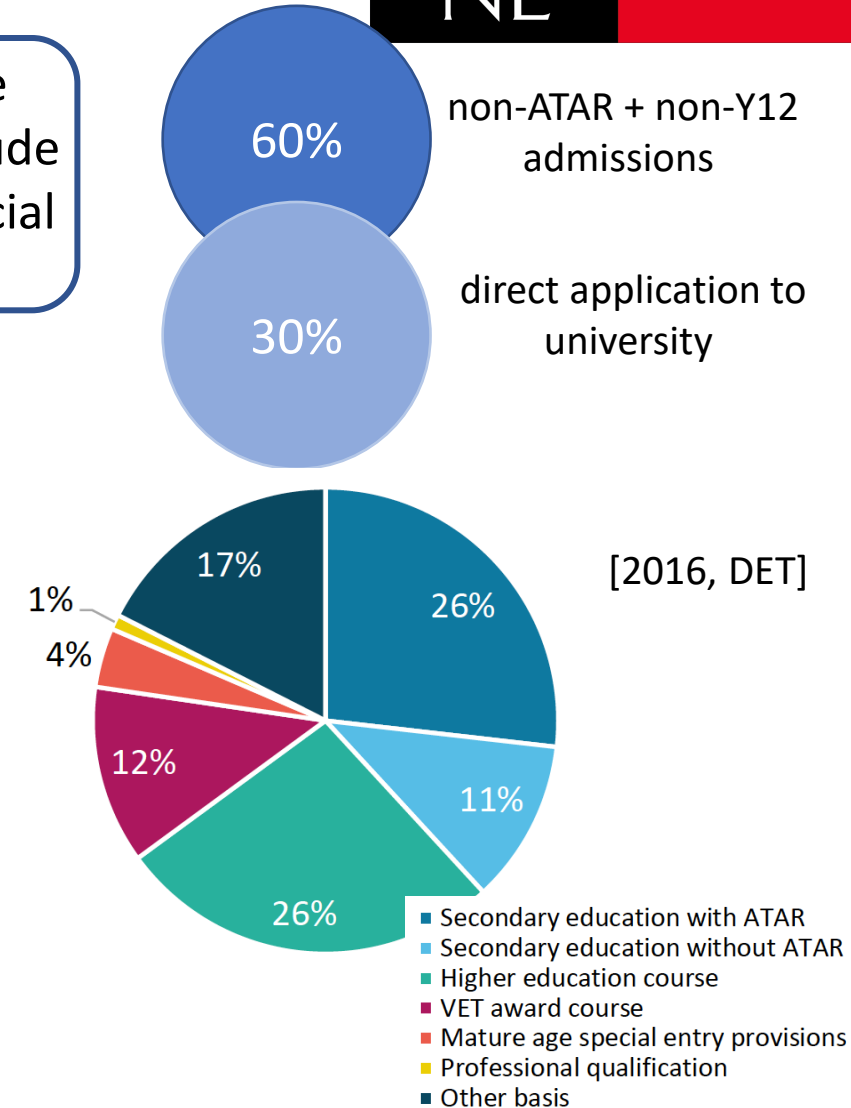
non-ATAR + non-Y12 admissions

[2017, DET]



Universities have broadened their basis of admission to better recognise experience in addition to / instead of school completion. Criteria may include interviews, portfolios, personal statements, extra curricular activities, special consideration, exams and ATAR.

- Aptitude tests (e.g. medicine or law tests)
- Tertiary preparation & enabling courses (e.g. sub-bachelor and foundation programs)
- Alternative entry schemes (e.g. partnership with schools or own programs)
- Mature age entry / work experience
- Dual sector (VET + HE) pathways





Limitation of ATAR as a selection tool:

ATAR does not indicate student's academic potential

ATAR does not deliver strong educational outcomes

ATAR is a barrier to equitable access

ATAR creates stress and anxiety

ATAR Influencing decisions about post-school pathways

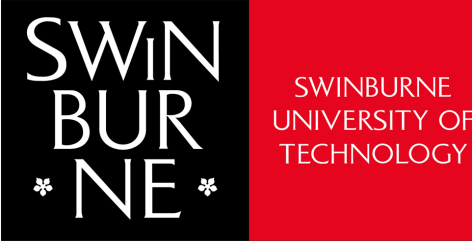
Reform: need to acknowledge secondary and tertiary form an ongoing learning pathway → priorities:

Match students to the right course (ability, interests & aptitude); and avoid prestige assumptions

Recognise broader capabilities (select not just on final exam competency)

Strive for equity (background or family circumstances should not be a barrier)

Not 'one size fits all' (need a range of admission approaches); but avoid duplication & complexity



Limitation of ATAR as a selection tool:

ATAR does not indicate student's academic potential

ATAR does not capture

"To expect a single index to capture a person's achievement after 6-12 years of study and their potential for a particular course is simplistic and reductionist."

Stephen Parker, Vice-Chancellor, U.Canberra

ATAR is a barrier

abilities (select not just on final

ATAR creates stress and anxiety

ground or family circumstances

ATAR Influencing decisions about post-school pathways

Reform: need to acknowledge secondary and tertiary form an ongoing learning pathway → priorities:

Match students to the right course (ability, interests & aptitude); and avoid prestige assumptions

Not 'one size fits all' (need a range of admission approaches); but avoid duplication & complexity