POLICY STATEMENT

1 Intent

UTAS is committed to providing opportunities to prospective students from a wide range of backgrounds and learning experiences, including students who have completed senior secondary studies, students with TAFE or VET qualifications, people with experience in the workplace, and motivated people with other life experiences.

The intent of this Policy is to ensure that UTAS admission decisions, course entry arrangements and related orientation and transition services for undergraduate and postgraduate coursework students are effectively coordinated and conducted in a fair, consistent and timely manner, having regard to the University’s objectives of:

- Excellence – enhancement of UTAS’ national and international reputation and standing and in particular in attracting the most academically able students;
- Distinctiveness – providing a distinctive UTAS student experience;
- Growth – meeting community needs and providing access opportunities and entry pathways for all Tasmanians who have the potential to succeed;
- Engagement – acknowledging the importance of partnerships with the community, business and industry.

2 Scope

The Policy applies to all applicants for UTAS undergraduate and postgraduate coursework programs; all UTAS Faculties, Schools, Institutes and Centres and their staff; and all UTAS Divisions and Sections and their staff that provide administrative, learning and other support services for students and prospective students.
3 Objective(s)

- To encourage breadth and depth in learning by senior secondary school students and, in particular, the undertaking of intellectually challenging syllabuses in preparation for University study.

- To promote, encourage and support the attainment by all prospective and commencing students of the knowledge, skills and capabilities likely to contribute to successful higher education study.

- To provide UTAS course entry opportunities for capable students from a wide range of backgrounds and learning experiences.

- To provide entry opportunities to attract and retain high academic achievers.

- To optimise student access to, participation in and success at UTAS by facilitating entry to course and learning pathways relevant to their level of preparation and learning needs, including the needs of high achieving students.

- To support students in their preparation for higher education study by access to enabling courses, and transitional and supplementary learning support prior to and early in their course enrolment.

- To ensure timely, fair and consistent University admissions guidelines, applicant assessment and course offer procedures.

4 Definitions and Acronyms

**Associate Degree**

A higher education qualification that provides:
- A discipline-specific or multi-disciplinary pathway into degrees; or
- A vocationally specific qualification; or
- A mechanism to provide an exit award from bachelor degrees after the successful completion of two full years of study.

**Enabling Program**

An enabling program of study delivers skills development or supplementary learning support for students who are seeking entry to or who are enrolled in a course of study leading to an award.

**Foundation Studies**

Units of study offered in an award course that provide discipline specific or more general introduction to University study, particularly in the area of academic literacies.

**TAFE**

Technical and Further Education

**Transitional support**

Programs and services to assist students to successfully undertake University study.
5 **Policy Maker**

Pro Vice-Chancellor (Students and Education)

6 **Policy Provisions**

Key principles underpinning this Policy include:

- Documented UTAS general entry requirements and course selection criteria and procedures, readily available to prospective students;
- Availability of clear guidelines, individualised information and advice for prospective students;
- Admission and course progression options for high achieving students;
- Course(s) and study options and pathways for applicants who do not meet general entry or course specific requirements;
- Availability of enabling courses and/or supplementary learning support for commencing students;
- Monitoring of conditions of offer and early in-course progress;
- Regular review of admission guidelines and procedures and monitoring of commencing student progress/retention outcomes, and transfer rates from foundation and enabling courses to degree programs.

The Admissions Policy Committee, reporting to the Academic Senate, will be responsible for establishing general University entry requirements and course-specific admission requirements, for reviewing these on an annual basis, and for monitoring the outcomes of student admission and transition to first year study.

7 **Supporting/Related Documents**

- University of Tasmania Plan
- UTAS Equity Plan

8 **Key Words**

- Admission
- Bridging
- Enabling
- Foundation
- Transitional support
- Community Engagement
9 Supporting Procedures/Guidelines

- UTAS Admissions Guides (UG and PG)
- Admissions Assessment Criteria and Guidelines
- Credit Transfer Guidelines

RESPONSIBILITIES

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<td>Compliance</td>
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<td>Deans, Heads of School</td>
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<td>Monitoring and Evaluation</td>
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<td>University Teaching &amp; Learning Committee</td>
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<td>Student Transition &amp; Retention Taskforce</td>
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<td>Development and/or Review</td>
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<td>Interpretation and Advice</td>
<td>Chair, Admissions Policy Committee</td>
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<td>Director, Student &amp; Academic Services</td>
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WHO NEEDS TO KNOW THIS POLICY?

- Deans, Associate Deans (Teaching & Learning), Heads of School, faculty and staff with course admission responsibilities
- Student & Academic Services Staff
- Student Recruitment and Marketing staff
- Staff with student orientation, transition and retention support roles
- Prospective students and course applicants

EFFECTIVENESS OF THIS POLICY

Measures for reviewing and assessing the effectiveness of this policy and its implementation throughout the University will include:

- Timeliness of, and take up rates for, offers made;
- Increased take-up rate on offers to high achieving students;
- First year student retention and progress rates;
- Transfer and retention rates from foundation, enabling and associate degree programs to degree courses;
- Admission outcomes assessed against enrolment targets by admission category.
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<td><strong>Vice-Chancellor</strong></td>
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