

## Student profile (Academic Year 2017)

The table below gives an indication of the likely peer cohort for new students at the Melbourne Institute of Technology. It provides data on students that commenced undergraduate study and passed the census date in the academic year 2017, including those admitted through all offer rounds, across both Melbourne and Sydney Campus, and international students studying at Melbourne Institute of Technology.

### Melbourne Institute of Technology

Applicant background	Full year intake [2017]	
	Number of students	Percentage of all students
<b>(A) Past higher education study</b> (includes a bridging or enabling course)	527	56.18%
<b>(B) Past vocational education and training (VET) study</b>	-	-
<b>(C) 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)	-	-
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	-	-
• 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)	366	39.02%
<b>(D) Work and life experience</b> (Admitted on the basis of previous achievement other than the above)	45	4.80%
<b>International students</b>	824	87.85%
<b>All students</b>	<b>938</b>	<b>100.0%</b>

Notes: L/N - Low numbers: the number of students is less than 5.

N/A - Data not available for this item.

N/P - Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

### Bachelor of Business

The table below gives an indication of the likely peer cohort for new students at the Melbourne Institute of Technology. It provides data on students that commenced Bachelor of Business in the academic year 2017, including those admitted through all offer rounds, across both Melbourne and Sydney Campus, and international students studying Bachelor of Business at Melbourne Institute of Technology.

Applicant background	Full year intake [2017]	
	Number of students	Percentage of all students
<b>(A) Past higher education study</b> (includes a bridging or enabling course)	164	55.78%
<b>(B) Past vocational education and training (VET) study</b>	-	-
<b>(C) 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)	-	-
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	-	-
• 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)	112	38.10%
<b>(D) Work and life experience</b> (Admitted on the basis of previous achievement other than the above)	18	6.12%
<b>International students</b>	256	87.07%
<b>All students</b>	<b>294</b>	<b>100.0%</b>

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## Bachelor of Networking

The table below gives an indication of the likely peer cohort for new students at the Melbourne Institute of Technology. It provides data on students that commenced Bachelor of Networking in the academic year 2017, including those admitted through all offer rounds, across both Melbourne and Sydney Campus, and international students studying Bachelor of Networking at Melbourne Institute of Technology.

Applicant background	Full year intake [2017]	
	Number of students	Percentage of all students
<b>(A) Past higher education study</b> (includes a bridging or enabling course)	288	57.49%
<b>(B) Past vocational education and training (VET) study</b>	-	-
<b>(C) 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)	-	-
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	-	-
• 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)	202	40.32%
<b>(D) Work and life experience</b> (Admitted on the basis of previous achievement other than the above)	11	2.20%
<b>International students</b>	474	94.61%
<b>All students</b>	<b>501</b>	<b>100.0%</b>

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N/A - Data not available for this item.

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## Bachelor of Engineering (Telecommunications)

The table below gives an indication of the likely peer cohort for new students at the Melbourne Institute of Technology. It provides data on students that commenced Bachelor of Engineering (Telecommunications) in the academic year 2017, including those admitted through all offer rounds, at Melbourne Campus (the course is currently not available at Sydney Campus), and international students studying Bachelor of Engineering (Telecommunications) at Melbourne Institute of Technology.

Applicant background	Full year intake [2017]	
	Number of students	Percentage of all students
<b>(A) Past higher education study</b> (includes a bridging or enabling course)	37	68.52%
<b>(B) Past vocational education and training (VET) study</b>	-	-
<b>(C) 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)	-	-
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	-	-
• 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)	L/N	N/P
<b>(D) Work and life experience</b> (Admitted on the basis of previous achievement other than the above)	L/N	N/P
<b>International students</b>	49	90.74%
<b>All students</b>	<b>54</b>	<b>100.0%</b>

Notes: L/N - Low numbers: the number of students is less than 5.

N/A - Data not available for this item.

N/P - Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

## Reference

*Improving the transparency of higher education admissions: Joint higher education sector and Australian Government implementation plan.* (2017). [pdf] Higher Education Standards Panel. - Canberra : Australian Government, pp.26,27,41. Available at: <https://docs.education.gov.au/documents/final-admissions-transparency-implementation-plan>

## Appendix B: Common terminology and data definitions

This appendix sets out the agreed common terms and data definitions to assist providers in compiling the 'information sets' outlined in Appendix C and D.

These terms and definitions have been committed to by the higher education sector for use in stage 1 of implementing improvements to the transparency of higher education admissions. Appendix B also provides definitions of selected admission-related terms used in this implementation plan.

### 1. Grouping of applicants

The following grouping of applicants is to be used for two key purposes in the whole-of-institution and program/course 'information sets':

- initially directing prospective students, family and others to the admission criteria and other related information that may be most relevant to their circumstances; and
- reporting on the outcomes of past admission periods.

These groupings should not be read as indicating how higher education providers or TACs might actually assess eligibility for applicants in each group as a wide range of academic and non-academic factors can often be taken into account regardless of whether an applicant is a recent school leaver or has been out of school for some time. Rather, the four broad groups relate primarily to the most relevant study or work background of the applicant.

#### Group A. Higher education study

- Applicants whose highest level of study enrolment since leaving secondary education is a higher education course.
- Includes study at university and non-university higher education providers, whether recent (such as students seeking to transfer to another higher education provider or changing course at the same provider) or some time ago.
- Such applicants may have other qualifications also; notably a Year 12 certificate or previous VET qualification. However, their past higher education performance is likely to be most relevant in guiding future application options.
- Includes students who have completed a bridging or enabling course delivered by or on behalf of a higher education provider.

#### Group B. Vocational education training (VET) study

- Applicants whose highest level of study enrolment since leaving secondary education is a VET course.
- Includes study at a public TAFE or other VET provider, whether a qualification was completed or not.
- May have other qualifications such as a Year 10 or Year 12 secondary school certificate.

#### Group C. Recent secondary education

- Applicants whose admission is based mostly on secondary education undertaken at school, TAFE or other VET or higher education provider (Australian or overseas equivalent) within the previous two years.
- Primarily for those who have completed Year 12 within the last two years, but also includes those who may have completed their senior secondary studies with a TAFE or other VET provider within the same timeframe.

- Limiting this group to those completing secondary studies in the two previous calendar years ensures data consistency and meets the need to understand the outcome for the current or near-to-current Year 12 cohort.
- It also seems likely that people who completed Year 12 several years or decades ago will not consider themselves the same as a recent school leaver – they will want to know about people more like them. For the purpose of this grouping, these applicants fall under the “work and life experience” category below.
- This group includes students who may have undertaken or completed some VET or higher education study while still at school.
- It includes applicants whose secondary education was undertaken interstate or overseas.

#### **Group D. Work and life experience**

- Applicants who left secondary education more than two years previously and have not undertaken VET or higher education study since then.
- “Experience” could include a combination of factors sufficient to demonstrate readiness for higher education. Includes mature age entry, professional experience whether completion of the Special Tertiary Admission Test (STAT) is required or not, community involvement or work experience.
- Applicants may have undertaken non-formal programs that have helped prepare them for tertiary education or are relevant to the proposed higher education field of study.

For data and reporting purposes, each person should be allocated to one category only. Where a person has multiple previous educational outcomes, the following hierarchy should be followed, with the applicant allocated to the first eligible group. If the person has completed:

- some or all of a higher education qualification since leaving school – to Group A.
- some or all of a Certificate IV or higher VET qualification since leaving school – to Group B.
- Year 12 or equivalent in the previous two years (with or without an ATAR awarded) – to Group C.
- none of the above – to Group D.

Many school students undertake VET certificates, commonly certificates II and III but potentially IV. Such study may well be taken into account by a TAC or higher education provider in determining whether to offer the person a place in higher education. For reporting purposes, however, if VET or higher education courses were undertaken while still at school, the person would still fall into the recent secondary education group (Group C).