**Written submissions for University Admissions Framework project**

The Department of Education has engaged the Australian Council for Educational Research (ACER) to conduct research and consultation that will help establish an evidence-base to understand current university admissions practices in Australia, including early offers, and their impact on students, schools, and universities. Findings from the project will enable the Department to provide evidence-based advice to the Australian Education Senior Officials Committee (AESOC) to help inform the development of a consistent national approach to university admissions.  
  
ACER is seeking input from stakeholders to help build an understanding of admissions processes and practices, and their impact.   
  
This form includes prompt questions to help you provide a written submission for ACER's research. If you prefer, you can provide a written response via email to [tertiaryresearch@acer.org](mailto:tertiaryresearch@acer.org?subject=University%20Admissions%20Framework%20-%20Stakeholder%20Written%20Response). Please feel free to skip any questions that are not relevant to your context.

**Early offers**

Early offers are those made to students before they have received the results from their senior secondary studies.

What are the benefits of early offers – for schools, for students, for universities?

Are there any disadvantages of early offers?

What motivates students to apply for early offers?

Can you share any evidence of the impact that early offers have on student wellbeing, engagement and/or learning outcomes in their final year of school or after they enter university?

How do school students currently access information on early offers?

Do you have thoughts on how the early offer process could be improved for students, including those students at risk of disengaging?

**University admissions processes**

In addition to seeking to understand the impact of early offers on students, schools and universities, ACER is also seeking stakeholder input on how admissions processes are working for students.

How do current admissions practices support or impede students in making informed choices about course selection that align with their capabilities, interests and aspirations?

What information can prospective students access to help them through the application process for non-ATAR entry pathways?

How could admissions practices be made more equitable for students from low SES backgrounds, regional and remote areas, students with disability and First Nations students?

Can you share any evidence of the impact that direct entry processes have on student learning outcomes, including withdrawal/retention rates and academic performance?

If there is anything else that you would like to add about university admissions, including early offers, and their impact on students, schools or universities, please feel free to add it here.

Would you like this response to be credited to you or to your organisation?

Yes  No  

If yes, please provide your name and/or organisation

If no, please indicate which stakeholder perspective you represent?

Choose an item.

ACER will be conducting further stakeholder consultations in early 2025. If you would be willing to participate in a follow-up discussion, please provide your name and email address.

Name

Email

Thank you for providing feedback on university admissions. If you have any questions about this project please get in touch with the ACER project team at [tertiaryresearch@acer.org](mailto:tertiaryresearch@acer.org?subject=University%20Admissions%20Framework%20-%20Stakeholder%20Questions).