1. This presentation is provided by TISC to assist Year 12 students understand some of the things they need to know in relation to the TISC application process. Teachers may use or hide slides as necessary.

2. TISC is a not-for-profit company owned by Curtin University, Edith Cowan University, Murdoch University and the University of Western Australia. We handle applications for these four universities for semester one entry each year.

   Each year, the official entry requirements for school leaver applicants in WA are published by TISC, in time to guide Year 10 students as they choose their senior secondary courses. We also calculate the Australian Tertiary Admission Rank for Western Australia and work with the School Curriculum and Standards Authority to transform students’ marks into scaled scores. TISC also administers the WA Universities’ Foundation Program for international students.
3. TISC also has three Associate Members, who list their courses on our website, but who process their own applications directly.

In this presentation ...

- Pathways to university
- ATAR
- Marks adjustment processes
- Application process
- Results
- Offers

4. In this presentation we will cover these topics.

5. Our website - at http://www.tisc.edu.au- is a great resource for you as you think about applying for university study in WA.
6. Applications for Semester 1 entry open through TISCOnline in early August each year. Check the TISC website before you are ready to make your application, make sure you know your way around it and what information it contains, and check the links to related sites.

Use TISCOnline to search for available courses, apply for a university place, to change your preferences, to check your application, to find out your Year 12 results and your ATAR (current WA Year 12 only), to see if you have received an offer, and to find more information.

7. If you’re thinking of studying interstate, there are links from our website to similar organisations in other states. Go to: [http://www.tisc.edu.au/static/guide/interstate.tisc](http://www.tisc.edu.au/static/guide/interstate.tisc)

8. Let’s have a quick look at some of the ways you can gain entry to university in WA. We’ll talk about most of them in more detail later.
9. Most Year 12 students who enter university do so by completing courses that end up with them getting an ATAR. This is still the most direct path and the best way to prepare yourself for the realities of university studies.

Other students will qualify for university entry by completing vocational studies at Certificate 4 level or higher.

Some courses will allow you to submit a portfolio of work that will be considered alongside, or sometimes instead of, an ATAR.

Finally, most universities offer enabling programs that enable you to complete a six or twelve month course that will qualify you for entry to that universities' courses.

10. The following slide outlines the entry requirements for standard direct entry into undergraduate degrees in WA universities. Some courses will allow entry on other criteria (such as audition or portfolio) as well as or instead of the ATAR requirement.

Please note that entry to enabling or preparation programs offered by the universities may not require all of these criteria.

11. This information relates to 2019 admission (2018 Year 12).
You need to satisfy four basic requirements to get directly into degree-level studies at university.

You must achieve the WA Certificate of Education. Your school will be helping you to do this. For most people, this isn’t a huge problem. If you don’t achieve WACE, you should talk with the university you wish to attend, to see what course of action you need to take.

Everyone needs a certain level of English proficiency to cope with university study. The benchmark is a scaled score of 50 or more in one of the English ATAR courses. If you get a scaled score lower than 50, and the universities aren’t able to concede English on any of the other predetermined criteria (see the official admission requirements brochure on our website for details), TISC will invite you to sit a 2nd chance English test, soon after Year 12 results are released.

Prerequisites are courses you need to have passed in Year 12, in order to successfully complete certain courses at university. If you don’t meet the prerequisites for a course you want to do, talk with the university to seek their advice on possible bridging units you can take while you’re at university.

Finally, of course, you need some kind of academic runs on the board, so that universities can be confident that you’ve got a good chance of completing the course. As we said earlier, for many people this will be their ATAR, but other demonstrated academic performance may also be considered.

12. You’ll hear a lot about the ATAR this year, so it’s worth spending a bit of time thinking about what it means.

13. Let’s say you achieved a score of 75 in a test. Would you be happy or not so happy with that score?

It may depend on how well everyone else has done in the same test.
14. Let’s think about this some more. Generally, we think of a score in the context of a zero to one hundred scale (top scale). In this case, 75 is a pretty good score, towards the top of the possible achievement levels.

If the range of marks achieved in the test was from, say, 20 to 80 (middle scale), then the 75 looks even better. It’s almost the very top score.

On the other hand, if people in the test achieved scores ranging from 70 to 100 (bottom scale), then the 75 isn’t looking so great. It’s towards the bottom of the range of marks.

So, sometimes a number by itself doesn’t give a complete picture. We need to look at one person’s level of achievement in the context of how well other people have done.

15. Basically, this is what the ATAR is for. The ranking process for university entry involves comparing your overall level of achievement in your Year 12 courses with the achievement of other people of your age in Western Australia. The ATAR is one way of expressing this.

As the slide says, an ATAR of 75 means that your performance has been better than 75% of all the school leaving age people in WA. It doesn’t mean that you’ve achieved 75% in all of your subjects!

A number of processes are used to make the comparison process as fair as possible, so that you are neither advantaged nor disadvantaged by your choice of subjects in Year 12. We will mention them later in the presentation.

In calculating the final score for courses, equal weight is given to the marks obtained in the external assessments and those from school assessments, except where courses are taken on a Non-School (private) basis.

Because the ATAR compares your performance within the context of the whole state population, and each Australian state calculates its ATAR using a similar means of comparison, your WA ATAR is recognised for entry to courses in any other state.
16. So, how do we arrive at your ATAR?

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). This score is calculated by adding the best 4 scaled scores, plus 10% of the scaled score of a Language Other Than English (LOTE) subject, if you have completed one, and 10% of your scaled scores in either or both of Mathematics Methods and Mathematics Specialist. The maximum TEA is currently 430.

No course can be counted more than once and there are certain rules to prevent you counting both marks from some courses. For example, Integrated Science and Chemistry cannot both be counted in the calculation of an ATAR and, from 2018, you can't count Mathematics Applications with either Mathematics Methods or Mathematics Specialist. You can count both Methods and Specialist, though. This doesn’t necessarily stop you from studying these combinations of courses, but only the best score of the unacceptable combination will be counted.

You can find all the details of unacceptable combinations for particular years in the relevant "School Leaver Admission Requirements" brochure. Make sure you choose the right version of this document, as requirements can change from year to year. For 2018 Year 12 students, you need to look at the 2019 Admission requirements brochure. That specifies the requirements for entry to university courses in 2019, but also covers how the 2018 ATAR will be calculated.

17. Let’s work through an example. This hypothetical student’s top four scaled scores are counted to form the basis of their Tertiary Entrance Aggregate. They also receive a LOTE bonus of 6.7 and a Mathematics bonus of 4.1 (even though Mathematics Methods is not one of their top four scores).

They achieve a Tertiary Entrance Aggregate of 241.8.
18. Once TISC has calculated aggregates for everyone who is eligible, we effectively put them in a huge list, in descending order.

19. Using a formula that takes into account the total number of people your age in WA and the proportion of them that are completing Year 12, we determine how many aggregates are assigned to each ATAR band.

In this example, you’ll see that the top 16 aggregates were assigned the top ATAR band of 99.95.

We continue this process, until all the aggregates have been assigned to an ATAR. If people have the same aggregate, they all get the same ATAR.

20. Once all the aggregates have been assigned to ATAR bands, we can publish information that summarises the outcome.

Here, we see that everyone who achieved a TEA of 404.2 or higher got 99.95, and anyone with an aggregate from 394.0 to 404.1 received 99.90.

The person in our example, who achieved an aggregate of 241.8 would have received an ATAR of 79.70 last year, or 75.40 if they didn’t do subjects that attracted the bonuses.
Remember that none of this is worked out in advance; it's based on the TEAs that people actually achieve. The TEA required to achieve a particular ATAR can change from year to year. Please use any of this information as a guide only.

21. You may remember that we clarified that an ATAR of 75 doesn’t mean that you’ve achieved 75% in each of your subjects. This slide shows the average required across the best four subjects to achieve particular ATARs in 2017 (remember each year’s ATAR calculation is done from scratch, so these values may change from year to year).

We’re going to look at this from two directions. Firstly, what happens if you get an average of 50 across your best four scaled scores? Last year, you would have achieved an ATAR of 61.20 with those results. If your best four scaled score average was 70, you would have received an ATAR of 90.55.

The other columns show the effect of achieving the same scaled score in one, two or three of the courses that attract bonuses. So, if your best four average was 80, and you did a LOTE course, Methods and Specialist and got 80 in each of those, your ATAR in 2017 would have been 98.65.

22. Now, let’s look at it from the other direction, starting with some important ATAR thresholds. 70 is the minimum standard entry ATAR score required for many Curtin, ECU and Murdoch courses, while 80 is the standard minimum ATAR for entry to UWA. (This is not taking into account any individual university adjustment factors (bonus points) added to your ATAR, or any special consideration.)

Last year, if you were aiming for an ATAR of 70, your best four scaled score average needed to be only 54.5. And if you had one or more bonus subjects, that would have taken pressure off even that requirement. An ATAR of 80 required a scaled score average of 60.7.

We hope that gives you confidence that your goal ATAR is actually quite achievable!
23. We'll spend a bit of time now taking you through how we calculate scaled scores (which we add together to form the TEA) from raw school assessment and exam marks.

24. The challenge for TISC is that we need to add together results that are achieved from several hundred different schools, of all sizes and characteristics. We’re also needing to somehow – fairly – compare results from vastly different courses. How do you compare a 65 in Drama with a 65 in Mathematics Specialist?

The process is about comparison of how well you’ve done against how well everyone else has done (remember, that's what the ATAR is for). So, everything we do to your marks is so that we can complete this comparison process as fairly as possible.

We understand that you may not be pleased with what we do to some of your marks. Remember that these processes are applying to every single person who sits ATAR exams, so we’re not just picking on you!

And it's not because we thought your performance wasn’t good. These processes are only applied so we can validly add together numbers that come from very different contexts.

25. Here’s a summary of what we do to your marks before adding them together to form the TEA.
Moderation
Some schools and some teachers mark harder than others. It wouldn’t be fair if students from schools where marks may be more generous gained an advantage over other students because of this. Because the external exam is the ‘level playing field’ for everyone, the performance of school cohorts in the exam is used to adjust the school assessment. This process is called moderation.

Standardisation
We know that in some years some exams are harder or easier than the same exam in other years. If we didn’t adjust for this, it would be unfair, because a person’s exam score would be higher or lower, depending on how difficult the exam was. (And because exam performance is used to moderate school marks, it would have an impact on them too.) So, course combined marks are standardised, so that they have a similar average (mean) and standard deviation (spread of marks from the average). So don’t worry if you have a tough exam or get too excited if it’s really easy – it will even out in the end.

Scaling
Scaling is often referred to as adjusting for the difficulty of various courses. This is a slightly over-simplification. The difficulty is: how do you actually work out which courses are harder than others – and by how much? The method we use to address this is called ‘average marks scaling’ – which also tells you how it works. The scaling process is driven by the ability level of the group of students doing a particular course and looks at that group’s average marks across their other subjects. If the people in one course tend to have high levels of achievement across their other courses, that course will scale upwards. Conversely, if the achievement level of students in another course isn’t as strong across their other subjects, that course will scale downwards.

Let’s step through the processes in more detail now. The first process is called Moderation.

The exam is the common denominator for all students in a subject – the level playing field. However, school assessments can vary from school to school. Using the exam marks as the anchor point, school results are adjusted to match the average and spread (mean and standard deviation) of the examination. This is so that students aren’t advantaged or disadvantaged by school assessment that is harsher or more lenient than others.

In this illustration, the blue bars represent the range of school marks achieved by students doing the
same subject, but in two different schools. It looks like the people in School A have done much better than the people in School B.

(By the way, we’ve exaggerated all the differences in these slides, to make it easier to see. Usually, most changes are relatively minor.)

Perhaps the people in School A are legitimately better at this course than the people in School B. How would we know? If their school assessments actually reflected that they were stronger than the School B students, then that superior performance should also be evident in their exam marks. Everyone sits exactly the same exam. However, the people in School B have done much better in the exam than the school assessment would have suggested – and the people in School A haven't done as well (and their marks are spread more widely too).

So, from this, we would assume that the marking in School A has been a bit generous, and the marking at School B has been a bit tougher.

See what happens on the next slide.

![Marks adjustment processes - moderation](image)

28. In the statistical moderation process, the overall school performance of each school group is moderated to match their performance in the exam.

Now, that doesn’t mean that your individual school mark will automatically change to match your exam mark. This process looks at the average performance of the group as a whole (because some people do better or worse in exams than they do at school).

So, don’t worry too much if you feel a teacher is a bit tough with their marking throughout Year 12. That might mean you end up with a pleasant surprise from the moderation process at the end of the year.

We should also point out that teachers put in a lot of effort throughout the school year, comparing marking standards, to minimise these differences as much as possible.
29. Your exam mark is averaged with your moderated school mark to form your course combined mark. If your course has a practical component, the exam and school assessment from that will also contribute to your combined mark for that course.

The next process is called Standardisation.

30. While exams are written by experienced educators, pitched at a particular level of difficulty, we know that sometimes they may be easier or more difficult for students than in other years.

Also, because the results from students in some course exams may all be fairly high compared to some other subjects (and because the exam influences the moderation outcomes), you could have courses where the average at this stage is 70 or more, and others where the average is only in the 50s. The students with the higher scores therefore have an advantage.

Some people might think that courses with high-achieving students in them should have higher average marks. But it doesn’t always work like that. A course filled with high-achieving students might produce an average exam mark of around 57, and another course taken by a group of students with lower overall levels of achievement ends up with an exam mark of 65. If we didn’t do something, this would be unfair.
31. So, to make sure no-one is advantaged or disadvantaged, depending on whether their course exam happened to be a bit easier or harder than others, the standardisation process adjusts the average of each course’s combined marks and the spread of combined marks to be similar to one another (an average around 60).

Remember, this is all about comparisons, so this process ensures that the person who’s ranked in a certain position of achievement in one subject has combined marks that are comparable to other students in other courses who are at a similar rank. You always stay in rank order during these processes. If your combined score was the 347th highest in WA in a particular course, your standardised combined score will still be the 347th highest in that course (as will your scaled score).

32. Finally, the process that everyone loves to hate: Scaling.

33. The official process we use for scaling is called ‘Average Marks Scaling’ or ‘AMS’.

This is not really about whether a course is ‘hard’ or ‘easy’. It’s a comparison of the levels of academic competition within each course. (It’s like coming 3rd in a national athletics competition compared to coming third in your local school carnival. The overall level of competition is a bit different in the two contexts.)
How do we determine what the level of competition is like? High-achieving students, on average, tend to achieve well across most of their other subjects, too. So we look at how all the people who take a particular course have performed across all their other courses to see how academically able the overall group in a course is.

In this example, we’ve got just two courses, whose average and range of marks looks pretty similar after Standardisation. How well did each group do across their other subjects?

34. The AMS process looks at the average scores of the students each course across all their other subjects (it all happens at the same time for all ATAR courses).

In this very simplified version, you can see that the overall achievement for the group of students who took Course A (58.5) is slightly lower than the standardised average of their results for Course A (60). For the students doing Course B, the average of their performance in other courses is slightly higher (65.8 compared to 60).

35. The AMS process will shift the marks in each course, so that the average scaled score for that course corresponds to the average scaled scores achieved across all the students’ other courses.

Course A, which had the slightly lower overall level of achievement (ie: slightly less competitive) has been shifted down slightly, so that its average scaled score becomes 58.5 (from a standardised combined score average of 60). On the other hand, the standardised combined score average in Course B has moved up to become a scaled score average of 65.8, to match the overall achievement of that more academically-competitive group.
36. After we’d finished the Standardisation process, the score range and average for courses looked like this.

37. After scaling, the average for some courses will end up being higher than 60 (these are the courses people talk about ‘scaling up’) or lower than 60 (ie: scaled ‘down’).

38. Here are some scaled score averages for selected courses in 2017.

Once again, we have to point out that none of this is predetermined. TISC doesn’t decide that Literature, Chemistry and Physics will always scale up, or by how much. It just tends to be that similar groups of academically-strong students take these courses each year and their results drive the scaling process.

The only thing that is predetermined is that the average of every single scaled score each year (tens of thousands of them) always ends up being 60.

It’s also important to remember that scaling doesn’t just push all scores downwards; some courses go up, some go down.
A full list is available on our website (http://www.tisc.edu.au/static/statistics/scaling/scaling-index.tisc).

39. What can you do about these processes? Absolutely nothing. They are applied absolutely fairly to everyone, no matter which school you come from or which courses you choose.

Remember that the only reason we do all of this, is so we can validly add together your best four scaled scores to form the Tertiary Entrance Aggregate and, from that, work out your ATAR. That's it. That's what they're for. They are constructed for a purpose and aren't meant to be the final statement on how we think you've gone in your studies. It's important to keep scaled scores in perspective.

We'd strongly suggest that you look closely at the ATAR Course Report, which the School Curriculum and Standards Authority will provide for each of your ATAR courses.

That will show how you've performed compared to other people in WA who take each subject, but, because it doesn't compare one subject against another, it will give you quite a different – and helpful - perspective on your results.

40. Well, that's probably more than enough information about the ATAR. Let's think for a moment about another pathway people use to enter university: studies in Vocational Education and Training areas.
41. Quite a few senior secondary students these days complete VET studies in their Year 12 program.

In order to use these studies as a pathway to university, you must complete at least a Certificate IV (for Curtin, ECU and Murdoch) or Diploma (UWA).

You also need to achieve your WACE and satisfy universities' competence in English requirements. If you’re not doing an ATAR English course, you should ask your preferred university for advice on how to satisfy this requirement.

VET study won’t get you directly into some high-demand courses, but it will provide opportunities into a range of courses that have entry requirements aligned to the university's minimum ATAR threshold.

Remember though that if a course has any specific prerequisites, you need to meet them, too.

42. And, to give you the complete picture, here are some of the other pathways you can use to enter university.

43. Here is a selection of alternative entry pathways to university for students who fulfil certain criteria.

All universities have great programs available for indigenous students.

StepUp (Curtin), ECU Access, RISE (Murdoch) and Broadway (UWA) apply adjustment factors (bonus points) to ATARs of students from eligible schools or who meet other criteria. These adjustment factors are applied automatically by TISC, and we’ll tell you about them in the Universities Admission Advice Letter (UAAL) which you’ll get when your Year 12 results are released. As an example, someone who was eligible for one of these pathways, who had a raw ATAR of 83.45, might be given an adjustment of five ATAR points by one university. Their Selection Rank for that University (which is what the University would use to assess their application) would be 88.45.

As we mentioned earlier, for some courses, universities will also consider portfolios of work and/or life experience. Auditions would also come under this heading.

And there are a range of enabling programs: UniReady (Curtin), OnTrack (Murdoch) and UniPrep (ECU) that can act as a stepping stone for you into university study.
If you’ve had some difficult circumstances in your life – particularly during Years 11 and 12 – you should ask the university concerned about whether they would take that into consideration in assessing your application. Make sure you ask the Admissions Office of the university concerned if you think this would apply to you.

TISC’s website has some helpful links for you on the Alternative Entry page. From the TISC homepage, choose: Undergraduate>Alternative Entry.

44. Now for some tips about how to navigate the university application process.

45. Here are some dates that will be relevant to you this year.

Make sure you get an application submitted by 28 September, so you don’t have to pay a late fee. Some courses have firm closing dates, so make sure you don’t leave it too late.

The good thing is, you can change your preferences as many times as you like until just before the major offer rounds, which happen after Year 12 results come out. So, you’re not locked into anything too early. You’ll even have time to reconsider your preferences after you get your results and again in between the offer rounds.

This year, there will be two major offer rounds: one before Christmas and another before Australia Day. You’ll have plenty of time to rearrange your preferences between the offer rounds if you happen to change your mind about what you want to study.
46. This letter is given through the school in August to all Year 12 students studying at least one WACE ATAR course. We also send out enough copies of the next year’s TISC Guide for all students studying four or more ATAR courses. Extra guides and copies of the letter will be available in schools to other school leavers who wish to apply to university. The letter explains how to start your web application.

Online Application

- Login with User ID & Password
- Answer all Questions
- Insert Course Preferences (codes)
- Declare all is True and Correct
- Pay Application Fee (online/phone/mail/office)

*Your application is not active until payment has been made!*

47. The application process is pretty straightforward. You can’t go far wrong if you read the instructions as you go.

Just remember that your application isn’t finished until you’ve paid the application fee!

One more tip: Please don’t use a school email address. The universities will use the email address you provide to notify you of your offer in January. Your school email account might be closed by then. Use an address you’ll be using after school, then we can make sure that you get all the info you need.

Preferences

<table>
<thead>
<tr>
<th>Preference</th>
<th>Course</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dream course 1</td>
<td>University A</td>
</tr>
<tr>
<td>2</td>
<td>Dream course 2</td>
<td>University B</td>
</tr>
<tr>
<td>3</td>
<td>Confident choice 1</td>
<td>University C</td>
</tr>
<tr>
<td>4</td>
<td>Confident choice 2</td>
<td>University D</td>
</tr>
<tr>
<td>5</td>
<td>Fall back choice 1</td>
<td>University A</td>
</tr>
<tr>
<td>6</td>
<td>Fall back choice 2</td>
<td>University C</td>
</tr>
</tbody>
</table>

48. You can choose up to six course preferences. These can all be at the same university or can be from one or more universities. You don’t have to use up all six preferences, but make sure you use enough to keep all your options open. The preference system is designed to work for your benefit.

We often get asked how people should structure their preferences. You should just list your preferences in order from the one you wish to do most, down to the one you wish to do least. Of
course, don’t put down a course that you’d actually hate to do!

Because you’ve got six preferences, you can afford to go for broke with your first couple of choices. You’ll not be disadvantaged in any way if you don’t get an offer for your highest preferences. We’ll keep working down your preference list until we get to the highest possible preference we can offer to you.

See some of the later slides for more information about preferences and how the universities make offers.

49. We’d suggest that, in your preference list (but after your dream course/s) you put down what we call ‘Confident’ choices. These are courses that you’d be happy in, that have entry requirements you know you can meet.

All the universities provide minimum entry ATARs for most of their courses, as well as guaranteed entry ATARs for quite a few. If you satisfy requirements like English, WACE, etc., and get an ATAR equal to or higher than a guaranteed entry ATAR, you can be absolutely confident you could get into that course.

The actual offer you get, though, depends on the order of your preferences. You only get one offer at a time, and it will be to the highest preference possible.

50. What happens if things don’t go as well as you were hoping? It’s not the end of the world!

Think about putting down some ‘fall back’ choices in your preference list. These might be a course that has a lower entry requirement than a ‘hard to get into’ course, but that you could use as a stepping stone to get into your dream course later. Or it might be an enabling program of some kind that you could use to help you on your way to your long-term goal.

Never be afraid to ask the universities for help with this. They are aware of the various routes people can take to get where they want to go, and can give you really helpful advice on how you can get there too.
51. The thing to remember is that TISC’s system will give you the highest preference possible.

If you sell yourself short and put your dream course as a low preference, and ‘safe’ choices as your higher preference, of course you’re going to get an offer for the safe course at the higher preference position. What you wouldn’t know is whether or not you might just have gotten an offer for your dream course, if it had been placed as a higher preference.

52. Here’s some information on how you’ll get your results and what to look for when you get them.

53. When you log into your TISC account after results have been released, you’ll be directed to a page where you can open (and download if you wish) a personalised pdf of your results. This is the Universities Admissions Advice Letter (or UAAL).
54. Some things to look for:

Your ‘raw’ ATAR will be shown at the top. This is the ATAR you would use if you were applying interstate.

We also show you your scaled scores. The School Curriculum and Standards Authority website can show you some of the ‘interim’ scores (like your raw exam mark, your moderated school assessment and your unstandardised combined score) so you can trace the transformation from raw marks to scaled scores.

Your UAAL will also show if you have achieved WACE. If that says ‘Not Achieved’ and you think you should have achieved WACE, you should contact SCSA urgently. Not achieving WACE will prevent any offers being made to you.

55. There’s lots to see on the bottom half of the UAAL. This is information specific to each university, so make sure you read it carefully.

If you’re eligible for any adjustment factors (bonus points) from a university, they’ll be reflected in that university’s section on the letter. In this example, you can see that the original ATAR of 81.80 has evolved into a couple of different Selection Ranks for particular universities. This is the rank the university concerned will use in comparing you against other applicants. Where an adjustment factor has been applied, the footnotes in each section tell you why.

You should check carefully the Competence in English indication. If it says ‘Achieved’ for a particular university that’s great. If it says ‘Not Achieved,’ you’ll have to sit the 2nd chance English test to satisfy the requirement. If that’s the case, we’ll provide you with further information on what you need to do.

Also read each universities’ individual message to you. There might be some tips there on alternative pathways for you, or other important information.

We always recommend that you download and print a copy of your UAAL, so you and your parents can go over it carefully. If you want a fancy copy to keep, you can order them on our website.
56. How do the universities work out who gets an offer for each course? Let’s look at that next.

### Offer process

**Course Code: ABCDE**  
**Minimum rank: 75.00**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Prereqs</th>
<th>English</th>
<th>Pref</th>
<th>Offer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Y</td>
<td>Y</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Y</td>
<td>Y</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Y</td>
<td>Y</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Y</td>
<td>Y</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

57. TISC handles over 450 separate course codes in its database.

When it comes time to make the offers, our system compiles a list (for each course) of every person who has that course as a preference. The people are listed in descending rank order (ATAR or Selection Rank), not in order of preference. That means, we don’t offer to all the first preferences first, then the second preferences, etc., like some people think. All preferences are technically in play. You’re not disadvantaged if you have a course listed as a lower preference. It will still be considered alongside people with similar ranks. The actual offer you receive, however, will depend on your preference order, as you’ll see over the next few slides.

### Offer process

**Course Code: ABCDE**  
**Minimum rank: 75.00**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Prereqs</th>
<th>English</th>
<th>Pref</th>
<th>Offer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Y</td>
<td>Y</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Y</td>
<td>Y</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Y</td>
<td>N</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Y</td>
<td>Y</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Y</td>
<td>Y</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

58. In essence, what the TISC offer system does is start at the top of each list, and consider each applicant in turn, applying a series of logical tests.

It checks firstly whether they have a rank that’s high enough to get into the course. In the case of our first applicant in this simplified example, they’re got a terrific ATAR so there are no problems there.

The system also looks at whether the applicant has satisfied the prerequisite, met English requirements, achieved WACE, etc. Again, all that is in order for Applicant A.
Finally, it considers the preference, to see whether it’s the highest preference of this applicant that can be made an offer. In the case of Applicant A, because this course is their first preference, the answer is Yes.

So, there’s nothing preventing Applicant A from being made an offer in course ABCDE.

The system then looks at the person with the next-highest rank on the list and goes through the same logic.

In the case of Applicant B, they have this course as their second preference, and, while their ATAR and other requirements are all OK, they don’t get made an offer for this course. Why is that?

Remember that the TISC system is designed to give you an offer for the highest preference possible.

The reason Applicant B doesn’t get an offer for this course as their second preference is because they are actually getting an offer for another course – their first preference!

The third person on the list also doesn’t get an offer, even though this course is their first preference. That’s because, unfortunately, they haven’t satisfied the university’s English requirements.
61. Applicant D, on the other hand, has satisfied all the requirements and gets made an offer in this course, even though it’s their third preference. Why is that?

It’s because we haven’t been able to make them an offer for either their first or second preferences. If we can’t offer you your highest preference, our system will ignore that preference and try just as hard to offer you your next preference. And we’ll keep on trying until we come across the highest preference on your list that we can make an offer to. In this person’s case, that’s their third preference.

<table>
<thead>
<tr>
<th>Offer process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code:</strong> ABCDE</td>
</tr>
<tr>
<td>Rank</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>E</td>
</tr>
</tbody>
</table>

62. The last person on this list doesn’t get an offer, even though they’ve got the prerequisites, English, etc., and have it as a first preference.

Unfortunately, their rank is lower than the minimum set by the university for this course.

So that’s how the offer process works from TISC’s perspective. All you really need to remember is that your preferences are designed to work in your favour and that we will offer you the highest preference we possibly can.

63. So, what happens once you’ve received an offer?

It’s important to recognise that you have lots of options available. The system is designed to provide as much flexibility as possible for you.

Let’s explore this in more detail.
64. You probably already know there are two major offers rounds that occur after Year 12 results are released.

One will be held in December, shortly after Year 12 results come one, with the next one in January. Your options after the December depend on whether or not you’ve been offered your first preference. (Which is, we hope, your dream course!)

65. So, if you’re been offered your **first preference** in the December offer round, here are your options: you can accept the offer (which most people do), you can reject it, or you can keep your options open for the January round, if you’re a bit unsure.

66. If you’re happy with your offer (and most of you would be, if it was your dream course that you’ve been offered), you can accept it.

You do that by following the instructions the university will send you. If you’re going to get started for the coming semester, you’ll enrol in your subjects with the university concerned. Alternatively, if you want to take a gap year, you can advise the university that you wish to defer your place for a while. We’ll come back to that a bit later.

Either way, you’re telling the university (and TISC) that you’re happy with what you’ve been offered. When the January offer round comes along, you won’t be considered for any further offers. Hopefully,
you’ll be busy preparing for your new university experience.

67. Sometimes, though, you might not be 100% sure that what you've been offered is what you really want to do.

In that case, you can be considered for other courses in the next round of offers by moving your first preference offered course to a different position in your preference list and putting other preferences above it.

You do this on the TISC system. **Don't** accept your December offer with the university if you want to stay in the running for other preferences.

We will automatically save your December offer for you. In the January offer round, if we can offer you a place in one of your higher preferences we will. Otherwise, we'll give you back your December offer that's been saved. If you're offered another course, that will replace your December offer. You only have one offer current at a time.

68. The only tricky part, if you're offered your first preference in the December offer round, is if you sit tight and do nothing.

If you don’t do something with your offered first preference (either accept it, or move it to another spot before the January round), that offer will lapse and you won’t be considered for any other offers in the January round either.

The reasoning is that, if you don’t want your first preference offer (ie: your dream course), you wouldn’t want any of the lower preferences either. If you do want them, you need to rearrange them so they’re above your original offer.
69. OK, so that covers the options if you’re offered a first preference in the December round.

If you’ve been offered a preference other than your first preference, there’s a couple of slight differences in your options (all of which work in your favour).

70. Basically, you’ve got the same three options as before: Accept, Wait or Reject.

71. Say you’ve been offered your third preference in the December round. The course is fine, but it isn’t actually your absolute dream course (which you should have as number 1 or 2 on your list).

You could accept the course you’ve been offered. But if you do, you won’t be considered for any other courses in the January round. And you never know, a place in your dream course might well become available in January!

So, we’d suggest not accepting your December offer, if you’ve been offered a 2nd to 6th preference, unless you’ve decided that you don’t want to be considered for your higher preferences in the January round. Perhaps you’ve realized there’s no way you’re going to get your higher preference. That’s up to you, but don’t give up too soon. Again, you’re not disadvantaged in any way by keeping your options open.
72. So, let's think about keeping options open, then.

The good thing is, if you've been offered your 2nd to 6th preference in the December round, you can sit tight and wait to see whether you get a higher preference offer in the January round.

Using our last example, if you were offered your third preference, but were hoping for an offer for preference 1 or 2, you can do nothing, and wait to see what happens. (You can rearrange your preferences if you like, between the offer rounds.)

Either way, so long as your originally-offered preference is still in your list, TISC's built-in safety net will automatically save your original offer for you.

In the January round, we'll either give you a higher preference offer if we can, or give you back your saved December round offer.

You can't lose!

73. If you're not interested at all in the 2nd – 6th preference offer you've received, you can take it out of your preference list completely. You'll then compete for a January round offer from scratch.
74. Now, what do you do if you don’t get an offer of any kind in the December round?

You need to think about why you didn’t get an offer. If you know why (perhaps you hadn’t yet satisfied the English requirement, but everything else was OK), and the situation is resolved before the January offer round, that’s fine. You should pick up an offer next time around.

If you don’t know why you didn’t get an offer, you need to find out why. In that case, just leaving things as they are is likely to end up with the same result. You might need to change your preferences to ones that have a better chance of success for you.

75. If you don’t get an offer, and don’t know why, you need to talk to the universities or TISC to find out why and to get some advice on your options.

Don’t be embarrassed. The people at the universities and at TISC are all there to help you and can provide excellent guidance.

76. In most cases, if you sort out what was preventing you from getting an offer in December, you should be fine for one in the January offer round.

77. Lots of people ask us about taking a gap year. The universities call this ‘deferral’.
As we said earlier, all you need to do, once you get your offer information, is follow the instructions given to register that you wish to defer your place. Effectively, that says to the university, “Yes, I do want to study with you, but I want to start at a later date, not right now.”

Each university will have some fine print around the conditions of deferral, so make sure you read the information. Usually, once you’re ready to take up your place with the university, you just go directly to them and they will give you instructions on how to enrol.

78. Never hesitate to get in touch with TISC. The worst thing you can do is to worry about something without talking it over with someone. You’d be surprised at the options that are available if you talk to people who are familiar with how the whole system works.

We have a team of staff whose job it is to help you through the process, so make use of their expertise at any time! Our colleagues within the universities are also very keen to help you in any way they can,

All of us at TISC wish you every success in your studies this year!