

Education system

Australia

described and compared with
the Dutch system

This document contains information on the education system of Australia. We explain the Dutch equivalent of the most common qualifications from Australia for the purpose of admission to Dutch higher education.

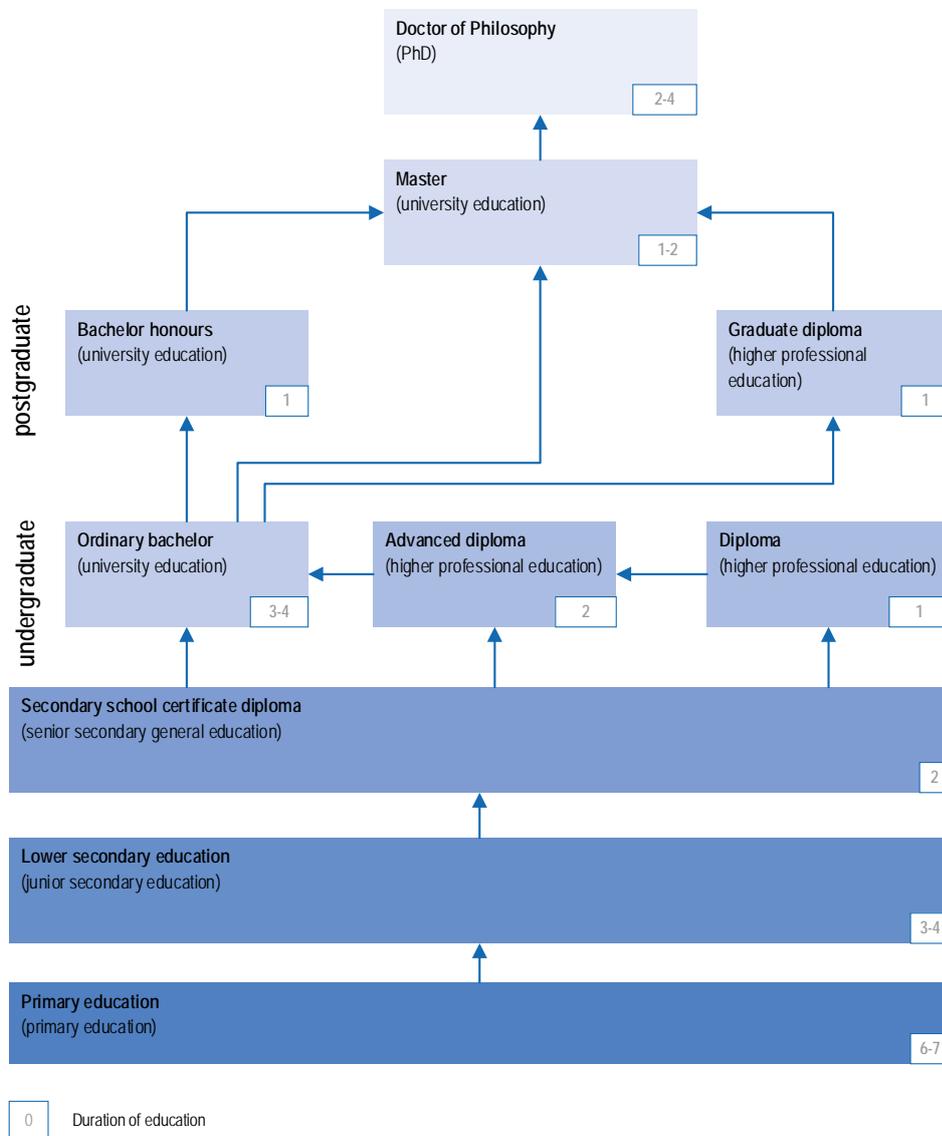
Disclaimer

We assemble the information for these descriptions of education systems with the greatest care. However, we cannot be held responsible for the consequences of errors or incomplete information in this document.



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Education system Australia



Australian Qualification Framework

Level	Level 1	Level 2	Level 3	Level 4	Level 5
Summary	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
Qualification Type	Certificate I	Certificate II	Certificate III	Certificate IV	Diploma

Level	Level 6	Level 7	Level 8	Level 9	Level 10
Summary	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice
Qualification Type	Advanced Diploma Associate Degree	Bachelor Degree	Bachelor Honours Degree Graduate and Vocational Graduate Certificate Graduate and Vocational Graduate Diploma	Masters Degree	Doctoral Degree

Source: [Australian Qualifications Framework](#), Second Edition (p. 18)

Evaluation chart

The left-hand column in the table below lists the most common foreign qualifications with corresponding levels in the national qualifications framework. The other columns show the Dutch equivalent along with the corresponding levels in the Dutch and European qualifications frameworks.

Degree or qualification and AQF level		Dutch equivalent and NLQF level		EQF level
Higher School Certificate/ Queensland Certificate of Education/South Australian Certificate of Education/ Qualifications Certificate or Tasmanian Certificate of Education/Victorian Certificate of Education/Western Australian Certificate of Education/ACT Year 12 Certificate/Northern Territory Certificate of Education	-	HAVO diploma*, in combination with an ATAR score between 60 and 85 or an OP between 17 and 8	4	4
		VWO diploma*, in combination with an ATAR score exceeding 85 or an OP below 8	4+	4
Diplomas/advanced diplomas (at higher education level)	5/6	1 to 2 years of HBO	5	5
Graduate diplomas (1 to 2 years)	8	Post-HBO diploma	7	7
Bachelor's degree	7	HBO or WO bachelor's degree	6	6
Honours Bachelor's degree	8	In most cases WO bachelor's degree	6	6
Master's degree	9	HBO or WO master's degree	7	7

* The evaluation has been changed compared to previous version.

NB

- The information provided in the table is a general recommendation from which no rights may be derived.
- AQF = Australian Qualifications Framework. NLQF = Dutch Qualifications Framework. EQF = European Qualifications Framework.
- The [EQF/NLQF level](#) is not so much a reflection of study load or content; rather, it is an indication of a person's knowledge and skills after having completed a certain programme of study.

Education system Australia

- Information about Dutch equivalent qualifications can be found on our website: [the Dutch education system](#).
- [The Cooperation Organisation for Vocational Education, Training and the Labour Market \(SBB\)](#), evaluates statements on foreign qualifications and training at VMBO and MBO level. The evaluation may vary if SBB evaluates the diploma for admission to VET schools or the labour market in the Netherlands.

■ Introduction

The Commonwealth of Australia includes the entire Australian continent including the island of Tasmania and has a population of around 21 million.

Australia has been a nation of immigrants since its very beginnings. Twenty-three per cent of the population was born overseas, and at least 27% of the inhabitants have at least one parent from another country. The vast majority of immigrants are of European descent, although recent decades have seen an influx of immigrants from Asian countries.

Australia is divided into 6 states (New South Wales, Queensland, Western Australia, South Australia, Tasmania and Victoria) and 2 territories (the Northern Territory and the Australian Capital Territory), and has 3 levels of government: federal, state/territorial and local.

In Australia, the state/territorial and federal authorities are jointly responsible for education. The responsibility for general funding and coordination of education lies with the federal government ([Department of Education and Training](#)), whereas the budgeting for individual schools is left to the states/territories. National education targets are formulated in joint consultation.

The states and territories all have their own department of education that is responsible for government-funded primary and secondary schools (see [Useful links](#)). The education departments formulate their own policy with regard to school organization, curricula (including approval), student/teacher assessment, certificates, distance education, special education, admission of international students and allocation of resources and project coordination.

In 1995, the Australian Qualifications Framework (AQF) was introduced for all post-compulsory education (starting at approximately 15 or 16 years of age). The AQF distinguishes between 3 different education sectors: the Schools Sector, the Vocational Education and Training Sector and the Higher Education Sector. An important goal of the AQF is to facilitate mobility between the various sectors (flexible pathways), and to promote the recognition of a variety of types of working and learning.

Education is compulsory for children aged 6-16. The official language of instruction is English.

The academic year for secondary and higher education in Australia coincides with the calendar year, starting in January/February, and ending in November/December.

■ Secondary education

Secondary education in Australia lasts 5 or 6 years depending on the state or territory, and follows either 7 or 6 years of primary school, depending on the location. Pupils who finish secondary school have therefore completed a total of 12 years of primary and secondary school.

Secondary school starts in Year 6 or Year 7, and consists of 2 stages:

- secondary school, finishing with Year 10;
- senior secondary school, made up of Year 11 and Year 12.

The subjects taken in the first 2 years are general in nature and compulsory for all pupils. Pupils must take at least 6 subjects per school term. The core subjects include English, mathematics, physics, social studies, the environment, foreign language, technology and creative subjects.

A certificate is only awarded after Year 10 in New South Wales and the Australian Capital Territory, called the 'School Certificate' in NSW, and the 'ACT Year 10 Certificate' in the ACT.

The last 2 years of secondary school (Year 11 and Year 12) are crucial in determining students' chances for admission to higher education. Pupils can take a vocationally-oriented, general or pre-university curriculum, depending on their individual talent and ambitions. The terminology used, the manner of expressing the study load of individual subjects and assessment systems differ between states/territories, making a detailed description of each system impossible here. In many cases, the statement of results that comes with the certificate provides an explanation of the system used. Moreover, much information on this topic is available online (see [Useful links](#)).

Pre-university education provides pupils with a programme that treats the material in greater detail, preparing them for the higher education study programme of their choice. Pupils usually choose subjects that correspond to the tertiary study programme. Final grades are determined by school examinations (among other criteria), however most states also use some form of external assessment (state-wide examinations or external government supervision).

Students have a lot of freedom in choosing the subjects and level of difficulty of their curriculum. Language courses for example are offered on different levels. The names of the language courses differ per state. For example beginners/continuers/background speakers of first language/second language or extension. For the subject mathematics the same variation exists, for example Math B, Math C or Math specialist. For the other subjects the level of difficulty becomes clear in the type of subject, for example

preparatory/core/enrichment/advanced or the study load of the subject, which could be 1 unit or 2 units or 10 or 20 credits. The study load can also be seen in the subject code.

Since 2015 one centralized curriculum has been introduced, the *Australian* curriculum for Years 1 to 10. In the curriculum there are 8 different learning areas:

- English
- Mathematics
- Science
- Health and Physical Education
- Humanities and Social Sciences
- The Arts
- Technologies
- Languages

The first pupils have started in 2015 with this new curriculum, that has been introduced in phases for the different subjects. More information about the curriculum can be found on the Australian Curriculum [website](#).

At the end of Year 12, pupils receive a certificate. The following list provides an overview of the terminology used in the various states/territories for the final certificates:

New South Wales	Higher School Certificate	Record of Achievement
Queensland	Queensland Certificate of Education	Senior Statement
South Australia	South Australian Certificate of Education	Record of Achievement
Tasmania	Tasmanian Certificate of Education	Qualifications Certificate
Victoria	Victorian Certificate of Education	Statement of Results
Western Australia	Western Australian Certificate of Education	Statement of Results/Statement of Student Achievement
Australian Capital Territory	ACT Senior Secondary Certificate	Record of Achievement
Northern Territory	Northern Territory Certificate of Education	Record of Achievement

The certificates obtained should be assessed separately, together with the Australian Tertiary Admission Rank (ATAR). See under [Admission to higher education](#).

In terms of level, the *secondary school certificates* listed above in combination with an ATAR score between 60 and 85 or an Overall Position (Queensland) between 17 and 8, are comparable to a HAVO diploma*.

In terms of level, the *secondary school certificates* listed above in combination with an ATAR score that exceeds 85 or an Overall Position (Queensland) of 7 or lower are comparable to a VWO diploma*.

In case of doubt please contact [Nuffic](#).

■ Admission to higher education

Students seeking admission to higher education also receive a so called Australian Tertiary Admission Rank (ATAR). The exception to this is Queensland, where the students receive an Overall Position (OP). To qualify for an ATAR/OP the student must meet certain requirements concerning the study programme and level, while the final score determines to which higher education institution the student could be admitted. Students with a strong ATAR have prepared for admission to higher education in Australia and have completed an academic oriented, general education curriculum.

In most cases, admission to higher education is based on the results obtained in Years 11 and 12, and on the Tertiary Entrance Statement issued by the state/territory. The states and territories each have their own method of calculating the ATAR/OP, which universities then use to determine whether or not to admit a student. The criteria for a satisfactory ATAR/OP vary greatly, depending on the university and the study programme in question. One university can be more selective than the other and the required ATAR/OP score differs per study programme.

All Australian universities accept the score/rank/index of other states/territories. For candidates who cannot produce a Year 12 or ATAR certificate, there are various alternative routes to higher education, such as completing a Foundation

* The evaluation has been changed compared to the previous version.

year, a combination of certificates from the Vocational Education and Training Sector and/or recognition of prior learning (RPL).

Admission to Australian universities is based on a quota system. Most programmes therefore apply a performance-based selection process. Students are allocated based on their performance in the centralized state/territory examinations, which are scaled according to the results of other students who also took examinations in the same year. This means that the required entrance scores can vary from year to year, and also between programmes or disciplines.

Admission to higher education uses a decentral system. There are different admission centers involved in selecting suitable candidates:

- The Victorian Tertiary Admissions Centre (VTAC) is responsible for handling the applications for admission to all universities from Victoria and for Charles Sturt University (NSW) and colleges from Victoria.
- The Queensland Tertiary Admissions Centre (QTAC) is responsible for the application process and providing information to future students on behalf of all universities in Queensland (including the private institution Bond University) and for some programmes of universities in New South Wales.
- The South Australian Tertiary Admissions Centre (SATAC) streamlines the applications for four universities in South Australia and Northern Territory (Charles Darwin University (NT), Flinders University of SA, University of Adelaide, University of South Australia) and for colleges in South Australia.
- The University Admissions Centre (UAC) is responsible for dealing with the applications for admission to all universities in Australian Capital Territory and New South Wales.
- The Tertiary Institutions Service Centre (TISC) deals with applications for admission to universities from Western Australia.
- The University of Tasmania and the University of Notre Dame do not use an admission center for the selection procedure, but deal with the applications themselves.

The above mentioned centers (see [Useful links](#)) mainly deal with applications for admission to undergraduate courses, however some of them, like the UAC, also deal with postgraduate courses. Furthermore, these centers calculate the admission score (since 2010 the common name for this score is ATAR) of the students and issue the ATAR score to the students (except for Queensland). They also organize certain admission examinations, like the Special Tertiary Admissions Test (STAT), which is meant for adult students, testing their analytical study skills and English competencies.

ATAR and OP

The Australian Tertiary Admission Rank (ATAR) plays an important role in the admission procedure. It is shown as a number on a scale between 0 and 99.95. It

is not a score, but a ranking indicating how the results of the student compare to those from other students in the same academic year.

Until 2009 ATAR had various names in the different states:

- Universities Admission Index (UAI) in New South Wales and the Australian Capital Territory
- Equivalent National Tertiary Entrance Rank (ENTER) in Victoria
- Tertiary Entrance Rank (TER) in South Australia, Western Australia, Northern Territory and Tasmania.

In Queensland the ATAR equivalent is the so called Overall Position (OP). This ranking is used for Year 12 students (score 1-25, 1 being the highest). Also the *Selection Rank* (1-99) plays an important role for other students. A bonus system is used here as well.

The OPs are calculated and issued by the Queensland Curriculum & Assessment Authority (QCAA) in a [Tertiary Entrance Statement](#). The top 20 per cent of the students usually falls into *Bands* 1-6, while 75 per cent of the students end up in *Bands* 7-21. Only students that have completed 20 semester units in Authority subjects and took the Queensland Core Skills (QCS) Test, can get an OP. More information is available on the [website](#) of the Queensland Curriculum & Assessment Authority (QCAA).

NB Queensland herewith is the only state that does not use the word ATAR. There are conversion tables to converse the scores from Queensland into an ATAR score.

Only students meeting certain requirements obtain an ATAR score. This has to do with certain subjects that have to be completed and the score is calculated based on the results for at least 2 English subjects and 8 other subjects. The so called cut-offs of the universities indicate per year the minimally required ATAR score per programme. These can vary greatly, depending on the institution, study area and study programme. For honours programmes and double degree programmes higher scores are required as well as for medical bachelors (nursing, physiotherapy, psychology), law, engineering, science and architecture.

Furthermore it is possible to get bonus points on top of the ATAR score based on the postal code of the student (regional bonus) or based on good results for certain relevant subjects in Year 12 (subject bonus).

For admission, the institutions also set certain minimum requirements the student has to meet: this could be certain required subjects (subject prerequisites), like for example English and mathematics, or participation in an interview or audition.

■ Higher education

In Australia, higher education is provided by universities that are 'self-accrediting' (i.e. that are responsible for the quality of their own programmes and degrees), and by non-university institutes of Higher Professional education, known as 'non self-accrediting higher education institutions'. With the exception of two private universities (Bond University and The University of Notre Dame), universities in Australia are public institutions. Although there is a larger number of private institutions among the non-university institutions for higher professional education, most are public.

Before 1990, Australia had a binary education system, with Colleges of Advanced Education that provided professional programmes, and universities that were responsible for research-oriented programmes. In 1990, both types of institutions became universities, able to offer both professional and academic programmes.

Higher education in Australia is characterized by a high level of diversity and flexibility. Education policy is geared towards facilitating mobility between different types of education, e.g. between MBO-type post-secondary education and higher education. This not only allows people from different educational backgrounds to take part in higher education, but also means that an increasing number of universities are offering professional, non-degree programmes themselves (Vocational Education and Training, or VET).

The delivery of Australian courses through transnational education has recently been expanding quickly. According to the Transnational Quality Strategy (TQS) framework adopted in 2005 by Australian education ministers, Australian courses offered through transnational education should be equivalent in standards to those delivered within Australia.

■ University education

Australia currently has 43 self-accrediting universities, and a much larger number of non-university institutes for professional education. See under [Overview of higher education institutions](#). In principle, the degrees awarded by both types of institution are regarded as equivalent.

University education in Australia places emphasis on the development of critical thought and of independent intellectual activities. Students enjoy a great deal of freedom in creating their study programme. However, they must satisfy the requirements in terms of the number of course credits obtained at the required level.

Most study programmes consist of a broad basis, moving towards increased specialization. Australian bachelor's programmes often combine practical and academic components, making a clear comparison with a Dutch HBO or WO degree difficult.

Bachelor's degree

The first degree awarded by most Australian universities is the bachelor's degree, of which there are several types. The ordinary/pass bachelor's degree is awarded upon successful completion of a 3-year full-time programme in a field such as arts and sciences. Some professional bachelor's degrees last 4 years, in fields such as law, engineering and social work, and are usually indicated by Bachelor of Laws, Bachelor of Social Work, etc.

The length of the programmes can be checked online or via other sources. The subject codes usually indicate whether a programme lasts for 3, 4 or more years. These codes differ from institution to institution, but in most cases, one of the numbers used in the code indicates whether the subject is a first, second, third or fourth-year subject.

The content of bachelor's degrees focuses on the major. Generally speaking, Australian bachelor's degrees have no liberal arts component.

In addition to an ordinary bachelor's degree, students can obtain an Honours degree, or Degree with Honours, which can be awarded following completion of an additional year of research and study to students who achieved good final results during their 3-year bachelor's programme, or following completion of a more challenging integrated 4-year programme, intended for promising students.

The honours year is primarily intended to teach additional knowledge of the research techniques necessary for postgraduate study. Honours degrees are also classified as either First Class or Second Class. Students who obtain a First or Second class honours degree in the Upper Division have direct access to PhD programmes.

Australian universities also award combined bachelor's degrees, which cover two subject areas. These programmes usually take 5 years to complete, and students are awarded a bachelor's degree with 2 different majors.

Combined bachelor's degrees are available in a range of fields, and universities are free to determine the content and length of each individual programme.

In terms of level, the *Bachelor's degree* (AQF level 7) is comparable to an HBO or WO bachelor's degree, depending on the type of study programme and the specialization.

See also the full [description](#) of the AQF levels (p. 14-17).

In terms of level, the *Honours Bachelor's degree* (AQF level 8) is in most cases comparable to a WO bachelor's degree, and sometimes an HBO bachelor's degree, depending on the specialization.

See also the full [description](#) of the AQF levels (p. 14-17).

Note: Ordinary/pass bachelor's degrees often contain no research component. For this reason it may be advisable to ask for an honours bachelor's degree for admission to a WO master's programme in the Netherlands.

Master's degree

A master's degree is usually awarded following a 2-year postgraduate and/or research programme after a 3-year bachelor's programme (or 1 year after a 4-year bachelor's).

Australia has 2 types of master's programmes: a research master's based on research and a final paper, and a master's based on coursework, in which students take classes and, in most cases, must also conduct some research. Research-based master's programmes are examined externally and are generally completed by students seeking admission to a subsequent PhD.

In terms of level, the *Master's degree* (AQF level 9) is comparable to an HBO or WO master's degree, depending on the specialization.

See also the full [description](#) of the AQF levels (p. 14-17).

PhD degree

All Australian universities provide programmes up to and including PhD-level (AQF level 10, see page 17 of this [description](#)). To be eligible for admission, candidates minimally must have completed an honours bachelor (IIA), or must have completed a master's programme (in most cases a research master's) in a relevant subject area. The nominal duration of the doctorate differs and usually lies between 2 to 4 years. A PhD programme can generally be completed within 3 years of study and research.

■ Higher professional education

With a few exceptions, most non-university higher professional education institutions are not self-accrediting, but fall under the supervision of the competent authorities in the relevant state or territory. Most institutions offer professional programmes of varying lengths in the field of art, business administration, theatre, tourism and hospitality, music, religion and theology, and teacher-training programmes.

In addition to bachelor's, master's, and in some cases even PhD degrees, these institutions can also award Diplomas, Advanced Diplomas and Graduate Diplomas, varying in length from 1 to 2 years. The Diploma and the Advanced Diploma are educational qualifications that can be awarded in either the Vocational Education and Training sector or the Higher Education sector.

Students with an Advanced Diploma as a higher education qualification can be granted exemptions in a bachelor's programme. The large variety in diplomas and degrees that are awarded by non-university institutions makes it impossible to provide a single, clear equivalent. A Diploma or Advanced Diploma can be either at MBO or HBO level, depending on the sector and the level of the study programme in Australia. A Graduate Diploma is at a lower level than an Australian master's degree.

In terms of level, a *Diploma or Advanced Diploma* (AQF level 5/6) obtained at higher education level is comparable to 1 to 2 years of higher professional education (HBO), depending on the sector and the level of the study programme. See also the full [description](#) of the AQF levels (p. 14-17).

In terms of level, a *Graduate Diploma* (AQF level 8) is comparable to a post-HBO diploma. See also the full [description](#) of the AQF levels (p. 14-17).

■ Assessment systems

Secondary education

In secondary education the assessment systems used for upper secondary education differ per state. Below is an overview per state.

State	Assessment
Queensland	A Very high achievement B High achievement C Sound achievement D Limited achievement E Very limited achievement
Western Australia	A Excellent achievement B High achievement C Satisfactory achievement D Limited achievement E Inadequate achievement
Southern Australia	A+ to E-
ACT	A to E
New South Wales	Performance Band 1-6, in which 6 is the highest

Higher education

Australian universities use a variety of systems to indicate marks and course credits. The 3 most common systems are given below. Most universities issue notes on their points system in a separate document, or explain it on the reverse side of the statement of results. Conversion of course credits between universities occurs on a case-by-case basis.

In percentages	Description	Meaning
80-100% (85-100%)	High distinction	Very good - excellent
70-79% (75-84%)	Distinction	Good
60-69% (65-74%)	Credit	Quite satisfactory
50-59% (50-64%)	Pass	Satisfactory
0-49%	Fail	Unsatisfactory

There is also an assessment system using letters (A-E, with A as the highest possible score) and a system using numbers (1-7, with seven as the highest).

Australia has no uniform points system. Information on the system used by a particular university is usually provided in the course guide (calendar).

■ Qualification frameworks

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. The AQF was first introduced on 1 January 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools. It was phased in over 5 years, with full implementation from January 2000. The AQF replaced the Register of Australian Tertiary Education (RATE) in 1995.

In the AQF there are 10 levels with level 1 having the lowest complexity and AQF level 10 the highest complexity. The levels are defined by criteria expressed as learning outcomes. There are 16 AQF qualification types from across all education and training sectors and each, with the exception of the senior Secondary Certificate of Education, is located at one of the 10 levels. More information on the AQF qualification types is available on the [website](#) of the AQF.

Advantages of the AQF are:

- lifelong learning is encouraged;
- the qualifications are recognised across Australia;
- everybody understands what each qualification name and level means;
- the qualifications are each standardized ensuring consistency for qualification accreditation;
- the registers of registered education and training providers and accredited courses provide assurance that courses and providers are approved by government.

Note: The AQF is currently being revised and is expected to be completed by the end of 2018, see this [announcement](#) from the Australian government.

■ Quality assurance and accreditation

Since January 2012 the Tertiary Education Quality and Standards Agency (TEQSA) became operational as Australia's national quality assurance agency for the higher education sector. By doing so, it took over the role of the Australian Universities Quality Agency (AUQA). TEQSA registers institutions and accredits courses, using the Higher Education Standards Framework as a benchmark. The HESF consists of 5 different standards, i.e. provider standards, qualification standards, teaching and learning standards, research standards and information standards.

The National Register of [TEQSA](#) contains all accredited courses. It distinguishes between different kind of providers: Australian University, Australian University College, Australian University of Specialisation, Overseas University or Overseas University of Specialisation.

Once an institution has been recognized, it is registered as such by the Australian Qualifications Framework (AQF). The AQF distinguishes between institutions (mostly universities) that are self-accrediting, and those that fall under the category of non self-accrediting higher education institutions.

Self-accrediting institutions may develop and provide their own programmes, and are themselves responsible for quality assurance. Part of this process is consultation with industry or professional bodies. Courses are usually reviewed for reaccreditation every 5 years. Self-accrediting institutions have to register with TEQSA and meet the requirements to be a self-accrediting institution.

Since July 2011 the Australian Skills Quality Authority (ASQA) became the national vocational education and training regulatory authority. [ASQA](#) is responsible for regulating Registered Training Organizations (RTOs) in several Australian states (ACT, NSW, NT, SA, QLD and TAS) and offshore.

TEQSA and AQSA both are also responsible for ensuring Australian institution's offshore operations comply with the national standards for quality assurance (transnational education).

■ International treaties

Australia signed the Lisbon Convention in 2000, and ratified it in 2002.

■ Diploma Supplement

The Australian Higher Education Graduation Statement (AHEGS) is the Australian equivalent of the European Diploma Supplement. It uses a standardized template, consisting of 5 sections:

- the Graduate;
- the Award;
- the Awarding Institution;
- the Graduate's Academic Achievements;
- a description of the Australian Higher Education System.

The AHEGS is issued by Australian universities since around end 2010. More information on the AHEGS is available on the [website](#) of the federal government ([Department of Education and Training](#)).

■ Composition of file

Secondary education

The senior secondary school diplomas are issued per state by the competent authority:

- ACT: [ACT Board of Senior Secondary Studies](#) (ACT BSSS)
- NSW: [NSW Education Standards Authority](#) (NESA)
- NT: [Northern Territory Board of Studies](#) (NTBOS)
- QLD: [Queensland Curriculum & Assessment Authority](#) (QCAA)
- SA: [South Australian Certificate of Education Board](#) (SACE Board)
- TAS: [The Office of Tasmanian Assessment, Standards and Certification](#) (TASC)
- VIC: [Victorian Curriculum and Assessment Authority](#) (VCAA)
- WA: [School Curriculum and Standards Authority](#) (SCSA)

For a complete file one needs the Diploma, the Transcript (which is issued under different names like Record of Achievement or Statement of Results) and the ATAR or OP score.

Higher education

In Australia higher education institutions commonly issue official transcripts. These can be sent in closed envelope direct to an institution at the request of the student. Besides the transcripts a diploma is issued by the institution as well as an AHEGS (for more information about AHEGS, see [Diploma Supplement](#)).

Authenticity

At several universities it is possible to consult a register with the names of their graduates per year:

- The [Graduate Register](#) of Macquarie University, with data going back to 1970.
- The [Graduate Verification Service](#) of the University of Tasmania with a database with data going back to 1900.
- The [University of Western Australia](#) offers a database with data going back to 1917.
- The [Curtin University of Technology](#) offers the possibility to consult data from 1992 on.
- The [Australian National University](#) offers a database with data going back to 2002 (undergraduate and graduate, coursework and research).
- [Edith Cowan University](#) offers a database with data going back to 1977.
- [Monash University](#) offers a database with data going back to 1858.
- [Verification service](#) of the University of Melbourne.
- [Verification database](#) of the University of Queensland.
- The [University of South Australia](#) offers a database with data going back to 1991.
- [Deakin University](#) offers a database with data going back to 2000.
- [Griffith University](#) offers a database with data going back to 2002.

- [Murdoch University](#) offers a database with data going back to 1976.
- University of Western Australia [Award Verification Service](#) with data from 2003 onwards.
- Bond University [database](#).
- Queensland University of Technology (QUT) [database](#).
- RMIT University has [graduate lists](#) from 2003 onwards.
- University of Wollongong has [graduate rolls](#) with data from 2001 onwards.
- The University of Adelaide offers a [verification service](#) (which may take up to 5 working days).
- At The University of Sydney one can apply for [verification](#) through email (it takes 3 working days).

■ Overview of higher education institutions

A complete list of all 43 recognized, self-accrediting higher education institutions:

- Australian Catholic University
- Australian Film Television and Radio School
- Australian Maritime College (as of 2008 part of the University of Tasmania)
- Australian National University, The ***
- Batchelor Institute of Indigenous Tertiary Education
- Bond University
- Central Queensland University
- Charles Darwin University
- Charles Sturt University
- Curtin University of Technology
- Deakin University
- Edith Cowan University
- Flinders University of South Australia, The
- Griffith University
- James Cook University of North Queensland
- La Trobe University
- Macquarie University
- Melbourne College of Divinity
- Monash University ***
- Murdoch University
- Queensland University of Technology
- RMIT University
- Southern Cross University
- Swinburne University of Technology
- University of Adelaide, The ***
- University of Ballarat

*** These institutions are part of the Group of Eight, 'a coalition of leading Australian universities, intensive in research and comprehensive in general and professional education.' More information is available on the 'Group of Eight' [website](#).

- University of Canberra
- University of Melbourne, The ***
- University of New England, The
- University of New South Wales, The ***
- University of Newcastle, The
- University of Notre Dame, Australia, The
- University of Queensland, The ***
- University of South Australia
- University of Southern Queensland
- University of the Sunshine Coast
- University of Sydney, The ***
- University of Tasmania (including the Australian Maritime College)
- University of Technology, Sydney
- University of Western Australia, The ***
- University of Western Sydney
- University of Wollongong
- Victoria University

The [National Register](#) of TEQSA provides information about registered, non-self-accrediting (non-SAA) institutions for higher education.

Useful links

General information on the Australian education system

- [ENIC-NARIC](#), information about the Australian ENIC-NARIC.
- [Website](#) of the Group of Eight.
- [Website](#) of the Australian Qualifications Framework (AQF).
- [Website](#) of the Tertiary Education Quality and Standards Agency (TEQSA).
- [Website](#) of the National Register of TEQSA.
- [Website](#) of the Australian Skills Quality Authority (ASQA).
- [Website](#) of International Education (IE).
- Het [Country Education Profile Australia](#) via de [dienst](#) van IE.
- 'Study in Australia' [website](#).

Information on secondary education and admission to higher education

- [Website](#) of the NSW Education Standards Authority (NESA), formerly known as [Board of Studies, Teaching and Educational Standards NSW](#) (BOSTES), information about secondary education.
- [Website](#) of the University Admission Centre (UAC) for New South Wales and Australian Capital Territory.
- [Website](#) of the Queensland Curriculum & Assessment Authority (QCAA).
- [Website](#) of the Queensland Tertiary Admissions Centre (QTAC).
- [Website](#) of the South Australian Certificate of Education Board (SACE Board).
- [Website](#) of the South Australian Tertiary Admissions Centre (SATAC).

- [Website](#) of the Office of Tasmanian Assessment, Standards and Certification (TASC).
- [Website](#) of the Victorian Curriculum and Assessment Authority (VCAA) and [website](#) of the Victorian Tertiary Admission Centre (VTAC).
- [Website](#) of the School Curriculum and Standards Authority (SCSA), Western Australia.
- [Website](#) of the Tertiary Institutions Service Centre (TISC), Western Australia.
- [Website](#) of the Universities Admissions Centre (UAC), NSW & Australian Capitol Territory.
- [Website](#) of the Northern Territory Board of Studies (NTBOS).
- [Website](#) of the Australasian Curriculum, Assessment and Certification Authorities (ACACA), containing an overview of all secondary education certificates, admission requirements for higher education and other relevant information, including in New Zealand.