

2012

Educational Access Schemes

Schools package

Table of contents

What are Educational Access Schemes?	3
Applying for EAS – a step-by-step guide.....	4
Start the EAS process early	5
Avoid a rush.....	5
Applications for admission submitted after Friday 30 September 2011	5
Acknowledgement emails	5
Eligibility letters.....	5
What’s new for 2012?.....	6
Your handy reference to key issues and information.....	8
Your help, please.....	10
Educational Impact Statement (EIS)	12
Section A of the EIS	12
Problems we experience with the EIS.....	13
Completion of Section A.....	13
Completion of Educational Impact Statement and Medical Impact Statement.....	13
Tragic circumstances.....	14
School letters/record of attendance.....	15
Some common errors.....	20
Non-UAC applicants.....	20
More than one EAS application is received	20
Overseas documentation not translated into English	20
Unreadable photocopies.....	20
Educational Impact Statement	20
Medical Impact Statement.....	21
Evidence of arrival in Australia	21
Missing long periods of Year 11 and/or 12 for other than medical reasons (D01D).....	21
The <i>mythical</i> 5 bonus points!	22
Untrue or incomplete information	23

Contacting UAC

post:

UAC
Locked Bag 112
Silverwater NSW 2128

in person:

Quad 2, 8 Parkview Drive
Sydney Olympic Park NSW

office hours:

8.30am – 4.30pm
Monday – Friday
(Sydney local time)

telephone:

(02) 9752 0200

website:

www.uac.edu.au

email:

equity@uac.edu.au

Educational Access Schemes (EAS) booklets

- UAC will send a number of EAS booklets with application forms to schools at the beginning of August
- Students can also download copies of the EAS booklet and application from UAC's web site at www.uac.edu.au/undergraduate/eas/

EAS Schools Package

Has been prepared by UAC to help school staff advise students about the completion of their EAS application.

What are Educational Access Schemes?

Most of UAC's participating institutions have an Educational Access Scheme (EAS) to redress the under-representation in the overall student population of applicants who have experienced long-term educational disadvantage.

EAS are provided for students:

- a) who belong to a group which is statistically under-represented in the student population

(Given that admission to university is related to the achievement of a certain academic standard and that intelligence is equally spread throughout the community the under-representation of particular groups is a disadvantage related to the characteristics of the group in question and not related to the potential achievement of the required academic standard)

AND/OR

- b) who, by virtue of their individual experience/s, have been disadvantaged in their studies (e.g. have been ill, have been subject to domestic violence in the home, have experienced the death or serious illness of a family member, have excessive family/work responsibilities etc).

Many EAS applicants have multiple disadvantages but each disadvantage is considered and assessed individually.

Applicants should apply for consideration of all disadvantages for which they're eligible.

Applying for EAS – a step-by-step guide

Students can only submit one EAS application. Students must submit all supporting documents with their EAS application; **documents submitted after their EAS application will not be assessed.**

All EAS applicants must have applied for undergraduate admission through UAC in order to have their EAS application assessed.

Step 1

Early August – EAS application material (booklet and application) is available from www.uac.edu.au/undergraduate/eas/
UAC also sends copies to schools.

Step 2

Schools let students know about EAS and how to obtain application material.

Step 3

Schools alert students to read the EAS application material thoroughly to:

- check eligibility (table 2) in the EAS booklet
- check how to complete the application
- identify and collate necessary documentation.

Step 4

Schools urge students to submit their EAS applications with all documentation to avoid a last minute rush.

The on-time closing date is **Friday 30 September 2011**.

Late applications close on Wednesday 30 November 2011.

The final closing date for EAS applications is **Thursday 5 January 2012**.

Start the EAS process early

Avoid a rush

To avoid the panic and stress, we urge you to reinforce with your students the need to start their EAS application process early, in line with their application for university!

This will:

- help you – it will give you more time to complete *Educational Impact Statements*
- help your students – give them more time to gather all relevant documents.

Applications for admission submitted after Friday 30 September 2011

We recommend that EAS applicants submit their application for admission and their EAS application before Friday 30 September 2011.

This way, they avoid having to pay late fees for their application for admission (ranging from \$116 to \$143 for 2012 admissions, on top of the processing fee) and it frees their time as they prepare for their HSC examinations.

Acknowledgement emails

UAC progressively sends EAS applicants an alert email to let them know that they can view and download their EAS acknowledgement letter.

When they receive an alert email from UAC, they can access *Check and Change* to view and download their acknowledgement at the following link:
www.uac.edu.au/undergraduate/check-change/

Some email accounts (e.g. hotmail) could place emails from UAC into a junk folder. Most email accounts allow users to add names or domains to a safe list. Make sure that your students add the domain uac.edu.au to their list of safe email contacts. It's their responsibility to check their emails regularly (including their junk emails) for any messages from UAC.

Eligibility letters

UAC assess all EAS applications on behalf of participating institutions. After applications have been assessed, UAC sends EAS applicants an EAS eligibility letter, which includes details of the applicant's eligibility status for all participating institutions, whether or not the applicant has one or more of the institutions included in their course preferences.

Applicants who apply for EAS by Wednesday 30th November 2011 will receive an EAS eligibility letter around the same time as the release of the ATARs. This means that if an EAS applicant wishes to change their course preferences, they already know their EAS eligibility for every institution.

Applicants who apply for EAS after Wednesday 30th November 2011 will receive an EAS eligibility letter in January, after the closing date for change of preferences for the Main Round offer of admissions.

What's new for 2012?

The following changes to EAS have been agreed to by UAC's participating institutions for 2012 admissions.

1. Educational Impact Statements (EIS)

Educational Impact Statements (EIS) are required for only twelve of the twenty four disadvantages that may be claimed under EAS.

The 2012 EAS booklet now details which disadvantages do, or don't, require an EIS.

The documentation section of *Table 2: (Types of disadvantage)* in the EAS booklet now states whether an EIS is required.

Where no EIS is listed under the documentation requirements for a disadvantage, schools are no longer required to complete an EIS.

Where an EIS is required, this remains critical for assessment purposes. See page 12 of this schools package for more information.

2. Medical Impact Statements (MIS)

Applicants claiming P01A Personal illness/disability, have always been required to submit a Medical Impact Statement (MIS) from a registered health professional.

For 2012 admissions onwards, this statement must be completed by the health professional treating the illness/disability (where treatment is being received).

3. Impact Assessment Scales

Both the EIS and MIS require an assessment of the impact of the disadvantage on the applicant from an independent responsible person.

The strongest impact assessment has been renamed as 'Extreme' in lieu of the previous description "A Great Deal"

4. P01A Personal illness/disability

For 2012 admissions onwards, applicants for P01A are now advised that:

- consideration will not necessarily be given to applicants who have not sought and utilised recommended options (made by a registered health professional) for their condition, disability, illness or disorder, where relevant.

This means that in some circumstances applicants may not be eligible where retrospective diagnoses have been made, and/or if relevant treatment options have not been sought and utilised.

5. Changes to H01D – Criminal/legal matters

Disadvantage code H01D is included in the category of disadvantages relating to severe family disruption.

This disadvantage was previously entitled 'Criminal Proceedings' and eligibility was based on disruptions to the home environment resulting from criminal proceedings.

For 2012 admissions this disadvantage had been renamed 'Criminal/Legal matters' to convey a more inclusive description of circumstances that may be eligible under this code i.e. police investigations/coronial inquiries etc

6. Application dates

The EAS application period for 2011 admissions was extended and will be extended again for 2012 admissions to Thursday 5 January 2012. However you should actively encourage students to apply by the on-time closing date, prior to HSC exams.

Your handy reference to key issues and information

Topic	You need to know	Check the EAS booklet on -
Summary of key dates	Lists key dates for EAS	page 3
Who is not eligible to apply?	EAS is not open to: - international applicants	page 4
Apply for admission to university through UAC	We can't and don't process EAS applications for students that haven't applied for undergraduate admission through UAC.	page 4
Elite athletes/performers	Elite athletes/performers can't claim for disadvantages which are a result of their sporting and/or performance commitments.	page 4 and pages 6 & 7
Table 1: Educational Access Schemes – Policies and options	Tells you institutions' policies on issues, such as whether institutions have minimum ATAR requirements; whether they have a separate process for considering elite athletes/performers etc.	pages 6 and 7
Sign the form	We can't and don't process EAS applications that haven't been signed.	page 8 (section 4)
Applicant's statement/s	Must be completed and signed by the applicant unless there are exceptional circumstances. Please see the EAS application form for more information.	page 8
How institution schemes work	What's the allocation method? What's the bonus points method? This section tells you the EAS method used at each institution.	page 13
Table 2: Types of Disadvantage	Lists all the 24 disadvantages that applicants can claim.	starts on page 14
Table 2: Types of Disadvantage	Lists the supporting documentation that's required for all of the 24 disadvantages; this includes whether or not an EIS is required.	starts on page 14

<p>Financial hardship and Centrelink information</p>	<p>Applicants don't have to attach Centrelink documents to their application if they're currently receiving a means-tested Centrelink income support payment or allowance.</p> <p>When they apply they only have to provide their <i>Centrelink Customer Reference Number (CRN)</i> - we use this to get their Centrelink information electronically.</p>	<p>page 15</p>
<p>Contact information for institutions</p>	<p>The back page of the EAS booklet details contact information for each institution participating in EAS.</p>	<p>back page</p>

Your help, please

Topic	The issue	How you can help
Your school's attendance codes	<p>Most schools provide computerised printouts to support student absences from school. These printouts don't always explain why the student was absent.</p> <p>If the printouts from your school don't explain the reason for the absence please send a key to the attendance codes to us.</p>	<p>Mail/email a copy of your key to us with a covering letter to: equity@uac.edu.au by Wednesday 24 August 2011.</p> <p>We can then include this in our staff training to accurately assess your students' applications.</p> <p>You don't have to provide a key with each application.</p>
Illness/misadventure or EAS?	<p>Claims for short-term disadvantage are not covered by EAS.</p>	<p>Make sure that your students don't submit claims through EAS that should go through the NSW Board of Studies Illness/misadventure process.</p> <p>Check the Board of Studies booklet, <i>Rules and Procedures for 2011</i> for details about their appeal process. http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/</p>
School letters/record of absences	<p>These <i>must</i> be on school letterhead.</p>	<p>Don't give your students supporting documentation typed on plain paper.</p>
Educational Impact Statement (EIS)	<p>This is an essential part of EAS applications for 12 types of disadvantage</p>	<p>Check whether an EIS is required in <i>Table 2: Types of disadvantage</i>.</p> <p>Complete these carefully.</p>
Medical Impact Statement (MIS)	<p>All claims for medical disadvantage (P01A) must have a MIS completed and signed by a registered health professional who is/has been treating the applicant for the medical condition/disability they are claiming.</p>	<p>Advise your students that before submitting their EAS application they must obtain a signed MIS from the registered health professional treating their illness/disability and enclose any other relevant medical history with their application on submission.</p> <p>All supporting documents must be submitted at the same time as their EAS application.</p>

<i>Topic</i>	<i>The issue</i>	<i>How you can help</i>
Tragic circumstances affecting a number of students	It doesn't help assessment for your students if you provide the same letter/ EIS for each of them.	Provide individual letters to explain the educational impact the tragic circumstance has had on individual students. It's expected that this will vary amongst the student body.

Educational Impact Statement (EIS)

The *EIS* is an essential part of an EAS application for 12 of the 24 disadvantages. The purpose of the *EIS* is to provide independent evidence that an applicant has been educationally disadvantaged as well as the extent of the educational impact of the disadvantage.

A separate EIS must be completed for the following disadvantages: F01C, H01A, H01B, H01C, H01D, H03A, H03B, H03C, H04A, L01A, L01B & P01A.

If we don't need an EIS we'll need some other form of supporting documentation – check *Table 2: Types of disadvantages* of the EAS booklet.

EAS assessors rely on the information provided in the *EIS* to verify the claims being made and to gain an understanding of the impact of the educational disadvantage/s experienced by the applicant. Assessment outcomes are based on the impact of the disadvantage, which may vary between individuals.

Help us to assess applications accurately. As the responsible person who completes the statement, ensure that:

- you know (either directly or indirectly) about the educational disadvantage/s described by the applicant and whether they have affected the applicant's educational performance
- you're able to make an assessment about the impact the disadvantage has had on the applicant's educational performance.

Read page 8 of the EAS booklet for information about who can complete the EIS.

Section A of the EIS

(a) ***Educational disadvantage/s***

- Don't forget to complete the *Duration of disadvantage* (years/months section).
- Explain how and/or whether the educational disadvantage has affected the applicant's educational performance.
- Indicate the impact the educational disadvantage has had on the applicant's educational performance. All levels of impact are assessed.

(b) ***Details of responsible person***

Complete relevant sections – schools don't have to complete address information but should include their school stamp to authenticate the information.

What you write in the EIS must be specific to the applicant.

We understand that some school staff may have to complete many EIS which is very time consuming. However, vague and generic statements are not helpful in the assessment process.

So, please write a personal *Educational Impact Statement* for each student.

Problems we experience with the EIS

Completion of Section A

We find two major problems:

Problem: Some students are creative and add their own comments to those written by school staff.

Solution: To stop this happening, as the person who completes the EIS, add your signature at the end of your comments in section (a).

Problem: At some schools different staff complete different sections of the EIS. This makes it difficult for assessors to determine the authenticity of the supporting statements, as the signature handwriting doesn't match some/all sections of the document.

Solution: As the person who completes and signs section (b), add your signature to the end of the comments in section (a) to indicate that you have read and agree with the comments.

Completion of Educational Impact Statement and Medical Impact Statement

Problem: The same person has completed both these statements.

Solution: In the instructions applicants are advised that this is not permitted - please emphasise this with your students.

Problem: The 'Impact' box has not been ticked on the Medical Impact Statement.

Solution: Please emphasise with your students the importance of their registered health professional completing this part of the Medical Impact Statement.

Tragic circumstances

Every year a small number of schools have tragic circumstances that affect more than one student, for example, the death of a Year 12 student.

In these circumstances it's very important that EAS advisers who complete the *Educational Impact Statement* differentiate the impact on students. For example, it's likely that close friends of the deceased will experience deeper impact than that of acquaintances, while others in the same year may be affected only slightly.

A standard letter from the school attached to each EAS application doesn't differentiate the impact and makes an equitable assessment of the EAS application very difficult.

School letters/record of attendance

Students must provide from their school one or more of the following supporting types of documentation for most disadvantages claimed:

- Educational impact statement
- school letter
- record of attendance

Information required in the above supporting documentation differs depending on the type of disadvantage – see *Table 2: Types of disadvantage* of the EAS booklet (pages 14 - 23).

Check *Table 2* in the EAS booklet to see if you have to include the period of enrolment in your letter – if you don't include this, you will disadvantage your students.

On the following pages we've summarised what's required from the school and some sample letters for types of disadvantage where it's a standard type of letter – hopefully these will make your task easier!

EAS advisers may find this useful as a handy reference.

* = sample letter included

Type of disadvantage	ED codes	Documentation required from the applicant's school
Disrupted schooling	D01A*, D01B*, D01C* and D01D	Record of attendance on school letterhead confirming period of enrolment
Financial hardship	F01C	Educational impact statement
Death or severe illness of immediate family or close friend	H01A and H01B	Educational impact statement
Divorce or separation of parents or applicant	H01C	Educational impact statement
Criminal/legal matters	H01D	Educational impact statement
Excessive responsibilities for care of children and/or other family members	H03A	Educational impact statement
Work requirements to support family and/or responsibility to work in a family business	H03B	Educational impact statement
Excessive responsibility for care of self	H03C	Educational impact statement

Abuse to applicant, parents or sisters/brother	H04A	Educational impact statement Record of attendance on school letterhead giving details of any absences
English language difficulty	L01A* and L01B*	Educational impact statement Record of attendance on school letterhead confirming period of enrolment
Personal illness/disability	P01A	Educational impact statement Record of attendance on school letterhead giving details of any absences
Attendance at a school in a recognised government program Not required for current Year 12 students	S01A*and S01B*	Record of attendance on school letterhead confirming period of enrolment
Attendance at a rural school – not CAP	S01C*	School letter
Distance Education or Access Program	S01D*	School letter from the Distance Education Centre or Access Program

Sample letters for:

Disrupted schooling – D01A, D01B and D01C

and

English language difficulty – L01A and L01B

Depending on the type of disadvantage, supporting documentation from the the school must include:

(a) when the student started at your school

and

(b) when he/she left or confirmation of current enrolment.

➤ **Student has left your school**

School letterhead
Date
To whom it may concern
This is to confirm that Joanna Student attended this school from (date) to (date), which covered Years 7, 8 and 9.
(signature) JT Boss Principal

➤ **Student is currently enrolled at your school**

School letterhead
Date
To whom it may concern
This is to confirm that Joanna Student has been a student at this school since (date) and is currently enrolled in Year 12.
(signature) JT Boss Principal

Sample letters for:

School environment – S01A, S01B, S01C and S01D

- **S01A (if applicant is not a current NSW Year 12 student enrolled in a PSFP or National Priority low SES school)**

School letterhead
Date
To whom it may concern
This is to confirm that Joanna Student was a student at this school between DD/MM/YY and DD/MM/YY.
<i>(signature)</i> JT Boss Principal

- **S01B (if applicant is not a current NSW Year 12 student enrolled in a CAP school)**

School letterhead
Date
To whom it may concern:
This is to confirm that Joanna Student was a student at this school between DD/MM/YY and DD/MM/YY.
<i>(signature)</i> JT Boss Principal

➤ **S01C**

School letterhead

Date

To whom it may concern

This is to confirm that Joanna Student has been a student at this school since (date) and is currently enrolled in Year 12.

There are (number) currently enrolled students in Year 12 at this school.

(name of town where school is) has a population of (number).

The nearest centre with a population of 10,000 or more is (name), which is (xx) kms from (name of town where school is).

(describe the way in which the school's characteristics have affected the student's performance – see bullet point 3 under *Documentation you must submit with your EAS application* in Table 2 on page 23 of the EAS booklet)

(signature)

JT Boss

Principal

➤ **S01D**

Distance Education Centre or Access Program letterhead

Date

To Whom It May Concern

This is to confirm that Joanna Student is a Year 12 student through this centre/program.

Joanna is studying (number) of her Higher School Certificate courses through (name of distance education or Access Program centre). Details are as follows:

(course): through distance education or Access Program centre.

(signature)

JT Boss

Principal

Some common errors

Here are some common errors we find in EAS applications. Could you draw these to your students' attention when you advise them about Educational Access Schemes?

Non-UAC applicants

Error: Applicants submit their EAS application before they've applied for undergraduate admission through UAC.

Remedy: Ensure that your students are aware that they must apply for undergraduate admission through UAC prior to submitting their EAS application and that they should record their UAC application number in section I of the EAS application form.

More than one EAS application is received

Error: Applicants can only submit **one** EAS application. All documentation must accompany the EAS application at the time of submission. Some students may claim one type of disadvantage and then experience another shortly afterwards e.g. an applicant claims for the long term illness of a close relative and following submission of their EAS application the relatives dies.

Remedy: Ensure that your students are aware that no additional disadvantages or paperwork will be considered following submission of their original EAS application.

Overseas documentation not translated into English

Error: Applicants provide documents in a language other than English without a translation; this makes assessment impossible.

Remedy: All documentary evidence in a language other than English must be accompanied by a translation from an appropriate translation organisation – see page 11 of the EAS booklet.

Unreadable photocopies

Error: Applicants provide unreadable photocopies - particularly with visas and passport date stamps; this makes assessment impossible.

Remedy: All photocopied documents must be readable: this will help achieve the best possible outcome for the applicant.

Educational Impact Statement

Error: Applicants forget to have this section completed; we don't assess applications if an Educational impact statement is not completed for each disadvantage claimed, where it is stated in the EAS booklet that an EIS is required.

Remedy: It must be completed and the person who completes it must complete the *impact* section.

Medical Impact Statement

Error: Applicants list P01A Personal illness/disability and forget to have this section completed.

Remedy: Applicants who claim P01A must arrange to have a Medical impact statement completed by the registered health professional who's treating their medical condition/disability. The registered health professional must tick one of the impact boxes.

Evidence of arrival in Australia

Error: Applicants' passport/visa documents don't clearly show the date of arrival in Australia.

Remedy: For D01B, L01A, L01B, L01C and R01A applicants must attach documents to show date of arrival in Australia and/or visa information.

If an applicant's passport/visa document doesn't show this date clearly then the applicant should contact the Department of Immigration and Citizenship, complete the appropriate paperwork and get movement record documentation. This process should be started as soon as possible because it will take time to obtain the documentary evidence.

Missing long periods of Year 11 and/or 12 for other than medical reasons (D01D)

Error: Under D01D, applicants claim internal school events/Board of Studies issues, which are not considered by institutions under EAS, for example:

- lack of subject teacher or teacher disruption/leaving
- building renovations/relocation of school
- shared school library
- truancy and suspension
- voluntary student exchange programs.

Remedy: These should not be claimed. An example of circumstances which may be considered under this type of disadvantage are:

- parents are itinerant workers.

The mythical 5 bonus points!

Educational Access Schemes administered by institutions operate differently, as explained in the EAS booklet – check *How institution schemes work* on page 13.

However, we continue to hear from people who believe that EAS applicants receive a blanket five bonus points from all institutions; this feedback comes from schools, students and parents. It is wrong.

Some institutions add bonus points (there is no common allocation of bonus points) to applicants' selection ranks to take into account their educational disadvantage, while other institutions have a specific number or percentage of places set aside for EAS applicants and eligible EAS applicants compete for these places.

So if you receive any queries about the mythical '5 bonus points' could you please point people to the EAS booklet - and of course to institutions' respective websites.

Bonus points don't change your ATAR

As described above, sometimes institutions allocate bonus points, which are added to a student's selection rank not their ATAR. Generally, the most frequently asked questions about ATARs and bonus points are:

If I'm eligible to get bonus points, does my ATAR change?

No. If institutions allocate bonus points they're not added to your ATAR. Bonus points aren't ATAR points, they're just that – bonus points. Bonus points don't change your ATAR; bonus points change your selection rank for a particular preference or course.

There are some instances where your ATAR might be recalculated:

- 1 if the Board of Studies provides amended HSC results to UAC
- 2 if you complete additional courses
- 3 if you repeat courses you've already completed.

If your ATAR is recalculated, you'll receive a new ATAR Advice Notice. Otherwise, your ATAR never changes.

If bonus points don't increase my ATAR, then how do they work?

Institutions allocate bonus points for different circumstances. Examples include students with strong performance in specified HSC subjects, students who live or attend school in an area defined by the university and students who've applied for consideration through EAS.

For most Year 12 applicants, their selection rank for entrance to higher education is their ATAR.

However, if institutions allocate bonus points to you, then your selection rank for a particular preference or course = ATAR + bonus points.

As the bonus points schemes for each institution, and often for each course at the same institution, are different then your selection rank can be different for each course you list in your course preferences.

Untrue or incomplete information

Each year we cancel some EAS applications.

Why? Some students submit EAS applications in which the EIS (or MIS) is written by someone other than the responsible person named in the statement; others submit fraudulent documents.

In most cases the cancellations are unfortunate as the applicants concerned usually have a genuine case and the schools would have gladly completed the EIS.

Please alert students to the consequences of submitting untrue or incomplete information in their EAS application.

Depending at which point untrue information is detected:

- their EAS application could be cancelled
- their UAC application for admission to university could be cancelled
- their enrolment at a university could be cancelled.

Applicants give institutions permission to do this when they sign the *Declaration and authority* on their EAS application form.



Published and distributed by

Universities Admissions Centre (NSW & ACT) Pty Ltd
Locked Bag 112, Silverwater NSW 2128

tel: (02) 9752 0200
email: equity@uac.edu.au
website: www.uac.edu.au

ABN 19 070 055 935 ACN 070 055 935