

SELECTION CRITERIA REPORT

APPLICANT NAME:		COLLEGE/SCHOOL:	
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ACCELERATED PATHWAYS PROGRAM SELECTION CRITERIA REPORT			
PRELIMINARY REQUIREMENTS			
SELECTION CRITERIA	DESCRIPTION	RATING	COMMENTS
SC1	Complete application	Y/N	
SC2	Attends an ACT College / School	Y/N	
STUDENT APPLICATION			
SC3	Learner Reflection Statement To illustrate this, students may reflect on the following sections: • Teamwork and collaboration (group projects, peer learning, personal/individual achievement) • Leadership (leading initiatives, mentoring others) • Giving and receiving feedback (peer review, individual reflective practice) • Community engagement (volunteering, civic participation, extracurricular activities) • Work experience (part-time jobs, internships) • Overcoming challenges (personal, academic or social obstacles)		
16-20	11-15	6-10	1-5
Detailed analysis of achievements in relation to opportunities available. Detailed analysis of how the student has actively embraced, engaged with and responded to a range of learning and personal development experiences/opportunities.	Explanation of achievements in relation to opportunities available. Explanation of how the student has actively embraced, engaged with and responded to a range of learning and personal development experiences/opportunities .	Outline of achievements in relation to opportunities available. Outline of how the student has actively embraced, engaged with and responded to a range of learning and personal development experiences/opportunities.	Identification of achievements in relation to opportunities available. Identification of how the student has actively embraced, engaged with and responded to a range of learning and personal development experiences/opportunities.

SC4	H Course Selection Statement		
	To illustrate this, students may reflect on the following sections: • Commitment to career or industry area. • Connection between their current school subjects and future higher education or career pathways. • Supported with specific and detailed examples (work experience or volunteering). • Participation in related extended school subjects or extracurricular activities.		
16-20	11-15	6-10	1-5
Detailed analysis of commitment to career/industry and future pathways.	Explanation of commitment to career/industry and future pathways.	Outline of commitment to career/industry and future pathways,	Identification of commitment to career/industry and future pathways.
COLLEGE CONTACT			
SC5	Student has provided a college contact	Y/N	
STUDENT INTERVIEW			
SC6	Q1: What do you hope to gain from studying in the Accelerated Pathways Program and how will UC support you to achieve this?		
	To illustrate this, students may reflect on the following sections: • Deepen understanding of the topics under investigation. • Meet and work with a diverse community. • Provide access to higher education/university style learning		
16-20	11-15	6-10	1-5
Detailed analysis and clear articulation of benefits to personal, educational and future self. Provides detailed evidence to support claims and uses appropriate language to communicate the message effectively.	Explanation and satisfactory articulation of benefits to personal, educational and future self. Provides evidence to support claims and uses language adequately to communicate the message effectively.	Outline and basic articulation of benefits to personal, educational and future self. Provides some or basic evidence to support claims and uses broad language to communicate the message.	Identification and limited articulation of benefits to personal, educational and future self. Provides limited or no evidence to support claims and uses minimal language to communicate the message.
SC7	Q2: What positive contributions will you bring to the learning environment?		
	To illustrate this, students may reflect on the following sections: • Share a passion for the topics under investigation. • Collaborate with likeminded people. • Take on leadership opportunities.		
16-20	11-15	6-10	1-5
Detailed analysis and clear articulation of contribution to the learning environment. Provides detailed evidence to support claims and uses appropriate language to communicate the message effectively.	Explanation and satisfactory articulation of contribution to the learning environment. Provides evidence to support claims and uses language adequately to communicate the message effectively.	Outline and basic articulation of contribution to the learning environment. Provides some or basic evidence to support claims and uses broad language to communicate the message.	Identification and limited articulation of contribution to the learning environment. Provides limited or no evidence to support claims and uses minimal language to communicate the message.
Score:			

Comments: