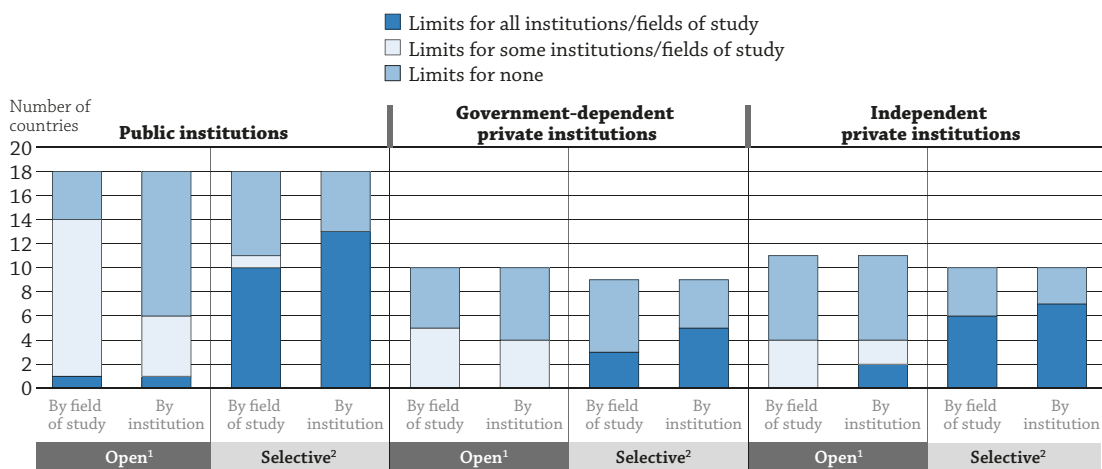


WHAT ARE THE NATIONAL CRITERIA FOR STUDENTS TO APPLY TO AND ENTER INTO TERTIARY EDUCATION?

- More than half of countries and economies with available data have open admissions systems (meaning all applicants with the minimum qualification level required are admitted) to at least some public and/or private institutions. Access to certain fields of study and/or institutions can still be based on some selection criteria within these countries.
- National/central examinations, taken towards the end of upper secondary education, and entrance examinations administered by tertiary institutions, are the most widely used examinations/tests for entry into first-degree tertiary programmes.
- Factors other than the results of national/central examinations are also taken into account by selective institutions in most countries, although used to differing extents. The criteria most used for admission to public tertiary institutions include grade point averages, candidate interviews and work experience.

Figure D6.1. Use of limits on number of students entering fields of study and institutions within countries with open and selective systems (2017)



How to read this figure


First-degree tertiary programmes within countries with open admissions systems can still be subject to limitations on the number of places available, either by field of study or institution. These limits may affect all fields of study or types of institutions, only some, or none at all. Similarly, for countries with selective systems, limits may be set with reference to field of study and/or institutions. As such, a country with a selective system may still report no limits (none) for one of these dimensions.

1. Open = open admissions systems exist.

2. Selective = only selective admissions systems exist.

Note: Of the 38 countries that participated in the survey, this figure does not include those for which the information is missing or not applicable.

Source: OECD (2017), Table D6.1. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Context

An increasing number of students are enrolling in tertiary education across OECD countries. This expansion in enrolment reflects a variety of factors. First, an increasing number of students are achieving the minimum educational attainment required to enter tertiary institutions, which in turn increases the potential demand for tertiary education (see Indicator A2). At the same time, in the context of high unemployment rates and the economic crisis, the positive relationship between educational attainment levels and opportunities in the labour market may result in even greater demand: individuals with a secondary qualification wish to continue their studies, attracted by the high financial incentives to invest in education (see Indicators A6 and A7).

Tertiary enrolment is also affected by the number of places available within tertiary institutions. Given the rising demand for tertiary education, educational institutions and policy makers face new challenges to ensure enough student places. In the meantime, increased demand could result in increased competition between students wishing to enter tertiary education. In some countries decisions on the number of positions available in the different fields of tertiary education are more strongly linked to the needs of the labour market. This matching of skills of tertiary-educated people to meet labour market demand may have an impact on enrolments and the selectivity of the different fields of tertiary education.

The analysis of national criteria and admission systems for students to apply and enter first-degree tertiary programmes highlights differences across countries, specifically between open and selective admission systems.

■ Other findings

- Funding systems for first-degree tertiary programmes are largely reliant on a mixture of central allocation (government funding) and market distribution (tuition fees). Only one-third of countries and economies with available data have public tertiary institutions that are financed only by central allocation of public funds.
- In about half of countries and economies with available information, the government sets the minimum academic performance requirements for entry into tertiary education (first-degree), on top of the usual qualification requirements. These performance requirements are most often based on secondary school certificate/report cards, including students' grades or results of upper secondary national/central examinations.
- In around two-thirds of the countries and economies with available data, national/central examinations, other standardised tests at upper secondary level and/or entrance examinations to tertiary institutions are compulsory requirements to enter at least some fields of study in public tertiary institutions.
- Students are required to apply directly to public tertiary institutions in nearly half the countries and economies, while roughly an equal number of countries use a centralised system or combination of both approaches for admission to public institutions. Applications to private tertiary institutions are less frequently processed through a centralised application system.
- Application and admission systems to first-degree tertiary programmes are similar for national and non-national/international students in about half the countries and economies.
- Almost all countries and economies have some government policies, measures or campaigns in place to support or increase participation in first-degree tertiary programmes. These are most often related to tuition fees (including free or capped tuition and decreased tuition for certain fields of study) and financial support to tertiary students (through student loans, scholarships and grants or through taxation policies).

Analysis

Organisation of the system: Open versus selective admission

Admission systems to first-degree tertiary programmes reflect the way tertiary education is structured and organised within countries. Public institutions are a common feature of tertiary education systems in nearly all countries and economies with available data. Private tertiary institutions are almost as widespread, with only Denmark and Greece not having government-dependent and independent private institutions for first-degree tertiary programmes. In around half the countries and economies with available data, government-dependent private institutions are also part of the tertiary education landscape (Table D6.1).

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The admission into first-degree tertiary programmes of all applicants (students with the required attainment level to enrol into first-degree tertiary programmes), often referred to as open admissions or unselective enrolment (as opposed to selective systems), is fairly common in both public and private tertiary institutions. Among countries and economies with available information on public institutions, one in two has at least some institutions with open admissions systems. The prevalence of open admissions systems in private tertiary institutions is similar: half of all countries and economies with government-dependent private institutions and nearly half of those with independent private institutions report the use of open admission systems in at least some of these tertiary institutions. However, open admission systems may still include some limitations on the number of available positions in first-degree tertiary programmes (Figure D6.1).

Enrolment can be limited for specific fields of study and/or tertiary institutions, with entry decided on the basis of some selection criteria (Table D6.1). Among the 18 countries and economies with an open admission system for their public tertiary institutions, nearly all have some limitations in the admission system for at least some fields of study or some tertiary institutions. For example, in Germany, enrolment into some fields of study is limited through the use of quotas if the total number of applicants exceeds the number of places available across all higher education institutions. For these fields a selection procedure applies, which takes into account the grade obtained in the *Abitur* (the upper secondary school-leaving examination in Germany, also used as the higher education entrance qualification). In New Zealand, there is a fixed number of places for certain subjects, such as dentistry, aviation, veterinary science and medical degrees. Limits on the number of students entering into health/medical programmes are a feature of admission to public tertiary institutions in several other countries. Similar use of number limits is observed among government-dependent private and independent private institutions (Table D6.1).

One-half of countries operate with a selective system to enter first-degree tertiary programmes. In these countries limitations on enrolment into programmes are more often set with reference to tertiary institutions than to field of study. For example, tertiary institutions within the United States encompass a broad range of selectivity since admission decisions are made at the institution level. While many institutions are open admission, others are moderately or highly selective. This pattern is similar in public, government-dependent private and independent private institutions (Figure D6.1).

When the number of student positions available in public tertiary institutions is limited (either in selective or in open admission systems), the central/state government is usually responsible for setting these limits. However, universities may also be part of the decision-making process, and in about one-third of countries and economies with available information, these public institutions are the only responsible authority for taking decisions on these limits. In some countries, both the central government and the universities are responsible for the decision. This can result from the fact that the central authority decide for some fields of study, whereas tertiary institutions decide for others. This is the case in Italy, where each year the Ministry of Education defines the number of positions available nationally in medicine, dentistry and other health professions, in addition to veterinary medicine and architecture. In some countries the number of positions results from an agreement between central government and tertiary institutions. In Finland, for example, operational and qualitative targets for universities and universities of applied sciences, as well as the required resources, are determined in performance agreements negotiated between each higher education institution and the ministry.

In private institutions, central or state governments are less often the responsible authorities for these decisions, and when they are, this is usually in co-operation with universities. Nevertheless, central or state governments are the only responsible authorities in a few countries (in Israel and Slovenia for government-dependent private institutions; in Turkey for independent private institutions) (Table D6.1).

Countries use different mechanisms to distribute student places to tertiary institutions. In public institutions, central authorities usually play an important role. In 11 countries, a system of central allocation is applied, through which the government determines priorities and allocates the student places it funds accordingly (where priorities might be for particular disciplines, higher education providers, or types of students). In a further group of 13 countries, the distribution of student places is the result of a combined decision-making process between the government and tertiary institutions themselves (a mixed-model approach). Four countries use a different approach, which could imply an agreement between the central government and tertiary institutions (for example, in Finland and Japan). Only 7 countries use a demand-driven system (market distribution), in which higher education providers decide on disciplines, courses, types of students, fees, number of places available, etc., and students decide whether they would like to purchase the courses at the fees charged (Table D6.1).

Qualification and performance requirements to enter first-degree tertiary programmes

In all countries, access to first-degree tertiary programmes (in public or private institutions) requires a minimum qualification level, which is usually an upper secondary qualification. Governments may also require some minimum academic performance from upper secondary graduates to access first-degree tertiary programmes (Table D6.3).

About half of the countries and economies with available information (19 out of 38) also have minimum academic performance requirements set by the government for students to enter at least some first-degree tertiary programmes or institutions. These minimum requirements are more often set for specific fields of study rather than specific tertiary institutions. In 14 countries, minimum performance criteria are defined for some or all fields of studies, whereas only 8 have minimum performance criteria for some or all tertiary institutions. In Colombia, Greece and Portugal, these performance requirements relate to both fields of studies and tertiary institutions (Table D6.3).

Countries may use a range of different tools to assess students' minimum performance, but a secondary school certificate/report card (including student's grades) and results of upper secondary national/central examinations are the most frequently used. For example, in Hungary students are required to gather a minimum number of points (280 from a total of 500) in their school-leaving exam to be admitted into first-degree tertiary programmes. In some countries, both a secondary school certificate/report card and results of upper secondary national/central examinations are used, including Hungary, Lithuania, the Netherlands, New Zealand, Poland, Portugal and Turkey (Table D6.3).

Examinations and tests used by public tertiary institutions to determine access to first-degree programmes

Countries may use various examinations and/or tests in the admission process to first-degree tertiary programmes. On top of entrance examinations administered to applicants to tertiary institutions, examinations or tests administered to upper secondary students (either national/central or non-national/central examinations that may be either standardised or non-standardised tests) can also be used in the admission system.

There is wide variation among countries in the combination of different types of examinations available and on the way these are used as criteria for access to tertiary education. Among all countries with available information, only Latvia has all these types of examinations/tests (though they are not all used to determine access to tertiary education). In contrast, in countries such as Brazil, Colombia, Denmark, Hungary, Italy, Portugal and Spain, only national/central examinations exist (and are used in some of these countries to determine access to tertiary education).

National/central examinations (standardised tests that have a formal consequence for students) at the end of upper secondary level are administered in most countries with available data (27 countries). While the majority of students in these countries take these examinations, the proportion varies significantly: from less than three-quarters of upper secondary students in the Czech Republic and Hungary to all students in more than one-third of countries (10 countries). Other types of examinations administered in secondary schools (non-national/central standardised or non-standardised examinations) are less frequent. They are administered in two-fifths of the countries with available information, and fewer countries are able to report the proportion of students taking these examinations. Entrance examinations to first-degree tertiary programmes are also administered in about half of the countries with available data (21 countries), although very few countries are able to report the proportion of students tested. Among these countries, either a small proportion of students (10% or less in five countries) or most of them (more than 75% in four countries) took these tests (Table D6.5). The proportion of students taking these tests may partly result from the fact that they are part of the compulsory requirements for admission to first-degree tertiary programmes.

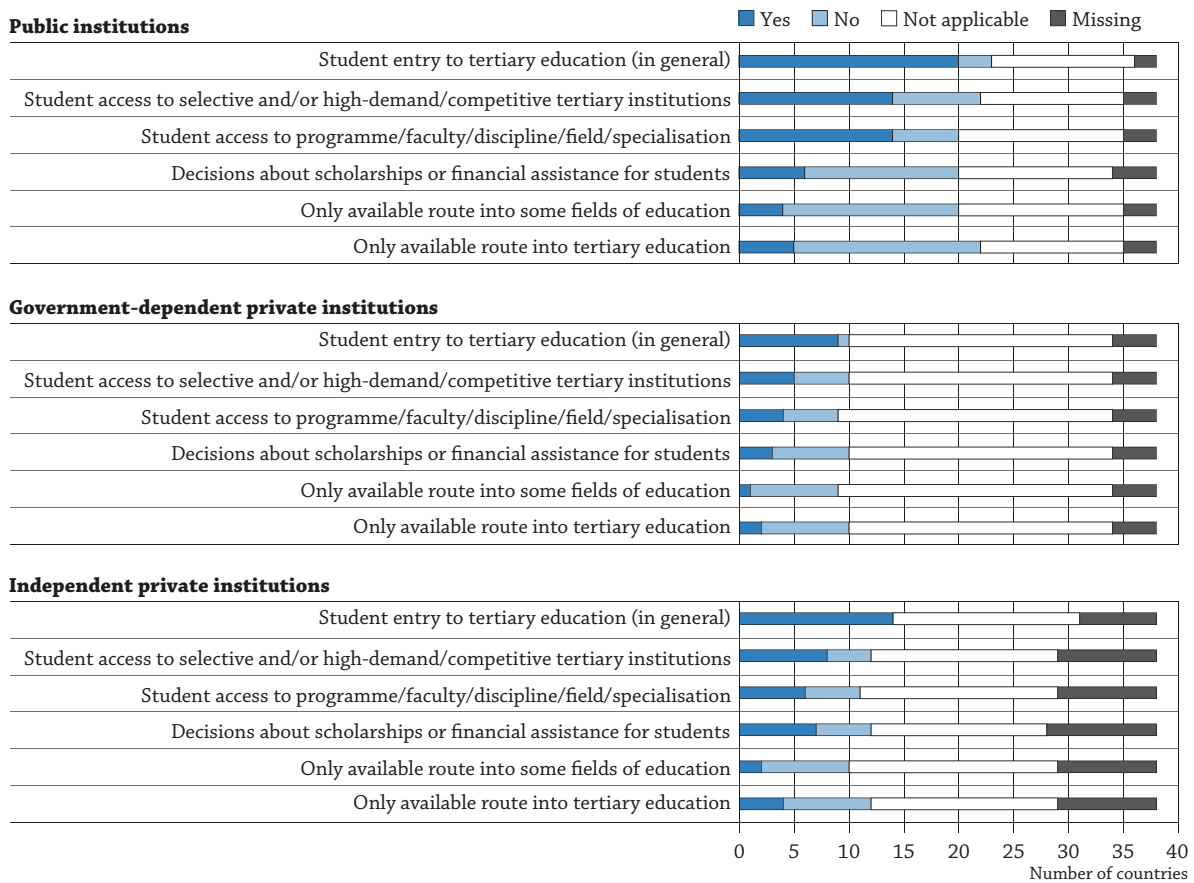
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The completion of national/central examinations towards the end of upper secondary education and/or entrance examinations to tertiary education (not administered by upper secondary schools) can be compulsory requirements to access first-degree programmes. In nearly two-thirds of countries, the completion of national/central examinations is compulsory to enter most or all fields of study in public tertiary institutions, whereas entrance examinations to public tertiary institutions are compulsory for at least some fields of study in one-third of countries. In some countries, such as Estonia, Latvia, Lithuania, Luxembourg, Norway, the Russian Federation, Slovenia and Switzerland, both types of tests are compulsory requirements to enter some fields of study (Table D6.5).

For public institutions, these two types of tests are of particular relevance for students wishing to access selective and/or high-demand/competitive tertiary institutions or specific fields or specialisations. Institutions in six countries use these results for making decisions about scholarships and other financial assistance (Figure D6.2).

Figure D6.2. Purposes and uses of national/central examinations as admission criteria to tertiary institutions (2017)

National/central examinations refer to examinations for students at the end of upper secondary level



Source: OECD (2017), Tables D6.7a, D6.7b and D6.7c. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933559028>

Additional factors used for admission to first-degree tertiary programmes

Admission criteria for first-degree tertiary programmes extend beyond the results of students in national/central examinations towards the end of the upper secondary level or entrance examinations to tertiary institutions. For entry into public tertiary institutions, grade point averages from secondary school are used in one-third of countries (with either open or selective admission systems), with a further quarter of countries reporting that institutions have autonomy over their use. However, this factor was considered to be of moderate or high importance

in determining the success of a student's application in over half of these countries. More than two-thirds of countries indicate that candidate interviews are used, either across public tertiary institutions (one-quarter of countries) or at the discretion of public tertiary institutions (more than one-third of countries) (Table D6.8).

Other factors also used by public institutions in a significant number of countries to determine access to first-degree programmes include past work experience (21 countries), past service or volunteer work (15 countries), candidate recommendations (11 countries) and written application letters (16 countries). However, public tertiary institutions in most of the countries using these tools decide autonomously on their use (Table D6.8).

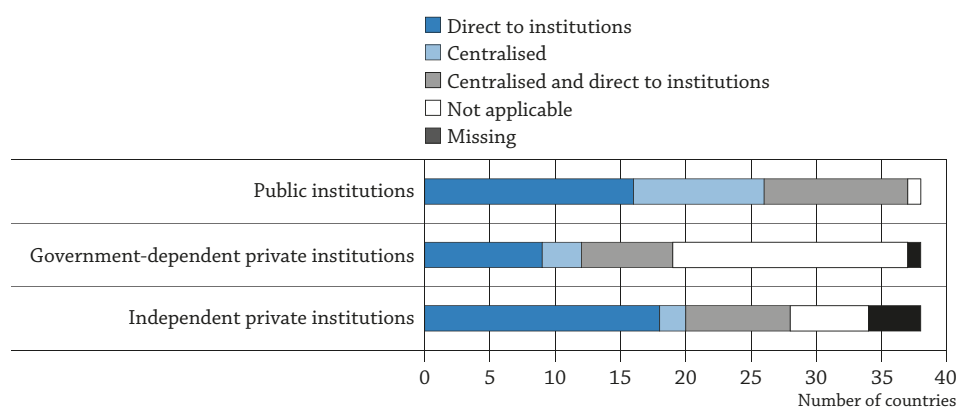
In most countries, public institutions use a combination of some of these factors rather than one in isolation. An exception is Hungary, which uses only one criterion (grade point average from secondary schools) in addition to the successful completion of national examinations to determine access to public tertiary institutions (Table D6.8).

Grade point averages from secondary school, interviews and past work experience are also the most frequently used criteria in the admission process to first-degree programmes in private tertiary institutions (government-dependent and independent private institutions). However, in contrast to the system of admissions to public tertiary institutions, the use of these criteria is largely at the discretion of institutions.

Student application/admission process to tertiary institutions

Application and admission processes to first-degree tertiary programmes in public institutions vary significantly between countries. Students are required to apply directly to public tertiary institutions in close to half of countries with available information, while in around one-quarter of countries students apply through a centralised system. Another quarter of countries combine a centralised application system with direct applications to public tertiary institutions (Figure D6.3).

Figure D6.3. Application process for entry into first-degree tertiary programmes – use of centralised application systems (2017)



Source: OECD (2017), Table D6.4. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933559047>

When a centralised system is used (either as the only application system or in combination with direct application to tertiary institutions), the number of preferences that students can specify may be limited, as can the number of offers they receive following their applications. The number of preferences an applicant can specify when applying to public institutions cannot exceed 2 in Brazil and 3 in Canada, the Netherlands, Slovenia and the Russian Federation; but it is possible to make 20 or more preferences for applications in France, Sweden and Turkey. In Greece, Italy and New Zealand there is no maximum number of applications. Regardless of the maximum number of applications, applicants receive just one offer in most countries with a centralised system. Nevertheless, there is no limit on the number of offers made in Australia, Canada, Italy and Korea, which use combined systems of centralised and direct applications to tertiary institutions.

Applications to private tertiary institutions are less likely to be processed through a centralised application system. Nonetheless, a central system for applications is the only (or main) way to apply to private institutions in a few countries (Chile, Finland and Sweden for government-dependent private institutions, and Hungary and Turkey

for independent private institutions). Applications are made directly to private institutions in nearly one-half of the countries with government-dependent private institutions, and in most countries with independent private institutions. However, a centralised applications system is combined with a direct application process in one-third of countries with these types of tertiary institutions (Table D6.4).

Application and admission process for non-national/international students

Around half the countries and economies have similar systems of application and admission to first-degree tertiary programmes for non-national/international students as for national students (either citizens or permanent residents in the country). In one-quarter of countries, international applicants from only some countries undergo a similar process as for national applicants. This is usually the case for applicants from countries of the European Union (EU) applying to tertiary institutions in another EU country; but also the case, for example, in Norway for national students and international students from the other Nordic countries. In one-quarter of countries, the application and admission process for non-national or international students is different to that for national students.

Even where application systems are similar for non-national/international and national students, additional or specific admission criteria are used for international students. These relate to their educational background and skills as well as to other factors. The most frequent criteria used for these students are an accredited home country school certificate (in three-quarters of the countries), followed by the successful completion of their home country school systems and language proficiency (in two-thirds of the countries) and holding an international qualification (in half the countries). Less than one-third of countries with available information report the use of completion of aptitude tests (9 countries), health requirements (9 countries) or proof of sufficient funding (8 countries). In countries with a specific application and admission system for non-national students, accredited home country school certificates and language proficiency are the only two criteria required for all countries according to available information (Table D6.9).

Policies that affect participation in first-degree tertiary programmes

Criteria and admission systems to tertiary education directly affect tertiary enrolment. However, other aspects of government policies may create incentives for people to apply to tertiary programmes. These may aim at increasing participation levels generally, target unrepresented groups of students specifically or promote applications to certain disciplines.

Almost all countries and economies with available data have some government policies, measures or campaigns in place to support or increase participation in first-degree tertiary programmes. Exceptions are the Czech Republic and Iceland, who reported the absence of such initiatives. Among the remaining 36 countries and economies with available information, two-thirds had policies in place in relation to tuition fees: free tuition (in 13 countries), tuition subsidies (11 countries), capped tuition fees (9 countries), decreased tuition for certain fields of study (5 countries) and charging administrative fees only (4 countries). Other forms of government-funded financial support to tertiary students were reported by 35 countries. Among the most prevalent were the availability of student loans (reported by 30 countries), the use of scholarships and grants (27 countries), as well as tax-based provisions (19 countries reported the use of tax allowances, reductions or credits for students) (Table D6.2).

More general campaigns to increase participation in tertiary education are also widespread; all countries with available information except the Czech Republic, Greece and Iceland have such schemes. These aim to promote certain subjects or occupations (25 countries), improve equality of participation among genders (14 countries) or attract students to tertiary education more generally (15 countries). Alternative routes into tertiary education were also available in around half the countries, through the opening up of applications to tertiary education to those who have completed post-school education and training or vocational education and training, as well as recognition of past work experience as an alternative to more traditional entry requirements (Table D6.2).

Definitions

A **standardised examination or test** refers to a test that is administered and scored under uniform conditions across different schools so that student scores are directly comparable between schools. In some cases, it also refers to multiple choice or fixed answer questions as this makes it easy and possible to score the test uniformly. However, with rubrics and calibration of test examiners (persons who manually score open-ended responses), one can also find standardised tests that go beyond multiple choice and fixed answers.

National/central examinations are standardised tests that have a formal consequence for students, such as their eligibility to progress to a higher level of education or to complete an officially-recognised degree. They assess a major portion of what students are expected to know or be able to do in a given subject. Examinations differ from **assessments** in terms of their purpose. National assessments are mandatory, but unlike examinations they do not have an effect on students' progression or certification.

Other (non-national/central) standardised examinations are standardised tests that are administered and scored under uniform conditions across different schools at the state/territorial/provincial/regional or local level so that student scores are directly comparable.

Entrance examinations are examinations not administered by upper secondary schools that are typically used to determine, or help to determine, access to tertiary programmes. These examinations can be devised and/or graded at the school level (i.e. by individual tertiary institutions or a consortium of tertiary institutions), or by private companies.

First-degree tertiary programmes refer to first-degree bachelor's programmes/applied higher education programmes and first-degree master's programmes as defined in ISCED 2011.

Public tertiary institution: An institution is classified as public if it is: 1) controlled and managed directly by a public education authority or agency of the country where it is located; or 2) controlled and managed by a government agency directly or by a governing body (council, committee etc.), most of whose members are either appointed by a public authority of the country where it is located or elected by public franchise.

A **government-dependent private tertiary institution** is one that either receives at least 50% of its core funding from government agencies or one whose teaching personnel are paid by a government agency – either directly or through government

An **independent private tertiary institution** is one that receives less than 50% of its core funding from government agencies and whose teaching personnel are not paid by a government agency.

Methodology

This indicator is based on a survey on national criteria and admission systems for students to apply and enter first-degree tertiary programmes focusing on formal requirements, rather than actual practice. As practices can vary considerably within individual schools and tertiary institutions, this indicator cannot capture the diverse array of practices that exist.

Please see Annex 3 for more information and for country-specific notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Source

Data are from the 2016 OECD-INES NESLI survey on national criteria and admission systems for students to apply and enter first-degree tertiary programmes and refer to the school year 2016/17.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Indicator D6 Tables


StatLink  <http://dx.doi.org/10.1787/888933562505>

Table D6.1 Organisation of the admission system to first-degree tertiary programmes (2017)

WEB Table D6.2 Government measures to support/increase participation in first-degree tertiary programmes (2017)

Table D6.3 Minimum qualification and academic performance requirements for entry into tertiary education (government perspective) (2017)

Table D6.4 Application process for entry into first-degree tertiary programmes (2017)

Table D6.5 Use of examinations/tests to determine entry/admission into first-degree tertiary programmes (2017)

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WEB Table D6.6 Responsible authorities in charge of examinations systems for entry/admission into first-degree tertiary programmes (2017)

WEB Table D6.7a Types of examinations used as admission criteria to tertiary public institutions (2017)

WEB Table D6.7b Types of examinations used as admission criteria to tertiary government-dependent private institutions (2017)

WEB Table D6.7c Types of examinations used as admission criteria to tertiary independent private institutions (2017)

WEB Table D6.8 Other factors used for entry/admission into first-degree tertiary programmes (2017)

WEB Table D6.9 Application and admission process into first-degree tertiary programmes for non-national/international students (2017)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

Table D6.1. [1/2] Organisation of the admission system to first-degree tertiary programmes (2017)
D6

	Public institutions						Government-dependent private institutions					
	Existence of open admissions			Fixed limited number of student positions (selective institutions)	Model used to distribute student places	Model used to fund degree programmes	Existence of open admissions			Fixed limited number of student positions (selective institutions)	Model used to distribute student places	Model used to fund degree programmes
	By field of study	By tertiary institutions	Authority responsible for setting the number of student positions				By field of study	By tertiary institutions	Authority responsible for setting the number of student positions			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD	Countries											
Australia	No	No	No	Central, universities	Mixed model	Mixed	No	No	No	Central, universities	Market (demand)	Mixed
Austria	Yes	Some	No	Central, universities	Central allocation	Central allocation	No	All	No	Other	Central allocation	Mixed
Canada	Yes	Some	Some	Universities	Market (demand)	Mixed	Yes	No	Some	Universities	Market (demand)	Mixed
Chile	No	No	All	Universities	Market (demand)	Mixed	No	No	All	Universities	Market (demand)	Mixed
Czech Republic	No	No	All	Universities	Mixed model	Central allocation	No	No	All	Other	Mixed model	Mixed
Denmark	Yes	Some	No	State, universities	Central allocation	Central allocation	a	a	a	a	a	a
Estonia	No	All	All	Universities	Mixed model	Mixed	a	a	a	a	a	a
Finland	No	All	All	Central, universities	Other	Central allocation	No	All	All	Central, universities	Other	Central allocation
France	Yes	Some	Some	Central, regional, universities, other	Central allocation	Mixed	Yes	No	Some	Central, regional, universities, other	Mixed model	Mixed
Germany	Yes	Some	No	State, universities	Mixed model	Central allocation	Yes	Some	No	Universities	Mixed model	Mixed
Greece	No	No	All	Central, universities, other	Central allocation	Central allocation	a	a	a	a	a	a
Hungary	No	All	All	a	Mixed model	Mixed	No	No	No	a	Mixed model	Mixed
Iceland	Yes	Some	No	Universities	Market (demand)	Central allocation	Yes	Some	Some	Universities	Market (demand)	Mixed
Israel	No	All	No	Central	Central allocation	Mixed	No	No	All	Central	Central allocation	Mixed
Italy	Yes	Some	No	Central, universities	Central allocation	Mixed	a	a	a	a	a	a
Japan ¹	No	All	All	Universities	Other	Mixed	a	a	a	a	a	a
Korea	No	All	All	Central, regional, universities	Mixed model	Mixed	a	a	a	a	a	a
Latvia	a	a	a	Universities	Mixed model	Mixed	a	a	a	a	a	a
Luxembourg	Yes	Some	No	Universities	Market (demand)	Mixed	a	a	a	a	a	a
Netherlands	Yes	Some	No	Universities	Other	Central allocation	a	a	a	a	a	a
New Zealand	Yes	Some	No	Central, universities, other	Mixed model	Mixed	Yes	Some	No	Central, other	Mixed model	Mixed
Norway	Yes	Some	Some	Central, universities	Mixed model	Central allocation	Yes	Some	Some	Central, universities	Mixed model	Mixed
Poland	No	All	No	Central	Central allocation	Central allocation	a	a	a	a	a	a
Portugal	No	All	All	Central, universities	Central allocation	Mixed	a	a	a	a	a	a
Slovak Republic	Yes	No	Some	Universities	Mixed model	Mixed	m	m	m	m	m	m
Slovenia	No	All	No	Central	Central allocation	Central allocation	No	All	No	Central	Central allocation	Central allocation
Spain	No	Some	No	Universities	Market (demand)	Other	a	a	a	a	a	a
Sweden	No	No	All	Central, universities	Mixed model	Central allocation	No	No	All	Central, universities	Mixed model	Central allocation
Switzerland	Yes	Some	No	Central, state	Other	Mixed	Yes	No	No	m	a	Mixed
Turkey	No	No	All	Central	Central allocation	Mixed	a	a	a	a	a	a
United Kingdom ²	a	a	a	a	a	a	Yes	Some	No	Universities	Market (demand)	Mixed
United States	Yes	Some	Some	Universities	Market (demand)	Mixed	a	a	a	a	a	a
Economies												
Flemish Com. (Belgium)	Yes	No	No	a	m	Mixed	Yes	No	No	a	m	Mixed
French Com. (Belgium)	Yes	No	No	a	a	Mixed	Yes	No	No	a	a	Mixed
Partners												
Brazil	No	No	All	Universities	Central allocation	Central allocation	a	a	a	a	a	a
Colombia	Yes	No	All	Universities	Market (demand)	m	m	m	m	m	m	m
Lithuania	No	All	All	Central	Mixed model	Mixed	a	a	a	a	a	a
Russian Federation	Yes	All	No	Central	Mixed model	Mixed	a	a	a	a	a	a

 Note: See *Definitions* and *Methodology* sections for more information.

1. For national universities, the fixed number of students is decided by each national university and is submitted as a part of its mid-term plan to be approved by the Minister of Education, Culture, Sports, Science and Technology.

2. Information relates to the four separate systems across the United Kingdom. In each case, “yes” indicates the policy is in place in at least one of the four countries.

 Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

 Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


 StatLink  <http://dx.doi.org/10.1787/888933562296>

Table D6.1. [2/2] **Organisation of the admission system to first-degree tertiary programmes (2017)**

		Independent private institutions					Model used to fund degree programmes
		Existence of open admissions	Fixed limited number of student positions (selective institutions)			Model used to distribute student places	
			By field of study	By tertiary institutions	Authority responsible for setting the number of student positions		
		(13)	(14)	(15)	(16)	(17)	(18)
OECD	Countries						
	Australia	No	No	No	Universities	Market (demand)	Market distribution
	Austria	No	All	No	Universities	Market (demand)	Market distribution
	Canada	m	a	a	Universities	Market (demand)	a
	Chile	Yes	No	All	Universities	Market (demand)	Mixed
	Czech Republic	No	No	All	Universities	Mixed model	Market distribution
	Denmark	a	a	a	a	a	a
	Estonia	m	m	m	m	m	m
	Finland	a	a	a	a	a	a
	France	m	No	All	Other	Market (demand)	Mixed
	Germany	m	m	m	m	Market (demand)	Market distribution
	Greece	a	a	a	a	a	a
	Hungary	No	All	All	a	Mixed model	Mixed
	Iceland	a	a	a	a	a	a
	Israel	Yes	No	No	a	Market (demand)	Market distribution
	Italy	Yes	Some	No	Central, universities	Central allocation	Mixed
	Japan ¹	No	All	All	Universities	Market (demand)	Mixed
	Korea	No	All	All	Central, regional, universities	Mixed model	Mixed
	Latvia	a	a	a	Universities	Market (demand)	Market distribution
	Luxembourg	Yes	No	Some	Universities	Market (demand)	Mixed
	Netherlands	m	m	m	m	a	m
	New Zealand	Yes	Some	No	Central, other	Mixed model	Mixed
	Norway	Yes	No	No	m	Market (demand)	Market distribution
	Poland	Yes	a	a	a	a	m
	Portugal	No	All	All	Central, universities	Market (demand)	Market distribution
	Slovak Republic	Yes	No	No	a	a	Market distribution
Slovenia	No	No	No	Universities	Market (demand)	Other	
Spain	Yes	Some	No	Universities	Market (demand)	Market distribution	
Sweden	a	a	a	a	a	a	
Switzerland	Yes	No	No	m	a	a	
Turkey	No	No	All	Central	Central allocation	Other	
United Kingdom ²	m	m	m	m	m	m	
United States	Yes	Some	Some	Universities	Market (demand)	Mixed	
	Economies						
	Flemish Com. (Belgium)	m	m	m	a	m	m
	French Com. (Belgium)	a	a	a	a	a	a
Partners	Brazil	m	No	Most	Universities	Market (demand)	m
	Colombia	Yes	No	All	Universities	Market (demand)	Market distribution
	Lithuania	No	All	All	Universities, other	Market (demand)	Market distribution
	Russian Federation	m	No	No	a	Market (demand)	Market distribution

Note: See *Definitions* and *Methodology* sections for more information.

1. For national universities, the fixed number of students is decided by each national university and is submitted as a part of its mid-term plan to be approved by the Minister of Education, Culture, Sports, Science and Technology.

2. Information relates to the four separate systems across the United Kingdom. In each case, "yes" indicates the policy is in place in at least one of the four countries.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


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Table D6.3. Minimum qualification and academic performance requirements for entry into tertiary education (government perspective) (2017)
D6

	Typical minimum ISCED qualification required for entry into first-degree tertiary programmes (type of upper secondary programme)	Minimum academic performance requirement used to determine entry into tertiary education (set by government)		Tools used to assess the minimum academic performance requirements						Course prerequisites to enter a specific field of study
		By field of study	By tertiary institutions	Secondary school certificate/report card which includes students' grades	Upper secondary national/central examination	Other (non-central) standardised examinations administered to multiple students in multiple secondary schools	Other (non-national) non-standardised examinations administered to students in secondary schools	First-degree tertiary programme entrance examinations (not administered by upper secondary schools)	Other	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD Countries										
Australia	General	No	No	a	a	a	a	a	a	Some fields
Austria ¹	a	No	No	a	a	a	a	a	a	No
Canada	All	No	No	a	a	a	a	a	a	Some fields
Chile	All	No	Yes (for some)	Yes	No	No	No	Yes	Yes	No
Czech Republic ²	General or vocational	No	No	a	a	a	a	a	a	No
Denmark	General	No	No	a	a	a	a	a	a	Most fields
Estonia	All	No	No	a	a	a	a	a	a	a
Finland	All	No	No	a	a	a	a	a	a	a
France	All	No	Yes (for some)	Yes	No	No	No	Yes	No	Some fields
Germany	All	No	No	a	a	a	a	a	a	No
Greece	All	Yes (for all)	Yes (for all)	No	Yes	a	a	a	No	All fields
Hungary	All	Yes (for all)	No	Yes	Yes	No	No	No	No	All fields
Iceland	All	No	No	a	a	a	a	a	a	m
Israel	Vocational	No	Yes (for most)	a	Yes	a	a	Yes	Yes	Some fields
Italy	All	No	No	a	a	a	a	a	a	No
Japan	All	No	No	a	a	a	a	a	a	No
Korea	All	No	No	a	a	a	a	a	a	Some fields
Latvia	All	Yes (for all)	No	No	Yes	No	No	No	Yes	Some fields
Luxembourg	All	No	No	a	a	a	a	a	a	m
Netherlands	All	Yes (for all)	No	Yes	Yes	No	No	Yes	No	Some fields
New Zealand	General	Yes (for most)	No	Yes	Yes	No	No	No	No	Some fields
Norway	General	Yes (for some)	No	a	Yes	No	No	Yes	No	Some fields
Poland	General or vocational	Yes (for all)	No	Yes	Yes	No	No	No	No	No
Portugal	All	Yes (for all)	Yes (for all)	Yes	Yes	No	No	No	No	Some fields
Slovak Republic	All	Yes (for all)	No	Yes	m	m	m	m	No	No
Slovenia	General or vocational	Yes (for all)	No	No	Yes	No	No	No	Yes	Some fields
Spain	General	No	Yes (for all)	m	Yes	m	m	m	No	All fields
Sweden	All	No	No	a	a	a	a	a	a	All fields
Switzerland	All	No	No	a	a	a	a	a	a	Some fields
Turkey	All	Yes (for all)	No	Yes	Yes	No	Yes	No	m	No
United Kingdom ³	General	No	Yes (for all)	No	Yes	No	No	No	No	Some fields
United States	All	No	No	a	a	a	a	a	a	No
Economies										
Flemish Com. (Belgium)	All	No	No	a	a	a	a	a	a	a
French Com. (Belgium)	All	No	No	a	a	a	a	a	a	No
Partners										
Brazil	All	No	No	a	a	a	a	a	a	No
Colombia	All	Yes (for all)	Yes (for some)	No	Yes	No	No	No	No	a
Lithuania ⁴	All	Yes (for all)	No	Yes	Yes	Yes	No	Yes	No	Some fields
Russian Federation	All	Yes (for all)	No	No	Yes	a	No	No	Yes	No

Note: Typical minimum qualification for entry into first-degree tertiary programmes refers to the ISCED level required, but not all qualifications at this level allow entry into these first-degree tertiary programmes. See *Definitions* and *Methodology* sections for more information.

1. Minimum qualification requirement is the Upper Secondary School Leaving Certificate (called Matura); additional entry routes exist.

2. Some vocational programmes at upper secondary level allow access to tertiary education, whereas others do not.

3. Information relates to the four separate systems across the United Kingdom. In each case, "yes" indicates the policy is in place in at least one of the four countries.

4. In Lithuania, it is possible to enter tertiary programmes with a qualification level from upper secondary (all programmes) or post-secondary non-tertiary (vocational programmes).

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Table D6.4. **Application process for entry into first-degree tertiary programmes (2017)**

	Public institutions			Government-dependent private institutions			Independent private institutions			
	Type of admission/ application system	In the case of centralised systems		Type of admission/ application system	In the case of centralised systems		Type of admission/ application system	In the case of centralised systems		
		Maximum number of preferences an applicant can specify	Maximum number of offers an applicant can receive		Maximum number of preferences an applicant can specify	Maximum number of offers an applicant can receive		Maximum number of preferences an applicant can specify	Maximum number of offers an applicant can receive	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
OECD	Countries									
	Australia	Centralised and direct to institutions	m	No limit	Centralised and direct to institutions	m	No limit	Centralised and direct to institutions	m	No limit
	Austria	Direct to institutions	a	a	Direct to institutions	a	a	Direct to institutions	a	a
	Canada	Centralised and direct to institutions	3	No limit	Centralised and direct to institutions	3	No limit	Centralised and direct to institutions	m	m
	Chile	Centralised	10	1	Centralised	10	1	Centralised and direct to institutions	10	1
	Czech Republic	Direct to institutions	a	a	Direct to institutions	a	a	Direct to institutions	a	a
	Denmark	Centralised	8	1	a	a	a	a	a	a
	Estonia	Centralised	2 per institution	a	a	a	a	m	m	m
	Finland	Centralised	6	1	Centralised	6	1	a	a	a
	France	Centralised and direct to institutions	24	1	Centralised and direct to institutions	24	1	Direct to institutions	a	a
	Germany	Centralised and direct to institutions	6	1	Direct to institutions	m	m	Direct to institutions	m	m
	Greece	Centralised	No limit	1	a	a	a	a	a	a
	Hungary	Centralised	m	m	Centralised and direct to institutions	6	1	Centralised	6	1
	Iceland	Direct to institutions	a	a	Direct to institutions	a	a	a	a	a
	Israel	Direct to institutions	a	a	Direct to institutions	a	a	Direct to institutions	a	a
	Italy	Centralised and direct to institutions	No limit	No limit	a	a	a	Centralised and direct to institutions	No limit	No limit
	Japan	Direct to institutions	a	a	a	a	a	Direct to institutions	a	a
	Korea	Centralised and direct to institutions	9	No limit	a	a	a	Centralised and direct to institutions	9	No limit
	Latvia	Centralised and direct to institutions	10	a	a	a	a	Centralised and direct to institutions	10	a
	Luxembourg	Direct to institutions	m	m	a	a	a	Direct to institutions	m	m
	Netherlands	Centralised	3	3	a	a	a	m	m	m
	New Zealand	Direct to institutions	No limit	No limit	Direct to institutions	No limit	No limit	Direct to institutions	No limit	No limit
	Norway	Centralised and direct to institutions	10	1	Centralised and direct to institutions	10	1	Direct to institutions	m	m
	Poland	Direct to institutions	a	a	a	a	a	Direct to institutions	a	a
	Portugal	Centralised and direct to institutions	6	1	a	a	a	Direct to institutions	No limit	No limit
	Slovak Republic	Direct to institutions	m	No limit	a	m	a	Direct to institutions	m	No limit
	Slovenia	Centralised	3	1	Centralised and direct to institutions	3	1	Direct to institutions	a	a
	Spain	Direct to institutions	a	a	a	a	a	Direct to institutions	a	a
	Sweden	Centralised	20	1	Centralised	20	1	a	a	a
	Switzerland	Direct to institutions	a	a	Direct to institutions	a	a	Direct to institutions	a	a
	Turkey	Centralised	24	1	a	a	a	Centralised	24	1
	United Kingdom ¹	a	a	a	Centralised and direct to institutions	5	5	m	m	m
	United States	Direct to institutions	a	a	a	a	a	Direct to institutions	a	a
	Economies									
	Flemish Com. (Belgium)	Direct to institutions	a	a	Direct to institutions	a	a	m	a	a
	French Com. (Belgium)	Direct to institutions	a	a	Direct to institutions	a	a	a	a	a
Partners	Brazil	Centralised and direct to institutions	2	a	a	a	a	Centralised and direct to institutions	m	No limit
	Colombia	Direct to institutions	a	a	m	m	m	Direct to institutions	a	a
	Lithuania	Centralised and direct to institutions	9	1	a	a	a	Centralised and direct to institutions	9	1
	Russian Federation	Direct to institutions	3	3	a	a	a	Direct to institutions	No limit	No limit

Note: See *Definitions* and *Methodology* sections for more information.

1. Information relates to the four separate systems across the United Kingdom. In each case, "yes" indicates the policy is in place in at least one of the four countries.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


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Table D6.5. [1/2] Use of examinations/tests to determine entry/admission into first-degree tertiary programmes (2017)
D6

	National/central examinations (for students at the end of upper secondary level)					Non-national/central standardised examinations (for students at the end of upper secondary level)				
	Existence	Proportion of upper secondary students taking these examinations	Compulsory to gain access to			Existence	Proportion of upper secondary students taking these examinations	Compulsory to gain access to		
			Public tertiary institutions	Government-dependent private tertiary institutions	Independent private tertiary institutions			Public tertiary institutions	Government-dependent private tertiary institutions	Independent private tertiary institutions
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD										
Countries										
Australia	No	a	a	a	a	Yes	76-99%	No	No	No
Austria	No	a	a	a	a	No	a	a	a	a
Canada	No	a	a	a	a	Yes	m	Yes, some	Yes, some	m
Chile	m	m	m	m	m	m	m	m	m	m
Czech Republic	Yes	51-75%	Yes, most	Yes, most	Yes, most	Yes	m	No	No	No
Denmark	Yes	100%	Yes, most	a	a	No	a	a	a	a
Estonia	Yes	100%	Yes, most	a	m	No	a	a	a	a
Finland	Yes	m	No	No	a	Yes	a	No	m	a
France	Yes	76-99%	Yes, most	Yes, most	Yes, most	No	a	a	a	a
Germany	No	a	a	a	a	Yes	76-99%	Yes, all	m	m
Greece	Yes	76-99%	Yes, all	a	a	No	a	a	a	a
Hungary	Yes	51-75%	Yes, all	Yes, all	Yes, all	No	a	No	No	No
Iceland	No	a	a	a	a	No	a	a	a	a
Israel	Yes	76-99%	Yes, all	Yes, all	Yes, all	No	a	No	No	No
Italy	Yes	100%	Yes, all	a	Yes, all	No	a	a	a	a
Japan	No	a	a	a	a	No	a	a	a	a
Korea	No	a	a	a	a	No	a	a	a	a
Latvia	Yes	76-99%	Yes, all	a	Yes, all	Yes	10% or less	No	a	m
Luxembourg	Yes	100%	Yes, some	a	No	No	a	a	a	a
Netherlands	Yes	100%	Yes, all	a	m	No	a	a	a	m
New Zealand	Yes	76-99%	No	No	No	Yes	10% or less	No	No	No
Norway	Yes	100%	Yes, most	Yes, most	Yes, most	No	m	No	m	No
Poland	Yes	76-99%	Yes, all	a	Yes, all	No	a	a	a	a
Portugal	Yes	76-99%	Yes, all	a	Yes, all	No	a	a	a	a
Slovak Republic	m	m	m	m	m	m	m	m	m	m
Slovenia	Yes	100%	Yes, all	Yes, all	Yes, all	No	a	a	a	a
Spain	Yes	76-99%	Yes, all	a	Yes, all	No	a	a	a	a
Sweden	No	a	a	a	a	No	a	a	a	a
Switzerland	Yes	76-99%	Yes, all	Yes, all	Yes, all	No	a	a	a	a
Turkey	Yes	76-99%	Yes, all	No	Yes, all	No	a	a	a	a
United Kingdom ¹	Yes	76-99%	a	No	No	No	a	a	a	a
United States	Yes	76-99%	No	a	No	Yes	m	No	a	No
Economies										
Flemish Com. (Belgium)	No	a	a	a	a	No	a	a	a	a
French Com. (Belgium)	Yes	100%	a	a	a	No	a	a	a	a
Partners										
Brazil	Yes	76-99%	m	a	m	No	m	m	a	m
Colombia	Yes	100%	Yes, all	m	Yes, all	No	a	a	m	a
Lithuania	Yes	100%	Yes, all	a	Yes, all	No	a	Yes, some	a	a
Russian Federation	Yes	76-99%	Yes, all	a	m	Yes	100%	Yes, all	a	m

 Note: See *Definitions* and *Methodology* sections for more information.

1. Information relates to the four separate systems across the United Kingdom. In each case, “yes” indicates the policy is in place in at least one of the four countries.

 Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

 Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


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Table D6.5. [2/2] **Use of examinations/tests to determine entry/admission into first-degree tertiary programmes (2017)**


	Non-national/central non-standardised examinations (for students at the end of upper secondary level)					First-degree tertiary programme entrance examinations (not administered by upper secondary schools)				
	Existence	Proportion of upper secondary students taking these examinations	Compulsory to gain access to			Existence	Proportion of upper secondary students taking these examinations	Compulsory to gain access to		
			Public tertiary institutions	Government-dependent private tertiary institutions	Independent private tertiary institutions			Public tertiary institutions	Government-dependent private tertiary institutions	Independent private tertiary institutions
	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD										
Countries										
Australia	Yes	m	No	m	m	m	m	Yes, some	m	m
Austria	No	a	a	a	a	Yes	m	a	a	a
Canada	Yes	a	Yes, some	Yes, some	m	No	a	a	a	a
Chile	m	m	Yes, some	m	m	Yes	76-99%	Yes, all	Yes, all	No
Czech Republic	Yes		a	a	a	No	a	a	a	a
Denmark	No	a	a	a	a	No	a	a	a	a
Estonia	Yes	100%	a	a	a	Yes	76-99%	Yes, most	a	m
Finland	No	a	a	a	a	Yes	m	m	m	a
France	No	a	a	a	a	Yes	10% or less	No	m	m
Germany	Yes	100%	Yes, all	Yes, all	m	Yes	a	a	a	a
Greece	Yes	100%	m	a	a	a	a	a	a	a
Hungary	No	a	a	a	a	No	a	a	a	a
Iceland	No	a	a	a	a	Yes	a	No	No	a
Israel	No	a	No	No	No	Yes	m	No	No	No
Italy	No	a	a	a	a	No	a	a	a	a
Japan	No	a	a	a	a	Yes	76-99%	No	a	No
Korea	No	a	a	a	a	Yes	76-99%	Yes, most	a	Yes, most
Latvia	Yes	m	No	a	m	Yes	m	Yes, some	a	Yes, some
Luxembourg	No	a	a	a	a	Yes	a	Yes, some	a	No
Netherlands	Yes	100%	Yes, all	a	m	No	a	No	a	No
New Zealand	Yes	10% or less	No	No	No	No	a	a	a	a
Norway	Yes	100%	No	No	No	Yes	10% or less	Yes, some	Yes, some	Yes, some
Poland	No	a	a	a	a	Yes	m	m	a	m
Portugal	No	a	a	a	a	No	a	a	a	a
Slovak Republic	m	m	m	m	m	No	a	a	m	m
Slovenia	No	a	a	a	a	Yes	10% or less	Yes, some	Yes, some	Yes, some
Spain	No	a	a	a	a	No	a	a	a	a
Sweden	No	a	a	a	a	Yes	m	No	No	a
Switzerland	No	a	a	a	a	Yes	10% or less	Yes, all	Yes, all	Yes, all
Turkey	Yes	m	No	No	No	No	a	a	a	a
United Kingdom ¹	No	a	a	a	a	No	a	a	a	No
United States	No	a	a	a	a	Yes	m	No	a	No
Economies										
Flemish Com. (Belgium)	No	a	a	a	a	Yes	m	Yes, some	Yes, some	m
French Com. (Belgium)	Yes	100%	a	a	a	Yes	10% or less	Yes, some	Yes, some	a
Partners										
Brazil	No	m	m	a	m	No	m	No	a	No
Colombia	No	a	a	m	a	No	a	a	m	a
Lithuania	No	a	a	a	a	Yes	11-25%	Yes, some	a	No
Russian Federation	No	a	a	a	a	No	a	Yes, some	a	m

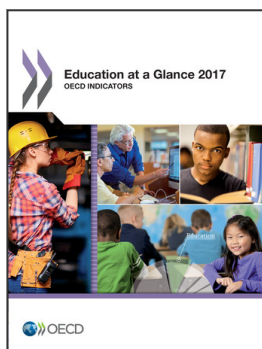
Note: See *Definitions* and *Methodology* sections for more information.

1. Information relates to the four separate systems across the United Kingdom. In each case, "yes" indicates the policy is in place in at least one of the four countries.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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