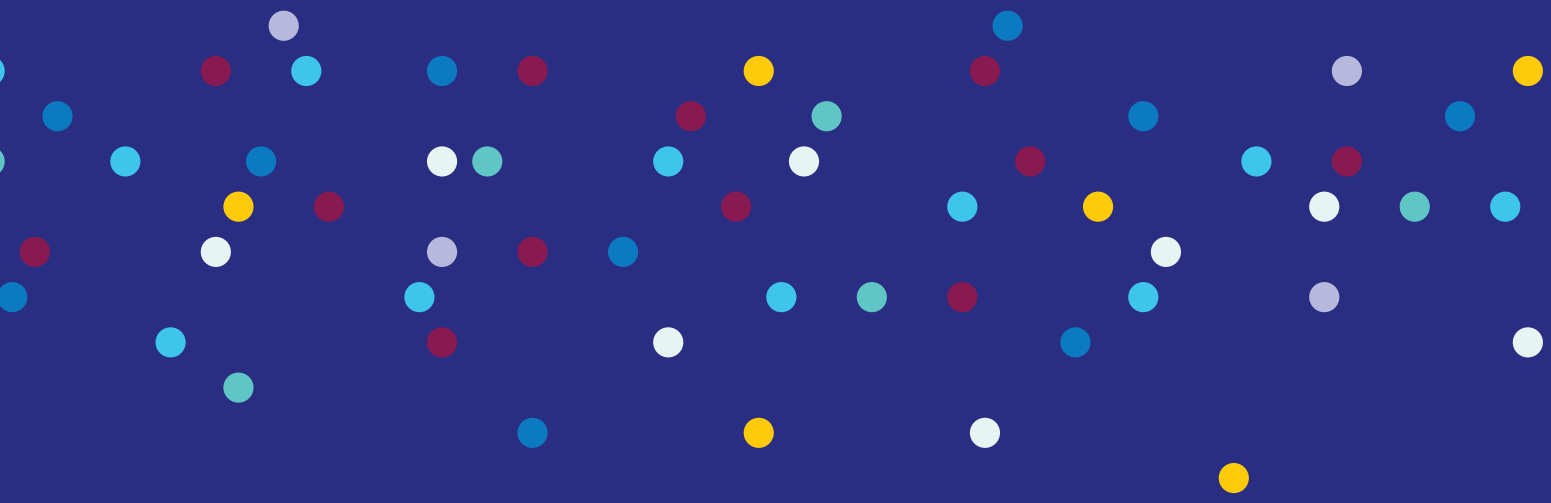


TAC 60 YEARS

SIX DECADES OF EDUCATION JOURNEYS



Welcome

Six decades of education journeys

For 60 years, VTAC has played a unique role in Victorian education, helping generations of learners navigate the transition from where they are to where they want to go, and supporting Victorian tertiary institutions with trusted admissions services.

Our story began in 1966 with a simple but important idea: to create a more coordinated approach to tertiary admissions. What started as a shared admission system for three Victorian universities has grown alongside our education system and the changing needs of learners.

Across six decades, VTAC has evolved alongside Victoria's tertiary education sector. New institutions and pathways have emerged. Paper applications have given way to digital services. The way student achievement is measured has evolved. We have strengthened access and equity, expanded the information and support available to learners, and adapted through periods of significant change, including the disruption of the COVID-19 pandemic.

Through it all, our purpose has remained consistent: to connect learners and providers, increasing access to tertiary education and the opportunities it creates.

Today, VTAC supports learners of all ages and stages of life to explore their options and connect with further study. We work in partnership with schools, tertiary institutions, government and the broader education sector, bringing together the information, systems and expertise that help thousands of people make important decisions about their futures each year.

Pictured left: Wesley Place, Melbourne, VTAC's home since March 2024

As we celebrate this milestone, we are also looking forward.

Our *VTAC Towards 2030* strategy sets an ambitious direction for our next chapter. We are transforming our systems, strengthening our data capability, investing in our people, creating greater value for the sector and deepening our engagement with the communities we serve. At the heart of this work is a commitment to understanding learners and creating simpler, more accessible and more connected experiences.

The admissions tools we use will continue to change and the pathways available to learners will continue to evolve. The way people learn, work and build their careers will undoubtedly look different again in the decades ahead. But after 60 years, one thing remains constant: education has the power to open possibilities and change lives.

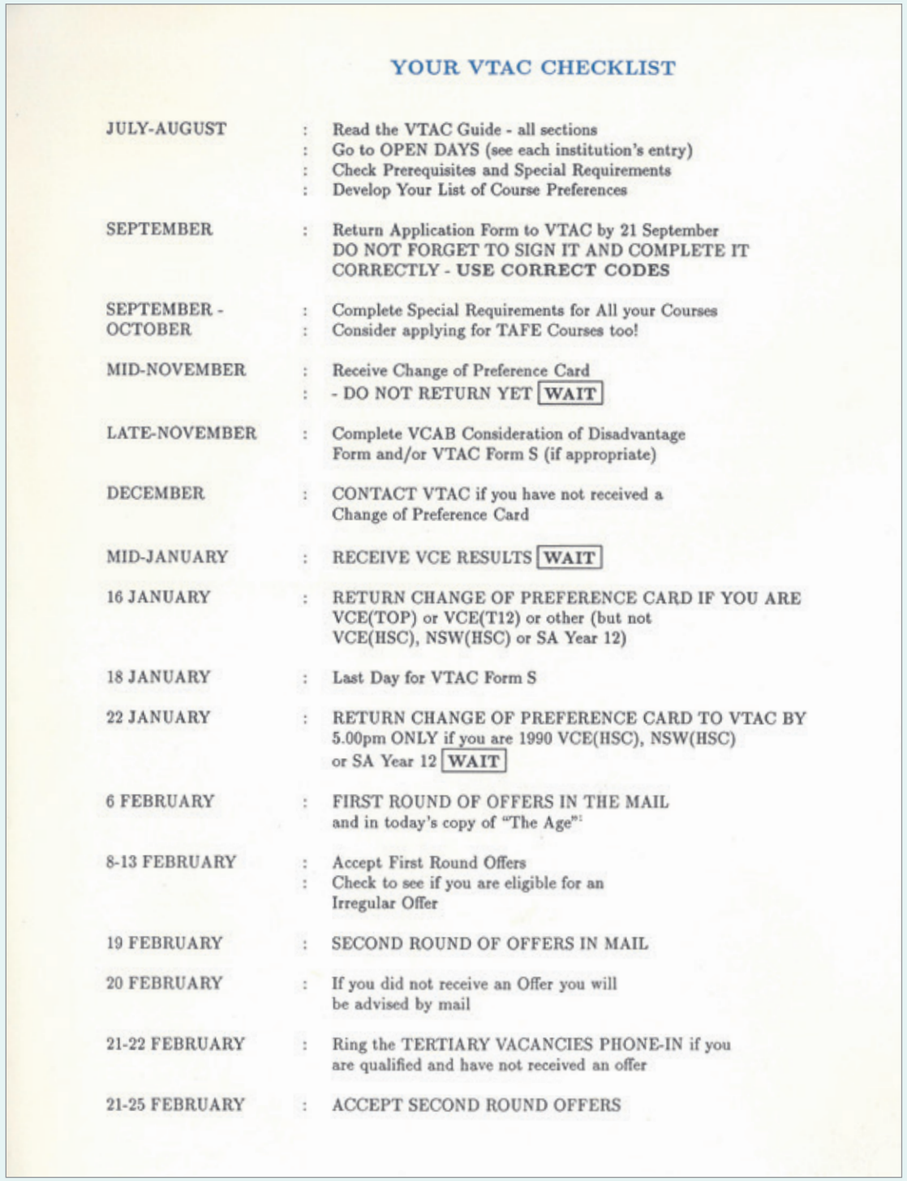
This booklet celebrates six decades of education journeys, the people and partnerships that have made them possible, and the many journeys still to come. Thank you for being part of our history. We invite you to join us in writing VTAC's next chapter.



Professor Theo Farrell
Chair, VTAC Ltd Board



Teresa Tjia
Chief Executive Officer, VTAC



YOUR VTAC CHECKLIST

JULY-AUGUST	:	Read the VTAC Guide - all sections
	:	Go to OPEN DAYS (see each institution's entry)
	:	Check Prerequisites and Special Requirements
	:	Develop Your List of Course Preferences
SEPTEMBER	:	Return Application Form to VTAC by 21 September DO NOT FORGET TO SIGN IT AND COMPLETE IT CORRECTLY - **USE CORRECT CODES**
SEPTEMBER -	:	Complete Special Requirements for All your Courses
OCTOBER	:	Consider applying for TAFE Courses too!
MID-NOVEMBER	:	Receive Change of Preference Card
	:	- DO NOT RETURN YET **WAIT**
LATE-NOVEMBER	:	Complete VCAB Consideration of Disadvantage Form and/or VTAC Form S (if appropriate)
DECEMBER	:	CONTACT VTAC if you have not received a Change of Preference Card
MID-JANUARY	:	RECEIVE VCE RESULTS **WAIT**
16 JANUARY	:	RETURN CHANGE OF PREFERENCE CARD IF YOU ARE VCE(TOP) or VCE(T12) or other (but not VCE(HSC), NSW(HSC) or SA Year 12)
18 JANUARY	:	Last Day for VTAC Form S
22 JANUARY	:	RETURN CHANGE OF PREFERENCE CARD TO VTAC BY 5.00pm ONLY if you are 1990 VCE(HSC), NSW(HSC) or SA Year 12 **WAIT**
6 FEBRUARY	:	FIRST ROUND OF OFFERS IN THE MAIL and in today's copy of "The Age"
8-13 FEBRUARY	:	Accept First Round Offers
	:	Check to see if you are eligible for an Irregular Offer
19 FEBRUARY	:	SECOND ROUND OF OFFERS IN MAIL
20 FEBRUARY	:	If you did not receive an Offer you will be advised by mail
21-22 FEBRUARY	:	Ring the TERTIARY VACANCIES PHONE-IN if you are qualified and have not received an offer
21-25 FEBRUARY	:	ACCEPT SECOND ROUND OFFERS

1991 VTAC Checklist

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VCE and Careers Expo, 2026



Our Story Begins

One application. Three universities. A new way forward.

In the mid-1960s, Victoria's tertiary education landscape was changing. More students were seeking a university education, but applying for a place meant navigating separate application and selection processes for each university.

Universities were offering places to applicants who had already received offers at another university. As demand grew, so did the need for a simpler and more coordinated approach.

In 1965, a study group was established to explore the possibility of a joint university admissions body, a common application form and a centralised process. The following year, representatives from Victoria's three universities, The University of Melbourne, Monash University and La Trobe University, came together to consider how a shared system could work.

On 8 September 1966, the inaugural meeting of the Victorian Universities Admissions Committee (VUAC) was held. It was the beginning of Australia's first centralised tertiary admissions service.

A simple idea with a lasting purpose

VUAC, which would become VTAC, was established to solve two fundamental challenges.

For students, a common application process would remove the need to apply separately to each university.

For universities, a coordinated system would make it possible to manage applications and offers more efficiently and establish an agreed way of ranking applicants at a time when demand for university places exceeded supply. In 1966, there were around twice as many applicants as available places.

VUAC would administer the process, while individual universities retained responsibility for deciding who they would select.

The first selection

The scale may seem modest by today's standards, but the foundations of the system we know today were already there:

- 13,000 applications were received for the first selection, including 2,000 late applications.
- Across the three universities students were applying for just 26 courses, and approximately 6,000 offers were made.

Monash University became VUAC's host university, initially supporting staffing and later providing computing, financial and administrative services.

From a shared admissions system to something much bigger

What began as a practical solution to coordinate applications for three universities would continue to evolve alongside the Victorian education landscape.

More institutions joined. New pathways emerged. Paper applications gave way to digital systems. The way student achievement was measured changed, and VTAC's role expanded to provide information and support to students, schools and the tertiary sector.

Six decades later, much has changed. But the purpose at the heart of VTAC remains helping people navigate their options and take the next step in their education journey.

Pictured left, clockwise from top: Monash University, La Trobe University and The University of Melbourne

Six Decades of Change

TAC 60 YEARS

How education, access and VTAC evolved from 1966-2026

1966
It Begins
First meeting of Victorian Universities Admissions Committee (VUAC). A shared admissions system begins.



1971
The System Expands
Four colleges begin participating in selection on a trial basis.



1973
Access Changes
University tuition fees abolished.



1975
More Institutions Join
The State College of Victoria joins VUAC on behalf of teaching colleges.



Mid 1970s
New Pathways Emerge
The Tertiary Orientation Programme is introduced as an alternative to HSC.



1982
A New Home
VUAC moves to Park Street, South Melbourne.



1986
VUAC Becomes VTAC
VUAC becomes the Victorian Tertiary Admissions Centre (VTAC), reflecting a broader role across tertiary education.



1987
VCE Trials Begin
Trial of the Victorian Certificate of Education (VCE) begins.



1990
A New Era
Digital scanning and imaging introduced to automate some application processes. Course offers are published in *The Age* for the first time.



1992
VCE Replaces HSC
The first VCE students graduate, and the HSC is completely phased out.



1993
TAFE Joins VTAC
TAFE institutes officially join the VTAC system, bringing vocational and university pathways into a more coordinated admissions model.



1994
A State-Wide Rank
The Tertiary Entrance Rank (TER) is introduced across Victoria.



1994 -96
Independent Tertiary Colleges Join
Independent Tertiary Colleges join VTAC providing more options for students.



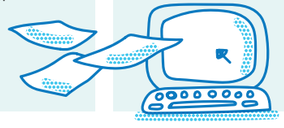
1995
First Phone Applications Accepted
The first course applications are accepted over the phone via the automated VTAC Infoline, the first step away from paper-based applications.



1998
The Digital Journey Begins
ENTER is introduced as a national replacement for the TER. The VTAC website is launched, and 7,000 applications are received online.



2000
Selection Moves to the Web
Selection becomes web-based for tertiary institutions, marking another major step away from paper systems.



2001
Course Information Moves Online
Career Easy is replaced by CourseLink and made available online.

2002
Results Go Mobile
ENTER and VCE results are sent by SMS for the first time.



2004
A Landmark Year
The last paper applications are phased out. Online course information editing is introduced for institutions. The Special Entry Access Scheme (SEAS) is launched.

2005
The Phone Application Era Ends
The VTAC Infoline telephone application service is retired.



2008
Scholarships Are Centralised
VTAC introduces a scholarship application system for institutions.



2010
ATAR Arrives
The ENTER becomes the Australian Tertiary Admission Rank (ATAR) in Victoria.



2011
VTAC Joins Social Media
A new chapter begins in digital communication and engagement.



2015
The Final *VTAC Guide*
The last edition of the *VTAC Guide* is published, closing an era that began with a 104-page Guide in 1970.



2016
Information In Your Hand
VTACmag is introduced, replacing the *VTAC Guide*. VTAC releases a mobile app for iOS and Android.



2020
Education Disrupted
As COVID-19 disrupts the learning experience, VTAC streamlines application and equity processes to support students through unprecedented disruption.



2020 -21
ATARs and Offers
In December 2020, 46,074 Victorian students receive an ATAR following a disrupted year, with more than 48,000 offers released in January 2021.



2022
VTAC Ltd Brings Modern Governance
VTAC is incorporated as a not-for-profit company limited by guarantee, providing a fit-for-purpose governance structure.



2025
The Next Digital Experience
A new student portal and CRM launch as part of VTAC's digital service transformation. VTAC introduces digital ATAR statements on the My eQuals platform.



2026 -30
The Journey Continues
VTAC looks ahead through its *Towards 2030* strategy, focused on service transformation, data capability, strengthening its workforce, value creation and sector engagement.



COMPUTER:

A modern aid to learning

WORK in the computer section of Monash goes on day and night, without regard to the passing of the hours.

The equipment which punches the cards to be fed into the computers is in constant use.

During the day the operating staff gives priority to the shorter tasks, especially student exercises in elementary programming which take only about 15 seconds.

By early evening most of these short-run jobs have been processed, but there remains a queue of longer tasks which may keep the equipment in use until dawn.

increasingly a meeting ground for staff and students from many of the university's departments.

Among the varied jobs given to the computer section are:

- Involved calculations on large structural problems in civil engineering.
- The solution of complex systems of mathematical equations relating to atomic structure for chemistry and physics research groups.
- The analysis of extensive files of information to be used in geographical studies.
- The computer centre was established in 1962, with a Ferranti "Sirius" computer

power of the original "Sirius," but is already fully extended by the work-load of the university — an illustration of the dramatic increase in demand for information-processing facilities.

A group of academic staff members present introductory courses on computer programming to about 450 students each year, and courses on more advanced aspects of computer use are given to smaller classes consisting of staff members from other departments and graduate students.

The main purpose of the courses is to educate people who will want to take full advantage of, but not be specialists in, the new field of computer science.

However, there must also [illegible]truction at a more [illegible]g level for those [illegible]ll become specialists [illegible]field, and at Monash

service for vocational guidance counsellors and others, and thus enable students themselves to make some of the decisions which examinations and selection procedures now make for them.

The centre also collaborates with a study group from the Hospitals and Charities Commission in the development of computer systems to aid in various aspects of hospital operation.

Prototype systems are now being used in test studies. The final system should eliminate some of the tedious clerical work in hospitals and make available to the doctors more complete information on the medical history and status of each patient.

In addition to contributing to developments with collaborating bodies, the staff

LETTERS TO THE EDITOR

Universities make it hard for the school

SIR, — I was one of 200 or so people who attended an information session run by the Victorian Universities Admissions Committee last week. It was my first direct contact with this body, and I feel sure that many others present would agree when I say it was a thoroughly unsatisfactory meeting.

One cannot attach blame to the Victorian Universities Admissions Committee for holding it in one of the ugliest and acoustically least perfect lecture theatres it would be possible to encounter; after all they could hardly expect this to be so in a University School of Architecture! Nevertheless one could expect steps to have been taken for the proceedings to be made audible through an adequate amplifying system.

My main complaint, however, [illegible]

cedure from faculty to faculty and from university to university. If this is so, then as a matter of urgency the universities should put their houses in order by appointing a committee which serves the needs of the students who are to attend the various institutions.

Four specific examples may illustrate the Gilbertian situation that we experienced:

(i) There appears to be reluctance on the part of some faculties to publish the "cut off" scores for departmental acceptance.

(ii) There seems to be no uniform treatment of students who repeat higher school certificate; some departments claim to impose a 10 per cent. mark penalty, others do not. Support for the penalty, always thin, is dwindling rapidly. Indeed the penalty arose from a formula which the author,

tempting even one such subject will automatically invoke this penalty, if they decide to repeat the year.

(iii) A potential medical student may now have to select the university he aims to enter at the start of sixth form, since if he chooses one quite reasonable combination of subjects he may find himself unable to enter the university of his second choice, since its entrance requirements now differ from the other.

(iv) One university ingially refused to accept legal studies as a higher school certificate subject counting towards university entrance. By now many schools, of which mine is one, will have decided reluctantly not to include it in their 1973 curriculum. This university announced a change of mind as late as September 22.

Surely our universities should take steps to improve their public

VICTORIAN UNIVERSITIES ADMISSIONS COMMITTEE

Notice to Applicants who have not yet received a Number Advice Slip.

The committee is holding numbered Advice Slips for applicants who have not yet received an identification number. These slips are essential for identification of applicants at the time of selection. Persons who have not yet received their number should call at the office in person prior to 25th January.

Current matriculant applicants are reminded that their number Advice Slip is the green matriculation number slip which they received from the V.U.S.E.B.

N. Milne,
Acting Secretary.

LEAVING SCHOOL THIS YEAR ?

UNIVERSITIES PROVISIONAL ADMISSIONS

A

(1) The Victorian Universities Admissions Committee, on behalf of the three Victorian Universities, announces the following provisional admissions for 1969.

(2) Applicants are listed in alphabetical order. Each applicant's name is followed by his identification number (without the final letter) and by the code allotted to the course for which he has been provisionally selected.

(3) Applicants whose names are not shown have not at this stage been selected, but may receive an offer later. They will be notified as soon as possible. Meanwhile, no information can be supplied as to their chances, either by the V.U.A.C. or by the universities. Keep this page for reference in case of a later offer.

(4) Applicants listed for a course other than their first preference have not at this stage been selected for any of their higher preferences, but may receive another offer later. Meanwhile, they should comply with the procedure set out below, or their provisional place may be given to another applicant. Keep this page for reference in case of another offer.

(5) It is emphasised that the following list is provisional only and the V.U.A.C. accepts no responsibility in the event of any applicant listed below not being finally admitted.

(6) Final admission by the universities is dependent upon a number of conditions that applicants must still satisfy, as follows:—

Anyone who has lost his advice slip may obtain another by applying in person to the V.U.A.C. Office, 437 St. Kilda Road, Melbourne.

(8) Applicants should report in person (or by deputy in special cases) to the university for which they have been provisionally selected in alphabetical groups as follows:—

Thursday, 30 January A-G
Friday, 31 January H-Q
Monday, 3 February R-Z
and country applicants.

AT LA TROBE UNIVERSITY: Between 9.00 a.m. and 4.30 p.m. to the Library Lecture Theatre, Level 1. For information on public transport only, telephone the University 478 2722 extension 22.

Applicants will be able to discuss proposed courses with the advisers of studies without prior appointment on the days specified above. Interviews on subsequent occasions will be by appointment only.

Applicants must be familiar with the contents of the 1969 Handbook before consulting an adviser of studies. A copy of the Handbook may be purchased from Cheshire's Bookshop on the campus at $0.50 per copy.

Acceptance of an offer will require EITHER payment of one third of the total fees for the year OR production of evidence of a scholarship or similar award covering payment of fees. Applicants with Education Department Student-

Applicants for the SOCIAL STUDIES course in the University of Melbourne are reminded that a provisional offer for this course constitutes only an offer of a personal interview with the Social Studies Selection Committee. Applicants who are successful after interview will be advised by the Board of Social Studies.

TOWN AND REGIONAL PLANNING, ARCHITECTURE, AND BUILDING: Applicants for any of the above courses will find their offer listed under the code UAH and should apply to Architecture faculty to accept a place.

(9) NOTE: Places cannot be held for applicants who do not report in accordance with these instructions.

KEY TO COURSE CODES

UNIVERSITY OF MELBOURNE
UAG Agricultural Science
UAH Architecture
UAL Arts/Law
UAO Arts/Social Studies
UA1 Applied Science-Chemistry
UA2 Applied Science-Electronics
UA3 Applied Science-

LA TROBE UNIVERSITY

D

SALES
senior staff required
Melbourne's leading lighting showrooms. Management essential. If you are ambitious, capable of responsibility and aged between 30-40, apply by phone for appointment to Harrisons 329 4122.

MYER
SECRETARY

CASE AIDE

CLERICAL ASSISTANT

TYPIST

VICTORIAN PUBLIC SERVICE

ICPOTA 600 611

Helping you to choose a career

THE AGE Special promotions feature

BETWEEN now and November 3, more than 38,000 people throughout Victoria will be filling out tertiary education applications.

Most of these applicants will be young secondary school students who are preparing for the Higher School Certificate examinations.

But there will also be students who are undergoing a Tertiary Orientation Programme at a technical school, as well as some mature age applicants who sat for the HSC more than five years ago.

Today, Monday Job Market begins a two-part series advising prospective students on how to go about applying for a position at a tertiary institution and what they should keep in mind regarding their future careers.

The articles have been written by Mr. Bob Bisdee, a careers adviser at St. Kevin's College, Toorak, and begin with a look at the application and selection procedures for tertiary courses.

Next week's article will look at how students should go about choosing what courses they wish to study.



Mr. Bob Bisdee

Filling in your application correctly is a vital step

By BOB BISDEE

IN VICTORIA all applications for full-time study at universities, colleges of advanced education and institutes which form the Victorian Institute of Colleges, as well as a number of part-time applications, are handled by the Victorian Universities Admissions Committee (VUAC).

Although the VUAC provides the clearinghouse for the selection process, it does not select students itself. This responsibility is left entirely to the individual course selection committees.

By now each HSC student should have received, through his school, a copy of the Guide for Prospective 1970 Students which is published by the VUAC and which tells in detail about each course for which it handles the selection process.

I would strongly urge all intending applicants to read the important information contained on pages one to 24 and 109 to 122 of the guide before attempting to fill out the VUAC application form.

Although students who are now at school preparing for the HSC examinations will receive an application form through their schools, other applicants can easily obtain a copy of the guide (which has an application form enclosed) from the VUAC, 11 Queens Road, Melbourne.

Applicants must list, in order, their preferences (up to eight) for the course or courses in which he is considered for in 1970 and to return this to the VUAC by 30 November.

Once the application form has arrived at the VUAC, the list of preferences is coded, punched, and stored in a computer until the HSC results (or Tertiary Orientation Programme results) are available early in January.

After the HSC results are known, most course selection committees select applicants on the basis of "scores", i.e. the applicants' marks are added up following a formula which totals the best four HSC subject results and a bonus of 10 per cent is added for each additional subject up to another four subjects.

However, as far as most HSC students are concerned — because they will be studying five subjects — their maximum score would be 410.

The computer then considers each applicant for each course and compiles a rank order list of their scores for each of their preferences.

It is important to note that each preference is treated simultaneously and equally.

ences in order, with number one being the course most desired.

Therefore, if Bill Average is not eligible for his first preference then an offer is made for his second preference — providing he is eligible for that — and so on down the list of preferences until the computer either finds a preference for which he is eligible or has reached the end of the list and still has not been able to offer a place in a course.

Thus the order of personal preferences is of paramount importance, and should be considered carefully in the light of career abilities, needs, values and interests.

A "change of preference card" will be mailed to you in January on which you can alter preferences in the light of your results. This will be discussed in more detail next week.

As about 90 per cent of all offers can be expected to be made on the first round — which will be pointed out to students around February 1— it can be seen that the person who did not receive an offer from the first round can expect to receive one on the second round, particularly as about 90 per cent of the second-round offers can be expected to be made to people who had already received an offer in the first round.

It is a mistaken belief that you can decide whether to accept an offer the second time round or wait for another offer. If you do not accept a first-round offer you are unlikely to receive one on the second round and, thus, you will have given up all hope of getting a place.

When deciding your preferences on the VUAC form up any offers it is essential to read the list of prerequisite subjects and corequisite subjects which are listed in the guide for each course.

It is of no value listing a course if you lack the prerequisite subjects as you will automatically not be selected, whereas the selection committees may well give preference to an applicant who has the recommended subjects.

Even if you are selected, you may find a course rather difficult to complete if you do not have the recommended subjects.

The other vital piece of information concerns the "special requirements" for each course, if any, such as the attendance at special meetings, auditions, presentation of art folios, tests, and so on.

For example, all the courses at the Lincoln Institute (Health Sciences) except chiropody and nursing require completion of a special form which is available only at the compulsory course information session(s) — which are listed in the guide — as well as completion of the VUAC forms.

Failure to meet these requirements will automatically preclude you from receiving an offer of a place. Thus, for courses such as these which have special requirements it would be impossible to add them to the change of preference card in January.

Workshop to aid jobless

A COMMUNITY workshop to examine responses to unemployment will be held at Moorabbin on Sunday.

The workshop is being organised by the Southern Suburbs Regional Consultative Committee and the Youth Council of Victoria.

The programme includes addresses from guest speakers: Mr. David Griffiths, senior policy officer with the Brotherhood of St. Laurence; Mr. Bill Mansfield, acting Federal secretary of the Telecom Employees' Union; and Mr. Ainslie Jolley, general manager (economic affairs) of the Victorian Chamber of Manufactures.

After the guest speakers have given their talks, workshops will be held to discuss various aspects of employment and unemployment.

The workshop will be held from 10 am to 5 pm at Moorabbin Technical College.

There is a registration fee of $2 (unemployed people free); registration forms can be obtained by telephoning 553 0711.

EXAM SYSTEM A HOPELESS BLOODBATH

by Cynthia Kerr

EXAMINATION — ask it and Matriculation or Leaving students what the words mean to them, but be prepared to stand back to avoid scorching by the heated criticism of the systems that will probably follow.

Or you could ask a secondary teacher what he thinks of examinations, or parents who have a senior student in the house — the reaction could be the same.

Why the discontent?

One secondary school teacher who has strong feelings on the matter is Mr. Bill Hannan, of Moreland High School, a member of numerous teacher and educational bodies, including the Victorian University Schools Examinations Board (which controls the Leaving and Matriculation examinations) and the Curriculum Advisory Board, which makes recommendations for study patterns for forms four to six.

It was a serious mistake, he said, to depend on one examination to test a student's actual ability. "We just don't know enough about how to test or what to test."

"Exams are very funny things. I could run through a list of writers over the past 40 years who all said the system was too rigid, a fair race — but we've got it, and it's still as rigid, and still as competitive as ever."

Recently the Minister for Education (Mr. Thompson) also criticised the secrecy of the present Matriculation system, and said he would like to see changes in the system.

He hoped the board responsible for conducting the examinations would study the results of Education Department's experiments on reducing the importance of end-of-year exams.

And Mr. Thompson said he would like to see school assessments of a pupil's work taken into account in the Matriculation exam.

Mr. Thompson was commenting on the publication last week of a report by two officers of the Australian Council for Educational Research which disclosed major inaccuracies in marking Matriculation examination papers. They found that students who received a mark of 65 under the present system might have been entered anything from 50 to 80.

Concerning remarks on the report, which was contained in a letter to newspapers, Mr. Thompson said: "When not to absolute letters, there is far more error in the process of basic error in the process of marking."

He said he would launch a full-scale investigation instead of assessing Matriculation papers in March, and that the board's curriculum review committee would produce a documentary early this year suggesting courses of action.

Variations

And the high schools section of the Victorian Secondary Teachers' Association, a sub-committee in February, will investigate the Matriculation examination system. The branch presidents of the 12 metropolitan high schools will discuss the report.

Mr. Hannan said there was a pretty widespread agreement among teachers that a school should set its own course. This would be fairer and better for the students.

Exams were a pretty hopeless situation for teachers professionally, because at present they are taken out of their hands



They got their matric. . . . but that wasn't the end of the examination road. They went on to university.

so far, even though finding patterns is an important part of studying, we still must learn much of what is not well enough to be able to record it. Students learn something very well, and then need to recall it occasionally to retain our skill. On the other hand, if we cram just for an examination, we soon forget what we learned.

Many people find the following study methods helpful:

Read your notes through at the end of each day, and make sure you will be able to understand them at a later date. It is often a good idea to read through your notes before the next lesson if you are having difficulty in understanding that topic.

Once or twice a month, try to summarise what you have learned in any given subject. Set yourself a test, or at the rate of two pages per hour, and see how you go.

It is wise to include summaries of your reading in your study notes.

These should also be summarised (even further sometimes) at regular and monthly summaries.

If you have a major examination during or at the end of the year, you should read through all your further summaries your monthly summaries.

In certain subjects, such as mathematics, accountancy, and many science subjects, it is wise to regularise practise the different types of exercises you have covered during the year.

Remember, regular revision, like finding patterns in your work, saves you work in the long run.

What are your study habits?

by J.R. Clough

LECTURER, SECONDARY TEACHERS' COLLEGE

1. Do you enjoy studying?
2. Do you usually study at the same time and in the same place?
3. Do you take good notes?
4. Do you put most of your effort into learning, that is, do you concentrate on understanding what you are doing?
5. Do you revise regularly?

SOME COMMENTS ON YOUR ANSWERS:

1. You have much more chance of success in your studies if you enjoy them. Enjoyment comes in all aspects of study. For example examinations require you to demonstrate your work, and the task of memory can be very boring.

Another point about enjoyment is that few people are interested in all subjects to the same extent. You will find that as your education progresses you can specialise in subjects that interest you most.

However, you may NOT be able to proceed to higher levels if you neglect subjects you like the least. In particular, many students regret dropping mathematics. Even if you do not like it, all must achieve considerable mastery of it.

Try to become very interested in some area of study. Don't be afraid to ignore the other subjects.

2. Most people always enjoy studying it is wise to study at regular and steady habits. It is hard to make general recommendations about when is best for study.

In choosing the best time and place for your study, consider the following points:

Don't make these periods too long — two short bursts are better than one long period.

Also an over-ambitious goal can lead to your breaking it, and not really having any plan at all. Most teachers will guide you on the number of hours you should study.

In choosing a place to study, consider the following points. This place should be quiet, and the desk or table you use should be well lit, and it should be free from distractions. Some ways of avoiding distractions are to keeping your desk free of unnecessary objects, and to keep a reasonable distance from noisy parts of the house.

Evidence suggests that we work best if there is a certain amount of background noise, even soft music, but we do not work well if there is a fairly distant kitchen noises or the sound of loud music or most television shows would not qualify.

Remember, however, most people cannot study in front of the television, and don't give in to it.

3. Making good notes is a skill that needs to be developed. The purpose of notes is for you to have a record of what you have learned during a lesson.

Thus, the first step is to attempt to understand what is going on in the lesson. It is not necessary to write all or even most of what is said. In good notes, writers arrange their work under headings and subheadings, and they use abbreviations and symbols.

Some people with a very good memory can often leave gaps to write them in later, or even to write after discovering a pattern, but most people find it necessary our world is organised into patterns, and we are made such as our language, our habits and our high schools rules, while others are the way chemicals react, the laws of motion and the way humanity behaves have existed for longer.

These patterns enable us to benefit from our past learning, because we can meet the same situation in our later life and know what to do. For example, whenever we combine appropriate substances (e.g. hydrochloric acid and sodium hydroxide) we obtain a salt (e.g. common salt (sodium chloride).

However, as we increase our knowledge in any area, we learn rules that are exceptions more and more events, and we find that some of our rules are only approximate. For example, all alkalines produce soda.

In fact the process of learning is one of discovering rules which explain ever-widening areas of behavior. Once we really understand a pattern we can save us a great deal of learning of facts.

A simple example will show how this can operate. Most of the first 100 numbers can be written in the form $(n \times 10) + (10 - n)$, e.g. $47 = (4 \times 10) + (10 - 3)$.

Few people with a very good memory have ever been able to write them down, but after discovering a pattern, but most people find it necessary

Remember, regular revision, like finding patterns in your work, saves you work in the long run.

"In the junior school exams have been almost abolished, and in plenty of schools pupils can obtain Leaving without having to sit for an exam for it.

"I think that the remaining exams will last very little longer, I would guess," he said. "The exam system as we have it now stands in a hopeless bloodbath."

The Matriculation examination he described as "a much more difficult and more competitive than it was when I attended to it."

"Some people like myself would favor a system by which a student simply recommends the students for matriculation, or the like," Mr. Hannan said. "Then the universities running their own entrance examinations.

"Matriculation centres constantly come under fire. The Victorian Universities Admissions Building is the first to spring to mind, but there are other bare-faced and unfamiliar halls throughout the city where the futures of students are heroded each year.

After the familiarity of the classroom and normal exams for four, perhaps five years, to culminate the sixth form year in a "do or die-death" examinations in a harrowing experience.

"The worst thing of all is to do a public exam in a hall," he said. Mr. Hannan also said he had to do a public exam in a familiar place, but better than there is to do an internal exam in the classroom. The best thing is not to do an exam at all but to be judged on a broader based assessment. An exam included, but it should not be the only method of judging a student

The 1960s & 1970s

From a new idea to a growing service

The first decade of VUAC was one of extraordinary change.

What began in 1966 as a shared admission service for three universities quickly grew as Victoria's tertiary education landscape expanded. New institutions joined, new senior secondary pathways emerged, and the expectations placed on VUAC began to change.

By the early 1970s, colleges were participating in the centralised selection system, initially on a trial basis. More joined over the following years, broadening the reach of a system originally created for universities.

At the same time, education itself was changing. The Higher School Certificate (HSC) replaced Matriculation in the 1970s, while alternative Year 12 programs such as the Tertiary Orientation Programme (TOP) created new routes towards tertiary study. Around 5,000 students enrolled in TOP in its first year alone.

As the system grew more complex, VUAC's role began to extend beyond processing applications. It took on the responsibility for providing information about university entrance, processing non-Year 12 applications and communicating more directly with schools and prospective students. The first Information Officer was appointed in 1974, marking an important step in the evolution of VUAC's information and support role.

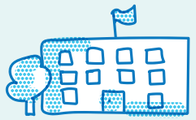
1966 The inaugural meeting of the Victorian Universities Admissions Committee (VUAC) was held on 8 September, establishing Australia's first centralised tertiary admissions service.



1968 The foundations of the *VTAC Guide* were established, containing faculty codes, preference instructions, combined course information and one paragraph for each course.

1970 The Higher School Certificate (HSC) replaced Matriculation, changing the way senior secondary achievement was recognised and used in tertiary selection.

1971 Four colleges participated in VUAC selection on a trial basis, beginning the expansion of the centralised system beyond the three founding universities of The University of Melbourne, Monash University and La Trobe University.



1973 University tuition fees were abolished, and the Whitlam Labor Government ordered the abolition of VUAC's $5 application fee and reimbursement of fees already charged. While replacement funding through the Australian Universities Commission was arranged, Monash University met VUAC's operational expenditure, helping keep the service running until reimbursement arrived in 1974.

'The VTAC process was prior to the internet, so we all used paper-based documents to try and understand what to do… VTAC was enormously helpful in understanding the courses available at that time.'

– Grant, applied through VTAC in 1976, studied a Bachelor of Engineering

Growing through change

Technology was also beginning to transform the admissions process.

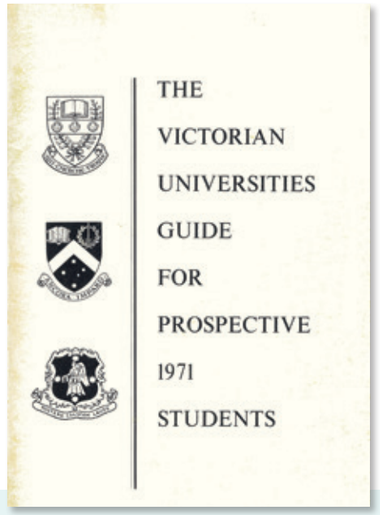
VUAC initially relied on Monash University's computing resources to manage selection. By the late 1970s however, it was taking greater control of its own systems, developing new scoring programs designed to improve portability and security.

The transition was significant, but paper still dominated. Application forms were copied for every preference and manually stored into the blue plastic tubs that became a part of VTAC folklore.

By the end of the decade, VUAC had evolved well beyond the small admissions operation established only a few years earlier. Its growing network of institutions, expanding information role and reinvestment in its own systems were laying the foundations for the organisation it would become.

The *VTAC Guide*

A handbook for applicants was first considered in 1968, providing course information, faculty codes and guidance on preferences, and only circulated to careers counsellors in schools. By 1970, the first *VTAC Guide* had grown to 104 pages, beginning a publication that would support generations of students and career practitioners for more than four decades.



1974 VUAC appointed its first Information Officer as its role expanded to include providing more public information about university entrance and support of non-Year 12 applicants.

1975 The Tertiary Orientation Programme (TOP) emerged as an alternative senior secondary qualification, reflecting a growing diversity of pathways towards tertiary education.

1977–78 VUAC began taking greater control of the computer programs used for selection and moved towards developing its own systems with the assistance of the Tertiary Institutions Service Centre (TISC) in Western Australia.

Late 1970s The Victorian Vice-Chancellors' Committee (VVCC) was co-located with VUAC, with VUAC providing secretariat support, strengthening a relationship that would continue for decades.


VICTORIAN UNIVERSITIES ADMISSIONS COMMITTEE

1976 FORM E

For use by applicants not enrolled full-time in a Victorian Sixth Form (HSC) year in 1975

For instructions on completing this form refer to page vii in the Guide for Prospective 1976 Students.

For further information on how to apply refer to chapter HOW TO APPLY.

Note that this form must not be used by applicants seeking admission into postgraduate Diploma in Education courses.

A Personal Application

‘In Year 12 on an afternoon late in the year during a class we were given a thick book which was an early version of the *VTAC guide*. It was very thick and contained a paragraph of information on each of hundreds of different career paths. We had one lesson to look through it. Then we were given a piece of paper which we used to write down our preferences in order.

While things were relatively very simple back then in 1978, I would have had no idea how to apply or what to do if it was not for VTAC. It meant that I felt that I had the right to apply to universities and gave me the confidence to do so.



I had no idea that is where my career would lead, but you need to trust yourself and follow your heart and you will find a path that is right for you.

VTAC is the platform which provides all students with opportunities to connect to a possible future and believe that your background does not determine or limit your options.’



- Trevor, applied through VTAC in 1978, studied Bachelor of Biological Science

VICTORIAN TERTIARY ADMISSIONS CENTRE
40 Park Street, South Melbourne 3205

1987 FORM E

TYPE or PRINT BOLDLY in BLACK

SECTION A: ALL APPLICANTS MUST COMPLETE

1 NAME Family Surname
First Given Name
Second Given Name

2. ADDRESS Street No. and Name
Suburb or Town
State (or Country if overseas)
Telephone No. (within Australia) (include STD code if outside Melbourne) (home) (business)

3 AGE AT 1.1.87 years months

4 DATE OF BIRTH (in figures) day month year
NOT 86

5a Are you an Australian or New Zealand citizen or a migrant with a visa giving you permanent residence status in Australia? Write Y if Yes or N if No

5b If you answered Yes to 5a, where is your permanent home address? Write V if Victoria, I if interstate or A if you are an Australian or New Zealand citizen living outside Australia
If none of these, leave box blank and attach an explanation.

5c If you answered No to 5a, do you hold an overseas student visa? Write Y if Yes or N if No.
If you answered No to 5c, attach an explanation of your visa type.
(Full-fee paying & English language short course students must answer No.)
Now answer EITHER 5b or 5c

6 SEX M or F

7. If your name has changed since you undertook any Year 12 (HSC, matriculation, TOP), certificate or tertiary studies, give the name you used then. ATTACH EVIDENCE
Family Surname
First Given Name
Second Given Name

8. CHOICE OF COURSES. Read instructions in the VTAC Guide. It is YOUR responsibility to use CORRECT course codes from pages 9-13 of the Guide. DO NOT INVENT COURSE CODES NOR USE THE SAME CODE MORE THAN ONCE. Late applicants, see page 1 of the Guide.

Preference	INSTITUTION	COURSE	CODE
1st			
2nd			
3rd			
4th			
5th			
6th			

A.D
TOR
Office Use Only
Australian Post Code

Closing Date: 3 October, 1986
Late fee: $20

INSTITUTIONAL ENTRANCE REQUIREMENTS: see beginning of Phillip entries.

COURSE REQUIREMENTS:

Quota: 50

Prerequisites: A pass in English, chemistry, biology and one of either physics or a branch of mathematics.

Recommended: Social science/humanities subjects.

Special Requirements: In addition to filling in the VTAC form, applicants must also complete the special form available from the School Registrar and return it to the School of Chiropractic by 3 October. As it is not possible to satisfy this requirement after 3 October, applications for this course after that date will NOT be

Quota: 60

Special Requirements: See PBDN above.

Two courses are offered: The Bachelor of Arts (Fine Art) and the Diploma of Art, both of which are three-year full-time courses.

The following media areas are offered: Two dimensional (painting, prints, drawing); Three dimensional (sculpture– all media, ceramics); Media Arts (photography, film video, sound).

The first year program comprises introductory studies in a major area and optional major area together with core studies in Drawing/Documentation and Arts History and Theory. At the end of first year students apply to join the degree or diploma course.

Degree students may major in the Two dimensional, Three dimensional or Media Arts areas. Core studies in theory/history and drawing related to the major area continue in the second and

1987 *VTAC Guide*, including application Form E insert

The 1980s

The broader vision

By the 1980s, Victoria's tertiary education landscape was becoming larger, more diverse and more complex.

Colleges of Advanced Education were now firmly part of the central admissions system, and many began offering degree courses during the decade. As the sector changed, the distinction between universities and colleges became less clear, and VUAC's role continued to broaden alongside it.

Behind the scenes, technology was steadily reshaping the admissions process. Application forms were pre-printed from enrolment files, interstate results were transferred electronically rather than handwritten and photocopied, and the electronic transfer of university results began to take shape. Formal training for selection officers also commenced in 1982 as the system became more complex.

More Information. More support.

VUAC's role was also expanding beyond application processing.

A booklet for prospective applicants replaced the earlier counsellor manual, while a dedicated centre within the Vocational Orientation Centre provided course advice following the release of results. Joint briefing sessions with the Victorian Curriculum and Assessment Board were also delivered across multiple metropolitan and regional Victoria sites.

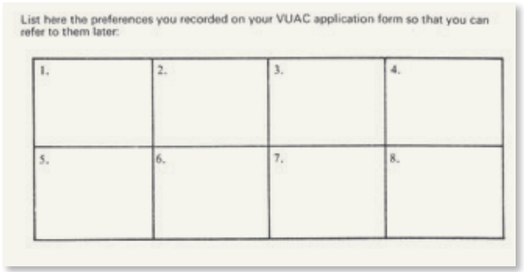
These developments reflected a growing need for clear, accessible information as students faced more choices and a changing tertiary education system.

A new name for a broader role

In 1986, the Victorian Universities Admissions Committee became the Victorian Tertiary Admissions Centre (VTAC).

The change recognised how far the organisation had evolved. With Colleges of Advanced Education now part of the system, VUAC was no longer solely focused on university admissions. The new name reflected a broader role across Victoria's tertiary education sector.

By the end of the decade, further structural reforms were beginning to reshape Australia's tertiary education landscape. Many Colleges of Advanced Education would soon merge with universities or with each other, creating new institutions and expanding the range of degree courses available through VTAC.


List here the preferences you recorded on your VUAC application form so that you can refer to them later:

1.	2.	3.	4.
5.	6.	7.	8.

1986 *VTAC Guide*, preferences box

1980s Technology continued to transform admissions, with greater automation of applicant information and the beginning of electronic transfer of results.

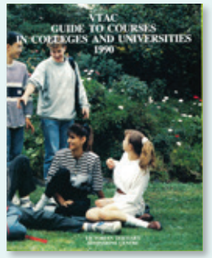
1982 VUAC moved to 40 Park Street, South Melbourne, which became the organisation's longstanding home.

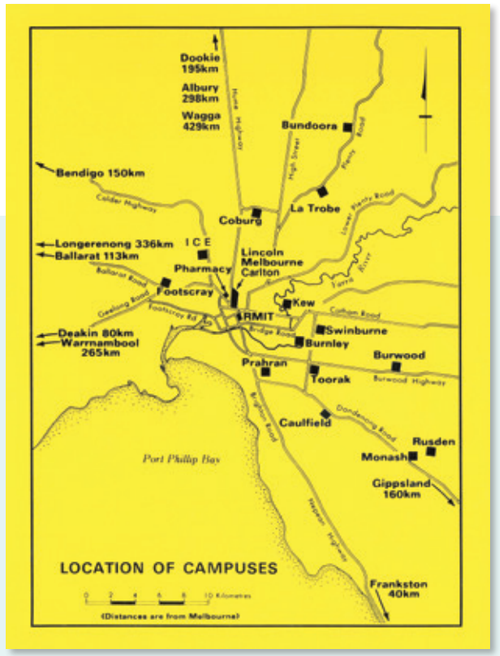


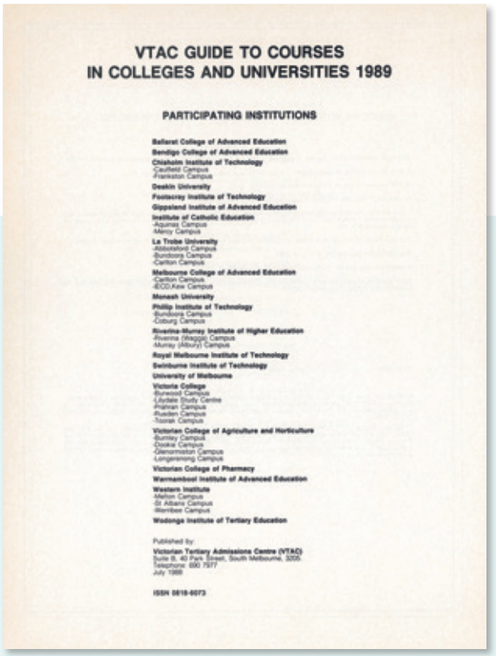
1986 The Victorian Universities Admissions Committee became the Victorian Tertiary Admissions Centre (VTAC), reflecting its expanded role across the broader tertiary education sector.



1989 The *VTAC Guide 1990* featured a full-colour photographic cover for the first time, making another step in the evolution of one of VTAC's most recognisable student resources.






VTAC GUIDE TO COURSES
IN COLLEGES AND UNIVERSITIES 1989

PARTICIPATING INSTITUTIONS

Ballarat College of Advanced Education
Bendigo College of Advanced Education
Chisholm Institute of Technology
Caulfield Campus
Frankston Campus
Deakin University
Footscray Institute of Technology
Gippsland Institute of Advanced Education
Institute of Catholic Education
Aquinas Campus
Mercy Campus
La Trobe University
Abbotsford Campus
Bundoora Campus
Carlton Campus
Melbourne College of Advanced Education
Carlton Campus
ACCD,Kew Campus
Monash University
Phillip Institute of Technology
Bundoora Campus
Coburg Campus
Riverina-Murray Institute of Higher Education
Riverina (Wagga) Campus
Murray (Albury) Campus
Royal Melbourne Institute of Technology
Swinburne Institute of Technology
University of Melbourne
Victoria College
Burwood Campus
Lilydale Study Centre
Prahran Campus
Rusden Campus
Toorak Campus
Victorian College of Agriculture and Horticulture
Burnley Campus
Dookie Campus
Glenormiston Campus
Longerenong Campus
Victorian College of Pharmacy
Warrnambool Institute of Advanced Education
Western Institute
Melton Campus
St Albans Campus
Werribee Campus
Wodonga Institute of Tertiary Education

Published by:
Victorian Tertiary Admissions Centre (VTAC)
Suite 9, 40 Park Street, South Melbourne, 3205.
Telephone: 690 7577
July 1989

ISSN 0818-6073

Campus map and list of participating tertiary institutions from *VTAC Guide* 1989

CAREERS TODAY

An Age advertising feature

Further education the key to open many new doors

By DAVID ESSEX, Careers Adviser, Collingwood College of TAFE

FURTHER Education is education beyond secondary school. It can be undertaken at many locations and serve a variety of needs of many different people within our society. This form of education is offered by three main educational organisations and you will need to know the difference between them. They are Technical and Further Education (TAFE), Colleges of Advanced Education (CAE) and universities.

Universities educate people to enter the professions, and provide a general education, not specifically related to particular types of employment, but developing skills within the framework of various subject areas.

Universities place a strong emphasis on the successful completion of the Higher School Certificate (HSC) as an entry requirement. Some places at university have been gained with very good passes in the Tertiary Orientation Program (TOP) but it should be stressed that the number of people gaining entry with TOP is very limited.

Applications for entry are handled by VUAC (Victorian Universities Admission Committee) who do not select the prospective students, but process all the applications. Selection is made by the institutions themselves.

Colleges of Advanced Education provide practical courses directed towards particular fields of employment, and provide general courses similar to those offered at university.

By far, the majority of people with successful completion of TOP enter Colleges of Advanced Education. High demand for certain courses means that people holding HSC may be advantaged in selection. Some colleges give preference to 20 per cent, depending upon the course. It is advisable to check directly with the universities and colleges to establish whether any penalty applies to TOP qualifications.

Application for entry to CAEs is also handled through VUAC. Almost all colleges use this system. Some college departments may request an additional application sent in before the VUAC form.

This is sent directly to the institution concerned. It enables them to estimate demand for their courses. Where applicable (this is indicated in the VUAC guide) it will be necessary to send in both the college application form and the VUAC form to obtain a place.

The closing date for applications to CAEs and universities through VUAC is 2 November.

Technical and Further Education provides courses which assist people to continue further studies or seek employment; and provides enrichment courses for people who wish to explore creative, cultural or leisure interests.

Many courses in TAFE only require successful completion of Year 11 (Form 5) as a pre-requisite. Competition can be high for certain courses. It is necessary to apply directly to the college concerned. Applications are received from late October onwards.

DECIDING what you want to study, where you wish to study, how long you wish to study, or if it is really necessary to undertake a course of study, requires detailed planning.

Start by asking yourself what your likes and dislikes are. Make a

Compile a list of what you are good at (strengths) and make a list of what you are not good at (weaknesses).

List the occupations you think you are interested in and those you are not interested in.

Find out all you can about the occupations you are interested in. What are the hours of the job? What time of day would you need to work?

Would you have contact with other people? What skills are required? What personal attributes are needed?

Check back on your strengths and weaknesses and likes and dislikes. See if they match an occupation of your choice. Do you need to study?

Go through the 'VUAC Guide for Prospective Students' and make a list of any courses related to each occupation of your choice. Check every university and college listing. All full-time students studying HSC or TOP in Victoria will receive this guide in early August. It will contain an application form. You are given the opportunity to select eight courses in order of preference.

Read the instructions first and fill out the form carefully. Lodge applications through school or college then deliver by hand or send by registered mail. Closing date is 5 pm Friday 2 November. Late applications will be subject to a late fee.

VUAC asks that you fill the form out in black pen, which makes it easier to read if photocopied. Check that your pre-printed name, address, subjects, &c. are correct on the form. When filling in the

If you need more information than is published in the VUAC guide, do not hesitate to contact the university or college directly either in person or by telephone or letter. Do not contact VUAC. Correspondence should be brief and directed to the information officer of the institution concerned.

Information can be obtained from the following institutions: Ballarat College of Advanced Education; Bendigo College of Advanced Education; Chisholm Institute of Technology — Caulfield Campus and Frankston Campus; Deakin University; Footscray Institute of Technology; Gippsland Institute of Advanced Education; La Trobe University; Lincoln Institute of Health Sciences; Melbourne College of Advanced Education — Carlton Campus and Kew Campus; Monash University; Phillip Institute of Technology; Swinburne Institute of Technology; University of Melbourne; Victoria College — Burwood Campus, Prahran Campus, Rusden Campus and Toorak Campus; Victorian College of Agriculture and Horticulture — Burnley Campus, Dookie Campus and Longerenong Campus; Victorian College of Pharmacy; and Warrnambool Institute of Advanced Education.

TAFE colleges: Batman Automotive; Bendigo; Box Hill, Elgar and Whitehorse campuses; Collingwood; Dandenong; Flagstaff; Footscray; Frankston; Gordon Technical; Holmesglen-Chadstone and Caulfield campuses; Melbourne College of Decoration; Melbourn College of Printing and Graphic Art; Melbourne College of Textiles; Moorabbin; Newport; Prahran; Preston; Richmond; RMIT Technical; Shepparton; Sunraysia; Swinburne; Ballarat School of Mines; Wangaratta; Warrnambool; William Angliss; Yallourn.



Sources of Information

BOARD of Studies (BOS): St Nicholas Place, 15 Pelham Street, Carlton, Victoria. 3053 Telephone: (03) 9651 4300

The BOS is responsible for the development of the VCE. Information about individual studies, satisfactory completion requirements, assessment procedures and certification arrangements may be obtained from the BOS.

It provides administrative handbooks, study and course development support materials, and general publicity brochures on the VCE.

■ Victorian Tertiary Admissions Centre (VTAC): VTAC, 40 Park Street, South Melbourne, Victoria. 3205 Telephone: (03) 9690 7977

VTAC administers the joint selection system on behalf of the universities, TAFE institutes and some private providers.

The VTAC Guide — a Guide to University and TAFE courses contains information on all the courses participating in the system and instructions for lodging applications.

It is published in July each year for tertiary entry in the following year and is available for purchase from newsagents.

Alternatively, information contained in the VTAC Guide can be accessed through the VTAC web site: http://www.vtac.edu.au

Institution handbooks are produced annually, giving details of course structures, individual subjects and assessments, and information on student facilities and services.

These are available at varying costs from each institution.

Institution brochures are generally available free of charge from each institution.

They give brief details of courses and subjects.

— Debra Plueckhahn

Need advice? Just pick up the phone

MORE THAN 50,000 students have applied to enrol in a Victorian higher education institution this year. Most will learn this week whether or not they have been successful. About two out of three will find they were.

The Victorian Tertiary Admissions Centre has posted offers to 32,735 of the applicants. More will follow in two weeks. Those who have not received an offer of a place will also be contacted and advised of what action they might take. The centre estimates that 5000 young Victorians who qualified for a place in higher education will be forced to rethink their future: they will have missed out on their preferred course at the university or college of their choice.

To help this group, the centre has organised a "tertiary vacancies phone-in" to advise qualified students where vacancies might still exist. The phone-in is being run with the assistance of the state's universities and colleges.

This year, the third year of the scheme, the centre expects to handle more than 1100 calls. It will operate for a week, between 2 pm and 8 pm on 16 and 17 February and between 4 pm and 7 pm on 20, 21 and 22 February. Special phone lines are available — a toll-free line, 008 335 343, and 03 686 5833.

Calls will be taken by university and college staff with extensive knowledge of tertiary education. They will refer callers to the appropriate institute for course application details. Institutions will keep the service advised daily of the number of vacancies still available in their courses.

Of those who applied to enrol in one of the state's four universities, more than 40 per cent will be offered the course of their first choice. In contrast, among those applying for a place in a college of advanced education, about 60 per cent will be offered their first choice.

In this special report, we publish details of the cut-off scores and the quota of places for the courses listed in the VTAC's 'Guide to Courses in Universities and Colleges, 1989'. This is the first time the centre has provided the information to a newspaper and the second year in which 'The Age' has made the figures publicly available. The tables on the next page show the total offers being made, the cut-off score for each course and the number of offers made using that score.

As can be seen, there are considerable variations in the cut-off scores, both between different courses in the one institution and between institutions offering the same type of course. Those differences spring not just out of demand or from the academic performance of applicants. Instead, they are likely to be affected by changes in the quality and quantity of applicants as well as by changes in the number of quota places and in the way those places are distributed between school leavers and others seeking tertiary admission.

It is essential that the notes accompanying the table be read in conjunction with the information provided.

Despite all the effort students have put in to obtain their VCE, only about three out of four of those offered a place are likely to accept. About 10 per cent will subsequently defer. The other 18,000 who will not be offered a place face an uncertain future: the dole, the workforce, or an interstate institution where there are no quotas.

But this setback is not the end. Many students will return to study, improve their scores and successfully re-apply. Others will tackle courses in TAFE colleges and, armed with extra qualifications, also gain entry to the groves of academe. The message, then, is not to give up.

TERTIARY STUDY GUIDE

Edited by GEOFF MASLEN

EDUCATION AGE EXTRA

The Dawkins tax means that, sooner or later, tertiary fees must be faced

By GEOFF MASLEN

AFTER 14 tuition-free years, Australia's 400,000 would-be graduates as well will have to pay a portion of the cost of their higher education from the start of 1989.

Despite strong attacks on the proposal from academic and student groups and much political lobbying, the days of so-called no-cost tertiary education are over. For those facing hefty bills in future, there is irony in the fact that a Federal Labor Government scrapped tuition fees in 1974 and another Labor administration will introduce them (in a somewhat disguised form) in 1989.

Full-time students this year will be charged an annual fee of $1800 or $900 for each full-time semester of study — whether they pass their subjects or not. Part-time and external students will have to pay an amount proportional to their share of a full-time load.

Under the new scheme, graduates who decide to defer payment until they have a job will have to pay back the money they owe through a special tax levy. A record of each student's liability will be passed to the Australian Taxation Office which will begin collecting the payment when the graduate's income reaches $21,000. The office will stop collecting the payment if taxable income falls below $22,000, or when the amount owing has been repaid.

Repayments through the taxation system are to be arranged so that there are three tax scales, according to the graduate's annual salary. At the threshold income of $22,000 a year, a one per cent tax levy (equal to $220 a year) will apply. If the graduate's taxable income rises to $25,000 the tax rate increases to two per cent and at the top level of $35,000 the repayment charge becomes three per cent.

According to the federal Education Minister, Mr Dawkins, the $1800 charge for each year of study will be indexed to keep pace with inflation, ensuring the value of the charge remains constant in today's terms. There will be no increases over and above this indexing and no interest rate charges, Mr Dawkins says. Income levels will also be indexed to reflect increases in the cost of living.

The Government has decided to offer an incentive to encourage students to pay in advance. Those opting to pay on enrolment or re-enrolment will obtain a 15 per cent discount. If the semester charge is $900 and the student opts to pay the institution on enrolment, then the charge will be $765.

The pay-later people will be taxed more in money of the day as the unpaid debt accumulates. A reader in economics at Melbourne University, Mr Neville Norman, has noted that graduates on lower incomes who pay later will normally pay more in cash terms than those earning bigger salaries, but they gain the timing advantage of stretching the payback period.

Mr Norman recently contrasted the benefits of paying upfront with the tax deduction method. For the "battler", the "rags-to-riches" and the "silvertail" graduate, the pay-later scheme worked out better than claiming the upfront discount. The battler, for instance, who takes 17 years to pay back the tax debt, spreads the burden so far into the future that there is an advantage equivalent to being handed $1447 in 1989 dollars this year.

Mr Norman says the simple message for most students is to take the pay later option unless a student has plentiful cash reserves or worries more about the cash strain after graduation than he or she does as a student. Another reason not to pay is that a future government might scrap the scheme, although Mr Norman says he does not put much store in this prospect.

While the great majority of students taking courses in higher education this year will be liable for the new charge, the Government has provided some exemptions. These include:

● Adult and continuing education students and those enrolled in technical and further education colleges. Students taking higher education courses provided wholly by a TAFE college will also be exempt.

● Students enrolled in basic nursing education courses. Student nurses will be exempt until 1993 when the Commonwealth assumes full responsibility for these courses, unless the State Government asks the Commonwealth to collect the contribution on its behalf before 1993.

● Fee-paying students enrolled in postgraduate courses for which fees have been approved by the Education Minister.

● Students enrolled in non-award courses and those in recognised bridging and supplementary courses.

● Overseas students who are already paying the Overseas Student Charge, full fees, or who are receiving assistance under Australian foreign aid program.

● Students who receive one of the 15,000 postgraduate scholarships exempting them from liability under the scheme. This includes a special allocation of postgraduate scholarships for the professional development of teachers.

Students undertaking industrial experience as part of a tertiary course will not face the higher education charge for that portion of their course spent in industry.

The special postgraduate scholarships provide exemption only from the higher education charge and no other form of Government assistance. Those directed to the professional development of teachers are to be allocated by education authorities in each state to "help improve the quality of teaching". The other scholarships will be allocated by institutions "to encourage the highest levels of academic excellence and scholarship among postgraduates".

According to Mr Dawkins, students enrolling or re-enrolling in courses this year will have to indicate in writing how they intend to pay the new charge. If the student decides to pay immediately and obtain the 15 per cent discount, then payment will have to accompany the enrolment acceptance. If the decision is to defer payment, students will have to provide the institution with their tax file number, or with an application for such a number which the institution will then send on to the Taxation Office.

Students who believe they are exempt must provide evidence of this at the time of enrolment. Institutions will have details of what this evidence must be. If an exempt student enrols in award courses outside the exempt area, then he or she will be liable for the charge for those courses.

VTAC

Thinking of studying at a University, TAFE or private provider in 1999?

Access VTAC and apply now!

Accessing VTAC is as easy as:

- Jumping on the Net at www.vtac.edu.au
- Dropping into your local VTAC Access Point Internet Kiosk (no experience necessary – where friendly staff will assist you access the VTAC website for free)
- Visiting your local newsagent or VTAC for a copy of the VTAC Guide 1999 ($2.50 rrp)
- Attending the Tertiary Information Expo (for adults thinking of applying in 1999)

Closing Date for Applications

Timely applications:
5.30pm on Wednesday 30 September 1998

VTAC Access Point Internet Kiosks are located at:

Box Hill Institute of TAFE	Northern Melbourne TAFE
Central Gippsland Institute of TAFE	RMIT University
Charles Sturt University	Sunraysia Institute of TAFE
Council of Adult Education	Swinburne University of Technology
Deakin University	University of Ballarat
East Gippsland Institute of TAFE	The University of Melbourne
Gordon Institute of TAFE	VTAC
Kangan Batman TAFE	Victoria University of Technology
La Trobe University	William Angliss Institute of TAFE
Monash University	Wodonga Institute of TAFE

For the address of your local VTAC Access Point (Internet Kiosk) telephone VTAC direct on (03) 9690 7977 today!

State plan to sell VCE in $1million campaign

By LUKE SLATTERY, education reporter

The Victorian Government is preparing a $1 million media campaign to promote the two-year VCE — using television advertisements, booklets for all parents, and a phone-in.

With the VCE expected to be fully in place by 1992, the Government is also considering a similar campaign aimed at students.

The media campaign, planned for mid-March, is an attempt to improve understanding of the VCE among parents, and to boost public support for the reform.

It comes as the Education Minister, Mrs Kirner, faces a crucial year in her plans to introduce the VCE.

Mrs Kirner last night defended the use of television in the media campaign. "When you've got something important to communicate, the only way to make sure it goes into people's homes is through the TV," she said.

She said the money for the campaign would come from the Treasury, and not from the Education Ministry's budget.

The ministry's research had found that parents were unclear about "what post-primary education is all about — not just the VCE or HSC", she said.

Last week, the Teachers Federation of Victoria threatened to stall introduction of the certificate if there is no agreement with the Government on award restructuring.

In addition, several reports before the Education Ministry on progress in introducing the VCE are believed to highlight the need for clearer information for parents. These reports are expected to be released in the next few weeks.

The Government's media campaign, designed after market research on parents' attitudes to the VCE, is expected to be followed, in mid-year, by a similar campaign to explain new tertiary selection procedures and details of VCE assessment and reporting.

In the past 12 months, the VCE has become the focus of intense debate involving the Government, the Opposition, university heads and teacher unions. This year, the tertiary institutions will decide whether to accept the VCE for tertiary selection.

Senior Government figures are known to be concerned about the impact of criticism of the VCE. A spokeswoman said the media campaign would help counter the "disinformation" of the VCE's opponents.

The Teachers Federation threat last week was to delay the introduction of the VCE by one year, from 16 March.

If the teachers and the Government fail to reach agreement on career restructuring by 16 March, the Teachers Federation has resolved not to "undertake any activity which relates to the development or implementation of the Victorian Certificate of Education (except teaching prescribed VCE syllabi in 1990).

"This includes the development of VCE phase two studies with the consequence that these studies will not be implemented in 1991."

The president of the Victorian Federation of State School Parents Clubs, Mrs Esther Harris, said yesterday that any attempt by the teachers to stall the VCE would be "intolerable" for students and parents.

"It's a major concern," she said. "Schools are such a long way down the track with the VCE."

If the teachers went ahead with their planned action, the parents' federation would consider using its influence as a lobby group, she said.

Woeful but willing students need help

By Professor GIOVANNI CARSANIGA, La Trobe University

AFTER more than 30 years in education I am increasingly worried by the gap between the good intentions of our current educational reformers and planners and the actual results. I teach in a university which presumably receives the top 15 per cent of secondary school leavers, selected mainly on the basis of a leaving certificate which should provide reliable evidence of their ability to study.

When I meet them in class, I see that they are conscientious and motivated and potentially good. They are also woefully untrained. Not only have they a totally inadequate knowledge of the subjects they passed at the year 12 certificate, but they do not seem to know how to think logically and

the contrary, the slogan proclaims, "No access without success". The educational system takes great care of the majority of students who, whatever their application and ability, are granted some form of certification.

The problem with these and other well-intentioned reforms which are being promoted in the same democratic spirit (and I am wholly and unreservedly sympathetic to their intentions and spirit) is that their promoters have fallen into what I call the "prog-

The 1990s

New pathways. New possibilities.

The 1990s transformed both tertiary education and the way Victorian students navigated their options.

A new senior secondary certificate changed how students prepared for tertiary study. TAFE institutes joined the central admissions system, bringing university and vocational pathways closer together. Support expanded for people returning to study. And, by the end of the decade, the internet was beginning to change how students researched courses and applied.

For VTAC, it was a decade of broader participation, greater choice and the first steps towards a digital future.



1993, 1994 and 1998 VTAC logos

A new era for Year 12

The Victorian Certificate of Education (VCE) was introduced in 1990 as a two-year certificate for Years 11 and 12, with the first students graduating under the new system in 1992.

Its introduction also brought significant changes to tertiary selection. Universities agreed to introduce middle-band selection, allowing factors beyond a single rank to be considered, while responsibility for inter-subject scaling transferred to VTAC.

A statewide Tertiary Entrance Rank (TER) followed in 1994, providing a common ranking measure for tertiary selection. In 1998, this evolved again with the introduction of the Equivalent National Tertiary Rank (ENTER), enabling applicants' ranks to be compared nationally and across years.

More ways to pursue tertiary education

In 1993, TAFE institutes officially joined VTAC, bringing university and vocational education pathways into a more coordinated admissions system.

1990 The Victorian Certificate of Education (VCE) was introduced, beginning a major transformation of senior secondary education and tertiary selection in Victoria.

1993 TAFE institutes officially joined VTAC, bringing university and vocational education pathways into a more coordinated admissions system.



1994 The Tertiary Education Rank (TER) was introduced as a common statewide ranking measure for tertiary selection.

1995 The first course applications are accepted over the phone via the automated VTAC Infoline, the first step away from paper-based applications.



1998 The Equivalent National Tertiary Rank (ENTER) replaced TER, enabling tertiary entrance ranks to be compared nationally and across years.

'I remember looking through all the VTAC information and offerings and being genuinely interested in so many courses!'

- Nina, applied through VTAC in 1996, 2000 and 2003, studied Bachelor of Arts, Graduate Diploma HR and Employee Relations, and Masters of Applied Commerce

The impact went beyond admissions. A later review found TAFE participation had improved consistency in selection, raised the profile of TAFE as a viable alternative to university and reduced duplication by enabling applicants to navigate different tertiary options through a single application and selection process.

VTAC was also recognising that not every educational journey began after Year 12. *Back to the Books* was developed for people returning to study who did not have access to the same advice and support networks as school leavers. It was supported by a statewide campaign and 90 evening information sessions across Victoria.

Making information more accessible

As tertiary choices grew, so did the need to make increasingly complex information easier to understand.

In 1996-97, VTAC produced a *TER and Selection* booklet for Year 10, 11, and 12 students, informed by focus groups with students and advisers.

Its introduction was translated into nine community languages, while information sessions were delivered across metropolitan and regional Victoria to help students, families and school communities understand TER and scaling.

Technology was also beginning to change how schools supported students. Career Easy enabled students to search prerequisites, undertake trial applications and access VTAC publications electronically, while giving schools tools to support student counselling. By 1997-98, around two-thirds of schools had purchased the software.

The digital journey begins

In 1998, VTAC introduced web-based applications, beginning a transformation in how students interacted with the admissions system.

The move online was about more than technology. As the *VTAC Guide* continued to grow, electronic access offered a new way to make course information easier to search and navigate. Recognising that internet access was not yet universal, VTAC worked with institutions to establish free internet access points across metropolitan and regional campuses, with trained staff available to assist applicants.

More than 7,000 applicants applied online during the 1998-99 admissions cycle, while many applicants used the website to access information. At the same time, more than 100,000 printed copies of the *VTAC Guide* were sold through newsagents.

It was a moment of transition: the printed *VTAC Guide* remained an important part of the application journey, while a new digital future was beginning to take shape.

1999 The *VTAC Guide* was distributed through newsagents, significantly broadening public access. More than 100,000 copies were sold in its first year of newsagent distribution.



The 2000s

Access in a digital age

The new millennium brought a fundamental shift in how Victorians researched courses, applied for tertiary study and received information about their options.

The move online that began in the late 1990s accelerated rapidly. By 2000-2001, almost half of VTAC's 73,000 applications were submitted online, and VTAC CourseLink gave students new ways to search for courses and practice their applications, while helping career practitioners support students through the process.

Just one year later, two-thirds of applicants were applying online, including 90 per cent of school leavers. A new web-based offering system was also introduced for institutions, continuing VTAC's transition towards an increasingly connected admissions system.

From paper to online

By 2004, the transition reached another important milestone: the last paper applications were phased out.

For the first time, applicants were applying through an entirely online system. The change simplified processing, improved efficiency and marked the end of an era in which paper forms had been central to the VTAC application experience.

Digital communication was changing the experience in other ways too. In 2002, VCE results and ENTERs were sent by SMS for the first time, giving students another way to receive some of the most anticipated information of their final school year.

A more equitable admission system

Technology wasn't the only significant change.

In 2004, the Special Entry Access Scheme (SEAS) was launched, replacing institution-based special entry applications with a centralised process through VTAC.

The new system brought different forms of disadvantage into a more coordinated framework, including socioeconomic disadvantage, difficult family circumstances, regional or remote location, disability or long-term medical conditions, recognition of First Nations students and other circumstances affecting educational opportunity.

The following year, SEAS and scholarships applications moved online, making another important part of the application journey accessible through VTAC's growing digital environment.



A cartoon by VTAC staff member Alex Lum, originally published in the 2002 *VTAC Guide*

2000 VTAC logo

2000 Selection moved to a web-based system, continuing VTAC's transition from paper-based processing to digital admissions.



2001 Career Easy was replaced by CourseLink and made available online.

2002 VCE results and ENTERs were delivered by SMS for the first time, introducing a new way for students to access their results.



2004 The last paper applications were phased out as VTAC moved to an entirely online application environment.

The Special Entry Access Scheme (SEAS) was launched, creating a centralised approach to access and equity applications.

2005 The VTAC Infoline telephone application service was retired as online applications became the norm.

2008 VTAC introduced a scholarship application system for participating institutions.



'I remember applying through VTAC as a Year 12 student when you could add up to 12 course preferences. I loved reading the *VTAC Guide* book and learning about all the courses I could apply for. I also remember lining up at the Berwick newsagency at 7am in January 2002 to buy the *Herald Sun* to find out what course I had received an offer for.'

- Amanda, applied through VTAC in 2001, studied a Bachelor of Applied Science (Health Promotion). Assisted Year 12 students as a Career Practitioner since 2009.

The process to calculate your ENTER

By SUZANNE CONNELLY

BY NOW you know that the Board of Studies (BOS) provides VTAC with your study scores.

These study scores are scaled to calculate the aggregate (total) for your ENTER.

The tables on this page should help you understand this process and how VTAC calculated your ENTER.

The large table provides you with the scaled mean (average), the standard deviation (spread of results) for 2000 and the scaled scores (rounded to the nearest whole number) of each subject.

Therefore, by comparing your BOS VCE study scores with the large table, you are able to confirm whether your studies have been adjusted due to scaling (comparing) of subject results by VTAC.

How to use the tables:

1. Look up your Board of Studies study score (you will find it on your BOS statement).

2. Go to the top row of the large table and move across to the BOS study score closest to your result.

For example, if you have received a study score of 27 for English move across to the number 25 and then down to English. You will see that a study score of 25 has been scaled to approximately 22.

Another example is psychology. If



aggregate into an ENTER. Remember this is to be used as a guide only.

5. If your total is within a reasonable range (of about five ENTER points) of your issued ENTER, you have verified that your ENTER is correct.

For example:

- In biology a study score of 35 obtains a scaled score of 35;
- In accounting a study score of 30 obtains a scaled score of 29;
- In English a study score of 35

> "By comparing your BOS VCE study scores with the large table, you confirm whether your studies have been adjusted due to scaling of subject results."

obtains a scaled score of 34;

- In mathematical methods a study score of 25 obtains a scaled score of

Explaining the art of scaling

Many factors and considerable thought and effort go into adjusting ATAR Subject Scores, writes **Elaine Wenn**, VTAC.

VTAC adjusts the Study Scores for each study to take account of the overall ability level of the students, and hence the strength of competition, in the study.

The overall ability level of the students in each study is measured by how well the students performed in all their studies.

In each study, the Study Scores are adjusted so that the overall level of scores in that study matches the scores obtained by the same group of students in all of their studies.

For example, in Economics in 2009 the average VCE Study Score was 30, but the students averaged 32 for all their studies. This shows that the students who did Economics in 2009 were of above average ability in their other studies.

Therefore the scaling process adjusted the Study Scores upwards so that the average ENTER Subject Score for Economics was set at 32.

The 2009 Dance students averaged 28 in all their studies, therefore the scaling process adjusted the Study Scores downwards so that the average ENTER Subject Score for Dance was 28.

In some studies the scaling process produces ATAR Subject Scores that are greater than 50. However, the minimum ATAR Subject Score cannot go below zero.

This scaling process is carried out each year for each VCE study and VCE VET program for which there is a study score. There are no pre-determined outcomes – the adjustments are based on the performance of students each year.

Nevertheless, the process is very stable and there is very little difference from year to year in terms of the scaled ATAR Subject Scores.

Mathematics

VCE Mathematics studies are designed to cater for students of differing abilities and interests. Specialist Mathematics is the most difficult, followed by Mathematical Methods (CAS) and then by Further Mathematics.

To ensure that students undertaking the more difficult Mathematics studies are not disadvantaged, Mathematical Methods (CAS) is compared to Further Mathematics and adjusted up as and if necessary.

Similarly, Specialist Mathematics is compared to Mathematical Methods (CAS) and adjusted up as and if necessary.

Languages Other Than English (LOTE)

As a result of Victorian government policy to encourage the study of LOTE, each LOTE is adjusted up by adding five to the initial ATAR Subject Score average.

All s
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for all students. For study scores at or close to 30, the increase is five, but it decreases as the score moves away from 30 in either direction.

The published means for each LOTE include this adjustment.

Other factors

VCE studies are always scaled in the year in which they were undertaken (this may not necessarily be in the year in which you receive your ATAR).

Further VCE study

Accumulation of a further VCE Study Score (or Study Scores) may lead to the calculation of a new ATAR. Ranking for courses will be based on the highest ATAR achieved.

VTAC will, however, inform course selection authorities of all of your VCE results – including those not contributing to your ATAR.

Notional ENTER/ATAR

A 'Notional ENTER/ATAR' is used to rank students who have a previous year 12 (other than VCE) or some other qualification (eg, the International Baccalaureate).

Previous Victorian year 12 results (prior to 1992) are calculated and ranked in the same manner as described above.

HANGING AROUND AT SCHOOL IS GOOD FOR KIDS.

VTAC's new link

VTAC CourseLink has been developed by VTAC and is available free of charge to anyone with Internet access. Stage one of the program is targeted specifically at students studying Year 10, 11 or 12. The program will provide you with the opportunity to:

- **Develop sample VCE programs.**

Based on your sample VCE study program, identify those courses for which you meet prerequisites and more importantly identify those courses that interest you for which you do not meet prerequisites.

- **Develop two or more VCE study programs and compare the impact of these changes on your choices for tertiary courses.**
- **Modify searches based on criteria such as location, institution, campus, interest area and so on.**
- **Print results of investigations and discuss with your careers teachers and/or parents.**

TERTIARY STARTERS' GUIDE

TODAY the *Herald Sun* publishes the *Tertiary Entry 2013* guide for year-10 students. This guide contains essential information from VTAC to help students design their VCE program and determine their career pathway. It starts on Page 43.

Despite this Hill achieved a creditable ENTER of 65.2. Convinced he was headed for life on the fairways, he did not submit any VTAC preferences, instead taking a year off to pursue his golf.

"But I wasn't good enough," he says. "I worked part-time and played golf six days a week, but I just couldn't get anything out of it. It was the most frustrating year of my life and I realised I had to pick something else." Doing well at maths, business and accounting made an alternative path fairly clear, Hill says, so he applied for an Advanced Diploma in Accounting in Swinburne's TAFE sector. Since starting the course this year, Hill has achieved excellent results.

Though the advanced diploma takes 18 months, Hill plans to use his good results to apply for admission to Swinburne's accounting degree for next year. His hopes to receive full credit for his TAFE studies and enter the second year of the degree, just as if he had been at university this year.

Hill is happy with his choices, safe in the knowledge that he gave golf his best shot.

He urges others to have viable alternatives if their first choice does not eventuate.

"Pick what you want to do and go for your goals," he says. "But have a back-up plan and don't throw away your VCE."

Accessing your ATAR

SUZANNE CONNELLY



What is the ATAR?

THE Australian Tertiary Admission Rank (ATAR) is an overall measure of how well you have performed in your VCE studies. It is created by the Victorian Tertiary Admissions Centre (VTAC) on behalf of institutions to assist in tertiary selection.

Who will get an ATAR?

ALL students who have satisfied the requirements for the VCE and have study scores for one of English, ESL, English Language and Literature and at least three other studies (in a permissible combination) will be eligible to receive an ATAR.

Who will get an ATAR statement?

AN ATAR statement will be issued to applicants who have paid all processing fees, have been awarded the VCE for the first time and have a minimum of four VCAA study scores (including a score for an English study) that are not subject to any restrictions or forbidden combinations.

Students who have previously or increment(s) will have their ATAR recalculated. The higher of the two will be recorded and reported as an ATAR.

Finding out your ATAR

TO access your ATAR, you have three options:

- Submit an SMS request to 19 787 888 (call cost $1.10 incl. GST (max) per
- Wait for your results and ATAR to arrive by mail on Monday or Tuesday next week.

To access your ATAR, you will also need your VCE student number and VTAC PIN.

Your questions answered

IF you have any questions after resultsandatar.vic.edu.au call) or 9651 4640 or email pras@edumail.vic.gov.au.

Staff will be on hand to answer your questions between 7am-5pm today and between 9am-5pm tomorrow, Sunday, Monday and Tuesday.

You can also join the conversation via the VTAC change of preference blog or Facebook page.

Congratulations to the class of 2023

Teresa Tjia

As you receive your ATAR and VCE results today, take a moment to reflect on these as the culmination of your many years of schooling. Your hard work and the results you receive today will unlock further opportunities for study and employment, and the knowledge and skills gained in your years at school will serve you



Be proud of the ATAR you receive today, but be prouder of the achievements, capabilities, and friendships you have developed in and out of school over the years.

Teresa Tjia, Victorian Tertiary Admissions Centre

make sure your course preferences reflect your study goals.

If you are disappointed with your results today, keep focused on the future. There are more tertiary education opportunities in Victoria than ever before, and you will be able to access support services to help you find a path to reach your goal. Make sure to reach out now so that you can

RETURNING TO STUDY IN 2003?

- *confused* about your options?
- *unsure* how to apply?
- like to know the *answers*?

If this is you, come along to a tertiary seminar for adults returning to study! The seminar will be held at:

RMIT University (Storey Hall)
342–348 Swanston Street, Melbourne
Tuesday 3 September, 6.00pm to 8.30pm
(seminar starts 7.00pm)

VTAC

'Back to the Books' is available free-of-charge from the VTAC office at 40 Park St, South Melbourne, from your nearest institution or at **www.vtac.edu.au**



Translating your results

What the details on your VCE or VCAL statement mean.





VICTORIAN CERTIFICATE OF EDUCATION (VCE)

1. Names of the studies this student undertook as part of their VCE.
2. The combined year indicator that the study was undertaken on the Northern Hemisphere Timetable

that the score achieved was too low to assign a grade.
7. A study score shows student achievement for a study relative to all other students who undertook the study. To receive a study score, a student must have at least two graded assessment results and have

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

1. Names of the VCAL units this student undertook as part of their VCAL program.
2. Names of the VCE units this

graded assessment results and have satisfactorily completed both units 3 and 4. UN indicates the study score is unavailable because more than one graded assessment is NA or because both units 3 and 4 have not been completed satisfactorily. If a study score is

The 2010s

Supporting every journey

By the 2010s, tertiary education was more diverse than ever. Students were considering university, TAFE, private providers and an expanding range of pathways, while technology was changing how they expected to find information and manage their applications.

For VTAC, the decade became increasingly focused on making that journey easier to understand and navigate, wherever it might lead.

A national approach

In 2010, the ENTER was renamed the Australian Tertiary Admission Rank (ATAR), highlighting the consistent national ranking system enabling student mobility.



2015 VTAC logo

At the same time, the way students accessed information was changing rapidly. Results and ATARs could be accessed online and by SMS, and mobile use of VTAC's results service grew from just 4% in 2009 to 12.5% in 2010.

More connected. More accessible.

VTAC's relationship with students, families and career practitioners also began moving beyond traditional publications and information sessions.

In 2011, VTAC entered social media, establishing blogs for applicants and career practitioners alongside a presence on Facebook and Twitter. Webinars followed, allowing information and support to reach people regardless of location. By 2013, VTAC's applicant blog had been viewed more than 157,000 times.

Digital services continued to evolve around the needs of applicants. Offers moved from post to email, online systems were redesigned and VTAC increasingly used research, usability testing and applicant feedback to improve the experience.

2010 The ENTER became the Australian Tertiary Admission Rank (ATAR), a common ranking system recognised across participating Australian states.

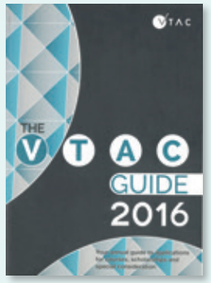
2011 VTAC expanded into social media, establishing applicant and career practitioner blogs and using Facebook and Twitter to provide information and respond to questions.



2013 VTAC began using webinars to support career practitioners, parents and applicants, extending access to information beyond face-to-face sessions.

2014 Course offers moved from printed letters to email, giving applicants faster access to their offer information.

2015 The final printed *VTAC Guide* was published as VTAC prepared to move to digital-only delivery of course information.



> 'When ATAR results came out and I realised I had a high enough ATAR, I was able to change my preferences. Being able to change my preferences was amazing.'
>
> **- Ian, applied through VTAC in 2015, studied Bachelor of Education - Secondary (Honours) and Bachelor of Science**

The *VTAC Guide* goes digital

For generations of Victorian students, the *VTAC Guide* had been a familiar part of planning for life after school.

That changed in 2015, when the final printed edition was published (*VTAC Guide* 2016). From 2016, course information moved fully online through CourseSearch, supported by a new mobile app and the introduction of *VTACmag*, a more engaging publication focused on the applicant experience.

It was a symbolic moment. The *VTAC Guide* had evolved from a 104-page booklet in 1970 to hundreds of pages of course information. Now, students could explore their tertiary options online, wherever they were.

Fifty years and a changing future

In 2016, VTAC celebrated 50 years since the first meeting to establish a centralised admissions system in Victoria.

By then, the organisation that began by coordinating admissions for three universities was working with 62 participating institutions in an increasingly diverse tertiary sector.

VTAC's role was expanding too. New services such as FlexiDirect supported direct applications for institutions, while VTAC began administering the Graduate Entry Medical School Admissions System (GEMSAS). In 2016-17, these newer services helped bring the total number of course applications processed by VTAC to more than 95,000.

By the end of the decade, VTAC was no longer simply digitising an existing admissions process. It was increasingly designing services around the different ways people explored, applied and entered tertiary education.

2015 VTAC refreshed its brand, retaining the familiar V-tick symbol while introducing a new colour palette and consistent identity across print and digital services.

2016 Course information moved fully online through CourseSearch, accompanied by the CourseSearch mobile app and the introduction of the *VTACmag*.



2016 VTAC celebrated 50 years since the first meeting to establish a centralised admissions system in Victoria.



2016–17 FlexiDirect and GEMSAS expanded VTAC's services beyond the traditional centralised undergraduate application model.

The 2020s

Navigating a changing world

The 2020s began with disruption few could have imagined.

When the COVID-19 pandemic forced Victorian students into extended periods of remote learning in 2020, the familiar rhythm of Year 12 changed almost overnight. Assessment schedules shifted, students studied from home and timing of results, ATARs and tertiary offers had to be reconsidered.

VTAC worked with schools, tertiary institutions and admissions centres across Australia to adapt the admissions process and help students continue their journey to further study. Despite the extraordinary circumstances, 46,074 Victorian students received an ATAR on 30 December 2020.

Current VTAC logo

Supporting students through uncertainty

The pandemic did not affect every student in the same way.

For the class of 2020, VTAC adapted the Special Entry Access Scheme (SEAS) so students could identify the individual impact of remote learning on their education.

A streamlined process recognised circumstances including unreliable internet access, limited access to computers or study materials, unsuitable study spaces, financial hardship, caring responsibilities and other disruptions caused by the pandemic. Schools could also provide supporting information directly to VTAC.

The admissions timetable changed too. The December offer round could not proceed following the delayed release of results, with more than 48,000 tertiary offers instead released on 14 January 2021 and by the end of February, VTAC had made 68,316 offers. For thousands of students, an uncertain final year of school still ended with a path forward.

A new chapter for VTAC

As Victoria emerged from the pandemic, VTAC itself entered its own period of transformation.

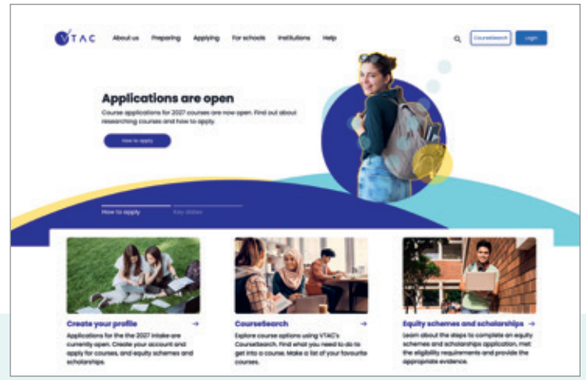
In 2022, VTAC appointed its inaugural Chief Executive Officer, Teresa Tjia, to lead the incorporation of VTAC as a not-for-profit company limited by guarantee. On 1 July 2023 the Victorian Tertiary Admissions Centre Limited commenced operation, introducing a modern governance structure designed to support the organisation's future direction. The inaugural Board was chaired by Professor Iain Martin. The transition was described internally as creating a '57-year-old start-up', with new systems, structures and ways of working established around the long-standing admissions service.

At the same time, VTAC continued to broaden the way it supported learners. New online resources, webinars and digital channels made information available to more students, while research and student feedback increasingly shaped how services were designed.

Digital transformation brings a modern student experience

In 2025, a new student portal and CRM launched for mid-year applications, marking the first major stage of VTAC's next generation of digital services. Digital ATAR statements also became available through My eQuals, bringing one of the most recognised parts of the Year 12 journey into the digital credential environment.

Nearly sixty years after VTAC was established, the world around tertiary education admissions looks very different. Yet its purpose remains familiar: supporting and connecting learners and tertiary institutions.





VTAC staff on the last day at the longstanding Park Street office, 2024

2020 COVID-19 disrupts Year 12 education and Victoria's traditional tertiary admissions timetable. VTAC facilitates national collaboration between tertiary admissions centres to support students through disruption.

2020 VTAC adapts SEAS for the impacts of COVID-19, introducing a streamlined process to recognise the different ways remote learning affected individual students.

2020 Despite delays to VCE assessment, VTAC calculates and releases the ATARs to 46,074 Victorian students before on 30 December. In January 2021, more than 48,000 tertiary offers are released to the class of 2020.

2023 Victorian Tertiary Admissions Centre Limited commences operation, establishing a contemporary governance structure for VTAC.

2023 VTAC begins delivering the Psychology Reference Portal in partnership with Heads of Departments and Schools of Psychology Australia (HoDSPA), providing a crucial reference service to support postgraduate psychology admissions.

2024 VTAC expands its digital engagement and online resources, including new pathways and audience-specific guidelines, webinars and student facing-channels.

2025 A new student portal and CRM launch for mid-year applications as the first major phase of VTAC's digital service transformation.

Digital ATAR statements are introduced through My eQuals, connecting the ATAR with the digital credentials students use throughout their tertiary journey.

Faces Behind Futures

‘Without VTAC it is hard to imagine how I could have entered my undergraduate course.’

‘VTAC was the stargate entrance to an experience that changed my life for the better, and I will always be grateful for its impact.’

– Grant, applied through VTAC in 1976



‘VTAC got me into Medicine and shaped the course of my life.’

– Jon, applied through VTAC in 1977

‘VTAC provides the support you need, when you need it to explore areas of interest and future career pathways; it’s open to everyone and there is something on offer for all.’

‘I am grateful to VTAC for the flexibility to defer and then reapply for my post-grad studies in HR, now the area I’ve had a 20+ year career that I love.’

– Nina, applied through VTAC in 1996, 2000 and 2003



‘Being the first person from my family to go to university and attending a school with few students aspiring to university, the *VTAC Guide* was my source for the future in year 12 and for what first-year uni would look like.’

‘VTAC is a lighthouse of information for Year 12 students, parents and support staff.’

– Amy, applied through VTAC in 2003



‘VTAC has given me the knowledge and tools to ensure my students progress into meaningful career pathways and have the best chance of achieving their potential.’

‘VTAC has helped me transform the future of thousands of students!’

– Amanda, applied through VTAC in 2001, Career Practitioner since 2009

‘VTAC allowed me to access the right courses and helped me get into a top university.’

– Ian, applied through VTAC in 2015

60 Years in Numbers

1966

3 Universities. 13,000 applications. 6,000 offers. 26 courses. $2 application processing fee. 2,000 late applications.

1970

First *VUAC Guide*: 104 Pages

1990

30,000+ applications

1998

VTAC website launched. 7,000 online applications.

1995

2 independent tertiary colleges in the VTAC system. By end of 2016 this had grown to 40+

2000-01

73,000 applications. Almost 50% submitted online. 50 participating institutions.

2003-04

Elimination of paper applications estimated to remove 97% of applicant-originating and data-entry errors.

2004-05

81,964 applications, down from 84,634.

2006-07

80,770 applications up from 78,643. 59 institutions: 13 universities, 14 standalone TAFEs, 32 independent tertiary colleges.

2009

88,650 course applications. 72,625 applicant offers. 17,083 scholarship applications. 18,827 SEAS applications.

2009

***VTAC Guide* reaches its peak at 704 pages, compared with 104 pages in 1970.**

2010

86,231 course applications. 73,020 applicant offers. 17,973 scholarship applications. 22,820 SEAS applications. 3,877 STAT applications. 477 DULSAT applications. 131,378 applications across these services. 2,000 courses. 50+ institutions.

2011 mid-year

1,326 applications.
738 offers.
11 institutions.
72 courses.

2011

47,627 ATARs calculated.

2011-12

85,810 course applicants. 74,584 applicant offers.
26,190 SEAS applications. 1,912 scholarship applications.
2,982 STAT candidates.
367 DULSAT candidates.
2,265 courses.

2013

157,000+ views on VTAC's blog for applicants.

2014 mid-year

1,890 applications.
1,151 offered.
14 institutions.
271 courses.

2014-15

35,000 calls and 7,500 emails handled during the main application and offer period.

2015

47,003 ATARs calculated.

2016-17

16.7m page views on the VTAC website.

2015-16

30,000 copies of the final *VTAC Guide* printed, 17,000 distributed to schools and 13,000 sold via newsagents and bulk orders.

2017-18

73,894 applications.
61,348 offers.
41,727 enrolments.
7,428 deferrals.

2020

46,074 ATARs on 30 Dec 2020.

2021

68,316 offers as of final round Feb 21.
45,326 ATARs released.

2020-21 COVID cycle

At Jan 21: 65,332 total applications. 56,141 offers.

2022-23

62,221 applications.
40,595 offers.
44,173 ATARs released.

2023-24

1,000+ VTAC webinar attendees; 2,300+ views on VTAC's YouTube Channel.

2025-26

**47 tertiary institutions.
1,996 courses.
68,116 applications.
49,310 ATARs and 721 Victorian IB Admissions Scores.
74,971 course offers.**

2024

1.02m TikTok views for VTAC content.

Our Partners

Past Partners

Over six decades, VTAC has seen significant change in Victoria's tertiary education landscape, with new tertiary providers established and some existing tertiary providers merged with other organisations or disestablished. We acknowledge all past VTAC member institutions.

Abbey Road Institute
Academia International
Advance TAFE
Australian Alpine Institute
Australian College of Sports Therapy
Australian College of Travel and Hospitality Management
Australian Guild of Music Education
Australian Institute
Australian Institute of Fitness
Australian Institute of Public Safety
Australian International Hotel School
Australian Maritime College
Australian National University
Ballarat University College
Barton Institute of TAFE
Blue Mountains International Hotel Management School
Broadmeadows Institute of TAFE
Burnley Horticultural College
Carrick Institute of Education
Casey Institute of TAFE
Caulfield Institute of Technology
Central Gippsland Institute of TAFE
Chisholm Institute of Technology
Council of Legal Education
Dandenong Institute of TAFE
Dookie Agricultural College
East Gippsland Institute of TAFE
Eastern College Australia
Endeavour College of Natural Health
ESTT College of Natural Medicine
Footscray City Films
Footscray Institute of Technology
Frankston Institute of TAFE
GippsTAFE
Gordon Institute of TAFE
Goulburn Ovens Institute of TAFE
Grenadi School of Design
Gurkhas Institute of Technology
Hawthorn Institute of Education
Headmasters Advanced Academy Training
Institute for Design, Entertainment and the Arts
Institute of Early Childhood Development
International College of Hotel Management
International College of Tourism and Hotel Management
Investment Banking Institute Business School
Kaplan Business School
La Trobe University College of Northern Victoria
Latrobe College of Art and Design
Lincoln Institute of Health Sciences
Loddon Campaspe Institute of TAFE
Longerenong Agricultural College
Marcus Oldham College
Max Therapy Institute
Melba Memorial Conservatorium of Music
Melbourne College of Advanced Education
Melbourne College of Natural Medicine
Melbourne College of Printing and Graphic Arts
Melbourne College of Textiles
Melbourne Institute of Business and Technology
Mercer School of Interior Design
Moorabbin Institute of TAFE
Navitas College of Public Safety
Northern College of the Arts and Technology
Occupational Therapy School of Victoria
Oceania Polytechnic
Outer Eastern Institute of TAFE
Oxygen College
Peninsula Institute of TAFE
Phillip Institute of Technology
Photographic Imaging College
Physiotherapy School of Victoria
Pivot Point International Academy
Prahran College of Technology
Preston Institute of Technology
Qantm College
Richmond Institute of TAFE
Riverina-Murray Institute of Higher Education
Sage Institute of Education
School of Mines and Industries Ballarat
South West Institute of TAFE
Southern Cross Education Institute Higher Education
Southern School of Natural Therapies
State College of Victoria/ Victoria College
Stott's Colleges
Sunraysia Institute of TAFE
Think Design
Tractor Design School
Unitec New Zealand
VFA Learning
Victoria College
Victorian College of Agriculture and Horticulture
Victorian College of Healthcare Education
Victorian College of Pharmacy
Victorian School of Speech Science
Wangaratta Institute of TAFE
Warrnambool Institute of Advanced Education
Western Institute
Western Metropolitan Institute of TAFE
Whitehouse Institute of Design
William Angliss College
Wimmera Community Institute of TAFE
Wodonga Institute of TAFE
WYN Institute

Looking Ahead

The next chapter of access and opportunity

For 60 years, VTAC has held a unique position in Victorian education. It has connected learners with opportunity, supported tertiary providers and brought the sector together around a shared admissions service built on collaboration, trust and access.

As we look towards 2030, the environment in which VTAC operates is changing rapidly.



Strategic Plan Launch, 2026

The journey through education is becoming less linear. People are entering and returning to study at different stages of their lives, moving between education and work, and considering a broader range of pathways. At the same time, technology, data and new approaches to assessment are changing how learners understand their options and how tertiary providers identify potential.

These changes present an important opportunity for VTAC.

Our role is no longer simply to respond to change, but to consider how a trusted, sector-led organisation can help shape the future of tertiary access. VTAC's strength lies in its ability to connect a complex education ecosystem around the learner, bringing together institutions, schools, government and the broader sector to make access to further education simpler, more transparent and more inclusive.

We acknowledge the strength of our partnerships with curriculum authorities, especially the Victorian Curriculum and Assessment Authority (VCAA) and International Baccalaureate (IB), which will continue to evolve as we work together to support students. We will also continue our collaborations with research organisations, peak bodies, education not-for-profits, and ACTAC colleagues across the country as we build a stronger future for VTAC and the sector.

The *VTAC Towards 2030 strategy* provides a clear direction for that next chapter. Through service transformation, stronger data capability, investment in our people, greater value creation and deeper sector engagement, VTAC is building the foundations it needs to remain relevant and valuable in a changing education landscape.

Importantly, transformation is not simply about technology. It is about understanding how learners' needs are changing and ensuring the systems and services around them continue to evolve. It is also about using VTAC's unique position, expertise and insights to strengthen collaboration and contribute to better outcomes across the sector.

Sixty years ago, VTAC was founded on the belief that working together could create a better way for students to access tertiary education.

That principle remains just as relevant today.

As we look towards 2030 and beyond, we build on VTAC's six decades of strengths while having the ambition to evolve for the future.

The next chapter will be shaped by change, but our focus will remain firmly on opportunity, access and the learners at the heart of it.

Acknowledgements

VTAC gratefully acknowledges all those who have contributed to the organisation and the positive outcomes for students and tertiary institutions over its 60-year history, including:

- VTAC staff, past and present
- Colleagues at universities, TAFE institutes, and independent tertiary colleges, including VTAC liaison officers and members of VTAC working groups and committees
- Careers practitioners at Victorian and interstate schools, including the Australian Centre for Careers Education and members of VTAC's Careers Practitioner Reference Groups past and present
- ACTAC colleagues at other Australian tertiary admissions centres
- Members of the VTAC Scaling Committee
- Members of the VTAC Management Committee and Board of Trustees
- Members of the VTAC Ltd Board, Finance, Audit and Risk Committee, and Services, Admissions and Policy Committee
- Members of the Victorian Vice-Chancellors' Committee



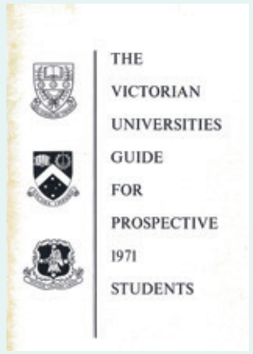
VTAC Ltd Board and CEO at the opening of VTAC's new CBD office in April 2024

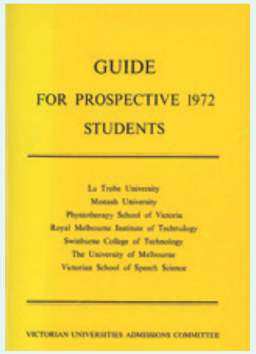
Thank you to those involved in preparing this publication and VTAC's 60-year celebration program: Michelle Hosemann, Michael Ciesielski, Laura Hanley, Sara Hosseini, Peter Hovenga, Alex Lum, Marlena Mende, Tasy Mouzakis, Jemima Nash, Luke Papatheohari, Donna Perovic, and Teresa Tjia.

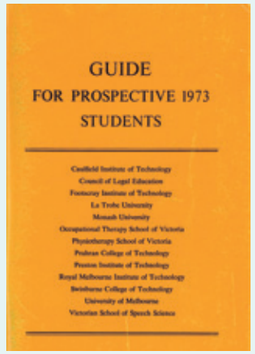
Our sincere thanks to everyone who contributed their expertise, ideas, time and care to making VTAC's 60-year celebration possible.

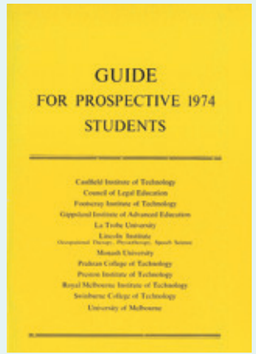


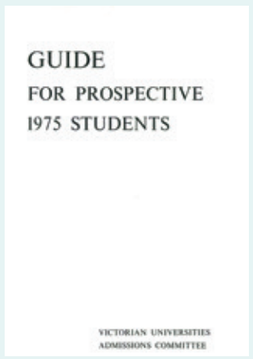
VTAC leadership team, Strategic Plan Launch, 2026

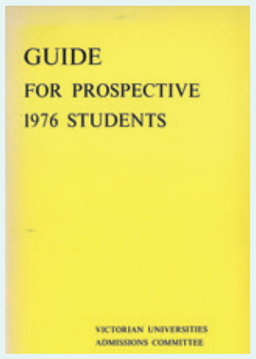


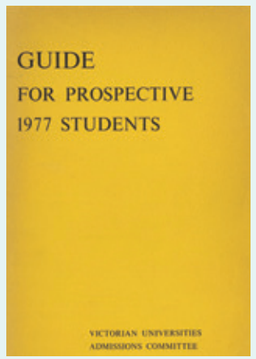


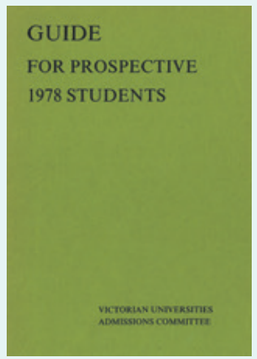


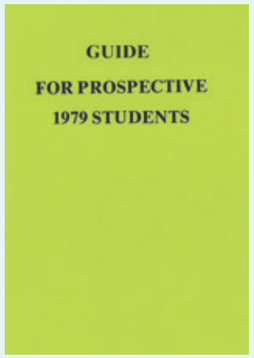


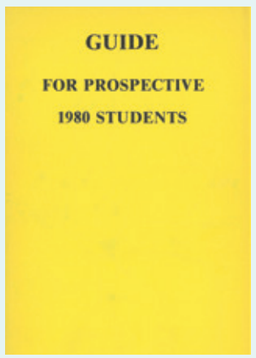






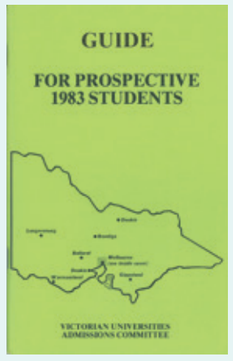


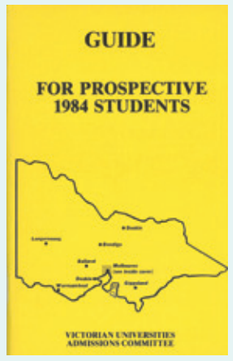


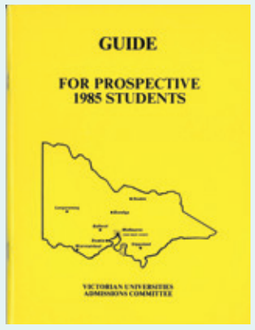


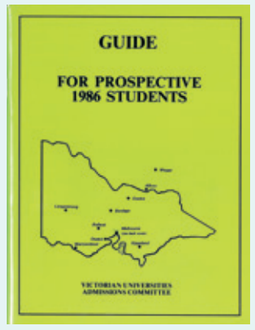












The Journey Continues

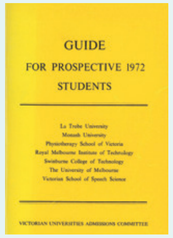
For 60 years, VTAC has supported learners and tertiary institutions. As the tertiary sector and admissions policy have changed over the years, VTAC has grown and evolved to provide contemporary and purpose-driven services to the sector and broader community.

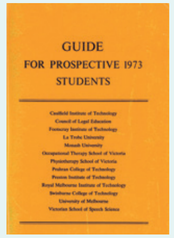
VTAC remains a trusted partner for tertiary institutions and learners of all ages and stages of life. We invite you to join us in enabling all learners to access pathways to tertiary education.

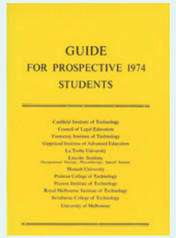
For more information, visit **vtac.edu.au**.

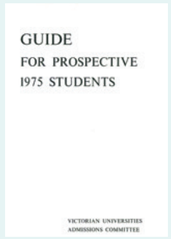
VTAC 60 YEARS

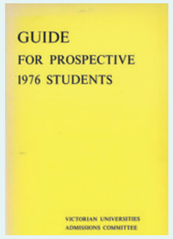


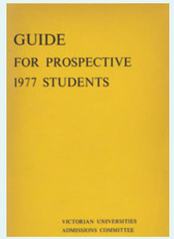


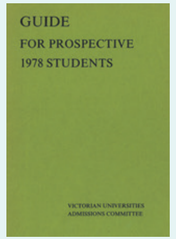


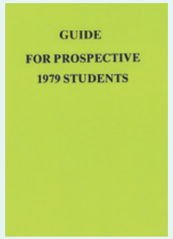


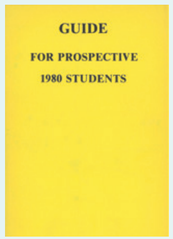






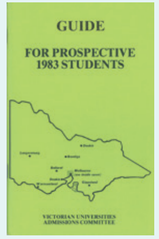


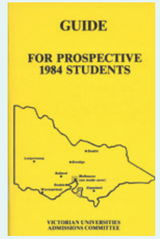


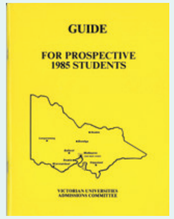


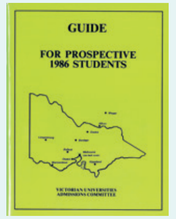


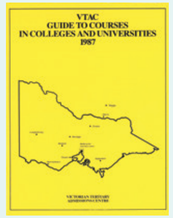


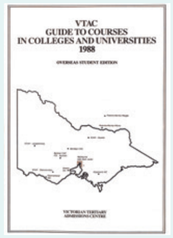


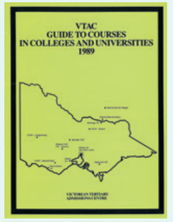




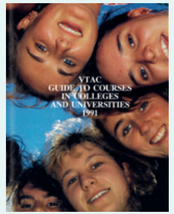




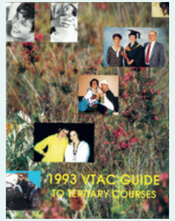










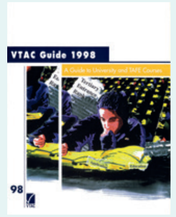




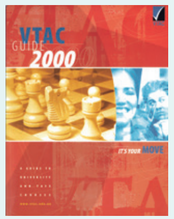




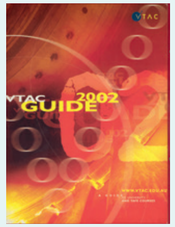


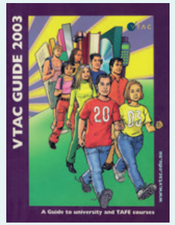




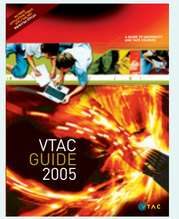






















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