

VICTORIAN TERTIARY ADMISSIONS CENTRE



Annual Report 2016/17



Foreword from the Chair

It is with pleasure that I present this report on VTAC's activities over the 2016/17 financial year.

This has been a milestone year for VTAC, marking both our 50th anniversary and the expansion of the services and products VTAC offers to the tertiary sector. Our direct applications system, FlexiDirect, successfully concluded its pilot stage; we won the tender for, and administered, the Graduate Entry Medical School Admissions System (GEMSAS); and significant work was completed towards improving the applicant experience.

VTAC continues to work closely with other Australasian Conference of Tertiary Admissions Centres (ACTAC) members. One ACTAC collaboration is towards greater national consistency in the assessment of academic results from countries other than Australia. Another addresses the recommendations of the Higher Education Standards Panel for the standardised publishing of course and selection information. Preparations for implementation of these recommendations have involved extensive discussions, proposals and agreements that will continue into the coming year.

As the tertiary education landscape changes, VTAC remains relevant by expanding our product offerings. This year, the implementation of the FlexiDirect and GEMSAS projects has off-set the decline in main application round numbers. Between the last two years, there was a 6.7 per cent decline in applications for the main application round (82,270 applications in 2015 to 76,725 in 2016). However, with FlexiDirect and GEMSAS added to the suite of VTAC's application services, a total of 95,447 course applications were processed across the year. This represents an 8 per cent increase in total course applications processed since the previous financial year.

This year we also farewelled Dr Maddy McMaster from the VTAC Management Committee. Throughout a long association with VTAC, her contribution has been profound.



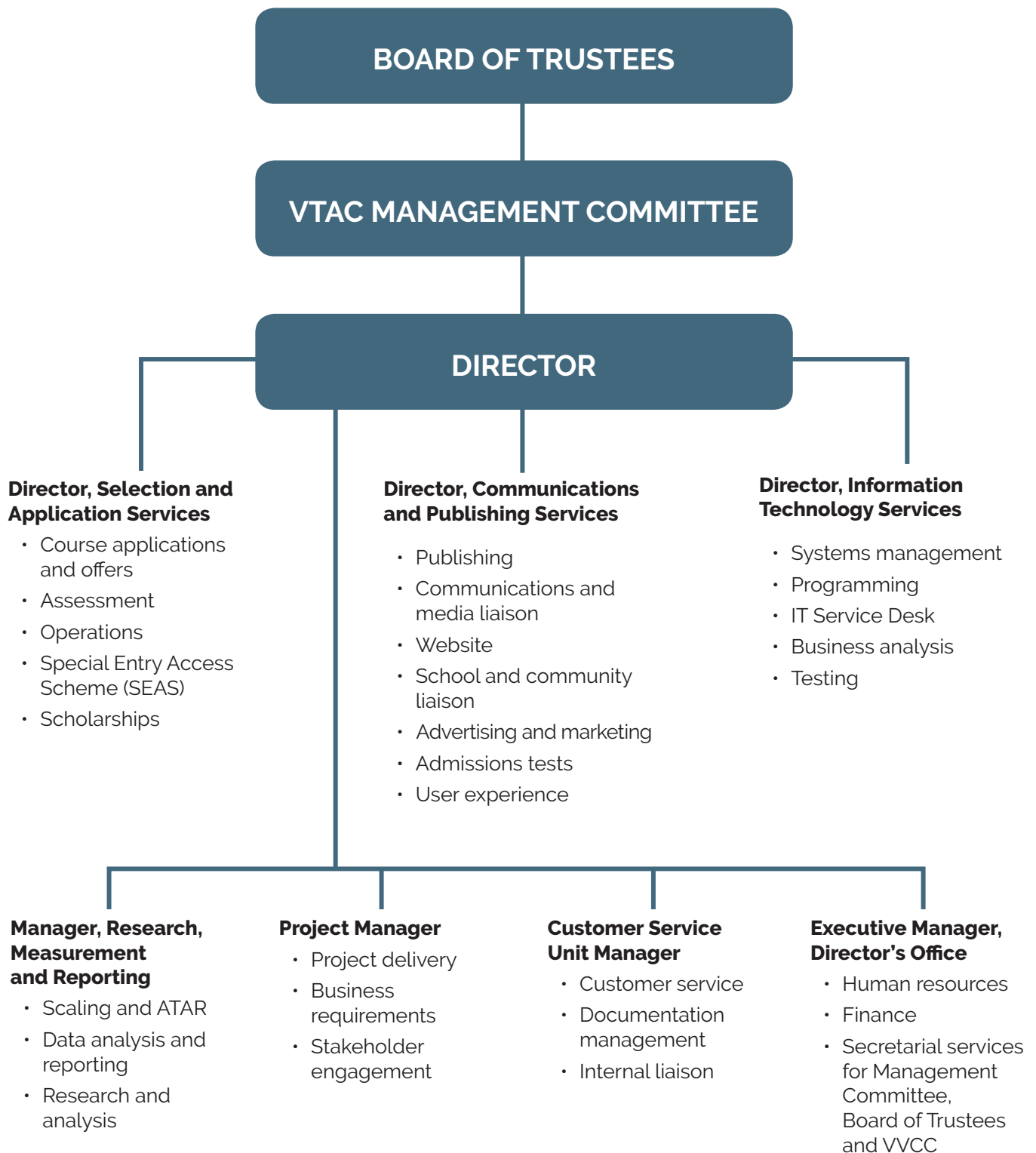
I would like to express my appreciation to colleagues on the VTAC Management Committee for their leadership and support for me as Chair of the Committee, and I would like to acknowledge the work of VTAC staff who have ensured the continued success of VTAC over the year.

Ms Natalie MacDonald
Chair, VTAC Management Committee

Contents

2	Foreword from the Chair	25	Enhancing services for institutions
3	Contents	25	Selection and Application Services
4	Organisational structure	26	Graduate Entry Medical School Admissions System (GEMSAS)
5	Director's message	26	TAFE strategy
6	About VTAC	26	QualCheck
7	Mission, vision and guiding principles	27	Compliance project
8	VTAC at a glance	27	Student work experience, internships and placements project
10	Annual trends	27	CASPer for initial teacher education
10	Australian Tertiary Admission Rank (ATAR)	27	Review of system rules
10	Participating institutions and courses	28	Advanced standing and credit transfer project
11	Course applications	28	Centralised fraudulent documentation resource
11	Course offers	28	Marketing opportunities
12	Special Entry Access Scheme (SEAS) applications	29	Working collaboratively
12	Scholarship applications	29	Iterative IT development
13	Apply through VTAC: applications and offers by cohort	30	Project Office
14	Main selection period: course applications and offers	31	VTAC's 50th anniversary celebrations
14	Mid-year selection period: course applications and offers	32	Strengthening relationships
15	Offer rate	32	Stakeholder liaison
16	Improving the applicant experience	33	Working with other tertiary admissions centres
16	Customer Service	33	Higher Education Standards Panel (HESP)
17	User experience	33	Northern Hemisphere VCE
17	Website	33	Student mobility project
18	Mobile app	34	Participating institutions
18	Applicant communications	34	VTAC institutions
19	Non-Year 12 applications campaign	35	Participating institutions
20	Publications	35	Associate institutions
22	Admissions tests: STAT and ALSET	36	Appendices
23	Supporting schools and career education	36	Appendix 1: governance
23	Skills development for careers practitioners	37	Appendix 2: committee members
24	Information provision		
24	Resources for schools		

Organisational structure



Director's message



For VTAC, the 2016/17 financial year was one of innovation, development and significant accomplishment. Alongside our continued delivery of high-quality services, a program of enhancement projects is fast progressing towards full implementation.

After evaluating the changing needs of our stakeholders, and by building upon our past achievements, this period marks the evolution of VTAC into a centralised service organisation with increased capacity to offer affordable bespoke admissions services and IT solutions to educational institutions.

With this year's annual report, we have taken the opportunity to celebrate what has been a highly industrious and successful year—achievements that are credited to our staff.

VTAC's staff are smart people who are passionate about education, understand stakeholders' needs and pain points, and collaborate closely on a common goal. Our staff believe in what we're doing, which is providing the best possible services we can to a multitude of stakeholders: school students, secondary schools and parents; non-school leavers and their support teams; universities, TAFEs and private providers; the Victorian and Commonwealth departments of education—in short, our community.

We've grouped this year's report into achievements based upon: improving the applicant experience; supporting schools and career education; enhancing services for institutions; working collaboratively and strengthening relationships.

I would like to extend my personal thanks to all VTAC staff for their dedication, perseverance, skills and sustained enthusiasm over what has been a year of huge change and growth for VTAC.

I have been exceptionally fortunate to be guided by a management committee who understand VTAC's role in the sector, who have supported the strategic objectives and who have had the courage and foresight to enable VTAC to invest in the business to create additional products and services.

Mrs Catherine Wills
VTAC Director

About VTAC

VTAC is an unincorporated agency established by its member institutions to coordinate the tertiary selection process in Victoria; that is, to receive applications and make offers on behalf of institutions.

VTAC's functions are set out in the Constitution. VTAC's primary function is to act as an agent for its Members, in particular to:

- approve, on behalf of Victorian Vice-Chancellors' Committee and Skills Victoria any major changes in policy or administration of selection processes
- devise selection policies for the joint selection system and establish and administer admission procedures for Members, TAFE Institutes and participating independent tertiary colleges, without derogation from the rights of each institution to determine for itself the principles for the selection of new students or the prescription of prerequisites for courses
- publicise and disseminate information about the admissions procedures of VTAC's members and participating institutions
- promote, enhance and facilitate interest in tertiary education in Victoria

- promote and sustain a co-operative and open selection system in Victoria
- be mindful of the respective interests of the sectors and the members of VTAC
- collaborate with other educational organisations, and
- undertake other educational, promotional or commercial activities necessary, expedient or advantageous to carrying out its functions.

Institutions have established an agreed set of rules and guidelines to ensure effective operation of a system that is based on cooperation and goodwill. VTAC plays a coordinating and facilitating role to achieve agreed outcomes and maintain system coherence through consensus and negotiation.

VTAC is not a selection authority, does not determine the selection criteria used by institutions and does not decide who will receive an offer. All decisions about which applicants are offered a place are made by the course selection authorities at institutions.

After selection decisions have been made by the course authorities at institutions, VTAC sends offer messages to successful applicants on the institutions' behalf.

VTAC also:

- calculates and issues the ATAR for VCE students
- coordinates sittings for Special Tertiary Admissions Test (STAT) and Australian Law Schools Entrance Test (ALSET)
- provides telephone and online information and enquiry services for applicants
- publishes a range of guides to tertiary study
- provides timely information to assist applicants via its social media networks and website channels, and
- conducts information sessions for secondary school students and their parents, careers teachers and adults returning to study.

VTAC is not a government body—it is funded by participating institutions and processing fees paid by applicants.

As the second largest tertiary admission centre in Australia in terms of the size of its operations (with NSW being the largest), VTAC services the largest number of institutions and offers the largest number of courses. Of the 62 participating institutions there are 13 universities (including three dual-sector university/TAFEs, 9 TAFE providers and 40 private colleges. During the main selection period, VTAC had 1,682 courses available.

Mission, vision and guiding principles



Mission

VTAC's mission is to provide high quality admission and selection services to Victorian tertiary institutions and to applicants seeking entry to their courses. In doing so, VTAC aims to promote and encourage participation in tertiary education.

Vision

VTAC's vision is to provide a multi-faceted service that is accessible, service-orientated and meets the needs of applicants and VTAC institutions. In creating this vision, VTAC endeavours to provide a broad range of courses with varied application methods—including but not limited to Apply through VTAC and Apply Direct—while also continuing to enhance application assessment and admission services to institutions. By developing a common framework for publishing course information and institutional information, and application and selection services, we hope to further enhance user experience and provide a superior level of bespoke services to institutions that prove cost efficient and effective.

Guiding principles

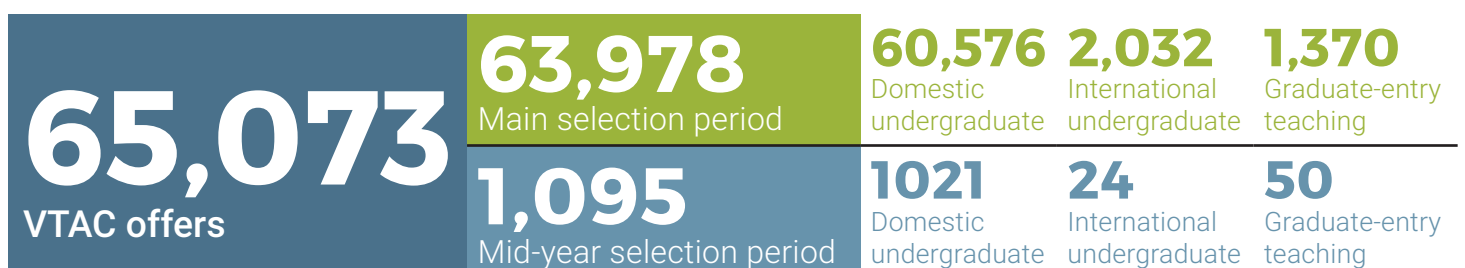
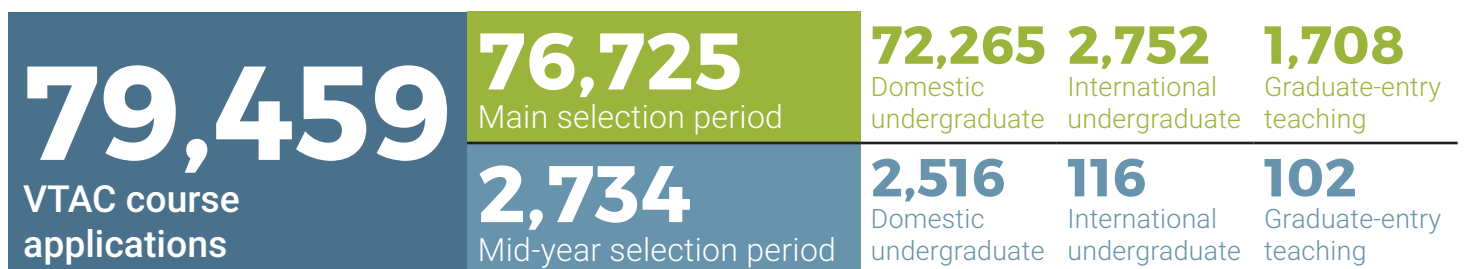
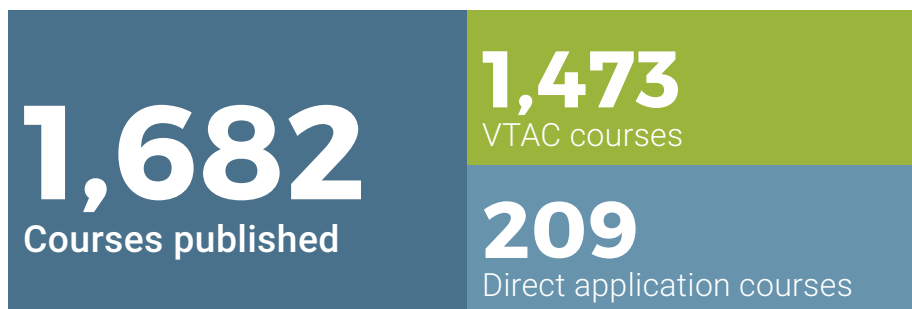
VTAC is guided by a set of principles that support and promote:

- institutional diversity
- institutional autonomy for selection
- a tertiary selection framework based on fairness, transparency, explicitness and ease of use for applicants, and
- comprehensive information and application services to assist applicants applying for courses.

VTAC at a glance



*Includes three dual-sector university/TAFEs



46,810

ATARs calculated

83.4%

*Main selection period
offer rate*

40.1%

*Mid-year selection period
offer rate*

18,917

Scholarship applications

37,303

SEAS applications

9,981

FlexiDirect applications

6,234

FlexiDirect offers

6,007

GEMSAS applications

*Full GEMSAS offers are made in the
following financial year*

Annual trends

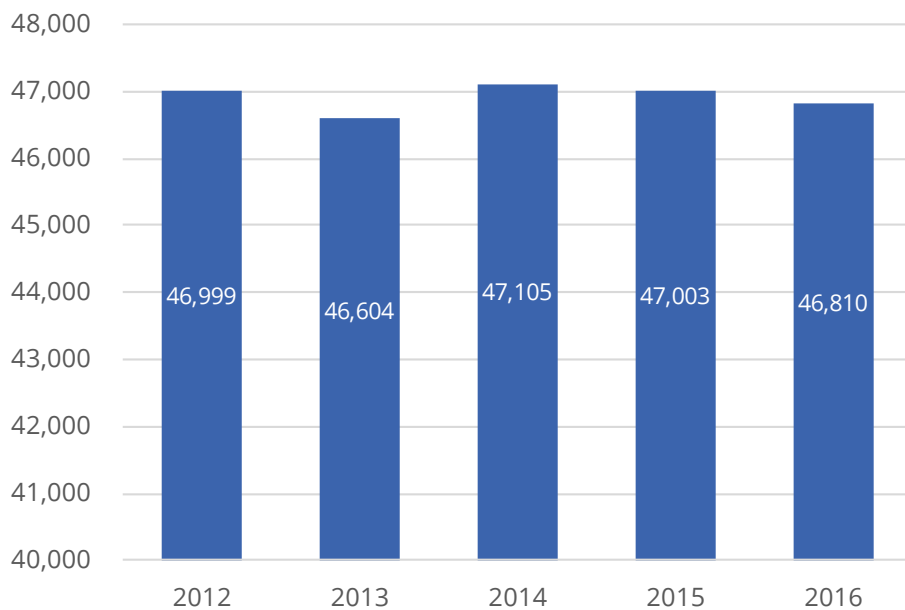
This is an overview of VTAC's application, offer and course statistics. For a complete breakdown of VTAC's annual statistics go to vtac.edu.au/reports

Australian Tertiary Admission Rank (ATAR)

VTAC calculates the ATAR for all Victorian Year 12 students. In 2016, VTAC calculated an ATAR for 46,810 students, down 0.4 per cent from the previous year.

In the scaling population, there were 24,542 unique combinations of scaled studies, of which 19,075 combinations were taken by only one student. This means 40 per cent of students chose a unique combination of scaled studies that no one else in the state chose. The most frequent combination of studies was taken by 252 students.

ATARs calculated 2012-2016



Participating institutions and courses

There were 1,682 courses published through VTAC in 2016/17, down 1.3 per cent from the previous year. This included 209 courses with applications direct to institutions. 2017 was the eighth year of VTAC's mid-year course application and offer service. 19 institutions participated in mid-year applications and 265 courses were offered.

Institutional participation	2015/16	2016/17	Variation	
Main selection period				
Participating institutions	63	62	-1	-1.6%
VTAC courses	1,530	1,473	-57	-3.7%
Direct courses	174	209	35	20.1%
Total courses published	1,704	1,682	-22	-1.3%
Mid-year selection period				
Participating institutions	15	19	4	26.7%
Republished courses	193	265	72	37.3%

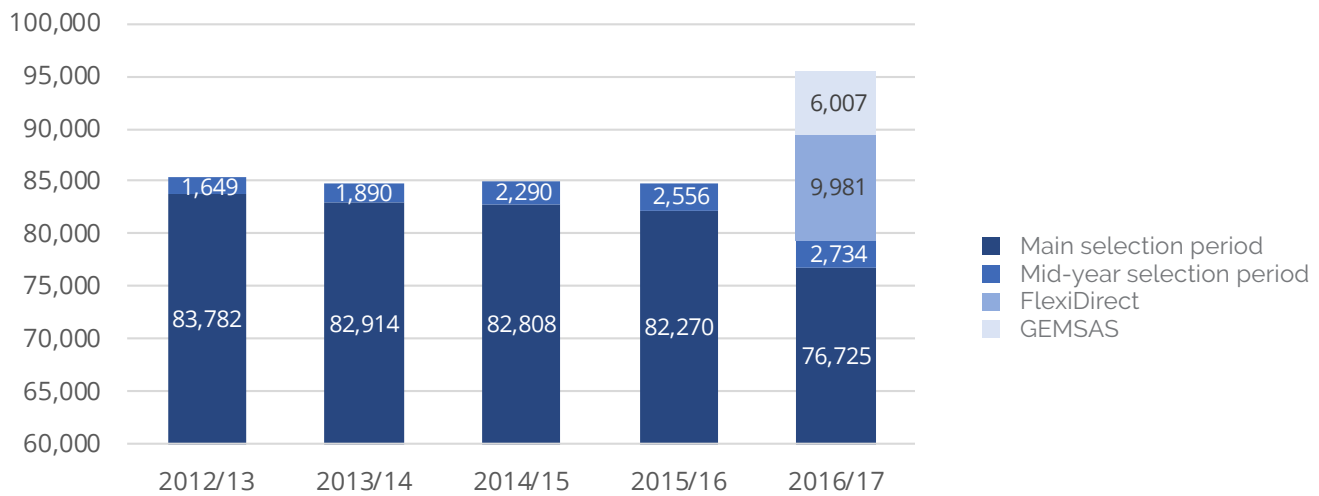
Course applications

In the 2016/17 financial year, VTAC processed 95,447 course applications. Of these, 79,459 were for 'Apply through VTAC' courses (76,725 for the main selection period and 2,734 for the mid-year selection period), 9,981 for FlexiDirect and 6,007 for GEMSAS.

There has been a 6.7 per cent decline in applications for the main selection period since the previous financial year. This can be attributed to multiple causes: the continuation of the sector wide decline in TAFE and other VET applications; the withdrawal of membership of two TAFEs (Chisholm Institute and The Gordon Institute); and the continuing decline in Non-Year 12 applications, which fell by over 4,500 (mostly for university places).

However, 2016/17 saw the introduction of FlexiDirect and VTAC's first year processing GEMSAS applications. This resulted in an 8 per cent increase in total applications processed since the previous financial year.

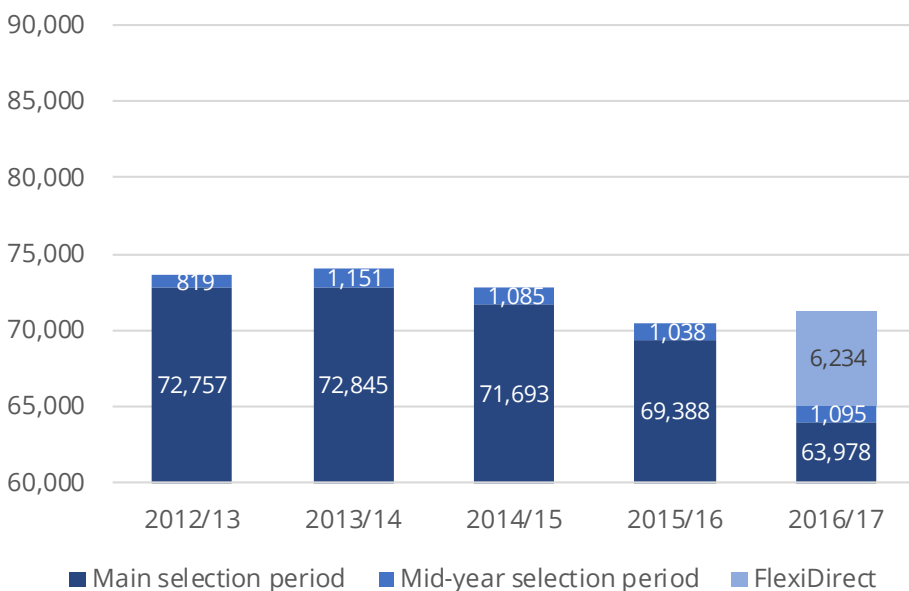
Course applications 2013-2017



Course offers

In the 2016/17 financial year VTAC processed 71,307 course offers. Of these, 65,073 were 'Apply through VTAC' course offers; 63,978 were for the main selection period (down 7.8 per cent from the previous year) and 1,095 were for the mid-year selection period (a 5.5 per cent increase from the previous year). VTAC also processed 6,234 FlexiDirect offers. GEMSAS offers are processed in the following financial year.

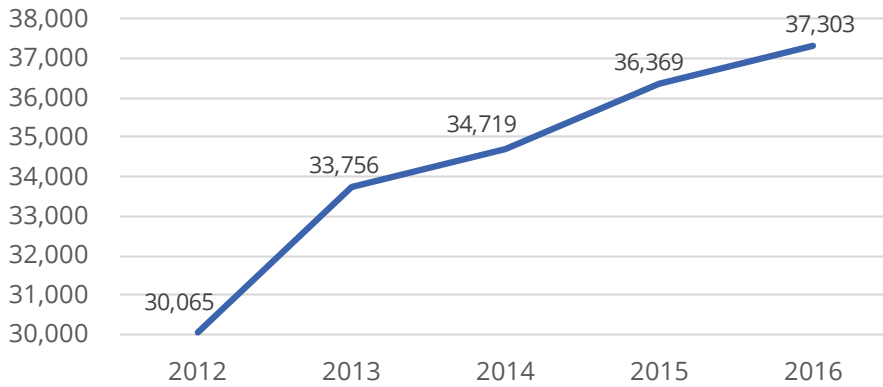
Offers 2013-2017



Special Entry Access Scheme (SEAS) applications

VTAC administers the Special Entry Access Scheme (SEAS), the umbrella program for institutional access and equity schemes. SEAS provides a centralised application and assessment process for applicants to tertiary courses who have experienced educational disadvantage. VTAC received 37,303 SEAS applications in 2016, up 2.6 per cent from the previous year. The longitudinal increase in SEAS applications does not correlate with the trend in course applications. It is our view that the increase is in part due to communications strategies to increase awareness of the scheme.

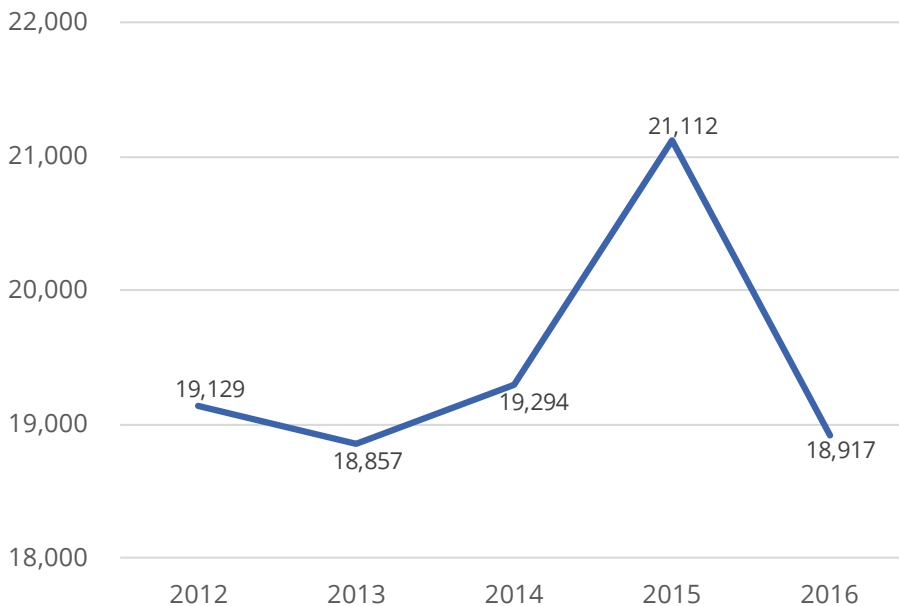
SEAS applications 2012-2016



Scholarship applications

VTAC administers a centralised application and assessment process for some institutional scholarships. VTAC received 18,917 scholarship applications in 2016, a 10.5 per cent drop from the previous year. This dip in scholarship applications can be partly attributed to not running a scholarships promotional campaign in 2016. This demonstrates the impact of the scholarship promotional campaign which has been reinstated for 2017.

Scholarship applications 2012-2016



Apply through VTAC: applications and offers by cohort

'Applications' is a count of persons who made a paid application and applied via preferences for one or more courses during the application period. 'Offers' is a count of persons who received one or more offers in any round within the selection period, regardless of the response to that offer (accept, defer or reject).

Course applications	2015-16	2016-17	Variation	
Main selection period				
Domestic undergraduate	77,298	72,265	-5,033	-6.5%
International undergraduate	2,674	2,752	78	2.9%
Subtotal (undergraduates)	79,972	75,017	-4,955	-6.2%
Graduate-entry teaching	2,298	1,708	-590	-25.7%
Total	82,270	76,725	-5,545	-6.7%

Mid-year selection period				
Domestic undergraduate	2,389	2,516	127	5.3%
International undergraduate	76	116	40	52.6%
Subtotal (undergraduates)	2,465	2,632	167	6.8%
Graduate-entry teaching	91	102	11	12.1%
Total	2,556	2,734	178	7.0%

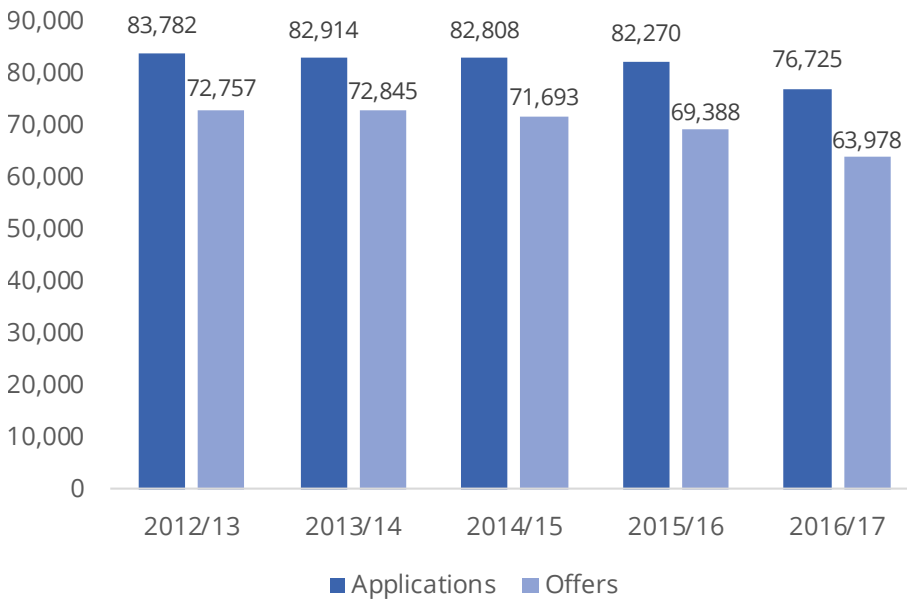
Course offers	2015-16	2016-17	Variation	
Main selection period				
Domestic undergraduate	64,963	60,576	-4,387	-6.8%
International undergraduate	1,948	2,032	84	4.3%
Subtotal (undergraduates)	66,911	62,608	-4,303	-6.4%
Graduate-entry teaching	2,477	1,370	-1,107	-44.7%
Total	69,388	63,978	-5,410	-7.8%

Mid-year selection period				
Domestic undergraduate	961	1021	60	6.2%
International undergraduate	29	24	-5	-17.2%
Subtotal (undergraduates)	990	1045	55	5.6%
Graduate-entry teaching	48	50	2	4.2%
Total	1,038	1,095	57	5.5%

Main selection period: course applications and offers

For the main selection period there were 76,725 applications, down 6.7 per cent from the previous year. Of these, 63,978 received an offer, down 7.8 per cent from the previous year. This represents an offer rate of 83.4 per cent, slightly down from 84.3 per cent in the previous year.

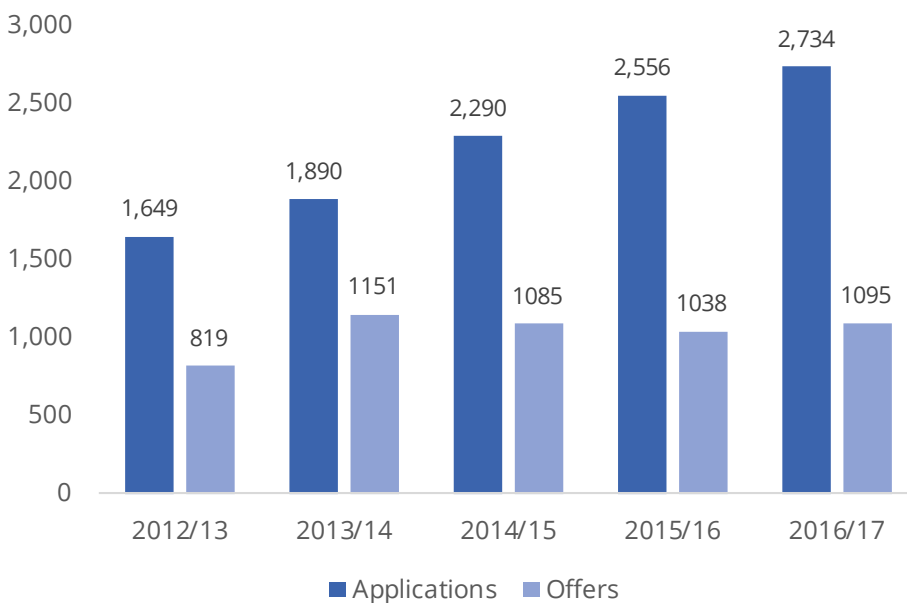
Main selection period applications and offers 2013-2017



Mid-year selection period: course applications and offers

For the mid-year selection period there were 2,734 applications, up 7 per cent from the previous year. Of these, 1,095 received an offer, up 5.5 per cent from the previous year. This represents an offer rate of 40.1 per cent, similar to 40.6 per cent in the previous year. Figures for mid-year fluctuate due to institutions opting in and out of the program each year.

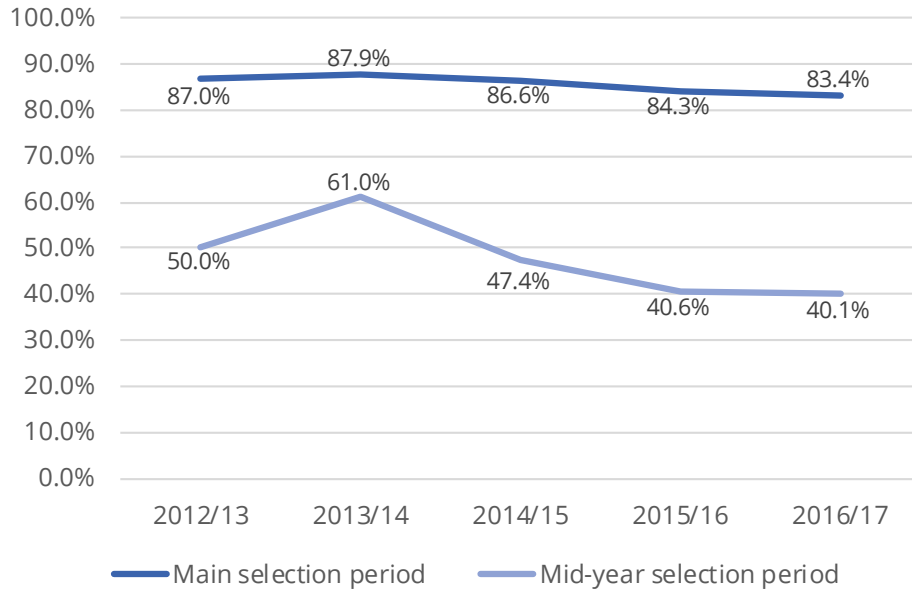
Mid-year selection period applications and offers 2013-2017



Offer rate

The offer rate is the percentage of applicants who received one or more offers in each selection period.

Offer rate 2013-2017





Caleb and Katherine from Customer Service

Improving the applicant experience

VTAC strives to provide excellent information and quality application services that are intuitive to use, easily discoverable and respond to users' preferences. This year's achievements have been founded on an increased focus on user experience. We have built stronger channels for applicant advocacy and communications; enhanced mobile computing capabilities; and introduced user experience design methods.

Customer Service

2016/17 saw the establishment of Customer Service as a distinct VTAC unit. This move reflects VTAC's prioritisation of the user experience by facilitating greater capacity for applicant advocacy. With representation on the senior management group, the Customer Service Unit has enabled VTAC to be more responsive to applicant feedback.

The Unit has grown to take on greater responsibility for uploading and assessing documents in the 2017-18 cycle. Additional permanent roles have been established to build and maintain the knowledge required to perform this more complex assessment work.

The Customer Service Unit has always been responsible for processing academic documentation. This involves

Customer Service

Phone calls

Main round	36,000
Mid-year	4,500

Total	40,500
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Emails

Main round	5,661
Mid-year	583

Total	6,244
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Documents processed

Main round	132,807
Mid-year	6,345
GEMSAS	7,309
FlexiDirect	7,250

Total	153,711
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sorting, fraudulent document identification, removal of irrelevant documents, scanning, image checking, reconciling transcripts with study claims and flagging discrepancies. The Unit now also amends domestic study claims based on academic transcripts, and provides greater transparency by advising applicants if documentation is rejected and for what reason. With the implementation of FlexiDirect, the unit is required to provide similar services while accommodating the individual rules of each FlexiDirect institution. The Unit has also taken on processing the high volume of supporting documentation provided for SEAS and scholarship applications. Finally, for GEMSAS, documentation is processed as described above, with the additional task of manually entering transcript data for all domestic and overseas documents that are not ARTS matched, before returning documents to applicants.

User experience

VTAC has a strong reputation as a stakeholder-focused service organisation. Over the past six years, we have increasingly employed user experience design methods to enhance the experience our service users have in their interactions with us.

User experience design encompasses an array of considerations, including: developing an understanding of our users' needs, behaviours and the contexts in which they engage with us; evaluating how users interact with our resources and services with an eye for how this can be improved; and crucially, keeping the user at the forefront of our minds throughout every stage of developing new resources and services.

As a part of VTAC's move towards more structured cross-unit collaboration, we have worked together to: consider the user's journey through each step of a process; prioritise user interaction when planning web interfaces; and test the usability of our web applications.

In the second half of 2016, two web usability studies were conducted by an external agency that recruits participants from targeted demographics. One of these studies focused on the SEAS application, the other focused on completing common tasks through our website. Guided by a facilitator, each participant completed a series of tasks which were recorded. When all sessions were completed, the agency looked for patterns in user behaviour and made recommendations for improvements to these web applications.

Many of these recommendations have been acted upon, including improvements to the information architecture and design of the website, and improvement to the search functions in CourseSearch.

The next steps towards the full integration of user experience design into VTAC's processes include

building user personas to better target information and services for specific types of users, and mapping user journeys from their initial to final interactions with VTAC.

Website

16,709,437

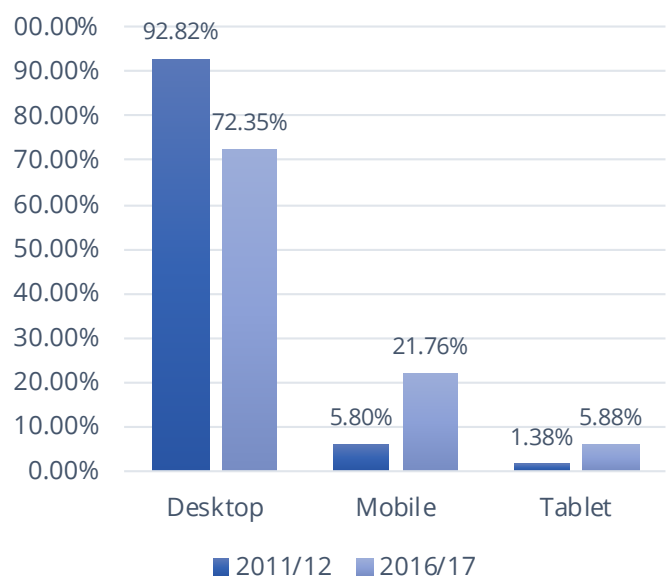
VTAC website page views

VTAC's website is our central channel of communication, repository of information and entry point to web applications for applicants, institutions, schools and careers practitioners.

In 2016/17, VTAC's online systems were rebuilt to follow a consistent design pattern and to ensure all online products adhere to modern HTML and CSS standards. This included optimising the website for viewing on mobile devices; the use of which has increased significantly over the past five years.

In addition to web usability testing (see 'User experience' on this page), development work was completed towards the use of Google Analytics to analyse users' behaviours and identify areas of the website in need of improvement.

Devices used to view the VTAC website



Application forms

The SEAS and scholarship application forms received a major overhaul in both structure and style and were modified to ensure applications could be completed on mobile devices.

VTAC CourseSearch

The functionality and appearance of VTAC's CourseSearch were extensively redesigned.

Improvements were made to filtering and refining search results through the addition of a side bar. Course entries were enhanced with expandable/collapsible "accordion" action on subheadings; this allows the user to hide or display information. The course entry display and list of search results were also made mobile friendly.

Prerequisite and Course Explorer

The Prerequisite and Course Explorer was initially developed as a replacement for the student access part of CourseLink. In August 2016, the Explorer was made available to a larger user base, as a partner tool to CourseSearch. The Explorer allows users to search for prerequisites, thus addressing common questions from schools: "Which courses will a student meet prerequisites for with a particular VCE study program?" "What is the effect of adding or removing particular studies from the program?" "Which courses require a particular study as a prerequisite?"

VTAC video series

VTAC provides online videos to help applicants through the steps involved in creating a VTAC account, applying for courses, accessing offers and managing course preferences. In 2015 VTAC worked in collaboration with ATAR Notes to produce a series of videos and in 2016 these were updated and re-released.

Mobile app

We released our first mobile app in July 2016. This iteration of the VTAC App offered offline access to CourseSearch on a portable device.

Several years of scoping and development work went into designing the app as VTAC considered discontinuing the long running VTAC Guide—a print version of the content held within CourseSearch. The app needed to provide similar information to the VTAC Guide in a manner that echoed the advantages of the print publication: the content needed to be accessed anywhere (portability) and anytime (without a live internet connection). Any changes to course information are updated when the device is connected to the internet. As well as meeting these requirements, the app enables personalisation by allowing users to save course entries to a shortlist.

Available from the Apple App Store and Google Play, in the first year the VTAC App cost \$1.49. We achieved 1,275 iOS purchases and 199 for Android devices. For a new initiative, this is considered a success. It has been decided to make the app free in future years.

The app is designed so that further enhancements can be easily incorporated. In November 2016, the app was updated to provide students with their ATARs and offers, and development work began to include the Prerequisite and Course Explorer in the 2017 release of the app.

Applicant communications

VTAC maintains an ongoing dialogue with our applicant base through social media, emails and phone calls.

Social media

VTAC blogs

In 2016/17 VTAC published two blogs: one for applicants and the other for careers advisers. Articles and information posted to the blogs is cross-posted to Twitter and Facebook.

By the end of June 2017, the blog for applicants had received 168,179 views and the careers practitioners blog had received 58,403 views (440% up on the previous year).

Facebook

Facebook was the most used social platform to contact and engage with VTAC, with 18,576 likes on the page by the end of June 2017 (an increase of 8.18% on last year). The number of VTAC's Facebook followers also increased, with 17,929 by June's end (an increase of 8.26%). This is subject to peaks and troughs throughout the application period, with growth of around one third during main round applications.

Twitter

Although not as widely used as Facebook, VTAC's Twitter account was also used to link to blog posts, answer questions, and address misconceptions or issues in a timely manner. @vtacguide had 1945 followers at the end of the financial year.

Emails

Communications and Publishing Services, in conjunction with Selection and Application Services and Customer Service, audited and reviewed all emails sent to applicants and redesigned the templates to allow richer text and layout options, incorporating VTAC's brand, and improving the perceived legitimacy of the correspondence.

Post Results and ATAR Service

The Post Results and ATAR Service (PRAS) is a joint project of VTAC and the VCAA, providing support for Year 12 students after they receive their ATAR and VCE Results. PRAS provides a telephone and email enquiry service with access to staff from both VTAC and VCAA. Over the three-day period following the release of results, 2,290 calls were answered.

Early calls relate mostly to PIN and student number enquiries, while later queries are more about results interpretation and ATAR calculation.

225,060

Number of visits to resultsandatar site

51% mobile

Device used for access of resultsandatar site

2290

Calls to Post Results and ATAR Service

Total phone enquiries trend

Calls answered by Post Results and ATAR Service

Day/Year	2012	2013	2014	2015	2016
Monday	941	815	761	1,695	1,596
Tuesday	374	319	335	627	424
Wednesday	224	214	229	440	270
TOTAL	1,539	1,348	1,325	2,762	2,290

Source: PRAS statistical report 2016

Non-Year 12 applications campaign

VTAC embarked on a robust marketing campaign to promote our application process to non-Year 12s across Victoria. The 'Apply yourself today' campaign was conducted over various platforms and delivered strong results.

Pandora



Figure 2: VTAC's Pandora advertisement

Pandora is an online digital radio streaming service that can be accessed at no charge to users if they accept interspersed advertising. Pandora delivered more than 2.5 million impressions of the VTAC advertisement to 101,867 unique users.

Facebook

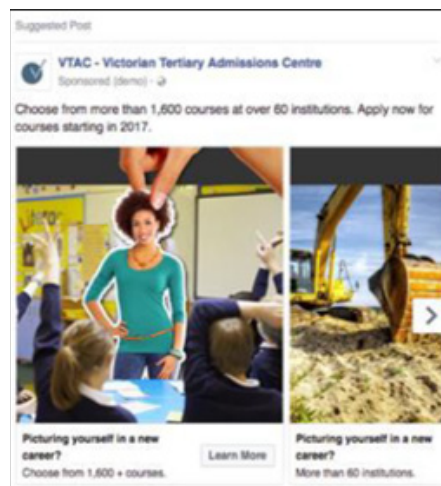


Figure 3: VTAC's Facebook advertisement

Our Facebook advertisement targeted males and females aged between 18-44. The best performing age groups were males aged 25-34, and females aged 35-44. Facebook has continued to be a strong performer, delivering approximately 675,000 impressions during the campaign.

Search engine marketing: Google AdWords

Google AdWords provides advertising associated with keyword searches in Google Search.

The search engine marketing campaign went live on 22 September and concluded on 30 November 2016. The opening weeks of the campaign focused on brand awareness and generated clicks across all of Australia, but with a heavy skew towards the eastern states.

Outdoor advertising



Outdoor advertising was used during the main application period, targeting locations near member institution campuses in Bendigo, Geelong and metropolitan Melbourne. The campaign ran between 19 September 2017 for 11 weeks.

Publications

Each year VTAC produces a range of publications to promote tertiary education, and to advise on course research, the application process and the calculation of the ATAR.

VTACmag



2016 saw the transition from publishing the VTAC Guide to publishing the VTACmag and the release of VTAC's mobile app (see page 18). The magazine aims to inform prospective applicants, and present a high-quality, tangible product to identify with the VTAC brand.

Sales

Sales of VTACmag were less than the VTAC Guide in the previous year. Total sales at newsagent outlets were 1,200 copies (down from 3,429 copies of the VTAC Guide in 2015-16); and school orders were 7,100 (down from 9,780 in 2015-16).

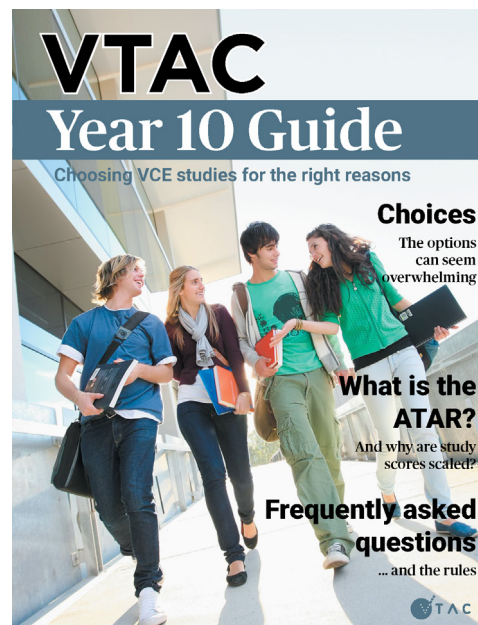
Around 5,000 reference copies were distributed free of charge to institutions, schools, libraries, some government agencies and interstate tertiary admissions centres.

VTACmag app

The digital arm of Gordon & Gotch Australia developed an app version of the VTACmag, which could be bought as an in-app purchase on the PocketMags platform on iOS and Android.

The free app was downloaded 345 times on iOS and 153 times on Android; however, the number of users who proceeded to purchase VTACmag (priced at AUD \$4.95) was low, with 19 purchases on iOS and 9 purchases on Android.

VTAC Year 10 Guide



A new publication aimed at students in Year 10 was produced in 2016 to replace the Choice and VICTER booklets. Following the design and branding of the VTACmag, the booklet was also re-written and re-structured to be more visually appealing and accessible to the cohort. 80,000 copies were distributed to each Year 10 student in Victoria.

ABC of Applying



The ABC of Applying explains application processes for courses, SEAS and scholarships. Written for Year 12 students and their parents, it is updated annually and copies for each student were distributed at no charge to Victorian and border secondary providers.

ABC of Scaling

The ABC of Scaling explains how VTAC scales VCE study scores and then calculates the ATAR from those scaled scores. The annually updated ABC of Scaling was available on the VTAC website from November 2016.

ABC of Offers

The ABC of Offers explains how the offer system works, with information about offer rounds, course fee types, supplementary offers and change of preference. The annually updated ABC of Offers was available on the VTAC website from November 2016.

VTAC Gazette

The VTAC Gazette is a digest of policy updates and changes to courses offered through VTAC. This includes new and cancelled courses, campus changes and any other amendments. The Gazette was published monthly as a PDF from the opening of CourseSearch, with a consolidated edition listing all the changes recorded for the year published in December.

VTAC Bulletin

The VTAC Bulletin is an annual print newsletter distributed to schools, institutions and libraries across Australia. In 2016 the Bulletin reported on new resources and how to stay abreast of course amendments and policy updates.

50 Years of VTAC



The publishing team worked on a one-off book to celebrate VTAC's 50 year anniversary. Produced with the assistance of former VTAC director John Wade, the book charted the history of VTAC from its formation in 1966 to 2016.

Admissions tests: STAT and ALSET

The Special Tertiary Admissions Test (STAT) is used by some institutions as a tool for the selection of non-school leavers applying to study. Applicants who sit the test may not have finished high school; may have incomplete tertiary qualifications; or may not have undertaken any study for several years. The STAT is used to demonstrate their capacity for tertiary study at the time of application.

VTAC administers the bookings and sittings for the STAT in Victoria, but the test is developed and marked by the Australian Council for Educational Research (ACER). There are two versions of the STAT: Multiple Choice and Written English. The Multiple Choice test is most commonly required; however,

some institutions require applicants to sit both tests. Occasionally, institutions will accept Written English results as evidence that an English prerequisite has been satisfied. VTAC also offers preparation workshops for both forms of the STAT.

Another admissions test administered by VTAC and developed and marked by ACER was the Australian Law Schools Entrance Test (ALSET), which Deakin University Law School required some applicants to sit. Deakin ceased this requirement for courses from 2018 entry onwards. However, results remain valid for a three-year period, so applicants who have previously sat the test can use their results until 2019.

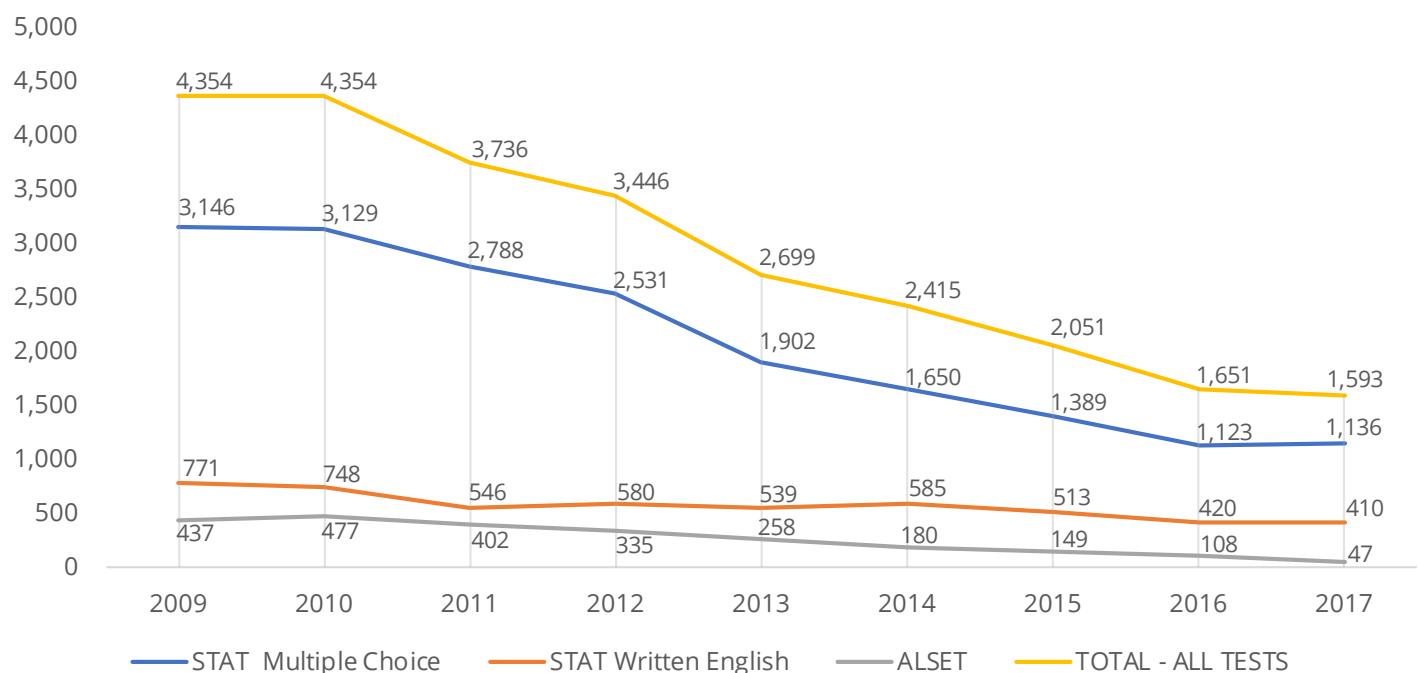
The following table shows that in the last financial year there were 1,515 paid candidates for at least one of the STATs and 121 paid candidates for the ALSET. A significant number of absentees is noted for each test.

Admissions tests administered by VTAC: 2016-2017

Test Type	Paid Candidates	Candidates Attended	Absentees	Withdrawn
STAT Multiple Choice	1110	963	134	16
STAT Written English	405	328	71	9
ALSET	121	98	16	8
TOTAL	1,636	1,389	221	33

VTAC Admissions Test Paid Candidate Trends: 2009-2017 (by calendar year)

The number of admissions tests taken through VTAC has continued to decline over the past eight years. The following graph shows that the total number of candidates sitting admissions tests has more than halved since 2009. This decline indicates the increasing availability of alternative entry pathways.





Michael from Communications and Publishing Services

Supporting schools and career education

VTAC works with the Victorian secondary school sector and independent careers practitioners to deliver high-quality information services to prospective tertiary students. This is achieved through tailored information provision, skills development for careers practitioners and classroom-ready resources.

Skills development for careers practitioners

VTAC provides a comprehensive introduction to the VTAC system and related counselling through a dedicated annual workshop for new careers practitioners. This year, the full day training session was attended by 60 practitioners who were new to their roles or to the VTAC system. This in-person introduction is complemented by online resources.

Practitioners of all experience levels are provided with regular webinars, run in conjunction with the Career Education Association of Victoria. These provide advice on specific topics, such as Year 10 subject selection. Additionally, an annual webinar hosted by the Career Development Association of Australia is specifically targeted at practitioners who work with non-Year 12 applicants.

Shorter instructional videos are available to build skills in areas such as the use of VTAC CourseLink.

898

Careers practitioners attended our face-to-face seminars

Information provision

The primary information portal for careers practitioners is the VTAC Careers Practitioners Blog. The blog provides information on policy and application changes, detailed how-to information, troubleshooting guides, tips and updates throughout the year.

Careers practitioners also receive the annual VTAC Bulletin (sent to all Australian schools) and the monthly VTAC Gazette (provided online).

This year, annual briefing sessions were held throughout Victoria at 15 regional locations. They provided an update on changes for the current year and refreshed practitioners' understanding of VTAC processes. Additionally, briefing sessions were provided to interstate careers practitioners in Canberra, Sydney, Mt Gambier and Brisbane.

Community information sessions were also held throughout Melbourne and regional Victoria, aimed at Year 12 students, their parents, and adult members of the community considering a return to study. These sessions provided a comprehensive overview of the application process and the opportunity for applicants and their support teams to ask questions.

VTAC attended careers expos and other events throughout the year to further engage with the community. These included the VCE and Careers Expo, the HSC and Careers Expo, and the Melton City Council Careers Expo.

VTAC operates a dedicated enquiry service for careers practitioners, available by both phone and email. Careers practitioners receive priority responses to questions about applications, policy, and VTAC CourseLink.

Approximately

2,700

Year 12 students and their parents attended VTAC information sessions

Resources for schools

VTAC provides classroom-ready resources for careers practitioners to use with students. For example, this year a detailed overview of the application process was supplied as a PowerPoint presentation with presentation notes to assist practitioners. Many Victorian schools used this presentation as the basis for their main VTAC information evening. VTAC also provided posters and newsletter-sized advertisements to promote key services and closing dates.

VTAC videos, produced in partnership with ATAR Notes and published on the VTAC YouTube channel, were updated this year. They provide short, animated introductions to various key concepts such as preferences and offers. These are complemented by our printed publications including VTACmag, ABC of Applying, and the Year 10 Guide.

VTAC continued to offer CourseLink, an online portal for secondary education providers, provides careers practitioners with detailed information about their students' VTAC applications to assist with course and careers counselling.

"The session was very well run and the presenters very knowledgeable. The pace of the session was somewhat dictated by the needs and questions of the attendees and I thought this was a great aspect of the day."

"This was a fabulous session, very detailed and well worth attending. Great job!"

"I thought the presenters were extremely knowledgeable and professional in their manner. They were very encouraging of audience participation and made everyone feel comfortable when they asked questions. Well done to them and a big thank you from me!"

Feedback from the annual careers practitioners' survey



George and Krunal from Information Technology Services and Carmel from Selection and Application Services

Enhancing services for institutions

VTAC institutions are both our owners and partners. In providing centralised admissions and assessment services, VTAC recognises the need to be responsive to ongoing changes across tertiary education. By continually improving existing services, and developing new and bespoke services, we support our partner institutions in meeting their evolving admissions needs.

Selection and Application Services

Selection and Application Services (SAS) are a committed team with specialist skills in the assessment of national and international qualifications. As well as completing assessments for VTAC's main and mid-year selection periods, this year saw the team extend their expertise by completing GEMSAS and FlexiDirect assessments. GEMSAS involved a lot of complex development work around specifications. For example, GPA calculations with institution specific algorithms and eligibility criteria. SAS worked closely with ITS to adapt the database system to meet the GEMSAS requirements.

Manual assessment tasks	2016/17
VTAC main selection period	206,834
VTAC mid-year selection period	15,259
GEMSAS	54,815
FlexiDirect	23,604
TOTAL	300,512

System checks	2016/17
VTAC main selection period	4,987,446
VTAC mid-year selection period	91,173
GEMSAS	19,974
FlexiDirect	73,045
TOTAL	5,171,638

Work was also completed in building capacity for fee-for-service assessment services such as those supporting FlexiDirect; training institutions in the use of viaOnline; supporting institutions with selection processes and offers; and conducting the annual review.

FlexiDirect

FlexiDirect is a white-label direct admissions service. It features a flexible system that facilitates real-time application, assessment and course offers. VTAC's assessment and customer support services are integral aspects of the service. As VTAC's flagship project, the two-year pilot runs between March 2016 and 2018.

The first stage of the pilot involved VTAC partnering with La Trobe University to develop the system. FlexiDirect is adapted from VTAC's viaOnline system; a system institutions know. The FlexiDirect platform has enhanced functionality, including a flexible worklist, capacity to tailor intake periods and the ability to make offers as soon as selection decisions are made.

Partnering with La Trobe has enabled VTAC to test and incrementally improve the system's usability and processing times. The success of the first stage of the project has led to agreements with Australian Catholic University and the University of Melbourne for the final stage of the pilot. This stage has included the formation of a steering committee as a mechanism for governance, which will lead to the evaluation of the pilot's ultimate success and readiness for roll out as a part of VTAC's fee-for-service offerings.

Graduate Entry Medical School Admissions System (GEMSAS)

In December 2016, a request for tender was released by the GAMSAT Consortium for the provision of the Graduate Entry Medical School Admissions System (GEMSAS). In late February 2017, the tender was awarded to VTAC, with two months to prepare for the opening of applications. An extraordinary show of commitment, skill, effort and collaboration from VTAC's staff enabled the successful implementation of GEMSAS for the 2017 application round.

GEMSAS is an online application, assessment and offer-allocation system for applicants to nine of Australia's graduate-entry medical schools. It is also the application system for dentistry and optometry at the University of Melbourne. Students applying to these courses are required to complete various admissions requirements including the Graduate Australian Medical School Admissions Test (GAMSAT).

The preparation of the tender documents was managed by VTAC's Information Technology Services unit and completed by the Project Office to ensure appropriate management of any perceived conflict of interest. The tender documents demonstrated VTAC's experience and capability in the development of bespoke application, assessment and selection systems; the collection of results; assessment of applicants; calculation of GPAs; and the provision of selection services.

Once the tender was awarded the complexity of the transition of operational tasks over a short timeline was managed with remarkable efficiency as teams across VTAC mobilised into action. The collaboration of all VTAC units—which includes Selection and Application Services,

Communications and Publishing Services and Customer Service—ensured the transition to VTAC was successful.

The GAMSAT Consortium is: Australian National University, Deakin University, Griffith University, the University of Melbourne, the University of Notre Dame (Sydney), the University of Notre Dame (Fremantle), the University of Queensland, the University of Western Australia and the University of Wollongong. Macquarie University will join the consortium next financial year.

TAFE strategy

Through a series of stakeholder consultations, VTAC is developing strategies to better meet the needs of TAFEs. TAFE application requirements are shaped by factors including the TAFE funding model, timelines and the government requirements that applicants sit literacy and numeracy tests, and undertake a pre-training review.

Recent work has included plans to support literacy and numeracy testing during the application period to better inform applicant selection; developing a centralised way to provide results to institutions; and developing ways in which applications and offers can be processed throughout the entire year.

VTAC is continuing to consult with the sector and analyse needs. We will invite TAFEs to participate in a forum to further develop this strategy in the new financial year.

QualCheck

QualCheck is an online service that allows organisations to verify qualifications and results for educational, employment and professional registration purposes. Currently the service offers the verification—with the consent of applicants—of previous Australian Year 12 and tertiary results from institutions participating in the

Automated Results Transfer System (ARTS) protocol.

VTAC set up QualCheck in 2016 to better manage qualification verification. It offers time and cost efficiencies to institutions. In the last financial year, the use of QualCheck grew with Open Universities Australia signing up as an associate VTAC member to access the service. The promotion of QualCheck, through increased liaison with institutions, has also seen an increase in use of the service and training sessions with several institutions. Having investigated ways to better promote the service, we expect use in the coming year to further increase.

Institutions currently using QualCheck: Australian Catholic University, Charles Sturt University, CQUniversity, Deakin University, Federation University Australia, La Trobe University, Monash University, Open Universities Australia, RMIT University, Swinburne University of Technology, the University of Melbourne, Victoria University and VTAC on behalf of GEMSAS institutions.

Compliance project

Partnering with the Victorian Department of Health and Human Services, VTAC is investigating a platform and app to manage mandatory compliance and verification requirements for allied health students commencing work placements. Several leading institutions have estimated they lose over \$250 000 a year due to students failing to meet compliance requirements before commencing work placements. VTAC's compliance project aims to address this problem by educating students about compliance requirements from the course application stage and streamlining communications regarding these requirements.

Student work experience, internships and placements project

VTAC has partnered with the Victorian Chamber of Commerce and Industry to scope a centralised platform to assist students, institutions and employers to secure and fill work experience opportunities, internships and placements. This project entered the pilot phase with the participation of La Trobe University, who engaged with VTAC to document the challenges their placements team face when trying to place students into organisations where they have no relationships. More recently the University of Melbourne, RMIT University, Deakin University and Monash University have expressed their enthusiasm for the project and have agreed to join La Trobe to collaborate on a full-day design workshop to map out institutional requirements for such a platform. Further design workshops will be run with employer and student groups.

CASPer for initial teacher education

The Australian and Victorian governments have introduced new requirements for entry to Initial Teacher Education (ITE) courses. As well as achieving a minimum ATAR or above (set as 65 in Victoria for 2018 entry), applicants must be assessed on non-academic capabilities as an indicator of their suitability for teaching.

VTAC is supporting institutions by coordinating communication and system processes to ensure the smooth introduction of this new selection process.

To assess applicants' non-academic capabilities, most Victorian universities have elected to use Altus Assessments' computer-based assessment for sampling personal characteristics, CASPer.

VTAC's role has involved liaising with institutions and Altus; communicating the test requirement to applicants; devising a process for gathering results; and developing methods to accommodate each university's selection methodology when reporting these test results to universities.

Additionally, VTAC is supporting institutions utilising other non-academic assessment tools.

Review of system rules

Over the past ten years, significant changes have occurred within the tertiary education environment. We have seen a shift to a demand driven system in which competition for students has steeply increased, and institutions are collecting and using data to identify ways to access and engage with applicant groups.

In order to strengthen VTAC's assurance that applicant data is used in an appropriate manner, and aligned with changes in privacy policies, a review of VTAC's system rules was conducted.

Key findings of this review included: institutions want strong and clear parameters around permissions; VTAC needs to continually address current and projected developments in data generation and gathering; continuity of terminology and language is needed across VTAC's documentation; and VTAC's system rules need to encompass the additional services VTAC offers—now and into the future.

To address these needs, VTAC produced a revised and updated volume of system rules, which was ratified at the June 2017 Management Committee meeting. Training is being conducted via training snapshots distributed to institutional liaison officers and through VTAC's publishing review. Furthermore, viaOnline, the web interface

between VTAC and institutions, will be modified to better facilitate the new system rules.

Advanced standing and credit transfer project

VTAC is working with Victoria University to scope the viability of developing a centralised process for assessing eligibility for advanced standing and credit transfer as a part of the VTAC application process. This will enable VTAC to identify students who might be eligible for unit/course credit and match their previous studies with equivalencies that have been awarded in the past.

The process involves verifying applicants' prior study claims and accessing real-time data on previously awarded equivalencies from the relevant institution's database. If an equivalency is identified, an offer can be made that includes the relevant credit outcome. Institutions retain control over equivalency assessment decisions.

Key benefits of this process include:

- At the time of offer, applicants are offered a clear indication of subject credits they will receive when they enter the course.
- Institutions save on administrative and academic staff time dedicated to processing assessment and credit at peak periods.

The project is in the business analysis and design stage. VTAC is working with Victoria University on a limited number of courses, and with Deakin and RMIT on information gathering to ensure the concept is flexible and scalable across institutions.

Centralised fraudulent documentation resource

Increasingly, VTAC and tertiary institutions are receiving documentation in digital formats. To manage the risk that fraudulent documentation might be supplied, VTAC is leading a project to develop a centralised process to assist with identifying fraudulent documentation.

The resource will be housed within viaOnline—VTAC's portal for institutions—and will enable the collation and maintenance of information, including:

- sample official transcripts (domestic and overseas)
- historic academic registrar details, and
- a databank of examples of fraudulent documents.

As well as hosting reference materials, the resource will include a forum and/or email group for peer advice and assistance.

This year, a working party was formed with representatives from interested institutions. The working party developed a guide for appropriate cooperation between entities to develop and maintain knowledge in this area. Other planning has involved defining the scope of documentation, identifying trends in the supply of fraudulent documentation, establishing best practice guidelines, and defining the ongoing role of the reference group. The project will soon pass from the planning to development phase.

The tertiary institutions currently involved are Deakin University, Monash University, Federation University Australia, University of Melbourne, Swinburne University, Central University of Queensland, La Trobe University, Monash College, Victoria University and Holmesglen Institute.

Marketing opportunities

VTAC offers marketing opportunities to VTAC and Associate Institutions in the form of print advertisements in VTAC publications, and online advertisements on the relevant institution's page. Advertising provides a stream of revenue towards VTAC's operating costs.

This year, of the 60 institutions eligible to place advertisements, twelve (20 per cent) booked a paid advertisement in the VTACmag, 14 (24 per cent) in the ABC of Applying and 6 (10 per cent) online.

The total number of bookings has not varied much from year to year. In 2016, a dip in revenue was experienced after the VTAC Guide was discontinued and print advertising opportunities were offered in the then new publication, the VTACmag. Smaller sized advertisements (a quarter page) were made available in this new publication, with many institutions opting to take this option, which was also the cheapest option.

In 2017, advertising was offered for the first time in the ABC of Applying. This saw VTACmag advertising revenue drop by almost 50 per cent, with advertisers mostly opting for placement in the ABC of Applying. However, this opportunity produced a net increase in print advertising revenue. Out of the 20 institutions who booked print advertising, 8 booked an advertisement in both publications. The other 12 booked an advertisement in either the VTACmag or the ABC of Applying.

Online advertising revenue has continued to drop over the past two years and VTAC is researching new opportunities for institutions to advertise on our website.



Working collaboratively

VTAC's tradition of collaboration is fundamental to our robust service provision. As the tertiary landscape evolves, and new services are developed, we are strengthening our work-flow structures and cross-unit processes of communication and collaboration.

Iterative IT development

VTAC is always looking at new ways to streamline processes, maximise resources, and develop and implement initiatives. As VTAC's business-as-usual and project-based activities have become more complex over the past three years, we have increasingly adopted an iterative application development approach.

Iterative development is based on a cyclical process in which the development of a software

application is broken down into groups of tasks. These 'iterations' are implemented, evaluated and feedback is used to inform the next iteration of development. This process happens repeatedly until the project is completed.

An iterative development style better facilitates an increased focus on testing to deliver fewer bugs into production. This includes regression testing, the need for which has increased as several business functions call upon the same data and environments.

Information Technology Services has also developed a cross-functional team model, to enable

better integration of software development. Each function has more than one person working on it, and anyone can work on a function. The unit's knowledge and skill base, including a clear understanding of the business needs of VTAC and institutions, enables rapid turnaround through the initiation phase of a project, as there is a strong ability to visualise the impact on any initiatives that are raised and very quickly articulate the impact.

To support this approach, components of Agile methodology have been introduced, including Kanban Board software and

stand-up meetings for the planning and evaluation of iterations. We have also introduced release management tools for compiling and deploying releases.

Project Office

VTAC's expertise in delivering high-quality and affordable IT solutions for education has seen our project portfolio continue to expand. We have needed to develop stronger mechanisms for supporting project delivery and innovation. The goal of VTAC's Project Office, formed in February 2017, is to provide that support by establishing structures pertaining to project management; providing internal guidance and mentoring; facilitating collaboration across VTAC; and managing internal and external stakeholders across all projects.

The Project Office sees the coming together of project managers who have been working on pre-existing projects and the creation of a new role, the Partner Liaison Manager. This is a role dedicated to listening to the people we want to serve by building new relationships with our institutions and maintaining those we have already established.

By adopting project management methods from PRINCE2, more rigorous planning and business processes continue to be implemented to further enhance VTAC's overall success with project delivery. These processes will enable us to place user experience as a central focus; better monitor project delivery against our strategic objectives; and track timelines, scope, budget, resources and expected benefits—ultimately, ensuring money is well spent.

In the five months since the Project Office's inception, the focus has been upon establishing the office and introducing modified ways of working to VTAC. In February 2017, a project summit was hosted to introduce senior managers to the new approach and to establish a prioritised slate of active projects. GEMSAS and FlexiDirect are two major projects through which areas of VTAC have collaborated with coordination from the Project Office.

In the coming year, the Project Office will continue to implement and maintain processes, and coordinate collaboration to support VTAC remaining vital, technologically advanced, customer focused, service oriented and above all, relevant.

VTAC's 50th anniversary celebrations

The foundation of VTAC was marked by the inaugural meeting of the Victorian Universities Admissions Committee on 8 September 1966. This meeting was to investigate the possibility of a conjoint universities admission board and common application form. Since then, VTAC has grown dramatically in scope and size.

To celebrate 50 years of achievement, a glitzy evening of canapes and cocktails paid tribute to VTAC's past, present and future. Attended by current and former staff, institutional representatives, and partner organisations, the program included speeches, a program of photographs taken at VTAC over the years, and a VTAC birthday cake.

Participants were photographed with the VTAC Guide from the year that they graduated high school, and were gifted a commemorative book produced by the publishing team and former VTAC director John Wade. Staff who made both the evening and 50 years of VTAC possible were warmly thanked and good cheer abounded!





Opportunities brewing

Strengthening relationships

VTAC's success relies upon establishing and maintaining strong relationships. School and institutional liaison is core to our business. As a trusted organisation, we also contribute to educational research and provide expert advice to government and educational institutions.

Stakeholder liaison

As a dedicated service organisation, VTAC's core business involves building and maintaining high-value relationships with our stakeholders.

VTAC has long established and sustained strong relationships with schools, applicants and careers practitioners. These relationships are managed by our Communications and Publishing Services unit. This year, to strengthen our engagement with, and across, our member and associate institutions we established the role of Partner Liaison Manager.

Schools liaison includes:

- dedicated phone and email enquiry services
- in-person visits to careers groups
- an annual careers practitioner survey
- applicant surveys
- interactive presentations (in-person and online), and
- consultation papers on important issues affecting the sector.

Liaison with institutions is facilitated, in the first instance, by VTAC units through VTAC Liaison

Officers, who are typically senior student admissions staff at each member and associate institution. VTAC services these relationships with regular communications, training, support services and opportunities for feedback such as the annual reviews. The focus of these relationships is course information, admissions policies and selection.

The Partner Liaison Manager role commenced in February 2017 to provide extra support to institutions.

Over the five months since the role was established, the Partner

Liaison Manager has invited all institutions to meet and establish the role as a key point of contact institutions can reach out to, ask questions of and collaboratively problem solve with. By providing this service, the Partner Liaison Manager has been able to identify opportunities where VTAC can assist with institutions' admissions systems problems and projects.

Working with other tertiary admissions centres

The Australasian Conference of Tertiary Admission Centres (ACTAC) facilitates communication between Tertiary Admission Centres (TACs) in Australia and New Zealand. The Conference sets common dates for key events such as application opening times, closing dates and main offer rounds.

Each of the Australian TACs run a system based on the tailored needs of the state or territory's tertiary institutions. As a result, each run a different software system as institutions work and select differently.

Challenges over the last 12 months, such as the review of higher education by the Commonwealth Government, have resulted in TACs working more closely than ever in developing solution strategies to meet both the objectives of the Commonwealth Government and their own tertiary institutions. These changes have strengthened VTAC's position in Victoria and created greater opportunities for tailoring services to institutions, such as bespoke assessments, and a broader range of application and support services to existing and new institutions.

Higher Education Standards Panel (HESP)

Over the last 18 months, the Commonwealth Government has been conducting a review of higher education across Australia, with a focus on transparency in admissions. As the second largest TAC in Australia, VTAC's role in consultations and feedback has been integral to the review as the complexity of the information requires considerable expertise. VTAC has developed solution-based content, circulated it for comment and submitted it to the review panel.

Since the release of the implementation paper, VTAC has planned for the implementation of the government recommendations. This will be through the redevelopment of our online editing tools; the development—in collaboration with other TACs—of a working model for cross-border applications; providing expertise in the development of career support materials; the standardisation of published admissions criteria; and expertise in the development of the national platform for course information.

Northern Hemisphere VCE

The Victorian Curriculum and Assessment Authority (VCAA) now offers some VCE studies on a timetable that runs from September to July. This is known as the Northern Hemisphere Timetable (NHT). In the past year, VTAC developed a strategy for calculating and managing Northern Hemisphere ATARs.

If a student completes one or more units of study under the NHT timetable, and one or more NHT studies are used to calculate their ATAR, they are not a part of the larger Victorian scaling population and therefore receive a notional

ATAR. The label 'notional' indicates the ATAR is calculated outside the larger Victorian scaling and aggregation population. As a measure of achievement, and for selection purposes, an ATAR and a notional ATAR are equivalent.

As NHT studies are not included in the statistical cohort for scaling purposes, NHT study scores are converted to scaled study scores using the relevant score map from the previous Victorian cohort. In 2017, the scaling and aggregation to ATAR for these students will be calculated based on the 2016 aggregate to ATAR table.

Student mobility project

VTAC has embraced the opportunity to have a staff member in South East Asia for a short period of time in 2016. The project manager is initiating relationships with educational institutions and government bodies to strengthen our processes for verifying international qualifications; investigating ways we can promote VTAC's software services; and looking at enhancing student mobility opportunities.

Participating institutions

VTAC institutions

Academy of Design Australia
Academy of Information Technology
Academy of Interactive Entertainment
Australian Catholic University
Australian College of Applied Psychology
Australian College of Sports Therapy
Australian College of the Arts
Australian Guild of Music Education Inc.
Australian Maritime College
Bendigo TAFE
Box Hill Institute of TAFE
CQUniversity
Charles Sturt University
Deakin College
Deakin University
Elly Lukas Beauty Therapy College
Federation University Australia
Goulburn-Ovens Institute of TAFE
Holmes Institute
Holmesglen TAFE
Kangan Institute
La Trobe Melbourne
La Trobe University
Macleay College
Melbourne Institute of Technology
Melbourne Polytechnic
Monash College
Monash University
Moorabbin Flying Services
Navitas College of Public Safety
Photographic Imaging College
Photography Studies College
RMIT University
SAE Qantm Creative Media Institute
Southern School of Natural Therapies
Swinburne University of Technology
University of Melbourne
Victoria University
Victorian Institute of Technology
William Angliss Institute

Participating institutions

Associate institutions

Abbey Road Institute
Australian Institute of Fitness
Australian Institute of Music
Australian School of Management
Billy Blue
Blue Mountains International Hotel Management School
Chisholm Institute
Eastern College Australia
Endeavour College of Natural Health
Footscray City College
Gordon (The)
Health Skills Australia
JMC Academy
La Trobe College of Art and Design
Longerenong College
Marcus Oldham College
Northern College of the Arts and Technology
Oceania Polytechnic Institute of Education
Sage Institute of Education
Torrens University Australia
Tractor Design School
VFA Learning

Appendices

Appendix 1: governance

The Board of Trustees

Chair: Chair of the Victorian Vice Chancellors Committee (VVCC)

Vice-Chancellor nominated by VVCC as having VTAC liaison responsibility

Senior TAFE representative nominated by Skills Victoria as having VTAC liaison responsibility

Chair of the Management Committee

Deputy Chair of the Management Committee

The Management Committee

Chair; appointed annually by the Board of Trustees

Deputy Chair; appointed annually by the Board of Trustees

One (1) person nominated by each University for a period of two years, who may be re-nominated

Three (3) persons nominated by Skills Victoria for a period of two years, who may be re-nominated

One (1) person nominated by Australian Council for Private Education and Training (ACPET), as long as ACPET remains the representative body of the majority of participating independent tertiary colleges

Chair of the Scaling Committee, if not already nominated

The Executive of the Management Committee

Chair of the Management Committee

Deputy Chair of the Management Committee

Chair of the Scaling Committee

VTAC Director

Appendix 2: committee members

Board of Trustees

Mr M Bean
Vice-Chancellor and President, RMIT University

Mr N Hunt
CEO, William Angliss Institute

Professor L Kristjanson (Chair)
Vice-Chancellor and President, Swinburne University of Technology

Ms N MacDonald
Vice President (Administration), La Trobe University

Ms L Watts
Higher Education and Skills Group

Mr N Hunt
CEO, William Angliss Institute

Management Committee

Ms N MacDonald (Chair)
Vice President (Administration), La Trobe University

Ms L Batchelor
Director Student Administration, Student Services, Victoria University

Ms F Hronopoulos
Executive Director, Division of Student Administration, Deakin University

Mr H Kokularupan
Associate Director Business Intelligence and National Admissions, Swinburne University of Technology

Mr J Marshall
Director Admissions, Monash University

Dr M McMaster
Academic Registrar, RMIT University

Ms L Moon
Associate Director, User Experience, RMIT

Ms H Murnane
Associate Director, Student Administrative Services, Australian Catholic University

Ms C Murphy
Executive Director, International, University of Melbourne

Ms J Oliver
Deputy CEO, Teaching and Learning, Box Hill Institute of TAFE

Ms D Paris
State Executive Officer Victoria, ACPET

Ms C Shaw
University Registrar, Federation University Australia

Dr A Smith
Vice President, Students, Swinburne University of Technology

Ms T Tjia
Academic Registrar and Executive Director of Student Services, Victoria University

Professor S Willis
Pro-Vice Chancellor (Learning and Teaching), Monash University

Scaling Committee

Advisory committee established by the Board of Trustees

CHAIR
Professor Sue Willis
Monash University

Professor Rob Hyndman
Monash University

Dr Sue Finch
The University of Melbourne

Dr David Philips
VCAA

Mrs Catherine Willis
VTAC Director

EXECUTIVE OFFICER
Associate Professor Steve Farish
Manager, Research, Measurement and Reporting
VTAC



VICTORIAN TERTIARY ADMISSIONS CENTRE

40 Park Street, South Melbourne, VIC 3205

Telephone: +61 3 9926 1020

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