



VICTORIAN TERTIARY ADMISSIONS CENTRE

2013-14

ANNUAL REPORT

Foreword from the Chair



I am pleased to present this report on behalf of VTAC.

VTAC continued to make considerable progress on its strategic objectives aimed at flexibility for institutions and a greater range of services for institutions and applicants.

In consultation with its institutions, VTAC implemented a new framework and format for publishing course selection for 2015. The framework is designed to provide greater transparency and clarity for applicants and has been well received by the school community.

A number of institutions participated in a pilot of centralised assessment by VTAC of non-Year 12 applicants. This assessment model is integral to achieving maximum flexibility and efficiency by eliminating duplication of effort through multiple handling within and between institutions. The trial will continue on an extended basis for 2015 selection.

At the same time, VTAC continued to handle a record number of applications and make a record number of offers of places on behalf of universities, TAFEs and private providers. This occurred with a minimum amount of fuss, confusion or delay.

VTAC's financial position continued to strengthen, at the same time delivering a greater range of services at lower cost to institutions.

I would like to thank the members of the VTAC Management Committee for their leadership and commitment in ensuring that the VTAC model continues to offer an effective and collaborative approach that serves well in the interests of both members and applicants.

On behalf of the Management Committee I also extend my thanks to those who work for and with VTAC to ensure its continued growth and success.

This will be my final report, after some 15 years as Chair and 20 years as a member of the Management Committee. It has been a privilege to serve higher education in this role. I have acquired a high level of regard for Management Committee colleagues and the VTAC staff and leadership team. The commitment they constantly display on behalf of applicants, schools and other partners and the institutions they ultimately serve is remarkable. In aggregate they contribute greatly to the standing of the Victorian higher education system.

Earlier this year Elaine Wenn announced that she would be stepping down as Director later in 2014. I particularly want to place on record my appreciation of her outstanding leadership of VTAC and wish her all the very best for the future.

Finally, every best wish to all those who will continue to serve VTAC in the years ahead.

Ian Marshman
Chair, VTAC Management Committee

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About this report

This report gives an overview of the operations of the Victorian Tertiary Admissions Centre for the period 1 August 2013 to 31 July 2014

Director's message



VTAC has had another busy year of growth in nearly all areas of our operations. In 2013 we processed 82,914 applications for tertiary courses and issued 75,466 offers for domestic undergraduate courses, 2,325 offers for international undergraduate courses and 4,182 offers for graduate entry teaching courses.

In 2014 there were 1,890 applications and 1,151 offers processed for midyear entry.

The second major component of our information systems redevelopment project, web based selection and offering service for institutions is almost ready for implementation in 2014.

Over the year VTAC continued to grow its range of information provision programs, through its strong links with secondary schools, community groups and counselling services. These were augmented with a range of Webinars targeted at adults returning to study and Vodcasts that enhanced existing career professional development programs, as well as the expansion and strategic targeting of social media. The introduction of STAT preparation workshops continued to grow with unprecedented demand.

I would again like to take this opportunity to thank the VTAC staff for their hard work, long hours and dedication in providing a high quality service to applicants and institutions. It is through their effort and commitment that VTAC is such a successful and efficient organisation.

This will be my last Director's report as I will be retiring later in 2014. I have thoroughly enjoyed my eight years with VTAC working with schools and institutions over an interesting and exciting period of change. No doubt future changes in the higher education and training sectors will bring more challenges and opportunities and I wish you all well in the years ahead.

Elaine Wenn
VTAC Director

About VTAC

VTAC is an unincorporated agency established by its member institutions to co-ordinate 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, with its primary function being 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;
- 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 co-operation 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;
- co-ordinates 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, WordPress, Facebook and Twitter;
- 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 12 universities, 13 TAFE providers and 37 private colleges. As at 30 June 2013 VTAC had 2059 courses available.

Achievements in 2013-2014

New selection framework

The new selection framework was established in preparation for the 2014-15 selection period. The framework will assist applicants better understand which criteria applies to them. It will also ensure greater transparency across the selection process.

Emailing of offers

Offers were emailed and not posted as hard copy to all applicants, ensuring more immediate communication with applicants and reducing printing and postage costs.

CourseLink made available to interstate schools

In August 2013, VTAC wrote to all non-Victorian schools inviting them to be part of the interstate access CourseLink program. Around 150 schools took up this offer for the 2014 application and selection period, giving them access, with the permission of students, to see which students applied for courses through VTAC, what courses they applied for, what offers they received and who had and hadn't enrolled in courses offered by VTAC.

NY12 assessments

SAS had its first year of NY12 assessment on behalf of institutions. Approximately 30 courses participated. The process was well-received and the service has been expanded this year as a result.

Privacy policy

In March 2014 the Federal Government introduced new privacy legislation that regulates the handling of personal information in Australia. A new privacy policy was drafted to ensure that VTAC meets its obligations under the new Australian Privacy Principles (March 2014). VTAC's new privacy policy outlines how and what information is collected, maintained and disclosed (including identification of individuals) for the services VTAC provides.

VTAC moves to the cloud

Omega, the VTAC online selection system, was ported to the Nextgen cloud environment and 2013/14 selection ran successfully and issue free in the new environment.

The Telstra servers, kept on standby back up purposes until after selection, have now been decommissioned.

Building networks outside of schools

VTAC has always had a strong relationship with careers practitioners in the schools community. This year, the schools liaison program has been expanded to include key career groups and associations dealing with adults returning to study.

Vision, Mission 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.

VTAC supports institutional diversity, flexibility and autonomy in selection through the provision of a cooperative and open selection system. The system is supported by range of services benchmarked against Australian and international best practice.

VTAC supports applicants for tertiary courses by providing them with accurate and relevant information about courses and access to efficient and equitable application and selection procedures.

Vision

A flexible year round application and admissions service

VTAC seeks to provide application and admission services year round for use by applicants and institutions as and when they wish. Applicants will be able to submit a single application that remains current for that annual cycle. Applicants can update their preferences throughout the year for courses commencing in different semesters.

Institutions will be able to make offers throughout the year, enabling many applicants to have their application processed quickly without having to wait for a major offer round. They will be free to process direct applications and offers for VTAC courses, subject to agreed protocols to protect the interests of other institutions and applicants.

Applicants will be able to monitor the progress of their application online and receive advice about whether they meet prerequisites or other requirements, including the need to provide additional information, or attend an audition or interview.

A broad range of courses available through VTAC

VTAC's application and offer services will accommodate a broad range of tertiary courses including VET courses at whichever qualification levels an institution wishes to include, undergraduate and postgraduate courses.

Enhanced assessment and admission services for institutions

VTAC seeks to provide a centralised service for the assessment of applicants for courses according to the criteria and guidelines specified by the institution. Course selection officers will use the VTAC assessments in combination with their own assessments of interviews, auditions, portfolios, to rank applicants in order of merit.

A common framework for publishing selection criteria

The VTAC framework will provide applicants with clear, comparable information on the selection requirements for each course. It will be based on principles of fairness, transparency, explicitness and ease of comprehension for applicants.

An enhanced VTAC range of information and advisory services for applicants

The web will be the major source of course and selection information. Social media and online forums will be important sources of information for, and communication with applicants.

A new IT Infrastructure (Project Delta)

To support its strategic objectives, VTAC is redeveloping its IT systems and outsourcing the establishment of a new infrastructure on a fully hosted and managed environment.

A superior level of service and cost efficiency for tertiary institutions

VTAC seeks to provide the most effective and cost efficient application and admission services for its participating institutions. This will be achieved through the economies of scale that can be offered by VTAC, reducing the administrative overheads for institutions, but preserving institutional diversity and autonomy for selection of applicants.

Guiding Principles

In pursuit of its vision, 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 comprehension for applicants
- comprehensive information and application services to assist applicants applying for courses and to receive offers without unnecessary delay.

Participating institutions

VTAC has two levels of participation: VTAC institutions and Associate institutions.

VTAC institutions

VTAC institutions are university, TAFE and private tertiary providers that participate in the application, selection and offer processes for courses, the Special Entry Access Scheme and scholarships.

The following 48 institutions participated as VTAC institutions in 2013-14:

- Academy of Design Australia
- Academy of Interactive Entertainment
- Advance TAFE
- Australian Catholic University
- Australian College of Applied Psychology
- Australian College of Sports Therapy
- Australian College of the Arts*
- Australian Guild of Music Education*
- Australian Maritime College
- Bendigo TAFE
- Box Hill Institute
- Charles Sturt University
- Chisholm
- CQUniversity
- Deakin University
- Elly Lukas Beauty Therapy College
- Footscray City Films
- GippsTAFE – Central Gippsland Institute of TAFE
- The Gordon
- Goulburn Ovens Institute of TAFE
- Grenadi School of Design
- Holmes Institute
- Holmesglen
- Kangan Institute
- La Trobe Melbourne
- La Trobe University
- Melbourne Institute of Business and Technology
- Melbourne Institute of Technology
- Monash College
- Monash University
- Moorabbin Flying Services
- Navitas College of Public Safety
- Northern Melbourne Institute of TAFE
- Oceania Polytechnic Institute of Education
- Photographic Imaging College
- Photography Studies College
- Qantm College
- RMIT University
- SAE Institute
- Southern School of Natural Therapies
- Sunraysia Institute of TAFE
- Swinburne University of Technology
- University of Ballarat
- The University of Melbourne
- Victoria University
- Victorian Institute of Technology
- William Angliss Institute of TAFE
- Wodonga Institute of TAFE

The University of Ballarat merged with the Gippsland campus of Monash University and commenced operation as Federation University in January 2014.

Advance TAFE and GippsTAFE merged to become Federation Training in May 2014.

*Previously participated as an Associate institution.

Associate institutions

Associate institutions list their courses with VTAC, but manage their own application and offer process.

The following 14 institutions, including five new institutions, participated at Associate level in 2013-14:

- Australian Institute of Fitness
- Billy Blue College of Design
- Blue Mountains International Hotel Management School*
- Endeavour College of Natural Health
- Health Skills Australia
- Institute of Health and Nursing Australia (NEW)
- International College of Hotel Management
- Investment Banking Institute Business School (NEW)
- JMC Academy
- LaTrobe College of Art and Design
- Longerenong College (NEW)
- Northern College of the Arts and Technology (NEW)
- Sage Institute of Education
- VFA Learning (NEW)

*Previously participated as a VTAC institution.

62

Institutions
in total

12

Universities

13

TAFE providers

37

Independent tertiary
colleges

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; appointed annually by members of the Board of Trustees.
- Deputy Chair of the Management Committee; appointed annually by members of the Board of Trustees.

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

Committee members

Board of Trustees

- CHAIR OF THE VVCC
Professor John Dewar
Vice-Chancellor, La Trobe University
CHAIR
- CHAIR, VTAC MANAGEMENT COMMITTEE
Ms Natalie MacDonald
Vice President (Administration), La Trobe University
- DEPUTY CHAIR, VTAC MANAGEMENT COMMITTEE
Mr Nicholas Hunt
Chief Executive Officer, William Angliss Institute of TAFE
- VVCC MEMBER RESPONSIBLE FOR VTAC LIAISON
Professor Linda Kristjanson
Vice-Chancellor and President, Swinburne University of Technology
- SKILLS VICTORIA - DEECD
Ms Kym Peake
Deputy Secretary, Skills Victoria

Scaling Committee

Advisory committee established by the Board of Trustees

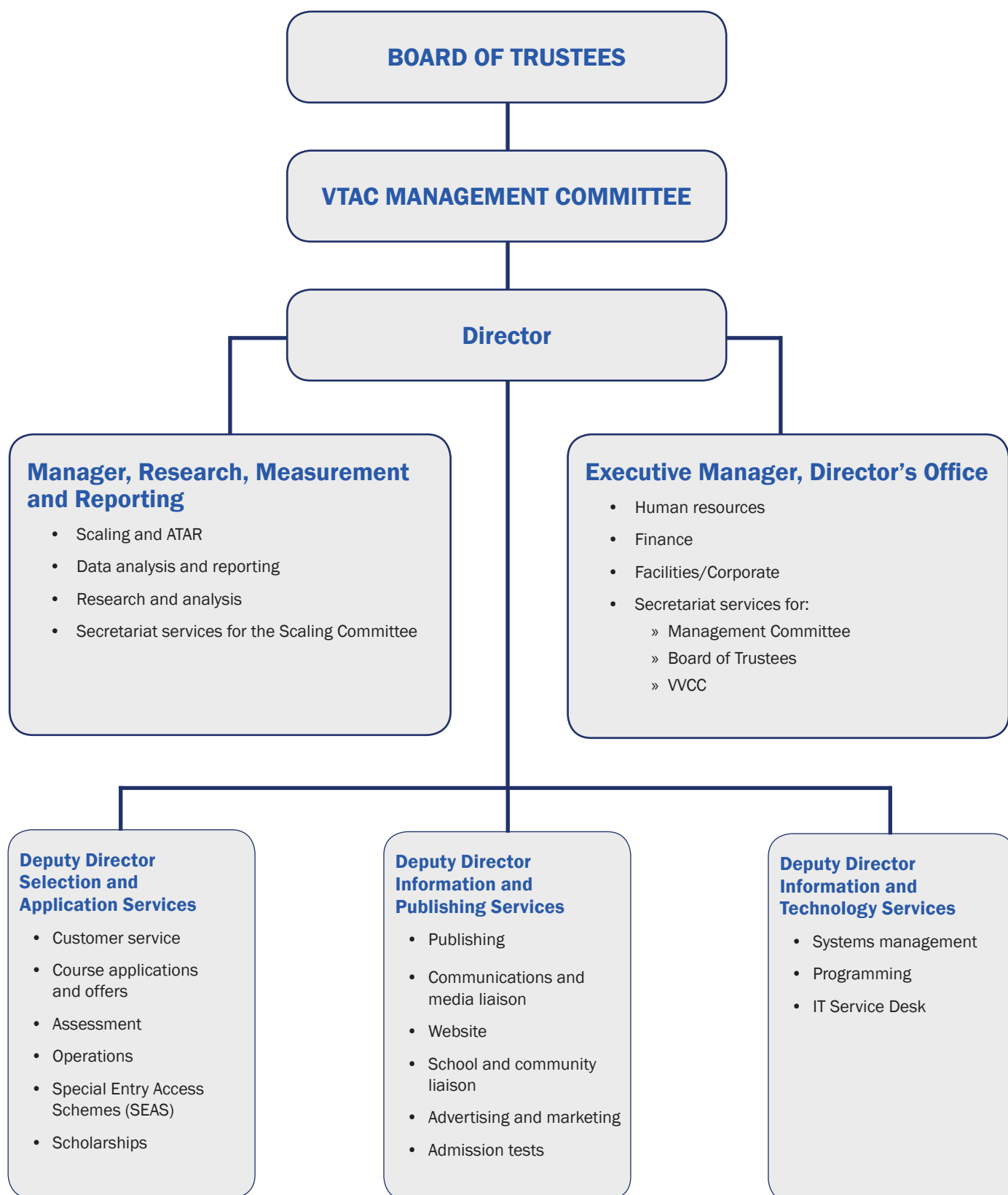
- MONASH MELBOURNE
Professor Sue Willis
CHAIR
- THE UNIVERSITY OF MELBOURNE
Dr Sue Finch
- MONASH UNIVERSITY
Prof Rob Hyndman
- VCAA
Mr David Philips
- VTAC DIRECTOR
Ms Elaine Wenn
- VTAC MANAGER, RESEARCH, MEASUREMENT AND REPORTING
Mr Paul Livingstone
EXECUTIVE OFFICER

VTAC Management Committee

- AUSTRALIAN CATHOLIC UNIVERSITY
Ms Kathryn Blyth
- BOX HILL INSTITUTE
Ms Jennifer Oliver
- CHISHOLM INSTITUTE
Ms Maria Peters
- DEAKIN UNIVERSITY
Ms Fofi Hronopoulos
- FEDERATION UNIVERSITY
Mr Greg Jakob
- LA TROBE UNIVERSITY
Ms Natalie MacDonald
CHAIR
- MONASH UNIVERSITY
Professor Sue Willis
- RMIT UNIVERSITY
Dr Maddy McMaster
- SWINBURNE UNIVERSITY OF TECHNOLOGY
Mr Jeffrey Smart
- UNIVERSITY OF MELBOURNE (THE)
Ms Carmel Murphy
- VICTORIA UNIVERSITY
Ms Teresa Tjia
- WILLIAM ANGLISS INSTITUTE OF TAFE
Mr Nicholas Hunt
DEPUTY CHAIR
- AUSTRALIAN COUNCIL FOR PRIVATE EDUCATION AND TRAINING (ACPET)
Ms Jamuna Gurung

Organisational structure

The VTAC staff contingent consists of 31 permanent, 18 contract and 14 casual staff with the majority of contract/casual staff employed seasonally to assist during the peak application period.



The year in review

This is an overview of VTAC's application, offer and course statistics.

For a complete breakdown of VTAC's annual statistics, go to <http://vtac.edu.au/reports>.

Facts and Figures

Course Applications

There were 82,914 applications in 2013, for courses in 2014. This was down 1.0% from the previous year. Of these:

- 76,233 were for domestic undergraduate courses, down 0.4%,
- 2,286 were for international undergraduate courses, down 2.3%, and
- 4,395 were for graduate entry teaching courses, down 9.8%.

Offers

In total, 72,845 applicants received at least one offer. This was up by 0.1% from the previous year. Of these:

- 67,290 were for domestic undergraduate courses, up 0.6%,
- 1,814 were for international undergraduate courses, down 1.4%, and
- 3,741 were for graduate entry teaching courses, down 6.9%.

Offer Rate

The applications and offers above produced an overall offer rate of 87.9%, up 1.02 percentage points from the previous year. This means that for every 8 applicants, 7 received an offer.

For domestic undergraduate courses, the increase was 0.89 percentage points, to 88.3%.

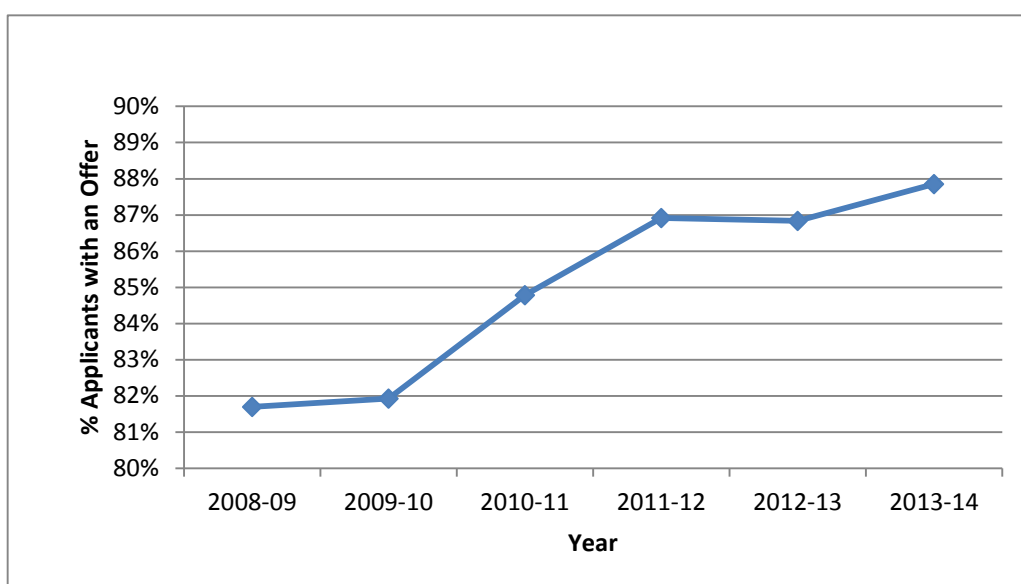
Applications and Offers



Offer Rate by Year

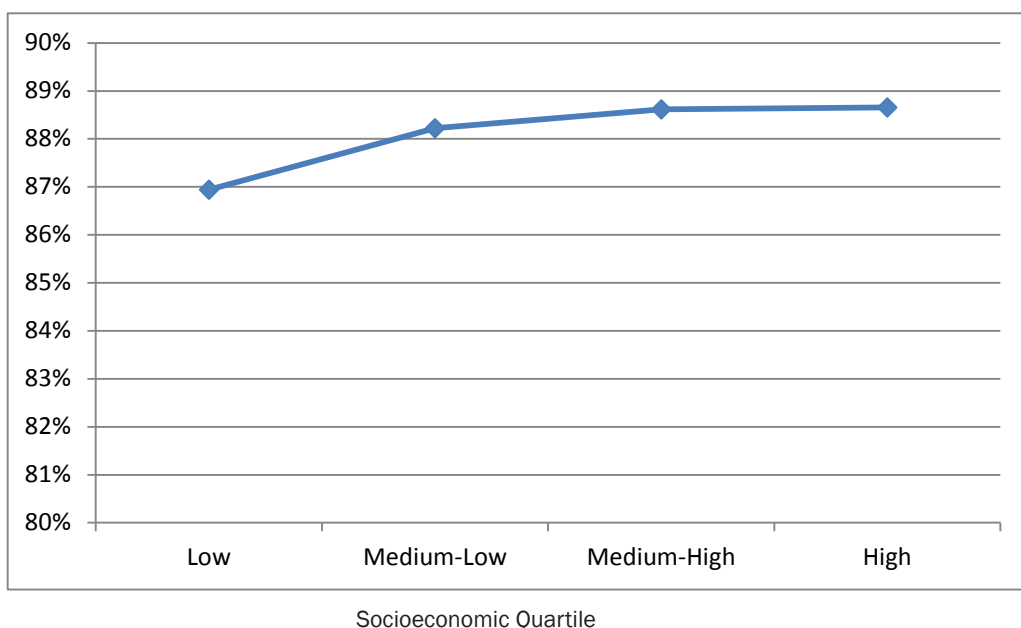
In 2008-2009 and again in 2009-10, the overall offer rate was 82%. It increased by approximately 2.5 percentage points to 84.7% in 2010-11, and another 2.5 percentage points to 87% in 2011-12. In 2012-13 the offer rate remained flat at 87%, however 2013-14 saw a further increase of approximately 1 percentage point, reaching 87.9%.

As was noted in last year's annual report, institutions appear to be making more offers through VTAC in response to the higher participation targets set by the Commonwealth Government following the 2008 Bradley Review of Australian Higher Education.



Offer Rate by SES

One of the specific targets to come out of the Bradley review was that for low socioeconomic enrolments. Even though low socioeconomic applicants are underrepresented among other applicants, once they apply, they achieve an offer rate very similar to other socioeconomic groups.



Applications and Offers by Year

COURSE APPLICANTS*	2012-13	2013-14	Change	
Domestic undergraduate	76567	76233	-334	-0.4%
International undergraduate	2341	2286	-55	-2.3%
Graduate entry teaching	4874	4395	-479	-9.8%
Total undergraduate	78908	78519	-389	-0.5%
TOTALS	83782	82914	-868	-1.0%

APPLICANTS OFFERED*	2012-13	2013-14	Change	
Domestic undergraduate	66900	67290	390	0.6%
International undergraduate	1839	1814	-25	-1.4%
Graduate entry teaching	4018	3741	-277	-6.9%
Total undergraduate	68739	69104	365	0.5%
TOTALS	72757	72845	88	0.1%

*Applicants and offers exclude mid-year. Offers exclude supplementary offers.

For a complete breakdown of VTAC's annual statistics, go to:

<http://vtac.edu.au/reports>

Courses

There were 2059 courses offered through the VTAC system, down 4.9% from the previous year. This included 195 courses with applications direct to institutions.

Other Application Services

Scholarships

VTAC administers a centralised application and assessment process for some institutional scholarships. VTAC received 18,857 scholarship applications in 2013, down 1.4% from the previous year.

Special Entry Access Scheme

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 33,756 SEAS applications in 2013, up 12.3% from the previous year.

STAT and DULSAT (ALSET)

Approximately twelve per cent of courses offered through VTAC required some non-year 12 applicants to sit the Special Tertiary Admissions Test (STAT). The Australian Law Schools Entrance Test (ALSET) was a requirement of eight courses at Deakin University.

The number of applicants who sat the STAT in 2013 was 2238, a drop of 18%. The number who sat the ALSET was 242, a drop of 30%.

Australian Tertiary Admission Rank (ATAR)

VTAC calculates the ATAR for all Victorian Year 12 students. In 2013, VTAC calculated an ATAR for 46,604 students, down 0.3% from the previous year.

In the scaling population, there were 23,452 unique combinations of scaled studies, of which 17,918 combinations were taken by only one student. This means two out of five students chose a unique combination of scaled studies that no one else in the state chose. The most frequent combination was taken by 252 students.

- Students were able to access their ATAR on the web and via SMS prior to receiving their printed statement in the mail. 34,616 students received their results by SMS. 53,616 students accessed their results via the website.

The resultsandatar.vic.edu.au site received a total of 154,743 visits, with a third of those coming from mobile devices.

Mid-year Applications and Offers

2014 was the fifth year of VTAC's mid-year application and offer service. Fourteen institutions participated, offering 271 courses.

- There were 1,890 applicants, up 14.6% from the previous year.
- Of these, 1151 received an offer, up 40.5% from the previous year.
- This represents an offer rate of 61%, up from 50% in the previous year.

Assessment of Applications and Document Processing

The processing of an application involves a series of checks to confirm study claims and previous academic results and assessments of overseas qualifications to ensure they meet Australian entrance requirements according to National Office of Overseas Skills Recognition (NOOSR) guidelines.

While all applications are available online, applicants are able to submit printed documentation to support their application. These are validated, scanned and verified. This information is circulated electronically to selection officers for consideration.

- VTAC processed over 2,317,020 checks and assessment tasks, and
- scanned over 132,396 documents.

Communications

Customer service

VTAC employs nine customer service contractors and last year they handled 7786 email enquiries and 40,409 phone calls from prospective and existing applicants.

Career practitioner seminars

Each year VTAC conducts a series of programs for both new and experienced careers teachers and careers practitioners. The sessions are held across all major Victorian regions, Canberra and across the border in South Australia.

In 2013 a total of 887 careers practitioners from Victorian and interstate secondary schools and TAFE institutes attended.

Parents of VCE students

With parents being a significant influence on Year 12 students, VTAC dedicates resources to running information sessions specifically for parents. The sessions are a cooperative between groups of schools across Melbourne and regional Victoria. Precedence is given to sessions in regional Victoria. In 2013 it is estimated that VTAC presentations have reached over 5000 current Year 12 students and their parents.

Post-Results and ATAR Service (PRAS)

Run in conjunction with the VCAA, the Post-Results and ATAR Service provides support for Year 12 students with questions about their results. Over the three-day period following the release of results, 1,627 calls were answered. This represents a 5.7% increase on last year. After the first day of service, most of the calls were from students expecting or requesting upgraded results.

Social media

VTAC blogs

VTAC publishes two blogs – one for applicants and the other for careers advisors. Articles and information posted to the blog is cross-posted to Twitter and Facebook.

There were 1,700 people subscribed to receive VTAC blog updates by email in 2013-14, an increase of 31.7% on the previous year. By the end of July 2014, the blog for applicants had received 178,871 views (13.9% up on the previous year) and the careers teachers blog had received 8,888 views (24.3% down on the previous year).

Facebook

Facebook was the most used social platform to contact and engage with VTAC, with 10,494 'likes' on the page by the end of July 2014. The number of 'likes' has doubled each year for two years.

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 1300 followers at the end of July 2013; up 60.1% from the previous year.

Webinars

VTAC held four webinars for careers practitioners and parents of Year 12 students between February and July 2014 covering topics such as course applications, special consideration and the CourseLink online system. The webinars had an average attendance rate of around 30 people and achieved wider exposure through publication on the CEAV and VTAC careers practitioners blogs.

Publications

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

As the demand for online VTAC resources increases the demand for printed VTAC publications has decreased. Printing of the VTAC Guide was reduced by 30,000 copies and the ABC of Offers moved to online-only publication, resulting in significant cost savings and waste reduction.

The VTAC Guide

The VTAC Guide is VTAC's major publication. It contains courses offered by institutions that participate in the VTAC system, information about these institutions, and general information about application procedures.

Reference copies are provided free of charge to Victorian and border secondary schools, libraries, tertiary institutions and adult education and training providers.

50,000 copies of the VTAC Guide were printed; 13,560 reference copies (27%) were distributed free of charge to Victorian and border secondary schools, libraries and participating institutions, and 22,415 copies (45%) were sold through Victorian and interstate newsagents.

ABC of Applying: Getting it Right

A companion to the Guide, ABC of Applying summarises (for parents of VCE students) all the vital information needed for the application process without all the course and institutional information contained in the Guide. All Victorian schools are sent one copy per Year 12 student.

ABC of Scaling: Scaling and the ATAR

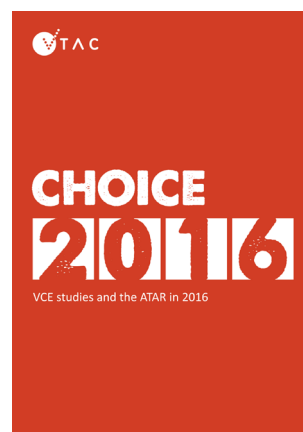
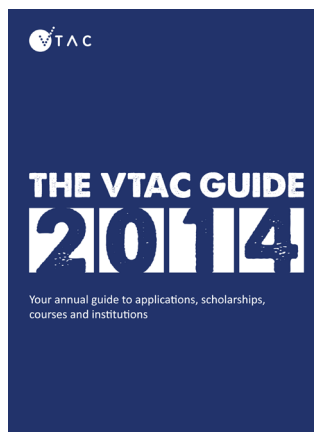
ABC of Scaling is a pamphlet that explains in simple terms how VTAC scales the VCE study scores and then calculates the ATAR from those scaled scores. A copy was mailed to all VCE students (who qualify for an ATAR) with their ATAR statement in December.

ABC of Offers

The ABC of Offers is a pamphlet that explains how the offer system works, with information about offer rounds, course fee types, supplementary offers and negotiated offers. It is published on the website.

VICTER: Victorian Tertiary Entrance Requirements

In VICTER, institutions outline the VCE study requirements needed for entry into their courses in two years time. This advance information is vital for Year 10 students planning a VCE curriculum and a future tertiary direction. It is also a handy reference for Year 11 students who are reviewing their Year 12 study choices.



CHOICE: VCE studies and the ATAR

Choice is written for and targeted at current Year 10 students planning their future VCE program. The booklet covers topics such as getting a good ATAR, urban myths surrounding choosing VCE studies, and scaling. Recent graduates also offer their advice to future Year 12 students. Copies are distributed at no charge to Victorian and border secondary providers. All Victorian schools are sent a number of reference copies based on the number of Year 10 students enrolled.



VICTORIAN TERTIARY ADMISSIONS CENTRE

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 **Telephone: 1300 364 133**