



VICTORIAN TERTIARY ADMISSIONS CENTRE
ANNUAL REPORT
2014-2015

About this report

This report gives an overview of the operations of the Victorian Tertiary Admissions Centre for the period 1 August 2014 to 31 July 2015

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Foreword from the Chair



It is with pleasure that I present this report on VTAC activities over the 2014/15 period.

It has been a busy year at VTAC, as it has for many within the education sector. Whilst continuing with the routine activities involved in promoting and administering the application process for participating institutions, liaising with school and education communities, and assisting applicants in their goal of obtaining a place in a tertiary education course, VTAC has been trialling and implementing new services on newly restructured IT platforms.

The improved flexibility and responsiveness of VTAC's IT environment has been well received. The continuing enhancements are enabling VTAC to meet strategic objectives in providing institutions and applicants with an effective and growing suite of services.

Whilst these activities are enough to keep us busy on a daily basis, VTAC has also investigated how it may best serve institutions under the proposed higher education reforms which outlined significant alterations to existing funding models. Resulting change in the landscape is yet to evolve, but remains an item of significance for us all, and it is paramount that VTAC remains a relevant and important provider in whatever direction tertiary education is taken.

The past year has been one of significant change in regards to the leadership of VTAC, and I would like to take this opportunity to thank the outgoing Chair, Mr Ian Marshman, for his commitment over some 20 years on the VTAC Management Committee, 15 of those as Chair, and to Ms Elaine Wenn, who retired after serving as Director since 2006.

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

Ms Natalie MacDonald
Chair, VTAC Management Committee

Director's message



I'm pleased to present this annual report on VTAC's achievements over the 2014-15 period, my first since being appointed to the role of Director of the organisation in November 2014.

First of all, my thanks go to the outgoing Director, Ms Elaine Wenn, for leaving the organisation in such good heart. Over the past year I have been impressed by the professionalism and knowledge of staff. Having a new director start right on selection time must have been a difficult transition for VTAC and institution staff, but they rose to the challenge and overall we had a successful selection period.

We've been working very hard this year to improve our service delivery and the culture of service in the organisation. We're also pleased to have concluded the successful trial of non-Year 12 assessment and have rolled it out as business as usual, with many institutions taking advantage of it for the coming selection period.

Following discussions with institutions, we plan to pilot a number of additional services. We have identified that the assessment of advanced standing, provision of postgraduate coursework applications, and international applications are additional services that would be of benefit to our partner organisations and we seek pilot schools to assist us to trial these new services.

I'd like to thank the Management Committee and the Board of Trustees for their enthusiastic and insightful oversight of VTAC's operations.

Under the guidance of Selection and Application Services, Information Technology Services, and Information and Publishing Services, VTAC is well equipped to deal with the challenges that the next year will bring.

Mrs Catherine Wills
VTAC Director

Senior management reports

Selection and Application Services

Selection and Application Services has had another successful year.

Selection worklists and simulation systems were redeveloped to improve the user experience for selection officers.

The annual selection review was very productive, resulting in a number of changes designed to better meet the needs of institutions.

Additional customer service personnel have been employed from July 2015 to provide faster and more comprehensive service to applicants. Feedback from the customer service representatives so far is that they are very pleased to be able to spend additional time with each applicant, ensuring that they are getting the best possible advice in an unhurried fashion.

Looking forward we are developing a strategy to implement year-round offers, an initiative that will greatly benefit both institutions and applicants.

Dr Phoebe Nethercote

Information and Publishing Services

Information and Publishing Services executed a large program of product enhancements and improvements to communication strategies this year.

New branding guidelines have been implemented across the organisation including the launch of a Branding Hub accessible to all staff on the network which provides a range of resources such as logos and branded document templates.

The VTAC website has had a complete redesign which was launched following the 2014-15 selection cycle. The look and navigation have been redesigned to current best practice and the core branding colours brought to front-and-centre. All content published on the VTAC website was audited to evaluate content quality, and the VTAC user account and application interfaces were also significantly redesigned as part of the VTAC brand refresh.

We published the final print edition of the VTAC Guide and the final edition of the eGuide. Next year we will be moving to a digital-only delivery strategy for course information, supported by a range of smaller print publications including the ABC of Applying, Choice, and a new magazine that complements the tertiary education experience.

Our annual briefings for careers practitioners were a huge success, as were sessions aimed at Year 12 students and their parents, and people looking to return to study. STAT preparation workshop once again proved to be very popular.

Brand awareness and community engagement were driven by a strong social media presence across Facebook, Twitter, and the two VTAC blogs, as well as advertising across Facebook, radio, and major newspaper websites.

Suzanne Connelly

Information Technology Services

The ITS team had a very busy year in 2014-15, with a number of significant achievements and developments.

Redeveloped selection worklists and simulation systems offered significant efficiency gains. The enhanced filter and sort functions, together with the highly efficient simulation process, provided benefits in the visibility of applicant information, resulting in an overall improvement across the selection and offer processes.

CourseLink has been completely rewritten using new technologies, making it more functionally rich, faster and easier for school careers counsellors to use.

The programs for the ATAR calculation were enhanced and the output to the Joint Results Service delivered on time for the 2014 ATAR release. Overall processing time was reduced by 15%.

Forty five enhancements were delivered for VOICES following an open forum discussion with institutions.

Ongoing work to remove older and expensive technologies from the IT environment continued this year, with the transition of all applications used by students, schools and institutions to the cloud. The number of expensive internal servers has been greatly reduced and the databases have been merged into a single technology, reducing maintenance and cost overheads.

Due to the improved efficiencies that were gained with the redevelopment of the legacy applications, and the significant automation introduced, the ITS team underwent a restructure. The structure was flattened particularly with the programmer team. The size of the team reduced slightly which effectively caters for average work load across the VTAC year.

Gary Phillips

Research, Management and Reporting

Being relatively new to VTAC I have begun the process of familiarising myself with the databases, data structures, and “rules of engagement” with VTAC stakeholders. The stakeholders include institutions, student applicants, and various other bodies such as VCAA.

My background includes 23 years in a biostatistical role in the Melbourne Medical School, preceded by over a decade in educational research, specifically in psychometrics, measurement and selection processes. Those skills were then utilised at the University of Melbourne.

I foresee that routine data reports will need updating, not merely in content but in how the data is accessed, processed, and output. Specific challenges include the scaling process and methodology, and the potential for new selection processes for international students who follow a Northern Hemisphere timetable.

Associate Professor Stephen Farish

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 65 participating institutions there are 13 universities, 12 TAFE providers and 40 private colleges. During the main round selection period, VTAC had 1719 courses available.

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 2014-15:

- Academy of Design Australia
- Academy of Interactive Entertainment
- Australian Catholic University
- Australian College of Applied Psychology
- Australian College of Sports Therapy
- Australian College of the Arts (Collarts)
- 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
- Federation Training
- Federation University Australia
- Footscray City Films
- The Gordon
- Goulburn Ovens Institute of TAFE
- Holmes Institute
- Holmesglen
- Kangan Institute
- La Trobe Melbourne
- La Trobe University
- Melbourne Institute of Business and Technology
- Melbourne Institute of Technology
- Melbourne Polytechnic (NEW)
- 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
- Republica Education
- RMIT University
- SAE Creative Media Institute
- Southern School of Natural Therapies
- Sunraysia Institute of TAFE
- Swinburne University of Technology
- University of Canberra (NEW)
- The University of Melbourne
- Victoria University
- Victorian Institute of Technology
- William Angliss Institute of TAFE
- Wodonga Institute of TAFE

Grenadi School of Design began operating as Republica Education in May 2014. Republica Education commenced operation as Tractor Design School and Mercer School of Interior Design in March 2015.

Melbourne Institute of Business and Technology began operating as Deakin College in July 2015.

Northern Melbourne Institute of TAFE merged with and began operating as Melbourne Polytechnic in October 2014.

Qantm College and SAE Institute merged and commenced operation as SAE Creative Media Institute in May 2014.

Associate institutions

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

The following 17 institutions, including five new institutions, participated at Associate level in 2014-15:

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

65

**Institutions
in total**

13

Universities

12

TAFE providers

40

**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 (outgoing June 2015)
Deputy Secretary, Skills Victoria
Ms Lee Watts (from June 2015)
Acting Deputy Secretary, Skills Victoria

Scaling Committee

Advisory committee established by the Board of Trustees

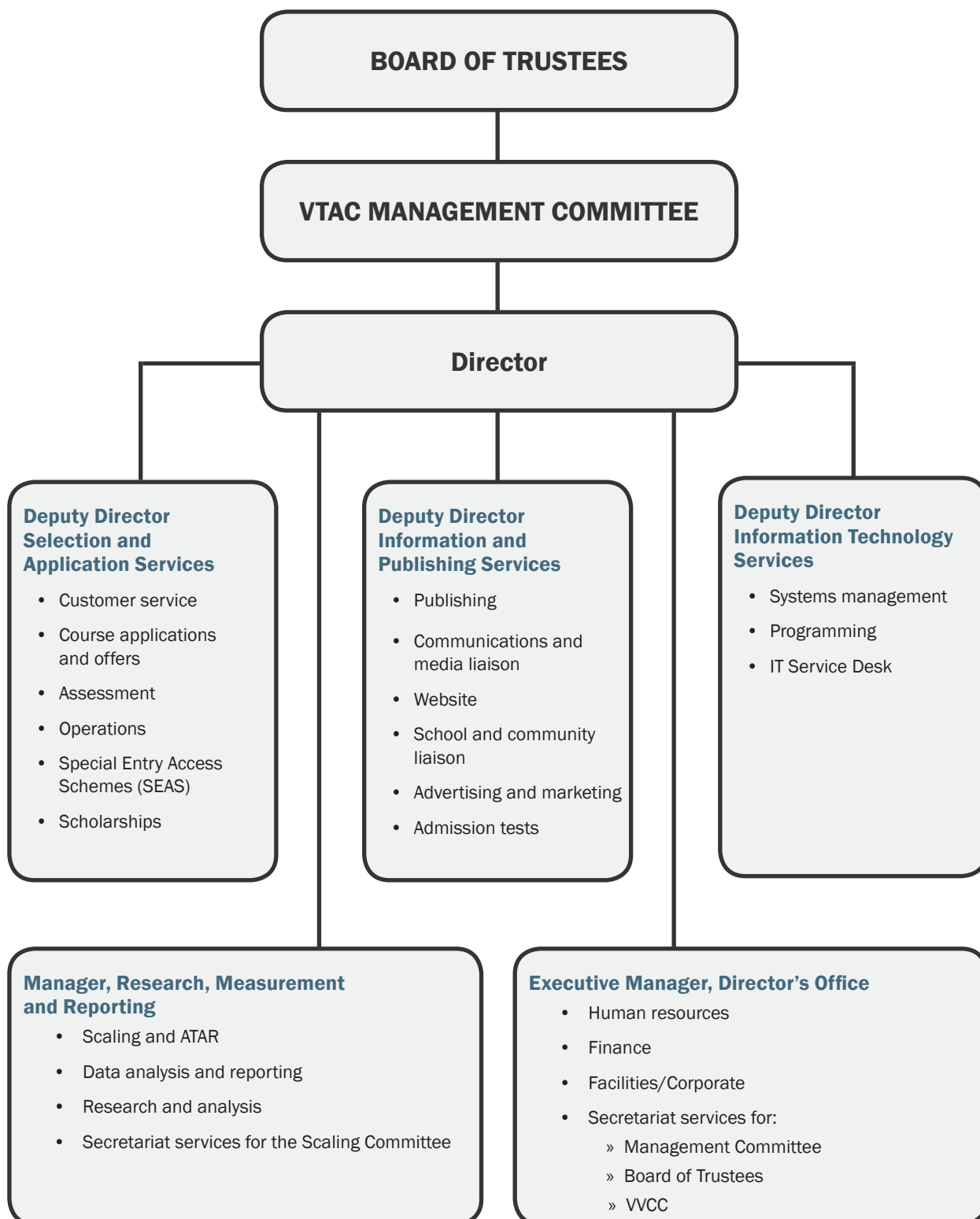
- MONASH MELBOURNE
Professor Sue Willis
CHAIR
- MONASH UNIVERSITY
Professor Rob Hyndman
- THE UNIVERSITY OF MELBOURNE
Dr Sue Finch
- VCAA
Dr David Philips
- VTAC DIRECTOR
Mrs Catherine Wills
- VTAC MANAGER, RESEARCH, MEASUREMENT AND REPORTING
Associate Professor Steve Farish
EXECUTIVE OFFICER

VTAC Management Committee

- LA TROBE UNIVERSITY
Ms Natalie MacDonald
CHAIR
- WILLIAM ANGLISS INSTITUTE OF TAFE
Mr Nicholas Hunt
DEPUTY CHAIR
- AUSTRALIAN CATHOLIC UNIVERSITY
Ms Helen Murnane
- BOX HILL INSTITUTE
Ms Jennifer Oliver
- CHISHOLM INSTITUTE
Mr Justin Fallu
- DEAKIN UNIVERSITY
Ms Fofi Hronopoulos
- FEDERATION UNIVERSITY
Ms Claire Shaw
- MONASH UNIVERSITY
Professor Sue Willis
- RMIT UNIVERSITY
Dr Maddy McMaster
- SWINBURNE UNIVERSITY OF TECHNOLOGY
Mr Hemant Kokularupan
- THE UNIVERSITY OF MELBOURNE
Ms Carmel Murphy
- VICTORIA UNIVERSITY
Ms Teresa Tjia
- AUSTRALIAN COUNCIL FOR PRIVATE EDUCATION AND TRAINING (ACPET)
Ms Jamuna Gurung

Organisational structure

The VTAC staff contingent consists of 28 permanent, 16 contract and 16 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 82,808 applications in 2014, for courses in 2015. This was down 0.1% from the previous year. Of these:

- 76,718 were for domestic undergraduate courses, up 0.6%,
- 2,318 were for international undergraduate courses, up 1.4%, and
- 3,772 were for graduate entry teaching courses, down 14.2%.

Offers

In total, 71,693 applicants received at least one offer. This was down by 1.6% from the previous year. Of these:

- 66,886 were for domestic undergraduate courses, down 0.6%,
- 1,677 were for international undergraduate courses, down 7.6%, and
- 3,130 were for graduate entry teaching courses, down 16.3%.

Offer Rate

The applications and offers above produced an overall offer rate of 86.6%, down 1.3 percentage points from the previous year. This means that for every 8 applicants, 7 received an offer.

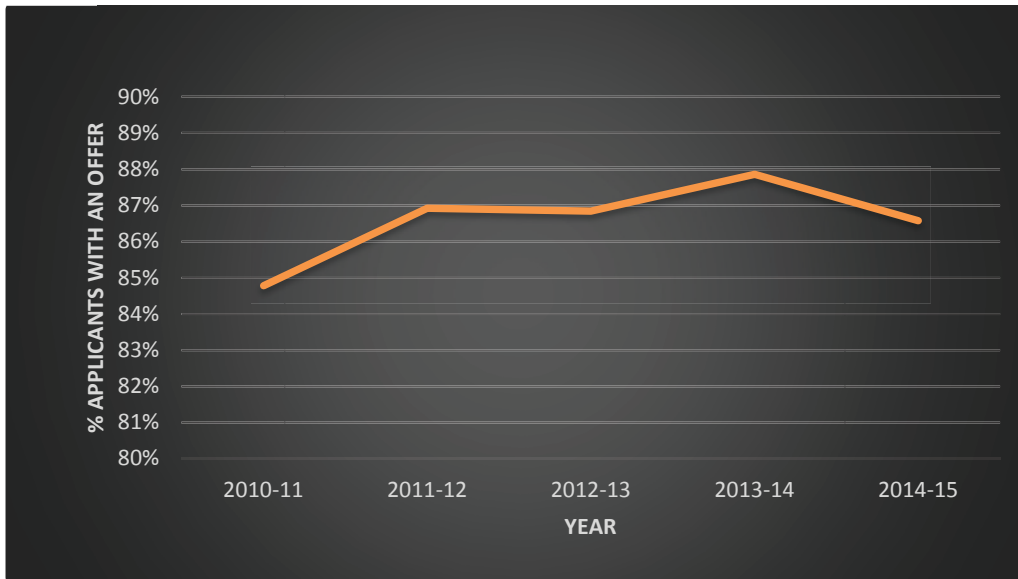
For domestic undergraduate courses, the decrease was 1.2 percentage points, to 87.1%.

Applications and Offers



Offer Rate by Year

The overall offer rate increased from 85% to 87% between 2010-11 and 2011-12 and has remained at around 87% since, with a bump to 88% in 2013-14.



Applications and Offers by Year

COURSE APPLICANTS*	2013-14	2014-15	Change	
Domestic undergraduate	76233	76718	485	0.6%
International undergraduate	2286	2318	32	1.4%
Graduate entry teaching	4395	3772	-623	-14.1%
Total undergraduate	78519	79036	517	0.7%
TOTALS	82914	82808	-106	-0.1%

APPLICANTS OFFERED*	2013-14	2014-15	Change	
Domestic undergraduate	67290	66886	-404	-0.6%
International undergraduate	1814	1677	-137	-7.6%
Graduate entry teaching	3741	3130	-611	-16.3%
Total undergraduate	69104	68563	-541	-0.8%
TOTALS	72845	71693	-1152	-1.6%

*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 1719 courses published through VTAC, down 16.5% from the previous year. This included 160 courses with applications direct to institutions.

Other Application Services

Scholarships

VTAC administers a centralised application and assessment process for some institutional scholarships. VTAC received 19,294 scholarship applications in 2014, up 2.2% 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 34,719 SEAS applications in 2014, up 2.8% from the previous year.

STAT and ALSET

Approximately 24% of courses offered through VTAC required some applicants to sit the Special Tertiary Admissions Test (STAT). The Australian Law Schools Entrance Test (ALSET) was a requirement of 8 courses at Deakin University.

The number of applicants who sat the STAT during main round 2014 was 1669, a drop of 24% on the previous year. The number of STAT tests sat during mid-year 2015 was 226, an increase of 4%. The overall number of STAT tests sat was 1895, a drop of 21%.

The number of applicants who sat the ALSET during main round 2014 was 92, a drop of 50% on the previous year. The number of ALSET tests sat during mid-year 2015 was 50, a drop of 7%. The overall number of ALSET tests sat was 142, a drop of 40%.

Australian Tertiary Admission Rank (ATAR)

VTAC calculates the ATAR for all Victorian Year 12 students. In 2014, VTAC calculated an ATAR for 43,037 students, down 7.7% from the previous year.

In the scaling population, there were 23,356 unique combinations of scaled studies, of which 18,463 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 243 students.

Students were able to access their ATAR on the web and via SMS prior to receiving their printed statement in the mail. 28,956 students received their results by SMS. 89,974 students accessed their results via the website.

The resultsandatar.vic.edu.au site received a total of 158,211 visits, with 49% of those coming from mobile and tablet devices.

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.

This year, VTAC:

- processed 4.06 million checks and assessment tasks (nearly double last year's figures), and
- scanned over 142,000 documents.

Mid-year Applications and Offers

2015 was the sixth year of VTAC's mid-year application and offer service. 11 institutions participated, offering 172 courses.

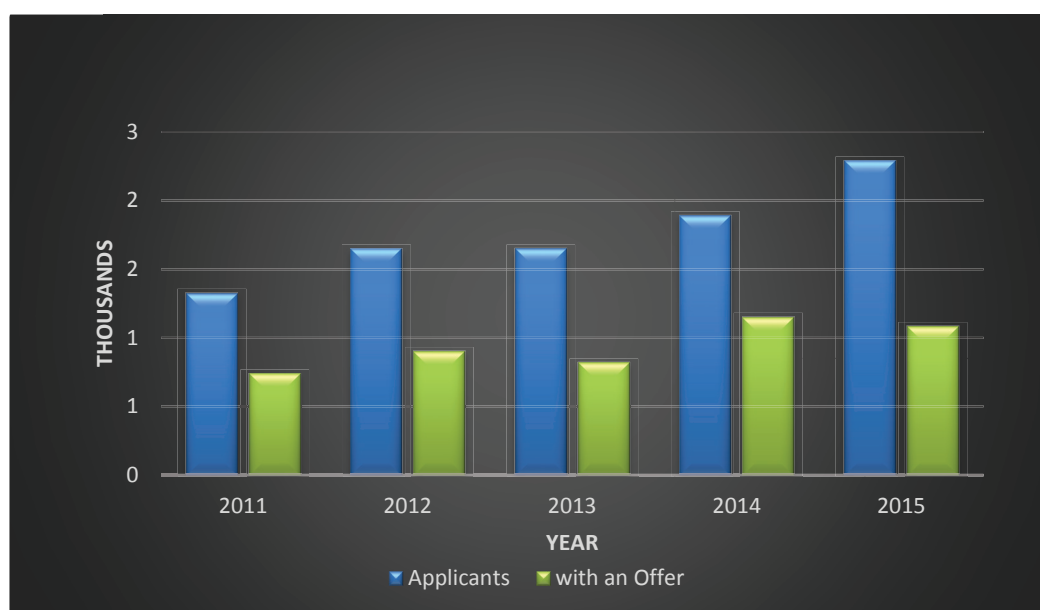
- There were 2,290 applicants, up 21.2% from the previous year.
- Of these, 1,085 received an offer, down 5.7% from the previous year.
- This represents an offer rate of 47%, down from 61% in the previous year.

Figures for mid-year fluctuate due to institutions opting in and out of the program each year.

Participating institutions

The following institutions took part in mid-year in 2015:

- Academy of Design Australia
- Australian Catholic University
- Australian College of Sports Therapy
- Australian Maritime College
- CQUniversity
- La Trobe University
- Melbourne Institute of Technology
- Melbourne Polytechnic
- Moorabbin Flying Services
- The University of Melbourne
- Victorian Institute of Technology



MID-YEAR	2011	2012	2013	2014	2015
Participating institutions	11	17	10	14	11
Courses offered	72	178	128	271	172
Applicants	1,326	1,648	1,649	1,890	2,290
Applicants offered	738	902	819	1,151	1,085

Communications

Customer service

VTAC employs nine customer service contractors and last year they handled 7,500 email enquiries and 35,000 phone calls from prospective and existing applicants over the main application and offer period.

During the mid-year period, the customer service team handled a further 1,100 emails and 5,000 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 New South Wales and South Australia.

In July and August 2014 around 900 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 runs a number of 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 2014 it is estimated that VTAC presentations 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, 1325 calls were answered. This represents an 18.6% decrease on last year.

The first day mostly consisted of PIN queries, while on the following days most queries were about results interpretation.

Social media

VTAC blogs

VTAC publishes 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.

There were 1,550 people subscribed to receive VTAC blog updates by email and 118 WordPress subscribers at the end of the June 2014. These numbers tend to increase during the main round application period.

By the end of June 2015, 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).

The highest number of views was received in January during the offer period, with more than 42,000 views from 17,986 visitors, which works out to 2.36 views per visitor.

Facebook

Facebook was the most used social platform to contact and engage with VTAC, with 13,831 'likes' on the page by the end of June 2015. 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 1642 followers at 15 July 2015.

Webinars

VTAC held four webinars for careers practitioners and parents of Year 12 students between February and July 2015 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 Career Education Association of Victoria and VTAC careers practitioners blogs.

The webinars were recorded and made available through the VTAC website.

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 has increased the demand for printed VTAC publications has decreased. Printing of the VTAC Guide was reduced by 20,000 copies in 2015, 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.

30,000 copies of the VTAC Guide were printed; 9,500 reference copies were distributed free of charge to Victorian and border secondary schools, libraries and participating institutions, and 20,000 copies (12,765 school orders and 7,235 retail) were sold through Victorian and interstate newsagents.

ABC of Applying

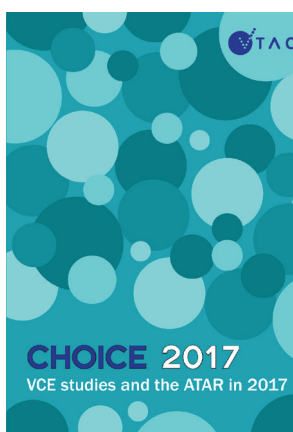
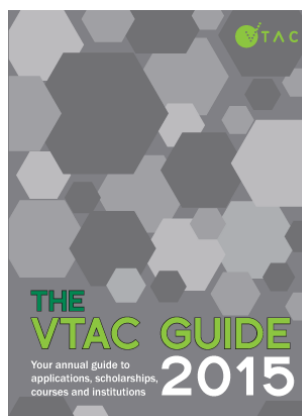
A companion to the Guide, ABC of Applying summarises (for parents of VCE students) all the vital information needed for the application process without all the course and institutional information contained in the Guide. All Victorian schools are sent one copy per Year 12 student.

ABC of Scaling

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.

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 VTAC 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.



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