

## Foreword and Summary of Key QTAC Information

### ***The Role of QTAC***

QTAC provides applicant materials in the form of published course information and entry requirements. QTAC receives and processes applications for tertiary study entry with the ultimate outcome of this service being the operation of tertiary admissions offer rounds. These services are provided on behalf of participating universities, TAFE Queensland and tertiary colleges. QTAC specifically services the admissions needs of 16 institutions. QTAC also provides a valuable source of information to various interested parties including Government agencies.

QTAC is a public, not for profit, company funded mainly through institutions' contributions and applicant charges. QTAC aims to assist tertiary institutions and applicants alike.

### ***Key Statistics for the 2005-06 Admissions Year***

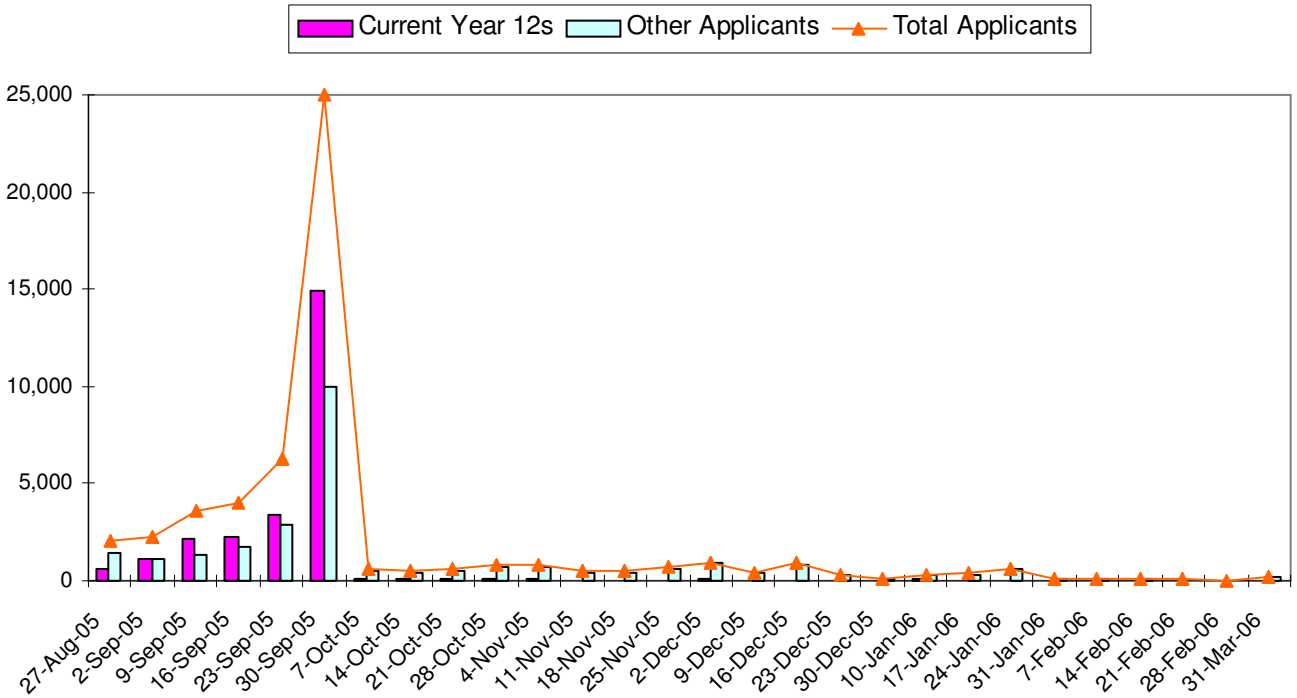
The significant trends apparent from the 2005-2006 *Statistical Report* are outlined below.

- ***Applications:*** A total of 52,932 applications were received and processed for 2006 first semester entry. This was an increase of 1.3% on the 52,233 applications for first semester 2005. Approximately 40% of applicants were current Queensland Year 12 students. Table 1 shows summary application figures for the 2005-2006 admissions period and Table 2 gives a comparative analysis of quota applications 1976-2006 (including mid-year admissions).

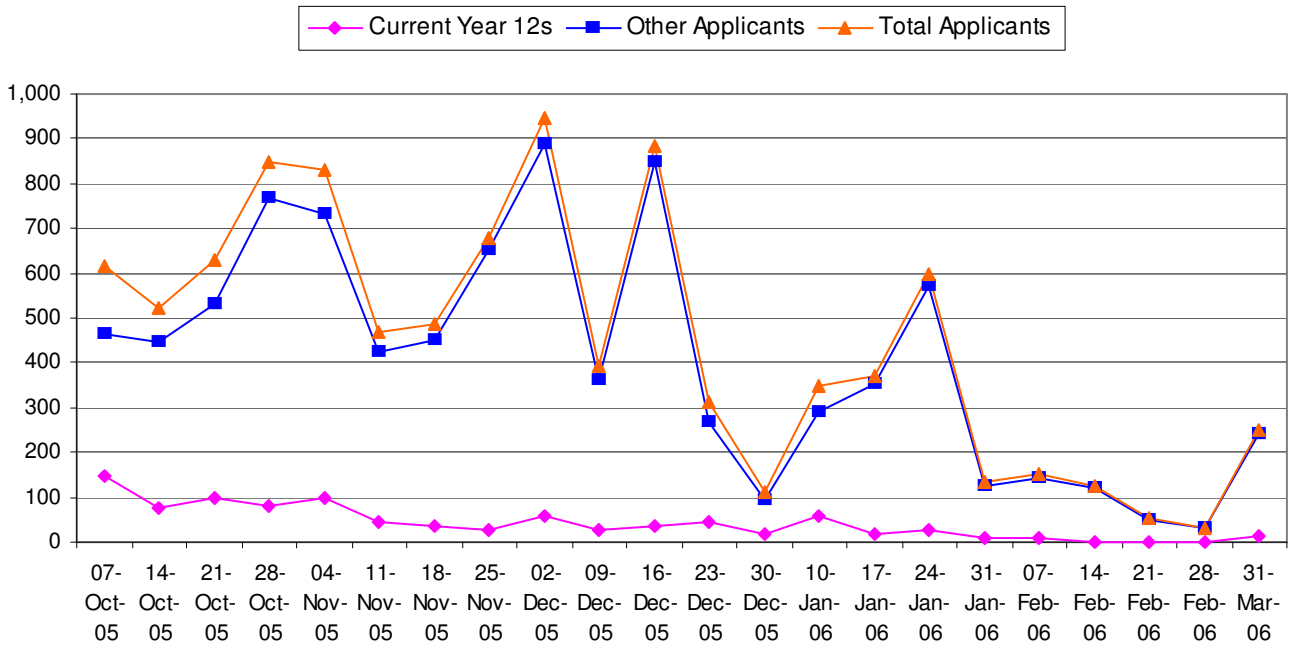
In 2005-2006 the overall acceptance rate was 76.6% while the enrolment rate was 68.7% compared with an acceptance rate of 77.2% and an enrolment rate of 69.8% in 2004-2005.

- ***Pattern of Applications:*** Over 80% of all applications were received by the on-time application date of 30 September 2005, with almost 25,000 applications being received in the last week of September. More than 96% of current Year 12s had applied by this date. The implementation of *Standby Mode* (described in more detail further in this summary) extended QTAC's services to allow applicants to apply until shortly before each Offer Round. There were 671 applications received in this mode before the major January Offer Round and another 177 before the February Offer Round. These applications were all assessed as far as possible and were considered in the respective offer rounds. There were also 571 late applications received after the February Offer Round for courses at institutions that still had vacancies.

### Pattern of QTAC Applications 2005-2006

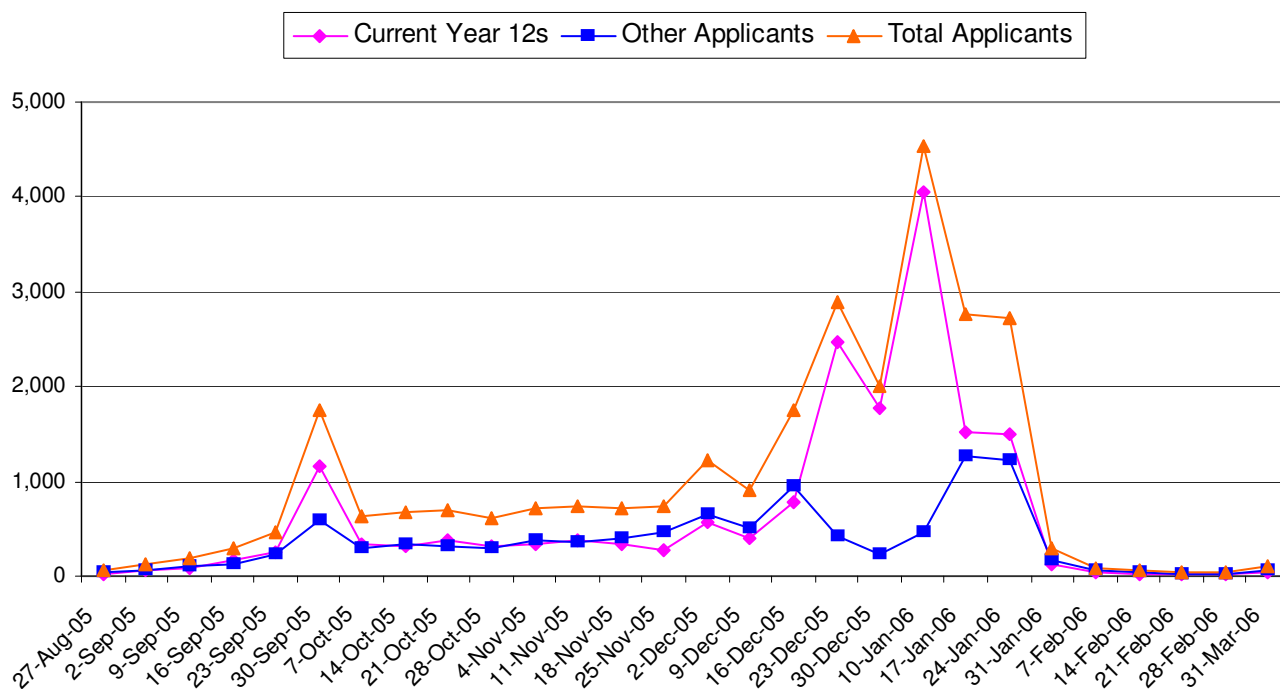


### QTAC Applications from October 2005



- **Changes of Preference:** There were 27,818 changes of preference recorded by 17,923 applicants throughout the admissions period. The bulk of these were after the release of Year 12 results in December and just before the major January Offer Round, with 4,527 changes in the final week.

### Pattern of Changes of Preference 2005-2006



- **Queensland Year 12 Students:** There were 39,712 students (27,643 OP eligible and 12,069 OP ineligible) reported to QTAC by the Queensland Studies Authority compared with 39,229 (27,912 OP eligible and 11,317 OP ineligible) the previous year.

21,766 (54.8%) 2005 Queensland Year 12 students applied for entry in 2005-2006 compared with 20,977 (53.5% of 2004 Year 12 students) in 2004-2005. The number of OP eligible students applying to QTAC increased from 20,077 (71.9% of OP eligible students) in 2004-2005 to 20,677 (74.8% of OP eligible students) in 2005-2006. The number of OP ineligible students increased by 752 (or 6.6%) and the number applying to QTAC also increased from 900 (8.0% of OP ineligible students) to 1,089 (9.0% of OP ineligible students), an increase of 21.0%. Applications from OP ineligible students have been decreasing every year since the 1998-1999 admissions period. This increase represents the highest number of OP ineligible students applying to QTAC since 2002-2003.

In addition to the data presented in this report some institutions may also undertake some direct entry admissions. Table 20 shows summary application figures for current Queensland Year 12 students and Table 22 gives a comparative analysis of Queensland Year 12 applications 1976-2006.

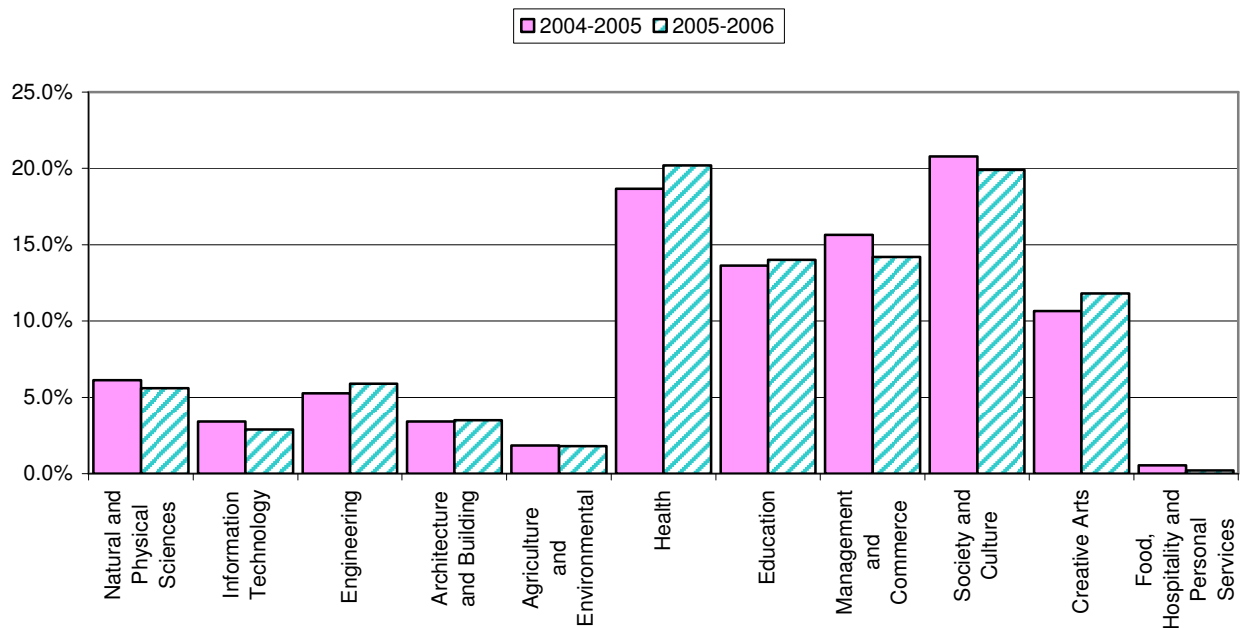
In 2005-2006 the overall acceptance rate for Queensland Year 12 applicants was 75.5% while the enrolment rate was 70.3%, compared with an acceptance rate of 76.5% and an enrolment rate of 72.1% in 2004-2005.

- *Demand for Courses:* 1,492 courses (a decrease of 1.6% over the previous year) were offered through QTAC in 2005-2006. Supply and demand for particular courses and areas of interest varies from year to year, however, there continues to be many university and TAFE courses that are highly competitive. Gauging the real demand for a course is not reflected solely by the number of applicants to places but also by the cut-offs and medians for the course. Table 3 gives an analysis of applications by course. There were 37,526 places at Queensland universities and 8,189 at TAFE institutes.
- *Offers:* A total of 47,650 applicants received at least one offer of a quota place, an offer rate of 90.0%, compared with 47,199 applicants receiving offers in 2004-2005 (an offer rate of 90.4%). Applicants may receive additional offers as a result of more places becoming available in preferences higher than the ones originally offered, or as a result of changing preferences for consideration in later offer rounds.
- *Enrolments:* 32,718 applicants accepted places and were enrolled at the census date. The enrolment rate overall was 68.7% in 2005-2006 compared with 69.8% in 2004-2005, representing a decrease of 205 students enrolled in 2006 compared with 2005. The enrolment rate for current Queensland Year 12 students was 70.3% in 2005-2006 compared with 72.1% in 2004-2005.
- *Deferments:* A further 4,137 offered applicants had sought and been granted deferment of their enrolment until 2007, an increase of 895 (or 27.6%) from the previous year. This follows an increase in the number of applicants choosing to defer in 2004-2005 of 20.4%, with an overall increase for the last two years of 53.6%. Those applicants not permitted to defer may re-apply through QTAC the following year.
- *Gender:* The majority of applicants and enrolments were female, accounting for 31,857 or 60.2% of total applications and 19,714 or 60.3% of total enrolments. For current Queensland Year 12 students, 12,729 (58.5%) applicants were female as were 8,622 (58.7%) of those enrolled. Table 4 gives an analysis of applications by gender and age group.
- *Mode of Attendance:* The number of commencing students attending classes full-time this year was 28,051 (or 85.7%). Table 5 provides further information on mode of attendance by level of course and institution.
- *Field of Education - Applications:* The most popular Field of Education was Health which was the first choice of 20.2% of applicants, followed by Society and Culture which was listed by 19.9% of applicants.

There were increases in the percentage of applicants listing Health (20.2% in 2005-2006 compared with 18.7% in 2004-2005), Creative Arts (11.8% in 2005-2006 compared with 10.7% in 2004-2005), Engineering (5.9% in 2005-2006 compared with 5.3% in 2004-2005), and Education (14.0% in 2005-2006 compared with 13.6% in 2004-2005), as their first preference.

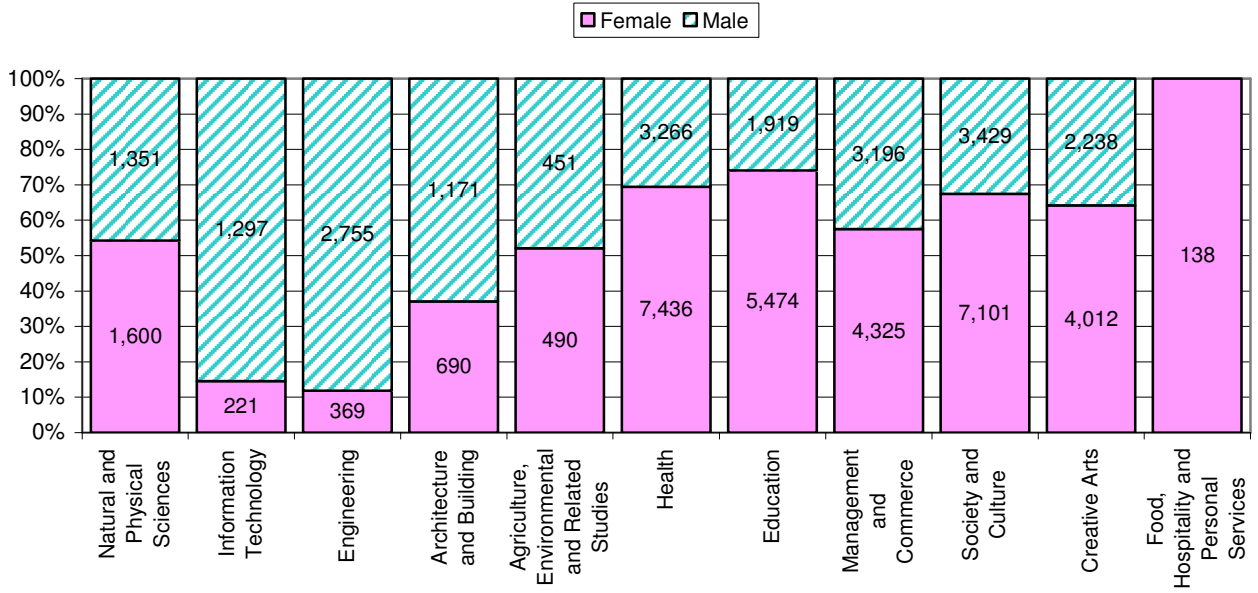
There were decreases in Management and Commerce (14.2% in 2005-2006 compared with 15.7% in 2004-2005), Society and Culture (19.9% in 2005-2006 compared with 20.8% in 2004-2005), Information Technology (2.9% in 2005-2006 compared with 3.4% in 2004-2005) and Natural and Physical Sciences (5.6% in 2005-2006 compared with 6.1% in 2004-2005).

**Field of Education as a Percentage of Total First Preferences 2005-2006 compared with 2004-2005**

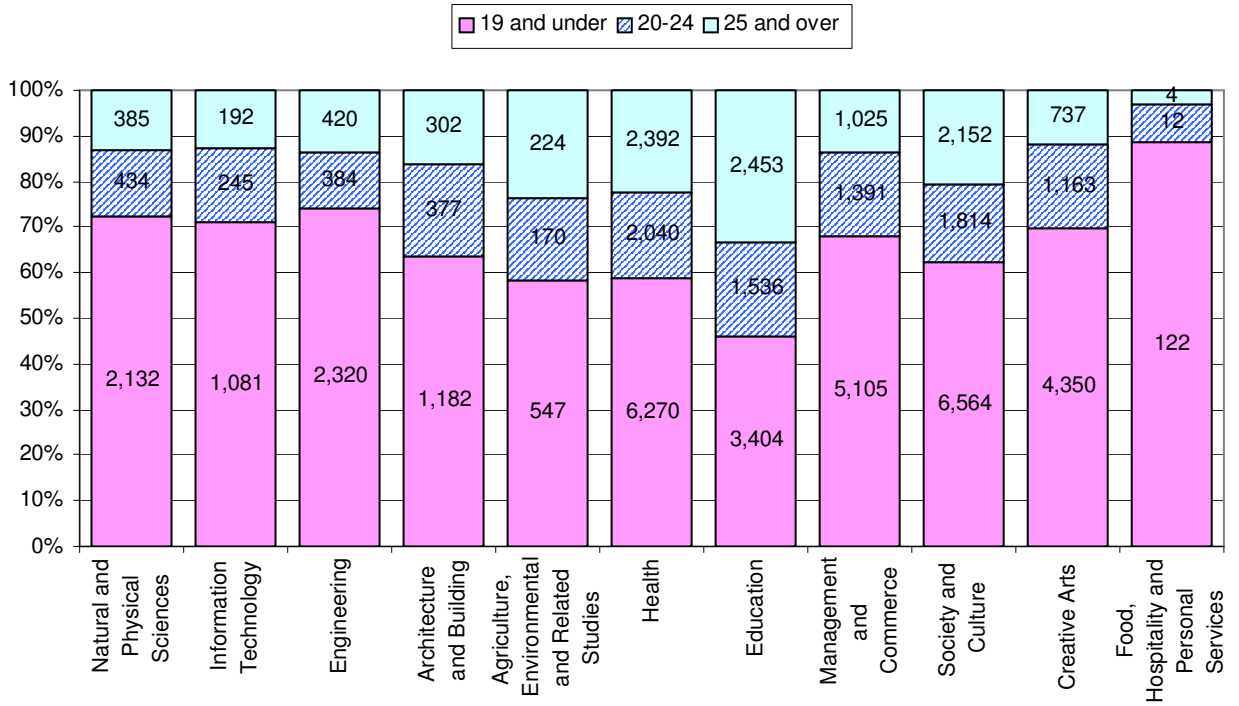


- Field of Education – Acceptance and Enrolment Rates:** The highest acceptance rate was in both Education and Engineering (80%), followed by Information Technology (79%), and Architecture and Building and Creative Arts (both 77%). The highest enrolment rate was in Engineering (73%), followed by Education and Information Technology (both 71%). An analysis of applications by Field of Education including acceptance and enrolment rates is shown in Table 9.
- Field of Education – Gender and Age Group:** Females were predominant in Food, Hospitality and Personal Services (100.0%), Education (74.0%), Health (69.5%) and Society and Culture (67.4%). Males accounted for 88.2% of Engineering first preferences, 85.4% of Information Technology first preferences and 62.9% of Architecture and Building first preferences. Although still low, the proportion of females applying for Engineering increased from 9.6% to 11.8%. This represented an increase of 105 (39.8%) in females applying, compared with an overall increase in applicants for Engineering of 13.5%.

Proportion by Gender of First Preference Field of Education 2005-2006



Proportion by Age Group of First Preference Field of Education 2005-2006

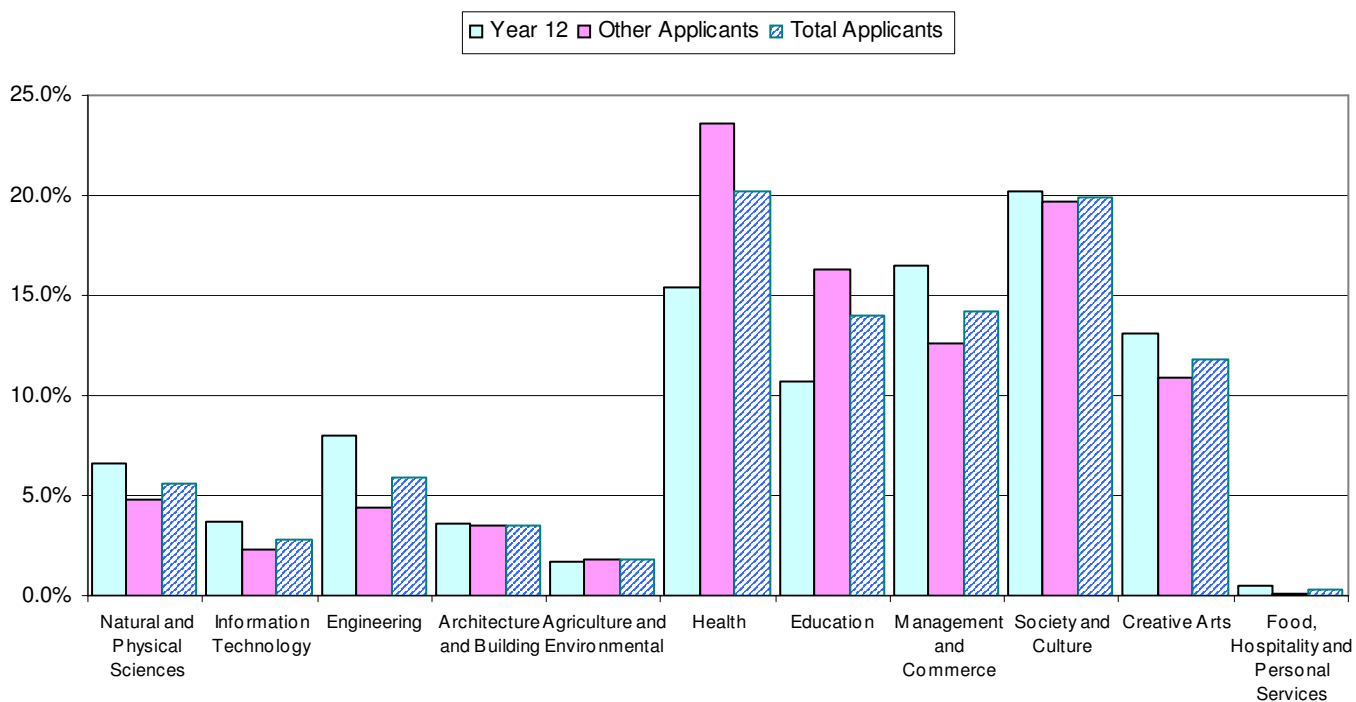


While applicants in the 19 and under age group preferred Society and Culture followed by Health, those 20-24 chose Health ahead of Society and Culture. Applicants in the 25 and over age group preferred Education, followed by Health.

Tables 11, 12 and 13 provide additional data on applications by Field of Education by gender and age group. Data for current Queensland Year 12s by gender is presented in Tables 32 (by gender and Overall Position) and 33 (by gender and institution).

- **Field of Education – Applicant Type:** Current Queensland Year 12 students were more likely to apply for Management and Commerce, Engineering, Creative Arts, Natural and Physical Sciences, and Information Technology courses than were “other applicants”. The “other applicant” group favoured Health and Education courses, with a number of Graduate Entry Education courses now being offered through QTAC. Society and Culture, Architecture and Building and Agriculture and Environmental were equally popular with both groups.

**Field of Education as a Percentage of First Preferences for Applicant Type**



- *Field of Education – Queensland Year 12 Students:* Current Queensland Year 12 students preferred Society and Culture (20.2%), followed by Management and Commerce (16.5%) and Health (15.4%). The highest acceptance rate was in Natural and Physical Sciences (82%), followed by Engineering (80%) and Education (79%), as was the highest enrolment rate with Natural and Physical Sciences (78%), followed by Engineering (76%) and Education (74%). Table 30 has an analysis of applications for Queensland Year 12 students by Field of Education including acceptance and enrolment rates.
  
- *Mid-Year 2005:* The number of courses being offered for mid-year admissions increased, with 711 courses offered in mid-year 2005 compared with 623 in mid-year 2004, an increase of 14.1%. Mid-year applications numbered 5,507, an increase of 19.6%. Of these 4,663 applicants received an offer, an offer rate of 84.7% compared with 78.5% in mid 2004. 3,555 were enrolled at 31 August 2005, representing an enrolment rate of 76.2%, compared with 74.2% in the previous mid-year admissions.

## ***Summary of Business Changes at QTAC***

This *Statistical Report* delivers detailed information about the pool of applicants applying for tertiary study to those courses represented by QTAC. Valuable trends, as well as specific snapshot data, are provided. Behind the data is a business with trained and dedicated staff. The staff deliver the core services on a day to day basis while also looking to the enhancements needed on an ongoing basis.

This year QTAC has introduced some of the largest operational changes seen in the last decade. These changes were completed progressively and therefore in an evolutionary manner but provide revolutionary benefits. The following highlight just a few processes that have changed the ground rules for applying for tertiary study through QTAC:

- *Use of multiple databases at the one time:* During the year QTAC was able to open multiple admissions periods at the one time, offering applicants the ability to apply for courses in multiple time slots. It is likely that further development of this technology will occur.
- *Fully open admission periods:* Applicants were able to apply throughout the entire admissions period except on offer days. This removed the previous 'lock down' times that were used to stabilise the database in preparation for the offer rounds. By implementing an *Applicant Standby Mode*, applicants could continue to apply and be processed as and when resources were available.
- *After offer round processes:* QTAC now maintains applicant services after the offer rounds to allow all interested applicants, for those institutions with remaining places, to apply online and be processed according to normal procedures. The Very Late Application process meant that a system of rolling offers were made to eligible applicants thereby increasing service to applicants and institutions alike.

Each of these initiatives is described in more detail below. The five operational divisions within QTAC combine to deliver the activities of the Company for institutions and applicants. Although the focus is the timely delivery of efficient and cost effective services, continuous investigation and implementation, where appropriate, of new initiatives and improved processes is a feature of the Company's operations. Naturally, the introduction of each change included staff from all areas of the Company, and relied on a willingness to think differently about our services and our customers. We are grateful for this willingness.

The divisions of the Company are:

- Office of the CEO; Ms Elizabeth Jones, CEO
- Commercial Services; Mr Walter Williams, Manager
- Public Relations and Information Services; Ms Pat Smith, Manager
- Production and Assessment Services; Mr Phillip Anthony, Manager
- Information Technology; Mr Richard Armstrong, Manager

The main activities and initiatives covered by QTAC divisions during the 2005-2006 admissions period and relevant mid-year periods, are outlined in each of the functional

reports. It is however important to stress that the functions of each division interlink and support each other to produce the consolidated outcomes of the business.

### ***Public Relations and Information Services***

One of the main 'faces' of QTAC is represented by the services delivered through the Public Relations and Information Services team. The functions of this unit span the face-to-face enquiry activities at QTAC and at public events and exhibitions; the enquiry services delivered through the call centre; the array of publication materials and workshops supporting the Year 10, Year 12 and mature age market segments; and the counselling advice provided to applicants, careers counsellors and industry representatives. The activities of the section during the last year are outlined below.

- ***Enquiry Rates:*** In a major undertaking this year the Information Services area was reconfigured to enable all call centre staff to be located in one area. The design provided for eight work stations with security camera support in public areas enabling staff to readily respond to counter enquiries. In February, a new phone system was installed which is supported by additional call management software. The software provides data for planning, performance monitoring and staff development. During the year staff handled over 84,400 enquiries, the bulk of which were by phone (52,000) with a growing number of email enquiries (22,000). Staff responded to 88% of phone calls in person which, although slightly lower than previous years, was acceptable given lower than expected staffing levels.
- ***Publications:*** QTAC produces a range of publications for each target segment. The data in each has to be informative and accurate, requiring significant and timely editing to represent institution course and policy changes. The number of parties involved in the editing task, both internally and externally, led to the development of an XML online editing program two years ago. QTAC has continued the development of this tool and expanded its use to a range of publications. The program was used for production of the *QTAC Guide* Section 3 (course information), and for the first time this year the Year 10 booklet, *Tertiary Prerequisites*. While trying to keep the publication as concise as possible the *QTAC Guide* has grown to nearly four hundred pages. QTAC aims to further improve the look and readability of the *QTAC Guide* in the coming year with the use of more colour and by providing readers with two years of QTAC Selection rank and OP requirements.
- ***Public Relations:*** QTAC worked closely with the media ensuring that the organisation was regularly profiled through editorial and photographic images in educational features.
- ***Web Enhancements:*** The website is the most frequently used of QTAC's information sources with 420,000 unique users generating millions of 'hits'. One of the most welcomed enhancements to the QTAC website over the year was the introduction of the new Course Search engine. The service, which was introduced in conjunction with the QSA release of OPs, allows potential and current applicants to search for courses on the basis of OP, QTAC selection rank, institution, field/mode of study, fee type and others. The service has proved a popular facility to assist navigation of the large volume of courses available. For mid-year, the XML course editor was utilised to edit courses online which streamlined the intensive editing and publishing of courses by QTAC staff.
- ***Tertiary Advice and Counselling Services (TACS):*** TACS provides information and advice regarding tertiary admissions in intensive mode via individual counselling and

through presentations to groups. A shift in the business activities of TACS this year saw seminar contacts exceed individual counselling appointments. The 'one-to-many' model has been expanded with a review of the seminar content for school and institution personnel in particular. The school/institution workshops have been grouped into 2-day beginner, 1-day intermediate and 1-day advanced workshops. The streamlining of these workshops aimed to better meet the needs of a diverse client group. The Tertiary Entry Workshops for school and institution personnel were heavily subscribed with additional sessions offered to cope with demand. In addition, TACS counsellors conducted just under a thousand individual counselling appointments. Clients using TACS services provide the basis for 'ambassador' contacts with the media, particularly during admissions periods, as well as success profiles in QTAC publications eg *Pathways to Tertiary Studies* and the newsagent version of the *QTAC Guide*.

### ***Production and Assessment Services***

As one of the main engine rooms of QTAC, services are developed and delivered by the Production and Assessment Services team that ensure fair and equitable assessment for the applicant pool according to established institution practices. Dealing with the applications, the team uses its knowledge of institution policies and practices, qualifications, and grading schemes to assess and rank applicants. The team works with established codified rules to deliver its service and is constantly reviewing local and international practices in relation to qualification assessment and practice. During the year a number of amendments or enhancements were made.

- ***QTAC Online Admissions System (OASys) and Assessment Procedures:*** Annual amendments to the Course Details and Course Selection Methodology (CD&CSM) are completed by QTAC and the institutions prior to all admission periods. It is through this process that QTAC is able to set up and maintain the database of course information for the coming admissions period. QTAC continued to enhance its Corporate Website, centralising the CD&CSM as one online resource with all relevant information, instructions, electronic proformas and related data, including QTAC Schedules.

A significant change for 2005-2006 admissions was the ability to split quota liability tasks. This created more efficient task targeting and therefore restricted the type of quota liability task which needed to be created and checked (specifically where the applicant was seeking re-entry through QTAC to the same course previously studied at the institution). When fully implemented by 2006-2007 admissions, this will remove 15,000 unnecessary quota liability tasks. This is equivalent to reducing work from 40 person days to under 6 days.

Other enhancements included: the electronic retrieval of results for the Special Tertiary Admissions Test (STAT) from the National STAT database, for applicants who sat outside of Queensland; bonuses derived from fact codes; and the derivation of subject prerequisite equivalents from International Baccalaureate studies undertaken overseas (previously restricted to Australia-based results).

While QTAC has made significant gains from the trend away from paper based application forms towards web-based applications, an unexpected outcome has been an increase in applicant correspondence. A number of initiatives have been implemented to

address this issue, including the use of electronic reminders. Enhancements in this area are continuing.

- *Working Party on Common Assessment:* As part of its review of schedules, and to keep abreast of the latest developments internationally, amendments were made to QTAC's schedules to incorporate changes to Year 12 systems in a number of countries. Significant other activities and changes included:
  - An ongoing review into the Certificate IV in Adult Tertiary Preparation in relation to the different credit transfer / recognition of prior learning processes that are being implemented by qualification providers;
  - Reviews undertaken to formulate common practices and policies relating to the assessment of interstate Year 12s who were TER-ineligible; the offering of one-year internal Senior subjects in conjunction with External Senior subjects; the likely awarding of qualifications based solely on Recognition of Prior Learning (RPL) by a Queensland-based organisation; the new Test of English as a Foreign Language (TOEFL) test; and changes to United Kingdom professional and vocational qualifications as a result of changes arising from the Bologna Process.

Cooperative work continues to be undertaken at a national level towards a common assessment of International Baccalaureate qualifications for implementation in 2007-2008 admissions.

- *Standby and Very Late Application Processes:* Two new facilities were built into QTAC's systems to enhance existing services in 2005-2006 admissions. The first of these, *Standby Mode*, was implemented in response to institution requirements for QTAC to remain open as long as possible to collect applications. *Standby Mode* allowed QTAC to keep its Web-based application services open after the normal cut-off date to collect applications until the latest possible time prior to offer rounds. As time and resources allowed, these applicants in *Standby Mode* were released for assessment and consideration in the offer round. This was a significant success, with all available applicants who had applied up to and including the day prior to QTAC's major offer rounds in January and February (for first semester admissions) and June and July (for second semester admissions) released, assessed on available results and documentation, and considered in their respective offer rounds.

Coupled with *Standby Mode*, a *Very Late Application (VLA)* process was implemented for the period immediately following the scheduled offer rounds in 2005-2006 admissions. In this initial implementation, a combination of manual and electronic processes were utilised to collect late applications, changes of preference and documentation, and to refer applications to institutions for individual consideration of a late offer. This was also seen as highly successful with 571 new applications being received and processed in this manner from 1 February until the end of the admissions period. A more automated process for *VLA* will be investigated by QTAC for 2006-2007 admissions, along with the introduction of *VLA* in the mid 2007 admissions period.

- *Expansion of 'Offer All' Applicant Courses:* Following on from two successful years of the TAFE December offer trial, the offering of places on the basis of 'offer all' applicants was formally made available to all institutions participating in QTAC for the December 2005 offer round. Under this Board-approved initiative, institutions could offer all first

preference applicants in nominated courses in the December round, where the only entry requirement was English language proficiency. Three institutions offered 120 courses in this manner in the December 2005 offer round.

- *Training for Institution Staff:* As part of its service provision, QTAC conducts annual training for institution admissions staff in the use of QTAC's Online Admissions System. Additional training sessions were also conducted in June 2006 in response to a turnover of institution admissions personnel. Additionally, QTAC conducted Course Details and Course Selection Methodology training in July 2005. All training sessions for institution staff continue to be very well attended, with positive feedback being received.

### ***Information Technology***

QTAC's services are powered by a range of in-house developed and externally sourced services which are constantly being enhanced to meet the changing requirements of the business, institutions and applicants. A core group of staff deliver these services with recent changes providing opportunities and challenges for the business. In accordance with the Company's plan, the IT division supported the initiatives mentioned above and contributed to the following:

- *Volume of Change Requests:* Information Technology staff completed almost 500 requests for enhancements and changes during the year with most of these related to the OASys (Online Admissions System) software, Web services and qualification assessment.
- *QualSearch:* On-going enhancements to the *QualSearch* product continued throughout the year, with the majority of changes relating to enhanced flexibility in user management and reporting.
- *Web Service Changes:* A series of changes to Web services were completed:
  - Credit Card Validation: QTAC added real-time credit card validation to its Web-based services thereby enhancing applicant and business processes alike.
  - A re-design of Applicant Online Services to provide a look and feel consistent with QTAC's *Apply by Web* (ABW) and *Twelve to Tertiary* (TTT) services occurred.
  - Services to allow applicants to electronically retrieve 'forgotten' applicant numbers and PINs were developed (given identification checks).
  - Changes in access to allow current Australian Year 12 students to use either their QTAC application number or their Year 12 student number to access their QTAC records were developed.
  - Heavy usage of the website continued with the number of unique visitors to QTAC's website increasing by approximately 7% to 420,000. Typical visits last 7 to 12 minutes although these tend to mask typical 'browsing' durations as the vast majority of visits are applicants using QTAC's Applicant Services to apply, change data, check offers and so on.
  - As highlighted in the previous section, QTAC is pursuing a strategy of delivering information to applicants via electronic correspondence wherever possible.

- *Course Information Maintenance:* As mentioned above QTAC's XML-based course information database continued its expanded use with further options being assessed for the future.
- *Support for the South Australian Tertiary Admissions Centre (SATAC):* One of QTAC's main clients is SATAC which is a licensed user of QTAC's OASys admissions software. Usage was extended to cover Charles Darwin University during the year.
- *Hardware and Systems Changes:*
  - In the second half of 2005, QTAC established off-site data mirroring in a secure environment with additional process synchronisation and auto-recovery facilities to cope with any network failures. All data transfers between QTAC and this off-site mirror are strongly encrypted. This process does not replace the traditional backup strategies employed by QTAC with these continuing to provide an additional level of data protection.
  - To support use of QTAC's training and examination room, QTAC established an isolated network serving only this area. As part of this project, QTAC's firewall infrastructure was replaced.
  - Work continued on server consolidation and the migration of QTAC's directory services to an LDAP-based system.
  - With the retirement of its telephone-based IVR hardware, QTAC ceased support for IVR systems after the February 2006 offer round.
  - Systems availability, discounted for planned outages needed for software and system upgrades, remained around the 99.9% level.
  - Systems utilisation continues to grow although it still remains within acceptable levels. In particular, web services to applicants performed within acceptable limits during periods of peak loads. For the first time this year, QTAC offered a full range of web services at the time of the release of major round offers rather than provide limited services as a load management strategy.

### ***Commercial Services and the Office of the Chief Executive Officer***

The administrative and governance functions of the organisation are managed within Commercial Services and the Office of the Chief Executive Officer. Functions include traditional finance and Company Secretarial activities, payroll and human resources, mail and distribution, facilities management, government statistical reporting, government liaison, committees and governance.

- *Strengthening the Business:* QTAC's core tertiary admission service should remain relevant if it continues to meet market needs. To better understand the applicant segment, QTAC reviewed applicant trends, demographic profiles and a range of other statistical data since 1976. This research showed trends by sex, age and geographic base of the targeted applicant pool. The information was used to better forecast future requirements and to reflect on the existing and planned service offering. Along with a better understanding of the business, QTAC also reviewed existing operations with efficiency gains in mind. The business was able to reduce costs in a number of areas, including materials distribution, stationery and mail, without a service reduction.

In addition to core activities QTAC continued to develop and provide *QualSearch* services to registered institutions and third parties. *QualSearch* is the online qualification verification service for postgraduate admissions and staff recruitment purposes. Although supported financially by the business at this point in time it is planned for the service to be cost neutral within 12 to 24 months.

■ *Strengthening the Governance Model:*

- *Financial:* The business has continued to strengthen its financial and managerial reporting with improvements to work practices, key performance management recording and reporting, asset management, financial management and forecasting. Although a private not for profit company, normal ASIC financial standards are followed.
- *Organisational Development:* The business continues to expand work flexibility by providing job share opportunities and employment changes based on seasonal demand. Excluding the traditional employment of sessional staff, approximately 18% of permanent staff are employed under flexible work arrangements. In addition, QTAC is attempting to alter the nature of its sessional recruitment pool by encouraging past employees back to sessional opportunities. To achieve this, altered hours of work have been implemented.
- *Certified Agreement:* A three year Certified Agreement was completed with staff in April 2006. The agreement supports the altered workplace flexibilities outlined above.
- A Board of Directors appointed from member organisations, governs QTAC. As at June 2006 the Board comprised the following Directors:
  - Dr Carol Dickenson, Registrar, Queensland University of Technology (*Chair*)
  - Professor Paul Thomas, Vice-Chancellor, University of the Sunshine Coast (*Immediate Past Chair*)
  - Professor William Lovegrove, Vice-Chancellor and President, University of Southern Queensland
  - Professor Bernard Moulden, Vice-Chancellor and President, James Cook University
  - Professor John Rickard, Vice-Chancellor and President, Central Queensland University
  - Mr Colin McAndrew, Pro-Vice-Chancellor (Administration), Griffith University
  - Mr Douglas Porter, Secretary & Registrar, The University of Queensland
  - Mr Ian Hawke, Acting Deputy Director General, Office of International, Non-state and Higher Education, as the representative for the Director-General, Education Queensland
- QTAC and the Board are also supported by institution representatives who meet quarterly to discuss operational issues relevant to the Company and participants. This group is known as the Forum, with its Chair attending Board meetings as an observer for the purpose of offering additional operational information as required.

## ***In Summary***

The tertiary education market continues to be confronted by change with any service provider, such as QTAC, needing to anticipate and respond to change. Many changes continue to be made in the organisation to strengthen the existing service offerings, decrease operational difficulties that may be perceived by applicants or institutions, and anticipate required future services. QTAC will continue to work actively to efficiently deliver required services. However it is noted that the nature of uniform service delivery to satisfy uniform institution requirements may not be the required future service model.

The Board of QTAC continues to investigate emerging patterns of the requirements and service needs of the various participants and applicant groups while encouraging ongoing enhancements to address current institution and applicant needs. The Board recognises that QTAC service conformity and uniformity is being replaced by the need for service flexibility and responsiveness. Plotting a service delivery model for QTAC is actively being investigated and addressed.

This report has been prepared by staff of the Planning, Statistics and Research Section, namely Ms Dianne Keene and Ms Ingrid Andrews. Should you wish to provide feedback or seek assistance on matters related to this *Statistical Report*, please contact:

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Email [dianne.keene@qtac.edu.au](mailto:dianne.keene@qtac.edu.au)

Thanks is also given to the many participants at institutions, stakeholders and interested parties who contribute to the operations of QTAC on an annual basis. The Board looks forward to the future support of these entities.

It is with pleasure that I present the *Statistical Report 2005-2006* for the Queensland Tertiary Admissions Centre Ltd.

Dr Carol Dickenson  
*Chair, Board of Directors*  
*Queensland Tertiary Admissions Centre Ltd*