

OECD THEMATIC REVIEW OF TERTIARY EDUCATION

COUNTRY BACKGROUND REPORT

AUSTRALIA

ANNEX – TABLES AND FIGURES

Department of Education, Science and Training

Canberra

April 2007

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Table 2.1: Schedule A, B and C and other approved higher education providers under the *Higher Education Support Act 2003 (HESA)*

Table A Providers	Table B Providers	Approved Providers under HESA (Continued)
Central Queensland University	Bond University	JMC Academy
Charles Darwin University	The University of Notre Dame Australia	Marcus Oldham College
Charles Sturt University	Melbourne College of Divinity	Melbourne Institute of Business and Technology
Curtin University of Technology		Melbourne Institute of Technology
Deakin University		Monash College (Monash International)
Edith Cowan University		Moore Theological College
Griffith University	Table C Providers	National Institute of Dramatic Art (NIDA)
James Cook University	Carnegie Mellon University	Nature Care College
La Trobe University		Northern Melbourne Institute of TAFE
Macquarie University		Oceania Polytechnic Institute of Education
Monash University	Approved Providers under HESA*	Perth Bible College
Murdoch University	Adelaide College of Divinity	Perth Institute of Business and Technology
Queensland University of Technology	Australian College of Applied Psychology	Queensland Institute of Business and Technology
Royal Melbourne Institute of Technology	Australian College of Natural Medicine Pty Ltd	Raffles KvB Institute (KvB Institute of Technology)
Southern Cross University	Australian College of Physical Education	SAE College
Swinburne University of Technology	Australian College of Theology	Shaftston Institute of Technology
The Australian National University	Australian Film, Television and Radio School	South Australian Institute of Business and Technology
The Flinders University of South Australia	Australian Guild of Music Education	Southern School of Natural Therapies
The University of Adelaide	Australian Institute of Music	Swan TAFE
The University of Melbourne	Australian Institute of Public Safety	Sydney College of Divinity
The University of Queensland	Australian Lutheran College	Sydney Institute of Business and Technology
The University of Sydney	Avondale College	Tabor College New South Wales
The University of Western Australia	Billy Blue College	Tabor College South Australia
University of Ballarat	Blue Mountains International Hotel School	Tabor College Tasmania
University of Canberra	Box Hill Institute of TAFE	Tabor College Victoria
University of Newcastle	Bradford College	Wesley Institute
University of New England	Brisbane College of Theology	
University of New South Wales	Campion Institute	
University of South Australia	Christian Heritage College	
University of Southern Queensland	College of Law	
University of Tasmania	Curtin International College	
University of Technology, Sydney	Dixon Elliott Pty Ltd (Macleay College)	
University of the Sunshine Coast	East Coast Gestalt Training	
University of Western Sydney	Gordon Institute of TAFE	
University of Wollongong	Harvest Bible College	
Victoria University of Technology	Holmesglen Institute of TAFE	
Australian Catholic University	Holmes Institute	
Australian Maritime College	Insearch	
Batchelor Institute of Indigenous Tertiary Education	International College of Management	
	International College of Hotel Management	
	Jansen Newman Institute	

* List of Approved Providers under the HESA, as of 31 December 2006.

Table 2.2: All students by mode of attendance, type of attendance and gender, 1995 to 2005

Mode/ Type of Attendance	Enrolments at 31 March							Full Year Enrolments				
	1995	1996	1997	1998	1999	2000	2001	2001	2002	2003	2004	2005
Internal (a)												
Full-time	347,337	361,759	379,844	383,857	392,332	392,442	457,778	487,314	525,232	548,183	556,939	566,135
Part-time	167,617	169,772	172,902	177,156	178,432	184,883	141,077	186,033	199,682	199,238	197,889	195,834
Total Internal	514,954	531,531	552,746	561,013	570,764	577,325	598,855	673,347	724,914	747,421	754,828	761,969
External (b)												
Full-time	4,794	6,119	7,138	8,408	10,089	11,514	19,732	21,660	24,441	25,261	24,939	24,903
Part-time	70,404	78,969	80,616	81,823	83,921	83,847	82,902	114,691	114,787	114,767	112,526	108,794
Total External	75,198	85,088	87,754	90,231	94,010	95,361	102,634	136,351	139,228	140,028	137,465	133,697
Multi-Modal (c)												
Full-time	7,946	10,557	11,610	13,416	14,313	15,435	19,317	24,197	24,907	31,786	37,818	45,834
Part-time	6,078	6,918	6,739	7,193	7,180	7,363	5,612	8,288	7,572	10,717	14,866	15,676
Total	14,024	17,475	18,349	20,609	21,493	22,798	24,929	32,485	32,479	42,503	52,684	61,510
Gender												
Males	278,819	289,872	300,180	304,374	308,976	311,370	326,572	384,131	408,633	424,128	431,557	435,848
Females	325,357	344,222	358,669	367,479	377,291	384,114	399,846	458,052	487,988	505,824	513,420	521,328
Total	604,176	634,094	658,849	671,853	686,267	695,484	726,418	842,183	896,621	929,952	944,977	957,176

(a) Internal mode of attendance is where all units of study are undertaken through regular attendance at the institution.

(b) External mode of attendance is where units are not internal, and normally involves lesson materials, assignments, etc. being delivered to the student, and any associated attendance at the institution is of an incidental, irregular, special or voluntary nature.

(c) Multi-modal mode of attendance is where some units in a course are done on an internal basis and some external

Source: Higher Education Statistics Collection

Table 2.3: All students by broad field of education, 1995 to 2005

Broad Field of Education	Enrolments at 31 March							Full Year Enrolments				
	1995	1996	1997	1998	1999	2000	2001	2001	2002	2003	2004	2005
Natural and Physical Sciences	45,420	47,262	52,771	53,810	56,163	58,107	61,871	66,078	68,188	70,556	73,987	76,001
Information Technology	40,155	42,250	47,492	48,731	51,064	52,689	61,391	73,031	79,085	77,004	72,734	64,399
Engineering and Related Technologies	49,650	50,360	51,967	51,968	52,763	53,095	53,282	58,298	61,255	64,670	65,527	65,364
Architecture and Building	13,325	14,459	14,976	15,174	15,273	15,289	15,535	17,057	17,809	18,676	19,112	19,869
Agriculture, Environmental and Related Studies	16,372	16,826	17,727	17,641	17,784	17,751	16,844	18,484	18,532	18,493	18,434	17,248
Health	73,584	74,821	77,249	79,190	80,110	82,294	84,272	92,417	97,302	100,348	102,978	107,773
Education	70,618	70,648	73,898	73,645	73,023	74,191	74,409	83,662	89,391	90,312	91,995	95,319
Management and Commerce	122,127	135,199	151,595	160,410	168,012	169,429	180,853	221,911	241,183	255,756	267,006	274,040
Society and Culture	129,441	136,601	155,798	157,871	162,302	166,447	168,571	190,218	196,390	202,738	203,236	208,275
Creative Arts	37,299	39,150	44,060	44,071	44,948	45,536	45,053	49,895	54,657	57,896	59,735	61,178
Food, Hospitality and Personal Services	111	117	132	136	143	147	139	156	150	109	70	90
Mixed Field Programmes	118	124	140	140	143	145	1,696	2,202	1,893	2,048	2,082	1,861
Non-award	5,956	6,277	5,798	6,140	7,350	8,807	10,207	18,207	22,277	24,901	23,801	22,433
Total	604,176	634,094	658,849	671,853	686,267	695,484	726,418	842,183	896,621	929,952	944,977	957,176

Source: Higher Education Statistics Collection

Table 2.4: All students by level of course, 1994 to 2005, % of total

Level of Course	Enrolments at 31 March								Full Year Enrolments				
	1994	1995	1996	1997	1998	1999	2000	2001	2001	2002	2003	2004	2005
Postgraduate	19.9%	20.5%	20.9%	20.9%	20.3%	20.3%	20.5%	21.4%	24.0%	25.3%	26.6%	27.3%	27.53%
Undergraduate	78.6%	77.9%	77.5%	77.6%	78.2%	78.0%	77.7%	76.7%	73.1%	71.5%	70.1%	69.6%	69.53%
Enabling courses (a)	0.4%	0.6%	0.6%	0.6%	0.6%	0.6%	0.5%	0.5%	0.8%	0.8%	0.7%	0.6%	0.60%
Non-award courses (b)	1.1%	1.0%	1.0%	0.9%	0.9%	1.1%	1.3%	1.4%	2.2%	2.5%	2.7%	2.5%	2.34%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.00%

(a) Enabling courses refer to courses that enable a person to undertake a course leading to a higher education award (eg. to provide pre-requisites for an award course). Enabling courses do not lead to a higher education award in their own right.

(b) Non award courses refer to a unit (or number of units) of study, but which do not lead to a higher education award. The units of study are generally units that can be studied under an award course, but are not undertaken as part of an established award (e.g. a student may study some units “just out of interest” or for professional reasons, but not for a specific award once they are completed). Source: Higher Education Statistics Collection

Table 2.7: Estimated unmet demand for university places by State, 2001 to 2006

State	Unsuccessful Eligible Applicants						% Change				
	2001	2002	2003	2004	2005	2006	01-02	02-03	03-04	04-05	05-06
New South Wales - ACT	3,300	6,600	10,000	11,400	5,700	3,700	100%	52%	14%	-50%	-35%
Victoria	7,000	10,100	12,400	12,000	6,500	4,300	44%	23%	-3%	-46%	-34%
Queensland	4,800	5,600	9,400	8,400	4,200	4,000	17%	68%	-11%	-50%	-5%
South Australia	400	500	1,200	1,100	1,400	1,100	25%	140%	-8%	27%	-21%
Western Australia	700	800	2,400	2,900	1,600	900	14%	200%	21%	-45%	-44%
Tasmania	39	42	300	300	200	200	8%	618%	0%	-33%	0%
Australia	16,200	23,700	35,700	36,100	19,600	14,200	46%	51%	1%	-46%	-28%

Source: AVCC

Note:

The estimated unmet demand calculation is based on the number of unsuccessful eligible domestic undergraduate applicants for university study whose applications are made through state Tertiary Admissions Centres. A number of factors are used to discount these numbers to provide a more realistic estimate.

The numbers exclude applications from students with an Interstate Transfer Index score below 53 and all applications to those universities not using the state Tertiary Admissions Centres to process applications.

The 2001 and 2002 estimates are done slightly differently from 2003 to 2005 due to the unavailability of some data. As a result the 2001 and 2002 estimates are relatively lower than the 2003 to 2005 estimates.

Table 2.8: Domestic students by age group, 2005

Age Group	Number	%
16 and under	1,241	0.17%
17	34,717	4.84%
18	70,213	9.78%
19	76,587	10.67%
20	74,731	10.41%
21	61,387	8.55%
22	45,324	6.32%
23	33,813	4.71%
24	25,836	3.60%
25	21,763	3.03%
26	19,022	2.65%
27	17,486	2.44%
28	16,116	2.25%
29	15,082	2.10%
30 to 39	111,704	15.56%
40 to 49	65,358	9.11%
50 to 59	23,237	3.24%
60 and over	4,064	0.57%
Total	717,681	100.00%

Source: Higher Education Statistics Collection

Figure 2.5: Estimated unmet demand, 2001 to 2006

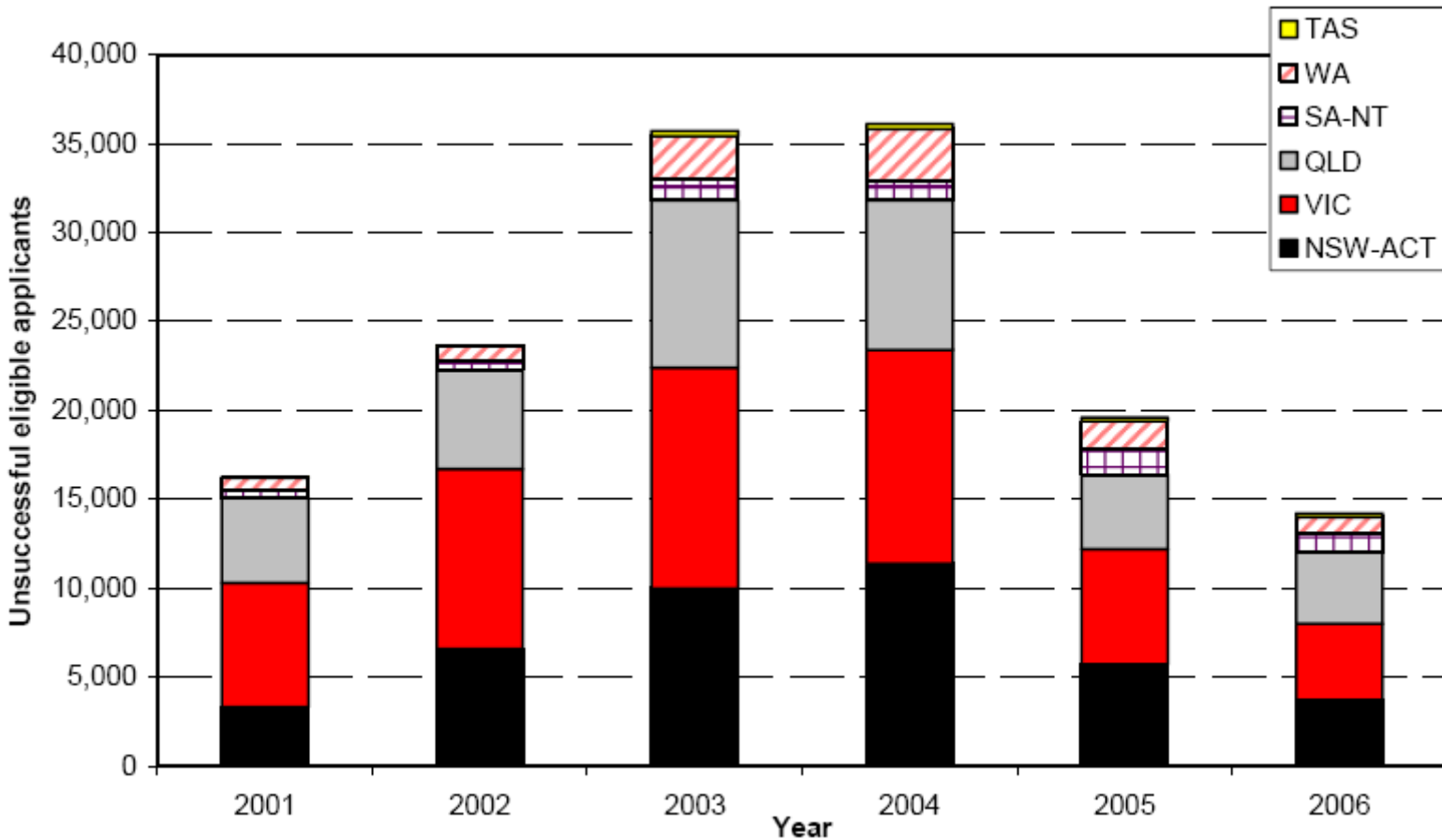
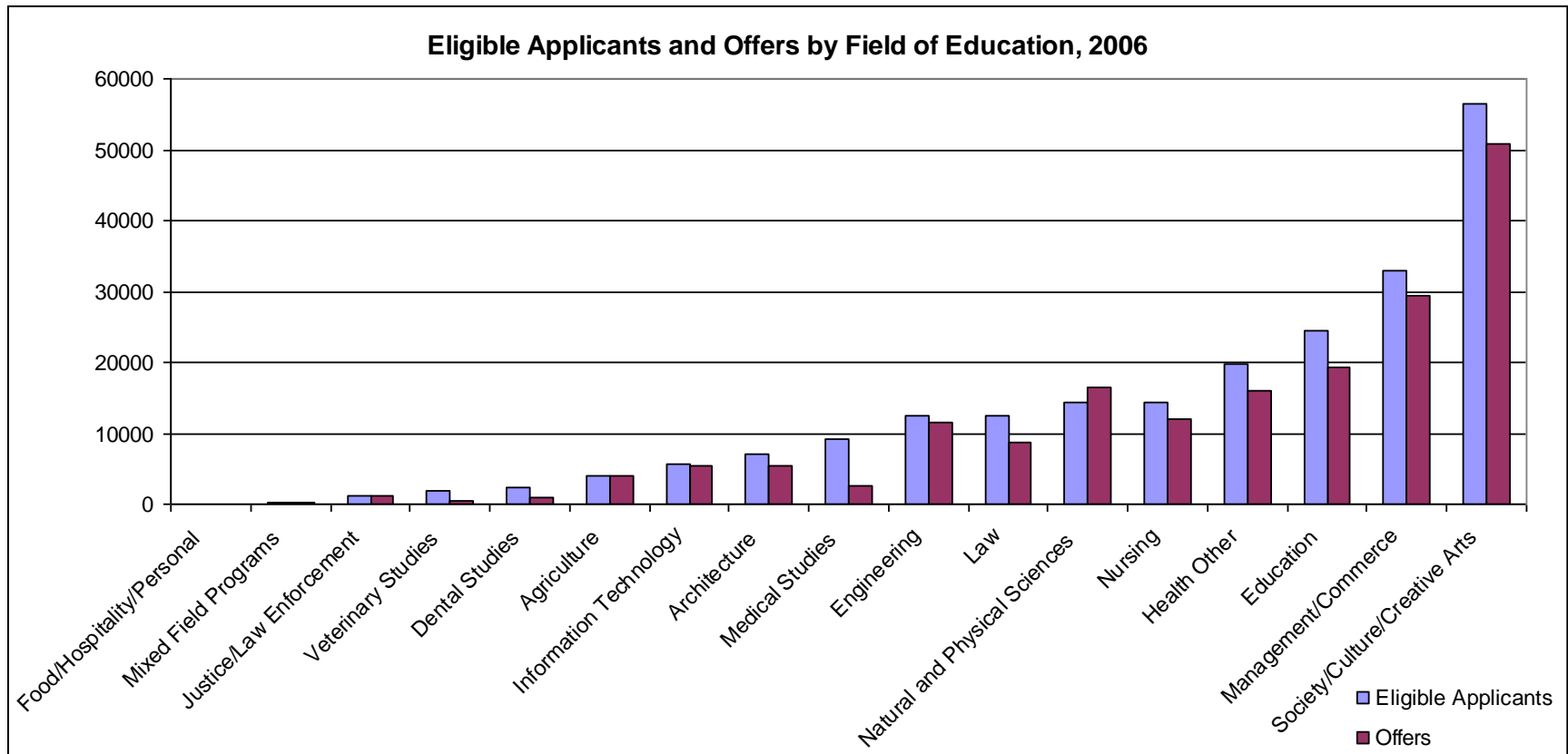


Figure 2.6: Eligible applicants and offers for undergraduate domestic places at university by Field of Education, 2006



Source: AVCC data

Table 3.1: Changes in employment rates by qualification and gender, 1990 and 2003

Gender and highest qualification	Employed in 1990 No.	Employed in 2003 No.	Change No.	Change %	Share of increase %
MALE					
Degree+	605 800	981 100	375 300	61.9	27.3
Trade/other qualification	1 844 300	1 960 300	115 900	6.3	8.4
No post-school qualification	2 073 700	2 151 400	77 700	3.7	5.6
FEMALE					
Degree+	350 000	940 800	590 800	168.8	42.9
Trade/other qualification	1 157 300	1 285 800	128 500	11.1	9.3
No post-school qualification	1 714 600	1 802 900	88 200	5.1	6.4
PERSONS					
Degree+	955 900	1 921 900	966 100	101.1	70.2
Trade/other qualification	3 001 600	3 246 000	244 400	8.1	17.8
No post-school qualification	3 788 300	3 954 200	166 000	4.4	12.1
Total	7 745 800	9 122 200	1 376 400	17.8	

Source: The National Centre for Social and Economic Modelling (NATSEM), 2005

Table 3.2: Movement in the Department of Employment and Workplace Relations (DEWR) Skilled Vacancy Index

Average annual growth in Skilled Vacancy Index (Professionals)		
	2000-2004 %	Nov 2004- Nov 2005 %
Science	-5.3	-4.2
Building & Engineering	-3.8	-12.1
Accountants and auditors	-19.4	-9.1
Marketing and advertising	-29.2	-7.1
Organisation and Information	-14.6	-20.9
Health	-4.9	21.2
Social	-15.7	14.5
Total Professionals	-10.9	6.4

Source: Mitchell and Quirk (2005) Computed from DEWR, Skilled Vacancy Index.

Table 3.3: Bachelor degree graduate destinations, 1995 to 2005

Year	In full-time employment %	Seeking full-time employment* %	Full-time study %	Other %	Total
1995	53.3	13.3	21.9	11.5	100
1996	55.5	13.3	20.0	11.2	100
1997	53.2	14.0	21.5	11.3	100
1998	53.4	13.7	22.0	10.8	100
1999	52.6	12.5	23.7	11.2	101
2000	54.7	10.7	24.2	10.4	100
2001	55.6	11.4	23.4	9.6	100
2002	53.2	12.2	24.1	10.5	100
2003	53.7	13.3	22.8	10.2	100
2004	52.9	13.5	23.4	10.2	100
2005	54.5	12.9	22.5	10.1	100
2006	54.7	11.7	20.3	13.3	100

The survey is conducted annually four months after degrees are completed

** Not working or in part-time or casual employment, seeking full-time employment*

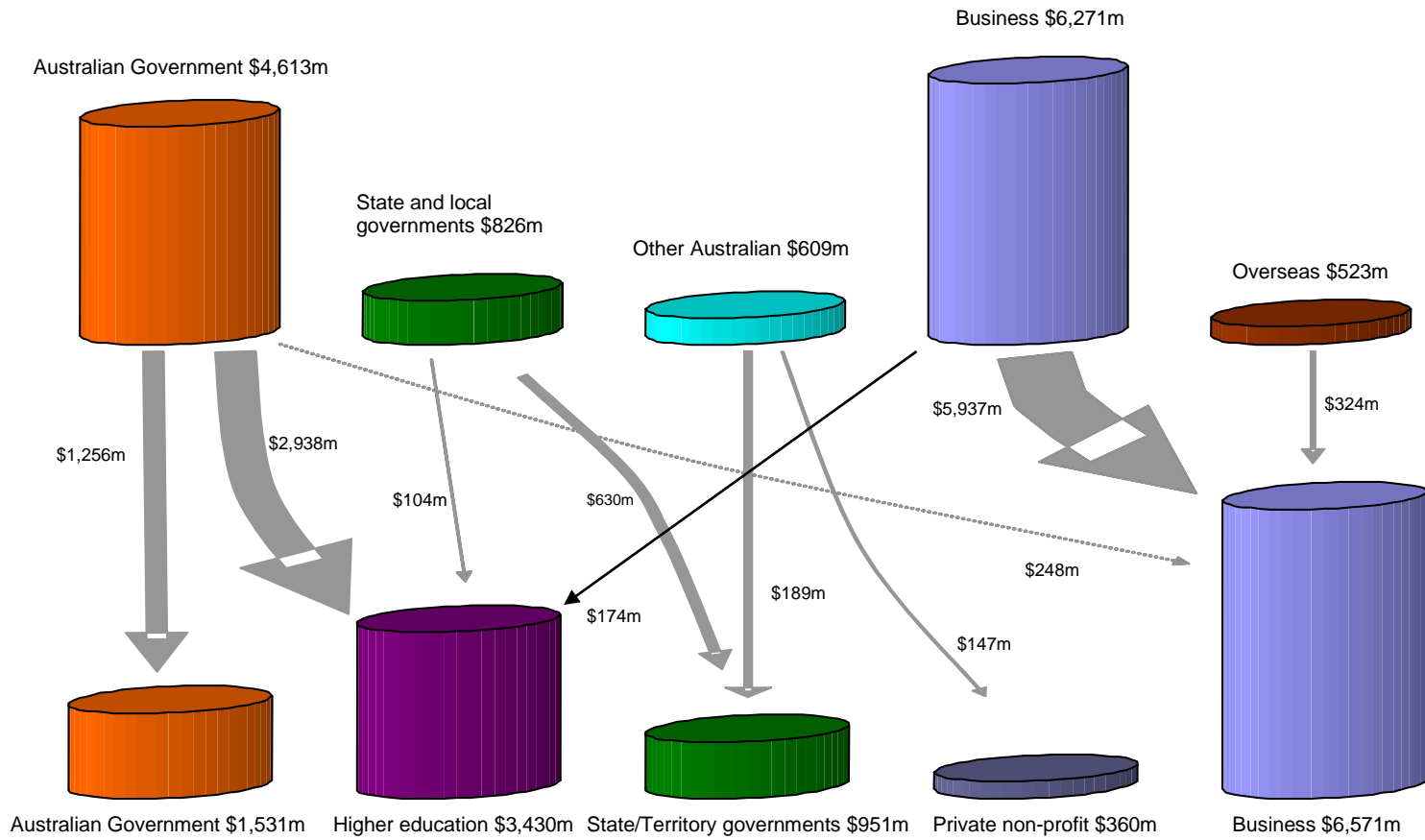
Source Graduate Careers Australia

Table 3.4: Graduate starting salaries and percentage of average weekly earnings, 1995 to 2005

	Average weekly earnings (AWE)	Graduate starting salaries (GSS)	GSS % AWE
1995	33 900	27 000	79.6
1996	34 800	28 000	80.5
1997	35 700	29 000	81.2
1998	37 200	30 000	80.6
1999	38 000	31 000	81.6
2000	39 200	33 000	84.2
2001	40 800	35 000	85.8
2002	42 900	35 500	82.7
2003	45 100	37 000	82.0
2004	46 600	38 000	81.6
2005	48 900	40 000	81.8
2006	51 200	40 800	79.7

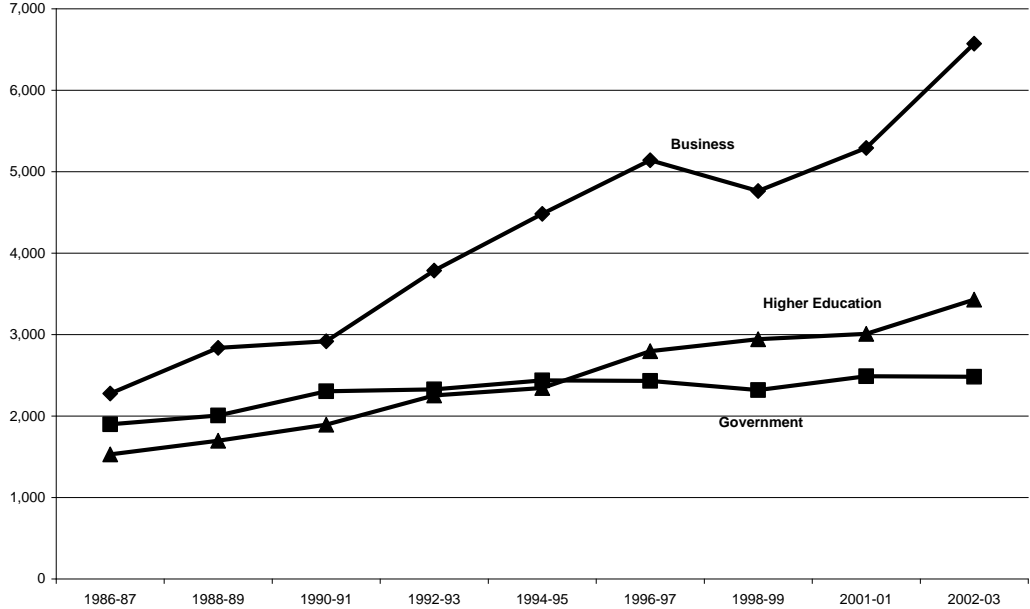
Source: Graduate Careers Australia 2006

Figure 5.1: Major flows of funding for R&D in Australia, 2002/03



SECTORS OF PERFORMANCE

Figure 5.2: Gross domestic expenditure on R&D by sector of performance (\$ million at 2002/03 prices)



Source: DEST, Australian Science and Innovation System: A Statistical Snapshot 2005

Chart 5.1: National Research Priorities

An Environmentally Sustainable Australia.

This priority deals with the way we interact with and utilise our land, water, mineral and energy resources, and understand and respond to environmental change, particularly climate change. Making the most of our natural resources will depend on a better understanding of the environment and on application of new technologies to natural resource industries. We need to develop more sustainable water management practices and protect and remediate our fragile soils and understand how these measures affect production systems and communities. Significant opportunities lie in managing our unique flora and fauna, in developing our deep earth resources, and in developing cleaner and more efficient energy technologies.

Promoting and Maintaining Good Health.

This priority promotes good health and preventive healthcare - particularly among young and older Australians - and helps families and individuals to live healthy, productive and fulfilling lives. It is about promoting the healthy development of young Australians, developing better social, medical and population health strategies to ensure that older Australians enjoy healthy and productive lives, and encouraging all Australians to adopt healthier attitudes, habits and lifestyles.

Frontier Technologies for Building and Transforming Australian Industries.

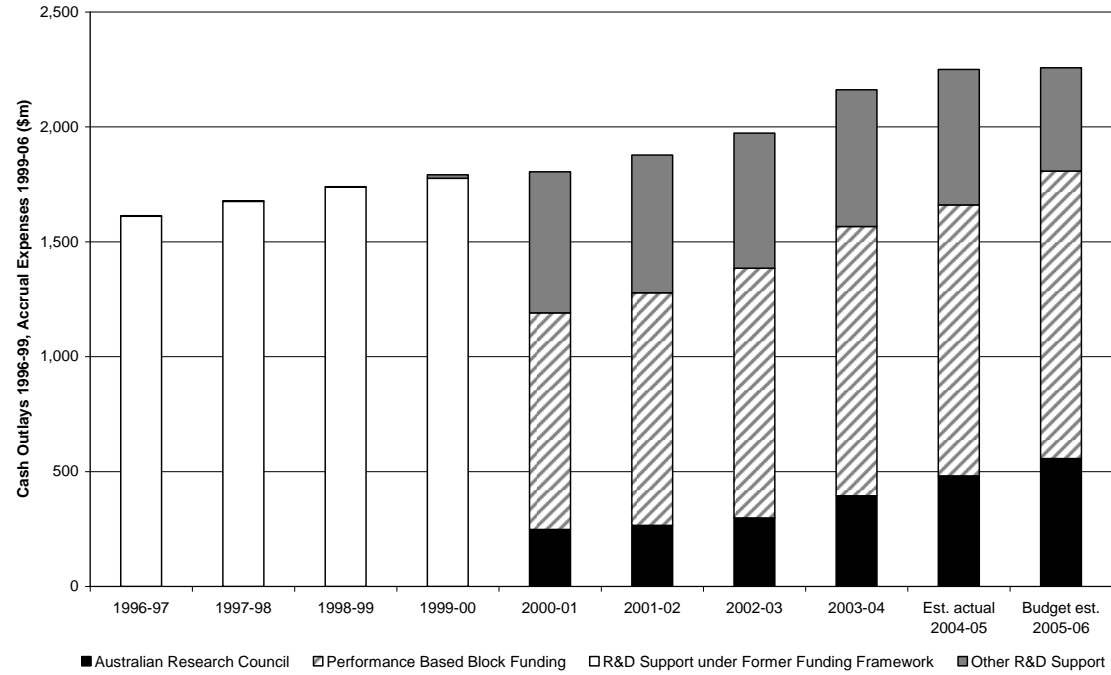
This priority embraces areas where there have been, and continue to be, rapid advances in basic research that will lead to new industries. It recognises that critical research capabilities in new technologies, advanced materials, information systems and digital media need to be expanded and enhanced. The priority also promotes an innovation focused culture and economy as a platform for maximising Australia's creative and technological capability.

Safeguarding Australia.

This priority focuses on a range of research activities relevant to protecting Australia from terrorism, crime, invasive diseases and pests, strengthening our understanding of our nation's place in the region and the world, and securing our critical infrastructure. Recent events have highlighted the critical importance of this issue for Australia. The heightened interest in personal and electronic security across the world also provides an opportunity for Australian solutions.

Source: Department of Education, Science and Training, 'National research priorities',
http://www.dest.gov.au/sectors/research_sector/policies_issues_reviews/key_issues/national_research_priorities/default.htm

Figure 5.3: Australian Government support for science and innovation - higher education sector - at current prices, 1996/97 to 2005/06



Source: DEST, Australian Science and Innovation System: A Statistical Snapshot 2005

Figure 5.4: Distribution of HERD - by field of research, 1992 and 2002

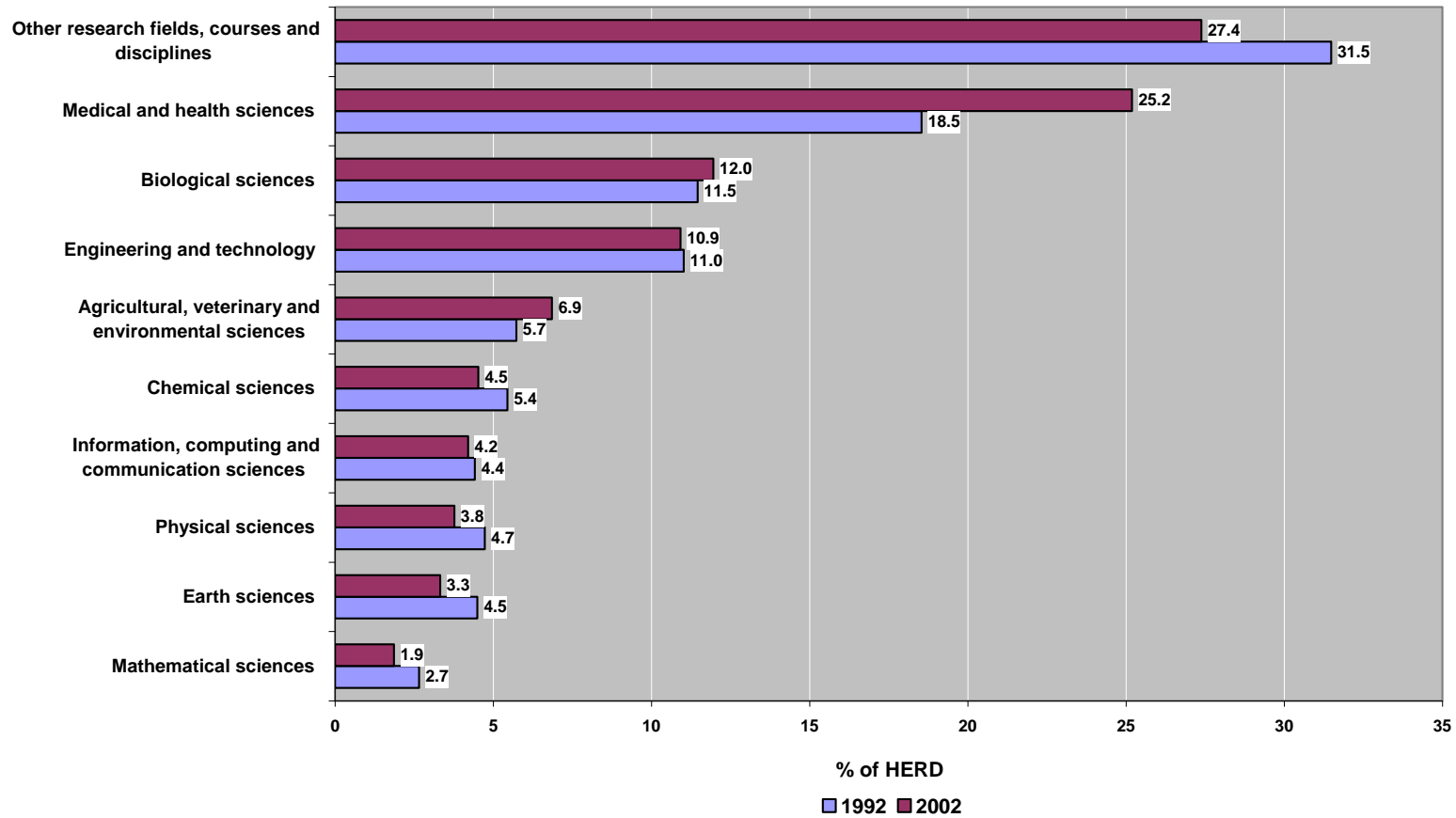


Figure 5.5: Distribution of HERD - by socio-economic objective, 1992 and 2002

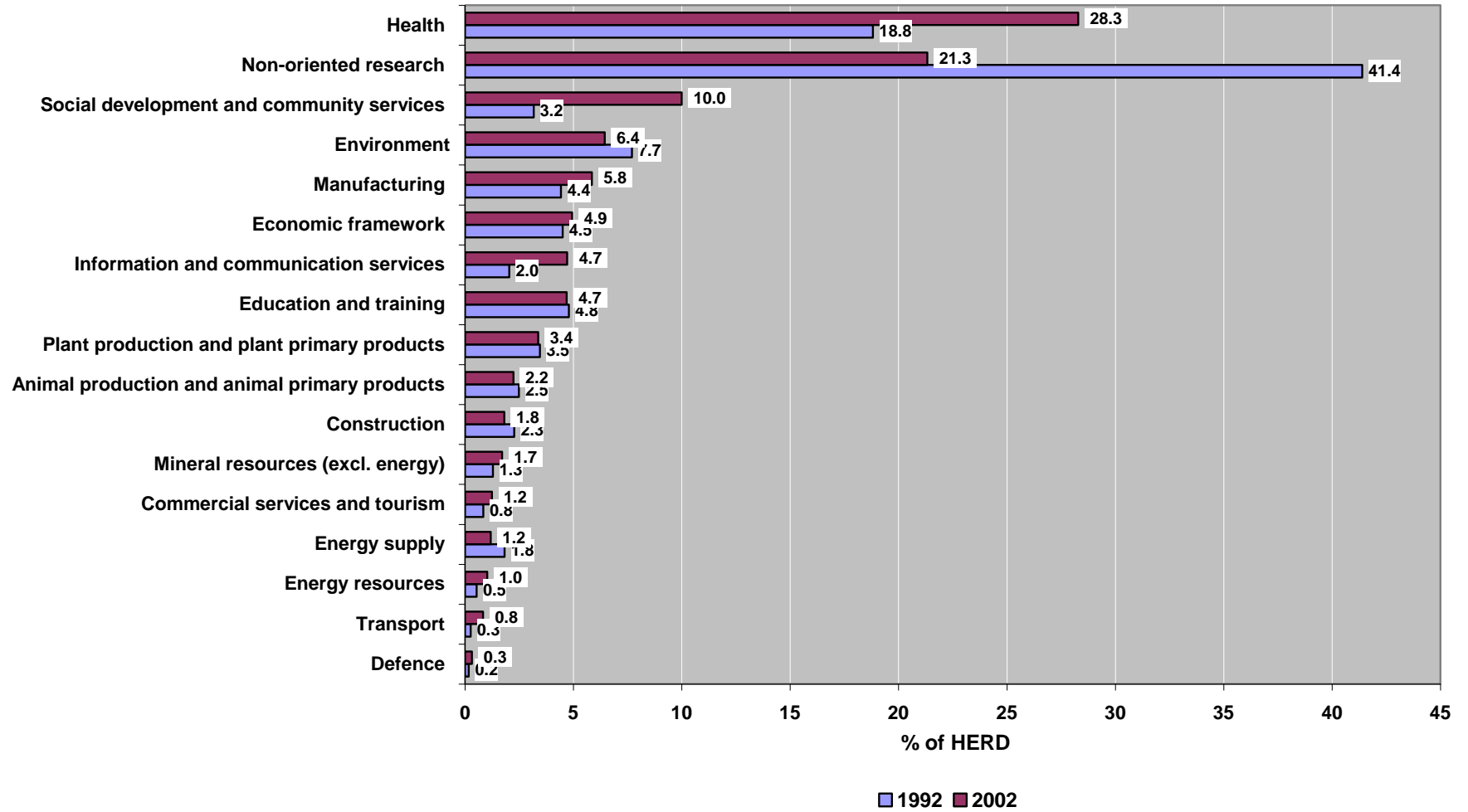


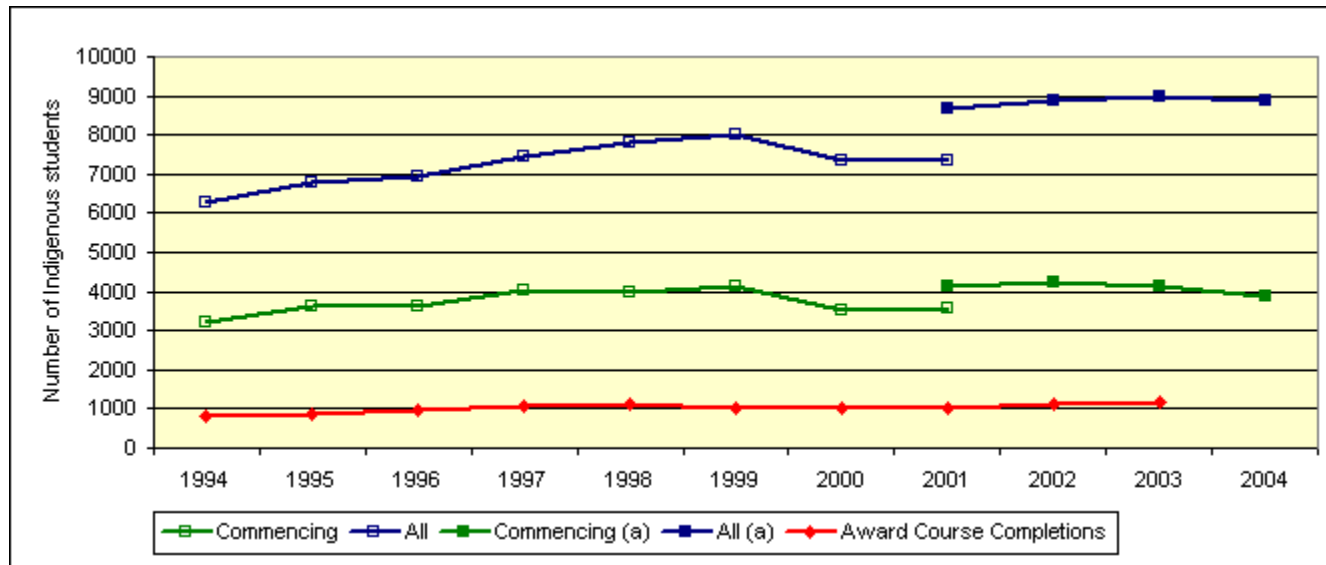
Table 6.1: Equity groups in higher education 1991, 2002 and 2004 and 2005 (number enrolled and percentage of total domestic students)

Equity Group	1991		2002		2004		2005	
	No.	%	No.	%	No.	%	No.	%
Low SES background	74,090	14.7%	104,543	14.9%	102,479	14.6%	100,359	14.5%
Non-English speaking background	20,769	4.1%	24,901	3.6%	27,049	3.9%	26,095	3.8%
Rural areas	92,918	18.4%	122,173	17.5%	119,103	17.0%	116,472	16.9%
Isolated areas	9,493	1.9%	9,506	1.4%	8,892	1.3%	8,272	1.2%
Disability	11,656(a)	2.2%	23,668	3.4%	26,053	3.7%	27,276	4.0%

(a) 1996 figure (collection of disability data only started in 1996)

Source: Higher Education Statistics Collection.

Figure 6.1: Commencing and all Indigenous students, 1994 to 2005, and award course completions by Indigenous students, 1994 to 2004 (a)



(a) Data calculated on the basis of 2002 definitions for commencing and all students. There has been a break in series from 2000 to 2001 because of different timing of data collection (figures from 1994 to 2001 show student numbers as at 31 March in the given year, while later years reflect full year enrolments). Care should be taken when comparing data across this time period.
Source: Higher Education Statistics Collection