Australian Government
Department of Education, Employment and Workplace Relations

Undergraduate Applications, Offers and Acceptances 2010

ISBN:
978-0-642-33246-2 [PDF]
978-0-642-33247-9 [RTF]

Produced by the Department of Education, Employment and Workplace Relations (DEEWR), 2011.

Department of Education, Employment and Workplace Relations
Location Code: C50MA9
GPO Box 9880
CANBERRA CITY ACT 2601

For questions regarding preliminary application data or for further information, please email applicationdata@deewr.gov.au

Table of Contents

List of Tables

List of Figures

1. Executive Summary

National applications, offers and acceptances data collection, 2010

Over the past three years, the Department of Education, Employment and Workplace Relations (DEEWR) has been working closely with the higher education sector to improve the quality, comprehensiveness and detail of the data available on demand for higher education. In 2009, DEEWR published a detailed report based on the first unit record data collection on applications and offers processed through the state Tertiary Admissions Centres (TACs). The 2010 report updates this analysis with the latest year of data from TACs, and also includes analysis of the new unit record data on applications submitted directly to universities. This was the first year that national data have been collected on direct applications.

Total applications

Demand for domestic, undergraduate university places as indicated by applications received through the TACs has increased substantially.

When the 2009-10 end of year admissions cycle was complete (31 March 2010) there were a total of 266 996 applications. This is an increase of 6.9% (or 17 253 applications) on 2009 and is the biggest percentage increase in applications recorded since 1993.

In 2010, there were 204 794 offers. This is an increase of 7.2% (or 13 276) compared to 2009. Despite this increase in the number of offers, the offer rate marginally declined to 76.7% - a fall of 0.2 percentage points on the offer rate recorded in 2009. This reflects the strong increase in the number of applications.

Across Australia, just over half of all applicants (50.1%) received an offer for their highest preference course and 149 230 applicants accepted an offer (note data here refers to applications, but for sake of convenience these are described as applicants). This was a considerable increase of 7.6% in acceptances on the level reported in 2009.

Of all applicants receiving offers 22 130 or 11.0% deferred their offer. The number of deferrals in 2010 was 1.7% lower than recorded in 2009.

Combining direct and TAC applicants gives a total of 306,494 unique applicants Direct applicants made up 19.8% of total applicants. Note, data presented here refers to applicants rather than applications. Since very few direct applicants make multiple applications, this appears the more relevant concept.

Unmet demand

The raw number of applicants (data here refers to applications) not receiving an offer does not provide a meaningful estimate of unmet demand for higher education. Raw figures are therefore discounted to take account of double counting of interstate applicants, applications with only one or two preferences and rejection of offers. The methodology for estimating unmet demand was developed by Universities Australia (UA) in 2005.

In 2010 unmet demand was estimated to be 8.2% of eligible applicants, an increase of 0.1 percentage points on 2009. This equates to around 20 000 applicants after discounting. This increase in unmet demand was largely a function of the increase in the number of applications.

Field of education

The most popular broad field of education was Health which attracted 64 394 applications. This field includes Medical Studies, Dental Studies, Veterinary Studies and Nursing as well as a range of other courses such as Pharmacy, Physiotherapy and Optometry. The field of Society and Culture (including Law) was a close second with 56 737 applications.

Natural and Physical Sciences applications increased strongly by 12.6% in 2010, following strong growth in 2009. The previous two years' growth more than reversed the declines in demand for this field between 2004 and 2008. This growth follows a suite of measures introduced in the 2008-09 Budget to encourage enrolments in Mathematics and Science.

Demand for Education courses increased by 8.0% in 2010, after four straight years of decline. Demand for Nursing courses increased by 20.0% in 2010, following modest growth in 2009. Measures introduced in the 2009-10 Budget, including increased student contributions for Nursing and Education in order to support expanded course provision and lower Higher Education Loan Program (HELP) debt repayments for those working in the nursing and teaching professions, appear to have encouraged demand.

Data on the number of applications for Early Childhood courses are not available prior to 2009. In 2010, there were 3348 applications for Early Childhood Education, representing 13.6% of all applications for Education courses. Applications for Early Childhood Education increased by 15.7% compared with 2009.

Demand for Medical Studies increased by 13.1% in 2010 after two straight years of decline

Following strong growth in mining and construction industries in recent years and notwithstanding more recent labour market developments, Engineering recorded a small increase in demand when compared with 2009 (1.1%). However, 2010 was the sixth year in succession in which applications for Engineering grew.

2009 Year 12 students

Of the total applications, 137 532 or 51.5% were from Year 12 students. This is consistent with data from previous years. Applications from current Year 12 students increased by 3.7% compared with the previous year. Increases were concentrated at the higher end of the Tertiary Entrance Rank (TER) distribution. The offer rate for current Year 12 applicants was 80.3%. The probability of receiving an offer of a place declined as the TER declined.

Under-represented groups – Regional students

Metropolitan students were over-represented in the pool of applications. Around three quarters of applications came from metropolitan areas, slightly higher than the metropolitan population share of 71.4%. Just over one fifth of applications were from regional areas, less than their population share of 26.3%. Only 1.1% of applications were from remote areas compared to their population share of 2.1%.

Offers and acceptances varied by region. Regional and remote applicants (applications) were somewhat more likely to receive an offer than metropolitan applicants: 80.9% of remote applicants and 80.1% of regional applicants received offers, in comparison with 76.0% of metropolitan applicants. Metropolitan applicants were, however, more likely to accept an offer (75.7%) than regional (64.7%) or remote applicants (61.5%).

Though applications from regional and remote applicants remain under-represented, their numbers grew faster (8.4%) than metropolitan applications (6.7%) in 2010. Offers grew at about the same rate for non-metropolitan applicatnts (7.2%) as for metropolitan applicants (7.4%).

Applications by field of education show metropolitan and non-metropolitan students exhibited different preferences. Non-metropolitan students are more likely to apply for courses in national priority areas such as Education and Nursing. They are also more likely to apply for Agriculture, Environmental and Related Studies courses.

Under-represented groups – Low SES students

Socioeconomic status (SES) of applicants is defined by postcode of permanent home residence. Postcodes are divided into quartiles. High SES applicants (applications) were over-represented in the pool of applicants. By definition, persons from high SES backgrounds represent 25.0% of the general population; however they represent 30.9% of the total pool of applicants. Persons from low SES backgrounds were, on the other hand, under-represented. Only 18.5% of all applicants were from low SES backgrounds in 2010, which was higher than the 2009 figure of 17.5%.

Offer rates vary by SES in a similar fashion to applications although the differences are not as marked. High SES applicants were the most successful with 79.2% of these applicants receiving an offer. Medium SES applications were slightly less successful (76.4% received an offer) and low SES applicants were the least successful (74.6% of low SES applicants received an offer). There was little difference in acceptance rates by SES.

The under-representation of persons from low SES backgrounds at university, like regional and remote students, is more related to their lower likelihood of applying for university than their likelihood of receiving an offer.

Although low SES people remain under-represented among applicatnts, their numbers grew faster in 2010 than applicants in other SES categories. Low SES applicants increased by 9.4% compared with 7.6% for medium SES applicatnts and 4.7% for high SES applicants. Similarly, offers to low SES applicants increased by 8.8%, compared to 7.8% for medium and 5.8% for high SES applicants.

Preferences by field of education vary by SES. Low SES students are more likely to apply for courses in the national priority areas of Nursing and Education and less likely to apply for courses with very high cut-off scores, such as Medical Studies and Law.

Under-represented groups – Indigenous students

Indigenous people are under-represented in the pool of applications. Indigenous people represent around 2.5% of the Australian population whereas they constitute only 1.1% of all applications to university.

The offer rate for Indigenous applicants was 69.2% - 7.6 percentage points lower than the offer rate for personswho did not identify as Indigenous. Acceptance rates, on the other hand, were very similar.

While Indigenous people remain under-represented at university, growth in both applications and offer numbers in 2010 were encouraging. Compared with 2009, the number of applications by Indigenous applicants increased by more than 500 and offers to Indigenous applicants increased by more than 200.

Preferences by field of education vary between Indigenous and non-Indigenous applicants. Indigenous applicants are more likely to apply for courses in the national priority areas of Education and Health and less likely to apply for Management and Commerce courses.

Direct applicants

This report includes the first national data collection on applications made directly to universities (in addition to those processed through TACs). There were 60 703 direct applicants over the main admissions round for first semester 2010 (direct applicants are less likely to make multiple applications and hence the focus at this point on applicants rather than applications). Of these direct applicants 52 075 were offered a place. The offer rate for direct applicants was 85.8%.

A small number of direct applicants received more than one offer. Of a total of 53 911 offers made, 41 651 were accepted (77.3%). Only 2028 (3.9%) were deferred.

Compared to TAC applicants, direct applicants were much less likely to be current Year 12 students and were correspondingly more likely to be older. Female and Indigenous applicants made up a larger share of direct applicants than TAC applicants. There was not much difference between the two sets of applicants by SES or region.

Factors affecting future demand

Demand for higher education is affected by a number of factors. These include demographic changes, post-compulsory schooling pathways, labour market conditions and policy settings.

Policy change in higher education

The Australian Government announced its response to the Bradley Review of Higher Education in March 2009. The Government adopted ambitious targets and a range of measures to support increased participation. In particular, targets for increased higher education attainment and increased participation by under-represented groups, together with the introduction of a demand driven funding system from 2012, are likely to have an impact on the demand for and supply of university places. In the transition to a demand driven funding system, the cap on over enrolments has been lifted from 5% to 10% in 2010 and 2011.

The demand-driven system will enable a closer match between demand and supply and a more flexible and responsive allocation of university places. Data from 2010 gave a preliminary indication of growth in both demand for and supply of higher education. Increases in applications in 2010 were historically large, suggesting that demand for higher education is growing strongly. Growth in offers was also historically large, suggesting that universities are keen to expand provision to meet higher demand.

Transitions from school and VET

Policy changes at the school level could have a significant impact on demand for university. The Australian Government and state and territory governments have committed through the Council of Australian Governments (COAG) to increasing the Year 12 retention rate to 90% by 2015. Increasing the Year 12 retention rate will increase the size of the pool of potential applicants to university.

The number of Year 12 students who choose to go on to university will reflect the options available to young people after leaving school. Some may prefer to attend vocational education and training (VET).

Post-school education and training also provides a further pathway into higher education. In 2010, 16.0% of applicants had undertaken prior VET study and 7.9% of offers were made on the basis of completion of a VET award course (other than a secondary education course undertaken at a VET institution). Both of these figures were slight increases from 2009.

Labour market conditions

Another post-school option for school leavers is entering the labour market. There is an inverse relationship between demand for higher education and job opportunities. Trend unemployment reached a low point of 4.1% in February-April 2008 but then increased – following the global financial crisis – at the time of the 2009 university admissions process. The unemployment rate reached 5.8% in the winter of 2009, before falling gradually. In September 2009 however, when prospective applicants were making decisions about university study in 2010, the unemployment rate was still at 5.7%. Weaker labour market conditions are estimated to have contributed to stronger growth in applications in both 2009 and 2010, by around 5%.

2. Introduction

Purpose of the report

This report examines the number of applications for undergraduate university places in the first main intake (first semester) of the academic year 2010, the number of applicants who received offers and the number who accepted offers. These items are key indicators of the level of demand for university education. This report analyses applications and offers data by state and territory, basis of application, field of education, applicants' prior educational participation and demographic characteristics such as SES, regionality and Indigenous status.

The *2010 Undergraduate Applications, Offers and Acceptances* report includes a detailed analysis of TAC applications data, updating the figures presented in the 2009 report. The 2010 publication also includes analysis of direct applications, and a comparison of both sets of data (TAC and direct applications). Combining TAC and direct applications data in this way enables an estimate of total demand for undergraduate university places to be made.

Overview of the data

Data is derived from the University Applications and Offers Data Collection. The data covers the main annual university admissions process (for first semester admissions) that runs from August to March each year. In 2010 the data collection included, for the first time, information on direct applications to universities. The data collection is for domestic applications only.

TACs processed around 80% of applications made during the August 2009 to March 2010 admissions process, while just under 20% of all applicants applied directly to universities. TACs process the overwhelming majority of applications from school leavers, with only 3.1% of direct applications being made by current Year 12 students. Overall, nearly half of TAC applications are from non-Year 12 applicants and most direct applications were from applicants aged over 20.

A small proportion of applicants make applications to more than one TAC resulting in some double counting of applications across state boundaries. Just under 5% of TAC applications are duplicates of this kind. Perhaps surprisingly, only a small number of direct applicants (less than 2% of the total) apply to more than one university.

Acknowledgements

DEEWR would like to acknowledge the invaluable contribution of higher education sector stakeholders to improving the available information on university applications and offers. DEEWR would also like to thank all those officers of TACs and universities who were involved in developing the national data collection. In particular, we would like to thank staff from TACs and universities who served on the two technical expert working groups that developed data specifications and reporting protocols for the data collection. Their ongoing expert advice and assistance was indispensable to this project. Finally, DEEWR would like to thank all TACs and universities for submitting high quality data over the 2009-10 admissions cycle.

3. Applications to TACs

Total number of applications

The number of domestic applications made through TACs for undergraduate university places during the main annual admissions process is a key indicator of the demand for higher education.

When the admissions cycle for the 2010 year was completed (31 March) there were a total of 266 996 applications made through TACs. This is a 6.9% increase compared to 2009 and is the biggest increase in applications since 1993.

Application numbers grew across the admissions cycle. Table 1 shows the number of applications recorded at different stages of the 2009-10 admissions cycle in each state and territory.

Table 1: Applications throughout the 2009-10 admissions cycle, by state and territory

State	November 2009	January 2010	February 2010	March 2010
NSW/ACT	75 099	82 042	83 108	83 108
Vic.	69 418	72 051	72 053	71 984
Qld	46 820	54 608	56 295	57 205
SA/NT	20 691	23 616	24 216	24 235
WA	18 321	20 721	20 835	20 834
Tas.	7147	8849	9319	9630
Australia	**237 496**	**261 887**	**265 826**	**266 996**

Between 3 November 2009 and 31 March 2010 the number of applications increased by 12.4%. Most of the increase occurred between November and January, when application numbers increased by 10.3%. Further growth after January was very limited, with the exception of Tasmania, where applications numbers continued to grow strongly in February and March. This pattern is similar to the pattern observed in 2009.

Applications by state and territory

Compared with 2009, in 2010 total application numbers grew in all states and territories. Table 2 shows the year-on-year percentage changes.

Table 2: Annual change in total applications by state and territory, 2009 and 2010

State	2009	2010	% Change
NSW/ACT	81 101	83 108	2.5%
Vic.	67 457	71 984	6.7%
Qld	50 055	57 205	14.3%
SA/NT	23 279	24 235	4.1%
WA	18 650	20 834	11.7%
Tas.	9201	9630	4.7%
Australia	**249 743**	**266 996**	**6.9%**

Queensland and Western Australia recorded growth well above the national average. Growth in Victoria was slightly less than the national average. More modest growth was recorded in Tasmania, South Australia and the Northern Territory, and New South Wales/Australian Capital Territory.

Eligible applications

Total application numbers are not available prior to 2008; only eligible application data are available. Hence, time series data are based on eligible applications statistics.

An eligible application is a concept developed as part of a methodology developed by UA for estimating unmet demand for university places. Eligible applications exclude applications by those applicants who apply on the basis of a Year 12 qualification obtained in the current or previous year with a TER below an agreed benchmark. The benchmark is intended to represent a score below which an applicant would be unlikely to be offered a place in any bachelor degree course at a public university. It is set at the TER score corresponding to the bottom end of a Queensland Overall Position (OP) of 18. This TER score fluctuates slightly from year to year and in 2010 it was 56.45. Applications by all applicants who apply on a basis other than recent Year 12 qualifications are included as eligible applications, since there is no obvious benchmark that can be applied consistently to exclude applicants applying on a basis other than recent Year 12 qualifications.

It is important to note that eligibility, according to the above definition, is not directly relevant to the admissions process, and that ineligible applicants may receive offers.

Table 3 shows that there were 243 249 eligible applications in 2010 (91.1% of all applications). Eligible applications are up by 7.0% on 2009 figures. This is the biggest increase in eligible applications since 2001.

The total number of eligible applications is significantly higher than in earlier years. In New South Wales/Australian Capital Territory, Victoria and Tasmania, eligible applications in 2010 are at the highest level in the series. In Queensland and Western Australia, eligible applications increased this year but remain slightly below peak levels observed in earlier years. South Australia/ Northern Territory recorded an increase in eligible applications in 2010 and the number of eligible applications was very close to the peak recorded in 2006.

Table 3: Eligible applications by state and territory, 2001-2010

State	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
NSW/ACT	64 597	69 336	71 467	71 467	67 778	67 781	68 769	69 073	73 299	75 218
Vic.	55 053	59 785	61 649	60 312	58 907	51 778	54 957	52 476	59 358	62 825
Qld	52 893	54 645	55 350	54 155	49 759	52 039	46 880	46 822	48 696	54 199
SA/NT	14 915	15 359	15 577	15 442	19 704	22 810	23 165	22 915	19 978	22 800
WA	16 293	17 139	18 746	20 232	19 706	18 172	17 658	17 208	17 403	19 177
Tas.	5962	6464	6638	6806	5734	5949	7108	7640	8674	9030
Australia	**209 713**	**222 728**	**229 427**	**228 414**	**221 588**	**218 529**	**218 537**	**216 134**	**227 408**	**243 249**

Note: There is a break in the series in 2009 due to the establishment of the unit record data collection. Figures for earlier years are derived from aggregated data.

Prior educational participation

Of the total applications in 2010, 137 532 applications or 51.5% were from current Year 12 applicants. Applications by non-Year 12 applicants represent 48.5% of total applications. As can be seen in Table 4, applications by current Year 12 applicants represent the larger proportion of applications in New South Wales/Australian Capital Territory, Victoria and Western Australia but the reverse is true in Queensland, South Australia/ Northern Territory and Tasmania. In Tasmania, applications by Non-Year 12 applicants represent more than two thirds of total applications.

Table 4: Current Year 12 status by state and territory, 2010

State	Current Year 12	Non-Year 12
NSW/ACT	44 978	38 130
Vic.	40 663	31 321
Qld	26 202	31 003
SA/NT	10 748	13 487
WA	11 779	9055
Tas.	3162	6468
Australia	**137 532**	**129 464**

Table 5 shows that 42 696 (16.0%) applications were from applicants with prior VET participation. Further, 62 783 (23.5%) applications were from applicants with prior university participation. It should be noted that these categories are not mutually exclusive.

Table 5: Prior VET and university participation by state and territory, 2010

State	Prior VET	Prior University
NSW/ACT	10 840	19,982
Vic.	13 679	14,437
Qld	7712	16,546
SA/NT	4196	4,876
WA	3945	3,915
Tas.	2324	3,027
Australia	**42 696**	**62,783**

Among non-Year 12 applications (Table 6), just over one third (35.4%) were from applicants who had previously attempted higher education without obtaining a qualification whereas 10.5% were from applicants who had completed a bachelor or postgraduate degree and 11.7% had completed a VET qualification. A fifth of non-Year 12 applications were from applicants who gave completed secondary education as their highest prior educational participation.

Table 6: Highest prior educational participation, non-Year 12 applicants 2010

Highest prior educational participation	Frequency	Per cent
Complete postgraduate	2576	2.0%
Complete bachelor	10 990	8.5%
Complete sub-degree	4118	3.2%
Incomplete higher education	45 856	35.4%
Complete VET	15 179	11.7%
Incomplete VET	4228	3.3%
Complete secondary education	25 324	19.6%
Other qual - complete or incomplete	10 767	8.3%
No prior education attainment	10 426	8.1%
Total	**129 464**	**100.0%**

Gender

Applications by females represented more than half (58.6%) of total applications. This is consistent with university enrolments data for 2008 which shows that females accounted for 58.7% of commencing domestic students[1].

Age

The median age of applicants submitting applications was 18. This was also the modal age, accounting for almost one third of all applications. Overall, 30% of applications were made by applicants aged 21 or over, and 10% were from applicants aged 29 or over.

Two thirds of applications were made by 17-19 years old and 18.2% by 20-24 year-olds. Slightly fewer (16.5%) were made by those aged 25 or more. There were 855 applications (0.3% of the total) submitted by persons who were aged 16 or younger.

In contrast to other states and territories (Table 7), Tasmania had a large number of applications made by those in the 25 and over age group (32.1%) and the 20-24 age group (18.8%). Applications by those aged 25 and over also made up a relatively large share of applications in South Australia/ Northern Territory (23.1%) and Queensland (20.9%).

Table 7: Applications by state and territory and age group, 2010

State	16 and under	17-19	20-24	25 and over
NSW/ACT	122	56 588	15 134	11 264
Vic.	127	48 346	14 412	9099
Qld	322	34 776	10 140	11 967
SA/NT	105	14 490	4034	5606
WA	100	14 771	3028	2935
Tas.	79	4653	1806	3092
Australia	**855**	**173 624**	**48 554**	**43 963**

[1] DEEWR (2008), Selected Higher Education Statistics: Students

Interstate applications

Interstate applicants are identified by Year 12 qualification or permanent home address. For current Year 12 applicants, those defined as an interstate applicant obtained their Year 12 qualification from a state or territory outside the jurisdiction of the TAC to which they applied. For non-Year 12 applicants, those defined as an interstate applicant have a permanent home address that is not within a state or territory in the jurisdiction of the TAC to which they applied.

The bulk of applicants apply to study in their home state. In 2010, 233 001 applications (87.3% of the total) were for courses in the applicant's home state (Table 8). While 33 995 interstate applications were recorded nationally, many of these applicants also applied in their home state.

Applications from interstate ranged from a low of 8.1% in New South Wales/Australian Capital Territory to a high of 36.3% in Tasmania. Interstate applications to Tasmania have been very high for several years.

Table 8: Home state and interstate applicatons, by state and territory, 2010

State	Home state	Interstate
NSW/ACT	76 393	6715
Vic.	64 284	7700
Qld	48 317	8888
SA/NT	19 404	4831
WA	18 464	2370
Tas.	6139	3491
Australia	**233 001**	**33 995**

Regional applicants were more likely to apply interstate (17.8% of applications compared with 10.0% of metropolitan applications) consistent with their greater overall mobility and need to move to attend university. There was much less difference in interstate application rates according to socioeconomic or Indigenous status.

Current Year 12 students were slightly less likely than other applicants to apply interstate (11.6% compared to 14.2%).

Propensity to apply interstate appears to be positively related to Year 12 achievement. Only a small proportion of applications by current Year 12 applicants with a TER of 80 or less applied interstate (6.1%), rising to 9.8% for applications for those applicants with an TER between 80.05 and 90.00 and jumping to 24.7% for applications for applicants in the highest TER band (90.05 or more).

These figures are consistent with interstate applicants' focus on a limited number of high demand courses. Examining interstate applications by field of education shows that Medical Studies, Dental Studies and Veterinary Studies were strongly over-represented. More than one fifth (21.6%) of all interstate applications have a highest ranking preference for a Medical Studies course. By contrast, highest ranking preferences for Medical Studies account for only 1.8% of home state applications.

Table 9 shows the proportions of home state and interstate applications by field of education. Interstate applications constitute nearly two thirds of all applications for Medical Studies. Of 11 438 highest ranking preferences for Medical Studies, 7348 (64.2%) were interstate applications. Similarly, Dental Studies and Veterinary Studies also attracted a high proportion of interstate applications (48.5% and 41.7% respectively), though the absolute numbers of interstate applications are considerably smaller than for Medical Studies. Interstate applications constitute less than 15% of applications in all other fields of education. Interestingly, only 12.1% of applications for law courses were from interstate even though law is a high demand course.

Table 9: Proportion of home state/interstate applications for each field of education, 2010

Field of education	Home state	Interstate
Natural and Physical Sciences	86.8%	13.2%
Information Technology	94.6%	5.4%
Engineering and Related Technologies	87.3%	12.7%
Architecture and Building	91.6%	8.4%
Agriculture, Environmental and Related Studies	87.5%	12.5%
Health	75.0%	25.0%
Medical studies	35.8%	64.2%
Dental Studies	51.5%	48.5%
Veterinary Studies	58.3%	41.7%
Nursing	87.1%	12.9%
Education	94.1%	5.9%
Teacher Education	94.2%	5.8%
Management and Commerce	93.4%	6.6%
Society and Culture	91.1%	8.9%
Society and Culture excl Law	91.8%	8.2%
Law	87.9%	12.1%
Creative Arts	96.6%	3.4%
Total	**87.3%**	**12.7%**

Using only state of permanent home residency to define home state, Table 10 shows that for the large majority of applicants, their highest preference application was at a university in their home state. The proportion of applicants with residency in New South Wales and Victoria that had a highest ranking preference for a place in their state was around 80%. In Queensland, South Australia and Western Australia this proportion was in the nearly 90%. Tasmania was just below 80%, while both territories were well below the average (and the Northern Territory well below half of resident applicants).

Table 10: State and territory of application by state and territory of permanent home residence, 2010

	State of permanent home residence							
	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT
State of university of highest preference								
NSW	81.8%	3.2%	3.6%	2.4%	2.2%	4.1%	7.1%	16.4%
Vic.	3.7%	83.8%	2.3%	3.3%	3.7%	8.7%	11.6%	9.8%
Qld	5.1%	2.4%	89.4%	2.3%	2.1%	4.3%	17.4%	6.6%
SA	1.2%	2.5%	0.5%	88.1%	1.2%	2.5%	16.2%	2.3%
WA	0.8%	1.0%	0.5%	1.1%	88.6%	1.2%	4.6%	1.2%
Tas.	1.7%	1.6%	0.8%	0.7%	0.9%	78.2%	1.3%	1.7%
NT	0.3%	0.5%	0.5%	1.8%	0.9%	0.3%	39.2%	0.3%
ACT	2.2%	0.7%	0.3%	0.3%	0.5%	0.8%	2.2%	58.1%
Multi-State	2.9%	4.5%	2.2%	0.0%	0.0%	0.2%	0.2%	3.6%

Applicants with few preferences

In 2010, 44 821 applications (16.8% of the total) were from applicants who expressed only one preference on their application form and 76 947 (28.8% of the total) of applications included fewer than three preferences.

Applicants (applications) with few preferences were more likely to be aged 25 and over and not current Year 12 students.

A clear majority of applications from applicants aged 25 and over (59.1%) had only one or two preferences, compared to only 17.8% in the 17-19 year old age group. Among 20-24 year old applicants, 40.9% had only one or two preferences.

A small minority (11.4%) of applications from current Year 12 applicants had fewer than three preferences, compared to nearly half (47.2%) of all other applications.

This suggests applicants with few preferences were more likely to be older applicants seeking to gain a particular qualification or wishing to study a particular course of interest. These applicants may have had more limited options for mobility to take up an offer. On the other hand, the propensity of current Year 12 applicants to have more than three preferences reflects a greater willingness to apply for a range of courses and/or universities, perhaps as a means of entering the university education system. Applicants' number and mix of preferences also reflects the fact that, for many applicants, university education is only one option among several.

4. Offers

Total number of offers

There were 204 794 offers made in 2010. This was a 7.2% increase on the number of offers in 2009. More than three quarters of applicants (applications) (76.7%) received an offer, which is about the same offer rate as in 2009.

Offers by state and territory

The number of applicants receiving offers rose in all states and territories in 2010 (Table 11). The biggest increases were in Western Australia (11.2%) and Victoria (10.4%). Offer rates fell in Queensland, Western Australia and Tasmania. The decrease in Queensland was nearly four percentage points. Elsewhere, changes in offer rates were less pronounced.

Offer rates varied from 71.2% in Victoria up to 80.9% in New South Wales/Australian Capital Territory. Victoria, Queensland and Tasmania were the only states the where offer rate did not exceed 75%. While the Victorian offer rate remained relatively low, it has increased compared with recent years. In 2009, the offer rate in Victoria was 68.8%.

Table 11: Offers and offer rates by state and territory, 2009 and 2010

State	Receiving offer			Offer rate		
	2009	2010	% Change	2009	2010	Change (p.p.)
NSW/ACT	64 402	67 232	4.4%	79.4%	80.9%	1.5
Vic.	46 428	51 258	10.4%	68.8%	71.2%	2.4
Qld	39 333	42 738	8.7%	78.6%	74.7%	-3.9
SA/NT	18 527	19 323	4.3%	79.6%	79.7%	0.1
WA	15 322	17 045	11.2%	82.2%	81.8%	-0.4
Tas.	7056	7198	2.0%	76.7%	74.7%	-2.0
Australia	**191 068**	**204 794**	**7.2%**	**76.5%**	**76.7%**	**0.2**

In 2010, the Victorian TAC (VTAC) made supplementary offers for a large number of applications (2551). A supplementary offer is an offer of a place in a course for which the there was no expressed preference in the application. Other TACs do not make supplementary offers, and VTAC has not made such offers before. Supplementary offers accounted for just over half of the increase in offers in Victoria in 2010 (total increase was 4527).

Offers to eligible applicants

The number of eligible applicants (applications) that received offers in 2010 was 197 168. This was a significant increase over the number of offers in each of the three previous years. The proportion of eligible applicants that received an offer (81.1%) was; however, lower than the figure recorded in each of 2007, 2008 and 2009. This is, of course in part, a function of strong growth in demand in 2010. The 2010 offer rate was, however, well above levels observed in 2002-2004 (in the low to mid 70s) and slightly higher than 2001 (the first year of the series).

Table 12 shows times series data on offers to eligible applicants by state and territory.

Table 12: Offers to eligible applicants by state and territory, 2002-2010

State	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
NSW/ACT	54 407	54 180	53 797	51 603	56 522	58 213	60 082	60 462	62 525	64 350
Vic.	39 575	38 153	38 118	37 961	41 457	41 310	43 140	41 804	45 307	49 394
Qld	42 843	42 689	40 588	40 993	42 775	44 947	41 561	40 927	39 008	41 486
SA/NT	13 261	13 429	12 759	12 577	16 479	19 222	19 551	19 238	16 935	18 694
WA	14 042	14 703	15 380	16 093	16 534	15 823	15 639	15 142	14 938	16 523
Tas.	5136	5649	5667	5858	5087	5354	5925	5588	6601	6721
Australia	**169 264**	**168 803**	**166 309**	**165 085**	**178 854**	**184 869**	**185 898**	**183 161**	**185 314**	**197 168**

Prior educational participation

Current Year 12 applicants (applications) were more likely to receive an offer than non-Year 12 applicants with 110 415 current Year 12 applicants receiving an offer, an offer rate of 80.3% (Table 14). For applications made by non-Year 12 applicants, the offer rate was 72.9%. Current Year 12 offer rates were higher than the non-Year 12 offer rates in all states except Tasmania.

Table 13: Offers and offer rates by current Year 12 status and state and territory, 2010

State	Receiving offer		Offer rate	
	Current Year 12	Non-Year 12	Current Year 12	Non-Year 12
NSW/ACT	38 026	29 206	84.5%	76.6%
Vic.	29 923	21 335	73.6%	68.1%
Qld	21 266	21 472	81.2%	69.3%
SA/NT	9060	10 263	84.3%	76.1%
WA	9807	7238	83.3%	79.9%
Tas.	2333	4865	73.8%	75.2%
Australia	**110 415**	**94 379**	**80.3%**	**72.9%**

As can be seen in Table 14, applicants who had previously participated in VET or university were slightly less likely to receive an offer than the average offer rate of 76.7%. Just under three-quarters (74.4%) of applicants with prior VET were offered a place. This was marginally lower than the figure for applicants with prior university education (75.9%). It should be noted that categories of applicant by prior VET or university participation are not mutually exclusive.

Table 14: Offers and offer rates by prior VET or university participation and state and territory, 2010

State	Receiving Offer		Offer Rate	
	Prior VET	Prior university	Prior VET	Prior university
NSW/ACT	8873	14 934	81.9%	74.7%
Vic.	9100	11 542	66.5%	79.9%
Qld	5664	12 299	73.4%	74.3%
SA/NT	3348	3607	79.8%	74.0%
WA	3131	3030	79.4%	77.4%
Tas.	1660	2232	71.4%	73.7%
Australia	**31 776**	**47 644**	**74.4%**	**75.9%**

Gender

Female applicants (applications) were more likely to receive an offer than male applicants (Table 15), though the difference was only slight with 77.1% of female applicants offered a place compared to 76.1% of male applicants. The gap was slightly wider in Western Australia at 1.7 percentage points. In Tasmania, on the other hand, a greater proportion of male applicants were offered a place than female applicants and the difference was larger at four percentage points.

Table 15: Offers and offer rates by gender and state and territory, 2010

State	Receiving offer		Offer rate	
	Male applicants	Female applicants	Male applicants	Female applicants
NSW/ACT	28 572	38 660	80.0%	81.5%
Vic.	21 514	29 744	70.6%	71.6%
Qld	16 510	26 228	73.9%	75.2%
SA/NT	7366	11 957	79.2%	80.0%
WA	7109	9936	80.8%	82.6%
Tas.	3007	4191	77.1%	73.1%
Australia	**84 078**	**120 716**	**76.1%**	**77.1%**

Age

Not surprisingly, offers to applicants (applications) in the 17-19 year-old age cohort are very similar to offers to current Year 12 applicants. Of the applicants aged 17-19, 137 627 (or 79.3%) received an offer. Offer rates were lower for applicants in the 20-24 age group (71.2%) and 25 and over age group (72.5%).

Of the small number of applications (855) from applicants aged 16 or less 713 received an offer, leading to a high offer rate of 83.4%. This is a fairly high offer rate which is not surprising as most of this group of young applicants are likely to be high academic achievers.

Offer rates in most states and territories followed the national pattern by age group. Table 16 shows that 17-19 year olds had higher offer rates, the 25 and over group had lower rates and the 20-24 group recorded the lowest offer rates. In Western Australia, however, applicants aged 25 and over were slightly more likely (83.2%) to receive an offer than were applicants from the 17-19 age group (82.1%), while applicants aged 20-24 recorded the lowest offer rate (78.9%).

Table 16: Offers and offer rates by age group and state and territory, 2010

State	Receiving offer				Offer rate			
	16 and under	17-19	20-24	25 and over	16 and under	17-19	20-24	25 and over
NSW/ACT	98	47 452	11 218	8464	80.3%	83.8%	74.1%	75.1%
Vic.	100	35 246	9937	5975	78.7%	72.9%	68.9%	65.7%
Qld	279	27 307	6758	8394	86.6%	78.5%	66.6%	70.1%
SA/NT	87	11 989	2930	4317	82.9%	82.7%	72.6%	77.0%
WA	81	12 131	2391	2442	81.0%	82.1%	78.9%	83.2%
Tas.	68	3502	1338	2290	86.1%	75.3%	74.1%	74.1%
Australia	**713**	**137 627**	**34 572**	**31 882**	**83.4%**	**79.3%**	**71.2%**	**72.5%**

Interstate applicants

Home state applicants (applications) were more likely to receive an offer than were interstate applicants. This was consistent with the profile of interstate applications which were mostly for high demand courses with high admissions standards, such as Medical Studies, Dental Studies and Veterinary Studies (as discussed above on page 11).

Over three quarters (78.6%), or 183 125 home state applicants were offered a place compared with 21 669 interstate applicants (63.7%), a difference of almost 15 percentage points. Though offer rates were markedly lower for applications from interstate applicants, nearly two in three received an offer.

This pattern is broadly consistent across states and territories, though the size of the gap between home state and interstate offer rates differs (Table 17). In Victoria, the difference was 0.5 percentage points while in Western Australia it was 34.4 percentage points and in Tasmania it was 42.6 percentage points.

Table 17: Offers and offer rates by home state/interstate and state and territory, 2010

State	Receiving offer		Offer rate	
	Home state	Interstate	Home state	Interstate
NSW/ACT	62 712	4520	82.1%	67.3%
Vic.	45 808	5450	71.3%	70.8%
Qld	37 115	5623	76.8%	63.3%
SA/NT	16 125	3198	83.1%	66.2%
WA	15 830	1215	85.7%	51.3%
Tas.	5535	1663	90.2%	47.6%
Australia	**183 125**	**21 669**	**78.6%**	**63.7%**

Offers by preference order

Across Australia, a total of 133 630 applicants received an offer for their highest preference application. Note that highest preference refers to the highest ranking preference for a CSP in a university undergraduate award course in a set of preferences expressed by the applicant. This does not necessarily represent the first preference on an application. Depending on how individual TACs operate, this may be a postgraduate, non-award, or VET course, in which case it is not included in the analysis presented here.

Across Australia, most applicants were offered a place in their preferred course. Applicants with an offer for their highest preference course comprised nearly two thirds (65.2%) of all successful applicants.

Overall offer rates and highest preference offer rates in 2010 were not very different from 2009, except for significant decreases in Queensland, where the overall offer rate fell by four percentage points and the highest preference offer rate fell by six percentage points.

Figure 1 (page 18) compares highest preference offer rates and overall offer rates by state and territory. Highest preference offer rates generally varied in proportion to overall offer rates. In Tasmania, however, the highest preference offer rate was unusually high at 64.3%, only 11 percentage points behind the overall offer rate.

Figure 1: Proportion of applicants that received an offer for their highest preference and proportion receiving any offer, by state and territory, 2010

Western Australia recorded the highest first preference offer rate of 65%, with Tasmania a close second. Highest preference offer rates were below 60% in other states. The figure was just above half (52.2%) in Queensland and New South Wales/Australian Capital Territory and close to 60% in South Australia/Northern Territory. Victoria recorded the lowest offer rate for highest preferences: only 36.8% of Victorian applicants received an offer in their first preference course. This is line with Victoria's overall offer rate, which at 71.2% was the lowest of any state. The gap between the overall offer rate and the highest preference offer rate (34.4 percentage points) was also larger in Victoria than in any other state. New South Wales/Australian Capital Territory had the next biggest gap, though both overall and highest preference offer rates were at higher levels, with an overall offer rate of 80.9% and 52.1% for the highest preference offer rate.

Current Year 12 applicants (applications) were somewhat less likely to receive an offer for their highest preference course (48.7%) compared with 51.4% for other applicants. Current Year 12 applicants were considerably more likely to receive an offer for a lower preference: 31.5% did so compared with only 21.5% of other applicants. Current Year 12 applicants, therefore, have a slightly higher overall offer rate than other applicants. These figures support the theory that many Year 12 students nominate an aspirational first preference, while other applicants are more focused in their preferences.

Offers to applicants with few preferences

Applicants (applications) with few preferences were markedly less likely to receive an offer than were applicants who expressed three or more preferences. Of applicants with three or more preferences, 82.2% received an offer. For those with only two preferences the offer rate was only 65.4% and for those with only one preference the offer rate was lower still at 61.4%.

Differences in offer rates are related to the characteristics and prior educational participation of applicants who express few preferences. As reported above, applicants with fewer than three preferences tend to be older, non-Year 12 applicants.

5. Acceptances

Total number of acceptances

According to 2010 data, 149 230 applicants accepted an offer. This was a considerable increase of 7.6% on the 138 697 acceptances reported in 2009. This was, of course, driven by the large the increase in offers, which in turn was driven by the large increase in applications.

It is important to note that the definition of acceptances used in this report includes only those applicants who formally notify the TAC that they accepted an offer. Deferrals are excluded from the total. The rate at which applicants accepted offers increased very slightly in 2010 (from 72.6% in 2009 to 72.9%).

Acceptances by state and territory

Acceptance rates increased slightly overall, with especially big increases in Tasmania (3.6 percentage points) and Western Australia (2.0 percentage points). There were more modest increases in Victoria and South Australia/Northern Territory (both up by 0.4 percentage points) while acceptance rates fell slightly in New South Wales/Australian Capital Territory and Queensland. Acceptance rates were lowest in Victoria (68.9%), and highest in Queensland (78.6%).

Table 18: Annual change in acceptances and acceptance rates by state and territory, 2009 and 2010

State	Accepted offer			Acceptance rate		
	2009	2010	% Change	2009	2010	Change (p.p.)
NSW/ACT	46 770	48 681	4.1%	72.6%	72.4%	-0.2
Vic.	31 777	35 300	11.1%	68.4%	68.9%	0.5
Qld	31 064	33 572	8.1%	79.0%	78.6%	-0.4
SA/NT	13 170	13 810	4.9%	71.1%	71.5%	0.4
WA	11 143	12 738	14.3%	72.7%	74.7%	2.0
Tas.	4772	5129	7.5%	67.6%	71.3%	3.7
Australia	**138 697**	**149 230**	**7.6%**	**72.6%**	**72.9%**	**0.3**

Prior educational participation

The acceptance rate for current Year 12 applicants (applications) in 2010 was 70.8%, with 78 224 current Year 12 applicants accepting an offer of a place. This was somewhat lower than the average (72.9%). The number of acceptances and acceptance rate for each state and territory is presented in Table 19.

Table 19: Acceptances and acceptance rates by current Year 12 status and state and territory, 2010

State	Accepting offer		Acceptance rate	
	Current Year 12	Non-Year 12	Current Year 12	Non-Year 12
NSW/ACT	27 390	21 291	72.0%	72.9%
Vic.	21 181	14 119	70.8%	66.2%
Qld	15 703	17 869	73.8%	83.2%
SA/NT	5795	8015	64.0%	78.1%
WA	6853	5885	69.9%	81.3%
Tas.	1302	3827	55.8%	78.7%
Australia	**78 244**	**71 006**	**70.8%**	**75.2%**

Table 20 shows the number of acceptances and acceptance rates for those with prior VET and university participation. It should be noted that these categories are not mutually exclusive. The acceptance rate recorded for applications from applicants who had previously studied VET was higher than average (76.4%). The acceptance rates for applications from applicants with previous university education study were slightly lower at 72.0%.

Table 20: Acceptances and acceptance rates by prior Vet and university participation and state and territory, 2010

State	Accepting offer		Acceptance rate	
	Prior VET	Prior university	Prior VET	Prior university
NSW/ACT	6670	10 200	75.2%	68.3%
Vic.	6300	7349	69.2%	63.7%
Qld	4868	10 024	85.9%	81.5%
SA/NT	2574	2679	76.9%	74.3%
WA	2519	2268	80.5%	74.9%
Tas.	1330	1791	80.1%	80.2%
Australia	**24 261**	**34 311**	**76.4%**	**72.0%**

Gender

Acceptance rates differed slightly by gender. Of male applicants in receipt of an offer, 73.9% accepted. The corresponding figure for females was 72.2%.

Table 21: Acceptances and acceptance rates by gender and state and territory, 2010

State	Accepting offer		Acceptance rate	
	Male applicants	Female applicants	Male applicants	Female applicants
NSW/ACT	20 944	27 737	73.3%	71.8%
Vic.	15 111	20 189	70.2%	67.9%
Qld	13 188	20 384	79.9%	77.7%
SA/NT	5332	8478	72.4%	70.9%
WA	5413	7325	76.1%	73.7%
Tas.	2120	3009	70.5%	71.8%
Australia	**62 108**	**87 122**	**73.9%**	**72.2%**

Age

Acceptance rates did not differ markedly by age group. As shown by Table 22, applicants aged 25 and over had slightly higher than average acceptance rates at 74.4%, as did 20-24 year-olds (74.2%).

Table 22: Acceptances and acceptance rates by age group and state and territory, 2010

State	Accepting offer				Acceptance rate			
	16 and under	17-19	20-24	25 and over	16 and under	17-19	20-24	25 and over
NSW/ACT	69	34 672	8197	5743	70.4%	73.1%	73.1%	67.9%
Vic.	47	24 743	6667	3843	47.0%	70.2%	67.1%	64.3%
Qld	217	20 804	5524	7027	77.8%	76.2%	81.7%	83.7%
SA/NT	61	8167	2259	3323	70.1%	68.1%	77.1%	77.0%
WA	64	8818	1904	1952	79.0%	72.7%	79.6%	79.9%
Tas.	58	2148	1089	1834	85.3%	61.3%	81.4%	80.1%
Australia	**516**	**99 352**	**25 640**	**23 722**	**72.4%**	**72.2%**	**74.2%**	**74.4%**

Interstate applicants

Interstate applicants (applications) were much less likely to accept an offer than home state applicants. Across Australia as a whole, 76.4% of home state applicants accepted their offers. The corresponding figure for interstate applicants was only 39.1%. This is consistent with what is known about interstate applicants, that many also apply in their home state (and perhaps in more than one other state) for admission to a limited set of high demand courses with very high entrance standards (such as Medical Studies, Dental Studies and Veterinary Studies). An applicant who applies in several states is more likely to receive an offer in several states but cannot accept all offers made. Hence, acceptance rates for interstate applicants are relatively low. Applicants may also be less willing to accept offers from interstate (and more willing to accept them in their home state) due to the greater effort and difficulty of moving interstate to attend university.

There is a large gap between home state and interstate acceptance rates in all states and territories as shown by Table 23. The difference ranges from 25.4 percentage points in Tasmania to 43.2 percentage points in Victoria.

Table 23: Acceptances and acceptance rates by home state/interstate and state and territory, 2010

State	Accepting offer		Acceptance rate	
	Home state	Interstate	Home state	Interstate
NSW/ACT	46 742	1939	74.5%	42.9%
Vic.	33 649	1651	73.5%	30.3%
Qld	30 556	3016	82.3%	53.6%
SA/NT	12 323	1487	76.4%	46.5%
WA	12 302	436	77.7%	35.9%
Tas.	4269	860	77.1%	51.7%
Australia	**139 841**	**9389**	**76.4%**	**43.3%**

Deferrals

The number of deferrals fell slightly in 2010, compared with 2009. Note that deferrals data in this report includes only those applicants who formally deferred their offer through their TAC. Some applicants defer later, at the point of enrolment.

The deferral rate fell by one percentage point in 2010 to 10.8% of applicants in receipt of an offer. Deferral rates fell in all states and territories, except Queensland where there was an increase of half a percentage point. There was a particularly large drop in deferrals in Tasmania (6.5 percentage points).

Table 24: Deferrals and deferral rates by state and territory, 2009 and 2010

State	Deferrals 2009	Deferral rate 2009	Deferrals 2010	Deferral rate 2010	Difference in Deferral rate
NSW/ACT	5742	8.9%	5312	7.9%	-1.0
Vic.	6033	13.0%	5820	11.4%	-1.6
Qld	4609	11.7%	5223	12.2%	0.5
SA/NT	3090	16.7%	3157	16.3%	-0.4
WA	2306	15.1%	2341	13.7%	-1.4
Tas.	730	10.3%	277	3.8%	-6.5
Australia	**22 510**	**11.8%**	**22 130**	**10.8%**	**-1.0**

Current Year 12 applicants were more than twice as likely to defer as other applicants (Table 25).

Table 25: Deferrals by current Year 12 status, 2010

Current Year 12 status	Deferrals	Deferral rate
Current Year 12	16 066	14.6%
Others	6064	6.4%
Total	**22 130**	**10.8%**

Provincial applicants were about twice as likely to defer as metropolitan applicants. Remote applicants were even more likely to defer, 22.1% of remote applicants who received an offer deferred that offer.

Table 26: Deferrals by region, 2010

Region	Deferrals	Deferral rate
Metropolitan	13 528	8.7%
Provincial	7846	17.3%
Remote	542	22.1%
Missing	214	10.3%
Total	**22 130**	**10.8%**

There was much less variation in deferral rates by SES, though low SES applicants were slightly more likely to defer and high SES applicants slightly less so.

Table 27: Deferrals by SES, 2010

SES	Deferrals	Deferral rate
High	6522	10.0%
Medium	10 992	11.0%
Low	4240	11.5%
Missing	376	13.0%
Total	**22 130**	**10.8%**

Indigenous applicants were slightly less likely to defer than non-Indigenous applicants.

Table 28: Deferrals by self-reported Indigenous status, 2010

Indigenous status	Deferrals	Deferral rate
Indigenous	196	9.3%
Non-Indigenous	21 934	10.8%
Total	**22 130**	**10.8%**

Younger applicants were much more likely to defer, consistent with the figures for current Year 12 applicants reported above. Applicants in the youngest two age groups were twice as likely to defer as applicants aged 20-24. Applicants aged 25 or more showed deferral rates in between those of the school leaver age cohort and those of applicants in their early 20s.

Table 29: Deferrals by age group, 2010

Age group	Deferrals	Deferral rate
16 and under	90	12.6%
17-19	17 200	12.5%
20-24	2160	6.2%
25 and over	2680	8.4%
Total	**22 130**	**10.8%**

There was not much difference in deferral rates between home state and interstate applicants, however, interstate applicants deferral rate was one percentage point higher than the overall deferral rate.

Table 30: Deferrals by home state and interstate applicants, 2010

	Deferrals	Deferral rate
Home state	19 400	10.6%
Interstate	2552	11.8%
Missing	178	-
Total	**22 130**	**10.8%**

Differences in deferral rates were particularly pronounced for current Year 12 applicants. While only 11.0% of metropolitan current Year 12 applicants deferred, nearly a quarter of provincial current Year 12 applicants and more than one third of remote current Year 12 applicants deferred their offers. There was little difference in deferral rates by region for other applicants, though remote applicants were slightly more likely to defer and metropolitan applicants were less likely.

Table 31: Deferral rates by region by current Year 12 status, 2010

Region	Current Year 12	Other applicants	Total
Metropolitan	11.0%	6.2%	8.7%
Provincial	24.8%	6.9%	17.3%
Remote	34.5%	7.5%	22.1%
Missing	12.1%	9.2%	10.3%
Total	**14.6%**	**6.4%**	**10.8%**

By SES, differences in deferral rates for current Year 12 applicants were much less pronounced than differences by region. There was just over one percentage point difference between each SES category, with high SES current Year 12 applicants least likely to defer and low SES current Year 12 applicants most likely.

Table 32: Deferral rates by SES by current Year 12 status, 2010

SES	Current Year 12	Other applicants	Total
High	13.4%	6.0%	10.0%
Medium	14.7%	6.6%	11.0%
Low	15.8%	6.6%	11.5%
Missing	20.8%	8.8%	13.0%
Total	**14.6%**	**6.4%**	**10.8%**

6. Unmet Demand

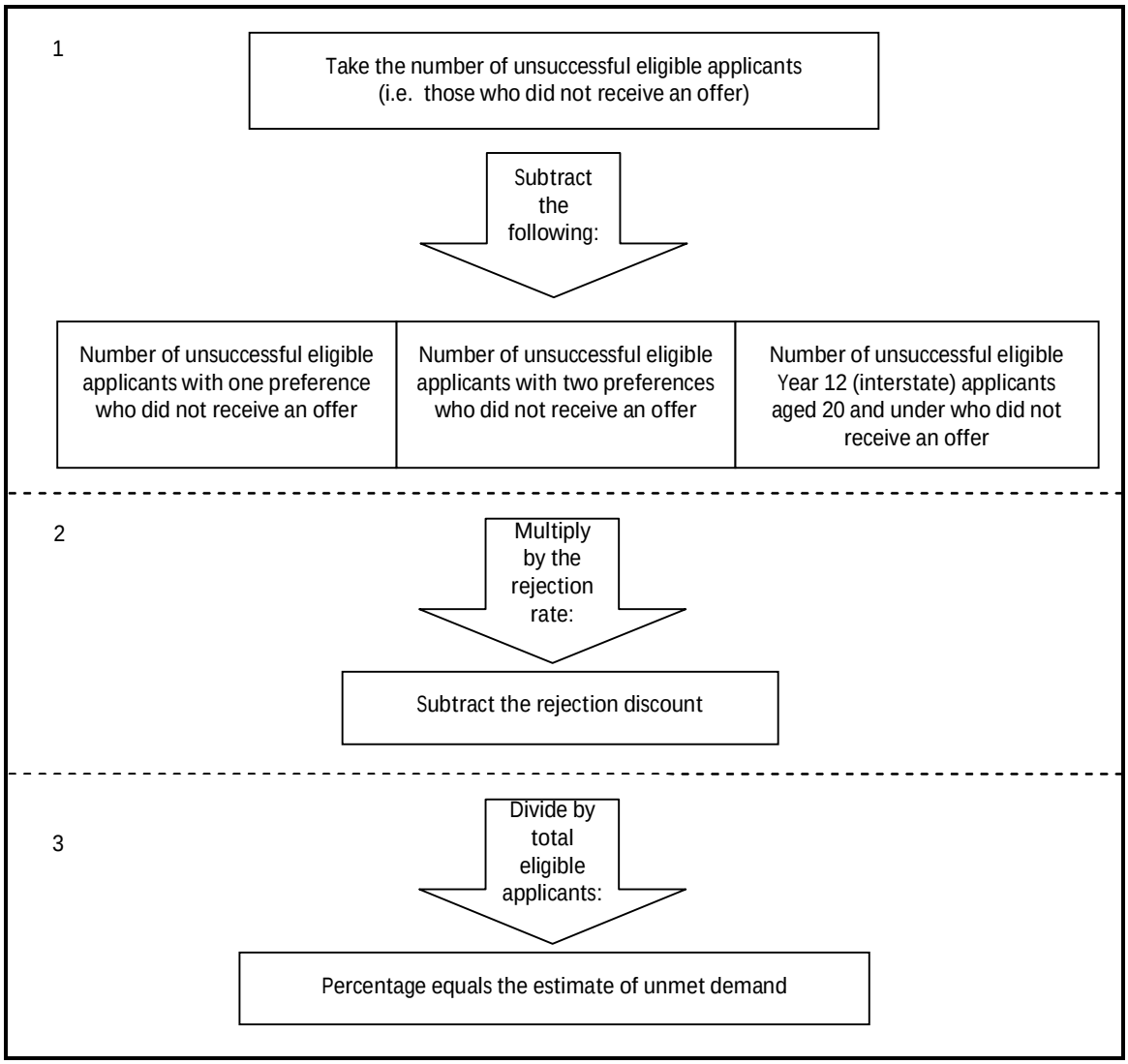
Concepts and method

The raw number of applicants who do not receive an offer is not a meaningful measure of unmet demand for higher education. To derive a more realistic estimate of unmet demand, the former Australian Vice Chancellor's Committee (now Universities Australia)developed a methodology which applies a series of discounts to the number of unsuccessful applicants. These discounts aim to remove:

- school leaver applicants with low TERs;
- multiple applications (that is, where one applicant applies to more than one TAC); and
- applicants with fewer than three preferences.

The adjusted total is then further discounted to allow for the rate at which applicants reject offers.

Figure 2: Calculation of unmet demand



The result of all these calculations is the estimate of unmet demand. Figure 2 shows the estimation method schematically. An eligible applicant refers to all applicants less school leaver applicants with a TER below an agreed benchmark (56.45 in 2010).

It is important to note that eligibility, according to this definition, is a concept developed for analytic purposes only and is not directly relevant to the admissions process. Note that ineligible applicants can (and do) receive offers.

The current methodology for estimating unmet demand was developed by UA in consultation with ACTAC and was first used for UA's 2005 Report on Applications for Undergraduate University Courses. Results from the newly agreed methodology were back cast to 2001. For years prior to 2001, available published unmet demand estimates were calculated according to a different methodology. One difference in methodology was that unmet demand was previously estimated as a range rather than, as now, as a single, though rounded, figure.

As in previous years, DEEWR is using the established UA methodology for consistency in order to enable comparison across time. It should be noted in particular that unmet demand calculated according to this method covers only applications and offers processed through TACs and does not take account of direct applications.

Unmet demand in 2010

Unmet demand in 2010 was estimated at 8.2%, or around 20 000 applicants. As a proportion of eligible applicants (applications), this represented an increase of only 0.1 percentage point.

Estimated unmet demand in 2010 – including a step-by-step calculation – is shown in Table 33.

Table 33: Estimation of unmet demand, 2010

	2010
Total applications	266 996
Total Eligible applications	243 249
Total unsuccessful applications	62 202
Number discounted from total unsuccessful applications	16 121
Unsuccessful eligible applications	46 081
Step one	
Unsuccessful eligible applications (home state) with one preference	10 967
Unsuccessful eligible applications (home state) with two preferences	6209
Unsuccessful eligible school leaver applications (interstate) aged 20 and under	5034
Number discounted from step one	22 210
Step two	
Estimate of unsuccessful eligible applications remaining after step one	23 871
Rejection rate[#]	16.1%
Number discounted from step two	3852
Step three	
Unsuccessful eligible applications after discounting (rounded)	20 000
% of total eligible applications (unmet demand)	8.2%

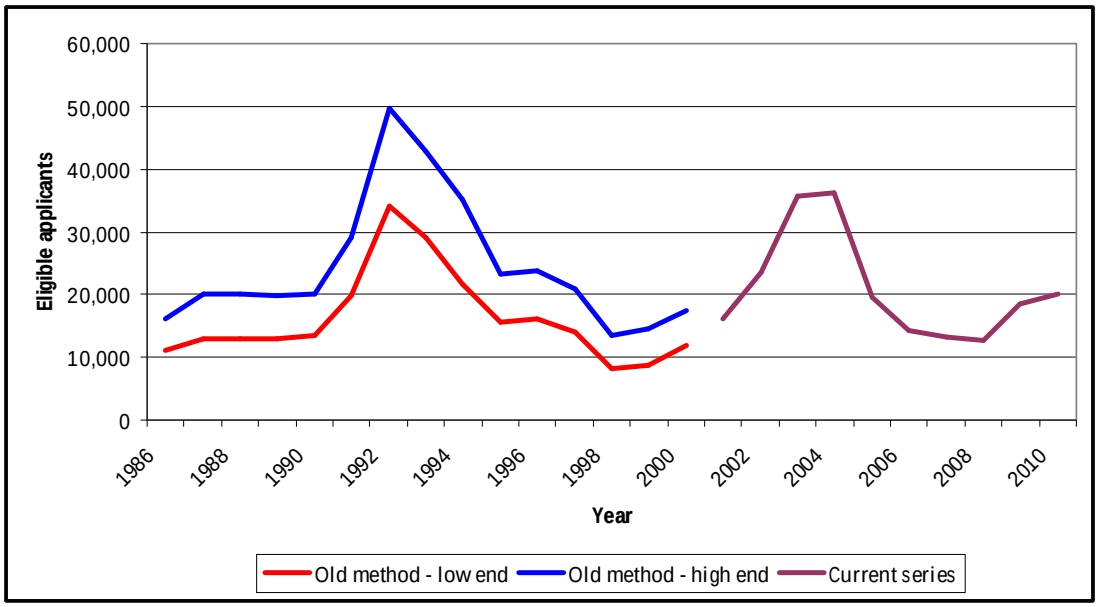
[#] Weighted average. Rejection rates are calculated separately for each TAC**.** See Appendix Table A2.1 for details.

The increase in unmet demand observed in 2010 was small, considering the large increase in applications (6.9%). Very strong growth in offers (7.2%) offset the rise in demand. While an increase in offers more than accommodated growth in applications, a fall in the number of current Year 12 applicants with very low TERs meant that eligible applicants made a larger share of all unsuccessful applicants, leading to a slight increase in unmet demand.

In the recent past, large increases in applications have led to large increases in unmet demand. In 2002, a 6.2% increase in eligible applications yielded a rise of nearly three percentage points (or 7400) in unmet demand. In 2003, unmet demand grew by five percentage points following a 3.0% rise in applications.

Unmet demand in 2010 remains relatively low by historical standards. Unmet demand was above 35 000 (or 15% of eligible applicants) in 2003 and 2004 and has fallen significantly since then. Unmet demand was even higher during the first half of the 1990s. Note that UA estimated unmet demand as a range prior to 2001 (using a different methodology). In 1992, the low end estimate of unmet demand was 34 000 (or 14.6% of eligible applicants) and the high end estimate was 49 700 (21.4% of eligible applicants).

Figure 3: Unmet demand, 1986-2010



Trends in unmet demand by state and territory

As shown in Table 34, unmet demand grew in Queensland by 27.6% between 2009 and 2010 (where applications also increased by 14.3%). On the other hand, unmet demand fell markedly in Victoria. Historically, Victoria has recorded the highest rate of unmet demand by state. This year, however, unmet demand was highest in both Queensland and Victoria.

There were small increases in unmet demand in all other states and territories, with the exception of Western Australia and South Australia/Northern Territory where unmet demand was equal to that estimated in 2009.

Table 34: Annual change in unmet demand by state and territory, 2009-2010

State	Unmet demand (frequency of unsuccessful applicants)			Unmet demand (%)		
	2009	2010	% Change	2009	2010	Change (p.p.)
NSW/ACT	4200	4400	4.8%	5.7%	5.9%	0.2
Vic.	6400	6000	-6.3%	10.8%	9.5%	-1.3
Qld	4700	6000	27.6%	9.7%	11.1%	1.4
SA/NT	1500	1700	13.3%	7.5%	7.5%	0.0
WA	1000	1100	10.0%	5.7%	5.7%	0.0
Tas.	700	800	14.3%	8.1%	8.9%	0.8
Australia	**18 500**	**20 000**	**8.6%**	**8.1%**	**8.2%**	**0.1**

Table 35: Unsuccessful eligible applicants after discounting by state and territory, 2002-2010

State	2002	2003	2004	2005	2006	2007	2008	2009	2010
NSW/ACT	6600	10 000	11 400	5700	3700	3400	2500	4200	4400
Vic.	10 100	12 400	12 000	6500	4300	5100	4500	6400	6000
Qld	5600	9400	8400	4200	4000	2700	3200	4700	6000
SA/NT	500	1200	1100	1400	1100	1000	1000	1500	1700
WA	800	2400	2900	1600	900	700	700	1000	1100
Tas.	42	300	300	200	200	300	700	700	800
Australia	**23 600**	**35 700**	**36 100**	**19 600**	**14 200**	**13 200**	**12 600**	**18 500**	**20 000**

A demand driven system and future unmet demand

The current method of estimating unmet demand was devised when the supply of places was more tightly constrained by Australian Government funding policies than is now the case. In 2007, the previous government announced a change to funding policies that allowed universities to over enrol by up to 5% above their allocation of CSPs without financial penalty.

In March 2009, the then Minister for Education announced that from 2012 universities would be funded on the basis of student demand. This means the Australian Government will fund a CSP for all domestic undergraduate students accepted into an eligible, accredited higher education course at a recognised public higher education provider. To ensure universities have time to prepare for the new demand driven system, the current funding floor for universities will be maintained for 2009-2011. The cap on over enrolment has been increased from 5% to 10% from 2010. The cap will be removed in 2012.

In a demand driven system, universities will decide how many places to offer, in each field and course. This change in the funding system will lead to a changed relationship between the demand and supply for university places. This will also change the nature and level of estimates of unmet demand. Whereas at present unmet demand approximates, in an aggregate sense, the inability of applicants to secure university entrance, in the future unmet demand may be more likely to reflect the mismatch between applicants' preferences for particular fields of study or university. Future review and revision of methods for estimating unmet demand will take into consideration the operation of a demand driven system in comparison to the funding system prevailing from the mid 2000s. Further discussion of the future demand driven system can be found at page 64 in the discussion of the current and future policy environment of the higher education sector.

The strong increase in offers in 2010 suggests that universities are taking advantage of the more generous cap on over enrolments. Estimates provided to DEEWR in March 2010 indicated that universities expected to be over enrolled by 9.9% in 2010, with several universities well above this figure. In absolute terms, universities estimated that they would be over enrolled by over 44 000 places, an increase of nearly 20 000 on 2009. Combined with an increase in the number of target places, this means there was likely to be nearly 28 000 additional places in 2010, as compared with 2009. Note that additional places include continuing students as well as commencing students, however, 2010 offers and acceptances data suggest that commencing students are taking up a large share of the additional places. The introduction of a fully demand driven funding system from 2012 will provide further capacity for growth.

Outcomes for unsuccessful applicants

The Longitudinal Surveys of Australian Youth (LSAY) provides a rich source of data on young people's transitions from school to various forms of post-school education, training and labour market outcomes. LSAY has found that around 90% of Year 12 applicants who do not get a university place will go on to further study or employment[2]. Two years after completing Year 12, 45% of unsuccessful applicants were doing some form of post-school education and training; about 24% were enrolled in a TAFE Diploma course, 11% in a traineeship, 6% in a TAFE Certificate course, and 5% in an apprenticeship.

Many young people go on to university several years after leaving school. LSAY has found that slightly more than half (52%) of young people who were in Year 9 in 1998 had attended university at some point in the ten years after completing Year 9[3]. More than one third of this cohort (36%) had completed a bachelor's degree or higher by 2008. Some 58% of the 1998 Year 9 cohort had enrolled in VET (including apprenticeships) by 2008 and 41% had completed a VET qualification.

[2] Gary N. Marks (2005) *Unmet Demand: Characteristics and Activities of School Leavers Not Offered a University Place*, (LSAY Research Report 46).

[3] NCVER (2010), *LSAY Y98 Cohort* Report, Table 2: Educational Indicators for Y98 LSAY cohort, 1998-2008, http://www.lsay.edu.au/popups/cohort_table.php?info=1998_2_1&filter1=0&filter2=0

7. Field of Education

Applications by field of education

Universities determine their course offerings at an institutional level in response to student demand. For purposes of classification and analysis, education courses are coded according to the Australian Standard Classification of Education (ASCED). There are 12 broad fields of education that differ in the range of university courses and subjects they cover. Society and Culture covers the broadest range, including, among other subjects, Political Science, History, Social Work, Psychology, Law, Languages, Philosophy, Economics and Criminology. Natural and Physical Sciences covers several distinct fields (including Mathematics, Physics, Geology, Biology), while Health covers courses designed to prepare students for several different professions (including Medicine, Nursing, Pharmacy, Dentistry, Veterinary Science and Physiotherapy). Creative Arts is another diverse broad field, which includes Journalism and Graphic Design as well as Performing and Visual Arts. On the other hand Education and Information Technology cover a narrower range of courses[4].

The most popular broad field of education was Health which attracted 64 394 highest preference applications (24.1% of all applications). Society and Culture (including Law) was second with 56 737 applications. The next most popular broad field was Management and Commerce which was well behind Society and Culture with 34 788 applications, followed by Creative Arts with 28 139 and Education with 24 684 applications. A breakdown of the number of highest preferences recorded by each broad field of education and selected narrow fields is found in Table 36 on the following page.

Offer rates by field of education

Not surprisingly, offer rates differed widely by field of education (Table 36). The lowest offer rates were recorded in Medical Studies (21.6%), Veterinary Studies (29.6%) and Dental Studies (31.1%). The next lowest offer rate (though much higher than these three fields) was Law at 60.8%. Architecture and Building (66.1%) and Creative Arts (67.2%) also recorded relatively low offer rates. In Natural and Physical Sciences, on the other hand, the number of offers exceeded the number of applicants (applications) with this field as their highest valid preference. As a result the offer rate for Natural and Physical Sciences was 102.5%. In 2010, the offer rate for Agriculture, Environmental and Related Studies was still very high at 96.7%, while the offer rate for Information Technology courses was 87.4%. Offer rates have exceeded 100% in these broad fields of education in the past.

Acceptances by field of education

Acceptance rates differ much less by field of education. Acceptance rates reported in Table 36 cluster around 70%-75%. Acceptance rates are somewhat lower for Dental Studies and Veterinary Studies. This reflects applicant behaviour: applicants for these prestige courses often apply for several courses in different states and receive more than one offer, but can only accept one offer.

[4] ABS (2001), *Australian Standard Classification of Education (ASCED)*, Cat. No. 1272.0

Table 36: Highest preferences, offers and acceptances by field of education, 2010

Field of education	Highest preference	Offers		Acceptances	
		Receiving offer	Offer rate	Accepting offer	Acceptance rate
Natural and Physical Sciences	19 390	20 420	105.3%	14 654	71.8%
Information Technology	6802	5943	87.4%	4569	76.9%
Engineering and Related Technologies	16 713	14 083	84.3%	10 867	77.2%
Architecture and Building	9430	6235	66.1%	4801	77.0%
Agriculture, Environmental and Related Studies	4491	4341	96.7%	2936	67.6%
Health	64 394	38 467	59.7%	27 462	71.4%
Medical Studies	11 438	2466	21.6%	1783	72.3%
Nursing	22 527	15 865	70.4%	11 993	75.6%
Dental Studies	3547	1103	31.1%	684	62.0%
Veterinary Studies	2007	595	29.6%	399	67.1%
Education	24 684	17 843	72.3%	13 055	73.2%
Teacher Education	23 515	17 000	72.3%	12 442	73.2%
Management and Commerce	34 788	29 194	83.9%	21 838	74.8%
Society and Culture	56 737	47 889	84.4%	34 642	72.3%
Law	12 399	7543	60.8%	5397	71.5%
Creative Arts	28 139	18 921	67.2%	13 232	69.9%
Total	**266 996**	**204 794**	**76.7%**	**149 230**	**72.9%**

NB Mixed fields and hospitality not shown and hence the number of total applications does not add to the sum of applications by broad field of education shown above.

Field of education preferences over time

Time series data by field of education are limited to eligible applicants (applications), so the time series figures presented in Table 37 below and Appendix Table A6.1 for 2010 are not directly comparable with earlier estimates referring to total applicants (applications) presented in Table 36 above. The largest increases in demand between 2009 and 2010 were in Nursing (up 24.4%), Medical Studies (up 23.5%) and Natural and Physical Science (up 13.1%) compared with an overall increase of 7.0% in eligible applicants. The only fields which recorded decreases in eligible applicants were Veterinary Studies (down 13.7%), Law (down 2.7%) and Management and Commerce (down 2.0%).

Table 37: Eligible applicants by broad field of education and selected narrow field of education, 2002-2010

Field of education	2002	2003	2004	2005	2006	2007	2008	2009	2010
Agriculture	4894	5113	4891	4161	3888	3707	4750	3877	4054
Architecture	5791	6289	6851	6733	7157	7375	7443	8125	8537
Education	22 575	24 160	24 832	25 308	24 366	22 878	20 637	20 075	21 298
Engineering	12 274	12 335	12 350	12 162	12 478	13 083	14 085	15 555	15 757
Health	38 251	42 873	44 902	45 312	47 411	52 158	50 504	52 358	60 253
Medical Studies	6834	7733	8764	8316	9097	11 151	10 274	9093	11 230
Nursing	11 314	13 313	13 628	13 675	14 435	15 766	15 448	16 358	20 347
Dental Studies	982	1095	1431	1776	2291	2436	2669	3328	3470
Veterinary Studies	1611	1752	1749	1929	1860	1907	2112	2283	1970
Other	17 510	18 980	19 330	19 616	19 728	20 898	20 001	21 296	23 236
Information Technology	13 030	10 324	8121	6810	5619	5146	4978	5478	5640
Management and Commerce	37 552	37 218	36 567	35 282	32 990	32 115	31 083	31 836	31 171
Natural and Physical Sciences	15 140	15 381	15 665	15 003	14 273	13 618	13 795	16 157	18 271
Society/Culture/Creative Arts	73 221	75 734	74 235	70 552	70 165	68 244	68 452	73 922	76 972
Justice/Law Enforcement	1522	1716	1570	1321	1229	1134	966	1309	1374
Law	12 863	13 266	13 064	12 372	12 515	12 499	12 541	12 399	12 066
Total	**222 728**	**229 427**	**228 414**	**221 588**	**218 529**	**218 537**	**216 134**	**227 408**	**243 249**

NB Mixed fields and hospitality not shown and hence the number of total applications does not add to the sum of applications by broad field of education shown above.

Trends in key skills areas

Time series data by field of education is limited to eligible applicants.

Trends in applications and offers since 2001 are reported below for four fields of education where the Australian Government has introduced changes to the Higher Education Contribution Scheme (HECS) repayments in order to encourage demand, namely:

- Nursing,
- Education,
- Early Childhood Education, and
- Natural and Physical Sciences.

Time series data are also presented for three further fields of education where concerns have been expressed about potential skills shortages:

- Medical Studies,
- Dental Studies, and
- Engineering.

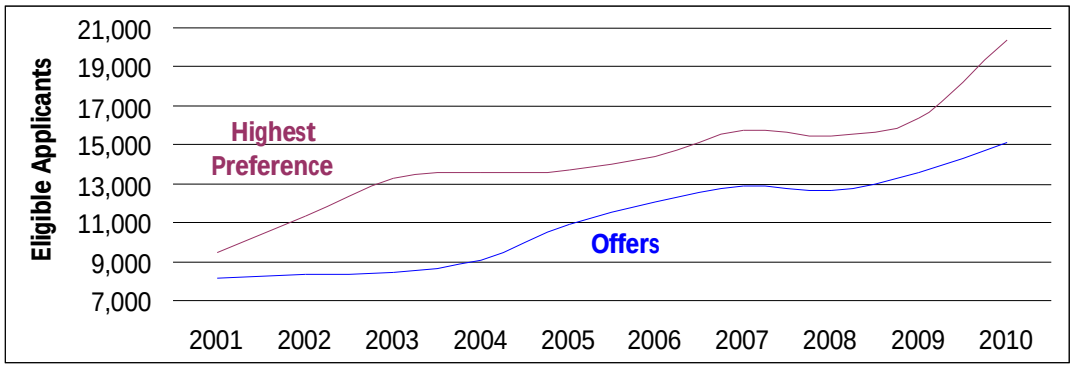
Trends in key skills areas – Nursing

Demand for Nursing courses has recovered after a plateau in 2007 and 2008. The number of eligible applicants (applications) for Nursing rose by 24.4% in 2010 to 20 347 – the highest figure in the series (Figure 4). Demand for Nursing increased by 115.9% between 2001 and 2010.

In line with the substantial increase in applications, the number of offers in Nursing increased by 11.7% in 2010. The number of offers to eligible applicants in 2010 was the highest in the series. The offer rate for eligible applicants for Nursing in 2010 was 74.6%, slightly down on the previous two years.

Measures introduced in the 2009-10 Budget to increase student contributions for Nursing in order to support expanded course provision and to lower HELP debt repayments for graduates working in the nursing profession are likely to explain, in part, the large increase in demand for Nursing courses recorded in the current series.

Figure 4: Eligible applicants and offers, Nursing, 2001-2010



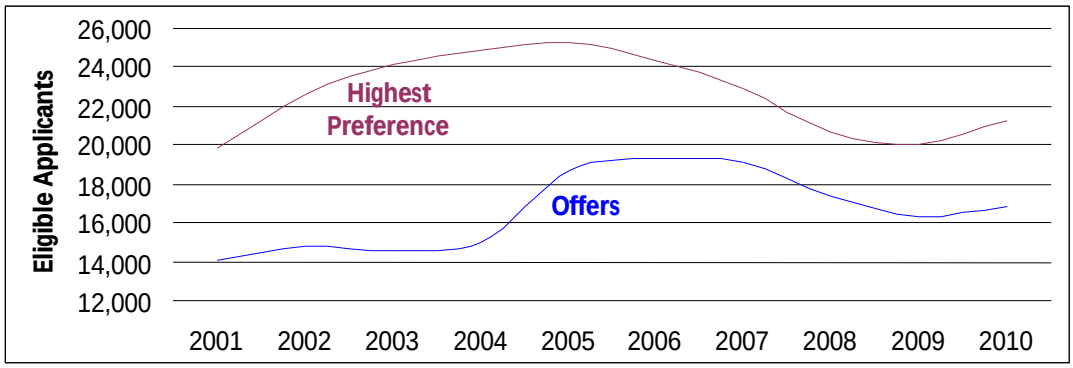
Trends in key skills areas – Education

The number of eligible applicants (applications) for Education courses increased in 2010 (up 6.1%) following four years of decline. After rising strongly in the first half of the decade, eligible applicants to education courses fell between 2005 and 2009, largely reversing the gains made earlier in the decade. The number of eligible applicants in 2010 (21 298) is 7.3% higher than the 2001 figure.

Offers increased 3.6% in 2010 in line with the increase in eligible applicants. The 2010 offer rate was 79.2%, down a few percentage points on the previous two years. Though offer rates have remained high, the absolute number of offers to eligible applicants in 2010 (16 865) remained lower than levels observed in the period 2005-2007 (as shown in Figure 5). A significant expansion in the number of places in Education courses in 2005 increased the previously low offer rate of 66.6%.

Similar to Nursing units, measures introduced in the 2009-10 Budget to increase annual contributions for Education in order to support expanded course provisions and to lower HELP debt repayments for graduates working in the education sector are likely to explain the increase in demand for Educational courses in 2010.

Figure 5: Eligible applicants and offers, Education, 2001-2010



Trends in key skills areas – Early Childhood Education

It is not possible to present time series data on Early Childhood Education courses for 2001-2010, as this detailed field of education could not be separately identified before the introduction of the unit record applications and offers data collection in 2009. In this report, we present a comparison of 2009 and 2010 figures for Early Childhood Education.

In 2010, there were 3348 eligible applicants (applications) for Early Childhood courses, representing 15.7% of eligible applicants for Education courses and 2579 applicants were offered a place in an Early Childhood Education course (15.3% of all Education offers). Compared with 2009, in 2010 eligible applicant numbers for Early Childhood Education were 14.5% higher – showing much faster growth than for Teacher Education as a whole.

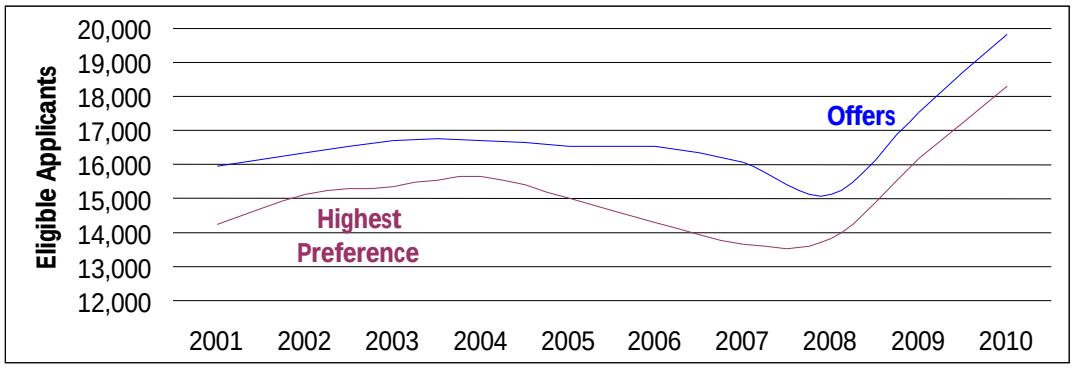
The demand for Early Childhood Education courses may, in part, reflect measures introduced in the 2008-09 Budget designed to encourage enrolments in this area. These measures include an additional 500 university places for early childhood teachers starting in 2009 and rising to 1500 places in 2011; and approximately halving the HECS-HELP debt of early childhood teachers who work in regional and remote areas, Indigenous communities and areas of high disadvantage.
It should be noted that due to the classification of courses, some persons seeking to train as Early Childhood educators may be applying for courses which are not specifically classified as Early Childhood Education courses in applications data.

Trends in key skills areas – Natural and Physical Sciences

The number of eligible applicants (applications) for Natural and Physical Sciences in 2010 rose to 18 271, an increase of 2114 (13.1%) on 2009. Increases in applications for Natural and Physical Sciences in 2009 and 2010 more than reversed the decline in applications in this field from 2004 to 2008 (Figure 6). Both eligible applicants and offers were at much higher levels in 2010 than any other year in the current series.

This increase in demand followed a suite of measures introduced in the 2008-09 Budget designed to encourage enrolments in mathematics and science and take-up in related occupations, including that the maximum student contribution for commencing students studying maths and science was lowered from $7412 to $4162 from 1 January 2009; and the compulsory HECS-HELP repayments for those students who upon graduation engage in relevant maths or science occupations (including teaching) have been halved.

Figure 6: Eligible applicants and offers, Natural and Physical Sciences, 2001-2010



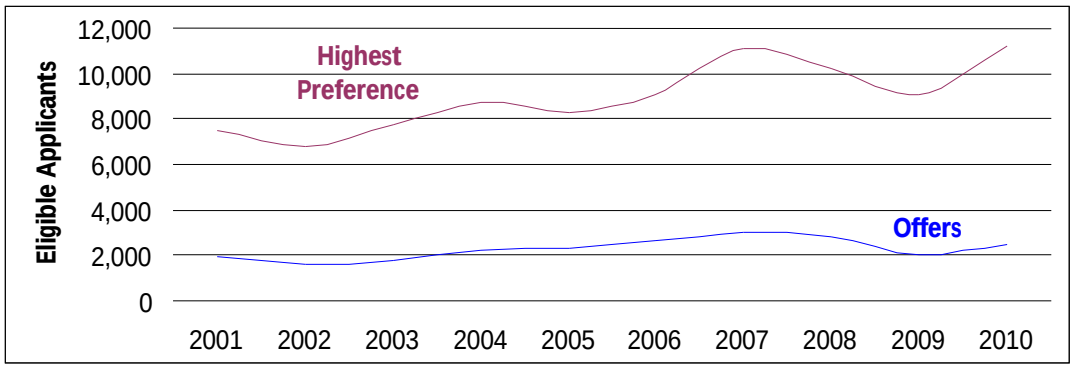
Trends in key skills areas – Medical Studies

The number of eligible applicants (applications) for Medical Studies increased in 2010 after two years of decline (Figure 7) and the increase was very large at 23.5%. The number of eligible applicants in 2010 was almost the same as that recorded in 2007. The number of eligible applicants in 2010 was markedly higher than levels observed in the first half of the decade. Eligible applicant numbers increased by 49.1% between 2001 and 2010.

Offers to eligible applicants increased by 438 (or 21.7%) in 2010, after declining in 2008 and 2009. In 2010, the number of offers to eligible applicants was 26.2% higher than the 2001 level. The offer rate for Medical Studies was the lowest of any field. The offer rate fell slightly in 2010 to 21.9%, following a drop of more than five percentage points in 2009. The 2010 offer rate was the lowest in the series.

Medical Studies is one of a number of fields (including other Health fields) where the supply of places depends not only on the number of university places available, but also on the availability of practical training placements.

Figure 7: Eligible applicants and offers, Medical Studies, 2001-2010

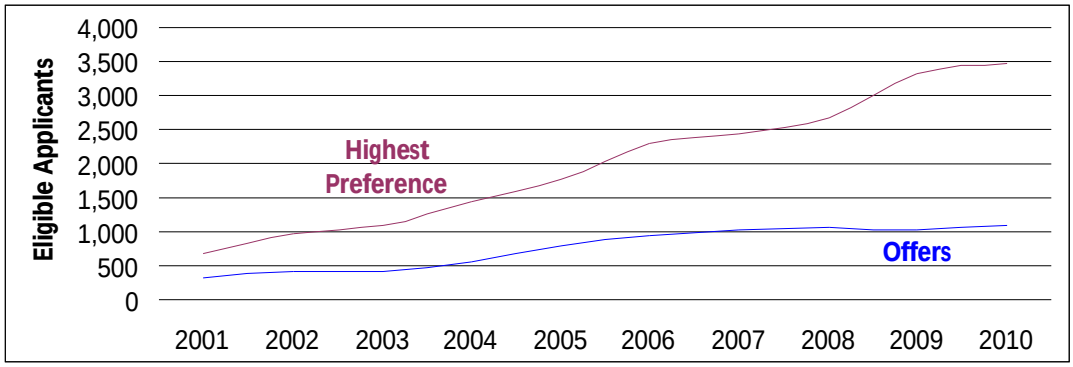


Trends in key skills areas – Dental Studies

Eligible applicants (applications) to Dental Studies increased by 4.3% in 2010. As shown in Figure 8, demand for Dental Studies increased every year since 2001. The increase observed in 2010 was smaller than most years in the series. Nevertheless, the number of eligible applicants in 2010 (3470) was over five times higher than the 2001 figure (666).

Offers to eligible applicants increased slightly, by 60, in 2010. The number of offers has been fairly stable for the past three years; however, the number of offers to eligible applicants grew more than threefold from 2001 to 2010. The offer rate in 2010 (31.6%) was half a percentage point higher than the 2009 offer rate and was 8.1 percentage points lower than 2008.

Figure 8: Eligible applicants and offers, Dental Studies, 2001-2010

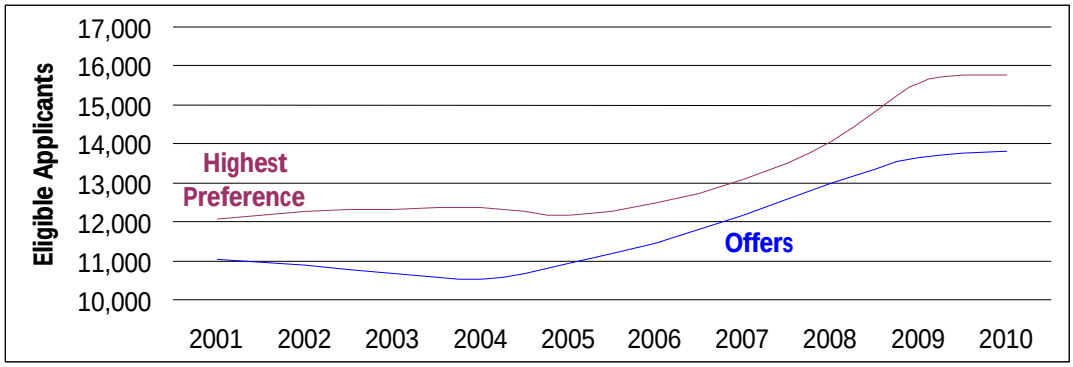


Trends in key skills areas – Engineering

Demand for Engineering increased only slightly (1.3%) in 2010. The number of eligible applicants (applications) in 2010 (15 757) was the highest in the current series due to strong growth in demand over the previous several years (Figure 9). Eligible applicants for engineering courses increased successively for five years to 2010. Demand for Engineering grew by 30.7% between 2001 and 2010.

Offers also increased by 1.3% in 2010. The number of offers to eligible applicants in 2010 (13 834) was the highest in the series and was 25.6% higher than the 2001 figure. In 2010 the offer rate fell to 87.8%. This was well above the national average for offers to eligible applicants (81.1%), but was 4.4 percentage points lower than the 2008 offer rate and was lower than at any time since 2004.

Figure 9: Eligible applicants and offers, Engineering, 2001-2010



8. Type of University

Applications by type of university show that the Group of Eight universities received the largest share of applications in 2010 (30.4%). Regional universities attract a much smaller share of applications. New Generation Regional universities received 4.5% and Non-aligned Regional universities received 2.2% of applications. See Appendix Table A20 for a listing of universities by type of university.

In 2010 the Group of Eight universities' share of applications fell by one percentage point compared with 2009. On the other hand, the Innovative Research Universities increased their share of applications by 0.6 percentage points over the same period. Smaller gains in the share of applications were spread across the Non-aligned Metropolitan universities and the New Generation Regional universities.

Table 38: Applications by type of university, 2009 and 2010

University type	Applications 2009	Share 2009 (%)	Applications 2010	Share 2010 (%)
Innovative Research Universities	41 491	16.6%	45 836	17.2%
Group of Eight	78 370	31.4%	81 143	30.4%
Non-aligned Metropolitan	29 931	12.0%	32 558	12.2%
New Generation Regional	10 765	4.3%	11 952	4.5%
Technology	52 912	21.2%	56 670	21.2%
New Generation Metropolitan	30 402	12.2%	33 008	12.4%
Non-aligned Regional	5866	2.4%	5829	2.2%
Total	**249 743**	**100.0%**	**266 996**	**100.0%**

The Group of Eight universities also had the highest share of offers in 2010 (26.2%), but this was more than four percentage points lower than their share of applications. This was largely because the Group of Eight universities have lower offer rates in comparison with other universities. New Generation Metropolitan and Non-aligned Regional universities recorded very high offer rates, slightly in excess of 100% in 2010.

Table 39: Offers and offer rates by type of university, 2010

University type	Offers	Share (%)	Offer rates
Innovative Research Universities Australia	38 109	18.6%	83.1%
Group of Eight	53 730	26.2%	66.2%
Non-aligned Metropolitan	23 540	11.5%	72.3%
New Generation Regional	10 237	5.0%	85.7%
Technology	39 654	19.4%	70.0%
New Generation Metropolitan	33 661	16.4%	102.0%
Non-aligned Regional	5863	2.9%	100.6%
Total	**204 794**	**100.0%**	**76.7%**

New Generation Regional universities recorded the highest acceptance rate in 2010 (75.3%) followed by the Group of Eight universities (74.8%). New Generation Metropolitan universities and non-aligned Regional universities by way of comparison had lower acceptance rates at 69.7% and 57.5% respectively.

Table 40: Acceptances and acceptance rates by type of university, 2010

University type	Acceptance	Acceptance rates
Innovative Research Universities Australia	27 391	71.9%
Group of Eight	40 183	74.8%
Non-aligned Metropolitan	17 476	74.2%
New Generation Regional	7704	75.3%
Technology	29 648	74.8%
New Generation Metropolitan	23 457	69.7%
Non-aligned Regional	3371	57.5%
Total	**149 230**	**72.9%**

9. Under-Represented Groups

Concepts and methods

Applicant data includes postcode of permanent home residence. This postcode data can be used to construct indicators of both applicants' geographic location or regionality, and applicants' socioeconomic status (SES). The collection also provides information on applicants' self-reported Indigenous status.

To categorise applicants by regionality, postcodes are coded into three groups (metropolitan, provincial, remote) based on the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA) classification of regions. The MCEETYA Classification of Geographical Location incorporates the Australian Bureau of Statistics (ABS) Accessibility/Remoteness Index of Australia (ARIA) and maintains comparability with the Rural, Remote and Metropolitan areas Classification (Department of Primary Industries and Energy/Department of Human Affairs and Health, 1994), which uses Census data to identify statistical local areas of population density.

To derive an estimate of an applicant's SES, postcodes are categorised by the ABS Socio-Economic Index for Areas (SEIFA) Index of Education and Occupation (IEO).

Using postcode as an indicator of SES has a number of well known methodological and theoretical limitations. These have been discussed extensively in the context of the government's low SES participation targets. DEEWR released a discussion paper in December 2009, 'Measuring the Socio-Economic Status of Higher Education Students', which outlined four broad indicators of SES that could be incorporated in a new measure of students' SES, namely parental education, parental occupation, income and community or area of residence. The focus of the discussion paper was how best to incorporate indicators of students' individual characteristics in new measures of SES, to supplement existing area-based measures. DEEWR received many submissions in response to the discussion paper and convened an expert working group to develop new measures of SES. An interim measure, combining students' Centrelink income support status and an area-based measure using SEIFA at the collection district (CD) rather than postcode level has been used to allocate funding for the Higher Education Participation and Partnerships Program (HEPPP) and will be used in Compact funding negotiations and to set Performance Funding targets in 2011.

It should be noted that DEEWR is not proposing to add new data elements to the applications and offers collection, though future analyses may investigate the use of area-based measures of SES at the CD level. The current report retains an SES measure based on postcode as it enables comparison with 2009 applications and offers data.

Note that indicators of regionality and SES cannot be derived for applicants with residential addresses outside Australia, or for those Australian resident applicants who did not enter a valid postcode on their applications.

While the applications and offers data collection includes reasonable coverage of SES, regionality and Indigenous status, note that no data were collected on other equity groups such as applicants with a disability or applicants from a non-English speaking background, since not all TACs and universities collect these data in respect of applicants.

Regionality

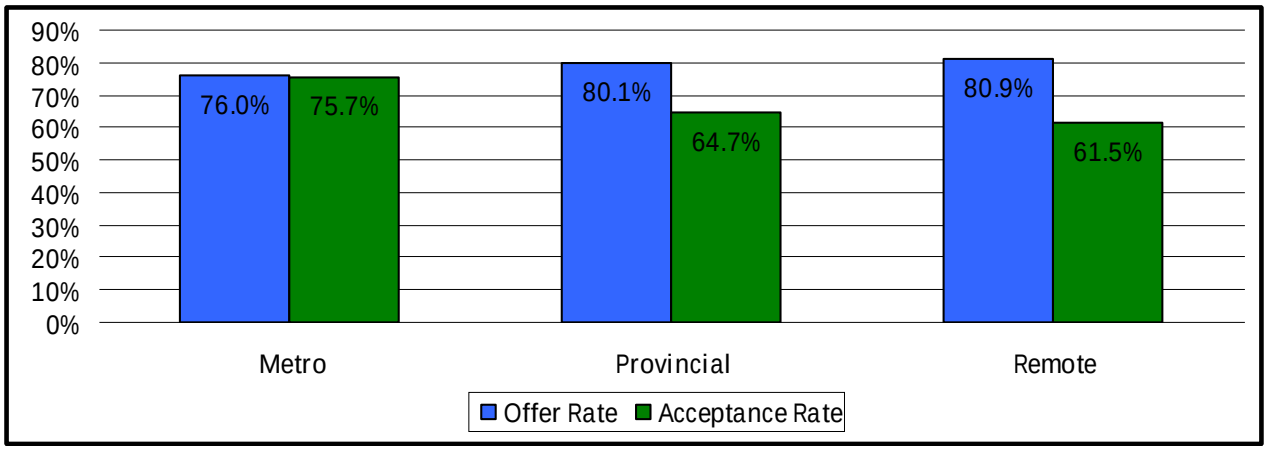
Analysis of applicant data shows that just over three quarters of applicants (applications) living in Australia came from metropolitan areas. This is higher than the metropolitan population share in Australia (71.4%)[5], demonstrating that metropolitan people are over-represented in the pool of domestic applicants. Just over one fifth of domestic applicants were from provincial areas, less than their population share of 26.3%. Only 1.1% of applicants were from remote areas compared with their population share of 2.1%. Around 1.5% of all applicants gave addresses outside Australia.

By region, growth in applications from provincial residents (8.0%) and remote residents (15.8%) was higher than the increase in applications from metropolitan residents (6.7%). Of course, the large growth in remote applicants is from a small base. Growth in provincial and remote applications combined was 8.4%.

Provincial and remote applicants were somewhat more likely to receive an offer than were metropolitan applicants (Figure 10): 80.9% of remote applicants and 80.1% of provincial applicants received offers, compared to 76% of metropolitan applicants. Compared to 2009, offers to provincial applicants grew by 6.9% and offers to remote applicants grew by 13.9%. For metropolitan applicants, the increase was 7.4%. Growth in non-metropolitan applicants (provincial and remote) at 7.2% was broadly similar to that for metropolitan applicants.

There is a marked difference in acceptance rates between metropolitan and regional applicants (Figure 10). Some 75.7% of metropolitan applicants with an offer accepted their offer, compared with 64.7% of provincial applicants and only 61.5% of remote applicants.

Figure 10: Offer rate and acceptance rate by regionality, 2010



The pattern of under-representation of provincial and remote people in the initial stage of applying to university translates into lower participation at university. Enrolments data from the Higher Education Statistics Collection (HESC) shows that, in 2008, provincial students accounted for 18.6%[6] of all domestic undergraduate students compared with their population share of 26.3%. Similarly, remote students made up 1.0% of domestic students compared with their population share of 2.1%. As reported above, the share of applications of provincial and remote students was 21.3% and 1.1% respectively. This suggests that it is the lower propensity to apply for university entry among regional students, and not the likelihood of receiving an offer that is the biggest contributing factor to the lower enrolments of provincial and remote students at university.

[5] ABS, (2006) Census of Population and Housing
[6] DEEWR, (2008), Selected Higher Education Statistics: Students

By state and territory, the proportion of all applicants from metropolitan areas ranged from 59% in Tasmania up to 82% in New South Wales/Australian Capital Territory (Figure 11). The proportion was nearing 80% in Western Australia and Victoria and closer to 70% in Queensland and South Australia/Northern Territory. There are very few applicants from remote areas. There were only 3021 remote applicants in the whole of Australia and only the Queensland TAC (QTAC) recorded more than 1000 remote applicants.

In all states, regional (consisting of both provincial and remote) applicants recorded a higher offer rate than metropolitan applicants.

In most states, metropolitan applicants were more likely to accept offers. In Tasmania, however, metropolitan applicants were somewhat less likely to accept offers than regional applicants.

Figure 11: Share of total applicants by regionality and state and territory, 2010

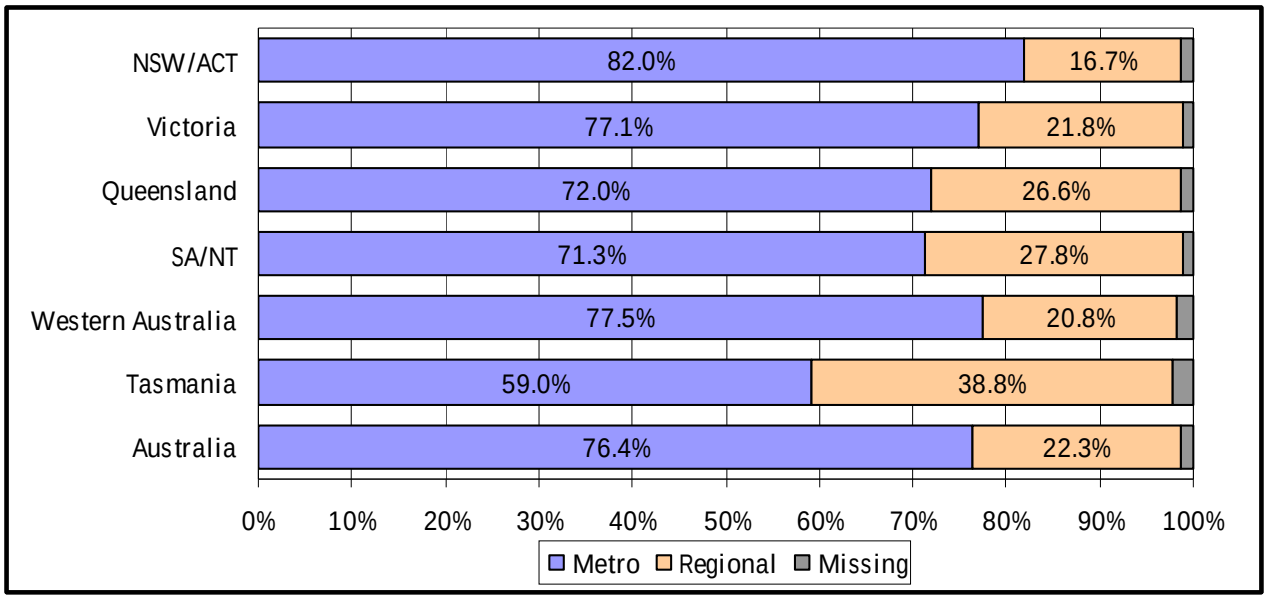
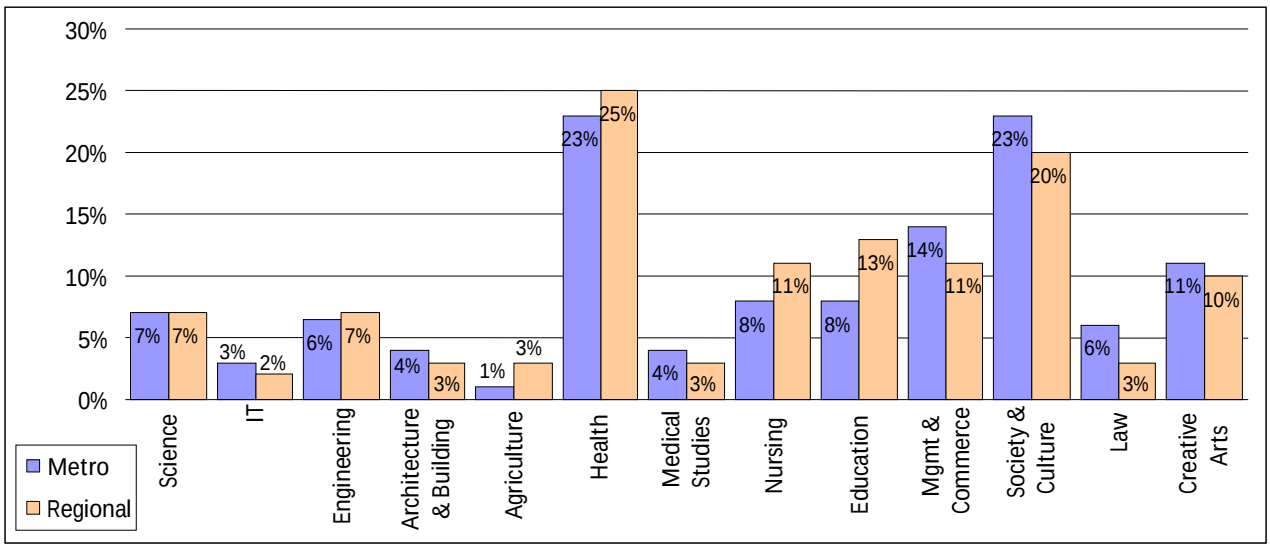


Figure 12 shows field of education preferences by regionality (provincial and remote are combined into a regional category). Regional applicants are more likely to apply for courses in Nursing and Education. Regional students are also more likely to apply in the field of Agriculture, Environmental and Related Studies.

Figure 12: Proportion of highest preference applications by regionality and field of education, 2010



The most divergent patterns in applications among metropolitan and regional students exist with the Group of Eight universities and the New Generation Regional universities. Metropolitan students are far more likely to attend a Group of Eight university (32.7%) than are regional students (21.1%). By way of comparison, regional students are much more likely to attend New Generation Regional universities (12.5%) than are their metropolitan counterparts (2.2%).

Table 41: Applications by regionality and type of university, 2010

University type	Applications 2010		Share of applications (%)	
	Metropolitan	Regional	Metropolitan	Regional
Innovative Research Universities Australia	32 472	12 848	15.9%	21.6%
Group of Eight	66 395	12 575	32.7%	21.1%
Non-aligned Metropolitan	24 023	8237	11.8%	13.8%
New Generation Regional	4430	7462	2.2%	12.5%
Technology	47 004	9327	23.1%	15.7%
New Generation Metropolitan	27 831	5029	13.6%	8.5%
Non-aligned Regional	1753	4035	0.9%	6.8%
Total	**203 908**	**59 513**	**100%**	**100%**

Distribution of offers by university type (Table 42) largely followed the distribution of applications. Offer rates for metropolitan applicants to Non-aligned Regional universities were 20 percentage points higher than for regional applicants, but absolute numbers of metropolitan applicants to these universities were small.

Table 42: Offers and offer rates by regionality and type of university, 2010

University type	Offers		Offer rates	
	Metropolitan	Regional	Metropolitan	Regional
Innovative Research Universities Australia	27 129	10 691	83.5%	83.2%
Group of Eight	44 103	8479	66.4%	67.4%
Non-aligned Metropolitan	16 850	6527	70.1%	79.2%
New Generation Regional	3775	6417	85.2%	86.0%
Technology	32 635	6770	69.4%	72.6%
New Generation Metropolitan	28 500	5014	102.4%	99.7%
Non-aligned Regional	2012	3815	114.8%	94.5%
Total	**155 005**	**47 712**	**76.0%**	**80.2%**

Socioeconomic status

Postcode data allows classification of applicants by SES. Some 4623 applicants (1.7%) could not be assigned to an SES classification because they were living outside of Australia, living in postcodes whose SES could not be determined; or because they had not provided data on postcode.

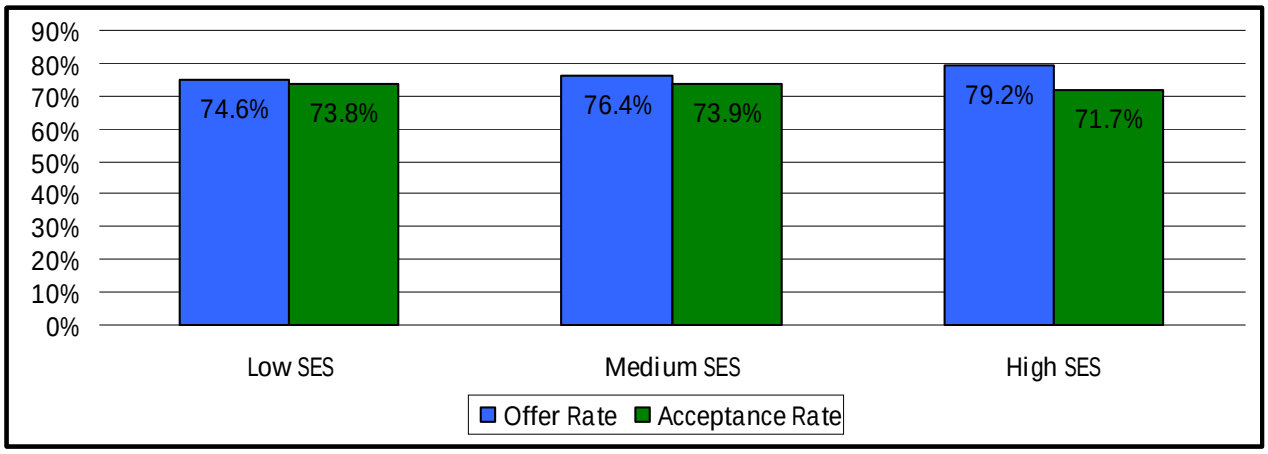
High SES applicants (applications) were over-represented among the pool of applicants. Nearly one third (30.9%) of applicants were from high SES backgrounds, defined as the top quartile of the postcodes rank ordered according to SEIFA IEO. Medium SES applicants (defined as the middle two quartiles, that is, half of the population) represent 48.9% of domestic applicants – roughly equivalent to their population share. People from low SES backgrounds were, on the other hand, under-represented. Only 18.5% of domestic applicants were from low SES backgrounds in comparison with their population share of 25%.

While low SES applicants remain under-represented, their numbers have increased faster than applicants in other SES categories. Applications from low SES persons increased by 9.4% in 2010, compared to 7.6% for medium SES persons and 4.7% for high SES persons.

In addition to being less likely to apply for university entry, persons from low SES backgrounds who apply to university are slightly less likely to receive an offer. As shown in Figure 13, high SES applicants had the highest offer rate of 79.2%. Medium SES applicants were slightly less successful (76.4% received an offer) and low SES applicants were less successful again with 74.6% receiving an offer.

There was little difference in acceptance rates by SES, though high SES applicants were slightly less likely to accept offers (Figure 13).

Figure 13: Offer rate and acceptance rate by SES, 2010

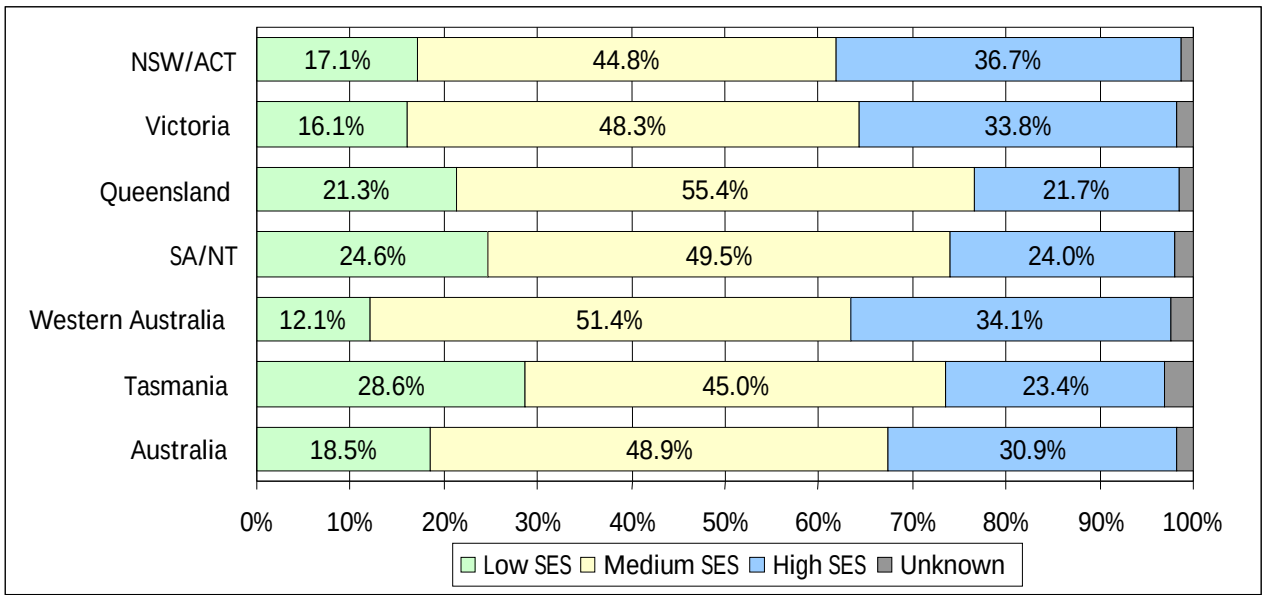


The pattern of under-representation of low SES persons in applications and offers data translates into lower participation at university. In 2008, low SES students constituted only 16.1%[7] of domestic undergraduate students. Low SES share of enrolments is slightly lower than their share of applications (17.8%), therefore it is low SES students' lower propensity to apply for university, and not their lower offer rates, which appears to be the bigger contributing factor to the low enrolment of low SES persons at university.

The pattern of distribution of applicants by SES at the national level was reproduced state by state (Figure 14). High SES applicants were particularly over-represented in New South Wales/Australian Capital Territory (36.7%), Western Australia (34.1%) and Victoria (33.8%). Low SES applicants made up only 12.1% of the total in Western Australia, but 28.6% in Tasmania and 24.6% in SA/NT.

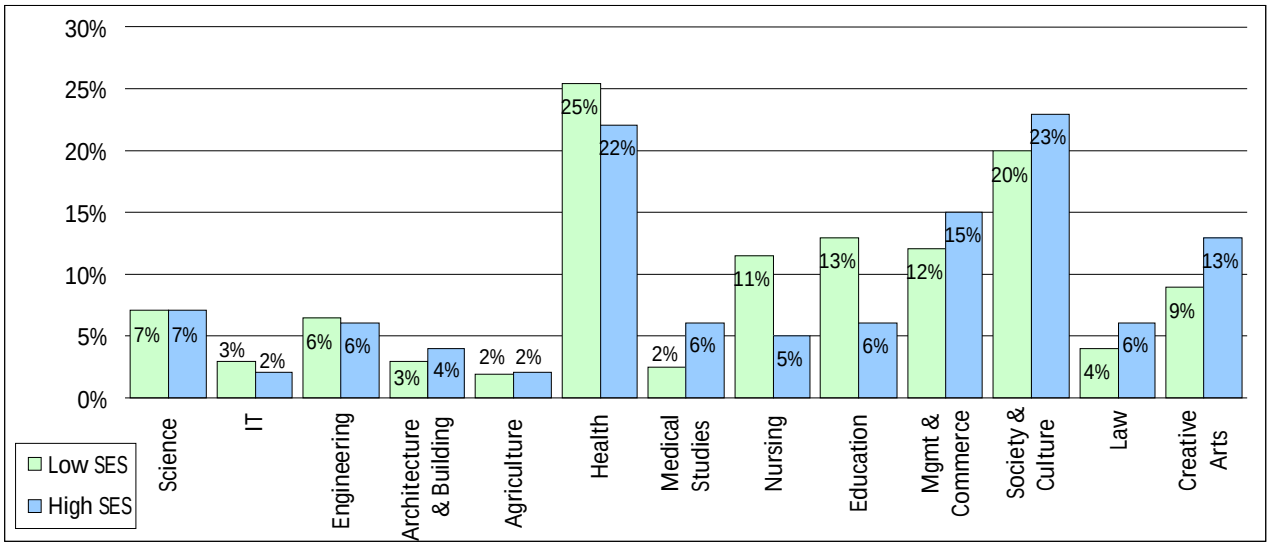
[7] DEEWR, (2008), Selected Higher Education Statistics: Students. Note that domestic students with a permanent home address outside Australia are excluded from the calculation.

Figure 14: Share of total applicants by SES and state and territory, 2010



Application preferences by field of education show that, similar to regional students, low SES persons are more likely to apply for courses in Education and Nursing (Figure 15) and less likely to apply for high demand courses such as Medical Studies and Law.

Figure 15: Proportion of highest preferences by SES and field of education, 2010



Low SES applicants were more likely than their high SES counterparts to be attending Innovative Research Universities (21.7% and 9.2% respectively). The Group of Eight universities accounted for the biggest share by far of applications from high SES applicants (43.2%) while the share of low SES applications to these universities was more than 20 percentage points lower (20.0%).

Table 43: Applications by SES and type of university, 2010

University Type	Applications by SES			Share of applications by SES		
	High	Medium	Low	High	Medium	Low
Innovative Research Universities Australia	7557	26 816	10 671	9.2%	20.5%	21.7%
Group of Eight	35 622	33 199	9868	43.2%	25.4%	20.0%
Non-aligned Metropolitan	10 479	15 446	6168	12.7%	11.8%	12.5%
New Generation Regional	1013	6548	4294	1.2%	5.0%	8.7%
Technology	19 601	26 560	9970	23.8%	20.3%	20.2%
New Generation Metropolitan	7346	18 755	6684	8.9%	14.4%	13.6%
Non-aligned Regional	793	3365	1618	1.0%	2.6%	3.3%
Total	**82 411**	**130 689**	**49 273**	**100.0%**	**100.0%**	**100.0%**

Applications by low SES applicants grew faster (9.4%) than applications on average (6.9%) in 2010. Growth in low SES applications was strongest at the New Generation Regional universities (14.6%), the New Generation Metropolitan universities (12.7%) and the Technology universities (11.5%). Growth in low SES applications was lower at the Non-aligned Metropolitan universities (7.5%), Group of Eight universities (4.7%) and unchanged at the New Generation Regional universities.

Table 44: Applications by low SES applicants by type of university, 2009 and 2010

University type	Applications by low SES applicants		
	2009	2010	Change (%)
Innovative Research Universities Australia	9633	10 671	10.8%
Group of Eight	9424	9868	4.7%
Non-aligned Metropolitan	5738	6168	7.5%
New Generation Regional	3746	4294	14.6%
Technology	8938	9970	11.5%
New Generation Metropolitan	5929	6684	12.7%
Non-aligned Regional	1618	1618	0.0%
Total	**45 028**	**49 273**	**9.4%**

Low SES applicants received a lower offer rate than high SES applicants across all types of universities. The gap in offer rates was largest in the New Generation Metropolitan universities, where low SES offer rates were 35.2 percentage points lower, and in the Non-aligned Regional universities where offer rates were 30.7 percentage points lower.

Table 45: Offers and offer rates by SES and type of university, 2010

University type	Offers by SES			Offer rates by SES		
	High	Medium	Low	High	Medium	Low
Innovative Research Universities Australia	6757	22 253	8582	89.4%	83.0%	80.4%
Group of Eight	25 210	21 302	5898	70.8%	64.2%	59.8%
Non-aligned Metropolitan	7829	10 911	4517	74.7%	70.6%	73.2%
New Generation Regional	928	5668	3570	91.6%	86.6%	83.1%
Technology	14 281	18 349	6605	72.9%	69.1%	66.2%
New Generation Metropolitan	9223	18 168	6042	125.6%	96.9%	90.4%
Non-aligned Regional	1008	3246	1560	127.1%	96.5%	96.4%
Total	**65 236**	**99 897**	**36 774**	**79.2%**	**76.4%**	**74.6%**

Indigenous status

Data on Indigenous status is based on a self-identification question on TAC application forms. It is widely believed that many Indigenous applicants do not identify as Indigenous at the point of application. University commencements data from HESC show a somewhat higher proportion of Indigenous students at commencement (1.5%) than is recorded at the time of application (1.1%).

Across Australia, 3046 applicants (applications) identified as Indigenous (Aboriginal, Torres Strait Islander, or both). Indigenous applicants are under-represented in the pool of overall applicants. Indigenous people constitute around 2.5%[8] of the general Australian population.

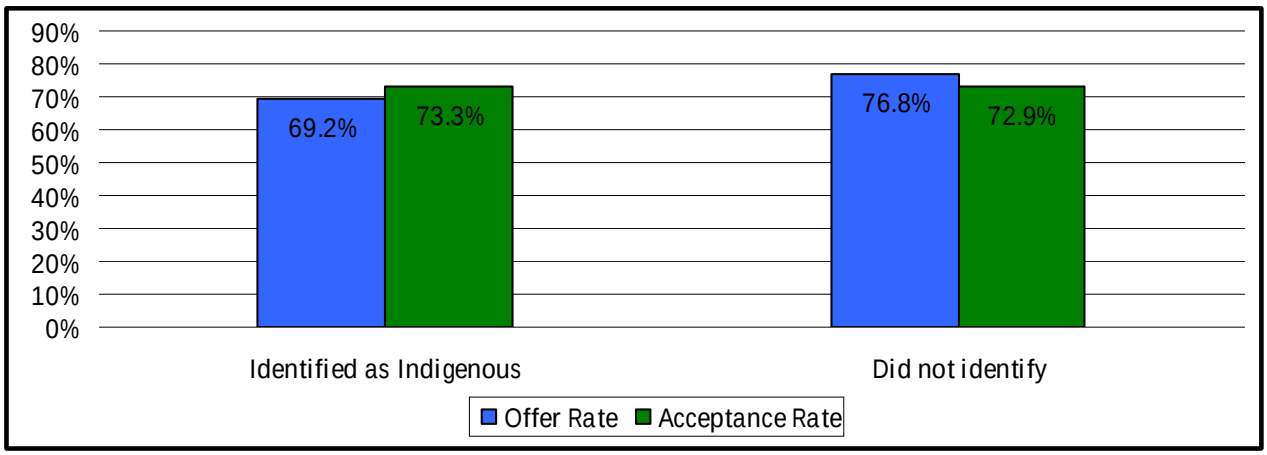
Offers were received by 2108 Indigenous applicants. The 2010 offer rate for Indigenous applicants was 69.2%, 7.6 percentage points lower than the offer rate for applicants who did not identify as Indigenous (Figure 16). Acceptance rates, on the other hand, were about the same. Of those who received an offer 82.4%, or 1738, Indigenous applicants accepted an offer – fairly consistent with the 83.6% acceptance rate among non-Indigenous applicants.

In 2008, Indigenous students constituted only 1.3%[9] of the domestic higher education enrolments compared to their population share of 2.5%. The rate at which Indigenous people apply to university explains much of their under-representation in higher education, however, the gap in offer rates between Indigenous and non-Indigenous applicants is bigger when compared to other under-represented groups.

While Indigenous applicants remain under-represented, growth in both the number of applications and offers in 2010 was encouraging. Compared with 2009, Indigenous applicants increased by more than 500 and offers to Indigenous applicants increased by more than 200.

[8] ABS, Experimental Estimates of Aboriginal and Torres Strait Islander Australians, Jun 2006, Cat. No. 3238.0.55.001
[9] DEEWR, (2008), Selected Higher Education Statistics: Students. Note that domestic students with a permanent home address outside Australia are excluded from the calculation.

Figure 16: Offer rate and acceptance rate by self-reported Indigenous status, 2010



The states and territories with the highest proportions of Indigenous applicants were SA/NT and Tasmania (1.6% and 1.7%), though the absolute number of Indigenous applicants in SA/NT (396) was more than twice as high as in Tasmania (165). This reflects the high proportion of Indigenous persons in these states. In South Australia/Northern Territory Indigenous people represent 5.2% of the population whilst in Tasmania Indigenous people account for 3.8% of the population[10].

Indigenous applications constitute 1.8% of applications in Queensland and 1.1% in New South Wales/Australian Capital Territory, but only 0.6% in Victoria and Western Australia (Table 46). The figure for Western Australia is surprisingly low, given the relatively large Indigenous population in that state - 3.4%[11] of the population identify as Indigenous. Western Australia had the lowest absolute number of Indigenous applications (130). This could reflect a lower application rate by Indigenous persons in Western Australia or alternatively that applicants may be less inclined to identify their Indigenous status.

Table 46: Applications by self-reported Indigenous status and state and territory, 2010

State	Indigenous applications	% of total
NSW/ACT	888	1.1%
Vic.	464	0.6%
Qld	1003	1.8%
SA/NT	396	1.6%
WA	130	0.6%
Tas.	165	1.7%
Australia	**3046**	**1.1%**

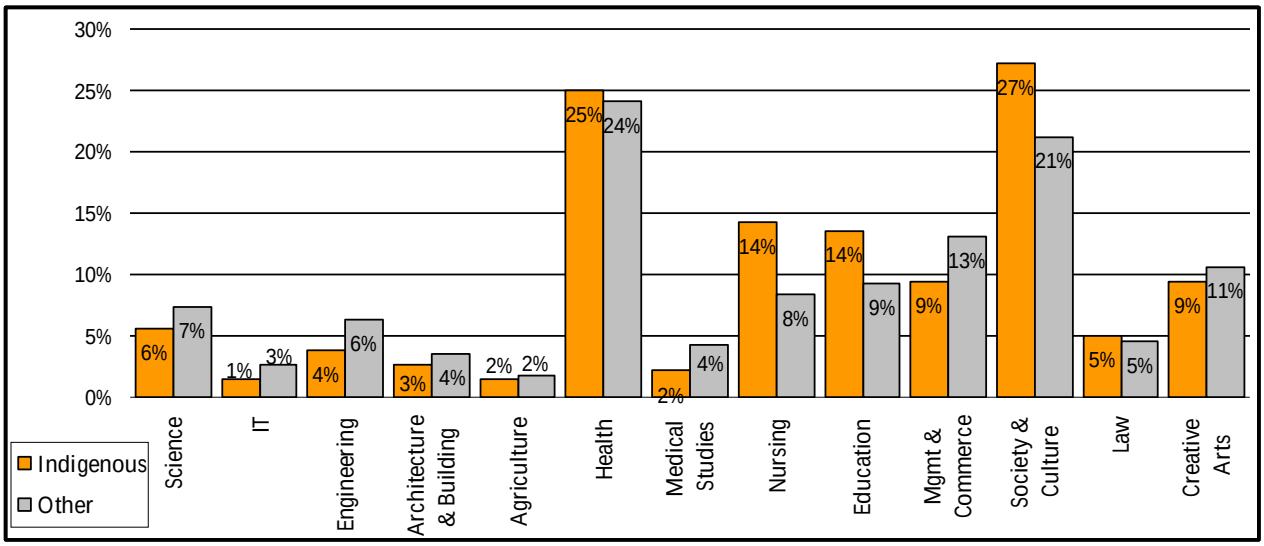
Offer rates for Indigenous applicants were lower in most states than offer rates for other applicants (by up to 12 percentage points). The difference in offer rates was smallest in Tasmania (4.7 percentage points) and highest in Victoria (12.0 percentage points).

Indigenous applicants were more likely to accept offers in SA/NT, Tasmania, and Queensland. Indigenous applicants were slightly less likely to accept offers in New South Wales/Australian Capital Territory and Western Australia, and much less likely to accept in Victoria. The difference between Indigenous and non-Indigenous acceptance rates in Victoria was 11.5 percentage points.

[10] ABS, Experimental Estimates of Aboriginal and Torres Strait Islander Australians, Jun 2006, Cat. No. 3238.0.55.001
[11] Ibid.

Similar to the total pool of applicants, the fields of education with the largest number of Indigenous applicants were Society and Culture (26%) and Health (25%). As with other under-represented groups, Indigenous applicants are more likely to apply for Education courses. Indigenous applicants were less likely to apply for Management and Commerce courses.

Figure 17: Proportion of highest preferences by self-reported Indigenous status and field of education, 2010



Indigenous applicants were much more likely to apply to Innovative Research Universities (31.8%) than were non-Indigenous applicants (17.0%), however, Indigenous applicants were much less likely to apply to the Group of Eight universities (18.4%) in comparison with non-Indigenous applicants (30.5%).

Table 47: Applications by Indigenous status and type of university, 2010

University type	Applications		Share (%)	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Innovative Research Universities Australia	969	44 867	31.8%	17.0%
Group of Eight	560	80 583	18.4%	30.5%
Non-aligned Metropolitan	308	32 250	10.1%	12.2%
New Generation Regional	285	11 667	9.4%	4.4%
Technology	499	56 171	16.4%	21.3%
New Generation Metropolitan	292	32 716	9.6%	12.4%
Non-aligned Regional	133	5696	4.4%	2.2%
Total	**3046**	**263 950**	**100.0%**	**100.0%**

Indigenous applicants were less likely to receive offers across all types of university than were non-Indigenous applicants. The gap in offer rates was largest at New Generation Metropolitan universities (20.4 percentage points) and New Generational Regional universities (18.4 percentage points).

Table 48: Offer and offer rates by Indigenous status and type of university, 2010

Type of University	Offers		Offer rates	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Innovative Research Universities Australia	684	37 425	70.6%	83.4%
Group of Eight	353	53 377	63.0%	66.2%
Non-aligned Metropolitan	205	23 335	66.6%	72.4%
New Generation Regional	193	10 044	67.7%	86.1%
Technology	323	39 331	64.7%	70.0%
New Generation Metro	239	33 422	81.8%	102.2%
Non-aligned Regional	111	5752	83.5%	101.0%
Total	**2108**	**202 686**	**69.2%**	**76.8%**

10. Current Year 12 Applications

In 2010, there were 137 532 applications by current Year 12 students – just over half (51.5%) of all applications made through the TACs. Of these current Year 12 applicants, 134 046 had a valid TER score or equivalent. A further 3486 were not scored.

Propensity to apply

Many current Year 12 applicants apply both interstate and in their home state, so that the applicant numbers shown above need to be adjusted to derive an estimate of the proportion of Year 12 students who apply for university. A reliable estimate can be derived by selecting current Year 12 applicants aged 20 or less who apply in their home state, and dividing this figure by the number of Year 12 students aged 20 or less in each state and territory.

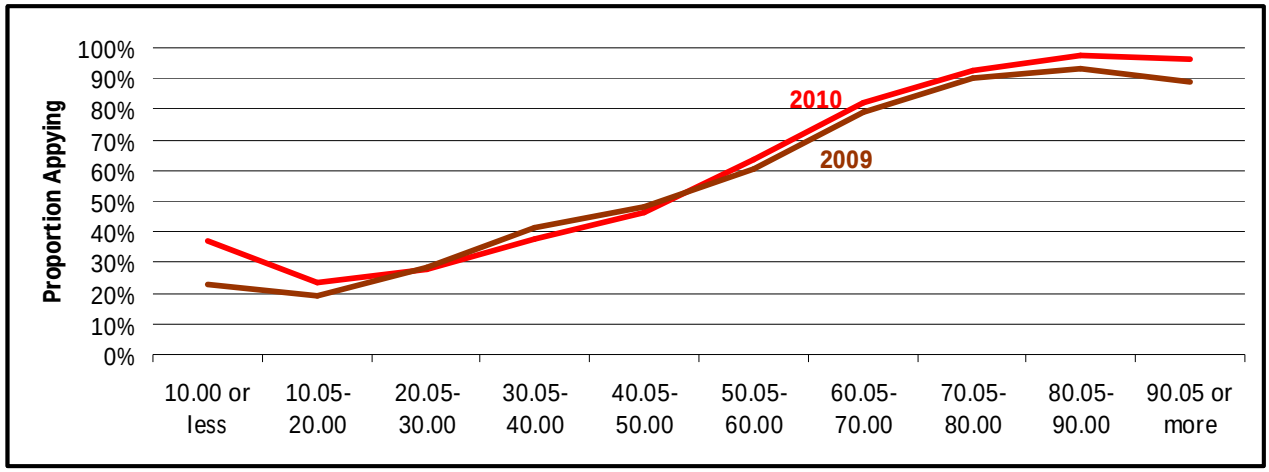
This calculation shows that 66.1% of Year 12 students applied for university in 2010. This is decidedly higher than the 2009 figure (61.0%), consistent with the increase in current Year 12 applications recorded in 2010. The proportion of Year 12 students applying was nearly 10 percentage points higher than 2005.

Predictably, there is a strong relationship between academic performance in Year 12 and propensity to apply for university. Figure 18 shows the proportion of Year 12 students in each TER decile band who applied for university. More than 90% of students in each of the top three deciles applied for university. Over 80% of students who received a TER in the 60.05-70.00 decile applied, as did more than 60% in the 50.05-60.00 decile. Even of those with TERs below 50, fairly large numbers of students applied for university. Just over 45% of those in the 40.05-50.00 decile and nearly 40% of those in the 30.05-40.00 decile applied for university in 2010. Overall, 87.8% of students with a TER above 50 applied for university, compared to 24.2% of students who had a TER of 50 or below or who were not scored.

It is interesting to note that the home state application rate among students in the highest decile (90.05 and above) is lower than for students in the next decile (96.2% compared to 97.3%). The difference was decidedly larger in 2009, when 88.7% of students in the top decile applied for university in their home state, compared to 93.3% in the second-top decile.

Compared to 2009, the biggest increases in application rates were in the higher TER bands. Application rates in most of the lower bands fell.

Figure 18: Proportion of Year 12 students aged 20 or less applying in their home state by TER decile band, 2009 and 2010

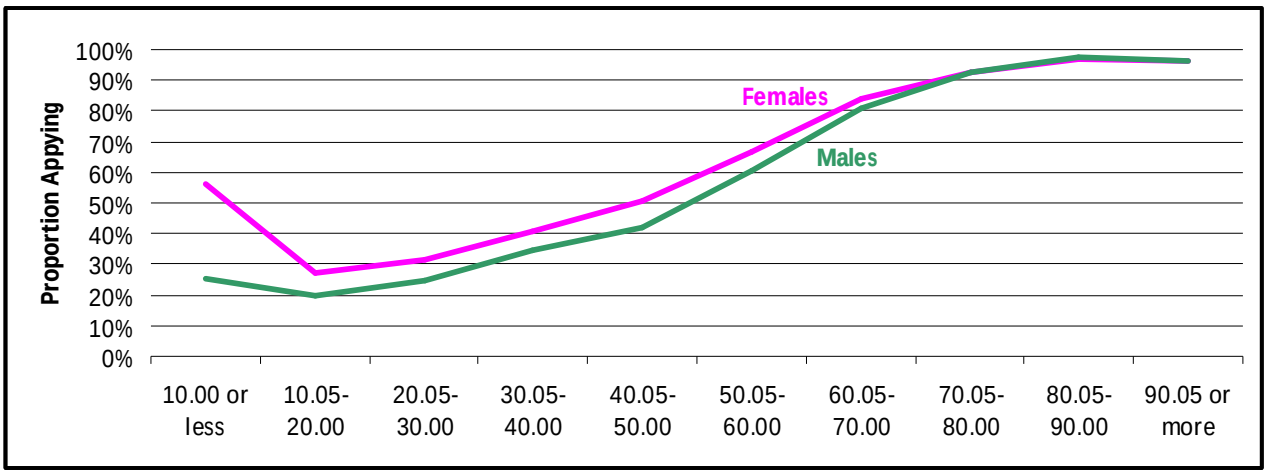


Gender

Consistent with patterns in overall applications noted earlier, female Year 12 students were decidedly more likely to apply for university than males (Figure 19). There was a gap of 8.5 percentage points between the proportion of female Year 12 students applying in their home state (70.1%) and the proportion of males (61.5%). This is slightly bigger than the gender gap in 2009 (7.2 percentage points). In the top three TER deciles, however, male and female Year 12 students apply for university at similar rates.

The overall difference in applications between females and males is explained by the greater propensity of female Year 12 students in lower deciles to apply for university. Some 62.8% of female students in the TER range of 10.05 to 70.00 applied for university, compared with 55.2% of males.

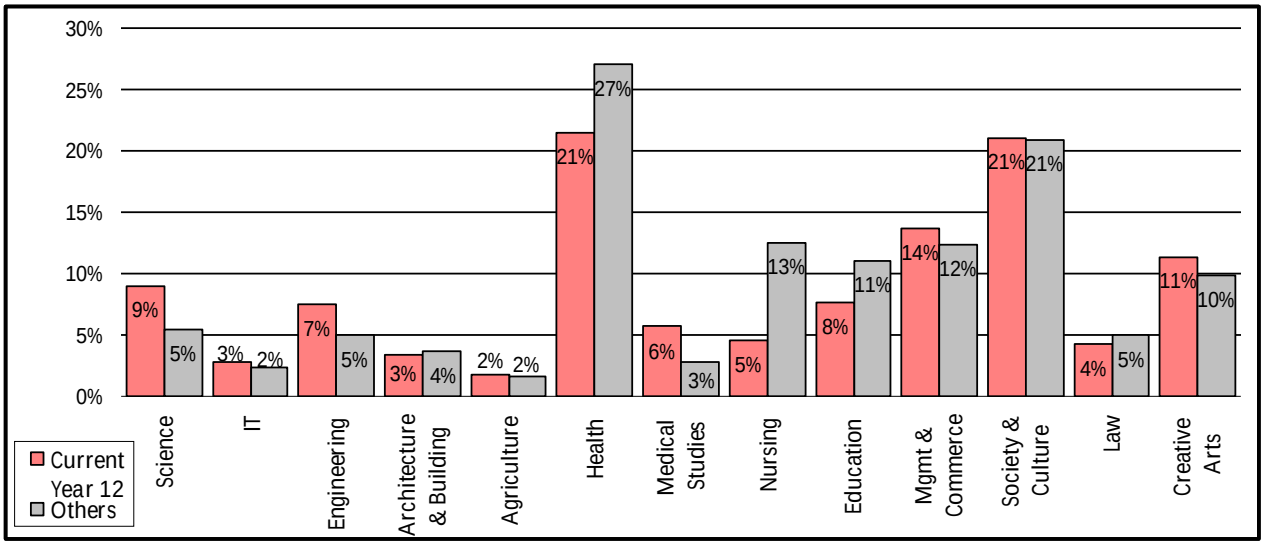
Figure 19: Proportion of Year 12 students aged 20 or less applying in their home state by gender and TER decile band, 2010



Field of education

Health was the most popular broad field of education for current Year 12 applicants, followed by Society and Culture. Current Year 12 applicants' preferences differ somewhat by field of education from those of other applicants (Figure 20). A large proportion of highest ranking preferences among current Year 12 students were recorded in Medical Studies, Natural and Physical Sciences and Engineering. On the hand, non-Year 12 applicants outnumbered current Year 12 applicants in Nursing. Non-Year 12 applicants were also slightly more likely to have a preference for Education.

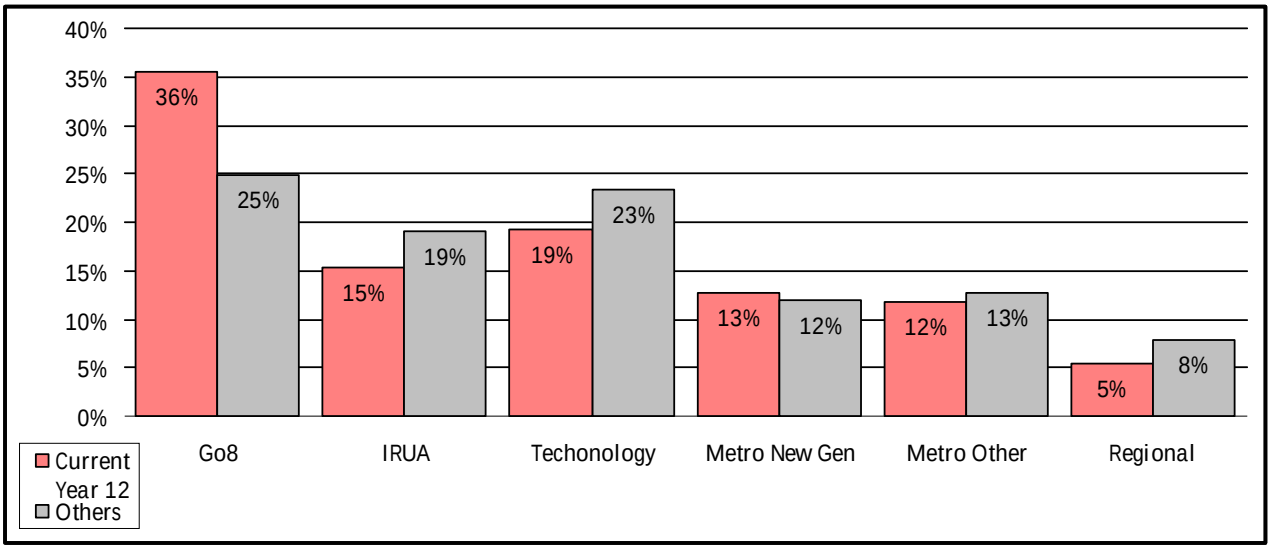
Figure 20: Proportion of highest preferences by current Year 12 status and field of education, 2010



Type of university

More than one third of current Year 12 applicants had a highest ranking preference for a course at a Group of Eight university (Figure 21). Non-Year 12 applicants made up a majority of applications to Innovative Research Universities and Technology universities (Australian Technology Network of Universities plus Swinburne University). Current Year 12 applicants were slightly more likely to have a preference for Non-aligned Regional universities. Applicant numbers were almost evenly balanced between current Year 12 and non-Year 12 applicants at metropolitan universities.

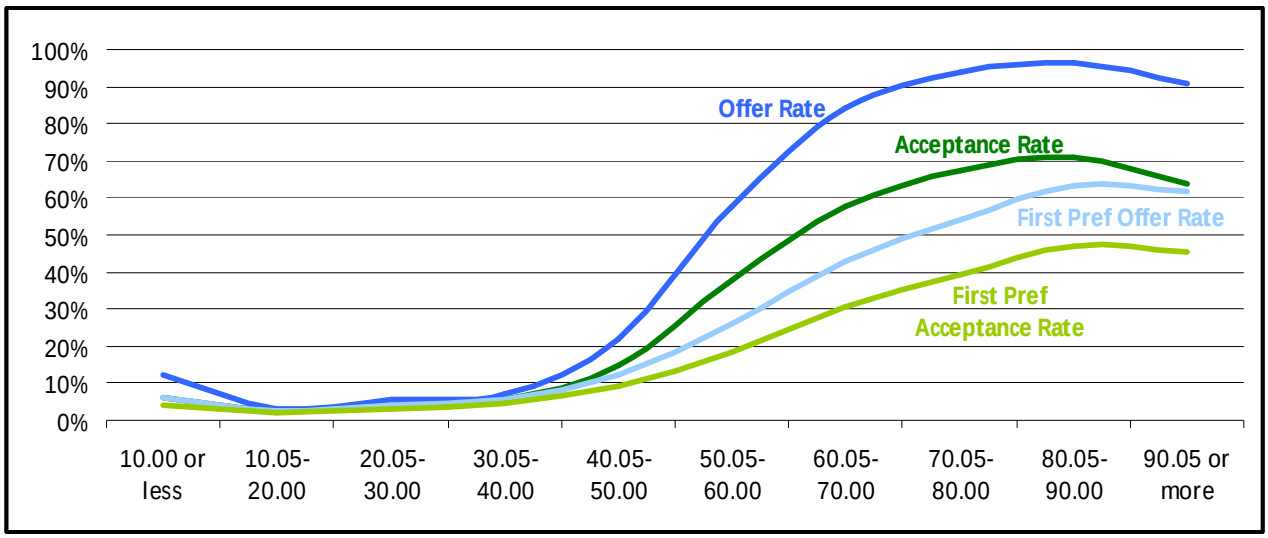
Figure 21: Proportion of highest preferences by current Year 12 status and type of university, 2010



Offers and acceptances

The discussion of offers and acceptances amongst Year 12 applicants includes both home state and interstate applicants. Figure 22 below shows the proportion of all current Year 12 applicants by TER decile receiving and accepting an offer. The overall offer rate for 2010 Year 12 students who applied was 80.3%, up slightly on 2009.

Figure 22: Offer rate and acceptance rate for current Year 12 applicants by TER decile band, 2010



Not surprisingly, the offer rate roses with TER score. It is interesting to note that the highest offer rate is recorded not in the top decile but in the 80.05-90.00 range, where the offer rate was 96.4%. Applicants with a TER above 90.00 had an offer rate of 90.9%. Offer rates in the third decile (70.05-80.00) were also higher that the top decile at 93.7%. The lower offer rate in the top decile is explained by the greater propensity of current Year 12 students in this decile to apply interstate for high demand courses with very demanding entry criteria (for example, Medical Studies courses).

In the lower deciles, offer rates remained very healthy for the next decile down (60.05-70.00) at 83.9%. Offer rates dropped sharply thereafter, but even in the 50.05-60.00 decile, the majority of applicants (57.6%) received an offer. Offer rates were dramatically lower for current Year 12 applicants with a TER of 50 or less.

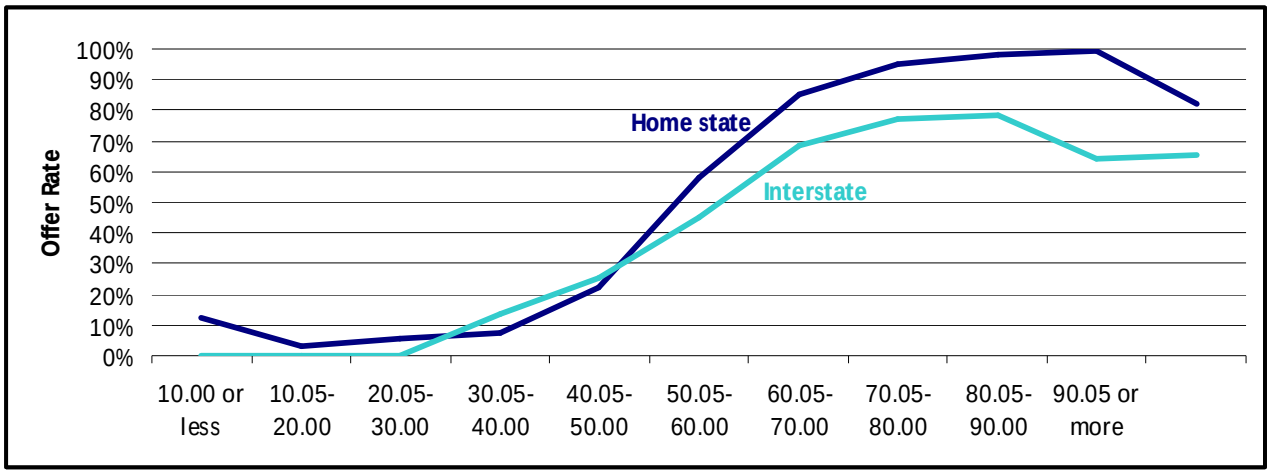
Cumulating applications and offers for the top five deciles shows that 96.4% of applicants with a TER of 80.05 or above received an offer. For applicants with a TER of 70.05 or above the offer rate was 93.7%. Of the applicants with a TER of 60.05 or above, 83.9% received an offer. Considering all applicants with a TER of 50.05 or above, 87.9% received an offer, whereas only 15.3% of applicants with a TER of 50.00 or below were successful in obtaining an offer.

Just over one quarter (25.5%) of applications from current Year 12 applicants were from students who scored 90.05 or more. Nearly two thirds of applications (64.0%) were from those who scored 70.05 or above and more than three quarters (78.5%) were from those who scored 60.05 or more. Less than one in 10 (9.3%) current Year 12 applicants had a TER of 50.00 or below.

Offer rates for highest preferences also varied with TER decile (Figure 22), but the increase was more gradual than is the case with overall offer rates. Whereas overall offer rates jump very significantly at a TER of 60.05 and reach around 90% for applicants with a TER above 70.00, highest preference offer rates increased in a more linear fashion but dropped slightly in the highest decile. For applicants with a TER above 60.00, the proportion that received a lower preference offer fell as TER increased. In the 60.05-70.00 decile, just over 40% of applicants received an offer for a lower preference, falling to 29.4% in the highest decile.

Figure 23, below, compares home state and interstate offer rates for current Year 12 applicants. Interstate offer rates were generally lower than home state, and the gap widened as TER increased. While nearly all home state applicants with a TER in the highest two deciles received an offer, only 64.1% of interstate applicants in the top decile, and 78.4% in the second-top decile, were successful.

Figure 23: Offer rate for current Year 12 applicants by home state/interstate and TER decile band, 2010



11. Direct Applicants

While most applications for university are processed by TACs, a significant proportion of prospective students applied directly to universities. Direct applicants tended to be older than TAC applicants. There were very few current Year 12 students among direct applicants.

No national statistics have previously been collected on direct applications. Aggregated data formerly collected by UA covered TACs only. In its first year (2009), the unit record collection of university applications and offers data included only data on applications processed by TACs. For 2010, the data specifications used for unit record data was extended to cover direct applications.

This report is of an exploratory nature given 2010 was the first year of collection of such data. The direct admissions process is more straightforward than the TAC administrative process: the bulk of direct applicants apply for a single course, unlike the complicated preference system of the TAC process. Fairly extensive data are available on direct applicants' demographic characteristics and prior educational participation.

Applications

In total 66 228 applications were made directly to universities over the course of the main admissions process for 2010 first semester admissions. This is inclusive of double counting of individuals who submitted more than one application to a single university as well as those who applied to several universities.

Different universities have different administration practices. Double counting of an applicant can occur within an institution as some universities allow several applications per applicant. Other universities allow applicants to specify several preferences on a single application form, somewhat like the system operated by TACs.

When one application record was selected per person, per university, there were 61 805 applicants (where an applicant applied to two or more universities, each application to a separate university has been counted). This method of counting direct applicants was broadly analogous to reporting of TAC data above, where applicants were counted only once in each state but may have been counted in more than one state.

These 61 805 direct applications were submitted by 60 703 individual persons (counting individuals regardless of institution). This indicates that there were very few applicants who applied to multiple institutions (893 people, with a total of 1102 duplicate applications across universities).

Prior educational participation

A very small minority (1904, or 3.1%) of direct applicants were current Year 12 students, with the vast majority (96.9%) being non-Year 12 applicants. Table 49 presents the number of direct applicants by state and territory.

Table 49: Current Year 12 status, direct applicants by state and territory, 2010

State	Current Year 12	Non-Year 12
NSW/ACT	838	24 627
Vic.	386	10 678
Qld	175	7973
SA/NT	6	2325
WA	490	12 408
Tas.	0	276
Unknown	9	512
Australia	**1904**	**58 799**

A tertiary entrance score (TES) was reported for 1169 of the current Year 12 direct applicants and 119 886 of the current Year 12 TAC applicants. A TES or TER was missing for 735 current Year 12 direct applicants (38.6% of applicants in this category) and 3324 current Year 12 TAC applicants (2.7% of applicants in this category).

As Table 50 shows, the distribution of direct applicants by decile band was quite different to the distribution of the much larger number of TAC applicants who were current Year 12 students. Direct applicants were closer to being normally distributed by TES decile band, whereas TAC current Year 12 applicants were very clearly skewed to the high end of the distribution. For TAC applicants, each decile was bigger than the next lower band, with the top decile accounting for more than one quarter of applicants. For direct applicants, the largest category was 60.05 to 70.00. Direct applicants with a TES between 50.05 and 60.00 made up twice as big a share of applicants than TAC applicants. Fewer than 10% of direct applicants had a TES above 90.00. Few current Year 12 applicants – direct or through TACs – had a TER below 50.00. The proportion of direct applicants with such a low TES was decidedly smaller than for TAC applicants.

Table 50: Current Year 12 applicants by TER deciles for current Year 12 applicants by, direct applicants and TAC applicants, 2010

TES/TER	Direct applicants		TAC applicants	
	Number	Proportion	Number	Proportion
50.00 or below	65	5.6%	12 391	10.3%
50.05-60.00	217	18.6%	12 712	10.6%
60.05-70.00	293	25.1%	19 055	15.9%
70.05-80.00	257	22.0%	23 277	19.4%
80.05-90.00	228	19.5%	25 697	21.4%
90.05 or more	109	9.3%	26 754	22.3%
Total	**1169**	**100.0%**	**119 886**	**100.0%**

More than one quarter of direct applicants had some previous university education (28.8%) and 13.3% had previously participated in VET. Table 51 shows the number of direct applicants who had prior VET or university participation. It should be noted that these categories are not mutually exclusive.

Table 51: Prior VET and university participation for direct applicants by state and territory, 2010

State	Prior VET	Prior university
NSW/ACT	4101	7001
Vic.	1402	2426
Qld	1259	3775
SA/NT	268	1056
WA	953	2944
Tas.	37	115
Unknown	37	163
Australia	**8057**	**17 480**

By highest prior participation (Table 52), the most common level was completed secondary education (29.7%), followed by incomplete higher education (22.2%). A further 14.4% of direct applicants reported a completed bachelor degree as their highest prior participation. About 13% had complete or incomplete VET as their highest participation.

Table 52: Highest prior educational participation for direct applicants, 2010

Highest prior educational qualification/participation	Frequency	Proportion
Complete postgraduate	1,753	2.9%
Complete bachelor	8,767	14.4%
Complete sub-degree	2,936	4.8%
Incomplete higher education	13,500	22.2%
Complete VET	6,551	10.8%
Incomplete VET	1,188	2.0%
Complete secondary education	17,994	29.7%
Other qualification - complete or incomplete	3,373	5.6%
No prior education attainment	4,067	6.7%
Not specified	574	0.9%
Total	**60,703**	**100.0%**

Demographics of direct applicants – Gender

Among direct applicants, 63.2% were female and 36.8% were male. Overall, the proportion of female applicants to male applicants is higher for direct applications than for TAC applicants (58.7% of TAC applicants were female in comparison). State and territory breakdowns are in Table 53.

Table 53: Direct applicants by gender and state and territory, 2010

State	Male Applicants	Female Applicants
NSW/ACT	9077	16 388
Vic.	4134	6930
Qld	2888	5260
SA/NT	978	1353
WA	4944	7954
Tas.	80	196
Unknown	243	278
Australia	**22 344**	**38 359**

Age

Table 54 shows the proportion of direct applicants by age group. Approximately 70% of applicants were aged 20 years and older. Of those in the 17-19 age group, most applicants were aged 19 (43.1%), closely followed by 18 year olds (37.5%).

Table 54: Direct applicants by age group and state and territory, 2010

State	16 and under	17-19	20-24	25 and over
NSW/ACT	7	6472	8624	10 353
Vic.	2	2676	4792	3592
Qld	10	2318	2502	3310
SA/NT	1	722	832	775
WA	14	6104	3376	3404
Tas.	0	46	83	147
Unknown	1	137	177	206
Australia	**35**	**18 475**	**20 386**	**21 787**

* Does not include 20 direct applicants who did not have a specified age.

Demographics of direct applicants – Under-represented groups

Table 55 shows the proportion of direct applicants from different SES backgrounds. The majority of applicants were from medium SES backgrounds (51.4%). Those with a low SES background were under-represented in the pool of applicants (18.1%).

A similar distribution by SES is apparent for direct and TAC applications.

Table 55: Direct applicants by SES, 2010

SES	Frequency	Per cent
Low SES	11 000	18.1%
Medium SES	31 209	51.4%
High SES	17 560	28.9%
Missing	934	1.5%
Total	**60 703**	**100.0%**

Table 56 shows the proportion of direct applicants from different regions, with a significant majority from metropolitan areas.

Analysis by region indicates that a slightly higher proportion of metropolitan applicants applied through TACs (76.8%) rather than directly to universities (75.1%).

Table 56: Direct applicants by regionality, 2010

Region	Frequency	Per cent
Metropolitan	45 601	75.1%
Provincial	13 732	22.6%
Remote	849	1.4%
Outside Australia	521	0.9%
Total	**60 703**	**100.0%**

There was a much higher proportion of Indigenous applicants (3.1%) among direct applicants, compared to TAC applicants (1.2%). Indigenous status is a self-reported item and is generally believed to be under-reported in TAC applications data. It is possible that Indigenous applicants are more likely to identify as such when applying directly, partly because some of them are applying for dedicated Indigenous admissions schemes. Table 57 shows a breakdown of the number and proportion of indigenous applicants by state and territory. The highest proportion of Indigenous applicants was located in Northern Territory (34.5%). In absolute terms, New South Wales/Australian Capital Territory had the greatest number of Indigenous applicants (793).

Table 57: Indigenous direct applicants by state and territory of permanent home residence

State	Non-Indigenous	Indigenous	Total	% Indigenous
NSW/ACT	22 209	748	22 957	3.3%
Vic.	10 943	121	11 064	1.1%
Qld	7650	498	8148	6.1%
SA/NT	2028	48	2076	2.3%
WA	12 596	302	12 898	2.3%
Tas.	270	6	276	2.2%
Australia	**58 843**	**1860**	**60 703**	**3.1%**

Field of education preferences among direct applicants

Table 58 presents the breakdown of preferences for all direct applicants. Comprehensive data was not available from universities with regard to course preference order for those people who applied to multiple courses at one university, therefore, the top preference could not be established for all applicants (as in TAC data). The total number of preferences was 70 729, indicating that the majority of applicants expressed only one preference (using as a baseline number the 61 805 applications per person, per institution).

Among direct applicants, Society and Culture had the highest share of preferences (29.9%), followed by Health (16.9%) and Education (16.7%).

There were some differences between direct and TAC applicants by field of education. Direct applicants were less likely to apply for Health fields or Engineering, but more likely to apply for Education and Society and Culture.

Table 58: Preferences by field of education, all direct applicants, 2010

Field of Education	Frequency	Per cent
Natural and Physical Sciences	5542	7.8%
Information Technology	1636	2.3%
Engineering and Related Technologies	2313	3.3%
Architecture and Building	826	1.2%
Agriculture, Environmental and Related Studies	1243	1.8%
Health	11 929	16.9%
Medicine	*1702*	*2.4%*
Nursing	*4505*	*6.4%*
Dental Studies	*187*	*0.3%*
Veterinary Studies	*134*	*0.2%*
Education	11 839	16.7%
Teacher Education	*11 600*	*16.4%*
Management and Commerce	9297	13.1%
Society and Culture	21 154	29.9%
Law	*2365*	*3.3%*
Creative Arts	4944	7.0%
Other*	3	0.0%
Total specified	**70 726**	**100.0%**
Not specified	3	
Total	**70 729**	

* The category of 'Other' includes 'Hospitality and Personal Services' and 'Mixed Field Programs'.

Direct applicants by type of university

In 2010, nearly one quarter of direct applicants applied to New Generation Metropolitan universities (24.6%). The Innovative Research Universities were the next most popular type of university among direct applicants (17.7%) followed by Non-aligned Regional universities (15.7%).

Table 59: Direct applications by type of university

University type	Frequency	Per cent
Innovative Research Universities	10 757	17.7%
Group of Eight	7379	12.2%
Non-aligned Metropolitan	8334	13.7%
New Generation Regional	4237	7.0%
Technology	5519	9.1%
New Generation Metro	14 943	24.6%
Non-aligned Regional	9534	15.7%
Total	**60 703**	**100.0%**

Offers

In total there were 53 911 offers made to applicants who applied directly to universities. As with applications, there is an element of double counting, where an individual received more than one offer from a single university, or received offers from more than one university.

When one offer record is selected per person, per university, there were 52 423 offers (where an applicant received offers at two or more universities, each offer from a separate university was counted). As with application numbers above, this figure is broadly analogous to TAC data.

These 52 423 offers were made to 52 075 individuals. This indicates that there were very few applicants who received offers from multiple institutions (331 people, with a total of 348 duplicate

offers across universities). This reflected the small number of people who applied to multiple institutions.

Because preferences are used to only a very limited extent in direct admissions, the highest preference cannot easily be identified. Therefore when analysing detailed offer data, such as by field of education, all offers must be included. Table 60 outlines the number of offers made by universities by field of education.

Society and Culture had the highest share of offers (28.9%), followed by health (17.1%) and Education (16.6%).

Table 60: Offers to direct applicants, by field of education, 2010

Field of education	Frequency	Per cent
Natural and Physical Sciences	4370	8.1%
Information Technology	1224	2.3%
Engineering and Related Technologies	1812	3.4%
Architecture and Building	647	1.2%
Agriculture, Environmental and Related Studies	1045	1.9%
Health	9236	17.1%
Medicine	*1437*	*2.7%*
Nursing	*3408*	*6.3%*
Dental Studies	*151*	*0.3%*
Veterinary Studies	*111*	*0.2%*
Education	8958	16.6%
Teacher Education	*8752*	*16.2%*
Management and Commerce	7004	13.0%
Society and Culture	15 560	28.9%
Law	*1614*	*3.0%*
Creative Arts	4053	7.5%
Hospitality and Personal Services	1	0.0%
Total specified	**53 910**	**100.0%**
Not specified	1	
Total	**53 911**	

In total there were 60 703 direct applicants (that is, individual persons). Of these, 52 075 received an offer, with a resulting offer rate of 85.8% (note that some individuals received multiple offers).

Due to differences in administrative practices between institutions, it is difficult to compare offer rates by institution. The distribution of offers by type of university largely resembles the distribution of applicants across type of university.

Table 61: Offers to direct applicants by type of university, 2010

University type	Frequency	Per cent
Innovative Research Universities	10 477	19.4%
Group of Eight	6611	12.3%
Non-aligned Metropolitan	6465	12.0%
New Generation Regional	4059	7.5%
Technology	4751	8.8%
New Generation Metro	12 985	24.1%
Non-aligned Regional	8563	15.9%
Total	**53 911**	**100.0%**

Acceptances

When analysing acceptances, all offer records must be reviewed. If only one offer is selected per applicant, this will not indicate whether any of their offers were accepted.

Overall, the acceptance rate was 77.3%. This has been calculated based on 41 651 offers that were accepted and the total number of offers (53 911). It is likely that acceptance rates for direct applicants were over-estimated slightly as there is a small number of duplicate records for those who received more than one offer. It is likely that these people would have accepted one offer and rejected the others.

Only 2080 offers made to direct applicants (3.9% of the total) were deferred.

Comparison with TAC data

TAC data reports on the number of applications. A small element of double counting has existed historically however as there was previously no means of identifying those applicants who applied to multiple TACs in different states when data was collected at aggregate rather than unit record level.

As of 31 March 2010, there were 266 996 TAC applicants, including double counting of applicants across states. When unique persons were identified, this number decreased to 254 836. Further investigation revealed that the difference of 12 160 applications were from 9122 people who applied to multiple TACs (an applicant can apply to more than two states). This was equivalent to 4.8% of total TAC applicant numbers.

In comparison with 254 836 TAC applicants, there were 60 703 unique applicants who applied directly to university. The total number of applicants across Australia by March 2010, therefore, was 315 539 counting both direct and TAC applicants. Direct applicants accounted for 19.2% of this total. This confirms past estimates by DEEWR, which suggested that direct applications accounted for 20% of the total number of applications.

Table 62 shows a comparison between direct applicants and applicants through TACs and their demographic characteristics. Overall, the proportion of female applicants in comparison with male applicants was higher for direct applications (63.2%) than for TAC applicants (58.7%). As previously discussed, there was a much higher proportion of Indigenous applicants (3.1%) among direct applicants, compared with TAC applicants (1.2%). The age distribution also differed between the two application methods with TACs having a much larger proportion of applicants in the school leaver age cohort (17-19 years old; 64.2% of TAC applicants), while direct applications were more evenly spread across age groups. Conversely, current Year 12s represented a much smaller proportion of direct applicants than of TAC applicants.

A similar distribution by SES was apparent for direct and TAC applications. Analysis by region indicated that a slightly higher proportion of metropolitan applicants applied through TACs (76.8%) rather than directly to universities (75.1%).

Considering the combined total, the main difference between these more complete figures on demand for higher education and figures based only on TAC data was in current Year 12 applicants' share of the total and in the age distribution of applicants. TAC applicants were split almost evenly between current Year 12 and other applicants, with current Year 12 applicants retaining a slight preponderance. Once direct applications data were added to the picture, current Year 12 applicants became a minority at just over 40%. Other applicants made up 58.4% of the total.

Differences in distribution by age group are less dramatic. Applicants aged 17 to 19 years made up 57.7% of the combined total, since this age group made up nearly two thirds of TAC applicants and 30% of direct applicants. Further, the sheer number of TAC applicants in this age group (163 731) ensured that 17 to 19 year olds remain the prime age cohort for university applications. On their own, TAC applicants in the prime age cohort made up a slight majority of all applicants (51.9%).

As noted above, the distribution of applicants by SES and region were very similar for both TAC and direct applicants.

Table 62: Direct applicants and TAC applicants by demographic characteristics, 2010

Demographic characteristics		Direct applicants	TAC applicants	Combined total
Total applicants				
	Number of applicants	60 703	245 791	306 494
	% of all applicants	19.8%	80.2%	100.0%
Gender				
	Female	63.2%	58.6%	59.5%
	Male	36.8%	41.4%	40.5%
Indigenous status				
	Indigenous	3.1%	1.2%	1.6%
	Non-indigenous	96.9%	98.8%	98.4%
Age group*				
	Early achievers: 16 and under	0.1%	0.3%	0.2%
	School leaver cohort: 17-19 years old	30.4%	63.7%	57.1%
	Non-traditional age: 20 to 24 years old	33.6%	18.7%	21.7%
	Mature aged: 25 years and older	35.9%	17.2%	20.9%
Current Year 12				
	Current Year 12	3.1%	50.1%	40.8%
	Non-Year 12	96.9%	49.9%	59.2%
SES				
	Low SES	18.1%	18.8%	18.7%
	Medium SES	51.4%	49.5%	49.9%
	High SES	28.9%	30.4%	30.1%
	Outside Australia	1.5%	1.3%	1.4%
Region				
	Metropolitan	75.1%	77.3%	76.9%
	Provincial	22.6%	20.6%	21.0%
	Remote	1.4%	1.1%	1.2%
	Outside Australia	0.9%	1.0%	1.0%

* Does not include 20 direct applicants who did not have a specified age.

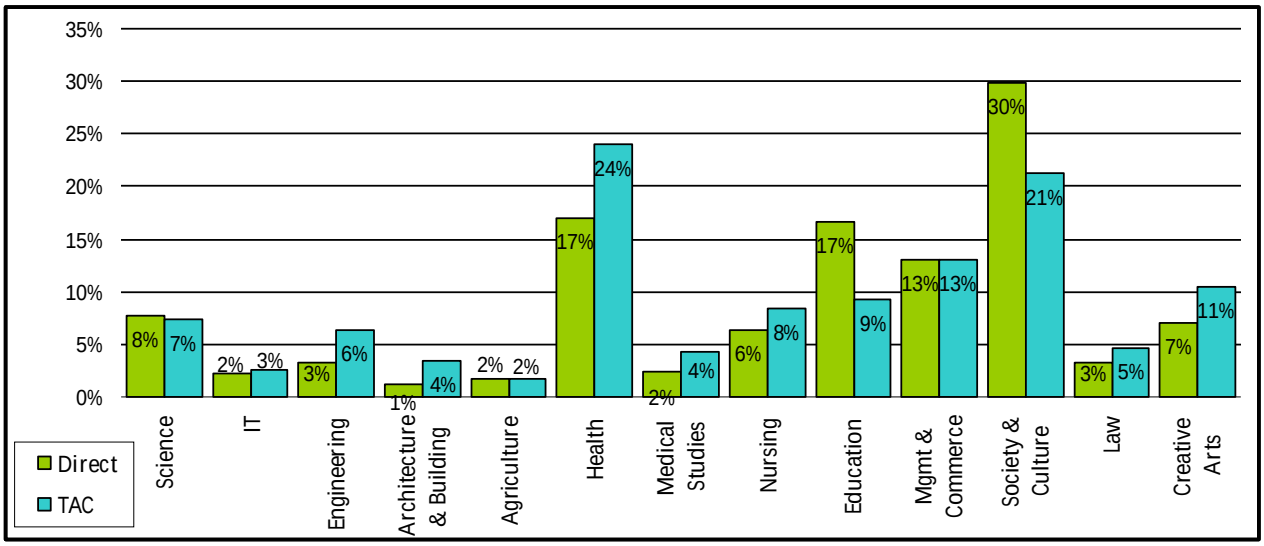
There were also some differences between direct and TAC applicants by field of education. Direct applicants were less likely to apply for Health or Engineering courses, but more likely to apply for Education and Society and Culture (Table 63).

Table 63: Direct applicants and TAC applicants by field of education, 2010

Field of education	Direct applicants	TAC applicants
Natural and Physical Sciences	7.8%	7.3%
Information Technology	2.3%	2.5%
Engineering and Related Technologies	3.3%	6.3%
Architecture and Building	1.2%	3.5%
Agriculture, Environmental and Related Studies	1.8%	1.7%
Health	16.9%	24.1%
Medical Studies	*2.4%*	*4.3%*
Nursing	*6.4%*	*8.4%*
Dental Studies	*0.3%*	*0.8%*
Veterinary Studies	*0.2%*	*1.3%*
Education	16.7%	9.2%
Teacher Education	*16.4%*	*8.8%*
Management and Commerce	13.1%	13.0%
Society and Culture	29.9%	21.3%
Law	*3.3%*	*4.6%*
Creative Arts	7.0%	10.5%
Other*	0.0%	0.5%
Total	**100.0%**	100.0%

Note: Figures for TAC applicants are shares of first preference applications; figures for direct applicants are share of *all* preferences. Since preferences play only a minor part in direct admissions, this is an appropriate comparison.

Figure 24: Direct applicants and TAC applicants by field of education, 2010



There were some significant differences between the distribution of direct applicants and TAC applicants (individual persons' highest valid preferences) by type of university (Table 64). Direct applicants were much less likely to apply to Group of Eight universities and Technology universities, and much more likely to apply to New Generation Regional universities and Non-aligned Regional universities.

Direct applicants were more likely to be mature age applicants. Similarly, mature age applicants were more likely to apply to Regional universities and less likely to apply to Group of Eight universities

Table 64: Direct applicants and TAC applicants by type of university, 2010

University type	Direct applicants	TAC applicants
Innovative Research Universities –	17.7%	16.6%
Group of Eight	12.2%	29.2%
Non-aligned Metropolitan	13.7%	12.7%
New Generation Regional	7.0%	4.6%
Technology	9.1%	21.7%
New Generation Metro	24.6%	12.9%
Non-aligned Regional	15.7%	2.3%
Total	**100.0%**	**100.0%**

12. Factors Affecting Future Demand

Various factors influence demand for university places in Australia. Recent policy changes in the university education and schools areas are likely to lead to an increase in demand for university education. An increase in the size of the school leaving age cohort is also likely to increase demand. The following pages discuss some of the factors that influence current and future demand for university.

Higher education policy changes

The Australian Government announced its response to the Bradley Review of Higher Education in March 2009. The government has adopted expansion targets and a range of measures to support increased participation, especially by students from under-represented groups. In particular, targets for increased higher education attainment and increased participation by under-represented groups, together with a demand driven funding system, are likely to have an impact on the demand for and supply of university places.

To achieve the Australian Government's 40% bachelor degree attainment target for 25-34 year-olds, on average, about 75 000 additional enrolments will be required each year between 2010 and 2025. It is estimated that total additional enrolments over the period 2010-2025 will be around 1.6 million. The low SES participation target – that by 2020, 20% of undergraduate students will be persons from low SES backgrounds – will require an estimated additional 55 000 such students by 2020.

A demand driven system of funding, under which universities will be funded for as many places as they fill, is also likely to have a significant influence on the balance of demand and supply in university education. Progressively removing constraints on the number of places that universities can offer, and the courses in which they can offer them, is likely to lead to a closer alignment of supply and demand. In addition to balancing supply and demand at the aggregate level, a demand driven system is likely to address some of the current mismatches between demand and supply for particular fields of education and courses. This may help to address the need for skilled workers in key sectors of the labour market where skills shortages have existed in recent years. It is unlikely; however, that in some fields of education with very high demand (such as dentistry and medicine) the number of places offered will ever match the number of applicants.

Increases in applications in 2010 were historically large, suggesting that demand for higher education is growing strongly. Growth in offers was also historically large, suggesting that universities are keen to expand provision to meet higher demand. Estimates of over enrolments for 2010, supplied to DEEWR by universities, showed that universities are taking advantage of the government's decision to raise the over enrolments cap from 5% to 10%, as part of a phased transition to a fully demand driven system. In 2010, universities estimated that they would be over enrolled by 9.9%, with several institutions submitting higher estimates. Taking estimated over enrolments and increases in target places together, the number of CSPs in 2010 was estimated to be nearly 28 000 higher than in 2009.

School policy changes

As part of the COAG process, the Australian Government and state and territory governments have committed to increasing the Year 12 or equivalent retention rate to 90% by 2015. The COAG goal will work in tandem with recent increases in the school leaving age for most states and territories. Several states have introduced 'learn or earn' requirements for young people that leave school before Year 12, that is, people under 17 must be in work or doing an apprenticeship or other vocational training if they are not at school. Taken together, these policy changes are expected to increase Year 12 retention rates, leading to a possible increase in demand for university in coming years.

In 2009, the Year 12 apparent retention rate[12] nationally was 76.0%. This varied by gender and state and territory as shown in Table 65.

Table 65: Apparent retention rates, 2009

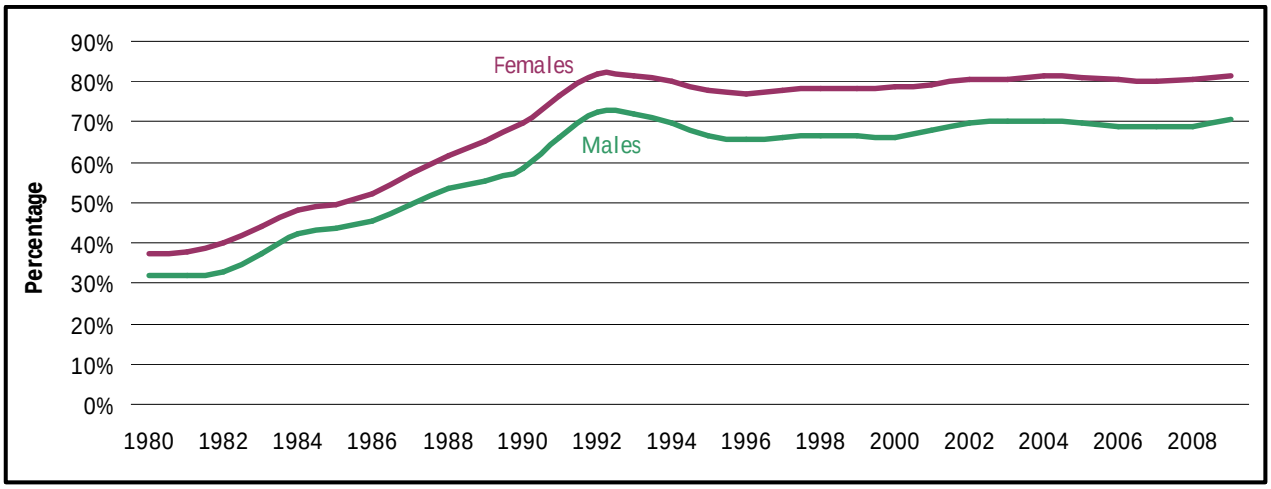
State	Apparent retention rates		
	Male	Female	Total
NSW	66.3%	76.5%	71.3%
Vic.	74.0%	86.7%	80.2%
Qld	76.0%	83.0%	79.6%
SA	71.9%	85.4%	78.5%
WA	68.8%	81.3%	75.0%
Tas.	57.8%	70.0%	63.8%
NT	51.0%	58.9%	54.8%
ACT	84.5%	89.4%	86.9%
Australia	**70.8%**	**81.3%**	**76.0%**

Source: ABS, Schools Australia 2010 (Cat No. 4221.0)

Year 12 retention rates have been relatively stable since the 1990s in a range around 70% to 75% (Figure 26). Current levels are the result of steep growth in Year 12 retention in the 1980s: the Year 12 retention rate rose from 34.5% in 1980 to 71.3% in 1991. There is, however, a marked difference by gender: in 2009, 81.3% of female students stayed on to Year 12 compared to 70.8% of males.

[12] Apparent retention rates are calculated by dividing the total number of full-time students in Year 12 in 2009 by the number of full-time students in the base year, which is Year 7 in NSW, Vic, Tas and ACT in 2004 and Year 8 in Qld, SA, WA and NT in 2005 (since those years represent the commencement of the secondary school system in the respective state or territory).

Figure 25: Apparent retention rates "Year 7/8 students to Year 12" by gender, 1980-2009



Source: ABS, Schools Australia (Cat No. 4221.0)

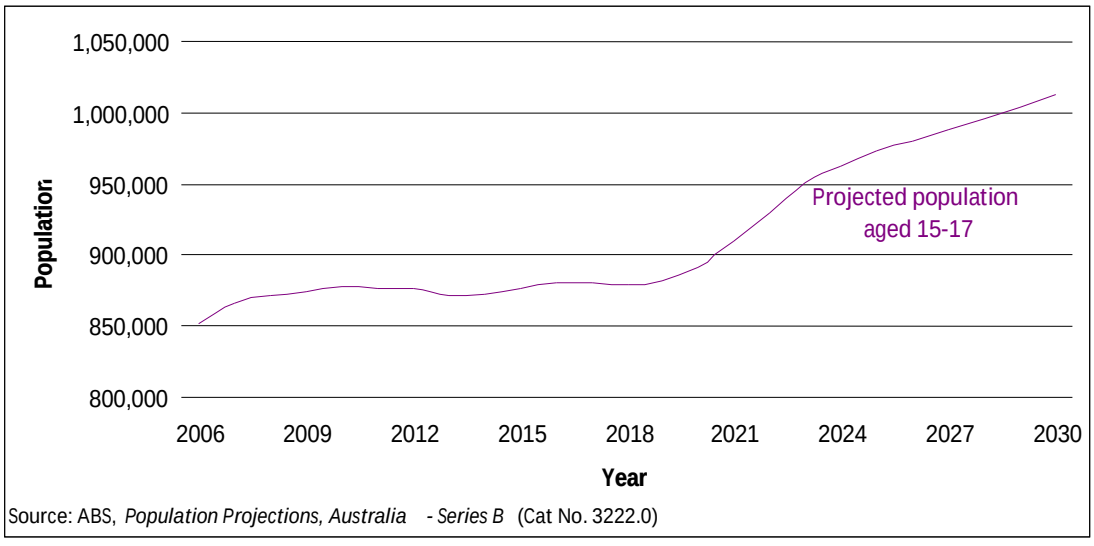
Demographic changes

Demographic trends will affect the size of the main feeder group to universities, namely people of school leaving age. Any change in the size of this group is likely to impact on demand for university. Figure 27 shows that the size of the school leaver (15-17 year old) age cohort is predicted to be fairly flat until about 2020. It will then increase fairly sharply to 2025. Further sharp growth is predicted beyond 2025.

This pattern is expected to differ by state and territory. South Australia, Tasmania, New South Wales and the Australian Capital Territory are all projected to experience a decline in the number of 15-17 year olds by 2018. Queensland and Western Australia, however, will show a continuing growth in the 15-17 year old population through to 2025.

The expected increase in the size of the 15-17 year old age cohort will increase the pool of potential applicants to university, whether Year 12 retention rates increase from present levels or not. The effect of growth in the 15-17 year old age cohort will be magnified if Year 12 retention rates increase in line with COAG targets, contributing to further significant expansion in the potential pool of university applicants.

Figure 26: Projected population of school aged cohort (15-17 year olds), 2006-2030



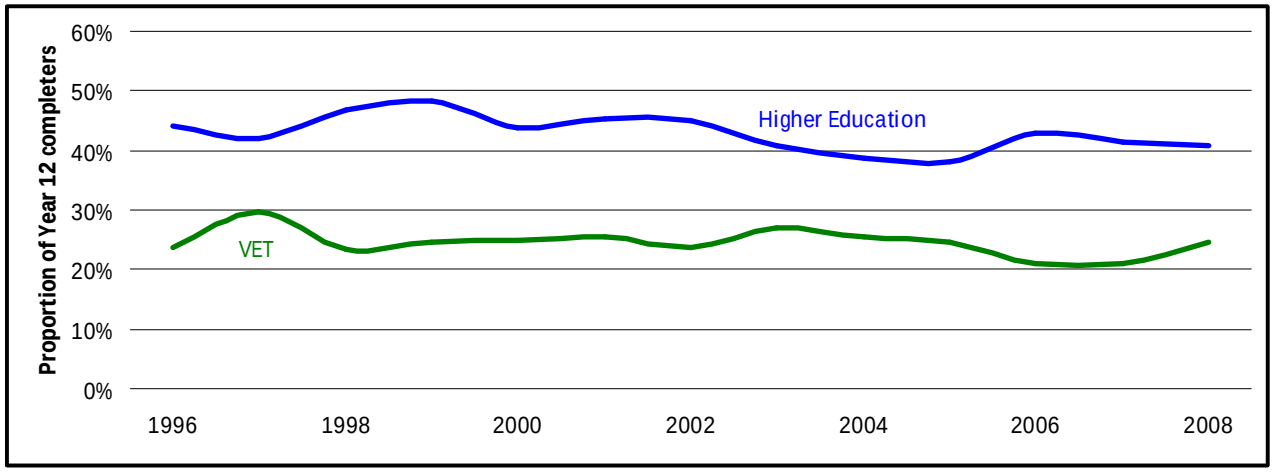
Source: ABS, Population Projections, Australia – Series B (Cat No. 3222.0)

Post-school options – Transitions to VET

The number of Year 12 students who choose to go on to university will reflect the options available to young people after leaving school. One alternative pathway to university entry is undertaking VET.

Figure 28 suggests an inverse relationship between the numbers of Year 12 completers commencing university education and those commencing VET in the following year. Regardless of fluctuations from year to year, more Year 12 completers have chosen to enter university education than VET by a wide margin (nearly 20 percentage points) throughout the series. In the most recent year (2009), the proportion of school leavers going on to VET fell by 2.9 percentage points to 21.6%. The proportion going into university remained relatively steady at 41.0%.

Figure 27: Proportion of Year 12 completion cohort participating in higher education and VET in the following year, 1996-2009



Source: ABS, Survey of Education and Work (customised data)

Arrangements between VET and university education sectors allow students to move across qualifications, based on articulation and credit transfer arrangements. An increasing number of arrangements have been established between registered VET providers and universities to assist with the move from an industry qualification to a university qualification, or to undertake combined awards. In 2009 around 6.7% of VET completers were enrolled in further study at university[13]. For students who had completed a module or modules of a VET course (but who had not completed an award course) the figure was 4.6%.

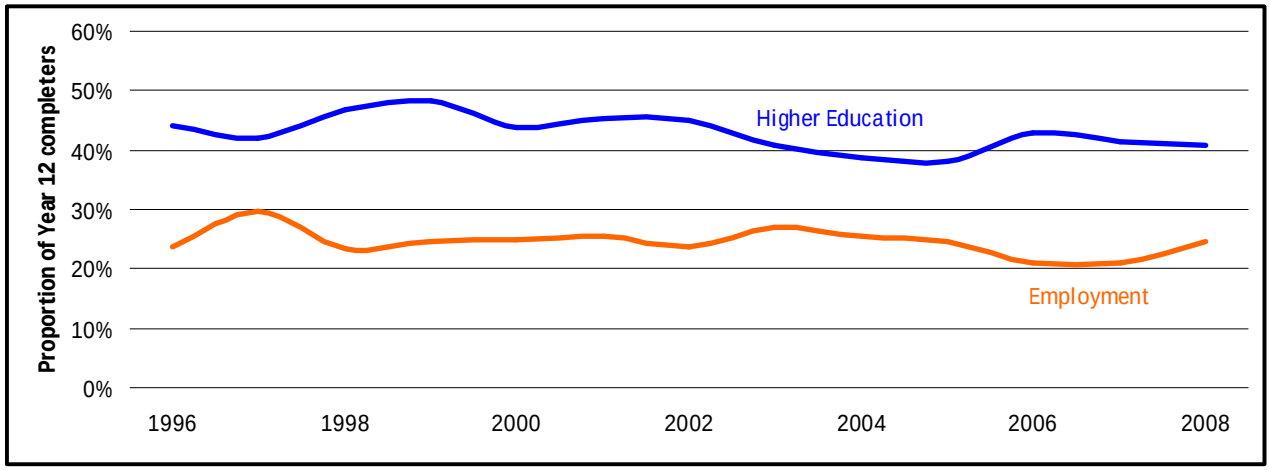
In 2010, 16.0% of applicants had undertaken prior VET study. Some 7.9% of offers were made on the basis of completion of a VET award course (other than a secondary education course undertaken at a VET institution). Both of these figures have increased slightly since 2009.

[13] NCVER (2009), *Australian vocational education and training statistics: Student Outcomes 2009*, NCVER

Post-school options – Employment

Another post-school option for school leavers is entering the labour market. As with VET, there is an inverse relationship between demand for university and job opportunities (Figure 29). Trend unemployment reached a low point of 4.1% in February-April 2008 but then increased – following the global financial crisis – at the time of the 2008-09 university admissions process. The unemployment rate reached 5.8% in the winter of 2009, before falling gradually. In September 2009 – when prospective applicants were making decisions about university study in 2010 – unemployment was still at 5.7%. Weaker labour market conditions appear to have contributed to strong growth in applications in both 2009 (5.6%) and 2010 (6.9%). DEEWR estimates suggest that weaker labour market conditions contributed 5% of the increase in applications across 2009 and 2010.

Figure 28: Proportion of Year 12 completion cohort in employment and higher education in the following year, 1996-2009



Source: ABS, Survey of Education and Work (customised data)

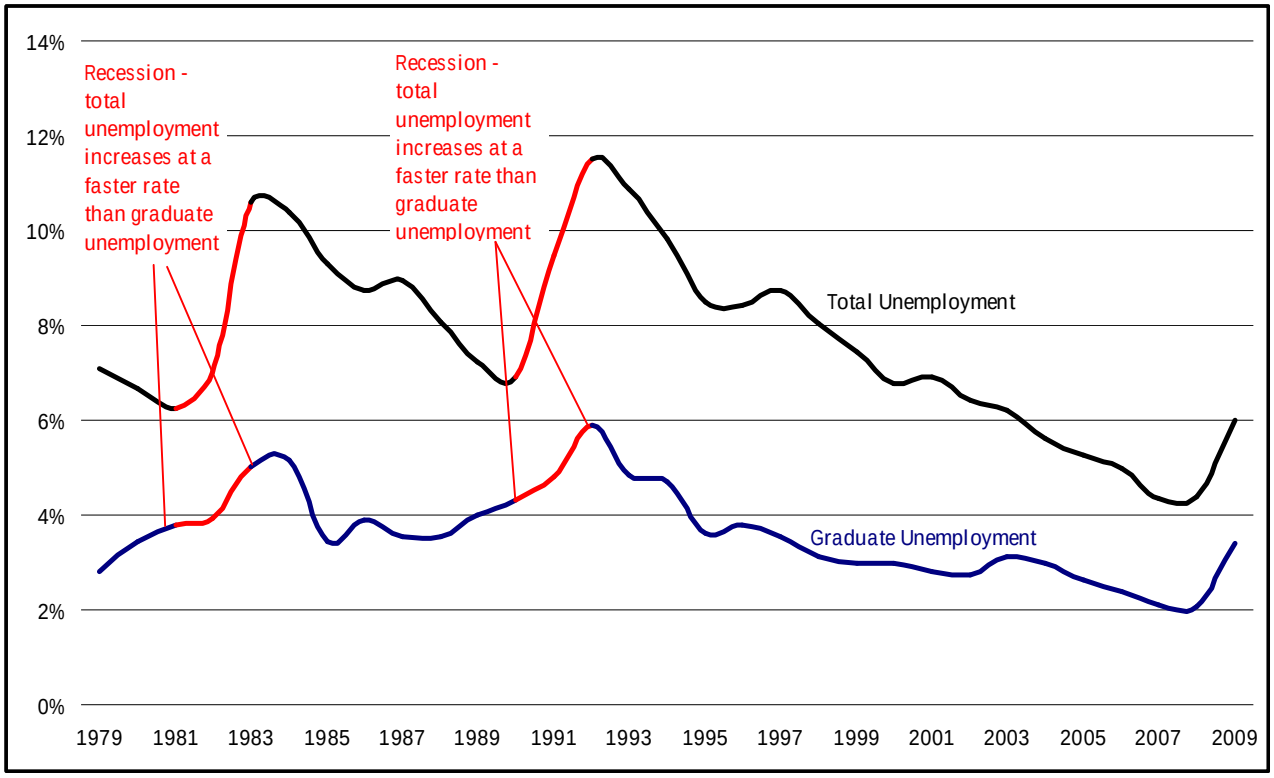
An inverse relationship between labour market conditions and demand for university places can be observed consistently over time. In the economic downturn of the early 1990s there was an appreciable decline in teenage full-time job opportunities while at the same time there was a considerable increase in the proportion of school leavers applying to university, which rose from 77% in 1990 to 91% in 1991. Estimates prepared by DEEWR suggest that the reduction in job opportunities during the 1990s economic downturn appear to have encouraged an additional 14 000 (or an 11% increase) school leaver applications to university.

This inverse relationship also holds for mature age applicants to university. Estimates prepared by DEEWR suggest that declining employment opportunities encouraged an increase of 14 000, or 12%, in mature age applications to university.

While much of the increase in demand in the early 1990s can be attributed to the downturn in the economic climate, structural changes in the university education system also made a significant contribution to the growth in demand. The Dawkins reforms of the late 1980s/early 1990s, along with the introduction of HECS, encouraged more people to enrol in university.

Unemployment rates for graduates are markedly lower than overall unemployment rates. It is worth noting that this gap gets wider during times of high unemployment. For example, in the 1990s economic downturn overall unemployment increased by five percentage points to 11.5% but graduate unemployment only increased by two percentage points to 5.9% (Figure 30). Unemployment figures from the earlier recession in the 1980s tell a similar story. This suggests that a higher education qualification becomes more attractive during periods of slower economic growth.

Figure 29: Unemployment rates, graduates and all persons, 1979-2009



Source: ABS, Survey of Education and Work (Cat No. 6227.0)

Appendix 1 – Tables

This report is based on a new national unit record data collection. 2009 was the first year that unit record data on demand for higher education had been collected and analysed at a national level in Australia.

Comparisons within this report of 2010 and 2009 figures with previous aggregated data should be regarded as approximate and indicative only, even at high levels of aggregation. Readers who would like more information on the break in series and its implications for use and analysis of the data are invited to contact Higher Education Group within DEEWR.

Readers should take particular note in using the Appendix Tables below of the following:

- Change in the scope of the collection means that 2010 and 2009 figures are not precisely comparable with those of previous years, even at high levels of aggregation;
- Consequently, annual percentage change figures (prior to 2009) are indicative;
- Some revisions have been made to figures for all applicants and offers to all applicants in 2008, that is, figures published in *Undergraduate Applications, Offers and Acceptances 2008* have been slightly revised for a closer alignment with the scope and definitions of the new unit record collection;
- While total applicant and offers numbers for 2008 were revised, it was not possible to revise 2008 data at a lower level of aggregation, including figures for eligible applicants and offers to eligible applicants in 2008;
- For this reason, eligible applicant figures for 2008 are not entirely consistent with 2008 figures for all applicants;
- In particular, South Australia/Northern Territory figures for eligible applicants in 2008 were not entirely consistent with revised figures for all applicants in 2008. As a result eligible applicant numbers in South Australia/Northern Territory for 2009 could not be compared with figures for 2008;
- Time series data on eligible applicants by state and territory and field of education are not entirely consistent with aggregate data for all applicants/offers;
- Decrease in offers and offer rates in Queensland in 2009 were exaggerated by a change in the scope of the data in 2009. Offer totals in 2009 specifically excluded offers made in the January and February offer rounds for courses with an intake date outside Semester 1, 2009;
- Acceptances data for 2010 and 2009 are not consistent with previous years for some states and territories or for Australia as a whole. It was not possible to calculate accurate estimates of changes in acceptances or acceptance rates – even at the highest levels of aggregation – due to changes in 2009 and 2010 in reporting of acceptances data;
- 2009 figures for all applicants and offers for South Australia/Northern Territory have been revised. Revised acceptance data are not available; and
- Tables do not always sum to totals due to missing data on some items.

Index of Appendix Tables

Field of education data - under-represented groups

Data for current Year 12 applications and TER

Type of university

Table A1.1: Applications, offers and unmet demand time series for Australia, 2002-2010
(Acceptances include Deferrals)

		2002	2003	2004	2005	2006	2007	2008	2009	2010
TOTAL AUSTRALIA										
All applicants	Number of applications							236 432	249 743	266 996
	Receiving offer							187 793	191 068	204 794
	Offer rate							79.4%	76.5%	76.7%
	Accepting offer							136 551	161 206	171 083
	Acceptance rate								84.4%	83.5%
	% change in number of applications								5.6%	6.9%
	% change in number receiving offer								1.7%	7.2%
Eligible applicants	Number of eligible applicants	222 728	229 427	228 414	221 588	218 529	218 537	216 134	227 408	243 249
	Eligible receiving offer	168 803	166 309	165 085	178 854	184 869	185 898	183 161	185 314	197 168
	Unsuccessful eligible applicants	53 925	63 118	63 329	42 734	33 660	32 639	32 973	42 094	46 081
	Offer rate	75.8%	72.5%	72.3%	80.7%	84.6%	85.1%	84.7%	81.5%	81.1%
	Eligible accepting offer	127 373	132 300	130 569	135 412	138 367	141 724	132 552	157 050	164 885
	Acceptance rate	75.5%	79.6%	79.1%	75.7%	74.8%	76.2%	72.4%	84.7%	83.6%
	% of total applicants eligible							91.3%	91.1%	91.1%
	% change in number of eligible applicants on previous year	6.2%	3.0%	-0.4%	-3.0%	-1.4%	0.0%	-1.1%	5.2%	7.0%
	% change in eligible applicants receiving an offer on previous year	-0.3%	-1.5%	-0.7%	8.3%	3.4%	0.6%	-1.5%	1.2%	6.4%
Unmet demand	Estimated eligible applicants not receiving an offer after discounting	23 600	35 700	36 100	19 600	14 200	13 200	12 600	18 500	20000
	% of eligible applicants (unmet demand)	10.6%	15.6%	15.8%	8.8%	6.5%	6.0%	5.8%	8.1%	8.2%
	% difference in estimated unmet demand on previous year	2.9%	5.0%	0.2%	-7.0%	-2.3%	-0.5%	-0.2%	2.3%	0.1%

Table A1.2: Applications, offers and unmet demand time series for NSW/ACT, 2002-2010

		2002	2003	2004	2005	2006	2007	2008	2009	2010
NEW SOUTH WALES AND AUSTRALIAN CAPITAL TERRITORY										
All applicants	Number of applications							76 782	81 101	83 108
	Receiving offer							62 565	64 402	67 232
	Offer rate							81.5%	79.4%	80.9%
	Accepting offer							34 218	52 512	53 993
	Acceptance rate							54.7%	81.5%	80.3%
	% change in number of applications								5.6%	2.5%
	% change in number receiving offer								2.9%	4.4%
Eligible applicants	Number of eligible applicants	69 336	71 467	71 467	67 778	67 781	68 769	69 073	73 299	75 218
	Eligible receiving offer	54 180	53 797	51 603	56 522	58 213	60 082	60 462	62 525	64 350
	Unsuccessful eligible applicants	15 156	17 670	19 864	11 256	9568	8687	8611	10 774	10 868
	Offer rate	78.1%	75.3%	72.2%	83.4%	85.9%	87.4%	87.5%	85.3%	85.5%
	Eligible accepting offer	35 900	43 557	40 906	44 818	37 241	40 731	33 027	51 112	51,747
	Acceptance rate	66.3%	81.0%	79.3%	79.3%	64.0%	67.8%	54.6%	81.7%	80.4%
	% of all applicants eligible							90.0%	90.4%	90.5%
	% change in number of eligible applicants on previous year	7.3%	3.1%	0.0%	-5.2%	0.0%	1.5%	0.4%	6.1%	2.6%
	% change in eligible applicants receiving an offer on previous year	-0.4%	-0.7%	-4.1%	9.5%	3.0%	3.2%	0.6%	3.4%	2.9%
Unmet demand	Estimated eligible applicants not receiving an offer after discounting	6600	10 000	11 400	5700	3700	3400	2500	4200	4400
	% of eligible applicants (unmet demand)	9.5%	14.0%	16.0%	8.4%	5.5%	4.9%	3.6%	5.7%	5.9%
	% difference in estimated unmet demand on previous year	4.4%	4.5%	2.0%	-7.6%	-2.9%	-0.6%	-1.3%	2.1%	0.2%

Table A1.3: Applications, offers and unmet demand time series for Vic., 2002-2010

		2002	2003	2004	2005	2006	2007	2008	2009	2010
VICTORIA										
All applicants	Number of applications							62 381	67 457	71 984
	Receiving offer							43 512	46 428	51 258
	Offer rate							69.8%	68.8%	71.2%
	Accepting offer							36 416	37 810	41 120
	Acceptance rate							83.7%	81.4%	80.2%
	% change in number of applications								8.1%	6.7%
	% change in number receiving offer								6.7%	10.4%
Eligible applicants	Number of eligible applicants	59 785	61 649	60 312	58 907	51 778	54 957	52 476	59 358	62 825
	Eligible receiving offer	38 153	38 118	37 961	41 457	41 310	43 140	41 804	45 307	49 394
	Unsuccessful eligible applicants	21 632	23 531	22 351	17 450	10 468	11 817	10 672	14 051	13 431
	Offer rate	63.8%	61.8%	62.9%	70.4%	79.8%	78.5%	79.7%	76.3%	78.6%
	Eligible accepting offer	27 509	27 397	27 320	24 619	31 825	34 742	34 708	36 969	39 667
	Acceptance rate	72.1%	71.9%	72.0%	59.4%	77.0%	80.5%	83.0%	81.6%	80.3%
	% of all applicants eligible								88.0%	87.3%
	% change in number of eligible applicants on previous year	8.6%	3.1%	-2.2%	-2.3%	-12.1%	6.1%	-4.5%	13.1%	5.8%
	% change in eligible applicants receiving an offer on previous year	-3.6%	-0.1%	-0.4%	9.2%	-0.4%	4.4%	-3.1%	8.4%	9.0%
Unmet demand	Estimated eligible applicants not receiving an offer after discounting	10 100	12 400	12 000	6500	4300	5100	4500	6400	6000
	% of eligible applicants (unmet demand)	16.9%	20.1%	19.9%	11.0%	8.3%	9.3%	8.6%	10.8%	9.5%
	% difference in estimated unmet demand on previous year	4.2%	3.2%	-0.2%	-8.9%	-2.7%	1.0%	-0.7%	2.2%	-1.3%

Table A1.4: Applications, offers and unmet demand time series for Qld, 2002-2010

		2002	2003	2004	2005	2006	2007	2008	2009	2010
QUEENSLAND										
All applicants	Number of applications							48 228	50 055	57 205
	Receiving offer							41 241	39 333	42 738
	Offer rate							85.5%	78.6%	74.7%
	Accepting offer							36 631	35 673	38 795
	Acceptance rate							88.8%	90.7%	90.8%
	% change in number of applications								3.8%	14.3%
	% change in number receiving offer								-4.6%	8.7%
Eligible applicants	Number of eligible applicants	54 645	55 350	54 155	49 759	52 039	46 880	46 822	48 696	54 199
	Eligible receiving offer	42 689	40 588	40 993	42 775	44 947	41 561	40 927	39 008	41 486
	Unsuccessful eligible applicants	11 956	14 762	13 162	6984	7092	5319	5895	9688	12 713
	Offer rate	78.1%	73.3%	75.7%	86.0%	86.4%	88.7%	87.4%	80.1%	76.5%
	Eligible accepting offer	34 950	32 898	33 271	37 242	39 555	36 448	36 371	35 393	37 645
	Acceptance rate	81.9%	81.1%	81.2%	87.1%	88.0%	87.7%	88.9%	90.7%	90.7%
	% of all applicants eligible							97.1%	97.3%	94.7%
	% change in number of eligible applicants on previous year	3.3%	1.3%	-2.2%	-8.1%	4.6%	-9.9%	-0.1%	4.0%	11.3%
	% change in eligible applicants receiving an offer on previous year	-0.4%	-4.9%	1.0%	4.3%	5.1%	-7.5%	-1.5%	-4.7%	6.8%
Unmet demand	Estimated eligible applicants not receiving an offer after discounting	5600	9400	8400	4200	4000	2700	3200	4700	6000
	% of eligible applicants (unmet demand)	10.2%	17.0%	15.5%	8.4%	7.7%	5.8%	6.8%	9.7%	11.1%
	% difference in estimated unmet demand on previous year	1.1%	6.8%	-1.5%	-7.1%	-0.7%	-1.9%	1.0%	2.9%	1.4%

Table A1.5: Applications, offers and unmet demand time series for SA/NT, 2002-2010

		2002	2003	2004	2005	2006	2007	2008	2009	2010
SOUTH AUSTRALIA AND NORTHERN TERRITORY										
All applicants	Number of applications							22 628	23 279	24 235
	Receiving offer							19 003	18 527	19 323
	Offer rate							84.0%	79.6%	79.7%
	Accepting offer								16 260	16 967
	Acceptance rate								87.8%	87.8%
	% change in number of applications								2.9%	4.1%
	% change in number receiving offer								-2.5%	4.2%
Eligible applicants	Number of eligible applicants	15 359	15 577	15 442	19 704	22 810	23 165	22 915	19 978	22 800
	Eligible receiving offer	13 429	12 759	12 577	16 479	19 222	19 551	19 238	16 935	18 694
	Unsuccessful eligible applicants	1930	2818	2865	3225	3588	3614	3677	3,043	4106
	Offer rate	87.4%	81.9%	81.4%	83.6%	84.3%	84.4%	84.0%	84.8%	82%
	Eligible accepting offer	13 080	12 352	12 148	11 992	13 968	14 058	13 715	15 346	16 382
	Acceptance rate	97.4%	96.8%	96.6%	72.8%	72.7%	71.9%	71.3%	90.6%	87.6%
	% of all applicants eligible							92.8%	85.8%	94.1%
	% change in number of eligible applicants on previous year	3.0%	1.4%	-0.9%	27.6%	15.8%	1.6%	-1.1%	-12.8%	14.1%
	% change in eligible applicants receiving an offer on previous year	1.3%	-5.0%	-1.4%	31.0%	16.6%	1.7%	-1.6%	-12.0%	10.4%
Unmet demand	Estimated eligible applicants not receiving an offer after discounting	500	1200	1100	1400	1100	1000	1000	1500	1700
	% of eligible applicants (unmet demand)	3.3%	7.7%	7.1%	7.1%	4.8%	4.3%	4.4%	7.5%	7.5%
	% difference in estimated unmet demand on previous year	0.6%	4.4%	-0.6%	0.0%	-2.3%	-0.5%	0.1%	3.1%	0.00%

Table A1.6: Applications, offers and unmet demand time series for WA, 2002-2010

		2002	2003	2004	2005	2006	2007	2008	2009	2010
WESTERN AUSTRALIA										
All applicants	Number of applications							17 863	18 650	20 834
	Receiving offer							15 142	15 322	17 045
	Offer rate							84.8%	82.2%	81.8%
	Accepting offer							10 644	13 449	15 079
	Acceptance rate							70.3%	87.8%	88.5%
	% change in number of applications								4.4%	11.7%
	% change in number receiving offer								1.2%	11.2%
Eligible applicants	Number of eligible applicants	17 139	18 746	20 232	19 706	18 172	17 658	17 208	17 403	19 177
	Eligible receiving offer	14 703	15 380	16 093	16 534	15 823	15 639	15 142	14 938	16 523
	Unsuccessful eligible applicants	2436	3366	4139	3172	2349	2019	2066	2465	2,645
	Offer rate	85.8%	82.0%	79.5%	83.9%	87.1%	88.6%	88.0%	85.8%	86.2%
	Eligible accepting offer	11 699	11 800	12 505	12 634	11 694	11 180	10 644	13 122	14 646
	Acceptance rate	79.6%	76.7%	77.7%	76.4%	73.9%	71.5%	70.3%	87.8%	88.6%
	% of all applicants eligible							96.3%	93.3%	92%
	% change in number of eligible applicants on previous year	5.2%	9.4%	7.9%	-2.6%	-7.8%	-2.8%	-2.5%	1.1%	10.2%
	% change in eligible applicants receiving an offer on previous year	4.7%	4.6%	4.6%	2.7%	-4.3%	-1.2%	-3.2%	-1.3%	10.6%
Unmet demand	Estimated eligible applicants not receiving an offer after discounting	800	2400	2900	1600	900	700	700	1000	1100
	% of eligible applicants (unmet demand)	4.7%	12.8%	14.3%	8.1%	5.0%	4.0%	4.1%	5.7%	5.7%
	% difference in estimated unmet demand on previous year	0.4%	8.1%	1.5%	-6.2%	-3.1%	-1.0%	0.1%	1.6%	0.00%

Table A1.7: Applications, offers and unmet demand time series for Tas., 2002-2010

		2002	2003	2004	2005	2006	2007	2008	2009	2010
TASMANIA										
All applicants	Number of applications							8550	9201	9630
	Receiving offer							6330	7056	7198
	Offer rate							74.0%	76.7%	74.8%
	Accepting offer							4621	5502	5129
	Acceptance rate							73.0%	78.0%	71.3%
	% change in number of applications								7.6%	4.6%
	% change in number receiving offer								11.5%	2.0%
Eligible applicants	Number of eligible applicants	6464	6638	6806	5734	5949	7108	7640	8674	9030
	Eligible receiving offer	5649	5667	5858	5087	5354	5925	5588	6601	6721
	Unsuccessful eligible applicants	815	971	948	647	595	1183	2052	2073	2309
	Offer rate	87.4%	85.4%	86.1%	88.7%	90.0%	83.4%	73.1%	76.1%	74.4%
	Eligible accepting offer	4235	4296	4419	4107	4084	4565	4087	5108	4798
	Acceptance rate	75.0%	75.8%	75.4%	80.7%	76.3%	77.0%	73.1%	77.4%	71.4%
	% of all applicants eligible							89.4%	94.3%	93.8%
	% change in number of eligible applicants on previous year	8.4%	2.7%	2.5%	-15.8%	3.7%	19.5%	7.5%	13.5%	4.1%
	% change in eligible applicants receiving an offer on previous year	10.0%	0.3%	3.4%	-13.2%	5.2%	10.7%	-5.7%	18.1%	1.8%
Unmet demand	Estimated eligible applicants not receiving an offer after discounting	42	300	300	200	200	300	700	700	800
	% of eligible applicants (unmet demand)	0.6%	4.5%	4.4%	3.5%	3.4%	4.2%	9.2%	8.1%	8.9%
	% difference in estimated unmet demand on previous year	-0.1%	3.9%	-0.1%	-0.9%	-0.1%	0.8%	5.0%	-1.1%	0.8%

Table A2.1: Step-by-step calculation of unmet demand for Australia and by state and territory, 2010

	State						Australia
	NSW/ ACT	Vic.	Qld	SA/NT	WA	Tas.	
Unsuccessful eligible Applicants	10 868	13 431	12 713	4106	2654	2309	**46 081**
Step one							
Unsuccessful eligible applicants (home state) with one preference	3052	3059	2986	909	605	356	**10 967**
Unsuccessful eligible applicants (home state) with two preferences	1388	2133	1830	424	319	115	**6209**
Unsuccessful eligible school leaver applicants (interstate) aged 20 and under	960	742	1261	807	503	761	**5034**
Number discounted from step 1	5400	5934	6077	2140	1427	1232	**22 210**
Step two							
Estimate of unsuccessful eligible applicants remaining after step 1	5468	7497	6636	1966	1227	1077	**23 871**
Rejection rate	19.6%	19.7%	9.3%	12.4%	11.4%	28.6%	**16.1%**
Number discounted from step 2	1071	1476	614	243	140	308	**3852**
Step three							
Unsuccessful eligible applicants after discounting	4397	6021	6022	1723	1087	769	**20 019**
% of total eligible applicants (unmet demand)	5.9%	9.5%	11.1%	7.5%	5.7%	8.9%	**8.2%**

Table A3.1: Applications and offers by gender, age, educational participation and home state for Australia, 2010

	Gender		Age				Current Year 12	Educational participation			Home state	
	Male	Female	Early achievers (16 and under)	School leaver (17-19)	Non-traditional (20 - 24)	Mature age (25 and over)		Non-Year 12	Any prior VET	Any prior university	Home state	Interstate/ overseas
AUSTRALIA												
Number of applications	110 453	156 543	855	173 624	48 554	43 963	137 532	129 464	42 696	62 783	233 001	33 995
Receiving offer	84 078	120 716	713	137 627	34 572	31 882	110 415	94 379	31 776	47 644	183 125	21 669
Offer rate	76.1%	77.1%	83.4%	79.3%	71.2%	72.5%	80.3%	72.9%	74.4%	75.9%	78.6%	63.7%
Accepting offer	62 108	87 122	516	99 352	25 640	23 722	78 224	71 006	24 261	34 311	139 841	9389
Acceptance rate	73.9%	72.2.%	72.4%	72.2%	74.2%	74.4%	70.8%	75.2%	76.4%	72.0%	76.4%	43.3%

Table A3.2: Applications and offers by gender, age, educational participation and home state, NSW/ACT and Vic., 2010

	Gender		Age				Current Year 12	Educational participation			Home state	
	Male	Female	Early achievers (16 and under)	School leaver (17-19)	Non-traditional (20 - 24)	Mature age (25 and over)	Non-Year 12	Any prior VET	Any prior university	Home state	Interstate/ overseas
NEW SOUTH WALES AND AUSTRALIAN CAPITAL TERRITORY											
Number of applications	35 654	47 454	122	56 588	15 134	11 264	44 978	38 130	10 840	19 982	76 393	6715
Receiving offer	28 572	38 660	98	47 452	11 218	8464	38 026	29 206	8873	14 934	62 712	4520
Offer rate	80.1%	81.5%	80.3%	83.8%	74.1%	75.1%	84.5%	76.6%	81.8%	74.7%	82.1%	67.3%
Accepting offer	20 944	27 737	69	34 672	8197	5743	27 390	21 291	6670	10 200	46 742	1939
Acceptance rate	73.3%	71.7%	70.4%	73.1%	73.1%	67.8%	72.0%	72.9%	75.2%	68.3%	74.5%	42.8%
VICTORIA												
Number of applications	30 457	41 527	127	48 346	14 412	9099	40 663	31 321	13 679	14 437	64 284	7700
Receiving offer	21 514	29 744	100	35 246	9937	5975	29 923	21 335	9100	11 542	45 808	5450
Offer rate	70.6%	71.6%	78.7%	72.9%	68.9%	65.6%	73.5%	68.1%	66.5%	79.9%	71.3%	70.8%
Accepting offer	15 111	20 189	47	24 743	6667	3843	21 181	14 119	6300	7349	33 649	1651
Acceptance rate	70.2%	67.8%	47%	70.2%	67.1%	64.3%	70.8%	66.1%	69.2%	63.6%	73.5%	30.3%

Table A3.3: Applications and offers by gender, age, educational participation and home state, for Qld and SA/NT, 2010

	Gender		Age				Current Year 12	Educational participation			Home state	
	Male	Female	Early achievers (16 and under)	School leaver (17-19)	Non-traditional (20 - 24)	Mature age (25 and over)		Non-Year 12	Any prior VET	Any prior university	Home state	Interstate/ overseas
QUEENSLAND												
Number of applications	22 348	34 857	322	34 776	10 140	11 967	26 202	31 003	7712	16 546	48 317	8888
Receiving offer	16 510	26 228	279	27 307	6758	8394	21 266	21 472	5664	12 299	37 115	5623
Offer rate	73.8%	75.2%	86.6%	78.5%	66.6%	70.1%	81.2%	69.3%	73.4%	74.3%	76.8%	63.2%
Accepting offer	13 188	20 384	217	20 804	5524	7024	15 703	17 869	4868	10 024	30 556	3016
Acceptance rate	79.8%	77.7%	77.7%	76.2%	81.7%	83.7%	73.8%	83.2%	85.9%	81.5%	82.3%	53.6%
SOUTH AUSTRALIA AND NORTHERN TERRITORY												
Number of applications	9297	14 938	105	14 490	4034	5606	10 748	13 487	4196	4876	19 404	4831
Receiving offer	7366	11 957	87	11 989	2930	4317	9060	10 263	3348	3607	16 125	3198
Offer rate	79.2%	80.0%	82.8%	82.7%	72.6%	77.0%	84.3%	76.1%	79.8%	73.9%	83.1%	66.2%
Accepting offer	5332	8478	61	8167	2259	3323	5795	8015	2574	2679	12 323	1487
Acceptance rate	72.4%	70.9%	70.1%	68.1%	77.1%	77.0%	64.0%	78.1%	76.8%	74.3%	76.4%	46.5%

Table A3.4: Applications and offers by gender, age, educational participation and home state for WA and Tas., 2010

	Gender		Age				Current Year 12	Educational participation			Home state	
	Male	Female	Early achievers (16 and under)	School leaver (17-19)	Non-traditional (20 - 24)	Mature age (25 and over)		Non-Year 12	Any prior VET	Any prior university	Home state	Interstate/ overseas
WESTERN AUSTRALIA												
Number of applications	8799	12 035	100	14 771	3028	2935	11 779	9055	3945	3915	18 464	2370
Receiving offer	7109	9936	81	12 131	2391	2442	9807	7238	3131	3030	15 830	1215
Offer rate	80.8%	82.5%	81%	82.1%	78.9%	83.2%	83.3%	82.3%	79.9%	77.4%	85.7%	51.3%
Accepting offer	5413	7325	64	8818	1904	1952	6853	5885	2519	2268	12 302	436
Acceptance rate	76.1%	73.7%	79.0%	72.7%	79.6%	79.9%	69.9%	81.3%	80.5%	74.9%	77.7%	35.9%
TASMANIA												
Number of applications	3898	5732	79	4653	1806	3092	3162	6468	2324	3027	6139	3491
Receiving offer	3007	4191	68	3502	1338	2290	2333	4865	1660	2232	5535	1663
Offer rate	77.1%	73.1%	86.1%	75.3%	74.1%	74.1%	73.8%	75.2%	71.4%	73.7%	90.2%	47.6%
Accepting offer	2120	3009	58	2148	1089	1834	1302	3827	1330	1791	4269	860
Acceptance rate	70.5%	74%	85.3%	61.3%	81.9%	81.4%	55.8%	78.6%	80.1%	80.2%	77.2%	51.7%

Table A4.1: Applications, acceptances and offers by under-represented group for Australia and NSW/ACT, 2010

	SES				Geographic location				Indigenous status	
	Low SES	Medium SES	High SES	Outside Australia	Metro	Provincial	Remote	Outside Australia	Identified	Did not identify
AUSTRALIA										
Number of applications	49 273	130 689	82 411	4623	203 908	56 492	3021	3575	3046	263 950
Receiving offer	36 774	99 897	65 236	2887	155 005	45 268	2445	2076	2108	202 686
Offer rate	74.6%	76.4%	79.2%	62.4%	76%	80.1 %	80.9%	58.1%	69.2%	76.8%
Accepting offer	27 148	73 811	46 755	1516	117 377	29 285	1502	1066	1546	147 684
Acceptance rate	73.8%	73.9%	71.7%	52.5%	75.7%	64.7%	61.4%	51.3%	73.3%	72.8%
NEW SOUTH WALES AND AUSTRALIAN CAPITAL TERRITORY										
Number of applications	14 250	37 192	30 489	1177	68 117	13 531	350	1110	888	82 220
Receiving offer	11 234	29 943	25 287	768	54 687	11 536	290	719	659	66 573
Offer rate	78.8%	80.5%	82.9%	65.3%	80.3%	85.3%	82.8%	64.8%	74.2%	81%
Accepting offer	8344	22 113	17 806	418	40 967	7164	159	391	459	48 222
Acceptance rate	74.2%	73.8%	70.4%	54.4%	74.9%	62.1%	54.8%	54.4%	69.7%	72.4%

Table A4.2: Applications, acceptances and offers by under-represented group for Vic., Qld and SA/NT, 2010

	SES				Geographic location				Indigenous status	
	Low SES	Medium SES	High SES	Outside Australia	Metro	Provincial	Remote	Outside Australia	Identified	Did not identify
VICTORIA										
Number of applications	11 601	34 742	24 363	1278	55 512	15 441	180	851	464	71 520
Receiving offer	7485	24 177	18 774	822	39 199	11 403	152	504	275	50 983
Offer rate	64.5%	69.6%	77.1%	64.3%	70.6%	73.8%	84.4%	59.2%	59.3%	71.3%
Accepting offer	5126	16 646	13 168	360	28 501	6554	42	203	158	35 142
Acceptance rate	68.4%	68.8%	70.1%	43.8%	72.7%	57.4%	27.6%	40.2%	54.5%	68.9%
QUEENSLAND										
Number of applications	12 191	31 720	12 393	901	41 188	14 186	1031	800	1003	56 202
Receiving offer	9070	23 974	9175	519	30 545	10 975	774	444	675	42 063
Offer rate	74.4%	75.6%	74%	57.6%	74.2%	77.4%	75.1%	55.5%	67.3%	74.8%
Accepting offer	7063	18 773	7308	328	24 909	7872	510	281	547	33 025
Acceptance rate	77.8%	78.3%	79.6%	63.2%	81.5%	71.7%	65.8%	63.3%	81%	78.5%
SOUTH AUSTRALIA AND NORTHERN TERRITORY										
Number of applications	5960	11 995	5806	474	17 269	5883	838	245	396	23 839
Receiving offer	4655	9720	4622	326	13 553	4937	693	140	271	19 052
Offer rate	78.1%	81%	79.6%	68.8%	78.5%	84%	82.7%	57.1%	68.4%	80%
Accepting offer	3395	7158	3093	164	10 041	3262	443	64	211	13 599
Acceptance rate	73%	73.6%	67%	50.3%	74.1%	66.1%	63.9%	45.7%	77.8%	71.4%

Table A4.3: Applications, acceptances and offers by under-represented group for WA and Tas., 2010

	SES				Geographic location				Indigenous status	
	Low SES	Medium SES	High SES	Outside Australia	Metro	Provincial	Remote	Outside Australia	Identified	Did not identify
WESTERN AUSTRALIA										
Number of applications	2521	10 709	7105	499	16 136	3799	535	364	130	20 704
Receiving offer	2022	8759	5960	314	13 186	3199	459	201	97	16 948
Offer rate	80.2%	81.8%	83.7%	62.9%	81.7%	84.2%	85.8%	55.2%	74.6%	82%
Accepting offer	1452	6650	4465	171	10 316	2031	293	98	71	12 667
Acceptance rate	71.8%	76%	75%	54.5%	78.2%	64.5%	63.8%	48.8%	73.2%	74.7%
TASMANIA										
Number of applications	2750	4331	2255	294	5686	3652	87	205	165	9465
Receiving offer	2308	3324	1428	138	3835	3218	77	68	131	7067
Offer rate	83.9%	76.7%	63.3%	46.9%	67.4%	88.1%	88.5%	33.2%	79.4%	74.7%
Accepting offer	1768	2371	915	75	2641	2404	56	28	100	5029
Acceptance rate	76.6%	71.3%	64.1%	54.3%	69%	74.7%	72.7%	41.2%	76.3%	71.2%

Table A5.1: All applicants, offers and acceptances by field of education for Australia, 2010

	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
AUSTRALIA						
Natural and Physical Sciences	19 390	20 420	-1030	105.3%	14 654	71.8%
Information Technology	6802	5943	859	87.4%	4569	76.8%
Engineering and Related Technologies	16 713	14 083	2630	84.3%	10 867	77.2%
Architecture and Building	9430	6235	3195	66.1%	4801	77.0%
Agriculture, Environmental and Related Studies	4491	4341	150	96.7%	2936	67.6%
Health	64 394	38 467	25 927	59.7%	27 462	71.4%
Medical Studies	*11 438*	*2466*	*8972*	*21.6%*	*1783*	*72.3%*
Nursing	*22 527*	*15 865*	*6662*	*70.4%*	*11 193*	*70.5%*
Dental Studies	*3547*	*1103*	*2444*	*31.1%*	*684*	*69.7%*
Veterinary Studies	*2007*	*595*	*1412*	*29.6%*	*399*	*62.0%*
Education	24 684	17 843	6841	72.3%	13 055	79.1%
Teacher Education	*23 515*	*17 000*	*6515*	*72.3%*	*12 442*	*73.2%*
Management and Commerce	34 788	29 194	5594	83.9%	21 838	84.2%
Society and Culture	56 737	47 889	8848	84.4%	34 642	74.8%
Law	*12 399*	*7543*	*4856*	*60.8%*	*5397*	*71.5%*
Creative Arts	28 139	18 921	9218	67.2%	13 232	69.9%
Food, Hospitality and Personal Services	25	23	2	92.0%	15	65.2%
Mixed Field Programs	1403	1433	-30	102.1%	1159	80.8%
Total	266 996	204 794	62 202	76.7%	149 230	72.9%

Table A5.2: All applicants, offers and acceptances by field of education for NSW/ACT & Vic., 2010

	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
NEW SOUTH WALES AND AUSTRALIAN CAPITAL TERRITORY						
Natural and Physical Sciences	6221	6803	-582	109.4%	4978	73.2%
Information Technology	2071	1811	260	87.4%	1360	75.1%
Engineering and Related Technologies	5059	4340	719	85.8%	3285	75.7%
Architecture and Building	3008	2117	891	70.4%	1583	83.7%
Agriculture, Environmental and Related Studies	1080	1172	- 92	108.5%	761	74.7%
Health	16 623	10 285	6338	61.9%	7386	71.8%
Medical Studies	*2839*	*604*	*2235*	*21.3%*	*540*	*89.4%*
Nursing	*5160*	*3902*	*1258*	*75.6%*	*2745*	*70.3%*
Dental Studies	*794*	*244*	*550*	*30.7%*	*164*	*67.2%*
Veterinary Studies	*625*	*188*	*437*	*30.1%*	*158*	*84.0%*
Education	7947	5841	2106	73.5%	3903	66.8%
Teacher Education	*7917*	*5801*	*2116*	*73.3%*	*3882*	*66.9%*
Management and Commerce	11 700	10 499	1201	89.7%	7702	73.4%
Society and Culture	19 228	16 575	2653	86.2%	12 143	73.3%
Law	*4801*	*2768*	*2033*	*57.7%*	*1961*	*70.8%*
Creative Arts	8802	6400	2402	72.7%	4430	69.2%
Food, Hospitality and Personal Services	-	-	-	-	-	-
Mixed Field Programs	1369	1389	-20	101.5%	1140	90.6%
NSW/ACT Total	**83 108**	**67 232**	**15 876**	**80.9%**	**48 681**	**72.4%**
VICTORIA						
Natural and Physical Sciences	5432	5865	- 433	108.0%	4710	80.3%
Information Technology	2310	1941	369	84.0%	1551	79.9%
Engineering and Related Technologies	3748	2924	824	78.0%	2312	79.1%
Architecture and Building	2233	923	1310	41.3%	819	88.7%
Agriculture, Environmental and Related Studies	1530	1253	277	81.9%	1055	84.2%
Health	15 118	8504	6614	56.3%	6861	80.7%
Medical Studies	*1981*	*499*	*1482*	*25.2%*	*329*	*65.9%*
Nursing	*5943*	*3601*	*2342*	*60.6%*	*3000*	*83.3%*
Dental Studies	*639*	*223*	*416*	*34.9%*	*95*	*42.6%*
Veterinary Studies	-	-	-	*0.0%*	-	*0.0%*
Education	6083	3910	2173	64.3%	3232	82.7%
Teacher Education	*5310*	*3381*	*1929*	*63.7%*	*2764*	*81.8%*
Management and Commerce	10 942	8345	2597	76.3%	6852	82.1%
Society and Culture	15 526	12 418	3108	80.0%	10 101	81.3%
Law	*1874*	*1040*	*834*	*55.5%*	*787*	*75.7%*
Creative Arts	9028	5131	3897	56.8%	3606	70.3%
Food, Hospitality and Personal Services	-	-	-	-	-	-
Mixed Field Programs	34	44	- 10	129.4%	21	47.7%
VIC Total	**71 984**	**51 258**	**20 726**	**71.2%**	**33 500**	**68.9%**

Table A5.3: All applicants, acceptances and offers by field of education for Qld and SA/NT, 2010

	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
QUEENSLAND						
Natural and Physical Sciences	3881	3393	488	87.4%	2582	76.1%
Information Technology	1339	1216	123	90.8%	1022	84.0%
Engineering and Related Technologies	4272	3581	691	83.8%	3003	83.8%
Architecture and Building	2358	1638	720	69.5%	1344	82.1%
Agriculture, Environmental and Related Studies	938	909	29	96.9%	683	75.1%
Health	14 575	9674	4901	66.4%	7256	75.0%
Medical Studies	*1301*	*211*	*1090*	*16.2%*	*165*	*78.2%*
Nursing	*5479*	*4151*	*1328*	*75.8%*	*3392*	*81.7%*
Dental Studies	*1192*	*416*	*776*	*34.9%*	*282*	*67.8%*
Veterinary Studies	*742*	*195*	*547*	*26.3%*	*131*	*67.2%*
Education	5566	3974	1592	71.4%	3321	83.5%
Teacher Education	*5398*	*3887*	*1511*	*72.0%*	*3250*	*83.6%*
Management and Commerce	6943	5528	1415	79.6%	4356	78.8%
Society and Culture	11 251	8931	2320	79.4%	6988	78.2%
Law	*3345*	*2063*	*1282*	*61.7%*	*1593*	*77.2%*
Creative Arts	6082	3894	2188	64.0%	3017	77.5%
Food, Hospitality and Personal Services	-	-	-	-	-	-
Mixed Field Programs	-	-	-	-	-	-
QLD TOTAL	**57 205**	**42 738**	**14 467**	**74.7%**	**33 572**	**78.6%**
SOUTH AUSTRALIA AND NORTHERN TERRITORY						
Natural and Physical Sciences	1163	1353	- 190	116.3%	910	67.2%
Information Technology	433	399	34	92.1%	325	81.5%
Engineering and Related Technologies	1334	1276	58	95.7%	946	74.1%
Architecture and Building	811	681	130	84.0%	519	76.2%
Agriculture, Environmental and Related Studies	444	479	-35	107.9%	301	62.8%
Health	8807	5471	3336	62.1%	3741	68.4%
Medical Studies	*1991*	*383*	*1608*	*19.2%*	*197*	*51.4%*
Nursing	*3245*	*2571*	*674*	*79.2%*	*1961*	*76.3%*
Dental Studies	*497*	*125*	*372*	*25.2%*	*84*	*67.2%*
Veterinary Studies	*287*	*135*	*152*	*47.0%*	*73*	*54.1%*
Education	2434	1807	627	74.2%	1374	76.0%
Teacher Education	*2434*	*1807*	*627*	*0.0%*	*1374*	*76.0%*
Management and Commerce	2214	1932	282	87.3%	1466	75.9%
Society and Culture	4779	4519	260	94.6%	3214	71.1%
Law	*1188*	*881*	*307*	*74.2%*	*617*	*70.0%*
Creative Arts	1816	1406	410	77.4%	1014	72.1%
Food, Hospitality and Personal Services	-	-	-	-	-	-
Mixed Field Programs	-	-	-	-	-	-
SA/NT TOTAL	**24 235**	**19 323**	**4912**	**79.7%**	**13 810**	**71.5%**

Table A5.4: All applicants, acceptances and offers by field of education for WA and Tas., 2010

	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
WESTERN AUSTRALIA						
Natural and Physical Sciences	2085	2196	-111	105.3%	1650	89.9%
Information Technology	442	377	65	85.3%	299	92.6%
Engineering and Related Technologies	1818	1538	280	84.6%	1276	93.2%
Architecture and Building	796	654	142	82.2%	531	93.7%
Agriculture, Environmental and Related Studies	393	420	-27	106.9%	288	88.6%
Health	5560	3310	2250	59.5%	2247	81.1%
Medical Studies	*1773*	*633*	*1140*	*35.7%*	*463*	*85.6%*
Nursing	*1138*	*947*	*191*	*83.2%*	*689*	*85.7%*
Dental Studies	*425*	*95*	*330*	*22.4%*	*77*	*84.2%*
Veterinary Studies	*353*	*77*	*276*	*21.8%*	*37*	*62.3%*
Education	1720	1390	330	80.8%	1037	87.1%
Teacher Education	*1720*	*1390*	*330*	*80.8%*	*1037*	*87.1%*
Management and Commerce	2266	2144	122	94.6%	1696	91.3%
Society and Culture	3751	3280	471	87.4%	2387	88.0%
Law	*1128*	*743*	*385*	*65.9%*	*618*	*83.2%*
Creative Arts	1978	1711	267	86.5%	1574	92.0%
Food, Hospitality and Personal Services	25	25	0	100%	20	80.0%
Mixed Field Programs	-	-	-	-	-	-
WA TOTAL	**20 834**	**17 045**	**3789**	**81.8%**	**12 738**	**74.7%**
TASMANIA						
Natural and Physical Sciences	608	810	-202	133.2%	419	51.7%
Information Technology	207	199	8	96.1%	158	79.4%
Engineering and Related Technologies	482	424	58	88.0%	290	68.4%
Architecture and Building	224	222	2	99.1%	131	59.0%
Agriculture, Environmental and Related Studies	106	108	-2	101.9%	66	61.1%
Health	3711	1223	2488	33.0%	1015	83.0%
Medical Studies	*1553*	*136*	*1417*	*8.8%*	*129*	*94.9%*
Nursing	*1562*	*693*	*869*	*44.4%*	*632*	*91.2%*
Dental Studies	-	-	-	-	-	-
Veterinary Studies	-	-	-	-	-	-
Education	934	921	13	98.6%	664	72.1%
Teacher Education	*736*	*733*	*3*	*99.6%*	*521*	*71.1%*
Management and Commerce	723	746	-23	103.2%	525	70.4%
Society and Culture	2202	2166	36	98.4%	1551	71.6%
Law	*63*	*48*	*15*	*76.2%*	*32*	*66.7%*
Creative Arts	433	379	54	87.5%	310	81.8%
Food, Hospitality and Personal Services	-	-	-	-	-	-
Mixed Field Programs	-	-	-	-	-	-
TAS TOTAL	**9630**	**7198**	**2432**	**74.7%**	**5129**	**71.3%**

Table A6.1: Eligible applicants by field of education time series for Australia, 2002-2010

	2002	2003	2004	2005	2006	2007	2008	2009	2010
ELIGIBLE APPLICANTS									
Agriculture	4894	5113	4891	4161	3888	3707	4750	3877	4054
Architecture	5791	6289	6851	6733	7157	7375	7443	8125	8537
Education	22 575	24 160	24 832	25 308	24 366	22 878	20 637	20 075	21 298
Engineering	12 274	12 335	12 350	12 162	12 478	13 083	14 085	15 555	15 757
Health	38 251	42 873	44 902	45 312	47 411	52 158	50 504	52 358	60 253
Dental Studies	*982*	*1095*	*1431*	*1776*	*2291*	*2436*	*2669*	*3328*	*3470*
Medical Studies	*6834*	*7733*	*8764*	*8316*	*9097*	*11 151*	*10 274*	*9093*	*11 230*
Nursing	*11 314*	*13 313*	*13 628*	*13 675*	*14 435*	*15 766*	*15 448*	*16 358*	*20 347*
Veterinary Studies	*1611*	*1752*	*1749*	*1929*	*1860*	*1907*	*2112*	*2283*	*1970*
Other	*17 510*	*18 980*	*19 330*	*19 616*	*19 728*	*20 898*	*20 001*	*21 296*	*23 236*
Information Technology	13 030	10 324	8121	6810	5619	5146	4978	5478	5640
Management/Commerce	37 552	37 218	36 567	35 282	32 990	32 115	31 083	31 836	31 171
Natural and Physical Sciences	15 140	15 381	15 665	15 003	14 273	13 618	13 795	16 157	18 271
Society/Culture/Creative Arts	73 221	75 734	74 235	70 552	70 165	68 244	68 452	73 922	76 972
Justice/Law Enforcement	*1522*	*1716*	*1570*	*1321*	*1229*	*1134*	*966*	*1309*	*1374*
Law	*12 863*	*13 266*	*13 064*	*12 372*	*12 515*	*12 499*	*12 541*	*12 399*	*12 066*
Food/Hospitality/Personal				34	17	27	23	20	18
Mixed Field Programs				231	165	186	384	5	1278
Total	**222 728**	**229 427**	**228 414**	**221 588**	**218 529**	**218 537**	**216 136**	**227 408**	**243 249**

Table A7.1: Eligible applicants receiving offers and offer rates time series by field of education for Australia, 2002-2010

	2002	2003	2004	2005	2006	2007	2008	2009	2010
OFFERS									
Agriculture	4956	5104	5098	4304	4073	3855	4991	3796	4148
Architecture	3948	3877	3906	4620	5357	5781	5912	5722	6060
Education	14 788	14 550	14 991	18 648	19 292	19 133	17 403	16 284	16 865
Engineering	10 876	10 652	10 525	10 933	11 438	12 177	12 989	13 650	13 834
Health	23 247	23 805	25 074	29 718	32 106	34 997	34 305	34 104	37 361
Dental Studies	*409*	*416*	*567*	*795*	*929*	*1020*	*1059*	*1036*	*1096*
Medical Studies	*1551*	*1781*	*2209*	*2320*	*2640*	*3036*	*2827*	*2016*	*2454*
Nursing	*8380*	*8452*	*9083*	*10 959*	*12 027*	*12 900*	*12 615*	*13 593*	*15 181*
Veterinary Studies	*399*	*394*	*390*	*479*	*583*	*659*	*799*	*667*	*586*
Other	*12 508*	*12 762*	*12 825*	*15 165*	*15 927*	*17 382*	*17 005*	*16 792*	*18 044*
Information Technology	9784	8937	7353	6392	5515	5059	4923	5031	5460
Management/Commerce	28 816	27 897	27 907	29 606	29 528	28 694	27 660	27 850	27 849
Natural and Physical Sciences	16 349	16 687	16 684	16 519	16 538	16 061	15 089	17 542	19 817
Society/Culture/Creative Arts	56 039	54 800	53 547	57 812	60 762	59 816	59 231	61 802	64 346
Justice/Law Enforcement	*1272*	*1135*	*955*	*1088*	*1167*	*1049*	*914*	*1127*	*1292*
Law	*7794*	*7620*	*7305*	*7917*	*8687*	*9161*	*8957*	*8082*	*7512*
Food/Hospitality/Personal				36	13	27	27	24	22
Mixed Field Programs				266	247	298	631	6	1406
Total	**168 803**	**166 309**	**165 085**	**178 854**	**184 869**	**185 898**	**183 161**	**185 811**	**197 168**
OFFER RATE									
Agriculture	101.3%	99.8%	104.2%	103.4%	104.8%	104.0%	105.1%	97.9%	102.3%
Architecture	68.2%	61.6%	57.0%	68.6%	74.8%	78.4%	79.4%	70.4%	70.9%
Education	65.5%	60.2%	60.4%	73.7%	79.2%	83.6%	84.3%	81.1%	79.2%
Engineering	88.6%	86.4%	85.2%	89.9%	91.7%	93.1%	92.2%	87.8%	87.8%
Health	60.8%	55.5%	55.8%	65.6%	67.7%	67.1%	67.9%	65.1%	62.0%
Dental Studies	*41.6%*	*38.0%*	*39.6%*	*44.8%*	*40.5%*	*41.9%*	*39.7%*	*31.1%*	*32.1%*
Medical Studies	*22.7%*	*23.0%*	*25.2%*	*27.9%*	*29.0%*	*27.2%*	*27.5%*	*22.2%*	*21.9%*
Nursing	*74.1%*	*63.5%*	*66.6%*	*80.1%*	*83.3%*	*81.8%*	*81.7%*	*83.1%*	*74.6%*
Veterinary Studies	*24.8%*	*22.5%*	*22.3%*	*24.8%*	*31.3%*	*34.6%*	*37.8%*	*29.2%*	*29.8%*
Other	*71.4%*	*67.2%*	*66.3%*	*77.3%*	*80.7%*	*83.2%*	*85.0%*	*78.9%*	*77.7%*
Information Technology	75.1%	86.6%	90.5%	93.9%	98.1%	98.3%	98.9%	91.8%	100.0%
Management/Commerce	76.7%	75.0%	76.3%	83.9%	89.5%	89.3%	89.0%	87.5%	89.3%
Natural and Physical Sciences	108.0%	108.5%	106.5%	110.1%	115.9%	117.9%	109.4%	108.6%	108.5%
Society/Culture/Creative Arts	76.5%	72.4%	72.1%	81.9%	86.6%	87.7%	86.5%	83.6%	83.6%
Justice/Law Enforcement	*83.6%*	*66.1%*	*60.8%*	*82.4%*	*95.0%*	*92.5%*	*94.6%*	*86.1%*	*94.0%*
Law	*60.6%*	*57.4%*	*55.9%*	*64.0%*	*69.4%*	*73.3%*	*71.4%*	*65.2%*	*62.3%*
Food/Hospitality/Personal				105.9%	76.5%	100.0%	117.4%	120.0%	122.2%
Mixed Field Programs				115.2%	149.7%	160.2%	164.3%	120.0%	110.0%
Total	**75.8%**	**72.5%**	**72.3%**	**80.7%**	**84.6%**	**85.1%**	**84.7%**	**81.7%**	**81.1%**

Table A8.1: Eligible applicants accepting an offer and acceptance rates time series by field of education for Australia, 2001-2010 (includes deferrals)

	2003	2004	2005	2006	2007	2008	2009	2010
ACCEPTANCES								
Agriculture	3840	3805	3024	2877	2785	3731	3120	3485
Architecture	3204	3257	3546	3785	4747	4308	5102	5331
Education	12 164	12 410	14 778	15 491	15 171	13 807	13 605	14 002
Engineering	8659	8440	8439	8264	9985	9287	11 714	11 913
Health	18 301	19 173	21 145	23 161	25 281	24 883	28 336	30 826
Dental Studies	*266*	*395*	*487*	*630*	*646*	*663*	*739*	*763*
Medical Studies	*1232*	*1355*	*1321*	*1453*	*1810*	*1620*	*1667*	*1959*
Nursing	*7253*	*7726*	*8191*	*9373*	*9788*	*9677*	*11 760*	*12 917*
Veterinary Studies	*254*	*259*	*308*	*414*	*466*	*527*	*504*	*474*
Other	*9296*	*9438*	*10,838*	*11 291*	*12 571*	*12 396*	*13 666*	*14 713*
Information Technology	7412	5971	4973	4347	3891	3716	4474	4680
Management/Commerce	21 983	22 205	22 785	22 440	21 951	20 472	23 877	23 458
Natural and Physical Sciences	12 974	12 832	12 437	12 333	12 031	10 228	14 563	16 176
Society/Culture/Creative Arts	43 763	42 476	44 082	45 506	45 678	41 681	52 234	53 729
Justice/Law Enforcement	*824*	*746*	*808*	*896*	*832*	*726*	*925*	*1070*
Law	*5987*	*5503*	*5937*	*6278*	*6623*	*5672*	*6741*	*6148*
Food/Hospitality/Personal			24	10	16	18	20	18
Mixed Field Programs			179	153	188	421	5	1267
Total	**132 300**	**130 569**	**135 412**	**138 367**	**141 724**	**132 552**	**157 050**	**164 885**
ACCEPTANCE RATE								
Agriculture	75.2%	74.6%	70.3%	70.6%	72.2%	74.8%	82.2%	84.0%
Architecture	82.6%	83.4%	76.8%	70.7%	82.1%	72.9%	89.2%	88.0%
Education	83.6%	82.8%	79.2%	80.3%	79.3%	79.3%	84.1%	83.0%
Engineering	81.3%	80.2%	77.2%	72.3%	82.0%	71.5%	86.2%	86.1%
Health	76.9%	76.5%	71.2%	72.1%	72.2%	72.5%	83.1%	82.5%
Dental Studies	*63.9%*	*69.7%*	*61.3%*	*67.8%*	*63.3%*	*62.6%*	*71.3%*	*69.6%*
Medical Studies	*69.2%*	*61.3%*	*56.9%*	*55.0%*	*59.6%*	*57.3%*	*82.7%*	*79.8%*
Nursing	*85.8%*	*85.1%*	*74.7%*	*77.9%*	*75.9%*	*76.7%*	*86.6%*	*85.1%*
Veterinary Studies	*64.5%*	*66.4%*	*64.3%*	*71.0%*	*70.7%*	*66.0%*	*75.6%*	*80.9%*
Other	*72.8%*	*73.6%*	*71.5%*	*70.9%*	*72.3%*	*72.9%*	*81.4%*	*81.5%*
Information Technology	82.9%	81.2%	77.8%	78.8%	76.9%	75.5%	89.1%	85.7%
Management/Commerce	78.8%	79.6%	77.0%	76.0%	76.5%	74.0%	86.4%	84.2%
Natural and Physical Sciences	77.7%	76.9%	75.3%	74.6%	74.9%	67.8%	83.1%	81.2%
Society/Culture/Creative Arts	79.9%	79.3%	76.3%	74.9%	76.4%	70.4%	84.8%	83.5%
Justice/Law Enforcement	*72.6%*	*78.1%*	*74.3%*	*76.8%*	*79.3%*	*79.4%*	*82.1%*	*82.8%*
Law	*78.6%*	*75.3%*	*75.0%*	*72.3%*	*72.3%*	*63.3%*	*83.6%*	*81.8%*
Food/Hospitality/Personal			66.7%	76.9%	59.3%	66.7%	83.3%	81.8%
Mixed Field Programs			67.3%	61.9%	63.1%	66.7%	83.3%	90.1%
Total	**79.6%**	**79.1%**	**75.7%**	**74.8%**	**76.2%**	**72.4%**	**84.5%**	**83.6%**

Table A9.1: Applications, offers and acceptances by SES by field of education, 2010 (excludes deferrals)

	All low SES applicants					
	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
FIELD OF EDUCATION						
Natural and Physical Sciences	3445	3500	-55	101.6%	2581	73.7%
Information Technology	1485	1215	270	81.8%	917	75.5%
Engineering and Related Technologies	3185	2542	643	79.8%	1976	77.3%
Architecture and Building	1419	830	589	58.5%	649	78.2%
Agriculture, Environmental and Related Studies	906	837	69	92.4%	544	64.9%
Health	12 503	7780	4723	62.2%	5758	74.0%
Medical Studies	*1202*	*301*	*901*	*25.0%*	*219*	*70.6%*
Nursing	*5663*	*3841*	*1822*	*67.8%*	*3047*	*79.3%*
Dental Studies	*521*	*156*	*365*	*29.9%*	*112*	*71.8%*
Veterinary Studies	*347*	*109*	*238*	*31.4%*	*78*	*71.5%*
Education	6176	4407	1769	71.4%	3312	75.2%
Teacher Education	*5788*	*4141*	*1647*	*71.5%*	*3109*	*75.1%*
Management and Commerce	5931	4833	1098	81.5%	3603	74.5%
Society and Culture	9918	8060	1858	81.3%	4931	61.2%
Law	*1793*	*1053*	*740*	*58.7%*	*782*	*74.3%*
Creative Arts	4198	2676	1522	63.7%	1808	67.6%
Food, Hospitality and Personal Services	3	5	-2	166.7%	3	60.0%
Mixed Field Programs	104	89	15	85.6%	65	73.0%
Total	**49 273**	**36 774**	**12 499**	**74.6%**	**27 148**	**73.8%**
TYPE OF UNIVERSITY						
Group of Eight Member Universities	9868	5898	3970	59.8%	4387	74.4%
Innovative Research Member Universities	10 671	8582	2089	80.4%	6133	71.5%
Universities of Technology (ATN plus Swinburne)	9970	6605	3365	66.2%	5091	77.1%
Former New Generation Member Universities - Metropolitan	6684	6042	642	90.4%	4417	73.1%
Former New Generation Member Universities - Regional	4294	3570	724	83.1%	2810	78.7%
Non Affiliated Metropolitan Universities	6168	4517	1651	73.2%	3367	74.5%
Non Affiliated Regional Universities	1618	1560	58	96.4%	943	60.4%
Total	**49 273**	**36 774**	**12 499**	**74.6%**	**27 148**	**73.8%**

Table A9.2: Applications, offers and acceptances by SES by field of education, 2010 (excludes deferrals)

	All medium SES applicants					
	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
FIELD OF EDUCATION						
Natural and Physical Sciences	9375	9767	-392	104.2%	7142	73.1%
Information Technology	3448	3024	424	87.7%	2333	77.1%
Engineering and Related Technologies	8500	7003	1497	82.4%	5493	78.4%
Architecture and Building	4422	2871	1551	64.9%	2244	78.2%
Agriculture, Environmental and Related Studies	2251	2139	112	95.0%	1423	66.5%
Health	32 264	20 008	12 256	62.0%	14 540	72.7%
Medical Studies	*4257*	*1027*	*3230*	*24.1%*	*777*	*75.6%*
Nursing	*12 420*	*8768*	*3652*	*70.6%*	*6684*	*76.2%*
Dental Studies	*1648*	*519*	*1129*	*31.5%*	*330*	*63.6%*
Veterinary Studies	*948*	*243*	*705*	*25.6%*	*165*	*67.9%*
Education	13 716	9911	3805	72.3%	7420	74.8%
Teacher Education	*13 115*	*9469*	*3646*	*72.2%*	*7098*	*74.9%*
Management and Commerce	16 207	13 453	2754	83.0%	10 124	75.3%
Society and Culture	20 467	22 517	-2050	110.0%	16 514	73.3%
Law	*5516*	*3345*	*2171*	*60.6%*	*2484*	*74.3%*
Creative Arts	13 148	8771	4377	66.7%	6245	71.2%
Food, Hospitality and Personal Services	16	14	2	87.5%	7	50.0%
Mixed Field Programs	407	419	-12	102.9%	326	77.8%
Total	**130 689**	**99 897**	**30 792**	**76.4%**	**73 811**	**73.9%**
TYPE OF UNIVERSITY						
Group of Eight Member Universities	33 199	21 302	11 897	64.2%	16 112	75.6%
Innovative Research Member Universities	26 816	22 253	4563	83.0%	16 411	72.8%
Universities of Technology (ATN plus Swinburne)	26 560	18 349	8211	69.1%	14 034	76.5%
Former New Generation Member Universities - Metropolitan	18 755	18 168	587	96.9%	13 099	72.1%
Former New Generation Member Universities - Regional	6548	5668	880	86.6%	4172	73.6%
Non Affiliated Metropolitan Universities	15 446	10 911	4535	70.6%	8016	73.5%
Non Affiliated Regional Universities	3365	3246	119	96.5%	1967	60.6%
Total	**130 689**	**99 897**	**30 792**	**76.4%**	**73 811**	**73.9%**

Table A9.3: Applications, offers and acceptances by SES by field of education, 2010

	All high SES applicants					
	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
FIELD OF EDUCATION						
Natural and Physical Sciences	6142	6740	-598	109.7%	4750	79.6%
Information Technology	1803	1643	160	91.1%	1284	83.4%
Engineering and Related Technologies	4678	4242	436	90.7%	3252	85.2%
Architecture and Building	3446	2436	1010	70.7%	1850	87.2%
Agriculture, Environmental and Related Studies	1262	1298	-36	102.9%	931	83.8%
Health	17 947	10 175	7772	56.7%	6898	77.9%
Medical Studies	*5128*	*1071*	*4057*	*20.9%*	*745*	*76.8%*
Nursing	*4252*	*3127*	*1125*	*73.5%*	*2174*	*78.8%*
Dental Studies	*1159*	*389*	*770*	*33.6%*	*223*	*63.0%*
Veterinary Studies	*638*	*215*	*423*	*33.7%*	*141*	*74.4%*
Education	4638	3411	1227	73.5%	2260	74.1%
Teacher Education	*4476*	*3290*	*1186*	*73.5%*	*2182*	*74.1%*
Management and Commerce	12 063	10 437	1626	86.5%	7843	83.1%
Society and Culture	19 119	16 695	2424	87.3%	11 878	83.3%
Law	*4857*	*2999*	*1858*	*61.7%*	*2062*	*78.9%*
Creative Arts	10 424	7237	3187	69.4%	5041	79.8%
Food, Hospitality and Personal Services	5	5	-	100.0%	5	100.0%
Mixed Field Programs	884	917	-33	103.7%	763	91.5%
Total	**82 411**	**65 236**	**17 175**	**79.2%**	**46 755**	**71.7%**
TYPE OF UNIVERSITY						
Group of Eight Member Universities	35 622	25 210	10 412	70.8%	19 001	75.4%
Innovative Research Member Universities	7557	6757	800	89.4%	4548	67.3%
Universities of Technology (ATN plus Swinburne)	19601	14 281	5320	72.9%	10 310	72.2%
Former New Generation Member Universities - Metropolitan	7346	9223	-1877	125.6%	5841	63.3%
Former New Generation Member Universities - Regional	1013	928	85	91.6%	677	72.9%
Non Affiliated Metropolitan Universities	10 479	7829	2650	74.7%	5932	75.7%
Non Affiliated Regional Universities	793	1008	-215	127.1%	446	44.2%
Total	**82 411**	**65 236**	**17 175**	**79.2%**	**46 755**	**71.7%**

Table A10.1: Applications, offers and acceptances by region by field of education, 2010

	Metropolitan applicants					
	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
FIELD OF EDUCATION						
Natural and Physical Sciences	14 848	15 643	-794	105.4%	11 819	75.5%
Information Technology	5472	4757	715	86.9%	3827	80.4%
Engineering and Related Technologies	12 619	10 653	1966	84.4%	8541	80.2%
Architecture and Building	7769	5,119	2649	65.9%	4063	79.4%
Agriculture, Environmental and Related Studies	2698	2,640	59	97.8%	1948	73.7%
Health	47 475	27 465	20 010	57.9%	20 194	73.5%
Medical Studies	*9036*	*1875*	*7161*	*20.7%*	*1376*	*73.4%*
Nursing	*15 947*	*10 818*	*5128*	*67.8%*	*8266*	*76.4%*
Dental Studies	*2867*	*903*	*1963*	*31.5%*	*568*	*62.9%*
Veterinary Studies	*1277*	*381*	*897*	*29.8%*	*256*	*67.2%*
Education	17 003	11 890	5113	69.9%	8887	74.7%
Teacher Education	*16 401*	*11 510*	*4891*	*70.2%*	*8618*	*74.8%*
Management and Commerce	28 280	23 548	4732	83.3%	18 314	77.7%
Society and Culture	44 551	37 438	7113	84.0%	28 097	75.0%
Law	*10 211*	*6,190*	*4021*	*60.6%*	*4513*	*72.9%*
Creative Arts	21 866	14 502	7364	66.3%	10 577	72.9%
Food, Hospitality and Personal Services	16	17	-1	106.6%	13	76.4%
Mixed Field Programs	1310	1332	-22	101.7%	1097	82.4%
Total	**203 908**	**155 005**	**48 903**	**76.0%**	**117 377**	**75.7%**
TYPE OF UNIVERSITY						
Group of Eight Member Universities	66 395	44 103	22 292	66.4%	34 351	77.8%
Innovative Research Member Universities	32 472	27 129	5343	83.5%	20 656	76.1%
Universities of Technology (ATN plus Swinburne)	47 004	32 635	14 369	69.4%	25 077	76.8%
Former New Generation Member Universities - Metropolitan	27 831	28 500	-669	102.4%	20 539	72.1%
Former New Generation Member Universities - Regional	4,430	3775	655	85.2%	2920	77.4%
Non Affiliated Metropolitan Universities	24 023	16 850	7173	70.1%	12 918	76.6%
Non Affiliated Regional Universities	1753	2012	-259	114.8%	916	45.5%
Total	**203 908**	**155 005**	**48 903**	**76.0%**	**117 377**	**75.7%**

Table A10.2: Applications, offers and acceptances by region by field of education, 2010

	Non-Metropolitan Applicants					
	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
FIELD OF EDUCATION						
Natural and Physical Sciences	4190	4452	-263	106.3%	2690	60.4%
Information Technology	1293	1149	144	88.9%	719	62.5%
Engineering and Related Technologies	3821	3195	626	83.6%	2214	69.3%
Architecture and Building	1548	1039	510	67.1%	695	66.8%
Agriculture, Environmental and Related Studies	1746	1659	86	95.1%	964	58.1%
Health	15 498	10 645	4853	68.7%	7092	66.6%
Medical Studies	*1608*	*531*	*1077*	*33.0%*	*368*	*69.3%*
Nursing	*6476*	*4988*	*1489*	*77.0%*	*3690*	*73.9%*
Dental Studies	*469*	*165*	*305*	*35.1%*	*98*	*59.4%*
Veterinary Studies	*668*	*189*	*478*	*28.4%*	*130*	*68.7%*
Education	7608	5901	1707	77.6%	4143	70.2%
Teacher Education	*7044*	*5441*	*1603*	*77.2%*	*3800*	*69.8%*
Management and Commerce	6058	5295	763	87.4%	3330	62.8%
Society and Culture	11 633	10 009	1624	86.0%	6324	63.2%
Law	*1997*	*1228*	*769*	*61.5%*	*828*	*67.4%*
Creative Arts	6025	4267	1758	70.8%	2558	59.9%
Food, Hospitality and Personal Services	8	7	1	87.5%	2	28.6%
Mixed Field Programs	86	93	-7	108.4%	56	60.2%
Total	**59 513**	**47 712**	**11 801**	**80.2%**	**30 788**	**64.5%**
TYPE OF UNIVERSITY						
Group of Eight Member Universities	12 575	8479	4096	67.4%	5223	61.6%
Innovative Research Member Universities	12 848	10 691	2157	83.2%	6579	61.5%
Universities of Technology (ATN plus Swinburne)	9327	6770	2557	72.6%	4444	65.6%
Former New Generation Member Universities - Metropolitan	5029	5014	15	99.7%	2858	57.0%
Former New Generation Member Universities - Regional	7462	6417	1045	86.0%	4758	74.1%
Non Affiliated Metropolitan Universities	8237	6527	1710	79.2%	4482	68.6%
Non Affiliated Regional Universities	4035	3815	220	94.5%	2444	64.1%
Total	**59 513**	**47 712**	**11 801**	**80.2%**	**30 788**	**64.5%**

Table A11.1: Applications, offers and acceptances by Indigenous status by field of education, 2010

	Applicants identifying as Indigenous					
	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
FIELD OF EDUCATION						
Natural and Physical Sciences	172	159	13	92.4%	103	64.8%
Information Technology	43	39	4	90.7%	21	53.8%
Engineering and Related Technologies	117	80	37	68.4%	66	82.5%
Architecture and Building	81	56	25	69.1%	43	76.8%
Agriculture, Environmental and Related Studies	47	32	15	68.1%	26	81.3%
Health	761	490	271	24.4%	384	78.4%
Medical Studies	*67*	*26*	*41*	*38.8%*	*20*	*77.0%*
Nursing	*434*	*284*	*150*	*65.4%*	*223*	*78.5%*
Dental Studies	*22*	*17*	*5*	*77.3%*	*15*	*88.2%*
Veterinary Studies	*13*	*5*	*8*	*38.5%*	*4*	*80.0%*
Education	415	268	147	64.6%	199	74.3%
Teacher Education	*392*	*252*	*140*	*64.3%*	*191*	*75.8%*
Management and Commerce	286	213	73	74.5%	148	69.5%
Society and Culture	829	591	238	71.3%	422	71.4%
Law	*151*	*79*	*72*	*52.3%*	*61*	*77.2%*
Justice and Law Enforcement	*33*	*28*	*5*	*84.8%*	*18*	*64.3%*
Creative Arts	286	174	112	60.8%	129	74.1%
Hospitality and Personal Services	-	-	-	-	-	-
Mixed field programs	9	6	3	66.7%	5	83.3%
Total	**3046**	**2108**	**938**	**69.2%**	**1546**	**73.3%**
TYPE OF UNIVERSITY						
Group of Eight Member Universities	560	353	207	63.0%	264	74.8%
Innovative Research Member Universities	969	684	285	70.6%	521	76.2%
Universities of Technology (ATN plus Swinburne)	499	323	176	64.7%	237	73.4%
Other Metropolitan Universities	600	444	156	74.0%	311	70.0%
Other Regional Universities	418	304	114	72.7%	213	70.1%
Total	**3046**	**2108**	**938**	**69.2%**	**1546**	**73.3%**

Table A12.1: Offers by basis of admission for university type and state of home residence, 2010 (Offers with invalid state of permanent home residence have been excluded)

	BASIS OF ADMISSION						
	Secondary education (at school, TAFE or HEP)	Higher education course	Mature age special entry provision	TAFE award course (other than secondary education course)	Professional qualification	Other basis	Not stated
UNIVERSITY TYPE							
Group of Eight Member Universities	28 782	5978	1051	865	69	2333	14 652
Innovative Research Member Universities	16 148	5176	2715	2874	419	3494	7283
Universities of Technology (ATN plus Swinburne)	18 414	5319	1273	2169	304	1645	10 530
Former New Generation Member Universities - Metropolitan	11 314	3126	2896	3397	131	3788	9009
Former New Generation Member Universities - Regional	3184	2084	792	883	307	1015	1972
Non Affiliated Metropolitan Universities	8384	3645	1551	1598	31	1000	7331
Non Affiliated Regional Universities	1468	461	1852	370	8	1156	548
STATE OF PERMANENT HOME RESIDENCE							
New South Wales	33 352	10 024	7825	5951	106	7077	2171
Victoria	2996	990	295	334	80	571	45 591
Queensland	22 152	8668	262	2759	874	4027	869
South Australia	10 627	1593	1528	1249	106	724	491
Western Australia	11 426	1971	1467	827	52	961	504
Tasmania	3069	1590	315	756	35	543	551
Northern Territory	984	291	97	119	10	123	227
Australian Capital Territory	2025	363	280	121	4	296	303
Total	86 631	25 490	12 069	12 116	1267	14 322	50 822

Table A13.1: Current Year 12 applications, offers and offer rates by state by TER, 2010

	NSW/ACT	Vic.	Qld	WA	SA/NT	Tas.	Australia
APPLICATIONS							
90.05 or more	11 440	9354	6275	3443	3266	1304	35 082
80.05-90.00	9415	7549	5809	2713	2132	550	28 168
70.05-80.00	8085	6776	5497	2174	1854	344	24 720
60.05-70.00	6326	5996	4321	1450	1621	278	19 992
50.05-60.00	4460	4691	2089	738	1059	208	13 245
40.05-50.00	2612	3202	417	298	549	112	7190
30.05-40.00	1404	1720	66	100	165	19	3474
20.05-30.00	671	658	11	34	18	-	1392
10.05-20.00	236	326	-	13	2	-	577
10.00 or less	10	191	-	5	-	-	206
Not scored	319	210	1717	811	82	347	3486
Total	44 978	40 663	26 202	11 779	10 748	3162	137 532
OFFERS							
90.05 or more	10 877	8879	5643	3059	2681	740	31 879
80.05-90.00	9262	7235	5469	2667	2036	471	27 140
70.05-80.00	7791	6169	4983	2114	1794	317	23 168
60.05-70.00	5785	4638	3338	1217	1553	251	16 782
50.05-60.00	3021	2536	761	329	789	190	7626
40.05-50.00	894	344	67	17	167	99	1588
30.05-40.00	169	48	11	3	14	9	254
20.05-30.00	62	13	2	-	2	-	79
10.05-20.00	12	5	-	-	-	-	17
10.00 or less	-	25	-	-	-	-	25
Not scored	153	31	992	401	24	256	1857
Total	38 026	29 923	21 266	9807	9060	2333	110 415
OFFER RATES							
90.05 or more	95.1%	94.9%	89.9%	88.8%	82.1%	56.7%	90.9%
80.05-90.00	98.4%	95.8%	94.1%	98.3%	95.5%	85.6%	96.4%
70.05-80.00	96.4%	91.0%	90.6%	97.2%	96.8%	92.2%	93.7%
60.05-70.00	91.4%	77.4%	77.3%	83.9%	95.8%	90.3%	83.9%
50.05-60.00	67.7%	54.1%	36.4%	44.6%	74.5%	91.3%	57.6%
40.05-50.00	34.2%	10.7%	16.1%	5.7%	30.4%	88.4%	22.1%
30.05-40.00	12.0%	2.8%	16.7%	3.0%	8.5%	47.4%	7.3%
20.05-30.00	9.2%	2.0%	18.2%	-	11.1%	-	5.7%
10.05-20.00	5.1%	1.5%	-	-	-	-	2.9%
10.00 or less	-	13.1%	-	-	-	-	12.1%
Not scored	48.0%	14.8%	57.8%	49.4%	29.3%	73.8%	53.3%
Total	**84.5%**	**73.6%**	**81.2%**	**83.3%**	**84.3%**	**73.8%**	**80.3%**

Table A14.1: Current Year 12 acceptances and acceptance rates by state by TER, 2010 (includes deferrals)

	NSW/ACT	Vic.	Qld	WA	SA/NT	Tas.	Australia
ACCEPTANCES							
90.05 or more	9282	7356	4867	2617	1950	309	26 381
80.05-90.00	8056	6382	5110	2467	1839	247	24 101
70.05-80.00	6421	5304	4680	1912	1665	203	20 185
60.05-70.00	4504	3852	3078	1037	1458	164	14 093
50.05-60.00	2344	2034	668	301	729	124	6200
40.05-50.00	711	227	57	17	157	65	1234
30.05-40.00	135	48	9	3	13	6	214
20.05-30.00	48	12	2	-	2	-	64
10.05-20.00	11	5	-	-	-	-	16
10.00 or less	-	16	-	-	-	-	16
Not scored	106	20	924	318	21	184	1573
Total	**31 618**	**25 256**	**19 395**	**8,672**	**7,834**	**1,302**	**94 077**
ACCEPTANCE RATES							
90.05 or more	85.3%	82.8%	86.2%	85.6%	72.7%	41.8%	82.8%
80.05-90.00	87.0%	88.2%	93.4%	92.5%	90.3%	52.4%	88.8%
70.05-80.00	82.4%	86.0%	93.9%	90.4%	92.8%	64.0%	87.1%
60.05-70.00	77.9%	83.1%	92.2%	85.2%	93.9%	65.3%	84.0%
50.05-60.00	77.6%	80.2%	87.8%	91.5%	92.4%	65.3%	81.3%
40.05-50.00	79.5%	66.0%	85.1%	100.0%	94.0%	65.7%	77.7%
30.05-40.00	79.9%	100.0%	81.8%	100.0%	92.9%	66.7%	84.3%
20.05-30.00	77.4%	92.3%	100.0%	-	100.0%	-	81.0%
10.05-20.00	91.7%	100.0%	-	-	-	-	94.1%
10.00 or less	-	100.0%	-	0.0%	-	-	0.0%
Not scored	69.3%	64.5%	93.1%	79.3%	87.5%	71.9%	84.7%
Total	**83.1%**	**84.4%**	**91.2%**	**88.4%**	**86.5%**	**55.8%**	**85.2%**

Table A15.1: Current Year 12 students aged 20 or less applying in their home state
Applications and application rate by TER, time series

		2004	2005	2006	2007	2008	2009	2010
CURRENT YEAR 12 STUDENTS AGED 20 OR LESS APPLYING IN THEIR HOME STATE								
Students	90.05 or more	25 698	25 525	25 592	26 316	27 110	27 135	27 447
	80.05-90.00	25 956	25 688	25 775	26 299	26 330	25 367	26 078
	70.05-80.00	25 448	24 395	24 523	24 688	25 088	24 762	24 750
	60.05-70.00	22 246	20 884	21 298	21 963	22 453	22 596	22 790
	50.05-60.00	20 161	18 035	18 233	16 955	16 798	19 572	19 629
	40.05-50.00	15 610	13 069	12 769	12 686	12 284	15 233	14 700
	30.05-40.00	9498	8945	8178	8085	8687	8682	8922
	20.05-30.00	6679	6347	5747	4333	4183	5235	4863
	10.05-20.00	4348	4011	3989	3201	3079	3782	2407
	10.00 or less	3496	1924	2344	2357	2203	1410	504
	Not scored	37 206	48 161	47 636	32 270	32 791	33 715	31 196
	Total	**196 346**	**196 984**	**196 084**	**179 153**	**181 006**	**187 489**	**183 286**
Applicants	90.05 or more	24 751	24 562	23 808	24 417	24 949	24 081	26 391
	80.05-90.00	24 268	24 166	22 939	23 466	23 345	23 666	25 376
	70.05-80.00	22 418	21 921	20 891	21 033	21 218	22 284	22 914
	60.05-70.00	17 083	16 477	15 960	16 929	17 130	17 897	18 771
	50.05-60.00	12 196	11 502	11 199	10 690	10 840	11 890	12 500
	40.05-50.00	6941	6327	5956	6201	6170	7374	6806
	30.05-40.00	3455	3034	2685	2864	3259	3584	3369
	20.05-30.00	1709	1556	1316	1079	1160	1500	1352
	10.05-20.00	775	581	638	627	673	734	558
	10.00 or less	206	183	234	309	298	323	186
	Not scored	1150	1069	814	1097	1201	963	2897
	Total	**114 952**	**111 378**	**106 440**	**108 712**	**110 243**	**114 296**	**121 120**
% Students Applying	90.05 or more	96.3%	96.2%	93.0%	92.8%	92.0%	88.7%	96.2%
	80.05-90.00	93.5%	94.1%	89.0%	89.2%	88.7%	93.3%	97.3%
	70.05-80.00	88.1%	89.9%	85.2%	85.2%	84.6%	90.0%	92.6%
	60.05-70.00	76.8%	78.9%	74.9%	77.1%	76.3%	79.2%	82.4%
	50.05-60.00	60.5%	63.8%	61.4%	63.0%	64.5%	60.8%	63.7%
	40.05-50.00	44.5%	48.4%	46.6%	48.9%	50.2%	48.4%	46.3%
	30.05-40.00	36.4%	33.9%	32.8%	35.4%	37.5%	41.3%	37.8%
	20.05-30.00	25.6%	24.5%	22.9%	24.9%	27.7%	28.7%	27.8%
	10.05-20.00	17.8%	14.5%	16.0%	19.6%	21.9%	19.4%	23.2%
	10.00 or less	5.9%	9.5%	10.0%	13.1%	13.5%	22.9%	36.9%
	Not scored	3.1%	2.2%	1.7%	3.4%	3.7%	2.9%	9.3%
	Total	**58.5%**	**56.5%**	**54.3%**	**60.7%**	**60.9%**	**61.0%**	**66.1%**

Table A15.2: Current Year 12 students aged 20 or less applying in their home state
Offers and offer rate by TER, time series

		2004	2005	2006	2007	2008	2009	2010
CURRENT YEAR 12 STUDENTS AGED 20 OR LESS APPLYING IN THEIR HOME STATE								
Offers	90.05 or more	24 636	24 453	23 724	24 333	24 848	23 940	26 250
	80.05-90.00	23 765	23 877	22 743	23 249	23 135	23 363	24 938
	70.05-80.00	19 682	20 768	20 131	20 370	20 541	21 322	21 758
	60.05-70.00	9661	12 501	13 424	14 886	15 070	15 228	15 942
	50.05-60.00	3475	4995	5932	6065	6375	6841	7275
	40.05-50.00	642	912	1010	1115	1148	1263	1489
	30.05-40.00	196	214	230	229	273	235	241
	20.05-30.00	58	76	75	66	94	85	77
	10.05-20.00	18	16	29	30	42	31	16
	10.00 or less	7	13	7	13	16	21	21
	Not scored	381	461	279	518	560	515	1608
	Total	**82 521**	**88 286**	**87 584**	**90 874**	**92 102**	**92 844**	**99 615**
Offer Rate	90.05 or more	99.5%	99.6%	99.6%	99.7%	99.6%	99.4%	99.5%
	80.05-90.00	97.9%	98.8%	99.1%	99.1%	99.1%	98.7%	98.3%
	70.05-80.00	87.8%	94.7%	96.4%	96.8%	96.8%	95.7%	95.0%
	60.05-70.00	56.6%	75.9%	84.1%	87.9%	88.0%	85.1%	84.9%
	50.05-60.00	28.5%	43.4%	53.0%	56.7%	58.8%	57.5%	58.2%
	40.05-50.00	9.2%	14.4%	17.0%	18.0%	18.6%	17.1%	21.9%
	30.05-40.00	5.7%	7.1%	8.6%	8.0%	8.4%	6.6%	7.2%
	20.05-30.00	3.4%	4.9%	5.7%	6.1%	8.1%	5.7%	5.7%
	10.05-20.00	2.3%	2.8%	4.5%	4.8%	6.2%	4.2%	3.0%
	10.00 or less	3.4%	7.1%	3.0%	4.2%	5.4%	6.5%	11.3%
	Not scored	33.1%	43.1%	34.3%	47.2%	46.6%	53.5%	55.5%
	Total	**71.8%**	**79.3%**	**82.3%**	**83.6%**	**83.5%**	**81.2%**	**82.2%**
% Receiving an offer	90.05 or more	95.9%	95.8%	92.7%	92.5%	91.7%	88.2%	95.6%
	80.05-90.00	91.6%	93.0%	88.2%	88.4%	87.9%	92.1%	95.6%
	70.05-80.00	77.3%	85.1%	82.1%	82.5%	81.9%	86.1%	87.9%
	60.05-70.00	43.4%	59.9%	63.0%	67.8%	67.1%	67.4%	70.0%
	50.05-60.00	17.2%	27.7%	32.5%	35.8%	38.0%	35.0%	37.1%
	40.05-50.00	4.1%	7.0%	7.9%	8.8%	9.3%	8.3%	10.1%
	30.05-40.00	2.1%	2.4%	2.8%	2.8%	3.1%	2.7%	2.7%
	20.05-30.00	0.9%	1.2%	1.3%	1.5%	2.2%	1.6%	1.6%
	10.05-20.00	0.4%	0.4%	0.7%	0.9%	1.4%	0.8%	0.7%
	10.00 or less	0.2%	0.7%	0.3%	0.6%	0.7%	1.5%	4.2%
	Not scored	1.0%	1.0%	0.6%	1.6%	1.7%	1.5%	5.2%
	Total	**42.0%**	**44.8%**	**44.7%**	**50.7%**	**50.9%**	**49.5%**	**54.3%**

Table A15.3: Current Year 12 students aged 20 or less applying in their home state
Acceptances and acceptance rate by TER, time series

		2004	2005	2006	2007	2008	2009	2010
CURRENT YEAR 12 STUDENTS AGED 20 OR LESS APPLYING IN THEIR HOME STATE								
Acceptances	90.05 or more	21 422	20 155	19 016	20 429	18 682	22 223	24 423
	80.05-90.00	19 952	19 772	18 258	19 135	17 577	21 658	23 040
	70.05-80.00	15 729	16 385	15 870	16 634	15 699	19 370	19 379
	60.05-70.00	7290	9426	10 231	11 509	11 877	13 307	13 593
	50.05-60.00	2476	3544	4068	4235	4674	5691	5976
	40.05-50.00	496	635	732	690	744	984	1157
	30.05-40.00	154	140	200	166	216	197	207
	20.05-30.00	45	54	65	44	71	63	63
	10.05-20.00	13	8	24	22	32	23	15
	10.00 or less	5	8	5	11	14	17	15
	Not scored	271	301	208	388	400	464	1434
	Total	**67 853**	**70 428**	**68 677**	**73 263**	**69 986**	**83 997**	**89 302**
Acceptance Rate	90.05 or more	87.0%	82.4%	80.2%	84.0%	75.2%	92.8%	93.0%
	80.05-90.00	84.0%	82.8%	80.3%	82.3%	76.0%	92.7%	92.4%
	70.05-80.00	79.9%	78.9%	78.8%	81.7%	76.4%	90.8%	89.1%
	60.05-70.00	75.5%	75.4%	76.2%	77.3%	78.8%	87.4%	85.3%
	50.05-60.00	71.3%	71.0%	68.6%	69.8%	73.3%	83.2%	82.1%
	40.05-50.00	77.3%	69.6%	72.5%	61.9%	64.8%	77.9%	77.7%
	30.05-40.00	78.6%	65.4%	87.0%	72.5%	79.1%	83.8%	85.9%
	20.05-30.00	77.6%	71.1%	86.7%	66.7%	75.5%	74.1%	81.8%
	10.05-20.00	72.2%	50.0%	82.8%	73.3%	76.2%	74.2%	93.8%
	10.00 or less	71.4%	61.5%	71.4%	84.6%	87.5%	81.0%	71.4%
	Not scored	71.1%	65.3%	74.6%	74.9%	71.4%	90.1%	89.2%
	Total	**82.2%**	**79.8%**	**78.4%**	**80.6%**	**76.0%**	**90.5%**	**89.7%**
% Accepting an offer	90.05 or more	83.4%	79.0%	74.3%	77.6%	68.9%	81.9%	89.0%
	80.05-90.00	76.9%	77.0%	70.8%	72.8%	66.8%	85.4%	88.4%
	70.05-80.00	61.8%	67.2%	64.7%	67.4%	62.6%	78.2%	78.3%
	60.05-70.00	32.8%	45.1%	48.0%	52.4%	52.9%	58.9%	59.6%
	50.05-60.00	12.3%	19.7%	22.3%	25.0%	27.8%	29.1%	30.4%
	40.05-50.00	3.2%	4.9%	5.7%	5.4%	6.1%	6.5%	7.9%
	30.05-40.00	1.6%	1.6%	2.4%	2.1%	2.5%	2.3%	2.3%
	20.05-30.00	0.7%	0.9%	1.1%	1.0%	1.7%	1.2%	1.3%
	10.05-20.00	0.3%	0.2%	0.6%	0.7%	1.0%	0.6%	0.6%
	10.00 or less	0.1%	0.4%	0.2%	0.5%	0.6%	1.2%	3.0%
	Not scored	0.7%	0.6%	0.4%	1.2%	1.2%	1.4%	4.6%
	Total	**34.6%**	**35.8%**	**35.0%**	**40.9%**	**38.7%**	**44.8%**	**48.7%**

Table A16.1: Applications, offers and acceptances by field of education for all current Year 12 applicants and current Year 12 applicants with TER of 90.00+, 2010

	All current Year 12 applicants						Current Year 12 applicants with TER of 90.00+					
	Number of applications	Offers			Acceptances		Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
FIELD OF EDUCATION												
Natural and Physical Sciences	12 419	13 947	-1528	112.3%	10,008	71.8%	4355	5479	-1124	125.8%	3703	67.6%
Information Technology	3850	3431	419	89.1%	2,578	75.1%	310	324	-14	104.5%	259	79.9%
Engineering and Related Technologies	10 299	9137	1162	88.7%	7,073	77.4%	3446	3822	-376	110.9%	2965	77.6%
Architecture and Building	4590	2985	1605	65.0%	2,201	74.4%	642	642	0	100.0%	475	74.0%
Agriculture, Environmental and Related Studies	2477	2487	-10	100.4%	1,567	63.0%	331	469	-138	141.7%	309	65.9%
Health	29 465	17 896	11 569	60.7%	12,242	64.8%	11 395	6392	5003	56.1%	4076	63.8%
Medical Studies	*7861*	*1670*	*6191*	*21.2%*	*1,145*	*68.5%*	*6559*	*1400*	*5159*	*21.3%*	*945*	*67.5%*
Nursing	*6372*	*4787*	*1585*	*75.1%*	*3,596*	*75.1%*	*271*	*296*	*-25*	*109.2%*	*223*	*75.3%*
Dental Studies	*1428*	*559*	*869*	*39.1%*	*321*	*57.4%*	*938*	*440*	*498*	*46.9%*	*238*	*54.1%*
Veterinary Studies	*801*	*274*	*527*	*34.2%*	*173*	*63.4%*	*408*	*225*	*183*	*55.1%*	*144*	*64.0%*
Education	10 470	7360	3110	70.3%	5,166	72.9%	430	453	-23	105.3%	337	74.4%
Teacher Education	*9429*	*7024*	*2405*	*74.5%*	*4,937*	*70.37%*	*421*	*444*	*-23*	*105.5%*	*330*	*74.3%*
Management and Commerce	18 727	16 529	2198	88.3%	12,222	73.9%	3834	4228	-394	110.3%	3393	80.3%
Society and Culture	28 989	25 275	3714	87.2%	17,452	69.1%	7705	7718	-13	100.2%	5246	68.0%
Law	*5939*	*3616*	*2323*	*60.9%*	*2,605*	*72.0%*	*3248*	*2514*	*734*	*77.4%*	*1732*	*68.9%*
Creative Arts	15 507	10 602	4905	68.4%	7,117	67.1%	2545	2272	273	89.3%	1543	67.9%
Food, Hospitality and Personal Services	21	22	-1	104.8%	13	59.0%	-	-	-	-	-	-
Mixed Field Programs	718	744	-26	103.6%	585	78.6%	89	80	9	89.9%	63	78.8%
Total	**137 532**	**110 415**	**27 117**	**80.3%**	**78,224**	**70.8%**	**35 082**	**31 879**	**3203**	**90.9%**	**22 369**	**70.2%**

Table A17.1: Applications, offers and acceptances by university type for all current Year 12 applicants and current Year 12 applicants with TER of 90+, 2010

	All current Year 12 applicants						Current Year 12 applicants with TER of 90+.					
	Number of applications	Offers			Acceptances		Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
TYPE OF UNIVERSITY												
Group of Eight Member Universities	48 858	35 432	13 426	72.5%	26 372	74.4%	23 643	20 598	3045	87.1%	15 062	73.1%
Innovative Research Member Universities	21 092	18 367	2725	87.1%	12 177	66.3%	3671	3169	502	86.3%	1924	60.7%
Universities of Technology (ATN plus Swinburne)	26 359	19 510	6849	74.0%	14 331	73.5%	3933	4429	- 96	112.6%	2943	66.4%
Former New Generation Member Universities - Metropolitan	17 601	17 489	112	99.4%	12 265	70.1%	701	777	- 76	110.8%	541	66.2%
Former New Generation Member Universities - Regional	4020	4119	-99	102.5%	2583	62.7%	241	250	- 9	103.7%	197	78.8%
Non Affiliated Metropolitan Universities	16 093	11 852	4241	73.6%	8468	71.4%	2596	2341	255	90.2%	1555	66.4%
Non Affiliated Regional Universities	3509	3446	-137	103.9%	2028	58.8%	297	315	- 18	106.1%	147	68.4%
Total	**137 532**	**110 415**	**27 117**	**80.3%**	**78 224**	**70.8%**	**35 082**	**31 879**	**3203**	**90.8%**	**22 369**	**70.2%**

Table A18.1: Applications, offers and acceptances by field of education for all current Year 12 applicants with TER of 90+ by gender, 2010*

	All current Year 12 applicants with TER of 90+					
	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
FIELD OF EDUCATION						
Natural and Physical Sciences	4355	5479	-1124	125.8%	3703	67.6%
Information Technology	310	324	-14	104.5%	259	79.9%
Engineering and Related Technologies	3446	3822	-376	110.9%	2965	77.6%
Architecture and Building	642	642	0	100.0%	475	74.0%
Agriculture, Environmental and Related Studies	331	469	-138	141.7%	309	65.9%
Health	11395	6392	5003	56.1%	4076	63.7%
Medical Studies	*6559*	*1400*	*5159*	*21.3%*	*945*	*67.5%*
Nursing	*271*	*296*	*-25*	*109.2%*	*223*	*75.3%*
Dental Studies	*938*	*440*	*498*	*46.9%*	*238*	*54.1%*
Veterinary Studies	*408*	*225*	*183*	*55.1%*	*144*	*64.0%*
Education	430	453	-23	105.3%	337	74.4%
Management and Commerce	3834	4228	-394	110.3%	3393	80.3%
Society and Culture	7705	7718	-13	100.2%	5246	67.9%
Law	*3248*	*2514*	*734*	*77.4%*	*1732*	*68.9%*
Creative Arts	2545	2272	273	89.3%	1543	67.9%
Food, Hospitality and Personal Services	-	-	-	-	-	-
Mixed Field Programs	89	80	9	89.9%	63	78.8%
Total	**35 082**	**31 879**	**3203**	**90.9%**	**22 369**	**70.2%**

*Health includes a number of other health categories and they are not reported in the table.

Table A18.2: Applications, offers and acceptances by field of education for all current Year 12 applicants with TER of 90+ by gender, 2010*

	Male current Year 12 applicants with TER of 90+					
	Number of applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
FIELD OF EDUCATION						
Natural and Physical Sciences	2012	2509	-497	124.7%	1725	68.8%
Information Technology	258	266	-8	103.1%	216	81.2%
Engineering and Related Technologies	2810	3058	-248	108.8%	2396	78.4%
Architecture and Building	279	269	10	96.4%	207	77.0%
Agriculture, Environmental and Related Studies	134	174	-40	129.9%	127	73.0%
Health	4562	2295	2267	50.3%	1420	61.8%
Medical Studies	*3044*	*627*	*2417*	*20.6%*	*427*	*68.1%*
Nursing	*8*	*12*	*-4*	*150.0%*	*10*	*83.3%*
Dental Studies	*432*	*203*	*229*	*47.0%*	*104*	*51.2%*
Veterinary Studies	*84*	*55*	*29*	*65.5%*	*38*	*69.1%*
Education	76	80	-4	105.3%	56	70.0%
Management and Commerce	1984	2186	-202	110.2%	1739	79.6%
Society and Culture	2521	2454	67	97.3%	1725	70.3%
Law	*1288*	*962*	*326*	*74.7%*	*674*	*70.1%*
Creative Arts	694	622	72	89.6%	435	69.9%
Food, Hospitality and Personal Services	-	-	-	-	-	-
Mixed Field Programs	28	23	5	82.1%	18	78.3%
Total	**15 358**	**13 396**	**1962**	**87.2%**	**10 064**	**72.2%**
	Female Current Year 12 Applicants with TER of 90+					
	Number of Applications	Offers			Acceptances	
		Receiving offer	Not offered	Offer rate	Accepted offer	Acceptance rate
FIELD OF EDUCATION						
Natural and Physical Sciences	2343	2970	-627	126.8%	1978	66.6%
Information Technology	52	58	-6	111.5%	43	74.1%
Engineering and Related Technologies	636	764	-128	120.1%	569	74.5%
Architecture and Building	363	373	-10	102.8%	268	71.8%
Agriculture, Environmental and Related Studies	197	295	-98	149.7%	182	61.7%
Health	6833	4097	2736	59.9%	2656	64.8%
Medical Studies	*3515*	*773*	*2742*	*22.0%*	*518*	*67.0%*
Nursing	*263*	*284*	*-21*	*108.0%*	*213*	*75.0%*
Dental Studies	*506*	*237*	*269*	*46.8%*	*134*	*56.5%*
Veterinary Studies	*324*	*170*	*154*	*52.5%*	*106*	*62.4%*
Education	354	373	-19	105.4%	281	75.3%
Management and Commerce	1850	2042	-192	110.4%	1654	81.0%
Society and Culture	5184	5264	-80	101.5%	3521	66.8%
Law	*1960*	*1552*	*408*	*79.2%*	*1058*	*68.2%*
Creative Arts	1851	1650	201	89.1%	1108	67.2%
Food, Hospitality and Personal Services	-	-	-	-	-	-
Mixed Field Programs	61	57	4	93.4%	45	78.9%
Total	**19 724**	**17 943**	**1781**	**91.0%**	**12 305**	**68.6%**

*Health includes a number of other health categories and they are not reported in the table.

Table A19.1: Applicants receiving an offer by first and other than first preference by state and territory, 2010

	NSW/ACT	Vic.	Qld	SA/NT	WA	Tas.	AUSTRALIA
Applicants receiving an offer for highest preference	43 297	26 488	29 931	14 185	13 538	6191	133 630
Applicants receiving more than one offer	5481	8590	2535	973	-	-	17 579
Percentage of successful applicants receiving highest preference offer	64.,4%	51.7%	70.0%	73.4%	79.4%	86.0%	65.5%
Percentage of applicants receiving highest preference offer	52.1%	36.8%	52.3%	58.5%	64.9%	64.3%	50.0%
Applicants accepting an offer for highest preference	35 309	21 509	27 953	12 852	12 426	4687	114 736
Acceptance rate of applicants receiving highest preference offer	81.5%	81.2%	93.4%	90.6%	91.8%	75.7%	85.9%

Table A20: Types of university

Types of university	
Group of Eight Member Universities (Go8)	**Former New Generation Member Universities - Metropolitan**
Monash University	Australian Catholic University
The Australian National University	Edith Cowan University
The University of Adelaide	University of Canberra
The University of Melbourne	University of the Sunshine Coast
The University of New South Wales	University of Western Sydney
The University of Queensland	Victoria University
The University of Sydney	**Former New Generation Member Universities - Regional**
The University of Western Australia	Central Queensland University
Innovative Research Member Universities (IRU)	Southern Cross University
Charles Darwin University	University of Ballarat
Flinders University of South Australia	University of Southern Queensland
Griffith University	**Non Aligned Metropolitan Universities**
James Cook University	Bond University
La Trobe University	Deakin University
Murdoch University	Macquarie University
The University of Newcastle	The University of Notre Dame Australia
Universities of Technology (ATN members plus Swinburne)	University of Tasmania
Curtin University of Technology	University of Wollongong
Queensland University of Technology	**Non Aligned Regional Universities**
RMIT University	Batchelor Institute of Indigenous Tertiary Education
Swinburne University of Technology	Charles Sturt University
University of South Australia	The University of New England
University of Technology, Sydney	

Appendix 2 – Glossary

Glossary

Acceptance: Applicants accepting offers are those who have advised the TACs that they have accepted conditionally or unconditionally the offer they have received. Not all universities require applicants to respond to the state TACs. Acceptance rates are therefore slightly understated. Acceptance rates were more seriously understated in previous years. Students known to have deferred their offers are reported as having accepted. An acceptance does not necessarily mean that the student will enrol in that course and in some states advising the TACs that they are rejecting the offer does not prevent the applicant from enrolling with the university based on that offer.

Acceptance rate: The acceptance rate is the proportion of applicants with an offer who formally accept that offer through a TAC. Not all universities require applicants to respond to the state TACs. Acceptance rates are therefore slightly understated. Acceptance rates were more seriously understated in previous years.

Age: Age is calculated as at the 31 December 2009. Applicants' age is reported by four age groups (16 and under; 17 to 19; 20 to 24; and 25 and over). Previous reports based on aggregated data reported only on the very broad age groups '20 and under' or '21 and over'.

Apparent Retention Rates: To calculate the apparent retention rate of full-time students, the total number of full-time students in Year 12 in 2008 is divided by the number of full-time students in the base year, which is Year 7 in NSW, VIC, TAS and the ACT in 2003 and Year 8 in QLD, SA, WA and the NT in 2004 (since those years represent the commencement of the secondary school system in the respective state or territory). The resultant figure is converted to a percentage. Care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors. At the national level these include students repeating a year of education, inter-sector transfer and interstate movements of students, migration and other net changes to the school population.

Applicant: For the purposes of this report, a valid applicant is defined as an Australian or New Zealand citizen, permanent resident or permanent humanitarian visa holder who has applied through a TAC during the 2009-10 admissions cycle and who expressed at least one preference for a Commonwealth supported places in a higher education undergraduate award course at a Table A or B Higher Education Provider (HEP).

Application: A valid application is one submitted to a TAC during the 2009-10 admission cycle by an Australian or New Zealand citizen, permanent resident or permanent humanitarian visa holder, provided that least one preference for a Commonwealth supported places in a higher education undergraduate award course at a Table A or B HEP. Applications are excluded if they have been cancelled by TACs as duplicates or because the applicant is known to be deceased or has falsified documentation or for other administrative reasons. An applicant may make multiple applications during the application process and each submission is considered a separate application. An applicant may apply to more than one TAC, in which case each application is counted separately as there is currently no reliable way of consistently identifying individual persons who make applications to different TACs.

Australasian Curriculum Assessment Certification Authorities (ACACA) Year 12 programs: Each State has its own approved Year 12 program. ACACA is the national body responsible

for monitoring senior secondary curricula and certification in Australia and New Zealand. The current programs by State are: NSW Higher School Certificate, ACT Year 12 Certificate, Queensland Certificate of Education, Queensland Senior Certificate, South Australian Certificate of Education, Northern Territory Certificate of Education, Tasmanian Certificate of Education, Victorian Certificate of Education, Western Australian Certificate of Education. ACACA Year 12 programs may be undertaken in schools, VET institutions or HEPs.

Award: A certification of achievement or competence recognised under the Australian Qualifications Framework (AQF) which is be granted to a student after completion of all the requirements of an ACACA program, higher education course or VET course.

Basis of admission: The main criterion on which the applicant was granted an offer. Basis of admission can be: secondary education (undertaken at a school, TAFE or HEP); higher education; TAFE/vocational education; professional qualification; mature age special entry provision; other.

Current Year 12 applicant: An applicant who attempted an ACACA Year 12 program or the International Baccalaureate (IB) in 2009.

Eligible applicant: Eligible applicant is a concept used as part of the method of estimating unmet demand. It is not part of the administrative process of university admissions through TACs. 'Eligible Applicants' excludes applicants applying on the basis of a current Year 12 qualification whose TER is below an agreed benchmark, set to correspond to the bottom end of a Queensland Overall Position (OP) of 18. This figure varies slightly from year to year. For applicants completing Year 12 in 2009, the figure was 56.45.

Domestic applicant: A domestic applicant is an applicant who is an Australian citizen, New Zealand citizen, permanent humanitarian visa holder or other permanent visa holder.

Field of education: The field of education (FoE) is a classification used to describe higher education courses with the same or similar vocational emphasis or principal subject matter of the course, specialisation and units of study. FoE is identified using Australian Standard Classification of Education (ASCED) codes. There are 12 broad fields of education. This report disaggregates applications, offers and acceptances by all ASCED broad fields of education, plus selected narrow fields of education that are of particular interest to stakeholders.

Former New Generation Member Universities – Metropolitan: Universities which were members of the group 'New Generation Universities' before this group disbanded itself in 2007. In this report, the 'Metropolitan' section of this grouping includes: the Australian Catholic University; Edith Cowan University; Victoria University; the University of Canberra; the University of Western Sydney; the University of the Sunshine Coast.

Former New Generation Member Universities – Regional: Universities which were members of the group 'New Generation Universities' before this group disbanded itself in 2007. In this report, the 'Metropolitan' section of this grouping includes: Central Queensland University; Southern Cross University; the University of Ballarat; the University of Southern Queensland.

Group of Eight Member Universities: The University of Sydney; the University of Melbourne; the University of Queensland; the University of Adelaide; the University of Western Australia; Monash University; the University of New South Wales; the Australian National University.

Higher education provider: Universities and higher education institutions listed in section 16-B of *Higher Education Support Act 2003* and providers as determined by the Minister under section 16-35 of the Act.

Highest preference: The highest preference entered by an applicant for a place and course that is considered valid (that is, a Commonwealth-supported place in a higher education undergraduate award course at a Table A or B HEP). In TACs where an applicant can apply for VET and/or postgraduate this may not be their first preference. For both applications and offers, the preference number is the ordinal position of the course as at the reference date (for this report, 31 March 2010).

Home state applicant: An applicant is defined as a home state applicant if he or she is a) a current Year 12 applicant who completed an ACACA Year 12 program in a state or territory under the jurisdiction of the TAC to which they have applied; or b) a current Year 12 applicant who completed the International Baccalaureate and whose address of permanent home residence in a state or territory under the jurisdiction of the TAC to which he or she has applied; or c) an applicant other than a current Year 12 applicant whose address of permanent home residence is in a state or territory under the jurisdiction of the TAC to which he or she has applied.

Indigenous status: Persons who identify themselves as being of Aboriginal and/or Torres Strait Islander descent. In this report, this group is also referred to as Indigenous. Note that Indigenous status is a self-identification measure. It is generally believed that many Indigenous applicants choose not to identify as Indigenous during the applications process. The category non-Indigenous in this data therefore includes some Indigenous applicants.

Innovative Research Universities Australia: Charles Darwin University, Flinders University of South Australia; Griffith University; James Cook University; La Trobe University; Murdoch University; the University of Newcastle.

Interstate applicant: An applicant is defined as an interstate applicant if he or she is a) a current Year 12 applicant who completed an ACACA Year 12 program in a state or territory not under the jurisdiction of the TAC to which he or she has applied; or b) a current Year 12 applicant who completed the International Baccalaureate and whose address of permanent home residence is in a state or territory not under the jurisdiction of the TAC to which he or she applies; or c) an applicant other than a current Year 12 applicant whose address of permanent home residence is in a state or territory not under the jurisdiction of the TAC to which he or she has applied.

Interstate Transfer Index: The Interstate Transfer Index (ITI) presents the State Tertiary Entrance Ranks from all years in a comparable fashion, allowing better analysis of difference between states. Since 1998, all states and territories, except for Queensland, have adopted the ITI as the state measure of student achievement, but with different names (see the definition of state's Tertiary Entrance Ranks for each name). This means that the measure in NSW, ACT, VIC, SA, NT WA, and TAS are exactly the same. The Queensland OP is mapped to the ITI using an agreed scale. While ITI is the term used by the TACs the more widely used term is Tertiary Entrance Rank (TER).

Low socioeconomic status: The bottom quartile of the population, defined by postcode according to the ABS Socio-Economic Index for Areas (SEIFA).

Main round offers: The main round of offers takes place in late January and early February. Exact dates for this offer round vary between the state TACs.

Mature aged applicant: This report uses the age group 25 and over as a definition of mature aged applicant. This definition does not stipulate what the basis of admission is as it solely is based on age.

MCEETYA regional classification: A classification of postcodes by region/remoteness, agreed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). It divides postcodes into eight categories (plus a further category for postcodes whose regionality cannot be determined). In this report, these categories are aggregated into three groups (metropolitan; provincial and remote) plus a category for unknown plus people residing outside Australia.

National priority area: Areas for which the Australian Government offers additional assistance, either through offering additional places, increasing Commonwealth contributions or reducing the maximum student contribution amounts for a place. Currently, education and nursing are the national priority areas.

Non-aligned Metropolitan Universities: In this report, includes: Macquarie University; the University of Notre Dame, Australia; the University of Tasmania; Bond University; Deakin University; the University of Wollongong.

Non-aligned Regional Universities: In this report, includes: Charles Sturt University; the University of New England; Batchelor Institute of Indigenous Tertiary Education.

Non-Year 12 applicant: An applicant is classified as a non-Year 12 applicant if they have applied from admission on the basis of any qualification other than Year 12 results. This includes prior university undergraduate degrees, postgraduate studies, VET award courses, STAT scores, employment experience and/or special entry provisions.

Offer: An offer of a place to an applicant to study a particular course made by TACs on behalf of a university. An offer is in scope for the purposes of this report if it is for a Commonwealth supported place in higher education undergraduate award course at a Table A or B HEP.

Offer rate: The offer rate is a percentage calculated as the number of valid offers made to applicants with at least one valid preference divided by the number of applicants with at least one valid preference.

Overall Position: Overall Position (OP) provides a state-wide rank order of Queensland Year 12 students (on a scale of 1 to 25, 1 being the highest) based on students' achievement in subjects studied for the Queensland Senior Certificate.

Postgraduate course: A course of study that leads to the award of a graduate certificate, graduate diploma, master's degree or doctorate.

Preference: The current process allows for applicants to apply for several courses in the same application. The number of preferences allowed varies by TAC. Applicants must enter their preferences for courses in order of choice. The ordinal position of each preference in a set of preferences is reported as at the reference date (31 March, 2010 for this report).

Prior higher education: Applicants who have participated in one or more higher education courses (postgraduate, degree courses or sub-degree courses (non-VET)) at any time before 2010, whether they completed the course(s) or not. Applicants will still be classified as having prior higher education if they are current Year 12 (2009) applicants.

Prior VET: Applicants who have participated in one or more award courses in VET courses at any time before 2010, whether they completed the course(s) or not. Applicants will still be

classified as having prior VET if they have subsequently participated in higher education courses, or if they are current Year 12 (2009) applicants.

Provincial: In this report, a resident of a postcode area in MCEETYA regional categories 3 to 6.

Qualification: An award or some other form of certification of attainment, competence or attendance.

Rejection rate: The rejection rate is a percentage calculated as the number of applicants who did not accept their offer divided by the number of valid offers made to applicants with at least one valid preference. It is the inverse of the acceptance rate.

Remote: In this report, a resident of postcodes in the MCEETYA regional categories 7 and 8.

SEIFA: The Socio-Economic Index for Areas. An ABS categorisation of Australian postcodes into quartiles based on the average SES of residents. More information on SEIFA is available at http://www.abs.gov.au/websitedbs/D3310114.nsf/home/Seifa_entry_page.

Secondary education 2007-09: Applicants who completed Year 12 in any of the three years preceding the academic year for which they submitted an application for a university place (namely, 2007, 2008 or 2009).

Socioeconomic Status: A measure of an applicants' social background based on postcode of permanent home residence. This measure divides Australian postcodes into quartiles.

State tertiary entrance ranks: Nationwide the ACACA Year 12 programs result in a measure of overall achievement. This is a secondary qualification achieved by an applicant upon completing the ACACA Year 12 program. Since 1998, all states and territories except Queensland have used the same methodology for calculating the overall measure of student achievement. In NSW and the ACT the result code is called the Universities Admissions Index (UAI); SA, NT, TAS and WA it is the Tertiary Entrance Rank (TER); QLD the Overall Position (OP) and VIC the Equivalent National Tertiary Entrance Rank (ENTER). The International Baccalaureate (IB) is an international qualification approved by ACACA in a number of states.

Technical and Further Education (TAFE): Government-funded VET providers in the states and territories.

Tertiary Admission Centre: Tertiary Admission Centres (TACs) are owned by universities but have different governance arrangements. TACs manage the application and offer on behalf of their member universities. Each TAC is separate and independent. Nationwide the following TACs operate: University Admission Centre (UAC) in NSW and the ACT; Victorian Tertiary Admission Centre (VTAC); Queensland Tertiary Admission Centre (QTAC); South Australian Tertiary Admission Centre (SATAC) in South Australia and the Northern Territory and Tertiary Institutions Service Centre (TISC) in Western Australia. The University of Tasmania (UTAS) acts as a TAC for Tasmania.

Undergraduate course: A course of study at a HEP that leads to the award of an undergraduate qualification. This includes a diploma, advanced diploma, associate degree or a bachelor degree (pass, honours or graduate entry).

Universities of Technology: In this report, includes all members of the Australian Technology Network of Universities (Curtin University of Technology; the University of South Australia; RMIT University; the University of Technology, Sydney; Queensland University of Technology) plus Swinburne University of Technology.

Unmet demand: Unmet demand is an estimate that adjusts the raw number of qualified applicants who did not receive an offer to discount for Year 12 applicants with low TER scores, multiple applications lodged by the same person in more than one state, applicants who expressed only one or two preference and the rate at which unsuccessful applicants would have been likely to reject an offer if they had received one. This produces a more realistic estimate of unmet demand than simply using the number of unsuccessful applicants. The current method of estimation was introduced in 2005 by the Australian Vice-Chancellors' Committee (now UA) in consultation with higher education sector stakeholders. Historical data was revised but the estimates for 2001 and 2002 was calculated slightly differently from those for 2003 to 2004 due to restrictions with the older data sets. In previous years, the number of unsuccessful eligible applicants after discounting has been rounded to the nearest hundred. This year, the figures are rounded in the time series (Tables A-1) but not in the step by step calculation table (Table A-2).

Unsuccessful applicant: An unsuccessful applicant is an applicant with at least one valid preference who did not receive an offer of a place.

Vocational Education and Training: Vocational Education and Training (VET) provides skills and knowledge for work through a national system of registered training organisations, provided by a network of industry, public and private training providers that work together to provide nationally consistent training across Australia. Registered VET training organisations are listed on the National Training Information Service.

Abbreviations

ACTAC: Australasian Conference of Tertiary Admissions Centres

ASCED: Australian Standard Classification of Education

ATSI: Aboriginal/Torres Strait Islander

CD: Collection district

COAG: Council of Australian Governments

CSP: Commonwealth supported place

DEEWR: Department of Education, Employment and Workplace Relations

ENTER: Equivalent National Tertiary Entrance Rank

FoE: Field of education

HECS: Higher Education Contribution Scheme

HELP: Higher Education Loan Program

HEPPP: Higher Education Participation and Partnerships Program

HESC: Higher education statistics collection

IEO: Index of Education and Occupation

IRUA: Innovative Research Universities

ITI: Interstate transfer index

LSAY: Longitudinal Survey of Australian Youth

MCEETYA: Ministerial Council on Employment, Education, Training and Youth Affairs

OP: Overall Position

QTAC: Queensland Tertiary Admissions Centre

SEIFA: Socio-Economic Index for Areas

SES: Socioeconomic status

TAC: Tertiary Admissions Centre

TAFE: Technical and Further Education

TER: Tertiary entrance rank

TES: Tertiary entrance score

UA: Universities Australia

VET: Vocational education and training

VTAC: Victorian Tertiary Admissions Centre

Appendix 3 - References

ABS (2001), *Australian Standard Classification of Education (ASCED)*, Cat. No. 1272.0

ABS, (2006), *2006 Census of Population and Housing*.

ABS, (2008), *Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006*, Cat. No. 3238.0.55.001

ABS, (2008), *Education and Work, Australia, May 2008*, Cat. No. 6227.0

ABS, (2008), *Population Projections, Australia, 2006 to 2101*, Cat. No. 3222.0

ABS, (2010), *Schools Australia, 2011* Cat. No. 4221.0

ABS, (various years), *Labour Force Survey*, Cat. No. 6202.0

DEEWR, (various years), *Higher Education Statistics Collection: Students*.

Marks, G. N. (2005), 'Unmet demand?: Characteristics and activities of university applicants not offered a place', *LSAY Research Report No. 46*, Australian Council for Educational Research, November

NCVER, (2008), *Australian Vocational Education and Training Statistics: Student Outcomes 2008*, Item No. 2083

Rothman, S. & McMillan, J. (2003), 'Influences on Achievement in Literacy and Numeracy', *LSAY Research Report No. 36*, Australian Council for Educational Research, October.

Underwood, C., Hillman, K., & Rothman, S. (2007), 'The 1995 LSAY Year 9 Cohort: 24 Year-Olds in 2005', *LSAY Cohort Report*, Australian Council for Educational Research, May

Universities Australia, (various years), *Report on Applications for Undergraduate University Courses, http://www.universitiesaustralia.edu.au/publications/stats/unmet/index.htm*