lAttachment A

**Summary of the 2009 Higher Education Student Statistics**

**Student numbers**

1. The number of domestic plus international students enrolled at all higher education providers (HEPs) reached 1,134,866 in 2009, an increase of 6.5% from 2008.
2. There were 813,896 domestic students in 2009 - comprising 71.7% of all students - an increase of 5.4% from 2008. Overseas student enrolments increased by 9.1% to 320,970 in 2009.
3. Postgraduate students increased 6.5% to 307,973 while undergraduate students increased 6.3% to 790,810.
4. More than half of all students enrolled were female (55.4%).
5. More than two-thirds (70.0%) of students were studying full time.
6. The majority of students were enrolled at public universities. Public university enrolments increased by 5.6% in 2009 (1,058,399 students in 2009, up from 1,002,003 students in 2008), while private provider enrolments increased 19.3% (76,467 students at 77 providers in 2009, up from 64,092 students at 73 providers in 2008).

**Commencing student numbers**

1. Commencements provide an early indicator of growth and decline.
2. The total number of commencing student enrolments increased by 9.6% to 470,537 in 2009. This increase was evenly spread between domestic (up 9.6%) and overseas (up 9.5%) students.
3. There was a large increase in commencing students in enabling courses[[1]](#footnote-1) (up 30.4% to 12,663), while commencements in non-award courses[[2]](#footnote-2) declined (down 2.7% to 19,460). Commencements in postgraduate courses increased by 9.3% to 148,491, and undergraduate commencements increased by 9.9% to 289,923.
4. More than half (56.0%) of all commencing students were female.

**Indigenous student numbers**

1. Aboriginal and Torres Strait Islander students comprised less than one per cent (10,465) of all enrolments in 2009, and 1.0% (4,832) of commencements. The number of Aboriginal and Torres Strait Islander students increased by 9.8% for all students and 11.8% for commencing students between 2008 and 2009.
2. Increases in Indigenous student numbers were recorded across all broad fields of education, with the largest increase being in *Mixed Field Programs*[[3]](#footnote-3) (up 45.6% to 753 students) *and Engineering and Related Technologies* (up 29.9% to 243 students).
3. The main fields of education in which Indigenous students were enrolled were *Society and Culture* (3406 students, or 32.5% of the total Indigenous students), followed by *Education* (2017 students) and *Health* (1802 students).

**National Priority Areas and courses of special interest**

1. The number of students commencing in Priority Area courses increased markedly in courses for provisional registration as a dentist (up 22.6% to 635 in 2009), and in *Clinical Psychology* courses (up 14.7% to 686)
2. Modest increases were seen in students commencing courses for initial registration as nurses (up 12.0% to 15,232), courses leading to provisional registration as a medical practitioner (up 4.3% to 3,781 in 2009), and courses providing initial teacher training (up 5.9% to 26,290).
3. There was a decrease in commencing students undertaking courses leading to a registration as a veterinary practitioner (down 5.8% to 469 students).

**Field of Education**

1. Increases in the number of commencing students were recorded across most broad fields of education, the largest being in *Mixed Field Programs* (up 45.9% to 5985) and *Food, Hospitality and Personal Services* (up 40.4% to 768), while the smallest change was in *Architecture and Building* (up 1.8% to 9857). This compares to *Management and Commerce* (135,962 commencements, up 7.0%), *Society and Culture* (94,398, up 11.6%), *Health* (58,845, up 9.2%), *Education* (44,052, up 9.0%), *Creative Arts* (34,129, up 16.7%), *Natural and Physical Sciences* (29,370, up 13.5%), *Engineering and Related Technologies* (27,508, up 14.5%) and *Agriculture, Environment and Related Sciences* (6613, up 5.4%).
2. *Management and Commerce* comprised over half of all overseas enrolments (167,161 students out of 320,970) and commencements (78,640 out of 154,569). Overseas commencements in this field were up 10.2% in 2009. The largest increase in commencing overseas students was in the *Mixed Field Programs* (285 new overseas students, up 54.9%) and *Food, Hospitality and Personal Services* (701, up 44.8%), with quite significant increases in *Architecture and Building* (2303, up 23.0%), *Engineering and Related Technologies* (10,514, up 22.4%) and *Creative Arts* (7012, up 22.2%).
1. A course of instruction that enables a person to undertake a course leading to a higher education award. Enabling courses do not include a course leading to a higher education award or any course that the Minister determines is not an enabling course under the ACT HESA Schedule 1. [↑](#footnote-ref-1)
2. A program of study which does not lead to an award and which comprises a unit or units of study which: is a unit or units of study from an award course or courses at the higher education provider; and is able to be counted as a credit towards some award course at the higher education provider by all students who complete the unit or units of study. [↑](#footnote-ref-2)
3. Mixed Field Programmes are programs providing general and personal development education. [↑](#footnote-ref-3)