



Australian Government

Department of Education, Employment and Workplace Relations

Students: 2008 Summary of Higher Education Statistics



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Executive Summary

This publication summarises data compiled from the Higher Education Student Collection maintained by the Department of Education, Employment and Workplace Relations (DEEWR).

The data reported include all higher education students and their Equivalent Full Time Student Load (EFTSL) enrolled at approved Higher Education Providers over the period 2003–2008.

Highlights

In 2008:

- There were 1,066,095 students enrolled with Australian Higher Education Providers. Of these 477,252 (44.8%) were males and 588,843 (55.2%) were females.
- Domestic students represented 72.4% (771,932) of higher education students, while overseas students represented 27.6% (294,163).
- Private providers reported 64,092 students representing 6.0% of students enrolled with Australian Higher Education Providers (see Appendix A for list of higher education providers included as 'private providers').

Between 2003 and 2008:

- The total number of students increased by 14.6% with increases across most areas. Domestic students increased 7.3% while overseas students increased 39.8%.
- Commencing students increased by 18.8%—domestic students up 10.5% and overseas students up 40.0%.
- The number of Indigenous students decreased 1.2%, while the number of commencing Indigenous students decreased 3.1%.
- Commencements increased across most broad fields of education— architecture and building (49.9%), health (46.8%), management and commerce (28.8%), creative arts (30.5%), engineering and related technologies (10.1%), society and culture (18.6%), education (12.1%) and natural and physical sciences (6.0%).
- The only decreases in commencements occurred in information technology (29.7%) and agriculture, environmental and related studies (7.7%).
- In the National Priority Areas and medicine, there were substantial increases in the number of students commencing courses leading to provisional registration as a medical practitioner (101.4%), initial registration as a nurse (39.8%) and initial teacher training (12.5%).

Between 2007 and 2008:

- The total number of students increased by 3.5% with increases across most areas. Domestic students increased 2.0% while overseas students increased 11.4%.
- Commencing students increased 5.1%—domestic students up 2.3% and overseas students up 7.7%.



- The number of Indigenous students remained relatively stable, decreasing from 9,890 to 9,869 while the number of commencing Indigenous students also remained relatively stable, increasing from 4,233 to 4,383.
- Commencements increased across most broad fields of education—architecture and building (15.6%), agriculture, environmental and related studies (8.2%), management and commerce (7.2%), information technology (6.3%), health (5.7%), creative arts (5.1%), society and culture (3.3%), engineering and related technologies (2.7%), and natural and physical sciences (0.3%).
- The only decrease in commencements in a broad field occurred in education (4.0%).
- In the National Priority Areas and medicine, there were substantial increases in those commencing courses leading to provisional registration as a medical practitioner (15.4%) and initial registration as a nurse (0.2%), while the number of those commencing initial teacher training decreased by 5.4%.



Introduction

What is in the publication?

- This publication summarises data compiled from the Higher Education Student Collection maintained by the Department of Education, Employment and Workplace Relations (DEEWR).
- The data reported include all higher education students enrolled at approved Higher Education Providers over the period 2003–2008.
- The data reported provide a summary of numbers of students enrolled in units of study in higher education courses where the unit of study has a census date in the reporting year. The reporting year is defined as 1 September to 31 August (for the years prior to 2005) and 1 January to 31 December (for 2005 onwards).

How the data were collected?

- The data reported were compiled from the Higher Education Student Collection conducted by DEEWR. Specifications for the collection are provided online at the DEEWR HEIMSHelp internet site: www.heimshelp.deewr.gov.au

Higher education providers submitting data

- The data for this publication were submitted by 111 higher education providers in 2008, an increase from 106 in 2007. Of these 111 higher education providers, 38 were public universities and 73 were private providers (see Appendix A for the list of higher education providers included as public universities and private providers). In 2008, private providers accounted for 6.0% of enrolments.
- Between 2006 and 2007, a break in time series occurred in the data reported by private providers. This was the result of a change in scope for 2007, where private providers were required to report all of their students not just those receiving FEE-HELP. As a result, more than half of the 4.7% increase in higher education student numbers between 2006 and 2007 (from 984,061 to 1,029,846 students) was due to the sharp increase in the number of students reported by private providers.
- Due to changes in reporting arrangements for particular higher education providers, the following changes have been made to ensure data consistency for the period 2003 to 2008:
 - Data for the Australian Maritime College (AMC) are included with data from the University of Tasmania for each reporting year from 2003 to 2008. Prior to 2008 these data were reported separately.
 - Data reported by the Australian Defence Force Academy (ADFA) are included with data reported by the University of New South Wales for each reporting year from 2003 to 2008. Prior to 2007 these data were reported separately. This change results in the data being included in student numbers for New South Wales and being removed from those for the Australian Capital Territory (where the ADFA campus is located).



- Data reported previously by the KvB Visual Concepts Pty Ltd have been included under Raffles KVB Institute Pty Ltd. Prior to 2007 these data were reported separately.

Student numbers in each reporting year

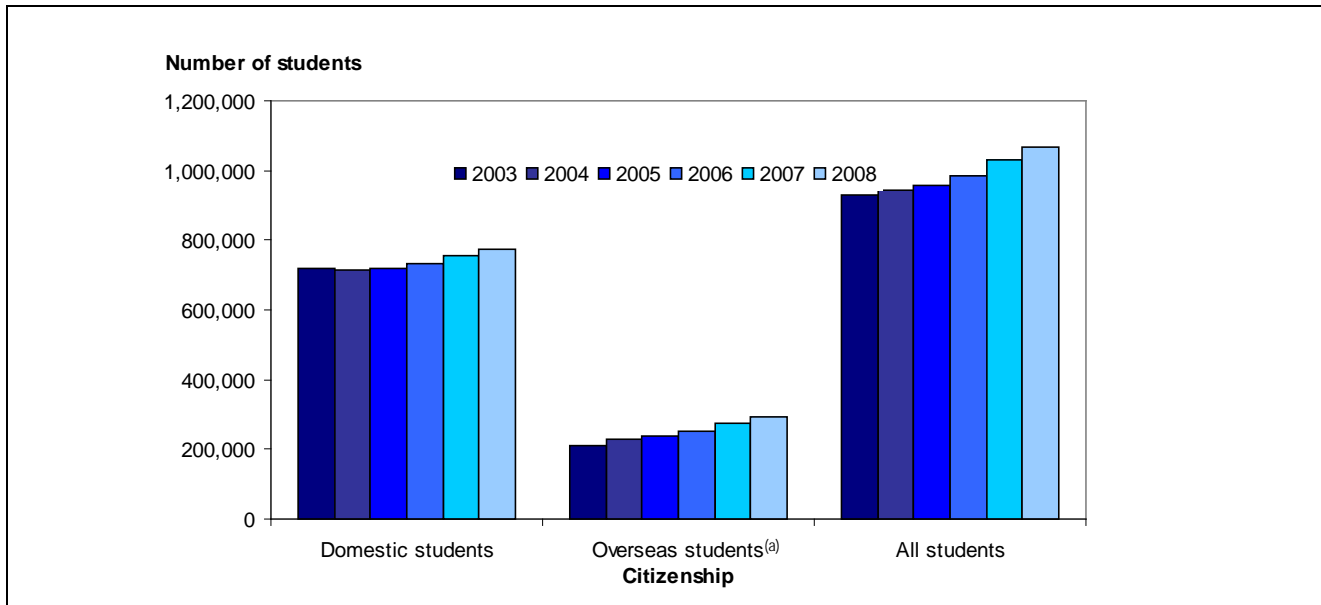
- The number of students in a reporting year comprises unduplicated counts of students who met the following criteria:
 - During the reporting year, the student had been admitted to one of the higher education providers listed in Appendix A and was enrolled in a higher education award course, enabling course or non-award course. Prior to 2007, the data collected by private providers was smaller in scope than for public universities and included only students accessing commonwealth assistance. Details on the scope of the collection over time can be found at: www.heimshelp.deewr.gov.au
 - The student was enrolled in a unit of study which was to be undertaken in a semester with a census date within the reporting year.
 - At that time the student was entitled to be enrolled in the course and had not formally indicated that they had withdrawn from, deferred or discontinued the course.
- In cases where a student was enrolled in more than one course at the provider, he or she has only been included once in the count of students. The type of enrolment and level of course reported for such students relates to the 'major' course being undertaken at the provider. Data relating to 'minor' courses undertaken at the provider are not included in tables reporting numbers of students. The major course is determined as the one which incurs the greatest student load in the submission. A minor course is a course other than the course which has been identified as being the major course.
- Numbers of students reported do not include students who were only undertaking a 'cross-provider programme' at the provider for which data are reported. Such students would be included in the numbers reported by the provider in which their substantive course was being undertaken. This procedure avoids double counting of numbers of such students.

Definitions

More detailed descriptions of data elements used in this publication can be found at: www.heimshelp.deewr.gov.au



Student numbers



Citizenship	2003	2004	2005	2006	2007	2008	Percentage change	
							2003–2008	2007–2008
Domestic students	719,555	716,438	717,682	733,267	756,747	771,932	7.3%	2.0% (1.2%*)
Overseas students ^(a)	210,397	228,539	239,495	250,794	273,099	294,163	39.8%	7.7% (6.4%*)
All students	929,952	944,977	957,177	984,061	1,029,846	1,066,095	14.6%	3.5% (2.6%*)

Source: Higher Education Student Collection.

(a) Overseas student numbers in HESC do not match data reported by Australian Education International (AEI) for the higher education sector (<http://aei.gov.au/AEI/MIP/Statistics/Default.htm>) as the AEI data collection is based on student enrolments rather than student number (where one student may enrol in more than one course during a reporting period).

* Percentage increase for student numbers at public universities. See Appendix A for a detailed list of higher education providers included as 'public universities' and 'private providers'

- Over the past decade, the educational attainment of Australians has been steadily rising. The rise mostly reflects an increase in the proportion of people whose highest non-school qualification is a Bachelor or higher degree. Between 1996 and 2006, this proportion increased from 15% to 23% for men and from 14% to 25% for women (ABS, 2007).
- In 2008, there were 1,066,095 students enrolled with Australian Higher Education Providers. Of these students, 72.4% (771,932) were domestic students and 27.6% (294,163) were overseas students.

2003–2008

- The number of higher education students in Australia increased by 136,143 over the period 2003–2008—overseas students accounted for 61.5% of this increase (83,766 students).
- The number of domestic students increased from 719,555 (77.4% of students) in 2003 to 771,932 (72.4% of students) in 2008.



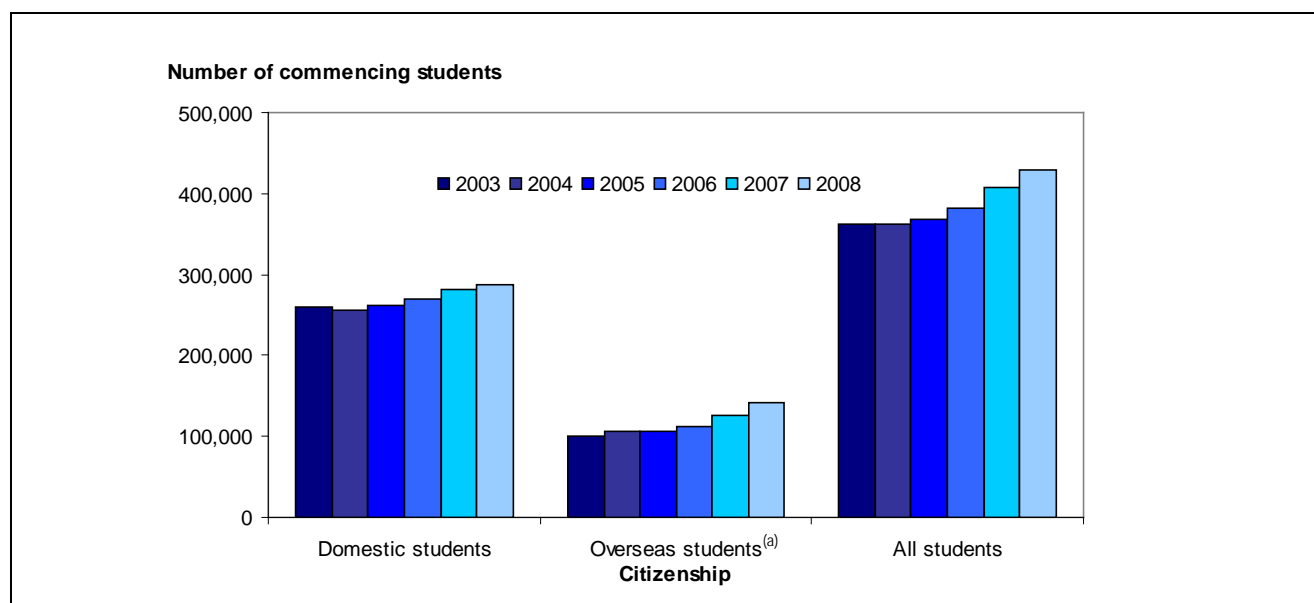
- The number of overseas students increased from 210,397 (22.6% of students) in 2003 to 294,163 (27.6% of students) in 2008.

2007–2008

- Between 2007 and 2008, the number of students increased by 3.5%, from 1,029,846 to 1,066,095. Domestic students increased by 2.0% (an increase of 15,185 students to 771,932), while overseas students increased by 7.7% (an increase of 21,064 to 294,163).
- The number of students at public universities increased by 2.6% between 2007 and 2008—domestic students increased by 1.2% (an increase of 8,911 students to 731,283) and overseas students increased by 6.4% (an increase of 16,306 to 270,720).



Commencing student numbers



Citizenship	2003	2004	2005	2006	2007	2008	Percentage change	
							2003–2008	2007–2008
Domestic students	260,759	254,957	261,935	270,236	281,625	288,228	10.5%	2.3% (1.3%*)
Overseas students ^(a)	100,796	107,135	106,961	111,463	126,709	141,131	40.0%	11.4% (9.9%*)
All commencing students	361,555	362,092	368,896	381,699	408,334	429,359	18.8%	5.1% (3.9%*)

Source: Higher Education Student Collection.

(a) Overseas student numbers in HESC do not match data reported by Australian Education International (AEI) for the higher education sector (<http://aei.gov.au/AEI/MIP/Statistics/Default.htm>) as the AEI data collection is based on student enrolments rather than student number (where one student may enrol in more than one course during a reporting period).

* Percentage increase for student numbers at public universities. See Appendix A for a detailed list of higher education providers included as 'public universities' and 'private providers'.

- In 2008, 429,359 students commenced with Higher Education Providers—67.1% (288,228) were domestic students and 32.9% (141,131) were overseas students.

2003–2008

- Between 2003 and 2008, the number of commencing students increased by 18.8% from 361,555 to 429,359—commencing overseas students accounted for 59.5% of this increase (40,335 students).
- Commencing domestic students increased by 10.5% (from 260,759 to 288,228), while commencing overseas students increased by 40.0% (from 100,796 to 141,131).
- The proportion of commencing students who were overseas students increased from 27.9% in 2003 to 32.9% in 2008.

2007–2008

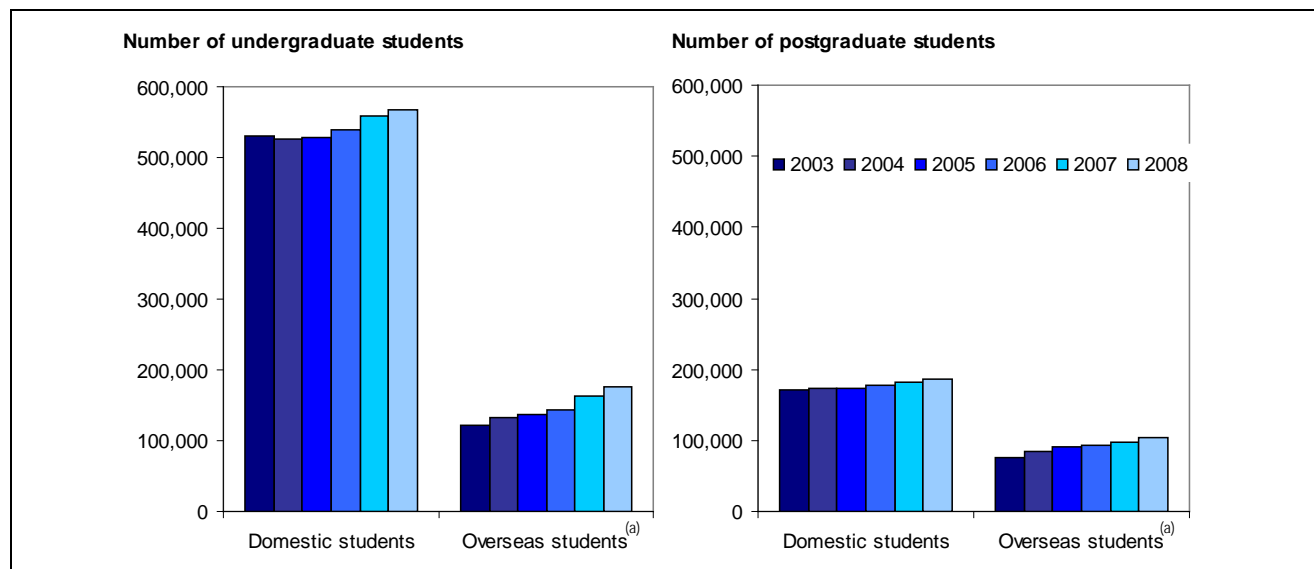
- Between 2007 and 2008, commencing students increased by 5.1% from 408,334 to 429,359.



- Commencing domestic students increased by 2.3% (an increase of 6,603 students to 288,228) while commencing overseas students increased by 11.4% (an increase of 14,422 students to 141,131).
- The number of commencing students at public universities increased by 3.9% between 2007 and 2008 —commencing domestic students increased by 1.3% (an increase of 3,379 students to 267,954) and commencing overseas students at public universities increased by 9.9% (an increase of 11,338 students to 126,062)



Level of course



Level of course	2003	2004	2005	2006	2007	2008	Percentage change	
							2003–2008	2007–2008
Domestic students								
Postgraduate	170,438	173,161	173,273	177,229	181,561	185,992	9.1%	2.4% (2.1%*)
Undergraduate	529,403	525,518	528,981	539,849	557,985	567,466	7.2%	1.7% (0.8%*)
Enabling and Non-award	19,714	17,759	15,428	16,189	17,201	18,474	-6.3%	7.4% (6.5%*)
Total	719,555	716,438	717,682	733,267	756,747	771,932	7.3%	2.0% (1.2%*)
Overseas students^(a)								
Postgraduate	76,877	84,608	90,231	93,220	96,696	103,266	34.3%	6.8% (6.6%*)
Undergraduate	122,226	132,417	136,546	143,739	162,018	176,254	44.2%	8.8% (7.0%*)
Enabling and Non-award	11,294	11,514	12,718	13,835	14,385	14,643	29.7%	1.8% (-2.3%*)
Total	210,397	228,539	239,495	250,794	273,099	294,163	39.8%	7.7% (6.4%*)
All students								
Postgraduate	247,315	257,769	263,504	270,449	278,257	289,258	17.0%	4.0% (3.7%*)
Undergraduate	651,629	657,935	665,527	683,588	720,003	743,720	14.1%	3.3% (2.1%*)
Enabling and Non-award	31,008	29,273	28,146	30,024	31,586	33,117	6.8%	4.8% (2.6%*)
Total	929,952	944,977	957,177	984,061	1,029,846	1,066,095	14.6%	3.5% (2.6%*)

Source: Higher Education Student Collection.

(a) Overseas student numbers in HESC do not match data reported by Australian Education International (AEI) for the higher education sector (<http://aei.gov.au/AEI/MIP/Statistics/Default.htm>) as the AEI data collection is based on student enrolments rather than student number (where one student may enrol in more than one course during a reporting period).

* Percentage increase for student numbers at public universities. See Appendix A for a detailed list of higher education providers included as 'public universities' and 'private providers'.

- In 2008, 69.8% (743,720) of students were enrolled in undergraduate courses, 27.1% (289,258) in postgraduate courses and 3.1% (33,117) in enabling or non-award courses.
- Domestic students represented 64.3% of postgraduate students, 76.3% of undergraduate students and 55.8% of students enrolled in enabling and non-award courses.



- A substantially higher proportion of overseas students were studying postgraduate courses in 2008 (35.1%) compared with domestic students (24.1%).

2003–2008

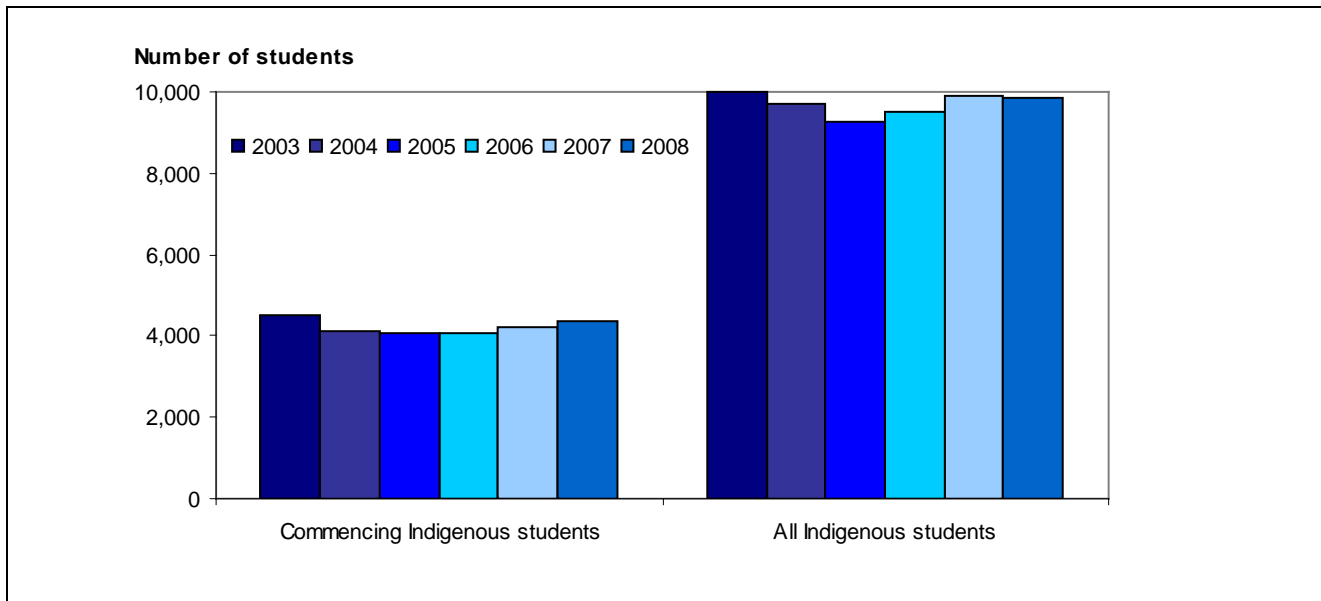
- The number of students increased across all levels of study between 2003 and 2008. Postgraduate courses showed the largest percentage increase in enrolments, with an increase of 17.0% (41,943 students). Enrolments increased by 14.1% (92,091 students) for undergraduate courses and by 6.8% (2,109 students) for enabling and non-award courses.
- The number of overseas students increased for all levels of course between 2003 and 2008—by 34.3% for postgraduate courses, 44.2% for undergraduate courses and 29.7% for enabling and non-award courses.
- Domestic students enrolled in postgraduate courses increased 9.1%, while the number enrolled in undergraduate courses increased by 7.2%. Domestic students enrolled in enabling and non-award courses decreased by 6.3%.

2007–2008

- Between 2007 and 2008, the number of postgraduate students increased by 4.0%, compared to an increase of 3.3% in undergraduate students and a 4.8% increase in students enrolled in enabling and non-award courses.
- The number of students enrolled at public universities increased across all three broad levels of course, with increases in students enrolled in postgraduate courses (up 3.7%), undergraduate courses (up 2.1%) and enabling and non-award courses (up 2.6%).



Indigenous students^(a)



	2003	2004	2005	2006	2007	2008	Percentage change	
							2003–2008	2007–2008
Indigenous students								
Commencing Indigenous students	4,522	4,124	4,077	4,071	4,233	4,383	-3.1%	0.0 (0.0*)
All Indigenous students	9,987	9,700	9,252	9,506	9,890	9,869	-1.2%	0.0 (0.0*)
Domestic students^(b)								
Commencing domestic students	260,759	254,957	261,935	270,236	281,625	288,228	10.5%	2.3% (1.3%*)
All domestic students	719,555	716,438	717,682	733,267	756,747	771,932	7.3%	2.0% (1.2%*)

Source: Higher Education Student Collection.

* Percentage increase for student numbers at public providers. See Appendix A for a detailed list of higher education providers included as 'public universities' and 'private providers'.

(a) Students are classified as Indigenous if they identify as Aboriginal and/or Torres Strait Islander in any year of their course. These numbers are higher than published numbers which are based on reported Indigenous status in the reporting year.

(b) Domestic students includes Indigenous students.

- Indigenous Australians represent 2.5% of the total Australian population (as at 30 June 2006) (ABS 2008). However, in 2008 Indigenous students made up less than one percent (0.9%) of the higher education student population.
- There were 9,869 Indigenous students in 2008 of which 4,383 were commencing students.

2003–2008

- Between 2003 and 2008, there has been a 1.2% decrease in Indigenous student numbers (from 9,987 to 9,869). This compares to a 7.3% increase for the total domestic student population over the same period.
- The number of Indigenous commencing students decreased by 3.1% over the same period compared to a 10.5% increase in commencing domestic students.

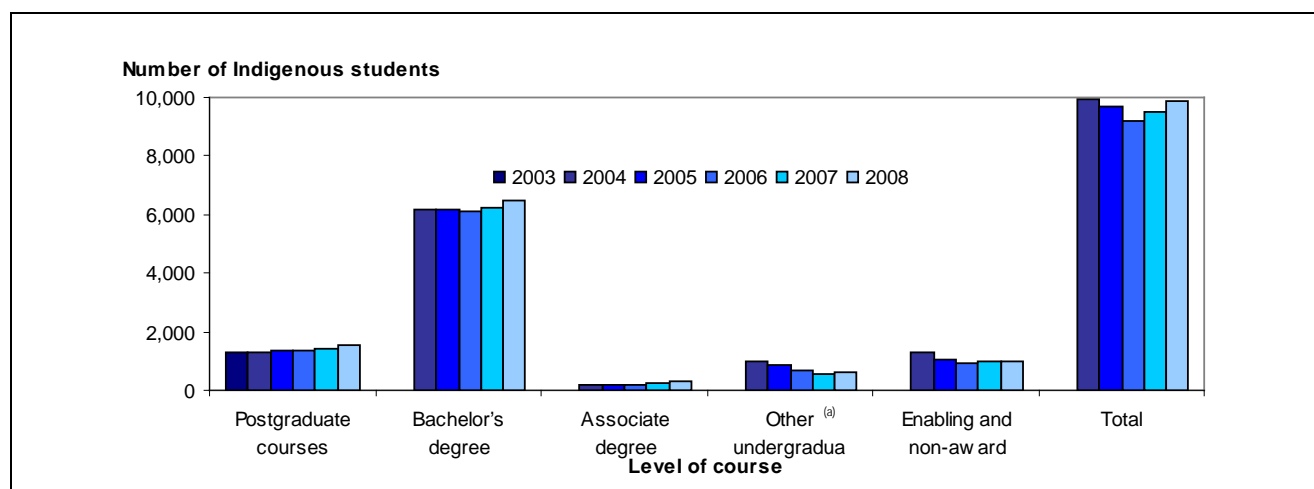


2007–2008

- Between 2007 and 2008, the number of Indigenous students decreased from 9,890 to 9,869.
- The number of commencing Indigenous students increased from 4,233 to 4,383.



Indigenous students^(a) – Level of course



Level of course	2003	2004	2005	2006	2007	2008	Percentage change	
							2003-2008	2007-2008
Indigenous students								
Postgraduate	1,281	1,379	1,350	1,436	1,537	1,646	28.5%	7.1% (6.2%*)
Bachelor's degree	6,182	6,168	6,159	6,260	6,479	6,606	6.9%	2.0% (1.1%*)
Associate degree	207	212	182	265	283	385	86.0%	36.0% (35.1%*)
Other undergraduate ^(a)	1,019	885	653	574	592	305	-70.1%	-48.5% (-49.7%*)
Enabling and non-award	1,298	1,056	908	971	999	927	-28.6%	-7.2% (-7.3%*)
Total	9,987	9,700	9,252	9,506	9,890	9,869	-1.2%	-0.2% (-1.0%*)
Total domestic students								
Postgraduate	170,438	173,161	173,273	177,229	181,561	185,992	9.1%	2.4% (2.1%*)
Bachelor's degree	515,611	514,014	518,990	528,465	543,924	551,861	7.0%	1.5% (0.7%*)
Associate degree	2,113	1,884	2,800	4,765	5,898	7,463	253.2%	26.5% (17.7%*)
Other undergraduate ^(b)	11,679	9,620	7,191	6,619	8,163	8,142	-30.3%	-0.3% (-15.9%*)
Enabling and non-award	19,714	17,759	15,428	16,189	17,201	18,474	-6.3%	7.4% (6.5%*)
Total	719,555	716,438	717,682	733,267	756,747	771,932	7.3%	2.0% (1.2%*)

Source: Higher Education Student Collection.

* Percentage increase for student numbers at public providers. See Appendix A for a detailed list of higher education providers included as 'public universities' and 'private providers'.

(a) Students are classified as Indigenous if they identify as Aboriginal and/or Torres Strait Islander in any year of their course. These numbers are higher than published numbers which are based on reported Indigenous status in the reporting year.

(b) 'Other Undergraduate' includes Advanced Diploma (AQF), Diploma (AQF) and other undergraduate award courses.

- In 2008, 66.9% (6,606) of Indigenous students were enrolled in Bachelor's degree courses, 3.9% (385) were enrolled in associate degree courses, 16.7% (1,646) were enrolled in postgraduate courses and 9.4% (927) were enrolled in enabling and non-award courses. The proportions of Indigenous students were lower than domestic students for Bachelor's degree courses (71.5% for domestic students) and postgraduate courses (24.1% for domestic students). The proportions of Indigenous students enrolled in Associate degree courses (3.9%), other



undergraduate courses (3.1%) and enabling and non-award courses (9.4%) were much higher than for the total domestic student population (1.0%, 1.1% and 2.4% respectively).

2003–2008

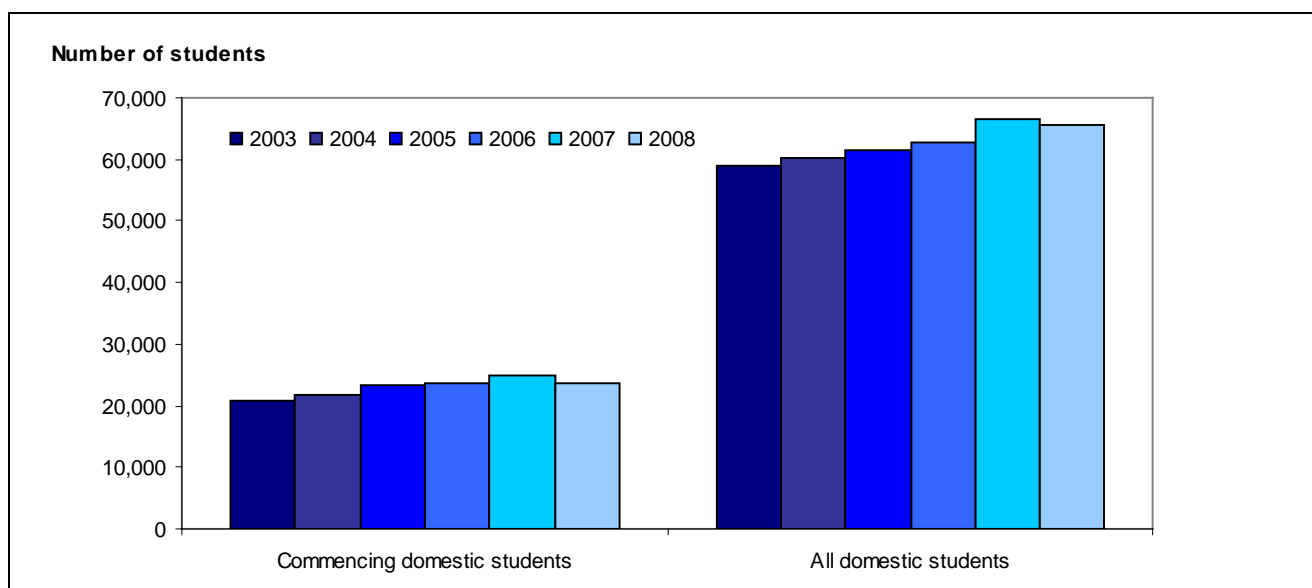
- Between 2003 and 2008, the number of Indigenous students studying postgraduate courses, Bachelor's degree courses and Associate degree courses increased—by 28.5% for postgraduate courses (from 1,281 to 1,646), 6.9% for Bachelor's degree courses (from 6,182 to 6,606) and 86.0% for Associate degree courses (from 207 to 385).
- By contrast, the number of Indigenous students studying other undergraduate courses and enabling and non-award courses decreased—by 70.1% for other undergraduate courses (1,019 to 305) and 28.6% for enabling and non-award courses (1,298 to 927).
- The total domestic student population showed smaller increases than the Indigenous student population in postgraduate enrolments (up 9.1%) and Bachelor's degree courses (up 7.0%) and a much higher increase in Associate degree courses (up 253.2%). While total domestic student enrolments decreased in other undergraduate courses by 30.3% and in enabling and non-award courses by 6.3%, the decreases were not as marked as those for the Indigenous student population.

2007–2008

- Between 2007 and 2008, there were increases in Indigenous student numbers for postgraduate courses (up 7.1% from 1,537 to 1,646), Bachelor's degree courses (up 2.0% from 6,479 to 6,606), and associate degree courses (up 36.0% from 283 to 385).
- The number of Indigenous students decreased for other undergraduate courses (down 48.5% from 592 to 305) and enabling and non-award courses (down 7.2% from 999 to 927).
- Similarly, domestic student numbers also increased between 2007 and 2008 in postgraduate courses (up 2.4%), Bachelor's degree courses (up 1.5%) and associate degree courses (up 26.5%) and decreased in other undergraduate courses (down 0.3%). In contrast to the decrease for Indigenous students, the number of domestic students in enabling and non-award courses increased (up 7.4%).



Priority areas—Courses providing initial teacher training



	2003	2004	2005	2006	2007	2008	Percentage change	
							2003-2008	2007-2008
Commencing domestic students	20,898	21,823	23,389	23,725	24,869	23,514	12.5%	-5.4% (-5.2%*)
All domestic students	59,095	60,187	61,483	62,837	66,441	65,710	11.2%	-1.1% (-1.1%*)

Source: Higher Education Student Collection.

* Percentage increase for student numbers at public providers. See Appendix A for a detailed list of higher education providers included as 'public universities' and 'private providers'.

- In 2008, there were 65,710 domestic students enrolled in courses providing initial teacher training of which 23,514 were commencing these courses.

2003–2008

- Between 2003 and 2008, the number of domestic students enrolled in courses providing initial teacher training increased by 11.2% while the number commencing these courses increased by 12.5%.

2007–2008

- Between 2007 and 2008, the number of domestic students enrolled in courses providing initial teacher training decreased by 1.1% while the number commencing these courses decreased by 5.4%.
- As part of the changes to higher education funding arrangements that came into effect in 2005, the Australian Government identified teaching as a designated national priority area because of

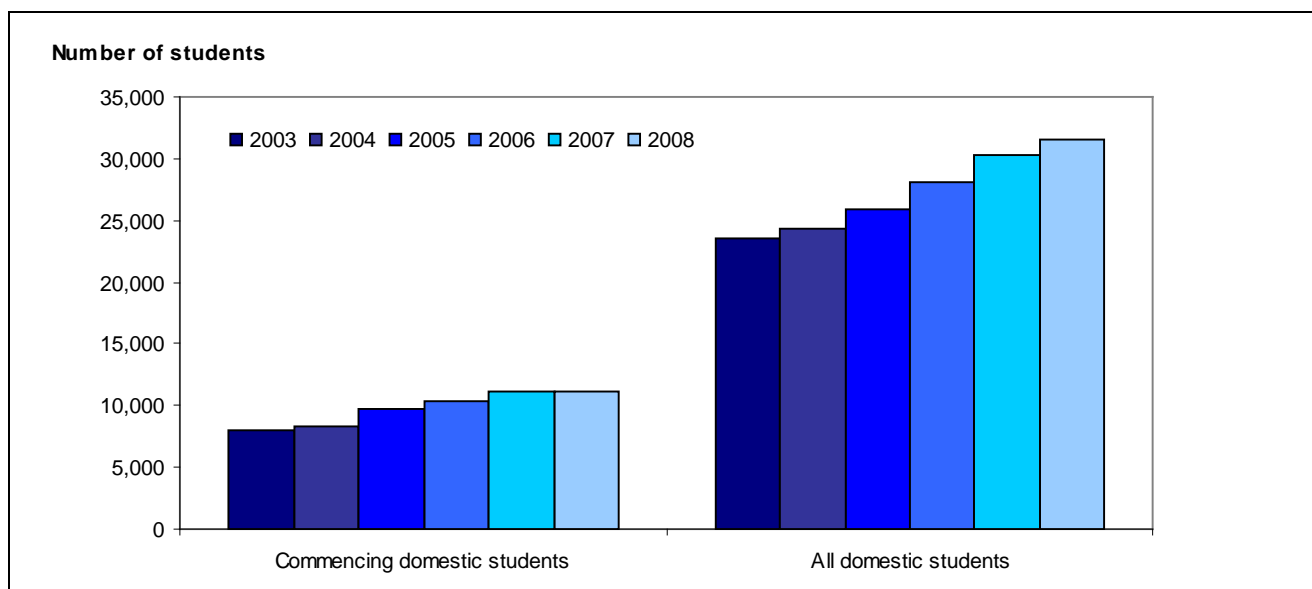


significant workforce shortages and the need to ensure an adequate supply of high quality graduates for Australia's schools.

- From 2004 to 2007, more than 2,600 education places have been allocated. The Government has allocated a further 375 education places to commence in 2008 and 500 early childhood education places to commence in 2009. The Government has also announced the allocation of a further 500 early childhood education places to commence in each of 2010 and 2011 to address skill shortages in this area.
- Approved private higher education providers have been able to apply for new allocations of Commonwealth supported places in designated national priority areas (education and nursing). This has increased the total number of higher education providers able to deliver Commonwealth supported places in these disciplines.



Priority areas—General nursing courses required for initial registration



	2003	2004	2005	2006	2007	2008	Percentage change	
							2003-2008	2007-2008
Commencing domestic students	7,947	8,391	9,769	10,333	11,093	11,113	39.8%	0.2% (0.3%*)
All domestic students	23,547	24,291	25,879	28,064	30,308	31,487	33.7%	3.9% (3.5%*)

Source: Higher Education Student Collection.

* Percentage increase for student numbers at public providers. See Appendix A for a detailed list of higher education providers included as 'public universities' and 'private providers'.

- In 2008, 11,113 domestic students commenced in general nursing courses required for initial registration. Overall, there were 31,487 students enrolled in these courses.

2003–2008

- The number of domestic students enrolled in general nursing courses required for initial registration increased by 33.7% over the period 2002–2007 and the number commencing increased by 39.8%.

2007–2008

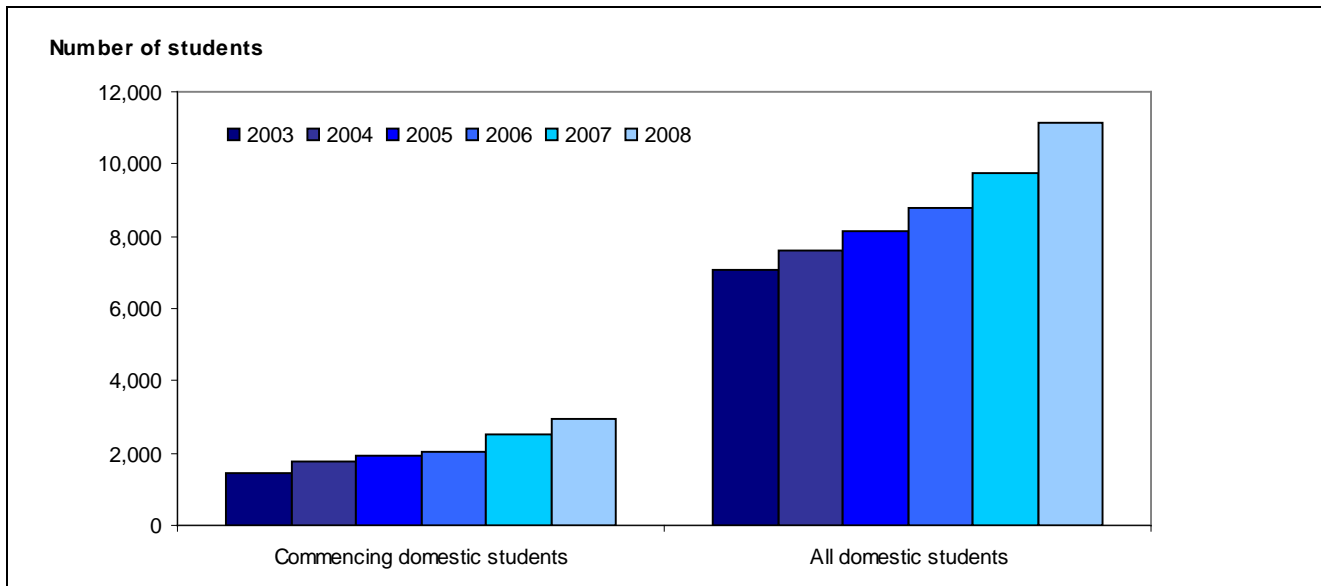
- Between 2007 and 2008, the number of domestic students enrolled in general nursing courses required for initial registration increased by 3.9% and the number commencing these courses increased by 0.2%.
- The recent increases in the number of students enrolled in general nursing courses required for initial registration reflects increases in the allocation of Commonwealth supported places in nursing.



- As part of the changes to higher education funding arrangements that came into effect in 2005, the Australian Government identified nursing as a designated national priority area because of significant workforce shortages and the need to ensure an adequate supply of high quality graduates for Australia's hospitals.
- From 2004 to 2007, more than 3,300 new commencing Commonwealth supported places in nursing have been allocated. A further 440 places have been allocated to commence in 2008 and 1,094 places to commence in 2009.
- Approved private higher education providers have been able to apply for new allocations of Commonwealth supported places in designated national priority areas (education and nursing). This has increased the total number of higher education providers able to deliver Commonwealth supported places in these disciplines



Priority areas—Courses leading to provisional registration as a medical practitioner



								Percentage change	
	2003	2004	2005	2006	2007	2008	2003-2008	2007-2008	
Commencing domestic students	1,451	1,747	1,907	2,019	2,531	2,922	101.4%	15.4% (11.5%*)	
All domestic students	7,060	7,588	8,144	8,766	9,776	11,161	58.1%	14.2% (11.8%*)	

Source: Higher Education Student Collection.

* Percentage increase for student numbers at public providers. See Appendix A for a detailed list of higher education providers included as 'public universities' and 'private providers'.

- In 2008, 2,922 domestic students commenced courses leading to provisional registration as a medical practitioner. Overall, 11,161 students were enrolled in these courses.

2003–2008

- Between 2003 and 2008, the number of domestic students enrolled in courses leading to provisional registration as a medical practitioner increased by 58.1% and the number commencing these courses increased by 101.4%.

2007–2008

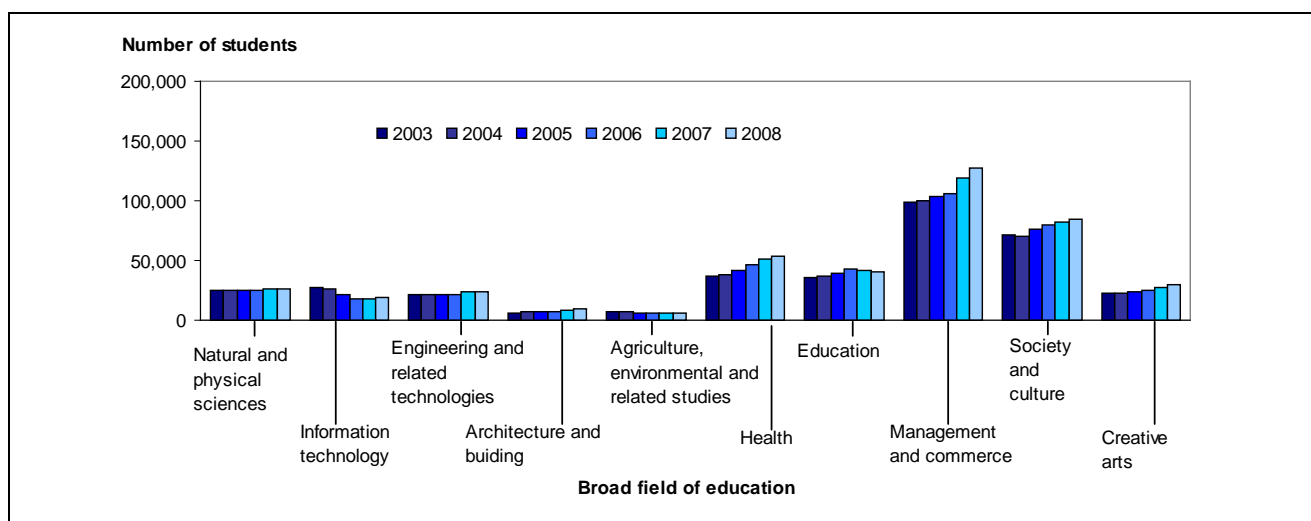
- Between 2007 and 2008, the number of domestic students enrolled in courses leading to provisional registration as a medical practitioner increased by 14.2% while the number commencing these courses increased by 15.4%.
- The recent increases in the number of students enrolled in courses leading to provisional registration as a medical practitioner reflects increases in the allocation of Commonwealth supported places in medicine.



- Since 2004, more than 1,000 new Commonwealth supported places in medicine have been allocated to universities. These include 605 new places, mostly commencing in 2007, as part of the Australian Government's contribution to the Council of Australian Governments' health workforce initiatives.



Broad field of education—Commencing students



Broad field of education ^(a)							Percentage change	
	2003	2004	2005	2006	2007	2008	2003–2008	2007–2008
Natural and physical sciences	24,413	25,522	24,641	24,943	25,786	25,872	6.0%	0.3% (0.1%)
Information technology	27,559	26,058	21,154	18,285	18,223	19,366	-29.7%	6.3% (6.2%*)
Engineering and related technologies	21,816	21,178	20,880	21,178	23,393	24,030	10.1%	2.7% (2.7%*)
Architecture and building	6,460	6,571	7,132	7,659	8,378	9,686	49.9%	15.6% (15.5%*)
Agriculture, environmental and related studies	6,796	6,856	5,750	5,487	5,797	6,274	-7.7%	8.2% (11.7%*)
Health	36,718	37,855	41,638	45,949	50,959	53,885	46.8%	5.7% (5.1%*)
Education	36,045	36,599	39,435	42,280	42,126	40,421	12.1%	-4.0% (-4.0%*)
Management and commerce	98,689	100,377	103,429	106,307	118,588	127,111	28.8%	7.2% (5.6%*)
Society and culture	71,345	70,411	75,782	79,412	81,903	84,598	18.6%	3.3% (1.9%*)
Creative arts	22,409	22,843	23,771	25,058	27,817	29,235	30.5%	5.1% (0.2%*)
Food, Hospitality and Personal Services	10	9	55	42	350	547	5370.0%	56.3% (31.8%*)

Source: Higher Education Student Collection.

* Percentage increase for student numbers at public providers. See Appendix A for a detailed list of higher education providers included as 'public universities' and 'private providers'.

(a) The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education.

- In 2008, the pattern of commencing enrolments across the broad fields of education continued from previous years, with management and commerce having the largest percentage of commencing enrolments (29.6% of commencing enrolments or 127,111 students). Society and culture had the next largest percentage of commencing enrolments (19.7% of commencing enrolments or 84,598 students), followed by health (12.6% of commencing enrolments or 53,885 students) and education (9.4% of commencing enrolments or 40,421 students).



2003–2008

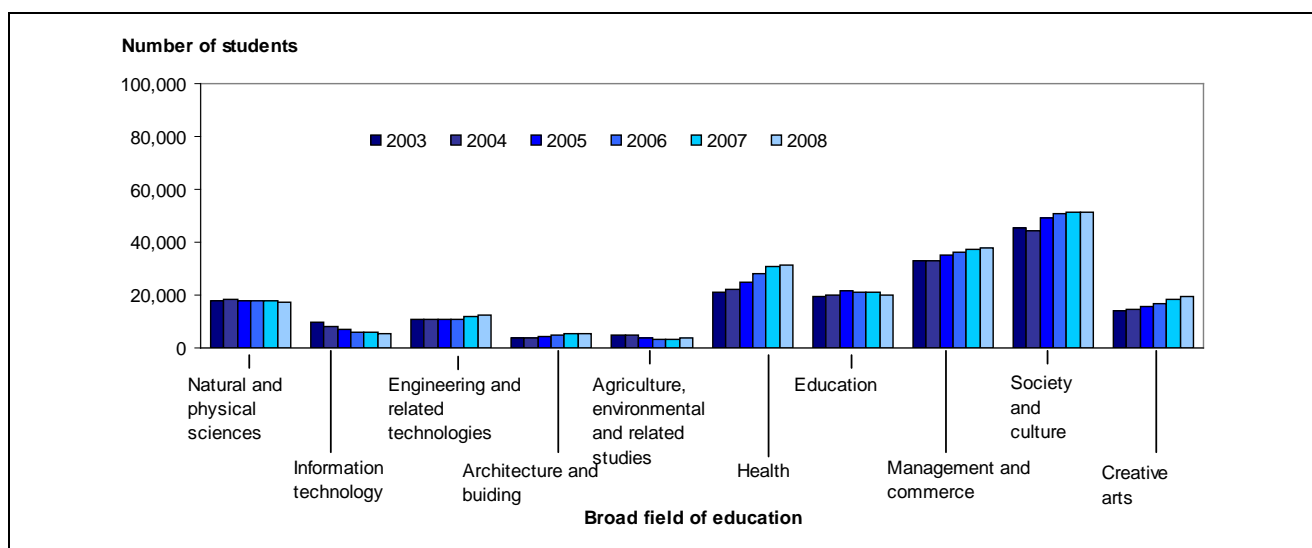
- Over the period 2003–2008, there were substantial increases in the number of commencing enrolments for the fields of architecture and building (up 49.9%), health (up 46.8%), creative arts (up 30.5%) and management and commerce (up 28.8%). There were also increases in the fields of society and culture (up 18.6%), education (up 12.1%), engineering and related technologies (up 10.1%), and natural and physical sciences (up 6.0%).
- Over the same period, there were decreases in the number of commencing enrolments in the fields of information technology (down 29.7%), and agriculture, environmental and related studies (down 7.7%).

2007–2008

- Between 2007 and 2008, the largest increases in the number of commencing enrolments were for the fields of architecture and building (up 15.6%), agriculture, environmental and related studies (up 8.2%), management and commerce (up 7.2%), information technology (up 6.3%), health (up 5.7%), and creative arts (up 5.1%). There were also increases for society and culture (up 3.3%), engineering and related technologies (up 2.7%) and natural and physical sciences (up 0.3%). The increase in the number of commencing enrolments in the field of information technology was the first increase for that field since 2003.
- The only decrease in commencements in a broad field occurred in education (down 4.0%).



Broad field of education—Commencing domestic undergraduate students



Broad field of education ^(a)							Percentage change	
	2003	2004	2005	2006	2007	2008	2003–2008	2007–2008
Natural and physical sciences	17,708	18,292	17,692	17,611	17,701	17,515	-1.1%	-1.1% (-1.2%*)
Information technology	9,950	8,224	7,023	6,171	5,871	5,650	-43.2%	-3.8% (-3.8%*)
Engineering and related technologies	10,898	10,655	10,619	11,046	12,084	12,321	13.1%	2.0% (1.9%*)
Architecture and building	3,708	3,830	4,351	5,028	5,311	5,392	45.4%	1.5% (1.1%*)
Agriculture, environmental and related studies	4,717	4,734	3,697	3,438	3,397	3,563	-24.5%	4.9% (6.1%*)
Health	21,192	21,957	25,074	27,901	30,681	31,618	49.2%	3.1% (1.8%*)
Education	19,462	20,215	21,695	21,100	21,236	19,746	1.5%	-7.0% (-6.7%*)
Management and commerce	33,041	33,108	35,364	36,011	37,359	37,669	14.0%	0.8% (0.2%*)
Society and culture	45,163	44,173	49,211	50,680	51,107	51,141	13.2%	0.1% (-1.7%*)
Creative arts	14,249	14,504	15,549	16,706	18,420	19,328	35.6%	4.9% (-1.4%*)

Source: Higher Education Student Collection

* Percentage increase for student numbers at public providers. See Appendix A for a detailed list of higher education providers included as 'public universities' and 'private providers'.

(a) The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education.

- In 2008, the general pattern for the broad field of education of commencing enrolments for domestic undergraduate students continued from previous years.
- The largest proportion of domestic undergraduate students commenced in society and culture (27.0% of commencing enrolments or 51,141 students), followed by management and commerce (19.9% of commencing enrolments or 37,669 students). This was the most noticeable difference to the pattern for all commencing students where the popularity of management and commerce courses among overseas students resulted in this being the largest field of broad field of education.



2003–2008

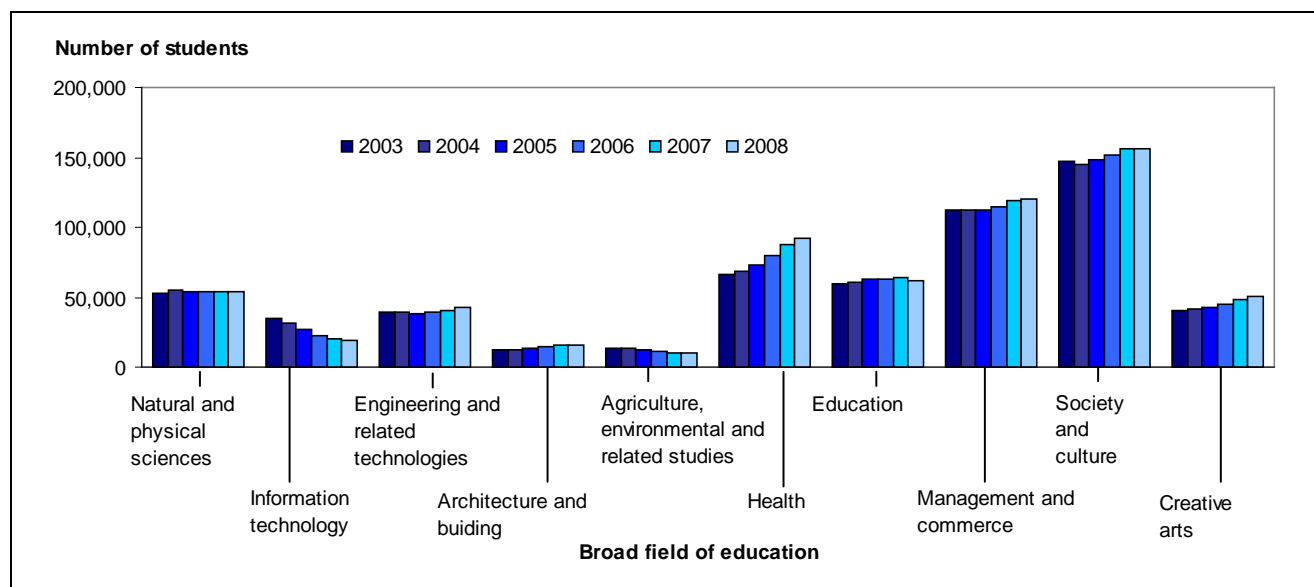
- Over the period 2003–2008, the largest increases were reported for commencing enrolments in the fields of health (up 49.2%), architecture and building (up 45.4%), and creative arts (up 35.6%). There were also increases in the fields of management and commerce (up 14.0%), society and culture (up 13.2%), engineering and related technologies (up 13.1%), and education (up 1.5%).
- The field of information technology had the largest decrease in commencing student numbers (down 43.2%) followed by agriculture, environmental and related studies (down 24.5%) and natural and physical sciences (down 1.1%).

2007–2008

- Between 2007 and 2008, there were increases in the number of students commencing in the fields of agriculture, environmental and related studies (up 4.9%), creative arts (up 4.9%), health (up 3.1%), engineering and related technologies (up 2.0%), architecture and building (up 1.5%), management and commerce (up 0.8%) and society and culture (up 0.1%).
- There were decreases in the fields of education (down 7.0%), information technology (down 3.8%) and natural and physical sciences (down 1.1%).



Broad field of education—Domestic undergraduate students



Broad field of education ^(a)							Percentage change	
	2003	2004	2005	2006	2007	2008	2003–2008	2007–2008
Natural and physical sciences	53,311	54,500	53,951	53,939	54,313	53,961	1.2%	-0.6% (-0.8%*)
Information technology	35,134	31,278	26,524	22,606	20,615	18,866	-46.3%	-8.5% (-8.8%*)
Engineering and related technologies	39,693	39,001	38,201	38,947	40,816	42,602	7.3%	4.4% (4.4%*)
Architecture and building	12,174	12,546	13,081	14,272	15,471	15,574	27.9%	0.7% (0.3%*)
Agriculture, environmental and related studies	13,427	13,144	11,838	10,962	10,420	10,254	-23.6%	-1.6% (-1.7%*)
Health	66,551	68,371	72,616	79,387	87,144	92,602	39.1%	6.3% (5.1%*)
Education	59,779	61,065	62,627	62,889	63,533	62,173	4.0%	-2.1% (-2.2%*)
Management and commerce	111,807	111,891	112,395	114,983	119,102	120,071	7.4%	0.8% (0.2%*)
Society and culture	147,300	144,701	147,850	151,503	155,635	156,634	6.3%	0.6% (-0.1%*)
Creative arts	40,986	41,720	43,009	44,970	48,220	51,051	24.6%	5.9% (1.7%*)

Source: Higher Education Student Collection.

(a) The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education.

- In 2008, the patterns in total enrolments for domestic undergraduate students were similar to those for commencements, with the largest proportion of enrolments reported for society and culture (27.6% or 156,634 students) followed by management and commerce (21.2% or 120,071), health (16.3% or 92,602) and education (11.0% or 62,173).

2003–2008

- Over the period 2003–2008, the largest increases in overall enrolments for domestic undergraduate courses were for health (up 39.1%), architecture and building (up 27.9%) and the



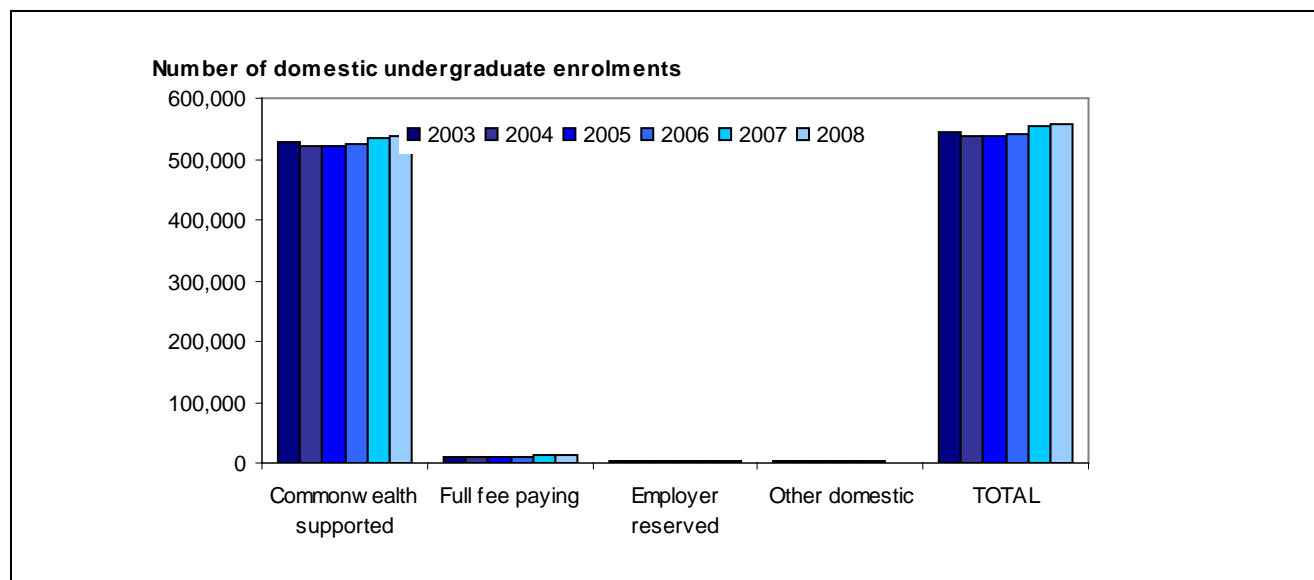
creative arts (up 24.6%). There were also increases for management and commerce (up 7.4%), engineering and related technologies (up 7.3%), society and culture (up 6.3%), education (up 4.0%), and natural and physical sciences (up 1.2%). There were decreases in information technology (down 46.3%) and agriculture, environmental and related studies (down 23.6%).

2007–2008

- Between 2007 and 2008, the largest increases in enrolments for domestic undergraduate students were in health (up 6.3%), creative arts (up 5.9%), and engineering and related technologies (up 4.4%). There were also small increases in management and commerce (up 0.8%), architecture and building (up 0.7%), and society and culture (up 0.6%).
- Over the same period, there were decreases in information technology (down 8.5%), education (down 2.1%), agriculture, environmental and related studies (down 1.6%) and natural and physical sciences (down 0.6%).



Liability status—Domestic undergraduate student enrolments at public universities by liability category



	Domestic undergraduate ^(e) enrolments ^(f) at public universities ^(g)						Percentage change	
	2003	2004	2005	2006	2007	2008	2003–2008	2007–2008
Commonwealth supported ^(a)	528,772	521,527	522,718	524,659	534,839	539,019	1.9%	0.8%
Full fee paying ^(b)	9,549	10,849	9,456	10,558	11,531	11,734	22.9%	1.8%
Employer reserved ^(c)	2,966	2,746	3,154	4,503	4,502	4,304	45.1%	-4.4%
Other domestic ^(d)	2,560	2,852	1,651	1,957	1,956	1,400	-45.3%	-28.4%
TOTAL	543,847	537,974	536,979	541,677	552,828	556,457	2.3%	0.7%

Source: Higher Education Student Collection.

- (a) Commonwealth supported includes all student enrolments that have at least some units with a Commonwealth supported liability status (excluding Work Experience in Industry units). Commonwealth supported includes the following liability status codes: 2002-2004: E380 codes 10, 11, 12, 25, 31, 70, 99; 2005-2008: E490 codes 110, 111, 112, 201, 202, 203, 250, 260, 261.
- (b) Full fee paying includes all student enrolments that have at least some units with a fee paying liability status (excluding units that are Work Experience in Industry or Summer/Winter School) but no Commonwealth supported units. Fee paying includes the following liability status codes: 2002-2004: E380 codes 13, 14, 19, 20, 28, 29, 43; 2005-2008: E490 codes 220, 230, 232, 233, 301, 302, 304, 305, 270.
- (c) "Employer reserved" includes student enrolments that have at least some Employer reserved units but no Commonwealth supported^(a) or fee paying^(b) units. Employer reserved includes the following liability status codes: 2002-2004: E380 code 27; 2005-2008: E490 codes 231, 303.
- (d) "Other domestic" includes student enrolments where all units of study have either liability status codes other than those mentioned above (e.g. Australian Maritime College Special Course) or are Work Experience in Industry Units or Summer/Winter School fee paying units.
- (e) Undergraduate includes Bachelor Graduate Entry, Bachelor Honours, Bachelor Pass, Associate Degree, Advanced Diploma (AQF), Diploma (AQF) and other undergraduate award courses.
- (f) The table is based on "enrolments", rather than "students" as in the student publication tables. "Enrolments" counts each course in which a student is enrolled, which means students studying in more than one course of study will be counted more than once.
- (g) See Appendix A for a detailed list of higher education providers included as 'public universities'.

- In 2008, Commonwealth supported students comprised 96.9% of domestic undergraduate students at public universities. Full fee paying students comprised 2.1% of domestic



undergraduate students at public universities (see Appendix A for the list of higher education providers included as 'public universities').

2003–2008

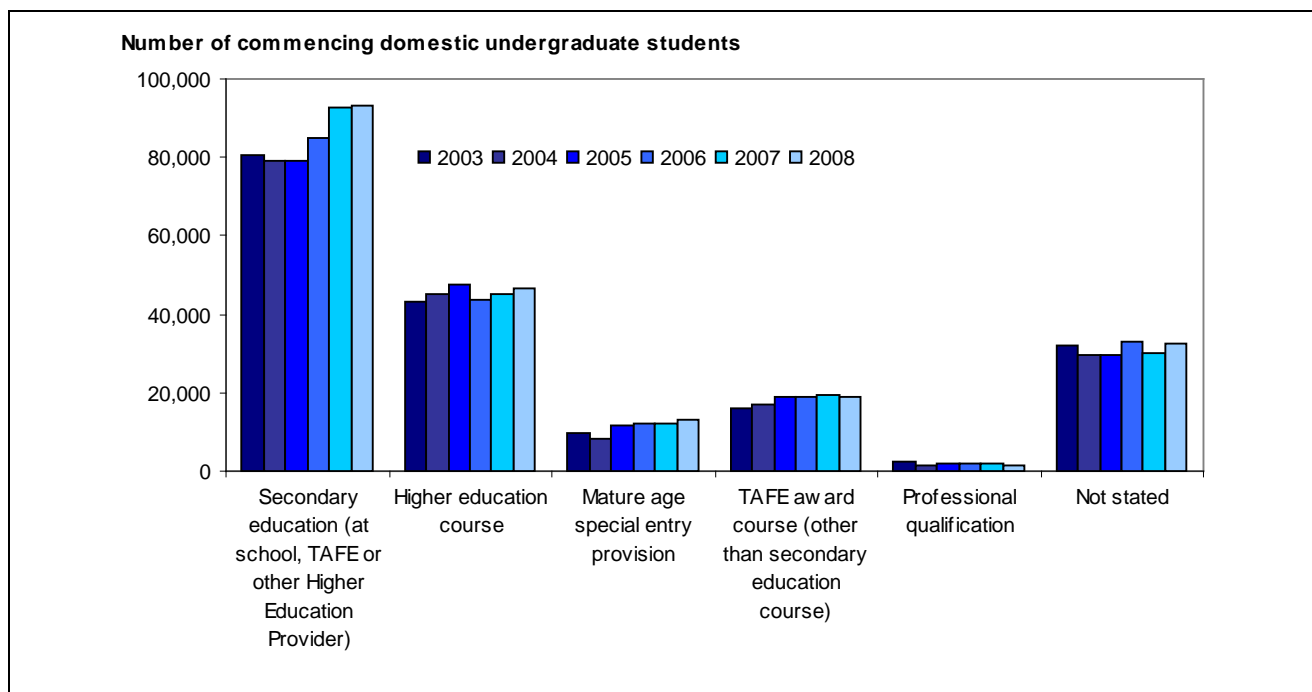
- Over the period 2003–2008, the number of Commonwealth supported undergraduate enrolments at public universities remained relatively stable, but full fee paying enrolments increased from 9,549 in 2003 to 11,734 in 2008.
- There was also an increase in employer reserved places and a decrease in other domestic places over the same period, although combined these categories represented 1.0% of all domestic undergraduate enrolments at public universities in 2008.
- The proportion of domestic undergraduate enrolments at public universities that were full fee paying increased from 1.8% in 2003 to 2.1% in 2008.

2007–2008

- Between 2007 and 2008, the number of Commonwealth supported undergraduate enrolments at public universities increased from 534,839 to 539,019 and the number of full fee paying enrolments increased from 11,531 to 11,734.
- From 1 January 2009, public universities are no longer able to offer new commencing full fee paying places for domestic undergraduate students (except where the Higher Education Support Act 2003 does not allow them to be Commonwealth supported).



Basis for admission—Domestic students commencing a course at Bachelor level or below



Basis for admission	Commencing domestic undergraduate students at public universities						Percentage change	
	2003	2004	2005	2006	2007	2008	2003–2008	2007–2008
Secondary education (at school, TAFE or other Higher Education Provider)	80,563	79,079	79,211	84,781	92,728	93,179	15.7%	0.5%
Higher education course	43,398	45,018	47,688	43,536	44,938	46,410	6.9%	3.3%
Mature age special entry provision	9,544	8,244	11,710	12,264	12,218	13,127	37.5%	7.4%
TAFE award course (other than a secondary education course)	15,859	16,903	18,820	18,766	19,619	18,842	18.8%	-4.0%
Professional qualification	2,199	1,671	1,873	1,726	1,763	1,504	-31.6%	-14.7%
Not stated	31,829	29,744	29,507	33,006	30,231	32,708	2.8%	8.2%
TOTAL	183,392	180,659	188,809	194,079	201,497	205,770	12.2%	2.1%

Source: Higher Education Student Collection.

- In 2008, 45.3% (93,179) of domestic students commencing undergraduate courses were granted admission on the basis of secondary education and 22.6% on the basis of Higher Education courses. Students granted admission on the basis of a TAFE award course (other than a secondary education course) represented 9.2% and those granted admission on the basis of mature age special entry provision represented 6.4%.

2003–2008

- Over the period 2003–2008, the number of commencing domestic undergraduate students granted admission to courses on the basis of secondary education increased by 15.7% and those



admitted on the basis of Higher Education courses increased by 6.9%. There were also large increases for students admitted on the basis of mature age special entry provision (up 37.5%) and on the basis of a TAFE award course (up 18.8%).

- The number of students gaining entry on the basis of professional qualifications decreased by 31.6%.

2007–2008

- Between 2007 and 2008, the number of commencing domestic undergraduate students granted admission on the basis of secondary education increased by 0.5%.
- The number of commencing domestic undergraduate students admitted on the basis of Higher Education courses increased by 3.3%, while the number admitted on the basis of mature age special entry provision increased by a 7.4%.
- The number of those admitted on the basis of a TAFE award course decreased by 4.0% as did the number admitted on the basis of a professional qualification (down 14.7%).



Overseas students^(a) — 20 highest contributing source countries

	Overseas students						% of Overseas students	Percentage change	
	2003	2004	2005	2006	2007	2008	2008	2003-2008	2007-2008
Total overseas students	210,397	228,539	239,495	250,794	273,099	294,163	100.0%	39.8%	7.7%
Country of permanent home residence									
China (excludes SARs and Taiwan Province)	27,020	37,105	46,271	52,322	58,588	65,149	22.1%	141.1%	11.2%
Singapore	29,878	28,289	26,157	27,068	29,374	32,174	10.9%	7.7%	9.5%
Malaysia	27,267	28,861	28,115	28,521	29,604	31,227	10.6%	14.5%	5.5%
India	11,133	16,319	20,883	23,051	25,042	27,339	9.3%	145.6%	9.2%
Hong Kong (SAR of China)	29,169	27,459	24,930	23,285	22,829	22,275	7.6%	-23.6%	-2.4%
Indonesia	11,865	11,314	10,493	10,631	11,860	11,703	4.0%	-1.4%	-1.3%
Viet Nam	3,145	3,735	4,160	5,736	7,672	10,038	3.4%	219.2%	30.8%
United States of America	9,418	9,522	9,720	9,379	9,771	9,856	3.4%	4.7%	0.9%
Korea, Republic of (South)	3,767	4,041	4,369	4,727	5,705	6,415	2.2%	70.3%	12.4%
Sri Lanka	2,615	2,722	2,839	3,218	4,219	5,072	1.7%	94.0%	20.2%
Canada	2,981	3,287	3,665	4,188	4,529	4,843	1.6%	62.5%	6.9%
Thailand	5,815	5,823	5,242	4,982	4,978	4,663	1.6%	-19.8%	-6.3%
United Arab Emirates	2,055	2,658	3,167	3,416	3,682	3,968	1.3%	93.1%	7.8%
Japan	3,723	4,409	4,730	4,559	4,343	3,857	1.3%	3.6%	-11.2%
Taiwan	4,410	4,532	4,027	3,923	4,012	3,708	1.3%	-15.9%	-7.6%
Germany	1,941	2,440	2,764	2,864	3,259	3,418	1.2%	76.1%	4.9%
Nepal	791	634	636	930	2,416	3,269	1.1%	313.3%	35.3%
Pakistan	1,295	1,441	1,606	1,771	2,288	2,530	0.9%	95.4%	10.6%
Bangladesh	2,632	3,156	3,577	3,422	3,011	2,436	0.8%	-7.4%	-19.1%
Mauritius	876	976	1,210	1,444	1,761	2,059	0.7%	135.0%	16.9%

Source: Higher Education Student Collection.

(a) Overseas student numbers in HESC do not match data reported by Australian Education International (AEI) for the higher education sector (<http://aei.gov.au/AEI/MIP/Statistics/Default.htm>) as the AEI data collection is based on student enrolments rather than student number (where one student may enrol in more than one course during a reporting period).

- In 2008, there were around 230 source countries for overseas students enrolled with Australian Higher Education Providers.
- The largest proportion of overseas students was from China (22.1% of overseas students or 65,149 students).
- There were also large proportions of overseas students from Singapore (10.9% of overseas students or 32,174 students), Malaysia (10.6% or 31,227 students), India (9.3% or 27,339 students) and Hong Kong (7.6% or 22,275 students).



2003-2008

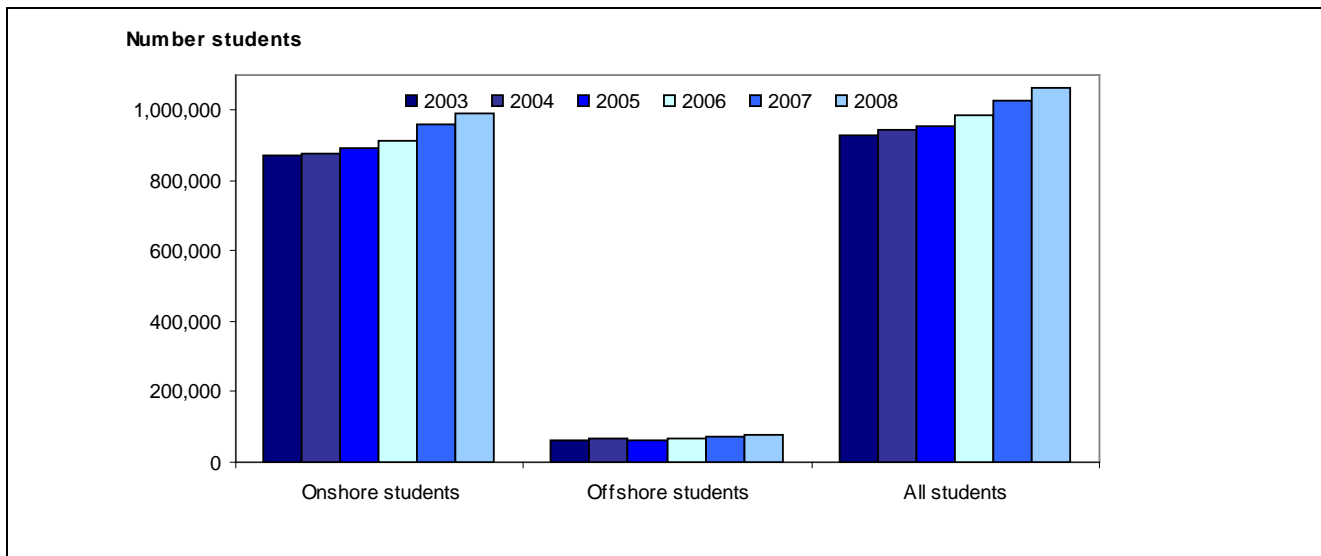
- Over the period 2003–2008, the number of overseas students increased by 39.8% from 210,397 to 294,163 in 2008.
- The number of overseas students from China increased by 141.1%, from 27,020 to 65,149 and accounted for 45.5% of the total increase in overseas student numbers between 2003 and 2008.
- There were also large increases in the number of overseas students from India (up 145.6% from 11,133 to 27,339), Vietnam (up 219.2% from 3,145 to 10,038), Sri Lanka (up 94.0% from 2,615 to 5,072), Nepal (up 313.3% from 791 to 3,269), the United Arab Emirates (up 93.1% from 2,055 to 3,968), Pakistan (up 95.4% from 1,295 to 2,530) and Mauritius (up 135.0% from 876 to 2,059).

2007-2008

- Between 2007–2008, the number of overseas students increased by 7.7% from 273,099 to 294,163. The number of overseas students from China increased by 11.2% from 58,588 to 65,149 and accounted for 31.1% of the total increase in overseas student numbers between 2007 and 2008.
- There were also large increases in the number of overseas students from Singapore (up 9.5% from 29,374 to 32,174), Vietnam (up 30.8% from 7,672 to 10,038), India (up 9.2% from 25,042 to 27,339), Korea, Republic of (South) (up 12.4% from 5,705 to 6,415), Nepal (up 35.3% from 2,416 to 3,269), Sri Lanka (up 20.2% from 4,219 to 5,072), Pakistan (up 10.6% from 2,288 to 2,530) and Mauritius (up 16.9% from 1,761 to 2,059).



Offshore^(a)/Onshore Campus



	Onshore students			Offshore students			All students
	Total onshore students	Domestic	Overseas ^(b)	Total offshore students	Domestic	Overseas ^(b)	
2003	870,225	718,738	151,487	59,727	817	58,910	929,952
2004	879,352	715,534	163,818	65,625	904	64,721	944,977
2005	892,742	717,200	175,542	64,435	482	63,953	957,177
2006	915,119	732,681	182,438	68,942	586	68,356	984,061
2007	958,626	756,178	202,448	71,220	569	70,651	1,029,846
2008	990,163	771,364	218,799	75,932	568	75,364	1,066,095
% increase 2003–2008	13.8%	7.3%	44.4%	27.1%	-30.5%	27.9%	14.6%
% increase 2007–2008	3.3%	2.0%	8.1%	6.6%	-0.2%	6.7%	3.5%

Source: Higher Education Student Collection.

(a) A student is considered to be offshore if they are residing overseas for the term/semester and undertaking a program of study conducted by an off-shore campus of an Australian higher education provider.

(b) Overseas student numbers in HESC do not match data reported by Australian Education International (AEI) for the higher education sector (<http://aei.gov.au/AEI/MIP/Statistics/Default.htm>) as the AEI data collection is based on student enrolments rather than student number (where one student may enrol in more than one course during a reporting period).

- In 2008, 7.1% of all students were enrolled at offshore campuses of Australian Higher Education Providers. Most of these students (99.3%) were overseas students.

2003–2008

- Between 2003 and 2008, the number of offshore students (students enrolled at offshore campuses of Australian Higher Education Providers) increased by 27.1% from 59,727 to 75,932. The number of students studying at offshore campuses of Australian Higher Education Providers who were domestic students decreased by 30.5% from 817 in 2003 to 568 in 2008.

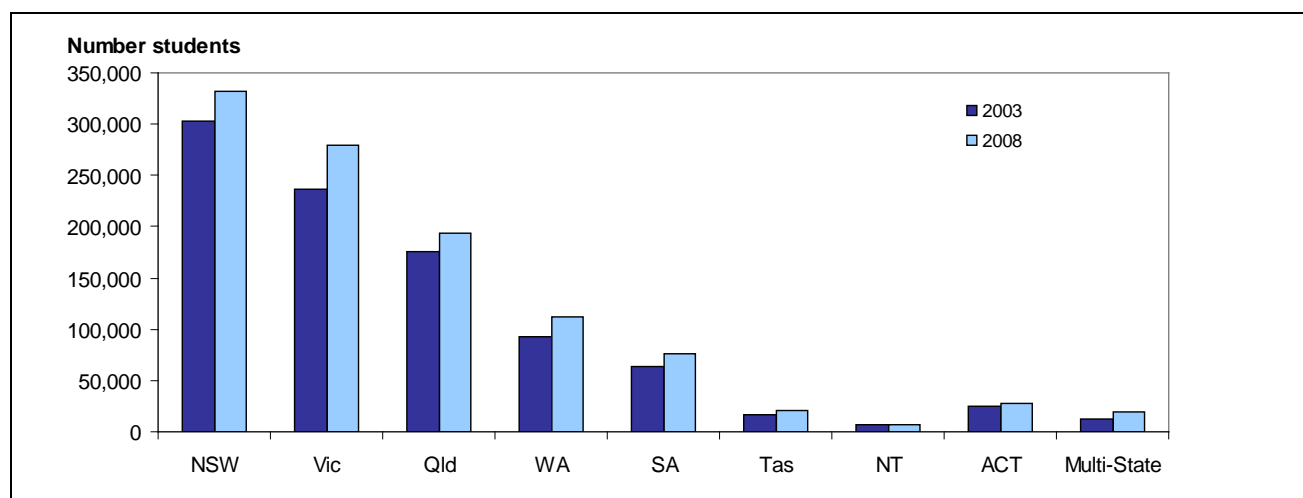


2007–2008

- Between 2007 and 2008, the number of offshore students increased by 6.6%, from 71,220 to 75,932. The number of students studying at offshore campuses of Australian Higher Education Providers who were domestic students remained relatively constant—569 students in 2007 and 568 students in 2008.



States and territories—Higher Education Students



State/territory	All Higher Education Students				Percent change	
	2003	2007	2008	% of total 2008	2003–2008	2007–2008
New South Wales	302,312	321,574	332,477	31.2%	10.0%	3.4%
Victoria	236,822	266,842	278,783	26.1%	17.7%	4.5%
Queensland	175,747	192,262	193,345	18.1%	10.0%	0.6%
Western Australia	92,580	106,167	111,761	10.5%	20.7%	5.3%
South Australia	63,035	72,949	75,999	7.1%	20.6%	4.2%
Tasmania	16,515	19,531	20,191	1.9%	22.3%	3.4%
Northern Territory	6,276	6,599	6,996	0.7%	11.5%	6.0%
Australian Capital Territory	24,654	26,138	27,789	2.6%	12.7%	6.3%
Multi-State	12,011	17,784	18,754	1.8%	56.1%	5.5%
Total	929,952	1,029,846	1,066,095	100.0%	14.6%	3.5%

Source: Higher Education Student Collection.

- In 2008, 31.2% of all students were enrolled with higher education providers in New South Wales, 26.1% in Victoria and 18.1% in Queensland.

2003–2008

- The largest increase in student numbers occurred in Tasmania (up 22.3%), followed by Western Australia (up 20.7%), South Australia (up 20.6%), Victoria (up 17.7%), the Australian Capital Territory (up 12.7%), the Northern Territory (up 11.5%), New South Wales and Queensland (both up 10.0%).

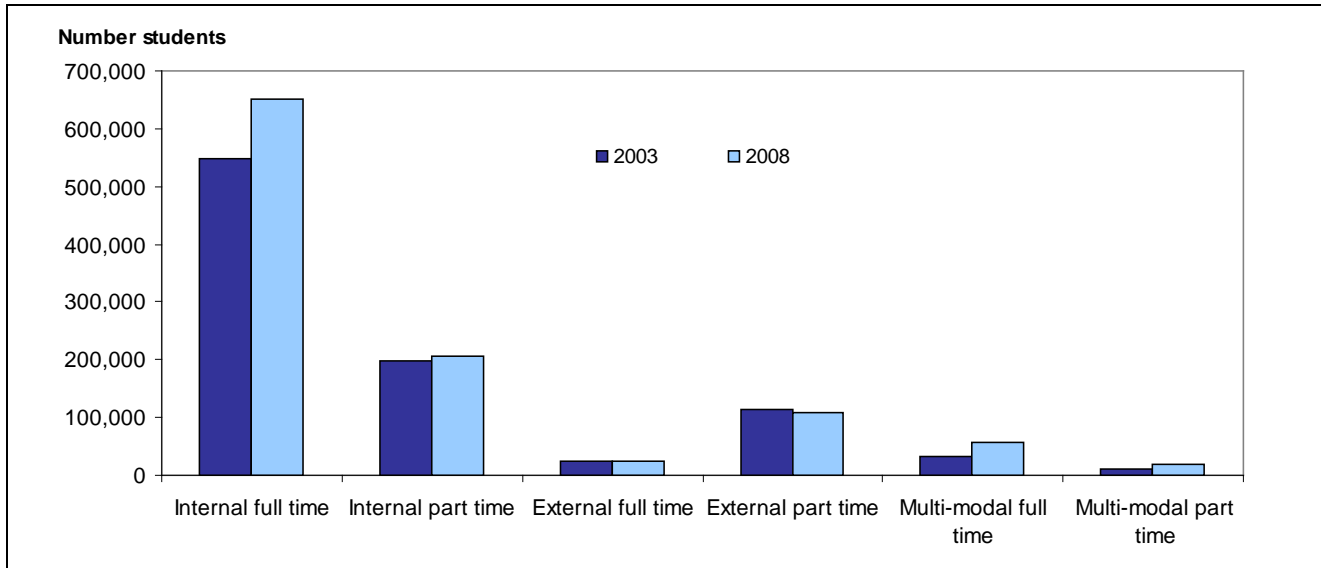


2007–2008

- The largest increase in student numbers occurred in the Australian Capital Territory (up 6.3%), followed by the Northern Territory (up 6.0%), Western Australia (up 5.3%), Victoria (up 4.5%), South Australia (up 4.2%), New South Wales and Tasmania (both up 3.4%).
- The smallest increase in student numbers occurred for Queensland (up 0.6%).



Mode and type of attendance— Higher Education Students



Attendance mode								Percentage change	
	2003	2004	2005	2006	2007	2008	2003-2008	2007-2008	
Internal									
Full time	548,183	556,939	566,135	585,650	623,276	651,203	18.8%	4.5%	
Part time	199,238	197,889	195,835	201,047	204,907	206,307	3.5%	0.7%	
Subtotal	747,421	754,828	761,970	786,697	828,183	857,510	14.7%	3.5%	
External									
Full time	25,261	24,939	24,903	24,707	23,814	24,802	-1.8%	4.1%	
Part time	114,767	112,526	108,794	107,706	106,463	107,498	-6.3%	1.0%	
Subtotal	140,028	137,465	133,697	132,413	130,277	132,300	-5.5%	1.6%	
Multi-Modal									
Full time	31,786	37,818	45,834	48,089	52,917	57,174	79.9%	8.0%	
Part time	10,717	14,866	15,676	16,862	18,469	19,111	78.3%	3.5%	
Subtotal	42,503	52,684	61,510	64,951	71,386	76,285	79.5%	6.9%	
Total									
Full time	605,230	619,696	636,872	658,446	700,007	733,179	21.1%	4.7%	
Part time	324,722	325,281	320,305	325,615	329,839	332,916	2.5%	0.9%	
Total	929,952	944,977	957,177	984,061	1,029,846	1,066,095	14.6%	3.5%	

Source: Higher Education Student Collection.

- In 2008, 68.8% of students were enrolled full time (31.2% were enrolled part time).
- The majority of students enrolled part time were enrolled internally (62.0%).
- In 2008, 80.4% of students were enrolled internally, 12.4% were enrolled externally and 7.2% were enrolled as multi-modal students (partially internal and partially external attendance). The majority of internal students attended full time (75.9%).



- Students enrolled externally were more likely to attend part time—81.3% of external students were part time.
- Students enrolled as multi-modal were more likely to attend full time—74.9% of multimodal students were full time.

2003–2008

- Between 2003 and 2008, the number of students attending full time increased by 21.1% while the number attending part time increased by only 2.5%.
- The number of students attending internally increased by 14.7%, and of those attending internally, the number attending full time increased by 18.8% and the number attending part time increased by 3.5%.
- While the number of students attending internally increased, the number attending externally decreased by 5.5%. External students attending full time decreased by 1.8% and external students attending part time decreased by 6.3%.

2007–2008

- Between 2007 and 2008, the number of students attending full time increased by 4.7% while the number attending part time increased by 0.9%.
- The number of students attending internally increased by 3.5%, and of those attending internally, the number attending full time increased by 4.5% and the number attending part time increased by 0.7%.
- The number of students attending externally increased by 1.6%, and of those attending externally, the number attending full time increased by 4.1% and the number attending part time increased by 1.0%.



Appendix A

Table A1: Higher Education Providers by provider type, 2002-2007.

Provider Type	2003	2004	2005	2006	2007	2008
Public Universities	39	39	39	39	39	38
Private Providers	9	8	34	48	66	73
Total	48	47	73	87	105	111

Table A2: Public Universities

Higher Education Provider
Australian Catholic University
Batchelor Institute of Indigenous Tertiary Education
Central Queensland University
Charles Darwin University
Charles Sturt University
Curtin University of Technology
Deakin University
Edith Cowan University
Griffith University
James Cook University
La Trobe University
Macquarie University
Monash University
Murdoch University
Queensland University of Technology
RMIT University
Southern Cross University
Swinburne University of Technology
The Australian National University
The Flinders University of South Australia
The University of Adelaide
The University of Melbourne
The University of New England
The University of New South Wales
The University of Newcastle
The University of Queensland
The University of Sydney
The University of Western Australia
University of Ballarat
University of Canberra
University of South Australia
University of Southern Queensland
University of Tasmania
University of Technology, Sydney
University of the Sunshine Coast
University of Western Sydney
University of Wollongong
Victoria University



Table A3: Private Providers

Higher Education Provider	Higher Education Provider
ACPE Limited	The University of Notre Dame Australia**
Adelaide Central School of Art	Wesley Institute
Adelaide College of Divinity	Whitehouse Institute of Design
Australian Academy of Design	William Angliss Institute of TAFE
Australian College of Applied Psychology	Wollongong College Australia
Australian College of Natural Medicine	
Australian College of Theology	
Australian Film, Television and Radio School	
Australian Institute of Public Safety	
Australian Lutheran College	
Avondale College	
Billy Blue College	
Blue Mountains International Hotel Management School	
Bond University**	
Box Hill Institute of TAFE	
Bradford College	
Brisbane College of Theology	
Cairnmillar Institute School of Counselling and Psychotherapy	
Campion Institute Limited	
Carnegie Mellon University***	
Cengage Education	
Christian Heritage College	
Curtin International College	
East Coast Gestalt Training	
Educational Enterprises Australia Pty Ltd	
Gestalt Association of Queensland	
Gordon Institute of TAFE	
Harvest Bible College	
Holmes Institute	
Holmesglen Institute of TAFE	
Insearch	
Institute of Counselling	
International College of Management, Sydney	
International Conservatorium of Music	
Jansen Newman Institute	
JMC Academy	
Macleay College	
Marcus Oldham College	
Melbourne College of Divinity**	
Melbourne Institute for Experiential and Creative Arts Therapy	
Melbourne Institute of Business and Technology	
Melbourne Institute of Technology	
Monash College Group	
Moore Theological College	
National Institute of Dramatic Art	
Nature Care College	
Northern Melbourne Institute of TAFE	
Oceania Polytechnic Institute of Education	
Perth Bible College	
Perth Institute of Business and Technology	
Qantm Pty Ltd	
Queensland Institute of Business and Technology	
Raffles KVB Institute	
SAE Institute	
Sarina Russo Schools Australia Pty Ltd	
Shafston Institute of Technology	
South Australian Institute of Business and Technology	
Swan TAFE	
Sydney College of Divinity	
Sydney Institute of Business and Technology	
Tabor College - Victoria	
Tabor College (NSW)	
Tabor College Adelaide	
Tabor College Tasmania	
The Australian Guild of Music Education	
The Australian Institute of Music	



The College of Law Pty Ltd.
The Southern School of Natural Therapies Limited

* *The private providers above are all listed in subdivision 16-B of HESA and providers as determined by the Minister under section 16-35 of HESA All are listed as Table C providers except for Bond University, University of Notre Dame Australia and Melbourne College of Divinity which are listed as Table B providers** and Carnegie Mellon University which is listed as a Table C provider***.*



References

ABS 2008. Australian Social Trends, 2008. ABS Cat No 4102.0. ABS: Canberra.

