





MOVEMENT OF  
STUDENTS FROM TAFE  
TO UNIVERSITY

A data analysis

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**Editor's note**

At the time of the study for this publication, the Department of Education, Training and Youth Affairs (DETYA) was the Department of Employment, Education, Training and Youth Affairs (DEETYA). The earlier title is maintained in this report for historical accuracy. The data analysed in this report are from the Higher Education Student Data Collection.

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## Contents

1	Introduction.....	1
2	The data reporting and analysis model .....	1
3	Demonstration of the capability of the model .....	3
4	Preliminary analysis of tables.....	4
5	Development of cross-sectoral credit transfer arrangements in Australian tertiary education ..	6
	References.....	8
	Appendices	
	A: Tables and descriptive analysis .....	13
	B: Details of data reporting and analysis model .....	43
	C: Data quality .....	55
	D: Annotated bibliography.....	59
	E: Scope of the data collection.....	71



## 1 Introduction

Admission procedures and credit transfer arrangements have recently received renewed attention in the context of the heightened debate concerning sectoral interfaces and the concept of a 'seamless' post-compulsory education system. Questions have been raised about both the effectiveness of credit transfer policies and the commitment of policy-makers and institutions to those policies (Teese 1997; West 1998; Kinsman 1998). In the TAFE sector there is a renewed interest in how students admitted to university with prior TAFE studies fare in the interpretation and application of credit transfer policies and guidelines at institution level.

Among the research that exists on aspects of cross-sectoral movement there is a limited amount of literature that examines in detail the credit transfer experiences of students with prior TAFE studies.<sup>1</sup> While providing valuable insights into the operation of credit transfer arrangements, this work tends to have restricted application, being limited either to a particular State or by the number of institutions included in the studies. It is in this context that the Canberra Institute of Technology (CIT) has undertaken the current project with a research grant provided by the National Centre for Vocational Education Research (NCVER).

The project outcomes are intended to facilitate and contribute to further research into the movement of students in both directions between TAFE and university and into cross-sectoral credit transfer arrangements, by:

- developing a computer program model that can be used by other researchers for multidimensional interrogation of admissions and credit transfer data drawn from the Department of Employment, Education, Training and Youth Affairs (DEETYA) Higher Education Student Data Collection<sup>2</sup>
- constructing cross-tabulations and tables to demonstrate the capability of the model
- undertaking preliminary analysis of the tables to identify particular trends or areas of interest in the movement of students with prior TAFE study to university and the credit transfer experiences of such students
- examining the development of cross-sectoral credit transfer arrangements using an annotated bibliography of selected literature and research in the area of cross-sectoral student movement and credit transfer

## 2 The data reporting and analysis model

The model is constructed in PowerPlay, a Cognos multidimensional reporting and analysis software package. The model consists of two types of variables: dimensions and measures. A *dimension* is an independent variable or factor that can be broken down into a number of categories. The categories within a dimension are used as row or column labels or as filters when preparing cross-tabulations or tables. A *measure* is a dependent variable or the response. A measure provides the frequencies or percentages that appear in the cross-tabulations and tables.

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<sup>1</sup> The annotated bibliography at appendix D provides an indication of aspects of student movement, admissions policy and practice, credit transfer arrangements and student performance that have been the subjects of research.

<sup>2</sup> Now the Department of Education, Training and Youth Affairs (DETYA) Higher Education Student Data Collection.

The dimensions and measures used in this study are as follows:

*Dimensions*

- Reference year
- University classification years
- HECS years
- University classification
- State of institution
- Field of study
- Enrolment type
- Course type summary
- TAFE sub-degree
- TAFE sub-degree year
- TAFE award
- TAFE award year
- Admission
- School leaver indicator
- Exempt basis
- Fee type

*Measures*

- Mean credit—of total
- Mean credit—of those granted credit
- Number granted credit
- Per cent granted credit
- Sum of exempt
- Number of students

The model allows cross-tabulations to be generated with any two dimensions as the row and column labels and any measures as the numbers. The 'reporter mode' of PowerPlay actually allows more flexibility; for example, two or more dimensions can appear as row or column labels and one or more measures can also be placed as row or column labels.

Each dimension contains one or two levels of categories. The dimension *Reference year*, for example, has one level, which has each of the years from 1989 to 1997 as categories. Dimensions with two levels of categories are hierarchical; that is, each of the second-level categories belongs to one first-level category. For example, the dimension *HECS years* has two levels of categories. The first-level categories are the periods 1989–91 and 1992–97. This breakdown of years corresponds to the availability of HECS information in available data. Each of the second-level categories, the years 1989, 1990 . . . 1997, belongs to only one of the first-level categories. Access to second-level categories is gained by 'drilling down' through the first-level category.

The number of levels and the categories used in the model have been selected to maximise the efficiency of accessing areas of greatest interest without losing access to the more detailed data. For example, the dimension *Admission* has the main bases of admission and *Other* as first-level categories, with the second-level categories enabling a disaggregation of *Other* into the remaining bases of admission.

The measures *Mean credit—of total*, *Mean credit—of those granted credit*, and *Per cent granted credit* are derived from *Number granted credit*, *Sum of exempt* and *Number of students*. PowerPlay calculates these derived measures for all combinations of categories defined in the model. For user-defined categories, such as a combined 1996 and 1997 category, these measures need to be rederived.

Elements from the DEETYA collection used in the model are:

Element 550	Reference year
Element 306	Institution code
Element 996	State of institution
Element 311	Field of study code
Element 918	Enrolment type
Element 922	Commencing student indicator

Element 310	Course type code
Element 162	Prior sub-degree course at TAFE
Element 163	Prior TAFE award course
Element 164	Prior secondary education course at TAFE
Element 327	Basis for admission
Element 925	School leaver indicator
Element 367	Prior studies exemption status
Element 368	Exemption/status institution code
Element 380	HECS exemption status
Element 929	Number of students

The initial stage of developing the model involved:

- examining the definitions from the data element dictionary to gain a full appreciation of what is captured in the data sets and the extent to which definitional changes limit analysis (for example, the effect of moving to the Unified National System of Higher Education and the associated institutional changes)
- examining the data in terms of response rates overall and in relation to key variables such as prior educational attainment
- testing the quality and usefulness of the data
- identifying the limit of possibilities in the combinations of the variable describing student characteristics

Further details of the model are set out in appendix B. The model, incorporating the data, is available on disk for other researchers to use.

### 3 Demonstration of the capability of the model

Eight sets of tables have been constructed to demonstrate the capability of the model. The tables have been constructed to show changes over time in the admission and the granting of credit to students with prior TAFE study compared with other students.

The data used were drawn from the DEETYA Higher Education Student Data Collection for the years 1989 to 1997 inclusive. Only universities that existed in the period 1993–97 are included in the analysis and these are sorted into five classifications according to criteria based on research reputation, origins and course orientation. This enables an analysis of the relative performance of universities in different classifications in admitting and granting credit to students with prior TAFE study, and of dual-sector and single-sector institutions. Other classification methods were considered but were rejected as not being sufficiently informative. The classification method adopted in CIT's model is supported by Marginson (1998). Further details on the scope of the data are set out in appendix E.

The data are analysed in three separate periods. These are 1989–97, 1992–97 and 1993–97. The 1992–97 period is used in analyses involving *fee type* because the way the data have been collected since 1992 does not allow consistent earlier reporting of this dimension. The 1993–97 period is used in analyses involving university classification. Up until 1993 significant merging of tertiary institutions resulting from the establishment of the Unified National Higher Education System were still taking place. The 1989–97 period includes complete data for all other dimensions.

The tables present data on:

- the number and proportion of students admitted to university *with* prior TAFE study
- the number and proportion of students admitted to university *on the basis of* prior TAFE study
- the fields of study to which these students were admitted
- whether such students were granted credit on the basis of their prior TAFE study or other studies
- the amount of credit granted

It is important to note the distinction between students admitted to university *who have prior TAFE study* and students admitted to university *on the basis of prior TAFE study*, and between *credit granted to students with prior TAFE study* and *credit granted on the basis of prior TAFE study*. It is where data on these variables are compared that important issues emerge.

Appendix C provides comments about the quality and consistency of the data received from DEETYA.

## **4 Preliminary analysis of tables**

A preliminary analysis of the tables in this report identifies a number of trends, or areas of interest, upon which further research could focus. The tables and descriptive analysis are at appendix A.

### **4.1 Admissions on the basis of prior TAFE study**

The largest proportion of admissions of students with prior TAFE study is to bachelor pass degrees. There has been an increase in both the number and proportion of such admissions, and in the proportion of such students who are admitted on the basis of prior TAFE study.

The proportion of total HECS-liable admissions to bachelor degree courses who were students with prior TAFE study, but not necessarily admitted on the basis of that prior study, was 12.1 per cent (14 493) in 1992 and 17.6 per cent (26 824) in 1997 (table 4.1). Of these, 4036, or 27.9 per cent, in 1992 and 10 281, or 38.3 per cent, in 1997 were admitted on the basis of that prior TAFE study (table 2.4).

Overall the average annual growth rate for HECS-liable admissions on the basis of prior TAFE study was 20.6 per cent for the years 1992 to 1997, which is considerably higher than the growth rate for admissions on all other bases except employment experience (which has grown from a particularly small base), and in university enrolments overall. However, admissions on the basis of prior TAFE study represented only 3.4 per cent of total HECS-liable bachelor degree admissions in 1992 and 6.8 per cent in 1997 (table 2.4).

### **4.2 Students admitted on the basis of prior TAFE study who were granted credit for their prior TAFE study or for some other study, and mean credit granted to those students**

There has been an increase in the number and proportion of students admitted to university on the basis of prior TAFE studies who are granted credit for their prior TAFE study or for some other reason. For example, for HECS-liable students admitted to bachelor degree courses on the basis of prior TAFE study, the percentage granted credit increased from 27.5 per cent in 1992 to 41.8 per cent in 1997 (table 6.3).

However, a comparison of the mean credit granted to HECS-liable bachelor degree students admitted on the basis of prior TAFE study and to students admitted on all other bases suggests that the former do not fare as well as the latter. The mean credit granted to these students was less

than one-fifth of the requirement to complete a bachelor degree, having declined slightly from 20.3 per cent in 1992 to 19.7 per cent in 1997 (table 6.3). Over the same period, the mean credit granted to students admitted on all other bases increased slightly from 23.4 per cent to 24.5 per cent.

Students who have completed a prior sub-degree tend to be granted less credit if they are admitted on the basis of prior TAFE study (19.6 per cent mean credit in 1997) than students, also with a completed prior sub-degree, admitted on other bases (31.2 per cent mean credit in 1997) (table 6.3).

#### *4.3 Students admitted on the basis of prior TAFE study who were granted credit on the basis of their prior TAFE study*

For the period 1992–97, 46 812, or 37 per cent, of a total of 126 451 HECS-liable bachelor degree admissions with prior TAFE study were admitted on the basis of that TAFE study. Of these, only 12 391, or 26.5 per cent, were granted credit for their prior TAFE study (tables 8.3 and 8.4). This represents only 9.7 per cent of all HECS-liable bachelor degree students admitted with prior TAFE study.

The 12 391 students represent 60 per cent of the total of 20 627 HECS-liable bachelor degree admissions who were granted credit for prior TAFE study (table 8.3). Of the 40 per cent who were admitted on other bases but given credit for prior TAFE study, 5.3 per cent were admitted on the basis of a completed higher education course, 8.3 per cent on the basis of incomplete higher education study and 9.4 per cent on the basis of school leaving results.

#### *4.4 Students granted credit who were admitted to university on the basis of prior TAFE study and mean credit granted to such students by university classification*

There is some significant variation between the five classifications of universities in the granting of credit and mean credit granted to students admitted on the basis of prior TAFE study. Former institutes of technology have the largest proportion of students admitted on the basis of prior TAFE study represented in overall admissions, with the proportion having increased from 4.4 per cent in 1993 to 10.3 per cent in 1997. Former colleges of advanced education (CAEs) admitted 5.4 per cent and 7.3 per cent of total enrolments on the basis of prior TAFE study in 1993 and 1997 respectively, while other comprehensive universities admitted 2.7 per cent in 1993 and 4.3 per cent in 1997 (tables 3.4a and 3.4b). The 'eight' universities increased admissions on the basis of prior TAFE study from 1.2 per cent in 1993 to 2.4 per cent in 1997, a doubling of admissions in this category. However, for each university classification, the growth has been from a very small base, and such admissions remain a very small percentage of all admissions.

There have been variations between different university classifications in the proportion of students admitted on the basis of prior TAFE study who are granted credit and in the mean credit granted to such students (table 6.7). The 'eight' increased the proportion of these students granted credit, but decreased the mean credit granted to them. Ex-CAEs maintained the proportion granted credit at 34 per cent, and increased the mean credit from 18.7 per cent in 1993 to 24.0 per cent in 1997. The seemingly sharp decline in mean credit granted by special universities (from 25.8 per cent in 1993 to 7.9 per cent in 1997) is probably due to the massive increase in the numbers receiving credit. It is fair to assume that the additional students receiving credit are receiving it at a much lower rate, thereby reducing the average credit granted.

Ex-institutes of technology increased the proportion of TAFE-based admissions granted credit from 31.5 per cent in 1993 to 53.7 per cent in 1997, but slightly reduced the mean credit granted to these students, from 16 per cent in 1993 to 15.2 per cent in 1997 (table 6.7).

#### *4.5 Field of study of students admitted on the basis of prior TAFE study*

Architecture & Building and Business, Administration & Economics had the highest average annual growth rates in admissions on the basis of prior TAFE study (TAFE course) between 1989 and 1997, at 23.5 per cent and 22.1 per cent respectively (table 5.4). For all fields of study, the

average annual growth rate in TAFE course admissions was notably higher than the average annual growth rate in admissions on all other bases (not TAFE). In 1997 TAFE course admissions as a proportion of total admissions (table 5.5) were also highest in these two fields of study, at 7.5 per cent and 10.2 per cent respectively. When only HECS-liable students admitted into bachelor degree courses in 1997 are considered (tables 5.6 and 5.7) the pattern is the same, although the proportions are larger, at 8.6 per cent and 11.5 per cent.

Veterinary Science is the only field of study not to have improved its average annual rate of TAFE course admissions, with only two students being admitted on this basis between 1989 and 1997.

## **5 Development of cross-sectoral credit transfer arrangements in Australian tertiary education**

The literature shows that it is more than a decade since the first concerted efforts were made to establish a national system of credit transfer in Australia. Some of the earliest work was done by the Australian Vice-Chancellors' Committee (AVCC) and ACDP but the main impetus came from the green and white papers on higher education. The Federal Government's 1987 green paper drew attention to the ad hoc, inefficient and inconsistent nature of existing arrangements, and, in an effort aimed at redressing this situation, the white paper that followed set out six principles on credit transfer that universities were strongly encouraged to adopt (NBEET 1990; Ramsay et al. 1997). Among other things, the principles were aimed at improving mobility for TAFE students wishing to upgrade from 'paraprofessional to professional qualifications'. The white paper also acknowledged that the six principles would need to be interpreted and implemented at the institution level, a position that was strongly supported by the AVCC (Dawkins 1988).

A lot of activity followed the white paper, with NBEET playing a major role in stimulating debate, monitoring developments and advising the government on strategies to improve cross-sectoral arrangements, particularly for credit transfer. Both NBEET and DEETYA funded and published a large number of studies which identified credit transfer arrangements and other developments in cross-sectoral collaboration (for example, DEET 1995) as well as a number of studies on aspects of cross-sectoral student movement, such as the performance of former TAFE students at university.

The Commonwealth Government also funded an AVCC credit transfer project, with the AVCC subsequently taking responsibility for the development of national credit transfer arrangements. In 1993 the AVCC credit transfer project developed and published a set of credit transfer principles, which were endorsed by 33 universities across Australia (Alaba, Lewis & Dawes 1993).

There have been other developments that have sought to facilitate the movement of students between sectors, and credit transfer arrangements in particular. Some university admissions centres have adopted an agreed ranking basis in processing cross-sectoral applications, thus providing greater predicability in outcomes. Several State TAFE authorities have also actively pursued credit transfer arrangements that have State-wide application (Kinsman 1998).

However, cross-sectoral arrangements have more commonly been pursued at an institutional level, with agreements being negotiated bilaterally between particular TAFE institutes and universities.

While Commonwealth government policy is designed to remove barriers to student mobility and facilitate credit transfer from one sector to another, neither the Commonwealth nor the Australian National Training Authority (ANTA) has provided specific funding or introduced regulatory arrangements for this purpose. This relatively low official priority has also meant that very few cross-sectoral initiatives have been supported by the specific allocation of recurrent institutional funds for this purpose (Kinsman 1998; Alaba, Lewis & Dawes 1993).

Nevertheless, efforts aimed at facilitating cross-sectoral movement of students have been successful to a degree, with research and evaluation reports in the past ten years recording a gradual improvement in both admission procedures and credit transfer arrangements during that time. Most have concluded that credit transfer arrangements have become much more transparent, credit is being granted more readily and by more institutions, and the average amount of credit granted has increased (see NBEET 1993a, 1993b; Golding 1995; Lewis 1991). An important development in 1997 was the published undertaking by 33 universities to provide not less than specified minimum credit in particular fields of study.

Most of these reports, however, have also remarked on continuing inconsistencies and inefficiencies in cross-sectoral arrangements. Reported difficulties include:

- a lack of adequate attention to 'reverse transfer'; that is, the movement of students from university to TAFE, and inadequacies in data on such movement in TAFE statistical collections
- significant variations in arrangements and standards resulting from bilateral arrangements—some universities have adopted an automatic block credit arrangement for TAFE diploma graduates while others require arrangements to be negotiated on a faculty by faculty basis—not infrequently this leads to different standards and principles being applied by different faculties within the one institution
- the continuing uncertainty of admission even when credit transfer arrangements have been agreed
- a reluctance on the part of some universities to publish credit transfer and admission arrangements—this means that the choices and decisions of both TAFE students and school leavers are less well informed than they should be
- restricted possibilities for jointly offered programs resulting from different operational funding arrangements
- the lack of priority and resources for the management of negotiation arrangements and for the support services often needed to integrate TAFE graduates first entering university in the second or third year of a course
- some aspects of the competency-based approach with particular problems, including:
  - the difficulty of determining credit and equivalence by reference to a set of standards rather than a curriculum
  - difficulties in assessing the relative merit of applications based on ungraded competency assessments
  - in some States, the rigidity of the TAFE curriculum and lack of autonomy of TAFE institutes that prevent even minor variations in course content to enhance course articulation and credit transfer arrangements (Hamilton 1998; NBEET 1995; AVCC 1997 in Kinsman 1998)

As recently as 1997 the AVCC, in its submission to the West Review of Higher Education Financing and Policy, confirmed the need for better cooperation between universities and TAFE, noting that 'there is no national system of credit accumulation and transfer which would enable easier movement between TAFE and universities . . .' The AVCC also proposed fostering better cooperation between universities and TAFE through the development of 'a coherent and workable national system of credit accumulation and transfer for both directions' (AVCC 1997).

The annotated bibliography prepared as part of this project is provided at appendix D.

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# Appendices





## Appendix A: Tables and descriptive analysis

### 1 Total admissions: growth (tables 1.1–1.7)

Tables 1.1 and 1.2 illustrate the growth over the years 1989 to 1997 and 1992 to 1997 respectively in both bachelor degree courses and other courses. Bachelor degree admissions grew by almost 54 per cent, with an average annual growth rate of 5.5 per cent. Bachelor degree admissions as a proportion of all admissions also increased, from 63 per cent to nearly 66 per cent.

Table 1.2 covers the period from 1992 to 1997 and includes only HECS-liable students. HECS-liable bachelor degree admissions in the period 1992 to 1997 represented nearly 76 per cent of total HECS-liable admissions for the period. The average annual growth rate in HECS-liable bachelor degree admissions did not differ greatly in the 1989–97 and 1992–97 periods. The rate of admission of HECS-liable students to courses other than bachelor degrees showed a negative growth rate in the 1992–97 period.

Table 1.1: Total admissions by course type, 1989–97

Year	Not bachelor degree		Bachelor degree		Total
	Number	%	Number	%	
1989	66 979	37.0	113 833	63.0	180 812
1990	73 526	36.5	127 914	63.5	201 440
1991	79 797	36.6	138 143	63.4	217 940
1992	71 882	34.1	138 717	65.9	210 599
1993	74 787	34.4	142 669	65.6	217 456
1994	77 206	34.3	148 019	65.7	225 225
1995	84 200	34.4	160 602	65.6	244 802
1996	89 989	34.5	171 207	65.5	261 196
1997	91 265	34.3	175 034	65.7	266 299
Total	709 631	35.0	1 316 138	65.0	2 025 769
Total growth (%)	36.3	–	53.8	–	47.3
Average annual growth (%)	3.9	–	5.5%	–	5.0%

Table 1.2: Total admissions course type, HECS-liable students, 1992–97

Year	Not bachelor degree		Bachelor degree		Total
	Number	%	Number	%	
1992	44 463	27.03	120 006	72.97	164 469
1993	44 113	26.33	123 451	73.67	167 564
1994	43 074	24.17	135 134	75.83	178 208
1995	44 931	23.63	145 210	76.37	190 141
1996	45 803	23.05	152 878	76.95	198 681
1997	40 220	20.91	152 167	79.09	192 387
Total	262 604	24.06	828 846	75.94	1 091 450
Total growth (%)	–9.5	–	26.8	–	17.0
Average annual growth (%)	–2.0	–	4.9	–	3.2

Tables 1.3 to 1.7 compare total admissions by State over the periods 1989 to 1997 and 1992 to 1997. Table 1.3 shows total national growth as 47.3 per cent in the 1989–97 period. However, when growth in individual States is compared, there are notable variations. Queensland registered the highest growth, at 81.6 per cent, and South Australia the lowest, at 20.6 per cent. Tasmania and the ACT also registered comparatively small growth, at 24.3 per cent and 24.5 per cent respectively. Tables 1.3 and 1.4 show that for the smaller States average annual growth rates were significantly different when admissions data for 1989 to 1991 were excluded.

**Table 1.3: Total admissions by State, 1989–97**

Year	ACT		NSW		NT		QLD		SA		TAS		VIC		WA		MUL		Total
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
1989	6 574	3.64	56 033	30.99	1 588	0.88	26 701	14.77	15 371	8.50	3 915	2.17	52 138	28.84	18 492	10.23	0	0.00	180 812
1990	8 030	3.99	60 564	30.07	1 704	0.85	33 760	16.76	16 582	8.23	4 605	2.29	56 372	27.98	19 823	9.84	0	0.00	201 440
1991	8 905	4.09	65 989	30.28	2 199	1.01	34 487	15.82	16 979	7.79	4 913	2.25	59 982	27.52	21 204	9.73	3 282	1.51	217 940
1992	8 136	3.86	65 752	31.22	2 214	1.05	34 171	16.23	15 469	7.35	4 484	2.13	56 661	26.90	20 134	9.56	3 578	1.70	210 599
1993	7 872	3.62	64 776	29.79	1 892	0.87	37 149	17.08	16 584	7.63	4 566	2.10	60 213	27.69	20 133	9.26	4 271	1.96	217 456
1994	7 656	3.40	68 801	30.55	1 982	0.88	38 786	17.22	16 902	7.50	4 594	2.04	61 782	27.43	21 023	9.33	3 699	1.64	225 225
1995	8 158	3.33	77 521	31.67	2 476	1.01	40 954	16.73	18 491	7.55	5 151	2.10	65 148	26.61	22 625	9.24	4 278	1.75	244 802
1996	8 185	3.13	82 147	31.45	2 645	1.01	46 240	17.70	18 721	7.17	5 078	1.94	70 472	26.98	24 044	9.21	3 664	1.40	261 196
1997	8 183	3.07	83 941	31.52	2 297	0.86	48 479	18.20	18 545	6.96	4 865	1.83	69 534	26.11	25 959	9.75	4 496	1.69	266 299
Total	71 699	3.54	625 524	30.88	18 997	0.94	340 727	16.82	153 644	7.58	42 171	2.08	552 302	27.26	193 437	9.55	27 268	1.35	2 025 769
Total growth (%)	24.5	–	49.8	–	44.6	–	81.6	–	20.6	–	24.3	–	33.4	–	40.4	–	37.0	–	47.3
Average annual growth (%)	2.8	–	5.2	–	4.7	–	7.7	–	2.4	–	2.8	–	3.7	–	4.3	–	4.0	–	5.0

**Table 1.4: Total admissions by State, 1992–97**

Year	ACT		NSW		NT		QLD		SA		TAS		VIC		WA		MUL		Total
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
1992	8 136	3.86	65 752	31.22	2 214	1.05	34 171	16.23	15 469	7.35	4 484	2.13	56 661	26.90	20 134	9.56	3 578	1.70	210 599
1993	7 872	3.62	64 776	29.79	1 892	0.87	37 149	17.08	16 584	7.63	4 566	2.10	60 213	27.69	20 133	9.26	4 271	1.96	217 456
1994	7 656	3.40	68 801	30.55	1 982	0.88	38 786	17.22	16 902	7.50	4 594	2.04	61 782	27.43	21 023	9.33	3 699	1.64	225 225
1995	8 158	3.33	77 521	31.67	2 476	1.01	40 954	16.73	18 491	7.55	5 151	2.10	65 148	26.61	22 625	9.24	4 278	1.75	244 802
1996	8 185	3.13	82 147	31.45	2 645	1.01	46 240	17.70	18 721	7.17	5 078	1.94	70 472	26.98	24 044	9.21	3 664	1.40	261 196
1997	8 183	3.07	83 941	31.52	2 297	0.86	48 479	18.20	18 545	6.96	4 865	1.83	69 534	26.11	25 959	9.75	4 496	1.69	266 299
Total	48 190	3.54	442 938	30.88	13 506	0.94	245 779	16.82	104 712	7.58	28 738	2.08	383 810	27.26	133 918	9.55	23 986	1.35	1 425 577
Total growth (%)	0.6	–	27.7	–	3.7	–	41.9	–	19.9	–	8.5	–	22.7	–	28.9	–	25.7	–	26.4
Average annual growth (%)	0.1	–	5.0	–	0.7	–	7.2	–	3.7	–	1.6	–	4.2	–	5.2	–	4.7	–	4.8

Tables 1.5 and 1.6 show admissions to bachelor degree courses over the periods 1989–97 and 1992–97. There is a wide variation in overall growth and in annual growth rates between States. Queensland recorded the largest increase, with an overall increase of 95.6 per cent in the 1989–97 period, giving an annual growth rate of 8.8 per cent. The Northern Territory, the Australian Capital Territory and Tasmania recorded the smallest increases, with annual growth rates of 1.8 per cent, 2.4 per cent and 2.5 per cent respectively. Excluding admissions data for the years 1989 to 1991 (table 1.6) reduces average annual growth rates for all States except Tasmania, Victoria and Western Australia.

**Table 1.5: Total admissions by State, bachelor degree, 1989–97**

Year	ACT		NSW		NT		QLD		SA		TAS		VIC		WA		MUL		Total
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
1989	4 599	4.04	34 215	30.06	947	0.83	17 151	15.07	8 213	7.21	2 881	2.53	32 906	28.91	12 921	11.35	0	0.00	113 833
1990	5 743	4.49	38 058	29.75	992	0.78	22 261	17.40	9 557	7.47	2 960	2.31	34 349	26.85	13 994	10.94	0	0.00	127 914
1991	6 409	4.64	40 706	29.47	1 167	0.84	23 408	16.94	10 324	7.47	3 244	2.35	36 718	26.58	15 061	10.90	1 106	0.80	138 143
1992	5 628	4.06	42 270	30.47	1 227	0.88	23 492	16.94	10 181	7.34	3 082	2.22	35 867	25.86	14 620	10.54	2 350	1.69	138 717
1993	5 138	3.60	40 219	28.19	1 029	0.72	25 599	17.94	10 454	7.33	3 046	2.14	39 541	27.72	14 649	10.27	2 994	2.10	142 669
1994	5 057	3.42	42 300	28.58	961	0.65	27 055	18.28	10 794	7.29	3 296	2.23	40 964	27.67	15 294	10.33	2 298	1.55	148 019
1995	5 571	3.47	47 178	29.38	1 303	0.81	28 684	17.86	11 933	7.43	3 813	2.37	42 616	26.54	16 682	10.39	2 822	1.76	160 602
1996	5 503	3.21	50 684	29.60	1 251	0.73	32 596	19.04	11 997	7.01	3 551	2.07	45 750	26.72	17 483	10.21	2 392	1.40	171 207
1997	5 542	3.17	50 987	29.13	1 089	0.62	33 554	19.17	12 201	6.97	3 515	2.01	46 360	26.49	18 763	10.72	3 023	1.73	175 034
Total	49 190	3.7	386 617	29.4	9 966	0.8	233 800	17.8	95 654	7.3	29 388	2.2	355 071	27.0	139 467	10.6	16 985	1.3	1 316 138
Total growth (%)	20.5	–	49.0	–	15.0	–	95.6	–	48.6	–	22.0	–	40.9	–	45.2	–	–	–	53.8
Average annual growth (%)	2.4	–	5.1	–	1.8	–	8.8	–	5.1	–	2.5	–	4.4	–	4.8	–	–	–	5.5

**Table 1.6: Total admissions by State, bachelor degree, 1992–97**

Year	ACT		NSW		NT		QLD		SA		TAS		VIC		WA		MUL		Total
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
1992	5 628	4.06	42 270	30.47	1 227	0.88	23 492	16.94	10 181	7.34	3 082	2.22	35 867	25.86	14 620	10.54	2 350	1.69	138 717
1993	5 138	3.60	40 219	28.19	1 029	0.72	25 599	17.94	10 454	7.33	3 046	2.14	39 541	27.72	14 649	10.27	2 994	2.10	142 669
1994	5 057	3.42	42 300	28.58	961	0.65	27 055	18.28	10 794	7.29	3 296	2.23	40 964	27.67	15 294	10.33	2 298	1.55	148 019
1995	5 571	3.47	47 178	29.38	1 303	0.81	28 684	17.86	11 933	7.43	3 813	2.37	42 616	26.54	16 682	10.39	2 822	1.76	160 602
1996	5 503	3.21	50 684	29.60	1 251	0.73	32 596	19.04	11 997	7.01	3 551	2.07	45 750	26.72	17 483	10.21	2 392	1.40	171 207
1997	5 542	3.17	50 987	29.13	1 089	0.62	33 554	19.17	12 201	6.97	3 515	2.01	46 360	26.49	18 763	10.72	3 023	1.73	175 034
Total	32 439	3.7	273 638	29.4	6 860	0.8	170 980	17.8	67 560	7.3	20 303	2.2	251 098	27.0	97 491	10.6	15 879	1.3	936 248
Total growth (%)	–1.5	–	20.6	–	–11.2	–	42.8	–	19.8	–	14.0	–	29.3	–	28.3	–	28.6	–	26.2
Average annual growth (%)	–0.3	–	3.8	–	–2.4	–	7.4	–	3.7	–	2.7	–	5.3	–	5.1	–	5.2	–	4.8

Table 1.7: Total admissions by State, bachelor degree HECS-liable students, 1992-97

Year	ACT		NSW		NT		QLD		SA		TAS		VIC		WA		MUL		Total
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
1992	5 159	4.30	36 951	30.79	1 124	0.94	21 141	17.62	8 878	7.40	2 791	2.33	29 630	24.69	12 519	10.43	1 813	1.51	120 006
1993	4 401	3.56	35 576	28.82	949	0.77	22 936	18.58	9 205	7.46	2 718	2.20	33 218	26.91	12 215	9.89	2 233	1.81	123 451
1994	4 353	3.22	39 595	29.30	939	0.69	25 246	18.68	10 351	7.66	2 980	2.21	35 965	26.61	13 474	9.97	2 231	1.65	135 134
1995	4 818	3.32	44 128	30.39	1 268	0.87	26 217	18.05	11 270	7.76	3 432	2.36	37 055	25.52	14 289	9.84	2 733	1.88	145 210
1996	4 779	3.13	46 813	30.62	1 227	0.80	29 558	19.33	11 215	7.34	3 277	2.14	39 231	25.66	14 450	9.45	2 328	1.52	152 878
1997	4 817	3.17	45 916	30.17	1 059	0.70	29 781	19.57	11 195	7.36	3 244	2.13	38 093	25.03	15 202	9.99	2 860	1.88	152 167
Total	28 327	3.42	248 979	30.04	6 566	0.79	154 879	18.69	62 114	7.49	18 442	2.23	213 192	25.72	82 149	9.91	14 198	1.71	828 846
Total growth (%)	-6.6	-	24.3	-	-5.8	-	40.9	-	26.1	-	16.2	-	28.6	-	21.4	-	57.7	-	26.8
Average annual growth (%)	-1.4	-	4.4	-	-1.2	-	7.1	-	4.7	-	3.1	-	5.2	-	4.0	-	9.5	-	4.9

## 2 Basis of admission (tables 2.1-2.10)

Table 2.1 compares the basis of admission over the period 1989-97. Total admissions grew nationally by 47.3 per cent over the period. By contrast, admissions on the basis of employment experience and TAFE courses grew by 531.4 per cent and 263.7 per cent respectively, although from a very small base. More modest, but still almost double the national rate, were admissions on the basis of a completed higher education course and an incomplete higher education course, at 88.2 per cent and 95.2 per cent respectively.

Table 2.1: Basis of admission, all admissions, 1989-97

Year	Completed higher education		Incomplete higher education		Employment experience		Mature age		Other basis		School leaver		TAFE course		Invalid		Total
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
1989	41 095	22.73	14 259	7.89	1 052	0.58	10 619	5.87	28 336	15.67	80 144	44.32	4 124	2.28	1 183	0.65	180 812
1990	47 298	23.48	18 457	9.16	1 649	0.82	10 832	5.38	30 698	15.24	86 303	42.84	4 766	2.37	1 437	0.71	201 440
1991	56 445	25.90	22 177	10.18	1 605	0.74	11 972	5.49	33 906	15.56	85 967	39.45	5 868	2.69	0	0.00	217 940
1992	57 533	27.32	19 807	9.41	2 151	1.02	12 009	5.70	39 257	18.64	74 066	35.17	5 776	2.74	0	0.00	210 599
1993	62 074	28.55	20 314	9.34	2 844	1.31	10 010	4.60	38 595	17.75	77 056	35.44	6 563	3.02	0	0.00	217 456
1994	62 849	27.90	21 736	9.65	3 183	1.41	9 187	4.08	42 282	18.77	76 525	33.98	9 463	4.20	0	0.00	225 225
1995	68 488	27.98	25 086	10.25	3 737	1.53	11 555	4.72	41 754	17.06	81 874	33.44	12 308	5.03	0	0.00	244 802
1996	74 516	28.53	26 157	10.01	6 124	2.34	11 626	4.45	41 352	15.83	89 088	34.11	12 333	4.72	0	0.00	261 196
1997	77 323	29.04	27 829	10.45	6 642	2.49	10 102	3.79	40 668	15.27	88 733	33.32	14 999	5.63	3	0.00	266 299
Total	547 621	27.03	195 822	9.67	28 987	1.43	97 912	4.83	336 848	16.63	739 756	36.52	76 200	3.76	2 623	0.13	2 025 769
Total growth (%)	88.2	-	95.2	-	531.4	-	-4.9	-	43.5	-	10.7	-	263.7	-	-99.7	-	47.3
Average annual growth (%)	8.2	-	8.7	-	25.9	-	-0.6	-	4.6	-	1.3	-	17.5	-	-52.6	-	5.0

Tables 2.2 and 2.3 compare the basis of admission to bachelor degree courses in the periods 1989–97 and 1992–97. As a proportion of total enrolments, admissions on the basis of mature age fell from 6.03 per cent in 1989 to 4.52 per cent in 1997. In absolute numbers, admissions in this category increased from 6866 in 1989 to 9572 in 1992, before falling to 7917 in 1997. As a proportion of total enrolments, admissions on the basis of prior TAFE studies grew from 2.3 per cent in 1989 to 7.8 per cent in 1997. This represents an increase in absolute numbers of nearly 11 000, only slightly less than admissions on the basis of incomplete higher education courses (12 934) and almost three times the number admitted on the basis of completed higher education courses (4063).

When data for the years 1989 to 1991 are excluded (table 2.3), growth in admissions on the basis of prior TAFE study exceeded that for both admissions on the basis of completed and those on the basis of incomplete higher education courses. Total school leaver admissions to bachelor degree courses, as a proportion of total enrolments, fell from 56.8 per cent in 1989 to 49.3 per cent in 1997. When only HECS-liable students to bachelor degree courses are considered (table 2.4), the proportion of students admitted as school leavers was 50.4 per cent in 1992, rising to 53.2 per cent in 1997. Admission on the basis of employment experience remained low in both proportional and absolute terms over the period 1989–97.

**Table 2.2: Basis of admission to bachelor degree courses, 1989–97**

Year	Completed higher education		Incomplete higher education		Employment experience		Mature age		Other basis		School leaver		TAFE course		Invalid		Total
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
1989	10 636	9.34	11 765	10.34	397	0.35	6 866	6.03	16 510	14.50	64 683	56.82	2 616	2.30	360	0.32	113 833
1990	11 993	9.38	15 234	11.91	649	0.51	6 910	5.40	18 205	14.23	70 968	55.48	3 194	2.50	761	0.59	127 914
1991	14 129	10.23	17 998	13.03	561	0.41	7 767	5.62	20 524	14.86	72 812	52.71	4 352	3.15	0	0.00	138 143
1992	13 771	9.93	16 342	11.78	672	0.48	9 572	6.90	24 813	17.89	68 971	49.72	4 576	3.30	0	0.00	138 717
1993	13 107	9.19	17 100	11.99	1 213	0.85	8 085	5.67	24 852	17.42	72 800	51.03	5 512	3.86	0	0.00	142 669
1994	12 687	8.57	18 663	12.61	1 565	1.06	7 750	5.24	25 970	17.55	72 984	49.31	8 400	5.67	0	0.00	148 019
1995	14 152	8.81	21 217	13.21	1 305	0.81	8 569	5.34	26 266	16.35	78 211	48.70	10 882	6.78	0	0.00	160 602
1996	14 721	8.60	22 930	13.39	1 965	1.15	9 030	5.27	25 981	15.18	85 537	49.96	11 043	6.45	0	0.00	171 207
1997	14 699	8.40	24 699	14.11	1 921	1.10	7 917	4.52	25 898	14.80	86 318	49.31	13 581	7.76	1	0.00	175 034
<b>Total</b>	<b>119 895</b>	<b>9.11</b>	<b>165 948</b>	<b>12.61</b>	<b>10 248</b>	<b>0.78</b>	<b>72 466</b>	<b>5.51</b>	<b>209 019</b>	<b>15.88</b>	<b>673 284</b>	<b>51.16</b>	<b>64 156</b>	<b>4.87</b>	<b>1 122</b>	<b>0.09</b>	<b>1 316 138</b>
Total growth (%)	38.2	–	109.9	–	383.9	–	15.3	–	56.9	–	33.4	–	419.2	–	–99.7	–	53.8
Average annual growth (%)	4.1	–	9.7	–	21.8	–	1.8	–	5.8	–	3.7	–	22.9	–	–52.1	–	5.5

**Table 2.3: Basis of admission to bachelor degree courses, 1992-97**

Year	Completed higher education		Incomplete higher education		Employment experience		Mature age		Other basis		School leaver		TAFE course		Invalid		Total
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
1992	13 771	9.93	16 342	11.78	672	0.48	9 572	6.90	24 813	17.89	68 971	49.72	4 576	3.30	0	0.00	138 717
1993	13 107	9.19	17 100	11.99	1 213	0.85	8 085	5.67	24 852	17.42	72 800	51.03	5 512	3.86	0	0.00	142 669
1994	12 687	8.57	18 663	12.61	1 565	1.06	7 750	5.24	25 970	17.55	72 984	49.31	8 400	5.67	0	0.00	148 019
1995	14 152	8.81	21 217	13.21	1 305	0.81	8 569	5.34	26 266	16.35	78 211	48.70	10 882	6.78	0	0.00	160 602
1996	14 721	8.60	22 930	13.39	1 965	1.15	9 030	5.27	25 981	15.18	85 537	49.96	11 043	6.45	0	0.00	171 207
1997	14 699	8.40	24 699	14.11	1 921	1.10	7 917	4.52	25 898	14.80	86 318	49.31	13 581	7.76	1	0.00	175 034
Total	83 137	9.11	120 951	12.61	8 641	0.78	50 923	5.51	153 780	15.88	464 821	51.16	53 994	4.87	1	0.09	936 248
Total growth (%)	6.7	-	51.1	-	185.9	-	-17.3	-	4.4	-	25.2	-	196.8	-	-	-	26.2
Average annual growth (%)	1.3	-	8.6	-	23.4	-	-3.7	-	0.9	-	4.6	-	24.3	-	-	-	4.8

**Table 2.4: Basis of admission to bachelor degree courses, HECS-liable students, 1992-97**

Year	Completed higher education course		Incomplete higher education course		Employment experience		Mature age		Other basis		School leaver		TAFE course		Invalid		Total
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
1992	12 408	10.67	14 661	12.22	645	0.54	8 036	6.70	19 713	16.43	60 507	50.42	4 036	3.36	0	0.00	120 006
1993	11 318	9.46	15 247	12.35	1 022	0.83	7 179	5.82	19 664	15.93	64 090	51.92	4 931	3.99	0	0.00	123 451
1994	10 694	8.09	17 659	13.07	1 478	1.09	7 577	5.61	20 645	15.28	69 201	51.21	7 880	5.83	0	0.00	135 134
1995	11 209	7.84	19 974	13.76	1 299	0.89	8 188	5.64	20 793	14.32	73 568	50.66	10 179	7.01	0	0.00	145 210
1996	11 201	7.35	21 484	14.05	1 930	1.26	8 738	5.72	19 138	12.52	80 882	52.91	9 505	6.22	0	0.00	152 878
1997	11 002	7.40	22 529	14.81	1 876	1.23	7 274	4.78	18 286	12.02	80 918	53.18	10 281	6.76	1	0.00	152 167
Total	67 832	8.18	111 554	13.46	8 250	1.00	46 992	5.67	118 239	14.27	429 166	51.78	46 812	5.65	1	0.00	828 846
Total growth (%)	-12.1	-	53.7	-	190.9	-	-9.5	-	-7.2	-	33.7	-	154.7	-	-	-	26.8
Average annual growth (%)	-2.5	-	9.0	-	23.8	-	-2.0	-	-1.5	-	6.0	-	20.6	-	-	-	4.9

Table 2.5 compares admissions on the basis of prior TAFE study (TAFE course) and aggregated admissions on all other bases (not TAFE) for the years 1989 to 1997. Data in this table are also disaggregated into admissions to bachelor degree courses and to all other courses (not bachelor degree). Over the period 1989-97, admissions to bachelor degree courses on the basis of prior TAFE study represented the only increase as a proportion of total admissions, increasing from 1.4 per cent to 5.1 per cent. Table 2.6 includes the additional dimension of fee type (HECS exemption status). This results in the proportions of not TAFE HECS-liable student admissions to bachelor degree courses increasing from 70.5 per cent in 1992 to 73.8 per cent in 1997.

**Table 2.5: Admission, all admissions on the basis of prior TAFE study (TAFE course) and on all other bases (not TAFE), by course type, 1989-97**

Year	TAFE course				Not TAFE				Total
	Not bachelor degree		Bachelor degree		Not bachelor degree		Bachelor degree		
	Number	%	Number	%	Number	%	Number	%	
1989	1 508	0.8	2 616	1.4	65 471	36.2	111 217	61.5	180 812
1990	1 572	0.8	3 194	1.6	71 954	35.7	124 720	61.9	201 440
1991	1 516	0.7	4 352	2.0	78 281	35.9	133 791	61.4	217 940
1992	1 200	0.6	4 576	2.2	70 682	33.6	134 141	63.7	210 599
1993	1 051	0.5	5 512	2.5	73 736	33.9	137 157	63.1	217 456
1994	1 063	0.5	8 400	3.7	76 143	33.8	139 619	62.0	225 225
1995	1 426	0.6	10 882	4.4	82 774	33.8	149 720	61.2	244 802
1996	1 290	0.5	11 043	4.2	88 699	34.0	160 164	61.3	261 196
1997	1 418	0.5	13 581	5.1	89 847	33.7	161 453	60.6	266 299
Total	12 044	0.6	64 156	3.2	697 587	34.4	1 251 982	61.8	2 025 769

**Table 2.6: Admission, HECS-liable students, on the basis of prior TAFE study (TAFE course) and on all other bases (not TAFE), by course type, 1992-97**

Year	TAFE course				Not TAFE				Total
	Not bachelor degrees		Bachelor degree		Not bachelor degrees		Bachelor degree		
	Number	%	Number	%	Number	%	Number	%	
1992	889	0.5	4 036	2.5	43 574	26.5	115 970	70.5	164 469
1993	778	0.5	4 931	2.9	43 335	25.9	118 520	70.7	167 564
1994	794	0.4	7 880	4.4	42 280	23.7	127 254	71.4	178 208
1995	891	0.5	10 179	5.4	44 040	23.2	135 031	71.0	190 141
1996	769	0.4	9 505	4.8	45 034	22.7	143 373	72.2	198 681
1997	714	0.4	10 281	5.3	39 506	20.5	141 886	73.8	192 387
Total	4 835	0.4	46 812	4.3	257 769	23.6	782 034	71.7	1 091 450

Tables 2.7 and 2.8 compare admissions on the basis of prior TAFE study (TAFE course) and aggregated other bases of admission (not TAFE) by State for the period 1989–97. The proportions of admissions on the basis of TAFE course and not TAFE, across all courses, in 1997 were 5.6 per cent and 94.4 per cent respectively. In the same year the States/Territories recording the largest proportion of TAFE-based admissions were the Northern Territory, Tasmania and Western Australia, with 8.9 per cent, 7.2 per cent and 13.4 per cent respectively. The States/Territories showing the smallest proportions were the ACT and Queensland, with 3.6 per cent and 4.5 per cent respectively. In all States and Territories the proportion of TAFE course admissions increased over the 1989–97 period.

**Table 2.7: All admissions, on the basis of prior TAFE study (TAFE course) and on all other bases (not TAFE) by State, 1989–97**

Year	ACT		MUL		NSW		NT		QLD		SA		TAS		VIC		WA		Total	
	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE
1989	23	6 551	0	0	1 625	54 408	92	1 496	486	26 215	356	15 015	89	3 826	1 123	51 015	330	18 162	4 124	176 688
1990	4	8 026	0	0	1 665	58 899	54	1 650	381	33 379	631	15 951	263	4 342	1 353	55 019	415	19 408	4 766	196 674
1991	16	8 889	9	3 273	2 037	63 952	58	2 141	733	33 754	460	16 519	237	4 676	1 380	58 602	938	20 266	5 868	212 072
1992	8	8 128	13	3 565	2 210	63 542	125	2 089	331	33 840	451	15 018	238	4 246	1 516	55 145	884	19 250	5 776	204 823
1993	7	7 865	18	4 253	1 846	62 930	88	1 804	1 070	36 079	505	16 079	215	4 351	1 751	58 462	1 063	19 070	6 563	210 893
1994	184	7 472	43	3 656	2 248	66 553	149	1 833	1 954	36 832	526	16 376	264	4 330	2 548	59 234	1 547	19 476	9 463	215 762
1995	372	7 786	39	4 239	3 501	74 020	268	2 208	2 229	38 725	578	17 913	305	4 846	3 213	61 935	1 803	20 822	12 308	232 494
1996	306	7 879	70	3 594	3 415	78 732	263	2 382	1 645	44 595	477	18 244	286	4 792	3 470	67 002	2 401	21 643	12 333	248 863
1997	293	7 890	117	4 379	4 194	79 747	204	2 093	2 186	46 293	883	17 662	348	4 517	3 285	66 249	3 489	22 470	14 999	251 300
Total	1 213	70 486	309	26 959	22 741	602 783	1 301	17 696	11 015	329 712	4 867	148 777	2 245	39 926	19 639	532 663	12 870	180 567	76 200	1 949 569

**Table 2.8: All admissions, on the basis of prior TAFE study (TAFE course) and on all other bases (not TAFE) by State as a percentage of total admissions, 1989–97**

Year	ACT		MUL		NSW		NT		QLD		SA		TAS		VIC		WA		Total	
	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE
1989	0.3	99.7	–	–	2.9	97.1	5.8	94.2	1.8	98.2	2.3	97.7	2.3	97.7	2.2	97.8	1.8	98.2	2.3	97.7
1990	0.0	100.0	–	–	2.7	97.3	3.2	96.8	1.1	98.9	3.8	96.2	5.7	94.3	2.4	97.6	2.1	97.9	2.4	97.6
1991	0.2	99.8	0.3	99.7	3.1	96.9	2.6	97.4	2.1	97.9	2.7	97.3	4.8	95.2	2.3	97.7	4.4	95.6	2.7	97.3
1992	0.1	99.9	0.4	99.6	3.4	96.6	5.6	94.4	1.0	99.0	2.9	97.1	5.3	94.7	2.7	97.3	4.4	95.6	2.7	97.3
1993	0.1	99.9	0.4	99.6	2.8	97.2	4.7	95.3	2.9	97.1	3.0	97.0	4.7	95.3	2.9	97.1	5.3	94.7	3.0	97.0
1994	2.4	97.6	1.2	98.8	3.3	96.7	7.5	92.5	5.0	95.0	3.1	96.9	5.7	94.3	4.1	95.9	7.4	92.6	4.2	95.8
1995	4.6	95.4	0.9	99.1	4.5	95.5	10.8	89.2	5.4	94.6	3.1	96.9	5.9	94.1	4.9	95.1	8.0	92.0	5.0	95.0
1996	3.7	96.3	1.9	98.1	4.2	95.8	9.9	90.1	3.6	96.4	2.5	97.5	5.6	94.4	4.9	95.1	10.0	90.0	4.7	95.3
1997	3.6	96.4	2.6	97.4	5.0	95.0	8.9	91.1	4.5	95.5	4.8	95.2	7.2	92.8	4.7	95.3	13.4	86.6	5.6	94.4
Total	1.7	98.3	1.1	98.9	3.6	96.4	6.8	93.2	3.2	96.8	3.2	96.8	5.3	94.7	3.6	96.4	6.7	93.3	3.8	96.2

Tables 2.9 and 2.10 provide the same comparisons as tables 2.7 and 2.8 but with the added dimensions of bachelor degree courses and fee type (HECS exemption status). When only HECS-liable students are considered, admissions to bachelor degree courses on the basis of prior TAFE study represented a greater proportion of total enrolments in all States.

**Table 2.9: Admission to bachelor degree courses, HECS-liable students, on the basis of prior TAFE study (TAFE course) and on all other bases (not TAFE) by State, 1992-97**

Year	ACT		MUL		NSW		NT		QLD		SA		TAS		VIC		WA		Total	
	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE
1992	5	5 154	9	1 804	1 594	35 357	83	1 041	249	20 892	285	8 593	156	2 635	1 012	28 618	643	11 876	4 036	115 970
1993	6	4 395	12	2 221	1 404	34 172	56	893	972	21 964	306	8 899	139	2 579	1 253	31 965	783	11 432	4 931	118 520
1994	147	4 206	36	2 195	1 820	37 775	98	841	1 820	23 426	386	9 965	177	2 803	2 090	33 875	1 306	12 168	7 880	127 254
1995	325	4 493	35	2 698	3 008	41 120	130	1 138	1 892	24 325	410	10 860	201	3 231	2 641	34 414	1 537	12 752	10 179	135 031
1996	253	4 526	65	2 263	2 664	44 149	186	1 041	1 341	28 217	273	10 942	198	3 079	2 891	36 340	1 634	12 816	9 505	143 373
1997	256	4 561	103	2 757	3 098	42 818	142	917	1 759	28 022	489	10 706	225	3 019	2 567	35 526	1 642	13 560	10 281	141 886
Total	992	27 335	260	13 938	13 588	235 391	695	5 871	8 033	146 846	2 149	59 965	1 096	17 346	12 454	200 738	7 545	74 604	46 812	782 034

**Table 2.10: Admission to bachelor degree courses, HECS-liable students, on the basis of prior TAFE study (TAFE course) and on all other bases (not TAFE) by State as a percentage of all admissions, 1992-97**

Year	ACT		MUL		NSW		NT		QLD		SA		TAS		VIC		WA		Total	
	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE	TAFE	Not TAFE
1992	0.1	99.9	0.5	99.5	4.3	95.7	7.4	92.6	1.2	98.8	3.2	96.8	5.6	94.4	3.4	96.6	5.1	94.9	3.4	96.6
1993	0.1	99.9	0.5	99.5	3.9	96.1	5.9	94.1	4.2	95.8	3.3	96.7	5.1	94.9	3.8	96.2	6.4	93.6	4.0	96.0
1994	3.4	96.6	1.6	98.4	4.6	95.4	10.4	89.6	7.2	92.8	3.7	96.3	5.9	94.1	5.8	94.2	9.7	90.3	5.8	94.2
1995	6.7	93.3	1.3	98.7	6.8	93.2	10.3	89.7	7.2	92.8	3.6	96.4	5.9	94.1	7.1	92.9	10.8	89.2	7.0	93.0
1996	5.3	94.7	2.8	97.2	5.7	94.3	15.2	84.8	4.5	95.5	2.4	97.6	6.0	94.0	7.4	92.6	11.3	88.7	6.2	93.8
1997	5.3	94.7	3.6	96.4	6.7	93.3	13.4	86.6	5.9	94.1	4.4	95.6	6.9	93.1	6.7	93.3	10.8	89.2	6.8	93.2
Total	3.5	96.5	1.8	98.2	5.5	94.5	10.6	89.4	5.2	94.8	3.5	96.5	5.9	94.1	5.8	94.2	9.2	90.8	5.6	94.4

### 3 University classification (tables 3.1–3.6)

Tables 3.1 to 3.3 compare admissions by university classification over the period 1993 to 1997. Universities classified as ex-colleges of advanced education (ex-CAEs) recorded the highest rate of growth in admissions into all courses (table 3.1), admissions into bachelor degree courses (table 3.2) and admissions of HECS-liable students into bachelor degree courses (table 3.3). The 9.4 per cent average annual growth rate in total admissions for ex-CAEs is almost double the national annual growth rate. The university classification with the next highest average annual growth rate in total admissions was ex-institutes of technology, with a growth rate of 5.1 per cent.

**Table 3.1: Total admissions by university classification, 1993–97**

Year	Eight			Ex-CAEs			Ex-Institutes of technology			Other universities			Special universities			Total
	Number	%	% annual growth	Number	%	% annual growth	Number	%	% annual growth	Number	%	% annual growth	Number	%	% annual growth	
1993	64 388	29.6	–	35 552	16.3	–	48 439	22.3	–	63 345	29.1	–	5 732	2.6	–	217 456
1994	66 164	29.4	2.8	39 566	17.6	11.3	49 645	22.0	2.5	64 659	28.7	2.1	5 191	2.3	–9.4	225 225
1995	67 326	27.5	1.8	45 255	18.5	14.4	53 089	21.7	6.9	73 163	29.9	13.2	5 969	2.4	15.0	244 802
1996	72 713	27.8	8.0	48 712	18.6	7.6	56 300	21.6	6.0	77 720	29.8	6.2	5 751	2.2	–3.7	261 196
1997	73 595	27.6	1.2	50 911	19.1	4.5	59 150	22.2	5.1	76 043	28.6	–2.2	6 600	2.5	14.8	266 299
Total	344 186	28.3	–	219 996	18.1	–	266 623	21.9	–	354 930	29.2	–	29 243	2.4	–	1 214 978
Total growth (%)	14.3	–	–	43.2	–	–	22.1	–	–	20.0	–	–	15.1	–	–	22.5
Average annual growth (%)	3.4	–	–	9.4	–	–	5.1	–	–	4.7	–	–	3.6	–	–	5.2

**Table 3.2: Admission to bachelor degree courses by university classification, 1993–97**

Year	Eight			Ex-CAEs			Ex-Institutes of technology			Other universities			Special universities			Total
	Number	%	% annual growth	Number	%	% annual growth	Number	%	% annual growth	Number	%	% annual growth	Number	%	% annual growth	
1993	39 499	27.7	–	24 666	17.3	–	31 679	22.2	–	43 128	30.2	–	3 697	2.6	–	142 669
1994	40 699	27.5	3.0	27 142	18.3	10.0	33 210	22.4	4.8	43 884	29.6	1.8	3 084	2.1	–16.6	148 019
1995	42 351	26.4	4.1	31 040	19.3	14.4	35 268	22.0	6.2	48 287	30.1	10.0	3 656	2.3	18.5	160 602
1996	46 051	26.9	8.7	33 293	19.4	7.3	37 903	22.1	7.5	50 811	29.7	5.2	3 149	1.8	–13.9	171 207
1997	46 940	26.8	1.9	34 026	19.4	2.2	40 182	23.0	6.0	50 074	28.6	–1.5	3 812	2.2	21.1	175 034
Total	215 540	27.0	–	150 167	18.8	–	178 242	22.3	–	236 184	29.6	–	17 398	2.2	–	797 531
Total growth (%)	18.8	–	–	37.9	–	–	26.8	–	–	16.1	–	–	3.1	–	–	22.7
Average annual growth (%)	4.4	–	–	8.4	–	–	6.1	–	–	3.8	–	–	0.8	–	–	5.2

**Table 3.3: Admission to bachelor degree courses, HECS-liable students only, by university classification, 1993–97**

Year	Eight			Ex-CAEs			Ex-institutes of technology			Other universities			Special universities			Total
	Number	%	% annual growth	Number	%	% annual growth	Number	%	% annual growth	Number	%	% annual growth	Number	%	% annual growth	
1993	35 338	28.6	–	20 673	16.7	–	26 223	21.2	–	38 643	31.3	–	2 574	2.1	–	123 451
1994	37 118	27.5	5.0	24 580	18.2	18.9	29 326	21.7	11.8	41 663	30.8	7.8	2 447	1.8	–4.9	135 134
1995	38 074	26.2	2.6	28 083	19.3	14.3	30 325	20.9	3.4	45 755	31.5	9.8	2 973	2.0	21.5	145 210
1996	40 932	26.8	7.5	30 155	19.7	7.4	32 073	21.0	5.8	47 201	30.9	3.2	2 517	1.6	–15.3	152 878
1997	40 955	26.9	0.1	29 480	19.4	–2.2	33 155	21.8	3.4	45 545	29.9	–3.5	3 032	2.0	20.5	152 167
Total	192 417	27.1	–	132 971	18.8	–	151 102	21.3	–	218 807	30.9	–	13 543	1.9	–	708 840
Total growth (%)	15.9	–	–	42.6	–	–	26.4	–	–	17.9	–	–	17.8	–	–	23.3
Average annual growth (%)	3.8	–	–	9.3	–	–	6.0	–	–	4.2	–	–	4.2	–	–	5.4

Tables 3.4 to 3.6 compare the relationship between basis of admission and university classification over the period 1993 to 1997. When total admissions (tables 3.4a and 3.4b), admissions to bachelor degree courses (tables 3.5a and 3.5b) and admissions of HECS-liable students to bachelor degree courses (tables 3.6a and 3.6b) are considered, there was a significantly higher rate of growth in admissions on the basis of prior TAFE study (TAFE course) across all university classifications than on any other basis. For each university classification, the growth in admissions on the basis of prior TAFE study was from a very small base, and such admissions remain a very small percentage of total admissions, admissions to bachelor degree courses and HECS-liable admissions to bachelor degree courses.

**Table 3.4a: Total admissions by university classification by basis of admission, 1993–97**

Year	Eight			Ex-CAEs			Ex-institutes of technology			Other universities			Special universities			Total
	School Leaver	Other not TAFE	TAFE course	School Leaver	Other not TAFE	TAFE course	School Leaver	Other not TAFE	TAFE course	School Leaver	Other not TAFE	TAFE course	School Leaver	Other not TAFE	TAFE course	
1993	28 289	35 330	769	9 836	23 799	1 917	15 499	30 812	2 128	21 551	40 108	1 686	1 881	3 788	63	217 456
1994	23 435	41 495	1 234	11 882	25 339	2 345	17 256	29 008	3 381	21 908	40 327	2 424	2 044	3 068	79	225 225
1995	24 542	41 178	1 606	13 373	28 354	3 528	17 312	31 801	3 976	24 394	45 632	3 137	2 253	3 655	61	244 802
1996	30 552	40 354	1 807	12 137	33 043	3 532	19 214	33 185	3 901	25 360	49 361	2 999	1 825	3 832	94	261 196
1997	31 064	40 797	1 734	13 069	34 129	3 713	17 590	35 441	6 119	24 947	47 830	3 266	2 063	4 370	167	266 299
Total	137 882	199 154	7 150	60 297	144 664	15 035	86 871	160 247	19 505	118 160	223 258	13 512	10 066	18 713	464	1 214 97
Total growth (%)	9.8	15.5	125.5	32.9	43.4	93.7	13.5	15.0	187.5	15.8	19.3	93.7	9.7	15.4	165.1	22.5
Average annual growth (%)	2.4	3.7	22.5	7.4	9.4	18.0	3.2	3.6	30.2	3.7	4.5	18.0	2.3	3.6	27.6	5.2

**Table 3.4b: Total admissions by university classification by basis of admission as a percentage of total admissions, 1993–97**

Year	Eight			Ex-CAEs			Ex-institutes of technology			Other universities			Special universities		
	School Leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course
1993	43.9	54.9	1.2	27.7	66.9	5.4	32.0	63.6	4.4	34.0	63.3	2.7	32.8	66.1	1.1
1994	35.4	62.7	1.9	30.0	64.0	5.9	34.8	58.4	6.8	33.9	62.4	3.7	39.4	59.1	1.5
1995	36.5	61.2	2.4	29.6	62.7	7.8	32.6	59.9	7.5	33.3	62.4	4.3	37.7	61.2	1.0
1996	42.0	55.5	2.5	24.9	67.8	7.3	34.1	58.9	6.9	32.6	63.5	3.9	31.7	66.6	1.6
1997	42.2	55.4	2.4	25.7	67.0	7.3	29.7	59.9	10.3	32.8	62.9	4.3	31.3	66.2	2.5
Total	40.1	57.9	2.1	27.4	65.8	6.8	32.6	60.1	7.3	33.3	62.9	3.8	34.4	64.0	1.6

**Table 3.5a: Admissions to bachelor degree courses by university classification by basis of admission, 1993–97**

Year	Eight			Ex-CAEs			Ex-institutes of technology			Other universities			Special universities			Total
	School Leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	
1993	27 033	11 932	534	9 086	13 968	1 612	14 262	15 596	1 821	20 791	20 816	1 521	1 628	2 045	24	142 669
1994	22 231	17 507	961	11 090	13 920	2 132	16 520	13 609	3 081	21 305	20 399	2 180	1 838	1 200	46	148 019
1995	23 383	17 657	1 311	12 536	15 380	3 124	16 596	15 027	3 645	23 569	21 959	2 759	2 127	1 486	43	160 602
1996	29 139	15 435	1 477	11 451	18 640	3 202	18 728	15 634	3 541	24 575	23 485	2 751	1 644	1 433	72	171 207
1997	30 121	15 365	1 454	12 641	18 165	3 220	17 223	17 222	5 737	24 387	22 640	3 047	1 946	1 743	123	175 034
Total	131 907	77 896	5 737	56 804	80 073	13 290	83 329	77 088	17 825	114 627	109 299	12 258	9 183	7 907	308	797 531
Total growth (%)	11.4	28.8	172.3	39.1	30.0	99.8	20.8	10.4	215.0	17.3	8.8	100.3	19.5	-14.8	412.5	22.7
Average annual growth (%)	2.7	6.5	28.5	8.6	6.8	18.9	4.8	2.5	33.2	4.1	2.1	19.0	4.6	-3.9	50.5	5.2

**Table 3.5b: Admissions to bachelor degree courses by university classification by basis of admission as a percentage of all admissions to bachelor degree courses, 1993–97**

Year	Eight			Ex-CAEs			Ex-institutes of technology			Other universities			Special universities		
	School Leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course
1993	68.4	30.2	1.4	36.8	56.6	6.5	45.0	49.2	5.7	48.2	48.3	3.5	44.0	55.3	0.6
1994	54.6	43.0	2.4	40.9	51.3	7.9	49.7	41.0	9.3	48.5	46.5	5.0	59.6	38.9	1.5
1995	55.2	41.7	3.1	40.4	49.5	10.1	47.1	42.6	10.3	48.8	45.5	5.7	58.2	40.6	1.2
1996	63.3	33.5	3.2	34.4	56.0	9.6	49.4	41.2	9.3	48.4	46.2	5.4	52.2	45.5	2.3
1997	64.2	32.7	3.1	37.2	53.4	9.5	42.9	42.9	14.3	48.7	45.2	6.1	51.0	45.7	3.2
Total	61.2	36.1	2.7	37.8	53.3	8.9	46.8	43.2	10.0	48.5	46.3	5.2	52.8	45.4	1.8

**Table 3.6a: Admission to bachelor degree courses, HECS-liable students, by university classification by basis of admission, 1993-97**

Year	Eight			Ex-CAEs			Ex-institutes of technology			Other universities			Special universities			Total
	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	
1993	24 770	10 085	483	7 381	11 865	1 427	11 947	12 653	1 623	18 693	18 569	1 381	1 299	1 258	17	123 451
1994	20 960	15 315	843	10 489	12 043	2 048	15 778	10 661	2 887	20 630	18 975	2 058	1 344	1 059	44	135 134
1995	21 672	15 275	1 127	11 732	13 302	3 049	15 658	11 255	3 412	22 923	20 283	2 549	1 583	1 348	42	145 210
1996	27 241	12 434	1 257	10 969	16 208	2 978	18 007	11 418	2 648	23 522	21 127	2 552	1 143	1 304	70	152 878
1997	27 503	12 172	1 280	11 901	14 676	2 903	16 418	13 197	3 540	23 271	19 831	2 443	1 825	1 092	115	152 167
Total	122 146	65 281	4 990	52 472	68 094	12 405	77 808	59 184	14 110	109 039	98 785	10 983	7 194	6 061	288	708 840
Total growth (%)	11.0	20.7	165.0	61.2	23.7	103.4	37.4	4.3	118.1	24.5	6.8	76.9	40.5	-13.2	576.5	23.3
Average annual growth (%)	2.7	4.8	27.6	12.7	5.5	19.4	8.3	1.1	21.5	5.6	1.7	15.3	8.9	-3.5	61.3	5.4

**Table 3.6b: Admission to bachelor degree courses, HECS-liable students, by university classification by basis of admission as a percentage of all HECS-liable students admitted to bachelor degree courses, 1993-97**

Year	Eight			Ex-CAEs			Ex-institutes of technology			Other universities			Special universities		
	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course	School leaver	Other not TAFE	TAFE course
1993	70.1	28.5	1.4	35.7	57.4	6.9	45.6	48.6	6.2	48.4	47.8	3.6	50.5	31.9	0.7
1994	56.5	41.3	2.3	42.7	49.0	8.3	53.8	37.4	9.8	49.5	44.7	4.9	54.9	23.7	1.8
1995	56.9	40.1	3.0	41.8	47.4	10.9	51.6	37.6	11.3	50.1	43.5	5.6	53.2	24.6	1.4
1996	66.6	30.4	3.1	36.4	53.7	9.9	56.1	35.2	8.3	49.8	44.7	5.4	45.4	26.1	2.8
1997	67.2	29.7	3.1	40.4	49.8	9.8	49.5	40.6	10.7	51.1	42.5	5.4	60.2	20.4	3.8
Total	63.5	33.9	2.6	39.5	51.2	9.3	51.5	39.6	9.3	49.8	44.5	5.0	53.1	25.0	2.1

#### 4 Prior TAFE experience (tables 4.1–4.6)

Tables 4.1 to 4.6 provide data on prior TAFE study undertaken by HECS-liable students admitted to bachelor degree courses in the period 1993 to 1997. It should be noted that the tables relate to students *with* prior TAFE study, not students *admitted on the basis of* prior TAFE study. Table 4.1 shows the number and proportion of HECS-liable students admitted to bachelor degree courses who indicated on enrolment that they had undertaken some prior TAFE study. As a proportion of all HECS-liable bachelor degree course admissions, students with some prior TAFE study increased from 12.1 per cent in 1992 to 17.6 per cent in 1997.

**Table 4.1: Admissions to bachelor degree courses, HECS-liable students with prior TAFE study,<sup>1</sup> 1992–97**

Year	Complete or incomplete prior TAFE study		Total HECS-liable bachelor degree admissions	Annual growth (%)
	Number	% of all HECS-liable bachelor degree admissions		
1992	14 493	12.1	120 006	–
1993	15 324	12.4	123 451	5.7
1994	19 595	14.5	135 134	27.9
1995	24 043	16.6	145 210	22.7
1996	26 172	17.1	152 878	8.9
1997	26 824	17.6	152 167	2.5
Total	126 451	15.3	828 846	–

<sup>1</sup> Not students admitted *on the basis of* prior TAFE study.

Table 4.2 shows that the proportion of HECS-liable bachelor degree course admissions who were granted some credit or exemption for prior TAFE study doubled between 1992 and 1997. Such students as a proportion of all HECS-liable bachelor degree admissions remained very low at 3.0 per cent. Those students granted credit, as a proportion of admissions with prior TAFE study, was also very low, with only 4629 out of a possible 26 824 being granted credit in 1997.

**Table 4.2: Admissions to bachelor degree courses, HECS-liable students with prior TAFE study, by exemption/credit granted, 1992–97**

Year	Students granted exemption/credit for prior TAFE study		
	Number	% of All HECS-liable bachelor degree admissions	Annual growth (%)
1992	1 732	1.4	–
1993	2 249	1.8	29.8
1994	3 472	2.6	54.4
1995	4 186	2.9	20.6
1996	4 359	2.9	4.1
1997	4 629	3.0	6.2
Total	20 627	2.5	–

Table 4.3 shows the number, proportion and percentage annual growth of HECS-liable bachelor degree admissions who had completed, commenced but not completed, or never commenced a TAFE sub-degree for the period 1992 to 1997. Of the 26 824 students admitted in 1997 with prior TAFE study, 7823 had completed a TAFE sub-degree and 6408 had undertaken but not completed one.

**Table 4.3: Admissions to bachelor degree courses, HECS-liable students, TAFE sub-degree status, 1992-97**

Year	Completed TAFE sub-degree			Incomplete TAFE sub-degree			Never commenced a TAFE sub-degree			Missing	Total
	Number	%	% annual growth	Number	%	% annual growth	Number	%	% annual growth		
1992	3 810	3.2	-	3 151	2.6	-	103 136	85.9	-	9 909	120 006
1993	4 425	3.6	16.1	3 739	3.0	18.7	107 747	87.3	4.5	7 540	123 451
1994	5 581	4.1	26.1	4 781	3.5	27.9	121 265	89.7	12.5	3 507	135 134
1995	7 051	4.9	26.3	6 035	4.2	26.2	128 281	88.3	5.8	3 843	145 210
1996	7 729	5.1	9.6	6 511	4.3	7.9	136 770	89.5	6.6	1 868	152 878
1997	7 823	5.1	1.2	6 408	4.2	-1.6	135 031	88.7	-1.3	2 905	152 167
Total	36 419	4.4	-	30 625	3.7	-	732 230	88.3	-	29 572	828 846

Table 4.4 further disaggregates the data in table 4.3 by whether the TAFE sub-degree was undertaken in the year immediately before university admission (previous year) or not (not previous year). With the exception of 1994, previous year admissions were slightly lower for all years from 1992 to 1997 than not previous year admissions. Except for 1997, this position was reversed for admissions with incomplete TAFE sub-degrees. Students with a previous year TAFE sub-degree, whether completed or incomplete, accounted for 23 per cent of students with prior TAFE study admitted in 1997. This was the same as for 1992, although the proportion increased in the intervening years, peaking at 31 per cent in 1994.

**Table 4.4: Admissions to bachelor degree courses, HECS-liable students, TAFE sub-degree status and year of completion (previous year and not previous year), 1992-97**

Year	Previous year				Not previous year				Missing	Total
	Completed TAFE Sub-degree		Incomplete TAFE Sub-degree		Completed TAFE Sub-degree		Incomplete TAFE Sub-degree			
	Number	% annual growth	Number	% annual growth	Number	% annual growth	Number	% annual growth		
1992	1 632	-	1 750	-	2 178	-	1 401	-	9 909	120 006
1993	2 072	27.0	2 353	34.5	2 353	8.0	1 386	-1.1	7 540	123 451
1994	2 964	43.1	3 071	30.5	2 617	11.2	1 710	23.4	3 507	135 134
1995	3 437	16.0	3 441	12.0	3 614	38.1	2 594	51.7	3 843	145 210
1996	3 652	6.3	3 396	-1.3	4 077	12.8	3 115	20.1	1 868	152 878
1997	3 306	-9.5	2 970	-12.5	4 517	10.8	3 438	10.4	2 905	152 167
Total	17 063	-	16 981	-	19 356	-	13 644	-	29 572	828 846

Table 4.5 shows the number, proportion and percentage annual growth of HECS-liable bachelor degree admissions who had completed, commenced but not completed, or never commenced a TAFE award course for the period 1992–97. Of the 26 824 students admitted in 1997 with prior TAFE study, 11 943 had completed a TAFE award course and 4193 had undertaken but not completed one.

**Table 4.5: Admissions to bachelor degree courses, HECS-liable students, prior TAFE award status, 1992–97**

Year	Completed TAFE award			Incomplete TAFE award			Never commenced a TAFE award			Missing	Total
	Number	%	% annual growth	Number	%	% annual growth	Number	%	% annual growth		
1992	6 752	5.6	–	2 106	1.8	–	101 172	84.3	–	9 976	120 006
1993	6 616	5.4	–2.0	1 899	1.5	–9.8	107 388	87.0	6.1	7 548	123 451
1994	8 725	6.5	31.9	2 440	1.8	28.5	120 460	89.1	12.2	3 509	135 134
1995	10 490	7.2	20.2	3 139	2.2	28.6	127 840	88.0	6.1	3 741	145 210
1996	11 265	7.4	7.4	3 845	2.5	22.5	135 697	88.8	6.1	2 071	152 878
1997	11 943	7.8	6.0	4 193	2.8	9.1	133 439	87.7	–1.7	2 592	152 167
Total	55 791	6.7	–	17 622	2.1	–	725 996	87.6	–	29 437	828 846

Table 4.6 further disaggregates the data in table 4.5 by whether the TAFE award course was undertaken in the year immediately before university admission (previous year) or not (not previous year). For all years from 1992 to 1997, admissions with previous year TAFE award courses, whether completed or not, were lower than admissions with not previous year TAFE award courses. In the case of completed TAFE award courses, not previous year admissions were substantially higher than previous year admissions.

**Table 4.6: Admissions to bachelor degree courses, HECS-liable students, prior TAFE award status and year of completion, 1992–97**

Year	Previous year				Not previous year				Never commenced a TAFE award	Missing
	Completed TAFE award		Incomplete TAFE award		Completed TAFE award		Incomplete TAFE award			
	Number	% annual growth	Number	% annual growth	Number	% annual growth	Number	% annual growth		
1992	1 994	–	912	–	4 758	–	1 194	–	101 172	9 976
1993	1 970	–1.2	861	–5.6	4 646	–2.4	1 038	–13.1	107 388	7 548
1994	2 884	46.4	1 061	23.2	5 841	25.7	1 379	32.9	120 460	3 509
1995	3 216	11.5	1 257	18.5	7 274	24.5	1 882	36.5	127 840	3 741
1996	2 961	–7.9	1 424	13.3	8 304	14.2	2 421	28.6	135 697	2 071
1997	2 871	–3.0	1 355	–4.8	9 072	9.2	2 838	17.2	133 439	2 592
Total	15 896	–	6 870	–	39 895	–	10 752	–	725 996	29 437

## 5 Field of study admissions (tables 5.1–5.7)

In this set of tables the dimension of interest is field of study. The two periods used for comparison are 1989–97 and 1992–97. Tables 5.1–5.3 show total admissions by field of study, admissions to bachelor degree courses by field of study and admissions of HECS-liable students to bachelor degree courses by field of study. Business, Administration & Economics and Arts, Humanities & Social Sciences are the two fields of study with the greatest number of admissions. Law & Legal Studies, with fewer admissions, had the highest average annual growth rate in total admissions, at 9.6 per cent (table 5.1).

**Table 5.1: Total admissions by field of study, 1989–97**

Year	Agriculture, Animal Husbandry		Architecture, Building		Arts, Humanities & Social Sciences		Business, Administration, Economics		Education		Engineering, Surveying		Health		Law, Legal Studies		Science		Veterinary Science		Not classified		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1989	3 142	1.74	3 379	1.87	40 906	22.62	37 958	20.99	32 536	17.99	11 891	6.58	18 720	10.35	4 299	2.38	25 374	14.03	444	0.25	2 163	1.20	180 812
1990	3 742	1.86	3 891	1.93	45 250	22.46	43 200	21.45	34 704	17.23	12 591	6.25	21 656	10.75	5 166	2.56	28 229	14.01	391	0.19	2 620	1.30	201 440
1991	4 457	2.05	3 939	1.81	49 268	22.61	43 024	19.74	37 015	16.98	14 453	6.63	24 193	11.10	6 166	2.83	31 656	14.53	445	0.20	3 324	1.53	217 940
1992	4 178	1.98	4 000	1.90	46 031	21.86	41 301	19.61	33 233	15.78	14 660	6.96	24 900	11.82	6 447	3.06	30 519	14.49	488	0.23	4 842	2.30	210 599
1993	4 439	2.04	4 191	1.93	47 741	21.95	43 726	20.11	32 945	15.15	14 809	6.81	25 809	11.87	7 025	3.23	31 160	14.33	480	0.22	5 131	2.36	217 456
1994	4 657	2.07	4 492	1.99	50 759	22.54	47 013	20.87	31 109	13.81	15 029	6.67	26 245	11.65	7 613	3.38	32 465	14.41	432	0.19	5 411	2.40	225 225
1995	4 636	1.89	4 781	1.95	57 183	23.36	53 814	21.98	32 346	13.21	15 557	6.35	27 984	11.43	8 978	3.67	33 965	13.87	445	0.18	5 113	2.09	244 802
1996	4 928	1.89	5 386	2.06	61 496	23.54	61 705	23.62	32 566	12.47	15 890	6.08	28 674	10.98	8 862	3.39	35 993	13.78	471	0.18	5 225	2.00	261 196
1997	4 574	1.72	5 246	1.97	61 838	23.22	64 483	24.21	32 944	12.37	16 199	6.08	29 456	11.06	8 929	3.35	37 196	13.97	428	0.16	5 006	1.88	266 299
Total	38 753	1.91	39 305	1.94	460 472	22.73	436 224	21.53	299 398	14.78	131 079	6.47	227 637	11.24	63 485	3.13	286 557	14.15	4 024	0.20	38 835	1.92	2 025 769
Total growth (%)	45.6	–	55.3	–	51.2	–	69.9	–	1.3	–	36.2	–	57.4	–	107.7	–	46.6	–	–3.6	–	131.4	–	47.3
Average annual growth (%)	4.8	–	5.7	–	5.3	–	6.8	–	0.2	–	3.9	–	5.8	–	9.6	–	4.9	–	–0.5	–	11.1	–	5.0

When comparing admissions to bachelor degree courses by field of study (table 5.2), Health recorded the highest average annual growth rate, at 11.9 per cent. Law & Legal Studies was also high at 10.2 per cent. For Education, the average annual growth rate in total admissions was 0.2 per cent, compared with 4.8 per cent for admissions to bachelor degree courses. A similar comparison for Veterinary Science shows a negative average annual growth rate of –0.5 per cent for total admissions compared with –1.2 per cent for admissions to bachelor degree courses.

**Table 5.2: Admissions to bachelor degree courses by field of study, 1989–97**

Year	Agriculture, Animal Husbandry		Architecture, Building		Arts, Humanities & Social Sciences		Business, Administration, Economics		Education		Engineering, Surveying		Health		Law, Legal Studies		Science		Veterinary Science		Not classified		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1989	1 471	1.29	2 504	2.20	31 466	27.64	28 890	25.38	11 049	9.71	8 889	7.81	7 517	6.60	2 540	2.23	19 161	16.83	346	0.30	0	0.00	113 833
1990	1 571	1.23	2 855	2.23	34 806	27.21	32 439	25.36	13 023	10.18	9 646	7.54	8 932	6.98	3 194	2.50	21 153	16.54	295	0.23	0	0.00	127 914
1991	1 739	1.26	2 846	2.06	36 852	26.68	32 104	23.24	16 294	11.80	10 680	7.73	10 110	7.32	3 710	2.69	23 461	16.98	347	0.25	0	0.00	138 143
1992	1 716	1.24	2 874	2.07	33 575	24.20	29 630	21.36	15 869	11.44	10 291	7.42	18 906	13.63	3 720	2.68	21 803	15.72	333	0.24	0	0.00	138 717
1993	1 876	1.31	3 003	2.10	34 437	24.14	30 531	21.40	15 943	11.17	10 828	7.59	18 914	13.26	4 280	3.00	22 529	15.79	328	0.23	0	0.00	142 669
1994	1 920	1.30	3 261	2.20	37 215	25.14	32 384	21.88	14 717	9.94	11 254	7.60	18 556	12.54	4 645	3.14	23 753	16.05	314	0.21	0	0.00	148 019
1995	2 027	1.26	3 449	2.15	41 130	25.61	37 601	23.41	15 034	9.36	11 621	7.24	18 746	11.67	5 440	3.39	25 240	15.72	314	0.20	0	0.00	160 602
1996	2 348	1.37	3 753	2.19	44 884	26.22	41 995	24.53	15 476	9.04	12 204	7.13	18 380	10.74	5 372	3.14	26 439	15.44	356	0.21	0	0.00	171 207
1997	2 201	1.26	3 838	2.19	45 039	25.73	43 675	24.95	16 130	9.22	12 409	7.09	18 436	10.53	5 514	3.15	27 479	15.70	313	0.18	0	0.00	175 034
<b>Total</b>	<b>16 869</b>	<b>1.28</b>	<b>28 383</b>	<b>2.16</b>	<b>339 404</b>	<b>25.79</b>	<b>309 249</b>	<b>23.50</b>	<b>133 535</b>	<b>10.15</b>	<b>97 822</b>	<b>7.43</b>	<b>138 497</b>	<b>10.52</b>	<b>38 415</b>	<b>2.92</b>	<b>211 018</b>	<b>16.03</b>	<b>2 946</b>	<b>0.22</b>	<b>0</b>	<b>0.00</b>	<b>1 316 138</b>
Total growth (%)	49.6	-	53.3	-	43.1	-	51.2	-	46.0	-	39.6	-	145.3	-	117.1	-	43.4	-	-9.5	-	-	-	53.8
Average annual growth (%)	5.2	-	5.5	-	4.6	-	5.3	-	4.8	-	4.3	-	11.9	-	10.2	-	4.6	-	-1.2	-	-	-	5.5

Table 5.3 shows that the average annual growth rate in HECS-liable admissions to Health was high, at 11.2 per cent, slightly lower for Law & Legal Studies, at 7.2 per cent, significantly lower for Education, at 0.4 per cent, and the negative average annual growth rate for Veterinary Science was -2.7 per cent.

**Table 5.3: Admissions to bachelor degree courses, HECS-liable students, by field of study, 1992–97**

Year	Agriculture, Animal Husbandry		Architecture, Building		Arts, Humanities & Social Sciences		Business, Administration, Economics		Education		Engineering, Surveying		Health		Law, Legal Studies		Science		Veterinary Science		Not classified		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1992	1 698	1.41	2 635	2.20	32 488	27.07	24 416	20.35	15 561	12.97	9 333	7.78	9 595	8.00	3 589	2.99	20 366	16.97	325	0.27	0	0.00	120 006
1993	1 837	1.49	2 721	2.20	33 193	26.89	25 077	20.31	15 590	12.63	9 748	7.90	10 193	8.26	4 178	3.38	20 593	16.68	321	0.26	0	0.00	123 451
1994	1 891	1.40	2 894	2.14	35 770	26.47	26 336	19.49	14 423	10.67	10 100	7.47	17 431	12.90	4 483	3.32	21 500	15.91	306	0.23	0	0.00	135 134
1995	1 994	1.37	2 956	2.04	39 319	27.08	29 783	20.51	14 687	10.11	10 202	7.03	17 539	12.08	5 267	3.63	23 160	15.95	303	0.21	0	0.00	145 210
1996	2 314	1.51	3 145	2.06	42 743	27.96	32 091	20.99	15 314	10.02	10 388	6.79	16 965	11.10	5 215	3.41	24 359	15.93	344	0.23	0	0.00	152 878
1997	2 152	1.41	3 150	2.07	42 187	27.72	32 212	21.17	15 873	10.43	10 319	6.78	16 324	10.73	5 080	3.34	24 586	16.16	284	0.19	0	0.00	152 167
<b>Total</b>	<b>11 886</b>	<b>1.43</b>	<b>17 501</b>	<b>2.11</b>	<b>225 700</b>	<b>27.23</b>	<b>169 915</b>	<b>20.50</b>	<b>91 448</b>	<b>11.03</b>	<b>60 090</b>	<b>7.25</b>	<b>88 047</b>	<b>10.62</b>	<b>27 812</b>	<b>3.36</b>	<b>134 564</b>	<b>16.24</b>	<b>1 883</b>	<b>0.23</b>	<b>0</b>	<b>0.00</b>	<b>828 846</b>
Total growth (%)	26.7	-	19.5	-	29.9	-	31.9	-	2.0	-	10.6	-	70.1	-	41.5	-	20.7	-	-12.6	-	-	-	26.8
Average annual growth (%)	4.9	-	3.6	-	5.4	-	5.7	-	0.4	-	2.0	-	11.2	-	7.2	-	3.8	-	-2.7	-	-	-	4.9

Basis of admission is considered as an additional level of analysis within fields of study, in tables 5.4 to 5.7. Table 5.4 shows that Architecture & Building and Business, Administration & Economics had the highest average annual growth rates in admissions on the basis of prior TAFE study (TAFE course), at 23.5 per cent and 22.1 per cent respectively. For all fields of study, the average annual growth rate in TAFE course admissions was notably higher than the average annual growth rate in admissions on all other bases (not TAFE). In 1997 TAFE course admissions as a proportion of total admissions (table 5.5) were also highest in Architecture & Building and Business, Administration & Economics, at 7.5 per cent and 10.2 per cent respectively. When only HECS-liable students admitted into bachelor degree courses are considered (tables 5.6 and 5.7) the pattern is the same in 1997, although the proportions are larger, at 8.6 per cent and 11.5 per cent.

Veterinary Science was the only field of study not to have improved its average annual rate of TAFE course admissions, with only two students being admitted on this basis between 1989 and 1997.

Table 5.4: Total admissions by field of study by basis of admission, prior TAFE study (TAFE course) and all other bases (not TAFE), 1989-97

Year	Agriculture, Animal Husbandry		Architecture, Building		Arts, Humanities & Social Sciences		Business, Administration, Economics		Education		Engineering, Surveying		Health		Law, Legal Studies		Science		Veterinary Science		Not classified		Total	
	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE
1989	85	3 057	73	3 306	678	40 228	1 329	36 629	762	31 774	333	11 558	217	18 503	54	4 245	578	24 796	0	444	15	2 148	4 124	176 688
1990	111	3 631	80	3 811	852	44 398	1 722	41 478	693	34 011	263	12 328	367	21 289	52	5 114	610	27 619	0	391	16	2 604	4 766	196 674
1991	166	4 291	90	3 849	1 229	48 039	2 088	40 936	606	36 409	398	14 055	423	23 770	100	6 066	744	30 912	0	445	24	3 300	5 868	212 072
1992	144	4 034	151	3 849	1 135	44 896	1 840	39 461	666	32 567	333	14 327	599	24 301	116	6 331	711	29 808	2	486	79	4 763	5 776	204 823
1993	168	4 271	165	4 026	1 279	46 462	2 302	41 424	654	32 291	468	14 341	592	25 217	96	6 929	792	30 368	0	480	47	5 084	6 563	210 893
1994	256	4 401	283	4 209	1 880	48 879	3 350	43 663	779	30 330	717	14 312	638	25 607	166	7 447	1 352	31 113	0	432	42	5 369	9 463	215 762
1995	267	4 369	390	4 391	2 416	54 767	4 482	49 332	1 020	31 326	939	14 618	863	27 121	214	8 764	1 646	32 319	0	445	71	5 042	12 308	232 494
1996	310	4 618	335	5 051	2 434	59 062	4 808	56 897	939	31 627	990	14 900	682	27 992	197	8 665	1 565	34 428	0	471	73	5 152	12 333	248 863
1997	280	4 294	395	4 851	2 713	59 125	6 550	57 933	1 085	31 859	958	15 241	929	28 527	206	8 723	1 824	35 372	0	428	59	4 947	14 999	251 300
Total	1 787	36 966	1 962	37 343	14 616	445 856	28 471	407 753	7 204	292 194	5 399	125 680	5 310	222 327	1 201	62 284	9 822	276 735	2	4 022	426	38 409	76 200	1 949 569
Total growth (%)	229.4	40.5	441.1	46.7	300.1	47.0	392.9	58.2	42.4	0.3	187.7	31.9	328.1	54.2	281.5	105.5	215.6	42.7	-	-3.6	293.3	130.3	263.7	42.2
Average annual growth (%)	16.1	4.3	23.5	4.9	18.9	4.9	22.1	5.9	4.5	0.0	14.1	3.5	19.9	5.6	18.2	9.4	15.4	4.5	-	-0.5	18.7	11.0	17.5	4.5

**Table 5.5: Total admissions by field of study by basis of admission, prior TAFE study (TAFE course) and all other bases (not TAFE) as a percentage of total admissions in each field of study, 1989-97**

Year	Agriculture, Animal Husbandry		Architecture, Building		Arts, Humanities & Social Sciences		Business, Administration, Economics		Education		Engineering, Surveying		Health		Law, Legal Studies		Science		Veterinary Science		Not classified		Total	
	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE
1989	-	-	2.2	97.8	1.7	98.3	3.5	96.5	2.3	97.7	-	-	1.2	98.8	1.3	98.7	2.3	97.7	0.0	100.0	0.7	99.3	2.3	97.7
1990	-	-	2.1	97.9	1.9	98.1	4.0	96.0	2.0	98.0	-	-	1.7	98.3	1.0	99.0	2.2	97.8	0.0	100.0	0.6	99.4	2.4	97.6
1991	3.7	96.3	2.3	97.7	2.5	97.5	4.9	95.1	1.6	98.4	2.8	97.2	1.7	98.3	1.6	98.4	2.4	97.6	0.0	100.0	0.7	99.3	2.7	97.3
1992	3.4	96.6	3.8	96.2	2.5	97.5	4.5	95.5	2.0	98.0	2.3	97.7	2.4	97.6	1.8	98.2	2.3	97.7	0.4	99.6	1.6	98.4	2.7	97.3
1993	3.8	96.2	3.9	96.1	2.7	97.3	5.3	94.7	2.0	98.0	3.2	96.8	2.3	97.7	1.4	98.6	2.5	97.5	0.0	100.0	0.9	99.1	3.0	97.0
1994	5.5	94.5	6.3	93.7	3.7	96.3	7.1	92.9	2.5	97.5	4.8	95.2	2.4	97.6	2.2	97.8	4.2	95.8	0.0	100.0	0.8	99.2	4.2	95.8
1995	5.8	94.2	8.2	91.8	4.2	95.8	8.3	91.7	3.2	96.8	6.0	94.0	3.1	96.9	2.4	97.6	4.8	95.2	0.0	100.0	1.4	98.6	5.0	95.0
1996	6.3	93.7	6.2	93.8	4.0	96.0	7.8	92.2	2.9	97.1	6.2	93.8	2.4	97.6	2.2	97.8	4.3	95.7	0.0	100.0	1.4	98.6	4.7	95.3
1997	6.1	93.9	7.5	92.5	4.4	95.6	10.2	89.8	3.3	96.7	5.9	94.1	3.2	96.8	2.3	97.7	4.9	95.1	0.0	100.0	1.2	98.8	5.6	94.4
Total	4.6	95.4	5.0	95.0	3.2	96.8	6.5	93.5	2.4	97.6	4.1	95.9	2.3	97.7	1.9	98.1	3.4	96.6	0.0	100.0	1.1	98.9	3.8	96.2

**Table 5.6: Admissions to bachelor degree courses, HECS-liable students, by field of study by basis of admission, prior TAFE study (TAFE course) and all other bases (not TAFE), 1992-97**

Year	Agriculture, Animal Husbandry		Architecture, Building		Arts, Humanities & Social Sciences		Business, Administration, Economics		Education		Engineering, Surveying		Health		Law, Legal Studies		Science		Veterinary Science		Not classified		Total	
	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE
1992	53	1 645	121	2 514	959	31 529	1 415	23 001	419	15 142	257	9 076	179	9 416	64	3 525	567	19 799	2	323	0	0	4 036	115 970
1993	74	1 763	139	2 582	1 074	32 119	1 898	23 179	505	15 085	371	9 377	159	10 034	62	4 116	649	19 944	0	321	0	0	4 931	118 520
1994	80	1 811	259	2 635	1 687	34 083	2 743	23 593	661	13 762	591	9 509	557	16 874	139	4 344	1 163	20 337	0	306	0	0	7 880	127 254
1995	96	1 898	303	2 653	2 161	37 158	3 682	26 101	817	13 870	743	9 459	780	16 759	172	5 095	1 425	21 735	0	303	0	0	10 179	135 031
1996	124	2 190	274	2 871	2 213	40 530	3 388	28 703	749	14 565	787	9 601	565	16 400	132	5 083	1 273	23 086	0	344	0	0	9 505	143 373
1997	104	2 048	272	2 878	2 330	39 857	3 692	28 520	832	15 041	693	9 626	710	15 614	148	4 932	1 500	23 086	0	284	0	0	10 281	141 886
Total	531	11 355	1 368	16 133	10 424	215 276	16 818	153 097	3 983	87 465	3 442	56 648	2 950	85 097	717	27 095	6 577	127 987	2	1 881	0	0	46 812	782 034
Total growth (%)	96.2	24.5	124.8	14.5	143.0	26.4	160.9	24.0	98.6	-0.7	169.6	6.1	296.6	65.8	131.3	39.9	164.6	16.6	-100.0	-12.1	-	-	154.7	22.3
Average annual growth (%)	14.4	4.5	17.6	2.7	19.4	4.8	21.1	4.4	14.7	-0.1	21.9	1.2	31.7	10.6	18.3	6.9	21.5	3.1	-100.0	-2.5	-	-	20.6	4.1

**Table 5.7: Admissions to bachelor degree courses, HECS-liable students, by field of study by basis of admission, prior TAFE study (TAFE course) and all other bases (not TAFE) as a percentage of admissions to each field of study, 1992–97**

Year	Agriculture, Animal Husbandry		Architecture, Building		Arts, Humanities & Social Sciences		Business, Administration, Economics		Education		Engineering, Surveying		Health		Law, Legal Studies		Science		Veterinary Science		Not classified		Total	
	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE
1992	3.1	96.9	4.6	95.4	3.0	97.0	5.8	94.2	2.7	97.3	2.8	97.2	1.9	98.1	1.8	98.2	2.8	97.2	0.6	99.4	-	-	3.4	96.6
1993	4.0	96.0	5.1	94.9	3.2	96.8	7.6	92.4	3.2	96.8	3.8	96.2	1.6	98.4	1.5	98.5	3.2	96.8	0.0	100.0	-	-	4.0	96.0
1994	4.2	95.8	8.9	91.1	4.7	95.3	10.4	89.6	4.6	95.4	5.9	94.1	3.2	96.8	3.1	96.9	5.4	94.6	0.0	100.0	-	-	5.8	94.2
1995	4.8	95.2	10.3	89.7	5.5	94.5	12.4	87.6	5.6	94.4	7.3	92.7	4.4	95.6	3.3	96.7	6.2	93.8	0.0	100.0	-	-	7.0	93.0
1996	5.4	94.6	8.7	91.3	5.2	94.8	10.6	89.4	4.9	95.1	7.6	92.4	3.3	96.7	2.5	97.5	5.2	94.8	0.0	100.0	-	-	6.2	93.8
1997	4.8	95.2	8.6	91.4	5.5	94.5	11.5	88.5	5.2	94.8	6.7	93.3	4.3	95.7	2.9	97.1	6.1	93.9	0.0	100.0	-	-	6.8	93.2
Total	4.5	95.5	7.8	92.2	4.6	95.4	9.9	90.1	4.4	95.6	5.7	94.3	3.4	96.6	2.6	97.4	4.9	95.1	0.1	99.9	-	-	5.6	94.4

## 6 Credit granted (tables 6.1–6.6)

The focus of this set of tables is the extent of credit granted to students who were admitted to university on the basis of prior TAFE study (TAFE course). It should be noted that all credit granted was not necessarily granted for that prior TAFE study, although later tables (tables 8.1–8.4) show that the majority of TAFE course admissions who were granted credit were granted credit for that prior TAFE study.

The proportion of both TAFE course admissions and admissions on all other bases (not TAFE) who were granted credit increased from 1989 to 1997. The proportion of students in the former category who received credit was consistently higher than in the latter (table 6.1). In 1997, for example, 6393, or 42.6 per cent, of a total of 14 999 TAFE course admissions, and 32 248, or 12.8 per cent, of the 251 300 not TAFE admissions were granted credit. For TAFE course admissions, the mean credit for those granted credit fell from 20.9 per cent in 1989 to 18.3 per cent in 1997, while for not TAFE admissions the mean credit for those granted credit increased from 20.0 per cent to 23.6 per cent over the period. For TAFE course admissions, the mean credit granted for a completed sub-degree fell from 28.5 per cent in 1989 to 20.1 per cent in 1997, and for not TAFE admissions the mean credit granted for a completed sub-degree increased from 26.4 per cent to 31.1 per cent (table 6.1). The pattern is the same for admissions to bachelor degree courses (table 6.2), and also when only HECS-liable admissions to bachelor degree courses are considered (table 6.3).

**Table 6.1: Total admissions, number granted credit, percentage granted credit and mean credit granted by basis of admission, 1989-97**

Year	Number granted credit		% granted credit		Mean credit of those granted credit (%)		Mean credit granted for a completed sub-degree (%)	
	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE
1989	827	13 477	20.10	7.6	20.90	20.0	28.54	26.4
1990	757	11 970	15.90	6.1	16.90	20.2	19.05	24.8
1991	1 346	14 921	22.90	7.0	17.80	20.5	19.02	23.6
1992	1 331	14 772	23.00	7.2	19.80	22.3	20.26	25.4
1993	1 931	20 572	29.40	9.8	18.40	22.2	18.86	24.8
1994	3 364	20 996	35.50	9.7	18.00	22.7	19.19	28.2
1995	4 719	27 022	38.30	11.6	18.10	22.9	18.64	28.1
1996	4 452	28 503	36.10	11.5	19.00	23.1	19.17	28.0
1997	6 393	32 248	42.60	12.8	18.30	23.6	20.07	31.1
Total	25 120	184 481	33.00	9.5	18.50	22.3	19.48	27.7

**Table 6.2: Admissions to bachelor degree courses, number granted credit, percentage granted credit and mean credit granted by basis of admission, 1992-97**

Year	Number granted credit		% granted credit		Mean credit of those granted credit (%)		Mean credit granted for a completed sub-degree (%)	
	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE
1992	1 236	12 531	27.0	9.34	19.5	22.24	20.14	25.7
1993	1 832	17 027	33.2	12.41	18.1	22.15	18.68	25.1
1994	3 258	17 402	38.8	12.46	17.9	22.33	19.18	27.9
1995	4 551	22 437	41.8	14.99	17.8	22.69	18.54	28.2
1996	4 369	23 581	39.6	14.72	18.8	22.64	19.13	27.7
1997	6 244	25 011	46.0	15.49	18.0	23.48	19.89	30.9
Total	21 490	117 989	39.8	13.37	18.2	22.67	19.22	28.0

**Table 6.3: Admissions to bachelor degree courses, HECS-liable students, number granted credit, percentage granted credit and mean credit granted by basis of admission, 1992-97**

Year	Number granted credit		% granted credit		Mean credit of those granted credit (%)		Mean credit granted for a completed sub-degree (%)	
	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE
1992	1 108	10 800	27.45	9.3	20.32	23.4	21.06	26.4
1993	1 637	14 273	33.20	12.0	18.21	23.0	19.07	25.1
1994	3 041	14 988	38.59	11.8	17.74	22.9	19.15	27.8
1995	4 171	18 735	40.98	13.9	17.40	23.2	18.12	27.6
1996	3 541	18 937	37.25	13.2	18.90	23.5	18.75	27.0
1997	4 298	19 930	41.81	14.0	19.68	24.5	19.55	31.2
Total	17 796	97 663	38.02	12.5	18.56	23.5	19.04	27.8

Table 6.4 disaggregates data on HECS-liable admissions to bachelor degree courses into university classifications for the period 1993 to 1997. For all classifications, the proportion of TAFE course admissions who received credit was much higher than the proportion of not TAFE admissions who received credit. In total, 16 688, or 39 per cent, of all TAFE course admissions received credit compared with 86 863, or 13.0 per cent, of all not TAFE admissions.

There was a notable difference between the university classifications in the percentage of students granted credit. At ex-institutes of technology, 48 per cent of TAFE course admissions were granted credit, while at special universities, 20.8 per cent of students in this category were granted credit. For TAFE course admissions, the mean credit for those granted credit was lower across all classifications than for students admitted on all other bases. The situation was the same with regard to mean credit granted for a completed sub-degree. Universities in all classifications granted lower mean credit to TAFE course admissions than to not TAFE admissions. The special universities classification recorded the lowest mean credit granted for a completed sub-degree, at 14.4 per cent.

**Table 6.4: Admission to bachelor degree courses, HECS-liable students, by university classification, number granted credit, percentage granted credit and mean credit granted by basis of admission, 1993-97**

University classification	Number granted credit		% granted credit		Mean credit of those granted credit (%)		Mean credit granted for a completed sub-degree (%)	
	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE
Eight	1 481	18 664	29.70	10.0	19.8	22.3	21.01	28.2
Ex-CAE	4 321	16 812	34.80	13.9	19.5	28.7	19.13	31.5
Ex-Inst Tech	6 778	22 502	48.00	16.4	16.6	18.4	17.22	23.5
Other Unis	4 048	26 942	36.90	13.0	20.1	26.1	21.60	29.8
Spec Uni	60	1 943	20.80	14.7	12.0	12.8	14.36	17.1
Total	16 688	86 863	39.00	13.0	18.4	23.5	18.91	27.9

The proportions of HECS-liable TAFE course admissions in the different States and Territories who were granted credit ranged from 14.3 per cent in Tasmania to 44.5 per cent in Victoria (table 6.5). In all States the proportion of HECS-liable TAFE course admissions who were granted credit was considerably higher than the proportion of HECS-liable not TAFE admissions who were granted credit. Mean credit granted also varied across States but within a narrower range. For example, in the ACT, the mean credit for TAFE course students who received credit was 25 per cent and in the multi-State (Australian Catholic University) classification it was 11.8 per cent. Except for the ACT, the mean credit granted was again lower in all States for TAFE course students than it was for not TAFE students. A similar pattern prevailed for mean credit granted for a completed sub-degree, with the exception in this case of South Australia.

**Table 6.5: Admissions to bachelor degree courses, HECS-liable students by State, number granted credit, percentage granted credit and mean credit granted by basis of admission, 1992-97**

State	Number granted credit		% granted credit		Mean credit of those granted credit (%)		Mean credit granted for a completed sub-degree (%)	
	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE
ACT	307	3 617	30.9	13.2	25.0	22.8	26.37	27.7
MUL	60	2 031	23.1	14.6	11.8	13.2	11.30	15.8
NSW	5 213	25 999	38.4	11.0	18.5	24.9	17.41	25.9
NT	156	580	22.4	9.9	22.7	28.6	23.38	35.8
QLD	3 515	27 498	43.8	18.7	18.4	25.2	20.69	37.4
SA	432	6 600	20.1	11.0	19.9	20.8	25.05	24.7
TAS	157	625	14.3	3.6	20.4	22.1	21.13	27.0
VIC	5 547	19 736	44.5	9.8	17.3	20.5	17.93	22.3
WA	2 409	10 977	31.9	14.7	20.5	24.6	20.51	32.6
Total	17 796	97 663	38.0	12.5	18.6	23.5	19.04	27.8

Table 6.6 disaggregates data on credit granted by basis of admission and field of study. For all fields of study the proportion of TAFE course students who were granted credit was considerably higher than the proportion of not TAFE students who were granted credit. For all fields of study, TAFE course students who received credit, received a lower mean credit than not TAFE students, except in Law & Legal Studies and Veterinary Science. While Veterinary Science granted the highest mean credit at 33.0 per cent, only one of the two students admitted on the basis of prior TAFE study was granted credit.

**Table 6.6: Admissions to bachelor degree courses, HECS-liable students only by field of study, number granted credit, percentage granted credit and mean credit granted by basis of admission, 1992-97**

Field of study	Number granted credit		% granted credit		Mean credit granted (%)		Mean credit granted for a completed sub-degree (%)
	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	
Agriculture, Animal Husbandry	133	1 188	25.0	10.5	19.2	22.3	22.8
Architecture, Building	600	1 933	43.9	12.0	17.6	20.4	17.9
Arts, Humanities and Social Sciences	2 235	23 991	21.4	11.1	22.7	25.3	23.9
Business, Administration, Economics	8 745	21 939	52.0	14.3	16.9	23.6	17.3
Education	1 030	9 719	25.9	11.1	21.4	27.9	20.8
Engineering, Surveying	1 519	7 204	44.1	12.7	17.0	19.2	18.5
Health	824	12 779	27.9	15.0	16.0	17.1	13.6
Law, Legal Studies	222	5 493	31.0	20.3	24.7	20.2	28.3
Science	2 487	13 302	37.8	10.4	21.2	27.1	22.2
Veterinary Science	1	115	50.0	6.1	33.0	21.3	/0
Total	17 796	97 663	38.0	12.5	18.6	23.5	19.00

Table 6.7 provides a comparison between 1993 and 1997 of credit granted by different university classifications to students admitted on the basis of prior TAFE study. The 'Eight' universities increased the proportion of these students granted credit, but decreased the mean credit granted to them. Ex-CAEs maintained the proportion granted credit at 34 per cent, and increased the mean credit from 18.7 per cent in 1993 to 24.0 per cent in 1997. Ex-institutes of technology increased the proportion of TAFE-based admissions granted credit from 31.5 per cent in 1993 to 53.7 per cent in 1997, but slightly reduced the mean credit granted to these students, from 16.0 per cent in 1993 to 15.2 per cent in 1997.

**Table 6.7: Credit granted to students admitted on the basis of prior TAFE study by university classification, 1993 and 1997**

Classification	TAFE course		TAFE as a percentage of all admissions		TAFE admissions granted credit		Percentage granted credit		Mean credit of those granted credit (%)	
	1993	1997	1993	1997	1993	1997	1993	1997	1993	1997
Eight	769	1 734	1.2	2.4	164	533	21.3	30.7	21.8	18.4
Ex-CAE	1 917	3 713	5.4	7.3	648	1 262	33.8	34.0	18.7	24.0
Ex-inst of tech	2 128	6 119	4.4	10.3	671	3 287	31.5	53.7	16.0	15.2
Other uni	1 686	3 266	2.7	4.3	444	1 283	26.3	39.3	20.4	20.8
Special uni	63	167	1.1	2.5	4	28	6.3	16.8	25.8	7.9
Total	6 563	14 999	3.0	5.6	1 931	6 393	29.4	42.6	18.4	18.3

## 7 Institution comparisons (tables 7.1–7.4)

Table 7.1 demonstrates the ability of the model to 'drill down' to institute level in order to make comparisons. The two institutions compared in the table have been selected from the 'other universities' classification. The table highlights the differences between the two universities in admissions, number granted credit and mean credit granted for students admitted on the basis of prior TAFE study (TAFE course) and students admitted on all other bases (not TAFE). The larger of the two institutions, institution Y, admitted a larger proportion of students on the basis of prior TAFE study but granted credit to a much smaller proportion of these students than it did to students admitted on all other bases. The mean credit granted to students admitted on the basis of prior TAFE study was also less for institution Y.

**Table 7.1: All admissions to bachelor degree courses, HECS-liable students by Institutions X and Y, 1993–97**

Institution	Total admissions		Percentage admissions		Percentage granted credit		Mean credit of those granted credit (%)		Mean credit granted for a completed sub-degree (%)
	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	Not TAFE	TAFE course	
Institution X	12 620	229	98.2	1.8	11.3	34.5	22.1	20.1	19.9
Institution Y	20 969	1 365	93.9	6.1	3.2	8.1	14.2	13.2	13.2
Total	207 824	10 983	95.0	5.0	13.0	36.9	26.1	20.1	21.6

Tables 7.2 to 7.4 compare several dual and single-sector Victorian institutions by aggregating data into dual and single-sector categories and highlight differences in respect to basis of admission and credit granted. For all years from 1993 to 1997 dual-sector institutions admitted a greater proportion of students on the basis of prior TAFE study than did single-sector institutions. In 1997, for example, dual-sector admissions on the basis of prior TAFE study represented 11.4 per cent of all admissions, while in the single-sector the proportion was 4.6 per cent (table 7.2). Dual-sector institutions granted credit to a larger proportion of their TAFE course admissions than the single-sector institutions (table 7.3). The mean credit for those granted credit was lower for the dual-sector institutions than it was for the single-sector institutions. Dual-sector institutions generally also granted higher mean credit to TAFE course admissions than to not TAFE admissions and the reverse was the case for single-sector institutions. Single-sector institutions also provided considerably higher mean credit for a completed sub-degree than did dual-sector institutions (table 7.4).

**Table 7.2: Basis of admission to bachelor degree, HECS-liable students, by dual and single sector institutions, 1993–97**

Year	TAFE course				Not TAFE			
	Dual-sector		Single-sector		Dual-sector		Single-sector	
	Number	%	Number	%	Number	%	Number	%
1993	677	7.3	415	2.4	8 568	92.7	16 981	97.6
1994	1 129	10.8	700	3.8	9 343	89.2	17 656	96.2
1995	1 498	13.9	889	4.7	9 310	86.1	18 108	95.3
1996	1 597	14.0	952	4.8	9 792	86.0	18 746	95.2
1997	1 362	11.4	906	4.6	10 600	88.6	18 648	95.4
Total	6 263	11.6	3 862	4.1	47 613	88.4	90 139	95.9

**Table 7.3: Credit granted by basis of admission, bachelor degree HECS-liable students, by dual and single-sector institutions, 1993–97**

Year	TAFE course						Not TAFE					
	Dual sector			Single sector			Dual sector			Single sector		
	Number granted credit	Percentage granted credit	Mean credit for those granted credit	Number granted credit	Percentage granted credit	Mean credit for those granted credit	Number granted credit	Percentage granted credit	Mean credit for those granted credit	Number granted credit	Percentage granted credit	Mean credit for those granted credit
1993	227	33.5	15.0	101	24.3	19.9	866	10.1	13.0	1 075	6.3	23.2
1994	638	56.5	16.2	153	21.9	21.5	1 035	11.1	14.0	1 099	6.2	22.8
1995	828	55.3	14.8	291	32.7	19.3	1 067	11.5	11.3	1 779	9.8	22.8
1996	760	47.6	14.1	410	43.1	22.3	1 076	11.0	12.9	2 068	11.0	21.3
1997	705	51.8	14.5	406	44.8	19.6	1 213	11.4	15.2	2 427	13.0	21.2
Total	3 158	50.4	14.9	1 361	35.2	20.6	5 257	11.0	13.3	8 448	9.4	22.0

**Table 7.4: Mean credit granted (%) for a completed sub-degree, bachelor degree HECS-liable students, by dual and single-sector institutions, 1993–97**

Year	Dual-sector	Single-sector
1993	13.79	21.36
1994	16.13	23.56
1995	14.80	21.71
1996	14.30	22.17
1997	15.25	21.76
Total	14.97	22.03

### 8 Basis of exemption (tables 8.1–8.4)

Tables 8.1 and 8.2 show the basis of exemption by basis of admission for the period 1989 to 1997 for all admissions, and for HECS-liable admissions to bachelor degree courses for the period 1992 to 1997.

Tables 8.1 and 8.2 show that 1 825 865, or 90.1 per cent, of a total of 2 025 769 admissions received no credit. Of the 739 756 students admitted as school leavers, 97 per cent received no credit. Of the 76 200 students admitted on the basis of prior TAFE study (TAFE course), 68.4 per cent received no credit. Of TAFE course students who received credit, slightly more than 20.0 per cent received credit for prior TAFE study and a further 5.0 per cent received credit for prior university study. This compares with 26.6 per cent of all students admitted on the basis of incomplete higher education studies, and 7.3 per cent of all students admitted on the basis of completed higher education studies who received credit for their prior university studies. When only HECS-liable students are considered (tables 8.3 and 8.4), the pattern is similar, although the proportion of students admitted on the basis of completed higher education studies who were granted credit was higher, at 23.4 per cent.

**Table 8.1: Total admissions by basis of admission by basis of exemption, 1989-97**

Basis of exemption	Completed higher ed	Employment experience	Incomplete higher ed	Invalid	Mature age	Other basis	School leaver	TAFE course	Total
No exemption	490 112	26 871	134 649	2 583	91 571	310 216	717 715	52 148	1 825 865
O/s educ inst	9 474	76	2 625	0	740	2 762	2 094	1 508	19 279
Other	5 473	435	4 071	1	1 192	5 366	4 361	3 199	24 098
TAFE-Aust	2 003	393	2 117	1	1 425	3 311	2 395	15 307	26 952
University	39 811	845	52 085	38	2 736	13 189	12 875	3 811	125 390
Work experience	748	367	275	0	248	2 004	316	227	4 185
<b>Total</b>	<b>547 621</b>	<b>28 987</b>	<b>195 822</b>	<b>2 623</b>	<b>97 912</b>	<b>336 848</b>	<b>739 756</b>	<b>76 200</b>	<b>2 025 769</b>

**Table 8.2: Total admissions by basis of admission by basis of exemption as a percentage of total admissions, 1989-97**

Basis of exemption	Completed higher ed	Employment experience	Incomplete higher ed	Invalid	Mature age	Other basis	School leaver	TAFE course	Total
No exemption	89.5	92.7	68.8	98.5	93.5	92.1	97.0	68.4	90.1
O/s educ inst	1.7	0.3	1.3	0.0	0.8	0.8	0.3	2.0	1.0
Other	1.0	1.5	2.1	0.0	1.2	1.6	0.6	4.2	1.2
TAFE-Aust	0.4	1.4	1.1	0.0	1.5	1.0	0.3	20.1	1.3
University	7.3	2.9	26.6	1.4	2.8	3.9	1.7	5.0	6.2
Work experience	0.1	1.3	0.1	0.0	0.3	0.6	0.0	0.3	0.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Table 8.3: Admissions to bachelor degree courses, HECS-liable students, by basis of admission by basis of exemption, 1992-97**

Basis of exemption	Completed higher ed	Employment experience	Incomplete higher ed	Invalid	Mature age	Other basis	School leaver	TAFE course	Total
No exemption	47 922	6 947	69 655	1	42 816	105 076	415 224	29 686	717 327
O/s educ inst	1 077	38	916	0	205	438	343	276	3 293
Other	1 586	188	2 577	0	819	2 550	2 683	1 829	12 232
TAFE-Aust	1 098	297	1 710	0	1 122	2 080	1 929	12 391	20 627
University	15 900	499	36 515	0	1 902	7 262	8 848	2 569	73 495
Work experience	249	281	181	0	128	833	139	61	1 872
<b>Total</b>	<b>67 832</b>	<b>8 250</b>	<b>111 554</b>	<b>1</b>	<b>46 992</b>	<b>118 239</b>	<b>429 166</b>	<b>46 812</b>	<b>828 846</b>





## Appendix B: Details of data reporting and analysis model

The model is constructed in PowerPlay, a Cognos multidimensional reporting and analysis software package. The model consists of two types of variables: dimensions and measures. A *dimension* is an independent variable or factor which can be broken down into a number of categories. The categories within a dimension are used as row or column labels or as filters when preparing cross-tabulations or tables. A *measure* is a dependent variable or the response. A measure provides the frequencies or percentages that appear in the cross-tabulations or tables.

### Dimensions

<b>Dimension 1</b>	<b>Reference year</b>
Category levels	1
DEETYA element source	<i>Reference year</i>
Description	The year to which the data relate

### Categories

1989  
1990  
1991  
1992  
1993  
1994  
1995  
1996  
1997

<b>Dimension 2</b>	<b>University classification years</b>
Category levels	2
DEETYA element source	<i>Reference year</i>
Description	Allows years to be separated into two groups: 1989–92 and 1993–97
Notes	The category 1993–97 should be used as a filter whenever the data item <i>University classification</i> is used

<i>1st-level categories</i>	<i>2nd-level categories</i>
1989–92	1989
1989–92	1990
1989–92	1991
1989–92	1992
1993–97	1993
1993–97	1994
1993–97	1995
1993–97	1996
1993–97	1997

<b>Dimension 3</b>	<b>HECS years</b>
Category levels	2
DEETYA element source	<i>Reference year</i>
Description	Allows years to be separated into two groups: 1989–91 and 1992–97
Notes	The category 1993–97 should be used as a filter whenever the data item <i>Fee type</i> is used

<i>1st-level categories</i>	<i>2nd-level categories</i>
1989–91	1989
1989–91	1990
1989–91	1991
1992–97	1992
1992–97	1993
1992–97	1994
1992–97	1995
1992–97	1996
1992–97	1997

#### **Dimension 4**

Category levels  
DEETYA element source  
Description  
Notes

#### **University classification**

2  
Derived using *Institution code* and CIT mapping (see below)  
University classifications  
These categories are relevant only to the years 1993–97; therefore when examining this data item the *University classification years* category 1993–97 should be used as a filter.

#### *1st-level categories*

Eight  
Ex-inst tech  
  
Other uni  
Special uni  
Ex-CAE

#### *Description*

Universities known as the 'big eight'  
Universities created entirely or substantially from the former institutes of technology  
Other comprehensive universities  
Specialised universities  
Universities created entirely or substantially from former colleges of advanced education

<i>1st-level category</i>	<i>Institute code</i>	<i>Institute name</i>	<i>2nd-level category</i>
Eight	1004	The University of Adelaide	Adelaide Uni
Eight	1007	Australian National University	ANU
Eight	1028	University of Melbourne	Melb Uni
Eight	1031	Monash University	Monash
Eight	1043	The University of New South Wales	NSW Uni
Eight	1046	University of Queensland	Qld Uni
Eight	1049	University of Sydney	Sydney Uni
Eight	1055	The University of Western Australia	WA Uni
Eight	3002	University of Melbourne	Melb Uni
Eight	3010	The University of Adelaide	Adelaide Uni
Eight	3013	The University of New South Wales	NSW Uni
Eight	3015	University of Sydney	Sydney Uni
Eight	3019	University of Queensland	Qld Uni
Eight	3021	Monash University	Monash
Eight	3023	Australian National University	ANU
Eight	3031	University of Melbourne	Melb Uni
Eight	3033	Australian National University	ANU
Eight	3035	Monash University	Monash
Eight	3036	University of Melbourne	Melb Uni
Eight	3040	University of Sydney	Sydney Uni
Ex-inst tech	2123	University of Technology, Sydney	Sydney Uni of Tech
Ex-inst tech	2175	Royal Melbourne Institute of Technology	RMIT
Ex-inst tech	2177	Swinburne Limited	Swinburne
Ex-inst tech	2212	Queensland Institute of Technology	Qld Inst of Tech
Ex-inst tech	2236	Curtin University of Technology	Curtin Uni of Tech
Ex-inst tech	2241	University of Canberra	UCAN
Ex-inst tech	3016	University of Technology, Sydney	Sydney Uni of Tech
Ex-inst tech	3018	Queensland Institute of Technology	Qld Inst of Tech

<i>1st-level category</i>	<i>Institute code</i>	<i>Institute name</i>	<i>2nd-level category</i>
Ex-inst tech	3027	University of South Australia	Uni of SA
Ex-inst tech	3034	Royal Melbourne Institute of Technology	RMIT
Ex-inst tech	3041	Queensland Institute of Technology	Qld Inst of Tech
Other uni	1010	Deakin University	Deakin
Other uni	1013	The Flinders University of South Australia	Flinders Uni
Other uni	1016	Griffith University	Griffith Uni
Other uni	1019	James Cook University of North Queensland	James Cook
Other uni	1022	La Trobe University	La Trobe
Other uni	1025	The Macquarie University	Macquarie
Other uni	1034	Murdoch University	Murdoch
Other uni	1037	The University of Newcastle	Newcastle Uni
Other uni	1040	The University of New England	Uni of New England
Other uni	1052	University of Tasmania	Tas Uni
Other uni	1058	The University of Wollongong	Wollongong Uni
Other uni	3001	Northern Territory University	NT Uni
Other uni	3008	Griffith University	Griffith Uni
Other uni	3009	University of Tasmania	Tas Uni
Other uni	3011	The University of New England	Uni of New England
Other uni	3012	The Macquarie University	Macquarie
Other uni	3014	The University of Newcastle	Newcastle Uni
Other uni	3017	Deakin University	Deakin
Other uni	3020	La Trobe University	La Trobe
Other uni	3024	Griffith University	Griffith Uni
Other uni	3025	The Macquarie University	Macquarie
Other uni	3029	The Flinders University of South Australia	Flinders Uni
Other uni	3030	Deakin University	Deakin
Other uni	3032	Griffith University	Griffith Uni
Other uni	3038	Southern Cross University	Southern Cross
Other uni	3039	The University of New England	Uni of New England
Spec uni	1064	Australian Defence Force Academy	ADFA
Spec uni	2148	The National Institute of Dramatic Art	NIDA
Spec uni	2170	Marcus Oldham College of Farm Management	Marcus Oldham College
Spec uni	2239	Australian Maritime College	Aust Maritime College
Spec uni	2246	Batchelor College	Batchelor Coll
Spec uni	2252	Avondale College	Avondale Coll
Spec uni	2271	Australian Film, Television and Radio School	Aust Film, TV & Radio Sch
Spec uni	3006	Australian Catholic University	Aust Cath Uni
Spec uni	3037	Open Learning Agency of Australia Pty Ltd	Open Learning Agency
Ex-CAE	2154	Ballarat University College	Ballarat Uni Coll
Ex-CAE	2200	University of Central Queensland	Uni of Cent Qld
Ex-CAE	2201	University of Southern Queensland	Uni of Sth Qld
Ex-CAE	2235	Western Australian College of Advanced Education	WA CAE
Ex-CAE	3004	University of Western Sydney	West Syd Uni
Ex-CAE	3005	Charles Sturt University	Charles Sturt
Ex-CAE	3007	Victoria University of Technology	VUT
(blank)		All other institute codes	

#### **Dimension 5**

Category levels  
DEETYA element source  
Values  
Description  
Notes

#### **State of institution**

2  
Derived using *Institution code* and CIT mapping (see below)  
Institution names  
Allows for reporting by State and by institution within State  
*MUL* is multi-State

<i>1st-level category</i>	<i>Institute code</i>	<i>Institute name</i>	<i>2nd-level category</i>
ACT	1007	Australian National University	ANU
ACT	1064	Australian Defence Force Academy	ADFA
ACT	2241	University of Canberra	UCAN
ACT	2242	Signadou College of Education	Signadou College of Ed
ACT	2284	Canberra Institute of the Arts	Canb Instit of Arts
ACT	3033	Australian National University	ANU
MUL	2105	Catholic College of Education Sydney Ltd	Catholic Coll of Ed Syd
MUL	2189	Institute of Catholic Education	Instit of Catholic Ed
MUL	2206	McAuley College	McAuley College
MUL	2242	Signadou College of Education	Signadou College of Ed
MUL	3006	Australian Catholic University	Aust Cath Uni
NSW	1025	The Macquarie University	Macquarie
NSW	1037	The University of Newcastle	Newcastle Uni
NSW	1040	The University of New England	Uni of New England
NSW	1043	The University of New South Wales	NSW Uni
NSW	1049	University of Sydney	Sydney Uni
NSW	1058	The University of Wollongong	Wollongong Uni
NSW	2105	Catholic College of Education Sydney Ltd	Catholic Coll of Ed Syd
NSW	2109	Cumberland College of Health Sciences	Cumberland Coll of Health
NSW	2114	Hawkesbury Agricultural College	Hawkesbury Ag
NSW	2115	Kuring-gai College of Advanced Education	Kuring-gai Instit of HE
NSW	2116	Macarthur Institute of Higher Education	Macarthur Instit of HE
NSW	2118	Mitchell College of Advanced Education	Mitchell CAE
NSW	2119	Nepean College of Advanced Education	Nepean CAE
NSW	2121	New South Wales State Conservatorium of Music	NSW Conservatorium
NSW	2123	University of Technology, Sydney	Sydney Uni of Tech
NSW	2124	Newcastle College of Advanced Education	Newcastle CAE
NSW	2126	Northern Rivers College of Advanced Education	Nth Rivers CAE
NSW	2128	Orange Agricultural College	Orange Ag
NSW	2132	Sydney College of Advanced Education	Sydney CAE
NSW	2148	The National Institute of Dramatic Art	NIDA
NSW	2252	Avondale College	Avondale Coll
NSW	2253	Riverina Murray Institute of Higher Education	Riverina Inst of HE
NSW	2271	Australian Film, Television and Radio School	Aust Film, TV & Radio Sch
NSW	2286	The New South Wales Institute of the Arts	NSW Inst of Arts
NSW	3004	University of Western Sydney	West Syd Uni
NSW	3005	Charles Sturt University	Charles Sturt
NSW	3011	The University of New England	Uni of New England
NSW	3012	The Macquarie University	Macquarie
NSW	3013	The University of New South Wales	NSW Uni
NSW	3014	The University of Newcastle	Newcastle Uni
NSW	3015	University of Sydney	Sydney Uni
NSW	3016	University of Technology, Sydney	Sydney Uni of Tech
NSW	3025	The Macquarie University	Macquarie
NSW	3038	Southern Cross University	Southern Cross
NSW	3039	The University of New England	Uni of New England
NSW	3040	University of Sydney	Sydney Uni
NT	2246	Batchelor College	Batchelor Coll
NT	3001	Northern Territory University	NT Uni
QLD	1016	Griffith University	Griffith Uni
QLD	1019	James Cook University of North Queensland	James Cook
QLD	1046	University of Queensland	Qld Uni
QLD	2200	University of Central Queensland	Uni of Cent Qld
QLD	2201	University of Southern Queensland	Uni of Sth Qld
QLD	2206	McAuley College	McAuley College
QLD	2209	Queensland Agricultural College	Qld Ag College
QLD	2210	Queensland College of Art	Qld College of Art

<i>1st-level category</i>	<i>Institute code</i>	<i>Institute name</i>	<i>2nd-level category</i>
QLD	2211	Queensland Conservatorium of Music	Qld Conservatorium
QLD	2212	Queensland Institute of Technology	Qld Inst of Tech
QLD	2270	Gold Coast College of Advanced Education	Gold Coast CAE
QLD	3008	Griffith University	Griffith Uni
QLD	3018	Queensland Institute of Technology	Qld Inst of Tech
QLD	3019	University of Queensland	Qld Uni
QLD	3024	Griffith University	Griffith Uni
QLD	3032	Griffith University	Griffith Uni
QLD	3041	Queensland Institute of Technology	Qld Inst of Tech
SA	1004	The University of Adelaide	Adelaide Uni
SA	1013	The Flinders University of South Australia	Flinders Uni
SA	2221	Roseworthy Agricultural College	Roseworthy Ag College
SA	2223	South Australian College of Advanced Education	SA CAE
SA	2224	South Australian Institute of Technology	SA Inst of Tech
SA	3010	The University of Adelaide	Adelaide Uni
SA	3027	University of South Australia	Uni of SA
SA	3029	The Flinders University of South Australia	Flinders Uni
TAS	1052	University of Tasmania	Tas Uni
TAS	2239	Australian Maritime College	Aust Maritime College
TAS	2254	Tasmanian State Institute of Technology	Tas State Inst of Tech
TAS	3009	University of Tasmania	Tas Uni
VIC	1010	Deakin University	Deakin
VIC	1022	La Trobe University	La Trobe
VIC	1028	University of Melbourne	Melb Uni
VIC	1031	Monash University	Monash
VIC	2154	Ballarat University College	Ballarat Uni Coll
VIC	2156	Bendigo College of Advanced Education	Bendigo CAE
VIC	2160	Chisholm Institute of Technology	Chisholm Instit of Tech
VIC	2164	Footscray Institute of Technology	Footscray Instit of Tech
VIC	2165	Gippsland Institute of Advanced Education	Gippsland Instit of AE
VIC	2170	Marcus Oldham College of Farm Management	Marcus Oldham College
VIC	2172	Phillip Institute of Technology	Phillip Instit of Tech
VIC	2175	Royal Melbourne Institute of Technology	RMIT
VIC	2177	Swinburne Limited	Swinburne
VIC	2178	Victoria College	Victoria College
VIC	2179	Victorian College of Agriculture and Horticulture	Vic College of Ag & Hort
VIC	2180	The Victorian College of the Arts	Vic College of Arts
VIC	2181	Victorian College of Pharmacy Ltd	Vic College of Pharm
VIC	2182	Warrnambool Institute of Advanced Education	Warrnambool Instit of AE
VIC	2189	Institute of Catholic Education	Instit of Catholic Ed
VIC	2193	Hawthorn Institute of Education	Hawthorn Inst of Ed
VIC	2280	The Western Institute	The Western Inst
VIC	2287	The Wodonga Institute of Tertiary Education	Wodonga Inst of Tert Ed
VIC	3002	University of Melbourne	Melb Uni
VIC	3007	Victoria University of Technology	VUT
VIC	3017	Deakin University	Deakin
VIC	3020	La Trobe University	La Trobe
VIC	3021	Monash University	Monash
VIC	3030	Deakin University	Deakin
VIC	3031	University of Melbourne	Melb Uni
VIC	3034	Royal Melbourne Institute of Technology	RMIT
VIC	3035	Monash University	Monash
VIC	3036	University of Melbourne	Melb Uni
WA	1034	Murdoch University	Murdoch
WA	1055	The University of Western Australia	WA Uni
WA	2235	Western Australian College of Advanced Education	WA CAE
WA	2236	Curtin University of Technology	Curtin Uni of Tech

**Dimension 6**

Category levels  
DEETYA element source  
Description  
Notes

**Broad field of study**

1  
First two characters of *Field of study* code  
Identifies the broad field of study to which the course is classified  
Non-award courses do not have a *Field of study* code

**Broad field of study code**

	<i>Categories</i>
01	Agriculture, Animal Husbandry
02	Architecture, Building
03	Arts, Humanities and Social Sciences
04	Business, Administration, Economics
05	Education
06	Engineering, Surveying
07	Health
08	Law, Legal Studies
09	Science
10	Veterinary Science

**Dimension 7**

Category levels  
DEETYA element source  
Description

**Enrolment type**

1  
*Enrolment type*  
Indicates the type of enrolment

**Enrolment type code**

	<i>Categories</i>
1	External
2	Full-time
3	Part-time
9	Missing

**Dimension 8**

Category levels  
DEETYA element source  
Description

**Course type summary**

2  
*Course type code*  
Indicates the type of higher education course

<i>1st-level category</i>	<i>Course type</i>	<i>Meaning</i>	<i>2nd-level category</i>
Not bachelor's pass	1	Higher doctorate	Higher doctorate
Not bachelor's pass	2	Doctorate by research	Doctorate by research
Not bachelor's pass	3	Master's by research	Master's by research
Not bachelor's pass	4	Master's by coursework	Master's by coursework
Not bachelor's pass	5	Postgraduate qualifying or preliminary (for master's, doctorate or higher doctorate)	Postgrad qualifying
Not bachelor's pass	6	Graduate diploma/ postgraduate diploma (pass or honours) involving new academic, professional or vocational area	Grad dip—new
Not bachelor's pass	7	Graduate diploma/postgraduate diploma (pass or honours) extending skills and knowledge in a professional area previously studied	Grad dip—extend
Not bachelor's pass	8	Bachelor's graduate entry	Bachelor's graduate entry
Not bachelor's pass	9	Bachelor's honours	Bachelor's honours
Bachelor's pass	10	Bachelor's pass	Bachelor's pass
Not bachelor's pass	11	Graduate certificate	Graduate certificate
Not bachelor's pass	12	Doctorate by coursework	Doctorate by coursework
Not bachelor's pass	20	Advanced diploma (AQF terminology)/diploma (pre-AQF terminology)	Adv diploma (AQF)

1st-level category	Course type	Meaning	2nd-level category
Not bachelor's pass	21	Diploma (AQF terminology)/associate diploma (pre-AQF terminology)	Diploma (AQF)
Not bachelor's pass	22	Other award course	Other award course
Not bachelor's pass	30	Enabling course	Enabling course
Not bachelor's pass	40	Cross-institution program	Cross-institution program
Not bachelor's pass	50	Non-award course	Non-award course
Not bachelor's pass	60	Open learning studies	Open learning studies

### Dimension 9

Category levels  
DEETYA element source  
Description

Notes

### TAFE sub-degree

1

First character of *Prior sub-degree course (at TAFE); year*

Identifies whether a student had commenced and/or completed a diploma or associate diploma course done at a TAFE college or technical college

*Invalid* is used for records where the value of *prior sub-degree course (at TAFE)* contradicts the commencing student indicator. *Missing* is used when no information on *prior sub-degree course (at TAFE)* was provided. *No* is used when no *prior sub-degree course (at TAFE)* had been commenced.

Category	1st character of prior sub-degree course (at TAFE); year	Meaning
Invalid	0	Not a commencing [university] student

No	1
Incomplete	2
Complete	3
Missing	9

Meaning

Not a commencing [university] student

A commencing [university] student who, for a diploma or associate diploma course done at a TAFE college or technical college:

- never commenced
- commenced but did not complete all the requirements
- completed all the requirements
- no information on prior sub-degree course (at TAFE)

### Dimension 10

Category levels  
DEETYA element source

Description

Notes

Category

Not previous

Previous

### TAFE sub-degree year

1

Derived from last four characters of *Prior sub-degree course (at TAFE); year* and *Reference year*

Indicates whether or not the last year of enrolment in the *Prior sub-degree course (at TAFE)* was the year before the *Reference year*

Relevant only if TAFE sub-degree is either complete or incomplete

Derivation

IF ([*Reference year*]-[last four characters of *Prior sub-degree course (at TAFE); year*]) > 1

IF ([*Reference year*]-[last four characters of *Prior sub-degree course (at TAFE); year*]) ≤ 1

### Dimension 11

Category levels  
DEETYA element source  
Description

### TAFE award

1

First character of *Prior TAFE award course; year*

Identifies whether a student had commenced and/or completed a TAFE award course (other than a diploma or associate diploma course)

Category	1st character of prior TAFE award course; year	Meaning
Invalid	0	Not a commencing [university] student A commencing [university] student who, for a TAFE award course (other than a diploma or associate diploma course undertaken at a TAFE college or technical college):
No	1	• never commenced
Incomplete	2	• commenced but did not complete all the requirements
Complete	3	• completed all the requirements
Missing	9	• no information on prior TAFE award course

### Dimension 12

### TAFE award year

Category levels

1

DEETYA element source

Derived from last four characters of *Prior TAFE award course; year* and *Reference year*

Description

Indicates whether or not the last year of enrolment in *Prior TAFE award course* was the year before the *Reference year*

Notes

Relevant only if TAFE award is either complete or incomplete

Category

Derivation

Not previous

IF ([*Reference year*]-[last four characters of *Prior TAFE award course; year*]) > 1

Previous

IF ([*Reference year*]-[last four characters of *Prior TAFE award course; year*]) ≤ 1

### Dimension 13

### Admission

Category levels

2

DEETYA element source

*Basis for admission to current course*

Description

Identifies the main criterion used by the institution in granting the student admission to the current course

1st-level category	Basis for admission to current course	Meaning	2nd-level category
Invalid	1	Not a commencing student	Invalid
Completed higher ed	11	A completed higher education course (Australian or overseas equivalent)	Completed higher ed
Incomplete higher ed	12	An incomplete higher education course (Australian or overseas equivalent)	Incomplete higher ed
TAFE course	13	A completed or incomplete TAFE award course other than a secondary education course (Australian or overseas equivalent)	TAFE course
School leaver	14	Satisfactory completion of final year of secondary education undertaken at school (Australian or overseas equivalent)	School leaver
Other basis	15	Satisfactory completion of final year of secondary education undertaken at a TAFE institution or other institution (Australian or overseas equivalent)	Yr 12 TAFE
Mature age	16	Mature-age special entry provisions	Mature age
Other basis	17	Special entry provisions other than mature age	Special
Other basis	18	An examination or assessment by or on behalf of the institution (includes assessment of performances or products)	Entry exam
Employ exp	19	Employment experience	Employ exp
Other basis	20	A professional qualification	Prof qual
Other basis	21	Completion of open learning studies conducted by the OLAA	OLAA
Other basis	29	Other basis	Other

**Dimension 14**

Category levels

DEETYA element source

**School leaver indicator**

1

*School leaver indicator*

<i>Category</i>	<i>School leaver indicator</i>	<i>Meaning</i>
Invalid	1	Not a commencing student
Higher	2	A commencing student who had completed a qualification higher than final secondary education at school or elsewhere
Prev year	3	A commencing student who had completed final year of secondary education in the reference year or the year prior to the reference year
Earlier	4	A commencing student who had completed final year of secondary education earlier than the year prior to the reference year
No year	9	A commencing student who had completed final year of secondary education but no information on year of completion
No final year	8	Other commencing students

**Dimension 15**

Category levels

DEETYA element source

Description

Notes

**Fee type**

2

*HECS exemption status*

Indicates whether HECS is applicable

As the scope of the data is commencing enrolments, the HECS exemption status relates to the first semester of enrolment. This dimension contains values only from 1992 onwards. When using this dimension for filtering or reporting, the category 1992–97 in the dimension *HECS years* must be used as a filter. The element *HECS exemption status* has undergone several revisions in the period 1992–97. The meaning for each of the codes listed below is from the most recent definition applying to that code.

<i>1st-level category</i>	<i>HECS exemption status</i>	<i>Meaning</i>
HECS-liable	10	Deferred all or part of liability
HECS-liable	11	Paid full liability up front with discount
HECS-liable	12	Paid full liability up front with no discount
HECS-exempt	20	A non-overseas student who is paying tuition fees for a postgraduate course, or (from 1998 onwards) for an undergraduate course
HECS-exempt	21	Exemption from payment of the Higher Education Contribution applies through being an enrolment in a 'basic nurse education course'
HECS-exempt	22	A fee-paying overseas student who is not sponsored under a foreign aid program, and including students with these awards: OPRS (Overseas Postgraduate Research Scheme); SOPF (Special Overseas Postgraduate Fund); Australian–European Awards Program; the Commonwealth Scholarship and Fellowship Plan. Excludes OPRS and SOPF students who have category 818 visas.
HECS-exempt	23	An overseas student who is not a fee-paying overseas student but is subject to the Overseas Student Charge arrangements
HECS-exempt	24	A fee-paying overseas student who is sponsored under a foreign aid program. Includes those with Australian Development Cooperation Scholarships (ADCOS) and any other Australian foreign aid program for which students are enrolled in institutions by the Australian Agency for International Development (AusAID)
HECS-exempt	25	A non-overseas disadvantaged student enrolled in an enabling course (that is, a bridging or supplementary program)
HECS-exempt	26	A student enrolled in a non-award course
HECS-exempt	27	A student enrolled in a course fully funded by an employer

<i>1st-level category</i>	<i>HECS exemption status</i>	<i>Meaning</i>
HECS-exempt	30	An overseas student in Australia as an exchange student and who is paying tuition fees or has their fees paid for them
HECS-exempt	31	A non-overseas student holding a Commonwealth-funded, merit-based, undergraduate HECS-exemption scholarship for disadvantaged students
HECS-exempt	32	A non-overseas student in a Commonwealth-industry place and deemed by the institution to be exempt from HECS
HECS-exempt	33	A non-overseas student whose <i>full</i> load is work experience in industry
HECS-exempt	40	A student with an Australian Postgraduate Award awarded by the institution, or a student with an OPRS who has a category 818 visa, or a SOPF student who has a category 818 visa
HECS-exempt	50	An enrolment for which an education authority has awarded a HECS exemption scholarship
HECS-exempt	70	A student enrolled in an Australian Maritime College Special Course
HECS-exempt	99	A student enrolled in an Avondale Special Course

### Dimension 16

Category levels  
DEETYA element source  
Description

### Exempt basis

1  
*Exemption/status institution code*  
Indicates type of institution where the studies for which the exemption or status was granted were undertaken

<i>Category</i>	<i>Exemption/status institution code</i>	<i>Meaning</i>
No exemption	0001	Not a commencing student
No exemption	0001	Commencing student but no exemption granted
University	1000–4999	[Higher education] institution code for a commencing student and exemption was granted on the basis of prior higher education studies undertaken at that institution in Australia
TAFE–Australia	8001	A commencing student for whom exemption was granted on the basis of: <ul style="list-style-type: none"> <li>• prior TAFE studies undertaken at a TAFE institution in Australia</li> </ul>
O-seas ed inst	8002	<ul style="list-style-type: none"> <li>• studies at an education institution outside Australia</li> </ul>
Work experience	8003	<ul style="list-style-type: none"> <li>• work experience inside or outside Australia</li> </ul>
Other	8004	<ul style="list-style-type: none"> <li>• other</li> </ul>

### Measures

#### Measure 1

DEETYA element source/derivation  
Description

#### Number of students

*Number of students*  
Number of commencing students

#### Measure 2

DEETYA element source/derivation  
Description

#### Number granted credit

*Number of Students where (Prior studies exemption status > 00)*

Number of students granted at least some exemption or status from the course's total requirements over all its stages, granted by the reference date of the first year of enrolment in the course

**Measure 3**

DEETYA element  
source/derivation  
Description

Notes

**Sum of exempt**

*Sum of Prior studies exemption status*

Total exemption or status from the course's total requirements over all its stages, granted by the reference date of the first year of enrolment in the course

*Prior studies exemption status* is the exemption granted represented as percentage points of the total course requirements, *not* as a fraction. Therefore, *Sum of exempt* must be divided by 100 to be converted to a percentage.

**Measure 4**

DEETYA element  
source/derivation  
Description

Notes

**% granted credit**

*Number granted credit / number of students*

Percentage of students granted credit

For user-defined categories, such as a combined 1996 and 1997 category, these measures need to be derived using the above formula

**Measure 5**

DEETYA element  
source/derivation  
Description

Notes

**Mean credit—of those granted credit**

*(Sum of exempt / number granted credit) / 100*

Mean percentage credit granted for students granted at least some credit

For user-defined categories, such as a combined 1996 and 1997 category, these measures need to be derived using the above formula

**Measure 6**

DEETYA element  
source/derivation  
Description

Notes

**Mean credit— of total**

*(Sum of exempt / number of students) / 100*

Mean percentage credit granted for *all* students (including students granted no credit)

For user-defined categories, such as a combined 1996 and 1997 category, these measures need to be derived using the above formula



## Appendix C: Data quality

This section offers some comments about the consistency of the data received from DEETYA, but addresses the accuracy and reliability only where comparisons with other data items within the data set can be made. In all cases except one the data have not been modified to correct for inconsistencies described below.

### Modification of the data

The data set from DEETYA contained the following significant anomaly. For *Reference year 1993* one institute showed 83 per cent of its commencing students as receiving 1 per cent *Prior studies exemption status*. As can be seen in table C.1, this results in the % granted credit for 1993 being significantly different from that of other years. Further, the *Exemption/status institution code* indicated that 99.9 per cent of these received *No exemption*. To correct for this anomaly the *Prior studies exemption status* was set to zero. Table C.1 shows the results before and after the modification for that institute.

Table C.1: *Percentage granted credit and Average credit measures before and after modification to correct for an anomaly*

Year	Before modification		After modification	
	% granted credit	Average credit (%)	% granted credit	Average credit (%)
1989	7	19	7	19
1990	5	13	5	13
1991	4	16	4	16
1992	1	7	1	7
1993	88	2	5	18
1994	5	16	5	16
1995	4	20	4	20
1996	3	21	3	21
1997	5	22	5	22
Total	13	7	4	18

### Exemption status

Table C.2 shows *Prior studies exemption status* (which indicates the level of exemption or status granted) by *Exemption/status institution code* (which indicates type of institution in which the studies for which the exemption or status was granted were undertaken). The bases of exemption have been aggregated into a single category, *Exemption*. This table demonstrates inconsistencies between the two data elements. These are:

- 9708 commencing students were granted some level of exemption without the basis of the exemption being specified
- 11 commencing students were not given any exemption (0 per cent) but were given a basis for exemption

The magnitude of the inconsistency suggests that this should not significantly impact on any analysis based on either of these two data elements.

Table C.2: *Anomalies in Prior studies exemption status and Exemption/status institution code*

Prior studies exemption status (%)	Exemption/status institution code					
	No exemption		Exemption		Total	
	Number	%	Number	%	Number	%
0	1 816 157	89.7	11	0.0	1 816 168	89.7
1-99	9 708	0.5	199 893	9.9	209 601	10.3
Total	1 825 865	90.1	199 904	9.9	2 025 769	100.0

### Prior TAFE studies

The data elements *Prior sub-degree course at TAFE* and *Prior TAFE award course* are the only data elements that rely on students' responses: all others are coded by the universities. These two data elements have a higher percentage of missing values than the other data elements. Table C.3 compares the combined *Prior TAFE course* data elements with *Basis of admission*. The inconsistency is demonstrated by 11 542 commencing students responding to both TAFE sub-degree and TAFE award as 'never commenced' but being granted admission on the basis of a TAFE award course (including sub-degree). This represents 15 per cent of students admitted on the basis of TAFE. While 15 per cent is significant, this should not have a material effect on the comparisons made in this report.

Table C.3: Comparison of combined *Prior TAFE course* data elements with *Basis of admission*

Basis of admission	TAFE sub-degree / TAFE award			Total
	Incomplete and/or complete TAFE sub-degree and/or TAFE award	Never commenced either TAFE sub-degree nor TAFE award	Invalid and/or missing not in column 2	
Invalid	178	1 055	1 390	2 623
Not TAFE	201 208	1 622 519	123 219	1 946 946
TAFE	62 947	11 542	1 711	76 200
Grand total	264 333	1 635 116	126 320	2 025 769

### Commencing student indicator

A student is classified as a 'commencing student' in the *Commencing student indicator* if the *Course commencement date* is later than March of the previous year *and* there is no record for the student/course in any of the prior years' student enrolment file.

There is an apparent inconsistency between the *Commencing student indicator* and some other data elements where a student can be classified as either a 'commencing student' or 'not a commencing student'. Table C.4 shows the dimensions on which students have been classified as 'not a commencing student' but as a 'commencing student' in the *Commencing student indicator*.

Table C.4: Dimensions on which students have been classified as 'not a commencing student' and as a 'commencing student' in the *Commencing student indicator*

Year	Invalid								Total
	TAFE sub-degree		TAFE award		Admission		School leaver indicator		
	Number	%	Number	%	Number	%	Number	%	
1989	1 599	0.9	1 574	0.9	1 183	0.7	0	0.0	180 812
1990	4 999	2.5	4 982	2.5	1 437	0.7	0	0.0	201 440
1991	0	0.0	0	0.0	0	0.0	0	0.0	217 940
1992	0	0.0	0	0.0	0	0.0	0	0.0	210 599
1993	0	0.0	0	0.0	0	0.0	0	0.0	217 456
1994	0	0.0	0	0.0	0	0.0	0	0.0	225 225
1995	0	0.0	0	0.0	0	0.0	0	0.0	244 802
1996	0	0.0	0	0.0	0	0.0	0	0.0	261 196
1997	6	0.0	5	0.0	3	0.0	868	0.3	266 299
Total	6 604	0.3	6 561	0.3	2 623	0.1	868	0.0	2 025 769

### Missing values

Only two dimensions contain data with missing values; namely, *TAFE sub-degree* and *TAFE award*. In both these cases *Missing* represents students who did not give a response. Table C.5 shows the number missing on both these dimensions.

Table C.5: Missing values on the dimensions TAFE sub-degree and TAFE award

Year	Missing				Total
	TAFE sub-degree		TAFE award		
	Number	%	Number	%	
1989	6 425	3.6	6 378	3.5	180 812
1990	14 737	7.3	14 626	7.3	201 440
1991	23 281	10.7	23 026	10.6	217 940
1992	19 874	9.4	19 952	9.5	210 599
1993	14 839	6.8	14 881	6.8	217 456
1994	10 497	4.7	10 553	4.7	225 225
1995	13 578	5.5	13 206	5.4	244 802
1996	8 843	3.4	9 179	3.5	261 196
1997	10 506	3.9	10 056	3.8	266 299
Total	122 580	6.1	121 857	6.0	2 025 769

Two other dimensions contain (*Blank*) categories. They are *Uni class* and *Fee type*. In both these cases there is a restriction on the years for which the dimensions can be used. Within these restrictions the (*Blank*) category contains zero students.

*Field of study* contains a category *00*. This indicates that the course has not been given a field of study code. All non-award courses from 1990 have not been given a field of study code. These make up 98.8 per cent of all students in the category *00*; 1.1 per cent were in enabling courses in 1989–90, and the other 0.1 per cent were in the *Adv diploma (AQF)* category in 1989.



## Appendix D: Annotated bibliography

This annotated bibliography has been compiled from three sources:

- reports and other documents that have been reviewed by the CIT research team
- literature reviews contained in reports of other researchers
- abstracts taken from the NCVER VOCED database

The sources of comments are noted at the end of the annotations.

Alaba, R, Lewis, D & Dawes L 1993, *A review of credit transfer arrangements between TAFE and universities in New South Wales*, NSW Ministry of Education and Youth Affairs, AGPS, Canberra.

This project sought to evaluate the effectiveness of credit transfer guidelines that have been developed by the NSW TAFE Commission in co-operation with the university sector in that State. The paper contains the steering committee's findings and recommendations on the effectiveness of current policy, the dissemination of information, admissions-related issues and the transition of students from TAFE to university. Conclusions include that past initiatives taken by TAFE to encourage students into university have been successful, but that many TAFE-qualified university applicants have an inadequate understanding of university policies regarding admission and credit transfer. In general, TAFE students appear to be reasonably well prepared for university, although concerns were expressed about background preparation for certain courses. Recommendations are made to determine the best way of overcoming the problems mentioned, including further research into variation in the rate of university places offered to TAFE students. The paper draws on the findings of two reports that are attached to it. These are *Analysis of university admissions data New South Wales, 1991 and 1992* (Lewis, DE) and *Credit transfer in NSW universities* (Dawes, L, Athanasou, J and Skelsey, K). (CIT research team)

Bardsley, WN & Pauley, GP 1987, *Former TAFE students in higher education: A report on their progress after one year*, Curtin University of Technology, Perth.

This research report details the findings of an investigation into the progress and performance of 407 Western Australian former TAFE students after their first year (1986) in higher education. The 407 students enrolled in 1921 subjects across four institutions and passed 73.5 per cent of them. After one year 60 per cent of the cohort had re-enrolled for the second year of their course. Of the 40 per cent who did not continue with their studies, almost 50 per cent attributed this to work-related reasons, about 20 per cent to academic reasons, while around 15 per cent stated financial reasons. In their first year of study, TAFE graduates passed 74 per cent of the units they attempted, withdrew from 15 per cent and failed 12 per cent. It was also found that those most at risk were students who worked full time and studied part time. (CIT research team)

Curriculum Policy Division 1987, *Some general information about the results achieved by students entering the University of Wollongong in 1987 (first semester) whose higher entry qualification was a TAFE award*, NSW Department of TAFE, Sydney.

This is a report of a study into the performance of former TAFE students who first enrolled at the University of Wollongong in 1987. The study was limited to results achieved in the first semester. Of the 98 students admitted on the basis of a TAFE award, 23 withdrew early and without failure, and no results were available after the first semester for 13 students who enrolled only in annual subjects. The remaining 62 students enrolled in 133 first-semester subjects and passed 116 subjects. The pass rate of former TAFE students (87.2 per cent) was above average for the entire university (79.8 per cent). (Lewis 1991)

Dobson, I, Sharma, R & Haydon, A 1996, *Evaluation of the relative performance of commencing undergraduate students in Australian universities*, Australian Credit Transfer Agency.

This report examines the relative performance of undergraduate commencing students in Australian universities in the period 1993 to 1995. It updates a study undertaken by the authors during 1995 using data reported to the Department of Employment, Education and Training (DEET) by universities in 1993 and 1994. The studies used a census rather than a sample approach and all Australian universities were included. The earlier study, *Evaluation of the relative performance of commencing undergraduate students in Australian universities*, reported on undergraduate enrolment trends by course type, basis of admission, field of study, gender and attendance mode/type. It also reported on the proportions of exemptions granted to undergraduate commencing students at the macro level, but did not disaggregate these data by basis of admission or subpopulation type. Reporting on student performance by basis of admission, the study found that student performance in terms of student progress units (SPUs) had declined in all cases, irrespective of the basis of admission. It was this finding that prompted the later study, which updated the earlier report by including 1995 data and a comparison of the performance of certain student subpopulations.

The inclusion of 1995 data resulted in a different picture on relative performance of students by basis of admission. The relative performance of school leavers (this category included both school and TAFE students) improved between 1994 and 1995, increasing by 5.3 per cent, giving an SPU productivity improvement of 1.2 per cent for the period 1993–95. Other groups that improved between 1994 and 1995 included the special entry group (7.4 per cent), students admitted on the basis of university examination (5.6 per cent), students admitted on the basis of professional qualification (7.2 per cent) and 'other' entrants (3.4 per cent).

However, the relative performance of some groups declined. These included students entering with completed higher education qualifications (– 0.4 per cent from 1993 to 1995), students with incomplete higher education qualifications (– 4.9 per cent), those with incomplete or complete TAFE qualifications (– 5.9 per cent), mature-age entrants (– 5.2 per cent) and those admitted on the basis of employment experience (– 12.5 per cent).

Dobson, Sharma and Haydon employed a methodology based on SPU analysis. SPUs are generated when subjects are successfully completed; that is, one SPU is produced by the successful completion of subjects weighted at one equivalent full-time student unit (EFTSU). The SPU concept has been in use since at least 1979. It was rejuvenated in the 1990s by the Linke report, and the measure used in Dobson's study is based on Linke's performance indicator P2b. This indicator dealt with SPU ratios, being the ratio of successfully completed student load to total assessed student load. Dobson and Sharma (1993) extended the concept of Linke's performance indicator P2b to permit testing for significance between the means of various groups of students.

These two studies use the same data source and report on some of the same areas as the CIT project detailed in this report. However, neither of the Dobson et al. studies provides a disaggregation of exemptions granted by basis of admission or by subpopulation group, and the analysis of student performance by basis of admission does not include consideration of exemptions granted. Based on Lewis (1991), exemptions granted may be significant when analysing performance. Lewis found that former TAFE students granted advanced standing on the basis of TAFE studies achieved a higher mean mark than other students in 11 of the 16 subjects.

(CIT research team)

Golding, B & Symmonds, H, eds 1995, *Tertiary transfer: The unacknowledged pathway from university to TAFE*, Pathways series: Issues paper no. 2, Office of Training and Further Education, Melbourne.

This paper, commissioned by the Quality and Change Management Branch, Office of Training and Further Education, compares the transfer of students from university to TAFE in Victoria with the more widely recognised TAFE to university student movement. The paper is based on a study of existing intersectoral tertiary transfer practices and incorporates data from a survey of two parallel groups: persons with university background who commenced TAFE courses in 1994, and persons with TAFE background who commenced university courses in 1994.

Key findings of the study as summarised in the paper are:

- Considerably more students commenced TAFE courses some time after studying at university than commenced university courses after studying at TAFE.

- Half of those transferring to TAFE from university were graduates, 19 per cent of all university to TAFE transferees claimed credit on the basis of their university studies, and those who received credit were awarded an average of 4 per cent towards their TAFE course.
- Multi-sectoral backgrounds were common among persons transferring in both directions. Approximately half of those conventionally described as having a 'TAFE background' or a 'university background' had multiple tertiary backgrounds.
- TAFE has become a vocationally useful, but unexpected destination for university graduates from general backgrounds, as well as for persons who discontinued from university.
- There was a relatively high demand for delayed transfer from university into TAFE across often unrelated fields of study. This appeared to be linked to difficulties encountered in the labour market by both graduates and non-graduates lacking specific vocational skills. Transfer from university to TAFE was most common among persons with general degree backgrounds (such as arts and sciences) and those from fields where there were limited employment opportunities (such as education and business).
- There is a need to better inform those who are on (or have the potential to be on) these previously unacknowledged pathways and provide appropriate arrangements and opportunities for credit transfer. (CIT research team)

Golding, B 1995b, 'Exploding the myth of education traffic', *Australian TAFE Teacher*, vol. 29, no. 1, pp. 34–44.

In this article Golding reviews available data on intersectoral transfers and then uses this data to test the validity of seven assumptions about the nature of tertiary articulation. Golding concludes that:

- Intrasectoral articulation far exceeds intersectoral articulation, and 'reverse articulation' (that is, university to TAFE) is approximately five times more common than TAFE to university articulation.
- Much of the reverse articulation is 'unplanned and opportunistic, and often interrupted, frequently involving a change of discipline or vocational direction'.
- Articulating students frequently have multiple tertiary backgrounds, often in different sectors, and do not necessarily claim any or all of the credit they can.

Golding questions the adequacy and effectiveness of current credit transfer policies and arrangements and suggests that well-developed, implemented and resourced techniques for the recognition of prior informal learning may be more appropriate to cope with widespread, opportunistic, cross-sectoral and cross-disciplinary transfer.

Golding's work is of interest in the context of the CIT project reported here. First, his comments on the reliability of the data—he contends that:

- The quality and availability of data vary considerably between institutions and sectors—he comments that enhanced incentives for universities to improve articulation are likely to have influenced improved data collection and thereby increased observed levels of articulation and credit transfer.
- TAFE and universities ask commencing students different questions relating to prior tertiary study, and these questions also vary within TAFE in different States. Consequently the resulting data are not directly comparable.
- It is generally assumed that students have only one prior award or attempt in one tertiary sector and that credit is awarded on the basis of that one study background. In fact a considerable proportion of commencers have multiple prior tertiary backgrounds. DEET data on prior education background, by being categorised hierarchically from higher education to TAFE to 'other', minimise evidence of previous TAFE backgrounds. This hierarchical categorisation also assumes that any credit granted relates to the highest study background, an assumption that is likely to overstate higher education credit at the expense of what might often be TAFE credit for students with study backgrounds in both university and TAFE.
- The available data on prior study from each sector are biased towards prior study status at the time of commencement: some of these apparent commencements are in fact course, institutional or sectoral recommendations. The data currently available are limited by the

brevity of the questions, the completeness and accuracy of student responses and efforts made by institutions in data collection, coding and recording.

- There has been less incentive to measure and report on credit transfer outcomes—much credit transfer takes place some time after enrolment.

Golding also argues that articulating students will not necessarily claim whatever credit is available. In a study he did on TAFE to university transfers, he found that only 40 per cent of students sought credit for prior TAFE studies. He quotes the AVCC (1994), which used DEET data to show that only 27 per cent of students commencing Australian undergraduate courses in 1993 with previous TAFE studies gained any credit. He also quotes Lewis (1991, p. 44), who observed that 'students do not always apply for advanced standing even though their applications would be successful'. Golding's (1994) RMIT questionnaire indicated that only 20 per cent of university to TAFE commencing students sought credit. Students who had not sought credit were asked why: 16 per cent did not know they could seek credit, 23 per cent wanted to do the whole course, despite having to repeat previous studies, 3 per cent could not be bothered and 49 per cent recognised that nothing they had studied before could gain them credit.  
(CIT research team)

Golding, B, Marginson, S & Pascoe, R 1996, *Changing context, moving skills: Generic skills in the context of credit transfer and the recognition of prior learning*, commissioned report of the National Board of Employment, Education and Training (NBEET), AGPS, Canberra.

This study focused on the formation of generic skills in post-school education, particularly those developed in generalist courses such as the arts, humanities and social sciences, and on the role of those skills in student movement between the post-school sectors. Methodology included an analysis of relevant policy and academic literature, a survey and interview of a sample of students involved in cross-sectoral transfer, and a survey of a group of VET teachers and policy-makers and a group of higher education sector teachers and managers.

The report confirms earlier studies on intersectoral student movement, by Golding (1995b, 1995c, 1995d, 1995e.), Golding and Symmonds (1995), Millican (1995) and the National Training Consultative Committee (NTCC 1995), which indicated that there is very active traffic in both directions between TAFE and higher education, with more movement from higher education to TAFE than the reverse.

The report argues that the then conventional notion that intersectoral movement is predominantly a vertically upward movement between TAFE and higher education is deficient because many of the 'vertical' pathways opened up by recent reforms were little used and mostly had a symbolic value; there was extensive horizontal movement between the sectors and between courses; and intersectoral movement occurs throughout adult life and, the older people become, the more likely they are to move away from what was imagined as the 'normal' path.

The study found that in the majority of cases there was no formal transfer of credit, suggesting scope for more use of recognition arrangements. The report also suggests that the systems of articulation, credit transfer and recognition of prior learning in place at that time did not take account of the complexity of student movement between the sectors. In particular there had been little development of recognition arrangements for students moving from university to TAFE and most universities had yet to make a serious effort to design recognition of prior learning systems capable of broad use.

The survey of students involved in cross-sectoral transfer indicated that both groups had vocational motivations for movement, but upward mobility; that is, gaining a higher qualification, was more important for TAFE to university students than gaining skills, and gaining new skills was more important for university to TAFE students than gaining a qualification per se. The survey results showed that 67 per cent of university to TAFE students had enrolled in a course totally different from their previous higher education course, while only 22 per cent of TAFE to university students were enrolled in a course completely different from their previous TAFE studies. These findings are consistent with the findings of Golding and Symmonds (1995) and Millican (1995).

Of the TAFE to university students surveyed, 63 per cent received at least some credit for their prior TAFE studies and 35 per cent were attracted to the course by the availability of credit transfer. Of the university to TAFE students, only 13 per cent received credit and only 9 per cent

were attracted to TAFE by the availability of credit transfer. A major finding from the student survey was that students enrolled in multisectoral institutions were almost exactly twice as likely to have received some form of advanced standing as students enrolled in single-sector stand-alone institutions.

On the issue of students' motivation in moving from university to TAFE, it is probably worth noting that Golding, in some earlier work (1994), speculated that the main reason is probably related to 'a severe imbalance between post-secondary educational aspirations and workplace options in a tight job market, as well as to changed intentions, retraining and retrenchment of older workers'. This suggestion was based on his observation that the highest proportion of TAFE students with university background coincided with economic downturns. Millican (1995, p. 24) noted that 60 per cent of his sample (n = 1197) indicated that 'gaining employment related skills' was the main factor influencing their decision to enrol in TAFE. (CIT research team)

Hawke, G & Quirk, R 1996, *Moving into higher education: Issues arising from the introduction of ungraded assessment in vocational education and training*, DEETYA, Canberra.

Lewis' findings on academic performance in TAFE as a determinant in gaining admission to university are usefully detailed in Hawke and Quirk (1996). This report examines the university selection process for applicants with VET qualifications, in particular the difficulties arising from admission and selection processes due to the introduction of ungraded assessment in many VET programs. Following the introduction of competency-based assessment in the VET sector, universities indicated that applicants to university could be disadvantaged by non-graded results, particularly in the scaling process. Hawke and Quirk noted that VET providers were reviewing their policy of using only ungraded assessment and, in some cases, were introducing new, criterion-referenced grading systems—a significant change, the impact of which cannot yet be determined, but something that clearly has the capacity to allay the concerns currently being expressed by universities and some TAFE authorities. (Ramsay et al. 1997)

Lewis, DE 1991, *Credit transfers between TAFE and higher education*, Evaluations and Investigations Program, Department of Employment, Education and Training, AGPS, Canberra.

This report details the results of a 1991 survey of admission and advanced standing policies for former TAFE students in 58 Australian universities and colleges of advanced education. It also reports on the performance of 438 former TAFE students enrolled in degree and diploma courses at the University of Wollongong from 1986 to 1990, and the relative performance of students from this cohort granted advanced standing. Lewis used pass rates (average credit points passed as a percentage of average credit points attempted) and mean marks in his analysis.

The survey showed a wide divergence of admission and advanced standing policies. A majority (95 per cent) of institutions admitted students on the basis of TAFE qualifications, but in some institutions entry was restricted either to particular courses or by quotas. A majority (72 per cent) of institutions granted advanced standing on the basis of TAFE qualifications, a further 19 per cent granted advanced standing in certain circumstances, but only in particular faculties or courses, and 9 per cent did not provide advanced standing on the basis of TAFE qualifications. Most institutions granting advanced standing preferred to treat each case on its own merits and an associate diploma was the standard usually required before an applicant would be considered for either admission or advanced standing.

Lewis found that the 438 former TAFE students admitted to the University of Wollongong between 1986 and 1990 performed at a similar standard to other students at the university. Former TAFE students passed 87 per cent of subjects attempted, slightly above the university norm of 86 per cent, and achieved a mean mark of 60.5 out of 100, slightly below the university mean of 61.5. In individual subjects, former TAFE students exceeded the university mean in 29 subjects (in the Faculties of Arts, Commerce, Education and Mathematics) and fell below the university mean in 13 subjects (in the Faculties of Engineering and Science). Students given advanced standing on the basis of TAFE studies achieved a higher mean mark than other students in 11 of 16 subjects.

Of the students admitted to the University of Wollongong on the basis of TAFE qualifications, 50 per cent received advanced standing. Former TAFE students received on average 10.0 points of specified credit and 5.2 points of unspecified credit. Above-average levels of specified credit

were granted to former TAFE students pursuing a BCom, BE or BAppSci, and above-average levels of unspecified credit were granted to students pursuing a BA, BMaths or BInfoTech.

Lewis recommended that universities and colleges of advanced education that do not admit students on the basis of TAFE qualifications, or that do not grant up to one year advanced standing, be asked to justify their policies; that universities and CAEs take positive steps to encourage commencing students, especially those with a TAFE background, to become aware of their eligibility for advanced standing; that all universities and CAEs should be encouraged to establish and publish guidelines for the admission and awarding of advanced standing on the basis of TAFE qualifications; and that all universities should consider actively recruiting students from the TAFE system.

Lewis has subsequently reported figures revised on the basis of later data (when greater numbers of students had completed their courses). The revised figures are consistent with his earlier findings. (CIT research team)

Lewis, DE 1995a, *Admissions and enrolments, New South Wales and ACT universities, 1991–94*, report prepared for the Higher Education Unit, Ministry of Education and Youth Affairs, Sydney.

Lewis examined admissions to universities in New South Wales and the Australian Capital Territory over the period 1991–94. He found that competition for university places intensified over the period, that former TAFE students increased from 6.3 per cent to 10.2 per cent of all applications and that their share of total offers also increased (from 5.5 per cent to 8.8 per cent). Former TAFE students continued to find it harder than other applicants (particularly Higher School Certificate (HSC) students) to gain admission to university. This was due in part to federal government policy regarding school leaver targets that was operative at the time and the fact that former TAFE students had greater difficulty gaining admission to courses with higher tertiary cut-off scores, and that this was particularly so for students enrolled in programs that used competency-based ungraded assessment. Academic performance at TAFE was found to be an important determinant of success in gaining admission to university: in 1994: 56.1 per cent of TAFE students with a distinction award received an offer to their first preference, while only 19.5 per cent with a pass award received the same. Students with an ungraded assessment were far less likely to be admitted than those with graded assessments. Of chief concern for Lewis was the significant variation in application and offer rates across universities, which could not be explained wholly by university location, different course cut-off scores and courses offered.

(Ramsay et al. 1997)

Lewis, DE 1995b, *Admission, recognition and university performance*, paper presented at the Recognition Forum, Sydney.

In this paper Lewis updates his 1991 report on the success of former TAFE students at the University of Wollongong. On the basis of later data he found that:

- Former TAFE students admitted over five years (1989–94) achieved a mean pass rate of 88.6 per cent in comparison with the university average of 86 per cent.
- Students admitted on the basis of their TAFE qualifications had a higher pass rate in each of six faculties, with the exception of Engineering, where the pass rate of 81.9 per cent was slightly below that of all students (83.4 per cent).
- Former TAFE students did better than other students in 29 of the 40 subjects analysed.
- Former TAFE students who received advanced standing in relevant first-year subjects performed better than other students in 10 of the 16 second-year subjects evaluated.

(Dobson et al. 1995)

McClelland, AA & Kruger, PW 1993, *Performance in tertiary studies of students admitted through the Queensland Tertiary Admissions Centre in 1989-90*, Evaluations and Investigations Program, DEET, AGPS, Canberra.

McClelland and Kruger investigated the subsequent performance of the 1990 cohort of students admitted to tertiary courses via the Queensland Tertiary Admissions Centre. Among their findings they reported that students with higher tertiary ranks outperformed those with lower

ranks, that Aboriginal and Torres Strait Islander students performed less well overall, and that former university students performed better than students with a TAFE background.

(Dobson et al. 1995)

McPhee, M 1988, *Former TAFE students in higher education courses: A study of the performance of former TAFE students in part-time courses at the NSW Institute of Technology [now the University of Technology, Sydney] between 1980 and 1987*, NSW Department of TAFE, Sydney.

McPhee studied the performance of students admitted to the University of Technology, Sydney on the basis of TAFE qualifications. The study was limited to students who first enrolled in 1980–82 and who were part-time students enrolled in a course in which at least 10 per cent of the enrolments were former TAFE students. Student results for the period 1980–87 were used to compare students who were NSW high school matriculates in the preceding year (category A), those admitted on the basis of a TAFE qualification (category BT) and others (category BN), across eight different courses.

Performance of students was monitored in two ways. The first (performance tables) placed each student at the end of 1987 into one of three categories:

- F—failure (enrolments terminated or withdrawn after poor performance. Non-starters, or those who ceased attending without scoring more than 10 per cent in any subject, were excluded.)
- NF—non-failure (those who withdrew or did not re-enrol despite satisfactory results in their last semester of attendance)
- S—success (those who graduated or were still enrolled in 1987)

The second measure of performance (survival profiles) indicated the 'numbers of students in each group still in attendance year by year (1980–85). Graduates were included as 'survivors', so that the profile was effectively an inverse measure of attrition' (p. 6).

McPhee concluded that:

The success rates of former TAFE students in courses at the Institute are impressive. The most common outcome of the course by course analyses, and the results of the global comparison, was that Category A students were the best part-time students and that TAFE graduates were the best Category B part-time students. (p. 33)

Former TAFE students had significantly lower success rates than category A students in the three engineering courses but performed better than or equal to category A students in architecture and business courses.

The strength of the McPhee study is that it analyses the performance of former TAFE students for up to eight years after they first enrolled. It also allows comparison of the performance of students admitted on the basis of TAFE qualifications with those admitted on the basis of their HSC results in the preceding year and those admitted on any other basis. Finally the analysis is carried out for eight separate courses so that comparisons are made between students doing similar patterns of subjects. The study was limited to students who studied (primarily) part-time and there is no information available on the actual grades (or marks in per cent) received by the different categories of students. Finally, although TAFE graduates are usually exempt from certain first-year subjects, no attempt was made to monitor the performance of former TAFE students in second-year subjects after relevant first-year subjects were exempted.

(Lewis 1991)

Millican, R 1995, *University–TAFE articulation in Queensland*, Research report no. 8, Tertiary Entrance Procedures Authority, Brisbane.

The purpose of this study was to clarify the nature and extent of, and reasons for, university–TAFE articulation in Queensland. It examined the general pattern of TAFE course enrolments for students whose previous highest level of study was at university, the reasons for enrolling in TAFE, and levels of satisfaction. Some of the main findings were:

- Ten per cent of vocational course enrolments in TAFE Queensland in 1993 were students with previous university or advanced education studies, and over one-third of these were in the field of business/administration.
- 'Gaining employment-related skills' was the main factor influencing respondents' decision to enrol in a TAFE course.
- 'Quality of courses' was selected by 39 per cent of respondents as the most satisfying aspect of their university experience, while 'relevance of courses to employment' was selected by 34 per cent as the most satisfying aspect of TAFE experience.
- 'Quality of teaching' was selected by 20 per cent and 25 per cent of respondents as the least satisfying aspect of university experience and TAFE experience respectively.

(CIT research team)

NBEET (National Board of Employment, Education and Training) 1989, *Credit transfer: A discussion paper*, AGPS, Canberra, August.

This discussion paper contains the reports of two consultants, Professor Richard Johnson and Dr Allan Pattison, who were commissioned by NBEET and DEET to undertake a study of credit transfer practices in the higher education and TAFE sectors. The aim of the study was to assist the government in developing a strategy for improved credit transfer. The main conclusions arising from Johnson's and Pattison's reports were that DEET should reaffirm its policy supporting fair and equitable credit transfer arrangements by higher education institutions and all TAFE systems; that the Higher Education Council should be asked to endorse the Commonwealth stand on credit transfer as national policy; and that a range of measures should be implemented by institutions and State and Commonwealth authorities to bring about a national system of credit transfer within three years.

(CIT research team)

NBEET 1990, *Strategies for credit transfer*, AGPS, Canberra, December.

This paper contains the advice of NBEET to the Minister of Employment, Education and Training on strategies for credit transfer. The advice was formulated following a process which included the circulation of three discussion papers on credit transfer, course length, and nomenclature and postgraduate studies, and a seminar based on those three papers. The strategies included a further seminar on admission to post-school education, the development of draft national guidelines on credit transfer, a requirement that universities report annually on action taken to improve credit transfer arrangements, the conduct of a series of feasibility studies of credit transfer in employment-related discipline areas, and the initiation and maintenance of extensive consultation with relevant organisations to promote credit transfer principles within higher education, TAFE systems and the community.

(CIT research team)

NBEET 1992, *Credit transfer and related issues: First annual report of the National Board of Employment, Education and Training*, AGPS, Canberra, November.

This is the first of three annual reports requested in a formal ministerial reference to the board. The report noted there had been a marked shift since 1990 towards improving credit transfer arrangements and skills recognition, that some interesting initiatives were under way and that some change in culture was evident. The report also strongly supported the need for a nationally consistent approach to credit transfer.

(CIT research team)

NBEET 1993a, *Credit transfer and related issues: Second annual report of the National Board of Employment, Education and Training*, AGPS, Canberra, November.

This is the second of three annual reports requested in a formal ministerial reference to the board. In its report the national board noted that there had been a continuing positive momentum of change in attitude and culture towards developments in credit transfer and skill recognition. While recognising these positive developments the board commented on the need to develop a nationally consistent approach to credit transfer and the recognition of prior learning. In particular, the board saw a need to develop more effective arrangements for the recognition of prior learning. The board also stated its support for continuing efforts to stimulate these

processes through the Commonwealth, States and Territories, the appropriate committee of the ministerial council responsible for employment, education and training, ANTA and the AVCC.  
(CIT research team)

NBEET 1993b, *Consultative Forum on Credit Transfer and Skill Recognition, Melbourne, April 1993: Proceedings*, AGPS, Canberra, November.

This report is a further contribution to NBEET's response to a ministerial request for continuing advice on skill recognition and credit transfer between school, higher education and TAFE sectors, and industry. The report contains the papers presented at the NBEET 1993 Consultative Forum on Credit Transfer and Skill Recognition, which brought together the various key stakeholders in credit transfer to provide an overview of current activities and to consider issues of importance. The papers addressed current credit transfer activities between TAFE and university; an examination of barriers to, and cross-sectoral implications for, effective practice; priority for access to credit transfer; issues facing the newer universities; and the philosophical aspects of institutional autonomy and competing priorities.  
(CIT research team)

NBEET 1994, *Credit transfer and the recognition of prior learning*, NBEET Working Party on Credit Transfer, AGPS, Canberra, October.

This is the last of three annual reports requested in a formal ministerial reference to the national board. The report contains the board's advice to the minister on a number of key issues for the development and expansion of credit transfer and recognition of prior learning arrangements. The board's advice was that there is a need to encourage networking and better exchange of information, develop national policies and procedures, address cost issues, clarify and standardise terminology, establish a credit transfer/recognition of prior learning agency, have better leadership from the Commonwealth, develop pathways and articulation arrangements, and encourage sectors to converge in their understanding of and aims for credit transfer and arrangements for the recognition of prior learning. The report also surveyed the current situation in a number of sectors with regard to credit transfer and the recognition of prior learning and contains the papers presented at the national board's third Consultative Forum on Credit Transfer and Skill Recognition, held in Melbourne on 25–26 May 1994. The consultative forum concentrated on the implementation of credit transfer arrangements across the different sectors and the various issues surrounding the recognition of prior learning.  
(CIT research team)

NTCC (National TAFE Chief-Executives' Committee) 1995, *University to TAFE credit transfer project*, unpublished.

This report details the findings of a university to TAFE credit transfer project managed by TAFE Queensland. The study included a literature review, a survey with both qualitative and quantitative sections, and national consultations.

The reported findings were that:

- There is no consistent overarching policy which specifically governs university to TAFE credit transfer.
- Credit transfer arrangements between university and TAFE have historically been established 'locally'.
- State and Territory TAFE systems apply different interpretations to common terminology, such as 'articulation' and 'credit transfer', and adopt different elements of AVCC and NFROT guidelines to establish credit transfer entitlements for university to TAFE articulation.
- There is no agreed 'intersectoral rate of exchange' that enables university assessment to be translated or processed into TAFE elements of competency.
- University to TAFE credit transfer transactions are dealt with on a case-by-case basis, predominantly via recognition of prior learning (RPL) procedures.
- Data collection for reporting university to TAFE credit transfer is inadequate, and may result in under-representing the extent of university to TAFE articulation.  
(CIT research team)

Patterson, G 1994, 'Cost or benefit? Tertiary transfer under review', in *Proceedings of the Fifth International Conference of the Australasian Association for Institutional Research*, 30 November – 2 December 1994, Dunedin, Otago Polytechnic in association with the University of Otago, Dunedin College of Education and the City of Dunedin, pp. 133–142.

In the current era of education reform, two major policy concerns have been efficiency and equity. Transfer of academic credit has been promoted as a significant mechanism through which to minimise wastage in educational resourcing, and to achieve equity of access to all levels of tertiary education. Advocates have assumed that the effects of transfer and articulation will be beneficial for the education system, the tertiary institutions and the transferees. The paper considers whether these are well-founded assumptions. It questions the viability of co-operative articulation in a competitive education environment, identifies some of the disadvantages of transfer arrangements from an institutional perspective and investigates the outcome for a group of cross-sectoral transfer students. (NCVER VOCED database)

Quirk, R 1988, Graduation rates of former TAFE students in university/CAE degree programs, paper presented to the National Conference on TAFE and Reconstruction of Higher Education, Canberra.

Quirk also analysed the data set used in the McPhee (1988) study. Quirk monitored the progress of students up to mid-1988 and categorised them as being successful (graduated or still enrolled) or unsuccessful (withdrawn or excluded). In addition to information on the eight courses analysed by McPhee, Quirk had information on students enrolled in building, applied biology, structural engineering and production engineering. Another difference with the McPhee study is that Quirk disaggregated category BN (non-current and not-TAFE entry) students into five separate groups (matriculation from another State or more than one year prior to admission, partially completed tertiary qualification, adult entry, completed tertiary qualification and permanent residents of Australia with overseas qualifications).

Quirk's conclusions are similar to McPhee's. Although there were substantial variations from course to course, the success rates were generally higher for category A students, and their superiority was often statistically significant. Students admitted on the basis of TAFE qualifications often had higher success rates than other category B students but the differences were seldom statistically significant. The success rates of former TAFE students averaged 39 per cent and ranged from 31 per cent in electrical engineering to 64 per cent in materials science.

(Lewis 1991)

Ramsay, E, Tranter, D, Kain, M & Sumner, R 1997, *Cross-sectoral linkages: A case study*, Higher Education Division, Department of Employment, Education, Training and Youth Affairs, AGPS, Canberra.

This is a report of a detailed analysis of the University of South Australia's commencing undergraduate student data over the years 1993 to 1996, aimed at developing a profile of the experiences of students who had previously undertaken TAFE studies or had acquired learning outside formal tertiary or secondary education sectors, with a particular focus on equity and access issues. The first stage of the study included a review of current agreements, policies and practices relating to admission, credit transfer, exemption, studies in lieu and other recognition of prior learning at the university. These credit transfer and recognition of prior learning arrangements were analysed on a faculty-by-faculty basis.

The second stage involved the development of a statistical picture of the operation of the university's credit transfer practices and procedures and the performance of students who were admitted on the basis of previous TAFE studies and/or awarded credit. This analysis was carried out on a faculty-by-faculty basis and for different student subgroups. The data for the analysis were taken from the university's Higher Education Student Collection Database, the Student Records Information System (SRIS) for the period 1993–96, and a range of (equity) performance indicators, including success and attrition rates. Data on full-fee paying overseas students were not included.

The third stage involved a survey of 1510 students commencing in 1996 who might have been eligible to receive status on the basis of previous TAFE studies or recognition of prior learning,

and 162 students with credit in other, uncredentialled prior learning. The fourth stage was a sample survey of course coordinators and faculty administrators across all faculties.

Findings of the study included:

- Data on commencing undergraduate students showed that up to a quarter of these students had prior TAFE studies and almost 60 per cent were enrolled in the Faculties of Business and Management, and Humanities and Social Sciences.
- Around 20 per cent of 1996 commencing students with prior TAFE experience were granted credit on the basis of their TAFE studies, with the usual amount of credit being 36 points (that is, the equivalent of one full year of university study).
- Students with prior TAFE studies were generally less likely to be women, less likely to be from a non-English speaking background and marginally less likely to be of low socio-economic status, or from a rural or isolated background than other students, but more likely to be indigenous students and studying externally.
- Admission to the university on the basis of prior TAFE studies was an important mode of entry for all equity groups except non-English speaking background—students admitted on this basis and analysed by faculty recorded higher or equal success rates compared to the university average.
- Students admitted on the basis of prior TAFE studies showed consistently higher attrition rates than average.
- Generally students did not find the process of credit transfer easy, and there is a need for wider and more effective communication of information and promotion of policies of credit transfer. Some evidence was gathered that indicated students do not always apply for credit because they believe their TAFE studies are unrelated.
- Staff attitudes to credit transfer vary significantly according to the discipline being taught.
- There were some problems with the recording of basis of admission and credit granted which were not necessarily confined to the University of South Australia.
- There was a greater acceptance by staff of the principle of recognition of prior credentialled learning than of uncredentialled learning.

The researchers noted a problem in the recording of credit granted that may not be confined to the University of South Australia. In some faculties, credit that could not be recorded against an actual subject was sometimes not recorded in the DEETYA statistical collection, which records credit, by student, by subject. Instead the credit was often recorded in the 'comments' section of individual students' records, particularly when unspecified credit was granted in a block, or when credit was granted for uncredentialled prior learning. The researchers were alerted to this problem because of the unexpectedly low levels of credit granted in the Faculties of Aboriginal and Islander Studies, and Art, Architecture and Design. Credit recorded in this way was not included in the study.

(CIT research team)

Robertson, Judith-Ann 1993, Articulation and credit transfer: Institutional implications for quality assurance, paper presented at Implementing the quality review process: Strategies, Systems & Experiences Conference, Sydney, 29 September – 1 October, Australasian Association for Institutional Research, Sydney.

Recent project work on articulation and credit transfer at Victoria University has required the identification and evaluation of factors that contribute to and form part of the operation and process of articulation and credit transfer. Strategies have been developed to implement effective and efficient practices across all faculties, the TAFE division and relevant administrative systems. The model of practice thus developed may provide a useful example for the continued development and subsequent implementation of an institution-wide system of total quality management.

(NCVER VOCED database)

Tennant, M, Dawes, L & Gowing, B 1990, *Students transferring from TAFE to higher education: A case study*, University of Technology, Sydney (report not held).

Tennant, Dawes and Gowing examined the records of TAFE students who applied for admission to the University of Technology Sydney. They found that, compared to other applicants, TAFE graduates had an equal or better likelihood of receiving an offer to UTS. Overall the performance of former TAFE students at UTS was as good as or better than other categories of students. A survey of former TAFE students attending UTS revealed that while most felt prepared for their university studies, many students were concerned about the adequacy of their background in mathematics and the difficulties of adjusting to the more independent mode of study required at university. (Alaba, Lewis & Dawes 1993)

Werner, MC 1998, *Issues regarding higher education graduates in vocational education and training*, South Australian Department for Employment, Training and Further Education, Adelaide.

This study was commissioned by SA DETAFE to formally investigate the extent to which higher education graduates participate in South Australian TAFE courses, the reasons why they choose to do so, and how appropriate they found TAFE courses to be to their needs. The appropriateness of teaching styles and curriculum design to higher education graduates' needs were also investigated and possible policy responses to the research findings were suggested. Survey instruments were developed and a census of 3731 higher education graduates who enrolled in SA DETAFE courses in 1995 was conducted.

Among the findings reported by Werner are:

- 52 per cent of respondents were in full-time employment and 25.6 per cent in part-time employment at the time of enrolling in their 1995 TAFE studies.
- 44.9 per cent of enrolments were in non-award courses only.
- 34.4 per cent of enrolments were in the initial vocational stream 3100.
- The most likely fields of study were 'TAFE multi-field education' (33.6 per cent), 'Business administration, economics' (25.9 per cent) and 'Art, humanities and social sciences' (10.7 per cent).
- 56.5 per cent of enrolments indicated that the fields of study for the TAFE enrolment and highest higher education qualification were not at all similar.
- The most likely reason for enrolling in TAFE was for personal development, followed closely by 'to gain practical skills not obtained in my higher qualification' and 'for interest or recreation'.
- Granting of credit in TAFE courses for prior studies was an important factor for only a small minority of higher education graduates contemplating TAFE studies.
- 88.1 per cent indicated that the TAFE studies were 'very appropriate' or 'appropriate' to fulfilling the reasons for undertaking their studies. (CIT research team)

## Appendix E: Scope of the data collection

The following are excerpts from the *Student online manual* of the Higher Education Student Collection documentation, 1997.

### 1.2 Statistical collections undertaken by DEETYA

Statistical information relating to the provision of higher education in Australia is collected by DEETYA through a series of annual collections and special collections. The collections provide information about students, staff, finances, research income, research publications and educational profiles. This document provides details about the Student Collection. Through this collection DEETYA gathers data relating to:

- enrolments;
- student load;
- courses being undertaken;
- academic organisational units providing the courses;
- liabilities under the Higher Education Contribution Scheme;
- completions of units of study; and
- completions of courses. . .

#### 6.4.1 What's in the Student Enrolment File

The Student Enrolment File contains records providing information about students for whom Student Load data are reported in the first submission Student Load File. . .

#### 6.5.2 Scope of the Student Load File—first submission

##### *a) Types of students for whom records are to be included*

The first submission of the Student Load File is to contain load for units or parts of units of study undertaken by students who either:

- (i) were enrolled at the relevant census date in a course for which the unit of study was undertaken in a non-standard semester which started after 31 August of the year prior to the Collection Year but before 31 March of the Collection Year; or
- (ii) at 31 March of the Collection Year they are enrolled in a course for which the unit of study is undertaken in the standard first semester or standard second semester and have not formally indicated by that date that they have withdrawn from, deferred or discontinued the course; or
- (iii) at 31 March of the Collection Year they are enrolled in a course for which the unit of study is to be undertaken in a non-standard semester which starts after 31 March but before 31 August of the Collection Year.

##### *b) Types of students for whom records are to be excluded*

The first submission of the Student Load File is to exclude load for units or parts of units of study undertaken by these types of students:

- (i) Overseas students who have come to Australia either as an Exchange student or Study Abroad student as part of a formal exchange program arranged between institutions, but who are not being charged tuition fees by the institution; or
- (ii) ELICOS students.

##### *c) Semesters for which units of study are to be included*

The first submission of the Student Load File is to contain records for units of study or parts of units of study which meet any of these criteria:

- (i) They were undertaken in a non-standard semester which started after 31 August of the year prior to the Collection Year but before 31 March of the Collection Year. Records for these

units of study are to be coded '3' or '5' on Element 353 (Semester in which the load occurs code) as follows:

- Code '3' is to be used for coding units undertaken in non-standard semesters which commenced either in the year prior to the Collection Year or in the Collection Year, and which end in the Collection Year but prior to 31 March. The HECS Contribution Rate which applies to such load is that for the Collection Year.
- Code '5' is to be used for coding units undertaken in non-standard semesters which commenced and ended in the year prior to the Collection Year. The HECS Contribution Rate which applies to such load is that for the year prior to the Collection Year.

(ii) They have been commenced or will be commenced in the standard first semester by students, who at 31 March of the Collection Year:

- are considered to be undertaking or to be enrolled in the course to which the units of study are related;
- are enrolled in and are entitled to be enrolled in the unit of study and the course; and
- have not formally indicated that they have withdrawn from, deferred or discontinued the unit of study or the course.

Records for standard first semester units of study are to be coded '1' on Element 353 (Semester in which the load occurs code).

(iii) They will be undertaken in the standard second semester or in a non-standard semester which starts after 31 March but before 31 August of the Collection Year, by students who at 31 March of the Collection Year:

- are enrolled in and are entitled to be enrolled in the unit of study and the course to which the unit of study relates; and
- have not formally indicated that they have withdrawn from, deferred or discontinued the unit of study or the course.

Records for standard second semester units of study are to be coded '2' on Element 353 (Semester in which the load occurs code).

Records for non-standard second semester units of study are to be coded '4' on Element 353 (Semester in which the load occurs code).

*d) Types of units of study for which records are to be included*

In addition to meeting the criteria specified above for student type and semester type, the units of study or parts of units of study in the submission 1 Student Load File are to include those of the following types:

(i) Units of study or parts of units of study which were or will be undertaken by a student enrolled at the institution in:

- an award course; or
- an enabling course; or
- a cross-institution program provided by the reporting institution for another Australian higher education institution, but only if the program is a required component of an award course or enabling course at the other institution; or
- a non-award course.

(ii) Units of study or parts of units of study which are either a work experience in industry component or not of the work experience in industry type.

(iii) Units of study or parts of units of study for which the reporting institution provides the teaching resources, including:

- those undertaken at the reporting institution in connection with an enrolment at the reporting institution in an award course, enabling course or cross-institution program; or
- those in connection with an enrolment at the reporting institution in an award course or enabling course, but the units;

- are undertaken at another Australian higher education institution; and
  - resources for the program are provided by the reporting institution; or
  - those undertaken in connection with an enrolment at another Australian higher education institution in an award course or enabling course, but the units:
    - are undertaken at the reporting institution as a cross-institution program; and
    - resources for the program are provided by the reporting institution.
- (iv) Units of study undertaken by an overseas student who has come to Australia as an Exchange student or Study Abroad student, but is being charged a tuition fee by the Australian institution.
- (v) Units of study undertaken in a non-Australian institution by an Australian exchange student as part of a formal exchange program arranged between the Australian institution and the non-Australian overseas institution for the student and for whom:
- the units of study will be counted as credit towards an award course at the Australian institution;
  - tuition fees are not charged by the non-Australian overseas institution; and
  - resources are not provided by the Australian institution.
- (vi) In the case of a student enrolled in a Higher Doctorate, PhD by research or thesis, or Masters degree by research or thesis, the load relates to units undertaken in an elapsed time which is within the following times for full-time attendance (or their part-time equivalence):
- Masters degrees: 3 years from the date of first commencement of the course;
  - Doctorates: 5 years from the date of first commencement of the course.

In calculating elapsed time, periods of deferment of studies are to be excluded from the calculation. If a student's mode of attendance changes, this would have a consequential impact on the determination of elapsed time for completion and also the load which would be reported in any one year.

*e) Types of units of study for which records are to be excluded*

The first submission of the Student Load File is to exclude records for student load of the following types:

- (i) Load for units of study or parts of units of study for which the cost of resources are met by another Australian higher education institution.
- (ii) Load for units of study or parts of units of study which was reported in a prior year's collection.
- (iii) Load for units of study or parts of units of study which are undertaken in a non-Australian overseas institution but which do not conform with the criteria specified in Section 6.5.2.1 (d) (v).
- (iv) Load for units of study or parts of units of study relating to parts of research higher degree programs undertaken outside the elapsed time period referred to in Section 6.5.2.1 (d) (vi).
- (v) Load for units of study or parts of units of study involving work experience undertaken as a requirement of a course or a unit of study, but which does not involve planned teaching-learning activities or does not generate credit which counts towards the course's total credit requirements.

*f) Special cases*

(i) Cross-institution programs

The definition of Cross-Institution Program in the glossary must be referred to. That definition specifies a number of criteria which must be satisfied for a program of study to be treated as being a cross-institution program.

Student load for units which comprise a cross-institution program are only to be included in the file for the one Australian higher education institution. The institution to report this load is the one which meets the cost of resources for the unit of study.

For example, where institution A pays money or provides other resources to institution B (which conducts the unit of study) the load for the unit of study is to be included in the file for

institution A only. In this case the load will not be coded as load for a cross-institution program, but will simply be treated as load for a course type being undertaken at institution A.

Where institution A does not pay money or provide other resources to institution B (which conducts the unit of study as a cross-institution program), the load for the unit of study is to be included in the file of institution B only and coded as a cross-institution program.

In both these cases, the load for the rest of the student's course (for units of study which are undertaken at institution A) is only to be included in the file for institution A.

(ii) Voluntary units, non-required units

In assigning course codes to units of study undertaken as voluntary or non-required units, the following conventions are to apply:

If the unit of study is being undertaken voluntarily by a student after the course completion has been reported, the unit of study is to be assigned a course code through Element 307 (Course code) which is applicable to a non-award course.

If the unit of study is being undertaken voluntarily by a student and it cannot be counted as credit towards the course or program being undertaken by the student then it is to be assigned a course code through Element 307 (Course code) which is applicable to a non-award course.

(iii) Exemptions or deferral from units

If a student has been granted an exemption or deferral from a unit of study, the load for the unit of study for this student is not to be reported.

(iv) Australian exchange students

Load which is to be reported in the Student Load File for an Australian exchange student overseas is defined within Section 6.5.2.1 (d) (v).

The following types of units of study are not to be reported in the Student Load File for the Australian exchange student overseas:

- units of study for which tuition fees are charged at the non-Australian overseas institution;
- units of study which are extraneous to the formal exchange program; and
- units of study which will not be counted for credit towards the course enrolled in at the reporting institution.

Where there is load reported in the Student Load File for the Australian exchange student, the value reported for Element 307 (Course code) is to indicate the course towards which credit will be counted by the Australian institution.

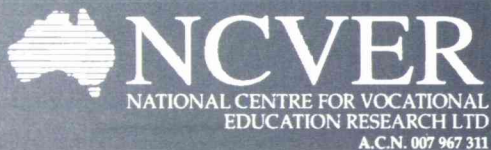
For units of study undertaken in the Australian institution by an overseas student who has come to Australia as part of a formal exchange program, and that student is paying a tuition fee, then load for that student is subject to the normal requirements for inclusion in submissions of the Student Load File as fee-paying overseas students.

### *Scope of the model*

The model includes all commencing students in the DEETYA Higher Education Student Collection for the years 1989 to 1997. A commencing student is identified by element number 922, *Commencing student indicator*.

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