



Australian Government
Department of Education and Training

Undergraduate Applications, Offers and Acceptances 2017



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The document must be attributed as the Undergraduate Applications, Offers and Acceptances 2017 report.

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1. Executive Summary

This report contains applications and offers data received from Tertiary Admissions Centres (TACs) and universities as of 11 May 2017. It is an update of the data published in the earlier report *Undergraduate Applications and Offers, February 2017*.

1.1 Applicants and Offers

- The number of individuals applying either through a TAC or directly for a university place in 2017 was 346,800, an increase of 1.6% compared to 2016. Direct applicants made up 33.8% of total applicants in 2017, indicating universities are continuing their move towards direct applications processes and away from Tertiary Admissions Centres (TACs).
- There were 286,216 individuals who received offers, an increase of 0.1% on 2016. Direct offers accounted for 31.7% of total offers.
- These figures show there was moderate growth in applications and offers in 2017 as the demand driven system matures.
- The offer rate in 2017 was 82.5%, a decline of 1.2 percentage points from the previous year.
- The offer rate is a good measure of the way universities are responding to student demand following the introduction of the demand driven system in 2012.
- Nationally, the number of Year 12 applicants increased by 3.4% and the number of Year 12 applicants who received an offer increased by 4.2 %. The number of non-Year 12 applicants increased by 0.4% and the number of non-Year 12 applicants receiving offers decreased by 2.6%. The offer rate for Year 12 applicants was 87.5% which was higher than the offer rate of 79.3% for non-Year 12 applicants.

1.2 Field of education

- The most popular broad field of education (in terms of number of applicants) in 2017 was Health (89,946 applicants or 25.9% of applicants). This was followed by Society and Culture (77,557 applicants or 22.4%) and Management and Commerce (43,682 applicants or 12.6%).
- Fields of education that recorded strongest growth in applicants in 2017 were Architecture and Building (10.9%), Information Technology (9.5%) and Natural and Physical sciences (4.8%).
- Society and Culture had the largest number of applicants receiving offers (66,470 or 23.2% of total offers) followed by Health (65,153 or 22.8% of total offers).
- Information Technology recorded the largest increase in the number of applicants receiving offers (8.1%) followed by Architecture and Building (5.0%) and Natural and Physical sciences (4.5%)
- Natural and Physical Sciences had the highest offer rate at 97.3%, though this was 0.2 percentage points lower than in 2016. Health had the lowest offer rate of 72.4% in 2017. The offer rate declined across all broad fields of education in 2017.

1.3 Underrepresented groups

- The number of applicants from low SES backgrounds increased by 2.4% in 2017 in comparison with a 1.1% increase for applicants from medium SES backgrounds and 1.4% increase for applicants from high SES backgrounds.
- From 2016 to 2017, the number of applicants from low SES backgrounds receiving offers increased by 0.7%. Offers to applicants from medium SES backgrounds remained steady and high SES backgrounds declined by 0.1%.
- Applicants from low SES backgrounds are less likely to receive an offer compared with medium SES and high SES applicants. Their offer rate was 81.4% compared with 83.0% for medium SES applicants and 83.4% for high SES applicants in 2017.
- Applicants from metropolitan areas increased by 2.1% in 2017 whereas applicants from non-metropolitan areas decreased by 0.6%.
- The number of non-metropolitan applicants receiving offers decreased by 1.0% in comparison with a 0.4% increase in offers to metropolitan applicants.
- Non-metropolitan applicants are more likely to receive an offer than are metropolitan applicants with their offer rates in 2017 being 86.2% and 81.7% respectively.
- Nationally, there were 7252 applicants from an Indigenous background, an increase of 5.0% in 2017 and offers to Indigenous applicants increased by 2.7%.
- The offer rate for Indigenous applicants was 79.7% which was 3.1 percentage points lower than the offer rate for persons who identified as non-Indigenous.

1.4 Acceptances/Deferrals

- There were 219,290 applicants who accepted an offer in 2017, largely unchanged compared with 2016.
- Of all applicants who received offers in 2017, 22,433 or 10.2% deferred their offer, slightly lower than the deferral rate of 10.6% in 2016.
- Year 12 applicants were more than twice as likely to defer compared with non-Year 12 applicants, 16.2% in comparison with 6.2% respectively.
- Non-metropolitan applicants were more than twice as likely to defer their offers than were metropolitan applicants, 17.0% in comparison with 8.1% respectively.

1.5 Australian Tertiary Admission Rank (ATAR)

- In 2017, 27.2% of all offers were made to those with an ATAR above 70. Offers to Year 12 applicants who achieved an ATAR above 90 accounted for 9.8% of all applicants who received offers.
- The proportion of offers going to applicants in the ATAR band 50.00 or less declined from 2.9% (8215) to 2.7% (7620) in 2017.
- Over time, the likelihood of an applicant with a low ATAR receiving an offer has recorded a greater increase than an applicant with a higher ATAR. In part, this is because offer rates for applicants with a higher ATAR are starting from a higher base so there is less

scope for an increase in offer rates. Offer rates for Year 12 applicants in the 50.00 or less ATAR band have recorded the largest increase from 15.5% (12,201 applicants) in 2010, a relatively low base, to 46.5% (16,380 applicants) in 2017.

1.6 TAC Applications and Offers

- As of 11 May 2017, there were 267,896 applications made through TACs, a decrease of 6315 applications, or 2.3% compared with 2016.
- Compared with 2016, Tasmania recorded the largest growth in applications (2.7%), followed by Queensland (0.6%). All other states and territories experienced negative growth in TAC applications, ranging from -6.2% (Victoria) to (-0.5%) SA/NT.
- There were 217,570 offers made through TACs in 2017, a decrease of 2.3% compared with the same time in 2016.
- The number of offers in 2017 decreased in WA (-7.6%), NSW/ACT (-4.9%), Victoria (-4.5%) and SA/NT (-1.0%). Tasmania (9.0%) and Queensland (1.3%) recorded positive growth in offers in 2017.
- Though offers through TACs declined, the national offer rate in TACs, (number of offers as a percentage of highest preference applications) remained steady at 81.2% in 2016 and 2017. The offer rate is a good measure of the way universities are responding to student demand following the introduction of the demand driven system in 2012.

1.7 Direct Applications and Offers

- The total number of applications (per person per university) made directly to universities in 2017 was 131,555, an increase of 9.1% when compared with 2016.
- There were 97,393 offers resulting from direct applications, an increase of 1.3% between 2016 and 2017.
- The offer rate in relation to direct applications decreased from 79.7% in 2016 to 74.0% in 2017.
- Compared to TAC applicants, direct applicants were less likely to be Year 12 students and hence were more likely to be older. Female and Indigenous applicants made up a larger share of direct applicants than TAC applicants.

2. Introduction

2.1 Purpose of the Report

This report looks at the number of applicants applying for undergraduate university places in the first semester of the 2017 academic year, the number of applicants who received offers and the number who accepted offers. These items are key indicators of the level of demand for university education and universities' responses. They assist in monitoring the progress of the higher education demand driven system.

2.2 Overview of the Data

Data in this report have been derived from the University Applications and Offers data collection. The scope of the data includes domestic undergraduate student applications and covers the main university admissions process (for first semester admissions) that runs from August to May each year. This report includes a detailed analysis of applications data, both Tertiary Admissions Centres (TAC) and direct, updating the figures presented in previous reports.

The appendix tables of this report are published as MS Excel spread sheets on the department's website: www.education.gov.au/higher-education-statistics.

2.3 Acknowledgements

The Department of Education and Training would like to acknowledge the invaluable contribution of higher education sector stakeholders to improving the available information on university applications and offers. Their ongoing expert advice and assistance is indispensable to this project. Finally, the department would like to thank all TACs and universities for submitting high quality data over the 2016-2017 admission cycle.

3. Applicants

3.1 Number of Applicants

In 2017, 267,896 TAC applications were made, including double counting of applicants who had submitted applications in several states. When individual applicants were counted, this number decreased to 243,036. On the other hand, there were 124,108 applicants who applied directly to universities (reduced from 125,021 direct applications). The total number of applicants across Australia by May 2017, therefore was, 367,144 adding both TAC and direct applicants together.

Further analysis shows that there was an overlap of 20,344 applicants who applied through TACs as well as directly to universities, hence the number of individuals (unique applicants) that applied for a university place in 2017 was 346,800, an increase of 1.6% compared to 2016. Moderate growth in applications was observed in 2017 as the demand driven system matures. The growth in applications is broadly in line with population growth.

Direct applicants made up of 33.8% of total applicants in 2017. Females represented more than half, 58.9%, of all applicants.

Table 1: Growth in Applicants, 2010-2017

Australia	Growth rate
2010	
2011	3.3%
2012	2.4%
2013	2.3%
2014	2.6%
2015*	3.2%
2016*	1.7%
2017	1.6%

*Excluding WA for 'half-year' Year 12 cohort effect.

3.2 State and Territory

Compared with 2016, WA recorded the largest growth in applicants (5.7%), followed by Victoria (4.0%), Tasmania (1.3%), Queensland (1.1%) and South Australia (1.0%). ACT (-3.7%), Northern Territory (-1.0%) and NSW (-0.9%) experienced negative growth.

Table 2: Applicants by state and territory*, 2016-2017

State/Territory	2016	2017	% Change
NSW	109,337	108,402	-0.9%
VIC	89,114	92,672	4.0%
QLD	65,723	66,437	1.1%
WA	30,387	32,110	5.7%
SA	25,794	26,052	1.0%
TAS	8,969	9,083	1.3%
ACT	6,653	6,407	-3.7%
NT	2,584	2,557	-1.0%
Total	341,421	346,800	1.6%

State and territory are based on the applicants' residential postcode when they lodge their applications.

* Totals include missing /unknown postcodes which cannot be assigned to a state/territory.

3.3 Prior Education

Of the total number of applicants in 2017, 137,197 applicants or 39.6% were current Year 12 applicants. Year 12 applicants represent an above average proportion of applicants in Victoria (43.1%) and NSW (40.6%). South Australia (39.5%), Western Australia (38.9%). Queensland (38.4%), ACT (34.5%), NT (28.3%) and Tasmania (19.2%) recorded below average Year 12 representation among applicants.

Nationally, Year 12 applicants increased by 3.4% in 2017. Except NSW and Tasmania, all other states and territories recorded positive growth: Victoria (12.8%), Northern Territory (4.3%), South Australia and the ACT (1.9%), Queensland (1.9%) and Western Australia (0.6%). NSW (-0.6%) and Tasmania (-15.2%) recorded decreases in applications from Year 12 applicants.

Non-Year 12 applicants increased by 0.4% in 2017. WA recorded the largest increase (9.2%), followed by Tasmania (6.2%), Queensland (1.2%) and SA (0.4%). ACT recorded the largest decrease in the number of non-Year 12 applicants (-6.4%), followed by NT (-3.0%), Victoria (-1.8) and NSW (-1.0%).

Table 3: Applicants by Current Year 12 status and state and territory*, 2016-2017

State/Territory	Current Year 12			Non-Year 12		
	2016	2017	% Change	2016	2017	% Change
NSW	44,221	43,963	-0.6%	65,116	64,439	-1.0%
Vic. ¹	35,399	39,917	12.8%	53,715	52,755	-1.8%
Qld	25,287	25,526	0.9%	40,436	40,911	1.2%
WA	12,422	12,496	0.6%	17,965	19,614	9.2%
SA	10,091	10,279	1.9%	15,703	15,773	0.4%
Tas.	2,056	1,744	-15.2%	6,913	7,339	6.2%
ACT	2,169	2,210	1.9%	4,484	4,197	-6.4%
NT	694	724	4.3%	1,890	1,833	-3.0%
Total	132,691	137,197	3.4%	208,730	209,603	0.4%

¹ The change in the number of Current Year 12 and Non-Year 12 offers in Victoria is largely due to one university reporting a substantial shift towards Current Year 12 applicants in 2016.

*Totals include missing/unknown postcodes which cannot be assigned to a state /territory.

Among non-Year 12 applicants, 28.6% were applicants who had previously attempted higher education without obtaining a qualification. There were fewer applicants who had completed a higher education qualification (19.7%) or VET qualification (12.2%). Just over a one fifth of non-Year 12 applicants (22.7%) were applicants whose highest prior educational participation was secondary education.

Table 4: Applicants by highest prior educational participation*, Non-Year 12 applicants, 2017

Highest prior educational participation	Number	Share (%)
Complete postgraduate	7,105	3.4%
Complete bachelor	26,867	12.8%
Complete sub-degree	7,250	3.5%
Incomplete higher education	59,902	28.6%
Complete secondary Education	47,534	22.7%
Other qual - complete or incomplete	12,431	5.9%
No prior education attainment	19,524	9.3%
Complete VET	25,549	12.2%
Incomplete VET	3,427	1.6%
Total	209,603	100.0%

*Total includes unknown/missing values which cannot be assigned to a category.

3.4 Home State / Interstate

The majority of applicants (87.7%) applied to study in their home state in 2017. In total, there were 40,287 interstate applicants nationally, many of whom also applied in their home state.

The proportion of home state applicants was largest in Western Australia (91.8%) and South Australia (89.5%), followed by Tasmania (87.9%). Applicants residing in the ACT (65.2%) and NT (56.6%) were more likely to apply interstate in 2017.

Table 5: Applicants by state and territory of permanent home residence, 2017*

State/territory of university	State of permanent home residence							
	NSW	Vic.	Qld	WA	SA	Tas.	ACT	NT
NSW	82.1%	2.3%	5.2%	1.6%	2.1%	2.9%	17.4%	6.6%
Vic.	3.3%	87.6%	2.9%	2.6%	2.8%	5.5%	5.6%	9.3%
Qld	2.5%	1.0%	83.4%	1.1%	1.0%	1.6%	2.4%	6.6%
WA	2.0%	1.1%	1.0%	91.8%	1.0%	0.5%	2.0%	2.5%
SA	0.3%	0.5%	0.3%	0.3%	89.5%	0.4%	0.4%	14.0%
Tas.	3.4%	1.4%	2.1%	1.3%	1.3%	87.9%	2.3%	2.5%
ACT	2.7%	0.2%	1.3%	0.2%	0.2%	0.6%	65.2%	1.4%
NT	0.4%	0.5%	0.4%	1.0%	2.1%	0.5%	0.7%	56.6%
Multi-State	3.3%	5.3%	3.5%	0.1%	0.0%	0.2%	3.9%	0.4%

*An applicant is classified as an 'interstate' applicant if he/she applies for a place at a university that is not in the state or territory in which the application was made. There may be cases, however, where 'interstate' applicants apply to study in their state of permanent home residence. For example, a NSW applicant applying to study at the NSW campus of the University of Tasmania will be recorded as an 'interstate' applicant.

Non-metropolitan applicants were more likely to apply interstate compared with metropolitan applicants (14.3% compared with 9.5% respectively). This is consistent with their need to move to attend university.

The likelihood of applying interstate appears to be positively related to Year 12 achievement, where students are applying for high demand course such as medicine, dentistry and veterinary science. Only a small proportion of Year 12 applicants with an ATAR of 80 or less applied interstate (1.7%). This compares with 2.0% for applicants with an ATAR between 80.05 and 90.00 and 2.6% for applicants in the highest ATAR band (90.05 or more).

3.5 Field of Education

The most popular broad field of education (in terms of number of applicants) in 2017, was Health (89,946 or 25.9% of applicants). This was followed by Society and Culture (77,557 or 22.4% of applicants) and Management and Commerce (43,682 or 12.6% of applicants).

Architecture and Building recorded the largest increase (10.9%) in the number of applicants in 2017, followed by Information Technology (9.5%), Natural and Physical Sciences (4.8%), Engineering Related Technologies (4.0%), Health (2.8%), Education (2.4%) and Society and Culture (0.7%). Creative Arts (-3.7%), Management and Commerce (-2.5%) and Agriculture, Environmental and Related Studies (-2.0%) recorded negative growth.

Table 6: Applicants by field of education, 2016 and 2017

Field of education	2016	2017	% Change
Natural and Physical Sciences	30,749	32,210	4.8%
Information Technology	9,501	10,404	9.5%
Engineering and Related Technologies	18,849	19,597	4.0%
Architecture and Building	8,668	9,611	10.9%
Agriculture, Environmental and Related	4,623	4,530	-2.0%
Health	87,468	89,946	2.8%
<i>Medical studies</i>	8,463	9,303	9.9%
<i>Dental Studies</i>	2,099	2,022	-3.7%
<i>Veterinary Studies</i>	2,036	1,998	-1.9%
<i>Nursing</i>	34,706	35,872	3.4%
<i>Health Other</i>	40,164	40,751	1.5%
Education	28,412	29,089	2.4%
<i>Teacher Education</i>	27,185	27,733	2.0%
<i>Education Other</i>	1,227	1,356	10.5%
Management and Commerce	44,801	43,682	-2.5%
Society and Culture*	77,002	77,557	0.7%
<i>Law</i>	13,235	13,024	-1.6%
Creative Arts	29,907	28,786	-3.7%
Mixed field programs	1,193	1,157	-3.0%
Total	341,421	346,800	1.6%

Note: Hospitality is not shown due to the small number of applicants, hence the total number of applicants does not equal the sum of applicants by broad field of education in the above table.

* Society and Culture includes a broad range of subject areas including Behavioural Science, Law, Language & Literature, Economics & Econometrics

3.6 Type of University

The Group of Eight (Go8) received the largest share (21.7%) of applicants in 2017. The Australian Technology Network (ATN) universities, the Innovative Research Universities (IRU) and Regional Universities Network (RUN) received 18.9%, 13.9% and 8.4% respectively. Except the ATN (7.5% growth), all university groups recorded negative growth in applications from applicants. RUN recorded the largest decrease in applicants (-1.6%), followed by the Go8 (-1.2%) and IRU (-0.3%).

Table 7: Applicants by type of university*, 2016 and 2017

Type of university	2016		2017		% Change in number of applications
	Number	Share (%)	Number	Share (%)	
Group of Eight	76,148	22.3%	75,232	21.7%	-1.2%
Australian Technology Network	60,996	17.9%	65,592	18.9%	7.5%
² Innovative Research Universities	48,379	14.2%	48,225	13.9%	-0.3%
Regional Universities Network	29,583	8.7%	29,113	8.4%	-1.6%
Australia	341,421	100.0%	346,800	100.0%	1.6%

*Total includes applicants applying to universities that are not aligned with a university group.

² University of Western Sydney joined the Innovative Research Universities (IRU) network group on the 10 August 2017. Since this report is based on 11 May 2017 data submission, UWS figures are not included in the IRU group.

4. Offers

4.1 Number of Applicants Receiving Offers

In 2017, 217,570 TAC offers were made, including double counting of applicants who had received offers in several states. When individual applicants receiving offers were counted, this number decreased to 202,875. On the other hand, 94,147 individual applicants received offers directly from universities (reduced from 102,366 direct offers). The total number of applicants receiving offers across Australia by May 2017, therefore was, 297,022 adding both TAC and direct applicants together.

Further analysis shows that there was an overlap of 10,806 applicants who received offers through TACs as well as directly from universities, hence the number of individuals that received offers for a university place in 2017 was 286,216, an increase of 0.1% compared to 2016. The following table shows there was a moderation in growth in offers in 2017 as the demand driven system matures. The offer rate declined by 1.2 percentage points to 82.5 per cent in 2017. The offer rate is a good indicator of the way universities are choosing to respond to student demand. The offer rate peaked at 84.4% following the introduction of the demand driven system. Since then, the offer rate has declined indicating universities are becoming more selective in the students they choose to admit.

Table 8: Applicants receiving offers, 2010-2017

Australia	Growth rate	Offer rate
2010		80.2%
2011	4.0%	80.8%
2012	4.9%	82.8%
2013	4.2%	84.4%
2014	1.8%	83.8%
2015*	2.9%	84.2%
2016*	0.8%	83.7%
2017	0.1%	82.5%

*Excluding WA for 'half-year' Year 12 cohort effect.

Offers made to direct applicants made up of 31.7% of total offers in 2017. Female applicants received the greater proportion of offers accounting for 59.2% of applicants who received an offer. This is consistent with university enrolments data for 2016 which shows that females accounted for 57.6% of domestic undergraduate students.

4.2 State and Territory

Tasmania (2.6%), SA (1.6%), Victoria (1.4%), Queensland (1.1%) and WA (0.2%) recorded growth in applicants who received offers in 2017. All other states and territories recorded negative growth in applicants who received offers, ranging from -4.0% in the ACT to -0.7% in NT.

Table 9: Applicants receiving offers by state and territory*, 2016-2017

State/Territory	2016	2017	% Change
NSW	93,753	92,077	-1.8%
Vic.	70,737	71,745	1.4%
Qld	57,092	57,692	1.1%
WA	25,516	25,571	0.2%
SA	20,708	21,033	1.6%
Tas.	8,325	8,538	2.6%
ACT	5,743	5,511	-4.0%
NT	1,981	1,967	-0.7%
Total	285,846	286,216	0.1%

* Totals include missing /unknown postcodes which cannot be assigned to a state/territory.

In 2017, the highest offer rate (the proportion of applicants who receive an offer) was recorded in Tasmania (94.0%), followed by Queensland (86.8%) and the ACT (86.0%). Offer rates fell in WA (down 4.3 percentage points), Victoria (-2.0 percentage points), NSW (down 0.8 percentage points) and the ACT (down -0.3 percentage points).

Table 10: Offer rates by state and territory, 2016-2017

State/Territory	2016	2017	Change (p.p)
NSW	85.7%	84.9%	-0.8
Vic.	79.4%	77.4%	-2.0
Qld	86.9%	86.8%	0.0
WA	84.0%	79.6%	-4.3
SA	80.3%	80.7%	0.5
Tas.	92.8%	94.0%	1.2
ACT	86.3%	86.0%	-0.3
NT	76.7%	76.9%	0.3
Total	83.7%	82.5%	-1.2

4.3 Prior Education

The number of Year 12 applicants receiving offers increased by 4.2% in 2017. Year 12 applicants receiving offers increased in the following states and territories: NT (10.7%), SA (4.5%), Queensland (2.4%) and the ACT (0.8%). All other states recorded negative growth in applicants receiving offers. Tasmania recorded the largest decrease in the number of Year 12 applicants receiving offers (-14.8%), WA (-3.5%) and NSW (-3.2%).

Offers to non-Year 12 applicants receiving offers decreased by 2.6% in 2017. ACT recorded the largest decrease (-6.8%), followed by NT (-5.2%) and NSW (-0.7%). On the other hand, Tasmania recorded the largest increase (8.0%), followed by WA (2.9%) and Queensland (0.1%).

Table 11: Offers to Current Year 12 status by state and territory 2016 and 2017

State/Territory	Current Year 12			Non-Year 12		
	2016	2017	% Change	2016	2017	% Change
NSW	39,916	38,643	-3.2%	53,837	53,434	-0.7%
Vic. ³	27,662	33,447	20.9%	43,075	38,298	-11.1%
Qld	23,136	23,689	2.4%	33,956	34,003	0.1%
WA	10,761	10,384	-3.5%	14,755	15,187	2.9%
SA	8,812	9,205	4.5%	11,896	11,828	-0.6%
Tas.	1,990	1,695	-14.8%	6,335	6,843	8.0%
ACT	2,057	2,074	0.8%	3,686	3,437	-6.8%
NT	559	619	10.7%	1,422	1,348	-5.2%
Total	115,227	120,048	4.2%	170,619	166,168	-2.6%

* Totals include missing /unknown postcodes which cannot be assigned to a state/territory.

Nationally Year 12 applicants were more likely to receive an offer than non-Year 12 applicants. In 2017, the Year 12 offer rate was 87.5% compared with the non-Year 12 offer rate of 79.3%. In 2017, Year 12 offer rates were higher than the non-Year 12 offer rates in all states and territories.

Table 12: Offer rates by Current Year 12 status by state and territory*, 2016 and 2017

State/Territory	Current Year 12			Non-Year 12		
	2016	2017	Change (p.p)	2016	2017	Change (p.p)
NSW	90.3%	87.9%	-2.4	82.7%	82.9%	0.2
Vic.	78.1%	83.8%	5.6	80.2%	72.6%	-7.6
Qld	91.5%	92.8%	1.3	84.0%	83.1%	-0.9
WA	86.6%	83.1%	-3.5	82.1%	77.4%	-4.7
SA	87.3%	89.6%	2.2	75.8%	75.0%	-0.8
Tas.	96.8%	97.2%	0.4	91.6%	93.2%	1.6
ACT	94.8%	93.8%	-1.0	82.2%	81.9%	-0.3
NT	80.5%	85.5%	4.9	75.2%	73.5%	-1.7
Total	86.8%	87.5%	0.7	81.7%	79.3%	-2.5

*Total excludes missing /unknown postcodes which cannot be assigned to a state/territory.

4.4 Home State / Interstate

Home state applicants were more likely to receive an offer than interstate applicants in the majority of states and territories. This is consistent with the profile of interstate applications which were mostly for high demand courses with high admissions requirements such as Medicine, Dental Studies and Veterinary Studies, as discussed in Chapter 3.

In all, 83.4% or 253,649 home state applicants were offered a place compared with 31,248 interstate applicants (77.6%). This pattern was broadly consistent in all states and territories although the size of the gap between home state and interstate offer rates varies.

³ Please refer to footnote 1 under Table 3, page 12.

Table 13: Offers and offer rates by home state/interstate and state and territory*, 2017

State/Territory	Offers		Offer rates	
	Home state	Interstate	Home state	Interstate
NSW	81,218	10,484	86.0%	78.3%
Vic.	66,412	4,642	78.2%	71.5%
Qld	50,108	7,361	87.2%	84.9%
WA	23,229	2,335	80.5%	71.5%
SA	19,227	1,806	80.9%	79.4%
Tas.	7,669	866	95.9%	79.9%
ACT	4,350	1,142	88.1%	78.9%
NT	1,296	670	72.8%	86.6%
Total	253,649	31,248	83.4%	77.6%

*Totals include missing /unknown postcodes which cannot be assigned to a state/territory.

4.5 Field of Education

Nationally, Society and Culture recorded the largest number of applicants who received offers (66,470 or 23.2% of applicants received offers), followed by Health (65,153 or 22.8% of applicants received offers). Information Technology recorded the largest increase in the number of applicants who received offers (8.1%), followed by Architecture and Building (5.0%), Natural and Physical Sciences (4.5%). Creative Arts (-4.8%), Management and Commerce (-3.9%) and Society and Culture (-0.7%) recorded decreases in offers.

Applicants who applied for Medical Studies (23.9%), Dental Studies (38.8%) and Veterinary Studies (52.6%) were least likely to receive an offer. Out of the broad field of education categories, applicants who applied for Natural and Physical Sciences were most likely to be offered a place (97.3%), followed by Agriculture, Environmental and Related Studies (89.7%).

Table 14: Offers and offer rates by field of education, 2016-2017

Field of education	Offers			Offer rates		
	2016	2017	% Change	2016	2017	Change
Natural and Physical Sciences	29,982	31,326	4.5%	97.5%	97.3%	-0.3
Information Technology	8,062	8,719	8.1%	84.9%	83.8%	-1.0
Engineering and Related	16,251	16,628	2.3%	86.2%	84.8%	-1.4
Architecture and Building	6,932	7,278	5.0%	80.0%	75.7%	-4.2
Agriculture, Environmental and	4,194	4,064	-3.1%	90.7%	89.7%	-1.0
Health	64,451	65,153	1.1%	73.7%	72.4%	-1.2
<i>Medical Studies</i>	2,130	2,226	4.5%	25.2%	23.9%	-1.2
<i>Dental Studies</i>	867	785	-9.5%	41.3%	38.8%	-2.5
<i>Veterinary</i>	1,142	1,051	-8.0%	56.1%	52.6%	-3.5
<i>Nursing</i>	26,788	26,247	-2.0%	77.2%	73.2%	-4.0
<i>Health Other</i>	33,524	34,844	3.9%	83.5%	85.5%	2.0
Education	23,718	24,113	1.7%	83.5%	82.9%	-0.6
<i>Teacher Education</i>	22,215	22,382	0.8%	81.7%	80.7%	-1.0
<i>Education Other</i>	1,503	1,731	15.2%	122.5%	127.7%	5.2
Management and Commerce	40,316	38,728	-3.9%	90.0%	88.7%	-1.3
Society and Culture	66,958	66,470	-0.7%	87.0%	85.7%	-1.3
<i>Law</i>	9,008	8,641	-4.1%	68.1%	66.3%	-1.7
Creative Arts	23,634	22,499	-4.8%	79.0%	78.2%	-0.9
Mixed field programs	1,338	1,234	-7.8%	112.2%	106.7%	-5.5
Total	285,846	286,216	0.1%	83.7%	82.5%	-1.2

Notes: Hospitality is not shown due to the small number of offers, hence the total number of offers does not equal the sum of offers by broad field of education in the above table. Offer rates are expressed as the number of offers as a percentage of number of applicants with at least one valid preference (both TAC and direct applicants data combined) applications. Given that offers may result from lower order preferences, offer rates for certain fields of education may exceed 100%. Society and Culture includes a broad range of subject areas including Behavioural Science, Law, Language & Literature, Economics & Econometrics. Totals include missing /unknown postcodes which cannot be assigned to a state/territory.

The offer rate is a good measure of the way universities are choosing to respond to student demand following the introduction of the demand driven system in 2012. Offer rates for Natural and Physical Sciences, Information Technology, Engineering and Related Technology, Agriculture Environmental Related Studies, Education, Management and Commerce and Society and Culture were above the national average in 2017. The offer rate declined across all broad fields of education in 2017.

Table 15: Offers rates by field of education, 2010-2017

	2010	2011	2012	2013	2014	2015	2016	2017
Natural and Physical Sciences	101.8%	98.8%	97.2%	100.0%	95.8%	99.2%	97.5%	97.3%
Information Technology	87.4%	88.0%	86.0%	85.7%	89.1%	86.9%	84.9%	83.8%
Engineering and Related Technologies	84.4%	83.9%	84.3%	85.6%	86.3%	88.0%	86.2%	84.8%
Architecture and Building	68.6%	68.3%	72.1%	74.6%	77.0%	77.9%	80.0%	75.7%
Agriculture Environmental and Related Studies	94.8%	93.5%	95.5%	95.6%	94.7%	91.6%	90.7%	89.7%
Health	68.9%	68.9%	70.7%	71.6%	73.4%	73.0%	73.7%	72.4%
<i>Medical Studies</i>	50.7%	47.3%	40.7%	41.2%	47.0%	31.7%	25.2%	23.9%
<i>Dental Studies</i>	38.9%	32.6%	30.6%	34.2%	38.9%	34.1%	41.3%	38.8%
<i>Veterinary</i>	36.8%	34.3%	31.9%	35.6%	39.8%	49.9%	56.1%	52.6%
<i>Nursing</i>	72.7%	73.4%	76.7%	79.0%	76.3%	78.1%	77.2%	73.2%
<i>Health Other</i>	74.0%	75.6%	78.1%	77.5%	79.8%	80.9%	83.5%	85.5%
Education	76.8%	79.8%	81.5%	83.0%	85.0%	86.1%	83.5%	82.9%
<i>Teacher Education</i>	76.9%	80.0%	80.8%	82.2%	83.3%	85.0%	81.7%	80.7%
<i>Education Other</i>	75.6%	74.9%	100.2%	101.7%	126.3%	116.4%	122.5%	127.7%
Management and Commerce	84.4%	86.7%	86.9%	90.5%	89.5%	90.8%	90.0%	88.7%
Society and Culture	85.0%	87.1%	89.8%	90.0%	86.0%	86.3%	87.0%	85.7%
<i>Law</i>	62.3%	65.2%	65.9%	68.9%	70.2%	71.4%	68.1%	66.3%
Creative Arts	70.8%	71.4%	74.8%	78.4%	78.5%	79.3%	79.0%	78.2%
Total	80.2%	80.8%	82.8%	84.4%	83.8%	84.2%	83.7%	82.5%

4.6 Type of University

The Go8 recorded the largest share of applicants receiving offers in 2017 (19.6%) out of all university groups. This was followed by the ATN and IRU (17.3% and 14.1% respectively). RUN recorded 9.8% of applicants receiving offers.

Applicants applying to Go8 universities were less likely to receive an offer (offer rate of 74.7%). Applicants applying to RUN universities were more likely to receive an offer (96.0%).

Table 16: Offers and offer rates by type of university*, 2016 and 2017

Type of university	2016			2017		
	Number	Share (%)	Offer rates (%)	Number	Share (%)	Offer rates (%)
Group of Eight	56,862	19.9%	74.7%	56,226	19.6%	74.7%
Australian Technology Network	48,319	16.9%	79.2%	49,442	17.3%	75.4%
Innovative Research Universities	39,541	13.8%	81.7%	40,238	14.1%	83.4%
Regional Universities Network	28,113	9.8%	95.0%	27,936	9.8%	96.0%
Australia	285,846	100.0%	83.7%	286,216	100.0%	82.5%

*Total includes offers from universities that are not aligned with a university group.

5. Acceptances

5.1 Number of Applicants Accepting an Offer

It is important to note that the definition of acceptances used in this report includes only applicants who formally notify the TAC, or their university if they applied directly, that they accepted their offer.⁴ Applicants deferring their studies are excluded from the total number of applicants accepting an offer.

In 2017, 219,290 applicants accepted an offer, largely unchanged compared with 2016.

5.2 State and Territory

All states and territories recorded positive growth in acceptances, except NSW (-2.3%) and ACT (-3.5%). SA recorded the largest increase in acceptances (3.8%).

Table 17: Acceptances by state and territory*, 2016-2017

State/Territory	2016	2017	% Change
NSW	66,442	64,892	-2.3%
Vic.	55,004	55,951	1.7%
Qld	46,750	46,727	0.0%
WA	20,795	20,821	0.1%
SA	16,866	17,510	3.8%
Tas.	6,678	6,751	1.1%
ACT	4,024	3,884	-3.5%
NT	1,516	1,538	1.5%
Total	219,230	219,290	0.0%

*Acceptances exclude deferrals.

Also, the acceptance rate (the proportion of applicants who have received an offer, that accept an offer), decreased marginally from 76.7% in 2016 to 76.6% in 2017. In 2017, the largest acceptance rate was recorded in SA (83.3%), followed by WA (81.4%), Queensland (81.0%), Tasmania (79.1%), NT (78.2%) and Victoria (78.0%). NSW (70.5%) and ACT (70.5%) recorded below average acceptance rates in 2017. Tasmania recorded the largest decrease in its acceptance rate in 2017 (-1.1 percentage points).

Table 18: Acceptance rates by state and territory, 2016-2017

State/Territory	2016	2017	Change (p.p)
NSW	70.9%	70.5%	-0.4
Vic.	77.8%	78.0%	0.2
Qld	81.9%	81.0%	-0.9
WA	81.5%	81.4%	-0.1
SA	81.4%	83.3%	1.8
Tas.	80.2%	79.1%	-1.1
ACT	70.1%	70.5%	0.4
NT	76.5%	78.2%	1.7
Total	76.7%	76.6%	-0.1

⁴ Note that submission of acceptances data is discretionary in all submissions whereas submission of applications and offers data is mandatory in all submissions. Therefore acceptances data presented in this report may under report the level of acceptances.

5.3 Current Year 12 Applicants

Current Year 12 applicants were less likely to accept an offer compared with non-Year 12 applicants in 2017 (acceptance rate of 72.9% compared with 79.3% respectively).

5.4 Gender

Acceptance rates differed slightly by gender. Of all male applicants who received an offer, 77.9% accepted an offer, compared with 75.8% of female applicants.

5.5 Field of Education

Information Technology recorded the largest increase in acceptances (10.5%). This was followed by Architecture and Building (8.0%), Education (4.1%), Society and Culture (0.4%) and Health (0.3%). Agriculture, Environmental and Related Studies (-5.9%) recorded the largest decrease in acceptances, followed by Creative Arts (-3.2%), Engineering and Related Technologies (-3.1%), Management and Commerce (-2.4%) and Natural and Physical Sciences (-0.5%). Acceptance rates were relatively low in Education Other (63.9%), Agriculture, Environmental and Related Studies (67.6%), Dental Studies (73.4%) and Veterinary Studies (74.9%).

Table 19: Acceptances and acceptance rates by field of education*, 2016 and 2017

Field of education	Acceptances			Acceptance rates		
	2016	2017	% Change	2016	2017	Change (p.p)
Natural and Physical Sciences	22,961	22,839	-0.5%	76.6%	72.9%	-3.7
Information Technology	6,419	7,090	10.5%	79.6%	81.3%	1.7
Engineering and Related Technologies	13,062	12,663	-3.1%	80.4%	76.2%	-4.2
Architecture and Building	5,226	5,645	8.0%	75.4%	77.6%	2.2
Agriculture, Environmental and Related Studies	2,917	2,746	-5.9%	69.6%	67.6%	-2.0
Health	49,578	49,742	0.3%	76.9%	76.3%	-0.6
<i>Medical Studies</i>	1,868	1,887	1.0%	87.7%	84.8%	-2.9
<i>Dental Studies</i>	595	576	-3.2%	68.6%	73.4%	4.7
<i>Veterinary</i>	818	787	-3.8%	71.6%	74.9%	3.3
<i>Nursing</i>	21,190	20,547	-3.0%	79.1%	78.3%	-0.8
<i>Health Other</i>	25,107	25,945	3.3%	74.9%	74.5%	-0.4
Education	17,940	18,669	4.1%	75.6%	77.4%	1.8
<i>Teacher Education</i>	17,025	17,563	3.2%	76.6%	78.5%	1.8
<i>Education Other</i>	915	1,106	20.9%	60.9%	63.9%	3.0
Management and Commerce	31,241	30,504	-2.4%	77.5%	78.8%	1.3
Society and Culture**	50,815	51,016	0.4%	75.9%	76.8%	0.9
<i>Law</i>	6,919	6,693	-3.3%	76.8%	77.5%	0.6
Creative Arts	18,073	17,495	-3.2%	76.5%	77.8%	1.3
Mixed field programs	991	878	-11.4%	74.1%	71.2%	-2.9
Total	219,230	219,290	0.03%	76.7%	76.6%	-0.1

Note: Hospitality and Mixed Field Programs are not shown due to the small number of applications/offers, hence the total number of acceptances does not equal the sum of acceptances by broad field of education in the above table.

* Totals include missing /unknown postcodes which cannot be assigned to a state/territory.

** Society and Culture includes a broad range of subject areas including Behavioural Science, Law, Language & Literature, Economics & Econometrics.

5.6 Type of University

Out of all university groups, the Go8 constituted the largest share of acceptances (20.3%). Offers made by the ATN or Go8 were more likely to be accepted by the applicant with acceptance rates of 82.5% and 79.0% respectively. Offers made by the RUN were less likely to be accepted (73.8%).

Table 20: Acceptances and acceptance rates by type of university*, 2016 and 2017

Type of university	2016			2017		
	Number	Share (%)	Acceptance rate (%)	Number	Share (%)	Acceptance rate (%)
Group of Eight	45,327	20.7%	79.7%	44,432	20.3%	79.0%
Australian Technology Network	38,427	17.5%	79.5%	40,797	18.6%	82.5%
Innovative Research Universities	30,641	14.0%	77.5%	31,495	14.4%	78.3%
Regional Universities Network	21,451	9.8%	76.3%	20,616	9.4%	73.8%
Total**	219,230	100.0%	76.7%	219,290	100.0%	76.6%

*Totals include missing /unknown postcodes which cannot be assigned to a state/territory.

**Total includes acceptances for universities that are not aligned with a university group.

5.7 Deferrals

Note that deferrals data in this report includes only applicants who formally deferred their offer. Some applicants defer later (during enrolment for example). Nationally, the rate of deferrals (number of deferrals as a percentage of number of offers) for 2017 was 10.2% compared with 10.6% in 2016. The number of deferrals decreased by 3.1% from 23,144 in 2016 to 22,433 in 2017. The pattern of deferrals across states in 2017 was similar to 2016, with deferral rates decreasing in all states and territories, except for Queensland and Tasmania, where deferral rates increased.

Table 21: Deferrals by state and territory*, 2016 and 2017

State/Territory	2016		2017	
	Deferrals	Deferral rate	Deferrals	Deferral rate
NSW	5,952	9.0%	5,524	8.5%
Vic.	6,144	11.2%	6,174	11.0%
Qld	4,893	10.5%	5,063	10.8%
WA	2,281	11.0%	2,172	10.4%
SA	2,384	14.1%	2,027	11.6%
Tas.	547	8.2%	611	9.1%
ACT	197	4.9%	177	4.6%
NT	569	37.5%	523	34.0%
Australia	23,144	10.6%	22,433	10.2%

* Totals include missing /unknown postcodes which cannot be assigned to a state/territory.

Year 12 applicants were more than twice as likely to defer compared with non-Year 12 applicants (16.2% compared with 6.2% respectively). LSAY research suggests that common reasons for deferring after completing Year 12 are to have a break, holiday or travel.⁵ There were only small differences in deferral rates between low, medium and high SES applicants. High SES applicants were slightly less likely to defer compared to low and medium SES applicants.

⁵ Curtis, D., Mlotkowski, P. and Lumsden, M. (2012), Bridging the gap: who takes a gap year and why?, NCVER research report, Adelaide.

Non-metropolitan applicants were more than twice as likely to defer compared with metropolitan applicants (17.0% compared with 8.1% respectively). LSAY research found that students from regional and remote locations are also more likely to take a gap year.⁶ Indigenous applicants were less likely to defer compared with non-Indigenous applicants (9.8% compared with 10.2%).

Table 22: Profile of deferrals, Prior Education, 2017

	Deferrals	Deferral rate
Current Year 12	14,204	16.2%
Non-Year 12	8,229	6.2%

Table 23: Profile of deferrals, Socio-economic status, 2017

	Deferrals	Deferral rate
Low	4,670	10.8%
Medium	11,821	10.6%
High	5,674	9.0%

Table 24: Profile of deferrals, Region, 2017

	Deferrals	Deferral rate
Metropolitan	13,563	8.1%
Non-Metropolitan	8,643	17.0%

Table 25: Profile of deferrals, Indigenous Status, 2017

	Deferrals	Deferral rate
Indigenous	438	9.8%
Non-Indigenous	21,342	10.2%

⁶ Curtis, D., Mlotkowski, P. and Lumsden, M. (2012), Bridging the gap: who takes a gap year and why?, NCVER research report, Adelaide.

6. Key Skill Areas

6.1 Trends in Key Skill Areas

Trends in applications and offers since 2010 are reported in this chapter for selected fields of education where concerns have been expressed about the supply of skills:

- Natural and Physical Sciences (including Mathematical Sciences),
- Information Technology,
- Engineering,
- Medical Studies,
- Nursing, and
- Initial Teacher Education.

6.2 Natural and Physical Sciences

The number of applicants applying for Natural and Physical Sciences (including Mathematical Sciences) places in 2017 was up by 4.8% compared with 2016. In 2017, applicants receiving offers increased by 4.5% on 2016.

Table 26: Applicants, applicants receiving offers and offer rates, Natural and Physical Sciences, 2010-2017

	2010	2011	2012	2013	2014	2015	2016	2017	Change 2016-2017	Change 2010-2017
Applicants	21,493	23,866	26,373	27,376	29,423	28,958	30,749	32,210	4.8%	49.9%
Applicants receiving offers	21,873	23,575	25,625	27,386	28,197	28,734	29,982	31,326	4.5%	43.2%
Offer Rate	101.8%	98.8%	97.2%	100.0%	95.8%	99.2%	97.5%	97.3%	-0.3 p. p	-4.5 p. p

Note: Offer rates are expressed as the number of applicants receiving offers as a percentage of all applicants. Given that offers may result from lower order preferences, offer rates may exceed 100%.

6.3 Information Technology

The number of applicants applying for Information Technology places in 2017 was up by 9.5% compared with 2016. Over the same period, the number of applicants who received Information Technology offers increased by 8.1%. Compared with 2016, the Information Technology offer rate decreased by 1.0 percentage points in 2017.

Table 27: Applicants, applicants receiving offers and offer rates, Information Technology, 2010-2017

	2010	2011	2012	2013	2014	2015	2016	2017	Change 2016- 2017	Change 2010- 2017
Applicants	7,742	8,426	8,178	8,447	8,781	9,094	9,501	10,404	9.5%	34.4%
Applicants receiving offers	6,766	7,416	7,029	7,243	7,827	7,899	8,062	8,719	8.1%	28.9%
Offer Rate	87.4%	88.0%	86.0%	85.7%	89.1%	86.9%	84.9%	83.8%	-1.0 p. p	-3.6 p. p

6.4 Engineering

In 2017, demand for Engineering grew by 4.0% compared with 2016 and the number of applicants who received offers increased by 2.3 %. The offer rate dropped from 86.2% in 2016 to 84.8% in 2017.

Table 28: Applicants, applicants receiving offers and offer rates, Engineering, 2010-2017

	2010	2011	2012	2013	2014	2015	2016	2017	Change 2016- 2017	Change 2010- 2017
Applicants	17,212	18,510	19,344	20,747	20,008	19,650	18,849	19,597	4.0%	13.9%
Applicants receiving offers	14,532	15,527	16,309	17,755	17,275	17,289	16,251	16,628	2.3%	14.4%
Offer Rate	84.4%	83.9%	84.3%	85.6%	86.3%	88.0%	86.2%	84.8%	-1.4 p. p	0.4 p. p

6.5 Medical Studies

The number of applicants applying for Medical Studies places increased by 9.9% to 9,303 in 2017 and the number of applicants who received offers was up 4.5% to 2,226. The offer rate has remained relatively low in recent years.

Commonwealth supported places for courses in medicine are subject to annual allocations by the Australian Government. Medical Studies is also one of a number of health fields where the supply of places depends not only on the number of university places available, but also on the availability of clinical training placements.

Table 29: Applicants, applicants receiving offers and offer rates, Medical Studies, 2010-2017

	2010	2011	2012	2013	2014	2015	2016	2017	Change 2016- 2017	Change 2010- 2017
Applicants	6,051	6,620	7,076	7,249	6,948	7,929	8,463	9,303	9.9%	53.7%
Applicants receiving offers	3,026	3,113	2,817	2,912	3,194	2,712	2,130	2,226	4.5%	-26.4%
Offer Rate	50.0%	47.0%	39.8%	40.2%	46.0%	34.2%	25.2%	23.9%	-1.2 p. p	-26.1 p. p

6.6 Nursing

Demand for Nursing courses increased by 3.4% to 35,872 in 2017 compared with 2016. The number of applicants who received offers for Nursing courses decreased by 2.0% to 26,247 in 2017. The offer rate for Nursing decreased by 4.0 percentage points to 73.2% in 2017.

Table 30: Applicants, applicants receiving offers and offer rates, Nursing, 2010-2017

	2010	2011	2012	2013	2014	2015	2016	2017	Change 2016- 2017	Change 2010- 2017
Applicants	24,185	24,230	24,604	24,999	27,537	30,886	34,706	35,872	3.4%	48.3%
Applicants receiving offers	17,579	17,796	18,859	19,750	21,001	24,130	26,788	26,247	-2.0%	49.3%
Offer Rate	72.7%	73.4%	76.7%	79.0%	76.3%	78.1%	77.2%	73.2%	-4.0 p. p	0.5 p. p

6.7 Initial Teacher Education

In 2017, the number of applicants applying for Teacher Education course increased by 2.0% to 27,733 compared with 2016. The number of applicants who received offers was 0.8% higher than in 2016. The 2017 offer rate of 80.7% was 1.0 percentage points lower than in 2016.

Table 31: Applicants, applicants receiving offers and offer rates, Initial Teacher Education, 2010-2017

	2010	2011	2012	2013	2014	2015	2016	2017	Change 2016- 2017	Change 2010- 2017
Applicants	30,746	28,503	29,717	29,604	28,812	28,382	27,185	27,733	2.0%	-9.8%
Applicants receiving offers	23,633	22,808	24,001	24,346	24,001	24,121	22,215	22,382	0.8%	-5.3%
Offer Rate	76.9%	80.0%	80.8%	82.2%	83.3%	85.0%	81.7%	80.7%	-1.0 p. p	3.8 p. p

7. Under-Represented Groups

7.1 Socioeconomic status

Share of applicants

In 2017, 19.9% of all applicants were low SES, compared with 50.4% medium SES and 28.3% high SES applicants (based on the postcode measure of SES). To be represented in proportion to their population share, applications from low and high SES applicants would each constitute 25% of the pool of applications, with applications from medium SES applicants constituting the remaining 50%.

The pattern of under-representation of low SES persons in applications and offers data translates into lower participation at university. In 2016 (latest published enrolment data), students from low SES postcodes constituted 17.9% of domestic undergraduate student enrolments.⁷

Applicants

Applicants from low SES backgrounds have shown a 2.4% increase compared with increases of 1.1% and 1.4% for those from a medium SES background and high SES background respectively.

Table 32: Applicants by SES, 2016 and 2017

SES	2016	2017	% Change
Low	67,464	69,065	2.4%
Medium	173,039	174,915	1.1%
High	96,694	98,054	1.4%
Total*	341,421	346,800	1.6%

*The Australia total includes data that could not be coded to an SES.

Offers

From 2016 to 2017, offers to applicants from low SES backgrounds have shown the highest increase (0.7%). Offers to applicants from medium SES backgrounds remained steady and high SES backgrounds recorded a 0.1% decrease. Between 2010 and 2017, offers to low SES applicants increased by 31.4%, larger than the increase seen in offers to medium and high SES applicants (25.1% and 11.6% respectively).

Table 33: Applicants receiving offers by SES, 2016 and 2017

SES	2016	2017	% Change
Low	55,827	56,199	0.7%
Medium	145,257	145,191	0.0%
High	81,775	81,730	-0.1%
Total*	285,846	286,216	0.1%

*The Australia total includes data that could not be coded to an SES.

Offer Rate

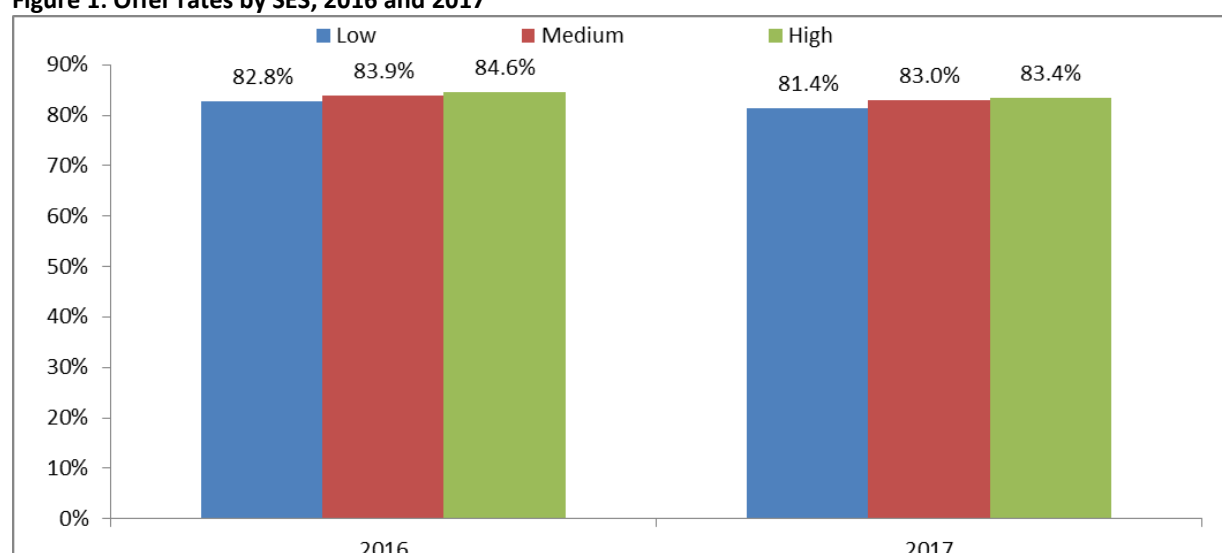
Applicants from low SES backgrounds are less likely to receive an offer compared with medium SES and high SES applicants. Their offer rate was 81.4% compared with 83.0% for

⁷ Department of Education and Training (2017), *Student 2016 Full Year: Selected Higher Education Statistics*.

medium SES applicants and 83.4% for high SES applicants in 2017. Offer rates for all three SES categories of applicants decreased from 2016 to 2017

The difference in offer rates may, in part, arise from the differences in the distribution of ATAR among current Year 12 applicants from low SES backgrounds compared with applicants from high SES backgrounds. In 2017, 10.8% of low SES Year 12 applicants had an ATAR above 90, compared with 47.2% for high SES applicants.

Figure 1: Offer rates by SES, 2016 and 2017



*The Australia total includes data that could not be coded to an SES.

Acceptances

Medium SES applicants who received an offer were slightly less likely to accept their offer,⁸ compared with other SES groups. Medium SES applicants recorded a lower acceptance rate (76.6%) compared with low SES applicants (76.7%) and high SES applicants (77.2%).

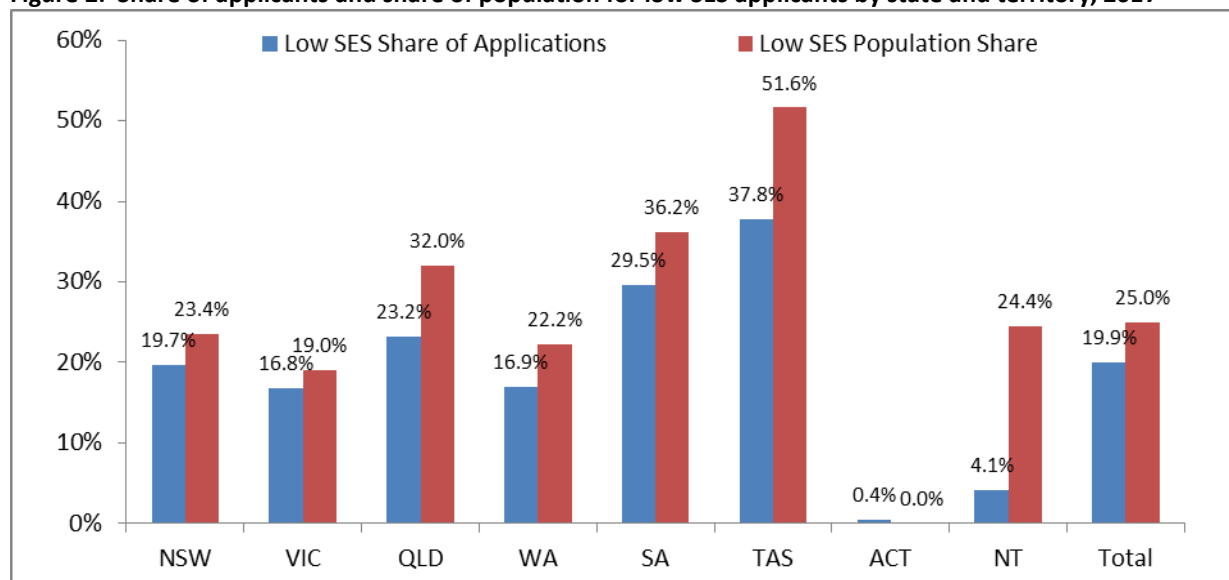
State and Territory

Tasmania recorded the largest proportion of low SES applicants (37.8%), almost three quarters of its low SES population share of (51.6%).⁹ Among all states and territories, the share of low SES applications in Victoria (16.8%) is the closest match to its low SES population share (19.0%).

⁸ Acceptance rates exclude deferrals.

⁹ Population share is based on postcode population and SEIFA data from the 2011 Census.

Figure 2: Share of applicants and share of population for low SES applicants by state and territory, 2017



Note: The population share is the proportion of the population aged 15 to 64 years in low SES postcodes, based on SEIFA data from the 2011 Census.

In 2017, offer rates varied across states and territories. SA, Tasmania, NT and the ACT recorded positive growth in offer rates for low SES applicants. All other states experienced a decrease in offer rates for low SES applicants.

Low SES applicants were less likely to receive an offer compared with high SES in all states and territories. Considering Tasmania has a low SES population share of 51.6%, the offer rate for high SES applicants reflects the relatively large number of interstate high SES applicants applying for entry to the University of Tasmania.

Table 34: Offer rates by SES by state and territory, 2016 and 2017

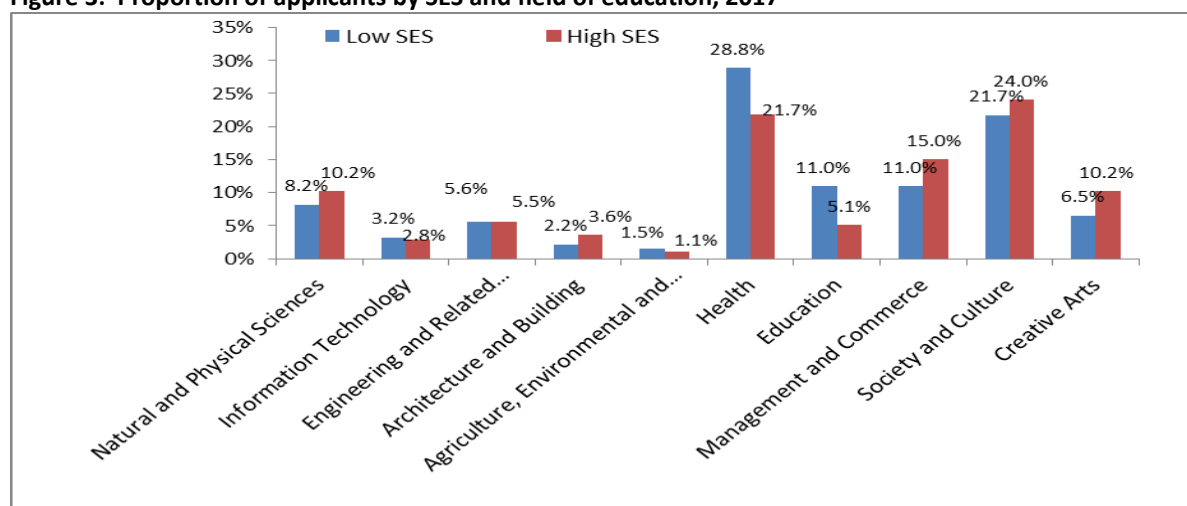
State/Territory	2016				2017			
	Low SES	Medium SES	High SES	Total	Low SES	Medium SES	High SES	Total
NSW	85.2%	86.1%	85.5%	85.7%	83.7%	85.3%	85.2%	84.9%
VIC	76.9%	78.8%	81.7%	79.4%	74.4%	77.5%	79.0%	77.4%
QLD	86.8%	87.4%	85.7%	86.9%	86.3%	87.2%	86.6%	86.8%
WA	81.7%	84.1%	85.8%	84.0%	77.7%	80.5%	82.2%	79.6%
SA	75.6%	80.6%	86.1%	80.3%	76.7%	81.5%	84.9%	80.7%
TAS	92.3%	93.4%	92.3%	92.8%	93.0%	94.9%	93.8%	94.0%
ACT	76.0%	85.6%	86.7%	86.3%	78.6%	86.3%	86.2%	86.0%
NT	75.2%	76.6%	76.8%	76.7%	76.2%	76.4%	81.6%	76.9%
Australia*	82.8%	83.9%	84.6%	83.7%	81.4%	83.0%	83.4%	82.5%

*The Australia total includes data that could not be assigned an SES.

Field of Education

In comparison with high SES applicants, low SES applicants are more likely to apply for courses in Health and Education. They are less likely to apply for Management and Commerce, Society and Culture and Creative Arts and Natural and Physical Sciences courses than high SES applicants.

Figure 3: Proportion of applicants by SES and field of education, 2017



Compared with low SES applicants, high SES applicants were more likely to apply to Go8 universities (13.3% and 34.2% respectively). On the other hand, 14.1% of low SES applicants applied for RUN university courses compared with 2.6% of high SES applicants.

Table 35: Applicants by SES and type of university, 2017

Type of university	Applicants			Share of applicants		
	Low	Medium	High	Low	Medium	High
Group of Eight	9,168	30,552	33,544	13.3%	17.5%	34.2%
Australian Technology Network	12,143	31,506	21,523	17.6%	18.0%	22.0%
Innovative Research	11,450	28,287	7,366	16.6%	16.2%	7.5%
Regional Universities Network	9,746	16,621	2,569	14.1%	9.5%	2.6%
Total*	69,065	174,915	98,054	100.0%	100.0%	100.0%

*Total includes applications for universities that are not aligned with a university group. Totals exclude data that could not be coded to an SES.

7.2 Regionality

Share of Applicants

In 2017, just under one quarter of domestic applicants (23.5%) were from non-metropolitan areas (regional and remote areas).¹⁰ This is lower than their share of the working age population 15 to 64 year olds (28.6%)¹¹, demonstrating that people from non-metropolitan areas are under-represented in the pool of domestic applicants. 75.2% of applicants were living in metropolitan areas, higher than their share of the working age population (71.4%). The remaining 1.2% reported overseas addresses or had invalid or missing postcodes.

Under-representation of non-metropolitan residents translates into lower participation at university. In 2016 (latest published enrolment data), non-metropolitan students accounted for 20.8%¹² of all domestic undergraduate student enrolments, compared with their population share of 28.6%. Recent ABS estimates show that the non-metropolitan share of the 15 to 64 year old population was lower in 2016 at 27.3%.¹³

¹⁰ For the definition of metropolitan and non-metropolitan regions see the Glossary 11.21, 11.22 and 11.24.

¹¹ ABS (2011), Census of Population and Housing.

¹² Department of Education (2017), *Student 2016 Full Year: Selected Higher Education Statistics*.

¹³ ABS (2016), Education and Work, Cat 6227.0.

Applicants

Applicants from metropolitan areas recorded positive growth (2.1%) whereas applicants from non-metropolitan areas decreased by 0.6% in 2017.

Table 36: Applicants by region*, 2016 and 2017

Region	2016	2017	% Change
Metropolitan	255,634	260,945	2.1%
Non-Metropolitan	82,035	81,567	-0.6%
Australia	341,421	346,800	1.6%

* The Australia total includes data that could not be coded to a region.

Offers

The number of metropolitan applicants who received an offer increased by 0.4% in 2017 compared with a decrease of 1.0% for non-metropolitan applicants.

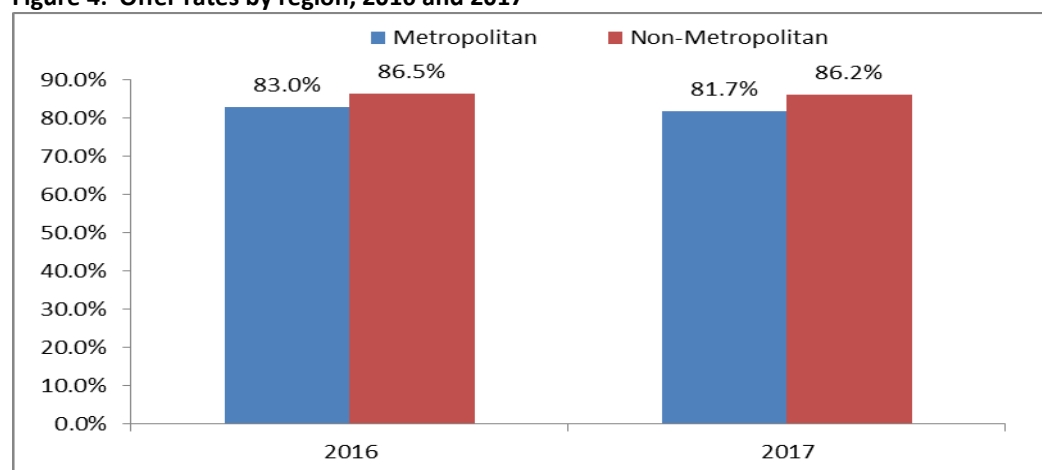
Table 37: Applicants receiving offers by region*, 2016 and 2017

Region	2016	2017	% Change
Metropolitan	212,266	213,220	0.4%
Non-Metropolitan	70,973	70,290	-1.0%
Australia	285,846	286,216	0.1%

* The Australia total includes data that could not be coded to a region.

However, non-metropolitan applicants were more likely to receive an offer compared with metropolitan applicants in 2017 (86.2% and 81.7% respectively).

Figure 4: Offer rates by region, 2016 and 2017



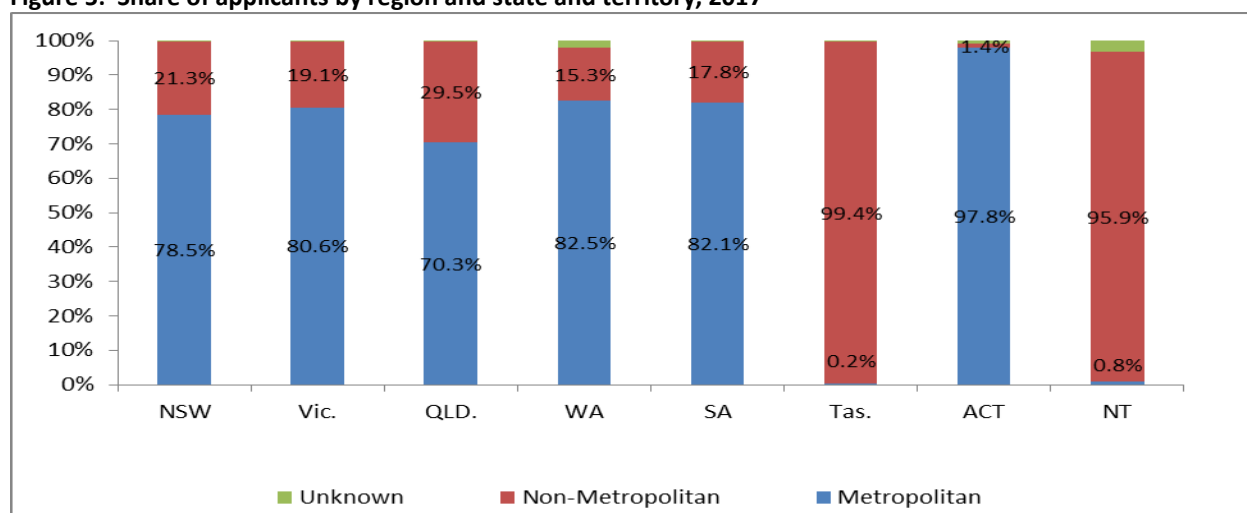
Acceptances

Despite their higher offer rate, non-metropolitan applicants are less likely to accept their offer compared with metropolitan applicants in 2017 (78.3% and 72.2% respectively). This pattern was also observed in 2016. As noted in Chapter 5, non-metropolitan applicants were more likely to defer their offer compared with metropolitan applicants.

State and Territory

Tasmania recorded the largest proportion of applicants from non-metropolitan areas (99.4%) in 2017. By contrast, 97.8% of applicants in the ACT were from metropolitan areas.

Figure 5: Share of applicants by region and state and territory, 2017



In all states and territories except the ACT and NT, non-metropolitan applicants were more likely to receive an offer compared with metropolitan applicants in 2017. The largest gap in offer rates between non-metropolitan and metropolitan applicants was recorded in Tasmania (94.1% compared with 68.0% respectively).

Table 38: Offer rates by region by state and territory, 2016 and 2017

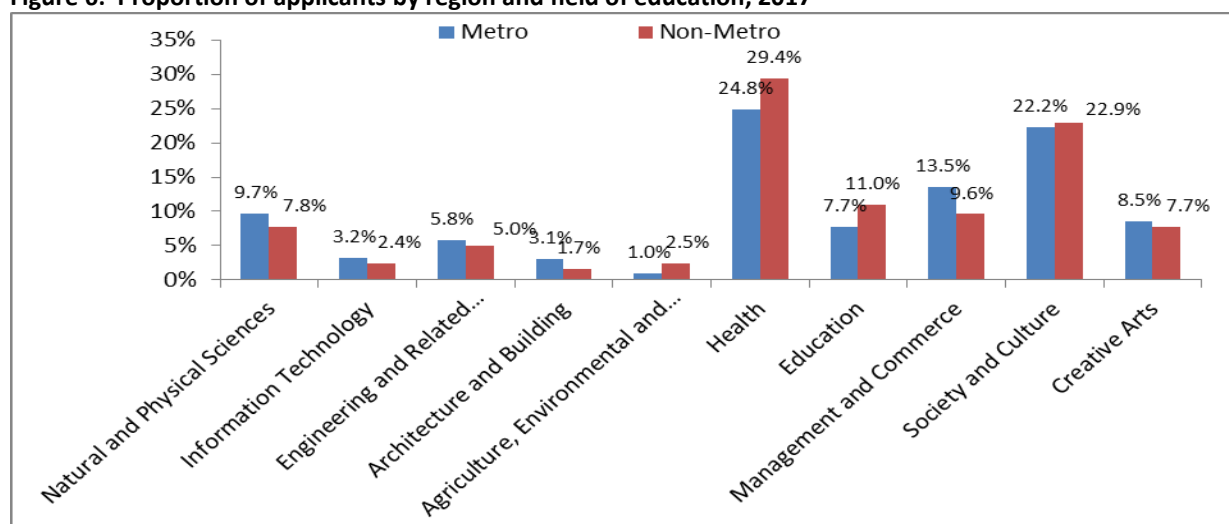
State/Territory	2016			2017		
	Metropolitan	Non-Metropolitan	Total	Metropolitan	Non-Metropolitan	Total
NSW	85.4%	87.2%	85.7%	84.3%	87.4%	84.9%
VIC	78.8%	81.9%	79.4%	76.6%	80.9%	77.4%
QLD	85.8%	89.5%	86.9%	86.1%	88.7%	86.8%
WA	83.9%	86.0%	84.0%	79.9%	83.4%	79.6%
SA	79.8%	82.4%	80.3%	80.4%	82.2%	80.7%
TAS	81.7%	92.9%	92.8%	68.0%	94.1%	94.0%
ACT	86.5%	80.7%	86.3%	86.3%	77.2%	86.0%
NT	82.6%	76.4%	76.7%	80.0%	77.1%	76.9%
Australia*	83.0%	86.5%	83.7%	81.7%	86.2%	82.5%

*The Australia total includes data that could not be assigned to a region.

Field of Education

Compared with metropolitan applicants, non-metropolitan applicants were more likely to apply for courses in Health, Education, Society and Culture, Agriculture and Environmental and Related Studies courses in 2017. On the other hand, Management and Commerce and Natural and Physical Sciences courses and Engineering Related Studies were more popular among metropolitan applicants.

Figure 6: Proportion of applicants by region and field of education, 2017



Type of University

Compared with metropolitan applicants, non-metropolitan applicants are more likely to apply to RUN universities (5.0% compared with 19.4% respectively). On the other hand, metropolitan applicants are more likely to apply to Go8 universities (24.4%) compared with non-metropolitan students (12.0%). A higher proportion of non-metropolitan applicants (19.0%) apply to IRU universities compared with metropolitan applicants (12.1%). In contrast, a lower proportion of non-metropolitan applicants (10.2%) apply to ATN universities compared with metropolitan applicants (21.8%).

Table 39: Applicants by region and type of university, 2017

Type of university	Applications		Share of applications (%)	
	Metropolitan	Non-metropolitan	Metropolitan	Non-metropolitan
Group of Eight	63,557	9,791	24.4%	12.0%
Australian Technology	56,900	8,338	21.8%	10.2%
Innovative Research	31,702	15,459	12.1%	19.0%
Regional Universities Network	13,112	15,862	5.0%	19.4%
Total*	260,945	81,567	100.0%	100.0%

Note: This table excludes data that could not be coded to a region.

*Total includes applications for universities that are not aligned with a university group.

7.3 Indigenous status

Data on Indigenous status (Aboriginal, Torres Strait Islander, or both) is based on a self-reported question on application forms. Indigenous applicants may choose not to identify as Indigenous at the point of application.

Share of Applicants

In 2017, 2.1% (or 7252 applicants) of applicants were people who identified as Indigenous. These figures are less than their 2.6% population share (based on the 2016 Census) of the Australian working age population (aged 15-64 years), indicating that Indigenous people remain under-represented in the pool of domestic applications.

Applicants

Nationally, 7252 applicants were Indigenous in 2017, an increase of 5.0% compared with 2016. By contrast, the number of non-Indigenous applicants increased by 0.9%.

Table 40: Applicants by Indigenous status, 2016 and 2017

	2016	2017	% Change
Indigenous	6,904	7,252	5.0%
Non-Indigenous	323,420	326,438	0.9%
Total*	341,421	346,800	1.6%

* The Australia total includes data that could not be assigned an Indigenous status.

Offers

Compared with 2016, the number of Indigenous applicants who received an offer increased by 2.7% to 5782 in 2017. The number of non-Indigenous applicants who received an offer decreased by 0.4%.

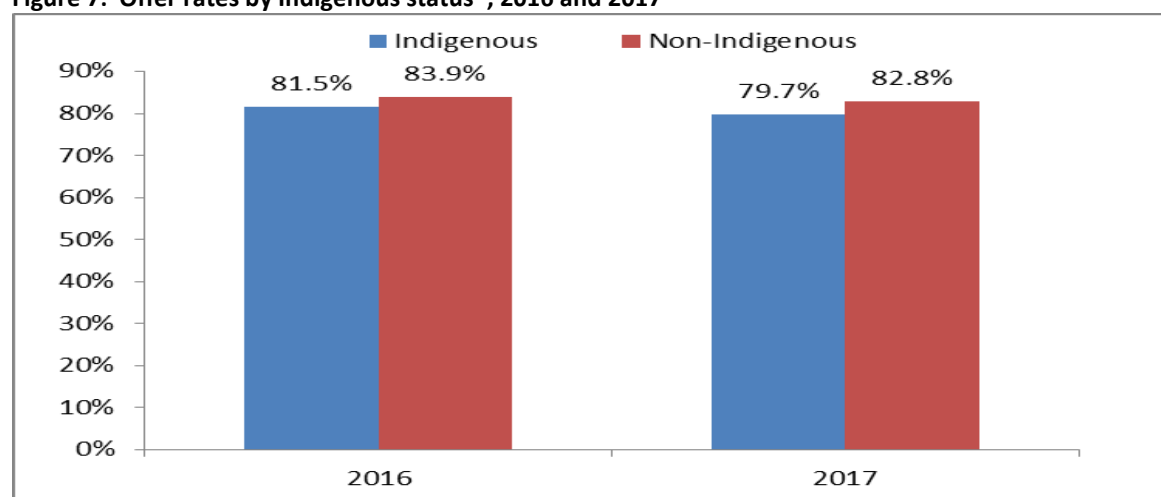
Table 41: Offers by Indigenous status, 2016 and 2017

	2016	2017	% Change
Indigenous	5,630	5,782	2.7%
Non-Indigenous	271,462	270,261	-0.4%
Total**	285,846	286,216	0.1%

*The Australia total includes data that could not be assigned an Indigenous status

Indigenous applicants were less likely to receive an offer compared with non-Indigenous applicants. In 2017, about 79.7% of Indigenous applicants had attracted an offer, compared with 82.8% of non-Indigenous applicants.

Figure 7: Offer rates by Indigenous status*, 2016 and 2017



*This chart excludes applicants whose Indigenous status is unknown.

Acceptances

The acceptance rate amongst Indigenous applicants and non-Indigenous applicants was almost equal (with 77.0% and 77.2% respectively) in 2017.

Age

The gap between the share of Indigenous applicants and their share of the working age population was more pronounced in the younger age groups. Out of all applicants aged 15 to 19 years, just 1.7% was Indigenous compared with their population share of 4.7 %.

On the other hand, the proportion of Indigenous applicants was well above the population share for those aged 40 to 64 years (3.7% compared with their population share of 2.0%), reflecting the pattern that Indigenous people choose to participate in higher education at an older age compared with non-Indigenous people.

Table 42: Indigenous applicants and Indigenous population share by age, 2017

Age	Proportion of applicants identified as Indigenous	Proportion of Indigenous people in the general working age population*
15 to 19	1.7%	4.7%
20 to 24	2.0%	3.7%
25 to 39	2.9%	2.5%
40 to 64	3.7%	2.0%
Total	1.6%	2.6%

*Source for population figures: ABS (2016), 2016 Census of Population and Housing.

State and Territory

In all states and territories Indigenous applicants were less likely to receive offers compared with non-Indigenous applicants. The difference in offer rates for Indigenous applicants compared with non-Indigenous applicants ranges from 2.9 percentage points lower in Tasmania to 13.1 percentage points lower in SA.

Table 43: Offer rates by Indigenous status by state and territory, 2017

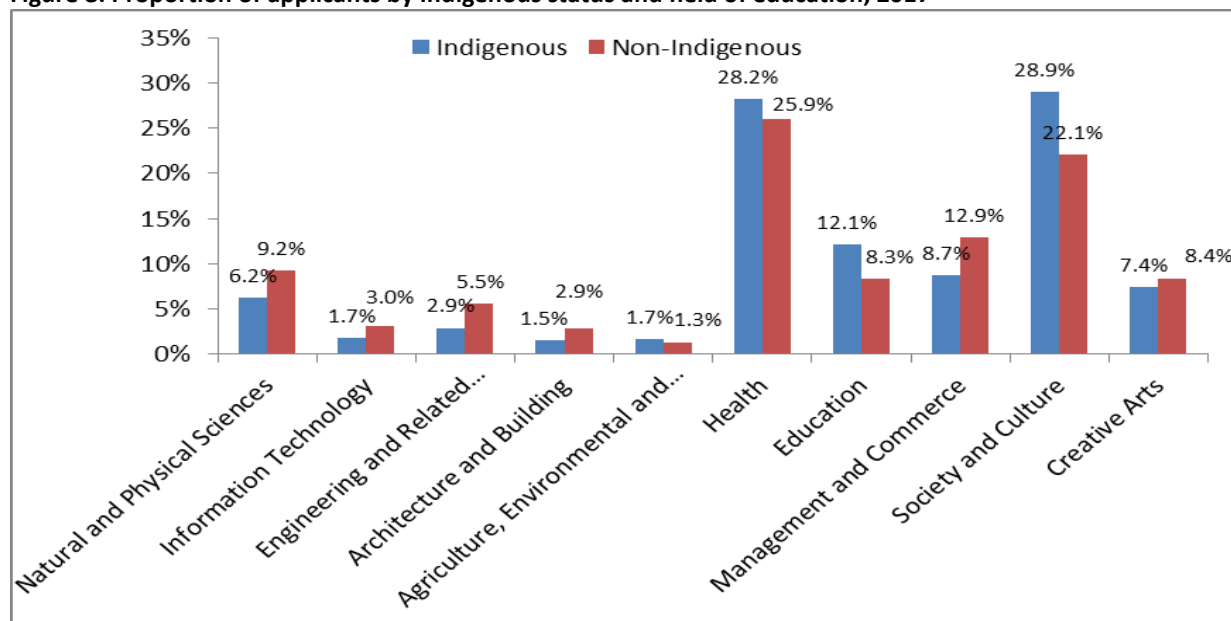
State/Territory	Indigenous	Non-Indigenous
NSW	80.8%	84.6%
VIC	74.4%	78.5%
QLD	83.8%	87.1%
WA	77.0%	80.5%
SA	67.9%	81.0%
TAS	90.6%	93.5%
ACT	82.8%	86.2%
NT	63.8%	78.4%
Australia	79.7%	82.8%

Note: This table excludes applicants whose Indigenous status is unknown.

Field of Education

Indigenous applicants were more likely to apply for Health, Education and Society and Culture courses. By contrast, Management and Commerce, Natural and Physical Sciences, Engineering were more popular among non-Indigenous applicants.

Figure 8: Proportion of applicants by Indigenous status and field of education, 2017



Note: This chart excludes applicants whose Indigenous status is unknown.

Type of University

Compared with non-Indigenous applicants, Indigenous applicants were less likely to apply to Go8 universities (22.7% and 11.5% respectively). On the other hand, Indigenous applicants were more likely to apply to RUN universities compared with non-Indigenous applicants (16.8% compared with 8.2% respectively). IRU universities are also more popular among Indigenous applicants (18.9%) than non-Indigenous applicants (13.6%).

Table 44: Share of applicants by Indigenous status and type of university, 2017

Type of university	Applications		Share of Applications (%)	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Group of Eight	833	74,056	11.5%	22.7%
Australian Technology Network	946	63,700	13.0%	19.5%
Innovative Research Universities	1,368	44,506	18.9%	13.6%
Regional Universities Network	1,220	26,658	16.8%	8.2%
Total*	7,252	326,438	100.0%	100.0%

Note: This table excludes applicants whose Indigenous status is unknown.

*Total includes applications for universities that are not aligned with a university group.

8. Year 12 Applicants and ATAR

In 2017, there were 137,197 Year 12 students applicants—making up 39.6% of all applicants. Of these Year 12 applicants, 129,515 were applicants who had a valid ATAR or equivalent tertiary entrance score.

8.1 Propensity to Apply to University

The proportion of Year 12 students applying for university in their home state is used as a proxy for their propensity to apply to university i.e. application rate, on the basis that Year 12 applicants are assumed to apply at least in their home state. An estimate of the propensity to apply to university is derived by expressing the number of Year 12 applicants aged 20 or less who apply in their home state as a percentage of the number of Year 12 students aged 20 or less in each state and territory.

In 2017, 56.8% of Year 12 students applied for university compared with 55.7% in 2016. By comparison, the proportion of Year 12 students who applied for university in 2005 was 56.6%.

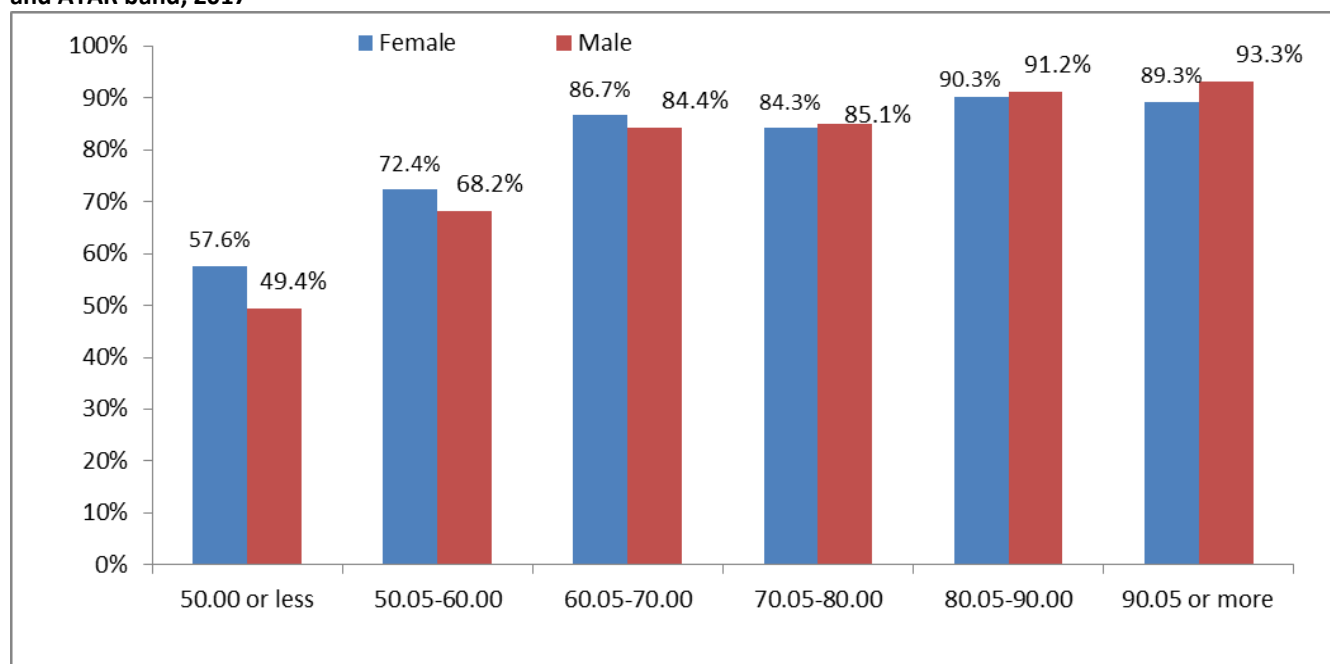
There is a strong relationship between academic performance in Year 12 and propensity to apply for university. In 2017, 89.0% and 91.1% of Year 12 students with an ATAR greater than 70 and greater than 90 applied for university in their home state respectively. In comparison, 68.4% of students with an ATAR of 70 or less applied for university in their home state. The proportion of Year 12 students with an ATAR of 50 or below applying for university in their home state was 53.5%.

8.2 Gender

Consistent with patterns in overall applications noted earlier, female Year 12 students were decidedly more likely to apply for university than males. The proportion of female Year 12 applicants applying in their home state was 61.5% compared with 51.6% for male Year 12 applicants. In the top three ATAR deciles, however, male and female Year 12 students apply for university at similar rates.

The overall difference in applications between females and males is explained by the greater propensity of female Year 12 students in lower ATAR deciles to apply for university. Some 57.6% of female students with an ATAR below 50 applied for university, compared with 49.4% for males. This may be associated with males who achieve a lower ATAR being more attracted to vocational education and training or employment.

Figure 9: Proportion of current Year 12 applicants aged 20 or less applying in their home state by gender and ATAR band, 2017

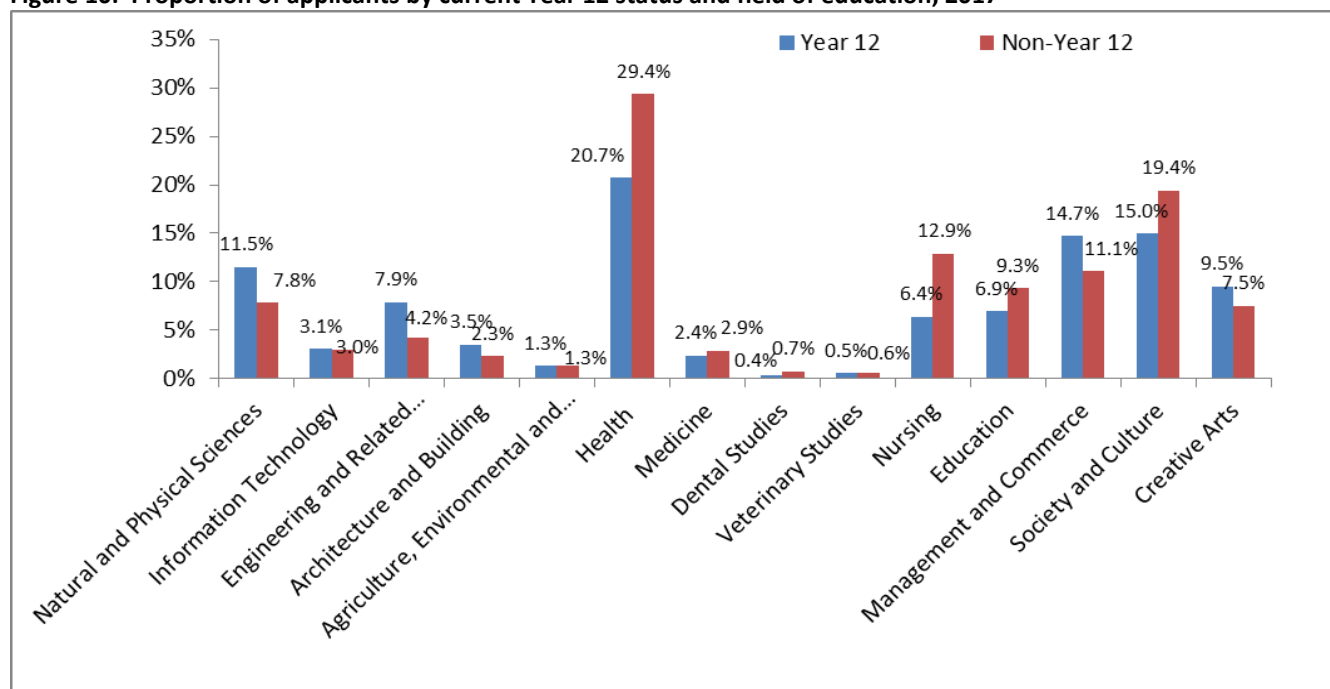


Note: Applicants with an ATAR above 90 are more likely to apply interstate than applicants with an ATAR between 80.05 and 90.00.

8.3 Field of Education

Figure 10 shows how Year 12 and non-Year 12 applicants apply for different fields of education. Compared with Year 12 applicants, non-Year 12 applicants were more likely to apply for Nursing and Education courses. Health recorded the largest difference between Year 12 (20.7%) and non-Year 12 (29.4%) applicants. By comparison, Natural and Physical Sciences, Engineering, Management and Commerce and Creative arts were more popular among Year 12 applicants.

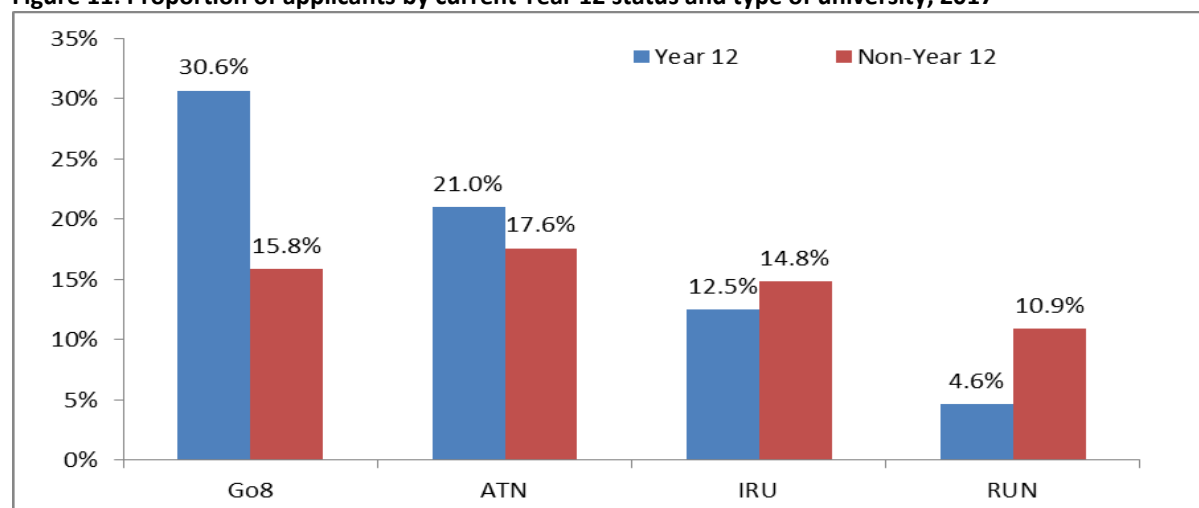
Figure 10: Proportion of applicants by current Year 12 status and field of education, 2017



8.4 Type of University

Year 12 applicants were more attracted to Go8 universities compared with non-Year 12 applicants (30.6% compared with 15.8% respectively), followed by ATN (21.0% and 17.6% respectively). On the other hand IRU and RUN universities tend to be more popular among non-Year 12 applicants than they are with Year 12 applicants.

Figure 11: Proportion of applicants by current Year 12 status and type of university, 2017



8.5 Offers by ATAR

In 2017, 27.2% of all offers were made to applicants with an ATAR of at least 70.05. Year 12 applicants who achieved an ATAR above 90.00 and received an offer accounted for 9.8% of applicants receiving offers. The average ATAR of applicants receiving an offer increased slightly from 76.4 in 2016 to 76.6 in 2017.

Table 45: Average ATAR for those receiving an offer, 2010- 2017

	2010	2011	2012	2013	2014	2015	2016	2017
Average ATAR	79.9	78.9	78.4	77.7	76.7	76.5	76.4	76.6

The share of applicants receiving offers in the ATAR band 50.00 or less declined slightly from 2.9% (8215) in 2016 to 2.7% (7620) in 2017.

Table 46: Share of applicants receiving offers by ATAR band, 2010-2017

ATAR band	2010	2011	2012	2013	2014	2015	2016	2017
50.00 or less	1,892 (0.8%)	2,419 (1.0%)	3,510 (1.4%)	5,159 (1.9%)	6,901 (2.5%)	6,693 (2.4%)	8,215 (2.9%)	7,620 (2.7%)
50.05-60.00	7,159 (3.0%)	8,771 (3.6%)	9,771 (3.8%)	11,269 (4.2%)	11,749 (4.3%)	11,617 (4.1%)	9,956 (3.5%)	10,457 (3.7%)
60.05-70.00	15,111 (6.4%)	17,166 (7.0%)	17,325 (6.8%)	18,317 (6.9%)	18,480 (6.8%)	17,940 (6.4%)	16,581 (5.8%)	18,822 (6.6%)
70.05-80.00	21,435 (9.1%)	23,215 (9.5%)	23,655 (9.2%)	24,444 (9.1%)	22,805 (8.45)	21,477 (7.7%)	22,465 (7.9%)	22,849 (8.0%)
80.05-90.00	24,824 (10.6%)	25,512 (10.4%)	25,917 (10.1%)	27,047 (10.1%)	26,372 (9.7%)	25,316 (9.0%)	25,876 (9.1%)	26,917 (9.4%)
90.05 or more	26,404 (11.2%)	26,740 (10.9%)	27,297 (10.6%)	28,149 (10.5%)	27,587 (10.1%)	26,256 (9.4%)	27,711 (9.7%)	28,177 (9.8%)
No ATAR/ Non-Yr12	138,174 (58.8%)	140,608 (57.5%)	148,997 (58.1%)	152,859 (57.2%)	158,261 (58.2%)	171,373 (61.1%)	175,042 (61.2%)	171,374 (59.9%)
Total	234,999 (100.0%)	244,431 (100.0%)	256,472 (100.0%)	267,244 (100.0%)	272,155 (100.0%)	280,672 (100.0%)	285,846 (100.0%)	286,216 (100.0%)

The likelihood of an applicant with a low ATAR receiving an offer has recorded a greater increase than for applicants with higher ATARs. In part, this is because offer rates for applicants with higher ATARs are starting from a higher base so there is less scope for an increase in offer rates. Offer rates for Year 12 applicants in the 50.00 or less ATAR band have recorded the largest increase, from 15.5% (of 12,201 applicants) in 2010, a relatively low base, to 46.5% (of 16,380 applicants) in 2017. The offer rates for the ATAR bands 80.05 to 90.00 and 90.05 or more have remained steady during the last four years at around 99.0%.

Table 47: Offer rates for Year 12 applicants by ATAR band and Non-Year 12 applicants 2010-2017

ATAR band	2010	2011	2012	2013	2014	2015	2016	2017
50.00 or less	15.5%	18.2%	23.5%	33.6%	41.1%	38.6%	46.3%	46.5%
50.05-60.00	58.5%	61.5%	70.8%	77.3%	82.8%	79.1%	77.5%	77.3%
60.05-70.00	84.8%	84.2%	82.4%	91.9%	93.0%	91.8%	91.6%	91.2%
70.05-80.00	95.1%	100.7%	100.4%	97.0%	97.3%	96.2%	97.1%	97.4%
80.05-90.00	98.4%	98.6%	97.8%	99.1%	99.1%	98.3%	98.9%	99.2%
90.05 or more	99.5%	99.3%	99.0%	99.6%	99.7%	98.9%	99.0%	99.3%
No ATAR/ Non-Yr 12	78.4%	78.7%	81.8%	82.2%	80.6%	82.7%	81.2%	78.9%
Total	80.2%	80.8%	82.8%	84.4%	83.8%	84.2%	83.7%	82.5%

Note: Offer rates are expressed as the number of offers as a percentage of (including highest preference) applications. Given that offers may result from lower order preferences, offer rates for certain ATAR bands may exceed 100%.

In 2017, Engineering and Related Technologies and Natural and Physical Sciences recorded the largest share of offers made to Year 12 applicants who achieved an ATAR above 90 (23.8% and 17.0% respectively). This reflects the relatively high ATAR entry requirements for courses in these fields. The largest share of offers made to Year 12 applicants with an ATAR of 50 or less were in the fields of Architecture 4.5% (330) and Information Technology 3.8% (334), though the absolute number of students remains small.

Table 48: Share of offers by ATAR band and field of education, 2017

Field of education	50.00 or less	50.05-60.00	60.05-70.00	70.05-80.00	80.05-90.00	90.05 or more	No ATAR/ Non-Yr 12	Total offers
Natural and Physical Sciences	603 (1.9%)	843 (2.7%)	1,867 (6.0%)	3,274 (10.5%)	4,690 (15.0%)	5,332 (17.0%)	14,717 (47.0%)	31,326 (100.0%)
Information Technology	334 (3.8%)	516 (5.9%)	836 (9.6%)	806 (9.2%)	612 (7.0%)	405 (4.6%)	5,210 (59.8%)	8,719 (100.0%)
Engineering	188 (1.1%)	323 (1.9%)	822 (4.9%)	1,440 (8.7%)	2,894 (17.4%)	3,952 (23.8%)	7,009 (42.2%)	16,628 (100.0%)
Architecture	330 (4.5%)	257 (3.5%)	492 (6.8%)	755 (10.4%)	940 (12.9%)	591 (8.1%)	3,913 (53.8%)	7,278 (100.0%)
Agriculture	76 (1.9%)	142 (3.5%)	263 (6.5%)	431 (10.6%)	407 (10.0%)	211 (5.2%)	2,534 (62.4%)	4,064 (100.0%)
Health	1,167 (1.8%)	1,893 (2.9%)	3,504 (5.4%)	4,293 (6.6%)	4,476 (6.9%)	4,773 (7.3%)	45,047 (69.1%)	65,153 (100.0%)
<i>Medical Studies</i>	2 (0.1%)	24 (1.1%)	85 (3.8%)	131 (5.9%)	105 (4.7%)	1,017 (45.7%)	862 (38.7%)	2,226 (100.0%)
<i>Dental Studies</i>	- (0.0%)	- (0.0%)	4 (0.5%)	25 (3.2%)	49 (6.2%)	138 (17.6%)	569 (72.5%)	785 (100.0%)
<i>Veterinary Studies</i>	53 (5.0%)	15 (1.4%)	28 (2.7%)	56 (5.3%)	76 (7.2%)	144 (13.7%)	679 (64.6%)	1,051 (100.0%)
<i>Nursing</i>	362 (1.4%)	691 (2.6%)	1,454 (5.5%)	1,530 (5.8%)	1,140 (4.3%)	453 (1.7%)	20,617 (78.5%)	26,247 (100.0%)
Education	865 (3.6%)	1,189 (4.9%)	1,944 (8.1%)	1,730 (7.2%)	1,201 (5.0%)	454 (1.9%)	16,730 (69.4%)	24,113 (100.0%)
Management and Commerce	1,185 (3.1%)	1,866 (4.8%)	3,030 (7.8%)	3,213 (8.3%)	4,120 (10.6%)	4,571 (11.8%)	20,743 (53.6%)	38,728 (100.0%)
Society and Culture	2,208 (3.3%)	2,347 (3.5%)	3,848 (5.8%)	4,379 (6.6%)	5,297 (8.0%)	6,372 (9.6%)	42,019 (63.2%)	66,470 (100.0%)
Creative Arts	627 (2.8%)	1,024 (4.6%)	2,016 (9.0%)	2,297 (10.2%)	2,195 (9.8%)	1,445 (6.4%)	12,895 (57.3%)	22,499 (100.0%)
Total	7,620 (2.7%)	10,457 (3.7%)	18,822 (6.6%)	22,849 (8.0%)	26,917 (9.4%)	28,177 (9.8%)	171,374 (59.9%)	286,216 (100.0%)

Note: Hospitality and Mixed Field Programs are not shown due to the small number of offers, hence the total number of offers does not equal the sum of offers by broad field of education in the above table.

9. TAC Applications

9.1 TAC Applications

The Department receives five submissions of applications and offers data from Tertiary Admissions Centres (TACs) annually. At the end of the fifth submission (reference date of 11 May 2017) there was a total of 267,896 applications, a decrease of 2.3% compared with 2016.

9.2 TAC Applications by State and Territory

Compared with 2016, Tasmania recorded the largest growth in applications (2.7%), followed by Queensland (0.6%). All other states and territories experienced negative growth in TAC applications, ranging from -6.2% (Victoria) to (-0.5%) SA/NT.

Since 2010, applications have risen by 0.3%. The largest growth has occurred in Tasmania (96.3%) and in SA/NT (18.9%).

Table 49: TAC applications by state and territory, 2010-2017

State/ Territory	2010	2011	2012	2013	2014	2015	2016	2017	% Change 2016- 2017	% Change 2010- 2017
NSW/ACT	83,108	84,415	86,999	88,697	86,998	85,207	81,633	79,076	-3.1%	-4.9%
Vic.	71,984	71,202	72,275	72,078	72,786	71,616	70,573	66,220	-6.2%	-8.0%
Qld	57,205	55,852	56,512	56,233	54,787	54,887	57,413	57,782	0.6%	1.0%
WA	20,834	20,532	19,304	18,941	18,073	13,483	17,221	17,095	-0.7%	-17.9%
SA/NT	24,235	24,766	26,425	27,065	29,633	30,914	28,964	28,819	-0.5%	18.9%
Tas.	9,630	10,443	11,652	12,383	13,133	15,838	18,407	18,904	2.7%	96.3%
Australia	266,996	267,210	273,167	275,397	275,410	271,945	274,211	267,896	-2.3%	0.3%

Notes: State and territory refers to Tertiary Admissions Centres' (TACs') jurisdictions.

Unpaid Victorian Tertiary Admission Centre (VTAC) applicants are included in the 2010 applications data but excluded in subsequent years.

9.3 TAC Applications – Prior Education

Of the total number of applications in 2017, 155,603 applications or 58.1% were from current Year 12 applicants. Year 12 applications represent the larger proportion of applications in WA (75.4%), followed by Victoria (70.4%), NSW/ACT (63.2%), Queensland (51.2%), but the reverse is true in SA/NT (46.0%) and Tasmania (17.4%).

Nationally, Year 12 applications decreased by 0.2% in 2017. Except NSW/ACT and Victoria, all states and territories recorded positive growth in Year 12 applications. Non-Year 12 applications decreased by 5.0% in 2017 with Tasmania recording the largest increase (3.2%). Non-Year 12 applications remained steady in Queensland. All other states and territories recorded negative growth in Non-Year 12 applications. Victoria recorded a decrease of 17.1%, followed by WA (-7.0%), NSW/ACT (-5.9%) and SA/NT (-1.7%).

Table 50: TAC applications by Current Year 12 status by state and territory, 2016 and 2017

State/Territory	Current Year 12			Non-Year 12		
	2016	2017	% Change	2016	2017	% Change
NSW/ACT	50,694	49,965	-1.4%	30,939	29,111	-5.9%
Vic.	46,908	46,590	-0.7%	23,665	19,630	-17.1%
Qld	29,224	29,591	1.3%	28,189	28,191	0.0%
WA	12,701	12,893	1.5%	4,520	4,202	-7.0%
SA/NT	13,155	13,271	0.9%	15,809	15,548	-1.7%
Tas.	3,280	3,293	0.4%	15,127	15,611	3.2%
Australia	155,962	155,603	-0.2%	118,249	112,293	-5.0%

9.4 TAC Offers

There were 217,570 offers made through TACs in 2017, a decrease of 2.3% compared with the same time in 2016. The majority of applications attracted offers (81.2%) in 2017, which is similar to the offer rate recorded in 2016.

9.5 TAC Offers by State and Territory

The number of offers in 2017 decreased in WA (-7.6%), NSW/ACT (-4.9%), Victoria (-4.5%) and SA/NT (-1.0%). Tasmania (9.0%) and Queensland (1.3%) recorded growth in offers in 2017. Since 2010, the number of offers has increased by 6.2%. All states and territories, except NSW and WA, have recorded positive growth in offers since 2010.

Table 51: TAC offers by state and territory, 2010-2017

State /Territory	2010	2011	2012	2013	2014	2015	2016	2017	% Change 2016-2017	% Change 2010-2017
NSW/ACT	67,232	69,149	72,004	73,501	73,071	71,545	69,545	66,112	-4.9%	-1.7%
Vic.	51,258	54,714	59,371	59,725	60,655	56,873	55,323	52,849	-4.5%	3.1%
Qld	42,738	43,391	45,637	46,752	46,530	46,244	47,169	47,785	1.3%	11.8%
WA	17,045	16,795	16,399	15,974	15,120	11,052	14,151	13,074	-7.6%	-23.3%
SA/NT	19,323	19,652	20,580	20,573	21,295	22,296	20,960	20,752	-1.0%	7.4%
Tas.	7,198	7,784	8,485	8,257	10,723	13,329	15,598	16,998	9.0%	136.1%
Australia	204,794	211,485	222,476	224,782	227,394	221,339	222,746	217,570	-2.3%	6.2%

In 2017, the highest offer rate (number of offers as a percentage of highest preference applications) was recorded in Tasmania (89.9%), followed by NSW/ACT (83.6%), Queensland (82.7%), Victoria (79.8%) and SA/NT (72.0%). Offer rates fell in WA (5.7 percentage points), NSW/ACT (1.6 percentage points) and SA/NT (0.4 percentage points). Offer rates increased in Tasmania (5.2 percentage points), Victoria (1.4 percentage points) and Queensland (0.5 percentage points). Since 2010, all states and territories experienced an increase in offer rates, except SA/NT (-7.4 percentage points) and WA (-5.3 percentage points).

Table 52: TAC offer rates by state and territory, 2010-2017

State/ Territory	2010	2011	2012	2013	2014	2015	2016	2017	Change (p.p) 2016- 2017	Change (p.p) 2010- 2017
NSW/AC	80.9%	81.9%	82.8%	82.9%	84.0%	84.0%	85.2%	83.6%	-1.6	2.7
Vic.	71.2%	76.8%	82.15%	82.9%	83.3%	79.4%	78.4%	79.8%	1.4	8.6
Qld	74.7%	77.7%	80.8%	83.1%	84.9%	84.3%	82.2%	82.7%	0.5	8.0
WA	81.8%	81.8%	85.0%	84.3%	83.7%	82.0%	82.2%	76.5%	-5.7	-5.3
SA/NT	79.7%	79.4%	77.9%	76.0%	71.9%	72.1%	72.4%	72.0%	-0.4	-7.7
Tas.	74.7%	74.5%	72.8%	66.7%	81.6%	84.2%	84.7%	89.9%	5.2	15.2
Australi	76.7%	79.1%	81.4%	81.6%	82.6%	81.4%	81.2%	81.2%	0.0	4.5

9.6 TAC Offers – Prior Education

Nationally, TAC offers to current Year 12 applicants decreased by 1.0% in 2017. SA/NT recorded the largest increase in offers to Year 12 applicants (2.1%), followed by Queensland (1.7%) and Victoria (1.6%). NSW (-4.5%), WA (-4.3%), Tasmania (-3.1%) recorded declines in Year 12 offers in 2017.

Offers to non-Year 12 applicants decreased by 4.2% nationally in 2017. Offers to non-Year 12 applicants decreased in all states and territories, except Tasmania which increased by 11.5% and Queensland which increased by 0.9%. Victoria recorded the largest decrease in offers to non-Year 12 applicants (-17.5%), followed by WA (-17.2%), NSW/ACT (-5.7%) and SA/NT (-4.1%).

Table 53: TAC offers by Current Year 12 status by state and territory, 2016 and 2017

State/Territory	Current Year 12			Non-Year 12		
	2016	2017	% Change	2016	2017	% Change
NSW/ACT	45,061	43,016	-4.5%	24,484	23,096	-5.7%
Vic.	37,852	38,439	1.6%	17,471	14,410	-17.5%
Qld	25,583	26,015	1.7%	21,586	21,770	0.9%
WA	10,515	10,064	-4.3%	3,636	3,010	-17.2%
SA/NT	10,533	10,755	2.1%	10,427	9,997	-4.1%
Tas.	2,657	2,575	-3.1%	12,941	14,423	11.5%
Australia	132,201	130,864	-1.0%	90,545	86,706	-4.2%

Nationally applications from Year 12 applicants were more likely to generate an offer than applications from non-Year 12 applicants. In 2017, the Year 12 offer rate was 84.1% compared with the non-Year 12 offer rate of 77.2%. In 2017, Year 12 offer rates were higher than the non-Year 12 offer rates in all states and territories except Tasmania.

Table 54: TAC offer rates by Current Year 12 status by state and territory, 2016 and 2017

State/Territory	Current Year 12			Non-Year 12		
	2016	2017	Change (p.p)	2016	2017	Change (p.p)
NSW/ACT	88.9%	86.1%	-2.8	79.1%	79.3%	0.2
Vic.	80.7%	82.5%	1.8	73.8%	73.4%	-0.4
Qld	87.5%	87.9%	0.4	76.6%	77.2%	0.6
WA	82.8%	78.1%	-4.7	80.4%	71.6%	-8.8
SA/NT	80.1%	81.0%	1.0	66.0%	64.3%	-1.7
Tas.	81.0%	78.2%	-2.8	85.5%	92.4%	6.8
Australia	84.8%	84.1%	-0.7	76.6%	77.2%	0.6

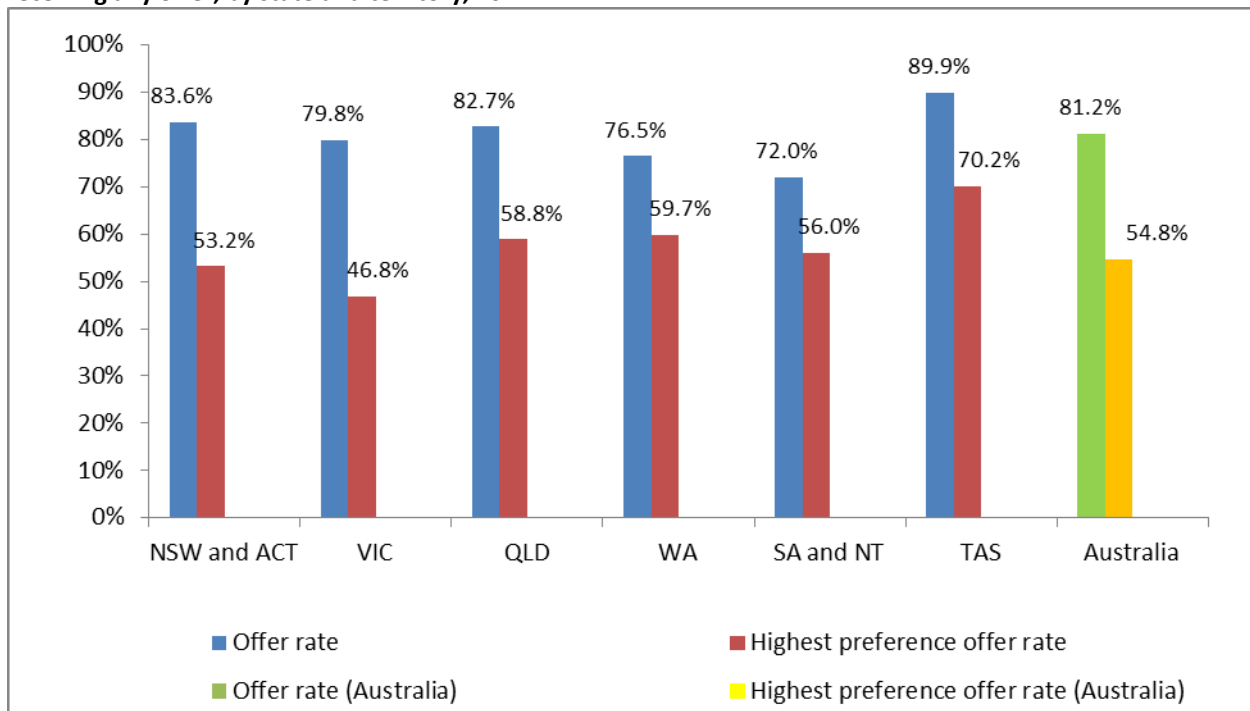
9.7 Offers by Preference Order

Across Australia, a total of 147,677 applicants received an offer for their highest preference application. Note that highest preference refers to the highest ranking preference for a Commonwealth Supported Place (CSP) in a university undergraduate award course in a set of preferences expressed by the applicant.¹⁴

Nationally, more than a half of all applicants (54.8%) were offered a place in their most preferred course. Tasmania recorded the highest first preference offer rate of 70.2%, followed by WA (59.7%). Just 46.8% of Victorian applicants received an offer in their first preference course. The gap between the overall offer rate and the highest preference offer rate was largest in Victoria (33.0 percentage points). This may be associated with supplementary offers being made in Victoria.

¹⁴ This does not necessarily represent the first preference on an application. For example, if the first preference listed in an application is a postgraduate, non-award or VET course, it is not included in the analysis of this report which is focusing on undergraduate higher education award courses. In these cases, the next highest in-scope preference is used.

Figure 12: Proportion of TAC applications who received an offer for their highest preference and proportion receiving any offer, by state and territory, 2017



10. Direct Applications

While most applications for university are processed by TACs, some applications are made directly to universities (direct applications).¹⁵ The direct admissions process is more straightforward than the TAC administrative process: the majority of direct applicants apply for a single course, unlike the preference system of the TAC process.

Compared to TAC applicants, direct applicants were less likely to be Year 12 students and hence were more likely to be older. Female and Indigenous applicants also make up a larger share of direct applicants than TAC applicants.

10.1 Direct Applications

In total, 152,653 applications were made directly to universities in 2017. This includes double counting of individuals who submitted more than one application to a single university as well as those who applied to several universities.

Different universities have different administration practices. Double counting of an applicant can occur within an institution as some universities allow several applications per applicant. Other universities allow applicants to specify several preferences on a single application form, somewhat like the system operated by TACs. Since preferences were used to a limited extent in direct admissions, the highest preference cannot easily be identified.

When one application record was selected per person, per university, there were 131,555 applications (where an applicant applied to more than one university, each application to a separate university has been counted). This method of counting direct applications was broadly analogous to reporting of TAC data in the previous chapter, where applicants were counted only once in each state but may have been counted in more than one state. The tables in this chapter are based on this group of direct applications.

There were 131,555 direct applications in 2017, an increase of 9.1%¹⁶ compared with 2016. All states and territories, except ACT, recorded positive growth in direct applications, ranging between 1.6% and 33.5%. Since 2010, when unit record data on direct applications and offers first became available to the Department, the number of direct applications has more than doubled. In 2017, 33.3% of direct applications were recorded in NSW, followed by 32.2% in Victoria and 13.8% in Western Australia.

¹⁵ Aggregated data formerly collected by Australian Vice Chancellor's Committee (AVCC) covered TAC data only. In its first year (2009), the Department's unit record collection of university applications and offers data included only data on applications that were processed by TACs. This was extended to include direct applications for the first time in 2010.

¹⁶ In 2017, some universities experienced sharp increases in direct applications and offers due to newly introduced on-line direct application methods and changes in business processes. Hence, caution is warranted when comparing 2017 direct applications and offers data with data from previous years.

Table 55: Direct applications, by state and territory, 2016 and 2017

State/Territory	2016	Share (%)	2017	Share (%)	% Change
NSW	38,536	32.0%	43,792	33.3%	13.6%
Vic.	40,590	33.7%	42,362	32.2%	4.4%
Qld	16,230	13.5%	17,018	12.9%	4.9%
WA	15,478	12.8%	18,131	13.8%	17.1%
SA	4,468	3.7%	4,898	3.7%	9.6%
Tas.	630	0.5%	640	0.5%	1.6%
ACT	3,410	2.8%	3,266	2.5%	-4.2%
NT	465	0.4%	621	0.5%	33.5%
Australia	120,606	100.0%	131,555	100.0%	9.1%

Notes: This table presents the number of applications made directly to institutions, grouped by the state/territory of their residence. The Australia total includes data that could not be assigned to a state.

10.2 Direct Offers and Acceptances

From the 131,555 applications made directly to universities in 2017, 97,393 offers were made. This is an increase of 1.3% from 96,126 offers in 2016. Half of the states and territories, recorded positive growth in direct offers, ranging between 7.5% (SA) and 13.9% (NSW). In 2017, Victoria (-14.0%), Tasmania (-11.2%), ACT (-5.6%) and Queensland (-0.1%) recorded negative growth in direct offers. In 2017, the share of direct offers by states and territories exhibits similar patterns shown in the direct applications. Offer rates in relation to direct applications decreased from 79.7% in 2016 to 74.0% in 2017. In 2016, 73,134 direct offers (or 75.1%) were accepted which is 2.7 percentage points lower than the 2016 acceptance rate.

Table 56: Direct offers, by state and territory, 2016 and 2017

State/Territory	2016	Share (%)	2017	Share (%)	% Change
NSW	30,991	32.2%	35,310	36.3%	13.9%
Vic.	31,362	32.6%	26,956	27.7%	-14.0%
Qld	13,993	14.6%	13,980	14.4%	-0.1%
WA	12,004	12.5%	13,272	13.6%	10.6%
SA	3,689	3.8%	3,967	4.1%	7.5%
Tas.	492	0.5%	437	0.4%	-11.2%
ACT	2,740	2.9%	2,586	2.7%	-5.6%
NT	416	0.4%	472	0.5%	13.5%
Australia	96,126	100.0%	97,393	100.0%	1.3%

11. Glossary

11.1 Acceptance

Applicants accepting offers are those who have advised the Tertiary Admissions Centres (TACs), or their university in relation to direct applications, that they have accepted conditionally or unconditionally the offer they have received. Not all universities require applicants to respond to the state TACs. Acceptance rates may therefore be understated. An acceptance does not necessarily mean that the student will enrol in that course and in some states, advising the TAC that they are rejecting the offer does not prevent the applicant from enrolling with the university based on that offer.

11.2 Acceptance rate

The acceptance rate is the percentage of applicants with an offer who formally accept an offer. Not all universities require applicants to respond to the state TACs. Acceptance rates may therefore be slightly understated.

11.3 Age

Age is calculated as at 31 December 2016.

11.4 Applicant

For the purposes of this report, a valid applicant is defined as an Australian or New Zealand citizen, permanent resident or permanent visa holder who has applied through a TAC or directly to a university during the 2016-17 admissions cycle and who expressed at least one preference for a Commonwealth supported places in a higher education undergraduate award course at a Table A or B higher education provider (HEP). If an applicant applies to more than one TAC, home state highest preference application takes precedence. Further, if an applicant applies through a TAC and directly to university, direct application takes precedence.

11.5 Application

A valid application is one submitted to a TAC or directly to a university during the 2016-17 admission cycle by an Australian or New Zealand citizen, permanent resident or permanent visa holder, provided that at least one preference was for a Commonwealth supported place in a higher education undergraduate award course at a Table A or B HEP. Applications are excluded if they have been cancelled by TACs as duplicates or because the applicant is known to be deceased or has falsified documentation or for other administrative reasons. An applicant may make multiple applications during the application process and each submission is considered a separate application.

11.6 Australasian Curriculum, Assessment and Certification Authorities (ACACA) Year 12 programs

Each State has its own approved Year 12 program. ACACA is the national body responsible for monitoring senior secondary curricula and certification in Australia and New Zealand. The current programs by state are: NSW Higher School Certificate, ACT Year 12 Certificate, ACT Tertiary Entrance Statement, Queensland Certificate in

Post-Compulsory School Education, Queensland Senior Certificate and Tertiary Entrance Statement, South Australian Certificate of Education, Northern Territory Certificate of Education, Tasmanian Certificate of Education, Tasmanian Qualifications Certificate, Tasmanian Certificate of Educational Achievement, Victorian Certificate of Education, Victorian Certificate of Applied Learning, and Western Australian Certificate of Education. The International Baccalaureate (IB) is an international qualification approved by ACACA in a number of states. ACACA Year 12 programs may be undertaken in schools, VET institutions or HEPs.

11.7 Australian Tertiary Admission Rank (ATAR)

Nationwide the ACACA Year 12 programs result in a measure of overall achievement. This is a secondary qualification achieved by an applicant upon completing the ACACA Year 12 program. The ATAR presents the State Tertiary Entrance Ranks from all years in a comparable fashion, allowing better analysis of difference between states. Since 1998, all states and territories, except for Queensland, have adopted the ATAR or its close equivalent as the state measure of student achievement, but with different names. In NSW and the ACT the result code was called the Universities Admissions Index (UAI); SA, NT, TAS and WA it was the Tertiary Entrance Rank (TER); and VIC the Equivalent National Tertiary Entrance Rank (ENTER). QLD retained the Overall Position (OP) system. This means that the measure in NSW, ACT, VIC, SA, NT WA, and TAS are exactly the same. The Queensland OP is mapped to the ATAR using an agreed scale. The ATAR was introduced in NSW/ACT in 2009 and in the other states except QLD in 2010. While ATAR is the more widely used term, the TACs use the term Interstate Transfer Index (ITI).

11.8 Award

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

11.9 Basis of admission

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

11.10 Current Year 12 applicant

An applicant who attempted an ACACA Year 12 program or the International Baccalaureate in 2016.

11.11 Domestic applicant

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

11.12 Field of education

The field of education (FoE) is a classification used to describe higher education courses with the same or similar vocational emphasis, principal subject matter or specialisation. FoE is identified using Australian Standard Classification of Education

(ASCED) codes. There are 12 broad fields of education. This report disaggregates applications, offers and acceptances by all ASCED broad fields of education, and selected narrow fields of education that are of particular interest to stakeholders.

11.13 Higher education provider (HEP)

A HEP is a university or higher education institution listed in subsection 16-15 of *Higher Education Support Act 2003* and providers as determined by the Minister under section 16-25 of the Act.

11.14 Highest preference

The highest preference refers to the highest ranking preference entered in a set of preferences by a domestic applicant for a university place and course that is considered valid (that is, a Commonwealth-supported place in a higher education undergraduate award course at a Table A or B HEP). This does not necessarily represent the first preference on an application. For example, if the first preference listed in an application is a postgraduate, non-award or VET course, it is not included in the analysis of this report which is focused on undergraduate higher education award courses. In these cases, the next highest in-scope preference is used. For both applications and offers, the preference number is the ordinal position of the course as at the reference date (for this report, 11 May 2017).

11.15 Home state applicant

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

11.16 Indigenous

Persons who identify themselves as being of Aboriginal and/or Torres Strait Islander descent. In this report, this group is also referred to as Indigenous. Note that Indigenous status is a self-identification measure. Note that Indigenous applicants may choose not to identify as Indigenous during the applications process, hence the category “non-Indigenous” in this report may include some Indigenous applicants.

11.17 Interstate applicant

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

is in a state or territory not under the jurisdiction of the TAC or the university to which they have applied directly.

11.18 Interstate Transfer Index

See ATAR.

11.19 Low socioeconomic status

See Socioeconomic Status.

11.20 Mature age applicant:

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

11.21 Australian Statistical Geography Standard (ASGS) Remoteness Area (RA)

The 2011 Remoteness Structure was built from ASGS Statistical Area Level 1 (SA1) regions. It divides SA1 regions into six categories (plus a further category for postcodes whose regionality cannot be determined). The categories are:

1. Major Cities of Australia: SA1s with an average Accessibility/Remoteness Index of Australia (ARIA) index value of 0 to 0.2.
2. Inner Regional Australia: SA1s with an average ARIA index value greater than 0.2 and less than or equal to 2.4.
3. Outer Regional Australia: SA1s with an average ARIA index value greater than 2.4 and less than or equal to 5.92.
4. Remote Australia: SA1s with an average ARIA index value greater than 5.92 and less than or equal to 10.53.
5. Very Remote Australia: SA1s with an average ARIA index value greater than 10.53
6. Migratory: composed of off-shore, shipping and migratory SA1s
7. Unknown, not on ASGS postcode file.

In this report, these categories are aggregated into two groups [metropolitan (1) and non-metropolitan (2-5)] plus a category for unknown and people residing outside Australia.

11.22 Metropolitan

In this report, a resident of a postcode area in ASGS Remoteness Area category 1.

11.23 National priority area

Areas in which the Government may allocate Commonwealth supported places to non-Table A providers. National priorities for the allocation of Commonwealth supported places are teaching and nursing; the study of natural and physical sciences, information technology, health, education and society and culture at the

University of Notre Dame Australia; and supporting Indigenous students studying at the University of Notre Dame Australia.

In the past national priority areas have included disciplines for which students paid a reduced contribution amount. For examples, mathematics and science units were considered a national priority and students enrolled in these units paid a reduced student contribution amount until the band 2 rate was restored for these units on 1 January 2013. There are no longer any disciplines for which the national priority rate for student contributions applies.

11.24 Non-metropolitan

In this report, a resident of a postcode area in ASGS Remoteness Area categories 2 to 5.

11.25 Non-Year 12 applicant

An applicant is classified as a non-Year 12 applicant if they did not attempt an ACACA Year 12 program or the International Baccalaureate in 2016.

11.26 Offer

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

11.27 Offer rate

The offer rate is the proportion of applicants with at least one valid preference (both TAC and direct applicants data combined) who receive an offer.

11.28 Overall Position (OP)

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

11.29 Postgraduate course

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

11.30 Preference

The current process allows for applicants to apply for several courses in the same application. The number of preferences allowed in an application varies depending on the TAC. Applicants must enter their preferences for courses in order of choice. The ordinal position of each preference in a set of preferences is reported as at the reference date (11 May 2017 for this report).

11.31 Qualification

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

11.32 Secondary education

Education of the type usually (but not always) undertaken by a student in secondary schools, and extending up to an including Year 12 studies or education of a similar type undertaken in institutions other than secondary schools (e.g. in evening colleges, TAFE institutions).

11.33 Socioeconomic status

A measure of an applicant's social background based on postcode of permanent home residence. Socioeconomic status (SES) takes values - high, medium, or low derived from 2011 (for reference years from 2012) ABS Socio-Economic Index for Areas (SEIFA) Index of Education and Occupation (IEO) which uses data from the 2011 Population Census. The postcode measure of SES provides an indication of the level of disadvantage in a student's community. The group of postcodes at the lowest end of the ranking which contain the first 25 percent of the population are allocated a low SES classification, those containing the next 50 per cent of the population a medium SES classification and the final 25 per cent a high SES classification.

11.34 State and territory

Unless otherwise specified, all references to "state and territory" in this report refers to state and territory of the TAC.

11.35 State tertiary entrance ranks

See ATAR.

11.36 Table A and B Universities

The scope of the report refers to applications, offers and acceptances for Commonwealth Supported Places at Table A and Table B universities. Providers listed in Table A of the Higher Education Support Act 2003 (HESA) are approved for all Australian Government grants under HESA and their students can receive all forms of assistance. Providers listed in Table B are eligible for some grants for particular purposes as outlined under Section 41 10 of HESA. Table B providers can offer FEE HELP assistance to their students. Table B providers approved for National Priority places can also offer HECS HELP assistance.

11.37 Technical and Further Education (TAFE)

State and territory government-funded VET providers.

11.38 Tertiary Admissions Centre (TAC)

TACs are owned by universities but have different governance arrangements. TACs manage applications and offers on behalf of their member universities. Each TAC is separate and independent. Nationwide the following TACs operate: Universities Admissions Centre (UAC) in NSW and the ACT; Victorian Tertiary Admissions Centre (VTAC); Queensland Tertiary Admissions Centre (QTAC); South Australian Tertiary Admissions Centre (SATAC) in South Australia and the Northern Territory; and

Tertiary Institutions Service Centre (TISC) in Western Australia. The University of Tasmania (UTAS) acts as a TAC for Tasmania.

11.39 Undergraduate course

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

11.40 Vocational Education and Training (VET)

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

12. Abbreviations

AQF: Australian Qualifications Framework

ARIA: Accessibility/Remoteness Index of Australia

ATAR: Australian Tertiary Admission Rank

ATN: Australian Technology Network

ASCED: Australian Standard Classification of Education

CSP: Commonwealth supported place

ENTER: Equivalent National Tertiary Entrance Rank

FoE: Field of Education

Go8: Group of Eight Member Universities

HECS: Higher Education Contribution Scheme

HELP: Higher Education Loan Program

HEP: Higher Education Provider

IB: International Baccalaureate

IEO: Index of Education and Occupation

IRU: Innovative Research Universities

ITI: Interstate transfer index

LSAY: Longitudinal Survey of Australian Youth

OP: Overall Position

RUN: Regional Universities Network

QTAC: Queensland Tertiary Admissions Centre

SATAC: South Australian Tertiary Admissions Centre

SEIFA: Socio-Economic Index for Areas

SES: Socioeconomic status

TAC: Tertiary Admissions Centre

TAFE: Technical and Further Education

TER: Tertiary entrance rank

TES: Tertiary entrance score

TISC: Tertiary Institutions Service Centre

UA: Universities Australia

UAC: Universities Admissions Centre

UAI: Universities Admissions Index

VET: Vocational education and training

VTAC: Victorian Tertiary Admissions Centre

13. References

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

ABS (2016), *2016 Census of Population and Housing*.

Department of Education and Training (various years), *Higher Education Statistics Collection: Students*.