

Change and transformation in student transfer from Australian vocational to higher education

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Table 1: proportion of domestic bachelor students admitted on the basis of a vocational qualification and proportion from a low socio economic status background by type of institution, 2008 (%)

Institution type	Basis of VET	Low SES
ATN-like universities	14	16
New generation universities	13	16
1960s – 1970s universities	10	19
Rural universities	9	26
Group of Eight universities	2	11
All universities	9	17
Private creative arts colleges	5	10
Private religious colleges	4	19
Private business colleges	4	12
Private health colleges	0	18
Other private colleges	1	15
All private colleges	3	14
Tafe institutes	19	12
ALL INSTITUTIONS	9	17

$$\text{Coefficient of variation} = \frac{\text{standard deviation}}{\text{mean}} \times \frac{100}{1}$$

Table 2: mean, standard deviation and variation of proportion of domestic bachelor students admitted on the basis of a vocational education qualification by type higher education institution, 2008 (%)

Institution type	Mean	Std dev	Variation
ATN-like universities	14	8	62
New generation universities	13	7	54
1960s – 1970s universities	10	3	29
Rural universities	9	6	66
Group of Eight universities	2	2	106
All universities	9	7	72
Private creative arts colleges	5	8	167
Private religious colleges	4	5	112
Private business colleges	4	2	38
Private health colleges	0	0	0
All private colleges	3	5	169
ALL INSTITUTIONS	9	7	72

Table 3: proportion of domestic undergraduate students by basis of admission, Tafe institutes and all higher education institutions, 2008 (%)

Institute	HE students	Basis of admission of commencing undergraduates				
		Higher	Secondary	Vocational	Mature age	Other
Box Hill	187	4	67	19	9	1
NMIT	76	3	28	24	32	12
Gordon	21	0	24	0	67	10
All Tafes	284	4	54	19	20	3
ALL HE	206,939	23	45	9	6	17

Table 4: each broad field of education's share of enrolments in vocational education programs of certificate IV or higher, share of domestic students admitted to a bachelor program on the basis of a vocational education qualification, and share of domestic low socio economic status backgrounds in higher education, 2008 (%)

Field	> Cert III ens	VET basis	HE comm	Low SES
Management and commerce	33	23	17	15
Society and culture	16	20	26	24
Health	8	18	14	15
Education	8	16	10	12
Creative arts	6	8	9	8
Engineering and related techs	11	4	6	6
Information technology	4	4	3	3
Natural and physical sciences	1	3	8	9
Architecture and building	5	3	3	2
Ag, environmental and related	2	1	2	2
Food, hospitality, services	2	0	0	0
Mixed field programs	3	0	2	4
TOTAL	100	100	100	100

Table 5: proportion of domestic students admitted to a bachelor program on the basis of a vocational education program and proportion of students commencing a bachelor program from a low socio economic status background for each broad field of education in 2008 (%)

Field of education	VET basis	Low SES
Nursing	22	24
Education	13	22
Information technology	12	18
Management and commerce	11.6	16
Health	11	19
Architecture and building	11	12
Agriculture, environmental and related	8	21
Society and culture	7	17
Creative arts	7	14
Engineering and related technologies	6	18
Natural and physical sciences	3.5	17
ALL	9	17

Table 6: institutional means, standard deviations and variations of proportion of domestic bachelor students admitted on the basis of a vocational education qualification at Australian universities, 2008 (%)

Field of education	Mean	Std dev	Variation
Nursing	20	14	67
Architecture and building	13	20	154
Health	12	11	95
Education	11	10	91
Management and commerce	11	9	84
Information technology	10	10	96
Agriculture, environmental and related studies	7	7	101
Society and culture	7	7	98
Creative arts	7	9	127
Engineering and related technologies	6	6	99
Natural and physical sciences	4	4	95
ALL	9	7	72

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