Senator Collins Questions on Notice – Senate Public Hearings into HESLA Bill

1. What is the assessment of financial impact on each of your members, from the cuts – both efficiency dividend and performance funding – for each of your members over the next four years?

The university assessment of the impact of both measures is provided in Table One along with an estimate for the IRU overall of the revenue at risk from the changes to funding for New Zealand and Permanent residents.

In total these measures:

- lose IRU members $43 million a year by 2021 through the cut to CGS funding;
- put at risk for IRU members $79 million a year by 2021 thorugh the performance proposal; and
- put at risk $74 million a year for IRU members enrolment of New Zealander and Permanent Resident students.

2. What is IRU's assessment about the cuts to CGS grants – and the rates after the efficiency dividend?

The IRU estimate of the funding rates and student charges 2018 to 2021 is at Table Two. These are derived from the provisions of the Bill that set the Commonwealth Grant Scheme amounts and define the increase to student contributions.

The IRU estimated the impact of the cuts and the increases to student charges in Table One of our submission. It shows that by 2021 the Government would save 10.3% of its CGS expenditure, with student payments increasing 7.5% for universities to have an ongoing loss of 2.8%.

Once the efficiency dividend had been applied university funding is forever worth 5% less than it would otherwise be.

The Government has made much of the apparent 23% increase in its expenditures from 2017 to 2021, using this to argue its package is modest and necessary. It is important to break down that increase. The Government released data show that 87% of the increase is from HELP. It is possible to estimate further that 61% is FEE HELP and other non HECS HELP programs. That is, the increase has little relationship to the main Government funding of undergraduate student places.

	2017 $b (estimate)	2018 $b (estimate)	2019 $b (estimate)	2020 $b (estimate)	2021 $b (estimate)	Change	% of change
CGS	7.1	6.9	6.9	7.0	7.1	0.0	0%
HECS HELP	*5.1*	*5.3*	*5.6*	*5.9*	*6.2*	1.0	26%
Other HELP	*1.3*	*2.5*	*2.9*	*3.2*	*3.6*	2.4	61%
HEPPP	0.1	0.1	0.2	0.2	0.2	0.0	1%
Research grants	2.8	2.9	2.9	3.1	3.1	0.3	8%
Other	0.7	0.8	0.8	0.9	0.9	0.2	5%
Total	**17.2**	**18.6**	**19.2**	**20.2**	**21.1**	3.9	100%

Source: Government tables released to justify the 23% claim. IRU has estimated HECS-HELP based on its known proportionate relationship to the CGS.

3. What is IRU's assessment of average per student Commonwealth funding over the past 10 years?

The Minister for Education and Training, Senator Birmingham, has provided data to the Australian media suggesting that over the past decade that funding per head of Australian students in university has risen. The data has not been released generally. It is at Table Three.

Universities dispute that funding has risen per student. Our main argument that there has been no change to the combined funding by discipline from the Commonwealth Grant Scheme places and student contributions.

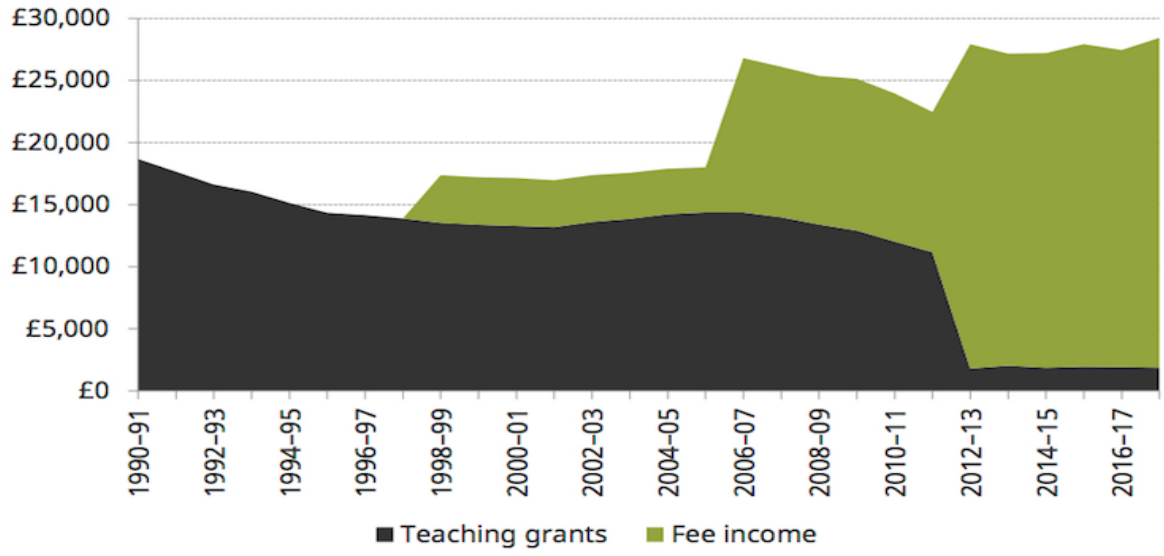
The attached paper considers this question in detail. The main points are:

- there has been no increase to the revenue for a discipline since 2010, other than the annual indexation process;
- the proportion of students enrolled in medium to higher cost disciplines has grown, which creates an increase in the average across all students along with a balancing increase in the needed expenditure to educate those students. This accounts for almost 1% increase in the average between 2010 and 2015;
- the index applied to the funding rates was considerably less than the rise in university costs through to 2011. Since then the index has intentionally been just under a reasonable estimate of the rise in university costs.

We do not know the factor the Government uses to inflate past year figures into 2017 dollar values. The difference between this factor and the annual indexation factor appear to be the main driver of the Government's claim for funding to have increased in real terms 2009 to 2016.

This outcome is in marked contrast to the changes in England where over the past decade the substantial increases in student charges have flowed through to universities, permitting much greater investment in student's education. See figure 4.1 below from the Institute of Fiscal Studies report *Higher Education funding in England: past, present and options for the future.* In Australia increases in student charges, other than in 2005, have been balanced by reductions in Government funding.

Figure 4.1. University resources per student per degree for students starting between 1990–91 and 2017–18 (2017 prices)



4. Professor Stirling spoke about changes in take-up rates in the UK after increases in fees. Can he elaborate on this? Is there relevant research?

The Higher Education Funding Council of England has analysed the impact of the 2012 increase in student charges and the gradual introduction of funding for all applicants in England with reports at http://www.hefce.ac.uk/analysis/impact/. The conclusion is that the changes have driven down the number of older and part time students.

The most recent data on applications is at https://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports. The report shows that applications from younger people remain strong but that older applicants continue to reduce in number. Younger people from different backgrounds also remain as likely as before to apply – that is, the level of disadvantage remains but has not worsened and in some areas has improved.

A further study https://www.suttontrust.com/research-paper/independent-commission-on-fees-2015/ by the Independent Commission on Fees, the body set up to monitor the impact of higher fees, said raising the cost of undergraduate tuition to £9,000 a year has led to "a significant and sustained fall in part-time students and mature students" It added: "We believe that the new fee regime is a major contributory factor."

Australian experience with increases in charges is of a similar pattern where the school leaver groups tend to continue to apply, reliant on the postponed payment of the charge. However, older applicant numbers tend to fall back with increases in charges.

The impact on older students is particularly relevant to the requirement that New Zealander and Permanent Resident students pay the whole cost of their education, using FEE-HELP. The average age of these students at Flinders is 30; reflecting a generally mature age group. The English and previous Australian experience suggests that it is likely that the proposed dramatic increase in fees charged to these students would reduce the number studying, not increase it as suggested by the Government. The likely reduction in education take up is confirmed in the private submissions to the Senate process from affected families. Making access for these potential students to higher education harder is a personal tragedy for those affected but will also impact on Universities as set out in Table One in response to Question One.

5. How can the performance funding system be better designed?

The IRU has been supportive of an element of performance funding as a factor addressing student outcomes with bespoke university targets, tied to accessing higher levels of revenue from Government and students combined (IRU Pre Budget Submission 2017).

Our submission to the Inquiry sets out the problems with the Government proposal which starts with lack of clarity about the performance issues the Government wants addressed.

The essence of the IRU concern is that the proposal puts a very large amount of existing funding at risk to establish a performance measure. It is incentive through fear not aspiration to improve.

Hence, the first necessary aspect is to make the fund an incentive for universities to aim at in recognition of improving outcomes for students, not a risk of loss of existing funding. The size of the funds available should be proportionate to creating an incentive but not so large that failure to win funds would severely disadvantage students in a university not achieving funding against students in a university that does. The 2008 *Review of Higher Education* (Bradley report) recommendation 32 suggested funding equal to 2.5% of the Commonwealth Grant Scheme.

The second issue is the lack of any outline about how performance would be assessed such that the Parliament is asked to approve a scheme whose detail will only be known after the Bill is passed. At

a minimum, the scheme should only come into force once the necessary Guidelines have been developed and subject to the disallowance period.

6. Can IRU elaborate on Professor Stirling's assessment of the changing profile of Australian students?

Professor Stirling in his opening comments pointed out that university funding has risen over the past half decade based on the expansion in the number of Australian students. The funding for each students has remained essentially static. As shown in our response to Question 2 above the balance of students across disciplines has changed with strong growth in STEM and health courses.

7. What is your assessment on the regulatory impact of this bill?

The Bill contains many measures some of which require additional regulatory operations for the Government, many that extend the reporting requirements on universities and others which have no or minimal additional impact.

The major increases would come from:

1. Scholarship system for postgraduate coursework places, which is to have a new body to oversee the extremely challenging task of identifying each year which of approximately 90000 new postgraduate students will be the 350000 who receive a funding voucher;
2. Performance funding: the arrangements remain largely unknown but must involve more complicated data collection and negotiation of targets with each university;
3. Sub-bachelor courses, where the change from allocated places requires approval of courses as meeting an industry focus and a requirement to exclude applicants who have previous higher education qualification;
4. Enabling course places: involves students paying a charge or committing to a HECS-HELP advance. Universities with enabling places will need to retender for them on a regular basis; and
5. Transparency for teaching and research expenditure: universities are already meeting the Government request to provide more information about admissions. The detail of teaching and research expenditures data collection remain undefined but must require more resources from each university.

Changes to reduce Government funding and to increase the student charge largely build of existing systems. The unusual aspect is that current students will face a higher charge than was known when they began their course. On previous occasions when the student contribution has increased it has applied to new students only.

The changes proposed for the HEPP Program are an improvement on the current over regulation of the program. They will give universities more discretion about the use of funds, remove the pointless annual acquittal of funds and focus instead on improved versions of the current reporting of activity and outcome.

31 July 2017

Attachment for Senator Collins Question 2: Understanding changes in average revenue per Commonwealth funded student

The Minister for Education and Training, Senator Birmingham, has provided data to the Australian media suggesting that over the past decade that funding per head of Australian students in university has risen. The data has not been released generally. It is at Table Three.

The figures are presented as being in 2017 dollar value. The figures go up and down with little apparent reason from year to year, reflecting that all of the figures are estimates not actual figures:

- those from 2009 to 2016 reflect actual data on Commonwealth Grant Scheme and other programs, adjusted into 2017 values by a factor not defined;
- 2017, is based on university estimates of the number and discipline of students this year;
- 2018 onwards are Department guesses based on current university enrolments.

Universities dispute that funding has risen per student. Our main argument that there has been no change to the combined funding by discipline from the Commonwealth Grant Scheme places and student contributions.

The most significant element is the adjustment factor used to create 2017 dollar values, more than any change in the actual funding rates or university enrolment of students.

The following explores:

1. what is meant by 'funding per student';
2. what if any policy changes could or should have changed the funding received for a student;
3. how to adjust past funding levels to produce 'current day' dollar values.

1. What does 'funding per student' mean?

The debate is complicated by two distinct approaches to the question of what funding per student means.

Universities are concerned about the actual students they enrol to teach. It makes a difference whether a student is to study engineering, nursing or accountancy. An engineer generally costs more to educate than a nurse and both more than an accountant. That is reflected in the funding that comes with each student.

Universities with the same number of students but different mixes of students will receive different levels of total funding, and hence the average per student will be different. That does not make one better funded than the other but that both receive funding in line with likely costs.

Hence for universities the question is whether funding for each student discipline by discipline has increased or decreased over time, not the average across all students regardless of changes in the mix of students by discipline.

For the Government the detail of individual students matters less. It focuses in this discussion on the total number of students and total expenditure. It tends to disregard whether the funds are supporting the same set of students or a different set. It makes a crude argument that there is more per student.

2. What policy changes affected funding per student since 2010?

Over the period since 2010 Governments of both sides have not changed the combined funding from Commonwealth Grant Scheme and student charge by discipline, other than through annual indexation. The figures for Law and for Engineering are set out below as two examples of the regular steady increase by annual indexation.

	2010	2011	2012	2013	2014	2015	2016	2017
Law								
CGS	$1,765	$1,793	$1,861	$1,933	$1,951	$1,961	$2,059	$2,089
Student	$8,859	$9,080	$9,425	$9,792	$10,085	$10,266	$10,440	$10,596
total	$10,624	$10,873	$11,286	$11,725	$12,036	$12,227	$12,499	$12,685
Engineering								
CGS	$15,156	$15,398	$15,983	$16,606	$16,762	$16,850	$17,706	$19,971
Student	$7,567	$7,756	$8,050	$8,363	$8,613	$8,768	$8,917	$9,050
total	$22,723	$23,154	$24,033	$24,969	$25,375	$25,618	$26,623	$29,021

Indexation

Since 1997, the Government's higher education programs have been indexed each year by a factor intentionally less than the actual increase in universities expenditures.

From 1997 to 2010, the index reflected changes in the minimum wage, a rate that was severely less than the growth in salaries across the economy and the impact of price changes for other purchases.

The replacement index from 2011 was more realistic. It combined the consumer price index with an element for increases in professional salaries discounted by ten percent. As the then Government said: "the new arrangements will still require productivity improvements to contribute to wage increases" (*Jobs, Productivity and fairness,* May 2009, p60).

From 2018 the Government will index higher education programs solely by the consumer price index. It is a savings measure. With this change the index will be lower than previously. The efficiencies are taken, year by year.

Overall the impact of indexation should be to have reduced the effective value of funding since the index has always been pitched below the estimate of reasonable cost increases for a university.

Funding for all students enrolled not just those within the allocated envelope

Before demand driven funding universities were funded for a set number of students in each discipline. If they enrolled additional students, they received the student contribution but not the Commonwealth Grant Scheme funding amount. To the extent that universities enrolled extra students the average funding per student was pushed down, particularly as the over-enrolment concentrated in the low cost disciplines of business, accounting and, to a lesser extent, humanities.

When demand driven funding was introduced from 2012 all students were fully funded. This created a one off upward rise of the apparent average funding per student.

Changes in the mix of students by discipline

The demand driven system was intended to promote a better mix of student degrees but allowing all interested students to pursue their ambitions. The system has worked, with strong growth in the number of students studying science, technology, engineering and mathematics (STEM) and in health professions. These growth areas are all medium to high cost disciplines, which has tended to push up the apparent funding per student.

Table Four sets out the discipline funding groups and the estimated equivalent full time student numbers for each 2010 to 2012 and 2014 to 2015. These are estimates since the Department of Education and Training does not publish this data. It is compiled from the data on undergraduate

Australian student enrolments by Field of Education, with the fields allocated to the relevant funding group. 2013 is missing since IRU had not previously analysed that year's data. 2016 data is not yet published.

Table Five shows the changing proportion of students in each funding group across 2010 to 2015, showing the growth in the middle to high cost groups.

To take a simple example. If a university has 9000 students spread equally across accounting, nursing and engineering its approximate funding would be:

	Students	$$ per student	Total
Accounting	3000	$12,000	$36,000,000
Nursing	3000	$20,000	$60,000,000
Engineering	3000	$27,000	$81,000,000
All students	9000		$177,000,000
Average			*$19,667*

If several years later its students have grown to 12000 but with more growth in nursing and accounting the apparent average funding per student has risen yet for the university there is no real improvement: the money for each discipline remains the same.

	Students	$$ per student	Total
Accounting	3600	$12,000	$43,200,000
Nursing	4200	$20,000	$84,000,000
Engineering	4200	$27,000	$113,400,000
All students	12000		$240,600,000
Average			*$20,050*

To test the extent that the changing discipline mix has driven up the average funding level IRU applied the 2017 funding rates to the enrolments from 2010 to 2015. This is set out in the table below, showing how the average funding on the 2017 rates rose from 2010.

	Estimated total revenue	Estimated total EFTSL	Average funding
2010	$9,489,173,343	496013	$19,131
2011	$9,832,769,129	512011	$19,204
2012	$10,349,278,271	537553	$19,253
2014	$11,194,494,742	580712	$19,277
2015	$11,417,830,135	592788	$19,261

Over the period since 2010 the change in the mix of student disciplines has pushed up the overall average funding per student but equally has required universities to expend more to cover the greater proportion of students in higher cost courses.

This increase in the average is not a gain to universities.

3. Adjusting dollar value across years

The figures Senator Birmingham released are stated to be in 2017 dollar value. The basis for the adjustment is not stated. In previous reports (Bradley and Lomax-Smith) the Department used the CPI as the basis to increase past year dollar figures into a current year value. The CPI is part of the annual index, and indeed will soon be the whole index.

It is noticeable that the Government's average funding figures released bounce around year to year, without any obvious reason. This suggests the major factor driving the apparent increase is the variable gap year to year between the index applied to higher education funding to maintain its value close to the level of the previous year, and the adjustment factor the Government has used.

If this is so the apparent increase is an artefact not a real reflection of the impact for universities.

Conclusion

There have been no increases to the funding rates per student in a given discipline over the period from 2010. In response to demand over that period the balance of enrolment has shifted towards mid to high cost science, technology and health courses which raise the apparent average funding but which also raised the required expenditure.

The Government's chart's yearly flux in estimating average funding appears to reflect in the main the factor chosen to adjust into current day values. It appears to have been less than the indexation factor chosen by the Government to reflect reasonable rise in university costs.

31 July 2017

Table 1: Estimated impact of Education Funding Reforms

Estimated Funding loss from efficiency dividend					
Higher Education Institution	2018	2019	2020	2021	(Subtotal)
La Trobe University	-$ 5,693,000	-$ 11,393,000	-$ 11,538,000	-$ 11,680,000	-$ 40,304,000
Griffith University	-$ 6,800,000	-$ 13,600,000	-$ 13,900,000	-$ 14,200,000	-$ 48,500,000
James Cook University	-$ 3,300,000	-$ 6,700,000	-$ 6,800,000	-$ 6,900,000	-$ 23,700,000
Murdoch University	-$ 2,774,662	-$ 5,136,161	-$ 5,252,496	-$ 5,327,100	-$ 18,490,419
Flinders University	-$ 3,700,000	-$ 7,800,000	-$ 8,100,000	-$ 8,300,000	-$ 27,900,000
Charles Darwin University	-$ 1,700,000	-$ 3,000,000	-$ 3,000,000	-$ 3,000,000	-$ 10,700,000
Total	-$ 23,967,662	-$ 47,629,161	-$ 48,590,496	-$ 49,407,100	-$ 169,594,419

Estimated Funding at risk in performance funding proposal					
Higher Education Institution	2018	2019	2020	2021	(Subtotal)
La Trobe University	-$ 16,653,000	-$ 16,451,000	-$ 16,661,000	-$ 16,865,000	-$ 66,630,000
Griffith University	-$ 20,100,000	-$ 20,600,000	-$ 20,600,000	-$ 20,600,000	-$ 81,900,000
James Cook University	-$ 9,700,000	-$ 9,500,000	-$ 9,600,000	-$ 9,700,000	-$ 38,500,000
Murdoch University	-$ 7,463,732	-$ 7,427,349	-$ 7,574,498	-$ 7,718,328	-$ 30,183,907
Flinders University	-$ 11,200,000	-$ 11,100,000	-$ 11,400,000	-$ 11,500,000	-$ 45,200,000
Charles Darwin University	-$ 6,700,000	-$ 6,700,000	-$ 6,700,000	-$ 6,700,000	-$ 26,800,000
Total	-$ 71,816,732	-$ 71,778,349	-$ 72,535,498	-$ 73,083,328	-$ 289,213,907

Estimated Funding at risk all IRU members from New Zealand and Permanent Residents							
	EFTSL from PR & NZ Residents					Revenue per EFTSL (2017 $$)	Annual revenue at risk (2015 load)
Field of Education	**2011**	**2012**	**2013**	**2014**	**2015**		
Agriculture, Environmental and	38.3	39.1	50.0	37.7	31.0	$31,859	$987,629
Architecture and Building	30.0	36.7	30.5	21.6	22.8	$19,328	$439,712
Creative Arts	213.3	236.4	280.7	247.3	243.4	$18,990	$4,622,087
Education	224.9	215.0	223.4	225.6	276.5	$17,044	$4,713,376
Engineering and Related Techı	177.3	205.1	243.9	238.4	203.2	$27,021	$5,490,089
Health*	1,002.4	1,211.9	1,171.5	1,135.1	1,441.1	$20,462	$29,487,873
Information Technology	82.7	96.6	123.0	101.1	106.4	$19,328	$2,056,680
Management and Commerce	581.7	640.4	669.2	631.7	594.5	$12,685	$7,541,761
Natural and Physical Sciences	322.3	324.7	351.4	352.9	400.6	$27,021	$10,823,958
Society and Culture	545.5	590.9	635.4	627.2	676.1	$12,158	$8,220,429
Total	**3,218.4**	**3,599.3**	**3,781.6**	**3,622.3**	**3,998.4**		**$74,383,595**

Source: CDU extract from Department of Education and Training HE data base
For Health which covers several funding rates the Nursing rates have been used.

CGS and student contribution: 2018 rates and underlying rates 2019 to 2021 (no index applied)

		2018			2019			2020			2021		
Funding cluster	**Part of funding cluster**	**Maximum student contribution amounts**	**Australian Government contribution**	**Total resourcing**	**Maximum student contribution amounts**	**Australian Government contribution**	**Total resourcing**	**Maximum student contribution amounts**	**Australian Government contribution**	**Total resourcing**	**Maximum student contribution amounts**	**Australian Government contribution**	**Total resourcing**
Funding cluster 1 Law, accounting, commerce, economics, administration		$10,951	$1,741	$12,692	$11,151	$1,365	$12,516	$11,354	$1,164	$12,518	$11,561	$959	$12,520
Funding cluster 2 Humanities		$6,561	$5,604	$12,165	$6,681	$5,316	$11,997	$6,803	$5,196	$11,999	$6,927	$5,074	$12,001
Funding cluster 3	Mathematics, statistics, computing, built environment or other health	$9,353	$10,030	$19,383	$9,524	$9,635	$19,159	$9,697	$9,490	$19,187	$9,874	$9,343	$19,217
Mathematics, statistics, behavioural science, social studies, computing, built environment, other health	Behavioural science or social studies	$6,561		$16,591	$6,681		$16,316	$6,803		$16,293	$6,927		$16,270
Funding cluster 4 Education		$6,561	$10,492	$17,053	$6,681	$10,136	$16,817	$6,803	$10,017	$16,820	$6,927	$9,876	$16,803
Funding cluster 5	Clinical psychology, foreign languages, or visual and performing arts	$6,561	$12,418	$18,990	$6,681	$12,015	$18,990	$6,803	$11,885	$18,990	$6,927	$11,752	$18,990
Clinical psychology, allied health, foreign languages, visual and performing arts	Allied health	$9,353		$21,691	$9,524		$21,691	$9,697		$21,691	$9,874		$21,691
Funding cluster 6 Nursing		$6,561	$13,911	$20,472	$6,681	$13,508	$20,189	$6,803	$13,390	$20,193	$6,927	$13,269	$20,196
Funding cluster 7 Engineering, science, surveying	Engineering, science, surveying	$9,353	$17,682	$27,035	$9,524	$17,136	$26,660	$9,697	$16,966	$26,663	$9,874	$16,795	$26,669
Funding cluster 8	Dentistry, medicine or veterinary science	$10,951	$22,486	$33,437	$11,151	$21,835	$32,986	$11,354	$21,645	$32,999	$11,561	$21,452	$33,013
Dentistry, medicine, veterinary science, agriculture	Agriculture	$9,353		$31,839	$9,524		$31,359	$9,697		$31,342	$9,874		$31,326

Rates from HELSA Bill 2017

		2018 student	2021 student	Increase
Funding cluster	**Part of funding cluster**			
Funding cluster 1 Law, accounting, commerce, economics, administration		$10,951	$11,561	$610
Funding cluster 2 Humanities		$6,561	$6,927	$366
Funding cluster 3	Mathematics, statistics, computing, built environment or other health	$9,353	$9,874	$521
Mathematics, statistics, behavioural science, social studies, computing, built environment, other health	Behavioural science or social studies	$6,561	$6,927	$366
Funding cluster 4 Education		6561	$6,927	$366
Funding cluster 5	Clinical psychology, foreign languages, or visual and performing arts	$6,561	$6,927	$366
Clinical psychology, allied health, foreign languages, visual and performing arts	Allied health	$9,353	$9,874	$521
Funding cluster 6 Nursing		6561	$6,927	$366

Table three: Government estimate of average funding per EFTSL (2017 dollars)

Year	CGS Constant	EFTSL Funded	Year on year change	Change on 2010
2009	$ 17,623	469,073		
2010	$ 18,670	499,323	6%	
2011	$ 18,024	517,776	-3%	-3.5%
2012	$ 18,947	547,848	5%	1.5%
2013	$ 19,208	576,242	1%	2.9%
2014	$ 19,080	596,734	-1%	2.2%
2015	$ 19,178	606,380	1%	2.7%
2016	$ 19,632	616,789	2%	5.2%
2017	$ 19,334	625,400	-2%	3.6%

Table Four: estimated load by funding disciplines

Year	2010	2011	2012	2014	2015
Law, accounting, administration, economics, commerce	101,761	102,163	104,064	110,804	113,089
Humanities	21,447	21,342	22,282	20,656	20,339
Behavioural Science and Social Studies	71,666	74,395	78,009	83,222	85,890
Education	41,845	42,637	45,176	48,954	48,932
Maths, Statistics, Computing, built environment Other health	57,494	61,074	65,240	74,123	75,942
Foreign languages, visual and performing arts, clinical psychology	55,315	57,357	60,758	67,501	67,633
Allied health	13,717	13,499	13,801	15,122	17,140
Nursing	24,912	26,904	28,855	32,473	35,077
Science, Engineering, Surveying	82,803	86,358	92,347	101,237	102,815
Agriculture	6,797	6,927	7,256	7,791	7,860
Dentistry, medicine, veterinary science	18,257	19,355	19,766	18,830	18,071
All disciplines	496,013	512,011	537,553	580,712	592,788

Table Five: Proportion of load by funding disciplines

	2010	2011	2012	2014	2015
Law, accounting, administration, economics, commerce	20.5%	20.0%	19.4%	19.1%	19.1%
Humanities	4.3%	4.2%	4.1%	3.6%	3.4%
Behavioural Science and Social Studies	14.4%	14.5%	14.5%	14.3%	14.5%
Education	8.4%	8.3%	8.4%	8.4%	8.3%
Maths, Statistics, Computing, built environment and Other health	11.6%	11.9%	12.1%	12.8%	12.8%
Foreign languages, visual and performing arts, clinical psychology	11.2%	11.2%	11.3%	11.6%	11.4%
Allied health	2.8%	2.6%	2.6%	2.6%	2.9%
Nursing	5.0%	5.3%	5.4%	5.6%	5.9%
Science, Engineering, Surveying	16.7%	16.9%	17.2%	17.4%	17.3%
Agriculture	1.4%	1.4%	1.3%	1.3%	1.3%
Dentistry, medicine, veterinary science	3.7%	3.8%	3.7%	3.2%	3.0%
All disciplines	100%	100%	100%	100%	100%