

Select indicators, students commencing Undergraduate Teaching courses 2022



This report shows the profile of all applicants applying to Deakin University Undergraduate Teaching courses in Trimester 1, 2022.

Information in this report includes all applicants who applied for a Deakin course via the Victorian Tertiary Admissions Centre (VTAC), as well as those who applied directly to Deakin University. This report gives an indication of the likely peer cohort for new students at Deakin. It shows the number of students who started an Undergraduate Teaching course at Deakin University in Trimester 1, 2022 and indicates the student demographics for each of the courses at the University including the proportion of domestic and international students and the equity profile of these students. It also shows the basis of admission for the students who started these courses. Information in this report includes all students enrolled in Deakin courses in Trimester 1, 2022 as of census date 31st March 2022.

All commencing Undergraduate courses (single degrees)

Basis of Admission	Domestic	International	Total
Higher Education	244	6	250
Secondary Education	234	1	235
TAFE Award	351	7	358
Other	29	3	32
Grand Total	858	17	875

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	21	0	21
Rural and remote home location	170	0	170
Low Socio-economic status background	99	0	99
Disability	80	0	80
Non-English Speaking Background	28	8	36
Gender:			
- Female	729	15	744
- Male	126	2	128
- X	3	0	3

E359 -B Education (Primary)

Basis of Admission	Domestic	International	Total
Higher Education	154	0	154
Secondary Education	128	0	128
TAFE Award	14	0	14
Other	8	0	8
Grand Total	304	0	304

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	6	0	6
Rural and remote home location	82	0	82
Low Socio-economic status background	40	0	40
Disability	37	0	37
Non-English Speaking Background	0	0	0
Gender:			
- Female	236	0	236
- Male	66	0	66
- X	2	0	2

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E377 -B Health and Physical Education

Basis of Admission	Domestic	International	Total
Higher Education	38	0	38
Secondary Education	58	0	58
TAFE Award	2	0	2
Other	3	0	3
Grand Total	101	0	101

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0	0	0
Rural and remote home location	15	0	15
Low Socio-economic status background	9	0	9
Disability	7	0	7
Non-English Speaking Background	0	0	0
Gender:			
- Female	52	0	52
- Male	49	0	49
- X	0	0	0

E333 -B Early Childhood Education

Basis of Admission	Domestic	International	Total
Higher Education	32	6	38
Secondary Education	22	1	23
TAFE Award	317	5	322
Other	18	2	20
Grand Total	389	14	403

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	11	0	11
Rural and remote home location	65	0	65
Low Socio-economic status background	46	0	46
Disability	31	0	31
Non-English Speaking Background	26	6	32
Gender:			
- Female	378	12	390
- Male	10	2	12
- X	1	0	1

E334 -B Early Childhood and Primary Education

Basis of Admission	Domestic	International	Total
Higher Education	20	0	20
Secondary Education	26	0	26
TAFE Award	18	2	20
Other	0	1	1
Grand Total	64	3	67

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	4	0	4
Rural and remote home location	8	0	12
Low Socio-economic status background	4	0	7
Disability	5	0	8
Non-English Speaking Background	2	2	5
Gender:			
- Female	63	3	66
- Male	1	0	1
- X	0	0	0

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All commencing Undergraduate courses (combined degrees)

Basis of Admission	Domestic	International	Total
Higher Education	63	2	65
Secondary Education	99	4	103
TAFE Award	19	0	19
Other	16	2	18
Grand Total	197	8	205

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	3	0	3
Rural and remote home location	32	0	32
Low Socio-economic status background	23	0	23
Disability	42	0	42
Non-English Speaking Background	3	6	9
Gender:			
- Female	119	6	125
- Male	78	2	80
- X	0	0	0

D303 -B Arts / M Teaching (Secondary)

Basis of Admission	Domestic	International	Total
Higher Education	52	0	52
Secondary Education	70	3	73
TAFE Award	15	0	15
Other	14	1	15
Grand Total	151	4	155

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	3	0	3
Rural and remote home location	27	0	27
Low Socio-economic status background	14	0	14
Disability	33	0	33
Non-English Speaking Background	1	4	5
Gender:			
- Female	92	3	95
- Male	59	1	60
- X	0	0	0

D304 -B Science / M Teaching (Secondary)

Basis of Admission	Domestic	International	Total
Higher Education	11	2	13
Secondary Education	29	1	30
TAFE Award	4	0	4
Other	2	1	3
Grand Total	46	4	50

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0	0	0
Rural and remote home location	5	0	5
Low Socio-economic status background	9	0	9
Disability	9	0	9
Non-English Speaking Background	2	2	4
Gender:			
- Female	27	3	30
- Male	19	1	20
- X	0	0	0

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Data source

Unit Level Student Data (Foundation) Package, Deakin Data Warehouse

Representation of equity groups:

Aboriginal &/or Torres Strait Islanders (Domestic students only)

Students who identify themselves as being of Aboriginal and/or Torres Strait Islander descent through self-identification on student enrolment forms.

Students from a regional/remote home location

Student's home location is classified as remote, regional or metro. This is based on the Australian Bureau of Statistics "Australian Statistical Geographic Standard".

Low socio-economic status background (Domestic students only)

Students home location is classified as high, medium or low in terms of socio-economic status. This is based on the Australian Bureau of Statistics Socio-economic Indexes for Areas (SEIFA), Index of Education and Occupation derived from the Census of Population and Housing 2016.

Students with a disability (Domestic students only)

Students who identify themselves as having a disability through self-identification on student enrolment forms.

Non-English Speaking Background (all students)

Students who speak a language other than English at home and who arrived in Australia within the last ten years.

Compiled by:

Faculty of Arts and Education | April 2022