

Select indicators, students commencing Postgraduate Teaching courses 2021



This report shows the profile of all applicants applying to Deakin University Graduate Entry Teaching (GET) courses in Trimester 1, 2021.

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 a Graduate Entry Teaching course at Deakin University in Trimester 1, 2021 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, 2021 as of June 2021.

All commencing Postgraduate courses

Basis of Admission	Domestic	International	Total
Higher Education	505	35	540
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	505	35	540

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	3		3
Rural and remote home location	91		91
Low Socio-economic status background	46		46
Disability	58		58
Non-English Speaking Background	10	19	29
Gender:			
- Female	359	30	389
- Male	145	5	150
- X	1		1

E737 - Master of Applied Learning And Teaching (Secondary)

Basis of Admission	Domestic	International	Total
Higher Education	68	0	68
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	68	0	68

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	20		20
Low Socio-economic status background	10		10
Disability	9		9
Non-English Speaking Background	2	0	2
Gender:			
- Female	45	0	45
- Male	23	0	23
- X	0	0	0

Select indicators, students commencing Postgraduate Teaching courses 2021



E761 - Master of Teaching (Early Childhood)

Basis of Admission	Domestic	International	Total
Higher Education	15	12	27
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	15	12	27

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	2		2
Low Socio-economic status background	0		0
Disability	2		2
Non-English Speaking Background	1	6	7
Gender:			
- Female	13	11	24
- Male	2	1	3
- X	0	0	0

E762 - Master of Teaching (Primary)

Basis of Admission	Domestic	International	Total
Higher Education	139	1	140
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	139	1	140

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	1		1
Rural and remote home location	22		22
Low Socio-economic status background	10		10
Disability	14		14
Non-English Speaking Background	2	0	2
Gender:			
- Female	109	0	109
- Male	30	1	31
- X	0	0	0

E763 - Master of Teaching (Secondary)

Basis of Admission	Domestic	International	Total
Higher Education	125	7	132
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	125	7	132

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	1		1
Rural and remote home location	20		20
Low Socio-economic status background	11		11
Disability	11		11
Non-English Speaking Background	1	3	4
Gender:			
- Female	66	4	70
- Male	59	3	62
- X	0	0	0

Select indicators, students commencing Postgraduate Teaching courses 2021



E764 - Master of Teaching (Primary and Early Childhood)

Basis of Admission	Domestic	International	Total
Higher Education	34	11	45
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	34	11	45

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	3		3
Low Socio-economic status background	3		3
Disability	4		4
Non-English Speaking Background	0	7	7
Gender:			
- Female	33	11	44
- Male	1	0	1
- X	0	0	0

E765 - Master of Teaching (Primary and Secondary)

Basis of Admission	Domestic	International	Total
Higher Education	124	4	128
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	124	4	128

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	1		1
Rural and remote home location	24		24
Low Socio-economic status background	12		12
Disability	18		18
Non-English Speaking Background	4	3	7
Gender:			
- Female	93	4	97
- Male	30	0	30
- X	1	0	1

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 | June 2021