

Select indicators, students commencing Postgraduate Teaching courses 2019



This report shows the profile of all applicants applying to Deakin University Graduate Entry Teaching (GET) courses in Trimester 1, 2019.

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 GET course at Deakin University in Trimester 1, 2019 and indicates the student demographics for each of the Graduate Entry Teaching 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, 2019 as of census date 31 March, 2019.

All commencing Postgraduate courses

Basis of admission	Domestic	International	Total
Higher education	496	67	563
Secondary education	129	11	140
TAFE award	17	3	20
Other	13		13
Grand Total	655	81	736

Equity profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	2		2
Rural and remote home location	130		130
Low Socio-economic status background	73		73
Disability	44		44
Non-English Speaking Background	15	59	74
Gender:			
- Female	473	72	545
- Male	182	9	191

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D303 - Bachelor of Arts / Master of Teaching (Secondary)

Basis of admission	Domestic	International	Total
Higher education	46		46
Secondary education	111	10	121
TAFE award	17	3	20
Other	13		13
Grand Total	187	13	200

Equity profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	187		187
Rural and remote home location	30		30
Low Socio-economic status background	19		19
Disability	18		18
Non-English Speaking Background	5	10	15
Gender:			
- Female	126	10	136
- Male	61	3	64

D304 - Bachelor of Science / Master of Teaching (Secondary)

Basis of admission	Domestic	International	Total
Higher education	11		11
Secondary education	17	1	18
TAFE award			
Other			
Grand Total	28	1	29

Equity profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	4		4
Low Socio-economic status background	5		5
Disability	1		1
Non-English Speaking Background	1	1	2
Gender:			
- Female	19		19
- Male	9	1	10

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E761 - Master of Teaching (Early Childhood)

Basis of admission	Domestic	International	Total
Higher education	19	23	42
Secondary education			
TAFE award			
Other			
Grand Total	19	23	42

Equity profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	5		5
Low Socio-economic status background	1		1
Disability	1		1
Non-English Speaking Background	0	17	17
Gender:			
- Female	19	22	41
- Male		1	1

E762 - Master of Teaching (Primary)

Basis of admission	Domestic	International	Total
Higher education	143	2	145
Secondary education			
TAFE award			
Other			
Grand Total			

Equity profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	30		30
Low Socio-economic status background	19		19
Disability	3		3
Non-English Speaking Background	2	1	3
Gender:			
- Female	114	2	116
- Male	29		29

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E763 - Master of Teaching (Secondary)

Basis of admission	Domestic	International	Total
Higher education	125	15	140
Secondary education			
TAFE award			
Other			
Grand Total	125	15	140

Equity profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	2		2
Rural and remote home location	27		27
Low Socio-economic status background	15		15
Disability	8		8
Non-English Speaking Background	1	12	13
Gender:			
- Female	78	12	90
- Male	47	3	50

E764 - Master of Teaching (Primary and Early Childhood)

Basis of admission	Domestic	International	Total
Higher education	41	20	61
Secondary education			
TAFE award			
Other			
Grand Total	41	20	61

Equity profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	8		8
Low Socio-economic status background	4		4
Disability	2		2
Non-English Speaking Background	2	13	15
Gender:			
- Female	38	20	58
- Male	3		3

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E765 - Master of Teaching (Primary and Secondary)

Basis of admission	Domestic	International	Total
Higher education	112	7	118
Secondary education			1
TAFE award			
Other			
Grand Total	112	7	119

Equity profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	26		26
Low Socio-economic status background	10		10
Disability	11		11
Non-English Speaking Background	4	5	9
Gender:			
- Female	79	6	85
- Male	33	1	34

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:

Strategic Intelligence and Planning Unit

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