

Select indicators, students commencing Postgraduate Teaching courses 2022



This report shows the profile of all applicants applying to Deakin University Graduate Entry Teaching (GET) 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 a Graduate Entry 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 Postgraduate courses

Basis of Admission	Domestic	International	Total
Higher Education	396	9	405
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	396	9	405

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	2		
Rural and remote home location	84		84
Low Socio-economic status background	42		42
Disability	38		38
Non-English Speaking Background	6	9	15
Gender:			
- Female	265	8	273
- Male	127	1	128
- X	4		4

E737 - Master of Applied Learning And Teaching (Secondary)

Basis of Admission	Domestic	International	Total
Higher Education	56	0	56
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	56	0	56

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	1		1
Rural and remote home location	20		20
Low Socio-economic status background	10		10
Disability	7		7
Non-English Speaking Background	1	0	1
Gender:			
- Female	29	0	29
- Male	27	0	27
- X	0	0	0

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E761 - Master of Teaching (Early Childhood)

Basis of Admission	Domestic	International	Total
Higher Education	14	2	16
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	14	2	16

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	5		5
Low Socio-economic status background	2		2
Disability	1		1
Non-English Speaking Background	1	2	3
Gender:			
- Female	13	2	15
- Male	1	0	1
- X	0	0	0

E762 - Master of Teaching (Primary)

Basis of Admission	Domestic	International	Total
Higher Education	89	1	90
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	89	1	90

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	1		1
Rural and remote home location	16		16
Low Socio-economic status background	9		9
Disability	9		9
Non-English Speaking Background	0	1	1
Gender:			
- Female	63	1	64
- Male	24	0	24
- X	2	0	2

E763 - Master of Teaching (Secondary)

Basis of Admission	Domestic	International	Total
Higher Education	107	1	108
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	107	1	108

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	20		20
Low Socio-economic status background	12		12
Disability	9		9
Non-English Speaking Background	1	1	2
Gender:			
- Female	56	1	57
- Male	50	0	50
- X	1	0	1

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E764 - Master of Teaching (Primary and Early Childhood)

Basis of Admission	Domestic	International	Total
Higher Education	33	5	38
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	33	5	38

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	5		5
Low Socio-economic status background	4		4
Disability	4		4
Non-English Speaking Background	2	5	7
Gender:			
- Female	32	4	36
- Male	1	1	2
- X	0	0	0

E765 - Master of Teaching (Primary and Secondary)

Basis of Admission	Domestic	International	Total
Higher Education	97	0	97
Secondary Education	0	0	0
TAFE Award	0	0	0
Other	0	0	0
Grand Total	97	0	97

Equity Profile	Domestic	International	Total
Aboriginal / Torres Strait Islander background	0		0
Rural and remote home location	18		18
Low Socio-economic status background	5		5
Disability	8		8
Non-English Speaking Background	1	0	1
Gender:			
- Female	72	0	72
- Male	24	0	24
- 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.

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