

# ATWD Key Metrics Dashboard release

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## Initial teacher education (ITE) priority data (2005–2019)

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## Key messages

### National Supply Trends – Commencements, Enrolments, Completions

- New visualisations have been added to the ATWD Key Metrics Dashboard that provide detailed segmentation of the characteristics of ITE students commencing, enrolled and completing at a national level.

### Increasing success of mixed methods ITE programs for full time students:

- ITE programs delivered on campus are still the most popular choice for full-time ITE students – in 2019, 65% of full-time ITE commencements and 60% of full-time ITE completions were in an on-campus program
- However, the popularity of commencing programs delivered entirely on campus has continued to fall, with students increasingly undertaking mixed method (on campus and online) and fully external (online only) ITE programs.
- Moreover, supply trends indicate that ITE programs delivered using a mixed methods (on campus and online) delivery mode are increasingly successful in delivering ITE graduates from the full-time student cohort.
- From 2005 to 2019 *for full time students*:
  - Both commencements, and completions of ITE programs delivered fully on campus steadily decreased (commencements in internal programs decreased by 20 percentage points, completions in internal programs decreased by 16 percentage points).
  - Commencements and completions of programs delivered using a mix of on-campus and online delivery have steadily increased (commencements in mixed programs increased by 9 percentage points, completions in mixed programs increased by 16 percentage points).
  - Commencements in ITE programs delivered externally have increased by 12 percentage points. However, completions for external programs have not kept pace, increasing by 8 percentage points.

### Students studying part-time in an ITE program delivered by an external mode of delivery (online courses) may be at more risk of non-completion of ITE programs

- Externally delivered ITE programs are increasingly taken by part-time students, however these programs are not increasingly delivering ITE graduates.
- Externally delivered ITE courses are the most popular program type among part-time ITE students, and their popularity has been increasing – in 2019, 65% of part-time ITE commencements were in an external (predominantly online) ITE program.
  - Commencements into externally delivered ITE courses has increased by 14 percentage points for part-time students from 2005 to 2019.
  - Commencements in ITE programs delivered on campus has decreased by 12 percentage points for part-time students from 2005 to 2019.

- However, completions of external ITE programs among part-time students has not shown the same longitudinal growth trend as commencements, and has not increased over the same period – remaining steady from 2005 to 2019 at about 43% of all part-time completions.
- Future ATWD releases will provide cohort analysis of completion rates over time to explore this trend further as required.

### Attracting men who are changing careers to the profession.

- From 2005 to 2019 the proportion of men aged over 31 who are commencing, enrolled in or completing an ITE program has decreased by 12 percentage points (commencements), 10 percentage points (enrolments) and by 15 percentage points for completions.

### Basis of Admission

- Fewer commencements are entering on the basis of a recorded ATAR. This reflects the fact that more ITE commencements are at the postgraduate level, and that those admitted to an undergraduate program from a secondary pathway are less likely to be admitted on the basis of ATAR.
  - The proportion of all ITE students entering through a secondary pathway was slightly higher in 2018 and 2019 (25–26%) than in 2015 to 2017 (22–23%).
  - For those entering via a secondary pathway, the proportion who are admitted on the basis of their ATAR has continued to decline through 2018 (64%) and 2019 (62%), down from 67% in 2017, and a peak of 73% in 2007.
- Where ATAR is the basis of admission, the average ATAR score has increased since 2015. For those admitted to an undergraduate ITE program on the basis of their ATAR, the proportion of students with an ATAR above 70 has increased, to 72% in 2019, up from the low of 61% in 2015.
- As the number of all ITE students admitted via an ATAR is decreasing, but the average ATAR is increasing, the proportion of all ITE students admitted with an ATAR above 70 is slightly increasing (8.9% 2015; 11.2% 2019).

### Completion rates

- Completion rates require cohort analysis for specific commencement cohorts and therefore are only available for postgraduate cohorts that commenced prior to 2016 (4-year completion rates) and undergraduate cohorts that commenced before 2014 (6-year completion rates).
- Comparison of the 6-year completion rates for undergraduate ITE courses, the point at which most undergraduate students have completed their ITE studies, for the cohorts that commenced between 2005 and 2014 indicates ongoing decreasing completion rates in all undergraduate ITE courses.
  - 6-year completion rates for undergraduate primary programs have steadily decreased from 2005 to 2014 by 15 percentage points from 67% in 2005, to 52% completing their degree in six years in 2014.
  - 6-year completion rates for undergraduate early childhood programs steadily decreased by 6 percentage points from 55% in 2005 to 49% in 2014.
  - 6-year completion rates for undergraduate secondary programs steadily decreased by 9 percentage points from 2005 (60%) to 2014 (51%).
- The 4-year completion rates for postgraduate ITE courses, the point at which most post graduate students have completed their ITE studies, across 2014, 2015 and 2016 indicates decreasing completion rates year-on-year in primary and early childhood programs:
  - In Primary postgraduate courses commenced in 2016, 66% of students had completed within four years, a 12-percentage point decrease compared to 2014 (78%) and 5 percentage points lower than in 2015 (67%).

- In Early childhood ITE courses commenced in 2016, 70% of students had completed within four years, a 6-percentage point decrease compared to a 2014 and a 10-percentage point decrease compared to 2015.
- In Secondary postgraduate ITE courses completion rates over four years have remained steady (2016: 79%, 2015: 78%, 2014, 81%).

### **First to second year attrition**

- While full course completion rates are declining, dropping out in the first year of study has not markedly increased for both postgraduate and undergraduate ITE courses. Further work to understand first-year attrition for primary, secondary and early childhood will follow.
  - First- to second-year attrition rates have increased for all postgraduate ITE courses by 4 percentage points from 2014 (14%) to 2018 (18%). This may reflect the transition of postgraduate programs from one year to two years during this period.
  - Across all undergraduate ITE programs, first- to second-year attrition rates have remained at around 25% from 2011.