

Initial teacher education

Program and commencement data

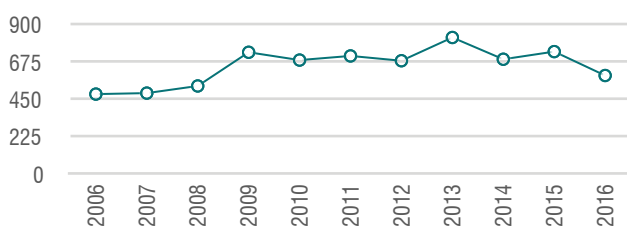
Student demographics

2016 commencing students

		Number	%
Total commencing students		590	100%
Student type	Domestic	np	np
	International	< 5	np
Gender	Male	181	31%
	Female	409	69%
Age	<20	282	48%
	20-24	186	32%
	25-29	55	9%
	30-39	38	6%
	40+	29	5%
State/territory of permanent home address*	NSW	163	28%
	VIC	< 5	np
	QLD	< 5	np
	WA	420	71%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	19	3%
	Low SES*	80	14%
	Medium SES*	235	40%
	High SES*	269	46%
	Metro*	554	95%
	Regional*	28	5%
	Remote*	< 5	np

Time series

Number of commencements



*Students with unknown addresses were excluded from the results.

The data in the tables have been derived from information reported by Higher Education Providers under the Higher Education Support Act 2003 to the Department of Education. Please refer to Attachment 2 for information about how to interpret the data.

Student entry and study characteristics

2016 commencing students

		Number	%
Total commencing students		590	100%
Basis of admission	Secondary education	197	33%
	Higher education course	157	27%
	VET/TAFE	np	np
	Mature entry	125	21%
	Professional qualification	< 5	np
	Other basis	86	15%
ATAR (domestic secondary education basis of admission entrants only)	30-50	0	0%
	51-55	0	0%
	56-60	0	0%
	61-65	0	0%
	66-70	0	0%
	71-75	0	0%
	76-80	0	0%
	81-85	0	0%
	86-90	0	0%
	91-95	0	0%
	96-100	0	0%
	Students without ATAR	171	100%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	84	14%
	Primary	153	26%
	Secondary	310	53%
	Other	43	7%
Mode of attendance	Internal	590	100%
	External	0	0%
	Multi-modal	0	0%
Type of attendance	Full-time	489	83%
	Part-time	101	17%
Course level	Postgraduate	182	31%
	Undergraduate	408	69%

2016 program information

		Number	%
ITE programs (Figures include all accredited ITE programs with enrolled students, including lapsing programs not offered to commencing students)	Postgraduate	5	17%
	Undergraduate	25	83%
	Total	30	100%

Initial teacher education

Completion data

Demographic and study characteristics

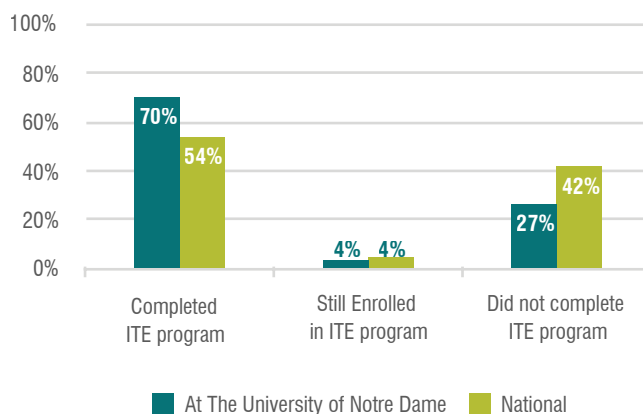
2016 completing students

		Number	%
Total completing students		638	100%
Gender	Male	118	18%
	Female	520	82%
Age	<20	0	0%
	20-24	494	77%
	25-29	99	16%
	30-39	26	4%
	40+	19	3%
State/territory of permanent home address*	NSW	328	51%
	VIC	< 5	np
	QLD	< 5	np
	WA	304	48%
	SA	0	0%
	TAS	0	0%
	NT	0	0%
	ACT	0	0%
	International	< 5	np
Equity status (domestic onshore students only)	NESB	< 5	np
	Indigenous	< 5	np
	Disability	37	6%
	Low SES*	67	11%
	Medium SES*	296	47%
	High SES*	268	42%
	Metro*	608	96%
	Regional*	17	3%
	Remote*	7	1%
Detailed field of teacher education	Not specified	0	0%
	Early Childhood	114	18%
	Primary	210	33%
	Secondary	199	31%
	Other	115	18%
Course level	Postgraduate	124	19%
	Undergraduate	514	81%

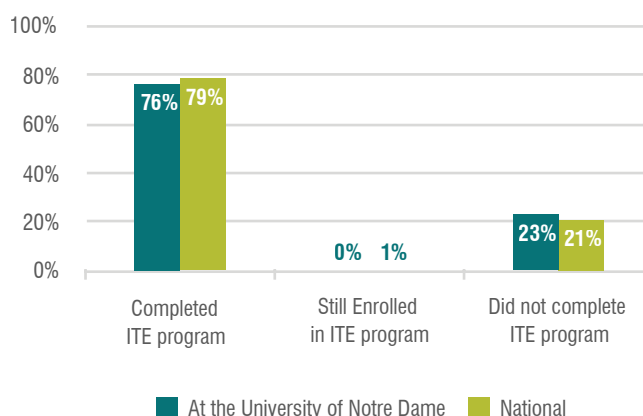
Average cohort completion rates after six years

2006-2011, 2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016

Undergraduate

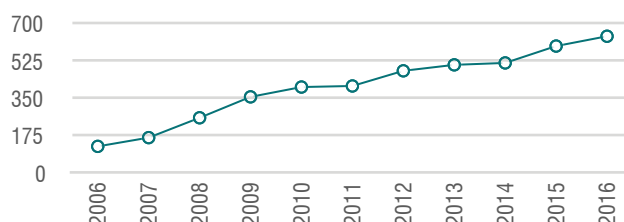


Postgraduate



Time series

Number of completions



*Students with unknown addresses were excluded from the results.

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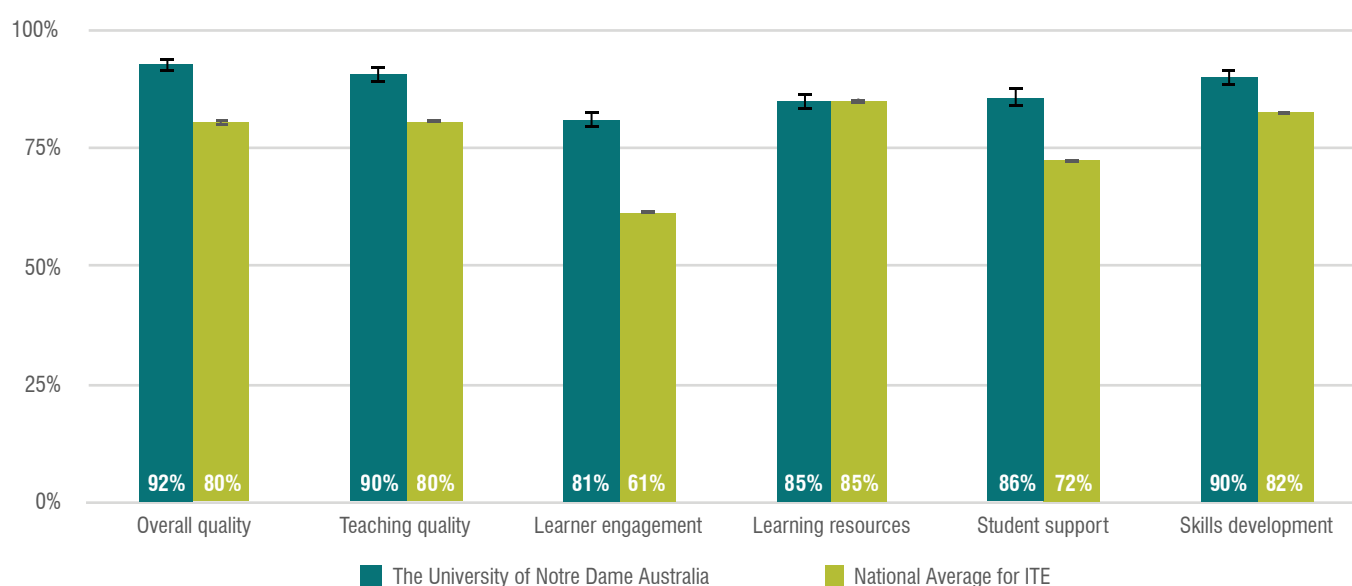
Initial teacher education

Student experience and graduate outcomes

The charts in this section represent individual ITE provider data from the: Student Experience Survey; Course Experience Questionnaire/Postgraduate Research Experience Questionnaire; and Graduate Destinations Survey/Graduate Outcomes Survey. Please refer to Attachment 1 for information about how the results are calculated.

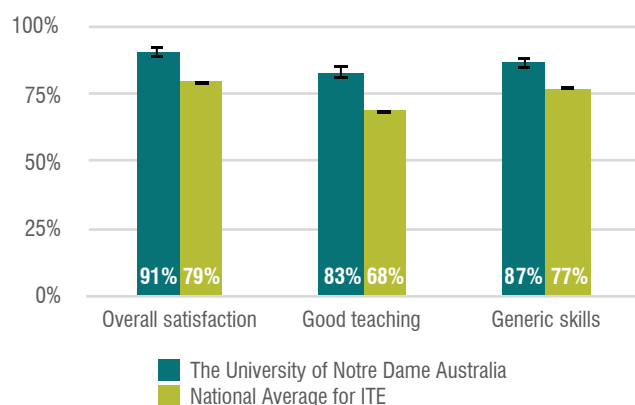
Student perceptions of ITE Course

Student Experience Survey 2014 – 2016*



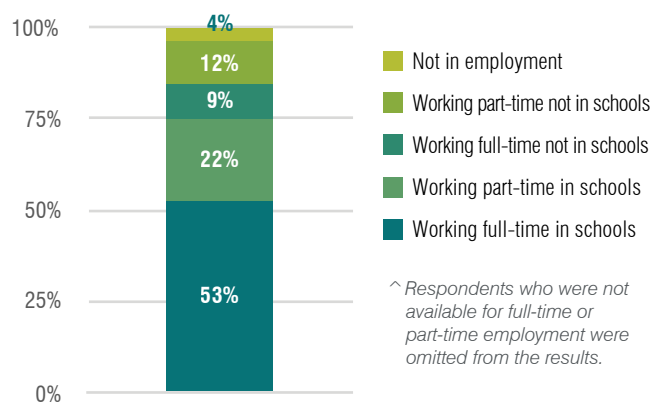
Graduate satisfaction with ITE course

Course Experience Questionnaire 2014 – 2016*



Graduate employment outcomes

Graduate Destination Survey / Graduate Outcomes Survey 2014 – 2016* ^



The University of Notre Dame Australia (n=623)

^ Respondents who were not available for full-time or part-time employment were omitted from the results.

*Combined average for 2014, 2015 and 2016 survey data.