The MTeach (Primary) attracts students with an undergraduate qualification. They receive an intensive two-year program of study designed to equip them with expert content knowledge and the pedagogic knowledge to teach.

From 2019 candidates will need to have studied an appropriate primary specialisation content area.

<table>
<thead>
<tr>
<th>Selection Pathway – Academic</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A: Higher Education study</td>
<td>134</td>
<td>100</td>
</tr>
</tbody>
</table>

**Selection Pathway: Non-Academic**

| Personal Statements (via NACAT process) see below               | 134    | 100%|

All students completed a NACAT on-line tool as hurdle task in partnership with the Queensland Tertiary Admissions Centre.

70% of students had graduated from the University of Tasmania

9% of the students had a Masters or Doctoral qualification. Beyond this group another 4% of the admitted cohort had an Honours degree.

Students were admitted from a wide range of undergraduate degrees. Specifically:

The largest group of candidates were admitted with Bachelor of Arts degrees (37 out of 134) – 27%;

25 out of 134 – 18% - were admitted with degrees in Fine Arts or Contemporary Arts;

25 out of 134 – 18% - were admitted with predominantly Science-related degrees

26 out of 135 – 19% - were admitted with a range of Social Sciences degrees (e.g. Law, Business, Commerce)

9 out of 134 - 7% - were switching from Nursing to Education.

There were then a range of other qualifying degrees.
Selection Data – Master of Teaching (Secondary) 2018

Students were admitted from a wide range of undergraduate degrees relevant to their Secondary education specialisation.

<table>
<thead>
<tr>
<th>Selection Pathway - Academic</th>
<th>Number</th>
<th>%</th>
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<tbody>
<tr>
<td>Higher education study</td>
<td>133</td>
<td>100</td>
</tr>
</tbody>
</table>

**Selection Pathway: Non-Academic**

| Personal Statements (via NACAT process – see below) | 133    | 100 |

About 85% of the cohort were University of Tasmania graduates.

8% of the MTeach cohort admitted in 2018 had Masters or Doctoral level qualifications.

Another 16% of the MTeach cohort admitted in 2018 had achieved Honours degrees.

All students must have at least 30% of appropriate disciplinary content within the ‘major’ of their academic degrees. Specifically:

30 Science undergraduates were admitted mainly with general Bachelor of Science degrees, but other degrees included: Bachelor of Biotechnology and medical research (x2); Bachelor of Applied Science (Marine Environment); Bachelor of Science (Wildlife and Conservation Biology); Bachelor of Health Science; Bachelor of Science in Molecular Biology; Bachelor of Applied Science (Forensic Biology and Toxicology); Bachelor of Medical and Health Sciences; and Bachelor of Marine and Antarctic Science;

30 English undergraduates – usually Bachelor of Arts candidates with an English Literature and/or Languages major. Other qualifying degrees included a Bachelor of Multimedia journalism and a Bachelor of Languages.

14 Mathematics undergraduates – There were a range of degrees incorporating at least 30% Mathematics.

39 Humanities and Social Sciences (mainly History with some Geography undergraduate majors). Relevant Politics, Sociology and other Social Sciences content was also considered;

20 Arts undergraduates – usually with degrees in the Fine Arts, Music, Drama or Contemporary Arts

In 2018 we utilised a Non-Academic Capability Assessment Tool (NACAT) developed and administered by the Queensland Tertiary Assessment Centre. This is a 2 x 500 word written task submitted as a hurdle task to be satisfactorily completed in advance of admission to our programs. Prospective students explain why they want to teach and how their backgrounds, experience and prior leadership qualities have prepared them to work with children.