The report has been updated with finalised 2010 and preliminary 2011 load and student academic performance data.

It is now possible to compare the results of international and domestic students on the following charts:

- Load by study level
- % load by numeric grade distribution
- % pass rate (load)

Five year average data for the whole of UQ have been included as a benchmark on the following charts:

- % load by numeric grade distribution
- % pass rate (load)
- % load by funding type

The report has been updated with attrition rates for students starting in 2010. It has also been updated with another year’s worth of completions data so that, for a three year program, graduation rates can now be calculated for students that started in 2007.

It is now possible to compare the attrition rate and graduation rate of domestic and international students.

The report has been updated with data for 2011.

It is now possible to filter the charts by program level to just display those for undergraduate courses or for postgraduate courses.

The reports have been updated with 2010 GDS & CEQ data.

Respondent numbers for the selected field of education for each of the measures have been included on the charts in brackets under each year. It is also now possible to compare the results of international and domestic students but the sample sizes should be considered. In some cases, disaggregation by field of education and citizenship status may result in sample sizes that are too small to allow for statistically reliable comparisons.
DEMAND

The report has been updated with 2011 QTAC data.

The 1st preference charts in this report have been expanded and altered substantially to improve the provision of data on the University’s market share of 1st preferences. In particular, supplementary field of education information is now available in the QTAC data and has been included in the reports to better reflect the market share of dual degree programs. As an example, UQ’s 1st preferences for the Bachelor of Engineering/Bachelor of Commerce program are now compared against all QTAC 1st preferences classified as ‘Engineering & Related Technologies’ and all QTAC 1st preferences classified as ‘Management & Commerce’. When two fields of education are available, you can select which one to view at the top of the screen below the program selector.

Additionally, in response to a request to provide data on UQ’s 1st preferences for each program’s field of education rather than just for the program itself there are now two ‘market share’ charts and two ‘number of 1st preferences’ charts. A button labelled “What do these numbers mean?” has been included to explain exactly what each graph contains.

% OF 1ST PREFERENCES FOR THE FIELD OF EDUCATION GROUP DIRECTED TO PROGRAM

This provides information on the Program’s market share within the same field of education. For example, in the case of the Bachelor of Law this chart can be used to find out the proportion of QTAC 1st preferences for Law programs that went to UQ’s Bachelor of Law.

% OF 1ST PREFERENCES FOR FIELD OF EDUCATION GROUP DIRECTED TO A UQ PROGRAM

This provides information on UQ’s total market share within the same field of education. So in the case of the Bachelor of Law this chart can be used to find out the proportion of QTAC 1st preferences for Law programs that went to any Law program at UQ (i.e the single and dual degree programs).

NUMBER OF FIELD OF EDUCATION 1ST PREFERENCES: SELECTED PROGRAM AND UQ

This provides information on the number of 1st preferences received by the program and by the field of education group at UQ. It can be used to see if any changes in market share are due to changes in the 1st preferences received by UQ.

NUMBER OF FIELD OF EDUCATION 1ST PREFERENCES AT ALL QTAC UNIVERSITIES

This provides information on the total number of QTAC 1st preferences in the relevant field of education group. It can be used to see if any changes in market share are due to changes in number of 1st preferences received by all QTAC institutions.

FIELD OF EDUCATION GROUPS

Changes have also been made to the field of education groupings that are used in this report. In the previous version of the CTQA the 6 digit program field of education was used. An examination of the data showed that, in many cases, the 6 digit codes are too specific to provide useful market share analysis. As an example Griffith University was not being included in the charts for the Bachelor of Engineering because the Griffith Bachelor of Engineering program is classified as ‘030900 Civil Engineering’ while the UQ program is classified as ‘030000 Eng & Related Technologies’. As a result, new field of education groupings were created for the purposes of the CTQA. In some cases these are at the broad (2 digit) level (eg Natural & Physical Sciences) while in other cases they are at the narrow (4 digit) level (eg Pharmacy). In other cases a number of narrow fields of education have been grouped together to create a new CTQA specific grouping (eg Humanities, Political Science, Language & Literature).

Additionally some changes have been made to the way in which medicine programs across the state have been coded in the QTAC data to ensure that UQ’s MBBS programs are only compared against other medicine programs and not against more generalised science programs. It is hoped that these groupings will provide a better picture of the demand for UQ’s programs.