



# Benchmarking the Australian Bachelor of Arts

**A summary of trends across the Australian  
Bachelor of Arts degree programs**

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Deanne Gannaway and Karen Sheppard

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### Data currency

A series of datasets are available on the DASSH website <<http://www.dassh.edu.au>> that are designed to enable further interrogation of the data presented in this report. The following data are offered in an Excel spread sheet format as pivot tables:

- Disciplines taught as part of the Bachelor of Arts as sequences of study (2008 and 2012)
- Core courses (2008 and 2012)
- Work Integrated Learning (WIL) activities (2012)
- Graduate attributes (2008 – 2012)
- Bachelor of Arts student enrolment (2001 – 2010)
- Graduate destinations of Arts students (2001 – 2010)
- Arts Graduate satisfaction with course (2001 – 2010)
- Entry scores (2001 – 2012).

### Spotfire

In addition to Excel spread sheets, select data are available via an online graphical interface (Spotfire), which allows user nominated university comparisons. Access is via the password protected section of the DASSH website.

### Corrections

Any suggested corrections to the content of this document should be sent to the DASSH office at:

[eo@dassh.edu.au](mailto:eo@dassh.edu.au)

### Additional report

In addition to this trend report, a *Summary of BA Programs* report is available on the DASSH website that provides a scaled down summary of each BA program offered in Australia in 2011 and prospective changes for 2012 and 2013.

# EXECUTIVE SUMMARY

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A national scoping study investigating the nature and roles of the Bachelor of Arts (BA) in Australia was conducted in 2007. Reports highlighting key findings and a series of datasets designed to provide benchmarking data were made available in 2008 (see: <[http://www.dassh.edu.au/ba\\_scoping\\_project](http://www.dassh.edu.au/ba_scoping_project)>). In 2011, DASSH commissioned a follow-up project aimed at updating the datasets. The review of the datasets enabled the development of an overview of trends and changes in programs between 2008 and 2012.

The project team drew on archival data or primary records (such as official documents, brochures, and institutional course planners); secondary sources (such as websites, publicity documentation and media stories); and running records (such as ongoing statistical data collections from national surveys and Commonwealth data sets). Bachelor of Arts degrees, and similar programs, were examined across 39 providers. Data were collated into a standard framework template, which enabled complex and varied data to be collated into a manageable format to facilitate cross-institutional comparison and further analysis. The framework, once completed for each institution, was verified by the person identified as responsible for program oversight, usually the program or course coordinator at each institution.

## Summary of key findings

### 1. THE BA PROGRAM IN 2008 AND IN 2012

- a. Program structures appear to be changing to accommodate either a concurrent study structure or a sequential structure model. For example, since 2008, nine institutions have adapted program rules to accommodate double degree structures.
- b. There appears to be an increasing number of concurrent diplomas available for students to complete during their undergraduate programs, particularly in the Languages, but also stretching to include Global or International studies, Music and Fine Arts.
- c. ATN-affiliated institutions generally do not have a Bachelor of Arts program. Only two ATN institutions, University of South Australia and Curtin University of Technology, have a BA program that follows the definition of a BA program adopted in this study.
- d. There appears to be a movement away from 'tagged' degree programs, such as BA (Multicultural Studies). In the earlier scoping study, there appeared to be a trend towards increasing the numbers of tagged or named degrees. Tagged or named degrees were those identified as degree programs duplicating common major choices in the BA and offered as degree programs separate to the BA. In 2011, there was a move to collapse these programs back into a refined Arts degree.
- e. There is an increase in the number of advanced degree pathways offered since 2008, either as potential future offerings or currently available. These pathways offer students with a higher entry score additional challenges and pathways to research programs, such as Honours and MPhil/PhD. Since 2008, there have been two institutions with formal program offerings that formalise the pathways and there are indications that other institutions are considering the possible adoption of a formal program titled Bachelor of Arts (Advanced) or similar.
- f. Institutions located in regional areas or institutions with regional campuses typically offer a limited BA program. These limited programs display characteristics such as fewer majors, highly prescriptive programs and foundational units aimed at developing core skills. In institutions where there are offerings across both regional and metropolitan campuses, the program award is typically titled similarly on testamurs, although the student experience could be very different. This situation may suggest a possible equivalence issue that may come under TEQSA scrutiny in future.

## 2. PROGRAM STRUCTURE

- a. All BA programs require some level of interaction with a sequence of incremental study in a particular discipline area, usually described as a major.
- b. The capacity of the BA to act as a shell degree into which students can choose units of study offered from across the whole university has disappeared. In 2012, all institutions offering a BA now require students choose between specifically identified majors which have an incremental learning structure.
- c. There is a move towards requiring students to complete more than one major. In 2012, 25 institutions required the completion of an additional minor or major sequence of study (up from 15 institutions in 2008).
- d. There is an increasing tendency towards requiring students to have completed particular foundational units of study as part of the successful completion of study, and for foundational units to be completed prior to progressing to advanced units. By 2012, there was only one institution which had no apparent progression requirements.
- e. There is a shift from the two level sequence of 'upper' and 'lower' level units towards a three level model. In 2011, there were 13 institutions which operated on a two level sequence and 25 institutions with varying degrees of requirements for units on a three level sequence.
- f. Most institutions require some level of core units outside of majors. In 2012, 25 institutions required completion of core units and two more recommending completion of core units. As a rule, Go8 institutions do not offer or require the completion of core units.
- g. Core units at 2nd and 3rd year levels are more prevalent than 2008.
- h. There is an increase in the number of providers requiring workplace practice as a core unit. In 2012, nine providers require the completion of core units that required professional practice, an increase from the five institutions identified in 2008. These units are offered as required capstones units in the main.

## 3. PROGRAM CONTENT

- a. Program content in the form of majors has changed between 2008 and 2012. Since the previous study was completed in 2008, every institution has changed at least some of the names, scope or nature of the majors offered in their BA. There are no examples where the range of majors offered in 2008 was the same as the range offered in 2012.
- b. Fewer majors are available in 2012 than in 2008. In 2008, 983 majors were available and in 2012, 960 majors were available to students. Across the sector, 15 institutions reduced the number of majors offered, two remained the same and 18 institutions increased the number of majors.
- c. There has been a shift in the majors offered with in the BA. In 2008, Psychology was the most offered major followed by History and Sociology; whereas in 2012, History was the most offered followed by Sociology and then Psychology. There has been a clear emphasis on the BA providing access to Languages other than English (LOTE), and studies of culture and history as core content knowledge. The biggest increase in majors offered was in LOTE courses between 2008 and 2012.
- d. A number of universities require students to take units from outside the BA host faculty. The rationale for this requirement offered in web materials is based on the intention to ensure that students are exposed to depth and breadth of disciplinary knowledge.
- e. Opportunities to engage in work-integrated learning (WIL) have increased across BA programs. In addition, since the previous study reported in 2008, there has been an increase in the instances where completion of a WIL opportunity is a requirement for completion. In 2008, there was only one institution that coordinated an internship-based unit on a program level as a requirement for completion before graduation. In 2012, this has extended to five institutions. In 2012, there were 23 institutions that offered some format of WIL beyond the unstructured volunteer work



experience generally offered through career services. These opportunities are increasingly taking the form of credit-bearing, structured units of study.

#### **4. PROGRAM PURPOSE**

- a. The 2008 scoping study noted a potential emerging trend towards the development of a BA program with a focus on creating 'work ready' graduates. The 2012 study suggests that this movement has not eventuated, with only one additional institution developing a program with a focus on producing work ready graduates.
- b. Despite the finding listed above, future employability and the attainment of skills required for future employment are still listed in promotional materials as key outcomes of the degree in particular, skills such as critical thinking, research skills and problem solving. Twenty-eight out of 35 institutions referred to graduate employability in their BA promotional material, usually in conjunction with the ability to pursue an individual's intellectual interest or passion.
- c. Fourteen of the 35 institutions offering a BA use the term 'flexible' in describing the program, although the term is interpreted differently. For example, regional institutions appear to use the term 'flexibility' to refer to alternate pathways to the program and online modes of delivery rather than the ability to choose from a range of discipline areas as it is usually interpreted in programs offered in metropolitan institutions.
- d. Examples of where the BA is viewed as a degree program with direct translation into a workforce are limited to a few programs, predominantly in the ATN network. In these instances, the program is not called a BA, but is rather 'tagged' with a particular focus. Examples include Arts (Film and Television); Arts (English Language Studies); Arts (Multicultural Studies); Arts (International and Regional Studies); Arts (Communication - Information and Media) and Arts (Communication – Public Communication).
- e. Graduate attributes of a BA as articulated in program descriptions are (in order of frequency): critical thinking; verbal and written communication skills; breadth of knowledge across a range of discipline areas; and research skills.

#### **5. PROGRAM MANAGEMENT**

- a. The 2008 report found that there was a fair degree of change and faculty restructuring. Most faculty structures remained unchanged between the 2008 – 2012 period, with only eight of the 35 institutions with a BA program reporting a restructure that impacted on the management of the BA.

#### **6. PROGRAM UPTAKE**

- a. After a drop in numbers in the middle of the decade, enrolments in the BA have increased slightly across the period 2001 – 2010.
- b. Enrolment in the Bachelor of Arts is generally higher in the GO8s than institutions aligned with other networks or not aligned at all.
- c. Despite the increase in numbers of students enrolling in the Society and Culture field of education, the numbers of students enrolled in a Bachelor of Arts degree as a proportion of enrolments in the Society and Culture field of education have dropped steadily from 32% to 26% in the years between 2001 to 2010.
- d. There has been a gradual increase in the percentage of enrolment numbers in dual degrees against a single degree, from 25% in 2001 to 28% in 2010.
- e. Institutions associated with the Regional Universities Network (RUN) appear to have shifted the most between 2001 and 2010 in attracting students into a dual degree model. RUN affiliated

institutions reflected an 8.2% increase in the number of students opting to enrol in dual degree programs.

- f. The top 5 dual degree programs offered are (in order of popularity): Arts / Laws; Engineering / Arts; Arts / Commerce; Arts / Diploma of Education; Arts / Science; and Science / Arts.
- g. It is difficult to accurately pinpoint the number of actual completions across all BA and Arts-related programs using the data collected and disseminated by the Commonwealth. Currently, there is no mechanism to trace or track individuals using the data collected by DIISRTE, it is therefore not possible to accurately map the actual completion rate of individuals who enrolled in the program. Consequently, the completions data need to be viewed with caution.
- h. While the recently introduced standardised ATAR does provide a level of comparison for entry levels across Australia, there are some difficulties using the ATAR score data as each University Admissions Centre captures and provides data in a different format making cross comparison across the sector difficult. It appears that falls in student enrolments at an institution will generally result in a decreased entry score.
- i. BA programs offered on regional campuses or in regional universities have lower entry scores and appear to have dropped further in the period 2001 – 2012.
- j. The numbers of students enrolling in BA honours programs appear to have dropped from 2611 in 2001 to 2272 in 2010. This decline in enrolment in Honours is not reflected in the enrolment numbers for other Honours programs in the Society and Culture field which have increased in the period between 2001 and 2010.

## **7. PROGRAM OUTCOMES**

- a. It appears that, six months after graduation, Arts-related students are on the lowest level of salary and that the gap is increasing against other narrow fields of study. Data provided by the Graduate Careers Australia indicates that those who graduate from an Arts-related program are less likely to earn as much as those graduates in the narrow fields of education categories such as law, economics and social work.
- b. In general, Arts-related graduates score a higher level of satisfaction for the overall satisfaction item (out of a possible 5) than graduates from other Society and Culture programs. This was consistent across most of the providers.
- c. Arts-related graduates appear to be increasingly more likely to be part-time employed rather than in full-time employment six months after graduation.
- d. The largest employers of Arts-related graduates between 2006 and 2010 were in Education, which absorbed 22% of the total graduates. While changes in the reporting structure prevent a complete time series, it is possible to gain an overview of the largest employers of graduates for Arts-related program for the period 2006 to 2010. Instances where the employer could be categorised show that employers in Education employed the greatest number of graduates followed by employers in: Public Administration and Safety; Retail Trade; Professional, Scientific and Technical Services; Health & Community Services; Accommodation, Cafes & Restaurants; Finance, Insurance & Property, Business Services; Information Media and Telecommunications and Arts and Recreation Services.

## **8. FUTURE CHALLENGES**

- a. There is a need for data to be collected and analysed on a program basis to facilitate accurate benchmarking. The data generated on a national level effectively hides programs such as the BA as the data is concealed within a wider grouping of data collection and reports, generating the potential for misconceptions and assumptions.

- b. Since the 2008 report, every program offered by Australian universities has undergone a change in some aspect of the program. The period between 2007 and 2012 reflects substantial change. Of the 39 providers examined, only nine providers did not experience some level of substantial change in the period 2008 – 2012 and 19 had substantial changes scheduled or expected for implementation in 2013.
- c. Program changes have occurred over a relatively short period of time. Given that there is a need to 'teach out' the various iterations of the curriculum, it is possible that there are a number of different program rules in operation at any one time.
- d. The prime motivators for changes identified in the 2008 report were the result of institutional restructuring or large-scale institution-wide changes. In contrast, even though there were eight institutions which recorded a Faculty (or similar restructure), for all but two of the changes identified in the 2012 study, any changes to the program were the result of program reviews.
- e. For most providers, program curriculum has changed in terms of content and activities, purpose and structure.
- f. It appears likely that there will be further rationalisation of majors, particularly in the form of rationalising the number offered and the units offered within the majors.
- g. Interviews and data captured suggest that a number of institutions are investigating the potential of 'Advanced Arts' programs, concurrent diplomas and opportunities for postgraduate coursework programs pending further clarification regarding AQF and TEQSA requirements.

# PART 1: PROJECT APPROACH

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## 1. Project Aims and Definitions

This project aims to update the data initially collected as a result of the ALTC funded BA scoping project ‘Nature and Roles of Arts Degrees in Contemporary Society: A national scoping project of Arts programs across Australia’ completed in July 2008.

A key outcome of that project was the development of a collection of centrally located accessible data (available via the DASSH website <http://www.dassh.edu.au>) that could be used across the sector for benchmarking and as a resource for future curriculum development. This information base could also be used by institutions for quality assurance processes such as preparing for external audits and to inform institutional curriculum reviews.

Specifically, this project aims to provide an updated information base that reflects changes and records data from 2006 – 2010 to provide a comprehensive information base that spans from 2001 – 2011.

Defining an Arts program is problematic given the large range of Arts programs on offer. The Bachelor of Arts is not a universally defined program. In this study, the term ‘Bachelor of Arts’ refers to programs that are:

- humanities or social sciences focused;
- single degree undergraduate programs;
- not accredited or dependent on a professional body for benchmarking;
- allow some level of flexibility in terms of choice for students; and
- titled Bachelor of Arts if there were a program so named.

The 2008 Scoping Study reference group noted that there were programs that addressed the above criteria, but were not called a Bachelor of Arts. There were also instances where the program may have been titled ‘Bachelor of Arts’, but did not meet the above criteria.

Some programs appear to have emerged from a popular major through a conventional BA and have adopted the name of the major, such as a Bachelor of Archaeology. Still others may have been ‘tagged’ BA degrees; that is, still called a BA, but renamed to include a theme or major sequence, such as Bachelor of Arts (Environmental Studies). To ensure that these programs were included in that and subsequent studies, a definition ‘Arts-related programs’ was coined. Titles of these programs could include program titles such as Bachelor of Arts (English), Bachelor of Journalism, and Bachelor of International Studies.

Further, data related to Bachelor of Arts and Arts-related programs are collected on a national level by the Commonwealth Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) and grouped with a range of other programs in the broad Field of Education (FoE) ‘Society and Culture’ and coded with codes beginning with 09, such as 0903 (Studies in Human Society). This FoE code consists of a wide range of discipline areas related to particular professions including Law, Economics, Sport Science, Tourism and Hospitality, Police Studies, and Social Work.

To be able to identify data related to the Bachelor of Arts and programs related to the Arts, a series of definitions were developed to categorise these programs. This allowed the project team to distinguish the data related to a BA from the other programs, and to be able to conduct analyses that more accurately reflected the BA experience on a national scale. These definitions are described below:

Bachelor of Arts	Programs with the title Bachelor of Arts or those called Bachelor of Arts (Humanities) or Bachelor of Arts (Humanities and Social Sciences) if they addressed the criteria described above.
Arts-related programs	<p>These programs included ‘tagged’ degrees or those specifically titled as a particular discipline set which may appear in conventional BA major sequences. Programs coded in the DIISRTE data using the following codes were included</p> <ul style="list-style-type: none"> <li>• 0901 Political Science and Policy Studies</li> <li>• 0903 Studies in Human Society</li> <li>• 0911 Justice and Law Enforcement (excluding Police Studies)</li> <li>• 0915 Language and Literature</li> <li>• 0917 Philosophy and Religious Studies (excluding Theology)</li> <li>• 0999 Other Society and Culture</li> <li>• 1007 Communication and Media Studies.</li> </ul> <p>This group therefore included programs such as Bachelor of Arts (English), Bachelor of Journalism, and Bachelor of International Studies.</p>
Other Society and Culture	These programs are the programs that do not meet the above criteria and include programs such as Bachelors of Law, Economics, Psychology, Social Sciences, Theology, Creative Arts, Visual Arts, Performance Arts (including Music), Police Studies, and Social Work.

## 2. Project Approach

The study uses comparative historical analysis (Ruschemeyer & Mahoney, 2003) to compare a relatively small number of cases within a particular context in a systematic and contextualised fashion.

### 2.1 Data sources

As with most historical analyses, this research draws on archival data or primary records (such as official documents, brochures, and institutional course planners); secondary sources (such as websites, publicity documentation and media stories); and running records (such as ongoing statistical data collections from national surveys and commonwealth data sets).

Primary sources included:

- program aims, rules and structure;
- program entry score required;
- modes of delivery and recruitment ; and
- content in the form of majors offered , work-integrated learning opportunities and core units of study required.
- Information about the local context, including location, number of campuses, affiliation and study body size were sourced from institutional websites, press releases and annual reports.

Secondary data were sourced from:

- national government sources for 2001 to 2010 with student load, completions and enrolment numbers, including demographic data regarding age, gender, and type of enrolment from DIISRTE
- national graduate destination, satisfaction, salary and employment type for the same period from the Australian Graduates Survey.

## 2.2 Data analysis

Data were collated into a standard framework template (see Appendix 1). The development of a standard framework reduces complex and varied data into a manageable format to facilitate cross-institutional comparison and further analysis. The framework, once completed for each institution, was verified by the person identified as responsible for program oversight, usually the program or course coordinator at each institution.

The framework documents were imported into the qualitative analysis tool, *Nvivo*. Using the constant comparative techniques described by Charmaz (2006) the profiles were coded to identify attributes that may be common or unique across the programs. The Nvivo Matrix Framework tool was used to consolidate and track emergent trends across the coded data (Sinkovics & Alfoldi, 2012). The data was analysed according to trends between 2008 and 2011; different institutional types; states; and rural and/or metropolitan locations.

In addition, a coding framework was also developed from Marsh's definition of curriculum: the content, structure, purpose, activities and outcomes of a program of study (after Marsh, 2004). Using this definition, the **purpose** was coded to include the program overview, aims, vision, and proposed graduate attributes; the **structure** included organisation, program rules, core units, entry requirements and articulation; and **content and activities** were described as the majors offered, required core units, and activities such as capstone projects, work-integrated learning opportunities and extra curricula activities. Program **outcomes** were limited to the suggested outcomes gathered via the Australian Graduates Survey (AGS). Note that the focus of this study is the intended curriculum, rather than the attained or enacted curriculum (Van den Akker, 2003). That is, the curriculum as it is planned and constructed rather than what is actually taught, or what is understood by teachers, or what is attained or learnt by students.

## 3. Project outcomes

### 3.1 Summary of trends across the Australian Bachelor of Arts Programs

This report outlines the trends occurring across BA programs in all 39 Australian public universities between 2008 and 2011, which is available from the DASSH website: <<http://www.dassh.edu.au>>.

### 3.2 Summary of BA programs report

This report provides a scaled down summary of each BA program offered in Australia in 2011 and prospective changes for 2012 and 2013.

### 3.3 Data sets

A series of datasets designed to enable DASSH members to interrogate the data in response to their own needs are offered in an Excel spread sheet format as pivot tables. They offer current information related to:

- Disciplines taught as part of the Bachelor of Arts as sequences of study (2008 and 2012)
- Core courses (2008 and 2012)
- Work Integrated Learning (WIL) activities (2012)
- Graduate attributes (2008 – 2012)
- Bachelor of Arts student enrolment (2001 – 2010)
- Graduate destinations of Arts students (2001 – 2010)
- Arts Graduate satisfaction with course (2001 – 2010)
- Entry scores (2001-2012).

A full set of data related to the project is available via the DASSH website: <<http://www.dassh.edu.au>>, and is also provided via an online graphical interface allowing selected university comparisons.

# PART 2: PROJECT FINDINGS

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## 1. Addressing Challenges

An overview of the programs as they are offered in 2011 and 2012 shows a number of different strategies have been introduced to address common challenges faced by institutions that emerged from the 2008 study.

### 1.1 Linking Arts to future employment prospects

The marketing of BA programs for many universities appears to be towards encouraging students to complete a profession-based program in addition to the BA, either subsequent to the undergraduate degree or concurrently through a double degree such as a BA/BLaw or BEngineering/BA.

- 1) *Program structures appear to be changing to accommodate either a concurrent study structure or a sequential structure model.*

Program rules have been specifically adapted in nine institutions since 2008 to accommodate double degree structures.

- 2) *There appears to be an increasing number of concurrent diplomas available for students to complete during their undergraduate programs.*

In the main, the concurrent programs are focused on language studies, but also include global or international studies and music and fine arts. These ‘mini-dual BA’s’ enable students enrolled in a profession-based program to follow an aspect of interest. These did not appear as prevalent during the 2008 Scoping study.

- 3) *Australian Technology Network (ATN) affiliated institutions generally do not have a BA program.*

Only two ATN institutions, University of South Australia and Curtin University of Technology, have a BA program. Most ATN institutions have highly structured programs which incorporate the humanities and social sciences. In 2008, both University of South Australia and Curtin University of Technology had a program called ‘Bachelor of Arts’, but also had named degrees with particular professional foci which appeared to attract higher numbers of students. Curtin now offers a Bachelor of Arts (Humanities) into which many of the smaller degrees have been consolidated. This program, according to 2010 DIISRTE data, appears to be attracting more students than the previous program offerings (see section 6 for further details).

### 1.2 Attracting students with high entry scores

An issue raised by interviewees in the 2008 study was the concern with a perception of diminishing entry scores for BA programs. Various strategies have been developed to address this issue.

- 1) *There appears to be a movement away from tagged degrees.*

In the earlier scoping study, there appeared to be a trend towards increasing the numbers of tagged or named degrees. Tagged or named degrees were those identified as degree programs duplicating common major choices in the BA and offered as degree programs separate to the BA. The 2008 study, drawing on 2006 DEEWR data, showed a trend towards increasing the number of Arts-related programs on offer, generally in the form of a tagged degree; that is, Bachelor of Arts (Discipline). These types of programs have been grouped as ‘Arts-related’ programs. DIISRTE data from 2010 shows that the majority of providers (N=16) increased the number of Arts-related programs on offer. Most of the increases appear to be in the areas of Communication and Media programs. Nine of the 39 institutions have since decreased the number of Arts-related programs on offer. Interviews and reviews of the program indicated that most institutions decreased the number of previously tagged programs by collapsing them back into a revised Arts program. Possible reasons for program closure could be inferred from the decline in numbers of

enrolments, or an increasing awareness of tagged degrees generating an artificial split across Arts degrees. Establishing reasons for the decline in enrolments was beyond the scope of this study. Table 1 below outlines the number of Arts-related programs and program titles available between 2006 and 2010, as well as student enrolment numbers for each year as they are reported by DIISRTE.

**Table 1: Single degree Arts-related programs available in 2006 and 2010 against student enrolment**

Provider	Title	2006	2010
Australian Catholic University	Media Communication	0	28
	Social Science	139	124
	Theology	90	125
Bond University	Communications	124	162
	Film and Television	80	132
	International Relations	62	91
	Journalism	24	50
	Multimedia Design	5	51
Central Queensland University	Communication & Information Technology	150	0
	Communication (Journalism)	50	0
	Digital Innovation	0	57
	Multimedia Studies	611	189
	Professional Communication	20	76
Charles Darwin University	Aboriginal & Torres Strait Islander Studies	5	0
	Communication and Cultural Studies	9	0
	Communications	15	6
	Creative Arts and Industries (Communication)	0	25
	Creative Arts and Industries (New Media Design)	0	30
	Indigenous cultures and Natural Resource Management	13	5
	Indigenous Knowledges	0	12
	Resource Management	8	0
Charles Sturt University	Arts (Communication)	533	299
	Arts (Television Production)	91	114
	Communication (Advertising)	0	47
	Communication (Commercial Radio)	0	22
	Communication (Journalism)	0	61
	Communication (Public Relations)	0	23
	Communication (Theatre / Media)	0	33
	Media Communication	103	165
	Theology	155	217
Curtin University of Technology	Arts (Humanities)	0	1131
	Arts (Indigenous Australian Studies)	23	0
	Arts (Languages and Asian Cultures)	0	51
	Arts (Mass Communication)	643	1125
	Arts (Media and Information)	0	319
	Social Science	252	122
Deakin University	Arts (International Studies)	241	307
	Arts (Media and Communications)	249	613
	Arts (Media Arts)	0	0
	Arts (Professional Writing)	234	316
	Criminology	0	192
	Film and Digital Media	0	293
	Interactive media	0	23
Edith Cowan University	Arts (Justice Studies)	165	0
	Arts (Language Studies)	10	0
	Arts (Psychology)	877	1140
	Arts (Writing)	20	0
	Communications	1417	766
	Communications (Communications Management)	65	36
	Counter Terrorism Security and Intelligence	0	155
	Criminology and Justice	0	195
	Science (Digital Media)	61	30
	Social Science (Applied Women's Studies)	5	0
	Social Science (Indigenous Services)	54	0
Writing	0	62	
Griffith University	Animation	103	103
	Arts (Criminology & Criminal Justice)	409	536
	Arts (Japanese)	33	0
	Arts (Languages and Applied Linguistics)	217	203
	Arts (Politics and Government)	79	5



	Arts (Psychology)	282	0
	Communications	528	619
	Digital Media Production	27	0
	Film and Screen Media	139	0
	Film and Screen Media Production	0	224
	Film and Television	34	0
	International Relations	79	0
	Journalism	139	241
	Multimedia	300	413
James Cook University	Communication Design	75	0
	Indigenous Studies	17	5
	Journalism	94	92
	Languages	29	36
La Trobe University	Archaeology	118	190
	Arts (Contemporary European Studies)	35	14
	Asian Studies	41	9
	European Studies	0	33
	International Relations	101	121
	Journalism	100	104
	Legal Studies	91	139
	Media Studies	175	160
	Social Science	87	131
	Western Culture	9	0
Macquarie University	Arts (Psychology)	408	508
	Community Management	19	35
	Creative Arts	36	0
	International Communication	103	135
	Media	339	232
	Social Science	116	146
Monash University	Arts (Communication)	756	381
	Arts (English Language)	0	14
	Arts (Journalism)	293	450
	Arts (Languages)	60	82
Murdoch University	Arts (Asian Studies)	41	22
	Arts (Australian Indigenous Studies)	17	18
	Arts (Community Development)	113	114
	Arts (English and Comparative Literature)	160	227
	Arts (Gender Studies)	17	14
	Arts (History)	121	106
	Arts (International Development Studies)	0	28
	Arts (Mass Communication)	187	6
	Arts (Media, Communication & Cultural Studies)	511	1057
	Arts (Philosophy)	65	76
	Arts (Politics and International Studies)	160	149
	Arts (Psychology)	10	174
	Arts (Public Policy and Management)	0	17
	Arts (Security Terrorism and Counterterrorism Studies)	118	191
	Arts (Sociology)	88	68
	Arts (Sustainable Development)	67	68
	Asian Studies (Specialist)	64	57
	Criminology	0	91
	Legal Studies	226	185
	Multimedia	109	137
	Theology	61	70
Queensland University of Technology	Creative Industries (Creative Writing)	15	166
	Creative Industries (Film and Television)	35	181
	Creative Industries (Journalism)	164	188
	Creative Industries (Media and Communication)	20	73
	Mass Communication	287	377
	Social Science	177	0
Royal Melbourne Institute of Technology	Arts (Animation & Interactive Media)	142	198
	Arts (Creative Writing)	0	76
	Arts (Criminal Justice Administration)	270	314
	Arts (International Studies)	238	278
	Arts (Journalism)	147	138
	Arts (Mass Communication)	148	0
	Arts (Media Studies)	18	0
	Arts (Professional Communication)	13	0
	Communication (Advertising)	192	224

	Communication (Mass Communication)	165	536
	Communication (Media)	212	249
	Communication (Professional Communication)	173	546
	Social Science	205	150
Southern Cross University	Indigenous Studies	60	68
	Media	133	133
	Social Science	855	839
Swinburne University of Technology	Arts (Games and Interactivity)	22	82
	Arts (Media and Communications)	260	273
	Arts (Psychology & Psychophysiology)	107	0
	Communications	0	67
	Social Science	525	396
The Australian National University	Archaeological Practice	14	29
	Arts (Art History & Curatorship)	28	24
	Arts (Development Studies)	16	26
	Arts (European Studies)	7	7
	Arts (New Media Arts)	10	26
	Arts (Policy Studies)	8	11
	Asian Studies	166	142
	Classical Studies	0	9
	Development Studies	0	15
	Languages	0	56
	Security Analysis	26	55
	Translation (Asian Region)	21	6
The Flinders University of South Australia	Archaeology	112	131
	International Studies	266	203
	Justice and Society	122	117
	Languages	0	18
	Media	0	41
The University of Adelaide	Arts (Asian Studies)	6	0
	Development Studies	0	152
	International Studies	374	301
	Media	223	282
	Social Science	206	148
The University of Melbourne	Arts (Media and Communications)	504	558
	Film and Television	0	43
	Public Policy and Management	23	0
The University of New England	Asian Studies	34	9
	Communication Studies	257	153
	Criminology	0	236
	Indigenous Studies	0	8
	International Studies	90	89
	Languages	109	110
	Languages and International Business	26	50
	Professional Studies	112	56
	Social Science	342	143
The University of New South Wales	Communications	33	18
	Digital Media	268	305
	International Studies	303	370
	Media	25	456
	Media and Communications	438	197
	Social Science	233	273
The University of Newcastle	Aboriginal Studies	13	14
	Communication Studies	338	580
	Development Studies	76	102
	Social Science	323	453
The University of Notre Dame Australia	Arts	252	507
	Arts (Politics and Journalism)	49	29
	Communications	78	182
	Philosophy	0	25
	Politics & Law	7	0
The University of Queensland	Communications	180	197
	Contemporary Studies	21	0
	International Studies	0	50
	Journalism	232	298
	Social Science	131	93
The University of Sydney	Arts (Languages)	110	112
	Arts (Media and Communications)	396	336

	Arts (Psychology)	0	30
	Global Studies	0	6
	International & Global Studies	0	485
	Liberal Studies	533	646
	Science (Media & Communication)	19	0
	Social Science	161	65
The University of Western Australia	Arts (Asian Studies)	18	58
	Arts (Communication Studies)	391	483
	Arts (European Studies)	19	0
University of Ballarat	Arts (Humanities & Social Sciences)	190	170
	Arts (International Studies)	22	46
	Arts / Diploma of Professional Writing & Editing	58	43
University of Canberra	Arts (International Studies)	87	140
	Arts (Professional Writing)	16	0
	Communication (Creative Writing)	71	14
	Communication (Journalism)	108	21
	Communication (Media / Multimedia Production)	153	20
	Communication and Media Studies	0	21
	Cultural Heritage Studies	7	87
	Journalism	0	89
	Media Arts and Production	0	148
	New Media Production (CIT)	14	0
	Politics and International Relations	29	68
	Social Science	16	0
	Writing	0	90
University of South Australia	Arts (Communication and Media Management)	662	1190
	Arts (Indigenous Studies)	102	136
	Arts (Information Studies)	0	66
	Arts (International Studies)	199	124
	Arts (Journalism)	195	240
	Arts (Languages Intercult Comm)	29	91
	Arts (Multimedia Studies)	176	0
	Arts (Professional Writing)	134	164
	Communication (Media and Culture)	0	177
	International Business	189	0
	Media	0	287
	Public Relations	0	161
	Visual Communication	320	0
University of Southern Queensland	Creative Arts	0	165
	General Studies	130	231
	International Studies	83	70
	Mass Communication	431	355
	Multimedia Studies	40	0
University of Tasmania	Regional Resource Management	30	23
	Social Science	39	34
University of Technology, Sydney	Arts (Communication - Information and Media)	0	103
	Arts (Communication - Journalism)	195	165
	Arts (Communication - Media Arts and Production)	183	196
	Arts (Communication - Public Communication)	235	252
	Arts (Communication - Writing and Cultural Studies)	160	209
	Arts in Communication (Social Inquiry)	146	166
	Global Studies	0	50
University of the Sunshine Coast	Arts (Communication)	100	5
	Arts (Creative Writing)	44	125
	Arts (International Studies)	46	44
	Arts (Popular Culture)	23	0
	Communication (Public Relations)	26	9
	Communications	95	97
	Diploma Visual Arts (Fine Arts) / Arts	6	0
	Journalism	68	155
	Social Science	30	44
University of Western Sydney	Arts (Art History and Screen Cultures)	7	0
	Arts (Asian and International Studies)	14	0
	Arts (Communications)	126	0
	Arts (Comparative Media)	0	0
	Arts (Criminology)	0	0
	Arts (Cultural and Social Analysis)	34	0
	Arts (English Text and Writing)	79	0
	Arts (History Politics and Philosophy)	73	0

	Arts (Indigenous Australian Studies)	0	0
	Arts (Interpreting and Translation)	144	251
	Arts (Languages)	70	0
	Arts (Psychology)	166	0
	Arts (Social Ecology)	7	0
	Arts (Social Psychology and Social Research)	9	0
	Communication (Advertising)	37	0
	Communication (Animation and Television Production)	0	0
	Communication (Journalism)	28	0
	Communication (Media Arts)	12	0
	Communication (Public Relations)	36	0
	Communication (Writing and Publishing)	0	0
	Communication Studies	0	0
	Communications	549	748
	International Studies	0	48
	Social Science	947	570
University of Wollongong	Communication and Media Studies	80	199
	Creative Arts	50	72
	Digital Media	0	21
	International Studies	0	84
	Journalism	0	81
	Letters	0	0
Victoria University	Arts (Advocacy & Mediation)	43	38
	Arts (Community Development)	0	46
	Arts (Computer Mediated Art)	56	0
	Arts (Kynandoo)	0	35
	Arts (Legal Studies)	90	91
	Arts (Multimedia Studies)	91	50
	Arts (Professional Writing)	97	55
	Arts / Diploma of Liberal Arts	33	44
	Communication (Public Relations)	95	35
	Communications	0	99
	Creative Arts Industries	0	137
	International Studies	0	70

Source: DIISRTE data sets prepared by DIISRTE May 2012

- 2) There is a small increase in the number of advanced degree pathways since 2008, either as potential future offerings or currently available. These pathways offer students with a higher entry score additional challenges and pathways to research and Honours programs. Since 2008, there have been two institutions with formal program offerings that formalise the pathways and indications that there are other institutions considering the possible adoption of a formal program titled Bachelor of Arts (Advanced) or similar. Advanced degree programs appear to be designed to attract high calibre students who may wish to have their achievements recognised and who may have an academic career path in mind.

### 1.3 BA offerings in regional areas

- 1) *Institutions located in regional areas or institutions with regional campuses typically offer a limited program.*

The reason for the format of this type of program can possibly be inferred from the comparatively low numbers of enrolments and lower ATAR scores (which suggests a low demand for the program).

Interviews conducted with these institutions in 2008 suggested that there are difficulties in finding suitably qualified academic staff in these areas, which has been supported by recent anecdotal evidence that this situation has not changed. Regional programs typically have the following features, which possibly emerge as a result of attempts to address these issues:

- There are fewer majors available (most have under 20 majors available, with the average at 11) and a high number of majors that are multidisciplinary or interdisciplinary in nature.
- The structure of regional programs is frequently highly structured, with upwards of 12 of the 24 required units prescribed.

- c) They frequently offer foundational units aimed to introduce the humanities and social sciences and core skills. These units may be designed to address gaps in education as the entry scores in this model are typically lower. Units include *Written Communication* (Southern Cross University); *Introduction to Social Inquiry* (University of Ballarat); and *Reasoning, Values and Communication* (Charles Sturt University).
  - d) Some universities with both regional and metropolitan campuses appear to offer only first year subjects, requiring students to move to the metropolitan area after the first year (examples include UQ, UWA, Curtin and La Trobe).
- 2) *In institutions where there are offerings across both regional and metropolitan campuses, the program award is typically titled similarly on testamurs, although the student experience could be very different. This situation may suggest a possible equivalence issue.*

Institutions with multi-campus programs offer different BA programs at regional campuses, with different majors, more restrictive program structures including core unit requirements and restricted unit offerings. Despite the differences, the programs are all called a Bachelor of Arts. The difference raises questions about how equivalence is ensured in multi-campus programs. Ostensibly all students across multi-campus graduate with the same degree, but from very different experiences. The data collected in this study did not provide a clear view of how equivalence is ensured, suggesting that this is possibly a focus of a future study.

## 2. Program Structure

All Australian BA program rules require the successful completion of 24 units of study, primarily in the humanities and social sciences. The manner in which these 24 units are organised differs across institutions.

- 1) *All programs require some level of interaction with a sequence of incremental study in a particular discipline area, usually described as a major.*
  - a) Units of study are structured to formulate majors, usually (for 30 of the 39 institutions) consisting of 8 units of study spread across 6 semesters. The lowest number of units to count towards a major is 6 units of study, the highest is 16.
  - b) Minor sequences of study are also available in most institutions, generally requiring study across 4 semesters. Most minors consist of 4 units of study.
  - c) There is an increase in the offerings of extended majors, which vary from 12 to 16 units of study.
  - d) Almost all programs have elective units, which allow free choice according to student interests.
- 2) *The capacity of the BA to act as a shell degree into which students can choose units of study offered across the whole university has disappeared.*

In 2007/8, there were 4 institutions which had an open choice view, whereby students could select from most units of study offered by the university and scaffold a program of study based on personal interest or aspirations. In these instances, students were expected to collect a required number of credit points from a wide range of options. In 2012, all institutions offering a BA program now require students to choose between specifically identified majors which have an incremental structure.
- 3) *There is a move towards requiring students to complete more than one major*

In 2012, all institutions required the completion of at least one major. Of the 33 institutions which offered a program called the BA in 2012, 25 institutions also required the completion of an additional minor or major sequence of study. In 2008, this was a requirement for only 15 of the institutions offering a BA. In 2012, eight institutions required only the completion of one sequence of study to qualify for the program award. For these eight, the remaining 16 units are from the electives lists, often with few requirements for subjects to be taken at an advanced level or from a restricted selection. In 2008, this structure had been the case for 15 institutions.

## 2.1 Incremental study

Incremental study is sometimes referred to as ‘scaffolding’. It refers to student progression through a series of units of study, which increase in complexity, and frequently builds on prior knowledge. There is also an expectation that students would have had some level of exposure to core concepts, terms and skills. The incremental structure for most programs is either based on a two level sequence with foundational or introductory units, generally taken in first year followed by upper level units, generally taken in second or third year; or on a three level sequence of introductory units in year one, intermediate in year two, and advanced in third year.

- 1) *There is an increasing tendency towards requiring students to have completed particular foundational units of study as part of the successful completion of study.*
  - a) Most institutions have majors that require incremental study.  
By 2011, there appears to be only one institution that does not require incremental study, i.e. allowing any unit to be taken in any order.
  - b) Program rules generally dictate a requirement to complete introductory or foundational level units before progressing to advanced level units of study within a major. However, there are few institutions which place restrictions on the actual order of progress, meaning that it is still possible in many institutions for a student in first year to participate in an upper level unit as an elective.
- 2) *There is a shift from the two level sequence of upper and lower towards a three level model.*

The prevalent structure in 2008 was progression through units offered on an introductory level and an upper level. There is a shift in 2011 towards a three level structure, with the lower and upper levels primarily featured in regional institutions

  - a) In 2011, there are 13 institutions which operate on a two level sequence and 25 with varying degree of requirements for units on a three level sequence.
  - b) There is some movement in non-Go8 institutions towards standardising some level one courses, by making these units prerequisites to participation in any advanced units.

## 2.2 Capstones and core units

Core units are those units of study outside of major progression requirements that providers require or recommend students complete to ensure the successful completion of their degree program. Some core units are core requirements for all students across the institution to complete and address topics such as ‘*Cultural Intelligence and Capability*’, ‘*Writing for Professional Practice*’, ‘*Introduction to University Study*’, ‘*Creativity and Innovation*’, ‘*Languages*’, and ‘*Introductory Research and Information Skills*’.

- 1) *Most institutions require some level of core units outside of majors*

There are 11 providers, mostly Go8 institutions, which do not offer or require the completion of any core units. In 2008, 24 institutions required students to complete one or more units of study and an additional one institution recommended the completion. By 2012, this had increased to 25 institutions requiring completion, with another two recommending completion of core units (27 in total). The number of units offered has increased, as illustrated in Table 2 below.

**Table 2: Number of Required Core Units available, 2008 and 2012, by year level**

Year level	2008	2012
Level 1	59	77
Level 2	5	15
Level 3	5	13

Source: Institutional websites, publicity materials and interviews

2) *Core units in 2<sup>nd</sup> and 3<sup>rd</sup> year levels are more prevalent than 2008.*

As illustrated in Table 2 above, there are more core courses available at a 2<sup>nd</sup> and 3<sup>rd</sup> year level in 2012 than in 2008. Table 3 below indicates which institutions offer 2<sup>nd</sup> or 3<sup>rd</sup> year core units.

**Table 3: Number of level 2 and level 3 core units in 2012 offered by provider**

Provider	Level 2	Level 3
Australian Catholic University	1	
Charles Darwin University	3	1
Edith Cowan University	2	3
Griffith University	2	2
James Cook University		1
Swinburne University of Technology	1	
University of Southern Queensland	2	
University of Technology, Sydney	2	1
University of Western Sydney	2	2
Victoria University		3

*Source: Institutional websites, publicity materials and interviews*

3) *There is an increase in the number of providers requiring workplace practice as a core unit.*

In 2012, nine providers require the completion of core units that required professional practice. These are offered as required capstones units in the main. This is an increase from the 2008 study, which indicated that there were five institutions with this requirement.

### 3. Program Content

Almost all the programs in 2011 have requirements for a large portion of the program to be humanities or social science centred in order to graduate with a BA, limiting the ability for the BA to be used as a ‘mirror degree’. This is a shift from the 2008 findings, where there was more scope for including majors from outside the humanities and social sciences.

#### 3.1 Majors offered in the BA

The period 2008 – 2012 appears to have been a time when there has been a focus on rationalising the number and spread of majors offered across BA programs.

1) *Program content in the form of majors has changed between 2008 and 2012.*

Since the previous study was completed in 2008; every institution has changed at least some of the names, scope or nature of the majors offered in the BA. There was not one instance where the range of majors offered in 2008 was the same as the range offered in 2012.

2) *Fewer majors are available in 2012 than in 2008.*

As illustrated in Table 4 below, the number of majors offered has decreased across the sector. Across the sector, in the 35 institutions which offer a BA, 15 institutions reduced the number of majors offered, two institutions offered the same number of majors and 18 institutions increased the number of majors offered across campuses.

**Table 4: Number of majors in BA degrees by provider in 2008 and 2012**

Provider	2008	2012
Australian Catholic University	18	19
Bond University	32	28
Central Queensland University	28	8
Charles Darwin University	3	13
Charles Sturt University	6	6
Curtin University of Technology	n/a	16
Deakin University	25	27
Edith Cowan University	15	12
Griffith University	8	16
James Cook University	18	20
La Trobe University	41	23
Macquarie University	86	50
Monash University	43	60
Southern Cross University	10	11
Swinburne University of Technology	11	13
The Australian National University	44	45
The Flinders University of South Australia	39	31
The University of Adelaide	30	27
The University of Melbourne	36	32
The University of New England	31	33
The University of New South Wales	40	24
The University of Newcastle	26	15
The University of Notre Dame Australia	16	26
The University of Queensland	49	64
The University of Sydney	68	66
The University of Western Australia	24	66
University of Ballarat	4	9
University of Canberra	37	51
University of South Australia	51	4
University of Southern Queensland	12	23
University of Tasmania	28	29
University of the Sunshine Coast	17	22
University of Western Sydney	16	16
University of Wollongong	26	23
Victoria University	21	15
<b>Total</b>	<b>983</b>	<b>960</b>

*Source: Institutional websites, publicity materials and interviews*

3) *There has been a slight shift in the majors offered within the BA.*

The most commonly offered majors in 2008 were in the disciplinary field of Psychology, followed by majors in History, and in Sociology. In 2012, the disciplinary field of History had the most number of majors offered, followed by Sociology, and then Psychology. Note that these numbers do not reflect the numbers of students taking the major, but rather the number of instances where the major was offered



across all institutions offering a Bachelor of Arts program. Table 5 lists the number of institutions offering majors in order of the most offered.

**Table 5: Top ten majors offered in 2008 and 2012**

Major	# Institutions offering major in 2008	Major	# Institutions offering major in 2012
Psychology	26	History	29
History	24	Sociology	23
Sociology	22	Psychology	22
Philosophy	20	Philosophy	22
Australian Studies	17	Asian Studies	16
English	16	English	15
Asian Studies	15	Linguistics	12
Japanese	15	Japanese	11
Geography	14	Geography	11
Linguistics	12	Italian	10

*Source: Institutional websites, publicity materials and interviews*

- a) Examination of listed majors available for study, across all institutions and across all campuses, shows a clear emphasis on the BA providing access to Languages other than English (LOTE), studies of cultures, and History as core content knowledge. The biggest increase in majors offered was in LOTE between 2008 and 2012.

**Table 6: Top five discipline areas available in Australia in 2008 and 2012 by number of majors offered across all campuses**

Discipline area	2008	2012
LOTE	144	172
Studies of global cultures	80	80
History	52	62
Politics	50	61
Psychology	53	58

*Source: Institutional websites, publicity materials and interviews*

- b) The discipline areas that had the most majors dropped from the Bachelor of Arts programs between 2008 and 2012 are the following: Creative Industries (9 institutions); Indigenous Studies (8); Communication and Media (7); Film (7); and Writing (7). The discipline areas most likely to be included in the BA by 2012 are the following: Australian Studies (10 institutions); majors with a globalisation perspective (7 institutions); Cultural studies (6 institutions); Drama (6) and Literature (6).
- c) The most commonly offered languages other than English are (in order of number of majors offered): Japanese, Chinese, French, Indonesian, and Italian.

### 3.2 Requirements for breadth

- 1) *A number of universities require students to take units from outside the BA host faculty.*

This was not a noticeable feature of BA programs conducted in 2008, but may be the result of attempts to meet the programs' educational purposes of ensuring that breadth and depth of exposure to disciplinary knowledge is achieved.

### 3.3 Work-integrated learning (WIL)

Almost all institutions offer internship or work experience programs that students can opt into which, for the most part, are non-credit bearing and are marketed as opportunities for ensuring future employment prospects. The organisation and scope of these opportunities varies.

Instances of where there was mention made, of WIL in program profiles and course information were identified and recorded in the framework. These instances were varyingly described as internships, work place experience, industry or community experience and volunteering. These experiences were collected in a spread sheet (see the data set 'Work Integrated Learning activities (2012)' available on the DASSH website). Instances were coded according to **Location** (where the WIL activity takes place – in industry; in the community; or within the institution); **Level of requirement** (whether participation in WIL related activities is an optional or a compulsory component of the program) and **Organisation** (whether the WIL activity is required for completion on a program level or whether it contributes towards a major).

- 1) *Opportunities to engage in WIL have increased across BA programs. In addition, since the previous study reported in 2008, there has been an increase in the instances where completion of a work-integrated learning opportunity is a **requirement** for completion.*
  - a) There is an increase in required WIL units of study in order to complete the award. In 2008, there was only one institution, which coordinated an internship-based unit on a program level as a requirement for completion prior to graduation. In 2012, this has extended to five institutions.
  - b) In 2012, there were 23 institutions that offered some format of WIL beyond the unstructured volunteer work experience generally offered through career services. These opportunities are increasingly taking the form of credit bearing, structured units of study (see Table 7).

**Table 7: Providers with compulsory or optional work integrated learning instances in 2012**

Provider	Organisation	Compulsory	Optional
Australian Catholic University	Program	1	1
The University of Adelaide	Major		1
The Australian National University	Major		3
Bond University	Major		1
Deakin University	Major		1
Griffith University	Program	1	
La Trobe University	Major		1
	Program	1	
The University of Melbourne	Major		1
Monash University	Major		1
The University of Newcastle	Institution		1
The University of Notre Dame Australia	Major		2
Southern Cross University	Program		1
Swinburne University of Technology	Major		1
	Program		1
The University of Sydney	Major		1
The University of New England	Program		2
University of South Australia	Major		1
The University of New South Wales	Program		1
University of Southern Queensland	Major		1
The University of Western Australia	Program		1
University of Western Sydney	Program		1
Victoria University	Program	1	
University of Wollongong	Major		1
	Program	1	
Total		5	25

Source: Institutional websites, publicity materials and interviews

## 4. Program Purpose

- 1) *The 2008 scoping study noted a potential emerging trend towards the development of a BA program with a focus on creating 'work ready' graduates. The 2012 study suggests that this movement has not eventuated, with only one additional institution developing a program with this focus.*

In 2008, there were two institutions experimenting with the redevelopment of the BA to a program suited to the purpose of preparation for professional work. By 2012, this rhetoric has disappeared from one institution, and the second has re-instated a more traditional BA alongside the experimental program. One additional institution has since implemented a program described as a 'work ready BA' in 2012.

### 4.1 Program descriptions

All BA programs are described in institutional course databases, websites or in handbooks. These descriptions were analysed to identify what core words were used to describe key elements of the program in the program overview descriptions.

- 1) *Future employability and the attainment of skills required for future employment are still listed in promotional materials as key outcomes of the degree.*
  - a) In particular, skills such as critical thinking, research skills and problem solving are listed as program learning outcomes and that these skills are highly valued by employers. Twenty-eight out of 35 institutions referred to graduate employability in their BA promotional material; usually in conjunction with the ability to pursue an individual's intellectual interest or passion, which was mentioned in 19 of the institutions.
  - b) Lifelong learning was the next most mentioned contribution of the program. Seven institutions described participation in the program as the next step on a journey of life long-learning.
- 2) *Most programs feature the term 'flexibility' in program publicity.*
  - a) Fourteen of the 35 institutions offering a BA use the term 'flexible' in describing the BA offered.
  - b) In further investigation, regional institutions appear to use the term 'flexibility' to refer to the fact that there are alternate pathways to the program and modes of delivery, rather than the ability to choose from a range of discipline areas as it is usually interpreted in programs offered in metropolitan institutions.

### 4.2 Profession-based

- 1) *Examples of where the BA is viewed as a degree program with direct translation into a professional position in the workforce is limited to a few programs, predominantly in the ATN network.*

In these instances, the program is not called a BA, but is rather 'tagged' with a particular focus. Examples include: Arts (Film and Television); Arts (English Language Studies); Arts (Multicultural Studies); Arts (International and Regional Studies); Arts (Communication – Information and Media); and Arts (Communication – Public Communication).

### 4.3 Graduate attributes

In 2008, there appeared to be an emerging pattern of describing graduate attributes on a program level and making the alignment between institutional graduate attributes more overt. This trend seems to have disappeared in 2012 from the course search tools. While they may appear on some level, they were less obvious for most institutions when the web search was conducted in 2011. For the most part, when they did appear, there was a tendency to repeat institutional graduate attributes, rather than identify any specifically on a program level. Instead, overview descriptions were analysed to establish what graduate attributes were described as being developed in the program. Graduate skills and attributes identified through this process were grouped according to the 'Knowledge, Action, Being' taxonomy developed by Barnett and Coates (2005).

'Knowledge' relates to core disciplinary content, 'Action' relates to graduate skills developed as a consequence of engaging with the program, and 'Being' describes key attributes and dispositions acquired or enhanced as a consequence of engagement with the program.

- 1) Graduate attributes of a BA as articulated in program descriptions are (in order of frequency): critical thinking; verbal and written communication skills; breadth of knowledge across a range of discipline areas; and research skills – a breakdown of the attributes is indicated in Table 8 below.

Table 8: Graduate attributes, skills and knowledge for BA degrees 2012

Provider	ACTION					KNOWLEDGE				BEING						
	Critical thinking	Problem solving	Verbal and written communication	Work co-operatively with others	Research skills	Use a range of IT	Depth in 1 or 2 disciplines	Broad cross disciplinary knowledge	Acquisition of languages	Humanities and Social Sciences	Leader	Aware of social justice issues	Culturally aware	Globally aware	Socially aware	Ethical
Australian Catholic University	x		x		x			x					x			x
Bond University		x	x	x			x	x			x	x				
Central Queensland University	x	x					x	x							x	
Charles Darwin University			x		x			x	x	x					x	
Charles Sturt University	x		x				x	x								
Curtin University of Technology							x					x		x		
Deakin University	x		x			x	x	x				x				
Edith Cowan University							x	x	x							
Griffith University	x	x	x		x			x			x	x			x	
James Cook University	x		x		x			x	x	x	x			x		
La Trobe University	x	x	x		x			x	x						x	
Macquarie University	x	x	x		x	x		x								
Monash University	x		x	x	x		x									
Southern Cross University	x		x		x		x	x			x		x		x	
Swinburne University of Technology	x	x	x	x		x		x		x				x		x
The Australian National University	x	x	x	x	x											
The Flinders University of South Australia	x	x	x	x		x	x	x								
The University of Melbourne					x	x	x	x	x		x		x			
The University of New England							x	x			x		x		x	
The University of New South Wales	x		x	x	x			x	x					x		
The University of Newcastle		x	x	x	x		x	x								
The University of Notre Dame								x							x	
The University of Queensland	x	x	x	x				x								
The University of Sydney	x		x		x				x							
The University of Western Australia	x	x	x			x										
The University of Adelaide	x	x	x		x								x	x	x	
University of Ballarat	x	x	x	x	x										x	
University of Canberra		x	x	x	x							x				x
University of South Australia	x	x			x			x				x		x		x
University of Southern Queensland	x		x												x	
University of Tasmania								x		x						
University of the Sunshine Coast	x							x								
University of Western Sydney	x				x			x				x	x			
University of Wollongong														x		
Victoria University					x		x							x	x	

Source: Institutional websites, publicity materials and interviews

## 5. Program management

- 1) *The 2008 report found that there was a fair degree of change and faculty restructuring. Most faculty structures remained unchanged between the 2008 – 2012 period, with only eight of the 35 institutions with a BA program reporting a restructure that impacted on the management of the BA.*

Most BA programs are managed within a single faculty, although may draw on units offered by other faculties. Instances where the faculty or equivalent changed have been highlighted in Table 9 below.

[Note that highlighted areas indicate institutions with a change in structure]

**Table 9: Faculties (or equivalent) with responsibility for management of the BA in 2008 and 2012 by provider**

Provider	2008	2012
Australian Catholic University	Faculty of Arts and Sciences	Faculty of Arts and Sciences
Bond University	Faculty of Humanities and Social Sciences	Faculty of Humanities and Social Sciences
Central Queensland University	Faculty of Arts, Humanities & Education and Faculty of Sciences, Engineering & Health	Faculty of Arts, Business, informatics and Education
Charles Darwin University	Faculty of Law, Business and Arts	Faculty of Law, Education, Business and Arts
Charles Sturt University	Faculty of Arts	Faculty of Arts
Curtin University of Technology	Faculty of Humanities	Faculty of Humanities
Deakin University	Faculty of Arts and Education	Faculty of Arts and Education
Edith Cowan University	Faculty of Education and Arts	Faculty of Education and Arts
Griffith University	Faculty of Arts	Faculty of Arts, Education and Law
James Cook University	Faculty of Arts, Education and Social Sciences	Faculty of Arts, Education and Social Sciences
La Trobe University	Faculty of Humanities & Social Sciences	Faculty of Humanities & Social Sciences
Macquarie University	The Bachelor of Arts is administered by the University as a whole	Faculty of Arts
Monash University	Faculty of Arts	Faculty of Arts
Southern Cross University	School of Arts and Social Sciences	School of Arts and Social Sciences
Swinburne University of Technology	Faculty of Life and Social Sciences	Faculty of Life and Social Sciences
Australian National University	Faculty of Arts	College of Arts and Social Sciences
The Flinders University of South Australia	Faculty of Education, Humanities and Law, Faculty of Science and Engineering Faculty of Social and Behavioural Sciences	Faculty of Education, Humanities and Law, Faculty of Science and Engineering, Faculty of Social and Behavioural Sciences
The University of Adelaide	Faculty of Humanities and Social Sciences	Faculty of Humanities and Social Sciences
The University of Melbourne	Faculty of Arts	Faculty of Arts
The University of New England	<i>[data not collected in 2008]</i>	Faculty of Arts and Sciences
The University of New South Wales	Faculty of Arts and Social Sciences	Faculty of Arts and Social Sciences
The University of Newcastle	Faculty of Education and Arts	Faculty of Education and Arts
The University of Notre Dame Australia	School of Arts and Sciences	School of Arts and Sciences
The University of Queensland	Faculty of Arts	Faculty of Arts
The University of Sydney	Faculty of Arts	Faculty of Arts and Social Sciences
The University of Western Australia	Faculty of Arts, Humanities and Social Sciences	Faculty of Arts, Humanities and Social Sciences
University of Ballarat	School of Behavioural and Social Sciences and Humanities	School of Education and Arts
University of Canberra	Division of Communication & Education	Faculty of Arts and Design
University of South Australia	School of Communication, Division of Education Arts & Social Sciences	School of Communication, International Studies and Languages Division of Education, Arts and Social Sciences
University of Southern Queensland	Faculty of Arts	Faculty of Arts
University of Tasmania	Faculty of Arts	Faculty of Arts
University of the Sunshine Coast	Faculty of Arts and Social Sciences	Faculty of Arts and Business (School of Communication and School of Social Sciences)
University of Western Sydney	College of Arts	School of Humanities and Communication Arts
University of Wollongong	Faculty of Arts	Faculty of Arts
Victoria University	Faculty of Arts, Education and Human Development	Faculty of Arts, Education and Human Development

Source: Institutional websites, publicity materials and interviews

- 2) *The BA is offered across multiple campuses in some institutions and on single campuses in others.*  
 The BA is offered across 17 institutions on a single campus and 18 institutions offer the program across multiple campuses. There are five institutions that note that certain majors are offered externally on the course program pages; three of these include offshore offerings on campuses located outside of Australia.

**Table 10: Providers by number of campuses offering BA in 2012**

Provider	# Campuses	External
Monash University	6	1
La Trobe University	5	
University of Wollongong	5	
Central Queensland University	4	1
Australian Catholic University	3	
Deakin University	3	1
The University of Notre Dame Australia	3	
University of Tasmania	3	1
University of Western Sydney	3	
Charles Sturt University	2	
Edith Cowan University	2	
Griffith University	2	
James Cook University	2	1
Southern Cross University	2	
The University of Newcastle	2	
The University of Western Australia	2	
University of Southern Queensland	2	
Victoria University	2	
Bond University	1	
Charles Darwin University	1	
Curtin University of Technology	1	
Macquarie University	1	
Swinburne University of Technology	1	
The Australian National University	1	
The Flinders University of South Australia	1	
The University of Adelaide	1	
The University of Melbourne	1	
The University of New England	1	
The University of New South Wales	1	
The University of Queensland	1	
The University of Sydney	1	
University of Ballarat	1	
University of Canberra	1	
University of South Australia	1	
University of the Sunshine Coast	1	

*Source: Institutional websites, publicity materials and interviews*

## 6. Program Uptake

In general, there was a trend for BA numbers to have dropped by 2008, when the last study was done. Since then there has been an increase in student numbers enrolling and this trend appears to be continuing into the future. This growth reflects a general increase in the student population. As a portion of total students, BA student numbers are relatively steady, suggesting that those who want to do a BA are doing a BA, no matter what changes are put in place around the BA.

### 6.1 Student Numbers

1. *After a drop in numbers in the middle of the decade, enrolments in the BA have increased slightly across the period 2001 – 2010.*

As illustrated in Table 11 below, across the period 2001 to 2010, student enrolment numbers gradually declined by 2007 and then raised again by 2010.

- a) BA programs across Australia recorded the lowest enrolments in 2008, with a total of 42,057 students.
- b) While numbers recovered by 2010 (N=48,225), the numbers of students enrolled were only slightly higher than the numbers in 2001 (N=47,840), despite considerable sector growth over this time.

**Table 11: No of Enrolments across all providers with a BA program 2001 – 2010**

Provider	Title	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Australian Catholic University	Arts	638	632	589	600	597	622	621	593	727	841
Bond University	Arts	0	0	0	91	102	139	142	116	159	109
Central Queensland University	Arts	553	547	512	464	368	314	332	324	303	269
Charles Darwin University	Arts	174	170	180	164	0	105	78	56	81	77
Charles Sturt University	Arts	551	429	385	377	419	546	580	588	607	590
Curtin University of Technology	Arts	795	828	777	764	726	731	214	177	199	85
	Arts (Humanities)	0	0	0	0	0	0	0	0	0	1131
Deakin University	Arts	2298	2237	2209	2217	2275	2170	2061	1962	1789	1662
Edith Cowan University	Arts	262	336	320	472	452	460	413	379	329	316
Griffith University	Arts	1397	1262	1070	1090	1035	924	772	619	554	582
James Cook University	Arts	329	305	380	439	420	366	356	382	492	657
La Trobe University	Arts	3504	3622	3526	2918	2522	2382	2501	2472	2598	2703
Macquarie University	Arts	2375	2181	2045	1807	1812	1790	1670	1724	1895	2298
Monash University	Arts	3005	3262	3349	3732	3817	3981	4250	4568	4974	5226
Murdoch University	Arts	111	100	107	96	46	33	24	12	6	17
Queensland University of Technology	Arts	611	558	654	662	628	510	363	128	58	26
Southern Cross University	Arts	488	501	517	478	563	569	618	570	587	502
Swinburne University of Technology	Arts	324	236	129	99	123	153	166	184	248	772
The Australian National University	Arts	1021	1041	949	936	879	799	879	888	889	953
The Flinders University of South Australia	Arts	1354	1404	1288	1177	1214	1112	985	880	936	937
The University of Adelaide	Arts	1635	1616	1539	1374	1234	1116	1049	1014	968	1077
The University of Melbourne	Arts	3808	3783	3743	3629	3146	3302	3499	4022	4310	4758
The University of New England	Arts	2735	2663	2470	2335	2323	2101	1821	1471	1267	1252
The University of New South Wales	Arts	1761	1818	1738	1684	1643	1667	1906	1878	1914	1998
The University of Newcastle	Arts	1227	1292	1191	1116	1031	939	931	883	993	1207
The University of Notre Dame Australia	Arts	0	49	95	156	184	252	290	356	438	507
The University of Queensland	Arts	4327	4156	4002	3667	3628	3875	3738	3467	3568	3534
The University of Sydney	Arts	3593	3408	3293	3142	3416	3408	3648	3910	4298	4285
The University of Western Australia	Arts	1353	1269	1158	1153	1110	1095	1146	1175	1341	1431
University of Ballarat	Arts	231	0	0	0	0	0	0	0	0	0

	Arts (Humanities & Social Sciences)	0	228	223	215	193	190	167	164	156	170
University of Canberra	Arts	245	276	310	299	288	264	242	251	296	292
University of South Australia	Arts	1063	213	93	85	178	265	118	72	29	19
University of Southern Queensland	Arts	1058	985	843	844	668	596	513	471	447	409
University of Tasmania	Arts	2027	2186	2251	2291	2023	1972	1870	1681	1724	1774
University of Technology, Sydney	Arts	15	13	0	0	0	0	0	0	0	0
University of the Sunshine Coast	Arts	310	338	313	344	303	259	242	236	251	261
University of Western Sydney	Arts	873	681	1025	1014	1330	1712	2282	2702	3071	3494
University of Wollongong	Arts	1210	1277	1295	1247	1329	1347	1385	1343	1431	1554
Victoria University	Arts	579	490	481	422	451	423	391	339	442	450
<b>Grand Total</b>		<b>47,840</b>	<b>46,392</b>	<b>45,049</b>	<b>43,600</b>	<b>42,476</b>	<b>42,489</b>	<b>42,263</b>	<b>42,057</b>	<b>44,375</b>	<b>48,225</b>

Source: DIISRTE data sets prepared by DIISRTE May 2012

- c) The institutions that showed the greatest percentage increase and decrease in student enrolments between 2006 and 2010 are illustrated in Table 12 and 13 below. In general (with the possible exception of the University of Notre Dame Australia), the increase appears to have been the result of a consolidation of tagged degrees into the BA.

**Table 12: Largest percentage increase in student enrolments between 2006 and 2010**

Provider	2006	2010	% Increase
Swinburne University of Technology	153	772	80%
University of Western Sydney	1712	3494	51%
The University of Notre Dame Australia	252	507	50%
James Cook University	366	657	44%
Curtin University of Technology	731	1131	35%

Source: DIISRTE data sets prepared by DIISRTE May 2012

**Table 13: Largest percentage decrease in student enrolment numbers between 2006 and 2010**

Provider	2006	2010	% Increase
Deakin University	2170	1662	-31%
Charles Darwin University	105	77	-36%
Edith Cowan University	460	316	-46%
University of Southern Queensland	596	409	-46%
Griffith University	924	582	-59%
The University of New England	2101	1252	-68%

- 2) *Enrolments in the Bachelor of Arts are generally higher in the GO8s than institutions aligned in other networks or not aligned.*

As illustrated in Figure 1, enrolments are generally highest in Go8 affiliated institutions.

- a) The institutions with the greatest number of enrolments in a Bachelor of Arts program in 2010 were: Monash University (5226 enrolments); The University of Melbourne with 4758; The University of Sydney (4285); The University of Queensland (3534); and University of Western Sydney (3494).



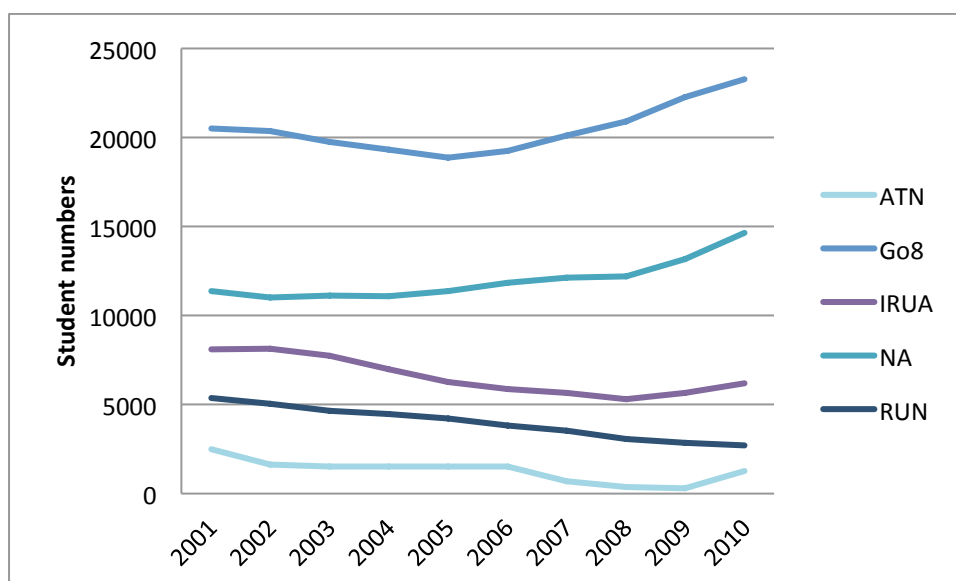


Figure 1: Numbers of students enrolled 2001 – 2010 by institutional affiliation

Source: DIISRTE data sets prepared by DIISRTE May 2012

- 3) Despite the increase in numbers of students enrolling in the Society and Culture field of education (FoE), the numbers of students enrolled in a BA degree as a portion of enrolments in the Society and Culture FoE have dropped steadily between 2001 to 2010 from 32% to 26%.
- In contrast, student enrolments in other Society and Culture FoE programs (such as Law, Psychology, and Economics) have increased by 24%.
  - The BA slice of the enrolments has dropped from 8% of total enrolments in 2001 to 6% in 2010.
  - While the number of enrolments in Arts-related single and double degrees has increased between 2001 (N= 150,397) and 2010 (N=185,445), the proportion of enrolments has remained relatively constant averaging about 65% of the total numbers enrolled in Society and Culture FoE across the period.
  - This shortfall appears to have been absorbed in programs that have been categorised as ‘Arts-related’ with students numbering 103,592 in 2001 and increasing to 124,545 in 2010.

Table 14: Numbers of students enrolled 2001 – 2010 across different programs

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Total undergraduate enrolments</b>	611,526	636,614	647,175	653,348	655,610	669,079	684,903	701,577	739,872	779,643
<b>Society and culture FOE</b>	150,397	154,770	158,365	156,867	159,835	161,744	164,957	166,801	176,569	185,445
<b>Arts-related single and double</b>	99,589	103,013	103,601	104,402	104,991	105,758	107,820	108,247	114,339	120,135
<b>Arts-related single degree</b>	74,303	76,552	76,676	76,723	76,215	76,148	76,999	77,265	82,030	87,308
<b>Bachelor of Arts (BA)</b>	47,840	46,392	45,049	43,600	42,476	42,489	42,263	42,057	44,375	48,225

Source: DIISRTE data sets prepared by DIISRTE May 2012

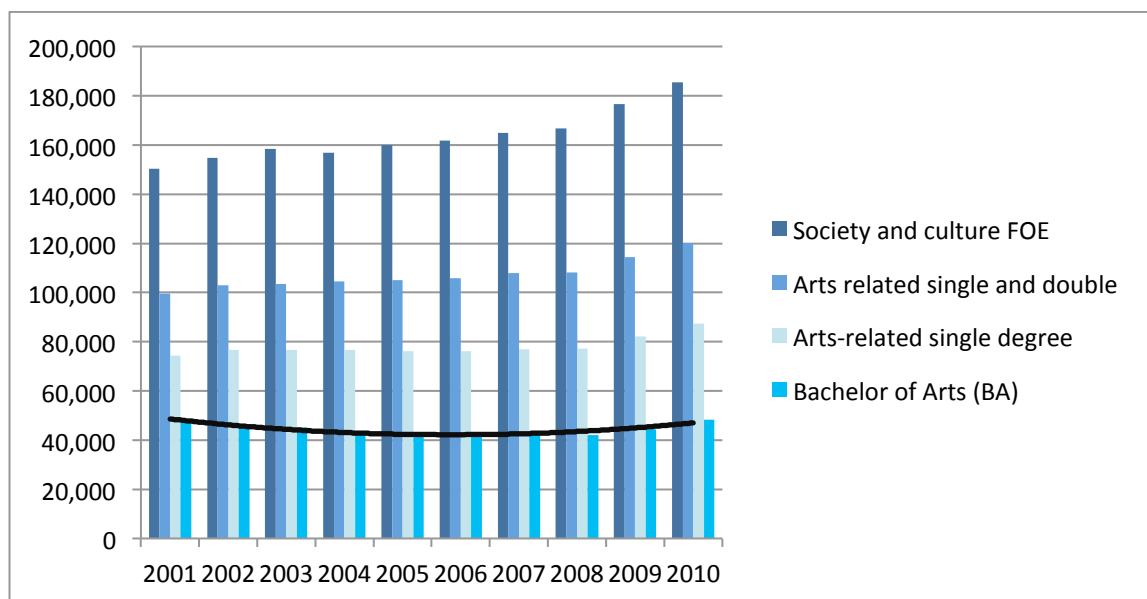


Figure 2: Numbers enrolled in a BA between 2001 and 2010 as percentage of total undergraduate enrolments and Society and culture field of education

Source: DIISRTE data sets prepared by DIISRTE May 2012

- e) When viewing the institutions with the largest enrolments in Arts-related degrees in 2010 (including dual or double degrees), the top enrolling institutions remain the Go8 institutions, but the order changes from that described in Finding 2 above. These are illustrated in Table 15 below.

Table 15: Largest five providers of Arts-related programs (incl. double degrees) in 2010

Provider	Arts-related	Arts	Other	All Society and Culture
Monash University	9247	5226	3269	12516
The University of Sydney	7951	4285	2773	10724
The University of Queensland	7144	3534	2353	9497
The University of Melbourne	6035	4758	803	6838
The University of New South Wales	5917	1998	3473	9390

Source: DIISRTE data sets prepared by DIISRTE May 2012

- f) Viewing the institutions with the largest enrolment numbers in 2010 for Arts-related degrees, it is possible to get a sense of the importance of Arts-related programs and double degrees to overall enrolments for some institutions. Figure 3 below illustrates the BA in contrast to other Arts-related programs (including dual or double degrees) as a percentage of the total Arts-related programs.

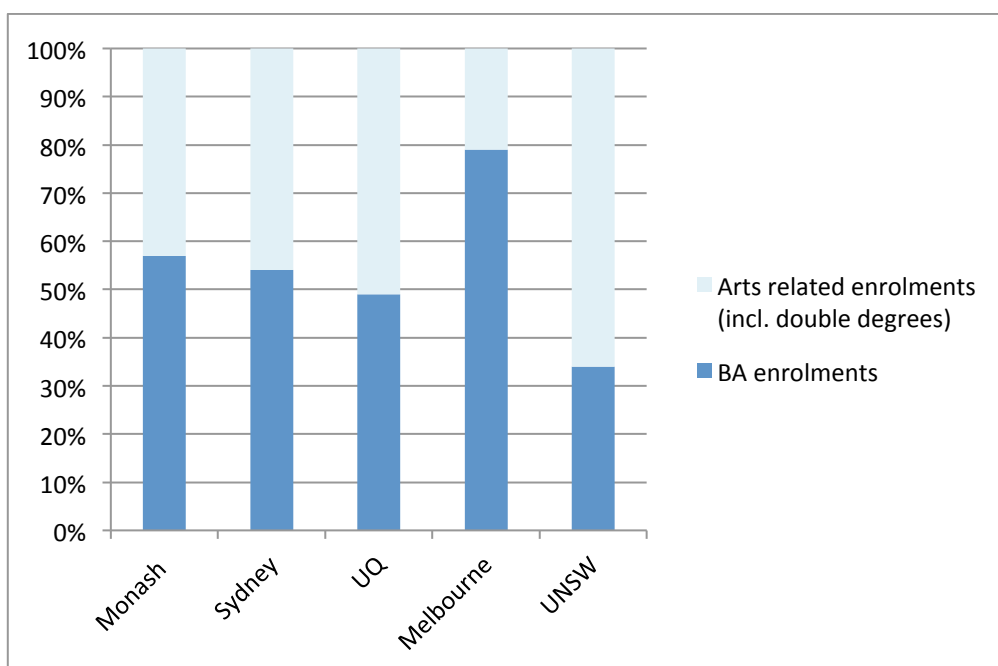


Figure 3: Enrolments in Arts-related and BA programs in largest enrolling institutions in 2010 as percentage

Source: DIISRTE data sets prepared by DIISRTE May 2012

## 6.2 Dual degrees

- 1) There is a gradual increase in the percentage of enrolment numbers in a dual degree against a single degree, from 25% in 2001 to 28% in 2010.

Table 16: Percentage of double degrees across different groups of institutions 2001 - 2010

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
ATN	23.6%	24.5%	28.6%	28.2%	29.0%	30.4%	28.4%	27.2%	24.7%	22.4%
Go8	33.9%	34.3%	34.4%	35.3%	36.6%	36.3%	36.1%	35.3%	34.4%	34.1%
IRU	13.2%	14.2%	14.7%	16.3%	19.6%	21.0%	22.2%	22.8%	22.7%	20.1%
Non- aligned	23.3%	22.7%	22.5%	22.9%	21.4%	22.0%	23.8%	24.4%	25.5%	25.8%
RUN	22.9%	23.7%	23.9%	23.1%	24.8%	27.5%	31.4%	34.5%	36.7%	31.0%

Source: DIISRTE data sets prepared by DIISRTE May 2012

- 2) Institutions associated with the Regional Universities Network (RUN) appear to have shifted the most between 2001 and 2010 in attracting students into dual degree model.  
 RUN affiliated institutions reflect a 8.2% increase in the numbers of students opting to enrol in dual degree programs. The IRU aligned institutions reflect the next greatest increase in enrolments across the same period, with a 7% increase in enrolments between 2001 and 2010. The biggest enrolments are in Go8 institutions with an average of 35% of total enrolments into Arts-related programs being into dual degree programs. While ATN institutions have an average of 26% of total enrolments in Arts-related programs such as dual degrees, this is caused by a peak in 2006 that has steadily declined from 30.37% to 22.38% of total enrolments in Arts-related programs.
- 3) The top five dual degree programs offered are (in order of popularity) Arts / Laws; Engineering / Arts; Arts / Commerce; Arts / Diploma of Education; Arts / Science; and Science / Arts.  
 In 2010, these programs accounted for 10,617 students out of a possible 33,295 students opting to combine a degree program with an Arts-related program.

## 6.3 Completions

- a) *It is difficult to accurately pinpoint the number of actual completions across all BA and Arts-related programs using the data collected and disseminated by the Commonwealth.*

Currently, there is no mechanism to trace or track individuals using the data collected by DIISRTE, it is therefore not possible to accurately map the actual completion rate of individuals who enrolled in the program. Consequently, the completions data need to be viewed with caution. The following summations and tables are indicators only. Assuming that the average completion time is 3+1 years of study, the average completion rate between enrolments in 2001 and 2007 is around 19%.

- b) Table 17 below records all completions against enrolment and completion numbers in the Bachelor of Arts degree. The institutions with the highest ratio of completions to enrolments are (in order of ratio): The University of Melbourne (27%); Monash University (24%); The University of Sydney (23%); and The University of Adelaide; The University of New South Wales; The University of Western Australia (each with 21%).

**Table 17: Number of Completions against Enrolment numbers in the BA (2001 – 2010)**

Provider	Measure	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Australian Catholic University	Enrolments	638	632	589	600	597	622	621	593	727	841	6460
	Completions	282	116	102	114	113	126	103	88	102	125	1271
Bond University	Enrolments	0	0	0	91	102	139	142	116	159	109	858
	Completions	0	0	0	21	14	30	29	24	29	22	169
Central Queensland University	Enrolments	553	547	512	464	368	314	332	324	303	269	3986
	Completions	124	143	85	57	49	48	43	32	47	33	661
Charles Darwin University	Enrolments	174	170	180	164	0	105	78	56	81	77	1085
	Completions	18	12	10	7	0	11	0	0	0	11	69
Charles Sturt University	Enrolments	551	429	385	377	419	546	580	588	607	590	5072
	Completions	52	46	49	49	49	41	47	33	47	61	474
Curtin University of Technology	Enrolments	795	828	777	764	726	731	214	177	199	1216	6427
	Completions	145	189	160	161	121	167	51	46	42	41	1123
Deakin University	Enrolments	2298	2237	2209	2217	2275	2170	2061	1962	1789	1662	20880
	Completions	335	338	345	334	351	328	378	351	316	341	3417
Edith Cowan University	Enrolments	262	336	320	472	452	460	413	379	329	316	3739
	Completions	20	33	29	42	44	65	61	72	76	43	485
Griffith University	Enrolments	1397	1262	1070	1090	1035	924	772	619	554	582	9305
	Completions	136	159	175	168	160	149	115	91	56	62	1271
James Cook University	Enrolments	329	305	380	439	420	366	356	382	492	657	4126
	Completions	43	39	41	43	57	58	59	26	83	68	517
La Trobe University	Enrolments	3504	3622	3526	2918	2522	2382	2501	2472	2598	2703	28748
	Completions	572	518	545	659	589	491	431	377	432	417	5031
Macquarie University	Enrolments	2375	2181	2045	1807	1812	1790	1670	1724	1895	2298	19597
	Completions	366	371	408	322	400	311	332	379	364	399	3652
Monash University	Enrolments	3005	3262	3349	3732	3817	3981	4250	4568	4974	5226	40164
	Completions	789	716	742	855	801	981	1156	1286	1294	1104	9724
Southern Cross University	Enrolments	488	501	517	478	563	569	618	570	587	502	5393
	Completions	87	82	117	79	89	96	95	94	92	99	930
Swinburne University of	Enrolments	324	236	129	99	123	153	166	184	248	772	2434

Provider	Measure	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Technology	Completions	71	49	37	17	15	17	16	21	21	30	294
The Australian National University	Enrolments	1021	1041	949	936	879	799	879	888	889	953	9234
	Completions	206	169	149	186	215	195	201	160	172	215	1868
The Flinders University of South Australia	Enrolments	1354	1404	1288	1177	1214	1112	985	880	936	937	11287
	Completions	253	264	246	265	229	197	197	177	150	161	2139
The University of Adelaide	Enrolments	1635	1616	1539	1374	1234	1116	1049	1014	968	1077	12622
	Completions	320	317	365	322	277	277	241	249	144	158	2670
The University of Melbourne	Enrolments	3808	3783	3743	3629	3146	3302	3499	4022	4310	4758	38000
	Completions	933	978	1082	1018	1094	1067	973	982	1153	1097	10377
The University of New England	Enrolments	2735	2663	2470	2335	2323	2101	1821	1471	1267	1252	20438
	Completions	244	228	203	279	355	277	274	230	166	176	2432
The University of New South Wales	Enrolments	1761	1818	1738	1684	1643	1667	1906	1878	1914	1998	18007
	Completions	359	363	365	371	385	356	369	370	370	396	3704
The University of Newcastle	Enrolments	1227	1292	1191	1116	1031	939	931	883	993	1207	10810
	Completions	174	149	161	175	151	163	153	135	148	124	1533
The University of Notre Dame Australia	Enrolments	0	49	95	156	184	252	290	356	438	507	2327
	Completions	0	0	0	13	18	24	31	40	48	72	246
The University of Queensland	Enrolments	4327	4156	4002	3667	3628	3875	3738	3467	3568	3534	37962
	Completions	783	829	756	743	683	715	628	661	609	603	7010
The University of Sydney	Enrolments	3593	3408	3293	3142	3416	3408	3648	3910	4298	4285	36401
	Completions	649	665	865	928	972	785	798	879	879	841	8261
The University of Western Australia	Enrolments	1353	1269	1158	1153	1110	1095	1146	1175	1341	1431	12231
	Completions	246	264	258	275	266	222	263	236	268	272	2570
University of Ballarat	Enrolments	231	228	223	215	193	190	167	164	156	170	1937
	Completions	27	43	28	0	27	36	14	21	12	13	221
University of Canberra	Enrolments	245	276	310	299	288	264	242	251	296	292	2763
	Completions	36	41	48	51	66	80	63	88	49	39	561
University of South Australia	Enrolments	1063	213	93	85	178	265	118	72	29	19	2135
	Completions	202	20	0	0	0	0	0	0	0	0	222
University of Southern Queensland	Enrolments	1058	985	843	844	668	596	513	471	447	409	6834
	Completions	105	112	89	84	93	74	80	62	71	32	802
University of Tasmania	Enrolments	2027	2186	2251	2291	2023	1972	1870	1681	1724	1774	19799
	Completions	316	300	303	337	265	357	305	292	240	269	2984
University of the Sunshine Coast	Enrolments	310	338	313	344	303	259	242	236	251	261	2857
	Completions	66	52	49	47	65	67	59	48	56	53	562
University of Western Sydney	Enrolments	873	681	1025	1014	1330	1712	2282	2702	3071	3494	18184
	Completions	143	134	103	64	44	25	289	433	448	551	2234
University of Wollongong	Enrolments	1210	1277	1295	1247	1329	1347	1385	1343	1431	1554	13418
	Completions	207	176	189	204	229	240	236	238	260	256	2235
Victoria University	Enrolments	579	490	481	422	451	423	391	339	442	450	4468
	Completions	115	103	118	74	82	63	48	69	52	43	767

Source: DIISRTE data sets prepared by DIISRTE May 2012

## 6.4 ATAR scores

Three universities included in this study appear to be self-admitting institutions, while the rest use the tertiary access centres. The majority of institutions use the ATAR ranking system as the mechanism for establishing academic entry levels.

- 1) *While the recently introduced standardised ATAR does provide a level of comparison of entry levels across Australia, there are some difficulties using the ATAR score data as each Tertiary Admissions Centre captures and provides data in a different format making cross comparison across the sector difficult.*
  - a) There are certain benefits to the different ways the data is provided that possibly could support useful comparison and benchmarking if the various TA centres could be persuaded to provide data in particular formats.
  - b) The Queensland TAC provides median entry scores for each institution. These data show results which could be used for marketing as they frequently run counter to the lower published cut-off scores. For example, despite a cut-off score of the Queensland ranking score 81, the median score of those students who enrolled was 91.
  - c) The Victorian TAC provides data that indicates the percentage of total enrolments below the fringe (or final cut-off score).

Once regional and centre differences in data preparation are accommodated, and illustrated in Table 18 below, it is possible to note the following:

- a) BA programs offered on regional campuses or in regional universities have lower entry scores and appear to have dropped further in the period 2001 – 2012.
- d) Entry levels are staying relatively even. Instances where the ATAR is dropping tends to coincide with drops in student numbers.

Note: ATAR scores below 60 are highlighted in dark blue and instances where ATAR scores were above 80 are highlighted in light blue. These scores do not account for University bonus point schemes.

Table 18: ATAR scores 2007 – 2012

Provider	Campus	2007	2008	2009	2010	2011	2012
Australian Catholic University	Brisbane	70	55	50	55	60	58.9
Central Queensland University	All campuses	62	59	60	60	63	62
Charles Darwin University	Darwin	62	62	61	61.5		60
Charles Sturt University	Bathurst	65	65	65	65	65	65
	Wagga Wagga	65	65	65	65	65	65
Curtin University	Bentley	70	70	70	70	70	70
Deakin University	Geelong	68.7	68.5	69	67.7	69.2	50.75
	Melbourne	72.1	76.3	74	77.5	82.3	58.5
	Warrnambool	53.9	53.9	56.8	54.2	54.9	53.85
James Cook University	Townsville	55	55	50	55	62	62
La Trobe University	Albury-Wodonga	53.2	52	51	50.1	50.55	55.4
	Bendigo	52.4	50	50.15	50.5	50.65	50.3
	Melbourne	70.25	70	70.2	70.25	70.15	76.9
	Mildura	51.4	50.2	50.05	50.15	51.75	54.7
	Shepparton	51.15	50.65	51.3	52.2	52.85	54.6

Provider	Campus	2007	2008	2009	2010	2011	2012
Monash University	Caulfield	80	79	81	83	83	80.05
	Clayton	86	86	87	88	88	85
Southern Cross University	Coffs harbour	65	65	65	68	68	68
	Lismore	65	65	65	68	68	68
Swinburne University of Technology	Hawthorne	76	76	71.4	70.25	65	60.3
The Australian National University	Canberra	75	75	80	81	80	80
The Flinders University of South Australia	Bedford Park	60	60.35	60	60.2	60	60.7
The University of Adelaide	Adelaide	65.35	65	65	65.05	65.15	65.05
The University of Melbourne	Melbourne	90.9	85	88	89	88	88.12
The University of New England	Armidale	70	65	65	65	72.55	72.55
The University of New South Wales	Sydney	80	76	76	79	80	78
The University of Newcastle	Callaghan	60.5	64	60.05	60	60	60
	Ourimbah	60.5	64	60.05	60	60	60
The University of Queensland	Ipswich	63	64	66	68	69	69
	St Lucia	73	74	77	79	81	81
The University of Western Australia	Albany	80	80	80	80	80	80
	Crawley	81	81	80	80	80	80
University of Ballarat	Mt Helen	50.2	45.1	36	45.1	50	41.4
University of the Sunshine Coast	Sippy downs	65	65	65	65	68	68
University of Western Sydney	Bankstown	70	70.1	70	70	70	70
	Parramatta				70.05	70	70
	Penrith	70	70.05	70.3	70.35	70	70
University of Wollongong	Wollongong	78	78	76	76	75	75
Victoria University	Footscray Park	60.95	60.4	61	61	56	53.4
	St Albans	55	55	54	54	51	51.85

Source: Contributing Tertiary Admissions Centre websites

## 6.5 Honours

- 1) *The numbers of students enrolling in the BA honours programs appear to have dropped between 2001 and 2010.*
  - a) The numbers of students enrolling in a BA (Hons) program dropped from 2,611 in 2001 to 2,272 in 2010.
  - b) The drop in numbers is not reflected across all the programs in the Society and Culture FoE, as illustrated in Figure 4 below.

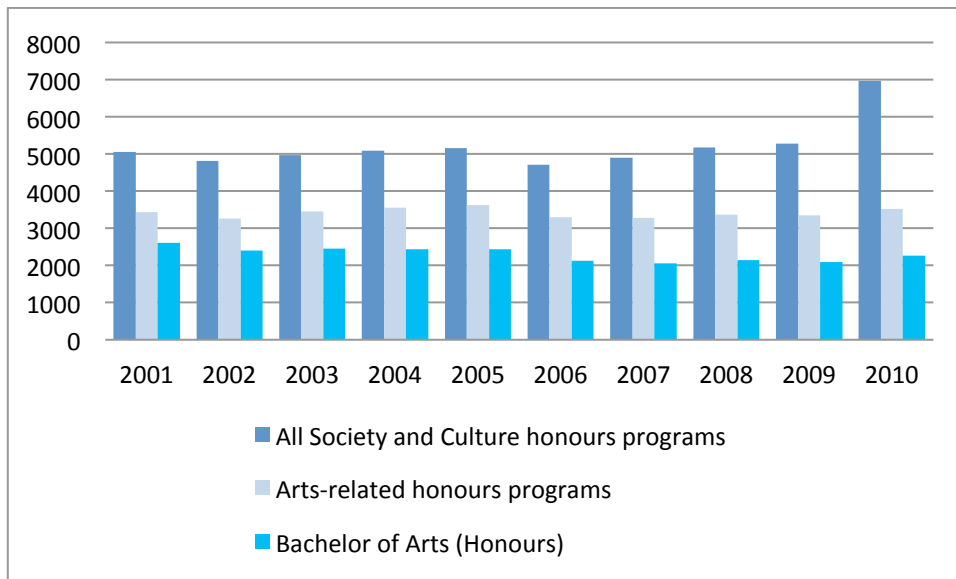


Figure 4: Honours programs in BA, Arts-related programs and other Society and Culture programs, 2001 – 2010

Source: DIISRTE data sets prepared by DIISRTE May 2012

- 2) The percentage of students enrolled in all Art-related honours programs have showed a steady decline in contrast to the numbers of all students enrolling in any Arts-related program. This decline can be clearly seen when expressed as a percentage of the total student enrolments in Arts-related programs between 2001 and 2010 and is illustrated in Figure 5 below.

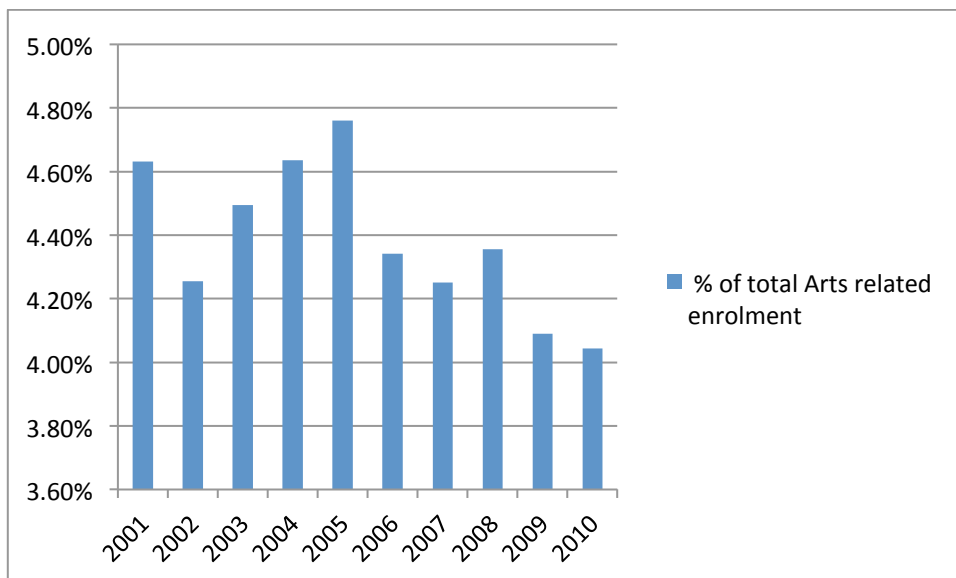


Figure 5: Arts-related Honours enrolments as a percentage of the total Arts related enrolments, 2001 – 2010

Source: DIISRTE data sets prepared by DIISRTE May 2012

## 7. Program Outcomes

The program outcomes that can be considered on a national level from existing data are restricted to the data that emerges from the survey administered nationally by Graduate Careers Australia to all graduates six months after graduation. There are two instruments, the Course Experience Questionnaire (CEQ) and the Graduate Destinations Survey (GDS), which are administered to participants in one survey called the Australian Graduates Survey (AGS). Access to any other data related to project outcomes appears to be limited, although



interviews conducted in both 2008 and 2012 suggest that there are institutional research activities being conducted that have the potential for future collation.

Drawing on the data from the AGS, data related specifically to the BA is not able to be identified, but it is possible to take a view of graduate outcomes in terms of salary on graduation of students graduating from Arts-related degree programs such as the BA, Bachelor of Arts (English), Bachelor of Journalism, Bachelor of Archaeology, and Bachelor of International Studies (hereafter referred to as 'Arts-related'); against graduates of other programs within the Society and Culture FoE, such as: Bachelors of Law, Economics, Psychology, Social Sciences, Theology, Creative Arts, Visual Arts, Performance Arts (including Music), Police Studies, and Social Work (identified as 'Other' in the following analyses).

Note: These data should be viewed with caution and used as an indicator only, as it is not clear from the data collection and analysis methods used as to whether students studying double degrees were included in this data or in the data for the other component of the degree. Further, there have been changes in reporting and analysis processes over the period 2001 – 2010, so a complete time series is not available.

## 7.1 Salaries

- 1) *It appears that, six months after graduation, students graduating from an Arts-related program earn a lower salary and that the gap is increasing against other narrow fields of study.*
  - a) Data collected in the project indicates that those who graduate from an Arts-related program are less likely to earn as much as those graduates in the narrow fields of education categories such as law, economics and social work (described as 'Other' in Figure 6 below).

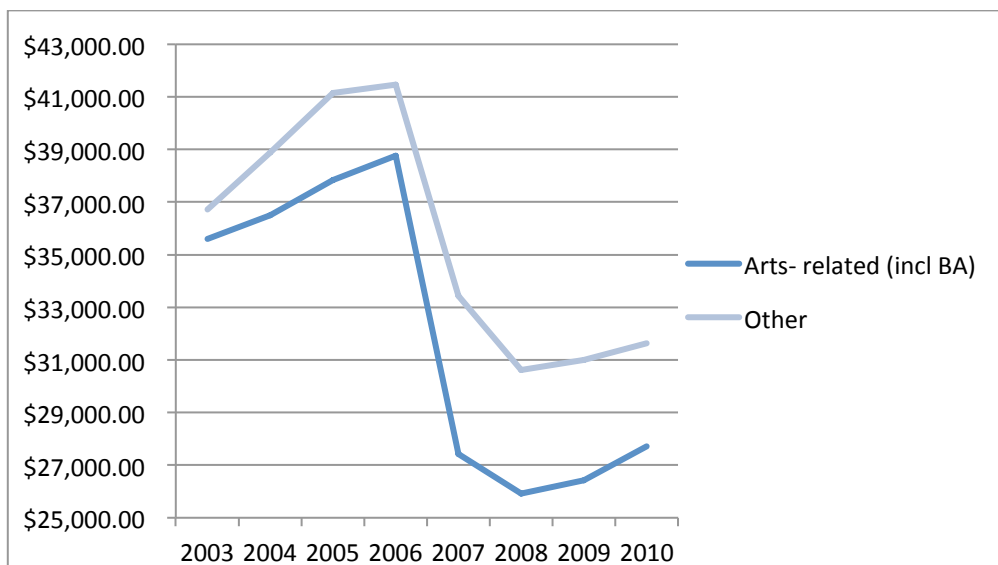


Figure 6: Average Annual Salary of Arts-related students vs other students in Society and Culture FoE, 2001 – 2010

Source: The Australian Graduate Survey (AGS) dataset, Graduate Careers Australia

- b) Data collected by Graduate Careers Australia in the national graduates' surveys indicates that those who graduate from an Arts-related program are less likely to earn as much as those graduates in the narrow FoE categories such as: Law, Economics, and Social Work as illustrated in Table 19.

**Table 19: Fields of education ranked according to median starting salary for bachelor degree graduates aged less than 25 in first full-time employment, 2011 as provided by Graduate Careers Australia**

2011 Rank	Field of Education	Median salary in 2011	No. graduates 2011	Rank in 2010
1	Dentistry	\$80,000	89	1
2	Optometry	\$70,000	42	2
3	Earth Sciences	\$65,000	144	5
4	Engineering	\$60,000	1,207	3
5	Medicine	\$58,500	366	4
6	Education	\$55,000	1,271	6
6	Mathematics	\$55,000	94	7
8	Computer Science	\$51,000	386	8
8	Law*	\$51,000	376	11
10	Paramedical Studies	\$50,000	2,107	8
10	Physical Sciences	\$50,000	92	8
10	Social Work*	\$50,000	141	13
13	Psychology*	\$47,400	300	12
14	Accounting	\$47,000	1,018	14
14	Biological Sciences	\$47,000	521	14
14	Economics, Business*	\$47,000	2,315	14
17	Architecture & Building	\$46,000	389	14
18	Agricultural Science	\$45,600	116	14
19	Veterinary Science	\$45,000	83	14
20	Humanities*	\$44,000	1,117	21
21	Social Sciences*	\$43,000	125	20
22	Art & Design	\$40,000	257	22
23	Pharmacy	\$37,000	315	23

Source: AGS data sets <http://www.graduatecareers.com.au/Research/ResearchReports/GraduateSalaries>

\* NOTE: Humanities is defined by GCA as studies in the narrow FoE including Liberal Arts, Languages, Linguistics, History, Literature, Philosophy, Political Science, and Criminology. The Social Science FoE is defined by GDS as those studies in Sociology, Anthropology, Archaeology, Geography, Jurisprudence, Legal Studies (non-professional), and Police Studies. The areas with an asterisk are the fields of study in the Society and Culture broad field of study referred to as 'Other' in Figure 6 above.

## 7.2 Satisfaction

- 1) In general, Arts-related graduates score a higher level of satisfaction for the overall satisfaction item (out of a possible 5) than graduates from other Society and Culture programs, as illustrated in Table 20 below.

**Table 20: Overall satisfaction of Arts-related graduates vs Other Society and Culture, 2005 – 2010**

2005		2006		2007		2008		2009		2010	
Arts	Other	Arts	Other	Arts	Other	Arts	Other	Arts	Other	Arts	Other
4.04	3.88	3.99	3.88	4.01	3.88	3.98	3.89	3.95	3.90	4.10	3.99

Source: The Australian Graduate Survey (AGS) dataset, Graduate Careers Australia.

This trend is consistent across most providers as illustrated in Table 21.

**Table 21: Average of overall satisfaction scores for CEQ for Arts-related and Other in Society and Culture Broad Field of Education, 2005 – 2010**

Provider	2005		2006		2007		2008		2009		2010	
	Arts	Other	Arts	Other	Arts	Other	Arts	Other	Arts	Other	Arts	Other
Australian Catholic University	4.26	3.93	4.12	4.01	4.18	3.86	4.05	4.04	4.01	3.98	4.10	3.91
Bond University	4.67	4.11	4.24	4.10	4.34	4.16	4.45	4.19	4.09	4.20	4.33	4.17
Central Queensland University	3.68	4.23	3.91	4.11	4.23	3.27	3.82	3.71	4.25	3.61	3.92	3.63
Charles Darwin University	4.00	3.37	3.84	3.62	3.74	3.53	3.74	3.71	3.81	4.02	4.16	3.96
Charles Sturt University	4.15	3.51	4.00	3.69	3.79	3.68	3.87	3.53	3.89	3.63	4.01	3.91
Curtin University of Technology	3.84	3.74	3.80	3.97	3.77	3.90	3.94	3.56	3.87	3.88	4.10	4.09
Deakin University	3.98	3.83	3.90	3.85	4.02	4.00	3.95	3.93	4.02	3.92	4.14	4.21
Edith Cowan University	3.99	3.80	4.04	3.89	3.93	4.05	4.14	4.17	4.06	4.03	4.16	4.20
Griffith University	3.84	3.86	3.80	3.81	3.79	3.76	3.92	3.76	3.88	3.74	4.08	3.98
James Cook University	4.45	3.95	4.19	3.85	4.19	3.96	4.14	3.80	4.07	3.75	4.04	3.93
La Trobe University	4.07	3.88	4.13	3.94	4.12	3.97	4.06	3.92	3.89	3.86	4.09	4.07
Macquarie University	3.90	3.76	3.85	3.73	3.81	3.88	3.81	3.94	3.76	3.80	4.06	3.98
Monash University	3.95	3.86	3.99	3.75	3.96	3.81	4.01	3.95	4.09	3.99	4.17	4.02
Murdoch University	4.28	3.99	4.22	4.03	4.20	3.94	4.19	3.91	4.09	3.94	4.21	3.91
Queensland University of Technology	3.86	3.74	3.86	3.74	4.00	3.84	3.74	3.77	3.94	3.77	3.97	4.09
RMIT University	3.97	3.83	3.92	4.06	3.93	3.96	3.90	3.96	3.85	3.63	4.01	4.12
Southern Cross University	3.97	4.30	3.77	4.16	3.86	3.81	3.72	3.85	3.76	4.13	4.10	3.82
Swinburne University of Technology	4.00	3.99	4.07	3.98	4.23	4.07	4.01	4.06	4.07	4.18	4.06	4.20
The Australian National University	4.15	3.69	4.17	3.87	4.22	3.93	4.16	3.98	4.24	3.90	4.21	3.89
The Flinders University of South Australia	3.96	4.08	3.94	3.92	3.86	4.06	4.01	3.99	4.07	4.05	4.14	4.11
The University of Adelaide	3.90	3.63	3.92	3.52	3.70	3.69	3.83	3.48	3.65	3.57	4.01	3.84
The University of Melbourne	4.00	3.90	4.08	3.88	4.05	3.85	3.94	3.86	3.94	3.87	4.01	3.88
The University of New England	4.16	4.04	4.14	3.96	4.27	3.98	4.26	4.09	4.14	4.15	4.19	3.91
The University of New South Wales	3.92	3.86	4.09	3.89	4.02	3.97	3.98	4.04	3.93	3.99	4.07	4.01
The University of Newcastle	4.19	3.77	3.93	3.73	3.88	3.64	3.68	3.91	3.86	3.61	4.09	3.73
The University of Notre Dame Australia	4.36	4.21	4.10	3.97	4.02	4.26	3.98	4.11	4.14	4.19	4.07	4.19
The University of Queensland	3.99	3.81	4.02	3.74	4.01	3.90	3.78	3.87	3.84	3.73	4.08	4.07
The University of Sydney	4.00	3.91	4.04	3.87	3.95	3.79	3.97	3.78	3.92	3.85	4.07	3.94
The University of Western Australia	4.13	3.75	4.06	3.84	4.18	4.03	4.16	4.15	4.23	4.07	4.15	4.15
University of Ballarat	4.00	3.80	3.93	4.05	4.15	3.86	3.94	3.95	3.97	3.65	3.97	3.88
University of Canberra	3.90	3.87	3.62	3.77	3.60	3.87	4.04	3.82	3.62	4.08	4.06	4.18
University of South Australia	3.68	3.76	3.77	3.86	3.73	3.88	3.63	3.84	3.81	3.86	3.98	3.94
University of Southern Queensland	4.31	4.04	4.12	3.97	4.39	4.01	4.35	3.92	3.80	4.12	4.29	4.25

Provider	2005		2006		2007		2008		2009		2010	
University of Tasmania	4.01	3.76	4.18	3.71	4.09	3.87	4.15	3.80	4.09	3.93	4.16	3.88
University of Technology, Sydney	3.82	3.88	3.89	3.85	3.98	3.91	3.71	3.55	3.77	3.66	4.03	3.76
University of the Sunshine Coast	4.04	4.00	4.04	4.00	4.13	3.33	4.20	4.25	3.98	3.94	4.24	3.91
University of Western Sydney	3.82	3.87	3.77	3.67	3.89	3.73	3.84	3.75	3.89	3.85	4.05	4.04
University of Wollongong	4.10	3.89	4.12	4.15	4.18	4.05	4.33	4.13	4.11	4.17	4.28	4.06
Victoria University	4.06	4.06	3.91	3.98	3.87	4.08	3.80	3.71	3.82	3.66	3.91	3.65

Source: The Australian Graduate Survey (AGS) dataset, Graduate Careers Australia

### 7.3 Job types

- 1) Arts-related graduates appear to be increasingly more likely to be part-time employed rather than in full-time employment six months after graduation (see Figure 7). While the number of Arts graduates in full-time work in the period between 2007 and 2010 seems to be decreasing, the number of graduates not working or working part-time seems to be increasing. It is not within the scope of this project to surmise why this might be.

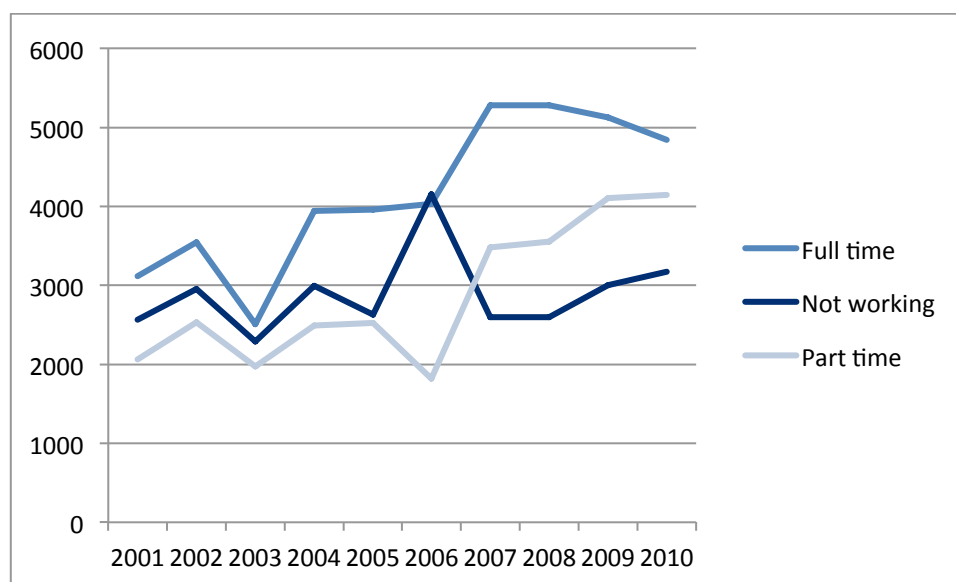


Figure 7: Nature of employment for Arts-related graduates, 2001 – 2010

Source: AGS data sets

- 2) The largest employers of Arts-related graduates between 2006 and 2010 were in Education, which absorbed 22% of the total graduates.

While changes in the reporting structure prevent a full time series, it is possible to gain an overview of the largest employers of graduates for Arts-related program for the period 2006 to 2010. Instances where the employer could be categorised show that employers in Education employed the greatest number of graduates followed by employers in Public Administration and Safety; Retail Trade; Professional, Scientific and Technical Services; Health and Community Services; Accommodation, Cafes and Restaurants; Finance, Insurance and Property, Business Services; Information Media and Telecommunications and Arts and Recreation Services.

In instances where it was possible to analyse the sector in which employers operated, it is clear that there is a trend towards working in the private sector.

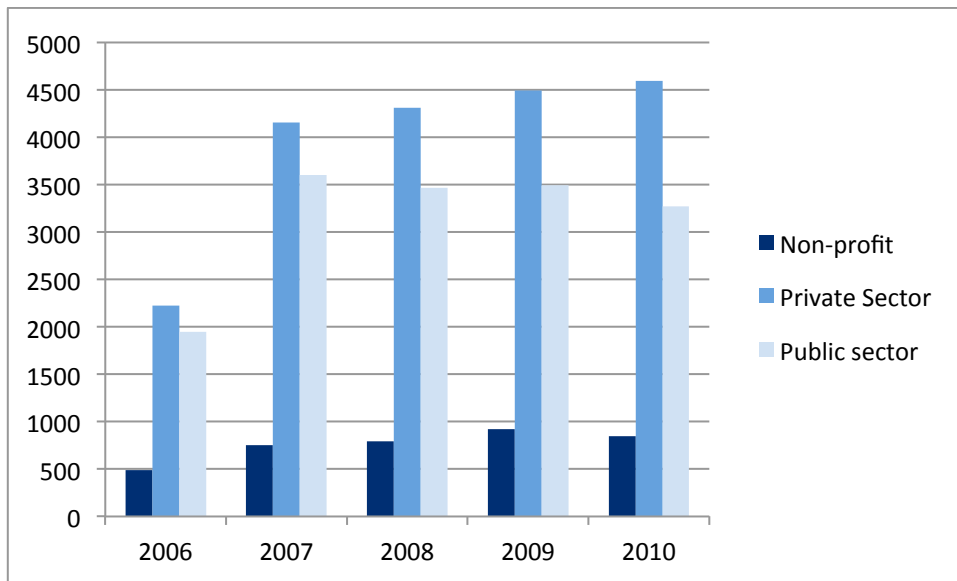


Figure 8: Sector in which graduates work, 2006 – 2010

Source: AGS data sets

## 7.4 Further study

- 1) The previous 2008 study expressed a perception that participation in Arts-related programs was more likely to result in graduates engaging in further study. This does not appear to be confirmed in the latest data, as illustrated in Figure 9 below, but it is difficult to be exact about this finding due to the limitations of the data.

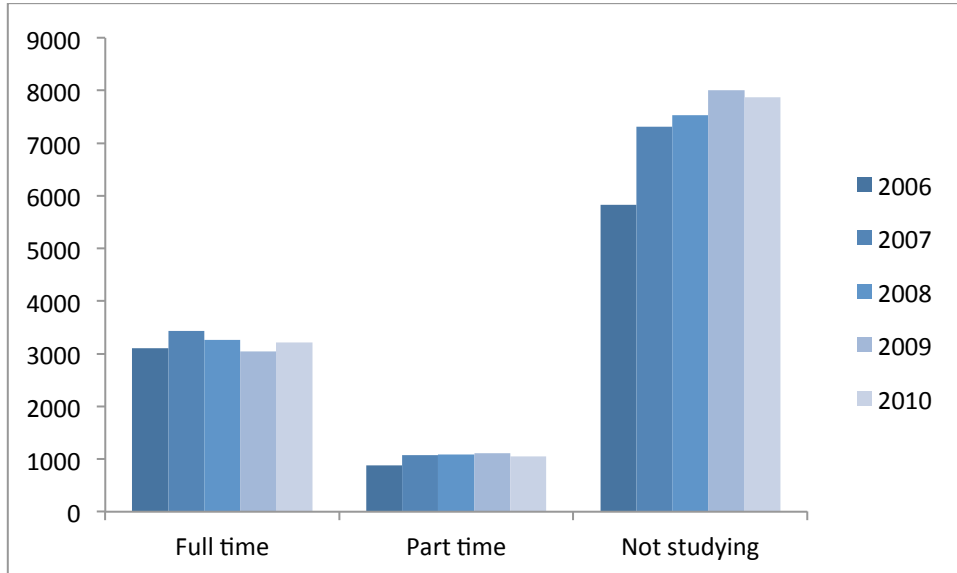


Figure 9: Numbers of GCA respondents in Arts-related programs indicating further study, 2006 – 2010

Source AGS data sets

## 8. Future Challenges

### 8.1 The BA is a hidden degree

There is a need for data to be collected and analysed on a program basis to facilitate accurate benchmarking. The data generated on a national level effectively hides programs such as the BA as the data gets concealed within a wider grouping of data collection and reports, generating the potential for misconceptions and assumptions. While some data is available from various organisations and sectors, it is not nearly as comprehensive as it could be. Perhaps Australia needs to look to the US in this area with the development of something like the Humanities Indicators. This is an initiative by the 'American Academy of Arts and Sciences, which, in collaboration with humanities institutions across the USA worked to establish a framework and institutional base for the compilation, analysis, and publication of comprehensive longitudinal statistical data about the humanities.' See <http://www.humanitiesindicators.org/humanitiesData.aspx>.

The importance of transparent, uniform and comprehensive data gathered across the BA programs in Australia cannot be overstated here. It is essential to have this data in order to answer fundamental questions and inform future policy decisions about the direction of the BA within this country.

### 8.2 Spiral of change

- 1) *Since the 2008 report, every program offered by Australian universities has undergone a change in some aspect of the program.*

The period between 2007 and 2012 reflects substantial change. Of the 39 providers examined, only nine providers did not experience some level of substantial change in the period 2008 – 2012 and 19 had substantial changes scheduled or expected for implementation in 2013 (See Appendix 3: Summary of changes 2012/2013).

- a) It is interesting to note the number of substantial program changes over a relatively short period of time. Given that there is a need to 'teach out' the various iterations of the curriculum, it is possible that there are a number of different program rules in operation at any one time.
  - b) The prime motivators for changes identified in the 2008 report were the result of institutional restructuring or large-scale institution-wide changes. In contrast, even though there were eight institutions which recorded a Faculty (or similar restructure), for all but two of the changes identified in the 2012 study, any changes to the program were the result of program reviews.
  - c) For most providers, program curriculum has changed in terms of content and activities, purpose and structure.
- 2) *The following issues were raised in the verification process in interviews or submissions on the Framework used to capture the program profiles (see Appendix 1) as the 'Big Picture' changes planned for, or anticipated, for 2013 and beyond.*
    - 1) Further rationalisation of majors, particularly in the form of rationalising the number offered and the units offered within the majors.
    - 2) Interviews and data captured suggest that a number of institutions are investigating the potential of 'Advanced Arts' programs, concurrent diplomas and opportunities for postgraduate coursework programs pending further clarification regarding AQF and TEQSA requirements.

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# APPENDICES

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## Appendix 1: Data Reduction Framework

		2008	2011
<b>Vision/ Aim of program</b>	<b>Program overview</b>		
<b>Program Structure</b>	<b>Program Rules</b>		
	<b>Core Units</b>		
	<b>Structure/ typical study plan</b>		
	<b>Specific requirements</b>		
	<b>Work integrated learning</b>		
	<b>Graduate attributes shaping the program</b>		
	<b>Majors offered</b>		
	<b>Modes of delivery</b>		
<b>Articulation</b>	<b>Recruitment into program</b>		
	<b>Recruitment to honours</b>		
	<b>Entry Score</b>		
<b>Student numbers</b>	<b>Student Load, Enrolment, Completion</b>		
<b>University Context</b>	<b>Local Context</b>		
	<b>Double degrees</b>		
	<b>List of other Humanities and Social Sciences programs in Faculty of Arts (or similar)</b>		
	<b>Links</b>		
<b>Student outcomes</b>	<b>Average salary Arts vs other - GDS</b>		
	<b>Student employment sector and type- GDS</b>		
	<b>Student employment – Employer GDS</b>		
	<b>Student Satisfaction - CEQ Scales</b>		



<b>Organisational information</b>	<b>BA Management</b>		
	<b>Name and contact details of program coordinator</b>		
	<b>Program Faculty and School Owner</b>		
	<b>Campus</b>		
<b>Review</b>	<b>History of reviews</b>		
	<b>Policy for reviews</b>		
	<b>Recommendations from reviews</b>		
	<b>Changes for 2012</b>		

## Appendix 2: Glossary and Acronyms

**AQF:** Australian Qualifications Framework. See: <<http://www.aqf.edu.au/>>

**ATN:** Australian Technology Network (of universities)

**Capstone:** In-depth exploration of an area of the curriculum. Usually occurs in the final term of study and builds on previous learning.

**Core Unit:** Compulsory unit of study required on program or institutional level. Compulsory units of study on the level of major are not coded as core units in this instance.

**Credit points:** Number of points assigned to each unit of study that acts as an indicator of the amount of work required in that unit. Collective of credit points indicates successful completion of a program.

**DASSH:** Australasian Council of Deans of Arts, Social Sciences, and Humanities. DASSH represents the deans of Faculties of Arts, Social Sciences and Humanities in universities and higher education institutions across Australia and New Zealand.

**DEEWR:** Commonwealth Department of Employment, Education and Workplace Relations, recently restructured to form DIISRTE

**DIISRTE:** Commonwealth Department of Industry, Innovation, Science, Research and Tertiary Education, previously known as DEEWR

**Elective:** A unit counting towards the total credit points required toward a program but is not a specific program requirement.

**Entry score:** Required scores to gain entry to be able to participate in a program of study. Often set as a tertiary entrance score developed as a result from standardised exams at the end of secondary schooling.

**Field of Education (FoE):** Hierarchical structure used by the Australian Bureau of Statistics as a standard method to classify the subject matter of an educational activity. The ABS classifies 12 broad fields of education according to relationships through '*similarity of subject matter, through the broad purpose for which the education is undertaken, and through the theoretical content which underpins the subject matter.*' (ABS website <http://www.abs.gov.au/ausstats/abs>).

**GO8:** Group of Eight (universities)

**IRU:** Innovative Research Universities

**Level:** Used in this profile to describe what has traditionally been conceived of as year of study. Findings from this project suggest that students do not necessarily complete a program within traditional three year blocks. Levels have been used instead of years to indicate a staged progression through a program.

**Major:** A group of units, typically in one or more related fields of study which are a specialisation within a program. A major denotes a concentration of a number of credit points in a specific subject. It does not necessarily imply an increasing level of complexity.

**Minor:** A secondary field of academic concentration or specialisation with fewer credit points than a major. Sometimes called a sub-major. It does not necessarily imply an increasing level of complexity.

**Program:** Program is used in these documents to denote an integrated course of academic studies. It could include award programs, or programs of study that allow students to qualify to access postgraduate studies.

**Provider:** Term used by the Commonwealth department to refer to universities and other higher education institutions, collectively referred to as 'higher education providers'.

**RUN:** Regional Universities Network

**TEQSA:** Tertiary Education Quality and Standards Agency. See: <<http://www.teqsa.gov.au/>>

**Unit:** The term 'unit' has been used to describe a subdivision of a course, subject, or program of study or training. Different institutions may refer to a unit as a course, subject, topic or module.

**Upper Level:** Academic concentration in a particular subject requiring some grounding or basic understanding. Implies an increasing level of complexity through study.

## Appendix 3: Summary of changes 2012/2013

Institutions	Changes 2013
Australian Catholic University	<p>Partial review 2011 for implementation in 2013. Then full review after the implementation of cross institution courses (Every Student Every Degree).</p> <ul style="list-style-type: none"> <li>• Our World: Community and Vulnerability Foundation</li> <li>• Understanding self and Society: contemporary perspectives Capstone</li> </ul> <p>Pilot of courses Semester 2 2012</p>
Central Queensland University	<p>The BA is scheduled for review again in 2013.</p> <p>The plans in the BA with 12 or more courses are being split into two 6 course plans (e.g. History becomes Australian History and International History.) The structure is being changed from 2 compulsory courses, 2 plans and 10 electives, to 3 plans and six electives.</p>
Charles Darwin University	<p>In 2012 the School will launch a new Bachelor of Arts which can be studied fully online.</p> <p>As well as this course, the following degrees enable students to build their own pathways of study through four principle creative disciplines:</p> <p>Bachelor of Creative Arts and Industries (New Media Design)            Bachelor of Creative Arts and Industries (Fine Art)            Bachelor of Creative Arts and Industries (Music)            Bachelor of Creative Arts and Industries (Communication)</p>
Charles Sturt University	<p>The most recent Course Performance Report was favourably received by the Faculty executive. The only significant change was to include Politics as a Major from 2013. The outcome of the review process is encapsulated in four recommendations.</p> <ol style="list-style-type: none"> <li>1. Increase flexibility of choice for new and transferring students by reducing the number of subjects in a Minor from five to four.</li> <li>2. Restructure the course pattern so that students study in at least three areas of BA majors.</li> <li>3. Examine double degrees containing the BA with a view to regularising BA content within those degrees.</li> <li>4. Develop further paths for study beyond the BA.</li> </ol>
Curtin University of Technology	<p>One new Major, strategic direction for 2013 one Major being discontinued 2012 due to low student numbers, one Major renamed due to change in market. Full review 2013.</p> <p>Comprehensive Course Review will take place in 2013 to review the first three years of operation.</p>
Deakin University	<p>The following curriculum changes are planned for 2012/13:</p> <ul style="list-style-type: none"> <li>• Removing psychology as a major sequence within the Bachelor of Arts from 2013 onwards (removal or course grouped units from 2013)</li> <li>• Rationalising a number of internship units into a single Bachelor of Arts internship</li> <li>• Planning a major revision for the development of new majors, offering of minors</li> <li>• Consideration of core units for breadth of study offered across the university</li> <li>• Review of majors for progression, development of outcomes and graduate capabilities, and a focus on university-based academic standards</li> </ul>
James Cook University	Curriculum Refresh 2009 - 2013
La Trobe University	Australia's first Work Ready Bachelor of Arts commences in 2012, with additional elements in career skills and opportunities for voluntary work experience to give La Trobe Arts graduates an additional career edge.

	The Bachelor of Strategic Communication is a new industry-focused degree in 2012 which provides a thorough practical grounding in realities and challenges of public relations and marketing communications. Learn how to analyse and understand public relations, advertising, marketing and journalism and how they combine to shape public attitudes and actions.
Southern Cross University	<p>A rationale for each of the changes is provided below:</p> <p><b>Amend the Specific Award Rules: 4.1 Requirements for an Award to add another core unit to Part A, add a Part D to the Schedule and change the number or electives.</b></p> <p>Recommendation 2 of the BA Course Review advised to ‘Revitalise the BA to include a new Part D of the Schedule of Units.’</p> <p>Recommendation 3 stated that ‘The BA needs to put in place a series of measures to ensure the viability and sustainability of the Part B and Part C majors’.</p> <p>The amended Award Rules will allow for more flexibility when students return to the BA or transfer from other degrees, providing more electives and allowing students to do just one major if they choose. A review of BA’s undertaken by the Deans of Arts and Social Sciences suggests the need for both flexibility and depth of study.</p> <p>Maintaining an 8-unit major will allow students to graduate with a particular focus, but they will also be able to do up to 11 electives.</p> <p>The amended Award Rules will also allow students from Macleay College to articulate into the BA and facilitate the course removal of the BA 3003133.</p>
Australian National University	BA to be reviewed in 2013.
University of Queensland	Review in 2012
University of Melbourne	New direction degrees
University of Newcastle	<p>From 2013 each major will contain</p> <ul style="list-style-type: none"> <li>• 40 units of COMPULSORY courses</li> <li>• 40 units of DIRECTED courses</li> </ul> <p>Each minor will contain</p> <ul style="list-style-type: none"> <li>• 20 units of COMPULSORY courses</li> <li>• 20 units of DIRECTED courses</li> </ul>
University of Sydney	<p>In 2011, the Faculty of Arts became the Faculty of Arts and Social Sciences and welcomed the discipline of economics as a new school of the faculty, along with the Centre for International Security Studies (CISS) and the Graduate School of Government (GSG). This change will consolidate and highlight the University’s already strong reputation for teaching and research in the social sciences. The School of Economics will maintain its close relationship with business education at the University, but will now sit at the heart of the University’s largest faculty, adding to an already impressive and exciting array of courses and degrees on offer for our undergraduate and postgraduate students. The faculty will continue its legacy as the premier faculty of humanities and social sciences in Australia, committed to exceptional teaching and cutting edge scholarship in its disciplines.]</p> <p>The Arts faculty had commenced with the opening of the university in 1852 as its first teaching faculty. In 2010, as a result of a university reorganisation, it was renamed to better reflect its diversity of disciplines, some of which had already been part of the old Arts faculty and others were newly acquired. Duncan Ivison, the last dean of the Faculty of Arts, in 2011 became the first dean of the new Faculty of Arts and Social Sciences</p>
University of Western Australia	<b>NC2012 new unit prerequisites:</b> An important consequence of the teaching of all BA degrees through the NC2012 units will be that the new unit prerequisites will have to be observed by all who take them, whether as part of the old or the new BA. Please

	<p>note that the new unit prerequisites are generally much more discipline-specific than those of the old units (although many of those, especially in the languages, have always had very specific requirements). This change means that all those planning to continue studies next year and beyond should think carefully about what units they wish to take next year and check if they will have the necessary prerequisites to do them.</p> <p>A partial draft list of units to be offered next year in the Faculty, together with their prerequisites, is available at the bottom of this page. Please note that the list is subject to change at this stage. A complete list of units, together with their prerequisites and incompatibilities, will be available before the beginning of semester 2, 2011.</p> <p>If students anticipate that they will not have the prerequisites for their planned study in 2012, they should consider changing their enrolment in second semester of 2011 so that they will have acquired these prerequisites in time. They should also note that, in order to make it easier for current students to adjust to the new units, the Faculty will be changing the rules of the current BA so that students may complete up to 72 pts (vs the current 48 pts) of level 1 units out of the total of 144 pts required for the degree. This change will apply from the beginning of 2012, and will bring the old BA into line with the new BA, which will also permit up to 72 pts at level one. This arrangement will make it easier for current students to fit in the necessary prerequisites for next year, or else just to complete their degree using a greater number of level 1 units without prerequisites. Of course, students may choose to do fewer than 72 pts at level one if they wish, and will be able to do only 48 pts. A corollary of the change is that the number of points at upper level (i.e. level 2 &amp; 3) required for the completion of the BA will vary between 96 (the current requirement) and 72.</p> <p><b>Changes to current majors:</b> With very few exceptions, the current majors available in the BA will form part of NC2012 and will continue to be available. Ancient History, Latin and Greek, currently offered as three separate majors, will be combined into a new single major called Classics and Ancient History. Students currently planning to major in any of these three are strongly encouraged to transition to the new major and will be contacted directly to explain the options open to them. The other exception is Women's Studies, which will no longer be offered as a major to new students under NC2012 (although individual units in Gender Studies will be available). Special arrangements will be made with current students to ensure that they can continue with this major, and they too will be contacted directly with further information. The future of European Studies as a major available to NC2012 students is still under discussion, but individual units will continue to be available, and all current students will be able to complete their major</p>
University of Ballarat	The program was reviewed again over 2010 and 2011. The resultant new program revolves around discipline-based majors, clear minors that are meaningfully structured and an elective Capstone program. Psychology became a 'specialisation'. The Foundation Program was extended two four courses over two semesters in first year. The core requirements of the program were tightened up to add structure to the learning course.
University of Tasmania	The Faculty of Arts has embarked on a review of its structure in order to gain a clear understanding of its current arrangements, opportunities and challenges, and from that understanding, to develop a model for the future that supports our students and academics. The Faculty is also reviewing its undergraduate curriculum in 2012 to identify the intended learning outcomes of each major as well as that in each level, and how units in each major contribute to the intended learning outcomes.
University of Western Sydney	The BA degree is currently being reviewed for a revised version to commence in 2013.