

AUSTRALIAN ENGINEERING HIGHER EDUCATION STATISTICS 2014-2024

GRADUATE NUMBERS AND QUALITY INDICATORS

STUDENT DATA

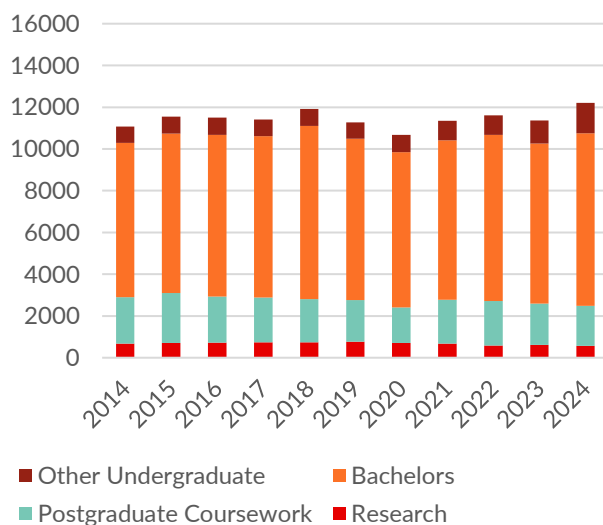
DIVERSITY AND INCLUSION

ACADEMIC STAFF

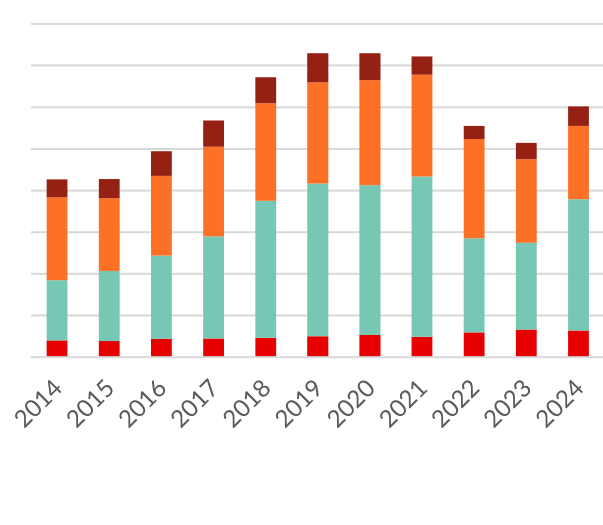
ACED MEMBER PROFILES

HIGHER EDUCATION GRADUATIONS IN ENGINEERING & RELATED TECHNOLOGIES, 2014 - 2024

DOMESTIC



INTERNATIONAL



JULY 2026

AUSTRALIAN ENGINEERING HIGHER EDUCATION STATISTICS 2014-2024

JULY 2026

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Author's Note: The author takes responsibility for any errors in transcribing and interpreting data from the sources used in this report. This report builds on the previous work of the late Emeritus Professor Robin W King FTSE, FRSN, Hon FIEAust. The author thanks ACED members and others for their comments on the draft of this report. ACED members and other readers are encouraged to contact the author to clarify any pertinent matters.

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The Australian Council of Engineering Deans

The Australian Council of Engineering Deans Inc. (ACED) exists to promote and advance engineering education, research and scholarship on behalf of the Australian higher education system. The membership of ACED is a senior academic representative of each of the 35 Australian universities that provide professional engineering degrees accredited by Engineers Australia.

ACED's mission is to promote and advance engineering education, research and scholarship on behalf of the Australian higher education system.

ACED's member universities are each represented by a senior staff member from its Engineering Faculty or School. These provide 'formative' and advanced engineering qualifications, research, and consultancy services. The formative Masters, Bachelor (Honours), Bachelor degrees, Associate Degrees and Advanced Diplomas, that are accredited by Engineers Australia, qualify their graduates to enter practice as professional engineers, engineering technologists and engineering associates.

ACED supports its members, and the development of Australian engineering more generally, by making submissions to government inquiries, and undertaking projects aimed at improving the quality of engineering courses and research. Many of these activities are undertaken as collaborations of ACED members, and with other organisations, including Engineers Australia, the Australasian Association for Engineering Education (AAEE), and the Academy of Technological Sciences and Engineering (ATSE).

Position papers and other reports are on the ACED website: www.aced.edu.au

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Engineers Australia (EA) is the peak national professional association for engineering in Australia. As Australia's signatory to the International Engineering Alliance (IEA), Engineers Australia uphold standards for engineering education through accreditation of university engineering courses, and set and maintain standards for professional practice. Engineers Australia encourages the development of engineering knowledge and convene engineers and other stakeholders in various forums to facilitate the exchange of ideas and information. Engineers Australia inform community leaders and decision makers about engineers and engineering matters. Engineers Australia also ensure the engineering perspective is heard on a range of national policy matters. And Engineers Australia recognise and promote engineering excellence and achievements of individuals and teams.

Engineering skills and expertise are unique and have no substitutes. The training, skills, and experience of engineers are highly valued and the skillset and mindset that feature problem-solving, critical thinking, quantitative analysis and systems thinking, are transferable to many other fields of work. People with engineering qualifications contribute broadly to the Australian economy in every industry and sector.

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Summary numbers and facts for Australian higher education in engineering & related technologies

SYSTEM SIZE IN 2024

Total enrolment: 122,9355 students, 10,908 more the highest recorded in 2019 (up 955)

Student load: 80,603 EFTSL (effective full-time student load), 8.669 more than in 2023

The **36 public universities** (35 ACED members) had **95%** of these enrolments and approximately **4,2678 full-time equivalent academic staff** (excluding casual staff)

qualification levels	domestic		international	
	number	% women	number	% women
Bachelor (mostly 4-year Hons)	8,268	19.5	3,523	17.7
Postgraduate coursework	1,916	22.4	6,295	23.9
Research (PhD and Masters)	566	26.8	1,283	29.5
Associate Degree & Advanced Diploma	556	11	126	25.4
All award levels	12,206	19.8	12,047	22.4

colours indicate up/down compared with 2023 figure

Proportions of bachelors degree graduates by field of education in 2024

FoE Code	Name	Domestic	International
0300	Engineering	44.9%	45.8%
0301	Manufacturing	1.6%	2.8%
0303	Process and Resources	3.0%	2.5%
0305	Automotive	0.2%	0.2%
0307	Industrial	7.9%	8.8%
0309	Civil	12.2%	12.6%
0311	Geomatic	1.3%	0.1%
0313	Electrical & Electronic	8.7%	15.3%
0315	Aerospace	2.7%	1.9%
0317	Maritime	0.4%	0.1%
0399	Other Engineering	17.3%	9.8%

Approximately six months after graduation, employed graduates of undergraduate awards had:

measure surveyed in 2024/25	engineering	all fields
median salary	\$82,500 (ranked 3/21)	\$77,000
full-time employment rate	89.6% (ranked 6/21)	79.0%
graduate overall satisfaction	73.0% (ranked 19/21)	78.0%
employer overall satisfaction	87.1% (ranked 2/10)	84.2%

50 per cent of engineering students will have completed their qualification 5.5 years post-commencement of study. Engineering bachelor commencements increased more strongly, rising by 1,758, or 11.4 per cent, to 17,230. As a result, Engineering's share of domestic bachelor degree commencements increased from 6.70 per cent in 2023 to a record 7.28 per cent in 2024

Engineering had the strongest overall ATAR profile of any field in 2024 when measured by the proportion of offers made to applicants with an ATAR above 80.05. The number of international commencing students has increased by slightly (by 213) in 2024 to 19,253.

Overview

This report and supporting data tables are authoritative resources and commentary on the size and performance of engineering education in the Australian higher education system. Inclusive of the 2024 academic (calendar) year. The previous edition, published in August 2025, reported data from 2023. This report covers the 2024 data released in September 2025 and additional bespoke data provided by the Department of Education.

Engineering education grew in 2024. Total commencing enrolments increased by 5.9 per cent to a record 42,852, driven predominantly by a 10.2 per cent increase in domestic commencements to a record 23,599. International commencements increased more modestly to 19,253, with the recovery continuing to be concentrated at the Masters level. The proportion commencing onshore increased substantially, indicating a return towards normal international student mobility and delivery arrangements following COVID-19.

The effects of COVID-19 disruption appear to have largely receded in the 2024 data, although the recovery remains uneven across award levels. This report makes comparisons over the last decade for long-term trends, with 2014 and 2023 used for year-on-year comparisons.

The data cover the field of education 'FoE03 Engineering and Related Technologies'.¹ The field of education includes programs in 'Engineering' as recognised by the engineering profession, and 'Related Technologies' in aviation, maritime, and spatial sciences, including surveying. These areas are commonly provided within engineering faculties and comprise a small proportion of the FoE 03 aggregates. All of FoE03 is inferred by the term 'Engineering' unless otherwise explained.

The data includes Australian Qualifications Framework (AQF) programs from Level 5 (diplomas) to Level 10 (doctorates).

The providers of engineering programs include the 35 public universities that are all members of the Australian Council of Engineering Deans (ACED). A small number of these offer programs overseas at their own campuses, or in partnership with others. Private higher education providers and the Vocational & Training (VET) sector contribute less than 5 per cent of the higher education awards in Engineering completed in 2024.

Total completions increased by 12 per cent to 24,253 in 2024. Domestic completions increased by 7.5 per cent to a record 12,206, while international completions increased for the first time since 2020, rising by 17 per cent to 12,047. This indicates that the effects of disrupted study between 2020 and 2022 on graduation numbers have begun to recede.

Enrolment and graduation data are provided for the past ten years, with details on the participation of women² and Indigenous students. Total Engineering enrolments increased by 9.7 per cent to a record 122,935. Equivalent Full-Time Student Load increased by 10 per cent to 80,603 EFTSL, only 803 below the 2019 peak, with growth shared between domestic and international students.

For bachelor degrees (including Bachelor Honours degrees), information is provided on commencing Engineering students' admission profiles, and their success, retention, and graduation (completion) rates. Selected data for some other fields of education and 'All field' aggregates are provided for comparison.

Engineering continues to perform well on graduate employment rates and median salaries, and graduates are rated highly by employers. Student satisfaction largely maintained its post-COVID recovery in 2024, although undergraduate and graduate overall satisfaction eased slightly. These conclusions are drawn from the most recent national surveys run under the government's Quality

¹ The Australian Standard Classification of Education (ASCED) defines 11 Fields of Education, plus 'Mixed-Field' programs. See Appendix 1, Table 17 for the list of subfields in FoE 03 and FoE 02 Information Technology.

² The Department of Education data uses gender categories 'male', female, and 'indeterminate/intersex/ unspecified'. The body of this report adopts the term 'women' in the commentary on participation rates and diversity, on the basis that the Department of Education data classified as 'female' are aggregated from individuals' reporting on their gender identity.

Indicators for Learning and Teaching (QILT) program, including graduate and employer outcomes through 2024 and 2025.

Data on teaching loads, including research supervision³, and academic staffing for Engineering are provided, in order to compute the average student-to-academic staff ratio. Non-casual academic staffing increased in 2024, although student load grew more rapidly, increasing the estimated ratio to 24.9 students per teaching FTE. Higher education data for 2025 will be released in September 2026 and analysed in the next edition.

A summary each ACED member's program profile, and its commencing student and graduation data is provided. A commentary on the engineering graduate profile of each of the established formal university groupings is also provided.

The paper concludes with a brief discussion of the outlook for engineering education in meeting the demand for engineers over the coming decades.

The Appendix contains detailed data purchased by ACED from the Department of Education. Higher Education Statistics data held by the Department are compiled from information supplied by education providers. While complying with the Department of Education's requirements, it is known that there is variation in how providers report some data (e.g. some providers do not provide the sub-field of graduations). Inconsistencies that impact on data accuracy and interpretation are noted in the text.

Aggregation of the data in this report is available from the public Australian Department of Education Higher Education Statistics collections, accessible at <https://www.education.gov.au/higher-education-statistics/student-data>.

Award levels and external accreditation by Engineers Australia

Higher education programs in Engineering and Related Technologies are delivered at Level 5 (Diploma) through Level 10 (Doctorate) of the Australian Qualifications Framework (AQF), the national policy for regulated qualifications in Australian education and training⁴.

Australian higher education providers are regulated by the Tertiary Education Standards and Quality Agency (TEQSA) and must align their programs with the level specifications and descriptors of AQF. All the Australian universities that are members of ACED are 'self-accrediting' institutions.

Providers of engineering programs in Australia typically align their programs to the expectations and needs of the engineering profession through professional accreditation. Engineers Australia accredits⁵ programs that deliver the educational qualification for entry to supervised practice in three occupational categories: professional engineer, engineering technologist and engineering associate (senior technicians), as listed in this table:

EA membership category	Award (minimum full-time equivalent academic years of study, post-secondary school)	AQF Level	International Accord
Professional Engineer	Master (coursework) (5 years) Bachelor Honours (4 years)	9 8	Washington
Engineering Technologist	Bachelor (3 years)	7	Sydney
Engineering Associate	Associate Degree (2 years) Advanced Diploma (2 years)	6	Dublin

³ Other research performance data (such as competitive grants, publications, and engagement) are not included in this report.

⁴ Australian Qualifications Framework Council, The Australian Qualifications Framework, Second Edition January 2013, <https://www.aqf.edu.au/framework/australian-qualifications-framework>

⁵ Engineers Australia's program accreditation process and criteria and the lists of accredited programs can be accessed at <https://www.engineersaustralia.org.au/About-Us/Accreditation>

Engineers Australia specifies accreditation standards as a set of 'graduate competencies' for each occupational category, known as the 'Entry-to-Practice Competency Standard'⁶. These competencies are in knowledge and skills, engineering application ability, and professional and personal attributes. They are benchmarked against the graduate attributes specified for the educational accords of the International Engineering Alliance (IEA)⁷.

The Engineers Australia accreditation process evaluates programs for their delivery of the graduate competencies in the relevant branch of engineering against criteria covering the academic program design and implementation and the provider's operating environment and quality assurance processes. Accreditation covers programs for up to five years from the year of evaluation.

Graduates of Engineers Australia accredited programs are deemed to have met the Entry to Practice (formerly Stage 1 Competency) standard for the applicable occupational category, and the educational requirements for Engineers Australia graduate membership of that occupation. Their qualification is also recognised as equivalent (in terms of educational outcomes) to those of the other signatories of the corresponding IEA educational accord.

Three matters that impact on the interpretation of data in this report require further explanation:

- i. Since 1980, Engineers Australia has required the accredited professional engineer qualification to be of **at least four full-time study years'** duration (or part-time equivalent) following completion of a Year 12 secondary school certificate or equivalent. From 1980 to 2013, the majority of graduates at many universities were awarded their 4-year degree 'with Honours', based on merit. Since 2014, providers have been required (for compliance with the Australian higher education standards) to configure their four-year degrees as 'Bachelor Honours Degrees' as defined in AQF Level 8. **The BEng(Hons) is therefore the 'standard' degree for entry to professional engineering practice in Australia.** Any class of level of Honours is awarded on merit. Most of the data provided in this report aggregates 'bachelor degree' numbers that cover awards at AQF Levels 7 and 8. The Appendix Tables 15 and 16 list ACED members' programs at these two levels.
- ii. Until the mid-2000's, coursework Master degrees (AQF Level 9) in engineering were offered primarily to already-qualified professional engineers to **advance** their engineering and technical knowledge. **These degrees were not accredited by Engineers Australia.** Since the 2000's, most of the Australian university providers and some private providers have developed two-year '**entry-to-practice Master degree**' programs that are aimed at domestic⁸ and international bachelors graduates with suitable engineering science degrees and other prior qualifications. These programs are eligible for accreditation by Engineers Australia to the Professional Engineer standard. The aggregated data for Master (coursework) graduates presented here includes numbers for both advanced and entry-to-practice types of Master degree programs. The Appendix Tables 15 and 16 provide data on the numbers of programs and branches of engineering provided by each ACED member.
- iii. Research degrees (doctorates and Master degrees at AQF Levels 10 and 9, respectively) are not considered by Engineers Australia for external accreditation. Some summary data presented here for Master degree enrolments and graduations includes these Master degrees.

⁶ Available at <https://www.engineersaustralia.org.au/about-engineering/occupational-categories>

⁷ The IEA is a self-governed international organisation of bodies that each has their jurisdiction's responsibility for accreditation of engineering qualifications and standards of engineering practice. Currently, the Washington Accord has 23 full signatories and 7 provisional signatories. The Sydney and Dublin Accords have 9 full signatories respectively. See <http://www.ieagreements.org/>

⁸ Notably, the University of Melbourne and The University of Western Australia ceased offering 4-year Bachelor degrees to commencing students in the 2000s, and adopted a '3yr BSc +2yr MEng' engineering qualification model. Their 2-year MEng degrees are also available on the open market to suitably qualified domestic and international candidates. Charles Sturt University educates its professional engineers via a BTech + MEng program.

- iv. Some higher education institutions classify their engineering programs to 'generic' field of education codes within the Australian Statistical Classification of Education which introduces an inexactness when providing statistics by field of education.

These overlaps in award designations and data classifications thus make it impossible to use the national data collections to provide **exact** answers to questions like:

- i. 'How many domestic students were awarded an accredited Professional Engineer qualification in a given year?'
- ii. 'How many of these graduates were in Civil Engineering?' and
- iii. 'How many domestic engineering professionals are taking an advanced Master degree?'

Appendix Table 15 lists the ACED providers of accredited higher education programs at AQF levels 7 and 6, the latter mostly being Associate Degrees. AQF level 7 Bachelor degrees may be eligible for Engineers Australia accreditation for the Engineering Technologist occupational category. Some Advanced Diplomas may be eligible for accreditation for the Engineering Associate occupational category. The student enrolment and graduation data for these levels includes data for programs that are not aimed primarily at occupational outcomes, but are intended primarily as pathways to enrolment in BEng(Hons) degrees.

Vocational education and training (VET) providers, including TAFE institutions, offer awards in Engineering primarily at AQF Levels 3 to 6. The lower of these levels are qualifications for engineering trades, the higher ones are for engineering technicians. Most programs offered by the VET sector follow a competency-based education and training model, rather than the curriculum model used in higher education. Competency-based Advanced Diplomas in Engineering may be eligible for consideration by the Engineers Australia accreditation process at the level of Engineering Associate. Information on these awards is not provided in this report.

Award course completions (graduations) in engineering and related technologies

Graduations by award level

The total numbers of graduates by detailed award level over 2014-24 are provided in [Appendix Table 1](#). Figure 1 summarises these numbers for four broad award levels: research (doctorate by research and research Master degree), postgraduate coursework, Bachelor, and other undergraduate awards (Associate Degrees, Advanced Diplomas and Diplomas). In 2024 the total number of completions increased to 24,253, up 12 per cent from 21,648 in 2023.

FIGURE 1: AWARD COURSE COMPLETIONS IN ENGINEERING AND RELATED TECHNOLOGIES, DOMESTIC (LEFT) AND INTERNATIONAL STUDENTS (RIGHT) BETWEEN 2014 AND 2024



In 2024 the total number of completions by international students rose for the first time since 2020 and by 17 per cent since 2023, to 12,047.

Domestic completions also rose by 7.5 per cent to their highest ever level of 12,206. The disruption caused by COVID-19, evident over the last three years of completions data appears to have receded.

The international figures include those from programs offered by Australian providers at offshore campuses or in partnerships with local institutions. The offshore programs that are offered by ACED member universities and are accredited by Engineers Australia are listed in [Appendix Table 16\(b\)](#).

Graduations 2024: key points and trends

PhDs and Research Master degrees (domestic: 566; international: 1,283)

Graduations from research degrees totalled 1,849 in 2024, down from 1,942 in 2023. This reflected decreases in both domestic and international research degree completions, although international students continued to make up the majority of research graduates.

Over 2014-24, total research degree completions increased by around 24 per cent. This growth was driven by international graduates, who increased by 58 per cent over the period, while domestic research completions declined by 16 per cent. Domestic doctorate completions fell from 572 in 2014 to 501 in 2024, while domestic Research Master completions fell from 103 to 65. Over the same period, international doctorate completions increased from 696 to 1,076, and international Research Master completions increased from 115 to 207.

The proportion of domestic women graduating from Doctorates was 28.9 per cent in 2024, compared with 31.5 per cent in 2023 and 27.3 per cent in 2014. For domestic Research Master degrees, women comprised 24.6 per cent of graduates in 2024. Among international students, women comprised 29.5 per cent of both Doctorate and Research Master completions in 2024, an increase from 24.3 per cent in 2014 for both award levels.

Postgraduate coursework (domestic: 1,916; international: 6,295)

Postgraduate coursework completions increased substantially in 2024, reaching 8,211 compared with 6,152 in 2023. This was largely driven by international coursework Master completions, which increased by 51 per cent from 4,062 in 2023 to 6,118 in 2024. Domestic coursework Master completions decreased slightly, from 1,275 to 1,219.

The number of other postgraduate awards, including Graduate Certificates and Graduate Diplomas, increased overall from 815 in 2023 to 874 in 2024. Domestic completions in this category were broadly stable, falling slightly from 705 to 697, while international completions increased from 110 to 177.

The participation rate of women among domestic coursework Master graduates increased to 22.4 per cent in 2024. The proportion of women among international coursework Master graduates decreased slightly to 23.9 per cent, from 25.0 per cent in 2023. For other postgraduate awards, women comprised 21.2 per cent of domestic graduates and 24.9 per cent of international graduates in 2024.

Bachelor degrees (domestic: 8,268; international: 3,523)

In 2024 Bachelor degree completions totalled 11,791, a slight increase from 11,679 in 2023. Domestic Bachelor completions increased by 7.8 per cent to 8,268, bringing them close to the 2018 peak of 8,295. International Bachelor completions continued to decline, falling by 12 per cent to 3,523, the lowest level since 2015.

In 2024 there were 588 domestic and 503 international graduates of 3-year Bachelor degree programs. This represents an increase of 6 per cent for domestic completions and a decrease of 2 per cent for international completions compared with 2023. Some engineering graduates at this level are likely to use their 3-year qualification as credit in articulating to a professional engineering degree.

Approximately 57 per cent of domestic Bachelor degree graduates, and 76 per cent of international Bachelor degree graduates, respectively, graduated from programs of 4-years duration, being the length of a standard Bachelors (Honours) award program. There were 3,040 domestic and 323 international graduates from programs of more than 4-years duration, including 'dual', 'double' or 'combined' degree programs from which graduates gain an additional bachelor degree award for study in another discipline, a co-op program in which students gain an additional award for industry-based study, or a BEng(Hons), MEng combination.

The largest fields of domestic Bachelor degree completions, excluding Engineering nfd⁹ and Other Engineering and Related Technologies, were Civil Engineering, Electrical and Electronic Engineering, Industrial Engineering, and Aerospace Engineering. For international Bachelor degree completions, the largest fields were Electrical and Electronic Engineering, Civil Engineering, Aerospace Engineering, and Industrial Engineering.

The participation rate of Australian women graduating with a Bachelor degree increased slightly to 19.5 per cent in 2024. The proportion of international women graduates decreased to 17.7 per cent.

⁹Not further defined

Other undergraduate (domestic: 1,456; international: 946)

Total completions in these awards increased strongly in 2024, with total completions rising from 1,873 in 2023 to 2,402 in 2024. Domestic completions increased from 1,091 to 1,456, while international completions increased from 782 to 946.

Associate Degrees and Advanced Diplomas were awarded to 682 students in 2024, up from 560 in 2023. This increase was driven by domestic completions, which rose from 430 to 556. International completions in this category were broadly stable, decreasing slightly from 130 to 126.

Other undergraduate award completions, including Diploma-level awards, increased from 1,313 in 2023 to 1,720 in 2024. Domestic completions increased from 661 to 900, while international completions increased from 652 to 820.

Many of these graduates will articulate to enrolments in bachelor degrees as discussed in the Commencing Enrolments section below. There may be more students on enabling (foundation) pathways, but who are not assigned by their provider to the Engineering field of education.

Professional Engineer qualifications

From these data, and other information, it is estimated that approximately 8,100 domestic students and 7,700 international students graduated from an accredited BEng(Hons) or an entry-to-practice Master degree in 2024. Some Master degree graduates may already hold an undergraduate Professional Engineer qualification and therefore are not necessarily newly available to enter engineering practice (for example if they were undertaking study in a new area of practice). These numbers are elaborated in the [award course completions section](#).

Undergraduate completions by area of engineering

[Appendix Table 2](#) provides details of undergraduate (AQF levels 8, 7 and 6) award completions for 2024, by duration and 4-digit ASCED code sub-classification of Engineering & Related Technologies (see [Appendix Table 17](#)). As the higher education system currently allows for students to freely choose their engineering discipline these data also provide insights into the relative attractiveness of the main areas of the field taken by domestic and international students. Figure 2 presents indicative trends.¹⁰

Note that figure 2 below represents only 39.3 and 49.7 per cent of the domestic and international student undergraduate totals, with fields 0300 and 0399 (Engineering and Other Engineering) excluded.

¹⁰ These data are not definitive because several universities report their graduations against two generic ASCED codes (0300 and 0399). The proportions and trends reported here assume that the universities that do report against the 4-digit codes are, collectively, representative of all. See Appendix Table 2. Table 15 and 16 list the branches of engineering offered by ACED members.

FIGURE 2: UNDERGRADUATE COMPLETIONS BY AREA OF ENGINEERING

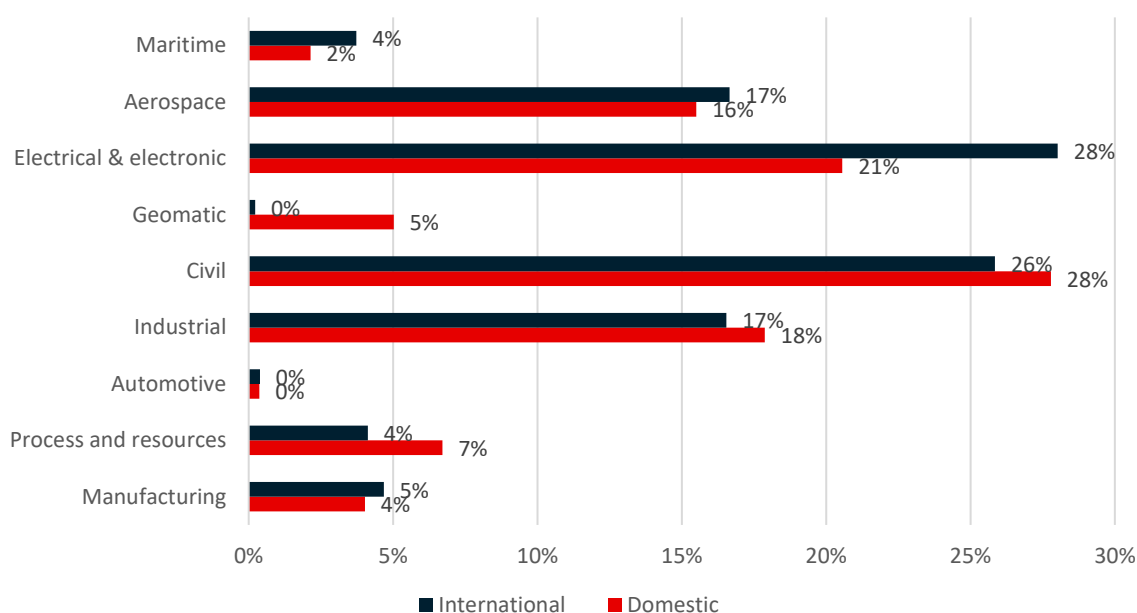
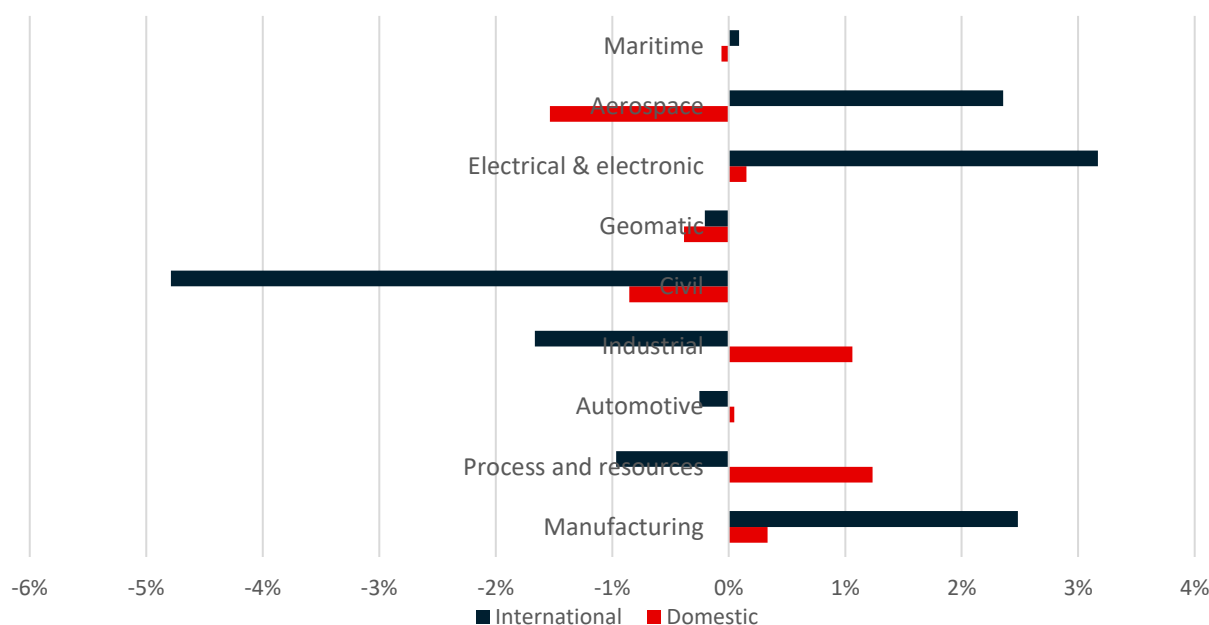


Figure 3 below shows the change for international and domestic undergraduate completions by field of study, comparing 2024 to 2023. Note the relatively small number and proportion of students overall when examining the shifts between years, in addition to relatively small changes in each discipline observed year to year.

FIGURE 3: PERCENTAGE CHANGE IN COMPLETIONS BY FIELD OF STUDY



Across all undergraduate completions, Engineering nfd remained the largest category for both domestic and international students, with 3,645 domestic completions and 1,429 international completions. Other Engineering and Related Technologies also accounted for a substantial number of completions, with 1,759 domestic and 390 international completions.

The classification of students in large proportions to these categories continues to be a challenge in having good insights into the characteristics of graduating engineering students.

Civil Engineering accounted for the largest share of domestic undergraduate completions in the classified engineering fields, with 973 completions, representing 27.8 per cent of domestic completions excluding Engineering nfd and Other Engineering. This was followed by Electrical and Electronic Engineering with 720 completions, Industrial Engineering with 626 completions, and Aerospace Engineering with 543 completions.

For international students, Electrical and Electronic Engineering accounted for the largest share of classified undergraduate completions, with 503 completions, representing 28.0 per cent of international completions excluding Engineering nfd and Other Engineering. This was followed by Civil Engineering with 464 completions, Aerospace Engineering with 299 completions, and Industrial Engineering with 297 completions.

International students accounted for 28.9 per cent of all undergraduate completions in Table 2. The fields with the highest international shares were Maritime Engineering at 47.2 per cent, Electrical and Electronic Engineering at 41.1 per cent, Manufacturing Engineering at 37.3 per cent, Aerospace Engineering at 35.5 per cent, and Automotive Engineering at 35.0 per cent. Geomatic Engineering had a very low international share, at 1.7 per cent.

Around 53 per cent of domestic graduates and 80 per cent of international graduates in the Aerospace Engineering category were from 3-year degrees, predominantly in civil aviation, taken alongside qualification for a commercial pilot licence. One provider offers its civil aviation degree program offshore.

International comparison of graduates by discipline

In the previous edition of this publication statistics were provided for Australian graduates by narrow field of education for international comparison, which was supplied by ACED members. Updated data is not available for this edition. Similarly, new international comparisons are not available in 2026.

The table below provides the number and proportion of engineering bachelors graduates in the United States in 2019¹¹, totalling 154,212 graduates. We see that in contrast to Australia Mechanical Engineering graduates are the highest proportion of graduates and the United States has approximately one-third the proportion of Civil engineering graduates as does Australia.

Discipline Name	Degrees Awarded	% of total	Discipline Name	Degrees Awarded	% of total
Mechanical	35,094	22.8%	Engineering (General)	2,252	1.5%
Computer Sci. (inside Eng.)	19,963	12.9%	Metallurgical and Matrls.	2,083	1.4%
Electrical	14,221	9.2%	Petroleum	1,563	1.0%
Civil	13,774	8.9%	Biological and Agricultural	1,406	0.9%
Chemical	11,148	7.2%	Envr. Eng	1,231	0.8%
Other	9,472	6.1%	Civil/Environmental	935	0.6%
Computer Sci. (outside Engr.)	9,394	6.1%	Engr. Science and Engr. Physics	831	0.5%
Computer	7,493	4.9%	Architectural	658	0.4%
Biomedical	7,328	4.8%	Nuclear	489	0.3%
Industrial/Manufacturing/ Systems	6,800	4.4%	Engineering Management	438	0.3%
Aerospace	4,533	2.9%	Mining	167	0.1%
Electrical/ Computer	2,939	1.9%	Total	154,212	100.0%

¹¹ Engineering and Engineering Technology by the numbers, American Society for Engineering Education, 2020, <https://ira.asee.org/wp-content/uploads/2021/02/Engineering-by-the-Numbers-FINAL-2021.pdf>

Total enrolments and student load

Total Enrolments

The enrolment data by detailed award level provided in [Appendix Table 3](#), are summarised in Figure 4 for the broad award level categories. Total enrolments are the cumulative result of student commencements and successful progression and retention in their programs.

Total enrolments in Engineering and Related Technologies increased strongly in 2024 to 122,935, exceeding the previous peak recorded in 2019. This represented an increase of 10,908 enrolments, or 9.7 per cent, compared with 2023. Domestic enrolments increased to 73,727, while international enrolments increased to 49,208.

International enrolments continued to recover in 2024, increasing by 4,144 compared with 2023. However, the number of international students enrolled in engineering programs remained below the 2019 peak of 56,065, with 6,857 fewer international enrolments in 2024 than in 2019. This indicates that the effects of the COVID-19 pandemic and associated disruption from 2020 onwards are continuing to be reflected in the international student profile, although the recovery evident in 2023 has continued.

FIGURE: 4 TOTAL ENROLMENTS IN ENGINEERING AND RELATED TECHNOLOGIES, DOMESTIC STUDENTS (LEFT) AND INTERNATIONAL STUDENTS (RIGHT), 2013 – 2023



The increased number of international student enrolments in 2024 was most prominent in coursework Master degrees, with international enrolments increasing by 3,338 to 19,693. International Doctorate enrolments also increased, by 281 to 6,946, while international Research Master enrolments increased modestly to 585. International Bachelor enrolments increased slightly in 2024, by 234 to 19,380, following consistent annual declines since 2019. However, international Bachelor enrolments remained well below the 2019 peak of 25,360.

Domestic enrolments also increased in 2024, with particularly strong growth in Bachelor degree enrolments. Domestic Bachelor enrolments increased by 3,570 to 59,507, the highest level recorded in the series. Domestic coursework Master enrolments also increased slightly, to 4,529. Domestic enrolments in postgraduate research programs continued to decline, with Doctorate enrolments falling by 156 to 2,987 and Research Master enrolments falling by 42 to 295.

The proportion of women enrolled in Engineering and Related Technologies increased again in 2024. Women comprised 20.8 per cent of domestic enrolments and 22.4 per cent of international enrolments. Female participation increased in domestic Bachelor enrolments to 20.4 per cent, and in international Bachelor enrolments to 20.0 per cent.

Student load

A full-time student (taking 8 courses per academic year or undertaking research training) accounts for one unit of “effective full-time student load” (EFTSL). The following table¹² summarises the taught load in Engineering & Related Technologies field for domestic and total enrolments. The taught load for the international students is the difference between the total and domestic load, for each corresponding cell.

	Doctorates	Master	other p-grad	Bachelors	other u-grad	Enab	Non-award	Total
Domestic total 2018	2,514	2,888	457	33,545	1,390	3	45	40,839
Domestic total 2019	2,257	2,700	515	33,969	1,420	17	59	40,936
Domestic total 2020	2,322	2,694	608	35,028	1,686	15	52	42,401
Domestic total 2021	2,275	2,726	708	35,220	1,841	19	73	42,863
Domestic total 2022	2,304	2,475	672	34,158	1,874	13	71	41,567
Domestic total 2023	2,249	2,735	np	35,052	1,793	3	68	41,900
Domestic total 2024	1,922	2,488	583	38,252	1,976	14	65	45,300
% Change from 2023	-15%	-9%		9%	10%	367%	-4%	8%
All students 2018	6,786	17,813	563	52,055	2,512	3	358	80,089
All students 2019	6,721	18,351	664	52,597	2,639	17	420	81,406
All students 2020	6,866	16,296	753	51,980	2,656	15	213	78,778
All students 2021	6,657	12,789	839	50,496	2,555	19	113	73,471
All students 2022	7,284	11,021	804	47,833	2,610	13	249	69,819
All students 2023	7,854	14,391	np	48,104	2,640	3	363	73,354
All students total 2024	7,572	17,652	738	51,378	2,881	14	368	80,603
% Change from 2023	-4%	23%		7%	9%	367%	1%	10%

The load attributed to non-university providers in 2024 was 1,924 EFTSL¹³, around 2.4 per cent of the total load, roughly in line with previous years. In Engineering, this component of load is mostly for undergraduate or enabling programs.

The total student load has increased by 10 per cent in 2024, and remains a little below it's peak in 2019, with 803 fewer. The increase in student load was shared more equally in 2024 than in 2023 with domestic and international students both increasing theirs. Domestic student load grew by 8 per cent over the last year and is now higher than any previous level, although we can see that this growth is predominantly at the undergraduate level in 2024, with declines at the postgraduate levels.

Bachelor degree student load is the largest component again in 2024 with growth almost entirely attributable to domestic students at 3,200 and international students at 74. Research training remains dominated by international load while domestic load has declined again in 2024. The growth in international load in 2024 as in 2023 is predominantly at the Masters level.

The breakdown of domestic student load in 2024 by narrow discipline and level of award is shown in the table below. This provides further insight into the engineering disciplines in which students are studying, as the classification of student load is less ambiguous than attributing a field of education to student completions which match individual program titles as with Table 2.

Narrow Discipline	Postgraduate by Research	Postgraduate by Coursework	Bachelor	Sub- Bachelor	TOTAL EFTSL	% of Total EFTSL
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¹² Table 4.4, 4.5, 2024 Section 4 – All Student Load, Department of Education, September 2025

¹³ Table 4.6, 2024 Section 4 – All Student Load, Department of Education, September 2025, Includes Private Universities (Table C) and Non-University Higher Education Institutions

Manufacturing Engineering and Technology	13	60	1,081	101	0	4
Process and Resources Engineering	344	340	2,286	121	0	5
Automotive Engineering and Technology	0	4	99	0	0	0
Mechanical and Industrial Engineering and Technology	301	333	6,592	289	4	1
Civil Engineering	317	474	7,066	237	3	33
Geomatic Engineering	37	131	1,062	148	0	11
Electrical and Electronic Engineering and Technology	480	493	7,974	331	3	11
Aerospace Engineering and Technology	63	168	1,468	107	0	5
Maritime Engineering and Technology	10	19	160	4	0	2
Other Engineering and Related Technologies	516	901	10,464	610	5	36
Total (Engineering and Related Technologies)	2,081	2,923	38,252	1,948	15	108

Earlier year load totals, and the 2024 detailed data for 4-digit ASCED sub-codes (corresponding to the major branches of engineering) are provided in [Appendix Table 4](#).

On the assumption that 2024 load is attributed to teaching and supervising Engineering students¹⁴, the 80,603 EFTSL is generated by the 122,935 enrolled students. As in previous years, each Engineering student represents approximately two-thirds (65.5 per cent) of one EFTSL of teaching load. For domestic students this figure is 61.4 per cent and for international students it is 71.4 per cent.

The difference between this number and parity is due largely to two factors: part-time student enrolment and the contribution of teaching load from other academic areas into engineering programs. Most of the latter load is 'service teaching' of mathematics, science and computing into the first two years of undergraduate engineering programs.

In 2025 UAC surveyed 70,000 Australian school leavers and reported¹⁵ a declining proportion of students who were being funded by their parents during their studies, with a corresponding increase in the proportion looking for work (nearly one in four students) and a considerable increase in the proportion who reported their biggest concern as finding a job (rising from 41 per cent in 2022 to 50 per cent in 2025), this pressure on students has continued in 2026 with rising living costs placing further strain on student's finances¹⁶.

In September 2024 the Student Experiences Survey reported that financial stress was among the major reasons (40 per cent for undergraduates and 35.8 per cent for postgraduate students) for considering leaving their institution, along with mental health (40.9 and 20.1 per cent) my stress levels (42.3 and 35.4) and difficulty with study and workload (36.2 and 34.0 per cent)¹⁷. ACED members have reported similar patterns, with the number of students working and working longer hours increasing over recent years.

In the [Academic Staff](#) section, the load data are combined with staff data to estimate the overall student-staff ratio for engineering teaching and research training undertaken by the ACED members' faculties and schools.

¹⁴ This is a reasonable assumption, since few engineering course units are taken by students enrolled in other fields of education.

¹⁵ Student Lifestyle and Learning Report 2025, 5 year trends, p7-8, Universities Admission Centre, 2025, <https://www.uac.edu.au/assets/documents/submissions/lifestyle-learning-report-2025.pdf>

¹⁶ Students hit by double squeeze as cost of living rises and JRG debt remains, Universities Australia, June 2026, <https://universitiesaustralia.edu.au/media-item/students-hit-by-double-squeeze-as-cost-of-living-rises-and-jrg-debt-remains/>

¹⁷ SES National Report 2024, p44 https://www.qilt.edu.au/docs/default-source/default-document-library/2024-ses-national-report.pdf?sfvrsn=87f4ab8b_8

Commencing enrolments

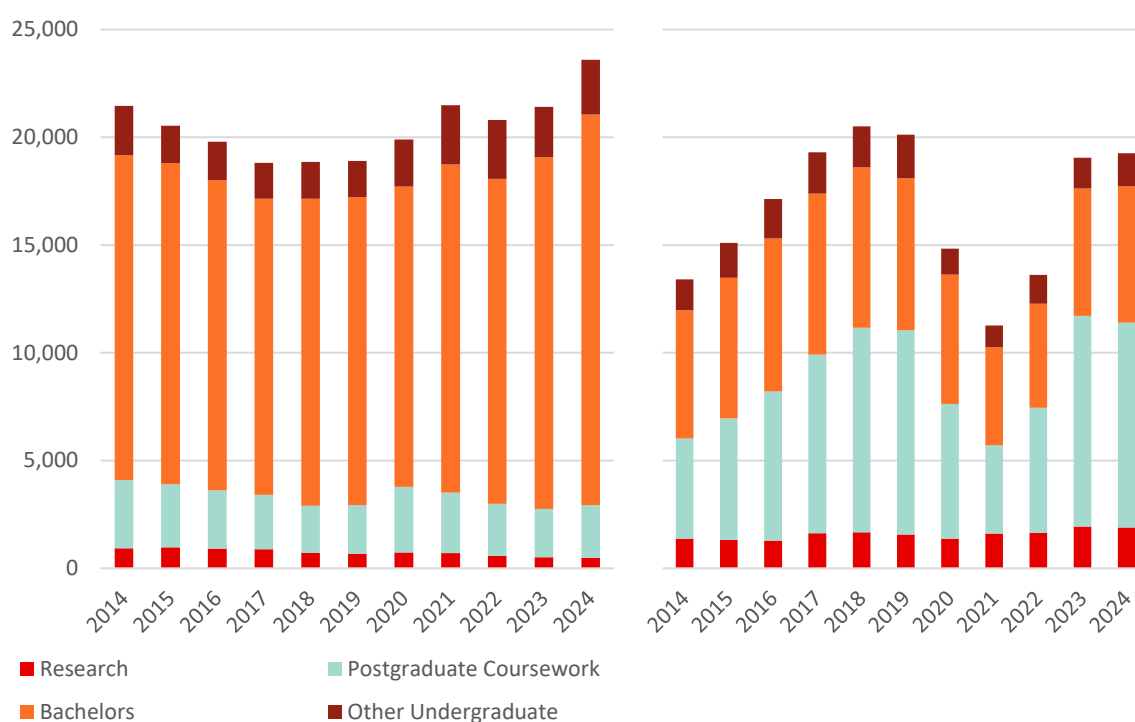
Commencements by award level

Each graduation is preceded by a commencing enrolment. Figure 5 shows these numbers for the broad award categories over the past decade to 2024. More details are in [Appendix Table 5](#). While most students commence their enrolment into the first study-year of the program, some will commence with advanced standing into a later study year.

Rapid growth in international student commencements underpinned the overall growth in engineering enrolments through to 2018. International commencements subsequently declined sharply in 2020 and 2021 as a result of the COVID-19 pandemic and associated border closures. Following the reopening of Australia's international border in February 2022, international students were again able to travel to Australia to commence their studies. As we will see later the proportion commencing on-shore took until 2024 to meaningfully recover.

Total commencing enrolments increased by 5.9 per cent in 2024, from 40,456 to a record 42,852. This growth was driven predominantly by domestic students, whose commencements increased by 2,183, or 10.2 per cent, to a record 23,599. International commencements increased more modestly, by 213, or 1.1 per cent, to 19,253. International commencements remain 6.1 per cent below their 2018 peak, with the recovery continuing to be concentrated in postgraduate coursework programs.

FIGURE 5: COMMENCING ENROLMENTS IN ENGINEERING & RELATED TECHNOLOGIES 2014-2024, DOMESTIC STUDENTS LEFT, INTERNATIONAL STUDENTS RIGHT



Further observations on the 2024 data and trends are provided below.

PhDs and research Master degrees (domestic: 489; international: 1,903)

Domestic research degree commencements declined by a further 4.1 per cent in 2024, from 510 to 489. Doctorate commencements were largely unchanged, decreasing by two to 418, while research master commencements declined by 19, or 21.1 per cent, to 71. Domestic research commencements are now almost half their 2015 peak and 47.5 per cent lower than in 2014.

International research degree commencements declined by 1.6 per cent from the record level reached in 2023, falling from 1,933 to 1,903. International doctorate commencements decreased by 78, or 4.5

per cent, to 1,667. This was partly offset by an increase of 48, or 25.5 per cent, in research master commencements, which reached 236.

International students represented 80.0 per cent of doctorate commencements and 76.9 per cent of research master commencements in 2024.

Postgraduate coursework (domestic: 489; international: 1,903)

Domestic postgraduate coursework commencements increased by 204, or 9.1 per cent, in 2024. Coursework master commencements increased by 174, or 11.3 per cent, to 1,718, while commencements in other postgraduate qualifications increased by 30, or 4.3 per cent, to 733.

International postgraduate coursework commencements decreased by 289, or 3.0 per cent, from the record level reached in 2023. International coursework master commencements declined by 341, or 3.5 per cent, to 9,289, while commencements in other postgraduate qualifications increased by 52, or 32.9 per cent, to 210.

Despite the decline in 2024, international coursework master commencements remain close to their record level and are more than double the number recorded in 2014. International students accounted for 84.4 per cent of coursework master commencements in 2024. Almost all of these enrolments were into entry-to-practice Master degrees that are eligible for accreditation by Engineers Australia.

In 2024 there were approximately 704 enrolments into the entry-to-practice professional engineering degrees at the University of Melbourne, The University of Western Australia and the University of Southern Queensland (with 328, 279 and 97 each), up from 596 in 2023, although these are an estimate based on the data available¹⁸.

In 2024 there were 733 domestic commencing enrolments into Graduate Diplomas and Graduate Certificates, around a 5 per cent increase on 2023, with slightly increased enrolments into postgraduate awards aimed at practicing engineers, and graduates of other areas included in the FoE3 category.

Bachelor degrees (domestic: 18,119; international: 6,330)

Domestic bachelor degree commencements increased by 1,802, or 11.0 per cent, in 2024, reaching a new record of 18,119. This followed growth of 8.2 per cent in 2023 and represents an increase of more than 3,000 domestic commencements over two years.

The proportion of women commencing domestic bachelor degrees increased from 21.2 per cent in 2023 to a record 21.7 per cent in 2024. This compares with 15.1 per cent in 2014. While this represents sustained progress, a significant gender imbalance remains and will require continued effort to address.

International bachelor degree commencements increased by 428, or 7.3 per cent, to 6,330. This was the third consecutive annual increase, although international bachelor commencements remain 15.4 per cent below the peak recorded in 2017. The proportion of women among international bachelor degree commencements increased substantially, from 19.2 per cent in 2023 to 21.9 per cent in 2024.

While this growth is positive, sustained increases like this are unlikely, with an underlying trend of increased local provision of bachelor degrees in countries from which Australia previously drew enrolments and that are now Washington Accord signatories, and the increasing preferences of international students with local non-accredited degrees to take the 2-year entry-to-practice coursework Master degree pathway to a professional engineering qualification.

Other undergraduate (domestic: 2,540; international: 1,521)

¹⁸ Perturbed Student Enrolments Pivot Table 2024, Department of Education, September 2025, <https://www.education.gov.au/higher-education-statistics/resources/perturbed-student-enrolments-pivot-table-2024>

Domestic commencements in associate degrees and advanced diplomas increased by 52, or 4.8 per cent, to 1,139 in 2024, reversing the declines recorded in 2022 and 2023. However, commencements remain 16.9 per cent below their 2014 level.

International commencements in associate degrees and advanced diplomas decreased by five, or 3.2 per cent, to 151. This was 21.4 per cent below the number recorded in 2014.

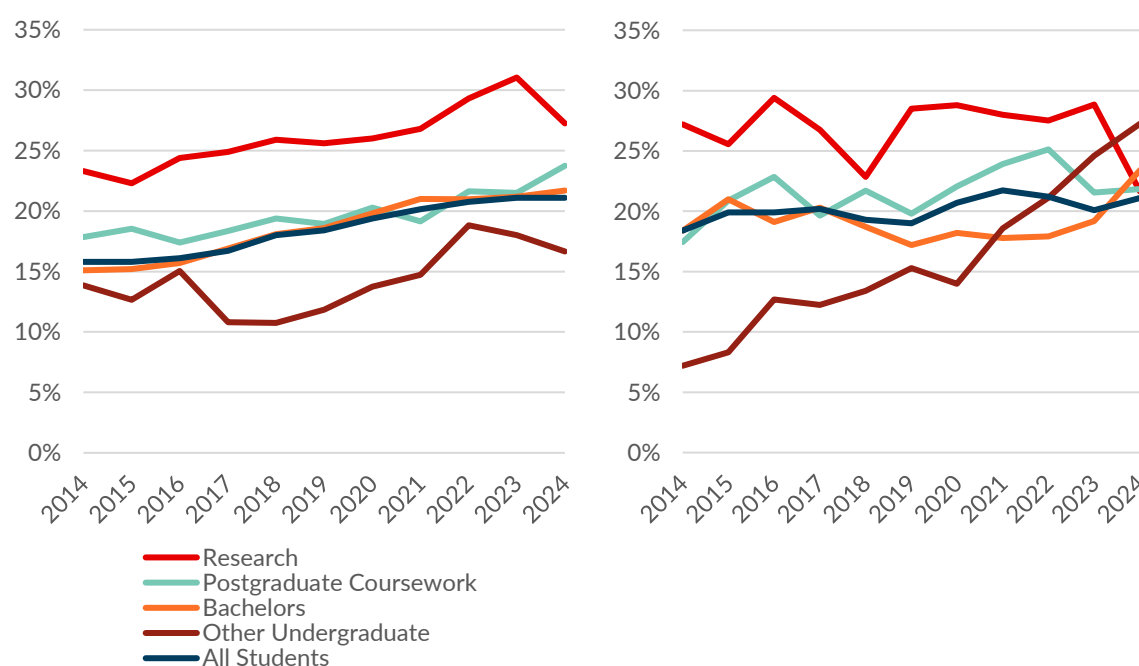
Domestic commencements in enabling and other programs increased by 156, or 12.5 per cent, to 1,401, partially reversing the decline recorded in 2023. International commencements in these programs increased by 97, or 7.6 per cent, to 1,370. International commencements nevertheless remain approximately 20 per cent below their 2019 peak. These programs are intended to provide pathways into higher level awards.

Participation of women commencing engineering awards

Overall, the proportion of women in the domestic commencing cohort increased from 21.1 per cent in 2023 to a record 21.5 per cent in 2024. The proportion of women in the international commencing cohort increased more substantially, from 20.1 per cent to a record 23.4 per cent.

The recent participation trends for the broad award categories and all students are shown in Figure 6 below, for domestic and international commencing students.

FIGURE 6: PROPORTION OF WOMEN BY AWARD CATEGORY FOR DOMESTIC STUDENTS (LEFT) AND INTERNATIONAL STUDENTS (RIGHT) 2014-2024



The participation of women in domestic bachelor degree commencements continued its gradual upward trend, increasing by 0.5 percentage points to 21.7 per cent. Women represented approximately 25.6 per cent of domestic research degree commencements, down from 31.0 per cent in 2023. Their participation in domestic postgraduate coursework increased from approximately 21.4 per cent to 23.5 per cent, while participation in other undergraduate programs declined from approximately 18.1 per cent to 16.9 per cent.

Among international students, the proportion of women commencing bachelor degrees increased from 19.2 per cent to 21.9 per cent. Women represented approximately 30.4 per cent of international research degree commencements, compared with 32.0 per cent in 2023. Their participation in postgraduate coursework increased substantially, from approximately 18.5 per cent to 23.9 per cent,

while participation in other undergraduate programs declined from approximately 19.3 per cent to 18.1 per cent.

The participation rates of women in postgraduate coursework and research awards remain higher than those in undergraduate awards for both domestic and international students. A comparatively large cohort of women undertaking research degrees may also provide visible role models for undergraduate engineering students, including through employment as university tutors during their studies.

The participation rates of women commencing undergraduate study across the branches of engineering cannot be deduced reliably from any commencing enrolment data, partly because many institutions do not require bachelor degree students to confirm their choice until second year. Differences between branches can instead be considered using undergraduate completion data, although these data also have important classification limitations.

In 2024, women represented 19.0 per cent of domestic undergraduate engineering completions and 17.8 per cent of international undergraduate completions. Among domestic graduates classified to a specific branch of engineering, the participation of women was highest in Process and Resources Engineering, at 33.6 per cent. This was followed by Civil Engineering at 19.6 per cent, Aerospace Engineering and Technology at 17.5 per cent, and Manufacturing Engineering and Technology at 15.6 per cent.

Women were least represented among domestic graduates in Maritime Engineering and Technology, at 2.7 per cent, Automotive Engineering and Technology at 7.7 per cent, Geomatic Engineering and Technology at 8.0 per cent, Mechanical and Industrial Engineering and Technology at 11.2 per cent, and Electrical and Electronic Engineering and Technology at 12.1 per cent.

Among international graduates, women were also most strongly represented in Process and Resources Engineering, at 31.1 per cent. Women accounted for 21.0 per cent of graduates classified to Other Engineering and Related Technologies, 19.6 per cent of Civil Engineering graduates and 19.4 per cent of Aerospace Engineering and Technology graduates.

The recorded participation of women among international graduates was particularly low in Automotive Engineering and Technology and Geomatic Engineering and Technology, both recorded at zero, Maritime Engineering and Technology at 3.0 per cent, Manufacturing Engineering and Technology at 4.8 per cent, and Mechanical and Industrial Engineering and Technology at 7.7 per cent. These results should be treated cautiously where the underlying number of completions is small or suppressed.

Branch-level comparisons are also affected by differences in how universities classify their engineering programs. A substantial proportion of graduates are recorded under the broad Engineering and Related Technologies code, 0300, or Other Engineering and Related Technologies, 0399, rather than a specific branch. Several major universities use one of these broad codes for most of their bachelor degree graduates. Software engineering may also be classified inconsistently because it is not separately identified within the engineering or information technology ASCED classifications.

The Aerospace Engineering and Technology category also includes some three-year civil aviation degrees, including programs associated with commercial pilot training. Its participation rates therefore do not relate exclusively to professional aerospace engineering programs.

These national participation rates conceal considerable variations between provider institutions, reflecting their program mix (in terms of branches of engineering offered), location, history, and size.

Appendix Table 14 records the proportions of women in the commencing domestic and international cohorts for ACED members. Across ACED members, women represented 21.7 per cent of the 23,055 domestic commencing students and 24.1 per cent of the 17,633 international commencing students in 2024.

Among institutions with at least 200 commencements in the relevant citizenship category, the participation of women ranged from 9.0 per cent to 32.6 per cent for domestic students and from 12.8 per cent to 38.1 per cent for international students.

The higher rates are found in universities that offer programs in biomedical, chemical and environmental engineering, and that admit high proportions of school leavers. From ACED member's reports, Environmental Engineering (which links to both chemical and civil engineering) and Biomedical Engineering are likely to attract approximately 30 and 50 per cent women.

Domestic commencements in engineering compared with other fields of education

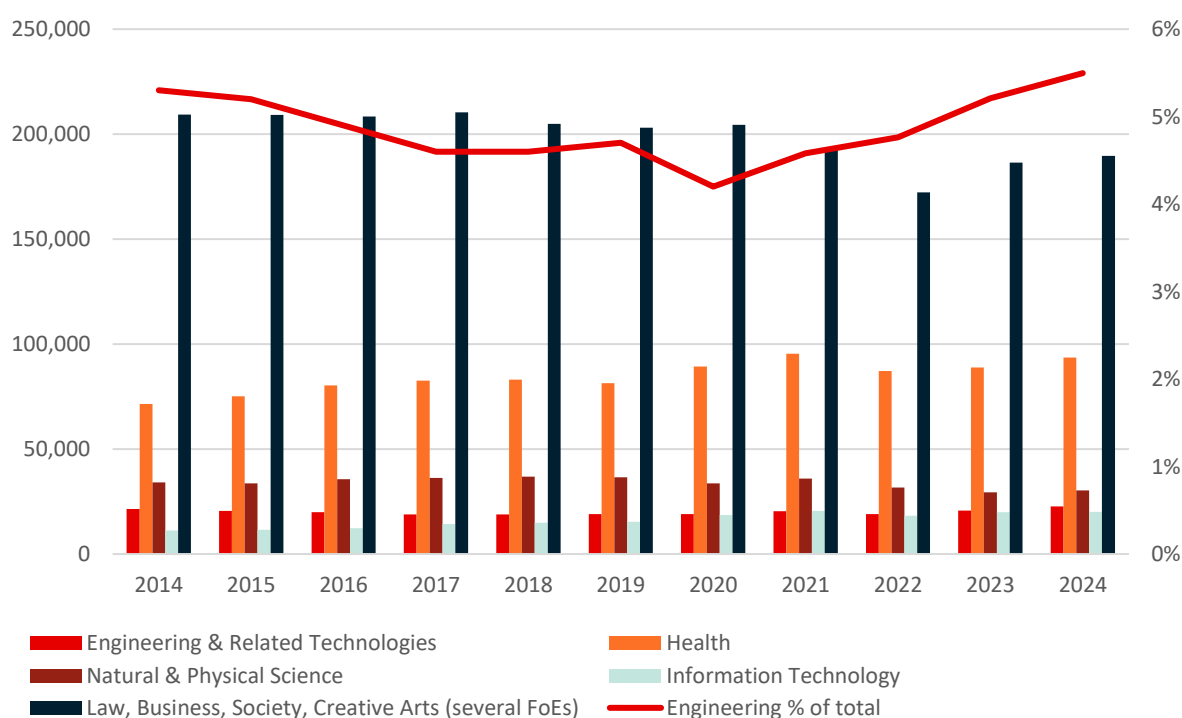
Figure 7 (from data in [Appendix Table 6](#)) shows the numbers of domestic students commencing higher education awards in several fields, for all award levels.

Across all fields, domestic commencements increased by 17,181, or 4.3 per cent, from 396,229 in 2023 to 413,410 in 2024. Despite this growth, commencements remained 8.1 per cent below the peak of 449,723 recorded in 2020.

Domestic commencements in Engineering increased by 10.1 per cent, to 2,087, to 22,725. Engineering grew considerably faster than domestic commencements overall, increasing its share across all award levels from 5.21 per cent in 2023 to 5.50 per cent in 2024, the highest proportion recorded over the period shown (see [Appendix Table 7](#)).

Commencements also increased in Health by 5.2 per cent, Natural and Physical Sciences by 3.0 per cent, Information Technology by 0.7 per cent, and the combined Law, Business, Society and Creative Arts fields by 1.7 per cent.

FIGURE 7: DOMESTIC COMMENCING ENROLMENTS (ALL AWARD LEVELS) IN SELECTED FIELDS OF EDUCATION, 2014 - 2025



Bachelors commencements

Domestic bachelor degree commencements across all fields increased by 5,937, or 2.6 per cent, to 236,803 in 2024. Engineering bachelor commencements increased much more strongly, rising by 1,758, or 11.4 per cent, to 17,230.

As a result, Engineering's share of domestic bachelor degree commencements increased from 6.70 per cent in 2023 to a record 7.28 per cent in 2024. This was substantially higher than the 5.2 per cent recorded in 2016 and represents a sustained increase from 5.4 per cent in 2020.

Among the other major fields, bachelor commencements increased in Management and Commerce by 6.8 per cent, Health by 3.8 per cent, Natural and Physical Sciences by 2.0 per cent, Society and Culture by 0.5 per cent, and Architecture and Building by 0.4 per cent. Commencements declined in Agriculture, Environmental and Related Studies by 6.0 per cent, Creative Arts by 1.6 per cent, Education by 0.4 per cent and Information Technology by 0.2 per cent.

Domestic student entry paths into bachelor degrees and ATAR bands

Detailed data on domestic commencing Engineering students' 'basis of admission' are provided in [Appendix Table 8\(a\)](#). The last four years' data are provided below, with the 2024 distributions shown for 'All students' and for women:

	2020	2021	2022	2023	2024	2024 (women)
completed secondary school	61.7%	62.9%	67.0%	68.3%	68.8%	72.4%
VET/TAFE	5.5%	4.9%	3.6%	3.2%	3.4%	1.9%
higher education	22.1%	23.5%	22.1%	22.1%	22.2%	21.2%
other	61.7%	62.9%	67.0%	68.3%	68.8%	72.4%

The proportion of domestic engineering students admitted on the basis of completing secondary school increased slightly in 2024, from 68.3 per cent to 68.8 per cent. Since 2019, this proportion has increased by 5.7 percentage points, equivalent to a relative increase of around 9 per cent.

The longer-term trend has been a reduction in entry through VET and other pathways. The proportion admitted on the basis of a VET or TAFE qualification declined from 6.3 per cent in 2019 to 3.4 per cent in 2024, while the proportion entering through other pathways declined from 10.0 per cent to 5.5 per cent.

The most notable year-on-year change in 2024 was in admission based on previous higher education study. This increased from 17.5 per cent in 2023 to 22.2 per cent in 2024, returning to a level broadly consistent with earlier years.

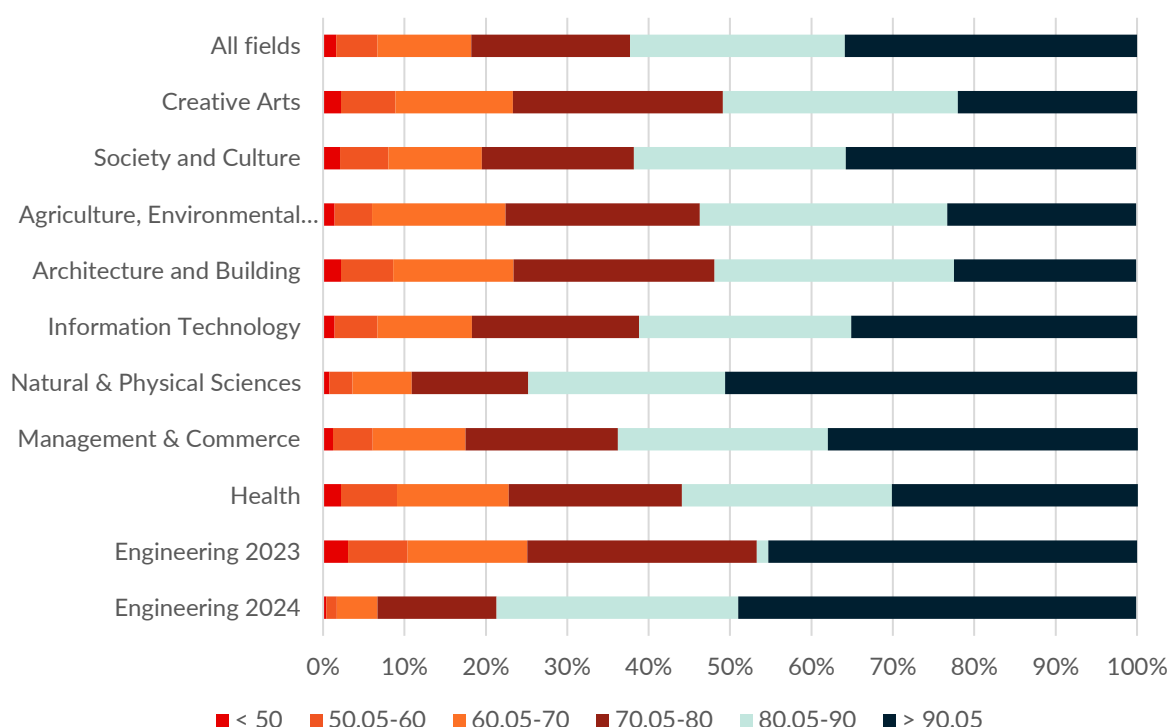
Women were more likely than the overall domestic engineering cohort to enter directly from secondary education. In 2024, 72.4 per cent of women were admitted on this basis, compared with 68.8 per cent of all domestic commencing students.

Women were less likely to enter on the basis of a VET or TAFE qualification: 1.9 per cent of commencing women used this pathway, compared with 3.4 per cent of the overall cohort. This rate was approximately 44 per cent lower than the rate for all students. Women were also slightly less likely to enter on the basis of previous higher education or through other admission pathways.

Given the low participation of women in VET engineering qualifications, it is possible that a quite high proportion of those who complete VET choose to progress to higher education.

The published data on undergraduate admissions and offers shows the distribution of offers by ATAR band for the applicant student cohorts for all fields of education. The 2024 shares are presented for Engineering and selected other fields in [Appendix Table 8\(b\)](#) and in Figure 8.

FIGURE 8: PROPORTIONS OF OFFERS IN DECADAL ATAR BANDS MADE TO SCHOOL LEAVERS IN ALL FIELDS, 2024



Engineering had the strongest overall ATAR profile of any field in 2024 when measured by the proportion of offers made to applicants with an ATAR above 80.05. In Engineering, 78.6 per cent of offers were made to applicants in these bands, comprising 29.7 per cent with an ATAR between 80.05 and 90 and 48.9 per cent with an ATAR above 90.05.

Natural and Physical Sciences had the next-highest proportion of offers above 80.05, at 74.8 per cent. While Natural and Physical Sciences had a slightly higher proportion of offers above 90.05—50.6 per cent compared with 48.9 per cent for Engineering—Engineering had the higher combined proportion across the two highest ATAR bands.

The Engineering ATAR distribution strengthened markedly compared with 2023, when 46.7 per cent of offers were made to applicants with an ATAR above 80.05. The proportion increased by 31.9 percentage points in 2024.

Engineering also had the lowest proportion of offers to applicants with an ATAR below 60.05. Only 1.7 per cent of Engineering offers were made in these bands, compared with 3.6 per cent in Natural and Physical Sciences and 6.7 per cent across all fields. This was a substantial decrease from 10.4 per cent for Engineering in 2023.

The number of Engineering offers made on the basis of an ATAR increased by 845, or 8.4 per cent, from 10,050 in 2023 to 10,895 in 2024. Engineering accounted for 10.3 per cent of all ATAR-based offers in 2024, slightly below its 10.6 per cent share in 2023.

Countries of origin of commencing onshore international students

In 2020, the Tertiary Education Quality and Standards Agency (TEQSA) and the Australian Skills Quality Authority (ASQA) announced regulatory flexibility for the mode of delivery to overseas students of Australian qualifications, in recognition of the significant impact of the COVID-19 pandemic, including domestic lockdowns and international border closures. The flexibility allowed impacted overseas students to continue their studies fully online.

With international borders re-opening and overseas students once again able to travel to Australia for study, TEQSA and ASQA announced in October 2022 that providers are expected to return to full compliance with the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) by 30 June 2023, where it is safe and practical to do so.

From 30 June 2023, registered providers were not permitted to deliver more than one-third of the units in a course for overseas students by online or distance learning and must ensure that overseas students study at least one unit that is not by distance or online learning in each study period, with the exception of the last unit of their course¹⁹. This requirement applies only to those who wish to study in Australia on a student visa²⁰. This requirement has influenced the 2023 higher education data, evident with significant increases in international student load discussed earlier.

The effects of the return to normal regulatory and travel arrangements are particularly evident in the 2024 higher education data. The number of commencing international engineering students studying onshore increased from 6,344 in 2023 to 16,149 in 2024. The proportion of all international commencements undertaken onshore consequently increased from 33.3 per cent to 83.9 per cent.

The top sixteen countries that provided commencing on-shore international students in both 2024 and 2023 are detailed in [Appendix Table 9](#).

The 2024 figures reflect a substantial resumption of normal onshore study following the disruption of the COVID-19 period. The recovery was strongest at postgraduate level, where the number of onshore commencements increased from 1,219 in 2023 to 10,665 in 2024. Onshore students represented 93.5 per cent of all international postgraduate research and coursework commencements in 2024, compared with 10.4 per cent in the preceding year.

The recovery was less pronounced for bachelor degrees. The number of international students commencing an engineering bachelor degree onshore decreased from 5,101 in 2023 to 4,395 in 2024. The proportion commencing onshore declined from 86.4 per cent to 69.4 per cent, despite an increase in total international bachelor degree commencements from 5,902 to 6,330. This suggests that the return to onshore study was uneven across award levels, with offshore delivery continuing to account for a significant proportion of international bachelor commencements.

There was also a substantial increase in onshore commencements in other undergraduate and enabling programs, from 24 in 2023 to 1,089 in 2024. These students represented 71.6 per cent of all international commencements in this category.

The country distribution in 2024 also reflects a return towards the major international student markets that traditionally supplied Australian engineering programs before the pandemic in 2019 and 2020. China was the largest source country, providing 6,376 onshore commencing students, or 39.5 per cent of the total. India was second with 2,739 students, or 17.0 per cent. Together, China and India accounted for 56.5 per cent of all onshore international commencements.

Sri Lanka rose from seventh place in 2023 to third place in 2024, with 1,076 commencements, while Bangladesh rose from thirteenth to fourth place, with 871. Pakistan increased from eighth to fifth place, with 550 commencements, and Nepal entered the top sixteen in sixth place, with 549.

Vietnam also recorded substantial growth, rising from sixteenth place in 2023 to seventh place in 2024, with 546 commencements. Indonesia and Bhutan entered the top sixteen in eighth and ninth places respectively.

In contrast, England, New Zealand, South Africa, the United States, Iraq and Zimbabwe, all of which were among the top sixteen countries in 2023, did not appear in the 2024 list. England, New Zealand

¹⁹ ESOS Act and the return to compliance – frequently asked questions (FAQs), Tertiary Education Quality and Standards Agency, 7 July 2023, <https://www.teqsa.gov.au/how-we-regulate/acts-and-standards/esos-act/esos-act-and-return-compliance-frequently-asked-questions-faqs>

²⁰ There is no requirement for international students studying an Australian qualification who are not seeking a study visa in Australia to undertake any portion of study on-shore, beyond individual institutions requirements.

and the Philippines had ranked third, fourth and fifth respectively in 2023. By 2024, the Philippines had fallen to thirteenth place, while England and New Zealand were no longer among the leading source countries.

This change in country composition indicates that the changes in source-country pattern observed during and immediately following the pandemic were temporary. The 2024 distribution is more heavily concentrated among China, India and countries in South and Southeast Asia, consistent with the resumption of normal international student mobility and the return of students from Australia's major established education markets.

The nature of the recovery differed between program levels. China accounted for 45.6 per cent of onshore postgraduate commencements, but only 25.1 per cent of bachelor commencements. India accounted for a further 19.7 per cent of postgraduate commencements and 12.7 per cent of bachelor commencements. Together, these two countries supplied almost two-thirds of all onshore postgraduate research and coursework commencements.

The bachelor degree cohort was more diverse. China remained the largest source country, followed by India and Sri Lanka, while Vietnam, Indonesia, Malaysia, Bhutan and Hong Kong also made substantial contributions. Sri Lanka supplied 12.4 per cent of onshore bachelor commencements and Vietnam supplied 7.1 per cent.

Overall, the 2024 data suggest that the post-COVID recovery in international engineering education has largely progressed from the initial reopening phase to a more normal pattern of onshore participation. However, the recovery has not been uniform. It has been particularly strong and highly concentrated at postgraduate level, while a comparatively large share of bachelor degree students continued to commence their studies offshore.

Commencements and completions by Aboriginal and Torres Strait Islander students

Indigenous students enrol and graduate from Engineering & Related Technologies in small numbers. The following table shows the national figures for commencements and completions in broad award categories over 2016-23²¹:

	Post graduates	Bachelor (inc Hons)	Other	Total		
	Persons	Persons	Persons	Male	Female	Persons
Commencements						
2016	12	102	20	115	19	134
2017	21	143	18	146	36	182
2018	17	120	22	128	31	159
2019	16	137	38	156	35	191
2020	33	151	49	188	45	233
2021	23	144	48	np	np	215
2022	17	143	69	np	np	229
2023	24	181	35	202	58	260
2024	20+(<10)	198	59+(<10)	215+(<10)	61+(<10)	277+(<20)
Completions						
2016	7	38	10	51	<5	55
2017	8	34	8	45	5	50
2018	6	52	<5	53	8	61

²¹ *Female bachelors completions not published in 2021/22, cells with a '<' indicate addition of a subtotal of '<5' or multiples thereof.

2019	8	37	13	46	12	58
2020	14	47	7	57	11	68
2021	< 21	51	< 16	71	11	82
2022	6	*46	< 19	66	12	78
2023	13	49	16	66	12	78
2024	18+(<5)	60	13+(<5)	56	25	81+(<10)

Commencing Indigenous student numbers reached a new high of at least 277 in 2024, up from 260 in 2023. Because some 2024 values were suppressed, the precise total and rate of growth cannot be determined; however, the published figures indicate an increase of at least 17 students, or 6.5 per cent.

The growth was led by bachelor degree commencements, which increased from 181 in 2023 to 198 in 2024, a rise of 9.4 per cent. Commencements in other programs increased from 35 to at least 59, while postgraduate commencements numbered at least 20, compared with 24 in 2023.

At least 61 Aboriginal and Torres Strait Islander women commenced an engineering qualification in 2024, compared with 58 in 2023, while the number of men increased from 202 to at least 215. The suppressed values mean that the exact gender distribution cannot be calculated.

Based on the total number of domestic engineering commencements reported elsewhere in this report, Aboriginal and Torres Strait Islander students accounted for approximately 1.2 per cent of domestic commencements in 2024²². This was broadly unchanged from the participation rate of 1.21 per cent recorded in 2023 and remains substantially below the 2.56 per cent participation rate recorded across all fields of education in 2023.

Evidently, all areas of STEM have much catching-up to do. The inclusion challenge is also evident in terms of gender, given the male bias of most STEM disciplines, although there has been some improvement in this cohort in 2024, with women representing 30.9 per cent of reported Indigenous engineering completions in 2024, compared with 15.4 per cent in 2023, although the relatively small numbers mean that annual proportions can fluctuate considerably.

Completion numbers remain low relative to annual commencement numbers. However, these figures should not be interpreted as a direct cohort completion rate because the students commencing and completing in a particular year are not the same group. The 2024 bachelor degree graduates would generally have commenced their studies several years earlier, including during or before the disruption caused by the COVID-19 pandemic.

Appendix Table 10 provides the available Indigenous commencement and completion data. For this edition, the Department of Education declined to provide the 2024 data in the same State and Territory format used in earlier editions because of the high level of data suppression. The 2024 data are therefore presented nationally by award level and gender, while the 2023 and 2022 data retain the earlier geographic breakdown.

Historically, Queensland, New South Wales and Victoria have enrolled and graduated the largest numbers of Indigenous engineering students. Equivalent State and Territory comparisons cannot be made for 2024 from the data provided.

²² 2024 Section 6 - First Nations students, Department of Education, September 2025

Bachelor degrees: Success, retention, attrition and completion rates

This section provides detail on educational outcomes on an annual and cohort basis, in terms of success, retention and completion rates for engineering students.

Annual success, retention and attrition rates

The Department of Education ceased publishing annual success, retention and completion rates by field of education with the release of 2021 data and this section will cover the final year of data released.

Success rates

The annual success rate is defined as the proportion of courses (units of study) passed by a cohort of enrolled students in a given year²³. The following table adds detailed 2021 success rates for domestic and international students enrolled in bachelor degrees in Engineering, to data for the three previous years, and 2005 as a baseline. The success rates are averaged over all years of study.

	Engineering - Domestic	Engineering - International	All Students - Domestic	All Students - Overseas
2005	82.98	84.8	85.72	82.06
2018	85.55	84.22	84.34	86.22
2019	85.93	85.12	84.86	86.02
2020	86.27	87.42	85.79	88.75
2021	85.35	85.81	84.97	88.62

Over the preceding 16 years the success rate for domestic and international students in engineering has trended up slightly, with relative stability over the last four years. The success rate for all domestic students has remained relatively stable, while for all overseas students it has increased by 7 per cent since 2005.

The visual analytics tool enables inspection of the success rates of each provider. Differences in average success rates reflect provider location (regional/metropolitan) and history, and the educational background, cohort size and the typical patterns of study (full-time/part-time) of their Engineering cohorts:

- amongst ACED members, the average 2021 success rates for domestic bachelor degree students in Engineering ranged from >90 per cent (four providers) to <65 per cent (one provider).
- for international students this range was from >90% (eight providers) to <65% (one provider).

The data allows for comparison with other fields of education:

The average success rate of 85.35 per cent for domestic students in Engineering in 2021 was slightly higher than the average of 84.97 for 'All Fields'. Engineering again placed 5th in 11 fields of education, after Health, Creative Arts, Agriculture & Environment and Education. The average success rates ranged from 76.19 per cent (Food, Hospitality and Personal Services) to 89.2 per cent (Health).

For international students the average success rate in 2021 was 85.81 per cent, placing engineering 9th among 11 fields of education. Average success rates varied from 84.2 per cent (Information Technology) to 100 per cent (Food, Hospitality and Personal Services).

²³ <https://www.tcsisupport.gov.au/glossary/glossaryterm/Success%20rate>

Retention and retention rates

Retention rates²⁴ record the progression outcome for the identified year as 'retained' for either continuing to the subsequent year of study or for graduating in the year of study or the following year. (The retention rates reported in 2021 therefore record the student outcomes from 2020. Attrition is the corresponding loss of students from their degree program.)

The visual analytics tool reports only on retention for commencing students, (i.e. those in their first year of enrolment in a course of study) in two ways. Put simply, the 'normal' rate applies to retention within an institution (using StudentID), while 'adjusted' rates allow for following year transfer to another higher education provider, using the StudentID and CHESSN (national) identifiers. The following year enrolment may be in a different program or field of education.

The following shows the last four years of retention rate data for bachelor degree students in Engineering & Related Technologies at Table A Providers (public universities), compared with All Fields, and comparable 2005 baseline data:

		Retention Rates (%)				Attrition Rates (%)			
		Domestic		International		Domestic		International	
		Normal	Adjusted	Normal	Adjusted	Normal	Adjusted	Normal	Adjusted
2005	Engineering	85.42	88.87	88.62	88.62	14.48	11.00	11.20	11.20
	All Students	80.95	84.89	88.24	88.24	18.71	14.84	11.30	11.30
2017	Engineering	86.21	91.12	92.84	92.84	13.69	8.80	7.05	7.05
	All Students	78.84	84.77	90.98	90.98	20.76	14.97	8.77	8.76
2018	Engineering	86.37	91.40	91.77	91.78	13.52	8.50	8.12	8.11
	All Students	79.15	85.13	90.09	90.10	20.45	14.61	9.66	9.65
2019	Engineering	87.02	92.18	89.68	89.68	12.87	7.70	10.20	10.20
	All Students	79.93	86.55	87.28	87.29	19.71	13.24	12.37	12.37
2020	Engineering	85.79	91.32	90.31	90.71	14.08	8.60	9.55	9.16
	All Students	81.11	87.09	88.58	89.00	18.57	12.72	11.23	10.82

The adjusted rates show that more than 91 per cent of domestic commencing bachelor degree students in Engineering return to study in the following year or graduate (although these would be very few in number). This figure compares favourably with the adjusted retention rate of about 87 per cent across all fields of education.

The differences between the adjusted and normal rates imply that about 4 – 6% of domestic students in Engineering transfer between institutions after their commencing year of study. International students have comparable retention rates and apparently zero transfer rates, as is to be expected from their student visa conditions. Average retention rates have been quite stable over several years.

Regrettably new data remains unavailable in 2026.

Student satisfaction and graduate outcomes

All student-related data analysed so far has been aggregated from data submitted to the Department of Education by provider institutions. To understand how students, graduates and employers rate the quality and value of higher education, the Department runs sample surveys under its Quality Indicators for Learning and Teaching (QILT) program²⁵.

²⁴ For further details on how Retention and Attrition are defined, see <https://www.tcsisupport.gov.au/glossary/glossaryterm/Retention%20rate> and <https://www.tcsisupport.gov.au/glossary/glossaryterm/Attrition%20rate>

²⁵ The QILT reports and data for all reports referred to here can be accessed at www.qilt.edu.au

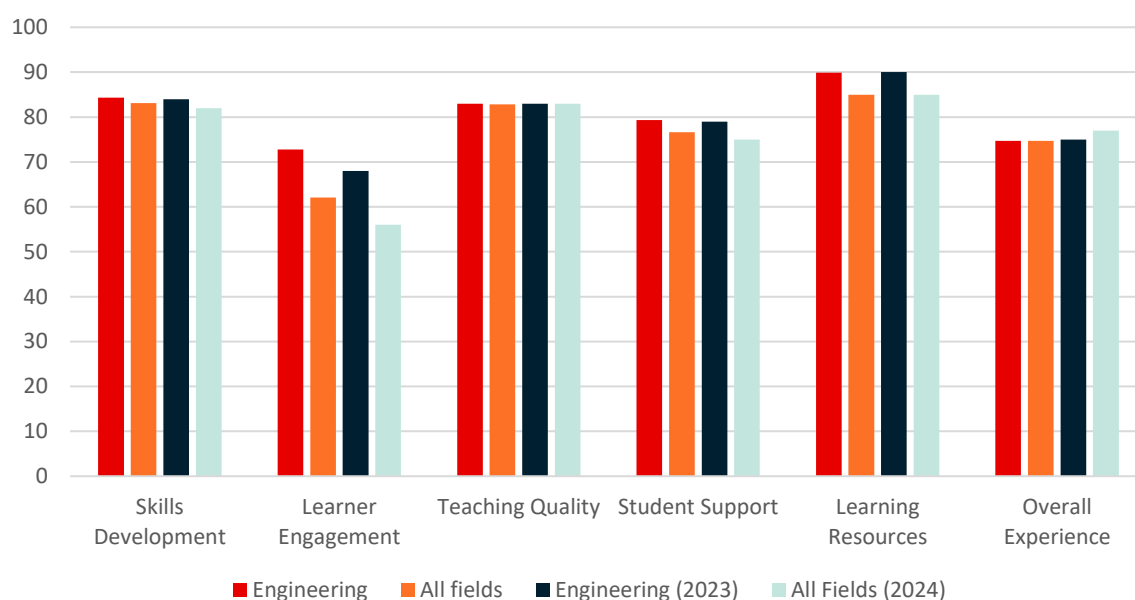
Student satisfaction

The most recent QILT Student Experience Survey (SES) report was published in September 2024, based on survey collections in August to September of 2024. Comparisons with 2020 data therefore provide the students' view of the impact of COVID-19 on their educational experiences.

[Appendix Table 11\(a\)](#) provides undergraduate student satisfaction ratings for Engineering and the other STEM fields, for 2020 to 2024. Figure 12 compares the Engineering and 'All fields' averages for the six components of satisfaction for the last two years. For 'All Fields', satisfaction ratings have been quite stable since the introduction of the survey in 2012.

There was a considerable dip in learner engagement, teaching quality, student support and learning resources, leading to lower overall satisfaction ratings in 2020 and 2021, years heavily affected by COVID-19. The 2022 results indicated a return towards pre-COVID levels of satisfaction, which was largely maintained in 2023 and 2024.

FIGURE 9: PERCENTAGE OF UNDERGRADUATES EXPRESSING 'SATISFACTION' WITH EACH INDICATOR, ENGINEERING AND 'ALL FIELDS' AVERAGES, 2023 AND 2024



In 2024, Engineering students' responses were higher than the 'All fields' ratings for learner engagement and learning resources, but lower for skills development, teaching quality, student support and overall experience. Engineering learner engagement increased from 63.0 per cent in 2023 to 64.5 per cent in 2024, compared with an increase from 59.0 to 60.2 per cent for 'All fields'. The higher rate expressed by Engineering students may be attributable to project, laboratory and studio work throughout their programs.

Overall satisfaction for Engineering declined slightly from 73.0 per cent in 2023 to 72.7 per cent in 2024, while the 'All fields' result declined from 77.0 to 76.5 per cent. These movements suggest that the broad recovery from the disruption of COVID-19 has stabilised rather than continued to strengthen. The return of student satisfaction to largely pre-COVID levels is testament to the efforts made by academic and support staff to adapt their teaching to changed circumstances and to ensure the highest possible quality of learning outcomes.

The satisfaction survey of Engineering postgraduate coursework students shows a stronger recovery. In 2024, Engineering students provided higher ratings than 'All fields' for skills development, learner engagement, teaching quality, student support and learning resources, and an equal rating of 74.7 per cent for overall experience. Engineering learner engagement increased from 68.0 per cent in 2023 to 72.8 per cent in 2024, (see [Appendix Table 11\(b\)](#)).

Graduate satisfaction

Graduates are surveyed for the QILT Graduate Outcomes Survey (GOS) during the first six months of each calendar year, following qualification for graduation. [Appendix Table 11\(c\)](#) provides satisfaction ratings for Engineering and selected other fields through to 2025. From 2021 onwards, the survey did not include the core questions on satisfaction with 'teaching quality' and 'generic skills'.

Satisfaction among Engineering undergraduates declined from 72.3 per cent in 2023 to 70.8 per cent in 2024 and 69.9 per cent in 2025. The 'All fields' average also declined, although more modestly, from 76.0 per cent in 2023 to 75.2 per cent in 2024 and 75.1 per cent in 2025.

Engineering postgraduate coursework satisfaction declined from 77.6 per cent in 2023 to 75.4 per cent in 2024, before recovering slightly to 76.1 per cent in 2025. This remained below the 'All fields' result of 79.7 per cent in both years.

Graduates of higher degrees by research (HDR) rate their experience in against seven category areas, as shown in [Appendix Table 11\(c\)](#). Overall satisfaction among Engineering research graduates declined from 87.7 per cent in 2023 to 85.1 per cent in 2024, before increasing to 85.8 per cent in 2025. The latest result was higher than the 'All fields' average of 84.0 per cent.

Engineering research graduates rated all seven categories higher than the 'All fields' averages in 2025. Skills development, at 95.5 per cent, and goals and expectations, at 93.6 per cent, were rated particularly highly.

The two areas that continue to require attention are intellectual climate and industry and external engagement, which received ratings below 70 per cent for both Engineering and 'All fields'. Nevertheless, Engineering research graduates rated industry and external engagement 7.7 percentage points higher than the 'All fields' average.

Employer satisfaction survey

The latest QILT Employer Satisfaction Survey results are included in [Appendix Table 11\(d\)](#) and [Table 11\(e\)](#), along with earlier years results for comparison.

Engineering remained one of the fields with the highest overall employer satisfaction in 2025. At 87.1 per cent, it ranked second to Agriculture and Environmental Studies at 90.0 per cent and was above the 'All fields' average of 84.2 per cent.

Employers rated Engineering graduates above the 'All fields' averages for foundation, adaptive, collaborative and technical skills, as well as overall satisfaction. Engineering graduates were below the 'All fields' average for employability skills, at 84.9 per cent compared with 86.2 per cent.

Graduates' supervisors continue to rate the importance of the qualification more highly than graduates themselves. In 2025, 63.9 per cent of supervisors of Engineering graduates rated the qualification as 'important' or 'very important', compared with 55.7 per cent of graduates. The supervisor result declined from 67.7 per cent in 2024, while the graduate result increased from 53.5 per cent.

The majority of supervisors rated highly the extent to which the qualification prepared graduates for their current role. The Engineering supervisor result increased from 95.8 per cent in 2024 to 96.3 per cent in 2025, compared with 94.9 per cent across all fields. The equivalent Engineering graduate rating increased from 85.2 to 86.6 per cent.

Graduate employment outcomes – short term

The GOS survey also reports on employment and remuneration outcomes for the Engineering & Related Technologies field of education, compared with selected and 'All' fields are provided in [Appendix Tables 12\(a\)\(b\)\(c\)](#). 'Short-term' refers to graduates surveyed in the six months of the calendar year following graduation.

Graduates of Undergraduate Programs

The following table shows (as in previous years) that recent Engineering graduates from undergraduate programs have gained full-time employment and received higher median salaries at higher rates than other fields, as represented by the 'All field' values:

Undergraduates	% in full-time employment	median salary		% in any employment	% in further FT study
		men	women		
2020 Engineering	83.0%	\$69,400	\$70,000	87.6%	11.1%
2020 All fields	68.7%	\$65,000	\$63,400	85.1%	18.5%
2021 Engineering	80.3%	\$70,000	\$70,000	86.6%	14.3%
2021 All fields	68.9%	\$66,800	\$64,200	84.8%	21.1%
2022 Engineering	87.5%	\$71,900	\$71,000	91.7%	11.4%
2022 All fields	79.0%	\$69,400	\$67,400	88.9%	18.0%
2023 Engineering	84.7%	\$75,300	\$75,000	96.0%	9.7%
2023 All fields	70.3%	\$70,000	\$73,100	92.2%	17.6%
2024 Engineering	85.5%	\$80,000	\$78,300	89.6%	12.8%
2024 All fields	74.4%	\$76,000	\$73,400	87.1%	17.9%
2025 Engineering	89.3%	\$83,000	\$80,400	90.0%	12.8%
2025 All fields	75.6%	\$79,000	\$75,300	89.3%	19.3%

The full-time employment rate for Engineering graduates increased from 85.5 per cent in 2024 to 89.3 per cent in 2025 and was 13.7 percentage points higher than the 'All fields' result. The proportion in any employment increased slightly to 90.0 per cent, although the advantage over 'All fields' was much smaller.

Median salaries for Engineering graduates continued to increase and remain ahead of 'All fields'. Between 2023 and 2025, the median increased from \$75,300 to \$83,000 for men and from \$75,000 to \$80,400 for women. The salary disparity between men and women in Engineering remained smaller than for 'All fields', although it increased over these two years.

As in previous years, the median salaries received by Engineering graduates have been higher than the surveyed population as a whole, and third after Dentistry and Medicine (see [Appendix Table 12\(c\)](#)).

The match between graduate employment and skill utilisation is also surveyed. The following table shows that Engineering graduates generally report lower overall skills underutilisation than the 'All fields' population.

Year of completion of undergraduate qualification	% of FT employed reporting skills not fully used		% of all employed reporting skills not fully used	
	in general	because of lack of jobs in area of expertise	in general	because of lack of jobs in area of expertise
2020 Engineering	22.0%	9.0%	30.0%	10.0%
2020 All fields	29.3%	10.2%	42.3%	11.4%
2021 Engineering	22.1%	8.0%	28.5%	9.6%
2021 All fields	28.3%	8.1%	38.5%	8.7%
2022 Engineering	20.9%	5.1%	26.7%	6.0%
2022 All fields	27.8%	7.2%	38.0%	8.5%
2023 Engineering	19.3%	20.1%	24.7%	6.7%
2023 All fields	27.9%	19.8%	40.6%	10.2%

Year of completion of undergraduate qualification	% of FT employed reporting skills not fully used		% of all employed reporting skills not fully used	
	in general	because of lack of jobs in area of expertise	in general	because of lack of jobs in area of expertise
2024 Engineering	23.1%	4.1%	29.3%	6.3%
2024 All fields	28.3%	7.9%	39.3%	9.7%
2025 Engineering	22.9%	10.6%	31.0%	12.2%
2025 All fields	29.4%	9.3%	41.4%	10.3%

In both 2024 and 2025, fewer Engineering graduates reported that their skills were not fully used in general. In 2025, this was reported by 22.9 per cent of full-time employed Engineering graduates, compared with 29.4 per cent for 'All fields'; among all employed graduates, the corresponding figures were 31.0 and 41.4 per cent.

However, the proportion of Engineering graduates attributing underutilisation to a lack of jobs in their area of expertise increased in 2025. It rose from 4.1 to 10.6 per cent among full-time employed graduates and from 6.3 to 12.2 per cent among all employed graduates.

Both 2025 results were above the 'All fields' averages, indicating some softening in the availability of closely matched entry-level Engineering roles despite the strong overall employment rate.

Graduates of Postgraduate Coursework Programs and Research

Relevant data from [Appendix Table 12\(a\)](#) are reproduced in this table:

HDR Graduates	% in work, of all available for any work	% in FT work, of all available for FT work	% of FT employed reporting skills not fully used		% of all employed reporting skills not fully used	
			in general	because of lack of jobs in area of expertise	in general	because of lack of jobs in area of expertise
2021 Engineering	92.2%	84.9%	27.0%	15.8%	29.5%	19.4%
2021 All fields	91.9%	84.7%	26.7%	19.3%	29.5%	24.2%
2022 Engineering	89.2%	85.5%	36.8%	7.1%	37.6%	9.4%
2022 All fields	91.4%	85.3%	27.8%	19.1%	30.0%	20.7%
2023 Engineering	97.9%	84.0%	24.8%	32.0%	27.0%	np
2023 All fields	95.7%	81.0%	27.3%	30.5%	29.0%	22.6%
2024 Engineering	87.9%	81.3%	31.5%	14.9%	31.9%	19.0%
2024 All fields	90.5%	82.8%	29.7%	19.1%	31.5%	21.5%
2025 Engineering	84.7%	80.2%	27.6%	19.2%	28.7%	17.7%
2025 All fields	90.9%	84.0%	28.7%	22.0%	31.1%	24.2%

The employment outcomes for postgraduates are generally strong but do not display a systematic 'Engineering advantage' over the 'All fields' averages. For postgraduate coursework Engineering graduates, full-time employment remained stable at 88.3 per cent in 2024 and 88.2 per cent in 2025. Overall employment increased from 90.7 to 92.0 per cent, although this was below the 2025 'All fields' result of 93.6 per cent.

Employment outcomes for Engineering research graduates weakened over the two years. Overall employment declined from 87.9 per cent in 2024 to 84.7 per cent in 2025, while full-time employment declined from 81.3 to 80.2 per cent. Both were below the corresponding 'All fields' outcomes in 2025.

Engineering research graduates nevertheless reported slightly lower general skills underutilisation and were less likely than research graduates across all fields to attribute underutilisation to a lack of appropriate jobs. Annual movements should be interpreted cautiously because research graduate samples are relatively small.

[Appendix Table 12\(b\)](#) shows that the median salaries earned by postgraduates are significantly higher than those of first-degree graduates. In 2025, male postgraduate coursework Engineering graduates reported a median salary of \$135,000, compared with \$96,300 for women.

For Engineering research graduates, the median salaries were \$112,000 for men and \$104,500 for women in 2025, compared with \$112,000 and \$107,100 respectively across all research fields.

Graduate employment outcomes – medium term

A medium-term QILT Longitudinal Survey (GOS-L) graduates is also undertaken each year, to report changes in employment, remuneration and occupational roles, over three years from graduation.

Details for Engineering and 'All fields' from the survey conducted in 2025 are provided in [Appendix Table 12\(d\)](#), for graduates of undergraduate programs, postgraduate coursework and research degrees. The individuals were first surveyed in 2022 after their graduation in the previous year.

The 3-year changes for Engineering graduates reported in the 2025 survey, and for 'All fields', are shown in the following table:

measure	undergraduate		postgraduate coursework		postgraduate research	
	Engineering	All fields	Engineering	All fields	Engineering	All Fields
F/T employment	+7.0 %	+12.2 %	+3.8 %	+5.9 %	+8.5 %	+8.8 %
Overall Employment	+4.4 %	+5.4 %	+4.3 %	+3.2 %	+3.5 %	+3.8 %
Median Salary	+\$32,000	+\$22,000	+\$33,200	+\$24,700	+\$25,200	+\$23,000
Roles (of Overall Employed)						
managers	-3.2 %	-8.2 %	-7.8 %	-3.0 %	-3.0 %	-1.3 %
professionals	+7.0 %	+12.2 %	+3.8 %	+5.9 %	+8.5 %	+8.8 %
other	+4.4 %	+5.4 %	+4.3 %	+3.2 %	+3.5 %	+3.8 %

The GOS-L shows strong three-year increases in employment and median remuneration. By 2025, 95.5 per cent of Engineering undergraduates were in full-time employment and 96.3 per cent were in some form of employment. Their median salary increased by \$32,000, or 45 per cent, from \$71,000 to \$103,000—well ahead of the \$22,000, or 32 per cent, increase for undergraduates across all fields.

Postgraduate coursework Engineering graduates also recorded strong medium-term outcomes. Full-time employment reached 97.5 per cent, overall employment reached 98.3 per cent and median salaries increased from \$96,800 to \$130,000. The proportion employed as managers or professionals increased from 83.3 to 91.1 per cent.

Engineering research graduates reached full-time and overall employment rates of 94.6 and 96.8 per cent respectively after three years. Their median salary increased from \$94,800 to \$120,000, while 96.4 per cent of those employed were working as managers or professionals.

While student quality is a significant factor in determining graduate outcomes, broader economic conditions heavily influence the job market and opportunities available to new graduates, complicating comparisons between graduating cohorts over the longer term.

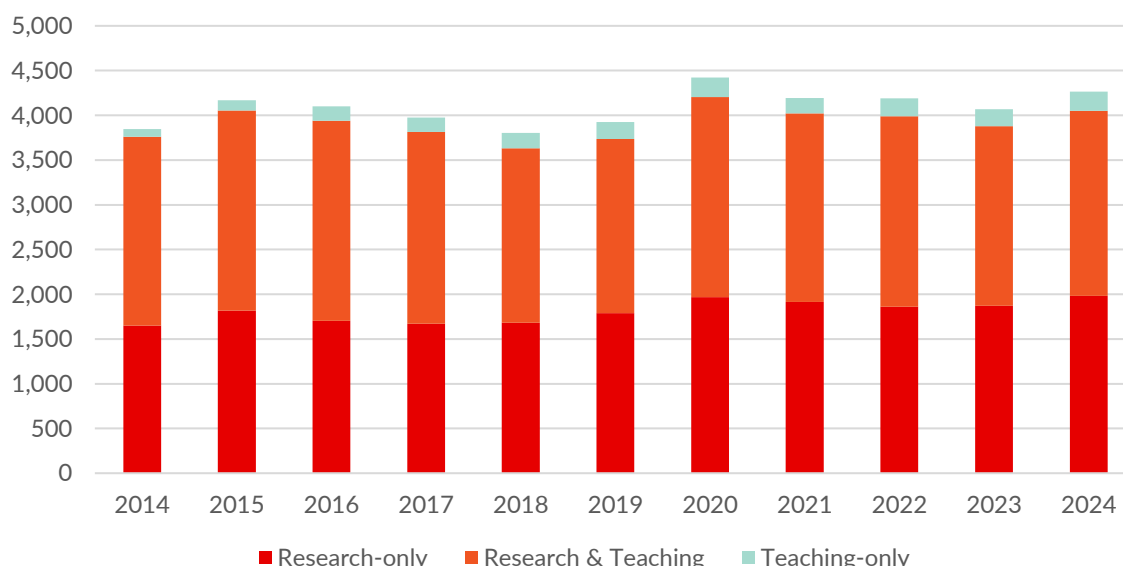
Academic staff data and student-staff ratios for ACED members

Academic staff numbers

From Departmental higher education statistics sources, in 2024 there were 4,267 academic staff, measured as full-time equivalent, in non-casual positions in Engineering in 26 of the ACED member universities (see [Appendix Table 13](#) and Figure 10). Of these, approximately 1,982 were in research-only positions, 2,069 were in teaching and research positions and 213 were in teaching-only positions.

Staffing increased by approximately 200 FTE, or 4.9 per cent, from 2023. Teaching-only positions increased by 24 FTE, teaching and research positions by 64 FTE and research-only positions by 109 FTE. This represents a broad recovery in staffing across each function following the reduction recorded in 2023, although total staff numbers remain only slightly above the previous peak recorded in 2022.

FIGURE 10 ACADEMIC STAFF (FTE) IN ENGINEERING & RELATED TECHNOLOGIES FOR 2014-2024, 27 ACED UNIVERSITIES IN 2020, 26 UNIVERSITIES FROM 2021



Nine universities did not report any academic staff in Engineering²⁶, in 2024, but it is estimated that collectively, they employed approximately around 350 FTE academic staff in teaching positions.

Accordingly, the total number of non-casual FTE teaching staff—in teaching-only and teaching and research positions—is estimated to be approximately 2,632. The number of research-only staff is estimated to be approximately 2,080, including an estimate of around 100 research-only positions at non-reporting providers. The number of teaching-only positions in 2024 was at least 213.

Actual casual-staff data are now available for 2024²⁷. Across the ACED member universities, approximately 517 FTE casual staff were assigned to teaching-only or teaching and research functions in Engineering. This was an increase from approximately 420 FTE in 2022, but remained almost 48 per cent below the estimate of 990 FTE in 2019. This suggests a partial recovery in casual staffing following the substantial reductions associated with the COVID-19 pandemic, but not a return to the staffing model that prevailed before it.

²⁶ Most of these universities operate a multi-field academic structure and would have reported their engineering staff in Science.

²⁷ Table A1.12, 2024 Staff A1 Actual Staff Full-time Equivalence, Higher Education Statistical Collection, Department of Education Staff Data 2024. <https://www.education.gov.au/higher-education-statistics/resources/2024-staff-appendix-1-actual-staff-fte>

Women in academic positions

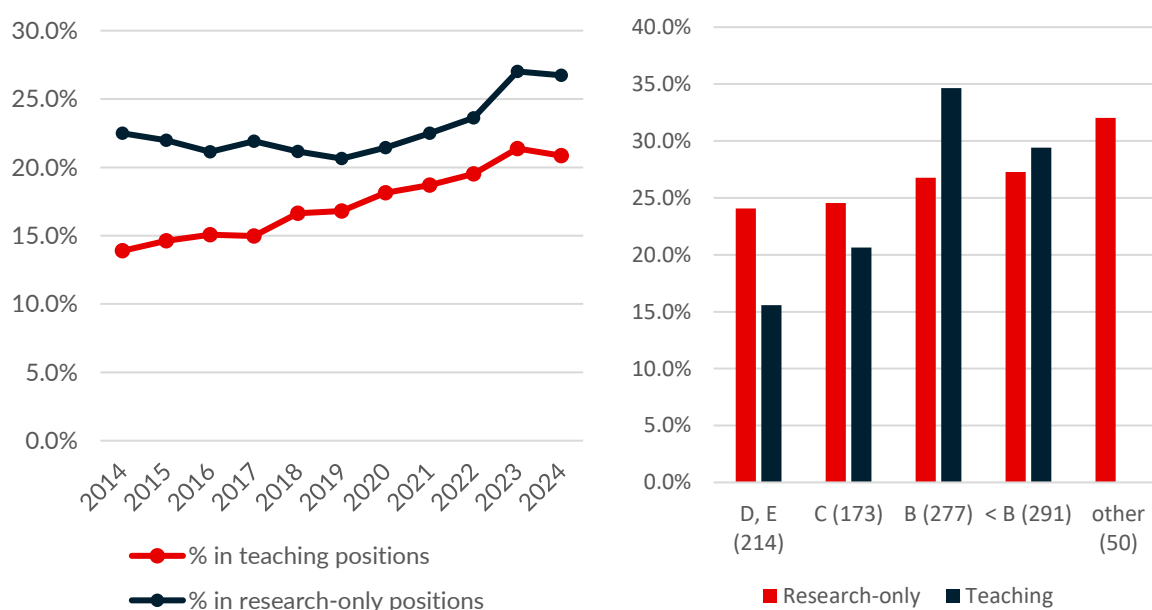
The contribution of women in teaching and research and research-only academic positions in Engineering increased slightly in 2024. The number of women in academic positions increased from 975 FTE in 2023 to 1,005 FTE in 2024. Women in teaching-only positions increased from 64 to 74 FTE, while women in research-only positions increased from 506 to 530 FTE. Women in teaching and research positions declined slightly, from 405 to 402 FTE.

Overall, the proportion of academic FTE held by women decreased slightly from the record 24.0 per cent reached in 2023 to 23.6 per cent in 2024. This occurred because the increase of 30 female FTE was outweighed by an increase of 166 male FTE.

Figure 11(a) shows that, over the longer term, the increase in women's representation has occurred across teaching-only, teaching and research, and research-only positions.

Figure 11(b) shows that the proportion of women remains highest in Level B academic roles, at 30.3 per cent, and in 'other' academic roles, at 33.6 per cent. Women accounted for 17.4 per cent of non-research academic staff at Levels C, D and E in 2024. Their continued under-representation in senior academic positions lends numeric weight to the many initiatives intended to recruit and promote Engineering women into higher-level academic positions.

FIGURE 11: PROPORTIONS OF WOMEN ACADEMIC STAFF (FTE) IN ENGINEERING & RELATED TECHNOLOGIES: (A) PROPORTIONS BY ROLE, 2010-22, AND (B) PROPORTIONS AND NUMBER AT EACH ACADEMIC LEVEL, 2022.



Student-academic-staff ratios (SSR)

Using the same methodology as previous editions, the aggregate ratio of Engineering student load to academic teaching staff is estimated as:

$78,353 \text{ EFTSL} \div (2,632 \text{ non-casual teaching FTE} + 517 \text{ casual teaching FTE}) = 24.9 \text{ students per teaching FTE.}$

The estimated ratio increased from 23.1 in 2023. Engineering student load increased by approximately 9.4 per cent, from 71,616 to 78,353 EFTSL, while the estimated teaching workforce increased by only around 1.6 per cent. The increase in the SSR therefore reflects student load growing considerably faster than teaching staff numbers.

The national average SSR for onshore teaching across Table A and Table B universities and all fields of study increased from 22.10 in 2023 to 22.41 in 2024²⁸. Individual institutional ratios among universities providing Engineering programs ranged from approximately 10.97 to 35.61, with 23 of the 35 ACED member universities recording ratios between 16 and 25.

The Engineering estimate should be compared with the national figure cautiously. The Department's national SSR uses onshore student load, whereas the calculation above follows the methodology used in previous editions of this report and uses the total Engineering load reported for ACED members. The national average SSR for on-shore teaching for all providers and fields of study is 22.1 in 2023, with individual institutions ranging between 11.74 and 36.63 for universities that provide engineering programs, most have an SSR between 16 and 25.

ACED member profiles and graduations by university groupings

Appendix 1 Table 14 provides summary data for 2024 on the commencing and total enrolments and graduation and student load of all the ACED member universities, listed alphabetically. The University of New South Wales (including its Canberra campus which is a member of ACED in its own right) has the largest number of enrolments and graduations, followed by Monash University and RMIT.

Appendix Table 15 provides a tabulation of the coursework awards offered by each ACED member as of June 2026. For each member, the table shows the number of engineering branches covered by Engineers Australia accredited awards (including entry-to-practice Master degrees). Aggregated, there are 17, 17 and 427 fully accredited programs at the Engineer Associate, Engineering Technologist and Professional Engineer levels, respectively, and 7, 12 and 150 provisionally accredited at each corresponding level.

Table 16 (a) elaborates the branches of engineering in which the professional engineering degrees accredited programs are offered onshore, and Table 16(b) the corresponding data for the accredited program offered offshore by six universities.

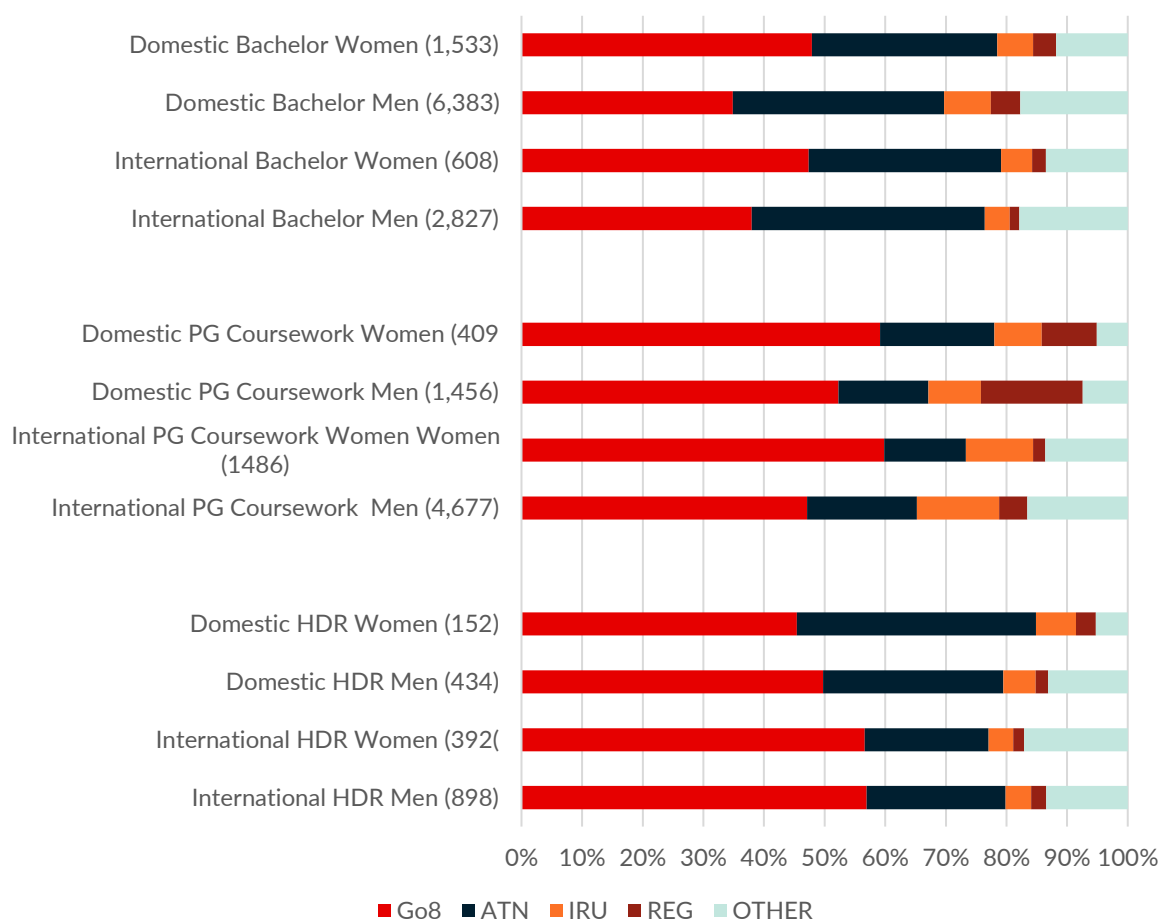
Australian universities operate in a four formal groupings, according to their focus, history and location. The ACED members of the formal groups²⁹ are listed below Table 14, together with the 'other' ACED members that are not members of the groups.

Figure 12 shows the distributions of Engineering graduates for 2024, by graduate citizenship, program level and gender across the formal groups, and 'others'. The numbers of graduates in each sub-category are shown.

²⁸ Table A2.1, Appendix 2.1, Student-Staff Ratios for Table A and B Institutions, 2014 to 2024, Staff Data 2023, Department of Education

²⁹ In addition, the 11-member Group of Eight Deans of Engineering and Associates, includes the Go8 members plus The Universities of Newcastle, Wollongong and Auckland.

FIGURE 12: DISTRIBUTION OF ENGINEERING GRADUATES BY AWARD COURSE LEVEL, CITIZENSHIP AND GENDER ACROSS UNIVERSITY GROUPS, 2024



We can observe from Figure 12 that:

- The Group of Eight (Go8) universities awarded 54 per cent of all higher degrees by research for domestic and international students. Their share decreased slightly from 56 per cent in 2023, although they continued to award more than half of international HDR qualifications and half of domestic HDR qualifications.
- The Go8 universities graduated just over half of postgraduate coursework students. Their share decreased considerably from 64 per cent in 2023 to 51 per cent in 2024, largely reflecting a broader distribution of the substantial growth in international postgraduate coursework completions across the ATN, IRU and 'other' groups.
- The Go8 universities graduated higher proportions of women than men in postgraduate coursework and bachelor awards for both domestic and international students. This pattern was not evident for HDR awards, where the Go8 share was slightly lower for women than men.
- The Go8 group awarded the highest proportion of international bachelor degrees, at almost 40 per cent, narrowly ahead of the ATN group at 37 per cent. The Go8 also awarded 37 per cent of domestic bachelor degrees, compared with 34 per cent for the ATN.
- Together, the Go8 and ATN groups—14 universities, all located in Australia's capital cities or largest regional cities—graduated 71 per cent of domestic bachelor students, 77 per cent of international bachelor students, around 68 per cent of postgraduate coursework students and approximately 80 per cent of HDR graduates.

- The 'other' category, comprising seven universities, includes several large providers in major cities and contributed between 11 and 17 per cent of graduates in most categories. Its share of domestic postgraduate coursework graduates was lower, at 7 per cent.
- The smaller contributions of the Innovative Research Universities and Regional Universities Network to the graduate supply of Engineers remain significant in terms of their provision of programs of particular importance to their communities. For many regional universities, Engineering is one of their highest-prestige professional programs.

Conclusion

The central purpose of this document is to inform ACED members and stakeholders of the state of engineering education in Australian universities, in terms of graduations, enrolments and admissions, graduate outcomes and staffing, from national data compiled by the Commonwealth Department of Education.

This edition has provided detailed data on the numbers of graduates from accredited programs designed to prepare students to enter the professional engineering workforce. The commentary on the changes in student populations since COVID-19 to engineering higher education and provides some comparisons with other fields, for context. The data in the report and commentary are intended to be resources for the higher education and professional engineering communities.

Australian engineering graduates have sound employment outcomes and have been rated highly by their employers on a consistent basis over the last few years. Furthermore, the ACED members have published their public proposal for the implementation of the Engineering 2035 project on the required directions of future engineering education to satisfy employers' needs, and those of increased numbers of prospective students³⁰.

In 2024 the recovery in international student numbers is evident, particularly in the proportion of international students commencing their studies on-shore, it is also evident that it will be a few more years before they exceed previous peaks with consistency.

The demand and supply of future engineering graduates and engineers are the subjects of current national debate within the faculties and the profession. The solutions are complex and required sustained attention and resources over the long term.

The impacts of reduced international student commencements will have an impact on the engineering workforce over the medium term, as while most international students return to their home countries, many utilised their Australian study as a pathway to stay in Australia permanently. At a time of considerable national action to address climate change and meet Australia's 2050 net-zero commitments, there will be an ongoing and elevated need for engineers to ensure that these commitments can be met.

³⁰ Australian Council of Engineering Deans, March 2023 Engineering 2035 Implementation Proposal Public, March 2023 <https://www.aced.edu.au/downloads/March%202023%20Engineering%202035%20Implementation%20Proposal%20Public.pdf>

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Appendix 1 – supporting tables

Table 1 - completions in engineering & related technologies 2014-2024

COURSE LEVEL	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
DOCTORATES	1,268	1,259	1,358	1,417	1,437	1,542	1,556	1,451	1,554	1,717	1,577
domestic total	572	603	603	637	641	674	628	609	523	546	501
% domestic female	27.30%	23.20%	27.00%	25.00%	28.70%	27.70%	24.80%	28.24%	30.78%	31.5%	28.90%
international total	696	656	755	780	796	868	928	842	1,031	1,171	1,076
% international female	24.30%	26.70%	23.00%	27.40%	22.90%	25.50%	26.80%	28.15%	27.64%	30.70%	29.50%
% international	54.90%	52.10%	55.60%	55.00%	55.40%	56.30%	59.60%	58.03%	66.34%	68.20%	68.20%
RESEARCH MASTER	218	229	244	226	222	235	207	196	221	225	272
domestic total	103	108	116	105	93	93	76	67	60	74	65
% domestic female	22.30%	31.50%	31.00%	21.90%	32.30%	22.60%	27.60%	20.90%	18.33%	28.4%	24.60%
international total	115	121	128	121	129	142	131	129	161	151	207
% international female	24.30%	41.30%	27.30%	23.10%	26.40%	25.40%	21.40%	19.38%	26.09%	19.90%	29.50%
% international	52.80%	52.80%	52.50%	53.50%	58.10%	60.40%	63.30%	65.82%	72.85%	67.1%	76.10%
COURSEWORK MASTER	4,138	4,748	5,431	6,348	8,074	8,662	8,267	9,043*	5757*	5,337	7,337
domestic total	1,426	1,543	1,567	1,590	1,601	1,477	1,149	1,412	1,352	1,275	1,219
% domestic female	18.80%	19.40%	17.70%	17.60%	18.30%	19.20%	22.90%	21.10%^	20.12%	21.1%	22.40%
international total	2,712	3,205	3,864	4,758	6,473	7,185	7,118	7,631*	4,405	4,062	6,118
% international female	19.10%	19.50%	20.70%	22.40%	22.10%	20.50%	20.50%	22.78%	30.69%	25.0%	23.90%
% international	65.50%	67.50%	71.10%	75.00%	80.20%	82.90%	86.10%	84.39%	76.52%	76.1%	83.40%
OTHER POSTGRADUATE	958	1,008	774	681	577	646	652	771	886	815	874
domestic total	794	848	643	545	466	513	563	694	775	705	697
% domestic female	21.80%	18.40%	17.90%	16.90%	17.20%	19.70%	20.80%	20.31%^	19.61%^	22.0%	21.20%
international total	164	160	137	136	111	133	89	77	111	110	177
% international female	18.90%	21.30%	18.20%	19.30%	21.60%	15.80%	20.20%	20.78%	21.62%	17.3%	24.90%
% international	20.70%	18.90%	17.70%	25.00%	19.20%	20.60%	13.70%	9.99%	12.53%	13.5%	20.30%
BACHELOR	11,373	11,117	11,561	12,043	12,987	12,597	12,458	12,505	12,717	11,679	11,791
domestic total	7,392	7,634	7,743	7,742	8,295	7,729	7,428	7,626	7,960	7,667	8,268

COURSE LEVEL	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
% domestic female	15.30%	14.30%	14.60%	14.90%	15.30%	16.00%	17.10%	17.88%^	18.42%	19.20%	19.50%
international total	3,981	3,483	3,818	4,301	4,692	4,868	5,030	4,879	4,757	4,012	3,523
% international female	19.90%	19.40%	19.60%	20.30%	22.20%	21.70%	21.90%	20.02%	18.88%	18.3%	17.70%
% international	35.00%	31.30%	33.00%	33.00%	36.10%	38.60%	40.40%	39.02%	37.41%	34.4%	29.90%
ASSOC DEG & ADV DIPL	620	699	670	670	699	634	667	562	574	560	682
domestic total	523	570	543	493	541	472	475	435	482	430	556
% domestic female	9.60%	9.50%	10.10%	7.30%	8.90%	10.00%	9.70%	9.25%^	8.54%	9.80%	11.00%
international total	97	129	127	165	158	162	192	127	92	130	126
% international female	12.40%	12.40%	3.90%	13.90%	16.50%	12.30%	17.70%	22.83%^	15.22%	20.00%	25.40%
% international	15.60%	18.50%	19.00%	19.00%	22.60%	25.60%	28.80%	22.60%	16.37%	23.2%	18.50%
OTHER UNDERGRAD	1,035	1,029	1,350	1,350	1,364	1,555	1,469	1,263	997	1,313	1,720
domestic total	264	239	285	291	278	319	358	507	451	661	900
% domestic female	7.60%	7.50%	7.40%	10.30%	8.60%	11.60%	12.80%	10.65%	10.64%^	23.80%	18.60%
international total	771	790	1,065	1,099	1,086	1,236	1,111	756	546	652	820
% international female	10.00%	14.10%	12.00%	13.90%	15.50%	14.00%	14.70%	15.74%	14.10%	19.60%	20.00%
% international	74.50%	76.80%	78.80%	81.40%	79.60%	79.50%	75.60%	59.86%	54.76%	49.7%	47.70%
ALL GRADUATES	19,550	20,089	21,394	22,735	25,360	25,871	25,276	25,838	22,776	21,648	24,253
domestic total	11,074	11,545	11,500	11,403	11,915	11,277	10,677	11,422	11,671	11,358	12,206
% domestic female	16.50%	15.50%	15.70%	15.60%	14.90%	17.00%	18.00%	18.54%^	18.42%	20.1%	19.80%
international total	8,476	8,544	9,894	11,360	13,445	14,594	14,599	14,416	11,105	10,290	12,047
% international female	19.20%	19.70%	19.30%	20.90%	21.60%	20.50%	20.90%	21.78%	21.63%	22.4%	22.40%
% international	43.40%	42.50%	46.20%	50.00%	53.00%	56.40%	57.80%	55.79%	48.76%	47.5%	49.70%

^Please note that some percentage values in this table have been calculated based on available data and totals, the derived values should be interpreted with caution and are not exact figures. Certain award level completions data is not published by the Department of Education. These calculated values are indicated where appropriate.

*Includes 27 Masters (Extended) Completions by overseas students in 2021, 5 in 2022

Table 2 - undergraduate completions 2024, by award, duration and 4-digit foe code

CITIZENSHIP/LEVEL	TOTAL	300	301	303	305	307	309	311	313	315	317	399
DOMESTIC												
Assoc. Deg./Adv. Dip	550	130	<10	<5	0	0	22	48	<5	48	<5	297
3-year Bach	588	31	18	0	<5	16	<10	25	42	289	42	122
4-year Bach	4,728	1,575	105	133	11	480	667	90	578	158	31	900
> 4-year Bach	3,040	1,909	16	101	<5	130	282	13	99	48	<5	440
TOTAL DOMESTIC	8,906	3,645	141	235	13	626	973	176	720	543	75	1,759
% female	19.00%	21.60%	15.60%	33.60%	7.70%	11.20%	19.60%	8.00%	12.10%	17.50%	2.70%	19.40%
~ % of total (ex 300/399)	100.00%	—	4.00%	6.70%	0.40%	17.90%	27.80%	5.00%	20.60%	15.50%	2.10%	—
INTERNATIONAL												
Assoc. Deg./Adv. Dip	120	<10	0	0	0	0	78	0	12	<10	<5	25
3-year Bach	503	55	<5	0	<5	30	8	<5	34	238	63	72
4-year Bach	2,671	1,160	82	68	6	263	350	<5	442	57	<5	240
> 4-year Bach	323	212	<5	6	0	<5	28	0	15	<10	<10	53
TOTAL INTERNATIONAL	3,617	1,429	84	74	7	297	464	<5	503	299	67	390
% female	17.80%	20.50%	4.80%	31.10%	0.00%	7.70%	19.60%	0.00%	13.30%	19.40%	3.00%	21.00%
~ % of total (ex 300/399)	100.00%	—	4.70%	4.10%	0.40%	16.50%	25.80%	0.20%	28.00%	16.60%	3.70%	—
% INTERNATIONAL	28.90%	28.20%	37.30%	23.90%	35.00%	32.20%	32.30%	1.70%	41.10%	35.50%	47.20%	18.10%

ASCED 4-digit codes

0300 Engineering & Related Technologies 0301 Manufacturing Eng. & Tech.
0303 Process & Resources Engineering 0305 Automotive Eng. & Tech.
0307 Mechanical & Industrial Eng & Tech. 0309 Civil Engineering
0311 Geomatic Eng. & Tech

0313 Electrical & Electronic Eng. & Tech, 0315 Aerospace Eng. & Tech.
0317 Maritime Eng. & Tech
0399 Other Engineering & Related Tech's
6-digit ASCED codes are shown in Table 20

Notes:

Low numbers (<5) are suppressed in providers' returns to avoid identification of individuals and are not included in calculated totals per FoE. Overseas graduations are excluded (hence the lower totals compared to Table 1).

ANU, Curtin, CQUni, JCU, Murdoch, UNSW, UTS, UWA and WSU use code 0300 for most Bachelor degree graduates. CDU, Griffith, Monash, QUT, USQ and UTas use code 0399 for most Bachelor graduates. Monash uses codes 300 and 399 for most Bachelor degree graduates.

"Software engineering" does not appear specifically in the ASCED codes for either engineering or Information Technology (ASCED FOE code 02), so may be classified in the universities' returns in different ways. See Table 19.

The 0301 Manufacturing sub-code includes "printing", "textile/garment/furniture making", that are likely to be more relevant to qualifications offered by the VET sector.

0315 Aerospace Eng. and Technology includes 3-year civil aviation degrees, taken primarily by students aiming towards the aviation industry. Many of these programs offer commercial pilot training in parallel with the academic award, some of these are overseas programs.

The full set of ASCED codes is available at: <https://www.abs.gov.au/statistics/classifications/australian-standard-classification-education-ascended/latest-release>

Table 3 - total enrolments (students) in engineering & related technologies 2014-2024

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
DOCTORATES	7,668	8,035	8,338	8,718	8,971	9,117	9,120	8,704	9,353	9,808	9,933
domestic total	3,372	3,617	3,788	3,877	3,664	3,456	3,561	3,267	3,238	3,143	2,987
% domestic female	25.50%	25.50%	26.10%	26.30%	26.20%	26.80%	27.90%	27.95%^	28.57%	28.7%	28.90%
international total	4,296	4,418	4,550	4,841	5,307	5,661	5,559	5,437	6,115	6,665	6,946
% international female	25.90%	25.90%	26.00%	26.80%	27.50%	27.60%	28.50%	29.3%	41.4%	30.30%	30.60%
% international	56.00%	55.00%	54.60%	55.50%	59.20%	62.10%	61.00%	62.5%	65.4%	67.95%	69.90%
RESEARCH MASTER	1,191	1,182	1,070	1,017	933	909	961	966^	1,160^	897	880
domestic total	684	712	660	590	493	431	400	410^	604^	337	295
% domestic female	21.80%	21.50%	21.40%	21.50%	18.20%	19.00%	20.30%	20.5%^	13.9%^	26.7%	29.50%
international total	507	470	410	427	440	478	561	556^	556^	560	585
% international female	27.60%	26.60%	28.80%	26.70%	22.50%	25.50%	25.80%	29.7%^	34.0%^	25.50%	22.90%
% international	42.60%	39.80%	38.30%	42.00%	47.20%	52.60%	58.40%	57.6%^	47.9%^	62.4%	66.50%
COURSEWORK MASTER	12,776	15,237	18,381	21,605	24,663	25,722	23,892	18,711	16,279	20,792	24,222
domestic total	4,822	5,159	5,358	5,342	5,014	4,743	4,949	5,050	4,638	4,437	4,529
% domestic female	18.60%	18.80%	17.90%	17.80%	19.20%	19.40%	19.70%	19.8%	21.2%	21.5%	22.70%
international total	7,954	10,078	13,023	16,263	19,649	20,979	18,943	13,661	11,641	16,355	19,693
% international female	17.70%	18.90%	20.20%	20.40%	19.40%	19.40%	20.60%	22.1%	22.2%	20.0%	22.20%
% international	62.30%	66.10%	70.90%	75.30%	79.70%	81.60%	79.30%	73.0%	71.5%	78.7%	81.30%
OTHER POSTGRADUATE	2,286	1,924	1,533	1,390	1,221	1,371	1,762	1,838	1,812	1,612	1,673
domestic total	2,051	1,698	1,328	1,175	1,059	1,155	1,557	1,672	1,622	1,411	1,413
% domestic female	17.80%	17.40%	17.10%	18.60%	18.20%	18.00%	19.90%	18.9%	10.2%	20.8%	23.50%
international total	235	226	205	215	162	216	205	166	190	201	260
% international female	20.00%	21.20%	21.50%	17.20%	23.40%	20.80%	19.00%	19.3%	25.8%	22.4%	20.40%
% international	10.30%	11.70%	13.40%	15.50%	13.30%	15.80%	11.60%	9.0%	10.5%	12.5%	15.50%
BACHELOR	71,560	73,138	74,874	75,767	77,365	77,851	76,755	76,172	74,477	75,083	78,887
domestic total	52,135	52,755	52,722	51,885	52,254	52,491	52,831	54,509	54,631	55,937	59,507
% domestic female	14.10%	14.40%	14.90%	15.50%	16.40%	17.30%	18.10%	18.8%	19.2%	19.90%	20.40%
international total	19,425	20,383	22,152	23,882	25,111	25,360	23,924	21,663	19,846	19,146	19,380
% international female	18.10%	19.00%	19.30%	20.00%	19.90%	19.10%	18.90%	18.2%	17.9%	18.6%	20.00%

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
% international	27.10%	27.90%	29.60%	31.50%	32.50%	32.60%	31.20%	28.4%	26.6%	25.5%	24.60%
ASSOC DEG & AQF DIPL	3,746	3,654	3,400	3,233	3,218	3,192	3,284	3,545	3,078	3,232	3,180
domestic total	3,401	3,240	2,937	2,719	2,715	2,612	2,768	3,180	3,078	2833	2,822
% domestic female	9.10%	9.50%	9.40%	9.50%	10.00%	10.60%	12.00%	11.8%	12.9%	14.60%	14.20%
international total	345	414	463	514	503	580	516	365	382	399	358
% international female	9.00%	6.80%	8.00%	10.30%	12.10%	14.50%	15.50%	18.36%	20.94%	25.80%	27.70%
% international	9.20%	11.30%	13.60%	15.90%	15.60%	18.20%	15.70%	10.3%	0.0%	12.3%	11.30%
OTHER UNDERGRAD	3,077	3,040	3,463	3,500	3,529	3,818	1,876	1,509	1,595	3,771	4,160
domestic total	1,206	847	918	869	876	1,027	1,360	913	943	2016	2,174
% domestic female	18.30%	14.50%	17.00%	8.90%	10.00%	12.40%	12.70%	19.1%	20.0%	23.80%	20.70%
international total	1,871	2,193	2,545	2,631	2,653	2,791	516	596	652	1,755	1,986
% international female	9.20%	10.20%	11.30%	13.00%	13.40%	12.10%	15.50%	27.0%	25.3%	17.20%	17.60%
% international	60.80%	72.10%	73.50%	75.20%	75.20%	73.10%	27.50%	39.5%	40.9%	46.5%	47.70%
ALL ENROLMENTS	102,304	106,210	111,059	115,420	119,433	121,980	117,650	112,931	109,811	112,027	122,935
domestic total	67,671	68,028	67,711	66,647	66,075	65,915	67,426	69,702	69,620	66,963	73,727
% domestic female	15.00%	14.90%	15.60%	16.00%	16.90%	17.60%	18.40%	23.3%	19.6%	20.4%	20.80%
international total	34,633	38,182	43,348	48,773	53,358	56,065	50,224	43,229	40,191	45,064	49,208
% international female	18.60%	16.90%	19.80%	14.90%	20.20%	19.70%	20.60%	20.8%	20.9%	20.1%	22.40%
% international	33.90%	35.90%	39.00%	42.30%	44.70%	46.00%	42.70%	38.3%	36.6%	40.2%	40.00%

Notes

^Please note that some percentage values in this table have been calculated based on available data and totals, the derived values should be interpreted with caution and are not exact figures. Certain award level completions data is not published by the Department of Education. These calculated values are indicated where appropriate.

Doctorates do not include doctorate by coursework, <13 in 2021, 26 in 2022.

Masters by coursework includes Masters (Extended).

Table 4 - domestic and all student load (EFT) in engineering and related technologies 2024, by sub-field and program level, and summary EFT load totals from 2014

(a) Domestic student load (2014 - 2024)

Sub-field of education	Doctorates	Master	other p-grad	Bachelors	other u-grad	Enab	Non-award	TOTAL
Manufacturing Engineering & Technology	12	53	5	1,081	100	0	4	1,255
Process and Resources Engineering	316	231	136	2,286	120	0	5	3,093
Automotive Engineering & Technology	0	3	0	99	0	0	0	101
Mech/Industrial Eng & Technology	277	304	52	6,592	289	4	0	7,518
Civil Engineering	295	435	60	7,066	261	3	9	8,129
Geomatic Engineering	33	91	42	1,062	156	0	0	1,384
Electrical/Electronic Eng & Technology	438	485	49	7,974	331	3	11	9,291
Aerospace Engineering & Technology	57	69	104	1,468	106	0	5	1,809
Maritime Engineering & Technology	10	9	8	160	2	0	0	189
Other Engineering & Related Tech's	483	808	126	10,464	612	5	33	12,532
DOMESTIC TOTAL 2024	1,922	2,488	583	38,252	1,976	14	65	45,300
DOMESTIC TOTAL 2023	2,070	2,340	579	35,052	629	3	69	40,741
DOMESTIC TOTAL 2022	2,304	2,475	672	34,158	1,874	13	71	41,567
DOMESTIC TOTAL 2021	2,275	2,726	708	35,220	1,841	19	73	42,863
DOMESTIC TOTAL 2020	2,322	2,694	608	35,028	1,686	15	52	42,401
DOMESTIC TOTAL 2019	2,257	2,700	515	33,969	1,420	17	59	40,936
DOMESTIC TOTAL 2018	2,514	2,888	457	33,545	1,390	3	45	40,839
DOMESTIC TOTAL 2017	2,721	3,164	469	33,730	1,437	5	61	41,587
DOMESTIC TOTAL 2016	2,695	3,249	546	34,783	1,455	7	51	42,787
DOMESTIC TOTAL 2015	2,588	3,114	629	35,134	1,521	46	58	43,087
DOMESTIC TOTAL 2014	2,378	2,730	746	34,681	1,609	55	69	42,267

(b) All student load (2014-2024)

Sub-field of education	Doctorates	Master	other p-grad	Bachelors	other u-grad	Enab	Non-award	TOTAL
Manufacturing Engineering & Technology	47	670	5	1,432	129	0	12	2,294
Process and Resources Engineering	1,553	1,388	168	3,094	186	0	32	6,421
Automotive Engineering & Technology	0	32	0	127	0	0	0	159
Mech/Industrial Eng & Technology	915	1,990	70	8,740	404	4	38	12,161
Civil Engineering	1,496	3,543	92	9,157	399	3	61	14,751
Geomatic Engineering	64	415	45	1,189	156	0	4	1,873
Electrical/Electronic Eng & Technology	1,671	4,399	91	11,773	559	3	110	18,606
Aerospace Engineering & Technology	114	148	114	2,035	117	0	15	2,542
Maritime Engineering & Technology	24	29	8	225	9	0	0	295
Other Engineering & Related Tech's	1,688	5,039	145	13,606	921	5	97	21,502
TOTAL (ALL STUDENTS) 2024	7,572	17,652	738	51,378	2,881	14	368	80,603
TOTAL (ALL STUDENTS) 2023	7,238	14,265	725	48,103	1,239	3	362	71,934
TOTAL (ALL STUDENTS) 2022	7,284	11,021	804	47,833	2,610	13	249	69,819
TOTAL (ALL STUDENTS) 2021	6,657	12,789	839	50,496	2,555	19	113	73,471
TOTAL (ALL STUDENTS) 2020	6,866	16,296	753	51,980	2,656	15	213	78,778
TOTAL (ALL STUDENTS) 2019	6,721	18,351	664	52,597	2,639	17	420	81,406
TOTAL (ALL STUDENTS) 2018	6,786	17,813	563	52,055	2,512	3	358	80,089
TOTAL (ALL STUDENTS) 2017	6,661	15,714	594	51,272	2,659	5	378	77,284
TOTAL (ALL STUDENTS) 2016	6,440	13,264	662	50,828	2,600	7	723	74,525
TOTAL (ALL STUDENTS) 2015	6,207	10,931	749	49,765	2,529	46	975	71,201
TOTAL (ALL STUDENTS) 2014	5,904	9,025	876	48,503	2,511	55	1,058	67,931

Table 5 - commencing enrolments (students) in engineering & related technologies 2014-24

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
DOCTORATES	1,834	1,870	1,833	2,140	2,080	1,919	1,726	1,978	1,899	2,165	2,085
domestic number	673	718	701	712	589	562	597	580	480	420	418
% domestic female	27.20%	25.20%	24.50%	25.40%	27.50%	29.50%	26.30%	28.79%	27.50%	31.00%	24.90%
international number	1,161	1,152	1,132	1,428	1,491	1,357	1,129	1,406	1,419	1,745	1,667
% international female	28.30%	24.70%	27.70%	27.50%	29.20%	27.30%	31.20%	30.26%	29.95%	32.70%	31.70%
% international	63.30%	61.60%	61.80%	66.70%	71.70%	70.70%	65.40%	71.08%	74.72%	80.60%	80.00%
RESEARCH MASTERS	469	416	375	380	316	329	382	327	313	278	307
domestic number	258	253	214	176	128	120	140	121	90	90	71
% domestic female	19.40%	19.40%	24.30%	24.40%	24.30%	21.70%	25.70%	24.79%	31.11%	31.10%	29.60%
international number	211	163	161	204	188	209	242	206	223	188	236
% international female	26.10%	26.40%	31.10%	26.00%	16.50%	29.70%	26.40%	25.73%	25.11%	25.00%	21.60%
% international	45.00%	39.20%	42.90%	53.70%	59.50%	63.50%	63.40%	63.00%	71.25%	67.63%	76.90%
COURSEWORK MASTER	6,560	7,564	8,787	10,032	11,035	10,949	8,106	5,837	7,154	11,174	11,007
domestic number	2,043	2,091	2,023	1,931	1,671	1,646	2,003	1,866	1,511	1,544	1,718
% domestic female	19.20%	18.70%	17.50%	17.30%	20.70%	20.70%	19.00%	19.51%	23.69%	21.10%	23.10%
international number	4,517	5,473	6,764	8,101	9,364	9,303	6,103	3,971	5,643	9,630	9,289
% international female	18.60%	20.30%	20.90%	20.20%	19.20%	20.20%	22.50%	24.63%	21.87%	18.40%	24.00%
% international	68.90%	72.40%	77.00%	80.80%	84.90%	85.00%	75.30%	68.03%	78.88%	86.18%	84.40%
OTHER POSTGRADUATE	1,247	1,021	835	772	639	789	1,193	1,076	1,071	861	943
domestic number	1,118	844	682	594	519	609	1,040	951	909	703	733
% domestic female	16.50%	18.40%	17.30%	19.40%	18.10%	17.20%	21.60%	18.82%	19.58%	21.90%	24.40%
international number	129	177	153	178	120	180	153	125	162	158	210
% international female	16.30%	21.50%	24.80%	19.10%	24.20%	19.40%	21.60%	23.20%	28.40%	24.70%	21.40%
% international	10.30%	17.30%	18.30%	23.10%	18.80%	22.80%	12.80%	11.62%	15.13%	18.35%	22.30%
BACHELOR	21,048	21,406	21,484	21,218	21,685	21,349	19,935	19,776	19,924	22,219	24,449
domestic number	15,085	14,896	14,390	13,736	14,238	14,291	13,938	15,224	15,087	16,317	18,119
% domestic female	15.10%	15.20%	15.70%	16.90%	18.10%	18.60%	19.80%	20.99%	20.98%	21.20%	21.70%
international number	5,963	6,510	7,094	7,482	7,447	7,058	5,997	4,552	4,837	5,902	6,330
% international female	18.40%	21.00%	19.10%	20.30%	18.70%	17.20%	18.20%	17.79%	17.92%	19.20%	21.90%

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
% international	28.30%	30.40%	33.00%	35.30%	34.30%	33.10%	30.10%	23.02%	24.28%	26.56%	25.90%
ASSOC DEG & ADV DIP	1,562	1,374	1,372	1,275	1,342	1,302	1,445	1,607	1,386	1,243	1,290
domestic number	1,370	1,178	1,136	1,031	1,095	995	1,239	1,488	1,212	1,087	1,139
% domestic female	8.30%	10.80%	10.10%	10.80%	10.90%	11.60%	14.20%	11.90%	13.76%	16.00%	13.90%
international number	192	196	236	244	247	307	206	119	174	156	151
% international female	4.70%	6.10%	12.70%	10.70%	14.20%	17.90%	15.00%	20.17%	24.14%	31.40%	26.50%
% international	12.30%	14.30%	17.20%	19.10%	18.40%	23.60%	14.30%	7.41%	12.55%	12.55%	11.70%
ENABLING & OTHER	2,144	1,988	2,249	2,304	2,263	2,393	1,943	1,820	2,371	2,518	2,771
domestic number	909	564	655	631	616	687	943	1,257	1,515	1,245	1,401
% domestic female	19.40%	14.50%	20.00%	n/a	10.60%	12.10%	13.30%	17.58%	23.89%	20.00%	19.40%
international number	1,235	1,424	1,594	1,673	1,647	1,706	1,000	890	1,164	1,273	1,370
% international female	9.70%	10.50%	12.70%	13.80%	12.60%	12.70%	13.00%	16.97%	18.13%	17.80%	17.20%
% international	57.60%	71.60%	70.90%	72.60%	72.80%	71.30%	51.50%	48.90%	49.09%	50.56%	49.40%
ALL COMMENCEMENTS	34,864	35,639	36,935	38,121	39,360	39,030	34,730	32,419	34,127	40,456	42,852
domestic number	21,456	20,544	19,801	18,811	18,856	18,910	19,900	21,353	20,719	21,416	23,599
% domestic female	15.80%	15.80%	16.10%	16.70%	18.00%	18.40%	19.40%	20.17%	20.77%	21.10%	21.50%
international number	13,408	15,095	17,134	19,310	20,504	20,120	14,830	11,066	13,408	19,040	19,253
% international female	18.40%	19.90%	19.90%	20.20%	19.30%	19.00%	20.70%	21.73%	21.20%	20.10%	23.40%
% international	38.50%	42.40%	46.40%	50.70%	52.10%	51.60%	42.70%	34.13%	39.29%	47.06%	44.90%

Table 6 - domestic commencing enrolments (all award levels) in engineering & related technologies and other selected fields, 2014-24

Year	Engineering & Related Technologies	% of total	Health	Natural & Physical Science	Information Technology	Law, Business, Society, Creative Arts (several FoEs)	total commencing award programs
2014	21,456	5.30%	71,419	34,064	11,187	209,246	401,356
2015	20,544	5.20%	75,170	33,639	11,488	209,164	397,296
2016	19,902	4.90%	80,364	35,682	12,347	208,351	405,085
2017	18,816	4.60%	82,657	36,235	14,223	210,302	410,167
2018	18,941	4.60%	82,995	36,828	14,902	204,902	409,594
2019	19,005	4.70%	81,390	36,521	15,365	202,993	408,222
2020	19,070	4.20%	89,383	33,676	18,638	204,421	449,723
2021	20,462	4.58%	95,485	36,015	20,577	192,896	446,701
2022	19,070	4.76%	87,115	31,687	18,251	172,191	400,332
2023	20,638	5.21%	88,898	29,447	19,990	186,448	396,229
2024	22,725	5.50%	93,513	30,326	20,129	189,649	413,410

Table 7 - domestic bachelor degree commencing enrolments, all fields of education, 2014-24

Field of Education	2014	2014	2015	2016	2017	2018	2019	2020	2021	2022	2024
Natural & Physical Sciences	29,088	28,380	30,289	30,815	31,045	30,665	30,104	29142	25378	23,610	24,083
Information Technology	8,502	8,866	9,169	10,567	10,851	10,898	12,092	10954	11038	12,434	12,403
Engineering & Rel'd Technologies	15,074	14,914	14,375	13,726	14,283	14,272	13,938	14308	14211	15,472	17,230
Architecture & Building	5,878	6,350	6,692	6,727	7,337	7,647	7,999	8065	7558	7,592	7,626
Agriculture, Envir'l & Related Studies	3,584	3,370	3,481	3,098	3,096	3,187	3,881	3366	3130	2,868	2,697
Health	49,394	52,901	55,450	56,843	57,838	55,052	55,993	56972	50983	50,597	52,544
Education	26,466	25,382	23,845	23,708	21,553	21,326	22,192	22608	21878	20,623	20,532
Management & Commerce	47,200	45,968	45,395	44,943	43,838	41,003	39,083	31355	30478	29,692	31,707
Society & Culture	69,204	70,416	69,953	70,937	69,322	67,852	70,847	63107	54885	50,886	51,161
Creative Arts	24,739	24,861	24,171	23,711	22,388	22,258	21,742	19631	17550	17,077	16,807
Food, Hospitality & Personal Services	15	16	9	4		3	2	0	0	15	13
TOTAL	259,107	260,486	261,287	262,698	259,495	252,179	256,728	259508	237089	230,866	236,803
Proportion in Engineering, %	5.80%	5.70%	5.50%	5.20%	5.50%	5.70%	5.40%	5.51%	5.99%	6.70%	7.28%

Table 8 - admission profiles of domestic students commencing undergraduate award programs in engineering & related technologies 2014-24

(a) Basis of Admission into Bachelor Degrees, 2014- 24

Year	Total	Higher Ed completed/in-complete in Aus. or o/s	TAFE/VET award completed or incomplete	Completion of final year of secondary schooling, in school or TAFE (Aus or o/s)	Other
2014	15,085	3,665	1,013	8,791	1,534
2015	14,896	3,357	964	8,686	1,889
2016	14,390	3,323	1,046	8,332	1,689
2017	13,736	2,978	897	8,461	1,400
2018	14,228	2,989	872	9,027	1,340
2019	14,291	2,936	907	9,024	1,424
2020	13,993	3,074	772	8,592	1,495
2021	15,214	3581	740	9567	1,223
2022	15,087	3,331	549	10,112	929
2023 total	16,315	2848	515	11136	991
2023 females	3,462	754	71	2499	138
2024 total	18,112	4,027	615	12,468	1,002
2024 females	3,934	834	76	2,849	175
AS PERCENTAGES					
2014		22.5%	6.5%	58.3%	12.7%
2015		23.1%	7.3%	57.9%	11.7%
2016		21.7%	6.5%	61.6%	10.2%
2017		21.0%	6.1%	63.4%	9.4%
2018		20.5%	6.3%	63.1%	10.0%
2019		22.1%	5.5%	61.7%	10.7%
2020		23.5%	4.9%	62.9%	8.0%
2021		24.3%	6.7%	58.3%	10.2%
2022		15,087	3,331	549	10,112
2023 total		17.5%	3.2%	68.3%	6.1%
2023 females		21.8%	2.1%	72.2%	4.0%
2024 total		22.2%	3.4%	68.8%	5.5%
2024 females		21.2%	1.9%	72.4%	4.4%

'Other' covers admission on the basis of 'mature age special provisions', 'professional qualifications', and 'other', 'not specified' are excluded.

(b) Distributions of Undergraduate Offers in ATAR bands to school leavers in Engineering and other selected fields, 2024 (and previous year for Engineering)

field of education	< 50	50.05-60	60.05-70	70.05-80	80.05-90	> 90.05	Number of ATAR offers	% of ATAR offers
Engineering 2024	0.4%	1.3%	5.0%	14.6%	29.7%	48.9%	10,895	10.3%
Engineering 2023	3.1%	7.3%	14.7%	28.2%	1.4%	45.3%	10,050	10.6%
Health	2.2%	6.9%	13.7%	21.3%	25.8%	30.2%	18,270	17.3%
Management & Commerce	1.2%	4.9%	11.4%	18.7%	25.8%	38.1%	16,857	15.9%
Natural & Physical Sciences	0.8%	2.8%	7.3%	14.3%	24.2%	50.6%	15,103	14.3%
Information Technology	1.4%	5.3%	11.6%	20.5%	26.1%	35.1%	6,165	5.8%
Architecture and Building	2.2%	6.4%	14.8%	24.7%	29.4%	22.4%	3,791	3.6%
Agriculture, Environmental and Related Studies	1.4%	4.6%	16.4%	23.9%	30.4%	23.2%	1,115	1.1%
Society and Culture	2.1%	5.9%	11.5%	18.7%	26.0%	35.7%	21,640	20.5%
Creative Arts	2.2%	6.7%	14.4%	25.8%	28.9%	22.0%	7,058	6.7%
All fields	1.6%	5.1%	11.5%	19.5%	26.4%	35.9%	105,800	100.0%

Table 9 - top 16 countries of origin of onshore commencing enrolments in engineering & related technologies, 2024 and 2023, by broad program level

A) Top 16 countries of origin of onshore commencing enrolments in engineering & related technologies 2024 by broad program level

2024	P/G Research & Coursew'k	Bachelors (inc Hons)	Other	Total	P/G Research & Coursew'k	Bachelor s (inc Hons)	Other	Total	overall rank
China (excludes SARs and Taiwan)	4,868	1,105	403	6,376	45.6%	25.1%	37.0%	39.5%	1
India	2,097	559	83	2,739	19.7%	12.7%	7.6%	17.0%	2
Sri Lanka	396	545	135	1,076	3.7%	12.4%	12.4%	6.7%	3
Bangladesh	572	255	44	871	5.4%	5.8%	4.0%	5.4%	4
Pakistan	442	88	20	550	4.1%	2.0%	1.8%	3.4%	5
Nepal	391	126	32	549	3.7%	2.9%	2.9%	3.4%	6
Vietnam	155	314	77	546	1.5%	7.1%	7.1%	3.4%	7
Indonesia	231	183	55	469	2.2%	4.2%	5.1%	2.9%	8
Bhutan	187	156	0	343	1.8%	3.5%	0.0%	2.1%	9
Iran	247	14	0	261	2.3%	0.3%	0.0%	1.6%	10
Malaysia	66	172	12	250	0.6%	3.9%	1.1%	1.5%	11
Saudi Arabia	119	71	19	209	1.1%	1.6%	1.7%	1.3%	12
Philippines	108	57	16	181	1.0%	1.3%	1.5%	1.1%	13
Kenya	80	69	21	170	0.8%	1.6%	1.9%	1.1%	14
Hong Kong (SAR of China)	35	119	13	167	0.3%	2.7%	1.2%	1.0%	15
Taiwan	65	44	18	127	0.6%	1.0%	1.7%	0.8%	16
All other Countries	606	518	141	1,265	5.7%	11.8%	12.9%	7.8%	
Total on-shore	10,665	4,395	1,089	16,149	100.0%	100.0%	100.0%	100.0%	
Total international (from Table 5)	11,402	6,330	1,521	19,253					
% commencing onshore	93.5%	69.4%	71.6%	83.9%					

B) top 16 countries of origin of onshore commencing enrolments in engineering & related technologies, 2023, by broad program level

2023	P/G Research & Coursew'k	Bachelors (inc Hons)	Other	Total	P/G Research & Coursew'k	Bachelor s (inc Hons)	Other	Total	overall rank
India	132	757	< 5	889	17.6%	100.9%	1.0%	14.0%	1
China (excludes SARs and Taiwan)	161	341	< 5	502	32.9%	69.6%	1.0%	7.9%	2
England	52	392	< 5	444	11.6%	87.3%	1.0%	7.0%	3
New Zealand	55	343	6	404	14.9%	93.0%	1.6%	6.4%	4
Philippines	29	259	< 5	288	8.7%	77.5%	1.0%	4.5%	5
South Africa	50	235	< 5	285	18.2%	85.8%	1.0%	4.5%	6
Sri Lanka	50	204	< 5	254	20.0%	81.6%	1.0%	4.0%	7
Pakistan	43	142	0	185	23.9%	78.9%	0.0%	2.9%	8
United States of America	18	159	< 5	177	10.4%	91.9%	1.0%	2.8%	9
Malaysia	33	138	0	171	20.2%	84.7%	0.0%	2.7%	10
Hong Kong (SAR of China)	21	119	0	140	13.5%	76.3%	0.0%	2.2%	11
Iran	62	63	0	125	48.8%	49.6%	0.0%	2.0%	12
Bangladesh	34	80	0	114	29.3%	69.0%	0.0%	1.8%	13
Iraq	12	95	0	107	10.3%	81.9%	0.0%	1.7%	14
Zimbabwe	36	65	0	101	34.6%	62.5%	0.0%	1.6%	15
Vietnam	11	84	0	95	10.8%	82.4%	0.0%	1.5%	16
All other Countries	397	1,554	18	1,969					
Total on-shore	1,219	5,101	24	6,344					
Total international (from Table 5)	11,709	5,902	1,429	19,040					
% commencing onshore	10.4%	86.4%	1.7%	33.3%					

Table 10 – Aboriginal and Torres Strait Islander commencements and completions in engineering & related technologies, 2024, 2023 and 2022

2024 commencements and completions

Commencing enrolments	Male	Female	Completions	Male	Female
Non-award Courses/Microcredentials	<5	<5	Non-award Courses/Microcredentials	0	0
Sub-Bachelor	43	16	Sub-Bachelor	<5	13
Bachelor	160	38	Bachelor	43	17
Postgraduate by Coursework	12	8	Postgraduate by Coursework	13	5
Postgraduate by Research	<5	<5	Postgraduate by Research	<5	0

Note: For this edition the Department of Education declined to provide data in the same format for 2024 as earlier editions due to high levels of data suppression.

B) Commencements, 2023 and 2022

2023	PG research and course work	Bachelor	Other	Total
ACT	< 5	< 5	0	0
NSW	7	60	5	8
NT	0	5	0	< 5
QLD	6	69	22	< 5
SA	< 5	11	7	< 5
TAS	0	5	0	< 5
VIC	8	16	< 5	0
WA	0	11	0	< 5
Total	24	181	35	20
Multi-state	np	np	np	np
2022	PG research and course work	Bachelor	Other	Total
ACT	7	50	21	78

C) Completions, 2023 and 2022

2023	Females				Males			
	Bachelor	Other	PG research and course work	Subtotal: Females	Bachelor	Other	PG research and course work	Subtotal: Males
ACT	0	0	0	0	< 5	0	0	< 5
NSW	< 5	0	0	< 5	15	0	< 5	21
NT	0	0	0	0	< 5	< 5	0	< 5
QLD	< 5	< 5	< 5	< 5	13	5	< 5	22
SA	< 5	< 5	0	< 5	< 5	0	0	< 5
TAS	0	< 5	0	< 5	< 5	0	0	< 5
VIC	0	0	< 5	< 5	7	0	< 5	11
WA	0	0	< 5	< 5	< 5	0	0	< 5
Total	< 5	< 5	< 5	12	45	6	9	66
2022	Females				Males			
	Bachelor	Other	PG research and course work	Subtotal: Females	Bachelor	Other	PG research and course work	Subtotal: Males

NSW	<5	10	<5	10
NT	5	51	22	78
QLD	<5	11	<5	11
SA	.	<5	13	13
TAS	<5	8	<5	8
VIC	.	6	6	12
WA	.	<5	.	0
Multi-state	.	<5	.	0
Totals	17	143	69	229

NSW	<5	<5	.	5	16	9	.	25
VIC	<5	.	.	<5	7	<5	<5	12
QLD	<5	<5	.	<5	15	<5	<5	17
WA	<5	.	.	<5	<5	<5	.	6
SA	.	.	.	.	<5	<5	.	<5
TAS	.	.	.	.	<5	.	.	<5
NT	.	.	.	.	.	.	.	.
ACT	.	.	.	.	<5	.	<5	<5
Total	np	<5	.	12	46	14	6	66

Table 11 - student, graduate, and employer satisfaction

(a) Undergraduate student satisfaction surveys, 2020 - 2024

Year of graduation / field of education	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Experience
2020						
Science & mathematics	75	42	79	73	78	67
Computing & Info Syst.	72	46	71	70	70	62
Engineering	75	48	71	69	72	61
All Fields	78	44	78	74	76	69
2021						
Science & mathematics	77.5	47.8	81	72.1	84	77.2
Computing & Info Syst.	72.2	46.4	72.5	69.6	73.6	65.5
Engineering	75.7	52.4	73.4	68.8	76.9	66.8
All fields	79.3	48.7	79.4	72.6	88	73.1
2022						
Science & mathematics	79	56	82.1	72.3	87.2	77.2
Computing & Info Syst.	74.4	53.8	74.9	72.7	80.8	70.4
Engineering	77	60	75.1	70.7	83.6	70.9
All Fields	80.5	55.2	80.1	72.9	83.6	75.9
2023						
Science & mathematics	79	60	82	70	88	77

Computing & Info Syst.	74	58	75	71	82	69
Engineering	79	63	77	69	84	73
All fields	81	59	81	71	84	77
2024						
Science & mathematics	78.9	59.6	82.1	68	87.2	77.5
Computing & Info Syst.	74	61	73.4	71.2	79.1	67.3
Engineering	78.4	64.5	76.1	69.2	83.9	72.7
All fields	81	60.2	80.3	71.2	82.8	76.5

(b) Postgraduate coursework student satisfaction surveys, 2020 -2024

Year	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Overall Experience
2020						
Engineering	76	45	72	72	70	62
All Fields	78	42	78	74	73	69
2021						
Engineering	76	44	74	70	75	66
All fields	79	42	80	74	77	73
2022						
Engineering	79.7	55	79.5	72.9	86.4	74.2
All Fields	81.1	48.7	82.1	75.3	83.5	76.7
2023						
Engineering	84	68	83	79	90	75
All fields	82	56	83	75	85	77
2024						
Engineering	84.3	72.8	83	79.3	89.9	74.7
All fields	83.1	62.1	82.8	76.6	85	74.7

(c) Graduate satisfaction surveys, 2020 - 2025 graduates

Note From 2021 onwards Good Teaching and Generic skills were removed from the Core GOS and are not available.

2021 (year of graduation)	Overall satisfaction	Super- vision	Intellect'l climate	Skills develop't	Infra-structre	Thesis examin'n	Goals & expect's	Ind. & ext. eng
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U/G Engineering	71.9							
Science & Mathematics	81.2							
Computing & Info Syst.	72.2							
Pharmacy	80.4							
Business & Management	75.7							
U/G All fields	77.4							
P/G Coursework Eng.	74.6							
P/G Coursework All fields	80							
P/G Research Eng.	89.4	85	67.3	95.4	84.8	85.3	94.1	65.8
P/G Research All fields	86.5	84.2	63.5	94.2	78.2	83	93.6	57.7
2022 (year of graduation)	Overall satisfaction	Super- vision	Intellect'l climate	Skills develop't	Infra-structre	Thesis examin'n	Goals & expect's	Ind. & ext. eng
U/G Engineering	72.3							
Science & Mathematics	79.9							
Computing & Info Syst.	72.3							
Pharmacy	81.3							
Business & Management	75.3							
U/G All fields	76							
P/G Coursework Eng.	77.6							
P/G Coursework All fields	80.9							
P/G Research Eng.	87.7	83.5	67.7	94.5	82.9	82.7	94.4	63.4
P/G Research All fields	84.1	83.4	61.7	94	75.5	81	92.7	56
2023 (year of graduation)	Overall satisfaction	Super- vision	Intellect'l climate	Skills develop't	Infra-structre	Thesis examin'n	Goals & expect's	Ind. & ext. eng
U/G Engineering	72.3							
Science & Mathematics	79.9							
Computing & Info Syst.	72.3							
Pharmacy	81.3							
Business & Management	75.3							
U/G All fields	76							
P/G Coursework Eng.	77.6							
P/G Coursework All fields	80.9							

P/G Research Eng.	87.7	83.5	67.7	94.5	82.9	82.7	94.4	63.4
P/G Research All fields	86.5	83.4	61.7	94	75.5	81	92.7	56
2024 (year of graduation)	Overall satisfaction	Super- vision	Intellect'l climate	Skills develop't	Infra- structre	Thesis examin'n	Goals & expect's	Ind. & ext. eng
U/G Engineering	70.8							
Science & Mathematics	80.1							
Computing & Info Syst.	70.5							
Pharmacy	82.1							
Business & Management	73.5							
U/G All fields	75.2							
P/G Coursework Eng.	75.4							
P/G Coursework All fields	79.7							
P/G Research Eng.	85.1	81.9	65.3	93.7	80.1	82.7	93.6	64.5
P/G Research All fields	84.6	83.7	61.4	94.2	74	81.4	93.2	56.2
2025 (year of graduation)	Overall satisfaction	Super- vision	Intellect'l climate	Skills develop't	Infra- structre	Thesis examin'n	Goals & expect's	Ind. & ext. eng
U/G Engineering	69.9							
Science & Mathematics	80.2							
Computing & Info Syst.	68.8							
Pharmacy	81							
Business & Management	71.7							
U/G All fields	75.1							
P/G Coursework Eng.	76.1							
P/G Coursework All fields	79.7							
P/G Research Eng.	85.8	84.5	67.8	95.5	82	83.2	93.6	66.5
P/G Research All fields	84	84.1	62.3	94.6	75.2	82	93.2	58.8

(d) Employer Satisfaction Surveys, for graduates from 2019-25 – skills areas, selected fields of education. Percentages of employers expressing agreement or strong agreement with a relevant statement on graduate skills. Previous year data in parentheses.

Field of education	Foundation	Adaptive	Collaborative	Technical	Employability	Overall satisfaction
Engineering & Related Technologies	95.9	91.4	90.3	96.4	84.9	87.1
Natural & Physical Sciences	95.3	92.6	91.8	95.3	90.8	83.1
Information Technology	94.4	92.5	92.7	97.4	87.7	81.5

Health	91.3	89.1	84.4	93.8	83.3	84.5
Management & Commerce	93.3	91.6	89.3	92.3	87.4	84.7
Agriculture and Environmental Studies	100.0	95.0	86.2	98.3	83.1	90.0
2018 All fields	93.5	89.9	88.7	93.8	86.5	84.8
2019 All fields	92.7	89.3	87.8	92.7	85.4	84
2020 All fields	93.5	90.3	89.3	93.7	86.6	85.3
2021 All fields	93.5	90.3	89.3	93.7	86.6	85.3
2022 All fields	93.0	90.1	88.2	92.7	86.8	84.1
2023 All fields	91.2	88.7	86	92.2	84.1	83.7
2024 All fields	92.8	89.3	87.6	92.7	85.4	85.5
2025 All fields	93.3	90.7	88.6	94	86.2	84.2

(e) Employer Satisfaction Survey, for 2023, 2024 and 2025 graduates, selected fields of education

2023/2024 (2023 in parenthesis)	% of respondents rating qualification 'important' or 'very important' for current employment		% of respondents rating 'well' or 'very well' the extent to which qualification prepared graduates for current employment	
	Graduates	Supervisors	Graduates	Supervisors
All fields	54.7 (53.6)	65.1 (62.9)	86.8 (86.9)	95.2 (94)
Engineering & Related Technologies	53.5 (57.5)	67.7 (67.1)	85.2 (87.9)	95.8 (96.8)
Natural & Physical Sciences	53.7 (43.2)	63.8 (52.6)	83.8 (80.3)	95.6 (92.1)
Information Technology	36.3 (36.6)	46.9 (48.9)	78.6 (78.9)	94.3 (89.6)
Health	67.5 (69.8)	76.4 (78.2)	90.5 (92.3)	95.6 (94.8)
Management & Commerce	40.4 (41.5)	51.1 (48)	90.6 (87.5)	95.9 (95.2)

2024/2025 (2024 in parenthesis)	% of respondents rating qualification 'important' or 'very important' for current employment		% of respondents rating 'well' or 'very well' the extent to which qualification prepared graduates for current employment	
	Graduates	Supervisors	Graduates	Supervisors
All fields	52.5 (54.7)	61.3 (65.1)	86.4 (86.8)	94.9 (95.2)
Engineering & Related Technologies	55.7 (53.5)	63.9 (67.7)	86.6 (85.2)	96.3 (95.8)
Natural & Physical Sciences	40.2 (53.7)	55.7 (63.8)	77.2 (83.8)	94 (95.6)

Information Technology	33.1 (36.3)	45.6 (46.9)	73.9 (78.6)	93.2 (94.3)
Health	65.1 (67.5)	69.5 (76.4)	92.1 (90.5)	96.4 (95.6)
Management & Commerce	43 (40.4)	49.7 (51.1)	88.9 (90.6)	94.5 (95.9)

Table 12 - graduate outcomes: employment status and median salaries

(a) Short-term employment status, short-term surveys of graduates from 2022-2025

Year of Graduation Level and field	% in full-time study	% in work, of all avail- able for any work	% in FT work, of all avail- able for FT work	% in PT work, of all employed	% in PT work seeking more hours	% in PT work not seeking more hours	% of FT employed reporting skills not fully used - in general	% of FT employed reporting skills not fully used - because of lack of jobs in area of expertise	% of all employed reporting skills not fully used - in general	% of all employed reporting skills not fully used - because of lack of jobs in area of expertise
2022										
U/G Engineering	11.4	91.7	87.5	13.1	5.6	5.6	20.9	5.1	26.7	6.0
ALL U/G	18.0	88.9	79.0	35.5	15.0	15.7	27.8	7.2	38.0	8.5
P/G C'swk Engin'g	6.9	90.9	92.6				32.7	6.4	34.0	7.1
ALL P/G Coursew'k	7.1	90.3	93.9				28.9	8.6	30.5	9.0
P/G Res'ch Engin'g	7.2	89.2	85.5				36.8	7.1	37.6	9.4
All Research	6.9	91.4	85.3				27.8	19.1	30.0	20.7
2023										
U/G Engineering	9.7	96.0	84.7	np	np	np	19.3	20.1	24.7	6.7
ALL U/G	17.6	92.2	70.3	np	np	np	27.9	19.8	40.6	10.2
P/G C'swk Engin'g	np	97.7	87.7				32.1	16.7	34.8	17.2
ALL P/G Coursew'k	np	96.1	86.0				28.7	16.5	31.0	17.5
P/G Res'ch Engin'g	np	97.9	84.0				24.8	32.0	27.0	np
All Research	np	95.7	81.0				27.3	30.5	29.0	22.6
2024										
U/G Engineering	12.8	89.6	85.5				23.1	4.1	29.3	6.3
ALL U/G	17.9	87.1	74.4				28.3	7.9	39.3	9.7
P/G C'swk Engin'g	6.0	90.7	88.3				29.7	7.4	31.0	9.5
ALL P/G Coursew'k	90.4	92.7	88.1				28.3	9.3	30.2	9.7

P/G Res'ch Engin'g	6.5	87.9	81.3		31.5	14.9	31.9	19.0
All Research	93.5	90.5	82.8		29.7	19.1	31.5	21.5
2025								
U/G Engineering	12.8	90.0	89.3		22.9	10.6	31.0	12.2
ALL U/G	19.3	89.3	75.6		29.4	9.3	41.4	10.3
P/G C'swk Engin'g	7.0	92.0	88.2		31.5	8.3	35.7	9.4
ALL P/G Coursew'k	8.2	93.6	88.3		28.3	9.9	30.5	10.7
P/G Res'ch Engin'g	9.3	84.7	80.2		27.6	19.2	28.7	17.7
All Research	6.6	90.9	84.0		28.7	22.0	31.1	24.2

Note – survey results for part-time employed not published in 2023.

"(b) Short-term graduate salaries (medians) for full-time work by broad course level, engineering and all fields, graduates from 2020-25"

Program level and field	2020	2020	2021	2021	2022	2022	2023	2023	2024	2024	2025	2025
	male	female	male	female	male	female	male	female	male	female	male	female
U/G Engineering	\$69,400	\$70,000	\$70,000	\$70,000	\$71,900	\$71,000	\$75,300	\$75,000	\$80,000	\$78,300	\$83,000	\$80,400
ALL U/G	\$65,000	\$63,400	\$66,800	\$64,200	\$69,400	\$67,400	\$70,000	\$73,100	\$76,000	\$73,400	\$79,000	\$75,300
P/G Coursework Engineering	\$100,000	\$93,000	\$100,000	\$78,000	\$104,400	\$88,000	\$114,700	\$98,500	\$114,000	\$100,000	\$135,000	\$96,300
ALL P/G	\$96,000	\$85,300	\$99,000	\$85,000	\$100,000	\$89,200	\$105,000	\$92,000	\$110,000	\$98,000	\$114,000	\$101,400
P/G Research Engineering	\$93,900	\$90,800	\$89,600	\$90,000	\$91,600	\$95,000	\$100,000	\$92,300	\$106,300	\$97,000	\$112,000	\$104,500
ALL P/G Research	\$95,000	\$91,900	\$96,000	\$93,900	\$97,000	\$96,000	\$100,000	\$98,000	\$106,200	\$102,000	\$112,000	\$107,100

"(c) Short-term median salary comparisons for engineering and other fields, undergraduate degrees, graduates form 2017-25 (year of graduation)"

Program field	2017	2018	2019	2020	2021	2022	2023	2024	2025
Dentistry	\$78,300	\$83,700	\$88,200	\$84,000	\$100,000	\$100,000	\$94,400	\$103,300	\$103,100
Medicine	\$70,300	\$73,000	\$73,100	\$75,000	\$76,000	\$79,800	\$85,000	\$86,800	\$85,900
Engineering	\$64,000	\$65,000	\$67,500	\$69,500	\$70,000	\$71,500	\$75,000	\$80,000	\$82,500
Computing & Information Systems	\$59,900	\$60,000	\$64,000	\$65,000	\$65,500	\$69,000	\$74,400	\$75,300	\$80,000
Science & Mathematics	\$57,500	\$61,000	\$60,000	\$64,000	\$63,000	\$66,000	\$69,000	\$72,400	\$73,100
Business & Management	\$55,200	\$58,000	\$59,500	\$60,000	\$60,700	\$65,000	\$69,200	\$72,000	\$74,000

"(d) Longitudinal employment surveys, 2021 graduates surveyed in 2022 and resurveyed in 2025"

Level	Engineering, 2022-25		All fields, 2022-25		gain for Engineering	gain for All fields
measure	short	medium	short	medium	(2022-25)	(2022-25)
<u>Undergraduate</u>						
F/T employment (%)	88.5	95.5	79.5	91.7	7.91%	15.35%
Overall Employment (%)	91.9	96.3	89.2	94.6	4.79%	6.05%
Median Salary	71,000	103,000	69,000	91,000	45.07%	31.88%
Roles (of Overall Employed)						
Managers and professionals (%)	86.7	89.9	70.7	78.9	3.69%	11.60%
All other occupations (%)	13.3	10.1	29.3	21.1	-24.06%	-27.99%
<u>Postgraduate Coursework</u>						
F/T employment (%)	93.7	97.5	89.5	95.4	4.06%	6.59%
Overall Employment (%)	94.0	98.3	93.8	97.0	4.57%	3.41%
Median Salary	96,800	130,000	91,300	116,000	34.30%	27.05%
Roles (of Overall Employed)						
Managers and professionals (%)	83.3	91.1	86.0	89.0	9.36%	3.49%
All other occupations (%)	16.7	8.9	14.0	11.0	-46.71%	-21.43%
<u>Postgraduate Research</u>						
F/T employment (%)	86.1	94.6	84.9	93.7	9.87%	10.37%
Overall Employment (%)	93.3	96.8	92.7	96.5	3.75%	4.10%
Median Salary	94,800	120,000	97,000	120,000	26.58%	23.71%
Roles (of Overall Employed)						
Managers and professionals (%)	93.4	96.4	93.2	94.5	3.21%	1.39%
All other occupations (%)	6.6	3.6	6.8	5.5	-45.45%	-19.12%

Table 13 - "academic staff (FTE) in engineering & related technologies, majority of ACED members (see note), 2014-2024 (not including casual staffing)"

"(a) Academic staff (FTE) by gender and function"

staff categories	2014	2015	2016	2017	2018	2019*	2020	2021	2022	2023	2024
teaching-only	98	76	67	88	127	121	130	135	158	125	139
research -only	1,194	1,295	1,279	1,417	1,344	1,304	1,326	1,419	1,546	1,367	1,452
teaching & research	1,759	1,755	1,824	1,919	1,907	1,839	1,639	1,642	1,851	1,600	1,667
sub-total, male	3,052	3,126	3,170	3,424	3,378	3,264	3,095	3,196	3,555	3,092	3,258
teaching-only	20	18	17	24	33	38	43	55	60	64	74
research -only	383	399	371	399	360	366	356	369	422	506	530
teaching & research	248	257	288	320	328	307	310	304	385	405	402
sub-total, female	652	675	676	743	721	711	709	728	867	975	1,005
total academics	3,704	3,801	3,846	4,167	4,099	3,975	3,804	3,924	4,422	4,067	4,267
% research-only	42.6%	44.6%	42.9%	43.6%	41.6%	42.0%	44.2%	45.6%	44.5%	46.1%	46.4%
% female	17.6%	17.8%	17.6%	17.8%	17.6%	17.9%	18.6%	18.6%	19.6%	24.0%	23.6%
total teaching	2,125	2,106	2,196	2,351	2,395	2,305	2,122	2,136	2,454	2,194	2,282

* Up to 2019, 26 of the 35 ACED member universities provided staff data for FoE3 to the Higher Education Statistics Unit.

"(b) Academic staff (FTE) by gender and level of appointment for ACED member universities*, 2014-24"

Year, gender and role	D, E	C	B	< B	other	Total
2014 Men	951	675	826	537	184	3,173
Women	115	111	201	156	85	668
2015 Men	1031	751	908	636	99	3,425
Women	127	132	212	201	61	733
2016 Men	1078	735	867	618	80	3,378
Women	145	132	198	191	56	722
2017 Men	1061	693	764	663	83	3,264
Women	132	129	195	208	47	711
2018 Men	989	651	696	689	73	3,098
Women	132	127	215	196	38	708
2019 Men	1026	657	708	735	69	3,195
Women	148	117	222	202	38	727
2020 Men	1136	724	805	804	86	3,555
Women	191	141	268	222	45	867
2021 Men	1043	670	794	739	91	3,337
Women	178	142	263	231	43	857
2022 Men, Total	1,067	658	746	721	103	1,485
Women, Total	197	154	257	246	39	431
Men, Research	124	128	436	629	103	3,295
Women, Research	30	38	118	214	39	893
2023 Men, Total	1,033	594	659	703	104	3,093
Women, Total	208	164	287	267	49	975
Men, Research	123	129	380	632	104	1,368
Women, Research	39	42	139	237	49	506
2024 Men, Total	1,146	598	635	780	99	3,258
Women, Total	214	173	277	291	50	1,005
Men, Research	133	136	377	707	99	1,452
Women, Research	43	33	143	260	50	529

2024 Total	1,361	771	913	1,072	150	4,263
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Table 14 - summary enrolments, completions and load data for ACED members, 2024

	Commencing students				total	Completions			Total enrolled students			Load EFTSL
	domestic		international			dom	int'nat	total	dom	int'nat	total	
	#	% fem	#	% fem								
The Australian National University	238	26.1%	131	31.3%	369	127	164	291	909	529	1,438	784
University of Canberra	67	31.3%	12	0.0%	79	28	13	41	218	42	260	291
Charles Sturt University	67	31.3%	0		67	33	0	33	174	0	174	65
Macquarie University	490	13.5%	362	15.7%	852	157	150	307	1,574	844	2,418	1,033
Southern Cross University	219	14.2%	27	25.9%	246	82	32	114	450	79	529	173
The University of Newcastle	604	18.0%	100	26.0%	704	319	133	452	2,058	386	2,444	1,892
The University of Sydney	1,000	32.6%	1,686	38.1%	2,686	699	1,208	1,907	3,605	4,206	7,811	5,724
University of New South Wales	2,747	25.0%	3,397	23.1%	6,144	1,430	1,381	2,811	8,463	6,770	15,233	8,808
University of Technology Sydney	1,411	25.5%	839	19.0%	2,250	832	497	1,329	5,294	2,014	7,308	6,023
University of Wollongong	483	15.9%	594	19.0%	1,077	301	477	778	1,568	1,967	3,535	2,308
Western Sydney University	584	13.2%	299	18.4%	883	244	191	435	1,682	812	2,494	2,391
Charles Darwin University	182	18.1%	109	13.8%	291	43	150	193	441	421	862	487
CQUniversity	373	18.2%	127	22.0%	500	211	114	325	1,104	274	1,378	745
Griffith University	498	18.9%	199	22.6%	697	257	197	454	1,495	661	2,156	1,408
James Cook University	171	24.6%	66	28.8%	237	66	20	86	443	182	625	440
Queensland University of Technology	1,607	22.3%	444	12.8%	2,051	582	193	775	4,879	1,016	5,895	3,398
The University of Queensland	1,477	28.4%	717	26.9%	2,194	642	534	1,176	4,889	1,887	6,776	4,714
University of Southern Queensland	829	14.2%	71	16.9%	900	681	68	749	2,805	286	3,091	1,343
University of the Sunshine Coast	210	9.0%	28	21.4%	238	62	0	62	584	65	649	383
Flinders University	317	22.1%	112	18.8%	429	193	123	316	936	368	1,304	893
The University of Adelaide	755	22.1%	760	24.9%	1,515	411	400	811	2,315	1,759	4,074	2,493
University of South Australia	503	17.5%	278	20.5%	781	303	294	597	1,366	806	2,172	1,348
University of Tasmania	340	17.6%	170	12.4%	510	190	149	339	827	406	1,233	910

	Commencing students				total	Completions			Total enrolled students			Load EFTSL
	domestic		international			dom	int'nat	total	dom	int'nat	total	
	#	% fem	#	% fem								
Deakin University	315	15.9%	412	21.1%	727	172	246	418	1,131	1,261	2,392	1,455
Federation University Australia	148	18.2%	86	16.3%	234	80	119	199	390	480	870	505
La Trobe University	89	15.7%	194	20.6%	283	33	194	227	227	591	818	648
Monash University	1,346	23.9%	1,259	25.9%	2,605	688	939	1,627	5,502	4,009	9,511	5,912
RMIT University	2,182	18.4%	1,365	22.7%	3,547	1,309	906	2,215	6,733	4,171	10,904	7,426
Swinburne University of Technology	594	19.9%	877	21.7%	1,471	486	591	1,077	2,169	2,601	4,770	3,158
The University of Melbourne	344	28.8%	654	30.9%	998	273	500	773	1,025	1,709	2,734	2,887
Victoria University	83	13.3%	38	21.1%	121	35	43	78	299	122	421	517
Curtin University	1,520	18.8%	1,016	23.3%	2,536	542	571	1,113	3,737	2,391	6,128	4,053
Edith Cowan University	244	19.7%	388	22.9%	632	85	365	450	685	1,325	2,010	1,272
Murdoch University	81	22.2%	217	24.9%	298	58	109	167	229	495	724	358
The University of Western Australia	937	23.9%	599	23.4%	1,536	277	210	487	2,421	1,200	3,621	2,108
Total	23,055	21.7%	17,633	24.1%	40,688	11,931	11,281	23,212	72,627	46,135	118,762	78,353

Notes

Data source: Higher Education Statistics pivot tables for FoE03 Engineering and Related Technologies.

Engineering and Related Technologies includes surveying, maritime, and civil aviation, but may not include software engineering. UNSW Sydney and UNSW Canberra are separate ACED members, but their DESE data are combined.

Totals are a few per cent less than those in Tables 1, 3 and 6 because of non-inclusion of private higher education and VET/TAFE providers.

University Group members of ACED (referred to in Section 10)

Group of Eight: Adelaide U, ANU, Monash U, Uni of Melbourne, Uni of Queensland, Uni of Sydney, UNSW, UWA

Australian Technology Network: Curtin U, Deakin U, RMIT U, Uni of Newcastle, Uni of SA, Uni of Tech Sydney

Innovative Research Universities: Charles Darwin U, Flinders U, Griffith U, James Cook U, La Trobe U, Murdoch U, Uni of Canberra, Wester Sydney U. Regional

Universities Network: Charles Sturt U, CQ University, Federation U, Southern Cross U, Uni of Southern Queensland, Uni of Sunshine Coast Other: Edith Cowan U, Macquarie U, Queensland Uni of Tech, Swinburne Uni of Tech, Uni of Tasmania, Victoria U, Uni of Wollongong

Table 15 - number of coursework programs offered in Australia by ACED members, June 2026

Education Provider	BEng Tech	Associate Degree / Adv. Dip	Bachelor	Bachelor & Diploma	Bachelor & Master	Master
ADELAIDE UNIVERSITY			7P			10P
AUSTRALIAN MARITIME COLLEGE			4F, 6P			1P
AUSTRALIAN NATIONAL UNIVERSITY			7F			
CENTRAL QUEENSLAND UNIVERSITY	3F	4F	4F, 6P	4F, 6P	6P	3F
CHARLES DARWIN UNIVERSITY	3F		3F			3F
CHARLES STURT UNIVERSITY	1F		3P		1F	1P
CURTIN UNIVERSITY OF TECHNOLOGY			8F, 3P			9F, 1P
DEAKIN UNIVERSITY			6F, 5P			
EDITH COWAN UNIVERSITY	1F		12F, 2P			12F, 1P
FEDERATION UNIVERSITY			4F, 1P			3F, 2P
FLINDERS UNIVERSITY	1P		6F, 1P			3F, 2P
GRIFFITH UNIVERSITY			15F, 3P			3F, 3P
JAMES COOK UNIVERSITY			5F, 1P			2F, 6P
LA TROBE UNIVERSITY			2F			6F, 1P
MACQUARIE UNIVERSITY			6F			1F, 5P
MELBOURNE INSTITUTE OF TECHNOLOGY						
MONASH UNIVERSITY			9F, 1P			3F, 2P
MURDOCH UNIVERSITY			3F			3F
QUEENSLAND UNIVERSITY OF TECHNOLOGY			8F, 1P			7F
RMIT UNIVERSITY		6F	9F, 1P			10F, 1P
SWINBURNE UNIVERSITY OF TECHNOLOGY		2P	2P			
UNIVERSITY OF ADELAIDE		3F, 1P	17F			6F, 1P
UNIVERSITY OF CANBERRA			13F			9F
UNIVERSITY OF MELBOURNE			1F, 1P			1P
UNSW AUSTRALIA						10F, 1P
UNSW CANBERRA			10F, 1P			3P
UNIVERSITY OF NEWCASTLE			6F		15F, 1P	5F, 3P
UNIVERSITY OF QUEENSLAND			8F, 1P			4F
UNIVERSITY OF SOUTH AUSTRALIA	6F, 3P	4F, 4P	9F, 3P			13F, 1P
UNIVERSITY OF SOUTHERN QUEENSLAND			8F, 1P			7F, 1P
UNIVERSITY OF THE SUNSHINE COAST			3F			
UNIVERSITY OF SYDNEY			11F, 3P	11F, 3P		4F, 3P
UNIVERSITY OF TASMANIA			2F, 4P			5P
UNIVERSITY OF TECHNOLOGY SYDNEY			9P			8F
UNIVERSITY OF WESTERN AUSTRALIA			17F, 2P			6F, 3P
UNIVERSITY OF WOLLONGONG			23F, 2P		1F	5F, 4P
VICTORIA UNIVERSITY	2F		8F, 2P			
WESTERN SYDNEY UNIVERSITY			4F			2F, 1P
TOTAL	16F, 5P	17F, 7P	260F, 77P	15F, 9P	17F, 7P	147F, 63P

Table 16 - accredited BEng(hons) and MEng programs offered by branch of engineering, ACED members, June 2025

(A) Offered in Australia - Fully Accredited BEng(Hons) and MEng Programs by branch of engineering, ACED members, June 2025

Discipline	Biomedical	Chemical	Civil	Communication Systems	Computer	Control	Electrical	Electrical and Electronic	Electronic	Electronic and Energy	Environmental	Industrial	Marine	Maritime	Naval	Ocean	Materials	Mechanical	Mechatronic	Metalurgical	Mining	Petroleum	Renewable Energy	Robotics	Software	Telecommunications
AUSTRALIAN MARITIME COLLEGE													2B	6B, 1M	2B	2B										
AUSTRALIAN NATIONAL UNIVERSITY				2B					2B										2B				2B		1B	
CENTRAL QUEENSLAND UNIVERSITY			2B, 1M				2B, 1M											2B, 1M	2B							
CHARLES DARWIN UNIVERSITY			1B, 1M				1B, 1M	1B, 1M	1B, 1M									1B, 1M								
CHARLES STURT UNIVERSITY			1B, 1M																							
CURTIN UNIVERSITY OF TECHNOLOGY		1B	1B				1B, 1M	1B	1B									1B	1B	1B	1B	1B, 1M				
DEAKIN UNIVERSITY			1B				1B	1B	1B		1B							1B	1B						1B	
EDITH COWAN UNIVERSITY		1B, 1M	2B, 1M		1B, 1M	1B, 1M	2B, 2M		1B, 1M		1B		1B	1B, 2M	1M	1M		1B, 1M	1B, 1M			1B, 1M	1B, 1M			
FEDERATION UNIVERSITY			1B, 1M															1B, 1M	1B		1B, 1M			1B		
FLINDERS UNIVERSITY	1B, 1M		1B, 1M				1B, 1M	1B, 1M	1B, 1M									1B						1B	1B	
GRIFFITH UNIVERSITY			1B				1B	1B	3B	1B	1B							1B							1B	
JAMES COOK UNIVERSITY		1B	1B				1B, 1M	1B	2B									1B				1M				
LA TROBE UNIVERSITY			1B, 2M						1M			1B														1M
MACQUARIE UNIVERSITY																		1B	1B						1B	
MONASH UNIVERSITY		1B, 1M	1B, 1M		1B		1B				1B						1B	1B, 1M	1B					1B	1B	
MURDOCH UNIVERSITY		1B			1B	1B	1B				1B	1B								1B		1B				
QUEENSLAND UNIVERSITY OF TECHNOLOGY		1B	1B		1B		2B											1B	1B						1B	
RMIT UNIVERSITY	1B	1B	1B, 1M		2B		1B, 1M	1M	3B, 1M		1B, 1M							1B, 1M	1B, 1M					1M		1B
SOUTHERN CROSS UNIVERSITY																										
SWINBURNE UNIVERSITY OF TECHNOLOGY	2B		3B, 1M				2B, 1M	2B	2B, 1M									2B, 1M	2B					2B	2B	1M
UNIVERSITY OF ADELAIDE		2B, 1M	2B, 2M				1B, 1M	1B	1B, 1M		1B, 1M							2B, 1M	1M		2B, 1M	3B			1B	
UNIVERSITY OF CANBERRA				1B*																						
UNIVERSITY OF MELBOURNE	1M	1M	1M				1M				1M	1M						1M	1M						1M	
UNSW AUSTRALIA		2B	2B, 1M		1B		2B, 2M				1B, 1M						4B	2B, 1M	1B		1B	1B	1B		1B	1B, 1M
UNSW CANBERRA			2B				2B											2B								
UNIVERSITY OF NEWCASTLE		1B	1B		1B		1B	1B	1B		1B							1B	1B				1B		1B	
UNIVERSITY OF QUEENSLAND	2B, 2M	7B, 7M	2B, 2M		1B, 1M		4B, 4M				1B, 1M						2B, 2M	4B, 4M	2B, 1M	1B, 1M					2B, 1M	
UNIVERSITY OF SOUTH AUSTRALIA			3B				2B	1B	1B									3B	2B							
UNIVERSITY OF SOUTHERN QUEENSLAND			1B, 2M		1B	1B	1B, 2M	1B, 2M	1B, 2M		1B, 2M							1B, 2M	1B							
UNIVERSITY OF THE SUNSHINE COAST			1B															1B								
UNIVERSITY OF SYDNEY	1B, 1M	1B, 1M	1B, 1M				1B, 1M											1B, 1M	1B						1B, 1M	1M
UNIVERSITY OF TASMANIA			1B, 1M				2B	1B	2B									1B, 1M								
UNIVERSITY OF TECHNOLOGY SYDNEY	2B, 1M		4B, 1M				2B		2B		2B							4B, 1M	4B						2B	

*One program titled 'Network Engineering'

A) Offered in Australia - Provisionally Accredited BEng(Hons) and MEng Programs by branch of engineering, ACED members, June 2025

Discipline	Biomedical	Chemical	Civil	Coastal	Communication Systems	Computer	Control	Electrical	Electrical and Electronic	Electronic	Electronic and Energy	Environmental	Industrial	Marine	Maritime	Naval	Ocean	Materials	Mechanical	Mechatronic	Metallurgical	Microelectronic	Mining	Petroleum	Renewable Energy	Resource Systems	Robotics	Software	Telecommunications
AUSTRALIAN MARITIME COLLEGE								1M				2B																	
AUSTRALIAN NATIONAL UNIVERSITY			7B, 2M				1B	5B, 1M											1B, 1M	1B, 1M						3B, 1M			
CENTRAL QUEENSLAND UNIVERSITY			1B, 1M																										
CHARLES DARWIN UNIVERSITY		1M	1M					1M					1B						1M		1M		1M					1M	1M
CHARLES STURT UNIVERSITY			1B					1B				1B							1B	1B					1B				
CURTIN UNIVERSITY OF TECHNOLOGY								1B, 1M					1M								1M				1M				
DEAKIN UNIVERSITY												1B						1M	1M										
EDITH COWAN UNIVERSITY			1M							1B, 1M		1M									1B							1B	
FEDERATION UNIVERSITY																													
FLINDERS UNIVERSITY			1M					1M				1M							1M	1M									
GRIFFITH UNIVERSITY	1B							1M										1M											
JAMES COOK UNIVERSITY							1M	1M				1M																	
LA TROBE UNIVERSITY			3M					1B, 1M											1M										
MACQUARIE UNIVERSITY																													1B
MELBOURNE INSTITUTE OF TECHNOLOGY			1B																1B										
MONASH UNIVERSITY																											1B		
MURDOCH UNIVERSITY																													
QUEENSLAND UNIVERSITY OF TECHNOLOGY																2B													
RMIT UNIVERSITY			1M					1M	1M	1M									1M										
SOUTHERN CROSS UNIVERSITY			1B, 1M									1B, 1M						1M										1M	
SWINBURNE UNIVERSITY OF TECHNOLOGY								1B	1B	1B									1B	1B									
UNIVERSITY OF ADELAIDE		2B						2B, 1M	2B	2B, 1M															2B		1M		1M
UNIVERSITY OF CANBERRA			1B			1M						1B								1M				1M					
UNIVERSITY OF MELBOURNE			1M																										

B – Offered Off-Shore, June 2025

		Civil, Construction	Environmental	Chemical	Petroleum	Electrical	Electronic, Comp Syst, Telecoms	Software	Mechanical	Mechatronics, Robotics
CURTIN UNIVERSITY	Sarawak Malaysia	1B	1B	1B	1B	1B^			1B	1B(P)
	SLIIT/Malabe	1B				1B^			1B	1B
	Dubai								1B	
MONASH UNIVERSITY	Malaysia	1B		1B			1B	1B	1B	1B
RMIT UNIVERSITY	Saigon South, Vietnam					1B^ (P)		1B (P)		1B (P)
	Hkive Tsing Yi Campus, Hong Kong	1B				1B			1B	
	Kaplan, Singapore								1B (P)	
SWINBURNE UNIVERSITY OF TECHNOLOGY	Sarawak Malaysia	1B		1B		1B^		1B (P)	1B	1B
UNIVERSITY OF NEWCASTLE	Singapore					1B^			1B	
	Singapore BCAA	1B								
UNIVERSITY OF WOLLONGONG	Dubai	1B (P)				1B	2B		1B (P)	

^ Electrical and Electronic

(P) denotes Provisional Accreditation, all others have Full Accreditation.

<https://www.engineersaustralia.org.au/sites/default/files/2025-06/engineers-australia-accredited-tertiary-programs-june-25.pdf>

Table 17 - subfields in ASCED fields of education 03 engineering and related technologies and 02 information technology

03 - Engineering and Related Technologies

301	MANUFACTURING ENGINEERING AND TECHNOLOGY	309	CIVIL ENGINEERING
30101	Manufacturing Engineering	30901	Construction Engineering
30103	Printing	30903	Structural Engineering
30105	Textile Making	30905	Building Services Engineering
30107	Garment Making	30907	Water and Sanitary Engineering
30109	Footwear Making	30909	Transport Engineering
30111	Wood Machining and Turning	30911	Geotechnical Engineering
30113	Cabinet Making	30913	Ocean Engineering
30115	Furniture Upholstery and Renovation	30999	Civil Engineering, n.e.c.
30117	Furniture Polishing	311	GEOMATIC ENGINEERING
30199	Manufacturing Engineering and Technology, n.e.c.	31101	Surveying
303	PROCESS AND RESOURCES ENGINEERING	31103	Mapping Science
30301	Chemical Engineering	31199	Geomatic Engineering, n.e.c.
30303	Mining Engineering	313	ELECTRICAL & ELECTRONIC ENG'G AND TECHNOLOGY
30305	Materials Engineering	31301	Electrical Engineering
30307	Food Processing Technology	31303	Electronic Engineering
30399	Process and Resources Engineering, n.e.c.	31305	Computer Engineering
305	AUTOMOTIVE ENGINEERING AND TECHNOLOGY	31307	Communications Technologies
30501	Automotive Engineering	31309	Communications Equip't Installation & Maintenance
30503	Vehicle Mechanics	31311	Powerline Installation and Maintenance
30505	Automotive Electrics and Electronics	31313	Electrical Fitting, Electrical Mechanics
30507	Automotive Vehicle Refinishing	31315	Refrigeration and Air Conditioning Mechanics
30509	Automotive Body Construction	315	AEROSPACE ENGINEERING AND TECHNOLOGY
30511	Panel Beating	31501	Aerospace Engineering
30513	Upholstery and Vehicle Trimming	31503	Aircraft Maintenance Engineering
30515	Automotive Vehicle Operations	31505	Aircraft Operation
30599	Automotive Engineering and Technology, n.e.c.	31507	Air Traffic Control
307	INDUSTRIAL ENGINEERING AND TECHNOLOGY	31599	Aerospace Engineering and Technology, n.e.c.
30701	Mechanical Engineering	317	MARITIME ENGINEERING AND TECHNOLOGY
30703	Industrial Engineering	31701	Maritime Engineering
30705	Toolmaking	31703	Marine Construction
30707	Metal Fitting, Turning and Machining	31705	Marine Craft Operation
30709	Sheetmetal Working	31799	Maritime Engineering and Technology, n.e.c.
30711	Boilermaking and Welding	399	OTHER ENGINEERING AND RELATED TECHNOLOGIES

30713	Metal Casting and Patternmaking	39901	Environmental Engineering
30715	Precision Metalworking	39903	Biomedical Engineering
30717	Plant and Machine Operations	39905	Fire Technology
30799	Mechanical and Industrial Eng'g and Tech'y, n.e.c.	39907	Rail Operations
		39909	Cleaning
		39999	Engineering and Related Technologies, n.e.c.

02 – INFORMATION TECHNOLOGY

201	COMPUTER SCIENCE	203	INFORMATION SYSTEMS
20101	Formal Language Theory	20301	Conceptual Modelling
20103	Programming	20303	Database Management
20105	Computational Theory	20305	Systems Analysis and Design
20107	Compiler Construction	20307	Decision Support Systems
20109	Algorithms	20399	Information Systems, n.e.c.
20111	Data Structures	299	OTHER INFORMATION TECHNOLOGY
20113	Networks and Communications	29901	Security Science
20115	Computer Graphics	29999	Information Technology, n.e.c
20117	Operating Systems		
20119	Artificial Intelligence		
20199	Computer Science, n.e.c.		