2020 International Student Experience Survey

National Report

August 2021

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For more information on the conduct and results of the 2020 SES see the Quality Indicators for Learning and Teaching (QILT) website: [www.qilt.edu.au](http://www.qilt.edu.au/). The QILT team can be contacted by email at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au)

## Introduction

The international education sector has been significantly affected by the COVID-19 pandemic. In 2020, international student enrolments declined by seven per cent. Nevertheless, new international students commenced in courses both from within and outside Australia in the second half of 2020, demonstrating Australia’s continuing appeal internationally as a world leading provider of international education. This builds on the growth of international students studying in higher education, which increased by more than sixty per cent over the decade to 2019. International education is important to Australia both in terms of its economic contribution and also the social and cultural benefits it brings to the higher education sector and wider Australian society. International education contributed more than $37.5 billion to the Australian economy in 2019-20 and international students studying from outside Australia in the first half of 2020 contributed an additional $1.44 billion in tuition fees. This provides the background and context for the publication of the first International Student Experience Survey National Report in 2020.

The Student Experience Survey (SES) provides a national architecture for collecting data on key aspects of the higher education student experience, both among domestic and international students. The SES focuses on aspects of the student experience that are measurable and linked with learning and development outcomes, which are potentially able to be influenced by institutions. The SES measures five aspects of the student experience: Skills Development, Learner Engagement, Teaching Quality, Student Support, and Learning Resources.

Given the importance of international education, an additional module specifically directed towards measuring the international student living experience was added to the SES in 2020. Additional items focused on international students’ decision to study in Australia and with Australian higher education institutions and their living arrangements, such as their experience with accommodation, transport, safety, relationships and employment opportunities while studying. The additional module measuring the international student living experience was developed following consultation with the higher education sector.

In order to report meaningfully on these varied aspects of the international student experience, each student is adjudged to have rated their experience either positively or negatively for each item and sometimes, based on responses to a group of items or focus area. Scores presented in this report for both items and focus areas represent the proportion of students responding positively. The survey items and response frames are reproduced in Appendix 2. Detailed information on how the scores are calculated are in Appendix 3.

Originally developed as the University Experience Survey (UES) in 2011, the SES was renamed in 2015 to facilitate the inclusion of students from some non-university higher education institutions (NUHEIs). In 2020, the scope of the SES was expanded to include all higher education institutions, including for the first time non-Higher Education Support Act (HESA) approved providers. All 41 Australian universities participated in the 2020 SES as well as 92 NUHEIs, for a total of 133 institutions compared with 118 institutions in 2019, 107 institutions in 2018, 99 institutions in 2017, 95 institutions in 2016 and 79 institutions in 2015. The 2020 SES in-scope student survey population was unchanged from 2019, consisting of commencing and later-year on-shore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions.

The scope of the SES would ordinarily be restricted to international on-shore students. However, in 2020 it may be the case that some international students with Temporary Entry Visas, while classified as international on-shore students and therefore included within the scope of the present survey, may actually have been located off-shore due to restrictions on overseas travel arising from the COVID-19 pandemic.

International students comprised 18.4 per cent of undergraduate respondents to the 2020 SES and 52.6 per cent of postgraduate coursework respondents.

Chinese students comprised 20.6 per cent of international undergraduate respondents to the 2020 SES followed by 16.1 per cent from Nepal and 10.9 per cent from India. Indian students comprised 34.5 per cent of international postgraduate coursework respondents followed by 21.7 per cent from China and 9.3 per cent from Nepal

The main online fieldwork period ran from 28 July to 1 September 2020. A secondary collection ran from 8 September to 11 October. The number of institutions participating in the secondary fieldwork period in 2020 increased due to the need to accommodate changes in academic calendars in response to COVID-19. From a final in-scope sample of 203,637, responses were received from a total of 86,729 international students, which equated to 87,491 valid surveys once combined and double degrees were taken into account. This represents an overall response rate for international students of 42.6 per cent in 2020.

## The international student experience over time

The higher education sector, like many others, has been subject to substantial challenges arising from the COVID-19 pandemic in 2020. Higher education institutions have been required to quickly adapt their teaching and learning arrangements in response to government mandated restrictions to address the COVID-19 pandemic. The 2020 SES provides an opportunity to measure how the higher education sector has responded, at least, as seen from the perspective of students. International students have been required to meet additional challenges arising from restrictions imposed on international travel. This 2020 International Student Experience Survey National Report shows how international students have fared both before and during the COVID-19 pandemic.

**Student experience by citizenship**

There has been a sharp reduction in student ratings in 2020 as institutions have adapted their teaching and learning arrangements in response to the COVID-19 pandemic. Table 1 shows the largest decline in undergraduate student ratings has occurred in the areas of Learner Engagement, Learning Resources and the quality of their entire educational experience. Note, this report presents results for undergraduate students only. Results for postgraduate coursework students are broadly similar and are presented in the additional tables associated with this report available from the QILT Website as listed in Appendix 7. The student experience during the COVID-19 pandemic has differed slightly between international and domestic students. International students have experienced a larger fall in the rating of the quality of their entire educational experience by 12 percentage points in comparison with a 9 percentage points fall among domestic students. Similarly, international students have experienced an 11 percentage points fall in their rating of Learning Resources in comparison with a 7 percentage points fall among domestic students. On the other hand, domestic students have experienced a much sharper fall in Learner Engagement, 16 percentage points, than international students, 10 percentage points.

Table 1 Undergraduate student experience by citizenship status, 2019-2020 (% positive rating)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | SD 2019 | SD 2020 | LE 2019 | LE 2020 | TQ 2019 | TQ 2020 | SS 2019 | SS 2020 | LR 2019 | LR 2020 | OE 2019 | OE 2020 |
| Domestic students | 82 | 79 | 60 | 44 | 82 | 79 | 74 | 74 | 84 | 77 | 79 | 70 |
| International students | 80 | 76 | 59 | 49 | 78 | 74 | 73 | 71 | 83 | 72 | 75 | 63 |

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

It is interesting to observe differences in the student experience of international students located on-shore and international students required to study off-shore in 2020 due to COVID restrictions on international travel. In general, international students remaining in Australia rated their study experience more highly than did international students who studied off-shore. Differences in the student experience between these two groups of students was most keenly felt in Learner Engagement, with international on-shore students rating this aspect at 50 per cent in comparison with 42 per cent among international students who were studying off-shore, a gap of 8 percentage points. International on-shore students also rated their experience higher in Skills Development, 76 per cent, Teaching Quality, 75 per cent, Student Support, 71 per cent and the quality of their entire educational experience, 64 per cent, in comparison with international students who were studying off-shore who rated these aspects of their experience at 73 per cent, 73 per cent, 67 per cent and 61 per cent respectively. Both international on-shore and off-shore students rated their Learning Resources equally at 72 per cent.

The SES also includes three items which ask students to rate whether their financial circumstances, living arrangements and paid work commitments negatively affected their study. The proportion of international undergraduate students reporting their study had been negatively impacted by their financial circumstances quite a bit or very much increased by 19 percentage points from 28 per cent in 2019 to 47 per cent in 2020. Similarly, the negative impact of living arrangements on study increased by 11 percentage points from 23 per cent in 2019 to 34 per cent in 2020. The negative impact of paid work commitments on study increased by 9 percentage points from 21 per cent to 30 per cent, as shown by Table 2. These factors may have contributed to the fall in international students’ rating of the quality of their entire educational experience in 2020.

**Table 2 Negative effects on study for undergraduate students by citizenship indicator, 2019-2020, (% negatively affected\*)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Negative effect of living arrangements on study 2019 | Negative effect of living arrangements on study 2020 | Negative effect of financial circumstances on study 2019 | Negative effect of financial circumstances on study 2020 | Negative effect of paid work on study 2019 | Negative effect of paid work on study 2020 |
| Domestic students | 22 | 23 | 26 | 22 | 37 | 33 |
| International students | 23 | 34 | 28 | 47 | 21 | 30 |

\* Percentage negatively affected includes those who responded ‘Quite a bit’ and ‘Very much’ for each of these items.

The sharp fall in student ratings among international students in 2020 contrasts with the relative stability in ratings among international students prior to 2020, as shown by Table 3. As noted from above, there has been a rapid expansion in international student enrolments over the last decade. At the same time, ratings among international students have been relatively stable, at least prior to 2020.

Detailed tables of results at the individual item level related to each of the focus areas are available from the QILT website in the additional tables associated with this report as listed in Appendix 7.

Table 3 International undergraduate student education experience, 2014 – 2020 (% positive rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Skills Development | Learner Engagement | Teaching Quality | Student Support | Learning Resources | Quality of entire educational experience |
| 2014† | 80 | 57 | 78 | 70 | 84 | 74 |
| 2015†† | 79 | 57 | 78 | 70 | 85 | 74 |
| 2016 | 79 | 58 | 78 | 71 | 84 | 75 |
| 2017 | 79 | 57 | 78 | 72 | 83 | 75 |
| 2018 | 80 | 58 | 79 | 71 | 83 | 76 |
| 2019 | 80 | 59 | 78 | 73 | 83 | 75 |
| 2020 | 76 | 49 | 74 | 71 | 72 | 63 |

† In 2014, one item was removed from the Student Support focus area, so results are not comparable with those from earlier surveys.

†† Note that results from 2015 onwards include students attending both university and non-university higher education institutions and therefore are not directly comparable with results from earlier surveys which refer to university students only.

**Living experience**

International undergraduate students rated their overall living experience in Australia highly with 91 per cent of students rating their living experience positively in 2020, as shown by Table 4. While this is higher than student ratings in previous similar surveys, note this change may not be due to the impact of the COVID-19 pandemic alone as there was a break in the data series in 2020. Note also that survey responses from international students who would have been studying onshore in Australia but were forced to study offshore due to COVID-19 were excluded from results for living experience as shown in Table 4 and similar tables related to living experience items elsewhere in this report (these students have been included in results for education experience). Previously, student rating of living experience had increased steadily from 86 per cent in 2010 to 89 per cent in 2018.

Table 4 International undergraduate student overall living experience, 2010-2020\* (% positive rating)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2010 | 2012 | 2014 | 2016 | 2018 | 2020 |
| 86 | 87 | 89 | 89 | 89 | 91 |

\* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2020.

Table 5 shows how international students rate other aspects of their living experience in Australia. Personal safety on campus, improving English skills and personal safety off campus were rated more highly by international students than other aspects of their living experience, 97 per cent, 91 per cent and 90 per cent respectively. On the other hand, employment while studying and getting work experience in their field of study were rated lowest in terms of living experience in Australia by international students, 72 per cent and 64 per cent respectively.

Table 5 International undergraduate student living experience, other aspects, 2020 (% positive rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Employment while studying | Improving English skills | Work experience in field of study | Transport | Personal safety on campus | Personal safety off campus | Making friends |
| 72 | 91 | 64 | 80 | 97 | 90 | 80 |

**Accommodation experience**

International undergraduate students rated their accommodation experience in Australia highly with 91 per cent of students rating this aspect of their living experience positively in 2020, as shown by Table 6. Previously, students’ ratings of their accommodation experience had increased steadily from 85 per cent in 2010 to 88 per cent in 2018. Once again, note data for 2020 from the SES are not directly comparable with earlier data for 2010-2018 from the International Student Survey due to differences in data collection methodologies and survey questionnaires.

Table 6 International undergraduate accommodation experience, 2010-2020\* (% positive rating)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2010 | 2012 | 2014 | 2016 | 2018 | 2020 |
| 85 | 87 | 86 | 87 | 88 | 91 |

\* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2020.

The majority of international undergraduate students, 58 per cent, lived in a private rented/house/flat/room, as shown by Table 7. A further 21 per cent of students were living with parents. International undergraduate students rated their current living arrangements very highly with living with parents, with friends or relatives or in university or college halls of residence attracting the highest positive ratings of, 93 per cent, 92 per cent and 91 per cent respectively.

Table 7 International undergraduate student living arrangements and positive ratings, 2020, %

|  |  |  |
| --- | --- | --- |
|  | % of students living in accommodation type | % positive rating of current living arrangements |
| University or college halls of residence | 5 | 91 |
| Student house or flat controlled by university | 4 | 88 |
| Private halls or student hostel | 3 | 86 |
| Private rented house/flat/room | 58 | 90 |
| Homestay with a family not related to you | 4 | 90 |
| Living with parents | 21 | 93 |
| With friends or relatives in their accommodation | 3 | 92 |
| Other | 1 | 90 |

**Visa experience**

In 2020 the overwhelming majority, 96 per cent, of international undergraduate students were studying in Australia through a student visa, as shown by Table 8. The use of temporary graduate visas, 1 per cent and bridging visas, 2 per cent, were much less common ways of studying in Australia.

Table 8 International undergraduate visa arrangements, 2020, %

|  |  |  |  |
| --- | --- | --- | --- |
| Student visa | Temporary graduate visa | Bridging visa | Other |
| 95 | 1 | 3 | 2 |

The overwhelming majority, 86 per cent, of international undergraduate students used an agent when coming to Australia to help them with their visa application or to enrol at an institution, as shown by Table 9. Among those using the services of an agent, 92 per cent of those students rated the service provided by their agent positively.

Table 9 Use of agents to help with visa application or enrolment, 2020, %

|  |  |
| --- | --- |
| Students who used an agent to help with visa application or enrolment (%) | Service provided by agent rated good or very good (% of students who used an agent) |
| 86 | 92 |

**Reasons for choosing to study in Australia**

International students studying in Australia were asked to rate how important a variety of reasons were, in their decision to study in Australia and key reasons are shown in Table 10. International undergraduates’ major reasons for choosing to study in Australia were a mix of educational and social reasons, including the reputation of the qualification and the institution offering the course the student wanted to study, as well as personal safety and security which were all rated as extremely important or important by 96% of respondents. Similarly, high levels of importance, 94 per cent, were attached to the reputation of Australia’s education system, the reputation of the education provider and employment opportunities after completing the course. Also rated as important reasons for wanting to study in Australia by 90 per cent of respondents were the course fee, the opportunity to study in an English-speaking country and the chance to experience a new culture/lifestyle. Notwithstanding differences in survey methodology, the key reasons for wanting to study in Australia have remained broadly similar over time, as shown by Table 10.

Table 10 International undergraduate student reasons for choosing to study in Australia, 2010-2020\* (% importance rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2010 | 2012 | 2014 | 2016 | 2018 | 2020 |
| Reputation of the qualification | 93 | 93 | 94 | 94 | 95 | 96 |
| Institution offered the course I wanted to study | 76 | 84 | 84 | 91 | 92 | 96 |
| Personal safety and security | 93 | 93 | 92 | 93 | 94 | 96 |
| Reputation of Australia’s education system | 89 | 92 | 93 | 94 | 94 | 94 |
| Reputation of the education provider | 90 | 93 | 93 | 93 | 94 | 94 |
| Employment opportunities after completing the course | 76 | 80 | 80 | 81 | 81 | 94 |
| Quality of teaching/research | 96 | 90 | 88 | 90 | 92 | n/a |
| Course fee | 89 | 88 | 87 | 89 | 91 | 90 |
| Opportunity to study in an English-speaking country | 77 | n/a | n/a | n/a | n/a | 90 |
| Chance to experience a new culture/lifestyle | n/a | n/a | n/a | n/a | n/a | 90 |
| Location of the institution | 80 | 84 | 85 | 85 | 87 | 76 |
| Ability to work part-time | n/a | 74 | 76 | 80 | 84 | 76 |
| Weather/climate | n/a | n/a | n/a | n/a | n/a | 68 |
| Possibility of migrating to Australia | 76 | 78 | 77 | 73 | 71 | 65 |
| Institution had a partnership with my local institution | n/a | n/a | n/a | n/a | n/a | 61 |
| Having friends and family already in Australia | 50 | 57 | 55 | n/a | n/a | 56 |

\* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2020.

## The international student experience by source country

Table 11 shows that international undergraduates’ education experience has changed between 2019 and 2020 for the top five student source countries, most likely as a result of changes in teaching and learning arrangements in response to the COVID-19 pandemic. As noted earlier, in general the largest changes in student ratings among international students were in Learner Engagement, Learning Resources and the quality of their entire educational experience and this was also the case among the top five student source countries. For example, student ratings of Learner Engagement declined most among Chinese students by 14 percentage points and Malaysian students by 13 percentage points. Student ratings of Learning Resources declined most among Chinese students by 16 percentage points and among Malaysian students by 11 percentage points. Student ratings of the quality of their entire educational experience declined most among Chinese students by 17 percentage points and among Malaysian students by 16 percentage points.

Table 11 International undergraduate student education experience by source country, 2019-2020 (% positive rating)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | SD 2019 | SD 2020 | LE 2019 | LE 2020 | TQ 2019 | TQ 2020 | SS 2019 | SS 2020 | LR 2019 | LR 2020 | OE 2019 | OE 2020 |
| **China** | 74 | 68 | 52 | 38 | 76 | 68 | 70 | 63 | 88 | 72 | 76 | 59 |
| **India** | 86 | 85 | 71 | 62 | 82 | 81 | 82 | 81 | 84 | 78 | 79 | 72 |
| **Nepal** | 82 | 79 | 67 | 59 | 82 | 78 | 78 | 75 | 79 | 69 | 76 | 65 |
| **Vietnam** | 79 | 76 | 59 | 48 | 80 | 75 | 73 | 70 | 80 | 70 | 73 | 61 |
| **Malaysia** | 80 | 75 | 57 | 44 | 77 | 71 | 72 | 67 | 79 | 68 | 73 | 57 |
| **Total international** | 80 | 76 | 59 | 49 | 78 | 74 | 73 | 71 | 83 | 72 | 75 | 63 |

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

Table 12 shows international undergraduates’ living experience for the top five student source countries. As noted above, data on ratings of living experience refers to international students currently living in Australia and not international students located off-shore. Chinese students rated their overall living experience slightly less favourably with a rating of 89 per cent in comparison with 91 per cent for all international undergraduate students. Other aspects of living experience that Chinese students rated lower than other international students included improving English skills, 83 per cent, accommodation, 90 per cent, transport, 66 per cent, making friends, 77 per cent, and personal safety on and off campus, 94 per cent and 82 per cent respectively. Indian students, in general, rated their living experience more favourably than other international undergraduate students. For example, Indian students had a rating of 94 per cent for their overall living experience, three percentage points above the rating for all international undergraduate students.

Table 12 International undergraduate student living experience by source country, 2020 (% positive rating)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Employment while studying | Improving English skills | Work experience in field of study | Transport | Personal safety on campus | Personal safety off campus | Making friends | Accommodation | Overall living experience |
| China | 69 | 83 | 62 | 66 | 94 | 82 | 77 | 90 | **89** |
| India | 70 | 96 | 62 | 88 | 98 | 94 | 82 | 91 | **94** |
| Nepal | 78 | 96 | 67 | 85 | 98 | 94 | 90 | 91 | **91** |
| Vietnam | 78 | 92 | 71 | 82 | 97 | 91 | 81 | 93 | **91** |
| Malaysia | 67 | 92 | 62 | 84 | 97 | 88 | 78 | 92 | **92** |
| Total international | **72** | **91** | **64** | **80** | **97** | **90** | **80** | 91 | **91** |

In 2020, more than half of international undergraduate students, 58 per cent, reported living in a private rented house/flat/room, A further 21 per cent were living with parents and 5 per cent in university or college halls of residence. While a private rented house/flat/room was the most popular choice for all international students, Chinese students were most likely to reside in a private rented house/flat/room, 64 per cent, compared to 50 per cent of Indian students. Among international students, Nepalese students were most likely to be living with parents, 31 per cent. Indian students were twice as likely than the average for all international students to stay in a homestay with a family not related to them, 8 per cent compared to 4 per cent, as shown by Table 13.

Table 13 International undergraduate student accommodation arrangements by source country, 2020, %

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | University or college halls of residence | Student house or flat controlled by university | Private halls or student hostel | Private rented house/flat/room | Homestay with a family not related to you | Living with parents | With friends or relatives in their accommodation | Other |
| China | 6 | 5 | 4 | 64 | 3 | 13 | 3 | 1 |
| India | 5 | 3 | 2 | 50 | 8 | 29 | 2 | 1 |
| Nepal | 1 | 1 | 0 | 59 | 6 | 31 | 2 | 1 |
| Vietnam | 4 | 2 | 1 | 54 | 7 | 26 | 4 | 1 |
| Malaysia | 10 | 7 | 8 | 52 | 2 | 16 | 4 | 1 |
| Total international | **5** | **4** | **3** | **58** | **4** | **21** | **3** | **1** |

Visa arrangements were broadly similar across the different source countries for international students with the majority holding student visas, 95 per cent, as shown by Table 14.

Table 14 International undergraduate visa arrangements by source country, 2020, %

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Student visa | Temporary graduate visa | Bridging visa | Other |
| China | 95 | 1 | 2 | 2 |
| India | 96 | 0 | 2 | 1 |
| Nepal | 96 | 1 | 3 | 1 |
| Vietnam | 95 | 1 | 3 | 2 |
| Malaysia | 96 | 0 | 2 | 2 |
| Total international | **95** | **1** | **3** | **2** |

Table 15 shows Nepalese students were more likely to use an agent to help with their visa application or enrolment at their institution, 96 per cent, than were international students overall, 86 per cent. On the other hand, Malaysian students were least likely to use an agent, 81 per cent. Despite being more likely to use an agent, Nepalese students had the lowest rating of the service provided by their agent among the top five student source countries at 88 per cent. Vietnamese, Malaysian and Indian students had the highest ratings of the service provided by their agent, 96 per cent, 96 per cent and 94 per cent respectively.

Table 15 Use of agents to help with visa application or enrolment by source country, 2020, %

|  |  |  |
| --- | --- | --- |
|  | Students who used an agent to help with visa application or enrolment (%) | Service provided by agent rated good or very good (% of students who used an agent) |
| China | 87 | 90 |
| India | 90 | 94 |
| Nepal | 96 | 88 |
| Vietnam | 89 | 96 |
| Malaysia | 81 | 96 |
| Total international | 86 | 92 |

International undergraduates studying in Australia from the top five student source countries gave broadly similar reasons for their decision to study in Australia, as shown by Table 16. Students from all top five source countries rated highly the importance of the reputation of the qualification, the institution offering the course they wanted to study and their personal safety and security in their reasons for choosing to study in Australia. For example, 99 per cent of Indian and Nepalese students rated the reputation of the qualification as important in deciding to study in Australia. Chinese students rated employment opportunities after completing their course, 88 per cent, and the course fee, 81 per cent, as being less important in deciding to study in Australia than did students from other top five source countries.

Table 16 International undergraduate student reasons for choosing to study in Australia by source country, 2020 (% importance rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **China** | **India** | **Nepal** | **Vietnam** | **Malaysia** | **Total international** |
| Reputation of the qualification | 94 | 99 | 99 | 95 | 96 | 96 |
| Institution offered the course I wanted to study | 92 | 98 | 99 | 94 | 97 | 96 |
| Personal safety and security | 94 | 98 | 99 | 97 | 97 | 96 |
| Reputation of Australia’s education system | 90 | 98 | 98 | 94 | 94 | 94 |
| Reputation of the education provider | 93 | 98 | 98 | 92 | 95 | 94 |
| Employment opportunities after completing the course | 88 | 99 | 99 | 95 | 96 | 94 |
| Course fee | 81 | 96 | 98 | 91 | 92 | 90 |
| Opportunity to study in an English-speaking country | 87 | 93 | 97 | 95 | 86 | 90 |
| Chance to experience a new culture/lifestyle | 86 | 96 | 96 | 91 | 88 | 90 |
| Location of the institution | 67 | 83 | 89 | 70 | 75 | 76 |
| Ability to work part-time | 55 | 90 | 96 | 75 | 70 | 76 |
| Weather/climate | 64 | 79 | 85 | 58 | 59 | 68 |
| Possibility of migrating to Australia | 42 | 79 | 71 | 63 | 70 | 65 |
| Institution had a partnership with my local institution | 61 | 67 | 76 | 58 | 55 | 61 |
| Having friends and family already in Australia | 46 | 64 | 79 | 48 | 48 | 56 |

## The international student experience by study area

In the 2020 Student Experience Survey National Report (showing results for all students, domestic and international) it was observed study areas experienced broadly similar patterns in the decline in ratings of student experience. These same trends are evident for student ratings of international undergraduate students by study area, as shown by Table 17 International undergraduate student education experience by study area, 2019-2020 (% positive rating) Once again, the report focuses on the larger changes in student ratings among international students occurring in Learner Engagement, Learning Resources and the quality of their entire educational experience of 10 percentage points, 11 percentage points and 12 percentage points respectively across the board. Note, there are a relatively small number of survey responses for international students in some study areas, as shown by Table 28, and caution should be exercised in interpreting changes in student ratings for smaller study areas. The fall in student ratings appears sharper among Architecture and built environment international students with their ratings of Learner Engagement, Learning Resources and the quality of their entire educational experience declining by 15 percentage points, 17 percentage points and 18 percentage points respectively. For example, from above, international students reported a larger fall in ratings for the item ‘Quality of laboratory or studio equipment’ and ‘Quality of teaching spaces’ in Learning Resources and this might be thought more applicable to Architecture and built environment. On the other hand, Veterinary science students have experienced lesser falls in Learner Engagement by 4 percentage points. The same is true of Rehabilitation students with falls of 5 percentage points in Learner Engagement and 4 percentage points in Learning Resources. This suggests study areas that might typically thought to require specialised learning spaces have not universally experienced substantial falls in ratings of their student experience. Teacher education international students, while still reporting declining student ratings, have nevertheless reported lesser falls than students in most other study areas. For example, the decline in Teacher education students’ ratings of Learner Engagement and the quality of their entire educational experience of 4 percentage points and 6 percentage points respectively was lower than occurred for students in most other study areas.

Table 17 International undergraduate student education experience by study area, 2019-2020 (% positive rating)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | SD 2019 | SD 2020 | LE 2019 | LE 2020 | TQ 2019 | TQ 2020 | SS 2019 | SS 2020 | LR 2019 | LR 2020 | OE 2019 | OE 2020 |
| Science and mathematics | 79 | 71 | 55 | 40 | 80 | 73 | 73 | 68 | 87 | 73 | 77 | 60 |
| Computing and information systems | 77 | 73 | 61 | 52 | 76 | 71 | 74 | 70 | 80 | 68 | 73 | 62 |
| Engineering | 78 | 74 | 62 | 48 | 75 | 69 | 72 | 68 | 85 | 69 | 72 | 59 |
| Architecture and built environment | 77 | 72 | 57 | 42 | 76 | 69 | 66 | 60 | 81 | 64 | 72 | 54 |
| Agriculture and environmental studies | 84 | 74 | 61 | 47 | 80 | 71 | 75 | 71 | 86 | 78 | 77 | 65 |
| Health services and support | 82 | 80 | 62 | 48 | 82 | 79 | 76 | 74 | 86 | 76 | 77 | 67 |
| Medicine | 87 | 86 | 72 | 61 | 75 | 69 | 77 | 78 | 78 | 72 | 69 | 53 |
| Nursing | 87 | 81 | 65 | 53 | 80 | 75 | 79 | 76 | 86 | 76 | 74 | 63 |
| Pharmacy | 83 | 77 | 60 | 46 | 76 | 74 | 71 | 72 | 83 | 74 | 74 | 65 |
| Dentistry | 89 | 80 | 58 | 56 | 74 | 71 | 68 | 60 | 75 | 69 | 67 | 46 |
| Veterinary science | 80 | 74 | 56 | 52 | 79 | 74 | 71 | 67 | 82 | 70 | 77 | 52 |
| Rehabilitation | 84 | 81 | 55 | 50 | 80 | 79 | 73 | 71 | 80 | 76 | 76 | 61 |
| Teacher education | 85 | 81 | 57 | 53 | 82 | 78 | 72 | 73 | 78 | 69 | 72 | 66 |
| Business and management | 78 | 75 | 58 | 48 | 78 | 74 | 73 | 71 | 82 | 72 | 77 | 65 |
| Humanities, culture and social sciences | 81 | 76 | 54 | 43 | 84 | 77 | 72 | 71 | 87 | 76 | 77 | 66 |
| Social work | 89 | 84 | 72 | 61 | 88 | 85 | 78 | 75 | 82 | 67 | 82 | 71 |
| Psychology | 84 | 79 | 51 | 39 | 82 | 80 | 75 | 72 | 85 | 78 | 77 | 67 |
| Law and paralegal studies | 80 | 78 | 52 | 43 | 80 | 77 | 69 | 68 | 81 | 75 | 74 | 64 |
| Creative arts | 80 | 73 | 60 | 47 | 80 | 76 | 71 | 65 | 80 | 67 | 76 | 60 |
| Communications | 79 | 78 | 61 | 49 | 81 | 76 | 74 | 70 | 90 | 72 | 78 | 62 |
| Tourism, hospitality, personal services, sport and recreation | 83 | 87 | 66 | 54 | 82 | 86 | 79 | 78 | 83 | 83 | 79 | 78 |
| **Total** | **80** | **76** | **59** | **49** | **78** | **74** | **73** | **71** | **83** | **72** | **75** | **63** |

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

## The international student experience by institution

As was noted earlier in the report, the international student experience has changed appreciably in 2020 as institutions have adapted their teaching and learning arrangements in response to the COVID-19 pandemic. This is also reflected in the variation across institutions in the change in ratings of international student experience between the 2019 SES and 2020 SES, as shown by Table 18, and Table 19. It is important to acknowledge that factors beyond the quality of the student experience, such as course offerings and the composition of the student population, might also impact on student ratings. Where confidence intervals overlap between two institutions there is no significant difference in the change in student ratings in a statistical sense. Refer to **Table 34** through to **Table 37** for a breakdown of domestic and international student populations for each institution by level of study.

**Universities**

From above, changes in the student experience in response to the COVID-19 pandemic appear to have been more keenly felt by international students, at least in some aspects of their experience. This appears to be borne out in results at the institution level. For example, the universities experiencing the largest decline in student rating of the quality of their entire educational experience in 2020 were The University of Melbourne, 31 percentage points, Monash University, 25 percentage points and RMIT University, 21 percentage points. That these are all Victorian universities and the survey was undertaken in August/September 2020 at the height of the lockdown during the second wave of the COVID-19 pandemic in Victoria may, in part, be due to students reacting to the broader COVID-19 environment and its impact on their higher education experience. That said, there were Victorian universities that experienced lower than average falls in student ratings including Victoria University and Federation University, declining by 7 percentage points in both universities.

Other universities that experienced larger than average falls in international student ratings of the quality of their entire educational experience included The Australian National University, 18 percentage points, University of Technology Sydney, Deakin University, and the University of Canberra, 17 percentage points each and The University of Queensland, Swinburne University of Technology and The University of Sydney, 16 percentage points each. On the other hand, international student ratings of the quality of their entire educational experience increased by 1 percentage point at both Edith Cowan University and Southern Cross University.

There were broadly similar patterns in the other areas of the international student experience, Learner Engagement and Learning Resources, most likely affected by changes in teaching and learning arrangements in response to the COVID-19 pandemic. For example, universities that experienced the largest decline in international student ratings of Learner Engagement included Monash University, 26 percentage points, The University of Melbourne, 22 percentage points and The Australian National University, 21 percentage points. Universities that experienced the largest decline in international student ratings of Learning Resources included The University of Melbourne, 31 percentage points, Monash University, 27 percentage points, and RMIT University, 22 percentage points.

Table 18 International undergraduate student experience by university, 2019-2020 (% positive rating, with 90% confidence intervals)\*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | SD 2019 | SD 2020 | LE 2019 | LE 2020 | TQ 2019 | TQ 2020 | SS 2019 | SS 2020 | LR 2019 | LR 2020 | OE 2019 | OE 2020 |
| Australian Catholic University | 86.6 (84.9, 88.0) | 82.5 (81.0, 83.8) | 69.0 (66.9, 70.9) | 57.9 (56.2, 59.6) | 84.1 (82.4, 85.6) | 78.1 (76.5, 79.5) | 79.1 (77.2, 80.9) | 78.4 (76.8, 79.9) | 85.8 (84.1, 87.2) | 78.5 (76.9, 80.0) | 76.5 (74.7, 78.3) | 63.9 (62.2, 65.5) |
| Bond University | 86.7 (81.3, 90.1) | 84.9 (79.7, 88.5) | 68.2 (62.0, 73.6) | 61.2 (55.1, 66.7) | 88.8 (83.8, 91.9) | 80.0 (74.5, 84.2) | 86.1 (80.6, 89.8) | 83.2 (77.6, 87.2) | 93.1 (88.4, 95.5) | 86.8 (81.3, 90.4) | 79.4 (73.6, 83.8) | 78.5 (73.0, 82.8) |
| Central Queensland University | 81.6 (76.0, 85.8) | 77.2 (72.1, 81.3) | 63.6 (57.7, 68.9) | 46.5 (41.2, 51.8) | 82.7 (77.5, 86.7) | 79.9 (75.1, 83.6) | 80.3 (74.6, 84.8) | 72.2 (66.8, 76.8) | 86.2 (81.1, 89.7) | 74.8 (69.2, 79.4) | 77.1 (71.7, 81.5) | 65.2 (59.9, 69.9) |
| Charles Darwin University | 89.0 (85.8, 91.3) | 83.2 (79.2, 86.2) | 64.3 (60.2, 68.1) | 55.3 (50.8, 59.7) | 79.0 (75.2, 82.1) | 74.5 (70.2, 78.2) | 80.3 (76.3, 83.5) | 73.2 (68.7, 77.1) | 85.8 (82.4, 88.4) | 81.8 (77.6, 85.0) | 73.1 (69.2, 76.5) | 66.5 (62.1, 70.5) |
| Charles Sturt University | 80.3 (75.2, 84.3) | 74.6 (68.9, 79.3) | 51.5 (46.2, 56.6) | 51.8 (46.1, 57.4) | 73.1 (67.9, 77.6) | 70.1 (64.4, 75.1) | 69.6 (63.9, 74.5) | 66.9 (60.9, 72.3) | 67.1 (61.6, 72.0) | 70.5 (64.3, 75.7) | 67.8 (62.7, 72.4) | 64.0 (58.3, 69.2) |
| Curtin University | 81.4 (79.0, 83.5) | 78.0 (75.8, 80.0) | 55.9 (53.1, 58.6) | 48.4 (46.0, 50.8) | 78.1 (75.6, 80.3) | 73.5 (71.2, 75.6) | 73.1 (70.3, 75.6) | 70.4 (67.9, 72.8) | 87.4 (85.3, 89.1) | 79.8 (77.6, 81.8) | 74.8 (72.3, 77.1) | 64.8 (62.4, 67.0) |
| Deakin University | 81.8 (80.1, 83.4) | 78.8 (77.4, 80.2) | 58.4 (56.4, 60.4) | 46.0 (44.4, 47.6) | 80.8 (79.1, 82.3) | 74.5 (73.0, 75.9) | 75.5 (73.5, 77.3) | 75.2 (73.6, 76.7) | 90.5 (89.2, 91.7) | 76.1 (74.4, 77.6) | 81.9 (80.3, 83.4) | 65.1 (63.5, 66.6) |
| Edith Cowan University | 85.1 (82.6, 87.1) | 88.4 (86.2, 90.1) | 63.0 (60.1, 65.8) | 61.7 (58.8, 64.5) | 82.0 (79.5, 84.2) | 86.6 (84.3, 88.4) | 78.8 (76.0, 81.3) | 83.7 (81.3, 85.8) | 90.1 (88.0, 91.7) | 90.3 (88.3, 91.9) | 77.6 (75.0, 80.0) | 79.0 (76.5, 81.2) |
| Federation University Australia | 86.2 (80.6, 90.2) | 80.5 (78.3, 82.5) | 72.2 (66.2, 77.3) | 58.8 (56.4, 61.2) | 83.2 (77.6, 87.3) | 76.6 (74.4, 78.6) | 82.5 (76.2, 87.1) | 77.4 (75.0, 79.5) | 87.3 (82.0, 90.9) | 70.0 (67.5, 72.4) | 74.8 (68.9, 79.7) | 67.8 (65.4, 70.1) |
| Flinders University | 82.5 (79.1, 85.3) | 76.2 (74.1, 78.0) | 63.6 (59.7, 67.1) | 56.8 (54.6, 58.9) | 77.3 (73.7, 80.4) | 73.0 (71.0, 74.8) | 78.2 (74.5, 81.3) | 77.5 (75.5, 79.3) | 84.7 (81.4, 87.3) | 76.0 (73.9, 77.8) | 72.9 (69.2, 76.1) | 62.7 (60.6, 64.7) |
| Griffith University | 81.7 (79.4, 83.8) | 77.9 (75.8, 79.8) | 62.4 (59.7, 65.1) | 46.4 (44.1, 48.7) | 80.5 (78.2, 82.7) | 77.8 (75.8, 79.6) | 75.6 (72.9, 78.0) | 77.7 (75.5, 79.7) | 87.4 (85.3, 89.2) | 76.9 (74.7, 78.9) | 80.2 (77.8, 82.3) | 68.2 (66.0, 70.3) |
| James Cook University | 89.0 (84.3, 91.9) | 80.1 (76.0, 83.4) | 74.8 (69.3, 79.3) | 61.4 (56.9, 65.6) | 83.5 (78.4, 87.1) | 78.9 (74.8, 82.2) | 81.0 (75.6, 85.1) | 82.9 (78.9, 86.0) | 86.3 (81.3, 89.7) | 83.5 (79.5, 86.6) | 82.1 (77.0, 85.9) | 71.1 (66.7, 74.8) |
| La Trobe University | 78.8 (76.2, 81.1) | 70.9 (67.9, 73.7) | 58.5 (55.7, 61.2) | 43.4 (40.4, 46.5) | 75.7 (73.1, 78.0) | 67.9 (64.8, 70.7) | 70.6 (67.6, 73.3) | 65.1 (61.8, 68.2) | 86.8 (84.7, 88.7) | 68.6 (65.2, 71.8) | 75.0 (72.4, 77.3) | 61.1 (58.0, 64.1) |
| Macquarie University | 75.9 (74.0, 77.7) | 76.0 (74.1, 77.8) | 52.6 (50.5, 54.6) | 46.2 (44.2, 48.3) | 78.1 (76.3, 79.8) | 74.1 (72.1, 75.9) | 69.0 (66.9, 71.1) | 68.2 (66.0, 70.2) | 83.8 (82.1, 85.3) | 76.1 (74.1, 78.0) | 76.4 (74.6, 78.1) | 66.1 (64.0, 68.0) |
| Monash University | 79.8 (78.7, 80.8) | 66.6 (65.4, 67.9) | 58.4 (57.1, 59.6) | 32.4 (31.2, 33.6) | 78.9 (77.8, 79.9) | 63.7 (62.5, 65.0) | 74.3 (73.1, 75.5) | 60.7 (59.3, 62.1) | 87.0 (86.1, 87.8) | 60.4 (58.9, 61.9) | 75.2 (74.1, 76.2) | 50.6 (49.3, 51.9) |
| Murdoch University | 81.8 (77.5, 85.3) | 81.8 (78.7, 84.4) | 56.4 (51.7, 61.0) | 56.5 (52.9, 59.9) | 84.4 (80.4, 87.5) | 81.4 (78.3, 83.9) | 80.9 (76.3, 84.5) | 75.6 (72.0, 78.6) | 85.6 (81.5, 88.6) | 80.3 (77.0, 83.1) | 77.5 (73.2, 81.1) | 67.6 (64.2, 70.8) |
| Queensland University of Technology | 80.4 (77.6, 82.8) | 74.9 (73.1, 76.7) | 58.0 (54.9, 60.9) | 43.8 (41.9, 45.8) | 77.6 (74.9, 80.1) | 68.9 (67.0, 70.7) | 72.4 (69.2, 75.4) | 65.6 (63.4, 67.6) | 87.8 (85.5, 89.8) | 76.7 (74.8, 78.4) | 72.3 (69.4, 74.9) | 58.9 (56.9, 60.8) |
| RMIT University | 80.1 (78.7, 81.5) | 75.0 (73.4, 76.5) | 60.6 (58.9, 62.2) | 46.0 (44.3, 47.7) | 76.3 (74.8, 77.8) | 72.1 (70.4, 73.6) | 69.5 (67.7, 71.1) | 62.3 (60.4, 64.1) | 86.5 (85.2, 87.6) | 64.5 (62.5, 66.4) | 76.3 (74.8, 77.6) | 55.8 (54.1, 57.5) |
| Southern Cross University | 79.3 (74.9, 82.8) | 84.1 (79.8, 87.2) | 49.5 (44.9, 54.1) | 44.8 (40.0, 49.8) | 80.5 (76.3, 83.8) | 87.6 (83.6, 90.3) | 78.5 (74.0, 82.2) | 82.2 (77.6, 85.6) | 75.8 (71.3, 79.6) | 77.9 (72.8, 82.0) | 74.3 (69.9, 78.0) | 75.5 (70.8, 79.3) |
| Swinburne University of Technology | 80.1 (77.8, 82.2) | 75.5 (73.2, 77.5) | 66.6 (64.1, 69.0) | 48.2 (45.7, 50.7) | 79.4 (77.1, 81.4) | 69.4 (67.0, 71.7) | 76.2 (73.6, 78.5) | 69.8 (67.3, 72.2) | 81.6 (79.4, 83.7) | 61.7 (58.8, 64.5) | 76.7 (74.4, 78.9) | 61.2 (58.7, 63.6) |
| The Australian National University | 80.1 (77.7, 82.3) | 70.7 (68.0, 73.1) | 56.4 (53.7, 59.2) | 35.4 (32.9, 38.0) | 80.2 (77.8, 82.3) | 70.4 (67.8, 72.8) | 73.2 (70.4, 75.8) | 60.9 (57.9, 63.8) | 85.9 (83.7, 87.8) | 69.0 (66.1, 71.8) | 74.7 (72.2, 77.0) | 57.0 (54.4, 59.7) |
| The University of Adelaide | 72.6 (70.4, 74.7) | 74.8 (72.7, 76.8) | 51.8 (49.5, 54.1) | 47.1 (44.9, 49.4) | 73.6 (71.4, 75.5) | 73.0 (70.9, 74.9) | 67.5 (65.0, 69.9) | 71.6 (69.3, 73.8) | 80.3 (78.3, 82.1) | 75.5 (73.2, 77.5) | 71.2 (69.0, 73.2) | 63.0 (60.8, 65.1) |
| The University of Melbourne | 76.1 (74.0, 78.1) | 64.4 (62.2, 66.6) | 48.3 (46.1, 50.6) | 26.1 (24.2, 28.1) | 80.3 (78.4, 82.1) | 62.1 (59.9, 64.3) | 68.0 (65.5, 70.3) | 58.7 (56.2, 61.1) | 85.4 (83.6, 87.0) | 54.2 (51.7, 56.8) | 72.3 (70.2, 74.3) | 41.4 (39.3, 43.7) |
| The University of Notre Dame Australia | 91.4 (82.7, 94.2) | 81.5 (71.2, 86.0) | 80.0 (70.4, 85.3) | 74.1 (63.8, 80.0) | 85.7 (76.4, 89.9) | 81.5 (71.2, 86.0) | 82.8 (71.3, 88.6) | 84.6 (74.0, 88.7) | 85.7 (76.4, 89.9) | 96.0 (86.0, 97.1) | 82.9 (73.4, 87.6) | 77.8 (67.5, 83.0) |
| The University of Queensland | 81.5 (79.9, 83.1) | 73.7 (71.6, 75.6) | 55.9 (54.0, 57.9) | 38.5 (36.5, 40.7) | 79.3 (77.6, 80.9) | 71.1 (69.0, 73.1) | 71.3 (69.2, 73.2) | 67.4 (65.1, 69.6) | 86.0 (84.5, 87.4) | 77.3 (75.2, 79.2) | 76.1 (74.3, 77.7) | 59.9 (57.8, 62.0) |
| The University of South Australia | 80.6 (78.6, 82.4) | 77.7 (75.8, 79.4) | 55.2 (52.9, 57.5) | 51.7 (49.7, 53.7) | 80.2 (78.2, 81.9) | 77.1 (75.3, 78.8) | 76.0 (73.7, 78.1) | 75.3 (73.2, 77.2) | 89.7 (88.1, 91.0) | 81.7 (79.9, 83.3) | 76.5 (74.5, 78.4) | 66.9 (64.9, 68.7) |
| The University of Sydney | 78.4 (76.6, 80.1) | 69.9 (68.0, 71.7) | 49.7 (47.6, 51.7) | 37.6 (35.7, 39.6) | 75.3 (73.4, 77.0) | 68.5 (66.5, 70.3) | 61.7 (59.5, 63.8) | 55.4 (53.2, 57.6) | 83.8 (82.2, 85.3) | 70.7 (68.6, 72.7) | 70.7 (68.8, 72.5) | 55.0 (53.0, 57.0) |
| The University of Western Australia | 80.5 (75.8, 84.3) | 73.1 (68.2, 77.3) | 59.3 (54.1, 64.3) | 52.0 (47.0, 56.9) | 81.0 (76.4, 84.7) | 78.4 (73.8, 82.2) | 75.5 (70.4, 79.9) | 72.7 (67.7, 77.1) | 85.8 (81.5, 89.1) | 79.5 (75.0, 83.4) | 79.5 (74.9, 83.4) | 66.5 (61.6, 71.0) |
| Torrens University | 81.9 (77.4, 85.3) | 79.0 (77.2, 80.7) | 54.0 (49.2, 58.7) | 47.0 (45.0, 49.1) | 79.8 (75.3, 83.3) | 76.0 (74.1, 77.7) | 73.8 (68.6, 78.1) | 68.0 (65.9, 70.1) | 70.3 (65.4, 74.7) | 64.1 (61.7, 66.3) | 73.7 (69.1, 77.5) | 64.8 (62.7, 66.7) |
| University of Canberra | 79.8 (75.9, 83.0) | 74.5 (71.3, 77.3) | 64.2 (60.0, 68.0) | 47.3 (44.0, 50.6) | 80.3 (76.6, 83.4) | 75.7 (72.6, 78.4) | 77.0 (72.9, 80.5) | 71.6 (68.2, 74.6) | 84.2 (80.6, 87.0) | 78.5 (75.4, 81.3) | 77.6 (73.8, 80.8) | 60.9 (57.6, 64.1) |
| University of Divinity | n/a | 91.2 (82.6, 93.6) | n/a | 63.6 (54.1, 71.1) | n/a | 94.1 (86.0, 95.8) | n/a | 96.8 (88.2, 97.8) | n/a | 83.3 (72.8, 88.3) | n/a | 85.3 (76.3, 89.1) |
| University of New England | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| University of New South Wales | 70.3 (68.4, 72.1) | 70.5 (68.8, 72.1) | 50.9 (49.1, 52.8) | 41.3 (39.6, 43.0) | 69.4 (67.6, 71.1) | 70.0 (68.3, 71.6) | 65.3 (63.2, 67.3) | 64.4 (62.5, 66.2) | 83.5 (81.9, 84.8) | 71.5 (69.7, 73.3) | 64.4 (62.6, 66.1) | 56.9 (55.1, 58.6) |
| University of Newcastle | 77.9 (75.2, 80.4) | 72.6 (68.8, 76.0) | 60.8 (57.8, 63.7) | 42.8 (39.0, 46.8) | 79.0 (76.3, 81.3) | 66.8 (62.9, 70.4) | 74.7 (71.7, 77.4) | 70.9 (66.8, 74.6) | 85.3 (82.9, 87.4) | 77.6 (73.8, 80.9) | 73.7 (70.9, 76.2) | 60.1 (56.1, 63.8) |
| University of Southern Queensland | 90.7 (87.5, 92.8) | 80.4 (76.6, 83.4) | 62.7 (58.5, 66.5) | 49.8 (45.8, 53.8) | 83.1 (79.4, 85.9) | 79.0 (75.2, 82.0) | 84.7 (81.0, 87.5) | 80.8 (76.9, 83.9) | 86.9 (83.4, 89.4) | 73.6 (69.4, 77.2) | 80.9 (77.2, 83.7) | 70.1 (66.2, 73.6) |
| University of Tasmania | 79.7 (76.6, 82.2) | 73.0 (70.2, 75.6) | 62.9 (59.7, 66.0) | 43.6 (40.7, 46.5) | 79.8 (76.9, 82.2) | 73.1 (70.3, 75.6) | 73.2 (69.7, 76.3) | 72.5 (69.5, 75.3) | 77.2 (74.1, 79.8) | 69.6 (66.4, 72.6) | 72.6 (69.6, 75.4) | 62.9 (59.9, 65.7) |
| University of Technology Sydney | 76.4 (74.7, 78.0) | 68.7 (66.4, 70.9) | 59.2 (57.4, 60.9) | 42.9 (40.6, 45.3) | 72.8 (71.2, 74.4) | 61.8 (59.4, 64.1) | 69.0 (67.2, 70.8) | 60.4 (57.8, 62.8) | 86.8 (85.4, 88.0) | 67.2 (64.7, 69.5) | 73.2 (71.6, 74.7) | 55.9 (53.5, 58.2) |
| University of the Sunshine Coast | 81.3 (78.2, 83.9) | 75.6 (72.9, 77.8) | 58.8 (55.3, 62.1) | 48.9 (46.3, 51.7) | 75.4 (72.1, 78.2) | 73.6 (70.9, 75.9) | 73.3 (69.7, 76.5) | 74.8 (71.9, 77.3) | 78.9 (75.8, 81.6) | 72.9 (70.0, 75.3) | 73.6 (70.3, 76.5) | 65.0 (62.3, 67.5) |
| University of Wollongong | 78.2 (75.2, 80.9) | 74.3 (71.7, 76.6) | 62.3 (59.0, 65.3) | 49.4 (46.7, 52.1) | 77.8 (74.9, 80.4) | 73.2 (70.7, 75.5) | 75.8 (72.5, 78.7) | 74.0 (71.3, 76.4) | 85.6 (82.9, 87.7) | 72.9 (70.0, 75.4) | 73.2 (70.1, 75.9) | 62.5 (59.8, 65.0) |
| Victoria University | 80.4 (78.0, 82.6) | 82.8 (80.8, 84.7) | 67.3 (64.7, 69.8) | 62.1 (59.6, 64.5) | 80.4 (78.1, 82.5) | 80.2 (78.1, 82.1) | 71.5 (68.7, 74.1) | 72.5 (70.0, 74.8) | 82.0 (79.6, 84.0) | 68.9 (66.2, 71.4) | 76.2 (73.7, 78.4) | 69.4 (67.1, 71.7) |
| Western Sydney University | 84.8 (82.9, 86.4) | 78.7 (76.4, 80.6) | 60.3 (58.1, 62.5) | 51.4 (48.9, 53.8) | 79.4 (77.4, 81.2) | 75.3 (73.1, 77.4) | 78.5 (76.3, 80.4) | 75.8 (73.5, 78.0) | 83.9 (82.0, 85.5) | 74.3 (71.9, 76.5) | 72.9 (70.8, 74.8) | 65.1 (62.7, 67.4) |
| **All Universities** | **79.7 (79.3, 80.1)** | **74.8 (74.4, 75.1)** | **58.1 (57.7, 58.5)** | **45.4 (45.0, 45.8)** | **78.2 (77.8, 78.5)** | **72.1 (71.8, 72.5)** | **72.6 (72.2, 73.1)** | **69.0 (68.6, 69.4)** | **85.3 (85.0, 85.7)** | **72.0 (71.6, 72.4)** | **74.7 (74.3, 75.0)** | **60.8 (60.4, 61.2)** |

n/a = result not available, fewer than 25 survey responses received.

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

**Non-university higher education institutions (NUHEIs)**

Since the number of international students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data for NUHEIs shown in this report use pooled data for two survey years, the same as shown on the QILT website. That is, pooled estimates for the 2019 SES and 2020 SES would have the effect of diluting any impact on student ratings due to COVID-19. Nevertheless, Table 19 shows the change in international student ratings between pooled estimates for the 2018 and 2019 SES and pooled estimates for the 2019 and 2020 SES. Unsurprisingly, the change in international student ratings using this measure is lower for NUHEIs than for universities, falling by 4 percentage points for the quality of their entire educational experience and 3 percentage points for Learner Engagement. NUHEIs that experienced the largest fall in international student ratings of the quality of their entire educational experience included INSEARCH, 14 percentage points, ACAP and NCPS, 12 percentage points and the William Angliss Institute, 11 percentage points. NUHEIs that experienced the largest fall in international student ratings of Learner Engagement included the Australian College of Theology Limited, 19 percentage points, Endeavour College of Natural Health, 12 percentage points and Academy of Information Technology, 11 percentage points.

Table 19 International undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2018-19 and 2019-20 (% positive rating, with 90% confidence intervals)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | SD 2019 ’18-19 | SD 2020 ’19-20 | LE 2019 ’18-19 | LE 2020 ’19-20 | TQ 2019 ’18-19 | TQ 2020 ’19-20 | SS 2019 ’18-19 | SS 2020 ’19-20 | LR 2019 ’18-19 | LR 2020 ’19-20 | OE 2019 ’18-19 | OE 2020 ’19-20 |
| Academies Australasia Polytechnic Pty Limited |  | 76.7 (70.9, 81.5) |  | 44.9 (39.1, 50.9) |  | 74.5 (68.7, 79.2) |  | 59.2 (52.8, 65.2) |  | 66.7 (60.3, 72.3) |  | 59.9 (53.8, 65.5) |
| Academy of Information Technology | 74.5 (69.6, 78.6) | 69.3 (65.7, 72.6) | 59.5 (54.4, 64.3) | 48.3 (44.7, 52.0) | 72.4 (67.5, 76.6) | 66.2 (62.6, 69.5) | 67.1 (61.8, 71.9) | 60.3 (56.4, 64.0) | 61.9 (56.5, 66.9) | 55.1 (51.1, 59.0) | 64.6 (59.5, 69.1) | 59.1 (55.5, 62.6) |
| ACAP and NCPS | 87.3 (80.9, 90.6) | 79.1 (73.8, 83.0) | 57.8 (50.8, 64.2) | 60.7 (55.3, 65.6) | 81.3 (74.5, 85.4) | 75.9 (70.7, 79.9) | 76.3 (68.7, 81.5) | 70.2 (64.2, 75.1) | 80.3 (73.2, 84.9) | 76.8 (70.8, 81.3) | 81.3 (74.5, 85.4) | 69.2 (63.9, 73.7) |
| Alphacrucis College | 90.7 (85.3, 94.0) | 88.3 (83.4, 91.5) | 67.0 (60.1, 73.0) | 66.7 (60.7, 72.0) | 91.1 (85.8, 94.2) | 94.7 (90.8, 96.7) | 76.9 (69.8, 82.5) | 85.8 (80.5, 89.6) | 81.1 (74.4, 86.0) | 81.4 (75.6, 85.8) | 89.3 (83.9, 92.7) | 89.4 (84.8, 92.4) |
| Asia Pacific International College |  | 76.8 (69.5, 82.4) |  | 67.1 (59.6, 73.5) |  | 79.5 (72.4, 84.7) |  | 78.8 (71.4, 84.2) |  | 75.0 (67.5, 80.9) |  | 72.6 (65.2, 78.6) |
| Australian Academy of Music and Performing Arts | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Australian College of Theology Limited | 95.5 (88.9, 96.7) | 90.0 (82.0, 92.9) | 84.4 (76.9, 88.0) | 65.0 (56.1, 72.0) | 97.7 (91.7, 98.2) | 95.0 (87.7, 96.6) | 97.7 (91.7, 98.2) | 97.4 (90.4, 98.3) | 97.6 (91.2, 98.3) | 100.0 (92.6, 100.0) | 97.8 (91.9, 98.2) | 92.5 (84.8, 94.8) |
| Australian Institute of Higher Education |  | 75.3 (72.7, 77.6) |  | 59.6 (56.9, 62.2) |  | 75.1 (72.6, 77.4) |  | 71.8 (69.1, 74.3) |  | 66.0 (63.1, 68.7) |  | 64.5 (61.8, 67.0) |
| Avondale University College | 88.0 (82.6, 90.9) | 91.6 (87.5, 93.6) | 74.7 (68.6, 79.2) | 74.1 (69.0, 78.0) | 86.7 (81.3, 89.8) | 88.0 (83.6, 90.5) | 88.8 (83.3, 91.6) | 88.5 (84.0, 91.0) | 84.3 (78.7, 87.8) | 84.1 (79.4, 87.1) | 80.7 (74.9, 84.6) | 78.7 (73.8, 82.2) |
| Box Hill Institute | 84.2 (79.3, 87.7) | 81.5 (77.2, 84.9) | 71.1 (65.9, 75.7) | 65.2 (60.5, 69.4) | 83.2 (78.4, 86.8) | 82.2 (78.0, 85.5) | 78.0 (72.5, 82.4) | 75.1 (70.4, 79.2) | 76.4 (71.1, 80.8) | 76.0 (71.3, 79.9) | 81.3 (76.5, 85.0) | 76.9 (72.6, 80.5) |
| Canberra Institute of Technology | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Chisholm Institute | 82.8 (78.6, 85.9) | 86.8 (82.7, 89.6) | 59.6 (55.2, 63.8) | 61.7 (56.9, 66.1) | 73.2 (68.7, 76.9) | 74.7 (70.0, 78.4) | 76.4 (71.6, 80.2) | 79.4 (74.5, 83.1) | 62.3 (57.7, 66.6) | 59.9 (54.7, 64.6) | 67.8 (63.5, 71.7) | 65.6 (60.8, 69.8) |
| Christian Heritage College | n/a | n/a | 50.0 (36.5, 63.5) | n/a | 96.2 (84.4, 99.2) | n/a | n/a | n/a | 96.3 (85.0, 99.2) | n/a | 82.1 (68.9, 89.7) | n/a |
| CIC Higher Education |  | 79.7 (75.9, 82.7) |  | 54.6 (50.7, 58.5) |  | 84.8 (81.5, 87.3) |  | 81.1 (77.3, 84.0) |  | 74.4 (70.0, 78.1) |  | 79.1 (75.6, 82.0) |
| Collarts (Australian College of the Arts) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Curtin College | 76.0 (71.3, 79.9) | 75.2 (72.0, 78.1) | 53.2 (48.6, 57.8) | 50.9 (47.6, 54.2) | 79.3 (75.0, 82.8) | 77.5 (74.4, 80.1) | 81.1 (76.6, 84.7) | 79.7 (76.5, 82.4) | 82.9 (78.6, 86.2) | 77.6 (74.3, 80.4) | 72.1 (67.7, 76.0) | 68.6 (65.4, 71.6) |
| Deakin College | 75.6 (72.8, 78.1) | 73.8 (71.7, 75.8) | 53.6 (50.7, 56.5) | 50.2 (48.0, 52.4) | 77.9 (75.2, 80.2) | 75.5 (73.5, 77.4) | 72.2 (69.1, 74.9) | 72.4 (70.1, 74.5) | 85.2 (82.7, 87.2) | 80.0 (78.0, 81.8) | 79.1 (76.5, 81.3) | 72.7 (70.7, 74.6) |
| Edith Cowan College | 83.8 (78.0, 87.9) | 82.6 (79.3, 85.3) | 67.8 (61.6, 73.2) | 66.8 (63.2, 70.0) | 75.5 (69.3, 80.4) | 80.1 (76.8, 82.8) | 72.0 (65.2, 77.6) | 74.3 (70.5, 77.6) | 84.0 (78.2, 88.0) | 85.0 (81.8, 87.4) | 76.5 (70.6, 81.2) | 74.6 (71.2, 77.5) |
| Elite Education Institute |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Endeavour College of Natural Health | 85.0 (77.5, 89.4) | 85.5 (78.1, 89.9) | 59.7 (51.6, 66.9) | 47.7 (40.1, 55.5) | 79.0 (71.3, 84.3) | 81.3 (73.7, 86.2) | 70.7 (62.2, 77.3) | 74.6 (66.2, 80.8) | 61.3 (53.2, 68.4) | 66.7 (57.4, 74.3) | 82.3 (74.8, 87.0) | 78.5 (70.9, 83.8) |
| Engineering Institute of Technology |  | 74.1 (62.4, 81.4) |  | 62.1 (51.5, 70.6) |  | 81.5 (69.9, 87.3) |  | 81.5 (69.9, 87.3) |  | 59.3 (48.0, 68.8) |  | 82.8 (72.1, 87.8) |
| Equals International |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Excelsia College | 90.5 (85.4, 92.8) | 89.1 (86.5, 90.9) | 75.3 (69.8, 79.1) | 69.3 (66.0, 72.1) | 96.2 (92.1, 97.1) | 91.3 (88.9, 92.8) | 88.9 (83.4, 91.6) | 86.2 (83.3, 88.2) | 92.0 (87.1, 94.0) | 80.0 (76.7, 82.6) | 86.4 (81.5, 89.0) | 80.0 (77.1, 82.3) |
| Eynesbury College | 60.9 (56.3, 65.1) | 64.8 (61.2, 68.0) | 49.6 (45.3, 53.9) | 46.6 (43.3, 50.0) | 66.9 (62.4, 70.8) | 70.7 (67.3, 73.6) | 70.7 (66.0, 74.6) | 72.0 (68.3, 75.1) | 81.0 (76.6, 84.0) | 77.8 (74.4, 80.4) | 83.6 (79.7, 86.1) | 75.0 (71.8, 77.6) |
| Griffith College | 78.7 (73.6, 82.9) | 75.6 (72.1, 78.7) | 55.8 (50.5, 61.0) | 51.9 (48.3, 55.6) | 78.4 (73.4, 82.5) | 75.2 (71.8, 78.3) | 76.9 (71.6, 81.3) | 76.3 (72.7, 79.5) | 80.7 (75.8, 84.6) | 72.7 (69.0, 76.1) | 80.7 (76.1, 84.5) | 70.7 (67.3, 73.9) |
| Holmes Institute | 72.6 (70.7, 74.3) | 76.7 (74.5, 78.7) | 56.6 (54.7, 58.4) | 59.6 (57.2, 61.8) | 67.3 (65.5, 69.1) | 72.5 (70.2, 74.5) | 57.8 (55.7, 59.8) | 68.2 (65.8, 70.5) | 50.2 (48.2, 52.2) | 56.8 (54.3, 59.2) | 65.6 (63.8, 67.4) | 68.9 (66.7, 71.0) |
| Holmesglen Institute | 81.5 (79.0, 83.7) | 83.3 (80.9, 85.4) | 64.0 (61.1, 66.7) | 62.5 (59.7, 65.2) | 75.2 (72.6, 77.6) | 77.7 (75.1, 79.9) | 64.0 (61.0, 66.8) | 71.9 (69.0, 74.6) | 74.1 (71.4, 76.6) | 74.0 (71.2, 76.5) | 67.4 (64.6, 70.0) | 64.8 (62.0, 67.4) |
| Ikon Institute of Australia |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| INSEARCH | 78.1 (75.7, 80.2) | 70.7 (67.9, 73.3) | 58.6 (56.0, 61.1) | 49.8 (47.0, 52.7) | 80.3 (78.0, 82.2) | 71.0 (68.3, 73.6) | 72.8 (70.2, 75.2) | 69.6 (66.6, 72.4) | 89.6 (87.8, 91.1) | 75.7 (72.9, 78.3) | 81.6 (79.4, 83.5) | 67.4 (64.7, 70.0) |
| International College of Hotel Management | 91.8 (87.6, 93.8) | 91.3 (86.1, 93.7) | 79.2 (74.2, 82.7) | 75.9 (69.8, 80.4) | 89.1 (84.7, 91.5) | 94.0 (89.4, 95.8) | 88.5 (83.8, 91.1) | 91.3 (86.1, 93.7) | 75.5 (70.1, 79.5) | 84.2 (78.0, 88.1) | 89.1 (84.7, 91.5) | 89.2 (83.9, 91.9) |
| International College of Management, Sydney | 80.1 (77.2, 82.6) | 79.3 (76.5, 81.6) | 64.1 (60.9, 67.1) | 67.5 (64.5, 70.2) | 79.1 (76.2, 81.6) | 79.0 (76.3, 81.3) | 72.1 (68.8, 75.1) | 74.1 (71.0, 76.7) | 71.9 (68.7, 74.8) | 72.1 (69.0, 74.9) | 77.6 (74.7, 80.1) | 75.2 (72.4, 77.7) |
| Kaplan Business School | 80.9 (78.8, 82.8) | 81.9 (79.8, 83.8) | 63.0 (60.6, 65.3) | 61.1 (58.6, 63.5) | 82.8 (80.8, 84.5) | 84.3 (82.3, 86.0) | 84.4 (82.3, 86.1) | 85.0 (82.9, 86.8) | 77.7 (75.4, 79.7) | 76.2 (73.7, 78.5) | 84.3 (82.4, 86.0) | 82.8 (80.8, 84.6) |
| Kaplan Higher Education Pty Ltd | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Kent Institute Australia | 75.5 (71.5, 78.9) | 77.4 (75.0, 79.6) | 72.0 (68.2, 75.3) | 66.4 (64.0, 68.8) | 76.8 (73.1, 80.0) | 77.4 (75.1, 79.5) | 81.3 (77.5, 84.4) | 77.9 (75.5, 80.1) | 73.2 (69.3, 76.7) | 70.0 (67.4, 72.4) | 72.2 (68.5, 75.6) | 67.8 (65.3, 70.1) |
| King's Own Institute | 84.1 (82.8, 85.3) | 77.5 (75.9, 79.0) | 68.1 (66.5, 69.6) | 62.2 (60.5, 63.8) | 86.0 (84.7, 87.1) | 80.3 (78.8, 81.6) | 76.8 (75.2, 78.2) | 75.2 (73.5, 76.8) | 80.3 (78.8, 81.6) | 75.3 (73.6, 76.8) | 82.8 (81.5, 84.0) | 74.0 (72.4, 75.4) |
| La Trobe College Australia | 80.3 (75.3, 84.2) | 79.3 (75.8, 82.2) | 63.2 (57.9, 68.0) | 55.5 (51.8, 59.1) | 78.4 (73.6, 82.4) | 79.2 (75.9, 82.0) | 79.1 (73.8, 83.3) | 78.3 (74.7, 81.4) | 85.4 (80.7, 88.8) | 77.7 (74.0, 80.8) | 79.4 (74.6, 83.3) | 74.1 (70.7, 77.1) |
| LCI Melbourne | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Le Cordon Bleu Australia | 77.0 (70.3, 82.1) | 79.3 (73.9, 83.4) | 60.2 (53.2, 66.6) | 57.1 (51.4, 62.6) | 78.4 (71.9, 83.2) | 77.7 (72.4, 81.9) | 70.6 (63.5, 76.4) | 69.5 (63.6, 74.5) | 66.7 (59.7, 72.7) | 67.2 (61.3, 72.4) | 71.6 (64.8, 77.1) | 70.0 (64.4, 74.8) |
| Leaders Institute |  | 100.0 (96.3, 99.8) |  | 94.0 (89.0, 95.7) |  | 100.0 (96.3, 99.8) |  | 100.0 (96.3, 99.8) |  | 98.5 (94.3, 98.9) |  | 98.5 (94.4, 98.9) |
| Macleay College | 82.1 (71.1, 88.8) | 83.5 (78.1, 87.4) | 72.1 (61.3, 80.2) | 64.0 (58.3, 69.1) | 90.0 (80.3, 94.7) | 88.0 (83.2, 91.2) | 84.2 (73.3, 90.6) | 80.5 (74.8, 84.8) | 87.2 (76.8, 92.7) | 80.9 (74.9, 85.4) | 83.7 (73.7, 89.7) | 81.6 (76.6, 85.4) |
| Marcus Oldham College |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |  | n/a |
| Melbourne Institute of Technology | 82.7 (80.9, 84.4) | 80.2 (78.1, 82.1) | 69.8 (67.8, 71.8) | 66.8 (64.6, 69.0) | 83.9 (82.1, 85.4) | 79.8 (77.7, 81.6) | 81.4 (79.5, 83.1) | 76.1 (73.8, 78.1) | 83.9 (82.1, 85.5) | 74.3 (72.0, 76.4) | 84.1 (82.4, 85.6) | 74.5 (72.4, 76.5) |
| Melbourne Polytechnic | 82.7 (80.3, 84.7) | 80.6 (78.3, 82.6) | 59.6 (56.8, 62.2) | 56.4 (53.9, 59.0) | 79.8 (77.4, 81.9) | 79.7 (77.5, 81.7) | 77.2 (74.5, 79.6) | 76.8 (74.3, 79.0) | 77.1 (74.5, 79.4) | 72.1 (69.5, 74.5) | 79.6 (77.3, 81.7) | 76.2 (73.9, 78.3) |
| Moore Theological College | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| National Art School | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Newcastle International College |  | 83.3 (71.0, 90.2) |  | 46.7 (34.8, 59.1) |  | 82.8 (70.0, 89.9) |  | 64.3 (50.8, 75.3) |  | 89.7 (77.7, 94.8) |  | 76.7 (63.9, 85.1) |
| Ozford Institute of Higher Education |  | 82.8 (70.6, 89.3) |  | 48.4 (37.4, 59.6) |  | 77.4 (65.6, 84.8) |  | 82.8 (70.6, 89.3) |  | 65.4 (51.8, 76.1) |  | 77.4 (65.6, 84.8) |
| Perth Bible College | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Photography Studies College (Melbourne) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Polytechnic Institute Australia Pty Ltd |  | 85.7 (77.1, 91.0) |  | 56.1 (46.5, 65.2) |  | 80.0 (70.7, 86.5) |  | 79.6 (70.2, 86.3) |  | 76.8 (67.4, 83.7) |  | 79.3 (70.3, 85.7) |
| SAE Institute | 82.5 (78.7, 85.3) | 82.6 (79.3, 85.1) | 75.1 (71.2, 78.3) | 70.9 (67.4, 74.0) | 84.7 (81.1, 87.2) | 82.4 (79.2, 84.9) | 86.9 (83.1, 89.5) | 85.0 (81.7, 87.5) | 83.9 (80.1, 86.6) | 80.8 (77.2, 83.5) | 79.3 (75.5, 82.2) | 69.6 (66.0, 72.7) |
| South Australian Institute of Business and Technology | 78.5 (73.5, 82.6) | 77.3 (74.2, 80.0) | 58.5 (53.3, 63.5) | 54.8 (51.5, 58.0) | 79.4 (74.6, 83.1) | 78.1 (75.1, 80.6) | 79.2 (74.0, 83.3) | 79.2 (76.1, 81.9) | 87.8 (83.3, 90.8) | 86.4 (83.7, 88.6) | 77.4 (72.7, 81.3) | 71.5 (68.5, 74.3) |
| SP Jain School of Management | 82.8 (77.5, 86.6) | 91.6 (89.0, 93.1) | 74.4 (69.0, 78.8) | 85.8 (83.0, 87.9) | 69.7 (63.9, 74.7) | 86.9 (84.1, 88.9) | 68.1 (62.1, 73.2) | 86.2 (83.2, 88.2) | 47.5 (41.7, 53.4) | 74.8 (71.2, 77.8) | 52.0 (46.4, 57.5) | 75.1 (71.8, 77.8) |
| Stott's Colleges | 82.1 (79.5, 84.3) | 81.3 (78.9, 83.3) | 65.2 (62.3, 67.9) | 65.4 (62.9, 67.8) | 80.8 (78.3, 83.0) | 82.7 (80.6, 84.6) | 75.1 (72.2, 77.7) | 74.5 (71.9, 76.8) | 65.2 (62.3, 68.1) | 61.7 (59.0, 64.3) | 80.2 (77.7, 82.4) | 77.2 (74.9, 79.3) |
| Study Group Australia Pty Limited | 76.8 (71.1, 81.4) | 76.6 (69.4, 82.0) | 52.3 (46.4, 58.1) | 54.3 (47.2, 61.2) | 80.0 (74.6, 84.1) | 85.0 (78.6, 89.1) | 73.8 (67.8, 78.7) | 87.5 (80.8, 91.5) | 79.7 (74.1, 84.0) | 84.9 (78.0, 89.3) | 74.6 (69.0, 79.3) | 72.8 (65.8, 78.4) |
| Sydney College of Divinity | 100.0 (89.5, 100.0) | n/a | 72.0 (57.8, 81.9) | n/a | 100.0 (89.5, 100.0) | n/a | 84.0 (70.3, 91.0) | n/a | 92.0 (79.4, 96.4) | n/a | 96.0 (84.2, 98.8) | n/a |
| Sydney Institute of Business and Technology | 77.9 (70.3, 83.6) | 78.2 (72.9, 82.4) | 61.2 (53.6, 68.1) | 57.0 (51.6, 62.0) | 72.0 (64.4, 78.1) | 72.4 (67.1, 76.8) | 76.0 (68.1, 82.1) | 73.2 (67.6, 77.9) | 83.3 (76.2, 88.2) | 83.2 (78.3, 86.9) | 81.2 (74.3, 86.1) | 81.6 (77.0, 85.2) |
| Tabor College of Higher Education | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| TAFE NSW | 84.7 (82.3, 86.6) | 79.9 (77.9, 81.7) | 62.5 (59.7, 65.2) | 55.5 (53.2, 57.7) | 83.1 (80.7, 85.1) | 78.2 (76.2, 80.0) | 69.1 (66.1, 71.8) | 69.6 (67.3, 71.8) | 64.7 (61.8, 67.4) | 62.1 (59.7, 64.4) | 76.1 (73.5, 78.4) | 68.8 (66.6, 70.8) |
| TAFE Queensland | 86.8 (79.3, 90.7) | 82.3 (75.9, 86.5) | 81.8 (74.2, 86.5) | 77.4 (71.1, 82.0) | 85.2 (77.6, 89.4) | 81.9 (75.8, 86.0) | 82.0 (73.6, 87.1) | 73.1 (66.1, 78.5) | 83.3 (75.6, 87.8) | 83.5 (77.3, 87.6) | 83.6 (76.1, 88.0) | 82.1 (76.1, 86.2) |
| TAFE South Australia | 81.0 (75.1, 84.9) | 84.3 (78.4, 88.1) | 63.8 (57.4, 69.2) | 73.4 (67.3, 78.2) | 78.8 (72.8, 82.9) | 89.1 (83.9, 92.1) | 72.4 (65.8, 77.4) | 84.3 (78.1, 88.4) | 75.9 (69.8, 80.4) | 85.4 (79.7, 89.0) | 76.3 (70.2, 80.6) | 81.9 (76.2, 85.8) |
| The Australian College of Physical Education | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| The Australian Institute of Music | 83.7 (78.0, 87.4) | 78.9 (73.7, 82.7) | 62.1 (56.3, 67.2) | 56.4 (51.2, 61.3) | 79.3 (73.7, 83.3) | 79.5 (74.6, 83.2) | 81.7 (75.6, 85.8) | 77.1 (71.7, 81.3) | 76.7 (70.8, 81.0) | 80.2 (74.8, 84.1) | 73.7 (68.1, 78.0) | 75.9 (71.0, 79.8) |
| The JMC Academy | 90.1 (85.8, 92.6) | 85.6 (80.7, 88.9) | 78.0 (73.0, 81.8) | 67.7 (62.2, 72.5) | 92.7 (88.9, 94.8) | 89.3 (84.9, 92.0) | 91.3 (87.0, 93.8) | 88.1 (83.1, 91.2) | 80.2 (75.1, 83.9) | 74.1 (68.5, 78.7) | 88.2 (83.9, 90.9) | 77.6 (72.4, 81.6) |
| Think Education | 79.1 (75.0, 82.4) | 73.3 (67.3, 78.1) | 57.8 (53.3, 62.1) | 54.8 (48.9, 60.5) | 77.9 (73.7, 81.2) | 81.1 (75.4, 85.0) | 64.1 (59.2, 68.4) | 65.5 (58.8, 71.2) | 61.5 (56.8, 65.8) | 62.8 (56.3, 68.5) | 68.1 (63.6, 71.9) | 75.3 (69.4, 79.7) |
| Universal Business School Sydney | 85.4 (82.4, 87.8) | 82.9 (79.7, 85.7) | 69.7 (66.3, 72.9) | 70.2 (66.8, 73.4) | 88.5 (85.8, 90.6) | 84.7 (81.8, 87.2) | 77.6 (74.1, 80.7) | 79.8 (76.3, 82.7) | 72.6 (69.1, 75.9) | 76.7 (73.1, 79.8) | 82.3 (79.3, 84.8) | 81.2 (78.1, 83.8) |
| UOW College | 75.7 (67.8, 81.8) | 72.8 (66.7, 77.9) | 55.8 (47.9, 63.4) | 52.0 (46.1, 57.9) | 72.0 (64.0, 78.5) | 69.2 (63.1, 74.5) | 69.0 (60.6, 76.0) | 70.4 (63.9, 75.9) | 78.1 (70.2, 83.9) | 77.9 (71.9, 82.5) | 71.4 (63.6, 77.8) | 68.3 (62.4, 73.4) |
| VIT (Victorian Institute of Technology) | 75.1 (73.4, 76.6) | 76.5 (74.7, 78.1) | 67.3 (65.6, 68.9) | 67.8 (66.0, 69.5) | 76.9 (75.3, 78.3) | 78.9 (77.2, 80.4) | 76.4 (74.7, 77.9) | 77.4 (75.6, 79.0) | 71.7 (70.0, 73.3) | 70.9 (69.0, 72.6) | 76.8 (75.3, 78.2) | 75.0 (73.3, 76.5) |
| Wentworth Institute of Higher Education | 82.9 (78.8, 86.0) | 82.0 (77.6, 85.3) | 74.7 (70.6, 78.2) | 70.1 (65.5, 74.0) | 85.1 (81.3, 87.9) | 86.4 (82.5, 89.2) | 80.9 (76.7, 84.2) | 81.3 (76.8, 84.7) | 78.4 (74.1, 81.8) | 75.9 (71.2, 79.8) | 84.3 (80.6, 87.0) | 74.4 (70.0, 78.1) |
| Whitehouse Institute of Design, Australia | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| William Angliss Institute | 82.4 (79.3, 85.0) | 79.4 (75.9, 82.3) | 55.5 (51.9, 59.0) | 55.6 (51.8, 59.2) | 77.2 (73.9, 80.0) | 74.1 (70.5, 77.2) | 75.2 (71.5, 78.4) | 75.5 (71.6, 78.9) | 72.0 (68.5, 75.1) | 69.7 (65.8, 73.2) | 76.9 (73.6, 79.7) | 66.0 (62.4, 69.4) |
| **All NUHEIs** | **80.3 (79.8, 80.7)** | **79.0 (78.5, 79.4)** | **63.7 (63.1, 64.2)** | **60.7 (60.3, 61.2)** | **79.6 (79.1, 80.0)** | **79.0 (78.6, 79.4)** | **74.6 (74.0, 75.1)** | **75.8 (75.3, 76.3)** | **74.3 (73.8, 74.9)** | **72.8 (72.3, 73.3)** | **77.6 (77.1, 78.0)** | **73.0 (72.6, 73.5)** |

n/a = result not available, fewer than 25 survey responses received.

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

## The international student experience by sector

Table 20 shows international student ratings of the learning experience in both the higher education and vocational education and training (VET) sectors. At the outset, it is important to note differences in survey methodologies between the sectors. Survey items and response categories are not directly comparable across sectors. Significantly, the SES surveys current higher education students about their experience in the current survey year. On the other hand, the Student Outcomes Survey (SOS) surveys graduates of VET courses who completed their course in the year prior to the survey. This means the 2020 SOS results are unlikely to have been impacted by the COVID-19 pandemic to the same extent as the 2020 SES results. As noted above, differences in survey methodologies means that comparison across sectors at a point in time needs to be undertaken with caution, However, it will be important to observe how the student experience changes over time in each sector. Monitoring changes in the student experience over time overcomes, to some extent, issues concerning differences in survey methodologies.

While noting differences in survey methodologies, higher education international undergraduate students rated their overall education experience lower in both 2019, 75 per cent, and 2020, 63 per cent, than did VET international graduates in 2019, 84 per cent and 2020, 84 per cent. VET international graduates’ ratings of their overall education experience were unchanged between 2019 and 2020 and it will be important to monitor results in future years to discern whether the student experience in VET has been impacted by the COVID-19 pandemic to the same extent as the higher education sector. Similarly, higher education international undergraduate students rated their Teaching Quality lower in both 2019, 78 per cent, and 2020, 74 per cent, than did VET international graduates in 2019, 82 per cent and 2020, 81 per cent. Once again, it will be important to monitor the student experience of Teaching Quality in the VET sector in future years to discern whether this has been impacted by the COVID-19 pandemic. 71 per cent of higher education international undergraduate students rated their Student Support positively in 2020, which was lower than the 77 per cent rating given by VET international graduates. More importantly, this establishes a baseline for monitoring changes in ratings of Student Support over time across sectors.

Table 20 International student education experience by sector, 2019 and 2020\* (% positive rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Teaching Quality 2019 | Teaching Quality 2020 | Student Support 2019 | Student Support 2020 | Overall education experience 2019 | Overall education experience 2020 |
| Higher education undergraduate | 78 | 74 | 73 | 71 | 75 | 63 |
| Vocational education and training | 82 | 81 | n/a | 77 | 84 | 84 |

\* See Appendix 4 for sources and methods used in compiling data from the Student Experience Survey and Student Outcomes Survey

In 2020, 91 per cent of higher education international undergraduate students rated their overall living experience in Australia positively. As shown in Table 21, this was slightly higher than VET international graduates who rated their overall living experience at 90 per cent. Higher education students also rated their accommodation arrangements more highly, 91 per cent, than did VET international graduates, 84 per cent. Higher education students and VET international graduates rated employment while studying equally at 72 per cent. VET international graduates rated making friends more highly, 85 per cent, than higher education students, 80 per cent. 92 per cent of VET international graduates rated their personal safety positively. By way of comparison, 97 per cent of higher education students rated their personal safety on campus positively with a lower proportion, 90 per cent, rating their personal safety off campus positively. While differences in survey methodologies mean that caution is warranted in interpreting differences in student ratings across sectors, nevertheless it will be important to monitor changes in student ratings over time.

Table 21 International student living experience by sector, 2020\* (% positive rating)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Accommodation | Personal safety on campus | Personal safety off campus | Making friends | Employment while studying | Overall living experience |
| Higher education **undergraduate** | 91 | 97 | 90 | 80 | 72 | 91 |
| Vocational education and training | 84 | 92 | 92 | 85 | 72 | 90 |

\* See Appendix 4 for sources and methods used in compiling data from the Student Experience Survey and Student Outcomes Survey

The majority of international students in both the higher education and vocational education and training sectors resided in a private rented house/flat/room while studying, 58 per cent and 64 per cent respectively, as shown by Table 22.

Table 22 International student accommodation arrangements by sector, 2020, %

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Private rented house/flat/room | Living with parents, friends or relatives | Purpose built student accommodation\* | Homestay with unrelated family | Other |
| Higher education undergraduate | 58 | 25 | 9 | 4 | 5 |
| Vocational education and training | 64 | 17 | 10 | 4 | 6 |

\* See Appendix 4 for sources and methods used in compiling data from the Student Experience Survey and Student Outcomes Survey

International students in both the higher education and VET sectors placed emphasis on similar factors when choosing where to study, as shown in Table 23. Personal safety and security was rated as one of the most important factors by both groups, including by 98 per cent of VET international graduates and by 96 per cent of higher education international students. Note, there was no item rating the importance of the quality of teaching in the SES instrument.

Table 23 International student reasons for choosing to study in Australia by sector, 2020\* (% importance rating)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Quality of teaching | Reputation of the qualification | Personal safety and security | Reputation of Australia’s education system | Reputation of the education provider |
| Higher education undergraduate | n/a | 96 | 96 | 94 | 94 |
| Vocational education and training | 98 | 97 | 98 | 96 | 96 |

\* See Appendix 4 for sources and methods used in compiling data from the Student Experience Survey and Student Outcomes Survey

## International comparisons

The SES has been designed to enable benchmarking against similar student surveys conducted in other national contexts.

The quality of the entire educational experience item in the SES, for example, is similar to the ‘overall experience’ question in the National Survey of Student Engagement (NSSE).[[1]](#footnote-1) The NSSE collects information on student participation from first year and senior year students in programs and activities that institutions provide for their personal development. In 2020, the NSSE was administered to 343,000 students from 521 institutions, a subset of institutions in the USA which number more than 2,500.[[2]](#footnote-2) If the institutions that participate in NSSE differ from those that do not, the results will not necessarily reflect an unbiased estimate of student ratings at the overall sector level.

In the United Kingdom (UK), the National Student Survey (NSS) has an overall satisfaction item measured on a five-point Likert-type response scale.[[3]](#footnote-3) The NSS is administered mostly to final year undergraduates and is run across all publicly funded higher education institutions in England, Wales, Northern Ireland and Scotland,[[4]](#footnote-4) reducing the potential for non-random selection inherent in the NSSE.

International comparisons show international students in Australia rate their experience lower than their counterparts studying in other countries. The SES shows international students in Australia rated their overall educational experience at 75 per cent in 2019, falling to 63 per cent in 2020 with the impact of the COVID-19 pandemic. These results are lower than those recorded for international students in the USA at 84 per cent (2017 and 2018 combined, latest available data as shown by the National Survey of Student Engagement - NSSE) and the United Kingdom at 83 per cent (2019, as shown by the National Student Survey - NSS). It is important to remember these results do not account for potential differences in the composition of the respective undergraduate student populations, methodological differences between the three surveys, timing differences between the surveys or cultural differences in responding to surveys. Nevertheless, these results establish a baseline for measuring changes in the experience of international students over time in different countries.

# Appendix 1: Methodology

## 1.1 Methodological Summary

### 1.1.1 Overview

The target population for the SES is commencing and later-year on-shore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions. In 2020, the scope of the survey was extended to include students who intended to be on-shore at the time of the survey but instead studied off-shore due to government-imposed travel restrictions preventing students from entering the country due to the COVID-19 pandemic.

Strata for the SES are defined based on institution, study area (45), course level (undergraduate or postgraduate coursework) and stage of studies (i.e. commencing or later-year).

Given a desire to report stratum-level results at a level of precision of ±7.5 percentage points at a 90 per cent level of confidence, the SES is effectively a census of commencing and later year students, with the exception of universities offering a generalist degree, such as the University of Melbourne and University of Western Australia.

Typically, records conforming to the target population definition are extracted from the national HEIMS Submission 1 Student File, with individual institutions asked to confirm that the selected students are still current and to provide relevant contact details. However, this year that process was unable to be followed due to the delayed implementation of the new Tertiary Collection of Student Information (TCSI) platform for submission of data traditionally submitted via HEIMS. For 2020, all sample for the SES was submitted to the Social Research Centre via a template. To reduce the burden on institutions, only the minimum data required to run the survey was provided and the remaining information backfilled from a HEIMS extract during data processing, once the submission was finalised. For more detailed information about this process, please refer to the 2020 SES Methodological Report available on the QILT website.

Table 24 provides a summary of the 2020 SES. A total of 217,403 students from 122 institutions were approached to participate in the SES. From a final in-scope sample of 203,637 students, responses were received from a total of 86,729 students which equated to 87,491 valid course level survey responses once combined and double degrees were taken into account. This represents an overall response rate of 42.6 per cent.

Table 24 2020 SES operational overview: international undergraduate and postgraduate coursework

|  |  |  |  |
| --- | --- | --- | --- |
| Project element | Universities | NUHEIs | Total |
| Number of participating institutions | 41 | 81 | 122 |
| Number of students approached | 178,360 | 39,043 | 217,403 |
| Final 'in-scope' sample | 167,112 | 36,525 | 203,637 |
| Number of completed surveys (unique student respondents) | 71,232 | 15,497 | 86,729 |
| Number of completed surveys (student respondents **per unique course enrolment**) | 71,270 | 15,531 | 86,801 |
| Number of completed surveys (**student responses per course component** – double degrees counted per component response) | 71,957 | 15,534 | 87,491 |
| Overall response rate | 42.6% | 42.4% | 42.6% |
| Analytic unit | Course | Course | Course |
| Data collection period | August-October | August-October | August-October |
| Mode of data collection | Online | Online | Online |

A time series operational overview for SES implementations dating back to 2013 is available in the additional tables associated with this report available from the QILT Website as listed in Appendix 7.

### 1.1.2 Data collection

The main online survey took place in August 2020, with a secondary collection in September 2020 for trimester institutions and institutions with delayed term start dates caused by the COVID-19 pandemic. A number of institutions commissioned post-main online fieldwork telephone reminder calls to boost participation, which extended data collection for these institutions until the end of October.

A broad range of promotional materials was provided to institutions to raise awareness of the SES and encourage participation amongst the target population.

The contact strategy for the 2020 SES featured an email invitation to complete the survey, followed by nine reminder emails and two to three SMS reminders.

Refer to the 2020 SES Methodological Report for further information on target population definition, sample design, sampling processes, response rate calculation for QILT surveys, response maximisation strategies and data preparation processes.

## 1.2 Response rate by institution

Table 25 **SES international response rate by institution** shows 2019 and 2020 SES international student response rates by institution. Whilst the overall response rate in 2020 was 42.6 per cent, institutional response rates ranged from 0.0 per cent to 100.0 per cent. Across universities, the response rates ranged between a high of 67.0 per cent and a low of 26.6 per cent.

**Table 25 SES international response rate by institution**

|  |  |  |
| --- | --- | --- |
| Institution | 2019 Response Rate | 2020 Response Rate |
| Academies Australasia Polytechnic Pty Limited | n/a | 29.2 |
| Academy of Information Technology | 44.3 | 46.2 |
| ACAP and NCPS | 58.8 | 59.4 |
| Alphacrucis College | 31.9 | 37.7 |
| Asia Pacific International College | n/a | 34.1 |
| Australian Academy of Music and Performing Arts | 40.0 | 87.5 |
| Australian Catholic University | 46.8 | 57.2 |
| Australian College of Nursing | 35.7 | 38.0 |
| Australian College of Theology Limited | 67.1 | 60.0 |
| Australian Institute of Business Pty Ltd | 15.8 | 51.9 |
| Australian Institute of Higher Education | n/a | 40.6 |
| Australian Institute of Management Education & Training | n/a | 42.9 |
| Australian Institute of Professional Counsellors | n/a | 0.0 |
| Avondale University College | 57.8 | 63.1 |
| Bond University | 42.6 | 41.7 |
| Box Hill Institute | 36.4 | 44.2 |
| Central Queensland University | 37.4 | 47.4 |
| Charles Darwin University | 44.7 | 43.7 |
| Charles Sturt University | 36.1 | 33.5 |
| Chisholm Institute | 55.1 | 47.1 |
| Christian Heritage College | 32.6 | 40.0 |
| CIC Higher Education | n/a | 44.5 |
| Collarts (Australian College of the Arts) | 66.7 | 41.9 |
| Curtin College | 38.6 | 39.4 |
| Curtin University | 40.0 | 46.2 |
| Deakin College | 43.5 | 46.3 |
| Deakin University | 39.3 | 47.2 |
| Eastern College Australia | n/a | 67.9 |
| Edith Cowan College | 35.1 | 56.7 |
| Edith Cowan University | 42.7 | 52.4 |
| Elite Education Institute | n/a | 18.8 |
| Endeavour College of Natural Health | 38.6 | 53.5 |
| Engineering Institute of Technology | n/a | 65.6 |
| Equals International | n/a | 53.8 |
| Excelsia College | 64.1 | 52.5 |
| Eynesbury College | 64.9 | 66.2 |
| Federation University Australia | 35.3 | 41.2 |
| Flinders University | 44.4 | 60.5 |
| Governance Institute of Australia | n/a | 100.0 |
| Griffith College | 18.4 | 37.6 |
| Griffith University | 30.1 | 43.0 |
| Holmes Institute | 35.7 | 25.9 |
| Holmesglen Institute | 33.4 | 50.1 |
| Ikon Institute of Australia | n/a | 61.1 |
| INSEARCH | 14.1 | 43.5 |
| International College of Hotel Management | 52.5 | 70.6 |
| International College of Management, Sydney | 56.9 | 49.1 |
| James Cook University | 47.0 | 47.7 |
| Jazz Music Institute | n/a | 0.0 |
| Kaplan Business School | 43.4 | 44.8 |
| Kaplan Higher Education Pty Ltd | 36.6 | 36.4 |
| Kent Institute Australia | 32.2 | 37.4 |
| King's Own Institute | 53.8 | 46.4 |
| La Trobe College Australia | 30.8 | 37.5 |
| La Trobe University | 33.9 | 42.3 |
| LCI Melbourne | 63.2 | 66.7 |
| Le Cordon Bleu Australia | 42.7 | 32.6 |
| Leaders Institute | n/a | 60.7 |
| Macleay College | 25.6 | 45.0 |
| Macquarie University | 41.2 | 52.5 |
| Marcus Oldham College | n/a | 100.0 |
| Melbourne Institute of Technology | 43.1 | 44.1 |
| Melbourne Polytechnic | 39.4 | 41.3 |
| Monash University | 41.8 | 40.0 |
| Montessori World Educational Institute (Australia) | n/a | 0.0 |
| Moore Theological College | 85.7 | 57.1 |
| Morling College | 100.0 | 25.0 |
| Murdoch University | 40.4 | 45.9 |
| Nan Tien Institute | 34.8 | 78.6 |
| National Art School | n/a | 66.7 |
| Newcastle International College | n/a | 36.5 |
| Ozford Institute of Higher Education | n/a | 44.3 |
| Perth Bible College | 25.0 | 50.0 |
| Photography Studies College (Melbourne) | 44.4 | 55.6 |
| Polytechnic Institute Australia Pty Ltd | n/a | 22.6 |
| Queensland University of Technology | 25.1 | 52.4 |
| RMIT University | 32.6 | 37.8 |
| SAE Institute | 53.6 | 61.8 |
| South Australian Institute of Business and Technology | 37.5 | 51.0 |
| Southern Cross University | 35.8 | 51.0 |
| SP Jain School of Management | 47.3 | 79.7 |
| Stott's College | 42.3 | 40.1 |
| Study Group Australia Pty Limited | 39.3 | 41.7 |
| Swinburne University of Technology | 39.0 | 51.2 |
| Sydney College of Divinity | 40.3 | 33.3 |
| Sydney Institute of Business and Technology | 32.7 | 56.6 |
| Tabor College of Higher Education | n/a | 100.0 |
| TAFE NSW | 40.1 | 48.0 |
| TAFE Queensland | 51.3 | 53.6 |
| TAFE South Australia | 55.2 | 44.6 |
| The Australian College of Physical Education | 40.0 | 10.0 |
| The Australian Institute of Music | 55.9 | 53.3 |
| The Australian National University | 28.2 | 38.3 |
| The Cairnmillar Institute | 44.4 | 16.7 |
| The JMC Academy | 42.9 | 53.3 |
| The University of Adelaide | 49.7 | 52.6 |
| The University of Melbourne | 46.3 | 49.3 |
| The University of Notre Dame Australia | 55.1 | 56.6 |
| The University of Queensland | 33.3 | 30.9 |
| The University of South Australia | 38.5 | 48.0 |
| The University of Sydney | 24.0 | 28.6 |
| The University of Western Australia | 28.4 | 26.6 |
| Think Education | 57.6 | 44.4 |
| Torrens University | 48.8 | 52.3 |
| Universal Business School Sydney | 30.9 | 36.6 |
| University of Canberra | 37.1 | 43.2 |
| University of Divinity | 63.2 | 67.0 |
| University of New England | 36.3 | 47.8 |
| University of New South Wales | 40.4 | 37.6 |
| University of Newcastle | 39.0 | 31.4 |
| University of Southern Queensland | 49.9 | 52.6 |
| University of Tasmania | 49.7 | 49.2 |
| University of Technology Sydney | 40.4 | 34.4 |
| University of the Sunshine Coast | 48.1 | 65.4 |
| University of Wollongong | 42.5 | 56.5 |
| UOW College | 27.4 | 44.6 |
| Victoria University | 45.8 | 40.3 |
| VIT (Victorian Institute of Technology) | 50.8 | 55.7 |
| Wentworth Institute of Higher Education | 54.7 | 55.8 |
| Western Sydney University | 42.8 | 37.3 |
| Whitehouse Institute of Design, Australia | 48.0 | 52.9 |
| William Angliss Institute | 38.2 | 39.9 |

A time series view of response rate by institution is available from the QILT Website in the additional tables associated with this report as listed in Appendix 7.

## 1.3 Data representativeness

In terms of minimising Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the SES are representative of the target population, respondent characteristics are presented alongside population parameters in Table 26 and Table 27.

As has been the case in previous surveys in the series, it is evident that many of the characteristics of respondents in 2020 very closely match those of the target population for both international undergraduate and postgraduate coursework students, especially with respect to age, home language and disability status.

Whilst students who speak a language other than English at home are typically less likely to participate in similar surveys, for the SES, there is a surprisingly small under-representation of this group for undergraduates, with home language other than English under-represented in the responding sample by 1.9 percentage points, relative to population parameters. For postgraduate coursework students this pattern is also evident with an under-representation of 3.5 percentage points for students who speak a language other than English at home.

The largest potential source of non-response bias is in relation to stage of studies, followed by gender. Later year students are under-represented in the responding undergraduate sample by 8.1 percentage points. The under-representation of later year students is less pronounced for postgraduate coursework students at 6.2 percentage points. Male students were also under-represented in the undergraduate sample 6.8 percentage points. While still slightly under-represented in the postgraduate coursework sample, it was far less at 3.7 percentage points. The under-representation of later year students and males in 2020 suggests that this should be considered as an area for renewed response maximisation focus in 2021.

Undergraduate students born in China were also less likely to respond by 6.6 percentage points. This was even higher for postgraduate coursework students, with Chinese born students under-represented by 7.6 percentage points. There was good representation across all other source countries that make up the top 5 – India, Nepal, Vietnam and Malaysia.

Younger undergraduate students are also somewhat less likely to respond, with those under 25 years of age under-represented by around 1.5 percentage points in 2020. Postgraduate coursework students under the age of 25 are under-represented by 2.8 percentage points. There is a corresponding over-representation of older students, with postgraduate coursework students aged 30-39 over-represented by 2.5 percentage points. This same age group of undergraduate students are over-represented by 1.0 percentage point.

Disability status is highly representative. International undergraduate students with and without a reported disability are perfectly represented in the sample. Similarly, disability status within the postgraduate coursework student sample was also well represented with no reported disability only under-represented by 0.1 percentage points.

Table 26 2020 International undergraduate SES response characteristics and population parameters by subgroup\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Group/subgroup | In-scope population: n | In-scope population: % | SES respondents: n | SES respondents: % |
| Stage of studies | Commencing | 40,071 | 42.0 | 18,057 | 50.1 |
| Stage of studies | Later Year\*\* | 55,315 | 58.0 | 17,979 | 49.9 |
| Gender | Male | 48,966 | 52.0 | 16,096 | 45.2 |
| Gender | Female | 45,218 | 48.0 | 19,525 | 54.8 |
| Age | Under 25 | 77,706 | 85.5 | 29,023 | 84.0 |
| Age | 25 to 29 | 9,227 | 10.1 | 3,618 | 10.5 |
| Age | 30 to 39 | 3,576 | 3.9 | 1,697 | 4.9 |
| Age | 40 and over | 420 | 0.5 | 209 | 0.6 |
| Country of birth | China | 27,686 | 29.0 | 8,078 | 22.4 |
| Country of birth | India | 10,434 | 10.9 | 3,958 | 11.0 |
| Country of birth | Nepal | 12,015 | 12.6 | 5,509 | 15.3 |
| Country of birth | Vietnam | 5,432 | 5.7 | 2,066 | 5.7 |
| Country of birth | Malaysia | 4,844 | 5.1 | 2,050 | 5.7 |
| Home language | English | 34,146 | 35.8 | 13,587 | 37.7 |
| Home language | Other | 61,240 | 64.2 | 22,449 | 62.3 |
| Disability | Disability reported | 1,515 | 1.6 | 560 | 1.6 |
| Disability | No disability reported | 93,871 | 98.4 | 35,476 | 98.4 |
| Study mode† | Internal/Mixed study mode | 86,202 | 91.5 | 33,192 | 93.2 |
| Study mode† | External study mode | 8,009 | 8.5 | 2,440 | 6.8 |
| Total | Total | **95,386** | **100.0** | **36,036** | **100.0** |

\*Some subgroups many not add to 100 per cent due to missing data.

\*\*Later year includes Middle year students where for NUHEIs, a census was conducted (refer to 2020 SES Methodological Report for more details).

† Institutions took different approaches in reporting students’ mode of study in 2020 with only a small number updating the mode of study to reflect the shift to online, therefore the figures presented here most likely reflect students’ intentions rather than their actual mode of study in 2020.

Table 27 International postgraduate coursework SES response characteristics and population parameters by subgroup\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Group/subgroup | In-scope population: n | In-scope population: % | SES respondents: n | SES respondents: % |
| Stage of studies | Commencing | 45,630 | 37.4 | 22,139 | 43.6 |
| Stage of studies | Later Year\*\* | 76,387 | 62.6 | 28,626 | 56.4 |
| Gender | Male | 62,810 | 51.7 | 24,239 | 48.0 |
| Gender | Female | 58,639 | 48.3 | 26,264 | 52.0 |
| Age | Under 25 | 59,509 | 51.5 | 23,526 | 48.7 |
| Age | 25 to 29 | 41,318 | 35.8 | 17,185 | 35.6 |
| Age | 30 to 39 | 12,947 | 11.2 | 6,640 | 13.7 |
| Age | 40 and over | 1,759 | 1.5 | 980 | 2.0 |
| Country of birth | China | 38,521 | 31.6 | 12,171 | 24.0 |
| Country of birth | India | 40,306 | 33.0 | 17,554 | 34.6 |
| Country of birth | Nepal | 9,548 | 7.8 | 4,371 | 8.6 |
| Country of birth | Vietnam | 2,583 | 2.1 | 1,180 | 2.3 |
| Country of birth | Malaysia | 1,392 | 1.1 | 628 | 1.2 |
| Home language | English | 37,691 | 30.9 | 17,441 | 34.4 |
| Home language | Other | 84,326 | 69.1 | 33,324 | 65.6 |
| Disability | Disability reported | 1,183 | 1.0 | 557 | 1.1 |
| Disability | No disability reported | 120,834 | 99.0 | 50,208 | 98.9 |
| Study mode† | Internal/Mixed study mode | 109,858 | 90.4 | 46,287 | 91.6 |
| Study mode† | External study mode | 11,614 | 9.6 | 4,227 | 8.4 |
| Total | Total | **122,017** | **100.0** | **50,765** | **100.0** |

\*Some subgroups many not add to 100 per cent due to missing data.

\*\*Later year includes Middle year students where for NUHEIs a census was conducted (refer to 2020 SES Methodological Report for more details).

† Institutions took different approaches in reporting students’ mode of study in 2020 with only a small number updating the mode of study to reflect the shift to online, therefore the figures presented here most likely reflect students’ intentions rather than their actual mode of study in 2020.

Again, consistent with previous surveys in the series, the largest difference between achieved sample and the population parameters was observed in relation to the Business and management study area for undergraduate and postgraduate coursework students (6.2 percentage points and 4.6 percentage points respectively). Much smaller differences between the responding sample and population parameters were observed in other study areas for undergraduate and for postgraduate coursework students.

In 2020, the largest study area in the international undergraduate population was Business and management with 36.6 per cent. Computing and information systems with 15.8 per cent was the second highest overall. Engineering and Nursing were equal third largest overall with 9.1 per cent each. In total, these four study areas constitute 70.6 per cent of the international undergraduate SES higher education population.

The international postgraduate coursework population was also dominated by Business and management students, representing 42.9 per cent of the population, followed by Computing and information systems with 21.7 per cent and Engineering with 9.5 per cent. Together, these three study areas contribute 74.1 per cent of the total international postgraduate coursework population.

Table 28 2020 International undergraduate SES student response characteristics and population parameters by study area

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Study area | In-scope population: n | In-scope population: % | SES respondents: n | SES respondents: % |
| Science and mathematics | 5,830 | 6.0 | 2,335 | 6.4 |
| Computing and Information Systems | 15,290 | 15.8 | 5,650 | 15.4 |
| Engineering | 8,823 | 9.1 | 3,214 | 8.8 |
| Architecture and built environment | 3,153 | 3.3 | 1,219 | 3.3 |
| Agriculture and environmental studies | 432 | 0.4 | 176 | 0.5 |
| Health services and support | 2,525 | 2.6 | 1,297 | 3.5 |
| Medicine | 434 | 0.4 | 235 | 0.6 |
| Nursing | 8,798 | 9.1 | 4,631 | 12.7 |
| Pharmacy | 551 | 0.6 | 272 | 0.7 |
| Dentistry | 269 | 0.3 | 134 | 0.4 |
| Veterinary science | 285 | 0.3 | 119 | 0.3 |
| Rehabilitation | 627 | 0.6 | 288 | 0.8 |
| Teacher education | 1,731 | 1.8 | 882 | 2.4 |
| Business and management | 35,429 | 36.6 | 11,126 | 30.4 |
| Humanities, culture and social sciences | 4,631 | 4.8 | 1,566 | 4.3 |
| Social work | 1,293 | 1.3 | 571 | 1.6 |
| Psychology | 966 | 1.0 | 490 | 1.3 |
| Law and paralegal studies | 534 | 0.6 | 227 | 0.6 |
| Creative arts | 2,824 | 2.9 | 1,203 | 3.3 |
| Communications | 2,212 | 2.3 | 868 | 2.4 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 252 | 0.3 | 80 | 0.2 |
| **Total** | **96,889** | **100.0** | **36,583** | **100.0** |

Table 29 2020 International postgraduate coursework SES student response characteristics and population parameters by study area

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Study area | In-scope population: n | In-scope population: % | SES respondents: n | SES respondents: % |
| Science and mathematics | 3,530 | 2.9 | 1,777 | 3.5 |
| Computing and Information Systems | 26,540 | 21.7 | 10,408 | 20.4 |
| Engineering | 11,660 | 9.5 | 5,222 | 10.3 |
| Architecture and built environment | 3,741 | 3.1 | 1,747 | 3.4 |
| Agriculture and environmental studies | 1,284 | 1.0 | 672 | 1.3 |
| Health services and support | 3,783 | 3.1 | 2,100 | 4.1 |
| Medicine | 857 | 0.7 | 350 | 0.7 |
| Nursing | 1,546 | 1.3 | 847 | 1.7 |
| Pharmacy | 149 | 0.1 | 85 | 0.2 |
| Dentistry | 227 | 0.2 | 87 | 0.2 |
| Veterinary science | 175 | 0.1 | 70 | 0.1 |
| Rehabilitation | 437 | 0.4 | 207 | 0.4 |
| Teacher education | 4,666 | 3.8 | 2,402 | 4.7 |
| Business and management | 52,501 | 42.9 | 19,477 | 38.3 |
| Humanities, culture and social sciences | 3,330 | 2.7 | 1,681 | 3.3 |
| Social work | 2,273 | 1.9 | 1,308 | 2.6 |
| Psychology | 210 | 0.2 | 118 | 0.2 |
| Law and paralegal studies | 1,574 | 1.3 | 711 | 1.4 |
| Creative arts | 1,632 | 1.3 | 714 | 1.4 |
| Communications | 1,882 | 1.5 | 830 | 1.6 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 355 | 0.3 | 95 | 0.2 |
| **Total** | **122,352** | **100.0** | **50,908** | **100.0** |

Further to the under-representation of males, and other groups identified above, in the achieved SES sample, the impact of post stratification weighting based on stratum variables has been reviewed each year since 2014.

Post stratification weighting has consistently been found to not significantly affect the results at a national level. To minimise complexity for the reader and maintain consistency with previous National Reports, SES data is presented without applying weights.

**Table 30 International undergraduate student population parameters and response characteristics by university, 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | In-scope population: n | In-scope population: % | SES respondents: n | SES respondents: % |
| Australian Catholic University | 1,677 | 1.8 | 969 | 2.6 |
| Bond University | 340 | 0.4 | 121 | 0.3 |
| Central Queensland University | 441 | 0.5 | 155 | 0.4 |
| Charles Darwin University | 540 | 0.6 | 206 | 0.6 |
| Charles Sturt University | 426 | 0.4 | 139 | 0.4 |
| Curtin University | 1,943 | 2.0 | 715 | 2.0 |
| Deakin University | 3,551 | 3.7 | 1,476 | 4.0 |
| Edith Cowan University | 1,334 | 1.4 | 500 | 1.4 |
| Federation University Australia | 1,840 | 1.9 | 691 | 1.9 |
| Flinders University | 1,068 | 1.1 | 627 | 1.7 |
| Griffith University | 2,288 | 2.4 | 828 | 2.3 |
| James Cook University | 472 | 0.5 | 197 | 0.5 |
| La Trobe University | 1,518 | 1.6 | 486 | 1.3 |
| Macquarie University | 1,978 | 2.1 | 878 | 2.4 |
| Monash University | 7,338 | 7.7 | 2,687 | 7.3 |
| Murdoch University | 838 | 0.9 | 340 | 0.9 |
| Queensland University of Technology | 2,508 | 2.6 | 1,028 | 2.8 |
| RMIT University | 5,002 | 5.2 | 1,555 | 4.3 |
| Southern Cross University | 348 | 0.4 | 155 | 0.4 |
| Swinburne University of Technology | 1,490 | 1.6 | 631 | 1.7 |
| The Australian National University | 1,569 | 1.6 | 596 | 1.6 |
| The University of Adelaide | 1,456 | 1.5 | 719 | 2.0 |
| The University of Melbourne | 2,464 | 2.6 | 1,074 | 2.9 |
| The University of Notre Dame Australia | 41 | 0.0 | 27 | 0.1 |
| The University of Queensland | 3,017 | 3.2 | 973 | 2.7 |
| The University of South Australia | 2,435 | 2.6 | 981 | 2.7 |
| The University of Sydney | 4,496 | 4.7 | 1,232 | 3.4 |
| The University of Western Australia | 1,107 | 1.2 | 227 | 0.6 |
| Torrens University | 2,018 | 2.1 | 892 | 2.4 |
| University of Canberra | 898 | 0.9 | 371 | 1.0 |
| University of Divinity | 56 | 0.1 | 34 | 0.1 |
| University of New England | 24 | 0.0 | 10 | 0.0 |
| University of New South Wales | 4,147 | 4.3 | 1,469 | 4.0 |
| University of Newcastle | 1,114 | 1.2 | 313 | 0.9 |
| University of Southern Queensland | 474 | 0.5 | 221 | 0.6 |
| University of Tasmania | 1,224 | 1.3 | 474 | 1.3 |
| University of Technology Sydney | 2,510 | 2.6 | 823 | 2.2 |
| University of the Sunshine Coast | 643 | 0.7 | 380 | 1.0 |
| University of Wollongong | 1,091 | 1.1 | 504 | 1.4 |
| Victoria University | 1,982 | 2.1 | 707 | 1.9 |
| Western Sydney University | 2,297 | 2.4 | 753 | 2.1 |
| **All Universities** | **72,003** | **75.5** | **27,164** | **74.3** |

**Table 31 International postgraduate coursework student population parameters and response characteristics by university, 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | In-scope population: n | In-scope population: % | SES respondents: n | SES respondents: % |
| Australian Catholic University | 392 | 0.3 | 200 | 0.4 |
| Bond University | 584 | 0.5 | 238 | 0.5 |
| Central Queensland University | 4,240 | 3.5 | 1,764 | 3.5 |
| Charles Darwin University | 821 | 0.7 | 335 | 0.7 |
| Charles Sturt University | 3,754 | 3.1 | 1,102 | 2.2 |
| Curtin University | 1,424 | 1.2 | 719 | 1.4 |
| Deakin University | 5,377 | 4.4 | 2,338 | 4.6 |
| Edith Cowan University | 2,515 | 2.1 | 1,341 | 2.6 |
| Federation University Australia | 3,744 | 3.1 | 1,393 | 2.7 |
| Flinders University | 1,431 | 1.2 | 807 | 1.6 |
| Griffith University | 1,634 | 1.3 | 742 | 1.5 |
| James Cook University | 956 | 0.8 | 456 | 0.9 |
| La Trobe University | 1,817 | 1.5 | 880 | 1.7 |
| Macquarie University | 3,685 | 3.0 | 1,918 | 3.8 |
| Monash University | 10,335 | 8.5 | 4,019 | 7.9 |
| Murdoch University | 1,453 | 1.2 | 650 | 1.3 |
| Queensland University of Technology | 1,891 | 1.5 | 838 | 1.6 |
| RMIT University | 5,451 | 4.5 | 2,257 | 4.4 |
| Southern Cross University | 347 | 0.3 | 202 | 0.4 |
| Swinburne University of Technology | 1,335 | 1.1 | 776 | 1.5 |
| The Australian National University | 2,344 | 1.9 | 848 | 1.7 |
| The University of Adelaide | 1,994 | 1.6 | 1,085 | 2.1 |
| The University of Melbourne | 7,604 | 6.2 | 3,738 | 7.3 |
| The University of Notre Dame Australia | 36 | 0.0 | 17 | 0.0 |
| The University of Queensland | 5,738 | 4.7 | 1,652 | 3.2 |
| The University of South Australia | 2,159 | 1.8 | 1,079 | 2.1 |
| The University of Sydney | 7,335 | 6.0 | 2,104 | 4.1 |
| The University of Western Australia | 1,556 | 1.3 | 460 | 0.9 |
| Torrens University | 5,359 | 4.4 | 2,856 | 5.6 |
| University of Canberra | 1,081 | 0.9 | 458 | 0.9 |
| University of Divinity | 68 | 0.1 | 43 | 0.1 |
| University of New England | 141 | 0.1 | 67 | 0.1 |
| University of New South Wales | 6,484 | 5.3 | 2,453 | 4.8 |
| University of Newcastle | 818 | 0.7 | 258 | 0.5 |
| University of Southern Queensland | 558 | 0.5 | 256 | 0.5 |
| University of Tasmania | 1,855 | 1.5 | 977 | 1.9 |
| University of Technology Sydney | 2,102 | 1.7 | 741 | 1.5 |
| University of the Sunshine Coast | 100 | 0.1 | 68 | 0.1 |
| University of Wollongong | 2,196 | 1.8 | 1,286 | 2.5 |
| Victoria University | 1,540 | 1.3 | 568 | 1.1 |
| Western Sydney University | 2,103 | 1.7 | 804 | 1.6 |
| **All Universities** | **106,357** | **87.2** | **44,793** | **88.0** |

**Table 32 International undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | In-scope population: n | In-scope population: % | SES respondents: n | SES respondents: % |
| Academies Australasia Polytechnic Pty Limited | 521 | 0.5 | 138 | 0.4 |
| Academy of Information Technology | 335 | 0.4 | 144 | 0.4 |
| ACAP and NCPS | 157 | 0.2 | 84 | 0.2 |
| Alphacrucis College | 267 | 0.3 | 86 | 0.2 |
| Asia Pacific International College | 286 | 0.3 | 85 | 0.2 |
| Australian Academy of Music and Performing Arts | 6 | 0.0 | < 5 | 0.0 |
| Australian College of Theology Limited | 34 | 0.0 | 17 | 0.0 |
| Australian Institute of Higher Education | 1,434 | 1.5 | 560 | 1.5 |
| Avondale University College | 99 | 0.1 | 64 | 0.2 |
| Box Hill Institute | 263 | 0.3 | 100 | 0.3 |
| Chisholm Institute | 129 | 0.1 | 57 | 0.2 |
| Christian Heritage College | 20 | 0.0 | 8 | 0.0 |
| CIC Higher Education | 581 | 0.6 | 249 | 0.7 |
| Collarts (Australian College of the Arts) | 33 | 0.0 | 13 | 0.0 |
| Curtin College | 547 | 0.6 | 194 | 0.5 |
| Deakin College | 766 | 0.8 | 342 | 0.9 |
| Edith Cowan College | 326 | 0.3 | 177 | 0.5 |
| Elite Education Institute | 73 | 0.1 | 13 | 0.0 |
| Endeavour College of Natural Health | 83 | 0.1 | 38 | 0.1 |
| Engineering Institute of Technology | 53 | 0.1 | 29 | 0.1 |
| Equals International | 14 | 0.0 | 7 | 0.0 |
| Excelsia College | 355 | 0.4 | 191 | 0.5 |
| Eynesbury College | 136 | 0.1 | 86 | 0.2 |
| Griffith College | 523 | 0.5 | 190 | 0.5 |
| Holmes Institute | 1,204 | 1.3 | 262 | 0.7 |
| Holmesglen Institute | 644 | 0.7 | 295 | 0.8 |
| Ikon Institute of Australia | 39 | 0.0 | 22 | 0.1 |
| INSEARCH | 1,005 | 1.1 | 425 | 1.2 |
| International College of Hotel Management | 77 | 0.1 | 40 | 0.1 |
| International College of Management, Sydney | 332 | 0.3 | 149 | 0.4 |
| Jazz Music Institute | < 5 | 0.0 | 0 | 0.0 |
| Kaplan Business School | 778 | 0.8 | 330 | 0.9 |
| Kaplan Higher Education Pty Ltd | 20 | 0.0 | 6 | 0.0 |
| Kent Institute Australia | 1,160 | 1.2 | 399 | 1.1 |
| King's Own Institute | 1,826 | 1.9 | 741 | 2.0 |
| La Trobe College Australia | 455 | 0.5 | 166 | 0.5 |
| LCI Melbourne | 18 | 0.0 | 12 | 0.0 |
| Le Cordon Bleu Australia | 193 | 0.2 | 52 | 0.1 |
| Leaders Institute | 114 | 0.1 | 68 | 0.2 |
| Macleay College | 248 | 0.3 | 104 | 0.3 |
| Marcus Oldham College | < 5 | 0.0 | < 5 | 0.0 |
| Melbourne Institute of Technology | 868 | 0.9 | 338 | 0.9 |
| Melbourne Polytechnic | 857 | 0.9 | 325 | 0.9 |
| Montessori World Educational Institute (Australia) | < 5 | 0.0 | 0 | 0.0 |
| Moore Theological College | 7 | 0.0 | < 5 | 0.0 |
| National Art School | < 5 | 0.0 | < 5 | 0.0 |
| Newcastle International College | 105 | 0.1 | 31 | 0.1 |
| Ozford Institute of Higher Education | 81 | 0.1 | 31 | 0.1 |
| Perth Bible College | < 5 | 0.0 | < 5 | 0.0 |
| Photography Studies College (Melbourne) | 8 | 0.0 | 5 | 0.0 |
| Polytechnic Institute Australia Pty Ltd | 266 | 0.3 | 58 | 0.2 |
| SAE Institute | 207 | 0.2 | 123 | 0.3 |
| South Australian Institute of Business and Technology | 443 | 0.5 | 212 | 0.6 |
| SP Jain School of Management | 231 | 0.2 | 174 | 0.5 |
| Stott's College | 863 | 0.9 | 313 | 0.9 |
| Study Group Australia Pty Limited | 89 | 0.1 | 35 | 0.1 |
| Sydney College of Divinity | 35 | 0.0 | 11 | 0.0 |
| Sydney Institute of Business and Technology | 163 | 0.2 | 73 | 0.2 |
| Tabor College of Higher Education | < 5 | 0.0 | < 5 | 0.0 |
| TAFE NSW | 1,144 | 1.2 | 503 | 1.4 |
| TAFE Queensland | 97 | 0.1 | 45 | 0.1 |
| TAFE South Australia | 104 | 0.1 | 41 | 0.1 |
| The Australian College of Physical Education | 11 | 0.0 | < 5 | 0.0 |
| The Australian Institute of Music | 174 | 0.2 | 80 | 0.2 |
| The JMC Academy | 125 | 0.1 | 62 | 0.2 |
| Think Education | 62 | 0.1 | 27 | 0.1 |
| Universal Business School Sydney | 584 | 0.6 | 176 | 0.5 |
| UOW College | 173 | 0.2 | 74 | 0.2 |
| VIT (Victorian Institute of Technology) | 874 | 0.9 | 466 | 1.3 |
| Wentworth Institute of Higher Education | 200 | 0.2 | 91 | 0.2 |
| Whitehouse Institute of Design, Australia | 14 | 0.0 | 8 | 0.0 |
| William Angliss Institute | 432 | 0.5 | 159 | 0.4 |
| **All NUHEIs** | **23,383** | **24.5** | **9,419** | **25.7** |

**Table 33 International postgraduate coursework student population parameters and response characteristics by non-university higher education institution (NUHEI), 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | In-scope population: n | In-scope population: % | SES respondents: n | SES respondents: % |
| ACAP and NCPS | 299 | 0.2 | 176 | 0.3 |
| Alphacrucis College | 61 | 0.0 | 23 | 0.0 |
| Asia Pacific International College | 327 | 0.3 | 119 | 0.2 |
| Australian Academy of Music and Performing Arts | < 5 | 0.0 | < 5 | 0.0 |
| Australian College of Nursing | 72 | 0.1 | 19 | 0.0 |
| Australian College of Theology Limited | 46 | 0.0 | 28 | 0.1 |
| Australian Institute of Business Pty Ltd | 622 | 0.5 | 304 | 0.6 |
| Australian Institute of Management Education & Training | 7 | 0.0 | < 5 | 0.0 |
| Australian Institute of Professional Counsellors | < 5 | 0.0 | 0 | 0.0 |
| Avondale University College | 6 | 0.0 | < 5 | 0.0 |
| Box Hill Institute | < 5 | 0.0 | 0 | 0.0 |
| Christian Heritage College | < 5 | 0.0 | 0 | 0.0 |
| Eastern College Australia | 29 | 0.0 | 19 | 0.0 |
| Engineering Institute of Technology | 45 | 0.0 | 30 | 0.1 |
| Excelsia College | 144 | 0.1 | 59 | 0.1 |
| Governance Institute of Australia | < 5 | 0.0 | < 5 | 0.0 |
| Holmes Institute | 5,483 | 4.5 | 1,363 | 2.7 |
| Holmesglen Institute | 37 | 0.0 | 17 | 0.0 |
| International College of Hotel Management | 74 | 0.1 | 61 | 0.1 |
| International College of Management, Sydney | 345 | 0.3 | 169 | 0.3 |
| Kaplan Business School | 2,474 | 2.0 | 1,088 | 2.1 |
| Kaplan Higher Education Pty Ltd | 17 | 0.0 | 6 | 0.0 |
| King's Own Institute | 952 | 0.8 | 430 | 0.8 |
| Le Cordon Bleu Australia | 65 | 0.1 | 24 | 0.0 |
| Melbourne Institute of Technology | 1,502 | 1.2 | 620 | 1.2 |
| Melbourne Polytechnic | 41 | 0.0 | 23 | 0.0 |
| Morling College | < 5 | 0.0 | < 5 | 0.0 |
| Nan Tien Institute | 15 | 0.0 | 11 | 0.0 |
| Photography Studies College (Melbourne) | < 5 | 0.0 | 0 | 0.0 |
| SP Jain School of Management | 115 | 0.1 | 101 | 0.2 |
| Sydney College of Divinity | 44 | 0.0 | 14 | 0.0 |
| Tabor College of Higher Education | < 5 | 0.0 | < 5 | 0.0 |
| TAFE NSW | < 5 | 0.0 | < 5 | 0.0 |
| The Australian Institute of Music | 47 | 0.0 | 32 | 0.1 |
| The Cairnmillar Institute | 8 | 0.0 | < 5 | 0.0 |
| The JMC Academy | < 5 | 0.0 | < 5 | 0.0 |
| Think Education | < 5 | 0.0 | < 5 | 0.0 |
| Universal Business School Sydney | 832 | 0.7 | 314 | 0.6 |
| VIT (Victorian Institute of Technology) | 1,706 | 1.4 | 913 | 1.8 |
| Wentworth Institute of Higher Education | 218 | 0.2 | 131 | 0.3 |
| Whitehouse Institute of Design, Australia | < 5 | 0.0 | < 5 | 0.0 |
| **All NUHEIs** | **15,660** | **12.8** | **6,115** | **12.0** |

**Table 34 Undergraduate student population parameters and response characteristics by university, 2020**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | In-scope population | In-scope population | In-scope population | In-scope population | SES respondents | SES respondents | SES respondents | SES respondents |
|  | Domestic n | Domestic % | International n | International % | Domestic n | Domestic % | International n | International % |
| Australian Catholic University | 11,132 | 86.9 | 1,677 | 13.1 | 5,736 | 85.5 | 969 | 14.5 |
| Bond University | 1,119 | 76.7 | 340 | 23.3 | 471 | 79.6 | 121 | 20.4 |
| Central Queensland University | 5,052 | 92.0 | 441 | 8.0 | 2,416 | 94 | 155 | 6.0 |
| Charles Darwin University | 2,995 | 84.7 | 540 | 15.3 | 1,161 | 84.9 | 206 | 15.1 |
| Charles Sturt University | 10,082 | 95.9 | 426 | 4.1 | 3,708 | 96.4 | 139 | 3.6 |
| Curtin University | 12,842 | 86.9 | 1,943 | 13.1 | 4,947 | 87.4 | 715 | 12.6 |
| Deakin University | 16,203 | 82.0 | 3,551 | 18.0 | 8,233 | 84.8 | 1,476 | 15.2 |
| Edith Cowan University | 7,358 | 84.7 | 1,334 | 15.3 | 3,156 | 86.3 | 500 | 13.7 |
| Federation University Australia | 3,654 | 66.5 | 1,840 | 33.5 | 1,795 | 72.2 | 691 | 27.8 |
| Flinders University | 6,273 | 85.5 | 1,068 | 14.5 | 2,596 | 80.5 | 627 | 19.5 |
| Griffith University | 13,626 | 85.6 | 2,288 | 14.4 | 5,326 | 86.5 | 828 | 13.5 |
| James Cook University | 4,026 | 89.5 | 472 | 10.5 | 1,800 | 90.1 | 197 | 9.9 |
| La Trobe University | 9,442 | 86.1 | 1,518 | 13.9 | 4,068 | 89.3 | 486 | 10.7 |
| Macquarie University | 12,697 | 86.5 | 1,978 | 13.5 | 6,560 | 88.2 | 878 | 11.8 |
| Monash University | 14,634 | 66.6 | 7,338 | 33.4 | 8,287 | 75.5 | 2,687 | 24.5 |
| Murdoch University | 5,160 | 86.0 | 838 | 14.0 | 2,123 | 86.2 | 340 | 13.8 |
| Queensland University of Technology | 15,862 | 86.3 | 2,508 | 13.7 | 7,560 | 88 | 1,028 | 12.0 |
| RMIT University | 16,069 | 76.3 | 5,002 | 23.7 | 6,228 | 80 | 1,555 | 20.0 |
| Southern Cross University | 3,236 | 90.3 | 348 | 9.7 | 1,583 | 91.1 | 155 | 8.9 |
| Swinburne University of Technology | 9,746 | 86.7 | 1,490 | 13.3 | 4,889 | 88.6 | 631 | 11.4 |
| The Australian National University | 4,536 | 74.3 | 1,569 | 25.7 | 2,490 | 80.7 | 596 | 19.3 |
| The University of Adelaide | 6,310 | 81.3 | 1,456 | 18.7 | 3,219 | 81.7 | 719 | 18.3 |
| The University of Melbourne | 6,441 | 72.3 | 2,464 | 27.7 | 3,174 | 74.7 | 1,074 | 25.3 |
| The University of Notre Dame Australia | 4,229 | 99.0 | 41 | 1.0 | 2,111 | 98.7 | 27 | 1.3 |
| The University of Queensland | 11,705 | 79.5 | 3,017 | 20.5 | 5,287 | 84.5 | 973 | 15.5 |
| The University of South Australia | 10,174 | 80.7 | 2,435 | 19.3 | 3,997 | 80.3 | 981 | 19.7 |
| The University of Sydney | 11,925 | 72.6 | 4,496 | 27.4 | 4,565 | 78.7 | 1,232 | 21.3 |
| The University of Western Australia | 5,032 | 82.0 | 1,107 | 18.0 | 1,633 | 87.8 | 227 | 12.2 |
| Torrens University | 4,372 | 68.4 | 2,018 | 31.6 | 1,933 | 67.8 | 892 | 31.3 |
| University of Canberra | 4,863 | 84.4 | 898 | 15.6 | 2,108 | 84.9 | 371 | 14.9 |
| University of Divinity | 276 | 83.1 | 56 | 16.9 | 138 | 80.2 | 34 | 19.8 |
| University of New England | 3,529 | 99.3 | 24 | 0.7 | 1,664 | 99.4 | 10 | 0.6 |
| University of New South Wales | 13,528 | 76.5 | 4,147 | 23.5 | 6,624 | 81.8 | 1,469 | 18.2 |
| University of Newcastle | 5,003 | 81.8 | 1,114 | 18.2 | 1,684 | 84.3 | 313 | 15.7 |
| University of Southern Queensland | 6,145 | 92.8 | 474 | 7.2 | 3,114 | 93.4 | 221 | 6.6 |
| University of Tasmania | 11,932 | 90.7 | 1,224 | 9.3 | 4,896 | 91.2 | 474 | 8.8 |
| University of Technology Sydney | 10,907 | 81.3 | 2,510 | 18.7 | 4,222 | 83.7 | 823 | 16.3 |
| University of the Sunshine Coast | 5,237 | 89.1 | 643 | 10.9 | 2,693 | 87.6 | 380 | 12.4 |
| University of Wollongong | 8,145 | 88.2 | 1,091 | 11.8 | 3,835 | 88.4 | 504 | 11.6 |
| Victoria University | 7,955 | 80.1 | 1,982 | 19.9 | 3,432 | 82.9 | 707 | 17.1 |
| Western Sydney University | 16,859 | 88.0 | 2,297 | 12.0 | 5,359 | 87.7 | 753 | 12.3 |
| **All Universities** | **340,311** | **82.5** | **72,003** | **17.5** | **150,821** | **84.7** | **27,164** | **15.3** |

**Table 35 Postgraduate coursework student population parameters and response characteristics by university, 2020**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | In-scope population | In-scope population | In-scope population | In-scope population | SES respondents | SES respondents | SES respondents | SES respondents |
|  | Domestic n | Domestic % | International n | International % | Domestic n | Domestic % | International n | International % |
| Australian Catholic University | 2,535 | 86.6 | 392 | 13.4 | 948 | 82.6 | 200 | 17.4 |
| Bond University | 767 | 56.8 | 584 | 43.2 | 263 | 52.5 | 238 | 47.5 |
| Central Queensland University | 1,028 | 19.5 | 4,240 | 80.5 | 411 | 18.9 | 1,764 | 81.1 |
| Charles Darwin University | 499 | 37.8 | 821 | 62.2 | 183 | 35.3 | 335 | 64.7 |
| Charles Sturt University | 3,872 | 50.8 | 3,754 | 49.2 | 1,541 | 58.3 | 1,102 | 41.7 |
| Curtin University | 2,380 | 62.6 | 1,424 | 37.4 | 1,013 | 58.5 | 719 | 41.5 |
| Deakin University | 5,047 | 48.4 | 5,377 | 51.6 | 2,428 | 50.9 | 2,338 | 49.1 |
| Edith Cowan University | 2,260 | 47.3 | 2,515 | 52.7 | 989 | 42.4 | 1,341 | 57.5 |
| Federation University Australia | 585 | 13.5 | 3,744 | 86.5 | 279 | 16.7 | 1,393 | 83.3 |
| Flinders University | 2,678 | 65.2 | 1,431 | 34.8 | 1,088 | 57.4 | 807 | 42.6 |
| Griffith University | 3,888 | 70.4 | 1,634 | 29.6 | 1,416 | 65.6 | 742 | 34.4 |
| James Cook University | 1,402 | 59.5 | 956 | 40.5 | 616 | 57.5 | 456 | 42.5 |
| La Trobe University | 1,712 | 48.5 | 1,817 | 51.5 | 789 | 47.3 | 880 | 52.7 |
| Macquarie University | 1,914 | 34.2 | 3,685 | 65.8 | 843 | 30.5 | 1,918 | 69.5 |
| Monash University | 5,697 | 35.5 | 10,335 | 64.5 | 2,495 | 38.3 | 4,019 | 61.7 |
| Murdoch University | 812 | 35.8 | 1,453 | 64.2 | 311 | 32.4 | 650 | 67.6 |
| Queensland University of Technology | 4,029 | 68.1 | 1,891 | 31.9 | 1,767 | 67.8 | 838 | 32.2 |
| RMIT University | 4,686 | 46.2 | 5,451 | 53.8 | 1,855 | 45.1 | 2,257 | 54.9 |
| Southern Cross University | 1,284 | 78.7 | 347 | 21.3 | 604 | 74.9 | 202 | 25.1 |
| Swinburne University of Technology | 1,364 | 50.5 | 1,335 | 49.5 | 734 | 48.6 | 776 | 51.4 |
| The Australian National University | 1,670 | 41.6 | 2,344 | 58.4 | 579 | 40.6 | 848 | 59.4 |
| The University of Adelaide | 880 | 30.6 | 1,994 | 69.4 | 409 | 27.4 | 1,085 | 72.6 |
| The University of Melbourne | 10,662 | 58.4 | 7,604 | 41.6 | 5,242 | 58.4 | 3,738 | 41.6 |
| The University of Notre Dame Australia | 1,626 | 97.8 | 36 | 2.2 | 675 | 97.5 | 17 | 2.5 |
| The University of Queensland | 2,935 | 33.8 | 5,738 | 66.2 | 1,210 | 42.3 | 1,652 | 57.7 |
| The University of South Australia | 1,949 | 47.4 | 2,159 | 52.6 | 580 | 35.0 | 1,079 | 65.0 |
| The University of Sydney | 4,500 | 38.0 | 7,335 | 62.0 | 1,452 | 40.8 | 2,104 | 59.2 |
| The University of Western Australia | 3,155 | 67.0 | 1,556 | 33.0 | 914 | 66.5 | 460 | 33.5 |
| Torrens University | 537 | 9.1 | 5,359 | 90.9 | 284 | 9.0 | 2,856 | 91.0 |
| University of Canberra | 867 | 44.5 | 1,081 | 55.5 | 438 | 48.9 | 458 | 51.1 |
| University of Divinity | 517 | 88.4 | 68 | 11.6 | 267 | 86.1 | 43 | 13.9 |
| University of New England | 1,350 | 90.5 | 141 | 9.5 | 705 | 91.3 | 67 | 8.7 |
| University of New South Wales | 5,283 | 44.9 | 6,484 | 55.1 | 2,436 | 49.8 | 2,453 | 50.2 |
| University of Newcastle | 2,593 | 76.0 | 818 | 24.0 | 891 | 77.5 | 258 | 22.5 |
| University of Southern Queensland | 1,396 | 71.4 | 558 | 28.6 | 682 | 72.7 | 256 | 27.3 |
| University of Tasmania | 1,892 | 50.5 | 1,855 | 49.5 | 817 | 45.5 | 977 | 54.5 |
| University of Technology Sydney | 2,405 | 53.4 | 2,102 | 46.6 | 829 | 52.8 | 741 | 47.2 |
| University of the Sunshine Coast | 223 | 69.0 | 100 | 31.0 | 117 | 63.2 | 68 | 36.8 |
| University of Wollongong | 1,290 | 37.0 | 2,196 | 63.0 | 687 | 34.8 | 1,286 | 65.2 |
| Victoria University | 1,320 | 46.2 | 1,540 | 53.8 | 509 | 47.3 | 568 | 52.7 |
| Western Sydney University | 2,696 | 56.2 | 2,103 | 43.8 | 905 | 53.0 | 804 | 47.0 |
| **All Universities** | **98,185** | **48.0** | **106,357** | **52.0** | **41,201** | **47.9** | **44,793** | **52.1** |

**Table 36 Undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2020**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | In-scope population | In-scope population | In-scope population | In-scope population | SES respondents | SES respondents | SES respondents | SES respondents |
|  | Domestic n | Domestic % | International n | International % | Domestic n | Domestic % | International n | International % |
| Academies Australasia Polytechnic Pty Limited | 0 | 0.0 | 521 | 100.0 | 0 | 0.0 | 138 | 100.0 |
| Academy of Information Technology | 389 | 53.7 | 335 | 46.3 | 152 | 51.4 | 144 | 48.6 |
| ACAP and NCPS | 2,176 | 93.3 | 157 | 6.7 | 954 | 91.9 | 84 | 8.1 |
| Adelaide Central School of Art | 176 | 100.0 | 0 | 0.0 | 126 | 100.0 | 0 | 0.0 |
| Adelaide College of Divinity | 53 | 100.0 | 0 | 0.0 | 27 | 100.0 | 0 | 0.0 |
| Alphacrucis College | 1,447 | 84.4 | 267 | 15.6 | 513 | 85.6 | 86 | 14.4 |
| Asia Pacific International College | 0 | 0.0 | 286 | 100.0 | 0 | 0.0 | 85 | 100.0 |
| Australian Academy of Music and Performing Arts | 78 | 92.9 | 6 | 7.1 | 33 | 89.2 | < 5 | 10.8 |
| Australian College of Christian Studies | 78 | 100.0 | 0 | 0.0 | 35 | 100.0 | 0 | 0.0 |
| Australian College of Theology Limited | 1,110 | 97.0 | 34 | 3.0 | 517 | 96.8 | 17 | 3.2 |
| Australian Institute of Higher Education | 0 | 0.0 | 1,434 | 100.0 | 0 | 0.0 | 560 | 100.0 |
| Australian Institute of Professional Counsellors | 211 | 100.0 | 0 | 0.0 | 77 | 100.0 | 0 | 0.0 |
| Avondale University College | 641 | 86.6 | 99 | 13.4 | 418 | 86.7 | 64 | 13.3 |
| Box Hill Institute | 422 | 61.6 | 263 | 38.4 | 193 | 65.9 | 100 | 34.1 |
| Campion College Australia | 83 | 100.0 | 0 | 0.0 | 46 | 100.0 | 0 | 0.0 |
| Canberra Institute of Technology | 50 | 100.0 | 0 | 0.0 | 22 | 100.0 | 0 | 0.0 |
| Chisholm Institute | 89 | 39.7 | 129 | 57.6 | 39 | 39.4 | 57 | 57.6 |
| Christian Heritage College | 378 | 95.0 | 20 | 5.0 | 169 | 95.5 | 8 | 4.5 |
| CIC Higher Education | 0 | 0.0 | 581 | 100.0 | 0 | 0.0 | 249 | 100.0 |
| Collarts (Australian College of the Arts) | 830 | 96.2 | 33 | 3.8 | 370 | 96.6 | 13 | 3.4 |
| Curtin College | 560 | 50.6 | 547 | 49.4 | 196 | 50.3 | 194 | 49.7 |
| Deakin College | 694 | 47.5 | 766 | 52.5 | 312 | 47.7 | 342 | 52.3 |
| Eastern College Australia | 65 | 100.0 | 0 | 0.0 | 30 | 100.0 | 0 | 0.0 |
| Edith Cowan College | 65 | 16.6 | 326 | 83.4 | 33 | 15.7 | 177 | 84.3 |
| Elite Education Institute | 0 | 0.0 | 73 | 100.0 | 0 | 0.0 | 13 | 100.0 |
| Endeavour College of Natural Health | 3,707 | 97.8 | 83 | 2.2 | 1,300 | 97.2 | 38 | 2.8 |
| Engineering Institute of Technology | 67 | 53.2 | 53 | 42.1 | 41 | 56.9 | 29 | 40.3 |
| Equals International | 0 | 0.0 | 14 | 100.0 | 0 | 0.0 | 7 | 100.0 |
| Excelsia College | 63 | 15.1 | 355 | 84.9 | 32 | 14.3 | 191 | 85.7 |
| Eynesbury College | < 5 | 0.7 | 136 | 99.3 | 0 | 0.0 | 86 | 100.0 |
| Griffith College | 517 | 49.7 | 523 | 50.3 | 249 | 56.7 | 190 | 43.3 |
| Holmes Institute | 36 | 2.9 | 1,204 | 96.7 | 12 | 4.4 | 262 | 95.6 |
| Holmesglen Institute | 419 | 38.3 | 644 | 58.9 | 152 | 32.8 | 295 | 63.7 |
| Ikon Institute of Australia | 320 | 89.1 | 39 | 10.9 | 226 | 91.1 | 22 | 8.9 |
| INSEARCH | 694 | 40.8 | 1,005 | 59.2 | 324 | 43.3 | 425 | 56.7 |
| International College of Hotel Management | 48 | 38.4 | 77 | 61.6 | 23 | 36.5 | 40 | 63.5 |
| International College of Management, Sydney | 533 | 61.6 | 332 | 38.4 | 238 | 61.5 | 149 | 38.5 |
| ISN Psychology Pty Ltd | 48 | 100.0 | 0 | 0.0 | 28 | 100.0 | 0 | 0.0 |
| Jazz Music Institute | 66 | 98.5 | < 5 | 1.5 | 28 | 100.0 | 0 | 0.0 |
| Kaplan Business School | 14 | 1.8 | 778 | 98.2 | < 5 | 0.6 | 330 | 99.4 |
| Kaplan Higher Education Pty Ltd | 8 | 28.6 | 20 | 71.4 | < 5 | 40.0 | 6 | 60.0 |
| Kent Institute Australia | 0 | 0.0 | 1,160 | 100.0 | 0 | 0.0 | 399 | 100.0 |
| King's Own Institute | < 5 | 0.1 | 1,826 | 99.9 | 0 | 0.0 | 741 | 100.0 |
| La Trobe College Australia | 298 | 39.6 | 455 | 60.4 | 119 | 41.8 | 166 | 58.2 |
| LCI Melbourne | 155 | 89.6 | 18 | 10.4 | 79 | 86.8 | 12 | 13.2 |
| Le Cordon Bleu Australia | 27 | 12.3 | 193 | 87.7 | 5 | 8.8 | 52 | 91.2 |
| Leaders Institute | 0 | 0.0 | 114 | 100.0 | 0 | 0.0 | 68 | 100.0 |
| Macleay College | 159 | 39.1 | 248 | 60.9 | 57 | 35.4 | 104 | 64.6 |
| Marcus Oldham College | 196 | 99.5 | < 5 | 0.5 | 100 | 99.0 | < 5 | 1.0 |
| Melbourne Institute of Technology | 125 | 12.6 | 868 | 87.3 | 35 | 9.4 | 338 | 90.4 |
| Melbourne Polytechnic | 241 | 21.9 | 857 | 78.1 | 87 | 21.1 | 325 | 78.9 |
| Montessori World Educational Institute (Australia) | 52 | 98.1 | < 5 | 1.9 | 23 | 100.0 | 0 | 0.0 |
| Moore Theological College | 283 | 97.6 | 7 | 2.4 | 191 | 97.9 | < 5 | 2.1 |
| National Art School | 502 | 99.2 | < 5 | 0.8 | 207 | 99.0 | < 5 | 1.0 |
| Newcastle International College | < 5 | 1.9 | 105 | 98.1 | 0 | 0.0 | 31 | 100.0 |
| Ozford Institute of Higher Education | 0 | 0.0 | 81 | 100.0 | 0 | 0.0 | 31 | 100.0 |
| Perth Bible College | 53 | 93.0 | < 5 | 7.0 | 26 | 92.9 | < 5 | 7.1 |
| Photography Studies College (Melbourne) | 106 | 93.0 | 8 | 7.0 | 47 | 90.4 | 5 | 9.6 |
| Polytechnic Institute Australia Pty Ltd | 0 | 0.0 | 266 | 100.0 | 0 | 0.0 | 58 | 100.0 |
| SAE Institute | 1,614 | 88.6 | 207 | 11.4 | 607 | 83.2 | 123 | 16.8 |
| South Australian Institute of Business and Technology | 146 | 24.8 | 443 | 75.2 | 63 | 22.9 | 212 | 77.1 |
| SP Jain School of Management | 0 | 0.0 | 231 | 100.0 | 0 | 0.0 | 174 | 100.0 |
| Stott's College | < 5 | 0.5 | 863 | 99.5 | < 5 | 0.6 | 313 | 99.4 |
| Study Group Australia Pty Limited | < 5 | 1.1 | 89 | 98.9 | 0 | 0.0 | 35 | 100.0 |
| Sydney College of Divinity | 476 | 93.2 | 35 | 6.8 | 159 | 93.5 | 11 | 6.5 |
| Sydney Institute of Business and Technology | 60 | 26.9 | 163 | 73.1 | 24 | 24.7 | 73 | 75.3 |
| Tabor College of Higher Education | 311 | 99.7 | < 5 | 0.3 | 154 | 99.4 | < 5 | 0.6 |
| TAFE NSW | 935 | 45.0 | 1,144 | 55.0 | 431 | 46.1 | 503 | 53.9 |
| TAFE Queensland | 167 | 63.3 | 97 | 36.7 | 53 | 54.1 | 45 | 45.9 |
| TAFE South Australia | 54 | 34.2 | 104 | 65.8 | 19 | 31.7 | 41 | 68.3 |
| The Australian College of Physical Education | 558 | 98.1 | 11 | 1.9 | 206 | 99.5 | < 5 | 0.5 |
| The Australian Institute of Music | 603 | 77.6 | 174 | 22.4 | 297 | 78.8 | 80 | 21.2 |
| The JMC Academy | 1,319 | 91.3 | 125 | 8.7 | 499 | 88.9 | 62 | 11.1 |
| Think Education | 342 | 39.2 | 62 | 7.1 | 186 | 37.2 | 27 | 5.4 |
| Universal Business School Sydney | 0 | 0.0 | 584 | 100.0 | 0 | 0.0 | 176 | 100.0 |
| UOW College | 183 | 51.4 | 173 | 48.6 | 77 | 51.0 | 74 | 49.0 |
| VIT (Victorian Institute of Technology) | 0 | 0.0 | 874 | 100.0 | 0 | 0.0 | 466 | 100.0 |
| Wentworth Institute of Higher Education | 15 | 7.0 | 200 | 93.0 | 10 | 9.9 | 91 | 90.1 |
| Whitehouse Institute of Design, Australia | 257 | 94.8 | 14 | 5.2 | 157 | 95.2 | 8 | 4.8 |
| William Angliss Institute | 192 | 30.8 | 432 | 69.2 | 89 | 35.9 | 159 | 64.1 |
| **All NUHEIs** | **25,574** | **51.7** | **23,383** | **47.3** | **10,930** | **52.9** | **9,419** | **45.6** |

**Table 37 Postgraduate coursework student population parameters and response characteristics by non-university higher education institution (NUHEI), 2020**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | In-scope population | In-scope population | In-scope population | In-scope population | SES respondents | SES respondents | SES respondents | SES respondents |
|  | Domestic n | Domestic % | International n | International % | Domestic n | Domestic % | International n | International % |
| ACAP and NCPS | 1,108 | 78.7 | 299 | 21.3 | 586 | 76.9 | 176 | 23.1 |
| Adelaide College of Divinity | 13 | 100.0 | 0 | 0.0 | < 5 | 100.0 | 0 | 0.0 |
| Alphacrucis College | 368 | 85.8 | 61 | 14.2 | 166 | 87.8 | 23 | 12.2 |
| Asia Pacific International College | 0 | 0.0 | 327 | 100.0 | 0 | 0.0 | 119 | 100.0 |
| Australian Academy of Music and Performing Arts | < 5 | 57.1 | < 5 | 42.9 | < 5 | 25.0 | < 5 | 75.0 |
| Australian College of Nursing | 809 | 91.8 | 72 | 8.2 | 238 | 92.6 | 19 | 7.4 |
| Australian College of Theology Limited | 1,416 | 96.9 | 46 | 3.1 | 733 | 96.3 | 28 | 3.7 |
| Australian Institute of Business Pty Ltd | 1,895 | 75.3 | 622 | 24.7 | 801 | 72.5 | 304 | 27.5 |
| Australian Institute of Management Education & Training | 705 | 99.0 | 7 | 1.0 | 208 | 98.6 | < 5 | 1.4 |
| Australian Institute of Professional Counsellors | 194 | 99.5 | < 5 | 0.5 | 77 | 100.0 | 0 | 0.0 |
| Avondale University College | 166 | 96.5 | 6 | 3.5 | 92 | 95.8 | < 5 | 4.2 |
| BBI - The Australian Institute of Theological Education | 224 | 100.0 | 0 | 0.0 | 94 | 100.0 | 0 | 0.0 |
| Box Hill Institute | 23 | 92.0 | < 5 | 8.0 | 10 | 100.0 | 0 | 0.0 |
| Campion College Australia | 28 | 100.0 | 0 | 0.0 | 13 | 100.0 | 0 | 0.0 |
| Chisholm Institute | 5 | 100.0 | 0 | 0.0 | < 5 | 100.0 | 0 | 0.0 |
| Christian Heritage College | 161 | 98.2 | < 5 | 1.8 | 82 | 100.0 | 0 | 0.0 |
| Eastern College Australia | 56 | 65.9 | 29 | 34.1 | 21 | 52.5 | 19 | 47.5 |
| Engineering Institute of Technology | 17 | 26.2 | 45 | 69.2 | 14 | 29.8 | 30 | 63.8 |
| Excelsia College | 109 | 43.1 | 144 | 56.9 | 62 | 51.2 | 59 | 48.8 |
| Governance Institute of Australia | 109 | 95.6 | < 5 | 1.8 | 45 | 95.7 | < 5 | 4.3 |
| Health Education & Training Institute | 75 | 100.0 | 0 | 0.0 | 26 | 100.0 | 0 | 0.0 |
| Higher Education Leadership Institute | 8 | 100.0 | 0 | 0.0 | < 5 | 100.0 | 0 | 0.0 |
| Holmes Institute | 46 | 0.8 | 5,483 | 99.1 | 11 | 0.8 | 1,363 | 99.2 |
| Holmesglen Institute | < 5 | 2.3 | 37 | 86.0 | < 5 | 5.0 | 17 | 85.0 |
| International College of Hotel Management | < 5 | 2.6 | 74 | 97.4 | < 5 | 3.2 | 61 | 96.8 |
| International College of Management, Sydney | 7 | 2.0 | 345 | 98.0 | 6 | 3.4 | 169 | 96.6 |
| ISN Psychology Pty Ltd | 63 | 100.0 | 0 | 0.0 | 36 | 100.0 | 0 | 0.0 |
| Kaplan Business School | 38 | 1.5 | 2,474 | 98.5 | 24 | 2.2 | 1,088 | 97.8 |
| Kaplan Higher Education Pty Ltd | 2,040 | 99.2 | 17 | 0.8 | 547 | 98.9 | 6 | 1.1 |
| King's Own Institute | 0 | 0.0 | 952 | 100.0 | 0 | 0.0 | 430 | 100.0 |
| Le Cordon Bleu Australia | 5 | 7.1 | 65 | 92.9 | < 5 | 7.7 | 24 | 92.3 |
| Marcus Oldham College | 14 | 100.0 | 0 | 0.0 | 9 | 100.0 | 0 | 0.0 |
| Melbourne Institute of Technology | 5 | 0.3 | 1,502 | 99.6 | 0 | 0.0 | 620 | 100.0 |
| Melbourne Polytechnic | < 5 | 6.8 | 41 | 93.2 | < 5 | 8.0 | 23 | 92.0 |
| Montessori World Educational Institute (Australia) | 14 | 100.0 | 0 | 0.0 | 10 | 100.0 | 0 | 0.0 |
| Moore Theological College | 39 | 100.0 | 0 | 0.0 | 23 | 100.0 | 0 | 0.0 |
| Morling College | 101 | 92.7 | < 5 | 3.7 | 48 | 92.3 | < 5 | 1.9 |
| Nan Tien Institute | 50 | 76.9 | 15 | 23.1 | 25 | 69.4 | 11 | 30.6 |
| Perth Bible College | 8 | 100.0 | 0 | 0.0 | < 5 | 100.0 | 0 | 0.0 |
| Photography Studies College (Melbourne) | 13 | 86.7 | < 5 | 13.3 | 9 | 100.0 | 0 | 0.0 |
| SAE Institute | 25 | 100.0 | 0 | 0.0 | 14 | 100.0 | 0 | 0.0 |
| SP Jain School of Management | 0 | 0.0 | 115 | 100.0 | 0 | 0.0 | 101 | 100.0 |
| Sydney College of Divinity | 328 | 88.2 | 44 | 11.8 | 135 | 90.6 | 14 | 9.4 |
| Tabor College of Higher Education | 238 | 99.2 | < 5 | 0.8 | 118 | 98.3 | < 5 | 1.7 |
| TAFE NSW | 20 | 95.2 | < 5 | 4.8 | 6 | 85.7 | < 5 | 14.3 |
| The Australian College of Physical Education | 12 | 100.0 | 0 | 0.0 | 7 | 100.0 | 0 | 0.0 |
| The Australian Institute of Music | 22 | 31.9 | 47 | 68.1 | 12 | 27.3 | 32 | 72.7 |
| The Cairnmillar Institute | 218 | 96.5 | 8 | 3.5 | 105 | 99.1 | < 5 | 0.9 |
| The JMC Academy | 8 | 72.7 | < 5 | 27.3 | < 5 | 66.7 | < 5 | 33.3 |
| The MIECAT Institute | 148 | 100.0 | 0 | 0.0 | 85 | 100.0 | 0 | 0.0 |
| Think Education | 22 | 95.7 | < 5 | 4.3 | 14 | 93.3 | < 5 | 6.7 |
| Universal Business School Sydney | 0 | 0.0 | 832 | 100.0 | 0 | 0.0 | 314 | 100.0 |
| VIT (Victorian Institute of Technology) | 6 | 0.4 | 1,706 | 99.6 | 5 | 0.5 | 913 | 99.5 |
| Wentworth Institute of Higher Education | < 5 | 1.4 | 218 | 98.6 | < 5 | 0.8 | 131 | 99.2 |
| Whitehouse Institute of Design, Australia | < 5 | 50.0 | < 5 | 50.0 | < 5 | 50.0 | < 5 | 50.0 |
| William Angliss Institute | 6 | 100.0 | 0 | 0.0 | < 5 | 100.0 | 0 | 0.0 |
| **All NUHEIs** | **11,001** | **40.6** | **15,660** | **57.8** | **4,545** | **42.1** | **6,115** | **56.8** |

## 1.4: Precision of national estimates

As the 2020 SES data constituted a representative sample of the in-scope student population, it is reasonable to use statistical methods to analyse the achieved sample to make inferences about the population. To gauge the variability of the estimated results due to sampling variation, Table 38, Table 39, Table 40 and Table 41 present student ratings of the quality of their entire educational experience and the quality of teaching items by subgroup and study area, respectively, with 90 per cent confidence intervals around the point estimates. These confidence intervals have been calculated as 1.645 times the standard error. Given that the number of responses constitutes more than 10 per cent of the student population, standard errors have been adjusted by a finite population correction. This correction reduces the size of the confidence intervals surrounding the estimates. The calculation of these confidence intervals is detailed in Appendix 5.

As expected in a large national sample, the confidence intervals are generally narrow. At a national level for international undergraduate students, for example, the 90 per cent confidence interval is around 0.6 percentage points for educational experience and 0.7 percentage points for quality of teaching (see bottom row of Table 38 and Table 40).

Similarly, for international postgraduate coursework students the 90 percent confidence interval is also relatively small at around 0.5 percentage points for the quality of their entire educational experience and quality of teaching (see bottom row of Table 39 and Table 41).

Confidence intervals for international undergraduate estimates tend to be wider for cohorts with smaller populations, such as those aged 40 and over and those who reported a disability.

Similarly, undergraduate confidence intervals tend to be wider when responses are broken down into the 21 study areas (see Table 40). The study areas with the smallest populations and widest confidence intervals were Tourism, hospitality, personal services, sport and recreation, Veterinary Science, Dentistry and Agriculture and environmental studies, with widths of 11.0 to 9.0 percentage points overall observed in relation to teaching quality items.

For international postgraduate coursework students, smaller demographic groups such as those with a reported disability and those born in Malaysia exhibited wider confidence intervals for the quality of their entire educational experience with 5.0 percentage points and 4.9 percentage points (refer Table 39).

As seen in Table 41, in relation to study areas, it is again smaller study areas which exhibit the widest confidence intervals for both the quality of their entire educational experience and quality of teaching with Veterinary science, Tourism, hospitality, personal services, sport and recreation, Dentistry and Pharmacy with intervals between 15.2 and 10.2 percentage points.

It is important to note that greater variability would likely be observed if this same exercise was performed on the data of a single institution.

Notwithstanding this point, the analysis presented in Table 38 to Table 41 suggests that at sector wide level, the results presented in this report are likely to be close to the unknown population parameters.

Table 38 Percentage positive ratings, international undergraduates by student sub-group, 2020 (with 90% confidence intervals)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Group/subgroup | Quality of entire educational experience | Quality of teaching |
| Stage of studies | Commencing | 64.4 (64.0, 64.9) | 71.3 (70.8, 71.7) |
| Stage of studies | Later year\* | 61.6 (61.1, 62.1) | 66.0 (65.5, 66.5) |
| Gender | Male | 60.7 (60.2, 61.2) | 65.9 (65.4, 66.4) |
| Gender | Female | 64.8 (64.4, 65.3) | 70.8 (70.3, 71.2) |
| Age | Under 25 | 62.9 (62.5, 63.2) | 68.7 (68.3, 69.0) |
| Age | 25-29 | 64.4 (63.4, 65.4) | 69.5 (68.5, 70.5) |
| Age | 30-39 | 65.9 (64.5, 67.2) | 68.9 (67.5, 70.2) |
| Age | 40 and over | 75.7 (71.9, 78.8) | 79.6 (75.9, 82.5) |
| Country of birth | Home language – English | 64.4 (63.9, 65.0) | 69.8 (69.3, 70.3) |
| Country of birth | Home language – Other | 62.1 (61.7, 62.6) | 67.9 (67.5, 68.3) |
| Country of birth | China | 58.9 (58.1, 59.6) | 65.8 (65.1, 66.5) |
| Country of birth | India | 72.3 (71.3, 73.2) | 75.9 (75.0, 76.8) |
| Country of birth | Nepal | 65.4 (64.6, 66.2) | 69.7 (69.0, 70.5) |
| Home language | Vietnam | 61.5 (60.1, 62.8) | 69.5 (68.2, 70.8) |
| Home language | Malaysia | 56.6 (55.2, 58.0) | 62.6 (61.3, 64.0) |
| Disability | Disability reported | 58.9 (56.2, 61.5) | 63.9 (61.1, 66.4) |
| Disability | No disability reported | 63.1 (62.7, 63.4) | 68.7 (68.4, 69.0) |
| Study mode† | Internal/Mixed study mode | 62.8 (62.5, 63.2) | 68.5 (68.2, 68.8) |
| Study mode† | External study mode | 64.9 (63.6, 66.2) | 69.8 (68.5, 71.1) |
| Total | Total | **63.0 (62.7, 63.3)** | **68.6 (68.3, 69.0)** |

\*Later year includes middle year students where for NUHEIs a census was conducted (refer to 2020 SES Methodological Report for more details).

† Institutions took different approaches in reporting students’ mode of study in 2020 with only a small number updating the mode of study to reflect the shift to online, therefore the figures presented here most likely reflect students’ intentions rather than their actual mode of study in 2020.

Table 39 Percentage positive ratings, international postgraduate coursework by student sub-group, 2020 (with 90% confidence intervals)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Group/subgroup | Quality of entire educational experience | Quality of teaching |
| Stage of studies | Commencing | 63.4 (63.0, 63.8) | 68.4 (68.0, 68.8) |
| Stage of studies | Later year\* | 64.0 (63.6, 64.3) | 66.5 (66.2, 66.9) |
| Gender | Male | 62.7 (62.3, 63.1) | 65.8 (65.4, 66.2) |
| Gender | Female | 64.5 (64.1, 64.8) | 68.6 (68.3, 69.0) |
| Age | Under 25 | 62.2 (61.8, 62.6) | 66.5 (66.1, 66.9) |
| Age | 25-29 | 63.8 (63.4, 64.3) | 66.8 (66.3, 67.2) |
| Age | 30-39 | 69.2 (68.6, 69.9) | 71.7 (71.0, 72.3) |
| Age | 40 and over | 79.5 (78.0, 80.8) | 80.6 (79.1, 81.9) |
| Country of birth | Home language – English | 63.5 (63.0, 63.9) | 67.0 (66.5, 67.4) |
| Country of birth | Home language – Other | 63.9 (63.5, 64.2) | 67.5 (67.2, 67.9) |
| Country of birth | China | 53.2 (52.5, 53.8) | 58.6 (57.9, 59.2) |
| Country of birth | India | 70.2 (69.8, 70.7) | 72.5 (72.1, 73.0) |
| Country of birth | Nepal | 64.0 (63.1, 64.9) | 65.7 (64.8, 66.5) |
| Home language | Vietnam | 56.6 (54.8, 58.3) | 62.8 (61.1, 64.5) |
| Home language | Malaysia | 53.3 (50.8, 55.7) | 60.6 (58.2, 62.9) |
| Disability | Disability reported | 56.4 (53.8, 58.8) | 64.6 (62.1, 67.0) |
| Disability | No disability reported | 63.8 (63.5, 64.1) | 67.4 (67.1, 67.6) |
| Study mode† | Internal/Mixed study mode | 63.4 (63.1, 63.7) | 67.0 (66.7, 67.3) |
| Study mode† | External study mode | 66.6 (65.6, 67.5) | 70.4 (69.5, 71.3) |
| Total |  | **63.7 (63.5, 64.0)** | **67.4 (67.1, 67.6)** |

\*Later Year includes middle year students where for NUHEIs where census was (refer to 2020 SES Methodological Report for more details).

† Institutions took different approaches in reporting students’ mode of study in 2020 with only a small number updating the mode of study to reflect the shift to online, therefore the figures presented here most likely reflect students’ intentions rather than their actual mode of study in 2020.

Table 40 Percentage positive ratings, international undergraduates by study area, 2019 (with 90% confidence intervals)

|  |  |  |
| --- | --- | --- |
|  | Quality of entire educational experience | Quality of teaching |
| Science and mathematics | 60.3 (58.9, 61.6) | 68.4 (67.1, 69.7) |
| Computing and information systems | 62.0 (61.1, 62.8) | 65.3 (64.4, 66.1) |
| Engineering | 58.5 (57.4, 59.7) | 63.1 (61.9, 64.2) |
| Architecture and built environment | 54.4 (52.5, 56.2) | 60.3 (58.5, 62.1) |
| Agriculture and environmental studies | 65.3 (60.6, 69.6) | 66.9 (62.1, 71.1) |
| Health services and support | 67.1 (65.6, 68.6) | 73.6 (72.2, 75.0) |
| Medicine | 52.8 (49.1, 56.3) | 60.4 (56.8, 63.8) |
| Nursing | 63.2 (62.4, 64.0) | 68.1 (67.3, 68.9) |
| Pharmacy | 65.4 (61.9, 68.7) | 72.2 (68.7, 75.2) |
| Dentistry | 46.3 (41.4, 51.3) | 58.2 (53.1, 63.0) |
| Veterinary science | 52.1 (46.4, 57.7) | 70.6 (64.9, 75.3) |
| Rehabilitation | 61.1 (57.5, 64.5) | 74.0 (70.7, 77.0) |
| Teacher education | 66.2 (64.3, 68.0) | 72.3 (70.5, 74.0) |
| Business and management | 65.3 (64.7, 66.0) | 70.3 (69.7, 70.9) |
| Humanities, culture and social sciences | 65.5 (63.8, 67.1) | 74.5 (72.9, 76.0) |
| Social work | 70.9 (68.5, 73.2) | 77.4 (75.1, 79.5) |
| Psychology | 66.9 (64.4, 69.3) | 76.1 (73.7, 78.2) |
| Law and paralegal studies | 63.9 (59.8, 67.7) | 69.4 (65.3, 73.0) |
| Creative arts | 60.2 (58.4, 61.9) | 69.2 (67.5, 70.8) |
| Communications | 62.1 (60.0, 64.2) | 71.6 (69.5, 73.5) |
| Tourism, hospitality, personal services, sport and recreation | 77.5 (70.3, 82.9) | 85.9 (79.2, 90.2) |
| **Total** | **63.0 (62.7, 63.3)** | **68.6 (68.3, 69.0)** |

Table 41 Percentage positive ratings, international postgraduate coursework by study area, 2020 (with 90% confidence intervals)

|  |  |  |
| --- | --- | --- |
|  | Quality of entire educational experience | Quality of teaching |
| Science and mathematics | 61.2 (59.8, 62.5) | 66.6 (65.3, 67.9) |
| Computing and information systems | 61.9 (61.3, 62.6) | 63.1 (62.5, 63.7) |
| Engineering | 61.0 (60.1, 61.8) | 64.1 (63.2, 64.9) |
| Architecture and built environment | 56.8 (55.4, 58.2) | 63.2 (61.8, 64.6) |
| Agriculture and environmental studies | 67.1 (64.9, 69.1) | 74.7 (72.6, 76.5) |
| Health services and support | 70.8 (69.7, 71.9) | 75.6 (74.5, 76.6) |
| Medicine | 52.1 (48.7, 55.5) | 57.3 (53.9, 60.7) |
| Nursing | 68.1 (66.3, 69.8) | 70.7 (68.9, 72.4) |
| Pharmacy | 64.7 (58.7, 69.8) | 75.0 (69.1, 79.3) |
| Dentistry | 26.4 (21.1, 33.2) | 35.6 (29.5, 42.6) |
| Veterinary science | 35.7 (29.1, 43.4) | 55.9 (48.1, 63.3) |
| Rehabilitation | 57.0 (52.8, 61.0) | 64.7 (60.6, 68.5) |
| Teacher education | 62.5 (61.4, 63.6) | 68.2 (67.1, 69.3) |
| Business and management | 66.2 (65.8, 66.7) | 69.2 (68.7, 69.6) |
| Humanities, culture and social sciences | 70.6 (69.2, 71.8) | 78.9 (77.7, 80.0) |
| Social work | 63.1 (61.7, 64.5) | 67.1 (65.6, 68.4) |
| Psychology | 68.6 (63.6, 72.8) | 78.8 (74.1, 82.3) |
| Law and paralegal studies | 60.6 (58.3, 62.8) | 69.9 (67.7, 71.9) |
| Creative arts | 53.4 (51.0, 55.6) | 61.8 (59.5, 64.0) |
| Communications | 56.4 (54.3, 58.5) | 63.3 (61.2, 65.4) |
| Tourism, hospitality, personal services, sport and recreation | 45.3 (38.3, 52.5) | 59.6 (52.3, 66.4) |
| **Total** | **63.7 (63.5, 64.0)** | **67.4 (67.1, 67.6)** |

# Appendix 2: Student Experience Questionnaire (SEQ)

## 2.1 Core instrument

The construct model underpinning the SES, as a conceptualisation of the student experience, is based on five conceptual domains including Teaching Quality, Learner Engagement, Student Support, Learning Resources, and Skills Development.

The instrument used to collect data for the SES, the Student Experience Questionnaire (SEQ), focuses on aspects of the higher education experience that are measurable, linked to learning and development outcomes, and potentially able to be influenced by institutions. These focus areas are operationalised by means of summated rating scales, underpinned by forty-six individual questionnaire items. These items are supplemented by two open-response items that allow students to provide textual feedback on the best aspects of their higher education experience and those most in need of improvement. The SES also contains two additional sets of items, demographic and contextual, to facilitate data analysis and reporting. A full list of standard SEQ items is presented in Table 42 to Table 48.

Table 42 2020 SEQ Item Summary: Skill Development items

| Stem | Item |  | Response scale |
| --- | --- | --- | --- |
| To what extent has your <course> developed your: | 1. critical thinking skills? 2. ability to solve complex problems? 3. ability to work with others? 4. confidence to learn independently? 5. written communication skills? 6. spoken communication skills? 7. knowledge of the field(s) you are studying? 8. development of work-related knowledge and skills? |  | Not at all / Very little / Some / Quite a bit / Very much |

Table 43 2020 SEQ Item Summary: Learner Engagement items

| Stem | Item | Response scale |
| --- | --- | --- |
| At your institution during SURVEYYEAR, to what extent have you: | 1. felt prepared for your study? 2. had a sense of belonging to <institution>? | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |
| Thinking about your <course> in SURVEYYEAR, how frequently have you: | 1. participated in discussions online or face-to-face? 2. worked with other students as part of your study? 3. interacted with students outside study requirements? 4. interacted with students who are very different from you? | Never / Sometimes / Often / Very often |
| At your institution during SURVEYYEAR, to what extent have you: | 1. been given opportunities to interact with local students? | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |

Table 44 2020 SEQ Item Summary: Teaching Quality items

| Stem | Item | Response scale |
| --- | --- | --- |
| Thinking about your <course>, | 1. overall how would you rate the quality of your entire educational experience this year? | Poor / Fair / Good / Excellent |
| Thinking of this year, overall at <institution>, | 1. how would you rate the quality of the teaching you have experienced in your <course>? | Poor / Fair / Good / Excellent |
| During SURVEYYEAR, to what extent have the lecturers, tutors and demonstrators in your <course>: | 1. engaged you actively in learning? 2. demonstrated concern for student learning? 3. provided clear explanations on coursework and assessment? 4. stimulated you intellectually? 5. commented on your work in ways that help you learn? 6. seemed helpful and approachable? 7. set assessment tasks that challenge you to learn? | Not at all / Very little / Some / Quite a bit / Very much |
| In SURVEYYEAR, to what extent has [your study/your <course>] been delivered in a way that is… | 1. well structured and focused? 2. relevant to your education as a whole? | Not at all / Very little / Some / Quite a bit / Very much |

Table 45 2020 SEQ Item Summary: Student Support items

| Stem | Item | Response scale |
| --- | --- | --- |
| At <E306CTXT> during SURVEYYEAR, to what extent have you: | 1. received support from your institution to settle into study? 2. experienced efficient enrolment and admissions processes? 3. felt induction/orientation activities were relevant and helpful? | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |
| During SURVEYYEAR, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be: | 1. available? 2. helpful? | Had no contact / Not at all / Very little / Some / Quite a bit / Very much |
| During SURVEYYEAR, to what extent have you found careers advisors to be: | 1. available? 2. helpful? | Had no contact / Not at all / Very little / Some / Quite a bit / Very |
| During SURVEYYEAR, to what extent have you found academic or learning advisors to be: | 1. available? 2. helpful? | Had no contact / Not at all / Very little / Some / Quite a bit / Very much |
| During SURVEYYEAR, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be: | 1. available? 2. helpful? | Had no contact / Not at all / Very little / Some / Quite a bit / Very much |
| During SURVEYYEAR, to what extent have you… | 1. been offered support relevant to your circumstances? 2. received appropriate English language skill support? | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |

Table 46 2020 SEQ Item Summary: Learning Resources items

| Stem | Item | Response scale |
| --- | --- | --- |
| Thinking of this year, overall how would you rate the following learning resources provided for your <course>? | 1. Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories) 2. Student spaces and common areas 3. Online learning materials 4. Computing/IT resources 5. Assigned books, notes and resources 6. Laboratory or studio equipment 7. Library resources and facilities | Poor / Fair / Good / Excellent / Not applicable |

Table 47 2020 SEQ Item Summary: Open-response items

| Stem | Item | Response scale |
| --- | --- | --- |
| What have been the best aspects of your <course>? |  | Open response |
| What aspects of your <course> most need improvement? |  | Open response |

Table 48 2020 SEQ Item Summary: Other items

| Stem | Item | Response scale |
| --- | --- | --- |
| In what year did you first start your current <course>? |  | SURVEYYEAR-4 YEARS/ SURVEYYEAR-4 YEARS / SURVEYYEAR-3 YEARS / SURVEYYEAR-2 YEARS / SURVEYYEAR-1 YEAR / SURVEYYEAR |
| When do you expect to complete your current <course>? |  | SURVEYYEAR / SURVEYYEAR+1 YEAR |
| Where has your study been mainly based in SURVEYYEAR? |  | On one campus / On two or more campuses / Mix of external, distance and on-campus / External/Distance |
| Thinking about your <course>, how much study do you do online? |  | None / About a quarter / About half / All or nearly all |
| Which number between 0 and 100 represents your average grade so far in SURVEYYEAR? |  | No results / 0-49% / 50-59% / 60-69% / 70-79% / 80-89% / 90-100% |
| At <E306CTXT> during SURVEYYEAR, to what extent have… | 1. Your living arrangements negatively affected your study? 2. Your financial circumstances negatively affected your study? 3. Paid work commitments negatively affected your study? | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |
| During SURVEYYEAR, have you seriously considered leaving <institution>? |  | Yes, I have seriously considered leaving / No, I have not seriously considered leaving |
| Please indicate your reasons for seriously considering leaving your current university in SURVEYYEAR. Select all that apply. |  | Academic exchange / Academic support / Administrative support / Boredom/lack of interest / Career prospects / Change of direction / Commuting difficulties / Difficulty paying fees / Difficulty with workload / Expectations not met / Family responsibilities / Financial difficulties / Gap year/deferral / Government assistance / Graduating / Health or stress / Institution reputation / Moving residence / Need a break / Need to do paid work / Other opportunities / Paid work responsibilities / Personal reasons / Quality concerns / Received other offer from another university or higher education institution / Social reasons / Standards too high / Study/life balance / Travel or tourism / Other reasons |

## 2.2 International student items

Given the growing importance of international education, an additional module specifically directed towards measuring the international student living experience was added to the SES in 2020. Additional items focused on international students’ decision to study at Australian higher education institutions and their living arrangements such as their experience with accommodation, transport, safety, relationships and employment opportunities while studying. The additional module measuring the international student living experience was developed following consultation with the higher education sector. A full list of the international student items is listed in Table 49.



Table 49 2020 SES International Student Items

| Stem | Item | Response scale |
| --- | --- | --- |
| When deciding to study in Australia, how important was…. | a) The reputation of Australia’s education system?  b) Your personal safety and security?  c) The ability to work part-time?  d) The opportunity to study in an English-speaking country?  e) Having friends and family already in Australia?  f) The chance to experience a new culture/lifestyle?  g) The possibility of migrating to Australia?  h) The weather/climate? | Extremely important / Important / Not important / Not at all important / Don’t know |
| What else was important when deciding to study in Australia? |  | <FULL VERBATIM> / Nothing else was important |
| When you were deciding to apply to <E306CTXT>, how important was… | a) The reputation of the education provider?  b) The reputation of the qualification?  c) <E306CTXT> offered the course I wanted to study?  d) The course fee?  e) Employment opportunities after completing the course?  f) <E306CTXT> had a partnership with my local institution?  g) The location of the institution? | Extremely important / Important / Not important / Not at all important / Don’t know |
| What other factors were important to you when you were deciding to apply to <E306CTXT>? |  | <FULL VERBATIM> / Nothing else was important |
| How satisfied are you with each of the following aspects of living in Australia? | a) Employment while studying  b) Improving your English skills  c) Getting work experience in your field of study  d) Transport  e) Personal safety on campus  f) Personal safety off campus  g) Making friends  h) Overall living experience in Australia | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied / Not applicable |
| When coming to Australia, did you use an agent to help you with your visa application or to enrol at <**E306CTXT**>? |  | Yes / No |
| How would you rate the overall service provided by the agent? |  | Very good / Good / Poor / Very poor |
| Which of the following best describes your current living arrangements? |  | University or college halls of residence / Student house or flat controlled by university / Private halls or student hostel / Private rented house/flat/room / Homestay with a family not related to you / Living with parents / With friends or relatives in their accommodation / Other (please specify) |
| Overall, how satisfied are you with your current living arrangements? |  | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied |
| What type of Australian visa do you currently hold? |  | Student visa / Temporary graduate visa / Bridging visa (awaiting outcome of substantive visa application) / Other (please specify) |

## 2.3 Institution-specific items

As has been the case since 2013, institutions were offered the option of including non-standard, institution-specific items as part of the 2020 SES. In total, 19 institutions chose to include their own items. In addition to this, 11 institutions chose to include the Workplace Relevance Scale, Navitas Colleges included a single item and the Independent Higher Education Association (IHEA) added a new item for its member institutions.

These institution-specific items were only presented to students after they had completed the SEQ, resulting in a clear demarcation between the two survey modules. A statement was also added before the institution-specific items to further emphasise this: “The following items have been included by <E306CTXT> to gather feedback from current students on issues important to their institution”.

COVID-19 items

A set of COVID-19 items were developed by the sector to better understand the impact the COVID-19 pandemic has had on the student experience in 2020. The module included 21 questionnaire items measuring the number of units students intended to take online in comparison with how many they actually took online, the extent to which students had access to adequate IT equipment, internet, space to study off campus, the extent to which institutions provided information related to online study and collaborative learning, study intentions for the next 12 months, future study mode preferences, students’ location during the COVID-19 pandemic, and how students’ felt institutions had responded to the COVID-19 pandemic. There were three open-ended response items allowing students to provide textual feedback on their reasons for giving the rating they did in regard to their institution’s response to COVID-19 and to describe the elements of the online learning experience they’d like to retain in face-to-face studies.

Institutions could choose to participate and in total 64 institutions, including 29 universities and 35 NUHEIs, opted in to the COVID-19 module and only students of participating institutions were presented the items once completing the SEQ, and prior to the institution-specific items.

# Appendix 3: Production of scores

A series of steps are taken to produce the focus area percentage positive results used in this report. A selection of the SPSS syntax used to produce these scores is presented below.

To begin, all SEQ items are rescaled into the conventional reporting metric. Four-point scales are recoded onto a scale that runs from 0, 33.3, 66.6 and 100, and five-point scales recoded onto a scale that runs from 0, 25, 50, 75 and 100. These rescaled items are denoted with an ‘r’ suffix. An example of the SPSS syntax to recode the SEQ items to the conventional reporting metric is shown in Figure 1.

Scores for each focus area are then computed as the mean of the constituent item scores. A focus area score is only computed for respondents who have a valid item score for at least six skill development items, five learner engagement items, eight teaching quality items, six student support items and five learning resources items respectively. An example of the SPSS syntax used to generate focus area average scores is shown in Figure 2. The recoded item scores are not retained in the analysis file.

Because the reporting metric for the 2020 SES is percentage of students that rated their experience, calculated variables must be created for each focus area. The percentage of students that rated their experience positively reflects the percentage of students who achieve a threshold focus area score of 55 or greater. At the individual response level, a positive response is represented by a binary variable taking the value of one if the students gives a positive response to a particular facet of their higher education experience and zero otherwise. An example of the SPSS syntax used to generate these variables is presented in Figure 3. Further information on the SPSS syntax for generating the score for each focus area in the SEQ can be found in the SES Data Dictionary.

At the item level, a positive rating reflects a response in the top two categories of both the four-point and five-point response scales. As with the focus area calculated variables discussed previously, a positive rating with a particular SEQ item is represented by a binary variable taking the value of one if the student provides a positive response and zero otherwise. An example of the SPSS syntax used to generate these item variables is presented in Figure 4.

Extensive consultation with the higher education sector indicated a near-universal preference for the reporting of percentage positive results over focus area average scores. Percentage positive results were seen as being a more understandable measure, especially for less expert users of the SES data, and are straightforward for institutions to replicate and benchmark against. As such, percentage positive results are presented throughout this report. One consequence of this is that the results presented in the 2013 and 2014 UES reports and the 2015–2020 SES reports are not directly comparable to those presented in the 2011 and 2012 reports.

Figure 1 Example of how to use SPSS syntax to recode SEQ items into the conventional reporting metric

|  |
| --- |
| RECODE STDSTRUC STDRELEV TCHACTIV TCHCONLR TCHCLEXP TCHSTIMI TCHFEEDB TCHHELP TCHASSCH  (1=0) (2=25) (3=50) (4=75) (5=100) INTO  STDSTRUCr STDRELEVr TCHACTIVr TCHCONLRr TCHCLEXPr TCHSTIMIr TCHFEEDBr TCHHELPr TCHASSCHr  RECODE QLTEACH OVERALL  (1=0) (2=33.33) (3=66.66) (4=100) INTO  QLTEACHr OVERALLr. |

Figure 2 Example of how to use SPSS syntax to compute SES focus area scores

|  |
| --- |
| COMPUTE TEACH = MEAN.8(STDSTRUCr, STDRELEVr, TCHACTIVr, TCHCONLRr, TCHCLEXPr, TCHSTIMIr, TCHFEEDBr, TCHHELPr, TCHASSCHr, QLTEACHr, OVERALLr). |

Figure 3 Example of how to use SPSS syntax to compute SES focus area scores

|  |
| --- |
| IF NOT MISSING(TEACH) TEACHING\_SAT = 0.  IF TEACH GE 55 TEACHSAT = 1. |

Figure 4 Example of how to use SPSS syntax to compute item variables

|  |
| --- |
| RECODE ENGLANG (1=0) (2=0) (3=0) (4=1) (5=1) (ELSE=SYSMIS) INTO ENGLANG\_SAT. |

# Appendix 4: Comparisons between surveys

## Comparisons of Student Experience Questionnaire (SEQ), International Student Survey (ISS), Student Outcomes Survey (SOS), National Student Survey (NSS) and National Survey of Student Engagement (NSSE)

The SES has been designed to enable benchmarking against similar student surveys conducted in other national contexts. However, in most instances where SES data has been compared to other sources of data in this report, there are variations in item stems, response options and survey methodologies which should be considered when analysing results. The tables below summarise the sources used in compiling data presented in this report.

One comparable survey referenced in this report is the Student Experience Survey (SES). The SES is an annual, online survey of first- and final-year students at higher education institutions (universities and non-university higher education institutions) in Australia. Sample for the SES is drawn from government-sourced higher education reporting data. Fieldwork takes place in August and September each year. The most recent methodological report for the SES can be found below.[[5]](#footnote-5)

The Student Outcome Survey (SOS) is another Australian student survey referenced in this report. The SOS is an annual, online survey of graduates of vocational education and training institutions (TAFEs and private providers). For the SOS, sample is created based on the availability of students’ contact details and their consent to re-contact status from earlier VET-related surveys. Fieldwork begins in June with reports distributed the following February. The most recent SOS results can be found below.[[6]](#footnote-6)

Section 7, ‘International Comparisons’ references two similar student surveys conducted in other national contexts. The first of these is the National Survey of Student Engagement (NSSE), which is an annual survey of first- and final-year students at four-year institutions across the United States and Canada. The NSSE employs an online data collection method and fieldwork runs from February to May each year. Participating institutions can choose to either conduct a census of all in-scope students or use a random selection of students, with the sample size based on their total undergraduate enrolment figure. Institutions must choose to opt-in to the NSSE; around 600 institutions participated in the 2020 collection. The most recent NSSE results can be found below.[[7]](#footnote-7)

The second of these surveys is the National Student Survey (NSS). The NSS is an annual survey of final-year students at higher education universities and colleges in the United Kingdom. It is an annual survey; fieldwork takes place in January to April and results are released in July. The NSS is a census and employs a mixed-mode (online or full CATI) data collection method. Further information about the NSS can be found below.[[8]](#footnote-8)

**Table 50 International undergraduate student living experience, 2010-2020 (% positive rating)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Stem: 2010-2018 ISS | Stem: 2020 SES | Item: 2010-2018 ISS | Item: 2020 SES | Response scale: 2010-2018 ISS | Response scale 2020 SES |
| Overall, how satisfied are you with your living experience at this stage in the year | How satisfied are you with each of the following aspects of living in Australia? |  | 1. Overall living experience in Australia | Very dissatisfied/Dissatisfied/Satisfied/  Very satisfied  % positive rating = % Very satisfied or Satisfied | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied / Not applicable  % positive rating = % Very satisfied or Satisfied (Not applicable excluded) |

**Table 51 International undergraduate accommodation experience, 2010-2020 (% positive rating)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Stem: 2010-2018 ISS | Stem: 2020 SES | Item: 2010-2018 ISS | Item: 2020 SES | Response scale: 2010-2018 ISS | Response scale 2020 SES |
| How satisfied are you at this stage in the year with the following | Overall, how satisfied are you with your current living arrangements? | The quality of accommodation |  | Very dissatisfied/Dissatisfied/Satisfied/  Very satisfied/Not applicable  % positive rating =  % Very satisfied or Satisfied (Not applicable excluded) | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied  % positive rating = % Very satisfied or Satisfied |

**Table 52 Reason for choosing to study in Australia for international undergraduate students, 2010-2020 (% importance rating)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Stem: 2010-2018 ISS | Stem: 2020 SES | Item: 2010-2018 ISS | Item: 2020 SES | Response scale: 2010-2018 ISS | Response scale 2020 SES |
| How important were the following factors when deciding where to study? | When you were deciding to apply to your institution, how important was…. | Reputation of the qualification from this university | b) The reputation of the qualification | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| How important were the following factors when deciding where to study? | When you were deciding to apply to your institution, how important was…. | Specific program title | c) Institution offered the course I wanted to study | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| How important were the following factors when deciding where to study? | When you were deciding to apply to your institution, how important was…. | Reputation of this university | The reputation of the education provider | Very unimportant/Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| How important were the following factors when deciding where to study? | When you were deciding to study in Australia, how important was…. | Personal safety and security | b) Your personal safety and security | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| How important were the following factors when deciding where to study? | When you were deciding to apply to your institution, how important was…. | Opportunities for full-time work in this country following my studies | e) Employment opportunities after completing the course | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| How important were the following factors when deciding where to study? | When you were deciding to study in Australia, how important was…. | Reputation of the education system in this country | a) The reputation of Australia’s education system | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| How important were the following factors when deciding where to study? | n/a | Quality of teaching/research | n/a | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | n/a |
| How important were the following factors when deciding where to study? | When you were deciding to apply to your institution, how important was…. | Cost of education (tuition fees) | d) The course fee | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| How important were the following factors when deciding where to study? | When you were deciding to study in Australia, how important was…. | Improve my English language skills by studying in an English speaking country | d) The opportunity to study in an English-speaking country | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| n/a | When you were deciding to study in Australia, how important was…. | n/a | f) The chance to experience a new culture/lifestyle | n/a | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| How important were the following factors when deciding where to study? | When you were deciding to apply to your institution, how important was…. | City/location | g) The location of the institution | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| How important were the following factors when deciding where to study? | When you were deciding to study in Australia, how important was…. | Opportunities to work while studying | c) The ability to work part-time | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| n/a | When you were deciding to study in Australia, how important was…. | n/a | h) The weather/climate | n/a | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| How important were the following factors when deciding where to study? | When you were deciding to study in Australia, how important was…. | Opportunity for permanent residence in this country | g) The possibility of migrating to Australia | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| n/a | When you were deciding to apply to your institution, how important was…. | n/a | f) The institution had a partnership with my local institution | n/a | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |
| How important were the following factors when deciding where to study? | When you were deciding to study in Australia, how important was…. | Friends or family already living/studying in the country | e) Having friends and family already in Australia | Very unimportant/ Unimportant/Important/  Very important/Not applicable  % positive rating =  % Very Important or Not important (Not applicable excluded) | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) |

Table 53 International student education experience by sector, 2019 and 2020 (% positive rating)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stem: SES** | **Stem: SOS** | **Item: SES** | **Item: SOS** | **Response scale: SES** | **Response scale: SOS** |
| **Teaching quality (for SES see Appendix 3: Production of scores)** | **Teaching quality (for SES see Appendix 3: Production of scores)** | **Teaching quality (for SES see Appendix 3: Production of scores)** | **Teaching quality (for SES see Appendix 3: Production of scores)** | **Teaching quality (for SES see Appendix 3: Production of scores)** | **Teaching quality (for SES see Appendix 3: Production of scores)** |
| Thinking about your <course>, | For the following questions, we want to know what you thought about the training in <insert training details>, on average | 1. overall how would you rate the quality of your entire educational experience this year? | How satisfied are you with the quality of your trainers/teachers/instructors? | Poor / Fair / Good / Excellent | Very satisfied / Satisfied / Neither satisfied nor dissatisfied/Dissatisfied / Very dissatisfied /Not applicable  % positive rating = % Very satisfied or Satisfied (Not applicable excluded from analysis) |
| Thinking of this year, overall at <institution>, |  | 1. how would you rate the quality of the teaching you have experienced in your <course>? |  | Poor / Fair / Good / Excellent |  |
| During SURVEYYEAR, to what extent have the lecturers, tutors and demonstrators in your <course>: |  | 1. engaged you actively in learning? 2. demonstrated concern for student learning? 3. provided clear explanations on coursework and assessment? 4. stimulated you intellectually? 5. commented on your work in ways that help you learn? 6. seemed helpful and approachable? 7. set assessment tasks that challenge you to learn? |  | Not at all / Very little / Some / Quite a bit / Very much |  |
| In SURVEYYEAR, to what extent has [your study/your <course>] been delivered in a way that is… |  | a) well structured and focused?  b) relevant to your education as a whole? |  | Not at all / Very little / Some / Quite a bit / Very much |  |
| **Student support (for SES see Appendix 3: Production of scores)** | **Student support (for SES see Appendix 3: Production of scores)** | **Student support (for SES see Appendix 3: Production of scores)** | **Student support (for SES see Appendix 3: Production of scores)** | **Student support (for SES see Appendix 3: Production of scores)** | **Student support (for SES see Appendix 3: Production of scores)** |
| At <E306CTXT> during SURVEYYEAR, to what extent have you: | For the following questions, we want to know what you thought about the support services offered by your training provider <insert RTO (if TAFE or university)> | 1. received support from your institution to settle into study? 2. experienced efficient enrolment and admissions processes? 3. felt induction/orientation activities were relevant and helpful? | Overall, how satisfied are you with all support services provided by your training provider? | Not at all / Very little / Some / Quite a bit / Very much / Not applicable | Very satisfied / Satisfied / Neither satisfied nor dissatisfied/Dissatisfied / Very dissatisfied /Not applicable  % positive rating = % Very satisfied or Satisfied (Not applicable excluded from analysis) |
| During SURVEYYEAR, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be: |  | 1. available? 2. helpful? |  | Had no contact / Not at all / Very little / Some / Quite a bit / Very much |  |
| During SURVEYYEAR, to what extent have you found careers advisors to be: |  | 1. available? 2. Helpful? |  | Had no contact / Not at all / Very little / Some / Quite a bit / Very |  |
| During SURVEYYEAR, to what extent have you found academic or learning advisors to be: |  | 1. available? 2. helpful? |  | Had no contact / Not at all / Very little / Some / Quite a bit / Very much |  |
| During SURVEYYEAR, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be: |  | 1. available? 2. helpful? |  | Had no contact / Not at all / Very little / Some / Quite a bit / Very much |  |
| During SURVEYYEAR, to what extent have you… |  | 1. been offered support relevant to your circumstances? 2. received appropriate English language skill support? |  | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |  |
| **Overall education experience** | **Overall education experience** | **Overall education experience** | **Overall education experience** | **Overall education experience** | **Overall education experience** |
| Thinking about your <course>, | For the following questions, we want to know what you thought about the training in <insert training details>, on average | Overall how would you rate the quality of your entire educational experience this year? | Overall, how satisfied are you with your training? | Poor / Fair / Good / Excellent  % positive rating =  % Excellent or Good | Very satisfied / Satisfied / Neither satisfied nor dissatisfied/Dissatisfied / Very dissatisfied  % positive rating = % Very satisfied or Satisfied |

Table 54 International student living experience by sector, 2020 (% positive rating)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stem: SES** | **Stem: SOS** | **Item: SES** | **Item: SOS** | **Response scale: SES** | **Response scale: SOS** |
|  | For the following questions, we want to know what you thought about aspects of living in Australia whilst you were undertaking training | Overall, how satisfied are you with your current living arrangements? | How satisfied are you with your accommodation in Australia? | Very satisfied/Satisfied/Dissatisfied/  Very dissatisfied  % positive rating =  % Very satisfied or Satisfied | Very satisfied / Satisfied / Neither satisfied nor dissatisfied/ Dissatisfied / Very dissatisfied  % positive rating = % Very satisfied or Satisfied |
| How satisfied are you with each of the following aspects of living in Australia | For the following questions, we want to know what you thought about aspects of living in Australia whilst you were undertaking training | 1. Personal safety on-campus 2. Personal safety off-campus | How satisfied are you with your personal safety in Australia? | Very satisfied/Satisfied/Dissatisfied/  Very dissatisfied/Not applicable  % positive rating =  % Very satisfied or Satisfied (Not applicable excluded from analysis) | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied  % positive rating = % Very satisfied or Satisfied |
| How satisfied are you with each of the following aspects of living in Australia | For the following questions, we want to know what you thought about aspects of living in Australia whilst you were undertaking training | Making friends? | How satisfied are you with your opportunities to make friends in Australia (e.g. Australian friends, friends from your own country or friends from other countries)? | Very satisfied/Satisfied/Dissatisfied/  Very dissatisfied/Not applicable  % positive rating =  % Very satisfied or Satisfied (Not applicable excluded from analysis) | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied  % positive rating = % Very satisfied or Satisfied |
| How satisfied are you with each of the following aspects of living in Australia | For the following questions, we want to know what you thought about aspects of living in Australia whilst you were undertaking training | Employment while studying? | How satisfied are you with the employment opportunities in Australia? | Very satisfied/Satisfied/Dissatisfied/  Very dissatisfied/Not applicable  % positive rating =  % Very satisfied or Satisfied (Not applicable excluded from analysis) | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied/ Not applicable  % positive rating = % Very satisfied or Satisfied (Not applicable excluded from analysis) |
| How satisfied are you with each of the following aspects of living in Australia | For the following questions, we want to know what you thought about aspects of living in Australia whilst you were undertaking training | Overall living experience in Australia? | How satisfied are you with your overall living experience in Australia? | Very satisfied/Satisfied/Dissatisfied/  Very dissatisfied/Not applicable  % positive rating =  % Very satisfied or Satisfied (Not applicable excluded from analysis) | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied  % positive rating = % Very satisfied or Satisfied |

Table 55 International student accommodation arrangements by sector, 2020, %

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stem: SES** | **Stem: SOS** | **Item: SES** | **Item: SOS** | **Response scale: SES** | **Response scale: SOS** |
| Which of the following best describes your living arrangements? | Which best describes where you were living whilst undertaking your training? |  |  | Private rented house/flat/room  Living with parents  With friends or relatives in their accommodation  University or college halls of residence  Private halls or student hostel  Homestay with a family not related to you  Other  Student house or flat controlled by university | Private rented house/flat/room  With friends or relatives in their place of residence  Purpose built student accommodation  Homestay with a family not related to you  Other |

Table 56 International students’ reasons for choosing to study in Australia by sector 2020 (% importance rating)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stem: SES** | **Stem: SOS** | **Item: SES** | **Item: SOS** | **Response scale: SES** | **Response scale: SOS** |
| n/a | When deciding to study in Australia, how important were the following factors in your decision? | n/a | When deciding to study in Australia, how important was the quality of teaching? | n/a | Extremely important/Important/Not Important/Not at all important  % importance rating =  % Extremely important or Important |
| When you were deciding to apply to your institution, how important was…. | When deciding to study in Australia, how important were the following factors in your decision? | b) The reputation of the qualification | When deciding to study in Australia, how important was the reputation of the qualification | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating =  % Extremely important or Important (Don’t know excluded from analysis) | Extremely important/Important/Not Important/Not at all important  % importance rating =  % Extremely important or Important |
| When you were deciding to study in Australia, how important was…. | When deciding to study in Australia, how important were the following factors in your decision? | b) Your personal safety and security | When deciding to study in Australia, how important was your personal safety and security | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) | Extremely important/Important/Not Important/Not at all important  % importance rating =  % Extremely important or Important |
| When you were deciding to study in Australia, how important was…. | When deciding to study in Australia, how important were the following factors in your decision? | a) The reputation of Australia’s education system | When deciding to study in Australia, how important was the reputation of Australia’s education system | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) | Extremely important/Important/Not Important/Not at all important  % importance rating =  % Extremely important or Important |
| When you were deciding to apply to your institution, how important was…. | When deciding to study in Australia, how important were the following factors in your decision? | The reputation of the education provider | When deciding to study in Australia, how important was the reputation of the education provider | Extremely important/Important/Not important/Not at all important/Don’t know  % importance rating=  % Extremely important or Important (Don’t know excluded from analysis) | Extremely important/Important/Not Important/Not at all important  % importance rating =  % Extremely important or Important |

**Table 57 International student ratings of overall educational experience, United Kingdom (2019), United States (2017-18) and Australia (2019) (% positive rating or satisfaction)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item: NSS (UK)** | **Item: NSSE (USA)** | **Item: SES (Australia)** | **Response scale: NSS (UK)** | **Response scale: NSSE (USA)** | **Response scale: SES (Australia)** |
| Overall, I am satisfied with the quality of the course. | How would you rate your entire educational experience at this institution? | Thinking about your course, overall how would you rate the quality of your entire educational experience this year? | Definitely agree / Mostly agree / Neither agree nor disagree / Mostly disagree / Definitely disagree / Not applicable  % positive rating = % Definitely agree or Mostly agree (Not applicable excluded) | Poor / Fair / Good / Excellent  % positive rating = % Excellent or Good | Poor / Fair / Good / Excellent  % positive rating = % Excellent or Good |

# Appendix 5: Construction of confidence intervals

The 90 per cent confidence intervals presented in this report were calculated using the Finite Population Correction (FPC) to account for the relatively large size of the sample relative to the in-scope population. The FPC is generally used when the sampling fraction exceeds 5 per cent.

Because percentage agreement scores are reported for the 2020 SES, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

Where is the adjusted estimated proportion of satisfied responses, is the size of the population in the relevant subgroup, is the number of valid responses in the relevant subgroup, is the number of positive responses in the relevant subgroup, is the standard normal value for 90% confidence and is the Finite Population Correction term.

The 90 per cent confidence interval of each estimated proportion is then calculated as the adjusted proportion plus or minus its 90 per confidence interval bound.

Figure 5 Formula for a 90% confidence interval using the Agresti-Coull method with FPC

where , and and

# Appendix 6: Study area definitions

Table 58 21 and 45 study areas concordance with ASCED field of education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Study area | Study area | Study area 45 | Study area 45 | Field of Education |
| 0 | Non-award | 0 | Non-award | 000000 |
| 1 | Science and mathematics | 1 | Natural & Physical Sciences | 010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999 |
| 1 | Science and mathematics | 2 | Mathematics | 010100, 010101, 010103, 010199 |
| 1 | Science and mathematics | 3 | Biological Sciences | 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999 |
| 1 | Science and mathematics | 4 | Medical Science & Technology | 019901, 019903, 019905, 019907, 019909 |
| 2 | Computing & Information Systems | 5 | Computing & Information Systems | 020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999 |
| 3 | Engineering | 6 | Engineering - Other | 030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999 |
| 3 | Engineering | 7 | Engineering - Process & Resources | 030300, 030301, 030303, 030305, 030307, 030399 |
| 3 | Engineering | 8 | Engineering - Mechanical | 030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799 |
| 3 | Engineering | 9 | Engineering - Civil | 030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999 |
| 3 | Engineering | 10 | Engineering - Electrical & Electronic | 031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399 |
| 3 | Engineering | 11 | Engineering - Aerospace | 031500, 031501, 031503, 031505, 031507, 031599 |
| 4 | Architecture and built environment | 12 | Architecture & Urban Environments | 040000, 040100, 040101, 040103, 040105, 040107, 040199 |
| 4 | Architecture and built environment | 13 | Building & Construction | 040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399 |
| 5 | Agriculture and environmental studies | 14 | Agriculture & Forestry | 050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999 |
| 5 | Agriculture and environmental studies | 15 | Environmental Studies | 050900, 050901, 050999 |
| 6 | Health services and support | 16 | Health Services & Support | 060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999 |
| 6 | Health services and support | 17 | Public Health | 061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399 |
| 7 | Medicine | 18 | Medicine | 060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199 |
| 8 | Nursing | 19 | Nursing | 060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399 |
| 9 | Pharmacy | 20 | Pharmacy | 060500, 060501 |
| 10 | Dentistry | 21 | Dentistry | 060700, 060701, 060703, 060705, 060799 |
| 11 | Veterinary science | 22 | Veterinary Science | 061100, 061101, 061103, 061199 |
| 12 | Rehabilitation | 23 | Physiotherapy | 061701 |
| 12 | Rehabilitation | 24 | Occupational Therapy | 061703 |
| 13 | Teacher education | 25 | Teacher Education - Other | 070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999 |
| 13 | Teacher education | 26 | Teacher Education - Early Childhood | 070101 |
| 13 | Teacher education | 27 | Teacher Education - Primary & Secondary | 070103, 070105 |
| 14 | Business and management | 28 | Accounting | 080100, 080101 |
| 14 | Business and management | 29 | Business Management | 080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399 |
| 14 | Business and management | 30 | Sales & Marketing | 080500, 080501, 080503, 080505, 080507, 080509, 080599 |
| 14 | Business and management | 31 | Management & Commerce - Other | 080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999 |
| 14 | Business and management | 32 | Banking & Finance | 081100, 081101, 081103, 081105, 081199 |
| 14 | Business and management | 40 | Economics | 091900, 091901, 091903 |
| 15 | Humanities, culture and social sciences | 33 | Political Science | 090100, 090101, 090103 |
| 15 | Humanities, culture and social sciences | 34 | Humanities inc History & Geography | 090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999 |
| 15 | Humanities, culture and social sciences | 35 | Language & Literature | 091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599 |
| 16 | Social work | 36 | Social Work | 090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599 |
| 17 | Psychology | 37 | Psychology | 090700, 090701, 090799 |
| 18 | Law and paralegal studies | 38 | Law | 090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999 |
| 18 | Law and paralegal studies | 39 | Justice Studies & Policing | 091100, 091101, 091103, 091105, 091199 |
| 19 | Creative arts | 42 | Art & Design | 100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999 |
| 19 | Creative arts | 43 | Music & Performing Arts | 100100, 100101, 100103, 100105, 100199 |
| 20 | Communications | 44 | Communication, Media & Journalism | 100700, 100701, 100703, 100705, 100707, 100799 |
| 21 | Tourism, Hospitality, Personal Services, Sport and recreation | 41 | Sport & Recreation | 092100, 092101, 092103, 092199 |
| 21 | Tourism, Hospitality, Personal Services, Sport and recreation | 45 | Tourism, Hospitality & Personal Services | 080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999 |

Note: SES targets for collection are based on 45 study areas as above. The QILT website and this report use 21 study areas as the basis of analysis.

Field of Education listings are available from the Australian Bureau of Statistics website (ASCED Field of Education Broad, Narrow and Detailed fields).

# Appendix 7: Additional tables

This report is accompanied by additional benchmarking tables which may be used alongside this report and data visualisation to support institutional benchmarking and analysis.

Listed below are tables related to specific concepts relevant to the SES as well as a listing of tables that can be used to explore and benchmark additional themes related to the SES.

## 7.1 SES Results

### 7.1.1. Focus areas

This group of tables outline SES focus areas for undergraduate and postgraduate coursework students by a number of parameters including demographic characteristics, study area and institution type.

The SES focus areas are comprised of a number of underlying items as seen in Appendix 2. Results at the item level for each focus area is available in section 7.1.3.

Appendix 3 gives examples of how these focus area scores are calculated.

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| UG | Table 11 | FOCUS\_UG\_ALL\_2Y\_E346 | International undergraduate student education experience by country, 2019-2020 (% positive rating) |
| UG | Table 01 and Table 20 | FOCUS\_UG\_ALL\_2Y\_E942 | International undergraduate student education experience by citizenship status, 2019-2020 (% positive rating) |
| PGC |  | FOCUS\_PGC\_ALL\_2Y\_E942 | International postgraduate coursework student education experience by citizenship status, 2019-2020 (% positive rating) |
| UG |  | FOCUS\_UG\_ALL\_1Y\_CURCOUNTRY | International undergraduate coursework student education experience by current country, 2020 (% positive rating) |
| PGC |  | FOCUS\_PGC\_ALL\_1Y\_CURCOUNTRY | International postgraduate coursework student education experience by current country, 2020 (% positive rating) |
| UG |  | FOCUS\_UG\_ALL\_1Y\_SECTOR | International undergraduate student education experience by sector, 2020 (% positive rating) |
| ALL |  | FOCUS\_ALL\_ALL\_1Y | The international student education experience by level of study, 2020 (% positive rating) |
| UG | Table 03 | FOCUS\_UG\_ALL\_14-YY\_YEAR | The international undergraduate student education experience, 2014–2020 (% positive rating) |
| PGC |  | FOCUS\_PGC\_ALL\_17-YY\_YEAR | The international postgraduate coursework student education experience 2017–2020 (% positive rating) |
| UG |  | FOCUS\_UG\_ALL\_1Y\_STAGE | The international undergraduate student education experience, by stage of studies, 2020 (% positive rating) |
| PGC |  | FOCUS\_PGC\_ALL\_1Y\_STAGE | The international postgraduate coursework student education experience, by stage of studies, 2020 (% positive rating) |
| UG |  | FOCUS\_UG\_ALL\_1Y\_ISG | The international undergraduate student education experience, by demographic and contextual group, 2020 (% positive rating) |
| UG |  | FOCUS\_UG\_UNI\_1Y\_ISG | The university international undergraduate student education experience, by demographic and contextual group, 2020 (% positive rating) |
| UG |  | FOCUS\_UG\_NUHEI\_1Y\_ISG | The non-university higher education institution (NUHEI) international undergraduate student education experience, by demographic and contextual group, 2020 (% positive rating) |
| PGC |  | FOCUS\_PGC\_ALL\_1Y\_ISG | The international postgraduate coursework student education experience, by demographic and contextual group, 2020 (% positive rating) |
| PGC |  | FOCUS\_PGC\_UNI\_1Y\_ISG | The university international postgraduate coursework student education experience, by demographic and contextual group, 2020 (% positive rating) |
| PGC |  | FOCUS\_PGC\_NUHEI\_1Y\_ISG | The non-university higher education institution (NUHEI) international postgraduate coursework student education experience, by demographic and contextual group, 2020 (% positive rating) |
| UG | Table 17 | FOCUS\_UG\_ALL\_2Y\_AREA | International undergraduate student education experience by study area, 2019-2020 (% positive rating) |
| PGC |  | FOCUS\_PGC\_ALL\_2Y\_AREA | The international postgraduate coursework student education experience, by study area, 2019 and 2020 (% positive rating) |
| UG |  | FOCUS\_UG\_UNI\_1Y\_AREA | The university international undergraduate student education experience, by study area, 2020 (% positive rating) |
| UG |  | FOCUS\_UG\_NUHEI\_1Y\_AREA | The non-university higher education institution (NUHEI) international undergraduate student education experience, by study area, 2020 (% positive rating) |
| PGC |  | FOCUS\_PGC\_UNI\_1Y\_AREA | The university international postgraduate coursework student education experience, by study area, 2020 (% positive rating) |
| PGC |  | FOCUS\_PGC\_NUHEI\_1Y\_AREA | The non-university higher education institution (NUHEI) international postgraduate coursework student education experience, by study area, 2020 (% positive rating) |
| UG |  | FOCUS\_UG\_ALL\_1Y\_AREA45 | International undergraduate student education experience, by 45 study areas, 2020 (% positive rating)\* |
| PGC |  | FOCUS\_PGC\_ALL\_1Y\_AREA45 | International postgraduate coursework student education experience, by 45 study areas, 2020 (% positive rating)\* |
| UG |  | FOCUS\_UG\_ALL\_1Y\_HEPTYPE | The international undergraduate student education experience, by type of institution, 2020 (% positive rating) |
| PGC |  | FOCUS\_PGC\_ALL\_1Y\_HEPTYPE | The international postgraduate coursework student education experience, by type of institution, 2020 (% positive rating) |
| UG |  | QOE\_UG\_UNI\_1Y\_INST\_FIG | Quality of entire educational experience for international undergraduate university students, 2020 (% positive rating) |
| UG |  | QOE\_UG\_UNI\_1YP\_INST\_FIG | Quality of entire educational experience for international undergraduate university students, pooled 2019 and 2020 (% positive rating) |
| UG |  | QOE\_UG\_UNI\_2Y\_INST\_CHNG\_FIG | Change in quality of entire educational experience for international undergraduate university students, 2019-2020 (% positive rating) |
| UG |  | QOE\_UG\_UNI\_2YP\_INST\_CHNG\_FIG | Change in quality of entire educational experience for international undergraduate university students, pooled 2018-2019 and 2019-2020 (% positive rating) |
| PGC |  | QOE\_PGC\_UNI\_1Y\_INST\_FIG | Quality of entire educational experience for international postgraduate coursework university students, 2020 (% positive rating) |
| PGC |  | QOE\_PGC\_UNI\_1YP\_INST\_FIG | Quality of entire educational experience for international postgraduate coursework university students, pooled 2019 and 2020 (% positive rating) |
| PGC |  | QOE\_PGC\_UNI\_2Y\_INST\_CHNG\_FIG | Change in quality of entire educational experience for international postgraduate coursework university students, 2019-2020 (% positive rating) |
| PGC |  | QOE\_PGC\_UNI\_2YP\_INST\_CHNG\_FIG | Change in quality of entire educational experience for international postgraduate coursework university students, pooled 2018-2019 and 2019-2020 (% positive rating) |
| UG |  | QOE\_UG\_NUHEI\_1Y\_INST\_FIG | Quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, 2020 (% positive rating) |
| UG |  | QOE\_UG\_NUHEI\_1YP\_INST\_FIG | Quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, pooled 2019 and 2020 (% positive rating) |
| UG |  | QOE\_UG\_NUHEI\_2Y\_INST\_CHNG\_FIG | Change in quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, 2019-2020 (% positive rating) |
| UG |  | QOE\_UG\_NUHEI\_2YP\_INST\_CHNG\_FIG | Change in quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, pooled 2018-2019 and 2019-2020 (% positive rating) |
| PGC |  | QOE\_PGC\_NUHEI\_1Y\_INST\_FIG | Quality of entire educational experience for international postgraduate coursework non-university higher education institution (NUHEI) students, 2020 (% positive rating) |
| PGC |  | QOE\_PGC\_NUHEI\_1YP\_INST\_FIG | Quality of entire educational experience for international postgraduate coursework non-university higher education institution (NUHEI) students, pooled 2019 and 2020 (% positive rating) |
| PGC |  | QOE\_PGC\_NUHEI\_2Y\_INST\_CHNG\_FIG | Change in quality of entire educational experience for international postgraduate coursework non-university higher education institution (NUHEI) students, 2019-2020 (% positive rating) |
| PGC |  | QOE\_PGC\_NUHEI\_2YP\_INST\_CHNG\_FIG | Change in quality of entire educational experience for international postgraduate coursework non-university higher education institution (NUHEI) students, pooled 2018-2019 and 2019-2020 (% positive rating) |
| UG |  | FOCUS\_UG\_ALL\_10-YY\_YEAR | International undergraduate student education experience, 2010 – 2020 (% positive rating) |

### 7.1.2 Considered leaving and negative effects on study

One item in the SES asks students whether they have in that year “seriously considered leaving” their institution and if so to indicate one or more of the reasons for seriously considering leaving. Another item asks whether living arrangements, financial circumstances or paid work commitments have had a negative impact on study. The following group of tables give details of students who have indicated that they have or have not considered leaving in that year, the reasons broken down by various factors including demographic characteristics, academic grades, study area and type of institution, and whether their studies have been negatively impacted by living arrangements, financial circumstances or paid work commitments.

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| UG |  | CONSID\_UG\_ALL\_1Y\_ISG | Percentage of international undergraduate students who considered early departure by sub-group, 2020 |
| UG |  | CONSID\_UG\_ALL\_1Y\_GRADE\_FIG | Percentage of international undergraduate students who had considered early departure by average grades to date, 2020 |
| UG |  | CONSID\_UG\_ALL\_2Y\_CH | Selected reasons for considering early departure among international undergraduate students, 2019 and 2020 |
| UG |  | CONSID\_UG\_UNI\_1Y\_ISG | Percentage of university international undergraduate students who considered early departure by sub-group, 2020 |
| UG |  | CONSID\_UG\_UNI\_1Y\_GRADE\_FIG | Percentage of university international undergraduate students who had considered early departure by average grades to date, 2020 |
| UG |  | CONSID\_UG\_UNI\_2Y\_CH | Selected reasons for considering early departure among university international undergraduate students, 2019 and 2020 |
| UG |  | CONSID\_UG\_NUHEI\_1Y\_ISG | Percentage of non-university higher education institution (NUHEI) international undergraduate students who considered early departure by sub-group, 2020 |
| UG |  | CONSID\_UG\_NUHEI\_1Y\_GRADE\_FIG | Percentage of non-university higher education institution (NUHEI) international undergraduate students who had considered early departure by average grades to date, 2020 |
| UG |  | CONSID\_UG\_NUHEI\_2Y\_CH | Selected reasons for considering early departure among non-university higher education institution (NUHEI) international undergraduate students, 2019 and 2020 |
| PGC |  | CONSID\_PGC\_ALL\_1Y\_ISG | Percentage of international postgraduate coursework students who considered early departure by sub-group, 2020 |
| PGC |  | CONSID\_PGC\_ALL\_1Y\_GRADE\_FIG | Percentage of international postgraduate coursework students who had considered early departure by average grades to date, 2020 |
| PGC |  | CONSID\_PGC\_ALL\_2Y\_CH | Selected reasons for considering early departure among international postgraduate coursework students, 2019 and 2020 |
| PGC |  | CONSID\_PGC\_UNI\_1Y\_ISG | Percentage of university international postgraduate coursework students who considered early departure by sub-group, 2020 |
| PGC |  | CONSID\_PGC\_UNI\_1Y\_GRADE\_FIG | Percentage of university international postgraduate coursework students who had considered early departure by average grades to date, 2020 |
| PGC |  | CONSID\_PGC\_UNI\_2Y\_CH | Selected reasons for considering early departure among university international postgraduate coursework students, 2019 and 2020 |
| PGC |  | CONSID\_PGC\_NUHEI\_1Y\_ISG | Percentage of non-university higher education institution (NUHEI) international postgraduate coursework students who considered early departure by sub-group, 2020 |
| PGC |  | CONSID\_PGC\_NUHEI\_1Y\_GRADE\_FIG | Percentage of non-university higher education institution (NUHEI) international postgraduate coursework students who had considered early departure by average grades to date, 2020 |
| PGC |  | CONSID\_PGC\_NUHEI\_2Y\_CH | Selected reasons for considering early departure among non-university higher education institution (NUHEI) international postgraduate coursework students, 2019 and 2020 |
| UG | Table 02 | [ASTD\_UG\_ALL\_2Y\_E942](file:///C:\Users\lspencer\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9AB35BF4.xlsx#'ASTD_UG_ALL_2Y_E942'!A1) | Negative effects on study for undergraduate students by citizenship indicator, 2019-2020, (% negatively affected) |
| PGC |  | [ASTD\_PGC\_ALL\_2Y\_E942](file:///C:\Users\lspencer\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9AB35BF4.xlsx#'ASTD_PGC_ALL_2Y_E942'!A1) | Negative effects on study for postgraduate students by citizenship indicator, 2019-2020, (% negatively affected) |

### 7.1.3 Detailed focus area items

The following tables give the breakdown of items within the Skills Development, Learner Engagement, Teaching Quality, Student Support and Learning Resources focus areas. Please note that the Quality of Entire Educational Experience is a single item and is grouped within the Teaching Quality focus area.

Appendix 3, Production of scores gives examples of how these item scores are calculated.

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| UG |  | DEVEL\_UG\_ALL\_2Y\_STAGE | Percentage positive scores for Skills Development items, international undergraduates by stage of studies, 2019 and 2020 |
| UG |  | DEVEL\_UG\_UNI\_2Y\_STAGE | Percentage positive scores for Skills Development items, university international undergraduates by stage of studies, 2019 and 2020 |
| UG |  | DEVEL\_UG\_NUHEI\_2Y\_STAGE | Percentage positive scores for Skills Development items, non-university higher education institution (NUHEI) international undergraduates by stage of studies, 2019 and 2020 |
| PGC |  | DEVEL\_PGC\_ALL\_2Y\_STAGE | Percentage positive scores for Skills Development items, international postgraduate coursework by stage of studies, 2019 and 2020 |
| PGC |  | DEVEL\_PGC\_UNI\_2Y\_STAGE | Percentage positive scores for Skills Development items, university international postgraduate coursework by stage of studies, 2019 and 2020 |
| PGC |  | DEVEL\_PGC\_NUHEI\_2Y\_STAGE | Percentage positive scores for Skills Development items, non-university higher education institution (NUHEI) international postgraduate coursework by stage of studies, 2019 and 2020 |
| UG |  | ENGAG\_UG\_ALL\_2Y\_STAGE | Percentage positive scores for Learner Engagement items, international undergraduates by stage of studies, 2019 and 2020 |
| UG |  | ENGAG\_UG\_UNI\_2Y\_STAGE | Percentage positive scores for Learner Engagement items, university international undergraduates by stage of studies, 2019 and 2020 |
| UG |  | ENGAG\_UG\_NUHEI\_2Y\_STAGE | Percentage positive scores for Learner Engagement items, non-university higher education institution (NUHEI) international undergraduates by stage of studies, 2019 and 2020 |
| PGC |  | ENGAG\_PGC\_ALL\_2Y\_STAGE | Percentage positive scores for Learner Engagement items, international postgraduate coursework by stage of studies, 2019 and 2020 |
| PGC |  | ENGAG\_PGC\_UNI\_2Y\_STAGE | Percentage positive scores for Learner Engagement items, university international postgraduate coursework by stage of studies, 2019 and 2020 |
| PGC |  | ENGAG\_PGC\_NUHEI\_2Y\_STAGE | Percentage positive scores for Learner Engagement items, non-university higher education institution (NUHEI) international postgraduate coursework by stage of studies, 2019 and 2020 |
| UG |  | TEACH\_UG\_ALL\_2Y\_STAGE | Percentage positive scores for Teaching Quality items, international undergraduates by stage of studies, 2019 and 2020 |
| UG |  | TEACH\_UG\_UNI\_2Y\_STAGE | Percentage positive scores for Teaching Quality items, university international undergraduates by stage of studies, 2019 and 2020 |
| UG |  | TEACH\_UG\_NUHEI\_2Y\_STAGE | Percentage positive scores for Teaching Quality items, non-university higher education institution (NUHEI) international undergraduates by stage of studies, 2019 and 2020 |
| PGC |  | TEACH\_PGC\_ALL\_2Y\_STAGE | Percentage positive scores for Teaching Quality items, international postgraduate coursework by stage of studies, 2019 and 2020 |
| PGC |  | TEACH\_PGC\_UNI\_2Y\_STAGE | Percentage positive scores for Teaching Quality items, university international postgraduate coursework by stage of studies, 2019 and 2020 |
| PGC |  | TEACH\_PGC\_NUHEI\_2Y\_STAGE | Percentage positive scores for Teaching Quality items, non-university higher education institution (NUHEI) international postgraduate coursework by stage of studies, 2019 and 2020 |
| UG |  | SUPP\_UG\_ALL\_2Y\_STAGE | Percentage positive scores for Student Support items, international undergraduates by stage of studies, 2019 and 2020 |
| UG |  | SUPP\_UG\_UNI\_2Y\_STAGE | Percentage positive scores for Student Support items, university international undergraduates by stage of studies, 2019 and 2020 |
| UG |  | SUPP\_UG\_NUHEI\_2Y\_STAGE | Percentage positive scores for Student Support items, non-university higher education institution (NUHEI) international undergraduates by stage of studies, 2019 and 2020 |
| PGC |  | SUPP\_PGC\_ALL\_2Y\_STAGE | Percentage positive scores for Student Support items, international postgraduate coursework by stage of studies, 2019 and 2020 |
| PGC |  | SUPP\_PGC\_UNI\_2Y\_STAGE | Percentage positive scores for Student Support items, university international postgraduate coursework by stage of studies, 2019 and 2020 |
| PGC |  | SUPP\_PGC\_NUHEI\_2Y\_STAGE | Percentage positive scores for Student Support items, non-university higher education institution (NUHEI) international postgraduate coursework by stage of studies, 2019 and 2020 |
| UG |  | RESR\_UG\_ALL\_2Y\_STAGE | Percentage positive scores for Learning Resources items, international undergraduates by stage of studies, 2019 and 2020 |
| UG |  | RESR\_UG\_UNI\_2Y\_STAGE | Percentage positive scores for Learning Resources items, university international undergraduates by stage of studies, 2019 and 2020 |
| UG |  | RESR\_UG\_NUHEI\_2Y\_STAGE | Percentage positive scores for Learning Resources items, non-university higher education institution (NUHEI) international undergraduates by stage of studies, 2019 and 2020 |
| PGC |  | RESR\_PGC\_ALL\_2Y\_STAGE | Percentage positive scores for Learning Resources items, international postgraduate coursework by stage of studies, 2019 and 2020 |
| PGC |  | RESR\_PGC\_UNI\_2Y\_STAGE | Percentage positive scores for Learning Resources items, university international postgraduate coursework by stage of studies, 2019 and 2020 |
| PGC |  | RESR\_PGC\_NUHEI\_2Y\_STAGE | Percentage positive scores for Learning Resources items, non-university higher education institution (NUHEI) international postgraduate coursework by stage of studies, 2019 and 2020 |

## 7.2 International Student Experience

A new set of items specifically designed to understand international students’ reasons for choosing to study in Australia and measure their international student living experience was included in the 2020 SES. The tables below provide a breakdown of reasons that international students chose to study in Australia and at their current institution, what types of accommodation they are living in, their satisfaction with various aspects of living in Australia, as well as the type of visa they are studying on and whether they used an agent to assist with enrolment.

### 7.2.1 Reason for choosing where to study

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| ALL |  | INTAUS\_ALL\_ALL\_1Y | International student reasons for choosing to study in Australia, 2020 (% importance rating) |
| UG |  | INTAUS\_UG\_ALL\_1Y\_AREA | International undergraduate student reasons for choosing to study in Australia by study area, 2020 (% importance rating) |
| UG | Table 23 | INTAUS\_UG\_ALL\_1Y\_SECTOR | International undergraduate student reasons for choosing to study in Australia by sector 2020 (% importance rating) |
| ALL |  | INTINST\_ALL\_ALL\_1Y | International student reasons for choosing institution, 2020 (% importance rating) |
| UG |  | INTINST\_UG\_ALL\_1Y\_AREA | International undergraduate student reasons for choosing institution by study area, 2020 (% importance rating) |
| UG |  | INTINST\_UG\_ALL\_1Y\_SECTOR | International undergraduate student reasons for choosing institution by sector, 2020 (% importance rating) |
| UG | Table 16 | INTRSN\_UG\_ALL\_1Y\_E346 | International undergraduate student reasons for choosing where to study by country, 2020 (% importance rating) |
| UG | Table 10 | INTRSN\_UG\_ALL\_10-YY\_YEAR | International undergraduate student reasons for choosing where to study, 2010 – 2020 (% importance rating) |

### 7.2.2 International student living experience

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| UG | Table 09 and Table 15 | INTAGENT\_UG\_ALL\_1Y\_E346 | Use of agents to help with visa application or enrolment, by country, 2020, % |
| UG | Table 13 | INTLIVE\_UG\_ALL\_1Y\_E346 | International undergraduate student accommodation arrangements by country, 2020, % |
| UG | Table 22 | INTLIVE\_UG\_ALL\_1Y\_SECTOR | International undergraduate student accommodation arrangements by sector, 2020, % |
| UG | Table 07 | INTLIVSAT\_UG\_ALL\_1Y\_INTLIVE | International undergraduate student living arrangements and positive ratings, 2020, % |
| PGC |  | INTLIVSAT\_PGC\_ALL\_1Y\_INTLIVE | International postgraduate coursework student living arrangements and positive ratings, 2020, % |
| UG | Table 06 | INTLIVSAT\_UG\_ALL\_10-YY | International undergraduate overall student accommodation experience, 2010-2020 (% positive rating) |
| ALL | Table 04, Table 05 and Table 21 | INTSAT\_ALL\_ALL\_1Y | International student living experience, 2020 (% positive rating) |
| UG |  | INTSAT\_UG\_ALL\_1Y\_YEAR | International undergraduate student living experience, 2020 (% positive rating) |
| UG | Table 12 | INTSAT\_UG\_ALL\_1Y\_E346 | International undergraduate student living experience by country, 2020 (% positive rating) |
| UG | Table 08 and Table 14 | INTVISA\_UG\_ALL\_1Y\_E346 | International undergraduate visa arrangements by country, 2020, % |
| UG |  | INTSAT\_UG\_ALL\_1Y\_SECTOR | International undergraduate student living experience by sector, 2020 (% positive rating) |
| UG |  | INTVISA\_UG\_ALL\_1Y\_SECTOR | International undergraduate student visa arrangements by sector, 2020, % |
| UG |  | INTSAT2\_UG\_ALL\_1Y\_SECTOR | International undergraduate student living experience by sector, 2020 (% positive rating) |

## 7.3 Methodological Tables

### 7.3.1 Overview and response rates

This group of tables relate to the operational and methodological aspects of the SES including response rates, response characteristics such as student demographics and study area, as well as representativeness of the respondents as compared to the sample population.

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics, approach to weighting and precision please refer to the 2020 SES Methodological Report, which is available on the QILT website.

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| ALL | Table 24 | OV\_ALL\_ALL\_13-YY | SES operational overview: 2013–2020\* international undergraduate and postgraduate coursework |
| ALL |  | RR\_ALL\_ALL\_1Y\_INST | 2020 International SES response rates |
| ALL |  | RR\_ALL\_ALL\_13-YY\_INST | International participation and response rates in the SES, 2013–2020 |
| ALL | Table 25 | RR\_ALL\_UNI\_14-YY\_INST | SES international response rates, 2014–2020 – universities |
| ALL | Table 25 | RR\_ALL\_NUHEI\_14-YY\_INST | SES international response rates, 2014–2020 – NUHEI |

### 7.3.2 Response characteristics and representativeness

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| UG | Table 28 | CHAR\_UG\_ALL\_1Y\_AREA | 2020 international undergraduate SES student response characteristics and population parameters by study area |
| UG | Table 26 | CHAR\_UG\_ALL\_1Y\_ISG | 2020 International undergraduate SES response characteristics and population parameters by sub-group\* |
| UG |  | CHAR\_UG\_UNI\_1Y\_AREA | 2020 University international undergraduate SES student response characteristics and population parameters by study area |
| UG |  | CHAR\_UG\_UNI\_1Y\_ISG | 2020 University international undergraduate SES response characteristics and population parameters by sub-group |
| UG |  | CHAR\_UG\_NUHEI\_1Y\_AREA | 2020 Non-university higher education institution (NUHEI) international undergraduate SES student response characteristics and population parameters by study area |
| UG |  | CHAR\_UG\_NUHEI\_1Y\_ISG | 2020 Non-university higher education institution (NUHEI) international undergraduate SES response characteristics and population parameters by sub-group |
| PGC | Table 29 | CHAR\_PGC\_ALL\_1Y\_AREA | 2020 International postgraduate coursework SES student response characteristics and population parameters by study area |
| PGC | Table 27 | CHAR\_PGC\_ALL\_1Y\_ISG | 2020 International postgraduate coursework SES response characteristics and population parameters by sub-group\* |
| PGC |  | CHAR\_PGC\_UNI\_1Y\_AREA | 2020 University international postgraduate coursework SES student response characteristics and population parameters by study area |
| PGC |  | CHAR\_PGC\_UNI\_1Y\_ISG | 2020 University international postgraduate coursework SES response characteristics and population parameters by sub-group |
| PGC |  | CHAR\_PGC\_NUHEI\_1Y\_AREA | 2020 Non-university higher education institution (NUEHI) international postgraduate coursework SES student response characteristics and population parameters by study area |
| PGC |  | CHAR\_PGC\_NUHEI\_1Y\_ISG | 2020 Non-university higher education institution (NUHEI) international postgraduate coursework SES response characteristics and population parameters by sub-group |
| UG | Table 30 | CHAR\_UG\_UNI\_1Y\_INST | 2020 University undergraduate SES student response characteristics and population parameters by institution |
| PGC | Table 31 | CHAR\_PGC\_UNI\_1Y\_INST | 2020 University postgraduate coursework SES student response characteristics and population parameters by institution |
| UG | Table 32 | CHAR\_UG\_NUHEI\_1Y\_INST | 2020 University undergraduate SES student response characteristics and population parameters by institution |
| PGC | Table 33 | CHAR\_PGC\_NUHEI\_1Y\_INST | 2020 University postgraduate coursework SES student response characteristics and population parameters by institution |
| UG | Table 34 | CHARINT\_UG\_UNI\_1Y\_INST | 2020 University undergraduate in-scope and response population by citizenship status |
| PGC | Table 35 | CHARINT\_PGC\_UNI\_1Y\_INST | 2020 University postgraduate coursework in-scope and response population by citizenship status |
| UG | Table 36 | CHARINT\_UG\_NUHEI\_1Y\_INST | 2020 Non-university higher education institution (NUEHI) undergraduate in-scope and response population by citizenship status |
| PGC | Table 37 | CHARINT\_PGC\_NUHEI\_1Y\_INST | 2020 Non-university higher education institution (NUEHI) postgraduate coursework in-scope and response population by citizenship status |

### 7.3.3 Confidence intervals and weighting

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report table | Sheet name | Table title |
| UG |  | INTSAT\_UG\_NUHEI\_1Y\_INST\_CI | The international undergraduate student living experience, by non-university higher education institution (NUHEI), 2020 (% positive rating, with 90% confidence intervals) |
| UG |  | INTSAT\_UG\_UNI\_1Y\_INST\_CI | International undergraduate student living experience by university, 2020 (% positive rating, with 90% confidence intervals) |
| UG |  | FOCUS\_UG\_UNI\_1Y\_INST\_CI | The international undergraduate student education experience, by university, 2020 (% positive rating, with 90% confidence intervals)\* |
| UG |  | FOCUS\_UG\_UNI\_1YP\_INST\_CI | The international undergraduate student education experience, by university, pooled 2019 and 2020 (% positive rating, with 90% confidence intervals)\* |
| UG | Table 18 | FOCUS\_UG\_UNI\_2Y\_INST\_CI | The international undergraduate student education experience, by university, 2019 and 2020 (% positive rating, with 90% confidence intervals)\* |
| UG |  | FOCUS\_UG\_UNI\_2YP\_INST\_CI | The international undergraduate student education experience, by university, pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)\* |
| PGC |  | FOCUS\_PGC\_UNI\_1Y\_INST\_CI | The international postgraduate coursework student education experience, by university, 2020 (% positive rating, with 90% confidence intervals) |
| PGC |  | FOCUS\_PGC\_UNI\_1YP\_INST\_CI | The international postgraduate coursework student education experience, by university, pooled 2019 and 2020 (% positive rating, with 90% confidence intervals) |
| PGC |  | FOCUS\_PGC\_UNI\_2Y\_INST\_CI | The international postgraduate coursework student education experience, by university, 2019 and 2020 (% positive rating, with 90% confidence intervals)\* |
| PGC |  | FOCUS\_PGC\_UNI\_2YP\_INST\_CI | The international postgraduate coursework student education experience, by university, pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)\* |
| UG |  | FOCUS\_UG\_NUHEI\_1Y\_INST\_CI | The international undergraduate student education experience, by non-university higher education institution (NUHEI), 2020 (% positive rating, with 90% confidence intervals)\* |
| UG |  | FOCUS\_UG\_NUHEI\_1YP\_INST\_CI | The international undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2019 and 2020 (% positive rating, with 90% confidence intervals)\* |
| UG |  | FOCUS\_UG\_NUHEI\_2Y\_INST\_CI | The international undergraduate student education experience, by non-university higher education institution (NUHEI), 2019 and 2020 (% positive rating, with 90% confidence intervals)\* |
| UG | Table 19 | FOCUS\_UG\_NUHEI\_2YP\_INST\_CI | The international undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)\* |
| PGC |  | FOCUS\_PGC\_NUHEI\_1Y\_INST\_CI | The international postgraduate coursework student education experience, by non-university higher education institution (NUHEI), 2020 (% positive rating, with 90% confidence intervals) |
| PGC |  | FOCUS\_PGC\_NUHEI\_1YP\_INST\_CI | The international postgraduate coursework student education experience, by non-university higher education institution (NUHEI), pooled2019 and 2020 (% positive rating, with 90% confidence intervals) |
| PGC |  | FOCUS\_PGC\_NUHEI\_2Y\_INST\_CI | The international postgraduate coursework student education experience, by non-university higher education institution (NUHEI), 2019 and 2020 (% positive rating, with 90% confidence intervals)\* |
| PGC |  | FOCUS\_PGC\_NUHEI\_2YP\_INST\_CI | The international postgraduate coursework student education experience, by non-university higher education institution (NUHEI), pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)\* |
| UG | Table 38 | QOEQOT\_UG\_ALL\_1Y\_ISG\_CI | Percentage positive ratings, international undergraduates by student sub-group, 2020 (with 90% confidence intervals) |
| PGC | Table 39 | QOEQOT\_PGC\_ALL\_1Y\_ISG\_CI | Percentage positive ratings, international postgraduate coursework by student sub-group, 2020 (with 90% confidence intervals) |
| UG | Table 40 | QOEQOT\_UG\_ALL\_1Y\_AREA\_CI | Percentage positive ratings, international undergraduates by study area, 2020 (with 90% confidence intervals) |
| PGC | Table 41 | QOEQOT\_PGC\_ALL\_1Y\_AREA\_CI | Percentage positive ratings, international postgraduate coursework by study area, 2020 (with 90% confidence intervals) |
| UG |  | WEIGHT\_UG\_ALL\_1Y\_ISG | Comparison of international undergraduate raw and weighted percentage satisfied scores by sub-group, 2020 |
| UG |  | WEIGHT\_UG\_ALL\_1Y\_AREA | Comparison of international undergraduate raw and weighted percentage satisfied scores by study area, 2020 |
| UG |  | QOEQOT\_UG\_UNI\_1Y\_AREA\_CI | Percentage positive ratings, university international undergraduates by study area, 2020 (with 90% confidence intervals) |
| UG |  | QOEQOT\_UG\_NUHEI\_1Y\_AREA\_CI | Percentage positive ratings, non-university higher education institution (NUHEI) international undergraduates by study area, 2020 (with 90% confidence intervals) |
| PGC |  | WEIGHT\_PGC\_ALL\_1Y\_ISG | Comparison of international postgraduate coursework raw and weighted percentage satisfied scores by sub-group, 2020 |
| PGC |  | WEIGHT\_PGC\_ALL\_1Y\_AREA | Comparison of international postgraduate coursework raw and weighted percentage satisfied scores by study area, 2020 |
| PGC |  | QOEQOT\_PGC\_UNI\_1Y\_ISG\_CI | Percentage positive ratings, university international postgraduate coursework by student sub-group, 2020 (with 90% confidence intervals) |
| PGC |  | QOEQOT\_PGC\_UNI\_1Y\_AREA\_CI | Percentage positive ratings, university international postgraduate coursework by study area, 2020 (with 90% confidence intervals) |
| PGC |  | QOEQOT\_PGC\_NUHEI\_1Y\_ISG\_CI | Percentage positive ratings, non-university higher education institution (NUHEI) international postgraduate coursework students by student sub-group, 2020 (with 90% confidence intervals) |
| PGC |  | QOEQOT\_PGC\_NUHEI\_1Y\_AREA\_CI | Percentage positive ratings, non-university higher education institution (NUHEI) international postgraduate coursework students by study area, 2020 (with 90% confidence intervals) |

1. ‘How would you evaluate your entire educational experience at this institution?’ [↑](#footnote-ref-1)
2. Indiana University. (2019). NSSE 2019 Overview. Retrieved 4 Dec., 2019, from http://nsse.indiana.edu/html/Nsse\_overview\_2019.cfm [↑](#footnote-ref-2)
3. ‘Overall, I am satisfied with the quality of the [this] course.’ [↑](#footnote-ref-3)
4. HEFCE. (2013). The National Student Survey. Retrieved 16 Dec., 2014, from [www.thestudentsurvey.com/the\_nss.html](http://www.thestudentsurvey.com/the_nss.html). [↑](#footnote-ref-4)
5. <https://www.qilt.edu.au/qilt-surveys/student-experience> [↑](#footnote-ref-5)
6. <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/vet-student-outcomes-2020> [↑](#footnote-ref-6)
7. https://nsse.indiana.edu/research/annual-results/index.html [↑](#footnote-ref-7)
8. https://www.thestudentsurvey.com/about-the-nss/ [↑](#footnote-ref-8)