



2022

STUDENT
EXPERIENCE
SURVEY

JUNE 2023

THE INTERNATIONAL STUDENT EXPERIENCE



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The 2022 SES was led by Graham Challice and the project team consisted of Lisa Bolton, Lauren Spencer, Blair Johnston, Cynthia Kim, Dr Ali Tirdad, Dr Anna Syme, Luke Hand, Rawan Habibeh, Joe Feng and Kelsey Pool.

For more information on the conduct and results of the 2022 SES, see the QILT website: www.qilt.edu.au. The QILT team can be contacted by email at qilt@srcentre.com.au.

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1. Introduction

The international education sector has been significantly affected by the COVID-19 pandemic over the last three years. Higher education institutions were required to substantially adapt their teaching and learning, resourcing and student support arrangements, initially in response to restrictions and health directives to respond to the COVID-19 pandemic and to manage subsequent changes beyond. International students have also been required to meet additional challenges arising from restrictions imposed on international travel, financial difficulties and the isolation of studying fully online both in Australia or overseas. The 2022 Student Experience Survey International Report shows how international students have fared since 2020.

The Student Experience Survey (SES) provides a national architecture for collecting data on key aspects of the higher education student experience, both for domestic and international students.

The SES focuses on aspects of the student experience that are measurable and linked with learning and development outcomes, and which are potentially able to be influenced by institutions. The SES measures five aspects of the student educational experience: Skills Development, Learner Engagement, Teaching Quality, Student Support, and Learning Resources.

Given the importance of international education in Australia, 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, as well as 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 is in Appendix 3.

All 42 Australian universities participated in the 2022 SES as well as 99 non-university higher education institutions (NUHEIs), for a total of 141 institutions, compared with 139 institutions in 2021 and 133 institutions in 2020. Of the 141 participating institutions, 129 institutions had in scope international students.

International students make up around 16.8 per cent of undergraduate responses mainly sourced from 5 countries (China (excludes SARs and Taiwan), Nepal, India, Vietnam and Malaysia) which make up almost 60 per cent of total undergraduate international responses. International undergraduate responses are also mainly clustered in just a few study areas and institutions, with Business and management, Computing and information systems and Nursing making up more than half of university responses and only 10 out of 42 universities accounting for over 50

per cent of international undergraduate responses, with the largest of these being Monash University and the University of New South Wales. International undergraduate students studying at NUHEIs account for around 24 per cent of the responses.

Prior to 2020, the scope of the SES would ordinarily be restricted to international on-shore students. However, as was seen in 2020 and 2021, some international students with Temporary Entry Visas, while classified as international on-shore students and therefore included within the scope of the present survey, were actually located off-shore at the time of the survey in 2022. The proportion of international student respondents located off-shore at the time of the survey increased from 12.1 per cent of undergraduate respondents in 2020 to 33.9 per cent in 2021 and back down to 8.9 per cent in 2022. A similar pattern was observed for postgraduate coursework students, as shown by Table 27.

The main online fieldwork period ran from 28 July to 28 August 2022. A secondary collection ran from 8 September to 9 October 2022. From a final in-scope sample of 155,677, responses were received from a total of 52,316 students, which equated to 53,001 valid surveys once combined and double degrees were taken into account. This represents an overall response rate for international students of 33.6 per cent, down from 36.0 per cent in 2021. Although the response rate did decline in 2022, it is still considered a good result with the proportion of international students in the responding population closely matching the target population which is an important measure to ensure the respondents represent the total population.

2. The international student experience over time

International student ratings of their educational experience remained relatively stable between 2015 and 2019 despite a large increase in the number of international students in the Australian higher education system. In 2020, there was a sharp reduction in student ratings of their educational experience as many institutions rapidly adapted their teaching and learning arrangements in response to the COVID-19 pandemic.

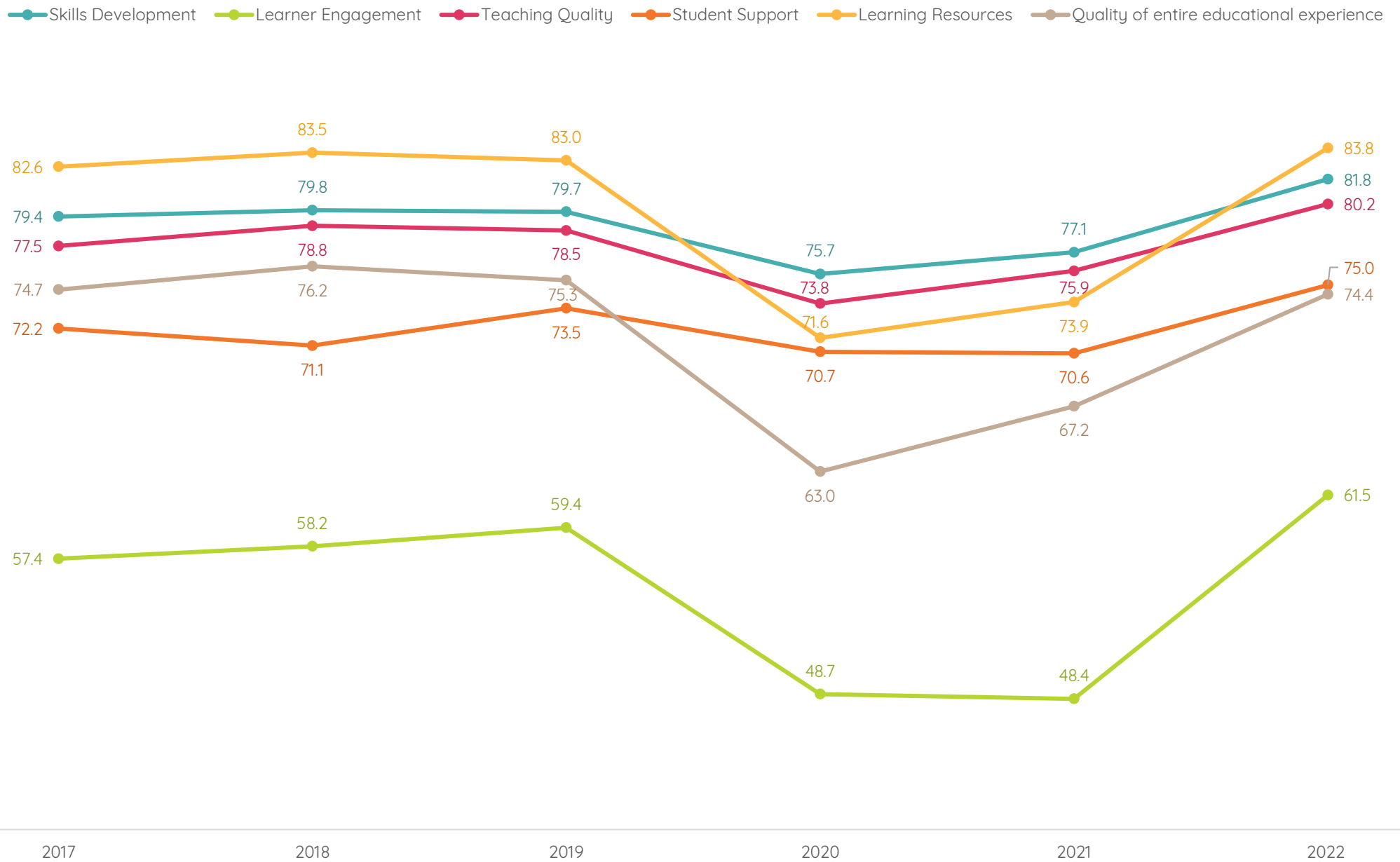
While there was a subsequent increase in international student ratings in 2021, they did not return to the levels seen prior to the onset of the pandemic. By 2022, with the exception of the Quality of entire educational experience, all focus area scores were around one to two percentage points higher than levels seen prior to 2020 (as shown by Table 1 and Figure 1). 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. A detailed listing of these tables is available in Appendix 7.

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. Refer to Appendix 7 for a complete list of postgraduate coursework student tables.

Table 1 International undergraduate student education experience, 2015–2022 (% positive rating)

	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
2015	79.2	56.7	78.1	69.8	84.8	73.8
2016	78.7	58.0	78.1	70.6	83.7	75.4
2017	79.4	57.4	77.5	72.2	82.6	74.7
2018	79.8	58.2	78.8	71.1	83.5	76.2
2019	79.7	59.4	78.5	73.5	83.0	75.3
2020	75.7	48.7	73.8	70.7	71.6	63.0
2021	77.1	48.4	75.9	70.6	73.9	67.2
2022	81.8	61.5	80.2	75.0	83.8	74.4

Figure 1 The international undergraduate student experience, 2017-2022 (% positive rating)



Student experience by citizenship status

Prior to 2020, international undergraduate student ratings of the Quality of entire educational experience had been lower than those of domestic students by around 4 to 5 percentage points. In 2020, this gap widened further as domestic student ratings decreased by 9.1 percentage points, while international student ratings decreased by 12.3 percentage points. In 2021, international student and domestic student ratings of the Quality of entire educational experience increased by 4.2 and 4.1 percentage points respectively. Student ratings of the Quality of entire educational experience increased further in 2022 for both groups, rising by 7.2 percentage points for international students and 2.1 percentage points for domestic students, narrowing the gap in ratings to the closest they have ever been.

The focus area with the largest drop in ratings from international undergraduate students in 2020 was in the area of Learning Resources, which was much higher than the drop in domestic undergraduate student ratings. While ratings steadily increased for domestic undergraduate students in the past two consecutive years, they increased substantially for international undergraduate students between 2021 and 2022, surpassing domestic student ratings for the first time since the survey commenced in 2012.



International students ratings have historically trailed behind domestic student ratings but were on par or even higher in some areas in 2022.

Figure 2 Undergraduate student ratings of the Quality of entire educational experience by citizenship status, 2017-2022 (% positive rating)

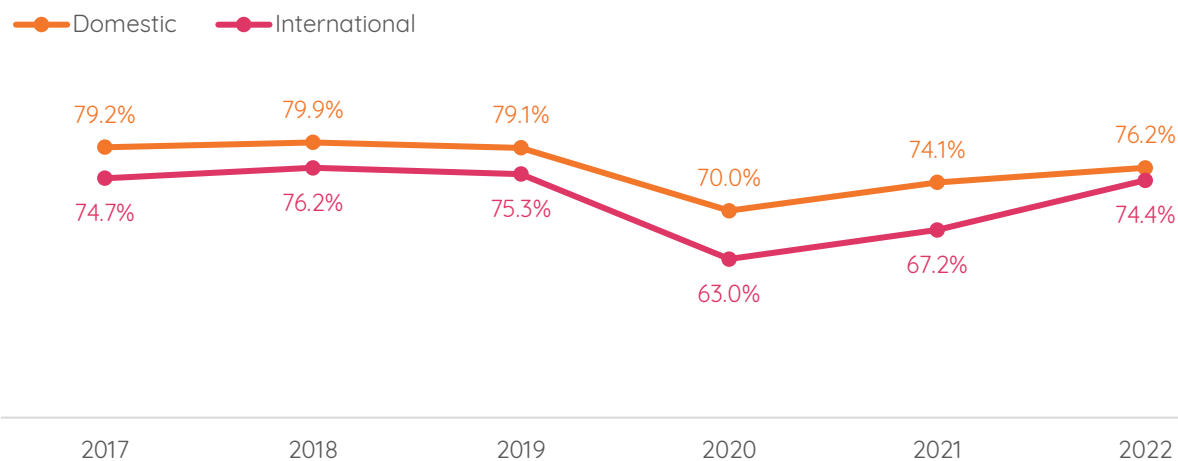
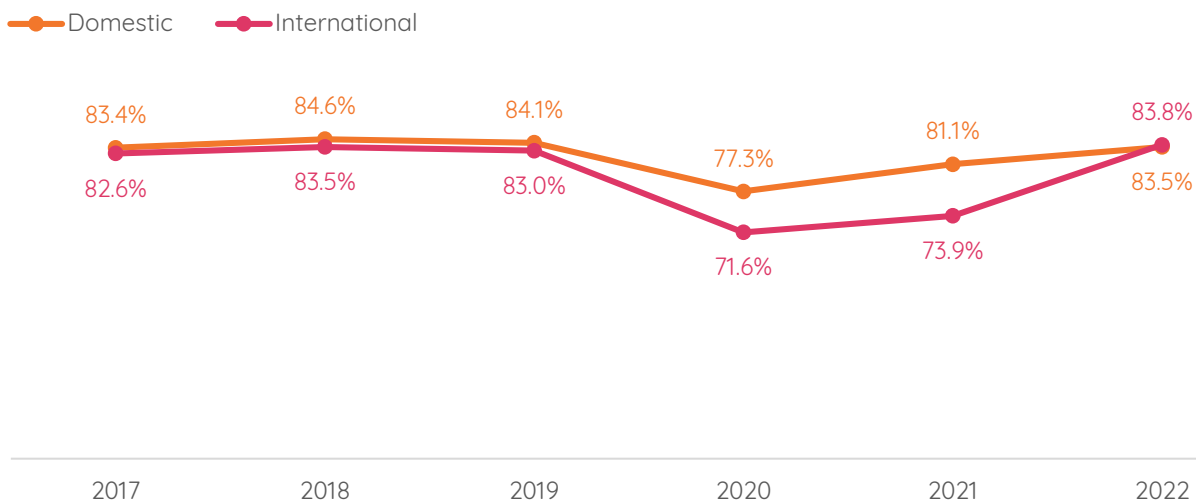


Figure 3 Undergraduate student ratings of Learning Resources by citizenship status, 2017-2022 (% positive rating)



The Learner Engagement focus area also saw a large drop in ratings between 2019 and 2020 for both domestic and international undergraduate students, as shown by Figure 4. This change may be attributed to changes in delivery modes and campus access as a result of the COVID-19 pandemic. Despite ratings improving somewhat for domestic students between 2020 and 2021, they remained unchanged for international undergraduate students. This was due to the high proportion of international undergraduate students located overseas in 2021, limiting their opportunities to interact with other students during this period. In 2020, around 12.1 per cent of international undergraduate student responses were from students located outside Australia, rising to 33.9 per cent in 2021 and decreasing to 8.9 per cent in 2022. This may go some way to explaining why international undergraduate student ratings of Learner Engagement remained unchanged in 2021 but recovered strongly in 2022 – finishing at its highest rating since the survey began in 2012.

Figure 4 Undergraduate student ratings of Learner Engagement by citizenship status, 2017-2022 (% positive rating)

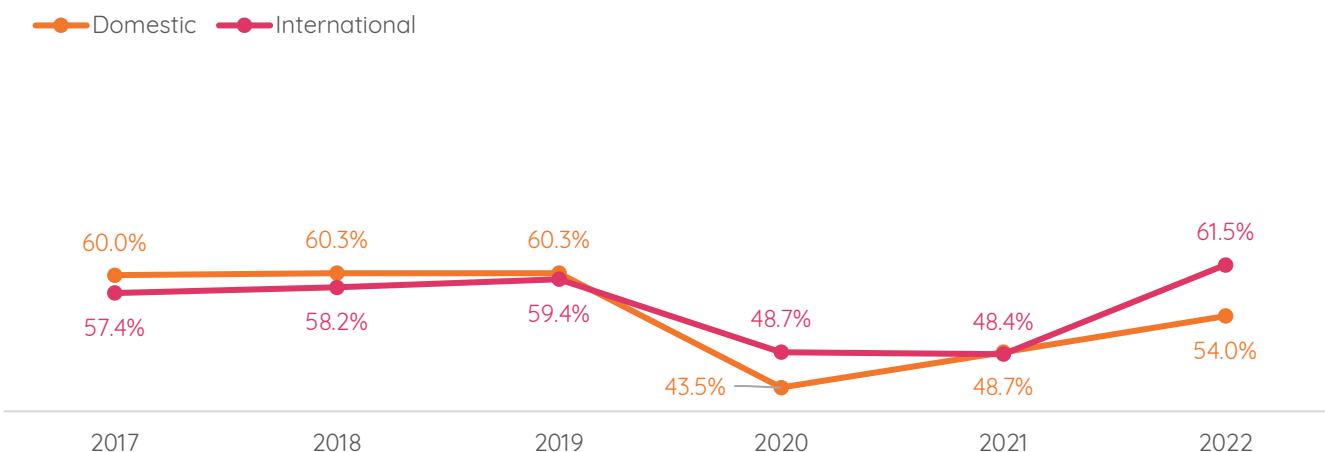


Table 2 Undergraduate student experience by citizenship status, 2017-2022 (% positive rating)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	Domestic	International	Domestic	International	Domestic	International	Domestic	International	Domestic	International	Domestic	International
2017	80.8	79.4	60.0	57.4	80.8	77.5	72.9	72.2	83.4	82.6	79.2	74.7
2018	81.6	79.8	60.3	58.2	81.9	78.8	73.8	71.1	84.6	83.5	79.9	76.2
2019	81.6	79.7	60.3	59.4	81.6	78.5	74.2	73.5	84.1	83.0	79.1	75.3
2020	78.6	75.7	43.5	48.7	78.9	73.8	74.4	70.7	77.3	71.6	70.0	63.0
2021	79.7	77.1	48.7	48.4	80.0	75.9	73.0	70.6	81.1	73.9	74.1	67.2
2022	80.2	81.8	54.0	61.5	80.1	80.2	72.5	75.0	83.5	83.8	76.2	74.4

Negative effects on study

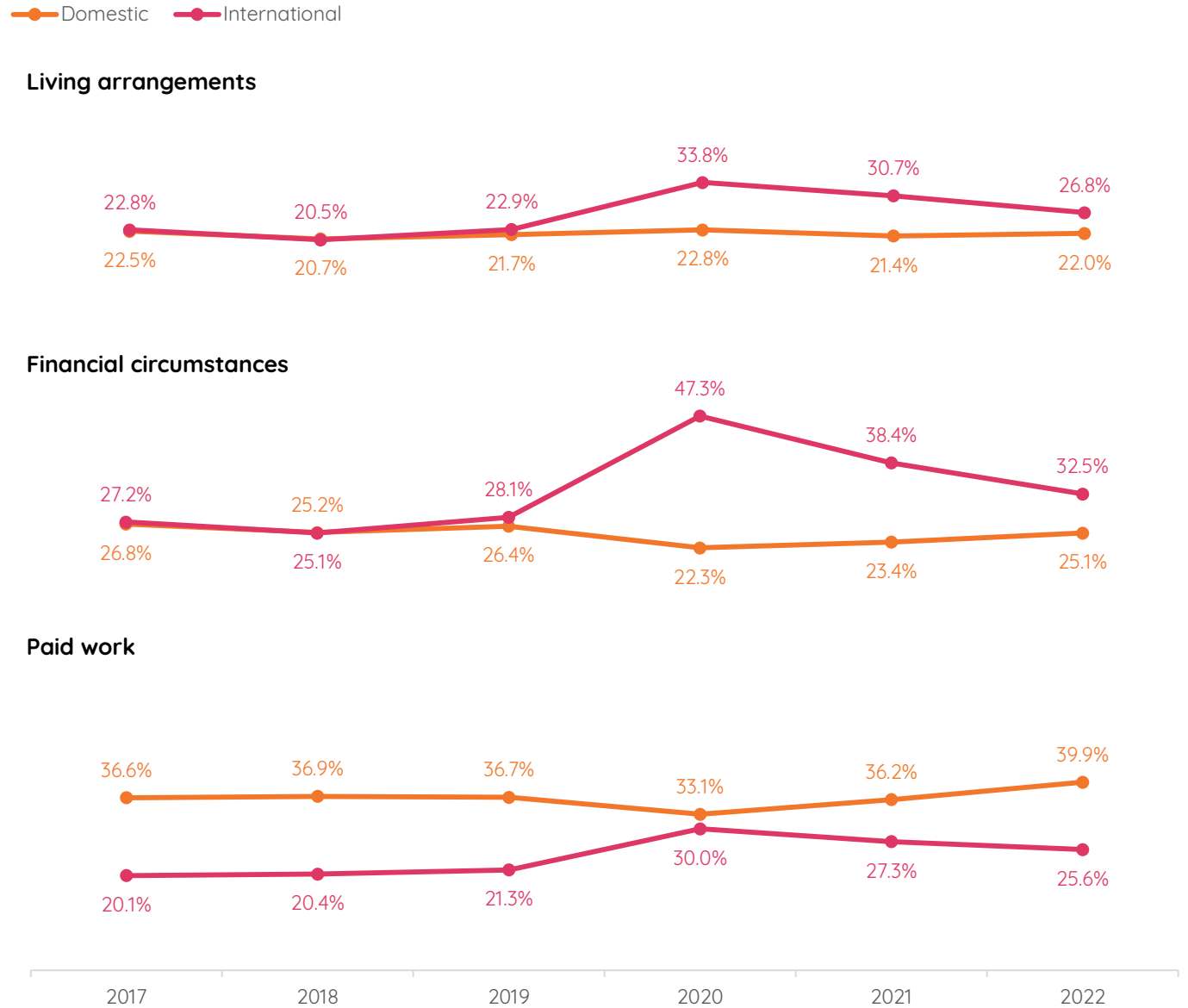
The SES also includes three items which ask students to rate whether their financial circumstances, living arrangements and paid work commitments negatively affected their study. There has been relatively little change in these factors for domestic students since 2019 compared to international students, as shown by Figure 5.

In 2020, domestic students saw a 4.1 percentage point decrease in those reporting that their financial circumstances had negatively affected their studies either 'quite a bit' or 'very much' compared to international students where those reporting that their financial circumstances had negatively affected their study was 19.2 percentage points higher than in 2019. The number of international students reporting that their financial circumstances negatively affected their studies "improved" in 2021 with fewer reporting a negative impact than the year prior but still much higher than the proportion of domestic students affected by this. This figure dropped again in 2022 but remained 7.4 percentage points higher than for domestic students.

This general pattern was also evident for those reporting that their living arrangements had negatively impacted their study, with international students more likely to report a negative impact than domestic students in 2020. This figure also "improved" between 2020 and 2022 but remained 4.8 percentage points higher than for domestic students. Prior to 2020, the proportions of international and domestic undergraduate students reporting this negative impact had been very similar.

Negative effects of paid work on study has seen a different pattern of change with domestic students traditionally reporting a higher negative impact than international students, however, this declined for domestic students in 2020 but increased for international students, narrowing the gap substantially. In 2022, the number of domestic students that reported paid work adversely impacting their studies rose to a high of 39.9 per cent, while it declined to 25.6 per cent for international students.

Figure 5 Negative effects on study for undergraduate students by citizenship indicator, 2017-2022, (% negatively affected*)



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

Considered leaving

The proportion of domestic undergraduate students who had considered leaving their institution has remained consistent since 2019 at 18.1 per cent. Historically, the proportion of international undergraduate students who had considered leaving has always been lower than for domestic students, however it did peak to a high 17.4 per cent in 2021, as shown by Figure 6. This figure dropped substantially in 2022 to a low of 12.9% for international undergraduate students.

It should be noted that the SES is conducted in August and September of each year and so many commencing students experiencing transition issues may have already left their study or disengaged with their institution. It is also often the case, that students who are less engaged with their institution are less likely to engage with non-compulsory surveys. Also, when comparing to domestic students, there may be cultural differences for international students in disclosure of what may be seen as a sensitive issue, a sense of obligation due to a high financial investment or a reluctance in revealing an intention to leave due to perceived visa or enrolment ramifications.

When examining reasons students consider leaving, it is interesting to compare differences between domestic and international students to help understand the challenges each cohort faces. While 'Health or stress' was the number one reason cited by both domestic and international undergraduate students in 2022, international students were more likely to cite financial reasons and concerns around quality, such as 'Financial difficulties', 'Fee difficulties', 'Expectations not met' and 'Quality concerns', whereas domestic undergraduate students were more likely to cite personal factors such as 'Personal reasons', 'Need a break', 'Study / life balance' and 'Family responsibilities'.

Figure 6 Proportion of undergraduate students who considered early departure from institution by citizenship status, 2017-2022

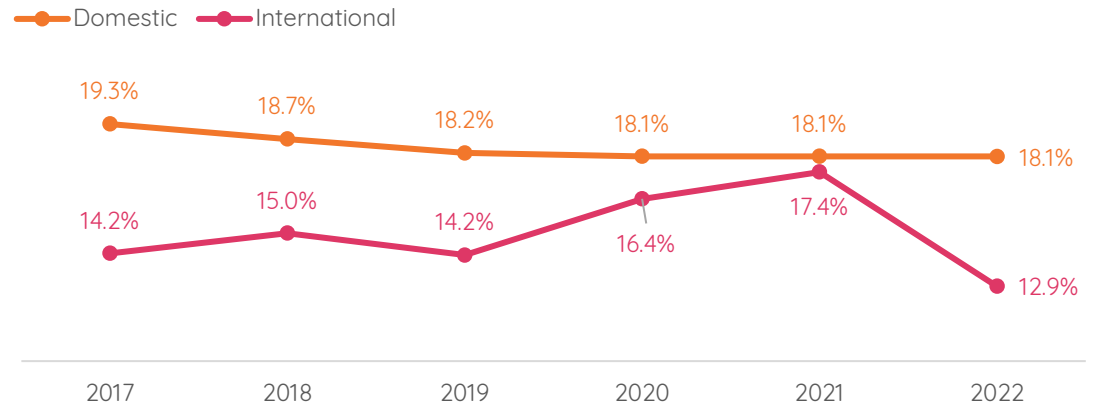
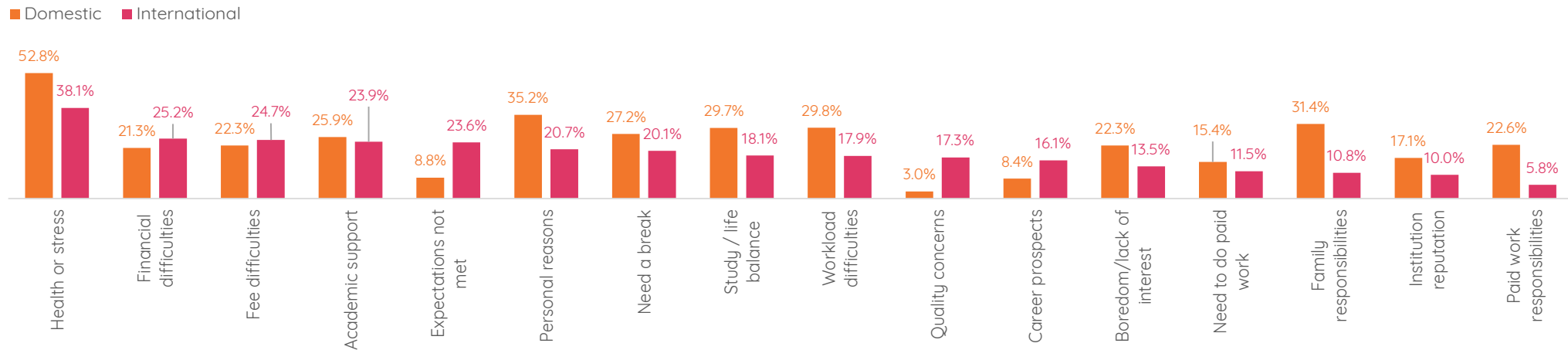


Figure 7 Selected reasons for considering early departure among undergraduate students by citizenship status, 2022*



* For a complete list of reasons, refer to table CONSID_CH_UG_ALL_6Y_E942 in the 2022 SES International Tables available on the QILT website.

The international student educational experience by location

There were substantial differences in the educational experience of international students located in Australia at the time of the survey compared with those who would normally have studied in Australia but were located overseas as shown by Table 3. Note, this is different to students enrolled at off-shore campuses of Australian institutions who are not in scope for the SES.

We can see that ratings for all focus areas increased markedly in 2022 compared with 2020 and 2021, with students located outside Australia at the time of the survey rating most focus areas more positively than those located in Australia, other than for the Learner Engagement focus area.

International students located in Australia rated the Quality of entire educational experience more highly than international students who were located overseas in both 2020 and 2021, by 2.5 percentage points and 3.3 percentage points respectively.

However, this trend reversed in 2022, with those located overseas at the time of survey rating their overall experience higher by 2.5 percentage points. This may reflect the return to Australia of international students who wished to study on-campus and the much smaller proportion of international students located overseas who may have deliberately chosen to study externally.

However, differences in the student experience between these two groups of students was most keenly felt in the area of Learner Engagement, with 54.6 per cent of international students located in Australia rating this aspect positively in 2021 compared with 37.4 per cent of international students who were located overseas, a gap of 17.2 percentage points.

This trend persisted in 2022 with 62.4 per cent of international students located in Australia rating this focus area positively compared with 58.2 per cent of those located overseas which is likely related to fewer opportunities to engage with other students either inside or outside study and is consistent with ratings of students studying fully or mainly online.

Proportion of international undergraduate student respondents located overseas at the time of the SES

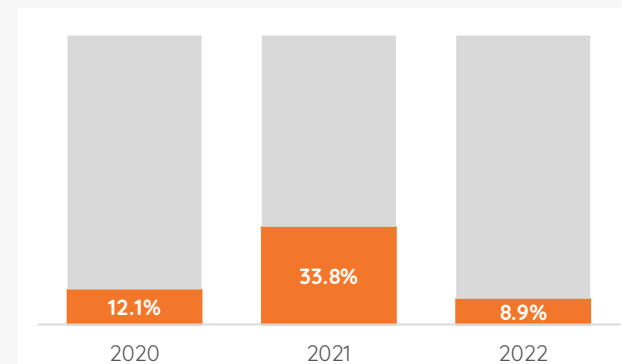


Table 3 International undergraduate student experience by location, 2020-2022 (% positive rating)

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
Australia	76.3	78.8	82.2	50.0	54.6	62.4	74.6	75.8	80.5	71.2	71.0	75.0	71.8	75.7	83.8	63.8	68.8	74.5
Overseas	72.8	74.7	82.1	42.3	37.4	58.2	72.8	77.5	82.3	67.3	70.5	75.7	72.1	69.6	86.3	61.3	65.5	77.0

3. The international student experience by source country

In 2022, the largest source of countries international undergraduate students were from included China (excludes SARs and Taiwan), with around 24 per cent of SES international student responses, followed by Nepal, India, Vietnam and Malaysia, which together make up almost 60 per cent of total undergraduate international student responses.

Table 4 shows that international undergraduates' education experience in 2022 has changed positively since 2020, possibly as changes in teaching and learning brought on by the COVID-19 pandemic have become more established and accepted by students. In general, the largest changes in student ratings among international students were in Learner Engagement, Learning Resources and the Quality of entire educational experience.

For example, student ratings of Learner Engagement among students from China (excludes SARs and Taiwan) increased by 20.6 percentage points from 2020 to 2022. This was the biggest increase in student ratings of Learner Engagement amongst all source countries.

Similarly, the biggest increase in student ratings of Learning Resources was also seen amongst students from China (excludes SARs and Taiwan) with a 15.9 percentage point increase between 2020 and 2022. Chinese student ratings of the Quality of entire educational experience also increased substantially by 15.2 percentage points from 2020 to 2022.

Figure 8 Top 5 source countries of international undergraduate students, 2022

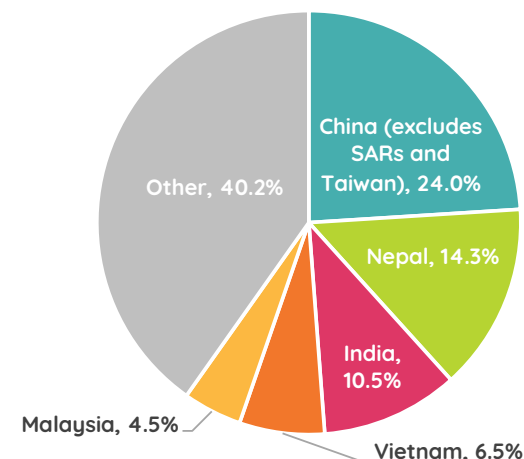


Table 4 International undergraduate student education experience by source country, 2020-2022 (% positive rating)

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
China (excludes SARs and Taiwan)	68.0	71.3	78.4	38.0	43.9	58.6	68.0	72.7	79.0	63.1	66.5	71.6	71.8	77.2	87.7	58.9	66.8	74.1
India	84.5	82.2	87.6	62.0	56.3	71.6	80.8	78.8	83.8	81.0	78.7	83.2	77.9	75.8	87.7	72.3	70.6	77.8
Nepal	79.4	82.1	84.3	59.0	60.4	65.9	77.9	78.1	81.7	75.1	74.2	79.5	69.0	72.0	80.0	65.4	69.2	76.1
Vietnam	75.6	76.4	79.7	47.9	49.3	60.4	75.3	76.7	77.9	70.3	69.2	73.5	70.1	73.4	80.1	61.5	66.5	70.0
Malaysia	74.9	77.2	81.5	44.1	40.1	57.2	71.2	73.6	79.2	67.4	67.4	72.5	68.4	69.7	81.1	56.6	59.0	70.0
Total international	75.7	77.1	81.8	48.7	48.4	61.5	73.8	75.9	80.2	70.7	70.6	75.0	71.6	73.9	83.8	63.0	67.2	74.4

4. The international student experience by study area

The student experience for international students disaggregated by study area is shown in Table 5 covering the period 2020 to 2022. Note there are a relatively small number of survey responses for international students in some study areas, as shown by Table 22, and caution should be exercised in interpreting changes in student ratings for smaller study areas.

The study areas with the largest number of international undergraduate student responses included Business and management, Computing and information systems and Nursing, which accounted for over half of the international responses between them, as shown by Figure 9. If we include Engineering and Science and mathematics this figure increases to 68.1 per cent.

Most study areas displayed an increase in ratings of student experience in 2022 compared to the broad declines experienced between 2019 and 2020. The Learner Engagement and Learning Resources focus areas experienced positive increases in ratings compared to 2020 across all study areas and the same was true for the Quality of entire educational experience, with the exception of Tourism, hospitality, personal services, sport and recreation.

There have been marked increases in ratings of the Quality of entire educational experience across the largest study areas listed above, with all of them increasing by between 6.8 and 9.2 percentage points compared between 2021 and 2022. Business and management international undergraduate student ratings of the Quality of entire educational in 2022 exceeded the 2019 rating by 0.4 percentage points.

Student ratings for the Learner Engagement focus area were higher in 2022 compared to 2020 for all study areas. These large increases are likely driven by the higher proportion of international graduates being located in Australia at the time of the survey than in 2021, as indicated previously. Business and management students actually rated the Learner Engagement focus area 4.8 percentage points higher than they had in 2019. This pattern was also seen for the Learning

Resources focus area which also recorded increases in ratings in 2022 compared to 2020 and 2021 for all study areas other than Pharmacy where there was a slight decrease between 2021 and 2022. Again, this may reflect the return of the majority of international students to Australia in 2022 and therefore increased on-campus engagement including access to student and teaching spaces, computing and IT equipment, labs and specialist equipment.

Figure 9 Breakdown of international undergraduate student responses by study area, 2022

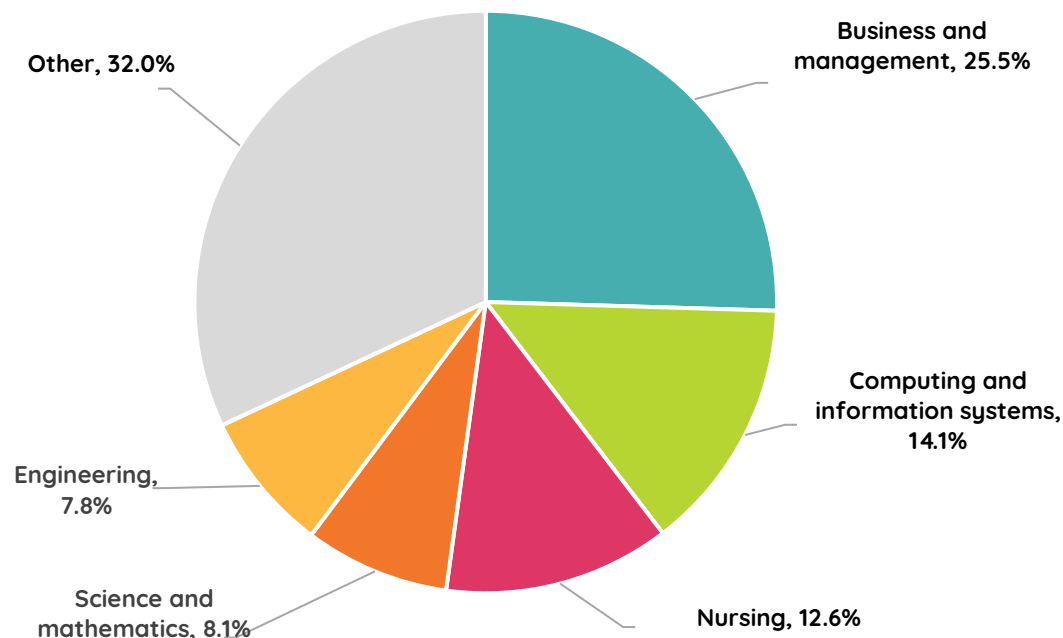


Figure 10 International undergraduate ratings of the Quality of entire educational experience by study area, 2020-2022 (% positive rating)

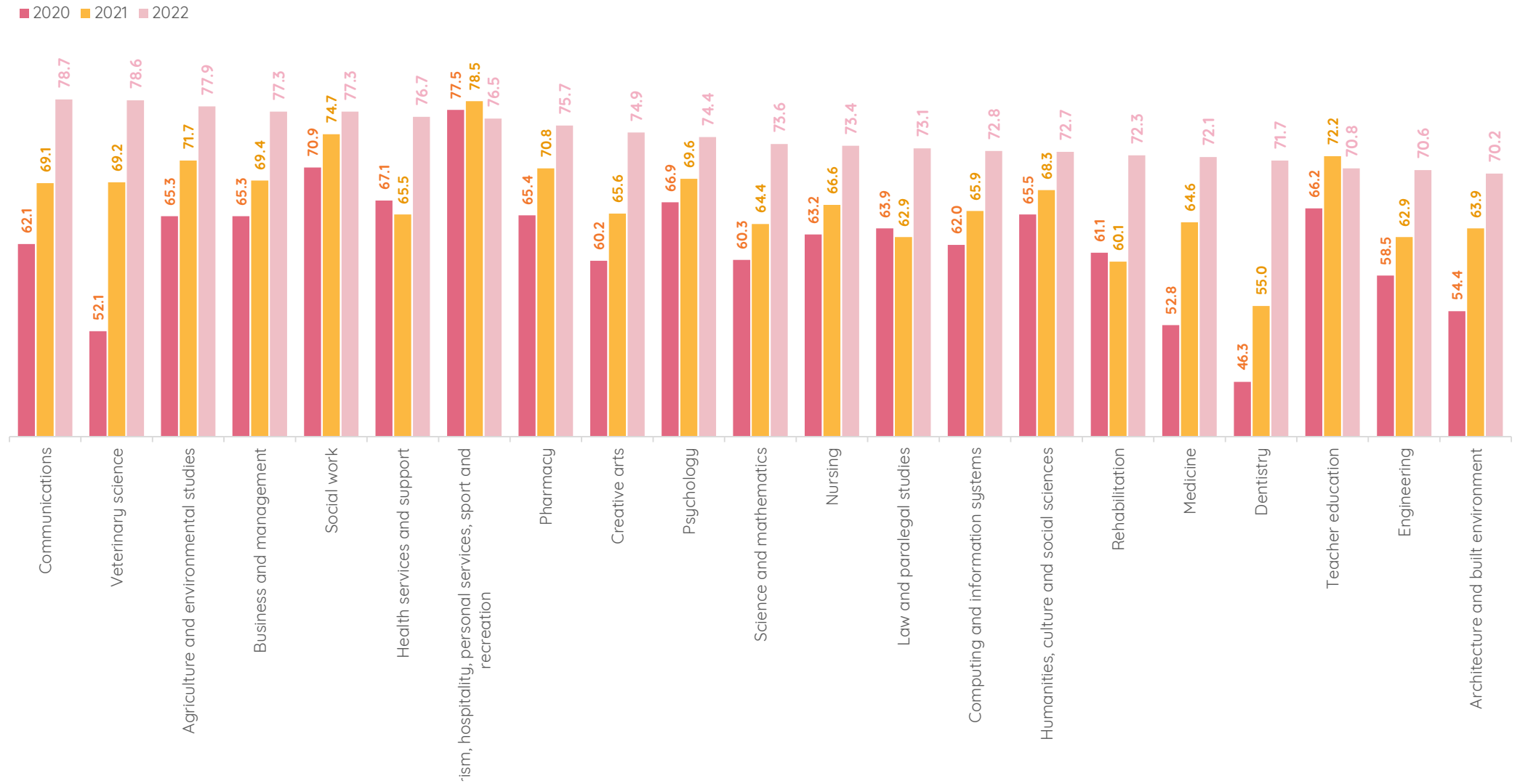


Table 5 International undergraduate student education experience by study area, 2020-2022 (% positive rating)

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
Science and mathematics	71.3	74.4	80.7	40.2	39.3	57.3	73.2	75.9	80.5	68.5	66.9	72.4	72.8	74.8	87.8	60.3	64.4	73.6
Computing and information systems	73.3	74.2	78.3	51.7	50.9	60.4	71.3	74.2	77.2	70.0	70.6	75.3	67.6	69.3	81.5	62.0	65.9	72.8
Engineering	74.3	76.2	80.6	47.7	48.9	62.2	69.5	72.5	76.9	68.1	70.2	73.1	68.7	72.0	84.5	58.5	62.9	70.6
Architecture and built environment	71.7	74.5	79.5	42.3	46.2	62.9	69.4	74.1	77.8	60.4	64.5	70.1	64.1	70.5	82.2	54.4	63.9	70.2
Agriculture and environmental studies	74.0	75.9	80.5	47.2	45.5	55.7	70.7	76.2	86.9	71.4	70.2	75.4	78.3	78.9	89.7	65.3	71.7	77.9
Health services and support	80.3	74.9	82.8	48.1	43.9	59.0	78.9	77.3	83.8	73.9	72.1	76.6	76.0	74.3	84.9	67.1	65.5	76.7
Medicine	86.4	84.7	82.4	60.9	43.4	64.3	68.5	75.8	75.0	77.5	73.1	71.9	71.9	68.4	73.9	52.8	64.6	72.1
Nursing	80.5	83.4	85.9	53.3	54.9	63.3	74.6	74.7	79.2	76.1	74.1	77.4	75.7	77.7	84.8	63.2	66.6	73.4
Pharmacy	76.6	85.5	85.8	46.1	50.9	67.1	74.2	82.5	82.5	71.7	79.1	75.4	74.0	82.9	82.1	65.4	70.8	75.7
Dentistry	80.0	70.8	82.5	56.0	41.0	61.3	71.4	65.3	70.2	59.8	49.4	68.1	69.0	52.7	74.3	46.3	55.0	71.7
Veterinary science	73.7	77.3	84.5	52.1	30.8	63.2	74.1	76.4	82.1	67.0	67.1	71.0	70.0	80.0	91.1	52.1	69.2	78.6
Rehabilitation	80.5	78.2	83.3	50.3	33.2	56.9	79.2	73.7	79.1	70.6	57.9	68.6	75.6	66.7	78.7	61.1	60.1	72.3

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
Teacher education	80.9	83.9	83.6	52.5	57.2	63.6	78.1	79.3	78.7	72.8	74.2	71.6	69.5	69.6	73.9	66.2	72.2	70.8
Business and management	74.7	75.6	82.1	48.3	47.7	62.6	73.7	76.0	81.7	70.9	71.5	77.3	72.5	75.3	85.3	65.3	69.4	77.3
Humanities, culture and social sciences	76.3	75.6	79.1	43.3	40.2	58.6	77.1	77.7	81.6	70.9	65.5	70.8	75.5	76.8	86.0	65.5	68.3	72.7
Social work	83.7	88.8	90.0	61.1	66.0	70.4	84.6	85.1	85.3	74.5	77.4	78.9	66.9	70.3	76.3	70.9	74.7	77.3
Psychology	79.3	77.2	81.8	38.6	36.7	54.2	80.5	78.2	81.1	72.0	68.8	73.5	78.5	73.9	83.4	66.9	69.6	74.4
Law and paralegal studies	78.5	82.3	80.4	43.2	39.9	56.9	77.3	78.2	79.9	68.4	67.8	70.1	75.4	75.0	76.5	63.9	62.9	73.1
Creative arts	72.9	74.1	80.1	46.6	46.1	57.1	76.0	77.7	83.1	65.2	68.3	72.6	66.6	73.2	83.9	60.2	65.6	74.9
Communications	77.7	76.0	83.4	48.5	43.5	64.7	76.4	78.0	85.6	70.1	65.8	73.6	72.1	79.2	87.6	62.1	69.1	78.7
Tourism, hospitality, personal services, sport and recreation	86.7	76.9	74.2	53.8	53.1	59.2	85.7	84.4	77.1	77.8	83.3	79.6	82.6	81.1	85.9	77.5	78.5	76.5
Total	75.7	77.1	81.8	48.7	48.4	61.5	73.8	75.9	80.2	70.7	70.6	75.0	71.6	73.9	83.8	63.0	67.2	74.4

5. The international student experience by institution

Ratings of the teaching and learning experience for international students disaggregated by institution are shown in Figure 11 and Table 6 for universities, and Figure 12 and Table 7 for NUHEIs. It is important to acknowledge that factors beyond the quality of the educational 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, it cannot be inferred that there is a significant difference or not in the difference in student ratings in a statistical sense.

Results from institutions with small numbers of international students should be treated with caution. Refer to Table 25 and Table 26 for a breakdown of domestic and international undergraduate student populations for each institution.

Similar to source country and study area, undergraduate international student responses are relatively clustered among a small number of institutions. For example, 10 out of 42 universities account for over 50 per cent of international student respondents. The largest of these are Monash University with 13.3 per cent of international respondents, followed by the University of New South Wales with 9.4 per cent and four institutions with over 4 per cent each including the Australian Catholic University, the University of Sydney, the University of Queensland and the University of Melbourne.

For postgraduate coursework students, universities with the largest proportions of respondents included the University of Melbourne with 12.6 per cent, the University of New South Wales with 11.1 per cent and Monash University with 9.9 per cent.

NUHEIs represented a smaller number of international undergraduate respondents in comparison to universities, accounting for 24.2 per cent of the total. The NUHEI with the largest proportion of these respondents was King's Own Institute, accounting for 9.8 per cent of international undergraduate respondents, followed by Stott's College with 7.4 per cent, TAFE NSW with 5.9 per cent and the Australian Institute of Higher Education with 5.2 per cent.

Universities

It appears that the impact of COVID-19 on the international student experience, at the institution level, has continued to lessen in 2022. Most universities' ratings for the Quality of entire educational experience improved from 2020 to 2022, with only three institutions experiencing further declines. The universities with the highest positive ratings of the Quality of entire educational experience in 2022 were Avondale University, 92.0 per cent, Bond University, 83.5 per cent, Central Queensland University, 82.4 per cent, James Cook University and the University of Western Australia, both 81.2 per cent, and the University of Southern Queensland, 80.7 per cent.

Those with the lowest ratings in 2022 were the University of Sydney, the University of New England, the University of Melbourne, the University of Tasmania and Monash University which all scored under 70 per cent.

The pattern of movement in ratings for individual universities from 2019-2022 varied. For example, the University of Sydney had a smaller drop between 2019 and 2020 of 15.7 percentage

points but has seen relatively small improvements in each subsequent year to remain 8.5 percentage points below its 2019 score. The University of Melbourne declined by 30.9 percentage points in 2020 but increased by 12.3 percentage points in 2021, and a further increase of 15.4 percentage points from 2021 to 2022. The University of New South Wales with an initially modest drop of 7.5 percentage points from 2019-2022 has experienced increases each year to finish 8.3 percentage points above its 2019 score.

Institution ratings for Learner Engagement were broadly positive in 2022 with all but two institutions recording increases in ratings compared to 2020 and 23 universities' students rating Learner Engagement higher in 2022 than in 2019. Five universities saw an increase of over 20 percentage points between 2021 and 2022, including the University of Queensland, the University of Melbourne, the University of Southern Queensland, the University of Adelaide and Swinburne University of Technology.

This trend was also seen for Learning Resources, where only one institution recorded a score in 2022 that was lower than 2020. The highest increase between 2020 and 2022 was for the University of Melbourne, an increase of 32 percentage points.

Figure 11 Quality of entire educational experience for international undergraduate university students, 2022 (% positive rating)

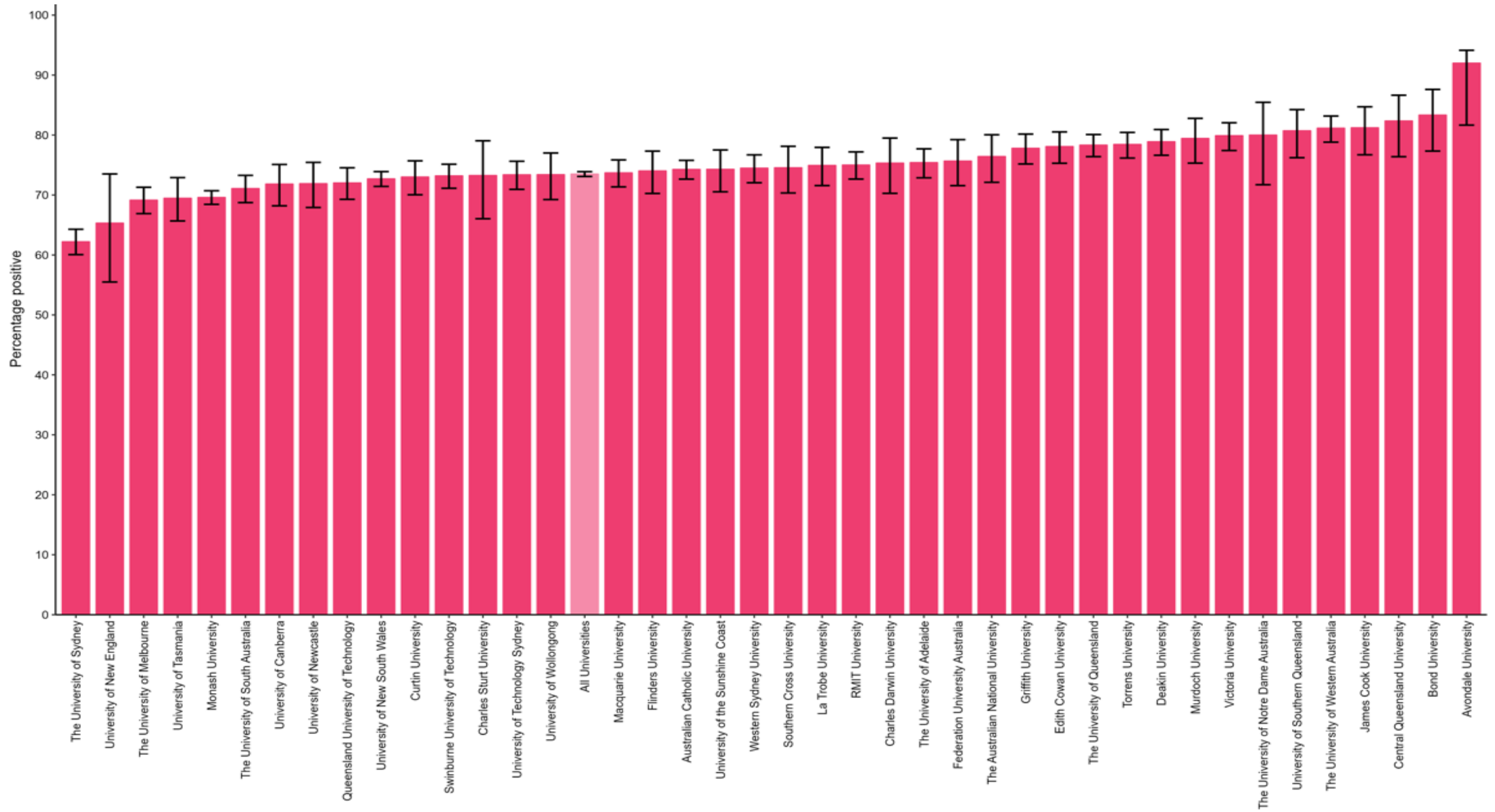


Table 6 International undergraduate student experience by university, 2021-2022 (% positive rating, with 90% confidence intervals)*

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Australian Catholic University	86.6 (85.2, 87.8)	87.5 (86.1, 88.6)	61.4 (59.6, 63.1)	63.9 (62.2, 65.6)	79.5 (77.9, 80.9)	82.5 (81.0, 83.8)	79.6 (77.9, 81.1)	81.5 (79.9, 82.9)	83.0 (81.4, 84.3)	86.1 (84.7, 87.3)	72.0 (70.3, 73.6)	74.3 (72.6, 75.8)
Avondale University	96.3 (86.6, 97.6)	100.0 (91.0, 99.2)	66.7 (55.4, 74.9)	80.0 (69.0, 85.1)	88.9 (78.1, 92.6)	100.0 (91.0, 99.2)	88.9 (78.1, 92.6)	n/a	84.6 (73.1, 89.6)	88.0 (77.3, 91.3)	88.9 (78.1, 92.6)	92.0 (81.7, 94.1)
Bond University	83.5 (76.6, 88.3)	90.0 (84.7, 93.2)	57.3 (49.6, 64.5)	70.9 (64.2, 76.5)	82.5 (75.5, 87.4)	88.0 (82.4, 91.6)	88.0 (81.2, 92.1)	90.5 (85.0, 93.8)	86.9 (78.9, 91.8)	92.3 (86.9, 95.3)	76.5 (69.2, 82.2)	83.5 (77.6, 87.7)
Central Queensland University	76.5 (70.4, 81.2)	88.0 (82.5, 91.5)	51.5 (45.3, 57.6)	66.7 (60.0, 72.5)	81.0 (75.3, 85.1)	87.1 (81.6, 90.8)	80.9 (74.8, 85.2)	88.5 (82.9, 92.1)	77.9 (71.2, 82.9)	87.1 (81.6, 90.8)	70.3 (64.1, 75.4)	82.4 (76.4, 86.7)
Charles Darwin University	79.1 (75.0, 82.4)	84.1 (79.5, 87.5)	53.5 (49.1, 57.8)	64.2 (58.8, 69.0)	77.3 (73.2, 80.6)	78.0 (73.1, 81.9)	74.0 (69.7, 77.7)	78.7 (73.6, 82.7)	78.8 (74.4, 82.3)	84.6 (80.1, 88.0)	68.4 (64.1, 72.2)	75.3 (70.3, 79.5)
Charles Sturt University	74.8 (68.5, 79.8)	85.5 (79.0, 89.8)	44.2 (38.0, 50.7)	55.8 (48.4, 62.9)	69.5 (63.2, 74.9)	80.7 (73.8, 85.8)	68.7 (62.0, 74.4)	75.3 (67.9, 81.1)	68.5 (61.3, 74.7)	82.1 (74.9, 87.1)	65.7 (59.3, 71.4)	73.3 (66.1, 79.0)
Curtin University	75.8 (73.1, 78.3)	79.5 (76.7, 82.0)	42.8 (39.9, 45.7)	57.7 (54.5, 60.8)	73.5 (70.7, 76.0)	78.3 (75.5, 80.8)	64.0 (60.9, 67.0)	70.1 (66.8, 73.1)	72.5 (69.3, 75.4)	82.0 (79.2, 84.4)	62.7 (59.8, 65.5)	73.0 (70.0, 75.7)
Deakin University	79.1 (77.0, 80.9)	86.5 (84.5, 88.2)	46.6 (44.3, 49.0)	60.7 (58.1, 63.2)	79.2 (77.2, 81.0)	81.9 (79.7, 83.8)	74.4 (72.1, 76.5)	82.0 (79.7, 83.9)	79.8 (77.6, 81.8)	90.1 (88.3, 91.6)	70.2 (68.0, 72.3)	78.9 (76.6, 80.9)
Edith Cowan University	87.8 (85.1, 89.9)	88.3 (85.9, 90.2)	57.4 (53.9, 60.8)	67.8 (64.8, 70.6)	81.1 (78.1, 83.6)	83.3 (80.7, 85.5)	79.3 (76.0, 82.1)	82.1 (79.2, 84.5)	90.0 (87.4, 92.0)	90.0 (87.8, 91.8)	78.6 (75.5, 81.2)	78.1 (75.3, 80.5)
Federation University Australia	77.6 (74.7, 80.2)	83.5 (79.8, 86.6)	54.4 (51.3, 57.4)	65.9 (61.5, 70.0)	77.1 (74.3, 79.6)	81.1 (77.2, 84.3)	74.6 (71.5, 77.3)	78.4 (74.2, 82.0)	65.6 (62.2, 68.8)	83.1 (79.3, 86.3)	66.0 (63.0, 68.9)	75.7 (71.6, 79.2)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Flinders University	83.1 (80.4, 85.3)	79.6 (75.9, 82.7)	57.6 (54.5, 60.7)	61.2 (57.2, 65.0)	74.4 (71.4, 77.0)	78.0 (74.3, 81.2)	74.9 (71.7, 77.6)	74.7 (70.7, 78.2)	79.2 (76.0, 81.8)	84.0 (80.6, 86.8)	70.9 (67.9, 73.6)	74.0 (70.3, 77.3)
Griffith University	75.0 (72.5, 77.3)	84.7 (82.3, 86.8)	44.1 (41.5, 46.8)	61.3 (58.3, 64.2)	75.8 (73.4, 78.0)	83.7 (81.3, 85.8)	69.1 (66.4, 71.7)	75.4 (72.5, 78.0)	77.5 (74.7, 79.9)	85.8 (83.4, 87.8)	69.6 (67.0, 72.0)	77.8 (75.2, 80.2)
James Cook University	82.1 (75.6, 86.7)	82.6 (78.1, 86.0)	67.4 (60.3, 73.5)	69.1 (64.1, 73.5)	77.6 (70.8, 82.7)	81.0 (76.4, 84.5)	70.1 (62.5, 76.4)	77.3 (72.3, 81.3)	73.1 (65.6, 79.0)	91.3 (87.6, 93.6)	64.0 (56.8, 70.2)	81.2 (76.7, 84.7)
La Trobe University	71.1 (67.6, 74.3)	78.9 (75.6, 81.8)	42.3 (38.8, 45.9)	58.9 (55.3, 62.5)	75.7 (72.4, 78.6)	80.5 (77.3, 83.2)	71.4 (67.7, 74.7)	77.3 (73.7, 80.4)	72.3 (68.4, 75.8)	84.2 (81.1, 86.7)	63.9 (60.4, 67.3)	74.9 (71.6, 77.9)
Macquarie University	76.2 (74.2, 78.0)	79.1 (76.8, 81.1)	45.4 (43.3, 47.6)	60.5 (58.0, 62.9)	78.6 (76.7, 80.3)	77.6 (75.4, 79.7)	68.5 (66.4, 70.6)	70.6 (68.1, 73.0)	78.9 (76.7, 80.9)	88.6 (86.8, 90.2)	68.4 (66.4, 70.4)	73.7 (71.4, 75.9)
Monash University	73.3 (72.0, 74.5)	79.8 (78.8, 80.8)	42.8 (41.5, 44.1)	61.1 (59.9, 62.3)	71.3 (70.1, 72.6)	77.2 (76.1, 78.2)	66.3 (64.9, 67.7)	71.5 (70.3, 72.7)	72.6 (71.1, 74.0)	84.3 (83.3, 85.2)	61.8 (60.5, 63.1)	69.6 (68.4, 70.7)
Murdoch University	78.2 (73.8, 81.9)	86.7 (83.0, 89.4)	40.5 (35.9, 45.3)	58.4 (53.8, 62.8)	76.4 (71.9, 80.1)	84.2 (80.3, 87.2)	67.9 (62.9, 72.4)	78.7 (74.2, 82.3)	85.9 (81.4, 89.3)	86.2 (82.3, 89.0)	64.4 (59.6, 68.8)	79.4 (75.3, 82.8)
Queensland University of Technology	76.2 (74.3, 78.0)	79.1 (76.5, 81.4)	46.9 (44.8, 49.0)	57.3 (54.4, 60.2)	72.1 (70.1, 74.0)	77.6 (74.9, 79.9)	66.9 (64.7, 69.0)	68.3 (65.3, 71.2)	78.5 (76.4, 80.4)	88.0 (85.8, 89.8)	64.3 (62.2, 66.3)	72.0 (69.3, 74.5)
RMIT University	76.3 (74.0, 78.5)	84.5 (82.4, 86.3)	43.4 (40.9, 46.0)	62.3 (59.7, 64.8)	75.5 (73.2, 77.7)	81.6 (79.4, 83.5)	64.1 (61.4, 66.8)	71.6 (69.0, 74.0)	73.8 (71.1, 76.4)	87.5 (85.5, 89.2)	64.9 (62.4, 67.3)	75.0 (72.7, 77.2)
Southern Cross University	82.6 (78.5, 85.9)	83.8 (79.9, 86.9)	43.3 (38.7, 48.0)	55.1 (50.6, 59.5)	79.7 (75.5, 83.2)	81.4 (77.5, 84.6)	79.4 (74.9, 83.1)	78.3 (74.0, 81.9)	79.3 (74.6, 83.1)	81.5 (77.3, 84.9)	74.0 (69.5, 77.8)	74.5 (70.3, 78.1)
Swinburne University of Technology	76.6 (74.2, 78.8)	82.2 (80.3, 83.9)	43.5 (41.0, 46.2)	63.7 (61.5, 65.8)	75.9 (73.5, 78.0)	79.2 (77.3, 81.0)	69.0 (66.3, 71.5)	76.7 (74.5, 78.7)	67.5 (64.4, 70.5)	83.4 (81.5, 85.0)	63.3 (60.7, 65.8)	73.2 (71.1, 75.1)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
The Australian National University	74.3 (70.8, 77.5)	82.1 (78.1, 85.4)	35.5 (32.1, 39.2)	55.2 (50.5, 59.7)	70.9 (67.3, 74.2)	84.3 (80.4, 87.3)	65.5 (61.5, 69.3)	70.4 (65.5, 74.7)	67.4 (62.9, 71.6)	89.9 (86.2, 92.5)	61.1 (57.3, 64.6)	76.4 (72.1, 80.0)
The University of Adelaide	74.9 (72.3, 77.2)	80.7 (78.3, 82.8)	41.8 (39.2, 44.5)	62.3 (59.5, 65.0)	73.5 (71.0, 75.8)	79.7 (77.2, 81.8)	69.4 (66.6, 72.0)	73.5 (70.7, 76.0)	73.6 (70.6, 76.3)	84.1 (81.7, 86.1)	64.9 (62.3, 67.4)	75.4 (72.9, 77.7)
The University of Melbourne	67.5 (65.1, 69.7)	77.9 (75.8, 79.9)	31.1 (28.9, 33.4)	52.7 (50.3, 55.1)	70.5 (68.2, 72.7)	78.8 (76.8, 80.7)	55.2 (52.6, 57.8)	70.5 (68.1, 72.7)	63.0 (60.1, 65.8)	85.9 (84.0, 87.5)	53.7 (51.2, 56.0)	69.1 (66.9, 71.3)
The University of Notre Dame Australia	87.1 (77.4, 90.8)	94.2 (87.3, 96.8)	67.7 (57.7, 74.9)	69.1 (60.4, 76.0)	93.5 (84.6, 95.5)	94.3 (87.6, 96.8)	93.1 (83.4, 95.5)	80.4 (71.6, 86.1)	75.9 (65.0, 82.3)	84.3 (75.8, 89.3)	96.8 (88.4, 97.7)	80.0 (71.7, 85.5)
The University of Queensland	73.8 (71.9, 75.7)	81.7 (79.8, 83.4)	33.4 (31.4, 35.4)	57.0 (54.8, 59.2)	77.4 (75.5, 79.1)	82.8 (81.0, 84.4)	66.6 (64.4, 68.8)	75.0 (72.8, 77.0)	76.0 (73.7, 78.1)	88.5 (86.9, 89.9)	66.2 (64.1, 68.1)	78.3 (76.4, 80.1)
The University of South Australia	77.0 (75.0, 78.8)	79.3 (77.1, 81.3)	49.9 (47.7, 52.1)	57.9 (55.4, 60.3)	73.8 (71.8, 75.7)	77.7 (75.4, 79.7)	74.4 (72.2, 76.4)	73.8 (71.3, 76.1)	82.7 (80.7, 84.4)	86.2 (84.2, 87.9)	71.0 (68.9, 72.9)	71.1 (68.7, 73.3)
The University of Sydney	71.7 (69.3, 74.0)	78.1 (76.1, 79.9)	39.8 (37.4, 42.3)	56.3 (54.1, 58.4)	68.7 (66.2, 71.0)	71.2 (69.1, 73.1)	56.0 (53.2, 58.8)	55.1 (52.7, 57.5)	74.3 (71.7, 76.7)	80.4 (78.5, 82.1)	60.1 (57.6, 62.6)	62.2 (60.1, 64.3)
The University of Western Australia	76.7 (73.1, 79.8)	82.9 (80.6, 84.8)	45.8 (42.0, 49.7)	61.0 (58.3, 63.7)	78.8 (75.4, 81.8)	86.8 (84.7, 88.5)	71.6 (67.6, 75.1)	80.6 (78.1, 82.8)	75.6 (71.3, 79.4)	90.8 (88.9, 92.3)	65.3 (61.5, 68.9)	81.2 (78.8, 83.2)
Torrens University	79.7 (77.7, 81.4)	84.0 (81.8, 85.8)	47.8 (45.6, 50.0)	59.3 (56.7, 61.8)	78.2 (76.2, 80.0)	81.2 (79.0, 83.2)	71.6 (69.4, 73.6)	79.6 (77.1, 81.7)	69.1 (66.5, 71.6)	79.3 (76.8, 81.5)	69.6 (67.5, 71.5)	78.4 (76.2, 80.4)
University of Canberra	77.4 (73.9, 80.3)	79.1 (75.6, 82.1)	52.6 (49.0, 56.1)	59.3 (55.4, 62.9)	74.9 (71.4, 77.9)	75.3 (71.8, 78.4)	72.4 (68.7, 75.8)	72.5 (68.7, 75.9)	77.5 (74.0, 80.6)	78.6 (75.1, 81.6)	67.8 (64.3, 71.0)	71.8 (68.2, 75.1)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
University of Divinity	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 England	76.9 (63.2, 85.6)	83.0 (73.6, 88.8)	46.2 (33.7, 59.3)	59.2 (49.4, 68.0)	69.2 (55.4, 79.5)	80.9 (71.3, 87.1)	68.0 (53.8, 78.7)	70.5 (59.9, 78.6)	n/a	87.0 (77.9, 92.0)	53.8 (40.7, 66.3)	65.3 (55.5, 73.5)
University of New South Wales	74.8 (73.3, 76.2)	78.5 (77.3, 79.7)	42.5 (40.9, 44.1)	59.0 (57.6, 60.4)	76.4 (74.9, 77.7)	79.2 (78.0, 80.3)	69.6 (67.9, 71.2)	71.9 (70.5, 73.3)	73.2 (71.5, 74.9)	85.0 (83.8, 86.0)	66.5 (64.9, 68.0)	72.7 (71.4, 73.9)
University of Newcastle	74.1 (70.5, 77.3)	80.7 (77.0, 83.7)	39.8 (36.2, 43.6)	49.8 (45.7, 54.0)	69.7 (66.0, 73.0)	77.0 (73.2, 80.3)	65.9 (62.0, 69.5)	66.3 (61.9, 70.3)	73.0 (69.0, 76.6)	84.2 (80.5, 87.1)	60.8 (57.0, 64.3)	71.9 (67.9, 75.4)
University of Southern Queensland	85.2 (81.2, 88.2)	88.6 (84.6, 91.4)	36.5 (32.3, 41.1)	57.8 (52.7, 62.7)	75.7 (71.2, 79.4)	84.1 (79.7, 87.3)	76.5 (71.8, 80.3)	81.9 (77.3, 85.5)	79.1 (74.5, 82.9)	92.4 (88.8, 94.6)	72.0 (67.6, 75.7)	80.7 (76.2, 84.2)
University of Tasmania	73.4 (69.7, 76.6)	77.8 (74.3, 80.9)	51.6 (47.7, 55.3)	53.2 (49.3, 57.1)	71.0 (67.3, 74.3)	77.4 (73.9, 80.5)	65.3 (61.1, 69.0)	75.5 (71.6, 78.8)	73.1 (68.9, 76.8)	77.2 (73.5, 80.3)	67.0 (63.3, 70.4)	69.5 (65.7, 72.9)
University of Technology Sydney	71.2 (69.1, 73.2)	80.8 (78.6, 82.9)	45.4 (43.1, 47.6)	62.9 (60.2, 65.4)	67.6 (65.4, 69.7)	77.7 (75.4, 79.9)	61.3 (59.0, 63.6)	71.7 (69.0, 74.2)	72.2 (69.8, 74.3)	87.2 (85.1, 88.9)	63.0 (60.8, 65.1)	73.4 (70.9, 75.6)
University of the Sunshine Coast	80.8 (77.2, 83.6)	84.6 (81.2, 87.2)	52.5 (48.6, 56.3)	59.8 (55.8, 63.5)	73.9 (70.1, 77.0)	78.6 (74.9, 81.6)	76.9 (72.9, 80.2)	77.5 (73.5, 80.9)	79.4 (75.7, 82.4)	84.6 (81.2, 87.2)	63.6 (59.7, 67.2)	74.3 (70.5, 77.5)
University of Wollongong	76.4 (72.8, 79.4)	82.8 (78.9, 85.9)	42.9 (39.3, 46.7)	61.2 (56.8, 65.4)	80.0 (76.7, 82.8)	77.8 (73.7, 81.2)	73.9 (70.1, 77.3)	77.0 (72.7, 80.7)	74.8 (70.7, 78.4)	89.4 (86.0, 91.8)	69.2 (65.6, 72.5)	73.4 (69.2, 77.0)
Victoria University	76.8 (74.2, 79.2)	83.2 (80.8, 85.3)	56.3 (53.4, 59.1)	67.2 (64.4, 69.8)	74.1 (71.4, 76.6)	82.4 (80.0, 84.4)	68.0 (65.0, 70.8)	74.3 (71.5, 76.9)	66.1 (62.9, 69.1)	81.9 (79.3, 84.2)	69.7 (66.9, 72.2)	79.9 (77.4, 82.1)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Western Sydney University	79.6 (77.5, 81.5)	83.4 (81.2, 85.3)	49.2 (46.8, 51.6)	62.8 (60.2, 65.4)	74.7 (72.4, 76.7)	80.4 (78.1, 82.4)	72.1 (69.7, 74.3)	74.7 (72.2, 77.1)	73.0 (70.6, 75.3)	81.1 (78.7, 83.1)	64.1 (61.7, 66.3)	74.5 (72.1, 76.7)
All Universities	76.1 (75.7, 76.5)	81.5 (81.2, 81.9)	45.2 (44.8, 45.7)	60.2 (59.8, 60.7)	74.7 (74.3, 75.1)	79.6 (79.2, 79.9)	68.8 (68.4, 69.3)	73.6 (73.2, 74.1)	74.8 (74.3, 75.2)	85.2 (84.9, 85.6)	65.7 (65.3, 66.2)	73.5 (73.1, 73.9)

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

Non-university higher education institutions (NUHEIs)

Since the number of international students enrolled in individual NUHEIs tends to be much smaller than at universities, survey data for NUHEIs shown in Table 7 of this report uses pooled data for two survey years (2020 and 2021 compared with 2021 and 2022), the same as shown on the ComparED website, and results based on fewer than 25 survey responses have not been published. As a result of pooling data, results for NUHEIs are not directly comparable with those presented for universities in Figure 11 and Table 6. Pooled estimates for the 2020 and 2021 SES compared with the pooled estimates for the 2021 and 2022 SES have the effect of diluting any impact on student ratings due to the impact of COVID-19 that was seen across the sector in 2020 and the subsequent improvement in results seen in 2021 and 2022.

Of the 52 institutions with sufficient responses between 2020-2021 and 2021-2022, 39 institutions recorded higher student ratings of the Quality of entire educational experience. Institutions with the largest increases were Griffith College, 15.8 percentage points, the JMC Academy, 12.5 percentage points, and Academies Australasia Polytechnic Pty. Ltd., 12.2 percentage points. The institution with the highest positive rating of the Quality of entire educational experience in 2021-2022 was Leaders Institute, 100 per cent, followed by Sheridan College, 94.8 per cent, TAFE Queensland, 87.9 per cent, International College of Hotel Management, 85.7 per cent and Kaplan Business School, 84.2 per cent.

Similar trends were seen in the shift in Learner Engagement ratings, with 36 out of 48 institutions recording increases from 2020-2021 to 2021-2022. The largest increases were seen at the Australian College of Theology Ltd, 19.5 percentage points, followed by UTS College with a 14.2 percentage point increase. Student ratings of Learning Resources also increased for 35 out of 48 institutions with sufficient responses, with Griffith College increasing by 16.0 percentage points, Chisholm Institute by 10.8 percentage points and La Trobe College Australia by 10.4 percentage points.

Figure 12 Quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, pooled 2021-2022 (% positive rating)

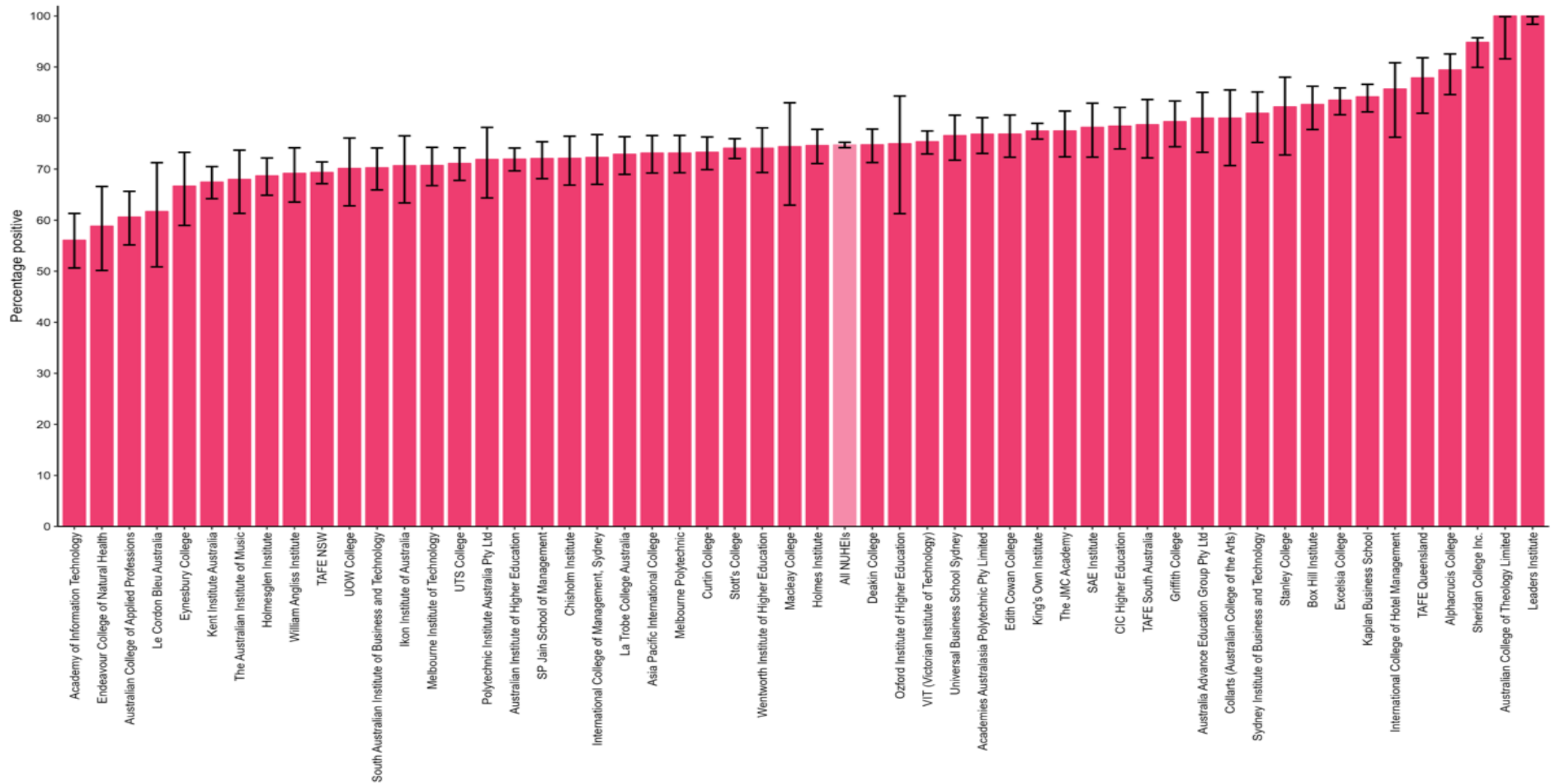


Table 7 International undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2019-20 and 2021-22 (% positive rating, with 90% confidence intervals)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
Academies Australasia Polytechnic Pty Limited	74.5 (70.0, 78.5)	76.2 (72.3, 79.6)	43.8 (39.3, 48.5)	50.2 (46.0, 54.4)	72.8 (68.3, 76.7)	77.1 (73.2, 80.5)	62.4 (57.5, 67.0)	78.5 (74.5, 81.8)	66.0 (60.9, 70.6)	71.2 (66.7, 75.3)	64.7 (60.1, 68.9)	76.9 (73.1, 80.1)
Academy of Information Technology	61.8 (57.3, 66.0)	60.6 (54.9, 65.8)	33.3 (29.4, 37.7)	35.8 (30.9, 41.2)	59.3 (54.9, 63.5)	60.5 (55.1, 65.6)	56.3 (51.7, 60.7)	67.9 (62.2, 72.9)	50.3 (45.2, 55.3)	58.7 (52.6, 64.5)	51.9 (47.5, 56.3)	56.1 (50.6, 61.3)
Australian College of Applied Professions	73.9 (69.0, 78.0)	76.7 (71.5, 80.9)	55.9 (50.9, 60.6)	56.1 (50.6, 61.3)	72.9 (68.1, 76.9)	73.3 (68.0, 77.6)	66.4 (61.0, 71.1)	63.1 (57.3, 68.4)	73.6 (68.2, 78.0)	67.2 (61.3, 72.4)	62.1 (57.1, 66.6)	60.6 (55.1, 65.6)
Alphacrucis College	87.7 (83.5, 90.7)	88.3 (83.3, 91.7)	64.2 (58.9, 69.1)	69.1 (62.9, 74.5)	93.9 (90.5, 95.9)	91.0 (86.3, 93.9)	87.7 (83.4, 90.8)	83.1 (77.4, 87.2)	82.3 (76.8, 86.5)	82.5 (75.9, 87.3)	90.9 (87.1, 93.4)	89.4 (84.6, 92.6)
Asia Pacific International College	78.7 (74.8, 81.9)	83.3 (79.6, 86.2)	60.5 (56.3, 64.4)	66.0 (61.9, 69.8)	77.6 (73.8, 80.9)	80.8 (77.1, 83.8)	74.1 (69.9, 77.7)	77.2 (73.1, 80.7)	72.1 (67.6, 76.0)	78.1 (73.9, 81.7)	68.6 (64.5, 72.2)	73.2 (69.2, 76.6)
Australia Advance Education Group Pty Ltd	n/a	82.4 (75.7, 87.3)	n/a	75.0 (68.0, 80.6)	n/a	85.1 (78.8, 89.4)	n/a	85.4 (78.9, 89.8)	n/a	81.7 (74.4, 87.0)	n/a	80.0 (73.3, 85.0)
Australian College of Theology Limited	91.2 (82.0, 94.3)	89.7 (79.2, 93.3)	52.9 (43.3, 62.2)	72.4 (61.2, 79.8)	97.1 (89.0, 98.2)	100.0 (91.6, 99.9)	93.9 (84.9, 96.3)	93.1 (83.1, 95.7)	n/a	n/a	94.1 (85.4, 96.3)	100.0 (91.6, 99.9)
Australian Institute of Higher Education	76.6 (74.7, 78.3)	79.8 (77.6, 81.8)	60.9 (58.9, 62.9)	66.2 (63.8, 68.5)	74.8 (72.9, 76.6)	76.9 (74.7, 79.0)	69.0 (66.9, 71.0)	70.8 (68.2, 73.1)	65.7 (63.5, 67.8)	69.5 (66.9, 71.9)	65.9 (63.9, 67.8)	72.0 (69.7, 74.1)
Box Hill Institute	79.2 (74.7, 82.7)	84.0 (79.1, 87.5)	61.1 (56.4, 65.6)	64.3 (58.7, 69.3)	82.0 (77.8, 85.2)	86.5 (81.9, 89.6)	70.8 (65.8, 75.1)	77.4 (71.7, 81.8)	72.0 (66.9, 76.3)	71.4 (65.7, 76.2)	74.3 (69.8, 78.1)	82.7 (77.8, 86.2)
Chisholm Institute	83.9 (79.7, 86.9)	78.4 (73.2, 82.4)	61.2 (56.6, 65.4)	61.5 (56.0, 66.4)	74.8 (70.3, 78.4)	79.0 (73.9, 82.8)	77.4 (72.7, 81.1)	81.4 (76.2, 85.2)	65.6 (60.4, 70.2)	76.4 (70.7, 80.7)	62.6 (58.0, 66.7)	72.1 (66.9, 76.4)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
CIC Higher Education	78.6 (75.3, 81.4)	78.5 (73.8, 82.2)	55.9 (52.3, 59.3)	58.7 (53.8, 63.5)	84.6 (81.7, 87.0)	82.2 (77.8, 85.6)	81.5 (78.2, 84.2)	80.9 (76.3, 84.6)	74.5 (70.6, 78.0)	77.0 (71.3, 81.6)	79.6 (76.5, 82.2)	78.4 (74.0, 82.1)
Collarts (Australian College of the Arts)	86.7 (75.8, 91.5)	80.6 (70.3, 86.5)	48.4 (38.2, 58.8)	47.5 (38.7, 56.6)	83.3 (72.2, 89.0)	80.6 (70.3, 86.5)	72.4 (60.5, 80.5)	71.0 (59.0, 79.6)	n/a	73.1 (59.4, 82.4)	74.2 (63.0, 81.5)	80.0 (70.7, 85.5)
Curtin College	77.5 (74.3, 80.3)	81.8 (78.6, 84.4)	52.0 (48.5, 55.5)	60.1 (56.5, 63.6)	78.8 (75.7, 81.5)	83.8 (80.8, 86.3)	80.6 (77.3, 83.3)	81.8 (78.4, 84.5)	73.6 (69.7, 77.1)	82.4 (78.7, 85.3)	66.1 (62.7, 69.2)	73.3 (69.9, 76.3)
Deakin College	71.7 (68.9, 74.2)	71.8 (68.0, 75.2)	44.3 (41.6, 47.1)	45.5 (41.8, 49.4)	75.7 (73.1, 78.0)	80.3 (76.9, 83.1)	72.2 (69.4, 74.8)	72.4 (68.5, 75.9)	74.3 (71.3, 77.1)	81.4 (77.6, 84.6)	66.4 (63.7, 68.9)	74.8 (71.3, 77.8)
Edith Cowan College	82.2 (78.4, 85.1)	84.6 (80.2, 87.8)	66.1 (62.1, 69.6)	70.5 (65.7, 74.7)	81.1 (77.5, 83.9)	84.1 (79.9, 87.2)	77.2 (73.0, 80.5)	84.4 (80.0, 87.6)	84.2 (80.5, 86.9)	84.8 (80.4, 88.0)	72.2 (68.4, 75.5)	76.9 (72.3, 80.6)
Endeavour College of Natural Health	70.1 (62.7, 76.0)	61.2 (52.2, 69.1)	26.8 (21.5, 33.7)	19.6 (14.3, 28.0)	63.2 (55.9, 69.6)	59.2 (50.2, 67.2)	68.3 (60.4, 74.6)	55.3 (46.1, 63.9)	50.0 (40.8, 59.2)	37.8 (28.2, 49.1)	60.6 (53.5, 66.9)	58.8 (50.2, 66.6)
Engineering Institute of Technology	73.3 (62.4, 80.4)	n/a	59.4 (49.4, 67.9)	n/a	83.3 (72.7, 88.5)	n/a	83.3 (72.7, 88.5)	n/a	60.0 (49.4, 69.0)	n/a	81.3 (71.2, 86.5)	n/a
Excelsia College	89.1 (86.8, 90.9)	88.8 (86.1, 90.8)	69.9 (67.0, 72.6)	74.0 (70.7, 76.9)	89.5 (87.2, 91.1)	88.4 (85.7, 90.4)	85.4 (82.8, 87.5)	84.0 (81.0, 86.6)	74.2 (71.0, 77.0)	75.6 (72.1, 78.7)	81.2 (78.6, 83.4)	83.5 (80.6, 85.9)
Eynesbury College	68.6 (63.0, 73.4)	63.3 (55.4, 70.3)	44.9 (39.7, 50.3)	46.9 (39.5, 54.6)	72.0 (66.7, 76.4)	63.8 (55.9, 70.7)	73.5 (67.9, 78.1)	76.9 (69.4, 82.7)	73.7 (67.9, 78.3)	70.8 (62.6, 77.6)	64.1 (58.7, 68.9)	66.7 (59.0, 73.3)
Griffith College	75.5 (71.3, 79.2)	81.8 (76.9, 85.7)	49.0 (44.6, 53.3)	58.6 (53.1, 63.9)	75.3 (71.1, 78.9)	84.0 (79.3, 87.6)	75.2 (70.7, 79.1)	80.8 (75.6, 84.9)	67.0 (62.2, 71.3)	83.0 (78.1, 86.9)	63.5 (59.2, 67.6)	79.3 (74.4, 83.3)
Holmes Institute	83.7 (81.1, 86.0)	82.5 (79.0, 85.3)	61.4 (58.2, 64.4)	58.0 (54.2, 61.8)	78.4 (75.6, 80.9)	79.1 (75.7, 82.1)	77.8 (74.8, 80.5)	76.9 (73.1, 80.2)	68.5 (65.1, 71.7)	73.1 (68.9, 76.9)	72.2 (69.3, 74.9)	74.6 (71.1, 77.8)
Holmesglen Institute	85.6 (83.3, 87.5)	88.1 (85.1, 90.5)	65.0 (62.2, 67.6)	71.2 (67.5, 74.6)	81.0 (78.6, 83.1)	80.7 (77.2, 83.6)	76.6 (73.9, 79.1)	77.8 (74.1, 81.1)	74.0 (71.1, 76.5)	78.8 (75.1, 82.0)	65.8 (63.1, 68.4)	68.7 (64.9, 72.2)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
Ikon Institute of Australia	94.4 (85.8, 96.9)	81.1 (74.2, 85.8)	81.1 (71.2, 86.8)	76.0 (68.9, 81.3)	89.2 (80.0, 93.1)	79.7 (72.7, 84.6)	79.4 (68.6, 85.9)	76.5 (68.8, 82.1)	56.3 (45.0, 66.5)	60.6 (52.8, 67.5)	67.6 (57.3, 75.4)	70.7 (63.4, 76.5)
International College of Hotel Management	90.0 (83.4, 93.2)	95.2 (87.3, 97.7)	72.1 (64.4, 78.0)	73.8 (63.6, 81.2)	93.4 (87.4, 95.8)	88.1 (78.9, 92.7)	88.1 (81.2, 91.8)	95.1 (87.0, 97.7)	84.2 (76.6, 88.7)	85.4 (75.7, 90.7)	83.6 (76.4, 87.9)	85.7 (76.3, 90.9)
International College of Management, Sydney	79.0 (75.0, 82.2)	79.1 (73.9, 83.2)	60.4 (56.2, 64.5)	54.4 (48.9, 59.8)	80.3 (76.5, 83.3)	85.3 (80.6, 88.7)	73.4 (69.1, 77.2)	74.4 (68.8, 79.1)	67.2 (62.3, 71.6)	74.6 (68.6, 79.5)	69.9 (65.8, 73.6)	72.3 (67.0, 76.8)
Kaplan Business School	83.5 (81.1, 85.5)	84.7 (81.7, 87.2)	57.9 (55.1, 60.7)	60.8 (57.2, 64.4)	85.1 (82.9, 87.0)	84.6 (81.6, 87.0)	84.9 (82.6, 86.9)	84.7 (81.7, 87.2)	76.2 (73.1, 79.0)	81.9 (78.2, 85.0)	80.2 (77.8, 82.2)	84.2 (81.2, 86.6)
Kent Institute Australia	77.1 (74.8, 79.2)	75.9 (72.6, 78.7)	59.6 (57.1, 62.0)	59.4 (56.1, 62.7)	77.4 (75.1, 79.4)	77.8 (74.8, 80.5)	73.9 (71.4, 76.2)	73.8 (70.4, 76.8)	65.9 (63.1, 68.5)	65.8 (61.9, 69.4)	65.5 (63.1, 67.8)	67.5 (64.2, 70.5)
King's Own Institute	77.1 (75.6, 78.5)	81.5 (79.9, 82.9)	59.1 (57.5, 60.7)	62.1 (60.3, 63.9)	79.2 (77.8, 80.5)	83.8 (82.4, 85.1)	77.4 (75.9, 78.9)	82.2 (80.6, 83.6)	72.2 (70.5, 73.8)	76.0 (74.2, 77.6)	71.6 (70.1, 73.0)	77.5 (75.9, 79.0)
La Trobe College Australia	77.0 (73.2, 80.3)	77.9 (73.9, 81.2)	46.9 (43.0, 51.0)	51.5 (47.3, 55.6)	79.5 (75.9, 82.6)	81.5 (77.9, 84.5)	78.9 (75.0, 82.1)	81.4 (77.5, 84.5)	68.4 (63.5, 72.7)	78.8 (74.3, 82.5)	69.1 (65.2, 72.6)	72.9 (69.0, 76.4)
Le Cordon Bleu Australia	80.0 (72.6, 85.4)	78.3 (67.7, 85.7)	50.0 (42.4, 57.6)	48.9 (38.5, 59.5)	78.3 (71.0, 83.9)	80.4 (70.1, 87.4)	61.8 (53.5, 69.4)	56.8 (45.6, 67.2)	66.2 (57.0, 74.0)	62.9 (49.9, 74.0)	65.5 (57.7, 72.3)	61.7 (50.9, 71.3)
Leaders Institute	100.0 (98.2, 99.9)	100.0 (98.4, 99.9)	95.7 (93.0, 96.8)	97.4 (95.1, 98.1)	100.0 (98.2, 99.9)	100.0 (98.4, 99.9)	100.0 (98.2, 99.9)	100.0 (98.4, 99.9)	98.6 (96.3, 99.0)	99.3 (97.5, 99.5)	99.3 (97.3, 99.4)	100.0 (98.4, 99.9)
Macleay College	85.2 (80.4, 88.6)	88.1 (77.8, 93.8)	66.0 (60.7, 70.7)	72.1 (60.5, 81.0)	87.8 (83.3, 90.8)	88.4 (78.3, 93.9)	82.7 (77.7, 86.5)	90.5 (80.6, 95.4)	80.5 (74.6, 85.0)	90.3 (78.1, 96.1)	79.6 (74.7, 83.4)	74.4 (63.0, 83.0)
Melbourne Institute of Technology	77.5 (74.6, 80.1)	72.9 (68.9, 76.5)	62.2 (59.2, 65.2)	60.7 (56.6, 64.7)	75.9 (73.0, 78.5)	72.5 (68.5, 76.0)	71.3 (68.1, 74.1)	77.2 (73.3, 80.7)	64.0 (60.6, 67.2)	72.3 (68.2, 76.0)	67.8 (64.8, 70.5)	70.7 (66.8, 74.3)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
Melbourne Polytechnic	77.0 (74.3, 79.3)	76.6 (72.7, 79.9)	51.9 (48.9, 54.7)	55.0 (50.9, 59.1)	77.7 (75.1, 80.0)	79.6 (76.0, 82.7)	74.3 (71.4, 76.8)	77.9 (74.0, 81.2)	64.7 (61.5, 67.7)	70.8 (66.4, 74.8)	71.3 (68.6, 73.9)	73.2 (69.3, 76.6)
Oxford Institute of Higher Education	81.8 (72.2, 87.7)	80.0 (65.4, 88.7)	54.3 (44.7, 63.5)	53.6 (40.3, 66.2)	82.6 (73.4, 88.2)	80.8 (66.6, 89.1)	84.1 (74.7, 89.6)	80.0 (65.4, 88.7)	63.2 (51.8, 72.7)	n/a	82.6 (73.4, 88.2)	75.0 (61.3, 84.3)
Polytechnic Institute Australia Pty Ltd	82.1 (76.4, 86.4)	75.9 (68.2, 82.0)	58.1 (51.8, 64.1)	58.4 (50.6, 65.7)	79.8 (74.0, 84.4)	77.9 (70.5, 83.6)	78.0 (71.8, 82.9)	73.4 (65.3, 80.0)	73.0 (66.5, 78.5)	64.9 (56.2, 72.5)	75.4 (69.5, 80.2)	71.9 (64.4, 78.2)
SAE Institute	85.2 (81.6, 87.9)	88.6 (83.7, 92.0)	67.9 (63.7, 71.6)	73.1 (67.0, 78.3)	81.6 (77.8, 84.5)	87.9 (82.8, 91.4)	81.3 (77.2, 84.3)	74.2 (68.0, 79.4)	79.2 (75.0, 82.5)	80.8 (75.0, 85.3)	69.9 (65.7, 73.5)	78.2 (72.3, 82.9)
Sheridan College Inc.	100.0 (92.0, 98.9)	96.6 (91.9, 97.0)	88.9 (79.4, 91.3)	81.0 (75.1, 84.2)	100.0 (92.0, 98.9)	98.3 (94.0, 98.3)	100.0 (92.0, 98.9)	100.0 (96.1, 99.4)	100.0 (92.0, 98.9)	93.1 (88.0, 94.4)	100.0 (92.0, 98.9)	94.8 (89.9, 95.7)
South Australian Institute of Business and Technology	73.4 (70.2, 76.3)	74.3 (69.9, 78.0)	49.4 (46.1, 52.7)	53.3 (48.8, 57.7)	76.0 (72.9, 78.6)	79.3 (75.2, 82.7)	79.1 (76.0, 81.8)	80.7 (76.5, 84.1)	81.6 (78.4, 84.3)	80.2 (75.7, 83.8)	67.1 (63.8, 70.0)	70.3 (65.9, 74.1)
SP Jain School of Management	91.6 (89.4, 92.8)	89.4 (86.2, 91.4)	81.7 (79.2, 83.7)	77.3 (73.5, 80.3)	86.9 (84.5, 88.5)	82.6 (79.0, 85.1)	87.2 (84.8, 88.9)	81.9 (78.2, 84.7)	74.5 (71.1, 77.4)	71.3 (66.7, 75.2)	75.0 (72.2, 77.3)	72.1 (68.1, 75.4)
Stott's College	86.0 (84.2, 87.5)	89.6 (88.1, 90.9)	68.1 (65.9, 70.2)	71.7 (69.6, 73.6)	84.2 (82.4, 85.8)	84.7 (82.9, 86.2)	75.2 (73.0, 77.2)	76.7 (74.6, 78.6)	62.6 (60.3, 64.9)	65.8 (63.6, 68.0)	73.9 (71.8, 75.8)	74.1 (72.1, 76.0)
Sydney Institute of Business and Technology	78.7 (73.5, 82.8)	84.5 (78.9, 88.2)	50.7 (45.4, 56.1)	54.3 (48.0, 60.4)	75.2 (69.9, 79.4)	83.0 (77.5, 86.9)	76.2 (70.6, 80.7)	84.7 (78.9, 88.6)	76.1 (70.2, 80.8)	78.2 (71.3, 83.3)	79.4 (74.5, 83.2)	81.0 (75.2, 85.1)
TAFE NSW	81.5 (79.8, 83.1)	82.9 (81.0, 84.6)	55.0 (53.0, 57.0)	56.1 (53.8, 58.4)	76.5 (74.7, 78.2)	75.6 (73.5, 77.5)	71.4 (69.4, 73.3)	69.8 (67.5, 72.0)	63.0 (60.8, 65.0)	61.2 (58.7, 63.5)	68.1 (66.2, 70.0)	69.4 (67.1, 71.4)
TAFE Queensland	80.5 (73.8, 85.2)	84.4 (76.9, 89.1)	74.1 (67.3, 79.3)	78.8 (71.1, 84.3)	84.0 (77.7, 88.0)	86.4 (79.3, 90.6)	75.0 (67.9, 80.4)	80.6 (72.6, 86.1)	83.1 (76.5, 87.4)	83.1 (75.6, 87.9)	84.0 (77.7, 88.0)	87.9 (81.0, 91.8)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
TAFE South Australia	86.3 (79.7, 90.4)	84.4 (78.2, 88.7)	74.4 (67.4, 79.9)	70.2 (63.3, 76.0)	84.1 (77.5, 88.6)	80.2 (73.6, 85.1)	87.7 (80.9, 91.8)	84.7 (78.2, 89.1)	81.0 (74.0, 86.0)	76.7 (69.8, 82.0)	79.1 (72.3, 84.0)	78.7 (72.2, 83.6)
The Australian Institute of Music	71.1 (66.0, 75.5)	80.0 (73.6, 84.7)	50.7 (45.7, 55.6)	59.0 (52.3, 65.3)	77.4 (72.6, 81.2)	80.6 (74.4, 85.2)	78.7 (73.7, 82.6)	83.7 (77.4, 88.0)	77.5 (71.9, 81.9)	75.3 (67.8, 81.2)	70.0 (65.1, 74.2)	68.0 (61.3, 73.7)
The JMC Academy	78.9 (73.8, 82.8)	86.2 (81.5, 89.3)	53.9 (48.4, 59.2)	62.2 (56.7, 67.1)	83.6 (78.8, 86.9)	88.1 (83.7, 90.9)	82.9 (77.5, 86.6)	85.3 (80.3, 88.7)	70.2 (64.2, 75.2)	79.6 (74.1, 83.7)	65.0 (59.5, 69.7)	77.5 (72.4, 81.4)
Think Education	65.6 (54.3, 74.5)	n/a	40.0 (31.1, 50.3)	n/a	81.8 (71.1, 87.7)	n/a	58.6 (46.6, 69.2)	n/a	51.9 (39.6, 63.7)	n/a	65.7 (55.2, 73.9)	n/a
Universal Business School Sydney	78.3 (74.5, 81.5)	77.8 (72.7, 82.0)	62.5 (58.7, 66.2)	60.2 (55.0, 65.1)	80.7 (77.2, 83.6)	79.9 (75.1, 83.7)	78.3 (74.5, 81.6)	77.5 (72.2, 81.8)	75.6 (71.6, 79.0)	76.5 (71.1, 81.0)	76.8 (73.3, 79.8)	76.6 (71.8, 80.6)
UOW College	68.6 (62.3, 74.0)	73.3 (65.9, 79.1)	39.6 (34.1, 45.6)	44.2 (37.2, 51.5)	67.0 (60.8, 72.3)	80.0 (73.0, 85.0)	70.4 (63.9, 75.8)	75.3 (67.9, 81.0)	77.3 (71.0, 82.1)	81.3 (73.3, 86.6)	62.2 (56.2, 67.6)	70.1 (62.8, 76.1)
UTS College	69.2 (66.6, 71.7)	76.3 (73.0, 79.2)	46.7 (44.0, 49.4)	60.9 (57.4, 64.3)	70.8 (68.3, 73.2)	78.7 (75.5, 81.4)	68.8 (66.0, 71.4)	75.3 (71.9, 78.4)	71.5 (68.7, 74.1)	79.9 (76.5, 82.8)	65.3 (62.7, 67.8)	71.1 (67.8, 74.2)
VIT (Victorian Institute of Technology)	78.4 (76.5, 80.0)	80.2 (77.9, 82.2)	65.5 (63.5, 67.4)	65.5 (62.9, 67.9)	79.2 (77.4, 80.8)	78.8 (76.4, 80.8)	77.4 (75.5, 79.1)	79.8 (77.4, 81.8)	71.2 (69.1, 73.1)	76.5 (74.0, 78.7)	72.3 (70.4, 74.0)	75.4 (73.0, 77.5)
Wentworth Institute of Higher Education	84.5 (80.3, 87.6)	86.4 (82.0, 89.4)	58.6 (53.7, 63.1)	55.1 (50.1, 59.9)	88.0 (84.2, 90.6)	86.3 (82.2, 89.3)	82.8 (78.4, 86.1)	83.9 (79.2, 87.3)	69.3 (64.1, 73.9)	78.1 (73.0, 82.2)	69.8 (65.1, 73.9)	74.1 (69.3, 78.1)
William Angliss Institute	77.8 (73.7, 81.2)	78.6 (73.2, 82.9)	53.3 (48.9, 57.6)	57.9 (52.1, 63.4)	76.3 (72.3, 79.8)	79.5 (74.3, 83.7)	75.2 (70.7, 79.1)	75.4 (69.5, 80.2)	69.2 (64.3, 73.5)	74.2 (68.1, 79.4)	61.1 (56.7, 65.2)	69.2 (63.6, 74.2)
All NUHEIs	79.2 (78.8, 79.6)	81.5 (81.0, 82.0)	58.5 (58.0, 59.0)	62.2 (61.6, 62.8)	79.1 (78.7, 79.5)	81.3 (80.8, 81.8)	76.0 (75.5, 76.4)	78.3 (77.7, 78.8)	70.6 (70.1, 71.1)	74.2 (73.6, 74.8)	70.5 (70.1, 71.0)	74.7 (74.2, 75.3)

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

6. The living experience of international students in Australia

International undergraduate students typically rate their overall living experience in Australia highly, as shown by Table 8, with 93.6 per cent of international students rating their living experience positively in 2022, up from 92.8 per cent in 2021. Previously, student ratings of living experience had increased steadily from 86 per cent in 2010 to 89 per cent in 2018. While ratings in the last three years are higher than previously, this change may not be due to changes to the actual living experience alone, as there was a break in the data series in 2020. It does suggest, however, that the COVID-19 pandemic did not, in general, adversely affect international students' living experience in Australia. Note also that survey responses from international students who would have been studying on-shore in Australia but were studying off-shore due to COVID-19 are excluded from results for living experience throughout this report (these students have been included in results for education experience).

Table 9 shows how international students rate specific aspects of their living experience in Australia. Personal safety on campus, improving English skills and personal safety off campus were the aspects of their living experience rated most highly by international students, at 97.1 per cent, 93.9 per cent and 90.8 per cent respectively. On the other hand, work experience in field of study and transport were rated lowest in terms of living experience in Australia by international students, 75.8 per cent and 77.3 per cent respectively. A continued increase in positive ratings for employment while studying and work experience in field of study has been observed since 2020, which may be due to employment opportunities increasing as economies around Australia re-opened in the first half of 2021 following COVID-19 restrictions. Ratings of transport was the only aspect of living in Australia to decline in 2022, falling 4 percentage points from 2021.

Table 8 International undergraduate student overall living experience, 2010-2022* (% positive rating)

2010	2012	2014	2016	2018	2020	2021	2022
86	87	89	89	89	91.5	92.8	93.6

* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and the 2022 Student Experience Survey. Note that data from 2010-2018 are only available as whole numbers.

Table 9 International undergraduate student living experience, other aspects, 2020-2022 (% 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
2020	72.2	91.3	63.9	80.0	96.9	90.0	80.4
2021	82.0	92.7	71.1	81.2	96.9	91.5	81.4
2022	84.9	93.9	75.8	77.3	97.1	90.8	82.0

Accommodation experience

International undergraduate students rated their accommodation experience in Australia highly with 91.3 per cent of students rating this aspect of their living experience positively in 2022, as shown by Table 10. Student ratings of their accommodation experience had increased steadily from 85 per cent in 2010 to 92.8 per cent in 2021 before dropping slightly in 2022. Once again, please note that data since 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.



Around half of international undergraduate students lived in a private rented / house / flat / room in 2022, and more than 90% rated this positively

Almost half (49.4 per cent) of international undergraduate students lived in a private rented/house/flat/room in 2022, as shown by Table 11. A further 17.2 per cent of students were living with parents. International undergraduate students rated their current living arrangements very highly across all accommodation types. Living with friends or relatives, with parents, or in private rented house/flat/room attracted the highest positive ratings at 93.1 per cent, 93.0 per cent and 91.8 per cent respectively.

Table 10 International undergraduate accommodation experience, 2010-2022* (% positive rating)

2010	2012	2014	2016	2018	2020	2021	2022
85	87	86	87	88	90.7	92.8	91.3

* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and the 2022 Student Experience Survey. Note that data from 2010-2018 are only available as whole numbers.

Table 11 International undergraduate student living arrangements and positive ratings, 2022, %

	% of students living in accommodation type	% positive rating of current living arrangements
University or college halls of residence	9.4	90.2
Student house or flat controlled by university	5.7	87.5
Private halls or student hostel	5.8	87.0
Private rented house/flat/room	49.4	91.8
Homestay with a family not related to you	3.1	88.7
Living with parents	17.2	93.0
With friends or relatives in their accommodation	7.2	93.1
Other	2.3	88.9

Living experience by country of origin

Table 12 shows international undergraduate student ratings of their living experience for the top five student source countries. As noted above, data on ratings of living experience refer to international students currently living in Australia and not international students located overseas at the time of the survey.

Although ratings of living experience are generally high across all source countries, there was some variation. Chinese students rated their overall living experience slightly less favourably with a rating of 92.0 per cent in comparison with 93.6 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, 88.8 per cent, transport, 71.7 per cent, and employment while studying, 79.5 per cent. Indian and Nepalese students, in general, rated their living experience more favourably than other international undergraduate students.

Table 12 International undergraduate student living experience by source country, 2022 (% 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 (excludes SARs and Taiwan)	79.5	88.8	74.4	71.7	95.6	86.6	82.5	91.8	92.0
India	87.4	97.4	76.3	83.8	98.0	93.1	81.3	91.8	94.2
Nepal	92.0	97.6	85.1	81.9	98.5	95.3	90.3	94.0	94.8
Vietnam	85.7	94.2	74.4	74.8	97.0	90.5	81.4	92.7	92.6
Malaysia	84.0	95.1	72.5	81.0	97.4	86.9	79.1	89.9	94.3
Total international	84.9	93.9	75.8	77.3	97.1	90.8	82.0	91.3	93.6

A private rented house/flat/room was the most popular choice of accommodation for all international students from all major source countries, as shown by Table 13. Indian students were most likely to be living with parents, 29.5 per cent, compared to only 10.5 per cent of Chinese students. Malaysian students were more than twice as likely than the average for all international students to stay in private halls or student hostels, 12.8 per cent compared to 6.0 per cent.

Table 13 International undergraduate student accommodation arrangements by source country, 2022, %

	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 (excludes SARs and Taiwan)	9.7	7.4	7.9	57.3	1.7	10.5	4.2	1.4
India	8.7	4.0	3.9	44.0	6.0	29.5	2.9	1.1
Nepal	1.6	1.1	0.8	61.3	3.5	27.2	2.4	2.0
Vietnam	5.8	4.4	4.7	49.1	5.8	23.7	4.6	1.9
Malaysia	15.4	8.4	12.8	44.2	1.0	13.7	3.5	1.1
Total international	9.6	5.8	6.0	51.5	3.2	18.0	4.0	1.8

Use of agents

The overwhelming majority, 86.0 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 14. Among those using the services of an agent, 93.2 per cent of those students rated the service provided by their agent positively.

Table 14 International undergraduates' use of agents to help with visa application or enrolment, 2022, %

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)
86.0	93.2

7. Factors in deciding where to study

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 15. Personal safety and security was the top reason chosen by international students, with 96.2 per cent rating this aspect

extremely important or important. High levels of importance were also attached to the cost of living, 93.0 per cent, the reputation of Australia's education system, 92.4 per cent, as well as the opportunity to study in an English-speaking country, 89.8 per cent.

Personal safety and security continues to be the most important reason cited by international students for choosing to study in Australia.

Table 15 International undergraduate student reasons for choosing to study in Australia, 2010-2022* (% importance rating)

	2010	2012	2014	2016	2018	2020	2021	2022
Reputation of Australia's education system	89.0	92.0	93.0	94.0	94.0	93.5	92.9	92.4
Personal safety and security	93.0	93.0	92.0	93.0	94.0	96.2	96.3	96.2
Ability to work part-time	n/a	74.0	76.0	80.0	84.0	76.2	78.4	78.1
Opportunity to study in an English-speaking country	77.0	n/a	n/a	n/a	n/a	90.5	90.2	89.8
Having friends and family already in Australia	50.0	57.0	55.0	n/a	n/a	56.0	57.9	57.9
Chance to experience a new culture/lifestyle	n/a	n/a	n/a	n/a	n/a	89.8	89.7	88.8
Possibility of migrating to Australia	76.0	78.0	77.0	73.0	71.0	64.9	68.3	69.6
Weather/climate	n/a	n/a	n/a	n/a	n/a	68.3	69.5	70.8
Cost of living	n/a	n/a	n/a	n/a	n/a	n/a	92.5	93.0

* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and the 2022 Student Experience Survey. Note that data from 2010-2018 are only available as whole numbers.

Personal safety and security was cited by students from all five top student source countries as the most important reason in their decision to study in Australia, as shown by Table 16. The importance of other reasons varied among source countries. However, the reputation of Australia's education system and cost of living were fairly consistently rated as being important. There was wide variation in ratings among source countries in the importance placed on having family and friends in Australia, the possibility of migrating to Australia and the weather/climate. In general, Indian and Nepalese respondents tended to rate these reasons more highly than Chinese, Vietnamese and Malaysian respondents.

Reasons for choosing to study at current institution

International students studying in Australia were asked to rate how important a variety of reasons were in their decision to apply to their current institution. As shown in Table 17, international undergraduates' most important reasons for choosing to study at their current institution included the institution offering the course the student wanted to study and the reputation of the qualification, which were both rated as extremely important or important by 96.0 and 95.6 per cent respectively. High levels of importance were also attached to employment opportunities after completing the course, 94.8 per cent, the reputation of the institution, 94.2 per cent, and the course fee, 90.5 per cent.

Table 16 International undergraduate student reasons for choosing to study in Australia by source country, 2022 (% importance rating)

	China (excludes SARs and Taiwan)	India	Nepal	Vietnam	Malaysia	Total international
Reputation of Australia's education system	89.1	97.3	97.9	91.2	94.2	92.4
Personal safety and security	94.1	98.3	98.9	96.0	97.5	96.2
Ability to work part-time	62.8	90.7	95.8	77.2	75.4	78.1
Opportunity to study in an English-speaking country	87.4	91.2	97.8	92.0	85.5	89.8
Having friends and family already in Australia	51.7	69.2	84.1	51.2	45.2	57.9
Chance to experience a new culture/lifestyle	86.9	93.8	97.4	87.7	88.0	88.8
Possibility of migrating to Australia	52.3	77.0	79.1	69.0	72.2	69.6
Weather/climate	68.5	80.0	89.6	61.0	57.6	70.8
Cost of living	88.5	97.1	98.4	93.0	94.4	93.0

Table 17 International undergraduate student reasons for choosing current institution, 2010-2022* (% importance rating)

	2010	2012	2014	2016	2018	2020	2021	2022
Reputation of the education provider	90	93	93	93	94	94.2	94.6	94.2
Reputation of the qualification	93	93	94	94	95	95.8	95.9	95.6
Institution offered the course I wanted to study	76	84	84	91	92	96.0	96.0	96.0

	2010	2012	2014	2016	2018	2020	2021	2022
Course fee	89	88	87	89	91	90.3	90.2	90.5
Employment opportunities after completing the course	76	80	80	81	81	94.1	94.4	94.8
Institution had a partnership with my local institution	n/a	n/a	n/a	n/a	n/a	61.0	64.1	63.1
Location of the institution	80	84	85	85	87	76.3	77.9	77.8

* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and the 2022 Student Experience Survey.

Ratings of important factors when choosing an institution were fairly consistent across the top 5 source countries, as shown by Table 18. However, like the reasons for choosing to study in Australia, Indian and Nepalese students tended to place greater importance on each of the reasons than did students from the other source countries.

Top 3 reasons international undergraduate students chose their current institution

1. Institution offered the course I wanted to study
2. Reputation of the qualification
3. Employment opportunities after completing the course

Table 18 International undergraduate student reasons for choosing current institution, 2010-2022* (% importance rating)

	China (excludes SARs and Taiwan)	India	Nepal	Vietnam	Malaysia	Total international
Reputation of the education provider	92.9	98.0	97.7	91.7	94.1	94.2
Reputation of the qualification	93.7	98.2	98.9	94.1	96.0	95.6
Institution offered the course I wanted to study	92.9	98.3	98.6	95.1	96.3	96.0
Course fee	82.6	96.1	98.5	90.2	91.2	90.5
Employment opportunities after completing the course	90.3	97.4	99.0	95.8	96.2	94.8
Institution had a partnership with my local institution	65.1	68.0	83.6	58.8	56.0	63.1
Location of the institution	71.0	84.6	92.8	72.2	76.4	77.8

8. International comparisons

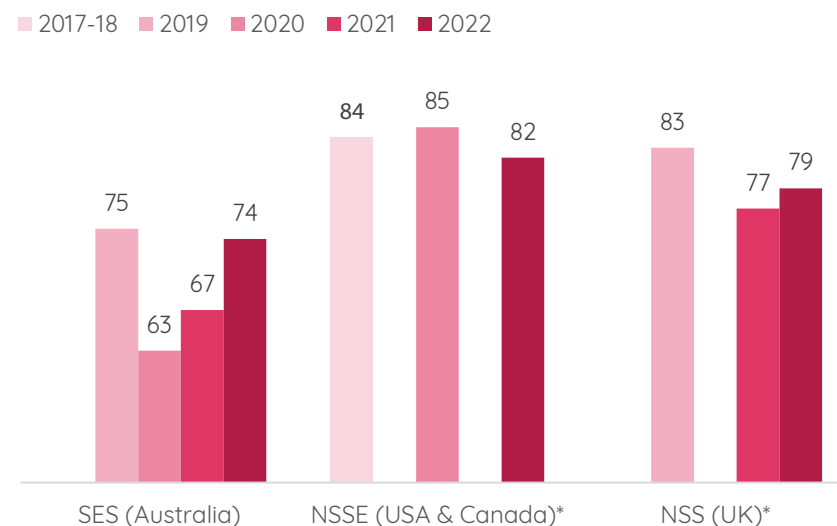
The SES has been designed to enable benchmarking against similar student surveys conducted in other national contexts. The Quality of entire educational experience item in the SES, for example, is similar to the 'overall experience' question in the National Survey of Student Engagement (NSSE).¹ The NSSE collects information from first year and senior year students in the United States of America (USA) and Canada. In 2022 the survey drew responses from 252,336 students from 456 institutions (451 in the USA and 5 in Canada).² However, the NSSE is only administered to a subset of institutions in the USA which number more than 2,500 in total. If the institutions that participate in the NSSE differ from those that do not, the results will not necessarily reflect an unbiased estimate of student ratings at the overall sector level. Survey participation also varies from year to year which may impact comparisons over time.

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 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 reducing the potential for non-random selection inherent in the NSSE.

Historically, international students in Australia have rated 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, recovering to 67 per cent in 2021 and to 74 per cent in 2022. These results are lower than those recorded for international students in the USA, which were around 85 per cent in 2020, falling to 82 per cent in 2022.⁵ In the United Kingdom, ratings were at 83 per cent in 2019 before falling to 77 per cent in 2021 as a result of the pandemic and recovering to 79 per cent in 2022.⁶

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.

Figure 13 International undergraduate student ratings of overall educational experience, Australia (2019-22), USA and Canada (2017-18 pooled, 2020, 2022), and United Kingdom (2019, 2021-22), (% positive rating or satisfaction)



* See Appendix 4 for sources and methods used in compiling data from the National Student Survey (UK), National Survey of Student Engagement (USA) and Student Experience Survey (Australia). Note data was unavailable for some years at the time of producing this report.

1 'How would you evaluate your entire educational experience at this institution?'

2 Indiana University. (2022). NSSE 2022 Overview. Retrieved 15 Mar. 2023, from <https://nsse.indiana.edu/nsse/reports-data/nsse-overview.html>

3 'Overall, I am satisfied with the quality of the [this] course.'

4 HEFCE. (2013). The National Student Survey. Retrieved 16 Dec. 2014, from www.thestudentsurvey.com/the_nss.html.

5 Indiana University. (2022). NSSE 2022 Overview. Retrieved 15 Mar. 2023, from <https://nsse.indiana.edu/nsse/reports-data/report-builder/index.html>. Note that race or ethnicity is reported differently in Canada, therefore international students from Canadian institutions are excluded from 2020 and 2022 results. Disaggregated results for international students in 2021 could not be retrieved.

6 Office for Students. (2022). The National Student Survey. Retrieved 15 Mar. 2023, from <https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/nss-data-overview/>

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. As introduced in 2020, the target population also included students who intended to study on-shore but were off-shore at the time of the survey's administration due to travel restrictions resulting from 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.

Up until 2019, the SES used a centralised approach to sampling based on Submission 1 data extracted from the Higher Education Information Management System (HEIMS). Full population templates were used in 2020 and 2021 to source the sample directly from institutions due to delays in the Tertiary Collection of Student Information (TCSI) migration. Given that most institutions were reporting to TCSI by 2022, a centralised approach was resumed, and the sample population was sourced from TCSI. For more detailed information about this process, please refer to the 2022 SES Methodological Report available on the QILT website.

Table 19 provides an operational summary of the 2022 SES. A total of 165,625 international students from 129 institutions were approached to participate in the SES. From a final in-scope sample of 155,677 students, responses were received from a total of 52,316 students which equated to 53,001 valid course level survey responses once combined and double degrees were taken into account. This represents an overall response rate of 33.6 per cent.

The proportion of international students in the 2022 SES survey population decreased from 26.4 per cent in 2021 to 24.6 per cent in 2022, which was driven by a large drop in postgraduate coursework students. The proportion of undergraduate international students increased slightly from 18.8 per cent in 2021 to 19.2 per cent in 2022. Whereas the proportion postgraduate coursework students declined from 42.5 per cent in 2021 to 36.5 per cent in 2022.

There was also a decline in the proportion of responses by international students to the 2022 SES, which was again driven by postgraduate coursework students. International undergraduate students accounted for 16.8 per cent of undergraduate respondents in 2022, 0.6 percentage points higher than in 2021, while 35.7 per cent of postgraduate coursework respondents were international students in 2022, a decline of 2.5 percentage points year on year. Despite the drop in international respondents to the 2022 SES, the source country profile remained broadly similar to 2021. Close to half (48.9 per cent) of international undergraduate respondents to the 2022 SES were from

three countries – China (excludes SARs and Taiwan), India and Nepal. The same three countries topped the list for the postgraduate coursework cohort, however they represented just over 60 per cent of international students at this level of study. Chinese students comprised 24.1 per cent of international undergraduate respondents, followed by 14.3 per cent from Nepal and 10.5 per cent from India. Chinese students comprised 35.0 per cent of international postgraduate coursework respondents, followed by 19.6 per cent from India and 6.0 per cent from Nepal.

Table 19 2022 SES operational overview: international undergraduate and postgraduate coursework

Project element	Universities	NUHEIs	Total
Number of participating institutions	42	87	129
Number of students approached	140,173	25,452	165,625
Final 'in-scope' sample	132,332	23,345	155,677
Number of completed surveys (student level)	44,508	7,808	52,316
Number of completed surveys (course level)	45,179	7,822	53,001
Overall response rate (%)	33.6	33.4	33.6
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 2022, with a secondary collection in September-October 2022 for trimester institutions. 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 2022 SES featured an email invitation to complete the survey, followed by nine reminder emails and up to three SMS reminders. Refer to the 2022 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 20 shows 2021 and 2022 SES international student response rates by institution. Whilst the overall response rate in 2022 was 33.6 per cent, institutional response rates ranged from 14.7 per cent to 100.0 per cent. Across universities, the response rates ranged between a high of 65.0 per cent and a low of 18.5 per cent.

Table 20 SES international response rate by institution, 2021-2022 (%)

Institution	2021	2022
Academies Australasia Polytechnic Pty Limited	29.7	49.2
Academy of Information Technology	39.5	41.8
Adelaide Institute of Higher Education		48.4
Alphacrucis College	33.3	30.4
Asia Pacific International College	44.3	30.4
Australia Advance Education Group Pty Ltd	33.3	25.6
Australian Academy of Music and Performing Arts	60.0	66.7
Australian Catholic University	59.5	52.0
Australian Chiropractic College Limited		100.0
Australian College of Applied Professions	51.9	46.5
Australian College of Christian Studies		100.0
Australian College of Nursing	16.7	62.1
Australian College of Theology Limited	66.2	62.0
Australian Institute of Business Pty Ltd	47.4	52.6
Australian Institute of Higher Education	39.9	33.4

Institution	2021	2022
Australian Institute of Management Education & Training	33.3	25.0
Australian Institute of Professional Counsellors	50.0	20.0
Avondale University	56.0	65.0
BBI - The Australian Institute of Theological Education		100.0
Bond University	35.8	38.7
Box Hill Institute	51.0	38.5
Central Queensland University	39.9	38.4
Charles Darwin University	41.9	37.7
Charles Sturt University	31.3	28.6
Chisholm Institute	67.2	28.8
Christian Heritage College	41.7	47.1
CIC Higher Education	28.7	39.8
Collarts (Australian College of the Arts)	59.3	44.4
Curtin College	43.5	46.8
Curtin University	41.2	40.5
Deakin College	31.6	35.8
Deakin University	41.5	36.2
Eastern College Australia	78.9	100.0
Edith Cowan College	37.6	48.5

Institution	2021	2022
Edith Cowan University	42.2	42.3
Endeavour College of Natural Health	64.7	40.9
Engineering Institute of Technology	71.4	54.1
Excelsia College	39.6	29.9
Eynesbury College	29.8	31.0
Federation University Australia	37.0	26.6
Flinders University	53.0	37.6
Griffith College	21.2	24.4
Griffith University	32.5	29.4
Health Education & Training Institute		100.0
HEPCO The Tax Institute Higher Education	-	30.0
Higher Education Leadership Institute		50.0
Holmes Institute	33.5	18.7
Holmesglen Institute	35.9	22.0
ICHM	47.2	42.9
Ikon Institute of Australia	38.5	44.8
Institute of Health & Management Pty Ltd	43.4	52.5
International College of Management, Sydney	32.6	51.5
International Institute of Business and Technology	30.0	33.3

Institution	2021	2022
James Cook University	41.8	38.5
Jazz Music Institute		100.0
Kaplan Business School	38.5	34.3
Kaplan Higher Education Pty Ltd	22.7	17.9
Kent Institute Australia	34.1	34.4
King's Own Institute	44.9	35.3
La Trobe College Australia	40.5	41.3
La Trobe University	30.0	34.1
LCI Melbourne	53.3	25.0
Le Cordon Bleu Australia	28.7	22.7
Leaders Institute	64.3	64.5
Macquarie University	41.8	33.1
Marcus Oldham College		100.0
Melbourne Institute of Technology	29.6	26.3
Melbourne Polytechnic	34.2	19.1
Monash University	33.7	32.9
Moore Theological College	80.0	100.0
Murdoch University	36.9	40.0
Nan Tien Institute	33.3	75.0

Institution	2021	2022
National Art School	33.3	50.0
Oxford Institute of Higher Education	37.5	27.5
Perth Bible College	50.0	100.0
Photography Studies College (Melbourne)	66.7	85.7
Polytechnic Institute Australia Pty Ltd	30.4	18.3
Queensland University of Technology	39.2	31.2
RMIT University	19.4	18.5
SAE Institute	41.6	14.0
Sheridan Institute of Higher Education	80.0	80.5
South Australian Institute of Business and Technology	42.0	34.3
Southern Cross University	44.4	41.4
SP Jain School of Management	57.8	65.8
Stanley College		39.1
Stott's College	38.9	32.6
Swinburne University of Technology	38.4	40.7
Sydney College of Divinity	66.7	20.6
Sydney Institute of Business and Technology	42.0	43.0
TAFE NSW	48.0	40.4
TAFE Queensland	41.9	36.1
TAFE South Australia	37.2	38.3

Institution	2021	2022
The Australian College of Physical Education	33.3	25.0
The Australian Institute of Music	46.2	24.1
The Australian National University	26.6	27.5
The Cairnmillar Institute	64.3	43.8
The Institute of International Studies (TIIS)	33.9	35.3
The JMC Academy	58.6	50.0
The University of Adelaide	45.7	40.5
The University of Melbourne	39.5	41.0
The University of Notre Dame Australia	58.9	41.7
The University of Queensland	23.5	22.9
The University of South Australia	40.8	38.9
The University of Sydney	29.9	25.8
The University of Western Australia	40.4	41.3
Think Education	61.5	50.0
Torrens University	51.8	53.0
Universal Business School Sydney	37.4	26.4
University of Canberra	37.1	33.9
University of Divinity	61.3	46.0
University of New England	51.3	34.3

Institution	2021	2022
University of New South Wales	33.4	35.0
University of Newcastle	31.9	32.4
University of Southern Queensland	45.4	43.8
University of Tasmania	36.8	35.1
University of Technology Sydney	27.3	25.3
University of the Sunshine Coast	56.1	48.8
University of Wollongong	45.9	41.6
UOW College	45.1	40.8
UTS College	23.4	31.6
Victoria University	41.1	36.3
VIT (Victorian Institute of Technology)	52.0	63.1
Wentworth Institute of Higher Education	45.5	43.8
Western Sydney University	39.7	39.5
Whitehouse Institute of Design, Australia	50.0	57.1
William Angliss Institute	23.4	23.8

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, undergraduate respondent characteristics are presented alongside population parameters in Table 21.

As has been the case in previous surveys in the series, it is evident that many of the characteristics of respondents in 2022 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.

The largest potential source of non-response bias is in relation to students' stage of studies, followed by students born in China (excludes SARs and Taiwan) and gender. Later year students were under-represented in the responding undergraduate sample by 8.5 percentage points. Chinese born students were under-represented in the undergraduate sample by 8.4 percentage points. There was good representation across all other source countries that make up the top 5 – India, Nepal, Vietnam and Malaysia. Male students were also under-represented in the undergraduate sample by 6.6 percentage points. The under-representation of Chinese born students, later year students and males in 2022 suggests that this should be considered as an area for renewed response maximisation focus in 2023.

Younger undergraduate students were also somewhat less likely to respond, with those under 25 years of age under-represented by around 2.6 percentage points in 2022. There is a corresponding over-representation of older students, with those aged 30-39 over-represented by 1.8 percentage points.

Disability status is highly representative. International undergraduate and postgraduate coursework students with and without a reported disability were both perfectly represented in the sample.

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.

Table 21 2022 International undergraduate SES response characteristics and population parameters by subgroup*

	Group/subgroup	In-scope population		SES respondents	
		n	%	n	%
Stage of studies	Commencing	32,656	35.8	12,212	44.3
	Later year*	58,555	64.2	15,328	55.7
Gender	Male	45,251	49.6	11,835	43.0
	Female	45,893	50.4	15,684	57.0
Age group	Under 25	78,424	86.0	22,973	83.4
	25 to 29	8,752	9.6	2,771	10.1
	30 to 39	3,658	4.0	1,605	5.8
	40 and over	372	0.4	191	0.7
Country of birth	China (excludes SARs and Taiwan)	29,512	32.4	6,611	24.0
	India	9,541	10.5	2,886	10.5
	Nepal	11,666	12.8	3,949	14.3
	Vietnam	5,749	6.3	1,800	6.5
	Malaysia	3,433	3.8	1,247	4.5
Home language	English	19,793	21.7	6,489	23.6
	Other	71,418	78.3	21,051	76.4
Disability	Disability reported	3,903	4.3	1,272	4.6
	No disability reported	87,308	95.7	26,268	95.4

	Group/subgroup	In-scope population		SES respondents	
		n	%	n	%
Study mode	Internal/Mixed study mode	81,678	90.0	25,473	93.0
	External study mode	9,086	10.0	1,928	7.0
Total		91,211	100.0	27,540	100.0

*Some subgroups may 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 2022 SES Methodological Report for more details).

† Institutions appear to have taken different approaches to reporting students' mode of study in 2022, with inconsistencies in the reporting of internal/mixed mode and external study modes. Therefore, these figures should be treated with caution.

The sample also closely matched the in-scope population in terms of study area (see Table 22). 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 international undergraduate students by 6.7 percentage points. Much smaller differences between the responding sample and population parameters were observed in other study areas.

In 2022, the largest study area in the international undergraduate population was Business and management with 32.2 per cent. Computing and information systems with 15.2 per cent was the second highest overall, followed by Nursing, 9.4 per cent, and Engineering with 7.8 per cent. In total, these four study areas constitute 64.6 per cent of the international undergraduate SES higher education population.

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 22 2022 International undergraduate SES student response characteristics and population parameters by study area

Study area	In-scope population		SES respondents	
	n	%	n	%
Science and mathematics	6,152	6.6	2,262	8.0
Computing and Information Systems	14,125	15.2	3,965	14.1
Engineering	7,268	7.8	2,195	7.8
Architecture and built environment	3,089	3.3	955	3.4
Agriculture and environmental studies	341	0.4	140	0.5
Health services and support	2,595	2.8	1,083	3.9
Medicine	672	0.7	258	0.9
Nursing	8,771	9.4	3,536	12.6
Pharmacy	758	0.8	277	1.0
Dentistry	310	0.3	106	0.4
Veterinary science	258	0.3	117	0.4
Rehabilitation	840	0.9	343	1.2
Teacher education	2,291	2.5	886	3.2
Business and management	29,896	32.2	7,161	25.5
Humanities, culture and social sciences	4,639	5.0	1,417	5.0
Social work	2,124	2.3	821	2.9
Psychology	1,130	1.2	485	1.7

Study area	In-scope population		SES respondents	
	n	%	n	%
Law and paralegal studies	576	0.6	209	0.7
Creative arts	3,595	3.9	1,025	3.6
Communications	3,067	3.3	766	2.7
Tourism, Hospitality, Personal Services, Sport and recreation	437	0.5	98	0.3
Total	92,934	100.0	28,105	100.0

Figure 14 Undergraduate student response characteristics by study area, 2022

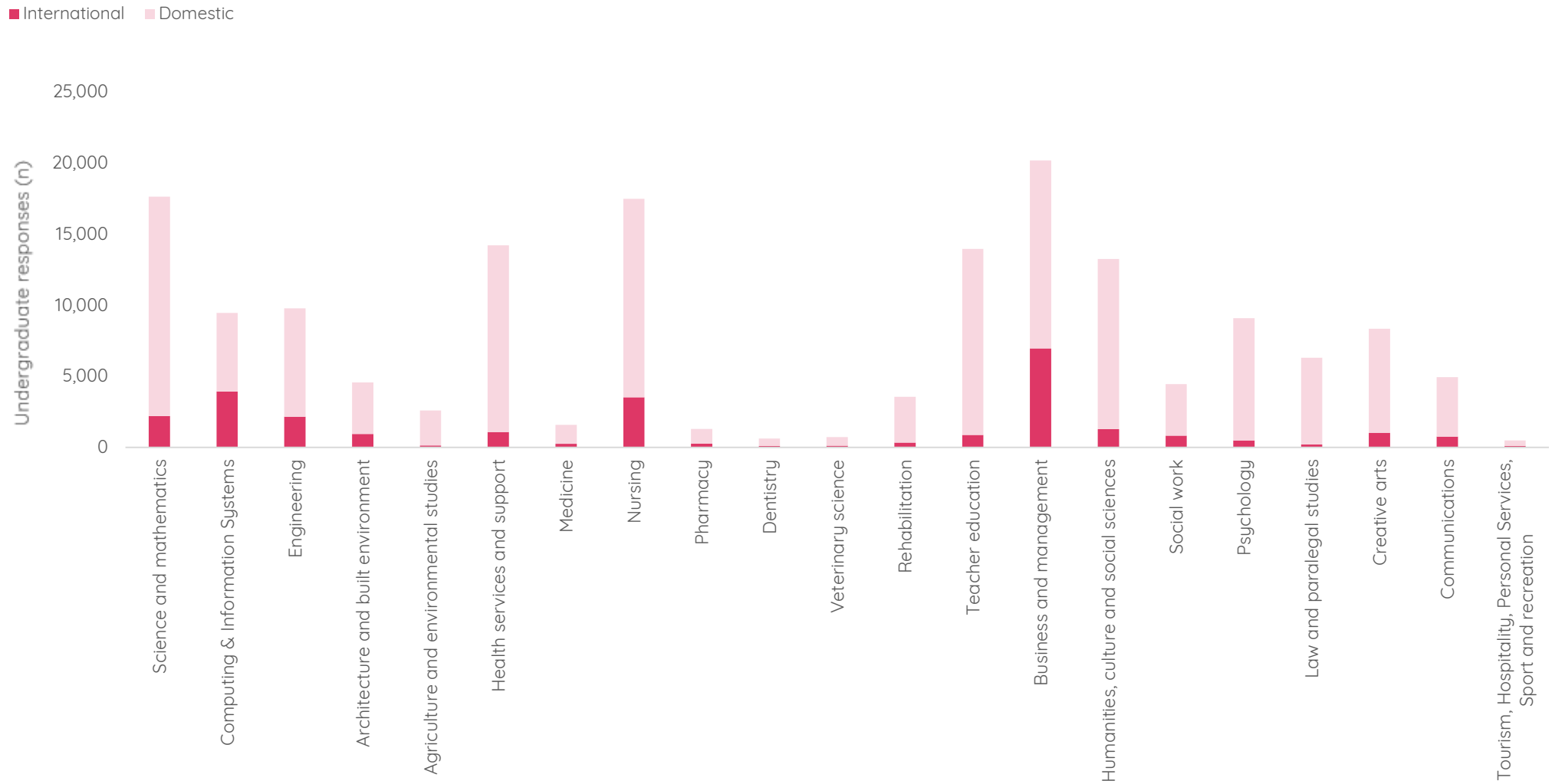


Table 23 International undergraduate student population parameters and response characteristics by university, 2022

	In-scope population		SES respondents	
	n	%	n	%
Australian Catholic University	2,143	2.3	1,052	3.8
Avondale University	40	0.0	25	0.1
Bond University	338	0.4	99	0.4
Central Queensland University	314	0.3	102	0.4
Charles Darwin University	481	0.5	159	0.6
Charles Sturt University	282	0.3	86	0.3
Curtin University	1,518	1.7	461	1.7
Deakin University	2,061	2.3	655	2.4
Edith Cowan University	1,224	1.3	436	1.6
Federation University Australia	1,282	1.4	269	1.0
Flinders University	856	0.9	279	1.0
Griffith University	2,223	2.4	545	2.0
James Cook University	451	0.5	163	0.6
La Trobe University	1,480	1.6	366	1.3
Macquarie University	2,577	2.8	723	2.6
Monash University	9,843	10.8	2,953	10.7
Murdoch University	590	0.6	206	0.7

	In-scope population		SES respondents	
	n	%	n	%
Queensland University of Technology	1,885	2.1	536	1.9
RMIT University	5,347	5.9	827	3.0
Southern Cross University	603	0.7	216	0.8
Swinburne University of Technology	2,199	2.4	813	3.0
The Australian National University	622	0.7	199	0.7
The University of Adelaide	1,467	1.6	534	1.9
The University of Melbourne	2,539	2.8	983	3.6
The University of Notre Dame Australia	137	0.2	55	0.2
The University of Queensland	4,182	4.6	1,007	3.7
The University of South Australia	2,023	2.2	704	2.6
The University of Sydney	4,521	5.0	1,049	3.8
The University of Western Australia	1,282	1.4	520	1.9
Torrens University	1,273	1.4	562	2.0
University of Canberra	1,078	1.2	322	1.2
University of Divinity	31	0.0	18	0.1
University of New England	152	0.2	49	0.2
University of New South Wales	5,678	6.2	2,081	7.6
University of Newcastle	1,036	1.1	280	1.0

	In-scope population		SES respondents	
	n	%	n	%
University of Southern Queensland	450	0.5	165	0.6
University of Tasmania	930	1.0	297	1.1
University of Technology Sydney	3,427	3.8	740	2.7
University of the Sunshine Coast	579	0.6	243	0.9
University of Wollongong	698	0.8	230	0.8
Victoria University	1,581	1.7	538	2.0
Western Sydney University	1,831	2.0	621	2.3
All Universities	73,254	80.3	22,168	80.5

Table 24 International undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2022

	In-scope population		SES respondents	
	n	%	n	%
Academies Australasia Polytechnic Pty Limited	342	0.4	157	0.6
Academy of Information Technology	226	0.2	82	0.3
Australian College of Applied Professions	167	0.2	71	0.3
Alphacrucis College	169	0.2	44	0.2
Asia Pacific International College	386	0.4	99	0.4
Australia Advance Education Group Pty Ltd	336	0.4	81	0.3
Australian Academy of Music and Performing Arts	5	0.0	<5	0.0
Australian College of Christian Studies	7	0.0	7	0.0
Australian College of Theology Limited	25	0.0	12	0.0
Australian Institute of Higher Education	949	1.0	281	1.0
Australian Institute of Professional Counsellors	<5	0.0	0	0.0
Box Hill Institute	145	0.2	52	0.2
Chisholm Institute	117	0.1	32	0.1
Christian Heritage College	9	0.0	<5	0.0
CIC Higher Education	280	0.3	106	0.4
Collarts (Australian College of the Arts)	47	0.1	20	0.1
Curtin College	324	0.4	142	0.5

	In-scope population		SES respondents	
	n	%	n	%
Deakin College	355	0.4	121	0.4
Edith Cowan College	305	0.3	126	0.5
Endeavour College of Natural Health	53	0.1	18	0.1
Engineering Institute of Technology	41	0.0	17	0.1
Excelsia College	594	0.7	167	0.6
Eynesbury College	135	0.1	40	0.1
Griffith College	525	0.6	119	0.4
Holmes Institute	567	0.6	101	0.4
Holmesglen Institute	470	0.5	96	0.3
Ikon Institute of Australia	142	0.2	60	0.2
International College of Hotel Management	64	0.1	21	0.1
International College of Management, Sydney	185	0.2	71	0.3
International Institute of Business and Technology	7	0.0	<5	0.0
Jazz Music Institute	<5	0.0	<5	0.0
Kaplan Business School	756	0.8	166	0.6
Kent Institute Australia	232	0.3	75	0.3
King's Own Institute	1,856	2.0	528	1.9
La Trobe College Australia	371	0.4	145	0.5

	In-scope population		SES respondents	
	n	%	n	%
LCI Melbourne	9	0.0	<5	0.0
Le Cordon Bleu Australia	97	0.1	15	0.1
Leaders Institute	131	0.1	80	0.3
Macleay College	165	0.2	0	0.0
Marcus Oldham College	<5	0.0	<5	0.0
Melbourne Institute of Technology	740	0.8	175	0.6
Melbourne Polytechnic	622	0.7	110	0.4
Montessori World Educational Institute (Australia)	<5	0.0	0	0.0
Moore Theological College	6	0.0	5	0.0
National Art School	<5	0.0	<5	0.0
Ozford Institute of Higher Education	72	0.1	13	0.0
Perth Bible College	<5	0.0	<5	0.0
Photography Studies College (Melbourne)	5	0.0	<5	0.0
Polytechnic Institute Australia Pty Ltd	162	0.2	17	0.1
SAE Institute	520	0.6	70	0.3
Sheridan College Inc.	42	0.0	31	0.1
South Australian Institute of Business and Technology	241	0.3	78	0.3
SP Jain School of Management	157	0.2	94	0.3

	In-scope population		SES respondents	
	n	%	n	%
Stott's College	1,297	1.4	399	1.4
Sydney College of Divinity	17	0.0	<5	0.0
Sydney Institute of Business and Technology	105	0.1	43	0.2
TAFE NSW	854	0.9	319	1.2
TAFE Queensland	90	0.1	30	0.1
TAFE South Australia	145	0.2	49	0.2
The Australian College of Physical Education	<5	0.0	<5	0.0
The Australian Institute of Music	135	0.1	30	0.1
The JMC Academy	134	0.1	65	0.2
Think Education	13	0.0	6	0.0
Universal Business School Sydney	201	0.2	45	0.2
UOW College	107	0.1	40	0.1
UTS College	652	0.7	189	0.7
VIT (Victorian Institute of Technology)	306	0.3	169	0.6
Wentworth Institute of Higher Education	236	0.3	89	0.3
Whitehouse Institute of Design, Australia	7	0.0	<5	0.0
William Angliss Institute	341	0.4	74	0.3
All NUHEIs	17,957	19.7	5,372	19.5

Table 25 Undergraduate student population parameters and response characteristics by university, 2022

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Australian Catholic University	14,556	87.2	2,143	12.8	6,239	85.6	1,052	14.4
Avondale University	346	89.6	40	10.4	155	86.1	25	13.9
Bond University	1,892	84.8	338	15.2	600	85.7	100	14.3
Central Queensland University	6,633	95.5	314	4.5	2,725	96.4	102	3.6
Charles Darwin University	3,409	87.6	481	12.4	1,382	89.7	159	10.3
Charles Sturt University	8,343	96.7	282	3.3	2,712	96.9	86	3.1
Curtin University	12,995	89.5	1,518	10.5	4,234	90.2	461	9.8
Deakin University	12,686	86.0	2,061	14.0	4,651	87.7	655	12.3
Edith Cowan University	9,483	88.6	1,224	11.4	3,448	88.8	436	11.2
Federation University Australia	4,082	76.1	1,282	23.9	1,573	85.4	269	14.6
Flinders University	8,719	91.1	856	8.9	2,183	88.7	279	11.3
Griffith University	13,880	86.2	2,223	13.8	4,318	88.8	545	11.2
James Cook University	4,978	91.7	451	8.3	1,419	89.7	163	10.3
La Trobe University	14,555	90.8	1,480	9.2	5,113	93.3	366	6.7
Macquarie University	17,429	87.1	2,577	12.9	5,604	88.6	723	11.4
Monash University	15,709	61.5	9,843	38.5	5,385	64.6	2,953	35.4

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Murdoch University	4,194	87.7	590	12.3	1,346	86.7	206	13.3
Queensland University of Technology	16,039	89.5	1,885	10.5	4,903	90.1	536	9.9
RMIT University	21,560	80.1	5,347	19.9	4,733	85.1	827	14.9
Southern Cross University	5,417	90.0	603	10.0	2,023	90.4	216	9.6
Swinburne University of Technology	11,982	84.5	2,199	15.5	4,555	84.9	813	15.1
The Australian National University	3,689	85.6	622	14.4	1,432	87.8	199	12.2
The University of Adelaide	6,193	80.8	1,467	19.2	2,395	81.8	534	18.2
The University of Melbourne	6,291	71.2	2,539	28.8	2,613	72.7	983	27.3
The University of Notre Dame Australia	5,283	97.5	137	2.5	1,776	97.0	55	3.0
The University of Queensland	12,057	74.2	4,182	25.8	4,191	80.6	1,007	19.4
The University of South Australia	11,387	84.9	2,023	15.1	4,064	85.2	704	14.8
The University of Sydney	11,946	72.5	4,521	27.5	3,661	77.7	1,049	22.3
The University of Western Australia	7,614	85.6	1,282	14.4	3,091	85.6	520	14.4
Torrens University	3,428	72.9	1,273	27.1	1,463	72.2	562	27.8
University of Canberra	5,058	82.4	1,078	17.6	1,911	85.6	322	14.4
University of Divinity	205	86.9	31	13.1	82	82.0	18	18.0
University of New England	5,321	97.2	152	2.8	1,915	97.5	49	2.5

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
University of New South Wales	17,149	75.1	5,678	24.9	6,088	74.5	2,081	25.5
University of Newcastle	10,805	91.3	1,036	8.7	3,284	92.1	280	7.9
University of Southern Queensland	5,563	92.5	450	7.5	2,183	93.0	165	7.0
University of Tasmania	9,887	91.4	930	8.6	4,197	93.4	297	6.6
University of Technology Sydney	13,244	79.4	3,427	20.6	4,035	84.5	740	15.5
University of the Sunshine Coast	5,689	90.8	579	9.2	2,416	90.9	243	9.1
University of Wollongong	7,165	91.1	698	8.9	2,550	91.7	230	8.3
Victoria University	6,810	81.2	1,581	18.8	2,068	79.4	538	20.6
Western Sydney University	12,488	87.2	1,831	12.8	4,108	86.9	621	13.1
All Universities	376,159	83.7	73,254	16.3	128,823	85.3	22,168	14.7

Table 26 Undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2022

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Academies Australasia Polytechnic Pty Limited	<5	0.3	342	99.7	0	0.0	157	100.0
Academy of Information Technology	435	65.8	226	34.2	145	63.9	82	36.1
Australian College of Applied Professions	2,062	92.5	167	7.5	706	90.9	71	9.1
Adelaide Central School of Art	183	100.0	0	0.0	99	100.0	0	0.0
Adelaide College of Divinity	43	100.0	0	0.0	n/a	n/a	n/a	n/a
Alphacrucis College	959	85.0	169	15.0	310	87.6	44	12.4
Asia Pacific International College	0	0.0	386	100.0	0	0.0	99	100.0
Australasian College of Health and Wellness	321	100.0	0	0.0	94	100.0	0	0.0
Australia Advance Education Group Pty Ltd	0	0.0	336	100.0	0	0.0	81	100.0
Australian Academy of Music and Performing Arts	65	92.9	5	7.1	23	92.0	<5	8.0
Australian College of Christian Studies	56	88.9	7	11.1	24	77.4	7	22.6
Australian College of Theology Limited	815	97.0	25	3.0	337	96.6	12	3.4
Australian Institute of Higher Education	0	0.0	949	100.0	0	0.0	281	100.0
Australian Institute of Professional Counsellors	267	99.6	<5	0.4	98	100.0	0	0.0
Box Hill Institute	305	67.8	145	32.2	102	66.2	52	33.8
Campion College Australia	91	100.0	0	0.0	31	100.0	0	0.0
Chisholm Institute	51	30.4	117	69.6	23	41.8	32	58.2

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Christian Heritage College	338	97.4	9	2.6	125	97.7	<5	2.3
CIC Higher Education	0	0.0	280	100.0	0	0.0	106	100.0
Collarts (Australian College of the Arts)	1,078	95.8	47	4.2	363	94.8	20	5.2
Curtin College	488	60.1	324	39.9	130	47.8	142	52.2
Deakin College	607	63.1	355	36.9	220	64.5	121	35.5
Eastern College Australia	40	100.0	0	0.0	n/a	n/a	n/a	n/a
Edith Cowan College	119	28.1	305	71.9	44	25.9	126	74.1
Endeavour College of Natural Health	2,824	98.2	53	1.8	1,070	98.3	18	1.7
Engineering Institute of Technology	197	82.8	41	17.2	76	81.7	17	18.3
Equals International	49	100.0	0	0.0	n/a	n/a	n/a	n/a
Excelsia College	67	10.1	594	89.9	14	7.7	167	92.3
Eynesbury College	<5	0.7	135	99.3	0	0.0	40	100.0
Griffith College	676	56.3	525	43.7	172	59.1	119	40.9
Holmes Institute	26	4.3	567	94.5	11	9.6	101	88.6
Holmesglen Institute	432	47.9	470	52.1	104	52.0	96	48.0
Ikon Institute of Australia	372	72.4	142	27.6	183	75.3	60	24.7
International College of Hotel Management	36	36.0	64	64.0	9	30.0	21	70.0
International College of Management, Sydney	532	74.2	185	25.8	181	71.8	71	28.2

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
ISN Psychology Pty Ltd	107	100.0	0	0.0	50	100.0	0	0.0
Jazz Music Institute	66	98.5	<5	1.5	27	96.4	<5	3.6
Kaplan Business School	9	1.2	756	98.8	<5	1.2	166	98.8
Kent Institute Australia	0	0.0	232	100.0	0	0.0	75	100.0
King's Own Institute	0	0.0	1,856	100.0	0	0.0	528	100.0
La Trobe College Australia	416	52.9	371	47.1	139	48.9	145	51.1
LCI Melbourne	157	94.6	9	5.4	50	96.2	<5	3.8
Le Cordon Bleu Australia	9	8.5	97	91.5	n/a	n/a	n/a	n/a
Leaders Institute	0	0.0	131	100.0	0	0.0	80	100.0
Macleay College	230	58.2	165	41.8	n/a		n/a	
Marcus Oldham College	159	99.4	<5	0.6	116	99.1	<5	0.9
Melbourne Institute of Technology	115	13.5	740	86.5	24	12.1	175	87.9
Melbourne Polytechnic	206	24.9	622	75.1	49	30.8	110	69.2
Montessori World Educational Institute (Australia)	48	98.0	<5	2.0	n/a	n/a	n/a	n/a
Moore Theological College	298	98.0	6	2.0	164	97.0	5	3.0
National Art School	518	99.6	<5	0.4	205	99.5	<5	0.5
Oxford Institute of Higher Education	0	0.0	72	100.0	n/a	n/a	n/a	n/a
Performing Arts Education	33	100.0	0	0.0	n/a	n/a	n/a	n/a

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Perth Bible College	31	96.9	<5	3.1	n/a	n/a	n/a	n/a
Photography Studies College (Melbourne)	118	95.9	5	4.1	53	93.0	<5	7.0
Polytechnic Institute Australia Pty Ltd	0	0.0	162	100.0	n/a	n/a	n/a	n/a
SAE Institute	2,023	79.6	520	20.4	548	88.7	70	11.3
Sheridan College Inc.	8	16.0	42	84.0	<5	11.4	31	88.6
South Australian Institute of Business and Technology	118	32.9	241	67.1	38	32.8	78	67.2
SP Jain School of Management	0	0.0	157	100.0	0	0.0	94	100.0
Stott's College	<5	0.2	1,297	99.8	<5	0.3	399	99.8
Sydney College of Divinity	272	94.1	17	5.9	83	96.5	<5	3.5
Sydney Institute of Business and Technology	39	27.1	105	72.9	19	30.6	43	69.4
Tabor College of Higher Education	344	100.0	0	0.0	120	100.0	0	0.0
TAFE NSW	947	52.6	854	47.4	277	46.5	319	53.5
TAFE Queensland	140	60.9	90	39.1	40	57.1	30	42.9
TAFE South Australia	58	28.6	145	71.4	17	25.8	49	74.2
The Australian College of Physical Education	696	99.4	<5	0.6	164	99.4	<5	0.6
The Australian Institute of Music	493	78.1	135	21.4	129	80.6	30	18.8
The JMC Academy	1,801	91.2	134	6.8	689	89.8	65	8.5
Think Education	67	83.8	13	16.3	32	84.2	6	15.8

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Universal Business School Sydney	0	0.0	201	100.0	0	0.0	45	100.0
UOW College	0	0.0	107	100.0	0	0.0	40	100.0
UTS College	694	51.6	652	48.4	188	49.9	189	50.1
VIT (Victorian Institute of Technology)	0	0.0	306	100.0	0	0.0	169	100.0
Wentworth Institute of Higher Education	13	5.2	236	94.8	<5	4.3	89	95.7
Whitehouse Institute of Design, Australia	273	97.5	7	2.5	141	97.2	<5	2.8
William Angliss Institute	125	26.8	341	73.2	37	33.3	74	66.7
All NUHEIs	24,246	57.4	17,957	42.5	8,234	60.4	5,372	39.4

Table 27 Proportion of international student respondents located in Australia or overseas at time of survey, 2020-2022

	Undergraduate				Postgraduate coursework			
	Australia		Overseas		Australia		Overseas	
	n	%	n	%	n	%	n	%
2020	28,294	87.9	3,901	12.1	42,151	91.4	3,991	8.6
2021	17,456	66.2	8,923	33.8	19,878	68.2	9,260	31.8
2022	22,472	91.1	2,208	8.9	20,417	89.2	2,466	10.8

1.4 Precision of national estimates

As the 2022 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 28 and Table 29 present student ratings of the Quality of 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 0.7 percentage points for the Quality of entire educational experience and 0.7 percentage points for the Quality of teaching (see bottom row of Table 28 and Table 29).

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 29). The study areas with the smallest populations and widest confidence intervals were Tourism, hospitality, personal services, sport and recreation, Dentistry, Veterinary Science and Agriculture and

environmental studies, with widths ranging from 12.4 to 8.9 percentage points observed in relation to the Quality of entire educational experience.

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 28 and Table 29 suggests that at sector wide level, the estimates presented in this report are likely to be close to the true values.

Confidence intervals for international postgraduate coursework student estimates were broadly similar to undergraduate student estimates and are presented in the additional tables associated with this report available from the QILT website as listed in Appendix 7.

Table 28 Percentage positive ratings, international undergraduates by student sub-group, 2022 (with 90% confidence intervals)

	Group/subgroup	Quality of entire educational experience	Quality of teaching
Stage of studies	Commencing	77.1 (76.6, 77.6)	79.4 (78.9, 79.9)
	Later year*	72.2 (71.7, 72.7)	74.1 (73.6, 74.6)
Gender	Male	73.0 (72.4, 73.6)	75.0 (74.4, 75.5)
	Female	75.4 (75.0, 75.9)	77.5 (77.0, 77.9)
Age group	Under 25	74.3 (73.9, 74.7)	76.6 (76.2, 77.0)
	25 to 29	73.8 (72.7, 74.9)	74.6 (73.5, 75.7)
	30 to 39	75.6 (74.3, 76.9)	76.4 (75.0, 77.6)
	40 and over	82.6 (79.0, 85.4)	81.1 (77.3, 83.9)

	Group/subgroup	Quality of entire educational experience	Quality of teaching
Home language	English	75.1 (74.3, 75.8)	76.8 (76.1, 77.5)
	Other	74.2 (73.8, 74.6)	76.3 (75.9, 76.7)
Country of birth	China (excludes SARs and Taiwan)	74.1 (73.3, 74.9)	77.8 (77.0, 78.5)
	India	77.8 (76.7, 78.8)	79.6 (78.5, 80.6)
	Nepal	76.1 (75.2, 77.0)	76.4 (75.5, 77.3)
	Vietnam	70.0 (68.5, 71.4)	72.3 (70.9, 73.7)
	Malaysia	70.0 (68.2, 71.6)	72.0 (70.2, 73.6)
Disability	Disability reported	74.9 (73.2, 76.5)	75.2 (73.5, 76.8)
	No disability reported	74.4 (74.0, 74.7)	76.5 (76.1, 76.8)
Study mode	Internal/Mixed study mode	74.2 (73.8, 74.6)	76.1 (75.8, 76.5)
	External study mode	76.7 (75.3, 78.1)	80.1 (78.7, 81.4)
Total		74.4 (74.0, 74.7)	76.4 (76.1, 76.8)

*Later year includes middle year students where for NUHEIs a census was conducted (refer to 2022 SES Methodological Report for more details).

† Institutions appear to have taken different approaches to reporting students' mode of study in 2022, with inconsistencies in the reporting of internal/mixed mode and external study modes. Therefore, these figures should be treated with caution.

Table 29 Percentage positive ratings, international undergraduates by study area, 2022 (with 90% confidence intervals)

	Quality of entire educational experience	Quality of teaching
Science and mathematics	73.6 (72.3, 74.9)	77.1 (75.8, 78.3)
Computing and information systems	72.8 (71.8, 73.8)	72.6 (71.6, 73.6)
Engineering	70.6 (69.3, 71.9)	73.0 (71.6, 74.3)

	Quality of entire educational experience	Quality of teaching
Architecture and built environment	70.2 (68.1, 72.1)	74.3 (72.3, 76.1)
Agriculture and environmental studies	77.9 (72.9, 81.8)	78.1 (73.1, 82.1)
Health services and support	76.7 (75.0, 78.2)	79.4 (77.7, 80.8)
Medicine	72.1 (68.3, 75.5)	67.1 (63.1, 70.7)
Nursing	73.4 (72.4, 74.3)	73.6 (72.7, 74.6)
Pharmacy	75.7 (72.1, 78.9)	75.8 (72.2, 79.0)
Dentistry	71.7 (65.4, 77.0)	61.9 (55.3, 67.9)
Veterinary science	78.6 (73.4, 82.6)	80.3 (75.2, 84.1)
Rehabilitation	72.3 (69.1, 75.2)	75.1 (71.9, 77.8)
Teacher education	70.8 (68.8, 72.7)	75.5 (73.5, 77.3)
Business and management	77.3 (76.6, 78.0)	79.1 (78.4, 79.8)
Humanities, culture and social sciences	72.7 (71.0, 74.3)	79.6 (78.0, 81.0)
Social work	77.3 (75.3, 79.1)	79.5 (77.5, 81.2)
Psychology	74.4 (71.8, 76.8)	79.0 (76.5, 81.1)
Law and paralegal studies	73.2 (68.9, 76.9)	74.4 (70.1, 78.1)
Creative arts	74.9 (73.0, 76.7)	79.1 (77.2, 80.8)
Communications	78.7 (76.5, 80.7)	81.6 (79.5, 83.5)
Tourism, hospitality, personal services, sport and recreation	76.5 (69.6, 82.0)	81.4 (74.8, 86.3)
Total	74.4 (74.0, 74.7)	76.4 (76.1, 76.8)

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, as well as a set of freedom of expression items included for the first time in 2021. A full list of standard SEQ items is presented in Table 30 through to Table 38.

Table 30 2022 SEQ Item Summary: Skill Development items

Stem	Item	Response scale
To what extent has your <course> developed your:	<ul style="list-style-type: none"> a) critical thinking skills? b) ability to solve complex problems? c) ability to work with others? d) confidence to learn independently? e) written communication skills? f) spoken communication skills? g) knowledge of the field(s) you are studying? h) development of work-related knowledge and skills? 	Not at all / Very little / Some / Quite a bit / Very much

Table 31 2022 SEQ Item Summary: Learner Engagement items

Stem	Item	Response scale
At your institution during SURVEYYEAR, to what extent have you:	<ul style="list-style-type: none"> a) felt prepared for your study? b) 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:	<ul style="list-style-type: none"> a) participated in discussions online or face-to-face? b) worked with other students as part of your study? c) interacted with students outside study requirements? d) interacted with students who are very different from you? 	Never / Sometimes / Often / Very often
At your institution during SURVEYYEAR, to what extent have you:	<ul style="list-style-type: none"> a) been given opportunities to interact with local students? 	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Table 32 2022 SEQ Item Summary: Teaching Quality items

Stem	Item	Response scale
Thinking about your <course>,	<ul style="list-style-type: none"> a) 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>,	<ul style="list-style-type: none"> a) 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>:	<ul style="list-style-type: none"> a) engaged you actively in learning? b) demonstrated concern for student learning? c) provided clear explanations on coursework and assessment? d) stimulated you intellectually? e) commented on your work in ways that help you learn? f) seemed helpful and approachable? g) 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...	<ul style="list-style-type: none"> a) well structured and focused? b) relevant to your education as a whole? 	Not at all / Very little / Some / Quite a bit / Very much

Table 33 2022 SEQ Item Summary: Student Support items

Stem	Item	Response scale
At <E306CTXT> during SURVEYYEAR, to what extent have you:	<ul style="list-style-type: none"> a) received support from your institution to settle into study? b) experienced efficient enrolment and admissions processes? c) 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:	<ul style="list-style-type: none"> a) available? b) 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:	<ul style="list-style-type: none"> a) available? b) 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:	<ul style="list-style-type: none"> a) available? b) 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:	<ul style="list-style-type: none"> a) available? b) helpful? 	Had no contact / Not at all / Very little / Some / Quite a bit / Very much
During SURVEYYEAR, to what extent have you...	<ul style="list-style-type: none"> a) been offered support relevant to your circumstances? b) received appropriate English language skill support? 	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Table 34 2022 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>?	<ul style="list-style-type: none"> a) Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories) b) Student spaces and common areas c) Online learning materials d) Computing/IT resources e) Assigned books, notes and resources f) Laboratory or studio equipment g) Library resources and facilities h) Online Learning Platform (I.e. Learning Management System) 	Poor / Fair / Good / Excellent / Not applicable

Table 35 2022 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 36 2022 SEQ Item Summary: Demographic and contextual 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 or later
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...	a) Your living arrangements negatively affected your study? b) Your financial circumstances negatively affected your study? c) 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

Table 37 2022 SEQ Item Summary: Freedom of expression items

Stem	Item	Response scale
<p>The following statements are about freedom of expression on campus at <E306CTXT>. Freedom of expression can be part of the academic and social aspects of your student experience.</p> <p>How strongly do you agree or disagree that...</p>	<p>a) I am free to express my views at <E306CTXT></p> <p>b) Academics are free to express their views at <E306CTXT></p> <p>c) I am free from discrimination, harm or hatred at <E306CTXT></p>	<p>Strongly disagree / Disagree / Neither disagree or agree / Agree / Strongly agree</p>

Table 38 2022 SES International Student Items

Stem	Item	Response scale
<p>When deciding to study in Australia, how important was....</p>	<p>a) The reputation of Australia's education system?</p> <p>b) Your personal safety and security?</p> <p>c) The cost of living?</p> <p>d) The ability to work part-time?</p> <p>e) The opportunity to study in an English-speaking country?</p> <p>f) Having friends and family already in Australia?</p> <p>g) The chance to experience a new culture/lifestyle?</p> <p>h) The possibility of migrating to Australia?</p> <p>i) The weather/climate?</p>	<p>Extremely important / Important / Not important / Not at all important / Don't know</p>
<p>When you were deciding to apply to <E306CTXT>, how important was...</p>	<p>a) The reputation of the education provider?</p> <p>b) The reputation of the qualification?</p> <p>c) <E306CTXT> offered the course I wanted to study?</p> <p>d) The course fee?</p> <p>e) Employment opportunities after completing the course?</p> <p>f) <E306CTXT> had a partnership with my local institution?</p> <p>g) The location of the institution?</p>	<p>Extremely important / Important / Not important / Not at all important / Don't know</p>

Stem	Item	Response scale
How satisfied are you with each of the following aspects of living in Australia?	<ul style="list-style-type: none"> 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
Why are you dissatisfied with your current living arrangements?		Too expensive / Not enough space / Too noisy / I am lonely / Issues with housemates / Issues with landlord or agent / Dirty / Old/bad condition / Slow internet / Located too far from institution / Other (please specify)
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 2021 SES. In total, 19 institutions chose to include their own items. In addition to this, 11 institutions chose to include the Workplace Relevance Scale; three institutions chose to include the at-risk item; Navitas Colleges included a series of items and the Independent Higher Education Association (IHEA) included an 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”.

Appendix 3: Production of scores

A series of steps is 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 14.

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 15. The recoded item scores are not retained in the analysis file.

Because the reporting metric for the 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 16. 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 17.

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 2015–2021 SES reports are not directly comparable to those presented in the 2011 and 2012 reports.

Figure 15 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 TCHCLEXP r TCHSTIMIr TCHFEEDBr TCHHELPr TCHASSCHr  
  
RECODE QLTEACH OVERALL  
(1=0) (2=33.33) (3=66.66) (4=100) INTO  
QLTEACHr OVERALLr.
```

Figure 16 Example of how to use SPSS syntax to compute SES focus area scores

```
COMPUTE TEACH = MEAN.8(STDSTRUCr, STDRELEVr, TCHACTIVr, TCHCONLRr, TCHCLEXP r, TCHSTIMIr, TCHFEEDBr, TCHHELPr, TCHASSCHr, QLTEACHr,  
OVERALLr).
```

Figure 17 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 18 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: Comparison of Student Experience Questionnaire (SEQ), International Student Survey (ISS), 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. For a full comparison of data sources presented in this report, refer to the 2020 Student Experience Survey National Report available on the QILT website.

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 below⁷.

Another survey referenced in this report is the International Student Survey. This national survey of international students across Australia's major education sectors was commissioned by the Australian Government and ran every two years from 2010 to 2018. In 2018, over 80,000 international students participated from Higher Education, Vocational Education and Training, English language institutions and secondary schools.

Section 9 '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 below⁸.

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 below⁹.

7 <https://www.qilt.edu.au/qilt-surveys/student-experience>

8 <https://nsse.indiana.edu/research/annual-results/index.html>

9 <https://www.thestudentsurvey.com/about-the-nss/>

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 five per cent.

Because percentage agreement scores are reported for the 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 \tilde{p} is the adjusted estimated proportion of satisfied responses, N is the size of the population in the relevant subgroup, n is the number of valid responses in the relevant subgroup, n_1 is the number of positive responses in the relevant subgroup, 1.645 is the standard normal value for

90 per cent confidence and FPC 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 cent confidence interval bound.

Figure 19 Formula for a 90% confidence interval using the Agresti-Coull method with FPC

$$\tilde{p} \pm 1.645 * FPC * \sqrt{(\tilde{p}(1-\tilde{p})/\tilde{n})}$$

$$\text{where } \tilde{p} = (n_1) / \tilde{n}, \quad \tilde{(n_1)} = n_1 + \frac{1.645^2}{2}$$

$$\text{and } \tilde{n} = n + \frac{1.645^2}{2} \quad \text{and} \quad FPC = \sqrt{\frac{(N - n)}{(N - 1)}}$$

Appendix 6: Study area definitions

Table 39 21 and 45 study areas concordance with ASCED field of education

0	Non-award	0	Non-award	000000
1	Science and mathematics	1	Natural and Physical Sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological Sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical Science and Technology	019901, 019903, 019905, 019907, 019909
2	Computing and Information systems	5	Computing and 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
		7	Engineering - Process and Resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering - Mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering - Civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering - Electrical and Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering - Aerospace	031500, 031501, 031503, 031505, 031507, 031599

4	Architecture and built environment	12	Architecture and Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building and 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 and Forestry	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	050900, 050901, 050999
6	Health services and support	16	Health Services and 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
		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
		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
		26	Teacher Education - Early Childhood	070101
		27	Teacher Education - Primary & Secondary	070103, 070105

14	Business and management	28	Accounting	080100, 080101
		29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales and Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management and Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking and Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903
15	Humanities, culture and social sciences	33	Political Science	090100, 090101, 090103
		34	Humanities inc History and Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language and 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
		39	Justice Studies and Policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art and Design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music and Performing Arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, Media and Journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport and Recreation	092100, 092101, 092103, 092199
		45	Tourism, Hospitality and 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
ALL		FOCUS_ALL_ALL_1Y	Student experience (% positive rating, 2022) among all course levels from all provider types by level and stage of study
UG	Table 1	FOCUS_UG_ALL_14-YY_YEAR	Student experience (% positive rating) among undergraduates from all provider types by year
PGC		FOCUS_PGC_ALL_17-YY_YEAR	Student experience (% positive rating) among postgraduate coursework students from all provider types by year
UG		FOCUS_UG_ALL_1Y_STAGE	Student experience (% positive rating, 2022) among undergraduates from all provider types by stage of study
PGC		FOCUS_PGC_ALL_1Y_STAGE	Student experience (% positive rating, 2022) among postgraduate coursework students from all provider types by stage of study
UG		FOCUS_UG_ALL_1Y_ISG	Student experience (% positive rating, 2022) among undergraduates from all provider types by demographic and contextual group

Course level	Report table	Sheet name	Table title
UG		FOCUS_UG_UNI_1Y_ISG	Student experience (% positive rating, 2022) among undergraduates from universities by demographic and contextual group
UG		FOCUS_UG_NUHEI_1Y_ISG	Student experience (% positive rating, 2022) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC		FOCUS_PGC_ALL_1Y_ISG	Student experience (% positive rating, 2022) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		FOCUS_PGC_UNI_1Y_ISG	Student experience (% positive rating, 2022) among postgraduate coursework students from universities by demographic and contextual group
PGC		FOCUS_PGC_NUHEI_1Y_ISG	Student experience (% positive rating, 2022) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG	Table 5, Figure 10	FOCUS_UG_ALL_6Y_AREA	Student experience (% positive rating, 2017-2022) among undergraduates from all provider types by 21 study areas
UG		FOCUS_UG_UNI_1Y_AREA	Student experience (% positive rating, 2022) among undergraduates from universities by 21 study areas
UG		FOCUS_UG_NUHEI_1Y_AREA	Student experience (% positive rating, 2022) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas
PGC		FOCUS_PGC_ALL_6Y_AREA	Student experience (% positive rating, 2017-2022) among postgraduate coursework students from all provider types by 21 study areas
PGC		FOCUS_PGC_UNI_1Y_AREA	Student experience (% positive rating, 2022) among postgraduate coursework students from universities by 21 study areas
PGC		FOCUS_PGC_NUHEI_1Y_AREA	Student experience (% positive rating, 2022) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas
UG		FOCUS_UG_ALL_1Y_AREA45	Student experience (% positive rating, 2022) among undergraduates from all provider types by 45 study areas

Course level	Report table	Sheet name	Table title
PGC		FOCUS_PGC_ALL_1Y_AREA45	Student experience (% positive rating, 2022) among postgraduate coursework students from all provider types by 45 study areas
UG		FOCUS_UG_ALL_6Y_HEPTYPE	Student experience (% positive rating, 2017-2022) among undergraduates from all provider types by type of institution
PGC		FOCUS_PGC_ALL_1Y_HEPTYPE	Student experience (% positive rating, 2022) among postgraduate coursework students from all provider types by type of institution
UG	Table 4	FOCUS_UG_ALL_6Y_E346	Student experience (% positive rating, 2017-2022) among undergraduates from all provider types by country of birth
UG	Table 2	FOCUS_UG_ALL_6Y_E942	Student experience (% positive rating, 2017-2022) among undergraduates from all provider types by citizenship status
PGC		FOCUS_PGC_ALL_6Y_E942	Student experience (% positive rating, 2017-2022) among postgraduate coursework students from all provider types by citizenship status
UG		FOCUS_UG_ALL_1Y_CURCOUNTRY	Student experience (% positive rating, 2022) among undergraduates from all provider types by country of residence
UG	Table 3	FOCUS_UG_ALL_3Y_CURCOUNTRY	Student experience (% positive rating, 2020-2022) among undergraduates from all provider types by country of residence
PGC		FOCUS_PGC_ALL_1Y_CURCOUNTRY	Student experience (% positive rating, 2022) among postgraduate coursework students from all provider types by country of residence
PGC		FOCUS_PGC_ALL_3Y_CURCOUNTRY	Student experience (% positive rating, 2020-2022) among postgraduate coursework students from all provider types by country of residence
UG		FOCUS_UG_ALL_1Y_SECTOR	Student experience (% positive rating, 2022) among undergraduates from all provider types by sector
UG		FOCUS_UG_UNI_1Y_INST_CI	Student experience (% positive rating, 2022, with 90% confidence intervals) among undergraduates from universities by institution
UG		FOCUS_UG_UNI_1YP_INST_CI	Student experience (% positive rating, pooled 2021 and 2022, with 90% confidence intervals) among undergraduates from universities by institution

Course level	Report table	Sheet name	Table title
UG	Table 6	FOCUS_UG_UNI_6Y_INST_CI	Student experience (% positive rating, 2017-2022, with 90% confidence intervals) among undergraduates from universities by institution
UG		FOCUS_UG_UNI_2YD_INST_CI	Student experience (% positive rating, pooled 2019-2020 and 2021-2022, with 90% confidence intervals) among undergraduates from universities by institution
PGC		FOCUS_PGC_UNI_1Y_INST_CI	Student experience (% positive rating, 2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_1YP_INST_CI	Student experience (% positive rating, pooled 2021 and 2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_6Y_INST_CI	Student experience (% positive rating, 2017-2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_2YD_INST_CI	Student experience (% positive rating, pooled 2019-2020 and 2021-2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
UG		FOCUS_UG_NUHEI_1Y_INST_CI	Student experience (% positive rating, 2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG		FOCUS_UG_NUHEI_6Y_INST_CI	Student experience (% positive rating, 2017-2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG	Table 7	FOCUS_UG_NUHEI_2YP_INST_CI	Student experience (% positive rating, pooled 2020-2021 and 2021-2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG		FOCUS_UG_NUHEI_2YD_INST_CI	Student experience (% positive rating, pooled 2019-2020 and 2021-2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_1Y_INST_CI	Student experience (% positive rating, 2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution

Course level	Report table	Sheet name	Table title
PGC		FOCUS_PGC_NUHEI_6Y_INST_CI	Student experience (% positive rating, 2017-2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_2YP_INST_CI	Student experience (% positive rating, pooled 2020-2021 and 2021-2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_2YD_INST_CI	Student experience (% positive rating, pooled 2019-2020 and 2021-2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
UG	Figure 11	QOE_UG_UNI_1Y_INST_FIG	Quality of entire educational experience (2022, with 90% confidence intervals) among undergraduates from universities by institution
UG		QOE_UG_UNI_1YP_INST_FIG	Quality of entire educational experience (pooled 2021 and 2022, with 90% confidence intervals) among undergraduates from universities by institution
PGC		QOE_PGC_UNI_1Y_INST_FIG	Quality of entire educational experience (2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		QOE_PGC_UNI_1YP_INST_FIG	Quality of entire educational experience (pooled 2021 and 2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
UG		QOE_UG_NUHEI_1Y_INST_FIG	Quality of entire educational experience (2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG	Figure 12	QOE_UG_NUHEI_1YP_INST_FIG	Quality of entire educational experience (pooled 2021 and 2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
PGC		QOE_PGC_NUHEI_1Y_INST_FIG	Quality of entire educational experience (2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		QOE_PGC_NUHEI_1YP_INST_FIG	Quality of entire educational experience (pooled 2021 and 2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution

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 who considered early departure (2022) among undergraduates from all provider types by demographic and contextual group
UG		CONSID_UG_UNI_1Y_ISG	Percentage who considered early departure (2022) among undergraduates from universities by demographic and contextual group
UG		CONSID_UG_NUHEI_1Y_ISG	Percentage who considered early departure (2022) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC		CONSID_PGC_ALL_1Y_ISG	Percentage who considered early departure (2022) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		CONSID_PGC_UNI_1Y_ISG	Percentage who considered early departure (2022) among postgraduate coursework students from universities by demographic and contextual group
PGC		CONSID_PGC_NUHEI_1Y_ISG	Percentage who considered early departure (2022) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG		CONSID_UG_ALL_6Y_CH	Percentage selected reasons for considered early departure among undergraduates and all provider types by year
UG	Figure 6	CONSID_CH_UG_ALL_6Y_E942	Percentage selected reasons for considered early departure among undergraduates and all provider types by citizenship status, 2017-2022
UG		CONSID_UG_UNI_6Y_CH	Percentage selected reasons for considered early departure among undergraduates and universities by year

Course level	Report table	Sheet name	Table title
UG		CONSID_UG_NUHEI_6Y_CH	Percentage selected reasons for considered early departure among undergraduates and non-university higher education institutes (NUHEIs) by year
PGC		CONSID_PGC_ALL_6Y_CH	Percentage selected reasons for considered early departure among postgraduate coursework students and all provider types by year
PGC		CONSID_CH_PG_ALL_6Y_E942	Percentage selected reasons for considered early departure among postgraduate coursework students and all provider types by citizenship status, 2017-2022
PGC		CONSID_PGC_UNI_6Y_CH	Percentage selected reasons for considered early departure among postgraduate coursework students and universities by year
PGC		CONSID_PGC_NUHEI_6Y_CH	Percentage selected reasons for considered early departure among postgraduate coursework students and non-university higher education institutes (NUHEIs) by year
UG		CONSID_UG_ALL_1Y_GRADE_FIG	Percentage who considered early departure (2022) among undergraduates from all provider types by average grades to date
UG		CONSID_UG_UNI_1Y_GRADE_FIG	Percentage who considered early departure (2022) among undergraduates from universities by average grades to date
UG		CONSID_UG_NUHEI_1Y_GRADE_FIG	Percentage who considered early departure (2022) among undergraduates from non-university higher education institutes (NUHEIs) by average grades to date
PGC		CONSID_PGC_ALL_1Y_GRADE_FIG	Percentage who considered early departure (2022) among postgraduate coursework students from all provider types by average grades to date
PGC		CONSID_PGC_UNI_1Y_GRADE_FIG	Percentage who considered early departure (2022) among postgraduate coursework students from universities by average grades to date
PGC		CONSID_PGC_NUHEI_1Y_GRADE_FIG	Percentage who considered early departure (2022) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by average grades to date
UG	Figure 5	ASTD_UG_ALL_6Y_E942	Negative effects on study (% negatively affected) among undergraduates and all provider types by citizenship status, 2017-2022
PGC		ASTD_PGC_ALL_6Y_E942	Negative effects on study (% negatively affected) among postgraduate coursework students and all provider types by citizenship status, 2017-2022

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_6Y_STAGE	Percentage positive scores for Skills Development items among undergraduates and all provider types by stage of study, 2017-2022
UG		DEVEL_UG_UNI_6Y_STAGE	Percentage positive scores for Skills Development items among undergraduates and universities by stage of study, 2017-2022
UG		DEVEL_UG_NUHEI_6Y_STAGE	Percentage positive scores for Skills Development items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
PGC		DEVEL_PGC_ALL_6Y_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students and all provider types by stage of study, 2017-2022
PGC		DEVEL_PGC_UNI_6Y_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students and universities by stage of study, 2017-2022
PGC		DEVEL_PGC_NUHEI_6Y_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
UG		ENGAG_UG_ALL_6Y_STAGE	Percentage positive scores for Learner Engagement items among undergraduates and all provider types by stage of study, 2017-2022
UG		ENGAG_UG_UNI_6Y_STAGE	Percentage positive scores for Learner Engagement items among undergraduates and universities by stage of study, 2017-2022
UG		ENGAG_UG_NUHEI_6Y_STAGE	Percentage positive scores for Learner Engagement items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
PGC		ENGAG_PGC_ALL_6Y_STAGE	Percentage positive scores for Learner Engagement items among postgraduate coursework students and all provider types by stage of study, 2017-2022

Course level	Report table	Sheet name	Table title
PGC		ENGAG_PGC_UNI_6Y_STAGE	Percentage positive scores for Learner Engagement items among postgraduate coursework students and universities by stage of study, 2017-2022
PGC		ENGAG_PGC_NUHEI_6Y_STAGE	Percentage positive scores for Learner Engagement items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
UG		TEACH_UG_ALL_6Y_STAGE	Percentage positive scores for Teaching Quality items among undergraduates and all provider types by stage of study, 2017-2022
UG		TEACH_UG_UNI_6Y_STAGE	Percentage positive scores for Teaching Quality items among undergraduates and universities by stage of study, 2017-2022
UG		TEACH_UG_NUHEI_6Y_STAGE	Percentage positive scores for Teaching Quality items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
PGC		TEACH_PGC_ALL_6Y_STAGE	Percentage positive scores for Teaching Quality items among postgraduate coursework students and all provider types by stage of study, 2017-2022
PGC		TEACH_PGC_UNI_6Y_STAGE	Percentage positive scores for Teaching Quality items among postgraduate coursework students and universities by stage of study, 2017-2022
PGC		TEACH_PGC_NUHEI_6Y_STAGE	Percentage positive scores for Teaching Quality items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
UG		SUPP_UG_ALL_6Y_STAGE	Percentage positive scores for Student Support items among undergraduates and all provider types by stage of study, 2017-2022
UG		SUPP_UG_UNI_6Y_STAGE	Percentage positive scores for Student Support items among undergraduates and universities by stage of study, 2017-2022
UG		SUPP_UG_NUHEI_6Y_STAGE	Percentage positive scores for Student Support items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
PGC		SUPP_PGC_ALL_6Y_STAGE	Percentage positive scores for Student Support items among postgraduate coursework students and all provider types by stage of study, 2017-2022

Course level	Report table	Sheet name	Table title
PGC		SUPP_PGC_UNI_6Y_STAGE	Percentage positive scores for Student Support items among postgraduate coursework students and universities by stage of study, 2017-2022
PGC		SUPP_PGC_NUHEI_6Y_STAGE	Percentage positive scores for Student Support items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
UG		RESR_UG_ALL_6Y_STAGE	Percentage positive scores for Learning Resources items among undergraduates and all provider types by stage of study, 2017-2022
UG		RESR_UG_UNI_6Y_STAGE	Percentage positive scores for Learning Resources items among undergraduates and universities by stage of study, 2017-2022
UG		RESR_UG_NUHEI_6Y_STAGE	Percentage positive scores for Learning Resources items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
PGC		RESR_PGC_ALL_6Y_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students and all provider types by stage of study, 2017-2022
PGC		RESR_PGC_UNI_6Y_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students and universities by stage of study, 2017-2022
PGC		RESR_PGC_NUHEI_6Y_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022

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 SES for the first time in 2020. 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 (% importance rating, 2022) among all course levels from all provider types by level and stage of study
UG	Table 15	INTAUS_UG_ALL_11-YY_YEAR	International student reasons for choosing to study in Australia (% importance rating) among undergraduates from all provider types by year
UG		INTAUS_UG_ALL_1Y_AREA	International student reasons for choosing to study in Australia (% importance rating, 2022) among undergraduates from all provider types by 21 study areas
UG	Table 16	INTAUS_UG_ALL_1Y_E346	International student reasons for choosing to study in Australia (% importance rating, 2022) among undergraduates from all provider types by country of birth
UG		INTAUS_UG_ALL_1Y_SECTOR	International student reasons for choosing to study in Australia (% importance rating, 2022) among undergraduates from all provider types by sector
ALL		INTINST_ALL_ALL_1Y	International student reasons for choosing institution (% importance rating, 2022) among all course levels from all provider types by level and stage of study
UG	Table 17	INTINST_UG_ALL_11-YY_YEAR	International student reasons for choosing institution (% importance rating) among undergraduates from all provider types by year
UG		INTINST_UG_ALL_1Y_AREA	International student reasons for choosing institution (% importance rating, 2022) among undergraduates from all provider types by 21 study areas

7.2.2 International student living experience

Course level	Report table	Sheet name	Table title
UG	Table 14	INTAGENT_UG_ALL_1Y_E346	Use of agents to help with visa application or enrolment (2022) among undergraduates from all provider types by country of birth
UG	Table 11, Table 13	INTLIVE_UG_ALL_1Y_E346	International undergraduate student accommodation arrangements (2022) among undergraduates from all provider types by country of birth
UG		INTLIVE_UG_ALL_1Y_SECTOR	International undergraduate student accommodation arrangements (2022) among undergraduates from all provider types by sector
UG		INTLIVE_UG_ALL_2Y	Student accommodation arrangements among undergraduates and all provider types by year
ALL		INTLIVE_PG_ALL_2Y	Student accommodation arrangements among postgraduate coursework students and all provider types by year
UG	Table 11	INTLIVSAT_UG_ALL_2Y_INTLIVE	International student overall accommodation experience (% positive rating, 2022) among undergraduates from all provider types by student accommodation arrangements
ALL		INTLIVSAT_PG_ALL_2Y_INTLIVE	International student overall accommodation experience (% positive rating, 2022) among postgraduate coursework students from all provider types by student accommodation arrangements
ALL	Table 8, Table 9	INTSAT_ALL_ALL_1Y	International student living experience (% positive rating, 2022) among all course levels from all provider types by level and stage of study
UG	Table 12	INTSAT_UG_ALL_1Y_E346	International student living experience (% positive rating, 2022) among undergraduates from all provider types by country of birth
UG	Table 10	INTSAT_UG_ALL_1Y_SECTOR	International student living experience (% positive rating, 2022) among undergraduates from all provider types by sector
UG		INTSAT_UG_UNI_1Y_INST_CI	International student living experience (% positive rating, 2022, with 90% confidence intervals) among undergraduates from universities by institution
UG		INTSAT_UG_NUHEI_1Y_INST_CI	International student living experience (% positive rating, 2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution

Course level	Report table	Sheet name	Table title
UG		INTVISA_UG_ALL_1Y_E346	International undergraduate visa arrangements (2022) among undergraduates from all provider types by country of birth
UG		INTVISA_UG_ALL_1Y_SECTOR	International undergraduate visa arrangements (2022) among undergraduates from all provider types by sector

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 and precision please refer to the 2022 SES Methodological Report, which is available on the QILT website.

Course level	Report table	Sheet name	Table title
ALL	Table 19	OV_ALL_ALL_13-YY	Operational overview among all course levels from all provider types by year
ALL	Table 20	RR_ALL_UNI_14-YY_INST	Response rates among all course levels from universities by institution
ALL	Table 20	RR_ALL_NUHEI_14-YY_INST	Response rates among all course levels from non-university higher education institutes (NUHEIs) by institution
ALL		RR_ALL_ALL_1Y_INST	Response rates among all course levels from all provider types by provider type

7.3.2 Response characteristics and representativeness

Course level	Report table	Sheet name	Table title
UG	Table 28	QOEQOT_UG_ALL_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2022, with 90% confidence intervals) among undergraduates from all provider types by demographic and contextual group
PGC		QOEQOT_PGC_ALL_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2022, with 90% confidence intervals) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		QOEQOT_PGC_UNI_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2022, with 90% confidence intervals) among postgraduate coursework students from universities by demographic and contextual group
PGC		QOEQOT_PGC_NUHEI_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG	Table 29	QOEQOT_UG_ALL_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2022, with 90% confidence intervals) among undergraduates from all provider types by 21 study areas
UG		QOEQOT_UG_UNI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2022, with 90% confidence intervals) among undergraduates from universities by 21 study areas
UG		QOEQOT_UG_NUHEI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas
PGC		QOEQOT_PGC_ALL_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2022, with 90% confidence intervals) among postgraduate coursework students from all provider types by 21 study areas
PGC		QOEQOT_PGC_UNI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2022, with 90% confidence intervals) among postgraduate coursework students from universities by 21 study areas
PGC		QOEQOT_PGC_NUHEI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas

7.3.3 Weighting

Course level	Report table	Sheet name	Table title
UG		WEIGHT_UG_ALL_1Y_ISG	Comparison of raw and weighted percentage positive scores (2022) among undergraduates from all provider types by demographic and contextual group
PGC		WEIGHT_PGC_ALL_1Y_ISG	Comparison of raw and weighted percentage positive scores (2022) among postgraduate coursework students from all provider types by demographic and contextual group
UG		WEIGHT_UG_ALL_1Y_AREA	Comparison of raw and weighted percentage positive scores (2022) among undergraduates from all provider types by 21 study areas
PGC		WEIGHT_PGC_ALL_1Y_AREA	Comparison of raw and weighted percentage positive scores (2022) among postgraduate coursework students from all provider types by 21 study areas

