2023 Student Experience Survey

International Report – Accessible

NOVEMBER 2024



Acknowledgements

The Quality Indicators for Learning and Teaching (QILT) survey program, including the Student Experience Survey (SES), is funded by the Australian Government Department of Education.

The Australian Government Department of Education and the Social Research Centre acknowledge the Traditional Custodians of the lands and waters on which this research was conducted. We pay our respects to Elders, past, present and emerging.

The Social Research Centre would like to thank the higher education institutions that contributed to the SES in 2023. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2023 SES would not have been such a success.

We are also very grateful to the students who took the time to provide valuable feedback about their student experience. The SES data will be used by institutions for continuous improvement and will assist prospective students to make informed decisions about future study.

Our thanks also go to the teams at ACER and GCA who made very important contributions to prior administrations of the University Experience Survey (UES) and ACER who undertook a formal review of the SES in 2022-2023.

The 2023 SES was led by Graham Challice and the project team consisted of Lisa Bolton, Lauren Spencer, Diana Nguyen, Vicky Tong, Ben Williams, Cynthia Kim, Gabriel Ong, Aaron Wilcox, Anna Syme, Rahul Bet, Rawan Habibeh, Joe Feng, Serena Kim and Columbia Winterton.

For more information on the conduct and results of the 2023 SES, see the QILT [website](www.qilt.edu.au). The QILT team can be contacted by email at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).

Executive summary

About the Student Experience Survey (SES)

The SES provides a national architecture for collecting data on key aspects of the higher education student experience. The SES International Report focuses on the subset of international student responses to the main SES National Report. In 2023, 253,588 students responded to the SES, including 72,229 responses from international students, across a total of 134 Australian higher education institutions.

The SES measures five aspects of the student experience: Skills Development, Peer Engagement (formerly Learner Engagement), Teaching Quality and Engagement (formerly Teaching Quality), Student Support and Services (formerly Student Support), and Learning Resources. The survey also collects data in relation to whether students had seriously considered leaving their institution and their reasons, freedom of expression, negative effects on study, and an international student module which includes the reasons for choosing to study in Australia and with their institution and their satisfaction with living experience.

Review of the SES

The SES underwent its first full review in 2022-2023 and a number of changes were made to the 2023 SES instrument, including:

* The addition of a set of questions related to study mode.
* The redevelopmentof two focus areas and one item:
  + Peer Engagement focus area (previously known as the Learner Engagement focus area)
  + Student Support and Servicesfocus area (previously known as the Student Support focus area)
  + Response options for the ‘Seriously considered leaving’ question.
* The removalof questions related to:
  + where students’ study is based and the amount of study done online,
  + students’ average grade, and
  + visa type.

Despite changes to the underlying items of two focus areas, the measures overall remained stable and there was no evidence to suggest that the time series had been compromised. However, consideration should be given to semantic differences in the underlying survey items and response frames when examining year on year changes to these focus areas. Refer to Appendix 2 ‘Review of the SES’ for more information about the review of the SES instrument and the impact on focus area scores.

International student profile

International student responses represented 18.0 per cent of undergraduate responses in the 2023 SES. The top five source countries, based on country of birth, included China (excludes SARs and Taiwan), Nepal, India, Vietnam and Malaysia which made up around 57 per cent of total undergraduate international respondents. International undergraduate responses mainly clustered in a few study areas, with Business and management, Computing and information systems and Nursing making up around 47 per cent of responses. Similarly, international student respondents tended to cluster in a small number of institutions; ten institutions accounted for around 41 per cent of international undergraduate responses, with the largest of these being Monash University and the University of New South Wales. Stott’s College had the largest share of international undergraduate student responses at a non-university higher education institution (NUHEI).

International students represented 47.2 of postgraduate coursework responses in the 2023 SES, a much larger proportion than at the undergraduate level. Students from China (excludes SARs and Taiwan), India, Nepal and Bhutan made up almost 60 per cent of international postgraduate coursework responses. This group were clustered in the Business and management, Computing and information systems, Engineering and Teacher education study areas which made up around 68 per cent of responses. Respondents from ten institutions accounted for around 48 per cent of total responses with the largest of these being the University of Melbourne and the University of New South Wales. Kaplan Business School had the largest proportion of international postgraduate coursework responses from a NUHEI.

2023 SES Key findings

International student education experience

In general, international ratings across all focus areas other than the Quality of entire educational experience have overtaken ratings by domestic students in 2022 and 2023 at both undergraduate and postgraduate coursework levels.

Since 2022, all focus area scores for international students recovered to the levels seen prior to the pandemic. In 2023, with the exception of the Quality of entire educational experience and Learning Resources for undergraduates, all focus area scores were recorded at the highest ratings since the inception of the SES.

The widest gap in positive student ratings in 2023 was in the area of Peer Engagement where international undergraduate students rated this 12.0 percentage points higher than domestic undergraduates, and there was a 34.7 percentage point different at the postgraduate coursework level. These differences are likely related to students’ mode of study, with international students required to take more of their classes in person. At the postgraduate coursework level, domestic students tend to be older and also studying externally, leading to lower levels of interacting with students in and outside of class.

The new Student Support and Services focus area saw much bigger differences in ratings between domestic and international students in 2023. While consideration should be given to changes made to the underlying items and caution exercised when looking at year on year changes, it is interesting to note that domestic student ratings of the old Student Support focus area and new Student Support and Services focus area have been trending downwards since 2021 and international student ratings have trended upwards, at both levels of study.

The undergraduate student experience by citizenship status, 2017-2023 (% positive rating)

| **Y****ear** | **Skills Development**  Domestic | **Skills Development**  International | **Peer  Engagement**  Domestic | **Peer  Engagement**  International | **Teaching Quality and Engagement**  Domestic | **Teaching Quality and Engagement**  International | Student Support and Services  Domestic | Student Support and Services  International | Learning Resources Domestic | Learning Resources International | Quality of entire educational experience Domestic | Quality of entire educational experience 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 |
| 2023\* | 80.6 | 83.4 | 56.6 | 69.5 | 80.4 | 82.5 | 69.4 | 78.1 | 83.7 | 84.5 | 76.9 | 75.8 |

\* Note that in 2023 a review was conducted on the SES instrument and revisions were made to the Student Support and Services and Peer Engagement (formally Learner Engagement) focus areas. See SES changes paper for further details.

The postgraduate coursework student experience by citizenship status, 2017-2023 (% positive rating)

| **Yea****r** | **Skills Development**  Domestic | **Skills Development**  International | **Peer  Engagement**  Domestic | **Peer  Engagement**  International | **Teaching Quality and Engagement**  Domestic | **Teaching Quality and Engagement**  International | Student Support and Services  Domestic | Student Support and Services  International | **Learning Resources** Domestic | **Learning Resources** International | **Quality of entire educational experience** Domestic | **Quality of entire educational experience** International |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2017 | 79.0 | 82.2 | 46.1 | 59.4 | 80.2 | 80.1 | 71.9 | 74.2 | 80.0 | 83.2 | 76.3 | 74.7 |
| 2018 | 79.6 | 82.0 | 45.7 | 59.5 | 82.1 | 79.7 | 73.3 | 73.4 | 81.5 | 83.8 | 77.9 | 75.1 |
| 2019 | 79.7 | 82.0 | 46.2 | 60.6 | 81.4 | 79.7 | 73.2 | 75.8 | 81.4 | 83.7 | 77.3 | 74.8 |
| 2020 | 79.0 | 77.6 | 36.2 | 47.9 | 81.6 | 74.7 | 76.5 | 72.1 | 76.7 | 70.5 | 73.8 | 63.7 |
| 2021 | 78.5 | 79.6 | 37.3 | 48.8 | 81.4 | 77.9 | 74.5 | 72.6 | 78.7 | 75.8 | 75.7 | 69.1 |
| 2022 | 79.5 | 84.1 | 41.3 | 62.2 | 81.8 | 82.6 | 74.2 | 76.9 | 80.7 | 86.4 | 76.6 | 76.9 |
| 2023\* | 79.0 | 85.5 | 39.6 | 74.3 | 81.1 | 84.1 | 67.2 | 80.4 | 79.7 | 87.7 | 77.1 | 77.0 |

\* Note that in 2023 a review was conducted on the SES instrument and revisions were made to the Student Support and Services and Peer Engagement (formally Learner Engagement) focus areas. See SES changes paper for further details.

Considered leaving

Historically, international students responding to the SES have been less likely to report they had seriously considered leaving their institution compared to domestic students. The numbers did peak in 2020 and 2021 but dropped markedly in 2022 and decreased further again in 2023. In 2023, 13.9 per cent of international undergraduate students and 12.2 per cent of international postgraduate coursework students reported that they had considered leaving their institution which were the lowest since 2017. By way of comparison, 19.7 per cent of domestic undergraduates and 20.7 per cent of domestic postgraduate coursework students indicated they had considered leaving in the 2023 SES which is relatively consistent with previous years.

Financial difficulties and stress levels were the top two reasons cited by international undergraduate and postgraduate coursework students for considering leaving their institution. Other frequently reported reasons included their mental health, course expectations not being met and difficulty with study workload.

International student living experience

Despite disruptions to international students’ educational experience in Australia throughout the pandemic, their ratings of their living experience have remained high. In 2023, 93.1 per cent of international undergraduates and 93.3 per cent of international postgraduate coursework students rated their overall living experience positively. Other aspects rated highly at both levels of study included students’ personal safety on campus, improving their English language skills and personal safety off campus. Work experience was the lowest rated aspect of living in Australia with 74.5 per cent of international undergraduates and 66.2 per cent of international postgraduate coursework students rating this positively in 2023.

The most important factors in deciding to study in Australia and for choosing their current institutions were broadly similar for undergraduates and postgraduate coursework students. International students placed the greatest importance on personal safety and security, the cost of living and the reputation of Australia’s education system in their decision to study in Australia.

When choosing an institution to study at, offering the right course, the population of the qualification, employment opportunities, the reputation of the provider and the course fee were all important factors international students considered.

Table of Contents

[Acknowledgements ii](#_Toc178599276)

[Executive summary iii](#_Toc178599277)

[List of Tables ix](#_Toc178599278)

[List of Figures x](#_Toc178599279)

[1. Introduction 1](#_Toc178599280)

[2. The international student experience 3](#_Toc178599281)

[2.1. Domestic student comparison 6](#_Toc178599282)

[2.2. Location 9](#_Toc178599283)

[2.3. Source country 10](#_Toc178599284)

[2.4. Study area 14](#_Toc178599285)

[2.5. Institution 19](#_Toc178599286)

[2.5.1 Universities 19](#_Toc178599287)

[2.5.2 Non-university higher education institutions (NUHEIs) 25](#_Toc178599288)

[2.6. Likelihood to consider leaving current institution 36](#_Toc178599289)

[3. The living experience of international students in Australia 42](#_Toc178599290)

[3.1. Accommodation experience 44](#_Toc178599291)

[3.2. Use of agents 47](#_Toc178599292)

[4. Factors in deciding where to study 48](#_Toc178599293)

[4.1. Reasons for choosing to study in Australia 48](#_Toc178599294)

[4.2. Reasons for choosing to study at current institution 49](#_Toc178599295)

[5. International comparisons 52](#_Toc178599296)

[Appendix 1 Methodological summary 54](#_Toc178599297)

[A1.1 Overview 54](#_Toc178599298)

[A1.2 Data collection 54](#_Toc178599299)

[A1.3 Response rate by institution 55](#_Toc178599300)

[A1.4 Data representativeness 58](#_Toc178599301)

[A1.5 Precision of national estimates 71](#_Toc178599302)

[Appendix 2 Review of the SES 74](#_Toc178599303)

[A2.1 Changes to the SES instrument 74](#_Toc178599304)

[A2.1.1 Peer Engagement focus area – previously known as Learner Engagement 74](#_Toc178599305)

[A2.1.2 Student Support and Services focus area – previously known as Student Support 75](#_Toc178599306)

[A2.1.3 Teaching Quality and Engagement focus area – previously known as Teaching Quality 76](#_Toc178599307)

[A2.1.4 Learning Resources 76](#_Toc178599308)

[A2.1.5 Study mode 76](#_Toc178599309)

[A2.1.6 Considered leaving 77](#_Toc178599310)

[A2.1.7 Retired items 79](#_Toc178599311)

[A2.2 Implications of changes on focus area scores 81](#_Toc178599312)

[Appendix 3 Student Experience Questionnaire (SEQ) 82](#_Toc178599313)

[A3.1 Core instrument 82](#_Toc178599314)

[5.1. 85](#_Toc178599315)

[A3.2 Institution-specific items 86](#_Toc178599316)

[Appendix 4 Production of scores 87](#_Toc178599317)

[A4.1 Focus area-level scores 87](#_Toc178599318)

[A4.2 Item-level scores 87](#_Toc178599319)

[Appendix 5 Construction of confidence intervals 90](#_Toc178599320)

[Appendix 6 Study area definitions 91](#_Toc178599321)

[Appendix 7 Additional tables 94](#_Toc178599322)

[A7.1 SES results 94](#_Toc178599323)

[A7.1.1 Focus areas 94](#_Toc178599324)

[A7.1.2 Considered leaving 98](#_Toc178599325)

[A7.1.3 Sense of belonging 100](#_Toc178599326)

[A7.1.4 Negative effects on study 100](#_Toc178599327)

[A7.1.5 Detailed focus area items 101](#_Toc178599328)

[A7.1.6 Freedom of expression 104](#_Toc178599329)

[A7.2 International Student Experience 104](#_Toc178599330)

[A7.2.1 Reason for choosing where to study 104](#_Toc178599331)

[A7.2.2 International student living experience 105](#_Toc178599332)

[A7.3 Methodological tables 107](#_Toc178599333)

[A7.3.1 Overview and response rates 107](#_Toc178599334)

[A7.3.2 Response characteristics and representativeness 107](#_Toc178599335)

[A7.3.3 Confidence intervals and weighting 109](#_Toc178599336)

List of Tables

[Table 1 International undergraduate student experience by location, 2021-2023 (% positive rating) 9](#_Toc178599366)

[Table 2 International postgraduate coursework student experience by location, 2021-2023 (% positive rating) 10](#_Toc178599367)

[Table 3 International undergraduate student education experience by source country, 2021-2023 (% positive rating) 12](#_Toc178599368)

[Table 4 International postgraduate coursework student education experience by source country, 2021-2023 (% positive rating) 12](#_Toc178599369)

[Table 5 International undergraduate student educational experience by study area, 2021-2023 (% positive rating) 16](#_Toc178599370)

[Table 6 International postgraduate coursework student educational experience by study area, 2021-2023 (% positive rating) 17](#_Toc178599371)

[Table 7 International undergraduate student experience by university, 2022-2023 (% positive rating, with 90% confidence intervals)\* 22](#_Toc178599372)

[Table 8 International undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2021-2022 and 2022-2023 (% positive rating, with 90% confidence intervals) 27](#_Toc178599373)

[Table 9 International postgraduate coursework student education experience, by non-university higher education institution (NUHEI), pooled 2021-2022 and 2022-2023 (% positive rating, with 90% confidence intervals) 33](#_Toc178599374)

[Table 10 International undergraduate student living experience by source country, 2023 (% positive rating) 43](#_Toc178599375)

[Table 11 International undergraduate student living arrangements and positive ratings, 2023, % 44](#_Toc178599376)

[Table 12 2023 SES operational overview: international undergraduate and postgraduate coursework 54](#_Toc178599377)

[Table 13 SES international response rate by institution, 2022-2023 (%) 55](#_Toc178599378)

[Table 14 2023 International undergraduate SES response characteristics and population parameters by subgroup\* 59](#_Toc178599379)

[Table 15 2023 International undergraduate SES student response characteristics and population parameters by study area 60](#_Toc178599380)

[Table 16 International undergraduate student population parameters and response characteristics by university, 2023 61](#_Toc178599381)

[Table 17 International undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2023 63](#_Toc178599382)

[Table 18 Undergraduate student population parameters and response characteristics by university, 2023 65](#_Toc178599383)

[Table 19 Undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2023 67](#_Toc178599384)

[Table 20 Percentage positive ratings, international undergraduates by student sub-group, 2023 (with 90% confidence intervals) 72](#_Toc178599385)

[Table 21 Percentage positive ratings, international undergraduates by study area, 2023 (with 90% confidence intervals) 73](#_Toc178599386)

[Table 22 New Peer Engagement focus area items 75](#_Toc178599387)

[Table 23 New Student Support and Services focus area items 76](#_Toc178599388)

[Table 24 New study mode questions 77](#_Toc178599389)

[Table 25 List of the old and new response options for reasons considered leaving 78](#_Toc178599390)

[Table 26 Summary of items removed from the 2023 SES 79](#_Toc178599391)

[Table 27 2023 SEQ Item Summary: Skill Development items 82](#_Toc178599392)

[Table 28 2023 SEQ Item Summary: Peer Engagement items 82](#_Toc178599393)

[Table 29 2023 SEQ Item Summary: Teaching Quality and Engagement items 83](#_Toc178599394)

[Table 30 2023 SEQ Item Summary: Student Support and Services items 83](#_Toc178599395)

[Table 31 2023 SEQ Item Summary: Learning Resources items 83](#_Toc178599396)

[Table 32 2023 SEQ Item Summary: Open-response items 84](#_Toc178599397)

[Table 33 2023 SEQ Item Summary: Demographic and contextual items 84](#_Toc178599398)

[Table 34 2023 SEQ Item Summary: Freedom of expression items 85](#_Toc178599399)

[Table 35 2023 SES International Student Items 85](#_Toc178599400)

[Table 36 Example of Teaching Quality and Engagement focus area scoring for one SES respondent 88](#_Toc178599401)

[Table 37 21 and 45 study areas concordance with ASCED field of education 91](#_Toc178599402)

List of Figures

[Figure 1 The international undergraduate student experience, 2017-2023 (% positive rating) 4](#_Toc208242358)

[Figure 2 The international postgraduate coursework student experience, 2017-2023 (% positive rating) 5](#_Toc208242359)

[Figure 3 Undergraduate student experience by citizenship status, 2019-2023 (% positive rating) 7](#_Toc208242360)

[Figure 4 Postgraduate coursework student experience by citizenship status, 2019-2023 (% positive rating) 8](#_Toc208242361)

[Figure 5 Quality of entire educational experience for international undergraduate university students, 2023 (% positive rating) 20](#_Toc208242362)

[Figure 6 Quality of entire educational experience for international postgraduate coursework university students, 2023 (% positive rating) 21](#_Toc208242363)

[**Figure 7** **Quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, pooled 2022-2023 (% positive rating)** 26](#_Toc208242364)

[Figure 8 Quality of entire educational experience for international postgraduate coursework non-university higher education institution (NUHEI) students, pooled 2022-2023 (% positive rating) 32](#_Toc208242365)

[Figure 9 Proportion of undergraduate students who considered early departure from institution by citizenship status, 2017-2023 36](#_Toc208242366)

[Figure 10 Proportion of postgraduate coursework students who considered early departure from institution by citizenship status, 2017-2023 37](#_Toc208242367)

[Figure 11 Reasons for considering early departure among undergraduate students by citizenship status, 2023 (% of those who had considered leaving) 38](#_Toc208242368)

[Figure 12 Reasons for considering early departure among postgraduate students by citizenship status, 2023 (% of those who had considered leaving) 40](#_Toc208242369)

[Figure 13 International student overall living experience by course level, 2020-2023 (% positive rating) 42](#_Toc208242370)

[Figure 14 International student living experience by course level, 2023 (% positive rating) 43](#_Toc208242371)

[Figure 15 International student accommodation experience, 2020-2023 (% positive rating) 44](#_Toc208242372)

[Figure 16 International undergraduate student accommodation arrangements by source country, 2023, % 46](#_Toc208242373)

[Figure 17 International undergraduate students who used an agent to help with visa application or enrolment (%) 47](#_Toc208242374)

[Figure 18 International undergraduate student rating with service provided by agent\* (% positive rating of students who used an agent\*) 47](#_Toc208242375)

[Figure 19 International student reasons for choosing to study in Australia by course level, 2023 (% importance rating) 48](#_Toc208242376)

[Figure 20 International undergraduate student reasons for choosing to study in Australia by source country, 2023 (% importance rating) 49](#_Toc208242377)

[Figure 21 International student reasons for choosing current institution by course level, 2023 (% importance rating) 50](#_Toc208242378)

[Figure 22 International undergraduate student reasons for choosing to study at current institution by source country, 2023 (% importance rating) 51](#_Toc208242379)

[Figure 23 International undergraduate student ratings of overall educational experience, Australia, USA, and United Kingdom, 2019-2023 (% positive rating) 53](#_Toc208242380)

[Figure 24 Example of how to use SPSS syntax to rescale SEQ items 88](#_Toc208242381)

[Figure 25 Example of how to use SPSS syntax to compute SES focus area scores 88](#_Toc208242382)

[Figure 26 Example of how to use SPSS syntax to compute SES binary focus area scores 88](#_Toc208242383)

[Figure 27 Example of how to use SPSS syntax to compute item-level scores 88](#_Toc208242384)

[Figure 28 Example of how to use SPSS syntax to compute the SES freedom of expression score 89](#_Toc208242385)

[Figure 29 Example of how to use SPSS syntax to compute item-level freedom of expression scores 89](#_Toc208242386)

# Introduction

Background

The 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, Peer Engagement (formerly Learner Engagement), Teaching Quality and Engagement (formerly Teaching Quality), Student Support and Services (formerly 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 3 ’Student Experience Questionnaire (SEQ)’. Detailed information on how the scores are calculated is provided in Appendix 4 ‘Production of scores’.

Review of the SES

A review of the SES instrument commenced in 2022, which included widespread sector consultation and a statistical analysis to test the performance of the measures. Following this review, a number of changes were made to the instrument which have been applied to the 2023 SES. In particular, changes were made to the underlying items and response frames of the Learner Engagement and Student Support focus areas, which were renamed Peer Engagement and Student Support and Services respectively to better reflect the underlying concepts of these focus areas. Note that the Teaching Quality focus area was renamed to Teaching Quality and Engagement to better reflect the underlying construct; however, the underlying items remain unchanged.

On the basis of a statistical analysis, it was determined that the revisions made to the Peer Engagement and Student Support and Services focus areas improved the accuracy and robustness of the intended measures and retained sufficient consistency with the broad concepts that the derived focus area scores could be considered a continuation of the time series. However, consideration should be given to semantic differences in the underlying survey items and response frames when examining year on year changes to these focus areas. To emphasise this change in the underlying items of the Peer Engagement and Student Support and Services focus areas, dotted lines between 2022 and 2023 have been used throughout this report in all relevant figures. Refer to Appendix 2 ‘Review of the SES’ for more information about the review of the SES instrument and the impact on focus area scores.

Participation

All 42 Australian universities participated in the 2023 SES as well as 100 non-university higher education institutions (NUHEIs), for a total of 142 institutions. There were 267,268 valid surveys once combined (including double degrees) and a response rate of 37.5 per cent was achieved. The SES International Report includes a subset of international student responses to the main SES National Report. All 42 universities and 92 NUHEIs had responses from international students, representing 72,229 responses and a response rate of 36.3 per cent.

Prior to 2020, the scope of the SES would ordinarily be restricted to international onshore students. However, since 2020, some international students with Temporary Entry Visas, while classified as international onshore students and therefore included within the scope of the present survey, were actually located offshore at the time of the survey in 2023. The proportion of international student respondents located offshore 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 and reducing further to around 3.3 per cent in 2023. A similar pattern was observed for postgraduate coursework students.

The main online fieldwork period ran from 25 July to 27 August 2023. A secondary collection ran from 5 September to 8 October 2023.

International students make up around 18 per cent of undergraduate responses mainly sourced from five countries (China (excludes SARs and Taiwan), Nepal, India, Vietnam and Malaysia) which make up around 57 per cent of total undergraduate international respondents. 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 around 52 per cent of responses and 10 institutions accounting for around 41 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 25 per cent of responses with the largest of these being Stott’s College.

Postgraduate coursework international students make up around 47 per cent of total SES responses, with students from China (excludes SARs and Taiwan), India, Nepal and Bhutan making up almost 60 per cent of respondents. This group are clustered in the Business and management, Computing and information systems, Engineering and Teacher education study areas which make up around 68 per cent of responses and 10 institutions accounting for around 48 per cent of total responses with the largest of these being the University of Melbourne and the University of New South Wales. International postgraduate coursework students studying at NUHEIs account for around 15 per cent of responses with the largest of these being the Kaplan Business School.

Changes to the international student experience since 2019

The international education sector was significantly affected by the COVID-19 pandemic. 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 were 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 2023 Student Experience Survey (SES) International Report shows how international students have fared since 2020.

# The international student experience

International student ratings of their Australian higher education experience remained relatively stable between 2017 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 and student support 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 with a large proportion of these students continuing to study predominantly online and offshore.

Since 2022, all focus area scores for international students recovered to levels seen in 2019, as shown by **Figure 1** and **Figure 2**. In 2023, with the exception of the Overall educational experience and Learning Resources for undergraduates, all focus area scores were recorded at the highest ratings since the inception of the SES. 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 in Appendix 7.

Figure 1 The international undergraduate student experience, 2017-2023 (% positive rating)

Source: The FOCUS\_UG\_ALL\_14-YY\_YEAR worksheet in the 2023 SES International Report Tables available on the QILT website.

Note that the dotted lines between 2022 and 2023 indicate the change in underlying items of the Peer Engagement and Student Support and Services focus areas. When comparing year-on-year changes, it is recommended that modifications to underlying questionnaire items be taken into consideration when interpreting results. For more information about these changes, refer toAppendix 2 Appendix 2 Appendix 2‘Review of the SES’Review of the SES.

Figure 2 The international postgraduate coursework student experience, 2017-2023 (% positive rating)

Source: The FOCUS\_PGC\_ALL\_17-YY\_YEAR worksheet in the 2023 SES International Report Tables available on the QILT website.

Note that the dotted lines between 2022 and 2023 indicate the change in underlying items of the Peer Engagement and Student Support and Services focus areas. When comparing year-on-year changes, it is recommended that modifications to underlying questionnaire items be taken into consideration when interpreting results. For more information about these changes, refer to Appendix 2 Appendix 2‘Review of the SES’.

## Domestic student comparison

In general, international ratings across all focus areas other than the overall educational experience have overtaken ratings by domestic students in 2022 and 2023 at both undergraduate and postgraduate coursework levels.

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, undergraduate international 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 and 2023 for both international and domestic students, narrowing the gap in ratings to 1.1 percentage points which is the closest they have been since the inception of the SES. This pattern has been similar for postgraduate coursework students where the gap in ratings of domestic and international students narrowed between 2021 and 2023.

The focus area with the largest drop in undergraduate international student ratings from 2019 to 2020 was Learning Resources, which saw a much higher drop than for domestic undergraduates, decreasing by 11.4 percentage points compared with 6.8 for domestic students. While ratings have increased for domestic undergraduate students in the past three consecutive years, international undergraduate students overtook domestic student ratings of Learning Resources between 2022 and 2023.

The drop in positive ratings of Learning Resources from postgraduate coursework students between 2019 and 2020 was similarly large, with a decrease of 13.2 percentage points among international respondents and 4.7 percentage points among domestic respondents. However, international postgraduate coursework student ratings rose well above those of domestic students by 5.7 percentage points in 2022 and again in 2023 to finish 8 percentage points higher.

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 3**. This change may be attributed to changes in delivery modes and campus access due to the COVID-19 pandemic. Despite ratings improving somewhat for domestic students between 2020 and 2021, they remained almost unchanged for international undergraduate students. This was likely 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 and 3.3 per cent in 2023. This pattern was similar for international postgraduate coursework students and may go some way to explaining why international student ratings of Learner Engagement did not improve in 2021 but recovered strongly in 2022 for both course levels. While the focus area was reviewed and renamed Peer Engagement in 2023, the general trend has continued with international undergraduates rating this focus area 12.9 percentage points higher than domestic students.

Postgraduate coursework international students have traditionally rated Learner Engagement more highly than domestic students, most likely related to the higher proportion of domestic students at this level studying online (i.e., external study mode) and this gap increased markedly to 20.9 percentage points in 2022 when a large proportion of international students had returned to study in Australia. In the new Peer Engagement focus area in 2023, this trend continued, but the gap increased to 34.7 percentage points.

Undergraduate ratings of Student Support fell below those of domestic students in 2020 and 2021 but overtook domestic ratings in 2022 to finish 2.5 percentage points higher. However, with the revised focus area of Student Support and Services in 2023, the difference had increased to 8.7 percentage points. This pattern was similar for postgraduate coursework students where international student ratings overtook domestic student ratings in 2022 to be 2.7 percentage points higher. In 2023, the new Student Support and Services saw a much larger difference of 13.2 percentage points, with international students rating their experience of the helpfulness of student support and services at their institutions more highly than domestic students.

Figure 3 Undergraduate student experience by citizenship status, 2019-2023 (% positive rating)



Source: The FOCUS\_UG\_ALL\_6Y\_E942 worksheet in the 2023 SES International Report Tables available on the QILT website.

Note that the dotted lines between 2022 and 2023 indicate the change in underlying items of the Peer Engagement and Student Support and Services focus areas. When comparing year-on-year changes, it is recommended that modifications to underlying questionnaire items be taken into consideration when interpreting results. For more information about these changes, refer to Appendix 2 Review of the SES

Figure 4 Postgraduate coursework student experience by citizenship status, 2019-2023 (% positive rating)



Source: The FOCUS\_PGC\_ALL\_6Y\_E942 worksheet in the 2023 SES International Report Tables available on the QILT website.

Note that the dotted lines between 2022 and 2023 indicate the change in underlying items of the Peer Engagement and Student Support and Services focus areas. When comparing year-on-year changes, it is recommended that modifications to underlying questionnaire items be taken into consideration when interpreting results. For more information about these changes, refer to Appendix 2 Review of the SES.

## Location

This item was introduced into the SES in 2020 to align with the GOS and GOS-L surveys which ask graduates their current location at the time of survey. The proportion of international students located offshore increased markedly in 2021 as travel restrictions were enforced in response to the COVID-19 pandemic. In 2020, around 12.1 per cent of international undergraduates were located overseas, compared with 33.9 per cent in 2021, but then contracting to 8.9 per cent in 2022 when travel restrictions were being lifted and 3.3 per cent in 2023. Note, this is different to students enrolled at offshore campuses of Australian institutions who are not in scope for the SES.

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 1**.

Ratings for all focus areas increased noticeably in 2023 compared with the two years prior, with students located outside Australia at the time of the survey rating Learning Resources and the Quality of entire educational experience more positively than those located in Australia.

International students located in Australia rated the Quality of entire educational experience more highly than international students who were located overseas in 2021 by 3.3 percentage points. However, this reversed in subsequent years, with those located overseas at the time of survey rating their overall experience slightly higher in 2022 and similarly in 2023 compared to those located in Australia. 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 Peer 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 continued to trend 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. Although both ratings increased in 2023, this gap widened further to four percentage points.

Table 1 International undergraduate student experience by location, 2021-2023 (% positive rating)

| International student location | **Skills Development** 2021 | **Skills Development** 2022 | **Skills Development** 2023 | **Peer Engagement\*** 2021 | **Peer Engagement\*** 2022 | **Peer Engagement\*** 2023 | **Teaching Quality and Engagement** 2021 | **Teaching Quality and Engagement** 2022 | **Teaching Quality and Engagement** 2023 | **Student Support and Services\*** 2021 | **Student Support and Services\*** 2022 | **Student Support and Services\*** 2023 | **Learning Resources** 2021 | **Learning Resources** 2022 | **Learning Resources** 2023 | **Quality of entire educational experience** 2021 | **Quality of entire educational experience** 2022 | **Quality of entire educational experience** 2023 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Australia | 78.8 | 82.2 | 83.7 | 54.6 | 62.4 | 69.7 | 75.8 | 80.5 | 82.8 | 71.0 | 75.0 | 78.0 | 75.7 | 83.8 | 84.7 | 68.8 | 74.5 | 75.9 |
| Overseas | 74.7 | 82.1 | 79.6 | 37.4 | 58.2 | 65.7 | 77.5 | 82.3 | 80.4 | 70.5 | 75.7 | 77.2 | 69.6 | 86.3 | 85.1 | 65.5 | 77.0 | 77.9 |

Note that prior to 2023, the Peer Engagement focus area was named Learner Engagement and Student Support and Services, was previously the Student Support focus area. This table should be used to compare the cohort responses but year on year comparisons between 2022 and 2023 treated with caution.

Table 2 International postgraduate coursework student experience by location, 2021-2023 (% positive rating)

| International student location | **Skills Development** 2021 | **Skills Development** 2022 | **Skills Development** 2023 | **Peer Engagement\*** 2021 | **Peer Engagement\*** 2022 | **Peer Engagement\*** 2023 | **Teaching Quality and Engagement** 2021 | **Teaching Quality and Engagement** 2022 | **Teaching Quality and Engagement** 2023 | **Student Support and Services\*** 2021 | **Student Support and Services\*** 2022 | **Student Support and Services\*** 2023 | **Learning Resources** 2021 | **Learning Resources** 2022 | **Learning Resources** 2023 | **Quality of entire educational experience** 2021 | **Quality of entire educational experience** 2022 | **Quality of entire educational experience** 2023 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Australia | 80.9 | 84.2 | 85.7 | 54.7 | 63.1 | 74.8 | 78.0 | 82.6 | 84.3 | 73.7 | 76.8 | 80.3 | 78.2 | 86.4 | 87.8 | 70.9 | 76.8 | 77.0 |
| Overseas | 77.9 | 85.5 | 84.6 | 36.7 | 59.3 | 65.6 | 78.5 | 86.0 | 84.3 | 70.4 | 78.0 | 81.5 | 69.5 | 88.3 | 89.4 | 66.0 | 81.8 | 82.0 |

Note that prior to 2023, the Peer Engagement focus area was named Learner Engagement and Student Support and Services, was previously the Student Support focus area. This table should be used to compare the cohort responses but year on year comparisons between 2022 and 2023 treated with caution.

## Source country

The following section presents results of the international student education experience disaggregated by the student’s source country and course level. The countries are ordered based on the total number of survey responses at that course level. Note that ‘source country’ is derived from TCSI E346 Country of Birth code.

In 2023, the largest source countries of international undergraduate students included China (excludes SARs and Taiwan), with 18.9 per cent of SES international student responses, followed by Nepal, India, Vietnam and Malaysia, which together accounted for 57.3 per cent of total undergraduate international student responses. At the postgraduate coursework level, China (excludes SARs and Taiwan), India, Nepal, Bhutan and the Philippines made up the top five source countries, accounting for 63.6 per cent of respondents.

**Callout:** Top 5 source countries by course level (proportions based on responses to the 2023 SES)

**Table 3** shows that international undergraduates’ education experience continued to trend upwards in 2023, likely due to a return to more in-person course attendance modes but also possibly as changes in teaching and learning brought on by the COVID-19 pandemic have become more established. In general, the largest changes in student ratings among international students were in Learner Engagement and later Peer Engagement, Learning Resources and the Quality of entire educational experience.

For example, student ratings of Learner Engagement among students from Malaysia increased by 17.1 percentage points from 2021 to 2022. This trend continued with the new Peer Engagement focus area which was 9.3 percentage points higher again This was the biggest increase in student ratings of this theme amongst all source countries. While all of the main source country scores saw an increase in 2022 and again with the revised focus area in 2023, there were differences with undergraduates from India and Nepal had the highest ratings of Peer Engagement in 2023 with 77.6 per cent, compared with the lowest with students whose source country was China (excludes SARs and Taiwan) 13 percentage points lower with 64.6 per cent.

Similarly, the biggest increase in student ratings of Learning Resources was also seen amongst undergraduate international students from Malaysia with a 15.2 percentage point increase between 2021 and 2023. Malaysian student ratings of the Quality of entire educational experience also increased substantially by 15.9 percentage points from 2021 to 2023.

**Table 3 International undergraduate student education experience by source country, 2021-2023 (% positive rating)**

| Source country | Skills Development 2021 | Skills Development 2022 | Skills Development 2023 | Peer Engagement\* 2021 | Peer Engagement\* 2022 | Peer Engagement\* 2023 | Teaching Quality and Engagement 2021 | Teaching Quality and Engagement 2022 | Teaching Quality and Engagement 2023 | Student Support and Services\* 2021 | Student Support and Services\* 2022 | Student Support and Services\* 2023 | Learning Resources 2021 | Learning Resources 2022 | Learning Resources 2023 | Quality of entire educational experience 2021 | Quality of entire educational experience 2022 | Quality of entire educational experience 2023 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| China (excludes SARs and Taiwan) | 71.3 | 78.4 | 78.7 | 43.9 | 58.6 | 64.6 | 72.7 | 79.0 | 79.5 | 66.5 | 71.6 | 74.5 | 77.2 | 87.7 | 87.7 | 66.8 | 74.1 | 72.9 |
| Nepal | 82.1 | 84.3 | 84.9 | 60.4 | 65.9 | 77.6 | 78.1 | 81.7 | 83.9 | 74.2 | 79.5 | 79.7 | 72.0 | 80.0 | 78.3 | 69.2 | 76.1 | 78.1 |
| India | 82.2 | 87.6 | 88.4 | 56.3 | 71.6 | 77.6 | 78.8 | 83.8 | 85.6 | 78.7 | 83.2 | 83.9 | 75.8 | 87.7 | 88.3 | 70.6 | 77.8 | 80.5 |
| Malaysia | 77.2 | 81.5 | 86.5 | 40.1 | 57.2 | 66.5 | 73.6 | 79.2 | 84.0 | 67.4 | 72.5 | 80.1 | 69.7 | 81.1 | 84.9 | 59.0 | 70.0 | 74.9 |
| Vietnam | 76.4 | 79.7 | 81.6 | 49.3 | 60.4 | 67.2 | 76.7 | 77.9 | 81.4 | 69.2 | 73.5 | 78.5 | 73.4 | 80.1 | 83.7 | 66.5 | 70.0 | 72.1 |
| Total international | 77.1 | 81.8 | 83.4 | 48.4 | 61.5 | 69.5 | 75.9 | 80.2 | 82.5 | 70.6 | 75.0 | 78.1 | 73.9 | 83.8 | 84.5 | 67.2 | 74.4 | 75.8 |

Note that prior to 2023, the Peer Engagement focus area was named Learner Engagement and Student Support and Services, was previously the Student Support focus area. This table should be used to compare the cohort responses but year on year comparisons between 2022 and 2023 treated with caution.

Table includes top five source countries in 2023, in order of highest to lowest numbers of responses. Total includes all source countries.

Table 4 International postgraduate coursework student education experience by source country, 2021-2023 (% positive rating)

| **Source** **country** | **Skills Development 2021** | **Skills Development 2022** | **Skills Development 2023** | **Peer Engagement\* 2021** | **Peer Engagement\* 2022** | **Peer Engagement\* 2023** | **Teaching Quality and Engagement 2021** | **Teaching Quality and Engagement 2022** | **Teaching Quality and Engagement 2023** | **Student Support and Services\* 2021** | **Student Support and Services\* 2022** | **Student Support and Services\* 2023** | **Learning Resources 2021** | **Learning Resources 2022** | **Learning Resources 2023** | **Quality of entire educational experience 2021** | **Quality of entire educational experience 2022** | **Quality of entire educational experience 2023** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| China (excludes SARs and Taiwan) | 75.4 | 81.5 | 80.7 | 41.4 | 58.7 | 67.6 | 74.9 | 81.9 | 79.8 | 66.6 | 74.7 | 75.0 | 75.3 | 88.6 | 88.1 | 65.9 | 77.7 | 72.6 |
| India | 82.5 | 88.0 | 88.6 | 57.1 | 70.6 | 81.0 | 80.1 | 84.8 | 86.3 | 78.8 | 83.4 | 85.9 | 77.2 | 88.8 | 90.1 | 72.3 | 79.5 | 79.3 |
| Nepal | 81.7 | 84.2 | 85.5 | 58.4 | 63.8 | 80.3 | 80.5 | 83.6 | 85.2 | 76.5 | 78.5 | 80.3 | 73.4 | 80.2 | 80.4 | 70.5 | 74.7 | 77.1 |
| Bhutan | 90.9 | 90.7 | 89.1 | 61.8 | 67.8 | 77.9 | 87.6 | 90.7 | 91.1 | 84.2 | 85.6 | 89.2 | 87.9 | 88.0 | 92.9 | 81.6 | 86.1 | 84.4 |
| Philippines | 86.7 | 93.4 | 93.6 | 50.9 | 69.0 | 76.5 | 83.2 | 91.5 | 90.9 | 78.8 | 88.4 | 86.9 | 79.1 | 90.5 | 90.3 | 70.4 | 85.0 | 85.5 |
| Total international | 79.6 | 84.1 | 85.5 | 48.8 | 62.2 | 74.3 | 77.9 | 82.6 | 84.1 | 72.6 | 76.9 | 80.4 | 75.8 | 86.4 | 87.7 | 69.1 | 76.9 | 77.0 |

Note that prior to 2023, the Peer Engagement focus area was named Learner Engagement and Student Support and Services, was previously the Student Support focus area. This table should be used to compare the cohort responses but year on year comparisons between 2022 and 2023 treated with caution.

Table includes top five source countries in 2023, in order of highest to lowest numbers of responses. Total includes all source countries.

## Study area

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. International student responses were even more clustered at the postgraduate coursework level where more than half of responses came from Business and management and Computing and information systems.

**Callout:** Undergraduate study area profile (proportions based on responses to the 2023 SES)

The student experience for international undergraduate students disaggregated by study area is shown in **Table 5** covering the period 2021 to 2023. Note there are a relatively small number of survey responses for international students in some study areas, as shown by **Table 15**, and caution should be exercised in interpreting changes in student ratings for smaller study areas.

Most study areas displayed an increase in ratings of the overall educational experience in 2023. Undergraduate student ratings for Nursing were markedly higher than those recorded in 2022 in all focus areas. Tourism, hospitality, personal services, sport and recreation saw increased ratings in 2023 for most of the five focus areas, as well as the Quality of entire educational experience.

There were incremental changes in ratings of the Quality of entire educational experience across study areas between 2022 and 2023, with some pronounced increases. For example, undergraduate respondents in the area of Nursing rated the Quality of their entire educational experience 7.5 percentage points higher in 2023 than in 2022, and Teaching education respondents rated their experience 7.6 percentage points higher in 2023 than did those responding in 2022.Tourism, hospitality, personal services, sport and recreation international undergraduate student ratings of the Quality of entire educational in 2023 exceeded the 2022 rating by 9.2 percentage points.

Student ratings for the Peer Engagement focus area were higher in 2023 compared to the Learner Engagement focus area in 2022 for most study areas. These increases were likely driven by the higher proportion of international students located in Australia at the time of the survey in 2023 than in 2022 and in 2021, as indicated previously. Tourism, hospitality, personal services, sport and recreation students actually rated the new Peer Engagement focus area 15.8 percentage points higher compared to the Learner Engagement focus area in the previous two years.

The Learning Resources focus area ratings were generally steady between 2022 and 2023, with the exception of notable increases in the areas of Health services and support, Nursing and Humanities, culture and social sciences, and Veterinary Science which saw the largest decrease between 2022 and 2023 of 13.0 percentage points. Again, this general increase may reflect the return of the majority of international students to Australia in 2023 and therefore increased on-campus engagement including access to student and teaching spaces, computing and IT equipment, labs and specialist equipment.

**Callout:** Postgraduate coursework study area profile (proportions based on responses to the 2023 SES)

A similar pattern can be observed for international postgraduate coursework students where ratings of the overall educational experience dropped markedly in 2020 and while a few study areas saw some recovery, the largest increase was in 2022 and for some in 2023.

The study areas with the highest overall educational experience scores in 2023 included Humanities, culture and social science which saw a higher score in 2023 than scores prior to 2020 and Tourism, hospitality, personal services, sport and recreation which saw an increase of around 37.8 percentage points compared with a low of 45.3 per cent in 2020.

The study areas with the lowest ratings of the overall educational experience in 2023 included Dentistry with only 50.6 per cent positive, followed by Veterinary science, Rehabilitation, Pharmacy and Medicine.

The Veterinary Science focus area also saw much lower ratings of Teaching Quality and Engagement which has fallen below around 60 per cent in all years since 2018. The area of Medicine has also consistently scored lower than many other study areas with scores in the 60s since 2018. This could indicate that there are systemic issues in these study areas around teaching quality over and above the effects of changes in study mode.

Table 5 International undergraduate student educational experience by study area, 2021-2023 (% positive rating)

| **Categ****ory** | **Skills Development** 2021 | **Skills Development** 2022 | **Skills Development** 2023 | **Peer Engagement** 2021 | **Peer Engagement** 2022 | **Peer Engagement** 2023 | **Teaching Quality and Engagement** 2021 | **Teaching Quality and Engagement** 2022 | **Teaching Quality and Engagement** 2023 | **Student Support and Services** 2021 | **Student Support and Services** 2022 | **Student Support and Services** 2023 | **Learning Resources** 2021 | **Learning Resources** 2022 | **Learning Resources** 2023 | **Quality of entire educational experience** 2021 | **Quality of entire educational experience** 2022 | **Quality of entire educational experience** 2023 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Agriculture and environmental studies | 75.9 | 80.5 | 82.5 | 45.5 | 55.7 | 66.1 | 76.2 | 86.9 | 88.0 | 70.2 | 75.4 | 85.0 | 78.9 | 89.7 | 91.5 | 71.7 | 77.9 | 81.4 |
| Architecture and built environment | 74.5 | 79.5 | 80.5 | 46.2 | 62.9 | 68.3 | 74.1 | 77.8 | 80.1 | 64.5 | 70.1 | 71.2 | 70.5 | 82.2 | 81.2 | 63.9 | 70.2 | 71.1 |
| Business and management | 75.6 | 82.1 | 83.4 | 47.7 | 62.6 | 71.5 | 76.0 | 81.7 | 83.8 | 71.5 | 77.3 | 81.0 | 75.3 | 85.3 | 86.1 | 69.4 | 77.3 | 77.4 |
| Communications | 76.0 | 83.4 | 85.1 | 43.5 | 64.7 | 69.5 | 78.0 | 85.6 | 83.7 | 65.8 | 73.6 | 76.2 | 79.2 | 87.6 | 86.5 | 69.1 | 78.7 | 76.8 |
| Computing and information systems | 74.2 | 78.3 | 77.5 | 50.9 | 60.4 | 68.5 | 74.2 | 77.2 | 78.6 | 70.6 | 75.3 | 76.4 | 69.3 | 81.5 | 82.8 | 65.9 | 72.8 | 71.0 |
| Creative arts | 74.1 | 80.1 | 82.5 | 46.1 | 57.1 | 65.9 | 77.7 | 83.1 | 83.9 | 68.3 | 72.6 | 73.4 | 73.2 | 83.9 | 85.0 | 65.6 | 74.9 | 75.6 |
| Dentistry | 70.8 | 82.5 | 86.3 | 41.0 | 61.3 | 63.2 | 65.3 | 70.2 | 73.5 | 49.4 | 68.1 | 58.7 | 52.7 | 74.3 | 72.8 | 55.0 | 71.7 | 65.8 |
| Engineering | 76.2 | 80.6 | 81.2 | 48.9 | 62.2 | 68.7 | 72.5 | 76.9 | 78.1 | 70.2 | 73.1 | 75.0 | 72.0 | 84.5 | 85.6 | 62.9 | 70.6 | 71.8 |
| Health services and support | 74.9 | 82.8 | 86.1 | 43.9 | 59.0 | 68.4 | 77.3 | 83.8 | 85.9 | 72.1 | 76.6 | 81.5 | 74.3 | 84.9 | 88.0 | 65.5 | 76.7 | 79.1 |
| Humanities, culture and social sciences | 75.6 | 79.1 | 81.9 | 40.2 | 58.6 | 65.3 | 77.7 | 81.6 | 82.8 | 65.5 | 70.8 | 73.8 | 76.8 | 86.0 | 88.3 | 68.3 | 72.7 | 74.2 |
| Law and paralegal studies | 82.3 | 80.4 | 83.3 | 39.9 | 56.9 | 59.7 | 78.2 | 79.9 | 80.6 | 67.8 | 70.1 | 75.3 | 75.0 | 76.5 | 81.7 | 62.9 | 73.1 | 72.4 |
| Medicine | 84.7 | 82.4 | 85.0 | 43.4 | 64.3 | 76.3 | 75.8 | 75.0 | 79.3 | 73.1 | 71.9 | 70.4 | 68.4 | 73.9 | 73.6 | 64.6 | 72.1 | 73.7 |
| Nursing | 83.4 | 85.9 | 89.3 | 54.9 | 63.3 | 70.5 | 74.7 | 79.2 | 84.6 | 74.1 | 77.4 | 83.4 | 77.7 | 84.8 | 87.8 | 66.6 | 73.4 | 80.9 |
| Pharmacy | 85.5 | 85.8 | 87.3 | 50.9 | 67.1 | 66.8 | 82.5 | 82.5 | 80.8 | 79.1 | 75.4 | 72.4 | 82.9 | 82.1 | 79.0 | 70.8 | 75.7 | 74.6 |
| Psychology | 77.2 | 81.8 | 81.7 | 36.7 | 54.2 | 56.3 | 78.2 | 81.1 | 82.1 | 68.8 | 73.5 | 76.7 | 73.9 | 83.4 | 84.3 | 69.6 | 74.4 | 73.7 |
| Rehabilitation | 78.2 | 83.3 | 84.5 | 33.2 | 56.9 | 68.4 | 73.7 | 79.1 | 77.7 | 57.9 | 68.6 | 67.7 | 66.7 | 78.7 | 79.6 | 60.1 | 72.3 | 74.0 |
| Science and mathematics | 74.4 | 80.7 | 80.2 | 39.3 | 57.3 | 63.5 | 75.9 | 80.5 | 82.1 | 66.9 | 72.4 | 75.8 | 74.8 | 87.8 | 89.5 | 64.4 | 73.6 | 74.2 |
| Social work | 88.8 | 90.0 | 90.8 | 66.0 | 70.4 | 80.0 | 85.1 | 85.3 | 87.0 | 77.4 | 78.9 | 78.7 | 70.3 | 76.3 | 72.6 | 74.7 | 77.3 | 78.6 |
| Teacher education | 83.9 | 83.6 | 88.2 | 57.2 | 63.6 | 76.6 | 79.3 | 78.7 | 84.0 | 74.2 | 71.6 | 77.2 | 69.6 | 73.9 | 74.4 | 72.2 | 70.8 | 78.4 |
| Tourism, hospitality, personal services, sport and recreation | 76.9 | 74.2 | 85.1 | 53.1 | 59.2 | 75.0 | 84.4 | 77.1 | 91.8 | 83.3 | 79.6 | 84.7 | 81.1 | 85.9 | 85.8 | 78.5 | 76.5 | 85.7 |
| Veterinary science | 77.3 | 84.5 | 86.3 | 30.8 | 63.2 | 59.4 | 76.4 | 82.1 | 84.8 | 67.1 | 71.0 | 70.5 | 80.0 | 91.1 | 78.1 | 69.2 | 78.6 | 84.0 |
| Total | 77.1 | 81.8 | 83.4 | 48.4 | 61.5 | 69.5 | 75.9 | 80.2 | 82.5 | 70.6 | 75.0 | 78.1 | 73.9 | 83.8 | 84.5 | 67.2 | 74.4 | 75.8 |

Table 6International postgraduate coursework student educational experience by study area, 2021-2023 (% positive rating)

| **Category** | **Skills Development** 2021 | **Skills Development** 2022 | **Skills Development** 2023 | **Peer Engagement** 2021 | **Peer Engagement** 2022 | **Peer Engagement** 2023 | **Teaching Quality and Engagement** 2021 | **Teaching Quality and Engagement** 2022 | **Teaching Quality and Engagement** 2023 | **Student Support and Services** 2021 | **Student Support and Services** 2022 | **Student Support and Services** 2023 | **Learning Resources** 2021 | **Learning Resources** 2022 | **Learning Resources** 2023 | **Quality of entire educational experience** 2021 | **Quality of entire educational experience** 2022 | **Quality of entire educational experience** 2023 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Agriculture and environmental studies | 90.3 | 89.1 | 88.5 | 83.0 | 78.9 | 87.0 | 89.7 | 69.2 | 66.2 | 65.9 | 48.0 | 41.0 | 63.0 | 74.9 | 90.2 | 87.8 | 89.5 | 82.6 |
| Architecture and built environment | 81.5 | 82.6 | 82.3 | 74.5 | 77.7 | 85.8 | 86.1 | 63.2 | 59.4 | 56.6 | 40.6 | 44.7 | 66.2 | 77.8 | 80.1 | 78.8 | 78.5 | 71.4 |
| Business and management | 81.1 | 81.1 | 81.8 | 78.8 | 80.7 | 85.4 | 86.2 | 57.5 | 58.3 | 60.9 | 50.3 | 51.5 | 64.6 | 77.2 | 78.5 | 79.4 | 79.7 | 76.1 |
| Communications | 82.8 | 85.4 | 81.9 | 72.3 | 79.2 | 88.9 | 85.0 | 53.0 | 60.0 | 53.4 | 36.1 | 42.8 | 63.5 | 74.8 | 82.7 | 85.4 | 81.1 | 72.7 |
| Computing and information systems | 81.4 | 80.0 | 80.0 | 74.0 | 75.6 | 80.7 | 81.6 | 61.5 | 61.0 | 60.8 | 47.9 | 50.4 | 60.5 | 72.9 | 80.1 | 77.8 | 77.3 | 70.4 |
| Creative arts | 80.3 | 81.0 | 78.6 | 71.5 | 79.0 | 82.2 | 84.0 | 55.7 | 53.2 | 52.1 | 34.3 | 41.3 | 56.7 | 70.9 | 80.1 | 77.4 | 77.1 | 72.4 |
| Dentistry | 82.9 | 78.3 | 72.5 | 64.3 | 58.6 | 70.8 | 75.0 | 54.3 | 55.1 | 52.1 | 35.6 | 45.1 | 50.6 | 60.5 | 62.9 | 53.1 | 60.0 | 48.8 |
| Engineering | 80.9 | 81.1 | 81.3 | 75.7 | 76.4 | 84.3 | 86.2 | 58.9 | 60.9 | 61.8 | 47.3 | 46.6 | 63.8 | 76.1 | 80.0 | 78.6 | 78.7 | 71.6 |
| Health services and support | 86.8 | 87.0 | 85.4 | 83.8 | 84.4 | 84.9 | 88.4 | 65.9 | 63.0 | 63.4 | 56.0 | 51.3 | 59.0 | 71.2 | 85.1 | 84.0 | 83.8 | 82.7 |
| Humanities, culture and social sciences | 87.0 | 86.9 | 87.0 | 83.7 | 86.5 | 87.6 | 89.6 | 62.3 | 63.0 | 63.2 | 49.4 | 45.0 | 62.2 | 75.9 | 89.3 | 87.9 | 89.7 | 84.8 |
| Law and paralegal studies | 82.4 | 82.9 | 81.0 | 74.9 | 77.4 | 81.1 | 81.9 | 55.0 | 53.7 | 53.5 | 33.3 | 34.3 | 50.7 | 57.8 | 85.5 | 82.6 | 82.0 | 75.0 |
| Medicine | 82.2 | 79.5 | 80.3 | 79.5 | 80.7 | 82.1 | 81.1 | 74.7 | 69.2 | 70.1 | 54.3 | 47.0 | 67.5 | 70.0 | 66.4 | 64.3 | 64.6 | 61.0 |
| Nursing | 91.1 | 86.4 | 88.9 | 87.6 | 86.7 | 84.5 | 87.5 | 66.0 | 61.8 | 62.8 | 54.7 | 53.3 | 61.6 | 68.4 | 81.3 | 81.0 | 84.1 | 81.6 |
| Pharmacy | 80.6 | 89.5 | 84.6 | 81.5 | 84.2 | 85.1 | 87.4 | 61.3 | 67.2 | 60.5 | 47.1 | 55.9 | 77.6 | 79.1 | 77.4 | 86.4 | 85.4 | 84.3 |
| Psychology | 88.6 | 93.8 | 87.2 | 87.1 | 85.0 | 90.7 | 88.8 | 69.0 | 75.2 | 71.7 | 50.0 | 44.5 | 62.2 | 66.8 | 85.7 | 90.9 | 88.3 | 85.6 |
| Rehabilitation | 83.9 | 85.0 | 87.3 | 79.6 | 79.1 | 81.7 | 83.6 | 79.0 | 67.7 | 73.2 | 51.7 | 49.2 | 71.1 | 71.0 | 72.0 | 74.7 | 79.2 | 71.5 |
| Science and mathematics | 84.0 | 84.9 | 82.9 | 76.0 | 78.0 | 86.6 | 85.2 | 59.3 | 56.1 | 59.0 | 40.5 | 41.6 | 62.2 | 68.8 | 82.7 | 83.9 | 81.8 | 74.0 |
| Social work | 83.7 | 79.7 | 83.4 | 80.0 | 85.9 | 82.3 | 87.3 | 60.0 | 57.9 | 60.4 | 48.7 | 53.6 | 60.2 | 76.5 | 76.4 | 72.9 | 73.4 | 75.3 |
| Teacher education | 85.4 | 84.7 | 82.8 | 79.3 | 80.2 | 82.7 | 86.6 | 56.1 | 56.3 | 57.4 | 41.7 | 42.3 | 56.0 | 71.0 | 81.9 | 81.8 | 80.7 | 76.3 |
| Tourism, hospitality, personal services, sport and recreation | 86.9 | 84.6 | 86.5 | 68.5 | 71.1 | 76.6 | 85.9 | 66.4 | 68.5 | 66.7 | 20.0 | 32.3 | 67.2 | 80.3 | 83.1 | 84.7 | 87.9 | 68.8 |
| Veterinary science | 86.2 | 82.7 | 85.5 | 73.1 | 87.5 | 88.2 | 82.7 | 75.4 | 67.9 | 81.0 | 52.9 | 32.3 | 64.5 | 63.3 | 86.2 | 75.5 | 78.9 | 67.2 |
| **Total** | **82.2** | **82.0** | **82.0** | **77.6** | **79.6** | **84.1** | **85.5** | **59.4** | **59.5** | **60.6** | **47.9** | **48.8** | **62.2** | **74.3** | **80.1** | **79.7** | **79.7** | **74.7** |

## Institution

Ratings of the teaching and learning experience for international students disaggregated by institution are shown in **Figure 5** and **Table 7** for universities, and **Figure 7** and **Table 8 f**or 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 if there is a significant difference or not between 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 18** and **Table 19** 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 11.1 per cent of international respondents, followed by the University of New South Wales with 8.6 per cent, the University of Sydney with 5.2 per cent, and four institutions with over four per cent each including the University of Queensland, RMIT University, Macquarie University, and the University of Melbourne.

For postgraduate coursework students, universities with the largest proportions of respondents included the University Melbourne with 10.1 per cent, the University of New South Wales with 8.7 per cent and Monash University with 6.0 per cent.

NUHEIs represented a smaller number of international undergraduate respondents in comparison to universities, accounting for 25.2 per cent of the total. The NUHEI with the largest proportion of these respondents was Stott’s College, accounting for 14.3 per cent of international undergraduate respondents, followed by King’s Own Institute with 6.2 per cent, TAFE NSW with 5.5 per cent and Melbourne Institute of Technology with 5.3 per cent.

### Universities

The international student experience, at the institution level, has continued to recover from the impact of COVID-19. Most universities’ ratings for the Quality of entire educational experience improved by 2023. The universities with the highest positive ratings of the Quality of entire educational experience in 2023 were Bond University, 86.5 per cent, James Cook University, 84.3 per cent, the University of Notre Dame, 84.0 per cent, University of New England, 83.9 per cent, and Australian Catholic University, 83.2 per cent.

Those with the lowest ratings in 2023 were the University of Sydney, the Australian National University, and Monash University which all scored 70 per cent or under.

Overall, the pattern of movement in ratings for individual universities from 2021-2023 was trending upwards. The University of Melbourne experienced increases each year to finish 29.8 percentage points above its 2020 score, thus seeing the largest improvement in ratings over these consecutive years. The Australian National University saw a 19.4 percentage point increase between 2020 and 2022 but has seen a small drop by 6.9 percentage points in 2023.

Figure 5 Quality of entire educational experience for international undergraduate university students, 2023 (% positive rating)

Figure 6 Quality of entire educational experience for international postgraduate coursework university students, 2023 (% positive rating)

Institution ratings for the new Peer Engagement focus area were broadly positive in 2023 with all institutions recording increases in ratings compared to Learner Engagement ratings in 2021 and the majority rating Peer Engagement higher in 2023 than Learner Engagement scores in 2022. Seven universities saw an increase of over 10 percentage points between 2022 and 2023, including University of New England, Federation University Australia, University of Newcastle, Victoria University, the University of Melbourne, University of Tasmania, and University of Wollongong.

This trend was also seen for Learning Resources, where all institutions recorded a score in 2023 that was higher than 2021. The highest increase between 2021 and 2023 was for the University of Melbourne, an increase of 25.6 percentage points.

Table 7 International undergraduate student experience by university, 2022-2023 (% positive rating, with 90% confidence intervals)\*

| **University** | Skills Development 2022 | Skills Development 2023 | Peer Engagement 2022 | Peer Engagement 2023 | Teaching Quality and Engagement 2022 | Teaching Quality and Engagement 2023 | Student Support and Services 2022 | Student Support and Services 2023 | Learning Resources 2022 | Learning Resources 2023 | Quality of entire educational experience 2022 | Quality of entire educational experience 2023 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Australian Catholic University | 87.5 (86.1, 88.6) | 88.4 (86.8, 89.7) | 63.9 (62.1, 65.6) | 67.4 (65.2, 69.4) | 82.5 (81.0, 83.8) | 85.8 (84.1, 87.2) | 81.5 (79.9, 82.9) | 83.8 (81.9, 85.5) | 86.1 (84.7, 87.3) | 88.0 (86.4, 89.3) | 74.3 (72.6, 75.8) | 83.2 (81.4, 84.7) |
| Avondale University | 100.0 (91.0, 99.2) | n/a | 80.0 (69.0, 85.1) | n/a | 100.0 (91.0, 99.2) | n/a | n/a | n/a | 88.0 (77.3, 91.3) | n/a | 92.0 (81.7, 94.1) | n/a |
| Bond University | 89.9 (84.5, 93.2) | 89.4 (83.8, 92.7) | 71.6 (64.9, 77.1) | 79.4 (73.0, 84.2) | 88.9 (83.3, 92.4) | 90.7 (85.5, 93.8) | 90.4 (84.9, 93.7) | 83.9 (77.4, 88.4) | 92.2 (86.8, 95.2) | 94.8 (90.2, 96.9) | 83.3 (77.3, 87.6) | 86.5 (80.6, 90.3) |
| Central Queensland University | 88.0 (82.5, 91.5) | 82.9 (77.2, 87.1) | 66.7 (60.0, 72.5) | 61.9 (55.7, 67.6) | 87.1 (81.6, 90.8) | 83.2 (77.8, 87.2) | 88.5 (82.9, 92.1) | 81.7 (75.5, 86.4) | 87.1 (81.6, 90.8) | 86.6 (81.3, 90.2) | 82.4 (76.4, 86.6) | 81.6 (76.1, 85.8) |
| Charles Darwin University | 84.1 (79.5, 87.5) | 84.0 (79.8, 87.2) | 64.2 (58.8, 69.0) | 70.4 (65.6, 74.5) | 78.0 (73.1, 81.9) | 82.6 (78.3, 85.9) | 78.7 (73.6, 82.7) | 86.9 (82.7, 89.9) | 84.6 (80.1, 88.0) | 86.7 (82.6, 89.6) | 75.3 (70.3, 79.5) | 79.5 (75.0, 83.0) |
| Charles Sturt University | 85.5 (79.0, 89.8) | 89.4 (82.6, 93.0) | 55.8 (48.4, 62.9) | 59.4 (51.5, 66.6) | 80.7 (73.8, 85.8) | 80.6 (73.0, 85.8) | 75.3 (67.9, 81.1) | 76.8 (67.8, 83.3) | 82.1 (74.9, 87.1) | 85.5 (77.9, 90.1) | 73.3 (66.0, 79.0) | 76.8 (69.2, 82.4) |
| Curtin University | 79.5 (76.7, 82.0) | 84.3 (82.1, 86.1) | 57.7 (54.5, 60.8) | 66.5 (63.9, 69.0) | 78.3 (75.5, 80.8) | 83.3 (81.1, 85.2) | 70.1 (66.8, 73.1) | 78.3 (75.6, 80.7) | 82.0 (79.2, 84.4) | 91.0 (89.1, 92.4) | 73.0 (70.0, 75.7) | 79.5 (77.2, 81.6) |
| Deakin University | 86.5 (84.5, 88.2) | 88.0 (85.8, 89.8) | 60.7 (58.1, 63.2) | 64.6 (61.8, 67.4) | 81.9 (79.7, 83.8) | 85.2 (82.9, 87.2) | 81.9 (79.7, 83.9) | 85.2 (82.6, 87.3) | 90.1 (88.3, 91.5) | 92.2 (90.4, 93.7) | 78.9 (76.6, 80.9) | 82.4 (80.0, 84.5) |
| Edith Cowan University | 88.3 (85.9, 90.2) | 88.4 (86.4, 90.0) | 67.8 (64.8, 70.6) | 62.6 (59.9, 65.2) | 83.3 (80.7, 85.5) | 86.9 (84.8, 88.6) | 82.1 (79.2, 84.5) | 87.2 (85.0, 89.1) | 90.0 (87.8, 91.8) | 92.4 (90.7, 93.7) | 78.1 (75.3, 80.5) | 82.2 (80.0, 84.2) |
| Federation University Australia | 83.5 (79.7, 86.6) | 88.6 (85.6, 90.9) | 65.9 (61.5, 70.0) | 79.6 (76.1, 82.5) | 81.1 (77.2, 84.3) | 85.8 (82.6, 88.3) | 78.4 (74.2, 81.9) | 84.6 (81.1, 87.4) | 83.1 (79.3, 86.3) | 86.7 (83.6, 89.2) | 75.7 (71.6, 79.2) | 80.4 (77.0, 83.3) |
| Flinders University | 79.6 (75.9, 82.7) | 85.0 (82.0, 87.4) | 61.2 (57.2, 65.0) | 70.1 (66.7, 73.2) | 78.0 (74.3, 81.2) | 83.4 (80.3, 85.9) | 74.7 (70.7, 78.2) | 84.6 (81.2, 87.3) | 84.0 (80.6, 86.8) | 87.8 (85.0, 90.0) | 74.0 (70.3, 77.3) | 77.7 (74.5, 80.5) |
| Griffith University | 84.7 (82.3, 86.8) | 84.6 (82.7, 86.2) | 61.3 (58.3, 64.1) | 64.6 (62.3, 66.8) | 83.7 (81.3, 85.8) | 84.1 (82.3, 85.7) | 75.4 (72.5, 78.0) | 80.7 (78.5, 82.6) | 85.8 (83.4, 87.8) | 88.7 (87.1, 90.1) | 77.8 (75.2, 80.2) | 78.5 (76.5, 80.3) |
| James Cook University | 82.6 (78.1, 86.0) | 85.3 (82.0, 87.8) | 69.1 (64.1, 73.5) | 69.4 (65.6, 72.9) | 81.0 (76.4, 84.5) | 84.4 (81.1, 87.0) | 77.3 (72.3, 81.3) | 85.5 (81.8, 88.3) | 91.3 (87.6, 93.6) | 89.3 (86.3, 91.5) | 81.2 (76.7, 84.7) | 84.3 (81.0, 86.8) |
| La Trobe University | 78.9 (75.6, 81.8) | 78.0 (74.9, 80.7) | 58.9 (55.3, 62.5) | 59.3 (55.9, 62.6) | 80.5 (77.3, 83.2) | 77.6 (74.6, 80.2) | 77.2 (73.7, 80.4) | 75.3 (72.0, 78.3) | 84.1 (81.0, 86.7) | 85.3 (82.6, 87.5) | 74.9 (71.6, 77.9) | 71.3 (68.2, 74.2) |
| Macquarie University | 79.1 (76.8, 81.1) | 82.3 (80.5, 83.8) | 60.5 (58.0, 62.9) | 63.7 (61.6, 65.6) | 77.6 (75.4, 79.7) | 81.5 (79.8, 83.0) | 70.6 (68.1, 73.0) | 75.6 (73.5, 77.6) | 88.6 (86.8, 90.2) | 87.8 (86.3, 89.1) | 73.7 (71.4, 75.9) | 74.5 (72.6, 76.2) |
| Monash University | 79.8 (78.8, 80.8) | 81.4 (80.2, 82.4) | 61.1 (59.9, 62.3) | 70.7 (69.5, 72.0) | 77.2 (76.1, 78.2) | 79.3 (78.1, 80.4) | 71.5 (70.3, 72.7) | 75.0 (73.7, 76.4) | 84.3 (83.3, 85.2) | 85.4 (84.4, 86.4) | 69.6 (68.4, 70.7) | 70.2 (68.9, 71.4) |
| Murdoch University | 86.7 (83.0, 89.4) | 83.0 (79.7, 85.6) | 58.4 (53.8, 62.8) | 65.5 (61.8, 69.0) | 84.2 (80.3, 87.2) | 83.8 (80.6, 86.3) | 78.6 (74.2, 82.3) | 82.9 (79.5, 85.7) | 86.2 (82.3, 89.0) | 89.0 (86.1, 91.1) | 79.4 (75.3, 82.8) | 78.5 (75.1, 81.4) |
| Queensland University of Technology | 79.1 (76.5, 81.4) | 83.0 (80.9, 84.9) | 57.3 (54.4, 60.2) | 61.4 (58.9, 63.9) | 77.6 (74.9, 79.9) | 82.2 (80.1, 84.1) | 68.3 (65.3, 71.2) | 76.0 (73.4, 78.5) | 88.0 (85.8, 89.8) | 87.6 (85.7, 89.2) | 72.0 (69.3, 74.5) | 74.9 (72.6, 77.0) |
| RMIT University | 84.5 (82.4, 86.3) | 85.1 (83.3, 86.7) | 62.3 (59.7, 64.8) | 68.3 (66.0, 70.4) | 81.6 (79.4, 83.5) | 84.1 (82.3, 85.8) | 71.6 (69.0, 74.0) | 80.2 (78.0, 82.2) | 87.5 (85.5, 89.1) | 88.3 (86.6, 89.7) | 75.0 (72.7, 77.2) | 74.9 (72.8, 76.9) |
| Southern Cross University | 83.8 (79.9, 86.8) | 86.1 (81.4, 89.5) | 55.1 (50.6, 59.5) | 62.4 (56.8, 67.6) | 81.4 (77.5, 84.6) | 81.6 (76.6, 85.5) | 78.3 (74.0, 81.8) | 80.0 (74.4, 84.4) | 81.5 (77.3, 84.9) | 85.5 (80.8, 89.0) | 74.5 (70.3, 78.1) | 79.2 (74.1, 83.3) |
| Swinburne University of Technology | 82.2 (80.3, 83.9) | 83.6 (81.7, 85.3) | 63.7 (61.5, 65.8) | 70.6 (68.4, 72.7) | 79.2 (77.3, 81.0) | 82.0 (80.0, 83.7) | 76.7 (74.5, 78.7) | 79.2 (76.9, 81.2) | 83.4 (81.5, 85.0) | 86.0 (84.1, 87.5) | 73.2 (71.1, 75.1) | 75.3 (73.2, 77.3) |
| The Australian National University | 82.1 (78.1, 85.4) | 78.8 (75.0, 81.9) | 55.2 (50.5, 59.7) | 63.5 (59.4, 67.3) | 84.3 (80.4, 87.3) | 80.9 (77.4, 83.9) | 70.4 (65.5, 74.7) | 71.5 (67.2, 75.4) | 89.9 (86.2, 92.4) | 83.5 (80.0, 86.4) | 76.4 (72.1, 80.0) | 69.5 (65.5, 73.1) |
| The University of Adelaide | 80.7 (78.3, 82.8) | 82.1 (79.4, 84.4) | 62.3 (59.5, 64.9) | 69.0 (66.0, 71.9) | 79.7 (77.2, 81.8) | 79.4 (76.6, 81.8) | 73.5 (70.7, 76.0) | 77.3 (74.0, 80.1) | 84.1 (81.7, 86.1) | 81.3 (78.6, 83.7) | 75.4 (72.9, 77.7) | 71.3 (68.3, 74.0) |
| The University of Melbourne | 77.9 (75.8, 79.9) | 78.2 (76.0, 80.2) | 52.7 (50.3, 55.1) | 65.3 (62.9, 67.6) | 78.8 (76.8, 80.7) | 80.8 (78.7, 82.6) | 70.5 (68.1, 72.7) | 72.1 (69.5, 74.5) | 85.9 (84.0, 87.5) | 88.6 (86.8, 90.1) | 69.1 (66.9, 71.3) | 71.2 (68.9, 73.4) |
| The University of Notre Dame Australia | 94.2 (87.3, 96.8) | 91.8 (86.0, 94.6) | 69.1 (60.4, 76.0) | 72.7 (65.7, 78.2) | 94.3 (87.6, 96.8) | 84.4 (78.1, 88.4) | 80.4 (71.6, 86.1) | 85.3 (78.3, 89.6) | 84.3 (75.8, 89.3) | 85.3 (78.9, 89.3) | 80.0 (71.7, 85.5) | 84.0 (77.5, 88.2) |
| The University of Queensland | 81.7 (79.8, 83.4) | 80.0 (78.1, 81.7) | 57.0 (54.8, 59.2) | 56.0 (53.8, 58.2) | 82.8 (81.0, 84.4) | 80.3 (78.5, 82.0) | 75.0 (72.8, 77.0) | 74.9 (72.7, 76.9) | 88.5 (86.9, 89.9) | 86.8 (85.1, 88.2) | 78.3 (76.4, 80.1) | 75.1 (73.2, 77.0) |
| The University of South Australia | 79.3 (77.1, 81.3) | 85.0 (82.9, 86.7) | 57.9 (55.4, 60.3) | 63.0 (60.5, 65.5) | 77.6 (75.4, 79.7) | 80.1 (77.9, 82.1) | 73.8 (71.3, 76.1) | 79.3 (76.8, 81.5) | 86.2 (84.2, 87.9) | 87.9 (86.0, 89.5) | 71.1 (68.7, 73.3) | 73.0 (70.6, 75.2) |
| The University of Sydney | 78.1 (76.1, 79.9) | 79.6 (77.8, 81.3) | 56.3 (54.1, 58.4) | 65.8 (63.7, 67.7) | 71.2 (69.1, 73.1) | 75.6 (73.8, 77.4) | 55.1 (52.7, 57.5) | 64.7 (62.5, 66.9) | 80.4 (78.5, 82.1) | 81.5 (79.7, 83.1) | 62.2 (60.1, 64.3) | 67.5 (65.5, 69.5) |
| The University of Western Australia | 82.9 (80.6, 84.8) | 82.4 (80.4, 84.1) | 61.0 (58.3, 63.7) | 68.2 (65.9, 70.4) | 86.8 (84.7, 88.5) | 81.7 (79.6, 83.4) | 80.6 (78.1, 82.8) | 77.2 (74.8, 79.5) | 90.8 (88.9, 92.3) | 87.2 (85.4, 88.7) | 81.2 (78.8, 83.2) | 76.6 (74.5, 78.6) |
| Torrens University | 84.0 (81.8, 85.8) | 84.4 (82.2, 86.2) | 59.3 (56.7, 61.8) | 68.2 (65.7, 70.6) | 81.2 (79.0, 83.2) | 85.2 (83.1, 86.9) | 79.6 (77.1, 81.7) | 80.2 (77.5, 82.4) | 79.3 (76.8, 81.5) | 81.2 (78.7, 83.2) | 78.4 (76.2, 80.4) | 76.9 (74.6, 79.0) |
| University of Canberra | 79.1 (75.6, 82.1) | 79.2 (75.9, 82.0) | 59.3 (55.4, 62.9) | 65.8 (62.4, 69.1) | 75.3 (71.8, 78.4) | 80.5 (77.3, 83.1) | 72.5 (68.7, 75.9) | 77.5 (73.9, 80.6) | 78.6 (75.1, 81.6) | 82.4 (79.3, 84.9) | 71.8 (68.2, 75.1) | 70.8 (67.5, 73.9) |
| 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 | 83.0 (73.6, 88.8) | 93.1 (86.6, 95.7) | 59.2 (49.4, 68.0) | 77.4 (69.9, 82.7) | 80.9 (71.3, 87.0) | 93.3 (87.1, 95.8) | 70.5 (59.9, 78.6) | 86.3 (78.0, 90.9) | 87.0 (77.9, 92.0) | 84.7 (77.3, 89.1) | 65.3 (55.5, 73.5) | 83.9 (76.7, 88.2) |
| University of New South Wales | 78.5 (77.3, 79.7) | 81.0 (79.7, 82.2) | 59.0 (57.6, 60.4) | 68.6 (67.1, 70.0) | 79.2 (78.0, 80.3) | 80.6 (79.4, 81.8) | 71.9 (70.5, 73.3) | 74.0 (72.5, 75.5) | 85.0 (83.8, 86.0) | 87.2 (86.0, 88.2) | 72.7 (71.4, 73.9) | 74.0 (72.6, 75.3) |
| University of Newcastle | 80.7 (77.0, 83.7) | 86.0 (82.6, 88.8) | 49.8 (45.7, 54.0) | 63.4 (59.0, 67.5) | 77.0 (73.2, 80.3) | 85.8 (82.3, 88.5) | 66.3 (61.9, 70.3) | 80.8 (76.6, 84.2) | 84.2 (80.5, 87.1) | 84.3 (80.7, 87.2) | 71.9 (67.9, 75.4) | 78.0 (74.1, 81.4) |
| University of Southern Queensland | 88.6 (84.6, 91.4) | 88.8 (84.8, 91.4) | 57.8 (52.7, 62.7) | 62.4 (57.6, 66.9) | 84.0 (79.7, 87.3) | 87.6 (83.7, 90.3) | 81.9 (77.3, 85.5) | 89.9 (85.9, 92.5) | 92.4 (88.8, 94.6) | 91.9 (88.4, 94.1) | 80.7 (76.2, 84.2) | 82.2 (78.0, 85.5) |
| University of Tasmania | 77.8 (74.3, 80.9) | 76.7 (72.5, 80.3) | 53.2 (49.3, 57.0) | 64.4 (60.0, 68.6) | 77.4 (73.9, 80.5) | 78.5 (74.4, 81.8) | 75.5 (71.6, 78.8) | 74.6 (69.7, 78.8) | 77.2 (73.5, 80.3) | 76.7 (72.5, 80.3) | 69.5 (65.7, 72.9) | 70.8 (66.5, 74.6) |
| University of Technology Sydney | 80.8 (78.6, 82.9) | 82.8 (80.4, 84.8) | 62.8 (60.2, 65.4) | 70.0 (67.4, 72.6) | 77.7 (75.4, 79.9) | 81.6 (79.3, 83.7) | 71.7 (69.0, 74.2) | 77.5 (74.7, 80.1) | 87.2 (85.1, 88.9) | 88.6 (86.6, 90.3) | 73.4 (70.9, 75.6) | 76.0 (73.4, 78.3) |
| University of the Sunshine Coast | 84.6 (81.2, 87.2) | 82.7 (78.7, 85.7) | 59.8 (55.8, 63.5) | 57.2 (52.8, 61.4) | 78.6 (74.9, 81.6) | 87.4 (83.8, 89.8) | 77.5 (73.5, 80.9) | 84.8 (80.5, 87.9) | 84.6 (81.2, 87.2) | 90.2 (86.7, 92.5) | 74.3 (70.5, 77.5) | 79.4 (75.5, 82.5) |
| University of Wollongong | 82.8 (78.9, 85.9) | 82.2 (78.9, 85.0) | 61.2 (56.8, 65.4) | 72.3 (68.7, 75.5) | 77.8 (73.7, 81.2) | 82.3 (79.1, 85.0) | 77.0 (72.7, 80.7) | 79.5 (75.8, 82.7) | 89.4 (86.0, 91.8) | 89.9 (87.2, 92.0) | 73.4 (69.2, 77.0) | 75.9 (72.4, 79.0) |
| Victoria University | 83.2 (80.8, 85.3) | 88.4 (86.4, 90.1) | 67.2 (64.4, 69.8) | 80.7 (78.4, 82.7) | 82.4 (80.0, 84.4) | 87.5 (85.5, 89.2) | 74.3 (71.5, 76.9) | 81.7 (79.0, 84.0) | 81.9 (79.3, 84.2) | 87.9 (85.8, 89.6) | 79.9 (77.4, 82.1) | 80.4 (78.1, 82.5) |
| Western Sydney University | 83.4 (81.2, 85.3) | 89.6 (87.0, 91.6) | 62.8 (60.2, 65.4) | 72.5 (69.2, 75.6) | 80.4 (78.1, 82.4) | 84.5 (81.6, 87.0) | 74.7 (72.2, 77.1) | 79.6 (76.1, 82.6) | 81.0 (78.7, 83.1) | 88.2 (85.5, 90.4) | 74.5 (72.1, 76.7) | 77.3 (74.1, 80.2) |
| All Universities | 81.5 (81.2, 81.9) | 83.1 (82.7, 83.4) | 60.2 (59.8, 60.7) | 67.0 (66.6, 67.4) | 79.6 (79.2, 79.9) | 81.9 (81.6, 82.3) | 73.6 (73.2, 74.1) | 77.6 (77.2, 78.1) | 85.2 (84.9, 85.5) | 86.9 (86.6, 87.2) | 73.5 (73.1, 73.9) | 75.2 (74.8, 75.6) |

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 8** of this report uses pooled data for two survey years (2021 and 2022 compared with 2022 and 2023), 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 5** and **Table 7**. Pooled estimates for the 2021 and 2022 SES compared with the pooled estimates for the 2022 and 2023 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 improvement in results seen in subsequent years.

Of the 57 institutions with sufficient responses between 2021-2022 and 2022-2023, 38 institutions recorded higher student ratings of the Quality of entire educational experience. Institutions with the largest increases were Chisholm Institute, 14.8 percentage points, Australian College of Applied Professions, 14.6 percentage points, and UOW College, 13.6 percentage points.

The institution with the highest positive rating of the Quality of entire educational experience in 2022-2023 was Leaders Institute, 97.5 per cent, followed by Sheridan Institute of Higher Education, 92.2 per cent, Box Hill Institute, 90.1 per cent, Equals International, 88.9 per cent and Chisholm Institute, 86.9 per cent.

Student ratings of Learning Resources also increased for 35 out of 49 institutions with sufficient responses, with Endeavour College of Natural Health increasing by 23.3 percentage points, Academy of Information Technology by 13.0 percentage points and Universal Business School Sydney by 12.2 percentage points.

**Figure 7 Quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, pooled 2022-2023 (% positive rating)**

Table 8 International undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2021-2022 and 2022-2023 (% positive rating, with 90% confidence intervals)

| Non-university higher education institution | Skills Development 2021-2022 | Skills Development 2022-2023 | Peer Engagement 2021-2022 | Peer Engagement 2022-2023 | Teaching Quality and Engagement 2021-2022 | Teaching Quality and Engagement 2022-2023 | Student Support and Services 2021-2022 | Student Support and Services 2022-2023 | Learning Resources 2021-2022 | Learning Resources 2022-2023 | Quality of entire educational experience 2021-2022 | Quality of entire educational experience 2022-2023 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Academies Australasia Polytechnic Pty Limited | 76.2 (72.3, 79.6) | 82.7 (79.7, 85.2) | 50.2 (46.0, 54.4) | 62.0 (58.5, 65.3) | 77.1 (73.2, 80.5) | 85.5 (82.7, 87.7) | 78.5 (74.5, 81.8) | 83.6 (80.6, 86.1) | 71.2 (66.7, 75.3) | 77.8 (74.4, 80.6) | 76.9 (73.1, 80.1) | 81.6 (78.6, 84.0) |
| Academy of Information Technology | 60.6 (54.9, 65.8) | 68.3 (63.4, 72.6) | 35.8 (30.9, 41.2) | 47.4 (42.6, 52.3) | 60.5 (55.1, 65.6) | 69.0 (64.2, 73.2) | 67.9 (62.2, 72.9) | 72.8 (67.7, 77.2) | 58.7 (52.6, 64.5) | 71.7 (66.7, 76.0) | 56.1 (50.6, 61.3) | 62.6 (57.7, 67.1) |
| Australian College of Applied Professions | 76.7 (71.5, 80.9) | 84.4 (80.1, 87.4) | 56.1 (50.6, 61.3) | 68.0 (63.2, 72.1) | 73.3 (68.0, 77.6) | 80.1 (75.7, 83.5) | 63.1 (57.3, 68.4) | 68.7 (63.3, 73.3) | 67.2 (61.3, 72.4) | 78.2 (73.1, 82.1) | 60.6 (55.1, 65.6) | 75.2 (70.6, 78.9) |
| Alphacrucis University College | 88.3 (83.3, 91.7) | 87.5 (79.8, 92.2) | 69.1 (62.9, 74.5) | 72.1 (63.4, 79.0) | 91.0 (86.3, 93.9) | 84.8 (77.0, 90.0) | 83.1 (77.4, 87.2) | 70.5 (61.2, 78.1) | 82.5 (75.9, 87.3) | 77.0 (68.0, 83.8) | 89.4 (84.6, 92.6) | 82.4 (74.4, 87.9) |
| Asia Pacific International College | 83.3 (79.6, 86.2) | 86.4 (82.5, 89.4) | 66.0 (61.9, 69.8) | 81.7 (77.6, 85.0) | 80.8 (77.1, 83.8) | 87.6 (83.9, 90.3) | 77.2 (73.1, 80.7) | 83.2 (78.9, 86.6) | 78.1 (73.9, 81.7) | 87.4 (83.5, 90.2) | 73.2 (69.2, 76.6) | 81.8 (77.7, 85.0) |
| Australia Advance Education Group Pty Ltd | 82.4 (75.7, 87.3) | 79.4 (72.8, 84.5) | 75.0 (68.0, 80.6) | 78.0 (71.6, 83.0) | 85.1 (78.8, 89.4) | 84.9 (79.0, 89.1) | 85.4 (78.9, 89.8) | 83.7 (77.3, 88.3) | 81.7 (74.4, 87.0) | 76.8 (69.8, 82.4) | 80.0 (73.3, 85.0) | 81.5 (75.3, 86.1) |
| Australian College of Theology Limited | 89.7 (79.2, 93.3) | n/a | 72.4 (61.2, 79.8) | n/a | 100.0 (91.6, 99.9) | n/a | 93.1 (83.1, 95.7) | n/a | n/a | n/a | 100.0 (91.6, 99.9) | n/a |
| Australian Institute of Higher Education | 79.8 (77.6, 81.8) | 82.4 (79.7, 84.7) | 66.2 (63.8, 68.5) | 76.9 (74.1, 79.4) | 76.9 (74.7, 79.0) | 82.9 (80.2, 85.1) | 70.8 (68.2, 73.1) | 81.8 (79.0, 84.2) | 69.5 (66.9, 71.9) | 78.9 (76.0, 81.4) | 72.0 (69.7, 74.1) | 79.4 (76.7, 81.7) |
| Australian School of Accounting | - | 90.6 (83.1, 94.1) | - | 96.4 (90.3, 98.1) | - | 96.3 (90.1, 98.1) | - | 90.4 (82.8, 94.0) | - | 92.5 (85.3, 95.5) | - | 83.3 (75.2, 88.3) |
| Box Hill Institute | 84.0 (79.1, 87.5) | 87.6 (81.8, 91.3) | 64.3 (58.7, 69.3) | 76.9 (70.3, 82.0) | 86.5 (81.9, 89.6) | 93.4 (88.5, 95.8) | 77.4 (71.7, 81.8) | 79.3 (72.3, 84.4) | 71.4 (65.7, 76.2) | 75.3 (68.2, 80.8) | 82.7 (77.8, 86.2) | 90.1 (84.7, 93.2) |
| Chisholm Institute | 78.4 (73.2, 82.4) | 81.4 (73.0, 87.0) | 61.5 (56.0, 66.4) | 70.5 (61.7, 77.5) | 79.0 (73.9, 82.8) | 81.7 (73.4, 87.2) | 81.4 (76.2, 85.2) | 86.0 (77.8, 90.9) | 76.4 (70.7, 80.7) | 83.1 (74.8, 88.4) | 72.1 (66.9, 76.4) | 86.9 (79.3, 91.4) |
| CIC Higher Education | 78.5 (73.8, 82.2) | 81.6 (76.3, 85.6) | 58.7 (53.8, 63.5) | 62.1 (56.4, 67.4) | 82.2 (77.8, 85.6) | 83.1 (78.0, 86.8) | 80.9 (76.3, 84.6) | 82.8 (77.5, 86.7) | 77.0 (71.3, 81.6) | 82.1 (76.1, 86.5) | 78.4 (74.0, 82.1) | 77.4 (72.1, 81.7) |
| Collarts (Australian College of the Arts) | 80.6 (70.3, 86.5) | 80.8 (67.3, 88.4) | 47.5 (38.7, 56.6) | 55.2 (43.0, 66.5) | 80.6 (70.3, 86.5) | 84.6 (71.4, 91.3) | 71.0 (59.0, 79.6) | n/a | 73.1 (59.4, 82.4) | n/a | 80.0 (70.7, 85.5) | 86.2 (74.3, 91.9) |
| Curtin College | 81.8 (78.6, 84.4) | 82.8 (79.5, 85.5) | 60.1 (56.5, 63.6) | 67.7 (64.0, 71.0) | 83.8 (80.8, 86.3) | 84.4 (81.3, 86.9) | 81.8 (78.4, 84.5) | 83.3 (79.9, 86.1) | 82.4 (78.7, 85.3) | 87.2 (84.2, 89.5) | 73.3 (69.9, 76.3) | 80.9 (77.7, 83.5) |
| Crown Institute of Higher Education Pty Ltd | - | 74.8 (70.9, 78.3) | - | 80.8 (77.4, 83.8) | - | 77.4 (73.6, 80.6) | - | 69.9 (65.6, 73.8) | - | 62.5 (58.3, 66.5) | - | 71.2 (67.4, 74.7) |
| Deakin College | 71.8 (68.0, 75.2) | 76.4 (72.1, 80.1) | 45.5 (41.8, 49.4) | 58.9 (54.4, 63.2) | 80.3 (76.9, 83.1) | 80.5 (76.4, 83.8) | 72.4 (68.5, 75.9) | 77.2 (72.6, 81.0) | 81.4 (77.6, 84.6) | 90.5 (87.1, 92.9) | 74.8 (71.3, 77.8) | 81.3 (77.5, 84.5) |
| Edith Cowan College | 84.6 (80.2, 87.8) | 84.5 (81.8, 86.7) | 70.5 (65.7, 74.7) | 77.7 (74.8, 80.3) | 84.1 (79.9, 87.2) | 88.6 (86.2, 90.4) | 84.4 (80.0, 87.6) | 84.5 (81.7, 86.8) | 84.8 (80.4, 88.0) | 87.3 (84.7, 89.3) | 76.9 (72.3, 80.6) | 80.2 (77.4, 82.6) |
| Endeavour College of Natural Health | 61.2 (52.2, 69.1) | 78.6 (68.9, 84.7) | 19.6 (14.3, 28.0) | 39.5 (31.1, 49.2) | 59.2 (50.2, 67.2) | 72.1 (62.4, 79.1) | 55.3 (46.1, 63.9) | 62.2 (51.2, 71.4) | 37.8 (28.2, 49.1) | 61.1 (50.0, 70.7) | 58.8 (50.2, 66.6) | 72.1 (62.4, 79.1) |
| Engineering Institute of Technology | n/a | 79.6 (71.8, 84.6) | n/a | 57.1 (49.4, 64.2) | n/a | 81.5 (73.8, 86.2) | n/a | 70.6 (62.0, 77.1) | n/a | 57.4 (49.4, 64.7) | n/a | 75.0 (67.3, 80.4) |
| Equals International | n/a | 100.0 (91.5, 100.0) | n/a | 100.0 (92.4, 100.0) | n/a | 97.0 (87.6, 99.2) | n/a | 96.4 (85.4, 99.3) | n/a | 96.9 (87.2, 99.2) | n/a | 88.9 (78.5, 93.8) |
| Excelsia College | 88.8 (86.1, 90.8) | 90.2 (87.8, 92.0) | 74.0 (70.7, 76.9) | 79.2 (76.3, 81.6) | 88.4 (85.7, 90.4) | 87.3 (84.8, 89.3) | 84.0 (81.0, 86.6) | 80.9 (77.9, 83.5) | 75.6 (72.1, 78.7) | 75.9 (72.7, 78.7) | 83.5 (80.6, 85.9) | 81.4 (78.6, 83.7) |
| Eynesbury College | 63.3 (55.4, 70.3) | 72.9 (64.8, 79.2) | 46.9 (39.5, 54.6) | 52.8 (44.9, 60.5) | 63.8 (55.9, 70.7) | 73.2 (65.3, 79.4) | 76.9 (69.4, 82.7) | 81.2 (73.5, 86.4) | 70.8 (62.6, 77.6) | 70.6 (62.3, 77.3) | 66.7 (59.0, 73.3) | 70.4 (62.4, 76.9) |
| Griffith College | 81.8 (76.9, 85.7) | 80.9 (76.8, 84.2) | 58.6 (53.1, 63.9) | 63.4 (58.9, 67.6) | 84.0 (79.3, 87.6) | 81.5 (77.6, 84.7) | 80.8 (75.6, 84.9) | 84.0 (79.9, 87.2) | 83.0 (78.1, 86.9) | 87.1 (83.4, 89.9) | 79.3 (74.4, 83.3) | 77.8 (73.7, 81.2) |
| Holmes Institute | 82.5 (79.0, 85.3) | 83.8 (78.6, 87.7) | 58.0 (54.2, 61.8) | 61.3 (55.4, 66.7) | 79.1 (75.7, 82.1) | 83.8 (78.8, 87.6) | 76.9 (73.1, 80.2) | 80.6 (75.1, 84.9) | 73.1 (68.9, 76.9) | 75.6 (69.5, 80.6) | 74.6 (71.1, 77.8) | 81.3 (76.2, 85.3) |
| Holmesglen Institute | 88.1 (85.1, 90.5) | 89.3 (85.5, 92.0) | 71.2 (67.5, 74.6) | 77.6 (73.0, 81.4) | 80.7 (77.2, 83.6) | 79.0 (74.5, 82.8) | 77.8 (74.1, 81.1) | 78.0 (73.0, 82.1) | 78.8 (75.1, 82.0) | 83.1 (78.7, 86.5) | 68.7 (64.9, 72.2) | 71.6 (66.8, 75.8) |
| Ikon Institute of Australia | 81.1 (74.2, 85.8) | 82.0 (78.4, 84.8) | 76.0 (68.9, 81.3) | 77.8 (74.2, 80.8) | 79.7 (72.7, 84.6) | 78.0 (74.3, 81.0) | 76.5 (68.8, 82.1) | 72.0 (67.6, 75.8) | 60.6 (52.8, 67.5) | 62.3 (58.1, 66.2) | 70.7 (63.4, 76.5) | 73.0 (69.2, 76.3) |
| ICHM | 95.2 (87.3, 97.7) | 86.0 (76.5, 91.3) | 73.8 (63.6, 81.2) | 75.0 (64.8, 82.3) | 88.1 (78.9, 92.7) | 88.4 (79.1, 93.1) | 95.1 (87.0, 97.7) | 87.8 (78.1, 92.8) | 85.4 (75.7, 90.7) | 85.7 (76.0, 91.1) | 85.7 (76.3, 90.9) | 86.4 (77.0, 91.5) |
| International College of Management, Sydney | 79.1 (73.9, 83.2) | 83.5 (78.0, 87.4) | 54.4 (48.9, 59.8) | 68.9 (62.8, 74.1) | 85.3 (80.6, 88.7) | 88.8 (83.9, 91.9) | 74.4 (68.8, 79.1) | 83.6 (78.0, 87.7) | 74.6 (68.6, 79.5) | 80.9 (75.0, 85.3) | 72.3 (67.0, 76.8) | 84.9 (79.7, 88.5) |
| Kaplan Business School | 84.7 (81.7, 87.2) | 85.3 (82.9, 87.3) | 60.8 (57.2, 64.4) | 71.9 (69.1, 74.5) | 84.6 (81.6, 87.0) | 86.6 (84.4, 88.5) | 84.7 (81.7, 87.2) | 86.5 (84.0, 88.5) | 81.9 (78.2, 85.0) | 84.2 (81.7, 86.4) | 84.2 (81.2, 86.6) | 84.8 (82.4, 86.8) |
| King's Own Institute | 81.5 (79.9, 82.9) | 81.6 (79.8, 83.3) | 62.1 (60.3, 63.9) | 70.9 (68.9, 72.8) | 83.8 (82.4, 85.1) | 86.3 (84.6, 87.7) | 82.2 (80.6, 83.6) | 82.2 (80.4, 83.9) | 76.0 (74.2, 77.6) | 83.4 (81.6, 84.9) | 77.5 (75.9, 79.0) | 81.7 (79.9, 83.2) |
| La Trobe College Australia | 77.9 (73.9, 81.2) | 84.4 (81.3, 86.8) | 51.5 (47.3, 55.6) | 62.4 (58.8, 65.7) | 81.5 (77.9, 84.5) | 85.8 (82.9, 88.1) | 81.4 (77.5, 84.5) | 81.7 (78.2, 84.5) | 78.8 (74.3, 82.5) | 86.2 (83.1, 88.5) | 72.9 (69.0, 76.4) | 79.3 (76.2, 82.0) |
| Le Cordon Bleu Australia | 78.3 (67.7, 85.7) | 73.5 (60.9, 82.7) | 48.9 (38.5, 59.5) | 69.4 (57.1, 79.0) | 80.4 (70.1, 87.4) | 71.4 (58.9, 80.9) | 56.8 (45.6, 67.2) | 57.6 (44.8, 69.3) | 62.9 (49.9, 74.0) | 52.9 (40.6, 64.9) | 61.7 (50.9, 71.3) | 55.6 (43.5, 66.9) |
| Leaders Institute | 100.0 (98.4, 99.9) | 100.0 (98.0, 99.8) | 97.4 (95.1, 98.1) | 97.5 (94.9, 98.1) | 100.0 (98.4, 99.9) | 99.2 (96.9, 99.3) | 100.0 (98.4, 99.9) | 99.2 (96.9, 99.3) | 99.3 (97.5, 99.5) | 98.3 (95.8, 98.7) | 100.0 (98.4, 99.9) | 97.5 (94.9, 98.1) |
| The Institute of Creative Arts and Technology | 88.1 (77.8, 93.8) | n/a | 72.1 (60.5, 81.0) | 56.0 (40.8, 70.0) | 88.4 (78.3, 93.9) | 84.0 (69.1, 92.3) | 90.5 (80.6, 95.4) | n/a | 90.3 (78.1, 96.1) | n/a | 74.4 (63.0, 83.0) | n/a |
| Melbourne Institute of Technology | 72.9 (68.9, 76.5) | 75.6 (72.9, 78.1) | 60.7 (56.6, 64.7) | 74.7 (72.1, 77.0) | 72.5 (68.5, 76.0) | 75.9 (73.2, 78.2) | 77.2 (73.3, 80.7) | 81.3 (78.7, 83.6) | 72.3 (68.2, 76.0) | 76.4 (73.7, 78.8) | 70.7 (66.8, 74.3) | 72.0 (69.3, 74.4) |
| Melbourne Polytechnic | 76.6 (72.7, 79.9) | 78.5 (74.1, 82.2) | 55.0 (50.9, 59.1) | 65.8 (61.1, 70.2) | 79.6 (76.0, 82.7) | 82.1 (78.0, 85.5) | 77.9 (74.0, 81.2) | 79.0 (74.5, 82.8) | 70.8 (66.4, 74.8) | 80.9 (76.5, 84.5) | 73.2 (69.3, 76.6) | 75.2 (70.8, 79.1) |
| Monash College | **-** | 82.2 (77.5, 86.0) | **-** | 79.1 (74.4, 82.9) | **-** | 86.9 (82.7, 90.0) | **-** | 79.6 (74.3, 83.8) | **-** | 87.7 (83.4, 90.9) | **-** | 77.5 (72.7, 81.4) |
| Ozford Institute of Higher Education | 80.0 (65.4, 88.7) | n/a | 53.6 (40.3, 66.2) | 48.1 (34.8, 61.8) | 80.8 (66.6, 89.1) | 60.0 (45.1, 72.9) | 80.0 (65.4, 88.7) | n/a | n/a | n/a | 75.0 (61.3, 84.3) | 63.0 (48.6, 74.9) |
| Polytechnic Institute Australia Pty Ltd | 75.9 (68.2, 82.0) | 81.6 (71.5, 88.4) | 58.4 (50.6, 65.7) | 76.0 (65.6, 83.8) | 77.9 (70.5, 83.6) | 86.0 (76.5, 91.8) | 73.4 (65.3, 80.0) | 73.9 (62.8, 82.4) | 64.9 (56.2, 72.5) | 72.9 (62.1, 81.3) | 71.9 (64.4, 78.2) | 80.0 (69.9, 87.1) |
| SAE Institute | 88.6 (83.7, 92.0) | 87.7 (82.8, 91.1) | 73.1 (67.0, 78.3) | 72.2 (66.4, 77.3) | 87.9 (82.8, 91.4) | 84.2 (78.9, 88.1) | 74.2 (68.0, 79.4) | 73.6 (67.4, 78.9) | 80.8 (75.0, 85.3) | 82.4 (76.9, 86.6) | 78.2 (72.3, 82.9) | 72.9 (67.1, 77.9) |
| Sheridan Institute of Higher Education | 96.6 (91.9, 97.0) | 95.3 (90.9, 96.0) | 81.0 (75.1, 84.2) | 84.4 (79.1, 86.9) | 98.3 (94.0, 98.3) | 96.9 (92.7, 97.2) | 100.0 (96.1, 99.4) | 98.3 (94.0, 98.4) | 93.1 (88.0, 94.4) | 92.2 (87.4, 93.5) | 94.8 (89.9, 95.7) | 92.2 (87.4, 93.5) |
| Southern Cross Education Institute (Higher Education) | - | 86.4 (79.3, 90.6) | - | 90.1 (83.9, 93.4) | - | 83.1 (76.1, 87.7) | - | 75.0 (66.4, 81.4) | - | 52.9 (45.1, 60.6) | - | 67.1 (59.4, 73.7) |
| South Australian Institute of Business and Technology | 74.3 (69.9, 78.0) | 82.6 (78.1, 86.0) | 53.3 (48.8, 57.7) | 74.0 (69.3, 78.1) | 79.3 (75.2, 82.7) | 87.0 (83.0, 89.9) | 80.7 (76.5, 84.1) | 85.3 (80.8, 88.6) | 80.2 (75.7, 83.8) | 85.5 (81.2, 88.6) | 70.3 (65.9, 74.1) | 72.8 (68.0, 76.9) |
| SP Jain School of Management | 89.4 (86.2, 91.4) | 86.8 (84.4, 88.4) | 77.3 (73.5, 80.3) | 86.3 (84.0, 88.0) | 82.6 (79.0, 85.1) | 82.2 (79.7, 84.1) | 81.9 (78.2, 84.7) | 76.8 (74.0, 79.1) | 71.3 (66.7, 75.2) | 70.0 (67.2, 72.5) | 72.1 (68.1, 75.4) | 69.1 (66.3, 71.6) |
| Stanley College | 86.7 (77.7, 91.5) | 89.5 (85.0, 92.4) | 84.4 (75.2, 89.8) | 83.2 (78.3, 86.8) | 93.3 (85.4, 96.4) | 89.1 (84.7, 92.0) | 72.1 (61.8, 79.8) | 83.1 (77.7, 86.9) | 73.3 (63.4, 80.6) | 72.6 (66.8, 77.3) | 82.2 (72.8, 88.0) | 83.2 (78.3, 86.8) |
| Stott's College | 89.6 (88.1, 90.9) | 90.6 (89.5, 91.6) | 71.7 (69.6, 73.6) | 81.0 (79.6, 82.3) | 84.7 (82.9, 86.2) | 86.0 (84.7, 87.1) | 76.7 (74.6, 78.6) | 76.8 (75.2, 78.4) | 65.8 (63.6, 68.0) | 65.5 (63.8, 67.2) | 74.1 (72.1, 76.0) | 76.4 (74.9, 77.8) |
| Sydney Institute of Business and Technology | 84.5 (78.9, 88.2) | 87.7 (81.3, 91.3) | 54.3 (48.0, 60.4) | 63.6 (56.5, 69.9) | 83.0 (77.5, 86.9) | 89.5 (83.6, 92.7) | 84.7 (78.9, 88.6) | 87.3 (80.8, 91.1) | 78.2 (71.3, 83.3) | 88.9 (82.6, 92.3) | 81.0 (75.2, 85.1) | 84.4 (78.1, 88.4) |
| TAFE NSW | 82.9 (81.0, 84.6) | 84.4 (82.5, 86.0) | 56.1 (53.8, 58.4) | 65.3 (63.0, 67.4) | 75.6 (73.5, 77.5) | 79.6 (77.6, 81.4) | 69.8 (67.5, 72.0) | 72.3 (69.9, 74.4) | 61.2 (58.7, 63.5) | 66.1 (63.7, 68.3) | 69.4 (67.1, 71.4) | 73.6 (71.4, 75.5) |
| TAFE Queensland | 84.4 (76.9, 89.1) | 78.4 (71.0, 83.8) | 78.8 (71.1, 84.3) | 77.6 (70.3, 83.0) | 86.4 (79.3, 90.6) | 81.6 (74.5, 86.5) | 80.6 (72.6, 86.1) | 76.1 (68.0, 82.2) | 83.1 (75.6, 87.9) | 80.0 (72.8, 85.2) | 87.9 (81.0, 91.8) | 80.3 (73.1, 85.3) |
| TAFE South Australia | 84.4 (78.2, 88.7) | 87.0 (81.4, 90.6) | 70.2 (63.3, 76.0) | 74.0 (67.8, 79.1) | 80.2 (73.6, 85.1) | 83.3 (77.5, 87.4) | 84.7 (78.2, 89.1) | 85.6 (79.7, 89.5) | 76.7 (69.8, 82.0) | 76.8 (70.4, 81.7) | 78.7 (72.2, 83.6) | 73.1 (66.8, 78.2) |
| The Australian Institute of Music | 80.0 (73.6, 84.7) | 85.2 (77.3, 90.2) | 59.0 (52.3, 65.3) | 68.3 (59.5, 75.5) | 80.6 (74.4, 85.2) | 85.2 (77.3, 90.2) | 83.7 (77.4, 88.0) | 70.9 (61.4, 78.5) | 75.3 (67.8, 81.2) | 74.6 (65.6, 81.4) | 68.0 (61.3, 73.7) | 73.0 (64.4, 79.7) |
| The JMC Academy | 86.2 (81.5, 89.3) | 87.7 (83.7, 90.3) | 62.2 (56.7, 67.1) | 68.9 (64.1, 73.0) | 88.1 (83.7, 90.9) | 85.9 (81.8, 88.7) | 85.3 (80.3, 88.7) | 81.3 (76.2, 85.0) | 79.6 (74.1, 83.7) | 78.2 (73.4, 81.9) | 77.5 (72.4, 81.4) | 78.7 (74.2, 82.1) |
| Universal Business School Sydney | 77.8 (72.7, 82.0) | 83.3 (75.7, 88.6) | 60.2 (55.0, 65.1) | 71.1 (62.9, 77.8) | 79.9 (75.1, 83.7) | 85.1 (77.8, 90.0) | 77.5 (72.2, 81.8) | 84.5 (76.9, 89.6) | 76.5 (71.1, 81.0) | 88.7 (80.9, 93.3) | 76.6 (71.8, 80.6) | 82.9 (75.5, 88.1) |
| UOW College | 73.3 (65.9, 79.1) | 82.4 (75.9, 87.0) | 44.2 (37.2, 51.5) | 66.7 (59.5, 72.8) | 80.0 (73.0, 85.0) | 91.2 (85.7, 94.3) | 75.3 (67.9, 81.0) | 82.6 (75.8, 87.3) | 81.3 (73.3, 86.6) | 90.7 (84.9, 94.0) | 70.1 (62.8, 76.1) | 83.7 (77.4, 88.1) |
| UTS College | 76.3 (73.0, 79.2) | 76.9 (73.3, 79.9) | 60.9 (57.4, 64.3) | 71.9 (68.4, 75.1) | 78.7 (75.5, 81.4) | 78.7 (75.3, 81.6) | 75.3 (71.9, 78.4) | 74.2 (70.4, 77.6) | 79.9 (76.5, 82.8) | 85.3 (82.1, 87.8) | 71.1 (67.8, 74.2) | 70.6 (67.0, 73.8) |
| VIT (Victorian Institute of Technology) | 80.2 (77.9, 82.2) | 82.0 (79.0, 84.3) | 65.5 (62.9, 67.9) | 69.7 (66.5, 72.5) | 78.8 (76.4, 80.8) | 80.5 (77.6, 82.8) | 79.8 (77.4, 81.8) | 80.1 (77.0, 82.6) | 76.5 (74.0, 78.7) | 73.7 (70.5, 76.5) | 75.4 (73.0, 77.5) | 76.4 (73.4, 79.0) |
| Wentworth Institute of Higher Education | 86.4 (82.0, 89.4) | 82.1 (78.8, 84.8) | 55.1 (50.1, 59.9) | 71.5 (68.0, 74.6) | 86.3 (82.2, 89.3) | 82.4 (79.2, 85.0) | 83.9 (79.2, 87.3) | 77.8 (74.1, 80.9) | 78.1 (73.0, 82.2) | 77.9 (74.4, 80.8) | 74.1 (69.3, 78.1) | 76.3 (73.0, 79.2) |
| Western Sydney University International College | - | 67.9 (54.1, 78.5) | - | 82.1 (68.9, 89.7) | - | 86.2 (73.7, 92.6) | - | 81.5 (67.8, 89.4) | - | 88.9 (76.0, 94.7) | - | 86.2 (73.7, 92.6) |
| William Angliss Institute | 78.6 (73.2, 82.9) | 81.1 (75.4, 85.4) | 57.9 (52.1, 63.4) | 67.6 (61.5, 73.1) | 79.5 (74.3, 83.7) | 78.9 (73.2, 83.5) | 75.4 (69.5, 80.2) | 79.5 (73.5, 84.3) | 74.2 (68.1, 79.4) | 75.4 (69.2, 80.5) | 69.2 (63.6, 74.2) | 74.1 (68.1, 79.1) |
| All NUHEIs | 81.7 (81.2, 82.2) | 83.8 (83.4, 84.3) | 62.3 (61.7, 62.9) | 72.8 (72.3, 73.3) | 81.4 (80.9, 81.9) | 83.8 (83.4, 84.3) | 78.4 (77.9, 79.0) | 79.8 (79.3, 80.3) | 74.5 (73.8, 75.0) | 77.6 (77.0, 78.1) | 75.0 (74.4, 75.5) | 77.8 (77.3, 78.3) |

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25). Institutions with no data or suppressed values for all cells are excluded from this table.

Figure 8 Quality of entire educational experience for international postgraduate coursework non-university higher education institution (NUHEI) students, pooled 2022-2023 (% positive rating)

Table 9 International postgraduate coursework student education experience, by non-university higher education institution (NUHEI), pooled 2021-2022 and 2022-2023 (% positive rating, with 90% confidence intervals)

| Non-university higher education institution | Skills Development 2021-2022 | Skills Development 2022-2023 | Peer Engagement 2021-2022 | Peer Engagement 2022-2023 | Teaching Quality and Engagement 2021-2022 | Teaching Quality and Engagement 2022-2023 | Student Support and Services 2021-2022 | Student Support and Services 2022-2023 | Learning Resources 2021-2022 | Learning Resources 2022-2023 | Quality of entire educational experience 2021-2022 | Quality of entire educational experience 2022-2023 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Australian College of Applied Professions | 87.2 (84.3, 89.3) | 88.2 (85.8, 90.0) | 65.9 (62.5, 69.1) | 77.5 (74.7, 79.9) | 85.5 (82.6, 87.7) | 89.4 (87.1, 91.0) | 72.3 (68.7, 75.4) | 75.9 (72.8, 78.7) | 75.1 (71.1, 78.6) | 82.9 (79.9, 85.2) | 69.5 (66.1, 72.6) | 77.4 (74.7, 79.8) |
| Adelaide Institute of Higher Education | n/a | 94.4 (85.8, 96.9) | n/a | 91.9 (83.1, 95.0) | n/a | 91.7 (82.6, 94.9) | n/a | 91.7 (82.6, 94.9) | n/a | 91.4 (82.0, 94.9) | n/a | 89.5 (80.5, 93.2) |
| Alphacrucis University College | 80.0 (65.8, 88.4) | n/a | 44.8 (33.1, 57.4) | n/a | 85.7 (73.1, 92.1) | n/a | n/a | n/a | n/a | n/a | 86.2 (74.0, 92.3) | n/a |
| Asia Pacific International College | 84.2 (79.4, 87.7) | 90.6 (86.8, 93.0) | 69.8 (64.4, 74.4) | 85.4 (81.1, 88.5) | 89.6 (85.4, 92.3) | 91.3 (87.5, 93.6) | 85.5 (80.7, 88.9) | 87.7 (83.4, 90.5) | 84.8 (79.0, 88.8) | 85.4 (80.7, 88.7) | 84.8 (80.1, 88.1) | 88.8 (84.8, 91.4) |
| Australian College of Theology Limited | 93.3 (86.8, 94.9) | 96.8 (88.1, 97.9) | 73.3 (65.7, 78.3) | 80.6 (70.2, 86.2) | 100.0 (94.8, 99.5) | 100.0 (92.2, 99.8) | 95.5 (89.1, 96.6) | 96.2 (85.5, 98.1) | 96.7 (87.2, 98.4) | 100.0 (90.8, 100.0) | 95.6 (89.4, 96.6) | 96.8 (88.1, 97.9) |
| Australian Institute of Business Pty Ltd | 86.1 (83.1, 88.3) | n/a | 42.1 (38.6, 45.7) | n/a | 89.9 (87.3, 91.7) | n/a | 91.5 (88.9, 93.2) | n/a | 86.9 (80.0, 91.5) | n/a | 89.7 (87.1, 91.5) | n/a |
| Australian Institute of Higher Education | 86.7 (75.2, 92.1) | 92.9 (88.9, 95.2) | 74.2 (62.2, 82.3) | 85.7 (81.0, 89.0) | 86.7 (75.2, 92.1) | 89.8 (85.4, 92.6) | 72.4 (59.8, 81.2) | 86.9 (81.9, 90.2) | 70.0 (57.7, 79.0) | 81.5 (76.1, 85.4) | 86.7 (75.2, 92.1) | 84.8 (80.0, 88.3) |
| Chartered Accountants Australia and New Zealand | - | 72.8 (67.8, 77.2) | - | 23.4 (19.4, 28.0) | - | 63.3 (58.1, 68.2) | - | 58.7 (52.0, 65.0) | - | 61.5 (53.2, 69.2) | - | 66.4 (61.3, 71.0) |
| CIC Higher Education | n/a | 94.2 (87.3, 96.8) | n/a | 80.0 (71.7, 85.5) | n/a | 94.5 (88.0, 96.9) | n/a | 89.4 (80.9, 93.5) | n/a | 76.0 (66.8, 82.5) | n/a | 88.7 (81.0, 92.6) |
| Engineering Institute of Technology | 92.1 (84.2, 94.4) | 92.3 (89.4, 93.7) | 57.9 (49.2, 65.5) | 71.7 (68.0, 74.7) | 84.2 (75.6, 88.3) | 88.6 (85.5, 90.4) | 86.5 (77.8, 90.2) | 84.9 (81.4, 87.1) | 80.0 (70.4, 85.3) | 73.9 (70.0, 76.9) | 76.3 (67.4, 81.7) | 83.0 (79.7, 85.3) |
| Excelsia College | 80.9 (73.1, 86.3) | 86.5 (82.5, 89.5) | 63.4 (55.1, 70.6) | 83.7 (79.6, 86.8) | 81.2 (73.4, 86.5) | 84.0 (79.8, 87.1) | 79.7 (71.4, 85.5) | 80.5 (75.7, 84.3) | 72.3 (63.7, 79.1) | 73.5 (68.7, 77.6) | 66.2 (58.0, 73.2) | 74.2 (69.5, 78.1) |
| Holmes Institute | 85.2 (83.8, 86.5) | 88.7 (87.1, 90.0) | 67.7 (66.1, 69.3) | 83.0 (81.2, 84.5) | 84.9 (83.6, 86.2) | 88.8 (87.3, 90.1) | 82.1 (80.6, 83.5) | 87.6 (85.9, 89.1) | 78.0 (76.2, 79.6) | 80.0 (78.0, 81.9) | 81.0 (79.6, 82.3) | 84.8 (83.1, 86.3) |
| Institute of Health & Management Pty Ltd | 92.2 (87.7, 94.6) | 95.3 (92.3, 96.7) | 60.7 (54.9, 66.0) | 68.2 (63.5, 72.2) | 91.7 (87.3, 94.1) | 90.7 (87.1, 92.9) | 87.0 (81.7, 90.4) | 92.3 (88.7, 94.4) | 88.4 (82.5, 91.9) | 83.3 (78.5, 86.8) | 84.7 (79.6, 88.1) | 82.5 (78.3, 85.6) |
| ICHM | 86.5 (78.7, 90.7) | 90.8 (85.0, 93.3) | 69.1 (60.8, 75.6) | 77.3 (70.7, 81.7) | 83.3 (75.5, 88.0) | 93.9 (88.7, 95.7) | 90.0 (82.3, 93.6) | 87.3 (81.0, 90.6) | 73.1 (64.4, 79.4) | 80.3 (73.8, 84.4) | 69.1 (60.8, 75.6) | 87.9 (81.9, 90.9) |
| International College of Management, Sydney | 92.6 (89.2, 94.6) | 91.7 (89.6, 93.1) | 77.1 (72.6, 80.7) | 86.7 (84.4, 88.5) | 90.1 (86.5, 92.4) | 91.2 (89.1, 92.6) | 84.6 (80.3, 87.6) | 87.3 (84.9, 89.1) | 78.3 (73.3, 82.1) | 82.0 (79.3, 84.1) | 82.4 (78.1, 85.5) | 85.6 (83.2, 87.4) |
| Kaplan Business School | 88.0 (86.8, 89.1) | 89.8 (89.0, 90.5) | 64.2 (62.5, 65.8) | 77.2 (76.2, 78.2) | 89.8 (88.6, 90.7) | 91.1 (90.4, 91.7) | 88.7 (87.4, 89.8) | 89.0 (88.1, 89.8) | 81.7 (80.0, 83.3) | 84.2 (83.2, 85.1) | 85.0 (83.7, 86.1) | 87.8 (87.0, 88.6) |
| King's Own Institute | 81.8 (79.5, 83.8) | 85.0 (83.2, 86.5) | 67.3 (64.7, 69.8) | 81.4 (79.6, 83.0) | 82.2 (79.9, 84.2) | 86.0 (84.3, 87.5) | 79.6 (77.1, 81.7) | 82.4 (80.5, 84.1) | 74.1 (71.3, 76.6) | 83.3 (81.5, 84.9) | 78.4 (76.0, 80.5) | 80.1 (78.2, 81.8) |
| Le Cordon Bleu Australia | n/a | 82.1 (72.2, 87.8) | n/a | 75.6 (65.8, 82.2) | n/a | 85.0 (75.6, 90.0) | n/a | 91.7 (82.2, 95.3) | n/a | 91.7 (82.2, 95.3) | n/a | 80.5 (70.9, 86.3) |
| Melbourne Institute of Technology | 83.9 (80.5, 86.7) | 85.7 (83.3, 87.7) | 72.8 (69.1, 76.2) | 86.9 (84.6, 88.7) | 81.8 (78.3, 84.7) | 83.9 (81.5, 86.0) | 79.0 (75.2, 82.2) | 81.8 (79.1, 84.1) | 74.9 (70.8, 78.5) | 80.2 (77.5, 82.5) | 76.4 (72.7, 79.5) | 78.1 (75.5, 80.5) |
| Ozford Institute of Higher Education | n/a | 71.1 (60.3, 79.0) | n/a | 72.7 (63.3, 79.5) | n/a | 76.2 (66.5, 82.7) | n/a | 64.9 (53.9, 73.8) | n/a | 62.5 (52.3, 71.2) | n/a | 76.2 (66.5, 82.7) |
| Polytechnic Institute Australia Pty Ltd | 76.7 (63.4, 85.5) | 87.0 (83.3, 89.7) | 55.9 (43.8, 67.1) | 82.2 (78.4, 85.3) | 80.0 (66.9, 88.1) | 89.7 (86.4, 92.1) | 73.3 (59.9, 82.9) | 84.0 (79.9, 87.1) | n/a | 84.1 (80.0, 87.2) | 69.7 (57.1, 79.3) | 86.9 (83.4, 89.5) |
| Southern Cross Education Institute (Higher Education) | - | 67.2 (57.9, 75.0) | - | 70.1 (61.5, 77.2) | - | 39.7 (31.4, 48.8) | - | 43.1 (34.2, 52.7) | - | 32.3 (24.6, 41.4) | - | 28.4 (21.5, 36.9) |
| SP Jain School of Management | 96.8 (89.7, 96.3) | 88.7 (85.4, 89.9) | 93.9 (87.5, 93.8) | 90.9 (87.9, 91.8) | 93.5 (86.2, 93.9) | 86.6 (83.2, 88.0) | 90.3 (82.8, 91.4) | 81.4 (77.9, 83.3) | 93.5 (86.2, 93.9) | 88.5 (85.2, 89.8) | 90.9 (84.3, 91.3) | 76.8 (73.3, 78.8) |
| The Australian Institute of Music | 73.1 (60.0, 81.8) | n/a | 25.9 (17.7, 38.5) | n/a | 80.8 (67.9, 87.8) | n/a | n/a | n/a | n/a | n/a | 63.0 (50.5, 73.1) | n/a |
| The JMC Academy | n/a | 63.0 (52.4, 71.2) | n/a | 44.4 (35.3, 54.6) | n/a | 63.0 (52.4, 71.2) | n/a | n/a | n/a | n/a | n/a | 48.1 (38.6, 58.0) |
| Universal Business School Sydney | 86.9 (83.6, 89.4) | 91.8 (88.8, 93.8) | 61.9 (57.9, 65.6) | 70.9 (66.8, 74.6) | 85.6 (82.4, 88.2) | 91.2 (88.1, 93.2) | 87.1 (83.7, 89.7) | 90.6 (87.1, 93.0) | 85.8 (82.0, 88.8) | 88.1 (83.9, 91.1) | 86.4 (83.3, 88.8) | 88.0 (84.7, 90.4) |
| VIT (Victorian Institute of Technology) | 86.9 (85.3, 88.3) | 90.5 (88.9, 91.8) | 75.6 (73.6, 77.3) | 84.7 (82.8, 86.3) | 88.0 (86.4, 89.3) | 90.3 (88.7, 91.5) | 85.3 (83.5, 86.8) | 85.6 (83.6, 87.2) | 85.7 (83.9, 87.3) | 85.0 (82.9, 86.8) | 88.2 (86.7, 89.4) | 86.6 (84.9, 88.1) |
| Wentworth Institute of Higher Education | 91.3 (87.0, 93.8) | 85.5 (81.6, 88.2) | 72.7 (67.1, 77.3) | 83.2 (79.4, 86.1) | 93.0 (89.0, 95.1) | 84.7 (80.8, 87.5) | 86.1 (81.1, 89.5) | 76.2 (71.6, 80.0) | 81.4 (75.8, 85.6) | 72.0 (67.4, 76.0) | 83.6 (78.6, 87.2) | 74.9 (70.6, 78.4) |
| All NUHEIs | 86.4 (85.8, 87.0) | 88.3 (87.9, 88.8) | 66.3 (65.6, 67.1) | 78.1 (77.5, 78.7) | 86.9 (86.3, 87.4) | 88.1 (87.6, 88.6) | 84.2 (83.6, 84.8) | 85.1 (84.5, 85.6) | 80.2 (79.4, 80.9) | 81.7 (81.1, 82.3) | 82.5 (81.9, 83.1) | 83.5 (83.0, 84.0) |

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25). Institutions with no data or suppressed values for all cells are excluded from this table.

## Likelihood to consider leaving current institution

In addition to questions on their higher education experience, students were also asked to indicate whether they had seriously considered leaving their current institution in 2023. The proportion of domestic undergraduate students who had considered leaving their institution has remained fairly consistent since 2017. The proportion of international undergraduate students who had considered leaving has generally been lower than for domestic students, as shown by **Figure 9**. However, it did peak to a high of 19.5 per cent in 2021, likely related to the large proportion of international students located overseas. This figure dropped substantially in 2022 and again in 2023 to 13.9 per cent, the lowest since 2017.

Figure 9 Proportion of undergraduate students who considered early departure from institution by citizenship status, 2017-2023

Source: The CONSID\_UG\_ALL\_6Y\_SG worksheet in the 2023 SES National Report Tables available on the QILT website.

A similar pattern can be seen at the postgraduate coursework level whereby domestic students are more likely to indicate they had considered leaving in the survey year than international students. However, in 2020 and 2021 the proportion of international postgraduate coursework students who indicated they had considered leaving their institution has increased markedly, as shown by **Figure 10**.

It should be noted that the SES is conducted in August and September of each year and so many commencing undergraduate 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.

Figure 10 Proportion of postgraduate coursework students who considered early departure from institution by citizenship status, 2017-2023

Source: The CONSID\_PGC\_ALL\_6Y\_SG worksheet in the 2023 SES National Report Tables available on the QILT website.

Students who considered leaving their institution were asked to indicate, from a list of 28 possible reasons, why they had considered doing so. Students could select as many reasons as applicable, so the percentages do not sum to 100. Note that the list of reasons was revised in the 2023 SES as part of the review of the SES instrument. Some reasons previously presented in the survey were removed, other reasons were modified and new reasons were introduced. Refer to Appendix 2, Section 2.1 Review of the SES for more information.

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.

The top three reasons cited by international undergraduate students for considering leaving their institution included financial difficulties, their stress levels and their mental health. Stress levels and mental health were the top two reasons provided by domestic undergraduates and at a higher rate than international undergraduates.

While domestic undergraduate students were more likely to report difficulty with study workload, study life balance, family caring responsibilities and paid work responsibilities, international undergraduates were more likely to cite low or failing grades, lack of career prospects, concerns about the institution’s reputation and the difficulty of the course.

Figure 11 Reasons for considering early departure among undergraduate students by citizenship status, 2023 (% of those who had considered leaving)

Source: The CONSID\_CH\_UG\_ALL\_6Y\_E942 worksheet in the 2023 SES International Report Tables available on the QILT website.

Note: A number of changes were made to the list of reasons presented in survey in the 2023 SES. Reasons that were removed in 2023 are not presented in this table. As the reasons are presented in alphabetical order to respondents, changes to the proportion of respondents selecting modified reasons in 2023 may have been impacted by the change in order and, therefore, caution should be exercised if comparing data with previous years.

^ Prior to 2023, two variables related to finances were presented to respondents: ‘Financial difficulties’ and ‘Fee difficulties’. ‘Fee difficulties’ was removed in 2023, which may have contributed to the increased proportion of respondents that selected ‘Financial difficulties’ compared to previous years.

Like international undergraduates, financial difficulties was the main reason provided by international postgraduate coursework students as the reason for considering early departure from the institution. were also more likely to cite financial difficulties as one of their main reasons for considering leaving.

Many of the differences observed between international and domestic undergraduates can be seen at the postgraduate coursework, however, the extent to which they differ did vary. For example, at the postgraduate coursework level the gap in international and domestic students citing low or failing grades and a lack of career prospects was much greater than it was at the undergraduate level.

On the other hand, domestic postgraduate coursework students were even more likely to cite family caring responsibilities and paid work commitments when compared to the difference at the undergraduate level. Interestingly, the proportions of international undergraduates and international postgraduate coursework students citing these two reasons was very consistent while the proportions of domestic students increased by course level. This further highlights the difference in profile of international and domestic students at the postgraduate level, in terms of age and life stage.

Figure 12 Reasons for considering early departure among postgraduate students by citizenship status, 2023 (% of those who had considered leaving)

Source: The CONSID\_CH\_PGC\_ALL\_6Y\_E942 worksheet in the 2023 SES International Report Tables available on the QILT website.

Note: A number of changes were made to the list of reasons presented in survey in the 2023 SES. Reasons that were removed in 2023 are not presented in this table. As the reasons are presented in alphabetical order to respondents, changes to the proportion of respondents selecting modified reasons in 2023 may have been impacted by the change in order and, therefore, caution should be exercised if comparing data with previous years.

^ Prior to 2023, two variables related to finances were presented to respondents: ‘Financial difficulties’ and ‘Fee difficulties’. ‘Fee difficulties’ was removed in 2023, which may have contributed to the increased proportion of respondents that selected ‘Financial difficulties’ compared to previous years.

# The living experience of international students in Australia

International students typically rate their overall living experience in Australia highly, as shown by **Figure 13,** with 93.1 per cent of international undergraduates and 93.3 per cent of international postgraduate coursework students rating their overall living experience positively in 2023. Note that survey responses from international students who would have been studying onshore in Australia but were studying offshore due to COVID-19 are excluded from results for living experience throughout this report (these students have been included in results for education experience).

Figure 13 International student overall living experience by course level, 2020-2023 (% positive rating)

Source: The INTSAT\_ALL\_ALL\_1Y worksheet in the 2023 SES International Report Tables available on the QILT website.

**Figure 14** 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 rated most highly by international students at both course levels. International undergraduate and international postgraduate coursework students tended to rate their living experience similarly. Work experience was rated lowest at both course levels but postgraduate coursework students rated it 8.3 percentage points lower than undergraduates. International postgraduate coursework students were also less likely to rate employment while studying positively when compared to undergraduates. These aspects both relate to employment and may indicate differences in expectations or additional challenges international postgraduate coursework students have compared to international undergraduates who may be at a different life stage.

Figure 14 International student living experience by course level, 2023 (% positive rating)

Source: The INTSAT\_ALL\_ALL\_1Y worksheet in the 2023 SES International Report Tables available on the QILT website.

Table 10 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 some aspects of their living experience lower than other international students, including improving English skills, 90.8 per cent, transport, 70.7 per cent, and employment while studying, 77.8 per cent. Nepalese students, in general, rated their living experience more favourably than other international undergraduate students.

Table 10 International undergraduate student living experience by source country, 2023 (% 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) | 77.8 | 90.8 | 74.5 | 70.7 | 95.9 | 83.9 | 83.1 | 89.1 | 92.6 |
| Nepal | 87.1 | 97.8 | 82.7 | 83.3 | 98.7 | 94.5 | 92.4 | 91.8 | 93.0 |
| India | 80.0 | 97.7 | 73.9 | 81.1 | 98.5 | 92.9 | 83.6 | 90.4 | 93.7 |
| Malaysia | 79.5 | 95.9 | 70.4 | 80.0 | 97.9 | 84.3 | 83.7 | 89.0 | 94.7 |
| Vietnam | 82.7 | 96.3 | 75.8 | 74.4 | 97.2 | 89.9 | 84.5 | 91.0 | 92.9 |
| Total international | 80.0 | 95.2 | 74.5 | 76.3 | 97.6 | 89.5 | 84.2 | 89.4 | 93.1 |

## Accommodation experience

International students also rated their accommodation experience in Australia highly, with 89.4 per cent of undergraduates and 89.1 per cent of postgraduate coursework students rating this aspect of their living experience positively in 2023, as shown by **Figure 15**. International student ratings of their accommodation experience have declined for the last two consecutive years which may be due to pressure in the Australian housing market.

Figure 15 International student accommodation experience, 2020-2023 (% positive rating)

Just over half (52.0 per cent) of international undergraduate students lived in a private rented/house/flat/room in 2023, as shown by **Table 11**. A further 19.3 per cent of students were living with friends or relatives in their accommodation. International undergraduate students rated their current living arrangements very highly across all accommodation types. Living with parents, with friends or relatives, or at university or college halls, attracted the highest positive ratings at 95.0 per cent, 91.6 per cent and 89.8 per cent respectively. Positive student ratings were lowest among international undergraduates living in private halls or students, 83.6 per cent.

Table 11International undergraduate student living arrangements and positive ratings, 2023, %

| - | % of students living in accommodation type | % positive rating of current living arrangements |
| --- | --- | --- |
| University or college halls of residence | 8.7 | 89.8 |
| Student house or flat controlled by university | 5.2 | 86.6 |
| Private halls or student hostel | 6.0 | 83.6 |
| Private rented house/flat/room | 52.0 | 89.1 |
| Homestay with a family not related to you | 4.0 | 88.3 |
| With friends or relatives in their accommodation | 19.3 | 91.6 |
| Living with parents | 4.0 | 95.0 |
| Other | <1.0 | 91.9 |

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 **Figure 16**. Nepalese students were most likely to be living with friends or relatives in their accommodation, 31.6 per cent, compared to only 8.9 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, 11.8 per cent compared to 6.0 per cent.

Figure 16 International undergraduate student accommodation arrangements by source country, 2023, %

Source: The INTLIVE\_UG\_ALL\_1Y\_E346 worksheet in the 2023 SES International Report Tables available on the QILT website.

## Use of agents

The overwhelming majority, 86.5 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 **Figure 17**. Among those using the services of an agent, 93.5 per cent of those students rated the service provided by their agent positively. Although not presented in this report, similar patterns of use of and satisfaction with agents was observed at the postgraduate coursework level[[1]](#footnote-2).

Figure 17 International undergraduate students who used an agent to help with visa application or enrolment (%)

Source: The INTAGENT\_UG\_ALL\_1Y\_E346 worksheet in the 2023 SES International Report Tables available on the QILT website.

Figure 18 International undergraduate student rating with service provided by agent\* (% positive rating of students who used an agent\*)

Source: The INTAGENT\_UG\_ALL\_1Y\_E346 worksheet in the 2023 SES International Report Tables available on the QILT website.

\* The percent positive rating for the service provided by an agent represents the proportion of respondents who selected ‘Good’ or ‘Very good’ when asked ‘How would you rate the overall service provided by the agent?’ Refer to Appendix 3: Production of scores for more information about the methods for calculating item-level and focus area scores.

# Factors in deciding where to study

## Reasons for choosing to study in Australia

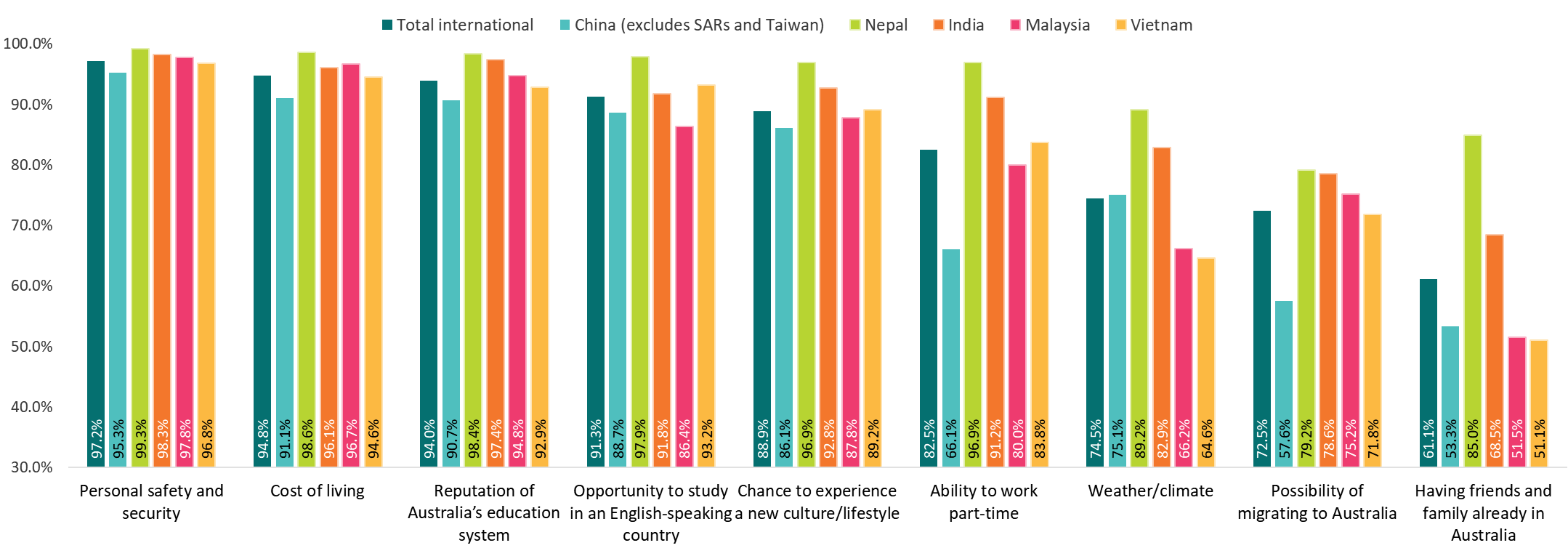
International students were asked to rate how important a variety of reasons were in their decision to study in Australia, and key reasons are shown in **Figure 19**. Personal safety and security was the top reason chosen by international students, with 97.2 per cent of undergraduates and 97.6 per cent of postgraduate coursework students rating this aspect extremely important or important. High levels of importance were also attached to the cost of living, the reputation of Australia’s education system, the opportunity to study in an English-speaking country, and the chance to experience a new culture/lifestyle.

Figure 19 International student reasons for choosing to study in Australia by course level, 2023 (% importance rating)

Source: The INTAUS\_ALL\_ALL\_1Y worksheet in the 2023 SES International Report Tables available on the QILT website.

Personal safety and security was cited by undergraduate students from all five top student source countries as the most important reason in their decision to study in Australia, as shown by **Figure 20**. 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. Chinese students placed a lot less importance on the ability to work part-time, the possibility of migration and having friends and family in Australia than students from the other top five source countries.

Figure 20 International undergraduate student reasons for choosing to study in Australia by source country, 2023 (% importance rating)

Source: The INTAUS\_UG\_ALL\_1Y\_E346 worksheet in the 2023 SES International Report Tables available on the QILT website.

## Reasons for choosing to study at current institution

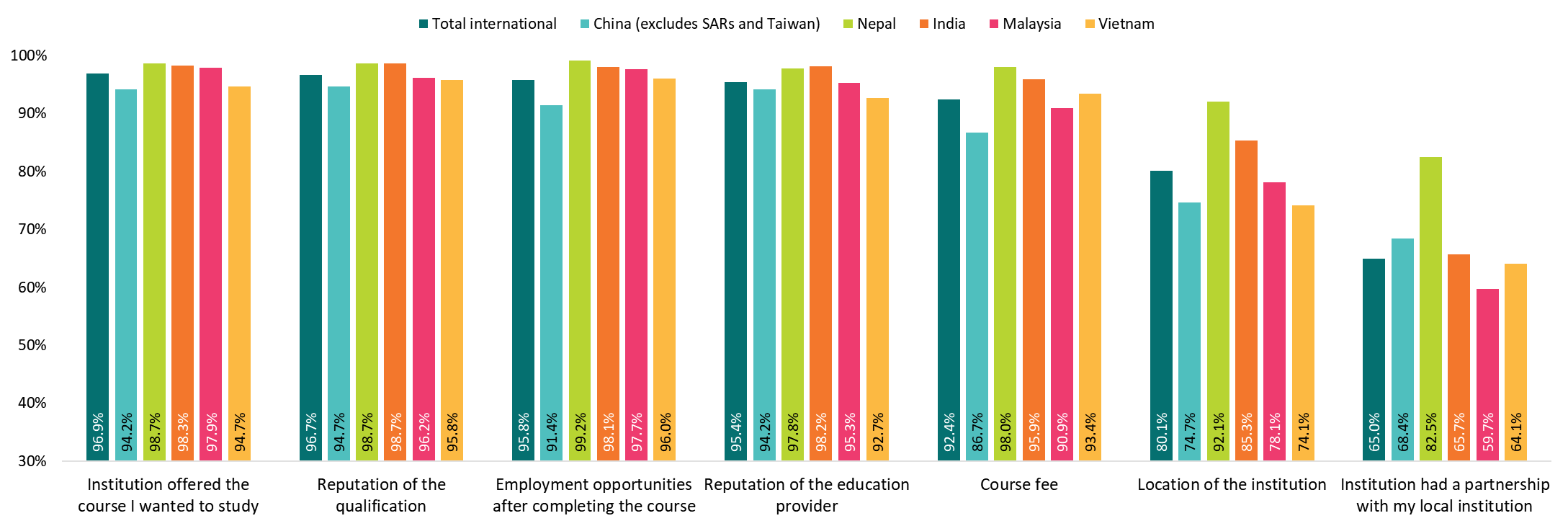
International students studying in Australia were asked to rate how important a variety of reasons were in their decision to apply to their current institution. As shown in **Figure 21,** international students’ most important reasons for choosing to study at their current institution included the institution offering the course the student wanted to study, the reputation of the qualification, employment opportunities after course completion and the reputation of the education provider, all of which were rated as extremely important or important by at least 95 per cent of students at both course levels. High levels of importance were also attached to the course fee and to a lesser extent, the location of the institution. The least important reason for choosing the institution was because the institution had a partnership with the student’s local institution, which was rated important by 65 per cent of international undergraduates and 60.9 per cent of international postgraduate coursework students.

Figure 21 International student reasons for choosing current institution by course level, 2023 (% importance rating)

Source: The INTINST\_ALL\_ALL\_1Y worksheet in the 2023 SES International Report Tables available on the QILT website.

Ratings of important factors when choosing an institution were fairly consistent across the top 5 source countries, in terms of the order from highest to lowest, as shown by **Figure 22.** 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. Chinese undergraduates tended to place less importance on many of the factors, however, it is important to note than these lower ratings were still relatively high. For example, Chinese undergraduates were less likely to rate employment opportunities after course completion as a reason for choosing their current institution but it was still rated important at 91.4 per cent.

Figure 22 International undergraduate student reasons for choosing to study at current institution by source country, 2023 (% importance rating)

Source: The INTINST\_UG\_ALL\_1Y\_E346 worksheet in the 2023 SES International Report Tables available on the QILT website.

# 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).[[2]](#footnote-3) The NSSE collects information from first year and senior year international students in the United States of America (USA). In 2023 the survey drew responses from 239,753 students from 456 institutions in the USA , four per cent of which were international students.[[3]](#footnote-4) While the NSSE is only administered to a subset of institutions in the USA, it is worth noting that international students make up four per cent of the overall student body across all of the Bachelor’s Degree-granting Institutions in the USA..

In the United Kingdom (UK), the National Student Survey (NSS) is an annual census of final year undergraduate students at publicly funded higher education institutions in the UK. The NSS also has a similar overall satisfaction item measured on a five-point Likert-type response scale.[[4]](#footnote-5) From 2023, the NSS only administers this question to higher education institutions in Scotland, Wales, and Northern Ireland.[[5]](#footnote-6) Prior to 2023, this question was also administered to higher education institutions in England allowing the preparation of an overall UK measure.

International students in Australia have historically rated their experience lower than their counterparts studying in other countries, this continues in 2023. The SES shows that in 2019, 75 per cent of international students in Australia rated their overall educational experience positively, falling to 63 per cent in 2020 with the impact of the COVID-19 pandemic, recovering to 76 per cent in 2023. These results are lower than those recorded for international students in the USA, which were around 85 per cent in 2019 and 2020, and around 84 per cent in 2022.[[6]](#footnote-7) 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. In 2023, results for Wales, Northern Ireland, and Scotland were broadly similar at between 81 and 79 per cent.[[7]](#footnote-8)

It is important to remember these results do not account for potential differences in the composition of the respective undergraduate international 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 23 International undergraduate student ratings of overall educational experience, Australia, USA, and United Kingdom, 2019-2023 (% positive rating)

\* Data for USA are not available for 2021 and 2023.

\*\* Data for UK are not available for 2023 as the overall satisfaction item was not administered to higher education institutions in England. Data for Scotland, Wales, and Northern Ireland are not available prior to 2023.

1. Methodological summary
2. Overview

The target population for the SES is commencing and later-year onshore 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 onshore but were offshore 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 2023 SES Methodological Report available on the QILT website.

**Table 12** provides an operational summary of the 2023 SES. A total of 208,604 international students from 134 institutions were approached to participate in the SES. From a final in-scope sample of 196,653 students, responses were received from a total of 71,479 students which equated to 72,229 valid course level survey responses once combined and double degrees were taken into account. This represents an overall response rate of 36.3 per cent.

Table 12 2023 SES operational overview: international undergraduate and postgraduate coursework

| Project element | Universities | NUHEIs | Total |
| --- | --- | --- | --- |
| Number of participating institutions | 42 | 92 | 134 |
| Number of students approached | 173,553 | 35,051 | 208,604 |
| Final 'in-scope' sample | 163,914 | 32,739 | 196,653 |
| Number of completed surveys (student level) | 57,923 | 13,556 | 71,479 |
| Number of completed surveys (course level) | 58,648 | 13,581 | 72,229 |
| Overall response rate (%) | 35.3 | 41.4 | 36.3 |
| 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. Data collection

The main online survey took place in August 2023, with a secondary collection in September-October 2023 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 2023 SES featured an email invitation to complete the survey, followed by nine reminder emails and up to three SMS reminders.

Refer to the 2023 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. Response rate by institution

**Table 13** shows 2022 and 2023 SES international student response rates by institution. Whilst the overall response rate in 2023 was 36.3 per cent, institutional response rates ranged from 17.2 per cent to 100.0 per cent. Across universities, the response rates ranged between a high of 61.3 per cent and a low of 20.5 per cent.

Table 13 SES international response rate by institution, 2022-2023 (%)

| **Institu****tion** | **2022** | **2023** |
| --- | --- | --- |
| Academies Australasia Polytechnic Pty Limited | 49.2 | 53.3 |
| Academy of Information Technology | 41.8 | 48.4 |
| Adelaide Institute of Higher Education | 48.4 | 51.3 |
| Alphacrucis University College | 30.4 | 26.8 |
| Asia Pacific International College | 30.4 | 37.9 |
| Australia Advance Education Group Pty Ltd | 25.6 | 29.3 |
| Australian Academy of Music and Performing Arts | 66.7 | 41.2 |
| Australian Catholic University | 52.0 | 45.7 |
| Australian Chiropractic College Limited | 100.0 | 100.0 |
| Australian College of Applied Professions | 46.5 | 55.0 |
| Australian College of Christian Studies | 100.0 | 66.7 |
| Australian College of Nursing | 62.1 | 25.0 |
| Australian College of Theology Limited | 62.0 | 50.0 |
| Australian Institute of Business Pty Ltd | 52.6 | 27.8 |
| Australian Institute of Higher Education | 33.4 | 36.2 |
| Australian Institute of Management Education & Training | 25.0 | 50.0 |
| Australian Institute of Professional Counsellors | 20.0 | 25.0 |
| Australian School of Accounting | - | 42.6 |
| Avondale University | 65.0 | 46.4 |
| BBI - The Australian Institute of Theological Education | 100.0 | 100.0 |
| Bond University | 38.7 | 37.2 |
| Box Hill Institute | 38.5 | 38.8 |
| Central Queensland University | 38.4 | 40.6 |
| Charles Darwin University | 37.7 | 40.2 |
| Charles Sturt University | 28.6 | 39.7 |
| Chartered Accountants Australia and New Zealand | - | 17.2 |
| Chisholm Institute | 28.8 | 37.2 |
| Christian Heritage College | 47.1 | 57.1 |
| CIC Higher Education | 39.8 | 40.4 |
| Collarts (Australian College of the Arts) | 44.4 | 25.9 |
| Crown Institute of Higher Education Pty Ltd | - | 27.8 |
| Curtin College | 46.8 | 40.4 |
| Curtin University | 40.5 | 48.0 |
| Deakin College | 35.8 | 34.0 |
| Deakin University | 36.2 | 33.9 |
| Eastern College Australia | 100.0 | 100.0 |
| Edith Cowan College | 48.5 | 49.1 |
| Edith Cowan University | 42.3 | 59.6 |
| Endeavour College of Natural Health | 40.9 | 59.5 |
| Engineering Institute of Technology | 54.1 | 68.1 |
| Equals International | - | 31.3 |
| Excelsia College | 29.9 | 38.2 |
| Eynesbury College | 31.0 | 40.0 |
| Federation University Australia | 26.6 | 35.6 |
| Flinders University | 37.6 | 35.8 |
| Governance Institute of Australia | - | 83.3 |
| Griffith College | 24.4 | 34.6 |
| Griffith University | 29.4 | 40.3 |
| HEPCO The Tax Institute Higher Education | 30.0 | 23.1 |
| Holmes Institute | 18.7 | 37.6 |
| Holmesglen Institute | 22.0 | 30.6 |
| ICHM | 42.9 | 48.3 |
| Ikon Institute of Australia | 44.8 | 49.3 |
| Institute of Health & Management Pty Ltd | 52.5 | 52.2 |
| International College of Management, Sydney | 51.5 | 47.8 |
| James Cook University | 38.5 | 51.7 |
| Kaplan Business School | 34.3 | 46.8 |
| Kaplan Higher Education Pty Ltd | 17.9 | 22.5 |
| King's Own Institute | 35.3 | 47.3 |
| La Trobe College Australia | 41.3 | 41.8 |
| La Trobe University | 34.1 | 37.8 |
| LCI Melbourne | 25.0 | 22.2 |
| Le Cordon Bleu Australia | 22.7 | 37.6 |
| Leaders Institute | 64.5 | 77.4 |
| Lyons College | - | 32.8 |
| Macquarie University | 33.1 | 42.0 |
| Marcus Oldham College | 100.0 | 100.0 |
| Melbourne Institute of Technology | 26.3 | 42.6 |
| Melbourne Polytechnic | 19.1 | 24.0 |
| Monash College | - | 27.5 |
| Monash University | 32.9 | 32.9 |
| Moore Theological College | 100.0 | 75.0 |
| Morling College | 0.0 | 100.0 |
| Murdoch University | 40.0 | 60.6 |
| Nan Tien Institute | 75.0 | 50.0 |
| National Art School | 50.0 | 33.3 |
| Ozford Institute of Higher Education | 27.5 | 36.4 |
| Perth Bible College | 100.0 | 50.0 |
| Photography Studies College (Melbourne) | 85.7 | 77.8 |
| Polytechnic Institute Australia Pty Ltd | 18.3 | 30.7 |
| Queensland University of Technology | 31.2 | 36.8 |
| RMIT University | 18.5 | 21.3 |
| SAE Institute | 14.0 | 45.2 |
| Sheridan Institute of Higher Education | 80.5 | 76.1 |
| South Australian Institute of Business and Technology | 34.3 | 35.0 |
| Southern Cross Education Institute (Higher Education) | - | 34.9 |
| Southern Cross University | 41.4 | 33.8 |
| SP Jain School of Management | 65.8 | 76.9 |
| Stanley College | 39.1 | 42.4 |
| Stott's College | 32.6 | 43.2 |
| Swinburne University of Technology | 40.7 | 37.9 |
| Sydney College of Divinity | 20.6 | 34.8 |
| Sydney Institute of Business and Technology | 43.0 | 47.9 |
| TAFE NSW | 40.4 | 48.8 |
| TAFE Queensland | 36.1 | 36.8 |
| TAFE South Australia | 38.3 | 39.9 |
| The Australian College of Physical Education | 25.0 | 33.3 |
| The Australian Institute of Music | 24.1 | 42.3 |
| The Australian National University | 27.5 | 28.4 |
| The Cairnmillar Institute | 43.8 | 42.9 |
| The College of Law Limited | - | 17.3 |
| The Institute of Creative Arts and Technology | 0.0 | 50.0 |
| The JMC Academy | 50.0 | 54.2 |
| The University of Adelaide | 40.5 | 37.7 |
| The University of Melbourne | 41.0 | 42.0 |
| The University of Notre Dame Australia | 41.7 | 50.4 |
| The University of Queensland | 22.9 | 25.0 |
| The University of South Australia | 38.9 | 39.9 |
| The University of Sydney | 25.8 | 20.5 |
| The University of Western Australia | 41.3 | 51.8 |
| Think Education | 50.0 | 68.8 |
| Torrens University | 53.0 | 60.1 |
| Universal Business School Sydney | 26.4 | 40.4 |
| University of Canberra | 33.9 | 42.3 |
| University of Divinity | 46.0 | 61.3 |
| University of New England | 34.3 | 41.7 |
| University of New South Wales | 35.0 | 35.6 |
| University of Newcastle | 32.4 | 30.8 |
| University of Southern Queensland | 43.8 | 45.6 |
| University of Tasmania | 35.1 | 38.9 |
| University of Technology Sydney | 25.3 | 26.9 |
| University of the Sunshine Coast | 48.8 | 52.7 |
| University of Wollongong | 41.6 | 38.7 |
| UOW College | 40.8 | 30.5 |
| UTS College | 31.6 | 40.4 |
| Victoria University | 36.3 | 38.8 |
| VIT (Victorian Institute of Technology) | 63.1 | 56.6 |
| Wentworth Institute of Higher Education | 43.8 | 46.9 |
| Western Sydney University | 39.5 | 30.8 |
| Western Sydney University International College | - | 26.9 |
| Whitehouse Institute of Design, Australia | 57.1 | 57.1 |
| William Angliss Institute | 23.8 | 25.7 |

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. 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 14**.

As has been the case in previous surveys in the series, it is evident that many of the characteristics of respondents in 2023 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 3.1 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 6.3 percentage points. Chinese born students were under-represented in the undergraduate sample by 8.7 percentage points. There was good representation across all other source countries – Nepal, Vietnam, and Malaysia. Male students were also under-represented in the undergraduate sample by 7.1 percentage points. The under-representation of Chinese born students, later year students and males in 2023 suggests that this should be considered as an area for renewed response maximisation focus in 2024.

Younger undergraduate students were also somewhat less likely to respond, with those under 25 years of age under-represented by around 2.9 percentage points in 2023. There is a corresponding over-representation of older students, with those aged 30-39 over-represented by 1.9 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 14 2023 International undergraduate SES response characteristics and population parameters by subgroup\*

| - | | Group/subgroup | In-scope population: n | In-scope population: % | SES respondents: n | SES respondents: % |
| --- | --- | --- | --- | --- | --- | --- |
| Stage of studies | | Commencing | 41,910 | 43.7 | 14,834 | 50.0 |
| - | | Later Year\*\* | 54,053 | 56.3 | 14,860 | 50.0 |
| Gender | | Male | 47,342 | 49.4 | 12,551 | 42.3 |
| - | | Female | 48,514 | 50.6 | 17,102 | 57.7 |
| Age | | Under 25 | 83,800 | 87.5 | 25,091 | 84.6 |
| - | | 25 to 29 | 8,256 | 8.6 | 2,752 | 9.3 |
| - | | 30 to 39 | 3,373 | 3.5 | 1,611 | 5.4 |
| - | | 40 and over | 365 | 0.4 | 192 | 0.6 |
| Country of birth | | China (excludes SARs and Taiwan) | 26,533 | 27.6 | 5,606 | 18.9 |
| - | | India | 12,039 | 12.5 | 3,499 | 11.8 |
| - | | Nepal | 12,123 | 12.6 | 4,701 | 15.8 |
| - | | Vietnam | 6,034 | 6.3 | 1,952 | 6.6 |
| - | | Malaysia | 3,417 | 3.6 | 1,252 | 4.2 |
| Home language | | English | 24,230 | 25.2 | 8,410 | 28.3 |
| - | | Other | 71,733 | 74.8 | 21,284 | 71.7 |
| Disability | | Disability reported | 6,695 | 7.0 | 2,557 | 8.6 |
| - | | No disability reported | 89,268 | 93.0 | 27,137 | 91.4 |
| Study mode† | | Internal/Mixed study mode | 92,778 | 96.7 | 28,918 | 97.4 |
| - | | External study mode | 3,142 | 3.3 | 764 | 2.6 |
| Total | - | | 95,963 | 100.0 | 29,694 | 100.0 |

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

\*\*Later year includes Middle year students where for NUHEIs, a census was conducted (refer to 2023 SES Methodological Report for more details).

† Institutions appear to have taken different approaches to reporting students’ mode of study in 2023, 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 15**). 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 5.6 percentage points. Much smaller differences between the responding sample and population parameters were observed in other study areas.

In 2023, the largest study area in the international undergraduate population was Business and management with 30.0 per cent. Computing and information systems with 16.1 per cent was the second highest overall, followed by Nursing, 8.3 per cent, and Engineering with 7.4 per cent. In total, these four study areas constitute 61.8 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 152023 International undergraduate SES student response characteristics and population parameters by study area

| Study area | In-scope population: n | In-scope population: % | SES respondents: n | SES respondents: % |
| --- | --- | --- | --- | --- |
| Agriculture and environmental studies | 468 | 0.5 | 168 | 0.6 |
| Architecture and built environment | 2,948 | 3.0 | 868 | 2.9 |
| Business and management | 29,299 | 30.0 | 7,364 | 24.4 |
| Communications | 3,128 | 3.2 | 805 | 2.7 |
| Computing and information systems | 15,735 | 16.1 | 4,692 | 15.5 |
| Creative arts | 3,518 | 3.6 | 1,020 | 3.4 |
| Dentistry | 338 | 0.3 | 117 | 0.4 |
| Engineering | 7,260 | 7.4 | 2,061 | 6.8 |
| Health services and support | 3,225 | 3.3 | 1,232 | 4.1 |
| Humanities, culture and social sciences | 5,383 | 5.5 | 1,454 | 4.8 |
| Law and paralegal studies | 572 | 0.6 | 181 | 0.6 |
| Medicine | 850 | 0.9 | 300 | 1.0 |
| Nursing | 8,151 | 8.3 | 3,504 | 11.6 |
| Pharmacy | 822 | 0.8 | 296 | 1.0 |
| Psychology | 1,336 | 1.4 | 547 | 1.8 |
| Rehabilitation | 776 | 0.8 | 285 | 0.9 |
| Science and mathematics | 6,761 | 6.9 | 2,342 | 7.8 |
| Social work | 3,679 | 3.8 | 1,582 | 5.2 |
| Teacher education | 2,716 | 2.8 | 1,138 | 3.8 |
| Tourism, hospitality, personal services, sport and recreation | 473 | 0.5 | 148 | 0.5 |
| Veterinary science | 238 | 0.2 | 106 | 0.4 |
| **Total** | **97,676** | **100.0** | **30,210** | **100.0** |

Table 16 International undergraduate student population parameters and response characteristics by university, 2023

| - | **In-scope population: n** | **In-scope population: %** | **SES respondents: n** | **SES respondents: %** |
| --- | --- | --- | --- | --- |
| Australian Catholic University | 1,775 | 1.8 | 761 | 2.6 |
| Avondale University | 26 | 0.0 | 11 | 0.0 |
| Bond University | 298 | 0.3 | 95 | 0.3 |
| Central Queensland University | 443 | 0.5 | 126 | 0.4 |
| Charles Darwin University | 567 | 0.6 | 189 | 0.6 |
| Charles Sturt University | 185 | 0.2 | 69 | 0.2 |
| Curtin University | 1,741 | 1.8 | 597 | 2.0 |
| Deakin University | 1,747 | 1.8 | 534 | 1.8 |
| Edith Cowan University | 1,418 | 1.5 | 558 | 1.9 |
| Federation University Australia | 1,131 | 1.2 | 313 | 1.1 |
| Flinders University | 1,213 | 1.3 | 368 | 1.2 |
| Griffith University | 2,571 | 2.7 | 827 | 2.8 |
| James Cook University | 628 | 0.7 | 255 | 0.9 |
| La Trobe University | 1,608 | 1.7 | 434 | 1.5 |
| Macquarie University | 2,579 | 2.7 | 944 | 3.2 |
| Monash University | 8,869 | 9.2 | 2,454 | 8.3 |
| Murdoch University | 754 | 0.8 | 288 | 1.0 |
| Queensland University of Technology | 2,008 | 2.1 | 661 | 2.2 |
| RMIT University | 5,690 | 5.9 | 990 | 3.3 |
| Southern Cross University | 498 | 0.5 | 149 | 0.5 |
| Swinburne University of Technology | 2,325 | 2.4 | 775 | 2.6 |
| The Australian National University | 926 | 1.0 | 274 | 0.9 |
| The University of Adelaide | 1,281 | 1.3 | 417 | 1.4 |
| The University of Melbourne | 2,625 | 2.7 | 934 | 3.1 |
| The University of Notre Dame Australia | 176 | 0.2 | 77 | 0.3 |
| The University of Queensland | 4,605 | 4.8 | 1,054 | 3.5 |
| The University of South Australia | 1,994 | 2.1 | 665 | 2.2 |
| The University of Sydney | 6,154 | 6.4 | 1,157 | 3.9 |
| The University of Western Australia | 1,512 | 1.6 | 655 | 2.2 |
| Torrens University | 900 | 0.9 | 471 | 1.6 |
| University of Canberra | 1,089 | 1.1 | 355 | 1.2 |
| University of Divinity | 30 | 0.0 | 20 | 0.1 |
| University of New England | 136 | 0.1 | 62 | 0.2 |
| University of New South Wales | 6,166 | 6.4 | 1,917 | 6.5 |
| University of Newcastle | 1,088 | 1.1 | 265 | 0.9 |
| University of Southern Queensland | 494 | 0.5 | 179 | 0.6 |
| University of Tasmania | 680 | 0.7 | 226 | 0.8 |
| University of Technology Sydney | 2,883 | 3.0 | 633 | 2.1 |
| University of the Sunshine Coast | 360 | 0.4 | 179 | 0.6 |
| University of Wollongong | 1,134 | 1.2 | 329 | 1.1 |
| Victoria University | 1,404 | 1.5 | 545 | 1.8 |
| Western Sydney University | 1,737 | 1.8 | 396 | 1.3 |
| **All Universities** | **75,448** | **78.6** | **22,208** | **74.8** |

Table 17 International undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2023

| - | **In-scope population: n** | **In-scope population: %** | **SES respondents: n** | **SES respondents: %** |
| --- | --- | --- | --- | --- |
| Academies Australasia Polytechnic Pty Limited | 284 | 0.3 | 136 | 0.5 |
| Academy of Information Technology | 208 | 0.2 | 90 | 0.3 |
| Australian College of Applied Professions | 154 | 0.2 | 83 | 0.3 |
| Adelaide Institute of Higher Education | 19 | 0.0 | 8 | 0.0 |
| Alphacrucis University College | 126 | 0.1 | 24 | 0.1 |
| Asia Pacific International College | 357 | 0.4 | 116 | 0.4 |
| Australasian College of Health and Wellness | <5 | 0.0 | 0 | 0.0 |
| Australia Advance Education Group Pty Ltd | 124 | 0.1 | 28 | 0.1 |
| Australian Academy of Music and Performing Arts | 13 | 0.0 | 5 | 0.0 |
| Australian Chiropractic College Limited | <5 | 0.0 | <5 | 0.0 |
| Australian College of Christian Studies | 9 | 0.0 | 6 | 0.0 |
| Australian College of Theology Limited | 20 | 0.0 | 11 | 0.0 |
| Australian Institute of Higher Education | 622 | 0.6 | 201 | 0.7 |
| Australian Institute of Professional Counsellors | <5 | 0.0 | 0 | 0.0 |
| Australian School of Accounting | 135 | 0.1 | 55 | 0.2 |
| Box Hill Institute | 113 | 0.1 | 40 | 0.1 |
| Chisholm Institute | 81 | 0.1 | 29 | 0.1 |
| Christian Heritage College | 11 | 0.0 | <5 | 0.0 |
| CIC Higher Education | 90 | 0.1 | 27 | 0.1 |
| Collarts (Australian College of the Arts) | 30 | 0.0 | 7 | 0.0 |
| Curtin College | 448 | 0.5 | 156 | 0.5 |
| Crown Institute of Higher Education Pty Ltd | 1,222 | 1.3 | 310 | 1.0 |
| Deakin College | 319 | 0.3 | 104 | 0.4 |
| Edith Cowan College | 643 | 0.7 | 258 | 0.9 |
| Endeavour College of Natural Health | 47 | 0.0 | 25 | 0.1 |
| Engineering Institute of Technology | 68 | 0.1 | 39 | 0.1 |
| Equals International | 121 | 0.1 | 36 | 0.1 |
| Excelsia College | 760 | 0.8 | 260 | 0.9 |
| Eynesbury College | 86 | 0.1 | 32 | 0.1 |
| Griffith College | 399 | 0.4 | 124 | 0.4 |
| Holmes Institute | 250 | 0.3 | 60 | 0.2 |
| Holmesglen Institute | 381 | 0.4 | 109 | 0.4 |
| Ikon Institute of Australia | 369 | 0.4 | 170 | 0.6 |
| Institute of Health & Management Pty Ltd | 15 | 0.0 | 5 | 0.0 |
| ICHM | 73 | 0.1 | 23 | 0.1 |
| International College of Management, Sydney | 170 | 0.2 | 48 | 0.2 |
| Jazz Music Institute | <5 | 0.0 | 0 | 0.0 |
| Kaplan Business School | 973 | 1.0 | 355 | 1.2 |
| King's Own Institute | 1,241 | 1.3 | 467 | 1.6 |
| La Trobe College Australia | 442 | 0.5 | 175 | 0.6 |
| LCI Melbourne | 10 | 0.0 | <5 | 0.0 |
| Le Cordon Bleu Australia | 75 | 0.1 | 21 | 0.1 |
| Leaders Institute | 54 | 0.1 | 42 | 0.1 |
| Lyons College | 66 | 0.1 | 19 | 0.1 |
| The Institute of Creative Arts and Technology | 54 | 0.1 | 25 | 0.1 |
| Marcus Oldham College | <5 | 0.0 | <5 | 0.0 |
| Melbourne Institute of Technology | 1,065 | 1.1 | 399 | 1.3 |
| Melbourne Polytechnic | 573 | 0.6 | 124 | 0.4 |
| Monash College | 689 | 0.7 | 182 | 0.6 |
| Moore Theological College | 14 | 0.0 | 9 | 0.0 |
| National Art School | <5 | 0.0 | <5 | 0.0 |
| Ozford Institute of Higher Education | 65 | 0.1 | 14 | 0.0 |
| Perth Bible College | <5 | 0.0 | <5 | 0.0 |
| Photography Studies College (Melbourne) | 8 | 0.0 | 6 | 0.0 |
| Polytechnic Institute Australia Pty Ltd | 178 | 0.2 | 33 | 0.1 |
| SAE Institute | 185 | 0.2 | 74 | 0.2 |
| Sheridan Institute of Higher Education | 45 | 0.0 | 33 | 0.1 |
| Southern Cross Education Institute (Higher Education) | 183 | 0.2 | 71 | 0.2 |
| South Australian Institute of Business and Technology | 311 | 0.3 | 103 | 0.3 |
| SP Jain School of Management | 247 | 0.3 | 177 | 0.6 |
| Stanley College | 218 | 0.2 | 86 | 0.3 |
| Stott's College | 2,539 | 2.6 | 1,071 | 3.6 |
| Sydney College of Divinity | 64 | 0.1 | 21 | 0.1 |
| Sydney Institute of Business and Technology | 74 | 0.1 | 35 | 0.1 |
| TAFE NSW | 914 | 1.0 | 412 | 1.4 |
| TAFE Queensland | 133 | 0.1 | 46 | 0.2 |
| TAFE South Australia | 153 | 0.2 | 55 | 0.2 |
| The Australian College of Physical Education | 6 | 0.0 | <5 | 0.0 |
| The Australian Institute of Music | 79 | 0.1 | 33 | 0.1 |
| The Cairnmillar Institute | <5 | 0.0 | <5 | 0.0 |
| The JMC Academy | 181 | 0.2 | 86 | 0.3 |
| Think Education | 17 | 0.0 | 11 | 0.0 |
| Universal Business School Sydney | 136 | 0.1 | 31 | 0.1 |
| UOW College | 202 | 0.2 | 53 | 0.2 |
| UTS College | 348 | 0.4 | 135 | 0.5 |
| VIT (Victorian Institute of Technology) | 255 | 0.3 | 128 | 0.4 |
| Wentworth Institute of Higher Education | 536 | 0.6 | 217 | 0.7 |
| Western Sydney University International College | 113 | 0.1 | 29 | 0.1 |
| Whitehouse Institute of Design, Australia | 7 | 0.0 | <5 | 0.0 |
| William Angliss Institute | 280 | 0.3 | 62 | 0.2 |
| **All NUHEIs** | **20,515** | **21.4** | **7,486** | **25.2** |

Table 18 Undergraduate student population parameters and response characteristics by university, 2023

| **Un****iversity** | In-scope population Domestic n | In-scope population Domestic % | In-scope population International n | In-scope population International % | SES respondents Domestic n | SES respondents Domestic % | SES respondents International n | SES respondents International % |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Australian Catholic University | 14,197 | 88.9 | 1,775 | 11.1 | 5,323 | 87.5 | 761 | 12.5 |
| Avondale University | 356 | 93.2 | 26 | 6.8 | 148 | 93.1 | 11 | 6.9 |
| Bond University | 1,781 | 85.7 | 298 | 14.3 | 509 | 84.3 | 95 | 15.7 |
| Central Queensland University | 6,282 | 93.4 | 443 | 6.6 | 2,771 | 95.7 | 126 | 4.3 |
| Charles Darwin University | 3,473 | 86.0 | 567 | 14.0 | 1,333 | 87.6 | 189 | 12.4 |
| Charles Sturt University | 9,684 | 98.1 | 185 | 1.9 | 3,669 | 98.2 | 69 | 1.8 |
| Curtin University | 14,161 | 89.1 | 1,741 | 10.9 | 4,608 | 88.5 | 597 | 11.5 |
| Deakin University | 12,775 | 88.0 | 1,747 | 12.0 | 4,319 | 89.0 | 534 | 11.0 |
| Edith Cowan University | 9,306 | 86.8 | 1,418 | 13.2 | 3,950 | 87.6 | 558 | 12.4 |
| Federation University Australia | 3,987 | 77.9 | 1,131 | 22.1 | 1,487 | 82.6 | 313 | 17.4 |
| Flinders University | 7,815 | 86.6 | 1,213 | 13.4 | 2,578 | 87.5 | 368 | 12.5 |
| Griffith University | 17,221 | 87.0 | 2,571 | 13.0 | 5,803 | 87.5 | 827 | 12.5 |
| James Cook University | 4,873 | 88.6 | 628 | 11.4 | 1,807 | 87.6 | 255 | 12.4 |
| La Trobe University | 13,179 | 89.1 | 1,608 | 10.9 | 4,608 | 91.4 | 434 | 8.6 |
| Macquarie University | 15,802 | 86.0 | 2,579 | 14.0 | 5,437 | 85.2 | 944 | 14.8 |
| Monash University | 21,877 | 71.2 | 8,869 | 28.8 | 7,303 | 74.8 | 2,454 | 25.2 |
| Murdoch University | 3,934 | 83.9 | 754 | 16.1 | 1,299 | 81.9 | 288 | 18.1 |
| Queensland University of Technology | 15,245 | 88.4 | 2,008 | 11.6 | 5,212 | 88.7 | 661 | 11.3 |
| RMIT University | 16,722 | 74.6 | 5,690 | 25.4 | 3,727 | 79.0 | 990 | 21.0 |
| Southern Cross University | 4,056 | 89.1 | 498 | 10.9 | 1,534 | 91.1 | 149 | 8.9 |
| Swinburne University of Technology | 12,890 | 84.7 | 2,325 | 15.3 | 4,521 | 85.4 | 775 | 14.6 |
| The Australian National University | 4,571 | 83.2 | 926 | 16.8 | 1,658 | 85.8 | 274 | 14.2 |
| The University of Adelaide | 5,977 | 82.4 | 1,281 | 17.6 | 2,224 | 84.2 | 417 | 15.8 |
| The University of Melbourne | 6,707 | 71.9 | 2,625 | 28.1 | 2,801 | 75.0 | 934 | 25.0 |
| The University of Notre Dame Australia | 4,043 | 95.8 | 176 | 4.2 | 1,666 | 95.6 | 77 | 4.4 |
| The University of Queensland | 12,693 | 73.4 | 4,605 | 26.6 | 4,262 | 80.2 | 1,054 | 19.8 |
| The University of South Australia | 11,205 | 84.9 | 1,994 | 15.1 | 3,750 | 84.9 | 665 | 15.1 |
| The University of Sydney | 10,741 | 63.6 | 6,154 | 36.4 | 3,629 | 75.8 | 1,157 | 24.2 |
| The University of Western Australia | 7,724 | 83.5 | 1,512 | 16.4 | 3,439 | 83.9 | 655 | 16.0 |
| Torrens University | 2,568 | 74.0 | 900 | 26.0 | 1,113 | 70.3 | 471 | 29.7 |
| University of Canberra | 5,128 | 82.5 | 1,089 | 17.5 | 1,852 | 83.9 | 355 | 16.1 |
| University of Divinity | 228 | 88.4 | 30 | 11.6 | 98 | 83.1 | 20 | 16.9 |
| University of New England | 2,975 | 95.6 | 136 | 4.4 | 1,117 | 94.7 | 62 | 5.3 |
| University of New South Wales | 17,305 | 73.7 | 6,166 | 26.3 | 5,606 | 74.5 | 1,917 | 25.5 |
| University of Newcastle | 10,163 | 90.3 | 1,088 | 9.7 | 2,861 | 91.5 | 265 | 8.5 |
| University of Southern Queensland | 4,852 | 90.8 | 494 | 9.2 | 1,949 | 91.6 | 179 | 8.4 |
| University of Tasmania | 6,828 | 90.9 | 680 | 9.1 | 3,063 | 93.1 | 226 | 6.9 |
| University of Technology Sydney | 16,264 | 84.9 | 2,883 | 15.1 | 4,356 | 87.3 | 633 | 12.7 |
| University of the Sunshine Coast | 4,833 | 93.1 | 360 | 6.9 | 2,149 | 92.3 | 179 | 7.7 |
| University of Wollongong | 7,573 | 87.0 | 1,134 | 13.0 | 2,323 | 87.6 | 329 | 12.4 |
| Victoria University | 4,543 | 76.4 | 1,404 | 23.6 | 1,715 | 75.9 | 545 | 24.1 |
| Western Sydney University | 13,645 | 88.7 | 1,737 | 11.3 | 3,183 | 88.9 | 396 | 11.1 |
| **All Universities** | **370,182** | **83.1** | **75,448** | **16.9** | **126,760** | **85.1** | **22,208** | **14.9** |

Table 19 Undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2023

| **Non-un****iversity higher education institution** | In-scope population Domestic n | In-scope population Domestic % | In-scope population International n | In-scope population International % | SES respondents Domestic n | SES respondents Domestic % | SES respondents International n | SES respondents International % |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Academies Australasia Polytechnic Pty Limited | <5 | 0.4 | 284 | 99.6 | 0 | 0.0 | 136 | 100.0 |
| Academy of Information Technology | 376 | 64.4 | 208 | 35.6 | 160 | 64.0 | 90 | 36.0 |
| Australian College of Applied Professions | 1,998 | 92.8 | 154 | 7.2 | 744 | 90.0 | 83 | 10.0 |
| Adelaide Central School of Art | 192 | 100.0 | 0 | 0.0 | 108 | 100.0 | 0 | 0.0 |
| Adelaide Institute of Higher Education | <5 | 9.5 | 19 | 90.5 | <5 | 11.1 | 8 | 88.9 |
| Alphacrucis University College | 1,034 | 89.1 | 126 | 10.9 | 352 | 93.6 | 24 | 6.4 |
| Asia Pacific International College | 0 | 0.0 | 357 | 100.0 | 0 | 0.0 | 116 | 100.0 |
| Australasian College of Health and Wellness | 422 | 99.8 | <5 | 0.2 | 120 | 100.0 | 0 | 0.0 |
| Australia Advance Education Group Pty Ltd | 0 | 0.0 | 124 | 100.0 | 0 | 0.0 | 28 | 100.0 |
| Australian Academy of Music and Performing Arts | 86 | 86.9 | 13 | 13.1 | 31 | 86.1 | 5 | 13.9 |
| Australian Chiropractic College Limited | 105 | 96.3 | <5 | 3.7 | 51 | 92.7 | <5 | 7.3 |
| Australian College of Christian Studies | 63 | 87.5 | 9 | 12.5 | 30 | 83.3 | 6 | 16.7 |
| Australian College of Theology Limited | 786 | 97.5 | 20 | 2.5 | 338 | 96.8 | 11 | 3.2 |
| Australian Institute of Higher Education | 0 | 0.0 | 622 | 100.0 | 0 | 0.0 | 201 | 100.0 |
| Australian Institute of Professional Counsellors | 366 | 99.7 | <5 | 0.3 | 113 | 100.0 | 0 | 0.0 |
| Australian School of Accounting | 0 | 0.0 | 135 | 100.0 | 0 | 0.0 | 55 | 100.0 |
| Box Hill Institute | 248 | 68.7 | 113 | 31.3 | 88 | 68.8 | 40 | 31.3 |
| Campion College Australia | 98 | 100.0 | 0 | 0.0 | 52 | 100.0 | 0 | 0.0 |
| Chisholm Institute | 67 | 45.3 | 81 | 54.7 | 23 | 44.2 | 29 | 55.8 |
| Christian Heritage College | 294 | 96.4 | 11 | 3.6 | 102 | 96.2 | <5 | 3.8 |
| CIC Higher Education | 0 | 0.0 | 90 | 100.0 | 0 | 0.0 | 27 | 100.0 |
| Collarts (Australian College of the Arts) | 1,273 | 97.7 | 30 | 2.3 | 415 | 98.3 | 7 | 1.7 |
| Curtin College | 320 | 41.7 | 448 | 58.3 | 79 | 33.6 | 156 | 66.4 |
| Crown Institute of Higher Education Pty Ltd | 0 | 0.0 | 1,222 | 100.0 | 0 | 0.0 | 310 | 100.0 |
| Deakin College | 558 | 63.6 | 319 | 36.4 | 172 | 62.3 | 104 | 37.7 |
| Eastern College Australia | 34 | 100.0 | 0 | 0.0 | 9 | 100.0 | 0 | 0.0 |
| Edith Cowan College | 91 | 12.4 | 643 | 87.6 | 20 | 7.2 | 258 | 92.8 |
| Endeavour College of Natural Health | 2,555 | 98.2 | 47 | 1.8 | 985 | 97.5 | 25 | 2.5 |
| Engineering Institute of Technology | 171 | 71.5 | 68 | 28.5 | 70 | 64.2 | 39 | 35.8 |
| Equals International | 0 | 0.0 | 121 | 100.0 | 0 | 0.0 | 36 | 100.0 |
| Excelsia College | 54 | 6.6 | 760 | 93.4 | 19 | 6.8 | 260 | 93.2 |
| Eynesbury College | 0 | 0.0 | 86 | 100.0 | 0 | 0.0 | 32 | 100.0 |
| Griffith College | 587 | 59.5 | 399 | 40.5 | 186 | 60.0 | 124 | 40.0 |
| Holmes Institute | 14 | 4.9 | 250 | 87.7 | 6 | 8.0 | 60 | 80.0 |
| Holmesglen Institute | 414 | 52.1 | 381 | 47.9 | 104 | 48.8 | 109 | 51.2 |
| Ikon Institute of Australia | 429 | 53.8 | 369 | 46.2 | 193 | 53.2 | 170 | 46.8 |
| Institute of Health & Management Pty Ltd | 0 | 0.0 | 15 | 100.0 | 0 | 0.0 | 5 | 100.0 |
| ICHM | 25 | 25.5 | 73 | 74.5 | 9 | 28.1 | 23 | 71.9 |
| International College of Management, Sydney | 459 | 73.0 | 170 | 27.0 | 133 | 73.5 | 48 | 26.5 |
| ISN Psychology Pty Ltd | 79 | 100.0 | 0 | 0.0 | 29 | 100.0 | 0 | 0.0 |
| Jazz Music Institute | 63 | 98.4 | <5 | 1.6 | 20 | 100.0 | 0 | 0.0 |
| Kaplan Business School | 5 | 0.5 | 973 | 99.5 | 0 | 0.0 | 355 | 100.0 |
| King's Own Institute | <5 | 0.1 | 1,241 | 99.9 | <5 | 0.2 | 467 | 99.8 |
| La Trobe College Australia | 272 | 38.1 | 442 | 61.9 | 92 | 34.5 | 175 | 65.5 |
| LCI Melbourne | 112 | 91.8 | 10 | 8.2 | 46 | 95.8 | <5 | 4.2 |
| Le Cordon Bleu Australia | 6 | 7.4 | 75 | 92.6 | <5 | 8.7 | 21 | 91.3 |
| Leaders Institute | <5 | 1.8 | 54 | 98.2 | <5 | 2.3 | 42 | 97.7 |
| Lyons College | 0 | 0.0 | 66 | 100.0 | 0 | 0.0 | 19 | 100.0 |
| The Institute of Creative Arts and Technology | 246 | 82.0 | 54 | 18.0 | 88 | 77.9 | 25 | 22.1 |
| Marcus Oldham College | 160 | 99.4 | <5 | 0.6 | 120 | 99.2 | <5 | 0.8 |
| Melbourne Institute of Technology | 106 | 9.1 | 1,065 | 90.9 | 28 | 6.6 | 399 | 93.4 |
| Melbourne Polytechnic | 211 | 26.9 | 573 | 73.1 | 62 | 33.3 | 124 | 66.7 |
| Monash College | 70 | 9.2 | 689 | 90.8 | 27 | 12.9 | 182 | 87.1 |
| Moore Theological College | 329 | 95.9 | 14 | 4.1 | 157 | 94.6 | 9 | 5.4 |
| National Art School | 505 | 99.0 | <5 | 0.6 | 207 | 99.0 | <5 | 0.5 |
| Ozford Institute of Higher Education | <5 | 1.5 | 65 | 98.5 | <5 | 6.7 | 14 | 93.3 |
| Perth Bible College | 42 | 97.7 | <5 | 2.3 | 18 | 94.7 | <5 | 5.3 |
| Photography Studies College (Melbourne) | 88 | 91.7 | 8 | 8.3 | 39 | 86.7 | 6 | 13.3 |
| Polytechnic Institute Australia Pty Ltd | 0 | 0.0 | 178 | 100.0 | 0 | 0.0 | 33 | 100.0 |
| SAE Institute | 2,616 | 93.4 | 185 | 6.6 | 828 | 91.8 | 74 | 8.2 |
| Sheridan Institute of Higher Education | 6 | 11.8 | 45 | 88.2 | 6 | 15.4 | 33 | 84.6 |
| Southern Cross Education Institute (Higher Education) | 0 | 0.0 | 183 | 94.8 | 0 | 0.0 | 71 | 97.3 |
| South Australian Institute of Business and Technology | 88 | 22.1 | 311 | 77.9 | 35 | 25.4 | 103 | 74.6 |
| SP Jain School of Management | 0 | 0.0 | 247 | 100.0 | 0 | 0.0 | 177 | 100.0 |
| Stanley College | <5 | 0.5 | 218 | 99.5 | 0 | 0.0 | 86 | 100.0 |
| Stott's College | 6 | 0.2 | 2,539 | 99.8 | 5 | 0.5 | 1,071 | 99.5 |
| Sydney College of Divinity | 597 | 90.3 | 64 | 9.7 | 154 | 88.0 | 21 | 12.0 |
| Sydney Institute of Business and Technology | 29 | 28.2 | 74 | 71.8 | 21 | 37.5 | 35 | 62.5 |
| Tabor College of Higher Education | 348 | 100.0 | 0 | 0.0 | 138 | 100.0 | 0 | 0.0 |
| TAFE NSW | 826 | 47.5 | 914 | 52.5 | 301 | 42.2 | 412 | 57.8 |
| TAFE Queensland | 143 | 51.8 | 133 | 48.2 | 25 | 35.2 | 46 | 64.8 |
| TAFE South Australia | 40 | 20.7 | 153 | 79.3 | 11 | 16.7 | 55 | 83.3 |
| The Australian College of Physical Education | 665 | 99.1 | 6 | 0.9 | 191 | 99.0 | <5 | 1.0 |
| The Australian Institute of Music | 394 | 83.3 | 79 | 16.7 | 175 | 84.1 | 33 | 15.9 |
| The Cairnmillar Institute | 8 | 72.7 | <5 | 27.3 | 5 | 71.4 | <5 | 28.6 |
| The JMC Academy | 1,952 | 91.0 | 181 | 8.4 | 717 | 88.7 | 86 | 10.6 |
| Think Education | 56 | 76.7 | 17 | 23.3 | 26 | 70.3 | 11 | 29.7 |
| Universal Business School Sydney | <5 | 0.7 | 136 | 97.8 | 0 | 0.0 | 31 | 100.0 |
| UOW College | 0 | 0.0 | 202 | 100.0 | 0 | 0.0 | 53 | 100.0 |
| UTS College | 634 | 64.6 | 348 | 35.4 | 185 | 57.8 | 135 | 42.2 |
| VIT (Victorian Institute of Technology) | 0 | 0.0 | 255 | 100.0 | 0 | 0.0 | 128 | 100.0 |
| Wentworth Institute of Higher Education | 0 | 0.0 | 536 | 100.0 | 0 | 0.0 | 217 | 100.0 |
| Western Sydney University International College | 5 | 4.2 | 113 | 95.8 | <5 | 6.5 | 29 | 93.5 |
| Whitehouse Institute of Design, Australia | 247 | 97.2 | 7 | 2.8 | 128 | 97.0 | <5 | 3.0 |
| William Angliss Institute | 108 | 27.8 | 280 | 72.2 | 40 | 39.2 | 62 | 60.8 |
| **All NUHEIs** | **24,189** | **54.1** | **20,515** | **45.8** | **8,644** | **53.5** | **7,486** | **46.4** |

1. Precision of national estimates

As the 2023 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 20** and **Table 21** 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 0.6 percentage points for the Quality of teaching (see bottom row of **Table 20** and **Table 21**).

Confidence intervals for international undergraduate estimates tend to be wider for cohorts with smaller populations, such as those aged 40 and over and those studying externally.

Similarly, undergraduate confidence intervals tend to be wider when responses are broken down into the 21 study areas (see **Table 21**). The study areas with the smallest populations and widest confidence intervals were Dentistry, Tourism, hospitality, personal services, sport and recreation, Law and paralegal studies, Veterinary Science and Agriculture and environmental studies, with widths ranging from 11.5 to 7.9 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 20** and **Table 21** 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 20 Percentage positive ratings, international undergraduates by student sub-group, 2023 (with 90% confidence intervals)

| - | Group/subgroup | Quality of entire educational experience | Quality of teaching |
| --- | --- | --- | --- |
| Stage of studies | Commencing | 78.6 (78.1, 79.0) | 80.4 (80.0, 80.8) |
| - | Later year\* | 73.0 (72.5, 73.5) | 75.0 (74.5, 75.5) |
| Gender | Male | 73.7 (73.2, 74.3) | 75.6 (75.1, 76.2) |
| - | Female | 77.3 (76.9, 77.7) | 79.2 (78.8, 79.7) |
| Age group | Under 25 | 75.4 (75.0, 75.7) | 77.5 (77.1, 77.8) |
| - | 25-29 | 76.4 (75.3, 77.5) | 77.2 (76.1, 78.3) |
| - | 30-39 | 80.7 (79.4, 81.8) | 81.4 (80.2, 82.5) |
| - | 40 and over | 80.7 (77.1, 83.5) | 81.5 (77.8, 84.3) |
| Home language | English | 72.9 (72.0, 73.8) | 76.9 (76.1, 77.8) |
| - | Other | 80.5 (79.6, 81.4) | 81.6 (80.7, 82.5) |
| Country of birth | China (excludes SARs and Taiwan) | 78.1 (77.3, 78.8) | 78.8 (78.0, 79.6) |
| - | India | 72.1 (70.7, 73.4) | 75.8 (74.4, 77.0) |
| - | Nepal | 74.9 (73.2, 76.4) | 75.7 (74.0, 77.2) |
| - | Vietnam | 76.0 (75.4, 76.6) | 78.0 (77.4, 78.6) |
| - | Malaysia | 75.7 (75.3, 76.1) | 77.6 (77.2, 78.0) |
| Disability | Disability reported | 76.4 (75.3, 77.5) | 79.2 (78.1, 80.2) |
| - | No disability reported | 75.7 (75.4, 76.1) | 77.6 (77.2, 77.9) |
| Study mode† | Internal/Mixed study mode | 75.8 (75.4, 76.1) | 77.6 (77.3, 77.9) |
| - | External study mode | 76.9 (74.7, 79.0) | 81.7 (79.6, 83.6) |
| Total | - | 75.8 (75.4, 76.1) | 77.7 (77.4, 78.0) |

\*Later year includes middle year students where for NUHEIs a census was conducted (refer to 2023 SES Methodological Report for more details).

† Institutions appear to have taken different approaches to reporting students’ mode of study in 2023, with inconsistencies in the reporting of internal/mixed mode and external study modes. Therefore, these figures should be treated with caution.

Table 21 Percentage positive ratings, international undergraduates by study area, 2023 (with 90% confidence intervals)

| - | Quality of entire educational experience | Quality of teaching |
| --- | --- | --- |
| Agriculture and environmental studies | 81.4 (77.0, 84.9) | 84.4 (80.2, 87.6) |
| Architecture and built environment | 71.1 (68.9, 73.2) | 74.5 (72.4, 76.5) |
| Business and management | 77.4 (76.7, 78.1) | 80.2 (79.5, 80.8) |
| Communications | 76.8 (74.6, 78.8) | 80.2 (78.1, 82.1) |
| Computing and information systems | 71.0 (70.0, 71.9) | 71.8 (70.9, 72.7) |
| Creative arts | 75.6 (73.7, 77.4) | 79.9 (78.1, 81.6) |
| Dentistry | 65.8 (59.7, 71.2) | 66.7 (60.5, 72.0) |
| Engineering | 71.8 (70.4, 73.2) | 73.7 (72.3, 75.0) |
| Health services and support | 79.1 (77.5, 80.5) | 81.0 (79.5, 82.4) |
| Humanities, culture and social sciences | 74.2 (72.5, 75.8) | 78.9 (77.3, 80.4) |
| Law and paralegal studies | 72.4 (67.5, 76.5) | 77.2 (72.6, 81.1) |
| Medicine | 73.7 (70.1, 76.8) | 68.9 (65.2, 72.3) |
| Nursing | 80.9 (80.1, 81.7) | 80.7 (79.8, 81.5) |
| Pharmacy | 74.6 (71.0, 77.7) | 75.1 (71.5, 78.2) |
| Psychology | 73.7 (71.2, 75.9) | 78.7 (76.4, 80.8) |
| Rehabilitation | 74.0 (70.4, 77.2) | 71.1 (67.4, 74.4) |
| Science and mathematics | 74.2 (72.9, 75.4) | 76.9 (75.7, 78.1) |
| Social work | 78.6 (77.3, 79.9) | 80.1 (78.8, 81.3) |
| Teacher education | 78.4 (76.8, 79.8) | 78.5 (76.9, 79.9) |
| Tourism, hospitality, personal services, sport and recreation | 85.7 (81.1, 89.0) | 87.7 (83.2, 90.8) |
| Veterinary science | 84.0 (78.7, 87.5) | 81.1 (75.7, 85.0) |
| Total | 75.8 (75.4, 76.1) | 77.7 (77.4, 78.0) |

1. Review of the SES

In 2022, the Australian Council for Educational Research, in collaboration with the Social Research Centre, was commissioned by the Australian Government Department of Education to review the SES instrument to determine whether it was still appropriate for measuring the experience of higher education students and meeting the needs of data users. Following this review, recommendations were made to improve the instrument, resulting in a number of changes being made to the 2023 SES. These changes are outlined in detail below. A complete item summary of the 2023 SES is available in **Appendix 2,** **Section 2.1 Core instrument**.

1. Changes to the SES instrument

Based on findings from the review of the SES, the following changes were made to the 2023 SES instrument:

* The addition of a set of questions related to study mode.
* The redevelopmentof two focus areas and one item:
  + Peer Engagement focus area (previously known as the Learner Engagement focus area)
  + Student Support and Servicesfocus area (previously known as the Student Support focus area)
  + Response options for the ‘Seriously considered leaving’ question.
* The removalof questions related to:
  + where students’ study is based and the amount of study done online,
  + students’ average grade, and
  + visa type.

1. Peer Engagement focus area – previously known as Learner Engagement

A number of issues were identified with the original Learner Engagement focus area, including statistical issues with the underlying items, concerns expressed by sector stakeholders relating to difficulties in interpreting and communicating findings, and a sense that the underlying items were too narrow and not important to students. This focus area was redeveloped to better align the items included in this focus area and to ensure that items focus on one factor psychometrically.

OPPLOC (*At your institution during 2022, to what extent have you been given opportunities to interact with local students?*) and FEELPREP (*At your institution during 2022, to what extent have you felt prepared for your study?*) were removed from the 2023 SES instrument. Analysis from the review found OPPLOC was mostly relevant to international students only and FEELPREP was more closely associated with items in the Student Support focus area.

BELONG (*At your institution during 2022, to what extent have you had a sense of belonging to your institution?*), a benchmark and KPI for many institutions, was removed from the focus area but retained in the SES instrument to be reported separately.

The name of this focus area was changed to Peer Engagement to better reflect the items being interrogated.

**Table 22 New Peer Engagement focus area items**

| Variable | Question | Response options |
| --- | --- | --- |
| INTERACTINTROA/ INTERACTINTROB  DISCUSS\_REV  WRKOTHER\_REV  INTERHELP  INTEROUR\_REV  INTERDIVER | Thinking about your <FINALCOURSEA/FINALCOURSEB> <course> in <SURVEYYEAR>, how frequently have you…  (STATEMENTS)   1. Contributed to class discussion? (e.g. in-person discussions, online chat forums, discussion boards) 2. Worked with other students as part of your <COURSE>? (e.g. group assignments, in-class collaboration) 3. Interacted with other students to give or receive help with your study? (e.g. study groups, informal conversations about your study) 4. Interacted socially with other students outside of your study? 5. Interacted with a diverse range of students? | 1. Never  2. Rarely  3. Sometimes  4. Often  5. Always |

1. Student Support and Services focus area – previously known as Student Support

Analysis of the Student Support focus area conducted in Phase 1 of the review identified some statistical issues. It also became apparent through the consultation process that the items were focused on students’ interactions with traditional centralised support services and did not capture the many different types of support currently available and how students access them.

The Student Support focus area was redeveloped to ensure the items were relevant to the way student support and services are delivered in 2023 and beyond, as well as to address the psychometric issues found with this focus area. The response options were also updated to ensure they answered the question being asked. Additionally, all the items found in this focus area were given the same question and answer format to streamline the responses and reduce respondent burden.

The name of this focus area was changed to Student Support and Services to better reflect the underlying items measured.

**Table 23 New Student Support and Services focus area items**

| Variable | Question | Response options |
| --- | --- | --- |
| SUPPSERV  SUP\_ENROL  SUP\_INDUCT  SUP\_LMS  SUP\_CARDEV  SUP\_STUDY  SUP\_HEALTH SUP\_FINLEG | How helpful have you found the following supports and services provided by your institution during 2023?  (STATEMENTS)   1. enrolment processes and support 2. induction/orientation activities 3. online learning platform (i.e. Learning Management System) 4. career development services (including employability skill development, careers advice and planning) 5. study or learning support services 6. counsellors and/or health services 7. financial and/or legal advisors | 1. Not at all helpful 2. A little helpful 3. Somewhat helpful 4. Quite helpful 5. Very helpful   97. Not applicable |

1. Teaching Quality and Engagement focus area – previously known as Teaching Quality

No changes were made to the underlying items within the Teaching Quality focus area. However, the name was expanded to Teaching Quality and Engagement to better reflect what this focus area measures.

1. Learning Resources

No changes were made to the underlying items within the Learning Resources focus area. However, ‘Online Learning Platform’ (i.e. Learning Management System), which was added to the 2020 SES but never included in the Learning Resources focus area score, has moved and will now be included as part of the new Student and Support Services focus area items (refer to **Table 23**).

1. Study mode

Mode of study is an important variable in understanding differences in students’ educational experiences. Over the past 10 years since the instrument was first developed, there has been a rapid increase in students studying online. There has also been a proliferation of flexible study options available to students. This has made it increasingly difficult for institutions to record accurate study mode data for students. Throughout the consultation process of the review, it was apparent that there was a need for more accurate data related to students’ mode of study.

A set of items was developed for the 2023 SES that could be used to derive mode of study outcomes for students. The aim of these three multi-layer questions is to derive five modes of study: on-campus, blended – less than half online, hybrid – half or more online, all online – with some or all synchronous and all online – asynchronous.

To provide additional context to data users, an additional item related to the proportion of students’ course time spent on work-integrated learning was also added to the 2023 SES. It is expected that this data will provide additional nuance when analysing results.

**Table 24 New study mode questions**

|  |  |  |
| --- | --- | --- |
| Variable | Question | Response options |
| CONTENT | Which of these best describes how you participated in your classes in <SURVEYYEAR>? This may include lectures, tutorials, seminars, practicals, laboratories and workshops. | 1. All online, i.e. all students and teachers are online 2. All on-campus, i.e. students and teachers in the same physical place at the same time 3. Blended / hybrid, i.e. a mix of online and on-campus |
| ONLINE\_REV | In <SURVEYYEAR>, what proportion of all your classes did you participate in online? This may include lectures, tutorials, seminars, practicals, laboratories and workshops. | 1. None 2. Some 3. About half 4. Most 5. All |
| ONLINETYP | In <SURVEYYEAR>, which best describes your online <course>? | 1. My <course> requires me to participate in classes with teachers and other students at the same time 2. My <course> requires me to access content in my own time. I don’t have classes with other teachers or students 3. My <course> is a mix of the above. Some <units> have classes with students and teachers in them at the same time. Some <units> have no classes and I access content in my own time. 4. Other (please describe) |
| WIL | In <SURVEYYEAR>, what proportion of your <course> involved activities such as placements, internships or work integrated learning? | 1. None 2. Some 3. About half 4. Most 5. All |

1. Considered leaving

Students are asked in the SES if they have seriously considered leaving their institution in the survey year and if so, they can provide their reasons from a list displayed in survey, or they can write in their reason if an appropriate option is not available. There were several response options in the previous list that were ambiguous or overlapped (e.g., ‘Difficulty paying fees’ and ‘Financial difficulties’). In addition, the most common reason chosen by approximately half of respondents was ‘Health or stress’ which was difficult to interpret as it potentially covered three separate reasons.

Response options were reviewed and updated ahead of the 2023 SES. In some cases, previous response options were retained but clarifying text was added. For example, ‘Career prospects’ was updated to ‘Lack of career prospects’. Some options were removed, such as ‘Graduating’, which did not make sense in the context of the question asked.

‘Health or stress’ was replaced with three new options: ‘My physical health’, ‘My mental health’, and ‘My stress levels’. This change is intended to provide institutions with more nuanced information they can utilise to better support students.

Respondents are also able to continue to write in other reasons. These will be monitored and used to inform future refinement to this list of response options.

**Table 25 List of the old and new response options for reasons considered leaving**

| Old response options – Variable | Old response options – Label | New response options – Variable | New response options – Label |
| --- | --- | --- | --- |
| chaexch | Academic exchange | chbored | Boredom/lack of interest |
| chasupp | Academic support | chcommu | Commuting difficulties |
| chadsup | Administrative support | chreput\_rev | Concerns about my institution’s reputation |
| chbored | Boredom/lack of interest | chexpec\_rev | <course> expectations not met |
| chpros | Career prospects | chwrkld\_rev | Difficulty with study workload |
| chdirec | Change of direction | chfamly\_rev | Family caring responsibilities |
| chcommu | Commuting difficulties | chfdiff | Financial difficulties |
| chfees | Difficulty paying fees | chgapyr | Gap year/deferral |
| chwrkld | Difficulty with workload | chasupp\_rev | Lack of academic support |
| chexpec | Expectations not met | chadsup\_rev | Lack of administrative support |
| chfamly | Family responsibilities | chpros\_rev | Lack of career prospects |
| chfdiff | Financial difficulties | chconn | Lack of connection to my institution |
| chgapyr | Gap year/deferral | chtech | Limited access to technology |
| chgvtas | Government assistance | chgrade | Low or failing grades |
| chgradu | Graduating | chmove | Moving residence |
| chhealt | Health or stress | chothinst | Moving to another institution |
| chreput | Institution reputation | chcrsdiff | My <course> is too difficult |
| chmove | Moving residence | cheng | My English language skills |
| chbreak | Need a break | chmhlth | My mental health |
| chpwork | Need to do paid work | chphlth | My physical health |
| chopp | Other opportunities | chstress | My stress levels |
| chwrkrp | Paid work responsibilities | chwrkrp | Paid work responsibilities |
| chprsnl | Personal reasons | chqacrn | Quality concerns |
| chqacrn | Quality concerns | chsocrn | Social reasons |
| chothof | Received other offer from another university or higher education institution | chblnce | Study/life balance |
| chsocrn | Social reasons | chjoboff | To pursue a career or job offer |
| chshgstd | Standards too high | chtravl\_rev | To travel |
| chblnce | Study/life balance | chother | Other reasons (please specify) |
| chtravl | Travel or tourism | - | - |
| chother | Other reasons (please specify) | - | - |

1. Retired items

**Table 26** below provides a complete summary of all items removed from the 2023 SES.

**Table 26 Summary of items removed from the 2023 SES**

| Item | Question stem | Response options |
| --- | --- | --- |
| ADMININTRO  SETTLE  EFFENROL  FEELPREP  INDUCT | At your institution during <SURVEYYEAR>, to what extent have you…  (STATEMENTS)   1. Received support from your institution to settle into study? 2. Experienced efficient enrolment and admissions processes? 3. Felt prepared for your study? 4. Felt induction/orientation activities were relevant and helpful? | 1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much 6. Not applicable |
| OPPLOC | At your institution during <SURVEYYEAR>, to what extent have you been given opportunities to interact with local students? | 1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much 6. Not applicable |
| QLLMS / QLLMSB | Thinking of this year, overall how would you rate the following learning resources provided for your <FINALCOURSEA> / <FINALCOURSEB> <course>…?  (STATEMENT)  h) Online Learning Platform (i.e. Learning Management System, <INSTLMS\_TXT>) | 1. Poor 2. Fair 3. Good 4. Excellent 5. Not applicable |
| CARINTRO | During <SURVEYYEAR>, to what extent have you found careers advisors to be…  a) Available? b) Helpful? | 1. Had no contact  2. Not at all  3. Very little  4. Some  5. Quite a bit  6. Very much |
| ADMINTRO | During <SURVEYYEAR>, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be…  a) Available? b) Helpful? | 1. Had no contact  2. Not at all  3. Very little  4. Some  5. Quite a bit  6. Very much |
| ACDINTRO | During <SURVEYYEAR>, to what extent have you found academic or learning advisors to be…  a) Available? b) Helpful? | 1. Had no contact  2. Not at all  3. Very little  4. Some  5. Quite a bit  6. Very much |
| SUPINTRO | During <SURVEYYEAR>, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be…  a) Available? b) Helpful? | 1. Had no contact  2. Not at all  3. Very little  4. Some  5. Quite a bit  6. Very much |
| SERVINTRO | At your institution during <SURVEYYEAR>, to what extent have you…  a) Been offered support relevant to your circumstances? b) Received appropriate English language skill support? | 1. Not at all  2. Very little  3. Some  4. Quite a bit  5. Very much  6. Not applicable |
| CAMPUSR | Where has your study been mainly based in <SURVEYYEAR>? | 1. On one campus 2. On two or more campuses 3. Mix of external, distance and on-campus 4. External/Distance |
| ONLINEA / ONLINEB | Thinking about your <FINALCOURSEA / FINALCOURSEB> <course>, how much of your study do you do online? | 1. None 2. About a quarter 3. About half 4. All or nearly all |
| GRADEA / GRADEB | Thinking about your <FINALCOURSEA / FINALCOURSEB> <course>, which number between 0 and 100 represents your average grade so far in <SURVEYYEAR>? | 1. No results  2. 0-49%  3. 50-59%  4. 60-69%  5. 70-79%  6. 80-89%  7. 90-100% |
| INTVISA | What type of Australian visa do you currently hold? | 1. Student visa (Subclass 500)  2. Temporary graduate visa (Subclass 485)  3. Bridging visa (awaiting outcome of substantive visa application)  90. Other |

1. Implications of changes on focus area scores

The Peer Engagement and Student Support and Services focus areas underwent changes to item wording, inclusion, and response frames, as described Section A2.1.1 and A2.1.2 above. The conventional scoring processes described in Appendix 4 Production of scoreswere maintained for score production, however, several of the focus area revisions impacted scoring processes and, in turn, focus area scores. For example, the response frame for the Peer Engagement focus area items was changed from a four-point to a five-point scale, resulting in increased rescaled values for the response options ‘Sometimes’ and ‘Often’. As a result, these responses made a greater positive contribution to the focus area score than in prior years. In the Student Support and Services focus area, the reduction in the number of constituent items led to a change in the definition of a technical complete. Pre-2023, a student had to complete 6 of the 13 support items to be considered a complete, but in 2023, a student had to complete 5 out of 7 items to be considered a complete. This led to substantially more students not meeting the definition of a technical complete and being excluded from Student Support and Services focus area scoring in 2023. More information on the impact of the focus area updates on scoring will be available in a paper titled ‘2023 SES Focus Area Revision Impacts’ on the QILT provider portal.

1. Student Experience Questionnaire (SEQ)
2. Core instrument

The construct model underpinning the SES, as a conceptualisation of the student experience, is based on five conceptual domains including Teaching Quality and Engagement (formerly Teaching Quality), Peer Engagement (formerly Learner Engagement), Student Support and Services (formerly 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 items related to students’ perceptions of freedom of expression and an international student module. A full list of standard SEQ items is presented in **Table 27** to **Table 33**.

Table 27 2023 SEQ Item Summary: Skill Development items

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

Table 282023 SEQ Item Summary: Peer Engagement items

| Stem | Item | Response scale |
| --- | --- | --- |
| Thinking about your <course> in <SURVEYYEAR>, how frequently have you… | 1. Contributed to class discussion? (e.g. in-person discussions, online chat forums, discussion boards) 2. Worked with other students as part of your <COURSE>? (e.g. group assignments, in-class collaboration) 3. Interacted with other students to give or receive help with your study? (e.g. study groups, informal conversations about your study) 4. Interacted socially with other students outside of your study? 5. Interacted with a diverse range of students? | Never / Rarely / Sometimes / Often / Always |

Table 29 2023 SEQ Item Summary: Teaching Quality and Engagement items

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

Table 30 2023 SEQ Item Summary: Student Support and Services items

| Stem | Item | Response scale |
| --- | --- | --- |
| How helpful have you found the following supports and services provided by your institution during 2023? | 1. enrolment processes and support 2. induction/orientation activities 3. online learning platform (i.e. Learning Management System) 4. career development services (including employability skill development, careers advice and planning) 5. study or learning support services 6. counsellors and/or health services 7. financial and/or legal advisors | Not at all helpful / A little helpful / Somewhat helpful / Quite helpful / Very helpful / Not applicable |

Table 312023 SEQ Item Summary: Learning Resources items

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

Table 322023 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 33 2023 SEQ Item Summary: Demographic and contextual items

| Stem | Item | Response scale |
| --- | --- | --- |
| Which of these best describes how you participated in your classes in <SURVEYYEAR>? This may include lectures, tutorials, seminars, practicals, laboratories and workshops. | - | All online, i.e. all students and teachers are online / All on-campus, i.e. students and teachers in the same physical place at the same time / Blended / hybrid, i.e. a mix of online and on-campus |
| In <SURVEYYEAR>, what proportion of all your classes did you participate in online? This may include lectures, tutorials, seminars, practicals, laboratories and workshops. | - | None / Some / About half / Most / All |
| In <SURVEYYEAR>, which best describes your online <course>? |  | My <course> requires me to participate in classes with teachers and other students at the same time / My <course> requires me to access content in my own time. I don’t have classes with other teachers or students / My <course> is a mix of the above. Some <units> have classes with students and teachers in them at the same time. Some <units> have no classes and I access content in my own time. / Other (please describe) |
| In <SURVEYYEAR>, what proportion of your <course> involved activities such as placements, internships or work integrated learning? | - | None / Some / About half / Most / All |
| 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 |
| At <E306CTXT> during SURVEYYEAR, to what extent have… | 1. Your living arrangements negatively affected your study? 2. Your financial circumstances negatively affected your study?   Paid work commitments negatively affected your study? | Not at all / Very little / Some / Quite a bit / Very much / Not applicable |

Table 34 2023 SEQ Item Summary: Freedom of expression items

| Stem | Item | Response scale |
| --- | --- | --- |
| 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.  How strongly do you agree or disagree that… | a) I am free to express my views at <E306CTXT>  b) Academics are free to express their views at <E306CTXT>  c) I am free from discrimination, harm or hatred at <E306CTXT> | Strongly disagree / Disagree / Neither disagree or agree / Agree / Strongly agree |

Table 35 2023 SES International Student Items

| Stem | Item | Response scale |
| --- | --- | --- |
| When deciding to study in Australia, how important was…. | a) The reputation of Australia’s education system?  b) Your personal safety and security?  I) The cost of living?  c) The ability to work part-time?  d) The opportunity to study in an English-speaking country?  e) Having friends and family already in Australia?  f) The chance to experience a new culture/lifestyle?  g) The possibility of migrating to Australia?  h) The weather/climate? | Extremely important / Important / Not important / Not at all important / Don’t know |
| When you were deciding to apply to <E306CTXT>, how important was… | a) The reputation of the education provider?  b) The reputation of the qualification?  c) <E306CTXT> offered the course I wanted to study?  d) The course fee?  e) Employment opportunities after completing the course?  f) <E306CTXT> had a partnership with my local institution?  g) The location of the institution? | Extremely important / Important / Not important / Not at all important / Don’t know |
| How satisfied are you with each of the following aspects of living in Australia? | a) Employment while studying  b) Improving your English skills  c) Getting work experience in your field of study  d) Transport  e) Personal safety on campus  f) Personal safety off campus  g) Making friends  h) Overall living experience in Australia | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied / Not applicable |
| When coming to Australia, did you use an agent to help you with your visa application or to enrol at <**E306CTXT**>? | - | Yes / No |
| How would you rate the overall service provided by the agent? | - | Very good / Good / Poor / Very poor |
| Which of the following best describes your current living arrangements? | - | University or college halls of residence / Student house or flat controlled by university / Private halls or student hostel / Private rented house/flat/room / Homestay with a family not related to you / Living with parents / With friends or relatives in their accommodation / Other (please specify) |
| Overall, how satisfied are you with your current living arrangements? | - | Very satisfied / Satisfied / Dissatisfied / Very dissatisfied |
| 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) |

1. Institution-specific items

Institutions were offered the option of including non-standard, institution-specific items as part of the 2023 SES. In total, 17 institutions chose to include their own items. In addition to this, 11 institutions chose to include the Workplace Relevance Scale; seven 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.

Forty-eight institutions also chose to include an optional Wellbeing module developed in consultation with higher education institutions that was implemented in the SES for the first time in 2023. This module included items from the Personal Wellbeing Index and questions in relation to stress level, ability to cope with stress as well as gender and orientation.

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”.

# 

1. Production of scores

The reporting metric for the SES focus areas is the percentage of students that rated their experience positively, so calculated variables must be created for each focus area. A series of steps are taken to produce the focus area percentage positive results and individual focus area item scores used in this report. Descriptions of how focus area-level and item-level metrics are produced, as well as an example of a scored record and a selection of the SPSS syntax used to produce these scores, are presented below.

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 2015–2022 SES reports are not directly comparable to those presented in the 2011 and 2012 reports.

1. Focus area-level scores

To begin focus-area level calculations, all underlying items are rescaled into values from 0 to 100. Four-point scale responses are recoded to 0, 33.33, 66.66 and 100, and five-point scale responses are recoded to 0, 25, 50, 75 and 100. Columns B and C of **Table 36** show an example of this initial rescaling of values. An example of the SPSS syntax to recode the SEQ items into the 0 to 100 scale is shown in **Figure 24**.

Note: Rescaled variables are denoted with an ‘r’ suffix in the SPSS syntax.

Next, scores for each focus area are computed as the mean of the constituent items’ rescaled values. A focus area score is only computed for respondents who have a valid item value for at least six Skills Development items, four Peer Engagement items, eight Teaching Quality items, five Student Support and Services items and five Learning Resources items, respectively. Column E of **Table 36** displays the focus area score (i.e., the mean of the rescaled values in Column C) for the example respondent. An example of the SPSS syntax used to generate focus area scores is shown in **Figure 25**.

A positive response for the focus area is represented by a binary variable taking the value of ‘1’ if the student gives a positive response across a particular facet of their higher education experience (defined as an average of 55 or greater) and ‘0’ otherwise. These derived variables are denoted with the ‘SAT’ suffix. **Table 36** depicts the calculation of the binary focus area score for the example respondent: since the respondent’s focus area score (Column E) is greater than 55, the binary focus area score (Column F) is assigned a value of 1. An example of the SPSS syntax used to generate these variables is presented in **Figure 26**. 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.

The percentage positive score, which represents the percentage of students who rated their experience positively, reflects the proportion of students who achieved a focus area score of 55 or greater.

1. Item-level scores

At the individual questionnaire item level, a positive rating reflects a response in the top two categories of the response scale in both the four-point and five-point scales. A positive rating within a particular SEQ item is represented by a binary variable taking the value of ‘1’ if the student provides a positive response to the item and ‘0’ otherwise. Item-level scores are not included in the analysis file. Column D of **Table 36** displays the item-level binary scores for the example respondent. An example of the SPSS syntax used to generate these item variables is presented in **Figure 27**.

Item-level percentage positive scores, which represent the percentage of students who rated the specific item positively, reflect the number of students who selected one of the top two options in the response scale divided by the number of students who selected a valid response for the item (i.e., a response other than “Not applicable”).

Table 36 Example of Teaching Quality and Engagement focus area scoring for one SES respondent

| **CO****LUMN A** | **COLUMN B** | **COLUMN C** | **COLUMN D** | **COLUMN E** | **COLUMN F** |
| --- | --- | --- | --- | --- | --- |
| **Survey Variable** | **Raw Value** | **Rescaled Value** | **Item-Level Binary Score** | **Focus Area Score (TEACH)** | **Binary Focus Area Score (TEACHSAT)** |
| OVERALL | 3 | 66.66 | 1 | 63.64 | 1 |
| QLTEACH | 2 | 33.33 | 0 | - | - |
| STDSTRUC | 4 | 75 | 1 | - | - |
| STDRELEV | 5 | 100 | 1 | - | - |
| TCHACTIV | 4 | 75 | 1 | - | - |
| TCHCONLR | 3 | 50 | 0 | - | - |
| TCHCLEXP | 3 | 50 | 0 | - | - |
| TCHSTIMI | 3 | 50 | 0 | - | - |
| TCHFEEDB | 4 | 75 | 1 | - | - |
| TCHHELP | 4 | 75 | 1 | - | - |
| TCHASSCH | 3 | 50 | 0 | - | - |

Figure 24 Example of how to use SPSS syntax to rescale SEQ items

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

Figure 25 Example of how to use SPSS syntax to compute SES focus area scores

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

Figure 26 Example of how to use SPSS syntax to compute SES binary focus area scores

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

Figure 27 Example of how to use SPSS syntax to compute item-level scores

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

**Freedom of Expression scores**

Freedom of expression scores are calculated similarly to focus area scores. Example syntax for the overall freedom of expression score calculation is displayed in **Figure 28**, and example syntax for item-level scores is displayed in **Figure 29**.

Figure 28 Example of how to use SPSS syntax to compute the SES freedom of expression score

|  |
| --- |
| RECODE FOEXA FOEXB FOEXC (1=0) (2=25) (3=50) (4=75) (5=100) INTO FOEXAr FOEXBr FOEXCr  COMPUTE FOEX = MEAN.2(FOEXAr FOEXBr FOEXCr).  IF NOT MISSING(FOEX) FOEXSAT = 0. IF FOEX GE 55 FOEXSAT = 1. |

Figure 29 Example of how to use SPSS syntax to compute item-level freedom of expression scores

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

1. Construction of confidence intervals

Confidence intervals are a range of values derived in relation to a parameter determined from sample data. They represent the uncertainty inherent in estimating population parameters from sample data. A 90 per cent confidence suggests that should the parameter be determined from any sample of the population multiple times; the parameter would fall within the confidence interval 90 per cent of the time.

The 90 percent confidence intervals presented in this report have been approximated using the method described by Agresti and Coull (1998)[[8]](#footnote-9). This is an adjusted version of the previously used Wald method to accommodate a wider range of sample sizes and to produce intervals that more consistently reflect the desired level of confidence.

The Wald method is given by the well-known expression , where is the ratio of the number of positive responses for the measure of interest () to the total number of valid responses () and is the quantile of the standard normal distribution (1.645 for a 90 per cent level of confidence).

The Agresti-Coull method involves increasing the total number of responses to yield an adjusted proportion, given respectively by and . The adjusted confidence interval then becomes .

It is common to deflate the confidence interval for situations where the responding sample is relatively large compared to the population, as is the case for the Student Experience Survey (SES). This is done by multiplying the term to the right of the ± symbol by a finite population correction factor, given as where is the population size.

Note that the adjusted confidence interval is around the adjusted proportion () but the proportions presented in the report are the raw, unadjusted values (). Like other approximations for confidence intervals, this method can give unreliable results for values of very close to 0 per cent and 100 per cent. In this report, such occurrences are flagged, and the confidence intervals are not shown.

1. Study area definitions

Table 37 21 and 45 study areas concordance with ASCED field of education

| **0** | **Non-award** | **0** | **Non-award** | **000000** |
| --- | --- | --- | --- | --- |
| 1 | Science and mathematics | 1 | Natural & Physical Sciences | 010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999 |
| - | - | 2 | Mathematics | 010100, 010101, 010103, 010199 |
| - | - | 3 | Biological Sciences | 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999 |
| - | - | 4 | Medical Science & Technology | 019901, 019903, 019905, 019907, 019909 |
| 2 | Computing & Information systems | 5 | Computing & Information systems | 020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999 |
| 3 | Engineering | 6 | Engineering - Other | 030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999 |
| - | - | 7 | Engineering - Process & 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 & 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 & Urban Environments | 040000, 040100, 040101, 040103, 040105, 040107, 040199 |
| - | - | 13 | Building & Construction | 040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399 |
| 5 | Agriculture and environmental studies | 14 | Agriculture & Forestry | 050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999 |
| - | - | 15 | Environmental Studies | 050900, 050901, 050999 |
| 6 | Health services and support | 16 | Health Services & Support | 060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999 |
| - | - | 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 & Marketing | 080500, 080501, 080503, 080505, 080507, 080509, 080599 |
| - | - | 31 | Management & Commerce - Other | 080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999 |
| - | - | 32 | Banking & 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 & Geography | 090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999 |
| - | - | 35 | Language & Literature | 091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599 |
| 16 | Social work | 36 | Social Work | 090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599 |
| 17 | Psychology | 37 | Psychology | 090700, 090701, 090799 |
| 18 | Law and paralegal studies | 38 | Law | 090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999 |
| - | - | 39 | Justice Studies & Policing | 091100, 091101, 091103, 091105, 091199 |
| 19 | Creative arts | 42 | Art & Design | 100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999 |
| - | - | 43 | Music & Performing Arts | 100100, 100101, 100103, 100105, 100199 |
| 20 | Communications | 44 | Communication, Media & Journalism | 100700, 100701, 100703, 100705, 100707, 100799 |
| 21 | Tourism, hospitality, personal services, sport and recreation | 41 | Sport & Recreation | 092100, 092101, 092103, 092199 |
| - | - | 45 | Tourism, Hospitality & Personal Services | 080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999 |

Note: SES targets for collection are based on 45 study areas as above. The QILT website and this report use 21 study areas as the basis of analysis. Field of Education listings are available from the Australian Bureau of Statistics website (ASCED Field of Education Broad, Narrow and Detailed fields).

1. 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 Student Experience Survey (SES) as well as a listing of tables that can be used to explore and benchmark additional themes related to the SES.

1. SES results
2. 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 **A7.1.5 Detailed focus area items**.

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

| **Course level** | **Report reference** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| ALL | - | FOCUS\_ALL\_ALL\_1Y | Student experience (% positive rating, 2023) among all course levels from all provider types by level and stage of study |
| UG | Figure 1 | FOCUS\_UG\_ALL\_14-YY\_YEAR | Student experience (% positive rating) among undergraduates from all provider types by year |
| PGC | Figure 2 | 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, 2023) among undergraduates from all provider types by stage of study |
| PGC | - | FOCUS\_PGC\_ALL\_1Y\_STAGE | Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types by stage of study |
| UG | - | FOCUS\_UG\_ALL\_1Y\_ISG | Student experience (% positive rating, 2023) among undergraduates from all provider types by demographic and contextual group |
| UG | - | FOCUS\_UG\_UNI\_1Y\_ISG | Student experience (% positive rating, 2023) among undergraduates from universities by demographic and contextual group |
| UG | - | FOCUS\_UG\_NUHEI\_1Y\_ISG | Student experience (% positive rating, 2023) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC | - | FOCUS\_PGC\_ALL\_1Y\_ISG | Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC | - | FOCUS\_PGC\_UNI\_1Y\_ISG | Student experience (% positive rating, 2023) among postgraduate coursework students from universities by demographic and contextual group |
| PGC | - | FOCUS\_PGC\_NUHEI\_1Y\_ISG | Student experience (% positive rating, 2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | Table 5 | FOCUS\_UG\_ALL\_17-YY\_AREA | Student experience (% positive rating, 2017-2023) among undergraduates from all provider types by 21 study areas |
| UG | - | FOCUS\_UG\_UNI\_1Y\_AREA | Student experience (% positive rating, 2023) among undergraduates from universities by 21 study areas |
| UG | - | FOCUS\_UG\_NUHEI\_1Y\_AREA | Student experience (% positive rating, 2023) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas |
| PGC | Table 6 | FOCUS\_PGC\_ALL\_17-YY\_AREA | Student experience (% positive rating, 2017-2023) among postgraduate coursework students from all provider types by 21 study areas |
| PGC | - | FOCUS\_PGC\_UNI\_1Y\_AREA | Student experience (% positive rating, 2023) among postgraduate coursework students from universities by 21 study areas |
| PGC | - | FOCUS\_PGC\_NUHEI\_1Y\_AREA | Student experience (% positive rating, 2023) 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, 2023) among undergraduates from all provider types by 45 study areas |
| PGC | - | FOCUS\_PGC\_ALL\_1Y\_AREA45 | Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types by 45 study areas |
| UG | - | FOCUS\_UG\_ALL\_17-YY\_HEPTYPE | Student experience (% positive rating, 2017-2023) among undergraduates from all provider types by type of institution |
| PGC | - | FOCUS\_PGC\_ALL\_1Y\_HEPTYPE | Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types by type of institution |
| PGC | - | FOCUS\_PG\_ALL\_17-YY\_HEPTYPE | Student experience (% positive rating, 2017-2023) among postgraduate coursework students from all provider types by type of institution |
| UG | Table 3 | FOCUS\_UG\_ALL\_17-YY\_E346 | Student experience (% positive rating, 2017-2023) among undergraduates from all provider types by country of birth |
| PGC | Table 4 | FOCUS\_PG\_ALL\_17-YY\_E346 | Student experience (% positive rating, 2017-2023) among postgraduate coursework students from all provider types by country of birth |
| UG | Figure 3 | FOCUS\_UG\_ALL\_17-YY\_E942 | Student experience (% positive rating, 2017-2023) among undergraduates from all provider types by citizenship status |
| PGC | Figure 4 | FOCUS\_PGC\_ALL\_17-YY\_E942 | Student experience (% positive rating, 2017-2023) among postgraduate coursework students from all provider types by citizenship status |
| UG | - | FOCUS\_UG\_ALL\_1Y\_CURCOUNTRY | Student experience (% positive rating, 2023) among undergraduates from all provider types by country of residence |
| UG | Table 1 | FOCUS\_UG\_ALL\_3Y\_CURCOUNTRY | Student experience (% positive rating, 2021-2023) among undergraduates from all provider types by country of residence |
| PGC | - | FOCUS\_PGC\_ALL\_1Y\_CURCOUNTRY | Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types by country of residence |
| PGC | Table 2 | FOCUS\_PGC\_ALL\_3Y\_CURCOUNTRY | Student experience (% positive rating, 2021-2023) among postgraduate coursework students from all provider types by country of residence |
| UG | - | FOCUS\_UG\_ALL\_1Y\_SECTOR | Student experience (% positive rating, 2023) among undergraduates from all provider types by sector |
| UG | - | FOCUS\_UG\_UNI\_1Y\_INST\_CI | Student experience (% positive rating, 2023, with 90% confidence intervals) among undergraduates from universities by institution |
| UG | - | FOCUS\_UG\_UNI\_1YP\_INST\_CI | Student experience (% positive rating, pooled 2022 and 2023, with 90% confidence intervals) among undergraduates from universities by institution |
| UG | Table 7 | FOCUS\_UG\_UNI\_17-YY\_INST\_CI | Student experience (% positive rating, 2017-2023, with 90% confidence intervals) among undergraduates from universities by institution |
| UG | - | FOCUS\_UG\_UNI\_2YD\_INST\_CI | Student experience (% positive rating, pooled 2020-2021 and 2022-2023, with 90% confidence intervals) among undergraduates from universities by institution |
| PGC | - | FOCUS\_PGC\_UNI\_1Y\_INST\_CI | Student experience (% positive rating, 2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC | - | FOCUS\_PGC\_UNI\_1YP\_INST\_CI | Student experience (% positive rating, pooled 2022 and 2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC | - | FOCUS\_PGC\_UNI\_17-YY\_INST\_CI | Student experience (% positive rating, 2017-2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC | - | FOCUS\_PGC\_UNI\_2YD\_INST\_CI | Student experience (% positive rating, pooled 2020-2021 and 2022-2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| UG | - | FOCUS\_UG\_NUHEI\_1Y\_INST\_CI | Student experience (% positive rating, 2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG | Table 8 | FOCUS\_UG\_NUHEI\_2YP\_INST\_CI | Student experience (% positive rating, pooled 2021-2022 and 2022-2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG | - | FOCUS\_UG\_NUHEI\_17-YY\_INST\_CI | Student experience (% positive rating, 2017-2023, 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 2020-2021 and 2022-2023, 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, 2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC | Table 9 | FOCUS\_PGC\_NUHEI\_2YP\_INST\_CI | Student experience (% positive rating, pooled 2021-2022 and 2022-2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC | - | FOCUS\_PGC\_NUHEI\_17-YY\_INST\_CI | Student experience (% positive rating, 2017-2023, 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 2020-2021 and 2022-2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |

1. Considered leaving

One item in the Student Experience Survey 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. The following group of tables give details of students who have indicated that they have or have not considered leaving in that year and the reasons broken down by various factors including demographic characteristics, academic grades, study area and type of institution.

| **Course level** | **Report reference** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| UG | - | CONSID\_UG\_ALL\_1Y\_ISG | Percentage who considered early departure (2023) among undergraduates from all provider types by demographic and contextual group |
| UG | - | CONSID\_UG\_UNI\_1Y\_ISG | Percentage who considered early departure (2023) among undergraduates from universities by demographic and contextual group |
| UG | - | CONSID\_UG\_NUHEI\_1Y\_ISG | Percentage who considered early departure (2023) 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 (2023) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC | - | CONSID\_PGC\_UNI\_1Y\_ISG | Percentage who considered early departure (2023) among postgraduate coursework students from universities by demographic and contextual group |
| PGC | - | CONSID\_PGC\_NUHEI\_1Y\_ISG | Percentage who considered early departure (2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | - | CONSID\_UG\_ALL\_17-YY\_CH | Percentage selected reasons for considered early departure among undergraduates from all provider types by year |
| UG | Figure 11 | CONSID\_CH\_UG\_ALL\_17-YY\_E942 | Percentage selected reasons for considered early departure among undergraduates from all provider types by citizenship status, 2017-2023 |
| UG | - | CONSID\_UG\_UNI\_17-YY\_CH | Percentage selected reasons for considered early departure among undergraduates from universities by year |
| UG | - | CONSID\_UG\_NUHEI\_17-YY\_CH | Percentage selected reasons for considered early departure among undergraduates from non-university higher education institutes (NUHEIs) by year |
| PGC | - | CONSID\_PGC\_ALL\_17-YY\_CH | Percentage selected reasons for considered early departure among postgraduate coursework students from all provider types by year |
| PGC | Figure 12 | CONSID\_CH\_PG\_ALL\_17-YY\_E942 | Percentage selected reasons for considered early departure among postgraduate coursework students from all provider types by citizenship status, 2017-2023 |
| PGC | - | CONSID\_PGC\_UNI\_17-YY\_CH | Percentage selected reasons for considered early departure among postgraduate coursework students from universities by year |
| PGC | - | CONSID\_PGC\_NUHEI\_17-YY\_CH | Percentage selected reasons for considered early departure among postgraduate coursework students from non-university higher education institutes (NUHEIs) by year |

A7.1.3 Sense of belonging

The item measuring students’ sense of belonging to their institution was removed from the focus area but retained in the survey to be reported separately. This group of tables present positive ratings of ‘sense of belonging’ for undergraduate and postgraduate coursework students by a number of parameters including demographic characteristics, study area and institution type.

| **Course level** | **Report reference** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| UG | - | BELONGSAT\_UG\_ALL\_17-YY\_AREA | Student sense of belonging (% positive rating, 2017 - 2023) among undergraduates from all provider types by 21 study areas |
| PGC | - | BELONGSAT\_PGC\_ALL\_17-YY\_AREA | Student sense of belonging (% positive rating, 2017 - 2023) among postgraduate coursework students from all provider types by 21 study areas |
| UG | - | BELONGSAT\_UG\_ALL\_17-YY\_HEPTYPE | Student sense of belonging (% positive rating, 2017 - 2023) among undergraduates from all provider types by type of institution |
| PGC | - | BELONGSAT\_PG\_ALL\_17-YY\_HEPTYPE | Student sense of belonging (% positive rating, 2017 - 2023) among postgraduate coursework students from all provider types by type of institution |

A7.1.4 Negative effects on study

Students are also asked whether their current living arrangements, financial circumstances and paid work commitments have negatively affected their study. The following tables give a breakdown of responses to these items by course level.

| **Course level** | **Report reference** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| UG | - | ASTD\_UG\_ALL\_6Y\_E942 | Negative effects on study (% negatively affected) among undergraduates from all provider types by citizenship status, 2018-2023 |
| PGC | - | ASTD\_PGC\_ALL\_6Y\_E942 | Negative effects on study (% negatively affected) among postgraduate coursework students from all provider types by citizenship status, 2018-2023 |

A7.1.5 Detailed focus area items

The following tables give the breakdown of items within the Skills Development, Peer Engagement, Teaching Quality and Engagement, Student Support and Services 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 gives examples of how these item scores are calculated.

| **Course level** | **Report reference** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| UG | - | DEVEL\_UG\_ALL\_17-YY\_STAGE | Percentage positive scores for Skills Development items among undergraduates from all provider types by stage of study, 2017-2023 |
| UG | - | DEVEL\_UG\_UNI\_17-YY\_STAGE | Percentage positive scores for Skills Development items among undergraduates from universities by stage of study, 2017-2023 |
| UG | - | DEVEL\_UG\_NUHEI\_17-YY\_STAGE | Percentage positive scores for Skills Development items among undergraduates from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023 |
| PGC | - | DEVEL\_PGC\_ALL\_17-YY\_STAGE | Percentage positive scores for Skills Development items among postgraduate coursework students from all provider types by stage of study, 2017-2023 |
| PGC | - | DEVEL\_PGC\_UNI\_17-YY\_STAGE | Percentage positive scores for Skills Development items among postgraduate coursework students from universities by stage of study, 2017-2023 |
| PGC | - | DEVEL\_PGC\_NUHEI\_17-YY\_STAGE | Percentage positive scores for Skills Development items among postgraduate coursework students from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023 |
| UG | - | ENGAG\_UG\_ALL\_17-YY\_STAGE | Percentage positive scores for Peer Engagement items among undergraduates from all provider types by stage of study, 2017-2023 |
| UG | - | ENGAG\_UG\_UNI\_17-YY\_STAGE | Percentage positive scores for Peer Engagement items among undergraduates from universities by stage of study, 2017-2023 |
| UG | - | ENGAG\_UG\_NUHEI\_17-YY\_STAGE | Percentage positive scores for Peer Engagement items among undergraduates from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023 |
| PGC | - | ENGAG\_PGC\_ALL\_17-YY\_STAGE | Percentage positive scores for Peer Engagement items among postgraduate coursework students from all provider types by stage of study, 2017-2023 |
| PGC | - | ENGAG\_PGC\_UNI\_17-YY\_STAGE | Percentage positive scores for Peer Engagement items among postgraduate coursework students from universities by stage of study, 2017-2023 |
| PGC | - | ENGAG\_PGC\_NUHEI\_17-YY\_STAGE | Percentage positive scores for Peer Engagement items among postgraduate coursework students from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023 |
| UG | - | TEACH\_UG\_ALL\_17-YY\_STAGE | Percentage positive scores for Teaching Quality and Engagement items among undergraduates from all provider types by stage of study, 2017-2023 |
| UG | - | TEACH\_UG\_UNI\_17-YY\_STAGE | Percentage positive scores for Teaching Quality and Engagement items among undergraduates from universities by stage of study, 2017-2023 |
| UG | - | TEACH\_UG\_NUHEI\_17-YY\_STAGE | Percentage positive scores for Teaching Quality and Engagement items among undergraduates from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023 |
| PGC | - | TEACH\_PGC\_ALL\_17-YY\_STAGE | Percentage positive scores for Teaching Quality and Engagement items among postgraduate coursework students from all provider types by stage of study, 2017-2023 |
| PGC | - | TEACH\_PGC\_UNI\_17-YY\_STAGE | Percentage positive scores for Teaching Quality and Engagement items among postgraduate coursework students from universities by stage of study, 2017-2023 |
| PGC | - | TEACH\_PGC\_NUHEI\_17-YY\_STAGE | Percentage positive scores for Teaching Quality and Engagement items among postgraduate coursework students from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023 |
| UG | - | SUPP\_UG\_ALL\_17-YY\_STAGE | Percentage positive scores for Student Support and Services items among undergraduates from all provider types by stage of study, 2017-2023 |
| UG | - | SUPP\_UG\_UNI\_17-YY\_STAGE | Percentage positive scores for Student Support and Services items among undergraduates from universities by stage of study, 2017-2023 |
| UG | - | SUPP\_UG\_NUHEI\_17-YY\_STAGE | Percentage positive scores for Student Support and Services items among undergraduates from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023 |
| PGC | - | SUPP\_PGC\_ALL\_17-YY\_STAGE | Percentage positive scores for Student Support and Services items among postgraduate coursework students from all provider types by stage of study, 2017-2023 |
| PGC | - | SUPP\_PGC\_UNI\_17-YY\_STAGE | Percentage positive scores for Student Support and Services items among postgraduate coursework students from universities by stage of study, 2017-2023 |
| PGC | - | SUPP\_PGC\_NUHEI\_17-YY\_STAGE | Percentage positive scores for Student Support and Services items among postgraduate coursework students from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023 |
| UG | - | RESR\_UG\_ALL\_17-YY\_STAGE | Percentage positive scores for Learning Resources items among undergraduates from all provider types by stage of study, 2017-2023 |
| UG | - | RESR\_UG\_UNI\_17-YY\_STAGE | Percentage positive scores for Learning Resources items among undergraduates from universities by stage of study, 2017-2023 |
| UG | - | RESR\_UG\_NUHEI\_17-YY\_STAGE | Percentage positive scores for Learning Resources items among undergraduates from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023 |
| PGC | - | RESR\_PGC\_ALL\_17-YY\_STAGE | Percentage positive scores for Learning Resources items among postgraduate coursework students from all provider types by stage of study, 2017-2023 |
| PGC | - | RESR\_PGC\_UNI\_17-YY\_STAGE | Percentage positive scores for Learning Resources items among postgraduate coursework students from universities by stage of study, 2017-2023 |
| PGC | - | RESR\_PGC\_NUHEI\_17-YY\_STAGE | Percentage positive scores for Learning Resources items among postgraduate coursework students from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023 |

A7.1.6 Freedom of expression

A new set of items related to students’ perceptions of freedom of expression on campus was included since the 2021 SES. The following group of tables provides a breakdown of responses by course level, institution type and key demographics and sub-groups.

| **Course level** | **Report reference** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| ALL | - | FOEX\_ALL\_ALL\_1Y | Freedom of expression (% positive rating, 2023) among all course levels from all provider types by level and stage of study |

## A7.2 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.

### A7.2.1 Reason for choosing where to study

|  |  |  |  |
| --- | --- | --- | --- |
| Course level | Report reference | Sheet name | Table title |
| ALL | Figure 19 | INTAUS\_ALL\_ALL\_1Y | International student reasons for choosing to study in Australia (% importance rating, 2023) among all course levels from all provider types by level and stage of study |
| UG | - | INTAUS\_UG\_ALL\_20-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, 2023) among undergraduates from all provider types by 21 study areas |
| UG | Figure 20 | INTAUS\_UG\_ALL\_1Y\_E346 | International student reasons for choosing to study in Australia (% importance rating, 2023) among undergraduates from all provider types by country of birth |
| PGC | - | INTAUS\_PG\_ALL\_1Y\_E346 | International student reasons for choosing to study in Australia (% importance rating, 2023) among postgraduate coursework students 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, 2023) among undergraduates from all provider types by sector |
| ALL | Figure 21 | INTINST\_ALL\_ALL\_1Y | International student reasons for choosing institution (% importance rating, 2023) among all course levels from all provider types by level and stage of study |
| UG | - | INTINST\_UG\_ALL\_20-YY\_YEAR | International student reasons for choosing institution (% importance rating) among undergraduates from all provider types by year |
| UG | - | INTINST\_UG\_ALL\_20-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, 2023) among undergraduates from all provider types by 21 study areas |
| UG | Figure 22 | INTINST\_UG\_ALL\_1Y\_E346 | International student reasons for choosing institution (% importance rating, 2023) among undergraduates from all provider types by country of birth |
| PGC | - | INTINST\_PG\_ALL\_1Y\_E346 | International student reasons for choosing institution (% importance rating, 2023) among postgraduate coursework students from all provider types by country of birth |
| UG | - | INTINST\_UG\_ALL\_1Y\_SECTOR | International student reasons for choosing institution (% importance rating, 2023) among all course levels from all provider types by sector |

### A7.2.2 International student living experience

| Course level | Report reference | Sheet name | Table title |
| --- | --- | --- | --- |
| UG | Figures 17, 18 | INTAGENT\_UG\_ALL\_1Y\_E346 | Use of agents to help with visa application or enrolment (2023) among undergraduates from all provider types by country of birth |
| PGC | - | INTAGENT\_PG\_ALL\_1Y\_E346 | Use of agents to help with visa application or enrolment (2023) among postgraduate coursework students from all provider types by country of birth |
| UG | Table 11, Figure 16 | INTLIVE\_UG\_ALL\_1Y\_E346 | International undergraduate student accommodation arrangements (2023) among undergraduates from all provider types by country of birth |
| PGC | - | INTLIVE\_PG\_ALL\_1Y\_E346 | International undergraduate student accommodation arrangements (2023) among postgraduate coursework students from all provider types by country of birth |
| UG | - | INTLIVE\_UG\_ALL\_1Y\_SECTOR | International undergraduate student accommodation arrangements (2023) among undergraduates from all provider types by sector |
| UG | - | INTLIVE\_UG\_ALL\_2Y | Student accommodation arrangements among undergraduates from all provider types by year |
| PGC | - | INTLIVE\_PG\_ALL\_2Y | Student accommodation arrangements among postgraduate coursework students from all provider types by year |
| UG | Table 11 | INTLIVSAT\_UG\_ALL\_2Y\_INTLIVE | International student overall accommodation experience (% positive rating, 2022 and 2023) among undergraduates from all provider types by student accommodation arrangements |
| PGC | - | INTLIVSAT\_PG\_ALL\_2Y\_INTLIVE | International student overall accommodation experience (% positive rating, 2022 and 2023) among postgraduate coursework students from all provider types by student accommodation arrangements |
| ALL | Figure 13, 14 | INTSAT\_ALL\_ALL\_1Y | International student living experience (% positive rating, 2023) among all course levels from all provider types by level and stage of study |
| UG | Table 10 | INTSAT\_UG\_ALL\_1Y\_E346 | International student living experience (% positive rating, 2023) among undergraduates from all provider types by country of birth |
| PGC | - | INTSAT\_PG\_ALL\_1Y\_E346 | International student living experience (% positive rating, 2023) among postgraduate coursework students from all provider types by country of birth |
| UG | - | INTSAT\_UG\_ALL\_1Y\_SECTOR | International student living experience (% positive rating, 2023) among undergraduates from all provider types by sector |
| UG | - | INTSAT\_UG\_UNI\_1Y\_INST\_CI | International student living experience (% positive rating, 2023, with 90% confidence intervals) among undergraduates from universities by institution |
| UG | - | INTSAT\_UG\_NUHEI\_1Y\_INST\_CI | International student living experience (% positive rating, 2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |

A7.3 Methodological tables

A7.3.1 Overview and response rates

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

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics, approach to weighting and precision please refer to the 2022 SES Methodological Report, which is available on the QILT website.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course level** | **Report reference** | **Sheet name** | **Table title** |
| ALL | Table 12 | OV\_ALL\_ALL\_13-YY | Operational overview among all course levels from all provider types by year |

A7.3.2 Response characteristics and representativeness

| **Course Level** | **Report reference** | **Sheet name** | **Table Title** |
| --- | --- | --- | --- |
| UG | Table 14 | CHAR\_UG\_ALL\_1Y\_ISG | Response characteristics (2023) among undergraduates from all provider types by demographic and contextual group |
| UG | - | CHAR\_UG\_UNI\_1Y\_ISG | Response characteristics (2023) among undergraduates from universities by demographic and contextual group |
| UG | - | CHAR\_UG\_NUHEI\_1Y\_ISG | Response characteristics (2023) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC | - | CHAR\_PGC\_ALL\_1Y\_ISG | Response characteristics (2023) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC | - | CHAR\_PGC\_UNI\_1Y\_ISG | Response characteristics (2023) among postgraduate coursework students from universities by demographic and contextual group |
| PGC | - | CHAR\_PGC\_NUHEI\_1Y\_ISG | Response characteristics (2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | Table 15 | CHAR\_UG\_ALL\_1Y\_AREA | Response characteristics (2023) among undergraduates from all provider types by 21 study areas |
| UG | - | CHAR\_UG\_UNI\_1Y\_AREA | Response characteristics (2023) among undergraduates from universities by 21 study areas |
| UG | - | CHAR\_UG\_NUHEI\_1Y\_AREA | Response characteristics (2023) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas |
| PGC | - | CHAR\_PGC\_ALL\_1Y\_AREA | Response characteristics (2023) among postgraduate coursework students from all provider types by 21 study areas |
| PGC | - | CHAR\_PGC\_UNI\_1Y\_AREA | Response characteristics (2023) among postgraduate coursework students from universities by 21 study areas |
| PGC | - | CHAR\_PGC\_NUHEI\_1Y\_AREA | Response characteristics (2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas |
| UG | Table 16 | CHAR\_UG\_UNI\_1Y\_INST | Response characteristics (2023) among undergraduates from universities by institution |
| PGC | - | CHAR\_PGC\_UNI\_1Y\_INST | Response characteristics (2023) among postgraduate coursework students from universities by institution |
| UG | Table 17 | CHAR\_UG\_NUHEI\_1Y\_INST | Response characteristics (2023) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| PGC | - | CHAR\_PGC\_NUHEI\_1Y\_INST | Response characteristics (2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| UG | - | CHARINT\_UG\_ALL\_1Y\_AREA | Response characteristics (2023), broken down by citizenship status, among undergraduates from all provider types by 21 study areas |
| UG | - | CHARINT\_UG\_UNI\_1Y\_AREA | Response characteristics (2023), broken down by citizenship status, among undergraduates from universities by 21 study areas |
| UG | - | CHARINT\_UG\_NUHEI\_1Y\_AREA | Response characteristics (2023), broken down by citizenship status, among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas |
| PGC | - | CHARINT\_PGC\_ALL\_1Y\_AREA | Response characteristics (2023), broken down by citizenship status, among postgraduate coursework students from all provider types by 21 study areas |
| PGC | - | CHARINT\_PGC\_UNI\_1Y\_AREA | Response characteristics (2023), broken down by citizenship status, among postgraduate coursework students from universities by 21 study areas |
| PGC | - | CHARINT\_PGC\_NUHEI\_1Y\_AREA | Response characteristics (2023), broken down by citizenship status, among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas |
| UG | Table 18 | CHARINT\_UG\_UNI\_1Y\_INST | Response characteristics (2023), broken down by citizenship status, among undergraduates from universities by institution |
| PGC | - | CHARINT\_PGC\_UNI\_1Y\_INST | Response characteristics (2023), broken down by citizenship status, among postgraduate coursework students from universities by institution |
| UG | Table 19 | CHARINT\_UG\_NUHEI\_1Y\_INST | Response characteristics (2023), broken down by citizenship status, among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| PGC | - | CHARINT\_PGC\_NUHEI\_1Y\_INST | Response characteristics (2023), broken down by citizenship status, among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |

A7.3.3 Confidence intervals and weighting

| **Course Level** | **Report reference** | **Sheet name** | **Table Title** |
| --- | --- | --- | --- |
| UG | Figure 5 | QOE\_UG\_UNI\_1Y\_INST\_FIG | Quality of entire educational experience (2023, with 90% confidence intervals) among undergraduates from universities by institution |
| UG | - | QOE\_UG\_UNI\_1YP\_INST\_FIG | Quality of entire educational experience (pooled 2022 and 2023, with 90% confidence intervals) among undergraduates from universities by institution |
| PGC | - | QOE\_PGC\_UNI\_1Y\_INST\_FIG | Quality of entire educational experience (2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| PGC | Figure 6 | QOE\_PGC\_UNI\_1YP\_INST\_FIG | Quality of entire educational experience (pooled 2022 and 2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution |
| UG | - | QOE\_UG\_NUHEI\_1Y\_INST\_FIG | Quality of entire educational experience (2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution |
| UG | Figure 7 | QOE\_UG\_NUHEI\_1YP\_INST\_FIG | Quality of entire educational experience (pooled 2022 and 2023, 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 (2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| PGC | Figure 8 | QOE\_PGC\_NUHEI\_1YP\_INST\_FIG | Quality of entire educational experience (pooled 2022 and 2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution |
| UG | - | WEIGHT\_UG\_ALL\_1Y\_ISG | Comparison of raw and weighted percentage positive scores (2023) 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 (2023) 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 (2023) among undergraduates from all provider types by 21 study areas |
| PGC | - | WEIGHT\_PGC\_ALL\_1Y\_AREA | Comparison of raw and weighted percentage positive scores (2023) among postgraduate coursework students from all provider types by 21 study areas |
| UG | Table 20 | QOEQOT\_UG\_ALL\_1Y\_ISG\_CI | Quality of overall education and quality of teaching (% positive rating, 2023, 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, 2023, 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, 2023, 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, 2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | Table 21 | QOEQOT\_UG\_ALL\_1Y\_AREA\_CI | Quality of overall education and quality of teaching (% positive rating, 2023, 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, 2023, 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, 2023, 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, 2023, 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, 2023, 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, 2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas |

1. Refer to the INTAGENT\_PG\_ALL\_1Y\_E346 worksheet in the 2023 SES International Report Tables available on the QILT website. [↑](#footnote-ref-2)
2. ‘How would you evaluate your entire educational experience at this institution?’ [↑](#footnote-ref-3)
3. Indiana University (2023). NSSE 2023 Overview. Retrieved 22 August 2024, from https://scholarworks.iu.edu/iuswrrest/api/core/bitstreams/130f6391-7e8d-4698-a489-01f77e24dff4/content [↑](#footnote-ref-4)
4. ‘Overall, I am satisfied with the quality of the course.’ [↑](#footnote-ref-5)
5. Office for Students (2023). Student Characteristics Data. Retrieved 22 August 2024, from https://www.officeforstudents.org.uk/data-and-analysis/national-student-survey-data/student-characteristics-data/ [↑](#footnote-ref-6)
6. Indiana University. (2023). NSSE 2023. Retrieved 22 August 2024, from <https://nsse.indiana.edu/nsse/reports-data/report-builder/index.html>. Results for international students in 2021 and 2023 could not be retrieved. [↑](#footnote-ref-7)
7. Office for Students (2023). Student Characteristics Data. Retrieved 22 August 2024, from https://www.officeforstudents.org.uk/data-and-analysis/national-student-survey-data/student-characteristics-data/ [↑](#footnote-ref-8)
8. Agresti, A., & Coull, B. A. (1998). Approximate Is Better than “Exact” for Interval Estimation of Binomial Proportions. The American Statistician, 52(2), 119–126. https://doi.org/10.2307/2685469. [↑](#footnote-ref-9)