

QILT FACT SHEET

ComparED Website



The ComparED website allows users to compare data from the Student Experience Survey and the Graduate Outcomes Survey. It allows users to compare information about the current student educational experience and graduate outcomes for up to six institutions and study areas.

Understanding the ComparED website

The ComparED website allows users to compare two distinct categories of data:

- Institutions – allowing users to compare overall results for up to six institutions.
- Study Area – allowing users to select a study area, from a list of 21, and then compare results for up to six institutions.



What information does the ComparED website display?

All of the data being reported on ComparED comes from the Quality Indicators for Learning and Teaching (QILT) surveys completed by students and graduates. All data is updated annually, but results are based on surveys pooled

across more than one year to improve the consistency and reliability of the information. The information on ComparED comes from the following surveys:

The Student Experience Survey (SES):

Student experience results come from the SES. The SES measures the overall quality of the educational experience of students while studying, including factors such as teaching, learning, engagement and support (data is aggregated over two years).

The Graduate Outcomes Survey (GOS):

Graduate employment results come from the GOS. The GOS is completed by graduates in conjunction with the CEQ. The survey measures the number of graduates in full-time or overall employment, in full-time study, and median salaries of graduates in full-time employment. The results provide useful information on labour market outcomes and further study activities of graduates (data is aggregated over three years).

The Course Experience Questionnaire (CEQ):

The Course Experience Questionnaire (CEQ): Graduate satisfaction results come from the CEQ which is a section of the GOS (data is aggregated over two years).

ComparED to QILT concordance

ComparED indicator	ComparED description	QILT survey	Aggregation	QILT item / area
Had a positive overall experience	The percentage of students who rated their overall education experience positively, based on a single question in the SES	SES	2 years	Thinking about your course, overall, how would you rate the quality of your entire educational experience this year?
Were positive about their skills development	The percentage of students who rated their skills developed through their studies positively	SES	2 years	To what extent has your course developed your: a) critical thinking skills? b) ability to solve complex problems? c) ability to work with others? d) confidence to learn independently? e) written communication skills? f) spoken communication skills? g) knowledge of the field(s) you are studying? h) development of work-related knowledge and skills?
Rated teaching practices positively	The percentage of students who rated the quality of teaching they have received positively	SES	2 years	The percentage of students who rated the quality of teaching they have experienced positively. This indicator is based on the average of a student's responses to the following 11 questions from the SES: Thinking about your course: 1. overall how would you rate the quality of your entire educational experience this year? 2. how would you rate the quality of the teaching you have experienced? During <year of survey>, to what extent have the lecturers, tutors and demonstrators: 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? In <year of survey>, to what extent has your course been delivered in a way that is: 1. well structured and focused? 2. relevant to your education as a whole?
Were positive about their interactions with staff and students	The percentage of students who rated their engagement with learning at their institution positively, for example the frequency of online or face to face discussions, and whether they had a sense of belonging at their institution	SES	2 years	The percentage of students who rated learner engagement at their institution positively. This indicator is based on the average of a student's responses to the following seven questions from the SES: During <year of survey>, to what extent have you: 1. felt prepared for your study? 2. had a sense of belonging to your institution? In <year of survey>, how frequently have you: 1. participated in discussions online or face-to-face? 2. worked with other students as part of your study? 3. interacted with students outside study requirements? 4. interacted with students who are very different from you? During <year of survey>, to what extent have you: 1. been given opportunities to interact with local students (where applicable for international students)?

ComparED indicator	ComparED description	QILT survey	Aggregation	QILT item / area
Were happy with facilities and resources	The percentage of students who rated the learning resources provided by their institution positively, for example access to computers, libraries and teaching facilities.	SES	2 years	<p>The percentage of students who rated the learning resources provided by their institution positively. This indicator is based on the average of a student's responses to the following seven questions from the SES:</p> <p>Thinking of this year, overall how would you rate the following learning resources provided by your course?</p> <ol style="list-style-type: none"> 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
Rated support services positively	The percentage of students who rated the support they received at their institution positively, for example whether enrolment systems, learning advice, careers advisors and health services were available and helpful.	SES	2 years	<p>The percentage of students who rated the support they received at their institution positively. This indicator is based on the average of a student's responses to the following 13 questions from the SES:</p> <p>During <year of survey>, to what extent have you:</p> <ol style="list-style-type: none"> 1. received support from your institution to settle into study? 2. experienced efficient enrolment and admissions processes? 3. felt induction/orientation activities were relevant and helpful? <p>During <year of survey>, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be:</p> <ol style="list-style-type: none"> 1. available? 2. helpful? <p>During <year of survey>, to what extent have you found careers advisors to be:</p> <ol style="list-style-type: none"> 1. available? 2. helpful? <p>During <year of survey>, to what extent have you found academic or learning advisors to be::</p> <ol style="list-style-type: none"> 1. available? 2. helpful? <p>During <year of survey>, to what extent have you found support services such as counsellor, financial/legal advisors and health services to be:</p> <ol style="list-style-type: none"> 1. available? 2. helpful? <p>During <year of survey>, to what extent have you:</p> <ol style="list-style-type: none"> 1. been offered support relevant to your circumstances? 2. received appropriate English language skill support?

ComparED indicator	ComparED description	QILT survey	Aggregation	QILT item / area
Were satisfied with how their skills improved	The percentage of graduates who agreed their studies had improved their generic skills.	GOS	2 years	The percentage of graduates who agreed that their studies had improved their generic skills. This indicator is based on the average of a graduate's responses to the following six statements from the CEQ: 1. The course helped me develop my ability as a team member. 2. The course sharpened my analytic skills. 3. The course developed my problem-solving skills. 4. The course improved my skills in written communications. 5. As a result of my course, I feel confident about tackling unfamiliar problems. 6. My course helped me to develop the ability to plan my own work.
Were satisfied overall	The percentage of graduates who expressed overall satisfaction with their course, based on an individual question in the CEQ.	GOS	2 years	The proportion of graduates who expressed overall satisfaction with their course, based on an individual question in the CEQ.
Were satisfied with teaching practices	The percentage of graduates who agreed they experienced good teaching practices during their study.	GOS	2 years	The percentage of graduates who agreed they had experienced good teaching practices during their study. This indicator is based on the average of a graduate's responses to the following six statements from the CEQ: 1. The staff put a lot of time into commenting on my work. 2. The teaching staff normally gave me helpful feedback on how I was going. 3. The teaching staff of this course motivated me to do my best work. 4. My lecturers were extremely good at explaining things. 5. The teaching staff worked hard to make their studies interesting. 6. The staff made a real effort to understand difficulties I might be having with my work.
Found full time employment	The proportion of graduates who were employed full-time four months after completing their course, as a percentage of those who were available for full-time employment. Results are based on those graduate respondents who are available for full-time work.	GOS	3 years	The proportion of graduates who were employed full-time (>=35 hours) who were available for full-time work, four to six months after completing their course.
Found employment	The proportion of graduates who were employed four months after completing their course (full-time, part-time or casual), as a percentage of those who were available for employment. Results are based on those graduate respondents who are available for any kind of work, including part-time or casual work.	GOS	3 years	The proportion of graduates who were in any kind of employment (including full-time, part-time or casual work), as a percentage of those graduates who were available for employment four to six months after completing their course.

ComparED indicator	ComparED description	QILT survey	Aggregation	QILT item / area
Continued to study full-time	<p>The proportion of graduates who were undertaking further full-time study, as a proportion of all graduates.</p> <p>Results are based on all graduates who have responded.</p>	GOS	3 years	The proportion of graduates who were undertaking further full-time study, as a proportion of all graduates after completing their initial course.
Median salary	The median salary level of graduates who were in full-time employment.	GOS	3 years	The median salary level of graduates who were in full-time employment as defined above.

*For the technical details about the calculations used for SES, GOS and GOS / CEQ data used on the ComparED website, please refer to the linked documents ([SES Methodology for ComparED website](#), [GOS Methodology for ComparED website](#) and [CEQ Methodology for ComparED website](#)).