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# 2020 International Student Experience Survey

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



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# 1. Introduction


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

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

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

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





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

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

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

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

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

## 2. The international student experience over time

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

### Student experience by citizenship

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

Positive rating for Quality of entire educational experience, 2020



International students

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

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Domestic students	82	79	60	44	82	79	74	74	84	77	79	70
International students	80	76	59	49	78	74	73	71	83	72	75	63

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

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

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

	Living arrangements negatively affected study		Financial circumstances negatively affected study		Paid work negatively affected study	
	2019	2020	2019	2020	2019	2020
Domestic students	22	23	26	22	37	33
International students	23	34	28	47	21	30

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

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

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

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

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

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

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

## Living experience

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

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

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

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

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

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

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

### Accommodation experience

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

Table 6 International undergraduate student living arrangements, 2020, (% positive rating)

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

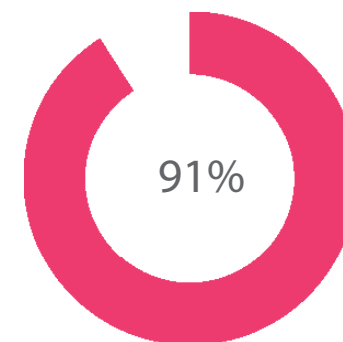
\* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2020.

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

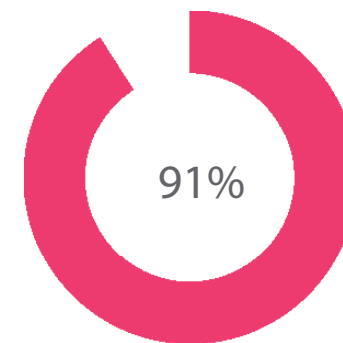
Table 7 International undergraduate student living arrangements and positive ratings, 2020

	% of students living in accommodation type	% positive rating of current living arrangements
University or college halls of residence	5	91
Student house or flat controlled by university	4	88
Private halls or student hostel	3	86
Private rented house/flat/room	58	90
Homestay with a family not related to you	4	90

Positive rating of student living experience / arrangements, 2020



Student living experience



Student living arrangements

	% of students living in accommodation type	% positive rating of current living arrangements
Living with parents	21	93
With friends or relatives in their accommodation	3	92
Other	1	90

## Visa experience

In 2020 the overwhelming majority, 95 per cent, of international undergraduate students were studying in Australia through a student visa, as shown by Table 8. The use of temporary graduate visas, 1 per cent and bridging visas, 2 per cent, were much less common ways of studying in Australia.

Table 8 International undergraduate visa arrangements, 2020, %

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

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

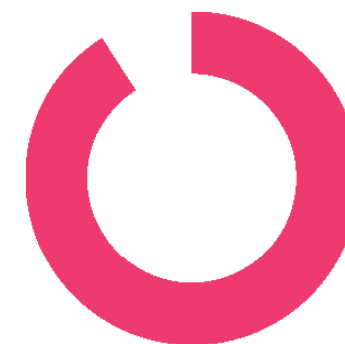
Table 9 Use of agents to help with visa application or enrolment, 2020, %

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

## Reasons for choosing to study in Australia

International students studying in Australia were asked to rate how important a variety of reasons were, in their decision to study in Australia and key reasons are shown in Table 10. International undergraduates' major reasons for choosing to study in Australia were a mix of educational and social reasons, including the reputation of the qualification and the institution offering the course the student wanted to study, as well as personal safety and security which were all rated as extremely important or important by 96 per cent of respondents. Similarly, high levels of importance, 94 per cent, were attached to the reputation of Australia's education system, the reputation of the education provider and employment opportunities after completing the course. Also rated as important reasons for wanting to study in

Positive rating for service provided by agent, 2020



International students

Australia by 90 per cent of respondents were the course fee, the opportunity to study in an English-speaking country and the chance to experience a new culture/lifestyle. Notwithstanding differences in survey methodology, the key reasons for wanting to study in Australia have remained broadly similar over time, as shown by Table 10.

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

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

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

International undergraduates' rated their most important reasons for choosing to study in Australia as a mix of educational and social, including the reputation of the qualification and the institution offering the course the student wanted to study, as well as personal safety and security.

### 3. The international student experience by country

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

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

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
China (excludes SARs and Taiwan)	74	68	52	38	76	68	70	63	88	72	76	59
India	86	85	71	62	82	81	82	81	84	78	79	72
Nepal	82	79	67	59	82	78	78	75	79	69	76	65
Vietnam	79	76	59	48	80	75	73	70	80	70	73	61
Malaysia	80	75	57	44	77	71	72	67	79	68	73	57
Total international	80	76	59	49	78	74	73	71	83	72	75	63

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



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

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

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

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

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

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

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

	Student visa	Temporary graduate visa	Bridging visa	Other
China (excludes SARs and Taiwan)	95	1	2	2
India	96	0	2	1
Nepal	96	1	3	1
Vietnam	95	1	3	2
Malaysia	96	0	2	2
Total international	95	1	3	2

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

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

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

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

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

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

Students from all top five source countries - China (excludes SARs and Taiwan), India, Nepal, Vietnam, Malaysia - rated highly the importance of the reputation of the qualification, the institution offering the course they wanted to study and their personal safety and security in their reasons for choosing to study in Australia.

## 4. The international student experience by study area

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

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

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Science and mathematics	79	71	55	40	80	73	73	68	87	73	77	60
Computing and information systems	77	73	61	52	76	71	74	70	80	68	73	62
Engineering	78	74	62	48	75	69	72	68	85	69	72	59

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Architecture and built environment	77	72	57	42	76	69	66	60	81	64	72	54
Agriculture and environmental studies	84	74	61	47	80	71	75	71	86	78	77	65
Health services and support	82	80	62	48	82	79	76	74	86	76	77	67
Medicine	87	86	72	61	75	69	77	78	78	72	69	53
Nursing	87	81	65	53	80	75	79	76	86	76	74	63
Pharmacy	83	77	60	46	76	74	71	72	83	74	74	65
Dentistry	89	80	58	56	74	71	68	60	75	69	67	46
Veterinary science	80	74	56	52	79	74	71	67	82	70	77	52
Rehabilitation	84	81	55	50	80	79	73	71	80	76	76	61
Teacher education	85	81	57	53	82	78	72	73	78	69	72	66
Business and management	78	75	58	48	78	74	73	71	82	72	77	65
Humanities, culture and social sciences	81	76	54	43	84	77	72	71	87	76	77	66
Social work	89	84	72	61	88	85	78	75	82	67	82	71
Psychology	84	79	51	39	82	80	75	72	85	78	77	67
Law and paralegal studies	80	78	52	43	80	77	69	68	81	75	74	64
Creative arts	80	73	60	47	80	76	71	65	80	67	76	60
Communications	79	78	61	49	81	76	74	70	90	72	78	62
Tourism, hospitality, personal services, sport and recreation	83	87	66	54	82	86	79	78	83	83	79	78
Total	80	76	59	49	78	74	73	71	83	72	75	63

## 5. The international student experience by institution

As was noted earlier in the report, the international student experience has changed appreciably in 2020 as institutions have adapted their teaching and learning arrangements in response to the COVID-19 pandemic. This is also reflected in the variation across institutions in the change in ratings of international student experience between the 2019 SES and 2020 SES, as shown by Figure 1 and Table 18, Figure 2 and Table 19. It is important to acknowledge that factors beyond the quality of the student experience, such as course offerings and the composition of the student population, might also impact on student ratings. Where confidence intervals overlap between two institutions there is no significant difference in the change in student ratings in a statistical sense. Refer to Table 34 through to Table 37 for a breakdown of domestic and international student populations for each institution by level of study.

### Universities

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

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

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

Changes in the student experience in response to the COVID-19 pandemic appear to have been more keenly felt by international students and this appears to be borne out at the institution level.

Figure 1 Change in the quality of entire educational experience for international undergraduate university students, 2019-2020 (% positive rating)

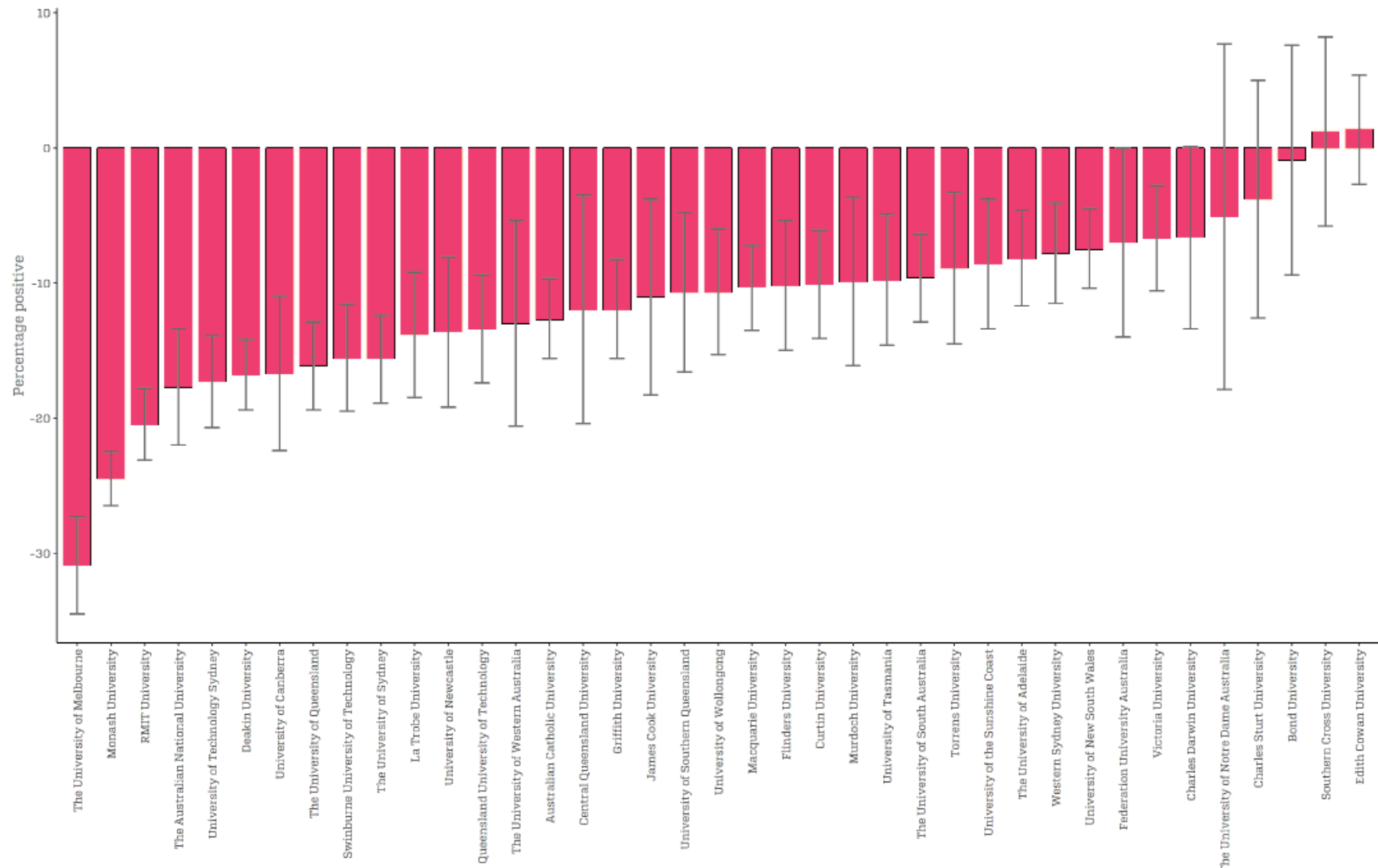


Table 18 International undergraduate student experience by university, 2019-2020 (% positive rating, with 90% confidence intervals)\*

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
Australian Catholic University	86.6 (84.9, 88.0)	82.5 (81.0, 83.8)	69.0 (66.9, 70.9)	57.9 (56.2, 59.6)	84.1 (82.4, 85.6)	78.1 (76.5, 79.5)	79.1 (77.2, 80.9)	78.4 (76.8, 79.9)	85.8 (84.1, 87.2)	78.5 (76.9, 80.0)	76.5 (74.7, 78.3)	63.9 (62.2, 65.5)
Bond University	86.7 (81.3, 90.1)	84.9 (79.7, 88.5)	68.2 (62.0, 73.6)	61.2 (55.1, 66.7)	88.8 (83.8, 91.9)	80.0 (74.5, 84.2)	86.1 (80.6, 89.8)	83.2 (77.6, 87.2)	93.1 (88.4, 95.5)	86.8 (81.3, 90.4)	79.4 (73.6, 83.8)	78.5 (73.0, 82.8)
Central Queensland University	81.6 (76.0, 85.8)	77.2 (72.1, 81.3)	63.6 (57.7, 68.9)	46.5 (41.2, 51.8)	82.7 (77.5, 86.7)	79.9 (75.1, 83.6)	80.3 (74.6, 84.8)	72.2 (66.8, 76.8)	86.2 (81.1, 89.7)	74.8 (69.2, 79.4)	77.1 (71.7, 81.5)	65.2 (59.9, 69.9)
Charles Darwin University	89.0 (85.8, 91.3)	83.2 (79.2, 86.2)	64.3 (60.2, 68.1)	55.3 (50.8, 59.7)	79.0 (75.2, 82.1)	74.5 (70.2, 78.2)	80.3 (76.3, 83.5)	73.2 (68.7, 77.1)	85.8 (82.4, 88.4)	81.8 (77.6, 85.0)	73.1 (69.2, 76.5)	66.5 (62.1, 70.5)
Charles Sturt University	80.3 (75.2, 84.3)	74.6 (68.9, 79.3)	51.5 (46.2, 56.6)	51.8 (46.1, 57.4)	73.1 (67.9, 77.6)	70.1 (64.4, 75.1)	69.6 (63.9, 74.5)	66.9 (60.9, 72.3)	67.1 (61.6, 72.0)	70.5 (64.3, 75.7)	67.8 (62.7, 72.4)	64.0 (58.3, 69.2)
Curtin University	81.4 (79.0, 83.5)	78.0 (75.8, 80.0)	55.9 (53.1, 58.6)	48.4 (46.0, 50.8)	78.1 (75.6, 80.3)	73.5 (71.2, 75.6)	73.1 (70.3, 75.6)	70.4 (67.9, 72.8)	87.4 (85.3, 89.1)	79.8 (77.6, 81.8)	74.8 (72.3, 77.1)	64.8 (62.4, 67.0)
Deakin University	81.8 (80.1, 83.4)	78.8 (77.4, 80.2)	58.4 (56.4, 60.4)	46.0 (44.4, 47.6)	80.8 (79.1, 82.3)	74.5 (73.0, 75.9)	75.5 (73.5, 77.3)	75.2 (73.6, 76.7)	90.5 (89.2, 91.7)	76.1 (74.4, 77.6)	81.9 (80.3, 83.4)	65.1 (63.5, 66.6)
Edith Cowan University	85.1 (82.6, 87.1)	88.4 (86.2, 90.1)	63.0 (60.1, 65.8)	61.7 (58.8, 64.5)	82.0 (79.5, 84.2)	86.6 (84.3, 88.4)	78.8 (76.0, 81.3)	83.7 (81.3, 85.8)	90.1 (88.0, 91.7)	90.3 (88.3, 91.9)	77.6 (75.0, 80.0)	79.0 (76.5, 81.2)
Federation University Australia	86.2 (80.6, 90.2)	80.5 (78.3, 82.5)	72.2 (66.2, 77.3)	58.8 (56.4, 61.2)	83.2 (77.6, 87.3)	76.6 (74.4, 78.6)	82.5 (76.2, 87.1)	77.4 (75.0, 79.5)	87.3 (82.0, 90.9)	70.0 (67.5, 72.4)	74.8 (68.9, 79.7)	67.8 (65.4, 70.1)
Flinders University	82.5 (79.1, 85.3)	76.2 (74.1, 78.0)	63.6 (59.7, 67.1)	56.8 (54.6, 58.9)	77.3 (73.7, 80.4)	73.0 (71.0, 74.8)	78.2 (74.5, 81.3)	77.5 (75.5, 79.3)	84.7 (81.4, 87.3)	76.0 (73.9, 77.8)	72.9 (69.2, 76.1)	62.7 (60.6, 64.7)
Griffith University	81.7 (79.4, 83.8)	77.9 (75.8, 79.8)	62.4 (59.7, 65.1)	46.4 (44.1, 48.7)	80.5 (78.2, 82.7)	77.8 (75.8, 79.6)	75.6 (72.9, 78.0)	77.7 (75.5, 79.7)	87.4 (85.3, 89.2)	76.9 (74.7, 78.9)	80.2 (77.8, 82.3)	68.2 (66.0, 70.3)
James Cook University	89.0 (84.3, 91.9)	80.1 (76.0, 83.4)	74.8 (69.3, 79.3)	61.4 (56.9, 65.6)	83.5 (78.4, 87.1)	78.9 (74.8, 82.2)	81.0 (75.6, 85.1)	82.9 (78.9, 86.0)	86.3 (81.3, 89.7)	83.5 (79.5, 86.6)	82.1 (77.0, 85.9)	71.1 (66.7, 74.8)
La Trobe University	78.8 (76.2, 81.1)	70.9 (67.9, 73.7)	58.5 (55.7, 61.2)	43.4 (40.4, 46.5)	75.7 (73.1, 78.0)	67.9 (64.8, 70.7)	70.6 (67.6, 73.3)	65.1 (61.8, 68.2)	86.8 (84.7, 88.7)	68.6 (65.2, 71.8)	75.0 (72.4, 77.3)	61.1 (58.0, 64.1)
Macquarie University	75.9 (74.0, 77.7)	76.0 (74.1, 77.8)	52.6 (50.5, 54.6)	46.2 (44.2, 48.3)	78.1 (76.3, 79.8)	74.1 (72.1, 75.9)	69.0 (66.9, 71.1)	68.2 (66.0, 70.2)	83.8 (82.1, 85.3)	76.1 (74.1, 78.0)	76.4 (74.6, 78.1)	66.1 (64.0, 68.0)
Monash University	79.8 (78.7, 80.8)	66.6 (65.4, 67.9)	58.4 (57.1, 59.6)	32.4 (31.2, 33.6)	78.9 (77.8, 79.9)	63.7 (62.5, 65.0)	74.3 (73.1, 75.5)	60.7 (59.3, 62.1)	87.0 (86.1, 87.8)	60.4 (58.9, 61.9)	75.2 (74.1, 76.2)	50.6 (49.3, 51.9)
Murdoch University	81.8 (77.5, 85.3)	81.8 (78.7, 84.4)	56.4 (51.7, 61.0)	56.5 (52.9, 59.9)	84.4 (80.4, 87.5)	81.4 (78.3, 83.9)	80.9 (76.3, 84.5)	75.6 (72.0, 78.6)	85.6 (81.5, 88.6)	80.3 (77.0, 83.1)	77.5 (73.2, 81.1)	67.6 (64.2, 70.8)
Queensland University of Technology	80.4 (77.6, 82.8)	74.9 (73.1, 76.7)	58.0 (54.9, 60.9)	43.8 (41.9, 45.8)	77.6 (74.9, 80.1)	68.9 (67.0, 70.7)	72.4 (69.2, 75.4)	65.6 (63.4, 67.6)	87.8 (85.5, 89.8)	76.7 (74.8, 78.4)	72.3 (69.4, 74.9)	58.9 (56.9, 60.8)



	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
RMIT University	80.1 (78.7, 81.5)	75.0 (73.4, 76.5)	60.6 (58.9, 62.2)	46.0 (44.3, 47.7)	76.3 (74.8, 77.8)	72.1 (70.4, 73.6)	69.5 (67.7, 71.1)	62.3 (60.4, 64.1)	86.5 (85.2, 87.6)	64.5 (62.5, 66.4)	76.3 (74.8, 77.6)	55.8 (54.1, 57.5)
Southern Cross University	79.3 (74.9, 82.8)	84.1 (79.8, 87.2)	49.5 (44.9, 54.1)	44.8 (40.0, 49.8)	80.5 (76.3, 83.8)	87.6 (83.6, 90.3)	78.5 (74.0, 82.2)	82.2 (77.6, 85.6)	75.8 (71.3, 79.6)	77.9 (72.8, 82.0)	74.3 (69.9, 78.0)	75.5 (70.8, 79.3)
Swinburne University of Technology	80.1 (77.8, 82.2)	75.5 (73.2, 77.5)	66.6 (64.1, 69.0)	48.2 (45.7, 50.7)	79.4 (77.1, 81.4)	69.4 (67.0, 71.7)	76.2 (73.6, 78.5)	69.8 (67.3, 72.2)	81.6 (79.4, 83.7)	61.7 (58.8, 64.5)	76.7 (74.4, 78.9)	61.2 (58.7, 63.6)
The Australian National University	80.1 (77.7, 82.3)	70.7 (68.0, 73.1)	56.4 (53.7, 59.2)	35.4 (32.9, 38.0)	80.2 (77.8, 82.3)	70.4 (67.8, 72.8)	73.2 (70.4, 75.8)	60.9 (57.9, 63.8)	85.9 (83.7, 87.8)	69.0 (66.1, 71.8)	74.7 (72.2, 77.0)	57.0 (54.4, 59.7)
The University of Adelaide	72.6 (70.4, 74.7)	74.8 (72.7, 76.8)	51.8 (49.5, 54.1)	47.1 (44.9, 49.4)	73.6 (71.4, 75.5)	73.0 (70.9, 74.9)	67.5 (65.0, 69.9)	71.6 (69.3, 73.8)	80.3 (78.3, 82.1)	75.5 (73.2, 77.5)	71.2 (69.0, 73.2)	63.0 (60.8, 65.1)
The University of Melbourne	76.1 (74.0, 78.1)	64.4 (62.2, 66.6)	48.3 (46.1, 50.6)	26.1 (24.2, 28.1)	80.3 (78.4, 82.1)	62.1 (59.9, 64.3)	68.0 (65.5, 70.3)	58.7 (56.2, 61.1)	85.4 (83.6, 87.0)	54.2 (51.7, 56.8)	72.3 (70.2, 74.3)	41.4 (39.3, 43.7)
The University of Notre Dame Australia	91.4 (82.7, 94.2)	81.5 (71.2, 86.0)	80.0 (70.4, 85.3)	74.1 (63.8, 80.0)	85.7 (76.4, 89.9)	81.5 (71.2, 86.0)	82.8 (71.3, 88.6)	84.6 (74.0, 88.7)	85.7 (76.4, 89.9)	96.0 (86.0, 97.1)	82.9 (73.4, 87.6)	77.8 (67.5, 83.0)
The University of Queensland	81.5 (79.9, 83.1)	73.7 (71.6, 75.6)	55.9 (54.0, 57.9)	38.5 (36.5, 40.7)	79.3 (77.6, 80.9)	71.1 (69.0, 73.1)	71.3 (69.2, 73.2)	67.4 (65.1, 69.6)	86.0 (84.5, 87.4)	77.3 (75.2, 79.2)	76.1 (74.3, 77.7)	59.9 (57.8, 62.0)
The University of South Australia	80.6 (78.6, 82.4)	77.7 (75.8, 79.4)	55.2 (52.9, 57.5)	51.7 (49.7, 53.7)	80.2 (78.2, 81.9)	77.1 (75.3, 78.8)	76.0 (73.7, 78.1)	75.3 (73.2, 77.2)	89.7 (88.1, 91.0)	81.7 (79.9, 83.3)	76.5 (74.5, 78.4)	66.9 (64.9, 68.7)
The University of Sydney	78.4 (76.6, 80.1)	69.9 (68.0, 71.7)	49.7 (47.6, 51.7)	37.6 (35.7, 39.6)	75.3 (73.4, 77.0)	68.5 (66.5, 70.3)	61.7 (59.5, 63.8)	55.4 (53.2, 57.6)	83.8 (82.2, 85.3)	70.7 (68.6, 72.7)	70.7 (68.8, 72.5)	55.0 (53.0, 57.0)
The University of Western Australia	80.5 (75.8, 84.3)	73.1 (68.2, 77.3)	59.3 (54.1, 64.3)	52.0 (47.0, 56.9)	81.0 (76.4, 84.7)	78.4 (73.8, 82.2)	75.5 (70.4, 79.9)	72.7 (67.7, 77.1)	85.8 (81.5, 89.1)	79.5 (75.0, 83.4)	79.5 (74.9, 83.4)	66.5 (61.6, 71.0)
Torrens University	81.9 (77.4, 85.3)	79.0 (77.2, 80.7)	54.0 (49.2, 58.7)	47.0 (45.0, 49.1)	79.8 (75.3, 83.3)	76.0 (74.1, 77.7)	73.8 (68.6, 78.1)	68.0 (65.9, 70.1)	70.3 (65.4, 74.7)	64.1 (61.7, 66.3)	73.7 (69.1, 77.5)	64.8 (62.7, 66.7)
University of Canberra	79.8 (75.9, 83.0)	74.5 (71.3, 77.3)	64.2 (60.0, 68.0)	47.3 (44.0, 50.6)	80.3 (76.6, 83.4)	75.7 (72.6, 78.4)	77.0 (72.9, 80.5)	71.6 (68.2, 74.6)	84.2 (80.6, 87.0)	78.5 (75.4, 81.3)	77.6 (73.8, 80.8)	60.9 (57.6, 64.1)
University of Divinity	n/a	91.2 (82.6, 93.6)	n/a	63.6 (54.1, 71.1)	n/a	94.1 (86.0, 95.8)	n/a	96.8 (88.2, 97.8)	n/a	83.3 (72.8, 88.3)	n/a	85.3 (76.3, 89.1)
University of New England	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
University of New South Wales	70.3 (68.4, 72.1)	70.5 (68.8, 72.1)	50.9 (49.1, 52.8)	41.3 (39.6, 43.0)	69.4 (67.6, 71.1)	70.0 (68.3, 71.6)	65.3 (63.2, 67.3)	64.4 (62.5, 66.2)	83.5 (81.9, 84.8)	71.5 (69.7, 73.3)	64.4 (62.6, 66.1)	56.9 (55.1, 58.6)
University of Newcastle	77.9 (75.2, 80.4)	72.6 (68.8, 76.0)	60.8 (57.8, 63.7)	42.8 (39.0, 46.8)	79.0 (76.3, 81.3)	66.8 (62.9, 70.4)	74.7 (71.7, 77.4)	70.9 (66.8, 74.6)	85.3 (82.9, 87.4)	77.6 (73.8, 80.9)	73.7 (70.9, 76.2)	60.1 (56.1, 63.8)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
University of Southern Queensland	90.7 (87.5, 92.8)	80.4 (76.6, 83.4)	62.7 (58.5, 66.5)	49.8 (45.8, 53.8)	83.1 (79.4, 85.9)	79.0 (75.2, 82.0)	84.7 (81.0, 87.5)	80.8 (76.9, 83.9)	86.9 (83.4, 89.4)	73.6 (69.4, 77.2)	80.9 (77.2, 83.7)	70.1 (66.2, 73.6)
University of Tasmania	79.7 (76.6, 82.2)	73.0 (70.2, 75.6)	62.9 (59.7, 66.0)	43.6 (40.7, 46.5)	79.8 (76.9, 82.2)	73.1 (70.3, 75.6)	73.2 (69.7, 76.3)	72.5 (69.5, 75.3)	77.2 (74.1, 79.8)	69.6 (66.4, 72.6)	72.6 (69.6, 75.4)	62.9 (59.9, 65.7)
University of Technology Sydney	76.4 (74.7, 78.0)	68.7 (66.4, 70.9)	59.2 (57.4, 60.9)	42.9 (40.6, 45.3)	72.8 (71.2, 74.4)	61.8 (59.4, 64.1)	69.0 (67.2, 70.8)	60.4 (57.8, 62.8)	86.8 (85.4, 88.0)	67.2 (64.7, 69.5)	73.2 (71.6, 74.7)	55.9 (53.5, 58.2)
University of the Sunshine Coast	81.3 (78.2, 83.9)	75.6 (72.9, 77.8)	58.8 (55.3, 62.1)	48.9 (46.3, 51.7)	75.4 (72.1, 78.2)	73.6 (70.9, 75.9)	73.3 (69.7, 76.5)	74.8 (71.9, 77.3)	78.9 (75.8, 81.6)	72.9 (70.0, 75.3)	73.6 (70.3, 76.5)	65.0 (62.3, 67.5)
University of Wollongong	78.2 (75.2, 80.9)	74.3 (71.7, 76.6)	62.3 (59.0, 65.3)	49.4 (46.7, 52.1)	77.8 (74.9, 80.4)	73.2 (70.7, 75.5)	75.8 (72.5, 78.7)	74.0 (71.3, 76.4)	85.6 (82.9, 87.7)	72.9 (70.0, 75.4)	73.2 (70.1, 75.9)	62.5 (59.8, 65.0)
Victoria University	80.4 (78.0, 82.6)	82.8 (80.8, 84.7)	67.3 (64.7, 69.8)	62.1 (59.6, 64.5)	80.4 (78.1, 82.5)	80.2 (78.1, 82.1)	71.5 (68.7, 74.1)	72.5 (70.0, 74.8)	82.0 (79.6, 84.0)	68.9 (66.2, 71.4)	76.2 (73.7, 78.4)	69.4 (67.1, 71.7)
Western Sydney University	84.8 (82.9, 86.4)	78.7 (76.4, 80.6)	60.3 (58.1, 62.5)	51.4 (48.9, 53.8)	79.4 (77.4, 81.2)	75.3 (73.1, 77.4)	78.5 (76.3, 80.4)	75.8 (73.5, 78.0)	83.9 (82.0, 85.5)	74.3 (71.9, 76.5)	72.9 (70.8, 74.8)	65.1 (62.7, 67.4)
All Universities	79.7 (79.3, 80.1)	74.8 (74.4, 75.1)	58.1 (57.7, 58.5)	45.4 (45.0, 45.8)	78.2 (77.8, 78.5)	72.1 (71.8, 72.5)	72.6 (72.2, 73.1)	69.0 (68.6, 69.4)	85.3 (85.0, 85.7)	72.0 (71.6, 72.4)	74.7 (74.3, 75.0)	60.8 (60.4, 61.2)

\*Note - n/a = result not available, fewer than 25 survey responses received.

## Non-university higher education institutions (NUHEIs)

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

Figure 2 Change in the international undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2018-19 and 2019-20 (% positive rating, with 90% confidence intervals)

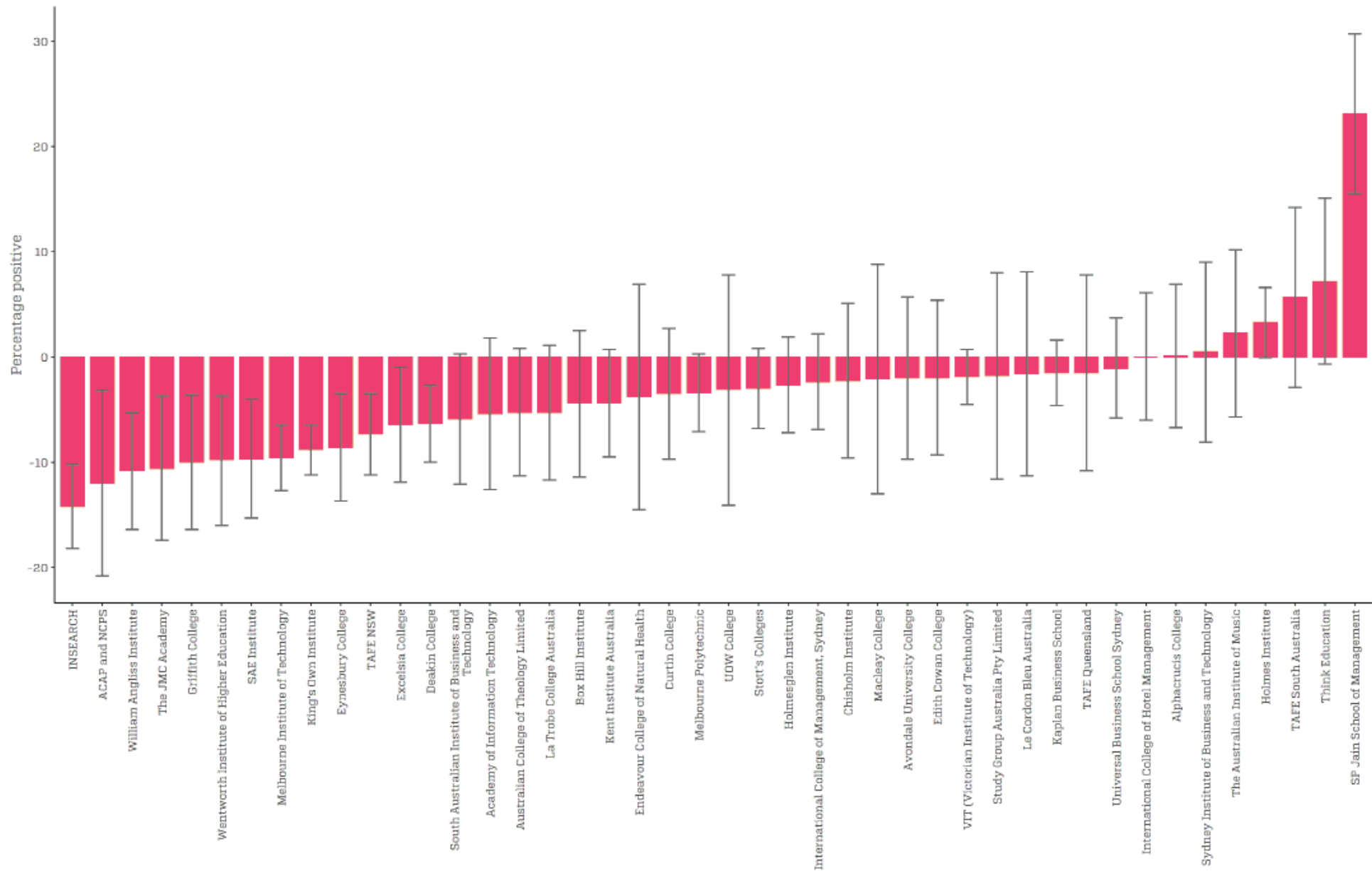


Table 19 International undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2018-19 and 2019-20  
(% positive rating, with 90% confidence intervals)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20
Academies Australasia Polytechnic Pty Limited		76.7 (70.9, 81.5)		44.9 (39.1, 50.9)		74.5 (68.7, 79.2)		59.2 (52.8, 65.2)		66.7 (60.3, 72.3)		59.9 (53.8, 65.5)
Academy of Information Technology	74.5 (69.6, 78.6)	69.3 (65.7, 72.6)	59.5 (54.4, 64.3)	48.3 (44.7, 52.0)	72.4 (67.5, 76.6)	66.2 (62.6, 69.5)	67.1 (61.8, 71.9)	60.3 (56.4, 64.0)	61.9 (56.5, 66.9)	55.1 (51.1, 59.0)	64.6 (59.5, 69.1)	59.1 (55.5, 62.6)
ACAP and NCPS	87.3 (80.9, 90.6)	79.1 (73.8, 83.0)	57.8 (50.8, 64.2)	60.7 (55.3, 65.6)	81.3 (74.5, 85.4)	75.9 (70.7, 79.9)	76.3 (68.7, 81.5)	70.2 (64.2, 75.1)	80.3 (73.2, 84.9)	76.8 (70.8, 81.3)	81.3 (74.5, 85.4)	69.2 (63.9, 73.7)
Alphacrucis College	90.7 (85.3, 94.0)	88.3 (83.4, 91.5)	67.0 (60.1, 73.0)	66.7 (60.7, 72.0)	91.1 (85.8, 94.2)	94.7 (90.8, 96.7)	76.9 (69.8, 82.5)	85.8 (80.5, 89.6)	81.1 (74.4, 86.0)	81.4 (75.6, 85.8)	89.3 (83.9, 92.7)	89.4 (84.8, 92.4)
Asia Pacific International College		76.8 (69.5, 82.4)		67.1 (59.6, 73.5)		79.5 (72.4, 84.7)		78.8 (71.4, 84.2)		75.0 (67.5, 80.9)		72.6 (65.2, 78.6)
Australian Academy of Music and Performing Arts	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Australian College of Theology Limited	95.5 (88.9, 96.7)	90.0 (82.0, 92.9)	84.4 (76.9, 88.0)	65.0 (56.1, 72.0)	97.7 (91.7, 98.2)	95.0 (87.7, 96.6)	97.7 (91.7, 98.2)	97.4 (90.4, 98.3)	97.6 (91.2, 98.3)	100.0 (92.6, 100.0)	97.8 (91.9, 98.2)	92.5 (84.8, 94.8)
Australian Institute of Higher Education		75.3 (72.7, 77.6)		59.6 (56.9, 62.2)		75.1 (72.6, 77.4)		71.8 (69.1, 74.3)		66.0 (63.1, 68.7)		64.5 (61.8, 67.0)
Avondale University College	88.0 (82.6, 90.9)	91.6 (87.5, 93.6)	74.7 (68.6, 79.2)	74.1 (69.0, 78.0)	86.7 (81.3, 89.8)	88.0 (83.6, 90.5)	88.8 (83.3, 91.6)	88.5 (84.0, 91.0)	84.3 (78.7, 87.8)	84.1 (79.4, 87.1)	80.7 (74.9, 84.6)	78.7 (73.8, 82.2)
Box Hill Institute	84.2 (79.3, 87.7)	81.5 (77.2, 84.9)	71.1 (65.9, 75.7)	65.2 (60.5, 69.4)	83.2 (78.4, 86.8)	82.2 (78.0, 85.5)	78.0 (72.5, 82.4)	75.1 (70.4, 79.2)	76.4 (71.1, 80.8)	76.0 (71.3, 79.9)	81.3 (76.5, 85.0)	76.9 (72.6, 80.5)
Canberra Institute of Technology	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Chisholm Institute	82.8 (78.6, 85.9)	86.8 (82.7, 89.6)	59.6 (55.2, 63.8)	61.7 (56.9, 66.1)	73.2 (68.7, 76.9)	74.7 (70.0, 78.4)	76.4 (71.6, 80.2)	79.4 (74.5, 83.1)	62.3 (57.7, 66.6)	59.9 (54.7, 64.6)	67.8 (63.5, 71.7)	65.6 (60.8, 69.8)
Christian Heritage College	n/a	n/a	50.0 (36.5, 63.5)	n/a	96.2 (84.4, 99.2)	n/a	n/a	n/a	96.3 (85.0, 99.2)	n/a	82.1 (68.9, 89.7)	n/a
CIC Higher Education		79.7 (75.9, 82.7)		54.6 (50.7, 58.5)		84.8 (81.5, 87.3)		81.1 (77.3, 84.0)		74.4 (70.0, 78.1)		79.1 (75.6, 82.0)
Collarts (Australian College of the Arts)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20
Curtin College	76.0 (71.3, 79.9)	75.2 (72.0, 78.1)	53.2 (48.6, 57.8)	50.9 (47.6, 54.2)	79.3 (75.0, 82.8)	77.5 (74.4, 80.1)	81.1 (76.6, 84.7)	79.7 (76.5, 82.4)	82.9 (78.6, 86.2)	77.6 (74.3, 80.4)	72.1 (67.7, 76.0)	68.6 (65.4, 71.6)
Deakin College	75.6 (72.8, 78.1)	73.8 (71.7, 75.8)	53.6 (50.7, 56.5)	50.2 (48.0, 52.4)	77.9 (75.2, 80.2)	75.5 (73.5, 77.4)	72.2 (69.1, 74.9)	72.4 (70.1, 74.5)	85.2 (82.7, 87.2)	80.0 (78.0, 81.8)	79.1 (76.5, 81.3)	72.7 (70.7, 74.6)
Edith Cowan College	83.8 (78.0, 87.9)	82.6 (79.3, 85.3)	67.8 (61.6, 73.2)	66.8 (63.2, 70.0)	75.5 (69.3, 80.4)	80.1 (76.8, 82.8)	72.0 (65.2, 77.6)	74.3 (70.5, 77.6)	84.0 (78.2, 88.0)	85.0 (81.8, 87.4)	76.5 (70.6, 81.2)	74.6 (71.2, 77.5)
Elite Education Institute		n/a		n/a		n/a		n/a		n/a		n/a
Endeavour College of Natural Health	85.0 (77.5, 89.4)	85.5 (78.1, 89.9)	59.7 (51.6, 66.9)	47.7 (40.1, 55.5)	79.0 (71.3, 84.3)	81.3 (73.7, 86.2)	70.7 (62.2, 77.3)	74.6 (66.2, 80.8)	61.3 (53.2, 68.4)	66.7 (57.4, 74.3)	82.3 (74.8, 87.0)	78.5 (70.9, 83.8)
Engineering Institute of Technology		74.1 (62.4, 81.4)		62.1 (51.5, 70.6)		81.5 (69.9, 87.3)		81.5 (69.9, 87.3)		59.3 (48.0, 68.8)		82.8 (72.1, 87.8)
Equals International		n/a		n/a		n/a		n/a		n/a		n/a
Excelsia College	90.5 (85.4, 92.8)	89.1 (86.5, 90.9)	75.3 (69.8, 79.1)	69.3 (66.0, 72.1)	96.2 (92.1, 97.1)	91.3 (88.9, 92.8)	88.9 (83.4, 91.6)	86.2 (83.3, 88.2)	92.0 (87.1, 94.0)	80.0 (76.7, 82.6)	86.4 (81.5, 89.0)	80.0 (77.1, 82.3)
Eynesbury College	60.9 (56.3, 65.1)	64.8 (61.2, 68.0)	49.6 (45.3, 53.9)	46.6 (43.3, 50.0)	66.9 (62.4, 70.8)	70.7 (67.3, 73.6)	70.7 (66.0, 74.6)	72.0 (68.3, 75.1)	81.0 (76.6, 84.0)	77.8 (74.4, 80.4)	83.6 (79.7, 86.1)	75.0 (71.8, 77.6)
Griffith College	78.7 (73.6, 82.9)	75.6 (72.1, 78.7)	55.8 (50.5, 61.0)	51.9 (48.3, 55.6)	78.4 (73.4, 82.5)	75.2 (71.8, 78.3)	76.9 (71.6, 81.3)	76.3 (72.7, 79.5)	80.7 (75.8, 84.6)	72.7 (69.0, 76.1)	80.7 (76.1, 84.5)	70.7 (67.3, 73.9)
Holmes Institute	72.6 (70.7, 74.3)	76.7 (74.5, 78.7)	56.6 (54.7, 58.4)	59.6 (57.2, 61.8)	67.3 (65.5, 69.1)	72.5 (70.2, 74.5)	57.8 (55.7, 59.8)	68.2 (65.8, 70.5)	50.2 (48.2, 52.2)	56.8 (54.3, 59.2)	65.6 (63.8, 67.4)	68.9 (66.7, 71.0)
Holmesglen Institute	81.5 (79.0, 83.7)	83.3 (80.9, 85.4)	64.0 (61.1, 66.7)	62.5 (59.7, 65.2)	75.2 (72.6, 77.6)	77.7 (75.1, 79.9)	64.0 (61.0, 66.8)	71.9 (69.0, 74.6)	74.1 (71.4, 76.6)	74.0 (71.2, 76.5)	67.4 (64.6, 70.0)	64.8 (62.0, 67.4)
Ikon Institute of Australia		n/a		n/a		n/a		n/a		n/a		n/a
INSEARCH	78.1 (75.7, 80.2)	70.7 (67.9, 73.3)	58.6 (56.0, 61.1)	49.8 (47.0, 52.7)	80.3 (78.0, 82.2)	71.0 (68.3, 73.6)	72.8 (70.2, 75.2)	69.6 (66.6, 72.4)	89.6 (87.8, 91.1)	75.7 (72.9, 78.3)	81.6 (79.4, 83.5)	67.4 (64.7, 70.0)
International College of Hotel Management	91.8 (87.6, 93.8)	91.3 (86.1, 93.7)	79.2 (74.2, 82.7)	75.9 (69.8, 80.4)	89.1 (84.7, 91.5)	94.0 (89.4, 95.8)	88.5 (83.8, 91.1)	91.3 (86.1, 93.7)	75.5 (70.1, 79.5)	84.2 (78.0, 88.1)	89.1 (84.7, 91.5)	89.2 (83.9, 91.9)
International College of Management, Sydney	80.1 (77.2, 82.6)	79.3 (76.5, 81.6)	64.1 (60.9, 67.1)	67.5 (64.5, 70.2)	79.1 (76.2, 81.6)	79.0 (76.3, 81.3)	72.1 (68.8, 75.1)	74.1 (71.0, 76.7)	71.9 (68.7, 74.8)	72.1 (69.0, 74.9)	77.6 (74.7, 80.1)	75.2 (72.4, 77.7)
Kaplan Business School	80.9 (78.8, 82.8)	81.9 (79.8, 83.8)	63.0 (60.6, 65.3)	61.1 (58.6, 63.5)	82.8 (80.8, 84.5)	84.3 (82.3, 86.0)	84.4 (82.3, 86.1)	85.0 (82.9, 86.8)	77.7 (75.4, 79.7)	76.2 (73.7, 78.5)	84.3 (82.4, 86.0)	82.8 (80.8, 84.6)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20
Kaplan Higher Education Pty Ltd	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Kent Institute Australia	75.5 (71.5, 78.9)	77.4 (75.0, 79.6)	72.0 (68.2, 75.3)	66.4 (64.0, 68.8)	76.8 (73.1, 80.0)	77.4 (75.1, 79.5)	81.3 (77.5, 84.4)	77.9 (75.5, 80.1)	73.2 (69.3, 76.7)	70.0 (67.4, 72.4)	72.2 (68.5, 75.6)	67.8 (65.3, 70.1)
King's Own Institute	84.1 (82.8, 85.3)	77.5 (75.9, 79.0)	68.1 (66.5, 69.6)	62.2 (60.5, 63.8)	86.0 (84.7, 87.1)	80.3 (78.8, 81.6)	76.8 (75.2, 78.2)	75.2 (73.5, 76.8)	80.3 (78.8, 81.6)	75.3 (73.6, 76.8)	82.8 (81.5, 84.0)	74.0 (72.4, 75.4)
La Trobe College Australia	80.3 (75.3, 84.2)	79.3 (75.8, 82.2)	63.2 (57.9, 68.0)	55.5 (51.8, 59.1)	78.4 (73.6, 82.4)	79.2 (75.9, 82.0)	79.1 (73.8, 83.3)	78.3 (74.7, 81.4)	85.4 (80.7, 88.8)	77.7 (74.0, 80.8)	79.4 (74.6, 83.3)	74.1 (70.7, 77.1)
LCI Melbourne	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Le Cordon Bleu Australia	77.0 (70.3, 82.1)	79.3 (73.9, 83.4)	60.2 (53.2, 66.6)	57.1 (51.4, 62.6)	78.4 (71.9, 83.2)	77.7 (72.4, 81.9)	70.6 (63.5, 76.4)	69.5 (63.6, 74.5)	66.7 (59.7, 72.7)	67.2 (61.3, 72.4)	71.6 (64.8, 77.1)	70.0 (64.4, 74.8)
Leaders Institute		100.0 (96.3, 99.8)		94.0 (89.0, 95.7)		100.0 (96.3, 99.8)		100.0 (96.3, 99.8)		98.5 (94.3, 98.9)		98.5 (94.4, 98.9)
Macleay College	82.1 (71.1, 88.8)	83.5 (78.1, 87.4)	72.1 (61.3, 80.2)	64.0 (58.3, 69.1)	90.0 (80.3, 94.7)	88.0 (83.2, 91.2)	84.2 (73.3, 90.6)	80.5 (74.8, 84.8)	87.2 (76.8, 92.7)	80.9 (74.9, 85.4)	83.7 (73.7, 89.7)	81.6 (76.6, 85.4)
Marcus Oldham College		n/a		n/a		n/a		n/a		n/a		n/a
Melbourne Institute of Technology	82.7 (80.9, 84.4)	80.2 (78.1, 82.1)	69.8 (67.8, 71.8)	66.8 (64.6, 69.0)	83.9 (82.1, 85.4)	79.8 (77.7, 81.6)	81.4 (79.5, 83.1)	76.1 (73.8, 78.1)	83.9 (82.1, 85.5)	74.3 (72.0, 76.4)	84.1 (82.4, 85.6)	74.5 (72.4, 76.5)
Melbourne Polytechnic	82.7 (80.3, 84.7)	80.6 (78.3, 82.6)	59.6 (56.8, 62.2)	56.4 (53.9, 59.0)	79.8 (77.4, 81.9)	79.7 (77.5, 81.7)	77.2 (74.5, 79.6)	76.8 (74.3, 79.0)	77.1 (74.5, 79.4)	72.1 (69.5, 74.5)	79.6 (77.3, 81.7)	76.2 (73.9, 78.3)
Moore Theological College	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
National Art School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Newcastle International College		83.3 (71.0, 90.2)		46.7 (34.8, 59.1)		82.8 (70.0, 89.9)		64.3 (50.8, 75.3)		89.7 (77.7, 94.8)		76.7 (63.9, 85.1)
Oxford Institute of Higher Education		82.8 (70.6, 89.3)		48.4 (37.4, 59.6)		77.4 (65.6, 84.8)		82.8 (70.6, 89.3)		65.4 (51.8, 76.1)		77.4 (65.6, 84.8)
Perth Bible College	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Photography Studies College (Melbourne)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Polytechnic Institute Australia Pty Ltd		85.7 (77.1, 91.0)		56.1 (46.5, 65.2)		80.0 (70.7, 86.5)		79.6 (70.2, 86.3)		76.8 (67.4, 83.7)		79.3 (70.3, 85.7)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20
SAE Institute	82.5 (78.7, 85.3)	82.6 (79.3, 85.1)	75.1 (71.2, 78.3)	70.9 (67.4, 74.0)	84.7 (81.1, 87.2)	82.4 (79.2, 84.9)	86.9 (83.1, 89.5)	85.0 (81.7, 87.5)	83.9 (80.1, 86.6)	80.8 (77.2, 83.5)	79.3 (75.5, 82.2)	69.6 (66.0, 72.7)
South Australian Institute of Business and Technology	78.5 (73.5, 82.6)	77.3 (74.2, 80.0)	58.5 (53.3, 63.5)	54.8 (51.5, 58.0)	79.4 (74.6, 83.1)	78.1 (75.1, 80.6)	79.2 (74.0, 83.3)	79.2 (76.1, 81.9)	87.8 (83.3, 90.8)	86.4 (83.7, 88.6)	77.4 (72.7, 81.3)	71.5 (68.5, 74.3)
SP Jain School of Management	82.8 (77.5, 86.6)	91.6 (89.0, 93.1)	74.4 (69.0, 78.8)	85.8 (83.0, 87.9)	69.7 (63.9, 74.7)	86.9 (84.1, 88.9)	68.1 (62.1, 73.2)	86.2 (83.2, 88.2)	47.5 (41.7, 53.4)	74.8 (71.2, 77.8)	52.0 (46.4, 57.5)	75.1 (71.8, 77.8)
Stott's Colleges	82.1 (79.5, 84.3)	81.3 (78.9, 83.3)	65.2 (62.3, 67.9)	65.4 (62.9, 67.8)	80.8 (78.3, 83.0)	82.7 (80.6, 84.6)	75.1 (72.2, 77.7)	74.5 (71.9, 76.8)	65.2 (62.3, 68.1)	61.7 (59.0, 64.3)	80.2 (77.7, 82.4)	77.2 (74.9, 79.3)
Study Group Australia Pty Limited	76.8 (71.1, 81.4)	76.6 (69.4, 82.0)	52.3 (46.4, 58.1)	54.3 (47.2, 61.2)	80.0 (74.6, 84.1)	85.0 (78.6, 89.1)	73.8 (67.8, 78.7)	87.5 (80.8, 91.5)	79.7 (74.1, 84.0)	84.9 (78.0, 89.3)	74.6 (69.0, 79.3)	72.8 (65.8, 78.4)
Sydney College of Divinity	100.0 (89.5, 100.0)	n/a	72.0 (57.8, 81.9)	n/a	100.0 (89.5, 100.0)	n/a	84.0 (70.3, 91.0)	n/a	92.0 (79.4, 96.4)	n/a	96.0 (84.2, 98.8)	n/a
Sydney Institute of Business and Technology	77.9 (70.3, 83.6)	78.2 (72.9, 82.4)	61.2 (53.6, 68.1)	57.0 (51.6, 62.0)	72.0 (64.4, 78.1)	72.4 (67.1, 76.8)	76.0 (68.1, 82.1)	73.2 (67.6, 77.9)	83.3 (76.2, 88.2)	83.2 (78.3, 86.9)	81.2 (74.3, 86.1)	81.6 (77.0, 85.2)
Tabor College of Higher Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TAFE NSW	84.7 (82.3, 86.6)	79.9 (77.9, 81.7)	62.5 (59.7, 65.2)	55.5 (53.2, 57.7)	83.1 (80.7, 85.1)	78.2 (76.2, 80.0)	69.1 (66.1, 71.8)	69.6 (67.3, 71.8)	64.7 (61.8, 67.4)	62.1 (59.7, 64.4)	76.1 (73.5, 78.4)	68.8 (66.6, 70.8)
TAFE Queensland	86.8 (79.3, 90.7)	82.3 (75.9, 86.5)	81.8 (74.2, 86.5)	77.4 (71.1, 82.0)	85.2 (77.6, 89.4)	81.9 (75.8, 86.0)	82.0 (73.6, 87.1)	73.1 (66.1, 78.5)	83.3 (75.6, 87.8)	83.5 (77.3, 87.6)	83.6 (76.1, 88.0)	82.1 (76.1, 86.2)
TAFE South Australia	81.0 (75.1, 84.9)	84.3 (78.4, 88.1)	63.8 (57.4, 69.2)	73.4 (67.3, 78.2)	78.8 (72.8, 82.9)	89.1 (83.9, 92.1)	72.4 (65.8, 77.4)	84.3 (78.1, 88.4)	75.9 (69.8, 80.4)	85.4 (79.7, 89.0)	76.3 (70.2, 80.6)	81.9 (76.2, 85.8)
The Australian College of Physical Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
The Australian Institute of Music	83.7 (78.0, 87.4)	78.9 (73.7, 82.7)	62.1 (56.3, 67.2)	56.4 (51.2, 61.3)	79.3 (73.7, 83.3)	79.5 (74.6, 83.2)	81.7 (75.6, 85.8)	77.1 (71.7, 81.3)	76.7 (70.8, 81.0)	80.2 (74.8, 84.1)	73.7 (68.1, 78.0)	75.9 (71.0, 79.8)
The JMC Academy	90.1 (85.8, 92.6)	85.6 (80.7, 88.9)	78.0 (73.0, 81.8)	67.7 (62.2, 72.5)	92.7 (88.9, 94.8)	89.3 (84.9, 92.0)	91.3 (87.0, 93.8)	88.1 (83.1, 91.2)	80.2 (75.1, 83.9)	74.1 (68.5, 78.7)	88.2 (83.9, 90.9)	77.6 (72.4, 81.6)
Think Education	79.1 (75.0, 82.4)	73.3 (67.3, 78.1)	57.8 (53.3, 62.1)	54.8 (48.9, 60.5)	77.9 (73.7, 81.2)	81.1 (75.4, 85.0)	64.1 (59.2, 68.4)	65.5 (58.8, 71.2)	61.5 (56.8, 65.8)	62.8 (56.3, 68.5)	68.1 (63.6, 71.9)	75.3 (69.4, 79.7)
Universal Business School Sydney	85.4 (82.4, 87.8)	82.9 (79.7, 85.7)	69.7 (66.3, 72.9)	70.2 (66.8, 73.4)	88.5 (85.8, 90.6)	84.7 (81.8, 87.2)	77.6 (74.1, 80.7)	79.8 (76.3, 82.7)	72.6 (69.1, 75.9)	76.7 (73.1, 79.8)	82.3 (79.3, 84.8)	81.2 (78.1, 83.8)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20	'18-19	'19-20
UOW College	75.7 (67.8, 81.8)	72.8 (66.7, 77.9)	55.8 (47.9, 63.4)	52.0 (46.1, 57.9)	72.0 (64.0, 78.5)	69.2 (63.1, 74.5)	69.0 (60.6, 76.0)	70.4 (63.9, 75.9)	78.1 (70.2, 83.9)	77.9 (71.9, 82.5)	71.4 (63.6, 77.8)	68.3 (62.4, 73.4)
VIT (Victorian Institute of Technology)	75.1 (73.4, 76.6)	76.5 (74.7, 78.1)	67.3 (65.6, 68.9)	67.8 (66.0, 69.5)	76.9 (75.3, 78.3)	78.9 (77.2, 80.4)	76.4 (74.7, 77.9)	77.4 (75.6, 79.0)	71.7 (70.0, 73.3)	70.9 (69.0, 72.6)	76.8 (75.3, 78.2)	75.0 (73.3, 76.5)
Wentworth Institute of Higher Education	82.9 (78.8, 86.0)	82.0 (77.6, 85.3)	74.7 (70.6, 78.2)	70.1 (65.5, 74.0)	85.1 (81.3, 87.9)	86.4 (82.5, 89.2)	80.9 (76.7, 84.2)	81.3 (76.8, 84.7)	78.4 (74.1, 81.8)	75.9 (71.2, 79.8)	84.3 (80.6, 87.0)	74.4 (70.0, 78.1)
Whitehouse Institute of Design, Australia	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
William Angliss Institute	82.4 (79.3, 85.0)	79.4 (75.9, 82.3)	55.5 (51.9, 59.0)	55.6 (51.8, 59.2)	77.2 (73.9, 80.0)	74.1 (70.5, 77.2)	75.2 (71.5, 78.4)	75.5 (71.6, 78.9)	72.0 (68.5, 75.1)	69.7 (65.8, 73.2)	76.9 (73.6, 79.7)	66.0 (62.4, 69.4)
All NUHEIs	80.3 (79.8, 80.7)	79.0 (78.5, 79.4)	63.7 (63.1, 64.2)	60.7 (60.3, 61.2)	79.6 (79.1, 80.0)	79.0 (78.6, 79.4)	74.6 (74.0, 75.1)	75.8 (75.3, 76.3)	74.3 (73.8, 74.9)	72.8 (72.3, 73.3)	77.6 (77.1, 78.0)	73.0 (72.6, 73.5)

\*Note - n/a = result not available, fewer than 25 survey responses received.



## 6. The international student experience by sector

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 7. International comparisons

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

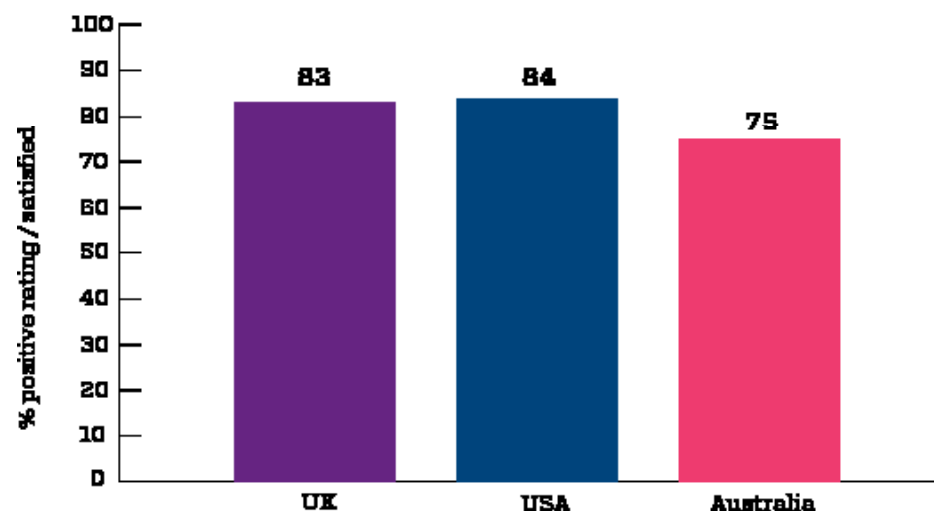
The quality of the entire educational experience item in the SES, for example, is similar to the 'overall experience' question in the National Survey of Student Engagement (NSSE).<sup>5</sup> The NSSE collects information on student participation from first year and senior year students in programs and activities that institutions provide for their personal development. In 2020, the NSSE was administered to 343,000 students from 521 institutions, a subset of institutions in the USA which number more than 2,500.<sup>6</sup> If the institutions that participate in NSSE differ from those that do not, the results will not necessarily reflect an unbiased estimate of student ratings at the overall sector level.

In the United Kingdom (UK), the National Student Survey (NSS) has an overall satisfaction item measured on a five-point Likert-type response scale.<sup>7</sup> The NSS is administered mostly to final year undergraduates and is run across all publicly funded higher education institutions in England, Wales, Northern Ireland and Scotland, reducing the potential for non-random selection inherent in the NSSE.<sup>8</sup>

International comparisons show international students in Australia rate their experience lower than their counterparts studying in other countries, as shown by Figure 3. The SES shows international students in Australia rated their overall educational experience at 75 per cent in 2019, falling to 63 per cent in 2020 with the impact of the COVID-19 pandemic. These results are lower than those recorded for international students in the USA at 84 per cent (2017 and 2018 combined, latest available data as shown by the National Survey of Student Engagement - NSSE) and the United Kingdom at 83 per cent (2019, as shown by the National Student Survey - NSS).

It is important to remember these results do not account for potential differences in the composition of the respective undergraduate student populations, methodological differences between the three surveys, timing differences between the surveys or cultural differences in responding to surveys. Nevertheless, these results establish a baseline for measuring changes in the experience of international students over time in different countries.

Figure 3 International undergraduate student ratings of overall educational experience, United Kingdom (2019), United States (2017-18) and Australia (2019)\* (% positive rating or satisfaction)



\*See Appendix 4 for sources and methods used in compiling data from the National Student Survey (UK), National Survey of Student Engagement (USA) and Student Experience Survey (Australia)

<sup>5</sup> 'How would you evaluate your entire educational experience at this institution?'

<sup>6</sup> Indiana University. (2019). NSSE 2019 Overview. Retrieved 4 Dec., 2019, from [http://nsse.indiana.edu/html/Nsse\\_overview\\_2019.cfm](http://nsse.indiana.edu/html/Nsse_overview_2019.cfm)

<sup>7</sup> 'Overall, I am satisfied with the quality of the [this] course.'

<sup>8</sup> HEFCE. (2013). The National Student Survey. Retrieved 16 Dec., 2014, from [www.thestudentsurvey.com/the\\_nss.html](http://www.thestudentsurvey.com/the_nss.html).

# Appendix 1

## Methodology

### 1.1: Methodological Summary

#### 1.1.1: Overview

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

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

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

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

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

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

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

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

### 1.1.2: Data collection

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

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

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

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

## 1.2: Response rate by institution

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

Table 25 SES international response rate by institution

Institution	2019 Response Rate	2020 Response Rate
Academies Australasia Polytechnic Pty Limited	n/a	29.2
Academy of Information Technology	44.3	46.2
ACAP and NCPS	58.8	59.4
Alphacrucis College	31.9	37.7
Asia Pacific International College	n/a	34.1
Australian Academy of Music and Performing Arts	40.0	87.5
Australian Catholic University	46.8	57.2
Australian College of Nursing	35.7	38.0
Australian College of Theology Limited	67.1	60.0
Australian Institute of Business Pty Ltd	15.8	51.9
Australian Institute of Higher Education	n/a	40.6
Australian Institute of Management Education & Training	n/a	42.9
Australian Institute of Professional Counsellors	n/a	0.0
Avondale University College	57.8	63.1
Bond University	42.6	41.7
Box Hill Institute	36.4	44.2
Central Queensland University	37.4	47.4
Charles Darwin University	44.7	43.7
Charles Sturt University	36.1	33.5
Chisholm Institute	55.1	47.1
Christian Heritage College	32.6	40.0
CIC Higher Education	n/a	44.5
Collarts (Australian College of the Arts)	66.7	41.9
Curtin College	38.6	39.4
Curtin University	40.0	46.2
Deakin College	43.5	46.3
Deakin University	39.3	47.2
Eastern College Australia	n/a	67.9
Edith Cowan College	35.1	56.7
Edith Cowan University	42.7	52.4

Institution	2019 Response Rate	2020 Response Rate
Elite Education Institute	n/a	18.8
Endeavour College of Natural Health	38.6	53.5
Engineering Institute of Technology	n/a	65.6
Equals International	n/a	53.8
Excelsia College	64.1	52.5
Eynesbury College	64.9	66.2
Federation University Australia	35.3	41.2
Flinders University	44.4	60.5
Governance Institute of Australia	n/a	100.0
Griffith College	18.4	37.6
Griffith University	30.1	43.0
Holmes Institute	35.7	25.9
Holmesglen Institute	33.4	50.1
Ikon Institute of Australia	n/a	61.1
INSEARCH	14.1	43.5
International College of Hotel Management	52.5	70.6
International College of Management, Sydney	56.9	49.1
James Cook University	47.0	47.7
Jazz Music Institute	n/a	0.0
Kaplan Business School	43.4	44.8
Kaplan Higher Education Pty Ltd	36.6	36.4
Kent Institute Australia	32.2	37.4
King's Own Institute	53.8	46.4
La Trobe College Australia	30.8	37.5
La Trobe University	33.9	42.3
LCI Melbourne	63.2	66.7
Le Cordon Bleu Australia	42.7	32.6
Leaders Institute	n/a	60.7
Macleay College	25.6	45.0
Macquarie University	41.2	52.5
Marcus Oldham College	n/a	100.0

Institution	2019 Response Rate	2020 Response Rate
Melbourne Institute of Technology	43.1	44.1
Melbourne Polytechnic	39.4	41.3
Monash University	41.8	40.0
Montessori World Educational Institute (Australia)	n/a	0.0
Moore Theological College	85.7	57.1
Morling College	100.0	25.0
Murdoch University	40.4	45.9
Nan Tien Institute	34.8	78.6
National Art School	n/a	66.7
Newcastle International College	n/a	36.5
Oxford Institute of Higher Education	n/a	44.3
Perth Bible College	25.0	50.0
Photography Studies College (Melbourne)	44.4	55.6
Polytechnic Institute Australia Pty Ltd	n/a	22.6
Queensland University of Technology	25.1	52.4
RMIT University	32.6	37.8
SAE Institute	53.6	61.8
South Australian Institute of Business and Technology	37.5	51.0
Southern Cross University	35.8	51.0
SP Jain School of Management	47.3	79.7
Stott's College	42.3	40.1
Study Group Australia Pty Limited	39.3	41.7
Swinburne University of Technology	39.0	51.2
Sydney College of Divinity	40.3	33.3
Sydney Institute of Business and Technology	32.7	56.6
Tabor College of Higher Education	n/a	100.0
TAFE NSW	40.1	48.0
TAFE Queensland	51.3	53.6
TAFE South Australia	55.2	44.6
The Australian College of Physical Education	40.0	10.0

Institution	2019 Response Rate	2020 Response Rate
The Australian Institute of Music	55.9	53.3
The Australian National University	28.2	38.3
The Cairnmillar Institute	44.4	16.7
The JMC Academy	42.9	53.3
The University of Adelaide	49.7	52.6
The University of Melbourne	46.3	49.3
The University of Notre Dame Australia	55.1	56.6
The University of Queensland	33.3	30.9
The University of South Australia	38.5	48.0
The University of Sydney	24.0	28.6
The University of Western Australia	28.4	26.6
Think Education	57.6	44.4
Torrens University	48.8	52.3
Universal Business School Sydney	30.9	36.6
University of Canberra	37.1	43.2
University of Divinity	63.2	67.0
University of New England	36.3	47.8
University of New South Wales	40.4	37.6
University of Newcastle	39.0	31.4
University of Southern Queensland	49.9	52.6
University of Tasmania	49.7	49.2
University of Technology Sydney	40.4	34.4
University of the Sunshine Coast	48.1	65.4
University of Wollongong	42.5	56.5
UOW College	27.4	44.6
Victoria University	45.8	40.3
VIT (Victorian Institute of Technology)	50.8	55.7
Wentworth Institute of Higher Education	54.7	55.8
Western Sydney University	42.8	37.3
Whitehouse Institute of Design, Australia	48.0	52.9
William Angliss Institute	38.2	39.9



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

### 1.3: Data representativeness

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

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

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

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

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

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

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

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

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

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

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

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

Table 27 2020 International postgraduate coursework SES response characteristics and population parameters by subgroup\*

	Group/subgroup	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Stage of studies	Commencing	45,630	37.4	22,139	43.6
	Later Year**	76,387	62.6	28,626	56.4

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

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

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

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

The sample also closely matched the in-scope population in terms of study area (see Table 28 and Table 29). Again, consistent with previous surveys in the series, the largest difference between achieved sample and the population parameters was observed in relation to the Business and management study area for undergraduate and postgraduate coursework students (6.2 percentage points and 4.6 percentage points respectively). Much smaller differences between the responding sample and population parameters were observed in other study areas for undergraduate and for postgraduate coursework students.

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

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

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

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

Figure 4 Undergraduate student response characteristics by study area, 2020

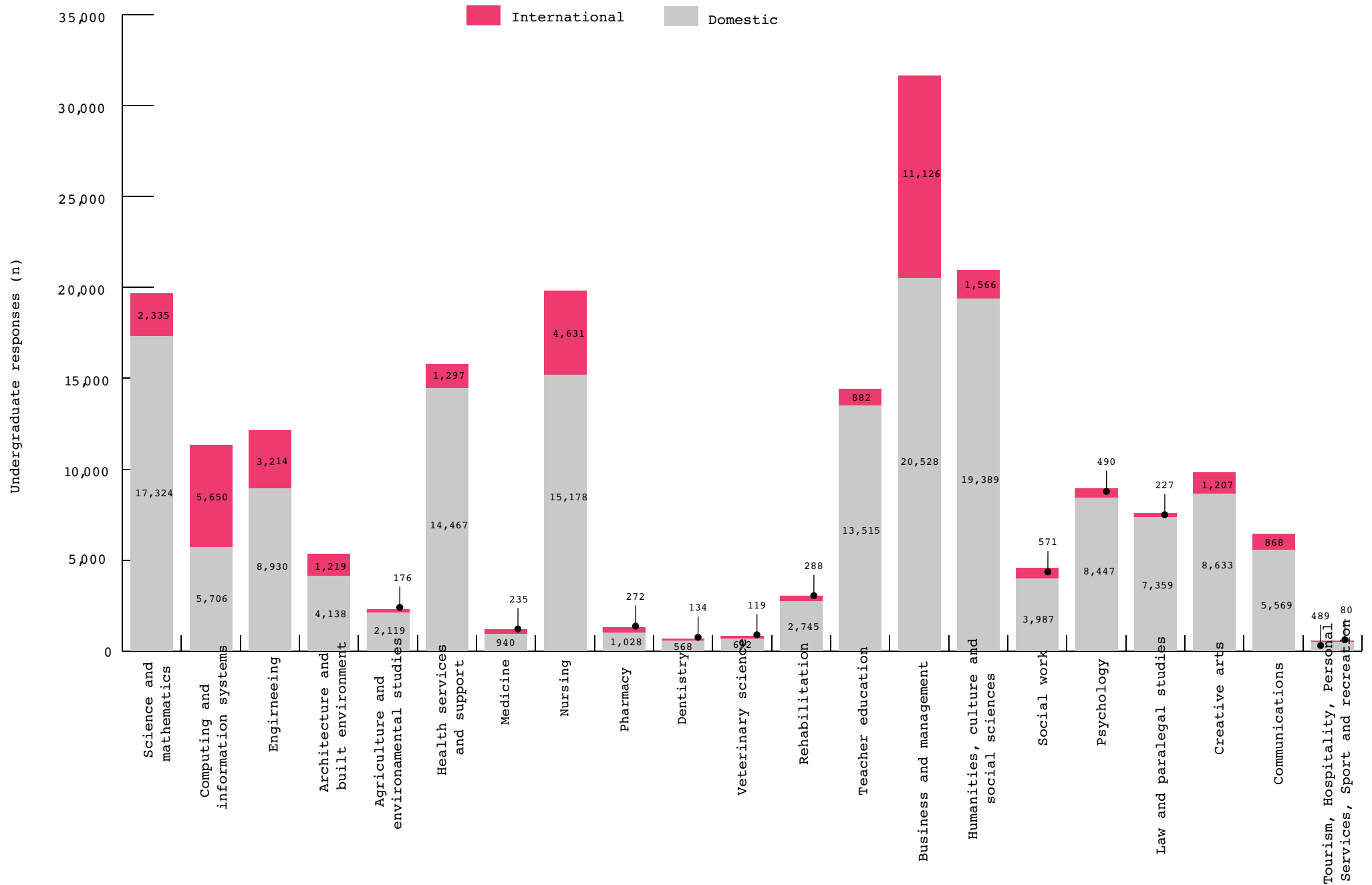


Table 29 International postgraduate coursework SES student response characteristics and population parameters by study area

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

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

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

Figure 5 Postgraduate coursework student response characteristics by study area, 2020

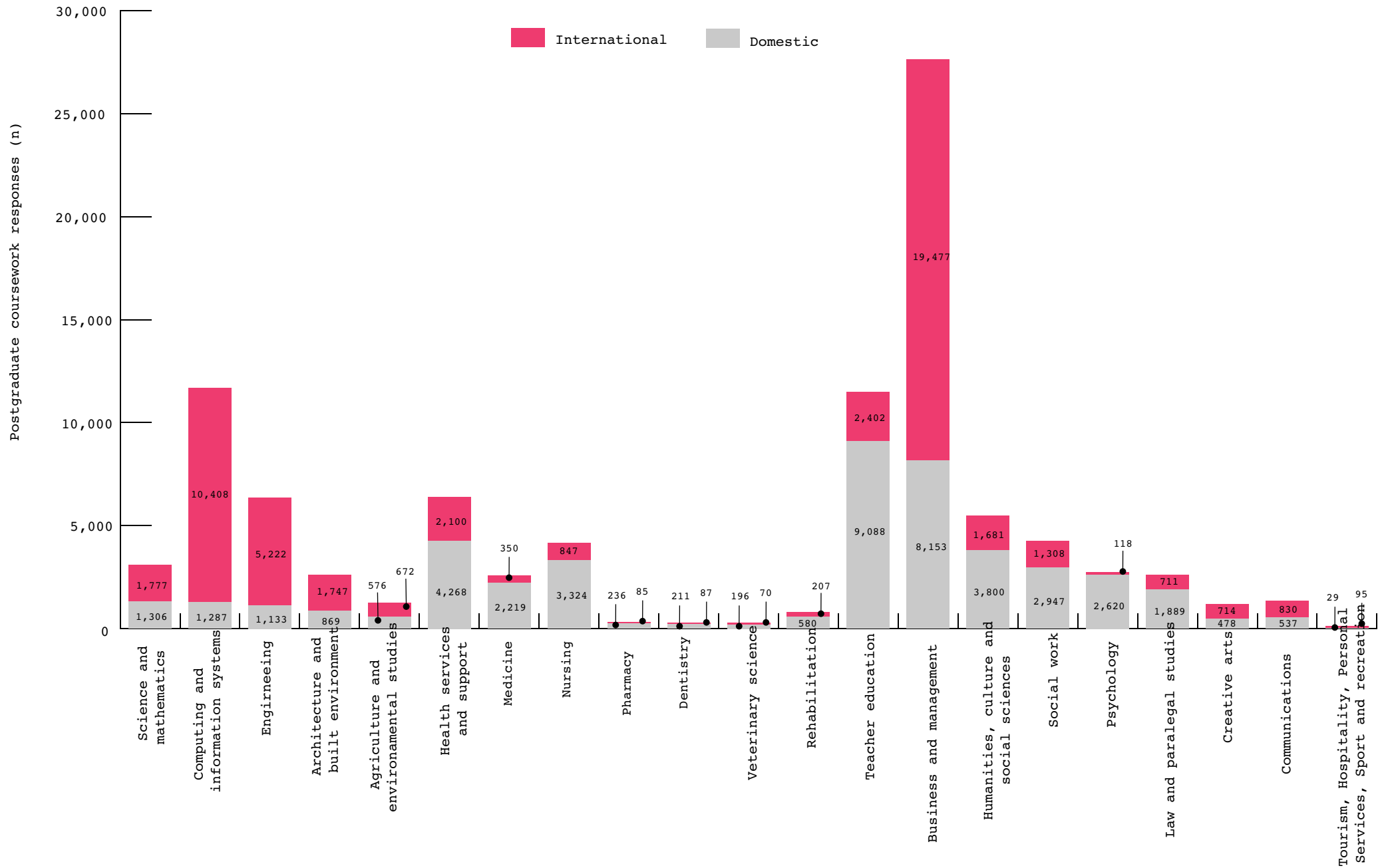


Table 30 International undergraduate student population parameters and response characteristics by university, 2020

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Australian Catholic University	1,677	1.8	969	2.6
Bond University	340	0.4	121	0.3
Central Queensland University	441	0.5	155	0.4
Charles Darwin University	540	0.6	206	0.6
Charles Sturt University	426	0.4	139	0.4
Curtin University	1,943	2.0	715	2.0
Deakin University	3,551	3.7	1,476	4.0
Edith Cowan University	1,334	1.4	500	1.4
Federation University Australia	1,840	1.9	691	1.9
Flinders University	1,068	1.1	627	1.7
Griffith University	2,288	2.4	828	2.3
James Cook University	472	0.5	197	0.5
La Trobe University	1,518	1.6	486	1.3
Macquarie University	1,978	2.1	878	2.4
Monash University	7,338	7.7	2,687	7.3
Murdoch University	838	0.9	340	0.9
Queensland University of Technology	2,508	2.6	1,028	2.8
RMIT University	5,002	5.2	1,555	4.3
Southern Cross University	348	0.4	155	0.4
Swinburne University of Technology	1,490	1.6	631	1.7
The Australian National University	1,569	1.6	596	1.6
The University of Adelaide	1,456	1.5	719	2.0
The University of Melbourne	2,464	2.6	1,074	2.9
The University of Notre Dame Australia	41	0.0	27	0.1
The University of Queensland	3,017	3.2	973	2.7
The University of South Australia	2,435	2.6	981	2.7
The University of Sydney	4,496	4.7	1,232	3.4
The University of Western Australia	1,107	1.2	227	0.6
Torrens University	2,018	2.1	892	2.4



	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
University of Canberra	898	0.9	371	1.0
University of Divinity	56	0.1	34	0.1
University of New England	24	0.0	10	0.0
University of New South Wales	4,147	4.3	1,469	4.0
University of Newcastle	1,114	1.2	313	0.9
University of Southern Queensland	474	0.5	221	0.6
University of Tasmania	1,224	1.3	474	1.3
University of Technology Sydney	2,510	2.6	823	2.2
University of the Sunshine Coast	643	0.7	380	1.0
University of Wollongong	1,091	1.1	504	1.4
Victoria University	1,982	2.1	707	1.9
Western Sydney University	2,297	2.4	753	2.1
All Universities	72,003	75.5	27,164	74.3

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Australian Catholic University	392	0.3	200	0.4
Bond University	584	0.5	238	0.5
Central Queensland University	4,240	3.5	1,764	3.5
Charles Darwin University	821	0.7	335	0.7
Charles Sturt University	3,754	3.1	1,102	2.2
Curtin University	1,424	1.2	719	1.4
Deakin University	5,377	4.4	2,338	4.6
Edith Cowan University	2,515	2.1	1,341	2.6
Federation University Australia	3,744	3.1	1,393	2.7
Flinders University	1,431	1.2	807	1.6
Griffith University	1,634	1.3	742	1.5
James Cook University	956	0.8	456	0.9

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

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
La Trobe University	1,817	1.5	880	1.7
Macquarie University	3,685	3.0	1,918	3.8
Monash University	10,335	8.5	4,019	7.9
Murdoch University	1,453	1.2	650	1.3
Queensland University of Technology	1,891	1.5	838	1.6
RMIT University	5,451	4.5	2,257	4.4
Southern Cross University	347	0.3	202	0.4
Swinburne University of Technology	1,335	1.1	776	1.5
The Australian National University	2,344	1.9	848	1.7
The University of Adelaide	1,994	1.6	1,085	2.1
The University of Melbourne	7,604	6.2	3,738	7.3
The University of Notre Dame Australia	36	0.0	17	0.0
The University of Queensland	5,738	4.7	1,652	3.2
The University of South Australia	2,159	1.8	1,079	2.1
The University of Sydney	7,335	6.0	2,104	4.1
The University of Western Australia	1,556	1.3	460	0.9
Torrens University	5,359	4.4	2,856	5.6
University of Canberra	1,081	0.9	458	0.9
University of Divinity	68	0.1	43	0.1
University of New England	141	0.1	67	0.1
University of New South Wales	6,484	5.3	2,453	4.8
University of Newcastle	818	0.7	258	0.5
University of Southern Queensland	558	0.5	256	0.5
University of Tasmania	1,855	1.5	977	1.9
University of Technology Sydney	2,102	1.7	741	1.5
University of the Sunshine Coast	100	0.1	68	0.1
University of Wollongong	2,196	1.8	1,286	2.5
Victoria University	1,540	1.3	568	1.1
Western Sydney University	2,103	1.7	804	1.6
All Universities	106,357	87.2	44,793	88.0

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Academies Australasia Polytechnic Pty Limited	521	0.5	138	0.4
Academy of Information Technology	335	0.4	144	0.4
ACAP and NCPS	157	0.2	84	0.2
Alphacrucis College	267	0.3	86	0.2
Asia Pacific International College	286	0.3	85	0.2
Australian Academy of Music and Performing Arts	6	0.0	< 5	0.0
Australian College of Theology Limited	34	0.0	17	0.0
Australian Institute of Higher Education	1,434	1.5	560	1.5
Avondale University College	99	0.1	64	0.2
Box Hill Institute	263	0.3	100	0.3
Chisholm Institute	129	0.1	57	0.2
Christian Heritage College	20	0.0	8	0.0
CIC Higher Education	581	0.6	249	0.7
Collarts (Australian College of the Arts)	33	0.0	13	0.0
Curtin College	547	0.6	194	0.5
Deakin College	766	0.8	342	0.9
Edith Cowan College	326	0.3	177	0.5
Elite Education Institute	73	0.1	13	0.0
Endeavour College of Natural Health	83	0.1	38	0.1
Engineering Institute of Technology	53	0.1	29	0.1
Equals International	14	0.0	7	0.0
Excelsia College	355	0.4	191	0.5
Eynesbury College	136	0.1	86	0.2
Griffith College	523	0.5	190	0.5
Holmes Institute	1,204	1.3	262	0.7
Holmesglen Institute	644	0.7	295	0.8
Ikon Institute of Australia	39	0.0	22	0.1
INSEARCH	1,005	1.1	425	1.2

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
International College of Hotel Management	77	0.1	40	0.1
International College of Management, Sydney	332	0.3	149	0.4
Jazz Music Institute	< 5	0.0	0	0.0
Kaplan Business School	778	0.8	330	0.9
Kaplan Higher Education Pty Ltd	20	0.0	6	0.0
Kent Institute Australia	1,160	1.2	399	1.1
King's Own Institute	1,826	1.9	741	2.0
La Trobe College Australia	455	0.5	166	0.5
LCI Melbourne	18	0.0	12	0.0
Le Cordon Bleu Australia	193	0.2	52	0.1
Leaders Institute	114	0.1	68	0.2
Macleay College	248	0.3	104	0.3
Marcus Oldham College	< 5	0.0	< 5	0.0
Melbourne Institute of Technology	868	0.9	338	0.9
Melbourne Polytechnic	857	0.9	325	0.9
Montessori World Educational Institute (Australia)	< 5	0.0	0	0.0
Moore Theological College	7	0.0	< 5	0.0
National Art School	< 5	0.0	< 5	0.0
Newcastle International College	105	0.1	31	0.1
Oxford Institute of Higher Education	81	0.1	31	0.1
Perth Bible College	< 5	0.0	< 5	0.0
Photography Studies College (Melbourne)	8	0.0	5	0.0
Polytechnic Institute Australia Pty Ltd	266	0.3	58	0.2
SAE Institute	207	0.2	123	0.3
South Australian Institute of Business and Technology	443	0.5	212	0.6
SP Jain School of Management	231	0.2	174	0.5
Stott's College	863	0.9	313	0.9
Study Group Australia Pty Limited	89	0.1	35	0.1
Sydney College of Divinity	35	0.0	11	0.0
Sydney Institute of Business and Technology	163	0.2	73	0.2

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Tabor College of Higher Education	< 5	0.0	< 5	0.0
TAFE NSW	1,144	1.2	503	1.4
TAFE Queensland	97	0.1	45	0.1
TAFE South Australia	104	0.1	41	0.1
The Australian College of Physical Education	11	0.0	< 5	0.0
The Australian Institute of Music	174	0.2	80	0.2
The JMC Academy	125	0.1	62	0.2
Think Education	62	0.1	27	0.1
Universal Business School Sydney	584	0.6	176	0.5
UOW College	173	0.2	74	0.2
VIT (Victorian Institute of Technology)	874	0.9	466	1.3
Wentworth Institute of Higher Education	200	0.2	91	0.2
Whitehouse Institute of Design, Australia	14	0.0	8	0.0
William Angliss Institute	432	0.5	159	0.4
All NUHEIs	23,383	24.5	9,419	25.7

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
ACAP and NCPS	299	0.2	176	0.3
Alphacrucis College	61	0.0	23	0.0
Asia Pacific International College	327	0.3	119	0.2
Australian Academy of Music and Performing Arts Institution (NUHEI), 2020	< 5	0.0	< 5	0.0
Australian College of Nursing	72	0.1	19	0.0
Australian College of Theology Limited	46	0.0	28	0.1
Australian Institute of Business Pty Ltd	622	0.5	304	0.6
Australian Institute of Management Education & Training	7	0.0	< 5	0.0
Australian Institute of Professional Counsellors	< 5	0.0	0	0.0
Avondale University College	6	0.0	< 5	0.0
Box Hill Institute	< 5	0.0	0	0.0

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Christian Heritage College	< 5	0.0	0	0.0
Eastern College Australia	29	0.0	19	0.0
Engineering Institute of Technology	45	0.0	30	0.1
Excelsia College	144	0.1	59	0.1
Governance Institute of Australia	< 5	0.0	< 5	0.0
Holmes Institute	5,483	4.5	1,363	2.7
Holmesglen Institute	37	0.0	17	0.0
International College of Hotel Management	74	0.1	61	0.1
International College of Management, Sydney	345	0.3	169	0.3
Kaplan Business School	2,474	2.0	1,088	2.1
Kaplan Higher Education Pty Ltd	17	0.0	6	0.0
King's Own Institute	952	0.8	430	0.8
Le Cordon Bleu Australia	65	0.1	24	0.0
Melbourne Institute of Technology	1,502	1.2	620	1.2
Melbourne Polytechnic	41	0.0	23	0.0
Morling College	< 5	0.0	< 5	0.0
Nan Tien Institute	15	0.0	11	0.0
Photography Studies College (Melbourne)	< 5	0.0	0	0.0
SP Jain School of Management	115	0.1	101	0.2
Sydney College of Divinity	44	0.0	14	0.0
Tabor College of Higher Education	< 5	0.0	< 5	0.0
TAFE NSW	< 5	0.0	< 5	0.0
The Australian Institute of Music	47	0.0	32	0.1
The Cairnmillar Institute	8	0.0	< 5	0.0
The JMC Academy	< 5	0.0	< 5	0.0
Think Education	< 5	0.0	< 5	0.0
Universal Business School Sydney	832	0.7	314	0.6
VIT (Victorian Institute of Technology)	1,706	1.4	913	1.8
Wentworth Institute of Higher Education	218	0.2	131	0.3
Whitehouse Institute of Design, Australia	< 5	0.0	< 5	0.0

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
All NUHEIs	15,660	12.8	6,115	12.0

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Australian Catholic University	11,132	86.9	1,677	13.1	5,736	85.5	969	14.5
Bond University	1,119	76.7	340	23.3	471	79.6	121	20.4
Central Queensland University	5,052	93.0	441	8.0	2,416	94	155	6.0
Charles Darwin University	2,995	84.7	540	15.3	1,161	84.9	206	15.1
Charles Sturt University	10,082	95.9	426	4.1	3,708	96.4	139	3.6
Curtin University	12,842	86.9	1,943	13.1	4,947	87.4	715	12.6
Deakin University	16,203	82.0	3,551	18.0	8,233	84.8	1,476	15.2
Edith Cowan University	7,358	84.7	1,334	15.3	3,156	86.3	500	13.7
Federation University Australia	3,654	66.5	1,840	33.5	1,795	72.2	691	27.8
Flinders University	6,273	85.5	1,068	14.5	2,596	80.5	627	19.5
Griffith University	13,626	85.6	2,288	14.4	5,326	86.5	828	13.5
James Cook University	4,026	89.5	472	10.5	1,800	90.1	197	9.9
La Trobe University	9,442	86.1	1,518	13.9	4,068	89.3	486	10.7
Macquarie University	12,697	86.5	1,978	13.5	6,560	88.2	878	11.8
Monash University	14,634	66.6	7,338	33.4	8,287	75.5	2,687	24.5
Murdoch University	5,160	86.0	838	14.0	2,123	86.2	340	13.8
Queensland University of Technology	15,862	86.3	2,508	13.7	7,560	88	1,028	12.0
RMIT University	16,069	76.3	5,002	23.7	6,228	80	1,555	20.0
Southern Cross University	3,236	90.3	348	9.7	1,583	91.1	155	8.9
Swinburne University of Technology	9,746	86.7	1,490	13.3	4,889	88.6	631	11.4
The Australian National University	4,536	74.3	1,569	25.7	2,490	80.7	596	19.3
The University of Adelaide	6,310	81.3	1,456	18.7	3,219	81.7	719	18.3
The University of Melbourne	6,441	72.3	2,464	27.7	3,174	74.7	1,074	25.3

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
The University of Notre Dame Australia	4,229	99.0	41	1.0	2,111	98.7	27	1.3
The University of Queensland	11,705	79.5	3,017	20.5	5,287	84.5	973	15.5
The University of South Australia	10,174	80.7	2,435	19.3	3,997	80.3	981	19.7
The University of Sydney	11,925	72.6	4,496	27.4	4,565	78.7	1,232	21.3
The University of Western Australia	5,032	82.0	1,107	18.0	1,633	87.8	227	12.2
Torrens University	4,372	68.4	2,018	31.6	1,933	67.8	892	31.3
University of Canberra	4,863	84.4	898	15.6	2,108	84.9	371	14.9
University of Divinity	276	83.1	56	16.9	138	80.2	34	19.8
University of New England	3,529	99.3	24	0.7	1,664	99.4	10	0.6
University of New South Wales	13,528	76.5	4,147	23.5	6,624	81.8	1,469	18.2
University of Newcastle	5,003	81.8	1,114	18.2	1,684	84.3	313	15.7
University of Southern Queensland	6,145	92.8	474	7.2	3,114	93.4	221	6.6
University of Tasmania	11,932	90.7	1,224	9.3	4,896	91.2	474	8.8
University of Technology Sydney	10,907	81.3	2,510	18.7	4,222	83.7	823	16.3
University of the Sunshine Coast	5,237	89.1	643	10.9	2,693	87.6	380	12.4
University of Wollongong	8,145	88.2	1,091	11.8	3,835	88.4	504	11.6
Victoria University	7,955	80.1	1,982	19.9	3,432	82.9	707	17.1
Western Sydney University	16,859	88.0	2,297	12.0	5,359	87.7	753	12.3
All Universities	340,311	82.5	72,003	17.5	150,821	84.7	27,164	15.3

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Australian Catholic University	2,535	86.6	392	13.4	948	82.6	200	17.4
Bond University	767	56.8	584	43.2	263	52.5	238	47.5
Central Queensland University	1,028	19.5	4,240	80.5	411	18.9	1,764	81.1
Charles Darwin University	499	37.8	821	62.2	183	35.3	335	64.7
Charles Sturt University	3,872	50.8	3,754	49.2	1,541	58.3	1,102	41.7



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

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Curtin University	2,380	62.6	1,424	37.4	1,013	58.5	719	41.5
Deakin University	5,047	48.4	5,377	51.6	2,428	50.9	2,338	49.1
Edith Cowan University	2,260	47.3	2,515	52.7	989	42.4	1,341	57.5
Federation University Australia	585	13.5	3,744	86.5	279	16.7	1,393	83.3
Flinders University	2,678	65.2	1,431	34.8	1,088	57.4	807	42.6
Griffith University	3,888	70.4	1,634	29.6	1,416	65.6	742	34.4
James Cook University	1,402	59.5	956	40.5	616	57.5	456	42.5
La Trobe University	1,712	48.5	1,817	51.5	789	47.3	880	52.7
Macquarie University	1,914	34.2	3,685	65.8	843	30.5	1,918	69.5
Monash University	5,697	35.5	10,335	64.5	2,495	38.3	4,019	61.7
Murdoch University	812	35.8	1,453	64.2	311	32.4	650	67.6
Queensland University of Technology	4,029	68.1	1,891	31.9	1,767	67.8	838	32.2
RMIT University	4,686	46.2	5,451	53.8	1,855	45.1	2,257	54.9
Southern Cross University	1,284	78.7	347	21.3	604	74.9	202	25.1
Swinburne University of Technology	1,364	50.5	1,335	49.5	734	48.6	776	51.4
The Australian National University	1,670	41.6	2,344	58.4	579	40.6	848	59.4
The University of Adelaide	880	30.6	1,994	69.4	409	27.4	1,085	72.6
The University of Melbourne	10,662	58.4	7,604	41.6	5,242	58.4	3,738	41.6
The University of Notre Dame Australia	1,626	97.8	36	2.2	675	97.5	17	2.5
The University of Queensland	2,935	33.8	5,738	66.2	1,210	42.3	1,652	57.7
The University of South Australia	1,949	47.4	2,159	52.6	580	35.0	1,079	65.0
The University of Sydney	4,500	38.0	7,335	62.0	1,452	40.8	2,104	59.2
The University of Western Australia	3,155	67.0	1,556	33.0	914	66.5	460	33.5
Torrens University	537	9.1	5,359	90.9	284	9.0	2,856	91.0
University of Canberra	867	44.5	1,081	55.5	438	48.9	458	51.1
University of Divinity	517	88.4	68	11.6	267	86.1	43	13.9
University of New England	1,350	90.5	141	9.5	705	91.3	67	8.7
University of New South Wales	5,283	44.9	6,484	55.1	2,436	49.8	2,453	50.2
University of Newcastle	2,593	76.0	818	24.0	891	77.5	258	22.5

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
University of Southern Queensland	1,396	71.4	558	28.6	682	72.7	256	27.3
University of Tasmania	1,892	50.5	1,855	49.5	817	45.5	977	54.5
University of Technology Sydney	2,405	53.4	2,102	46.6	829	52.8	741	47.2
University of the Sunshine Coast	223	69.0	100	31.0	117	63.2	68	36.8
University of Wollongong	1,290	37.0	2,196	63.0	687	34.8	1,286	65.2
Victoria University	1,320	46.2	1,540	53.8	509	47.3	568	52.7
Western Sydney University	2,696	56.2	2,103	43.8	905	53.0	804	47.0
All Universities	98,185	48.0	106,357	52.0	41,201	47.9	44,793	52.1

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Academies Australasia Polytechnic Pty Limited	0	0.0	521	100.0	0	0.0	138	100.0
Academy of Information Technology	389	53.7	335	46.3	152	51.4	144	48.6
ACAP and NCPS	2,176	93.3	157	6.7	954	91.9	84	8.1
Adelaide Central School of Art	176	100.0	0	0.0	126	100.0	0	0.0
Adelaide College of Divinity	53	100.0	0	0.0	27	100.0	0	0.0
Alphacrucis College	1,447	84.4	267	15.6	513	85.6	86	14.4
Asia Pacific International College	0	0.0	286	100.0	0	0.0	85	100.0
Australian Academy of Music and Performing Arts	78	92.9	6	7.1	33	89.2	< 5	10.8
Australian College of Christian Studies	78	100.0	0	0.0	35	100.0	0	0.0
Australian College of Theology Limited	1,110	97.0	34	3.0	517	96.8	17	3.2
Australian Institute of Higher Education	0	0.0	1,434	100.0	0	0.0	560	100.0
Australian Institute of Professional Counsellors	211	100.0	0	0.0	77	100.0	0	0.0
Avondale University College	641	86.6	99	13.4	418	86.7	64	13.3
Box Hill Institute	422	61.6	263	38.4	193	65.9	100	34.1

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

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Campion College Australia	83	100.0	0	0.0	46	100.0	0	0.0
Canberra Institute of Technology	50	100.0	0	0.0	22	100.0	0	0.0
Chisholm Institute	89	39.7	129	57.6	39	39.4	57	57.6
Christian Heritage College	378	95.0	20	5.0	169	95.5	8	4.5
CIC Higher Education	0	0.0	581	100.0	0	0.0	249	100.0
Collarts (Australian College of the Arts)	830	96.2	33	3.8	370	96.6	13	3.4
Curtin College	560	50.6	547	49.4	196	50.3	194	49.7
Deakin College	694	47.5	766	52.5	312	47.7	342	52.3
Eastern College Australia	65	100.0	0	0.0	30	100.0	0	0.0
Edith Cowan College	65	16.6	326	83.4	33	15.7	177	84.3
Elite Education Institute	0	0.0	73	100.0	0	0.0	13	100.0
Endeavour College of Natural Health	3,707	97.8	83	2.2	1,300	97.2	38	2.8
Engineering Institute of Technology	67	53.2	53	42.1	41	56.9	29	40.3
Equals International	0	0.0	14	100.0	0	0.0	7	100.0
Excelsia College	63	15.1	355	84.9	32	14.3	191	85.7
Eynesbury College	< 5	0.7	136	99.3	0	0.0	86	100.0
Griffith College	517	49.7	523	50.3	249	56.7	190	43.3
Holmes Institute	36	2.9	1,204	96.7	12	4.4	262	95.6
Holmesglen Institute	419	38.3	644	58.9	152	32.8	295	63.7
Ikon Institute of Australia	320	89.1	39	10.9	226	91.1	22	8.9
INSEARCH	694	40.8	1,005	59.2	324	43.3	425	56.7
International College of Hotel Management	48	38.4	77	61.6	23	36.5	40	63.5
International College of Management, Sydney	533	61.6	332	38.4	238	61.5	149	38.5
ISN Psychology Pty Ltd	48	100.0	0	0.0	28	100.0	0	0.0
Jazz Music Institute	66	98.5	< 5	1.5	28	100.0	0	0.0
Kaplan Business School	14	1.8	778	98.2	< 5	0.6	330	99.4
Kaplan Higher Education Pty Ltd	8	28.6	20	71.4	< 5	40.0	6	60.0
Kent Institute Australia	0	0.0	1,160	100.0	0	0.0	399	100.0
King's Own Institute	< 5	0.1	1,826	99.9	0	0.0	741	100.0

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
La Trobe College Australia	298	39.6	455	60.4	119	41.8	166	58.2
LCI Melbourne	155	89.6	18	10.4	79	86.8	12	13.2
Le Cordon Bleu Australia	27	12.3	193	87.7	5	8.8	52	91.2
Leaders Institute	0	0.0	114	100.0	0	0.0	68	100.0
Macleay College	159	39.1	248	60.9	57	35.4	104	64.6
Marcus Oldham College	196	99.5	< 5	0.5	100	99.0	< 5	1.0
Melbourne Institute of Technology	125	12.6	868	87.3	35	9.4	338	90.4
Melbourne Polytechnic	241	21.9	857	78.1	87	21.1	325	78.9
Montessori World Educational Institute (Australia)	52	98.1	< 5	1.9	23	100.0	0	0.0
Moore Theological College	283	97.6	7	2.4	191	97.9	< 5	2.1
National Art School	502	99.2	< 5	0.8	207	99.0	< 5	1.0
Newcastle International College	< 5	1.9	105	98.1	0	0.0	31	100.0
Oxford Institute of Higher Education	0	0.0	81	100.0	0	0.0	31	100.0
Perth Bible College	53	93.0	< 5	7.0	26	92.9	< 5	7.1
Photography Studies College (Melbourne)	106	93.0	8	7.0	47	90.4	5	9.6
Polytechnic Institute Australia Pty Ltd	0	0.0	266	100.0	0	0.0	58	100.0
SAE Institute	1,614	88.6	207	11.4	607	83.2	123	16.8
South Australian Institute of Business and Technology	146	24.8	443	75.2	63	22.9	212	77.1
SP Jain School of Management	0	0.0	231	100.0	0	0.0	174	100.0
Stott's College	< 5	0.5	863	99.5	< 5	0.6	313	99.4
Study Group Australia Pty Limited	< 5	1.1	89	98.9	0	0.0	35	100.0
Sydney College of Divinity	476	93.2	35	6.8	159	93.5	11	6.5
Sydney Institute of Business and Technology	60	26.9	163	73.1	24	24.7	73	75.3
Tabor College of Higher Education	311	99.7	< 5	0.3	154	99.4	< 5	0.6
TAFE NSW	935	45.0	1,144	55.0	431	46.1	503	53.9
TAFE Queensland	167	63.3	97	36.7	53	54.1	45	45.9
TAFE South Australia	54	34.2	104	65.8	19	31.7	41	68.3

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
The Australian College of Physical Education	558	98.1	11	1.9	206	99.5	< 5	0.5
The Australian Institute of Music	603	77.6	174	22.4	297	78.8	80	21.2
The JMC Academy	1,319	91.3	125	8.7	499	88.9	62	11.1
Think Education	342	39.2	62	7.1	186	37.2	27	5.4
Universal Business School Sydney	0	0.0	584	100.0	0	0.0	176	100.0
UOW College	183	51.4	173	48.6	77	51.0	74	49.0
VIT (Victorian Institute of Technology)	0	0.0	874	100.0	0	0.0	466	100.0
Wentworth Institute of Higher Education	15	7.0	200	93.0	10	9.9	91	90.1
Whitehouse Institute of Design, Australia	257	94.8	14	5.2	157	95.2	8	4.8
William Angliss Institute	192	30.8	432	69.2	89	35.9	159	64.1
All NUHEIs	25,574	51.7	23,383	47.3	10,930	52.9	9,419	45.6

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
ACAP and NCPS	1,108	78.7	299	21.3	586	76.9	176	23.1
Adelaide College of Divinity	13	100.0	0	0.0	< 5	100.0	0	0.0
Alphacrucis College	368	85.8	61	14.2	166	87.8	23	12.2
Asia Pacific International College	0	0.0	327	100.0	0	0.0	119	100.0
Australian Academy of Music and Performing Arts	< 5	57.1	< 5	42.9	< 5	25.0	< 5	75.0
Australian College of Nursing	809	91.8	72	8.2	238	92.6	19	7.4
Australian College of Theology Limited	1,416	96.9	46	3.1	733	96.3	28	3.7
Australian Institute of Business Pty Ltd	1,895	75.3	622	24.7	801	72.5	304	27.5
Australian Institute of Management Education & Training	705	99.0	7	1.0	208	98.6	< 5	1.4
Australian Institute of Professional Counsellors	194	99.5	< 5	0.5	77	100.0	0	0.0

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

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Avondale University College	166	96.5	6	3.5	92	95.8	< 5	4.2
BBI - The Australian Institute of Theological Education	224	100.0	0	0.0	94	100.0	0	0.0
Box Hill Institute	23	92.0	< 5	8.0	10	100.0	0	0.0
Campion College Australia	28	100.0	0	0.0	13	100.0	0	0.0
Chisholm Institute	5	100.0	0	0.0	< 5	100.0	0	0.0
Christian Heritage College	161	98.2	< 5	1.8	82	100.0	0	0.0
Eastern College Australia	56	65.9	29	34.1	21	52.5	19	47.5
Engineering Institute of Technology	17	26.2	45	69.2	14	29.8	30	63.8
Excelsia College	109	43.1	144	56.9	62	51.2	59	48.8
Governance Institute of Australia	109	95.6	< 5	1.8	45	95.7	< 5	4.3
Health Education & Training Institute	75	100.0	0	0.0	26	100.0	0	0.0
Higher Education Leadership Institute	8	100.0	0	0.0	< 5	100.0	0	0.0
Holmes Institute	46	0.8	5,483	99.1	11	0.8	1,363	99.2
Holmesglen Institute	< 5	2.3	37	86.0	< 5	5.0	17	85.0
International College of Hotel Management	< 5	2.6	74	97.4	< 5	3.2	61	96.8
International College of Management, Sydney	7	2.0	345	98.0	6	3.4	169	96.6
ISN Psychology Pty Ltd	63	100.0	0	0.0	36	100.0	0	0.0
Kaplan Business School	38	1.5	2,474	98.5	24	2.2	1,088	97.8
Kaplan Higher Education Pty Ltd	2,040	99.2	17	0.8	547	98.9	6	1.1
King's Own Institute	0	0.0	952	100.0	0	0.0	430	100.0
Le Cordon Bleu Australia	5	7.1	65	92.9	< 5	7.7	24	92.3
Marcus Oldham College	14	100.0	0	0.0	9	100.0	0	0.0
Melbourne Institute of Technology	5	0.3	1,502	99.6	0	0.0	620	100.0
Melbourne Polytechnic	< 5	6.8	41	93.2	< 5	8.0	23	92.0
Montessori World Educational Institute (Australia)	14	100.0	0	0.0	10	100.0	0	0.0
Moore Theological College	39	100.0	0	0.0	23	100.0	0	0.0
Morling College	101	92.7	< 5	3.7	48	92.3	< 5	1.9
Nan Tien Institute	50	76.9	15	23.1	25	69.4	11	30.6

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Perth Bible College	8	100.0	0	0.0	< 5	100.0	0	0.0
Photography Studies College (Melbourne)	13	86.7	< 5	13.3	9	100.0	0	0.0
SAE Institute	25	100.0	0	0.0	14	100.0	0	0.0
SP Jain School of Management	0	0.0	115	100.0	0	0.0	101	100.0
Sydney College of Divinity	328	88.2	44	11.8	135	90.6	14	9.4
Tabor College of Higher Education	238	99.2	< 5	0.8	118	98.3	< 5	1.7
TAFE NSW	20	95.2	< 5	4.8	6	85.7	< 5	14.3
The Australian College of Physical Education	12	100.0	0	0.0	7	100.0	0	0.0
The Australian Institute of Music	22	31.9	47	68.1	12	27.3	32	72.7
The Cairnmillar Institute	218	96.5	8	3.5	105	99.1	< 5	0.9
The JMC Academy	8	72.7	< 5	27.3	< 5	66.7	< 5	33.3
The MIECAT Institute	148	100.0	0	0.0	85	100.0	0	0.0
Think Education	22	95.7	< 5	4.3	14	93.3	< 5	6.7
Universal Business School Sydney	0	0.0	832	100.0	0	0.0	314	100.0
VIT (Victorian Institute of Technology)	6	0.4	1,706	99.6	5	0.5	913	99.5
Wentworth Institute of Higher Education	< 5	1.4	218	98.6	< 5	0.8	131	99.2
Whitehouse Institute of Design, Australia	< 5	50.0	< 5	50.0	< 5	50.0	< 5	50.0
William Angliss Institute	6	100.0	0	0.0	< 5	100.0	0	0.0
All NUHEIs	11,001	40.6	15,660	57.8	4,545	42.1	6,115	56.8

## 1.4: Precision of national estimates

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

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

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

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

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

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

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

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

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

	Group / subgroup	Quality of entire educational experience	Quality of teaching
Stage of studies	Commencing	64.4 (64.0, 64.9)	71.3 (70.8, 71.7)
	Later year*	61.6 (61.1, 62.1)	66.0 (65.5, 66.5)
Gender	Male	60.7 (60.2, 61.2)	65.9 (65.4, 66.4)
	Female	64.8 (64.4, 65.3)	70.8 (70.3, 71.2)



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

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

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

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

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

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

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

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

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

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

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

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



# Appendix 2

## Student Experience Questionnaire (SEQ)

### 2.1 Core instrument

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

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

Table 42 2020 SEQ Item Summary: Skill Development items

Stem	Item	Response scale
To what extent has your <course> developed your:	a) critical thinking skills? b) ability to solve complex problems? c) ability to work with others? d) confidence to learn independently ? e) written communication skills? f) spoken communication skills? g) knowledge of the field(s) you are studying? h) development of work-related knowledge and skills?	Not at all / Very little / Some / Quite a bit / Very much

Table 43 2020 SEQ Item Summary: Learner Engagement items

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

Stem	Item	Response scale
At your institution during SURVEYYEAR, to what extent have you:	a) been given opportunities to interact with local students?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Table 44 2020 SEQ Item Summary: Teaching Quality items

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

Table 45 2020 SEQ Item Summary: Student Support items

Stem	Item	Response scale
At <E306CTXT> during SURVEYYEAR, to what extent have you:	a) received support from your institution to settle into study? b) experienced efficient enrolment and admissions processes? c) felt induction/orientation activities were relevant and helpful?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Stem	Item	Response scale
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?	Had no contact / Not at all / Very little / Some / Quite a bit / Very much
During SURVEYYEAR, to what extent have you found careers advisors to be:	a) available? b) helpful?	Had no contact / Not at all / Very little / Some / Quite a bit / Very much
During SURVEYYEAR, to what extent have you found academic or learning advisors to be:	a) available? b) helpful?	Had no contact / Not at all / Very little / Some / Quite a bit / Very much
During SURVEYYEAR, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be:	a) available? b) helpful?	Had no contact / Not at all / Very little / Some / Quite a bit / Very much
During SURVEYYEAR, to what extent have you...	a) been offered support relevant to your circumstances? b) received appropriate English language skill support?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Table 46 2020 SEQ Item Summary: Learning Resources items

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



Table 47 2020 SEQ Item Summary: Open-response items

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

Table 48 2020 SEQ Item Summary: Other items

Stem	Item	Response scale
In what year did you first start your current <course>?		SURVEYYEAR-4 YEARS/ SURVEYYEAR-4 YEARS / SURVEYYEAR-3 YEARS / SURVEYYEAR-2 YEARS / SURVEYYEAR-1 YEAR / SURVEYYEAR
When do you expect to complete your current <course>?		SURVEYYEAR / SURVEYYEAR+1 YEAR
Where has your study been mainly based in SURVEYYEAR?		On one campus / On two or more campuses / Mix of external, distance and on-campus / External/ Distance
Thinking about your <course>, how much study do you do online?		None / About a quarter / About half / All or nearly all
Which number between 0 and 100 represents your average grade so far in SURVEYYEAR?		No results / 0-49% / 50-59% / 60-69% / 70-79% / 80-89% / 90-100%
At <E306CTXT> during SURVEYYEAR, to what extent have...	a) Your living arrangements negatively affected your study? b) Your financial circumstances negatively affected your study? c) Paid work commitments negatively affected your study?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
During SURVEYYEAR, have you seriously considered leaving <institution>?		Yes, I have seriously considered leaving / No, I have not seriously considered leaving

Stem	Item	Response scale
Please indicate your reasons for seriously considering leaving your current university in SURVEYYEAR. Select all that apply.		Academic exchange / Academic support / Administrative support / Boredom/lack of interest / Career prospects / Change of direction / Commuting difficulties / Difficulty paying fees / Difficulty with workload / Expectations not met / Family responsibilities / Financial difficulties / Gap year/deferral / Government assistance / Graduating / Health or stress / Institution reputation / Moving residence / Need a break / Need to do paid work / Other opportunities / Paid work responsibilities / Personal reasons / Quality concerns / Received other offer from another university or higher education institution / Social reasons / Standards too high / Study/life balance / Travel or tourism / Other reasons

## 2.2 International student items

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

Table 49 2020 SES International Student Items

Stem	Item	Response scale
When deciding to study in Australia, how important was....	a) The reputation of Australia's education system? b) Your personal safety and security? c) The ability to work part-time? d) The opportunity to study in an English-speaking country? e) Having friends and family already in Australia? f) The chance to experience a new culture/lifestyle? g) The possibility of migrating to Australia? h) The weather/climate?	Extremely important / Important / Not important / Not at all important / Don't know

Stem	Item	Response scale
What else was important when deciding to study in Australia?		<FULL VERBATIM> / Nothing else was important
When you were deciding to apply to <E306CTXT>, how important was...	a) The reputation of the education provider? b) The reputation of the qualification? c) <E306CTXT> offered the course I wanted to study? d) The course fee? e) Employment opportunities after completing the course? f) <E306CTXT> had a partnership with my local institution? g) The location of the institution?	Extremely important / Important / Not important / Not at all important / Don't know
What other factors were important to you when you were deciding to apply to <E306CTXT>?		<FULL VERBATIM> / Nothing else was important
How satisfied are you with each of the following aspects of living in Australia?	a) Employment while studying b) Improving your English skills c) Getting work experience in your field of study d) Transport e) Personal safety on campus f) Personal safety off campus g) Making friends h) Overall living experience in Australia	Very satisfied / Satisfied / Dissatisfied / Very dissatisfied / Not applicable
When coming to Australia, did you use an agent to help you with your visa application or to enrol at <E306CTXT>?		Yes / No
How would you rate the overall service provided by the agent?		Very good / Good / Poor / Very poor

Stem	Item	Response scale
Which of the following best describes your current living arrangements?		University or college halls of residence / Student house or flat controlled by university / Private halls or student hostel / Private rented house/flat/ room / Homestay with a family not related to you / Living with parents / With friends or relatives in their accommodation / Other (please specify)
Overall, how satisfied are you with your current living arrangements?		Very satisfied / Satisfied / Dissatisfied / Very dissatisfied
What type of Australian visa do you currently hold?		Student visa / Temporary graduate visa / Bridging visa (awaiting outcome of substantive visa application) / Other (please specify)

## 2.3 Institution-specific items

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

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

### COVID-19 items

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

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

## Appendix 3

# Production of scores

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

To begin, all SEQ items are rescaled into the conventional reporting metric. Four-point scales are recoded onto a scale that runs from 0, 33.3, 66.6 and 100, and five-point scales recoded onto a scale that runs from 0, 25, 50, 75 and 100. These rescaled items are denoted with an 'r' suffix. An example of the SPSS syntax to recode the SEQ items to the conventional reporting metric is shown in Figure 6.

Scores for each focus area are then computed as the mean of the constituent item scores. A focus area score is only computed for respondents who have a valid item score for at least six skill development items, five learner engagement items, eight teaching quality items, six student support items and five learning resources items respectively. An example of the SPSS syntax used to generate focus area average scores is shown in Figure 7. The recoded item scores are not retained in the analysis file.

Because the reporting metric for the 2020 SES is percentage of students that rated their experience, calculated variables must be created for each focus area. The percentage of students that rated their experience positively reflects the percentage of students who achieve a threshold focus area score of 55 or greater. At the individual response level, a positive response is represented by a binary variable taking the value of one if the students gives a positive response to a particular facet of their higher education experience and zero otherwise. An example of the SPSS syntax used to generate these variables is presented in Figure 8. Further information on the SPSS syntax for generating the score for each focus area in the SEQ can be found in the SES Data Dictionary.

At the item level, a positive rating reflects a response in the top two categories of both the four-point and five-point response scales. As with the focus area calculated variables discussed previously, a positive rating with a particular SEQ item is represented by a binary variable taking the value of one if the student provides a positive response and zero otherwise. An example of the SPSS syntax used to generate these item variables is presented in Figure 9.

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

Figure 6 Example of how to use SPSS syntax to recode SEQ items into the conventional reporting metric

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

Figure 7 Example of how to use SPSS syntax to compute SES focus area scores

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

Figure 8 Example of how to use SPSS syntax to compute SES focus area scores

```
IF NOT MISSING(TEACH) TEACHING_SAT = 0.  
IF TEACH GE 55 TEACHSAT = 1.
```

Figure 9 Example of how to use SPSS syntax to compute item variables

```
RECODE ENGLANG (1=0) (2=0) (3=0) (4=1) (5=1)  
(ELSE=SYSMIS) INTO ENGLANG_SAT.
```

## Appendix 4

# Comparisons between surveys

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

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

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

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

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

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

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<sup>5</sup> <https://www.qilt.edu.au/qilt-surveys/student-experience>

<sup>6</sup> <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/vet-student-outcomes-2020>

<sup>7</sup> <https://nsse.indiana.edu/research/annual-results/index.html>

<sup>8</sup> <https://www.thestudentsurvey.com/about-the-nss/>

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

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

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

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

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

Stem		Item		Response scale	
2010-2018 ISS	2020 SES	2010-2018 ISS	2020 SES	2010-2018 ISS	2020 SES
How important were the following factors when deciding where to study?	When you were deciding to apply to your institution, how important was....	Reputation of the qualification from this university	b) The reputation of the qualification	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)



Stem		Item		Response scale	
2010-2018 ISS	2020 SES	2010-2018 ISS	2020 SES	2010-2018 ISS	2020 SES
How important were the following factors when deciding where to study?	When you were deciding to apply to your institution, how important was....	Specific program title	c) Institution offered the course I wanted to study	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)
How important were the following factors when deciding where to study?	When you were deciding to apply to your institution, how important was....	Reputation of this university	The reputation of the education provider	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)
How important were the following factors when deciding where to study?	When you were deciding to study in Australia, how important was....	Personal safety and security	b) Your personal safety and security	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)
How important were the following factors when deciding where to study?	When you were deciding to apply to your institution, how important was....	Opportunities for full-time work in this country following my studies	e) Employment opportunities after completing the course	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)
How important were the following factors when deciding where to study?	When you were deciding to study in Australia, how important was....	Reputation of the education system in this country	a) The reputation of Australia's education system	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)

Stem		Item		Response scale	
2010-2018 ISS	2020 SES	2010-2018 ISS	2020 SES	2010-2018 ISS	2020 SES
How important were the following factors when deciding where to study?	n/a	Quality of teaching/ research	n/a	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	n/a
How important were the following factors when deciding where to study?	When you were deciding to apply to your institution, how important was....	Cost of education (tuition fees)	d) The course fee	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)
How important were the following factors when deciding where to study?	When you were deciding to study in Australia, how important was....	Improve my English language skills by studying in an English speaking country	d) The opportunity to study in an English-speaking country	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)
n/a	When you were deciding to study in Australia, how important was....	n/a	f) The chance to experience a new culture/lifestyle	n/a	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)
How important were the following factors when deciding where to study?	When you were deciding to apply to your institution, how important was....	City/location	g) The location of the institution	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)

Stem		Item		Response scale	
2010-2018 ISS	2020 SES	2010-2018 ISS	2020 SES	2010-2018 ISS	2020 SES
How important were the following factors when deciding where to study?	When you were deciding to study in Australia, how important was....	Opportunities to work while studying	c) The ability to work part-time	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)
n/a	When you were deciding to study in Australia, how important was....	n/a	h) The weather/climate	n/a	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)
How important were the following factors when deciding where to study?	When you were deciding to study in Australia, how important was....	Opportunity for permanent residence in this country	g) The possibility of migrating to Australia	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)
n/a	When you were deciding to apply to your institution, how important was....	n/a	f) The institution had a partnership with my local institution	n/a	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)
How important were the following factors when deciding where to study?	When you were deciding to study in Australia, how important was....	Friends or family already living/studying in the country	e) Having friends and family already in Australia	Very unimportant/ Unimportant/Important/ Very important/Not applicable % positive rating = % Very Important or Not important (Not applicable excluded)	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating= % Extremely important or Important (Don't know excluded from analysis)

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

Stem		Item		Response scale	
SES	SOS	SES	SOS	SES	SOS
Teaching quality (for SES see Appendix 3: Production of scores)					
Thinking about your <course>,	For the following questions, we want to know what you thought about the training in <insert training details>, on average	a) overall how would you rate the quality of your entire educational experience this year?	How satisfied are you with the quality of your trainers/ teachers/instructors?	Poor / Fair / Good / Excellent	Very satisfied / Satisfied / Neither satisfied nor dissatisfied/Dissatisfied / Very dissatisfied /Not applicable % positive rating = % Very satisfied or Satisfied (Not applicable excluded from analysis)
Thinking of this year, overall at <institution>,		a) how would you rate the quality of the teaching you have experienced in your <course>?		Poor / Fair / Good / Excellent	
During SURVEYYEAR, to what extent have the lecturers, tutors and demonstrators in your <course>:		a) engaged you actively in learning? b) demonstrated concern for student learning? c) provided clear explanations on coursework and assessment? d) stimulated you intellectually? e) commented on your work in ways that help you learn? f) seemed helpful and approachable? g) set assessment tasks that challenge you to learn?		Not at all / Very little / Some / Quite a bit / Very much	
In SURVEYYEAR, to what extent has [your study/ your <course>] been delivered in a way that is...		a) well structured and focused? b) relevant to your education as a whole?		Not at all / Very little / Some / Quite a bit / Very much	
Student support (for SES see Appendix 3: Production of scores)					
At <E306CTXT> during SURVEYYEAR, to what extent have you:	For the following questions, we want to know what you thought about the support services offered by your training provider <insert RTO (if TAFE or university)>	a) received support from your institution to settle into study? b) experienced efficient enrolment and admissions processes? c) felt induction/orientation activities were relevant and helpful?	Overall, how satisfied are you with all support services provided by your training provider?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable	Very satisfied / Satisfied / Neither satisfied nor dissatisfied/Dissatisfied / Very dissatisfied /Not applicable % positive rating = % Very satisfied or Satisfied (Not applicable excluded from analysis)

Stem		Item		Response scale	
SES	SOS	SES	SOS	SES	SOS
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?		Had no contact / Not at all / Very little / Some / Quite a bit / Very much	
During SURVEYYEAR, to what extent have you found careers advisors to be:		a) available? b) helpful?		Had no contact / Not at all / Very little / Some / Quite a bit / Very much	
During SURVEYYEAR, to what extent have you found academic or learning advisors to be:		a) available? b) helpful?		Had no contact / Not at all / Very little / Some / Quite a bit / Very much	
During SURVEYYEAR, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be:		a) available? b) helpful?		Had no contact / Not at all / Very little / Some / Quite a bit / Very much	
During SURVEYYEAR, to what extent have you...		a) been offered support relevant to your circumstances? b) received appropriate English language skill support?		Not at all / Very little / Some / Quite a bit / Very much / Not applicable	
Overall education experience					
Thinking about your <course>,	For the following questions, we want to know what you thought about the training in <insert training details>, on average	Overall how would you rate the quality of your entire educational experience this year?	Overall, how satisfied are you with your training?	Poor / Fair / Good / Excellent % positive rating = % Excellent or Good	Very satisfied / Satisfied / Neither satisfied nor dissatisfied/Dissatisfied / Very dissatisfied % positive rating = % Very satisfied or Satisfied

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

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

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

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

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

Stem		Item		Response scale	
SES	SOS	SES	SOS	SES	SOS
n/a	When deciding to study in Australia, how important were the following factors in your decision?	n/a	When deciding to study in Australia, how important was the quality of teaching?	n/a	Extremely important/ Important/Not Important/Not at all important % importance rating = % Extremely important or Important
When you were deciding to apply to your institution, how important was....	When deciding to study in Australia, how important were the following factors in your decision?	b) The reputation of the qualification	When deciding to study in Australia, how important was the reputation of the qualification	Extremely important/ Important/Not important/ Not at all important/Don't know % importance rating = % Extremely important or Important (Don't know excluded from analysis)	Extremely important/ Important/Not Important/Not at all important % importance rating = % Extremely important or Important

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

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

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



## Appendix 5

# Construction of confidence intervals

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

Because percentage agreement scores are reported for the 2019 SES, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

Where  $\tilde{p}$  is the adjusted estimated proportion of satisfied responses,  $N$  is the size of the population in the relevant subgroup,  $n$  is the number of valid responses in the relevant subgroup,  $n_1$  is the number of positive responses in the relevant subgroup, 1.645 is the standard normal value for 90% confidence and FPC is the Finite Population Correction term.

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

Figure 10 Formula for the confidence interval using the Agresti-Coull method with FPC

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

$$\text{where } \tilde{p} = \tilde{n}_1 / \tilde{n}, \quad \tilde{n}_1 = n_1 + 1.645^2 / 2 \quad \text{and} \quad \tilde{n} = n + 1.645^2 \quad \text{and} \quad FPC = \sqrt{\frac{N - n}{N - 1}}$$

# Appendix 6

## Study area definitions

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

Study Area (21)		Study Area (45)		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

Study Area (21)		Study Area (45)		ASCED Field of Education
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

Study Area (21)		Study Area (45)		ASCED Field of Education
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).

# Appendix 7

## Additional tables

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

Listed below are tables related to specific concepts relevant to the 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.

### 7.1 SES Results

#### 7.1.1 Focus Areas

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

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

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

Course Level	Report Table	Sheet Name	Table Title
UG	Table 11	FOCUS_UG_ALL_2Y_E346	International undergraduate student education experience by country, 2019-2020 (% positive rating)
UG	Table 01 and Table 20	FOCUS_UG_ALL_2Y_E942	International undergraduate student education experience by citizenship status, 2019-2020 (% positive rating)
PGC		FOCUS_PGC_ALL_2Y_E942	International postgraduate coursework student education experience by citizenship status, 2019-2020 (% positive rating)
UG		FOCUS_UG_ALL_1Y_CURCOUNTRY	International undergraduate coursework student education experience by current country, 2020 (% positive rating)
PGC		FOCUS_PGC_ALL_1Y_CURCOUNTRY	International postgraduate coursework student education experience by current country, 2020 (% positive rating)
UG		FOCUS_UG_ALL_1Y_SECTOR	International undergraduate student education experience by sector, 2020 (% positive rating)
ALL		FOCUS_ALL_ALL_1Y	The international student education experience by level of study, 2020 (% positive rating)
UG	Table 03	FOCUS_UG_ALL_14-YY_YEAR	The international undergraduate student education experience, 2014–2020 (% positive rating)

Course Level	Report Table	Sheet Name	Table Title
PGC		FOCUS_PGC_ALL_17-YY_YEAR	The international postgraduate coursework student education experience 2017–2020 (% positive rating)
UG		FOCUS_UG_ALL_1Y_STAGE	The international undergraduate student education experience, by stage of studies, 2020 (% positive rating)
PGC		FOCUS_PGC_ALL_1Y_STAGE	The international postgraduate coursework student education experience, by stage of studies, 2020 (% positive rating)
UG		FOCUS_UG_ALL_1Y_ISG	The international undergraduate student education experience, by demographic and contextual group, 2020 (% positive rating)
UG		FOCUS_UG_UNI_1Y_ISG	The university international undergraduate student education experience, by demographic and contextual group, 2020 (% positive rating)
UG		FOCUS_UG_NUHEI_1Y_ISG	The non-university higher education institution (NUHEI) international undergraduate student education experience, by demographic and contextual group, 2020 (% positive rating)
PGC		FOCUS_PGC_ALL_1Y_ISG	The international postgraduate coursework student education experience, by demographic and contextual group, 2020 (% positive rating)
PGC		FOCUS_PGC_UNI_1Y_ISG	The university international postgraduate coursework student education experience, by demographic and contextual group, 2020 (% positive rating)
PGC		FOCUS_PGC_NUHEI_1Y_ISG	The non-university higher education institution (NUHEI) international postgraduate coursework student education experience, by demographic and contextual group, 2020 (% positive rating)
UG	Table 17	FOCUS_UG_ALL_2Y_AREA	International undergraduate student education experience by study area, 2019-2020 (% positive rating)
PGC		FOCUS_PGC_ALL_2Y_AREA	The international postgraduate coursework student education experience, by study area, 2019 and 2020 (% positive rating)
UG		FOCUS_UG_UNI_1Y_AREA	The university international undergraduate student education experience, by study area, 2020 (% positive rating)
UG		FOCUS_UG_NUHEI_1Y_AREA	The non-university higher education institution (NUHEI) international undergraduate student education experience, by study area, 2020 (% positive rating)
PGC		FOCUS_PGC_UNI_1Y_AREA	The university international postgraduate coursework student education experience, by study area, 2020 (% positive rating)
PGC		FOCUS_PGC_NUHEI_1Y_AREA	The non-university higher education institution (NUHEI) international postgraduate coursework student education experience, by study area, 2020 (% positive rating)
UG		FOCUS_UG_ALL_1Y_AREA45	International undergraduate student education experience, by 45 study areas, 2020 (% positive rating)*

Course Level	Report Table	Sheet Name	Table Title
PGC		FOCUS_PGC_ALL_1Y_AREA45	International postgraduate coursework student education experience, by 45 study areas, 2020 (% positive rating)*
UG		FOCUS_UG_ALL_1Y_HEPTYPE	The international undergraduate student education experience, by type of institution, 2020 (% positive rating)
PGC		FOCUS_PGC_ALL_1Y_HEPTYPE	The international postgraduate coursework student education experience, by type of institution, 2020 (% positive rating)
UG		QOE_UG_UNI_1Y_INST_FIG	Quality of entire educational experience for international undergraduate university students, 2020 (% positive rating)
UG		QOE_UG_UNI_1YP_INST_FIG	Quality of entire educational experience for international undergraduate university students, pooled 2019 and 2020 (% positive rating)
UG	Figure 01	QOE_UG_UNI_2Y_INST_CHNG_FIG	Change in quality of entire educational experience for international undergraduate university students, 2019-2020 (% positive rating)
UG		QOE_UG_UNI_2YP_INST_CHNG_FIG	Change in quality of entire educational experience for international undergraduate university students, pooled 2018-2019 and 2019-2020 (% positive rating)
PGC		QOE_PGC_UNI_1Y_INST_FIG	Quality of entire educational experience for international postgraduate coursework university students, 2020 (% positive rating)
PGC		QOE_PGC_UNI_1YP_INST_FIG	Quality of entire educational experience for international postgraduate coursework university students, pooled 2019 and 2020 (% positive rating)
PGC		QOE_PGC_UNI_2Y_INST_CHNG_FIG	Change in quality of entire educational experience for international postgraduate coursework university students, 2019-2020 (% positive rating)
PGC		QOE_PGC_UNI_2YP_INST_CHNG_FIG	Change in quality of entire educational experience for international postgraduate coursework university students, pooled 2018-2019 and 2019-2020 (% positive rating)
UG		QOE_UG_NUHEI_1Y_INST_FIG	Quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, 2020 (% positive rating)
UG		QOE_UG_NUHEI_1YP_INST_FIG	Quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, pooled 2019 and 2020 (% positive rating)
UG		QOE_UG_NUHEI_2Y_INST_CHNG_FIG	Change in quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, 2019-2020 (% positive rating)
UG	Figure 02	QOE_UG_NUHEI_2YP_INST_CHNG_FIG	Change in quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, pooled 2018-2019 and 2019-2020 (% positive rating)
PGC		QOE_PGC_NUHEI_1Y_INST_FIG	Quality of entire educational experience for international postgraduate coursework non-university higher education institution (NUHEI) students, 2020 (% positive rating)

Course Level	Report Table	Sheet Name	Table Title
PGC		QOE_PGC_NUHEI_1YP_INST_FIG	Quality of entire educational experience for international postgraduate coursework non-university higher education institution (NUHEI) students, pooled 2019 and 2020 (% positive rating)
PGC		QOE_PGC_NUHEI_2Y_INST_CHNG_FIG	Change in quality of entire educational experience for international postgraduate coursework non-university higher education institution (NUHEI) students, 2019-2020 (% positive rating)
PGC		QOE_PGC_NUHEI_2YP_INST_CHNG_FIG	Change in quality of entire educational experience for international postgraduate coursework non-university higher education institution (NUHEI) students, pooled 2018-2019 and 2019-2020 (% positive rating)
UG		FOCUS_UG_ALL_10-YY_YEAR	International undergraduate student education experience, 2010 – 2020 (% positive rating)

### 7.1.2 Considered leaving and negative effects on study

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

Course Level	Report Table	Sheet name	Table Title
UG		CONSID_UG_ALL_1Y_ISG	Percentage of international undergraduate students who considered early departure by sub-group, 2020
UG		CONSID_UG_ALL_1Y_GRADE_FIG	Percentage of international undergraduate students who had considered early departure by average grades to date, 2020
UG		CONSID_UG_ALL_2Y_CH	Selected reasons for considering early departure among international undergraduate students, 2019 and 2020
UG		CONSID_UG_UNI_1Y_ISG	Percentage of university international undergraduate students who considered early departure by sub-group, 2020
UG		CONSID_UG_UNI_1Y_GRADE_FIG	Percentage of university international undergraduate students who had considered early departure by average grades to date, 2020
UG		CONSID_UG_UNI_2Y_CH	Selected reasons for considering early departure among university international undergraduate students, 2019 and 2020
UG		CONSID_UG_NUHEI_1Y_ISG	Percentage of non-university higher education institution (NUHEI) international undergraduate students who considered early departure by sub-group, 2020



Course Level	Report Table	Sheet name	Table Title
UG		CONSID_UG_NUHEI_1Y_GRADE_FIG	Percentage of non-university higher education institution (NUHEI) international undergraduate students who had considered early departure by average grades to date, 2020
UG		CONSID_UG_NUHEI_2Y_CH	Selected reasons for considering early departure among non-university higher education institution (NUHEI) international undergraduate students, 2019 and 2020
PGC		CONSID_PGC_ALL_1Y_ISG	Percentage of international postgraduate coursework students who considered early departure by sub-group, 2020
PGC		CONSID_PGC_ALL_1Y_GRADE_FIG	Percentage of international postgraduate coursework students who had considered early departure by average grades to date, 2020
PGC		CONSID_PGC_ALL_2Y_CH	Selected reasons for considering early departure among international postgraduate coursework students, 2019 and 2020
PGC		CONSID_PGC_UNI_1Y_ISG	Percentage of university international postgraduate coursework students who considered early departure by sub-group, 2020
PGC		CONSID_PGC_UNI_1Y_GRADE_FIG	Percentage of university international postgraduate coursework students who had considered early departure by average grades to date, 2020
PGC		CONSID_PGC_UNI_2Y_CH	Selected reasons for considering early departure among university international postgraduate coursework students, 2019 and 2020
PGC		CONSID_PGC_NUHEI_1Y_ISG	Percentage of non-university higher education institution (NUHEI) international postgraduate coursework students who considered early departure by sub-group, 2020
PGC		CONSID_PGC_NUHEI_1Y_GRADE_FIG	Percentage of non-university higher education institution (NUHEI) international postgraduate coursework students who had considered early departure by average grades to date, 2020
PGC		CONSID_PGC_NUHEI_2Y_CH	Selected reasons for considering early departure among non-university higher education institution (NUHEI) international postgraduate coursework students, 2019 and 2020
UG	Table 02	ASTD_UG_ALL_2Y_E942	Negative effects on study for undergraduate students by citizenship indicator, 2019-2020, (% negatively affected)
PGC		ASTD_PGC_ALL_2Y_E942	Negative effects on study for postgraduate students by citizenship indicator, 2019-2020, (% negatively affected)

### 7.1.3 Detailed focus area items

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

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

Course Level	Report Table	Sheet name	Table Title
UG		DEVEL_UG_ALL_2Y_STAGE	Percentage positive scores for Skills Development items, international undergraduates by stage of studies, 2019 and 2020
UG		DEVEL_UG_UNI_2Y_STAGE	Percentage positive scores for Skills Development items, university international undergraduates by stage of studies, 2019 and 2020
UG		DEVEL_UG_NUHEI_2Y_STAGE	Percentage positive scores for Skills Development items, non-university higher education institution (NUHEI) international undergraduates by stage of studies, 2019 and 2020
PGC		DEVEL_PGC_ALL_2Y_STAGE	Percentage positive scores for Skills Development items, international postgraduate coursework by stage of studies, 2019 and 2020
PGC		DEVEL_PGC_UNI_2Y_STAGE	Percentage positive scores for Skills Development items, university international postgraduate coursework by stage of studies, 2019 and 2020
PGC		DEVEL_PGC_NUHEI_2Y_STAGE	Percentage positive scores for Skills Development items, non-university higher education institution (NUHEI) international postgraduate coursework by stage of studies, 2019 and 2020
UG		ENGAG_UG_ALL_2Y_STAGE	Percentage positive scores for Learner Engagement items, international undergraduates by stage of studies, 2019 and 2020
UG		ENGAG_UG_UNI_2Y_STAGE	Percentage positive scores for Learner Engagement items, university international undergraduates by stage of studies, 2019 and 2020
UG		ENGAG_UG_NUHEI_2Y_STAGE	Percentage positive scores for Learner Engagement items, non-university higher education institution (NUHEI) international undergraduates by stage of studies, 2019 and 2020
PGC		ENGAG_PGC_ALL_2Y_STAGE	Percentage positive scores for Learner Engagement items, international postgraduate coursework by stage of studies, 2019 and 2020
PGC		ENGAG_PGC_UNI_2Y_STAGE	Percentage positive scores for Learner Engagement items, university international postgraduate coursework by stage of studies, 2019 and 2020
PGC		ENGAG_PGC_NUHEI_2Y_STAGE	Percentage positive scores for Learner Engagement items, non-university higher education institution (NUHEI) international postgraduate coursework by stage of studies, 2019 and 2020
UG		TEACH_UG_ALL_2Y_STAGE	Percentage positive scores for Teaching Quality items, international undergraduates by stage of studies, 2019 and 2020
UG		TEACH_UG_UNI_2Y_STAGE	Percentage positive scores for Teaching Quality items, university international undergraduates by stage of studies, 2019 and 2020
UG		TEACH_UG_NUHEI_2Y_STAGE	Percentage positive scores for Teaching Quality items, non-university higher education institution (NUHEI) international undergraduates by stage of studies, 2019 and 2020

Course Level	Report Table	Sheet name	Table Title
PGC		TEACH_PGC_ALL_2Y_STAGE	Percentage positive scores for Teaching Quality items, international postgraduate coursework by stage of studies, 2019 and 2020
PGC		TEACH_PGC_UNI_2Y_STAGE	Percentage positive scores for Teaching Quality items, university international postgraduate coursework by stage of studies, 2019 and 2020
PGC		TEACH_PGC_NUHEI_2Y_STAGE	Percentage positive scores for Teaching Quality items, non-university higher education institution (NUHEI) international postgraduate coursework by stage of studies, 2019 and 2020
UG		SUPP_UG_ALL_2Y_STAGE	Percentage positive scores for Student Support items, international undergraduates by stage of studies, 2019 and 2020
UG		SUPP_UG_UNI_2Y_STAGE	Percentage positive scores for Student Support items, university international undergraduates by stage of studies, 2019 and 2020
UG		SUPP_UG_NUHEI_2Y_STAGE	Percentage positive scores for Student Support items, non-university higher education institution (NUHEI) international undergraduates by stage of studies, 2019 and 2020
PGC		SUPP_PGC_ALL_2Y_STAGE	Percentage positive scores for Student Support items, international postgraduate coursework by stage of studies, 2019 and 2020
PGC		SUPP_PGC_UNI_2Y_STAGE	Percentage positive scores for Student Support items, university international postgraduate coursework by stage of studies, 2019 and 2020
PGC		SUPP_PGC_NUHEI_2Y_STAGE	Percentage positive scores for Student Support items, non-university higher education institution (NUHEI) international postgraduate coursework by stage of studies, 2019 and 2020
UG		RESR_UG_ALL_2Y_STAGE	Percentage positive scores for Learning Resources items, international undergraduates by stage of studies, 2019 and 2020
UG		RESR_UG_UNI_2Y_STAGE	Percentage positive scores for Learning Resources items, university international undergraduates by stage of studies, 2019 and 2020
UG		RESR_UG_NUHEI_2Y_STAGE	Percentage positive scores for Learning Resources items, non-university higher education institution (NUHEI) international undergraduates by stage of studies, 2019 and 2020
PGC		RESR_PGC_ALL_2Y_STAGE	Percentage positive scores for Learning Resources items, international postgraduate coursework by stage of studies, 2019 and 2020
PGC		RESR_PGC_UNI_2Y_STAGE	Percentage positive scores for Learning Resources items, university international postgraduate coursework by stage of studies, 2019 and 2020
PGC		RESR_PGC_NUHEI_2Y_STAGE	Percentage positive scores for Learning Resources items, non-university higher education institution (NUHEI) international postgraduate coursework by stage of studies, 2019 and 2020

## 7.2 International Student Experience

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

### 7.2.1 Reason for choosing where to study

Course Level	Report Table	Sheet name	Table Title
ALL		INTAUS_ALL_ALL_1Y	International student reasons for choosing to study in Australia, 2020 (% importance rating)
UG		INTAUS_UG_ALL_1Y_AREA	International undergraduate student reasons for choosing to study in Australia by study area, 2020 (% importance rating)
UG	Table 23	INTAUS_UG_ALL_1Y_SECTOR	International undergraduate student reasons for choosing to study in Australia by sector 2020 (% importance rating)
ALL		INTINST_ALL_ALL_1Y	International student reasons for choosing institution, 2020 (% importance rating)
UG		INTINST_UG_ALL_1Y_AREA	International undergraduate student reasons for choosing institution by study area, 2020 (% importance rating)
UG		INTINST_UG_ALL_1Y_SECTOR	International undergraduate student reasons for choosing institution by sector, 2020 (% importance rating)
UG	Table 16	INTRSN_UG_ALL_1Y_E346	International undergraduate student reasons for choosing where to study by country, 2020 (% importance rating)
UG	Table 10	INTRSN_UG_ALL_10-YY_YEAR	International undergraduate student reasons for choosing where to study, 2010 – 2020 (% importance rating)

### 7.2.2 International student living experience

Course Level	Report Table	Sheet name	Table Title
UG	Table 09 and Table 15	INTAGENT_UG_ALL_1Y_E346	Use of agents to help with visa application or enrolment, by country, 2020, %
UG	Table 13	INTLIVE_UG_ALL_1Y_E346	International undergraduate student accommodation arrangements by country, 2020, %
UG	Table 22	INTLIVE_UG_ALL_1Y_SECTOR	International undergraduate student accommodation arrangements by sector, 2020, %

Course Level	Report Table	Sheet name	Table Title
UG	Table 07	INTLIVSAT_UG_ALL_1Y_INTLIVE	International undergraduate student living arrangements and positive ratings, 2020, %
PGC		INTLIVSAT_PGC_ALL_1Y_INTLIVE	International postgraduate coursework student living arrangements and positive ratings, 2020, %
UG	Table 06	INTLIVSAT_UG_ALL_10-YY	International undergraduate overall student accommodation experience, 2010-2020 (% positive rating)
ALL	Table 04, Table 05 and Table 21	INTSAT_ALL_ALL_1Y	International student living experience, 2020 (% positive rating)
UG		INTSAT_UG_ALL_1Y_YEAR	International undergraduate student living experience, 2020 (% positive rating)
UG	Table 12	INTSAT_UG_ALL_1Y_E346	International undergraduate student living experience by country, 2020 (% positive rating)
UG	Table 08 and Table 14	INTVISA_UG_ALL_1Y_E346	International undergraduate visa arrangements by country, 2020, %
UG		INTSAT_UG_ALL_1Y_SECTOR	International undergraduate student living experience by sector, 2020 (% positive rating)
UG		INTVISA_UG_ALL_1Y_SECTOR	International undergraduate student visa arrangements by sector, 2020, %
UG		INTSAT2_UG_ALL_1Y_SECTOR	International undergraduate student living experience by sector, 2020 (% positive rating)

## 7.3 Methodological Tables

### 7.3.1 Overview and response rates

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

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

Course Level	Report Table	Sheet name	Table Title
ALL	Table 24	OV_ALL_ALL_13-YY	SES operational overview: 2013–2020* international undergraduate and postgraduate coursework
ALL		RR_ALL_ALL_1Y_INST	2020 International SES response rates
ALL		RR_ALL_ALL_13-YY_INST	International participation and response rates in the SES, 2013–2020
ALL	Table 25	RR_ALL_UNI_14-YY_INST	SES international response rates, 2014–2020 – universities
ALL	Table 25	RR_ALL_NUHEI_14-YY_INST	SES international response rates, 2014–2020 – NUHEI

### 7.3.2 Response characteristics and representativeness

Course Level	Report Table	Sheet name	Table Title
UG	Table 28	CHAR_UG_ALL_1Y_AREA	2020 international undergraduate SES student response characteristics and population parameters by study area
UG	Table 26	CHAR_UG_ALL_1Y_ISG	2020 International undergraduate SES response characteristics and population parameters by sub-group*
UG		CHAR_UG_UNI_1Y_AREA	2020 University international undergraduate SES student response characteristics and population parameters by study area
UG		CHAR_UG_UNI_1Y_ISG	2020 University international undergraduate SES response characteristics and population parameters by sub-group
UG		CHAR_UG_NUHEI_1Y_AREA	2020 Non-university higher education institution (NUHEI) international undergraduate SES student response characteristics and population parameters by study area
UG		CHAR_UG_NUHEI_1Y_ISG	2020 Non-university higher education institution (NUHEI) international undergraduate SES response characteristics and population parameters by sub-group
PGC	Table 29	CHAR_PGC_ALL_1Y_AREA	2020 International postgraduate coursework SES student response characteristics and population parameters by study area
PGC	Table 27	CHAR_PGC_ALL_1Y_ISG	2020 International postgraduate coursework SES response characteristics and population parameters by sub-group*
PGC		CHAR_PGC_UNI_1Y_AREA	2020 University international postgraduate coursework SES student response characteristics and population parameters by study area
PGC		CHAR_PGC_UNI_1Y_ISG	2020 University international postgraduate coursework SES response characteristics and population parameters by sub-group

Course Level	Report Table	Sheet name	Table Title
PGC		CHAR_PGC_NUHEI_1Y_AREA	2020 Non-university higher education institution (NUEHI) international postgraduate coursework SES student response characteristics and population parameters by study area
PGC		CHAR_PGC_NUHEI_1Y_ISG	2020 Non-university higher education institution (NUEHI) international postgraduate coursework SES response characteristics and population parameters by sub-group
UG	Table 30	CHAR_UG_UNI_1Y_INST	2020 University undergraduate SES student response characteristics and population parameters by institution
PGC	Table 31	CHAR_PGC_UNI_1Y_INST	2020 University postgraduate coursework SES student response characteristics and population parameters by institution
UG	Table 32	CHAR_UG_NUHEI_1Y_INST	2020 University undergraduate SES student response characteristics and population parameters by institution
PGC	Table 33	CHAR_PGC_NUHEI_1Y_INST	2020 University postgraduate coursework SES student response characteristics and population parameters by institution
UG	Table 34	CHARINT_UG_UNI_1Y_INST	2020 University undergraduate in-scope and response population by citizenship status
PGC	Table 35	CHARINT_PGC_UNI_1Y_INST	2020 University postgraduate coursework in-scope and response population by citizenship status
UG	Table 36	CHARINT_UG_NUHEI_1Y_INST	2020 Non-university higher education institution (NUEHI) undergraduate in-scope and response population by citizenship status
PGC	Table 37	CHARINT_PGC_NUHEI_1Y_INST	2020 Non-university higher education institution (NUEHI) postgraduate coursework in-scope and response population by citizenship status

### 7.2.3 Confidence intervals and weighting

Course Level	Report Table	Sheet name	Table Title
UG		INTSAT_UG_NUHEI_1Y_INST_CI	The international undergraduate student living experience, by non-university higher education institution (NUEHI), 2020 (% positive rating, with 90% confidence intervals)
UG		INTSAT_UG_UNI_1Y_INST_CI	International undergraduate student living experience by university, 2020 (% positive rating, with 90% confidence intervals)
UG		FOCUS_UG_UNI_1Y_INST_CI	The international undergraduate student education experience, by university, 2020 (% positive rating, with 90% confidence intervals)*
UG		FOCUS_UG_UNI_1YP_INST_CI	The international undergraduate student education experience, by university, pooled 2019 and 2020 (% positive rating, with 90% confidence intervals)*
UG	Table 18	FOCUS_UG_UNI_2Y_INST_CI	The international undergraduate student education experience, by university, 2019 and 2020 (% positive rating, with 90% confidence intervals)*

Course Level	Report Table	Sheet name	Table Title
UG		FOCUS_UG_UNI_2YP_INST_CI	The international undergraduate student education experience, by university, pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)*
PGC		FOCUS_PGC_UNI_1Y_INST_CI	The international postgraduate coursework student education experience, by university, 2020 (% positive rating, with 90% confidence intervals)
PGC		FOCUS_PGC_UNI_1YP_INST_CI	The international postgraduate coursework student education experience, by university, pooled 2019 and 2020 (% positive rating, with 90% confidence intervals)
PGC		FOCUS_PGC_UNI_2Y_INST_CI	The international postgraduate coursework student education experience, by university, 2019 and 2020 (% positive rating, with 90% confidence intervals)*
PGC		FOCUS_PGC_UNI_2YP_INST_CI	The international postgraduate coursework student education experience, by university, pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)*
UG		FOCUS_UG_NUHEI_1Y_INST_CI	The international undergraduate student education experience, by non-university higher education institution (NUHEI), 2020 (% positive rating, with 90% confidence intervals)*
UG		FOCUS_UG_NUHEI_1YP_INST_CI	The international undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2019 and 2020 (% positive rating, with 90% confidence intervals)*
UG		FOCUS_UG_NUHEI_2Y_INST_CI	The international undergraduate student education experience, by non-university higher education institution (NUHEI), 2019 and 2020 (% positive rating, with 90% confidence intervals)*
UG	Table 19	FOCUS_UG_NUHEI_2YP_INST_CI	The international undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)*
PGC		FOCUS_PGC_NUHEI_1Y_INST_CI	The international postgraduate coursework student education experience, by non-university higher education institution (NUHEI), 2020 (% positive rating, with 90% confidence intervals)
PGC		FOCUS_PGC_NUHEI_1YP_INST_CI	The international postgraduate coursework student education experience, by non-university higher education institution (NUHEI), pooled 2019 and 2020 (% positive rating, with 90% confidence intervals)
PGC		FOCUS_PGC_NUHEI_2Y_INST_CI	The international postgraduate coursework student education experience, by non-university higher education institution (NUHEI), 2019 and 2020 (% positive rating, with 90% confidence intervals)*
PGC		FOCUS_PGC_NUHEI_2YP_INST_CI	The international postgraduate coursework student education experience, by non-university higher education institution (NUHEI), pooled 2018-2019 and 2019-2020 (% positive rating, with 90% confidence intervals)*
UG	Table 38	QOEQOT_UG_ALL_1Y_ISG_CI	Percentage positive ratings, international undergraduates by student sub-group, 2020 (with 90% confidence intervals)



Course Level	Report Table	Sheet name	Table Title
PGC	Table 39	QOEQOT_PGC_ALL_1Y_ISG_CI	Percentage positive ratings, international postgraduate coursework by student sub-group, 2020 (with 90% confidence intervals)
UG	Table 40	QOEQOT_UG_ALL_1Y_AREA_CI	Percentage positive ratings, international undergraduates by study area, 2020 (with 90% confidence intervals)
PGC	Table 41	QOEQOT_PGC_ALL_1Y_AREA_CI	Percentage positive ratings, international postgraduate coursework by study area, 2020 (with 90% confidence intervals)
UG		WEIGHT_UG_ALL_1Y_ISG	Comparison of international undergraduate raw and weighted percentage satisfied scores by sub-group, 2020
UG		WEIGHT_UG_ALL_1Y_AREA	Comparison of international undergraduate raw and weighted percentage satisfied scores by study area, 2020
UG		QOEQOT_UG_UNI_1Y_AREA_CI	Percentage positive ratings, university international undergraduates by study area, 2020 (with 90% confidence intervals)
UG		QOEQOT_UG_NUHEI_1Y_AREA_CI	Percentage positive ratings, non-university higher education institution (NUHEI) international undergraduates by study area, 2020 (with 90% confidence intervals)
PGC		WEIGHT_PGC_ALL_1Y_ISG	Comparison of international postgraduate coursework raw and weighted percentage satisfied scores by sub-group, 2020
PGC		WEIGHT_PGC_ALL_1Y_AREA	Comparison of international postgraduate coursework raw and weighted percentage satisfied scores by study area, 2020
PGC		QOEQOT_PGC_UNI_1Y_ISG_CI	Percentage positive ratings, university international postgraduate coursework by student sub-group, 2020 (with 90% confidence intervals)
PGC		QOEQOT_PGC_UNI_1Y_AREA_CI	Percentage positive ratings, university international postgraduate coursework by study area, 2020 (with 90% confidence intervals)
PGC		QOEQOT_PGC_NUHEI_1Y_ISG_CI	Percentage positive ratings, non-university higher education institution (NUHEI) international postgraduate coursework students by student sub-group, 2020 (with 90% confidence intervals)
PGC		QOEQOT_PGC_NUHEI_1Y_AREA_CI	Percentage positive ratings, non-university higher education institution (NUHEI) international postgraduate coursework students by study area, 2020 (with 90% confidence intervals)

