



AUGUST 2022

2021 International Student Experience Survey

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For more information on the conduct and results of the 2021 SES see the Quality Indicators for Learning and Teaching (QILT) website: www.qilt.edu.au. The QILT team can be contacted by email at qilt@srcentre.com.au



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1. Introduction

The international education sector has been significantly affected by the COVID-19 pandemic over the last two years. Higher education institutions have been required to quickly adapt their teaching and learning, and student support arrangements in response to government mandated restrictions and health directives to respond to the COVID-19 pandemic. International students have been required to meet additional challenges arising from restrictions imposed on international travel and the isolation of studying in Australia or overseas, fully online. The 2021 International Student Experience Survey National Report shows how international students have fared both before and during the last two years of the COVID-19 pandemic.

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

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.



All 42¹ Australian universities participated in the 2021 SES as well as 97 NUHEIs, for a total of 139 institutions, compared with 133 institutions in 2020 and 118 institutions in 2019. Of the 133 participating institutions, 125 institutions had in scope international students.

The main online fieldwork period for the 2021 SES ran from 27 July to 29 August 2021. A secondary collection ran from 28 September to 31 October. From a final in-scope sample of 169,554, responses were received from a total of 60,998 students, which equated to 61,654 valid surveys once combined and double degrees were taken into account. This represents an overall response rate for international students of 36.0 per cent, down from 42.6 in 2020. Although the response rate did decline in 2021, it is still considered a good result, particularly given the rising number of international students located off-shore at the time of the survey and the challenges this presents when engaging with students as a result.

Prior to 2020, the scope of the SES would ordinarily be restricted to international on-shore students. However, as was seen in 2020, some international students with Temporary Entry Visas, while classified as international on-shore students and therefore included within the scope of the present survey, were actually located off-shore at the time of the survey in 2021 due to restrictions on overseas travel arising from the COVID-19 pandemic.

The proportion of international student respondents located off-shore at the time of the survey increased from 12.1 per cent of undergraduate respondents in 2020 to 33.9 per cent in 2021. The rise in the proportion of international students located off-shore in 2021 has been largely driven by commencing students with 12.7 per cent of commencing international undergraduate students who responded to the SES located off-shore in 2020, but 49.0 per cent in 2021. The proportion of later year students increased from 11.6 per cent located off-shore in 2020 to 22.6 per cent in 2021.

¹ The number of universities increased from 41 in 2020 to 42 in 2021 due to Avondale University (previously known as Avondale University College) being accredited as a university in 2021. Prior to 2021, Avondale University participated as a non-university higher education institution (NUHEI) in the SES.

2. The international student experience over time

International student ratings of their educational experience remained relatively stable between 2014 and 2019 despite a large increase in the number of international students in Australian higher education. There was a sharp reduction in student ratings of their educational experience in 2020 as many institutions rapidly adapted their teaching and learning arrangements in response to the COVID-19 pandemic. While there has been a subsequent increase in 2021, student ratings have not returned to pre-2020 levels, as shown by Table 1.

Table 1 International undergraduate student education experience, 2014 – 2021 (% positive rating)

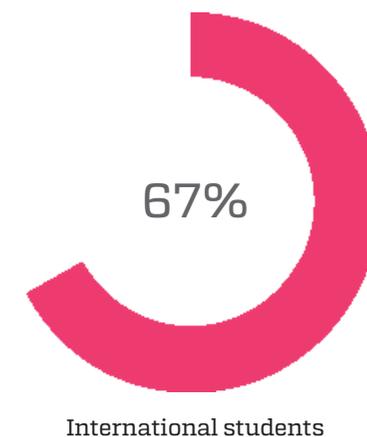
	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
2014†	80	57	78	70	84	74
2015††	79	57	78	70	85	74
2016	79	58	78	71	84	75
2017	79	57	78	72	83	75
2018	80	58	79	71	83	76
2019	80	59	78	73	83	75
2020	76	49	74	71	72	63
2021	77	48	76	71	74	67

† 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.

This report focuses on the larger changes in student ratings among international students occurring in Learner Engagement, Learning Resources and the Quality of entire educational experience which remained 11 percentage points, 9 percentage points and 8 percentage points below 2019 results respectively.

Positive rating for Quality of entire educational experience, 2021



Learner Engagement saw an initial drop of 10 percentage points, and this has declined by a further 1 percentage point to 48 per cent in 2021. Learning Resources saw a decline of 9 percentage points between 2019 and 2021: an 11 percentage point drop in 2020 and a modest increase of 2 percentage points in 2021 to 74 per cent. International student ratings of the Quality of entire educational experience in 2021 was 8 percentage points lower than 2019 after a 12 percentage point drop in 2020 and then a modest increase of 4 percentage points to 67 per cent in 2021.

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.

Student experience by citizenship

Historically, international undergraduate student ratings of the Quality of entire educational experience have been lower than those of domestic students by around 4 to 5 percentage points. In 2020, this gap widened further as domestic student ratings decreased by 9 percentage points, while international student ratings decreased by 12 percentage points. In 2021, both international and domestic student ratings of the Quality of entire educational experience increased by 4 percentage points, with a difference of 7 percentage points remaining between these two groups.

Table 2 shows that the largest decrease in undergraduate student ratings from 2019 through to 2021 occurred in the area of Learner Engagement, where ratings remain 11 percentage points lower than 2019 for both domestic and international students. For Learning Resources, ratings are still 3 percentage points lower in 2021 than in 2019 for domestic students but 9 percentage points lower for international students.

For Quality of entire educational experience, domestic and international student ratings remain lower than 2019 by 5 and 8 percentage points respectively. 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.

Positive undergraduate ratings, Quality of entire educational experience, 2019-2021

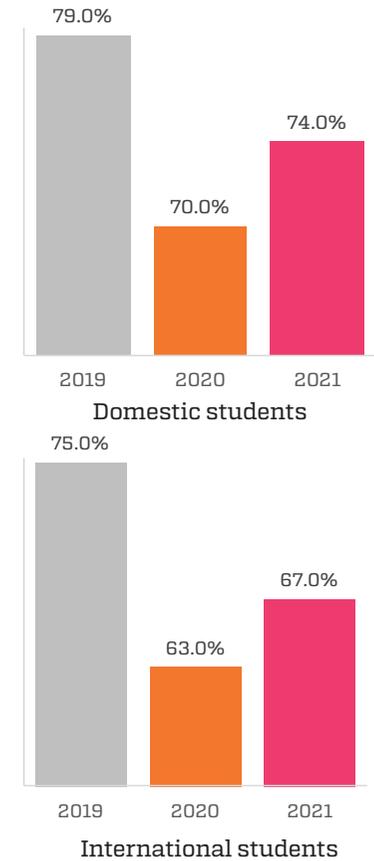


Table 2 Undergraduate student experience by citizenship status, 2019-2021 (% positive rating)

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Domestic students	82	79	80	60	44	49	82	79	80	74	74	73	84	77	81	79	70	74
International students	80	76	77	59	49	48	78	74	76	73	71	71	83	72	74	75	63	67

In addition to the main focus areas, 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, living arrangements and paid work commitments “quite a bit” or “very much” increased markedly in 2020 and while this proportion has decreased somewhat in 2021, it is still higher than levels reported prior to 2020 and substantially higher than those reported by domestic students.

International students reporting that their studies had been negatively affected by their financial circumstances increased by 19 percentage points from 28 per cent in 2019 to 47 per cent in 2020 and then decreased to 38 per cent in 2021. 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 and decreased to 31 per cent in 2021.

The negative impact of paid work commitments on study increased by 9 percentage points from 21 per cent to 30 per cent in 2020 and then decreased to 27 per cent in 2021, as shown by Table 3. These factors may have contributed to the fall in international students' rating of the Quality of entire educational experience in 2020 and increase in 2021.

Table 3 **Negative effects on study for undergraduate students by citizenship indicator, 2019-2021, (% negatively affected*)**

	Negative effect of living arrangements on study			Negative effect of financial circumstances on study			Negative effect of paid work on study		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Domestic students	22	23	21	26	22	23	37	33	36
International students	23	34	31	28	47	38	21	30	27

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

Student experience by location

There were substantial differences in the educational experience of international students located on-shore and international students required to study off-shore in 2020 and 2021 due to restrictions on international travel, as shown by Table 4.

International students located in Australia rated the Quality of entire educational experience more highly than international students who studied off-shore in both 2020 and 2021, by 3 percentage points and 4 percentage points respectively.

Differences in the student experience between these two groups of students was most keenly felt in the area of Learner Engagement, with 55 per cent of international on-shore students rating this aspect positively in 2021 compared with 37 per cent of international students who were studying off-shore, a gap of 18 percentage points.

Negative effects on study for international undergraduate students, 2021

38%

Negative effect of financial circumstances on study

31%

Negative effect of living arrangements on study

27%

Negative effect of paid work on study

Furthermore, international student ratings of Learner Engagement increased from 2020 to 2021 for those located on-shore but declined further for those located off-shore.

International on-shore students also rated Learning Resources higher, 76 per cent compared with 70 per cent for off-shore students, Skills Development, 79 per cent compared with 75 per cent for off-shore students, Student Support, 71 per cent compared with 70 per cent for off-shore students, and the Quality of entire educational experience, 69 per cent compared with 65 per cent for off-shore students.

However, ratings of Teaching Quality were higher for international students located overseas at 77 per cent compared to those who reported that they were located in Australia, 76 per cent.

Table 4 International undergraduate student experience by location, 2020-2021 (% positive rating)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
International students located on-shore	76	79	50	55	75	76	71	71	72	76	64	69
International students located off-shore	73	75	42	37	73	77	67	70	72	70	61	65

3. The international student experience by source country

Table 5 shows that international undergraduates' education experience has changed from 2019 to 2021 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 entire educational experience, and this was also the case among the top five student source countries.

For example, between 2019 and 2021 student ratings of Learner Engagement declined most among Chinese students by 14 percentage points in 2020 and then increased by 6 percentage points to 44 per cent in 2021. There was little difference in ratings of Learner Engagement for Chinese students living in Australia and those living overseas at the time of the survey. On the other hand, Malaysian student ratings of Learner Engagement declined by 13 percentage points in 2020 and decreased further in 2021 to 40 per cent, however there was a large difference in positive ratings of Learner Engagement for Malaysian students living in Australia, 48 per cent, compared to those living overseas in 2021, 31

per cent. This pattern can also be seen for Indian students located in Australia of whom 68 per cent rated Learner Engagement positively in 2021, compared with 37 per cent of Indian students located overseas.

Student ratings of Learning Resources declined most among Chinese students by 16 percentage points in 2020 but increased by 5 percentage points in 2021 to 77 per cent. Malaysian student ratings of Learning Resources declined by 11 percentage points between 2019 and 2020, but only increased by 2 percentage points in 2021 to 70 per cent. Malaysian students located in Australia rated this higher at 71 per cent compared with those located overseas at 65 per cent.

Student ratings of the Quality of entire educational experience declined most among Chinese students by 17 percentage points from 2019 to 2020 but increased by 8 percentage points to 67 per cent in 2021. Malaysian student ratings of the Quality of entire educational experience declined by 16 percentage points from 2019 to 2020 but only increased by 2 percentage points to 59 per cent which was the lowest score across the top 5 source countries and 8 percentage points lower than the result for all international students.

71%

Percentage positive ratings of Quality of entire educational experience, 2021 - India

69%

Percentage positive ratings of Quality of entire educational experience, 2021 - Nepal

67%

Percentage positive ratings of Quality of entire educational experience, 2021 - China

Table 5 International undergraduate student education experience by source country, 2019-2021 (% positive rating)

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
China	74	68	71	52	38	44	76	68	73	70	63	67	88	72	77	76	59	67
India	86	85	82	71	62	56	82	81	79	82	81	79	84	78	76	79	72	71
Nepal	82	79	82	67	59	60	82	78	78	78	75	74	79	69	72	76	65	69
Vietnam	79	76	76	59	48	49	80	75	77	73	70	69	80	70	73	73	61	66
Malaysia	80	75	77	57	44	40	77	71	74	72	67	67	79	68	70	73	57	59
Total international	80	76	77	59	49	48	78	74	76	73	71	71	83	72	74	75	63	67

4. The international student experience by study area

The student experience for international students disaggregated by study area is shown in Table 20, covering the period 2019 to 2021. 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.

Most study areas follow the pattern of the overall results of a decline in ratings of student experience in 2020 with a modest increase in 2021, but not returning to levels seen prior to the COVID-19 pandemic. Nonetheless, there was some variation to this pattern at the study area level. Student ratings for Pharmacy in 2021 were equal to or higher than those recorded in 2019 for four of the five focus areas and the same is true for Teacher education in two focus areas and the Quality of entire educational experience. On the other hand, Psychology and Dentistry saw further declines in ratings between 2020 and 2021 across all five focus areas, with Health services and support and Rehabilitation seeing declines in the five focus areas and also the Quality of entire educational experience.

As noted previously, ratings of Learner Engagement, Learning Resources and the Quality of entire educational experience have been most affected by the pandemic, so it is worth examining the details of these results by study area.

Some study areas saw modest gains in the Learner Engagement focus area between 2020 and 2021, including Social work and Pharmacy, both up by five percentage points, with Architecture and built environment and Teacher education, both up by four percentage points. Most study areas, however, experienced additional declines in ratings for this focus area in 2021. Notable falls were recorded for Veterinary sciences, down by 21 percentage points, Medicine, down seven percentage points, Rehabilitation, 17 percentage points, and Dentistry, 15 percentage points.

For Learning Resources, most study areas recorded improvements in 2021, but only Pharmacy has recovered to levels recorded in 2019. Most study areas remain well below pre-pandemic levels, with the largest declines from 2019 to 2021 recorded for Dentistry, with a drop of 22 percentage points. Ratings for both Rehabilitation and Engineering declined 13 percentage points over the same period, while ratings for Science and mathematics, Health services and support and Social work, were all 12 percentage points lower in 2021 than in 2019.

Results for the Quality of entire educational experience are similar to Learning Resources, in that most study areas improved in 2021 but remained below 2019 levels. The exception is Teacher education which is now steady from 2019. There were nonetheless notable improvements in 2021, including for Veterinary science, up 17 percentage points from 2020, Medicine, up 12 percentage points, and Architecture and built environment, up ten percentage points. Study areas for which results remain notably lower than pre-pandemic levels include Rehabilitation, down 16 percentage points between 2019 and 2020, Science and mathematics, down 13 percentage points, and Health services and support and Dentistry, both down 12 percentage points.

↑ **17%**

Largest increase in positive rating of Quality of entire educational experience – **Veterinary science**



↑ **12%**

Second largest increase in positive rating of Quality of entire educational experience – **Medicine**



Table 6 International undergraduate student education experience by study area, 2019-2021 (% positive rating)

	Skills Development			Learner Engagement			Teaching Quality			Student Support			Learning Resources			Quality of entire educational experience		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Science and mathematics	79	71	74	55	40	39	80	73	76	73	68	67	87	73	75	77	60	64
Computing and information systems	77	73	74	61	52	51	76	71	74	74	70	71	80	68	69	73	62	66
Engineering	78	74	76	62	48	49	75	69	72	72	68	70	85	69	72	72	59	63
Architecture and built environment	77	72	74	57	42	46	76	69	74	66	60	64	81	64	71	72	54	64
Agriculture and environmental studies	84	74	76	61	47	46	80	71	76	75	71	70	86	78	79	77	65	72
Health services and support	82	80	75	62	48	44	82	79	77	76	74	72	86	76	74	77	67	65
Medicine	87	86	85	72	61	43	75	69	76	77	78	73	78	72	68	69	53	65
Nursing	87	81	83	65	53	55	80	75	75	79	76	74	86	76	78	74	63	67
Pharmacy	83	77	85	60	46	51	76	74	83	71	72	79	83	74	83	74	65	71
Dentistry	89	80	71	58	56	41	74	71	65	68	60	49	75	69	53	67	46	55
Veterinary science	80	74	77	56	52	31	79	74	76	71	67	67	82	70	80	77	52	69
Rehabilitation	84	81	78	55	50	33	80	79	74	73	71	58	80	76	67	76	61	60
Teacher education	85	81	84	57	53	57	82	78	79	72	73	74	78	69	70	72	66	72
Business and management	78	75	76	58	48	48	78	74	76	73	71	72	82	72	75	77	65	69
Humanities, culture and social sciences	81	76	76	54	43	40	84	77	78	72	71	65	87	76	77	77	66	68
Social work	89	84	89	72	61	66	88	85	85	78	75	77	82	67	70	82	71	75
Psychology	84	79	77	51	39	37	82	80	78	75	72	69	85	78	74	77	67	70
Law and paralegal studies	80	78	82	52	43	40	80	77	78	69	68	68	81	75	75	74	64	63
Creative arts	80	73	74	60	47	46	80	76	78	71	65	68	80	67	73	76	60	66
Communications	79	78	76	61	49	44	81	76	78	74	70	66	90	72	79	78	62	69
Tourism, hospitality, personal services, sport and recreation	83	87	77	66	54	53	82	86	84	79	78	83	83	83	81	79	78	78
Total	80	76	77	59	49	48	78	74	76	73	71	71	83	72	74	75	63	67

5. The international student experience by institution

Ratings of teaching and learning experience for international students disaggregated by institution are shown in Figure 1 and Table 7 for universities, and Figure 2 and Table 8 for NUHEIs. It is important to acknowledge that factors beyond the quality of the educational experience, such as course offerings and the composition of the student population, might also impact on student ratings. Where confidence intervals overlap between two institutions, it cannot be inferred that there is a significant difference or not in the change in student ratings in a statistical sense.

Results from institutions with small numbers of international students should be treated with caution. Refer to Table 31 and Table 32 for a breakdown of domestic and international undergraduate student populations for each institution.

Universities

The ongoing impact of the COVID-19 pandemic on the experience of international students is apparent at the institution level. While most universities' ratings for the Quality of entire educational experience improved from 2020 to 2021, 10 universities experienced further declines.

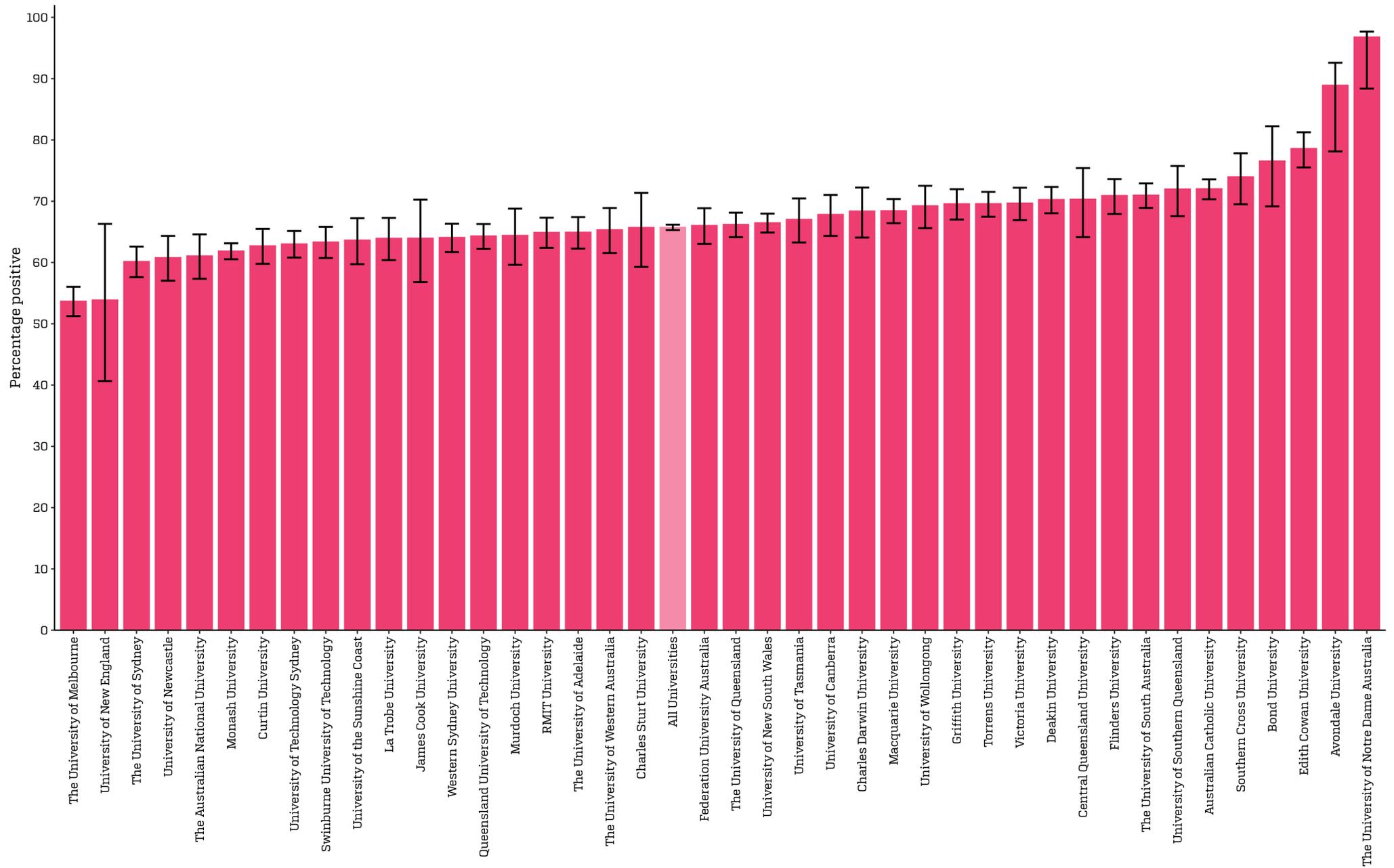
The universities with the highest positive ratings of the Quality of entire educational experience in 2021 were the University of Notre Dame, 97 per cent, Avondale University, 89 per cent, Edith Cowan University, 79 per cent, Bond University, 77 per cent, Southern Cross University, 74 per cent and Australian Catholic University and the University of Southern Queensland with 72 per cent.

Institutions which experienced the largest decline in ratings of the Quality of entire educational experience from 2019 to 2021 were the University of Melbourne, James Cook University, The Australian National University and the University of Western Australia.

The pattern of decline in ratings for these universities were different. For example, The University of Melbourne declined by 31 percentage points in 2020 but increased by 12 percentage points in 2021, resulting in a 19 percentage points decline overall. Similarly, The Australian National University experienced an 18 percentage point decrease in 2020 but a 4 percentage point increase in 2021, a decline of 14 percentage points overall. On the other hand, James Cook University's rating of the Quality of entire educational experience fell by 11 percentage points from 2019 to 2020 and saw a further decline of 7 percentage points in 2021, a total decline of 18 percentage points. Likewise, the University of Western Australia's rating of the Quality of entire educational experience fell by 13 percentage points from 2019 to 2020 and a further 1 percentage point from 2020 to 2021.

The ongoing impact of the COVID-19 pandemic on the experience of international students is apparent at the institution level. While most universities' ratings for the Quality of entire educational experience improved from 2020 to 2021, 10 universities experienced further declines.

Figure 1 Quality of entire educational experience for international undergraduate university students, 2021 (% positive rating)



Institution ratings for Learner Engagement were varied in 2021 with changes from 2020 ranging from a decrease of 16 percentage points to an increase of 10 percentage points. No institution recorded an increase in the Learner Engagement focus area score in 2021 compared with 2019, all decreasing over the two years by between 5 and 26 percentage points.

For Learning Resources, 24 institutions saw an increase in Learning Resources scores between 2020 and 2021, with the highest increase for Monash University of 12 percentage points. Nonetheless, only three institutions recorded higher student ratings in 2021 than in 2019.

Table 7 International undergraduate student experience by university, 2020-2021 (% positive rating, with 90% confidence intervals)*

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
Australian Catholic University	82.5 (81.0, 83.8)	86.6 (85.2, 87.8)	57.9 (56.2, 59.6)	61.4 (59.6, 63.1)	78.1 (76.5, 79.5)	79.5 (77.9, 80.9)	78.4 (76.8, 79.9)	79.6 (77.9, 81.1)	78.5 (76.9, 80.0)	83.0 (81.4, 84.3)	63.9 (62.2, 65.5)	72.0 (70.3, 73.6)
Avondale University*	90.5 (84.8, 92.8)	96.3 (86.6, 97.6)	73.4 (67.0, 78.0)	66.7 (55.4, 74.9)	85.9 (80.0, 89.0)	88.9 (78.1, 92.6)	87.1 (81.0, 90.1)	88.9 (78.1, 92.6)	85.7 (79.6, 88.9)	84.6 (73.1, 89.6)	73.4 (67.0, 78.0)	88.9 (78.1, 92.6)
Bond University	84.9 (79.7, 88.5)	83.5 (76.6, 88.3)	61.2 (55.1, 66.7)	57.3 (49.6, 64.5)	80.0 (74.5, 84.2)	82.5 (75.5, 87.4)	83.2 (77.6, 87.2)	88.0 (81.2, 92.1)	86.8 (81.3, 90.4)	86.9 (78.9, 91.8)	78.5 (73.0, 82.8)	76.5 (69.2, 82.2)
Central Queensland University	77.2 (72.1, 81.3)	76.5 (70.4, 81.2)	46.5 (41.2, 51.8)	51.5 (45.3, 57.6)	79.9 (75.1, 83.6)	81.0 (75.3, 85.1)	72.2 (66.8, 76.8)	80.9 (74.8, 85.2)	74.8 (69.2, 79.4)	77.9 (71.2, 82.9)	65.2 (59.9, 69.9)	70.3 (64.1, 75.4)
Charles Darwin University	83.2 (79.2, 86.2)	79.1 (75.0, 82.4)	55.3 (50.8, 59.7)	53.5 (49.1, 57.8)	74.5 (70.2, 78.2)	77.3 (73.2, 80.6)	73.2 (68.7, 77.1)	74.0 (69.7, 77.7)	81.8 (77.6, 85.0)	78.8 (74.4, 82.3)	66.5 (62.1, 70.5)	68.4 (64.1, 72.2)
Charles Sturt University	74.6 (68.9, 79.3)	74.8 (68.5, 79.8)	51.8 (46.1, 57.4)	44.2 (38.0, 50.7)	70.1 (64.4, 75.1)	69.5 (63.2, 74.9)	66.9 (60.9, 72.3)	68.7 (62.0, 74.4)	70.5 (64.3, 75.7)	68.5 (61.3, 74.7)	64.0 (58.3, 69.2)	65.7 (59.3, 71.4)
Curtin University	78.0 (75.8, 80.0)	75.8 (73.1, 78.3)	48.4 (46.0, 50.8)	42.8 (39.9, 45.7)	73.5 (71.2, 75.6)	73.5 (70.7, 76.0)	70.4 (67.9, 72.8)	64.0 (60.9, 67.0)	79.8 (77.6, 81.8)	72.5 (69.3, 75.4)	64.8 (62.4, 67.0)	62.7 (59.8, 65.5)
Deakin University	78.8 (77.4, 80.2)	79.1 (77.0, 80.9)	46.0 (44.4, 47.6)	46.6 (44.3, 49.0)	74.5 (73.0, 75.9)	79.2 (77.2, 81.0)	75.2 (73.6, 76.7)	74.4 (72.1, 76.5)	76.1 (74.4, 77.6)	79.8 (77.6, 81.8)	65.1 (63.5, 66.6)	70.2 (68.0, 72.3)
Edith Cowan University	88.4 (86.2, 90.1)	87.8 (85.1, 89.9)	61.7 (58.8, 64.5)	57.4 (53.9, 60.8)	86.6 (84.3, 88.4)	81.1 (78.1, 83.6)	83.7 (81.3, 85.8)	79.3 (76.0, 82.1)	90.3 (88.3, 91.9)	90.0 (87.4, 92.0)	79.0 (76.5, 81.2)	78.6 (75.5, 81.2)
Federation University Australia	80.5 (78.3, 82.5)	77.6 (74.7, 80.2)	58.8 (56.4, 61.2)	54.4 (51.3, 57.4)	76.6 (74.4, 78.6)	77.1 (74.3, 79.6)	77.4 (75.0, 79.5)	74.6 (71.5, 77.3)	70.0 (67.5, 72.4)	65.6 (62.2, 68.8)	67.8 (65.4, 70.1)	66.0 (63.0, 68.9)
Flinders University	76.2 (74.1, 78.0)	83.1 (80.4, 85.3)	56.8 (54.6, 58.9)	57.6 (54.5, 60.7)	73.0 (71.0, 74.8)	74.4 (71.4, 77.0)	77.5 (75.5, 79.3)	74.9 (71.7, 77.6)	76.0 (73.9, 77.8)	79.2 (76.0, 81.8)	62.7 (60.6, 64.7)	70.9 (67.9, 73.6)
Griffith University	77.9 (75.8, 79.8)	75.0 (72.5, 77.3)	46.4 (44.1, 48.7)	44.1 (41.5, 46.8)	77.8 (75.8, 79.6)	75.8 (73.4, 78.0)	77.7 (75.5, 79.7)	69.1 (66.4, 71.7)	76.9 (74.7, 78.9)	77.5 (74.7, 79.9)	68.2 (66.0, 70.3)	69.6 (67.0, 72.0)
James Cook University	80.1 (76.0, 83.4)	82.1 (75.6, 86.7)	61.4 (56.9, 65.6)	67.4 (60.3, 73.5)	78.9 (74.8, 82.2)	77.6 (70.8, 82.7)	82.9 (78.9, 86.0)	70.1 (62.5, 76.4)	83.5 (79.5, 86.6)	73.1 (65.6, 79.0)	71.1 (66.7, 74.8)	64.0 (56.8, 70.2)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
La Trobe University	70.9 (67.9, 73.7)	71.1 (67.6, 74.3)	43.4 (40.4, 46.5)	42.3 (38.8, 45.9)	67.9 (64.8, 70.7)	75.7 (72.4, 78.6)	65.1 (61.8, 68.2)	71.4 (67.7, 74.7)	68.6 (65.2, 71.8)	72.3 (68.4, 75.8)	61.1 (58.0, 64.1)	63.9 (60.4, 67.3)
Macquarie University	76.0 (74.1, 77.8)	76.2 (74.2, 78.0)	46.2 (44.2, 48.3)	45.4 (43.3, 47.6)	74.1 (72.1, 75.9)	78.6 (76.7, 80.3)	68.2 (66.0, 70.2)	68.5 (66.4, 70.6)	76.1 (74.1, 78.0)	78.9 (76.7, 80.9)	66.1 (64.0, 68.0)	68.4 (66.4, 70.4)
Monash University	66.6 (65.4, 67.9)	73.3 (72.0, 74.5)	32.4 (31.2, 33.6)	42.8 (41.5, 44.1)	63.7 (62.5, 65.0)	71.3 (70.1, 72.6)	60.7 (59.3, 62.1)	66.3 (64.9, 67.7)	60.4 (58.9, 61.9)	72.6 (71.1, 74.0)	50.6 (49.3, 51.9)	61.8 (60.5, 63.1)
Murdoch University	81.8 (78.7, 84.4)	78.2 (73.8, 81.9)	56.5 (52.9, 59.9)	40.5 (35.9, 45.3)	81.4 (78.3, 83.9)	76.4 (71.9, 80.1)	75.6 (72.0, 78.6)	67.9 (62.9, 72.4)	80.3 (77.0, 83.1)	85.9 (81.4, 89.3)	67.6 (64.2, 70.8)	64.4 (59.6, 68.8)
Queensland University of Technology	74.9 (73.1, 76.7)	76.2 (74.3, 78.0)	43.8 (41.9, 45.8)	46.9 (44.8, 49.0)	68.9 (67.0, 70.7)	72.1 (70.1, 74.0)	65.6 (63.4, 67.6)	66.9 (64.7, 69.0)	76.7 (74.8, 78.4)	78.5 (76.4, 80.4)	58.9 (56.9, 60.8)	64.3 (62.2, 66.3)
RMIT University	75.0 (73.4, 76.5)	76.3 (74.0, 78.5)	46.0 (44.3, 47.7)	43.4 (40.9, 46.0)	72.1 (70.4, 73.6)	75.5 (73.2, 77.7)	62.3 (60.4, 64.1)	64.1 (61.4, 66.8)	64.5 (62.5, 66.4)	73.8 (71.1, 76.4)	55.8 (54.1, 57.5)	64.9 (62.4, 67.3)
Southern Cross University	84.1 (79.8, 87.2)	82.6 (78.5, 85.9)	44.8 (40.0, 49.8)	43.3 (38.7, 48.0)	87.6 (83.6, 90.3)	79.7 (75.5, 83.2)	82.2 (77.6, 85.6)	79.4 (74.9, 83.1)	77.9 (72.8, 82.0)	79.3 (74.6, 83.1)	75.5 (70.8, 79.3)	74.0 (69.5, 77.8)
Swinburne University of Technology	75.5 (73.2, 77.5)	76.6 (74.2, 78.8)	48.2 (45.7, 50.7)	43.5 (41.0, 46.2)	69.4 (67.0, 71.7)	75.9 (73.5, 78.0)	69.8 (67.3, 72.2)	69.0 (66.3, 71.5)	61.7 (58.8, 64.5)	67.5 (64.4, 70.5)	61.2 (58.7, 63.6)	63.3 (60.7, 65.8)
The Australian National University	70.7 (68.0, 73.1)	74.3 (70.8, 77.5)	35.4 (32.9, 38.0)	35.5 (32.1, 39.2)	70.4 (67.8, 72.8)	70.9 (67.3, 74.2)	60.9 (57.9, 63.8)	65.5 (61.5, 69.3)	69.0 (66.1, 71.8)	67.4 (62.9, 71.6)	57.0 (54.4, 59.7)	61.1 (57.3, 64.6)
The University of Adelaide	74.8 (72.7, 76.8)	74.9 (72.3, 77.2)	47.1 (44.9, 49.4)	41.8 (39.2, 44.5)	73.0 (70.9, 74.9)	73.5 (71.0, 75.8)	71.6 (69.3, 73.8)	69.4 (66.6, 72.0)	75.5 (73.2, 77.5)	73.6 (70.6, 76.3)	63.0 (60.8, 65.1)	64.9 (62.3, 67.4)
The University of Melbourne	64.4 (62.2, 66.6)	67.5 (65.1, 69.7)	26.1 (24.2, 28.1)	31.1 (28.9, 33.4)	62.1 (59.9, 64.3)	70.5 (68.2, 72.7)	58.7 (56.2, 61.1)	55.2 (52.6, 57.8)	54.2 (51.7, 56.8)	63.0 (60.1, 65.8)	41.4 (39.3, 43.7)	53.7 (51.2, 56.0)
The University of Notre Dame Australia	81.5 (71.2, 86.0)	87.1 (77.4, 90.8)	74.1 (63.8, 80.0)	67.7 (57.7, 74.9)	81.5 (71.2, 86.0)	93.5 (84.6, 95.5)	84.6 (74.0, 88.7)	93.1 (83.4, 95.5)	96.0 (86.0, 97.1)	75.9 (65.0, 82.3)	77.8 (67.5, 83.0)	96.8 (88.4, 97.7)
The University of Queensland	73.7 (71.6, 75.6)	73.8 (71.9, 75.7)	38.5 (36.5, 40.7)	33.4 (31.4, 35.4)	71.1 (69.0, 73.1)	77.4 (75.5, 79.1)	67.4 (65.1, 69.6)	66.6 (64.4, 68.8)	77.3 (75.2, 79.2)	76.0 (73.7, 78.1)	59.9 (57.8, 62.0)	66.2 (64.1, 68.1)
The University of South Australia	77.7 (75.8, 79.4)	77.0 (75.0, 78.8)	51.7 (49.7, 53.7)	49.9 (47.7, 52.1)	77.1 (75.3, 78.8)	73.8 (71.8, 75.7)	75.3 (73.2, 77.2)	74.4 (72.2, 76.4)	81.7 (79.9, 83.3)	82.7 (80.7, 84.4)	66.9 (64.9, 68.7)	71.0 (68.9, 72.9)
The University of Sydney	69.9 (68.0, 71.7)	71.7 (69.3, 74.0)	37.6 (35.7, 39.6)	39.8 (37.4, 42.3)	68.5 (66.5, 70.3)	68.7 (66.2, 71.0)	55.4 (53.2, 57.6)	56.0 (53.2, 58.8)	70.7 (68.6, 72.7)	74.3 (71.7, 76.7)	55.0 (53.0, 57.0)	60.1 (57.6, 62.6)
The University of Western Australia	73.1 (68.2, 77.3)	76.7 (73.1, 79.8)	52.0 (47.0, 56.9)	45.8 (42.0, 49.7)	78.4 (73.8, 82.2)	78.8 (75.4, 81.8)	72.7 (67.7, 77.1)	71.6 (67.6, 75.1)	79.5 (75.0, 83.4)	75.6 (71.3, 79.4)	66.5 (61.6, 71.0)	65.3 (61.5, 68.9)
Torrens University	79.0 (77.2, 80.7)	79.7 (77.7, 81.4)	47.0 (45.0, 49.1)	47.8 (45.6, 50.0)	76.0 (74.1, 77.7)	78.2 (76.2, 80.0)	68.0 (65.9, 70.1)	71.6 (69.4, 73.6)	64.1 (61.7, 66.3)	69.1 (66.5, 71.6)	64.8 (62.7, 66.7)	69.6 (67.5, 71.5)
University of Canberra	74.5 (71.3, 77.3)	77.4 (73.9, 80.3)	47.3 (44.0, 50.6)	52.6 (49.0, 56.1)	75.7 (72.6, 78.4)	74.9 (71.4, 77.9)	71.6 (68.2, 74.6)	72.4 (68.7, 75.8)	78.5 (75.4, 81.3)	77.5 (74.0, 80.6)	60.9 (57.6, 64.1)	67.8 (64.3, 71.0)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
University of Divinity	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)	n/a
University of New England	n/a	76.9 (63.2, 85.6)	n/a	46.2 (33.7, 59.3)	n/a	69.2 (55.4, 79.5)	n/a	68.0 (53.8, 78.7)	n/a	n/a	n/a	53.8 (40.7, 66.3)
University of New South Wales	70.5 (68.8, 72.1)	74.8 (73.3, 76.2)	41.3 (39.6, 43.0)	42.5 (40.9, 44.1)	70.0 (68.3, 71.6)	76.4 (74.9, 77.7)	64.4 (62.5, 66.2)	69.6 (67.9, 71.2)	71.5 (69.7, 73.3)	73.2 (71.5, 74.9)	56.9 (55.1, 58.6)	66.5 (64.9, 68.0)
University of Newcastle	72.6 (68.8, 76.0)	74.1 (70.5, 77.3)	42.8 (39.0, 46.8)	39.8 (36.2, 43.6)	66.8 (62.9, 70.4)	69.7 (66.0, 73.0)	70.9 (66.8, 74.6)	65.9 (62.0, 69.5)	77.6 (73.8, 80.9)	73.0 (69.0, 76.6)	60.1 (56.1, 63.8)	60.8 (57.0, 64.3)
University of Southern Queensland	80.4 (76.6, 83.4)	85.2 (81.2, 88.2)	49.8 (45.8, 53.8)	36.5 (32.3, 41.1)	79.0 (75.2, 82.0)	75.7 (71.2, 79.4)	80.8 (76.9, 83.9)	76.5 (71.8, 80.3)	73.6 (69.4, 77.2)	79.1 (74.5, 82.9)	70.1 (66.2, 73.6)	72.0 (67.6, 75.7)
University of Tasmania	73.0 (70.2, 75.6)	73.4 (69.7, 76.6)	43.6 (40.7, 46.5)	51.6 (47.7, 55.3)	73.1 (70.3, 75.6)	71.0 (67.3, 74.3)	72.5 (69.5, 75.3)	65.3 (61.1, 69.0)	69.6 (66.4, 72.6)	73.1 (68.9, 76.8)	62.9 (59.9, 65.7)	67.0 (63.3, 70.4)
University of Technology Sydney	68.7 (66.4, 70.9)	71.2 (69.1, 73.2)	42.9 (40.6, 45.3)	45.4 (43.1, 47.6)	61.8 (59.4, 64.1)	67.6 (65.4, 69.7)	60.4 (57.8, 62.8)	61.3 (59.0, 63.6)	67.2 (64.7, 69.5)	72.2 (69.8, 74.3)	55.9 (53.5, 58.2)	63.0 (60.8, 65.1)
University of the Sunshine Coast	75.6 (72.9, 77.8)	80.8 (77.2, 83.6)	48.9 (46.3, 51.7)	52.5 (48.6, 56.3)	73.6 (70.9, 75.9)	73.9 (70.1, 77.0)	74.8 (71.9, 77.3)	76.9 (72.9, 80.2)	72.9 (70.0, 75.3)	79.4 (75.7, 82.4)	65.0 (62.3, 67.5)	63.6 (59.7, 67.2)
University of Wollongong	74.3 (71.7, 76.6)	76.4 (72.8, 79.4)	49.4 (46.7, 52.1)	42.9 (39.3, 46.7)	73.2 (70.7, 75.5)	80.0 (76.7, 82.8)	74.0 (71.3, 76.4)	73.9 (70.1, 77.3)	72.9 (70.0, 75.4)	74.8 (70.7, 78.4)	62.5 (59.8, 65.0)	69.2 (65.6, 72.5)
Victoria University	82.8 (80.8, 84.7)	76.8 (74.2, 79.2)	62.1 (59.6, 64.5)	56.3 (53.4, 59.1)	80.2 (78.1, 82.1)	74.1 (71.4, 76.6)	72.5 (70.0, 74.8)	68.0 (65.0, 70.8)	68.9 (66.2, 71.4)	66.1 (62.9, 69.1)	69.4 (67.1, 71.7)	69.7 (66.9, 72.2)
Western Sydney University	78.7 (76.4, 80.6)	79.6 (77.5, 81.5)	51.4 (48.9, 53.8)	49.2 (46.8, 51.6)	75.3 (73.1, 77.4)	74.7 (72.4, 76.7)	75.8 (73.5, 78.0)	72.1 (69.7, 74.3)	74.3 (71.9, 76.5)	73.0 (70.6, 75.3)	65.1 (62.7, 67.4)	64.1 (61.7, 66.3)
All Universities	74.8 (74.4, 75.1)	76.1 (75.7, 76.5)	45.4 (45.0, 45.8)	45.2 (44.8, 45.7)	72.1 (71.8, 72.5)	74.7 (74.3, 75.1)	69.0 (68.6, 69.4)	68.8 (68.4, 69.3)	72.0 (71.6, 72.4)	74.8 (74.3, 75.2)	60.8 (60.4, 61.2)	65.7 (65.3, 66.2)

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

* Prior to 2021, Avondale University participated in the SES as a non-university higher education institution (NUHEI)

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, and results based on fewer than 25 survey responses have not been published.

As a result of pooling data, results for NUHEIs are not directly comparable with those presented for universities in Figure 1 and Table 7.

Pooled estimates for the 2018 SES and 2019 SES compared with the 2020 and 2021 SES also have the effect of diluting any impact on student ratings due to the ongoing impact of COVID-19 that was seen across the sector in 2020 and the subsequent improvement in results seen in 2021. Nevertheless, Table 8 shows the change in international student ratings between pooled estimates for the 2018 and 2019 SES and pooled estimates for the 2020 and 2021 SES.

International student ratings for NUHEIs mostly declined from 2018-19 to 2020-21. Only 5 institutions improved student ratings of the Quality of entire educational experience between the two periods, including SP Jain School of Management, which increased by 23 percentage points.

NUHEIs with the largest decline in ratings of the Quality of entire educational experience included The JMC Academy, which declined by 23 percentage points, Endeavour College of Natural Health, which declined by 22 percentage points, Eynesbury College, which declined by 20 percentage points and ACAP and NCPS which declined by 19 percentage points.

There were 4 NUHEIs with positive ratings for the Quality of entire educational greater than 90 per cent which included Sheridan College, Leaders Institute, Australian College of Theology Limited and Alphacrucis College.

As seen in Table 8, similar trends were seen in the shift in ratings for Learner Engagement and Learning Resources, with a small number of institutions improving ratings from 2018-19 to 2020-21, while the majority declined. Leaders Institute had the highest rating of Learner Engagement, with 96 per cent of respondents ratings this positively. Sheridan College and Leaders Institute had the highest positive ratings of Learning Resources, with 100 per cent and 99 per cent, respectively.

Figure 2 Quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, pooled 2020-2021 (% positive rating)

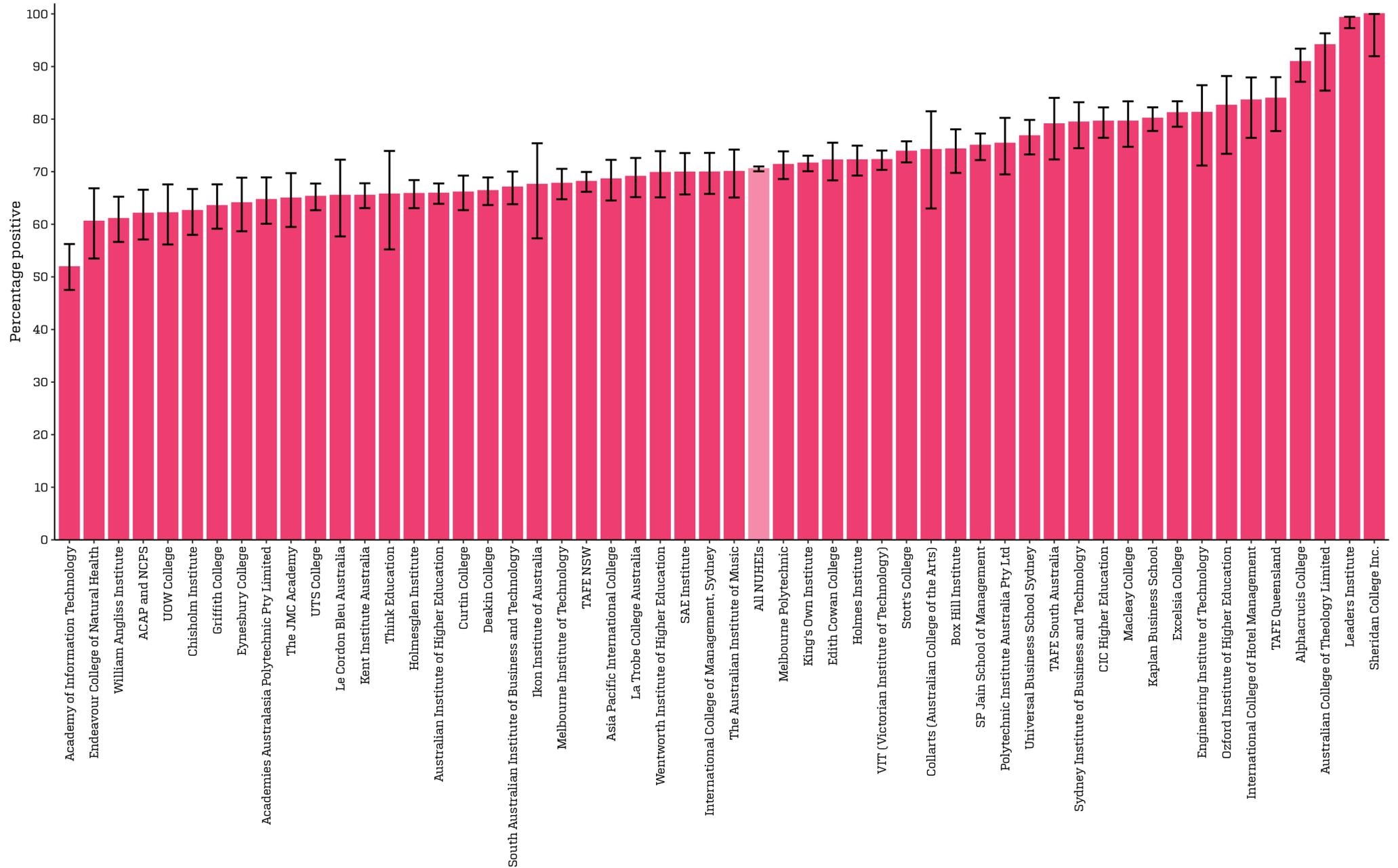


Table 8 International undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2018-19 and 2020-21 (% positive rating, with 90% confidence intervals)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21
Academies Australasia Polytechnic Pty Limited		74.5 (70.0, 78.5)		43.8 (39.3, 48.5)		72.8 (68.3, 76.7)		62.4 (57.5, 67.0)		66.0 (60.9, 70.6)		64.7 (60.1, 68.9)
Academy of Information Technology	74.5 (69.6, 78.6)	61.8 (57.3, 66.0)	59.5 (54.4, 64.3)	33.3 (29.4, 37.7)	72.4 (67.5, 76.6)	59.3 (54.9, 63.5)	67.1 (61.8, 71.9)	56.3 (51.7, 60.7)	61.9 (56.5, 66.9)	50.3 (45.2, 55.3)	64.6 (59.5, 69.1)	51.9 (47.5, 56.3)
ACAP and NCPS	87.3 (80.9, 90.6)	73.9 (69.0, 78.0)	57.8 (50.8, 64.2)	55.9 (50.9, 60.6)	81.3 (74.5, 85.4)	72.9 (68.1, 76.9)	76.3 (68.7, 81.5)	66.4 (61.0, 71.1)	80.3 (73.2, 84.9)	73.6 (68.2, 78.0)	81.3 (74.5, 85.4)	62.1 (57.1, 66.6)
Alphacrucis College	90.7 (85.3, 94.0)	87.7 (83.5, 90.7)	67.0 (60.1, 73.0)	64.2 (58.9, 69.1)	91.1 (85.8, 94.2)	93.9 (90.5, 95.9)	76.9 (69.8, 82.5)	87.7 (83.4, 90.8)	81.1 (74.4, 86.0)	82.3 (76.8, 86.5)	89.3 (83.9, 92.7)	90.9 (87.1, 93.4)
Asia Pacific International College		78.7 (74.8, 81.9)		60.5 (56.3, 64.4)		77.6 (73.8, 80.9)		74.1 (69.9, 77.7)		72.1 (67.6, 76.0)		68.6 (64.5, 72.2)
Australasian College of Health and Wellness		n/a		n/a		n/a		n/a				n/a
Australia Advance Education Group Pty Ltd		n/a		n/a		n/a		n/a		n/a		n/a
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)	91.2 (82.0, 94.3)	84.4 (76.9, 88.0)	52.9 (43.3, 62.2)	97.7 (91.7, 98.2)	97.1 (89.0, 98.2)	97.7 (91.7, 98.2)	93.9 (84.9, 96.3)	97.6 (91.2, 98.3)	n/a	97.8 (91.9, 98.2)	94.1 (85.4, 96.3)
Australian Institute of Higher Education		76.6 (74.7, 78.3)		60.9 (58.9, 62.9)		74.8 (72.9, 76.6)		69.0 (66.9, 71.0)		65.7 (63.5, 67.8)		65.9 (63.9, 67.8)
Box Hill Institute	84.2 (79.3, 87.7)	79.2 (74.7, 82.7)	71.1 (65.9, 75.7)	61.1 (56.4, 65.6)	83.2 (78.4, 86.8)	82.0 (77.8, 85.2)	78.0 (72.5, 82.4)	70.8 (65.8, 75.1)	76.4 (71.1, 80.8)	72.0 (66.9, 76.3)	81.3 (76.5, 85.0)	74.3 (69.8, 78.1)
Canberra Institute of Technology	n/a		n/a		n/a		n/a		n/a		n/a	
Chisholm Institute	82.8 (78.6, 85.9)	83.9 (79.7, 86.9)	59.6 (55.2, 63.8)	61.2 (56.6, 65.4)	73.2 (68.7, 76.9)	74.8 (70.3, 78.4)	76.4 (71.6, 80.2)	77.4 (72.7, 81.1)	62.3 (57.7, 66.6)	65.6 (60.4, 70.2)	67.8 (63.5, 71.7)	62.6 (58.0, 66.7)
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		78.6 (75.3, 81.4)		55.9 (52.3, 59.3)		84.6 (81.7, 87.0)		81.5 (78.2, 84.2)		74.5 (70.6, 78.0)		79.6 (76.5, 82.2)
Collarts (Australian College of the Arts)	n/a	86.7 (75.8, 91.5)	n/a	48.4 (38.2, 58.8)	n/a	83.3 (72.2, 89.0)	n/a	72.4 (60.5, 80.5)	n/a	n/a	n/a	74.2 (63.0, 81.5)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21
Curtin College	76.0 (71.3, 79.9)	77.5 (74.3, 80.3)	53.2 (48.6, 57.8)	52.0 (48.5, 55.5)	79.3 (75.0, 82.8)	78.8 (75.7, 81.5)	81.1 (76.6, 84.7)	80.6 (77.3, 83.3)	82.9 (78.6, 86.2)	73.6 (69.7, 77.1)	72.1 (67.7, 76.0)	66.1 (62.7, 69.2)
Deakin College	75.6 (72.8, 78.1)	71.7 (68.9, 74.2)	53.6 (50.7, 56.5)	44.3 (41.6, 47.1)	77.9 (75.2, 80.2)	75.7 (73.1, 78.0)	72.2 (69.1, 74.9)	72.2 (69.4, 74.8)	85.2 (82.7, 87.2)	74.3 (71.3, 77.1)	79.1 (76.5, 81.3)	66.4 (63.7, 68.9)
Edith Cowan College	83.8 (78.0, 87.9)	82.2 (78.4, 85.1)	67.8 (61.6, 73.2)	66.1 (62.1, 69.6)	75.5 (69.3, 80.4)	81.1 (77.5, 83.9)	72.0 (65.2, 77.6)	77.2 (73.0, 80.5)	84.0 (78.2, 88.0)	84.2 (80.5, 86.9)	76.5 (70.6, 81.2)	72.2 (68.4, 75.5)
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)	70.1 (62.7, 76.0)	59.7 (51.6, 66.9)	26.8 (21.5, 33.7)	79.0 (71.3, 84.3)	63.2 (55.9, 69.6)	70.7 (62.2, 77.3)	68.3 (60.4, 74.6)	61.3 (53.2, 68.4)	50.0 (40.8, 59.2)	82.3 (74.8, 87.0)	60.6 (53.5, 66.9)
Engineering Institute of Technology		73.3 (62.4, 80.4)		59.4 (49.4, 67.9)		83.3 (72.7, 88.5)		83.3 (72.7, 88.5)		60.0 (49.4, 69.0)		81.3 (71.2, 86.5)
Equals International		n/a		n/a		n/a		n/a		n/a		n/a
Excelsia College	90.5 (85.4, 92.8)	89.1 (86.8, 90.9)	75.3 (69.8, 79.1)	69.9 (67.0, 72.6)	96.2 (92.1, 97.1)	89.5 (87.2, 91.1)	88.9 (83.4, 91.6)	85.4 (82.8, 87.5)	92.0 (87.1, 94.0)	74.2 (71.0, 77.0)	86.4 (81.5, 89.0)	81.2 (78.6, 83.4)
Eynesbury College	60.9 (56.3, 65.1)	68.6 (63.0, 73.4)	49.6 (45.3, 53.9)	44.9 (39.7, 50.3)	66.9 (62.4, 70.8)	72.0 (66.7, 76.4)	70.7 (66.0, 74.6)	73.5 (67.9, 78.1)	81.0 (76.6, 84.0)	73.7 (67.9, 78.3)	83.6 (79.7, 86.1)	64.1 (58.7, 68.9)
Griffith College	78.7 (73.6, 82.9)	75.5 (71.3, 79.2)	55.8 (50.5, 61.0)	49.0 (44.6, 53.3)	78.4 (73.4, 82.5)	75.3 (71.1, 78.9)	76.9 (71.6, 81.3)	75.2 (70.7, 79.1)	80.7 (75.8, 84.6)	67.0 (62.2, 71.3)	80.7 (76.1, 84.5)	63.5 (59.2, 67.6)
Holmes Institute	72.6 (70.7, 74.3)	83.7 (81.1, 86.0)	56.6 (54.7, 58.4)	61.4 (58.2, 64.4)	67.3 (65.5, 69.1)	78.4 (75.6, 80.9)	57.8 (55.7, 59.8)	77.8 (74.8, 80.5)	50.2 (48.2, 52.2)	68.5 (65.1, 71.7)	65.6 (63.8, 67.4)	72.2 (69.3, 74.9)
Holmesglen Institute	81.5 (79.0, 83.7)	85.6 (83.3, 87.5)	64.0 (61.1, 66.7)	65.0 (62.2, 67.6)	75.2 (72.6, 77.6)	81.0 (78.6, 83.1)	64.0 (61.0, 66.8)	76.6 (73.9, 79.1)	74.1 (71.4, 76.6)	74.0 (71.1, 76.5)	67.4 (64.6, 70.0)	65.8 (63.1, 68.4)
Ikon Institute of Australia		94.4 (85.8, 96.9)		81.1 (71.2, 86.8)		89.2 (80.0, 93.1)		79.4 (68.6, 85.9)		56.3 (45.0, 66.5)		67.6 (57.3, 75.4)
International College of Hotel Management	91.8 (87.6, 93.8)	90.0 (83.4, 93.2)	79.2 (74.2, 82.7)	72.1 (64.4, 78.0)	89.1 (84.7, 91.5)	93.4 (87.4, 95.8)	88.5 (83.8, 91.1)	88.1 (81.2, 91.8)	75.5 (70.1, 79.5)	84.2 (76.6, 88.7)	89.1 (84.7, 91.5)	83.6 (76.4, 87.9)
International College of Management, Sydney	80.1 (77.2, 82.6)	79.0 (75.0, 82.2)	64.1 (60.9, 67.1)	60.4 (56.2, 64.5)	79.1 (76.2, 81.6)	80.3 (76.5, 83.3)	72.1 (68.8, 75.1)	73.4 (69.1, 77.2)	71.9 (68.7, 74.8)	67.2 (62.3, 71.6)	77.6 (74.7, 80.1)	69.9 (65.8, 73.6)
International Institute of Business and Technology		n/a		n/a		n/a		n/a		n/a		n/a
Kaplan Business School	80.9 (78.8, 82.8)	83.5 (81.1, 85.5)	63.0 (60.6, 65.3)	57.9 (55.1, 60.7)	82.8 (80.8, 84.5)	85.1 (82.9, 87.0)	84.4 (82.3, 86.1)	84.9 (82.6, 86.9)	77.7 (75.4, 79.7)	76.2 (73.1, 79.0)	84.3 (82.4, 86.0)	80.2 (77.8, 82.2)
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

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21
Kent Institute Australia	75.5 (71.5, 78.9)	77.1 (74.8, 79.2)	72.0 (68.2, 75.3)	59.6 (57.1, 62.0)	76.8 (73.1, 80.0)	77.4 (75.1, 79.4)	81.3 (77.5, 84.4)	73.9 (71.4, 76.2)	73.2 (69.3, 76.7)	65.9 (63.1, 68.5)	72.2 (68.5, 75.6)	65.5 (63.1, 67.8)
King's Own Institute	84.1 (82.8, 85.3)	77.1 (75.6, 78.5)	68.1 (66.5, 69.6)	59.1 (57.5, 60.7)	86.0 (84.7, 87.1)	79.2 (77.8, 80.5)	76.8 (75.2, 78.2)	77.4 (75.9, 78.9)	80.3 (78.8, 81.6)	72.2 (70.5, 73.8)	82.8 (81.5, 84.0)	71.6 (70.1, 73.0)
La Trobe College Australia	80.3 (75.3, 84.2)	77.0 (73.2, 80.3)	63.2 (57.9, 68.0)	46.9 (43.0, 51.0)	78.4 (73.6, 82.4)	79.5 (75.9, 82.6)	79.1 (73.8, 83.3)	78.9 (75.0, 82.1)	85.4 (80.7, 88.8)	68.4 (63.5, 72.7)	79.4 (74.6, 83.3)	69.1 (65.2, 72.6)
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)	80.0 (72.6, 85.4)	60.2 (53.2, 66.6)	50.0 (42.4, 57.6)	78.4 (71.9, 83.2)	78.3 (71.0, 83.9)	70.6 (63.5, 76.4)	61.8 (53.5, 69.4)	66.7 (59.7, 72.7)	66.2 (57.0, 74.0)	71.6 (64.8, 77.1)	65.5 (57.7, 72.3)
Leaders Institute		100.0 (98.2, 99.9)		95.7 (93.0, 96.8)		100.0 (98.2, 99.9)		100.0 (98.2, 99.9)		98.6 (96.3, 99.0)		99.3 (97.3, 99.4)
Macleay College	82.1 (71.1, 88.8)	85.2 (80.4, 88.6)	72.1 (61.3, 80.2)	66.0 (60.7, 70.7)	90.0 (80.3, 94.7)	87.8 (83.3, 90.8)	84.2 (73.3, 90.6)	82.7 (77.7, 86.5)	87.2 (76.8, 92.7)	80.5 (74.6, 85.0)	83.7 (73.7, 89.7)	79.6 (74.7, 83.4)
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)	77.5 (74.6, 80.1)	69.8 (67.8, 71.8)	62.2 (59.2, 65.2)	83.9 (82.1, 85.4)	75.9 (73.0, 78.5)	81.4 (79.5, 83.1)	71.3 (68.1, 74.1)	83.9 (82.1, 85.5)	64.0 (60.6, 67.2)	84.1 (82.4, 85.6)	67.8 (64.8, 70.5)
Melbourne Polytechnic	82.7 (80.3, 84.7)	77.0 (74.3, 79.3)	59.6 (56.8, 62.2)	51.9 (48.9, 54.7)	79.8 (77.4, 81.9)	77.7 (75.1, 80.0)	77.2 (74.5, 79.6)	74.3 (71.4, 76.8)	77.1 (74.5, 79.4)	64.7 (61.5, 67.7)	79.6 (77.3, 81.7)	71.3 (68.6, 73.9)
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
Ozford Institute of Higher Education		81.8 (72.2, 87.7)		54.3 (44.7, 63.5)		82.6 (73.4, 88.2)		84.1 (74.7, 89.6)		63.2 (51.8, 72.7)		82.6 (73.4, 88.2)
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		82.1 (76.4, 86.4)		58.1 (51.8, 64.1)		79.8 (74.0, 84.4)		78.0 (71.8, 82.9)		73.0 (66.5, 78.5)		75.4 (69.5, 80.2)
SAE Institute	82.5 (78.7, 85.3)	85.2 (81.6, 87.9)	75.1 (71.2, 78.3)	67.9 (63.7, 71.6)	84.7 (81.1, 87.2)	81.6 (77.8, 84.5)	86.9 (83.1, 89.5)	81.3 (77.2, 84.3)	83.9 (80.1, 86.6)	79.2 (75.0, 82.5)	79.3 (75.5, 82.2)	69.9 (65.7, 73.5)
Sheridan College Inc.		100.0 (92.0, 98.9)		88.9 (79.4, 91.3)		100.0 (92.0, 98.9)		100.0 (92.0, 98.9)		100.0 (92.0, 98.9)		100.0 (92.0, 98.9)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21
South Australian Institute of Business and Technology	78.5 (73.5, 82.6)	73.4 (70.2, 76.3)	58.5 (53.3, 63.5)	49.4 (46.1, 52.7)	79.4 (74.6, 83.1)	76.0 (72.9, 78.6)	79.2 (74.0, 83.3)	79.1 (76.0, 81.8)	87.8 (83.3, 90.8)	81.6 (78.4, 84.3)	77.4 (72.7, 81.3)	67.1 (63.8, 70.0)
SP Jain School of Management	82.8 (77.5, 86.6)	91.6 (89.4, 92.8)	74.4 (69.0, 78.8)	81.7 (79.2, 83.7)	69.7 (63.9, 74.7)	86.9 (84.5, 88.5)	68.1 (62.1, 73.2)	87.2 (84.8, 88.9)	47.5 (41.7, 53.4)	74.5 (71.1, 77.4)	52.0 (46.4, 57.5)	75.0 (72.2, 77.3)
Stott's College	82.1 (79.5, 84.3)	86.0 (84.2, 87.5)	65.2 (62.3, 67.9)	68.1 (65.9, 70.2)	80.8 (78.3, 83.0)	84.2 (82.4, 85.8)	75.1 (72.2, 77.7)	75.2 (73.0, 77.2)	65.2 (62.3, 68.1)	62.6 (60.3, 64.9)	80.2 (77.7, 82.4)	73.9 (71.8, 75.8)
Sydney College of Divinity	100.0 (89.5, 100.8)	n/a	72.0 (57.8, 81.9)	n/a	100.0 (89.5, 100.8)	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)	78.7 (73.5, 82.8)	61.2 (53.6, 68.1)	50.7 (45.4, 56.1)	72.0 (64.4, 78.1)	75.2 (69.9, 79.4)	76.0 (68.1, 82.1)	76.2 (70.6, 80.7)	83.3 (76.2, 88.2)	76.1 (70.2, 80.8)	81.2 (74.3, 86.1)	79.4 (74.5, 83.2)
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)	81.5 (79.8, 83.1)	62.5 (59.7, 65.2)	55.0 (53.0, 57.0)	83.1 (80.7, 85.1)	76.5 (74.7, 78.2)	69.1 (66.1, 71.8)	71.4 (69.4, 73.3)	64.7 (61.8, 67.4)	63.0 (60.8, 65.0)	76.1 (73.5, 78.4)	68.1 (66.2, 70.0)
TAFE Queensland	86.8 (79.3, 90.7)	80.5 (73.8, 85.2)	81.8 (74.2, 86.5)	74.1 (67.3, 79.3)	85.2 (77.6, 89.4)	84.0 (77.7, 88.0)	82.0 (73.6, 87.1)	75.0 (67.9, 80.4)	83.3 (75.6, 87.8)	83.1 (76.5, 87.4)	83.6 (76.1, 88.0)	84.0 (77.7, 88.0)
TAFE South Australia	81.0 (75.1, 84.9)	86.3 (79.7, 90.4)	63.8 (57.4, 69.2)	74.4 (67.4, 79.9)	78.8 (72.8, 82.9)	84.1 (77.5, 88.6)	72.4 (65.8, 77.4)	87.7 (80.9, 91.8)	75.9 (69.8, 80.4)	81.0 (74.0, 86.0)	76.3 (70.2, 80.6)	79.1 (72.3, 84.0)
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)	71.1 (66.0, 75.5)	62.1 (56.3, 67.2)	50.7 (45.7, 55.6)	79.3 (73.7, 83.3)	77.4 (72.6, 81.2)	81.7 (75.6, 85.8)	78.7 (73.7, 82.6)	76.7 (70.8, 81.0)	77.5 (71.9, 81.9)	73.7 (68.1, 78.0)	70.0 (65.1, 74.2)
The JMC Academy	90.1 (85.8, 92.6)	78.9 (73.8, 82.8)	78.0 (73.0, 81.8)	53.9 (48.4, 59.2)	92.7 (88.9, 94.8)	83.6 (78.8, 86.9)	91.3 (87.0, 93.8)	82.9 (77.5, 86.6)	80.2 (75.1, 83.9)	70.2 (64.2, 75.2)	88.2 (83.9, 90.9)	65.0 (59.5, 69.7)
Think Education	79.1 (75.0, 82.4)	65.6 (54.3, 74.5)	57.8 (53.3, 62.1)	40.0 (31.1, 50.3)	77.9 (73.7, 81.2)	81.8 (71.1, 87.7)	64.1 (59.2, 68.4)	58.6 (46.6, 69.2)	61.5 (56.8, 65.8)	51.9 (39.6, 63.7)	68.1 (63.6, 71.9)	65.7 (55.2, 73.9)
Universal Business School Sydney	85.4 (82.4, 87.8)	78.3 (74.5, 81.5)	69.7 (66.3, 72.9)	62.5 (58.7, 66.2)	88.5 (85.8, 90.6)	80.7 (77.2, 83.6)	77.6 (74.1, 80.7)	78.3 (74.5, 81.6)	72.6 (69.1, 75.9)	75.6 (71.6, 79.0)	82.3 (79.3, 84.8)	76.8 (73.3, 79.8)
UOW College	75.7 (67.8, 81.8)	68.6 (62.3, 74.0)	55.8 (47.9, 63.4)	39.6 (34.1, 45.6)	72.0 (64.0, 78.5)	67.0 (60.8, 72.3)	69.0 (60.6, 76.0)	70.4 (63.9, 75.8)	78.1 (70.2, 83.9)	77.3 (71.0, 82.1)	71.4 (63.6, 77.8)	62.2 (56.2, 67.6)
UTS College	78.1 (75.7, 80.2)	69.2 (66.6, 71.7)	58.6 (56.0, 61.1)	46.7 (44.0, 49.4)	80.3 (78.0, 82.2)	70.8 (68.3, 73.2)	72.8 (70.2, 75.2)	68.8 (66.0, 71.4)	89.6 (87.8, 91.1)	71.5 (68.7, 74.1)	81.6 (79.4, 83.5)	65.3 (62.7, 67.8)
VIT (Victorian Institute of Technology)	75.1 (73.4, 76.6)	78.4 (76.5, 80.0)	67.3 (65.6, 68.9)	65.5 (63.5, 67.4)	76.9 (75.3, 78.3)	79.2 (77.4, 80.8)	76.4 (74.7, 77.9)	77.4 (75.5, 79.1)	71.7 (70.0, 73.3)	71.2 (69.1, 73.1)	76.8 (75.3, 78.2)	72.3 (70.4, 74.0)

	Skills Development		Learner Engagement		Teaching Quality		Student Support		Learning Resources		Quality of entire educational experience	
	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21	'18-19	'20-21
Wentworth Institute of Higher Education	82.9 (78.8, 86.0)	84.5 (80.3, 87.6)	74.7 (70.6, 78.2)	58.6 (53.7, 63.1)	85.1 (81.3, 87.9)	88.0 (84.2, 90.6)	80.9 (76.7, 84.2)	82.8 (78.4, 86.1)	78.4 (74.1, 81.8)	69.3 (64.1, 73.9)	84.3 (80.6, 87.0)	69.8 (65.1, 73.9)
Whitehouse Institute of Design, Australia	n/a	n/a										
William Angliss Institute	82.4 (79.3, 85.0)	77.8 (73.7, 81.2)	55.5 (51.9, 59.0)	53.3 (48.9, 57.6)	77.2 (73.9, 80.0)	76.3 (72.3, 79.8)	75.2 (71.5, 78.4)	75.2 (70.7, 79.1)	72.0 (68.5, 75.1)	69.2 (64.3, 73.5)	76.9 (73.6, 79.7)	61.1 (56.7, 65.2)
All NUHEIs	80.3 (79.8, 80.8)	79.2 (78.8, 79.6)	63.8 (63.2, 64.3)	58.5 (58.0, 59.0)	79.6 (79.1, 80.0)	79.1 (78.7, 79.5)	74.6 (74.1, 75.1)	76.0 (75.5, 76.4)	74.3 (73.8, 74.8)	70.6 (70.1, 71.1)	77.6 (77.1, 78.1)	70.5 (70.1, 71.0)

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

Note blank cells indicate that the institution did not participate in that survey period.

6. The living experience of international students in Australia

International undergraduate students typically rate their overall living experience in Australia highly, as shown by Table 9, with 93 per cent of international students rating their living experience positively in 2021, up from 91 per cent in 2020. Previously, student ratings of living experience had increased steadily from 86 per cent in 2010 to 89 per cent in 2018. While ratings in the last two years are higher than previously, this change may not be due to changes to the actual living experience alone, as there was a break in the data series in 2020. It does suggest, however, that the COVID-19 pandemic did not, in general, adversely affect international students' living experience in Australia. Note also that survey responses from international students who would have been studying on-shore in Australia but were studying off-shore due to COVID-19 are excluded from results for living experience throughout this report (these students have been included in results for education experience).

Positive rating for international undergraduate student overall living experience, 2021

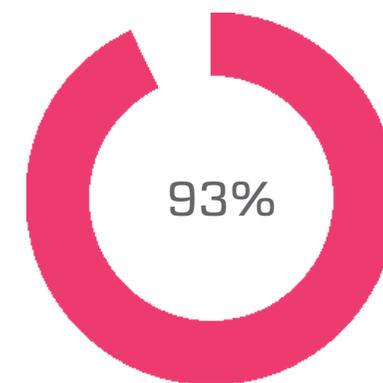


Table 9 International undergraduate student overall living experience, 2010-2021* (% positive rating)

2010	2012	2014	2016	2018	2020	2021
86	87	89	89	89	91	93

* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2021

Table 10 shows how international students rate specific aspects of their living experience in Australia. Personal safety on campus, improving English skills and personal safety off campus were the aspects of their living experience rated most highly by international students, at 97 per cent, 93 per cent and 91 per cent respectively. On the other hand, making friends and transport were rated lowest in terms of living experience in Australia by international students, 81 per cent. There was a marked increase in positive ratings for employment while studying and work experience in field of study from 2020 to 2021, increasing by 10 percentage points and 7 percentage points respectively. It may be that opportunities for employment were likely harder to find in 2020 due to COVID-19 restrictions in particular industries and occupations, but employment opportunities may have increased as economies around Australia re-opened in the first half of 2021.

Table 10 International undergraduate student living experience, other aspects, 2020-2021 (% positive rating)

	Employment while studying	Improving English skills	Work experience in field of study	Transport	Personal safety on campus	Personal safety off campus	Making friends
2020	72	91	64	80	97	90	80
2021	82	93	71	81	97	91	81

Accommodation experience

International undergraduate students rated their accommodation experience in Australia highly with 93 per cent of students rating this aspect of their living experience positively in 2021, as shown by Table 11. Student ratings of their accommodation experience have increased steadily from 85 per cent in 2010. Once again, please note that data since 2020 from the SES are not directly comparable with earlier data for 2010-2018 from the International Student Survey due to differences in data collection methodologies and survey questionnaires.

Table 11 International undergraduate accommodation experience, 2010-2021* (% positive rating)

2010	2012	2014	2016	2018	2020	2021
85	87	86	87	88	91	93

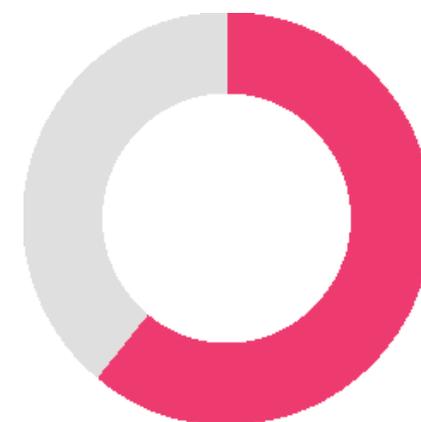
* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2021.

Almost half (45 per cent) of international undergraduate students lived in a private rented/house/flat/room, as shown by Table 12. A further 23 per cent of students were living with parents. International undergraduate students rated their current living arrangements very highly across all accommodation types. Living with parents, with friends or relatives or in private rented house/flat/room attracted the highest positive ratings at 94 per cent, 93 per cent and 93 per cent respectively.

Table 12 International undergraduate student living arrangements and positive ratings, 2021, %

	% of students living in accommodation type	% positive rating of current living arrangements
University or college halls of residence	4	90
Student house or flat controlled by university	2	90
Private halls or student hostel	2	89
Private rented house/flat/room	45	93
Homestay with a family not related to you	3	92
Living with parents	16	94
With friends or relatives in their accommodation	23	93
Other	6	91

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



61%

of international undergraduate students in 2021, indicated they were renting a private house/flat/room, with 93% of those respondents rating their current living arrangements positively

Living experience by country of origin

Table 13 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.

Although ratings of living experience are generally high across all source countries, there was some variation. Chinese students rated their overall living experience slightly less favourably with a rating of 90 per cent in comparison with 93 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, 86 per cent, transport, 71 per cent, and making friends, 77 per cent. Indian and Nepalese students, in general, rated their living experience more favourably than other international undergraduate students.

Table 13 International undergraduate student living experience by source country, 2021 (% 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	74	86	69	71	94	86	77	93	90
India	86	97	72	88	98	94	84	94	95
Nepal	89	96	79	86	98	95	90	93	94
Vietnam	84	94	74	81	98	92	82	93	94
Malaysia	76	94	67	83	98	88	82	94	95
Total international	82	93	71	81	97	91	81	93	93

A private rented house/flat/room was the most popular choice of accommodation for all international students from all major source countries, as shown by Table 14. Indian and Nepalese students were most likely to be living with parents, 28 per cent, compared to only 11 per cent of Chinese students. Indian students were almost twice as likely than the average for all international students to stay in a homestay with a family not related to them, 7 per cent compared to 4 per cent.

Table 14 International undergraduate student accommodation arrangements by source country, 2021, %

	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	5	4	3	66	3	11	5	2
India	3	1	2	54	7	28	3	2
Nepal	1	0	0	63	4	28	2	2
Vietnam	3	2	1	55	6	27	4	1
Malaysia	9	6	5	55	1	18	5	2
Total international	4	3	2	61	4	20	5	2

Visa status and use of agents

In 2021 the overwhelming majority, 91 per cent, of international undergraduate students were studying in Australia through a student visa, as shown by Table 15. The use of temporary graduate visas, 1 per cent, and bridging visas, 4 per cent, were much less common ways of studying in Australia.

Table 15 International undergraduate visa arrangements, 2021, %

Student visa	Temporary graduate visa	Bridging visa	Other
91	1	4	4

The overwhelming majority, 87 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 16. Among those using the services of an agent, 93 per cent of those students rated the service provided by their agent positively.

Table 16 Use of agents to help with visa application or enrolment, 2021, %

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)
87	93

87%

Percentage of international students who used an agent, 2021

93%

Percentage of international students who rated agent positively, 2021

7. Factors in deciding where to study

Reasons for choosing to study in Australia

International students studying in Australia were asked to rate how important a variety of reasons were in their decision to study in Australia, and key reasons are shown in Table 17. Personal safety and security was the top reason chosen by international students, with 96 per cent rating this aspect extremely important or important. High levels of importance were also attached to the reputation of Australia's education system, 93 per cent, the cost of living, 92 per cent, as well as the opportunity to study in an English-speaking country and the chance to experience a new culture/lifestyle, both 90 per cent.

Table 17 International undergraduate student reasons for choosing to study in Australia, 2010-2021* (% importance rating)

	2010	2012	2014	2016	2018	2020	2021
Reputation of Australia's education system	89	92	93	94	94	94	93
Personal safety and security	93	93	92	93	94	96	96
Ability to work part-time	n/a	74	76	80	84	76	78
Opportunity to study in an English-speaking country	77	n/a	n/a	n/a	n/a	90	90
Having friends and family already in Australia	50	57	55	n/a	n/a	56	58
Chance to experience a new culture/lifestyle	n/a	n/a	n/a	n/a	n/a	90	90
Possibility of migrating to Australia	76	78	77	73	71	65	68
Weather/climate	n/a	n/a	n/a	n/a	n/a	68	69
Cost of living	n/a	n/a	n/a	n/a	n/a	n/a	92

* See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2021.

Personal safety and security was cited by students from all five top student source countries as the most important reason in their decision to study in Australia, as shown by Table 18. The importance of other reasons varied among source countries. However, the reputation of Australia's education system and cost of living were fairly consistently rated as being important. There was wide variation in ratings among source countries in the importance placed on having family and friends in Australia, the possibility of migrating to Australia and the weather /climate. In general, Indian and Nepalese respondents tended to rate these reasons more highly than Chinese and Malaysian respondents.

Importance rating of undergraduate student reasons for choosing to study in Australia, 2021

96%

Personal safety and security

93%

Reputation of Australia's education system

92%

Cost of living

Table 18 International undergraduate student reasons for choosing to study in Australia by source country, 2021 (% importance rating)

	China	India	Nepal	Vietnam	Malaysia	Total international
Reputation of Australia's education system	90	98	97	92	95	93
Personal safety and security	94	99	99	96	97	96
Ability to work part-time	61	92	97	79	74	78
Opportunity to study in an English-speaking country	88	91	97	94	85	90
Having friends and family already in Australia	49	66	84	54	45	58
Chance to experience a new culture/lifestyle	87	95	97	89	88	90
Possibility of migrating to Australia	46	81	80	69	75	68
Weather/climate	67	80	88	59	57	69
Cost of living	87	96	98	93	95	92

Reasons for choosing to study at current institution

International students studying in Australia were asked to rate how important a variety of reasons were in their decision to apply to their current institution. As shown in Table 19, international undergraduates' most important reasons for choosing to study at their current institution included the reputation of the qualification and the institution offering the course the student wanted to study, which were both rated as extremely important or important by 96 per cent of respondents. High levels of importance were also attached to the reputation of the institution, 95 per cent, employment opportunities after completing the course, 94 per cent, and the course fee, 90 per cent.

Table 19 International undergraduate student reasons for choosing current institution, 2010-2021* (% importance rating)

	2010	2012	2014	2016	2018	2020	2021
Reputation of the education provider	90	93	93	93	94	94	95
Reputation of the qualification	93	93	94	94	95	96	96
Institution offered the course I wanted to study	76	84	84	91	92	96	96
Course fee	89	88	87	89	91	90	90
Employment opportunities after completing the course	76	80	80	81	81	94	94
Institution had a partnership with my local institution	n/a	n/a	n/a	n/a	n/a	61	64
Location of the institution	80	84	85	85	87	76	78

*See Appendix 4 for sources and methods used in compiling data from the International Student Survey 2010-2018 and Student Experience Survey 2021.

Importance rating of undergraduate student reasons for choosing to study at current institution, 2021

96%

Reputation of the qualification

96%

Institution offered the course I wanted to study

95%

Reputation of the education provider

94%

Employment opportunities after completing the course

Ratings of important factors when choosing an institution were fairly consistent across the top 5 source countries, as shown by Table 20. However, like the reasons for choosing to study in Australia, Indian and Nepalese students tended to place greater importance on each of the reasons than did students from the other source countries.

Table 20 International undergraduate student reasons for choosing to study at current institution by source country, 2021 (% importance rating)

	China	India	Nepal	Vietnam	Malaysia	Total international
Reputation of the education provider	93	98	98	93	95	95
Reputation of the qualification	94	98	99	95	95	96
Institution offered the course I wanted to study	93	98	99	95	97	96
Course fee	82	96	98	92	91	90
Employment opportunities after completing the course	90	97	99	96	97	94
Institution had a partnership with my local institution	65	69	85	62	54	64
Location of the institution	72	84	91	72	75	78

8. Comparisons with the vocational education and training sector

Table 21 shows international student ratings of the learning experience in both the higher education and vocational education and training (VET) sectors. At the outset, it is important to note differences in survey methodologies between the sectors. Survey items and response categories are not directly comparable across sectors. Significantly, the SES surveys current higher education students about their experience in the current survey year. On the other hand, the Student Outcomes Survey (SOS) surveys graduates of VET courses who completed their course in the year prior to the survey. Differences in survey methodologies means that comparison across sectors at a point in time needs to be undertaken with caution, particularly in relation to the effect the COVID-19 pandemic may have had on the different sectors. Monitoring changes in the student experience in each sector over time overcomes, to some extent, the issues concerning differences in survey methodologies.

While noting differences in survey methodologies, higher education international undergraduate students rated their overall education experience lower in 2021 than VET international graduates, at 67 per cent and 85 per cent positive ratings respectively. Similarly, teaching quality was rated positively by 76 per cent of higher education graduates and 83 per cent of VET graduates, with student support rated positively by 71 per cent of higher education graduates and 78 per cent of VET graduates.

These discrepancies have been fairly consistent over the past three years, although for overall experience the gap between the sectors has widened since 2019. VET international graduates' ratings of their overall education experience, teaching quality and student support have risen slightly between 2019 and 2021, suggesting their student experience was not impacted by the COVID-19 pandemic to the same extent as in the higher education sector.

Table 21 International student education experience by sector, 2019-2021* (% positive rating)

	Teaching Quality			Student Support			Overall education experience		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Higher education undergraduate	78	74	76	73	71	71	75	63	67
Vocational education and training	82	81	83	n/a	77	78	84	84	85

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

67%

Percentage positive rating of international student education experience, 2021 - **Higher education undergraduate**

85%

Percentage positive rating of international student education experience, 2021 - **Vocational education and training**

In 2021, 93 per cent of higher education international undergraduate students rated their overall living experience in Australia positively. International students in both the higher education and VET sectors placed emphasis on similar factors when choosing where to study, as shown in Table 24.

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. This was slightly higher than VET international graduates who rated their overall living experience at 91 per cent.

Higher education students also rated their accommodation arrangements more highly, 93 per cent, than did VET international graduates, 84 per cent.

Higher education students were also more positive about employment while studying than VET international graduates, at 82 per cent and 74 per cent respectively. VET international graduates rated making friends more highly, 84 per cent, than higher education students, 81 per cent. 93 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 22 International student living experience by sector, 2021* (% positive rating)

	Accommodation	Personal safety on campus	Personal safety off campus	Making friends	Employment while studying	Overall living experience
Higher education undergraduate	93	97	91	81	82	93
Vocational education and training	84	93	84	74	91	96

* 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, 61 per cent and 66 per cent respectively, as shown by Table 23.

Table 23 International student accommodation arrangements by sector, 2021, %

	Private rented house/flat/room	Living with parents, friends or relatives	Purpose built student accommodation*	Homestay with unrelated family	Other
Higher education undergraduate	61	25	9	4	2
Vocational education and training	66	17	8	5	5

* 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 24. 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 24 International student reasons for choosing to study in Australia by sector, 2021* (% 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	93	95
Vocational education and training	98	96	98	96	96

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

9. 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).² The NSSE collects information first year and senior year students in the United States of America (USA). In 2021 the survey drew responses from 203,000 students from 337 institutions.³ However, the NSSE is only administered to a subset of institutions in the USA which number more than 2,500 in total. If the institutions that participate in NSSE differ from those that do not, the results will not necessarily reflect an unbiased estimate of student ratings at the overall sector level. Survey participation also varies from year to year which may impact comparisons over time.

In the United Kingdom (UK), the National Student Survey (NSS) has an overall satisfaction item measured on a five-point Likert-type response scale.⁴ 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 Scotland⁵, reducing the potential for non-random selection inherent in the NSSE.

Historically, international students in Australia have rated their experience lower than their counterparts studying in other countries. The SES shows international students in Australia rated their overall educational experience at 75 per cent in 2019, falling to 63 per cent in 2020 with the impact of the COVID-19 pandemic and recovering to 67 per cent in 2021. These results are lower than those recorded for international students in the USA, which were around 84 or 85 per cent before the pandemic (2020 is the latest available data from the National Survey of Student Engagement – NSSE, which does not yet reflect the impact of COVID-19). In the United Kingdom, ratings were at 83 per cent in 2019 before falling to 77 per cent in 2021 as a result of the pandemic (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.

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

3 Indiana University. (2021). NSSE 2021 Overview. Retrieved 18 Jan. 2022, from <https://nsse.indiana.edu/nsse/reports-data/nsse-overview.html>

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

5 HEFCE. (2013). The National Student Survey. Retrieved 16 Dec., 2014, from 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. As introduced in 2020, the target population also included students who intended to study on-shore but were off-shore at the time of the survey's administration due to travel restrictions resulting from the COVID-19 pandemic. Strata for the SES are defined based on institution, study area (45), course level (undergraduate or postgraduate coursework) and stage of studies (i.e. commencing or later year).

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

Historically, the SES has relied on a centralised approach to sampling whereby the population of enrolled students is sourced through institutional reporting into the Higher Education Information Management System (HEIMS). HEIMS is currently being replaced by the Tertiary Collection of Student Information (TCSI) data submission platform. It was initially hoped that TCSI would be fully operational prior to sample preparation for the 2021 SES. Sourcing the sample frame from a TCSI extract would have greatly reduced burden on institutions by relieving them of having to complete a manual template. However, delays in transitioning to TCSI meant that an extract would not be available for the 2021 SES collection. As such, all sample was submitted to the Social Research Centre via a template that contained all data elements required for survey scoping and reporting. For more detailed information about this process, please refer to the 2021 SES Methodological Report available on the QILT website.

Table 25 provides an operational summary of the 2021 SES. A total of 185,312 international students from 125 institutions were approached to participate in the SES. From a final in-scope sample of 169,554 students, responses were received from a total of 60,998 students which equated to 61,654 valid course level survey responses once combined and double degrees were taken into account. This represents an overall response rate of 36.0 per cent.

There was a decrease in the proportion of international students in the 2021 SES survey population. In 2021, international undergraduate students represented 18.8 per cent of the total undergraduate in scope population and 43.1 per cent of the postgraduate coursework in scope population, which was a decline of 2.5 percentage points and 10.7 percentage points respectively from 2020.

There was also a decline in the proportion of responses by international students to the 2021 SES. International undergraduate students accounted for 15.1 per cent of undergraduate respondents and 38.3 per cent of postgraduate coursework respondents in 2021, which was a decline of 3.3 percentage points and 14.3 percentage points respectively from 2020. Despite the drop in international respondents to the 2021 SES, the source country profile remained broadly

similar to 2020. At least half of international respondents to the 2021 SES were from three countries for both undergraduate and postgraduate coursework study levels. Chinese students comprised 25.1 per cent of international undergraduate respondents, followed by 15.3 per cent from Nepal and 10.0 per cent from India. Chinese students comprised 30.2 per cent of international postgraduate coursework respondents, followed by 27.1 per cent from India and 6.9 per cent from Nepal. The relative proportion of Indian postgraduate coursework respondents dropped substantially from 34.6 per cent in 2020 to 27.1 per cent in 2021, while the proportion of Chinese postgraduate coursework respondents increased from 23.9 in 2020 to 30.2 per cent in 2021.

Table 25 2021 SES operational overview: international undergraduate and postgraduate coursework

Project element	Universities	NUHEIs	Total
Number of participating institutions	42	83	125
Number of students approached	153,281	32,031	185,312
Final 'in-scope' sample	140,618	28,936	169,554
Number of completed surveys (student level)	49,783	11,215	60,998
Number of completed surveys (course level)	50,410	11,244	61,654
Overall response rate (%)	35.4	38.8	36.0
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 2021, with a secondary collection in October 2021 for trimester institutions. Fieldwork for the secondary collection was moved back by three weeks to accommodate institutions' calendars.

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 2021 SES featured an email invitation to complete the survey, followed by nine reminder emails and up to three SMS reminders.

Refer to the 2021 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 26 shows 2020 and 2021 SES international student response rates by institution. Whilst the overall response rate in 2021 was 36.0 per cent, institutional response rates ranged from 0.0 per cent to 80.0 per cent. Across universities, the response rates ranged between a high of 61.3 per cent and a low of 19.4 per cent.

Table 26 SES international response rate by institution

Institution	2020 Response rate	2021 Response rate
Academies Australasia Polytechnic Pty Limited	29.2	29.7
Academy of Information Technology	46.2	39.5
Alphacrucis College	37.7	33.3
Asia Pacific International College	34.1	44.3
Australasian College of Health and Wellness	N/A	33.3
Australia Advance Education Group Pty Ltd	N/A	33.3
Australian Academy of Music and Performing Arts	87.5	60.0
Australian Catholic University	57.2	59.5
Australian College of Applied Professions	N/A	51.9
Australian College of Nursing	38.0	16.7
Australian College of Theology Limited	60.0	66.2
Australian Institute of Business Pty Ltd	51.9	47.4
Australian Institute of Higher Education	40.6	39.9
Australian Institute of Management Education & Training	42.9	33.3
Australian Institute of Professional Counsellors	0.0	50.0
Avondale University	63.1	56.0
Bond University	41.7	35.8
Box Hill Institute	44.2	51.0
Central Queensland University	47.4	39.9
Charles Darwin University	43.7	41.9
Charles Sturt University	33.5	31.3
Chisholm Institute	47.1	67.2
Christian Heritage College	40.0	41.7
CIC Higher Education	44.5	28.7
Collarts (Australian College of the Arts)	41.9	59.3

Institution	2020 Response rate	2021 Response rate
Curtin College	39.4	43.5
Curtin University	46.2	41.2
Deakin College	46.3	31.6
Deakin University	47.2	41.5
Eastern College Australia	67.9	78.9
Edith Cowan College	56.7	37.6
Edith Cowan University	52.4	42.2
Elite Education Institute	18.8	12.9
Endeavour College of Natural Health	53.5	64.7
Engineering Institute of Technology	65.6	71.4
Equals International	53.8	25.0
Excelsia College	52.5	39.6
Eynesbury College	66.2	29.8
Federation University Australia	41.2	37.0
Flinders University	60.5	53.0
Governance Institute of Australia	100.0	66.7
Griffith College	37.6	21.2
Griffith University	43.0	32.5
Health Education & Training Institute	N/A	0.0
Holmes Institute	25.9	33.5
Holmesglen Institute	50.1	35.9
Ikon Institute of Australia	61.1	38.5
Institute of Health & Management Pty Ltd	N/A	43.4
International College of Hotel Management	70.6	47.2
International College of Management, Sydney	49.1	32.6
International Institute of Business and Technology	N/A	30.0
James Cook University	47.7	41.8
Kaplan Business School	44.8	38.5
Kaplan Higher Education Pty Ltd	36.4	22.7
Kent Institute Australia	37.4	34.1
King's Own Institute	46.4	44.9
La Trobe College Australia	37.5	40.5
La Trobe University	42.3	30.0

Institution	2020 Response rate	2021 Response rate
LCI Melbourne	66.7	53.3
Le Cordon Bleu Australia	32.6	28.7
Leaders Institute	60.7	64.3
Macleay College	45.0	31.9
Macquarie University	52.5	41.8
Melbourne Institute of Technology	44.1	29.6
Melbourne Polytechnic	41.3	34.2
Monash University	40.0	33.7
Moore Theological College	57.1	80.0
Morling College	25.0	66.7
Murdoch University	45.9	36.9
Nan Tien Institute	78.6	33.3
National Art School	66.7	33.3
Ozford Institute of Higher Education	44.3	37.5
Perth Bible College	50.0	50.0
Photography Studies College (Melbourne)	55.6	66.7
Polytechnic Institute Australia Pty Ltd	22.6	30.4
Queensland University of Technology	52.4	39.2
RMIT University	37.8	19.4
SAE Institute	61.8	41.6
Sheridan College Inc.	N/A	80.0
South Australian Institute of Business and Technology	51.0	42.0
Southern Cross University	51.0	44.4
SP Jain School of Management	79.7	57.8
Stott's College	40.1	38.9
Swinburne University of Technology	51.2	38.4
Sydney College of Divinity	33.3	66.7
Sydney Institute of Business and Technology	56.6	42.0
Tabor College of Higher Education	100.0	0.0
TAFE NSW	48.0	48.0
TAFE Queensland	53.6	41.9
TAFE South Australia	44.6	37.2
The Australian College of Physical Education	10.0	33.3
The Australian Institute of Music	53.3	46.2

Institution	2020 Response rate	2021 Response rate
The Australian National University	38.3	26.6
The Cairnmillar Institute	16.7	64.3
The Institute of International Studies (TIIS)	N/A	33.9
The JMC Academy	53.3	58.6
The Tax Institute Higher Education	N/A	0.0
The University of Adelaide	52.6	45.7
The University of Melbourne	49.3	39.5
The University of Notre Dame Australia	56.6	58.9
The University of Queensland	30.9	23.5
The University of South Australia	48.0	40.8
The University of Sydney	28.6	29.9
The University of Western Australia	26.6	40.4
Think Education	44.4	61.5
Torrens University	52.3	51.8
Universal Business School Sydney	36.6	37.4
University of Canberra	43.2	37.1
University of Divinity	67.0	61.3
University of New England	47.8	51.3
University of New South Wales	37.6	33.4
University of Newcastle	31.4	31.9
University of Southern Queensland	52.6	45.4
University of Tasmania	49.2	36.8
University of Technology Sydney	34.4	27.3
University of the Sunshine Coast	65.4	56.1
University of Wollongong	56.5	45.9
UOW College	44.6	45.1
UTS College	43.5	23.4
Victoria University	40.3	41.1
VIT (Victorian Institute of Technology)	55.7	52.0
Wentworth Institute of Higher Education	55.8	45.5
Western Sydney University	37.3	39.7
Whitehouse Institute of Design, Australia	52.9	50.0
William Angliss Institute	39.9	23.4

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

1.3: Data representativeness

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

As has been the case in previous surveys in the series, it is evident that many of the characteristics of respondents in 2021 very closely match those of the target population for both international undergraduate and postgraduate coursework students, especially with respect to age, home language and disability status.

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

The largest potential source of non-response bias is in relation to students born in China, followed by stage of studies and gender. Chinese born students were under-represented in the undergraduate sample by 10.2 percentage points. There was good representation across all other source countries that make up the top 5 – India, Nepal, Vietnam and Malaysia. Later year students were under-represented in the responding undergraduate sample by 8.7 percentage points. Male students were also under-represented in the undergraduate sample by 6.8 percentage points. The under-representation of Chinese born students, later year students and males in 2021 suggests that this should be considered as an area for renewed response maximisation focus in 2022.

Younger undergraduate students were also somewhat less likely to respond, with those under 25 years of age under-represented by around 2.3 percentage points in 2021. There is a corresponding over-representation of older students, with those aged 30-39 over-represented by 1.6 percentage points.

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

Results for postgraduate coursework students are broadly similar and are presented in the additional tables associated with this report available from the QILT website as listed in Appendix 7.

Table 27 2021 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	30,174	33.7	12,440	42.4
	Later Year**	59,483	66.3	16,904	57.6
Gender	Male	45,277	50.5	12,805	43.7
	Female	44,352	49.5	16,525	56.3
Age	Under 25	76,749	85.6	24,429	83.3
	25 to 29	9,117	10.2	3,162	10.8
	30 to 39	3,408	3.8	1,573	5.4
	40 and over	382	0.4	180	0.6
Country of birth	China	31,507	35.1	7,313	24.9
	India	8,054	9.0	2,949	10.0
	Nepal	11,234	12.5	4,573	15.6
	Vietnam	5,029	5.6	1,751	6.0
	Malaysia	3,548	4.0	1,327	4.5
Home language	English	19,718	22.0	7,020	23.9
	Other	69,939	78.0	22,324	76.1
Disability	Disability reported	1,493	1.7	506	1.7
	No disability reported	88,164	98.3	28,838	98.3
Study mode	Internal / Mixed study mode	81,597	91.0	27,228	92.8
	External study mode	8,048	9.0	2,114	7.2
Total		89,657	100.0	29,344	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 2021 SES Methodological Report for more details).

† Institutions appear to have taken different approaches to reporting students' mode of study in 2021, with inconsistencies in the reporting of internal/mixed mode and external study modes. Therefore, these figures should be treated with caution.

The sample also closely matched the in-scope population in terms of study area (see Table 28). Again, consistent with previous surveys in the series, the largest difference between achieved sample and the population parameters was observed in relation to the Business and management study area for international undergraduate students by 7.0 percentage points. Much smaller differences between the responding sample and population parameters were observed in other study areas.

In 2021, the largest study area in the international undergraduate population was Business and management with 35.3 per cent. Computing and information systems with 16.0 per cent was the second highest overall, followed by Nursing, 8.9 per cent and Engineering with 8.1 per cent. In total, these four study areas constitute 68.3 per cent of the international undergraduate SES higher education population.

Table 28 2021 International undergraduate SES student response characteristics and population parameters by study area

Study area	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Science and mathematics	5,432	3.4	2,035	3.7
Computing and Information Systems	14,607	19.9	4,603	18.6
Engineering	7,374	8.6	2,289	8.4
Architecture and built environment	3,257	2.8	1,105	2.9
Agriculture and environmental studies	444	1.1	145	1.3
Health services and support	2,240	2.7	1,041	3.9
Medicine	347	0.9	189	1.1
Nursing	8,158	1.5	3,811	2.2
Pharmacy	518	0.1	226	0.2
Dentistry	240	0.2	100	0.2
Veterinary science	196	0.1	91	0.2
Rehabilitation	604	0.4	268	0.6
Teacher education	2,046	4.4	927	5.8
Business and management	32,157	43.4	8,446	38.9
Humanities, culture and social sciences	4,051	2.6	1,276	3.1
Social work	2,076	2.2	859	3.4
Psychology	1,008	0.3	442	0.4
Law and paralegal studies	502	1.5	203	1.7
Creative arts	3,112	1.7	991	1.6
Communications	2,575	1.8	728	1.7
Tourism, Hospitality, Personal Services, Sport and recreation	207	0.4	65	0.3
Total	91,151	100.0	29,840	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 3 Undergraduate student response characteristics by study area, 2021

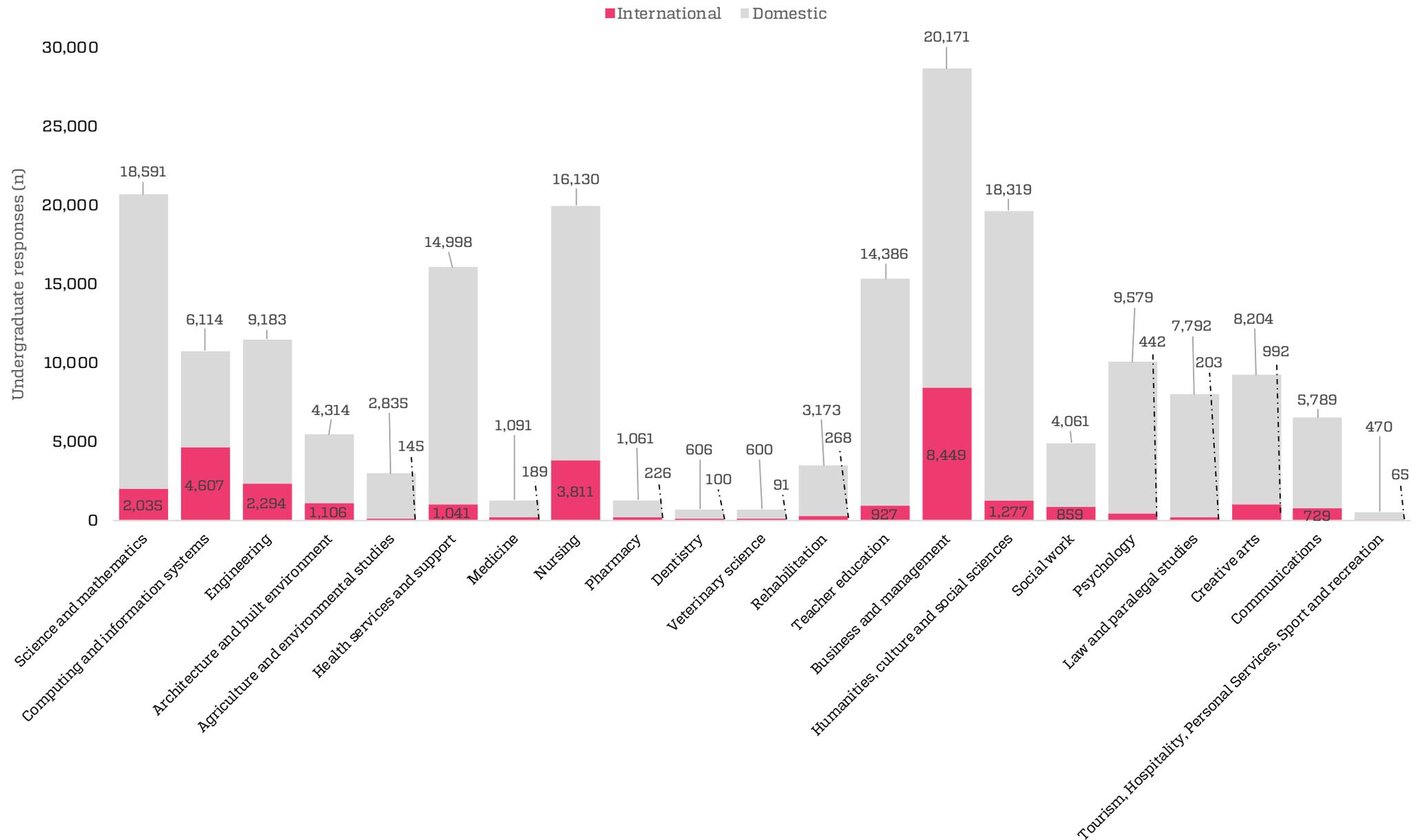


Table 29 International undergraduate student population parameters and response characteristics by university, 2021

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Australian Catholic University	1,659	1.9	919	3.1
Avondale University	50	0.1	27	0.1
Bond University	280	0.3	81	0.3
Central Queensland University	236	0.3	100	0.3
Charles Darwin University	555	0.6	215	0.7
Charles Sturt University	293	0.3	105	0.4
Curtin University	1,632	1.8	525	1.8
Deakin University	2,012	2.2	765	2.6
Edith Cowan University	1,175	1.3	378	1.3
Federation University Australia	1,394	1.6	471	1.6
Flinders University	747	0.8	361	1.2
Griffith University	2,455	2.7	671	2.3
James Cook University	236	0.3	86	0.3
La Trobe University	1,714	1.9	395	1.3
Macquarie University	2,649	3.0	944	3.2
Monash University	7,903	8.8	2,442	8.3
Murdoch University	653	0.7	202	0.7
Queensland University of Technology	2,794	3.1	959	3.3
RMIT University	5,138	5.7	827	2.8
Southern Cross University	753	0.8	214	0.7
Swinburne University of Technology	1,712	1.9	614	2.1
The Australian National University	1,650	1.8	348	1.2
The University of Adelaide	1,189	1.3	512	1.7
The University of Melbourne	2,583	2.9	971	3.3
The University of Notre Dame Australia	51	0.1	30	0.1
The University of Queensland	4,541	5.1	1,112	3.8
The University of South Australia	2,188	2.4	844	2.9
The University of Sydney	2,422	2.7	706	2.4
The University of Western Australia	929	1.0	326	1.1
Torrens University	1,569	1.8	739	2.5
University of Canberra	1,020	1.1	346	1.2
University of Divinity	19	0.0	7	0.0

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
University of New England	87	0.1	26	0.1
University of New South Wales	4,110	4.6	1,523	5.2
University of Newcastle	1,149	1.3	336	1.1
University of Southern Queensland	455	0.5	188	0.6
University of Tasmania	763	0.9	286	1.0
University of Technology Sydney	3,923	4.4	987	3.4
University of the Sunshine Coast	436	0.5	219	0.7
University of Wollongong	879	1.0	311	1.1
Victoria University	1,535	1.7	533	1.8
Western Sydney University	2,169	2.4	749	2.6
All Universities	69,707	77.7	22,400	76.3

Table 30 International undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2021

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Academies Australasia Polytechnic Pty Limited	398	0.4	98	0.3
Academy of Information Technology	192	0.2	66	0.2
ACAP and NCPS	143	0.2	61	0.2
Adelaide Central School of Art	0	0.0	0	0.0
Adelaide College of Divinity	0	0.0	0	0.0
Alphacrucis College	276	0.3	79	0.3
Asia Pacific International College	355	0.4	158	0.5
Australasian College of Health and Wellness	<5	0.0	<5	0.0
Australia Advance Education Group Pty Ltd	50	0.1	<5	0.1
Australian Academy of Music and Performing Arts	8	0.0	<5	0.0
Australian College of Christian Studies	0	0.0	<5	0.0
Australian College of Nursing	0	0.0	<5	0.0
Australian College of Theology Limited	32	0.0	<5	0.1
Australian Institute of Business Pty Ltd	0	0.0	<5	0.0
Australian Institute of Higher Education	1,292	1.4	456	1.6
Australian Institute of Management Education & Training	0	0.0	0	0.0
Australian Institute of Professional Counsellors	<5	0.0	<5	0.0

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
BBI - The Australian Institute of Theological Education	0	0.0	<5	0.0
Box Hill Institute	160	0.2	<5	0.3
Campion College Australia	0	0.0	<5	0.0
Canberra Institute of Technology	0	0.0	<5	0.0
Chisholm Institute	138	0.2	<5	0.3
Christian Heritage College	10	0.0	<5	0.0
CIC Higher Education	321	0.4	84	0.3
Collarts (Australian College of the Arts)	28	0.0	16	0.1
Curtin College	372	0.4	154	0.5
Deakin College	725	0.8	208	0.7
Eastern College Australia	0	0.0	0	0.0
Edith Cowan College	148	0.2	47	0.2
Elite Education Institute	37	0.0	<5	0.0
Endeavour College of Natural Health	61	0.1	33	0.1
Engineering Institute of Technology	<5	0.0	<5	0.0
Equals International	35	0.0	8	0.0
Excelsia College	502	0.6	198	0.7
Eynesbury College	143	0.2	42	0.1
Gestalt Therapy Brisbane	0	0.0	0	0.0
Governance Institute of Australia	0	0.0	0	0.0
Griffith College	283	0.3	55	0.2
Health Education & Training Institute	0	0.0	0	0.0
Holmes Institute	840	0.9	243	0.8
Holmesglen Institute	644	0.7	217	0.7
Ikon Institute of Australia	41	0.0	15	0.1
Institute of Health & Management Pty Ltd	0	0.0	0	0.0
International College of Hotel Management	53	0.1	21	0.1
International College of Management, Sydney	245	0.3	77	0.3
International Institute of Business and Technology	23	0.0	6	0.0
ISN Psychology Pty Ltd	0	0.0	0	0.0
Jazz Music Institute	0	0.0	0	0.0
Kaplan Business School	573	0.6	194	0.7
Kaplan Higher Education Pty Ltd	0	0.0	0	0.0

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Kent Institute Australia	1,117	1.2	340	1.2
King's Own Institute	2,055	2.3	793	2.7
La Trobe College Australia	254	0.3	96	0.3
LCI Melbourne	16	0.0	8	0.0
Le Cordon Bleu Australia	143	0.2	32	0.1
Leaders Institute	117	0.1	74	0.3
Macleay College	143	0.2	43	0.1
Marcus Oldham College	0	0.0	0	0.0
Melbourne Institute of Technology	451	0.5	123	0.4
Melbourne Polytechnic	587	0.7	188	0.6
Montessori World Educational Institute (Australia)	0	0.0	0	0.0
Moore Theological College	6	0.0	<5	0.0
Morling College	0	0.0	0	0.0
Nan Tien Institute	0	0.0	0	0.0
National Art School	<5	0.0	<5	0.0
National Institute of Organisation Dynamics Aust	0	0.0	0	0.0
Oxford Institute of Higher Education	45	0.1	15	0.1
Performing Arts Education	0	0.0	0	0.0
Perth Bible College	<5	0.0	<5	0.0
Photography Studies College (Melbourne)	6	0.0	<5	0.0
Polytechnic Institute Australia Pty Ltd	262	0.3	72	0.2
SAE Institute	172	0.2	64	0.2
Sheridan College Inc.	39	0.0	27	0.1
South Australian Institute of Business and Technology	343	0.4	134	0.5
SP Jain School of Management	138	0.2	78	0.3
Stott's College	1,448	1.6	518	1.8
Sydney College of Divinity	<5	0.0	<5	0.0
Sydney Institute of Business and Technology	166	0.2	63	0.2
Tabor College of Higher Education	<5	0.0	<5	0.0
TAFE NSW	1,044	1.2	438	1.5
TAFE Queensland	92	0.1	36	0.1
TAFE South Australia	148	0.2	45	0.2
The Australian College of Physical Education	7	0.0	<5	0.0

	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
The Australian Institute of Music	163	0.2	70	0.2
The Cairnmillar Institute	0	0.0	0	0.0
The Institute of International Studies (TIIS)	0	0.0	0	0.0
The JMC Academy	112	0.1	55	0.2
The MIECAT Institute	0	0.0	0	0.0
The Tax Institute Higher Education	0	0.0	0	0.0
Think Education	13	0.0	8	0.0
Universal Business School Sydney	388	0.4	131	0.4
UOW College	92	0.1	37	0.1
UTS College	1,033	1.2	223	0.8
VIT (Victorian Institute of Technology)	598	0.7	302	1.0
Wentworth Institute of Higher Education	199	0.2	78	0.3
Whitehouse Institute of Design, Australia	9	0.0	<5	0.0
William Angliss Institute	397	0.4	85	0.3
All NUHEIs	19,950	22.3	6,944	23.7

Table 31 Undergraduate student population parameters and response characteristics by university, 2021

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Australian Catholic University	12,485	88.3	1,659	11.7	5,467	85.6	919	14.4
Avondale University	403	89.0	50	11.0	186	87.3	27	12.7
Bond University	1,421	83.5	280	16.5	487	85.7	81	14.3
Central Queensland University	5,792	96.1	236	3.9	2,723	96.5	100	3.5
Charles Darwin University	3,682	86.9	555	13.1	1,524	87.6	215	12.4
Charles Sturt University	9,089	96.9	293	3.1	3,254	96.9	105	3.1
Curtin University	12,867	88.7	1,632	11.3	4,220	88.9	525	11.1
Deakin University	13,474	87.0	2,012	13.0	6,065	88.8	765	11.2
Edith Cowan University	7,181	85.9	1,175	14.1	2,670	87.6	378	12.4
Federation University Australia	3,829	73.3	1,394	26.7	1,695	78.3	471	21.7
Flinders University	6,472	89.7	747	10.3	2,266	86.3	361	13.7
Griffith University	14,796	85.8	2,455	14.2	5,000	88.2	671	11.8
James Cook University	4,547	95.1	236	4.9	1,662	95.1	86	4.9
La Trobe University	12,397	87.9	1,714	12.1	4,799	92.4	395	7.6
Macquarie University	15,963	85.8	2,649	14.2	6,247	86.9	944	13.1
Monash University	16,106	67.1	7,903	32.9	6,395	72.4	2,442	27.6
Murdoch University	4,832	88.1	653	11.9	1,675	89.2	202	10.8
Queensland University of Technology	17,063	85.9	2,794	14.1	6,754	87.6	959	12.4
RMIT University	17,966	77.8	5,138	22.2	4,434	84.3	827	15.7
Southern Cross University	4,200	84.8	753	15.2	1,528	87.7	214	12.3
Swinburne University of Technology	11,651	87.2	1,712	12.8	4,849	88.8	614	11.2
The Australian National University	5,886	78.1	1,650	21.9	1,957	84.9	348	15.1
The University of Adelaide	6,513	84.6	1,189	15.4	2,885	84.9	512	15.1
The University of Melbourne	6,607	71.9	2,583	28.1	2,944	75.2	971	24.8
The University of Notre Dame Australia	4,341	98.8	51	1.2	1,788	98.3	30	1.7
The University of Queensland	14,378	76.0	4,541	24.0	5,295	82.6	1,112	17.4
The University of South Australia	13,473	86.0	2,188	14.0	4,619	84.6	844	15.4
The University of Sydney	11,231	82.3	2,422	17.7	4,503	86.4	706	13.6
The University of Western Australia	5,527	85.6	929	14.4	2,203	87.1	326	12.9
Torrens University	3,666	70.0	1,569	30.0	1,567	68.0	739	32.0

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
University of Canberra	5,425	84.2	1,020	15.8	2,092	85.8	346	14.2
University of Divinity	171	90.0	19	10.0	85	92.4	7	7.6
University of New England	5,250	98.4	87	1.6	2,199	98.8	26	1.2
University of New South Wales	12,279	74.9	4,110	25.1	5,287	77.6	1,523	22.4
University of Newcastle	11,082	90.6	1,149	9.4	4,166	92.5	336	7.5
University of Southern Queensland	5,474	92.3	455	7.7	2,095	91.8	188	8.2
University of Tasmania	11,048	93.5	763	6.5	4,987	94.6	286	5.4
University of Technology Sydney	13,948	78.0	3,923	22.0	5,128	83.9	987	16.1
University of the Sunshine Coast	5,403	92.5	436	7.5	2,750	92.6	219	7.4
University of Wollongong	8,936	91.0	879	9.0	3,345	91.5	311	8.5
Victoria University	8,110	84.1	1,535	15.9	3,174	85.6	533	14.4
Western Sydney University	17,545	89.0	2,169	11.0	5,990	88.9	749	11.1
All Universities	372,509	84.2	69,707	15.8	142,959	86.5	22,400	13.5

Table 32 Undergraduate student population parameters and response characteristics by non-university higher education institution (NUHEI), 2021

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Academies Australasia Polytechnic Pty Limited	0	0.0	398	100.0	0	0.0	98	100.0
Academy of Information Technology	449	70.0	192	30.0	148	69.2	66	30.8
ACAP and NCPS	1,906	93.0	143	7.0	731	92.3	61	7.7
Adelaide Central School of Art	212	100.0	0	0.0	124	100.0	0	0.0
Adelaide College of Divinity	56	100.0	0	0.0	26	100.0	0	0.0
Alphacrucis College	956	77.6	276	22.4	314	79.9	79	20.1
Asia Pacific International College	0	0.0	355	100.0	0	0.0	158	100.0
Australasian College of Health and Wellness	252	98.8	<5	1.2	78	98.7	<5	1.3
Australia Advance Education Group Pty Ltd	0	0.0	50	100.0	n/a	n/a	n/a	n/a
Australian Academy of Music and Performing Arts	95	92.2	8	7.8	36	85.7	6	14.3
Australian College of Christian Studies	61	100.0	0	0.0	35	100.0	0	0.0
Australian College of Theology Limited	900	96.6	32	3.4	410	96.0	17	4.0

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Australian Institute of Higher Education	0	0.0	1,292	100.0	0	0.0	456	100.0
Australian Institute of Professional Counsellors	261	99.6	<5	0.4	103	100.0	0	0.0
Box Hill Institute	461	74.2	160	25.8	182	70.8	75	29.2
Campion College Australia	89	100.0	0	0.0	43	100.0	0	0.0
Canberra Institute of Technology	33	100.0	0	0.0	n/a	n/a	n/a	n/a
Chisholm Institute	51	27.0	138	73.0	30	25.0	90	75.0
Christian Heritage College	373	97.4	10	2.6	134	98.5	<5	1.5
CIC Higher Education	0	0.0	321	100.0	0	0.0	84	100.0
Collarts (Australian College of the Arts)	1,095	97.3	28	2.5	454	96.4	16	3.4
Curtin College	422	53.1	372	46.9	118	43.4	154	56.6
Deakin College	827	53.3	725	46.7	239	53.5	208	46.5
Eastern College Australia	51	100.0	0	0.0	n/a	n/a	n/a	n/a
Edith Cowan College	117	44.2	148	55.8	37	44.0	47	56.0
Elite Education Institute	0	0.0	37	100.0	n/a	n/a	n/a	n/a
Endeavour College of Natural Health	3,318	98.2	61	1.8	1,177	97.3	33	2.7
Engineering Institute of Technology	132	96.4	<5	3.6	68	95.8	<5	4.2
Equals International	0	0.0	35	100.0	n/a	n/a	n/a	n/a
Excelsia College	77	13.3	502	86.7	37	15.7	198	84.3
Eynesbury College	<5	0.7	143	99.3	<5	2.3	42	97.7
Griffith College	845	74.9	283	25.1	266	82.9	55	17.1
Holmes Institute	46	5.2	840	94.8	13	5.1	243	94.9
Holmesglen Institute	449	41.1	644	58.9	144	39.9	217	60.1
Ikon Institute of Australia	315	88.5	41	11.5	178	92.2	15	7.8
International College of Hotel Management	43	44.8	53	55.2	20	48.8	21	51.2
International College of Management, Sydney	535	68.6	245	31.4	168	68.6	77	31.4
ISN Psychology Pty Ltd	114	100.0	0	0.0	58	100.0	0	0.0
Jazz Music Institute	70	100.0	0	0.0	26	100.0	0	0.0
Kaplan Business School	8	1.4	573	98.6	<5	1.0	194	99.0
Kent Institute Australia	<5	0.1	1,117	99.9	<5	0.3	340	99.7
King's Own Institute	<5	0.1	2,055	99.9	<5	0.1	793	99.9

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
La Trobe College Australia	397	61.0	254	39.0	150	61.0	96	39.0
LCI Melbourne	154	90.6	16	9.4	74	90.2	8	9.8
Le Cordon Bleu Australia	50	25.9	143	74.1	17	34.7	32	65.3
Leaders Institute	0	0.0	117	100.0	0	0.0	74	100.0
Macleay College	113	44.1	143	55.9	42	49.4	43	50.6
Marcus Oldham College	100	100.0	0	0.0	62	100.0	0	0.0
Melbourne Institute of Technology	177	28.1	451	71.7	37	23.1	123	76.9
Melbourne Polytechnic	201	25.5	587	74.5	66	26.0	188	74.0
Montessori World Educational Institute (Australia)	55	100.0	0	0.0	25	100.0	0	0.0
Moore Theological College	323	98.2	6	1.8	215	98.2	<5	1.8
National Art School	540	99.4	<5	0.6	239	99.6	<5	0.4
Ozford Institute of Higher Education	0	0.0	45	100.0	n/a	n/a	n/a	n/a
Performing Arts Education	38	100.0	0	0.0	n/a	n/a	n/a	n/a
Perth Bible College	67	94.4	<5	5.6	27	93.1	<5	6.9
Photography Studies College (Melbourne)	119	95.2	6	4.8	69	94.5	<5	5.5
Polytechnic Institute Australia Pty Ltd	0	0.0	262	100.0	0	0.0	72	100.0
SAE Institute	1,731	91.0	172	9.0	520	89.0	64	11.0
Sheridan College Inc.	8	17.0	39	83.0	6	18.2	27	81.8
South Australian Institute of Business and Technology	129	27.3	343	72.7	52	28.0	134	72.0
SP Jain School of Management	0	0.0	138	100.0	0	0.0	78	100.0
Stott's College	<5	0.1	1,448	99.9	<5	0.4	518	99.6
Sydney College of Divinity	354	99.4	<5	0.6	114	98.3	<5	1.7
Sydney Institute of Business and Technology	79	32.2	166	67.8	38	37.6	63	62.4
Tabor College of Higher Education	376	99.5	<5	0.3	177	99.4	0	0.0
TAFE NSW	1,037	49.8	1,044	50.2	392	47.2	438	52.8
TAFE Queensland	140	60.3	92	39.7	51	58.6	36	41.4
TAFE South Australia	82	35.7	148	64.3	29	39.2	45	60.8
The Australian College of Physical Education	625	98.9	7	1.1	181	98.9	<5	1.1

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
The Australian Institute of Music	627	79.4	163	20.6	235	77.0	70	23.0
The JMC Academy	1,926	94.5	112	5.5	798	93.6	55	6.4
Think Education	349	96.4	13	3.6	201	96.2	8	3.8
Universal Business School Sydney	0	0.0	388	100.0	0	0.0	131	100.0
UOW College	<5	5.2	92	94.8	0	0.0	37	100.0
UTS College	687	39.9	1,033	60.1	216	49.2	223	50.8
VIT (Victorian Institute of Technology)	0	0.0	598	100.0	0	0.0	302	100.0
Wentworth Institute of Higher Education	14	6.6	199	93.4	6	7.1	78	92.9
Whitehouse Institute of Design, Australia	234	96.3	9	3.7	142	97.3	<5	2.7
William Angliss Institute	186	31.9	397	68.1	65	43.3	85	56.7
All NUHEIs	25,550	56.1	19,950	43.8	9,699	58.3	6,944	41.7

1.4: Precision of national estimates

As the 2021 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 33 and Table 34 present student ratings of the Quality of entire educational experience and the Quality of teaching items by subgroup and study area, respectively, with 90 per cent confidence intervals around the point estimates. These confidence intervals have been calculated as 1.645 times the standard error. Given that the number of responses constitutes more than 10 per cent of the student population, standard errors have been adjusted by a finite population correction. This correction reduces the size of the confidence intervals surrounding the estimates. The calculation of these confidence intervals is detailed in Appendix 5.

As expected in a large national sample, the confidence intervals are generally narrow. At a national level for international undergraduate students, for example, the 90 per cent confidence interval is around 0.8 percentage points for the Quality of entire educational experience and 0.7 percentage points for the Quality of teaching (see bottom row of Table 33 and Table 34).

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 34). 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 13.9 to 10.0 percentage points overall observed in relation to the Quality of entire educational experience.

As seen in Table 34, in relation to study areas, it is again smaller study areas which exhibit the widest confidence intervals for both the Quality of entire educational experience and the Quality of teaching with Veterinary science, Tourism, hospitality, personal services, sport and recreation, Dentistry and Pharmacy with intervals between 15.1 and 12.9 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 33 and Table 34 suggests that at sector wide level, the estimates presented in this report are likely to be close to the true values.

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

Table 33 Percentage positive ratings, international undergraduates by student sub-group, 2021 (with 90% confidence intervals)

	Group / subgroup	Quality of entire educational experience	Quality of teaching
Stage of studies	Commencing	68.5 (68.0, 69.0)	74.7 (74.2, 75.2)
	Later year*	66.3 (65.7, 66.8)	69.3 (68.8, 69.8)
Gender	Male	65.6 (65.0, 66.2)	69.7 (69.1, 70.2)
	Female	68.5 (68.0, 68.9)	73.0 (72.6, 73.5)
Age	Under 25	66.8 (66.4, 67.2)	71.7 (71.3, 72.0)
	25 to 29	68.2 (67.1, 69.3)	70.4 (69.3, 71.5)
	30 to 39	71.0 (69.6, 72.4)	71.9 (70.4, 73.2)
	40 and over	77.3 (73.2, 80.7)	80.0 (76.0, 83.1)
Home language	English	67.0 (66.2, 67.7)	71.7 (70.9, 72.4)
	Other	67.3 (66.9, 67.7)	71.6 (71.1, 72.0)
Country of birth	China	66.8 (66.0, 67.6)	71.7 (71.0, 72.5)
	India	70.6 (69.5, 71.7)	74.5 (73.4, 75.6)
	Nepal	69.2 (68.3, 70.1)	70.7 (69.8, 71.5)
	Vietnam	66.5 (65.0, 67.9)	71.3 (69.8, 72.7)
	Malaysia	59.0 (57.2, 60.8)	65.6 (63.8, 67.3)
Disability	Disability reported	62.2 (59.3, 65.0)	67.8 (64.9, 70.5)
	No disability reported	67.3 (66.9, 67.7)	71.7 (71.3, 72.0)
Study mode†	Internal / Mixed study mode	67.1 (66.8, 67.5)	71.5 (71.1, 71.9)
	External study mode	68.1 (66.7, 69.5)	72.7 (71.3, 74.0)
Total		67.2 (66.8, 67.6)	71.6 (71.2, 71.9)

*Later year includes middle year students where for NUHEIs a census was conducted (refer to 2021 SES Methodological Report for more details).

† Institutions appear to have taken different approaches to reporting students' mode of study in 2021, with inconsistencies in the reporting of internal/mixed mode and external study modes. Therefore, these figures should be treated with caution.

Table 34 Percentage positive ratings, international undergraduates by study area, 2021 (with 90% confidence intervals)

	Quality of entire educational experience	Quality of teaching
Science and mathematics	64.4 (62.9, 65.9)	71.0 (69.6, 72.4)
Computing and information systems	65.9 (65.0, 66.9)	68.5 (67.6, 69.4)
Engineering	62.9 (61.5, 64.3)	67.9 (66.5, 69.2)
Architecture and built environment	63.9 (62.0, 65.8)	68.3 (66.4, 70.2)
Agriculture and environmental studies	71.7 (66.3, 76.3)	76.4 (71.1, 80.7)
Health services and support	65.5 (63.7, 67.2)	73.6 (71.8, 75.2)
Medicine	64.6 (60.5, 68.2)	73.4 (69.5, 76.6)
Nursing	66.6 (65.7, 67.5)	69.4 (68.5, 70.3)
Pharmacy	70.8 (66.8, 74.3)	77.1 (73.3, 80.3)
Dentistry	55.0 (48.7, 61.0)	55.6 (49.2, 61.6)
Veterinary science	69.2 (62.9, 74.4)	74.4 (68.2, 79.3)
Rehabilitation	60.1 (56.3, 63.6)	68.9 (65.3, 72.2)
Teacher education	72.2 (70.4, 74.0)	74.6 (72.7, 76.2)
Business and management	69.4 (68.6, 70.1)	73.0 (72.3, 73.7)
Humanities, culture and social sciences	68.3 (66.4, 70.0)	76.7 (75.0, 78.3)
Social work	74.7 (72.8, 76.5)	79.5 (77.7, 81.2)
Psychology	69.6 (66.8, 72.2)	72.6 (69.8, 75.1)
Law and paralegal studies	62.9 (58.4, 67.0)	73.6 (69.4, 77.3)
Creative arts	65.6 (63.5, 67.6)	72.9 (70.9, 74.8)
Communications	69.1 (66.6, 71.4)	74.4 (72.1, 76.6)
Tourism, hospitality, personal services, sport and recreation	78.5 (70.4, 84.3)	84.6 (77.0, 89.4)
Total	67.2 (66.8, 67.6)	71.6 (71.2, 71.9)

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.

Table 35 2021 SEQ Item Summary: Skill Development items

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

Table 36 2021 SEQ Item Summary: Learner Engagement items

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

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 37 2021 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 38 2021 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 39 2021 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 h) Online Learning Platform (i.e. Learning Management System)	Poor / Fair / Good / Excellent / Not applicable

Table 40 2021 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 41 2021 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

Table 42 2021 SEQ Item Summary: Freedom of expression items

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

2.2 International student items

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. These items focus on international students' decision to study at Australian higher education institutions and their experience with accommodation, transport, safety, relationships and employment opportunities while studying.

In 2021, a number of changes were made to reduce survey burden on respondents and improve the quality of the data collected by removing open-response questions and replacing these with pre-coded response frames, as well as by refining existing code frames. For specific details of changes made to the international student items in 2021, refer to the 2021 SES Methodological Report. 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. A full list of the international student items is provided at Table 43.

Table 43 2021 SES International Student Items

Stem	Item	Response scale
When deciding to study in Australia, how important was....	<ul style="list-style-type: none"> 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
When you were deciding to apply to <E306CTXT>, how important was...	<ul style="list-style-type: none"> a) The reputation of the education provider? b) The reputation of the qualification? c) <E306CTXT> offered the course I wanted to study? d) The course fee? e) Employment opportunities after completing the course? f) <E306CTXT> had a partnership with my local institution? g) The location of the institution? 	Extremely important / Important / Not important / Not at all important / Don't know
How satisfied are you with each of the following aspects of living in Australia?	<ul style="list-style-type: none"> a) Employment while studying b) Improving your English skills c) Getting work experience in your field of study d) Transport e) Personal safety on campus f) Personal safety off campus g) Making friends h) Overall living experience in Australia 	Very satisfied / Satisfied / Dissatisfied / Very dissatisfied / Not applicable

Stem	Item	Response scale
When coming to Australia, did you use an agent to help you with your visa application or to enrol at <E306CTXT>?		Yes / No
How would you rate the overall service provided by the agent?		Very good / Good / Poor / Very poor
Which of the following best describes your current living arrangements?		University or college halls of residence / Student house or flat controlled by university / Private halls or student hostel / Private rented house/flat/ room / Homestay with a family not related to you / Living with parents / With friends or relatives in their accommodation / Other (please specify)
Overall, how satisfied are you with your current living arrangements?		Very satisfied / Satisfied / Dissatisfied / Very dissatisfied
Why are you dissatisfied with your current living arrangements?		Too expensive / Not enough space / Too noisy / I am lonely / Issues with housemates / Issues with landlord or agent / Dirty / Old/bad condition / Slow internet / Located too far from institution / Other (please specify)
What type of Australian visa do you currently hold?		Student visa / Temporary graduate visa / Bridging visa (awaiting outcome of substantive visa application) / Other (please specify)

2.3 Institution-specific items

As has been the case since 2013, institutions were offered the option of including non-standard, institution-specific items as part of the 2021 SES. 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

The COVID-19 module was introduced in the 2020 questionnaire to ascertain the impact of the pandemic on the student experience. See Section 4.5.2 of the SES 2020 Methodological Report for further detail about the nature of the items in the module.

Given the continued effect of the pandemic in 2021, the COVID-19 module was again offered as a fee-for-service inclusion. Three institutions chose to include either all, or some of the items. Only students of participating institutions were presented the items, after completing the SEQ, and prior to the institution-specific items.

Appendix 3

Production of scores

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

To begin, all SEQ items are rescaled into the conventional reporting metric. Four-point scales are recoded onto a scale that runs from 0, 33.3, 66.6 and 100, and five-point scales recoded onto a scale that runs from 0, 25, 50, 75 and 100. These rescaled items are denoted with an 'r' suffix. An example of the SPSS syntax to recode the SEQ items to the conventional reporting metric is shown in Figure 4.

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

Because the reporting metric for the SES is percentage of students that rated their experience, calculated variables must be created for each focus area. The percentage of students that rated their experience positively reflects the percentage of students who achieve a threshold focus area score of 55 or greater. At the individual response level, a positive response is represented by a binary variable taking the value of one if the students gives a positive response to a particular facet of their higher education experience and zero otherwise. An example of the SPSS syntax used to generate these variables is presented in Figure 6. 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 7.

Extensive consultation with the higher education sector indicated a near-universal preference for the reporting of percentage positive results over focus area average scores. Percentage positive results were seen as being a more understandable measure, especially for less expert users of the SES data, and are straightforward for institutions to replicate and benchmark against. As such, percentage positive results are presented throughout this report. One consequence of this is that the results presented in the 2013 and 2014 UES reports and the 2015–2021 SES reports are not directly comparable to those presented in the 2011 and 2012 reports.

Figure 4 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 5 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 6 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 7 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. For a full comparison of data sources presented in this report, refer to the 2020 Student Experience Survey National Report available on the QILT website.

One comparable survey referenced in this report is the Student Experience Survey (SES). The SES is an annual, online survey of first- and final-year students at higher education institutions (universities and non-university higher education institutions) in Australia. Sample for the SES is drawn from government-sourced higher education reporting data. Fieldwork takes place in August and September each year. The most recent methodological report for the SES can be found below.⁶

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.⁷

Section 9 'International comparisons' references two similar student surveys conducted in other national contexts. The first of these is the National Survey of Student Engagement (NSSE), which is an annual survey of first- and final-year students at four-year institutions across the United States and Canada. The NSSE employs an online data collection method and fieldwork runs from February to May each year. Participating institutions can choose to either conduct a census of all in-scope students or use a random selection of students, with the sample size based on their total undergraduate enrolment figure. Institutions must choose to opt-in to the NSSE; around 600 institutions participated in the 2020 collection. The most recent NSSE results can be found below.⁸

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.⁹

⁶ <https://www.qilt.edu.au/qilt-surveys/student-experience>

⁷ <https://www.ncver.edu.au/research-and-statistics/collections/student-outcomes>

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

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

Appendix 5

Construction of confidence intervals

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

Because percentage agreement scores are reported for the 2021 SES, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

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

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

Figure 8 Formula for the confidence interval using the Agresti-Coull method with FPC

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

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

Appendix 6

Study area definitions

Table 44 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
ALL		FOCUS_ALL_ALL_1Y	Student experience (% positive rating, 2021) among all course levels from all provider types by level and stage of study
UG	Table 1	FOCUS_UG_ALL_14-YY_YEAR	Student experience (% positive rating) among undergraduates from all provider types by year
PGC		FOCUS_PGC_ALL_17-YY_YEAR	Student experience (% positive rating) among postgraduate coursework students from all provider types by year
UG		FOCUS_UG_ALL_1Y_STAGE	Student experience (% positive rating, 2021) among undergraduates from all provider types by stage of study
PGC		FOCUS_PGC_ALL_1Y_STAGE	Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by stage of study
UG		FOCUS_UG_ALL_1Y_ISG	Student experience (% positive rating, 2021) among undergraduates from all provider types by demographic and contextual group
UG		FOCUS_UG_UNI_1Y_ISG	Student experience (% positive rating, 2021) among undergraduates from universities by demographic and contextual group

Course Level	Report Table	Sheet Name	Table Title
UG		FOCUS_UG_NUHEI_1Y_ISG	Student experience (% positive rating, 2021) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC		FOCUS_PGC_ALL_1Y_ISG	Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		FOCUS_PGC_UNI_1Y_ISG	Student experience (% positive rating, 2021) among postgraduate coursework students from universities by demographic and contextual group
PGC		FOCUS_PGC_NUHEI_1Y_ISG	Student experience (% positive rating, 2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG	Table 6	FOCUS_UG_ALL_3Y_AREA	Student experience (% positive rating, 2019-2021) among undergraduates from all provider types by 21 study areas
UG		FOCUS_UG_UNI_1Y_AREA	Student experience (% positive rating, 2021) among undergraduates from universities by 21 study areas
UG		FOCUS_UG_NUHEI_1Y_AREA	Student experience (% positive rating, 2021) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas
PGC		FOCUS_PGC_ALL_3Y_AREA	Student experience (% positive rating, 2019-2021) among postgraduate coursework students from all provider types by 21 study areas
PGC		FOCUS_PGC_UNI_1Y_AREA	Student experience (% positive rating, 2021) among postgraduate coursework students from universities by 21 study areas
PGC		FOCUS_PGC_NUHEI_1Y_AREA	Student experience (% positive rating, 2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas
UG		FOCUS_UG_ALL_1Y_AREA45	Student experience (% positive rating, 2021) among undergraduates from all provider types by 45 study areas
PGC		FOCUS_PGC_ALL_1Y_AREA45	Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by 45 study areas
UG		FOCUS_UG_ALL_1Y_HEPTYPE	Student experience (% positive rating, 2021) among undergraduates from all provider types by type of institution
PGC		FOCUS_PGC_ALL_1Y_HEPTYPE	Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by type of institution
UG	Table 5	FOCUS_UG_ALL_3Y_E346	Student experience (% positive rating, 2019-2021) among undergraduates from all provider types by country of birth
UG	Table 2	FOCUS_UG_ALL_3Y_E942	Student experience (% positive rating, 2019-2021) among undergraduates from all provider types by citizenship status

Course Level	Report Table	Sheet Name	Table Title
PGC		FOCUS_PGC_ALL_3Y_E942	Student experience (% positive rating, 2019-2021) among postgraduate coursework students from all provider types by citizenship status
UG		FOCUS_UG_ALL_1Y_CURCOUNTRY	Student experience (% positive rating, 2021) among undergraduates from all provider types by country of residence
UG		FOCUS_UG_ALL_2Y_CURCOUNTRY	Student experience (% positive rating, 2020 and 2021) among undergraduates from all provider types by country of residence
PGC		FOCUS_PGC_ALL_1Y_CURCOUNTRY	Student experience (% positive rating, 2021) among postgraduate coursework students from all provider types by country of residence
PGC		FOCUS_PGC_ALL_2Y_CURCOUNTRY	Student experience (% positive rating, 2020 and 2021) among postgraduate coursework students from all provider types by country of residence
UG	Table 21	FOCUS_UG_ALL_1Y_SECTOR	Student experience (% positive rating, 2021) among undergraduates from all provider types by sector
UG		FOCUS_UG_UNI_1Y_INST_CI	Student experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by institution
UG		FOCUS_UG_UNI_1YP_INST_CI	Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from universities by institution
UG	Table 7	FOCUS_UG_UNI_3Y_INST_CI	Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among undergraduates from universities by institution
UG		FOCUS_UG_UNI_2YD_INST_CI	Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among undergraduates from universities by institution
PGC		FOCUS_PGC_UNI_1Y_INST_CI	Student experience (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_1YP_INST_CI	Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_3Y_INST_CI	Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_2YD_INST_CI	Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution
UG		FOCUS_UG_NUHEI_1Y_INST_CI	Student experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG		FOCUS_UG_NUHEI_1YP_INST_CI	Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution

Course Level	Report Table	Sheet Name	Table Title
UG		FOCUS_UG_NUHEI_3Y_INST_CI	Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG	Table 8	FOCUS_UG_NUHEI_2YD_INST_CI	Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_1Y_INST_CI	Student experience (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_1YP_INST_CI	Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_3Y_INST_CI	Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_2YD_INST_CI	Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
UG		QOE_UG_UNI_1Y_INST_FIG	Quality of entire educational experience (2021, with 90% confidence intervals) among undergraduates from universities by institution
UG		QOE_UG_UNI_1YP_INST_FIG	Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from universities by institution
PGC		QOE_PGC_UNI_1Y_INST_FIG	Quality of entire educational experience (2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		QOE_PGC_UNI_1YP_INST_FIG	Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution
UG		QOE_UG_NUHEI_1Y_INST_FIG	Quality of entire educational experience (2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG		QOE_UG_NUHEI_1YP_INST_FIG	Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
PGC		QOE_PGC_NUHEI_1Y_INST_FIG	Quality of entire educational experience (2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		QOE_PGC_NUHEI_1YP_INST_FIG	Quality of entire educational experience (pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution

7.1.2 Considered leaving and negative effects on study

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

Course Level	Report Table	Sheet name	Table Title
UG		CONSID_UG_ALL_1Y_ISG	Percentage who considered early departure (2021) among undergraduates from all provider types by demographic and contextual group
UG		CONSID_UG_UNI_1Y_ISG	Percentage who considered early departure (2021) among undergraduates from universities by demographic and contextual group
UG		CONSID_UG_NUHEI_1Y_ISG	Percentage who considered early departure (2021) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC		CONSID_PGC_ALL_1Y_ISG	Percentage who considered early departure (2021) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		CONSID_PGC_UNI_1Y_ISG	Percentage who considered early departure (2021) among postgraduate coursework students from universities by demographic and contextual group
PGC		CONSID_PGC_NUHEI_1Y_ISG	Percentage who considered early departure (2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG		CONSID_UG_ALL_3Y_CH	Percentage selected reasons for considered early departure among undergraduates and all provider types by year
UG		CONSID_UG_UNI_3Y_CH	Percentage selected reasons for considered early departure among undergraduates and universities by year
UG		CONSID_UG_NUHEI_3Y_CH	Percentage selected reasons for considered early departure among undergraduates and non-university higher education institutes (NUHEIs) by year
PGC		CONSID_PGC_ALL_3Y_CH	Percentage selected reasons for considered early departure among postgraduate coursework students and all provider types by year
PGC		CONSID_PGC_UNI_3Y_CH	Percentage selected reasons for considered early departure among postgraduate coursework students and universities by year
PGC		CONSID_PGC_NUHEI_3Y_CH	Percentage selected reasons for considered early departure among postgraduate coursework students and non-university higher education institutes (NUHEIs) by year
UG		CONSID_UG_ALL_1Y_GRADE_FIG	Percentage who considered early departure (2021) among undergraduates from all provider types by average grades to date

Course Level	Report Table	Sheet name	Table Title
UG		CONSID_UG_UNI_1Y_GRADE_FIG	Percentage who considered early departure (2021) among undergraduates from universities by average grades to date
UG		CONSID_UG_NUHEI_1Y_GRADE_FIG	Percentage who considered early departure (2021) among undergraduates from non-university higher education institutes (NUHEIs) by average grades to date
PGC		CONSID_PGC_ALL_1Y_GRADE_FIG	Percentage who considered early departure (2021) among postgraduate coursework students from all provider types by average grades to date
PGC		CONSID_PGC_UNI_1Y_GRADE_FIG	Percentage who considered early departure (2021) among postgraduate coursework students from universities by average grades to date
PGC		CONSID_PGC_NUHEI_1Y_GRADE_FIG	Percentage who considered early departure (2021) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by average grades to date
UG	Table 3	ASTD_UG_ALL_3Y_E942	Negative effects on study (% negatively affected) among undergraduates and all provider types by citizenship status, 2019-2021
PGC		ASTD_PGC_ALL_3Y_E942	Negative effects on study (% negatively affected) among postgraduate coursework students and all provider types by citizenship status, 2019-2021

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_3Y_STAGE	Percentage positive scores for Skills Development items among undergraduates and all provider types by stage of study, 2020-2021
UG		DEVEL_UG_UNI_3Y_STAGE	Percentage positive scores for Skills Development items among undergraduates and universities by stage of study, 2020-2021
UG		DEVEL_UG_NUHEI_3Y_STAGE	Percentage positive scores for Skills Development items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021
PGC		DEVEL_PGC_ALL_3Y_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students and all provider types by stage of study, 2020-2021
PGC		DEVEL_PGC_UNI_3Y_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students and universities by stage of study, 2020-2021
PGC		DEVEL_PGC_NUHEI_3Y_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021

Course Level	Report Table	Sheet name	Table Title
UG		ENGAG_UG_ALL_3Y_STAGE	Percentage positive scores for Learner Engagement items among undergraduates and all provider types by stage of study, 2020-2021
UG		ENGAG_UG_UNI_3Y_STAGE	Percentage positive scores for Learner Engagement items among undergraduates and universities by stage of study, 2020-2021
UG		ENGAG_UG_NUHEI_3Y_STAGE	Percentage positive scores for Learner Engagement items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021
PGC		ENGAG_PGC_ALL_3Y_STAGE	Percentage positive scores for Learner Engagement items among postgraduate coursework students and all provider types by stage of study, 2020-2021
PGC		ENGAG_PGC_UNI_3Y_STAGE	Percentage positive scores for Learner Engagement items among postgraduate coursework students and universities by stage of study, 2020-2021
PGC		ENGAG_PGC_NUHEI_3Y_STAGE	Percentage positive scores for Learner Engagement items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021
UG		TEACH_UG_ALL_3Y_STAGE	Percentage positive scores for Teaching Quality items among undergraduates and all provider types by stage of study, 2020-2021
UG		TEACH_UG_UNI_3Y_STAGE	Percentage positive scores for Teaching Quality items among undergraduates and universities by stage of study, 2020-2021
UG		TEACH_UG_NUHEI_3Y_STAGE	Percentage positive scores for Teaching Quality items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021
PGC		TEACH_PGC_ALL_3Y_STAGE	Percentage positive scores for Teaching Quality items among postgraduate coursework students and all provider types by stage of study, 2020-2021
PGC		TEACH_PGC_UNI_3Y_STAGE	Percentage positive scores for Teaching Quality items among postgraduate coursework students and universities by stage of study, 2020-2021
PGC		TEACH_PGC_NUHEI_3Y_STAGE	Percentage positive scores for Teaching Quality items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021
UG		SUPP_UG_ALL_3Y_STAGE	Percentage positive scores for Student Support items among undergraduates and all provider types by stage of study, 2020-2021
UG		SUPP_UG_UNI_3Y_STAGE	Percentage positive scores for Student Support items among undergraduates and universities by stage of study, 2020-2021
UG		SUPP_UG_NUHEI_3Y_STAGE	Percentage positive scores for Student Support items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021
PGC		SUPP_PGC_ALL_3Y_STAGE	Percentage positive scores for Student Support items among postgraduate coursework students and all provider types by stage of study, 2020-2021

Course Level	Report Table	Sheet name	Table Title
PGC		SUPP_PGC_UNI_3Y_STAGE	Percentage positive scores for Student Support items among postgraduate coursework students and universities by stage of study, 2020-2021
PGC		SUPP_PGC_NUHEI_3Y_STAGE	Percentage positive scores for Student Support items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021
UG		RESR_UG_ALL_3Y_STAGE	Percentage positive scores for Learning Resources items among undergraduates and all provider types by stage of study, 2020-2021
UG		RESR_UG_UNI_3Y_STAGE	Percentage positive scores for Learning Resources items among undergraduates and universities by stage of study, 2020-2021
UG		RESR_UG_NUHEI_3Y_STAGE	Percentage positive scores for Learning Resources items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021
PGC		RESR_PGC_ALL_3Y_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students and all provider types by stage of study, 2020-2021
PGC		RESR_PGC_UNI_3Y_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students and universities by stage of study, 2020-2021
PGC		RESR_PGC_NUHEI_3Y_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2020-2021

7.2 International Student Experience

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

7.2.1 Reason for choosing where to study

Course Level	Report Table	Sheet name	Table Title
ALL		INTAUS_ALL_ALL_1Y	International student reasons for choosing to study in Australia (% importance rating, 2021) among all course levels from all provider types by level and stage of study
UG	Table 17	INTAUS_UG_ALL_11-YY_YEAR	International student reasons for choosing to study in Australia (% importance rating) among undergraduates from all provider types by year

Course Level	Report Table	Sheet name	Table Title
UG		INTAUS_UG_ALL_1Y_AREA	International student reasons for choosing to study in Australia (% importance rating, 2021) among undergraduates from all provider types by 21 study areas
UG	Table 24	INTAUS_UG_ALL_1Y_SECTOR	International student reasons for choosing to study in Australia (% importance rating, 2021) among undergraduates from all provider types by sector
ALL		INTINST_ALL_ALL_1Y	International student reasons for choosing institution (% importance rating, 2021) among all course levels from all provider types by level and stage of study
UG	Table 19	INTINST_UG_ALL_11-YY_YEAR	International student reasons for choosing institution (% importance rating) among undergraduates from all provider types by year
UG		INTINST_UG_ALL_1Y_AREA	International student reasons for choosing institution (% importance rating, 2021) among undergraduates from all provider types by 21 study areas
UG		INTINST_UG_ALL_1Y_SECTOR	International student reasons for choosing institution (% importance rating, 2021) among all course levels from all provider types by sector

7.2.2 International student living experience

Course Level	Report Table	Sheet name	Table Title
UG	Table 16	INTAGENT_UG_ALL_1Y_E346	Use of agents to help with visa application or enrolment (2021) among undergraduates from all provider types by country of birth
UG	Table 12, Table 14	INTLIVE_UG_ALL_1Y_E346	International undergraduate student accommodation arrangements (2021) among undergraduates from all provider types by country of birth
UG	Table 23	INTLIVE_UG_ALL_1Y_SECTOR	International undergraduate student accommodation arrangements (2021) among undergraduates from all provider types by sector
UG		INTLIVE_UG_ALL_2Y	Student accommodation arrangements among undergraduates and all provider types by year
ALL		INTLIVE_PG_ALL_2Y	Student accommodation arrangements among postgraduate coursework students and all provider types by year
UG	Table 12	INTLIVSAT_UG_ALL_2Y_INTLIVE	International student overall accommodation experience (% positive rating, 2021) among undergraduates from all provider types by student accommodation arrangements
ALL		INTLIVSAT_PG_ALL_2Y_INTLIVE	International student overall accommodation experience (% positive rating, 2021) among postgraduate coursework students from all provider types by student accommodation arrangements
ALL	Table 9, Table 10	INTSAT_ALL_ALL_1Y	International student living experience (% positive rating, 2021) among all course levels from all provider types by level and stage of study

Course Level	Report Table	Sheet name	Table Title
UG	Table 13	INTSAT_UG_ALL_1Y_E346	International student living experience (% positive rating, 2021) among undergraduates from all provider types by country of birth
UG	Table 11, Table 22	INTSAT_UG_ALL_1Y_SECTOR	International student living experience (% positive rating, 2021) among undergraduates from all provider types by sector
UG		INTSAT_UG_UNI_1Y_INST_CI	International student living experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by institution
UG		INTSAT_UG_NUHEI_1Y_INST_CI	International student living experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG	Table 15	INTVISA_UG_ALL_1Y_E346	International undergraduate visa arrangements (2021) among undergraduates from all provider types by country of birth
UG		INTVISA_UG_ALL_1Y_SECTOR	International undergraduate visa arrangements (2021) among undergraduates from all provider types by sector

7.3 Methodological Tables

7.3.1 Overview and response rates

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

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics and precision please refer to the 2021 SES Methodological Report, which is available on the QILT website.

Course Level	Report Table	Sheet name	Table Title
ALL	Table 25	OV_ALL_ALL_13-YY	Operational overview among all course levels from all provider types by year
ALL	Table 26	RR_ALL_UNI_14-YY_INST	Response rates among all course levels from universities by institution
ALL	Table 26	RR_ALL_NUHEI_14-YY_INST	Response rates among all course levels from non-university higher education institutes (NUHEIs) by institution
ALL		RR_ALL_ALL_1Y_INST	Response rates among all course levels from all provider types by provider type

7.3.2 Response characteristics and representativeness

Course Level	Report Table	Sheet name	Table Title
UG		CHARINT_UG_ALL_1Y_AREA	Response characteristics (2021), broken down by citizenship status, among undergraduates from all provider types by 21 study areas
UG		CHARINT_UG_UNI_1Y_AREA	Response characteristics (2021), broken down by citizenship status, among undergraduates from universities by 21 study areas
UG		CHARINT_UG_NUHEI_1Y_AREA	Response characteristics (2021), broken down by citizenship status, among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas
PGC		CHARINT_PGC_ALL_1Y_AREA	Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from all provider types by 21 study areas
PGC		CHARINT_PGC_UNI_1Y_AREA	Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from universities by 21 study areas
PGC		CHARINT_PGC_NUHEI_1Y_AREA	Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas
UG	Table 29, Table 31	CHARINT_UG_UNI_1Y_INST	Response characteristics (2021), broken down by citizenship status, among undergraduates from universities by institution
PGC		CHARINT_PGC_UNI_1Y_INST	Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from universities by institution
UG	Table 30, Table 32	CHARINT_UG_NUHEI_1Y_INST	Response characteristics (2021), broken down by citizenship status, among undergraduates from non-university higher education institutes (NUHEIs) by institution
PGC		CHARINT_PGC_NUHEI_1Y_INST	Response characteristics (2021), broken down by citizenship status, among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution

7.2.3 Confidence intervals and weighting

Course Level	Report Table	Sheet name	Table Title
UG		INTSAT_UG_UNI_1Y_INST_CI	International student living experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by institution
UG		INTSAT_UG_NUHEI_1Y_INST_CI	International student living experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG		FOCUS_UG_UNI_1Y_INST_CI	Student experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by institution
UG		FOCUS_UG_UNI_1YP_INST_CI	Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from universities by institution

Course Level	Report Table	Sheet name	Table Title
UG	Table 7	FOCUS_UG_UNI_3Y_INST_CI	Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among undergraduates from universities by institution
UG		FOCUS_UG_UNI_2YD_INST_CI	Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among undergraduates from universities by institution
PGC		FOCUS_PGC_UNI_1Y_INST_CI	Student experience (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_1YP_INST_CI	Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_3Y_INST_CI	Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_2YD_INST_CI	Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among postgraduate coursework students from universities by institution
UG		FOCUS_UG_NUHEI_1Y_INST_CI	Student experience (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG		FOCUS_UG_NUHEI_1YP_INST_CI	Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG		FOCUS_UG_NUHEI_3Y_INST_CI	Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG	Table 8	FOCUS_UG_NUHEI_2YD_INST_CI	Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_1Y_INST_CI	Student experience (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_1YP_INST_CI	Student experience (% positive rating, pooled 2020 and 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_3Y_INST_CI	Student experience (% positive rating, 2019-2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_2YD_INST_CI	Student experience (% positive rating, pooled 2018-2019 and 2020-2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
UG		WEIGHT_UG_ALL_1Y_ISG	Comparison of raw and weighted percentage positive scores (2021) among undergraduates from all provider types by demographic and contextual group

Course Level	Report Table	Sheet name	Table Title
PGC		WEIGHT_PGC_ALL_1Y_ISG	Comparison of raw and weighted percentage positive scores (2021) among postgraduate coursework students from all provider types by demographic and contextual group
UG		WEIGHT_UG_ALL_1Y_AREA	Comparison of raw and weighted percentage positive scores (2021) among undergraduates from all provider types by 21 study areas
PGC		WEIGHT_PGC_ALL_1Y_AREA	Comparison of raw and weighted percentage positive scores (2021) among postgraduate coursework students from all provider types by 21 study areas
UG	Table 33	QOEQOT_UG_ALL_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from all provider types by demographic and contextual group
PGC		QOEQOT_PGC_ALL_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		QOEQOT_PGC_UNI_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from universities by demographic and contextual group
PGC		QOEQOT_PGC_NUHEI_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG	Table 34	QOEQOT_UG_ALL_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from all provider types by 21 study areas
UG		QOEQOT_UG_UNI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from universities by 21 study areas
UG		QOEQOT_UG_NUHEI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas
PGC		QOEQOT_PGC_ALL_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from all provider types by 21 study areas
PGC		QOEQOT_PGC_UNI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from universities by 21 study areas
PGC		QOEQOT_PGC_NUHEI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2021, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas

