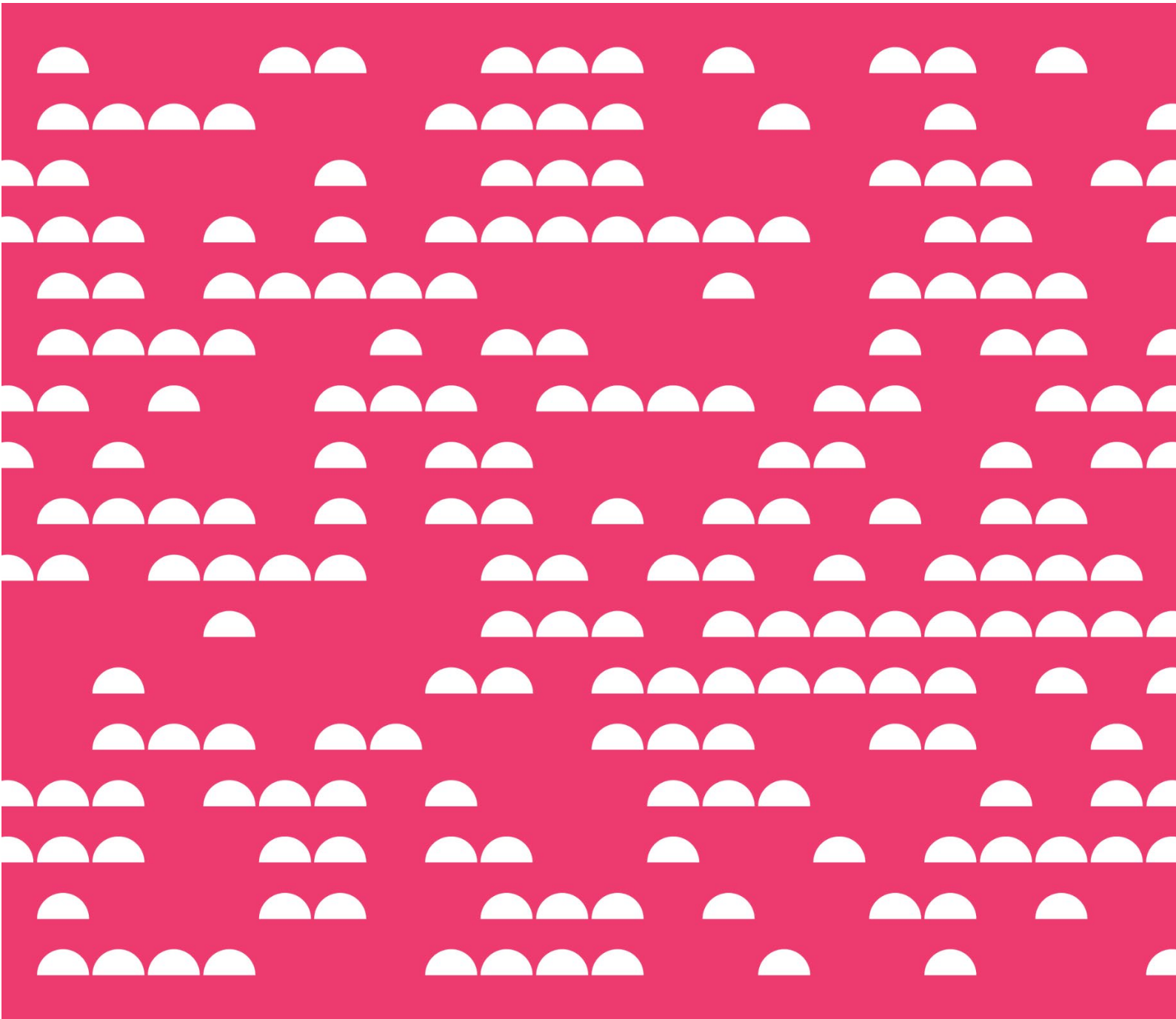


2025 Student Experience Survey

Methodological Report

September 2026



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For more information on the conduct and results of the 2025 SES see the QILT website: www.qilt.edu.au

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1. Introduction

1.1. About this report

This methodological report describes the sample preparation, data collection, data processing and reporting aspects of the 2025 Student Experience Survey (SES, 'the survey'), conducted on behalf of the Australian Government Department of Education ('Department of Education') by the Social Research Centre.

This report is organised into the following sections:

- Section 1 provides survey background, objectives and a general overview.
- Section 2 describes the target audience and sample design.
- Section 3 documents the survey design and procedures for conducting the study.
- Section 4 outlines the questionnaire development phase and provides an overview of changes from the previous iteration including institution specific items.
- Section 5 describes the data preparation procedures.
- Section 6 documents the final dispositions and response rates.
- Section 7 presents an analysis of response.
- Section 8 outlines key learnings and considerations for future iterations of the SES.

1.2. Background

The SES is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys, commissioned by the Department of Education. In 2015, the SES replaced the University Experience Survey (UES), which was a government-commissioned survey administered by Graduate Careers Australia (GCA) from 2011 to 2014. For a more detailed history of the SES and its predecessor instruments, see the *2017 SES Methodological Report*.

1.3. Objectives

The broad aim of the SES is to measure the higher education experiences of commencing and later year students, including perceptions regarding the quality of teaching and overall educational experience. The development, collection and reporting of these measures provides a national framework for collecting feedback on the higher education student experience.

The specific research objectives of the SES are to measure the following five key aspects of the student experience:

- Skills development
- Peer engagement
- Teaching quality and engagement
- Student support and services
- Learning resources

The information collected helps Australian higher education institutions¹ ('institutions') and the government improve teaching and learning outcomes and provides the source data for the ComparED website. The ComparED website informs the choices of prospective students by facilitating a comparison of official study

¹ 'Higher education institutions' refers to universities and non-university higher education institutions (NUHEIs).

experience and outcomes data from Australian higher education institutions, at the study area level within institutions.

Responses to specific modules in the survey also help the Department of Education ascertain perceptions of freedom of expression on campus and better understand the international student experience at institutions in Australia.

1.4. Overview

Undergraduate and postgraduate coursework students in their first or final year of study at a participating Australian higher education institution were invited to take part in the 2025 SES. The 2025 SES was conducted over two collection rounds (August and September). The secondary round (first introduced in 2017), conducted in early September, was to accommodate institutions with non-traditional academic calendars.

In 2025, 113 institutions participated in the August collection round, with 40 institutions participating in the September collection round.

The sample for the survey was mainly sourced from the Tertiary Collection of Student Information (TCSI) data submission platform, whilst the participating higher education institutions provided information such as contact details for the selected students. A *Collection and Sample Guide* was provided to institutions to help with their administration of the survey.

Table 1 provides an overview of key statistics for the participating institutions. A total of 153 higher education institutions participated in the 2025 SES, including all 43 universities and 110 non-university higher education institutions (NUHEIs). In total, 824,073 students were approached with 750,777 identified as in-scope to participate in the SES. A total of 324,547 online surveys were completed (unique student respondents) across the August and September collection rounds, giving a total response rate of 43.2 per cent. The final response rate for the 2025 SES was higher for universities (43.5 per cent) compared to NUHEIs (41.4 per cent).

The analytic unit for the SES is the course, rather than the student, so after adjusting for students completing double degrees, a total of 339,660 surveys were completed at the course level.

Table 1 Key project statistics

	University	NUHEI	Total
Participating institutions (n)	43	110	153
Total sample (n)	709,810	114,263	824,073
Final in-scope students (n)	647,122	103,655	750,777
Surveys completed (student level)	281,591	42,956	324,547
Surveys completed (course level)	296,672	42,988	339,660
Response rate (%)	43.5	41.4	43.2

Note: For QILT projects, 'response rate' is defined as surveys completed (unique student level) as a proportion of in-scope sample approached, where in-scope sample approached excludes unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. For details of industry standards, refer to the American Association for Public Opinion Research *Standard Definitions Report* (2023).

The survey was fielded online in English only. Invitations were sent by email, with reminders sent by email and SMS. Participating institutions could also commission additional reminder calls after the conclusion of the main online fieldwork period ('post-field reminder calls'). Surveys completed as a result of post-field reminder calls are included as completed surveys in this report.

1.5. Project milestones

Table 2 provides a summary of the key project milestones for the 2025 SES.

Table 2 Key project milestones

Task	2025 SES
Start-up	
Questionnaire development	09-Jun-25 to 20-Jun-25
Sample preparation	10-Jun-25 to 04-Jul-25
Fieldwork	
August collection round	
Start main online fieldwork period	29-Jul-25
Main online fieldwork close*	31-Aug-25
Post field reminder calls†	01-Sep-25 to 14-Sep-25
Fieldwork close†	15-Sep-25
September collection round	
Start main online fieldwork period	09-Sep-25
Main online fieldwork close*	12-Oct-25
Post field reminder calls†	13-Oct-25 to 26 Oct-25
Fieldwork close†	27-Oct-25
Data preparation	
Draft data and documentation to the Department of Education	14-Nov-25
Final data and documentation to the Department of Education	28-Nov-25
Institutional Tableau report and data files delivered	13-Jan-26

* Institutions that did not opt for post-field telephone reminder calls.

† Institutions that opted for post-field telephone reminder calls.

2. Sample preparation

2.1. Target population

The in-scope population consisted of commencing and later year onshore undergraduate and postgraduate coursework students enrolled in Australian higher education institutions.

If a student was enrolled in multiple courses concurrently, the major course was determined by prioritising postgraduate coursework over undergraduate enrolments, then selecting the course with the highest aggregated student load (E339), at the highest course level (E310) if there was a tie, and in alphabetical order if there was still a tie.

2.1.1 Commencing students

To qualify as commencing students, sample members must have been in the first year of their course and meet all the following criteria:

- enrolled in an undergraduate or postgraduate coursework course by 31 May
- studying onshore
- enrolled in and completed at least one full teaching period

Commencing students with a Course of study commencement date (E534) up to and including 31 May 2025 were invited to participate in the survey. Module A of the questionnaire verifies commencing student eligibility for the SES by confirming that the student has completed at least one full teaching period.

2.1.2 Later year students

Conceptually, later year students are those in the final year of their studies and studying onshore. However, in the sampling frame there is no indicator which can be used to identify students who are about to complete their studies. Instead, an estimate of course duration, derived from a number of existing sample variables, is used to identify later year students.

In principle, student progression can be estimated by calculating the ratio of 'cumulative EFTSL (Equivalent Full-Time Student Load) completed successfully' (E931) and 'currently in progress' (E339) to the total EFTSL for the course (E350).

In practice, identifying student progression using 'EFTSL completed successfully' is challenging, particularly for part-time and external students, students taking a leave of absence, students transferring from one course to another, and students whose initial enrolment may have extended back by up to ten years. It can also be unclear what a student intends to do in future study periods, including Semester 2 or summer term. For the purpose of identifying the SES target population, two ratios are designed to identify later year full-time and part-time students: Full-time students, in a three-year course, qualify as later year students if their cumulative EFTSL is 83 per cent of the total EFTSL for the course. Part-time students qualify as later year students if their estimated cumulative load is 92 per cent of the total for the course. Students in longer or shorter courses require correspondingly lower or higher ratios, and specific adjustments are also required to accommodate the idiosyncrasies of a small number of institutions with less typical course structures.

Note, the above estimates are applied to university student populations only. For NUHEIs, all sample members not identified as commencing students are considered later year students and considered in scope for the SES.

2.1.3 Additional populations

Institutions could include out-of-scope student populations such as offshore or middle-year students as additional populations in the SES on a fee-for-service basis.

Nineteen institutions (15 universities and 4 NUHEIs) opted to survey additional populations in the 2025 SES. These additional populations included middle years, offshore, foundation, non-award course and enabling students. Additional populations are not included in the *SES National Report* and do not appear in results presented in this report.

2.2. Institutional participation

The scope of the 2025 SES comprised all Australian higher education institutions, including non-HESA institutions.

All institutions that had previously participated in the QILT surveys, along with newly registered institutions were invited to participate in the SES. As with previous collection cycles, institutional participation in the 2025 SES was optional.

A total of 153 institutions participated in the 2025 SES, including 43 universities and 110 NUHEIs. Refer to Appendix 1 for a list of participating institutions.

2.3. Sample frame

The SES used a centralised approach to sampling based on data extracted from the TCSI system² to create sample files for individual institutions. This ensured the sampling methodology was robust, consistent and transparent across all institutions.

Institutions are able to enter course completion data to TCSI on a continuous basis. For the purpose of extracting the SES sample, an agreed cut-off date for all enrolment data to be entered into TCSI (approximately one week prior to the distribution of institution sample files) was communicated to institutions.

2.4. Sample preparation overview

Detailed information regarding the SES sampling process was available to institutions in the *Collection and Sample Guide*. The guide was provided to institutions ahead of sample preparation, which outlined:

- The timeline for sample provision.
- Options for submission of sample information.
- Data elements required, including essential and optional fields.
- Data elements important for response maximisation.
- Processes for inclusion of additional populations.
- Steps for flagging the in-scope population.

The Department of Education provided an extract of all TCSI submissions from institutions to the Social Research Centre. The Social Research Centre then reviewed this extract to identify records eligible to participate in the SES. Sample counts by institution were checked against historical submissions to ensure all expected TCSI submissions were included in the extract. Following this, individual sample file templates were distributed to institutions to verify enrolment data and to append contact information.

Institutions could provide up to three email addresses and four phone numbers per student. Institutions were expected to provide at least one email address for each student, preferably a personal email. A secondary email was recommended, as well as a mobile number to facilitate SMS and reminder call activities.

Institutions were also asked to review the in-scope status of all sample records, with an option to flag students who should not be surveyed as out-of-scope.

² The TCSI system replaced the Higher Education Information Management System (HEIMS) as the authoritative source of information regarding higher education in Australia in mid-2021.

Universities received a summary of the stage of studies calculation (defining commencing, middle years and later years students) and onshore / offshore flagging for their sample. Institutions were asked to review the in-scope status of all records and could flag students as out-of-scope if they should not be surveyed.

Institutions that had missing enrolment data in TCSI were offered a full population template to provide part, or all, of their sample. The full population template ensured that all institutions could submit TCSI-consistent data elements for survey execution and reporting.

The Social Research Centre set targets for completed surveys for each of the 45 study areas within each institution and determined the number of selections by stratum in accordance with a sample design agreed in consultation with the Department of Education. Further details on sections by stratum are presented in Section 2.4.3.1.

2.4.1 Sample processing quality assurance

Upon receipt of an institution's populated template file, the Social Research Centre undertook a range of validation checks to ensure the quality of returned sample files.

Issues identified through the validation checks were communicated to institution contacts, with assistance provided to resolve issues, as necessary, so that all required checks were passed.

The main institution populated template file quality issues observed were as follows:

- Information essential for survey operationalisation or analysis not being provided or not provided in the specified format.
- Insufficient, limited, or unclear contact information (i.e., phone number, email).
- Formatting issues such as altering of templates, use of special characters or duplication of unique records/identifiers.
- Incorrect course codes being provided or course codes not being up to date in the master course list.
- Inconsistent course information (i.e., courses with the same course code submitted with different field of education codes within a collection round or between collection rounds).
- Some variables not provided fully (e.g. completing flag).

Table 3 summarises the outcomes from the contact list cleaning process on contact information for all in-scope sample records provided by participating institutions. Given that many students could be contacted via multiple email addresses or phone numbers, the number of emails or phone numbers do not match the total number of records in the sample for the 2025 SES. Since the extent of duplication is unknown before cleaning, all contacts are initially treated as unique, inflating the base. Cleaning removes duplicates, reducing the base and resulting in a lower proportion of valid records.

Table 3 Outcomes of contact list cleaning process

	Email			Phone		
	Base before pre-field cleaning (n)	Base after pre-field cleaning (n)	% valid cleaned	Base before pre-field cleaning (n)	Base after pre-field cleaning (n)	% valid cleaned
Total	1,537,794	1,526,677	99.3	998,274	832,138	83.4
University	1,345,360	1,336,513	99.3	881,659	727,005	82.5
NUHEI	192,434	190,164	98.8	116,615	105,133	90.2

Note: 'Before pre-field cleaning' reflects the number of contact information for all in-scope students. 'After pre-field cleaning' reflects the number of validated contact information after cleaning duplicate or invalid email addresses and phone numbers.

2.4.2 Sample exclusions

Unless specifically identified for inclusion in the SES as an Additional Population (see Section 2.1.3) records were flagged for exclusion if they were:

- students in postgraduate research (E310=1, 2 or 3)
- students in non-award courses (E310=30, 41, 42 or 50)
- offshore international students
- students in the middle of their course (i.e., not 'commencing' or 'later year')
- a minor course for students with a concurrent enrolment (E331=3)
- students who commenced their studies beyond May 31
- part of a stratum in which six or fewer students were enrolled.

Sample exclusions for NUHEIs closely matched the procedures for universities except for the inclusion of middle year students in the 'later year' student definition, and the size of the strata included in the sample frame.

After application of the exclusion rules, 724,089 records (46.8 per cent) were removed from the sample in SES 2025. This is comparable to the 2024 exclusions count of 658,547 records (46.6 per cent).

2.4.3 Sample review and selection

2.4.3.1 Stratum parameters

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

While the ComparED website reports SES results based on institution, course level and 21 study areas to maximise the extent to which data can be reported, the SES sample design is based on 45 study areas. This design seeks to maximise representativeness within the 21 study areas reported on the ComparED website and facilitate more nuanced analysis and more detailed reporting where required.

The fields of education (E461) within each of the 45 and 21 study areas are listed at Appendix 2. The supplementary FOE code (E462) is used to assign courses undertaken by students in combined/double degrees to a second study area variable.

Students in combined/double degrees are allocated to the study area stratum with the fewest students. For example, a student in an Arts/Law course is typically allocated to a Law rather than an Arts stratum (with greater number of students). Students still answer the SES for both degrees but for the purpose of operational strata allocation and progress reporting they count towards Law.

2.4.3.2 Setting strata target

Target completed sample sizes are calculated at the stratum level considering the number of records available and the goal of reporting strata-level results at a level of precision of ± 7.5 percentage points at a 90 per cent level of confidence.

See Appendix 3 for details of the method used to derive the target number of completed surveys by stratum for the 2025 SES. When this information is overlaid with historical response rates it is apparent that the response rate target is aspirational for many strata.

Table 4 shows the number and proportion of strata in each target response rate band for university and NUHEI undergraduates and postgraduates. At the ± 7.5 per cent level, less than half (46.8 per cent) of the

university undergraduate strata have an 'achievable' response rate, where for the purpose of this table 'achievable' is regarded as a response rate of less than 50 per cent.

For university postgraduate coursework, NUHEI undergraduate and NUHEI postgraduate coursework strata, the proportion of strata with an 'achievable' response rate is 35.1, 17.9 and 32.1 per cent respectively. Overall, aspirational stratum level response rates were higher for NUHEIs, relative to universities.

Table 4 Strata count by target response rate category (± 7.5 per cent precision)

Response rate category	University				NUHEI			
	Undergraduates		Postgraduate coursework		Undergraduates		Postgraduate coursework	
	n	%	n	%	n	%	n	%
100%	33	3.1	49	5.3	47	15.9	29	21.2
75% to 99%	210	19.6	264	28.7	117	39.5	38	27.7
50% to 74%	328	30.6	285	30.9	79	26.7	26	19.0
25% to 49%	317	29.5	242	26.3	46	15.5	26	19.0
Less than 25%	185	17.2	81	8.8	7	2.4	18	13.1
Total strata	1,073	100	921	100	296	100	137	100
<i>Net 'achievable' (<50%)</i>	502	46.8	323	35.1	53	17.9	44	32.1

2.4.3.3 Selections

As a result of the sample design, the SES is an attempted census of all in-scope commencing and later year onshore undergraduate and postgraduate coursework students enrolled in Australian higher education institutions in a given year, for whom contact information (i.e. an email address) was available, minimising coverage error by virtue of maximising sample size.

Where an institution requires a sample of greater than 90 per cent of students, a census is undertaken in order to minimise complexity in the promotion and administration of the SES within institutions.

After sampling and verification procedures were concluded, the number of students approached for the 2025 SES was 824,073 comprising 709,810 university students (446,444 undergraduates and 263,366 postgraduate coursework students) and 114,263 NUHEI students (57,166 undergraduates and 57,097 postgraduate coursework students).

2.4.3.4 Institution level targets

Appendix 4 shows that target response rates for the 2025 SES differed greatly by individual university, from a low of 18.8 per cent to a high of 72.1 per cent. Response rate targets were aspirational and designed to shift institutions towards maximum reportability and representativeness. Response rate targets as presented to institutions were based on an expected proportion for the target variable of 50 per cent, a level of confidence of 90 per cent and a margin of error of 5 per cent (i.e., a higher level of precision than is required for stratum-level reporting of results).

By way of an example, Table 5 shows the required response rate by stratum for a hypothetical large institution. This institution has a large number of students but a comparatively small number of study areas.

As a result, the overall required response rate is low at 17.6 per cent but the stratum level target response rate varies widely from 100.0 per cent to 14.1 per cent.

This institution could easily reach an overall response rate of 17.6 per cent but could fail to meet targets for each stratum unless this was closely monitored. Given that response rates above 50 per cent are unlikely at an individual stratum level, even institutions appearing to have an 'easy' overall response rate target may still fail to meet reporting thresholds for individual study areas.

Table 5 Example of response rate targets for an institution with high student numbers and few study areas

Stratum	Corresponding Study Area	Sample n	Target n	Required response rate (%)
1	Natural & Physical Sciences	43,618	6,170	14.1
3	Biological Sciences	584	209	35.8
4	Medical Science & Technology	1,867	327	17.5
5	Computing & Information Systems	22	22	100.0
12	Architecture & Urban Environments	4,228	695	16.4
14	Agriculture & Forestry	5,860	2,218	37.8
15	Environmental Studies	928	161	17.3
21	Dentistry	49	38	77.5
29	Business Management	4,070	582	14.3
31	Management & Commerce - Other	252	207	82.1
34	Humanities incl. History & Geography	12,244	1,756	14.3
42	Art & Design	1,261	628	49.8
43	Music & Performing Arts	1,541	404	26.2
44	Communication, Media & Journalism	146	113	77.9
Total		76,670	13,530	17.6

Table 6 provides an example of an institution with challenging response rate targets. This institution has a comparatively small number of enrolled students but has a broad course offering across several study areas. Targets range from a low of 24.1 per cent to a high of 87.5 per cent with an overall required response rate of 54.2 per cent. Institutions showing this pattern of response rate targets are typically in regional areas where a variety of courses are offered.

Table 6 Example of response rate targets for an institution with low student numbers and many study areas

Stratum	Corresponding Study Area	Sample (n)	Target (n)	Required response rate (%)
3	Biological Sciences	78	66	85.0
4	Medical Science & Technology	500	359	71.9
16	Health Services & Support	86	58	67.5
18	Medicine	72	54	75.0
19	Nursing	850	205	24.1
23	Physiotherapy	1,152	565	49.0
26	Teacher Education - Early Childhood	158	98	62.3
27	Teacher Education - Primary & Secondary	762	230	30.2
28	Accounting	213	119	55.7
29	Business Management	133	116	87.0
30	Sales & Marketing	693	572	82.5
31	Management & Commerce - Other	209	163	77.9
34	Humanities inc History & Geography	369	154	41.8
36	Social Work	81	71	87.5
37	Psychology	52	44	84.6
38	Law	468	223	47.6
41	Sport & Recreation	125	110	87.5
44	Communication, Media & Journalism	312	216	69.0
Total		6,313	3,423	54.2

3. Survey design and procedures

3.1. Institutional engagement

The institutional engagement strategy for the 2025 SES included:

- The timely provision of institutional planning resources, such as the *QILT Key Dates Calendar* and *Collection and Sample Guide*, accessible via the QILT provider portal.
- Confirmation of participation and nomination for 'fee for service' activities via the *Participation and Additional Services Form* (PASF).
- SES specific content in the QILT webinar and newsletter series, encompassing analysis of prior year survey results, sample preparation, questionnaire changes, response maximisation, survey methodology and fieldwork progress.
- An update to the *SES Marketing Pack*, which included both stock images, along with contemporary designs for each asset, as well as editable templates for institutions to insert their own messages or images. This pack also includes a *Marketing Pack User Guide* and an engagement activity plan.
- An ongoing dialogue with survey managers at participating institutions to discuss overall progress and work through response maximisation strategies, with a focus on assisting under-performing institutions.

Institutional engagement processes and on the resources provided (the new marketing pack in particular) were reviewed at the conclusion of each collection round through the *Respondent Engagement Survey* (RES). Feedback was gathered on how the new marketing materials were being used, in particular, the editable templates, and how they could continue to evolve to best support institutions in their engagement efforts.

Of those who responded to the RES and used the marketing materials, 98 per cent found them useful and aligned with their needs in administering the 2025 SES. More than half reported use of the new editable templates. Results also revealed that the use of Instagram increased to now be the most used social media platform, closely followed by Facebook. Aside from email, distribution of prior years' results to staff was the most common activity before the survey, whereas digital signage on campus and general announcement on LMS were mostly used during the survey.

Valuable suggestions for further refinement were also offered, reflecting the diverse communication environments and preferences across institutions.

3.2. Contact protocol

The 2025 SES employed an extensive protocol of contact attempts, including an email invitation, up to nine email reminders and three SMS reminders. Additionally, institutions could opt-in to an extra SMS and/or post-field reminder calls on a fee-for-service basis.

Each contact mode included provision to opt-out or unsubscribe from future contact, in alignment with obligations under the Australian Communications and Media Authority (ACMA) Spam Act. Students could also opt-out by contacting the SES helpdesk.

Table 7 shows the date of contact activity. An example of the SES email and SMS invitation is provided at Appendix 5.

Table 7 Invitation and reminder schedule

Contact activity	August 2025	September 2025
	Day of send	Day of send
Email invitation (launch period)	29-Jul-25 to 31-Jul-25	9-Sep-25 to 11-Sep-25
Email reminder 1	02-Aug-25	13-Sep-25
Email reminder 2	04-Aug-25	15-Sep-25
SMS experiment [±]	04-Aug-25	-
Prize draw 1 closed	04-Aug-25	15-Sep-25
Email reminder 3	06-Aug-25	18-Sep-25
Email reminder 4	11-Aug-25	22-Sep-25
SMS 1	13-Aug-25	22-Sep-25
Prize draw 2 closed	13-Aug-25	22-Sep-25
Email reminder 5	13-Aug-25	24-Sep-25
Email reminder 6	18-Aug-25	29-Sep-25
SMS 2	18-Aug-25	29-Sep-25
Prize draw 3 closed	18-Aug-25	29-Sep-25
Email reminder 7	22-Aug-25	03-Oct-25
Email reminder 8	25-Aug-25	06-Oct-25
SMS 3	25-Aug-25	06-Oct-25
Prize draw 4 closed	25-Aug-25	06-Oct-25
Email reminder 9	28-Aug-25	09-Oct-25
SMS Fee-for-service	28-Aug-25	09-Oct-25
Online fieldwork closed [*]	31-Aug-25	12-Oct-25
Post-field reminder calls commenced [†]	01-Sep-25	13-Oct-25
Fieldwork closed [†]	15-Sep-25	27-Oct-25

* For institutions which did not commission post-field telephone activities (i.e., reminder calls).

† For institutions which commissioned post-field telephone activities.

± SMS experiment was sent in August collection round only, see Section 3.2.2 SMS Experiment

3.2.1 Email invitation and reminders

The message intent for the SES emails is summarised in Table 8.

An example of the invitation email used in the 2025 SES is provided in Appendix 5.

Table 8 2025 SES email plan message intent

Round of activity	Message intent
Invitation	Awareness raising and invitation, Have your say, Your experiences matter.
Reminder 1	Your feedback is important, let future students know.
Reminder 2	Encourage early completion with prize incentive, appreciate if you could spare the time, need more responses from your institution and study area.
Reminder 3	Recognise student may be busy, emphasise how institutions can use findings to improve.
Reminder 4	Grateful if you could spare the time to give feedback to benefit future students, have your say, prize incentive.
Reminder 5	The Australian Government would still like to hear from you, your experiences as a student are important. Your feedback is important.
Reminder 6	Empathetic tone, acknowledge frequency of contact, improve course offerings at institution. Urgent appeal to prize draw incentive.

Round of activity	Message intent
Reminder 7	Recognise student may be busy, reflect on your higher education experience to benefit current and future students.
Reminder 8	Final prize draw closes tonight, still need to hear from more students from your course, last chance to win.
Reminder 9	Last appeal, final chance to complete, help improve the Australian Government's understanding of the student experience.

Email inbox placement optimisation

Extensive pre-field testing was undertaken to maximise the proportion of emails placed in primary inboxes (such as the 'primary' tab in Gmail and 'focused' inbox in Outlook). In 2025, this process was refined further, and continued to emphasise consistency, reusing proven elements from past campaigns to support reliable inbox placement.

Adjustments to subject lines and content were made to prioritise primary inbox placement. Poor inbox placement is often linked to themes and words such as 'win' and 'prize draw', resulting in emails being directed to email spam folders (including 'Promotions'). However, inbox placement can at times appear inconsistent, with no clear link to specific words or phrases, making it difficult to reliably predict which messages will be directed to the primary inbox. When analytics tools detected inbox placement issues, the wording was tweaked where necessary, to ensure placement to the primary inbox, without altering the overall theme of message where possible.

While progress has been made in email inbox placement testing, achieving consistent and reliable bulk email delivery remains an ongoing challenge for the SES and the broader QILT suite of surveys. Current efforts focus on optimising email content and delivery strategies to maximise placement in primary inbox. Insights gained across the QILT suite are actively applied to enhance the effectiveness of future email contact strategies.

Email inbox deliverability optimisation

Actions taken and products used to optimise email deliverability included:

- A dedicated Internet Protocol (IP) address range used only by the Social Research Centre for bulk email delivery. The reputation of this range was maintained year-round to keep the IP addresses 'warm' through ongoing email send activity. The dedicated range eliminated risks associated with bulk mailing from a shared IP pool and seeks to avoid large spikes in email send activity
- During sample cleaning, email addresses were validated to reduce bounce rates, thereby minimising the degradation of IP reputation
- Ongoing maintenance of technical services and policies to meet sender best practice
- Optimisation of all images, hyperlinks and HTML code used in emails to meet deliverability best practices
- Pre-field testing of emails across a broad range of mail clients, devices, and providers to confirm and optimise compatibility, display and delivery
- In-field tracking of email deliverability using analytics tools.

Email subject line and messaging adjustments

To reduce dropout rates and improve operational completion, from email Reminder 3 of the August collection round, reminder emails to partial completers contained a tailored message that acknowledged progress and encourage survey resumption. This strategy was implemented for the September collection round for all reminder emails.

Further, improving the placement of invitations / reminders to Gmail accounts was a particular focus, as Gmail accounts are held by more than half of the sample. Due to an excess of invitations and reminders filtering into non-primary inboxes of Gmail accounts during testing, several messages were modified to maximise the proportion landing in primary inboxes. Key changes included adding explicit references to the Australian Government and piping in the recipient's name (or "Student" if the first name was unavailable) for personalisation. Additionally, email reminders were clearly flagged using terms such as 'REMINDER', 'IMPORTANT REMINDER' or 'FINAL REMINDER' in the subject line to capture attention.

The Social Research Centre attributes improved inbox placement to the use of neutral language and references to trusted entities (e.g. the Australian Government). While the exact filtering mechanisms used by email providers remain unclear, these adjustments are believed to have reduced the likelihood of emails being flagged as promotional. Optimisation efforts are ongoing.

Sentences from emails with stronger inbox placement performance were reused and incorporated into other messages. Common phrases included:

- "The Australian Government wants to hear from you in the Student Experience Survey."
- "Your feedback to the Student Experience Survey can be used to improve courses for both current and future students."
- "Results will support the continuous improvement of higher education in Australia"

Email invitation and reminder performance

A breakdown of email send outcomes by round of activity is provided at Table 9 and Table 10. These two tables indicate the number of unique email addresses that invitations were sent to. Given that some institutions provided multiple email addresses for their students, the number sent for the Invitation email does not match the total number of students approached for 2025 SES.

Reminder 1 email was the most effective email in the schedule, achieving the highest 'clicked on link' rate in both the August and September collection rounds. While generally, 'clicked on link' rates decreased with each subsequent reminder, this year the 'clicked on link' rates increased slightly from the invitation to the first reminder before dropping more notably for the second reminder.

The proportion of bounced emails (sent emails that return with a server response indicating non-delivery) across the 2025 SES collection cycle was low. This indicates that at the national level, the quality of contact details in the approached sample was good and email cleaning processes were effective. Additionally, opt-outs were less than one per cent for most sends, suggesting the nature of the survey and the timing of sends were not a concern for students.

Table 9 Email send outcomes by round of activity - August collection round

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	696,969	648,977	585,561	540,089	495,827	463,655	446,814	420,712	413,100	395,717
Opened (%)	74.9	73.7	68.6	72.0	60.6	60.4	61.4	49.1	56.1	60.3
Clicked on link (%)	9.7	13.4	8.5	9.3	5.0	3.8	6.0	2.3	2.3	3.6
Opt-out from link (%)	0.4	0.4	0.6	0.8	0.5	0.8	0.8	0.5	0.6	0.5
Opened email (%)	64.8	59.8	59.6	61.9	55.1	55.8	54.6	46.3	47.2	56.2
Unopened (%)	25.0	18.8	31.2	27.8	39.2	39.4	38.4	50.7	51.7	39.5
Soft bounce (%)	0.1	7.5	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2
Hard bounce (%)	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1

Table 10 Email send outcomes by round of activity - September collection round

Total	Invite	R1	R2	R3	R4	R5	R6	R7	R8	R9
Total sent (n)	123,643	117,015	110,052	103,659	97,708	92,591	89,448	85,419	83,221	79,879
Opened (%)	75.0	70.5	68.2	74.6	58.5	61.2	63.2	64.1	61.6	59.8
Clicked on link (%)	7.5	8.7	6.8	7.1	4.3	3.6	3.9	2.9	2.7	3.5
Opt-out from link (%)	0.4	0.3	0.6	0.7	0.5	0.7	0.8	0.7	0.6	0.5
Opened email (%)	67.1	61.5	60.9	66.8	53.7	57.0	58.5	60.5	58.3	55.8
Unopened (%)	24.8	29.3	31.4	25.2	41.3	38.6	36.6	35.7	37.9	39.8
Soft bounce (%)	0.1	0.1	0.2	0.1	0.2	0.2	0.2	0.2	0.4	0.4
Hard bounce (%)	0.1	0.1	0.2	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1	<0.1

¹ A soft bounce occurs when an email could not be delivered because of a temporary issue, such as the recipient's mailbox being full or inactive.

² A hard bounce occurs when an email could not be delivered for permanent reasons, for example when the recipient's email address does not exist, or the recipient's email server has blocked delivery.

3.2.2 SMS reminders

SMS reminders were used during fieldwork to complement the email contact strategy and provide an alternative contact channel as insurance against email deliverability issues. Up to three SMS reminders were sent during fieldwork as part of the standard QILT contact protocol.

To reinforce the legitimacy of the SMS and email contact, each SMS was paired with an email reminder, sent on the same day as the email reminder, with the SMS content referencing the email as appropriate and timed to align with prize draw close dates (Reminder 4, Reminder 6 and Reminder 8).

An SMS reminder was sent to all in-scope sample members with a valid Australian mobile number who had yet to complete the survey. Those who had already partially or fully completed the survey, unsubscribed from email activity, refused participation during in-field reminder calls or opted out via a prior SMS were excluded from the SMS sends.

Institutions could also opt-in for an additional fee-for-service SMS (refer to Additional SMS).

An example of the first SMS used in the August collection round is provided in Appendix 5.

Additional SMS

Institutions were also able to nominate for participation in an additional SMS ('F4S SMS') on a fee-for-service basis. The additional SMS was sent with email reminder 9 and featured an abbreviated version of the institution's name.

Institutions could choose to send the message to either all, or a subset, of in-scope graduates with a mobile number during each collection round.

In total, 31 institutions across the 2025 SES collection opted to send an additional SMS.

SMS experiment

In the August collection round, an experiment was conducted involving an additional SMS sent to demographic groups which historically showed a greater than average response rate to SMS reminders. The experiment group included 10 per cent of all domestic male undergraduates within the August sample, as this represented a mixture of groups which were simultaneously under-represented in previous rounds of the SES and displayed a greater than average response rate to standard SMS reminders (2.6 per cent completed via the SMS link). This additional SMS was sent paired with the second reminder email.

While the results of this experiment initially showed a small, but significant improvement in response rate for the experimental group, this improvement was driven by a subset of the experimental sample which was already well-represented and thus did not succeed in driving up response rates of under-represented groups. Therefore, this experimentation was not carried out in the September collection round. This outcome highlights the need for additional exploration of strategies that effectively engage under-represented groups in future collection rounds.

SMS reminder performance

Table 11 summarises the number of SMS messages sent and their outcomes.

The rate of survey completion directly attributable to each SMS message ranged from 0.8 per cent to 2.5 per cent of the total SMS sent. The opt-out rate among SMS recipients was consistent across all messages. Although survey completion via SMS link is relatively low, pairing an SMS with an email reminder significantly boosts response rates, as detailed in Section 7.1.

Table 11 SMS based follow up activity outcomes

Contact activity	August 2025		September 2025	
	n	%	n	%
SMS1				
Total Sent	431,954	100.0	73,812	100.0
Opened	251,517	58.2	40,170	54.4
Completed via SMS link*	10792	2.5	1378	1.9
Unsubscribed	5,411	1.3	897	1.2
Unopened	175,026	40.5	32,745	44.4
SMS2				
Total Sent	380,373	100.0	65,711	100.0
Opened	205,378	54.0	33,618	51.2
Completed via SMS link*	3894	1.0	543	0.8
Unsubscribed	5,532	1.5	853	1.3
Unopened	169,463	44.6	31,240	47.5
SMS3				
Total Sent	348,627	100.0	60,122	100.0
Opened	199,607	57.3	32,298	53.7
Completed via SMS link*	4334	1.2	733	1.2
Unsubscribed	4,857	1.4	833	1.4
Unopened	144,163	41.4	26,991	44.9
SMS fee-for-service				
Total Sent	62,786	100.0	36,617	100.0
Opened	36,692	58.4	21,300	58.2
Completed via SMS link*	568	0.9	594	1.6
Unsubscribed	905	1.4	557	1.5
Unopened	25,189	40.1	14,760	40.3
SMS Experiment**				
Total Sent	13,637	100.0	-	-
Opened	7,522	55.2	-	-
Completed via SMS link*	359	2.6	-	-
Unsubscribed	180	1.3	-	-
Unopened	5,935	43.5	-	-

*Student completed survey directly via the SMS link. Due to the large scope of SMS activity, completions that could be indirectly associated with SMS (i.e. SMS prompted student to complete via email link) are not shown and would instead be attributed to other sources of response (refer to Section 7.4).

**SMS Experiment was sent in August collection round only

3.2.3 Post-field reminder calls

Post-field telephone reminder calls were a fee-for-service option to enable institutions to boost response rates for reporting purposes and their own internal analysis.

Post-field reminders were conducted following the close of the main online fieldwork period, with the online survey remaining open for approximately a two-week period (see Table 2) to allow for students of participating institutions to respond following telephone reminder contact. Online survey completions resulting from post-field reminder calls were included in national reporting and analysis, as the mode of completion was consistent with online surveys completed as part of the main online fieldwork period.

To qualify for the post-field reminder calls, a student was required to meet the following criteria:

- Have a valid phone number available in the sample
- Have not opted-out, screened-out or completed the online survey

- Have not met any custom criteria chosen by the institution (e.g. the institution may only want to top up response in certain study areas).

The purpose of post-field reminder call activity was to confirm or update the best contact email address for students and ask students to complete the survey online.

Table 12 provides a summary of post-field reminder call outcomes. In 2025, a total of seven institutions opted for post-field reminder calls. Post-field reminder calls were made to 3.9 per cent of the in-scope sample approached for the 2025 SES.

Email addresses were confirmed or updated for around a quarter of all students called (24.2 per cent).

Contact rates were broadly similar between undergraduate and postgraduate coursework sample members. Email addresses were confirmed or updated at a rate of 24.1 per cent for undergraduates and 24.4 per cent for postgraduates. Of the total sample initiated (i.e. where contact was attempted), 3.7 per cent completed the survey directly from the email sent during post-field reminder call activity. A larger percentage of respondents completed surveys indirectly, notably through voicemail call outcomes leading to completions. This suggests a potential reluctance to answer calls, but a legitimate message left on voicemail may have prompted recipients to engage with the email or SMS sent previously during the main fieldwork period.

Table 12 Post-field reminder calls outcome summary

	Undergraduate		Postgraduate		Total	
	n	%	n	%	n	%
Total sample initiated	19,562	100.0	9,908	100.0	29,470	100.0
Unusable sample	192	1.0	83	0.8	275	0.9
No contact	13,758	70.3	6,846	69.1	20,604	69.9
Total contacts	5,612	28.7	2,979	30.1	8,591	29.2
Collected student's email	4,709	24.1	2,418	24.4	7,127	24.2
Other contact type	903	4.6	561	5.7	1,464	5.0
<i>Completed directly*</i>	723	3.7	358	3.6	1,081	3.7
<i>Completed indirectly†</i>	1,079	5.5	591	6.0	1,670	5.7

* Student completed the survey directly via the post-field reminder email.

† Given that standard response maximisation initiatives cease at the end of the main online fieldwork period, 'Completed indirectly for post-field reminder calls' is defined as: student completed the survey by means other than the post-field reminder email after being called from post-field reminder calls (excludes calls to disconnected phone numbers).

Note: Unusable sample includes wrong numbers, disconnected numbers, not a residential number, fax lines, incoming call restrictions and respondent unreliable.

3.2.4 Fieldwork briefing

Call centre operators selected to work on the 2025 SES post-field reminder calls project attended a briefing session delivered by the QILT team at the Social Research Centre. Briefings were conducted prior to the commencement of post-field activities in each collection round. The briefings covered an overview of the SES and QILT, privacy and confidentiality policy, reminder call procedures and fieldwork timelines.

Each briefing session was followed by a run through of the reminder call script and a training module delivered by the operations team. The training module focused on building skills for respondent liaison and respondent engagement. It made use of interactive learning, utilising call recordings and role-play exercises to tailor response maximisation skills to the SES.

3.2.5 Quality control

The in-field quality monitoring techniques applied to the reminder call components of the SES included:

- Listening-in validations conducted in accordance with existing ISO 20252 procedures.

- Monitoring (listening in) by the Social Research Centre project manager and supervisory staff.
- Field team debriefing after the first shift, and thereafter, whenever there was important information to impart to the field team in relation to engagement techniques, data quality, consistency of administration, or project performance.
- Maintenance of a 'field team handout' document addressing any sample member engagement or data quality issues.
- Maintenance of a wiki with answers to common student queries.

Quality assurance and applicable standards are discussed further at Section 3.3.3.

3.2.6 Social media

Due to relatively low social media engagement in recent collections, a limited social media campaign was conducted in 2025 to support the SES response maximisation strategy. This involved organic (unpaid) ads that were shared across Facebook and Instagram via the QILT social media accounts ([@qilt_src](https://www.facebook.com/QILT1)) to build a general level of social media presence, but no paid ads were used.

Organic ad content was tailored with calls to action appropriate for each fieldwork milestone (e.g., referencing a 'chance to win' during the prize draw period) and built upon message intent themes from the email reminder plan. Social media post design aligned with themes from the marketing pack refresh and used custom graphic-style illustrations. An example of a social media ad is provided in Appendix 5.

3.3. Data collection

3.3.1 Online survey

The online survey could be accessed by clicking on the link in the email invitation or reminders, by clicking the link in the SMS, by clicking the link in the email sent as part of telephone reminder activity or by clicking a personalised link from institutional learning management systems. Clicking from the email invitation, email reminder or SMS would go directly to the beginning of the student's survey.

Students accessing the survey via the QILT website or social media redirect are directed to an authentication process on the SES landing page, where they could log into a generic link to allow entry into the survey by validating themselves against the sample information as a legitimate sample member. A unique survey link is then sent to the student's choice of email or SMS based on available sample contact information. An example of the landing page used for the authentication process is provided in Appendix 5.

Alternatively, students without the required authentication information could also access the survey by contacting the SES Helpdesk.

Online survey presentation was informed by the Australian Government accessibility guidelines, ensuring easy access for students to complete the survey. Standard online survey features included:

- Consistent presentation and placement of "Next" and "Previous" buttons.
- Input controls and internal logic/validation checks.
- Tailored error messages as appropriate.
- Splitting long statement batteries over multiple screens to reduce the number of items that require vertical scrolling.
- Sizing the panels for free text responses commensurate with the level of detail required in the response.
- Automatically 'saving' with progression to the next screen.
- The capacity to save and return to finish off at another time, resuming at the last question viewed.

The survey's look and feel were customised to be consistent with QILT branding guidelines, including the use of the SES logo and colour scheme. This ensured consistency with the look of the email invitation and reminders, advertisements placed on social media and the QILT website.

3.3.2 Survey implementation

Standard operational checks of the online survey were conducted pre-field to ensure implementation aligned with the intended questionnaire design. In addition to these standard checks, institutions with additional items (refer to Section 4.3.1) were sent test links to facilitate testing and sign off on their items prior to field launch.

The survey launch was staggered over three days per collection round: 15 per cent of the sample received email invitations on the first day, 25 per cent on the second day, and the remaining 60 per cent on the third. This staggered schedule aimed to quickly identify and address any issues with email deliverability, inbox placement or incorrect domains.

Data checks conducted after the first day confirmed correct survey sequencing, with no issues detected during the staggered launch for each collection round. Additional post-launch checks also further ensured the integrity of the data.

3.3.3 Quality assurance and applicable standards

As part of ongoing improvements to survey transparency and data governance, a new privacy notice was implemented at the beginning of the SES. This update introduced a revised online survey introduction that informs respondents about the privacy policy and explains how their personal information is used by the Department of Education for the purposes of the SES.

All aspects of the SES were undertaken in accordance with the Privacy (Market and Social Research) Code 2021, the Research Society's Code of Professional Behaviour, and ISO 20252:2019 standards.

All senior QILT staff are full members of the Research Society or maintain professional membership relevant to their role, and the Social Research Centre is also a member of the Australian Data and Insights Association (ADIA).

All sensitive or personally identifiable information such as sample and data were transferred using the QILT Secure File Exchange (SFX).

3.3.4 Monitoring and progress reporting

Weekly fieldwork update emails were sent to institutions detailing the response rate that had been achieved and how the individual institution compared to the overall response rate, their cohort (university or NUHEI) average and the previous year's results.

The Department of Education was provided with weekly updates covering survey launches, in-field milestones and the response rate of institutions overall.

3.3.5 Live online reporting module

In addition to weekly updates, the Department of Education had access to a live online reporting module which provided an overview of response rates for each institution and a national average of universities and NUHEIs. Results were provided in real time and included a summary of sample outcomes (e.g., completes, out-of-scopes and opt-outs) and response by institution.

Institutions were also able to monitor their progress through a subset of the same online reporting module. Each institution was provided with their own login which allowed them to track their sample outcomes and response rates, split by a selection of key demographics.

Summary tables could be downloaded in CSV format by the Department of Education and institutions. Institutions also had the option of downloading sample outcomes at the unit record level. The reporting module enabled institutions to monitor response, identify under-performing demographic groups and target engagement activity based on live sample outcomes.

3.4. Student support

The Social Research Centre maintained a SES helpdesk for the duration of the 2025 SES fieldwork period to provide students with an avenue to contact the SES team. The helpdesk featured an 1800 number and a specialised ses@srcentre.com.au inbox. Team members responded to queries within one business day. The 1800 number was also available to offshore students (with an international dialling code). The helpdesk was staffed seven days a week during call centre operational hours. All calls outside these hours were routed to a voicemail service. Additionally, a general qilt@srcentre.com.au inbox is maintained year-round, managed by the QILT team and staffed during business hours.

The SES helpdesk team was briefed on the SES background, procedures and questionnaire to enable them to answer a wide range of queries. All requests to opt-out and out-of-scope notifications received via the helpdesk were removed from the in-scope sample to cease further contact with these students.

A summary of student enquiries to the SES helpdesk is provided at Table 13. Survey queries remained the most common reason for contacting the helpdesk, accounting for over one third of total enquiries. The relatively low volume of helpdesk traffic, relative to the population approached, indicates that the current survey communications, including links to supporting information in the engagement emails (privacy policy, online FAQ, etc) are clear and have pre-emptively addressed many student concerns. Additionally, the 2025 SES survey introduction was updated to include a summary and link to the Department of Education's privacy notice which may have served to address sample member concerns at the outset.

In total, there were 736 helpdesk transactions during fieldwork, comprising 0.1 per cent of the overall sample approached for the 2025 SES. The majority of contact was made via email (89.8 per cent of the total contacts).

Table 13 Student enquiries to the SES helpdesk overall

Type of enquiry	1800 number		SES Inbox		Total	
	n	%	n	%	n	%
Total	75	10.2%	661	89.8%	736	100.0%
Survey query	27	36.0%	233	35.2%	260	35.3%
Opt-out	24	32.0%	194	29.3%	218	29.6%
General query*	12	16.0%	119	18.0%	131	17.8%
Out-of-scope	9	12.0%	94	14.2%	103	14.0%
Change of contact details	1	1.3%	12	1.8%	13	1.8%
Deletion or removal request	1	1.3%	3	0.5%	4	0.5%
Other query	1	1.3%	6	0.9%	7	1.0%

Around 4.2% (n=32) of all actions taken are excluded here, due to being outbound follow-up activity (like calling back voicemails), actions taken on internal requests (such as to re-appoint or re-code a record), or very rare contact types (such as via the Client or an SMS).

*General queries include queries that are not survey specific, for example, queries about the Social Research Centre, prize draw, and privacy concerns, etc.

3.5. Prize draw

All respondents were entered into a rolling prize draw that ran over four weeks for each round of data collection (refer to Table 14). The rolling prize draw was designed to encourage early survey completion by offering more chances to win, the earlier the survey was completed (e.g., if the survey was completed by the end of the first week, the respondent would be entered into all four prize draws).

The terms and conditions of the prize draw were available on the Social Research Centre's website and provided in all email communications sent to sample members.

In compliance with State and Territory gaming and lottery legislation, prize draw winners were notified in writing, by phone (if necessary) and published on the QILT Facebook and Instagram pages. Winners were published on the same day as the prize draw was conducted. All prize winners received a prepaid e-gift card.

The total prize money available for the 2025 SES survey collection (\$32,000) was divided into national and state-based prize pools, with an equitable split based on institutional representation in the sample. Each prize draw in August consisted of the following incentives:

- First prize (four winners) received a \$1,000 gift card
- Second prize (four winners) received a \$500 gift card each
- Third prize (three winners) received a \$250 gift card each.

Each prize draw in September consisted of the following incentives:

- First prize (one winner) received a \$1,000 gift card
- Second prize (one winner) received a \$250 gift card each.

Table 14 shows a breakdown of the value of each prize draw and the prize draw schedule.

Table 14 Prize draw schedule

	August 2025	September 2025
Prize pool		
Total weekly prize pool	\$6,750	\$1,250
Weekly \$1,000 prize pool	\$4,000	\$1,000
Weekly \$500 prize pool	\$2,000	-
Weekly \$250 prize pool	\$750	\$250
Prize draw activity		
Prize draw period opens/Fieldwork starts	29-Jul-25	09-Sep-25
Prize draw 1 close	04-Aug-25	15-Sep-25
Prize draw 1 conducted	06-Aug-25	17-Sep-25
Prize draw 2 close	11-Aug-25	22-Sep-25
Prize draw 2 conducted	13-Aug-25	24-Sep-25
Prize draw 3 close	18-Aug-25	29-Sep-25
Prize draw 3 conducted	20-Aug-25	01-Oct-25
Prize draw 4 close	25-Aug-25	06-Oct-25
Prize draw 4 conducted	27-Aug-25	08-Oct-25

The prize draw incentive has a significant role in improving response rates over both SES collection periods. For analysis of the impact of the prize draw on the pattern of response, refer to Figure 1 which illustrates the spike in response on reminders linked to prize draw periods closing.

4. Questionnaire

4.1. Development

The 2025 SES questionnaire was based on that used in 2024, with standard operational updates made to align the questionnaire with current reference periods. There were also changes made to the core instrument in consultation with the Department of Education, which are detailed in Section 4.3 below.

In addition to the core questionnaire changes, institutions were able to add, modify or remove their specific items for each round. They could also nominate to include stakeholder items, or the Workplace Relevance Scale (WRS) items. See Section 4.4 for more information about these items.

4.2. Overview

Table 15 outlines the thematic areas of the main modules in the questionnaire.

The design of the SES instrument was modular, with items essential to analysis (Quality of entire educational experience and underlying focus area items) positioned early in the questionnaire and other core item modules positioned before additional items (Module F).

Items related to future contact details and further research were delivered in the final module.

A copy of the generic survey instrument (i.e. excluding any institution-specific items) is included at Appendix 6.

Table 15 SES module themes

Module	Themes
Module A	Introduction and screening
Module B	Inclusion and peer engagement
Module C	Teaching and educational development
Module D	Support
Module E	Demographics
Module H	International student items
Module I	Initial Teacher Education (ITE)
Module F	Additional / institution-specific items
Module G	Contact

4.3. Changes from 2024

As part of ongoing efforts to enhance survey transparency and data governance, a new privacy notice was implemented at the February collection round of the 2025 SES. This update included a revised online survey introduction informing respondents about the privacy policy and how their personal information is used by the Department of Education for the purposes of the SES.

Key changes to the 2025 SES questionnaire included:

- A new module for Initial Teacher Education students: A short 5-minute survey was administered in the SES following the core items.
- Two new questions to identify users of Regional University Study Hubs (RUSH) and Suburban University Study Hub (SUSH) and frequency of use, to support impact evaluation.
- An addition of 9 questions in the International module related to education agents.
- A new module Education and Work Survey: In collaboration with the Australian Centre for Student Equity and Success (ACSES), a new module was added to explore the relationship between paid

employment and academic outcomes. This module was administered to domestic students (of participating institutions) following the Wellbeing module.

- In addition, the consent question for the prize draw was revised to align with the South Australian Government's lottery licensing requirements, which newly include the addition of full last name, as well as first name initials and postcode to be published with the winner announcement.

4.4. Additional items

4.4.1 Institution items

A total of 20 institutions (18 universities and 2 NUHEIs) included institution specific items in the 2025 SES. Institution specific items can be the same or a variation of questions included in prior collection rounds of the SES, or new questions entirely. Content covered by institution specific items included questions relating to student support services, campus facilities, lodging complaints, net promoter score, further study intentions, employability, perceptions of institutions' values, health and wellbeing, reconciliation, and overall institution experience.

In addition to this, eleven institutions chose to include the Workplace Relevance Scale; seven institutions chose to include the at-risk item.

The wellbeing module that was introduced in the 2024 SES continued to be offered on a fee for service basis, with 63 institutions participating (up from 56 in 2024). The module included gender/sexual identity items which are more nuanced than the TCSI E315 item.

Currently, institution specific items do not fall under any data sharing arrangements and are therefore only included in the respective institution data files.

4.4.2 Stakeholder items

Stakeholders including Independent Higher Education Australia (IHEA) and Navitas included items in the 2025 SES. Content covered by the stakeholder items included reasons for choosing to study at the institution and use of education agents. Eligible institutions only were able to participate in these items.

The new Education and Work Survey module, funded by ACSES, was added to the 2025 SES, which incurred no cost to the institutions to participate. All institutions participating in the 2025 SES were included in this module by default. However, they could opt out using the Participation and Additional Services Form. A total of 116 institutions (41 universities and 75 NUHEIs) participated in this new module.

5. Data preparation

5.1. Definition of the analytic unit

The analytic unit for the SES is the course, meaning that students in double degrees respond separately in relation to each degree, and as a result may appear more than once in the final data set.

In the 2025 SES data set, a record was considered a 'technical' complete if the student had:

- completed at least one unit in the course/program or felt they had enough experience to rate the course/program, and
- responded to questions related to a minimum of one key aspect of the student experience (i.e. Skills development, Peer engagement, Teaching quality and engagement, Student support and services and Learning resources) or
- responded to questions related to a minimum of one key aspect of the student experience for each course/program in a double degree if the course / programs were in different study areas.

A record was considered an 'operational' complete if the student had fully completed the survey up to and including the final survey question.

Where double degree students have completed units in both degree components and they are in the same study area, the first record is selected for analysis.

5.2. Data cleaning and preparation

5.2.1 Respondent (student) level

Data preparation occurred on the raw data file exported from the data collection platform with the following derivations, re-coding and cleaning routines applied.

- Demographic variables were merged from the original population file for the final analysis.
- Records with new course information were assigned final course codes, levels, fields of education, and study areas using updated information from TCSI.
- New course information was sourced from the survey manager of the relevant institution where student information was not available from TCSI.
- The in-scope status of respondents was re-derived based on revised course level data to exclude those who switched to ineligible courses.
- Questionnaire items were re-filtered to their respective bases to ensure no errant responses.
- Appropriate missing data conventions were applied (refer to the *2025 SES Data Dictionary* on the QILT website).
- After cleaning, normalised SEQ variables, SEQ scale variables, and consolidated demographic and analysis variables were derived as described in the *2025 SES Data Dictionary*.
- For double degrees, SEQ scale variables were derived separately for each course in the respondent level file.

5.2.2 Course level

After data was finalised, the respondent (student) level responses were split to course level including the following.

- Where a respondent was enrolled in a single degree, the respondent level record became the course level record.
- Where a respondent was enrolled in a double degree and had completed units in only one course, the respondent level record became the course level record.
- Where a respondent was enrolled in a double degree and had completed units in both courses, two course level records were created:
 - (i) the respondent level record minus course specific items completed for the second degree, and
 - (ii) the respondent level record with course specific items completed for the first degree replaced with responses to course specific items completed for the second degree.

The variable 'ANALYSIS' was then created to identify the final status of a record.

There are five different final status outcomes identified based on the SEQ items completed and students' course profile. Each status is defined as follows:

1. Student.
 - A respondent complete - the first course in a double degree or the second course in a double degree where a complete SEQ exists only for the second course.
2. Second course in double degree.
 - The second course in a double degree where the respondent has completed the SEQ for both components of the double degree and the two components of the double degree have different study areas.
3. Same study area in both components of a double degree.
 - The second course in a double degree where the respondent has completed the SEQ for both components of the double degree and both components of the double degree have the same study area.
4. Incomplete: has no valid scale scores.
 - No valid SEQ scale scores for this course component.
5. Out-of-scope: No longer enrolled or not in first or last year of an in-scope course.
 - The respondent is not currently enrolled at the institution or is not in the first or last year of an undergraduate or postgraduate coursework course.

Only records with ANALYSIS=1 or 2, 'student' and 'second course in double degree', are reported.

Records in ANALYSIS=3, 'same study area in both component of a double degree', are excluded from reporting to avoid double counting student responses in the same study area.

The *2025 SES Data Dictionary* lists the new or modified variables for the 2025 SES.

5.3. Course coding

During the survey students are asked if they are enrolled in the course provided in the SES sample file. If a student indicates that the sample file course is not their current course, they are asked to share their current course by selecting from a drop-down of all courses at their institution or entering their course in an open text field. In the case where a student provides an open text response, respondents are asked to indicate if they are currently enrolled in a double degree in order to ensure that responses are collected for each of their course components.

Revised course names entered by respondents were checked against an extract of TCSI enrolment data provided in September. If the course name provided by the student matched the information in the new TCSI extract, the respondent's updated course was considered verified and their final SES data was assigned to match the course data in the new TCSI extract.

In the case where a student could not be found in the new TCSI extract, a query was sent to the institution's survey manager for them to confirm the course information provided by the student in survey, and the respondent's final SES data was assigned to the course confirmed by the institution.

If course information provided by a respondent could not be matched against the TCSI extract or confirmed by the institution's survey manager, then the record was treated as out of scope because the student had responded to the SES on the basis of course information that could not be verified.

5.4. Coding and processing of open text responses

Spell checking and light cleaning of free text responses was applied to remove identifiers and expletives. Code frames (for new questions) were developed in conjunction with and approved by the Department of Education and relevant stakeholders. Table 16 summarises those items which were coded using an external code frame as a source.

Table 16 Items coded and source for coding decisions

Item coded	Code frame source
Overseas country location	For students living overseas, country of residence was coded using the Standard Australian Classification of Countries (SACC, 2016, Second edition, ABS catalogue number 1269.0).

5.5. Data deliverables

The Social Research Centre provided institutions and the Department of Education the following data deliverables at the completion of the 2025 SES collection cycle:

- National data file and national final population file in CSV, SPSS and SAS format
- Institution data files and final population files in CSV and SPSS format as a standard, and in SAS format for institutions specifically requesting this format
- Final population files provided to institutions upon request.
- Data dictionary and data map
- Fieldwork and data package summary in MS Word format
- Files in Tableau packaged workbook format at the institution, Universities Australia and Independent Higher Education Australia level
- Files of responses to open-ended questions in MS Excel at the institution level
- *ComparED Website Tables, National Report Tables, International Report Tables.*

5.6. Weighting

- As was the case for previous surveys in the series, no weights were applied to the SES data.

6. Final dispositions, response rates and reportable strata

6.1 Final dispositions and response rates

Table 17 shows the final survey outcomes at an overall level for the 2025 SES.

For the QILT suite of surveys, ‘response rate’ is defined as completed surveys (described as ‘technical completes’, refer to Section 5.1) as a proportion of final sample, where final sample is the total sample excluding unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. refer to the American Association for Public Opinion Research *Standard Definitions Report* (2023).

The final response rate for the 2025 SES was 43.2 per cent, which was an improvement over the final response rate of 37.2 per cent achieved in 2024. The response rate performance for sample sourced from universities (43.5 per cent) was stronger than sample sourced from NUHEIs (41.4 per cent) in 2025. When reviewing response by course level, slightly less than a two percentage point difference is observed between the undergraduate and postgraduate by coursework response rates (43.8 per cent and 42.2 per cent respectively).

The opt-out rate in 2025 was 6.0 per cent, slightly lower than the rates in 2024 and 2023, which was 6.1 per cent and 6.9 per cent respectively.

Final response rates by institution for the 2025 SES are provided at Appendix 4.

Table 17 Final survey outcomes

Institution	Sample provided	Unusable sample	Out of scope	Opted-out	Final sample	Surveys completed	Response rate (%)
2025 SES overall							
Total	824,073	538	23,451	49,307	750,777	324,547	43.2
Universities	709,810	205	19,365	43,118	647,122	281,591	43.5
NUHEIs	114,263	333	4,086	6,189	103,655	42,956	41.4
Course type							
Undergraduate	503,610	169	10,505	31,969	460,967	202,092	43.8
Postgraduate	320,463	369	12,946	17,338	290,010	122,455	42.2

6.1.1 Response by citizenship status

This year saw a return to the trend of domestic students responding to the SES at higher rates than international students. Domestic students recorded a response rate of 43.6 per cent, slightly ahead of international students at 42.6 per cent. Table 18 compares response rates by citizenship status between 2024 and 2025, highlighting this shift in engagement.

Table 18 Response rate comparison by citizenship status, 2024 to 2025

Citizenship status	2024 response rate (%)	2025 response rate (%)	Year on year change 24-25 (pp)
Domestic	37.1	43.6	6.5
International	37.5	42.6	5.1
Total	37.2	43.2	6.0

6.2 Achievement of response rate targets

Improved response rates seen across most institutions this year also resulted in an improved proportion of both universities and NUHEIs which achieved their response rate target. In 2025, a total of 38 out of 43 (25 out of 42 in 2024) universities and 46 out of 110 (33 out of 107 in 2024) NUHEIs achieved the response rate target that was established as a result of the process described in Section 2.4.3.2. As mentioned previously, these were aspirational targets only and varied by institution based on the size of the target population. This explains why the proportion of NUHEIs that achieved the response rate target was much lower than for universities, which typically have much larger student populations.

For full details of institution performance against response rate targets, see Appendix 4.

6.3 Strata meeting the desired level of precision

Table 19 shows the number and proportion of strata meeting the desired level of precision (± 7.5 percentage points at the 90 per cent level of confidence) over time, by the Quality of entire educational experience (QOESAT) indicator, for undergraduates in full-time study. Strata are defined by institution at the 21-study area level.

For universities, around 80.8 per cent of the eligible strata in the 2025 SES met the desired level of precision (up from 73.4 per cent in 2024). For NUHEIs, 35.0 per cent of the eligible strata met the desired level of precision (up from 33.5 per cent in 2024). Response maximisation initiatives will continue to seek to both enhance the overall representativeness of the achieved sample and maximise the proportion of strata meeting the desired level of precision.

Table 19 Strata meeting desired level of precision for undergraduates in full-time study

	2022	2023	2024	2025
University				
Total strata (n)	625	628	632	636
Strata below minimum population (n)	1	2	1	0
Strata with no completed surveys (n)	0	0	0	0
Eligible strata for reportability (n)	624	626	631	636
Strata meeting the desired level of precision (n)	463	465	463	514
Strata meeting the desired level of precision (%)	74.2	74.3	73.4	80.8
NUHEI				
Total strata (n)	221	227	237	252
Strata below minimum population (n)	12	5	1	6
Strata with no completed surveys (n)	2	1	0	0
Eligible strata for reportability (n)	207	221	236	246
Strata meeting the desired level of precision (n)	52	61	79	86
Strata meeting the desired level of precision (%)	25.1	27.6	33.5	35.0

7. Response analysis

7.1. Response by time

Figure 1 illustrates the daily and cumulative technical response rates for the August and September collection rounds (refer to Section 6.1 for a definition of ‘technical response rate’). Key engagement activities (i.e., email invitation and email and SMS reminders) undertaken by the QILT team are overlaid (refer to Section 3.2 for a full schedule by round).

Note that the response rates shown in Figure 1 are raw and derived before post-field reminder calls are completed and data processing is undertaken. As a result, the raw response rates are slightly lower than the final rate presented in Table 1.

The pattern of response across all emails in the 2025 SES cycle was broadly similar to previous implementations. Both rounds followed a comparable trajectory, although most reminders in the first half of the schedule fared slightly better in the August collection round, relative to the September collection round.

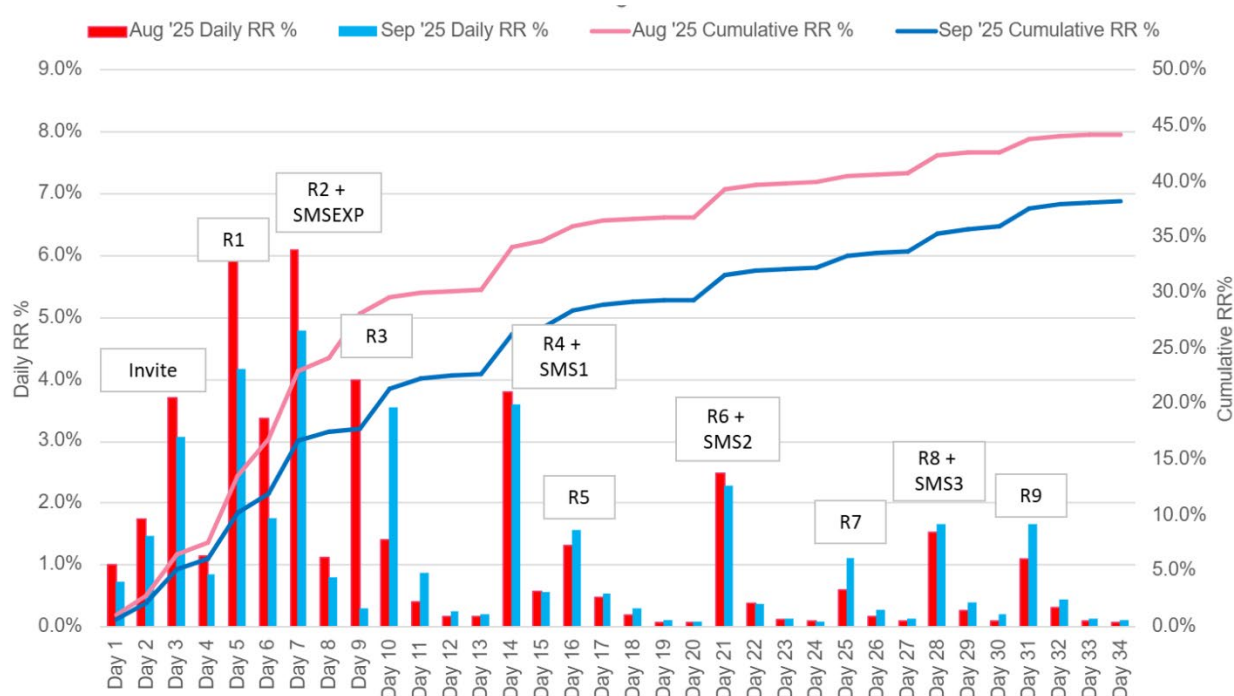
As observed in previous SES collections, the most effective response across both rounds occurred when two forms of communication (i.e., an email and SMS) were sent on the same day, as evidenced by the relative performance of R4/SMS1, R6/SMS2 and R8/SMS3.

The strong daily response of prize draw timed reminders (R2, R4, R6, R8) is visible in both rounds.

Response was front loaded in both rounds, with three-quarters of the final response (33 per cent of the final 43 per cent) achieved by the day of the Reminder 4 and SMS1 send, with the last six rounds of email activity and final two SMS sends accounting for the remainder.

Figure 1 shows that activities in early August performed better than those in September, whereas later reminders were more evenly balanced. In some cases, such as R7 and R9, September activities even outperformed August. Note that Reminder 3 in the August collection round was sent on a different day of the week from the corresponding Reminder 3 in the September collection (Wednesday in August as opposed to Thursday in September).

Figure 1 Daily and cumulative response (August and September collection rounds)



7.2 Operational response

It is important to monitor the gap between operational and technical response rates. Operational completion is important because it ensures respondents complete the entire survey, providing a full set of data for analysis. Partial completions limit the ability to analyse certain measures, which reduces the completeness and comparability of the dataset. While both technical and operational response rates have improved in 2025, this gap has also widened proportionally, as shown in Table 20.

Table 20 2025 SES technical and operational response rates over time

	2021	2022	2023	2024	2025
Technical response rate (%)	41.1	37.0	37.5	37.2	43.2
Operational response rate (%)	37.7	33.7	34.1	33.6	38.1
Difference (ppt)	3.4	3.3	3.4	3.6	5.1

Survey breakoff analysis showed that students most commonly drop off at questions with higher cognitive load, particularly those presented in the matrix or open-ended formats.

Recommendations to address these issues in terms of response quality maximisation are outlined in Section 8.4.

7.3 Data representativeness

This section aims to investigate the extent to which those who responded to the 2025 SES were representative of the in-scope population and assesses the impact of non-response bias. Non-response bias occurs when the responding population is systematically different from the non-responding population, leading to results that do not accurately reflect the overall population. The following assessment is approached from several perspectives, by:

- identifying administrative characteristics of students that are most different between respondents and non-respondents and that are most strongly associated with the propensity to respond to the survey
- determining if adjusting for non-response changes the key SES indicators.

Note that the focus of this section is on students and so some of the results will not exactly match those reported elsewhere where the focus is instead on courses.

7.3.1 Characteristics of respondents compared to population

Assessment of potential non-response bias involves comparing the profile of respondents with that of the population and identifying characteristics where respondents differ markedly from the population. The respondent characteristics for undergraduates are presented alongside population parameters in Table 21.

Differences across sub-groups vary, with some characteristics aligning more closely with the population than others. A sub-group with a lesser proportion among respondents than in the population is considered lower representation, while a greater proportion indicates higher representation. When respondent proportions match the population exactly, the difference is zero.

The 2025 SES respondent profile showed that commencing students were more likely to participate in the SES (where the proportion of respondents exceeds the proportion of the in-scope population) than completing students. This suggests that students earlier in their studies may be more engaged or more available to respond. Male students and those aged under 30 were notably less represented, while older

students (30+) and female students were more likely to respond. These differences could influence results if these groups have systematically different experiences or perceptions. Representation was generally balanced for First Nations students, and those who were the first in their family to attend university, supporting the reliability of findings for these groups.

Table 21 2025 Undergraduate SES population parameters by subgroup* and response characteristics

Category	In-scope population n	In-scope population %	SES respondents n	SES respondents %
Stage of studies				
Commencing	265,417	52.7	115,785	57.3
Later year**	238,193	47.3	86,188	42.7
Study mode				
Internal/Multi-mode	444,682	88.3	179,714	89.0
External	58,742	11.7	22,176	11.0
Type of attendance				
Full-time	419,827	83.4	174,359	86.3
Part-time	83,783	16.6	27,614	13.7
Provider type				
NUHEIs	57,166	11.4	23,282	11.5
Universities	446,444	88.6	178,691	88.5
Gender				
Male	211,513	42.2	70,731	35.2
Female	289,845	57.8	130,140	64.8
Age group				
Under 25	408,013	81.0	160,079	79.3
25 to 29	41,357	8.2	15,262	7.6
30 to 39	32,572	6.5	14,974	7.4
40 and over	21,666	4.3	11,657	5.8
First Nations†				
First Nations	8,338	2.2	3,476	2.2
Non-Indigenous	378,249	97.8	152,601	97.8
Home language				
English	395,966	78.6	159,810	79.1
Other	107,644	21.4	42,163	20.9
Disability				
Disability	57,594	11.4	25,535	12.6
No disability	446,016	88.6	176,438	87.4
International				
Domestic student	386,587	76.8	156,077	77.3
International student	116,949	23.2	45,847	22.7
First in family				
First in family***	75,479	35.5	32,727	35.1
Not first in family***	137,317	64.5	60,465	64.9
Total	503,610	100.0	201,973	100.0

*Some subgroups may not add to 100 per cent due to rounding.

**Later year includes Middle Year students where for NUHEIs a census was conducted (see Section 2.1.2).

**Previous higher education experience and First in family status includes commencing students only.

† First Nations data reflect values for domestic students only, excluding international students. The remaining equity groups include all students, both domestic and international.

The respondent characteristics for postgraduate coursework students are presented alongside population parameters in Table 22. Similar to undergraduates, postgraduate coursework commencing students were more likely to participate in the SES than completing students. Male postgraduate coursework students and those aged under 30 were also notably less represented, while older students (over 30s) and female students were more likely to respond. Domestic postgraduate coursework students were also less represented, whereas international students accounted for a larger share of respondents relative to their proportion in the population.

Table 22 2025 Postgraduate coursework SES population parameters by subgroup* and response characteristics

Category	In-scope population n	In-scope population %	SES respondents n	SES respondents %
Stage of studies				
Commencing	133,463	41.6	54,954	44.8
Later year**	187,000	58.4	67,620	55.2
Study mode				
Internal/Multi-mode	233,709	72.9	92,474	75.5
External	86,683	27.1	30,067	24.5
Type of attendance				
Full-time	219,518	68.5	87,723	71.6
Part-time	100,945	31.5	34,851	28.4
Provider type				
NUHEIs	57,097	17.8	19,674	16.1
Universities	263,366	82.2	102,900	83.9
Gender				
Male	137,579	43.0	47,486	38.9
Female	182,055	57.0	74,735	61.1
Age group				
Under 25	120,611	37.6	38,221	31.2
25 to 29	95,647	29.8	35,902	29.3
30 to 39	64,323	20.1	28,731	23.4
40 and over	39,880	12.4	19,718	16.1
First Nations†				
First Nations	2,338	1.6	899	1.7
Non-Indigenous	139,856	98.4	51,286	98.3
Home language				
English	165,498	51.6	62,904	51.3
Other	154,965	48.4	59,670	48.7
Disability				
Disability	22,882	7.1	10,020	8.2
No disability	297,581	92.9	112,554	91.8
International				
Domestic student	142,194	44.4	52,185	42.6
International student	178,219	55.6	70,354	57.4
First in family				
First in family***	34,355	39.2	14,190	40.5
Not first in family***	53,280	60.8	20,869	59.5
Total	320,463	100.0	122,574	100.0

*Some subgroups may not add to 100 per cent due to rounding.

**Later year includes Middle Year students where for NUHEIs a census was conducted (see Section 2.1.2).

**Previous higher education experience and First in family status includes commencing students only.

† First Nations data reflect values for domestic students only, excluding international students. The remaining equity groups include all students, both domestic and international.

In terms of study area, the respondent profile achieved in the 2025 SES closely matched the in-scope survey population, indicating that the pattern of responses is highly representative of the in-scope sample population (see Table 23).

The largest study areas in the 2025 SES in terms of in-scope population were Business and management, Science and mathematics, Nursing, Teacher education and Humanities, culture and social sciences. Veterinary science was the smallest study area, followed by Tourism, hospitality, personal services, sport and recreation.

Table 23 2025 Undergraduate SES population parameters by study area and response characteristics

Study area	In-scope population n	In-scope population %	SES respondents n	SES respondents %
Agriculture and environmental studies	5,988	1.1	2,671	1.2
Architecture and built environment	14,734	2.7	5,160	2.4
Business and management	93,088	17.1	30,630	14.1
Communications	15,865	2.9	5,845	2.7
Computing and information systems	42,793	7.9	15,206	7.0
Creative arts	23,492	4.3	9,518	4.4
Dentistry	1,869	0.3	867	0.4
Engineering	37,694	6.9	14,557	6.7
Health services and support	40,176	7.4	16,537	7.6
Humanities, culture and social sciences	43,016	7.9	17,435	8.0
Law and paralegal studies	22,744	4.2	8,756	4.0
Medicine	4,927	0.9	2,242	1.0
Nursing	46,238	8.5	22,381	10.3
Pharmacy	3,967	0.7	1,700	0.8
Psychology	25,439	4.7	11,062	5.1
Rehabilitation	9,453	1.7	4,085	1.9
Science and mathematics	48,247	8.9	20,949	9.7
Social work	14,037	2.6	5,812	2.7
Teacher education	45,726	8.4	19,760	9.1
Tourism, hospitality, personal services, sport and recreation	1,749	0.3	583	0.3
Veterinary science	1,682	0.3	920	0.4
Total	542,924	100.0	216,676	100.0

In the 2025 SES, undergraduate students from Business and Management were less represented than other study areas, with response rates 3.0 percentage points below their share of the in-scope population. In contrast, undergraduate students from Nursing accounted for a proportion 1.7 percentage points higher than the in-scope population. Similar patterns in representation were observed across study areas for postgraduate coursework students, as shown in Table 24.

Table 24 2025 Postgraduate coursework SES population parameters by study area and response characteristics

Study area	In-scope population n	In-scope population %	SES respondents n	SES respondents %
Agriculture and environmental studies	3,329	1.0	1,578	1.3
Architecture and built environment	7,301	2.3	2,477	2.0
Business and management	86,472	26.9	28,760	23.4
Communications	5,104	1.6	1,752	1.4
Computing and information systems	44,076	13.7	16,852	13.7
Creative arts	3,356	1.0	1,344	1.1
Dentistry	957	0.3	276	0.2
Engineering	16,979	5.3	6,958	5.7
Health services and support	18,306	5.7	7,481	6.1
Humanities, culture and social sciences	12,186	3.8	5,360	4.4
Law and paralegal studies	13,443	4.2	4,095	3.3
Medicine	8,096	2.5	3,014	2.5
Nursing	18,994	5.9	7,691	6.3
Pharmacy	1,840	0.6	605	0.5
Psychology	9,456	2.9	4,000	3.3
Rehabilitation	3,003	0.9	1,021	0.8
Science and mathematics	10,559	3.3	4,537	3.7
Social work	14,359	4.5	6,787	5.5
Teacher education	42,687	13.3	18,018	14.7
Tourism, hospitality, personal services, sport and recreation	374	0.1	141	0.1
Veterinary science	595	0.2	232	0.2
Total	321,472	100.0	122,979	100.0

7.3.2 Adjusting for non-response

Although the composition of respondents versus population revealed relatively small imbalances in representation, it is useful to assess whether adjusting for non-response would meaningfully change the key SES indicators. A common technique to adjust for differences between survey respondents and the population of interest is the calculation of ‘weights’—values assigned to respondents to indicate how much each should contribute to survey results.

Respondents from groups with lower representation (e.g., males) are assigned higher weights so their contribution reflects their population share, while respondents from groups with higher representation (e.g., females) receive lower weights. This approach ensures that survey estimates align as closely as possible with the student population and is widely used by official statistical agencies, including the Australian Bureau of Statistics.

The choice of characteristics to include in the weighting solution was informed by the differences between respondents and the population. Table 25 below summarises the differences between respondents and population by taking the average of the absolute differences in percentage points (pp) between responding and population groups for each characteristic (Average Absolute Bias; AAB). A higher AAB indicates a larger departure from the population.

Table 25 Average absolute bias (AAB) and maximum absolute bias (MAB) for selected characteristics sorted by descending AAB

Characteristic	Average absolute bias (pp)	Maximum absolute bias (pp)
Gender	5.9	5.9
Stage of studies	4.2	4.2
Type of attendance	3.2	3.2
Age group	2.0	3.0
Study mode	1.5	1.5
Disability	1.2	1.2
Study level	1.2	1.2
Institution size	0.9	2.3
Country of birth	0.5	0.7
Source country	0.5	2.8
Study area	0.5	3.3
Home language	0.5	0.5
Higher Education Provider	0.1	1.2
First Nations†	0.1	0.1
Citizenship indicator	0.0	0.0

† First Nations data reflect values for domestic students only, excluding international students. The remaining equity groups include all students, both domestic and international.

The four characteristics with the largest observed differences—age group, gender, type of attendance, and stage of study—were included in weighting, along with higher education provider to maintain alignment with provider size. If the analysis behind Tables 21 and 22 were repeated using weights instead of counts, the respondent distribution would match the population exactly for these characteristics.

Table 26 compares overall results for six key indicators derived for the 2025 SES, using both unweighted counts of respondents³ and weighted estimates. It also shows the percentage point difference between the two methods, where a negative value indicates the weighted estimate is higher and a positive value indicates the unweighted estimate is higher. Rows marked with an asterisk denote differences that are statistically significantly⁴.

Although most differences are statistically significant, the magnitude of differences are all less than 1.3 percentage points, which is only a small difference to the indicators derived in the survey. Therefore, while small discrepancies exist between respondents and the population, non-response bias does not materially affect SES results for the population of interest.

³ Note that the analytic unit used in these estimates is the student rather than the course, so the estimates may not exactly match those reported elsewhere.

⁴ * denotes that the 95% confidence interval for the difference between estimates does not include zero.

Table 26 Comparison of weighted and unweighted indicators (student level)

Indicator	Unweighted indicators (%)	Weighted indicators (%)	Difference (pp)
Overall educational experience - positive rating			
Overall	77.1	76.0	1.1*
Undergraduate	76.6	75.6	1.0*
Postgraduate coursework	77.8	76.7	1.2*
Peer engagement - positive rating			
Overall	61.8	61.6	0.2*
Undergraduate	61.7	61.7	-0.1
Postgraduate coursework	62.0	61.4	0.6*
Teaching quality and engagement - positive rating			
Overall	81.8	81.0	0.8*
Undergraduate	80.6	79.9	0.7*
Postgraduate coursework	83.7	82.6	1.1*
Learning resources - positive rating			
Overall	84.0	83.7	0.3*
Undergraduate	83.3	82.9	0.4*
Postgraduate coursework	85.5	85.3	0.2*
Student support and services - positive rating			
Overall	73.9	73.2	0.8*
Undergraduate	71.6	70.8	0.8*
Postgraduate coursework	77.7	76.8	0.8*
Skills development - positive rating			
Overall	82.5	82.1	0.4*
Undergraduate	81.6	81.3	0.3*
Postgraduate coursework	84.1	83.3	0.7*

7.4 Sources of response

Table 27 summarises the contribution of each method of accessing the survey to the final response rate by gender, stage of studies, citizenship indicator or age with a view to informing future contact strategies. Only minimal differences were observed when reviewing source of response by institution type or course level. As such, these groups are not displayed in the table.

Table 27 Sources of response

	Total (%)	Gender		Stage of studies		Citizenship indicator		Age	
		Female (%)	Male (%)	Commencing (%)	Later year (%)	Domestic (%)	International (%)	Under 30 (%)	Over 30 (%)
Final response rate	43.2	47.6	37.3	46.1	40.4	43.6	42.6	41.1	53.5
Authentication	2.0	1.8	2.3	2.1	1.9	1.8	2.4	2.2	1.2
Type in	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Survey link (email)	90.8	91.2	90.2	90.7	91.0	89.9	92.6	90.6	91.7
Survey link (SMS)	5.3	5.4	5.2	5.3	5.3	6.6	3.1	5.3	5.6
LMS	1.2	1.1	1.3	1.2	1.2	1.1	1.3	1.2	1.2
Post field reminder calls	0.3	0.2	0.6	0.3	0.3	0.3	0.4	0.4	0.1
SMS fee-for-service	0.2	0.2	0.2	0.2	0.3	0.2	0.3	0.2	0.2

Survey completion via a link from an email communication was most popular for all sub-groups. Males were less likely to respond via a link in an email communication than females (90.2 per cent versus 91.2 per cent).

Survey completion via the email link increased by 4.0 percentage points this year (up from 86.8 per cent in 2024), reinforcing the importance of email as the primary channel for survey distribution and the need to ensure messages reach the intended audience. While the 2025 SES contact strategy emphasised inbox placement, potentially contributing to higher response rates, the exact drivers remain unclear. Further analysis and controlled experiments are required to isolate these factors and inform targeted strategies for future surveys.

Completing via the survey link in SMS was the next most popular method of response amongst all sub-groups. Males were also less likely to complete via the SMS link than females. In a reversal of recent years, students aged under 30 were less likely to complete via the SMS link compared to those aged over 30 (5.3 per cent vs 5.6 per cent).

The number completing via a link displayed on a student's LMS page decreased compared to 2024, though it remained a relatively popular response mechanism for males (1.3 per cent vs 1.1 per cent for females) and international students (1.3 per cent vs 1.1 per cent for domestic students).

In a year where most survey completion methods homogenised towards email survey link, the surveys completed via the authentication link remained consistent with what was observed in 2024 at 2.0 per cent of total survey completion. Again, this method was particularly popular among males (2.3 per cent) and international students (2.4 per cent) compared to females and domestic students (1.8 per cent each).

It should be noted that only completed surveys directly attributable to the post-field reminder calls and SMS are recorded as such in Table 27. It is possible that, for example, reminder call activity may prompt a student to click on the direct survey link in an email they had previously received. In this context, the analysis presented at Table 27 should only be considered indicative. It should also be noted that the opportunity to complete via each method was not necessarily equal between sub-groups.

8 Considerations for future surveys

The 2025 SES achieved its highest response rate in the past five years, with a 6.0 percentage point increase compared to 2024. As noted in Section 7.4, while improved email inbox placement may have been one of the key contributors, the exact drivers behind the increase in response rates remain unclear. Further analysis and consideration of controlled experiments in future surveys are essential to isolate the factors that can be leveraged to sustain and build on this positive trend.

The following key considerations for future SES cycles focus on strategies to sustain recent gains and address areas of opportunity. These include approaches to enhance engagement among under-represented cohorts, refine contact design, and improve overall response quality.

8.1 Targeted contact strategies

As outlined in Section 3.2.2, the SMS experiment to domestic male undergraduates in the August collection round revealed that the observed improvement in response rates was primarily driven by groups already well-represented. This underscores the need for more precise demographic targeting.

Non-response analysis further indicates that males aged 20-24 years and completing students remain under-represented relative to their population proportion. Future SES rounds will focus on refining and tailoring contact strategies, such as targeted contact channels and personalised messaging, to better engage these specific demographic groups.

8.2 New email domain: QILT.edu.au

Using an official education domain (such as qilt.edu.au) for survey invitations significantly enhances credibility and trust. Official domains are widely recognised as secure and legitimate, reducing concerns about phishing and spam, which improves email open rates and engagement. They also align with QILT's educational purpose, reinforcing its authenticity and importance. Additionally, emails from official domains are less likely to be flagged by spam filters, ensuring better deliverability. This approach strengthens perceptions of data security and compliance, further encouraging participation.

Having recently obtained approval from the Department of Education, the new [QILT.edu.au](mailto:qilt.edu.au) email domain is being piloted with a small proportion of the Graduate Outcomes Survey (GOS) November sample, following extensive testing and a warm-up process to ensure optimal inbox placement. Subject to a successful pilot of the new email domain in the GOS, a full transition is planned for the 2026 SES.

8.3 Respondent engagement

Based on feedback from institutions during the Marketing Materials workshop held as part of the Marketing Pack refresh initiative, the 2025 SES Marketing Pack included stock images, contemporary designs for all assets, and editable templates that institutions can customise with their own messages or visuals. Additionally, new social media tiles now include an extra size option to support the creation of reels for institutional social media platforms. We will continue to engage in conversations and gather feedback from institutions to further refine the Marketing Pack and support institution-led initiatives.

For social media initiatives that the Social Research Centre engage in, while Facebook and LinkedIn platforms are utilised, Instagram is expected to remain a key channel given its relevance to younger student cohorts. Future SES surveys will consider experimenting with diverse ad formats, such as image, video, carousel, story, and message ads, to maximise engagement across target demographics. To further strengthen brand recognition and awareness, exploring additional social media platforms and increasing posting frequency may also be beneficial.

8.4 Response quality maximisation

As outlined in Section 7.2, the gap between operational and technical response rates has been widening in recent years. Although technical response rates have steadily improved, operational completion rates have not followed the same trend. While a strategy is already in place to customise reminder emails to partial completers, acknowledging their progress and encouraging survey resumption, additional channels, such as SMS reminders for technical completers, could be considered following a cost-benefit assessment.

Analysis shows that students most commonly drop off at questions with higher cognitive load, particularly those presented in the matrix or open-ended formats. Some respondents may be put off by the visual complexity and cognitive load of large grids, leading to dropping off. Even in the case of open-ended questions, respondents may exhibit higher rates of survey abandonment because these questions demand more cognitive effort and time, especially on mobile devices.

Addressing known dropout points will be critical, particularly with the addition of new modules that increase respondent burden. Refinements for these particular questions at common dropout points could include simplifying question wording, refining question layout and display, improving overall flow and offering the option to skip certain questions rather than abandoning the survey, to reduce respondent burden. These targeted changes aim to reduce burden and improve operational completion rates while preserving data quality.

Appendix 1 Participating institutions

Universities		
Provider Code	Institution name	Total Sample (n)
1019	James Cook University	6,256
1034	Murdoch University	8,463
1055	The University of Western Australia	14,079
1058	University of Wollongong	11,148
2154	Federation University Australia	5,765
2177	Swinburne University of Technology	15,347
2200	Central Queensland University	9,188
2201	University of Southern Queensland	7,300
2235	Edith Cowan University	12,341
2236	Curtin University	21,432
2241	University of Canberra	7,506
2252	Avondale University	449
3001	Charles Darwin University	5,497
3003	Bond University	2,911
3004	Western Sydney University	19,990
3005	Charles Sturt University	13,280
3006	Australian Catholic University	16,941
3007	Victoria University	15,600
3010	The University of Adelaide	10,454
3013	University of New South Wales	31,564
3014	University of Newcastle	14,406
3016	University of Technology Sydney	25,019
3019	The University of Queensland	28,865
3020	La Trobe University	18,780
3025	Macquarie University	23,267
3027	The University of South Australia	16,408
3029	Flinders University	11,272
3030	Deakin University	26,279
3032	Griffith University	18,726
3033	The Australian National University	8,577
3034	RMIT University	31,824
3035	Monash University	42,655
3036	The University of Melbourne	26,286
3038	Southern Cross University	9,968
3039	University of New England	7,599
3040	The University of Sydney	40,742
3042	Queensland University of Technology	23,474
3043	University of the Sunshine Coast	5,801
3044	The University of Notre Dame Australia	6,012
3045	University of Tasmania	14,946
4331	University of Divinity	412
4335	Australian University of Theology	870
4449	Torrens University	9,423
All participating universities		647,122

Non-University Higher Education Institutions		
Provider Code	Institution name	Total Sample (n)
2170	Marcus Oldham College	225
4338	Moore Theological College	332
4332	Australian University College of Divinity	1,177
4333	Christian Heritage College	634
4334	Tabor College of Higher Education	519
4336	ACAP University College	4,774
4337	Eastern College Australia	83
4339	Holmes Institute	5,135
4340	Monash College	311
4343	The Australian Institute of Music	437
4344	South Australian Institute of Business and Technology	201
4346	Excelsia University College	3,003
4347	Australian College of Christian Studies	60
4348	Deakin College	1,098
4349	Sydney Institute of Business and Technology	113
4350	Griffith College	829
4352	The Australian College of Physical Education	581
4359	The College of Law	3,323
4360	Perth Bible College	34
4361	Endeavour College of Natural Health	2,240
4362	ICHM	137
4363	Melbourne Polytechnic	890
4364	Edith Cowan College	303
4365	Curtin College	641
4366	Box Hill Institute	450
4367	Melbourne Institute of Technology	1,815
4368	Campion College Australia	240
4371	SAE University College	1,775
4375	Think Education	34
4377	UOW College	87
4378	The JMC Academy	1,888
4380	UTS College	1,416
4381	International College of Management, Sydney	1,001
4383	Holmesglen Institute	612
4384	Kaplan Business School	6,299
4386	Whitecliffe Institute of Creative Arts and Technology	151
4388	Australian Academy of Music and Performing Arts	102
6043	The Cairnmillar Institute	608
4391	Eynesbury College	91
4393	The MIECAT Institute	231
4394	William Angliss Institute	320
4395	Adelaide Central School of Art	190
4396	LCI Melbourne	90
4401	Whitehouse Institute of Design, Australia	221
4405	Australian Institute of Professional Counsellors	1,156

Non-University Higher Education Institutions		
Provider Code	Institution name	Total Sample (n)
4407	Alphacrucis University College	1,733
4409	Universal Business School Sydney	2,809
4411	Acknowledge Education	4,641
4412	Morling College	107
4417	La Trobe College Australia	802
4419	National Art School	527
4420	Kent Institute Australia	1,048
4424	Kaplan Professional	1,790
4425	Australian Institute of Business	1,486
4428	Nan Tien Institute	59
4434	Wentworth Institute of Higher Education	488
4435	Australian Institute of Higher Education	2,773
4450	TAFE Queensland	272
4451	King's Own Institute	2,096
4453	Australasian College of Health and Wellness	470
4455	SP Jain School of Management	237
4456	Asia Pacific International College	1,362
4458	Australian Institute of Management Education & Training	752
4463	Institute of Health & Management	348
4464	Australian College of Nursing	512
4465	Sheridan Institute of Higher Education	52
4467	Polytechnic Institute Australia	1,928
4469	Engineering Institute of Technology	584
6014	Governance Institute of Australia	298
6016	Chartered Accountants Australia and New Zealand	9,071
6022	Academies Australasia Polytechnic	934
6068	HEPCO The Tax Institute Higher Education	104
6042	Oxford Institute of Higher Education	160
6045	ISN Psychology	578
6046	National Institute of Organisation Dynamics Aust	16
6047	Higher Education Leadership Institute	7
6048	Southern Cross Education Institute (Higher Education)	854
6050	Western Sydney University International College	212
6052	Leaders Institute	382
6053	Australian Chiropractic College	158
6055	Adelaide Institute of Higher Education	348
6057	Universal Higher Education	133
6060	Edvantage Institute Australia	72
6062	Australian School of Accounting	114
6063	Sydney International School of Technology and Commerce	958
6064	ECA College of Health Sciences	209
6065	The Metavision Institute	40
6067	AIE Institute	117
6076	Analytics Institute of Australia	29

Non-University Higher Education Institutions		
Provider Code	Institution name	Total Sample (n)
6077	Churchill Institute of Higher Education	434
6079	Australian International Institute of Higher Education	313
6082	International Graduate Institute	55
6083	Australian Data and Cyber Institute	39
6087	UNSW College	1,395
6088	Australasian Academy of Higher Education	405
7001	Collarts (Australian College of the Arts)	1,089
7014	Jazz Music Institute	50
7025	BPP Institute	253
7035	Photography Studies College (Melbourne)	109
7073	Chisholm Institute	203
7075	TAFE NSW	2,193
7124	Academy of Interactive Technology	429
7197	Ikon Institute of Australia	3,230
7221	VIT (Victorian Institute of Technology)	2,845
7262	Equals International	175
7334	Australian Performing Arts Conservatory	28
7338	TAFE South Australia	226
7660	Health Education & Training Institute	118
6054	Crown Institute of Higher Education	2,278
8119	Lyons College	261
All participating NUHEIs		103,655

Appendix 2 Study area concordance

Study Area 21		Study Area 45		Field of Education
0	Non-award	0	Non-award	000000
1	Science and mathematics	1	Natural & Physical Sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological Sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical Science & Technology	019901, 019903, 019905, 019907, 019909
2	Computing & Information Systems	5	Computing & Information Systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering - Other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering - Process & Resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering - Mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering - Civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering - Electrical & Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering - Aerospace	031500, 031501, 031503, 031505, 031507, 031599
4	Architecture and built environment	12	Architecture & Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & Construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399

5	Agriculture and environmental studies	14	Agriculture & Forestry	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	050900, 050901, 050999
6	Health services and support	16	Health Services & Support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary Science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational Therapy	061703
13	Teacher education	25	Teacher Education - Other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher Education - Early Childhood	070101
		27	Teacher Education - Primary & Secondary	070103, 070105
14	Business and management	28	Accounting	080100, 080101
		29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903

15	Humanities, culture and social sciences	33	Political Science	090100, 090101, 090103
		34	Humanities inc History & Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language & Literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social Work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice Studies & Policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & Design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music & Performing Arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, Media & Journalism	100700, 100701, 100703, 100705, 100707, 100799
		41	Sport & Recreation	092100, 092101, 092103, 092199
21	Tourism, Hospitality, Personal Services, Sport and recreation	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

Appendix 3 Sample size formulae

In order to establish target sample sizes and evaluate achieved sample sizes, it was necessary to establish a required sample size given a certain level of precision, and to evaluate the achieved level of precision for each strata. Confidence intervals were used as a measure of precision.

A common approach to deriving confidence intervals for proportions is the use of a normal approximation to the binomial:

$$\hat{p} \pm \epsilon = \hat{p} \pm z_{\alpha/2} \sqrt{\frac{\hat{p}(1-\hat{p})}{n}},$$

where ϵ is the margin of error (the half-width of the confidence interval), $Z_{\alpha/2}$ is the percentile of the

standard normal distribution, n is the sample size and $\sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$ is the approximate standard error for the proportion $\hat{p}$.

This can be re-arranged to yield the sample size required for a given level of precision:

$$n = \frac{z_{\alpha/2}^2 \hat{p}(1-\hat{p})}{\epsilon^2}.$$

Since this is a maximum when $p = 0.5$, such a value is often used when conservative estimates of sample size are required or when no information about $\hat{p}$ is available.

This expression for deriving confidence intervals and sample size assumes that the population is large and that the sampling fraction is small (so that $\frac{N-n}{N-1} \sim 1$, where N is the population size). If this is not the case, the standard error must be adjusted to account for the extra precision that results from taking a larger sample from the population:

$$\hat{p} \pm \epsilon = \hat{p} \pm z_{\alpha/2} \sqrt{\frac{\hat{p}(1-\hat{p})}{n} \cdot \frac{N-n}{N-1}},$$

This equation has been used to calculate confidence intervals for the purposes of determining reportability at a given level of precision.

Re-arranging as above leads to the following equation for the required sample size:

$$n = \frac{z_{\alpha/2}^2 \hat{p}(1-\hat{p})/\epsilon^2}{\frac{N-1}{N} + \frac{z_{\alpha/2}^2 \hat{p}(1-\hat{p})}{N \epsilon^2}} = \frac{N \hat{p}(1-\hat{p})}{(N-1) \epsilon^2 / z_{\alpha/2}^2 + \hat{p}(1-\hat{p})}$$

This equation has been used to establish target sample sizes for each stratum when determining sampling parameters.

For a full treatment of sampling, refer to Kish (1965), especially Chapter 2.

Kish, L., 1965: Survey Sampling. John Wiley & Sons. New York. ISBN 0-471-10949-5.

Appendix 4 Response rates and targets by institution

University	2024 required response rate (%)	2025 required response rate (%)	Difference 2024 to 2025 response rate target (percentage points)	Increased target for 2025?	Actual response rate 2025	Achieved 2025 response rate target	Actual response rate 2025 as % required response rate 2025	Percentage points difference - target vs actual response rate 2025
Australian Catholic University	24.8	23.5	-1.3	No	45.6	Yes	194.2	22.1
Australian University of Theology	-	32.1	-	-	45.9	Yes	142.7	13.7
Avondale University	75.2	72.1	-3.2	No	57.7	No	80.0	-14.4
Bond University	59.2	59.3	0.1	Yes	41.1	No	69.3	-18.2
Central Queensland University	39.5	38.3	-1.2	No	50.1	Yes	130.9	11.8
Charles Darwin University	49.2	47.7	-1.5	No	50.9	Yes	106.7	3.2
Charles Sturt University	34.1	31.6	-2.6	No	39.8	Yes	126.0	8.2
Curtin University	28.0	27.9	0.0	No	40.7	Yes	145.6	12.7
Deakin University	26.6	24.7	-1.9	No	43.4	Yes	175.7	18.7
Edith Cowan University	30.0	34.7	4.7	Yes	47.9	Yes	138.0	13.2
Federation University Australia	43.3	43.0	-0.2	No	46.5	Yes	108.0	3.4
Flinders University	43.7	42.1	-1.6	No	44.2	Yes	104.9	2.1
Griffith University	32.2	31.8	-0.5	No	43.5	Yes	136.8	11.7
James Cook University	52.8	52.2	-0.6	No	58.0	Yes	111.0	5.8
La Trobe University	30.4	28.9	-1.5	No	46.9	Yes	162.3	18.0
Macquarie University	27.0	24.8	-2.2	No	48.3	Yes	194.8	23.5
Monash University	22.2	19.3	-2.9	No	41.5	Yes	215.6	22.3
Murdoch University	35.6	37.1	1.5	Yes	50.1	Yes	135.2	13.1
Queensland University of Technology	26.5	22.6	-4.0	No	46.1	Yes	204.5	23.6

University	2024 required response rate (%)	2025 required response rate (%)	Difference 2024 to 2025 response rate target (percentage points)	Increased target for 2025?	Actual response rate 2025	Achieved 2025 response rate target	Actual response rate 2025 as % required response rate 2025	Percentage points difference - target vs actual response rate 2025
RMIT University	25.2	23.7	-1.5	No	33.5	Yes	141.7	9.9
Southern Cross University	39.2	28.7	-10.5	No	45.2	Yes	157.6	16.5
Swinburne University of Technology	26.7	29.2	2.6	Yes	42.2	Yes	144.4	13.0
The Australian National University	38.5	45.2	6.8	Yes	43.4	No	95.9	-1.9
The University of Adelaide	47.1	48.0	0.9	Yes	52.4	Yes	109.3	4.4
The University of Melbourne	18.8	18.8	0.0	No	47.9	Yes	254.4	29.1
The University of Notre Dame Australia	39.1	35.3	-3.8	No	60.5	Yes	171.3	25.2
The University of Queensland	27.9	26.3	-1.6	No	44.6	Yes	169.4	18.3
The University of South Australia	34.9	34.3	-0.6	No	41.1	Yes	119.8	6.8
The University of Sydney	25.1	20.2	-4.9	No	33.9	Yes	167.8	13.7
The University of Western Australia	32.2	32.0	-0.1	No	48.8	Yes	152.4	16.8
Torrens University	28.2	27.4	-0.8	No	53.0	Yes	193.9	25.7
University of Canberra	49.0	47.9	-1.1	No	50.3	Yes	105.1	2.4
University of Divinity	49.5	52.2	2.7	Yes	49.5	No	94.9	-2.7
University of New England	46.1	46.0	-0.1	No	46.9	Yes	102.0	0.9
University of New South Wales	22.8	22.1	-0.7	No	38.0	Yes	171.7	15.9
University of Newcastle	36.8	35.7	-1.1	No	40.2	Yes	112.5	4.5
University of Southern Queensland	48.0	38.8	-9.2	No	51.5	Yes	132.7	12.7
University of Tasmania	39.0	29.9	-9.1	No	48.2	Yes	161.1	18.3
University of Technology Sydney	24.6	22.7	-1.8	No	39.8	Yes	175.1	17.1
University of Wollongong	42.3	41.4	-0.9	No	39.8	No	96.2	-1.6

University	2024 required response rate (%)	2025 required response rate (%)	Difference 2024 to 2025 response rate target (percentage points)	Increased target for 2025?	Actual response rate 2025	Achieved 2025 response rate target	Actual response rate 2025 as % required response rate 2025	Percentage points difference - target vs actual response rate 2025
University of the Sunshine Coast	43.8	46.0	2.2	Yes	50.8	Yes	110.3	4.7
Victoria University	26.6	25.5	-1.1	No	42.7	Yes	167.2	17.1
Western Sydney University	28.0	28.1	0.1	Yes	42.0	Yes	149.4	13.9

NUHEI	2024 required response rate (%)	2025 required response rate (%)	Difference 2024 to 2025 response rate target (percentage points)	Increased target for 2025?	Actual response rate 2025	Achieved 2025 response rate target	Actual response rate 2025 as % required response rate 2025	Percentage points difference - target vs actual response rate 2025
ACAP University College	26.3	22.5	-3.8	No	47.8	Yes	212.3	25.3
AIE Institute	59.8	66.1	6.4	Yes	37.6	No	56.9	-28.5
Academies Australasia Polytechnic	53.3	40.6	-12.7	No	60.6	Yes	149.4	20.0
Academy of Interactive Technology	54.3	54.2	-0.1	No	57.1	Yes	105.3	2.9
Acknowledge Education	10.7	11.9	1.1	Yes	33.9	Yes	286.4	22.1
Adelaide Central School of Art	57.8	61.4	3.6	Yes	67.4	Yes	109.7	5.9
Adelaide Institute of Higher Education	82.7	60.6	-22.1	No	48.3	No	79.7	-12.3
Alphacrucis University College	44.9	43.5	-1.5	No	42.1	No	96.9	-1.3
Analytics Institute of Australia		100.0	100.0	Yes	34.5	No	34.5	-65.5
Asia Pacific International College	38.2	43.2	5.0	Yes	35.9	No	83.1	-7.3
Australasian Academy of Higher Education		54.0	54.0	Yes	46.4	No	86.0	-7.6
Australasian College of Health and Wellness	27.9	39.8	11.9	Yes	29.4	No	73.7	-10.5
Australian Academy of Music and Performing Arts	75.8	81.9	6.1	Yes	47.1	No	57.5	-34.8
Australian Chiropractic College	72.8	60.1	-12.7	No	64.6	Yes	107.4	4.4

NUHEI	2024 required response rate (%)	2025 required response rate (%)	Difference 2024 to 2025 response rate target (percentage points)	Increased target for 2025?	Actual response rate 2025	Achieved 2025 response rate target	Actual response rate 2025 as % required response rate 2025	Percentage points difference - target vs actual response rate 2025
Australian College of Christian Studies	94.8	94.0	-0.8	No	60.0	No	63.8	-34.0
Australian College of Nursing	25.3	28.9	3.6	Yes	49.2	Yes	170.2	20.3
Australian Data and Cyber Institute	93.3	86.7	-6.7	No	38.5	No	44.4	-48.2
Australian Institute of Business	24.5	23.1	-1.3	No	39.0	Yes	168.4	15.8
Australian Institute of Higher Education	27.4	29.4	2.0	Yes	46.9	Yes	159.5	17.5
Australian Institute of Management Education & Training	23.1	29.8	6.7	Yes	40.7	Yes	136.5	10.9
Australian Institute of Professional Counsellors	43.7	35.0	-8.7	No	46.8	Yes	133.7	11.8
Australian International Institute of Higher Education		39.2	39.2	Yes	57.2	Yes	145.9	18.0
Australian Performing Arts Conservatory	89.5	93.3	3.9	Yes	42.9	No	45.9	-50.5
Australian School of Accounting	44.5	71.1	26.6	Yes	33.3	No	46.9	-37.8
Australian University College of Divinity	32.8	31.9	-0.9	No	37.0	Yes	116.0	5.1
BPP Institute	65.8	70.4	4.6	Yes	58.5	No	83.1	-11.9
Box Hill Institute	72.9	76.3	3.4	Yes	38.2	No	50.1	-38.1
Campion College Australia	80.3	71.9	-8.4	No	36.3	No	50.4	-35.7
Chartered Accountants Australia and New Zealand	3.5	2.3	-1.2	No	14.4	Yes	622.7	12.0
Chisholm Institute	84.9	87.1	2.2	Yes	48.8	No	56.0	-38.3
Christian Heritage College	77.3	71.3	-6.0	No	53.6	No	75.3	-17.6
Churchill Institute of Higher Education		32.8	32.8	Yes	44.2	Yes	135.0	11.5
Collarts (Australian College of the Arts)	38.6	51.4	12.8	Yes	45.5	No	88.5	-5.9
Crown Institute of Higher Education	29.9	33.1	3.1	Yes	35.6	Yes	107.8	2.6
Curtin College	53.8	65.4	11.5	Yes	48.5	No	74.2	-16.9
Deakin College	55.8	54.5	-1.4	No	46.2	No	84.8	-8.3
ECA College of Health Sciences		61.0	61.0	Yes	60.8	No	99.6	-0.2
Eastern College Australia	96.5	96.6	0.0	Yes	53.0	No	54.9	-43.5
Edith Cowan College	73.1	69.1	-4.0	No	54.8	No	79.3	-14.3

NUHEI	2024 required response rate (%)	2025 required response rate (%)	Difference 2024 to 2025 response rate target (percentage points)	Increased target for 2025?	Actual response rate 2025	Achieved 2025 response rate target	Actual response rate 2025 as % required response rate 2025	Percentage points difference - target vs actual response rate 2025
Edvantage Institute Australia		92.1	92.1	Yes	51.4	No	55.8	-40.7
Endeavour College of Natural Health	11.9	12.5	0.5	Yes	39.6	Yes	318.2	27.2
Engineering Institute of Technology	77.1	75.3	-1.8	No	72.1	No	95.7	-3.2
Equals International	73.0	71.2	-1.8	No	57.1	No	80.3	-14.1
Excelsia University College	39.6	25.1	-14.5	No	45.2	Yes	179.9	20.1
Eynesbury College	87.1	85.6	-1.6	No	28.6	No	33.4	-57.0
Governance Institute of Australia	47.7	46.3	-1.4	No	30.9	No	66.6	-15.5
Griffith College	64.5	66.4	1.9	Yes	48.1	No	72.5	-18.3
HEPCO The Tax Institute Higher Education	73.9	78.8	4.9	Yes	36.5	No	46.4	-42.2
Health Education & Training Institute	77.6	63.3	-14.2	No	28.0	No	44.2	-35.3
Higher Education Leadership Institute	95.7	100.0	4.3	Yes	85.7	No	85.7	-14.3
Holmes Institute	20.2	24.6	4.5	Yes	48.5	Yes	197.0	23.9
Holmesglen Institute	51.4	56.4	5.0	Yes	51.6	No	91.5	-4.8
ICHM	80.5	79.5	-1.1	No	59.1	No	74.4	-20.3
ISN Psychology	53.3	43.0	-10.3	No	49.8	Yes	115.8	6.8
Ikon Institute of Australia	26.5	15.1	-11.5	No	42.7	Yes	283.5	27.7
Institute of Health & Management	66.0	48.3	-17.8	No	54.3	Yes	112.5	6.0
International College of Management, Sydney	42.9	52.3	9.4	Yes	47.2	No	90.2	-5.1
International Graduate Institute	93.8	88.3	-5.4	No	43.6	No	49.4	-44.7
Jazz Music Institute	89.7	90.4	0.7	Yes	54.0	No	59.7	-36.4
Kaplan Business School	21.3	23.6	2.2	Yes	43.5	Yes	184.4	19.9
Kaplan Professional	12.4	12.6	0.1	Yes	26.6	Yes	211.7	14.0
Kent Institute Australia	46.5	37.5	-9.0	No	42.7	Yes	114.0	5.3
King's Own Institute	33.8	32.3	-1.5	No	46.3	Yes	143.2	14.0
LCI Melbourne	70.3	77.0	6.7	Yes	37.8	No	49.1	-39.2
La Trobe College Australia	54.4	51.2	-3.2	No	51.5	Yes	100.5	0.3

NUHEI	2024 required response rate (%)	2025 required response rate (%)	Difference 2024 to 2025 response rate target (percentage points)	Increased target for 2025?	Actual response rate 2025	Achieved 2025 response rate target	Actual response rate 2025 as % required response rate 2025	Percentage points difference - target vs actual response rate 2025
Leaders Institute	65.2	38.1	-27.1	No	47.9	Yes	125.8	9.8
Lyons College	68.5	64.2	-4.3	No	33.0	No	51.3	-31.3
Marcus Oldham College	64.3	64.8	0.5	Yes	71.1	Yes	109.7	6.3
Melbourne Institute of Technology	35.2	38.5	3.3	Yes	46.7	Yes	121.1	8.1
Melbourne Polytechnic	81.3	75.4	-5.9	No	38.0	No	50.3	-37.5
Monash College	56.3	67.5	11.2	Yes	34.1	No	50.5	-33.4
Moore Theological College	51.7	51.4	-0.3	No	57.2	Yes	111.4	5.9
Morling College	80.8	75.0	-5.8	No	54.2	No	72.3	-20.8
Nan Tien Institute	94.5	93.9	-0.6	No	72.9	No	77.6	-21.1
National Art School	44.9	46.1	1.2	Yes	52.4	Yes	113.5	6.2
National Institute of Organisation Dynamics Aust	100.0	100.0	0.0	No	68.8	No	68.8	-31.3
Oxford Institute of Higher Education	89.0	90.3	1.3	Yes	44.4	No	49.1	-45.9
Perth Bible College	93.2	93.0	-0.2	No	58.8	No	63.2	-34.2
Photography Studies College (Melbourne)	82.2	74.2	-8.0	No	54.1	No	73.0	-20.0
Polytechnic Institute Australia	24.9	24.1	-0.8	No	34.4	Yes	143.0	10.4
SAE University College	31.1	35.9	4.8	Yes	38.2	Yes	106.4	2.3
SP Jain School of Management	43.4	52.5	9.0	Yes	66.7	Yes	127.1	14.2
Sheridan Institute of Higher Education	92.2	89.7	-2.5	No	76.9	No	85.8	-12.7
South Australian Institute of Business and Technology	71.4	87.6	16.2	Yes	35.3	No	40.3	-52.2
Southern Cross Education Institute (Higher Education)	49.9	43.8	-6.1	No	58.9	Yes	134.5	15.1
Sydney Institute of Business and Technology	89.2	91.1	1.9	Yes	74.3	No	81.6	-16.8
Sydney International School of Technology and Commerce	28.5	21.8	-6.7	No	26.1	Yes	119.4	4.2
TAFE NSW	47.2	39.5	-7.7	No	55.7	Yes	140.9	16.2
TAFE Queensland	63.9	68.8	4.9	Yes	47.1	No	68.4	-21.7
TAFE South Australia	83.6	81.3	-2.2	No	57.1	No	70.2	-24.3

NUHEI	2024 required response rate (%)	2025 required response rate (%)	Difference 2024 to 2025 response rate target (percentage points)	Increased target for 2025?	Actual response rate 2025	Achieved 2025 response rate target	Actual response rate 2025 as % required response rate 2025	Percentage points difference - target vs actual response rate 2025
Tabor College of Higher Education	82.2	73.1	-9.1	No	51.3	No	70.1	-21.9
The Australian College of Physical Education	71.2	70.9	-0.3	No	35.1	No	49.5	-35.8
The Australian Institute of Music	48.9	47.5	-1.4	No	57.4	Yes	120.9	9.9
The Cairnmillar Institute	45.8	40.6	-5.2	No	54.1	Yes	133.3	13.5
The College of Law	7.7	7.3	-0.5	No	18.6	Yes	256.0	11.3
The Institute of Creative Arts and Technology	71.5	75.7	4.2	Yes	49.0	No	64.7	-26.7
The JMC Academy	41.9	37.6	-4.3	No	43.6	Yes	115.9	6.0
The MIECAT Institute	66.3	49.8	-16.5	No	69.7	Yes	140.0	19.9
The Metavision Institute	84.2	89.1	4.9	Yes	72.5	No	81.3	-16.6
Think Education	90.5	88.9	-1.6	No	50.0	No	56.3	-38.9
UNSW College		43.0	43.0	Yes	52.6	Yes	122.4	9.6
UOW College	92.6	92.4	-0.2	No	43.7	No	47.3	-48.7
UTS College	53.8	47.9	-5.8	No	35.2	No	73.5	-12.7
Universal Business School Sydney	23.3	18.2	-5.1	No	44.4	Yes	244.2	26.2
Universal Higher Education		81.6	81.6	Yes	74.4	No	91.2	-7.2
VIT (Victorian Institute of Technology)	23.3	19.8	-3.5	No	60.4	Yes	305.0	40.6
Wentworth Institute of Higher Education	45.9	73.3	27.4	Yes	43.0	No	58.7	-30.3
Western Sydney University International College	79.0	74.4	-4.6	No	45.8	No	61.5	-28.6
Whitehouse Institute of Design, Australia	59.0	57.1	-1.9	No	54.8	No	95.9	-2.3
William Angliss Institute	56.4	57.5	1.1	Yes	28.8	No	50.0	-28.8

Appendix 5 Contact protocol

Example SES survey invitation email – desktop



Dear Michael,

You are a current student of the Bachelor of Advanced Mathematics at the Social Research Centre. The Australian Government would like feedback on your course.

Please complete the Student Experience Survey. You will be providing important information about your experiences as a student. This can help institutions create better places to study and learn by improving their learning resources, support services and campus facilities.

Please spend 10 minutes sharing your experiences. All responses are confidential.

To start the survey please click the button below:

[Start survey now](#)

Complete the survey by Monday 4 August to have four chances to win \$1,000.

Once all survey responses have been compiled, reports will be published on the [QILT website](#), and institution comparisons will be available on [www.compared.edu.au](#).

Thank you in advance for your time and feedback. We wish you all the best with your studies.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser:
<https://intelligence.srcentre.com.au/qrWebStart.aspx?AsMxIdhncXQm3PITE%2BDAAC4XGbuuyUW%2bSuy2wGK%2b7MBV4SC8lpwUUSACvRITSHDadk742P6Dh%220KsKQCNwCCu47%2bSAsBq7u4QxtdyV>



Conducted by:



Social
Research
Centre

[Privacy](#) | [Policies](#) | [FAQs](#) | [Official site](#)

Funded by:



Australian Government

This email was sent by The Social Research Centre, Level 5, 350 Queen Street, Melbourne, VIC 3000, Australia to michael.allan@srcentre.com.au

[QILT.nu!](#)

Example SES survey invitation email – mobile



Dear Michael,

You are a current student of the Bachelor of Advanced Mathematics at the Social Research Centre. The Australian Government would like feedback on your course.

Please complete the Student Experience Survey. You will be providing important information about your experiences as a student. This can help institutions create better places to study and learn by improving their learning resources, support services and campus facilities.

Please spend 10 minutes sharing your experiences. All responses are confidential.

To start the survey please click the button below:

Start survey now

Complete the survey by Monday 4 August to have four chances to win \$1,000.

Once all survey responses have been compiled, reports will be published on the [QILT website](#), and institution comparisons will be available on www.compared.edu.au.

Thank you in advance for your time and feedback. We wish you all the best with your studies.

Graham Challice
Executive Director
The Social Research Centre

Trouble accessing the survey? Try copying and pasting the URL below into your browser.

<https://intelligence.srcentre.com.au/mrlWeb/start.aspx?AaMk4dnpXdOm3PiTE%2fkDAAQ4XdpvuyLUW%2bSuv2wzGc%2b>



This email was sent by The Social Research Centre, Level 5, 350 Queen Street, Melbourne, VIC 3000, Australia to michael.allan@srcentre.com.au

[Opt out](#)

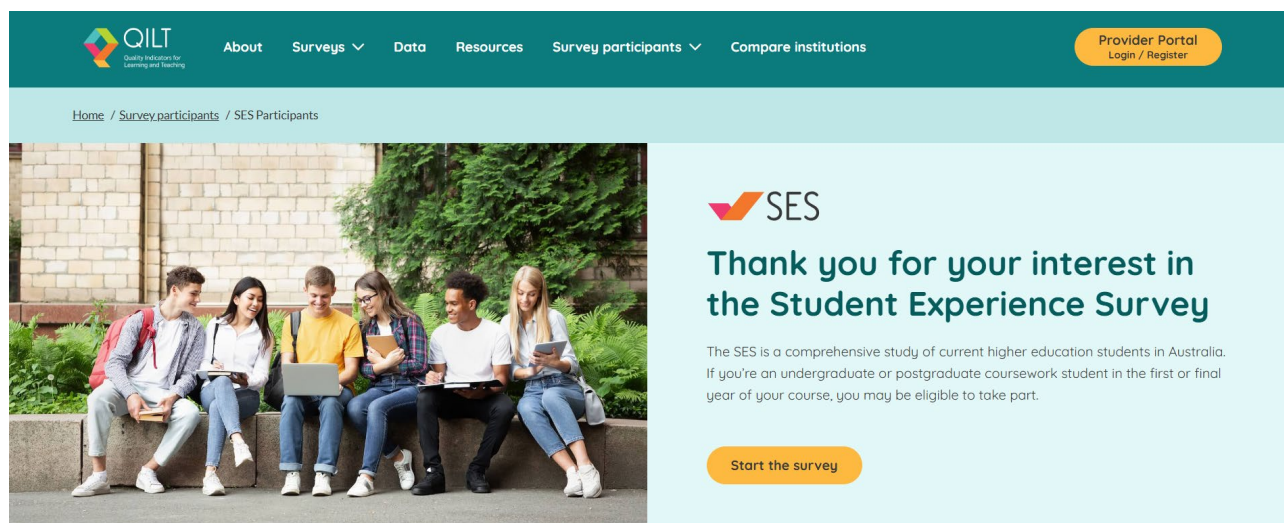
Example SMS content

Hi Vicky, a note from the Social Research Centre on behalf of the Dept of Education to complete the SES by tonight for a chance to win \$1,000. Take part in Australia's largest education study: <https://srcentre.au/31978XA9VU0> For more info call [1800 055 818](tel:1800055818) Reply STOP to optout

Example social media advertisement – Facebook news feed



Example landing page with authentication



Appendix 6 Core questionnaire

MODULE A: INTRODUCTION AND SCREENING

*(ONLINE)

CONFIRM *(DISPLAY IF STAGE=1) Thank you for your interest in the Student Experience Survey (SES) and congratulations on starting your current higher education studies in <SURVEYYEAR>. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education. As a new student this year, we are very interested to know how things are going for you and how your institution is supporting you to achieve success in your <course>.

*(DISPLAY IF STAGE=2) Thank you for your interest in the Student Experience Survey (SES) and congratulations on entering the final stage of your higher education <course> in <SURVEYYEAR>. This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education. As a student close to completing your studies, we are very interested to know how things have gone for you and how your institution supported you to achieve success in your <course>.

*(DISPLAY IF STAGE=3 OR 9) Thank you for your interest in the Student Experience Survey (SES). This is an important survey conducted by the Social Research Centre on behalf of The Australian Government Department of Education. We are very interested to know how things are going for you in your current higher education studies and how your institution is supporting you to achieve success in your <course>.

The survey takes approximately <INTLENGTH> minutes to complete, depending on your answers.

If you need to take a break, you can press the 'Save and close' button and close your browser. You can come back to the survey at any time and continue from where you stopped.

The Department of Education's Student Experience Survey [Privacy Notice](#) provides detailed information about the collection and use of your personal information for the purposes of this research. By participating in the SES, you consent to the handling of your personal information in accordance with this privacy notice.

Please do not use the browser 'BACK' button to go back to a previous question.

Please press the 'Next' button below to continue.

*(ALL)

INSTITUTION

*PROGRAMMER NOTE: IF E306=3044 AND E310=30 SHOW ii ELSE SHOW i
i. Are you currently enrolled in a <course> at <E306CTXT>?

ii. The University of Notre Dame would like you to answer the survey about your Tertiary Pathway Program.

Are you currently or were you previously enrolled in a Tertiary Pathway Program at <E306CTXT>?

1. Yes *(FOR E306 = 3044 AND E310=30 IF SELECTED GO TO PREVUNI)
2. No *(FOR E306 = 3044 AND E310=30 IF SELECTED GO TO TERM)

*(INSTITUTION=2, NOT CURRENTLY ENROLLED)

INSTITUTION1 Just to confirm, you are not enrolled in any <course> at <E306CTXT>?

1. Actually, I am still enrolled at <E306CTXT>
2. I am definitely no longer enrolled at <E306CTXT> *(GO TO TERM)

*(INSTITUTION=1 OR INSTITUTION1=1, CURRENTLY ENROLLED)
COURSESCREEN1

Can you please confirm that you are currently enrolled in the following <course>/s?

*(IF QUALNUMS=1 DISPLAY): <E308A>

*(IF QUALNUMS=2 DISPLAY): <E308A> / <E308B>

(RESPONSE FRAME)

1. Yes
2. No

*(COURSESCREEN1=1 AND STAGE=1, COURSE DISPLAYED CORRECTLY AND COMMENCING
STUDENT)
COMMENCESCREEN1

Have you completed at least one <unit> in the following <course>/s?

*(IF QUALNUMS=1 DISPLAY): <E308A>

*(IF QUALNUMS=2 DISPLAY): <E308A> / <E308B>

(SINGLE RESPONSE)

1. Yes
2. No

*(COMMENCESCREEN1=2, HAVE NOT COMPLETED AT LEAST ONE UNIT IN ALL COURSES INPUT AT
COMMENCESCREEN1)
COMMENCESCREEN2

In this survey we'll be asking you about your <course>/s, including your experiences with
teaching and assessment. Do you feel that you have enough experience in your current
<course>/s to provide feedback on topics like these?

*(IF QUALNUMS=1 DISPLAY): <E308A>

*(IF QUALNUMS=2 DISPLAY): <E308A> / <E308B>

(SINGLE RESPONSE)

1. Yes
2. No *(GO TO TERM3)

*(COURSESCREEN1=2, COURSE DISPLAYED NOT CORRECT)
COURSESCREEN3_new

Please specify which <course>/s you are currently doing.

Please type at least 3 letters.

Please start typing the name of your course in the text box and select the correct one from the drop-
down list, or enter in full.

(Predictive text verbatim text box) *PROGRAMMER NOTE: USE SES COURSE LOOKUP LIST

1. (Drop down list) (EXCLUSIVE)
2. My course is not on the list (EXCLUSIVE)
99. Not sure (EXCLUSIVE)

*(COURSESCREEN3_new=2 or 99, COURSE NOT ON LIST OR NOT SURE)

COURSESCREEN2

Are you currently enrolled in a double degree and/or two courses simultaneously?

(RESPONSE FRAME)

1. Yes
2. No

(*IF COURSESCREEN3_new = 2 OR 99)

Please specify which course/s you are currently doing

*PROGRAMMER NOTE: DISPLAY COURSE A ONLY IF COURSESCREEN2=2; DISPLAY BOTH COURSE A AND COURSE B IF COURSESCREEN2=1

Course A: VERBATIM TEXT

Course B: VERBATIM TEXT

*(E308A CORRECTED OR NO MATCH FOR COURSE NAME AT COURSESCREEN1)

LEVEL1 And is <E308A> a...

1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. Bridging or Enabling course

*(E308B CORRECTED OR NO MATCH FOR COURSE NAME AT COURSESCREEN1, AND COURSESCREEN3_new IS NOT BLANK)

LEVEL2 And is <E308B> a...

1. Higher Doctorate
2. Doctorate by Research
3. Doctorate by Coursework
4. Master Degree by Research
5. Master Degree by Coursework
6. Graduate Diploma
7. Graduate Certificate
8. Bachelor (Honours) Degree
9. Bachelor (Pass) Degree
10. Advanced Diploma
11. Associate Degree
12. Diploma
13. Non-award course
14. Bridging or Enabling course

*(COURSESCREEN1=2, COURSE DISPLAYED NOT CORRECT)

COURSESCREEN4

Have you completed at least one <unit> in the following <course>/s?

*PROGRAMMER NOTE: DISPLAY AS GRID

*(DISPLAY): <COURSESCREEN3_COURSEA>

*(IF COURSENUM=2 DISPLAY): <COURSESCREEN3_COURSEB>

(RESPONSE FRAME)

1. Yes
2. No

*(COURSESCREEN4=2 FOR ALL COURSES INPUT AT COURSESCREEN3_new, HAVE NOT COMPLETED AT LEAST ONE UNIT IN ALL COURSES INPUT AT COURSESCREEN3_new)
COURSESCREEN6

In this survey we'll be asking you about your <course>/s including your experiences with teaching and assessment. Do you feel that you have enough experience in your current <course>/s to provide feedback on topics like these?

*(DISPLAY): Course A: <COURSESCREEN3_COURSEA>

*(IF COURSENUM=2 DISPLAY): Course B: <COURSESCREEN3_COURSEB>

(RESPONSE FRAME)

1. Yes
2. No

*PROGRAMMER NOTE: IF COURSESCREEN6=2, USE POPULATION COURSE INFORMATION E308A/E308B

*(COURSESCREEN4=1 FOR ANY OR COURSESCREEN6=1, HAVE COMPLETED AT LEAST ONE UNIT IN COURSE INPUT AT COURSESCREEN3_new OR HAVE ENOUGH EXPERIENCE IN NEW COURSE TO RESPOND)
CONFIRMNEWCOURSE

Please respond to the Student Experience Survey on the basis of the <course>/s you are currently doing, that is, the:

*(DISPLAY): Course A: <COURSESCREEN3_COURSEA>

*(DISPLAY IF COURSENUM=2) Course B: <COURSESCREEN3_COURSEB>

*(IF COURSESCREEN6=2, DO NOT HAVE ENOUGH EXPERIENCE IN NEW COURSE TO RESPOND)
CONFIRMORIGINALCOURSE

Please respond to the Student Experience Survey on the basis of your original course, that is, the:

*(DISPLAY IF QUALNUMS=1) CourseA: <E308A>

*(DISPLAY IF QUALNUMS=2) Course B: <E308B>

*PROGRAMMER NOTE: FOR STAGE=1 OR 3 OR 9 AND COURSENUM=2, AUTO CODE RESPONSE FROM COURSESCREEN4 AT STARTED. IF COURSESCREEN4=1 FOR BOTH COURSE A AND COURSE B ASSIGN STARTED=1, IF COURSESCREEN4=1 FOR COURSE A AND 2 FOR COURSE B ASSIGN STARTED=2, IF COURSESCREEN4=1 FOR COURSE B AND 2 FOR COURSE A ASSIGN STARTED=3, IF COURSESCREEN4=2 FOR BOTH COURSE A AND COURSE B AND COURSESCREEN6=1 ASSIGN STARTED=4

*(STAGE=1 OR 3 OR 9 AND COURSENUM=2, COMMENCING OR MIDDLE YEARS STUDENTS AND TWO COURSES)
STARTED Have you completed <units> in both your <E308A> <course> and your <E308B> <course>?

1. Yes, I have completed <units> in both <course>s
2. No, I have only completed <units> in my <E308A> <course>
3. No, I have only completed <units> in my <E308B> <course>
4. No, I have not completed <units> in either my <E308A> <course> or <E308B> <course>

*(STAGE=1 OR (INSTITUTION=1 AND E306 = 3044 AND E310=30), COMMENCING STUDENTS OR CURRENTLY ENROLLED FROM NOTRE DAME DOING STUDY AREA 30)
 PREVUNI Before you enrolled in your current <course>(s) had you ever undertaken any university or higher education studies (even if you didn't complete the <course>)?

1. Yes, I was enrolled in a different <course> at <E306CTXT>
2. Yes, I was enrolled at another university or higher education institution
3. No, this is the first time I have enrolled in a university or higher education <course>

*PROGRAMMER NOTE: CREATE DVQUALNUM HERE.

Qualification criteria	Definition	FinalCourseA	FinalCourseB	DVQUALNUM
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=2	One qualification, completing student	FinalCourseA	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=2	Two qualifications, completing student	FinalCourseA	FinalCourseB	2
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB NOT POPULATED AND STAGE=1 OR 3 OR 9	One qualification, commencing or middle years student	FinalCourseA	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 OR 9 AND STARTED=1 OR 4	Two qualifications, commencing or middle years student, started both courses	FinalCourseA	FinalCourseB	2
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 OR 9 AND STARTED=2	Two qualifications, commencing or middle years student, started course A only	FinalCourseA	missing	1
IF COURSCREEN1 = COURSEA POPULATED AND COURSEB POPULATED AND STAGE=1 OR 3 OR 9 AND STARTED=3	Two qualifications, commencing or middle years student, started course B only	FinalCourseB	missing	1

*(ALL)

CONTENT Which of these best describes how you participated in your classes in <SURVEYYEAR>? This may include lectures, tutorials, seminars, practicals, laboratories and workshops.

1. All online, i.e. all students and teachers are online
2. All on-campus, i.e. students and teachers in the same physical place at the same time
3. Blended / hybrid, i.e. a mix of online and on-campus

*(CONTENT=3, BLENDED OR HYBRID PARTICIPATION)

ONLINE_REV In <SURVEYYEAR>, what proportion of all your classes did you participate in online? This may include lectures, tutorials, seminars, practicals, laboratories and workshops.

1. None
2. Some
3. About half

4. Most
5. All

*(CONTENT=1, ALL ONLINE PARTICIPATION)

ONLINETYP In <SURVEYYEAR>, which best describes your online <course>?

1. My <course> requires me to participate in classes with teachers and other students at the same time
2. My <course> requires me to access content in my own time. I don't have classes with other teachers or students
3. My <course> is a mix of the above. Some <units> have classes with students and teachers in them at the same time. Some <units> have no classes and I access content in my own time.
4. Other (please describe)

*(ALL)

WIL In <SURVEYYEAR>, what proportion of your <course> involved activities such as placements, internships or work integrated learning?

1. None
2. Some
3. About half
4. Most
5. All

*(TIMESTAMP)

MODULE B: INCLUSION AND PEER ENGAGEMENT

*(ALL)

OVERALLA Thinking about your <FINALCOURSEA> <course>, overall, how would you rate the quality of your entire educational experience this year?

1. Poor
2. Fair
3. Good
4. Excellent

*(DVQUALNUM_S=2, TWO QUALIFICATIONS)

OVERALLB And thinking about your <FINALCOURSEB> <course>, overall, how would you rate the quality of your entire educational experience this year?

1. Poor
2. Fair
3. Good
4. Excellent

*(ALL)

INLERENINTRO The next questions are about how included and engaged you feel you have been in general with your current studies.

*(ALL)

BELONG At your institution during <SURVEYYEAR>, to what extent have you had a sense of belonging to <E306CTXT>?

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(ALL)

INTERACTINTROA Thinking about your <FINALCOURSEA> <course>, in <SURVEYYEAR>, how frequently have you...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

discuss_rev	Contributed to class discussion? (e.g. in-person discussions, online chat forums, discussion boards)
wrkother_rev	Worked with other students as part of your <course>? (e.g. group assignments, in-class collaboration)
interhelp	Interacted with other students to give or receive help with your study? (e.g. study groups, informal conversations about your study)
interout_rev	Interacted socially with other students outside of your study?
interdiver	Interacted with a diverse range of students?

(RESPONSE FRAME)

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

*(DVQUALNUM_S=2, TWO QUALIFICATIONS)

INTERACTINTROB And thinking about your <FINALCOURSEB> <course>, in <SURVEYYEAR>, how frequently have you...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

discussb_rev	Contributed to class discussion? (e.g. in-person discussions, online chat forums, discussion boards)
wrkotherb_rev	Worked with other students as part of your <course>? (e.g. group assignments, in-class collaboration)
interhelpb	Interacted with other students to give or receive help with your study? (e.g. study groups, informal conversations about your study)
interoutb_rev	Interacted socially with other students outside of your study?
interdiverb	Interacted with a diverse range of students?

(RESPONSE FRAME)

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

*(ALL)

PEERENGAGE Peer engagement scale score for COURSEA

RECODE DISCUSS_REV WRKOTHER_REV INTERHELP INTEROUT_REV INTERDIVER

(1=0) (2=25) (3=50) (4=75) (5=100) INTO
DISCUSS_REVR WRKOTHER_REVR INTERHELPR INTEROUT_REVR INTERDIVERR.

COMPUTE PEERENGAGE = MEAN.4(DISCUSS_REVR WRKOTHER_REVR INTERHELPR
INTEROUT_REVR INTERDIVERR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)

PEERENGAGEB Peer engagement scale score for COURSEB

RECODE DISCUSSB_REVR WRKOTHERB_REVR INTERHELPRB INTEROUTB_REVR
INTERDIVERB
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
DISCUSSB_REVR WRKOTHERB_REVR INTERHELPRB INTEROUTB_REVR
INTERDIVERBR.

COMPUTE PEERENGAGEB = MEAN.4(DISCUSSB_REVR WRKOTHERB_REVR
INTERHELPRB INTEROUTB_REVR INTERDIVERBR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(TIMESTAMP)

MODULE C: TEACHING AND EDUCATIONAL DEVELOPMENT

*(ALL)

YEAEDUDINTRO The next questions are about the quality of the teaching and learning resources provided to you.

*(ALL)

QLTEACHA Thinking of this year, overall at <E308CTXT>, how would you rate the quality of the teaching you have experienced in your <FINALCOURSEA> <course>?

1. Poor
2. Fair
3. Good
4. Excellent

*(DVQUALNUM=2, TWO QUALIFICATIONS)

QLTEACHB Thinking of this year, overall at <E308CTXT>, how would you rate the quality of the teaching you have experienced in your <FINALCOURSEB> <course>?

1. Poor
2. Fair
3. Good
4. Excellent

*(ALL)

TCHINTROA During <SURVEYYEAR>, to what extent have the lecturers, tutors and demonstrators in your <FINALCOURSEA> <course>...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

tchactiv	Engaged you actively in learning?
tchconlr	Demonstrated concern for student learning?
tchclexp	Provided clear explanations on coursework and assessment?
tchstim	Stimulated you intellectually?
tchfeedb	Commented on your work in ways that help you learn?
tchhelp	Seemed helpful and approachable?
tchassch	Set assessment tasks that challenge you to learn?

(RESPONSE FRAME)

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(DVQUALNUM=2, TWO QUALIFICATIONS)

TCHINTROB During <SURVEYYEAR>, to what extent have the lecturers, tutors and demonstrators in your <FINALCOURSEB> <course>...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

tchactivb Engaged you actively in learning?
tchconlrb Demonstrated concern for student learning?
tchclxpb Provided clear explanations on coursework and assessment?
tchstimib Stimulated you intellectually?
tchfeedbb Commented on your work in ways that help you learn?
tchhelpb Seemed helpful and approachable?
tchasschb Set assessment tasks that challenge you to learn?

(RESPONSE FRAME)

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(ALL)

QLINTROA Thinking of this year, overall how would you rate the following learning resources provided for your <FINALCOURSEA> <course>...?

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

qltspace Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)
qlsspace Student spaces and common areas
qlonline Online learning materials
qlcomput Computing/IT resources
qltbook Assigned books, notes and resources
ql equip Laboratory or studio equipment
qllibr Library resources and facilities

(RESPONSE FRAME)

1. Poor
2. Fair
3. Good
4. Excellent
5. Not applicable

*(ALL)

RESOURCE Learning resources scale score

RECODE QLTSAPCE QLSSPACE QLONLINE QLCOMPUT QLTBOOK QLEQUIP QLLIBRY
(1=0) (2=33.33) (3=66.66) (4=100) INTO

QLTSPACER QLSSPACER QLONLINER QLCOMPUTR QLTBOOKR QLEQUIPR QLLIBRYR

COMPUTE RESOURCE = MEAN.5(QLTSPACER, QLSSPACER, QLONLINER, QLCOMPUTR, QLTBOOKR, QLEQUIPR, QLLIBRYR).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)

QLINTROB Thinking of this year, overall how would you rate the following learning resources provided for your <FINALCOURSEB> <course>...?

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

qltspaceb Teaching spaces (e.g. lecture theatres, tutorial rooms, laboratories)
 qlsspaceb Student spaces and common areas
 qlonlineb Online learning materials
 qlcomputb Computing/IT resources
 qltbookb Assigned books, notes and resources
 qlequipb Laboratory or studio equipment
 qllibryb Library resources and facilities

(RESPONSE FRAME)

1. Poor
2. Fair
3. Good
4. Excellent
5. Not applicable

*(DVQUALNUM=2, TWO QUALIFICATIONS)

RESOURCEB Learning resources scale score

RECODE QLTSPACEB QLSSPACEB QLONLINEB QLCOMPUTB QLTBOOKB QLEQUIPB
 QLLIBRYB
 (1=0) (2=33.33) (3=66.66) (4=100) INTO
 QLTSPACERB QLSSPACERB QLONLINERB QLCOMPUTRB QLTBOOKRB QLEQUIPRB
 QLLIBRYRB

COMPUTE RESOURCEB = MEAN.5(QLTSPACERB, QLSSPACERB, QLONLINERB, QLCOMPUTRB, QLTBOOKRB, QLEQUIPRB, QLLIBRYRB).

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(ALL)

STINTROA In <SURVEYYEAR>, to what extent has *(IF DVQUALNUM=1 DISPLAY: your study, IF DVQUALNUM=2 DISPLAY: your <FINALCOURSEA> <course>) been delivered in a way that is...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

stdstruc Well-structured and focused?
 stdrelev Relevant to your education as a whole?

(RESPONSE FRAME)

1. Not at all
2. Very little
3. Some
4. Quite a bit

5. Very much

*(ALL)

TEACH

Teaching quality and engagement scale score

```
RECODE STDSTRUC STDRELEV TCHACTIV TCHCONLR TCHCLEXP TCHSTIMI  
TCHFEEDB TCHHELP TCHASSCH  
(1=0) (2=25) (3=50) (4=75) (5=100) INTO  
STDSTRUCR STDRELEVR TCHACTIVR TCHCONLRR TCHCLEXPR TCHSTIMIR  
TCHFEEDBR TCHHELPR TCHASSCHR
```

```
RECODE QLTEACH OVERALL  
(1=0) (2=33.33) (3=66.66) (4=100) INTO  
QLTEACHR OVERALLR.
```

```
COMPUTE TEACH = MEAN.8(STDSTRUCR, STDRELEVR, TCHACTIVR, TCHCONLRR,  
TCHCLEXPR, TCHSTIMIR, TCHFEEDBR, TCHHELPR, TCHASSCHR, QLTEACHR,  
OVERALLR).
```

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)

STINTROB In <SURVEYYEAR>, to what extent has your <FINALCOURSEB> <course> been delivered in a way that is...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

stdstrucb Well-structured and focused?
stdrelevb Relevant to your education as a whole?

(RESPONSE FRAME)

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(DVQUALNUM=2, TWO QUALIFICATIONS)

TEACHb Teaching quality and engagement scale score

```
RECODE STDSTRUCB STDRELEVB TCHACTIVB TCHCONLRB TCHCLEXPB TCHSTIMIB  
TCHFEEDBB TCHHELPRB TCHASSCHB  
(1=0) (2=25) (3=50) (4=75) (5=100) INTO  
STDSTRUCRB STDRELEVRB TCHACTIVRB TCHCONLRRB TCHCLEXPB TCHSTIMIRB  
TCHFEEDBRB TCHHELPRB TCHASSCHRB
```

```
RECODE QLTEACHB OVERALLB  
(1=0) (2=33.33) (3=66.66) (4=100) INTO  
QLTEACHRB OVERALLRB.
```

```
COMPUTE TEACHB = MEAN.8(STDSTRUCRB, STDRELEVRB, TCHACTIVRB,  
TCHCONLRRB, TCHCLEXPB, TCHSTIMIRB, TCHFEEDBRB, TCHHELPRB,  
TCHASSCHRB, QLTEACHRB, OVERALLRB).
```

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(ALL)

EXPINTROA Thinking about your <FINALCOURSEA> <course>, to what extent has your <course> developed your...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

expthink	Critical thinking skills?
expprbsl	Ability to solve complex problems?
exptmwrk	Ability to work with others?
expconf	Confidence to learn independently?
Expwrite	Written communication skills?
expspeak	Spoken communication skills?
expknow	Knowledge of the field(s) you are studying?
expwork	Development of work-related knowledge and skills?

(RESPONSE FRAME)

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(ALL)

DEVELOP Skills development scale score

```
RECODE EXPTHINK EXPPRBSL EXPTMWRK EXPCONF EXPWRITE EXPSPEAK  
EXPKNOW EXPWORK  
(1=0) (2=25) (3=50) (4=75) (5=100) INTO  
EXPTHINKR EXPPRBSLR EXPTMWRKR EXPCONFR EXPWRITER EXPSPEAKR  
EXPKNOWR EXPWORKR.
```

```
COMPUTE DEVELOP = MEAN.8(EXPTHINKR, EXPPRBSLR, EXPTMWRKR, EXPCONFR,  
EXPWRITER, EXPSPEAKR, EXPKNOWR, EXPWORKR).
```

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(DVQUALNUM=2, TWO QUALIFICATIONS)

EXPINTROB And thinking about your <FINALCOURSEB> <course>, to what extent has your <course> developed your...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

expthinkb	Critical thinking skills?
expprbslb	Ability to solve complex problems?
exptmwrkb	Ability to work with others?
expconfb	Confidence to learn independently?
Expwriteb	Written communication skills?
expspeakb	Spoken communication skills?
expknowb	Knowledge of the field(s) you are studying?
expworkb	Development of work-related knowledge and skills?

(RESPONSE FRAME)

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much

*(DVQUALNUM=2, TWO QUALIFICATIONS)

DEVELOPB Skills development scale score

```
RECODE EXPTHINKB EXPPRBSLB EXPTMWRKB EXPCONFB EXPWRITEB EXPSPEAKB
EXPKNOWB EXPWORKB
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
EXPTHINKRB EXPPRBSLRB EXPTMWRKRB EXPCONFRB EXPWRITERB EXPSPEAKRB
EXPKNOWRB EXPWORKRB.
```

```
COMPUTE DEVELOPB = MEAN.8(EXPTHINKRB, EXPPRBSLRB, EXPTMWRKRB,
EXPCONFRB, EXPWRITERB, EXPSPEAKRB, EXPKNOWRB, EXPWORKRB).
```

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(TIMESTAMP)

MODULE D: SUPPORT

*(ALL)

INTROSUPP The next questions are about your overall experience of the support services provided by your institution.

*(ALL)

SUPPSERV How helpful have you found the following supports and services provided by your institution during <SURVEYYEAR>?

*PROGRAMMER NOTE: FOR SUP_LMS USE <INSTLMS_TXT>, IF MISSING USE 'SUCH AS MOODLE, BLACKBOARD OR CANVAS'

*PROGRAMMER NOTE: DISPLAY AS GRID

sup_enrol	Enrolment processes and support
sup_induct	Induction/orientation activities
sup_lms	Online learning platform (i.e. Learning Management System, <INSTLMS_TXT>)
sup_cardev	Career development services (including employability, skill development, careers advice and planning)
sup_study	Study or learning support services
sup_health	Counsellors and/or health services
sup_finleg	Financial and/or legal advisors

1. Not at all helpful
2. A little helpful
3. Somewhat helpful
4. Quite helpful
5. Very helpful
97. Not applicable

*(ALL)

SUPPORTREV Student support scale score

```
RECODE SUP_ENROL SUP_INDUCT SUP_LMS SUP_CARDEV SUP_STUDY SUP_HEALTH
SUP_FINLEG
(1=0) (2=25) (3=50) (4=75) (5=100) INTO
SUP_ENROLR SUP_INDUCTR SUP_LMSR SUP_CARDEV R SUP_STUDYR SUP_HEALTHR
SUP_FINLEGR.
```

```
COMPUTE SUPPORTREV = MEAN.5(SUP_ENROLR SUP_INDUCTR SUP_LMSR
SUP_CARDEV R SUP_STUDYR SUP_HEALTHR SUP_FINLEGR).
```

IF NOT MISSING, FLAG AS TECHNICAL COMPLETE

*(ALL)

BAA What have been the best aspects of your <FINALCOURSEA> <course>?

*If possible, please avoid using symbols (eg. - = < > *) in the text box*

1. (verbatim text box)

*(DVQUALNUM=2, TWO QUALIFICATIONS)

BAB What have been the best aspects of your <FINALCOURSEB> <course>?

*If possible, please avoid using symbols (eg. - = < > *) in the text box*

1. (verbatim text box)

*(ALL)

NIA What aspects of your <FINALCOURSEA> <course> most need improvement?

*If possible, please avoid using symbols (eg. - = < > *) in the text box.*

1. (verbatim text box)

*(DVQUALNUM=2, TWO QUALIFICATIONS)

NIB What aspects of your <FINALCOURSEB> <course> most need improvement?

*If possible, please avoid use symbols (eg. - = < > *) in the text box.*

1. (verbatim text box)

*(TIMESTAMP)

*(ALL)

FOEX The following statements are about freedom of expression on-campus at <E308CTXT>.

Freedom of expression can be part of the academic and social aspects of your student experience.

How strongly do you agree or disagree that...

(STATEMENTS)

foexa I am free to express my views at <E308CTXT>

foexb Academics are free to express their views at <E308CTXT>

foexc I am free from discrimination, harm or hatred at <E308CTXT>

(RESPONSE FRAME)

1. Strongly disagree
2. Disagree
3. Neither disagree or agree
4. Agree
5. Strongly agree

*(TIMESTAMP)

MODULE E: DEMOGRAPHICS

*(ALL)

DEMOINTRO The next questions are about your current <course>(s) progress and factors affecting your study.

*(ALL)

YRENROL In what year did you first start your current <course>(s)?

1. Before <SURVEYYEAR-4 YEARS>
2. <SURVEYYEAR-4 YEARS>
3. <SURVEYYEAR-3 YEARS>
4. <SURVEYYEAR-2 YEARS>
5. <SURVEYYEAR-1 YEAR>

6. <SURVEYYEAR>

*(ALL)

YRCOMP When do you expect to complete your current <course>(s)?

1. <SURVEYYEAR>
2. <SURVEYYEAR + 1 YEAR> or later

*(ALL)

ASTDINTRO At <E306CTXT> during <SURVEYYEAR>, to what extent have...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

Astdliv Your living arrangements negatively affected your study?
Astdfin Your financial circumstances negatively affected your study?
Astdwor Paid work commitments negatively affected your study?

(RESPONSE FRAME)

1. Not at all
2. Very little
3. Some
4. Quite a bit
5. Very much
6. Not applicable *(ONLY DISPLAY FOR ASTDWOR)

*(ALL)

CONSIDCHG During <SURVEYYEAR>, have you seriously considered leaving <E306CTXT>?

1. Yes, I have seriously considered leaving
2. No, I have not seriously considered leaving

*(CONSIDCHG=1, HAVE SERIOUSLY CONSIDERED LEAVING)

CHINTRO Please indicate your reasons for seriously considering leaving your current institution in <SURVEYYEAR>. Please select all that apply.

(MULTIPLE RESPONSE)

*PROGRAMMER NOTE: MULTI ANSWER TICK BOXES, SPLIT INTO TWO COLUMNS

chbored	Boredom/lack of interest
chcommu	Commuting difficulties
chreput_rev	Concerns about my institution's reputation
chexpec_rev	<course> expectations not met
chwrkld_rev	Difficulty with study workload
chfamily_rev	Family caring responsibilities
chfdiff	Financial difficulties
chgapyr	Gap year/deferral
chasupp_rev	Lack of academic support
chadsup_rev	Lack of administrative support
chpros_rev	Lack of career prospects
chconn	Lack of connection to my institution
chtech	Limited access to technology
chgrade	Low or failing grades
chmove	Moving residence
chothinst	Moving to another institution
chcrsdiff	My <course> is too difficult
cheng	My English language skills

chmhlth	My mental health
chphlth	My physical health
chstress	My stress levels
chwrkrp	Paid work responsibilities
chqacrn	Quality concerns
chsocm	Social reasons
chblnce	Study/life balance
chjoboff	To pursue a career or job offer
chtravl_rev	To travel
chother	Other reasons (please specify)

*(ALL)

LOCATINTRO The following questions are related to where you live.

*(ALL)

CURCOUNTRY Do you currently live in Australia or overseas?

1. Australia
2. Overseas

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURSTATE In which state or territory do you currently live?

1. NSW
2. VIC
3. QLD
4. SA
5. WA
6. TAS
7. NT
8. ACT
98. Don't know

*(CURCOUNTRY=1, LIVES IN AUSTRALIA)

CURPCODE What is the postcode or suburb where you currently live?

1. (verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST
2. Not sure

*(CURCOUNTRY=2, LIVES OVERSEAS)

OSCOUNTRY In which country do you currently live?

1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST

*(ALL)

HUBUSE In <SURVEYYEAR>, have you accessed any of the facilities or support services of a **Regional University Study Hub** or a **Suburban University Study Hub**?

A Regional University Study Hub may also be known as a Universities Centre or Campus, Uni Hub, or Country Universities Centre.

1. Yes – Regional University Study Hub
2. Yes – Suburban University Study Hub
3. Yes, both a Regional University Study Hub and a Suburban University Study Hub
4. No

*(HUBUSE=1-3, UTILISED A RUSH OR SUSH)

HUBFREQ How often have you accessed a Regional University Study Hub or Suburban University Study Hub in <SURVEYYEAR>?

1. Daily
2. Weekly
3. Monthly
4. A few times a year
5. Once a year
6. Never

*(TIMESTAMP)

*PROGRAMMER NOTE: SURVEY IS CONSIDERED COMPLETE AT THIS POINT, FLAG AS 1 AT EARLYCOMPLETE

MODULE H: INTERNATIONAL STUDENT ITEMS

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)

INTINTRO The following questions are related to your experience as an international student in Australia.

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)

INTAUS When deciding to study in Australia, how important was....

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

- a) The reputation of Australia's education system?
- b) Your personal safety and security?
- i) The cost of living?
- c) The ability to work part-time?
- d) The opportunity to study in an English-speaking country?
- e) Having friends and family already in Australia?
- f) The chance to experience a new culture/lifestyle?
- g) The possibility of migrating to Australia?
- h) The weather/climate?

(RESPONSE FRAME)

1. Extremely important
2. Important
3. Not important
4. Not at all important
98. Don't know

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)

INTINST When you were deciding to apply to <E306CTXT>, how important was...

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

- 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?

(RESPONSE FRAME)

1. Extremely important
2. Important
3. Not important
4. Not at all important
98. Don't know

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)

INTSAT How satisfied are you with each of the following aspects of living in Australia?

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS)

- 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

(RESPONSE FRAME)

1. Very satisfied
2. Satisfied
3. Dissatisfied
4. Very dissatisfied
97. Not applicable

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)

INTAGENT When coming to Australia, did you use an agent to help you with your visa application or to enrol at <E306CTXT>?

(SINGLE RESPONSE)

1. Yes *(SUPPRESS)
3. Yes, both visa application and enrolment
4. Yes, visa application only
5. Yes, enrolment only
2. No
98. Don't know

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS)

INTAGENTOTH Did you use an agent for any other services? Please select all that apply.

An 'agent' includes a migration agent and/or an education agent that was used in Australia or your home country.

(MULTIPLE RESPONSE)

1. Finding accommodation
2. Finding employment
3. Deciding on Overseas Student Health Cover (OSHC) provider
97. Other (please specify)
5. No, did not use an agent for other services *(EXCLUSIVE)
98. Don't know *(EXCLUSIVE)

*(INTAGENT=3, 4, 5 OR INTAGENTOTH=1, 2, 3, 97, USED AN AGENT)

INTFIND How did you find the agent(s) that assisted you? *Please select all that apply.*

Please note: 'an agent' includes a migration agent and/or an education agent that was used in Australia or your home country.

(MULTIPLE RESPONSE)

1. Recommended by an education provider in Australia
2. Personal recommendation from a friend, family member or student
3. Register of Migration Agents
4. Internet search
5. Social media
6. Education event/expo
7. The agent approached me directly
8. Study abroad agencies
9. Professional associations
97. Other (please specify)

*(INTAGENT= 3, 4, 5 OR INTAGENTOTH=1, 2, 3, 97, USED AN AGENT)

INTSERV How would you rate the overall service provided by the agent?

1. Very good
2. Good
3. Poor
4. Very poor

*(INTAGENT=3, 4, 5 OR INTAGENTOTH=1, 2, 3, 97, USED AN AGENT)

INTINFO Did the agent(s) provide any information to you that was incorrect?

1. Yes
2. No

*(INTINFO=1, AGENTS PROVIDED INCORRECT INFO)

INTINCORRECT What was the incorrect information provided by the agent(s) related to? *Please select all that apply.*

(MULTIPLE RESPONSE)

1. Enrolment (course/provider) *(DISPLAY IF INTAGENT= 3 OR 5)
2. Visa (application/conditions) *(DISPLAY IF INTAGENT= 3 OR 4)
3. Finding accommodation *(DISPLAY IF INTAGENTOTH=1)
4. Finding employment *(DISPLAY IF INTAGENTOTH=2)
5. Deciding on Overseas Student Health Cover (OSHC) provider *(DISPLAY IF INTAGENTOTH=3)
97. Other (please specify) *(DISPLAY IF INTAGENTOTH=97)

*(INTAGENT=3 OR 5, USED AGENT FOR ENROLMENT)

INTFEE Did the education agent(s) charge you a fee to assist in your enrolment with an education provider?

1. Yes
2. No
98. Don't know

*(INTAGENT=3 OR 5, USED AGENT FOR ENROLMENT)

INTCOMM Did you know that the agent who placed you with an education provider also received a commission from the education provider for your enrolment?

1. Yes
2. No
98. Don't know

*(INTMOD=1 AND STAGE=1 OR (<SURVEYYEAR> MINUS E347 GE 0 AND LE 2)), ONSHORE INTERNATIONAL STUDENT THAT IS A COMMENCING STUDENT THAT ARRIVED IN AUSTRALIA WITHIN THE LAST TWO YEARS)

INTCHANGE After arriving in Australia, did you subsequently change your institution or course?

1. Institution and course
2. Institution only
3. Course only
4. No, did not change institution or course

*(INTCHANGE=1 OR 2, CHANGED INSTITUTION)

INTCHANGE_AGENT As part of changing your (IF INTCHANGE=1: institution and course; IF INTCHANGE=2: institution), did you:

1. Use the same agent(s) you used in coming to Australia
2. Use a different agent(s) to the one you used to come to Australia
3. Not use an agent previously, but used an agent for this change
4. Organise the change yourself with no agent assistance

*(INTCHANGE=1 OR 2, CHANGED INSTITUTION)

INTCHANGE_REAS What was your main reason for changing to a different (IF INTCHANGE=1: institution and course; IF INTCHANGE=2: institution)? Please select only one answer.

(SINGLE RESPONSE)

1. My <course> was too difficult
2. Quality concerns
3. My <course> expectations were not met
4. Pursuing a different study and/or career path
5. My mental health
6. My physical health
7. My English language skills
8. Cost of course
9. Financial difficulties
10. Agent recommendation
97. Other reasons (please specify)

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS

INTLIVE Which of the following best describes your current living arrangements?

1. University or college halls of residence
2. Student house or flat controlled by university
3. Private halls or student hostel
4. Private rented house/flat/room
5. Homestay with a family not related to you
7. Living with parents
6. With friends or relatives in their accommodation
90. Other (please specify)

*(INTMOD=1, ONSHORE INTERNATIONAL STUDENTS

INTLVSAT Overall, how satisfied are you with your current living arrangements?

1. Very satisfied
2. Satisfied

3. Dissatisfied
4. Very dissatisfied

*(INTLIVSAT=3 OR 4, DISSATISFIED WITH LIVING ARRANGEMENTS)
 INTLIVEDISN Why are you dissatisfied with your current living arrangements?

- (MULTIPLE RESPONSE)
1. Too expensive
 2. Not enough space
 3. Too noisy
 4. I am lonely
 5. Issues with housemates
 6. Issues with landlord or agent
 7. Dirty
 8. Old / bad condition
 9. Slow internet
 10. Located too far from institution
 97. Other (please specify)

*(TIMESTAMP)

MODULE I: INITIAL TEACHER EDUCATION (ITE) MODULE

*(TIMESTAMP)

MODULE F: INSTITUTION SPECIFIC ITEMS

*(TIMESTAMP)

MODULE G: CONTACT

*(STAGE=2 OR 3 OR 9, MIDDLE YEARS OR COMPLETING STUDENT)
 COMPSEM And lastly, do you expect to complete your <course> at the end of this semester?

1. Yes
2. No
3. Not sure

*(COMPSEM=1, EXPECTS TO COMPLETE COURSE)

PEMAIL Congratulations on being so close to finishing your studies. You will be contacted again next year to take part in the Graduate Outcomes Survey and we would like to make sure we can stay in touch with you. Please provide a long-term (private) email address so we can contact you in the future. This information will be held securely and will only be used for the purpose of sending you an invitation to participate in the Graduate Outcomes Survey.

1. Email address (Please specify) *(KICKBOX VALIDATION REQUIRED)
2. Prefer not to provide email address

*(ALL)

CONTACT The Department of Education is undertaking some research to improve higher education. Do you consent to being contacted in future to participate in this research?

1. Yes
2. No

*(ALL)

C4 Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?

1. Yes
2. No

*(C4=1 OR CONTACT=1, WANTS TO BE NOTIFIED OF RESULTS OR RECONTACTED BY DEPARTMENT)

NTFEMAIL What is the best email address to contact you on?

*PROGRAMMER NOTE: IF PEMAIL=2 SHOW SAMPLE EMAIL. IF PEMAIL=1 SHOW PEMAIL. IF STAGE=1 OR (STAGE=2 OR 3 AND COMPSEM=2 OR 3) SHOW SAMPLE EMAIL

<email>

1. Address as above
2. Enter new email address

*(((PERIOD=1 AND DATE<=25 AUG) OR (PERIOD=2 AND DATE<=6 OCT)) AND PRIZE_SCOPE_FLAG=0, PRIZE DRAW OPEN AND AGED UNDER 18 YEARS OR AGE NOT KNOWN AND IN SOUTH AUSTRALIA)

PRIZEU18SA Parental consent is required by the South Australian Government for persons in South Australia aged under 18 years to be entered into the SES prize draw. Terms and conditions for the SES prize draw are published [here](#).

Do you have parental consent to be entered into the SES prize draw?

1. Yes
2. No
3. Not applicable, I am not aged under 18 years and in South Australia

*PROGRAMMER NOTE: IF PRIZEU18SA=2 OR 3 UPDATE TO PRIZE_SCOPE_FLAG=1 IN SAMPLE

*((PERIOD=1 AND DATE<=25AUG) OR (PERIOD=2 AND DATE<=6 OCT) , PRIZE DRAW OPEN) POSTCODEQ

By completing the SES, you will be entered into a rolling prize draw. Winners will be notified by telephone or in writing via email within seven days of each draw. The last name, first initial, higher education institution and postcode of winners will be published online. Terms and conditions for the prize draw are published [here](#).

Do you consent to your last name and postcode being published online if you win a prize?

Please note that choosing not to include your last name and postcode will not affect your eligibility for the prize draw.

1. Yes
2. No

*(TIMESTAMP)

END

*(DISPLAY IF ONLINE)

Thank you for your responses.

Please click 'Submit' to finalise your survey and be redirected to our homepage.

Everyone's experiences are different, if the questions in this survey have raised anything that you would like support for, you could contact:

- Beyond Blue on 1300 22 46 38
- Lifeline on 13 11 14

Student Experience Survey – The survey home page with links to key information.

SES Participants – A list of SES FAQs with detailed information.

ComparED – The ComparEd website helps you compare official study experience and employment outcomes data from Australian higher education institutions.

SUBMIT

*PROGRAMMER NOTE: FOR ONLINE SUBMIT BUTTON LINKS TO

[HTTPS://WWW.QILT.EDU.AU/SURVEY-SUCCESS/STUDENT-EXPERIENCE-SURVEY-THANK-YOU/](https://www.qilt.edu.au/survey-success/student-experience-survey-thank-you/)

*((INSTITUTION=2 AND E306 = 3044 AND E310=30) OR INSTITUTION1=2), NO LONGER ENROLLED)

TERM *(IF ONLINE) Unfortunately you do not qualify to complete this survey. If you have any questions, please contact the Social Research Centre SES helpdesk on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or via email at ses@srcentre.com.au.

*(COMMENCESCREEN=2, HAVE NOT COMPLETED ENOUGH OF COURSE)

TERM3 As you have indicated that you have not completed at least one <unit> of your <course>, you do not qualify to complete the survey at this time. Thank you for your interest in the Student Experience Survey.

If you have any questions, please contact the Social Research Centre SES helpdesk on 1800 055 818 (if in Australia) or +61 3 8327 1951 (if overseas) or via email at ses@srcentre.com.au.

*(TIMESTAMP)

*(ALLTERM)

		Detailed outcome	Summary outcome
1	SUBMIT	Completed interview	Interview
2	INSTITUTION=2 AND E306 = 3044 AND E310=30	NQ at institution - Wrong info	Screen outs
3	INSTITUTION1=2	NQ at institution - Wrong info	Screen outs
4	COMMENCESCREEN2=2	HAVE NOT COMPLETED ENOUGH OF COURSE	Screen outs
5	QET	Terminated midway	Contacts



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