



2023

STUDENT EXPERIENCE SURVEY

NOVEMBER 2024

THE INTERNATIONAL STUDENT EXPERIENCE



Acknowledgments

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

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We are also very grateful to the students who took the time to provide valuable feedback about their student experience. The SES data will be used by institutions for continuous improvement and will assist prospective students to make informed decisions about future study. Our thanks also go to the teams at ACER and GCA who made very important contributions to prior administrations of the University Experience Survey (UES) and ACER who undertook a formal review of the SES in 2022-2023.

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

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

Executive summary

About the Student Experience Survey (SES)

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

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

Review of the SES

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

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

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

International student profile

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

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

2023 SES Key findings

International student education experience

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

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

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

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

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

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	Domestic	International	Domestic	International	Domestic	International	Domestic	International	Domestic	International	Domestic	International
2017	80.8	79.4	60.0	57.4	80.8	77.5	72.9	72.2	83.4	82.6	79.2	74.7
2018	81.6	79.8	60.3	58.2	81.9	78.8	73.8	71.1	84.6	83.5	79.9	76.2
2019	81.6	79.7	60.3	59.4	81.6	78.5	74.2	73.5	84.1	83.0	79.1	75.3
2020	78.6	75.7	43.5	48.7	78.9	73.8	74.4	70.7	77.3	71.6	70.0	63.0
2021	79.7	77.1	48.7	48.4	80.0	75.9	73.0	70.6	81.1	73.9	74.1	67.2
2022	80.2	81.8	54.0	61.5	80.1	80.2	72.5	75.0	83.5	83.8	76.2	74.4
2023*	80.6	83.4	56.6	69.5	80.4	82.5	69.4	78.1	83.7	84.5	76.9	75.8

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

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

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

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

Considered leaving

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

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

International student living experience

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

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

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

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1. Introduction

Background

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

Review of the SES

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

these focus areas. Note that the Teaching Quality focus area was renamed to Teaching Quality and Engagement to better reflect the underlying construct; however, the underlying items remain unchanged.

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

On the basis of a statistical analysis, it was determined that the revisions made to the Peer Engagement and Student Support and Services focus areas improved the accuracy and robustness of the intended measures and

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

In order to report meaningfully on these varied aspects of the international student experience, each student is adjudged to have rated their experience either positively or negatively for each item and sometimes, based on responses to a group of items or focus area. Scores presented in this report for both items and focus areas represent the proportion of students responding positively. The survey items and response frames are reproduced in **Appendix 3** 'Student Experience Questionnaire (SEQ)'. Detailed information on how the scores are calculated is provided in **Appendix 4** 'Production of scores'.

Participation

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

Prior to 2020, the scope of the SES would ordinarily be restricted to international onshore students. However, since 2020, some international students with Temporary Entry Visas, while classified as international onshore students and therefore included within the scope of the present survey, were actually located offshore at the time of the survey in 2023. The proportion of international student respondents located offshore at the time of the survey increased from 12.1 per cent of undergraduate respondents in 2020 to 33.9 per cent in 2021 and back down to 8.9 per cent in 2022 and reducing further to around 3.3 per cent in 2023. A similar pattern was observed for postgraduate coursework students.

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

International students make up around 18 per cent of undergraduate responses mainly sourced from five countries (China (excludes SARs and Taiwan), Nepal, India, Vietnam and Malaysia) which make up around 57 per cent of total undergraduate international respondents. International undergraduate responses are also mainly clustered in just a few study areas and institutions, with Business and management, Computing and information systems and Nursing making up around 52 per cent of responses and 10 institutions accounting for around 41 per

cent of international undergraduate responses, with the largest of these being Monash University and the University of New South Wales. International undergraduate students studying at NUHEIs account for around 25 per cent of responses with the largest of these being Stott's College.

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

Changes to the student experience since 2019

The international education sector was significantly affected by the COVID-19 pandemic. Higher education institutions were required to substantially adapt their teaching and learning, resourcing and student support arrangements, initially in response to restrictions and health directives to respond to the COVID-19 pandemic and to manage subsequent changes beyond. International students were required to meet additional challenges arising from restrictions imposed on international travel, financial difficulties and the isolation of studying fully online both in Australia or overseas. The 2023 Student Experience Survey (SES) International Report shows how international students have fared since 2020.

2023 Participation

134
participating institutions

208,604
invitations sent

71,479
completed surveys

36.3%
response rate

2. The international student experience

International student ratings of their Australian higher education experience remained relatively stable between 2017 and 2019 despite a large increase in the number of international students in the Australian higher education system.

In 2020, there was a sharp reduction in student ratings of their educational experience as many institutions rapidly adapted their teaching and learning arrangements and student support in response to the COVID-19 pandemic.

While there was a subsequent increase in international student ratings in 2021, they did not return to the levels seen prior to the onset of the pandemic with a large proportion of these students continuing to study predominantly online and offshore.

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

Detailed tables of results at the individual item level related to each of the focus areas are available from the QILT website in the additional tables associated with this report. A detailed listing of these tables is available in **Appendix 7**.

Study area population sizes and proportion of international students within each study area

(proportions based on responses to the 2023 SES)

Business and management had the largest population of respondents at the undergraduate and postgraduate coursework levels. International students represented 31.2 per cent of undergraduate responses and 65.3 per cent of postgraduate coursework level responses in the Business and management study area.

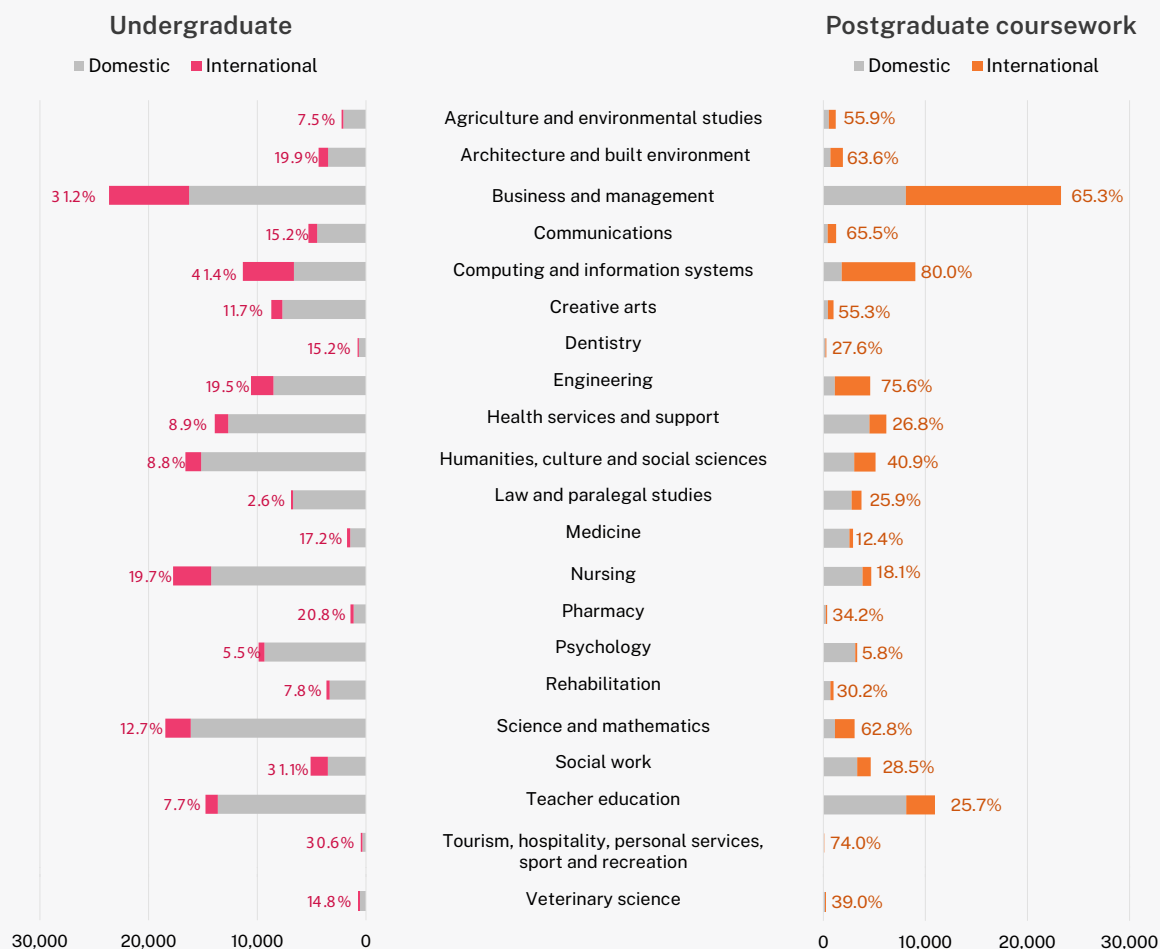
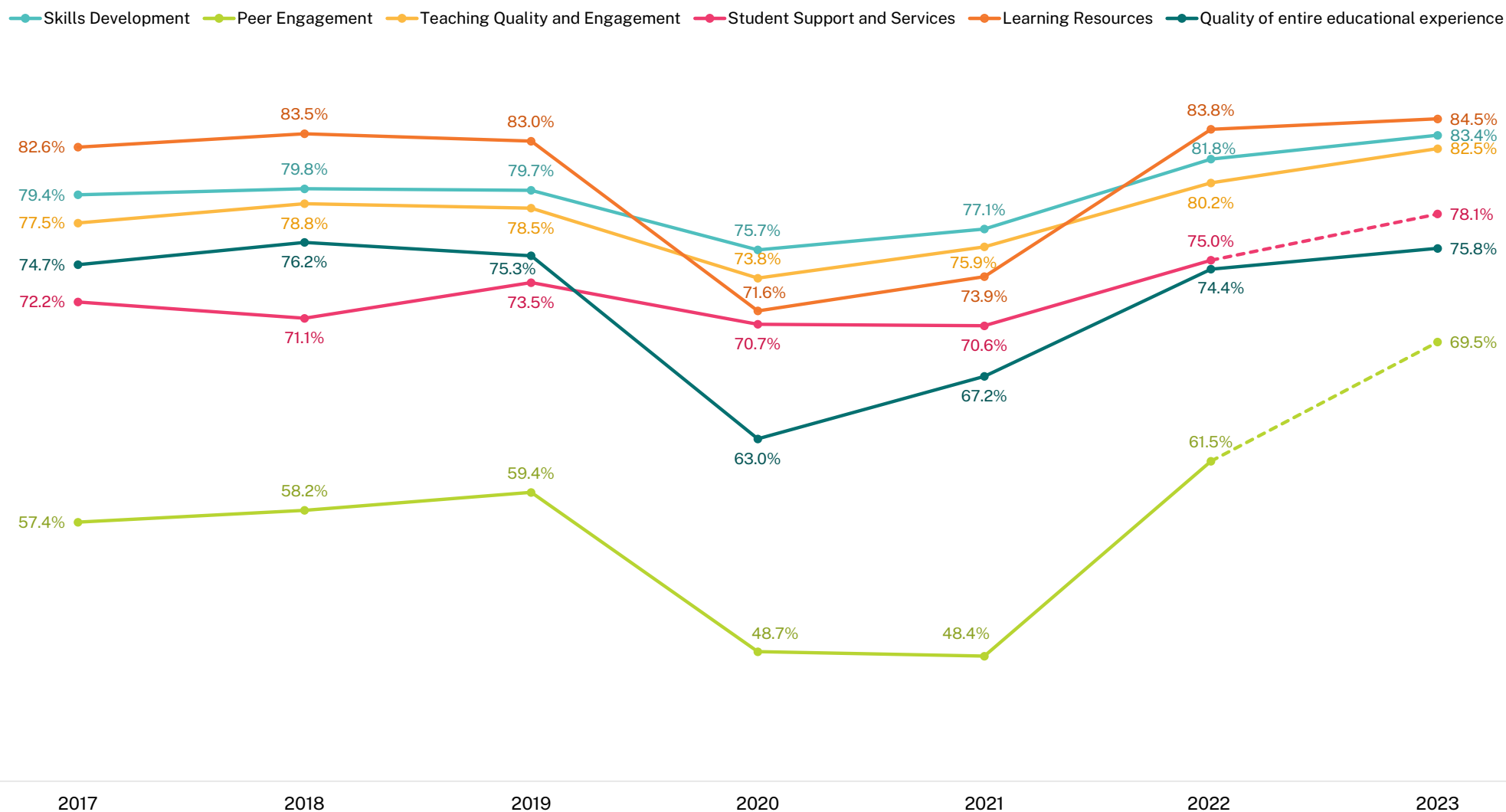


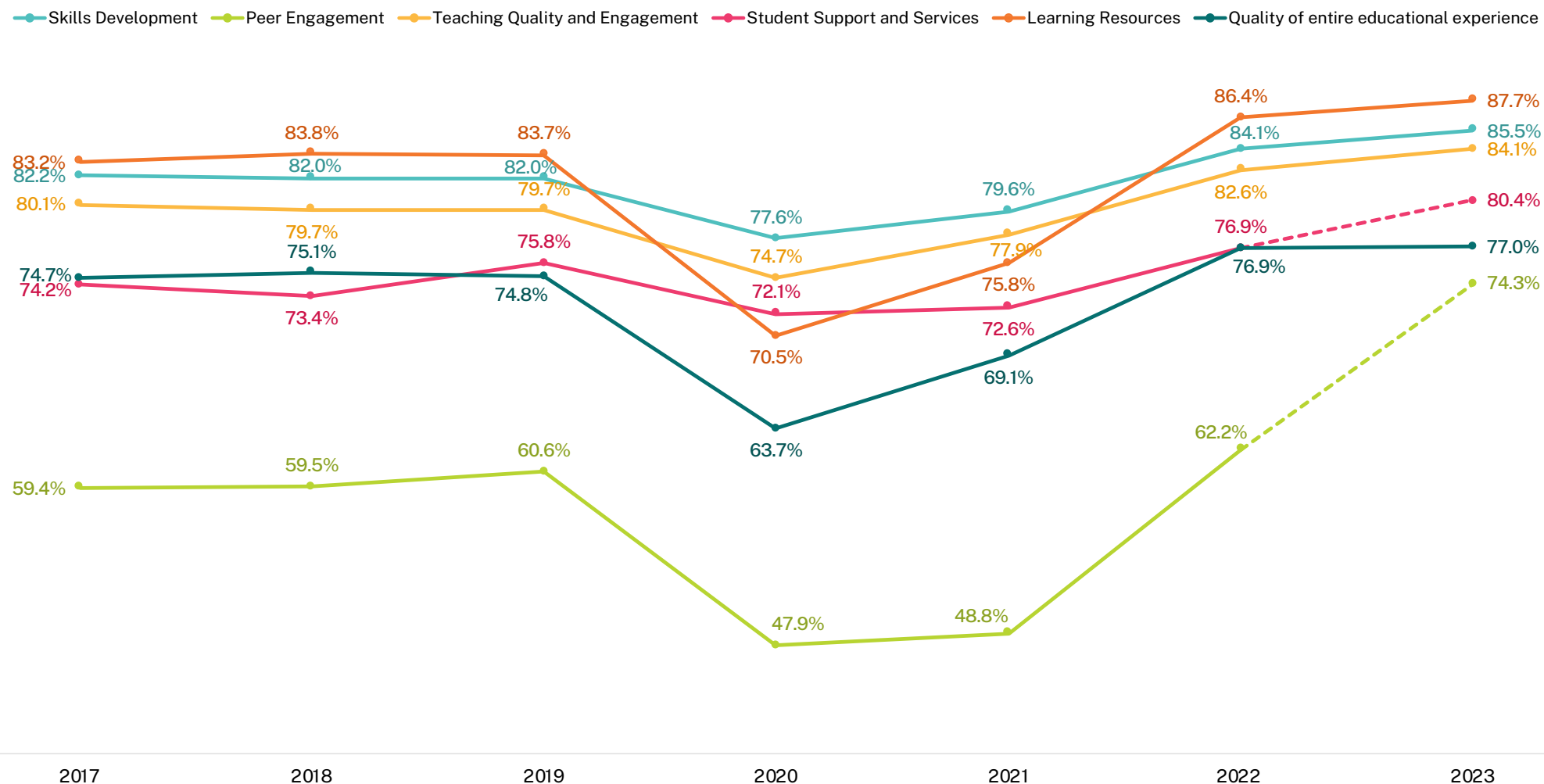
Figure 1 / The international undergraduate student experience, 2017-2023 (% positive rating)



Source : The FOCUS_UG_ALL_14-YY_YEAR worksheet in the 2023 SES International Report Tables available on the QILT website.

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

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



Source: The FOCUS_PGC_ALL_17-YY_YEAR worksheet in the 2023 SES International Report Tables available on the QILT website.

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

2.1 Domestic student comparison

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

Prior to 2020, international undergraduate student ratings of the Quality of entire educational experience had been lower than those of domestic students by around 4 to 5 percentage points. In 2020, this gap widened further as domestic student ratings decreased by 9.1 percentage points, while international student ratings decreased by 12.3 percentage points. In 2021, undergraduate international and domestic student ratings of the Quality of entire educational experience increased by 4.2 and 4.1 percentage points respectively.

Student ratings of the Quality of entire educational experience increased further in 2022 and 2023 for both international and domestic students, narrowing the gap in ratings to 1.1 percentage points which is the closest they have been since the inception of the SES. This pattern has been similar for postgraduate coursework students where the gap in ratings of domestic and international students narrowed between 2021 and 2023.

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

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

The Learner Engagement focus area also saw a large drop in ratings between 2019 and 2020 for both domestic and international undergraduate students, as shown by **Figure 3**. This change may be attributed to changes in delivery modes and campus access due to the COVID-19 pandemic. Despite ratings improving somewhat for domestic students between 2020 and 2021, they remained almost unchanged for international undergraduate students. This was likely due to the high proportion of international undergraduate students located overseas in 2021, limiting their opportunities to interact with other students during this period.

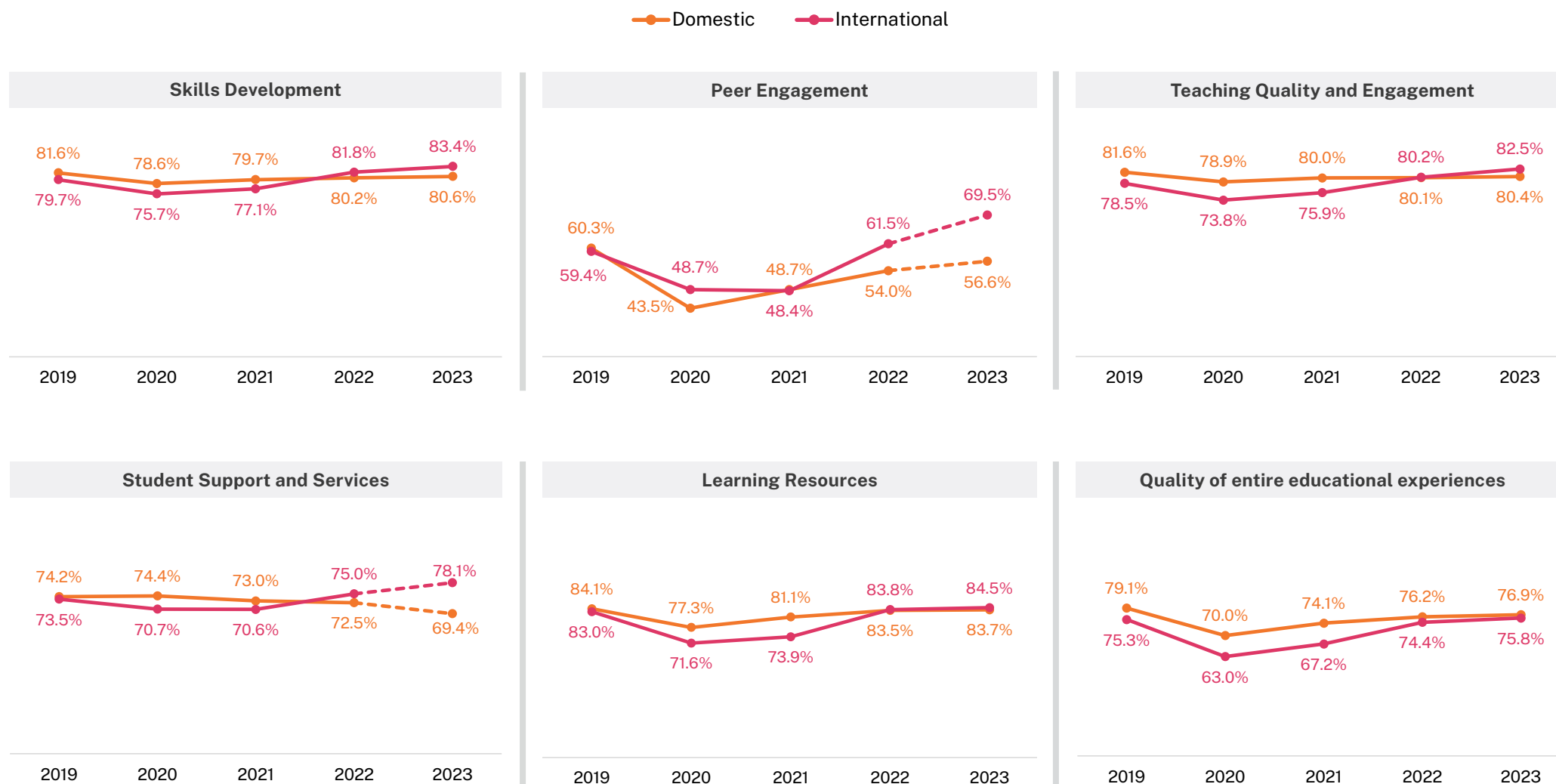
In 2020, around 12.1 per cent of international undergraduate student responses were from students located outside Australia, rising to 33.9 per cent in 2021 and decreasing to 8.9 per cent in 2022 and 3.3 per cent in 2023. This pattern was similar for international postgraduate coursework students and may go some way to explaining why international student ratings of Learner Engagement did not improve in 2021 but recovered strongly in 2022 for both course levels. While the focus area was reviewed and renamed Peer Engagement in 2023, the general trend has continued with international undergraduates rating this focus area 12.9 percentage points higher than domestic students.

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

Undergraduate ratings of Student Support fell below those of domestic students in 2020 and 2021 but overtook domestic ratings in 2022 to finish 2.5 percentage points higher. However, with the revised focus area of Student Support and Services in 2023, the difference had increased to 8.7 percentage points. This pattern was similar for postgraduate coursework students where international student ratings overtook domestic student ratings in 2022 to be 2.7 percentage points higher.

In 2023, the new Student Support and Services saw a much larger difference of 13.2 percentage points, with international students rating their experience of the helpfulness of student support and services at their institutions more highly than domestic students.

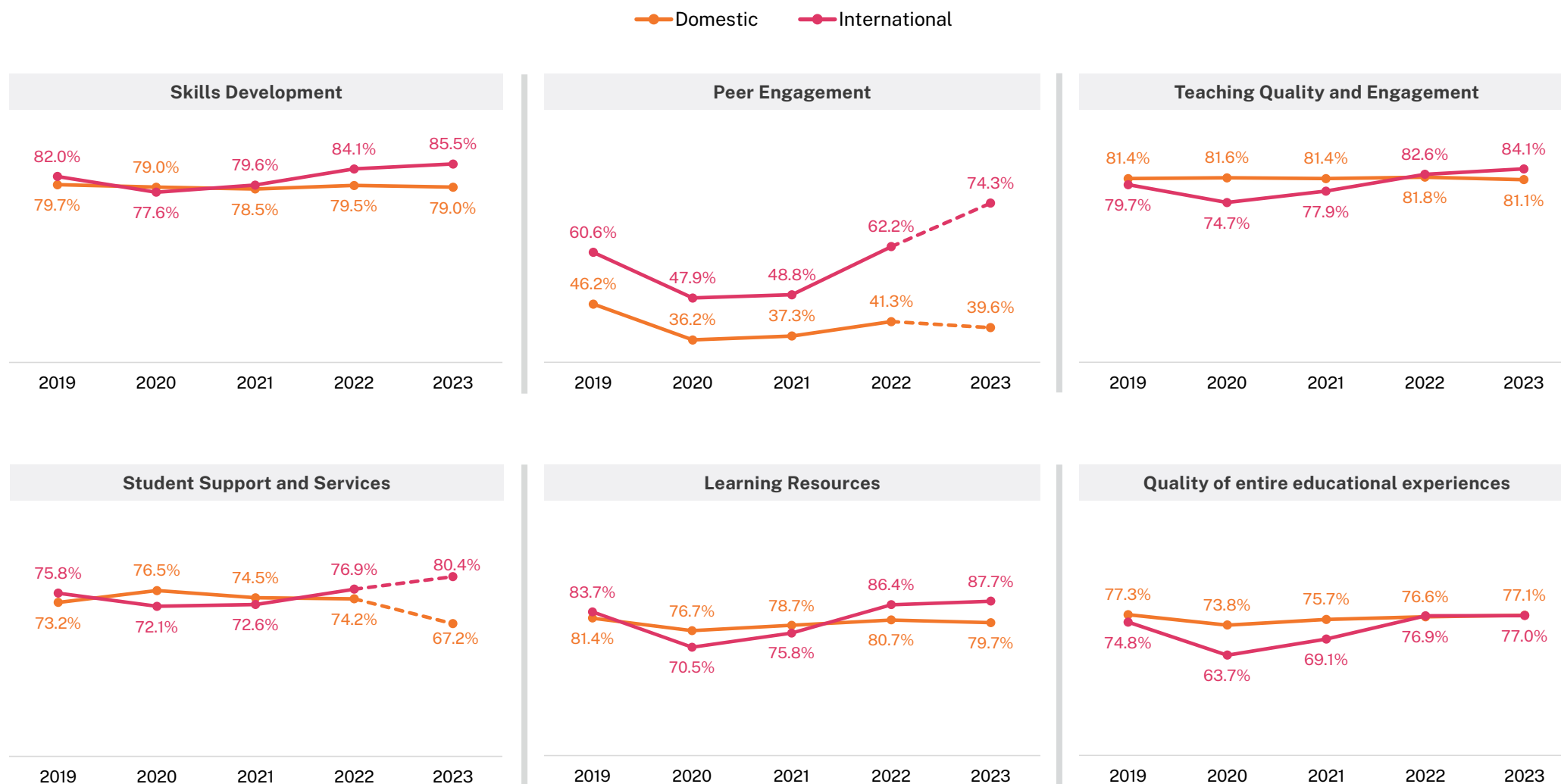
Figure 3 / Undergraduate student experience by citizenship status, 2019-2023 (% positive rating)



Source: The FOCUS_UG_ALL_6Y_E942 worksheet in the 2023 SES International Report Tables available on the QILT website.

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

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



Source: The FOCUS_PGC_ALL_6Y_E942 worksheet in the 2023 SES International Report Tables available on the QILT website.

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

2.2 Location

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

There were substantial differences in the educational experience of international students located in Australia at the time of the survey compared with those who would normally have studied in Australia but were located overseas as shown by **Table 1**.

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

International students located in Australia rated the Quality of entire educational experience more highly than international students who were located overseas in 2021 by 3.3 percentage points. However, this reversed in subsequent years, with those located overseas at the time of survey rating their overall experience slightly higher in 2022 and similarly in 2023 compared to those located in Australia. This may reflect the return to Australia of international students who wished to study on-campus and the much smaller proportion of international students located overseas who may have deliberately chosen to study externally.

However, differences in the student experience between these two groups of students was most keenly felt in the area of Peer Engagement, with 54.6 per cent of international students located in Australia rating this aspect positively in 2021 compared with 37.4 per cent of international students who were located overseas, a gap of 17.2 percentage points.

This continued to trend in 2022 with 62.4 per cent of international students located in Australia rating this focus area positively compared with 58.2 per cent of those located overseas which is likely related to fewer opportunities to engage with other students either inside or outside study and is consistent with ratings of students studying fully or mainly online. Although both ratings increased in 2023, this gap widened further to four percentage points.

Location of international student respondents at the time of the SES

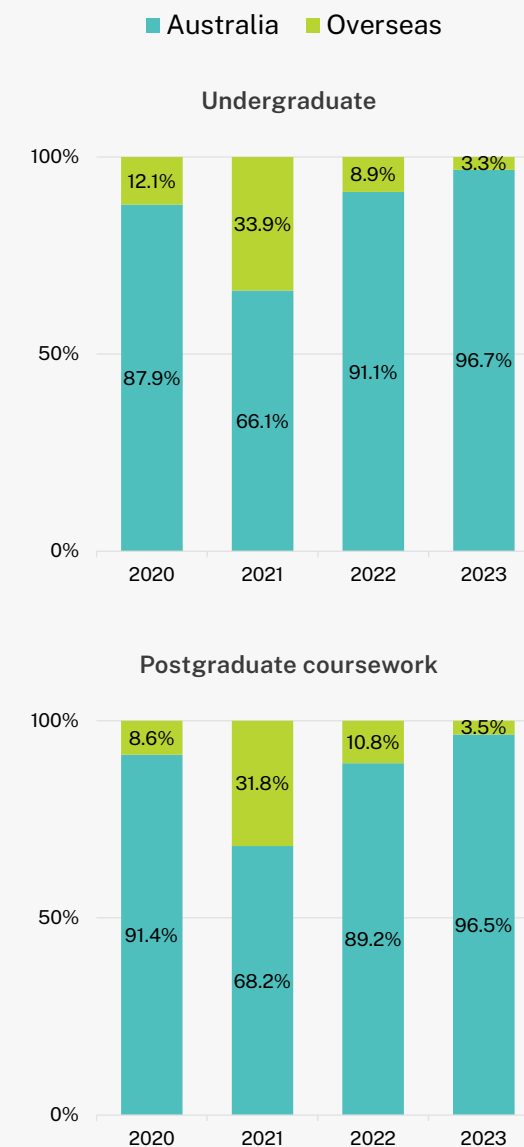


Table 1 / **International undergraduate student experience by location, 2021-2023 (% positive rating)**

International student location	Skills Development			Peer Engagement			Teaching Quality and Engagement			Student Support and Services			Learning Resources			Quality of entire educational experience		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Australia	78.8	82.2	83.7	54.6	62.4	69.7	75.8	80.5	82.8	71.0	75.0	78.0	75.7	83.8	84.7	68.8	74.5	75.9
Overseas	74.7	82.1	79.6	37.4	58.2	65.7	77.5	82.3	80.4	70.5	75.7	77.2	69.6	86.3	85.1	65.5	77.0	77.9

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

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

International student location	Skills Development			Peer Engagement			Teaching Quality and Engagement			Student Support and Services			Learning Resources			Quality of entire educational experience		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Australia	80.9	84.2	85.7	54.7	63.1	74.8	78.0	82.6	84.3	73.7	76.8	80.3	78.2	86.4	87.8	70.9	76.8	77.0
Overseas	77.9	85.5	84.6	36.7	59.3	65.6	78.5	86.0	84.3	70.4	78.0	81.5	69.5	88.3	89.4	66.0	81.8	82.0

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

2.3 Source country

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

In 2023, the largest source countries of international undergraduate students included China (excludes SARs and Taiwan), with 18.9 per cent of SES international student responses, followed by Nepal, India, Vietnam and Malaysia, which together accounted for 57.3 per cent of

total undergraduate international student responses. At the postgraduate coursework level, China (excludes SARs and Taiwan), India, Nepal, Bhutan and the Philippines made up the top five source countries, accounting for 63.6 per cent of respondents.

Top 5 source countries by course level

(proportions based on responses to the 2023 SES)

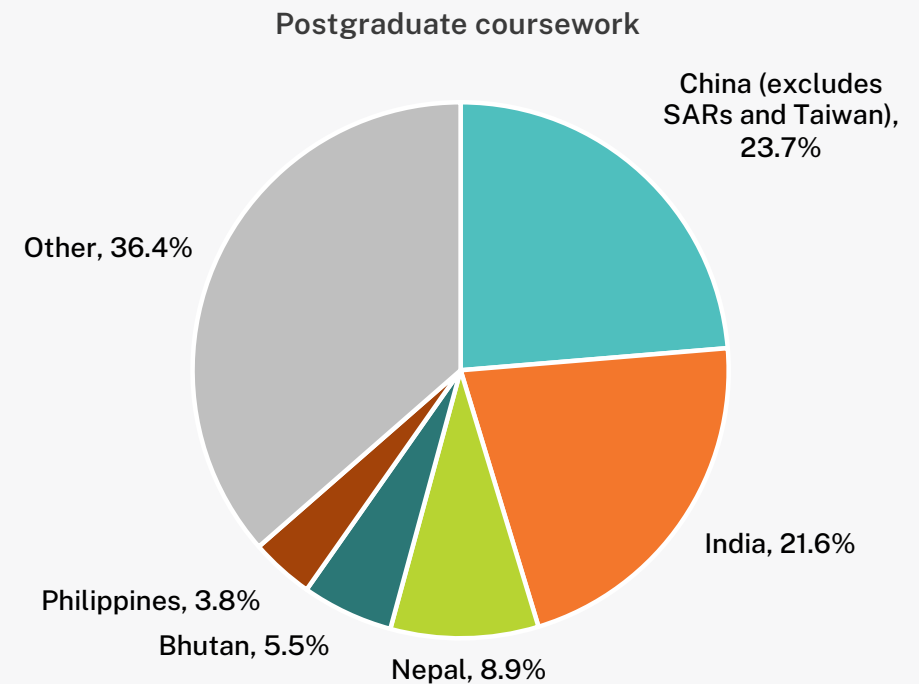
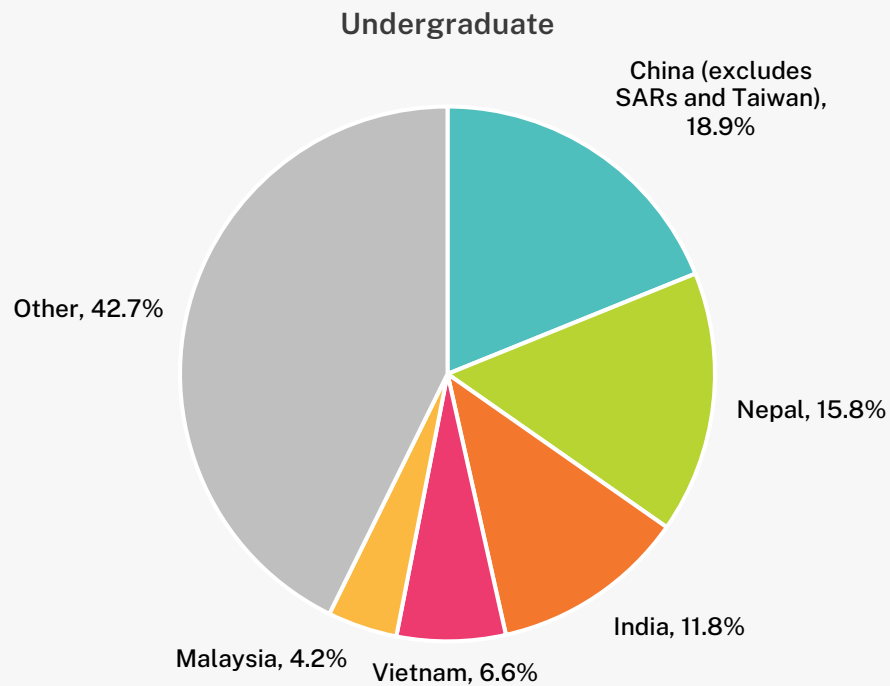


Table 3 shows that international undergraduates' education experience continued to trend upwards in 2023, likely due to a return to more in-person course attendance modes but also possibly as changes in teaching and learning brought on by the COVID-19 pandemic have become more established. In general,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

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

the lowest with students whose source country was China (excludes SARs and Taiwan) 13 percentage points lower with 64.6 per cent.

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

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

	Skills Development			Peer Engagement			Teaching Quality and Engagement			Student Support and Services			Learning Resources			Quality of entire educational experience		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
China (excludes SARs and Taiwan)	71.3	78.4	78.7	43.9	58.6	64.6	72.7	79.0	79.5	66.5	71.6	74.5	77.2	87.7	87.7	66.8	74.1	72.9
Nepal	82.1	84.3	84.9	60.4	65.9	77.6	78.1	81.7	83.9	74.2	79.5	79.7	72.0	80.0	78.3	69.2	76.1	78.1
India	82.2	87.6	88.4	56.3	71.6	77.6	78.8	83.8	85.6	78.7	83.2	83.9	75.8	87.7	88.3	70.6	77.8	80.5
Malaysia	77.2	81.5	86.5	40.1	57.2	66.5	73.6	79.2	84.0	67.4	72.5	80.1	69.7	81.1	84.9	59.0	70.0	74.9
Vietnam	76.4	79.7	81.6	49.3	60.4	67.2	76.7	77.9	81.4	69.2	73.5	78.5	73.4	80.1	83.7	66.5	70.0	72.1
Total international	77.1	81.8	83.4	48.4	61.5	69.5	75.9	80.2	82.5	70.6	75.0	78.1	73.9	83.8	84.5	67.2	74.4	75.8

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

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

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

	Skills Development			Peer Engagement			Teaching Quality and Engagement			Student Support and Services			Learning Resources			Quality of entire educational experience		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
China (excludes SARs and Taiwan)	75.4	81.5	80.7	41.4	58.7	67.6	74.9	81.9	79.8	66.6	74.7	75.0	75.3	88.6	88.1	65.9	77.7	72.6
Nepal	82.5	88.0	88.6	57.1	70.6	81.0	80.1	84.8	86.3	78.8	83.4	85.9	77.2	88.8	90.1	72.3	79.5	79.3
India	81.7	84.2	85.5	58.4	63.8	80.3	80.5	83.6	85.2	76.5	78.5	80.3	73.4	80.2	80.4	70.5	74.7	77.1
Malaysia	90.9	90.7	89.1	61.8	67.8	77.9	87.6	90.7	91.1	84.2	85.6	89.2	87.9	88.0	92.9	81.6	86.1	84.4
Vietnam	86.7	93.4	93.6	50.9	69.0	76.5	83.2	91.5	90.9	78.8	88.4	86.9	79.1	90.5	90.3	70.4	85.0	85.5
Total international	79.6	84.1	85.5	48.8	62.2	74.3	77.9	82.6	84.1	72.6	76.9	80.4	75.8	86.4	87.7	69.1	76.9	77.0

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

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

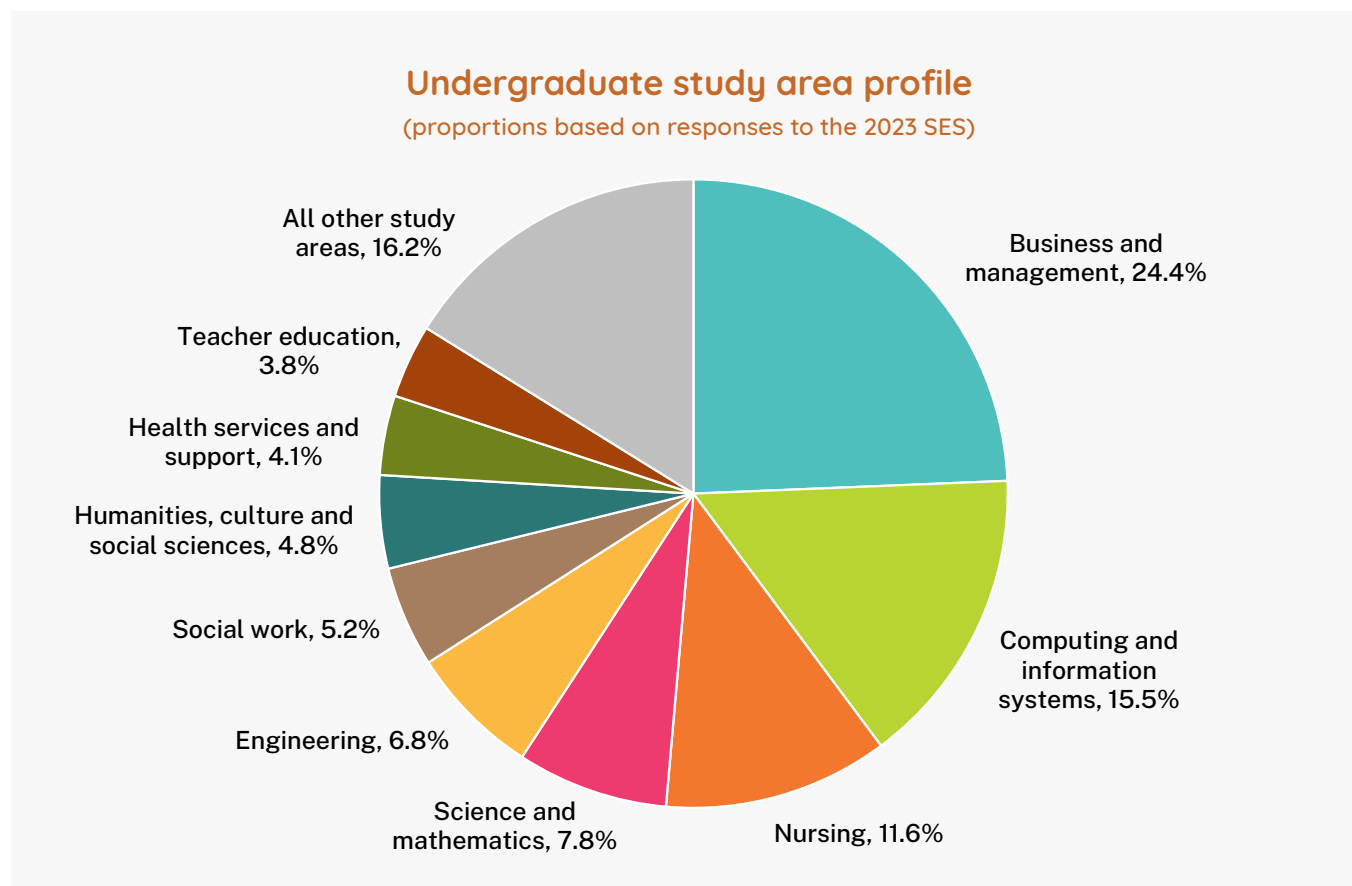
2.4 Study area

The study areas with the largest number of international undergraduate student responses included Business and management, Computing and information systems and Nursing, which accounted for over half of the international responses between them. International student responses were even more clustered at the postgraduate coursework level where more than half of responses came from Business and management and Computing and information systems.

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

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

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

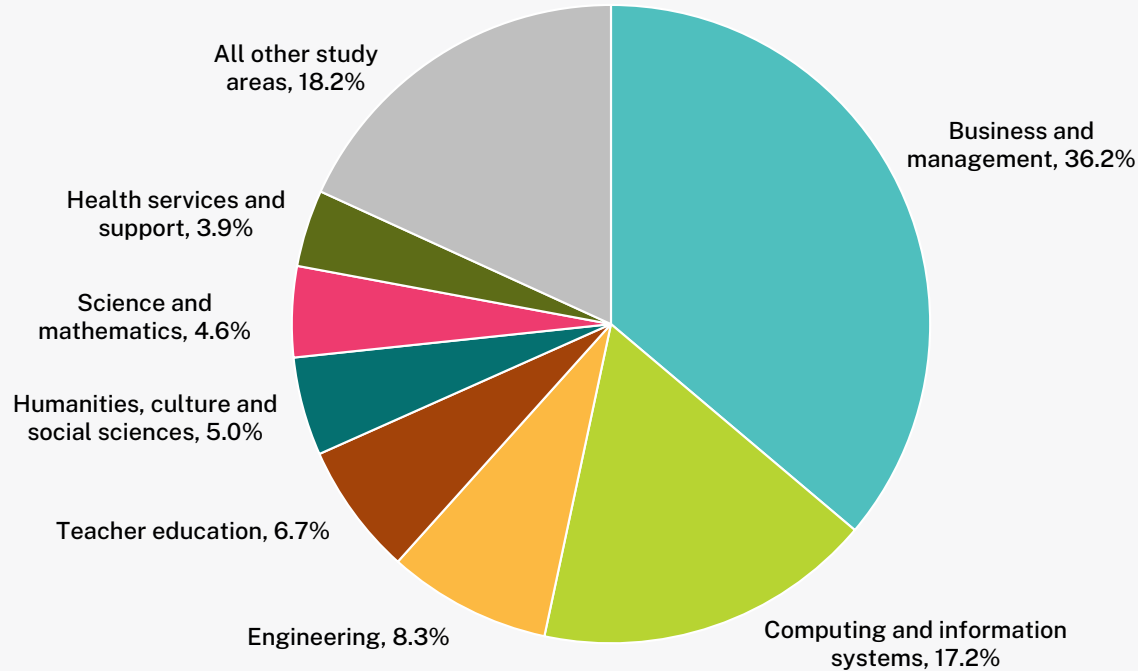


Student ratings for the Peer Engagement focus area were higher in 2023 compared to the Learner Engagement focus area in 2022 for most study areas. These increases were likely driven by the higher proportion of international students located in Australia at the time of the survey in 2023 than in 2022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

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

Postgraduate coursework study area profile

(proportions based on responses to the 2023 SES)



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

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

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

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

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

	Skills Development			Peer Engagement			Teaching Quality and Engagement			Student Support and Services			Learning Resources			Quality of entire educational experience		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Agriculture and environmental studies	75.9	80.5	82.5	45.5	55.7	66.1	76.2	86.9	88.0	70.2	75.4	85.0	78.9	89.7	91.5	71.7	77.9	81.4
Architecture and built environment	74.5	79.5	80.5	46.2	62.9	68.3	74.1	77.8	80.1	64.5	70.1	71.2	70.5	82.2	81.2	63.9	70.2	71.1
Business and management	75.6	82.1	83.4	47.7	62.6	71.5	76.0	81.7	83.8	71.5	77.3	81.0	75.3	85.3	86.1	69.4	77.3	77.4
Communications	76.0	83.4	85.1	43.5	64.7	69.5	78.0	85.6	83.7	65.8	73.6	76.2	79.2	87.6	86.5	69.1	78.7	76.8
Computing and information systems	74.2	78.3	77.5	50.9	60.4	68.5	74.2	77.2	78.6	70.6	75.3	76.4	69.3	81.5	82.8	65.9	72.8	71.0
Creative arts	74.1	80.1	82.5	46.1	57.1	65.9	77.7	83.1	83.9	68.3	72.6	73.4	73.2	83.9	85.0	65.6	74.9	75.6
Dentistry	70.8	82.5	86.3	41.0	61.3	63.2	65.3	70.2	73.5	49.4	68.1	58.7	52.7	74.3	72.8	55.0	71.7	65.8
Engineering	76.2	80.6	81.2	48.9	62.2	68.7	72.5	76.9	78.1	70.2	73.1	75.0	72.0	84.5	85.6	62.9	70.6	71.8
Health services and support	74.9	82.8	86.1	43.9	59.0	68.4	77.3	83.8	85.9	72.1	76.6	81.5	74.3	84.9	88.0	65.5	76.7	79.1
Humanities, culture and social sciences	75.6	79.1	81.9	40.2	58.6	65.3	77.7	81.6	82.8	65.5	70.8	73.8	76.8	86.0	88.3	68.3	72.7	74.2
Law and paralegal studies	82.3	80.4	83.3	39.9	56.9	59.7	78.2	79.9	80.6	67.8	70.1	75.3	75.0	76.5	81.7	62.9	73.1	72.4
Medicine	84.7	82.4	85.0	43.4	64.3	76.3	75.8	75.0	79.3	73.1	71.9	70.4	68.4	73.9	73.6	64.6	72.1	73.7

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

(Continued)

	Skills Development			Peer Engagement			Teaching Quality and Engagement			Student Support and Services			Learning Resources			Quality of entire educational experience		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Nursing	83.4	85.9	89.3	54.9	63.3	70.5	74.7	79.2	84.6	74.1	77.4	83.4	77.7	84.8	87.8	66.6	73.4	80.9
Pharmacy	85.5	85.8	87.3	50.9	67.1	66.8	82.5	82.5	80.8	79.1	75.4	72.4	82.9	82.1	79.0	70.8	75.7	74.6
Psychology	77.2	81.8	81.7	36.7	54.2	56.3	78.2	81.1	82.1	68.8	73.5	76.7	73.9	83.4	84.3	69.6	74.4	73.7
Rehabilitation	78.2	83.3	84.5	33.2	56.9	68.4	73.7	79.1	77.7	57.9	68.6	67.7	66.7	78.7	79.6	60.1	72.3	74.0
Science and mathematics	74.4	80.7	80.2	39.3	57.3	63.5	75.9	80.5	82.1	66.9	72.4	75.8	74.8	87.8	89.5	64.4	73.6	74.2
Social work	88.8	90.0	90.8	66.0	70.4	80.0	85.1	85.3	87.0	77.4	78.9	78.7	70.3	76.3	72.6	74.7	77.3	78.6
Teacher education	83.9	83.6	88.2	57.2	63.6	76.6	79.3	78.7	84.0	74.2	71.6	77.2	69.6	73.9	74.4	72.2	70.8	78.4
Tourism, hospitality, personal services, sport and recreation	76.9	74.2	85.1	53.1	59.2	75.0	84.4	77.1	91.8	83.3	79.6	84.7	81.1	85.9	85.8	78.5	76.5	85.7
Veterinary science	77.3	84.5	86.3	30.8	63.2	59.4	76.4	82.1	84.8	67.1	71.0	70.5	80.0	91.1	78.1	69.2	78.6	84.0
Total	77.1	81.8	83.4	48.4	61.5	69.5	75.9	80.2	82.5	70.6	75.0	78.1	73.9	83.8	84.5	67.2	74.4	75.8

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

	Skills Development			Peer Engagement			Teaching Quality and Engagement			Student Support and Services			Learning Resources			Quality of entire educational experience		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Agriculture and environmental studies	90.3	89.1	88.5	83.0	78.9	87.0	89.7	69.2	66.2	65.9	48.0	41.0	63.0	74.9	90.2	87.8	89.5	82.6
Architecture and built environment	81.5	82.6	82.3	74.5	77.7	85.8	86.1	63.2	59.4	56.6	40.6	44.7	66.2	77.8	80.1	78.8	78.5	71.4
Business and management	81.1	81.1	81.8	78.8	80.7	85.4	86.2	57.5	58.3	60.9	50.3	51.5	64.6	77.2	78.5	79.4	79.7	76.1
Communications	82.8	85.4	81.9	72.3	79.2	88.9	85.0	53.0	60.0	53.4	36.1	42.8	63.5	74.8	82.7	85.4	81.1	72.7
Computing and information systems	81.4	80.0	80.0	74.0	75.6	80.7	81.6	61.5	61.0	60.8	47.9	50.4	60.5	72.9	80.1	77.8	77.3	70.4
Creative arts	80.3	81.0	78.6	71.5	79.0	82.2	84.0	55.7	53.2	52.1	34.3	41.3	56.7	70.9	80.1	77.4	77.1	72.4
Dentistry	82.9	78.3	72.5	64.3	58.6	70.8	75.0	54.3	55.1	52.1	35.6	45.1	50.6	60.5	62.9	53.1	60.0	48.8
Engineering	80.9	81.1	81.3	75.7	76.4	84.3	86.2	58.9	60.9	61.8	47.3	46.6	63.8	76.1	80.0	78.6	78.7	71.6
Health services and support	86.8	87.0	85.4	83.8	84.4	84.9	88.4	65.9	63.0	63.4	56.0	51.3	59.0	71.2	85.1	84.0	83.8	82.7
Humanities, culture and social sciences	87.0	86.9	87.0	83.7	86.5	87.6	89.6	62.3	63.0	63.2	49.4	45.0	62.2	75.9	89.3	87.9	89.7	84.8
Law and paralegal studies	82.4	82.9	81.0	74.9	77.4	81.1	81.9	55.0	53.7	53.5	33.3	34.3	50.7	57.8	85.5	82.6	82.0	75.0
Medicine	82.2	79.5	80.3	79.5	80.7	82.1	81.1	74.7	69.2	70.1	54.3	47.0	67.5	70.0	66.4	64.3	64.6	61.0

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

(Continued)

	Skills Development			Peer Engagement			Teaching Quality and Engagement			Student Support and Services			Learning Resources			Quality of entire educational experience		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Nursing	91.1	86.4	88.9	87.6	86.7	84.5	87.5	66.0	61.8	62.8	54.7	53.3	61.6	68.4	81.3	81.0	84.1	81.6
Pharmacy	80.6	89.5	84.6	81.5	84.2	85.1	87.4	61.3	67.2	60.5	47.1	55.9	77.6	79.1	77.4	86.4	85.4	84.3
Psychology	88.6	93.8	87.2	87.1	85.0	90.7	88.8	69.0	75.2	71.7	50.0	44.5	62.2	66.8	85.7	90.9	88.3	85.6
Rehabilitation	83.9	85.0	87.3	79.6	79.1	81.7	83.6	79.0	67.7	73.2	51.7	49.2	71.1	71.0	72.0	74.7	79.2	71.5
Science and mathematics	84.0	84.9	82.9	76.0	78.0	86.6	85.2	59.3	56.1	59.0	40.5	41.6	62.2	68.8	82.7	83.9	81.8	74.0
Social work	83.7	79.7	83.4	80.0	85.9	82.3	87.3	60.0	57.9	60.4	48.7	53.6	60.2	76.5	76.4	72.9	73.4	75.3
Teacher education	85.4	84.7	82.8	79.3	80.2	82.7	86.6	56.1	56.3	57.4	41.7	42.3	56.0	71.0	81.9	81.8	80.7	76.3
Tourism, hospitality, personal services, sport and recreation	86.9	84.6	86.5	68.5	71.1	76.6	85.9	66.4	68.5	66.7	20.0	32.3	67.2	80.3	83.1	84.7	87.9	68.8
Veterinary science	86.2	82.7	85.5	73.1	87.5	88.2	82.7	75.4	67.9	81.0	52.9	32.3	64.5	63.3	86.2	75.5	78.9	67.2
Total	82.2	82.0	82.0	77.6	79.6	84.1	85.5	59.4	59.5	60.6	47.9	48.8	62.2	74.3	80.1	79.7	79.7	74.7

2.5 Institution

Ratings of the teaching and learning experience for international students disaggregated by institution are shown in **Figure 5** and **Table 7** for universities, and **Figure 7** and **Table 8** for NUHEIs. It is important to acknowledge that factors beyond the quality of the educational experience, such as course offerings and the composition of the student population, might also impact on student ratings. Where confidence intervals overlap between two institutions, it cannot be inferred if there is a significant difference or not between the difference in student ratings in a statistical sense.

Results from institutions with small numbers of international students should be treated with caution. Refer to **Table 18** and **Table 19** for a breakdown of domestic and international undergraduate student populations for each institution.

Similar to source country and study area, undergraduate international student responses are relatively clustered among a small number of institutions. For example, 10 out of 42 universities account for over 50 per cent of international student respondents.

The largest of these are Monash University with 11.1 per cent of international respondents, followed by the University of New South Wales with 8.6 per cent, the University of Sydney with 5.2 per cent, and four institutions with over four per cent each including the University of Queensland, RMIT University, Macquarie University, and the University of Melbourne.

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

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

2.5.1 Universities

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

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

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

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

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

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

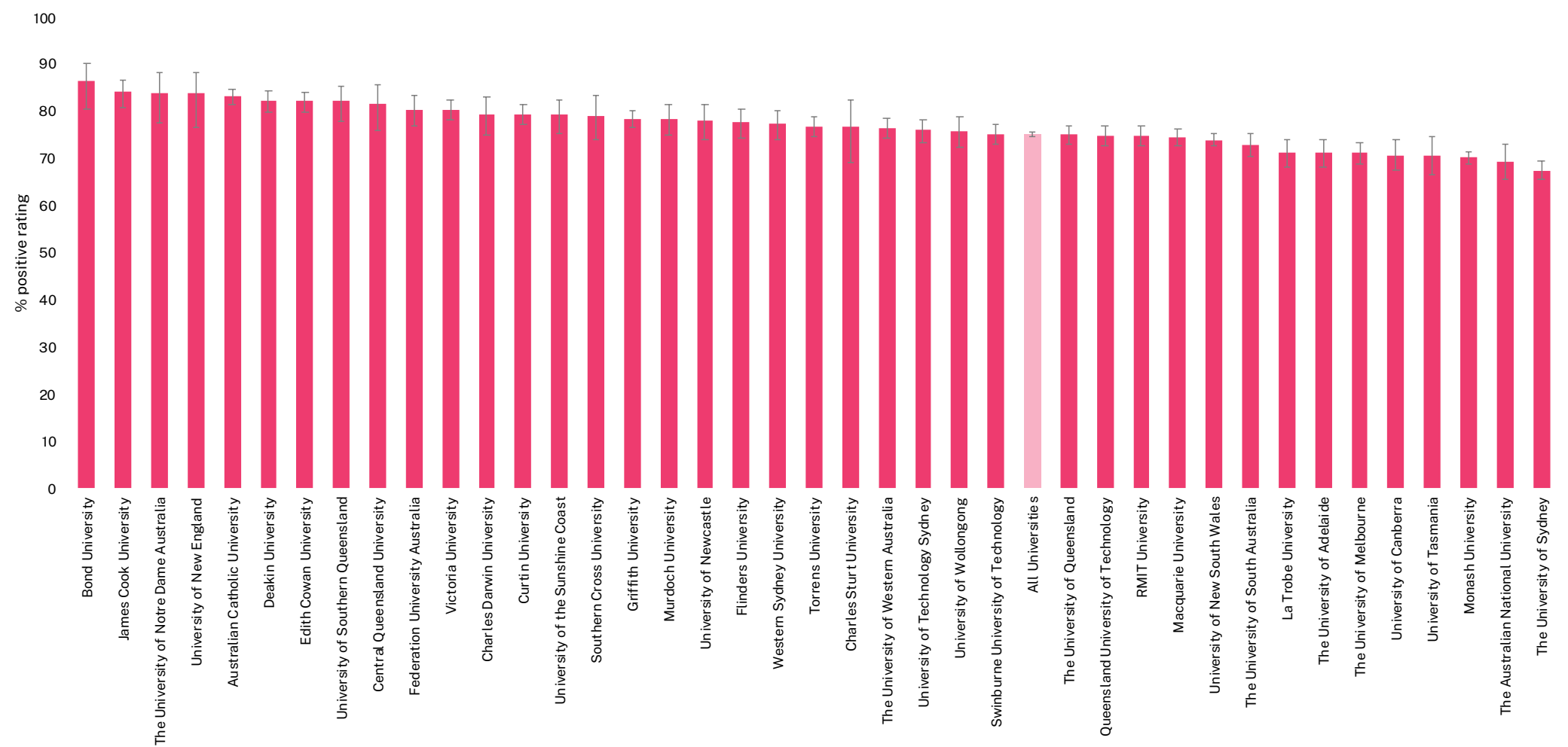


Figure 6 / Quality of entire educational experience for international postgraduate coursework university students, 2023 (% positive rating)

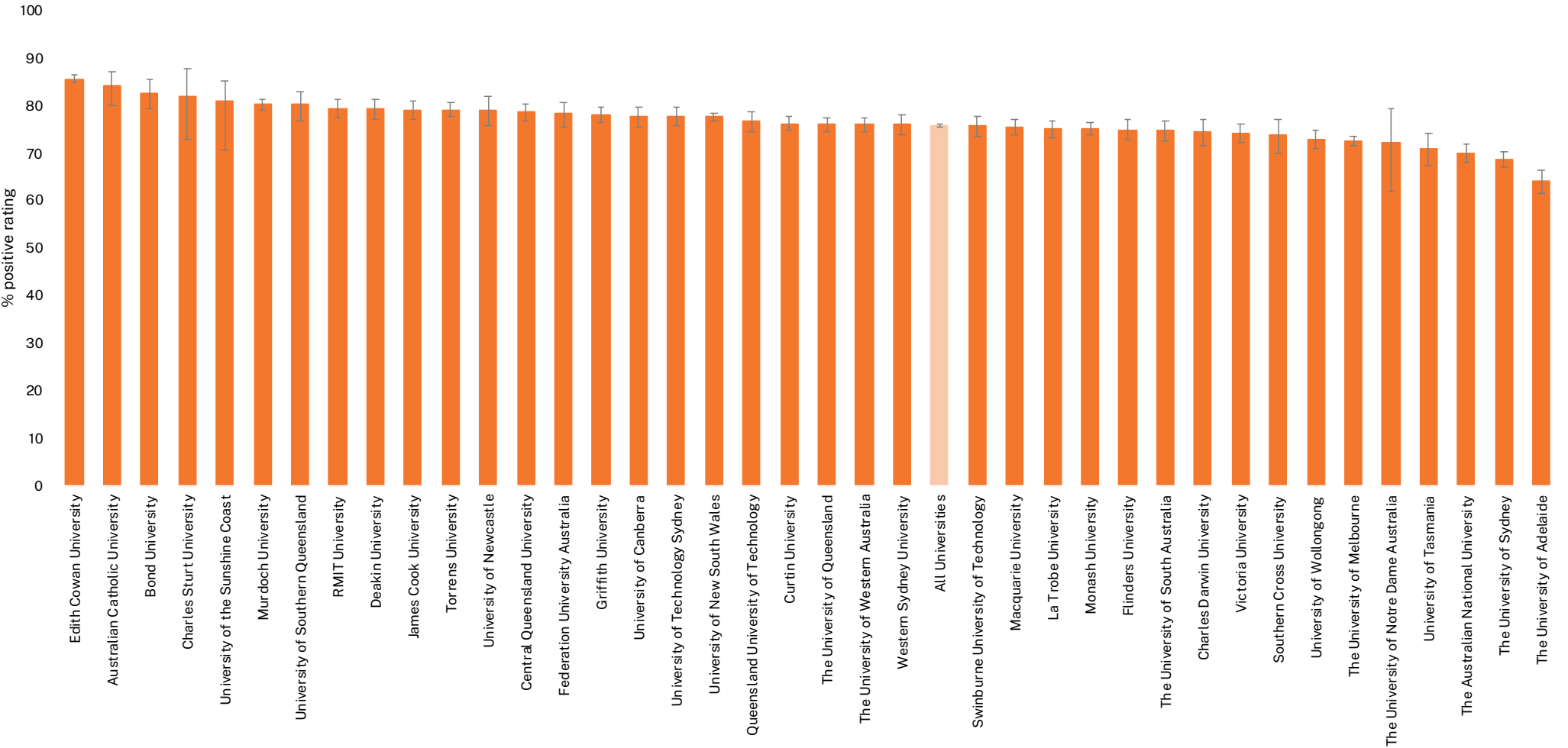


Table 7 / International undergraduate student experience by university, 2022-2023 (% positive rating, with 90% confidence intervals)*

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'22	'23	'22	'23	'22	'23	'22	'23	'22	'23	'22	'23
Australian Catholic University	87.5 (86.1, 88.6)	88.4 (86.8, 89.7)	63.9 (62.1, 65.6)	67.4 (65.2, 69.4)	82.5 (81.0, 83.8)	85.8 (84.1, 87.2)	81.5 (79.9, 82.9)	83.8 (81.9, 85.5)	86.1 (84.7, 87.3)	88.0 (86.4, 89.3)	74.3 (72.6, 75.8)	83.2 (81.4, 84.7)
Avondale University	100.0 (91.0, 99.2)	n/a	80.0 (69.0, 85.1)	n/a	100.0 (91.0, 99.2)	n/a	n/a	n/a	88.0 (77.3, 91.3)	n/a	92.0 (81.7, 94.1)	n/a
Bond University	89.9 (84.5, 93.2)	89.4 (83.8, 92.7)	71.6 (64.9, 77.1)	79.4 (73.0, 84.2)	88.9 (83.3, 92.4)	90.7 (85.5, 93.8)	90.4 (84.9, 93.7)	83.9 (77.4, 88.4)	92.2 (86.8, 95.2)	94.8 (90.2, 96.9)	83.3 (77.3, 87.6)	86.5 (80.6, 90.3)
Central Queensland University	88.0 (82.5, 91.5)	82.9 (77.2, 87.1)	66.7 (60.0, 72.5)	61.9 (55.7, 67.6)	87.1 (81.6, 90.8)	83.2 (77.8, 87.2)	88.5 (82.9, 92.1)	81.7 (75.5, 86.4)	87.1 (81.6, 90.8)	86.6 (81.3, 90.2)	82.4 (76.4, 86.6)	81.6 (76.1, 85.8)
Charles Darwin University	84.1 (79.5, 87.5)	84.0 (79.8, 87.2)	64.2 (58.8, 69.0)	70.4 (65.6, 74.5)	78.0 (73.1, 81.9)	82.6 (78.3, 85.9)	78.7 (73.6, 82.7)	86.9 (82.7, 89.9)	84.6 (80.1, 88.0)	86.7 (82.6, 89.6)	75.3 (70.3, 79.5)	79.5 (75.0, 83.0)
Charles Sturt University	85.5 (79.0, 89.8)	89.4 (82.6, 93.0)	55.8 (48.4, 62.9)	59.4 (51.5, 66.6)	80.7 (73.8, 85.8)	80.6 (73.0, 85.8)	75.3 (67.9, 81.1)	76.8 (67.8, 83.3)	82.1 (74.9, 87.1)	85.5 (77.9, 90.1)	73.3 (66.0, 79.0)	76.8 (69.2, 82.4)
Curtin University	79.5 (76.7, 82.0)	84.3 (82.1, 86.1)	57.7 (54.5, 60.8)	66.5 (63.9, 69.0)	78.3 (75.5, 80.8)	83.3 (81.1, 85.2)	70.1 (66.8, 73.1)	78.3 (75.6, 80.7)	82.0 (79.2, 84.4)	91.0 (89.1, 92.4)	73.0 (70.0, 75.7)	79.5 (77.2, 81.6)
Deakin University	86.5 (84.5, 88.2)	88.0 (85.8, 89.8)	60.7 (58.1, 63.2)	64.6 (61.8, 67.4)	81.9 (79.7, 83.8)	85.2 (82.9, 87.2)	81.9 (79.7, 83.9)	85.2 (82.6, 87.3)	90.1 (88.3, 91.5)	92.2 (90.4, 93.7)	78.9 (76.6, 80.9)	82.4 (80.0, 84.5)
Edith Cowan University	88.3 (85.9, 90.2)	88.4 (86.4, 90.0)	67.8 (64.8, 70.6)	62.6 (59.9, 65.2)	83.3 (80.7, 85.5)	86.9 (84.8, 88.6)	82.1 (79.2, 84.5)	87.2 (85.0, 89.1)	90.0 (87.8, 91.8)	92.4 (90.7, 93.7)	78.1 (75.3, 80.5)	82.2 (80.0, 84.2)
Federation University Australia	83.5 (79.7, 86.6)	88.6 (85.6, 90.9)	65.9 (61.5, 70.0)	79.6 (76.1, 82.5)	81.1 (77.2, 84.3)	85.8 (82.6, 88.3)	78.4 (74.2, 81.9)	84.6 (81.1, 87.4)	83.1 (79.3, 86.3)	86.7 (83.6, 89.2)	75.7 (71.6, 79.2)	80.4 (77.0, 83.3)
Flinders University	79.6 (75.9, 82.7)	85.0 (82.0, 87.4)	61.2 (57.2, 65.0)	70.1 (66.7, 73.2)	78.0 (74.3, 81.2)	83.4 (80.3, 85.9)	74.7 (70.7, 78.2)	84.6 (81.2, 87.3)	84.0 (80.6, 86.8)	87.8 (85.0, 90.0)	74.0 (70.3, 77.3)	77.7 (74.5, 80.5)

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

(Continued)

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'22	'23	'22	'23	'22	'23	'22	'23	'22	'23	'22	'23
Griffith University	84.7 (82.3, 86.8)	84.6 (82.7, 86.2)	61.3 (58.3, 64.1)	64.6 (62.3, 66.8)	83.7 (81.3, 85.8)	84.1 (82.3, 85.7)	75.4 (72.5, 78.0)	80.7 (78.5, 82.6)	85.8 (83.4, 87.8)	88.7 (87.1, 90.1)	77.8 (75.2, 80.2)	78.5 (76.5, 80.3)
James Cook University	82.6 (78.1, 86.0)	85.3 (82.0, 87.8)	69.1 (64.1, 73.5)	69.4 (65.6, 72.9)	81.0 (76.4, 84.5)	84.4 (81.1, 87.0)	77.3 (72.3, 81.3)	85.5 (81.8, 88.3)	91.3 (87.6, 93.6)	89.3 (86.3, 91.5)	81.2 (76.7, 84.7)	84.3 (81.0, 86.8)
La Trobe University	78.9 (75.6, 81.8)	78.0 (74.9, 80.7)	58.9 (55.3, 62.5)	59.3 (55.9, 62.6)	80.5 (77.3, 83.2)	77.6 (74.6, 80.2)	77.2 (73.7, 80.4)	75.3 (72.0, 78.3)	84.1 (81.0, 86.7)	85.3 (82.6, 87.5)	74.9 (71.6, 77.9)	71.3 (68.2, 74.2)
Macquarie University	79.1 (76.8, 81.1)	82.3 (80.5, 83.8)	60.5 (58.0, 62.9)	63.7 (61.6, 65.6)	77.6 (75.4, 79.7)	81.5 (79.8, 83.0)	70.6 (68.1, 73.0)	75.6 (73.5, 77.6)	88.6 (86.8, 90.2)	87.8 (86.3, 89.1)	73.7 (71.4, 75.9)	74.5 (72.6, 76.2)
Monash University	79.8 (78.8, 80.8)	81.4 (80.2, 82.4)	61.1 (59.9, 62.3)	70.7 (69.5, 72.0)	77.2 (76.1, 78.2)	79.3 (78.1, 80.4)	71.5 (70.3, 72.7)	75.0 (73.7, 76.4)	84.3 (83.3, 85.2)	85.4 (84.4, 86.4)	69.6 (68.4, 70.7)	70.2 (68.9, 71.4)
Murdoch University	86.7 (83.0, 89.4)	83.0 (79.7, 85.6)	58.4 (53.8, 62.8)	65.5 (61.8, 69.0)	84.2 (80.3, 87.2)	83.8 (80.6, 86.3)	78.6 (74.2, 82.3)	82.9 (79.5, 85.7)	86.2 (82.3, 89.0)	89.0 (86.1, 91.1)	79.4 (75.3, 82.8)	78.5 (75.1, 81.4)
Queensland University of Technology	79.1 (76.5, 81.4)	83.0 (80.9, 84.9)	57.3 (54.4, 60.2)	61.4 (58.9, 63.9)	77.6 (74.9, 79.9)	82.2 (80.1, 84.1)	68.3 (65.3, 71.2)	76.0 (73.4, 78.5)	88.0 (85.8, 89.8)	87.6 (85.7, 89.2)	72.0 (69.3, 74.5)	74.9 (72.6, 77.0)
RMIT University	84.5 (82.4, 86.3)	85.1 (83.3, 86.7)	62.3 (59.7, 64.8)	68.3 (66.0, 70.4)	81.6 (79.4, 83.5)	84.1 (82.3, 85.8)	71.6 (69.0, 74.0)	80.2 (78.0, 82.2)	87.5 (85.5, 89.1)	88.3 (86.6, 89.7)	75.0 (72.7, 77.2)	74.9 (72.8, 76.9)
Southern Cross University	83.8 (79.9, 86.8)	86.1 (81.4, 89.5)	55.1 (50.6, 59.5)	62.4 (56.8, 67.6)	81.4 (77.5, 84.6)	81.6 (76.6, 85.5)	78.3 (74.0, 81.8)	80.0 (74.4, 84.4)	81.5 (77.3, 84.9)	85.5 (80.8, 89.0)	74.5 (70.3, 78.1)	79.2 (74.1, 83.3)
Swinburne University of Technology	82.2 (80.3, 83.9)	83.6 (81.7, 85.3)	63.7 (61.5, 65.8)	70.6 (68.4, 72.7)	79.2 (77.3, 81.0)	82.0 (80.0, 83.7)	76.7 (74.5, 78.7)	79.2 (76.9, 81.2)	83.4 (81.5, 85.0)	86.0 (84.1, 87.5)	73.2 (71.1, 75.1)	75.3 (73.2, 77.3)
The Australian National University	82.1 (78.1, 85.4)	78.8 (75.0, 81.9)	55.2 (50.5, 59.7)	63.5 (59.4, 67.3)	84.3 (80.4, 87.3)	80.9 (77.4, 83.9)	70.4 (65.5, 74.7)	71.5 (67.2, 75.4)	89.9 (86.2, 92.4)	83.5 (80.0, 86.4)	76.4 (72.1, 80.0)	69.5 (65.5, 73.1)

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

(Continued)

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'22	'23	'22	'23	'22	'23	'22	'23	'22	'23	'22	'23
The University of Adelaide	80.7 (78.3, 82.8)	82.1 (79.4, 84.4)	62.3 (59.5, 64.9)	69.0 (66.0, 71.9)	79.7 (77.2, 81.8)	79.4 (76.6, 81.8)	73.5 (70.7, 76.0)	77.3 (74.0, 80.1)	84.1 (81.7, 86.1)	81.3 (78.6, 83.7)	75.4 (72.9, 77.7)	71.3 (68.3, 74.0)
The University of Melbourne	77.9 (75.8, 79.9)	78.2 (76.0, 80.2)	52.7 (50.3, 55.1)	65.3 (62.9, 67.6)	78.8 (76.8, 80.7)	80.8 (78.7, 82.6)	70.5 (68.1, 72.7)	72.1 (69.5, 74.5)	85.9 (84.0, 87.5)	88.6 (86.8, 90.1)	69.1 (66.9, 71.3)	71.2 (68.9, 73.4)
The University of Notre Dame Australia	94.2 (87.3, 96.8)	91.8 (86.0, 94.6)	69.1 (60.4, 76.0)	72.7 (65.7, 78.2)	94.3 (87.6, 96.8)	84.4 (78.1, 88.4)	80.4 (71.6, 86.1)	85.3 (78.3, 89.6)	84.3 (75.8, 89.3)	85.3 (78.9, 89.3)	80.0 (71.7, 85.5)	84.0 (77.5, 88.2)
The University of Queensland	81.7 (79.8, 83.4)	80.0 (78.1, 81.7)	57.0 (54.8, 59.2)	56.0 (53.8, 58.2)	82.8 (81.0, 84.4)	80.3 (78.5, 82.0)	75.0 (72.8, 77.0)	74.9 (72.7, 76.9)	88.5 (86.9, 89.9)	86.8 (85.1, 88.2)	78.3 (76.4, 80.1)	75.1 (73.2, 77.0)
The University of South Australia	79.3 (77.1, 81.3)	85.0 (82.9, 86.7)	57.9 (55.4, 60.3)	63.0 (60.5, 65.5)	77.6 (75.4, 79.7)	80.1 (77.9, 82.1)	73.8 (71.3, 76.1)	79.3 (76.8, 81.5)	86.2 (84.2, 87.9)	87.9 (86.0, 89.5)	71.1 (68.7, 73.3)	73.0 (70.6, 75.2)
The University of Sydney	78.1 (76.1, 79.9)	79.6 (77.8, 81.3)	56.3 (54.1, 58.4)	65.8 (63.7, 67.7)	71.2 (69.1, 73.1)	75.6 (73.8, 77.4)	55.1 (52.7, 57.5)	64.7 (62.5, 66.9)	80.4 (78.5, 82.1)	81.5 (79.7, 83.1)	62.2 (60.1, 64.3)	67.5 (65.5, 69.5)
The University of Western Australia	82.9 (80.6, 84.8)	82.4 (80.4, 84.1)	61.0 (58.3, 63.7)	68.2 (65.9, 70.4)	86.8 (84.7, 88.5)	81.7 (79.6, 83.4)	80.6 (78.1, 82.8)	77.2 (74.8, 79.5)	90.8 (88.9, 92.3)	87.2 (85.4, 88.7)	81.2 (78.8, 83.2)	76.6 (74.5, 78.6)
Torrens University	84.0 (81.8, 85.8)	84.4 (82.2, 86.2)	59.3 (56.7, 61.8)	68.2 (65.7, 70.6)	81.2 (79.0, 83.2)	85.2 (83.1, 86.9)	79.6 (77.1, 81.7)	80.2 (77.5, 82.4)	79.3 (76.8, 81.5)	81.2 (78.7, 83.2)	78.4 (76.2, 80.4)	76.9 (74.6, 79.0)
University of Canberra	79.1 (75.6, 82.1)	79.2 (75.9, 82.0)	59.3 (55.4, 62.9)	65.8 (62.4, 69.1)	75.3 (71.8, 78.4)	80.5 (77.3, 83.1)	72.5 (68.7, 75.9)	77.5 (73.9, 80.6)	78.6 (75.1, 81.6)	82.4 (79.3, 84.9)	71.8 (68.2, 75.1)	70.8 (67.5, 73.9)
University of Divinity	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
University of New England	83.0 (73.6, 88.8)	93.1 (86.6, 95.7)	59.2 (49.4, 68.0)	77.4 (69.9, 82.7)	80.9 (71.3, 87.0)	93.3 (87.1, 95.8)	70.5 (59.9, 78.6)	86.3 (78.0, 90.9)	87.0 (77.9, 92.0)	84.7 (77.3, 89.1)	65.3 (55.5, 73.5)	83.9 (76.7, 88.2)

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

(Continued)

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'22	'23	'22	'23	'22	'23	'22	'23	'22	'23	'22	'23
University of New South Wales	78.5 (77.3, 79.7)	81.0 (79.7, 82.2)	59.0 (57.6, 60.4)	68.6 (67.1, 70.0)	79.2 (78.0, 80.3)	80.6 (79.4, 81.8)	71.9 (70.5, 73.3)	74.0 (72.5, 75.5)	85.0 (83.8, 86.0)	87.2 (86.0, 88.2)	72.7 (71.4, 73.9)	74.0 (72.6, 75.3)
University of Newcastle	80.7 (77.0, 83.7)	86.0 (82.6, 88.8)	49.8 (45.7, 54.0)	63.4 (59.0, 67.5)	77.0 (73.2, 80.3)	85.8 (82.3, 88.5)	66.3 (61.9, 70.3)	80.8 (76.6, 84.2)	84.2 (80.5, 87.1)	84.3 (80.7, 87.2)	71.9 (67.9, 75.4)	78.0 (74.1, 81.4)
University of Southern QLD	88.6 (84.6, 91.4)	88.8 (84.8, 91.4)	57.8 (52.7, 62.7)	62.4 (57.6, 66.9)	84.0 (79.7, 87.3)	87.6 (83.7, 90.3)	81.9 (77.3, 85.5)	89.9 (85.9, 92.5)	92.4 (88.8, 94.6)	91.9 (88.4, 94.1)	80.7 (76.2, 84.2)	82.2 (78.0, 85.5)
University of Tasmania	77.8 (74.3, 80.9)	76.7 (72.5, 80.3)	53.2 (49.3, 57.0)	64.4 (60.0, 68.6)	77.4 (73.9, 80.5)	78.5 (74.4, 81.8)	75.5 (71.6, 78.8)	74.6 (69.7, 78.8)	77.2 (73.5, 80.3)	76.7 (72.5, 80.3)	69.5 (65.7, 72.9)	70.8 (66.5, 74.6)
University of Technology Sydney	80.8 (78.6, 82.9)	82.8 (80.4, 84.8)	62.8 (60.2, 65.4)	70.0 (67.4, 72.6)	77.7 (75.4, 79.9)	81.6 (79.3, 83.7)	71.7 (69.0, 74.2)	77.5 (74.7, 80.1)	87.2 (85.1, 88.9)	88.6 (86.6, 90.3)	73.4 (70.9, 75.6)	76.0 (73.4, 78.3)
University of the Sunshine Coast	84.6 (81.2, 87.2)	82.7 (78.7, 85.7)	59.8 (55.8, 63.5)	57.2 (52.8, 61.4)	78.6 (74.9, 81.6)	87.4 (83.8, 89.8)	77.5 (73.5, 80.9)	84.8 (80.5, 87.9)	84.6 (81.2, 87.2)	90.2 (86.7, 92.5)	74.3 (70.5, 77.5)	79.4 (75.5, 82.5)
University of Wollongong	82.8 (78.9, 85.9)	82.2 (78.9, 85.0)	61.2 (56.8, 65.4)	72.3 (68.7, 75.5)	77.8 (73.7, 81.2)	82.3 (79.1, 85.0)	77.0 (72.7, 80.7)	79.5 (75.8, 82.7)	89.4 (86.0, 91.8)	89.9 (87.2, 92.0)	73.4 (69.2, 77.0)	75.9 (72.4, 79.0)
Victoria University	83.2 (80.8, 85.3)	88.4 (86.4, 90.1)	67.2 (64.4, 69.8)	80.7 (78.4, 82.7)	82.4 (80.0, 84.4)	87.5 (85.5, 89.2)	74.3 (71.5, 76.9)	81.7 (79.0, 84.0)	81.9 (79.3, 84.2)	87.9 (85.8, 89.6)	79.9 (77.4, 82.1)	80.4 (78.1, 82.5)
Western Sydney University	83.4 (81.2, 85.3)	89.6 (87.0, 91.6)	62.8 (60.2, 65.4)	72.5 (69.2, 75.6)	80.4 (78.1, 82.4)	84.5 (81.6, 87.0)	74.7 (72.2, 77.1)	79.6 (76.1, 82.6)	81.0 (78.7, 83.1)	88.2 (85.5, 90.4)	74.5 (72.1, 76.7)	77.3 (74.1, 80.2)
All Universities	81.5 (81.2, 81.9)	83.1 (82.7, 83.4)	60.2 (59.8, 60.7)	67.0 (66.6, 67.4)	79.6 (79.2, 79.9)	81.9 (81.6, 82.3)	73.6 (73.2, 74.1)	77.6 (77.2, 78.1)	85.2 (84.9, 85.5)	86.9 (86.6, 87.2)	73.5 (73.1, 73.9)	75.2 (74.8, 75.6)

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

2.5.2 Non-university higher education institutions (NUHEIs)

Since the number of international students enrolled in individual NUHEIs tends to be much smaller than at universities, survey data for NUHEIs shown in **Table 8** of this report uses pooled data for two survey years (2021 and 2022 compared with 2022 and 2023), the same as shown on the ComparED website, and results based on fewer than 25 survey responses have not been published.

As a result of pooling data, results for NUHEIs are not directly comparable with those presented for universities in **Figure 5** and **Table 7**. Pooled estimates for the 2021 and 2022 SES compared with the pooled estimates for the 2022 and 2023 SES have the effect of diluting any impact on student ratings due to the impact of COVID-19 that was seen across the sector in 2020 and the improvement in results seen in subsequent years.

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

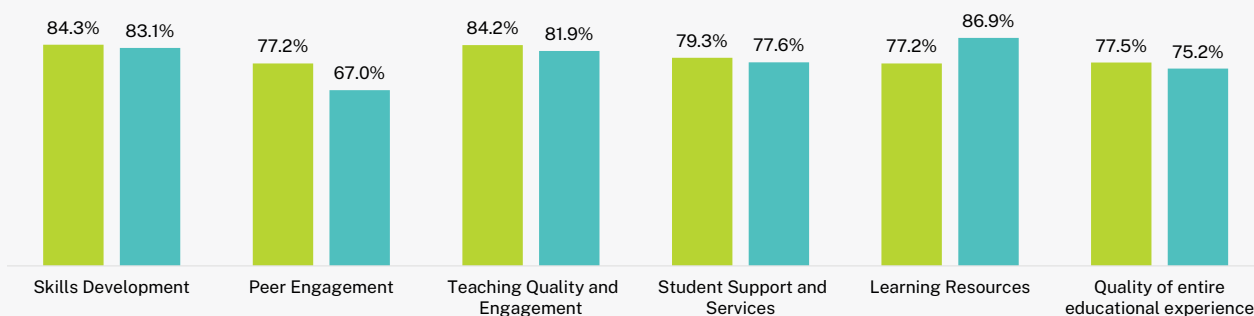
The institution with the highest positive rating of the Quality of entire educational experience in 2022-2023 was Leaders Institute, 97.5 per cent, followed by Sheridan Institute of Higher Education, 92.2 per cent, Box Hill Institute, 90.1 per cent, Equals International, 88.9 per cent and Chisholm Institute,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

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

International student experience by institution type, 2023 (% positive rating)

■ NUHEIs ■ Universities

Undergraduate



Postgraduate coursework

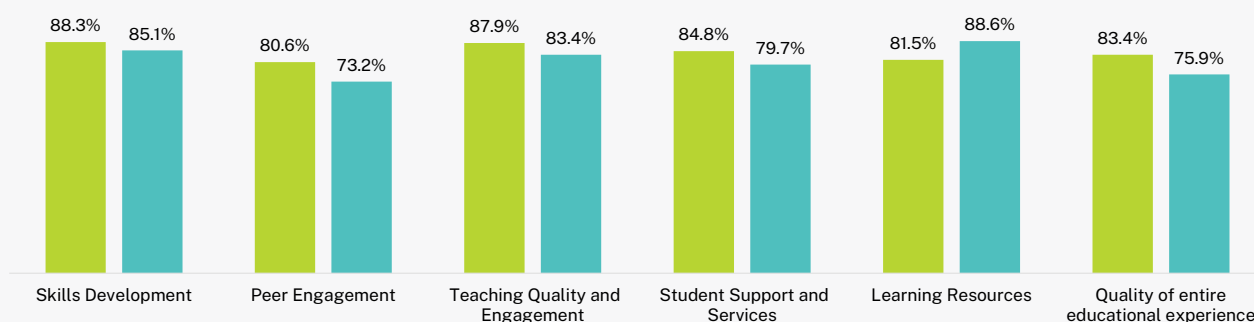


Figure 7 / **Quality of entire educational experience for international undergraduate non-university higher education institution (NUHEI) students, pooled 2022-2023**
(% positive rating)

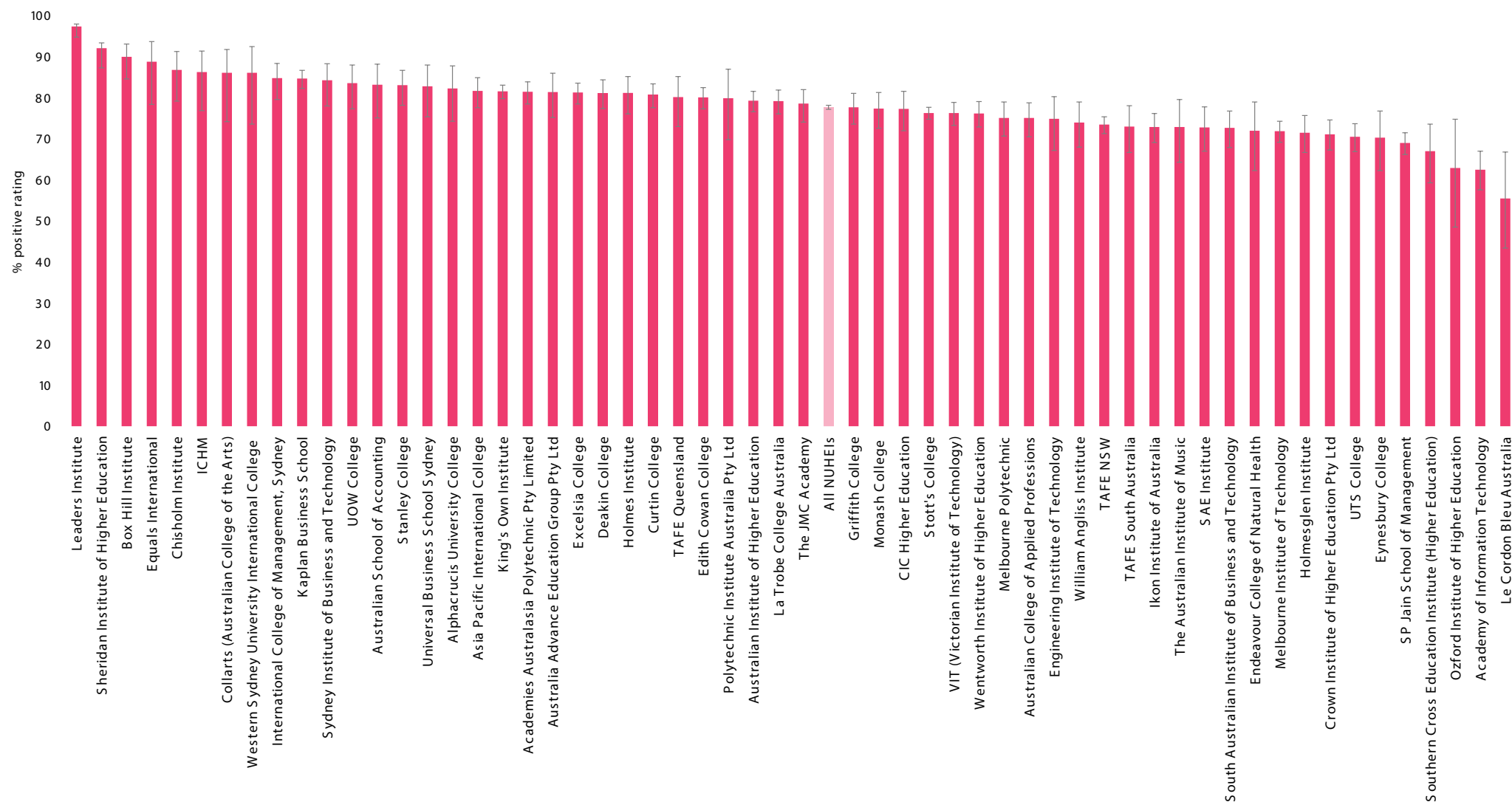


Table 8 / **International undergraduate student education experience, by non-university higher education institution (NUHEI), pooled 2021-2022 and 2022-2023**
(% positive rating, with 90% confidence intervals)

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23
Academies Australasia Polytechnic Pty Limited	76.2 (72.3, 79.6)	82.7 (79.7, 85.2)	50.2 (46.0, 54.4)	62.0 (58.5, 65.3)	77.1 (73.2, 80.5)	85.5 (82.7, 87.7)	78.5 (74.5, 81.8)	83.6 (80.6, 86.1)	71.2 (66.7, 75.3)	77.8 (74.4, 80.6)	76.9 (73.1, 80.1)	81.6 (78.6, 84.0)
Academy of Information Technology	60.6 (54.9, 65.8)	68.3 (63.4, 72.6)	35.8 (30.9, 41.2)	47.4 (42.6, 52.3)	60.5 (55.1, 65.6)	69.0 (64.2, 73.2)	67.9 (62.2, 72.9)	72.8 (67.7, 77.2)	58.7 (52.6, 64.5)	71.7 (66.7, 76.0)	56.1 (50.6, 61.3)	62.6 (57.7, 67.1)
Australian College of Applied Professions	76.7 (71.5, 80.9)	84.4 (80.1, 87.4)	56.1 (50.6, 61.3)	68.0 (63.2, 72.1)	73.3 (68.0, 77.6)	80.1 (75.7, 83.5)	63.1 (57.3, 68.4)	68.7 (63.3, 73.3)	67.2 (61.3, 72.4)	78.2 (73.1, 82.1)	60.6 (55.1, 65.6)	75.2 (70.6, 78.9)
Alphacrucis University College	88.3 (83.3, 91.7)	87.5 (79.8, 92.2)	69.1 (62.9, 74.5)	72.1 (63.4, 79.0)	91.0 (86.3, 93.9)	84.8 (77.0, 90.0)	83.1 (77.4, 87.2)	70.5 (61.2, 78.1)	82.5 (75.9, 87.3)	77.0 (68.0, 83.8)	89.4 (84.6, 92.6)	82.4 (74.4, 87.9)
Asia Pacific International College	83.3 (79.6, 86.2)	86.4 (82.5, 89.4)	66.0 (61.9, 69.8)	81.7 (77.6, 85.0)	80.8 (77.1, 83.8)	87.6 (83.9, 90.3)	77.2 (73.1, 80.7)	83.2 (78.9, 86.6)	78.1 (73.9, 81.7)	87.4 (83.5, 90.2)	73.2 (69.2, 76.6)	81.8 (77.7, 85.0)
Australia Advance Education Group Pty Ltd	82.4 (75.7, 87.3)	79.4 (72.8, 84.5)	75.0 (68.0, 80.6)	78.0 (71.6, 83.0)	85.1 (78.8, 89.4)	84.9 (79.0, 89.1)	85.4 (78.9, 89.8)	83.7 (77.3, 88.3)	81.7 (74.4, 87.0)	76.8 (69.8, 82.4)	80.0 (73.3, 85.0)	81.5 (75.3, 86.1)
Australian College of Theology Limited	89.7 (79.2, 93.3)	n/a	72.4 (61.2, 79.8)	n/a	100.0 (91.6, 99.9)	n/a	93.1 (83.1, 95.7)	n/a	n/a	n/a	100.0 (91.6, 99.9)	n/a
Australian Institute of Higher Education	79.8 (77.6, 81.8)	82.4 (79.7, 84.7)	66.2 (63.8, 68.5)	76.9 (74.1, 79.4)	76.9 (74.7, 79.0)	82.9 (80.2, 85.1)	70.8 (68.2, 73.1)	81.8 (79.0, 84.2)	69.5 (66.9, 71.9)	78.9 (76.0, 81.4)	72.0 (69.7, 74.1)	79.4 (76.7, 81.7)
Australian School of Accounting		90.6 (83.1, 94.1)		96.4 (90.3, 98.1)		96.3 (90.1, 98.1)		90.4 (82.8, 94.0)		92.5 (85.3, 95.5)		83.3 (75.2, 88.3)

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

(Continued)

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23
Box Hill Institute	84.0 (79.1, 87.5)	87.6 (81.8, 91.3)	64.3 (58.7, 69.3)	76.9 (70.3, 82.0)	86.5 (81.9, 89.6)	93.4 (88.5, 95.8)	77.4 (71.7, 81.8)	79.3 (72.3, 84.4)	71.4 (65.7, 76.2)	75.3 (68.2, 80.8)	82.7 (77.8, 86.2)	90.1 (84.7, 93.2)
Chisholm Institute	78.4 (73.2, 82.4)	81.4 (73.0, 87.0)	61.5 (56.0, 66.4)	70.5 (61.7, 77.5)	79.0 (73.9, 82.8)	81.7 (73.4, 87.2)	81.4 (76.2, 85.2)	86.0 (77.8, 90.9)	76.4 (70.7, 80.7)	83.1 (74.8, 88.4)	72.1 (66.9, 76.4)	86.9 (79.3, 91.4)
CIC Higher Education	78.5 (73.8, 82.2)	81.6 (76.3, 85.6)	58.7 (53.8, 63.5)	62.1 (56.4, 67.4)	82.2 (77.8, 85.6)	83.1 (78.0, 86.8)	80.9 (76.3, 84.6)	82.8 (77.5, 86.7)	77.0 (71.3, 81.6)	82.1 (76.1, 86.5)	78.4 (74.0, 82.1)	77.4 (72.1, 81.7)
Collarts (Australian College of the Arts)	80.6 (70.3, 86.5)	80.8 (67.3, 88.4)	47.5 (38.7, 56.6)	55.2 (43.0, 66.5)	80.6 (70.3, 86.5)	84.6 (71.4, 91.3)	71.0 (59.0, 79.6)	n/a	73.1 (59.4, 82.4)	n/a	80.0 (70.7, 85.5)	86.2 (74.3, 91.9)
Curtin College	81.8 (78.6, 84.4)	82.8 (79.5, 85.5)	60.1 (56.5, 63.6)	67.7 (64.0, 71.0)	83.8 (80.8, 86.3)	84.4 (81.3, 86.9)	81.8 (78.4, 84.5)	83.3 (79.9, 86.1)	82.4 (78.7, 85.3)	87.2 (84.2, 89.5)	73.3 (69.9, 76.3)	80.9 (77.7, 83.5)
Crown Institute of Higher Education Pty Ltd		74.8 (70.9, 78.3)		80.8 (77.4, 83.8)		77.4 (73.6, 80.6)		69.9 (65.6, 73.8)		62.5 (58.3, 66.5)		71.2 (67.4, 74.7)
Deakin College	71.8 (68.0, 75.2)	76.4 (72.1, 80.1)	45.5 (41.8, 49.4)	58.9 (54.4, 63.2)	80.3 (76.9, 83.1)	80.5 (76.4, 83.8)	72.4 (68.5, 75.9)	77.2 (72.6, 81.0)	81.4 (77.6, 84.6)	90.5 (87.1, 92.9)	74.8 (71.3, 77.8)	81.3 (77.5, 84.5)
Edith Cowan College	84.6 (80.2, 87.8)	84.5 (81.8, 86.7)	70.5 (65.7, 74.7)	77.7 (74.8, 80.3)	84.1 (79.9, 87.2)	88.6 (86.2, 90.4)	84.4 (80.0, 87.6)	84.5 (81.7, 86.8)	84.8 (80.4, 88.0)	87.3 (84.7, 89.3)	76.9 (72.3, 80.6)	80.2 (77.4, 82.6)
Endeavour College of Natural Health	61.2 (52.2, 69.1)	78.6 (68.9, 84.7)	19.6 (14.3, 28.0)	39.5 (31.1, 49.2)	59.2 (50.2, 67.2)	72.1 (62.4, 79.1)	55.3 (46.1, 63.9)	62.2 (51.2, 71.4)	37.8 (28.2, 49.1)	61.1 (50.0, 70.7)	58.8 (50.2, 66.6)	72.1 (62.4, 79.1)
Engineering Institute of Technology	n/a	79.6 (71.8, 84.6)	n/a	57.1 (49.4, 64.2)	n/a	81.5 (73.8, 86.2)	n/a	70.6 (62.0, 77.1)	n/a	57.4 (49.4, 64.7)	n/a	75.0 (67.3, 80.4)

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

(Continued)

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'21 - '22	'22 - '23	'21 - '22	'22 - '23	'21 - '22	'22 - '23	'21 - '22	'22 - '23	'21 - '22	'22 - '23	'21 - '22	'22 - '23
Equals International	n/a	100.0 (91.5, 100.0)	n/a	100.0 (92.4, 100.0)	n/a	97.0 (87.6, 99.2)	n/a	96.4 (85.4, 99.3)	n/a	96.9 (87.2, 99.2)	n/a	88.9 (78.5, 93.8)
Excelsia College	88.8 (86.1, 90.8)	90.2 (87.8, 92.0)	74.0 (70.7, 76.9)	79.2 (76.3, 81.6)	88.4 (85.7, 90.4)	87.3 (84.8, 89.3)	84.0 (81.0, 86.6)	80.9 (77.9, 83.5)	75.6 (72.1, 78.7)	75.9 (72.7, 78.7)	83.5 (80.6, 85.9)	81.4 (78.6, 83.7)
Eynesbury College	63.3 (55.4, 70.3)	72.9 (64.8, 79.2)	46.9 (39.5, 54.6)	52.8 (44.9, 60.5)	63.8 (55.9, 70.7)	73.2 (65.3, 79.4)	76.9 (69.4, 82.7)	81.2 (73.5, 86.4)	70.8 (62.6, 77.6)	70.6 (62.3, 77.3)	66.7 (59.0, 73.3)	70.4 (62.4, 76.9)
Griffith College	81.8 (76.9, 85.7)	80.9 (76.8, 84.2)	58.6 (53.1, 63.9)	63.4 (58.9, 67.6)	84.0 (79.3, 87.6)	81.5 (77.6, 84.7)	80.8 (75.6, 84.9)	84.0 (79.9, 87.2)	83.0 (78.1, 86.9)	87.1 (83.4, 89.9)	79.3 (74.4, 83.3)	77.8 (73.7, 81.2)
Holmes Institute	82.5 (79.0, 85.3)	83.8 (78.6, 87.7)	58.0 (54.2, 61.8)	61.3 (55.4, 66.7)	79.1 (75.7, 82.1)	83.8 (78.8, 87.6)	76.9 (73.1, 80.2)	80.6 (75.1, 84.9)	73.1 (68.9, 76.9)	75.6 (69.5, 80.6)	74.6 (71.1, 77.8)	81.3 (76.2, 85.3)
Holmesglen Institute	88.1 (85.1, 90.5)	89.3 (85.5, 92.0)	71.2 (67.5, 74.6)	77.6 (73.0, 81.4)	80.7 (77.2, 83.6)	79.0 (74.5, 82.8)	77.8 (74.1, 81.1)	78.0 (73.0, 82.1)	78.8 (75.1, 82.0)	83.1 (78.7, 86.5)	68.7 (64.9, 72.2)	71.6 (66.8, 75.8)
Ikon Institute of Australia	81.1 (74.2, 85.8)	82.0 (78.4, 84.8)	76.0 (68.9, 81.3)	77.8 (74.2, 80.8)	79.7 (72.7, 84.6)	78.0 (74.3, 81.0)	76.5 (68.8, 82.1)	72.0 (67.6, 75.8)	60.6 (52.8, 67.5)	62.3 (58.1, 66.2)	70.7 (63.4, 76.5)	73.0 (69.2, 76.3)
ICHM	95.2 (87.3, 97.7)	86.0 (76.5, 91.3)	73.8 (63.6, 81.2)	75.0 (64.8, 82.3)	88.1 (78.9, 92.7)	88.4 (79.1, 93.1)	95.1 (87.0, 97.7)	87.8 (78.1, 92.8)	85.4 (75.7, 90.7)	85.7 (76.0, 91.1)	85.7 (76.3, 90.9)	86.4 (77.0, 91.5)
International College of Management, Sydney	79.1 (73.9, 83.2)	83.5 (78.0, 87.4)	54.4 (48.9, 59.8)	68.9 (62.8, 74.1)	85.3 (80.6, 88.7)	88.8 (83.9, 91.9)	74.4 (68.8, 79.1)	83.6 (78.0, 87.7)	74.6 (68.6, 79.5)	80.9 (75.0, 85.3)	72.3 (67.0, 76.8)	84.9 (79.7, 88.5)
Kaplan Business School	84.7 (81.7, 87.2)	85.3 (82.9, 87.3)	60.8 (57.2, 64.4)	71.9 (69.1, 74.5)	84.6 (81.6, 87.0)	86.6 (84.4, 88.5)	84.7 (81.7, 87.2)	86.5 (84.0, 88.5)	81.9 (78.2, 85.0)	84.2 (81.7, 86.4)	84.2 (81.2, 86.6)	84.8 (82.4, 86.8)
King's Own Institute	81.5 (79.9, 82.9)	81.6 (79.8, 83.3)	62.1 (60.3, 63.9)	70.9 (68.9, 72.8)	83.8 (82.4, 85.1)	86.3 (84.6, 87.7)	82.2 (80.6, 83.6)	82.2 (80.4, 83.9)	76.0 (74.2, 77.6)	83.4 (81.6, 84.9)	77.5 (75.9, 79.0)	81.7 (79.9, 83.2)

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

(Continued)

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23
La Trobe College Australia	77.9 (73.9, 81.2)	84.4 (81.3, 86.8)	51.5 (47.3, 55.6)	62.4 (58.8, 65.7)	81.5 (77.9, 84.5)	85.8 (82.9, 88.1)	81.4 (77.5, 84.5)	81.7 (78.2, 84.5)	78.8 (74.3, 82.5)	86.2 (83.1, 88.5)	72.9 (69.0, 76.4)	79.3 (76.2, 82.0)
Le Cordon Bleu Australia	78.3 (67.7, 85.7)	73.5 (60.9, 82.7)	48.9 (38.5, 59.5)	69.4 (57.1, 79.0)	80.4 (70.1, 87.4)	71.4 (58.9, 80.9)	56.8 (45.6, 67.2)	57.6 (44.8, 69.3)	62.9 (49.9, 74.0)	52.9 (40.6, 64.9)	61.7 (50.9, 71.3)	55.6 (43.5, 66.9)
Leaders Institute	100.0 (98.4, 99.9)	100.0 (98.0, 99.8)	97.4 (95.1, 98.1)	97.5 (94.9, 98.1)	100.0 (98.4, 99.9)	99.2 (96.9, 99.3)	100.0 (98.4, 99.9)	99.2 (96.9, 99.3)	99.3 (97.5, 99.5)	98.3 (95.8, 98.7)	100.0 (98.4, 99.9)	97.5 (94.9, 98.1)
The Institute of Creative Arts and Technology	88.1 (77.8, 93.8)	n/a	72.1 (60.5, 81.0)	56.0 (40.8, 70.0)	88.4 (78.3, 93.9)	84.0 (69.1, 92.3)	90.5 (80.6, 95.4)	n/a	90.3 (78.1, 96.1)	n/a	74.4 (63.0, 83.0)	n/a
Melbourne Institute of Technology	72.9 (68.9, 76.5)	75.6 (72.9, 78.1)	60.7 (56.6, 64.7)	74.7 (72.1, 77.0)	72.5 (68.5, 76.0)	75.9 (73.2, 78.2)	77.2 (73.3, 80.7)	81.3 (78.7, 83.6)	72.3 (68.2, 76.0)	76.4 (73.7, 78.8)	70.7 (66.8, 74.3)	72.0 (69.3, 74.4)
Melbourne Polytechnic	76.6 (72.7, 79.9)	78.5 (74.1, 82.2)	55.0 (50.9, 59.1)	65.8 (61.1, 70.2)	79.6 (76.0, 82.7)	82.1 (78.0, 85.5)	77.9 (74.0, 81.2)	79.0 (74.5, 82.8)	70.8 (66.4, 74.8)	80.9 (76.5, 84.5)	73.2 (69.3, 76.6)	75.2 (70.8, 79.1)
Monash College		82.2 (77.5, 86.0)		79.1 (74.4, 82.9)		86.9 (82.7, 90.0)		79.6 (74.3, 83.8)		87.7 (83.4, 90.9)		77.5 (72.7, 81.4)
Oxford Institute of Higher Education	80.0 (65.4, 88.7)	n/a	53.6 (40.3, 66.2)	48.1 (34.8, 61.8)	80.8 (66.6, 89.1)	60.0 (45.1, 72.9)	80.0 (65.4, 88.7)	n/a	n/a	n/a	75.0 (61.3, 84.3)	63.0 (48.6, 74.9)
Polytechnic Institute Australia Pty Ltd	75.9 (68.2, 82.0)	81.6 (71.5, 88.4)	58.4 (50.6, 65.7)	76.0 (65.6, 83.8)	77.9 (70.5, 83.6)	86.0 (76.5, 91.8)	73.4 (65.3, 80.0)	73.9 (62.8, 82.4)	64.9 (56.2, 72.5)	72.9 (62.1, 81.3)	71.9 (64.4, 78.2)	80.0 (69.9, 87.1)
SAE Institute	88.6 (83.7, 92.0)	87.7 (82.8, 91.1)	73.1 (67.0, 78.3)	72.2 (66.4, 77.3)	87.9 (82.8, 91.4)	84.2 (78.9, 88.1)	74.2 (68.0, 79.4)	73.6 (67.4, 78.9)	80.8 (75.0, 85.3)	82.4 (76.9, 86.6)	78.2 (72.3, 82.9)	72.9 (67.1, 77.9)

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

(Continued)

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23
Sheridan Institute of Higher Education	96.6 (91.9, 97.0)	95.3 (90.9, 96.0)	81.0 (75.1, 84.2)	84.4 (79.1, 86.9)	98.3 (94.0, 98.3)	96.9 (92.7, 97.2)	100.0 (96.1, 99.4)	98.3 (94.0, 98.4)	93.1 (88.0, 94.4)	92.2 (87.4, 93.5)	94.8 (89.9, 95.7)	92.2 (87.4, 93.5)
Southern Cross Education Institute (Higher Education)		86.4 (79.3, 90.6)		90.1 (83.9, 93.4)		83.1 (76.1, 87.7)		75.0 (66.4, 81.4)		52.9 (45.1, 60.6)		67.1 (59.4, 73.7)
South Australian Institute of Business and Technology	74.3 (69.9, 78.0)	82.6 (78.1, 86.0)	53.3 (48.8, 57.7)	74.0 (69.3, 78.1)	79.3 (75.2, 82.7)	87.0 (83.0, 89.9)	80.7 (76.5, 84.1)	85.3 (80.8, 88.6)	80.2 (75.7, 83.8)	85.5 (81.2, 88.6)	70.3 (65.9, 74.1)	72.8 (68.0, 76.9)
SP Jain School of Management	89.4 (86.2, 91.4)	86.8 (84.4, 88.4)	77.3 (73.5, 80.3)	86.3 (84.0, 88.0)	82.6 (79.0, 85.1)	82.2 (79.7, 84.1)	81.9 (78.2, 84.7)	76.8 (74.0, 79.1)	71.3 (66.7, 75.2)	70.0 (67.2, 72.5)	72.1 (68.1, 75.4)	69.1 (66.3, 71.6)
Stanley College	86.7 (77.7, 91.5)	89.5 (85.0, 92.4)	84.4 (75.2, 89.8)	83.2 (78.3, 86.8)	93.3 (85.4, 96.4)	89.1 (84.7, 92.0)	72.1 (61.8, 79.8)	83.1 (77.7, 86.9)	73.3 (63.4, 80.6)	72.6 (66.8, 77.3)	82.2 (72.8, 88.0)	83.2 (78.3, 86.8)
Stott's College	89.6 (88.1, 90.9)	90.6 (89.5, 91.6)	71.7 (69.6, 73.6)	81.0 (79.6, 82.3)	84.7 (82.9, 86.2)	86.0 (84.7, 87.1)	76.7 (74.6, 78.6)	76.8 (75.2, 78.4)	65.8 (63.6, 68.0)	65.5 (63.8, 67.2)	74.1 (72.1, 76.0)	76.4 (74.9, 77.8)
Sydney Institute of Business and Technology	84.5 (78.9, 88.2)	87.7 (81.3, 91.3)	54.3 (48.0, 60.4)	63.6 (56.5, 69.9)	83.0 (77.5, 86.9)	89.5 (83.6, 92.7)	84.7 (78.9, 88.6)	87.3 (80.8, 91.1)	78.2 (71.3, 83.3)	88.9 (82.6, 92.3)	81.0 (75.2, 85.1)	84.4 (78.1, 88.4)
TAFE NSW	82.9 (81.0, 84.6)	84.4 (82.5, 86.0)	56.1 (53.8, 58.4)	65.3 (63.0, 67.4)	75.6 (73.5, 77.5)	79.6 (77.6, 81.4)	69.8 (67.5, 72.0)	72.3 (69.9, 74.4)	61.2 (58.7, 63.5)	66.1 (63.7, 68.3)	69.4 (67.1, 71.4)	73.6 (71.4, 75.5)
TAFE Queensland	84.4 (76.9, 89.1)	78.4 (71.0, 83.8)	78.8 (71.1, 84.3)	77.6 (70.3, 83.0)	86.4 (79.3, 90.6)	81.6 (74.5, 86.5)	80.6 (72.6, 86.1)	76.1 (68.0, 82.2)	83.1 (75.6, 87.9)	80.0 (72.8, 85.2)	87.9 (81.0, 91.8)	80.3 (73.1, 85.3)
TAFE South Australia	84.4 (78.2, 88.7)	87.0 (81.4, 90.6)	70.2 (63.3, 76.0)	74.0 (67.8, 79.1)	80.2 (73.6, 85.1)	83.3 (77.5, 87.4)	84.7 (78.2, 89.1)	85.6 (79.7, 89.5)	76.7 (69.8, 82.0)	76.8 (70.4, 81.7)	78.7 (72.2, 83.6)	73.1 (66.8, 78.2)

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

(Continued)

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23
The Australian Institute of Music	80.0 (73.6, 84.7)	85.2 (77.3, 90.2)	59.0 (52.3, 65.3)	68.3 (59.5, 75.5)	80.6 (74.4, 85.2)	85.2 (77.3, 90.2)	83.7 (77.4, 88.0)	70.9 (61.4, 78.5)	75.3 (67.8, 81.2)	74.6 (65.6, 81.4)	68.0 (61.3, 73.7)	73.0 (64.4, 79.7)
The JMC Academy	86.2 (81.5, 89.3)	87.7 (83.7, 90.3)	62.2 (56.7, 67.1)	68.9 (64.1, 73.0)	88.1 (83.7, 90.9)	85.9 (81.8, 88.7)	85.3 (80.3, 88.7)	81.3 (76.2, 85.0)	79.6 (74.1, 83.7)	78.2 (73.4, 81.9)	77.5 (72.4, 81.4)	78.7 (74.2, 82.1)
Universal Business School Sydney	77.8 (72.7, 82.0)	83.3 (75.7, 88.6)	60.2 (55.0, 65.1)	71.1 (62.9, 77.8)	79.9 (75.1, 83.7)	85.1 (77.8, 90.0)	77.5 (72.2, 81.8)	84.5 (76.9, 89.6)	76.5 (71.1, 81.0)	88.7 (80.9, 93.3)	76.6 (71.8, 80.6)	82.9 (75.5, 88.1)
UOW College	73.3 (65.9, 79.1)	82.4 (75.9, 87.0)	44.2 (37.2, 51.5)	66.7 (59.5, 72.8)	80.0 (73.0, 85.0)	91.2 (85.7, 94.3)	75.3 (67.9, 81.0)	82.6 (75.8, 87.3)	81.3 (73.3, 86.6)	90.7 (84.9, 94.0)	70.1 (62.8, 76.1)	83.7 (77.4, 88.1)
UTS College	76.3 (73.0, 79.2)	76.9 (73.3, 79.9)	60.9 (57.4, 64.3)	71.9 (68.4, 75.1)	78.7 (75.5, 81.4)	78.7 (75.3, 81.6)	75.3 (71.9, 78.4)	74.2 (70.4, 77.6)	79.9 (76.5, 82.8)	85.3 (82.1, 87.8)	71.1 (67.8, 74.2)	70.6 (67.0, 73.8)
VIT (Victorian Institute of Technology)	80.2 (77.9, 82.2)	82.0 (79.0, 84.3)	65.5 (62.9, 67.9)	69.7 (66.5, 72.5)	78.8 (76.4, 80.8)	80.5 (77.6, 82.8)	79.8 (77.4, 81.8)	80.1 (77.0, 82.6)	76.5 (74.0, 78.7)	73.7 (70.5, 76.5)	75.4 (73.0, 77.5)	76.4 (73.4, 79.0)
Wentworth Institute of Higher Education	86.4 (82.0, 89.4)	82.1 (78.8, 84.8)	55.1 (50.1, 59.9)	71.5 (68.0, 74.6)	86.3 (82.2, 89.3)	82.4 (79.2, 85.0)	83.9 (79.2, 87.3)	77.8 (74.1, 80.9)	78.1 (73.0, 82.2)	77.9 (74.4, 80.8)	74.1 (69.3, 78.1)	76.3 (73.0, 79.2)
Western Sydney University International College		67.9 (54.1, 78.5)		82.1 (68.9, 89.7)		86.2 (73.7, 92.6)		81.5 (67.8, 89.4)		88.9 (76.0, 94.7)		86.2 (73.7, 92.6)
William Angliss Institute	78.6 (73.2, 82.9)	81.1 (75.4, 85.4)	57.9 (52.1, 63.4)	67.6 (61.5, 73.1)	79.5 (74.3, 83.7)	78.9 (73.2, 83.5)	75.4 (69.5, 80.2)	79.5 (73.5, 84.3)	74.2 (68.1, 79.4)	75.4 (69.2, 80.5)	69.2 (63.6, 74.2)	74.1 (68.1, 79.1)
All NUHEIs	81.7 (81.2, 82.2)	83.8 (83.4, 84.3)	62.3 (61.7, 62.9)	72.8 (72.3, 73.3)	81.4 (80.9, 81.9)	83.8 (83.4, 84.3)	78.4 (77.9, 79.0)	79.8 (79.3, 80.3)	74.5 (73.8, 75.0)	77.6 (77.0, 78.1)	75.0 (74.4, 75.5)	77.8 (77.3, 78.3)

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

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

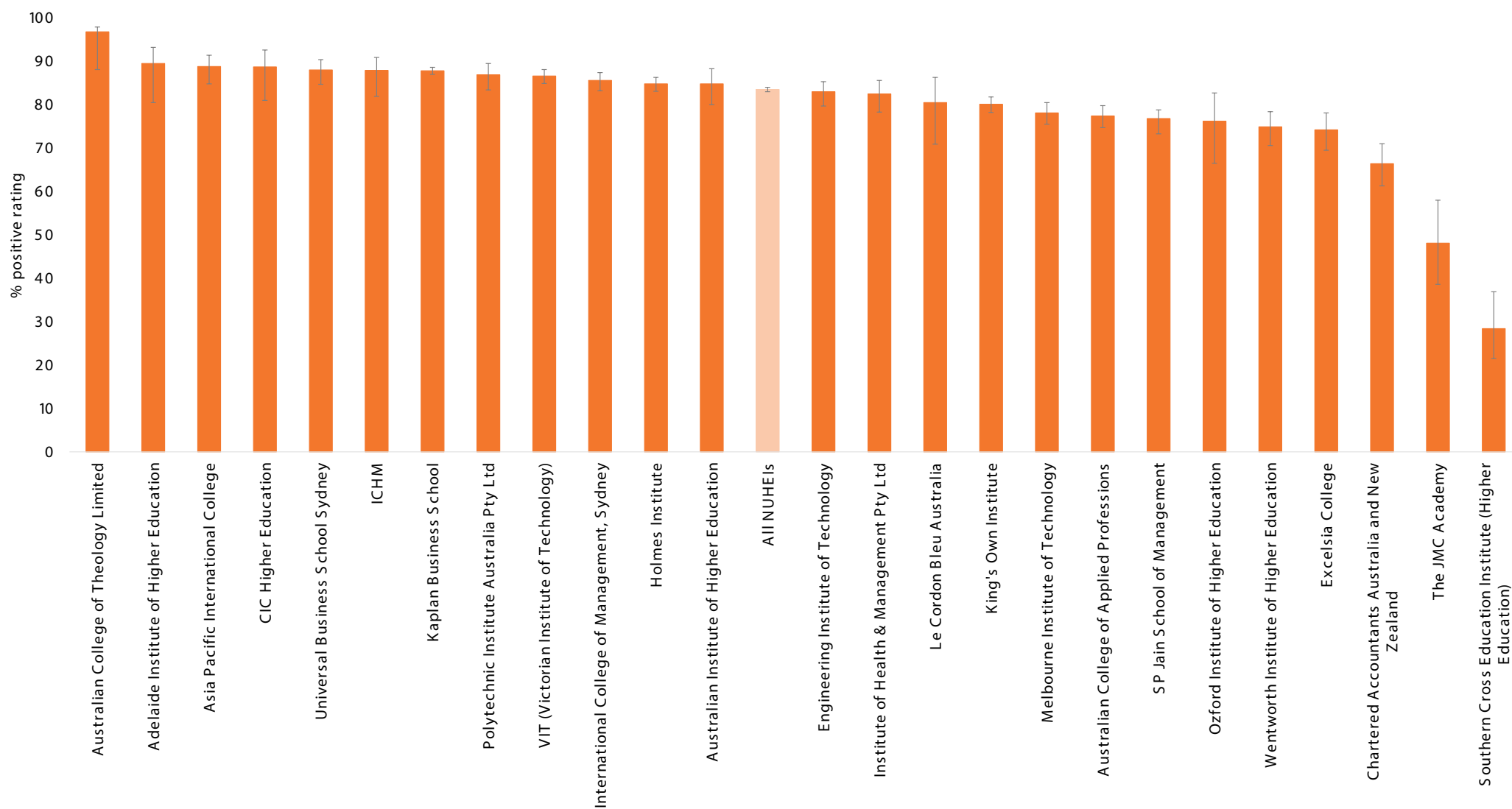


Table 9 / **International postgraduate coursework student education experience, by non-university higher education institution (NUHEI), pooled 2021-2022 and 2022-2023 (% positive rating, with 90% confidence intervals)**

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23
Australian College of Applied Professions	87.2 (84.3, 89.3)	88.2 (85.8, 90.0)	65.9 (62.5, 69.1)	77.5 (74.7, 79.9)	85.5 (82.6, 87.7)	89.4 (87.1, 91.0)	72.3 (68.7, 75.4)	75.9 (72.8, 78.7)	75.1 (71.1, 78.6)	82.9 (79.9, 85.2)	69.5 (66.1, 72.6)	77.4 (74.7, 79.8)
Adelaide Institute of Higher Education	n/a	94.4 (85.8, 96.9)	n/a	91.9 (83.1, 95.0)	n/a	91.7 (82.6, 94.9)	n/a	91.7 (82.6, 94.9)	n/a	91.4 (82.0, 94.9)	n/a	89.5 (80.5, 93.2)
Alphacrucis University College	80.0 (65.8, 88.4)	n/a	44.8 (33.1, 57.4)	n/a	85.7 (73.1, 92.1)	n/a	n/a	n/a	n/a	n/a	86.2 (74.0, 92.3)	n/a
Asia Pacific International College	84.2 (79.4, 87.7)	90.6 (86.8, 93.0)	69.8 (64.4, 74.4)	85.4 (81.1, 88.5)	89.6 (85.4, 92.3)	91.3 (87.5, 93.6)	85.5 (80.7, 88.9)	87.7 (83.4, 90.5)	84.8 (79.0, 88.8)	85.4 (80.7, 88.7)	84.8 (80.1, 88.1)	88.8 (84.8, 91.4)
Australian College of Theology Limited	93.3 (86.8, 94.9)	96.8 (88.1, 97.9)	73.3 (65.7, 78.3)	80.6 (70.2, 86.2)	100.0 (94.8, 99.5)	100.0 (92.2, 99.8)	95.5 (89.1, 96.6)	96.2 (85.5, 98.1)	96.7 (87.2, 98.4)	100.0 (90.8, 100.0)	95.6 (89.4, 96.6)	96.8 (88.1, 97.9)
Australian Institute of Business Pty Ltd	86.1 (83.1, 88.3)	n/a	42.1 (38.6, 45.7)	n/a	89.9 (87.3, 91.7)	n/a	91.5 (88.9, 93.2)	n/a	86.9 (80.0, 91.5)	n/a	89.7 (87.1, 91.5)	n/a
Australian Institute of Higher Education	86.7 (75.2, 92.1)	92.9 (88.9, 95.2)	74.2 (62.2, 82.3)	85.7 (81.0, 89.0)	86.7 (75.2, 92.1)	89.8 (85.4, 92.6)	72.4 (59.8, 81.2)	86.9 (81.9, 90.2)	70.0 (57.7, 79.0)	81.5 (76.1, 85.4)	86.7 (75.2, 92.1)	84.8 (80.0, 88.3)
Chartered Accountants Australia and New Zealand		72.8 (67.8, 77.2)		23.4 (19.4, 28.0)		63.3 (58.1, 68.2)		58.7 (52.0, 65.0)		61.5 (53.2, 69.2)		66.4 (61.3, 71.0)
CIC Higher Education	n/a	94.2 (87.3, 96.8)	n/a	80.0 (71.7, 85.5)	n/a	94.5 (88.0, 96.9)	n/a	89.4 (80.9, 93.5)	n/a	76.0 (66.8, 82.5)	n/a	88.7 (81.0, 92.6)
Engineering Institute of Technology	92.1 (84.2, 94.4)	92.3 (89.4, 93.7)	57.9 (49.2, 65.5)	71.7 (68.0, 74.7)	84.2 (75.6, 88.3)	88.6 (85.5, 90.4)	86.5 (77.8, 90.2)	84.9 (81.4, 87.1)	80.0 (70.4, 85.3)	73.9 (70.0, 76.9)	76.3 (67.4, 81.7)	83.0 (79.7, 85.3)

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

(Continued)

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23
Excelsia College	80.9 (73.1, 86.3)	86.5 (82.5, 89.5)	63.4 (55.1, 70.6)	83.7 (79.6, 86.8)	81.2 (73.4, 86.5)	84.0 (79.8, 87.1)	79.7 (71.4, 85.5)	80.5 (75.7, 84.3)	72.3 (63.7, 79.1)	73.5 (68.7, 77.6)	66.2 (58.0, 73.2)	74.2 (69.5, 78.1)
Holmes Institute	85.2 (83.8, 86.5)	88.7 (87.1, 90.0)	67.7 (66.1, 69.3)	83.0 (81.2, 84.5)	84.9 (83.6, 86.2)	88.8 (87.3, 90.1)	82.1 (80.6, 83.5)	87.6 (85.9, 89.1)	78.0 (76.2, 79.6)	80.0 (78.0, 81.9)	81.0 (79.6, 82.3)	84.8 (83.1, 86.3)
Institute of Health & Management Pty Ltd	92.2 (87.7, 94.6)	95.3 (92.3, 96.7)	60.7 (54.9, 66.0)	68.2 (63.5, 72.2)	91.7 (87.3, 94.1)	90.7 (87.1, 92.9)	87.0 (81.7, 90.4)	92.3 (88.7, 94.4)	88.4 (82.5, 91.9)	83.3 (78.5, 86.8)	84.7 (79.6, 88.1)	82.5 (78.3, 85.6)
ICHM	86.5 (78.7, 90.7)	90.8 (85.0, 93.3)	69.1 (60.8, 75.6)	77.3 (70.7, 81.7)	83.3 (75.5, 88.0)	93.9 (88.7, 95.7)	90.0 (82.3, 93.6)	87.3 (81.0, 90.6)	73.1 (64.4, 79.4)	80.3 (73.8, 84.4)	69.1 (60.8, 75.6)	87.9 (81.9, 90.9)
International College of Management, Sydney	92.6 (89.2, 94.6)	91.7 (89.6, 93.1)	77.1 (72.6, 80.7)	86.7 (84.4, 88.5)	90.1 (86.5, 92.4)	91.2 (89.1, 92.6)	84.6 (80.3, 87.6)	87.3 (84.9, 89.1)	78.3 (73.3, 82.1)	82.0 (79.3, 84.1)	82.4 (78.1, 85.5)	85.6 (83.2, 87.4)
Kaplan Business School	88.0 (86.8, 89.1)	89.8 (89.0, 90.5)	64.2 (62.5, 65.8)	77.2 (76.2, 78.2)	89.8 (88.6, 90.7)	91.1 (90.4, 91.7)	88.7 (87.4, 89.8)	89.0 (88.1, 89.8)	81.7 (80.0, 83.3)	84.2 (83.2, 85.1)	85.0 (83.7, 86.1)	87.8 (87.0, 88.6)
King's Own Institute	81.8 (79.5, 83.8)	85.0 (83.2, 86.5)	67.3 (64.7, 69.8)	81.4 (79.6, 83.0)	82.2 (79.9, 84.2)	86.0 (84.3, 87.5)	79.6 (77.1, 81.7)	82.4 (80.5, 84.1)	74.1 (71.3, 76.6)	83.3 (81.5, 84.9)	78.4 (76.0, 80.5)	80.1 (78.2, 81.8)
Le Cordon Bleu Australia	n/a	82.1 (72.2, 87.8)	n/a	75.6 (65.8, 82.2)	n/a	85.0 (75.6, 90.0)	n/a	91.7 (82.2, 95.3)	n/a	91.7 (82.2, 95.3)	n/a	80.5 (70.9, 86.3)
Melbourne Institute of Technology	83.9 (80.5, 86.7)	85.7 (83.3, 87.7)	72.8 (69.1, 76.2)	86.9 (84.6, 88.7)	81.8 (78.3, 84.7)	83.9 (81.5, 86.0)	79.0 (75.2, 82.2)	81.8 (79.1, 84.1)	74.9 (70.8, 78.5)	80.2 (77.5, 82.5)	76.4 (72.7, 79.5)	78.1 (75.5, 80.5)
Oxford Institute of Higher Education	n/a	71.1 (60.3, 79.0)	n/a	72.7 (63.3, 79.5)	n/a	76.2 (66.5, 82.7)	n/a	64.9 (53.9, 73.8)	n/a	6 (52.3, 71.2)	n/a	76.2 (66.5, 82.7)

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

(Continued)

	Skills Development		Peer Engagement		Teaching Quality and Engagement		Student Support and Services		Learning Resources		Quality of entire educational experience	
	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23	'21-'22	'22-'23
Polytechnic Institute Australia Pty Ltd	76.7 (63.4, 85.5)	87.0 (83.3, 89.7)	55.9 (43.8, 67.1)	82.2 (78.4, 85.3)	80.0 (66.9, 88.1)	89.7 (86.4, 92.1)	73.3 (59.9, 82.9)	84.0 (79.9, 87.1)	n/a	84.1 (80.0, 87.2)	69.7 (57.1, 79.3)	86.9 (83.4, 89.5)
Southern Cross Education Institute (Higher Education)		67.2 (57.9, 75.0)		70.1 (61.5, 77.2)		39.7 (31.4, 48.8)		43.1 (34.2, 52.7)		32.3 (24.6, 41.4)		28.4 (21.5, 36.9)
SP Jain School of Management	96.8 (89.7, 96.3)	88.7 (85.4, 89.9)	93.9 (87.5, 93.8)	90.9 (87.9, 91.8)	93.5 (86.2, 93.9)	86.6 (83.2, 88.0)	90.3 (82.8, 91.4)	81.4 (77.9, 83.3)	93.5 (86.2, 93.9)	88.5 (85.2, 89.8)	90.9 (84.3, 91.3)	76.8 (73.3, 78.8)
The Australian Institute of Music	73.1 (60.0, 81.8)	n/a	25.9 (17.7, 38.5)	n/a	80.8 (67.9, 87.8)	n/a	n/a	n/a	n/a	n/a	63.0 (50.5, 73.1)	n/a
The JMC Academy	n/a	63.0 (52.4, 71.2)	n/a	44.4 (35.3, 54.6)	n/a	63.0 (52.4, 71.2)	n/a	n/a	n/a	n/a	n/a	48.1 (38.6, 58.0)
Universal Business School Sydney	86.9 (83.6, 89.4)	91.8 (88.8, 93.8)	61.9 (57.9, 65.6)	70.9 (66.8, 74.6)	85.6 (82.4, 88.2)	91.2 (88.1, 93.2)	87.1 (83.7, 89.7)	90.6 (87.1, 93.0)	85.8 (82.0, 88.8)	88.1 (83.9, 91.1)	86.4 (83.3, 88.8)	88.0 (84.7, 90.4)
VIT (Victorian Institute of Technology)	86.9 (85.3, 88.3)	90.5 (88.9, 91.8)	75.6 (73.6, 77.3)	84.7 (82.8, 86.3)	88.0 (86.4, 89.3)	90.3 (88.7, 91.5)	85.3 (83.5, 86.8)	85.6 (83.6, 87.2)	85.7 (83.9, 87.3)	85.0 (82.9, 86.8)	88.2 (86.7, 89.4)	86.6 (84.9, 88.1)
Wentworth Institute of Higher Education	91.3 (87.0, 93.8)	85.5 (81.6, 88.2)	72.7 (67.1, 77.3)	83.2 (79.4, 86.1)	93.0 (89.0, 95.1)	84.7 (80.8, 87.5)	86.1 (81.1, 89.5)	76.2 (71.6, 80.0)	81.4 (75.8, 85.6)	72.0 (67.4, 76.0)	83.6 (78.6, 87.2)	74.9 (70.6, 78.4)
All NUHEIs	86.4 (85.8, 87.0)	88.3 (87.9, 88.8)	66.3 (65.6, 67.1)	78.1 (77.5, 78.7)	86.9 (86.3, 87.4)	88.1 (87.6, 88.6)	84.2 (83.6, 84.8)	85.1 (84.5, 85.6)	80.2 (79.4, 80.9)	81.7 (81.1, 82.3)	82.5 (81.9, 83.1)	83.5 (83.0, 84.0)

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

2.6 Likelihood to consider leaving current institution

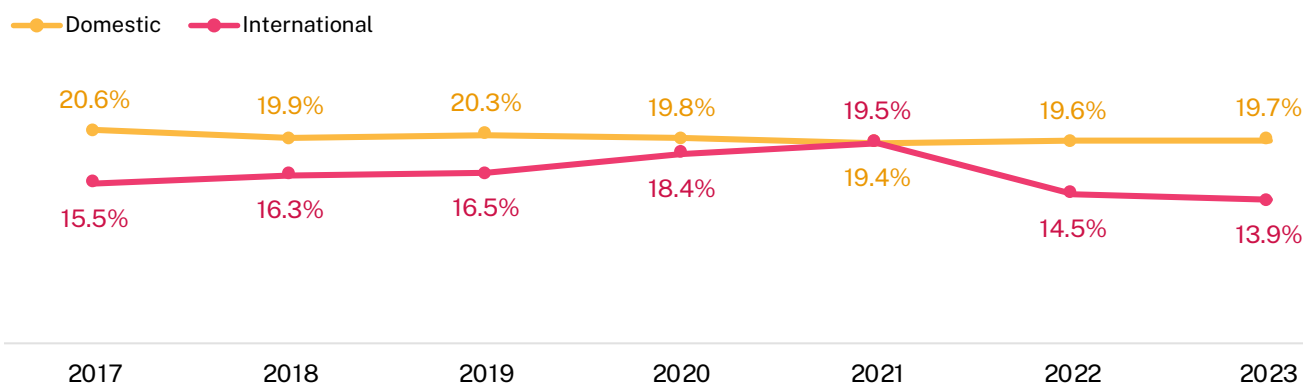
In addition to questions on their higher education experience, students were also asked to indicate whether they had seriously considered leaving their current institution in 2023. The proportion of domestic undergraduate students who had considered leaving their institution has remained fairly consistent since 2017.

The proportion of international undergraduate students who had considered leaving has generally been lower than for domestic students, as shown by **Figure 9**. However, it did peak to a high of 19.5 per cent in 2021, likely related to the large proportion of international students located overseas. This figure dropped substantially in 2022 and again in 2023 to 13.9 per cent, the lowest since 2017.

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

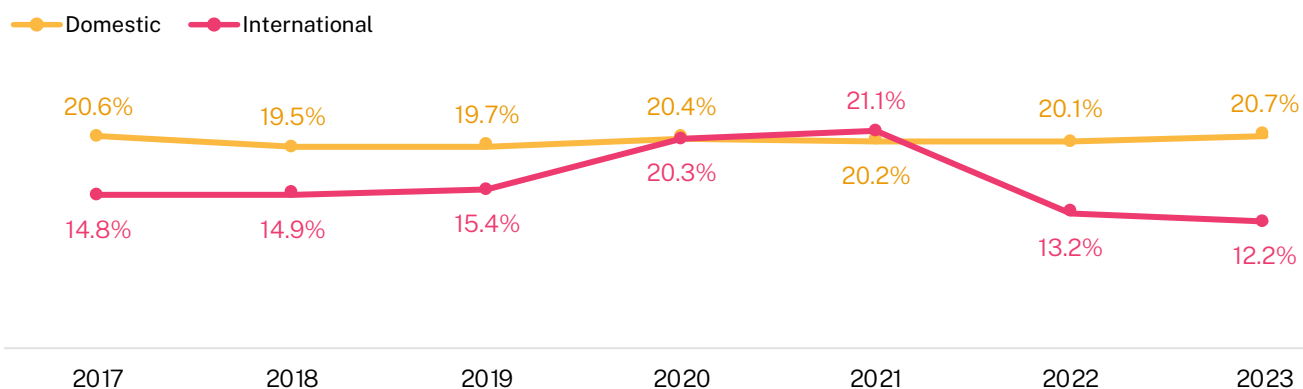
It should be noted that the SES is conducted in August and September of each year and so many commencing undergraduate students experiencing transition issues may have already left their study or disengaged with their institution. It is also often the case, that students who are less engaged with their institution are less likely to engage with non-compulsory surveys. Also, when comparing to domestic students, there may be cultural differences for international students in disclosure of what may be seen as a sensitive issue, a sense of obligation due to a high financial investment or a reluctance in revealing an intention to leave due to perceived visa or enrolment ramifications.

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



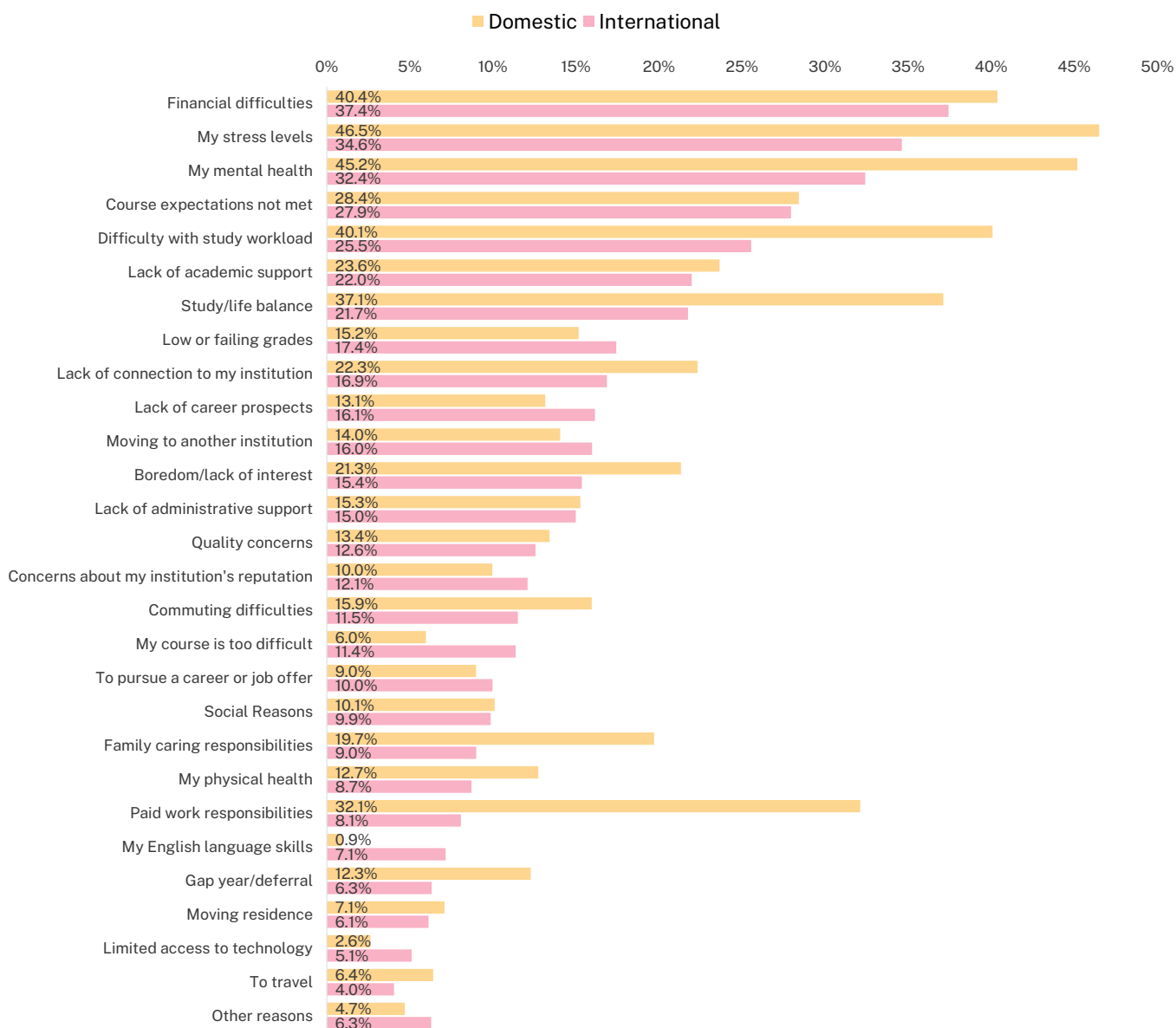
Source: The CONSID_UG_ALL_6Y_SG worksheet in the 2023 SES National Report Tables available on the QILT website.

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



Source: The CONSID_PGC_ALL_6Y_SG worksheet in the 2023 SES National Report Tables available on the QILT website.

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



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

When examining reasons students consider leaving, it is interesting to compare differences between domestic and international students to help understand the challenges each cohort faces.

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

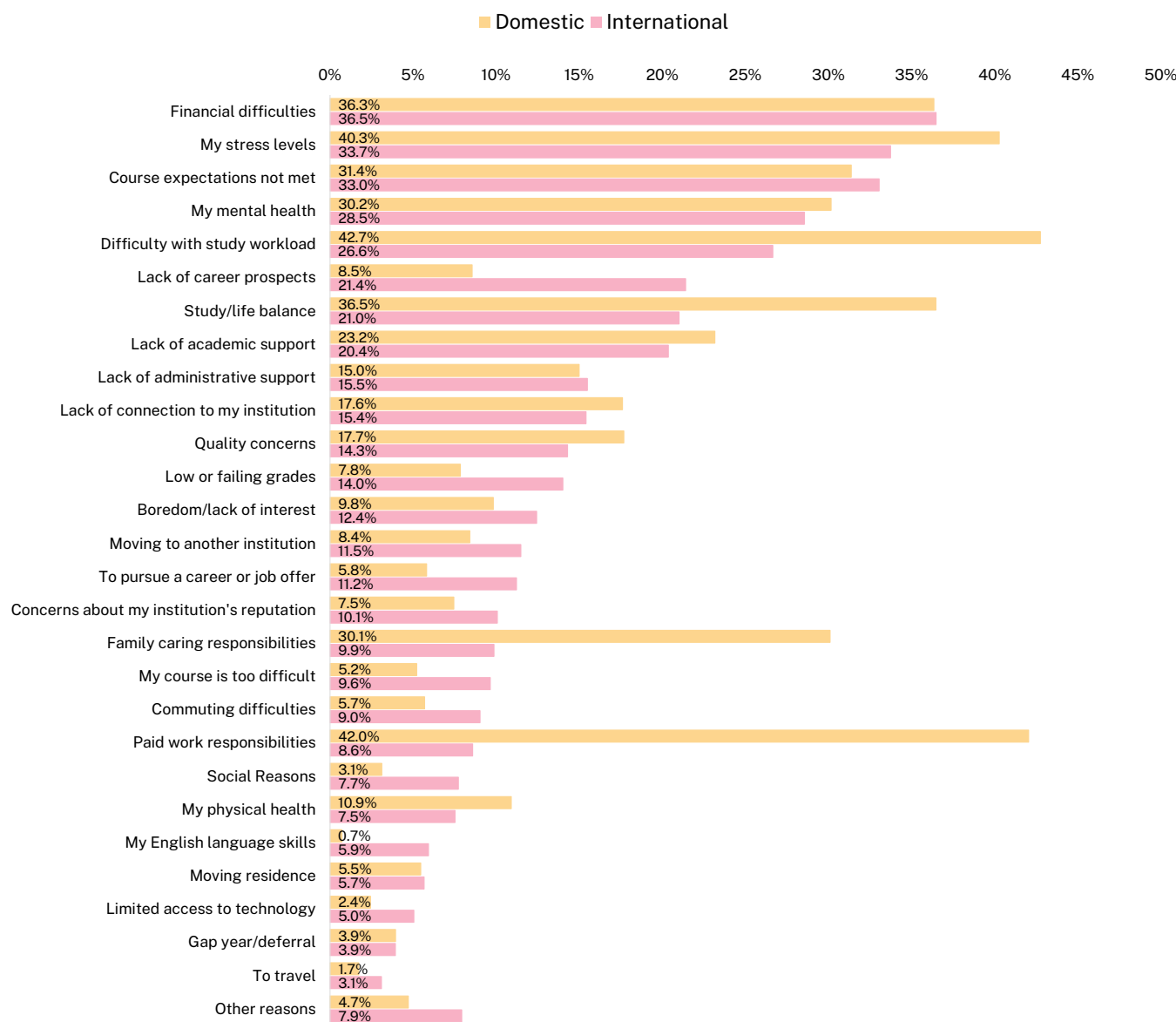
While domestic undergraduate students were more likely to report difficulty with study workload, study life balance, family caring responsibilities and paid work responsibilities, international undergraduates were more likely to cite low or failing grades, lack of career prospects, concerns about the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

Source: The CONSID_CH_UG_ALL_6Y_E942 worksheet in the 2023 SES International Report Tables available on the QILT website.

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

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

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



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

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

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

Source: The CONSID_CH_PGC_ALL_6Y_E942 worksheet in the 2023 SES International Report Tables available on the QILT website.

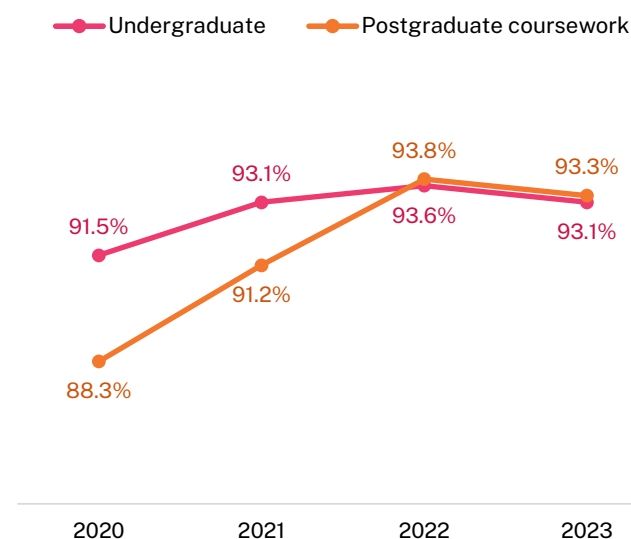
Note: A number of changes were made to the list of reasons presented in survey in the 2023 SES. Reasons that were removed in 2023 are not presented in this table. As the reasons are presented in alphabetical order to respondents, changes to the proportion of respondents selecting modified reasons in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

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

3. The living experience of international students in Australia

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

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

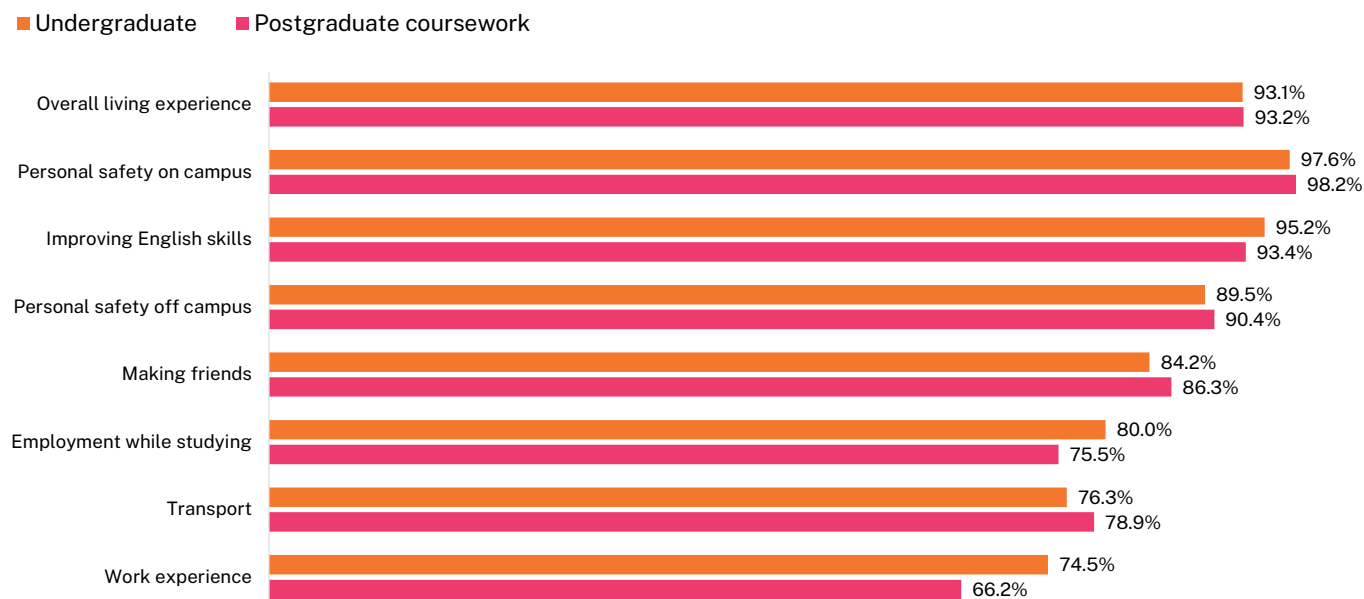


Source: The INTSAT_ALL_ALL_1Y worksheet in the 2023 SES International Report Tables available on the QILT website.

Figure 14 shows how international students rate specific aspects of their living experience in Australia. Personal safety on campus, improving English skills and personal safety off campus were the aspects rated most highly by international students at both course levels. International undergraduate and international postgraduate coursework students tended to rate their living experience similarly. Work experience was rated lowest at both course levels but postgraduate coursework students rated it 8.3 percentage points lower than undergraduates.

International postgraduate coursework students were also less likely to rate employment while studying positively when compared to undergraduates. These aspects both relate to employment and may indicate differences in expectations or additional challenges international postgraduate coursework students have compared to international undergraduates who may be at a different life stage.

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



Source: The INTSAT_ALL_ALL_1Y worksheet in the 2023 SES International Report Tables available on the QILT website.

Table 10 shows international undergraduate student ratings of their living experience for the top five student source countries. As noted above, data on ratings of living experience refer to international students currently living in Australia and not international students located overseas at the time of the survey.

Although ratings of living experience are generally high across all source countries, there was some variation. Chinese students rated some aspects of their living experience lower than other international students, including improving English skills, 90.8 per cent, transport, 70.7 per cent, and employment while studying,

77.8 per cent. Nepalese students, in general, rated their living experience more favourably than other international undergraduate students.

Table 10 / **International undergraduate student living experience by source country, 2023 (% positive rating)**

	Employment while studying	Improving English skills	Work experience in field of study	Transport	Personal safety on campus	Personal safety off campus	Making friends	Accommodation	Overall living experience
China (excludes SARs and Taiwan)	77.8	90.8	74.5	70.7	95.9	83.9	83.1	89.1	92.6
Nepal	87.1	97.8	82.7	83.3	98.7	94.5	92.4	91.8	93.0
India	80.0	97.7	73.9	81.1	98.5	92.9	83.6	90.4	93.7
Malaysia	79.5	95.9	70.4	80.0	97.9	84.3	83.7	89.0	94.7
Vietnam	82.7	96.3	75.8	74.4	97.2	89.9	84.5	91.0	92.9
Total international	80.0	95.2	74.5	76.3	97.6	89.5	84.2	89.4	93.1

3.1 Accommodation experience

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

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

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

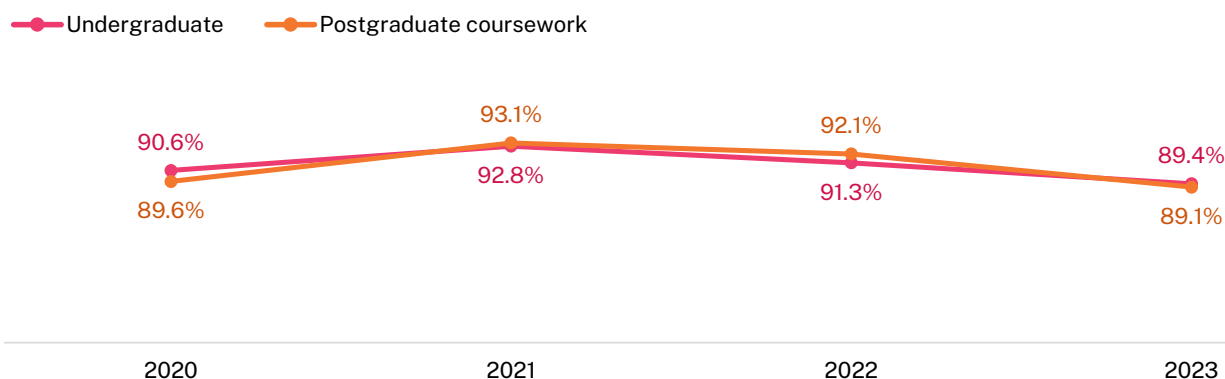


Table 11 / International undergraduate student living arrangements and positive ratings, 2023, %

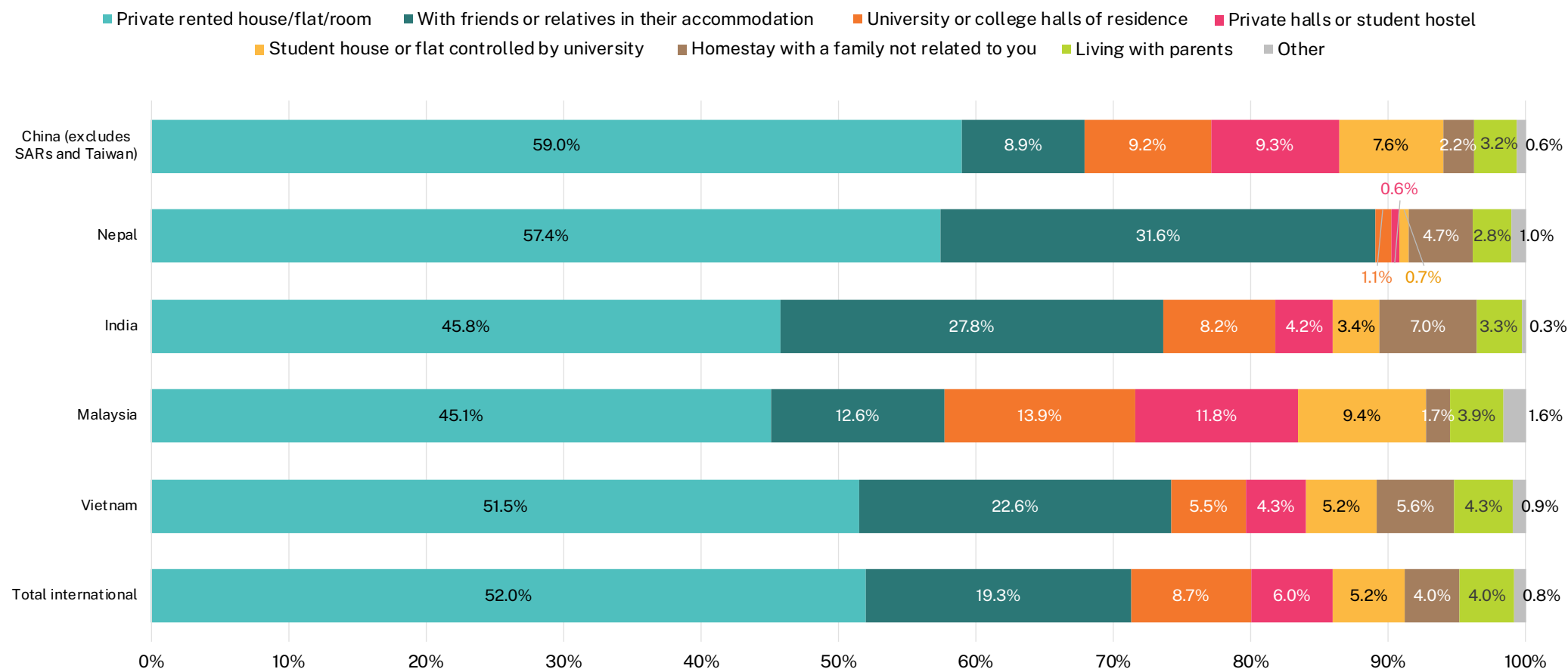
	% of students living in accommodation type	% positive rating of current living arrangements
University or college halls of residence	8.7	89.8
Student house or flat controlled by university	5.2	86.6
Private halls or student hostel	6.0	83.6
Private rented house/flat/room	52.0	89.1
Homestay with a family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

A private rented house/flat/room was the most popular choice of accommodation for all international students from all major source countries, as shown by **Figure 16**.

Nepalese students were most likely to be living with friends or relatives in their accommodation, 31.6 per cent, compared to only 8.9 per cent of Chinese students.

Malaysian students were more than twice as likely than the average for all international students to stay in private halls or student hostels, 11.8 per cent compared to 6.0 per cent.

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



Source: The INTLIVE_UG_ALL_1Y_E346 worksheet in the 2023 SES International Report Tables available on the QILT website.

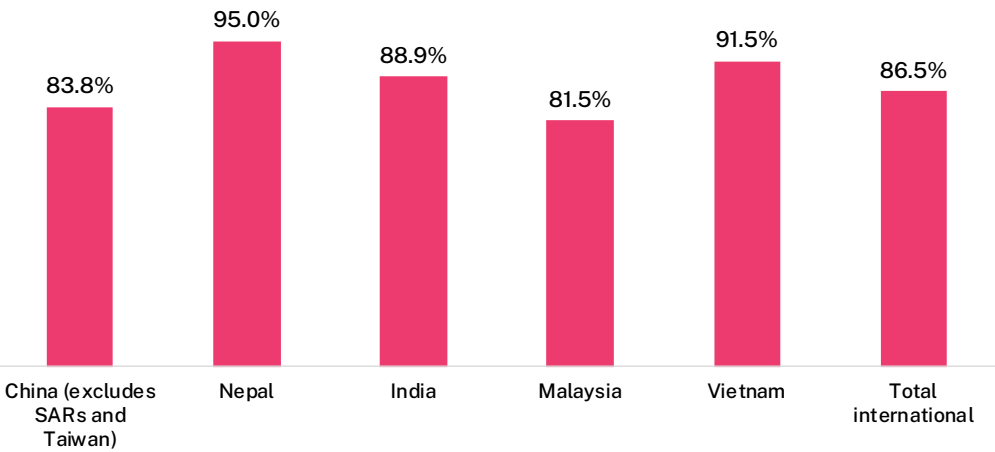
3.2 Use of agents

The overwhelming majority, 86.5 per cent, of international undergraduate students used an agent when coming to Australia to help them with their visa application or to enroll at an institution, as shown by **Figure 17**.

Among those using the services of an agent, 93.5 per cent of those students rated the service provided by their agent positively. Although not presented in this report,

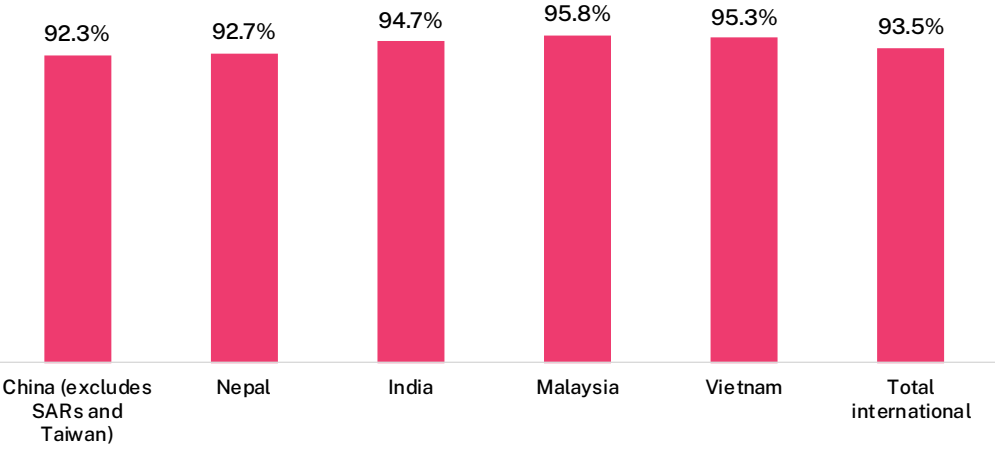
similar patterns of use of and satisfaction with agents was observed at the postgraduate coursework level¹.

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



Source: The INTAGENT_UG_ALL_1Y_E346 worksheet in the 2023 SES International Report Tables available on the QILT website.

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



Source: The INTAGENT_UG_ALL_1Y_E346 worksheet in the 2023 SES International Report Tables available on the QILT website.

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

¹ Refer to the INTAGENT_PG_ALL_1Y_E346 worksheet in the 2023 SES International Report Tables available on the QILT website.

4. Factors in deciding where to study

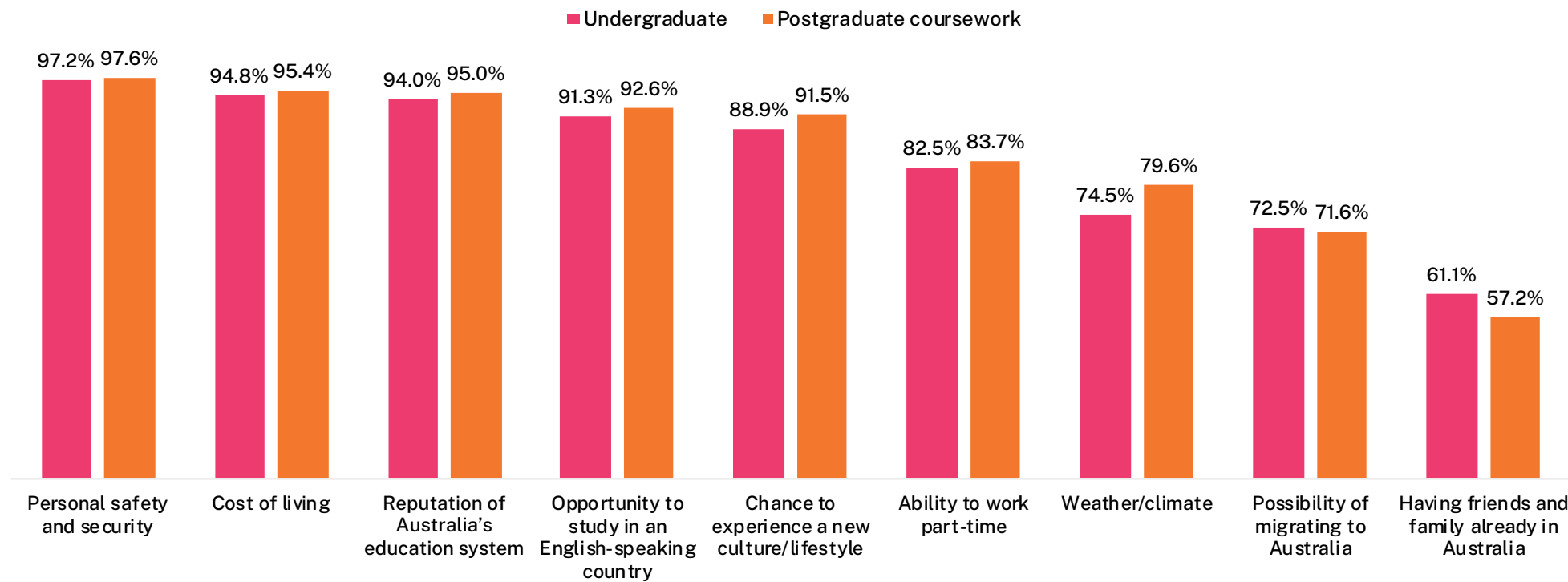
4.1 Reasons for choosing to study in Australia

International students were asked to rate how important a variety of reasons were in their decision to study in Australia, and key reasons are shown in **Figure 19**.

Personal safety and security was the top reason chosen by international students, with 97.2 per cent of undergraduates and 97.6 per cent of postgraduate coursework students rating this aspect extremely important or important.

High levels of importance were also attached to the cost of living, the reputation of Australia's education system, the opportunity to study in an English-speaking country, and the chance to experience a new culture/lifestyle.

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



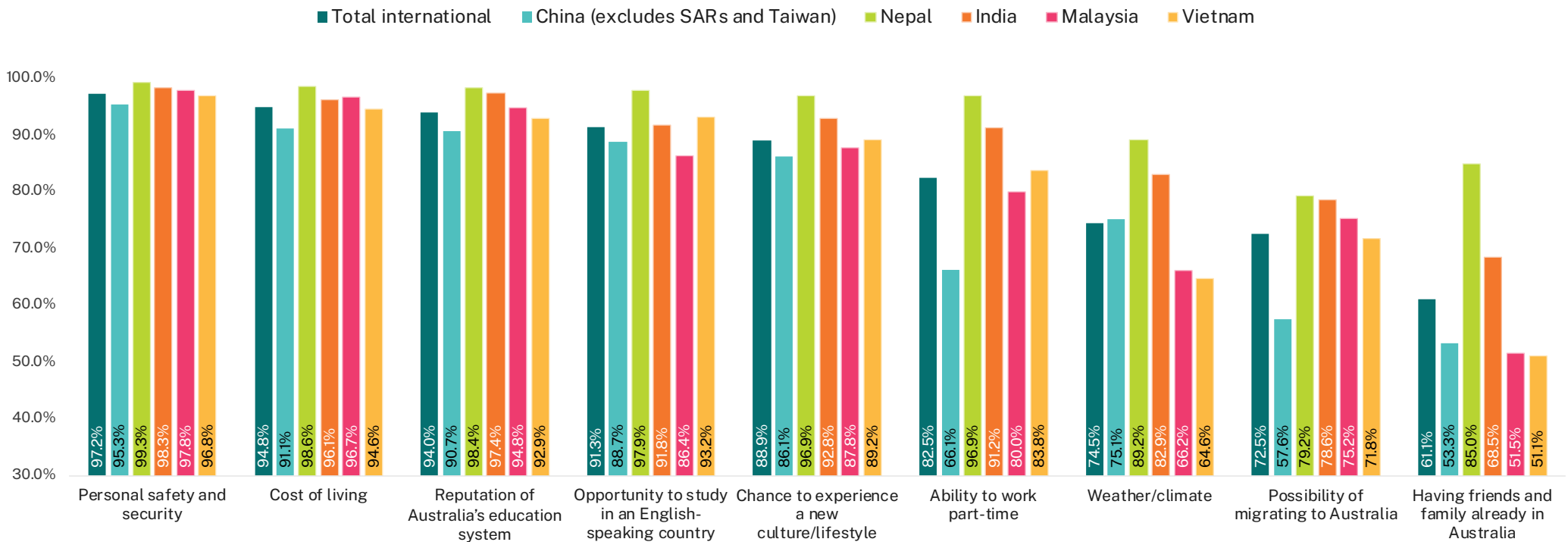
Source: The INTAUS_ALL_ALL_1Y worksheet in the 2023 SES International Report Tables available on the QILT website.

Personal safety and security was cited by undergraduate students from all five top student source countries as the most important reason in their decision to study in Australia, as shown by **Figure 20**. The importance of other reasons varied among source countries. However, the reputation of Australia's education system and cost of

living were fairly consistently rated as being important. There was wide variation in ratings among source countries in the importance placed on having family and friends in Australia, the possibility of migrating to Australia and the weather/climate. In general, Indian and Nepalese respondents tended to rate these reasons more highly than

Chinese, Vietnamese and Malaysian respondents. Chinese students placed a lot less importance on the ability to work part-time, the possibility of migration and having friends and family in Australia than students from the other top five source countries.

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



Source: The INTAUS_UG_ALL_1Y_E346 worksheet in the 2023 SES International Report Tables available on the QILT website

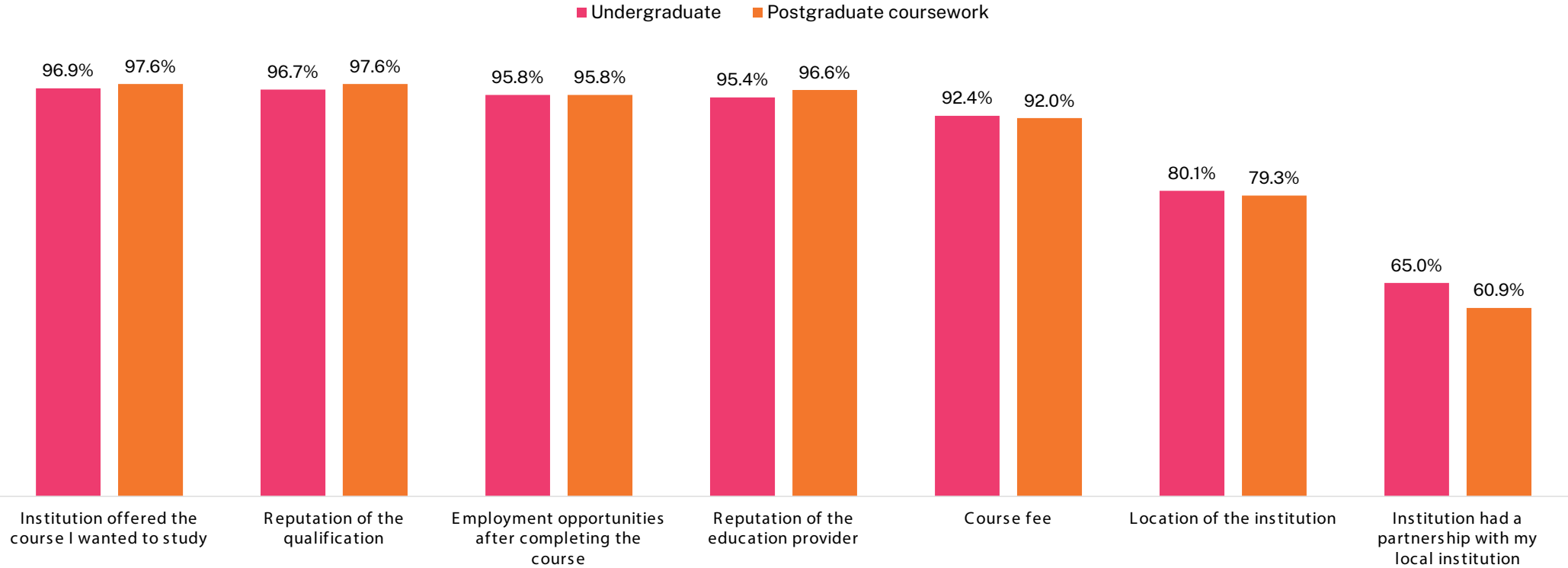
4.2 Reasons for choosing to study at current institution

International students studying in Australia were asked to rate how important a variety of reasons were in their decision to apply to their current institution. As shown in **Figure 21**, international students' most important reasons for choosing to study at their current institution included the institution offering the course the student wanted

to study, the reputation of the qualification, employment opportunities after course completion and the reputation of the education provider, all of which were rated as extremely important or important by at least 95 per cent of students at both course levels. High levels of importance were also attached to the course fee and to a lesser extent,

the location of the institution. The least important reason for choosing the institution was because the institution had a partnership with the student's local institution, which was rated important by 65 per cent of international undergraduates and 60.9 per cent of international postgraduate coursework students.

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



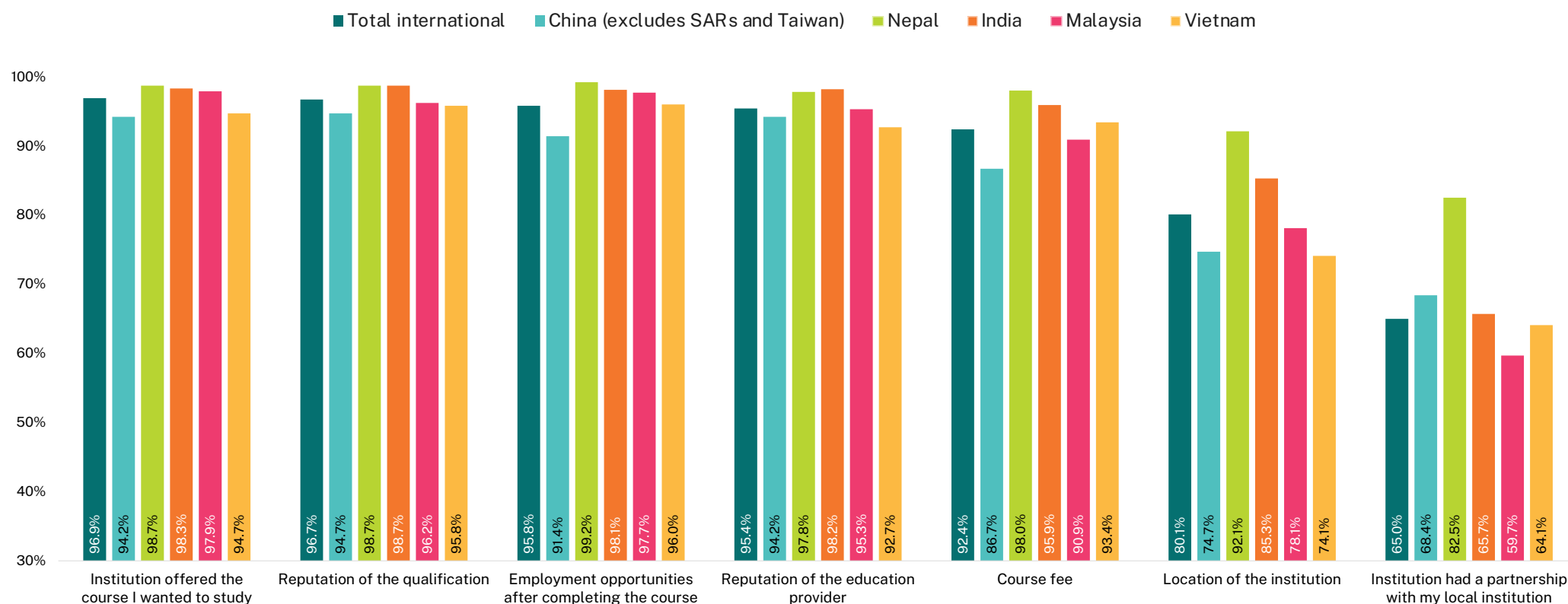
Source: The INTINST_ALL_ALL_1Y worksheet in the 2023 SES International Report Tables available on the QILT website.

Ratings of important factors when choosing an institution were fairly consistent across the top 5 source countries, in terms of the order from highest to lowest, as shown by **Figure 22**. However, like the reasons for choosing to study in Australia, Indian and Nepalese students tended

to place greater importance on each of the reasons than did students from the other source countries. Chinese undergraduates tended to place less importance on many of the factors, however, it is important to note that these lower ratings were still relatively high. For example, Chinese

undergraduates were less likely to rate employment opportunities after course completion as a reason for choosing their current institution but it was still rated important at 91.4 per cent.

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



Source: The INTINST_UG_ALL_1Y_E346 worksheet in the 2023 SES International Report Tables available on the QILT website.

5. International comparisons

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

The Quality of entire educational experience item in the SES, for example, is similar to the 'overall experience' question in the National Survey of Student Engagement (NSSE).² The NSSE collects information from first year and senior year international students in the United States of America (USA). In 2023 the survey drew responses from 239,753 students from 456 institutions in the USA, four per cent of which were international students.³ While the NSSE is only administered to a subset of institutions in the USA, it is worth noting that international students make up four per cent of the overall student body across all of the Bachelor's Degree-granting Institutions in the USA.

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

International students in Australia have historically rated their experience lower than their counterparts studying in other countries, this continues in 2023. The SES shows that in 2019, 75 per cent of international students in Australia rated their overall educational experience positively, falling to 63 per cent in 2020 with the impact of the COVID-19 pandemic, recovering to 76 per cent in 2023.

These results are lower than those recorded for international students in the USA, which were around 85 per cent in 2019 and 2020, and around 84 per cent in 2022.⁶ In the United Kingdom, ratings were at 83 per cent in 2019 before falling to 77 per cent in 2021 as a result of the pandemic and recovering to 79 per cent in 2022. In 2023, results for Wales, Northern Ireland, and Scotland were broadly similar at between 81 and 79 per cent.⁷

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

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

³ Indiana University (2023). NSSE 2023 Overview. Retrieved 22 August 2024, from <https://scholarworks.iu.edu/iuserrest/api/core/bitstreams/130f6391-7e8d-4698-a489-01f77e24dff4/content>

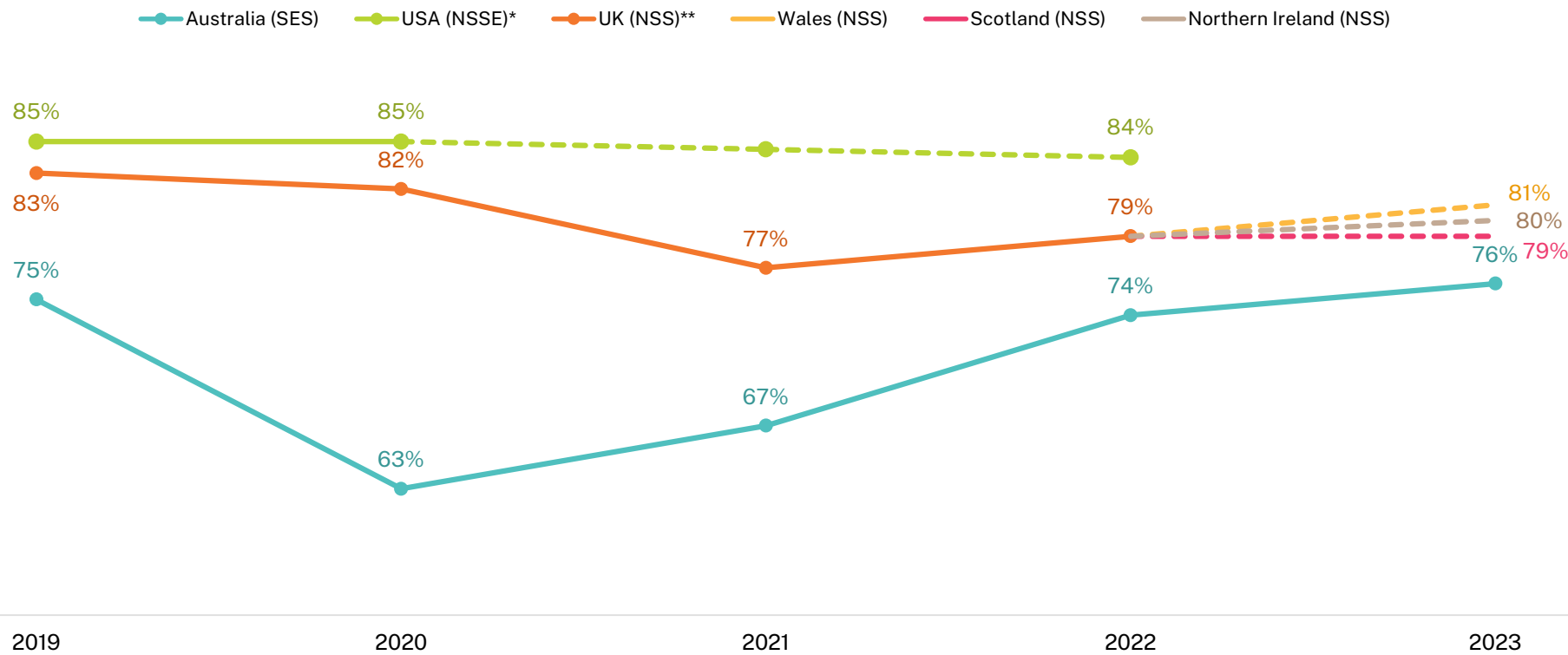
⁴ 'Overall, I am satisfied with the quality of the course.'

⁵ Office for Students (2023). Student Characteristics Data. Retrieved 22 August 2024, from <https://www.officeforstudents.org.uk/data-and-analysis/national-student-survey-data/student-characteristics-data/>

⁶ Indiana University. (2023). NSSE 2023. Retrieved 22 August 2024, from <https://nsse.indiana.edu/nsse/reports-data/report-builder/index.html>. Results for international students in 2021 and 2023 could not be retrieved.

⁷ Office for Students (2023). Student Characteristics Data. Retrieved 22 August 2024, from <https://www.officeforstudents.org.uk/data-and-analysis/national-student-survey-data/student-characteristics-data/>

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



* Data for USA are not available for 2021 and 2023.
** Data for UK are not available for 2023 as the overall satisfaction item was not administered to higher education institutions in England. Data for Scotland, Wales, and Northern Ireland are not available prior to 2023.

Appendix 1: Methodological summary

A1.1 Overview

The target population for the SES is commencing and later-year onshore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions. As introduced in 2020, the target population also included students who intended to study onshore but were offshore at the time of the survey's administration due to travel restrictions resulting from the COVID-19 pandemic.

Strata for the SES are defined based on institution, study area (45), course level (undergraduate or postgraduate coursework) and stage of studies (i.e. commencing or later year). Given a desire to report stratum-level results at a level of precision of ± 7.5 percentage points at a 90 per cent level of confidence, the SES is effectively a census of commencing and later year students, with the exception of universities offering a generalist degree, such as the University of Melbourne and University of Western Australia.

Up until 2019, the SES used a centralised approach to sampling based on Submission 1 data extracted from the Higher Education Information Management System (HEIMS). Full population templates were used in 2020 and 2021 to source the sample directly from institutions due to delays in the Tertiary Collection of Student Information (TCSI) migration. Given that most institutions were reporting to TCSI by 2022, a centralised approach was resumed, and the sample population was sourced from TCSI. For more detailed information about this process, please refer to the 2023 SES Methodological Report available on the QILT website.

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

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

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

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

A1.2 Data collection

The main online survey took place in August 2023, with a secondary collection in September-October 2023 for trimester institutions.

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

The contact strategy for the 2023 SES featured an email invitation to complete the survey, followed by nine reminder emails and up to three SMS reminders.

Refer to the 2023 SES Methodological Report for further information on target population definition, sample design, sampling processes, response rate calculation for QILT surveys, response maximisation strategies and data preparation processes.

A1.3 Response rate by institution

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

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

Institution	2022	2023
Academies Australasia Polytechnic Pty Limited	49.2	53.3
Academy of Information Technology	41.8	48.4
Adelaide Institute of Higher Education	48.4	51.3
Alphacrucis University College	30.4	26.8
Asia Pacific International College	30.4	37.9
Australia Advance Education Group Pty Ltd	25.6	29.3
Australian Academy of Music and Performing Arts	66.7	41.2
Australian Catholic University	52.0	45.7
Australian Chiropractic College Limited	100.0	100.0
Australian College of Applied Professions	46.5	55.0
Australian College of Christian Studies	100.0	66.7
Australian College of Nursing	62.1	25.0
Australian College of Theology Limited	62.0	50.0
Australian Institute of Business Pty Ltd	52.6	27.8
Australian Institute of Higher Education	33.4	36.2
Australian Institute of Management Education & Training	25.0	50.0
Australian Institute of Professional Counsellors	20.0	25.0

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

Institution	2022	2023
Australian School of Accounting		42.6
Avondale University	65.0	46.4
BBI - The Australian Institute of Theological Education	100.0	100.0
Bond University	38.7	37.2
Box Hill Institute	38.5	38.8
Central Queensland University	38.4	40.6
Charles Darwin University	37.7	40.2
Charles Sturt University	28.6	39.7
Chartered Accountants Australia and New Zealand		17.2
Chisholm Institute	28.8	37.2
Christian Heritage College	47.1	57.1
CIC Higher Education	39.8	40.4
Collarts (Australian College of the Arts)	44.4	25.9
Crown Institute of Higher Education Pty Ltd		27.8
Curtin College	46.8	40.4
Curtin University	40.5	48.0
Deakin College	35.8	34.0
Deakin University	36.2	33.9

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

Institution	2022	2023
Eastern College Australia	100.0	100.0
Edith Cowan College	48.5	49.1
Edith Cowan University	42.3	59.6
Endeavour College of Natural Health	40.9	59.5
Engineering Institute of Technology	54.1	68.1
Equals International		31.3
Excelsia College	29.9	38.2
Eynesbury College	31.0	40.0
Federation University Australia	26.6	35.6
Flinders University	37.6	35.8
Governance Institute of Australia		83.3
Griffith College	24.4	34.6
Griffith University	29.4	40.3
HEPCO The Tax Institute Higher Education	30.0	23.1
Holmes Institute	18.7	37.6
Holmesglen Institute	22.0	30.6
ICHM	42.9	48.3
Ikon Institute of Australia	44.8	49.3

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

(Continued)

Institution	2022	2023
Institute of Health & Management Pty Ltd	52.5	52.2
International College of Management, Sydney	51.5	47.8
James Cook University	38.5	51.7
Kaplan Business School	34.3	46.8
Kaplan Higher Education Pty Ltd	17.9	22.5
King's Own Institute	35.3	47.3
La Trobe College Australia	41.3	41.8
La Trobe University	34.1	37.8
LCI Melbourne	25.0	22.2
Le Cordon Bleu Australia	22.7	37.6
Leaders Institute	64.5	77.4
Lyons College		32.8
Macquarie University	33.1	42.0
Marcus Oldham College	100.0	100.0
Melbourne Institute of Technology	26.3	42.6
Melbourne Polytechnic	19.1	24.0
Monash College		27.5
Monash University	32.9	32.9

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

Institution	2022	2023
Moore Theological College	100.0	75.0
Morling College	0.0	100.0
Murdoch University	40.0	60.6
Nan Tien Institute	75.0	50.0
National Art School	50.0	33.3
Oxford Institute of Higher Education	27.5	36.4
Perth Bible College	100.0	50.0
Photography Studies College (Melbourne)	85.7	77.8
Polytechnic Institute Australia Pty Ltd	18.3	30.7
Queensland University of Technology	31.2	36.8
RMIT University	18.5	21.3
SAE Institute	14.0	45.2
Sheridan Institute of Higher Education	80.5	76.1
South Australian Institute of Business and Technology	34.3	35.0
Southern Cross Education Institute (Higher Education)		34.9
Southern Cross University	41.4	33.8
SP Jain School of Management	65.8	76.9
Stanley College	39.1	42.4

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

(Continued)

Institution	2022	2023
Stott's College	32.6	43.2
Swinburne University of Technology	40.7	37.9
Sydney College of Divinity	20.6	34.8
Sydney Institute of Business and Technology	43.0	47.9
TAFE NSW	40.4	48.8
TAFE Queensland	36.1	36.8
TAFE South Australia	38.3	39.9
The Australian College of Physical Education	25.0	33.3
The Australian Institute of Music	24.1	42.3
The Australian National University	27.5	28.4
The Cairnmillar Institute	43.8	42.9
The College of Law Limited		17.3
The Institute of Creative Arts and Technology	0.0	50.0
The JMC Academy	50.0	54.2
The University of Adelaide	40.5	37.7
The University of Melbourne	41.0	42.0
The University of Notre Dame Australia	41.7	50.4
The University of Queensland	22.9	25.0

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

(Continued)

Institution	2022	2023
The University of South Australia	38.9	39.9
The University of Sydney	25.8	20.5
The University of Western Australia	41.3	51.8
Think Education	50.0	68.8
Torrens University	53.0	60.1
Universal Business School Sydney	26.4	40.4
University of Canberra	33.9	42.3
University of Divinity	46.0	61.3
University of New England	34.3	41.7
University of New South Wales	35.0	35.6
University of Newcastle	32.4	30.8
University of Southern Queensland	43.8	45.6
University of Tasmania	35.1	38.9
University of Technology Sydney	25.3	26.9
University of the Sunshine Coast	48.8	52.7
University of Wollongong	41.6	38.7
UOW College	40.8	30.5
UTS College	31.6	40.4

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

(Continued)

Institution	2022	2023
Victoria University	36.3	38.8
VIT (Victorian Institute of Technology)	63.1	56.6
Wentworth Institute of Higher Education	43.8	46.9
Western Sydney University	39.5	30.8
Western Sydney University International College		26.9
Whitehouse Institute of Design, Australia	57.1	57.1
William Angliss Institute	23.8	25.7

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

A1.4 Data representativeness

In terms of minimising Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the SES are representative of the target population, undergraduate respondent characteristics are presented alongside population parameters in **Table 14**.

As has been the case in previous surveys in the series, it is evident that many of the characteristics of respondents in 2023 very closely match those of the target population for both international undergraduate and postgraduate coursework students, especially with respect to age, home language and disability status.

Whilst students who speak a language other than English at home are typically less likely to participate in similar surveys, for the SES, there is a surprisingly small under-representation of this group for undergraduates, with home language other than English under-represented in the responding sample by 3.1 percentage points, relative to population parameters.

The largest potential source of non-response bias is in relation to students' stage of studies, followed by students born in China (excludes SARs and Taiwan) and gender. Later year students were under-represented in the responding undergraduate sample by 6.3 percentage points. Chinese born students were under-represented in the undergraduate sample by 8.7 percentage points. There was good representation across all other source countries –Nepal, Vietnam, and Malaysia. Male students were also under-represented in the undergraduate sample by 7.1 percentage points. The under-representation of Chinese born students, later year students and males in 2023 suggests that this should be considered as an area for renewed response maximisation focus in 2024.

Younger undergraduate students were also somewhat less likely to respond, with those under 25 years of age under-represented by around 2.9 percentage points in 2023. There is a corresponding over-representation of older students, with those aged 30-39 over-represented by 1.9 percentage points.

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

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

Table 14 / **2023 International undergraduate SES response characteristics and population parameters by subgroup***

	In-scope population		SES respondents	
	n	%	n	%
Stages of studies				
Commencing	41,910	43.7	14,834	50.0
Later year*	54,053	56.3	14,860	50.0
Gender				
Male	47,342	49.4	12,551	42.3
Female	48,514	50.6	17,102	57.7
Age				
Under 25	83,800	87.5	25,091	84.6
25 to 29	8,256	8.6	2,752	9.3
30 to 39	3,373	3.5	1,611	5.4
40 and over	365	0.4	192	0.6
Country of birth				
China (excludes SARs and Taiwan)	26,533	27.6	5,606	18.9
India	12,039	12.5	3,499	11.8
Nepal	12,123	12.6	4,701	15.8
Vietnam	6,034	6.3	1,952	6.6
Malaysia	3,417	3.6	1,252	4.2

Table 14 / **2023 International undergraduate SES response characteristics and population parameters by subgroup*** (Continued)

	In-scope population		SES respondents	
	n	%	n	%
Home language				
English	24,230	25.2	8,410	28.3
Other	71,733	74.8	21,284	71.7
Disability				
Disability reported	6,695	7.0	2,557	8.6
No disability reported	89,268	93.0	27,137	91.4
Study mode[†]				
Internal / Mixed study mode	92,778	96.7	28,918	97.4
External study mode	3,142	3.3	764	2.6
Total	95,963	100.0	29,694	100.0

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

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

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

The sample also closely matched the in-scope population in terms of study area (see **Table 15**). Again, consistent with previous surveys in the series, the largest difference between achieved sample and the population parameters was observed in relation to the Business and management study area for international undergraduate students by 5.6 percentage points. Much smaller differences between the responding sample and population parameters were observed in other study areas.

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

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

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

Table 15 / 2023 International undergraduate SES student response characteristics and population parameters by study area

Study area	In-scope population		SES respondents	
	n	%	n	%
Agriculture and environmental studies	468	0.5	168	0.6
Architecture and built environment	2,948	3.0	868	2.9
Business and management	29,299	30.0	7,364	24.4
Communications	3,128	3.2	805	2.7
Computing and information systems	15,735	16.1	4,692	15.5
Creative arts	3,518	3.6	1,020	3.4
Dentistry	338	0.3	117	0.4
Engineering	7,260	7.4	2,061	6.8
Health services and support	3,225	3.3	1,232	4.1
Humanities, culture and social sciences	5,383	5.5	1,454	4.8
Law and paralegal studies	572	0.6	181	0.6
Medicine	850	0.9	300	1.0
Nursing	8,151	8.3	3,504	11.6
Pharmacy	822	0.8	296	1.0
Psychology	1,336	1.4	547	1.8
Rehabilitation	776	0.8	285	0.9

Table 15 / **2023 International undergraduate SES student response characteristics and population parameters by study area** (Continued)

Study area	In-scope population		SES respondents	
	n	%	n	%
Science and mathematics	6,761	6.9	2,342	7.8
Social work	3,679	3.8	1,582	5.2
Teacher education	2,716	2.8	1,138	3.8
Tourism, hospitality, personal services, sport and recreation	473	0.5	148	0.5
Veterinary science	238	0.2	106	0.4
Total	97,676	100.0	30,210	100.0

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

	In-scope population		SES respondents	
	n	%	n	%
Australian Catholic University	1,775	1.8	761	2.6
Avondale University	26	0.0	11	0.0
Bond University	298	0.3	95	0.3
Central Queensland University	443	0.5	126	0.4
Charles Darwin University	567	0.6	189	0.6
Charles Sturt University	185	0.2	69	0.2
Curtin University	1,741	1.8	597	2.0
Deakin University	1,747	1.8	534	1.8
Edith Cowan University	1,418	1.5	558	1.9
Federation University Australia	1,131	1.2	313	1.1
Flinders University	1,213	1.3	368	1.2
Griffith University	2,571	2.7	827	2.8
James Cook University	628	0.7	255	0.9
La Trobe University	1,608	1.7	434	1.5
Macquarie University	2,579	2.7	944	3.2
Monash University	8,869	9.2	2,454	8.3

Table 16 / **International undergraduate student population parameters and response characteristics by university, 2023** (Continued)

	In-scope population		SES respondents	
	n	%	n	%
Murdoch University	754	0.8	288	1.0
Queensland University of Technology	2,008	2.1	661	2.2
RMIT University	5,690	5.9	990	3.3
Southern Cross University	498	0.5	149	0.5
Swinburne University of Technology	2,325	2.4	775	2.6
The Australian National University	926	1.0	274	0.9
The University of Adelaide	1,281	1.3	417	1.4
The University of Melbourne	2,625	2.7	934	3.1
The University of Notre Dame Australia	176	0.2	77	0.3
The University of Queensland	4,605	4.8	1,054	3.5
The University of South Australia	1,994	2.1	665	2.2
The University of Sydney	6,154	6.4	1,157	3.9
The University of Western Australia	1,512	1.6	655	2.2
Torrens University	900	0.9	471	1.6
University of Canberra	1,089	1.1	355	1.2
University of Divinity	30	0.0	20	0.1

Table 16 / **International undergraduate student population parameters and response characteristics by university, 2023** (Continued)

	In-scope population		SES respondents	
	n	%	n	%
University of New England	136	0.1	62	0.2
University of New South Wales	6,166	6.4	1,917	6.5
University of Newcastle	1,088	1.1	265	0.9
University of Southern Queensland	494	0.5	179	0.6
University of Tasmania	680	0.7	226	0.8
University of Technology Sydney	2,883	3.0	633	2.1
University of the Sunshine Coast	360	0.4	179	0.6
University of Wollongong	1,134	1.2	329	1.1
Victoria University	1,404	1.5	545	1.8
Western Sydney University	1,737	1.8	396	1.3
All Universities	75,448	78.6	22,208	74.8

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

	In-scope population		SES respondents	
	n	%	n	%
Academies Australasia Polytechnic Pty Limited	284	0.3	136	0.5
Academy of Information Technology	208	0.2	90	0.3
Australian College of Applied Professions	154	0.2	83	0.3
Adelaide Institute of Higher Education	19	0.0	8	0.0
Alphacrucis University College	126	0.1	24	0.1
Asia Pacific International College	357	0.4	116	0.4
Australasian College of Health and Wellness	<5	0.0	0	0.0
Australia Advance Education Group Pty Ltd	124	0.1	28	0.1
Australian Academy of Music and Performing Arts	13	0.0	5	0.0
Australian Chiropractic College Limited	<5	0.0	<5	0.0
Australian College of Christian Studies	9	0.0	6	0.0
Australian College of Theology Limited	20	0.0	11	0.0
Australian Institute of Higher Education	622	0.6	201	0.7
Australian Institute of Professional Counsellors	<5	0.0	0	0.0
Australian School of Accounting	135	0.1	55	0.2
Box Hill Institute	113	0.1	40	0.1

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

	In-scope population		SES respondents	
	n	%	n	%
Chisholm Institute	81	0.1	29	0.1
Christian Heritage College	11	0.0	<5	0.0
CIC Higher Education	90	0.1	27	0.1
Collarts (Australian College of the Arts)	30	0.0	7	0.0
Curtin College	448	0.5	156	0.5
Crown Institute of Higher Education Pty Ltd	1,222	1.3	310	1.0
Deakin College	319	0.3	104	0.4
Edith Cowan College	643	0.7	258	0.9
Endeavour College of Natural Health	47	0.0	25	0.1
Engineering Institute of Technology	68	0.1	39	0.1
Equals International	121	0.1	36	0.1
Excelsia College	760	0.8	260	0.9
Eynesbury College	86	0.1	32	0.1
Griffith College	399	0.4	124	0.4
Holmes Institute	250	0.3	60	0.2
Holmesglen Institute	381	0.4	109	0.4

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

	In-scope population		SES respondents	
	n	%	n	%
Ikon Institute of Australia	369	0.4	170	0.6
Institute of Health & Management Pty Ltd	15	0.0	5	0.0
ICHM	73	0.1	23	0.1
International College of Management, Sydney	170	0.2	48	0.2
Jazz Music Institute	<5	0.0	0	0.0
Kaplan Business School	973	1.0	355	1.2
King's Own Institute	1,241	1.3	467	1.6
La Trobe College Australia	442	0.5	175	0.6
LCI Melbourne	10	0.0	<5	0.0
Le Cordon Bleu Australia	75	0.1	21	0.1
Leaders Institute	54	0.1	42	0.1
Lyons College	66	0.1	19	0.1
The Institute of Creative Arts and Technology	54	0.1	25	0.1
Marcus Oldham College	<5	0.0	<5	0.0
Melbourne Institute of Technology	1,065	1.1	399	1.3
Melbourne Polytechnic	573	0.6	124	0.4
Monash College	689	0.7	182	0.6

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

	In-scope population		SES respondents	
	n	%	n	%
Moore Theological College	14	0.0	9	0.0
National Art School	<5	0.0	<5	0.0
Oxford Institute of Higher Education	65	0.1	14	0.0
Perth Bible College	<5	0.0	<5	0.0
Photography Studies College (Melbourne)	8	0.0	6	0.0
Polytechnic Institute Australia Pty Ltd	178	0.2	33	0.1
SAE Institute	185	0.2	74	0.2
Sheridan Institute of Higher Education	45	0.0	33	0.1
Southern Cross Education Institute (Higher Education)	183	0.2	71	0.2
South Australian Institute of Business and Technology	311	0.3	103	0.3
SP Jain School of Management	247	0.3	177	0.6
Stanley College	218	0.2	86	0.3
Stott's College	2,539	2.6	1,071	3.6
Sydney College of Divinity	64	0.1	21	0.1
Sydney Institute of Business and Technology	74	0.1	35	0.1
TAFE NSW	914	1.0	412	1.4
TAFE Queensland	133	0.1	46	0.2

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

	In-scope population		SES respondents	
	n	%	n	%
TAFE South Australia	153	0.2	55	0.2
The Australian College of Physical Education	6	0.0	<5	0.0
The Australian Institute of Music	79	0.1	33	0.1
The Cairnmillar Institute	<5	0.0	<5	0.0
The JMC Academy	181	0.2	86	0.3
Think Education	17	0.0	11	0.0
Universal Business School Sydney	136	0.1	31	0.1
UOW College	202	0.2	53	0.2
UTS College	348	0.4	135	0.5
VIT (Victorian Institute of Technology)	255	0.3	128	0.4
Wentworth Institute of Higher Education	536	0.6	217	0.7
Western Sydney University International College	113	0.1	29	0.1
Whitehouse Institute of Design, Australia	7	0.0	<5	0.0
William Angliss Institute	280	0.3	62	0.2
All NUHEIs	20,515	21.4	7,486	25.2

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

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Australian Catholic University	14,197	88.9	1,775	11.1	5,323	87.5	761	12.5
Avondale University	356	93.2	26	6.8	148	93.1	11	6.9
Bond University	1,781	85.7	298	14.3	509	84.3	95	15.7
Central Queensland University	6,282	93.4	443	6.6	2,771	95.7	126	4.3
Charles Darwin University	3,473	86.0	567	14.0	1,333	87.6	189	12.4
Charles Sturt University	9,684	98.1	185	1.9	3,669	98.2	69	1.8
Curtin University	14,161	89.1	1,741	10.9	4,608	88.5	597	11.5
Deakin University	12,775	88.0	1,747	12.0	4,319	89.0	534	11.0
Edith Cowan University	9,306	86.8	1,418	13.2	3,950	87.6	558	12.4
Federation University Australia	3,987	77.9	1,131	22.1	1,487	82.6	313	17.4
Flinders University	7,815	86.6	1,213	13.4	2,578	87.5	368	12.5
Griffith University	17,221	87.0	2,571	13.0	5,803	87.5	827	12.5
James Cook University	4,873	88.6	628	11.4	1,807	87.6	255	12.4
La Trobe University	13,179	89.1	1,608	10.9	4,608	91.4	434	8.6
Macquarie University	15,802	86.0	2,579	14.0	5,437	85.2	944	14.8
Monash University	21,877	71.2	8,869	28.8	7,303	74.8	2,454	25.2

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

(Continued)

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Murdoch University	3,934	83.9	754	16.1	1,299	81.9	288	18.1
Queensland University of Technology	15,245	88.4	2,008	11.6	5,212	88.7	661	11.3
RMIT University	16,722	74.6	5,690	25.4	3,727	79.0	990	21.0
Southern Cross University	4,056	89.1	498	10.9	1,534	91.1	149	8.9
Swinburne University of Technology	12,890	84.7	2,325	15.3	4,521	85.4	775	14.6
The Australian National University	4,571	83.2	926	16.8	1,658	85.8	274	14.2
The University of Adelaide	5,977	82.4	1,281	17.6	2,224	84.2	417	15.8
The University of Melbourne	6,707	71.9	2,625	28.1	2,801	75.0	934	25.0
The University of Notre Dame Australia	4,043	95.8	176	4.2	1,666	95.6	77	4.4
The University of Queensland	12,693	73.4	4,605	26.6	4,262	80.2	1,054	19.8
The University of South Australia	11,205	84.9	1,994	15.1	3,750	84.9	665	15.1
The University of Sydney	10,741	63.6	6,154	36.4	3,629	75.8	1,157	24.2
The University of Western Australia	7,724	83.5	1,512	16.4	3,439	83.9	655	16.0
Torrens University	2,568	74.0	900	26.0	1,113	70.3	471	29.7
University of Canberra	5,128	82.5	1,089	17.5	1,852	83.9	355	16.1
University of Divinity	228	88.4	30	11.6	98	83.1	20	16.9

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

(Continued)

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
University of New England	2,975	95.6	136	4.4	1,117	94.7	62	5.3
University of New South Wales	17,305	73.7	6,166	26.3	5,606	74.5	1,917	25.5
University of Newcastle	10,163	90.3	1,088	9.7	2,861	91.5	265	8.5
University of Southern Queensland	4,852	90.8	494	9.2	1,949	91.6	179	8.4
University of Tasmania	6,828	90.9	680	9.1	3,063	93.1	226	6.9
University of Technology Sydney	16,264	84.9	2,883	15.1	4,356	87.3	633	12.7
University of the Sunshine Coast	4,833	93.1	360	6.9	2,149	92.3	179	7.7
University of Wollongong	7,573	87.0	1,134	13.0	2,323	87.6	329	12.4
Victoria University	4,543	76.4	1,404	23.6	1,715	75.9	545	24.1
Western Sydney University	13,645	88.7	1,737	11.3	3,183	88.9	396	11.1
All Universities	370,182	83.1	75,448	16.9	126,760	85.1	22,208	14.9

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

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Academies Australasia Polytechnic Pty Limited	<5	0.4	284	99.6	0	0.0	136	100.0
Academy of Information Technology	376	64.4	208	35.6	160	64.0	90	36.0
Australian College of Applied Professions	1,998	92.8	154	7.2	744	90.0	83	10.0
Adelaide Central School of Art	192	100.0	0	0.0	108	100.0	0	0.0
Adelaide Institute of Higher Education	<5	9.5	19	90.5	<5	11.1	8	88.9
Alphacrucis University College	1,034	89.1	126	10.9	352	93.6	24	6.4
Asia Pacific International College	0	0.0	357	100.0	0	0.0	116	100.0
Australasian College of Health and Wellness	422	99.8	<5	0.2	120	100.0	0	0.0
Australia Advance Education Group Pty Ltd	0	0.0	124	100.0	0	0.0	28	100.0
Australian Academy of Music and Performing Arts	86	86.9	13	13.1	31	86.1	5	13.9
Australian Chiropractic College Limited	105	96.3	<5	3.7	51	92.7	<5	7.3
Australian College of Christian Studies	63	87.5	9	12.5	30	83.3	6	16.7
Australian College of Theology Limited	786	97.5	20	2.5	338	96.8	11	3.2
Australian Institute of Higher Education	0	0.0	622	100.0	0	0.0	201	100.0

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

(Continued)

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Australian Institute of Professional Counsellors	366	99.7	<5	0.3	113	100.0	0	0.0
Australian School of Accounting	0	0.0	135	100.0	0	0.0	55	100.0
Box Hill Institute	248	68.7	113	31.3	88	68.8	40	31.3
Campion College Australia	98	100.0	0	0.0	52	100.0	0	0.0
Chisholm Institute	67	45.3	81	54.7	23	44.2	29	55.8
Christian Heritage College	294	96.4	11	3.6	102	96.2	<5	3.8
CIC Higher Education	0	0.0	90	100.0	0	0.0	27	100.0
Collarts (Australian College of the Arts)	1,273	97.7	30	2.3	415	98.3	7	1.7
Curtin College	320	41.7	448	58.3	79	33.6	156	66.4
Crown Institute of Higher Education Pty Ltd	0	0.0	1,222	100.0	0	0.0	310	100.0
Deakin College	558	63.6	319	36.4	172	62.3	104	37.7
Eastern College Australia	34	100.0	0	0.0	9	100.0	0	0.0
Edith Cowan College	91	12.4	643	87.6	20	7.2	258	92.8
Endeavour College of Natural Health	2,555	98.2	47	1.8	985	97.5	25	2.5
Engineering Institute of Technology	171	71.5	68	28.5	70	64.2	39	35.8

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

(Continued)

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Equals International	0	0.0	121	100.0	0	0.0	36	100.0
Excelsia College	54	6.6	760	93.4	19	6.8	260	93.2
Eynesbury College	0	0.0	86	100.0	0	0.0	32	100.0
Griffith College	587	59.5	399	40.5	186	60.0	124	40.0
Holmes Institute	14	4.9	250	87.7	6	8.0	60	80.0
Holmesglen Institute	414	52.1	381	47.9	104	48.8	109	51.2
Ikon Institute of Australia	429	53.8	369	46.2	193	53.2	170	46.8
Institute of Health & Management Pty Ltd	0	0.0	15	100.0	0	0.0	5	100.0
ICHM	25	25.5	73	74.5	9	28.1	23	71.9
International College of Management, Sydney	459	73.0	170	27.0	133	73.5	48	26.5
ISN Psychology Pty Ltd	79	100.0	0	0.0	29	100.0	0	0.0
Jazz Music Institute	63	98.4	<5	1.6	20	100.0	0	0.0
Kaplan Business School	5	0.5	973	99.5	0	0.0	355	100.0
King's Own Institute	<5	0.1	1,241	99.9	<5	0.2	467	99.8
La Trobe College Australia	272	38.1	442	61.9	92	34.5	175	65.5

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

(Continued)

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
LCI Melbourne	112	91.8	10	8.2	46	95.8	<5	4.2
Le Cordon Bleu Australia	6	7.4	75	92.6	<5	8.7	21	91.3
Leaders Institute	<5	1.8	54	98.2	<5	2.3	42	97.7
Lyons College	0	0.0	66	100.0	0	0.0	19	100.0
The Institute of Creative Arts and Technology	246	82.0	54	18.0	88	77.9	25	22.1
Marcus Oldham College	160	99.4	<5	0.6	120	99.2	<5	0.8
Melbourne Institute of Technology	106	9.1	1,065	90.9	28	6.6	399	93.4
Melbourne Polytechnic	211	26.9	573	73.1	62	33.3	124	66.7
Monash College	70	9.2	689	90.8	27	12.9	182	87.1
Moore Theological College	329	95.9	14	4.1	157	94.6	9	5.4
National Art School	505	99.0	<5	0.6	207	99.0	<5	0.5
Oxford Institute of Higher Education	<5	1.5	65	98.5	<5	6.7	14	93.3
Perth Bible College	42	97.7	<5	2.3	18	94.7	<5	5.3
Photography Studies College (Melbourne)	88	91.7	8	8.3	39	86.7	6	13.3
Polytechnic Institute Australia Pty Ltd	0	0.0	178	100.0	0	0.0	33	100.0
SAE Institute	2,616	93.4	185	6.6	828	91.8	74	8.2

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

(Continued)

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
Sheridan Institute of Higher Education	6	11.8	45	88.2	6	15.4	33	84.6
Southern Cross Education Institute (Higher Education)	0	0.0	183	94.8	0	0.0	71	97.3
South Australian Institute of Business and Technology	88	22.1	311	77.9	35	25.4	103	74.6
SP Jain School of Management	0	0.0	247	100.0	0	0.0	177	100.0
Stanley College	<5	0.5	218	99.5	0	0.0	86	100.0
Stott's College	6	0.2	2,539	99.8	5	0.5	1,071	99.5
Sydney College of Divinity	597	90.3	64	9.7	154	88.0	21	12.0
Sydney Institute of Business and Technology	29	28.2	74	71.8	21	37.5	35	62.5
Tabor College of Higher Education	348	100.0	0	0.0	138	100.0	0	0.0
TAFE NSW	826	47.5	914	52.5	301	42.2	412	57.8
TAFE Queensland	143	51.8	133	48.2	25	35.2	46	64.8
TAFE South Australia	40	20.7	153	79.3	11	16.7	55	83.3
The Australian College of Physical Education	665	99.1	6	0.9	191	99.0	<5	1.0
The Australian Institute of Music	394	83.3	79	16.7	175	84.1	33	15.9

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

(Continued)

	In-scope population				SES respondents			
	Domestic		International		Domestic		International	
	n	%	n	%	n	%	n	%
The Cairnmillar Institute	8	72.7	<5	27.3	5	71.4	<5	28.6
The JMC Academy	1,952	91.0	181	8.4	717	88.7	86	10.6
Think Education	56	76.7	17	23.3	26	70.3	11	29.7
Universal Business School Sydney	<5	0.7	136	97.8	0	0.0	31	100.0
UOW College	0	0.0	202	100.0	0	0.0	53	100.0
UTS College	634	64.6	348	35.4	185	57.8	135	42.2
VIT (Victorian Institute of Technology)	0	0.0	255	100.0	0	0.0	128	100.0
Wentworth Institute of Higher Education	0	0.0	536	100.0	0	0.0	217	100.0
Western Sydney University International College	5	4.2	113	95.8	<5	6.5	29	93.5
Whitehouse Institute of Design, Australia	247	97.2	7	2.8	128	97.0	<5	3.0
William Angliss Institute	108	27.8	280	72.2	40	39.2	62	60.8
All NUHEIs	24,189	54.1	20,515	45.8	8,644	53.5	7,486	46.4

A1.5 Precision of national estimates

As the 2023 SES data constituted a representative sample of the in-scope student population, it is reasonable to use statistical methods to analyse the achieved sample to make inferences about the population. To gauge the variability of the estimated results due to sampling variation,

Table 20 and **Table 21** present student ratings of the Quality of entire educational experience and the Quality of teaching items by subgroup and study area, respectively, with 90 per cent confidence intervals around the point estimates. These confidence intervals have been calculated as 1.645 times the standard error. Given that the number of responses constitutes more than 10 per cent of the student population, standard errors have been adjusted by a finite population correction. This correction reduces the size of the confidence intervals surrounding the estimates. The calculation of these confidence intervals is detailed in **Appendix 5**.

As expected in a large national sample, the confidence intervals are generally narrow. At a national level for international undergraduate students, for example, the 90 per cent confidence interval is around 0.7 percentage points for the Quality of entire educational experience and 0.6 percentage points for the Quality of teaching (see bottom row of **Table 20** and **Table 21**).

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

Similarly, undergraduate confidence intervals tend to be wider when responses are broken down into the 21 study areas (see **Table 21**). The study areas with the smallest populations and widest confidence intervals were Dentistry, Tourism, hospitality, personal services, sport and recreation, Law and paralegal studies, Veterinary Science and Agriculture and environmental studies, with widths ranging from 11.5 to 7.9 percentage points observed in relation to the Quality of entire educational experience.

It is important to note that greater variability would likely be observed if this same exercise was performed on the data of a single institution. Notwithstanding this point, the analysis presented in **Table 20** and **Table 21** suggests that at sector wide level, the estimates presented in this report are likely to be close to the true values.

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

Table 20 / **Percentage positive ratings, international undergraduates by student sub-group, 2023**
(with 90% confidence intervals)

	Quality of entire educational experience	Quality of teaching
Stages of studies		
Commencing	78.6 (78.1, 79.0)	80.4 (80.0, 80.8)
Later year*	73.0 (72.5, 73.5)	75.0 (74.5, 75.5)
Gender		
Male	73.7 (73.2, 74.3)	75.6 (75.1, 76.2)
Female	77.3 (76.9, 77.7)	79.2 (78.8, 79.7)
Age		
Under 25	75.4 (75.0, 75.7)	77.5 (77.1, 77.8)
25 to 29	76.4 (75.3, 77.5)	77.2 (76.1, 78.3)
30 to 39	80.7 (79.4, 81.8)	81.4 (80.2, 82.5)
40 and over	80.7 (77.1, 83.5)	81.5 (77.8, 84.3)
Home language		
English	72.9 (72.0, 73.8)	76.9 (76.1, 77.8)
Other	80.5 (79.6, 81.4)	81.6 (80.7, 82.5)

Table 20 / **Percentage positive ratings, international undergraduates by student sub-group, 2023** (Continued)
(with 90% confidence intervals)

	Quality of entire educational experience	Quality of teaching
Country of birth		
China (excludes SARs and Taiwan)	78.1 (77.3, 78.8)	78.8 (78.0, 79.6)
India	72.1 (70.7, 73.4)	75.8 (74.4, 77.0)
Nepal	74.9 (73.2, 76.4)	75.7 (74.0, 77.2)
Vietnam	76.0 (75.4, 76.6)	78.0 (77.4, 78.6)
Malaysia	75.7 (75.3, 76.1)	77.6 (77.2, 78.0)
Disability		
Disability reported	76.4 (75.3, 77.5)	79.2 (78.1, 80.2)
No disability reported	75.7 (75.4, 76.1)	77.6 (77.2, 77.9)
Study mode[†]		
Internal / Mixed study mode	75.8 (75.4, 76.1)	77.6 (77.3, 77.9)
External study mode	76.9 (74.7, 79.0)	81.7 (79.6, 83.6)
Total	75.8 (75.4, 76.1)	77.7 (77.4, 78.0)

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

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

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

	Quality of entire educational experience	Quality of teaching
Agriculture and environmental studies	81.4 (77.0, 84.9)	84.4 (80.2, 87.6)
Architecture and built environment	71.1 (68.9, 73.2)	74.5 (72.4, 76.5)
Business and management	77.4 (76.7, 78.1)	80.2 (79.5, 80.8)
Communications	76.8 (74.6, 78.8)	80.2 (78.1, 82.1)
Computing and information systems	71.0 (70.0, 71.9)	71.8 (70.9, 72.7)
Creative arts	75.6 (73.7, 77.4)	79.9 (78.1, 81.6)
Dentistry	65.8 (59.7, 71.2)	66.7 (60.5, 72.0)
Engineering	71.8 (70.4, 73.2)	73.7 (72.3, 75.0)
Health services and support	79.1 (77.5, 80.5)	81.0 (79.5, 82.4)
Humanities, culture and social sciences	74.2 (72.5, 75.8)	78.9 (77.3, 80.4)
Law and paralegal studies	72.4 (67.5, 76.5)	77.2 (72.6, 81.1)
Medicine	73.7 (70.1, 76.8)	68.9 (65.2, 72.3)
Nursing	80.9 (80.1, 81.7)	80.7 (79.8, 81.5)
Pharmacy	74.6 (71.0, 77.7)	75.1 (71.5, 78.2)
Psychology	73.7 (71.2, 75.9)	78.7 (76.4, 80.8)
Rehabilitation	74.0 (70.4, 77.2)	71.1 (67.4, 74.4)

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

(Continued)

	Quality of entire educational experience	Quality of teaching
Science and mathematics	74.2 (72.9, 75.4)	76.9 (75.7, 78.1)
Social work	78.6 (77.3, 79.9)	80.1 (78.8, 81.3)
Teacher education	78.4 (76.8, 79.8)	78.5 (76.9, 79.9)
Tourism, hospitality, personal services, sport and recreation	85.7 (81.1, 89.0)	87.7 (83.2, 90.8)
Veterinary science	84.0 (78.7, 87.5)	81.1 (75.7, 85.0)
Total	75.8 (75.4, 76.1)	77.7 (77.4, 78.0)

Appendix 2: Review of the SES

In 2022, the Australian Council for Educational Research, in collaboration with the Social Research Centre, was commissioned by the Australian Government Department of Education to review the SES instrument to determine

whether it was still appropriate for measuring the experience of higher education students and meeting the needs of data users. Following this review, recommendations were made to improve the instrument,

resulting in a number of changes being made to the 2023 SES. These changes are outlined in detail below. A complete item summary of the 2023 SES is available in **Appendix 2, Section 2.1 Core instrument.**

A2.1 Changes to the SES instrument

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

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

A2.1.1 Peer Engagement focus area – previously known as Learner Engagement

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

OPPLOC (*At your institution during 2022, to what extent have you been given opportunities to interact with local students?*) and FEELPREP (*At your institution during 2022, to what extent have you felt prepared for your study?*) were

removed from the 2023 SES instrument. Analysis from the review found OPPLOC was mostly relevant to international students only and FEELPREP was more closely associated with items in the Student Support focus area.

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

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

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

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

A2.1.2 Student Support and Services focus area – previously known as Student Support

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

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

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

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

Variable	Question	Response options
SUPPSERV	How helpful have you found the following supports and services provided by your institution during 2023?	1. Not at all helpful
	(STATEMENTS)	2. A little helpful
SUP_ENROL	a) enrolment processes and support	3. Somewhat helpful
SUP_INDUCT	b) induction/orientation activities	4. Quite helpful
SUP_LMS	c) online learning platform (i.e. Learning Management System)	5. Very helpful
SUP_CARDEV	d) career development services (including employability skill development, careers advice and planning)	97. Not applicable
SUP_STUDY	e) study or learning support services	
SUP_HEALTH SUP_	f) counsellors and/or health services	
FINLEG	g) financial and/or legal advisors	

A2.1.3 Teaching Quality and Engagement focus area – previously known as Teaching Quality

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

A2.1.4 Learning Resources

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

A2.1.5 Study mode

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

data for students. Throughout the consultation process of the review, it was apparent that there was a need for more accurate data related to students' mode of study. A set of items was developed for the 2023 SES that could be used to derive mode of study outcomes for students. The aim of these three multi-layer questions is to derive five modes of study: on-campus, blended – less than half

online, hybrid – half or more online, all online – with some or all synchronous and all online – asynchronous. To provide additional context to data users, an additional item related to the proportion of students' course time spent on work-integrated learning was also added to the 2023 SES. It is expected that this data will provide additional nuance when analysing results.

Table 24 / **New study mode questions**

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

A2.1.6 Considered leaving

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

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

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

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

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

Old response options		New response options	
Variable	Label	Variable	Label
chaexch	Academic exchange	chbored	Boredom/lack of interest
chasupp	Academic support	chcommu	Commuting difficulties
chadsup	Administrative support	chreput_rev	Concerns about my institution's reputation
chbored	Boredom/lack of interest	chexpec_rev	<course> expectations not met
chpros	Career prospects	chwrkld_rev	Difficulty with study workload
chdirec	Change of direction	chfamily_rev	Family caring responsibilities
chcommu	Commuting difficulties	chfdiff	Financial difficulties
chfees	Difficulty paying fees	chgapyr	Gap year/deferral
chwrkld	Difficulty with workload	chasupp_rev	Lack of academic support
chexpec	Expectations not met	chadsup_rev	Lack of administrative support
chfamily	Family responsibilities	chpros_rev	Lack of career prospects
chfdiff	Financial difficulties	chconn	Lack of connection to my institution
chgapyr	Gap year/deferral	chtech	Limited access to technology
chgvts	Government assistance	chgrade	Low or failing grades
chgradu	Graduating	chmove	Moving residence
chhealt	Health or stress	chothinst	Moving to another institution

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

(Continued)

Old response options		New response options	
Variable	Label	Variable	Label
chreput	Institution reputation	chcrsdiff	My <course> is too difficult
chmove	Moving residence	cheng	My English language skills
chbreak	Need a break	chmhlth	My mental health
chpwork	Need to do paid work	chphlth	My physical health
chopp	Other opportunities	chstress	My stress levels
chwrkrp	Paid work responsibilities	chwrkrp	Paid work responsibilities
chprsnl	Personal reasons	chqacrn	Quality concerns
chqacrn	Quality concerns	chsocrn	Social reasons
chothof	Received other offer from another university or higher education institution	chblnce	Study/life balance
chsocrn	Social reasons	chjoboff	To pursue a career or job offer
chshgstd	Standards too high	chtravl_rev	To travel
chblnce	Study/life balance	chother	Other reasons (please specify)
chtravl	Travel or tourism		
chother	Other reasons (please specify)		

A2.1.7 Retired items

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

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

Item	Question stem	Response options
ADMININTRO SETTLE EFFENROL FEELPREP INDUCT	At your institution during <SURVEYYEAR>, to what extent have you... (STATEMENTS) A2.1.8 Received support from your institution to settle into study? A2.1.9 Experienced efficient enrolment and admissions processes? A2.1.10 Felt prepared for your study? A2.1.11 Felt induction/orientation activities were relevant and helpful?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much 6. Not applicable
OPPLOC	At your institution during <SURVEYYEAR>, to what extent have you been given opportunities to interact with local students?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much 6. Not applicable
QLLMS / QLLMSB	Thinking of this year, overall how would you rate the following learning resources provided for your <FINALCOURSEA> / <FINALCOURSEB> <course>...? (STATEMENT) h) Online Learning Platform (i.e. Learning Management System, <INSTLMS_TXT>)	1. Poor 2. Fair 3. Good 4. Excellent 5. Not applicable

Table 26 / Summary of items removed from the 2023 SES

(Continued)

Item	Question stem	Response options
CARINTRO	During <SURVEYYEAR>, to what extent have you found careers advisors to be... a) Available? b) Helpful?	1. Had no contact 2. Not at all 3. Very little 4. Some 5. Quite a bit 6. Very much
ADMINTRO	During <SURVEYYEAR>, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be... a) Available? b) Helpful?	1. Had no contact 2. Not at all 3. Very little 4. Some 5. Quite a bit 6. Very much
ACDINTRO	During <SURVEYYEAR>, to what extent have you found academic or learning advisors to be... a) Available? b) Helpful?	1. Had no contact 2. Not at all 3. Very little 4. Some 5. Quite a bit 6. Very much
SUPINTRO	During <SURVEYYEAR>, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be... a) Available? b) Helpful?	1. Had no contact 2. Not at all 3. Very little 4. Some 5. Quite a bit 6. Very much

Table 26 / Summary of items removed from the 2023 SES

(Continued)

Item	Question stem	Response options
SERVINTRO	At your institution during <SURVEYYEAR>, to what extent have you... a) Been offered support relevant to your circumstances? b) Received appropriate English language skill support?	1. Not at all 2. Very little 3. Some 4. Quite a bit 5. Very much 6. Not applicable
CAMPUSR	Where has your study been mainly based in <SURVEYYEAR>?	1. On one campus 2. On two or more campuses 3. Mix of external, distance and on-campus 4. External/Distance
ONLINEA / ONLINEB	Thinking about your <FINALCOURSEA / FINALCOURSEB> <course>, how much of your study do you do online?	1. None 2. About a quarter 3. About half 4. All or nearly all
GRADEA / GRADEB	Thinking about your <FINALCOURSEA / FINALCOURSEB> <course>, which number between 0 and 100 represents your average grade so far in <SURVEYYEAR>?	1. No results 2. 0-49% 3. 50-59% 4. 60-69% 5. 70-79% 6. 80-89% 7. 90-100%
INTVISA	What type of Australian visa do you currently hold?	1. Student visa (Subclass 500) 2. Temporary graduate visa (Subclass 485) 3. Bridging visa (awaiting outcome of substantive visa application) 90. Other

A2.2 Implications of changes on focus area scores

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

Appendix 3: Student Experience Questionnaire (SEQ)

3.1 Core instrument

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

The instrument used to collect data for the SES, the Student Experience Questionnaire (SEQ), focuses on aspects of the higher education experience that are measurable, linked to learning and development outcomes, and potentially able to be influenced by institutions. These focus areas are operationalised by means of summated rating scales, underpinned by forty-six individual questionnaire items. These items are supplemented by two open-response items that allow students to provide textual

feedback on the best aspects of their higher education experience and those most in need of improvement. The SES also contains two additional sets of items, demographic and contextual, to facilitate data analysis and reporting, as well as a set of items related to students' perceptions of freedom of expression and an international student module. A full list of standard SEQ items is presented in **Table 27** to **Table 33**.

Table 27 / 2023 SEQ Item Summary: Skill Development items

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

Table 28 / **2023 SEQ Item Summary: Peer Engagement items**

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

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

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

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

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

Table 31 / **2023 SEQ Item Summary: Learning Resources items**

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

Table 32 / **2023 SEQ Item Summary: Open-response items**

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

Table 33 / **2023 SEQ Item Summary: Demographic and contextual items**

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

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

(Continued)

Stem	Item	Response scale
In what year did you first start your current <course>?		SURVEYYEAR-4 YEARS/ SURVEYYEAR-4 YEARS / SURVEYYEAR-3 YEARS / SURVEYYEAR-2 YEARS / SURVEYYEAR-1 YEAR / SURVEYYEAR
When do you expect to complete your current <course>?		SURVEYYEAR / SURVEYYEAR+1 YEAR or later
At <E306CTXT> during SURVEYYEAR, to what extent have...	a) Your living arrangements negatively affected your study? b) Your financial circumstances negatively affected your study? c) Paid work commitments negatively affected your study?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
Please indicate your reasons for seriously considering leaving your current university in SURVEYYEAR. Select all that apply.		Boredom/lack of interest /Commuting difficulties /Concerns about my institution's reputation /<course> expectations not met /Difficulty with study workload /Family caring responsibilities /Financial difficulties /Gap year/deferral / Lack of academic support / Lack of administrative support /Lack of career prospects / Lack of connection to my institution /Limited access to technology / Low or failing grades /Moving residence /Moving to another institution /My <course> is too difficult /My English language skills / My mental health /My physical health / My stress levels /Paid work responsibilities / Quality concerns /Social reasons / Study/life balance /To pursue a career or job offer /To travel /Other reasons (please specify)

Table 34 / **2023 SEQ Item Summary: Freedom of expression items**

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

Table 35 / **2023 SES International Student Items**

Stem	Item	Response scale
<p>When deciding to study in Australia, how important was....</p>	<p>a) The reputation of Australia's education system?</p> <p>b) Your personal safety and security?</p> <p>c) The cost of living?</p> <p>d) The ability to work part-time?</p> <p>e) The opportunity to study in an English-speaking country?</p> <p>f) Having friends and family already in Australia?</p> <p>g) The chance to experience a new culture/lifestyle?</p> <p>h) The possibility of migrating to Australia?</p> <p>i) The weather/climate?</p>	<p>Extremely important / Important / Not important / Not at all important / Don't know</p>
<p>When you were deciding to apply to <E306CTXT>, how important was...</p>	<p>a) The reputation of the education provider?</p> <p>b) The reputation of the qualification?</p> <p>c) <E306CTXT> offered the course I wanted to study?</p> <p>d) The course fee?</p> <p>e) Employment opportunities after completing the course?</p> <p>f) <E306CTXT> had a partnership with my local institution?</p> <p>g) The location of the institution?</p>	<p>Extremely important / Important / Not important / Not at all important / Don't know</p>

Table 35 / 2023 SES International Student Items

(Continued)

Stem	Item	Response scale
How satisfied are you with each of the following aspects of living in Australia?	a) Employment while studying b) Improving your English skills c) Getting work experience in your field of study d) Transport e) Personal safety on campus f) Personal safety off campus g) Making friends h) Overall living experience in Australia	Very satisfied / Satisfied / Dissatisfied / Very dissatisfied / Not applicable
When coming to Australia, did you use an agent to help you with your visa application or to enrol at <E306CTXT>?		Yes / No
How would you rate the overall service provided by the agent?		Very good / Good / Poor / Very poor
Which of the following best describes your current living arrangements?		University or college halls of residence / Student house or flat controlled by university / Private halls or student hostel / Private rented house/flat/room / Homestay with a family not related to you / Living with parents / With friends or relatives in their accommodation / Other (please specify)
Overall, how satisfied are you with your current living arrangements?		Very satisfied / Satisfied / Dissatisfied / Very dissatisfied
Why are you dissatisfied with your current living arrangements?		Too expensive / Not enough space / Too noisy / I am lonely / Issues with housemates / Issues with landlord or agent / Dirty / Old/bad condition / Slow internet / Located too far from institution / Other (please specify)

A3.2 Institution-specific items

Institutions were offered the option of including non-standard, institution-specific items as part of the 2023 SES. In total, 17 institutions chose to include their own items. In addition to this, 11 institutions chose to include the Workplace Relevance Scale; seven institutions chose to include the at-risk item; Navitas Colleges included a series of items and the Independent Higher Education Association (IHEA) included an item for its member institutions.

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

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

Appendix 4: Production of scores

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

an example of a scored record and a selection of the SPSS syntax used to produce these scores, are presented below.

Extensive consultation with the higher education sector indicated a near-universal preference for the reporting of percentage positive results over focus area average scores. Percentage positive results were seen as being a more understandable measure, especially for less expert users

of the SES data, and are straightforward for institutions to replicate and benchmark against. As such, percentage positive results are presented throughout this report. One consequence of this is that the results presented in the 2013 and 2014 UES reports and the 2015–2022 SES reports are not directly comparable to those presented in the 2011 and 2012 reports.

A4.1 Focus area-level scores

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

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

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

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

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

A4.2 Item-level scores

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

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

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

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

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

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

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

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

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

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

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

```
RECODE TCHACTIV (1=0) (2=0) (3=0) (4=1) (5=1) (ELSE=SYSMIS) INTO TCHACTIV_SAT.
```

Freedom of Expression scores

Freedom of expression scores are calculated similarly to focus area scores. Example syntax for the overall freedom of expression score calculation is displayed in **Figure 24**, and example syntax for item-level scores is displayed in **Figure 30**.

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

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

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

```
RECODE FOEXA (1=0) (2=0) (3=0) (4=1) (5=1) (ELSE=SYSMIS) INTO FOEXA_SAT.
```


Appendix 5: Construction of confidence intervals

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

The 90 percent confidence intervals presented in this report have been approximated using the method described by Agresti and Coull (1998)⁷. This is an adjusted version of the previously used Wald method to accommodate a wider range of sample sizes and to produce intervals that more consistently reflect the desired level of confidence.

The Wald method is given by the well-known expression $p \pm z\sqrt{p(1-p)/n}$, where p is the ratio of the number of positive responses for the measure of interest (n_1) to the total number of valid responses (n) and z is the quantile of the standard normal distribution (1.645 for a 90 per cent level of confidence).

The Agresti-Coull method involves increasing the total number of responses to yield an adjusted proportion, given respectively by $\tilde{n} = n + z^2$ and $\tilde{p} = 1/\tilde{n} (n_1 + z^2/2)$. The adjusted confidence interval then becomes $\tilde{p} \pm z\sqrt{\tilde{p}(1-\tilde{p})/\tilde{n}}$.

It is common to deflate the confidence interval for situations where the responding sample is relatively large compared to the population, as is the case for the Student Experience Survey (SES). This is done by multiplying the

term to the right of the \pm symbol by a finite population correction factor, given as $(1 - n/N)$ where N is the population size.

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

⁷ Agresti, A., & Coull, B. A. (1998). Approximate Is Better than “Exact” for Interval Estimation of Binomial Proportions. *The American Statistician*, 52(2), 119–126. <https://doi.org/10.2307/2685469>.

Appendix 6: Study area definitions

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

21 Study areas		45 Study areas		Field of Education
Code	Study area name	Code	Study area name	
0	Non-award	0	Non-award	000000
1	Science and mathematics	1	Natural and 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 and Technology	019901, 019903, 019905, 019907, 019909
2	Computing and Information systems	5	Computing and Information systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999

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

(Continued)

21 Study areas		45 Study areas		Field of Education
Code	Study area name	Code	Study area name	
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 and 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 and 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 and Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building and 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 and Forestry	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	050900, 050901, 050999

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

(Continued)

21 Study areas		45 Study areas		Field of Education
Code	Study area name	Code	Study area name	
6	Health services and support	16	Health Services and 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	060700, 060701, 060703, 060705, 060799
10	Dentistry	21	Dentistry	061100, 061101, 061103, 061199
11	Veterinary science	22	Veterinary Science	061701
12	Rehabilitation	23	Physiotherapy	061703
		24	Occupational Therapy	000000
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 and Secondary	070103, 070105

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

(Continued)

21 Study areas		45 Study areas		Field of Education
Code	Study area name	Code	Study area name	
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 and Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management and Commerce-Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking and 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 and Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language and 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 and Policing	091100, 091101, 091103, 091105, 091199

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

(Continued)

21 Study areas		45 Study areas		Field of Education
Code	Study area name	Code	Study area name	
19	Creative arts	42	Art and Design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music and Performing Arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, Media and Journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport and Recreation	092100, 092101, 092103, 092199
		45	Tourism, Hospitality and Personal Services	080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999

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

Appendix 7: Additional tables

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

Listed below are tables related to specific concepts relevant to the Student Experience Survey (SES) as well as a listing of tables that can be used to explore and benchmark additional themes related to the SES.

A7.1 SES results

A7.1.1 Focus areas

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

The SES focus areas are comprised of a number of underlying items as seen in Appendix 2. Results at the item level for each focus area is available in A7.1.5 Detailed focus area items.

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

Course level	Report reference	Sheet name	Table title
ALL		FOCUS_ALL_ALL_1Y	Student experience (% positive rating, 2023) among all course levels from all provider types by level and stage of study
UG	Figure 1	FOCUS_UG_ALL_14-YY_YEAR	Student experience (% positive rating) among undergraduates from all provider types by year
PGC	Figure 2	FOCUS_PGC_ALL_17-YY_YEAR	Student experience (% positive rating) among postgraduate coursework students from all provider types by year
UG		FOCUS_UG_ALL_1Y_STAGE	Student experience (% positive rating, 2023) among undergraduates from all provider types by stage of study
PGC		FOCUS_PGC_ALL_1Y_STAGE	Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types by stage of study
UG		FOCUS_UG_ALL_1Y_ISG	Student experience (% positive rating, 2023) among undergraduates from all provider types by demographic and contextual group

Course level	Report reference	Sheet name	Table title	(Continued)
UG		FOCUS_UG_UNI_1Y_ISG	Student experience (% positive rating, 2023) among undergraduates from universities by demographic and contextual group	
UG		FOCUS_UG_NUHEI_1Y_ISG	Student experience (% positive rating, 2023) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group	
PGC		FOCUS_PGC_ALL_1Y_ISG	Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types by demographic and contextual group	
PGC		FOCUS_PGC_UNI_1Y_ISG	Student experience (% positive rating, 2023) among postgraduate coursework students from universities by demographic and contextual group	
PGC		FOCUS_PGC_NUHEI_1Y_ISG	Student experience (% positive rating, 2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group	
UG	Table 5	FOCUS_UG_ALL_17-YY_AREA	Student experience (% positive rating, 2017-2023) among undergraduates from all provider types by 21 study areas	
UG		FOCUS_UG_UNI_1Y_AREA	Student experience (% positive rating, 2023) among undergraduates from universities by 21 study areas	
UG		FOCUS_UG_NUHEI_1Y_AREA	Student experience (% positive rating, 2023) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas	
PGC	Table 6	FOCUS_PGC_ALL_17-YY_AREA	Student experience (% positive rating, 2017-2023) among postgraduate coursework students from all provider types by 21 study areas	
PGC		FOCUS_PGC_UNI_1Y_AREA	Student experience (% positive rating, 2023) among postgraduate coursework students from universities by 21 study areas	
PGC		FOCUS_PGC_NUHEI_1Y_AREA	Student experience (% positive rating, 2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas	
UG		FOCUS_UG_ALL_1Y_AREA45	Student experience (% positive rating, 2023) among undergraduates from all provider types by 45 study areas	
PGC		FOCUS_PGC_ALL_1Y_AREA45	Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types by 45 study areas	
UG		FOCUS_UG_ALL_17-YY_HEPTYPE	Student experience (% positive rating, 2017-2023) among undergraduates from all provider types by type of institution	

Course level	Report reference	Sheet name	Table title	(Continued)
PGC		FOCUS_PGC_ALL_1Y_HEPTYPE	Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types by type of institution	
PGC		FOCUS_PG_ALL_17-YY_HEPTYPE	Student experience (% positive rating, 2017-2023) among postgraduate coursework students from all provider types by type of institution	
UG	Table 3	FOCUS_UG_ALL_17-YY_E346	Student experience (% positive rating, 2017-2023) among undergraduates from all provider types by country of birth	
PGC	Table 4	FOCUS_PG_ALL_17-YY_E346	Student experience (% positive rating, 2017-2023) among postgraduate coursework students from all provider types by country of birth	
UG	Figure 3	FOCUS_UG_ALL_17-YY_E942	Student experience (% positive rating, 2017-2023) among undergraduates from all provider types by citizenship status	
PGC	Figure 4	FOCUS_PGC_ALL_17-YY_E942	Student experience (% positive rating, 2017-2023) among postgraduate coursework students from all provider types by citizenship status	
UG		FOCUS_UG_ALL_1Y_CURCOUNTRY	Student experience (% positive rating, 2023) among undergraduates from all provider types by country of residence	
UG	Table 1	FOCUS_UG_ALL_3Y_CURCOUNTRY	Student experience (% positive rating, 2021-2023) among undergraduates from all provider types by country of residence	
PGC		FOCUS_PGC_ALL_1Y_CURCOUNTRY	Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types by country of residence	
PGC	Table 2	FOCUS_PGC_ALL_3Y_CURCOUNTRY	Student experience (% positive rating, 2021-2023) among postgraduate coursework students from all provider types by country of residence	
UG		FOCUS_UG_ALL_1Y_SECTOR	Student experience (% positive rating, 2023) among undergraduates from all provider types by sector	
UG		FOCUS_UG_UNI_1Y_INST_CI	Student experience (% positive rating, 2023, with 90% confidence intervals) among undergraduates from universities by institution	
UG		FOCUS_UG_UNI_1YP_INST_CI	Student experience (% positive rating, pooled 2022 and 2023, with 90% confidence intervals) among undergraduates from universities by institution	
UG	Table 7	FOCUS_UG_UNI_17-YY_INST_CI	Student experience (% positive rating, 2017-2023, with 90% confidence intervals) among undergraduates from universities by institution	

Course level	Report reference	Sheet name	Table title	(Continued)
UG		FOCUS_UG_UNI_2YD_INST_CI	Student experience (% positive rating, pooled 2020-2021 and 2022-2023, with 90% confidence intervals) among undergraduates from universities by institution	
PGC		FOCUS_PGC_UNI_1Y_INST_CI	Student experience (% positive rating, 2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution	
PGC		FOCUS_PGC_UNI_1YP_INST_CI	Student experience (% positive rating, pooled 2022 and 2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution	
PGC		FOCUS_PGC_UNI_17-YY_INST_CI	Student experience (% positive rating, 2017-2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution	
PGC		FOCUS_PGC_UNI_2YD_INST_CI	Student experience (% positive rating, pooled 2020-2021 and 2022-2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution	
UG		FOCUS_UG_NUHEI_1Y_INST_CI	Student experience (% positive rating, 2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution	
UG	Table 8	FOCUS_UG_NUHEI_2YP_INST_CI	Student experience (% positive rating, pooled 2021-2022 and 2022-2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution	
UG		FOCUS_UG_NUHEI_17-YY_INST_CI	Student experience (% positive rating, 2017-2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution	
UG		FOCUS_UG_NUHEI_2YD_INST_CI	Student experience (% positive rating, pooled 2020-2021 and 2022-2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution	
PGC		FOCUS_PGC_NUHEI_1Y_INST_CI	Student experience (% positive rating, 2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution	
PGC	Table 9	FOCUS_PGC_NUHEI_2YP_INST_CI	Student experience (% positive rating, pooled 2021-2022 and 2022-2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution	
PGC		FOCUS_PGC_NUHEI_17-YY_INST_CI	Student experience (% positive rating, 2017-2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution	
PGC		FOCUS_PGC_NUHEI_2YD_INST_CI	Student experience (% positive rating, pooled 2020-2021 and 2022-2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution	

A7.1.2 Considered leaving

One item in the Student Experience Survey asks students whether they have in that year “seriously considered leaving” their institution and if so to indicate one or more of the reasons for seriously considering leaving. The following group of tables give details of students who have indicated that they have or have not considered leaving in that year and the reasons broken down by various factors including demographic characteristics, academic grades, study area and type of institution.

Course level	Report reference	Sheet name	Table title
UG		CONSID_UG_ALL_1Y_ISG	Percentage who considered early departure (2023) among undergraduates from all provider types by demographic and contextual group
UG		CONSID_UG_UNI_1Y_ISG	Percentage who considered early departure (2023) among undergraduates from universities by demographic and contextual group
UG		CONSID_UG_NUHEI_1Y_ISG	Percentage who considered early departure (2023) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC		CONSID_PGC_ALL_1Y_ISG	Percentage who considered early departure (2023) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		CONSID_PGC_UNI_1Y_ISG	Percentage who considered early departure (2023) among postgraduate coursework students from universities by demographic and contextual group
PGC		CONSID_PGC_NUHEI_1Y_ISG	Percentage who considered early departure (2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG		CONSID_UG_ALL_17-YY_CH	Percentage selected reasons for considered early departure among undergraduates from all provider types by year
UG	Figure 11	CONSID_CH_UG_ALL_17-YY_E942	Percentage selected reasons for considered early departure among undergraduates from all provider types by citizenship status, 2017-2023
UG		CONSID_UG_UNI_17-YY_CH	Percentage selected reasons for considered early departure among undergraduates from universities by year
UG		CONSID_UG_NUHEI_17-YY_CH	Percentage selected reasons for considered early departure among undergraduates from non-university higher education institutes (NUHEIs) by year
PGC		CONSID_PGC_ALL_17-YY_CH	Percentage selected reasons for considered early departure among postgraduate coursework students from all provider types by year

Course level	Report reference	Sheet name	Table title	(Continued)
PGC	Figure 12	CONSID_CH_PG_ALL_17-YY_E942	Percentage selected reasons for considered early departure among postgraduate coursework students from all provider types by citizenship status, 2017-2023	
PGC		CONSID_PGC_UNI_17-YY_CH	Percentage selected reasons for considered early departure among postgraduate coursework students from universities by year	
PGC		CONSID_PGC_NUHEI_17-YY_CH	Percentage selected reasons for considered early departure among postgraduate coursework students from non-university higher education institutes (NUHEIs) by year	

A7.1.3 Sense of belonging

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

Course level	Report reference	Sheet name	Table title
UG		BELONGSAT_UG_ALL_17-YY_AREA	Student sense of belonging (% positive rating, 2017-2023) among undergraduates from all provider types by 21 study areas
PGC		BELONGSAT_PGC_ALL_17-YY_AREA	Student sense of belonging (% positive rating, 2017-2023) among postgraduate coursework students from all provider types by 21 study areas
UG		BELONGSAT_UG_ALL_17-YY_HEPTYPE	Student sense of belonging (% positive rating, 2017-2023) among undergraduates from all provider types by type of institution
PGC		BELONGSAT_PG_ALL_17-YY_HEPTYPE	Student sense of belonging (% positive rating, 2017-2023) among postgraduate coursework students from all provider types by type of institution

A7.1.4 Negative effects on study

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

Course level	Report reference	Sheet name	Table title
UG		ASTD_UG_ALL_6Y_E942	Negative effects on study (% negatively affected) among undergraduates from all provider types by citizenship status, 2018-2023
PGC		ASTD_PGC_ALL_6Y_E942	Negative effects on study (% negatively affected) among postgraduate coursework students from all provider types by citizenship status, 2018-2023

7.1.5 Detailed focus area items

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

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

Course level	Report reference	Sheet name	Table title
UG		DEVEL_UG_ALL_17-YY_STAGE	Percentage positive scores for Skills Development items among undergraduates from all provider types by stage of study, 2017-2023
UG		DEVEL_UG_UNI_17-YY_STAGE	Percentage positive scores for Skills Development items among undergraduates from universities by stage of study, 2017-2023
UG		DEVEL_UG_NUHEI_17-YY_STAGE	Percentage positive scores for Skills Development items among undergraduates from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023
PGC		DEVEL_PGC_ALL_17-YY_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students from all provider types by stage of study, 2017-2023
PGC		DEVEL_PGC_UNI_17-YY_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students from universities by stage of study, 2017-2023

Course level	Report reference	Sheet name	Table title	(Continued)
PGC		DEVEL_PGC_NUHEI_17-YY_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023	
UG		ENGAG_UG_ALL_17-YY_STAGE	Percentage positive scores for Peer Engagement items among undergraduates from all provider types by stage of study, 2017-2023	
UG		ENGAG_UG_UNI_17-YY_STAGE	Percentage positive scores for Peer Engagement items among undergraduates from universities by stage of study, 2017-2023	
UG		ENGAG_UG_NUHEI_17-YY_STAGE	Percentage positive scores for Peer Engagement items among undergraduates from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023	
PGC		ENGAG_PGC_ALL_17-YY_STAGE	Percentage positive scores for Peer Engagement items among postgraduate coursework students from all provider types by stage of study, 2017-2023	
PGC		ENGAG_PGC_UNI_17-YY_STAGE	Percentage positive scores for Peer Engagement items among postgraduate coursework students from universities by stage of study, 2017-2023	
PGC		ENGAG_PGC_NUHEI_17-YY_STAGE	Percentage positive scores for Peer Engagement items among postgraduate coursework students from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023	
UG		TEACH_UG_ALL_17-YY_STAGE	Percentage positive scores for Teaching Quality and Engagement items among undergraduates from all provider types by stage of study, 2017-2023	
UG		TEACH_UG_UNI_17-YY_STAGE	Percentage positive scores for Teaching Quality and Engagement items among undergraduates from universities by stage of study, 2017-2023	
UG		TEACH_UG_NUHEI_17-YY_STAGE	Percentage positive scores for Teaching Quality and Engagement items among undergraduates from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023	
PGC		TEACH_PGC_ALL_17-YY_STAGE	Percentage positive scores for Teaching Quality and Engagement items among postgraduate coursework students from all provider types by stage of study, 2017-2023	
PGC		TEACH_PGC_UNI_17-YY_STAGE	Percentage positive scores for Teaching Quality and Engagement items among postgraduate coursework students from universities by stage of study, 2017-2023	
PGC		TEACH_PGC_NUHEI_17-YY_STAGE	Percentage positive scores for Teaching Quality and Engagement items among postgraduate coursework students from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023	

Course level	Report reference	Sheet name	Table title (Continued)
UG		SUPP_UG_ALL_17-YY_STAGE	Percentage positive scores for Student Support and Services items among undergraduates from all provider types by stage of study, 2017-2023
UG		SUPP_UG_UNI_17-YY_STAGE	Percentage positive scores for Student Support and Services items among undergraduates from universities by stage of study, 2017-2023
UG		SUPP_UG_NUHEI_17-YY_STAGE	Percentage positive scores for Student Support and Services items among undergraduates from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023
PGC		SUPP_PGC_ALL_17-YY_STAGE	Percentage positive scores for Student Support and Services items among postgraduate coursework students from all provider types by stage of study, 2017-2023
PGC		SUPP_PGC_UNI_17-YY_STAGE	Percentage positive scores for Student Support and Services items among postgraduate coursework students from universities by stage of study, 2017-2023
PGC		SUPP_PGC_NUHEI_17-YY_STAGE	Percentage positive scores for Student Support and Services items among postgraduate coursework students from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023
UG		RESR_UG_ALL_17-YY_STAGE	Percentage positive scores for Learning Resources items among undergraduates from all provider types by stage of study, 2017-2023
UG		RESR_UG_UNI_17-YY_STAGE	Percentage positive scores for Learning Resources items among undergraduates from universities by stage of study, 2017-2023
UG		RESR_UG_NUHEI_17-YY_STAGE	Percentage positive scores for Learning Resources items among undergraduates from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023
PGC		RESR_PGC_ALL_17-YY_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students from all provider types by stage of study, 2017-2023
PGC		RESR_PGC_UNI_17-YY_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students from universities by stage of study, 2017-2023
PGC		RESR_PGC_NUHEI_17-YY_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students from non-university higher education institutes (NUHEIs) by stage of study, 2017-2023

A7.1.6 Freedom of expression

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

Course level	Report reference	Sheet name	Table title
ALL		FOEX_ALL_ALL_1Y	Freedom of expression (% positive rating, 2023) among all course levels from all provider types by level and stage of study

A7.2 International Student Experience

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

A7.2.1 Reason for choosing where to study

Course level	Report reference	Sheet name	Table title
ALL	Figure 19	INTAUS_ALL_ALL_1Y	International student reasons for choosing to study in Australia (% importance rating, 2023) among all course levels from all provider types by level and stage of study
UG		INTAUS_UG_ALL_20-YY_YEAR	International student reasons for choosing to study in Australia (% importance rating) among undergraduates from all provider types by year
UG		INTAUS_UG_ALL_1Y_AREA	International student reasons for choosing to study in Australia (% importance rating, 2023) among undergraduates from all provider types by 21 study areas
UG	Figure 20	INTAUS_UG_ALL_1Y_E346	International student reasons for choosing to study in Australia (% importance rating, 2023) among undergraduates from all provider types by country of birth
PGC		INTAUS_PG_ALL_1Y_E346	International student reasons for choosing to study in Australia (% importance rating, 2023) among postgraduate coursework students from all provider types by country of birth

Course level	Report reference	Sheet name	Table title	(Continued)
UG		INTAUS_UG_ALL_1Y_SECTOR	International student reasons for choosing to study in Australia (% importance rating, 2023) among undergraduates from all provider types by sector	
ALL	Figure 21	INTINST_ALL_ALL_1Y	International student reasons for choosing institution (% importance rating, 2023) among all course levels from all provider types by level and stage of study	
UG		INTINST_UG_ALL_20-YY_YEAR	International student reasons for choosing institution (% importance rating) among undergraduates from all provider types by year	
UG		INTINST_UG_ALL_20-YY_YEAR	International student reasons for choosing institution (% importance rating) among undergraduates from all provider types by year	
UG		INTINST_UG_ALL_1Y_AREA	International student reasons for choosing institution (% importance rating, 2023) among undergraduates from all provider types by 21 study areas	
UG	Figure 22	INTINST_UG_ALL_1Y_E346	International student reasons for choosing institution (% importance rating, 2023) among undergraduates from all provider types by country of birth	
PGC		INTINST_PG_ALL_1Y_E346	International student reasons for choosing institution (% importance rating, 2023) among postgraduate coursework students from all provider types by country of birth	
UG		INTINST_UG_ALL_1Y_SECTOR	International student reasons for choosing institution (% importance rating, 2023) among all course levels from all provider types by sector	

A7.2.2 International student living experience

Course level	Report reference	Sheet name	Table title
UG	Figures 17, 18	INTAGENT_UG_ALL_1Y_E346	Use of agents to help with visa application or enrolment (2023) among undergraduates from all provider types by country of birth
PGC		INTAGENT_PG_ALL_1Y_E346	Use of agents to help with visa application or enrolment (2023) among postgraduate coursework students from all provider types by country of birth
UG	Table 11, Figure 16	INTLIVE_UG_ALL_1Y_E346	International undergraduate student accommodation arrangements (2023) among undergraduates from all provider types by country of birth

Course level	Report reference	Sheet name	Table title (Continued)
PGC		INTLIVE_PG_ALL_1Y_E346	International undergraduate student accommodation arrangements (2023) among postgraduate coursework students from all provider types by country of birth
UG		INTLIVE_UG_ALL_1Y_SECTOR	International undergraduate student accommodation arrangements (2023) among undergraduates from all provider types by sector
UG		INTLIVE_UG_ALL_2Y	Student accommodation arrangements among undergraduates from all provider types by year
PGC		INTLIVE_PG_ALL_2Y	Student accommodation arrangements among postgraduate coursework students from all provider types by year
UG	Table 11	INTLIVSAT_UG_ALL_2Y_INTLIVE	International student overall accommodation experience (% positive rating, 2022 and 2023) among undergraduates from all provider types by student accommodation arrangements
PGC		INTLIVSAT_PG_ALL_2Y_INTLIVE	International student overall accommodation experience (% positive rating, 2022 and 2023) among postgraduate coursework students from all provider types by student accommodation arrangements
ALL	Figure 13, 14	INTSAT_ALL_ALL_1Y	International student living experience (% positive rating, 2023) among all course levels from all provider types by level and stage of study
UG	Table 10	INTSAT_UG_ALL_1Y_E346	International student living experience (% positive rating, 2023) among undergraduates from all provider types by country of birth
PGC		INTSAT_PG_ALL_1Y_E346	International student living experience (% positive rating, 2023) among postgraduate coursework students from all provider types by country of birth
UG		INTSAT_UG_ALL_1Y_SECTOR	International student living experience (% positive rating, 2023) among undergraduates from all provider types by sector
UG		INTSAT_UG_UNI_1Y_INST_CI	International student living experience (% positive rating, 2023, with 90% confidence intervals) among undergraduates from universities by institution
UG		INTSAT_UG_NUHEI_1Y_INST_CI	International student living experience (% positive rating, 2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution

A7.3 Methodological tables

A7.3.1 Overview and response rates

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

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

Course level	Report reference	Sheet name	Table title
ALL	Table 12	OV_ALL_ALL_13-YY	Operational overview among all course levels from all provider types by year

A7.3.2 Response characteristics and representativeness

Course level	Report reference	Sheet name	Table title
UG	Table 14	CHAR_UG_ALL_1Y_ISG	Response characteristics (2023) among undergraduates from all provider types by demographic and contextual group
UG		CHAR_UG_UNI_1Y_ISG	Response characteristics (2023) among undergraduates from universities by demographic and contextual group
UG		CHAR_UG_NUHEI_1Y_ISG	Response characteristics (2023) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC		CHAR_PGC_ALL_1Y_ISG	Response characteristics (2023) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		CHAR_PGC_UNI_1Y_ISG	Response characteristics (2023) among postgraduate coursework students from universities by demographic and contextual group
PGC		CHAR_PGC_NUHEI_1Y_ISG	Response characteristics (2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG	Table 15	CHAR_UG_ALL_1Y_AREA	Response characteristics (2023) among undergraduates from all provider types by 21 study areas

Course level	Report reference	Sheet name	Table title	(Continued)
UG		CHAR_UG_UNI_1Y_AREA	Response characteristics (2023) among undergraduates from universities by 21 study areas	
UG		CHAR_UG_NUHEI_1Y_AREA	Response characteristics (2023) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas	
PGC		CHAR_PGC_ALL_1Y_AREA	Response characteristics (2023) among postgraduate coursework students from all provider types by 21 study areas	
PGC		CHAR_PGC_UNI_1Y_AREA	Response characteristics (2023) among postgraduate coursework students from universities by 21 study areas	
PGC		CHAR_PGC_NUHEI_1Y_AREA	Response characteristics (2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas	
UG	Table 16	CHAR_UG_UNI_1Y_INST	Response characteristics (2023) among undergraduates from universities by institution	
PGC		CHAR_PGC_UNI_1Y_INST	Response characteristics (2023) among postgraduate coursework students from universities by institution	
UG	Table 17	CHAR_UG_NUHEI_1Y_INST	Response characteristics (2023) among undergraduates from non-university higher education institutes (NUHEIs) by institution	
PGC		CHAR_PGC_NUHEI_1Y_INST	Response characteristics (2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution	
UG		CHARINT_UG_ALL_1Y_AREA	Response characteristics (2023), broken down by citizenship status, among undergraduates from all provider types by 21 study areas	
UG		CHARINT_UG_UNI_1Y_AREA	Response characteristics (2023), broken down by citizenship status, among undergraduates from universities by 21 study areas	
UG		CHARINT_UG_NUHEI_1Y_AREA	Response characteristics (2023), broken down by citizenship status, among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas	
PGC		CHARINT_PGC_ALL_1Y_AREA	Response characteristics (2023), broken down by citizenship status, among postgraduate coursework students from all provider types by 21 study areas	
PGC		CHARINT_PGC_UNI_1Y_AREA	Response characteristics (2023), broken down by citizenship status, among postgraduate coursework students from universities by 21 study areas	

Course level	Report reference	Sheet name	Table title	(Continued)
PGC		CHARINT_PGC_NUHEI_1Y_AREA	Response characteristics (2023), broken down by citizenship status, among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas	
UG	Table 18	CHARINT_UG_UNI_1Y_INST	Response characteristics (2023), broken down by citizenship status, among undergraduates from universities by institution	
PGC		CHARINT_PGC_UNI_1Y_INST	Response characteristics (2023), broken down by citizenship status, among postgraduate coursework students from universities by institution	
UG	Table 19	CHARINT_UG_NUHEI_1Y_INST	Response characteristics (2023), broken down by citizenship status, among undergraduates from non-university higher education institutes (NUHEIs) by institution	
PGC		CHARINT_PGC_NUHEI_1Y_INST	Response characteristics (2023), broken down by citizenship status, among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution	

A7.3.3 Confidence intervals and weighting

Course level	Report reference	Sheet name	Table title
UG	Figure 5	QOE_UG_UNI_1Y_INST_FIG	Quality of entire educational experience (2023, with 90% confidence intervals) among undergraduates from universities by institution
UG		QOE_UG_UNI_1YP_INST_FIG	Quality of entire educational experience (pooled 2022 and 2023, with 90% confidence intervals) among undergraduates from universities by institution
PGC		QOE_PGC_UNI_1Y_INST_FIG	Quality of entire educational experience (2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC	Figure 6	QOE_PGC_UNI_1YP_INST_FIG	Quality of entire educational experience (pooled 2022 and 2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution
UG		QOE_UG_NUHEI_1Y_INST_FIG	Quality of entire educational experience (2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG	Figure 7	QOE_UG_NUHEI_1YP_INST_FIG	Quality of entire educational experience (pooled 2022 and 2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution

Course level	Report reference	Sheet name	Table title	(Continued)
PGC		QOE_PGC_NUHEI_1Y_INST_FIG	Quality of entire educational experience (2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution	
PGC	Figure 8	QOE_PGC_NUHEI_1YP_INST_FIG	Quality of entire educational experience (pooled 2022 and 2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution	
UG		WEIGHT_UG_ALL_1Y_ISG	Comparison of raw and weighted percentage positive scores (2023) among undergraduates from all provider types by demographic and contextual group	
PGC		WEIGHT_PGC_ALL_1Y_ISG	Comparison of raw and weighted percentage positive scores (2023) among postgraduate coursework students from all provider types by demographic and contextual group	
UG		WEIGHT_UG_ALL_1Y_AREA	Comparison of raw and weighted percentage positive scores (2023) among undergraduates from all provider types by 21 study areas	
PGC		WEIGHT_PGC_ALL_1Y_AREA	Comparison of raw and weighted percentage positive scores (2023) among postgraduate coursework students from all provider types by 21 study areas	
UG	Table 20	QOEQOT_UG_ALL_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among undergraduates from all provider types by demographic and contextual group	
PGC		QOEQOT_PGC_ALL_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among postgraduate coursework students from all provider types by demographic and contextual group	
PGC		QOEQOT_PGC_UNI_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among postgraduate coursework students from universities by demographic and contextual group	
PGC		QOEQOT_PGC_NUHEI_1Y_ISG_CI	Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group	
UG	Table 21	QOEQOT_UG_ALL_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among undergraduates from all provider types by 21 study areas	
UG		QOEQOT_UG_UNI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among undergraduates from universities by 21 study areas	
UG		QOEQOT_UG_NUHEI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas	

Course level	Report reference	Sheet name	Table title	(Continued)
PGC		QOEQOT_PGC_ALL_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among postgraduate coursework students from all provider types by 21 study areas	
PGC		QOEQOT_PGC_UNI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among postgraduate coursework students from universities by 21 study areas	
PGC		QOEQOT_PGC_NUHEI_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas	

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