

2023 Student Experience Survey

National Report – Accessible

NOVEMBER 2024



**Social
Research
Centre**

Acknowledgements

The Quality Indicators for Learning and Teaching (QILT) survey program, including the Student Experience Survey (SES), is funded by the Australian Government Department of Education.

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

The Social Research Centre would like to thank the higher education institutions that contributed to the SES in 2023. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2023 SES would not have been such a success.

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, Serena Kim and Columbia Winterton.

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.

Use of the term 'First Nations'

In recognition of the national scope of this research, this report uses the term 'First Nations' to encompass both Aboriginal and Torres Strait Islander peoples. We deeply respect the rich diversity of communities, identities and clans among First Nations and acknowledge there may be preferences to be known by a specific group name or Country or as Traditional Owners and Custodians. The terminology used in this report reflects a considered and deliberate approach to be inclusive, including the use of 'non-Indigenous students' when referring to students who do not identify as an Aboriginal and/or Torres Strait Islander peoples in Australia. This does not infer any disrespect to those who identify as Indigenous people from other countries around the world.

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. In 2023, 253,588 students responded to the SES, representing a 37.5 per cent response rate, across a total of 142 Australian higher education institutions.

The 2023 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 also an international student module which includes the reasons for choosing to study in Australia and with their institution and their satisfaction with living experience (reported separately in the 2023 SES International Report).

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.

2023 SES Key findings

Undergraduate student ratings of the Quality of entire educational experience increased from 75.9 per cent in 2022 to 76.7 per cent in 2023, as shown by **Table 1**. This is the third consecutive year of increases in student ratings of their overall experience following the substantial reduction in the

undergraduate rating in 2020. However, it was not a full recovery to the 78 per cent to 80 per cent range observed prior to 2020.

Table 1 The undergraduate student experience, 2017-2023 (% positive rating)

| Year | Skills Development | Peer Engagement | Teaching Quality and Engagement | Student Support and Services | Learning Resources | Quality of entire educational experience |
|-------|--------------------|-----------------|---------------------------------|------------------------------|--------------------|--|
| 2017 | 80.6 | 59.6 | 80.3 | 72.8 | 83.3 | 78.5 |
| 2018 | 81.4 | 59.9 | 81.4 | 73.4 | 84.4 | 79.3 |
| 2019 | 81.3 | 60.2 | 81.0 | 74.1 | 83.9 | 78.5 |
| 2020 | 78.0 | 44.5 | 78.0 | 73.7 | 76.0 | 68.7 |
| 2021 | 79.3 | 48.7 | 79.4 | 72.6 | 80.0 | 73.1 |
| 2022 | 80.5 | 55.2 | 80.1 | 72.9 | 83.6 | 75.9 |
| 2023* | 81.1 | 58.8* | 80.7 | 71.2* | 83.8 | 76.7 |

* 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. For more information about these changes, refer to Appendix 2 Review of the SES.

At the postgraduate coursework level, student ratings across all aspects of their educational experience increased year on year and were higher in 2023 than in the three years prior to the pandemic. This difference in ratings changes at the undergraduate and postgraduate coursework levels is being influenced by the populations of domestic and international students in each. At both levels, ratings have been slower to recover for domestic students. In contrast, international student ratings are the highest they have been at both course levels but given their size of the postgraduate coursework population, are influencing the overall results to a greater degree than at the undergraduate level.

Table 2 The postgraduate student experience, 2017-2023 (% positive rating)

| Year | Skills Development | Peer Engagement | Teaching Quality and Engagement | Student Support and Services | Learning Resources | Quality of entire educational experience |
|--------|--------------------|-----------------|---------------------------------|------------------------------|--------------------|--|
| 2017 | 80.4 | 51.8 | 80.1 | 73.0 | 81.7 | 75.6 |
| 2018 | 80.8 | 52.6 | 80.9 | 73.4 | 82.9 | 76.5 |
| 2019 | 80.9 | 53.8 | 80.5 | 74.6 | 82.8 | 76.0 |
| 2020 | 78.3 | 42.4 | 78.0 | 74.0 | 72.6 | 68.5 |
| 2021 | 78.9 | 41.7 | 80.1 | 73.7 | 77.2 | 73.2 |
| 2022 | 81.1 | 48.7 | 82.1 | 75.3 | 83.5 | 76.7 |
| 2023 * | 82.1 | 56.0* | 82.5 | 75.5* | 84.6 | 77.1 |

* 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. For more information about these changes, refer to Appendix 2 Review of the SES.

In general, undergraduate students enrolled in a fully external study mode were more likely to rate their educational experience positively than those who were studying in an internal/mixed mode. Commencing students rated their experience more positively compared with later year students who rated their experience 7.2 percentage points lower. Females were more likely to rate their experience positively compared with males by 4.1 percentage points. Students with a stated disability rated their experience less positively than those without a stated disability and students whose home language was something other than English rated their experience lower than those whose home language was English by a little under 2 percentage points. These patterns are similar for postgraduate coursework students.

Ratings of educational experience also varied across the study areas with undergraduates in Agriculture and environmental studies and Rehabilitation rating their experience most positively but Dentistry and Computing and information systems rating their courses the least positively. For postgraduate coursework students, the highest rated study areas were Tourism, hospitality, personal services, sport and recreation and Humanities, culture and social science with students from Dentistry and Veterinary Science with the least positive ratings.

In 2023, positive ratings generally increased for all focus areas in comparison to both 2022 and 2021, except for Student Support and Services, which saw a slight decrease from the previous years¹. Viewed in the COVID-19 context, this may suggest that institutions have successfully adapted to, or continued to improve the current teaching and learning environment for students as the acute phase of the pandemic has passed. However, variations in scores between the different focus areas remain. Skills Development, Teaching Quality and Engagement, and Student Support and Services showed relatively little variation between 2019 to 2023; whereas ratings for the Overall Educational Experience, Student Sense of Belonging and Peer Engagement have been more volatile over the same period.

Whilst ratings for the new Peer Engagement focus area increased for undergraduates by 10.7 percentage points from the previous Learner Engagement focus area between 2020 and 2022 and a subsequent 3.6 percentage points increase from 2022 to the new focus area in 2023, this has still not returned to the 60 per cent or above ratings seen in 2019 and years prior². This suggests that students are still less likely to engage with academic staff and other students in and outside of class, perhaps due to institutions retaining hybrid, blended or online delivery modes adopted during 2020.

Sense of belonging

Prior to 2023 an item related to students' sense of belonging to their institution was included as part of the Learner Engagement focus area. It was removed from the revised Peer Engagement

¹ The Student Support focus area was reviewed in 2022 and renamed Student Support and Services in 2023 and the underlying focus area items replaced with new items focused on the "helpfulness" of services and a change in the response frame to remove the "did not use" option. The focus area is considered a continuation in time-series but small changes from 2022-2023 should be treated with some caution.

² The Learner Engagement focus area was reviewed in 2022 where some items were changed or replaced and the response frame changed. While the focus area is considered a continuation of time series and is behaving as expected, small changes between 2022 and 2023 should be treated with some caution.

focus area in 2023 but retained in the survey to be reported separately. Students have historically rated their sense of belonging to their institution relatively low at both the undergraduate and postgraduate coursework level. Prior to 2020, positive ratings averaged around 51 to 53 per cent but decreased to lows of 41.1 per cent for undergraduates and 43.4 per cent for postgraduate coursework students in 2020. Ratings did increase in 2022 and 2023 but have not returned to pre-COVID levels; 46.3 per cent for undergraduates and 48.5 per cent for postgraduate coursework in 2023. This may be due to differences in the development of students' sense of belonging to their institution where they have less engagement with academic staff, support services and induction activities.

Considered leaving

Over time, the number of undergraduates who had seriously considered leaving their institution has been relatively stable. However, in 2023, the number of postgraduates who had considered leaving dropped to a low of 16.8 per cent which was the lowest proportion since 2017 and a substantial decrease from the highs of 20.4 per cent and 20.5 per cent in 2020 and 2021 respectively. International students have traditionally been a large proportion of the postgraduate coursework population and the increase in 2020 and 2021 was most likely due to financial and other difficulties international students experienced due to the impacts of COVID.

The SES also asks students to choose the reasons that they had considered leaving in the last year, and these were reviewed and replaced in 2023. Prior to 2023, the main reason chosen was "Health and stress" with around half of students who had considered leaving choosing this as one of their reasons. In 2023, the reason most selected by undergraduates from the new list for why they had considered leaving were "My stress levels" and "My mental health", which is consistent with previous years, followed by "Financial difficulties" and "Difficulties with study workload" and "Study/life balance". For postgraduate coursework students, the highest reasons were "My stress levels", "Difficulties with study workload", "Financial difficulties" and "Course expectations not met".

Table of Contents

| | |
|--|------------|
| Acknowledgements | ii |
| Executive summary | iii |
| List of Tables | ix |
| List of Figures | xi |
| 1. Introduction | 1 |
| 2. Course level | 4 |
| 3. Demographic groups | 8 |
| 4. Study area | 20 |
| 5. Institution | 26 |
| 5.1. Higher education provider type | 26 |
| 5.2. Universities | 29 |
| 5.3. NUHEIs | 41 |
| 6. International comparisons | 59 |
| 7. Likelihood to consider leaving current institution | 61 |
| 8. Sense of belonging | 65 |
| 9. Freedom of expression | 72 |
| Appendix 1 Methodological summary | 75 |
| A1.1 Overview | 75 |
| A1.2 Data collection | 76 |
| A1.3 Response rate by institution | 76 |
| A1.4 Data representativeness | 81 |
| A1.5 Precision of national estimates | 87 |
| Appendix 2 Review of the SES | 96 |
| A2.1 Changes to the SES instrument | 96 |
| A2.1.1 Peer Engagement focus area – previously known as Learner Engagement | 96 |
| A2.1.2 Student Support and Services focus area – previously known as Student Support | 97 |
| A2.1.3 Teaching Quality and Engagement focus area – previously known as Teaching Quality | 98 |
| A2.1.4 Learning Resources | 98 |
| A2.1.5 Study mode | 98 |
| A2.1.6 Considered leaving | 99 |
| A2.1.7 Retired items | 101 |
| A2.2 Implications of changes on focus area scores | 102 |
| Appendix 3 Student Experience Questionnaire (SEQ) | 103 |
| A3.1 Core instrument | 103 |
| A3.2 Institution-specific items | 108 |
| Appendix 4 Production of scores | 109 |
| A4.1 Focus area-level scores | 109 |
| A4.2 Item-level scores | 110 |
| Appendix 5 Construction of confidence intervals | 112 |
| Appendix 6 Study area definitions | 113 |
| Appendix 7 Results for individual questionnaire items | 116 |

| | | |
|-------------------|---|------------|
| A7.1 | Skills Development..... | 116 |
| A7.2 | Peer Engagement (formerly Learner Engagement)..... | 118 |
| A7.3 | Teaching Quality and Engagement (formerly Teaching Quality) | 121 |
| A7.4 | Student Support and Services (formerly Student Support)..... | 124 |
| A7.5 | Learning Resources | 128 |
| Appendix 1 | Additional tables | 132 |
| A8.1 | SES results..... | 132 |
| A8.1.1 | Focus areas..... | 132 |
| A8.1.2 | Considered leaving..... | 135 |
| A8.1.3 | Sense of belonging..... | 137 |
| A8.1.4 | Negative effects on study | 137 |
| A8.1.5 | Detailed focus area items..... | 138 |
| A8.1.6 | Freedom of expression..... | 140 |
| A8.2 | Methodological tables | 141 |
| A8.2.1 | Overview and response rates | 141 |
| A8.2.2 | Response characteristics and representativeness | 142 |
| A8.2.3 | Confidence intervals and weighting | 143 |

List of Tables

| | |
|--|-----|
| Table 1 The undergraduate student experience, 2017-2023 (% positive rating) | iv |
| Table 2 The postgraduate student experience, 2017-2023 (% positive rating)..... | iv |
| Table 3 Undergraduate student experience by demographic group, 2021-2023 (% positive rating) ^{††} | 14 |
| Table 4 Postgraduate coursework student experience by demographic group, 2021-2023 (% positive rating) ^{††} | 17 |
| Table 5 Undergraduate student experience by study area, 2021-2023 (% positive rating) | 21 |
| Table 6 The postgraduate coursework student experience by study area, 2021-2023 (% positive rating) | 24 |
| Table 7 The undergraduate student experience by university, 2022-2023 (% positive rating, with 90% confidence intervals) | 32 |
| Table 8 The postgraduate coursework student experience by university, 2022-2023 (% positive rating, with 90% confidence intervals)..... | 36 |
| Table 9 The undergraduate student experience by non-university higher education institution (NUHEI), 2021-2022 and 2022-2023 (% positive rating, with 90% confidence intervals) | 45 |
| Table 10 The postgraduate coursework student experience by non-university higher education institution (NUHEI), 2021-2022 and 2022-2023 (% positive rating, with 90% confidence intervals) | 53 |
| Table 11 Reasons for considering early departure from institution in 2023 by course level (%) | 63 |
| Table 12 Undergraduate sense of belonging to institution, 2017-2023 (% positive rating)..... | 69 |
| Table 13 Freedom of expression by course level and stage of study, 2023 (% positive rating*)..... | 72 |
| Table 14 Freedom of expression by demographic group, undergraduate, 2023 (% positive rating) | 73 |
| Table 15 2023 SES operational overview: undergraduate and postgraduate coursework | 75 |
| Table 16 SES response rate by institution, 2022-2023 | 76 |
| Table 17 2023 Undergraduate SES response characteristics and population parameters by subgroup ^{††} | 82 |
| Table 18 2023 Postgraduate coursework SES response characteristics and population parameters by subgroup ^{††} | 83 |
| Table 19 2023 Undergraduate SES student response characteristics and population parameters by study area | 85 |
| Table 20 2023 Postgraduate coursework SES student response characteristics and population parameters by study area | 86 |
| Table 21 Percentage positive ratings, undergraduates by student sub-group, 2023 (with 90 confidence intervals) ^{††} | 91 |
| Table 22 Percentage positive ratings, postgraduate coursework by student sub-group, 2023 (with 90 confidence intervals) ^{††} | 92 |
| Table 23 Percentage positive ratings, undergraduates by study area, 2023 (with 90 confidence intervals)..... | 93 |
| Table 24 Percentage positive ratings, postgraduate coursework by study area, 2023 (with 90 confidence intervals) | 95 |
| Table 25 New Peer Engagement focus area items | 97 |
| Table 26 New Student Support and Services focus area items | 98 |
| Table 27 New study mode questions | 99 |
| Table 28 List of the old and new response options for reasons considered leaving | 100 |
| Table 29 Summary of items removed from the 2023 SES | 101 |
| Table 30 2023 SEQ Item Summary: Skill Development items | 103 |
| Table 31 2023 SEQ Item Summary: Peer Engagement items..... | 103 |
| Table 32 2023 SEQ Item Summary: Teaching Quality and Engagement items | 104 |
| Table 33 2023 SEQ Item Summary: Student Support and Services items | 104 |
| Table 34 2023 SEQ Item Summary: Learning Resources items..... | 104 |
| Table 35 2023 SEQ Item Summary: Considered leaving items | 105 |
| Table 36 2023 SEQ Item Summary: Open-response items | 105 |

| | |
|---|-----|
| Table 37 2023 SEQ Item Summary: Demographic and contextual items | 106 |
| Table 38 2023 SEQ Item Summary: Freedom of expression items | 106 |
| Table 39 2023 SEQ Item Summary: International student items | 107 |
| Table 40 Example of Teaching Quality and Engagement focus area scoring for one SES respondent | 110 |
| Table 41 21 and 45 study areas concordance with ASCED field of education | 113 |
| Table 42 Percentage positive scores for Skills Development items, undergraduates by stage of studies, 2019- 2023 | 117 |
| Table 43 Percentage positive scores for Skills Development items, postgraduate coursework by stage of studies, 2019-2023 | 117 |
| Table 44 Percentage positive scores for Learner Engagement items, undergraduates by stage of studies, 2019-2022 | 120 |
| Table 45 Percentage positive scores for Peer Engagement items, undergraduates by stage of studies, 2023 | 120 |
| Table 46 Percentage positive scores for Learner Engagement items, postgraduate coursework by stage of studies, 2019-2022 | 121 |
| Table 47 Percentage positive scores for Peer Engagement items, postgraduate coursework by stage of studies, 2023 | 121 |
| Table 48 Percentage positive scores for Teaching Quality and Engagement items, undergraduates by stage of studies, 2019-2023 | 122 |
| Table 49 Percentage positive scores for Teaching Quality and Engagement items, postgraduate coursework by stage of studies, 2019-2023 | 123 |
| Table 50 Percentage positive scores for Student Support items, undergraduates by stage of studies, 2019-2022 | 125 |
| Table 51 Percentage positive scores for Student Support and Services items, undergraduate by stage of studies, 2023 | 126 |
| Table 52 Percentage positive scores for Student Support items, postgraduate coursework by stage of studies, 2019-2022 | 126 |
| Table 53 Percentage positive scores for Student Support items, postgraduate coursework by stage of studies, 2023 | 127 |
| Table 54 Percentage positive scores for Learning Resources items, undergraduates by stage of studies, 2019-2023 | 130 |
| Table 55 Percentage positive scores for Learning Resources items, postgraduate coursework by stage of studies, 2019-2023 | 131 |

List of Figures

| | |
|---|-----|
| Figure 1 The undergraduate student experience, 2017-2023 (% positive rating) | 5 |
| Figure 2 The postgraduate coursework student experience, 2017-2023 (% positive rating) | 6 |
| Figure 3 The student experience by course level, 2023 (% positive rating) | 7 |
| Figure 4 Quality of entire educational experience by course level and age, 2017-2023 (% positive rating) | 8 |
| Figure 5 Quality of entire educational experience by course level and mode of study, 2017-2023 (% positive rating) | 9 |
| Figure 6 Peer Engagement (formerly Learner Engagement) by course level and mode of study, 2017-2023 (% positive rating) | 10 |
| Figure 7 The student experience by course level and stage of study, 2023 (% positive rating) | 11 |
| Figure 8 Peer Engagement (formerly Learner Engagement) by course level and citizenship, 2017-2023 (% positive rating) | 12 |
| Figure 9 Undergraduate student experience by institution type, 2019-2023 (% positive rating) | 27 |
| Figure 10 Postgraduate coursework student experience by institution type, 2019-2023 (% positive rating) | 28 |
| Figure 11 Quality of entire educational experience for undergraduate university students, 2023 (% positive rating) | 30 |
| Figure 12 Quality of entire educational experience for postgraduate coursework university students, 2023 (% positive rating) | 31 |
| Figure 13 Quality of entire educational experience for undergraduate non-university higher education institution (NUHEI) students, pooled 2022-2023 (% positive rating) | 43 |
| Figure 14 Quality of entire educational experience for postgraduate coursework non-university higher education institution (NUHEI) students, pooled 2022-2023 (% positive rating) | 44 |
| Figure 15 International comparison of undergraduate students' overall experience, 2019-2023 | 60 |
| Figure 16 Proportion of students who considered early departure from institution by course level, 2017-2023 | 61 |
| Figure 17 Sense of belonging to institution by course level, 2017-2023 (% positive rating*) | 67 |
| Figure 18 Example of how to use SPSS syntax to rescale SEQ items | 110 |
| Figure 19 Example of how to use SPSS syntax to compute SES focus area scores | 110 |
| Figure 20 Example of how to use SPSS syntax to compute SES binary focus area scores | 111 |
| Figure 21 Example of how to use SPSS syntax to compute item-level scores | 111 |
| Figure 22 Example of how to use SPSS syntax to compute the SES freedom of expression score | 111 |
| Figure 23 Example of how to use SPSS syntax to compute item-level freedom of expression scores | 111 |

1. Introduction

Background

The Student Experience Survey (SES) provides a national architecture for collecting data on key aspects of the higher education student experience. The SES focuses on aspects of the student experience that are measurable; linked with learning and development outcomes; and potentially able to be influenced by 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.

These five aspects of the student experience, or focus areas, in the SES are comprised of related items representing feedback from students about their higher education experience. In order to report meaningfully on these varied aspects of the student experience, each student is adjudged to have rated a focus area either positively or negatively based on its underlying item responses. Scores presented in this report for both items and focus areas represent the proportion of students responding “positively” based on its response frame. Detailed information on how the scores are calculated can be found in Appendix 4 ‘Production of scores’.

Originally developed as the University Experience Survey (UES) in 2011, the SES was renamed in 2015 to facilitate the inclusion of students from non-university higher education institutions (NUHEIs). Originally, the scope of the survey was limited to undergraduate students but in 2017 postgraduate coursework students were included for the first time.

Prior to 2020, other than minor changes in wording to ensure the survey instrument was relevant to all higher education students, the survey questionnaire had remained essentially unchanged since 2014. In 2020, a new international student module was added to measure broader aspects of the international student experience including their living and accommodation experience and reasons for choosing to study in Australia. In 2021, a set of items measuring students’ perceptions of freedom of expression on campus were added. A detailed list of all questionnaire items and response frames can be found in Appendix 3 Student Experience Questionnaire (SEQ)’.

Review of the SES

A review of the SES instrument commenced in 2022, that 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 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 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, but the underlying items remain unchanged.

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; there was no evidence to suggest that the integrity of the time series has been compromised by the

introduction of the new items. 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.

Participation

All 42 Australian universities participated in the 2023 SES as well as 100 NUHEIs, for a total of 142 institutions, compared with 141 in 2022, 139 in 2021 and 133 institutions in 2020. In 2020, the scope of the SES was extended to include all higher education institutions, including for the first time, providers not registered under the Higher Education Support Act (HESA). As in previous years, the 2023 SES in-scope survey population consisted of commencing and later year, onshore, undergraduate and postgraduate coursework students, currently enrolled in Australian higher education institutions. Since 2020, the scope of the SES has also been extended to include international students who intended to study onshore but were offshore at the time the survey was administered due to government-imposed travel restrictions caused by the COVID-19 pandemic. This exception was permitted again in 2023 given the ongoing travel restrictions entering Australia and will be reviewed for the 2024 SES sample.

The main online fieldwork period ran from 27 July to 3 September 2023. A secondary collection ran from 7 September to 8 October 2023. From a final in-scope sample of 677,041, responses were received from a total of 253,588 students, which equated to 267,268 valid surveys once combined and double degrees were taken into account. This represents an overall response rate of 37.5 per cent, slightly up from 37.0 per cent in 2022 but down from 41.1 per cent in 2021 and 44.1 in 2020. Although response rates have declined since 2020, 37.5 per cent may still be considered a "good" result with the responding population closely matching the target population, which is an important measure to ensure the results are representative of students at higher education institutions.

Changes to the student experience since 2019

The higher education sector has been subject to substantial challenges arising from the ongoing effects of changes in response to the COVID-19 pandemic. Higher education institutions were required to adapt their teaching and learning arrangements quickly in response to the pandemic environment; in particular, a shift to online learning. In what is now considered the post-pandemic period, many institutions have retained strategies employed during the pandemic and moved to "hybrid" delivery modes of study as standard, which could include a component of classes (such as lectures) delivered exclusively online, or the option for students to choose how they participate, either in person, online or a mix of both.

Prior to 2020, results from the SES had shown remarkable stability, at least at the aggregate level. For example, the undergraduate student rating of the Quality of entire educational experience varied within a narrow range of 78.5 per cent to 79.9 per cent since 2015. Similarly, student ratings of other aspects of their experience had changed little over time, varying by only a few percentage points.

As observed in the 2020 SES National Report, there was a sharp reduction in student ratings of their educational experience in 2020. However, in 2021, student ratings improved somewhat, as institutions and students adapted to the changing teaching and learning environment and some states eased restrictions. This upward trend continued into 2022, as the remaining states "re-opened", with most focus areas recovering to the levels seen prior to 2019, with the exception of

Learner Engagement and Student Support. While Learner Engagement had the largest increase in undergraduate ratings in 2022, it remained around 5 percentage points below the levels seen prior to the pandemic. By 2023, the newly named and revised focus area, Peer Engagement, was approximately 1 percentage point below the 2019 undergraduate rating. The Student Support and the new Student Support and Services focus area is the only area to have seen undergraduate ratings decrease since 2020.

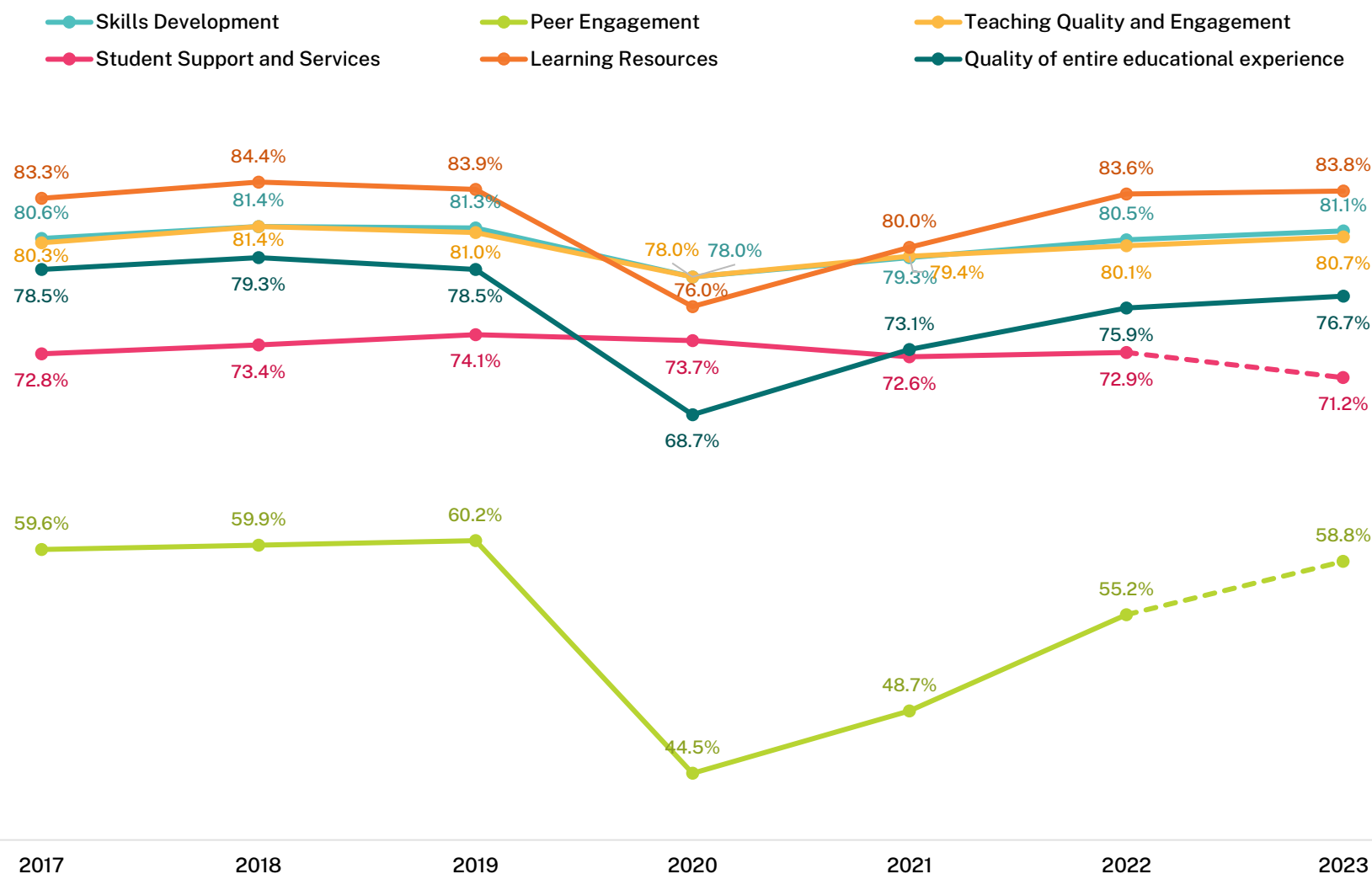
This report focuses on changes in the student experience since 2019. The results of the SES over the last four years show that the instrument is sensitive to changes in the educational experience of students in different demographic groups, study areas and institutions, which attests to the efficacy of the SES instrument.

2. Course level

Overall, the shifts in the student experience since 2019 have been broadly similar for undergraduate and postgraduate coursework level students, as shown by **Figure 1** and **Figure 2**. For example, student ratings of the Quality of entire educational experience dropped markedly in 2020 at both course levels, followed by two consecutive years of relatively large increases and a moderate increase in 2023. The only exception to this consistent pattern of change was in the area of Student Support and Student Support and Services where ratings at the undergraduate level declined from 2022 to 2023 but increased marginally at the postgraduate level.

One point of difference observed between undergraduate and postgraduate coursework level ratings is that when comparing 2023 results with results prior to the pandemic, undergraduate results have either not returned or are broadly similar to what they were previously. In contrast, postgraduate coursework level results have not only recovered but exceeded historical ratings across all focus areas. This difference appears to be influenced by the relative proportions of domestic and international students at the undergraduate and postgraduate coursework levels. International student ratings at both the undergraduate and postgraduate coursework levels were higher in 2023 than they were prior to the pandemic. Conversely, domestic student ratings were either below or close to (but not exceeding) ratings seen prior to the pandemic. International students represent a much larger proportion of the postgraduate coursework population than they do of the undergraduate population, which explains the greater improvement in aggregated postgraduate coursework results compared to undergraduate results. Refer to the 2023 SES International Report for further discussion on the international student experience.

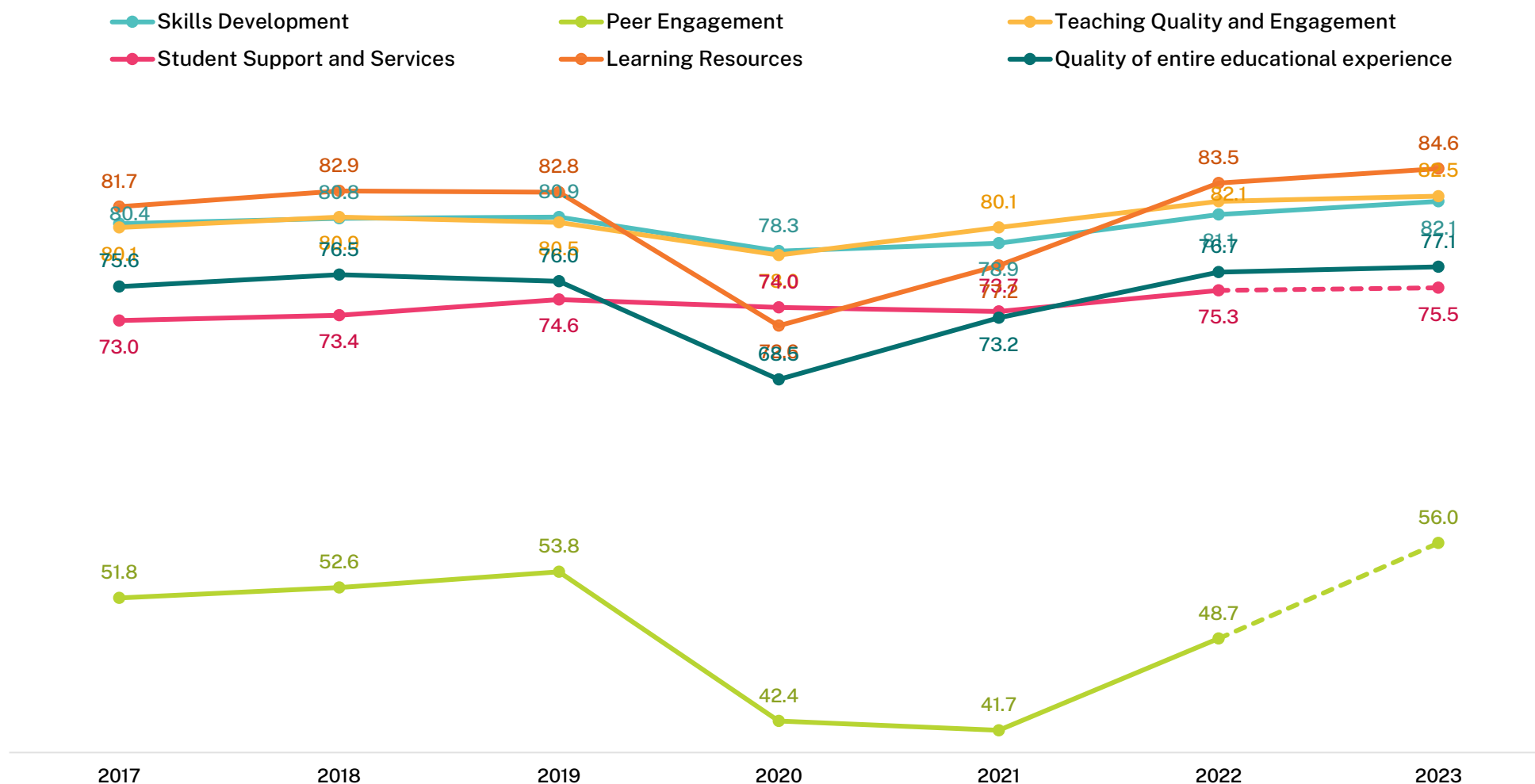
Figure 1 The undergraduate student experience, 2017-2023 (% positive rating)



Source: The FOCUS_UG_ALL_11-YY_YEAR worksheet in the 2023 SES National 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 postgraduate coursework student experience, 2017-2023 (% positive rating)



Source: The FOCUS_PGC_ALL_17-YY_YEAR worksheet in the 2023 SES National 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.

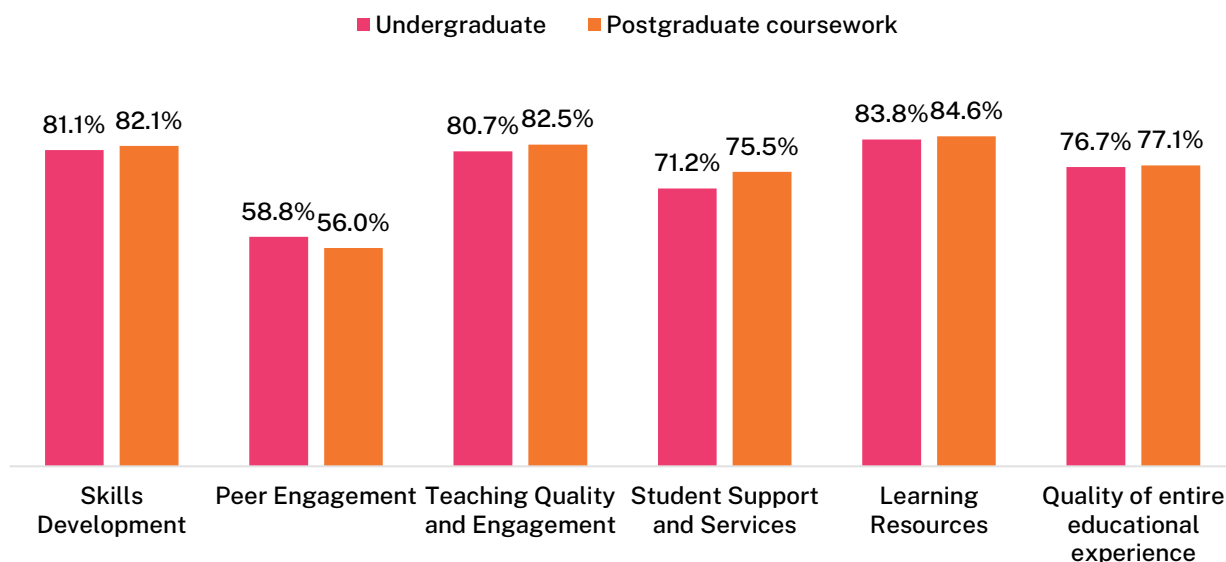
When comparing overall undergraduate and postgraduate coursework ratings in 2023, there was generally little variation, as shown by **Figure 3**.

The main area of differentiation in 2023 was in ratings at the course level for Student Support and Services. Students undertaking postgraduate coursework rated this slightly higher in 2023 at 75.5 per cent (up from 75.3 per cent in 2022) whereas undergraduate students rated this slightly lower in 2023 at 71.2 per cent (down from 72.9 per cent in 2022); resulting in 4.3 percentage points differentiation between undergraduate and postgraduate coursework students.

However, as international student ratings at both undergraduate and postgraduate coursework levels increased markedly between 2022 and 2023, whereas domestic student ratings decreased, this difference appears to be related to the relative proportions of international and domestic students at the undergraduate and postgraduate levels. The higher proportion of international students in the postgraduate cohort potentially impacting the positive impact on the focus area score at this course level. More information on international and domestic student ratings is available in the SES International Report.

The other revised focus area, Peer Engagement, saw undergraduate ratings increase by 14.3 percentage points and postgraduate coursework student ratings increase by 13.6 percentage points between 2020 and 2023, likely due to the return to more on-campus learning. However, postgraduate coursework ratings remained lower than undergraduate ratings in 2023, most likely due to the higher proportion of domestic postgraduate coursework students undertaking their studies predominately online.

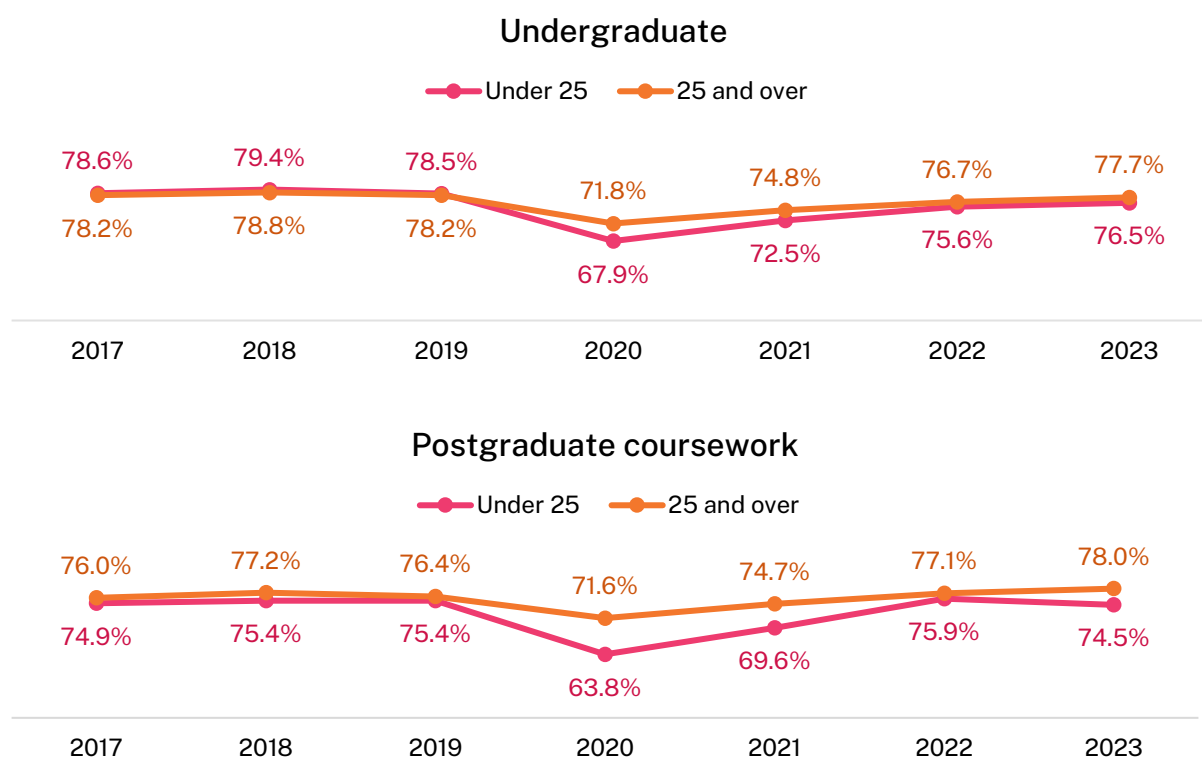
Figure 3 The student experience by course level, 2023 (% positive rating)



3. Demographic groups

Changes in teaching and learning arrangements since 2019 have had a greater impact on some student groups than others. In particular, younger persons and “internal” students (that is, persons studying on-campus or by mixed mode), both registered much larger falls in student ratings in 2020. These factors are most likely related since younger persons are more likely to be studying on-campus whereas older persons are more likely to engage in external study. From 2021 to 2023, positive ratings increased for younger persons and internal study mode students, which can likely be attributed to some return to on-campus learning as COVID-19 restrictions were lifted across Australia, as well as a change in the expectations and experience of students as well as improved systems and experience of online teaching methods in higher education institutions.

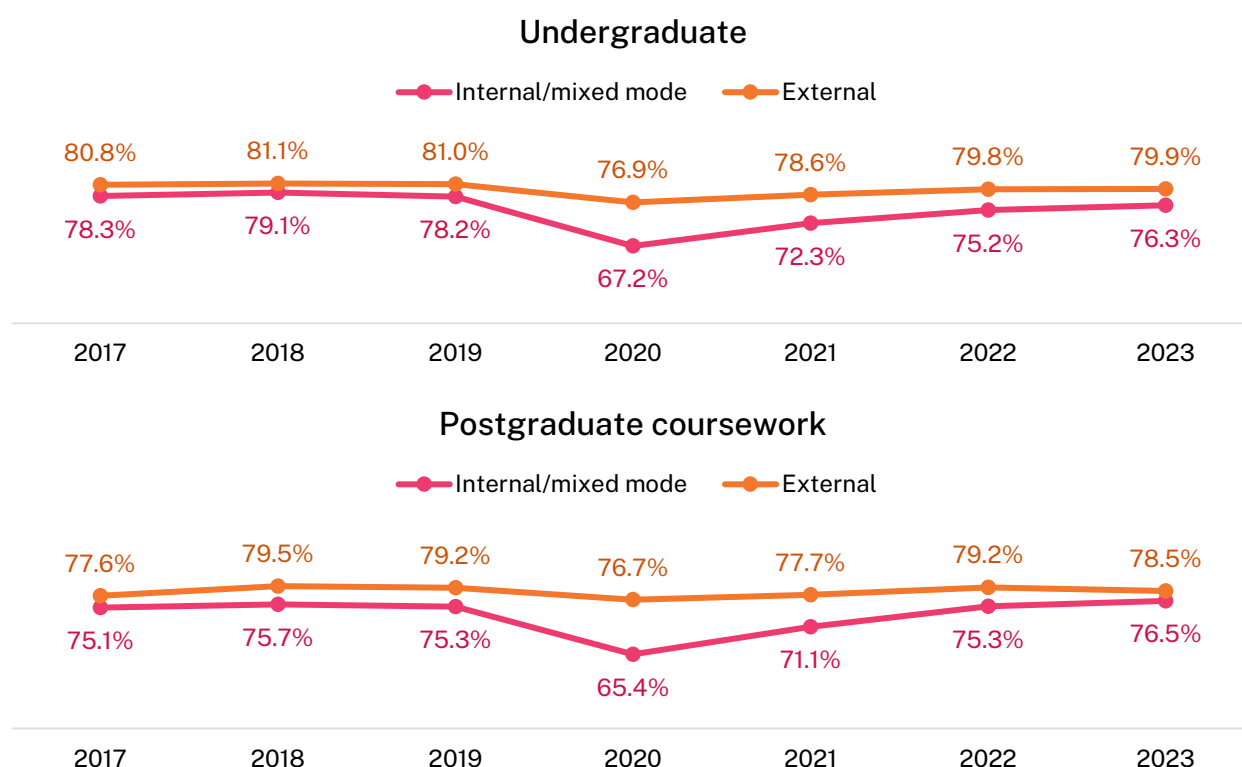
Figure 4 Quality of entire educational experience by course level and age, 2017-2023 (% positive rating)



As can be seen in **Figure 5** below, internal/mixed mode study mode students (enrolled to undertake some or all of their classes on-campus) rated the Quality of entire educational experience substantially lower in 2020 than in 2019, a much larger fall than reported by external students (who had undertaken all of their study off-campus). There has been an increase in the number of internal/mixed mode students and external students rating the Quality of their entire educational experience positively over the past three years. However, internal/mixed mode student ratings are still below those of external students by 3.6 percentage points for undergraduate and 2.0 percentage points for postgraduate coursework students.³

³ Three major institutions updated student enrolments to reflect the change in study mode from internal/mixed mode to external in 2020, whereas the majority of institutions did not update this data from the initial student study mode prior to the onset of COVID-19 restrictions. When these three institutions' data are excluded, the 2020 figure for external undergraduates is 80.0 per cent and for postgraduate coursework is 79.5.

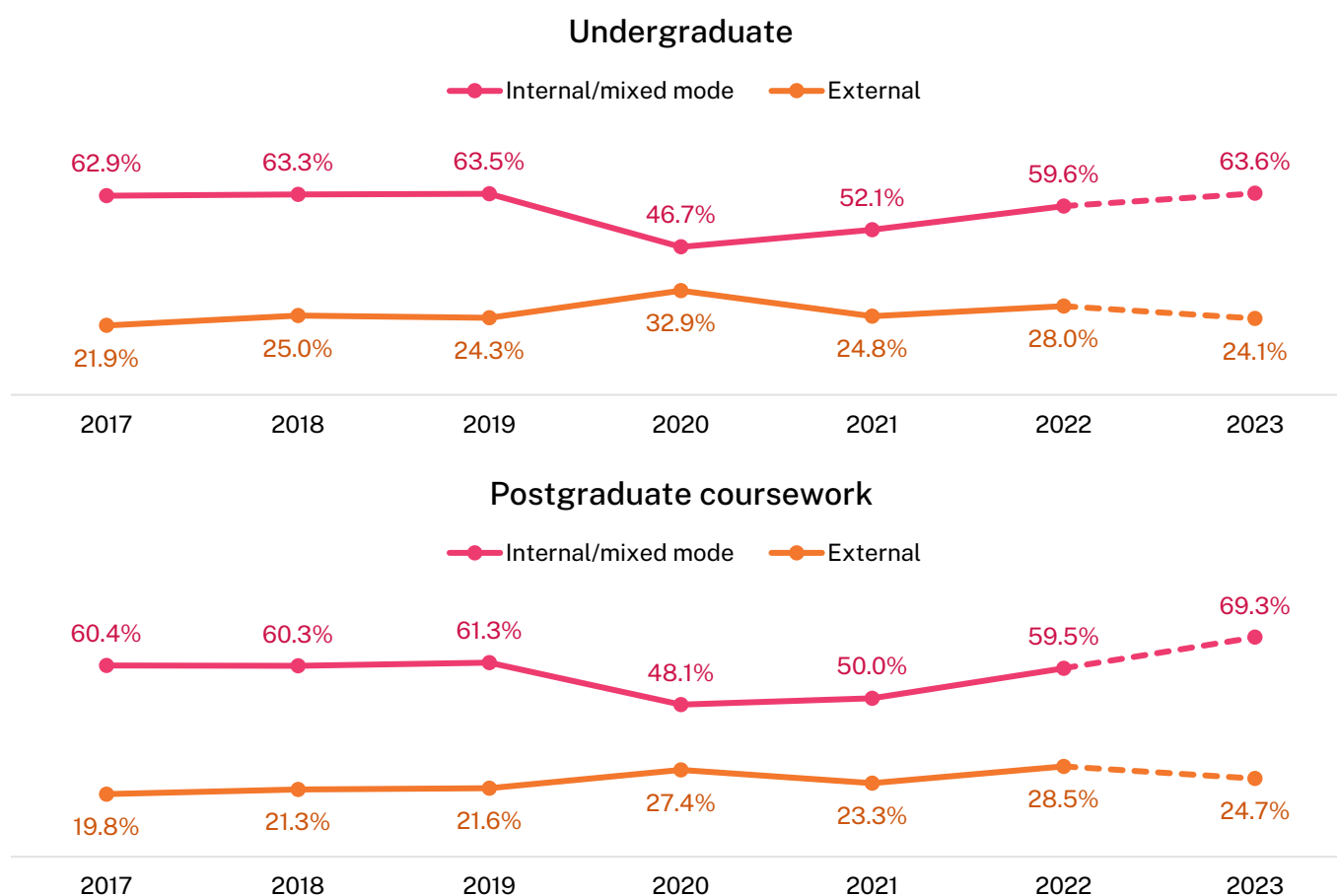
Figure 5 Quality of entire educational experience by course level and mode of study, 2017-2023 (% positive rating)



It should be borne in mind, that changes in course delivery and shifting patterns of internal/mixed mode and external students make interpretation of student ratings difficult. Examination of enrolment patterns shows institutions have adopted different practices with respect to classifying their students' mode of study with the shift to greater online delivery since 2020. For some institutions, where students were previously studying on-campus, notwithstanding their participating in more online delivery within their courses or subjects, they have been reported by institutions as internal study mode. For example, many institutions have moved all students to online lectures but have retained in-person tutorials, demonstrations or practical components. Therefore, it is possible that more students were likely studying externally or a mix of both internal and external study modes since 2020 than the data would suggest.

Unsurprisingly, a student's mode of study greatly impacts ratings of the Peer Engagement focus area (and previously in the Learner Engagement focus area), given the focus on interacting with others as part of one's classes or socially. Internal/mixed mode students' rating of these focus areas declined by 16.8 percentage points between 2019 and 2020. In 2023, internal/mixed mode students' rating of Peer Engagement increased by 12.9 percentage points compared to Learner Engagement in 2022. Ratings for external students have been much less volatile. However, it is important to note that external students continue to report a very low positive rating of Peer Engagement, as shown by **Figure 6**.

Figure 6 Peer Engagement (formerly Learner Engagement) by course level and mode of study, 2017-2023 (% positive rating)



Note that the dotted lines between 2022 and 2023 indicate the change in underlying items of the Peer Engagement focus area. 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.

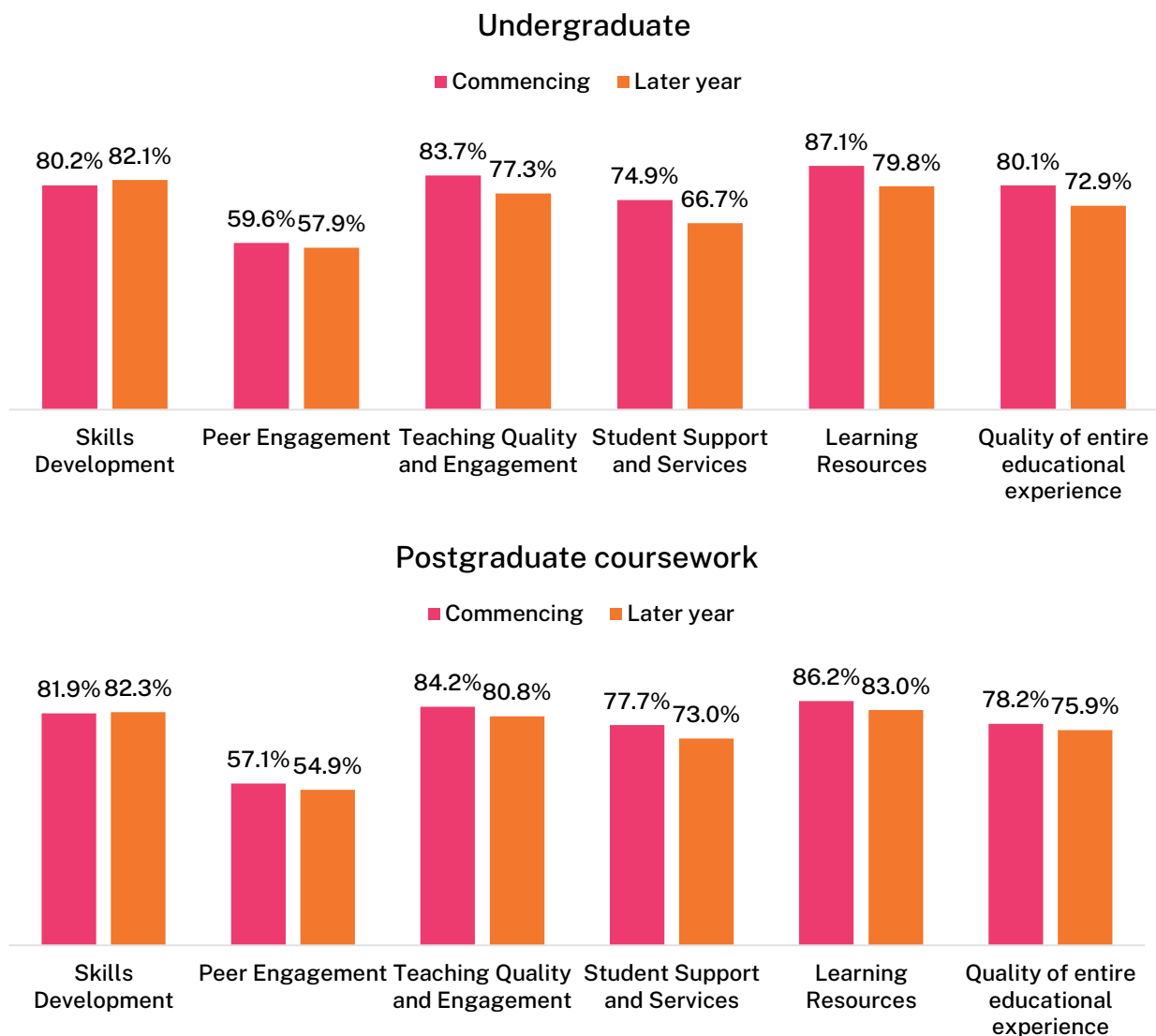
Historically, commencing students have tended to rate their higher education experience more positively than later year students⁴, with the exception of the Skills Development focus area that is rated more highly by later year students. This trend is seen at both the undergraduate and postgraduate coursework levels but is more pronounced at the undergraduate level where commencing students are much more likely to be at the beginning of their higher education journey than commencing postgraduate coursework students who are more likely to have studied in higher education previously.

In 2023, undergraduate commencing students continued to rate their experience more positively than later year students, except for Skills Development, as seen in **Figure 7**. The highest rated aspect of the student experience for commencing undergraduates in 2023 was in the area of Learning Resources, 87.1 per cent positive. Later year students rated Skills Development the highest at 82.1 per cent positive.

⁴ Later year students include students in the final year of study from universities and all middle year and final year students from non-university higher education institutions (NUHEIs). A student's stage of studies is an approximation only based on the ratio of a student's accumulated equivalent full-time study load (EFTSL) to the total EFTSL of the course they are currently enrolled in.

For postgraduate coursework students in 2023, differences in ratings between commencing and later year students were less apparent. The biggest variations were seen for the Student Support and Services, Teaching Quality and Engagement, and Learning Resources areas for which commencing students rated 4.7, 3.4 and 3.2 percentage points higher than later year students respectively.

Figure 7 The student experience by course level and stage of study, 2023 (% positive rating)

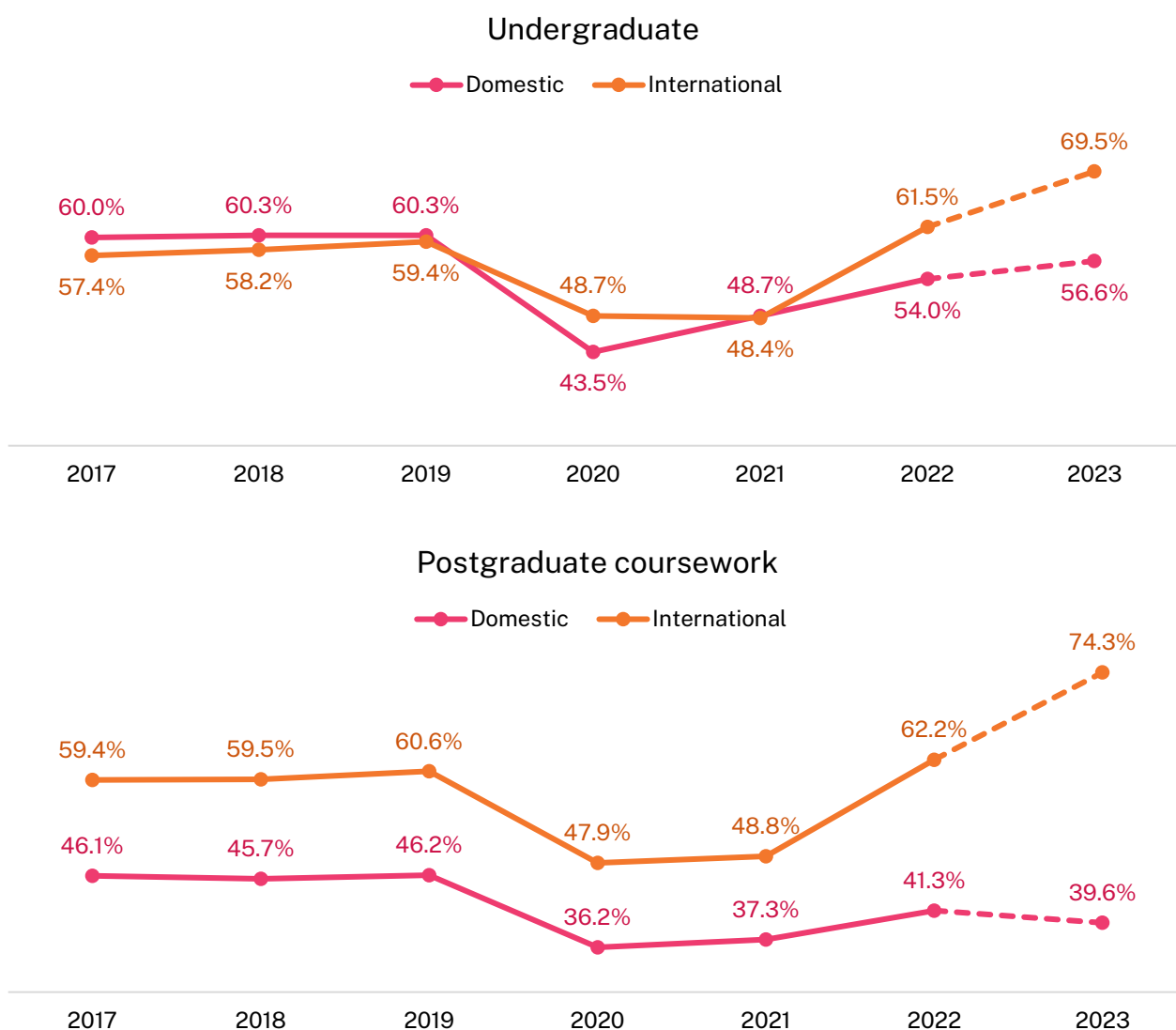


International students reported a sharper fall in focus area ratings than domestic students in 2020, other than for Learner Engagement (as shown by

Table 3). However, in 2022, international student ratings improved markedly when compared to ratings prior to 2020 in the areas of Skills Development, Teaching Quality, and Learning Resources, as well as Student Support and Learner Engagement.

This trend has continued in 2023 with international student ratings further improving for all focus areas. For example, in 2019, 59.4 per cent of international undergraduates rated Learner Engagement positively and despite dropping to a low of 48.4 per cent in 2021, the new Peer Engagement focus area has continued the trend and increased to a high of 69.5 per cent in 2023, an 8.0 percentage points increase from 2022.

Figure 8 Peer Engagement (formerly Learner Engagement) by course level and citizenship, 2017-2023 (% positive rating)



Note that the dotted lines between 2022 and 2023 indicate the change in underlying items of the Peer Engagement focus area. 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.

In addition, international student ratings that were historically lower than domestic student ratings, were higher in 2022 in the areas of Skills Development, Learner Engagement and Student Support and this has continued to increase in 2023, including the revised focus areas of Peer Engagement

and Student Support and Services. International student ratings were higher than domestic student ratings for all focus areas except the Quality of entire educational experience in 2023. Further information about the international student experience, including details for all focus areas are detailed in the 2023 SES International Report.

Ratings of the overall educational experience have been consistently lower since 2017 for students with a stated disability at both the undergraduate and postgraduate coursework level. This group also gave consistently lower ratings in all focus areas other than student support and services which dropped below those without a stated disability from 2020.

Domestic undergraduates whose home language was not English also saw lower ratings of their overall educational experience with postgraduate coursework students whose home language was not English dropping below those whose home language was English in 2018 and remaining lower each year after that. Domestic students whose home language was not English rated all focus areas and their overall educational experience lower than international students whose home language was not English at both undergraduate and postgraduate coursework levels which may suggest that attention be given to supports for this group.

First Nations students rate their overall educational experience the same, or somewhat higher than non-Indigenous students at both the undergraduate and postgraduate coursework levels. However, First Nations students rated Learner Engagement and Peer Engagement much lower than non-Indigenous students at both levels in all years since 2017. First Nations students are more likely to be older and studying externally which may explain these differences.

Table 3 Undergraduate student experience by demographic group, 2021-2023 (% positive rating)^{††}

| | | Skills Development | | | Peer Engagement | | | Teaching Quality and Engagement | | | Student Support and Services | | | Learning Resources | | | Quality of entire educational experience | | |
|------------------|-----------------------------|--------------------|------|------|-----------------|------|------|---------------------------------|------|------|------------------------------|------|------|--------------------|------|------|--|------|------|
| Category | | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 |
| Stage of studies | Commencing | 78.3 | 79.6 | 80.2 | 49.0 | 55.8 | 59.6 | 82.5 | 83.0 | 83.7 | 75.7 | 76.0 | 74.9 | 83.9 | 86.8 | 87.1 | 76.5 | 79.1 | 80.1 |
| - | Later year | 80.6 | 81.5 | 82.1 | 48.2 | 54.4 | 57.9 | 75.5 | 76.9 | 77.3 | 68.6 | 69.3 | 66.7 | 74.6 | 79.6 | 79.8 | 68.6 | 72.2 | 72.9 |
| Study mode | Internal / Mixed study mode | 79.4 | 80.7 | 81.4 | 52.1 | 59.6 | 63.6 | 79.0 | 79.8 | 80.6 | 71.9 | 72.1 | 70.9 | 80.0 | 83.6 | 84.0 | 72.3 | 75.2 | 76.3 |
| - | External study mode | 78.3 | 79.0 | 79.1 | 24.8 | 28.0 | 24.1 | 82.2 | 82.0 | 81.5 | 77.2 | 77.9 | 74.4 | 79.3 | 83.4 | 81.0 | 78.6 | 79.8 | 79.9 |
| Gender | Male | 75.5 | 77.3 | 77.9 | 48.8 | 56.4 | 59.2 | 76.6 | 78.2 | 79.1 | 70.5 | 72.0 | 69.5 | 77.6 | 82.5 | 82.9 | 69.3 | 73.5 | 74.0 |
| - | Female | 81.3 | 82.1 | 82.8 | 48.7 | 54.5 | 58.6 | 80.9 | 81.1 | 81.6 | 73.7 | 73.3 | 72.2 | 81.3 | 84.2 | 84.3 | 75.0 | 77.1 | 78.1 |
| Age | Under 25 | 79.5 | 80.7 | 81.3 | 52.0 | 59.5 | 63.6 | 79.3 | 80.1 | 80.7 | 71.9 | 72.1 | 71.0 | 80.3 | 84.0 | 84.3 | 72.5 | 75.6 | 76.5 |
| - | 25 to 29 | 79.1 | 80.0 | 80.6 | 43.9 | 48.0 | 50.1 | 77.5 | 78.4 | 78.5 | 72.5 | 72.9 | 70.4 | 76.8 | 80.5 | 79.9 | 71.5 | 73.7 | 75.1 |
| - | 30 to 39 | 78.2 | 78.9 | 80.3 | 36.9 | 40.6 | 42.1 | 79.4 | 79.6 | 80.5 | 74.7 | 75.2 | 72.7 | 78.8 | 81.7 | 82.1 | 74.6 | 76.1 | 77.3 |
| - | 40 and over | 79.0 | 80.6 | 80.5 | 33.3 | 35.6 | 35.7 | 83.4 | 83.7 | 83.7 | 77.3 | 78.4 | 74.1 | 81.0 | 83.7 | 84.0 | 79.3 | 80.9 | 81.2 |
| First Nations | First Nations | 79.4 | 79.7 | 81.2 | 45.9 | 47.8 | 50.4 | 79.0 | 78.7 | 79.6 | 72.8 | 74.7 | 71.8 | 80.8 | 82.2 | 82.9 | 74.4 | 76.1 | 77.7 |
| - | Non-Indigenous | 79.3 | 80.5 | 81.1 | 48.7 | 55.3 | 58.9 | 79.4 | 80.2 | 80.8 | 72.6 | 72.9 | 71.2 | 80.0 | 83.6 | 83.8 | 73.1 | 75.9 | 76.7 |

| Category | | Skills Development | | | Peer Engagement | | | Teaching Quality and Engagement | | | Student Support and Services | | | Learning Resources | | | Quality of entire educational experience | | |
|--|-------------------------|--------------------|------|------|-----------------|------|------|---------------------------------|------|------|------------------------------|------|------|--------------------|------|------|--|------|------|
| | | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 |
| Home language | English | 79.6 | 80.5 | 80.9 | 48.6 | 54.1 | 57.3 | 80.0 | 80.6 | 80.6 | 72.8 | 72.9 | 69.7 | 80.8 | 83.7 | 83.6 | 74.0 | 76.7 | 77.0 |
| | Other | 77.3 | 80.2 | 82.4 | 48.9 | 59.0 | 66.8 | 76.4 | 78.4 | 81.7 | 71.5 | 72.9 | 77.6 | 75.8 | 83.2 | 85.0 | 68.2 | 72.8 | 75.3 |
| Disability | Disability reported | 75.7 | 77.3 | 78.9 | 45.0 | 50.9 | 55.5 | 76.6 | 78.1 | 79.3 | 70.8 | 71.3 | 68.7 | 77.2 | 80.5 | 81.2 | 69.9 | 73.8 | 75.1 |
| | No disability reported | 79.6 | 80.8 | 81.4 | 49.0 | 55.6 | 59.3 | 79.7 | 80.4 | 80.9 | 72.7 | 73.1 | 71.6 | 80.2 | 83.9 | 84.2 | 73.3 | 76.1 | 77.0 |
| Residence status | Domestic student | 79.7 | 80.2 | 80.6 | 48.7 | 54.0 | 56.6 | 80.0 | 80.1 | 80.4 | 73.0 | 72.5 | 69.4 | 81.1 | 83.5 | 83.7 | 74.1 | 76.2 | 76.9 |
| | International student | 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 |
| First in family status** | First in family | 79.4 | 80.7 | 81.1 | 48.2 | 53.9 | 55.4 | 83.0 | 83.7 | 83.9 | 77.4 | 77.9 | 76.2 | 85.1 | 87.5 | 88.0 | 77.8 | 79.9 | 81.0 |
| | Not first in family | 77.7 | 79.2 | 79.8 | 50.6 | 59.0 | 62.4 | 82.5 | 83.0 | 83.9 | 74.4 | 74.6 | 73.3 | 84.1 | 87.2 | 87.4 | 76.1 | 79.2 | 80.2 |
| Previous higher education experience** | At current institution | 78.8 | 79.6 | 80.3 | 47.1 | 53.1 | 54.7 | 81.3 | 82.7 | 83.0 | 74.0 | 74.1 | 72.7 | 81.9 | 85.6 | 86.0 | 75.9 | 78.7 | 79.4 |
| | At another institution | 78.4 | 79.4 | 80.4 | 44.0 | 49.6 | 53.0 | 83.7 | 84.6 | 85.0 | 77.5 | 78.4 | 77.1 | 82.8 | 86.1 | 85.8 | 78.1 | 80.9 | 81.5 |
| | New to higher education | 78.1 | 79.6 | 80.1 | 51.2 | 58.6 | 62.8 | 82.3 | 82.4 | 83.5 | 75.4 | 75.5 | 74.6 | 84.6 | 87.3 | 87.7 | 76.1 | 78.5 | 79.8 |

| | | Skills Development | | | Peer Engagement | | | Teaching Quality and Engagement | | | Student Support and Services | | | Learning Resources | | | Quality of entire educational experience | | |
|--------------------------|-------------------|--------------------|------|------|-----------------|------|------|---------------------------------|------|------|------------------------------|------|------|--------------------|------|------|--|------|------|
| Category | | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 |
| Socio-economic status*** | High | 78.9 | 79.6 | 79.6 | 50.7 | 56.7 | 60.1 | 79.9 | 80.5 | 80.1 | 70.7 | 70.2 | 66.3 | 80.8 | 83.1 | 83.3 | 74.0 | 76.4 | 76.6 |
| | Medium | 80.4 | 80.5 | 81.3 | 49.4 | 53.7 | 57.1 | 80.3 | 80.1 | 80.8 | 74.0 | 73.1 | 71.2 | 81.8 | 83.8 | 84.2 | 74.6 | 76.1 | 77.0 |
| | Low | 80.0 | 80.2 | 81.1 | 46.5 | 49.7 | 51.6 | 79.1 | 79.1 | 80.2 | 74.0 | 73.9 | 72.0 | 80.6 | 83.2 | 83.4 | 72.9 | 75.3 | 77.0 |
| Location***† | Metro | 79.9 | 80.1 | 80.6 | 50.4 | 55.3 | 58.1 | 80.0 | 79.9 | 80.3 | 72.7 | 71.9 | 69.4 | 81.2 | 83.5 | 83.7 | 73.9 | 75.9 | 76.6 |
| | Regional / remote | 79.5 | 80.4 | 80.8 | 44.7 | 48.9 | 51.1 | 80.1 | 80.6 | 80.7 | 74.1 | 73.8 | 69.7 | 81.8 | 83.5 | 83.2 | 75.1 | 76.7 | 77.9 |
| Total | | 79.3 | 80.5 | 81.1 | 48.7 | 55.2 | 58.8 | 79.4 | 80.1 | 80.7 | 72.6 | 72.9 | 71.2 | 80.0 | 83.6 | 83.8 | 73.1 | 75.9 | 76.7 |

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

*** The SES and Location measures are location-based. The SES is based on the ABS SEIFA Index of Education and Occupation. The Location measures are calculated according to the proportion of metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

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

Table 4 Postgraduate coursework student experience by demographic group, 2021-2023 (% positive rating)^{††}

| | | Skills Development | | | Peer Engagement | | | Teaching Quality and Engagement | | | Student Support and Services | | | Learning Resources | | | Quality of entire educational experience | | |
|------------------|-----------------------------|--------------------|------|------|-----------------|------|------|---------------------------------|------|------|------------------------------|------|------|--------------------|------|------|--|------|------|
| Category | | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 |
| Stage of studies | Commencing | 77.8 | 80.7 | 81.9 | 38.6 | 49.2 | 57.1 | 82.2 | 83.7 | 84.2 | 74.5 | 76.6 | 77.7 | 78.3 | 85.3 | 86.2 | 75.0 | 77.9 | 78.2 |
| | Later year | 80.0 | 81.6 | 82.3 | 44.4 | 48.3 | 54.9 | 78.2 | 80.5 | 80.8 | 73.0 | 74.0 | 73.0 | 76.4 | 81.8 | 83.0 | 71.6 | 75.7 | 75.9 |
| | Internal / Mixed study mode | 80.1 | 82.7 | 84.2 | 50.0 | 59.5 | 69.3 | 79.2 | 81.6 | 83.1 | 71.9 | 73.8 | 76.4 | 77.0 | 83.6 | 85.3 | 71.1 | 75.3 | 76.5 |
| | External study mode | 76.2 | 78.1 | 77.3 | 23.3 | 28.5 | 24.7 | 81.9 | 82.9 | 81.2 | 77.8 | 78.3 | 72.1 | 78.1 | 83.0 | 80.3 | 77.7 | 79.2 | 78.5 |
| Gender | Male | 75.8 | 79.1 | 80.6 | 43.0 | 51.7 | 59.6 | 77.1 | 80.2 | 81.0 | 71.9 | 74.9 | 75.0 | 75.8 | 83.3 | 84.6 | 70.8 | 74.2 | 75.7 |
| | Female | 80.8 | 82.3 | 83.0 | 40.9 | 47.1 | 53.8 | 81.8 | 83.2 | 83.4 | 74.8 | 75.5 | 75.8 | 78.2 | 83.7 | 84.7 | 74.7 | 77.5 | 77.9 |
| Age | Under 25 | 80.6 | 84.4 | 83.8 | 50.2 | 62.6 | 70.2 | 78.6 | 81.6 | 81.4 | 71.3 | 73.6 | 75.7 | 76.0 | 84.5 | 85.0 | 69.6 | 75.9 | 74.5 |
| | 25 to 29 | 78.7 | 80.8 | 83.2 | 44.3 | 52.3 | 63.4 | 77.7 | 80.0 | 81.6 | 71.9 | 74.3 | 76.1 | 75.3 | 82.1 | 83.9 | 70.2 | 73.9 | 75.0 |
| | 30 to 39 | 77.9 | 79.7 | 81.1 | 37.1 | 42.4 | 49.6 | 80.9 | 82.0 | 82.9 | 75.1 | 75.5 | 75.9 | 79.2 | 83.1 | 85.0 | 75.3 | 76.7 | 78.6 |
| | 40 and over | 78.0 | 79.3 | 79.5 | 31.5 | 35.0 | 33.6 | 84.2 | 85.1 | 84.8 | 77.9 | 78.2 | 72.7 | 82.5 | 84.7 | 84.9 | 80.0 | 81.0 | 81.6 |
| First Nations | First Nations | 80.0 | 79.2 | 79.4 | 36.9 | 40.9 | 43.9 | 80.6 | 80.7 | 78.5 | 74.6 | 70.2 | 71.2 | 77.8 | 80.5 | 79.3 | 75.6 | 78.4 | 77.1 |

| Category | | Skills Development | | | Peer Engagement | | | Teaching Quality and Engagement | | | Student Support and Services | | | Learning Resources | | | Quality of entire educational experience | | |
|--|------------------------|--------------------|------|------|-----------------|------|------|---------------------------------|------|------|------------------------------|------|------|--------------------|------|------|--|------|------|
| | | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 |
| | Non-Indigenous | 78.9 | 81.2 | 82.1 | 41.7 | 48.8 | 56.1 | 80.1 | 82.1 | 82.5 | 73.7 | 75.3 | 75.5 | 77.2 | 83.5 | 84.7 | 73.2 | 76.7 | 77.1 |
| Home language | English | 78.5 | 79.7 | 80.3 | 38.2 | 42.9 | 45.8 | 81.1 | 81.9 | 81.8 | 74.1 | 74.3 | 70.6 | 78.3 | 81.2 | 81.7 | 75.2 | 76.7 | 77.4 |
| - | Other | 79.6 | 83.8 | 84.9 | 48.2 | 60.0 | 71.5 | 78.1 | 82.4 | 83.6 | 72.9 | 76.9 | 80.0 | 76.0 | 86.3 | 87.4 | 69.5 | 76.8 | 76.5 |
| Disability | Disability reported | 73.4 | 75.9 | 78.3 | 38.1 | 44.0 | 54.2 | 76.3 | 77.5 | 79.4 | 70.0 | 70.6 | 69.0 | 73.5 | 76.2 | 78.4 | 69.1 | 70.8 | 74.4 |
| - | No disability reported | 79.2 | 81.5 | 82.4 | 41.9 | 49.1 | 56.1 | 80.3 | 82.4 | 82.8 | 73.9 | 75.6 | 76.0 | 77.4 | 84.0 | 85.2 | 73.4 | 77.1 | 77.3 |
| Residence status | Domestic student | 78.5 | 79.5 | 79.0 | 37.3 | 41.2 | 39.6 | 81.4 | 81.8 | 81.1 | 74.5 | 74.2 | 67.2 | 78.7 | 80.7 | 79.7 | 75.7 | 76.6 | 77.1 |
| - | International student | 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 |
| First in family status** | First in family | 78.1 | 80.2 | 81.7 | 36.3 | 44.8 | 49.7 | 82.8 | 84.1 | 84.8 | 76.5 | 77.2 | 77.7 | 80.1 | 85.4 | 86.9 | 75.7 | 78.9 | 79.8 |
| - | Not first in family | 78.2 | 81.0 | 80.9 | 40.7 | 51.9 | 57.4 | 82.4 | 83.9 | 83.4 | 74.0 | 76.4 | 76.0 | 78.5 | 85.8 | 86.1 | 74.3 | 78.0 | 77.0 |
| Previous higher education experience** | At current institution | 78.6 | 80.7 | 81.1 | 45.2 | 52.5 | 55.3 | 81.3 | 82.3 | 82.9 | 73.1 | 72.5 | 72.6 | 79.2 | 83.6 | 84.5 | 74.0 | 75.6 | 77.3 |

| Category | | Skills Development | | | Peer Engagement | | | Teaching Quality and Engagement | | | Student Support and Services | | | Learning Resources | | | Quality of entire educational experience | | |
|--------------------------|-------------------------|--------------------|------|------|-----------------|------|------|---------------------------------|------|------|------------------------------|------|------|--------------------|------|------|--|------|------|
| | | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 |
| - | At another institution | 77.5 | 80.2 | 81.2 | 36.3 | 47.1 | 54.5 | 82.9 | 84.1 | 84.1 | 75.2 | 77.1 | 76.8 | 78.9 | 85.4 | 85.8 | 75.8 | 78.3 | 77.8 |
| - | New to higher education | 77.2 | 83.1 | 85.4 | 37.2 | 55.8 | 69.6 | 79.6 | 84.6 | 86.1 | 73.5 | 80.9 | 84.7 | 72.9 | 87.6 | 88.9 | 71.7 | 80.1 | 81.0 |
| Socio-economic status*** | High | 77.6 | 78.8 | 78.5 | 38.5 | 44.0 | 44.2 | 81.2 | 80.9 | 80.1 | 72.4 | 71.7 | 64.6 | 77.6 | 79.4 | 78.4 | 74.7 | 75.3 | 75.5 |
| - | Medium | 79.2 | 79.7 | 81.1 | 36.4 | 40.0 | 46.0 | 81.7 | 81.8 | 82.1 | 75.9 | 75.0 | 72.9 | 79.8 | 81.4 | 83.1 | 76.7 | 77.0 | 77.5 |
| - | Low | 79.3 | 81.1 | 80.0 | 34.9 | 39.4 | 38.6 | 81.4 | 82.8 | 81.6 | 77.7 | 76.2 | 71.1 | 81.0 | 81.5 | 80.9 | 76.6 | 77.3 | 77.7 |
| Location****† | Metro | 78.8 | 79.4 | 79.9 | 38.8 | 43.3 | 43.0 | 81.3 | 81.2 | 81.5 | 74.4 | 73.3 | 67.7 | 78.9 | 80.4 | 80.1 | 75.5 | 75.8 | 77.1 |
| - | Regional / remote | 77.7 | 79.5 | 78.3 | 28.7 | 33.6 | 31.5 | 82.3 | 83.0 | 81.9 | 76.2 | 75.6 | 67.4 | 79.7 | 80.8 | 78.9 | 77.5 | 78.3 | 78.8 |
| - | Total | 78.9 | 81.1 | 82.1 | 41.7 | 48.7 | 56.0 | 80.1 | 82.1 | 82.5 | 73.7 | 75.3 | 75.5 | 77.2 | 83.5 | 84.6 | 73.2 | 76.7 | 77.1 |

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

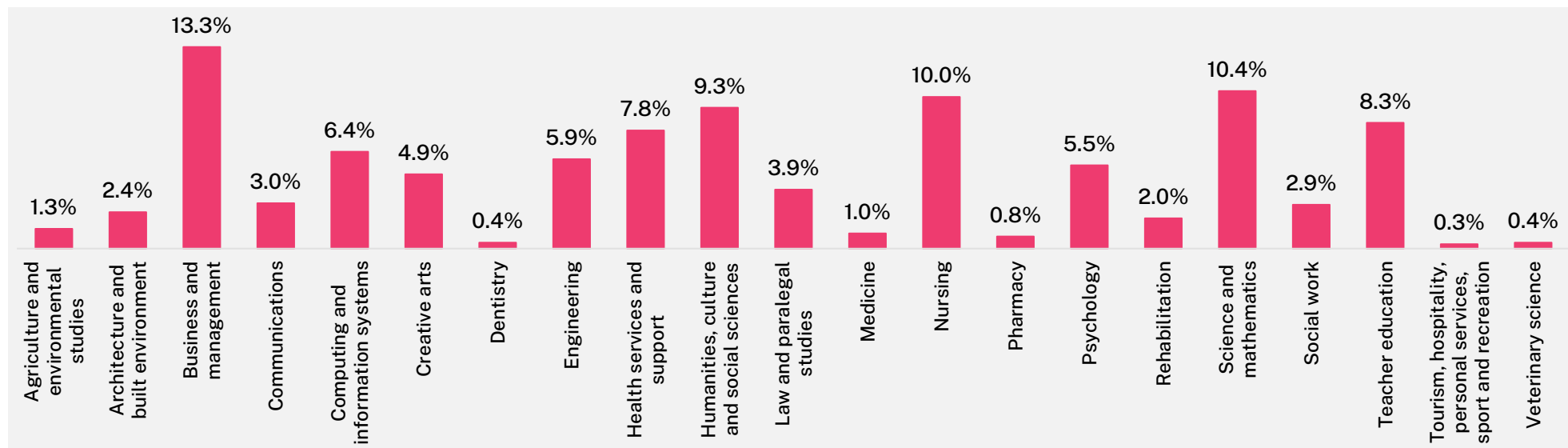
*** The SES and Location measures are location-based. The SES is based on the ABS SEIFA Index of Education and Occupation. The Location measures are calculated according to the proportion of metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

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

4. Study area

Callout: Undergraduate study area profile (proportions based on responses to the 2023 SES)



Most study areas showed a similar pattern of improvement in undergraduate ratings from 2022 to 2023, as shown by Table 5. In particular, the Learner Engagement to Peer Engagement focus area rating increased across every study area besides Psychology, which is likely associated with a return to more on-campus engagement. Additionally, the Skills Development, Teaching Quality and Engagement and Learning Resources focus areas and Quality of entire educational experience ratings mostly experienced increases in ratings between 2021, 2022 and 2023.

Looking at differences in the focus area scores between study areas in 2023, there was more variation in ratings for the Peer Engagement and Teaching Quality and Engagement focus areas and the Quality of entire educational experience. There was a 30.7 percentage point difference between the highest (Rehabilitation) and lowest (Psychology) ratings for Peer Engagement in 2023 which may be related to the different study mode patterns in these study areas. Courses in the Rehabilitation study area are delivered almost entirely as internal/mixed mode compared with Psychology courses where around 21 per cent of respondents were studying as external students. At the same time, there was a 20 percentage point difference in ratings for Teaching Quality and Engagement, with undergraduate students from the Tourism, hospitality, personal services, sport and recreation study area rating this aspect highest and Dentistry students rated this lowest. The Teaching Quality and Engagement focus area has the

highest association with student ratings of the Quality of entire educational experience and therefore, it may be that improvement in this focus area, would be an effective strategy to improving student ratings of their overall educational experience.

Similarly, the Quality of entire educational experience saw a 20 percentage point variation between the highest, Agriculture and environmental studies, and the lowest, Dentistry, ratings which are both relatively small study areas. Looking at the largest study areas, for example, those with over 10,000 undergraduate responses, Humanities, culture and social sciences and Health services and support had the highest positive ratings, 80.2 per cent and 79.7 per cent respectively. In comparison, other larger areas including Business and management (the largest study area), Engineering and Computing and information systems recorded lower ratings of 73.9 per cent, 72.6 per cent and 69.3 per cent respectively.

Undergraduate ratings of the Skills Development focus area show that Science and Mathematics, Engineering, Business and management and Computing and information systems all have relatively low ratings. While the highest scores for Skills Development can be seen in smaller study areas including Rehabilitation, Social work, Pharmacy and Medicine, larger study areas with high ratings of Skills Development included Nursing and Health services and support.

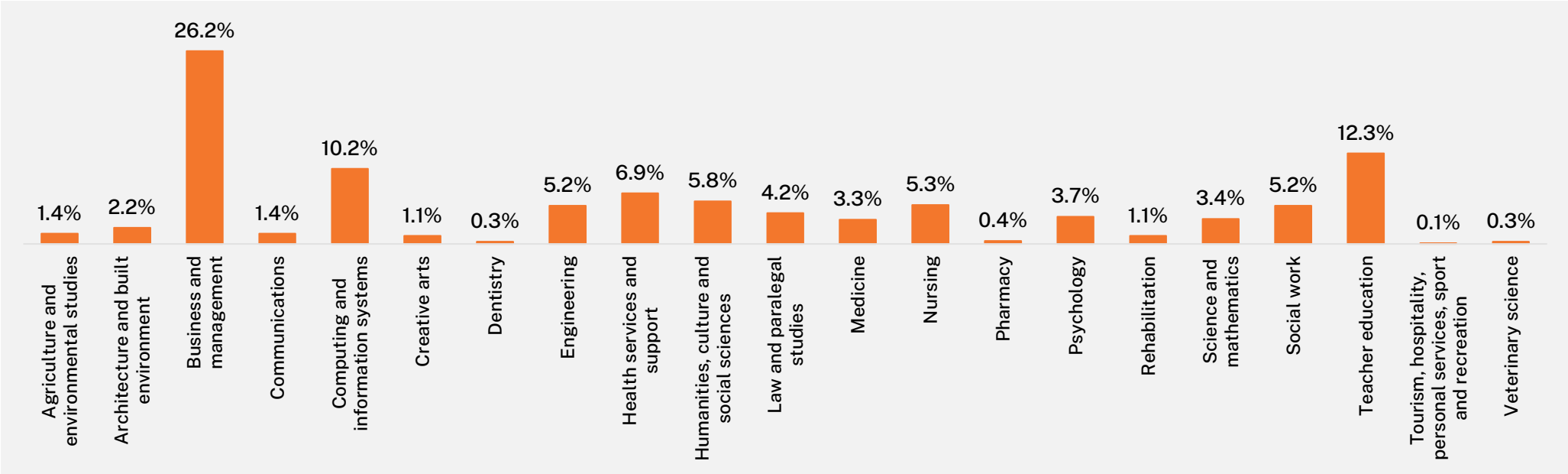
It should also be noted that broad disciplinary aggregations often hide much of the detail that is relevant to schools, faculties and academic departments. More detailed SES results disaggregated by 45 study areas are available from the QILT website in the additional tables associated with this report, as listed in Additional tables.

Table 5 Undergraduate student 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 | 78.9 | 80.0 | 80.9 | 40.0 | 47.4 | 52.9 | 86.5 | 86.2 | 87.0 | 78.3 | 77.7 | 75.1 | 84.8 | 88.1 | 89.1 | 82.6 | 83.6 | 84.7 |
| Architecture and built environment | 77.5 | 78.9 | 80.1 | 54.3 | 61.6 | 63.7 | 77.5 | 78.6 | 80.9 | 68.8 | 69.6 | 68.9 | 74.6 | 79.6 | 79.9 | 70.5 | 73.6 | 75.4 |
| Business and management | 75.7 | 78.5 | 78.8 | 48.1 | 56.9 | 61.6 | 75.7 | 77.4 | 77.9 | 71.4 | 73.2 | 74.2 | 77.5 | 83.0 | 83.4 | 70.4 | 74.4 | 73.9 |
| Communications | 80.2 | 81.8 | 83.4 | 53.1 | 61.5 | 65.3 | 83.0 | 84.1 | 83.6 | 73.5 | 74.8 | 69.8 | 81.6 | 84.9 | 84.0 | 75.6 | 79.4 | 78.8 |
| Computing and information systems | 72.2 | 74.4 | 73.6 | 46.4 | 53.8 | 58.1 | 72.5 | 74.9 | 74.8 | 69.6 | 72.7 | 71.3 | 73.6 | 80.8 | 81.5 | 65.5 | 70.4 | 69.3 |
| Creative arts | 80.6 | 81.0 | 81.7 | 60.4 | 64.4 | 67.6 | 83.6 | 84.9 | 85.9 | 75.0 | 74.2 | 68.1 | 78.9 | 82.2 | 82.3 | 74.9 | 78.3 | 79.8 |
| Dentistry | 79.4 | 82.3 | 84.7 | 57.8 | 61.4 | 71.2 | 67.2 | 66.0 | 69.3 | 61.1 | 64.3 | 63.5 | 68.3 | 72.5 | 70.4 | 57.9 | 59.1 | 64.7 |

| | | | | | | | | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Engineering | 75.7 | 77.0 | 79.0 | 52.4 | 60.0 | 62.9 | 73.4 | 75.1 | 77.2 | 68.8 | 70.7 | 68.8 | 76.9 | 83.6 | 84.2 | 66.8 | 70.9 | 72.6 |
| Health services and support | 80.2 | 81.9 | 83.6 | 46.5 | 53.2 | 56.9 | 81.5 | 82.0 | 83.4 | 74.6 | 74.6 | 72.8 | 80.9 | 84.3 | 85.2 | 75.0 | 77.7 | 79.7 |
| Humanities, culture and social sciences | 79.9 | 80.7 | 81.1 | 45.8 | 51.9 | 54.8 | 84.5 | 84.5 | 85.1 | 72.2 | 72.3 | 68.1 | 82.4 | 85.3 | 85.2 | 76.4 | 79.1 | 80.2 |
| Law and paralegal studies | 83.7 | 84.0 | 84.3 | 47.4 | 52.3 | 52.6 | 81.9 | 83.1 | 82.2 | 71.3 | 70.3 | 68.4 | 82.6 | 84.0 | 83.4 | 76.8 | 79.7 | 79.2 |
| Medicine | 87.2 | 87.8 | 85.5 | 68.1 | 74.6 | 74.9 | 81.7 | 75.5 | 76.8 | 78.7 | 71.9 | 66.1 | 80.0 | 75.7 | 73.7 | 76.6 | 75.4 | 74.8 |
| Nursing | 81.6 | 82.0 | 83.6 | 47.3 | 52.3 | 58.4 | 73.9 | 74.3 | 76.0 | 71.5 | 70.8 | 72.6 | 79.2 | 82.3 | 83.7 | 68.2 | 69.9 | 74.1 |
| Pharmacy | 84.4 | 84.5 | 85.9 | 57.1 | 62.1 | 69.4 | 82.0 | 81.2 | 82.0 | 77.2 | 72.7 | 73.3 | 83.0 | 83.7 | 85.3 | 74.9 | 76.1 | 77.5 |
| Psychology | 80.5 | 80.9 | 80.7 | 38.8 | 44.8 | 44.8 | 82.9 | 83.7 | 83.0 | 75.8 | 77.0 | 72.7 | 82.2 | 85.6 | 84.5 | 77.6 | 79.7 | 78.9 |
| Rehabilitation | 88.7 | 88.7 | 89.3 | 63.5 | 70.6 | 75.5 | 86.6 | 85.8 | 85.6 | 78.2 | 75.9 | 72.6 | 85.0 | 85.8 | 85.5 | 81.8 | 82.0 | 84.4 |
| Science and mathematics | 77.5 | 79.0 | 79.2 | 47.8 | 56.0 | 60.1 | 81.0 | 82.1 | 82.1 | 72.1 | 72.3 | 69.7 | 84.0 | 87.2 | 88.3 | 73.0 | 77.2 | 77.2 |
| Social work | 85.5 | 86.1 | 87.5 | 50.8 | 55.8 | 60.5 | 82.7 | 82.8 | 84.8 | 75.0 | 75.7 | 74.7 | 77.6 | 80.3 | 77.8 | 76.5 | 77.9 | 79.3 |
| Teacher education | 82.2 | 81.3 | 81.3 | 48.3 | 50.4 | 52.6 | 81.2 | 79.5 | 79.7 | 74.0 | 72.6 | 71.6 | 80.5 | 81.5 | 81.1 | 77.1 | 76.3 | 77.3 |
| Tourism, hospitality, personal services, sport and recreation | 79.3 | 80.5 | 81.1 | 48.7 | 55.2 | 58.8 | 79.4 | 80.1 | 80.7 | 72.6 | 72.9 | 71.2 | 80.0 | 83.6 | 83.8 | 73.1 | 75.9 | 76.7 |
| Veterinary science | 80.9 | 81.6 | 85.3 | 54.9 | 62.0 | 68.3 | 84.5 | 81.9 | 89.3 | 80.5 | 78.1 | 80.7 | 82.7 | 85.0 | 87.2 | 79.6 | 78.0 | 82.3 |
| Total | 82.2 | 82.5 | 82.8 | 58.6 | 62.6 | 63.9 | 78.7 | 83.0 | 82.8 | 75.1 | 75.3 | 69.2 | 84.5 | 87.3 | 84.4 | 73.5 | 80.6 | 81.4 |

Callout: Postgraduate coursework study area profile (proportions based on responses to the 2023 SES)



Most study areas showed a similar pattern of improvement in postgraduate coursework ratings as shown by Table 6 with most areas improving from 2021 to 2023. However, some areas saw a decrease between 2022 and 2023 such as the largest study area, Business and management, which saw a drop in student ratings of their overall educational experience in the order of 1.6 percentage points. Other study areas which saw a decrease in student ratings of their overall educational experience include Agriculture and environmental studies, Communications, Creative arts and Science and mathematics.

In particular, the Learner Engagement focus area rating increased from 2022 to Peer Engagement in 2023 across every study area other than Law and paralegal studies and Psychology. This is most likely associated with a return to more on-campus engagement in many of these areas, particularly with large international student populations who are required to undertake at least part of their course in person.

Looking at differences in the focus area scores between study areas in 2023, there was variation in ratings between study areas. For example, there was a 33.9 percentage point difference between the highest, Pharmacy, and lowest, Nursing, student ratings for Peer Engagement in 2023. This may

be related to differences in study mode with almost 50 per cent of those in postgraduate coursework Nursing courses studying externally, compared to around 22 per cent of those in Pharmacy.

Table 6 The postgraduate coursework student 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 | | |
|---|--------------------|------|------|-----------------|------|------|---------------------------------|------|------|------------------------------|------|------|--------------------|------|------|--|------|------|
| Category | '21 | '22 | '23 | '21 | '22 | '23 | '21 | '22 | '23 | '21 | '22 | '23 | '21 | '22 | '23 | '21 | '22 | '23 |
| Agriculture and environmental studies | 82.4 | 85.4 | 86.1 | 38.9 | 53.5 | 62.6 | 85.0 | 89.1 | 89.1 | 73.1 | 77.6 | 79.1 | 82.0 | 91.3 | 90.9 | 76.5 | 83.8 | 82.7 |
| Architecture and built environment | 76.9 | 83.1 | 84.0 | 47.6 | 62.7 | 72.8 | 78.3 | 82.3 | 82.3 | 63.6 | 70.4 | 72.2 | 67.1 | 77.8 | 79.9 | 69.3 | 75.1 | 74.6 |
| Business and management | 79.3 | 82.4 | 82.9 | 45.0 | 52.7 | 62.2 | 80.5 | 84.4 | 83.8 | 76.0 | 80.0 | 80.0 | 78.0 | 86.8 | 86.6 | 74.7 | 80.8 | 79.2 |
| Communications | 82.2 | 87.6 | 84.8 | 44.1 | 59.8 | 66.9 | 81.9 | 88.5 | 89.2 | 68.7 | 76.4 | 77.4 | 76.6 | 89.0 | 90.6 | 73.1 | 83.8 | 81.3 |
| Computing and information systems | 73.7 | 77.1 | 79.0 | 45.3 | 52.5 | 64.0 | 73.0 | 76.2 | 78.2 | 71.4 | 74.4 | 77.6 | 74.5 | 84.2 | 85.5 | 67.6 | 70.6 | 71.0 |
| Creative arts | 79.5 | 83.2 | 83.5 | 45.6 | 55.9 | 67.4 | 82.0 | 84.7 | 84.0 | 70.4 | 74.0 | 68.8 | 72.4 | 82.7 | 83.6 | 70.8 | 80.6 | 76.0 |
| Dentistry | 73.9 | 75.6 | 77.4 | 55.8 | 60.3 | 65.2 | 55.7 | 55.6 | 57.0 | 44.8 | 45.3 | 41.0 | 49.2 | 58.4 | 55.0 | 40.5 | 46.6 | 51.7 |
| Engineering | 76.0 | 79.7 | 83.5 | 44.3 | 55.0 | 68.0 | 74.3 | 79.5 | 82.9 | 70.2 | 72.9 | 79.4 | 74.7 | 86.4 | 89.6 | 65.7 | 74.2 | 75.3 |
| Health services and support | 82.7 | 83.0 | 84.0 | 39.3 | 43.2 | 47.4 | 84.7 | 84.1 | 85.3 | 77.4 | 76.8 | 73.8 | 80.4 | 82.4 | 84.2 | 77.7 | 77.9 | 79.3 |
| Humanities, culture and social sciences | 83.2 | 83.1 | 85.7 | 39.9 | 44.3 | 52.2 | 90.4 | 89.3 | 90.1 | 79.6 | 80.0 | 79.4 | 86.0 | 90.3 | 90.8 | 83.9 | 84.0 | 85.2 |
| Law and paralegal studies | 78.0 | 80.7 | 78.6 | 31.6 | 41.9 | 41.2 | 81.2 | 80.6 | 80.6 | 68.2 | 68.6 | 67.0 | 77.1 | 80.8 | 80.9 | 71.9 | 73.8 | 73.8 |
| Medicine | 80.6 | 80.3 | 82.8 | 55.6 | 63.9 | 64.8 | 72.1 | 70.8 | 73.1 | 69.5 | 66.4 | 59.6 | 69.4 | 70.0 | 64.4 | 68.3 | 69.3 | 72.7 |
| Nursing | 80.7 | 81.4 | 82.1 | 30.6 | 32.5 | 35.0 | 79.6 | 81.1 | 81.5 | 75.8 | 75.5 | 75.6 | 79.8 | 82.8 | 84.8 | 74.4 | 76.3 | 78.3 |
| Pharmacy | 82.1 | 85.5 | 87.6 | 56.7 | 72.8 | 73.4 | 78.4 | 80.9 | 82.2 | 69.0 | 77.3 | 71.8 | 78.4 | 83.6 | 84.0 | 71.3 | 73.2 | 75.0 |
| Psychology | 81.3 | 82.3 | 82.1 | 44.7 | 48.9 | 45.7 | 83.9 | 83.9 | 83.0 | 78.4 | 76.2 | 70.1 | 82.6 | 79.3 | 78.3 | 77.2 | 77.6 | 78.1 |
| Rehabilitation | 86.8 | 85.5 | 86.2 | 60.6 | 66.2 | 71.6 | 82.0 | 80.4 | 78.7 | 69.4 | 70.5 | 60.8 | 78.8 | 80.9 | 81.2 | 70.1 | 72.4 | 72.1 |
| Science and mathematics | 75.5 | 81.9 | 82.2 | 35.9 | 49.5 | 57.2 | 79.8 | 84.7 | 83.9 | 71.7 | 77.1 | 76.0 | 75.7 | 88.1 | 88.8 | 69.7 | 78.5 | 76.3 |
| Social work | 83.7 | 82.2 | 84.0 | 48.6 | 51.9 | 58.1 | 81.9 | 81.3 | 82.5 | 75.1 | 73.6 | 72.5 | 80.0 | 80.7 | 83.3 | 74.5 | 74.5 | 78.4 |

| | | | | | | | | | | | | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Teacher education | 75.6 | 77.5 | 78.1 | 32.5 | 38.0 | 42.6 | 79.2 | 80.6 | 80.8 | 71.4 | 71.5 | 70.7 | 77.1 | 81.6 | 82.6 | 72.1 | 74.2 | 75.3 |
| Tourism, hospitality, personal services, sport and recreation | 73.0 | 78.8 | 87.4 | 33.9 | 59.3 | 68.8 | 75.4 | 84.9 | 87.5 | 71.6 | 74.7 | 86.5 | 75.0 | 82.4 | 90.1 | 62.1 | 80.2 | 86.5 |
| Veterinary science | 83.6 | 86.2 | 80.7 | 49.0 | 63.8 | 67.7 | 78.5 | 73.6 | 72.9 | 63.8 | 55.9 | 48.1 | 77.9 | 78.2 | 79.8 | 55.7 | 64.2 | 64.4 |
| Total | 78.9 | 81.1 | 82.1 | 41.7 | 48.7 | 56.0 | 80.1 | 82.1 | 82.5 | 73.7 | 75.3 | 75.5 | 77.2 | 83.5 | 84.6 | 73.2 | 76.7 | 77.1 |

5. Institution

5.1. Higher education provider type

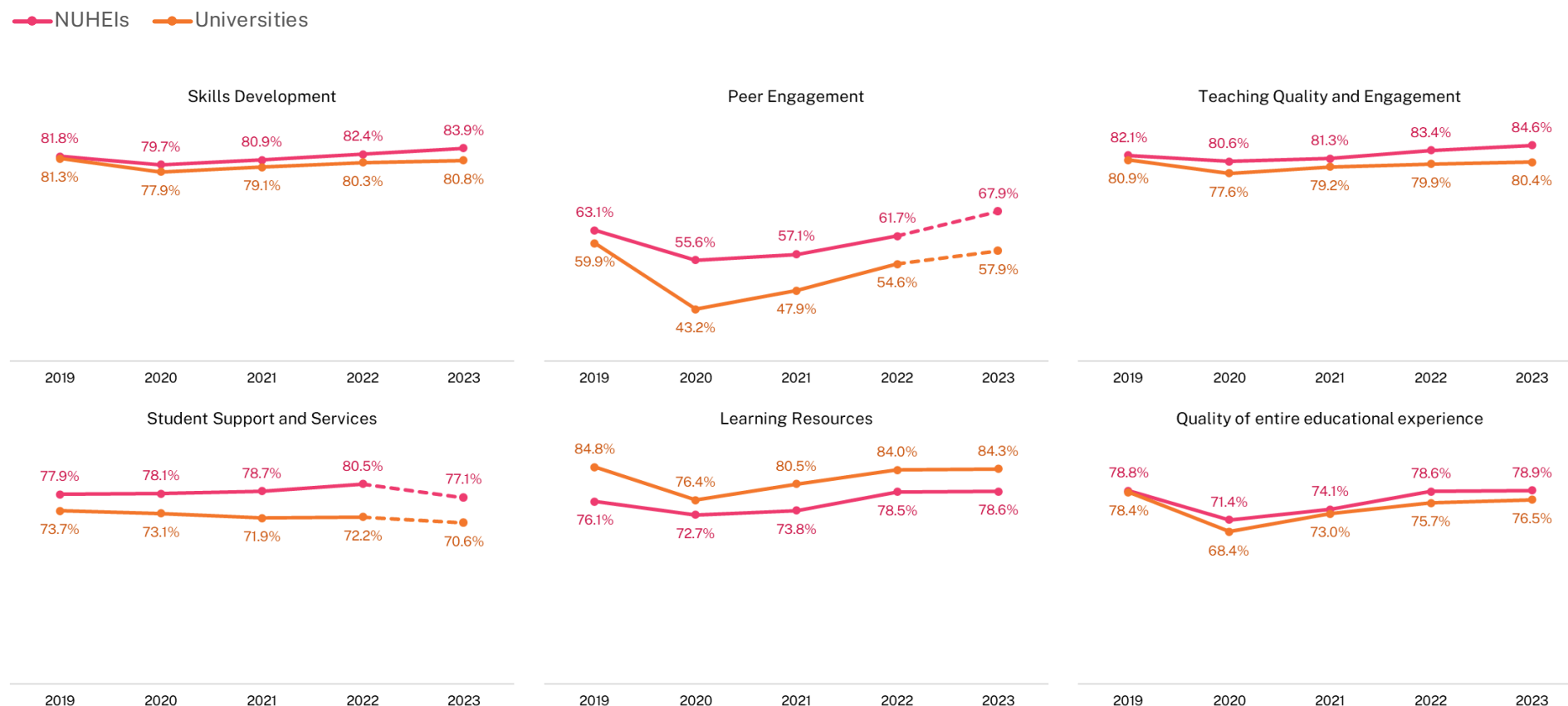
Generally speaking, undergraduate student ratings at non-university higher education institutions (NUHEIs) tend to be higher than student ratings at universities, with the exception of Learning Resources which has been consistently lower, as shown by **Figure 9**. Student ratings of Learning Resources have historically been higher among university students than NUHEI students and this continued in 2023 with a difference of 5.7 percentage points. However, it is important to acknowledge that factors beyond the quality of teaching, such as course offerings, study area profile and the composition of the student population can impact institution results.

Both NUHEI and university student ratings declined markedly in 2020, with the drop in ratings more keenly felt by universities. By 2023, NUHEI ratings had surpassed 2019 levels for all focus areas except for Student Support and Services which was 0.8 percentage points lower than that seen in 2019, despite a relatively large improvement in 2022. While ratings at universities also increased in 2023 across all aspects of the student experience, except for Student Support and Student Support and Services, unlike NUHEIs, they have yet to return to the same levels seen in 2019. The largest gap for universities remains this area, which is down 3.1 percentage points in 2023 compared to 2019.

The largest gap in undergraduate student ratings between the two institution types was in the area of Peer Engagement. In 2023, student ratings at NUHEIs were 10.0 percentage points higher than university student ratings and this gap has widened further over time. Student Support and Services is also rated higher among undergraduate students of NUHEIs than university students by 6.5 percentage points. In 2019, there was a 4.2 percentage point difference in these ratings.

In 2023, NUHEI students' rating of Skills Development, Teaching Quality and Engagement and the Quality of entire educational experience were all higher than university student ratings by a range of around 2 to 4 percentage points

Figure 9 Undergraduate student experience by institution type, 2019-2023 (% positive rating)



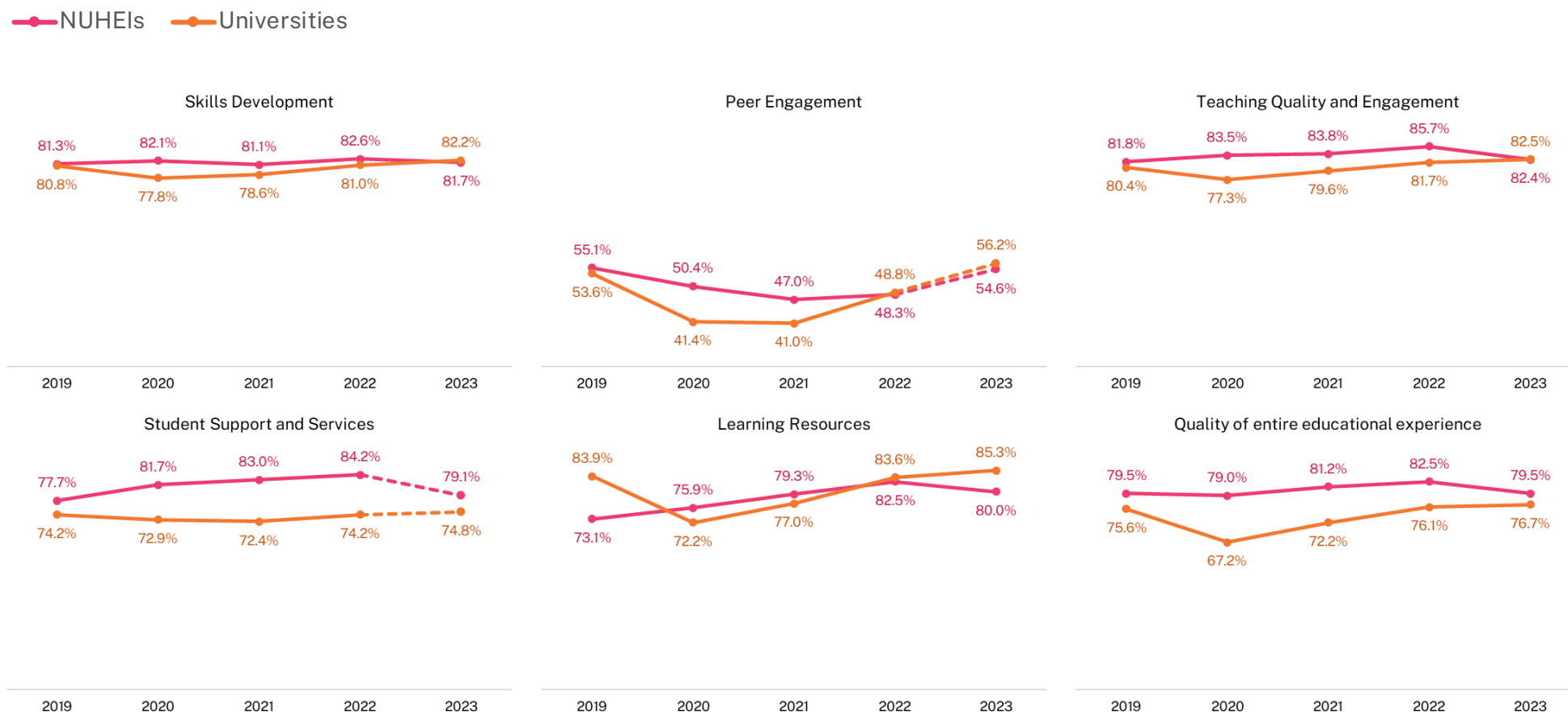
Source: The FOCUS_UG_ALL_6Y_HEPTYPE worksheet in the 2023 SES National Report Tables available on the QILT website.

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.

For postgraduate coursework level students, the pattern across the focus areas is somewhat different than for undergraduates, as shown by **Figure 10**. In general, NUHEI students tend to rate the Quality of entire educational experience and Student Support or Student Support and Services more highly than this cohort in universities. This trend continued in 2023, despite NUHEI positive ratings of the Quality of entire educational experience and Student Support and Services both decreasing and university student ratings slightly increasing. Teaching Quality and Engagement had historically

been higher in NUHEIs than universities. However, in 2023 it rated 0.1 percentage point lower than universities after a large drop of 3.3 percentage points between 2022 and 2023. While postgraduate coursework student ratings of Learner Engagement did not see the large drops in 2020 and 2021, scores were largely comparable in 2022. However, in 2023, the university student rating of the revised Peer Engagement focus area was higher than the NUHEI rating by 1.6 percentage points.

Figure 10 Postgraduate coursework student experience by institution type, 2019-2023 (% positive rating)



Source: The FOCUS_PGC_ALL_6Y_HEPTYPE worksheet in the 2023 SES National 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.

As was noted earlier in the report, the student educational experience has changed appreciably since 2019 as institutions have adapted in response to the COVID-19 pandemic. This is also reflected in the variation between institutions in the change in ratings to the various aspects of the student experience since 2019. Please note that when looking at institution results, where these intervals overlap, it cannot be inferred that an institution is or is not different to another to a statistical certainty. However, where these intervals do not overlap, there is 90 per cent confidence that there is a difference between them. Refer to Appendix 5 'Construction of confidence intervals' for further information.

5.2. Universities

Overall, there is some variation between university undergraduate student ratings of their overall experience in 2023. The University of Divinity, Avondale University and Bond University, all of which are relatively small among universities, are performing substantially better than other universities as can be seen in **Figure 11**. Southern Cross University, Charles Darwin University, The University of New South Wales and The University of Sydney had the lowest undergraduate ratings of the Quality of entire educational experience.

For postgraduate coursework student ratings, as seen in **Figure 12**, the University of Divinity had the highest positive rating for the Quality of entire educational experience in 2023, while The University of Sydney recorded the lowest positive response. Confidence intervals for postgraduate coursework results are larger than for undergraduates due to smaller numbers of responses.

Figure 11 **Quality of entire educational experience for undergraduate university students, 2023 (% positive rating)**

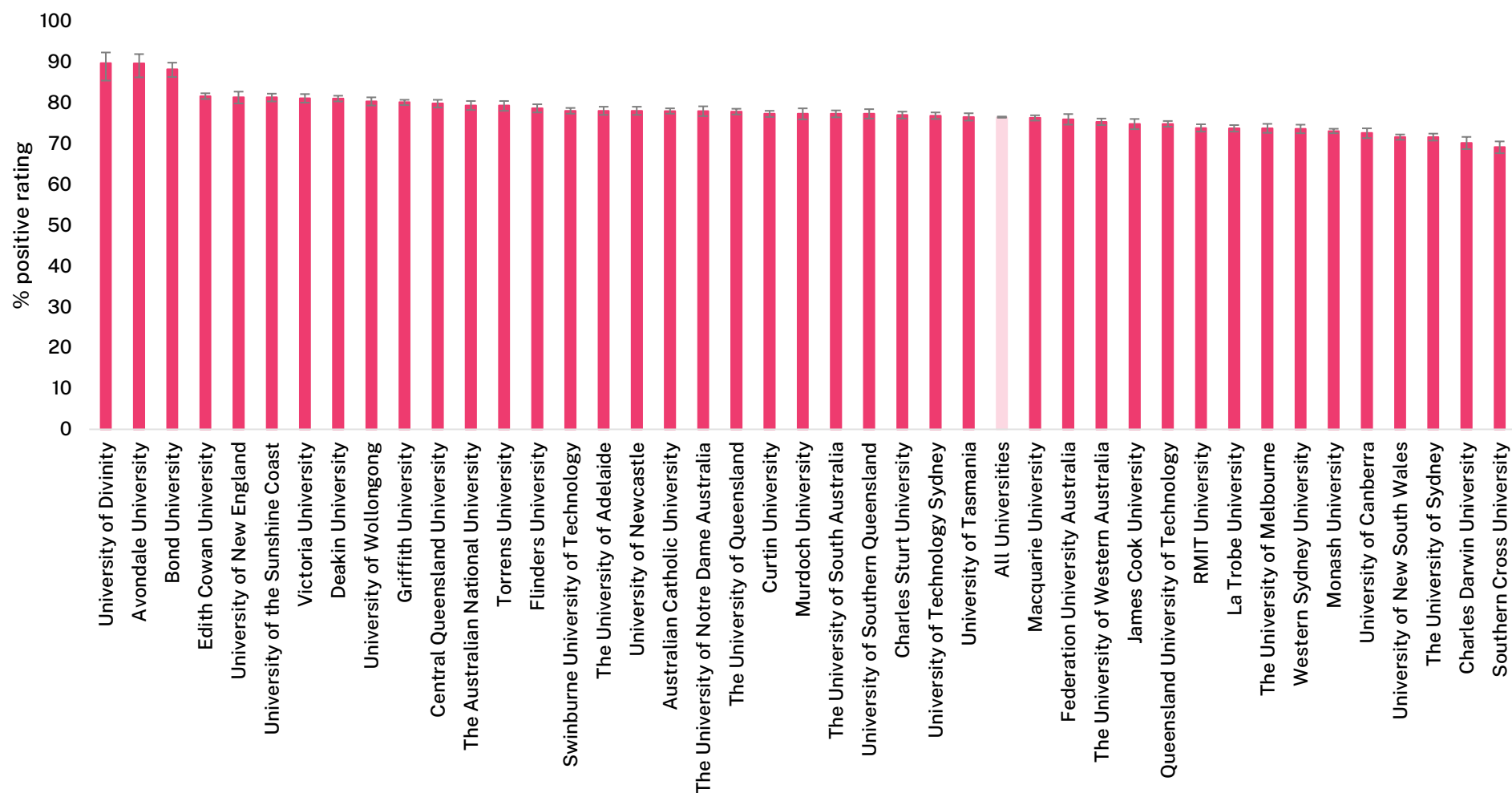


Figure 12 Quality of entire educational experience for postgraduate coursework university students, 2023 (% positive rating)

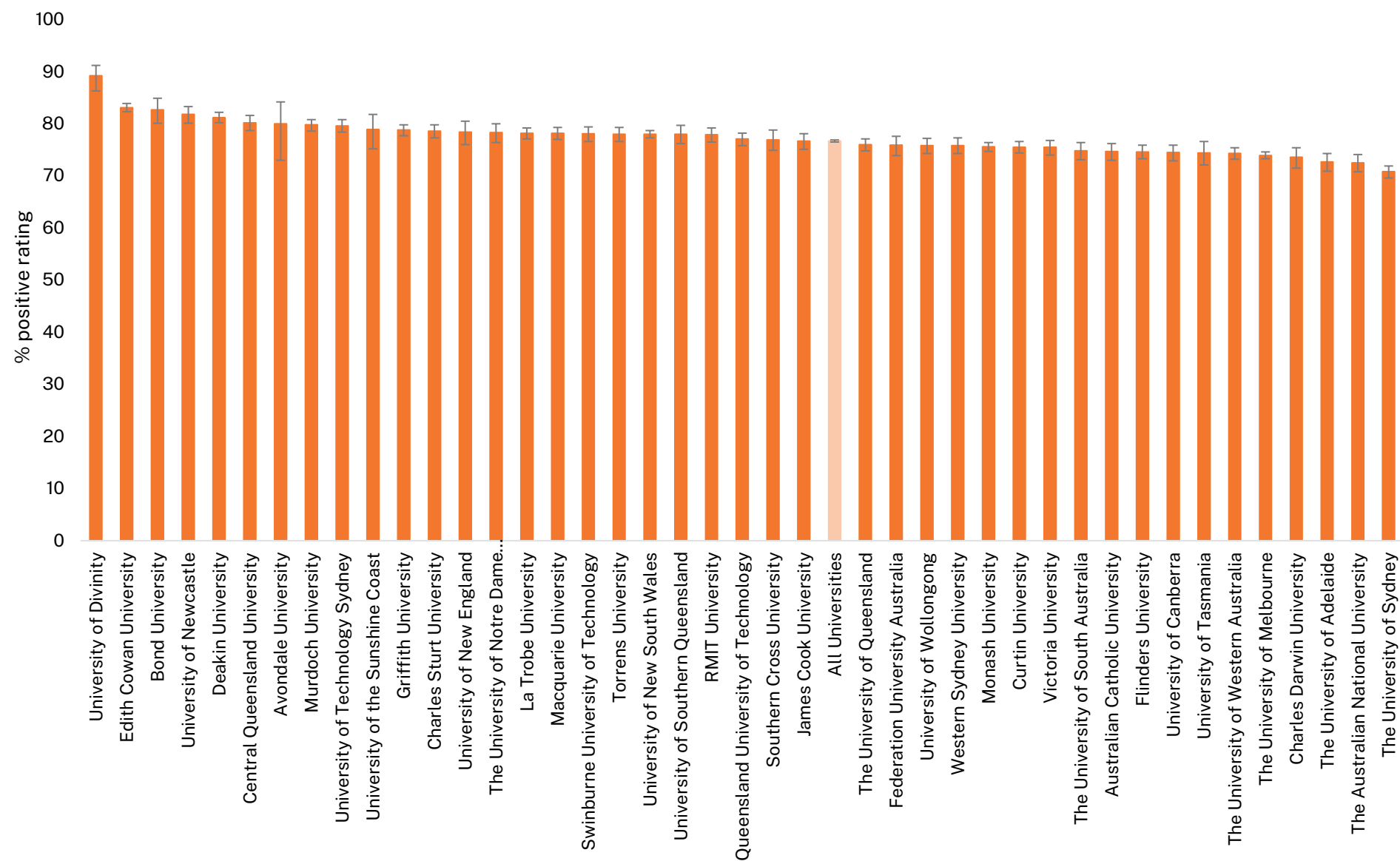


Table 7 The undergraduate student experience by university, 2022-2023 (% positive rating, with 90% confidence intervals)

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|--------------------------------|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| Australian Catholic University | 84.1 (83.6, 84.6) | 83.3 (82.7, 83.9) | 62.7 (62.1, 63.4) | 63.7 (62.9, 64.4) | 79.4 (78.8, 79.9) | 80.1 (79.4, 80.7) | 73.3 (72.6, 74.0) | 71.4 (70.5, 72.3) | 84.1 (83.6, 84.6) | 84.4 (83.8, 85.0) | 76.3 (75.7, 76.8) | 78.0 (77.4, 78.7) |
| Avondale University | 85.9 (82.5, 88.4) | 84.1 (80.2, 87.1) | 75.1 (71.3, 78.3) | 76.3 (72.0, 79.8) | 86.6 (83.3, 89.0) | 88.5 (84.9, 90.9) | 84.5 (81.0, 87.2) | 83.0 (78.6, 86.4) | 85.3 (81.6, 88.0) | 83.4 (79.3, 86.6) | 88.3 (85.2, 90.5) | 89.7 (86.3, 92.0) |
| Bond University | 89.0 (87.2, 90.4) | 91.4 (89.6, 92.8) | 80.8 (78.7, 82.6) | 85.6 (83.5, 87.3) | 88.3 (86.6, 89.8) | 90.3 (88.5, 91.7) | 88.4 (86.5, 90.0) | 86.1 (83.7, 88.1) | 92.7 (91.2, 94.0) | 92.5 (90.9, 93.8) | 86.1 (84.2, 87.7) | 88.3 (86.4, 89.9) |
| Central Queensland University | 82.0 (81.0, 82.9) | 81.6 (80.6, 82.5) | 39.4 (38.3, 40.6) | 33.5 (32.4, 34.6) | 80.6 (79.6, 81.5) | 80.8 (79.9, 81.7) | 78.4 (77.2, 79.6) | 74.9 (73.5, 76.2) | 82.4 (81.2, 83.5) | 81.8 (80.6, 82.9) | 78.0 (76.9, 78.9) | 79.9 (78.9, 80.8) |
| Charles Darwin University | 74.7 (73.2, 76.1) | 74.6 (73.1, 76.0) | 27.3 (25.9, 28.8) | 26.9 (25.4, 28.4) | 72.0 (70.5, 73.5) | 71.3 (69.8, 72.8) | 66.3 (64.5, 68.1) | 69.9 (67.7, 72.0) | 79.5 (77.5, 81.3) | 79.0 (77.0, 80.9) | 67.9 (66.4, 69.4) | 70.2 (68.7, 71.7) |
| Charles Sturt University | 76.5 (75.4, 77.6) | 80.5 (79.7, 81.4) | 37.0 (35.8, 38.3) | 38.1 (37.1, 39.1) | 77.4 (76.3, 78.5) | 79.9 (79.1, 80.8) | 73.7 (72.4, 75.0) | 72.0 (70.7, 73.3) | 80.9 (79.5, 82.2) | 81.4 (80.2, 82.5) | 74.8 (73.6, 75.8) | 77.1 (76.2, 77.9) |
| Curtin University | 78.4 (77.6, 79.2) | 80.0 (79.2, 80.7) | 49.3 (48.4, 50.3) | 53.3 (52.4, 54.2) | 79.0 (78.2, 79.8) | 80.3 (79.5, 81.0) | 69.9 (68.8, 70.9) | 70.6 (69.4, 71.7) | 79.7 (78.7, 80.6) | 83.8 (83.0, 84.6) | 75.1 (74.2, 75.9) | 77.4 (76.6, 78.1) |
| Deakin University | 83.5 (82.8, 84.1) | 82.9 (82.2, 83.6) | 50.4 (49.6, 51.3) | 48.5 (47.6, 49.4) | 83.0 (82.3, 83.6) | 83.4 (82.7, 84.1) | 79.7 (78.9, 80.5) | 77.6 (76.6, 78.6) | 90.1 (89.5, 90.7) | 90.4 (89.8, 91.0) | 81.0 (80.3, 81.7) | 81.1 (80.4, 81.8) |
| Edith Cowan University | 86.6 (85.9, 87.3) | 86.3 (85.6, 86.9) | 58.9 (57.9, 60.0) | 56.9 (56.0, 57.8) | 84.5 (83.7, 85.2) | 84.5 (83.8, 85.2) | 80.3 (79.2, 81.2) | 78.8 (77.7, 79.8) | 88.4 (87.5, 89.1) | 86.9 (86.1, 87.6) | 81.8 (81.0, 82.6) | 81.7 (81.0, 82.4) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|-------------------------------------|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| Federation University Australia | 82.1 (80.8, 83.2) | 83.3 (82.1, 84.5) | 52.4 (50.9, 54.0) | 59.2 (57.6, 60.7) | 77.3 (76.0, 78.6) | 80.6 (79.3, 81.8) | 74.0 (72.4, 75.5) | 76.6 (74.8, 78.2) | 84.2 (82.8, 85.4) | 86.8 (85.5, 87.9) | 73.8 (72.4, 75.1) | 76.0 (74.7, 77.3) |
| Flinders University | 80.6 (79.4, 81.7) | 82.9 (81.9, 83.8) | 61.6 (60.3, 63.0) | 64.0 (62.8, 65.2) | 79.4 (78.2, 80.5) | 82.6 (81.6, 83.5) | 74.8 (73.4, 76.2) | 75.5 (74.0, 76.9) | 85.0 (83.9, 86.0) | 85.9 (85.0, 86.8) | 75.0 (73.8, 76.2) | 78.7 (77.7, 79.7) |
| Griffith University | 83.1 (82.3, 83.8) | 83.2 (82.6, 83.8) | 56.4 (55.5, 57.3) | 56.3 (55.5, 57.1) | 82.7 (82.0, 83.4) | 82.1 (81.5, 82.7) | 77.8 (76.8, 78.7) | 73.3 (72.4, 74.2) | 85.6 (84.8, 86.3) | 84.2 (83.5, 84.8) | 79.4 (78.7, 80.2) | 80.2 (79.5, 80.8) |
| James Cook University | 83.2 (81.8, 84.4) | 81.7 (80.5, 82.7) | 61.2 (59.5, 62.9) | 63.0 (61.6, 64.3) | 79.3 (77.8, 80.7) | 76.7 (75.4, 77.9) | 76.5 (74.8, 78.1) | 72.7 (71.1, 74.3) | 82.7 (81.2, 84.0) | 80.3 (79.0, 81.5) | 76.7 (75.2, 78.1) | 74.9 (73.6, 76.1) |
| La Trobe University | 79.7 (79.0, 80.4) | 79.7 (79.0, 80.5) | 51.9 (51.0, 52.8) | 55.3 (54.4, 56.2) | 77.3 (76.6, 78.0) | 78.5 (77.7, 79.2) | 70.9 (69.9, 71.8) | 68.5 (67.3, 69.5) | 80.7 (79.9, 81.5) | 81.8 (81.0, 82.6) | 73.2 (72.4, 73.9) | 73.8 (73.0, 74.6) |
| Macquarie University | 80.5 (79.8, 81.1) | 80.4 (79.7, 81.0) | 56.0 (55.3, 56.8) | 60.8 (60.1, 61.5) | 80.2 (79.6, 80.8) | 81.1 (80.5, 81.7) | 65.5 (64.6, 66.3) | 69.5 (68.6, 70.4) | 86.3 (85.7, 86.8) | 86.5 (85.9, 87.0) | 75.8 (75.1, 76.5) | 76.4 (75.7, 77.0) |
| Monash University | 80.1 (79.5, 80.6) | 80.6 (80.1, 81.1) | 62.7 (62.0, 63.3) | 67.7 (67.1, 68.3) | 77.9 (77.3, 78.5) | 78.7 (78.2, 79.3) | 69.0 (68.3, 69.8) | 66.9 (66.1, 67.6) | 83.6 (83.1, 84.2) | 84.5 (84.1, 85.0) | 72.7 (72.1, 73.3) | 73.1 (72.6, 73.7) |
| Murdoch University | 80.5 (79.1, 81.8) | 81.3 (79.9, 82.5) | 49.4 (47.7, 51.0) | 57.8 (56.1, 59.4) | 80.6 (79.3, 81.9) | 81.3 (80.0, 82.5) | 73.7 (72.0, 75.3) | 73.4 (71.5, 75.2) | 84.5 (83.2, 85.7) | 86.0 (84.7, 87.1) | 75.1 (73.7, 76.5) | 77.4 (76.0, 78.7) |
| Queensland University of Technology | 79.9 (79.2, 80.6) | 79.8 (79.1, 80.5) | 59.0 (58.2, 59.9) | 56.9 (56.1, 57.7) | 78.3 (77.6, 79.0) | 77.9 (77.2, 78.6) | 69.6 (68.7, 70.6) | 69.4 (68.4, 70.4) | 85.3 (84.7, 85.9) | 84.6 (84.0, 85.2) | 74.3 (73.6, 75.0) | 74.9 (74.2, 75.6) |
| RMIT University | 79.8 (79.0, 80.6) | 80.8 (80.0, 81.7) | 62.1 (61.1, 63.0) | 64.7 (63.7, 65.7) | 78.3 (77.5, 79.1) | 79.1 (78.2, 80.0) | 69.9 (68.8, 70.9) | 70.5 (69.2, 71.6) | 84.2 (83.4, 84.9) | 84.5 (83.7, 85.3) | 74.3 (73.4, 75.1) | 73.9 (73.0, 74.8) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|--|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| Southern Cross University | 77.1 (76.0, 78.3) | 79.6 (78.2, 80.8) | 38.6 (37.3, 39.9) | 45.4 (43.9, 47.0) | 75.2 (74.0, 76.4) | 75.7 (74.3, 77.1) | 70.7 (69.3, 72.1) | 73.7 (71.8, 75.4) | 81.3 (80.0, 82.6) | 83.0 (81.5, 84.4) | 67.1 (65.9, 68.4) | 69.2 (67.7, 70.6) |
| Swinburne University of Technology | 80.9 (80.2, 81.6) | 80.4 (79.7, 81.1) | 47.9 (47.0, 48.8) | 46.5 (45.6, 47.4) | 82.6 (82.0, 83.3) | 81.7 (81.0, 82.4) | 78.7 (77.8, 79.4) | 74.0 (73.0, 75.0) | 84.1 (83.3, 84.9) | 81.8 (80.9, 82.7) | 80.2 (79.5, 80.9) | 78.1 (77.4, 78.8) |
| The Australian National University | 79.6 (78.4, 80.8) | 79.0 (77.8, 80.1) | 60.9 (59.5, 62.3) | 65.2 (63.9, 66.5) | 84.7 (83.6, 85.7) | 82.8 (81.8, 83.8) | 66.5 (64.9, 68.2) | 62.9 (61.0, 64.6) | 84.9 (83.8, 86.0) | 84.0 (82.8, 85.0) | 80.1 (78.9, 81.2) | 79.4 (78.3, 80.5) |
| The University of Adelaide | 80.8 (79.9, 81.7) | 82.1 (81.1, 83.0) | 62.7 (61.6, 63.8) | 67.6 (66.5, 68.8) | 81.7 (80.8, 82.6) | 83.9 (82.9, 84.8) | 75.7 (74.5, 76.8) | 73.3 (71.8, 74.8) | 84.2 (83.3, 85.1) | 85.7 (84.8, 86.6) | 77.6 (76.6, 78.5) | 78.1 (77.1, 79.1) |
| The University of Melbourne | 76.8 (75.7, 77.8) | 77.3 (76.3, 78.4) | 58.5 (57.3, 59.7) | 66.1 (65.0, 67.3) | 79.6 (78.6, 80.6) | 80.6 (79.6, 81.6) | 63.6 (62.3, 64.9) | 64.8 (63.4, 66.2) | 85.2 (84.2, 86.1) | 86.8 (85.9, 87.6) | 71.8 (70.7, 72.9) | 73.8 (72.7, 74.9) |
| The University of Notre Dame Australia | 86.6 (85.5, 87.6) | 86.6 (85.5, 87.5) | 64.2 (62.8, 65.7) | 67.7 (66.3, 69.0) | 82.1 (80.9, 83.2) | 82.0 (80.8, 83.0) | 69.3 (67.7, 70.8) | 65.8 (64.0, 67.5) | 79.0 (77.7, 80.2) | 78.2 (76.9, 79.4) | 74.1 (72.8, 75.4) | 78.0 (76.8, 79.2) |
| The University of Queensland | 79.2 (78.4, 79.9) | 78.6 (77.9, 79.4) | 57.9 (57.0, 58.8) | 58.3 (57.4, 59.2) | 83.8 (83.1, 84.4) | 81.9 (81.2, 82.6) | 70.7 (69.8, 71.7) | 68.2 (67.1, 69.2) | 87.6 (86.9, 88.2) | 87.1 (86.4, 87.7) | 79.1 (78.3, 79.8) | 77.9 (77.2, 78.6) |
| The University of South Australia | 81.6 (80.9, 82.4) | 82.1 (81.3, 82.9) | 48.8 (47.9, 49.8) | 50.5 (49.5, 51.5) | 79.9 (79.1, 80.7) | 79.9 (79.1, 80.7) | 76.5 (75.5, 77.4) | 73.4 (72.2, 74.6) | 85.2 (84.3, 85.9) | 83.6 (82.7, 84.5) | 76.8 (76.0, 77.6) | 77.4 (76.5, 78.2) |
| The University of Sydney | 79.1 (78.3, 79.9) | 79.8 (79.0, 80.6) | 58.0 (57.0, 58.9) | 67.8 (67.0, 68.7) | 75.0 (74.1, 75.8) | 77.4 (76.6, 78.2) | 54.7 (53.6, 55.9) | 57.4 (56.3, 58.6) | 80.0 (79.2, 80.8) | 80.0 (79.2, 80.8) | 68.8 (67.8, 69.6) | 71.7 (70.8, 72.5) |
| The University of Western Australia | 76.4 (75.5, 77.3) | 76.9 (76.1, 77.7) | 55.2 (54.2, 56.2) | 62.0 (61.1, 62.9) | 83.1 (82.3, 83.9) | 81.0 (80.3, 81.8) | 74.4 (73.3, 75.5) | 68.4 (67.1, 69.5) | 87.0 (86.2, 87.7) | 84.7 (84.0, 85.4) | 77.8 (76.9, 78.6) | 75.4 (74.6, 76.2) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|-----------------------------------|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| Torrens University | 81.2 (80.0, 82.2) | 80.3 (79.0, 81.5) | 43.0 (41.6, 44.4) | 44.7 (43.2, 46.2) | 82.7 (81.6, 83.8) | 84.3 (83.1, 85.4) | 77.6 (76.3, 78.8) | 74.4 (72.6, 76.0) | 78.3 (76.7, 79.8) | 78.9 (77.2, 80.5) | 80.4 (79.2, 81.4) | 79.4 (78.1, 80.5) |
| University of Canberra | 79.1 (77.9, 80.1) | 79.8 (78.6, 80.8) | 54.3 (52.9, 55.6) | 58.0 (56.6, 59.3) | 78.5 (77.3, 79.5) | 77.3 (76.1, 78.4) | 73.5 (72.1, 74.8) | 70.4 (68.8, 72.0) | 81.1 (79.9, 82.1) | 80.8 (79.6, 81.9) | 74.5 (73.3, 75.6) | 72.7 (71.4, 73.8) |
| University of Divinity | 85.9 (80.5, 89.4) | 93.2 (89.3, 95.2) | 60.0 (53.7, 65.8) | 69.5 (64.0, 74.2) | 88.9 (83.8, 91.9) | 92.4 (88.3, 94.5) | 89.9 (84.4, 93.0) | 95.7 (90.0, 97.9) | 90.6 (82.4, 94.8) | 94.9 (90.6, 96.8) | 91.0 (86.2, 93.6) | 89.8 (85.5, 92.4) |
| University of New England | 79.1 (77.9, 80.3) | 80.6 (79.1, 82.1) | 24.6 (23.4, 25.9) | 24.7 (23.2, 26.4) | 83.0 (81.9, 84.1) | 81.5 (80.0, 82.9) | 77.5 (76.0, 79.0) | 68.3 (65.4, 71.1) | 85.8 (83.9, 87.5) | 79.8 (76.8, 82.4) | 80.7 (79.5, 81.8) | 81.4 (79.9, 82.8) |
| University of New South Wales | 75.7 (75.1, 76.3) | 76.8 (76.1, 77.4) | 57.4 (56.8, 58.1) | 64.0 (63.3, 64.7) | 76.4 (75.8, 76.9) | 77.8 (77.2, 78.4) | 68.5 (67.7, 69.2) | 67.3 (66.4, 68.2) | 81.6 (81.0, 82.1) | 83.2 (82.6, 83.8) | 69.9 (69.3, 70.5) | 71.7 (71.0, 72.3) |
| University of Newcastle | 80.6 (79.6, 81.5) | 81.1 (80.1, 82.0) | 52.1 (51.0, 53.2) | 53.5 (52.3, 54.7) | 78.9 (78.0, 79.8) | 80.2 (79.2, 81.2) | 73.4 (72.2, 74.6) | 70.4 (68.9, 71.9) | 83.4 (82.5, 84.3) | 83.0 (82.0, 84.0) | 76.1 (75.1, 77.0) | 78.1 (77.1, 79.1) |
| University of Southern Queensland | 77.8 (76.6, 78.8) | 78.6 (77.4, 79.7) | 32.2 (31.0, 33.4) | 31.2 (30.0, 32.5) | 77.6 (76.4, 78.6) | 79.1 (77.9, 80.2) | 75.4 (74.0, 76.7) | 72.8 (70.9, 74.5) | 85.1 (83.8, 86.3) | 85.6 (84.2, 86.9) | 75.3 (74.1, 76.4) | 77.4 (76.2, 78.5) |
| University of Tasmania | 75.9 (75.0, 76.7) | 76.1 (75.2, 77.0) | 32.2 (31.3, 33.0) | 36.0 (35.0, 37.0) | 81.4 (80.6, 82.1) | 80.3 (79.4, 81.1) | 72.9 (71.8, 73.9) | 64.7 (63.1, 66.3) | 74.6 (73.3, 75.8) | 74.6 (73.2, 75.9) | 75.8 (75.0, 76.6) | 76.6 (75.7, 77.5) |
| University of Technology Sydney | 80.9 (80.1, 81.7) | 82.0 (81.2, 82.7) | 63.2 (62.3, 64.1) | 68.7 (67.9, 69.6) | 79.3 (78.5, 80.1) | 80.7 (79.9, 81.4) | 72.4 (71.4, 73.4) | 71.7 (70.6, 72.8) | 85.9 (85.2, 86.6) | 86.7 (86.0, 87.4) | 75.2 (74.4, 76.0) | 76.9 (76.1, 77.7) |
| University of the Sunshine Coast | 82.4 (81.4, 83.3) | 84.3 (83.3, 85.2) | 58.6 (57.5, 59.8) | 56.4 (55.2, 57.6) | 82.4 (81.5, 83.3) | 83.5 (82.6, 84.4) | 78.3 (77.0, 79.4) | 78.2 (76.7, 79.5) | 88.0 (87.2, 88.8) | 89.8 (89.0, 90.6) | 79.5 (78.6, 80.5) | 81.4 (80.4, 82.3) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---------------------------|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| University of Wollongong | 82.7 (81.7, 83.6) | 83.3 (82.3, 84.3) | 62.6 (61.4, 63.8) | 68.4 (67.2, 69.6) | 82.7 (81.7, 83.6) | 83.0 (82.0, 84.0) | 75.7 (74.5, 76.9) | 74.7 (73.2, 76.1) | 86.9 (85.9, 87.7) | 87.5 (86.6, 88.4) | 78.2 (77.1, 79.2) | 80.4 (79.4, 81.4) |
| Victoria University | 81.9 (80.9, 83.0) | 85.7 (84.6, 86.6) | 66.0 (64.7, 67.3) | 76.4 (75.3, 77.6) | 80.0 (78.9, 81.0) | 85.5 (84.5, 86.4) | 69.0 (67.6, 70.3) | 74.5 (73.0, 75.9) | 80.8 (79.6, 81.9) | 84.0 (82.9, 85.0) | 75.3 (74.1, 76.4) | 81.2 (80.1, 82.2) |
| Western Sydney University | 81.0 (80.2, 81.8) | 81.7 (80.8, 82.7) | 56.9 (55.9, 57.8) | 61.3 (60.1, 62.5) | 80.1 (79.3, 80.8) | 77.1 (76.1, 78.1) | 73.2 (72.2, 74.1) | 70.0 (68.7, 71.3) | 83.2 (82.4, 83.9) | 83.5 (82.5, 84.4) | 76.1 (75.3, 76.9) | 73.7 (72.6, 74.7) |
| All Universities | 80.3 (80.2, 80.4) | 80.8 (80.7, 81.0) | 54.6 (54.5, 54.8) | 57.9 (57.7, 58.1) | 79.9 (79.7, 80.0) | 80.4 (80.2, 80.5) | 72.2 (72.0, 72.4) | 70.6 (70.4, 70.8) | 84.0 (83.9, 84.1) | 84.3 (84.2, 84.5) | 75.7 (75.5, 75.8) | 76.5 (76.4, 76.7) |

Table 8 The postgraduate coursework student experience by university, 2022-2023 (% positive rating, with 90% confidence intervals)

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|--------------------------------|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| Australian Catholic University | 75.5 (74.0, 77.0) | 75.6 (74.0, 77.1) | 32.8 (31.3, 34.5) | 34.2 (32.5, 35.9) | 77.2 (75.7, 78.6) | 76.8 (75.2, 78.3) | 65.0 (62.9, 67.0) | 66.3 (63.3, 69.1) | 77.8 (75.3, 80.1) | 82.2 (79.8, 84.4) | 70.5 (68.9, 72.1) | 74.7 (73.0, 76.2) |
| Avondale University | 82.8 (70.7, 89.2) | 84.9 (77.8, 88.6) | 40.0 (29.7, 51.9) | 30.9 (25.4, 38.2) | 80.0 (68.1, 86.9) | 83.6 (76.8, 87.3) | 85.7 (73.6, 91.6) | 76.7 (64.2, 84.8) | n/a | 72.7 (61.0, 81.0) | 80.0 (68.1, 86.9) | 80.0 (73.0, 84.2) |
| Bond University | 86.0 (83.8, 87.8) | 88.4 (86.1, 90.3) | 66.7 (63.9, 69.3) | 74.1 (71.2, 76.8) | 84.4 (82.1, 86.3) | 86.0 (83.5, 88.0) | 82.9 (80.4, 85.0) | 76.8 (73.4, 79.9) | 88.4 (86.2, 90.3) | 88.7 (86.3, 90.6) | 81.5 (79.1, 83.6) | 82.7 (80.1, 84.9) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---------------------------------|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| Central Queensland University | 82.5 (80.5, 84.2) | 85.1 (83.7, 86.3) | 38.4 (36.1, 40.7) | 60.7 (58.9, 62.4) | 83.1 (81.2, 84.8) | 85.1 (83.7, 86.3) | 81.5 (79.2, 83.5) | 79.9 (78.1, 81.6) | 82.3 (79.4, 84.8) | 84.4 (82.7, 86.0) | 79.4 (77.4, 81.2) | 80.2 (78.7, 81.6) |
| Charles Darwin University | 76.5 (74.0, 78.8) | 80.7 (78.8, 82.3) | 43.5 (40.8, 46.3) | 58.5 (56.3, 60.6) | 79.4 (77.1, 81.6) | 77.4 (75.5, 79.2) | 74.5 (71.5, 77.2) | 78.8 (76.3, 81.1) | 79.3 (76.0, 82.2) | 83.3 (81.0, 85.2) | 75.3 (72.8, 77.5) | 73.6 (71.5, 75.4) |
| Charles Sturt University | 75.3 (73.7, 76.8) | 74.1 (72.6, 75.4) | 18.8 (17.5, 20.3) | 16.7 (15.6, 17.9) | 84.7 (83.4, 85.9) | 82.3 (81.0, 83.4) | 79.1 (77.3, 80.8) | 72.0 (69.2, 74.6) | 84.9 (81.7, 87.6) | 79.9 (76.7, 82.7) | 80.9 (79.5, 82.3) | 78.6 (77.3, 79.8) |
| Curtin University | 78.0 (76.6, 79.3) | 81.9 (80.9, 82.9) | 41.0 (39.4, 42.6) | 55.5 (54.2, 56.8) | 79.3 (77.9, 80.6) | 83.0 (81.9, 83.9) | 68.7 (66.9, 70.5) | 77.1 (75.5, 78.5) | 80.2 (78.4, 81.9) | 87.4 (86.3, 88.5) | 72.6 (71.1, 74.0) | 75.5 (74.4, 76.6) |
| Deakin University | 81.6 (80.5, 82.6) | 82.3 (81.2, 83.2) | 40.3 (39.0, 41.7) | 42.7 (41.4, 44.0) | 83.7 (82.6, 84.7) | 84.9 (83.9, 85.8) | 80.4 (79.0, 81.6) | 78.3 (76.7, 79.9) | 86.2 (84.6, 87.7) | 90.5 (89.2, 91.6) | 80.7 (79.5, 81.7) | 81.2 (80.2, 82.2) |
| Edith Cowan University | 83.3 (82.0, 84.5) | 87.4 (86.7, 88.1) | 48.2 (46.6, 49.9) | 62.1 (61.1, 63.1) | 84.1 (82.8, 85.3) | 87.4 (86.6, 88.1) | 82.7 (81.1, 84.1) | 85.9 (84.8, 86.8) | 87.6 (85.9, 89.0) | 92.3 (91.5, 93.0) | 80.6 (79.3, 81.9) | 83.1 (82.3, 83.9) |
| Federation University Australia | 79.2 (76.8, 81.3) | 82.5 (80.7, 84.0) | 49.0 (46.3, 51.8) | 62.4 (60.3, 64.4) | 80.2 (77.8, 82.2) | 82.2 (80.4, 83.7) | 77.2 (74.4, 79.8) | 75.4 (72.8, 77.7) | 84.5 (81.7, 86.9) | 83.2 (81.1, 85.1) | 75.6 (73.2, 77.8) | 75.9 (73.9, 77.6) |
| Flinders University | 81.1 (79.4, 82.7) | 81.1 (79.8, 82.2) | 46.9 (44.9, 48.9) | 54.9 (53.4, 56.4) | 78.9 (77.2, 80.5) | 78.7 (77.5, 79.9) | 75.1 (72.9, 77.0) | 71.0 (69.0, 72.9) | 82.6 (80.5, 84.5) | 80.3 (78.7, 81.8) | 73.1 (71.3, 74.9) | 74.6 (73.3, 75.9) |
| Griffith University | 80.8 (79.4, 82.1) | 82.8 (81.8, 83.7) | 41.5 (39.9, 43.2) | 49.3 (48.0, 50.6) | 80.6 (79.2, 81.9) | 84.0 (83.0, 84.9) | 74.1 (72.3, 75.8) | 76.5 (75.0, 77.9) | 81.0 (79.0, 82.8) | 84.2 (82.9, 85.4) | 75.9 (74.4, 77.3) | 78.8 (77.7, 79.8) |
| James Cook University | 79.7 (77.2, 81.9) | 81.2 (79.7, 82.5) | 37.6 (34.9, 40.5) | 49.9 (48.1, 51.7) | 83.0 (80.7, 85.1) | 83.6 (82.2, 84.8) | 81.8 (79.1, 84.2) | 81.0 (79.0, 82.7) | 83.4 (79.7, 86.5) | 85.6 (83.7, 87.2) | 77.6 (75.1, 79.9) | 76.7 (75.1, 78.1) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|-------------------------------------|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| La Trobe University | 81.6 (80.2, 82.8) | 81.5 (80.4, 82.5) | 42.4 (40.9, 44.0) | 45.5 (44.2, 46.8) | 82.3 (81.0, 83.4) | 83.5 (82.5, 84.4) | 73.5 (71.7, 75.2) | 78.3 (76.8, 79.8) | 81.8 (79.9, 83.6) | 87.7 (86.5, 88.9) | 75.8 (74.4, 77.1) | 78.2 (77.1, 79.2) |
| Macquarie University | 83.7 (82.5, 84.8) | 85.8 (84.7, 86.7) | 54.9 (53.4, 56.5) | 68.6 (67.2, 69.8) | 85.6 (84.5, 86.7) | 85.4 (84.4, 86.4) | 71.4 (69.7, 73.1) | 74.2 (72.6, 75.7) | 87.0 (85.5, 88.2) | 87.8 (86.7, 88.8) | 78.3 (77.0, 79.6) | 78.2 (77.0, 79.3) |
| Monash University | 81.9 (81.1, 82.7) | 82.6 (81.9, 83.4) | 53.1 (52.1, 54.1) | 56.7 (55.7, 57.6) | 82.7 (81.9, 83.5) | 82.9 (82.2, 83.7) | 75.4 (74.4, 76.4) | 74.1 (72.9, 75.2) | 87.1 (86.2, 87.9) | 86.3 (85.4, 87.1) | 77.0 (76.1, 77.9) | 75.6 (74.7, 76.4) |
| Murdoch University | 81.9 (78.7, 84.5) | 87.3 (86.3, 88.2) | 54.9 (51.3, 58.5) | 76.2 (74.9, 77.3) | 84.4 (81.4, 86.8) | 88.0 (87.0, 88.8) | 75.7 (71.7, 79.1) | 86.2 (84.9, 87.2) | 84.0 (80.2, 87.0) | 92.8 (91.9, 93.5) | 73.5 (70.0, 76.5) | 79.8 (78.6, 80.8) |
| Queensland University of Technology | 78.3 (76.8, 79.7) | 80.7 (79.5, 81.8) | 42.2 (40.6, 43.9) | 47.5 (46.1, 49.0) | 80.1 (78.6, 81.4) | 83.3 (82.1, 84.3) | 76.6 (74.8, 78.2) | 75.6 (73.7, 77.4) | 87.4 (85.7, 89.0) | 88.3 (86.9, 89.5) | 75.4 (73.9, 76.8) | 77.1 (75.8, 78.2) |
| RMIT University | 80.7 (79.3, 82.0) | 83.9 (82.7, 85.1) | 48.2 (46.5, 49.9) | 58.7 (57.2, 60.3) | 82.0 (80.6, 83.2) | 84.5 (83.3, 85.6) | 74.8 (73.1, 76.3) | 75.6 (73.8, 77.3) | 84.3 (82.6, 85.8) | 85.9 (84.5, 87.1) | 76.9 (75.4, 78.2) | 77.9 (76.5, 79.2) |
| Southern Cross University | 81.1 (79.2, 82.8) | 79.5 (77.5, 81.4) | 28.2 (26.2, 30.3) | 32.7 (30.6, 35.0) | 82.7 (80.8, 84.3) | 81.8 (79.9, 83.5) | 80.7 (78.7, 82.6) | 78.4 (75.6, 81.0) | 81.0 (77.7, 83.9) | 80.1 (77.1, 82.8) | 76.6 (74.6, 78.4) | 76.9 (74.9, 78.8) |
| Swinburne University of Technology | 82.5 (80.9, 83.9) | 84.0 (82.7, 85.2) | 52.7 (50.8, 54.6) | 58.4 (56.7, 60.0) | 84.2 (82.7, 85.6) | 82.7 (81.3, 83.9) | 78.5 (76.6, 80.2) | 77.4 (75.5, 79.2) | 84.5 (82.4, 86.4) | 83.0 (81.2, 84.7) | 77.4 (75.8, 79.0) | 78.1 (76.6, 79.4) |
| The Australian National University | 80.9 (79.0, 82.7) | 79.6 (78.1, 81.0) | 56.3 (54.0, 58.6) | 59.3 (57.5, 61.1) | 84.9 (83.1, 86.4) | 79.4 (77.9, 80.8) | 73.3 (71.0, 75.4) | 71.0 (69.0, 72.9) | 87.1 (85.2, 88.8) | 83.6 (82.1, 85.0) | 78.9 (76.9, 80.7) | 72.5 (70.8, 74.1) |
| The University of Adelaide | 84.0 (82.4, 85.4) | 82.1 (80.5, 83.5) | 57.7 (55.7, 59.6) | 58.4 (56.5, 60.3) | 84.4 (82.8, 85.8) | 80.9 (79.3, 82.3) | 80.9 (79.1, 82.6) | 78.3 (76.2, 80.2) | 86.0 (84.2, 87.7) | 85.1 (83.3, 86.7) | 80.3 (78.6, 81.8) | 72.7 (70.9, 74.3) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|--|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| The University of Melbourne | 82.3 (81.7, 82.9) | 82.6 (82.0, 83.2) | 56.4 (55.7, 57.2) | 66.1 (65.3, 66.7) | 81.2 (80.5, 81.7) | 81.4 (80.8, 82.0) | 68.8 (68.0, 69.6) | 68.3 (67.3, 69.2) | 83.2 (82.5, 83.9) | 83.6 (83.0, 84.2) | 74.7 (74.0, 75.4) | 73.9 (73.3, 74.6) |
| The University of Notre Dame Australia | 86.0 (83.8, 87.9) | 84.5 (82.8, 86.0) | 64.7 (61.9, 67.4) | 60.2 (58.1, 62.3) | 83.5 (81.2, 85.5) | 81.1 (79.3, 82.7) | 74.9 (71.9, 77.6) | 62.4 (58.8, 65.7) | 66.2 (62.7, 69.4) | 58.9 (56.1, 61.6) | 78.2 (75.7, 80.5) | 78.3 (76.4, 80.0) |
| The University of Queensland | 82.4 (81.2, 83.4) | 82.0 (80.9, 83.0) | 59.1 (57.7, 60.5) | 61.1 (59.7, 62.4) | 81.8 (80.7, 82.9) | 81.5 (80.4, 82.5) | 73.2 (71.8, 74.6) | 73.4 (71.9, 74.8) | 87.5 (86.4, 88.5) | 88.8 (87.8, 89.7) | 77.5 (76.3, 78.7) | 76.0 (74.8, 77.1) |
| The University of South Australia | 81.7 (80.0, 83.3) | 82.3 (80.8, 83.8) | 56.2 (54.1, 58.2) | 64.9 (63.1, 66.7) | 81.0 (79.3, 82.6) | 81.1 (79.5, 82.6) | 76.4 (74.3, 78.4) | 77.9 (75.7, 79.8) | 84.9 (82.8, 86.7) | 85.6 (83.9, 87.1) | 74.6 (72.7, 76.3) | 74.8 (73.1, 76.4) |
| The University of Sydney | 80.5 (79.4, 81.5) | 82.3 (81.3, 83.2) | 53.7 (52.4, 55.0) | 66.9 (65.8, 68.1) | 76.1 (75.0, 77.2) | 78.4 (77.4, 79.4) | 61.6 (60.1, 63.1) | 66.6 (65.2, 68.0) | 78.4 (77.1, 79.6) | 82.2 (81.1, 83.2) | 67.8 (66.5, 69.0) | 70.8 (69.6, 71.9) |
| The University of Western Australia | 83.4 (82.2, 84.5) | 83.2 (82.2, 84.1) | 65.5 (64.0, 66.9) | 71.8 (70.7, 72.9) | 81.2 (80.0, 82.4) | 81.1 (80.1, 82.1) | 72.5 (70.9, 74.0) | 71.2 (69.6, 72.7) | 80.5 (79.1, 81.7) | 82.7 (81.6, 83.7) | 74.0 (72.7, 75.3) | 74.3 (73.2, 75.4) |
| Torrens University | 84.2 (83.1, 85.2) | 84.8 (83.5, 85.9) | 59.7 (58.4, 61.1) | 66.4 (64.8, 67.9) | 81.4 (80.3, 82.5) | 83.2 (81.9, 84.3) | 76.2 (74.8, 77.4) | 77.1 (75.2, 78.7) | 80.6 (79.1, 82.0) | 82.6 (80.8, 84.0) | 76.2 (75.0, 77.3) | 78.0 (76.6, 79.3) |
| University of Canberra | 80.6 (78.7, 82.3) | 80.6 (79.2, 81.9) | 56.9 (54.7, 59.2) | 61.1 (59.4, 62.7) | 79.9 (77.9, 81.6) | 80.7 (79.2, 82.0) | 77.0 (74.7, 79.1) | 76.9 (74.8, 78.8) | 83.3 (80.9, 85.3) | 82.7 (80.9, 84.4) | 75.6 (73.6, 77.4) | 74.5 (72.9, 75.9) |
| University of Divinity | 84.2 (80.6, 87.0) | 82.4 (78.9, 85.0) | 47.3 (43.1, 51.6) | 43.9 (40.1, 47.9) | 88.3 (85.0, 90.6) | 92.8 (90.1, 94.4) | 89.0 (85.3, 91.6) | 83.5 (76.1, 88.7) | 92.0 (86.3, 95.3) | 88.6 (83.4, 92.0) | 86.5 (83.0, 89.0) | 89.2 (86.3, 91.2) |
| University of New England | 77.9 (76.1, 79.6) | 75.7 (73.2, 78.0) | 18.9 (17.3, 20.6) | 12.1 (10.5, 14.1) | 84.4 (82.7, 85.8) | 81.3 (79.0, 83.3) | 76.4 (74.1, 78.5) | 68.5 (63.0, 73.5) | 84.1 (79.6, 87.6) | 77.6 (70.5, 83.2) | 81.2 (79.5, 82.8) | 78.4 (76.0, 80.5) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|-----------------------------------|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| University of New South Wales | 78.7 (77.9, 79.4) | 79.7 (79.0, 80.4) | 45.1 (44.2, 46.0) | 51.1 (50.3, 52.0) | 82.2 (81.5, 82.9) | 83.3 (82.7, 84.0) | 76.4 (75.5, 77.3) | 75.9 (74.9, 76.9) | 86.2 (85.3, 87.1) | 88.8 (88.1, 89.5) | 77.1 (76.3, 77.8) | 78.0 (77.3, 78.7) |
| University of Newcastle | 76.4 (74.6, 78.0) | 82.0 (80.4, 83.6) | 33.6 (31.8, 35.5) | 40.2 (38.2, 42.3) | 79.9 (78.2, 81.4) | 85.4 (83.9, 86.8) | 73.5 (71.2, 75.6) | 74.4 (71.5, 77.1) | 83.3 (80.8, 85.6) | 85.0 (82.6, 87.1) | 75.8 (74.1, 77.4) | 81.8 (80.1, 83.3) |
| University of Southern Queensland | 79.4 (77.4, 81.2) | 77.9 (76.0, 79.6) | 30.7 (28.7, 32.9) | 31.1 (29.2, 33.1) | 81.9 (80.0, 83.6) | 81.0 (79.2, 82.5) | 79.7 (77.3, 81.8) | 76.4 (73.4, 79.1) | 83.4 (80.0, 86.3) | 85.3 (82.5, 87.6) | 79.1 (77.2, 80.9) | 78.0 (76.2, 79.7) |
| University of Tasmania | 78.9 (76.9, 80.8) | 78.8 (76.5, 80.7) | 50.6 (48.2, 52.9) | 54.1 (51.5, 56.6) | 78.2 (76.2, 80.0) | 81.7 (79.6, 83.6) | 69.1 (66.6, 71.5) | 71.1 (67.7, 74.2) | 77.0 (74.4, 79.3) | 81.4 (78.7, 83.8) | 70.8 (68.6, 72.9) | 74.4 (72.1, 76.6) |
| University of Technology Sydney | 83.9 (82.7, 85.1) | 82.9 (81.7, 84.0) | 51.6 (50.0, 53.2) | 53.7 (52.2, 55.2) | 84.6 (83.4, 85.8) | 83.6 (82.5, 84.7) | 77.7 (76.1, 79.2) | 78.0 (76.3, 79.6) | 84.8 (83.2, 86.3) | 88.0 (86.7, 89.3) | 79.4 (78.1, 80.7) | 79.6 (78.4, 80.8) |
| University of the Sunshine Coast | 83.9 (80.3, 86.6) | 81.2 (77.5, 83.9) | 61.7 (57.4, 65.6) | 57.9 (53.8, 61.8) | 88.9 (85.7, 91.1) | 84.7 (81.2, 87.1) | 80.8 (75.9, 84.6) | 71.1 (64.0, 77.0) | 88.0 (83.7, 90.9) | 83.9 (79.0, 87.3) | 83.6 (80.0, 86.3) | 78.9 (75.2, 81.8) |
| University of Wollongong | 79.1 (77.5, 80.7) | 81.8 (80.4, 83.1) | 52.4 (50.4, 54.3) | 61.8 (60.1, 63.4) | 80.6 (79.0, 82.1) | 82.7 (81.4, 84.0) | 78.9 (77.0, 80.7) | 78.6 (76.7, 80.4) | 85.8 (83.9, 87.5) | 87.2 (85.7, 88.5) | 74.4 (72.6, 76.0) | 75.8 (74.3, 77.2) |
| Victoria University | 80.7 (78.9, 82.4) | 84.5 (83.2, 85.7) | 45.3 (43.2, 47.5) | 55.4 (53.7, 57.0) | 80.1 (78.3, 81.7) | 81.1 (79.7, 82.4) | 71.5 (69.3, 73.6) | 74.0 (72.1, 75.7) | 76.9 (74.2, 79.4) | 78.4 (76.4, 80.1) | 74.7 (72.8, 76.5) | 75.5 (74.0, 76.8) |
| Western Sydney University | 81.1 (79.6, 82.5) | 83.4 (82.0, 84.7) | 54.5 (52.7, 56.3) | 62.1 (60.3, 63.8) | 78.4 (76.9, 79.9) | 81.5 (80.0, 82.8) | 67.7 (65.8, 69.6) | 72.3 (70.2, 74.3) | 82.3 (80.6, 83.9) | 85.5 (84.0, 86.9) | 70.5 (68.8, 72.2) | 75.8 (74.3, 77.3) |
| All Universities | 81.0 (80.8, 81.2) | 82.2 (82.0, 82.4) | 48.8 (48.5, 49.1) | 56.2 (56.0, 56.4) | 81.7 (81.5, 81.9) | 82.5 (82.3, 82.7) | 74.2 (73.9, 74.4) | 74.8 (74.6, 75.1) | 83.6 (83.4, 83.9) | 85.3 (85.1, 85.5) | 76.1 (75.9, 76.3) | 76.7 (76.5, 76.9) |

5.3. NUHEIs

Table 9 shows undergraduate ratings of the different focus areas and the Quality of entire educational experience for students from NUHEIs. Since the number of students enrolled in individual NUHEIs is much smaller than at universities, survey data for NUHEIs shown in this report uses pooled data for two survey years, the same as shown on the ComparED website. Consequently, these results for NUHEIs are not directly comparable with those presented for universities and they are less sensitive to the changes in results over years. Results based on fewer than 25 survey responses have not been published.

Notwithstanding the pooling of data across two survey years, the confidence intervals remain much wider for some NUHEIs than was generally the case for universities. That said, there do appear to be some NUHEIs where students rated the Quality of entire educational experience much higher than in other institutions.

For example, 16 NUHEIs had more than 90 per cent of students rate the Quality of entire educational experience positively, including the Jazz Music Institute and Cairnmillar Institute with 100 per cent, Marcus Oldham College, Leaders Institute, Australian College of Theology Ltd with over 95 per cent. While there are many NUHEIs with very high overall experience ratings, there are 11 institutions with scores below 70 per cent including Le Cordon Bleu Australia and Ozford Institute of Higher Education (both of which have a small number of responses), as well as the Academy of Interactive Technology, TAFE Queensland and The Institute of Creative Arts and Technology. Looking at these institutions in **Figure 13**, clear statistical differences between the higher and many of the lower scoring institutions can be observed, as shown where the lower bound of higher performing institutions does not overlap with the upper bound of lower performing institutions. In these instances, it can be inferred with a high degree of confidence that these are different.

Figure 13 Quality of entire educational experience for undergraduate non-university higher education institution (NUHEI) students, pooled 2022-2023 (% positive rating)

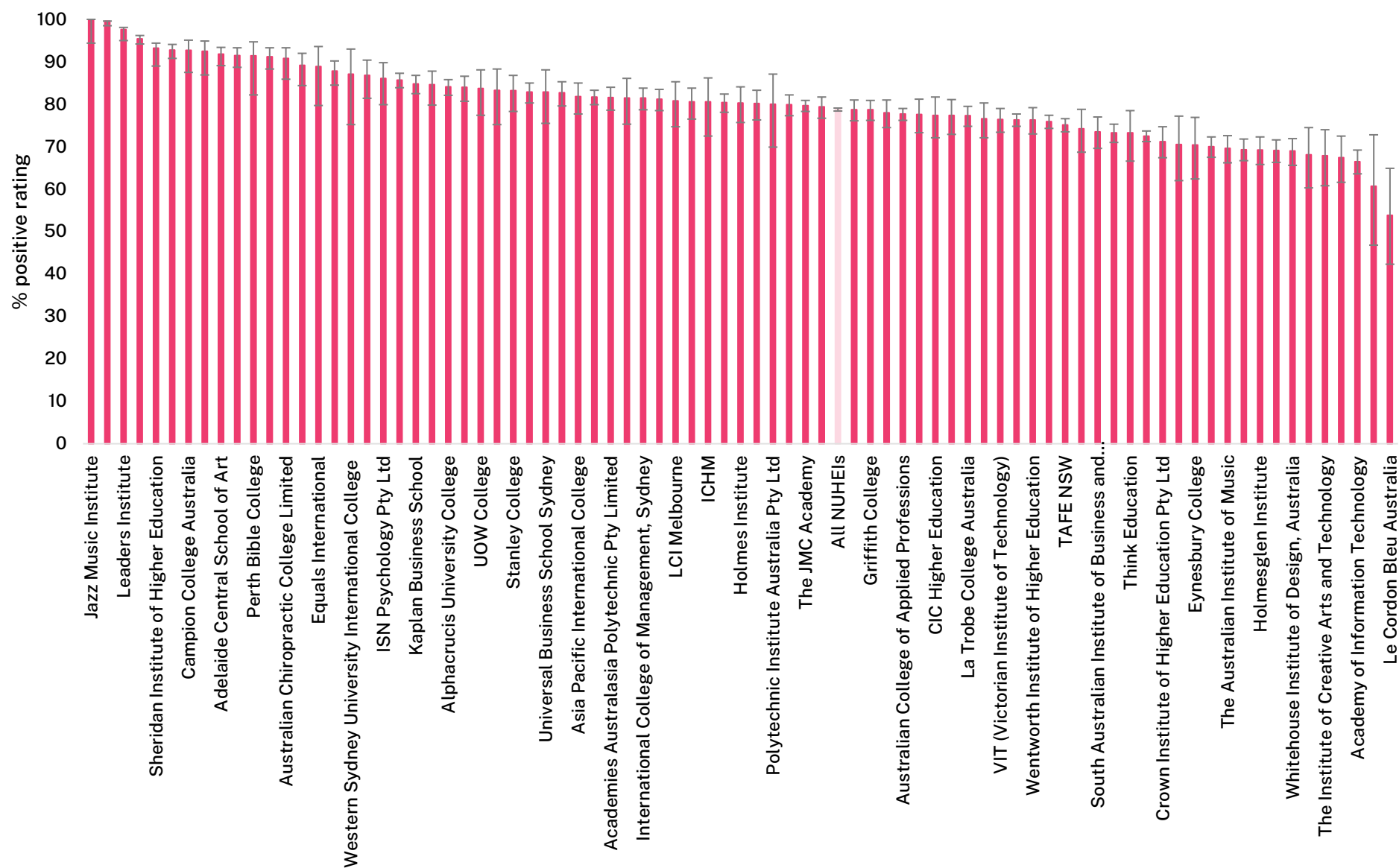
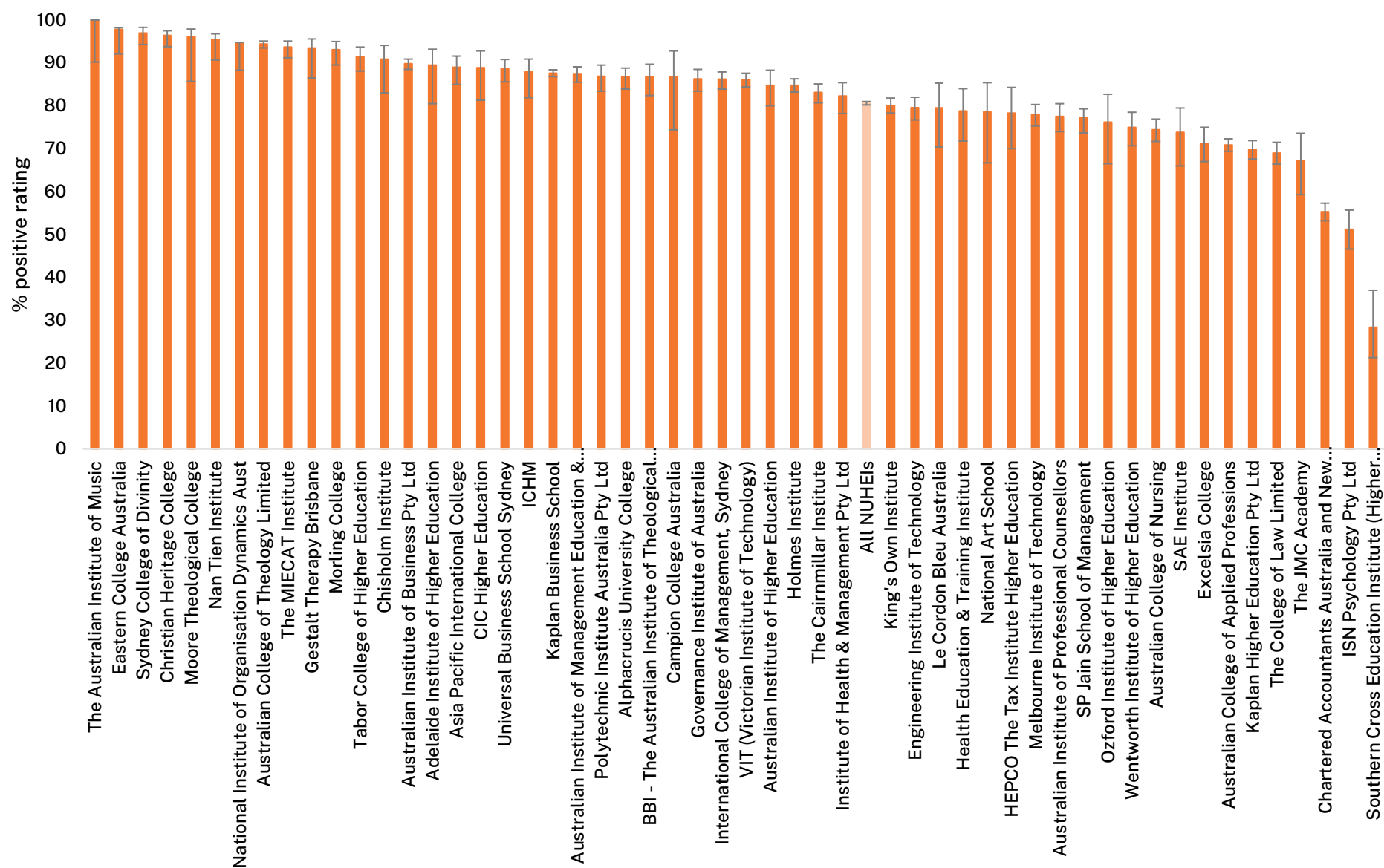


Figure 14 Quality of entire educational experience for postgraduate coursework non-university higher education institution (NUHEI) students, pooled 2022-2023 (% positive rating)



The majority of NUHEIs' ratings of the Quality of entire educational experience increased from 2021-22 to 2022-23 with 53 institutions out of the 79 with results over the three years seeing the same or higher scores. Institutions with the largest increase include UOW College, 13.6 percentage points, Chisholm Institute, 12.5 percentage points and Think Education, 9.1 percentage points. NUHEIs that experienced the largest fall in student ratings of the Quality of entire educational experience between 2021-22 and 2022-23 included Ozford Institute of Higher Education, 14.3 percentage points, Le Cordon Bleu Australia, 10.8 percentage points, and The Institute of Creative Arts and Technology, 7.4 percentage points.

Table 9 The undergraduate student experience by non-university higher education institution (NUHEI), 2021-2022 and 2022-2023 (% positive rating, with 90% confidence intervals)

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| 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 (80.5, 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 Interactive Technology | 67.9 (64.8, 70.8) | 71.1 (68.2, 73.7) | 44.5 (41.4, 47.7) | 48.8 (45.9, 51.8) | 70.4 (67.3, 73.2) | 76.6 (74.0, 79.0) | 75.9 (72.9, 78.6) | 74.9 (71.8, 77.7) | 67.3 (63.7, 70.7) | 75.6 (72.4, 78.4) | 63.5 (60.4, 66.5) | 66.5 (63.6, 69.2) |
| Australian College of Applied Professions | 79.0 (77.6, 80.3) | 82.8 (81.4, 84.0) | 46.5 (44.9, 48.2) | 49.7 (48.1, 51.4) | 75.8 (74.3, 77.2) | 81.7 (80.3, 82.9) | 71.2 (69.5, 72.8) | 75.4 (73.5, 77.1) | 75.0 (73.1, 76.9) | 79.8 (78.0, 81.5) | 69.7 (68.2, 71.2) | 77.6 (76.2, 79.0) |
| Adelaide Central School of Art | 89.6 (86.8, 91.4) | 90.2 (87.4, 92.1) | 80.7 (77.5, 83.2) | 82.6 (79.3, 85.1) | 93.2 (90.8, 94.6) | 94.2 (91.7, 95.5) | 92.8 (90.2, 94.3) | 90.5 (86.6, 92.9) | 88.2 (85.1, 90.2) | 85.2 (81.8, 87.6) | 91.5 (88.9, 93.1) | 91.8 (89.1, 93.4) |
| Alphacrucis University College | 84.6 (82.6, 86.3) | 82.4 (80.3, 84.2) | 47.2 (44.7, 49.6) | 36.7 (34.4, 39.2) | 88.0 (86.2, 89.4) | 84.8 (82.8, 86.4) | 82.4 (80.3, 84.3) | 78.4 (75.7, 80.8) | 82.5 (79.6, 85.0) | 80.8 (77.6, 83.6) | 86.3 (84.4, 87.8) | 84.1 (82.1, 85.8) |
| 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) |
| Australasian College of Health and Wellness | 75.5 (70.4, 79.7) | 72.7 (68.0, 76.7) | 19.7 (16.0, 24.3) | 18.2 (14.9, 22.3) | 81.0 (76.3, 84.7) | 80.9 (76.7, 84.3) | 80.4 (75.3, 84.4) | 73.3 (67.8, 78.0) | 78.4 (71.6, 83.8) | 74.4 (68.1, 79.7) | 76.3 (71.5, 80.3) | 77.6 (73.3, 81.2) |
| 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) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|--|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| Australian Academy of Music and Performing Arts | 81.8 (74.4, 86.7) | 75.9 (67.3, 82.1) | 83.6 (76.4, 88.2) | 86.9 (79.5, 91.1) | 80.3 (72.8, 85.5) | 76.3 (67.8, 82.4) | 79.4 (71.5, 84.8) | 63.0 (53.6, 71.1) | 74.2 (65.9, 80.4) | 67.9 (58.5, 75.6) | 74.6 (66.9, 80.5) | 70.5 (62.0, 77.2) |
| Australian Chiropractic College Limited | 93.8 (84.6, 96.1) | 93.0 (88.3, 95.1) | 84.4 (74.2, 89.2) | 83.9 (78.3, 87.5) | 93.8 (84.6, 96.1) | 95.4 (91.1, 96.9) | 80.6 (69.9, 86.5) | 88.9 (82.7, 92.3) | 87.1 (76.8, 91.4) | 85.5 (79.8, 89.0) | 90.6 (81.0, 93.9) | 90.8 (85.9, 93.3) |
| Australian College of Christian Studies | 89.2 (83.1, 92.2) | 92.4 (86.6, 94.9) | 45.5 (38.9, 52.4) | 35.8 (29.6, 43.1) | 95.5 (90.4, 97.0) | 97.0 (92.2, 98.2) | 93.8 (88.2, 95.8) | 93.6 (85.9, 96.6) | 88.9 (78.5, 93.9) | 93.1 (81.5, 97.4) | 92.4 (86.8, 94.7) | 92.5 (86.9, 94.9) |
| Australian College of Theology Limited | 89.5 (88.0, 90.7) | 91.6 (90.1, 92.8) | 61.1 (58.9, 63.2) | 62.6 (60.3, 64.8) | 97.0 (96.1, 97.6) | 96.8 (95.8, 97.5) | 94.8 (93.6, 95.7) | 93.2 (91.6, 94.5) | 95.5 (94.0, 96.4) | 95.8 (94.3, 96.8) | 94.8 (93.7, 95.7) | 95.4 (94.2, 96.2) |
| 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 Institute of Professional Counsellors | 80.7 (76.6, 84.0) | 80.1 (75.9, 83.5) | 30.3 (26.4, 34.8) | 25.6 (21.9, 29.9) | 85.0 (81.2, 87.8) | 82.2 (78.2, 85.4) | 85.7 (81.7, 88.7) | 79.1 (73.9, 83.3) | 75.0 (64.5, 83.1) | 82.5 (73.0, 89.0) | 82.6 (78.7, 85.6) | 80.6 (76.5, 83.8) |
| 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) |
| Box Hill Institute | 83.9 (81.3, 86.1) | 85.5 (82.2, 88.0) | 65.6 (62.5, 68.5) | 75.1 (71.4, 78.3) | 86.2 (83.8, 88.2) | 87.7 (84.7, 90.0) | 78.6 (75.5, 81.2) | 73.2 (68.9, 76.9) | 76.3 (73.0, 79.1) | 76.4 (72.5, 79.7) | 81.0 (78.3, 83.3) | 84.0 (80.7, 86.6) |
| Campion College Australia | 98.6 (94.4, 99.4) | 98.8 (95.1, 99.4) | 98.6 (94.4, 99.4) | 89.2 (83.6, 92.3) | 100.0 (96.3, 100.1) | 97.6 (93.5, 98.7) | 98.6 (94.4, 99.4) | 91.9 (86.1, 94.7) | 94.5 (89.2, 96.7) | 88.6 (82.7, 91.9) | 94.6 (89.3, 96.7) | 92.7 (87.5, 95.1) |
| Chisholm Institute | 81.0 (76.8, 84.1) | 85.3 (79.6, 89.2) | 59.4 (55.0, 63.6) | 67.3 (60.9, 72.9) | 81.9 (77.9, 84.9) | 85.7 (80.2, 89.5) | 81.0 (76.7, 84.2) | 81.3 (74.7, 86.1) | 76.8 (72.1, 80.6) | 83.8 (77.9, 88.0) | 74.3 (70.0, 77.8) | 86.8 (81.4, 90.4) |
| Christian Heritage College | 90.6 (87.7, 92.6) | 90.1 (87.0, 92.3) | 60.0 (56.0, 63.8) | 46.4 (42.2, 50.7) | 92.1 (89.5, 93.9) | 93.1 (90.4, 94.9) | 88.5 (85.3, 90.9) | 86.4 (82.2, 89.5) | 83.0 (78.7, 86.4) | 82.5 (77.6, 86.3) | 87.8 (84.8, 90.0) | 87.8 (84.5, 90.2) |
| 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) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| Collarts (Australian College of the Arts) | 85.8 (84.1, 87.3) | 86.4 (84.6, 87.9) | 70.5 (68.4, 72.4) | 68.3 (66.0, 70.4) | 87.9 (86.3, 89.2) | 89.4 (87.8, 90.8) | 86.7 (84.9, 88.2) | 85.5 (83.3, 87.3) | 85.2 (83.2, 87.0) | 87.8 (85.7, 89.5) | 83.0 (81.2, 84.6) | 85.7 (83.9, 87.3) |
| Curtin College | 80.6 (78.1, 82.8) | 82.2 (79.6, 84.4) | 64.3 (61.5, 67.0) | 68.8 (65.9, 71.5) | 84.0 (81.7, 86.0) | 84.8 (82.4, 86.8) | 81.6 (79.0, 83.9) | 82.8 (80.0, 85.2) | 81.4 (78.7, 83.8) | 86.1 (83.6, 88.1) | 74.1 (71.5, 76.5) | 78.7 (76.1, 81.0) |
| 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 | 75.6 (73.3, 77.6) | 79.8 (77.4, 81.9) | 47.2 (44.8, 49.6) | 55.5 (52.8, 58.2) | 83.0 (81.0, 84.7) | 84.3 (82.1, 86.2) | 76.8 (74.5, 79.0) | 77.9 (75.2, 80.3) | 81.0 (78.5, 83.2) | 86.5 (84.2, 88.4) | 78.7 (76.6, 80.6) | 80.4 (78.1, 82.4) |
| Eastern College Australia | 90.6 (80.0, 94.9) | n/a | 69.7 (58.0, 78.4) | n/a | 93.8 (83.7, 97.0) | n/a | 87.5 (76.5, 92.7) | n/a | 82.1 (69.3, 89.3) | n/a | 84.8 (73.8, 90.6) | n/a |
| Edith Cowan College | 80.8 (77.1, 83.9) | 83.4 (80.8, 85.6) | 69.7 (65.7, 73.2) | 77.1 (74.4, 79.5) | 84.4 (81.0, 87.1) | 88.2 (85.9, 89.9) | 84.2 (80.6, 87.0) | 84.2 (81.6, 86.4) | 83.1 (79.4, 85.9) | 86.8 (84.4, 88.7) | 78.7 (75.1, 81.8) | 79.9 (77.3, 82.2) |
| Endeavour College of Natural Health | 71.8 (70.5, 73.0) | 76.5 (75.2, 77.7) | 25.3 (24.1, 26.5) | 30.3 (29.0, 31.6) | 72.3 (71.1, 73.5) | 76.8 (75.5, 77.9) | 72.0 (70.6, 73.3) | 70.7 (69.0, 72.3) | 58.9 (56.8, 60.8) | 70.8 (68.9, 72.6) | 64.8 (63.5, 66.1) | 72.5 (71.2, 73.7) |
| Engineering Institute of Technology | 79.0 (74.6, 82.5) | 76.8 (72.6, 80.2) | 29.3 (25.2, 34.0) | 34.7 (30.7, 39.0) | 85.3 (81.2, 88.2) | 82.9 (79.1, 85.8) | 82.4 (77.9, 85.7) | 75.5 (70.5, 79.6) | 72.7 (67.2, 77.4) | 70.6 (65.5, 75.1) | 81.1 (76.8, 84.4) | 80.2 (76.3, 83.3) |
| Equals International | n/a | 95.1 (86.6, 98.1) | n/a | 97.8 (90.6, 99.5) | n/a | 95.2 (86.9, 98.1) | n/a | 91.9 (81.8, 96.3) | n/a | 95.0 (86.2, 98.1) | n/a | 88.9 (79.7, 93.6) |
| Excelsia College | 88.9 (86.5, 90.8) | 90.4 (88.2, 92.2) | 74.8 (71.7, 77.5) | 79.6 (76.8, 82.0) | 88.6 (86.1, 90.5) | 87.4 (84.9, 89.3) | 84.2 (81.4, 86.6) | 80.9 (77.9, 83.4) | 76.1 (72.8, 79.0) | 76.1 (73.0, 78.8) | 83.1 (80.4, 85.4) | 81.2 (78.5, 83.5) |
| Eynesbury College | 63.8 (55.9, 70.7) | 72.9 (64.8, 79.2) | 47.6 (40.1, 55.1) | 52.8 (44.9, 60.5) | 64.2 (56.5, 71.0) | 73.2 (65.3, 79.5) | 77.2 (69.8, 82.9) | 81.2 (73.5, 86.4) | 71.2 (63.1, 77.9) | 70.6 (62.3, 77.3) | 67.1 (59.4, 73.6) | 70.4 (62.4, 76.9) |
| Griffith College | 82.2 (79.8, 84.3) | 79.7 (77.1, 81.9) | 59.0 (56.1, 61.7) | 62.1 (59.2, 64.8) | 83.6 (81.3, 85.6) | 81.6 (79.2, 83.7) | 83.5 (80.9, 85.7) | 82.8 (80.1, 85.1) | 83.5 (81.1, 85.7) | 82.5 (80.0, 84.6) | 80.4 (78.0, 82.5) | 78.7 (76.2, 80.9) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|-------------------|-------------------|-------------------|---------------------------------|---------------------|------------------------------|---------------------|--------------------|-------------------|--|---------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| Holmes Institute | 83.1 (79.9, 85.9) | 85.1 (80.5, 88.5) | 56.6 (52.9, 60.3) | 60.6 (55.3, 65.7) | 79.5 (76.2, 82.4) | 83.0 (78.4, 86.6) | 75.9 (72.2, 79.1) | 76.8 (71.5, 81.2) | 71.0 (66.8, 74.7) | 71.7 (66.0, 76.6) | 74.5 (71.1, 77.6) | 80.3 (75.7, 84.1) |
| Holmesglen Institute | 83.8 (81.4, 85.8) | 84.3 (81.5, 86.7) | 70.6 (67.8, 73.2) | 77.0 (73.9, 79.8) | 76.4 (73.7, 78.8) | 76.0 (72.8, 78.9) | 72.4 (69.5, 75.1) | 69.5 (65.8, 73.0) | 77.7 (74.9, 80.2) | 79.9 (76.8, 82.6) | 66.7 (63.8, 69.4) | 69.2 (65.8, 72.3) |
| Ikon Institute of Australia | 84.9 (82.6, 86.7) | 85.2 (83.2, 86.8) | 67.7 (65.0, 70.1) | 72.6 (70.3, 74.7) | 79.5 (77.1, 81.6) | 80.5 (78.4, 82.4) | 68.6 (65.7, 71.3) | 65.4 (62.5, 68.1) | 43.0 (39.7, 46.3) | 54.0 (51.0, 57.0) | 70.4 (67.8, 72.8) | 73.3 (71.0, 75.3) |
| ICHM | 89.9 (83.3, 93.4) | 84.7 (76.7, 89.8) | 77.5 (70.0, 82.9) | 74.2 (65.7, 80.7) | 85.5 (78.5, 89.9) | 83.3 (75.2, 88.6) | 94.0 (88.1, 96.6) | 85.5 (77.0, 90.6) | 83.6 (76.2, 88.4) | 81.0 (72.5, 86.8) | 80.3 (73.0, 85.4) | 80.6 (72.5, 86.2) |
| International College of Management, Sydney | 81.9 (79.3, 84.1) | 84.2 (81.5, 86.5) | 66.9 (64.0, 69.7) | 70.7 (67.6, 73.5) | 82.7 (80.2, 84.8) | 84.4 (81.8, 86.6) | 79.5 (76.7, 81.9) | 82.4 (79.4, 84.9) | 74.2 (71.0, 77.1) | 78.3 (75.1, 81.0) | 77.5 (74.8, 79.8) | 81.5 (78.7, 83.8) |
| ISN Psychology Pty Ltd | 81.0 (75.6, 84.8) | 75.9 (69.1, 81.1) | 45.4 (39.9, 51.0) | 51.9 (44.9, 58.7) | 81.1 (75.8, 84.9) | 86.1 (79.9, 89.8) | 79.0 (73.3, 83.2) | 77.6 (69.9, 83.2) | 65.9 (54.2, 75.6) | 67.4 (56.8, 76.1) | 77.8 (72.4, 81.8) | 86.1 (79.9, 89.8) |
| Jazz Music Institute | 94.3 (87.6, 96.8) | 97.8 (91.1, 99.2) | 92.6 (85.6, 95.5) | 91.7 (83.8, 95.1) | 98.1 (92.5, 99.2) | 100.0 (94.2, 100.0) | 98.1 (92.1, 99.3) | 100.0 (93.3, 100.0) | 88.2 (80.2, 92.4) | 88.6 (79.7, 93.1) | 98.1 (92.5, 99.2) | 100.0 (94.4, 100.0) |
| Kaplan Business School | 84.9 (81.9, 87.3) | 85.3 (83.0, 87.3) | 60.7 (57.1, 64.2) | 72.0 (69.2, 74.6) | 84.4 (81.5, 86.9) | 86.7 (84.4, 88.6) | 84.9 (81.9, 87.4) | 86.5 (84.1, 88.5) | 81.9 (78.2, 85.0) | 84.3 (81.7, 86.4) | 84.1 (81.1, 86.5) | 84.8 (82.5, 86.8) |
| King's Own Institute | 81.5 (79.9, 82.9) | 81.6 (79.8, 83.3) | 62.2 (60.4, 63.9) | 70.8 (68.8, 72.7) | 83.8 (82.4, 85.1) | 86.3 (84.7, 87.7) | 82.2 (80.6, 83.7) | 82.2 (80.4, 83.9) | 76.0 (74.2, 77.6) | 83.3 (81.5, 84.9) | 77.5 (75.9, 79.0) | 81.7 (79.9, 83.3) |
| La Trobe College Australia | 77.7 (75.1, 80.0) | 81.1 (78.6, 83.2) | 51.3 (48.5, 54.1) | 60.5 (57.8, 63.2) | 81.9 (79.5, 84.0) | 83.9 (81.6, 85.8) | 82.6 (80.0, 84.7) | 81.1 (78.5, 83.4) | 79.5 (76.6, 82.1) | 84.9 (82.5, 86.9) | 74.3 (71.7, 76.6) | 77.3 (74.8, 79.5) |
| LCI Melbourne | 83.3 (78.5, 86.8) | 81.4 (75.3, 85.9) | 65.7 (60.2, 70.6) | 66.0 (59.3, 71.8) | 88.7 (84.4, 91.5) | 87.9 (82.4, 91.3) | 88.5 (84.1, 91.4) | 80.0 (73.4, 84.9) | 85.3 (80.1, 89.0) | 79.2 (72.8, 83.9) | 81.3 (76.4, 85.0) | 80.8 (74.7, 85.3) |
| Le Cordon Bleu Australia | 81.0 (72.4, 86.9) | 73.0 (60.8, 82.0) | 47.7 (39.0, 56.6) | 66.7 (54.8, 76.4) | 82.8 (74.5, 88.4) | 71.1 (59.1, 80.2) | 63.3 (53.8, 71.7) | 52.8 (40.7, 64.4) | 62.8 (51.1, 73.0) | 51.4 (39.6, 62.9) | 64.6 (55.5, 72.5) | 53.8 (42.3, 64.9) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|--------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|---------------------|-------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| Leaders Institute | 100.0 (98.4, 99.9) | 100.0 (98.0, 99.8) | 97.4 (95.1, 98.1) | 97.6 (95.0, 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) | 97.6 (95.0, 98.1) |
| The Institute of Creative Arts and Technology | 87.8 (80.9, 92.3) | 87.5 (81.5, 91.6) | 67.1 (58.8, 74.3) | 75.2 (68.5, 80.7) | 83.3 (76.0, 88.6) | 77.8 (71.1, 83.1) | 84.1 (76.8, 89.3) | 70.1 (62.0, 77.0) | 81.3 (72.3, 87.6) | 66.7 (57.7, 74.4) | 75.3 (67.4, 81.7) | 67.9 (60.8, 74.0) |
| Marcus Oldham College | 95.4 (93.2, 96.3) | 96.1 (94.5, 96.8) | 92.2 (89.7, 93.4) | 96.6 (95.1, 97.2) | 92.7 (90.1, 93.9) | 97.0 (95.5, 97.5) | 96.0 (93.7, 96.8) | 97.4 (95.8, 97.8) | 97.1 (95.0, 97.7) | 98.7 (97.3, 98.9) | 93.3 (90.9, 94.4) | 99.6 (98.5, 99.6) |
| Melbourne Institute of Technology | 73.1 (69.5, 76.4) | 73.9 (71.3, 76.3) | 60.4 (56.7, 64.1) | 72.2 (69.6, 74.5) | 71.6 (67.9, 74.9) | 73.4 (70.8, 75.8) | 75.6 (71.9, 78.9) | 78.9 (76.3, 81.2) | 70.9 (67.1, 74.5) | 74.6 (72.0, 77.0) | 68.2 (64.5, 71.5) | 69.3 (66.7, 71.8) |
| Melbourne Polytechnic | 78.6 (75.5, 81.4) | 80.5 (77.1, 83.5) | 57.9 (54.4, 61.3) | 68.0 (64.2, 71.5) | 82.6 (79.8, 85.1) | 83.8 (80.6, 86.4) | 80.1 (76.8, 82.8) | 79.7 (76.0, 82.9) | 73.7 (70.2, 76.9) | 78.8 (75.2, 81.9) | 76.8 (73.6, 79.5) | 78.0 (74.5, 81.0) |
| Monash College | - | 83.3 (79.0, 86.7) | - | 78.9 (74.6, 82.5) | - | 86.6 (82.7, 89.5) | - | 79.5 (74.6, 83.5) | - | 86.6 (82.4, 89.6) | - | 76.6 (72.1, 80.3) |
| Moore Theological College | 89.8 (88.0, 91.2) | 90.0 (87.7, 91.6) | 75.3 (72.8, 77.3) | 80.6 (77.9, 82.8) | 94.6 (93.1, 95.5) | 94.6 (92.8, 95.7) | 97.0 (95.6, 97.6) | 96.0 (94.0, 97.1) | 96.5 (94.8, 97.4) | 95.7 (93.6, 96.8) | 94.1 (92.5, 95.0) | 92.8 (90.8, 94.1) |
| National Art School | 78.1 (75.4, 80.4) | 78.8 (76.0, 81.2) | 66.5 (63.6, 69.2) | 70.3 (67.3, 73.0) | 84.1 (81.6, 86.1) | 84.8 (82.3, 86.9) | 77.1 (74.1, 79.8) | 68.5 (64.9, 71.9) | 77.9 (75.2, 80.3) | 78.3 (75.5, 80.8) | 76.2 (73.6, 78.6) | 82.9 (80.3, 85.0) |
| Oxford Institute of Higher Education | 80.0 (65.4, 88.7) | 68.0 (52.9, 79.6) | 53.6 (40.3, 66.2) | 46.4 (33.5, 60.0) | 80.8 (66.6, 89.1) | 61.5 (46.9, 74.0) | 80.0 (65.4, 88.7) | n/a | n/a | n/a | 75.0 (61.3, 84.3) | 60.7 (46.8, 72.8) |
| Perth Bible College | 90.9 (82.7, 94.3) | 88.2 (78.3, 92.5) | 71.1 (61.7, 78.1) | 65.7 (55.2, 73.9) | 95.6 (88.4, 97.5) | 91.2 (81.7, 94.6) | 92.7 (84.3, 95.8) | n/a | 100.0 (93.4, 100.3) | 87.1 (76.2, 92.1) | 88.9 (80.6, 92.8) | 91.4 (82.2, 94.7) |
| Photography Studies College (Melbourne) | 84.4 (80.0, 87.4) | 86.0 (80.8, 89.3) | 76.2 (71.4, 79.8) | 77.5 (71.8, 81.7) | 90.7 (86.9, 92.9) | 91.0 (86.3, 93.5) | 88.5 (84.2, 91.1) | 84.9 (78.8, 88.8) | 91.0 (87.0, 93.2) | 86.2 (80.7, 89.7) | 83.8 (79.5, 86.8) | 89.2 (84.4, 92.0) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| 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 | 87.7 (86.2, 88.9) | 85.0 (83.6, 86.2) | 78.9 (77.1, 80.4) | 76.4 (74.9, 77.9) | 85.7 (84.2, 87.1) | 84.7 (83.3, 85.9) | 84.1 (82.4, 85.6) | 78.8 (77.1, 80.5) | 80.3 (78.5, 81.9) | 80.7 (79.1, 82.1) | 78.3 (76.5, 79.9) | 75.9 (74.3, 77.4) |
| Sheridan Institute of Higher Education | 97.1 (93.0, 97.5) | 95.9 (92.1, 96.6) | 82.4 (76.9, 85.3) | 85.1 (80.3, 87.5) | 98.5 (94.8, 98.6) | 97.3 (93.6, 97.6) | 100.0 (96.6, 99.6) | 98.6 (94.9, 98.7) | 89.7 (84.7, 91.6) | 90.5 (86.1, 92.1) | 95.6 (91.3, 96.4) | 93.2 (89.0, 94.4) |
| Southern Cross Education Institute (Higher Education) | - | 85.3 (78.2, 89.7) | - | 90.4 (84.3, 93.6) | - | 82.2 (75.2, 86.9) | - | 74.2 (65.7, 80.6) | - | 52.9 (45.1, 60.4) | - | 68.1 (60.3, 74.5) |
| South Australian Institute of Business and Technology | 74.9 (71.4, 78.0) | 79.3 (75.5, 82.5) | 55.0 (51.2, 58.7) | 70.9 (66.8, 74.5) | 82.2 (79.0, 84.8) | 87.1 (83.9, 89.6) | 84.4 (81.2, 87.0) | 85.5 (81.8, 88.3) | 83.3 (79.9, 86.1) | 86.4 (83.0, 89.1) | 74.8 (71.3, 77.9) | 73.5 (69.6, 77.0) |
| 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, 87.0) | 73.3 (63.4, 80.6) | 72.6 (66.8, 77.4) | 82.2 (72.8, 88.0) | 83.2 (78.3, 86.8) |
| Stott's College | 89.7 (88.1, 91.0) | 90.6 (89.4, 91.5) | 71.8 (69.7, 73.7) | 81.0 (79.6, 82.2) | 84.8 (83.0, 86.3) | 85.8 (84.5, 86.9) | 76.8 (74.6, 78.7) | 76.8 (75.1, 78.3) | 66.0 (63.7, 68.1) | 65.3 (63.6, 67.0) | 74.2 (72.2, 76.0) | 76.3 (74.8, 77.7) |
| Sydney College of Divinity | 84.3 (80.3, 87.4) | 86.0 (82.6, 88.7) | 40.6 (36.0, 45.4) | 49.4 (45.1, 53.7) | 92.0 (88.7, 94.1) | 91.5 (88.6, 93.5) | 88.4 (84.6, 91.1) | 82.8 (78.6, 86.2) | 83.2 (76.4, 88.1) | 79.6 (73.7, 84.2) | 90.6 (87.2, 92.9) | 91.2 (88.3, 93.3) |
| Sydney Institute of Business and Technology | 83.0 (78.7, 86.2) | 86.6 (81.8, 89.7) | 57.4 (52.4, 62.1) | 66.7 (61.1, 71.4) | 86.5 (82.5, 89.3) | 87.9 (83.4, 90.8) | 81.6 (77.0, 85.1) | 83.0 (77.6, 86.8) | 82.5 (77.5, 86.2) | 86.2 (81.2, 89.5) | 83.3 (79.1, 86.5) | 84.6 (79.8, 87.8) |
| Tabor College of Higher Education | 93.9 (91.6, 95.3) | 94.1 (91.6, 95.6) | 74.5 (71.1, 77.5) | 73.3 (69.4, 76.6) | 95.6 (93.6, 96.7) | 94.2 (91.7, 95.7) | 94.8 (92.6, 96.2) | 94.1 (91.2, 95.9) | 90.4 (87.5, 92.4) | 91.2 (88.1, 93.3) | 91.9 (89.5, 93.6) | 91.5 (88.7, 93.3) |
| TAFE NSW | 82.5 (81.1, 83.8) | 84.1 (82.6, 85.3) | 54.1 (52.4, 55.8) | 60.6 (58.8, 62.4) | 78.5 (77.0, 79.9) | 81.0 (79.5, 82.4) | 71.8 (70.1, 73.5) | 71.7 (69.8, 73.6) | 65.9 (64.0, 67.7) | 69.5 (67.6, 71.3) | 72.2 (70.6, 73.7) | 75.1 (73.5, 76.6) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| TAFE Queensland | 77.9 (72.8, 82.0) | 77.2 (71.6, 81.7) | 67.5 (62.3, 72.2) | 69.5 (63.8, 74.5) | 78.1 (73.1, 82.0) | 75.7 (70.2, 80.3) | 64.7 (58.9, 70.0) | 63.6 (57.1, 69.6) | 77.0 (71.9, 81.1) | 78.3 (72.8, 82.6) | 72.6 (67.5, 77.0) | 67.4 (61.6, 72.5) |
| TAFE South Australia | 81.5 (76.3, 85.4) | 85.7 (80.7, 89.2) | 62.9 (57.1, 68.1) | 65.9 (60.1, 71.1) | 80.3 (75.1, 84.3) | 84.5 (79.4, 88.1) | 81.9 (76.1, 86.2) | 82.6 (76.7, 86.9) | 78.3 (72.7, 82.7) | 76.2 (70.4, 80.9) | 75.0 (69.6, 79.5) | 74.2 (68.7, 78.8) |
| The Australian College of Physical Education | 87.1 (84.2, 89.4) | 87.2 (84.4, 89.5) | 59.5 (55.7, 63.1) | 61.2 (57.5, 64.7) | 92.7 (90.4, 94.4) | 89.6 (87.0, 91.6) | 90.5 (87.8, 92.6) | 86.2 (83.0, 88.7) | 89.2 (86.3, 91.4) | 88.0 (85.1, 90.2) | 87.6 (84.8, 89.9) | 82.7 (79.6, 85.3) |
| The Australian Institute of Music | 77.2 (74.4, 79.7) | 79.3 (76.1, 82.0) | 58.5 (55.4, 61.5) | 69.3 (65.9, 72.4) | 77.8 (75.0, 80.2) | 78.7 (75.5, 81.4) | 76.9 (73.9, 79.6) | 66.2 (62.3, 69.9) | 71.4 (68.0, 74.5) | 70.3 (66.7, 73.6) | 66.2 (63.2, 69.1) | 69.6 (66.2, 72.6) |
| The JMC Academy | 81.8 (80.5, 83.0) | 82.5 (81.2, 83.7) | 72.1 (70.7, 73.5) | 74.0 (72.6, 75.4) | 81.8 (80.5, 83.0) | 85.3 (84.1, 86.4) | 81.6 (80.1, 82.9) | 80.9 (79.3, 82.3) | 75.9 (74.4, 77.2) | 77.8 (76.3, 79.1) | 74.5 (73.1, 75.8) | 79.7 (78.3, 80.9) |
| Think Education | 74.5 (71.1, 77.3) | 91.4 (85.6, 94.2) | 41.3 (38.0, 44.8) | 45.3 (38.9, 52.1) | 75.6 (72.3, 78.4) | 77.8 (70.9, 82.6) | 60.4 (56.4, 64.0) | 50.8 (43.2, 58.3) | 61.1 (56.5, 65.3) | 70.7 (62.1, 77.4) | 64.2 (60.7, 67.4) | 73.3 (66.6, 78.5) |
| 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 (37.1, 51.6) | 66.7 (59.5, 72.8) | 80.0 (72.9, 85.0) | 91.2 (85.7, 94.3) | 75.3 (67.8, 81.0) | 82.6 (75.8, 87.3) | 81.3 (73.3, 86.7) | 90.7 (84.9, 94.0) | 70.1 (62.8, 76.1) | 83.7 (77.4, 88.1) |
| UTS College | 78.3 (76.1, 80.3) | 77.6 (75.3, 79.8) | 61.6 (59.2, 64.0) | 71.9 (69.5, 74.1) | 78.8 (76.7, 80.7) | 76.9 (74.6, 79.0) | 74.9 (72.5, 77.1) | 73.6 (71.0, 76.1) | 80.0 (77.7, 82.1) | 83.9 (81.7, 85.8) | 70.1 (67.8, 72.3) | 70.0 (67.5, 72.3) |
| 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 | 86.0 (81.8, 89.0) | 82.0 (78.7, 84.7) | 57.1 (52.2, 61.7) | 71.5 (68.1, 74.6) | 85.4 (81.3, 88.4) | 82.0 (78.8, 84.6) | 83.0 (78.5, 86.4) | 77.8 (74.1, 80.9) | 77.9 (73.0, 81.9) | 77.8 (74.3, 80.7) | 73.3 (68.6, 77.2) | 76.3 (73.0, 79.2) |
| Western Sydney University International College | - | 70.0 (56.8, 79.9) | - | 83.3 (70.7, 90.4) | - | 87.1 (75.2, 93.0) | - | 82.8 (69.8, 90.1) | - | 89.7 (77.5, 95.0) | - | 87.1 (75.2, 93.0) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| Whitehouse Institute of Design, Australia | 84.6 (81.9, 86.7) | 87.3 (84.5, 89.3) | 70.4 (67.3, 73.2) | 72.9 (69.7, 75.7) | 79.3 (76.4, 81.7) | 80.0 (76.9, 82.5) | 58.5 (54.8, 61.9) | 50.2 (46.3, 54.1) | 63.1 (59.7, 66.2) | 64.8 (61.3, 68.0) | 71.8 (68.7, 74.5) | 69.0 (65.6, 71.9) |
| William Angliss Institute | 79.0 (75.0, 82.3) | 81.6 (77.4, 85.1) | 59.8 (55.4, 64.0) | 70.0 (65.2, 74.2) | 79.7 (75.8, 83.0) | 81.3 (77.1, 84.8) | 74.2 (69.6, 78.2) | 75.7 (70.7, 79.9) | 74.5 (69.6, 78.7) | 76.5 (71.8, 80.5) | 70.1 (65.9, 73.9) | 77.4 (72.9, 81.1) |
| All NUHEIs | 81.6 (81.3, 81.9) | 83.3 (83.0, 83.6) | 59.1 (58.8, 59.5) | 65.0 (64.7, 65.4) | 82.2 (81.9, 82.5) | 84.1 (83.8, 84.4) | 79.5 (79.1, 79.8) | 78.7 (78.4, 79.1) | 76.0 (75.6, 76.3) | 78.6 (78.2, 78.9) | 76.1 (75.8, 76.4) | 78.8 (78.4, 79.1) |

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25). Only institutions with sufficient data (i.e. n>25) in at least one of the columns are presented in this table. For the complete table, refer to worksheet FOCUS_PGC_NUHEI_2YD_INST_CI in the 2023 SES National Report Tables available on the QILT website.

Postgraduate coursework ratings of the Quality of entire educational experience are presented in **Table 10**. Note that the confidence intervals are much larger due to the small number of responses. However, The Australian Institute of Music, Eastern College Australia, Sydney College, The College of Divinity and Christian Heritage College had the highest positive ratings of the Quality of entire educational aggregated over two years (2022-2023). Conversely, Southern Cross Education Institute (Higher Education), ISN Psychology Pty Ltd and Chartered Accountants Australia and New Zealand recorded relatively low scores.

Of the 63 institutions with results in both aggregate period, 35 saw improved or equivalent results and 28 lower scores in the 2022-2023 period than in the 2021-2022 period. The institutions with the largest improvements include, Curtin College, The Australian Institute of Music and ICHM which improved by over 20 percentage points. Institutions with the largest falls between the periods were the South Australian Institute of Business and Technology. Australian Academy of Music and Performing Arts and the Photography Studies College (Melbourne) with decreases of 15 percentage points or more.

Table 10 The postgraduate coursework student experience by non-university higher education institution (NUHEI), 2021-2022 and 2022-2023 (% positive rating, with 90% confidence intervals)

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| Australian College of Applied Professions | 79.5 (78.1, 80.8) | 80.1 (78.8, 81.4) | 50.7 (49.1, 52.3) | 57.5 (55.9, 59.0) | 77.5 (76.0, 78.8) | 79.5 (78.1, 80.7) | 70.3 (68.6, 72.0) | 73.7 (71.9, 75.4) | 74.1 (71.9, 76.1) | 77.9 (76.1, 79.6) | 66.6 (65.0, 68.1) | 70.9 (69.4, 72.3) |
| 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 | 86.5 (83.5, 88.8) | 84.7 (81.7, 87.0) | 30.6 (27.3, 34.3) | 28.3 (25.3, 31.8) | 94.6 (92.4, 95.9) | 90.9 (88.4, 92.6) | 83.7 (80.3, 86.3) | 73.3 (68.5, 77.5) | 79.8 (72.1, 85.6) | 75.6 (67.5, 82.1) | 87.9 (85.1, 90.0) | 86.7 (83.9, 88.8) |
| Asia Pacific International College | 84.3 (79.5, 87.8) | 90.1 (86.2, 92.5) | 70.0 (64.7, 74.6) | 85.6 (81.4, 88.6) | 89.7 (85.5, 92.4) | 91.4 (87.7, 93.7) | 85.6 (80.9, 88.9) | 87.8 (83.5, 90.6) | 84.9 (79.2, 88.9) | 85.5 (80.8, 88.8) | 84.9 (80.3, 88.2) | 89.0 (85.0, 91.6) |
| Australian College of Nursing | 74.0 (71.4, 76.4) | 74.9 (72.2, 77.4) | 15.2 (13.4, 17.3) | 14.9 (13.0, 17.2) | 75.8 (73.3, 78.0) | 76.4 (73.7, 78.8) | 77.3 (74.5, 79.9) | 76.5 (73.1, 79.5) | 72.0 (66.5, 76.7) | 77.2 (71.8, 81.8) | 74.8 (72.3, 77.0) | 74.4 (71.7, 76.9) |
| Australian College of Theology Limited | 90.5 (89.5, 91.3) | 90.8 (89.7, 91.7) | 60.3 (58.8, 61.8) | 56.9 (55.2, 58.6) | 97.5 (96.9, 97.9) | 97.0 (96.2, 97.5) | 96.0 (95.2, 96.5) | 94.8 (93.5, 95.7) | 96.4 (95.4, 97.1) | 96.5 (95.5, 97.2) | 94.5 (93.7, 95.2) | 94.4 (93.5, 95.1) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| Australian Institute of Business Pty Ltd | 84.0 (82.7, 85.3) | 86.7 (85.3, 88.0) | 28.4 (26.9, 30.0) | 23.1 (21.5, 24.8) | 87.1 (85.9, 88.2) | 90.8 (89.5, 91.9) | 89.2 (88.0, 90.2) | 89.5 (87.8, 90.9) | 86.0 (83.1, 88.5) | 88.1 (84.6, 90.9) | 86.2 (84.9, 87.3) | 89.8 (88.5, 90.9) |
| 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) |
| Australian Institute of Management Education & Training | 82.9 (80.8, 84.8) | 83.8 (81.6, 85.7) | 20.6 (18.5, 22.9) | 18.0 (16.0, 20.3) | 89.2 (87.3, 90.7) | 90.4 (88.6, 91.8) | 84.0 (81.7, 85.9) | 81.7 (78.8, 84.2) | 84.2 (79.6, 87.9) | 85.4 (80.2, 89.4) | 86.2 (84.2, 87.9) | 87.5 (85.5, 89.1) |
| Australian Institute of Professional Counsellors | 80.3 (76.7, 83.3) | 82.0 (78.6, 84.8) | 27.5 (24.1, 31.4) | 32.2 (28.7, 36.0) | 83.2 (79.7, 86.0) | 79.6 (76.2, 82.6) | 83.9 (80.0, 86.9) | 73.4 (68.5, 77.7) | 75.8 (66.5, 83.0) | 65.5 (57.0, 73.0) | 82.2 (78.7, 85.0) | 77.5 (74.0, 80.5) |
| BBI - The Australian Institute of Theological Education | 75.7 (71.2, 79.4) | 70.9 (65.7, 75.4) | 14.5 (11.7, 18.4) | 8.7 (6.3, 12.5) | 88.8 (85.1, 91.2) | 88.5 (84.3, 91.3) | 93.8 (90.5, 95.7) | 89.9 (83.9, 93.5) | n/a | n/a | 87.2 (83.4, 89.8) | 86.7 (82.4, 89.7) |
| Box Hill Institute | 76.3 (66.9, 82.3) | n/a | 51.3 (42.6, 59.8) | n/a | 69.2 (59.9, 76.0) | n/a | 71.9 (60.6, 79.7) | n/a | n/a | n/a | 69.2 (59.9, 76.0) | n/a |
| Campion College Australia | 87.5 (76.1, 93.1) | 83.3 (70.7, 90.4) | 40.6 (29.8, 52.9) | 33.3 (22.9, 46.6) | 87.5 (76.1, 93.1) | 90.0 (78.2, 95.2) | 96.7 (86.5, 99.1) | n/a | n/a | n/a | 84.4 (72.6, 90.8) | 86.7 (74.4, 92.8) |
| Chartered Accountants Australia and New Zealand | - | 61.4 (59.3, 63.3) | - | 18.8 (17.3, 20.4) | - | 53.3 (51.3, 55.3) | - | 50.5 (47.7, 53.2) | - | 53.8 (50.0, 57.6) | - | 55.3 (53.2, 57.3) |
| Chisholm Institute | n/a | 92.9 (84.9, 95.6) | n/a | 43.2 (35.0, 52.2) | n/a | 95.3 (88.0, 97.3) | n/a | 90.6 (80.0, 94.9) | n/a | 92.0 (79.2, 96.6) | n/a | 90.9 (83.0, 94.1) |
| Christian Heritage College | 92.2 (89.6, 93.7) | 95.2 (92.3, 96.6) | 50.2 (46.5, 53.9) | 48.5 (43.9, 53.1) | 97.4 (95.6, 98.2) | 97.0 (94.5, 98.0) | 93.1 (90.4, 94.8) | 91.5 (86.9, 94.1) | 92.0 (87.3, 94.8) | 94.0 (88.5, 96.7) | 94.9 (92.7, 96.0) | 96.4 (93.8, 97.5) |
| CIC Higher Education | n/a | 94.3 (87.5, 96.8) | n/a | 80.4 (72.2, 85.7) | n/a | 94.6 (88.2, 96.9) | n/a | 89.6 (81.3, 93.6) | n/a | 76.5 (67.4, 82.8) | n/a | 88.9 (81.3, 92.8) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|---------------------|---------------------|---------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| Eastern College Australia | 96.4 (91.0, 97.4) | 97.8 (92.1, 98.2) | 70.2 (63.2, 75.3) | 78.3 (70.7, 82.7) | 100.0 (95.6, 99.7) | 97.8 (92.1, 98.2) | 98.1 (93.1, 98.7) | 100.0 (92.6, 100.0) | 100.0 (89.8, 100.0) | 100.0 (92.1, 100.0) | 96.5 (91.4, 97.4) | 97.8 (92.1, 98.2) |
| Engineering Institute of Technology | 78.6 (75.0, 81.6) | 83.8 (81.0, 86.0) | 36.6 (33.0, 40.5) | 46.1 (42.8, 49.4) | 79.2 (75.6, 82.1) | 83.0 (80.2, 85.2) | 82.2 (78.6, 85.0) | 82.2 (79.0, 84.7) | 71.8 (66.9, 75.9) | 72.1 (68.3, 75.4) | 76.8 (73.2, 79.8) | 79.6 (76.7, 82.0) |
| Excelsia College | 79.9 (74.9, 83.8) | 81.7 (77.8, 84.8) | 57.1 (51.6, 62.3) | 72.1 (67.9, 75.8) | 81.9 (77.1, 85.6) | 81.2 (77.4, 84.3) | 81.1 (76.0, 85.1) | 78.9 (74.4, 82.7) | 75.2 (68.9, 80.4) | 73.5 (69.0, 77.5) | 71.3 (66.1, 75.9) | 71.2 (67.0, 75.0) |
| Gestalt Therapy Brisbane | 91.7 (82.1, 95.4) | 95.5 (88.5, 97.1) | 78.4 (67.7, 85.2) | 89.1 (81.6, 92.3) | 89.2 (79.5, 93.5) | 95.7 (89.1, 97.1) | 91.2 (81.1, 95.2) | 86.2 (74.3, 92.0) | 82.9 (72.0, 89.0) | 83.7 (75.2, 88.3) | 89.2 (79.5, 93.5) | 93.5 (86.5, 95.6) |
| Governance Institute of Australia | 76.0 (72.1, 79.2) | 74.2 (70.8, 77.3) | 10.1 (8.0, 13.0) | 8.5 (6.8, 10.9) | 84.7 (81.4, 87.3) | 88.1 (85.4, 90.2) | 76.3 (71.9, 79.9) | 72.6 (67.4, 77.1) | 71.7 (60.2, 80.8) | 75.0 (63.8, 83.5) | 82.8 (79.3, 85.5) | 86.3 (83.4, 88.5) |
| Health Education & Training Institute | 69.6 (62.6, 75.5) | 71.4 (64.0, 77.5) | 10.6 (7.3, 16.2) | 11.8 (8.0, 17.9) | 80.6 (74.2, 85.3) | 78.6 (71.5, 83.9) | 86.5 (80.4, 90.5) | 81.3 (72.9, 87.1) | n/a | n/a | 76.6 (70.0, 81.7) | 78.8 (71.8, 84.0) |
| Holmes Institute | 85.3 (83.9, 86.5) | 89.0 (87.4, 90.3) | 67.7 (66.1, 69.3) | 83.2 (81.5, 84.7) | 85.0 (83.7, 86.2) | 88.9 (87.4, 90.2) | 82.0 (80.5, 83.4) | 87.7 (86.0, 89.1) | 78.1 (76.3, 79.7) | 79.9 (77.9, 81.7) | 81.1 (79.6, 82.4) | 84.8 (83.2, 86.3) |
| Institute of Health & Management Pty Ltd | 89.7 (85.0, 92.5) | 94.3 (91.2, 95.9) | 58.7 (53.1, 64.0) | 66.5 (61.9, 70.6) | 90.2 (85.8, 92.8) | 90.0 (86.4, 92.3) | 85.8 (80.7, 89.3) | 91.3 (87.6, 93.6) | 87.5 (81.8, 91.1) | 84.1 (79.4, 87.4) | 84.0 (79.1, 87.4) | 82.3 (78.2, 85.4) |
| ICHM | 87.3 (79.8, 91.2) | 90.8 (85.0, 93.3) | 67.2 (59.2, 73.8) | 77.3 (70.6, 81.8) | 82.5 (74.8, 87.1) | 93.9 (88.7, 95.7) | 90.4 (82.9, 93.8) | 87.3 (80.9, 90.6) | 70.9 (62.5, 77.4) | 80.3 (73.8, 84.4) | 67.2 (59.2, 73.8) | 87.9 (81.9, 90.9) |
| International College of Management, Sydney | 91.9 (88.5, 93.9) | 91.5 (89.5, 92.9) | 75.8 (71.3, 79.3) | 85.9 (83.6, 87.7) | 89.6 (86.0, 91.9) | 91.0 (88.9, 92.4) | 83.1 (78.9, 86.2) | 86.8 (84.4, 88.7) | 78.0 (73.0, 81.9) | 81.5 (78.8, 83.7) | 82.4 (78.3, 85.5) | 86.2 (83.9, 87.9) |
| ISN Psychology Pty Ltd | 74.2 (69.7, 77.8) | 74.6 (70.1, 78.2) | 53.6 (49.0, 58.1) | 55.5 (50.9, 59.9) | 56.2 (51.6, 60.6) | 56.4 (51.7, 60.8) | 57.0 (52.0, 61.8) | 51.1 (45.6, 56.5) | 47.5 (39.9, 55.3) | 40.8 (35.3, 46.6) | 44.4 (40.0, 49.1) | 51.2 (46.6, 55.7) |
| Kaplan Business School | 87.7 (86.5, 88.8) | 89.6 (88.8, 90.3) | 64.3 (62.7, 65.9) | 77.0 (76.0, 78.0) | 89.7 (88.6, 90.7) | 91.0 (90.2, 91.6) | 88.5 (87.3, 89.6) | 88.9 (88.0, 89.6) | 81.6 (79.9, 83.2) | 84.2 (83.2, 85.1) | 84.9 (83.6, 86.1) | 87.6 (86.8, 88.4) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|--|--------------------|---------------------|-------------------|-------------------|---------------------------------|---------------------|------------------------------|-------------------|---------------------|-------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| Kaplan Higher Education Pty Ltd | 50.7 (48.7, 52.7) | 53.3 (50.9, 55.6) | 2.7 (2.1, 3.4) | 2.6 (2.0, 3.5) | 60.0 (58.1, 62.0) | 60.5 (58.2, 62.7) | 70.3 (68.3, 72.3) | 67.9 (65.1, 70.6) | 58.0 (53.8, 62.1) | 63.8 (58.7, 68.5) | 68.3 (66.4, 70.1) | 69.8 (67.6, 71.9) |
| King's Own Institute | 82.0 (79.7, 84.0) | 85.0 (83.3, 86.5) | 67.2 (64.6, 69.7) | 81.3 (79.5, 82.9) | 82.4 (80.1, 84.3) | 86.1 (84.4, 87.5) | 79.7 (77.3, 81.9) | 82.4 (80.5, 84.1) | 74.2 (71.4, 76.7) | 83.3 (81.5, 84.9) | 78.6 (76.2, 80.7) | 80.1 (78.3, 81.8) |
| Le Cordon Bleu Australia | 80.0 (68.3, 86.8) | 78.6 (68.9, 84.7) | 51.6 (40.7, 62.3) | 72.7 (63.3, 79.5) | 87.1 (76.2, 92.0) | 86.0 (77.2, 90.7) | 83.3 (71.8, 89.3) | 89.7 (80.5, 93.8) | n/a | 91.9 (82.6, 95.5) | 77.4 (65.9, 84.5) | 79.5 (70.4, 85.3) |
| Melbourne Institute of Technology | 83.7 (80.4, 86.4) | 85.8 (83.4, 87.8) | 73.2 (69.5, 76.4) | 86.9 (84.7, 88.7) | 81.4 (78.0, 84.2) | 84.0 (81.5, 86.1) | 79.2 (75.5, 82.3) | 81.9 (79.1, 84.2) | 74.2 (70.1, 77.8) | 80.0 (77.3, 82.4) | 75.6 (72.0, 78.8) | 78.0 (75.3, 80.3) |
| Moore Theological College | 96.4 (86.8, 97.9) | 100.0 (90.1, 100.0) | 51.7 (41.5, 61.6) | 57.7 (45.9, 68.0) | 100.0 (91.3, 99.9) | 100.0 (90.1, 100.0) | 96.3 (86.3, 97.9) | n/a | 100.0 (90.6, 100.0) | n/a | 96.6 (87.3, 97.8) | 96.2 (85.7, 97.9) |
| Morling College | 89.8 (85.5, 92.4) | 93.9 (90.4, 95.6) | 38.7 (33.6, 44.2) | 48.5 (43.4, 53.6) | 89.8 (85.5, 92.4) | 95.4 (92.2, 96.8) | 84.5 (79.0, 88.1) | 90.1 (84.6, 93.3) | 95.5 (89.5, 97.8) | 97.8 (93.7, 99.0) | 89.9 (85.6, 92.4) | 93.1 (89.5, 95.0) |
| Nan Tien Institute | 81.1 (73.5, 85.8) | 83.3 (77.1, 87.0) | 46.3 (39.0, 53.9) | 47.8 (41.5, 54.2) | 92.5 (85.9, 94.9) | 95.5 (90.5, 96.8) | 89.6 (81.9, 93.0) | 89.2 (79.2, 93.8) | n/a | n/a | 92.6 (86.2, 94.9) | 95.5 (90.7, 96.8) |
| National Art School | - | 96.4 (86.5, 98.1) | - | 92.9 (82.3, 95.9) | - | 92.9 (82.3, 95.9) | - | n/a | - | 80.0 (67.0, 87.2) | - | 78.6 (66.7, 85.4) |
| National Institute of Organisation Dynamics Aust | 96.7 (88.8, 96.8) | 94.6 (88.3, 94.8) | 96.8 (89.3, 96.7) | 86.5 (79.8, 88.2) | 96.8 (89.3, 96.7) | 94.6 (88.3, 94.8) | 96.7 (88.8, 96.8) | n/a | n/a | n/a | 100.0 (93.1, 98.8) | 94.6 (88.3, 94.8) |
| 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 | 62.5 (52.3, 71.2) | n/a | 76.2 (66.5, 82.7) |
| 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) |
| SAE Institute | 88.6 (80.4, 92.4) | 81.7 (74.2, 86.4) | 39.1 (31.5, 48.0) | 29.5 (23.4, 37.3) | 90.9 (82.9, 94.2) | 85.0 (77.8, 89.2) | 73.8 (64.2, 80.6) | 71.1 (61.0, 78.8) | n/a | n/a | 82.6 (74.1, 87.5) | 73.8 (66.0, 79.5) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|-------------------|-------------------|-------------------|---------------------------------|---------------------|------------------------------|-------------------|--------------------|-------------------|--|---------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| Southern Cross Education Institute (Higher Education) | - | 67.2 (57.8, 75.1) | - | 70.1 (61.4, 77.3) | - | 39.7 (31.3, 48.9) | - | 43.1 (34.1, 52.8) | - | 32.3 (24.5, 41.5) | - | 28.4 (21.3, 37.0) |
| SP Jain School of Management | 97.0 (90.1, 96.7) | 88.9 (85.6, 90.1) | 94.3 (87.8, 94.4) | 91.1 (88.0, 92.0) | 90.9 (83.5, 92.2) | 85.9 (82.4, 87.4) | 87.9 (80.3, 89.7) | 80.8 (77.2, 82.8) | 93.9 (86.7, 94.5) | 88.8 (85.4, 90.1) | 91.4 (84.8, 92.1) | 77.2 (73.7, 79.3) |
| Sydney College of Divinity | 84.5 (80.3, 87.6) | 89.8 (85.9, 92.4) | 36.9 (32.3, 41.9) | 37.3 (32.4, 42.5) | 92.6 (89.2, 94.6) | 95.2 (92.1, 96.9) | 89.0 (85.0, 91.7) | 85.2 (79.2, 89.4) | 79.4 (70.8, 85.8) | 90.5 (82.8, 94.8) | 92.0 (88.6, 94.2) | 97.0 (94.3, 98.3) |
| Tabor College of Higher Education | 93.8 (91.1, 95.3) | 86.7 (82.7, 89.5) | 53.9 (49.8, 58.0) | 54.2 (49.4, 59.0) | 93.0 (90.3, 94.7) | 92.7 (89.4, 94.6) | 94.9 (92.1, 96.4) | 90.6 (85.7, 93.6) | 91.5 (88.0, 93.8) | 89.6 (85.3, 92.4) | 92.6 (89.9, 94.3) | 91.5 (88.1, 93.7) |
| The Australian Institute of Music | 79.5 (69.8, 85.9) | 96.3 (85.3, 98.8) | 31.1 (23.2, 41.1) | 51.9 (39.2, 64.1) | 88.6 (79.7, 93.1) | 100.0 (90.2, 100.0) | 87.5 (77.7, 92.5) | n/a | 85.3 (73.9, 91.5) | n/a | 75.6 (65.7, 82.5) | 100.0 (90.2, 100.0) |
| The Cairnmillar Institute | 83.3 (80.8, 85.3) | 81.2 (78.8, 83.3) | 60.0 (57.1, 62.9) | 56.7 (53.8, 59.5) | 89.2 (87.0, 90.8) | 87.4 (85.3, 89.1) | 84.5 (81.8, 86.7) | 80.6 (77.2, 83.5) | 79.2 (74.6, 83.0) | 81.0 (77.2, 84.1) | 82.6 (80.2, 84.6) | 83.1 (80.7, 85.1) |
| The College of Law Limited | - | 72.1 (69.5, 74.5) | - | 22.0 (19.8, 24.4) | - | 76.0 (73.6, 78.3) | - | 71.8 (68.3, 75.0) | - | 72.8 (68.0, 77.0) | - | 69.0 (66.4, 71.5) |
| The JMC Academy | 77.3 (68.9, 82.5) | 71.4 (63.4, 77.2) | 40.9 (33.7, 49.2) | 53.1 (45.4, 60.4) | 84.1 (76.1, 88.2) | 77.6 (69.7, 82.6) | 82.5 (73.5, 87.4) | 70.0 (60.2, 77.3) | 71.4 (58.6, 80.4) | 65.0 (55.2, 72.9) | 77.3 (68.9, 82.5) | 67.3 (59.3, 73.6) |
| The MIECAT Institute | 88.8 (86.0, 90.7) | 90.3 (87.4, 92.2) | 72.0 (68.5, 75.0) | 76.0 (72.3, 79.0) | 93.6 (91.2, 94.9) | 95.2 (92.8, 96.4) | 90.3 (87.5, 92.1) | 83.8 (79.1, 87.3) | 79.2 (71.4, 85.0) | 87.5 (81.9, 91.2) | 91.3 (88.7, 92.9) | 93.7 (91.2, 95.1) |
| HEPCO The Tax Institute Higher Education | 71.9 (64.7, 77.9) | 70.1 (61.4, 77.4) | 4.3 (2.4, 8.9) | 7.2 (4.0, 13.7) | 72.2 (65.0, 78.1) | 67.2 (58.3, 74.7) | 84.9 (77.5, 89.8) | 75.5 (65.0, 83.3) | 82.1 (67.8, 90.8) | n/a | 83.7 (77.3, 88.1) | 78.3 (70.0, 84.3) |
| Universal Business School Sydney | 87.3 (84.2, 89.7) | 91.9 (89.1, 93.8) | 63.9 (60.0, 67.5) | 73.2 (69.4, 76.5) | 85.8 (82.7, 88.3) | 91.0 (88.2, 93.0) | 87.5 (84.4, 90.0) | 91.0 (87.6, 93.2) | 86.5 (82.8, 89.4) | 88.6 (84.7, 91.4) | 87.2 (84.3, 89.5) | 88.6 (85.6, 90.8) |
| VIT (Victorian Institute of Technology) | 86.9 (85.3, 88.3) | 90.3 (88.7, 91.5) | 75.6 (73.7, 77.3) | 84.9 (83.1, 86.4) | 88.0 (86.4, 89.3) | 89.9 (88.3, 91.2) | 85.3 (83.5, 86.8) | 85.5 (83.5, 87.1) | 85.7 (83.9, 87.3) | 85.0 (82.9, 86.7) | 88.2 (86.7, 89.4) | 86.1 (84.4, 87.6) |

| Category | Skills Development | | Peer Engagement | | Teaching Quality and Engagement | | Student Support and Services | | Learning Resources | | Quality of entire educational experience | |
|---|--------------------|-------------------|-------------------|-------------------|---------------------------------|-------------------|------------------------------|-------------------|--------------------|-------------------|--|-------------------|
| | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 | 2021-2022 | 2022-2023 |
| Wentworth Institute of Higher Education | 91.4 (87.2, 93.9) | 85.5 (81.7, 88.3) | 72.3 (66.8, 76.9) | 83.3 (79.5, 86.2) | 93.1 (89.2, 95.2) | 84.7 (80.9, 87.5) | 86.3 (81.4, 89.6) | 76.4 (71.8, 80.1) | 81.7 (76.2, 85.8) | 72.2 (67.6, 76.1) | 83.8 (79.0, 87.4) | 75.0 (70.7, 78.5) |
| All NUHEIs | 81.8 (81.4, 82.2) | 82.0 (81.6, 82.4) | 47.6 (47.0, 48.1) | 52.4 (51.9, 52.8) | 84.6 (84.2, 85.0) | 83.6 (83.2, 83.9) | 83.5 (83.1, 83.9) | 81.2 (80.7, 81.6) | 80.7 (80.1, 81.3) | 80.8 (80.3, 81.3) | 81.7 (81.3, 82.1) | 80.6 (80.2, 81.0) |

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25). Only institutions with sufficient data (i.e. n>25) in at least one of the columns are presented in this table. For the complete table, refer to worksheet FOCUS_PGC_NUHEI_2YD_INST_CI in the 2023 SES National Report Tables available on the QILT website.

6. 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).⁵ The NSSE collects information from first year and senior year students in the United States of America (USA) and Canada. In 2023, the survey drew responses from 354,067 students from 541 institutions (473 in the USA and 63 in Canada).⁶ However, the NSSE is only administered to a subset of institutions in the USA which number more than 2,500 in total. If the institutions that participate in the NSSE differ from those that do not, the results will not necessarily reflect an unbiased estimate of student ratings at the overall sector level. Survey participation also varies from year to year which may impact comparisons over time.

In the United Kingdom (UK), the National Student Survey (NSS) 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.⁷ The NSS only administers this question to higher education institutions in Scotland, Wales, and Northern Ireland.⁸

Comparison of SES results with these surveys show Australian students have historically rated their higher education experience lower than their counterparts in these countries. It is important to remember that these results do not account for potential differences in the composition of the respective undergraduate student populations, nor methodological differences between the surveys, nor timing differences between the surveys.

For 2020 and 2021, interpretation of the results is further complicated by the COVID-19 pandemic, which has impacted countries at different times in relation to the academic year and survey cycles. As noted previously in this report, in Australia there was a sharp decline in student ratings in 2020 due to the pandemic. In the USA and UK however the bulk of 2020 survey responses were collected before pandemic mitigation measures had a substantial impact on teaching arrangements in higher education institutions, and student ratings of their educational experience were relatively unaffected.⁹

⁵ 'How would you evaluate your entire educational experience at this institution?'

⁶ Indiana University (2023). NSSE 2023 Overview. Retrieved 6 August 2024, from <https://nsse.indiana.edu/nsse/reports-data/nsse-overview.html>

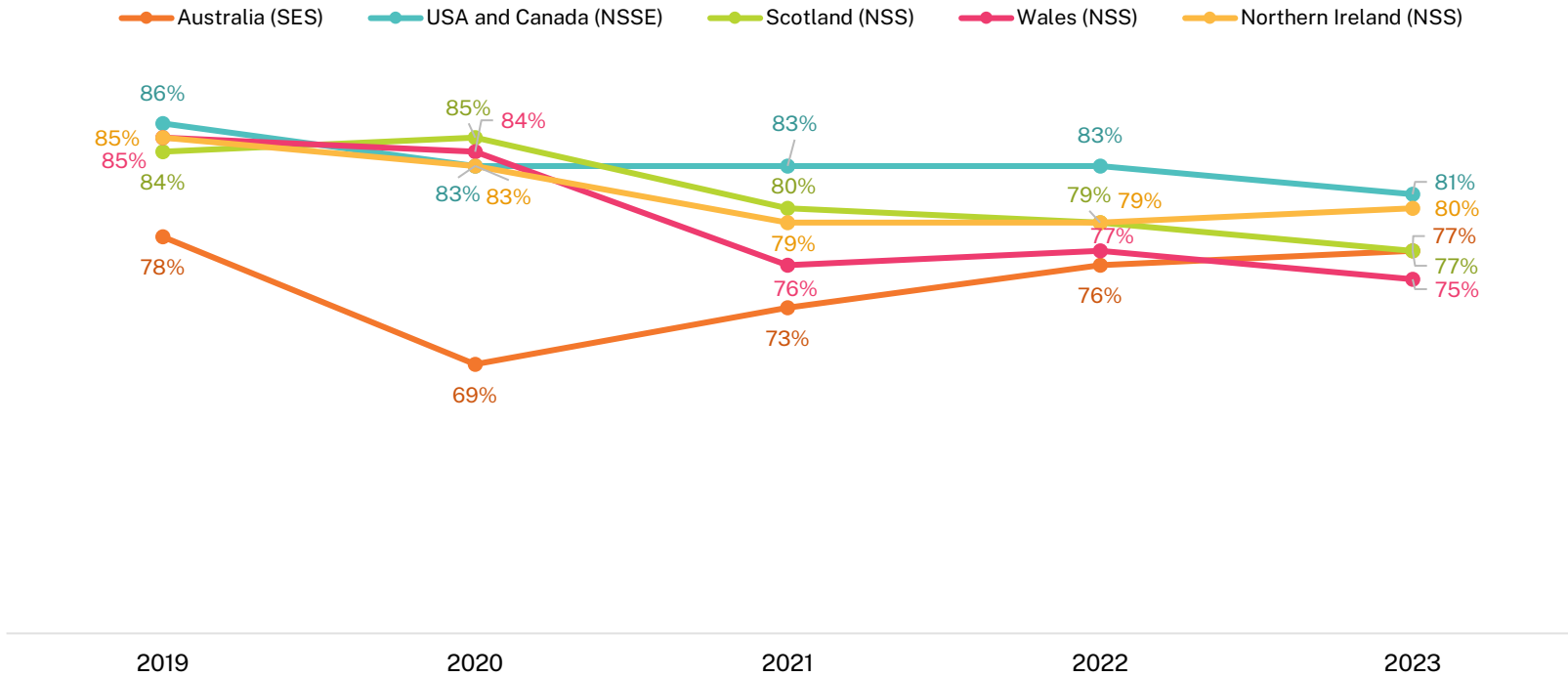
⁷ 'Overall, I am satisfied with the quality of the course.'

⁸ Office for Students (2023). Student Characteristics Data. Retrieved 7 August 2024, from <https://www.officeforstudents.org.uk/data-and-analysis/national-student-survey-data/student-characteristics-data/>.

⁹ Office for Students (2020). National Student Survey 2020: Analysis of the impact of the coronavirus pandemic. Retrieved 24 November 2020, from www.officeforstudents.org.uk/publications/nss-2020-analysis-of-impact-of-coronavirus/. Indiana University (2020). COVID-19 and Your Survey Administration. Retrieved 24 November 2020, from <https://nsse.indiana.edu/nsse/about-nsse/covid.html>.

Since the pandemic, undergraduate students' positive ratings of overall experience in Australia have almost recovered to their 2019 levels. In the USA and Canada, student ratings appear to have fallen relative to 2019, as have ratings in both Scotland and Wales.^{10,11} In Northern Ireland, the recovery in student ratings has been relatively slow. This has narrowed the difference in student ratings when compared with Australia (see **Figure 15**).

Figure 15 International comparison of undergraduate students' overall experience, 2019-2023

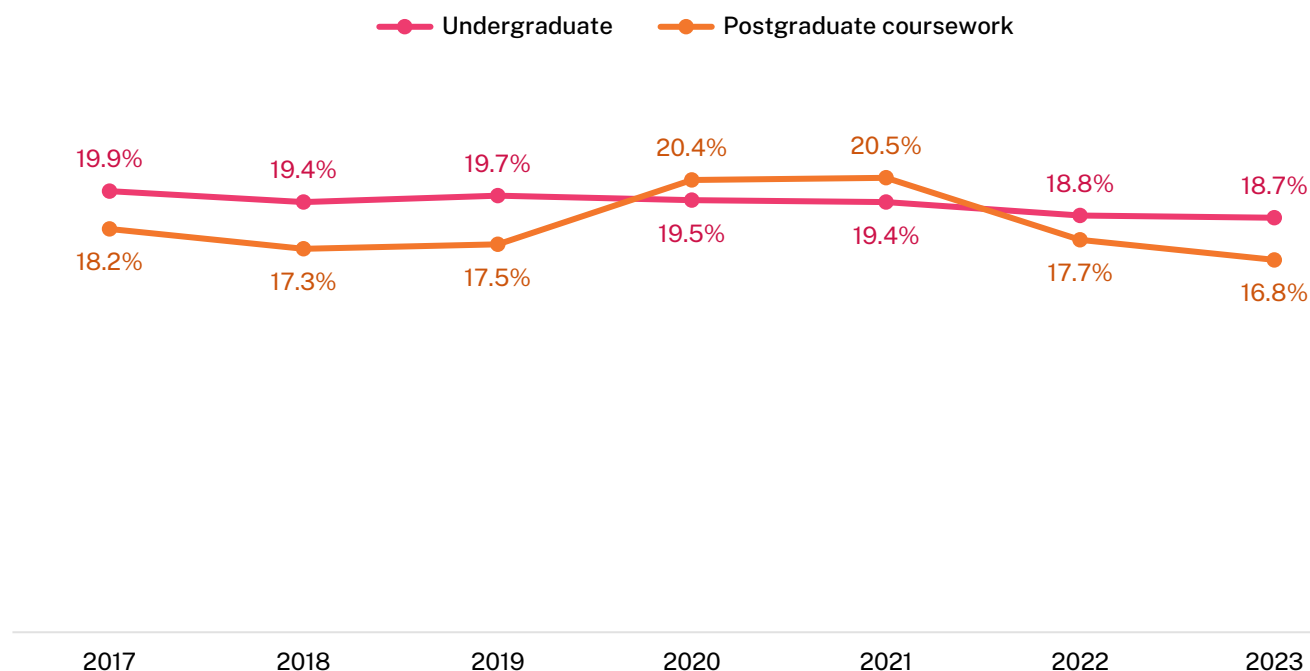


10 Indiana University (2023). NSSE 2023 Overview. Retrieved 6 August 2024, from <https://nsse.indiana.edu/nsse/reports-data/report-builder/index.html>.
11 Office for Students (2023). NSS data. Retrieved 7 August 2024, from <https://www.officeforstudents.org.uk/data-and-analysis/national-student-survey-data/download-the-nss-data/>

7. 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. Overall, 18.7 per cent of undergraduate students indicated that they had considered leaving in 2023, which was the lowest seen since 2017. At the postgraduate coursework level, 16.8 per cent reported that they had considered leaving in 2023, which was lower than the 17.7 per cent who reported leaving in 2022 and the lowest seen since 2017. While the SES asks whether students had seriously *considered* leaving, rather than actual leaving behaviour, it may be a useful indicator of some of the challenges facing students during that year.

Figure 16 Proportion of students who considered early departure from institution by course level, 2017-2023



Students who considered leaving their institution were asked to indicate, from a list of 28 possible reasons, why they had considered doing so. These are presented in **Table 11**. 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.

At the undergraduate level, the top reasons cited for considering leaving the institution in 2023 included 'My stress levels', 'My mental health' and 'Financial difficulties'. These reasons were followed by 'Difficulty with study workload' and 'Study/life balance'. This pattern was somewhat different for postgraduate coursework students who had considered leaving, where 'My stress levels', 'Difficulty with study workload' and 'Financial difficulties' were the top three mostly frequently reported reasons. These reasons were followed by 'Course expectations not met', 'Study/life balance' and 'Paid work responsibilities'. It should be remembered however, that these reasons are only asked of students who had indicated that they had considered leaving, which represented less than one fifth of the undergraduate and postgraduate coursework cohorts in the 2023 SES.

Callout: Top reasons for considering early departure from institution in 2023 (% of those who considered leaving)

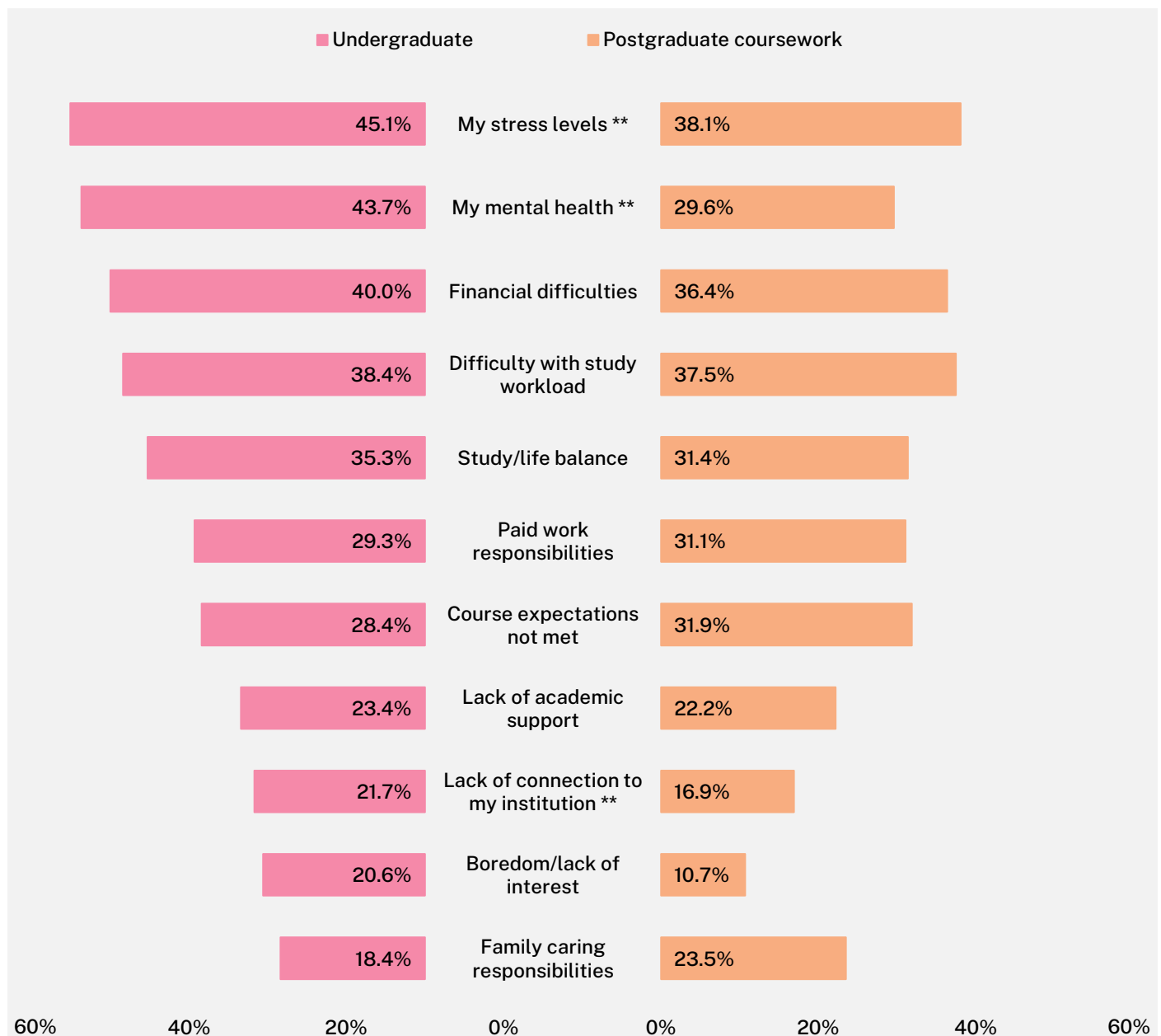


Table 11 **Reasons for considering early departure from institution in 2023 by course level (%)**

| Reasons considered leaving institution | Undergraduate | Postgraduate coursework |
|--|---------------|-------------------------|
| Boredom/lack of interest | 20.6 | 10.7 |
| Commuting difficulties | 15.4 | 6.8 |
| Concerns about my institution's reputation | 10.2 | 8.3 |
| Course expectations not met | 28.4 | 31.9 |
| Difficulty with study workload | 38.4 | 37.5 |
| Family caring responsibilities | 18.4 | 23.5 |
| Financial difficulties^ | 40.0 | 36.4 |
| Gap year/deferral | 11.6 | 3.9 |
| Lack of academic support* | 23.4 | 22.2 |
| Lack of administrative support* | 15.2 | 15.2 |
| Lack of career prospects* | 13.5 | 12.8 |
| Lack of connection to my institution ** | 21.7 | 16.9 |
| Limited access to technology ** | 2.9 | 3.3 |
| Low or failing grades ** | 15.4 | 9.9 |
| Moving residence | 7.0 | 5.5 |
| Moving to another institution ** | 14.3 | 9.4 |
| My course is too difficult ** | 6.6 | 6.7 |
| My English language skills ** | 1.6 | 2.4 |
| My mental health ** | 43.7 | 29.6 |
| My physical health ** | 12.3 | 9.8 |
| My stress levels ** | 45.1 | 38.1 |
| Paid work responsibilities | 29.3 | 31.1 |
| Quality concerns | 13.3 | 16.6 |
| Social Reasons | 10.1 | 4.6 |
| Study/life balance | 35.3 | 31.4 |
| To pursue a career or job offer ** | 9.1 | 7.6 |

| Reasons considered leaving institution | Undergraduate | Postgraduate coursework |
|--|---------------|-------------------------|
| To travel | 6.1 | 2.2 |
| Other reasons | 4.9 | 5.8 |

Note: A number of changes were made to the list of reasons presented in survey in the 2023 SES. An asterisk (*) indicates that an item was modified and a double asterisk (**) indicates a newly introduced reason in 2023. 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.

8. Sense of belonging

Sense of belonging relates to feelings of connectedness, inclusion and being accepted and valued by others¹². Research has shown that a student's sense of belonging among peers and at the institution is linked with academic achievement, personal wellbeing, student satisfaction and attrition¹³.

In the context of the SES, a student's sense of belonging to their institution is highly associated with ratings of their overall educational experience. Students' sense of belonging is also highly associated with items from the Student Support and Services and Teaching Quality and Engagement focus areas, in particular, the helpfulness of orientation and induction activities, and the helpfulness of study or learning support services, whether teaching staff actively engaged students with learning and their satisfaction with overall teaching quality.

Prior to 2023, the survey item '*At your institution during <survey year>, to what extent have you had a sense of belonging to <institution name>?*' was included in the calculation of the Learner Engagement focus area score. This focus area was revised in 2023 and renamed to Peer Engagement. 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, based on sector feedback on the importance of retaining this information. Refer to Appendix 2 'Review of the SES' for more information about the review.

In general, undergraduate and postgraduate coursework level students have rated their sense of belonging to the institution similarly over time, with undergraduates tending to rate it slightly higher than postgraduate coursework students, with the exception of 2020 and 2023, as shown by **Figure 17**. Prior to 2020, just over half of undergraduates rated their sense of belonging to their institution positively, averaging 52.0 per cent from 2017 to 2019. Postgraduate coursework ratings averaged 50.3 per cent positive in that same three-year period.

Like other aspects of the student experience in 2020, student ratings of their sense of belonging dropped markedly with the onset of the COVID-19 pandemic and subsequent restrictions imposed. The sharp decline was more pronounced at the undergraduate level, possibly due to undergraduates being more likely to have intended to study on campus than postgraduate coursework students who are more likely to study externally and therefore may have had different expectations in terms of engaging with their peers and the institution.

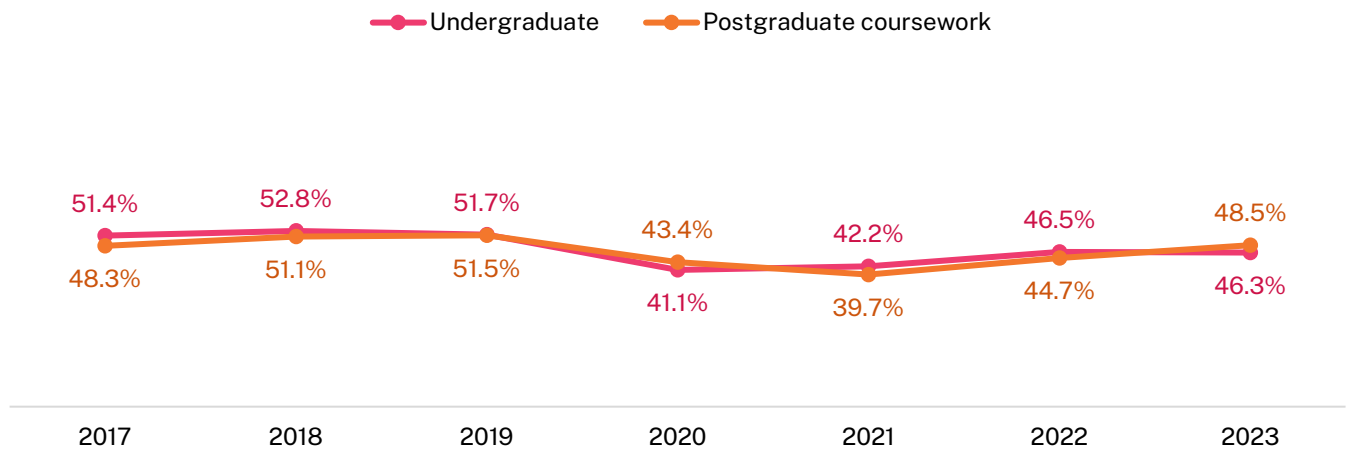
In 2021, undergraduate ratings of sense of belonging improved slightly before a bigger increase in 2022. In 2023, undergraduate ratings remained flat with 46.3 per cent of students rating it positively. Undergraduate ratings have not returned to the levels seen prior to the pandemic and, given the consistent ratings in 2022 and 2023, may indicate a potential issue with how institutions create a sense of belonging in a post-pandemic era where many practices related to course delivery and mode of attendance that were introduced in response to the pandemic have been retained.

¹² Allen, K. A., Kern, M. L., Rozek, C. S., McInerney, D. M., & Slavich, G. M. (2021). Belonging: a review of conceptual issues, an integrative framework, and directions for future research. *Australian Journal of Psychology*, 73(1), 87–102. <https://doi.org/10.1080/00049530.2021.1883409>

¹³ Crawford, J., Allen, K. A., Sanders, T., Baumeister, R., Parker, P., Saunders, C., & Tice, D. (2024). Sense of belonging in higher education students: an Australian longitudinal study from 2013 to 2019. *Studies in Higher Education*, 49(3), 395–409. <https://doi.org/10.1080/03075079.2023.2238006>

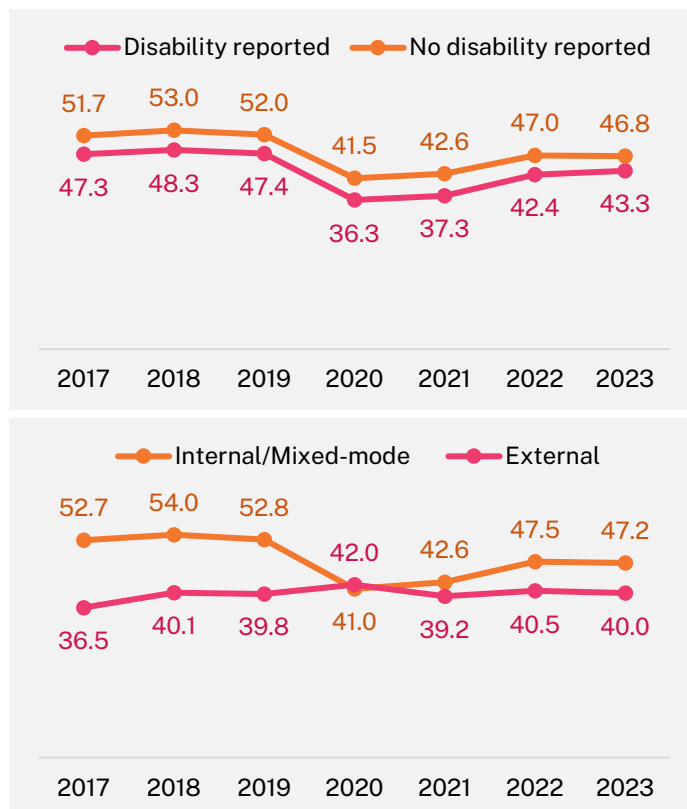
Postgraduate coursework ratings continued to decline in 2021, which was likely due to the large number of international students located overseas due to border restrictions and, as discussed in Section 2 Course level, international students represent a much bigger proportion of the postgraduate coursework population than they do of the undergraduate population, leading to greater influence on the postgraduate coursework results overall. Since 2021, the postgraduate coursework rating of sense of belonging has continued to increase year on year and in 2023, was more than 2 percentage points higher than the undergraduate rating.

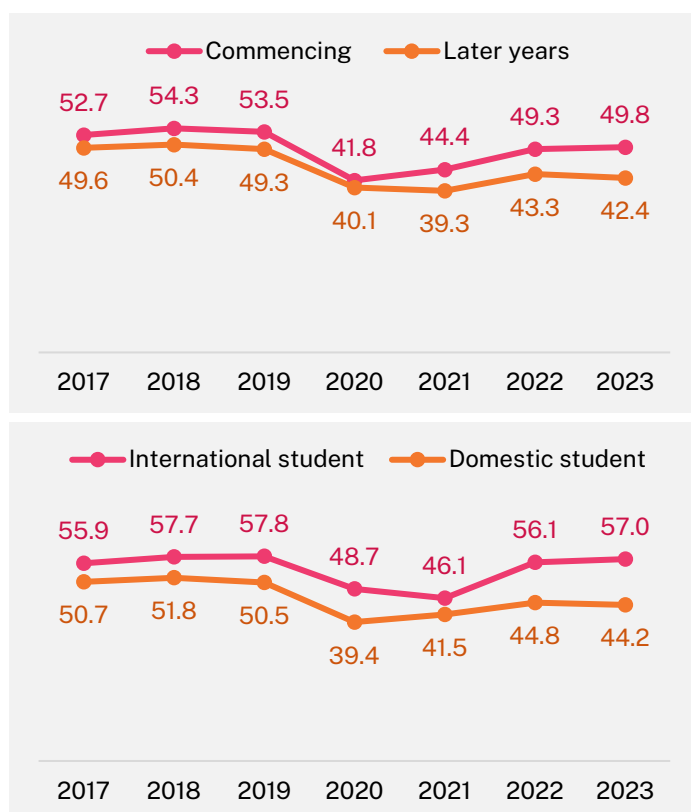
Figure 17 Sense of belonging to institution by course level, 2017-2023 (% positive rating*)



* The percent positive rating for sense of belonging represents the proportion of respondents who selected 'Quite a bit' or 'Very much' when asked 'At your institution during <survey year>, to what extent have you had a sense of belonging to <institution name>?' Refer to Appendix 4 Production of scores for more information about the methods for calculating item-level and focus area scores.

Callout: Undergraduate student ratings of sense of belong to institution by sub-group, 2017-2023 (% positive rating)





When comparing undergraduate ratings of sense of belonging by sub-groups, the greatest variation exists between those enrolled in an internal/mixed study mode compared to those enrolled in an external study mode, as shown by Table 14. Students enrolled in an internal/mixed-mode course have historically rated their sense of belonging to the institution much higher than external students. However, internal/mixed study mode ratings declined sharply in 2020, demonstrating the effect of that rapid shift to online learning brought on by the pandemic had on students who had intended to study on campus for at least some of their studies. The internal/mixed study mode undergraduate rating of sense of belonging averaged 53.2 per cent positive from 2017 to 2019. In 2023, 47.2 per cent of undergraduates rated sense of belonging positively, which is still approximately 6 percentage points below the three years prior to the pandemic. On the other hand, external student ratings from 2017 to 2023 have been much more stable, albeit lower than internal/mixed study mode ratings, indicating that their sense of belonging to the institution has not been as influenced by the events of the last several years.

International undergraduates have historically rated their sense of belonging to the institution more positively than domestic students and while both cohorts' ratings declined in 2020, the pattern of change has differed somewhat. For example, in 2020, international student ratings declined by 9.1 percentage points compared an 11.1 percentage point decline for domestic undergraduates. While domestic ratings showed signs of improvement in 2021, international ratings continued to fall, likely due to ongoing border restrictions. Then, like many aspects of the student experience, international student ratings rose sharply in 2022 and had another small increase in 2023 with 57.0 per cent of international undergraduates rating sense of belonging positively, which is back to the levels seen prior to 2020. Only 44.2 per cent of domestic undergraduates rated their sense of belonging positively in 2023, remaining approximately 6 percentage points behind domestic ratings prior to 2020. In 2023, there was a gap of 12.8 percentage points separating international and domestic undergraduate ratings which was the largest gap since 2017.

Commencing students have historically rated their sense of belonging more highly than later year students, however the gap has been widening since 2021. Positive ratings of sense of belonging for both cohorts have not returned to the levels seen prior to 2020 but where commencing student ratings were approximately 2 to 3 percentage points lower than 2023, later year student ratings were approximately 7-8 percentage points behind ratings seen prior to the pandemic.

Students with a reported disability tend to rate their sense of belonging lower than students without. This trend persisted in 2023 but the gap had narrowed to only 3.5 percentage points; the lowest it had been since 2017. However, this narrowing is partly due to a decline in ratings from undergraduates without a reported disability.

Although not presented in this report, similar patterns of difference by demographic sub-groups can be observed at the postgraduate coursework level. Sub-group outcomes for postgraduate coursework students are available in supplementary tables available in the QILT website¹⁴.

Table 12 Undergraduate sense of belonging to institution, 2017-2023 (% positive rating)

| - | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|------------------|---------------------------|------|------|------|------|------|------|------|
| Stage of studies | Commencing | 52.7 | 54.3 | 53.5 | 41.8 | 44.4 | 49.3 | 49.8 |
| - | Later years | 49.6 | 50.4 | 49.3 | 40.1 | 39.3 | 43.3 | 42.4 |
| Study mode | Internal/Mixed study mode | 52.7 | 54.0 | 52.8 | 41.0 | 42.6 | 47.5 | 47.2 |
| - | External study mode | 36.5 | 40.1 | 39.8 | 42.0 | 39.2 | 40.5 | 40.0 |
| Institution type | NUHEIs | 59.4 | 60.9 | 60.7 | 56.0 | 56.0 | 59.0 | 60.0 |
| - | Universities | 50.8 | 52.0 | 50.8 | 39.4 | 40.9 | 45.5 | 45.0 |
| Gender | Male | 50.7 | 51.7 | 50.8 | 39.8 | 40.7 | 45.9 | 45.3 |
| - | Female | 51.8 | 53.3 | 52.3 | 41.8 | 43.0 | 46.9 | 46.8 |
| Age | Under 25 | 52.8 | 53.9 | 52.7 | 40.5 | 42.1 | 47.3 | 46.7 |
| - | 25 to 29 | 46.0 | 48.6 | 47.5 | 41.5 | 40.4 | 42.8 | 42.6 |
| - | 30 to 39 | 45.4 | 47.6 | 47.2 | 42.2 | 42.0 | 43.1 | 44.4 |
| - | 40 and over | 49.0 | 49.6 | 51.1 | 46.7 | 45.9 | 46.7 | 48.9 |
| First Nations | First Nations | 49.3 | 52.3 | 52.3 | 43.5 | 43.7 | 47.9 | 47.1 |

¹⁴ Refer to the BELONGSAT_UG_ALL_17-YY_SG worksheet in the 2023 SES National Report Tables available on the QILT website.

| - | - | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| - | Non-Indigenous | 51.5 | 52.8 | 51.7 | 41.1 | 42.2 | 46.5 | 46.3 |
| Home language | English | 50.4 | 51.8 | 50.6 | 39.8 | 41.1 | 44.9 | 44.4 |
| - | Other | 58.0 | 58.4 | 58.0 | 48.5 | 48.1 | 52.7 | 56.6 |
| Disability | Disability reported | 47.3 | 48.3 | 47.4 | 36.3 | 37.3 | 42.4 | 43.3 |
| - | No disability reported | 51.7 | 53.0 | 52.0 | 41.5 | 42.6 | 47.0 | 46.8 |
| Residence status | Domestic student | 50.7 | 51.8 | 50.5 | 39.4 | 41.5 | 44.8 | 44.2 |
| - | International student | 55.9 | 57.7 | 57.8 | 48.7 | 46.1 | 56.1 | 57.0 |
| First in family status** | First in family | 53.0 | 55.2 | 54.2 | 43.8 | 45.8 | 50.3 | 50.0 |
| - | Not first in family | 53.0 | 54.0 | 53.2 | 39.2 | 42.6 | 48.3 | 48.5 |
| Previous higher education experience** | At current institution | 51.6 | 53.2 | 52.0 | 41.7 | 43.7 | 47.5 | 47.0 |
| - | At another institution | 49.2 | 50.8 | 51.0 | 42.7 | 43.3 | 48.0 | 50.0 |
| - | New to higher education | 54.3 | 55.9 | 54.7 | 41.5 | 45.0 | 50.1 | 50.3 |
| Socio-economic status*** | High | 49.1 | 49.7 | 48.7 | 35.7 | 38.9 | 43.4 | 42.0 |
| - | Medium | 51.5 | 52.9 | 51.5 | 40.7 | 42.7 | 45.2 | 45.5 |
| - | Low | 51.2 | 53.0 | 51.7 | 42.8 | 43.7 | 45.5 | 45.4 |
| Location***† | Metro | 50.7 | 51.6 | 50.4 | 39.0 | 41.4 | 44.7 | 44.0 |
| - | Regional/remote | 50.6 | 52.8 | 51.5 | 40.6 | 42.7 | 44.2 | 44.4 |
| - | Total | 51.4 | 52.8 | 51.7 | 41.1 | 42.2 | 46.5 | 46.3 |

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

*** The SES and Location measures are location-based. The SES is based on the ABS SEIFA Index of Education and Occupation. The Location measures are calculated according to the proportion of metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full

fee paying students.

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

9. Freedom of expression

The SES includes a short series of questions related to students' perceptions of freedom of expression at their institution. Survey respondents were asked to indicate how strongly they agreed with the following statements:

- 'I am free to express my views at [institution name]';
- 'Academics are free to express their views at [institution name]'; and
- 'I am free from discrimination, harm or hatred at [institution name]'.

The percentage of positive ratings reported against each item is the total of students who 'Strongly agree' or 'Agree' with the statement. The remainder of students responded 'Neither disagree nor agree', 'Disagree', or 'Strongly disagree'.

Similar to focus areas in the SES, responses to these items can be combined to calculate an overall freedom of expression score. The overall freedom of expression score represents the proportion of students who rated freedom of expression at their institution positively. To be eligible for inclusion in the overall freedom of expression score, a respondent must have answered at least two of the three items. More details regarding the distinct methods for calculating item-level and overall scores, as well as example syntax for calculating these scores, can be found in Appendix 4 'Production of scores'.

In 2023, a majority of higher education students rated freedom of expression at their institution positively, with an Overall freedom of expression score of around 86 per cent for both undergraduate and postgraduate coursework students. In terms of individual survey items, 75.4 per cent of undergraduates agreed they were free to express their views at their institution, 81.3 per cent agreed they were free from discrimination, harm or hatred at their institution, and 75.1 per cent agreed academics at their institution were free to express their views.

It is important to note that respondents could choose from a five-point response scale where 1 is 'strongly disagree' and 5 is 'strongly agree', with a 'neither agree, nor disagree' mid-point. The proportions of positive ratings presented in Table 13 for the three items represents the proportion of respondents who agreed or strongly agreed with the statement. The inverse of this does not represent the proportion who disagreed. On average, approximately 5 per cent of respondents disagreed or strongly disagreed with the statement and the remainder were neutral.

Table 13 Freedom of expression by course level and stage of study, 2023 (% positive rating*)

| - | I am free to express my views | Academics are free to express their views | I am free from discrimination, harm or hatred | Overall freedom of expression |
|--------------------------------|-------------------------------|---|---|-------------------------------|
| Undergraduate | 75.4 | 75.1 | 81.3 | 86.1 |
| Postgraduate coursework | 77.3 | 75.8 | 81.7 | 86.2 |

* Item scores represent the proportion of respondents who agreed or strongly agreed with the item. Overall focus area scores are not a simple average of the underlying items. See Appendix 4 Production of Scores.

Comparing ratings by demographic sub-groups, the greatest variation in undergraduate student ratings was for the item 'I am free to express my views', with 15 percentage points separating the

highest and lowest undergraduate ratings. International undergraduate students rated this aspect highest and students aged 40 and over rated it lowest.

In general, younger students were more likely to rate aspects of freedom of expression more positively than older students, as can be seen in **Table 14**. For example, 77.1 per cent of undergraduate students aged under 25 agreed they were free to express their views on campus, compared with 66.1 per cent of undergraduate students aged 40 and over, which was the lowest rating of any undergraduate group. Female student ratings of all items were also consistently higher than male ratings. However, First Nations students and those with a stated disability rated all items lower than non-Indigenous students and students without a reported disability.

International undergraduate students in 2023 rated their freedom to express their views more highly than domestic students by 7.0 percentage points with 81.2 per cent positive, and their rating of whether academics were free to express their views by 7.6 percentage points. However, they had a slightly less positive response to whether they were free from discrimination, harm or hatred than domestic students by around 0.9 percentage points.

Students who are studying as internal/mixed study mode reported higher ratings than students studying externally. Students who were new to higher education rated all items more highly than either those who had studied previously and commencing undergraduates were more likely to respond positively across all items than later year students.

Similar patterns of difference by demographic sub-groups were observed at the postgraduate coursework level. Sub-group outcomes for postgraduate coursework students are available in supplementary tables available in the QILT website¹⁵.

Table 14 Freedom of expression by demographic group, undergraduate, 2023 (% positive rating)

| | | I am free to express views | Academics are free to express their views | I am free from discrimination, harm or hatred | Overall freedom of expression |
|---------------|---------------------|----------------------------|---|---|-------------------------------|
| Gender | Male | 71.7 | 72.5 | 80.4 | 83.4 |
| | Female | 77.2 | 76.5 | 81.9 | 87.5 |
| Age | Under 25 | 77.1 | 77.5 | 82.1 | 87.4 |
| | 25 to 29 | 72.1 | 71.3 | 79.3 | 83.2 |
| | 30 to 39 | 70.4 | 68.5 | 79.8 | 82.5 |
| | 40 and over | 66.1 | 62.1 | 76.7 | 79.3 |
| First Nations | First Nations | 72.4 | 72.5 | 74.6 | 82.0 |
| | Non-Indigenous | 75.4 | 75.2 | 81.4 | 86.1 |
| Home language | English | 74.3 | 74.0 | 81.4 | 85.7 |
| | Other | 81.0 | 81.2 | 81.1 | 88.3 |
| Disability | Disability reported | 74.0 | 72.8 | 76.7 | 83.3 |

¹⁵ Refer to the FOEX_PGC_ALL_2Y_SG worksheet in the 2023 SES National Report Tables available on the QILT website.

| - | - | I am free to express views | Academics are free to express their views | I am free from discrimination, harm or hatred | Overall freedom of expression |
|--|---------------------------|----------------------------|---|---|-------------------------------|
| - | No disability reported | 75.5 | 75.5 | 82.0 | 86.5 |
| Stage of Studies | Commencing | 77.8 | 78.6 | 83.0 | 88.2 |
| - | Later Year | 72.6 | 71.2 | 79.3 | 83.7 |
| Study mode | Internal/Mixed study mode | 76.3 | 76.1 | 81.5 | 86.6 |
| - | External study mode | 68.9 | 68.1 | 80.2 | 82.4 |
| Residence status | Domestic student | 74.2 | 73.9 | 81.5 | 85.6 |
| - | International student | 81.2 | 81.5 | 80.6 | 88.3 |
| First in family status** | First in family | 77.0 | 78.2 | 83.8 | 88.3 |
| - | Not first in family | 78.4 | 78.9 | 83.2 | 88.6 |
| Previous higher education experience** | At current institution | 75.5 | 74.6 | 80.3 | 85.6 |
| - | At another institution | 75.9 | 75.8 | 82.0 | 86.8 |
| - | New to higher education | 78.9 | 80.4 | 84.0 | 89.2 |
| Socio-economic status*** | High | 75.3 | 74.1 | 81.8 | 85.8 |
| - | Medium | 74.3 | 74.5 | 81.6 | 85.9 |
| - | Low | 73.5 | 73.8 | 81.1 | 85.4 |
| Location****† | Metro | 74.5 | 74.3 | 81.4 | 85.7 |
| - | Regional/remote | 72.8 | 72.1 | 81.6 | 85.1 |
| - | Total | 75.4 | 75.1 | 81.3 | 86.1 |

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

*** The SES and Location measures are location-based. The SES is based on the ABS SEIFA Index of Education and Occupation. The Location measures are calculated according to the proportion of metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

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

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 between 2020 and 2022 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 2023, 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 15 provides a summary of key statistics from the 2023 SES. A total of 742,927 students from 142 higher education institutions were approached to participate in the SES. From a final in-scope sample of 677,041 students, responses were received from a total of 253,588 students which equated to 267,268 valid course level survey responses once combined and double degrees were taken into account. This represents an overall response rate of 37.5 per cent.

Table 15 2023 SES operational overview: undergraduate and postgraduate coursework

| Project element | Universities | NUHEIs | Total |
|---|----------------|----------------|----------------|
| Number of participating institutions | 42 | 100 | 142 |
| Number of students approached | 657,728 | 85,199 | 742,927 |
| Final 'in-scope' sample | 600,233 | 76,808 | 677,041 |
| Number of completed surveys (student level) | 224,930 | 28,658 | 253,588 |
| Number of completed surveys (course level) | 238,552 | 28,716 | 267,268 |
| Overall response rate (%) | 37.5 | 37.3 | 37.5 |
| Analytic unit | Course | Course | Course |
| Data collection period | August-October | August-October | August-October |

| Project element | Universities | NUHEIs | Total |
|-------------------------|--------------|--------|--------|
| Mode of data collection | Online | Online | Online |

A time series operational overview for SES implementations dating back to 2012 is available in the additional tables associated with this report available from the QILT website as listed in Additional tables.

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 ten reminder emails and 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 16 shows 2022 and 2023 SES response rates by institution. Whilst the overall response rate in 2023 was 37.5 per cent, institutional response rates ranged from 15.3 per cent to 88.9 per cent. Across universities, the response rates ranged from a low of 23.7 per cent to a high of 53.2 per cent.

Table 16 SES response rate by institution, 2022-2023

| Institution | 2022 | 2023 |
|---|------|------|
| Academies Australasia Polytechnic Pty Limited | 49.1 | 53.1 |
| Academy of Interactive Technology | 41.9 | 48.4 |
| Adelaide Central School of Art | 58.9 | 61.7 |
| Adelaide Institute of Higher Education | 46.9 | 51.3 |
| Alphacrucis University College | 38.9 | 39.5 |
| Asia Pacific International College | 30.6 | 37.7 |
| Australasian College of Health and Wellness | 31.9 | 32.1 |
| Australia Advance Education Group Pty Ltd | 25.6 | 29.3 |
| Australian Academy of Music and Performing Arts | 43.8 | 40.8 |
| Australian Catholic University | 47.0 | 41.4 |

| Institution | 2022 | 2023 |
|---|-------------|-------------|
| Australian Chiropractic College Limited | 58.2 | 56.1 |
| Australian College of Applied Professions | 43.1 | 45.3 |
| Australian College of Christian Studies | 58.2 | 55.2 |
| Australian College of Nursing | 40.1 | 33.5 |
| Australian College of Theology Limited | 53.4 | 51.2 |
| Australian Institute of Business Pty Ltd | 38.2 | 35.8 |
| Australian Institute of Higher Education | 33.4 | 36.2 |
| Australian Institute of Management Education & Training | 33.6 | 38.8 |
| Australian Institute of Professional Counsellors | 38.2 | 36.0 |
| Australian School of Accounting | n/a | 42.6 |
| Avondale University | 49.8 | 48.7 |
| BBI - The Australian Institute of Theological Education | 46.2 | 37.4 |
| Bond University | 36.4 | 33.8 |
| Box Hill Institute | 37.7 | 38.0 |
| Campion College Australia | 35.8 | 47.8 |
| Central Queensland University | 43.0 | 44.2 |
| Charles Darwin University | 43.4 | 42.0 |
| Charles Sturt University | 37.1 | 42.1 |
| Chartered Accountants Australia and New Zealand | n/a | 15.3 |
| Chisholm Institute | 37.1 | 43.3 |
| Christian Heritage College | 44.9 | 42.6 |
| CIC Higher Education | 39.8 | 40.7 |
| Collarts (Australian College of the Arts) | 37.9 | 35.8 |
| Crown Institute of Higher Education Pty Ltd | n/a | 27.8 |
| Curtin College | 37.4 | 35.3 |
| Curtin University | 37.5 | 39.1 |
| Deakin College | 37.8 | 33.4 |
| Deakin University | 40.8 | 38.0 |
| Eastern College Australia | 55.9 | 47.8 |
| Edith Cowan College | 46.6 | 46.2 |

| Institution | 2022 | 2023 |
|---|-------------|-------------|
| Edith Cowan University | 41.4 | 50.2 |
| Endeavour College of Natural Health | 43.4 | 44.3 |
| Engineering Institute of Technology | 47.0 | 56.5 |
| Equals International | 18.8 | 31.3 |
| Excelsia College | 28.4 | 38.3 |
| Eynesbury College | 30.8 | 40.0 |
| Federation University Australia | 38.2 | 40.0 |
| Flinders University | 27.9 | 37.6 |
| Gestalt Therapy Brisbane | n/a | 64.8 |
| Governance Institute of Australia | 47.0 | 44.7 |
| Griffith College | 26.5 | 34.8 |
| Griffith University | 34.1 | 37.9 |
| Health Education & Training Institute | 39.7 | 26.5 |
| HEPCO The Tax Institute Higher Education | 29.4 | 25.4 |
| Holmes Institute | 19.1 | 38.0 |
| Holmesglen Institute | 24.2 | 29.3 |
| ICHM | 39.0 | 47.1 |
| Ikon Institute of Australia | 51.6 | 50.2 |
| Institute of Health & Management Pty Ltd | 49.1 | 52.0 |
| International College of Management, Sydney | 43.6 | 41.1 |
| ISN Psychology Pty Ltd | 54.8 | 45.8 |
| James Cook University | 29.1 | 41.9 |
| Jazz Music Institute | 47.5 | 32.8 |
| Kaplan Business School | 34.6 | 46.5 |
| Kaplan Higher Education Pty Ltd | 26.9 | 25.9 |
| King's Own Institute | 35.3 | 47.4 |
| La Trobe College Australia | 38.2 | 39.7 |
| La Trobe University | 38.7 | 39.2 |
| LCI Melbourne | 34.4 | 44.9 |
| Le Cordon Bleu Australia | 23.7 | 37.1 |
| Leaders Institute | 64.5 | 77.8 |

| Institution | 2022 | 2023 |
|---|-------------|-------------|
| Lyons College | n/a | 32.8 |
| Macquarie University | 36.2 | 37.9 |
| Marcus Oldham College | 75.6 | 76.7 |
| Melbourne Institute of Technology | 26.0 | 42.0 |
| Melbourne Polytechnic | 21.1 | 25.9 |
| Monash College | n/a | 28.7 |
| Monash University | 36.9 | 37.2 |
| Moore Theological College | 63.0 | 53.9 |
| Morling College | 60.3 | 49.6 |
| Murdoch University | 37.0 | 46.1 |
| Nan Tien Institute | 55.8 | 72.9 |
| National Art School | 42.7 | 44.7 |
| National Institute of Organisation Dynamics Aust | 86.7 | 88.9 |
| Oxford Institute of Higher Education | 27.5 | 36.8 |
| Perth Bible College | 55.6 | 49.0 |
| Photography Studies College (Melbourne) | 52.4 | 53.5 |
| Polytechnic Institute Australia Pty Ltd | 18.3 | 30.7 |
| Queensland University of Technology | 33.8 | 38.5 |
| RMIT University | 22.7 | 23.7 |
| SAE Institute | 27.5 | 36.2 |
| Sheridan Institute of Higher Education | 78.2 | 78.1 |
| South Australian Institute of Business and Technology | 34.6 | 36.4 |
| Southern Cross Education Institute (Higher Education) | n/a | 32.8 |
| Southern Cross University | 41.7 | 40.3 |
| SP Jain School of Management | 65.5 | 76.9 |
| Stanley College | 39.1 | 42.2 |
| Stott's College | 32.6 | 43.3 |
| Swinburne University of Technology | 42.0 | 39.0 |
| Sydney College of Divinity | 32.0 | 34.1 |
| Sydney Institute of Business and Technology | 45.3 | 56.0 |
| Tabor College of Higher Education | 38.4 | 43.5 |

| Institution | 2022 | 2023 |
|---|-------------|-------------|
| TAFE NSW | 36.4 | 45.3 |
| TAFE Queensland | 32.6 | 29.1 |
| TAFE South Australia | 38.4 | 39.3 |
| The Australian College of Physical Education | 26.5 | 31.2 |
| The Australian Institute of Music | 28.6 | 46.3 |
| The Australian National University | 34.9 | 33.5 |
| The Cairnmillar Institute | 50.5 | 54.3 |
| The College of Law Limited | n/a | 22.9 |
| The Institute of Creative Arts and Technology | 0.0 | 42.8 |
| The JMC Academy | 43.0 | 41.8 |
| The MIECAT Institute | 58.2 | 59.5 |
| The University of Adelaide | 41.0 | 39.1 |
| The University of Melbourne | 43.4 | 43.6 |
| The University of Notre Dame Australia | 35.0 | 45.9 |
| The University of Queensland | 31.9 | 31.8 |
| The University of South Australia | 38.2 | 35.6 |
| The University of Sydney | 30.8 | 28.1 |
| The University of Western Australia | 41.7 | 47.9 |
| Think Education | 49.4 | 54.4 |
| Torrens University | 50.1 | 53.2 |
| Universal Business School Sydney | 27.0 | 40.2 |
| University of Canberra | 40.2 | 41.9 |
| University of Divinity | 47.8 | 52.6 |
| University of New England | 41.7 | 43.5 |
| University of New South Wales | 37.5 | 36.1 |
| University of Newcastle | 34.3 | 31.9 |
| University of Southern Queensland | 45.1 | 45.9 |
| University of Tasmania | 44.6 | 46.8 |
| University of Technology Sydney | 32.8 | 29.9 |
| University of the Sunshine Coast | 46.9 | 48.3 |
| University of Wollongong | 40.5 | 36.1 |

| Institution | 2022 | 2023 |
|---|-------------|-------------|
| UOW College | 40.8 | 30.5 |
| UTS College | 31.7 | 35.5 |
| Victoria University | 35.2 | 41.1 |
| VIT (Victorian Institute of Technology) | 62.9 | 56.7 |
| Wentworth Institute of Higher Education | 43.7 | 46.9 |
| Western Sydney University | 37.1 | 27.4 |
| Western Sydney University International College | n/a | 27.4 |
| Whitehouse Institute of Design, Australia | 53.7 | 54.1 |
| William Angliss Institute | 26.3 | 30.8 |

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, respondent characteristics are presented alongside population parameters in Table 17 and

Table 18.

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 undergraduate and postgraduate coursework students, especially with respect to Indigenous status, disability status, first in family to attend a higher education institution and study mode.

Whilst students who speak a language other than English at home and international students are typically less likely to participate in similar surveys, for the SES, there is a surprisingly small under-representation of these groups for undergraduates, with Home Language - Other and Citizenship Status - International under-represented in the responding sample by 1.3 and 1.6 percentage points respectively, relative to population parameters.

As has consistently been the case since 2012, the largest potential source of non-response bias for undergraduate student results is in relation to gender, followed by stage of studies. Male students are under-represented in the responding undergraduate sample by 7.9 percentage points (8.0 percentage points in 2022 and 2021, 7.9 percentage points in 2020). The under-representation of male students is less pronounced for postgraduate coursework students at 4.8 percentage points (5.0 percentage points in 2022, 5.1 percentage points in 2021 and 4.5 percentage points in 2020). The continued underrepresentation of males relative to other recent implementations suggests that this should be considered as an area for renewed response maximisation focus in 2024. Later year students were under-represented in the responding undergraduate sample by 4.1 percentage points, and while they were also under-represented in the postgraduate coursework sample by 3.0 percentage points, it was not as significant.

Younger undergraduate students are also somewhat less likely to respond, with those under 25 years of age under-represented by around 4.3 percentage points in 2023 (4.1 percentage points in

2022, 3.5 percentage points in 2021 and 2.8 percentage points in 2020). Postgraduate coursework students under the age of 25 are under-represented by 8.5 percentage points (6.1 percentage points in 2022 and 2021, 3.7 percentage points in 2020). There is a corresponding over-representation of older students, with postgraduate coursework students aged 40 and over-represented by 4.9 percentage points (5.3 percentage points in 2022, 2.9 percentage points in 2021 and 3.3 percentage points in 2019). This same age group of undergraduate students are over-represented by 2.5 percentage points (2.7 percentage points in 2022, 1.8 percentage points in 2021 and 2019).

In 2023, there was a greater under-representation of undergraduates in metropolitan areas in the responding population, a difference of 3.2 percentage points, compared to 2.6 percentage points in 2022. Undergraduate respondents from metropolitan areas represented 78.0 per cent of all responses, equating to more than 100,000 survey completions. On the other hand, undergraduates from regional/remote areas were over-represented by 3.2 percentage points but were a much smaller group, representing 22.0 per cent of survey completions. The same under-representation among postgraduate coursework students in metropolitan areas was less pronounced.

Responses by socio-economic status were highly representative of the broader population at both the undergraduate and postgraduate coursework levels. There was a slight under-representation of undergraduate responses from high socio-economic areas, with a corresponding over-representation across both medium and low areas.

Table 17 2023 Undergraduate SES response characteristics and population parameters by subgroup^{††}

| - | | In-scope population | | SES respondents | |
|------------------|----------------|---------------------|------|-----------------|------|
| Category | - | n | % | n | % |
| Stage of studies | Commencing | 242,916 | 49.5 | 88,583 | 53.6 |
| - | Later year* | 247,474 | 50.5 | 76,536 | 46.4 |
| Gender | Male | 203,181 | 41.6 | 55,358 | 33.7 |
| - | Female | 285,365 | 58.4 | 108,953 | 66.3 |
| Age group | Under 25 | 389,196 | 79.6 | 124,047 | 75.3 |
| - | 25 to 29 | 41,832 | 8.6 | 13,810 | 8.4 |
| - | 30 to 39 | 35,236 | 7.2 | 14,892 | 9.0 |
| - | 40 and over | 22,822 | 4.7 | 11,909 | 7.2 |
| First Nations | First Nations | 7,782 | 1.6 | 2,795 | 1.7 |
| - | Non-Indigenous | 482,608 | 98.4 | 162,324 | 98.3 |

| - | | In-scope population | | SES respondents | |
|-----------------------|---------------------------|---------------------|--------------|-----------------|--------------|
| Category | - | n | % | n | % |
| Home language | English | 402,848 | 82.1 | 137,753 | 83.4 |
| - | Other | 87,542 | 17.9 | 27,366 | 16.6 |
| Disability | Disability reported | 52,609 | 10.7 | 20,151 | 12.2 |
| - | No disability reported | 437,781 | 89.3 | 144,968 | 87.8 |
| Study mode | Internal/Mixed study mode | 427,616 | 87.3 | 143,665 | 87.1 |
| - | External study mode | 61,973 | 12.7 | 21,210 | 12.9 |
| Residence status | Domestic student | 394,371 | 80.4 | 135,404 | 82.0 |
| - | International student | 95,963 | 19.6 | 29,694 | 18.0 |
| First in family | First in family** | 76,243 | 38.5 | 27,924 | 38.4 |
| - | Not first in family** | 121,937 | 61.5 | 44,741 | 61.6 |
| Socio-economic status | High*** | 121,857 | 31.7 | 39,298 | 29.9 |
| - | Medium*** | 202,023 | 52.6 | 69,664 | 53.0 |
| - | Low*** | 60,329 | 15.7 | 22,426 | 17.1 |
| Location | Metro*** † | 315,331 | 81.2 | 104,033 | 78.0 |
| - | Regional/Remote*** † | 73,129 | 18.8 | 29,425 | 22.0 |
| Total | - | 490,390 | 100.0 | 165,119 | 100.0 |

*Later year includes Middle Year students where for NUHEIs a census was conducted.

**First in family status includes commencing students only.

*** The SES and Location measures are location-based. The SES is based on the ABS SEIFA Index of Education and Occupation. The Location measures are calculated according to the proportion of metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

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

Table 18 2023 Postgraduate coursework SES response characteristics and population parameters by subgroup^{††}

| - | | In-scope population | | SES respondents | |
|------------------|------------|---------------------|------|-----------------|------|
| Category | - | n | % | n | % |
| Stage of studies | Commencing | 120,472 | 47.7 | 44,893 | 50.7 |

| Category | | In-scope population | | SES respondents | |
|-----------------------|---------------------------|---------------------|--------------|-----------------|--------------|
| | | n | % | n | % |
| | Later year* | 132,065 | 52.3 | 43,702 | 49.3 |
| Gender | Male | 106,113 | 42.1 | 32,963 | 37.3 |
| | Female | 145,759 | 57.9 | 55,388 | 62.7 |
| Age group | Under 25 | 90,990 | 36.1 | 24,426 | 27.6 |
| | 25 to 29 | 70,359 | 27.9 | 24,085 | 27.2 |
| | 30 to 39 | 54,375 | 21.6 | 22,804 | 25.8 |
| | 40 and over | 36,548 | 14.5 | 17,171 | 19.4 |
| First Nations | First Nations | 2,150 | 0.9 | 762 | 0.9 |
| | Non-Indigenous | 250,387 | 99.1 | 87,833 | 99.1 |
| Home language | English | 154,300 | 61.1 | 53,355 | 60.2 |
| | Other | 98,237 | 38.9 | 35,240 | 39.8 |
| Disability | Disability reported | 17,494 | 6.9 | 7,273 | 8.2 |
| | No disability reported | 235,043 | 93.1 | 81,322 | 91.8 |
| Study mode | Internal/Mixed study mode | 168,972 | 66.9 | 62,101 | 70.1 |
| | External study mode | 83,424 | 33.1 | 26,440 | 29.9 |
| Residence status | Domestic student | 139,740 | 55.4 | 46,726 | 52.8 |
| | International student | 112,641 | 44.6 | 41,815 | 47.2 |
| First in family | First in family** | 32,124 | 40.9 | 12,121 | 42.3 |
| | Not first in family** | 46,371 | 59.1 | 16,537 | 57.7 |
| Socio-economic status | High*** | 49,092 | 36.9 | 15,944 | 35.4 |
| | Medium*** | 68,320 | 51.4 | 23,575 | 52.3 |
| | Low*** | 15,631 | 11.7 | 5,525 | 12.3 |
| Location | Metro*** † | 103,462 | 82.8 | 35,332 | 80.9 |
| | Regional/Remote*** † | 21,517 | 17.2 | 8,337 | 19.1 |
| Total | - | 252,537 | 100.0 | 88,595 | 100.0 |

*Later year includes Middle Year students where for NUHEIs a census was conducted.

**First in family status includes commencing students only.

*** The SES and Location measures are location-based. The SES is based on the ABS SEIFA Index of Education and Occupation. The Location measures are calculated according to the proportion of metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

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

The sample also closely matched the in-scope population in terms of study area (see Table 19 and Table 20). Again, consistent with previous surveys in the series, the largest difference between achieved sample and the population parameters was observed in relation to the Business and management study area for undergraduate and postgraduate coursework students (3.6 percentage points and 3.5 percentage points respectively). Much smaller differences between the responding sample and population parameters were observed in other study areas for undergraduate and for postgraduate coursework students.

The largest study area in the undergraduate population was Business and management accounting for 16.9 per cent of the in-scope population. Science and mathematics with 9.4 per cent was the second highest overall. Humanities, culture and social sciences was third largest overall with 9.0 per cent of the in-scope undergraduate population. In total, these three study areas constituted 35.3 per cent (down from 35.9 in 2022, 37.5 in 2021 and 39.5 in 2020) of the undergraduate SES higher education population.

The postgraduate coursework population was also dominated by Business and management students, representing 29.7 per cent of the in-scope population, followed by Teacher education with 10.9 per cent and Computing and information systems with 9.8 per cent. Together, these three study areas contributed 50.4 per cent of the total in-scope postgraduate coursework 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 19 2023 Undergraduate SES student response characteristics and population parameters by study area

| - | In-scope population | | SES respondents | |
|---------------------------------------|---------------------|------|-----------------|------|
| | n | % | n | % |
| Study area | | | | |
| Agriculture and environmental studies | 5,767 | 1.1 | 2,249 | 1.3 |
| Architecture and built environment | 15,649 | 2.9 | 4,357 | 2.4 |
| Business and management | 90,385 | 16.9 | 23,646 | 13.3 |
| Communications | 17,091 | 3.2 | 5,296 | 3 |
| Computing and information systems | 38,230 | 7.2 | 11,327 | 6.4 |
| Creative arts | 25,301 | 4.7 | 8,718 | 4.9 |
| Dentistry | 2,090 | 0.4 | 769 | 0.4 |
| Engineering | 35,703 | 6.7 | 10,580 | 5.9 |

| - | In-scope population | | SES respondents | |
|---|---------------------|--------------|-----------------|--------------|
| Study area | n | % | n | % |
| Health services and support | 39,568 | 7.4 | 13,910 | 7.8 |
| Humanities, culture and social sciences | 47,858 | 9 | 16,616 | 9.3 |
| Law and paralegal studies | 21,548 | 4 | 6,896 | 3.9 |
| Medicine | 4,868 | 0.9 | 1,748 | 1 |
| Nursing | 45,050 | 8.4 | 17,745 | 10 |
| Pharmacy | 3,758 | 0.7 | 1,426 | 0.8 |
| Psychology | 26,205 | 4.9 | 9,885 | 5.5 |
| Rehabilitation | 9,648 | 1.8 | 3,633 | 2 |
| Science and mathematics | 50,320 | 9.4 | 18,460 | 10.4 |
| Social work | 12,513 | 2.3 | 5,093 | 2.9 |
| Teacher education | 39,380 | 7.4 | 14,771 | 8.3 |
| Tourism, hospitality, personal services, sport and recreation | 1,837 | 0.3 | 483 | 0.3 |
| Veterinary science | 1,681 | 0.3 | 715 | 0.4 |
| Total | 534,450 | 100.0 | 178,323 | 100.0 |

Table 20 2023 Postgraduate coursework SES student response characteristics and population parameters by study area

| Category | In-scope population | | SES respondents | |
|---|---------------------|------|-----------------|------|
| Study area | n | % | n | % |
| Agriculture and environmental studies | 2,683 | 1.1 | 1,212 | 1.4 |
| Architecture and built environment | 6,240 | 2.5 | 1,917 | 2.2 |
| Business and management | 75,214 | 29.7 | 23,339 | 26.2 |
| Communications | 3,743 | 1.5 | 1,250 | 1.4 |
| Computing and information systems | 24,893 | 9.8 | 9,028 | 10.2 |
| Creative arts | 2,831 | 1.1 | 1,004 | 1.1 |
| Dentistry | 993 | 0.4 | 293 | 0.3 |
| Engineering | 12,569 | 5 | 4,589 | 5.2 |
| Health services and support | 16,782 | 6.6 | 6,173 | 6.9 |
| Humanities, culture and social sciences | 11,983 | 4.7 | 5,116 | 5.8 |
| Law and paralegal studies | 13,511 | 5.3 | 3,743 | 4.2 |
| Medicine | 8,771 | 3.5 | 2,916 | 3.3 |
| Nursing | 13,484 | 5.3 | 4,693 | 5.3 |

| Category | In-scope population | | SES respondents | |
|---|---------------------|--------------|-----------------|--------------|
| Study area | n | % | n | % |
| Pharmacy | 1,401 | 0.6 | 380 | 0.4 |
| Psychology | 8,082 | 3.2 | 3,314 | 3.7 |
| Rehabilitation | 3,231 | 1.3 | 993 | 1.1 |
| Science and mathematics | 8,157 | 3.2 | 3,057 | 3.4 |
| Social work | 10,456 | 4.1 | 4,642 | 5.2 |
| Teacher education | 27,543 | 10.9 | 10,939 | 12.3 |
| Tourism, hospitality, personal services, sport and recreation | 307 | 0.1 | 96 | 0.1 |
| Veterinary science | 730 | 0.3 | 251 | 0.3 |
| Total | 253,604 | 100.0 | 88,945 | 100.0 |

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 21 and Table 22, and Table 23 and

Table 24, 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 Construction of confidence intervals.

As expected in a large national sample, the confidence intervals are generally narrow. At a national level for undergraduate students, for example, the 90 per cent confidence interval remains consistent with previous surveys in the series at around 0.3 percentage points for the Quality of entire educational experience and the Quality of teaching (see bottom row of Table 21 and Table 23).

Similarly, for postgraduate coursework students the 90 percent confidence interval is also relatively small at around 0.5 percentage points for the Quality of entire educational experience and the Quality of teaching (see bottom row of Table 22 and

Table 24).

Confidence intervals for undergraduate estimates tend to be wider for cohorts with smaller populations, such as First Nations students, those who reported a disability, external/distance students, NESB and international students.

Similarly, undergraduate confidence intervals tend to be wider when responses are broken down into the 21 study areas (see Table 23). The study areas with the smallest populations and widest confidence intervals were Dentistry, Tourism, hospitality, personal services, sport and recreation and Veterinary science with widths of 4.6 to 3.6 percentage points overall observed in relation to the Quality of teaching.

For postgraduate coursework students, smaller demographic groups such as First Nations students and those with a reported disability exhibited wider confidence intervals for the Quality of entire educational experience with 3.9 percentage points and 1.2 percentage points (refer Table 22).

As seen in

Table 24, in relation to postgraduate coursework confidence intervals by study areas, it is again smaller study areas which exhibit the widest confidence intervals for both the Quality of entire educational experience and the Quality of teaching with Tourism, hospitality, personal services, sport and recreation, Veterinary science, Dentistry and Pharmacy with intervals between 10.2 and 8.0 percentage points.

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

Notwithstanding this point, the analysis presented in Table 21 through to

Table 24 suggests that at sector wide level, the results presented in this report are likely to be close to the unknown population parameters.

Table 21 Percentage positive ratings, undergraduates by student sub-group, 2023 (with 90 confidence intervals)^{††}

| Category | - | Quality of entire educational experience | Quality of teaching |
|-----------------------|---------------------------|--|--------------------------|
| Stage of studies | Commencing | 80.1 (79.9, 80.3) | 81.0 (80.8, 81.1) |
| - | Later year* | 72.9 (72.7, 73.1) | 74.4 (74.2, 74.6) |
| Gender | Male | 74.0 (73.8, 74.3) | 75.4 (75.1, 75.6) |
| - | Female | 78.1 (78.0, 78.3) | 79.2 (79.1, 79.4) |
| Age group | Under 25 | 76.5 (76.3, 76.6) | 77.5 (77.3, 77.6) |
| - | 25 to 29 | 75.1 (74.6, 75.6) | 76.7 (76.2, 77.2) |
| - | 30 to 39 | 77.3 (76.9, 77.7) | 78.8 (78.3, 79.2) |
| - | 40 and over | 81.2 (80.8, 81.6) | 83.3 (82.9, 83.7) |
| First Nations | First Nations | 77.7 (76.7, 78.7) | 78.5 (77.5, 79.5) |
| - | Non-Indigenous | 76.7 (76.6, 76.9) | 77.9 (77.8, 78.1) |
| Home language | English | 77.0 (76.9, 77.2) | 78.1 (77.9, 78.2) |
| - | Other | 75.3 (74.9, 75.6) | 77.1 (76.7, 77.4) |
| Disability | Disability reported | 75.1 (74.8, 75.5) | 77.1 (76.8, 77.5) |
| - | No disability reported | 77.0 (76.8, 77.1) | 78.0 (77.9, 78.2) |
| Study mode | Internal/Mixed study mode | 76.3 (76.2, 76.4) | 77.5 (77.4, 77.7) |
| - | External study mode | 79.9 (79.5, 80.2) | 80.8 (80.4, 81.1) |
| Residence status | Domestic student | 76.9 (76.8, 77.1) | 78.0 (77.8, 78.1) |
| - | International student | 75.8 (75.4, 76.1) | 77.7 (77.4, 78.0) |
| First in family | First in family** | 81.0 (80.7, 81.3) | 81.7 (81.4, 81.9) |
| - | Not first in family** | 80.2 (80.0, 80.5) | 80.9 (80.7, 81.1) |
| Socio-economic status | High*** | 76.6 (76.3, 76.8) | 77.4 (77.1, 77.6) |
| - | Medium*** | 77.0 (76.8, 77.2) | 78.2 (78.0, 78.4) |
| - | Low*** | 77.0 (76.7, 77.4) | 78.2 (77.8, 78.5) |
| Location | Metro*** † | 76.6 (76.4, 76.7) | 77.6 (77.4, 77.8) |
| - | Regional/Remote*** † | 77.9 (77.6, 78.2) | 79.1 (78.8, 79.5) |
| Total | - | 76.7 (76.6, 76.9) | 77.9 (77.8, 78.1) |

The Agresti-Coull method is used to calculate 90 confidence intervals for proportions.

*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

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

*** The SES and Location measures are location-based. The SES is based on the ABS SEIFA Index of Education and Occupation. The Location measures are calculated according to the proportion of metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

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

Table 22 Percentage positive ratings, postgraduate coursework by student sub-group, 2023 (with 90 confidence intervals) ^{††}

| Category | - | Quality of entire educational experience | Quality of teaching |
|------------------|---------------------------|--|---------------------|
| Stage of studies | Commencing | 78.2 (78.0, 78.5) | 79.7 (79.4, 79.9) |
| - | Later year* | 75.9 (75.6, 76.2) | 77.0 (76.7, 77.2) |
| Gender | Male | 75.7 (75.4, 76.0) | 76.7 (76.4, 77.0) |
| - | Female | 77.9 (77.7, 78.2) | 79.3 (79.1, 79.6) |
| Age group | Under 25 | 74.5 (74.2, 74.9) | 76.6 (76.3, 77.0) |
| | 25 to 29 | 75.0 (74.6, 75.3) | 76.7 (76.3, 77.1) |
| - | 30 to 39 | 78.6 (78.3, 79.0) | 79.1 (78.7, 79.4) |
| | 40 and over | 81.6 (81.2, 81.9) | 82.1 (81.7, 82.4) |
| First Nations | First Nations | 77.1 (75.0, 79.0) | 77.5 (75.4, 79.4) |
| - | Non-Indigenous | 77.1 (76.9, 77.3) | 78.3 (78.2, 78.5) |
| Home language | English | 77.4 (77.2, 77.7) | 78.1 (77.9, 78.4) |
| - | Other | 76.5 (76.2, 76.8) | 78.7 (78.4, 79.0) |
| Disability | Disability reported | 74.4 (73.7, 75.0) | 76.3 (75.7, 76.9) |
| - | No disability reported | 77.3 (77.1, 77.5) | 78.5 (78.3, 78.7) |
| Study mode | Internal/Mixed study mode | 76.5 (76.2, 76.7) | 78.3 (78.1, 78.5) |
| - | External study mode | 78.5 (78.2, 78.8) | 78.5 (78.2, 78.8) |
| Residence status | Domestic student | 77.1 (76.9, 77.4) | 77.8 (77.5, 78.0) |
| - | International student | 77.0 (76.7, 77.3) | 78.9 (78.7, 79.2) |

| Category | - | Quality of entire educational experience | Quality of teaching |
|-----------------------|-----------------------|--|--------------------------|
| First in family | First in family** | 79.8 (79.3, 80.2) | 81.1 (80.6, 81.5) |
| - | Not first in family** | 77.0 (76.6, 77.4) | 78.3 (77.9, 78.7) |
| Socio-economic status | High*** | 75.5 (75.1, 76.0) | 76.3 (75.8, 76.7) |
| - | Medium*** | 77.5 (77.1, 77.8) | 78.3 (77.9, 78.6) |
| - | Low*** | 77.7 (76.9, 78.4) | 78.7 (78.0, 79.4) |
| Location | Metro*** † | 77.1 (76.8, 77.4) | 77.7 (77.4, 78.0) |
| - | Regional/Remote*** † | 78.8 (78.2, 79.4) | 79.5 (78.9, 80.1) |
| Total | - | 77.1 (76.9, 77.3) | 78.3 (78.2, 78.5) |

The Agresti-Coull method is used to calculate 90 confidence intervals for proportions.

*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Year Students).

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

*** The SES and Location measures are location-based. The SES is based on the ABS SEIFA Index of Education and Occupation. The Location measures are calculated according to the proportion of metro and regional/remote categories.

† Location data are only reported for Commonwealth assisted students, which excludes international and domestic full fee paying students.

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

Table 23 Percentage positive ratings, undergraduates by study area, 2023 (with 90 confidence intervals)

| Category | Quality of entire educational experience | Quality of teaching |
|---|--|---------------------|
| Agriculture and environmental studies | 84.7 (83.7, 85.7) | 86.2 (85.2, 87.1) |
| Architecture and built environment | 75.4 (74.5, 76.3) | 75.1 (74.2, 76.0) |
| Business and management | 73.9 (73.5, 74.3) | 74.3 (73.9, 74.7) |
| Communications | 78.8 (78.1, 79.6) | 80.9 (80.1, 81.6) |
| Computing and information systems | 69.3 (68.7, 69.9) | 68.6 (68.0, 69.2) |
| Creative arts | 79.8 (79.2, 80.3) | 82.4 (81.9, 83.0) |
| Dentistry | 64.7 (62.4, 66.9) | 60.1 (57.8, 62.4) |
| Engineering | 72.6 (72.0, 73.2) | 72.0 (71.4, 72.6) |
| Health services and support | 79.7 (79.3, 80.2) | 81.4 (80.9, 81.8) |
| Humanities, culture and social sciences | 80.2 (79.8, 80.7) | 83.0 (82.6, 83.4) |
| Law and paralegal studies | 79.2 (78.5, 79.8) | 80.8 (80.1, 81.4) |

| Category | Quality of entire educational experience | Quality of teaching |
|---|--|--------------------------|
| Medicine | 74.8 (73.4, 76.2) | 70.2 (68.8, 71.7) |
| Nursing | 74.1 (73.7, 74.5) | 75.4 (74.9, 75.8) |
| Pharmacy | 77.5 (76.0, 78.9) | 77.9 (76.4, 79.3) |
| Psychology | 78.9 (78.4, 79.5) | 81.0 (80.4, 81.5) |
| Rehabilitation | 84.4 (83.5, 85.1) | 83.5 (82.6, 84.2) |
| Science and mathematics | 77.2 (76.8, 77.6) | 79.3 (78.9, 79.7) |
| Social work | 79.3 (78.6, 80.0) | 81.3 (80.6, 82.0) |
| Teacher education | 77.3 (76.9, 77.7) | 78.8 (78.3, 79.2) |
| Tourism, hospitality, personal services, sport and recreation | 82.3 (79.7, 84.6) | 87.7 (85.3, 89.6) |
| Veterinary science | 81.4 (79.5, 83.1) | 80.8 (78.9, 82.5) |
| Total | 76.7 (76.6, 76.9) | 77.9 (77.8, 78.1) |

**Table 24 Percentage positive ratings, postgraduate coursework by study area, 2023
(with 90 confidence intervals)**

| Category | Quality of entire educational experience | Quality of teaching |
|---|---|----------------------------|
| Agriculture and environmental studies | 82.7 (81.3, 84.0) | 85.1 (83.7, 86.2) |
| Architecture and built environment | 74.6 (73.2, 75.9) | 77.7 (76.3, 79.0) |
| Business and management | 79.2 (78.8, 79.5) | 80.0 (79.6, 80.3) |
| Communications | 81.3 (79.7, 82.7) | 84.6 (83.1, 85.9) |
| Computing and information systems | 71.0 (70.4, 71.6) | 71.5 (70.8, 72.1) |
| Creative arts | 76.0 (74.2, 77.8) | 79.4 (77.7, 81.1) |
| Dentistry | 51.7 (47.7, 55.7) | 44.5 (40.6, 48.6) |
| Engineering | 75.3 (74.5, 76.2) | 77.8 (77.0, 78.6) |
| Health services and support | 79.3 (78.6, 79.9) | 81.5 (80.8, 82.1) |
| Humanities, culture and social sciences | 85.2 (84.5, 85.8) | 87.2 (86.6, 87.8) |
| Law and paralegal studies | 73.8 (72.8, 74.8) | 77.3 (76.3, 78.2) |
| Medicine | 72.7 (71.6, 73.8) | 67.5 (66.3, 68.7) |
| Nursing | 78.3 (77.4, 79.0) | 78.6 (77.8, 79.4) |
| Pharmacy | 75.0 (71.7, 77.9) | 75.7 (72.5, 78.6) |
| Psychology | 78.1 (77.2, 79.0) | 79.8 (78.9, 80.6) |
| Rehabilitation | 72.1 (70.1, 74.0) | 74.4 (72.4, 76.2) |
| Science and mathematics | 76.3 (75.3, 77.3) | 79.0 (78.0, 79.9) |
| Social work | 78.4 (77.6, 79.1) | 78.5 (77.7, 79.2) |
| Teacher education | 75.3 (74.7, 75.8) | 77.5 (77.0, 78.0) |
| Tourism, hospitality, personal services, sport and recreation | 86.5 (80.6, 90.3) | 84.4 (78.3, 88.5) |
| Veterinary science | 64.4 (60.2, 68.3) | 65.3 (61.2, 69.2) |
| Total | 77.1 (76.9, 77.3) | 78.3 (78.2, 78.5) |

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 3**, 'Section 3.1 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.

A.2.1.1 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 25 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? | |

A.2.1.2 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 26 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 2. A little helpful 3. Somewhat helpful 4. Quite helpful 5. Very helpful 97. Not applicable |
| | (STATEMENTS) | |
| SUP_ENROL | a) enrolment processes and support | |
| SUP_INDUCT | b) induction/orientation activities | |
| SUP_LMS | c) online learning platform (i.e. Learning Management System) | |
| SUP_CARDEV | d) career development services (including employability skill development, careers advice and planning) | |
| SUP_STUDY | e) study or learning support services | |
| SUP_HEALTH | f) counsellors and/or health services | |
| SUP_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 26).

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 27 **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 28 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 |
| 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 | chqacr | Quality concerns |
| chqacr | Quality concerns | chsocr | Social reasons |
| chothof | Received other offer from another university or higher education institution | chblnce | Study/life balance |
| chsocr | 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 29 below provides a complete summary of all items removed from the 2023 SES.

Table 29 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) a) Received support from your institution to settle into study? b) Experienced efficient enrolment and admissions processes? c) Felt prepared for your study? d) 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 |
| 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 |
| ADMININTRO | 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 |
| SERVINTRO | At your institution during <SURVEYYEAR>, to what extent have you... | 1. Not at all 2. Very little |

| Item | Question stem | Response options |
|----------------------|---|---|
| | a) Been offered support relevant to your circumstances? b) Received appropriate English language skill support? | 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 0 and 0 above. The conventional scoring processes described in **Appendix 4** 'Production of scores' 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)

A3.1 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 30 to Table 37.

Table 30 2023 SEQ Item Summary: Skill Development items

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

Table 31 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? | Never / Rarely / Sometimes / Often / Always |

| Stem | Item | Response scale |
|------|---|----------------|
| | e) Interacted with a diverse range of students? | |

Table 32 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 33 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 34 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 35 2023 SEQ Item Summary: Considered leaving items

| Stem | Item | Response scale |
|--|------|--|
| During SURVEYYEAR, have you seriously considered leaving <institution>? | - | Yes, I have seriously considered leaving / No, I have not seriously considered leaving |
| 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 36 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 37 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 |
| 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 |

Table 38 2023 SEQ Item Summary: Freedom of expression items

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

Table 39 2023 SEQ Item Summary: International student items

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

| Stem | Item | Response scale |
|---|------|---|
| 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 40** 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 18**.

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 40** 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 19**.

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 40** 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 20**. 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 40** 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 21**.

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 40 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 18 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 TCHHELP r TCHASSCHr RECODE QLTEACH OVERALL (1=0) (2=33.33) (3=66.66) (4=100) INTO QLTEACHr OVERALLr. |
|---|

Figure 19 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, TCHHELP r, TCHASSCHr, QLTEACHr, OVERALLr). |
|--|

Figure 20 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 21 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 22**, and example syntax for item-level scores is displayed in **Figure 23**.

Figure 22 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 23 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)¹⁶. 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 $\tilde{p} = \frac{1}{\tilde{n}}(n_1 + \frac{z^2}{2})$. 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 $\left(1 - \frac{n}{N}\right)$ 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.

¹⁶ 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 41 21 and 45 study areas concordance with ASCED field of education

| 21 Study areas | | 45 Study areas | | - |
|----------------|---------------------------------------|----------------|---------------------------------------|--|
| Code | Study area name | Code | Study area name | Field of Education classification |
| 0 | Non-award | 0 | Non-award | 000000 |
| 1 | Science and mathematics | 1 | Natural & Physical Sciences | 010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999 |
| - | - | 2 | Mathematics | 010100, 010101, 010103, 010199 |
| - | - | 3 | Biological Sciences | 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999 |
| - | - | 4 | Medical Science & Technology | 019901, 019903, 019905, 019907, 019909 |
| 2 | Computing & Information systems | 5 | Computing & Information systems | 020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999 |
| 3 | Engineering | 6 | Engineering - Other | 030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999 |
| - | - | 7 | Engineering - Process & Resources | 030300, 030301, 030303, 030305, 030307, 030399 |
| - | - | 8 | Engineering - Mechanical | 030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799 |
| - | - | 9 | Engineering - Civil | 030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999 |
| - | - | 10 | Engineering - Electrical & Electronic | 031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399 |
| - | - | 11 | Engineering - Aerospace | 031500, 031501, 031503, 031505, 031507, 031599 |
| 4 | Architecture and built environment | 12 | Architecture & Urban Environments | 040000, 040100, 040101, 040103, 040105, 040107, 040199 |
| | | 13 | Building & Construction | 040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399 |
| 5 | Agriculture and environmental studies | 14 | Agriculture & Forestry | 050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999 |
| - | - | 15 | Environmental Studies | 050900, 050901, 050999 |
| 6 | Health services and support | 16 | Health Services & Support | 060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999 |
| - | - | 17 | Public Health | 061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399 |

| 21 Study areas | | 45 Study areas | | - |
|----------------|---|----------------|---|--|
| Code | Study area name | Code | Study area name | Field of Education classification |
| 7 | Medicine | 18 | Medicine | 060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199 |
| 8 | Nursing | 19 | Nursing | 060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399 |
| 9 | Pharmacy | 20 | Pharmacy | 060500, 060501 |
| 10 | Dentistry | 21 | Dentistry | 060700, 060701, 060703, 060705, 060799 |
| 11 | Veterinary science | 22 | Veterinary Science | 061100, 061101, 061103, 061199 |
| 12 | Rehabilitation | 23 | Physiotherapy | 061701 |
| | | 24 | Occupational Therapy | 061703 |
| 13 | Teacher education | 25 | Teacher Education - Other | 070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999 |
| - | - | 26 | Teacher Education - Early Childhood | 070101 |
| - | - | 27 | Teacher Education - Primary & Secondary | 070103, 070105 |
| 14 | Business and management | 28 | Accounting | 080100, 080101 |
| - | - | 29 | Business Management | 080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399 |
| - | - | 30 | Sales & Marketing | 080500, 080501, 080503, 080505, 080507, 080509, 080599 |
| - | - | 31 | Management & Commerce - Other | 080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999 |
| - | - | 32 | Banking & Finance | 081100, 081101, 081103, 081105, 081199 |
| - | - | 40 | Economics | 091900, 091901, 091903 |
| 15 | Humanities, culture and social sciences | 33 | Political Science | 090100, 090101, 090103 |
| - | - | 34 | Humanities inc History & Geography | 090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999 |
| - | - | 35 | Language & Literature | 091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599 |
| 16 | Social work | 36 | Social Work | 090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599 |
| 17 | Psychology | 37 | Psychology | 090700, 090701, 090799 |
| 18 | Law and paralegal studies | 38 | Law | 090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999 |
| - | - | 39 | Justice Studies & Policing | 091100, 091101, 091103, 091105, 091199 |
| 19 | Creative arts | 42 | Art & Design | 100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999 |
| - | - | 43 | Music & Performing Arts | 100100, 100101, 100103, 100105, 100199 |
| 20 | Communications | 44 | Communication, Media & Journalism | 100700, 100701, 100703, 100705, 100707, 100799 |
| 21 | Tourism, hospitality, personal services, sport and recreation | 41 | Sport & Recreation | 092100, 092101, 092103, 092199 |

| 21 Study areas | | 45 Study areas | | - |
|----------------|-----------------|----------------|--|--|
| Code | Study area name | Code | Study area name | Field of Education classification |
| - | - | 45 | Tourism, Hospitality & Personal Services | 080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999 |

Note: Field of Education listings are available from the Australian Bureau of Statistics website (ASCED Field of Education Broad, Narrow and Detailed fields).

Appendix 7 Results for individual questionnaire items

The tables below show the percentage positive rating scores for the underlying items for each focus area.

A7.1 Skills Development

The Skills Development focus area consistently has one of the highest positive ratings among focus areas, a finding which persisted in 2023 with 81.1 per cent of undergraduate students rating it positively (see Table 42). Skills Development scores have also remained relatively steady in recent years. Though the percentage positive rating for Skills Development dropped by 3.3 percentage points in 2020, it has steadily increased by approximately one percentage point per year since, and with the 81.1 percentage positive rating in 2023, it has nearly reached its highest pre-2020 level of 81.4 per cent in 2018.

This relative consistency in the focus area's overall percentage positive rating in the last three years is echoed in the individual item scores. Of the eight items that encompass the Skills Development area, seven items had increases of around one percentage point between 2022 and 2023 and are moving back toward pre-2020 levels. The greatest increase (1.5 points) occurred in the 'developed ability to work effectively with others' item. This item is continually moving toward pre-Pandemic levels after seeing the largest score drop of any item in the focus area (8.4 percentage points) between 2019 and 2020. It is now 1.4 points lower than the 2019 score. This item has regained 7.0 percentage points since 2020, making it the item in the focus area with one of the most rapid rates of increase over the last several years.

Some 2023 individual item scores have surpassed 2019 scores. Among undergraduate students, the items related to the development of 'critical and analytical thinking', 'ability to solve complex problems', 'confidence to learn independently' and 'written communication skills' now have higher percentage positive ratings than they did in 2019.

Examining 2023 percentage positive scores between commencing and later year students reveals that later year students rate their skills development more highly than commencing students for every development item. The greatest divides between commencing and later years students are in the areas of written and spoken communication, in which later year students score 7.4 and 5.2 percentage points higher than commencing students respectively. However, students' perceptions of whether they have developed work related knowledge and skills remain lower than the previous two years for commencing and later-year students, with later year students only rating the development of these skills 0.4 percentage points higher than commencing students.

Among postgraduate coursework students, Skills development scores have increased and is the highest since 2017 when surveying of this cohort began. Nearly all individual item scores have surpassed 2019 levels, with the only score that remains lower (as with undergraduate students) 'developed ability to work effectively with others', remaining 1.1 percentage points below 2019, with a 60.3 per cent positive rating (Table 43).

Table 42 Percentage positive scores for Skills Development items, undergraduates by stage of studies, 2019- 2023

| - | Commencing | | | | | Later year | | | | | Total | | | | |
|---|------------|------|------|------|------|------------|------|------|------|------|-------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Developed critical and analytical thinking | 69.0 | 67.5 | 68.2 | 68.9 | 69.7 | 72.6 | 71.1 | 71.5 | 72.2 | 72.7 | 70.5 | 69.0 | 69.6 | 70.4 | 71.1 |
| Developed ability to solve complex problems | 60.0 | 58.4 | 59.0 | 60.0 | 61.6 | 65.5 | 64.4 | 64.4 | 65.0 | 65.4 | 62.3 | 60.9 | 61.3 | 62.3 | 63.4 |
| Developed ability to work effectively with others | 62.5 | 51.7 | 56.5 | 59.8 | 61.8 | 67.5 | 62.5 | 62.6 | 63.9 | 64.8 | 64.6 | 56.2 | 59.1 | 61.7 | 63.2 |
| Developed confidence to learn independently | 72.2 | 70.5 | 70.4 | 71.7 | 73.1 | 76.4 | 74.6 | 74.8 | 75.0 | 76.4 | 74.0 | 72.2 | 72.3 | 73.2 | 74.6 |
| Developed written communication skills | 61.0 | 60.6 | 60.1 | 60.4 | 62.0 | 69.5 | 68.2 | 68.6 | 68.5 | 69.4 | 64.6 | 63.8 | 63.8 | 64.2 | 65.4 |
| Developed spoken communication skills | 52.6 | 45.4 | 48.8 | 51.4 | 53.1 | 60.9 | 56.6 | 56.9 | 58.0 | 58.3 | 56.2 | 50.1 | 52.3 | 54.4 | 55.5 |
| Developed knowledge of field studying | 77.1 | 75.5 | 76.0 | 76.1 | 77.0 | 77.8 | 76.3 | 76.5 | 76.9 | 77.5 | 77.4 | 75.8 | 76.2 | 76.5 | 77.3 |
| Developed work-related knowledge and skills | 63.4 | 60.8 | 62.1 | 62.6 | 61.1 | 63.0 | 61.7 | 62.3 | 63.2 | 61.5 | 63.2 | 61.1 | 62.2 | 62.9 | 61.3 |

Table 43 Percentage positive scores for Skills Development items, postgraduate coursework by stage of studies, 2019-2023

| - | Commencing | | | | | Later year | | | | | Total | | | | |
|---|------------|------|------|------|------|------------|------|------|------|------|-------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Developed critical and analytical thinking | 71.5 | 70.4 | 71.1 | 73.2 | 73.5 | 72.3 | 70.8 | 72.5 | 74.1 | 74.6 | 71.9 | 70.6 | 71.9 | 73.7 | 74.1 |
| Developed ability to solve complex problems | 63.6 | 61.8 | 61.8 | 64.9 | 66.4 | 65.2 | 64.3 | 65.5 | 66.6 | 68.1 | 64.4 | 63.1 | 63.7 | 65.8 | 67.2 |
| Developed ability to work effectively with others | 59.3 | 50.5 | 49.3 | 56.4 | 60.9 | 63.4 | 58.9 | 57.4 | 57.7 | 59.8 | 61.4 | 54.7 | 53.6 | 57.1 | 60.3 |
| Developed confidence to learn independently | 74.1 | 72.2 | 71.6 | 74.0 | 76.7 | 76.8 | 75.3 | 75.6 | 76.6 | 78.5 | 75.4 | 73.7 | 73.7 | 75.3 | 77.6 |
| Developed written communication skills | 66.0 | 65.1 | 63.8 | 66.3 | 69.5 | 70.7 | 69.8 | 70.1 | 70.7 | 72.0 | 68.3 | 67.4 | 67.1 | 68.6 | 70.7 |

| - | Commencing | | | | | Later year | | | | | Total | | | | |
|---|------------|------|------|------|------|------------|------|------|------|------|-------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Developed spoken communication skills | 53.4 | 47.4 | 46.9 | 53.7 | 59.0 | 58.0 | 55.7 | 55.2 | 55.2 | 58.8 | 55.7 | 51.6 | 51.3 | 54.4 | 58.9 |
| Developed knowledge of field studying | 79.5 | 77.9 | 80.3 | 80.9 | 81.2 | 78.2 | 76.3 | 78.3 | 80.5 | 81.1 | 78.9 | 77.1 | 79.2 | 80.7 | 81.2 |
| Developed work-related knowledge and skills | 68.7 | 66.9 | 69.5 | 71.3 | 70.5 | 66.4 | 65.5 | 68.1 | 70.2 | 69.3 | 67.6 | 66.2 | 68.8 | 70.7 | 69.9 |

A7.2 Peer Engagement (formerly Learner Engagement)

Prior to the 2023 SES, the Learner Engagement focus area was reviewed and revised to better capture student experiences of engaging with their peers in a variety of ways. The focus area was renamed to Peer Engagement and new items using a different response frame were introduced to constitute the focus area.

Even though the overall Focus Area has been determined to better measure this concept and is considered a continuation of the previous time-series, the changes in item wording, new items and change in response frame are sufficient that the underlying item results will be presented as new items from 2023.

Consistently with the Learner Engagement items prior to 2023, the Peer Engagement focus area items are sensitive to differences in study mode, with students who are studying “externally”, or online tending to rate the items less “positively” than those who are predominately undertaking their studies as “internal” or classroom based or on-campus, or students who are engaged in a mix of these two modes or “multi-mode”.

Historically, prior to 2023 as seen in Table 44, items related to student engagement with their peers such as ‘Worked with other students as part of your study’, ‘Interacted with students outside study requirements’, ‘Interacted with students who are very different from you’ and ‘Been given opportunities to interact with local students’ dropped markedly in 2020 most likely due to the shift in study mode where students who had intended to study on-campus moved to online study and were unable to engage with other students in person. While some states were again experiencing COVID restrictions in 2021 and a higher proportion of international students were located off-shore at the time of the survey, these items had a modest increase in that year and increased again in 2022, once travel and COVID restrictions were relaxed. However, they had not returned to 2019 levels of peer engagement, perhaps due to the continued prevalence in off-campus study or lower rates of campus attendance.

In 2023, as seen in Table 45, undergraduate students rated the Peer Engagement focus area item ‘Worked with other students as part of your <course>’ most highly by a substantial margin which is consistent with the item prior to 2023 which asked students whether they had ‘worked with other students as part of (their) study’ which was also the highest scoring item amongst those relating to engaging with peers.

When queried about whether they had contributed to class discussions, interacted with a diverse range of students, and (given) or received help from other students, just under half of undergraduate students responded positively (49.6, 46.4 and 41.7 per cent, respectively).

Across undergraduate study stages, the percentage positive ratings for the item related to interacting socially with other students outside of study were markedly lower, with only 29.9 per cent of students responding positively to this item, which is consistent with the previous item from the Learner Engagement focus area related to whether students had 'interacted with students outside study requirements' which was also consistently the lowest scoring item in the focus area.

Across the three items which queried interaction with other students, commencing students had higher percentage positive rates than later year students. This divide was most pronounced in the items related to social interaction outside of study and interaction with a diverse range of students, both of which had a commencing versus later year student difference of around four percentage points. Conversely, later year students scored higher when queried about working with others and contributing to class discussions.

As seen in Table 46; historically, postgraduate by coursework students have tended to rate the items related to engaging with their peers, other than participating in discussions online or face to face, lower than undergraduates, which may be related to a larger proportion of domestic postgraduate coursework students being older and undertaking their studies "externally", but may also be off-set by a larger proportion of international students who tend to study wholly or mostly on-campus.

This general trend persists in the Peer Engagement focus area where postgraduate coursework student ratings for two items related to classwork and study were higher than undergraduate ratings— 'Contributed to class discussion' which was around 10 percentage points higher for postgraduate coursework students, with a 58.9 per cent positive score, and 'Interacted with other students to give or receive help with your study' which was 2.3 per cent higher among postgraduates, with a percentage positive score of 44.0. 'Contributed to class discussion' was the highest rated item among postgraduates.

Postgraduate coursework students rated the remaining three Peer Engagement items lower than did undergraduates. 40.7 per cent reported that they 'Often' or 'Always' 'Interacted with a diverse range of students', and 54.0 per cent responded positively to the statement: 'Worked with other students as part of your <course> (e.g. group assignments, in-class collaboration)'. Similar to undergraduates, the lowest scoring item in the focus area for postgraduates, by a substantial margin, is the item querying social interaction with other students where only 25.7 per cent of postgraduate coursework students responded in the positive (Table 48). This low rate of social interaction may be due to a higher proportion of postgraduate students undertaking their studies online.

Commencing postgraduate coursework students reported slightly higher rates of each type of engagement than did their later year counterparts. The largest gap, a difference of only 2.8 percentage points, is for the item querying how frequently the student interacted with other students to give or receive help with their study. 45.4 per cent of commencing students had a positive score for this item while 42.6 per cent of later year students had a positive score. Among postgraduate students, commencing students and later year students reported interacting with a diverse range of students at similar rates (41.3 per cent and 40.0 per cent, respectively).

It is interesting to note that the item “participated in discussions online or face to face” prior to 2023 and the item “contributed to class discussion...” has seen a large drop in 2023 by 5.8 percentage points for undergraduate and 6.0 percentage points for postgraduate by coursework students, which may point to a difference in the term “participate” versus “contribute” which may warrant further exploration.

Table 44 Percentage positive scores for Learner Engagement items, undergraduates by stage of studies, 2019-2022

| Category | Commencing | | | | Later year | | | | Total | | | |
|--|------------|------|------|------|------------|------|------|------|-------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| Felt prepared for your study | 66.4 | 63.1 | 62.0 | 63.0 | 70.3 | 63.6 | 65.6 | 67.6 | 68.1 | 63.3 | 63.6 | 65.1 |
| Had a sense of belonging to your institution | 53.5 | 41.8 | 44.4 | 49.3 | 49.3 | 40.1 | 39.3 | 43.3 | 51.7 | 41.1 | 42.2 | 46.5 |
| Participated in discussions online or face-to-face | 57.8 | 59.0 | 61.7 | 63.9 | 61.7 | 60.6 | 61.1 | 64.9 | 59.5 | 59.7 | 61.5 | 64.4 |
| Worked with other students as part of your study | 64.0 | 47.6 | 54.9 | 59.4 | 68.8 | 57.0 | 58.3 | 62.0 | 66.0 | 51.5 | 56.4 | 60.6 |
| Interacted with students outside study requirements | 41.7 | 27.1 | 31.2 | 35.6 | 42.9 | 32.9 | 31.8 | 34.3 | 42.2 | 29.5 | 31.5 | 35.0 |
| Interacted with students who are very different from you | 51.5 | 37.2 | 43.4 | 48.6 | 51.4 | 39.9 | 42.1 | 45.9 | 51.4 | 38.4 | 42.8 | 47.3 |
| Been given opportunities to interact with local students | 56.9 | 34.8 | 44.0 | 54.1 | 54.9 | 37.3 | 39.8 | 48.1 | 56.1 | 35.9 | 42.2 | 51.3 |

Table 45 Percentage positive scores for Peer Engagement items, undergraduates by stage of studies, 2023

| Category | Commencing | Later Year | Total |
|---|------------|------------|-------|
| Contributed to class discussion (e.g. in-person discussions, online chat forums, discussion boards) | 47.6 | 51.9 | 49.6 |
| Worked with other students as part of your <course> (e.g. group assignments, in-class collaboration) | 57.9 | 59.5 | 58.6 |
| Interacted socially with other students outside of your study | 31.6 | 27.9 | 29.9 |
| Interacted with other students to give or receive help with your study (e.g. study groups, informal conversations about your study) | 42.4 | 40.8 | 41.7 |
| Interacted with a diverse range of students | 48.2 | 44.3 | 46.4 |

Table 46 Percentage positive scores for Learner Engagement items, postgraduate coursework by stage of studies, 2019-2022

| Category | Commencing | | | | Later year | | | | Total | | | |
|--|------------|------|------|------|------------|------|------|------|-------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| Felt prepared for your study | 70.1 | 67.9 | 66.9 | 69.2 | 75.1 | 69.9 | 71.4 | 72.3 | 72.6 | 68.9 | 69.3 | 70.8 |
| Had a sense of belonging to your institution | 50.4 | 41.4 | 37.2 | 45.9 | 52.6 | 45.5 | 42.0 | 43.5 | 51.5 | 43.4 | 39.7 | 44.7 |
| Participated in discussions online or face-to-face | 58.9 | 58.9 | 59.5 | 65.5 | 59.7 | 61.2 | 60.8 | 64.3 | 59.3 | 60.0 | 60.2 | 64.9 |
| Worked with other students as part of your study | 59.4 | 45.4 | 45.0 | 52.8 | 63.6 | 54.1 | 51.9 | 52.7 | 61.5 | 49.8 | 48.7 | 52.7 |
| Interacted with students outside study requirements | 36.1 | 22.9 | 21.9 | 28.9 | 39.1 | 30.1 | 27.0 | 28.5 | 37.6 | 26.5 | 24.6 | 28.7 |
| Interacted with students who are very different from you | 45.7 | 32.8 | 34.9 | 42.6 | 46.1 | 36.8 | 36.5 | 40.2 | 45.9 | 34.8 | 35.7 | 41.4 |
| Been given opportunities to interact with local students | 41.0 | 29.9 | 32.6 | 41.4 | 38.1 | 31.5 | 33.2 | 38.2 | 39.6 | 30.7 | 32.9 | 39.7 |

Table 47 Percentage positive scores for Peer Engagement items, postgraduate coursework by stage of studies, 2023

| Category | Commencing | Later Year | Total |
|---|------------|------------|-------|
| Contributed to class discussion (e.g. in-person discussions, online chat forums, discussion boards) | 59.1 | 58.8 | 58.9 |
| Worked with other students as part of your <course> (e.g. group assignments, in-class collaboration) | 55.0 | 53.1 | 54.0 |
| Interacted socially with other students outside of your study | 26.8 | 24.6 | 25.7 |
| Interacted with other students to give or receive help with your study (e.g. study groups, informal conversations about your study) | 45.4 | 42.6 | 44.0 |
| Interacted with a diverse range of students | 41.3 | 40.0 | 40.7 |

A7.3 Teaching Quality and Engagement (formerly Teaching Quality)

As a part of the 2023 focus area updates, the focus area related to student perceptions of teaching quality was renamed from Teaching Quality to Teaching Quality and Engagement. This was the only change made to the focus area; no constituent items were changed.

While many areas of Teaching Quality and Engagement have been steadily increasing over the last few years following moderate declines in 2020, several areas decreased between 2022 and 2023, as seen in the changes in underlying item scores shown in Table 48 and **Error! Reference source not found..**

Among undergraduates in 2023, four of the ten items in the teaching quality focus area which relate directly to teaching declined from 2022 (Table 48). They include ‘Teachers commented on your work in ways that help you learn’, ‘Teachers set assessment tasks that challenge you to learn’, ‘Teachers stimulated you intellectually’, ‘Teachers demonstrated concern for student learning’ and the ‘Overall quality of teaching’.

After declining by 4.3 percentage points from 2019 to 2020, students’ ratings of the overall quality of teaching (single item) increased from 2021 to 2022 before decreasing again slightly in 2023 and remains 1.9 percentage points below 2019.

Despite declining in 2023, the overall quality of teaching item score remains the highest rated item in the focus area, with 77.9 per cent of undergraduates rating the quality of the teaching they experienced as good or excellent. The item ‘Teachers demonstrated concern for student learning’ notably increased by 0.2 percentage points between 2019 and 2020 but has been declining since then and remains 2.1 percentage points lower than 2019.

In contrast to these areas with minor declines in 2023 are the remaining six focus area items that either remained steady or improved since 2022. Of these six items, four of them – ‘Study well-structured and focused’, ‘Study relevant to education as a whole’, ‘Teachers provided clear explanations on coursework and assessment’ and ‘Teachers seemed helpful and approachable’ – have percentage positive scores that are greater than those recorded in 2019.

Postgraduate coursework ratings of the Teaching Quality and Engagement focus area items showed greater improvement in the last several years than undergraduate ratings, as seen in **Error! Reference source not found..** Despite three items declining slightly between 2022 and 2023, all items in this focus area were higher in 2023 than in 2019. Particularly, the item ‘Study relevant to education as a whole’ was 4.2 percentage points higher in 2023 than in 2019, and was the highest rated item in the focus area for postgraduate coursework students with a percentage positive score of 78.6. ‘Study well structured and focused’ also saw a large increase between 2019 and 2023 of 3.9 percentage points and 8.0 percentage points higher than 2020.

Table 48 Percentage positive scores for Teaching Quality and Engagement items, undergraduates by stage of studies, 2019-2023

| Category | Commencing | | | | | Later year | | | | | Total | | | | |
|---|------------|------|------|------|------|------------|------|------|------|------|-------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Study well structured and focused | 70.3 | 65.3 | 69.2 | 70.5 | 72.1 | 62.5 | 56.9 | 60.1 | 62.4 | 63.8 | 67.0 | 61.8 | 65.3 | 66.8 | 68.3 |
| Study relevant to education as a whole | 74.7 | 75.0 | 75.8 | 75.6 | 76.9 | 69.5 | 68.5 | 69.6 | 70.3 | 71.4 | 72.5 | 72.3 | 73.1 | 73.2 | 74.3 |
| Teachers engaged you actively in learning | 68.2 | 64.4 | 65.9 | 67.0 | 67.3 | 64.1 | 59.2 | 61.0 | 62.8 | 62.3 | 66.5 | 62.3 | 63.8 | 65.0 | 65.0 |

| - | Commencing | | | | | Later year | | | | | Total | | | | |
|---|------------|------|------|------|------|------------|------|------|------|------|-------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Teachers demonstrated concern for student learning | 62.3 | 62.5 | 60.9 | 60.4 | 60.3 | 58.5 | 58.7 | 57.7 | 57.3 | 56.6 | 60.7 | 60.9 | 59.5 | 59.0 | 58.6 |
| Teachers provided clear explanations on coursework and assessment | 69.3 | 68.8 | 69.8 | 69.7 | 70.2 | 64.2 | 62.7 | 64.8 | 65.2 | 65.3 | 67.1 | 66.3 | 67.6 | 67.6 | 67.9 |
| Teachers stimulated you intellectually | 69.6 | 68.4 | 69.7 | 69.9 | 69.3 | 66.6 | 62.7 | 65.0 | 66.3 | 65.9 | 68.3 | 66.0 | 67.6 | 68.2 | 67.7 |
| Teachers commented on your work in ways that help you learn | 55.1 | 55.3 | 55.1 | 55.7 | 55.2 | 55.0 | 53.4 | 54.6 | 55.2 | 53.4 | 55.1 | 54.5 | 54.9 | 55.5 | 54.4 |
| Teachers seemed helpful and approachable | 73.1 | 72.3 | 72.8 | 73.1 | 73.8 | 69.4 | 67.4 | 68.3 | 68.8 | 69.3 | 71.5 | 70.2 | 70.9 | 71.1 | 71.7 |
| Teachers set assessment tasks that challenge you to learn | 78.6 | 79.3 | 79.7 | 79.1 | 78.1 | 73.8 | 72.9 | 73.9 | 74.3 | 73.5 | 76.5 | 76.6 | 77.2 | 76.9 | 76.0 |
| Quality of teaching | 82.4 | 78.6 | 80.6 | 81.3 | 81.0 | 76.4 | 71.2 | 73.2 | 74.8 | 74.4 | 79.8 | 75.5 | 77.3 | 78.2 | 77.9 |
| Quality of entire educational experience | 81.2 | 71.2 | 76.5 | 79.1 | 80.1 | 74.8 | 65.1 | 68.6 | 72.2 | 72.9 | 78.5 | 68.7 | 73.1 | 75.9 | 76.7 |

Table 49 Percentage positive scores for Teaching Quality and Engagement items, postgraduate coursework by stage of studies, 2019-2023

| - | Commencing | | | | | Later year | | | | | Total | | | | |
|---|------------|------|------|------|------|------------|------|------|------|------|-------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Study well structured and focused | 68.8 | 65.8 | 69.7 | 71.4 | 73.0 | 65.6 | 60.7 | 65.2 | 68.0 | 69.5 | 67.3 | 63.2 | 67.3 | 69.6 | 71.2 |
| Study relevant to education as a whole | 76.6 | 75.7 | 78.7 | 79.6 | 80.2 | 72.2 | 70.2 | 73.0 | 75.8 | 76.9 | 74.4 | 73.0 | 75.7 | 77.7 | 78.6 |
| Teachers engaged you actively in learning | 71.3 | 68.2 | 70.2 | 72.8 | 73.2 | 68.3 | 64.8 | 66.5 | 68.8 | 69.1 | 69.8 | 66.5 | 68.2 | 70.8 | 71.2 |
| Teachers demonstrated concern for student learning | 65.5 | 65.5 | 65.5 | 67.1 | 67.5 | 62.5 | 62.0 | 62.7 | 63.6 | 63.0 | 64.0 | 63.8 | 64.0 | 65.3 | 65.3 |
| Teachers provided clear explanations on coursework and assessment | 70.5 | 70.6 | 71.2 | 72.0 | 73.9 | 70.1 | 68.8 | 70.0 | 70.6 | 71.2 | 70.3 | 69.7 | 70.6 | 71.3 | 72.6 |
| Teachers stimulated you intellectually | 72.2 | 70.2 | 74.8 | 75.5 | 73.7 | 67.9 | 65.0 | 68.6 | 72.1 | 71.0 | 70.1 | 67.6 | 71.5 | 73.8 | 72.3 |
| Teachers commented on your work in ways that help you learn | 62.6 | 63.0 | 62.5 | 64.9 | 65.7 | 61.7 | 60.9 | 62.3 | 62.9 | 62.2 | 62.1 | 62.0 | 62.4 | 63.9 | 64.0 |

| - | Commencing | | | | | Later year | | | | | Total | | | | |
|---|------------|------|------|------|------|------------|------|------|------|------|-------|------|------|------|------|
| Category | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Teachers seemed helpful and approachable | 74.7 | 74.1 | 76.2 | 77.6 | 77.9 | 71.6 | 70.2 | 72.6 | 74.9 | 74.5 | 73.2 | 72.2 | 74.3 | 76.2 | 76.2 |
| Teachers set assessment tasks that challenge you to learn | 79.0 | 79.3 | 80.6 | 81.2 | 79.7 | 75.3 | 74.3 | 75.6 | 77.0 | 76.6 | 77.2 | 76.8 | 78.0 | 79.0 | 78.2 |
| Quality of teaching | 78.7 | 74.4 | 78.4 | 79.8 | 79.7 | 75.2 | 70.4 | 74.3 | 77.5 | 77.0 | 76.9 | 72.4 | 76.2 | 78.6 | 78.3 |
| Quality of entire educational experience | 77.2 | 70.0 | 75.0 | 77.9 | 78.2 | 74.8 | 67.1 | 71.6 | 75.7 | 75.9 | 76.0 | 68.5 | 73.2 | 76.7 | 77.1 |

A7.4 Student Support and Services (formerly Student Support)

Substantial changes were made to the Student Support focus area prior to the 2023 SES. The focus area was renamed to Student Support and Services, and seven new items were introduced to constitute the focus area. Though the underlying items changed, the intent of the focus area has remained consistent as students were asked their perceptions of the support and services offered by their institution. The main difference in 2023 was that where in previous years, many services asked about the availability and helpfulness of services separately, in 2023 these items asked how “helpful” students had “found the ... supports and services provided by their institution” and a positive response is where students have rated the support as “quite helpful” or “very helpful”.

Given the changes, item-level results for 2019-2022 time series results are presented in separate tables from the 2023 results (**Table 50** and **Table 51** for undergraduates, and **Table 52** and **Error! Reference source not found.** for postgraduate coursework). Previous years’ results will only be referenced where there is a conceptual alignment with previous data.

Across undergraduate study stages, the individual item with the highest percentage positive rating in 2023 was in relation to the ‘online learning platform’, with 76.4 per cent of undergraduates reporting that they found their online learning platform to be quite helpful or very helpful (Table 51). Commencing undergraduates, especially, found the online learning platform to be helpful, with 78.9 per cent.

On the lower end of the percentage positive rating spectrum was the item querying the helpfulness of financial and/or legal advisors. Overall, less than half (45.7 per cent) of undergraduates reported this service as being quite helpful or very helpful. Later year students seem to have less satisfaction with this service than do commencing students: 48.4 per cent of commencing undergraduates responded positively to this item, while only 42.0 per cent of later year undergraduates responded positively.

In general, later year undergraduates found support and services less helpful than commencing undergraduates did. The disparity between later year and commencing percentage positive ratings ranges from 4.1 percentage points for career development services, up to 8.5 percentage points for induction/orientation activities. Differences between commencing and later year scores may be due to certain support and services offering being more relevant at specific points during the

student experience. For instance, a substantial score gap between commencing and later year students related to induction and orientation activities may indicate that these activities are more relevant to commencing students. Likewise, the score gap for career development services is narrower, likely because these services become more relevant and timelier as a student progresses into their later years at the institution.

Postgraduate coursework percentage positive ratings were similar to undergraduate ratings across Student Support and Services items. Like undergraduates, the helpfulness of the online learning platform item was scored the highest positive response at 77.8 per cent (**Error! Reference source not found.**) and the helpfulness of financial and/or legal advisors the lowest percentage positive rating (45.7 per cent). Commencing postgraduate coursework students had higher percentage positive ratings than later year students. This divide between commencing and later year students is especially stark in the areas of induction/orientation activities and career development services.

Given that all Student Support and Services items were updated for the 2023 SES, additional timepoints in future years will be required to benchmark against past years and observe trends.

Table 50 Percentage positive scores for Student Support items, undergraduates by stage of studies, 2019-2022

| Category | Commencing | | | | Later year | | | | Total | | | |
|--|------------|------|------|------|------------|------|------|------|-------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| Experienced efficient enrolment and admissions processes | 74.3 | 74.5 | 72.2 | 71.5 | 71.0 | 71.1 | 70.5 | 70.5 | 72.9 | 73.1 | 71.4 | 71.0 |
| Induction/orientation activities relevant and helpful | 59.8 | 59.1 | 56.5 | 59.3 | 54.0 | 51.2 | 53.2 | 54.4 | 57.5 | 56.0 | 55.1 | 57.1 |
| Received support from institution to settle into study | 63.5 | 63.1 | 60.9 | 61.4 | 55.1 | 55.7 | 53.8 | 54.6 | 60.0 | 60.0 | 57.8 | 58.3 |
| Administrative staff or systems: available | 65.5 | 63.5 | 62.5 | 61.8 | 59.4 | 56.7 | 56.5 | 56.0 | 62.9 | 60.7 | 59.9 | 59.1 |
| Administrative staff or systems: helpful | 64.0 | 64.4 | 63.8 | 63.0 | 57.4 | 56.9 | 57.2 | 56.3 | 61.2 | 61.3 | 61.0 | 59.9 |
| Careers advisors: available | 52.0 | 51.6 | 52.6 | 52.6 | 48.0 | 47.4 | 47.5 | 48.5 | 50.3 | 49.8 | 50.3 | 50.7 |
| Careers advisors: helpful | 54.2 | 54.6 | 55.7 | 56.4 | 48.9 | 48.8 | 49.9 | 50.7 | 51.9 | 52.1 | 53.1 | 53.7 |
| Academic or learning advisors: available | 65.5 | 66.0 | 66.1 | 65.3 | 60.8 | 61.2 | 61.2 | 60.7 | 63.5 | 64.0 | 63.9 | 63.2 |
| Academic or learning advisors: helpful | 68.0 | 67.6 | 68.1 | 67.5 | 62.4 | 62.4 | 62.3 | 62.2 | 65.6 | 65.4 | 65.6 | 65.1 |
| Support services: available | 56.8 | 56.0 | 54.7 | 54.5 | 52.7 | 52.1 | 50.7 | 51.3 | 55.0 | 54.3 | 52.9 | 53.0 |
| Support services: helpful | 58.3 | 56.3 | 55.7 | 56.2 | 54.7 | 53.1 | 52.6 | 52.8 | 56.7 | 54.9 | 54.3 | 54.7 |

| Category | Commencing | | | | Later year | | | | Total | | | |
|--|------------|------|------|------|------------|------|------|------|-------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| Offered support relevant to circumstances | 52.9 | 54.4 | 52.1 | 54.2 | 48.0 | 49.8 | 47.3 | 49.2 | 50.8 | 52.4 | 49.9 | 51.9 |
| Received appropriate English language skill support | 47.8 | 47.5 | 47.8 | 50.1 | 43.5 | 42.8 | 44.3 | 46.9 | 46.0 | 45.6 | 46.3 | 48.7 |
| Experienced efficient enrolment and admissions processes | 74.3 | 74.5 | 72.2 | 71.5 | 71.0 | 71.1 | 70.5 | 70.5 | 72.9 | 73.1 | 71.4 | 71.0 |

Table 51 Percentage positive scores for Student Support and Services items, undergraduate by stage of studies, 2023

| Category | Commencing | Later Year | Total |
|--|------------|------------|-------|
| Helpful support and services: enrolment process and support | 67.2 | 61.5 | 64.6 |
| Helpful support and services: induction/orientation activities | 62.8 | 54.3 | 59.3 |
| Helpful support and services: online learning platform | 78.9 | 73.5 | 76.4 |
| Helpful support and services: career development services | 53.9 | 49.8 | 52.0 |
| Helpful support and services: study or learning support services | 67.2 | 59.5 | 63.7 |
| Helpful support and services: counsellors and or health services | 60.0 | 55.7 | 58.1 |
| Helpful support and services: financial and or legal advisors | 48.4 | 42.0 | 45.7 |

Table 52 Percentage positive scores for Student Support items, postgraduate coursework by stage of studies, 2019-2022

| Category | Commencing | | | | Later year | | | | Total | | | |
|--|------------|------|------|------|------------|------|------|------|-------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| Experienced efficient enrolment and admissions processes | 75.7 | 76.4 | 73.6 | 74.7 | 76.6 | 76.0 | 75.4 | 75.4 | 76.1 | 76.2 | 74.5 | 75.1 |
| Induction/orientation activities relevant and helpful | 64.1 | 62.3 | 58.0 | 62.7 | 63.0 | 60.7 | 60.4 | 60.3 | 63.6 | 61.5 | 59.2 | 61.5 |

| - Category | Commencing | | | | Later year | | | | Total | | | |
|--|------------|------|------|------|------------|------|------|------|-------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 | 2019 | 2020 | 2021 | 2022 |
| Received support from institution to settle into study | 63.3 | 63.8 | 60.5 | 63.4 | 61.6 | 62.1 | 60.1 | 59.4 | 62.5 | 62.9 | 60.3 | 61.4 |
| Administrative staff or systems: available | 65.9 | 64.9 | 62.5 | 64.0 | 64.6 | 61.4 | 62.2 | 62.2 | 65.2 | 63.1 | 62.4 | 63.1 |
| Administrative staff or systems: helpful | 65.5 | 66.0 | 64.2 | 65.4 | 63.3 | 62.0 | 63.4 | 63.1 | 64.4 | 64.0 | 63.8 | 64.2 |
| Careers advisors: available | 51.2 | 52.5 | 53.5 | 56.4 | 49.2 | 49.4 | 51.8 | 53.3 | 50.1 | 50.8 | 52.5 | 54.8 |
| Careers advisors: helpful | 51.8 | 53.4 | 54.8 | 57.8 | 48.9 | 50.3 | 53.1 | 54.0 | 50.3 | 51.7 | 53.8 | 55.8 |
| Academic or learning advisors: available | 66.6 | 67.5 | 68.2 | 69.3 | 64.6 | 63.8 | 66.0 | 66.5 | 65.6 | 65.6 | 67.0 | 67.9 |
| Academic or learning advisors: helpful | 67.5 | 67.8 | 68.9 | 69.7 | 64.8 | 64.3 | 66.0 | 66.9 | 66.2 | 66.0 | 67.3 | 68.2 |
| Support services: available | 55.9 | 56.3 | 52.5 | 56.4 | 55.3 | 55.4 | 55.2 | 55.4 | 55.6 | 55.8 | 54.1 | 55.9 |
| Support services: helpful | 56.9 | 56.2 | 53.1 | 57.7 | 56.1 | 55.7 | 56.0 | 56.4 | 56.5 | 55.9 | 54.9 | 57.0 |
| Offered support relevant to circumstances | 53.4 | 55.5 | 50.3 | 55.6 | 53.8 | 55.3 | 53.3 | 54.3 | 53.6 | 55.4 | 52.0 | 54.9 |
| Received appropriate English language skill support | 51.9 | 48.8 | 45.5 | 52.5 | 52.4 | 50.0 | 51.4 | 52.1 | 52.2 | 49.4 | 49.0 | 52.3 |
| Experienced efficient enrolment and admissions processes | 75.7 | 76.4 | 73.6 | 74.7 | 76.6 | 76.0 | 75.4 | 75.4 | 76.1 | 76.2 | 74.5 | 75.1 |

Table 53 Percentage positive scores for Student Support and Services items, postgraduate coursework by stage of studies, 2023

| Category | Commencing | Later Year | Total |
|--|------------|------------|-------|
| Helpful support and services: enrolment process and support | 73.7 | 70.8 | 72.3 |
| Helpful support and services: induction/orientation activities | 68.6 | 63.3 | 66.1 |
| Helpful support and services: online learning platform | 78.7 | 76.8 | 77.8 |
| Helpful support and services: career development services | 58.4 | 53.0 | 55.7 |
| Helpful support and services: study or learning support services | 70.3 | 66.2 | 68.3 |

| Category | Commencing | Later Year | Total |
|--|------------|------------|-------|
| Helpful support and services: counsellors and or health services | 65.3 | 61.7 | 63.6 |
| Helpful support and services: financial and or legal advisors | 54.0 | 49.7 | 52.0 |

A7.5 Learning Resources

In 2023 and for the third year in a row, the Learning Resources focus area had the highest percentage positive rating among undergraduate students. Undergraduate ratings of this focus area dropped by 7.9 percentage points from 2019 to 2020 before regaining 4.0 percentage points in 2021 and 3.6 percentage points in 2022. In 2023, the rate of increase slowed with the focus area only improving by 0.2 points for a percentage positive score of 83.8. The learning resources focus area has nearly returned to its 2019 rating of 83.9. It is likely that the downward shift in 2020 was mainly driven by a lack of access to laboratory or studio equipment due to the COVID-19 pandemic, with a large rise in 2021 and 2022, and a leveling off in 2023 approaching pre-COVID levels.

Despite these steady increases in the overall focus area score, the scores of some individual learning resources items have had very slight declines in the last year. As shown in

Table 54, there was a narrow range of score change across all learning resources items from 2022 to 2023 of less than 1.0 percentage points reveals consistency in item performance across these years, compared to the years affected by the response to the COVID-19 pandemic.

Among undergraduate item scores, those areas which scored higher in 2023 than in 2019 are the quality of the teaching spaces (0.7 percentage points higher than 2019) and the quality of student spaces and common areas (3.5 percentage points higher than 2019).

As seen in **Table 55**, after a stark 10.2 per cent drop in the Learning Resources focus area rating among postgraduate coursework students in 2020, the focus area score recovered rapidly and is now 1.8 percentage points higher than in 2019.

Patterns in postgraduate coursework score changes in this area are largely similar to those seen in undergraduate student scores, including substantial declines in the quality of laboratory or studio equipment and quality of teaching spaces scores in 2020 followed by rapid then slowing increases across all items between 2021 and 2022 (see **Table 55**).

Unlike undergraduates scores, however, most postgraduate coursework scores continued to increase in 2023. Likewise, most areas remained above 2019 ratings after surpassing them in 2022, with the quality of student spaces and common areas score now 4.9 percentage points above 2019. The only item which remained lower than 2019, the quality of computing and IT resources, has been steadily increasing between 2021 and 2023 and is now only 0.1 per cent below the 2019 rating.

Note that the item related to the quality of the online learning platform was never included in the Learning Resources focus area score and has been added to the Student Support and Services focus area in 2023.

Table 54 Percentage positive scores for Learning Resources items, undergraduates by stage of studies, 2019-2023

| - Category | Commencing | | | | | Later year | | | | | Total | | | | |
|--|------------|------|------|------|------|------------|------|------|------|------|-------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Quality of teaching spaces | 88.7 | 81.7 | 86.4 | 89.2 | 89.3 | 82.2 | 73.9 | 78.4 | 83.3 | 83.5 | 86.0 | 78.5 | 83.0 | 86.6 | 86.7 |
| Quality of student spaces and common areas | 82.1 | 76.8 | 81.1 | 84.5 | 85.1 | 74.1 | 68.2 | 72.2 | 77.8 | 78.7 | 78.7 | 73.3 | 77.4 | 81.5 | 82.2 |
| Quality of online learning materials | 87.1 | 82.6 | 84.5 | 86.1 | 86.0 | 82.0 | 78.2 | 78.8 | 80.8 | 80.8 | 84.9 | 80.8 | 82.0 | 83.7 | 83.6 |
| Quality of computing/IT resources | 84.1 | 78.5 | 80.4 | 82.1 | 82.5 | 78.7 | 73.1 | 74.0 | 76.8 | 76.6 | 81.8 | 76.3 | 77.7 | 79.7 | 79.8 |
| Quality of assigned books, notes and resources | 80.7 | 78.9 | 79.6 | 79.8 | 79.7 | 76.3 | 73.9 | 75.5 | 76.9 | 76.5 | 78.8 | 76.8 | 77.8 | 78.5 | 78.2 |
| Quality of laboratory or studio equipment | 85.4 | 73.4 | 81.2 | 84.7 | 84.5 | 78.0 | 66.6 | 72.0 | 77.9 | 77.7 | 82.3 | 70.6 | 77.3 | 81.7 | 81.5 |
| Quality of library resources and facilities | 88.0 | 82.9 | 85.7 | 87.5 | 87.8 | 84.1 | 77.0 | 80.4 | 84.1 | 84.1 | 86.3 | 80.5 | 83.4 | 86.0 | 86.1 |
| Quality of online learning platform* | - | 85.8 | 87.1 | 88.1 | - | - | 82.3 | 82.8 | 84.7 | - | - | 84.3 | 85.2 | 86.5 | - |

* The Learning Resources item "Quality of online learning platform" (QLMS) was introduced in 2020 and retired in 2023. Note that this item was not included in the calculation of the overall Learning Resources focus area score between 2020 and 2022.

Table 55 Percentage positive scores for Learning Resources items, postgraduate coursework by stage of studies, 2019-2023

| - | Commencing | | | | | Later year | | | | | Total | | | | |
|--|------------|------|------|------|------|------------|------|------|------|------|-------|------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Quality of teaching spaces | 84.8 | 75.9 | 79.6 | 86.1 | 87.4 | 83.3 | 73.0 | 78.1 | 83.5 | 84.9 | 84.0 | 74.4 | 78.7 | 84.8 | 86.2 |
| Quality of student spaces and common areas | 80.5 | 72.0 | 73.7 | 83.9 | 85.2 | 77.2 | 69.3 | 74.3 | 80.8 | 82.1 | 78.8 | 70.6 | 74.1 | 82.3 | 83.7 |
| Quality of online learning materials | 86.4 | 82.7 | 84.6 | 86.9 | 87.1 | 85.0 | 80.0 | 82.2 | 84.6 | 84.7 | 85.7 | 81.4 | 83.4 | 85.7 | 85.9 |
| Quality of computing/IT resources | 83.3 | 77.7 | 79.8 | 82.5 | 83.8 | 81.7 | 74.9 | 77.8 | 80.5 | 80.9 | 82.5 | 76.3 | 78.7 | 81.5 | 82.4 |
| Quality of assigned books, notes and resources | 82.9 | 80.2 | 82.9 | 84.8 | 85.0 | 80.5 | 76.9 | 80.0 | 82.4 | 82.8 | 81.7 | 78.6 | 81.4 | 83.6 | 83.9 |
| Quality of laboratory or studio equipment | 80.6 | 65.1 | 71.1 | 81.0 | 81.3 | 77.5 | 63.2 | 69.6 | 76.7 | 77.5 | 79.0 | 64.1 | 70.2 | 78.8 | 79.5 |
| Quality of library resources and facilities | 86.5 | 80.1 | 83.8 | 87.7 | 88.1 | 84.7 | 77.6 | 82.3 | 86.5 | 86.7 | 85.6 | 78.8 | 83.0 | 87.1 | 87.4 |
| Quality of online learning platform* | | 84.9 | 85.6 | 87.0 | | | 83.2 | 84.9 | 86.0 | | | 84.0 | 85.3 | 86.5 | |

* The Learning Resources item "Quality of online learning platform" (QLMS) was introduced in 2020 and retired in 2023. Note that this item was not included in the calculation of the overall Learning Resources focus area score between 2020 and 2022.

Appendix 8 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.

A8.1 SES results

A8.1.1 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** 'Review of the SES'. Results at the item level for each focus area is available in Detailed focus area items.

Appendix 4 'Production of scores' 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 |
| ALL | Figures 1, 3 | FOCUS_ALL_ALL_17-YY | Student experience (% positive rating, 2017-2023) among all course levels from all provider types by level and stage of study |
| UG | Table 1 | FOCUS_UG_ALL_12-YY_YEAR | Student experience (% positive rating) among undergraduate coursework students from all provider types by year |
| PGC | Table 2 / 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_SG | Student experience (% positive rating, 2023) among undergraduates from all provider types by demographic and contextual group |
| UG | Table 3 / Figures 4-9 | FOCUS_UG_ALL_17-YY_SG | Student experience (% positive rating, 2017-2023) among undergraduates from all provider types by demographic and contextual group |

| Course level | Report reference | Sheet name | Table title |
|--------------|---------------------------|--------------------------|--|
| UG | - | FOCUS_UG_UNI_1Y_SG | Student experience (% positive rating, 2023) among undergraduates from universities by demographic and contextual group |
| UG | - | FOCUS_UG_NUHEI_1Y_SG | Student experience (% positive rating, 2023) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC | - | FOCUS_PGC_ALL_1Y_SG | Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC | Table 4 / Figures 4-8, 10 | FOCUS_PGC_ALL_17-YY_SG | Student experience (% positive rating, 2017-2023) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC | - | FOCUS_PGC_UNI_1Y_SG | Student experience (% positive rating, 2023) among postgraduate coursework students from universities by demographic and contextual group |
| PGC | - | FOCUS_PGC_NUHEI_1Y_SG | Student experience (% positive rating, 2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | - | FOCUS_UG_ALL_1Y_AREA | Student experience (% positive rating, 2023) among undergraduates from all provider types by 21 study areas |
| 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 | - | FOCUS_PGC_ALL_1Y_AREA | Student experience (% positive rating, 2023) among postgraduate coursework students from all provider types 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 |

| Course level | Report reference | Sheet name | Table title |
|--------------|------------------|-----------------------------|---|
| 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 |
| 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 | - | FOCUS_UG_ALL_17-YY_E942 | Student experience (% positive rating, 2017-2023) among undergraduates from all provider types by citizenship status |
| PGC | - | 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_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 |
| 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 |

| Course level | Report reference | Sheet name | Table title |
|--------------|------------------|-------------------------------|--|
| 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 |

A8.1.2 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 | Figure 14 | CONSID_UG_ALL_17-YY_SG | Percentage who considered early departure, 2017 - 2023 among undergraduates from all provider types by demographic and contextual group |
| UG | - | CONSID_UG_UNI_17-YY_SG | Percentage who considered early departure, 2017 - 2023 among undergraduates from universities by demographic and contextual group |
| UG | - | CONSID_UG_NUHEI_17-YY_SG | Percentage who considered early departure, 2017 - 2023 among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC | Figure 14 | CONSID_PGC_ALL_17-YY_SG | Percentage who considered early departure, 2017 - 2023 among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC | - | CONSID_PGC_UNI_17-YY_SG | Percentage who considered early departure, 2017 - 2023 among postgraduate coursework students from universities by demographic and contextual group |
| PGC | - | CONSID_PGC_NUHEI_17-YY_SG | Percentage who considered early departure, 2017 - 2023 among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | Table 10 | CONSID_UG_ALL_17-YY_CH | Percentage selected reasons for considered early departure among undergraduates from all provider types by year |
| UG | - | 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 | Table 10 | CONSID_PGC_ALL_17-YY_CH | Percentage selected reasons for considered early departure among postgraduate coursework students from all provider types by year |
| PGC | - | 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 |

A8.1.3 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 |
|--------------|------------------|-----------------------------|--|
| ALL | Figure 15 | BELONGSAT_ALL_ALL_17-YY | Student sense of belonging (% positive rating, 2017 - 2023) among all course levels from all provider types by level and stage of study |
| UG | Table 11 | - | Student sense of belonging (% positive rating, 2017 - 2023) among undergraduates from all provider types by demographic and contextual group |
| PGC | - | BELONGSAT_UG_ALL_17-YY_SG | Student sense of belonging (% positive rating, 2017 - 2023) among postgraduate coursework students from all provider types by demographic and contextual group |
| UG | - | - | Student sense of belonging (% positive rating, 2017 - 2023) among undergraduates from all provider types by 21 study areas |
| PGC | - | BELONGSAT_PGC_ALL_17-YY_SG | Student sense of belonging (% positive rating, 2017 - 2023) among postgraduate coursework students from all provider types by 21 study areas |
| UG | - | - | Student sense of belonging (% positive rating, 2017 - 2023) among undergraduates from all provider types by type of institution |
| PGC | - | BELONGSAT_UG_ALL_17-YY_AREA | Student sense of belonging (% positive rating, 2017 - 2023) among postgraduate coursework students from all provider types by type of institution |

A8.1.4 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_17-YY_E942 | Negative effects on study (% negatively affected) among undergraduates from all provider types by citizenship status, 2017-2023 |
| PGC | - | ASTD_PGC_ALL_17-YY_E942 | Negative effects on study (% negatively affected) among postgraduate coursework students from all provider types by citizenship status, 2017-2023 |

A8.1.5 Detailed focus area items

The following tables give the breakdown of items within the Skills Development, Peer Engagement (formerly Learner 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 and Engagement focus area.

Appendix 4 'Production of scores' 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 |
| 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 |

| Course level | Report reference | Sheet name | Table title |
|--------------|------------------|-----------------------------|---|
| | | | 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 |
| 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 |

| Course level | Report reference | Sheet name | Table title |
|--------------|------------------|----------------------------|--|
| | | | 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 |

A8.1.6 Freedom of expression

These items are related to students' perceptions of freedom of expression on campus. 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 | Table 12 | FOEX_ALL_ALL_1Y | Freedom of expression (% positive rating, 2023) among all course levels from all provider types by level and stage of study |
| UG | Table 13 | FOEX_UG_ALL_2Y_SG | Freedom of expression (% positive rating, 2022 and 2023) among undergraduates from all provider types by demographic and contextual group |
| UG | - | FOEX_UG_UNI_1Y_SG | Freedom of expression (% positive rating, 2023) among undergraduates from universities by demographic and contextual group |

| Course level | Report reference | Sheet name | Table title |
|--------------|------------------|----------------------|---|
| UG | - | FOEX_UG_NUHEI_1Y_SG | Freedom of expression (% positive rating, 2023) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC | - | FOEX_PGC_ALL_1Y_SG | Freedom of expression (% positive rating, 2023) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC | | FOEX_PGC_UNI_1Y_SG | Freedom of expression (% positive rating, 2023) among postgraduate coursework students from universities by demographic and contextual group |
| PGC | | FOEX_PGC_NUHEI_1Y_SG | Freedom of expression (% positive rating, 2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |

A8.2 Methodological tables

A8.2.1 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 2023 SES Methodological Report, which is available on the QILT website.

| Course level | Report reference | Sheet name | Table title |
|--------------|------------------|-------------------------|--|
| ALL | Table 15 | RR_ALL_UNI_14-YY_INST | Response rates among all course levels from universities by institution |
| ALL | Table 15 | RR_ALL_NUHEI_14-YY_INST | Response rates among all course levels from non-university higher education institutes (NUHEIs) by institution |
| ALL | - | RR_ALL_ALL_1Y_INST | Response rates among all course levels from all provider types by provider type |
| ALL | - | RR_ALL_ALL_12-YY_INST | Response rates among all course levels from all provider types by provider type |

A8.2.2 Response characteristics and representativeness

| Course Level | Report reference | Sheet name | Table Title |
|--------------|------------------|------------------------|---|
| UG | Table 16 | CHAR_UG_ALL_1Y_SG | Response characteristics (2023) among undergraduates from all provider types by demographic and contextual group |
| UG | - | CHAR_UG_UNI_1Y_SG | Response characteristics (2023) among undergraduates from universities by demographic and contextual group |
| UG | - | CHAR_UG_NUHEI_1Y_SG | Response characteristics (2023) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC | Table 17 | CHAR_PGC_ALL_1Y_SG | Response characteristics (2023) among postgraduate coursework students from all provider types by demographic and contextual group |
| PGC | - | CHAR_PGC_UNI_1Y_SG | Response characteristics (2023) among postgraduate coursework students from universities by demographic and contextual group |
| PGC | - | CHAR_PGC_NUHEI_1Y_SG | Response characteristics (2023) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| UG | Table 18 | CHAR_UG_ALL_1Y_AREA | Response characteristics (2023) among undergraduates from all provider types by 21 study areas |
| 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 |
| ALL | Table 19 | 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 | - | 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 |

| Course Level | Report reference | Sheet name | Table Title |
|--------------|------------------|---------------------------|---|
| 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 |
| 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 | - | 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 | - | 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 |

A8.2.3 Confidence intervals and weighting

| Course Level | Report reference | Sheet name | Table Title |
|--------------|------------------|-------------------------|--|
| UG | Figure 11 | 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 | Figure 12 | QOE_PGC_UNI_1Y_INST_FIG | Quality of entire educational experience (2023, with 90% confidence intervals) among postgraduate coursework students from universities by institution |

| Course Level | Report reference | Sheet name | Table Title |
|--------------|------------------|----------------------------|---|
| PGC | - | 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 | - | 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 |
| 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 | - | 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_SG | 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_SG | 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_SG_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 |
| UG | - | QOEQOT_UG_UNI_1Y_SG_CI | Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among undergraduates from universities by demographic and contextual group |
| UG | - | QOEQOT_UG_NUHEI_1Y_SG_CI | Quality of overall education and quality of teaching (% positive rating, 2023, with 90% confidence intervals) among undergraduates |

| Course Level | Report reference | Sheet name | Table Title |
|--------------|------------------|-----------------------------|---|
| | | | from non-university higher education institutes (NUHEIs) by demographic and contextual group |
| PGC | Table 21 | QOEQOT_PGC_ALL_1Y_SG_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_SG_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_SG_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 22 | 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 |
| PGC | Table 23 | 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 |