

2022 Student Experience Survey

National Report – Accessible

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**Social
Research
Centre**

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For more information on the conduct and results of the 2022 SES, see the QILT website: www.qilt.edu.au. The QILT team can be contacted by email at qilt@srcentre.com.au.

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1. Introduction

The 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, Learner Engagement, Teaching Quality, 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 3: Production of scores. The survey items and response frames are reproduced in Appendix 2: Student Experience Questionnaire (SEQ).

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 only 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 from the 2014 SES. In 2020, a new international student module was added to measure broader aspects of the international student experience including 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 can be found in Appendix 2: Student Experience Questionnaire (SEQ).

In 2020, the scope of the SES was extended to include all higher education institutions, including for the first time, non-Higher Education Support Act (HESA) approved providers. All 42 Australian universities participated in the 2022 SES as well as 99 NUHEIs, for a total of 141 institutions, compared with 139 institutions in 2021 and 133 institutions in 2020. As in previous years, the 2022 SES in-scope survey population consisted of commencing and later year onshore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions. In 2020 the scope of the SES was also 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 2022 given the ongoing travel restrictions entering Australia.

The main online fieldwork period ran from 28 July to 28 August 2022. A secondary collection ran from 28 September to 31 October 2022. From a final in-scope sample of 643,337, responses were received from a total of 264,660 students, which equated to 280,414 valid surveys once combined and double degrees were taken into account. This represents an overall response rate of 37.0 per cent, down from 41.1 per cent in 2021 and from 44.1 in 2020. Although the response rate did decline in 2022, it is still 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.

1.1 Changes to the student experience since 2019

The higher education sector, like many others, has been subject to substantial challenges arising from the ongoing effects of the COVID-19 pandemic. Higher education institutions have been required to adapt their teaching and learning arrangements quickly in response to changing government mandated restrictions and health advice in relation to the pandemic over the last three years. The 2022 SES provides an opportunity to measure how the higher

education sector has responded in its third year of dealing with these challenges, at least, as seen from the perspective of students and their lived experience of these changes.

Prior to 2020, results from the SES had shown remarkable stability, at least at 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. Previous surveys have shown that there are larger differences in student ratings across demographic groups, study areas and institutions providing insight into areas of good practice and highlighting areas in need of improvement.

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. This upward trend continued in 2022, 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 ratings in 2022, it is still around 5 percentage points below the levels seen prior to the COVID-19 pandemic. In addition, Student Support is the only focus area to have seen ratings fall for the past two years.

This report focuses on changes in the student experience since 2019. The results of the SES over the last three to 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. Results

2.2 The student experience over time

Undergraduate student ratings of the Quality of entire educational experience increased 2.8 percentage points from 73.1 per cent in 2021 to 75.9 per cent in 2022, as shown by Table 1. This mirrors the positive change in rating seen in 2021, following the substantial reduction in the undergraduate rating in 2020. However, it is not a full recovery to the 78 per cent to 80 per cent range observed prior to 2020. In 2022, positive ratings mostly increased for all focus areas in comparison to both 2020 and 2021. Viewed in the COVID-19 context, this could suggest that institutions have now more successfully adapted to, or improved 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 with Skills Development, Teaching Quality, and Student Support showing little variation from 2019 to 2022; whereas ratings for Learner Engagement have been more volatile over the same period. Whilst ratings for Learner Engagement increased by 4.2 percentage points from 2020 to 2021 and 6.5 percentage points from 2021 to 2022, this has still not returned to the 60 per cent or above ratings seen in 2019 and years prior. 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. For a closer examination of changes in student ratings to each of the focus areas' underlying items, refer to Appendix 6: Results for individual questionnaire items.

Table 1 The undergraduate student experience, 2015-2022 (% positive rating)

	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
2015 ^{††}	81.2	60.3	81.7	72.3	85.6	79.9
2016	81.2	61.9	81.4	71.8	84.8	79.9
2017	80.6	59.6	80.3	72.8	83.3	78.5

	Skills Development	Learner Engagement	Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
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

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

3. Level and stage of study

The trends in positive focus area ratings are similar for both undergraduate and postgraduate coursework levels of study. Commencing students tend to rate the focus areas higher than later year students, other than in the area of Skills Development but the trends are similar for both groups.

When comparing overall undergraduate and postgraduate coursework ratings in 2022, there was generally little variation. The main area of differentiation was in ratings of Learner Engagement with undergraduate students rating this more than 6 percentage points higher than postgraduate coursework students. Comparing results between 2020 and 2022 (as shown by Table 2), the biggest difference between undergraduate and postgraduate coursework student ratings was for the Learner Engagement focus area. Undergraduate ratings increased by 10.7 percentage points whilst this shift was less marked, although still positive, for postgraduate coursework students, increasing by 6.3 percentage points.

In 2022, undergraduate commencing students reported higher ratings than later year students for a number of focus areas including Teaching Quality, Student Support and Learning Resources, as well as the Quality of entire educational experience.

For postgraduate coursework students in 2022, differences in ratings between commencing and later year students were less apparent. The biggest variations were seen for the Teaching Quality, Student Support and Learning Resources areas for which commencing students rated three percentage points higher than later year students. It is notable that Student Support was the one focus area where ratings amongst all study levels and stages – with the exception of undergraduate later years which has retained the same percentage positive rating between 2020-2022 – were lower than 2020. Whilst scores only fluctuated by one or two percentage points, this suggests that perceptions of support are an important issue for students across all levels and stages of study.

Table 2 The student experience by level and stage of study, 2020-2022 (% positive rating)

	SD 2019	SD 2020	SD 2021	LE 2019	LE 2020	LE 2021	TQ 2019	TQ 2020	TQ 2021	SS 2019	SS 2020	SS 2021	LR 2019	LR 2020	LR 2021	OE 2019	OE 2020	OE 2021
Undergraduate			80.5		48.7	55.2	78.0	79.4	80.1	73.7	72.6	72.9	76.0	80.0	83.6	68.7	73.1	75.9
Commencing			79.6		49.0	55.8		82.5	83.0	76.7	75.7	76.0	79.4	83.9	86.8	71.2	76.5	79.1
Later year		80.6	81.5	47.2	48.2	54.4	73.9	75.5	76.9	69.4	68.6	69.3	71.1	74.6	79.6	65.1	68.6	72.2
Postgraduate coursework		78.9	81.1	42.4	41.7	48.7	78.0		82.1	74.0	73.7	75.3	72.6	77.2	83.5	68.5	73.2	76.7
Commencing	77.3	77.8	80.7	39.3	38.6	49.2	80.0	82.2	83.7	75.7	74.5	76.6	74.3	78.3	85.3	70.0	75.0	77.9
Later year	79.3	80.0	81.6		44.4	48.3	76.0	78.2	80.5	72.3	73.0	74.0	71.0	76.4	81.8	67.1	71.6	75.7

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

4. Demographic group

Changes in teaching and learning arrangements since 2019 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, 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. In 2021, positive ratings did increase for younger persons and internal students, which can likely be attributed to some return to on-campus learning and also a change in the expectations and experience of students. This upward trend continued in 2022, as most COVID-19 restrictions had been lifted across Australia.

Internal /mixed mode study mode students (who had attended 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 the past two years, however, internal/mixed mode student ratings are still 3 percentage points below 2019, compared to only a 1.2 percentage point difference for external students.

Similarly, internal/mixed mode students rated Learning Resources lower than external students. Ratings of Learning Resources by external students remained relatively unchanged in 2021, whereas for internal/mixed mode students, ratings reported were more than 4 percentage points higher than the previous year. In 2022, ratings of Learning Resources by internal/mixed mode students increased again, returning to a level seen prior to 2020. External student ratings also increased in 2022, surpassing ratings seen prior to 2020. It is unsurprising that internal/mixed mode students have experienced much larger fluctuations in ratings than external students in the past three years. The changes in teaching and learning arrangements with increased online delivery of courses in 2020 and 2021 is more likely to have impacted internal than external students. This is borne out by SES results since 2019 and once again appears to demonstrate the sensitivity of the SES instrument to changes in the higher education context.

It should also be borne in mind, however, that changes in course delivery and shifting patterns of internal/mixed mode and external students make interpretation of student ratings less clear cut than is usually the case. 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 of courses, they have been reported as internal study mode. Other institutions have reported similar students as shifting from internal study in 2019 to external study in 2020 and back to internal in 2021 and 2022. 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.

These issues appear to have particularly affected results from the Learner Engagement focus area. Internal/mixed mode students' rating of Learner Engagement declined by 16.8 percentage points between 2019 and 2020, whereas external students' rating of Learner Engagement has increased by 8.6 percentage points. In 2021, internal/mixed mode students' rating of Learner Engagement increased by 5.4 percentage points and external students rating declined 8.1 percentage points. These changes in ratings for external students were likely to have resulted from changes in enrolment patterns and how they were recorded by institutions, rather than a 'genuine' change in the experience of these students. It is interesting to observe that in 2022, external ratings of Learner Engagement increased by 3.2 percentage points from 2021, resulting in a net increase of 3.7 percentage points since 2019. While still a very low positive rating of 28.0 per cent, it is an improvement from ratings seen prior to 2020 and may be attributable to an increased focus on online delivery by institutions which has benefited those studying externally. The difficulties in interpreting results for the Learner Engagement focus area has resulted in changes to reporting at the institution level, as discussed in section five below.

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, Learner Engagement, Teaching Quality, Student Support and Learning Resources. 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, it has increased to a high of 61.5 per cent in 2022. 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.

Changes in student ratings amongst other demographic groups from 2019 to 2022 were broadly similar. One point worth noting is that male students' rating of the Quality of entire educational experience fell by more than female students in 2020, 11.8 percentage points and 8.7 percentage points respectively, but have since increased by more in the past two years, up 9.2 percentage points in comparison to female ratings which have risen by 6.0 percentage points.

Table 3 The undergraduate student experience by demographic group, 2020-2022 (% positive rating)^{††}

	SD 2019	SD 2020	SD 2021	LE 2019	LE 2020	LE 2021	TQ 2019	TQ 2020	TQ 2021	SS 2019	SS 2020	SS 2021	LR 2019	LR 2020	LR 2021	OE 2019	OE 2020	OE 2021
Gender: Male	74.3	75.5	77.3	45.2	48.8	56.4	74.6	76.6	78.2	71.1	70.5	72.0	73.7	77.6	82.5	64.3	69.3	73.5
Gender: Female	80.2	81.3	82.1	44.1	48.7	54.5	79.9	80.9	81.1	75.1	73.7	73.3	77.4	81.3	84.2	71.1	75.0	77.1
Age: Under 25	78.2	79.5	80.7	47.0	52.0	59.5	77.7	79.3	80.1	73.1	71.9	72.1	76.2	80.3	84.0	67.9	72.5	75.6
Age: 25 to 29	78.0	79.1	80.0	40.9	43.9	48.0	76.7	77.5	78.4	73.9	72.5	72.9	74.0	76.8	80.5	68.2	71.5	73.7
Age: 30 to 39	77.2	78.2	78.9	34.3	36.9	40.6	78.3	79.4	79.6	75.7	74.7	75.2	75.5	78.8	81.7	71.5	74.6	76.1
Age: 40 and over	78.2	79.0	80.6	31.5	33.3	35.6	82.9	83.4	83.7	78.4	77.3	78.4	78.0	81.0	83.7	77.1	79.3	80.9
Indigenous	79.3	79.4	79.7	41.3	45.9	47.8	80.2	79.0	78.7	77.0	72.8	74.7	78.2	80.8	82.2	71.2	74.4	76.1
Non- Indigenous	78.0	79.3	80.5	44.5	48.7	55.3	77.9	79.4	80.2	73.6	72.6	72.9	76.0	80.0	83.6	68.6	73.1	75.9
Home language: English	78.4	79.6	80.5	44.0	48.6	54.1	78.6	80.0	80.6	74.3	72.8	72.9	76.7	80.8	83.7	69.6	74.0	76.7

	SD 2019	SD 2020	SD 2021	LE 2019	LE 2020	LE 2021	TQ 2019	TQ 2020	TQ 2021	SS 2019	SS 2020	SS 2021	LR 2019	LR 2020	LR 2021	OE 2019	OE 2020	OE 2021
Home language: Other	75.8	77.3	80.2	46.9	48.9	59.0	74.1	76.4	78.4	70.6	71.5	72.9	73.0	75.8	83.2	63.3	68.2	72.8
Disability reported	75.2	75.7	77.3	39.5	45.0	50.9	75.7	76.6	78.1	73.2	70.8	71.3	72.9	77.2	80.5	65.7	69.9	73.8
No disability reported	78.3	79.6	80.8	44.8	49.0	55.6	78.1	79.7	80.4	73.7	72.7	73.1	76.2	80.2	83.9	68.9	73.3	76.1
Internal/Mixed study mode	77.8	79.4	80.7	46.7	52.1	59.6	77.2	79.0	79.8	73.1	71.9	72.1	75.6	80.0	83.6	67.2	72.3	75.2
External study mode	79.5	78.3	79.0	32.9	24.8	28.0	82.3	82.2	82.0	76.7	77.2	77.9	79.4	79.3	83.4	76.9	78.6	79.8
Residence status: Domestic student	78.6	79.7	80.2	43.5	48.7	54.0	78.9	80.0	80.1	74.4	73.0	72.5	77.3	81.1	83.5	70.0	74.1	76.2
Residence status: International student	75.7	77.1	81.8	48.7	48.4	61.5	73.8	75.9	80.2	70.7	70.6	75.0	71.6	73.9	83.8	63.0	67.2	74.4
First in family status**: First in family	77.6	79.4	80.7	42.5	48.2	53.9	82.1	83.0	83.7	78.4	77.4	77.9	81.0	85.1	87.5	72.9	77.8	79.9
First in family status**: Not first in family	76.1	77.7	79.2	43.4	50.6	59.0	81.1	82.5	83.0	76.3	74.4	74.6	79.5	84.1	87.2	70.9	76.1	79.2

	SD 2019	SD 2020	SD 2021	LE 2019	LE 2020	LE 2021	TQ 2019	TQ 2020	TQ 2021	SS 2019	SS 2020	SS 2021	LR 2019	LR 2020	LR 2021	OE 2019	OE 2020	OE 2021
Previous higher education experience**	76.0	78.8	79.6	40.6	47.1	53.1	79.1	81.3	82.7	74.3	74.0	74.1	76.9	81.9	85.6	69.9	75.9	78.7
Previous higher education experience **: At another institution	76.4	78.4	79.4	39.1	44.0	49.6	81.8	83.7	84.6	78.2	77.5	78.4	78.9	82.8	86.1	73.5	78.1	80.9
Previous higher education experience **: New to higher education	76.5	78.1	79.6	44.3	51.2	58.6	80.9	82.3	82.4	76.7	75.4	75.5	80.2	84.6	87.3	70.6	76.1	78.5
Socio-economic status***: High	77.4	78.9	-	43.3	50.7	-	78.4	79.9	-	72.3	70.7	-	75.4	80.8	-	69.6	74.0	-
Socio-economic status***: Medium	79.4	80.4	-	44.3	49.4	-	79.3	80.3	-	75.3	74.0	-	78.1	81.8	-	70.4	74.6	-
Socio-economic status***: Low	78.7	80.0	-	42.2	46.5	-	78.7	79.1	-	75.6	74.0	-	77.9	80.6	-	69.6	72.9	-
Location***†: Metro	78.6	79.9	-	44.5	50.4	-	78.6	80.0	-	73.9	72.7	-	77.2	81.2	-	69.7	73.9	-
Location***†:	78.9	79.5	-	40.7	44.7	-	79.8	80.1	-	76.3	74.1	-	78.0	81.8	-	71.0	75.1	-

	SD 2019	SD 2020	SD 2021	LE 2019	LE 2020	LE 2021	TQ 2019	TQ 2020	TQ 2021	SS 2019	SS 2020	SS 2021	LR 2019	LR 2020	LR 2021	OE 2019	OE 2020	OE 2021
Regional/remote																		
Total	78.0	79.3	80.5	44.5	48.7	55.2	78.0	79.4	80.1	73.7	72.6	72.9	76.0	80.0	83.6	68.7	73.1	75.9

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

NOTE: 2022 socio-economic status and location data were not available at the time this report was released. This data will be updated once it is available.

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

*** Locality statistics are calculated according to proportion for both 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.

5. Study area

Most study areas showed a similar pattern of improvement in ratings from 2021 to 2022, as shown by Table 4. In particular, the Learner Engagement focus area rating increased from 2021 across every study area, with Business and management and Communications students providing the biggest difference in rating. Additionally, the Skills Development and Learning Resources focus areas and Quality of entire educational experience ratings experienced mostly positive increases in ratings between 2021 and 2022.

Conversely, there was more variation in ratings between study areas for the Student Support and Learning Resources focus areas. There was a 13.4 percentage point difference between the highest (Agriculture and environmental studies) and lowest (Dentistry) ratings for Student Support in 2022. At the same time, the biggest difference in ratings for Learning Resources was also seen in these same two study areas, a difference of 15.6 percentage points.

As seen in 2021, student ratings from the Rehabilitation study area were consistently some of the highest across all study areas again in 2022, e.g., Skills Development, 88.7 per cent, Teaching Quality and Learning Resources, both 85.8 per cent, and Quality of entire educational experience, 82.0 per cent. In 2022, other high rating study areas included Medicine, Agriculture and environmental studies and Veterinary science. Study areas with some of the lowest ratings across each of the aspects of the student experience included Dentistry (also seen in 2021), Computing and information systems, and Engineering. It should also be noted that broad disciplinary aggregations 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 Appendix 7: Additional tables.

Table 4 The undergraduate student experience by study area, 2020-2022 (% positive rating)

	SD 2019	SD 2020	SD 2021	LE 2019	LE 2020	LE 2021	TQ 2019	TQ 2020	TQ 2021	SS 2019	SS 2020	SS 2021	LR 2019	LR 2020	LR 2021	OE 2019	OE 2020	OE 2021
Science and mathematics	75.4	77.5	79.0	41.9	47.8	56.0	78.9	81.0	82.1	73.2	72.1	72.3	77.5	84.0	87.2	67.0	73.0	77.2
Computing and information systems	71.5	72.2	74.4	46.0	46.4	53.8	70.7	72.5	74.9	69.9	69.6	72.7	70.1	73.6	80.8	62.1	65.5	70.4
Engineering	74.9	75.7	77.0	47.8	52.4	60.0	71.0	73.4	75.1	69.2	68.8	70.7	71.7	76.9	83.6	61.0	66.8	70.9
Architecture and built environment	75.6	77.5	78.9	46.2	54.3	61.6	74.4	77.5	78.6	68.5	68.8	69.6	69.1	74.6	79.6	63.8	70.5	73.6
Agriculture and environmental studies	77.2	78.9	80.0	41.4	40.0	47.4	83.0	86.5	86.2	77.2	78.3	77.7	81.0	84.8	88.1	74.0	82.6	83.6

	SD 2019	SD 2020	SD 2021	LE 2019	LE 2020	LE 2021	TQ 2019	TQ 2020	TQ 2021	SS 2019	SS 2020	SS 2021	LR 2019	LR 2020	LR 2021	OE 2019	OE 2020	OE 2021
Health services and support	80.3	80.2	81.9	43.4	46.5	53.2	81.0	81.5	82.0	75.9	74.6	74.6	78.4	80.9	84.3	72.0	75.0	77.7
Medicine	86.1	87.2	87.8	67.2	68.1	74.6	77.2	81.7	75.5	79.1	78.7	71.9	77.7	80.0	75.7	66.7	76.6	75.4
Nursing	80.6	81.6	82.0	44.7	47.3	52.3	73.9	73.9	74.3	74.0	71.5	70.8	77.0	79.2	82.3	65.0	68.2	69.9
Pharmacy	80.6	84.4	84.5	47.8	57.1	62.1	77.4	82.0	81.2	73.1	77.2	72.7	77.3	83.0	83.7	68.2	74.9	76.1
Dentistry	84.0	79.4	82.3	60.3	57.8	61.4	72.4	67.2	66.0	68.3	61.1	64.3	73.0	68.3	72.5	57.0	57.9	59.1
Veterinary science	80.0	82.2	82.5	54.1	58.6	62.6	78.4	78.7	83.0	75.6	75.1	75.3	79.1	84.5	87.3	63.7	73.5	80.6
Rehabilitation	87.1	88.7	88.7	58.5	63.5	70.6	86.1	86.6	85.8	80.4	78.2	75.9	83.1	85.0	85.8	76.6	81.8	82.0
Teacher education	81.9	82.2	81.3	46.5	48.3	50.4	79.9	81.2	79.5	75.5	74.0	72.6	78.8	80.5	81.5	73.6	77.1	76.3
Business and management	74.9	75.7	78.5	44.4	48.1	56.9	74.4	75.7	77.4	71.8	71.4	73.2	74.9	77.5	83.0	67.3	70.4	74.4
Humanities, culture and social sciences	78.1	79.9	80.7	39.0	45.8	51.9	82.9	84.5	84.5	75.0	72.2	72.3	78.8	82.4	85.3	72.8	76.4	79.1
Social work	83.1	85.5	86.1	44.2	50.8	55.8	80.7	82.7	82.8	75.8	75.0	75.7	74.1	77.6	80.3	71.5	76.5	77.9
Psychology	79.8	80.5	80.9	33.8	38.8	44.8	83.8	82.9	83.7	77.6	75.8	77.0	80.2	82.2	85.6	74.9	77.6	79.7
Law and paralegal studies	82.1	83.7	84.0	41.1	47.4	52.3	80.6	81.9	83.1	73.1	71.3	70.3	79.3	82.6	84.0	73.3	76.8	79.7
Creative arts	78.4	80.6	81.0	52.8	60.4	64.4	81.8	83.6	84.9	74.7	75.0	74.2	71.0	78.9	82.2	67.6	74.9	78.3

	SD 2019	SD 2020	SD 2021	LE 2019	LE 2020	LE 2021	TQ 2019	TQ 2020	TQ 2021	SS 2019	SS 2020	SS 2021	LR 2019	LR 2020	LR 2021	OE 2019	OE 2020	OE 2021
Communications	79.6	80.2	81.8	49.0	53.1	61.5	81.5	83.0	84.1	75.6	73.5	74.8	74.5	81.6	84.9	70.7	75.6	79.4
Tourism, hospitality, personal services, sport and recreation	80.0	80.9	81.6	53.4	54.9	62.0	80.2	84.5	81.9	76.0	80.5	78.1	80.0	82.7	85.0	75.6	79.6	78.0
Total	78.0	79.3	80.5	44.5	48.7	55.2	78.0	79.4	80.1	73.7	72.6	72.9	76.0	80.0	83.6	68.7	73.1	75.9

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

6. Institution

Generally speaking, student ratings at non-university higher education institutions (NUHEIs) tend to be higher than student ratings at universities, with the exception of Learning Resources. Despite this, both NUHEI and university student ratings declined in 2020, with the drop in ratings more keenly felt by universities. By 2022, NUHEI ratings had either fully or almost returned to 2019 levels for Skills Development, Learner Engagement and the Quality of entire educational experience. Furthermore, by 2022, NUHEI ratings of Student Support, Teaching Quality and Learning Resources had exceeded the positive ratings seen in 2019. While ratings at universities also increased in 2022 across all aspects of the student experience, unlike NUHEIs, they have yet to return to the same levels seen in 2019. The largest gap for universities remains in the area of Learner Engagement, which is still down 5.3 percentage points in 2022 compared to 2019.

The largest gap in student ratings between the two institution types was in the area of Student Support. In 2022, student ratings at NUHEIs were 8.3 percentage points higher than university student ratings. In 2019 there was only a 4.2 percentage point difference in these ratings.

Learner Engagement is also rated higher among students of NUHEIs than university students by 7.1 percentage points and this gap remains much wider than it was prior to 2020. Although NUHEI students' rating of Skills Development, Teaching Quality and the Quality of entire educational experience are higher than university student ratings, there is very little difference between them, only 2 to 3 percentage points in 2022. Student ratings of Learning Resources have historically been higher among university students than NUHEI students and this continued in 2022 with a difference of 5.5 percentage points.

Table 5 The undergraduate student experience by institution type, 2019-2022 (% positive rating)

	SD 2019	SD 2020	SD 2021	SD 2022	LE 2019	LE 2020	LE 2021	LE 2022	TQ 2019	TQ 2020	TQ 2021	TQ 2022
NUHEIs	81.8	79.7	80.9	82.4	63.1	55.6	57.1	61.7	82.1	80.6	81.3	83.4
Universities	81.3	77.9	79.1	80.3	59.9	43.2	47.9	54.6	80.9	77.6	79.2	79.9
All institutions	81.3	78	79.3	80.5	60.2	44.5	48.7	55.2	81	78	79.4	80.1

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

(Table 5 continued)

	SS 2019	SS 2020	SS 2021	SS 2022	LR 2019	LR 2020	LR 2021	LR 2022	OE 2019	OE 2020	OE 2021	OE 2022
NUHEIs	77.9	78.1	78.7	80.5	76.1	72.7	73.8	78.5	78.8	71.4	74.1	78.6
Universities	73.7	73.1	71.9	72.2	84.8	76.4	80.5	84	78.4	68.4	73	75.7
All institutions	74.1	73.7	72.6	72.9	83.9	76	80	83.6	78.5	68.7	73.1	75.9

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

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. Where confidence

intervals overlap between institutions, we cannot infer that there is or is not a significant difference in student ratings in a statistical sense.

Note, as discussed above in relation to student demographics, changes in enrolment patterns and institutional reporting practices have made it difficult to interpret SES results disaggregated by study mode. This particularly impacts reporting

of results from the Learner Engagement focus area. From 2016, results from this focus area at the institution by study level had been reported for internal/mixed mode students only because of concerns that the SES questionnaire did not adequately capture the learning engagement of external mode students, resulting in substantially lower positive ratings for this cohort of students. Since 2020, however, it has been extremely difficult to consistently and accurately identify the mode of attendance for any given student. If it was possible to identify the subset of students who had in fact continued with internal study methods, there would likely in many instances be too few survey responses to allow publication at the institution by study level. In light of these difficulties, the SES National Report and ComparED website have reverted to publication of the Learner Engagement focus area based on the entire student population, regardless of study mode.

Overall, the majority of universities' student ratings for the Quality of entire educational experience increased from 2021 to 2022. The universities with the highest student rating in 2022 included the University of Divinity (91.0 per cent), Avondale University (88.3 per cent) and Bond University (86.1 per cent). The University of Divinity was one of only three institutions to experience a decline in ratings in 2021 and was the only one that declined substantially (by 10.9 percentage points) but had by far the biggest increase in 2022, by 19.3 percentage points, which pushed it up to the top spot in terms of ratings of the Quality of entire educational experience.

Table 6 The undergraduate student experience by university, 2021-2022 (% positive rating, with 90% confidence intervals)

	SD 2020	SD 2021	LE 2020	LE 2021	TQ 2020	TQ 2021	SS 2020	SS 2021	LR 2020	LR 2021	OE 2020	OE 2021
Australian Catholic University	84.1 (83.6, 84.6)	84.1 (83.6, 84.6)	57.4 (56.7, 58.2)	62.7 (62.1, 63.4)	81.3 (80.7, 81.9)	79.4 (78.8, 79.9)	75.7 (75.0, 76.4)	73.3 (72.6, 74.0)	83.0 (82.4, 83.6)	84.1 (83.6, 84.6)	76.9 (76.2, 77.5)	76.3 (75.7, 76.8)
Avondale University*	91.9 (89.3, 93.7)	85.9 (82.5, 88.4)	74.1 (70.6, 77.2)	75.1 (71.3, 78.3)	94.5 (92.3, 95.9)	86.6 (83.3, 89.0)	90.3 (87.3, 92.3)	84.5 (81.0, 87.2)	86.7 (83.4, 89.2)	85.3 (81.6, 88.0)	87.6 (84.8, 89.8)	88.3 (85.2, 90.5)
Bond University	90.6 (88.8, 92.0)	89.0 (87.2, 90.5)	83.1 (80.9, 84.9)	80.6 (78.5, 82.4)	90.1 (88.3, 91.6)	88.2 (86.5, 89.7)	91.0 (89.2, 92.4)	88.4 (86.5, 90.0)	93.5 (91.8, 94.7)	92.8 (91.2, 94.0)	86.6 (84.6, 88.3)	86.1 (84.2, 87.7)
Central Queensland University	80.2 (79.3, 81.1)	82.0 (81.0, 82.9)	35.3 (34.2, 36.4)	39.4 (38.3, 40.6)	81.6 (80.7, 82.4)	80.6 (79.6, 81.5)	76.4 (75.2, 77.5)	78.4 (77.2, 79.6)	82.9 (81.7, 84.0)	82.4 (81.2, 83.5)	78.4 (77.5, 79.3)	78.0 (76.9, 78.9)
Charles Darwin University	77.7 (76.4, 79.0)	74.7 (73.2, 76.1)	26.7 (25.4, 28.1)	27.3 (25.9, 28.8)	79.3 (78.0, 80.5)	72.0 (70.5, 73.5)	71.3 (69.6, 72.8)	66.3 (64.5, 68.1)	79.7 (77.8, 81.4)	79.5 (77.5, 81.3)	73.0 (71.6, 74.3)	67.9 (66.4, 69.4)
Charles Sturt University	77.5 (76.5, 78.4)	76.5 (75.4, 77.6)	35.4 (34.4, 36.5)	37.0 (35.8, 38.3)	78.3 (77.4, 79.2)	77.4 (76.3, 78.5)	70.6 (69.4, 71.8)	73.7 (72.4, 75.0)	81.1 (79.8, 82.3)	80.9 (79.5, 82.2)	73.2 (72.2, 74.2)	74.8 (73.6, 75.8)

	SD 2020	SD 2021	LE 2020	LE 2021	TQ 2020	TQ 2021	SS 2020	SS 2021	LR 2020	LR 2021	OE 2020	OE 2021
Curtin University	78.9 (78.1, 79.7)	78.4 (77.6, 79.2)	50.9 (49.9, 51.8)	49.3 (48.4, 50.3)	77.9 (77.0, 78.6)	79.0 (78.2, 79.8)	69.5 (68.5, 70.5)	69.9 (68.8, 70.9)	74.6 (73.6, 75.5)	79.7 (78.7, 80.6)	73.3 (72.4, 74.1)	75.1 (74.2, 75.9)
Deakin University	80.5 (79.9, 81.0)	83.5 (82.8, 84.1)	40.1 (39.4, 40.8)	50.4 (49.6, 51.3)	82.0 (81.4, 82.5)	83.0 (82.3, 83.6)	77.2 (76.5, 77.9)	79.7 (78.9, 80.5)	85.6 (84.9, 86.2)	90.1 (89.5, 90.7)	76.5 (75.9, 77.1)	81.0 (80.3, 81.7)
Edith Cowan University	87.1 (86.2, 87.9)	86.6 (85.9, 87.3)	58.2 (57.0, 59.3)	58.9 (57.9, 60.0)	86.0 (85.1, 86.8)	84.5 (83.7, 85.2)	80.2 (79.0, 81.3)	80.3 (79.2, 81.2)	89.0 (88.2, 89.9)	88.4 (87.5, 89.1)	83.9 (83.0, 84.7)	81.8 (81.0, 82.6)
Federation University Australia	79.0 (77.9, 80.1)	82.1 (80.8, 83.2)	41.9 (40.5, 43.2)	52.4 (50.9, 54.0)	77.7 (76.5, 78.8)	77.3 (76.0, 78.6)	74.5 (73.1, 75.8)	74.0 (72.4, 75.5)	77.3 (75.9, 78.6)	84.2 (82.8, 85.4)	69.5 (68.3, 70.7)	73.8 (72.4, 75.1)
Flinders University	83.7 (82.7, 84.6)	80.6 (79.4, 81.7)	62.0 (60.8, 63.2)	61.6 (60.3, 63.0)	82.1 (81.1, 83.0)	79.4 (78.2, 80.5)	79.0 (77.8, 80.1)	74.8 (73.4, 76.2)	87.2 (86.3, 88.1)	85.0 (83.9, 86.0)	78.9 (77.8, 79.9)	75.0 (73.8, 76.2)
Griffith University	80.4 (79.7, 81.1)	83.1 (82.3, 83.8)	51.0 (50.1, 51.9)	56.4 (55.5, 57.3)	80.6 (79.9, 81.3)	82.7 (82.0, 83.4)	75.1 (74.2, 75.9)	77.8 (76.8, 78.7)	82.5 (81.7, 83.2)	85.6 (84.8, 86.3)	77.2 (76.4, 77.9)	79.4 (78.7, 80.2)
James Cook University	79.3 (77.9, 80.5)	83.2 (81.8, 84.4)	54.6 (53.1, 56.2)	61.2 (59.5, 62.9)	74.9 (73.5, 76.2)	79.3 (77.8, 80.7)	74.2 (72.6, 75.7)	76.5 (74.8, 78.1)	78.6 (77.2, 80.0)	82.7 (81.2, 84.0)	71.0 (69.6, 72.4)	76.7 (75.2, 78.1)
La Trobe University	79.3 (78.5, 80.0)	79.7 (79.0, 80.4)	42.7 (41.9, 43.6)	51.9 (51.0, 52.8)	78.0 (77.3, 78.8)	77.3 (76.6, 78.0)	71.6 (70.7, 72.5)	70.9 (69.9, 71.8)	78.4 (77.4, 79.2)	80.7 (79.9, 81.5)	70.5 (69.7, 71.3)	73.2 (72.4, 73.9)
Macquarie University	78.3 (77.7, 78.8)	80.5 (79.8, 81.1)	48.2 (47.6, 48.9)	56.0 (55.3, 56.8)	80.1 (79.5, 80.6)	80.2 (79.6, 80.8)	68.7 (67.9, 69.4)	65.5 (64.6, 66.3)	83.9 (83.3, 84.5)	86.3 (85.7, 86.8)	73.2 (72.5, 73.8)	75.8 (75.1, 76.5)
Monash University	77.7 (77.2, 78.3)	80.1 (79.5, 80.6)	52.0 (51.4, 52.7)	62.7 (62.0, 63.3)	77.6 (77.1, 78.2)	77.9 (77.3, 78.5)	69.2 (68.5, 69.9)	69.0 (68.3, 69.8)	81.0 (80.4, 81.6)	83.6 (83.1, 84.2)	70.0 (69.4, 70.6)	72.7 (72.1, 73.3)

	SD 2020	SD 2021	LE 2020	LE 2021	TQ 2020	TQ 2021	SS 2020	SS 2021	LR 2020	LR 2021	OE 2020	OE 2021
Murdoch University	78.9 (77.6, 80.1)	80.5 (79.1, 81.8)	47.4 (45.9, 48.9)	49.4 (47.7, 51.0)	77.7 (76.4, 78.9)	80.6 (79.3, 81.9)	71.8 (70.2, 73.2)	73.7 (72.0, 75.3)	82.0 (80.7, 83.2)	84.5 (83.2, 85.7)	70.5 (69.2, 71.9)	75.1 (73.7, 76.5)
Queensland University of Technology	79.0 (78.4, 79.5)	79.9 (79.2, 80.6)	53.9 (53.2, 54.5)	59.0 (58.2, 59.9)	75.8 (75.2, 76.4)	78.3 (77.6, 79.0)	69.1 (68.4, 69.9)	69.6 (68.7, 70.6)	81.9 (81.3, 82.5)	85.3 (84.7, 85.9)	70.8 (70.2, 71.4)	74.3 (73.6, 75.0)
RMIT University	76.9 (76.0, 77.7)	79.8 (79.0, 80.6)	47.1 (46.1, 48.1)	62.1 (61.1, 63.0)	75.6 (74.8, 76.5)	78.3 (77.5, 79.1)	66.4 (65.3, 67.5)	69.9 (68.8, 70.9)	74.9 (73.9, 75.9)	84.2 (83.4, 84.9)	66.9 (66.0, 67.9)	74.3 (73.4, 75.1)
Southern Cross University	78.8 (77.5, 80.0)	77.1 (76.0, 78.3)	35.7 (34.3, 37.1)	38.6 (37.3, 39.9)	79.5 (78.2, 80.7)	75.2 (74.0, 76.4)	75.7 (74.2, 77.1)	70.7 (69.3, 72.1)	81.4 (79.8, 82.8)	81.3 (80.0, 82.6)	73.7 (72.3, 75.0)	67.1 (65.9, 68.4)
Swinburne University of Technology	78.5 (77.8, 79.2)	80.9 (80.2, 81.6)	37.0 (36.2, 37.8)	47.9 (47.0, 48.8)	80.7 (80.0, 81.3)	82.6 (82.0, 83.3)	76.0 (75.2, 76.8)	78.7 (77.8, 79.4)	76.3 (75.3, 77.3)	84.1 (83.3, 84.9)	75.0 (74.2, 75.7)	80.2 (79.5, 80.9)
The Australian National University	76.7 (75.5, 77.7)	79.6 (78.4, 80.8)	51.9 (50.7, 53.2)	60.9 (59.5, 62.3)	79.7 (78.6, 80.7)	84.7 (83.6, 85.7)	64.8 (63.3, 66.2)	66.5 (64.9, 68.2)	78.5 (77.3, 79.6)	84.9 (83.8, 86.0)	72.4 (71.2, 73.5)	80.1 (78.9, 81.2)
The University of Adelaide	79.5 (78.6, 80.3)	80.8 (79.9, 81.7)	59.1 (58.0, 60.1)	62.7 (61.6, 63.8)	79.7 (78.8, 80.5)	81.7 (80.8, 82.6)	73.6 (72.5, 74.6)	75.7 (74.5, 76.8)	83.6 (82.7, 84.4)	84.2 (83.3, 85.1)	74.3 (73.4, 75.2)	77.6 (76.6, 78.5)
The University of Melbourne	74.1 (73.0, 75.1)	76.8 (75.7, 77.8)	43.8 (42.6, 44.9)	58.5 (57.3, 59.7)	76.4 (75.4, 77.4)	79.6 (78.6, 80.6)	60.4 (59.1, 61.7)	63.6 (62.3, 64.9)	72.6 (71.4, 73.8)	85.2 (84.2, 86.1)	63.1 (62.0, 64.3)	71.8 (70.7, 72.9)
The University of Notre Dame Australia	87.5 (86.5, 88.4)	86.6 (85.5, 87.6)	64.8 (63.4, 66.1)	64.2 (62.8, 65.7)	86.1 (85.1, 87.1)	82.1 (80.9, 83.2)	77.1 (75.7, 78.4)	69.3 (67.7, 70.8)	80.0 (78.7, 81.2)	79.0 (77.7, 80.2)	80.4 (79.2, 81.5)	74.1 (72.8, 75.4)
The University of Queensland	77.1 (76.4, 77.8)	79.2 (78.4, 79.9)	48.8 (48.0, 49.6)	57.9 (57.0, 58.8)	80.1 (79.4, 80.7)	83.8 (83.1, 84.4)	68.2 (67.3, 69.1)	70.7 (69.8, 71.7)	83.5 (82.8, 84.1)	87.6 (86.9, 88.2)	73.9 (73.2, 74.6)	79.1 (78.3, 79.8)

	SD 2020	SD 2021	LE 2020	LE 2021	TQ 2020	TQ 2021	SS 2020	SS 2021	LR 2020	LR 2021	OE 2020	OE 2021
The University of South Australia	82.2 (81.4, 82.8)	81.6 (80.9, 82.4)	50.3 (49.4, 51.2)	48.8 (47.9, 49.8)	80.0 (79.3, 80.7)	79.9 (79.1, 80.7)	76.9 (76.0, 77.8)	76.5 (75.5, 77.4)	84.3 (83.5, 85.1)	85.2 (84.3, 85.9)	76.8 (76.0, 77.5)	76.8 (76.0, 77.6)
The University of Sydney	77.0 (76.3, 77.7)	79.1 (78.3, 79.9)	50.2 (49.3, 51.0)	58.0 (57.0, 58.9)	78.7 (77.9, 79.4)	75.0 (74.1, 75.8)	61.0 (60.0, 62.0)	54.7 (53.6, 55.9)	80.4 (79.6, 81.2)	80.0 (79.2, 80.8)	69.7 (68.9, 70.5)	68.8 (67.8, 69.6)
The University of Western Australia	75.9 (74.6, 77.0)	76.4 (75.5, 77.3)	56.4 (55.0, 57.8)	55.2 (54.2, 56.2)	80.1 (78.9, 81.1)	83.1 (82.3, 83.9)	73.2 (71.8, 74.6)	74.4 (73.3, 75.5)	83.6 (82.5, 84.6)	87.0 (86.2, 87.7)	72.9 (71.7, 74.1)	77.8 (76.9, 78.6)
Torrens University	79.1 (78.0, 80.1)	81.2 (80.0, 82.2)	40.4 (39.2, 41.7)	43.0 (41.6, 44.4)	82.3 (81.3, 83.2)	82.7 (81.6, 83.8)	75.3 (74.0, 76.4)	77.6 (76.3, 78.8)	71.9 (70.2, 73.4)	78.3 (76.7, 79.8)	75.6 (74.5, 76.7)	80.4 (79.2, 81.4)
University of Canberra	81.2 (80.1, 82.2)	79.1 (77.9, 80.1)	52.6 (51.4, 53.9)	54.3 (52.9, 55.6)	79.7 (78.6, 80.7)	78.5 (77.3, 79.5)	74.9 (73.6, 76.2)	73.5 (72.1, 74.8)	82.8 (81.7, 83.8)	81.1 (79.9, 82.1)	75.0 (73.9, 76.1)	74.5 (73.3, 75.6)
University of Divinity	75.0 (69.0, 79.6)	85.9 (80.5, 89.4)	39.6 (33.9, 45.9)	60.0 (53.7, 65.8)	78.3 (72.4, 82.5)	88.9 (83.8, 91.9)	79.8 (73.4, 84.2)	89.9 (84.4, 93.0)	68.3 (56.8, 77.5)	90.6 (82.4, 94.8)	71.7 (65.6, 76.6)	91.0 (86.2, 93.6)
University of New England	77.4 (76.2, 78.4)	79.1 (77.9, 80.3)	22.7 (21.7, 23.9)	24.6 (23.4, 25.9)	83.2 (82.1, 84.1)	83.0 (81.9, 84.1)	78.9 (77.6, 80.2)	77.5 (76.0, 79.0)	79.7 (77.6, 81.6)	85.8 (83.9, 87.5)	79.5 (78.4, 80.6)	80.7 (79.5, 81.8)
University of New South Wales	75.9 (75.2, 76.5)	75.7 (75.1, 76.3)	46.3 (45.7, 47.0)	57.4 (56.8, 58.1)	76.8 (76.2, 77.4)	76.4 (75.8, 76.9)	68.4 (67.6, 69.2)	68.5 (67.7, 69.2)	76.1 (75.4, 76.8)	81.6 (81.0, 82.1)	66.9 (66.2, 67.5)	69.9 (69.3, 70.5)
University of Newcastle	79.5 (78.7, 80.3)	80.6 (79.6, 81.5)	45.5 (44.6, 46.5)	52.1 (51.0, 53.2)	78.9 (78.1, 79.7)	78.9 (78.0, 79.8)	74.8 (73.8, 75.8)	73.4 (72.2, 74.6)	79.5 (78.6, 80.3)	83.4 (82.5, 84.3)	72.6 (71.8, 73.5)	76.1 (75.1, 77.0)
University of Southern Queensland	79.8 (78.7, 80.9)	77.8 (76.6, 78.8)	29.3 (28.1, 30.5)	32.2 (31.0, 33.4)	78.9 (77.8, 80.0)	77.6 (76.4, 78.6)	76.8 (75.4, 78.0)	75.4 (74.0, 76.7)	82.4 (80.9, 83.7)	85.1 (83.8, 86.3)	76.0 (74.9, 77.1)	75.3 (74.1, 76.4)

	SD 2020	SD 2021	LE 2020	LE 2021	TQ 2020	TQ 2021	SS 2020	SS 2021	LR 2020	LR 2021	OE 2020	OE 2021
University of Tasmania	74.9 (74.1, 75.6)	75.9 (75.0, 76.7)	30.2 (29.5, 31.0)	32.2 (31.3, 33.0)	80.1 (79.4, 80.8)	81.4 (80.6, 82.1)	72.7 (71.7, 73.6)	72.9 (71.8, 73.9)	72.6 (71.4, 73.7)	74.6 (73.3, 75.8)	75.0 (74.3, 75.7)	75.8 (75.0, 76.6)
University of Technology Sydney	78.7 (78.0, 79.4)	80.9 (80.1, 81.7)	54.1 (53.3, 54.9)	63.2 (62.3, 64.1)	76.4 (75.7, 77.1)	79.3 (78.5, 80.1)	69.4 (68.5, 70.3)	72.4 (71.4, 73.4)	80.5 (79.8, 81.2)	85.9 (85.2, 86.6)	69.4 (68.7, 70.2)	75.2 (74.4, 76.0)
University of the Sunshine Coast	83.4 (82.6, 84.2)	82.4 (81.4, 83.3)	60.7 (59.7, 61.7)	58.6 (57.5, 59.8)	85.1 (84.3, 85.8)	82.4 (81.5, 83.3)	81.2 (80.2, 82.2)	78.3 (77.0, 79.4)	88.4 (87.7, 89.1)	88.0 (87.2, 88.8)	81.5 (80.7, 82.3)	79.5 (78.6, 80.5)
University of Wollongong	80.6 (79.7, 81.5)	82.7 (81.7, 83.6)	43.8 (42.8, 44.9)	62.6 (61.4, 63.8)	79.2 (78.3, 80.0)	82.7 (81.7, 83.6)	70.9 (69.8, 72.1)	75.7 (74.5, 76.9)	78.8 (77.7, 79.8)	86.9 (85.9, 87.7)	70.1 (69.1, 71.1)	78.2 (77.1, 79.2)
Victoria University	79.5 (78.7, 80.4)	81.9 (80.9, 83.0)	56.6 (55.5, 57.6)	66.0 (64.7, 67.3)	77.7 (76.8, 78.6)	80.0 (78.9, 81.0)	64.9 (63.7, 66.0)	69.0 (67.6, 70.3)	71.0 (69.7, 72.2)	80.8 (79.6, 81.9)	71.1 (70.2, 72.1)	75.3 (74.1, 76.4)
Western Sydney University	79.6 (78.9, 80.3)	81.0 (80.2, 81.8)	47.5 (46.7, 48.3)	56.9 (55.9, 57.8)	77.4 (76.7, 78.0)	80.1 (79.3, 80.8)	73.8 (73.0, 74.6)	73.2 (72.2, 74.1)	77.2 (76.4, 78.0)	83.2 (82.4, 83.9)	69.4 (68.7, 70.1)	76.1 (75.3, 76.9)
All Universities	79.1 (79.0, 79.3)	80.3 (80.2, 80.4)	47.9 (47.8, 48.1)	54.6 (54.5, 54.8)	79.2 (79.1, 79.4)	79.9 (79.7, 80.0)	71.9 (71.8, 72.1)	72.2 (72.0, 72.4)	80.5 (80.4, 80.7)	84.0 (83.9, 84.1)	73.0 (72.8, 73.1)	75.7 (75.5, 75.8)

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

While universities overall have yet to recover to the extent that NUHEIs have (refer to **Table 5**), more than half of universities are within 3 percentage points of ratings seen in 2019 and seven of these universities have either fully recovered or exceeded 2019 ratings of the Quality of entire educational experience. Institutions that have improved on 2019 ratings include the University of New South Wales, James Cook University, The Australian National University and Central Queensland University.

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 in **Table 6** above and they are less sensitive to the changes in results some NUHEIs have experienced since 2019. 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, 12 NUHEIs had more than 90 per cent of students rate the Quality of entire educational experience positively, including Leaders Institute with 100 per cent, Jazz Music Institute with 98.1 per cent and Sheridan College with 95.6 per cent.

The majority of NUHEIs' ratings of the Quality of entire educational experience increased from 2020-21 to 2021-22, including Marcus Oldham College, 14.8 percentage points, Academies Australasia Polytechnic, 12.2 percentage points, and Chisholm Institute, 10.4 percentage points. NUHEIs that experienced the largest fall in student ratings of the Quality of entire educational experience between 2020-21 and 2021-22 included Ozford Institute of Higher Education, 7.6 percentage points, Eastern College Australia, 6.9 percentage points, and Macleay College, 6.4 percentage points.

Table 7 The undergraduate student experience, by non-university higher education institution (NUHEI), 2020-21 and 2021-22 (% positive rating, with 90% confidence intervals)

	SD '20-21	SD '21-22	LE '20-21	LE '21-22	TQ '20-21	TQ '21-22	SS '20-21	SS '21-22	LR '20-21	LR '21-22	OE '20-21	OE '21-22
Academies Australasia Polytechnic Pty Limited	74.5 (70.0, 78.5)	76.2 (72.3, 79.6)	43.8 (39.3, 48.5)	50.2 (46.0, 54.4)	72.8 (68.3, 76.7)	77.1 (73.2, 80.5)	62.4 (57.5, 67.0)	78.5 (74.5, 81.8)	66.0 (60.9, 70.6)	71.2 (66.7, 75.3)	64.7 (60.1, 68.9)	76.9 (73.1, 80.1)
Academy of Information Technology	67.1 (64.3, 69.8)	67.9 (64.8, 70.8)	43.3 (40.5, 46.2)	44.5 (41.4, 47.7)	67.1 (64.2, 69.7)	70.4 (67.3, 73.2)	65.4 (62.4, 68.2)	75.9 (72.9, 78.6)	56.2 (52.6, 59.7)	67.3 (63.7, 70.7)	56.3 (53.4, 59.1)	63.5 (60.4, 66.5)
Australian College of Applied Professions	74.6 (73.3, 75.9)	79.0 (77.6, 80.4)	37.6 (36.2, 39.0)	46.6 (44.9, 48.2)	71.3 (69.9, 72.6)	75.8 (74.3, 77.2)	69.2 (67.6, 70.7)	71.2 (69.5, 72.8)	72.2 (70.3, 74.0)	75.1 (73.1, 76.9)	63.2 (61.7, 64.6)	69.7 (68.2, 71.2)
Adelaide Central School of Art	91.1 (88.8, 92.5)	89.6 (86.8, 91.4)	79.6 (76.8, 81.8)	80.7 (77.5, 83.2)	96.4 (94.7, 97.1)	93.2 (90.8, 94.6)	94.5 (92.5, 95.6)	92.8 (90.2, 94.3)	91.8 (89.4, 93.2)	88.2 (85.1, 90.2)	94.4 (92.5, 95.4)	91.5 (88.9, 93.1)
Adelaide College of Divinity	80.8 (72.7, 85.8)	75.6 (66.4, 81.8)	54.7 (46.6, 62.4)	51.1 (42.3, 59.8)	90.6 (83.6, 93.6)	86.7 (78.2, 90.9)	85.4 (77.1, 89.9)	82.5 (72.7, 88.1)	86.1 (75.6, 91.6)	82.8 (70.1, 89.8)	90.6 (83.6, 93.6)	91.1 (83.2, 94.3)
Alphacrucis College	84.6 (82.9, 86.1)	84.6 (82.6, 86.3)	48.8 (46.7, 51.0)	47.2 (44.7, 49.6)	89.7 (88.3, 90.9)	88.0 (86.2, 89.4)	82.9 (81.1, 84.5)	82.4 (80.3, 84.3)	83.9 (81.4, 86.0)	82.5 (79.6, 85.0)	85.2 (83.6, 86.6)	86.3 (84.4, 87.8)
Asia Pacific International College	78.7 (74.8, 81.9)	83.3 (79.6, 86.2)	60.5 (56.3, 64.4)	66.0 (61.9, 69.8)	77.6 (73.8, 80.9)	80.8 (77.1, 83.8)	74.1 (69.9, 77.7)	77.2 (73.1, 80.7)	72.1 (67.6, 76.0)	78.1 (73.9, 81.7)	68.6 (64.5, 72.2)	73.2 (69.2, 76.6)
Australasian College of Health and Wellness	80.0 (72.6, 85.3)	75.5 (70.4, 79.7)	16.5 (11.8, 23.3)	19.7 (16.0, 24.3)	78.5 (71.2, 83.8)	81.0 (76.3, 84.7)	78.6 (70.6, 84.4)	80.4 (75.3, 84.4)	72.9 (62.3, 81.1)	78.4 (71.6, 83.8)	78.5 (71.2, 83.8)	76.3 (71.5, 80.3)
Australia Advance Education Group Pty Ltd	n/a	82.4 (75.7, 87.3)	n/a	75.0 (68.0, 80.6)	n/a	85.1 (78.8, 89.4)	n/a	85.4 (78.9, 89.8)	n/a	81.7 (74.4, 87.0)	n/a	80.0 (73.3, 85.0)
Australian Academy of Music and Performing Arts	84.6 (78.3, 88.6)	81.8 (74.4, 86.7)	79.7 (73.1, 84.4)	83.6 (76.4, 88.2)	85.9 (79.7, 89.7)	80.3 (72.8, 85.5)	76.6 (69.7, 81.8)	79.4 (71.5, 84.8)	77.6 (70.6, 82.7)	74.2 (65.9, 80.4)	78.5 (71.8, 83.3)	74.6 (66.9, 80.5)
Australian College of Christian Studies	81.2 (74.5, 85.5)	89.2 (83.1, 92.2)	33.3 (27.4, 40.5)	45.5 (38.9, 52.4)	89.9 (83.9, 92.8)	95.5 (90.4, 97.0)	88.1 (81.7, 91.4)	93.8 (88.2, 95.8)	78.8 (66.4, 86.8)	88.9 (78.5, 93.9)	91.4 (85.8, 94.0)	92.4 (86.8, 94.7)
Australian College of Theology Limited	86.2 (84.7, 87.5)	89.5 (88.0, 90.7)	56.0 (54.0, 57.9)	61.1 (58.9, 63.2)	96.0 (95.1, 96.7)	97.0 (96.1, 97.6)	93.9 (92.8, 94.8)	94.8 (93.6, 95.7)	94.0 (92.6, 95.0)	95.5 (94.0, 96.4)	92.7 (91.6, 93.6)	94.8 (93.7, 95.7)
Australian Institute of Higher Education	76.6 (74.7, 78.3)	79.8 (77.6, 81.8)	60.9 (58.9, 62.9)	66.2 (63.8, 68.5)	74.8 (72.9, 76.6)	76.9 (74.7, 79.0)	69.0 (66.9, 71.0)	70.8 (68.2, 73.1)	65.7 (63.5, 67.8)	69.5 (66.9, 71.9)	65.9 (63.9, 67.8)	72.0 (69.7, 74.1)
Australian Institute of Professional Counsellors	81.9 (77.7, 85.2)	80.7 (76.6, 84.0)	32.2 (28.0, 37.0)	30.3 (26.4, 34.8)	85.6 (81.6, 88.4)	85.0 (81.2, 87.8)	86.2 (82.1, 89.2)	85.7 (81.7, 88.7)	76.3 (66.7, 83.6)	75.0 (64.5, 83.1)	83.3 (79.2, 86.5)	82.6 (78.7, 85.6)

	SD '20-21	SD '21-22	LE '20-21	LE '21-22	TQ '20-21	TQ '21-22	SS '20-21	SS '21-22	LR '20-21	LR '21-22	OE '20-21	OE '21-22
Box Hill Institute	82.1 (79.9, 84.1)	83.9 (81.3, 86.1)	63.3 (60.6, 65.8)	65.6 (62.5, 68.5)	85.3 (83.2, 87.0)	86.2 (83.8, 88.2)	78.0 (75.3, 80.3)	78.6 (75.5, 81.2)	75.7 (72.9, 78.2)	76.3 (73.0, 79.1)	76.0 (73.6, 78.2)	81.0 (78.3, 83.3)
Campion College Australia	96.6 (92.5, 97.8)	98.6 (94.4, 99.4)	97.8 (94.1, 98.6)	98.6 (94.4, 99.4)	98.9 (95.4, 99.3)	100.0 (96.3, 100.1)	98.8 (95.2, 99.3)	98.6 (94.4, 99.4)	98.8 (95.4, 99.3)	94.5 (89.2, 96.7)	95.5 (91.4, 97.0)	94.6 (89.3, 96.7)
Canberra Institute of Technology	96.9 (87.7, 98.7)	n/a	51.5 (40.7, 62.1)	n/a	84.8 (74.0, 90.4)	n/a	64.3 (51.4, 74.7)	n/a	60.0 (46.2, 71.9)	n/a	69.7 (58.3, 78.2)	n/a
Chisholm Institute	83.7 (80.2, 86.4)	81.0 (76.8, 84.1)	59.8 (56.0, 63.4)	59.4 (55.0, 63.6)	75.4 (71.6, 78.4)	81.9 (77.9, 84.9)	77.9 (74.0, 81.1)	81.0 (76.7, 84.2)	67.6 (63.1, 71.5)	76.8 (72.1, 80.6)	63.9 (60.1, 67.4)	74.3 (70.0, 77.8)
Christian Heritage College	91.9 (89.4, 93.5)	90.6 (87.7, 92.6)	66.4 (62.8, 69.6)	60.0 (56.0, 63.8)	93.6 (91.4, 95.0)	92.1 (89.5, 93.9)	91.9 (89.3, 93.7)	88.5 (85.3, 90.9)	86.1 (82.7, 88.7)	83.0 (78.7, 86.4)	89.3 (86.7, 91.2)	87.8 (84.8, 90.0)
CIC Higher Education	78.6 (75.3, 81.4)	78.5 (73.8, 82.2)	55.9 (52.3, 59.3)	58.7 (53.8, 63.5)	84.6 (81.7, 87.0)	82.2 (77.8, 85.6)	81.5 (78.2, 84.2)	80.9 (76.3, 84.6)	74.5 (70.6, 78.0)	77.0 (71.3, 81.6)	79.6 (76.5, 82.2)	78.4 (74.0, 82.1)
Collarts (Australian College of the Arts)	85.4 (83.7, 86.9)	85.8 (84.1, 87.3)	68.9 (66.9, 70.9)	70.5 (68.4, 72.4)	88.4 (86.8, 89.6)	87.9 (86.3, 89.2)	88.5 (86.9, 89.9)	86.7 (84.9, 88.2)	82.4 (80.2, 84.3)	85.2 (83.2, 87.0)	81.4 (79.6, 82.9)	83.0 (81.2, 84.6)
Curtin College	78.3 (75.9, 80.4)	80.6 (78.1, 82.8)	58.0 (55.4, 60.5)	64.3 (61.5, 67.0)	78.7 (76.4, 80.8)	84.0 (81.7, 86.0)	81.2 (78.7, 83.3)	81.6 (79.0, 83.9)	75.5 (72.8, 78.0)	81.4 (78.7, 83.8)	67.7 (65.2, 70.0)	74.1 (71.5, 76.5)
Deakin College	74.3 (72.4, 76.0)	75.6 (73.3, 77.6)	47.2 (45.2, 49.2)	47.2 (44.8, 49.6)	80.2 (78.5, 81.8)	83.0 (81.0, 84.7)	74.9 (72.9, 76.8)	76.8 (74.5, 79.0)	75.2 (73.1, 77.3)	81.0 (78.5, 83.2)	72.7 (70.8, 74.4)	78.7 (76.6, 80.6)
Eastern College Australia	84.1 (74.8, 89.4)	90.6 (80.0, 94.9)	54.2 (45.1, 62.8)	69.7 (58.0, 78.4)	93.6 (86.2, 96.3)	93.8 (83.7, 97.0)	90.9 (82.5, 94.6)	87.5 (76.5, 92.7)	82.9 (73.0, 88.8)	82.1 (69.3, 89.3)	91.7 (84.0, 94.9)	84.8 (73.8, 90.6)
Edith Cowan College	81.5 (78.3, 84.2)	80.8 (77.1, 83.9)	66.3 (62.8, 69.5)	69.7 (65.7, 73.2)	82.6 (79.5, 85.0)	84.4 (81.0, 87.1)	79.3 (75.8, 82.2)	84.2 (80.6, 87.0)	83.1 (79.9, 85.7)	83.1 (79.4, 85.9)	75.8 (72.5, 78.6)	78.7 (75.1, 81.8)
Elite Education Institute	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-
Endeavour College of Natural Health	71.5 (70.3, 72.7)	71.8 (70.5, 73.0)	27.6 (26.4, 28.8)	25.3 (24.1, 26.5)	71.9 (70.7, 73.1)	72.3 (71.1, 73.5)	69.9 (68.5, 71.2)	72.0 (70.6, 73.3)	56.0 (54.2, 57.8)	58.9 (56.8, 60.8)	62.1 (60.8, 63.4)	64.8 (63.5, 66.1)
Engineering Institute of Technology	81.4 (77.1, 84.5)	79.0 (74.6, 82.5)	35.9 (31.7, 40.6)	29.3 (25.2, 34.0)	85.0 (80.9, 87.8)	85.3 (81.2, 88.2)	86.7 (82.5, 89.3)	82.4 (77.9, 85.7)	74.8 (68.9, 79.5)	72.7 (67.2, 77.4)	85.3 (81.3, 88.0)	81.1 (76.8, 84.4)
Equals International	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Excelsia College	89.0 (86.9, 90.6)	88.9 (86.5, 90.8)	71.0 (68.3, 73.4)	74.8 (71.7, 77.5)	88.8 (86.8, 90.4)	88.6 (86.1, 90.5)	85.6 (83.2, 87.5)	84.2 (81.4, 86.6)	73.9 (71.0, 76.5)	76.1 (72.8, 79.0)	80.3 (77.9, 82.4)	83.1 (80.4, 85.4)

	SD '20-21	SD '21-22	LE '20-21	LE '21-22	TQ '20-21	TQ '21-22	SS '20-21	SS '21-22	LR '20-21	LR '21-22	OE '20-21	OE '21-22
Eynesbury College	68.9 (63.3, 73.6)	63.8 (55.9, 70.7)	45.3 (40.1, 50.7)	47.6 (40.1, 55.1)	72.2 (66.9, 76.6)	64.2 (56.5, 71.0)	73.7 (68.1, 78.2)	77.2 (69.8, 82.9)	73.9 (68.2, 78.5)	71.2 (63.1, 77.9)	64.3 (59.0, 69.1)	67.1 (59.4, 73.6)
Griffith College	81.5 (79.4, 83.4)	82.2 (79.8, 84.3)	54.1 (51.7, 56.5)	59.0 (56.1, 61.7)	80.1 (78.0, 81.9)	83.6 (81.3, 85.6)	80.9 (78.6, 82.9)	83.5 (80.9, 85.7)	74.7 (72.3, 77.0)	83.5 (81.1, 85.7)	72.5 (70.2, 74.5)	80.4 (78.0, 82.5)
Holmes Institute	84.1 (81.5, 86.3)	83.1 (79.9, 85.9)	61.1 (58.1, 64.1)	56.6 (52.9, 60.3)	78.9 (76.1, 81.3)	79.5 (76.2, 82.4)	77.2 (74.2, 79.8)	75.9 (72.2, 79.1)	67.4 (64.0, 70.6)	71.0 (66.8, 74.7)	71.8 (68.9, 74.5)	74.5 (71.1, 77.6)
Holmesglen Institute	84.3 (82.4, 85.9)	83.8 (81.4, 85.8)	62.8 (60.6, 65.0)	70.6 (67.8, 73.2)	77.8 (75.8, 79.6)	76.4 (73.7, 78.8)	75.8 (73.6, 77.9)	72.4 (69.5, 75.1)	74.6 (72.3, 76.7)	77.7 (74.9, 80.2)	65.0 (62.8, 67.2)	66.7 (63.8, 69.4)
Ikon Institute of Australia	85.5 (83.5, 87.0)	84.9 (82.6, 86.7)	67.1 (64.7, 69.3)	67.7 (65.0, 70.1)	78.8 (76.6, 80.6)	79.5 (77.1, 81.6)	73.2 (70.7, 75.4)	68.6 (65.7, 71.3)	40.8 (37.9, 43.9)	43.0 (39.7, 46.3)	66.7 (64.3, 68.8)	70.4 (67.8, 72.8)
International College of Hotel Management	89.2 (84.4, 92.0)	89.9 (83.3, 93.4)	78.8 (73.3, 82.9)	77.5 (70.0, 82.9)	89.3 (84.6, 92.1)	85.5 (78.5, 89.9)	89.0 (84.1, 91.9)	94.0 (88.1, 96.6)	84.2 (78.6, 88.0)	83.6 (76.2, 88.4)	79.8 (74.3, 83.8)	80.3 (73.0, 85.4)
International College of Management, Sydney	82.4 (80.2, 84.3)	81.9 (79.3, 84.1)	68.1 (65.7, 70.5)	66.9 (64.0, 69.7)	81.5 (79.4, 83.4)	82.7 (80.2, 84.8)	77.6 (75.2, 79.8)	79.5 (76.7, 81.9)	71.3 (68.4, 74.1)	74.2 (71.0, 77.1)	75.0 (72.7, 77.1)	77.5 (74.8, 79.8)
International Institute of Business and Technology	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ISN Psychology Pty Ltd	82.9 (77.0, 86.7)	81.0 (75.6, 84.8)	44.2 (38.4, 50.3)	45.4 (39.9, 51.0)	73.8 (67.6, 78.5)	81.1 (75.8, 84.9)	73.8 (67.3, 78.7)	79.0 (73.3, 83.2)	54.3 (42.2, 65.8)	65.9 (54.2, 75.6)	68.6 (62.5, 73.6)	77.8 (72.4, 81.8)
Jazz Music Institute	88.9 (81.3, 92.7)	94.3 (87.6, 96.8)	88.9 (81.3, 92.7)	92.6 (85.6, 95.5)	94.4 (87.8, 96.8)	98.1 (92.5, 99.2)	95.9 (89.0, 98.0)	98.1 (92.1, 99.3)	90.2 (82.4, 93.9)	88.2 (80.2, 92.4)	90.7 (83.4, 94.2)	98.1 (92.5, 99.2)
Kaplan Business School	83.6 (81.3, 85.6)	84.9 (81.9, 87.3)	57.7 (54.9, 60.4)	60.7 (57.1, 64.2)	85.0 (82.8, 86.9)	84.4 (81.5, 86.9)	85.1 (82.7, 87.0)	84.9 (81.9, 87.4)	76.3 (73.1, 79.0)	81.9 (78.2, 85.0)	80.1 (77.7, 82.2)	84.1 (81.1, 86.5)
Kaplan Higher Education Pty Ltd	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-
Kent Institute Australia	77.2 (74.8, 79.3)	75.9 (72.7, 78.8)	59.5 (57.1, 61.9)	59.3 (55.9, 62.5)	77.4 (75.1, 79.4)	77.9 (74.8, 80.5)	73.8 (71.3, 76.1)	73.6 (70.2, 76.6)	65.8 (63.0, 68.4)	65.6 (61.7, 69.2)	65.5 (63.1, 67.8)	67.5 (64.3, 70.6)
King's Own Institute	77.1 (75.6, 78.5)	81.5 (79.9, 82.9)	59.1 (57.5, 60.7)	62.2 (60.4, 63.9)	79.2 (77.8, 80.5)	83.8 (82.4, 85.1)	77.4 (75.9, 78.9)	82.2 (80.6, 83.7)	72.2 (70.5, 73.8)	76.0 (74.2, 77.6)	71.6 (70.1, 73.1)	77.5 (75.9, 79.0)
La Trobe College Australia	75.0 (72.4, 77.5)	77.7 (75.1, 80.0)	47.3 (44.5, 50.1)	51.3 (48.5, 54.1)	80.2 (77.7, 82.3)	81.9 (79.5, 84.0)	80.6 (78.0, 82.9)	82.6 (80.0, 84.7)	71.4 (68.1, 74.4)	79.5 (76.6, 82.1)	71.8 (69.1, 74.2)	74.3 (71.7, 76.6)
LCI Melbourne	83.1 (79.3, 86.0)	83.3 (78.5, 86.8)	62.8 (58.3, 66.8)	65.7 (60.2, 70.6)	87.7 (84.2, 90.1)	88.7 (84.4, 91.5)	90.5 (87.1, 92.6)	88.5 (84.1, 91.4)	83.0 (78.3, 86.4)	85.3 (80.1, 89.0)	75.6 (71.4, 79.0)	81.3 (76.4, 85.0)

	SD '20-21	SD '21-22	LE '20-21	LE '21-22	TQ '20-21	TQ '21-22	SS '20-21	SS '21-22	LR '20-21	LR '21-22	OE '20-21	OE '21-22
Le Cordon Bleu Australia	81.0 (74.6, 85.8)	81.0 (72.4, 86.9)	49.1 (42.3, 55.9)	47.7 (39.0, 56.6)	80.0 (73.7, 84.8)	82.8 (74.5, 88.4)	67.4 (60.0, 73.8)	63.3 (53.8, 71.7)	65.3 (56.7, 72.9)	62.8 (51.1, 73.0)	67.0 (60.1, 73.0)	64.6 (55.5, 72.5)
Leaders Institute	100.0 (98.2, 99.9)	100.0 (98.4, 99.9)	95.7 (93.0, 96.8)	97.4 (95.1, 98.1)	100.0 (98.2, 99.9)	100.0 (98.4, 99.9)	100.0 (98.2, 99.9)	100.0 (98.4, 99.9)	98.6 (96.3, 99.0)	99.3 (97.5, 99.5)	99.3 (97.3, 99.4)	100.0 (98.4, 99.9)
Macleay College	87.1 (83.7, 89.6)	87.8 (80.9, 92.3)	66.3 (62.2, 70.0)	67.1 (58.8, 74.3)	86.5 (83.1, 89.0)	83.3 (76.0, 88.6)	83.8 (80.2, 86.7)	84.1 (76.8, 89.3)	79.6 (75.0, 83.3)	81.3 (72.3, 87.6)	81.7 (78.1, 84.6)	75.3 (67.4, 81.7)
Marcus Oldham College	89.5 (85.9, 91.7)	95.4 (93.2, 96.3)	82.2 (78.4, 85.0)	92.2 (89.7, 93.4)	85.3 (81.4, 87.9)	92.7 (90.1, 93.9)	93.3 (90.0, 95.0)	96.0 (93.7, 96.8)	93.0 (89.5, 94.8)	97.1 (95.0, 97.7)	78.5 (74.5, 81.6)	93.3 (90.9, 94.4)
Melbourne Institute of Technology	76.7 (74.0, 79.2)	73.1 (69.5, 76.4)	62.7 (59.8, 65.5)	60.4 (56.7, 64.1)	74.8 (72.1, 77.3)	71.6 (67.9, 74.9)	71.1 (68.2, 73.9)	75.6 (71.9, 78.9)	63.9 (60.7, 67.0)	70.9 (67.1, 74.5)	66.4 (63.5, 69.0)	68.2 (64.5, 71.5)
Melbourne Polytechnic	79.2 (77.0, 81.2)	78.6 (75.5, 81.4)	54.7 (52.1, 57.2)	57.9 (54.4, 61.3)	80.3 (78.1, 82.2)	82.6 (79.8, 85.1)	76.4 (73.9, 78.6)	80.1 (76.8, 82.8)	67.6 (64.8, 70.3)	73.7 (70.2, 76.9)	73.3 (70.9, 75.4)	76.8 (73.6, 79.5)
Montessori World Educational Institute (Australia)	73.9 (64.6, 80.6)	73.7 (62.9, 81.3)	14.6 (10.1, 22.9)	20.0 (13.7, 30.1)	77.1 (68.2, 83.0)	73.7 (62.9, 81.3)	88.9 (80.5, 92.9)	84.2 (74.0, 89.8)	n/a	n/a	64.6 (55.5, 72.1)	62.5 (52.1, 71.3)
Moore Theological College	89.5 (87.8, 90.7)	89.8 (88.0, 91.2)	73.4 (71.2, 75.3)	75.3 (72.8, 77.3)	96.4 (95.2, 97.0)	94.6 (93.1, 95.5)	96.1 (94.7, 96.8)	97.0 (95.6, 97.6)	97.2 (95.7, 97.9)	96.5 (94.8, 97.4)	93.7 (92.3, 94.6)	94.1 (92.5, 95.0)
National Art School	80.2 (77.6, 82.4)	78.1 (75.4, 80.4)	68.2 (65.3, 70.8)	66.5 (63.6, 69.2)	84.9 (82.5, 86.8)	84.1 (81.6, 86.1)	77.9 (74.9, 80.4)	77.1 (74.1, 79.8)	78.0 (75.3, 80.4)	77.9 (75.2, 80.3)	71.9 (69.2, 74.4)	76.2 (73.6, 78.6)
Oxford Institute of Higher Education	81.8 (72.2, 87.7)	80.0 (65.4, 88.7)	54.3 (44.7, 63.5)	53.6 (40.3, 66.2)	82.6 (73.4, 88.2)	80.8 (66.6, 89.1)	84.1 (74.7, 89.6)	80.0 (65.4, 88.7)	63.2 (51.8, 72.7)	n/a	82.6 (73.4, 88.2)	75.0 (61.3, 84.3)
Performing Arts Education	n/a	86.8 (78.0, 90.8)	n/a	86.8 (78.0, 90.8)	n/a	86.8 (78.0, 90.8)	n/a	82.4 (72.1, 87.8)	n/a	71.1 (61.6, 77.7)	n/a	78.9 (69.6, 84.4)
Perth Bible College	94.6 (88.4, 96.8)	90.9 (82.7, 94.3)	68.4 (60.2, 75.0)	71.1 (61.7, 78.1)	94.7 (88.6, 96.8)	95.6 (88.4, 97.5)	96.2 (90.0, 98.0)	92.7 (84.3, 95.8)	96.0 (89.3, 98.0)	100.0 (93.4, 100.3)	91.2 (84.5, 94.2)	88.9 (80.6, 92.8)
Photography Studies College (Melbourne)	85.8 (81.3, 88.8)	84.4 (80.0, 87.4)	67.2 (62.1, 71.6)	76.2 (71.4, 79.8)	91.1 (87.1, 93.2)	90.7 (86.9, 92.9)	89.6 (85.2, 92.1)	88.5 (84.2, 91.1)	91.9 (87.6, 94.1)	91.0 (87.0, 93.2)	78.4 (73.6, 82.0)	83.8 (79.5, 86.8)
Polytechnic Institute Australia Pty Ltd	82.1 (76.4, 86.4)	75.9 (68.2, 82.0)	58.1 (51.8, 64.1)	58.4 (50.6, 65.7)	79.8 (74.0, 84.4)	77.9 (70.5, 83.6)	78.0 (71.8, 82.9)	73.4 (65.3, 80.0)	73.0 (66.5, 78.5)	64.9 (56.2, 72.5)	75.4 (69.5, 80.2)	71.9 (64.4, 78.2)
SAE Institute	87.2 (85.8, 88.3)	87.7 (86.2, 88.9)	78.0 (76.4, 79.4)	78.9 (77.1, 80.4)	84.5 (83.1, 85.7)	85.7 (84.2, 87.1)	85.2 (83.8, 86.6)	84.1 (82.4, 85.6)	77.6 (75.9, 79.2)	80.3 (78.5, 81.9)	74.3 (72.7, 75.9)	78.3 (76.5, 79.9)

	SD '20-21	SD '21-22	LE '20-21	LE '21-22	TQ '20-21	TQ '21-22	SS '20-21	SS '21-22	LR '20-21	LR '21-22	OE '20-21	OE '21-22
Sheridan College Inc.	100.0 (93.3, 99.1)	97.1 (93.0, 97.5)	87.9 (79.6, 90.4)	82.4 (76.9, 85.3)	100.0 (93.3, 99.1)	98.5 (94.8, 98.6)	100.0 (93.3, 99.1)	100.0 (96.6, 99.6)	93.9 (86.2, 95.0)	89.7 (84.7, 91.6)	100.0 (93.3, 99.1)	95.6 (91.3, 96.4)
South Australian Institute of Business and Technology	74.7 (71.9, 77.1)	74.9 (71.4, 78.0)	51.8 (49.0, 54.7)	55.0 (51.2, 58.7)	78.3 (75.7, 80.6)	82.2 (79.0, 84.8)	81.8 (79.1, 84.0)	84.4 (81.2, 87.0)	83.4 (80.7, 85.6)	83.3 (79.9, 86.1)	71.1 (68.4, 73.6)	74.8 (71.3, 77.9)
SP Jain School of Management	91.6 (89.4, 92.8)	89.4 (86.2, 91.4)	81.7 (79.2, 83.7)	77.3 (73.5, 80.3)	86.9 (84.5, 88.5)	82.6 (79.0, 85.1)	87.2 (84.8, 88.9)	81.9 (78.2, 84.7)	74.5 (71.1, 77.4)	71.3 (66.7, 75.2)	75.0 (72.2, 77.3)	72.1 (68.1, 75.4)
Stott's College	86.1 (84.3, 87.6)	89.7 (88.1, 91.0)	68.3 (66.1, 70.3)	71.8 (69.7, 73.7)	84.3 (82.4, 85.9)	84.8 (83.0, 86.3)	75.3 (73.1, 77.3)	76.8 (74.6, 78.7)	62.7 (60.3, 65.0)	66.0 (63.7, 68.1)	74.0 (71.9, 75.9)	74.2 (72.2, 76.0)
Sydney College of Divinity	86.3 (83.2, 88.8)	84.3 (80.3, 87.4)	40.0 (36.2, 44.0)	40.6 (36.0, 45.4)	91.4 (88.7, 93.3)	92.0 (88.7, 94.1)	89.4 (86.4, 91.7)	88.4 (84.6, 91.1)	85.3 (80.2, 89.1)	83.2 (76.4, 88.1)	88.1 (85.2, 90.4)	90.6 (87.2, 92.9)
Sydney Institute of Business and Technology	77.5 (73.3, 81.0)	83.0 (78.7, 86.2)	55.1 (50.6, 59.4)	57.4 (52.4, 62.1)	78.5 (74.4, 81.8)	86.5 (82.5, 89.3)	77.1 (72.6, 80.7)	81.6 (77.0, 85.1)	80.7 (76.2, 84.3)	82.5 (77.5, 86.2)	80.8 (76.9, 83.9)	83.3 (79.1, 86.5)
Tabor College of Higher Education	93.2 (91.1, 94.6)	93.9 (91.6, 95.3)	71.8 (68.7, 74.5)	74.5 (71.1, 77.5)	94.2 (92.3, 95.4)	95.6 (93.6, 96.7)	93.6 (91.4, 95.0)	94.8 (92.6, 96.2)	89.7 (87.0, 91.7)	90.4 (87.5, 92.4)	91.0 (88.8, 92.5)	91.9 (89.5, 93.6)
TAFE NSW	81.7 (80.5, 82.9)	82.5 (81.1, 83.8)	51.8 (50.3, 53.3)	54.1 (52.4, 55.8)	79.4 (78.1, 80.6)	78.5 (77.0, 79.9)	73.3 (71.8, 74.7)	71.8 (70.1, 73.5)	66.1 (64.4, 67.7)	65.9 (64.0, 67.7)	70.4 (69.0, 71.7)	72.2 (70.6, 73.7)
TAFE Queensland	77.1 (72.5, 80.9)	77.9 (72.8, 82.0)	69.2 (64.5, 73.3)	67.5 (62.3, 72.2)	75.8 (71.3, 79.6)	78.1 (73.1, 82.0)	65.8 (60.6, 70.6)	64.7 (58.9, 70.0)	72.7 (68.0, 76.8)	77.0 (71.9, 81.1)	71.9 (67.3, 75.9)	72.6 (67.5, 77.0)
TAFE South Australia	81.3 (75.9, 85.3)	81.5 (76.3, 85.4)	64.2 (58.4, 69.4)	62.9 (57.1, 68.1)	80.8 (75.5, 84.8)	80.3 (75.1, 84.3)	81.4 (75.6, 85.8)	81.9 (76.1, 86.2)	81.0 (75.4, 85.2)	78.3 (72.7, 82.7)	73.9 (68.4, 78.4)	75.0 (69.6, 79.5)
The Australian College of Physical Education	88.0 (85.4, 90.1)	87.1 (84.2, 89.4)	58.7 (55.3, 62.0)	59.5 (55.7, 63.1)	94.4 (92.5, 95.8)	92.7 (90.4, 94.4)	92.9 (90.7, 94.5)	90.5 (87.8, 92.6)	93.1 (90.8, 94.8)	89.2 (86.3, 91.4)	88.5 (86.0, 90.4)	87.6 (84.8, 89.9)
The Australian Institute of Music	75.4 (73.2, 77.4)	77.2 (74.4, 79.7)	53.5 (51.1, 55.9)	58.5 (55.4, 61.5)	79.3 (77.2, 81.1)	77.8 (75.0, 80.2)	78.2 (75.9, 80.2)	76.9 (73.9, 79.6)	74.3 (71.7, 76.8)	71.4 (68.0, 74.5)	65.9 (63.6, 68.1)	66.2 (63.2, 69.1)
The Cairnmillar Institute	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a
The JMC Academy	81.3 (79.9, 82.6)	81.8 (80.5, 83.0)	68.4 (66.8, 69.9)	72.1 (70.7, 73.5)	80.9 (79.5, 82.2)	81.8 (80.5, 83.0)	81.1 (79.6, 82.5)	81.6 (80.1, 82.9)	75.0 (73.4, 76.6)	75.9 (74.4, 77.2)	69.7 (68.1, 71.2)	74.5 (73.1, 75.8)
Think Education	73.2 (71.3, 75.0)	74.5 (71.1, 77.3)	33.8 (31.9, 35.7)	41.3 (38.0, 44.8)	78.4 (76.6, 80.0)	75.6 (72.3, 78.4)	68.8 (66.6, 70.9)	60.4 (56.4, 64.0)	60.3 (57.3, 63.2)	61.1 (56.5, 65.3)	65.0 (63.0, 66.8)	64.2 (60.7, 67.4)
Universal Business School Sydney	78.3 (74.5, 81.5)	77.8 (72.7, 82.0)	62.5 (58.7, 66.2)	60.2 (55.0, 65.1)	80.7 (77.2, 83.6)	79.9 (75.1, 83.7)	78.3 (74.5, 81.6)	77.5 (72.2, 81.8)	75.6 (71.6, 79.0)	76.5 (71.1, 81.0)	76.8 (73.3, 79.8)	76.6 (71.8, 80.6)

	SD '20-21	SD '21-22	LE '20-21	LE '21-22	TQ '20-21	TQ '21-22	SS '20-21	SS '21-22	LR '20-21	LR '21-22	OE '20-21	OE '21-22
UOW College	68.8 (64.0, 72.9)	73.3 (65.9, 79.1)	41.5 (37.1, 46.1)	44.2 (37.1, 51.6)	69.8 (65.2, 73.8)	80.0 (72.9, 85.0)	75.2 (70.3, 79.2)	75.3 (67.8, 81.0)	67.9 (62.7, 72.5)	81.3 (73.3, 86.7)	60.6 (56.0, 64.9)	70.1 (62.8, 76.1)
UTS College	72.0 (70.2, 73.8)	78.3 (76.1, 80.3)	48.5 (46.6, 50.5)	61.6 (59.2, 64.0)	72.3 (70.5, 74.0)	78.8 (76.7, 80.7)	71.5 (69.5, 73.4)	74.9 (72.5, 77.1)	71.2 (69.1, 73.2)	80.0 (77.7, 82.1)	64.2 (62.3, 66.0)	70.1 (67.8, 72.3)
VIT (Victorian Institute of Technology)	78.4 (76.5, 80.0)	80.2 (77.9, 82.2)	65.5 (63.5, 67.4)	65.5 (62.9, 67.9)	79.2 (77.4, 80.8)	78.8 (76.4, 80.8)	77.4 (75.5, 79.1)	79.8 (77.4, 81.8)	71.2 (69.1, 73.1)	76.5 (74.0, 78.7)	72.3 (70.4, 74.0)	75.4 (73.0, 77.5)
Wentworth Institute of Higher Education	84.2 (80.2, 87.1)	86.0 (81.8, 89.0)	60.5 (56.0, 64.8)	57.1 (52.2, 61.7)	86.9 (83.2, 89.5)	85.4 (81.3, 88.4)	80.9 (76.7, 84.2)	83.0 (78.5, 86.4)	68.9 (64.0, 73.2)	77.9 (73.0, 81.9)	68.1 (63.6, 72.1)	73.3 (68.6, 77.2)
Whitehouse Institute of Design, Australia	79.7 (76.9, 81.9)	84.6 (81.9, 86.7)	63.7 (60.7, 66.4)	70.4 (67.3, 73.2)	79.3 (76.7, 81.5)	79.3 (76.4, 81.7)	63.6 (60.3, 66.7)	58.5 (54.8, 61.9)	65.1 (61.7, 68.2)	63.1 (59.7, 66.2)	70.4 (67.6, 72.9)	71.8 (68.7, 74.5)
William Angliss Institute	80.4 (77.4, 82.9)	79.0 (75.0, 82.3)	60.1 (56.7, 63.3)	59.8 (55.4, 64.0)	78.7 (75.7, 81.3)	79.7 (75.8, 83.0)	75.5 (71.9, 78.6)	74.2 (69.6, 78.2)	73.9 (70.1, 77.2)	74.5 (69.6, 78.7)	66.6 (63.3, 69.6)	70.1 (65.9, 73.9)
All NUHEIs	80.2 (79.9, 80.5)	81.6 (81.3, 81.9)	56.2 (55.9, 56.6)	59.1 (58.8, 59.5)	80.9 (80.6, 81.1)	82.2 (81.9, 82.5)	78.3 (78.0, 78.6)	79.5 (79.1, 79.8)	73.2 (72.8, 73.5)	76.0 (75.6, 76.3)	72.6 (72.3, 72.9)	76.1 (75.8, 76.4)

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

SD = Skills Development, LE = Learner Engagement, TQ = Teaching Quality, SS = Student Support, LR = Learning Resources. OE = Overall Educational Experience

7. 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).¹ The NSSE collects information from first year and senior year students in the United States of America (USA) and Canada. In 2022 the survey drew responses from 252,336 students from 456 institutions (451 in the USA and 5 in Canada).² 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) has an overall satisfaction item measured on a five-point Likert-type response scale.³ The NSS is administered mostly to final year undergraduates and is run across all publicly funded higher education institutions in England, Wales, Northern Ireland and Scotland,⁴ reducing the potential for non-random selection inherent in the NSSE.

Comparison of SES results with these similar surveys in the USA, Canada and UK 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 above, 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.⁵

Students' positive ratings of overall experience in Australia have improved to stand at 73 in 2021 and 76 per cent in 2022. In both the UK, the USA and Canada, however, student ratings have fallen since 2020, narrowing the gap in results when compared with Australia. In the UK, student overall satisfaction has declined from 84 per cent in 2019 to 75 per cent in 2021 and 76 per cent in 2022.⁶ There has been a more modest fall in student positive ratings of overall experience in the USA and Canada, falling by a total of 3 percentage points from 86 per cent in 2019 to stand at 83 per cent since 2020.⁷

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

2 Indiana University. (2022). NSSE 2022 Overview. Retrieved 06 Apr. 2023, from <https://nsse.indiana.edu/nsse/reports-data/nsse-overview.html>

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

4 HEFCE. (2013). The National Student Survey. Retrieved 16 Dec. 2014, from www.thestudentsurvey.com/the_nss.html.

5 Office for Students. (2020). National Student Survey 2020: Analysis of the impact of the coronavirus pandemic. Retrieved 24 Nov., 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 Nov., 2020, from nsse.indiana.edu/nsse/about-nsse/covid.html.

6 Office for Students. (2022). The National Student Survey. Retrieved 06 Apr. 2023, from <https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/nss-data-overview/>

7 Indiana University. (2022). NSSE 2022 Overview. Retrieved 06 Apr. 2023, from <https://nsse.indiana.edu/nsse/reports-data/report-builder/index.html>.

8. Likelihood to consider departing 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 2022. Overall, 18.6 per cent of undergraduate students indicated that they had considered leaving in 2022, a slight drop from the 19.1 per cent reported in 2021. For postgraduate coursework students, 17.7 per cent reported that they had considered leaving in 2022, which was a return to the levels seen prior to 2020. While the SES enquires about whether students had seriously *considered* leaving, not actual leaving behaviour, it may be a good indicator of some of the challenges facing students during that year.

Students who considered leaving their institution were also asked to indicate, from a list of 30 possible reasons, why they had considered doing so. These are summarised in Table 8. Students could select as many reasons as applicable, so the percentages do not sum to 100.

Health or stress continues to be the biggest reason cited by students considering early departure. In 2019, 46.3 per cent of students cited health or stress as a reason. This has continued to increase year on year and in 2022 it was cited by 51.1 per cent of undergraduate students. As the COVID-19 pandemic moved into a less acute phase during the 2022 SES fieldwork period, it is illuminating to examine changes between this year and 2020 to 2021. When compared to the previous two years, a need to do paid work, study/life balance and paid work responsibilities saw the biggest increases in citation for considering early departure in 2022. The percentage of students selecting a need to do paid work increased by 3.9 percentage points, study/life balance increased by 3.6 percentage points and paid work responsibilities increased by 3.1 percentage points. This may point to a somewhat paradoxical combination of renewed focus on wellbeing brought about by the pandemic, whilst increasing cost of living pressure causing more students to need to enter the labour market. On the other hand, reasons such as academic exchange and boredom/lack of interest decreased slightly from 2021.

Table 8 Reasons for considering early departure among undergraduate students, 2019-2022

	Reasons considered leaving institution - 2019	Reasons considered leaving institution - 2020	Reasons considered leaving institution - 2021	Reasons considered leaving institution - 2022
Health or stress	46.3	49.8	50.4	51.1
Study / life balance	30.2	27.2	29.9	33.5
Workload difficulties	25.3	27.0	26.9	28.4
Expectations not met	22.2	26.9	26.2	25.7
Personal reasons	25.1	25.2	25.9	26.4
Financial difficulties	22.9	22.6	21.6	22.6
Need a break	24.0	22.4	26.7	28.5
Academic support	18.8	22.3	22.5	21.8

	Reasons considered leaving institution - 2019	Reasons considered leaving institution - 2020	Reasons considered leaving institution - 2021	Reasons considered leaving institution - 2022
Need to do paid work	26.9	21.9	25.2	29.1
Quality concerns	16.2	19.7	17.2	17.0
Boredom/lack of interest	20.9	19.7	22.0	21.3
Career prospects	18.3	16.3	17.3	16.9
Paid work responsibilities	17.3	15.9	17.6	20.7
Family responsibilities	15.6	15.8	15.2	16.3
Change of direction	15.9	13.2	14.8	15.0
Fee difficulties	9.9	12.1	10.2	10.5
Administrative support	9.6	10.6	11.1	11.5
Gap year / deferral	9.1	9.1	9.7	10.4
Academic exchange	10.3	9.0	9.7	9.3
Other	13.2	8.9	6.5	3.8
Institution reputation	9.5	8.4	8.3	8.8
Commuting difficulties	12.6	8.2	8.6	11.0
Social reasons	8.9	7.7	8.0	8.7
Moving residence	6.1	6.9	6.4	6.7
Other opportunities	7.8	6.6	7.1	7.4

	Reasons considered leaving institution - 2019	Reasons considered leaving institution - 2020	Reasons considered leaving institution - 2021	Reasons considered leaving institution - 2022
Standards too high	6.4	6.1	6.6	7.2
Graduating	5.5	5.2	5.5	4.6
Received other offer	5.5	4.5	4.8	4.9
Government assistance	3.0	3.0	3.2	2.8
Travel or tourism	5.8	2.6	3.8	5.0

9. Freedom of expression

First introduced in 2021, the 2022 SES included a short series of questions related to students' perceptions of freedom of expression at their institution. These items were developed to gather concise and meaningful data on the issue of freedom of expression in higher education, in a way that is relevant to the broad student body, including international students. 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 agreement 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 other focus areas in the SES, responses to these items can be combined to calculate an overall freedom of expression score. This represents the proportion of students who rated freedom of expression at their institution positively.

In 2022, a majority of higher education students were positive about freedom of expression at their institution. For undergraduate students, 86.7 per cent rated overall freedom of expression at their institution positively. In terms of individual survey items, 77.4 per cent of undergraduates agreed they were free to express their views at their institution, 81.4 per cent agreed they were free from discrimination, harm or hatred at their institution, and 77.0 per cent agreed academics at their institution were free to express their views. Only around 5 per cent of respondents disagreed with the premise that they are free to express their views, that academics are free to express their views or that they are free from discrimination, harm or hatred at their institution.

Later year undergraduates were somewhat less likely to rate freedom of expression at their institution positively, at 84.0 per cent, compared with 89.1 per cent for commencing students. This same pattern was also observed at the item level.

For postgraduate coursework students, 85.8 per cent rated freedom of expression at their institution positively, just slightly less than the proportion of undergraduates. However, unlike undergraduates, student ratings of freedom of expression among commencing and later year postgraduate students were more closely aligned, with the biggest difference seen for the 'Academics are free to express their views' item (77.1 per cent for commencing students vs 74.0 per cent for later year), a difference of three percentage points.

Table 9 Freedom of expression by level and stage of study, 2022 (% 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	77.4	77.0	81.4	86.7
Commencing	80.1	80.4	83.4	89.1
Later year	74.2	73.1	79.1	84.0
Postgraduate coursework	77.2	75.5	81.5	85.8
Commencing	78.4	77.1	82.4	86.9
Later year	76.0	74.0	80.6	84.8

* 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 3 Production of Scores.

Younger students were more likely to rate aspects of freedom of expression positively than older students, as can be seen in **Table 10**. For example, 79.4 per cent of undergraduate students aged under 25 agreed they were free to express their views on campus, compared with 67.5 per cent of undergraduate students aged 40 and over. Female student ratings were also consistently higher than male ratings.

The greatest variation in ratings was for the item 'Academics are free to express their views' with 19 percentage points separating the highest and lowest ratings. Students new to higher education in 2022 rated this aspect of freedom of expression highest with 82.5 per cent positive, while the 40 and over age group gave the lowest positive rating of 63.8 per cent.

Table 10 Freedom of expression by demographic group, undergraduates, 2022 (% 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	74.4	75.2	80.9	84.5
Gender: Female	78.9	78.0	81.7	87.9
Age: Under 25	79.4	79.6	82.3	88.2
Age: 25 to 29	74.1	73.1	79.5	83.9
Age: 30 to 39	71.6	69.7	79.6	82.5
Age: 40 and over	67.5	63.8	77.0	79.8
Indigenous	74.1	73.8	75.8	83.0
Non-Indigenous	77.4	77.1	81.5	86.8
Home language: English	76.7	76.1	81.9	86.6
Home language: Other	79.8	80.6	79.4	87.3
Disability reported	75.3	73.1	76.1	83.5
No disability reported	77.6	77.5	82.0	87.1
Internal/Mixed study mode	78.4	78.0	81.7	87.3
External study mode	71.4	71.0	79.7	83.1
Residence status: Domestic student	76.6	76.1	81.7	86.5
Residence status: International student	81.3	82.1	79.8	88.1
First in family status**: First in family	80.1	80.4	84.1	89.2
First in family status**: Not first in family	81.1	81.3	83.7	89.9

	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
Previous higher education experience ^{**} : At current institution	77.5	75.9	80.5	86.2
Previous higher education experience ^{**} : At another institution	77.7	77.2	82.4	87.5
Previous higher education experience ^{**} : New to higher education	81.5	82.5	84.4	90.3
Socio-economic status ^{***} : High	-	-	-	-
Socio-economic status ^{***} : Medium	-	-	-	-
Socio-economic status ^{***} : Low	-	-	-	-
Location ^{†††} : Metro	-	-	-	-
Location ^{†††} : Regional/remote	-	-	-	-
Total	77.4	77.0	81.4	86.7

NOTE: 2022 socio-economic status and location data were not available at the time this report was released. This data will be updated once it is available.

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

^{***} Locality statistics are calculated according to proportion for both 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: Methodology

1.1 Methodological summary

1.1.1 Overview

The target population for the SES is commencing and later year onshore undergraduate and postgraduate coursework students currently enrolled in Australian higher education institutions. As introduced in 2020, the target population also included students who intended to study onshore but were offshore at the time of the survey's administration due to travel restrictions resulting from the COVID-19 pandemic. Strata for the SES are defined based on institution, study area (45), course level (undergraduate or postgraduate coursework) and stage of studies (i.e. commencing or later year).

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

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

Table 11 provides a summary of key statistics from the 2022 SES. A total of 695,654 students from 141 higher education institutions were approached to participate in the SES. From a final in-scope sample of 631,949 students, responses were received from a total of 233,916 students which equated to 247,961 valid course level survey responses once combined and double degrees were taken into account. This represents an overall response rate of 37.0 per cent.

Table 11 2022 SES operational overview: undergraduate and postgraduate coursework

Project element	Universities	NUHEIs	Total
Number of participating institutions	42	99	141
Number of students approached	633,206	62,448	695,654
Final 'in-scope' sample	575,884	56,065	631,949
Number of completed surveys (student level)	213,296	20,620	233,916
Number of completed surveys (course level)	227,305	20,656	247,961
Overall response rate (%)	37.0	36.8	37.0
Analytic unit	Course	Course	Course

Project element	Universities	NUHEIs	Total
Data collection period	August-October	August-October	August-October
Mode of data collection	Online	Online	Online

A time series operational overview for SES implementations dating back to 2012 is available in the additional tables associated with this report available from the QILT website as listed in Appendix 7: Additional tables.

1.1.2 Data collection

The main online survey took place in August 2022, with a secondary collection in September-October 2022 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 2022 SES featured an email invitation to complete the survey, followed by ten reminder emails and three SMS reminders.

Refer to the 2022 SES Methodological Report for further information on target population definition, sample design, sampling processes, response rate calculation for QILT surveys, response maximisation strategies and data preparation processes.

1.2 Response rate by institution

Table 12 shows 2021 and 2022 SES response rates by institution. Whilst the overall response rate in 2022 was 37.0 per cent, institutional response rates ranged from 18.3 per cent to 86.7 per cent. Across universities, the response rates ranged from a low of 22.7 per cent to a high of 50.1 per cent.

Table 12 SES response rate by institution, 2021-2022

Institution	2021	2022
Academies Australasia Polytechnic Pty Limited	29.7	49.1
Academy of Information Technology	40.1	41.9
Adelaide Central School of Art	64.9	58.9
Adelaide College of Divinity	52.9	47.9
Adelaide Institute of Higher Education	N/A	46.9
Alphacrucis College	38.7	38.9
Asia Pacific International College	44.3	30.6
Australasian College of Health and Wellness	34.8	31.9
Australia Advance Education Group Pty Ltd	33.3	25.6

Institution	2021	2022
Australian Academy of Music and Performing Arts	43.1	43.8
Australian Catholic University	49.2	47.0
Australian Chiropractic College Limited	N/A	58.2
Australian College of Applied Professions	46.9	43.2
Australian College of Christian Studies	63.9	58.2
Australian College of Nursing	39.4	40.1
Australian College of Theology Limited	56.7	53.4
Australian Institute of Business Pty Ltd	40.7	38.2
Australian Institute of Higher Education	39.9	33.4
Australian Institute of Management Education & Training	47.5	33.6
Australian Institute of Professional Counsellors	40.8	38.2
Avondale University	53.4	49.8
BBI - The Australian Institute of Theological Education	44.5	46.2
Bond University	35.7	36.4
Box Hill Institute	46.4	37.7
Campion College Australia	45.3	35.8
Canberra Institute of Technology	39.3	50.0
Central Queensland University	47.6	43.0
Charles Darwin University	44.6	43.4
Charles Sturt University	39.2	37.1
Chisholm Institute	66.5	37.1
Christian Heritage College	48.3	44.9
CIC Higher Education	28.7	39.8
Collarts (Australian College of the Arts)	45.2	37.9

Institution	2021	2022
Curtin College	37.1	37.4
Curtin University	38.8	37.5
Deakin College	32.1	37.8
Deakin University	49.1	40.8
Eastern College Australia	54.7	55.9
Edith Cowan College	37.5	46.6
Edith Cowan University	42.1	41.4
Endeavour College of Natural Health	41.0	43.4
Engineering Institute of Technology	59.6	47.0
Equals International	25.0	18.8
Excelsia College	42.4	28.4
Eynesbury College	30.3	30.8
Federation University Australia	44.3	38.2
Flinders University	41.6	27.9
Governance Institute of Australia	48.4	47.0
Griffith College	30.7	26.5
Griffith University	36.9	34.1
Health Education & Training Institute	31.9	39.7
HEPCO The Tax Institute Higher Education	37.4	29.4
Higher Education Leadership Institute	N/A	58.3
Holmes Institute	33.5	19.1
Holmesglen Institute	35.7	24.2
ICHM	49.1	39.0
Ikon Institute of Australia	59.9	51.6

Institution	2021	2022
Institute of Health & Management Pty Ltd	43.0	49.1
International College of Management, Sydney	34.6	43.6
International Institute of Business and Technology	33.3	22.2
ISN Psychology Pty Ltd	61.1	54.8
James Cook University	40.9	29.1
Jazz Music Institute	42.6	47.5
Kaplan Business School	38.6	34.6
Kaplan Higher Education Pty Ltd	32.2	26.9
Kent Institute Australia	34.2	34.4
King's Own Institute	44.9	35.3
La Trobe College Australia	41.1	38.2
La Trobe University	40.8	38.7
LCI Melbourne	53.2	34.4
Le Cordon Bleu Australia	31.9	23.7
Leaders Institute	64.3	64.5
Macleay College	35.3	0.0
Macquarie University	44.2	36.2
Marcus Oldham College	66.4	75.6
Melbourne Institute of Technology	28.8	26.0
Melbourne Polytechnic	35.3	21.1
Monash University	40.8	36.9
Montessori World Educational Institute (Australia)	48.6	36.7
Moore Theological College	69.1	63.0
Morling College	48.0	60.3

Institution	2021	2022
Murdoch University	38.8	37.0
Nan Tien Institute	66.7	55.8
National Art School	48.1	42.7
National Institute of Organisation Dynamics Aust	72.0	86.7
Oxford Institute of Higher Education	37.5	27.5
Performing Arts Education	54.3	61.3
Perth Bible College	47.2	55.6
Photography Studies College (Melbourne)	66.4	52.4
Polytechnic Institute Australia Pty Ltd	30.4	18.3
Queensland University of Technology	43.5	33.8
RMIT University	25.3	22.7
SAE Institute	34.3	27.5
Sheridan Institute of Higher Education	78.2	78.2
South Australian Institute of Business and Technology	43.2	34.6
Southern Cross University	47.5	41.7
SP Jain School of Management	57.8	65.5
Stanley College	N/A	39.1
Stott's College	39.0	32.6
Swinburne University of Technology	45.6	42.0
Sydney College of Divinity	42.1	32.0
Sydney Institute of Business and Technology	45.1	45.3
Tabor College of Higher Education	50.7	38.4
TAFE NSW	44.8	36.4
TAFE Queensland	40.1	32.6

Institution	2021	2022
TAFE South Australia	39.8	38.4
The Australian College of Physical Education	32.0	26.5
The Australian Institute of Music	40.9	28.6
The Australian National University	33.4	34.9
The Cairnmillar Institute	55.8	50.5
The Institute of International Studies (TIIS)	33.9	35.3
The JMC Academy	47.5	43.0
The MIECAT Institute	61.9	58.2
The University of Adelaide	46.3	41.0
The University of Melbourne	45.8	43.4
The University of Notre Dame Australia	43.4	35.0
The University of Queensland	34.3	31.9
The University of South Australia	37.1	38.2
The University of Sydney	40.4	30.8
The University of Western Australia	43.0	41.7
Think Education	60.2	49.4
Torrens University	49.9	50.1
Universal Business School Sydney	37.7	27.0
University of Canberra	41.6	40.2
University of Divinity	57.9	47.8
University of New England	47.8	41.7
University of New South Wales	41.6	37.5
University of Newcastle	40.2	34.3
University of Southern Queensland	42.8	45.1

Institution	2021	2022
University of Tasmania	47.0	44.6
University of Technology Sydney	37.4	32.8
University of the Sunshine Coast	54.3	46.9
University of Wollongong	43.5	40.5
UOW College	43.5	40.8
UTS College	28.8	31.7
Victoria University	43.4	35.2
VIT (Victorian Institute of Technology)	52.0	62.9
Wentworth Institute of Higher Education	45.7	43.7
Western Sydney University	38.0	37.1
Whitehouse Institute of Design, Australia	64.9	53.7
William Angliss Institute	29.1	26.3

1.3 Data representativeness

In terms of minimising Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the SES are representative of the target population, respondent characteristics are presented alongside population parameters in Table 13 and Table 14.

As has been the case in previous surveys in the series, it is evident that many of the characteristics of respondents in 2022 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 1.8 and 1.9 percentage points respectively, relative to population parameters. For postgraduate coursework students this pattern of under-representation is even smaller, with an under-representation of 1.6 percentage points for students who speak a language other than English at home and 0.8 percentage points difference for international students.

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 8.0 percentage points (8.0 percentage points in 2021 and 7.9 percentage points in 2020). The under-representation of male students is less pronounced for postgraduate coursework students at 5.0 percentage points (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 2023. Later year students were under-represented in the responding

undergraduate sample by 4.9 percentage points, and while they were also under-represented in the postgraduate coursework sample by 3.7 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 4.1 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 6.1 percentage points (6.1 percentage points in 2021 and 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 5.3 percentage points (2.9 percentage points in 2021 and 3.3 percentage points in 2019). This same age group of undergraduate students are over-represented by 2.7 percentage points (1.8 percentage points in 2021 and 2019).

Socio-economic background is highly representative with undergraduate students from high socio-economic backgrounds slightly less likely to respond to the SES by 0.2 percentage points, while those from medium and low socio-economic backgrounds slightly over-represented by 0.2 and 0.1 percentage points respectively. Postgraduate coursework students were very highly representative with less than a 0.1 percentage point variation between the population and response percentage.

Student location is also highly representative with undergraduates in metropolitan areas only under-represented compared with those from regional/remote locations by 0.3 percentage points, while postgraduate coursework students from metropolitan and regional/remote locations were perfectly represented.

Table 13 2022 Undergraduate SES response characteristics and population parameters by subgroup^{††}

	In-scope population: n	In-scope population: %	SES respondents n	SES respondents %
Stage of studies: Commencing	239,637	48.7	88,154	53.6
Stage of studies: Later year*	252,029	51.3	76,459	46.4
Gender: Male	204,261	41.7	55,279	33.7
Gender: Female	286,113	58.3	108,782	66.3
Age group: Under 25	385,300	78.4	122,332	74.3
Age group: 25 to 29	44,962	9.1	14,444	8.8
Age group: 30 to 39	37,136	7.6	15,389	9.3
Age group: 40 and over	24,263	4.9	12,448	7.6
Indigenous	7,626	1.6	2,687	1.6
Non-Indigenous	484,040	98.4	161,926	98.4
Home language: English	377,926	76.9	129,604	78.7
Home language: Other	113,740	23.1	35,009	21.3
Disability reported	42,306	8.6	16,037	9.7
No disability reported	449,360	91.4	148,576	90.3
Internal/Mixed study mode	415,538	84.9	139,544	85.2
External study mode	73,750	15.1	24,269	14.8
Citizenship status: Domestic student	400,405	81.4	137,057	83.3
Citizenship status: International student	91,211	18.6	27,540	16.7
First in family**	79,378	40.2	29,361	40.2
Not first in family**	117,976	59.8	43,633	59.8
Socio-economic status: High***	-	-	-	-
Socio-economic status: Medium***	-	-	-	-
Socio-economic status: Low***	-	-	-	-
Locality: Metro*** †	-	-	-	-

	In-scope population: n	In-scope population: %	SES respondents n	SES respondents %
Locality: Regional/Remote*** †	-	-	-	-
Total	491,666	100.0	164,613	100.0

NOTE: 2022 socio-economic status and location data were not available at the time this report was released. This data will be updated once it is available.

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

**First in family status includes commencing students only.

*** Locality statistics are calculated according to proportion for both 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 14 2022 Postgraduate coursework SES response characteristics and population parameters by subgroup††

	In-scope population: n	In-scope population: %	SES respondents n	SES respondents %
Stage of studies: Commencing	91,340	44.8	33,662.00	48.5
Stage of studies: Later year*	112,648	55.2	35,757.00	51.5
Gender: Male	83,384	41	24,928.00	36
Gender: Female	120,178	59	44,333.00	64
Age group: Under 25	68,144	33.4	18,972.00	27.3
Age group: 25 to 29	55,293	27.1	17,266.00	24.9
Age group: 30 to 39	46,075	22.6	17,739.00	25.6
Age group: 40 and over	34,475	16.9	15,442.00	22.2
Indigenous	1,897	0.9	659	0.9
Non-Indigenous	202,091	99.1	68,760.00	99.1
Home language: English	130,980	64.2	45,701.00	65.8
Home language: Other	73,008	35.8	23,718.00	34.2
Disability reported	11,049	5.4	4,383.00	6.3
No disability reported	192,939	94.6	65,036.00	93.7
Internal/Mixed study mode	129,097	63.6	44,968.00	65.1
External study mode	74,023	36.4	24,077.00	34.9
Citizenship status: Domestic student	129,548	63.5	44,619.00	64.3
Citizenship status: International student	74,414	36.5	24,793.00	35.7
First in family**	25,600	40.7	9,597.00	41.8
Not first in family**	37,342	59.3	13,381.00	58.2
Socio-economic status: High***	-	-	-	-
Socio-economic status: Medium***	-	-	-	-
Socio-economic status: Low***	-	-	-	-
Locality: Metro*** †	-	-	-	-

	In-scope population: n	In-scope population: %	SES respondents n	SES respondents %
Locality: Regional/Remote*** †	-	-	-	-
Total	203,988	100.0	69,419.00	100.0

NOTE: 2022 socio-economic status and location data were not available at the time this report was released. This data will be updated once it is available.

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

**First in family status includes commencing students only.

*** Locality statistics are calculated according to proportion for both 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 15 and Table 16). 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 (4.1 percentage points and 3.3 percentage points respectively). Much smaller differences between the responding sample and population parameters were observed in other study areas for undergraduate and for postgraduate coursework students.

In 2022, similar to the previous year, the largest study area in the undergraduate population was Business and management accounting for 17.3 per cent of the in-scope population. Science and mathematics with 9.5 per cent was the second highest overall. Humanities, culture and social sciences was third largest overall with 9.1 per cent of the in-scope undergraduate population. In total, these three study areas constituted 35.9 per cent (down from 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 26.6 per cent of the in-scope population, followed by Teacher education with 12.8 per cent and Computing and information systems with 8.7 per cent. Together, these three study areas contributed 48.1 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 15 2022 Undergraduate SES student response characteristics and population parameters by study area

Study area	In-scope population: n	In-scope population: %	SES respondents n	SES respondents %
Science and mathematics	50,996	9.5	18,619	10.4
Computing and information systems	34,493	6.4	10,101	5.7
Engineering	34,814	6.5	10,731	6.0
Architecture and built environment	16,192	3.0	4,651	2.6
Agriculture and environmental studies	6,475	1.2	2,607	1.5
Health services and support	41,159	7.7	14,578	8.2

Study area	In-scope population: n	In-scope population: %	SES respondents n	SES respondents %
Medicine	4,215	0.8	1,591	0.9
Nursing	46,275	8.6	17,949	10.1
Pharmacy	3,502	0.7	1,304	0.7
Dentistry	1,749	0.3	626	0.4
Veterinary science	1,773	0.3	728	0.4
Rehabilitation	9,159	1.7	3,540	2.0
Teacher education	39,234	7.3	14,408	8.1
Business and management	92,658	17.3	23,563	13.2
Humanities, culture and social sciences	48,727	9.1	17,228	9.7
Social work	11,537	2.2	4,487	2.5
Psychology	26,255	4.9	10,055	5.6
Law and paralegal studies	21,543	4.0	7,050	4.0
Creative arts	25,477	4.8	8,530	4.8
Communications	17,311	3.2	5,433	3.0
Tourism, hospitality, personal services, sport and recreation	1,902	0.4	481	0.3
Total	535,446	100.0	178,260	100.0

Table 16 2022 Postgraduate coursework SES student response characteristics and population parameters by study area

Study area	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Science and mathematics	6,474	3.2	2,319	3.3
Computing and information systems	17,767	8.7	5,852	8.4
Engineering	9,801	4.8	3,413	4.9
Architecture and built environment	5,508	2.7	1,647	2.4
Agriculture and environmental studies	2,169	1.1	860	1.2
Health services and support	15,665	7.6	5,422	7.8

Study area	In-scope population: n	In-scope population: %	SES respondents: n	SES respondents: %
Medicine	8,020	3.9	2,448	3.5
Nursing	11,636	5.7	3,721	5.3
Pharmacy	1,151	0.6	261	0.4
Dentistry	1,028	0.5	307	0.4
Veterinary science	592	0.3	229	0.3
Rehabilitation	2,909	1.4	950	1.4
Teacher education	26,262	12.8	10,084	14.5
Business and management	54,575	26.6	16,242	23.3
Humanities, culture and social sciences	10,447	5.1	4,206	6
Social work	9,521	4.6	4,126	5.9
Psychology	7,489	3.7	3,016	4.3
Law and paralegal studies	8,027	3.9	2,561	3.7
Creative arts	2,574	1.3	958	1.4
Communications	2,812	1.4	982	1.4
Tourism, hospitality, personal services, sport and recreation	359	0.2	86	0.1
Total	204,786	100.0	69,690	100.0

1.4 Precision of national estimates

As the 2022 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 17 and Table 18, and Table 19 and Table 20, present student ratings of the Quality of entire educational experience and the Quality of teaching items by subgroup and study area, respectively, with 90 per cent confidence intervals around the point estimates. These confidence intervals have been calculated as 1.645 times the standard error. Given that the number of responses constitutes more than 10 per cent of the student population, standard errors have been adjusted by a finite population correction. This correction reduces the size of the confidence intervals surrounding the estimates. The calculation of these confidence intervals is detailed in Appendix 4: 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 17 and Table 19).

Similarly, for postgraduate coursework students the 90 percent confidence interval is also relatively small at around 0.4 percentage points for the Quality of entire educational experience and the Quality of teaching (see bottom row of Table 18 and Table 20).

Confidence intervals for undergraduate estimates tend to be wider for cohorts with smaller populations, such as Indigenous 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 19). 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 5.2 to 3.6 percentage points overall observed in relation to the Quality of teaching.

For postgraduate coursework students, smaller demographic groups such as Indigenous students and those with a reported disability exhibited wider confidence intervals for the Quality of entire educational experience with 4.2 percentage points and 1.7 percentage points (refer Table 18).

As seen in Table 20, 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 12.4 and 7.1 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 17 through to Table 20 suggests that at sector wide level, the results presented in this report are likely to be close to the unknown population parameters.

Table 17 Percentage positive ratings, undergraduates by student sub-group, 2022 (with 90% confidence intervals)^{††}

	Quality of entire educational experience	Quality of teaching
Stage of studies Commencing	79.1 (78.9, 79.3)	81.3 (81.1, 81.4)
Stage of studies Later year*	72.2 (71.9, 72.4)	74.8 (74.6, 75.0)
Gender Male	73.5 (73.2, 73.7)	75.8 (75.6, 76.1)
Gender Female	77.1 (76.9, 77.3)	79.5 (79.3, 79.6)
Age group Under 25	75.6 (75.5, 75.8)	78.1 (77.9, 78.3)
Age group 25 to 29	73.7 (73.2, 74.2)	76.0 (75.6, 76.5)
Age group 30 to 39	76.1 (75.7, 76.5)	77.8 (77.4, 78.2)
Age group 40 and over	80.9 (80.5, 81.3)	83.0 (82.6, 83.4)
Indigenous Indigenous	76.1 (75.0, 77.1)	79.3 (78.2, 80.3)
Indigenous Non-Indigenous	75.9 (75.7, 76.0)	78.2 (78.1, 78.4)
Home language English	76.7 (76.5, 76.8)	79.1 (78.9, 79.2)
Home language Other	72.8 (72.5, 73.1)	75.1 (74.8, 75.4)

	Quality of entire educational experience	Quality of teaching
Disability Disability reported	73.8 (73.3, 74.2)	76.9 (76.5, 77.3)
Disability No disability reported	76.1 (76.0, 76.3)	78.4 (78.3, 78.5)
Study mode Internal/Mixed study mode	75.2 (75.1, 75.4)	77.8 (77.6, 77.9)
Study mode External study mode	79.8 (79.4, 80.1)	81.0 (80.7, 81.4)
International Domestic student	76.2 (76.0, 76.3)	78.6 (78.4, 78.7)
International International student	74.4 (74.0, 74.7)	76.4 (76.1, 76.8)
First in family First in family**	79.9 (79.6, 80.2)	82.3 (82.0, 82.5)
First in family Not first in family**	79.2 (78.9, 79.4)	81.2 (80.9, 81.4)
Socio-economic status High***	-	-
Socio-economic status Medium***	-	-
Socio-economic status Low***	-	-
Locality Metro*** †	-	-
Locality Regional/Remote*** †	-	-
Total	75.9 (75.7, 76.0)	78.2 (78.1, 78.4)

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

NOTE: 2022 socio-economic status and location data were not available at the time this report was released. This data will be updated once it is available.

*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.

*** Locality statistics are calculated according to proportion for both 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 Percentage positive ratings, postgraduate coursework by student sub-group, 2022 (with 90% confidence intervals) ††

	Quality of entire educational experience	Quality of teaching
Stage of studies: Commencing	77.9 (77.6, 78.2)	79.8 (79.5, 80.1)
Stage of studies: Later year*	75.7 (75.4, 76.0)	77.5 (77.2, 77.8)
Gender: Male	75.4 (75.1, 75.8)	76.6 (76.3, 77.0)
Gender: Female	77.5 (77.2, 77.7)	79.7 (79.5, 80.0)
Age group: Under 25	75.9 (75.4, 76.3)	77.8 (77.4, 78.3)
Age group: 25 to 29	73.9 (73.5, 74.4)	76.2 (75.8, 76.7)
Age group: 30 to 39	76.7 (76.3, 77.1)	78.3 (77.9, 78.7)
Age group: 40 and over	81.0 (80.6, 81.4)	82.5 (82.1, 82.9)
Indigenous	78.4 (76.2, 80.4)	81.7 (79.6, 83.6)
Non-Indigenous	76.7 (76.5, 76.9)	78.6 (78.4, 78.8)
Home language: English	76.7 (76.5, 77.0)	78.8 (78.6, 79.1)
Home language: Other	76.8 (76.4, 77.1)	78.2 (77.8, 78.5)
Disability reported	70.8 (69.9, 71.6)	75.3 (74.5, 76.1)
No disability reported	77.1 (76.9, 77.4)	78.8 (78.6, 79.0)
Internal/Mixed study mode	75.3 (75.1, 75.6)	77.7 (77.4, 77.9)
External study mode	79.2 (78.9, 79.6)	80.3 (79.9, 80.6)
Citizenship status: Domestic student	76.6 (76.4, 76.9)	78.9 (78.6, 79.1)
Citizenship status: International student	76.9 (76.6, 77.3)	78.2 (77.8, 78.5)
First in family**	78.9 (78.4, 79.4)	80.9 (80.3, 81.4)
Not first in family**	78.0 (77.5, 78.5)	79.8 (79.3, 80.2)
Socio-economic status: High***	-	-
Socio-economic status: Medium***	-	-
Socio-economic status: Low***	-	-

	Quality of entire educational experience	Quality of teaching
Locality: Metro*** †	-	-
Locality: Regional/Remote*** †	-	-
Total	76.7 (76.5, 76.9)	78.6 (78.4, 78.8)

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.

*** Locality statistics are calculated according to proportion for both 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 19 Percentage positive ratings, undergraduates by study area, 2022 (with 90% confidence intervals)

	Quality of entire educational experience	Quality of teaching
Science and mathematics	77.2 (76.8, 77.6)	80.2 (79.8, 80.6)
Computing and information systems	70.4 (69.7, 71.0)	70.1 (69.5, 70.7)
Engineering	70.9 (70.3, 71.5)	71.1 (70.5, 71.7)
Architecture and built environment	73.6 (72.7, 74.5)	74.8 (73.9, 75.7)
Agriculture and environmental studies	83.6 (82.6, 84.5)	85.2 (84.3, 86.1)
Health services and support	77.7 (77.2, 78.2)	80.8 (80.4, 81.2)
Medicine	75.4 (74.0, 76.8)	69.9 (68.3, 71.4)
Nursing	69.9 (69.4, 70.3)	73.3 (72.9, 73.8)
Pharmacy	76.1 (74.5, 77.5)	77.2 (75.6, 78.6)
Dentistry	59.1 (56.5, 61.7)	56.3 (53.7, 58.9)
Veterinary science	80.6 (78.6, 82.3)	81.5 (79.6, 83.2)
Rehabilitation	82.0 (81.1, 82.8)	84.4 (83.6, 85.2)
Teacher education	76.3 (75.8, 76.8)	78.6 (78.1, 79.0)
Business and management	74.4 (74.0, 74.8)	75.8 (75.4, 76.2)
Humanities, culture and social sciences	79.1 (78.7, 79.5)	83.7 (83.3, 84.0)
Social work	77.9 (77.1, 78.7)	81.1 (80.4, 81.9)

	Quality of entire educational experience	Quality of teaching
Psychology	79.7 (79.2, 80.3)	82.2 (81.7, 82.7)
Law and paralegal studies	79.7 (79.1, 80.4)	81.1 (80.5, 81.7)
Creative arts	78.3 (77.7, 78.9)	82.6 (82.1, 83.2)
Communications	79.4 (78.6, 80.1)	82.6 (81.9, 83.3)
Tourism, hospitality, personal services, sport and recreation	78.0 (75.1, 80.5)	82.6 (80.0, 84.9)
Total	75.9 (75.7, 76.0)	78.2 (78.1, 78.4)

Table 20 Percentage positive ratings, postgraduate coursework by study area, 2022 (with 90% confidence intervals)

	Quality of entire educational experience	Quality of teaching
Science and mathematics	78.5 (77.3, 79.6)	80.4 (79.3, 81.4)
Computing and information systems	70.6 (69.8, 71.4)	69.7 (68.8, 70.5)
Engineering	74.2 (73.2, 75.2)	75.6 (74.6, 76.6)
Architecture and built environment	75.1 (73.6, 76.5)	76.8 (75.4, 78.2)
Agriculture and environmental studies	83.8 (82.1, 85.3)	87.1 (85.6, 88.5)
Health services and support	77.9 (77.1, 78.6)	80.8 (80.1, 81.5)
Medicine	69.3 (68.0, 70.6)	66.9 (65.5, 68.2)
Nursing	76.3 (75.3, 77.2)	78.0 (77.0, 78.9)
Pharmacy	73.2 (69.0, 76.9)	80.4 (76.5, 83.6)
Dentistry	46.6 (42.7, 50.5)	47.6 (43.7, 51.5)
Veterinary science	64.2 (60.0, 68.1)	65.4 (61.1, 69.2)
Rehabilitation	72.4 (70.4, 74.3)	76.5 (74.6, 78.3)
Teacher education	74.2 (73.7, 74.8)	77.9 (77.3, 78.4)
Business and management	80.8 (80.4, 81.2)	81.2 (80.7, 81.6)
Humanities, culture and social sciences	84.0 (83.3, 84.7)	87.1 (86.4, 87.8)
Social work	74.5 (73.6, 75.3)	77.8 (77.0, 78.6)
Psychology	77.6 (76.6, 78.5)	81.2 (80.3, 82.1)
Law and paralegal studies	73.8 (72.6, 75.0)	79.7 (78.6, 80.7)
Creative arts	80.6 (78.8, 82.1)	81.7 (80.0, 83.3)
Communications	83.8 (82.2, 85.3)	85.2 (83.6, 86.6)
Tourism, hospitality, personal services, sport and recreation	80.2 (73.1, 85.5)	84.9 (78.2, 89.4)
Total	76.7 (76.5, 76.9)	78.6 (78.4, 78.8)

Appendix 2: Student Experience Questionnaire (SEQ)

2.1 Core instrument

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

The instrument used to collect data for the SES, the Student Experience Questionnaire (SEQ), focuses on aspects of the higher education experience that are measurable, linked to learning and development outcomes, and potentially able to be influenced by institutions. These focus areas are operationalised by means of summated rating scales, underpinned by forty-six individual questionnaire items. These items are supplemented by two open-response items that allow students to provide textual feedback on the best aspects of their higher education experience and those most in need of improvement. The SES also contains two additional sets of items, demographic and contextual, to facilitate data analysis and reporting, 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 21 to Table 27.

Table 21 2022 SEQ Item Summary: Skill Development items

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

Table 22 2022 SEQ Item Summary: Learner Engagement items

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

Table 23 2022 SEQ Item Summary: Teaching Quality items

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

Table 24 2022 SEQ Item Summary: Student Support items

Stem	Item	Response scale
At <E306CTXT> during SURVEYYEAR, to what extent have you:	a)received support from your institution to settle into study? b)experienced efficient enrolment and admissions processes? c)felt induction/orientation activities were relevant and helpful?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable
During SURVEYYEAR, to what extent have you found administrative staff or systems (e.g. online administrative services, frontline staff, enrolment systems) to be:	a)available? b)helpful?	Had no contact / Not at all / Very little / Some / Quite a bit / Very much
During SURVEYYEAR, to what extent have you found careers advisors to be:	a)available? b)helpful?	Had no contact / Not at all / Very little / Some / Quite a bit / Very
During SURVEYYEAR, to what extent have you found academic or learning advisors to be:	a)available? b)helpful?	Had no contact / Not at all / Very little / Some / Quite a bit / Very much
During SURVEYYEAR, to what extent have you found support services such as counsellors, financial/legal advisors and health services to be:	a)available? b)helpful?	Had no contact / Not at all / Very little / Some / Quite a bit / Very much
During SURVEYYEAR, to what extent have you...	a)been offered support relevant to your circumstances? b)received appropriate English language skill support?	Not at all / Very little / Some / Quite a bit / Very much / Not applicable

Table 25 2022 SEQ Item Summary: Learning Resources items

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

Table 26 2022 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 27 2022 SEQ Item Summary: Demographic and contextual items

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

Stem	Item	Response scale
		paying fees / Difficulty with workload / Expectations not met / Family responsibilities / Financial difficulties / Gap year/deferral / Government assistance / Graduating / Health or stress / Institution reputation / Moving residence / Need a break / Need to do paid work / Other opportunities / Paid work responsibilities / Personal reasons / Quality concerns / Received other offer from another university or higher education institution / Social reasons / Standards too high / Study/life balance / Travel or tourism / Other reasons

Table 28 2022 SEQ Item Summary: Freedom of expression items

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

Table 29 2022 SES International Student Items

Stem	Item	Response scale
<p>When deciding to study in Australia, how important was....</p>	<p>a) The reputation of Australia's education system?</p> <p>b) Your personal safety and security?</p> <p>l) The cost of living?</p> <p>c) The ability to work part-time?</p> <p>d) The opportunity to study in an English-speaking country?</p> <p>e) Having friends and family already in Australia?</p> <p>f) The chance to experience a new culture/lifestyle?</p> <p>g) The possibility of migrating to Australia?</p> <p>h) The weather/climate?</p>	<p>Extremely important / Important / Not important / Not at all important / Don't know</p>
<p>When you were deciding to apply to <E306CTXT>, how important was...</p>	<p>a) The reputation of the education provider?</p> <p>b) The reputation of the qualification?</p> <p>c) <E306CTXT> offered the course I wanted to study?</p> <p>d) The course fee?</p> <p>e) Employment opportunities after completing the course?</p> <p>f) <E306CTXT> had a partnership with my local institution?</p> <p>g) The location of the institution?</p>	<p>Extremely important / Important / Not important / Not at all important / Don't know</p>
<p>How satisfied are you with each of the following aspects of living in Australia?</p>	<p>a) Employment while studying</p> <p>b) Improving your English skills</p> <p>c) Getting work experience in your field of study</p> <p>d) Transport</p> <p>e) Personal safety on campus</p> <p>f) Personal safety off campus</p> <p>g) Making friends</p> <p>h) Overall living experience in Australia</p>	<p>Very satisfied / Satisfied / Dissatisfied / Very dissatisfied / Not applicable</p>
<p>When coming to Australia, did you use an agent to help you with your</p>		<p>Yes / No</p>

Stem	Item	Response scale
visa application or to enrol at <E306CTXT>?		
How would you rate the overall service provided by the agent?		Very good / Good / Poor / Very poor
Which of the following best describes your current living arrangements?		University or college halls of residence / Student house or flat controlled by university / Private halls or student hostel / Private rented house/flat/room / Homestay with a family not related to you / Living with parents / With friends or relatives in their accommodation / Other (please specify)
Overall, how satisfied are you with your current living arrangements?		Very satisfied / Satisfied / Dissatisfied / Very dissatisfied
Why are you dissatisfied with your current living arrangements?		Too expensive / Not enough space / Too noisy / I am lonely / Issues with housemates / Issues with landlord or agent / Dirty / Old/bad condition / Slow internet / Located too far from institution / Other (please specify)
What type of Australian visa do you currently hold?		Student visa / Temporary graduate visa / Bridging visa (awaiting outcome of substantive visa application) / Other (please specify)

2.3 Institution-specific items

As has been the case since 2013, institutions were offered the option of including non-standard, institution-specific items as part of the 2021 SES. In total, 19 institutions chose to include their own items. In addition to this, 11 institutions chose to include the Workplace Relevance Scale; three 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.

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 3: Production of scores

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

To begin, all SEQ items are rescaled into the conventional reporting metric. Four-point scales are recoded onto a scale that runs from 0, 33.3, 66.6 and 100, and five-point scales recoded onto a scale that runs from 0, 25, 50, 75 and 100. These rescaled items are denoted with an 'r' suffix. An example of the SPSS syntax to recode the SEQ items to the conventional reporting metric is shown in Figure 17.

Scores for each focus area are then computed as the mean of the constituent item scores. A focus area score is only computed for respondents who have a valid item score for at least six skill development items, five learner engagement items, eight teaching quality items, six student support items and five learning resources items respectively. An example of the SPSS syntax used to generate focus area average scores is shown in Figure 18. The recoded item scores are not retained in the analysis file.

Because the reporting metric for the 2022 SES is percentage of students that rated their experience positively, calculated variables must be created for each focus area. The percentage of students that rated their experience positively reflects the percentage of students who achieve a threshold focus area score of 55 or greater. At the individual response level, a positive response is represented by a binary variable taking the value of one if the students gives a positive response to a particular facet of their higher education experience and zero otherwise. An example of the SPSS syntax used to generate these variables is presented in Figure 19. Further information on the SPSS syntax for generating the score for each focus area in the SEQ can be found in the SES Data Dictionary.

At the item level, a positive rating reflects a response in the top two categories of both the four-point and five-point response scales. As with the focus area calculated variables discussed previously, a positive rating with a particular SEQ item is represented by a binary variable taking the value of one if the student provides a positive response and zero otherwise. An example of the SPSS syntax used to generate these item variables is presented in Figure 20.

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.

Figure 18 Example of how to use SPSS syntax to recode SEQ items into the conventional reporting metric

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

Figure 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, TCHHELPr, TCHASSCHr, QLTEACHr, OVERALLr).
```

Figure 20 Example of how to use SPSS syntax to compute SES focus area scores

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

Figure 21 Example of how to use SPSS syntax to compute item variables

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

Appendix 4: Construction of confidence intervals

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

Because percentage agreement scores are reported for the 2022 SES, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

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

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

Figure 22 Formula for a 90% confidence interval using the Agresti-Coull method with FPC

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

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

Appendix 5: Study area definitions

Table 30 21 and 45 study areas concordance with ASCED field of education

Study area	Study area	Study area 45	Study area 45	Field of Education
0	Non-award	0	Non-award	000000
1	Science and mathematics	1	Natural & Physical Sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
1	Science and mathematics	2	Mathematics	010100, 010101, 010103, 010199
1	Science and mathematics	3	Biological Sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
1	Science and mathematics	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
3	Engineering	7	Engineering - Process & Resources	030300, 030301, 030303, 030305, 030307, 030399
3	Engineering	8	Engineering - Mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
3	Engineering	9	Engineering - Civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
3	Engineering	10	Engineering - Electrical & Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
3	Engineering	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
4	Architecture and built environment	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
5	Agriculture and	15	Environmental Studies	050900, 050901, 050999

Study area	Study area	Study area 45	Study area 45	Field of Education
	environmental studies			
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
6	Health services and support	17	Public Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary Science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
12	Rehabilitation	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
13	Teacher education	26	Teacher Education - Early Childhood	070101
13	Teacher education	27	Teacher Education - Primary & Secondary	070103, 070105
14	Business and management	28	Accounting	080100, 080101
14	Business and management	29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
14	Business and management	30	Sales & Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
14	Business and management	31	Management & Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
14	Business and management	32	Banking & Finance	081100, 081101, 081103, 081105, 081199
14	Business and management	40	Economics	091900, 091901, 091903

Study area	Study area	Study area 45	Study area 45	Field of Education
15	Humanities, culture and social sciences	33	Political Science	090100, 090101, 090103
15	Humanities, culture and social sciences	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
15	Humanities, culture and social sciences	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
18	Law and paralegal studies	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
19	Creative arts	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	Tourism, Hospitality, Personal Services, Sport and recreation	45	Tourism, Hospitality & Personal Services	080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999

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

Appendix 6: Results for individual questionnaire items

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

The Skills Development focus area had one of the highest positive ratings in 2022 with 80.5 per cent of students rating it positively. Furthermore, this broad aspect of the student experience has been less affected by changes to learning and teaching since 2019, with ratings dropping by 3.3 percentage points in 2020 before increasing by 1.3 percentage points in 2021 and a further 1.2 percentage points in 2022, still slightly lower than scores prior to 2020. However, there are two aspects of Skills Development that have changed substantially in the past three years: 'Developed ability to work effectively with others' dropped by 8.4 percentage points between 2019 and 2020 and remains 2.9 percentage points lower in 2022, and 'Developed spoken communication skills' which dropped by 6.1 percentage points from 2019 to 2020 still remains 1.8 percentage points lower than 2019.

While later year students rate their skills development more highly than commencing students, particularly in the area of written communication, spoken communication and the ability to solve problems, the initial decreases in the ability to work effectively with others and the development of spoken communication scores were more pronounced for commencing students with 10.8 percentage points and 7.2 percentage point decreases respectively. Also commencing students more closely returned to 2019 ratings than later year students who rate the ability to work with effectively with others 3.6 percentage points below 2019 levels and the development of spoken communication skills 2.9 percentage points lower.

Working effectively with others and developing spoken communication skills have a relatively high association with items in the Learner Engagement focus area which relate to engaging with other students inside and outside study and is often associated with students who are predominantly studying off-campus.

Similar patterns of decline were observed for postgraduate coursework students in 2020, as shown by Table 32 with the development of the ability to work effectively with others remaining 4.3 percentage points lower than for this same cohort in 2019, and (even though it had increased by 3.1 percentage points in 2021) the development of spoken communication skills remaining 1.3 percentage points below 2019 in 2022.

Table 31 Percentage positive scores for Skills Development items, undergraduates by stage of studies, 2019- 2022

	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021
Developed critical and analytical thinking	69.0	67.5	68.2	68.9	72.6	71.1	71.5	72.2	70.5	69.0	69.6	70.4
Developed ability to solve complex problems	60.0	58.4	59.0	60.0	65.5	64.4	64.4	65.0	62.3	60.9	61.3	62.3
Developed ability to work effectively with others	62.5	51.7	56.5	59.8	67.5	62.5	62.6	63.9	64.6	56.2	59.1	61.7
Developed confidence to learn independently	72.2	70.5	70.4	71.7	76.4	74.6	74.8	75.0	74.0	72.2	72.3	73.2

	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021
Developed written communication skills	61.0	60.6	60.1	60.4	69.5	68.2	68.6	68.5	64.6	63.8	63.8	64.2
Developed spoken communication skills	52.6	45.4	48.8	51.4	60.9	56.6	56.9	58.0	56.2	50.1	52.3	54.4
Developed knowledge of field studying	77.1	75.5	76.0	76.1	77.8	76.3	76.5	76.9	77.4	75.8	76.2	76.5
Developed work-related knowledge and skills	63.4	60.8	62.1	62.6	63.0	61.7	62.3	63.2	63.2	61.1	62.2	62.9

Table 32 Percentage positive scores for Skills Development items, postgraduate coursework by stage of studies, 2019-2022

	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021
Developed critical and analytical thinking	71.5	70.4	71.1	73.2	72.3	70.8	72.5	74.1	71.9	70.6	71.9	73.7
Developed ability to solve complex problems	63.6	61.8	61.8	64.9	65.2	64.3	65.5	66.6	64.4	63.1	63.7	65.8
Developed ability to work effectively with others	59.3	50.5	49.3	56.4	63.4	58.9	57.4	57.7	61.4	54.7	53.6	57.1
Developed confidence to learn independently	74.1	72.2	71.6	74.0	76.8	75.3	75.6	76.6	75.4	73.7	73.7	75.3
Developed written communication skills	66.0	65.1	63.8	66.3	70.7	69.8	70.1	70.7	68.3	67.4	67.1	68.6
Developed spoken communication skills	53.4	47.4	46.9	53.7	58.0	55.7	55.2	55.2	55.7	51.6	51.3	54.4
Developed knowledge of field studying	79.5	77.9	80.3	80.9	78.2	76.3	78.3	80.5	78.9	77.1	79.2	80.7
Developed work-related knowledge and skills	68.7	66.9	69.5	71.3	66.4	65.5	68.1	70.2	67.6	66.2	68.8	70.7

As seen in Table 33, undergraduate student ratings for the underlying items in the Learner Engagement focus area declined markedly from 2019 to 2020, most likely with the rapid move to online teaching and learning arrangements due to COVID-19 restrictions. In 2021, ratings for each of the underlying Learner Engagement items increased somewhat but were still well below 2019, and again while there were increases in all items in 2022, some items remain lower than prior to 2020.

The largest decline in ratings in 2020 was for the item 'Been given opportunities to interact with local students', which dropped by 20.2 percentage points. Ratings for this item increased by 6.3 percentage points in 2021 and a further 9.1 percentage points in 2022, but this item remains 4.8 percentage points lower than 2019.

While almost all items in the Learner Engagement focus area remain lower than 2019, students reporting that they had interacted with students outside study requirements remained 7.9 percentage points below pre-COVID levels which may indicate less social activity centred around physical higher education institution campuses even in 2022 even where many institutions have seen some level of return to on-campus learning. This is also the item which scored the lowest positive response in 2022, with only 35.0 per cent indicating that they were interacting with students outside study requirements. Students who had worked with other students as part of their study remained 5.4 percentage points lower than in 20219 and those who reported that they had a sense of belonging to their institution also remained 5.2 percentage points lower. However, in 2022, students reporting that they had participated in discussions online or face-to-face, increased by 4.9 percentage points compared with 2019, which was the only item in this focus area to surpass 2019 scores.

Postgraduate coursework students (refer Table 34) have traditionally rated most items relating to interactions with other students much lower than undergraduate students, most likely due to a higher proportion of students undertaking their studies online. In 2020, postgraduate coursework student ratings declined further, with aspects such as working with other students, interacting with students outside of study and interacting with students who are different all dropping by 11 percentage points. In 2021, there was less of an improvement to these items than in undergraduate student ratings, and while there have been some increases in 2022, many items remain well below 2019. Items which remain substantially below 2019 ratings include 'Interacted with students outside study requirements', 8.9 percentage points below 2019, and 'Worked with other students as part of your study which remains 8.8 percentage points below 2019. Students reporting that they felt a sense of belonging to their institution also remained 6.8 percentage points.

Table 33 Percentage positive scores for Learner Engagement items, undergraduates by stage of studies, 2019-2022

	Commencing 2019	Commencing 2020	Commencing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Commencing 2019	Commencing 2020	Commencing 2021
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

	Commencing 2019	Commencing 2020	Commencing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Commencing 2019	Commencing 2020	Commencing 2021
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 34 Percentage positive scores for Learner Engagement items, postgraduate coursework by stage of studies, 2019-2022

	Commencing 2019	Commencing 2020	Commencing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Commencing 2019	Commencing 2020	Commencing 2021
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

Students were also asked their perceptions of teaching quality. Like Skills Development, the Teaching Quality focus area was less impacted than other aspects of the student experience caused by changes to the learning and teaching environment in the past three years. It was also one of the most highly rated areas in 2022, with 80.1 per cent of undergraduate students rating it positively. However, there were aspects of Teaching Quality that were more impacted than others, which can be seen in the change in underlying item scores shown in Table 35.

Students' ratings of the overall quality of teaching (single item) declined by 4.3 percentage points in 2020 and has increased but remains 1.6 percentage points below 2019. Students' ratings of whether their study was well structured and focussed also declined by 5.2 percentage points in 2020 and increased by 3.5 percentage points in 2021 and another 1.5 percentage points in 2022 to only 0.2 percentage points below 2019 ratings. "Teachers engaged you actively in learning" declined by 4.2

percentage points in 2020 and remains 1.5 percentage points lower than 2019. Interestingly, the item “Teachers demonstrated concern for student learning” saw an increase of 0.2 percentage points between 2019 and 2020 but has been declining over 2021 and 2022 to be 1.7 percentage points lower than 2019.

That said, many areas within this focus area have seen improvements in ratings since 2019 including whether their study was relevant to their education as a whole, providing clear explanations on coursework and assessment, setting assessment tasks that challenge students to learn as well as commenting on student work in ways that help them to learn.

Similar patterns of change in ratings to the Teaching Quality focus area items were seen by postgraduate students, shown in Table 36. However, all items in this focus area were higher in 2022 than in 2019, in particular, whether their study stimulated them intellectually, was relevant to their education overall, whether teachers seemed helpful and approachable and whether their study was well structured and focused.

Table 35 Percentage positive scores for Teaching Quality items, undergraduates by stage of studies, 2019-2022

	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021
Study well structured and focused	70.3	65.3	69.2	70.5	62.5	56.9	60.1	62.4	67.0	61.8	65.3	66.8
Study relevant to education as a whole	74.7	75.0	75.8	75.6	69.5	68.5	69.6	70.3	72.5	72.3	73.1	73.2
Teachers engaged you actively in learning	68.2	64.4	65.9	67.0	64.1	59.2	61.0	62.8	66.5	62.3	63.8	65.0
Teachers demonstrated concern for student learning	62.3	62.5	60.9	60.4	58.5	58.7	57.7	57.3	60.7	60.9	59.5	59.0
Teachers provided clear explanations on coursework and assessment	69.3	68.8	69.8	69.7	64.2	62.7	64.8	65.2	67.1	66.3	67.6	67.6
Teachers stimulated you intellectually	69.6	68.4	69.7	69.9	66.6	62.7	65.0	66.3	68.3	66.0	67.6	68.2
Teachers commented on your work in ways that help you learn	55.1	55.3	55.1	55.7	55.0	53.4	54.6	55.2	55.1	54.5	54.9	55.5
Teachers seemed helpful and approachable	73.1	72.3	72.8	73.1	69.4	67.4	68.3	68.8	71.5	70.2	70.9	71.1
Teachers set assessment tasks that challenge you to learn	78.6	79.3	79.7	79.1	73.8	72.9	73.9	74.3	76.5	76.6	77.2	76.9

	Commencing 2019	Commencing 2020	Commencing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Commencing 2019	Commencing 2020	Commencing 2021
Quality of teaching	82.4	78.6	80.6	81.3	76.4	71.2	73.2	74.8	79.8	75.5	77.3	78.2
Quality of entire educational experience	81.2	71.2	76.5	79.1	74.8	65.1	68.6	72.2	78.5	68.7	73.1	75.9

Table 36 Percentage positive scores for Teaching Quality items, postgraduate coursework by stage of studies, 2019-2022

	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021
Study well structured and focused	68.8	65.8	69.7	71.4	65.6	60.7	65.2	68.0	67.3	63.2	67.3	69.6
Study relevant to education as a whole	76.6	75.7	78.7	79.6	72.2	70.2	73.0	75.8	74.4	73.0	75.7	77.7
Teachers engaged you actively in learning	71.3	68.2	70.2	72.8	68.3	64.8	66.5	68.8	69.8	66.5	68.2	70.8
Teachers demonstrated concern for student learning	65.5	65.5	65.5	67.1	62.5	62.0	62.7	63.6	64.0	63.8	64.0	65.3
Teachers provided clear explanations on coursework and assessment	70.5	70.6	71.2	72.0	70.1	68.8	70.0	70.6	70.3	69.7	70.6	71.3
Teachers stimulated you intellectually	72.2	70.2	74.8	75.5	67.9	65.0	68.6	72.1	70.1	67.6	71.5	73.8
Teachers commented on your work in ways that help you learn	62.6	63.0	62.5	64.9	61.7	60.9	62.3	62.9	62.1	62.0	62.4	63.9
Teachers seemed helpful and approachable	74.7	74.1	76.2	77.6	71.6	70.2	72.6	74.9	73.2	72.2	74.3	76.2
Teachers set assessment tasks that challenge you to learn	79.0	79.3	80.6	81.2	75.3	74.3	75.6	77.0	77.2	76.8	78.0	79.0
Quality of teaching	78.7	74.4	78.4	79.8	75.2	70.4	74.3	77.5	76.9	72.4	76.2	78.6
Quality of entire educational experience	77.2	70.0	75.0	77.9	74.8	67.1	71.6	75.7	76.0	68.5	73.2	76.7

Students were also asked their perceptions of student support. This focus area showed a high degree of consistency from 2019 to 2022 compared with other focus areas and actually experiencing a small increase between 2019 and 2020 but has been declining since then.

As shown in Table 37 for undergraduates, the availability of administrative staff or systems has seen the biggest decrease over the three year period initially dropping by 2.2 percentage points between 2019 and 2020 and continuing to decline to be 3.8 percentage points below 2019 levels. Where students have accessed this service, ratings have also decreased slightly to be 1.3 percentage points lower than 2019.

The most positive ratings were recorded for 'Experienced efficient enrolment and admissions processes' (71.0 per cent) and 'Academic or learning advisors: helpful' (65.1 per cent) and 'available' (64 per cent).

However, while the item related to receiving appropriate English language support increased by 2.7 percentage points since 2019, it has the lowest score in this focus area with only 48.7 per cent positive ratings and given the greater drops in general scores for international students, may warrant continued attention.

The relatively small change in student support related items was also evident in postgraduate coursework student ratings, as seen in Table 38 where ratings of the focus area only dropped by 0.6 percentage points between 2019 and 2020 and again dropped by 0.3 percentage points in 2021, but has picked up by 1.6 percentage points in 2022, exceeding the 2019 scores.

However, areas that are still scoring around one or two percentage points below 2019 are the availability of administrative staff and systems which is still 2.1 percentage points below 2019 levels (and helpfulness 0.2 percentage points lower), the relevance and helpfulness of induction and orientation activities, support from the institution to settle into study and experiencing efficient enrolment and admissions processes.

Table 37 Percentage positive scores for Student Support items, undergraduates by stage of studies, 2019-2022

	Commencing 2019	Commencing 2020	Commencing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Commencing 2019	Commencing 2020	Commencing 2021
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

	Commencing 2019	Commencing 2020	Commencing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Commencing 2019	Commencing 2020	Commencing 2021
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
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 38 Percentage positive scores for Student Support items, postgraduate coursework by stage of studies, 2019-2022

	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021
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
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

Students were also asked their perceptions of learning resources. In 2020, undergraduate ratings of this overall focus area dropped by 7.9 percentage points. In 2021, it increased by 4.0 percentage points and in 2022 increased again by 3.6 percentage points and remains the highest rated focus area.

As shown in Table 39, the item which showed the largest decline in 2020 was in the quality of laboratory or studio equipment, which declined by 11.7 percentage points. In 2021, this aspect of Learning Resources increased by 6.7 percentage points, and in 2022 increased by another 4.4 percentage points, probably as campuses have opened up and allowed access. However, this is still very slightly below the positive rating in 2019 by 0.6 percentage points.

Another area which declined in 2020 and remains lower than 2019 was the quality of computing/IT resources which dropped by 5.5 percentage points in 2020 and, while it improved year on year, is still 2.1 percentage points below 2019 levels. Online learning materials also remain 1.2 percentage points below 2019 levels, which may reflect and increased reliance on these resources in hybrid and online learning modes. Areas which have improved since 2019, after quite large falls, are the quality of the teaching spaces (0.6 percentage points higher than 2019) and the quality of student spaces and common areas which is 2.8 percentage points higher than 2019.

The decline in learning resources ratings among postgraduate coursework students was even more stark in 2020 with a drop of 10.2 percentage points, but has recovered strongly over the three years to be 0.7 percentage points higher than 2019 pre-pandemic ratings.

In general, the pattern has been similar to undergraduate students, including a fall of 14.9 percentage points for the quality of laboratory or studio equipment and a 9.6 percentage point decline in the quality of teaching spaces in 2020 as seen in Table. However, in 2022, most areas had returned to or exceeded 2019 positive ratings, with the quality of student spaces and common areas 3.5 percentage points above 2019 levels. The only areas which remained lower than 2019, the quality of computing and IT resources and laboratory or studio equipment.

Table 39 Percentage positive scores for Learning Resources items, undergraduates by stage of studies, 2019-2022

	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021
Quality of teaching spaces	88.7	81.7	86.4	89.2	82.2	73.9	78.4	83.3	86.0	78.5	83.0	86.6
Quality of student spaces and common areas	82.1	76.8	81.1	84.5	74.1	68.2	72.2	77.8	78.7	73.3	77.4	81.5
Quality of online learning materials	87.1	82.6	84.5	86.1	82.0	78.2	78.8	80.8	84.9	80.8	82.0	83.7
Quality of computing/IT resources	84.1	78.5	80.4	82.1	78.7	73.1	74.0	76.8	81.8	76.3	77.7	79.7
Quality of assigned books, notes and resources	80.7	78.9	79.6	79.8	76.3	73.9	75.5	76.9	78.8	76.8	77.8	78.5
Quality of laboratory or studio equipment	85.4	73.4	81.2	84.7	78.0	66.6	72.0	77.9	82.3	70.6	77.3	81.7

	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021
Quality of library resources and facilities	88.0	82.9	85.7	87.5	84.1	77.0	80.4	84.1	86.3	80.5	83.4	86.0
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" (QLLMS) was introduced in 2020. Note that this item is not currently included in the calculation of the overall Learning Resources focus area score (RESOURCE, RESRSAT)

Table 40 Percentage positive scores for Learning Resources items, postgraduate coursework by stage of studies, 2019-2022

	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021	Later year 2019	Later year 2020	Later year 2021	Total 2019	Total 2020	Total 2021	Comme ncing 2019	Comme ncing 2020	Comme ncing 2021
Quality of teaching spaces	84.8	75.9	79.6	86.1	83.3	73.0	78.1	83.5	84.0	74.4	78.7	84.8
Quality of student spaces and common areas	80.5	72.0	73.7	83.9	77.2	69.3	74.3	80.8	78.8	70.6	74.1	82.3
Quality of online learning materials	86.4	82.7	84.6	86.9	85.0	80.0	82.2	84.6	85.7	81.4	83.4	85.7
Quality of computing/IT resources	83.3	77.7	79.8	82.5	81.7	74.9	77.8	80.5	82.5	76.3	78.7	81.5
Quality of assigned books, notes and resources	82.9	80.2	82.9	84.8	80.5	76.9	80.0	82.4	81.7	78.6	81.4	83.6
Quality of laboratory or studio equipment	80.6	65.1	71.1	81.0	77.5	63.2	69.6	76.7	79.0	64.1	70.2	78.8
Quality of library resources and facilities	86.5	80.1	83.8	87.7	84.7	77.6	82.3	86.5	85.6	78.8	83.0	87.1
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" (QLLMS) was introduced in 2020. Note that this item is not currently included in the calculation of the overall Learning Resources focus area score (RESOURCE, RESRSAT)

Appendix 7: Additional tables

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

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

7.1: SES results

7.1.1. Focus areas

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

The SES focus areas are comprised of a number of underlying items as seen in Appendix 2. Results at the item level for each focus area is available in 7.1.4 Detailed focus area items.

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

Course level	Report table	Sheet name	Table title
ALL		FOCUS_ALL_ALL_1Y	Student experience (% positive rating, 2022) among all course levels from all provider types by level and stage of study
ALL	Table 2, Figures 2-4	FOCUS_ALL_ALL_6Y	Student experience (% positive rating, 2017-2022) among all course levels from all provider types by level and stage of study
UG	Table 1, Figure 1	FOCUS_UG_ALL_11-YY_YEAR	Student experience (% positive rating) among undergraduates from all provider types by year
PGC		FOCUS_PGC_ALL_17-YY_YEAR	Student experience (% positive rating) among postgraduate coursework students from all provider types by year
UG		FOCUS_UG_ALL_1Y_STAGE	Student experience (% positive rating, 2022) among undergraduates from all provider types by stage of study
PGC		FOCUS_PGC_ALL_1Y_STAGE	Student experience (% positive rating, 2022) among postgraduate coursework students from all provider types by stage of study
UG		FOCUS_UG_ALL_1Y_SG	Student experience (% positive rating, 2022) among undergraduates from all provider types by demographic and contextual group

Course level	Report table	Sheet name	Table title
UG	Table 3, Figures 5-9	FOCUS_UG_ALL_6Y_SG	Student experience (% positive rating, 2017-2022) among undergraduates from all provider types by demographic and contextual group
UG		FOCUS_UG_UNI_1Y_SG	Student experience (% positive rating, 2022) among undergraduates from universities by demographic and contextual group
UG		FOCUS_UG_NUHEI_1Y_SG	Student experience (% positive rating, 2022) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC		FOCUS_PGC_ALL_1Y_SG	Student experience (% positive rating, 2022) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		FOCUS_PGC_UNI_1Y_SG	Student experience (% positive rating, 2022) among postgraduate coursework students from universities by demographic and contextual group
PGC		FOCUS_PGC_NUHEI_1Y_SG	Student experience (% positive rating, 2022) 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, 2022) among undergraduates from all provider types by 21 study areas
UG	Table 4	FOCUS_UG_ALL_6Y_AREA	Student experience (% positive rating, 2017-2022) among undergraduates from all provider types by 21 study areas
UG		FOCUS_UG_UNI_1Y_AREA	Student experience (% positive rating, 2022) among undergraduates from universities by 21 study areas
UG		FOCUS_UG_NUHEI_1Y_AREA	Student experience (% positive rating, 2022) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas

Course level	Report table	Sheet name	Table title
PGC		FOCUS_PGC_ALL_1Y_AREA	Student experience (% positive rating, 2022) among postgraduate coursework students from all provider types by 21 study areas
PGC		FOCUS_PGC_ALL_6Y_AREA	Student experience (% positive rating, 2017-2022) among postgraduate coursework students from all provider types by 21 study areas
PGC		FOCUS_PGC_UNI_1Y_AREA	Student experience (% positive rating, 2022) among postgraduate coursework students from universities by 21 study areas
PGC		FOCUS_PGC_NUHEI_1Y_AREA	Student experience (% positive rating, 2022) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas
UG		FOCUS_UG_ALL_1Y_AREA45	Student experience (% positive rating, 2022) among undergraduates from all provider types by 45 study areas
PGC		FOCUS_PGC_ALL_1Y_AREA45	Student experience (% positive rating, 2022) among postgraduate coursework students from all provider types by 45 study areas
UG	Table 5, Figures 10-11	FOCUS_UG_ALL_6Y_HEPTYPE	Student experience (% positive rating, 2017-2022) among undergraduates from all provider types by type of institution
PGC		FOCUS_PGC_ALL_1Y_HEPTYPE	Student experience (% positive rating, 2022) among postgraduate coursework students from all provider types by type of institution
UG		FOCUS_UG_ALL_6Y_E942	Student experience (% positive rating, 2017-2022) among undergraduates from all provider types by citizenship status
PGC		FOCUS_PGC_ALL_6Y_E942	Student experience (% positive rating, 2017-2022) among postgraduate coursework students from all provider types by citizenship status
UG		FOCUS_UG_UNI_1Y_INST_CI	Student experience (% positive rating, 2022, with 90% confidence intervals) among undergraduates from universities by institution

Course level	Report table	Sheet name	Table title
UG		FOCUS_UG_UNI_1YP_INST_CI	Student experience (% positive rating, pooled 2021 and 2022, with 90% confidence intervals) among undergraduates from universities by institution
UG	Table 6	FOCUS_UG_UNI_6Y_INST_CI	Student experience (% positive rating, 2017-2022, with 90% confidence intervals) among undergraduates from universities by institution
UG		FOCUS_UG_UNI_2YD_INST_CI	Student experience (% positive rating, pooled 2019-2020 and 2021-2022, with 90% confidence intervals) among undergraduates from universities by institution
PGC		FOCUS_PGC_UNI_1Y_INST_CI	Student experience (% positive rating, 2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_1YP_INST_CI	Student experience (% positive rating, pooled 2021 and 2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_6Y_INST_CI	Student experience (% positive rating, 2017-2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		FOCUS_PGC_UNI_2YD_INST_CI	Student experience (% positive rating, pooled 2019-2020 and 2021-2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
UG		FOCUS_UG_NUHEI_1Y_INST_CI	Student experience (% positive rating, 2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG		FOCUS_UG_NUHEI_6Y_INST_CI	Student experience (% positive rating, 2017-2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG	Table 7	FOCUS_UG_NUHEI_2YP_INST_CI	Student experience (% positive rating, pooled 2020-2021 and 2021-2022, with 90%

Course level	Report table	Sheet name	Table title
			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 2019-2020 and 2021-2022, 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, 2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_6Y_INST_CI	Student experience (% positive rating, 2017-2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
PGC		FOCUS_PGC_NUHEI_2YP_INST_CI	Student experience (% positive rating, pooled 2020-2021 and 2021-2022, 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 2019-2020 and 2021-2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution

7.1.2 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 table	Sheet name	Table title
UG		CONSID_UG_ALL_1Y_SG	Percentage who considered early departure (2022) among undergraduates from all provider types by demographic and contextual group
UG		CONSID_UG_UNI_1Y_SG	Percentage who considered early departure (2022) among undergraduates from universities by demographic and contextual group
UG		CONSID_UG_NUHEI_1Y_SG	Percentage who considered early departure (2022) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC		CONSID_PGC_ALL_1Y_SG	Percentage who considered early departure (2022) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		CONSID_PGC_UNI_1Y_SG	Percentage who considered early departure (2022) among postgraduate coursework students from universities by demographic and contextual group
PGC		CONSID_PGC_NUHEI_1Y_SG	Percentage who considered early departure (2022) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG	Table 8, Figure 16	CONSID_UG_ALL_6Y_CH	Percentage selected reasons for considered early departure among undergraduates and all provider types by year
UG		CONSID_CH_UG_ALL_6Y_E942	Percentage selected reasons for considered early departure among undergraduates and all provider types by citizenship status, 2017-2022
UG		CONSID_UG_UNI_6Y_CH	Percentage selected reasons for considered early departure among undergraduates and universities by year
UG		CONSID_UG_NUHEI_6Y_CH	Percentage selected reasons for considered early departure among undergraduates and non-university higher education institutes (NUHEIs) by year
PGC		CONSID_PGC_ALL_6Y_CH	Percentage selected reasons for considered early departure among postgraduate coursework students and all provider types by year
PGC		CONSID_CH_PG_ALL_6Y_E942	Percentage selected reasons for considered early departure among postgraduate coursework students and all provider types by citizenship status, 2017-2022
PGC		CONSID_PGC_UNI_6Y_CH	Percentage selected reasons for considered early departure among postgraduate coursework students and universities by year
PGC		CONSID_PGC_NUHEI_6Y_CH	Percentage selected reasons for considered early departure among postgraduate coursework students and non-university higher education institutes (NUHEIs) by year

Course level	Report table	Sheet name	Table title
UG		CONSID_UG_ALL_1Y_GRADE_FIG	Percentage who considered early departure (2022) among undergraduates from all provider types by average grades to date
UG		CONSID_UG_UNI_1Y_GRADE_FIG	Percentage who considered early departure (2022) among undergraduates from universities by average grades to date
UG		CONSID_UG_NUHEI_1Y_GRADE_FIG	Percentage who considered early departure (2022) among undergraduates from non-university higher education institutes (NUHEIs) by average grades to date
PGC		CONSID_PGC_ALL_1Y_GRADE_FIG	Percentage who considered early departure (2022) among postgraduate coursework students from all provider types by average grades to date
PGC		CONSID_PGC_UNI_1Y_GRADE_FIG	Percentage who considered early departure (2022) among postgraduate coursework students from universities by average grades to date
PGC		CONSID_PGC_NUHEI_1Y_GRADE_FIG	Percentage who considered early departure (2022) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by average grades to date

7.1.3 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 table	Sheet name	Table title
UG		ASTD_UG_ALL_6Y_E942	Negative effects on study (% negatively affected) among undergraduates and all provider types by citizenship status, 2017-2022
PGC		ASTD_PGC_ALL_6Y_E942	Negative effects on study (% negatively affected) among postgraduate coursework students and all provider types by citizenship status, 2017-2022

7.1.4 Detailed focus area items

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

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

Course level	Report table	Sheet name	Table title
UG	Table 31	DEVEL_UG_ALL_6Y_STAGE	Percentage positive scores for Skills Development items among undergraduates and all provider types by stage of study, 2017-2022
UG		DEVEL_UG_UNI_6Y_STAGE	Percentage positive scores for Skills Development items among undergraduates and universities by stage of study, 2017-2022

Course level	Report table	Sheet name	Table title
UG		DEVEL_UG_NUHEI_6Y_STAGE	Percentage positive scores for Skills Development items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
PGC	Table 32	DEVEL_PGC_ALL_6Y_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students and all provider types by stage of study, 2017-2022
PGC		DEVEL_PGC_UNI_6Y_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students and universities by stage of study, 2017-2022
PGC		DEVEL_PGC_NUHEI_6Y_STAGE	Percentage positive scores for Skills Development items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
UG	Table 33	ENGAG_UG_ALL_6Y_STAGE	Percentage positive scores for Learner Engagement items among undergraduates and all provider types by stage of study, 2017-2022
UG		ENGAG_UG_UNI_6Y_STAGE	Percentage positive scores for Learner Engagement items among undergraduates and universities by stage of study, 2017-2022
UG		ENGAG_UG_NUHEI_6Y_STAGE	Percentage positive scores for Learner Engagement items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
PGC	Table 34	ENGAG_PGC_ALL_6Y_STAGE	Percentage positive scores for Learner Engagement items among postgraduate coursework students and all provider types by stage of study, 2017-2022
PGC		ENGAG_PGC_UNI_6Y_STAGE	Percentage positive scores for Learner Engagement items among postgraduate coursework students and universities by stage of study, 2017-2022
PGC		ENGAG_PGC_NUHEI_6Y_STAGE	Percentage positive scores for Learner Engagement items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
UG	Table 35	TEACH_UG_ALL_6Y_STAGE	Percentage positive scores for Teaching Quality items among undergraduates and all provider types by stage of study, 2017-2022
UG		TEACH_UG_UNI_6Y_STAGE	Percentage positive scores for Teaching Quality items among undergraduates and universities by stage of study, 2017-2022
UG		TEACH_UG_NUHEI_6Y_STAGE	Percentage positive scores for Teaching Quality items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
PGC	Table 36	TEACH_PGC_ALL_6Y_STAGE	Percentage positive scores for Teaching Quality items among postgraduate coursework students and all provider types by stage of study, 2017-2022

Course level	Report table	Sheet name	Table title
PGC		TEACH_PGC_UNI_6Y_STAGE	Percentage positive scores for Teaching Quality items among postgraduate coursework students and universities by stage of study, 2017-2022
PGC		TEACH_PGC_NUHEI_6Y_STAGE	Percentage positive scores for Teaching Quality items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
UG	Table 37	SUPP_UG_ALL_6Y_STAGE	Percentage positive scores for Student Support items among undergraduates and all provider types by stage of study, 2017-2022
UG		SUPP_UG_UNI_6Y_STAGE	Percentage positive scores for Student Support items among undergraduates and universities by stage of study, 2017-2022
UG		SUPP_UG_NUHEI_6Y_STAGE	Percentage positive scores for Student Support items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
PGC	Table 38	SUPP_PGC_ALL_6Y_STAGE	Percentage positive scores for Student Support items among postgraduate coursework students and all provider types by stage of study, 2017-2022
PGC		SUPP_PGC_UNI_6Y_STAGE	Percentage positive scores for Student Support items among postgraduate coursework students and universities by stage of study, 2017-2022
PGC		SUPP_PGC_NUHEI_6Y_STAGE	Percentage positive scores for Student Support items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
UG	Table 39	RESR_UG_ALL_6Y_STAGE	Percentage positive scores for Learning Resources items among undergraduates and all provider types by stage of study, 2017-2022
UG		RESR_UG_UNI_6Y_STAGE	Percentage positive scores for Learning Resources items among undergraduates and universities by stage of study, 2017-2022
UG		RESR_UG_NUHEI_6Y_STAGE	Percentage positive scores for Learning Resources items among undergraduates and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022
PGC	Table 40	RESR_PGC_ALL_6Y_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students and all provider types by stage of study, 2017-2022
PGC		RESR_PGC_UNI_6Y_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students and universities by stage of study, 2017-2022
PGC		RESR_PGC_NUHEI_6Y_STAGE	Percentage positive scores for Learning Resources items among postgraduate coursework students and non-university higher education institutes (NUHEIs) by stage of study, 2017-2022

7.1.5 Freedom of expression

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

Course level	Report table	Sheet name	Table title
ALL	Table 9	FOEX_ALL_ALL_1Y	Freedom of expression (% positive rating, 2022) among all course levels from all provider types by level and stage of study
UG	Table 10	FOEX_UG_ALL_2Y_SG	Freedom of expression (% positive rating, 2021 and 2022) among undergraduates from all provider types by demographic and contextual group
UG		FOEX_UG_UNI_1Y_SG	Freedom of expression (% positive rating, 2022) among undergraduates from universities by demographic and contextual group
UG		FOEX_UG_NUHEI_1Y_SG	Freedom of expression (% positive rating, 2022) 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, 2022) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		FOEX_PGC_UNI_1Y_SG	Freedom of expression (% positive rating, 2022) among postgraduate coursework students from universities by demographic and contextual group
PGC		FOEX_PGC_NUHEI_1Y_SG	Freedom of expression (% positive rating, 2022) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group

7.2 Methodological tables

7.2.1 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 2022 SES Methodological Report, which is available on the QILT website.

Course level	Report table	Sheet name	Table title
ALL	Table 9	FOEX_ALL_ALL_1Y	Freedom of expression (% positive rating, 2022) among all course levels from all provider types by level and stage of study
UG	Table 10	FOEX_UG_ALL_2Y_SG	Freedom of expression (% positive rating, 2021 and 2022) among undergraduates from all provider types by demographic and contextual group

Course level	Report table	Sheet name	Table title
UG		FOEX_UG_UNI_1Y_SG	Freedom of expression (% positive rating, 2022) among undergraduates from universities by demographic and contextual group
UG		FOEX_UG_NUHEI_1Y_SG	Freedom of expression (% positive rating, 2022) 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, 2022) among postgraduate coursework students from all provider types by demographic and contextual group

7.2.2 Response characteristics and representativeness

Course Level	Report Table	Sheet name	Table Title
UG	Table 13	CHAR_UG_ALL_1Y_SG	Response characteristics (2022) among undergraduates from all provider types by demographic and contextual group
UG		CHAR_UG_UNI_1Y_SG	Response characteristics (2022) among undergraduates from universities by demographic and contextual group
UG		CHAR_UG_NUHEI_1Y_SG	Response characteristics (2022) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC	Table 14	CHAR_PGC_ALL_1Y_SG	Response characteristics (2022) among postgraduate coursework students from all provider types by demographic and contextual group
PGC		CHAR_PGC_UNI_1Y_SG	Response characteristics (2022) among postgraduate coursework students from universities by demographic and contextual group
PGC		CHAR_PGC_NUHEI_1Y_SG	Response characteristics (2022) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG	Table 15	CHAR_UG_ALL_1Y_AREA	Response characteristics (2022) among undergraduates from all provider types by 21 study areas
UG		CHAR_UG_UNI_1Y_AREA	Response characteristics (2022) among undergraduates from universities by 21 study areas
UG		CHAR_UG_NUHEI_1Y_AREA	Response characteristics (2022) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas
PGC	Table 16	CHAR_PGC_ALL_1Y_AREA	Response characteristics (2022) among postgraduate coursework students from all provider types by 21 study areas
PGC		CHAR_PGC_UNI_1Y_AREA	Response characteristics (2022) among postgraduate coursework students from universities by 21 study areas
PGC		CHAR_PGC_NUHEI_1Y_AREA	Response characteristics (2022) among postgraduate coursework students from non-

Course Level	Report Table	Sheet name	Table Title
			university higher education institutes (NUHEIs) by 21 study areas
UG		CHARINT_UG_ALL_1Y_AREA	Response characteristics (2022), broken down by citizenship status, among undergraduates from all provider types by 21 study areas
UG		CHARINT_UG_UNI_1Y_AREA	Response characteristics (2022), broken down by citizenship status, among undergraduates from universities by 21 study areas
UG		CHARINT_UG_NUHEI_1Y_AREA	Response characteristics (2022), 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 (2022), 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 (2022), broken down by citizenship status, among postgraduate coursework students from universities by 21 study areas
PGC		CHARINT_PGC_NUHEI_1Y_AREA	Response characteristics (2022), 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 (2022), broken down by citizenship status, among undergraduates from universities by institution
PGC		CHARINT_PGC_UNI_1Y_INST	Response characteristics (2022), broken down by citizenship status, among postgraduate coursework students from universities by institution
UG		CHARINT_UG_NUHEI_1Y_INST	Response characteristics (2022), broken down by citizenship status, among undergraduates from non-university higher education institutes (NUHEIs) by institution
PGC		CHARINT_PGC_NUHEI_1Y_INST	Response characteristics (2022), broken down by citizenship status, among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution

7.2.3 Confidence intervals and weighting

Course Level	Report Table	Sheet name	Table Title
UG	Figure 12	QOE_UG_UNI_1Y_INST_FIG	Quality of entire educational experience (2022, with 90% confidence intervals) among undergraduates from universities by institution
UG		QOE_UG_UNI_1YP_INST_FIG	Quality of entire educational experience (pooled 2021 and 2022, with 90% confidence intervals) among undergraduates from universities by institution
PGC		QOE_PGC_UNI_1Y_INST_FIG	Quality of entire educational experience (2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
PGC		QOE_PGC_UNI_1YP_INST_FIG	Quality of entire educational experience (pooled 2021 and 2022, with 90% confidence intervals) among postgraduate coursework students from universities by institution
UG		QOE_UG_NUHEI_1Y_INST_FIG	Quality of entire educational experience (2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by institution
UG	Figure 14	QOE_UG_NUHEI_1YP_INST_FIG	Quality of entire educational experience (pooled 2021 and 2022, 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 (2022, 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 2021 and 2022, 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 (2022) 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 (2022) 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 (2022) among undergraduates from all provider types by 21 study areas
PGC		WEIGHT_PGC_ALL_1Y_AREA	Comparison of raw and weighted percentage positive scores (2022) among postgraduate

Course Level	Report Table	Sheet name	Table Title
			coursework students from all provider types by 21 study areas
UG	Table 17	QOEQOT_UG_ALL_1Y_SG_CI	Quality of overall education and quality of teaching (% positive rating, 2022, 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, 2022, 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, 2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by demographic and contextual group
PGC	Table 18	QOEQOT_PGC_ALL_1Y_SG_CI	Quality of overall education and quality of teaching (% positive rating, 2022, 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, 2022, 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, 2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by demographic and contextual group
UG	Table 19	QOEQOT_UG_ALL_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2022, 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, 2022, 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, 2022, with 90% confidence intervals) among undergraduates from non-university higher education institutes (NUHEIs) by 21 study areas
PGC	Table 20	QOEQOT_PGC_ALL_1Y_AREA_CI	Quality of overall education and quality of teaching (% positive rating, 2022, 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, 2022, with 90% confidence

Course Level	Report Table	Sheet name	Table Title
			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, 2022, with 90% confidence intervals) among postgraduate coursework students from non-university higher education institutes (NUHEIs) by 21 study areas