



Australian Government  
Tertiary Education Quality  
and Standards Agency

STATISTICS REPORT  
ON TEQSA REGISTERED  
HIGHER EDUCATION PROVIDERS

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# INTRODUCTION

## Background

A key function of the Tertiary Education Quality and Standards Agency (TEQSA), under the TEQSA Act 2011, is to publish information on higher education providers and awards. TEQSA's National Register ([www.teqsa.gov.au/national-register](http://www.teqsa.gov.au/national-register)) is an important source of information, providing updated information about the status of registered providers and accredited courses. TEQSA also shares its knowledge of the sector and regulatory experience through fora, information sheets and Guidance Notes for providers. TEQSA is progressively expanding the information that it makes available from its information collection, analysis and regulatory activities, in support of quality improvement and benchmarking activities in the sector.

The *TEQSA Statistics on Australian Registered Higher Education Providers Report* ('the Statistics Report') is the first release of selected data held and analysed by TEQSA for its regulatory purposes that includes data from TEQSA's annual Provider Information Request (PIR). The PIR is conducted in the second half of each calendar year to source a limited set of key data from some providers in the sector where providers are not reporting or only partially report in the main national higher education collections managed by the Department of Education. A significant number of providers in the sector do not currently report under the existing national collections as they do not come under the *Higher Education Support Act, 2003* (HESA). Through incorporation of data from the PIR and relevant higher education collections, the Statistics Report provides stakeholders with key statistics on all parts of the Australian higher education sector.



## About the report

The Statistics Report outlines high level information on four areas: **providers, students, academic staff, and finances**. It includes data collected for TEQSA's regulatory purposes sourced from TEQSA's PIR and National Register. To provide a consistent and relevant view of this data within the context of the whole sector, the report also utilises data from the Department of Education Higher Education Information Management System (HEIMS). While the Statistics Report is focused on higher education data, financial data include all sources of revenue within a provider's operations, including revenue from VET and other activities, reflecting the breadth and diversity of operations within some higher education providers.

### Overview of Explanatory Notes

The Explanatory Notes and Glossary at the back of the Statistics Report provide detailed information on the data and presentation, including provider categories and data sources, and definitions of key terms used in the report.

#### *Provider categories*

There are a number of ways that higher education data can be presented to reflect different groupings of providers in the sector. This includes categorising providers according to different funding and legislative arrangements, or according to different data reporting requirements and collection mechanisms, or to reflect clusters of providers with similar characteristics or selected attributes.

For the purposes of this report, TEQSA has utilised the broad categories 'Universities', 'Non-University FEE-HELP Providers' and 'Other HEPs'. These categories were chosen giving consideration to TEQSA-regulated provider categories (as defined under the *Higher Education Standards Framework*)

and taking into account that data on providers within the university sector are already widely reported. This approach also provides a view of data not previously released without relying on the presentation of data according to different collection processes, as it may be difficult to readily interpret variations across reporting dimensions and providers. The presentation still enables cross referencing of included data back to the main national collections.

#### *Reference Period*

It is challenging to align reference periods across different higher education datasets for the complete sector. TEQSA has chosen to focus on a reference period of 2012 for student and staff data, as this is the most recently available for a complete staff dataset, with other data primarily relating to 2013. In TEQSA's view, this approach provides the best basis for enabling consideration of data at a whole of sector level at this time.

It is important to note that in 2013 there were 173 providers at the time of TEQSA's PIR, with a small number of providers exempt from reporting 2012 student, staff and/or finance data due to being new or other regulatory context (i.e. merged with another entity or teaching out courses). This is footnoted where relevant throughout the report, as are any other variations to the totals.

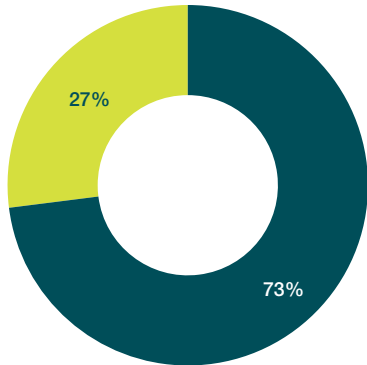
TEQSA intends to update this report in early 2015, as new data across the sector becomes available.

## Enquiries

For enquiries relating to this report and PIR data please contact TEQSA's Information Management team at [collections@teqsa.gov.au](mailto:collections@teqsa.gov.au). For enquiries relating to HEIMS data please contact the Department of Education's University Statistics team at [University-Statistics@education.gov.au](mailto:University-Statistics@education.gov.au).

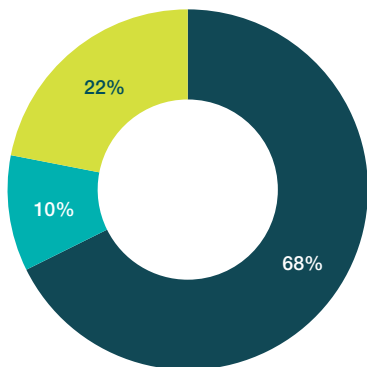
# HIGHER EDUCATION AT A GLANCE <sup>1,2</sup>

**Students 2012: 912,223 EFTSL**



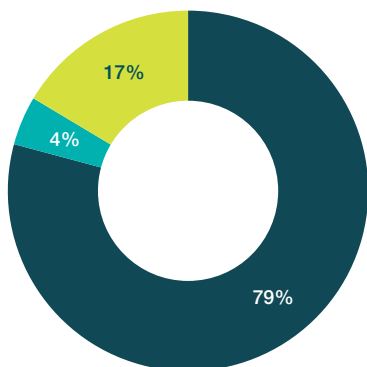
● Overseas Students    ● Domestic Students

**Academic Staff 2012: 56,118 FTE**



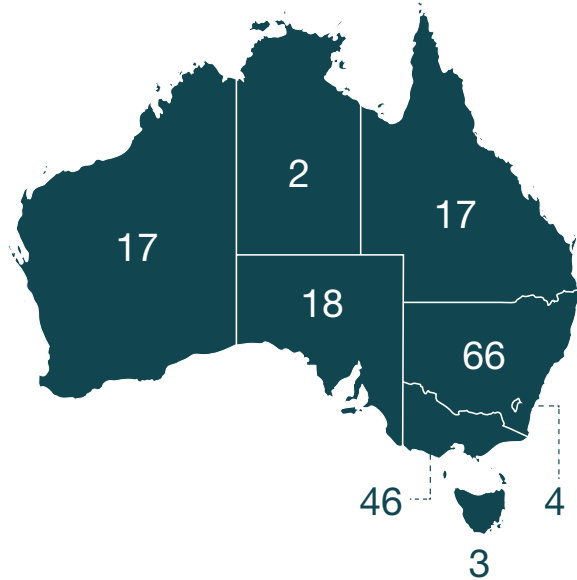
● Full-time    ● Fractional Full-Time    ● Casual

**Total Revenue: \$28.1 billion <sup>4</sup>**



● Higher Education    ● VET    ● Other

**Providers, 2013: 173**



At the time of TEQSA's 2013 Provider Information Request, there were **173 registered higher education providers in Australia**. 43 were Universities, 93 were Non-University FEE-HELP Providers and 37 were Other Higher Education Providers. <sup>3</sup>

<sup>1</sup> TEQSA National Register; 2013 PIR; Finance Publication 2012, 2012 Student Summary Tables, Department of Education. See Explanatory Notes for information on data sources.

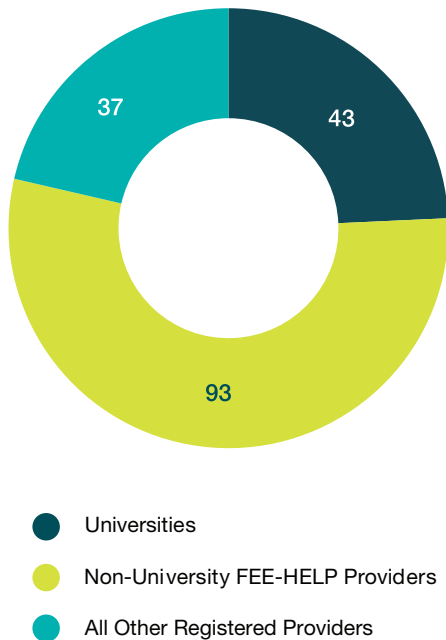
<sup>2</sup> Of the 173 providers on the TEQSA National Register in August 2013, 10 providers that did not report to HEIMS were also not required to submit 2013 PIR data due to either being a new provider or regulatory context (see Explanatory Notes).

<sup>3</sup> See Explanatory Notes for information on provider categories used in this report.

<sup>4</sup> Higher Education = \$22.2 billion, TAFE/VET = \$1.2 billion, Other = \$4.6 billion. Reference year is 2012 calendar year for public universities, and most recently completed financial year up to June 2013 for all other higher education providers.

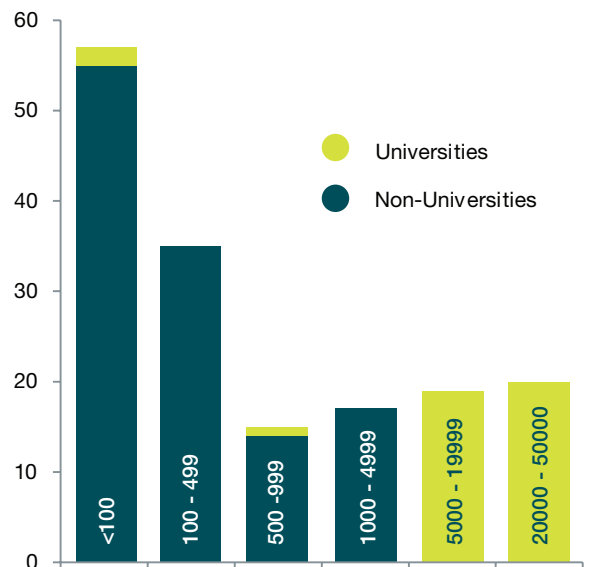
# PROVIDERS 5,6,7

**Figure 1:** Number of Providers, 2013



In 2012, around 93% of students (headcount) were enrolled with Universities, while non-university providers make up 76% of all higher education providers in Australia.

**Figure 2:** Providers by Size of Student Load (EFTSL), 2012



Australia's higher education sector is diverse in size – over half of providers have fewer than 500 EFTSL, and nearly a quarter have more than 5,000 EFTSL.<sup>8</sup>

**Table 1:** Providers by Size of Student Load (EFTSL), 2012

Scale	Providers	%
< 100	57	35%
100 - 499	35	21%
500 - 999	15	9%
1,000 - 4,999	17	10%
5,000 - 19,999	19	12%
20,000 - 50,000	20	12%
<b>TOTAL</b>	<b>163</b>	<b>100%</b>

<sup>5</sup> TEQSA National Register; 2013 PIR; University Statistics, Department of Education. See Explanatory Notes for information on data sources

<sup>6</sup> Of the 173 providers on the TEQSA National Register in August 2013, 10 providers that did not report to HEIMS were also not required to submit 2013 PIR data due to either being a new provider or regulatory context.

<sup>7</sup> See Explanatory Notes for information on provider categories used in this report.

<sup>8</sup> These figures relate to separately registered higher education providers. Figures are not aggregated where two or more registered providers are under one corporate structure.



**Table 2:** Providers by State, 2013 <sup>9</sup>

State	Universities	NU FEE-HELP Providers	Other HEPs	Total
NSW	11	39	16	66
VIC	9	27	10	46
QLD	8	7	2	17
SA	6	9	3	18
WA	5	8	4	17
TAS	1	1	1	3
NT	1	1	0	2
ACT	2	1	1	4
<b>TOTAL</b>	<b>43</b>	<b>93</b>	<b>37</b>	<b>173</b>

The largest number of new courses accredited by TEQSA has been in the field of 'Management and Commerce', followed by 'Creative Arts' for existing providers and 'Education' for newly registered providers.

**Table 3:** New Courses (TEQSA accredited) by BFoE <sup>10,11,12</sup>

	New Course Accreditations/ New Providers	New Course Accreditations/ Existing Providers	Total	%
Natural and Physical Sciences	0	1	1	<1%
Information Technology	0	9	9	4%
Engineering and Related Technologies	0	7	7	3%
Architecture and Building	0	3	3	1%
Agriculture, Environmental and Related Studies	0	1	1	<1%
Health	1	18	19	8%
Education	2	16	18	8%
Management and Commerce	3	71	74	32%
Society and Culture	1	42	43	19%
Creative Arts	0	54	54	24%
Food, Hospitality and Personal Services	0	0	0	0%
Mixed Field Programs	0	0	0	0%
<b>TOTAL</b>	<b>7</b>	<b>222</b>	<b>229</b>	<b>100%</b>

<sup>9</sup> Of the 173 providers on the TEQSA National Register in August 2013, 10 providers that did not report to HEIMS were also not required to submit 2013 PIR data due to either being a new provider or regulatory context.

<sup>10</sup> 29 January 2012 – 16 May 2014

<sup>11</sup> Data excludes accreditation decisions which were made to facilitate a legal entity change of an existing provider.

<sup>12</sup> 'TEQSA accredited' refers to courses that TEQSA accredits as the provider does not hold the authority to self-accredit those courses. In addition to universities, four other registered higher education providers have self-accrediting authority.

**Table 4:** New Courses (TEQSA accredited) by AQF Level <sup>13,14,15</sup>

AQF	Course Level	New Course Accreditations/ New Providers	New Course Accreditations/ Existing Providers	Total	%
5	Diploma	0	35	35	15%
6	Advanced Diploma Associate Degree	3	35	38	17%
7	Bachelor Degree	2	66	68	30%
8	Bachelor Honours Graduate Certificate Graduate Diploma	2	49	51	22%
9	Masters by Coursework Masters by Research	0	36	36	16%
10	Doctorate by Coursework Doctorate by Research	0	1	1	<1%
<b>TOTAL</b>		<b>7</b>	<b>222</b>	<b>229</b>	<b>100%</b>

**For existing providers, the largest number of new courses accredited has been at AQF level 7, followed by level 8.** For newly registered providers, the largest number of new courses accredited has been at AQF level 6.

<sup>13</sup> 29 January 2012 – 16 May 2014

<sup>14</sup> Data excludes accreditation decisions which were made to facilitate a legal entity change of an existing provider.

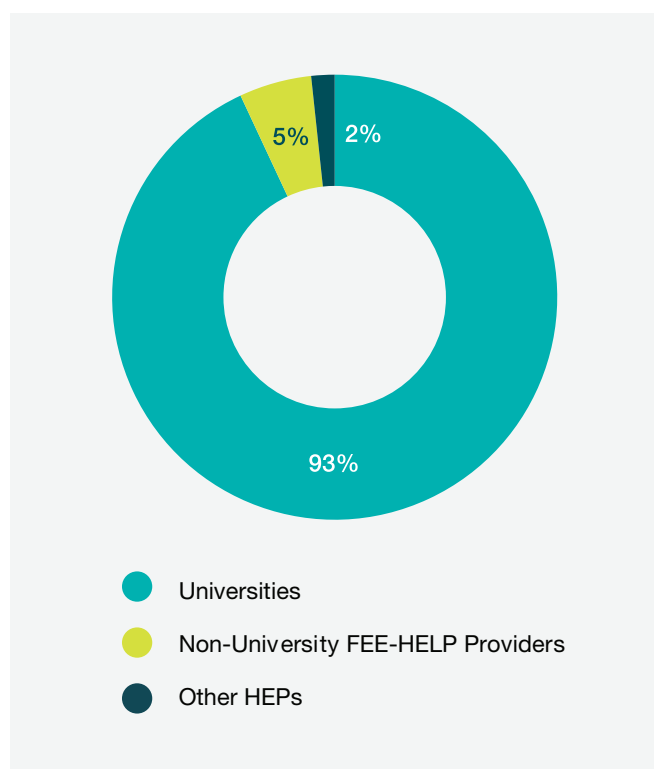
<sup>15</sup> 'TEQSA accredited' refers to courses that TEQSA accredits as the provider does not hold the authority to self-accredit those courses. In addition to universities, four other registered higher education providers have self-accrediting authority.

# STUDENTS 16,17,18

**Table 5:** Total Students by Provider Category, 2012

	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total
Providers	42	26%	82	50%	39	24%	<b>163</b>
<b>Students</b>							
EFTSL	859,295	94%	43,799	5%	9,129	1%	<b>912,223</b>
Headcount	1,190,373	93%	67,349	5%	21,637	2%	<b>1,279,359</b>

**Figure 3:** Students (headcount), 2012



**Almost 1.3 million students** were studying in higher education in Australia in 2012.

<sup>16</sup> 2013 PIR; University Statistics, Department of Education.

<sup>17</sup> Of the 173 providers on the TEQSA National Register as at August 2013, 10 providers that did not report to HEIMS were also not required to submit 2013 PIR data due to either being a new provider or due to regulatory context.

<sup>18</sup> See Explanatory Notes for information on provider categories used in this report.

**Table 6:** Onshore and Offshore Students (EFTSL), 2012 <sup>19,20</sup>

	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total	%
Onshore	802,107	93%	43,443	99%	4,134	45%	<b>849,685</b>	<b>93%</b>
Offshore	57,188	7%	356	1%	4,995 <sup>21</sup>	55%	<b>62,538</b>	<b>7%</b>
<b>TOTAL</b>	<b>859,295</b>	<b>100%</b>	<b>43,799</b>	<b>100%</b>	<b>9,129</b>	<b>100%</b>	<b>912,223</b>	<b>100%</b>

**22% of all providers (38) deliver offshore,**  
the majority being universities (31).

**Table 7:** Domestic and Overseas Students, 2012 <sup>22,23</sup>

	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total	%
<b>EFTSL</b>								
Domestic	632,108	74%	27,602	63%	5,197	64%	<b>664,906</b>	<b>73%</b>
Overseas	227,187	26%	16,197	37%	2,953	36%	<b>246,337</b>	<b>27%</b>
<b>TOTAL</b>	<b>859,295</b>	<b>100%</b>	<b>43,799</b>	<b>100%</b>	<b>8,150</b>	<b>100%</b>	<b>911,244</b>	<b>100%</b>
<b>Headcount</b>								
Domestic	890,115	75%	43,995	65%	14,038	73%	<b>948,148</b>	<b>74%</b>
Overseas	300,258	25%	23,354	35%	5,077	27%	<b>328,689</b>	<b>26%</b>
<b>TOTAL</b>	<b>1,190,373</b>	<b>100%</b>	<b>67,349</b>	<b>100%</b>	<b>19,115</b>	<b>100%</b>	<b>1,276,837</b>	<b>100%</b>

**In 2012, there were more than five thousand overseas students** enrolled in 'Other HEPs'.

<sup>19</sup> Students coded in the 2013 PIR as studying units "Partially Offshore", have been included in the "Offshore" category.

<sup>20</sup> See Glossary for definitions of 'Onshore' and 'Offshore'.

<sup>21</sup> One provider accounts for the majority of these students.

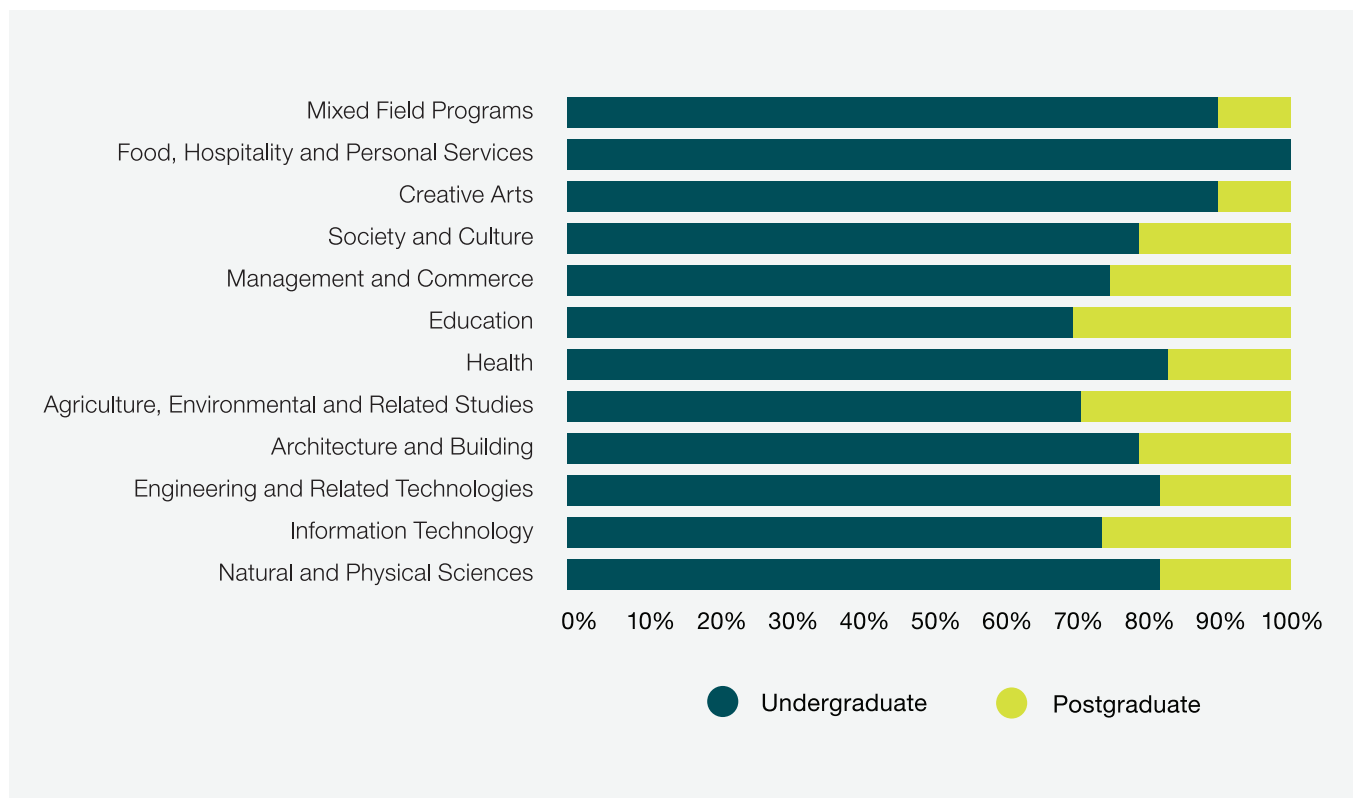
<sup>22</sup> See Glossary for definitions of 'Domestic' and 'Overseas'.

<sup>23</sup> Excludes providers with student citizenship classified as 'unknown' or 'unspecified'.

**Table 8:** Students (EFTSL) by Aggregated Course Level, 2012

	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total	%
Undergraduate <sup>24</sup>	664,582	77%	37,505	86%	2,615	29%	<b>704,703</b>	<b>77%</b>
Postgraduate	177,438	21%	5,701	13%	6,437 <sup>25</sup>	71%	<b>189,576</b>	<b>21%</b>
Other <sup>26</sup>	17,275	2%	593	1%	77	1%	<b>17,945</b>	<b>2%</b>
<b>TOTAL</b>	<b>859,295</b>	<b>100%</b>	<b>43,799</b>	<b>100%</b>	<b>9,129</b>	<b>100%</b>	<b>912,223</b>	<b>100%</b>

**Figure 4:** Students (EFTSL) by BFoE and Aggregated Course Level, 2012



<sup>24</sup> Includes Bachelor Honours students.

<sup>25</sup> One provider accounts for the majority of these students.

<sup>26</sup> 'Other' refers to higher education provider non-award and enabling courses.

**Table 9:** Students (EFTSL) by AQF Level, 2012

AQF	Course Level	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total	%
5	Diploma	4,405	<1%	11,471	26%	157	2%	16,033	2%
6	Advanced Diploma	2,420	<1%	658	2%	7	<1%	3,085	<1%
	Associate Degree	5,984	<1%	1,665	4%	16	<1%	7,665	<1%
7	Bachelor Degree	636,263	74%	23,653	54%	2,396	26%	662,311	73%
8	Bachelor's Honours	13,521	2%	42	<1%	39	<1%	13,601	1%
	Graduate Certificate	9,532	1%	149	<1%	487	5%	10,167	1%
	Graduate Diploma	20,464	2%	3,168	7%	3,980 <sup>27</sup>	44%	27,612	3%
9	Masters by Coursework	103,818	12%	2,245	5%	1,916	21%	107,979	12%
	Masters by Research	4,708	<1%	41	<1%	22	<1%	4,771	<1%
10	Doctorate by Coursework	786	<1%	16	<1%	0	0%	802	<1%
	Doctorate by Research	37,808	4%	56	<1%	32	<1%	37,896	4%
-	Other <sup>28</sup>	19,586	2%	639	1%	77	<1%	20,302	2%
<b>TOTAL</b>		<b>859,295</b>	<b>100%</b>	<b>43,799</b>	<b>100%</b>	<b>9,129</b>	<b>100%</b>	<b>912,223</b>	<b>100%</b>

**44% of students from ‘Other HEPs’ were studying a Graduate Diploma, with one provider accounting for the majority of these students.** If this provider is excluded, the largest number of students in this provider category were studying a Bachelor degree (41%), followed by a Masters by Coursework (33%), Graduate Certificate (12%) and Graduate Diploma (8%).

<sup>27</sup> One provider accounts for the majority of these students.

<sup>28</sup> ‘Other’ refers to higher education provider non-award courses, enabling courses, other undergraduate award courses, undergraduate and postgraduate cross institution programs, and open learning undergraduate and postgraduate studies.

**Table 10:** Students (EFTSL) by BFoE, 2012 <sup>29</sup>

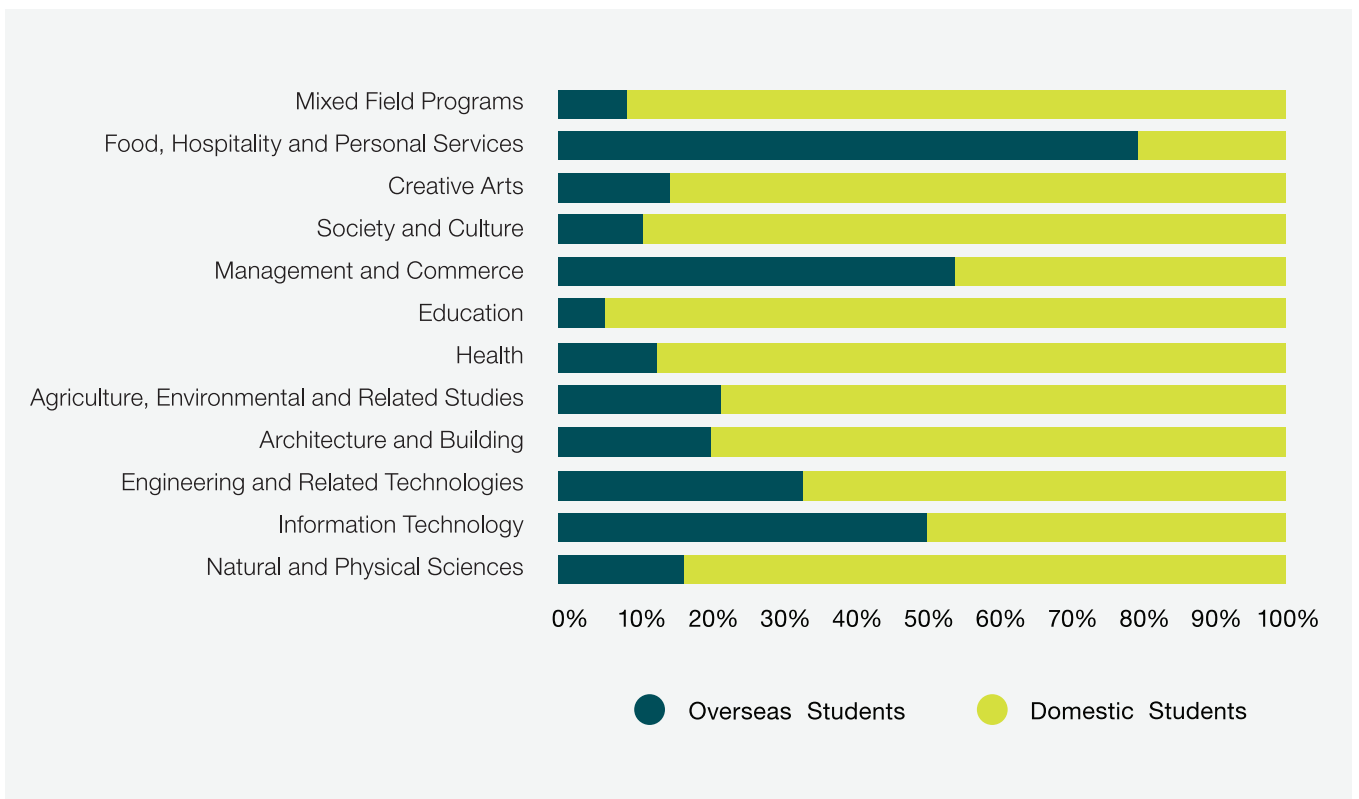
	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total	%
Natural and Physical Sciences	71,712	8%	199	<1%	13	<1%	<b>71,924</b>	<b>8%</b>
Information Technology	31,652	4%	1,284	3%	19	<1%	<b>32,955</b>	<b>4%</b>
Engineering and Related Technologies	68,774	8%	1,109	3%	18	<1%	<b>69,901</b>	<b>8%</b>
Architecture and Building	22,099	3%	454	1%	0	0%	<b>22,553</b>	<b>2%</b>
Agriculture, Environmental and Related Studies	12,902	2%	235	<1%	0	0%	<b>13,137</b>	<b>1%</b>
Health	136,702	16%	4,613	11%	442	5%	<b>141,757</b>	<b>16%</b>
Education	78,800	9%	1,741	4%	23	<1%	<b>80,565</b>	<b>9%</b>
Management and Commerce	205,423	24%	15,855	36%	7,774	85%	<b>229,051</b>	<b>25%</b>
Society and Culture	165,044	19%	8,790	20%	165	2%	<b>173,998</b>	<b>19%</b>
Creative Arts	54,831	6%	8,730	20%	599	7%	<b>64,160</b>	<b>7%</b>
Food, Hospitality and Personal Services	3	<1%	199	<1%	0	0%	<b>202</b>	<b>&lt;1%</b>
Mixed Field Programs	4,963	<1%	0	<1%	10	<1%	<b>4,973</b>	<b>&lt;1%</b>
Non-Award Courses <sup>30</sup>	6,392	<1%	590	1%	44	<1%	<b>7,025</b>	<b>&lt;1%</b>
<b>TOTAL</b>	<b>859,295</b>	<b>100%</b>	<b>43,799</b>	<b>100%</b>	<b>9,108</b>	<b>100%</b>	<b>912,202</b>	<b>100%</b>

The largest number of students were studying in the field of ‘Management and Commerce’. For students in the ‘Other HEPs’ category, the second largest field of study was in ‘Creative Arts’.

<sup>29</sup> Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.

<sup>30</sup> ‘Non-Award Courses’ refers to a subject or unit that may be undertaken as part of a course of study, course of instruction or tuition and training program, but the unit, course or program is not being undertaken as a course of study, and the enrolment is on a non-award basis.

**Figure 5:** Domestic and Overseas Students (EFTSL) by BFoE, 2012



**Table 11:** Commencing and Completing Students, 2012

	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total
<b>Commencements</b>							
EFTSL	337,987	92%	24,041	7%	4,028	1%	<b>366,056</b>
Headcount	474,046	91%	38,133	7%	6,669	1%	<b>518,848</b>
<b>Completions</b>							
Headcount	280,495	92%	18,979	6%	6,215	2%	<b>305,689</b>



**Table 12:** Undergraduate Commencing Students (EFTSL) by Basis for Admission, 2012

	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total	%
Higher Education Course	57,324	24%	3,575	18%	165	12%	<b>61,064</b>	<b>24%</b>
Secondary Education	111,815	47%	7,167	36%	935	66%	<b>119,917</b>	<b>46%</b>
VET award course	22,653	10%	2,053	10%	25	2%	<b>24,731</b>	<b>10%</b>
Mature Age Entry	9,147	4%	1,158	6%	16	1%	<b>10,321</b>	<b>4%</b>
Professional Qualification	1,252	<1%	65	<1%	1	<1%	<b>1,318</b>	<b>&lt;1%</b>
Other basis	35,063	15%	5,750	29%	252	18%	<b>41,065</b>	<b>16%</b>
Not Specified	2	<1%	0	0%	33	2%	<b>35</b>	<b>&lt;1%</b>
<b>TOTAL</b>	<b>237,256</b>	<b>100%</b>	<b>19,769</b>	<b>100%</b>	<b>1,426</b>	<b>100%</b>	<b>258,451</b>	<b>100%</b>

Students in the ‘Other HEPs’ category were most likely to be admitted on the basis of completing ‘Secondary Education’, followed by ‘Other basis’ and ‘Higher Education Course’.

**Table 13:** Students (EFTSL) by Mode of Attendance, 2012

	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total	%
External	84,677	10%	5,091	12%	4,538	50%	<b>94,306</b>	<b>10%</b>
Internal	770,982	90%	38,371	88%	2,957	32%	<b>812,310</b>	<b>89%</b>
Flexible	3,636	<1%	337	<1%	1,634	18%	<b>5,607</b>	<b>&lt;1%</b>
<b>TOTAL</b>	<b>859,295</b>	<b>100%</b>	<b>43,799</b>	<b>100%</b>	<b>9,129</b>	<b>100%</b>	<b>912,223</b>	<b>100%</b>

50% of students studying in ‘Other HEPs’ were studying externally (i.e. online or distance), with one provider accounting for a large majority of these students. If this provider is excluded, most students studying in ‘Other HEPs’ were studying internally (i.e. face-to-face).

# ACADEMIC STAFF - 2012 <sup>31,32,33,34</sup>

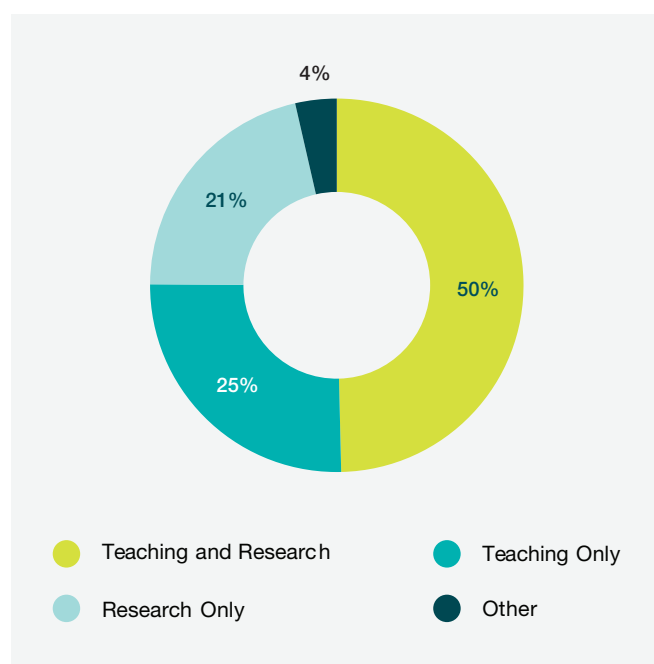
**Table 14:** Academic Staff (FTE) by Work Contract, 2012

	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total	%
Full-Time	37,043	69%	827	42%	104	23%	<b>37,974</b>	<b>68%</b>
Fractional Full-Time	5,517	10%	273	14%	41	9%	<b>5,832</b>	<b>10%</b>
Casual	11,149	21%	856	44%	308 <sup>35</sup>	68%	<b>12,312</b>	<b>22%</b>
<b>TOTAL</b>	<b>53,709</b>	<b>100%</b>	<b>1,956</b>	<b>100%</b>	<b>454</b>	<b>100%</b>	<b>56,118</b>	<b>100%</b>

**Table 15:** Academic Staff (FTE) by Function, 2012

	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total	%
Teaching and Research	27,551	51%	244	13%	54	12%	<b>27,849</b>	<b>50%</b>
Teaching Only	12,412	23%	1,513	77%	363	80%	<b>14,289</b>	<b>25%</b>
Research Only	11,959	22%	6	<1%	5	1%	<b>11,970</b>	<b>21%</b>
Other	1,786	3%	193	10%	32	7%	<b>2,011</b>	<b>4%</b>
<b>TOTAL</b>	<b>53,709</b>	<b>100%</b>	<b>1,956</b>	<b>100%</b>	<b>454</b>	<b>100%</b>	<b>56,118</b>	<b>100%</b>

**Figure 6:** Academic Staff (FTE) by Function, 2012



<sup>31</sup> 2012 PIR; University Statistics, Department of Education. See Explanatory Notes for more information on sources.

<sup>32</sup> Of the 172 providers on the TEQSA National Register as at August 2012, 3 providers that did not report to HEIMS were also not required to submit 2012 PIR data due to either being a new provider or due to regulatory context.

<sup>33</sup> See Explanatory Notes for information on provider categories used in this report.

<sup>34</sup> Excludes staff with duties unspecified or duties classified as 'unknown'. Apart from MCD University of Divinity, data does not include academic staff that teach higher education courses as part of a consortium structure or other third party arrangement.

<sup>35</sup> One provider accounts for approximately a quarter of casual staff reported by 'Other HEPs'.

# ACADEMIC STAFF (EXCL. CASUALS) - 2013 <sup>36,37,38,39</sup>

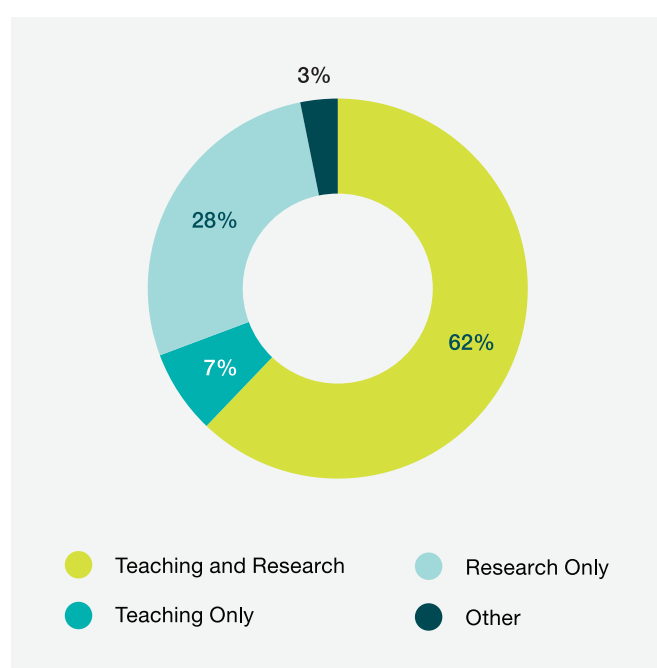
**Table 16:** Academic Staff by Work Contract, 2013

	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total	%
Full-Time	37,423	87%	896	77%	182	78%	<b>38,501</b>	<b>87%</b>
Fractional Full-Time	5,676	13%	271	23%	50	22%	<b>5,998</b>	<b>13%</b>
<b>TOTAL</b>	<b>43,099</b>	<b>100%</b>	<b>1,167</b>	<b>100%</b>	<b>233</b>	<b>100%</b>	<b>44,499</b>	<b>100%</b>

**Table 17:** Academic Staff (FTE) by Function, 2013

	Universities	%	NU FEE-HELP Providers	%	Other HEPs	%	Total	%
Teaching and Research	27,338	63%	234	20%	75	32%	<b>27,647</b>	<b>62%</b>
Teaching Only	2,280	5%	795	68%	111	48%	<b>3,186</b>	<b>7%</b>
Research Only	12,237	28%	7	<1%	9	4%	<b>12,252</b>	<b>28%</b>
Other	1,244	3%	131	11%	38	16%	<b>1,414</b>	<b>3%</b>
<b>TOTAL</b>	<b>43,099</b>	<b>100%</b>	<b>1,167</b>	<b>99%</b>	<b>233</b>	<b>100%</b>	<b>44,499</b>	<b>100%</b>

**Figure 7:** Academic Staff (FTE) by Function, 2013



<sup>36</sup> 2013 PIR; University Statistics, Department of Education. See Explanatory Notes for information on data sources. It is intended that complete data on actual casual academic staff in 2013 will be released once available.

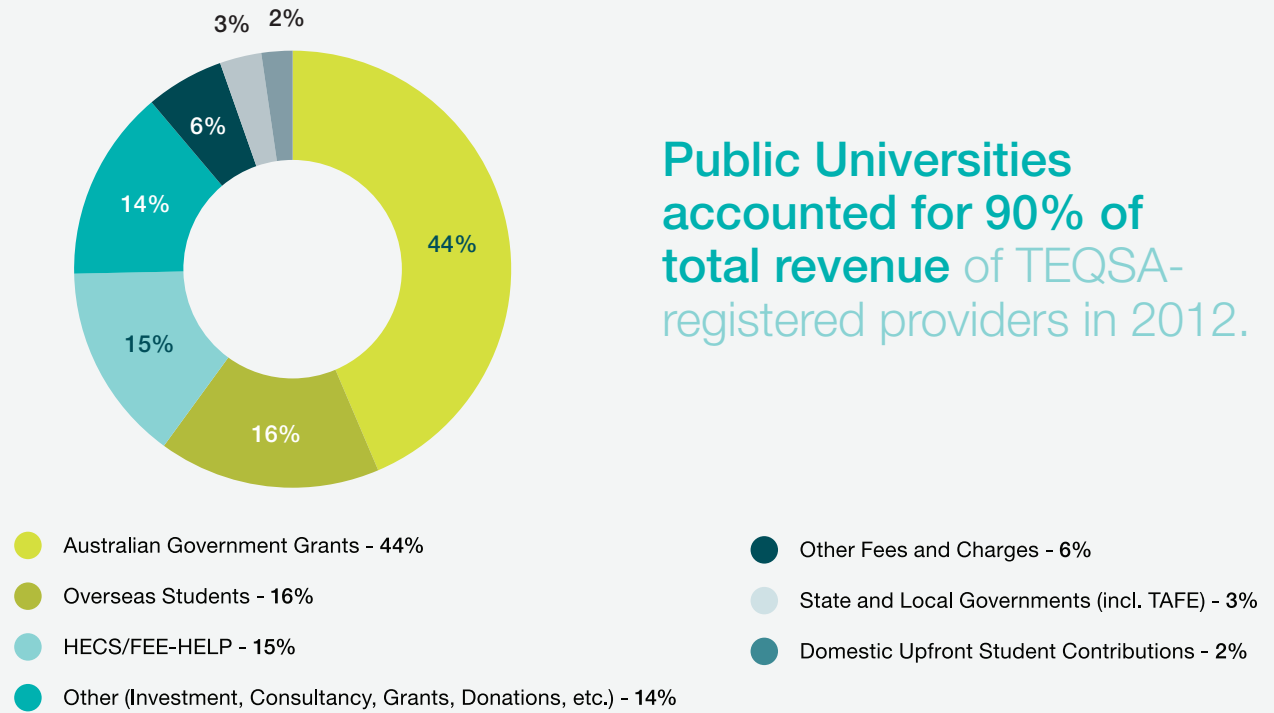
<sup>37</sup> Of the 173 providers on the TEQSA National Register as at August 2013, 10 providers that did not report to HEIMS were also not required to submit 2013 PIR data due to either being a new provider or due to regulatory context.

<sup>38</sup> See Explanatory Notes for information on provider categories used in this report.

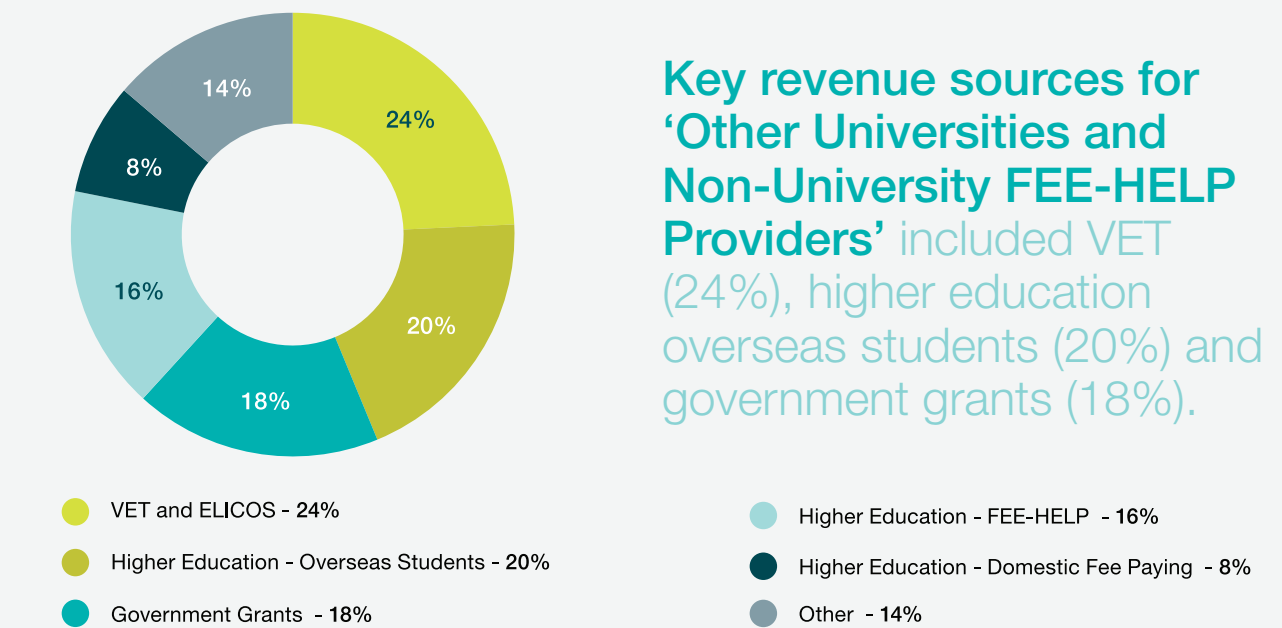
<sup>39</sup> Excludes staff with duties unspecified or duties classified as 'unknown'. Apart from MCD University of Divinity, data does not include academic staff that teach higher education courses as part of a consortium structure or other third party arrangement.

# FINANCIAL PROFILE <sup>40</sup>

**Figure 8:** Revenue by Source (% share), Public Universities <sup>41</sup>



**Figure 9:** Revenue by Source (% share), Other Universities and NU FEE-HELP Providers <sup>42</sup>

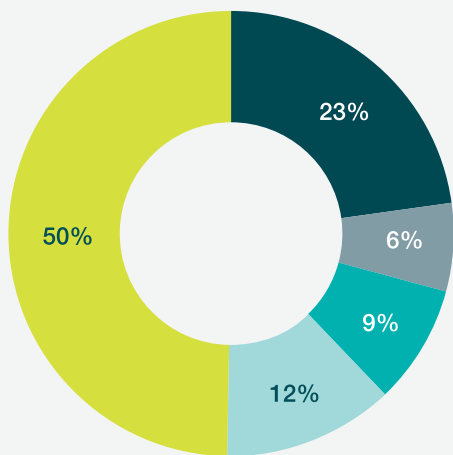


<sup>40</sup> 2013 PIR; Finance Publication 2012, Department of Education

<sup>41</sup> 'Public Universities', as used in this section of the report, refers to Table A providers (as per the HESA, excluding Bachelor Institute of Indigenous Tertiary Education as it is not classified as a university under the Higher Education Standards Framework) and the University of Notre Dame Australia (Table B provider). See Explanatory Notes for information on provider categories used in this report.

<sup>42</sup> Excludes revenue from Technical and Further Education Commission (TAFE NSW).

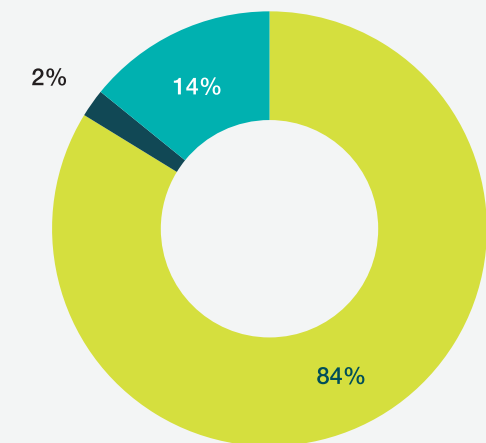
**Figure 10:** Revenue by Source, Other HEPs



For ‘Other HEPs’, principal revenue sources included ‘other sources’ such as non-education related commercial activities, donations and investment income (50%), VET (23%) and domestic fee-paying students (12%).

- VET and ELICOS - 23%
- Higher Education - Overseas Students - 6%
- Government Grants - 9%
- Higher Education - Domestic Fee Paying - 12%
- Other - 50%

**Figure 11:** Revenue by Activity, Public Universities <sup>43</sup>

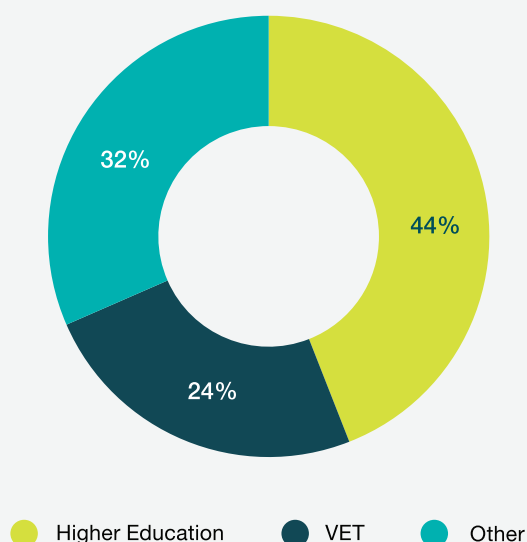


Higher education activities accounted for the majority of public university revenue in 2012 (84%). The principal sources for this revenue included Australian government grants (44%), overseas students (16%) and HECS-HELP/FEE-HELP (15%).

- Higher Education
- VET
- Other

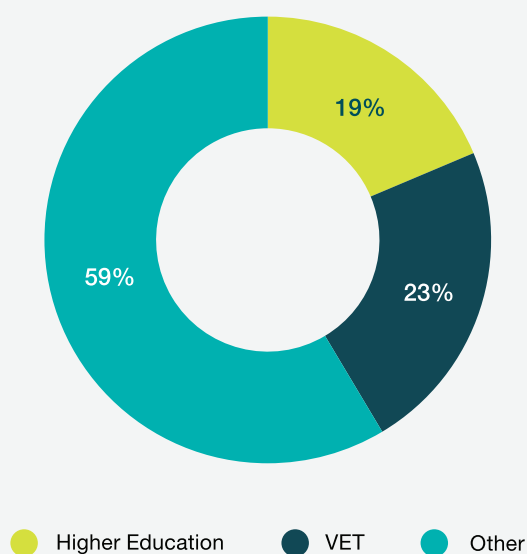
<sup>43</sup> ‘Public Universities’, as used in this section of the report, refers to Table A providers (as per the HESA, excluding Batchelor Institute of Indigenous Tertiary Education as it is not classified as a university under the Higher Education Standards Framework) and the University of Notre Dame Australia (Table B provider). See Explanatory Notes for information on provider categories used in this report.

**Figure 12:** Revenue by Activity, Other Universities and NU FEE-HELP Providers



**Higher education** accounted for 44% of the revenue of ‘Other Universities and Non-University FEE-HELP Providers’. The balance of revenue was provided by VET (24%) and other activities (32%).

**Figure 13:** Revenue by Activity, Other HEPs



**Higher education** accounted for 19% of revenue for ‘Other HEPs’, with the balance of revenue provided by VET (23%) and other activities (59%).

**Table 18:** Revenue by Source, Public Universities (\$million) <sup>44</sup>

	Public Universities	%
Australian Government Grants	10,971	44%
Overseas Students	4,135	16%
HECS/FEE-HELP	3,687	15%
Other (Investment, Consultancy, Grants, Donations, etc.)	3,563	14%
Other Fees and Charges	1,456	6%
State and Local Governments (incl. TAFE)	777	3%
Domestic Upfront Student Contributions	578	2%
<b>TOTAL</b>	<b>25,167</b>	<b>100%</b>

**Table 19:** Revenue by Source, Other Universities and NU FEE-HELP providers (\$million)

	Other Universities and NU FEE-HELP Providers	%	Other HEPs	%
VET and ELICOS	574	24%	121	23%
Higher Education - Overseas Students	461	20%	34	6%
Government Grants	426	18%	46	9%
Higher Education - FEE-HELP	387	16%	0	0%
Higher Education - Domestic Fee Paying	192	8%	65	12%
Other	325	14%	264	50%
<b>TOTAL</b>	<b>2,365</b>	<b>100%</b>	<b>530</b>	<b>100%</b>

**Table 20:** Revenue by Activity (\$million)

	Public Universities	%	Other Universities and NU FEE-HELP Providers	%	Other HEPs	%	Total	%
Higher Education	21,079	84%	1,040	44%	99	19%	<b>22,218</b>	<b>79%</b>
VET	525	2%	574	24%	121	23%	<b>1,220</b>	<b>4%</b>
Other	3,563	14%	751	32%	310	59%	<b>4,624</b>	<b>16%</b>
<b>TOTAL</b>	<b>25,167</b>	<b>100%</b>	<b>2,365</b>	<b>100%</b>	<b>530</b>	<b>100%</b>	<b>28,062</b>	<b>100%</b>

<sup>44</sup> 'Public Universities', as used in this section of the report, refers to Table A providers (as per the HESA, excluding Batchelor Institute of Indigenous Tertiary Education as it is not classified as a university under the Higher Education Standards Framework) and the University of Notre Dame Australia (Table B provider). See Explanatory Notes for information on provider categories used in this report.

# EXPLANATORY NOTES

TEQSA works closely with the Department of Education to access data for providers that already report to existing collections in order to minimise reporting burden, and is supporting work led by the Department of Education towards a single higher education collection. TEQSA has reduced its annual reporting requirements under the PIR since 2012 and is continuing to work with the Department of Education and other stakeholders to further reduce burden, while maintaining its capacity to effectively undertake risk-reflective regulation of the sector. Pending further developments to the Department of Education's national collections, TEQSA intends to periodically release additional reports in the future and will continue to enhance content that is released, particularly as more complete time-series information across providers becomes available through the PIR. It is also expected that the quality of data reported in the PIR will continue to improve as these providers become more familiar with reporting in line with the national collections. TEQSA is working with stakeholders to share disaggregated PIR data and analysis to support the sector's benchmarking and quality improvement activities. Further information about TEQSA's PIR is available at <http://www.teqsa.gov.au/for-providers/provider-obligations/data-collection>.

## Rounding

In this report, data has sometimes been rounded. Rounded figures and unrounded figures should not be assumed to be accurate to the last digit shown. Where figures have been rounded, discrepancies may occur between sums of component items and totals.

## Provider Categories

Student and staff data are presented in the broad categories 'Universities', 'Non-University FEE-HELP Providers (NU FEE-HELP Providers)', and 'Other Higher Education Providers (Other HEPs)'. A matrix outlining provider categories by sources, as well as inclusions/exclusions, is provided under the 'Sources' section:

- ▶ 'Universities' refers to providers registered as a university on the National Register, and includes all public universities, private universities and overseas universities operating in Australia. These broadly align to categories Table A, B and C as listed under the HESA and used by the Department of Education for different funding and reporting purposes, excluding Batchelor Institute of Indigenous Tertiary Education as it

is not classified as a university under the *Higher Education Standards Framework, December 2011* (Threshold Standards).

- ▶ The 'Non-University FEE-HELP Providers' category aims to distinguish non-university providers with FEE-HELP status, while recognising that universities can also provide FEE-HELP assistance to their students. This category includes the Batchelor Institute of Indigenous Tertiary Education which has FEE-HELP status and is also a Table A provider under the HESA but is not a university.
- ▶ The 'Other HEPs' category refers to registered higher education providers that are not universities and do not have FEE-HELP status. This category also includes a small number of providers that reported data to the TEQSA PIR as they were approved as a FEE-HELP provider in 2012, but had not yet transitioned to reporting data to the Department of Education.

Finance data in this report are classified differently to student and staff data, reflecting different reporting requirements.

- ▶ 'Public Universities' refers to Table A providers (as defined under the HESA), excluding Batchelor



Institute of Indigenous Tertiary Education as it is not classified as a university under the Threshold Standards. It also includes the University of Notre Dame Australia (a Table B provider).

- ▶ ‘Other Universities and Non-University FEE-HELP Providers’ refers to Batchelor Institute of Indigenous Tertiary Education, the remaining Table B universities (Bond University and MCD University of Divinity), Table C universities (Carnegie Mellon University and University College London), and FEE-HELP providers.
- ▶ ‘Other HEPs’ refers to registered higher education providers that are not universities and do not have FEE-HELP status.

## Sources

This report has been prepared from the following sources:

- ▶ TEQSA’s National Register;
- ▶ TEQSA’s Provider Information Requests;
- ▶ University Statistics (HEIMS), Department of Education; and
- ▶ 2012 Finance Publication, Department of Education.

The below provides further information on the sources for student, staff and finance data, by provider category. A matrix outlining provider categories by sources, as well as inclusions/exclusions, is provided below.

### Student data:

- ▶ ‘Universities’ data are sourced from University Statistics, Department of Education. If classifying using the HESA, this includes Table A, B, C providers.
- ▶ ‘Non-University FEE-HELP Providers’ data are sourced from University Statistics, Department of Education.
- ▶ ‘Other HEPs’ data are sourced from TEQSA under its annual PIR collection.

### Staff data:

- ▶ ‘Universities’ data are sourced from University Statistics, Department of Education and TEQSA’s PIR collection. If classifying using the HESA, Table A and B providers submit staff data to the Department of Education, and Table C providers report staff data to TEQSA.
- ▶ ‘Non-University FEE-HELP Providers’ data are sourced from TEQSA under its annual PIR collection, apart from data for two providers (Avondale College and Batchelor Institute of Indigenous Tertiary Education), which are sourced from University Statistics, Department of Education.
- ▶ ‘Other HEPs’ data are sourced from TEQSA under its annual PIR collection.

### Finance data:

- ▶ Data in the ‘Public Universities’ category is sourced from the Department of Education, Finance Publication.
- ▶ Data in the ‘Other Universities and Non-University FEE-HELP Providers’ category and the ‘Other HEPs’ category is sourced from TEQSA under its annual PIR collection, apart from data for Batchelor Institute of Indigenous Tertiary Education, which are sourced from the Department of Education, Finance Publication.

# Matrix of Provider Categories by Sources and Inclusions/Exclusions

## Student and Academic Staff data

	Universities	Non-University FEE-HELP Providers	Other Higher Education Providers
<b>Inclusions/Exclusions</b>	<p>Includes all universities as defined by the <i>Higher Education Standards Framework, December 2011</i> (Threshold Standards).</p> <p>Broadly aligns to categories Table A, B, C as listed under the HESA, excluding Batchelor Institute of Indigenous Tertiary Education as it is not classified as a university under the <i>Higher Education Standards Framework</i>.</p>	<p>Includes those higher education providers with Higher Education FEE-HELP status that are not classified as a university under the Higher Education Standards Framework.</p> <p>Includes Batchelor Institute of Indigenous Tertiary Education.</p>	<p>Includes registered higher education providers that are not a university and do not have Higher Education FEE-HELP status.</p> <p>This category also includes a small number of providers that reported data to the TEQSA PIR as they were approved as a Higher Education FEE-HELP provider in 2012, but had not yet transitioned to reporting data to the Department of Education.</p>
<b>Data Source</b>			
<b>Provider information</b>	National Register	National Register	National Register
<b>Student data</b>	HEIMS, Department of Education	HEIMS, Department of Education	PIR, TEQSA
<b>Academic Staff data</b>	HEIMS, Department of Education, apart from two providers (Table C providers), which are sourced from TEQSA's PIR.	PIR, TEQSA, apart from data for two providers (Avondale College and Batchelor Institute of Indigenous Tertiary Education), which are sourced from HEIMS, Department of Education.	PIR, TEQSA

## Finance data

	Public Universities	Other Universities and Non-University FEE-HELP Providers	Other Higher Education Providers
<b>Inclusions/Exclusions</b>	<p>Includes providers classified as Table A under the HESA, apart from Batchelor Institute of Indigenous Tertiary Education as it is not classified as a university under the <i>Higher Education Standards Framework</i>.</p> <p>Includes the University of Notre Dame Australia (Table B provider under the HESA).</p>	<p>Includes Batchelor Institute of Indigenous Tertiary Education.</p> <p>Includes Table B providers as classified under the HESA, apart from University of Notre Dame Australia.</p> <p>Includes Table C providers as classified under the HESA.</p> <p>Includes higher education providers with Higher Education FEE-HELP status.</p>	<p>Registered higher education providers that are not a university and do not have Higher Education FEE-HELP status.</p> <p>This category also includes a small number of providers that reported data to the TEQSA PIR as they were approved as a Higher Education FEE-HELP provider in 2012, but had not yet transitioned to reporting data to the Department of Education.</p>
<b>Data source</b>			
Finance data	Finance Publication, Department of Education	PIR, TEQSA, apart from data for Batchelor Institute of Indigenous Tertiary Education, which are sourced from Finance Publication, Department of Education.	PIR, TEQSA

## Timeliness

Information reported is the latest available nationally:

- ▶ **Provider** data relates to providers registered with TEQSA at the time of TEQSA's 2013 PIR (August to December 2013). Regulatory data (e.g. course accreditations) is cumulative data for the period from 29 January 2012 to 16 May 2014.
- ▶ **Student** data relates to 2012.
- ▶ **Academic Staff** data relates to 2012 and 2013, noting that 2013 does not yet have complete academic casual staff data, but reflects what is most recently available. It is intended that complete actual 2013 casual staff data will be released once available.
- ▶ **Finance** data for 'Public Universities' relates to the 2012 calendar year (noting these providers have a 31 December financial year end date). For all other providers financial information relates to the provider's most recently completed financial year (no later than 30 June 2013).

While more recent data is available in some aspects of the main national collections, the report aims to provide consistent, point-in-time information across dimensions. TEQSA intends to update the report with more recent data in early 2015.

## Exemptions

Of the total 173 providers on the National Register, ten providers were not required to submit 2013 PIR data due to either being a new provider or as a result of regulatory context (e.g. merged with another entity or in teach out of all courses).

## Legislation

A key function of TEQSA as the national regulator includes disseminating information about higher education providers and their awards. This function is specified in section 134 (1)(e) of the TEQSA Act, which notes that TEQSA may collect, analyse, interpret and disseminate information relating to higher education providers, regulated higher education awards and for quality assurance practice and improvement in higher education.

## Variations

On occasion, for headcount data, the PIR headline figure may vary slightly from the raw headcount due to:

- ▶ coding of additional student attributes in the data set;
- ▶ students that may transfer citizenship categories throughout the year; or
- ▶ students that may be counted in multiple Broad Fields of Education.

# GLOSSARY

The data definitions and scope for student, staff and finance data used in TEQSA's PIR have been guided by the data definitions, structures and scope established by the Department of Education. For TEQSA's purposes, some definitions have been adjusted where appropriate to provide flexibility in reporting that takes into account that the PIR extends to all private higher education providers. A glossary of data elements is available from the Department of Education's HEIMS website <http://heimshelp.education.gov.au/sites/heimshelp/Resources/Glossary>.

The PIR definitions and elements can be found at <http://www.teqsa.gov.au/sites/default/files/Reference%20document%20Final%20V1.1.pdf>.

## Australian Qualification Framework (AQF)

The AQF is the national policy for regulated qualifications in Australian education and training. Course levels in this report are defined according to the AQF. More information on the AQF can be found here <http://www.aqf.edu.au/>.

## Broad Field of Education (BFoE)

Fields of Education in this report are based on the Australian Bureau of Statistics Australian Standard Classification of Education (ASCED), 2011. It is a classification of courses, specialisations and units of study with the same or similar vocational emphasis or principal subject matter of the course, specialisation and unit of study. More information can be found here: <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1272.02001>

## Domestic Student

A student who is one of the following:

- ▶ an Australian citizen (including Australian citizens with dual citizenship);
- ▶ a New Zealand citizen or a diplomatic or consular representative of New Zealand, a member of the staff of such a representative or the spouse or dependent relative of such a representative,

excluding those with Australian citizenship (Note: includes any such persons who have Permanent Resident status);

- ▶ a permanent humanitarian visa holder; or
- ▶ a holder of a permanent visa other than a permanent humanitarian visa.

## Equivalent Full-Time Student Load (EFTSL)

EFTSL is a measure of the study load for a year of a student undertaking a course of study on a full-time basis. Total EFTSL for a fulltime student in a course in a given year will typically be 1.0. In some cases, a student may be undertaking a number of units in a given year that is over a full time load. In these cases, the EFTSL may be above 1.0.

## FEE-HELP

Australian Government loan program to help eligible fee-paying students to pay their tuition fees. For more information please see: <http://studyassist.gov.au/sites/studyassist/help-payingmyfees/fee-help/pages/fee-help->

## Full-Time Equivalence (FTE)

FTE is a measure of the resources for a staff member in respect of their current duties, expressed as a proportion of a typical full-time staff member. A member of staff who has, at the determined reference date, a full-time work contract in respect of their current duties, a full-time equivalence of 1.00 at the reference date (FTE-RD). The FTE-RD for a member of staff who at the reference date has a fractional full-time (i.e. part time) work contract in respect of their current duties, is less than 1.00. The fraction represents the ratio between the number of agreed normal work hours for that person and the number of normal work hours that would be required of a member of staff having the same classification type and level as that person, but with a full-time work contract.

For further information see:

- ▶ HEIMSHHELP FTE at Reference Date: <http://heimshelp.education.gov.au/sites/heimshelp/resources/glossary/pages/glossaryterm?title=Full-Time%20Equivalence%20FTE%20at%20the%20Reference%20Date%20>
- ▶ HEIMSHHELP FTE Full Year: <http://heimshelp.education.gov.au/sites/heimshelp/resources/glossary/pages/glossaryterm?title=Full-Time%20Equivalence%20FTE%20for%20a%20Full%20Year%20>

## Mode of Attendance

The classification of the manner in which a student is undertaking a unit of study.

- ▶ Internal: a unit of study at an onshore or offshore campus (includes classroom based)
- ▶ External: a unit of study at an onshore or offshore campus (includes electronic-based, online and by correspondence).
- ▶ Flexible: a unit of study is undertaken partially on an internal mode of attendance and partially on an external mode of attendance.

## Onshore Student EFTSL

The proportion of EFTSL attributable to students undertaking a program of study conducted in Australia by a registered Australian higher education provider.

## Offshore Student EFTSL

The proportion of EFTSL attributable to students undertaking a program of study partially or wholly at an offshore campus of a registered Australian higher education provider.

## Overseas Student

Any student who is not a domestic student (see 'Domestic Student' definition), primarily international students in Australia or offshore, undertaking an Australian award.

## Self-Accrediting Authority

A higher education provider may be authorised to self-accredit a course of study, or courses of study, at one or more higher education award levels, and in one or more broad fields of study or discipline areas. For more information see <http://www.teqsa.gov.au/for-providers/self-accrediting-authority>.

