



Australian Government
Tertiary Education Quality
and Standards Agency

STATISTICS REPORT
ON TEQSA REGISTERED
HIGHER EDUCATION PROVIDERS

► 2016

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INTRODUCTION

Background

The *Statistics Report on TEQSA Registered Higher Education Providers* ('the Statistics Report') is the third release of selected higher education sector data held by TEQSA for its quality assurance activities. It provides a snapshot of national statistics on all parts of the sector by bringing together data collected directly by TEQSA with data sourced from the main higher education statistics collections managed by the Australian Government Department of Education and Training. This includes data from TEQSA's National Register of Higher Education Providers and annual Provider Information Request (PIR). The PIR gathers a limited set of key data from some providers that are not required to report, or only partially report, data in the Department of Education and Training's Higher Education Information Management System (HEIMS).

Information outlined in the Statistics Report highlights the diversity of the Australian higher education sector. For descriptive observations about the range and type of registered providers in the sector readers may also be interested in the TEQSA paper, *A risk and standards based approach to quality assurance in Australia's diverse higher education sector*, available at <http://www.teqsa.gov.au/sites/default/files/publication-documents/RiskStandardsSectorPaperFeb2015.pdf>.



About the report

This update of the Statistics Report focuses on data relating to 2014.

The Statistics Report provides high level information across four key areas: **providers, students, academic staff** and **finance**. 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. The Explanatory Notes and Glossary at the back of the Statistics Report provide further contextual information on the data and presentation.

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 Higher Education Providers (FEE-HELP)' [NUHEPs (FEE-HELP)] and 'Non-University Higher Education Providers (Other)' [(NUHEPs (Other))]. These categories were chosen giving consideration to TEQSA-regulated provider categories (as defined under the *Higher Education Standards Framework*), and take 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, which may be difficult to readily interpret given variations across reporting dimensions and providers. Care should be used when interpreting changes in data between years as providers may transition provider categories over time.

Enquiries

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

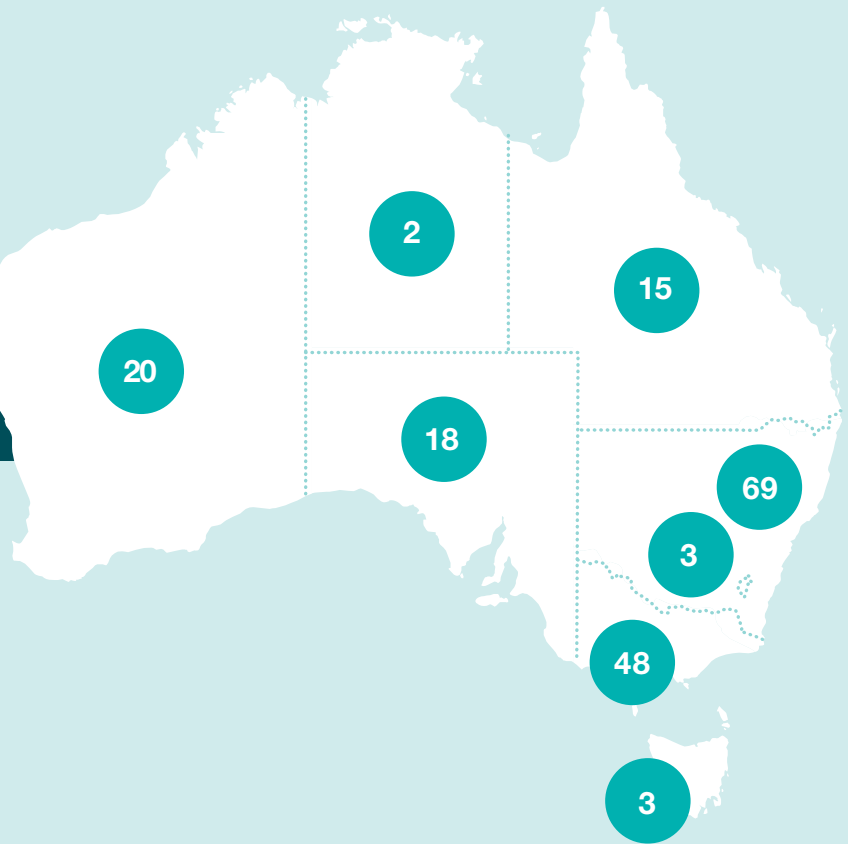
The National Register (www.teqsa.gov.au/national-register) is an important source of information, providing updated information about the status of registered providers and TEQSA-accredited courses.

HIGHER EDUCATION

AT A GLANCE^{1,2}

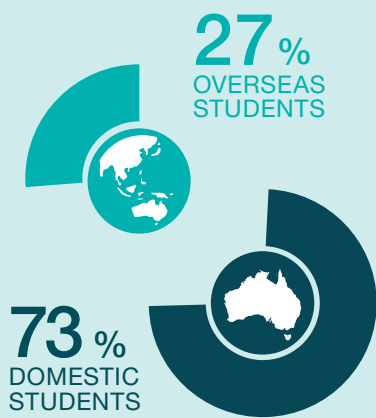
See endnotes on page 27 for data sources and notes 1 to 6.

178 PROVIDERS REGISTERED WITH TEQSA FOR ALL OR PART OF 2014



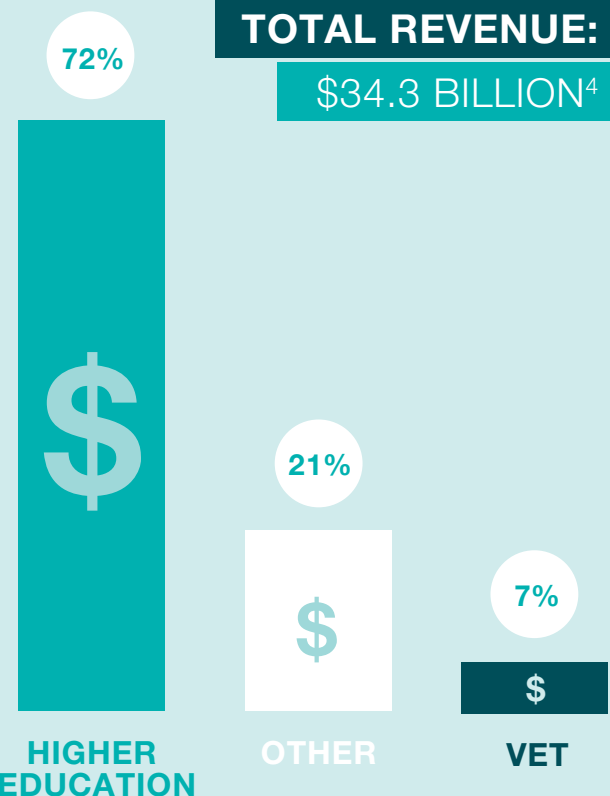
STUDENTS 2014:

986,084 EFTSL



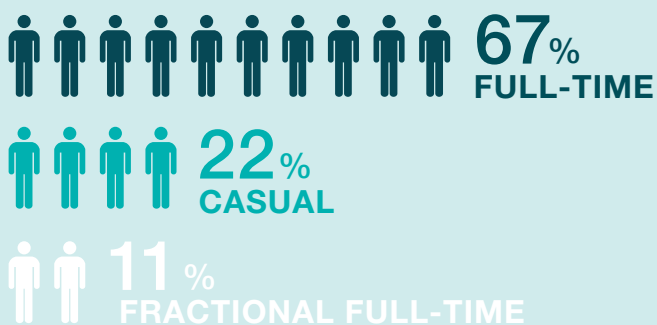
TOTAL REVENUE:

\$34.3 BILLION⁴



ACADEMIC STAFF 2014:

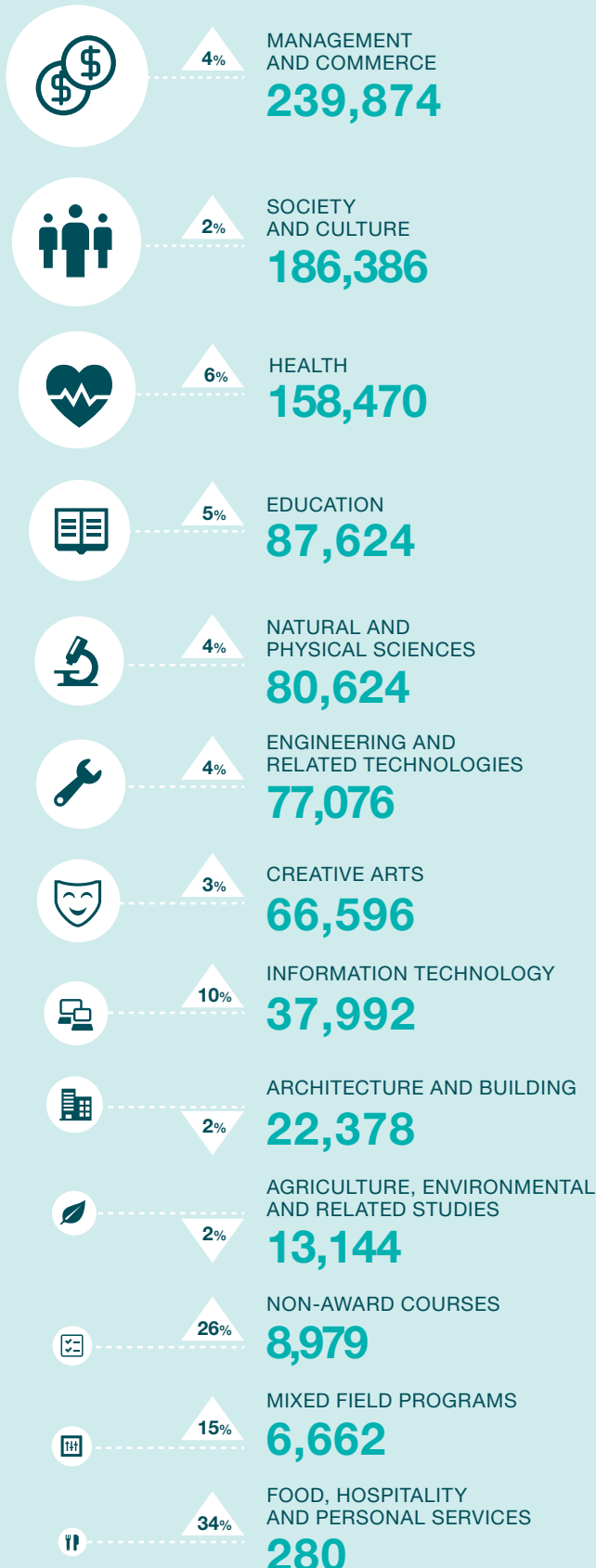
58,649 FTE³



STUDENTS (EFTSL)

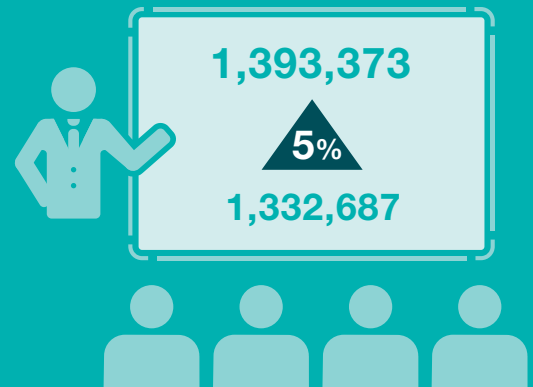
BY FIELD OF STUDY⁵

AND % CHANGE FROM 2013



Students enrolled at Australian higher education providers in 2014 increased by 5% from 2013.

INCREASE IN STUDENTS



Number of undergraduate students (EFTSL) in 2014:

741,246⁶

Number of postgraduate students (EFTSL) in 2014:

222,347



PROVIDERS⁷

PROVIDER DATA IN THIS SECTION RELATES TO PROVIDERS REGISTERED WITH TEQSA FOR ALL OR PART OF 2014.

Table 1: Providers by State, 2014

State	Universities	NUHEPs	Total	%
NSW	11	58	69	39%
VIC	9	39	48	27%
QLD	8	7	15	8%
SA	6	12	18	10%
WA	5	15	20	11%
TAS	1	2	3	2%
NT	1	1	2	1%
ACT	2	1	3	2%
Total	43	135	178	100%

In 2014, 92% of students (headcount) were enrolled with universities, despite non-university providers making up 76% of all higher education providers in Australia.

Table 2: Providers by Self-Accrediting Authority (SAA) and TEQSA Registration Category, 2014⁸

Provider Category	SAA (full or partial)	Non-SAA	Total
Higher Education Provider	6	129	135
Australian University	40	0	40
Australian University of Specialisation	1	0	1
Overseas University	2	0	2
Total	49	129	178

In addition to universities, six non-university providers had partial or full self-accrediting authority in 2014 (including two non-university providers who were granted full or partial self-accrediting authority during 2014).

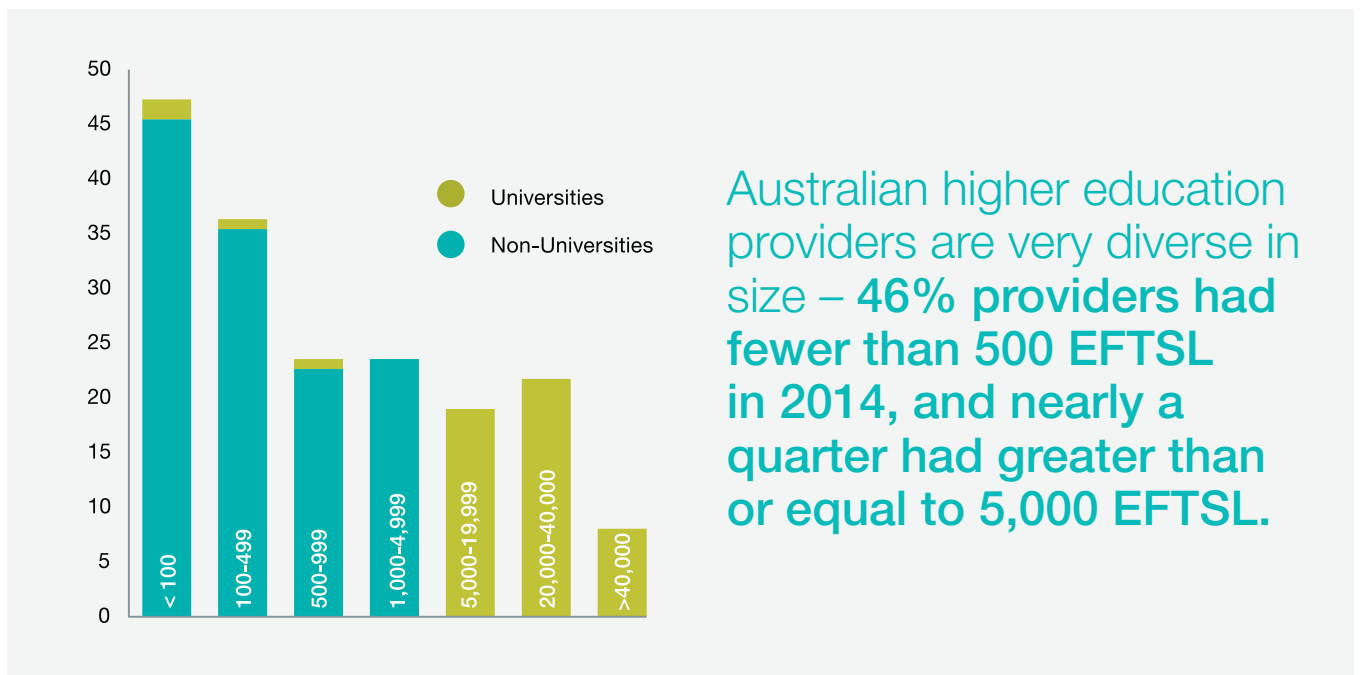
⁷ Source: TEQSA National Register; 2015 PIR; Higher Education Statistics Collection, Department of Education and Training. See Explanatory Notes for information on data sources.

⁸ See Glossary for definition of 'self-accrediting authority'.

Table 3: Providers by Size of Student Load (EFTSL), 2014^{9,10}

Scale (EFTSL)	Universities	NUHEPs	Total	%
< 100	2	45	47	26%
100 - 499	1	34	35	20%
500 - 999	1	20	21	12%
1,000 - 4,999	0	21	21	12%
5,000 - 19,999	16	0	16	9%
20,000 - 40,000	19	0	19	11%
> 40,000	4	0	4	2%
Providers not required to report student data ¹¹	0	15	15	8%
Total	43	135	178	100%

Figure 1: Providers by Size of Student Load (EFTSL), 2014



⁹ These figures relate to separately registered higher education providers. Figures are not aggregated where two or more registered providers are under one corporate structure.

¹⁰ A small number of providers were not required to submit student data to the TEQSA PIR due to context such as being recently registered as a higher education provider. See Explanatory Notes for more information on provider exclusions and inclusions.

¹¹ Fifteen providers were not required to submit student data to the TEQSA PIR due to context such as: the provider was recently registered as a higher education provider; in the process of merging with another entity; in the final stages of teaching out courses (and withdrawing registration); or had its registration cancelled by TEQSA at the time of collecting 2014 data (i.e. in 2015).

Table 4: Providers by Dual Sector Status, 2014¹²

	Universities	%	NUHEPs	%	Total	%
Dual Sector	15	35%	74	55%	89	50%
Non-Dual Sector	28	65%	61	45%	89	50%
Total	43	100%	135	100%	178	100%

Table 5: New courses (TEQSA-accredited) by AQF Level, 2014^{13,14}

AQF	Course Level	New Course Accreditations/New Providers	New Course Accreditations/ Existing Providers	Total	%
5	Diploma	2	12	14	11%
6	Advanced Diploma Associate Degree	0	8	8	6%
7	Bachelor Degree	6	35	41	32%
8	Bachelor Honours Graduate Certificate Graduate Diploma	5	35	40	31%
9	Masters by Coursework Masters by Research	1	23	24	19%
10	Doctorate by Coursework Doctorate by Research	0	2	2	2%
Total		14	115	129	100%

For existing providers, the largest number of new courses accredited in 2014 were at AQF-levels 7 and 8. For newly registered providers, the largest number of new courses accredited in 2014 was at AQF-level 7 (Bachelor degree).

¹² See Glossary for definition of 'dual sector'.

¹³ Data excludes accreditation decisions which were made to facilitate a legal entity change of an existing provider

¹⁴ 'TEQSA accredited' refers to courses that TEQSA accredits as the provider does not hold the authority to self-accredit those courses.

Table 6: New Courses (TEQSA-accredited) by BFoE, 2014^{15,16}

Broad Field of Education	New Course Accreditations/ New Providers	New Course Accreditations/ Existing Providers	Total	%
Natural and Physical Sciences	0	1	1	1%
Information Technology	1	6	7	5%
Engineering and Related Technologies	2	0	2	2%
Architecture and Building	0	1	1	1%
Agriculture, Environmental and Related Studies	0	1	1	1%
Health	1	10	11	9%
Education	1	15	16	12%
Management and Commerce	7	32	39	30%
Society and Culture	1	29	30	23%
Creative Arts	1	20	21	16%
Food, Hospitality and Personal Services	0	0	0	0%
Mixed Field Programs	0	0	0	0%
Total	14	115	129	100%

The largest number of new courses accredited by TEQSA in 2014 was in the field of ‘Management and Commerce’, followed by ‘Society and Culture’.

¹⁵ Data excludes accreditation decisions which were made to facilitate a legal entity change of an existing provider.

¹⁶ ‘TEQSA accredited’ refers to courses that TEQSA accredits as the provider does not hold the authority to self-accredit those courses.

STUDENTS^{17,18,19}

PROVIDER DATA IN THIS SECTION RELATES TO PROVIDERS WHO REPORTED STUDENT DATA FOR 2014.

Figure 2: Students (headcount), 2014

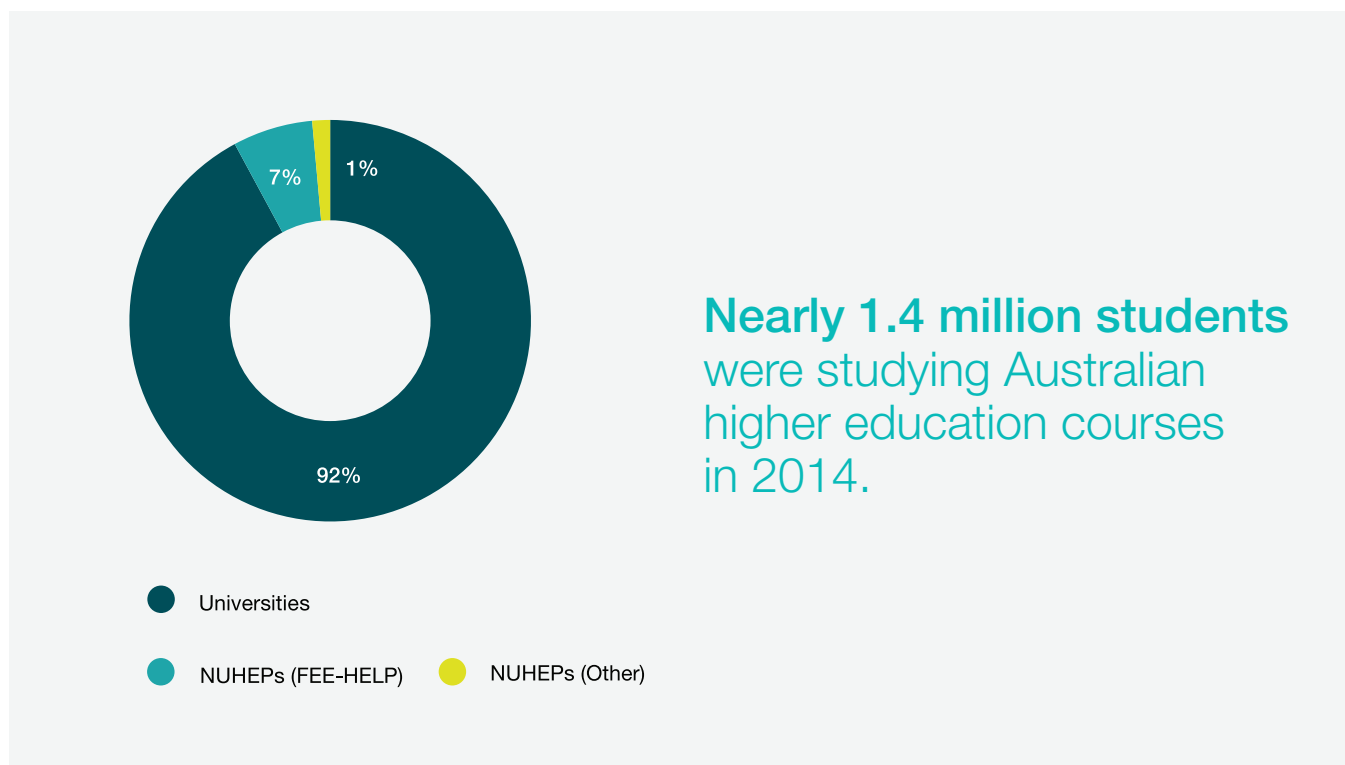


Table 7: Total Students by Provider Category, 2014

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Providers	43	26%	93	57%	27	17%	163	100%
Students								
EFTSL	918,533	93%	58,755	6%	8,795	1%	986,084	100%
Headcount	1,283,508	92%	89,842	7%	20,023	1%	1,393,373	100%

¹⁷ Source: 2015 PIR; Higher Education Statistics Collection, Department of Education and Training. See Explanatory Notes for information on data sources.

¹⁸ A number of providers were not required to submit student data to the TEQSA PIR due to context such as: the provider was recently registered as a higher education provider; in the process of merging with another entity; in the final stages of teaching out courses (and withdrawing registration); or had its registration cancelled by TEQSA at the time of collecting 2014 data (i.e. in 2015). See Explanatory Notes for more information on provider exclusions and inclusions.

¹⁹ See Explanatory Notes for information on provider categories used in this report.

Table 8: Onshore and Offshore Students (EFTSL), 2014^{20,21}

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%	2013 Total	% change
Onshore	861,770	94%	56,007	95%	8,186 ²²	93%	925,963	94%	882,311	5%
Offshore	56,763	6%	2,748	5%	610	7%	60,121	6%	64,117	-6%
Total	918,533	100%	58,755	100%	8,795	100%	986,084	100%	946,428	4%

In 2014, 24% of all providers that reported student data delivered higher education offshore (39), the majority being universities (32).

Table 9: Domestic and Overseas Students, 2014^{23,24}

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
EFTSL								
Domestic	685,354	75%	34,060	58%	3,839	47%	723,253	73%
Overseas	233,179	25%	24,695	42%	4,291	53%	262,165	27%
Total	918,533	100%	58,755	100%	8,130	100%	985,418	100%
2013	887,471	-	51,534	-	6,823	-	945,827	-
% change	4%	-	14%	-	19%	-	4%	-
Headcount								
Domestic	971,298	76%	54,493	61%	10,980	62%	1,036,771	75%
Overseas	312,210	24%	35,350	39%	6,718	38%	354,278	25%
Total	1,283,508	100%	89,843	100%	17,698	100%	1,391,049	100%
2013	1,234,210	-	80,601	-	15,768	-	1,330,579	-
% change	4%	-	14%	-	19%	-	4%	-

There was a 45% increase in overseas students (headcount) studying at non-university (other) providers in 2014.

²⁰ Students coded in the 2015 PIR as studying units 'Partially Offshore', have been included in the 'Offshore' category.

²¹ See Glossary for definitions of 'Onshore' and 'Offshore'.

²² The increase in 'Onshore' students in the NUHEPs (Other) provider category is the result of the re-classification by one provider of students from 'Partially Offshore' to 'Onshore'.

²³ See Glossary for definitions of 'Domestic' and 'Overseas'.

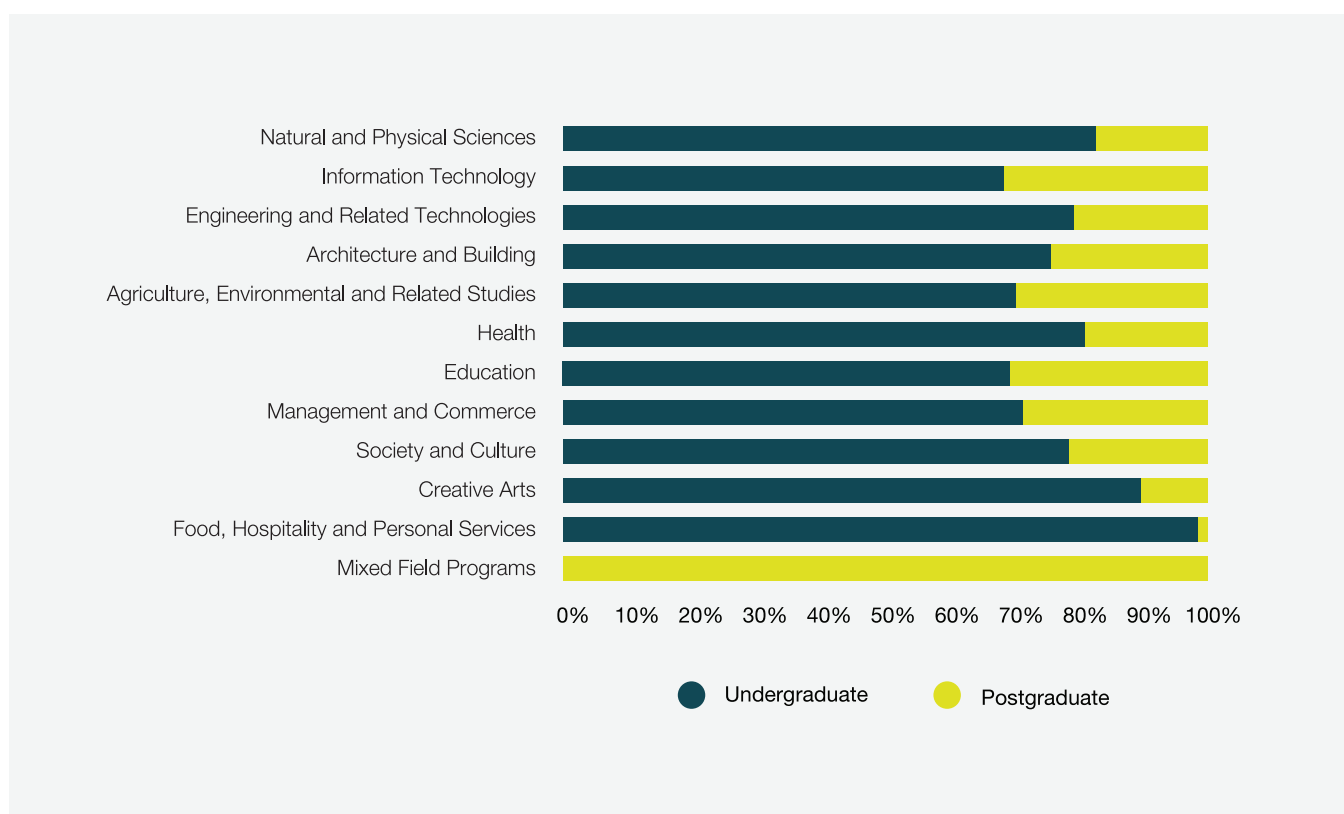
²⁴ Excludes providers with student citizenship classified as 'unknown' or 'unspecified'.

Table 10: Students (EFTSL) by Aggregated Course Level, 2014

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%	2013 Total	% change
Undergraduate ²⁵	692,379	75%	45,830	78%	3,037	35%	741,246	75%	724,659	2%
Postgraduate	203,878	22%	12,759	22%	5,710 ²⁶	65%	222,347	23%	202,307	10%
Other ²⁷	22,276	2%	167	<1%	48	<1%	22,491	2%	19,462	16%
Total	918,533	100%	58,755	100%	8,795	100%	986,084	100%	946,428	4%

The biggest increase in students for non-university (other) providers was at the undergraduate-level, which increased by 60% from 2013 to 2014.

Figure 3: Students (EFTSL) by BFoE and Aggregated Course Level, 2014^{28,29}



²⁵ Includes Bachelor Honours students.

²⁶ One provider accounts for the majority of these students.

²⁷ 'Other' refers to a higher education providers' non-award and enabling courses.

²⁸ Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.

²⁹ Excludes non-award and enabling courses.

Table 11: Students (EFTSL) by AQF Level, 2014

AQF	Course Level	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%	2013 Total	% change
5	Diploma	5,578	<1%	14,973	25%	123	1%	20,675	2%	17,759	16%
6	Advanced Diploma	1,815	<1%	550	<1%	0	0%	2,365	<1%	2,978	-21%
	Associate Degree	5,790	<1%	1,281	2%	8	<1%	7,079	<1%	7,047	<1%
7	Bachelor Degree	645,265	70%	28,916	49%	2,906	33%	677,086	69%	679,066	<-1%
8	Bachelor Honours	31,360	3%	97	<1%	0	0%	31,456	3%	15,432	104%
	Graduate Certificate	9,653	1%	271	<1%	464	5%	10,387	1%	10,153	2%
	Graduate Diploma	19,496	2%	3,831	7%	3,909 ³⁰	44%	27,236	3%	27,705	-2%
9	Masters by Coursework	128,824	14%	8,461	14%	1,337	15%	138,622	14%	119,314	16%
	Masters by Research	4,944	<1%	60	<1%	0	0%	5,003	<1%	4,776	5%
10	Doctorate by Coursework	504	<1%	9	<1%	0	0%	513	<1%	643	-20%
	Doctorate by Research	40,150	4%	85	<1%	0	0%	40,235	4%	39,284	2%
-	Other ³¹	25,156	3%	221	<1%	48	<1%	25,425	3%	22,269	14%
Total		918,533	100%	58,755	100%	8,795	100%	986,084	100%	946,428	4%

The significant increase in students studying Bachelor Honours courses has been predominately in the ‘Engineering and Related Technologies’ broad field of education, which grew by approximately 10,000 EFTSL at this course level in 2014.

³⁰ One provider accounts for the majority of these students.

³¹ ‘Other’ refers to a higher education provider’s non-award courses, enabling courses, other undergraduate award courses, undergraduate and postgraduate cross-institution programs, and open learning undergraduate and postgraduate studies.

Table 12: Students (EFTSL) by BFoE, 2014³²

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%	2013 Total	% change
Natural and Physical Sciences	80,181	9%	443	<1%	0	0%	80,624	8%	77,344	4%
Information Technology	36,047	4%	1,927	3%	18	<1%	37,992	4%	34,668	10%
Engineering and Related Technologies	75,069	8%	1,969	3%	38	<1%	77,076	8%	74,055	4%
Architecture and Building	21,829	2%	548	<1%	0	0%	22,378	2%	22,773	-2%
Agriculture, Environmental and Related Studies	12,928	1%	216	<1%	0	0%	13,144	1%	13,363	-2%
Health	153,036	17%	5,016	9%	418	5%	158,470	16%	150,077	6%
Education	85,764	9%	1,806	3%	54	<1%	87,624	9%	83,506	5%
Management and Commerce	205,917	22%	25,837	44%	8,120	92%	239,874	24%	230,348	4%
Society and Culture	176,857	19%	9,481	16%	48	<1%	186,386	19%	182,306	2%
Creative Arts	55,493	6%	11,066	19%	37	<1%	66,596	7%	64,875	3%
Food, Hospitality and Personal Services	0	0%	280	<1%	0	0%	280	<1%	209	34%
Mixed Field Programs	6,647	<1%	0	0%	15	<1%	6,662	1%	5,806	15%
Non-Award Courses	8,764	<1%	167	<1%	48	<1%	8,979	1%	7,098	26%
Total	918,533	100%	58,755	100%	8,795	100%	986,084	100%	946,428	4%

The largest number of students were studying a course in the field of ‘Management and Commerce’. For students studying at non-university (other) providers, the second largest field of study in 2014 was for courses in ‘Health’.

³² Data derived from the broad field of education of the course in which the student was enrolled, rather than the broad field of education of the individual units studied.

Figure 4: Domestic and Overseas Students (EFTSL) by BFoE, 2014^{33,34}

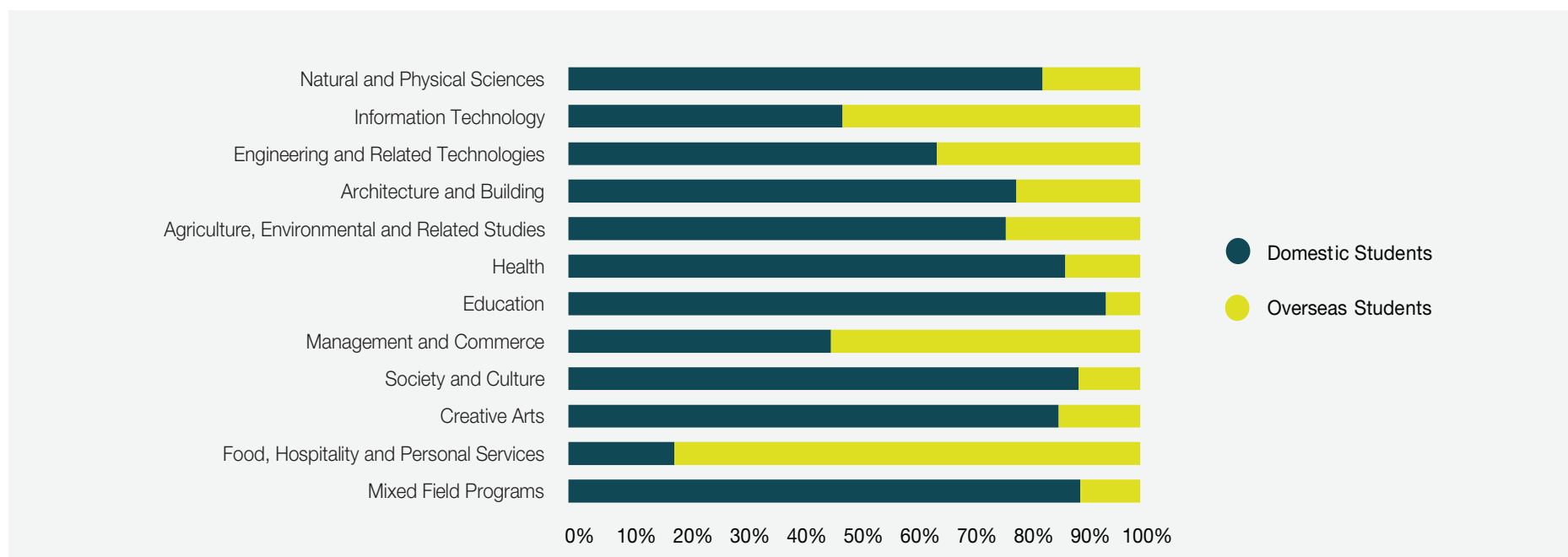


Table 13: Commencing and Completing Students, 2014

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%	2013 Total	% change
Commencements										
EFTSL	366,648	91%	33,962	8%	3,748	<1%	404,357	100%	382,406	6%
Headcount	519,000	90%	50,095	9%	8,079	1%	577,174	100%	544,623	6%
Completions										
Headcount	295,946	91%	23,266	7%	4,826	1%	324,038	100%	316,938	2%

³³ Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.

³⁴ Excludes students with unknown citizenship, and non-award and enabling courses.

Table 14: Undergraduate Commencing Students (EFTSL) by Basis for Admission, 2014³⁵

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%	2013 Total	% change
Higher Education Course	61,556	25%	3,178	12%	368	24%	65,102	24%	61,944	5%
Secondary Education	114,888	46%	8,421	32%	1,157	75%	124,466	45%	123,153	1%
VET award course	24,895	10%	2,008	8%	23	1%	26,926	10%	25,737	5%
Mature Age Entry	11,605	5%	1,656	6%	1	<1%	13,262	5%	12,996	2%
Professional Qualification	1,036	<1%	42	<1%	0	0%	1,078	<1%	1,026	5%
Other basis	34,528	14%	10,720	41%	2	<1%	45,250	16%	42,185	7%
Total	248,509	100%	26,025	100%	1,550	100%	276,084	100%	267,041	3%

Table 15: Students (EFTSL) by Mode of Attendance, 2014^{36,37}

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%	2013 Total	% change
Internal	809,525	88%	48,446	82%	4,479	51%	862,450	87%	832,473	4%
External	101,642	11%	8,555	15%	4,032	46%	114,229	12%	104,370	9%
Flexible	7,366	<1%	1,754	3%	282	3%	9,402	<1%	9,585	-2%
Total	918,533	100%	58,755	100%	8,792	100%	986,081	100%	946,428	4%

Fifty-one percent of students studying at non-university (other) providers were studying internally (i.e. face-to-face) in 2014.

This is an increase of 53% from 2013, in this provider category.

³⁵ Excludes providers with basis for admission classified as 'unspecified'.

³⁶ See Glossary for definition of 'mode of attendance'.

³⁷ Excludes providers with mode of attendance not specified.

Table 16: Students (headcount) by Type of Attendance, 2014³⁸

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%	2013 Total	% change
Full-Time	912,423	71%	60,369	67%	6,138	31%	978,930	70%	929,537	5%
Part-Time	371,085	29%	29,474	33%	13,893	69%	414,452	30%	403,166	3%
Total	1,283,508	100%	89,843	100%	20,031	100%	1,393,382	100%	1,332,687	5%

While most students studying at non-university (other) providers were studying part-time (69%) in 2014, **there was a 52% increase in full-time students in this category in 2014.**

³⁸ Totals may vary from the sum of components due to coding of additional student attributes (where the student may be counted more than once).

ACADEMIC STAFF^{39,40,41,42}

Table 17: Academic Staff (FTE) by Work Contract, 2014

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%	2013 Total	% change
Full-Time	37,983	68%	1,004	42%	121	45%	39,108	67%	38,500	12%
Fractional Full-Time	5,934	11%	327	14%	31	12%	6,293	11%	6,000	5%
Casual	12,078	22%	1,055	44%	115	43%	13,248	23%	12,673	5%
Total	55,996	100%	2,386	100%	266	100%	58,649	100%	57,173	3%

Table 18: Academic Staff (FTE) by Function, 2014

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%	2013 Total	% change
Teaching and Research	27,191	49%	392	16%	43	16%	27,627	47%	27,924	-1%
Teaching Only	13,919	25%	1,860	78%	193	72%	15,971	27%	14,724	9%
Research Only	12,776	23%	14	<1%	1	<1%	12,791	22%	12,541	2%
Other	2,110	4%	120	5%	29	11%	2,260	4%	1,983	14%
Total	55,996	100%	2,386	99%	266	100%	58,649	100%	57,173	3%

³⁹ Source: 2014 PIR and 2015 PIR; Higher Education Statistics Collection, Department of Education and Training. See Explanatory Notes for information on data sources.

⁴⁰ 169 providers reported 2014 academic staff data. See Explanatory Notes for information on provider exclusions and inclusions.

⁴¹ Excludes staff with duties unspecified or duties classified as 'unknown'. Apart from the University of Divinity, data also excludes academic staff that teach higher education courses through a third party arrangement.

⁴² See Explanatory Notes for information on provider categories used in this report.

FINANCIAL PROFILE^{43,44,45}

Figure 5: Revenue by Source (% share), Public Universities⁴⁶

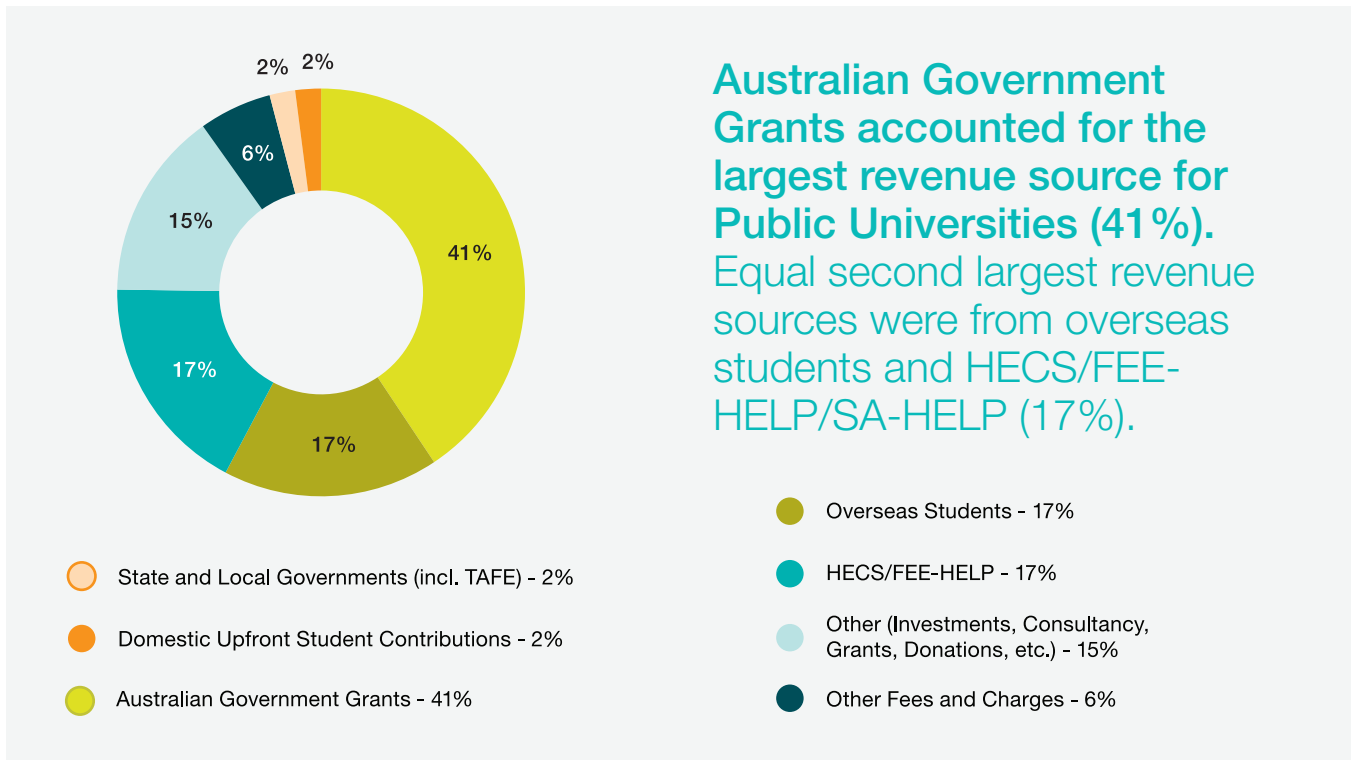
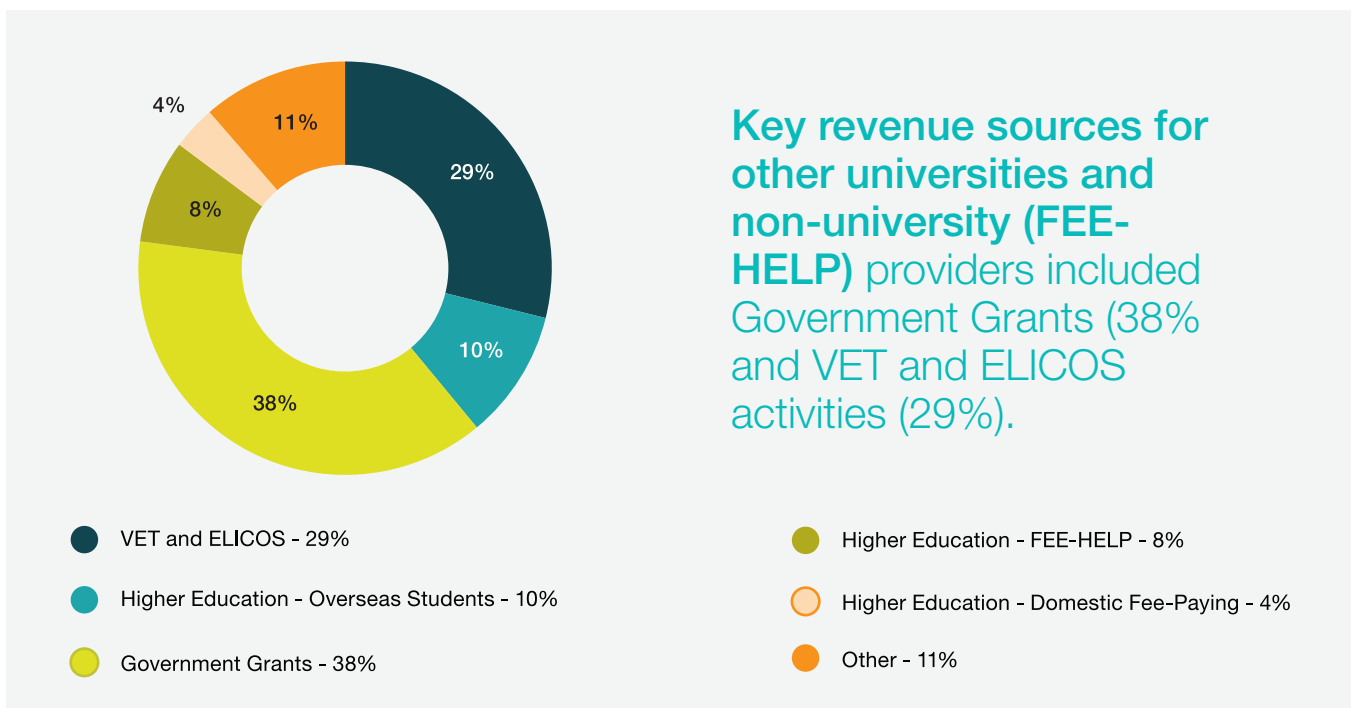


Figure 6: Revenue by Source (% share), Other Universities and NUHEPs (FEE-HELP)



⁴³ Source: 2015 PIR; Finance Publication 2014, Department of Education and Training.

⁴⁴ Financial data relates to a provider's most recent financial year as at the time of the 2015 PIR collection. The relevant financial years in the collection are financial years ended 31 December 2014 and 30 June 2015. This refers to the 2015 collection year.

⁴⁵ This section includes three providers that were registered as higher education providers in 2015, but provided financial data for the 2014-2015 financial year. As data relates to half of 2014 it has been included in this report. A total of 181 providers reported financial data.

⁴⁶ 'Public Universities', as used in this section of the report, refers to Table A providers (as per the HES Act, 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.

Figure 7: Revenue by Source (% share), NUHEPs (Other)

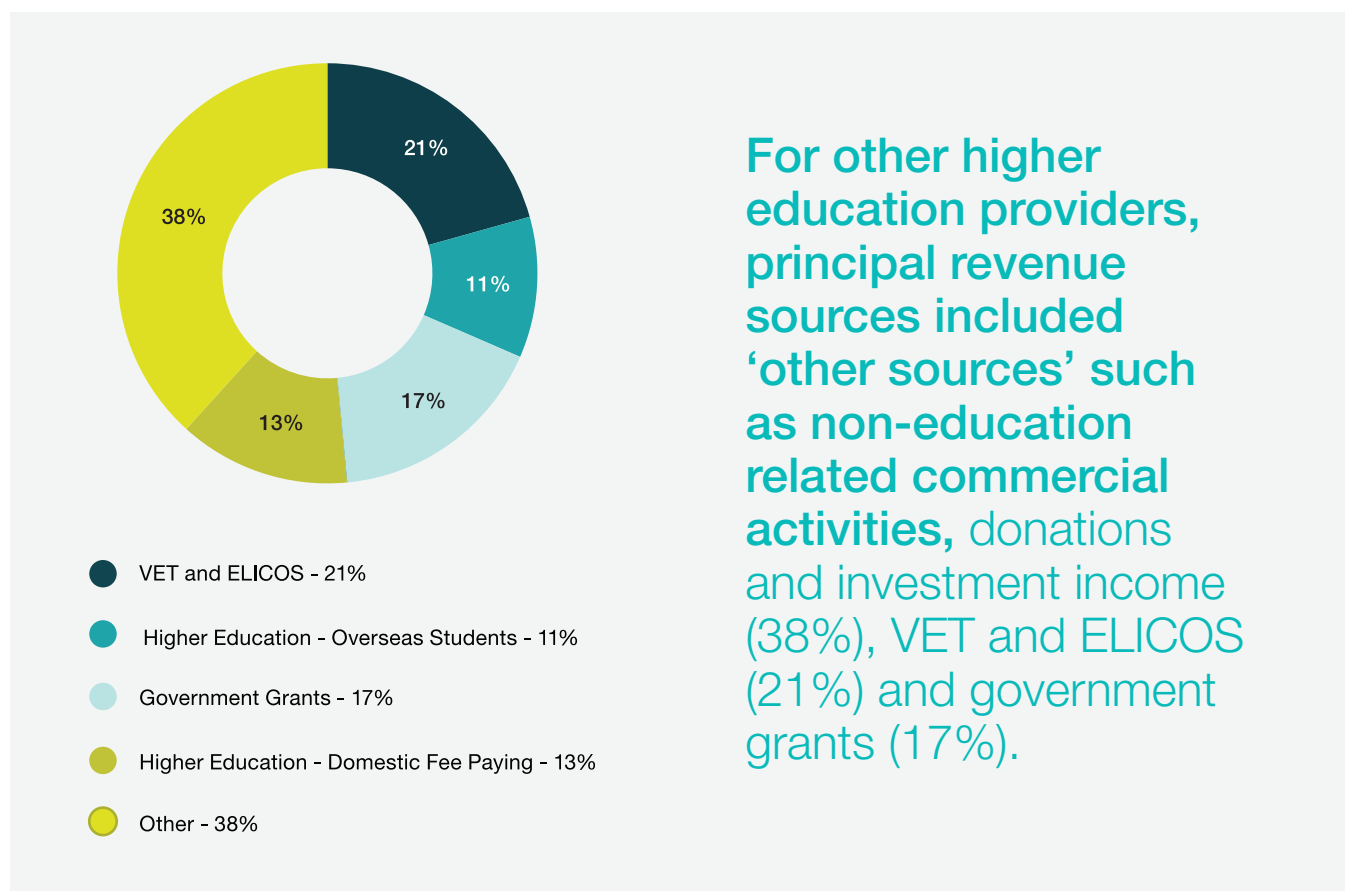


Table 19: Revenue by Source, Public Universities (\$million)⁴⁷

	Total	%
Australian Government Grants	11,264	40.6%
Overseas Students	4,742	17.1%
HECS/FEE-HELP	4,839	17.5%
Other (Investments, Consultancy, Grants, Donations, etc.)	4,140	14.9%
Other Fees and Charges	1,599	5.8%
State and Local Governments (incl. TAFE)	562	2.0%
Domestic Upfront Student Contributions	565	2.0%
Total	27,711	100.0%
	<i>Previous year</i>	-
	<i>% change</i>	-

⁴⁷ 'Public Universities', as used in this section of the report, refers to Table A providers (as per the HES Act, 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.

Table 20: Revenue by Source, Other Universities and NUHEPs (\$million)

	Other Universities and NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%
VET and ELICOS	1,761	29%	107	21%
Higher Education - Overseas Students	617	10%	56	11%
Government Grants	2,322	38%	88	17%
Higher Education - FEE-HELP	495	8%	0	0%
Higher Education - Domestic Fee-Paying	209	3%	68	13%
Other	694	11%	197	38%
Total	6,098	100%	516	100%
<i>Previous year</i>	<i>5,580</i>	<i>-</i>	<i>382</i>	<i>-</i>
<i>% change</i>	<i>8.9%</i>	<i>-</i>	<i>34.9%</i>	<i>-</i>

Table 21: Revenue by Activity (\$million)⁴⁸

	Public Universities	%	Other Universities and NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Higher Education	23,138	83%	1,347	22%	134	26%	24,619	72%
VET	433	2%	1,761	29%	107	21%	2,301	7%
Other	4,140	15%	2,990	49%	275	53%	7,405	22%
Total	27,711	100%	6,098	100%	516	100%	34,325	100%

⁴⁸ Revenue source by Activity are classified slightly differently to those seen in Tables 19 and 20.

EXPLANATORY NOTES

TEQSA works closely with the Department of Education and Training (the Department) to access data for providers that already report data to existing collections in order to minimise reporting burden and is supporting work led by the Department 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 and other stakeholders to further reduce burden, while maintaining its capacity to effectively assure standards under a risk-based approach. Pending developments to the main national collections, TEQSA intends to share further information 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 providers become more familiar with reporting data 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 www.teqsa.gov.au/for-providers/provider-obligations/data-collection.

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.

Provider Exclusions and Inclusions

There are a small number of providers that were not required to submit student, academic staff and/or finance data to the TEQSA PIR for reasons such as the provider was either recently registered as a higher education provider (and did not yet have students and/or academic staff), or were in the process of merging with another entity (and did

not have any students enrolled), or were in the final stages of teaching out courses (and withdrawing registration), or had its registration cancelled by TEQSA at the time of collecting 2014 data.

A small number of providers' academic staffing data is not included in the report as these staff deliver courses through third party arrangements (with the exception of the University of Divinity, which reports third party staff data under HEIMS). Staffing data where academic status was classified as 'unknown' is also not included.

Noting this report relates to providers registered in 2014, financial data includes three providers that were newly registered in 2015, but submitted financial data to the 2015 TEQSA PIR for the 2014-15 financial year. As data relates to half of 2014, it has been included in this report.

Provider Categories

Student and staff data are presented in the broad categories 'Universities', 'Non-University Higher Education Providers (FEE-HELP)' [NUHEPs (FEE-HELP)] and 'Non-University Higher Education Providers (Other)' [(NUHEPs (Other))]. 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 and Training 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, 2011* (Threshold Standards).
- ▶ The 'NUHEPs (FEE-HELP)' 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 Batchelor Institute of Indigenous Tertiary Education which has FEE-HELP status and is also a Table A provider under the HESA, but is not classified as a university under the Threshold Standards.
- ▶ The 'NUHEPs (Other)' category refers to higher education providers that are not universities and do not have FEE-HELP status.

Finance data in this report is 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 NUHEPs (FEE-HELP)' refers to Batchelor Institute of Indigenous Tertiary Education, the remaining Table B universities (Bond University, MCD University of Divinity and Torrens University Australia), Table C universities (Carnegie Mellon University and University College London), and FEE-HELP providers.
- ▶ 'NUHEPs (Other)' refers to higher education providers that are not universities and do not have FEE-HELP status.

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.

Sources

This report has been prepared from the following sources:

- ▶ TEQSA's National Register;
- ▶ TEQSA's Provider Information Request;
- ▶ Higher Education Information Management System (HEIMS), Department of Education and Training; and
- ▶ Finance Publication, Department of Education and Training.

Further information on the sources for student, staff and finance data, by provider category is provided below. A matrix outlining provider categories by sources, as well as inclusions/ exclusions, is provided at the end of this section.

Student data:

- ▶ 'Universities' data are sourced from the Higher Education Statistics Collection, Department of Education and Training. If classifying using the HESA, this includes Table A, B, C providers.

- ▶ 'NUHEPs (FEE-HELP)' data is sourced from the Higher Education Statistics Collection, Department of Education and Training, and from the TEQSA PIR for three providers that were approved for FEE-HELP status in 2014 but had not yet fully transitioned to reporting data to the Department of Education and Training.
- ▶ 'NUHEPs (Other)' data is sourced through TEQSA's annual PIR collection.

Staff data:

- ▶ 'Universities' data is sourced from the Higher Education Statistics Collection, Department of Education and Training and TEQSA's PIR collection. If classifying using the HESA, Table A and B providers submit staff data to the Department of Education and Training, and Table C providers submit staff data to TEQSA.
- ▶ 'NUHEPs (FEE-HELP)' staff data is 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 the Higher Education Statistics Collection, Department of Education and Training.
- ▶ 'NUHEPs (Other)' staff data is sourced through TEQSA's annual PIR collection.

Finance data:

- ▶ Data in the 'Public Universities' category is sourced from the Department of Education and Training, Finance Publication.
- ▶ Data in the 'Other Universities and NUHEPs (FEE-HELP)' category and the 'NUHEPs (Other)' category is sourced through TEQSA's annual PIR collection, apart from data for Batchelor Institute of Indigenous Tertiary Education, which is sourced from the Department of Education and Training, Finance Publication.

Timelines

Information reported is the latest available nationally:

- ▶ Provider data relates to providers registered with TEQSA in 2014.
- ▶ Student data relates to 2014.
- ▶ Academic Staff data relates to 2014.
- ▶ Finance data for 'Public Universities' relates to the 2014 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 2015).

Variations in Student Headcount Data

On occasion, for headcount data, the total 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.

MATRIX OF PROVIDER CATEGORIES BY SOURCES AND INCLUSIONS/EXCLUSIONS

Student and Academic Staff data

	Universities	NUHEPs (FEE-HELP)	NUHEPs (Other)
Inclusions/Exclusions			
	Includes all universities as defined by the <i>Higher Education Standards Framework, December 2011</i> (Threshold Standards). 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> .	Includes those higher education providers with Higher Education FEE-HELP status that are not classified as a university under the Higher Education Standards Framework. Includes Batchelor Institute of Indigenous Tertiary Education.	Includes registered higher education providers that are not a university and do not have Higher Education FEE-HELP status.
Data source			
Provider Information	National Register	National Register	National Register
Student Data	HEIMS, Department of Education and Training	HEIMS, Department of Education and Training, and PIR, TEQSA for FEE-HELP in transition providers	PIR, TEQSA
Academic Staff Data	HEIMS, Department of Education and Training, 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 and Training.	PIR, TEQSA

Finance data

	Public Universities	Other Universities and NUHEPs (FEE-HELP)	NUHEPs (Other)
Inclusions/Exclusions			
	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> . Includes the University of Notre Dame Australia (Table B provider under the HESA).	Includes those higher education providers with Higher Education FEE-HELP status. Includes Batchelor Institute of Indigenous Tertiary Education. Includes Table B providers as classified under the HESA, apart from University of Notre Dame Australia. Includes Table C providers as classified under the HESA.	Includes registered higher education providers that are not a university and do not have Higher Education FEE-HELP status.
Data Source			
Finance Data	Finance Publication, Department of Education and Training	PIR, TEQSA, apart from data for Batchelor Institute of Indigenous Tertiary Education, which are sourced from Finance Publication, Department of Education and Training.	PIR, TEQSA

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 and Training. For TEQSA's purposes, some definitions have been adjusted 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 and Training'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/2015_PIR_Reference_Document_0.pdf.

Academic Staff

The classification of staff as academic is used to identify members of staff who are:

1. People for whom salaries are the subject of determinations which are made by the Industrial Relations Department or which are made by the Remuneration Tribunal in respect of "academic and related staff", and including Vice-Chancellors, Deputy Vice-Chancellors, Principals and Deputy Principals.
2. People of the type referred to in Section 12A(1) of the Remuneration Tribunal Act 1973 (namely those appointed wholly or principally to undertake a teaching only function or a research only function or a teaching-and-research function in a higher education provider, or those appointed by a higher education provider to be responsible for such people), and who are funded through the National Health and Medical Research Council or other bodies.
3. People employed on a contract basis to perform the function of teaching-only, research-only or teaching-and-research, or an "other" function, where the staff member is involved in the academic delivery of the courses, even though their remuneration is not subject to the determination of the Industrial Relations Department or the Remuneration Tribunal.

If a member of staff is not one of the three types referred to above, they are not classified as having an academic classification.

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>

Dual Sector provider

Within the tertiary education sector, a provider within the same legal entity that offers both vocational (skills-based) and higher (academic-based) education.

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 fulltime 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

FEE-HELP is an Australian Government loan program to help eligible fee-paying students to pay their tuition fees. For more information 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 fulltime 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>
- ▶ HEIMSHHELP FTE Full Year: <http://heimshelp.education.gov.au/sites/heimshelp/resources/glossary/pages/glossaryterm?title=Full-Time%20Equivalence%20FTE%20for%20a%20Full%20Year>

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>.

All Australian universities have self-accrediting authority for all courses, and universities of specialisation have self-accrediting authority for one or two broad fields of education.

ENDNOTES

- ¹ TEQSA National Register; 2015 PIR; Finance Publication 2014, Higher Education Statistics Collection, Department of Education and Training.
- ² A small number of providers were not required to submit student, academic staff and/or finance data to the TEQSA PIR due to context, such as being a recently registered higher education provider, in the process of merging with another entity, in the final stages of teaching out courses (and withdrawing registration), or had its registration cancelled by TEQSA at the time of collecting 2014 data (i.e. in 2015). See Explanatory Notes for information on provider exclusions and inclusions.
- ³ Excludes staff with duties unspecified or duties classified as 'unknown'. Apart from the University of Divinity, data also excludes academic staff that teach higher education courses through a third party arrangement.
- ⁴ Higher Education = \$24.6 billion, VET = \$2.3 billion, Other = \$7.4 billion. Financial data relates to a provider's most recent financial year as at the time of the 2015 PIR collection. The relevant financial years in the collection are financial years ended 31 December 2014 and 30 June 2015. This refers to the 2015 collection year.
- ⁵ Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.
- ⁶ Includes Bachelor Honours students.

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