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Tertiary Education Quality and Standards Agency

Statistics report on TEQSA registered higher education providers

2018

TEQSA

Statistics Report on TEQSA Registered Higher Education Providers - August 2018

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More information about the Tertiary Education Quality and Standards Agency, including electronic versions of this report, is available at: https://www.teqsa.gov.au/about-us/publications

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Introduction

Background

The *Statistics report on TEQSA registered higher education providers 2018* (the Statistics Report) is the fifth release of selected higher education sector data held by TEQSA for its quality assurance activities. It provides a snapshot and time series of national statistics from across the sector, bringing together data collected directly by TEQSA and data sourced from the main higher education statistics collections managed by the Australian Government Department of Education and Training (the Department). This includes data from TEQSA's National Register of Higher Education Providers (the National Register), and its annual Provider Information Request (PIR). The PIR gathers a limited set of key data from some providers not required to report, or only required partially to report, data in the Department's Higher Education Information Management System (HEIMS). This report also incorporates, for the first time in TEQSA's annual statistics reporting, data from the Provider Registration and International Student Management System (PRISMS).

About the report

The Statistics Report provides high-level information across four key areas: **providers**, **students**, **academic staff** and **finance**. This update of the Statistics Report focuses on data relating to 2016. Where available, data relating to 2013, 2014, 2015 and 2016 has been included to enable trend reporting. While the Statistics Report is focused on higher education data, the financial data includes all sources of revenue within a provider's operations, including revenue from VET and revenue from other activities, in order to reflect 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.

Special focus topic in this report – international sector

This year's report includes a special focus topic featuring additional analysis on a current topic of interest to the sector—**overseas students.** The number of overseas students has been growing over time. Most overseas students, 87 per cent, study in universities. However, the trend in growth has been seen across all provider types.

Provider groupings used in this report

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

For the purposes of this report, TEQSA has used the broad groups 'universities', 'non-university for-profit' (for-profit), 'non-university not-for-profit' (not-for-profit) and 'technical and further education' (TAFE).

Data

The data within this edition of the Statistics Report relates to 2016, the most recent year for which comprehensive, comparable data is available. TEQSA has been able to provide a four-year comparison of provider, student, staff and financial data. Data across years may differ marginally to that in Statistics Reports released previously, due to a small number of institutions revising data since the release of previous Statistics Reports. Financial data in this report relates to providers' most recently available financial reporting year as at the time of the 2017 collection. The relevant financial reporting years in the collection are those ended 31 December 2016 to 30 June 2017.

Enquiries

For enquiries relating to this report or to 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. For enquires relating to PRISMS data please contact the PRISMS Help Desk at prisms@education.gov.au.

The National Register (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[1,2,3,4,5,6,7]

See endnotes on page 77 for source data.

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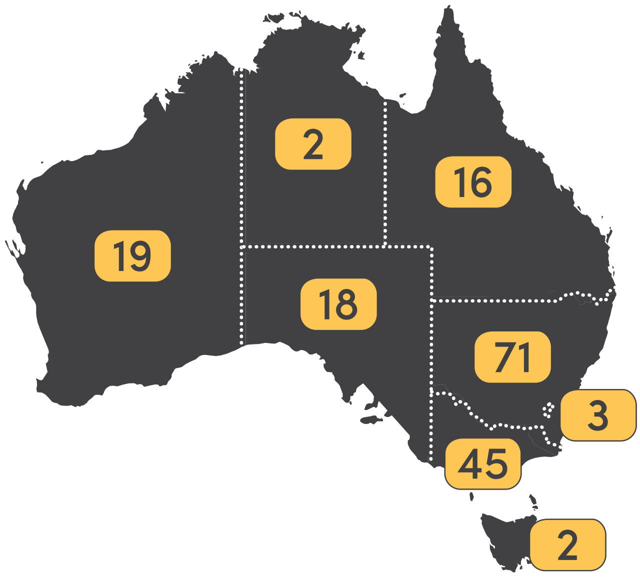
Providers registered with TEQSA for all or part of 2016



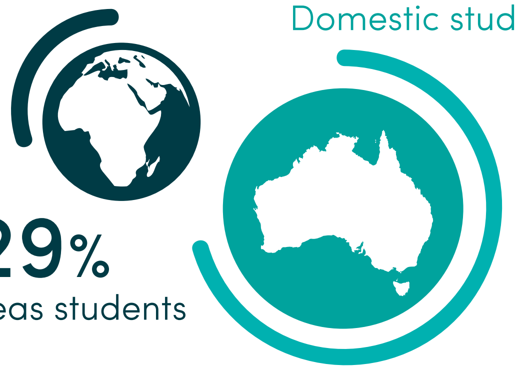
Increase in students (headcount)

1,482,684 2016
1,435,036 2015

Students, 2016

1,046,259 EFTSL
1,482,684 Headcount

71% Domestic students



29% Overseas students

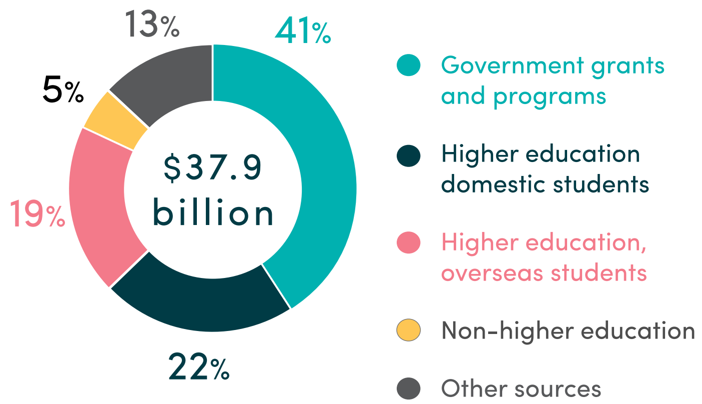
Students

By Field of Study and % change from 2015

+4%	+1%	+5%	+3%	-1%	+5%

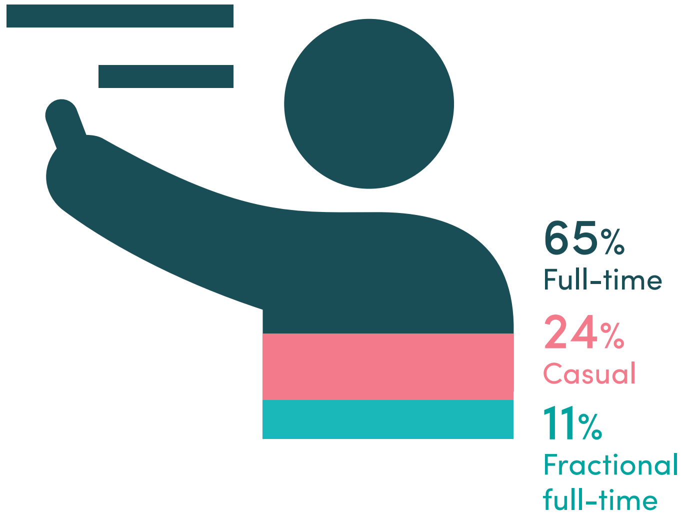
260,117	193,188	174,657	85,125	84,662	83,825
Management and Commerce	Society and Culture	Health	Natural and Physical Sciences	Education	Engineering and Related Technologies

Total revenue 2017

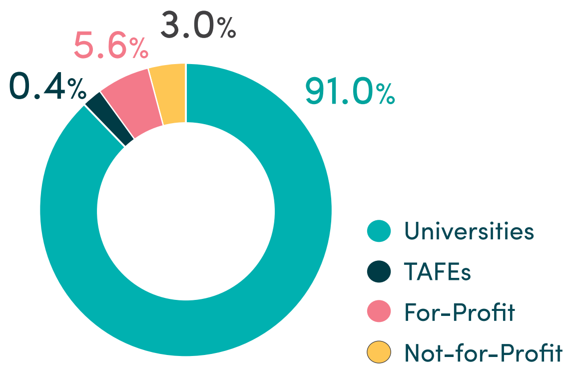


Academic staff 2016

61,235 FTE



Proportion of students in provider type



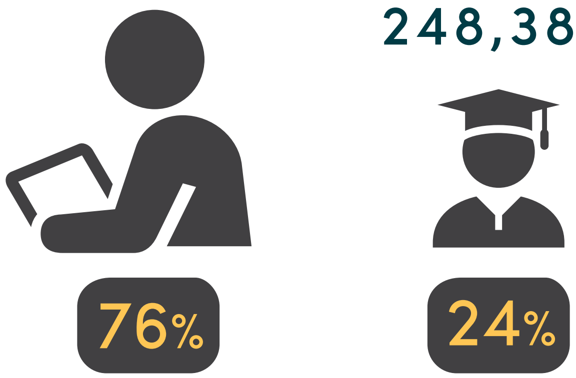
Aggregated course level, 2016

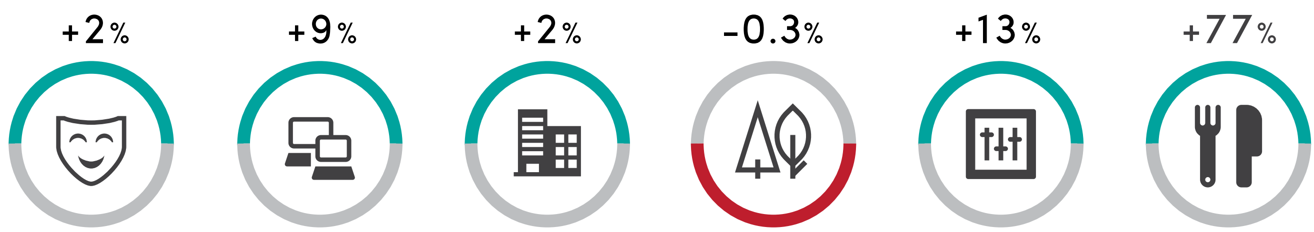
Number of undergraduate students (EFTSL):

775,220

Number of postgraduate students (EFTSL):

248,380





67,711	**44,089**	**24,208**	**13,032**	**7,052**	**651**
Creative Arts	Information Technology	Architecture and Building	Agriculture, Environmental and Related Studies	Mixed Field Programs	Food, Hospitality and Personal Services

Providers[8]

The Australian higher education sector is large, diverse and stable in size, with 176 registered providers enrolling 1,482,684 students for all or part of 2016. Seven providers who were registered in 2015 were no longer registered at the end of 2016 (five not-for-profit providers and two for-profit providers). TEQSA also registered seven new providers in 2016 (one for-profit provider, four not-for-profit providers and two TAFEs) so the total number of registered providers was unchanged.

Forty per cent of providers are registered in New South Wales, of which 46 per cent are for-profit providers, and account for 33 per cent of the sector's total EFTSL.

Universities continue to enrol the largest proportion of students in 2016. Ninety-one per cent of providers from the university group have 5,000 EFTSL or greater, while all bar two providers in other provider types have fewer than 5,000 EFTSL. For-profit providers are predominantly in the medium size group with 81 per cent of providers between 100 and 5,000 EFTSL, while around half of TAFE and not-for-profit providers are small with less than 100 EFTSL.

The total number of courses accredited by TEQSA has grown consistently each year. The proportion of new courses accredited by TEQSA each year against various broad fields of education (BFoE) and Australian Qualifications Framework (AQF) levels is largely consistent across the years 2013 through to 2016. The Management and Commerce BFoE features the largest number of course accreditations followed by the Society and Culture BFoE accounting for over 50 per cent of all courses accredited over this period. Information Technology and Engineering and Related Technologies BFoEs also recorded a large increase in courses accredited in 2016.

8. Source: TEQSA National Register; 2017 PIR; Higher Education Statistics Collection, Department of Education and Training. See Explanatory Notes for information on data sources.

Provider demographics

Table 1: Providers by state, 2016[9]

State	Universities	For-Profit	Not-for-Profit	TAFE	Total	%
NSW	11	33	26	1	71	40%
VIC	9	14	17	5	45	26%
WA	5	6	3	5	19	11%
SA	6	6	5	1	18	10%
QLD	8	6	1	1	16	9%
ACT	2	0	0	1	3	2%
TAS	1	0	1	0	2	1%
NT	1	0	1	0	2	1%
Total	**43**	**65**	**54**	**14**	**176**	**100%**

In 2016, 91 per cent of students (headcount) were enrolled with universities, despite the other providers making up 76 per cent of all higher education providers in Australia.

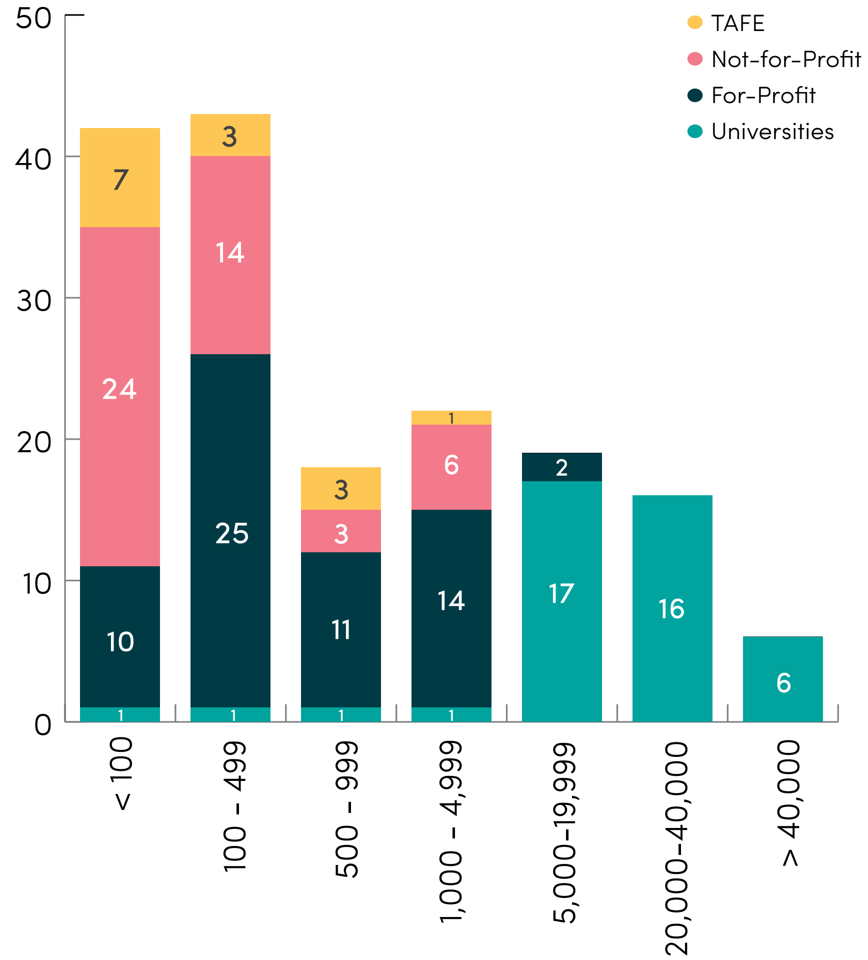
Table 2: Providers by self-accrediting authority (SAA) and TEQSA registration category, 2016[10]

	SAA	Non-SAA	Total	%
Higher Education Provider	10	123	133	76%
Australian University	40	0	40	23%
Australian University of Specialisation	1	0	1	1%
Overseas University	2	0	2	1%
Total	**53**	**123**	**176**	**100%**

In addition to universities, ten non-university providers had partial or full self-accrediting authority in 2016 (including three faith based providers that were granted full or partial self-accrediting authority in 2016).

9. State in which provider head office is registered.
10. See glossary for definition of 'self-accrediting authority'.

Figure 1: Providers by size of student load (EFTSL), 2016[11, 12]

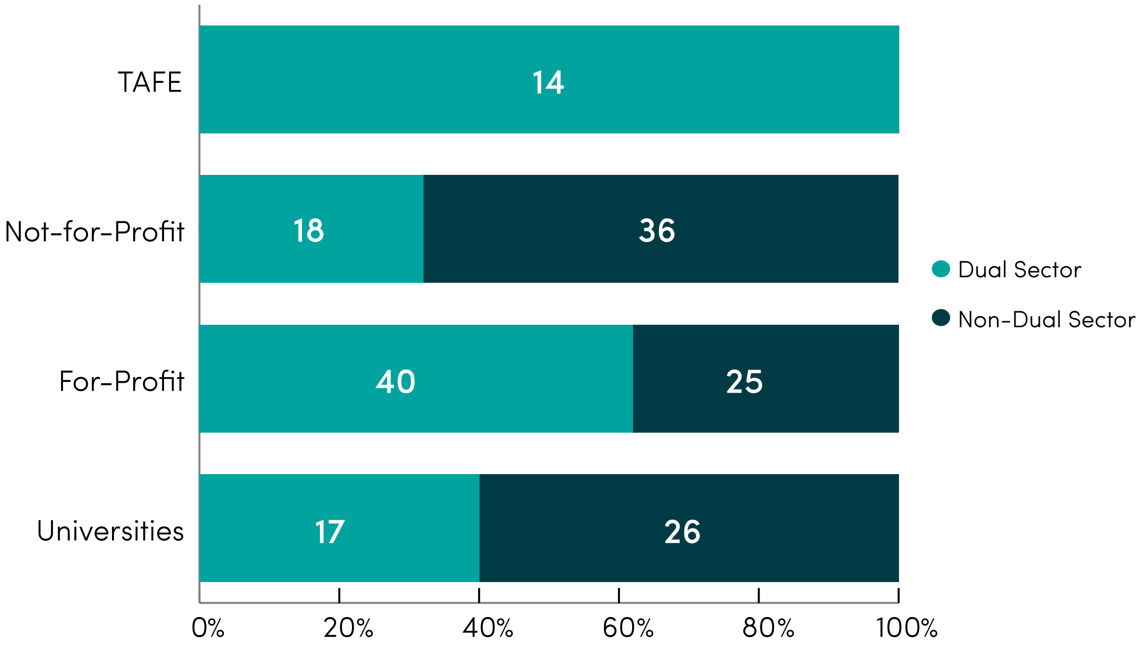


Australian higher education providers are diverse in size. 51 per cent of providers had fewer than 500 EFTSL in 2016, and a quarter had equal to or greater than 5,000 EFTSL. More than 50 per cent of the not-for-profit providers and 50 per cent of TAFEs had less than or equal to 100 EFTSL.

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

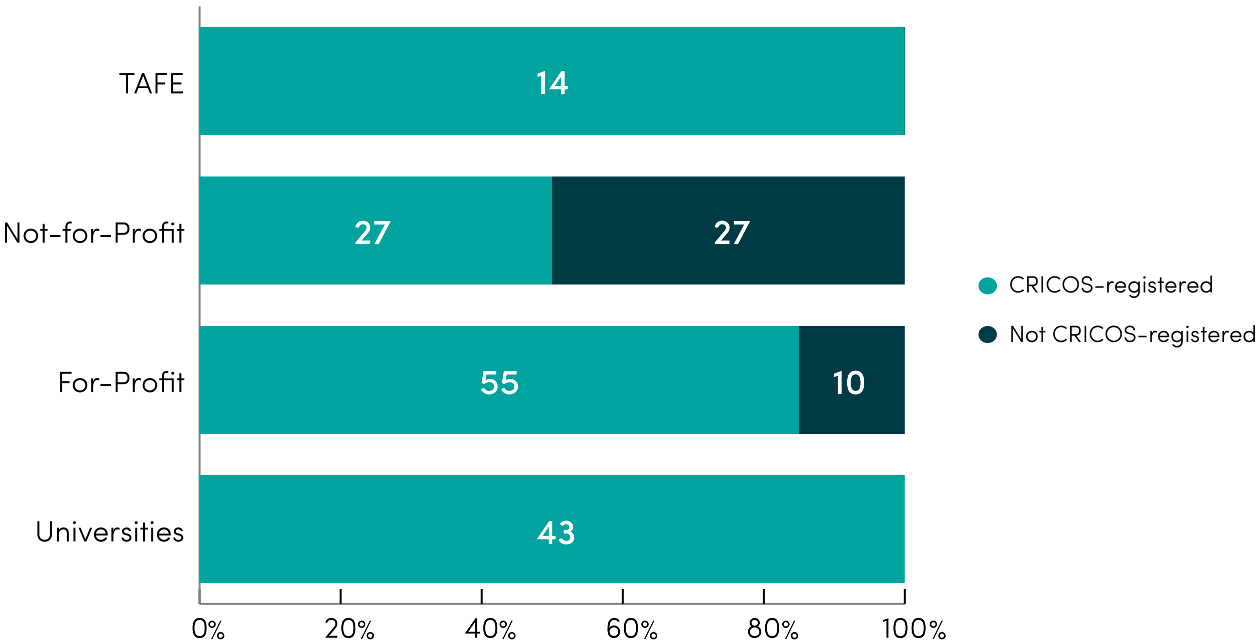
12. Ten providers were not required to submit student data to the TEQSA PIR due to context such as: the provider was recently registered as a higher education provider; in the process of merging with another entity; in the final stages of teaching out courses (and withdrawing registration); or had its registration cancelled by TEQSA at the time of collecting 2016 data (i.e. in 2017).

Figure 2: Providers by dual sector status, 2016[13, 14]



Over 50 per cent of registered providers are dual sector, that is, they are registered to deliver both higher and vocational education.

Figure 3: CRICOS-registered providers, 2016[15]



Seventy-nine per cent of TEQSA-registered providers were also CRICOS-registered in 2016.

13. See glossary for definition of 'dual sector'.
14. These figures relate to all registered higher education providers in all or part of 2016. Figures were not aggregated where a merger occurred.
15. See glossary for definition of 'CRICOS registration'.

Provider course accreditation

To provide a higher education course of study, providers without self-accrediting authority must have a course accredited by TEQSA under the *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act). If the application for accreditation of a course is successful, TEQSA will determine the length for which the course is accredited. Under the TEQSA Act, this period cannot exceed seven years.

Table 3: New courses (TEQSA-accredited) by AQF Level, 2013 – 2016[16]

AQF	Course level	2013	2014	2015	2016	2013 to 2016 Total	% change between 2015 and 2016	% change between 2013 and 2016
5	Diploma	26	14	33	32	**105**	-3%	23%
6	Advanced Diploma Associate Degree	33	8	15	26	**82**	73%	-21%
7	Bachelor Degree	54	41	26	21	**142**	-19%	-61%
8	Bachelor Honours Graduate Certificate Graduate Diploma	26	40	24	33	**123**	38%	27%
9	Masters by Coursework Masters by Research	19	24	16	23	**82**	44%	21%
10	Doctorate by Coursework Doctorate by Research	0	2	3	1	**6**	-67%	-
Total		**158**	**129**	**117**	**136**	**540**	**16%**	**-14%**

The number of new course accreditations increased in 2016. New courses made up 12 per cent of the registered courses in 2016.

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

Table 4: New courses (TEQSA-accredited) by broad field of education (BFoE), 2013 – 2016[17]

Broad field of education	2013	2014	2015	2016	2013 to 2016 Total	% change between 2015 and 2016	% change between 2013 and 2016
Natural and Physical Sciences	1	1	3	2	**7**	-33%	100%
Information Technology	5	7	2	15	**29**	650%	200%
Engineering and Related Technologies	7	2	3	14	**26**	367%	100%
Architecture and Building	2	1	1	0	**4**	-100%	-100%
Agriculture, Environmental and Related Studies	0	1	0	1	**2**	–	–
Health	16	11	8	12	**47**	50%	-25%
Education	6	16	4	7	**33**	75%	17%
Management and Commerce	59	39	60	36	**194**	-40%	-39%
Society and Culture	23	30	22	31	**106**	41%	35%
Creative Arts	39	21	14	16	**90**	14%	-59%
Food, Hospitality and Personal Services	0	0	0	2	**2**	–	–
Mixed Field Programs	0	0	0	0	**0**	–	–
Total	**158**	**129**	**117**	**136**	**540**	**16%**	**-14%**

17. TEQSA-accredited courses are those that TEQSA accredits as the provider does not hold the authority to self-accredit those courses.

Students[18, 19, 20]

The number of students studying in Australia has increased each year for the four years from 2013 to 2016. In 2016, there were over 1.4 million students studying a higher education course in Australia. Student numbers grew by three per cent and growth was observed across all provider types (university, for-profit, not-for-profit, and TAFE). Comparing 2015 and 2016, not-for-profit providers had the largest percentage growth in student numbers (by 8 per cent) despite a 6 per cent decline in provider numbers.

Universities continue to have the highest proportion of students. However, there has been a gradual increase in student enrolments at other provider types for the past four years. The overseas sector experienced the largest percentage growth in all provider types, with not-for-profit providers having a 23 per cent increase in overseas students from 2015.

Commencing students enter university and not-for-profit providers predominantly via secondary education, while a higher proportion of commencing students enter for-profit and TAFE providers via 'other basis'. All provider types had a higher proportion of full-time commencing students.

Most students that completed a higher education award in 2016 had been studying internally (i.e. face-to-face). For-profit providers experienced the largest increase in students completing via flexible and external modes of attendance from 2015. Students completing via internal mode declined by 13 per cent for for-profit providers in 2016.

18. Source: 2014 PIR, 2015 PIR, 2016 PIR and 2017 PIR; Higher Education Statistics Collection, Department of Education and Training. See explanatory notes for information on data sources.
19. A small 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 2016 data (i.e. in 2017).
20. See explanatory notes for information on provider type used in this report.

Total student enrolments

Table 5: Total students by provider type, 2013 – 2016

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	EFTSL	887,471	918,533	937,277	965,334	3%	9%
	Headcount	1,234,210	1,283,508	1,310,226	1,349,733	3%	9%
	Number of providers	**42**	**43**	**43**	**43**	**0%**	**2%**
For-Profit	EFTSL	38,059	45,588	50,778	53,962	6%	42%
	Headcount	58,943	69,067	77,918	82,485	6%	40%
	Number of providers	**59**	**59**	**62**	**62**	**0%**	**5%**
Not-for-Profit	EFTSL	17,107	17,892	20,383	22,041	8%	29%
	Headcount	33,823	35,276	40,833	43,819	7%	30%
	Number of providers	**50**	**52**	**50**	**47**	**-6%**	**-6%**
TAFE	EFTSL	3,791	4,114	4,566	4,922	8%	30%
	Headcount	5,713	5,570	6,059	6,647	10%	16%
	Number of providers	**11**	**10**	**12**	**14**	**17%**	**27%**
Sector	EFTSL	946,429	986,126	1,013,004	1,046,259	3%	11%
	Headcount	1,332,689	1,393,421	1,435,036	1,482,684	3%	11%
	Number of providers	**162**	**164**	**167**	**166**	**-1%**	**2%**

Enrolments increased for all provider types in 2016. This has been a consistent pattern for the last four years.

Figure 4: Student proportion (headcount) by provider type, 2013-2016

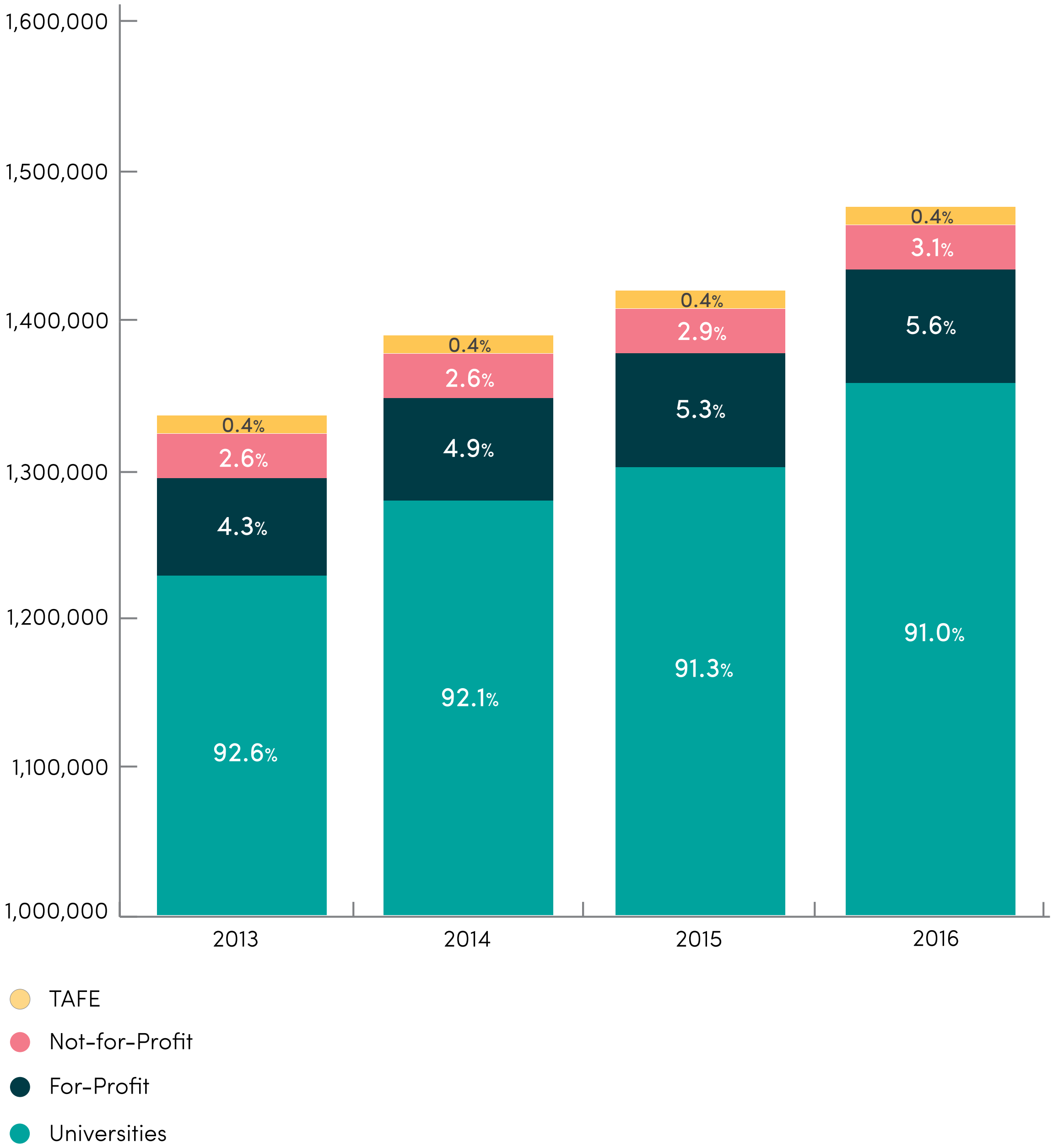


Table 6: Domestic and overseas students (EFTSL), 2013 – 2016[21, 22]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Domestic	662,667	685,354	694,631	703,683	1%	6%
	Overseas	224,804	233,179	242,646	261,652	8%	16%
	Total	**887,471**	**918,533**	**937,277**	**965,334**	**3%**	**9%**
For-Profit	Domestic	18,759	21,294	23,281	23,063	-1%	23%
	Overseas	19,030	23,966	27,289	30,894	13%	62%
	Total	**37,788**	**45,260**	**50,570**	**53,957**	**7%**	**43%**
Not-for-Profit	Domestic	13,806	14,047	15,063	15,764	5%	14%
	Overseas	2,972	3,507	4,907	6,012	23%	102%
	Total	**16,778**	**17,554**	**19,970**	**21,776**	**9%**	**30%**
TAFE	Domestic	2,531	2,583	2,742	2,727	-1%	8%
	Overseas	1,260	1,530	1,824	2,195	20%	74%
	Total	**3,791**	**4,114**	**4,566**	**4,922**	**8%**	**30%**
Sector	Domestic	697,763	723,279	735,717	745,236	1%	7%
	Overseas	248,065	262,182	276,666	300,753	9%	21%
	Sector Total	**945,828**	**985,461**	**1,012,383**	**1,045,989**	**3%**	**11%**

Both domestic and overseas student EFTSL has continued to grow since 2013, with the highest percentage growth being in overseas students. From 2015 to 2016, there was a 23 per cent increase in overseas student EFTSL at not-for-profit providers, a 20 per cent increase at TAFE providers, and a 13 per cent increase at for-profit providers. Overseas student EFTSL at Universities increased by 8 per cent from 2015.

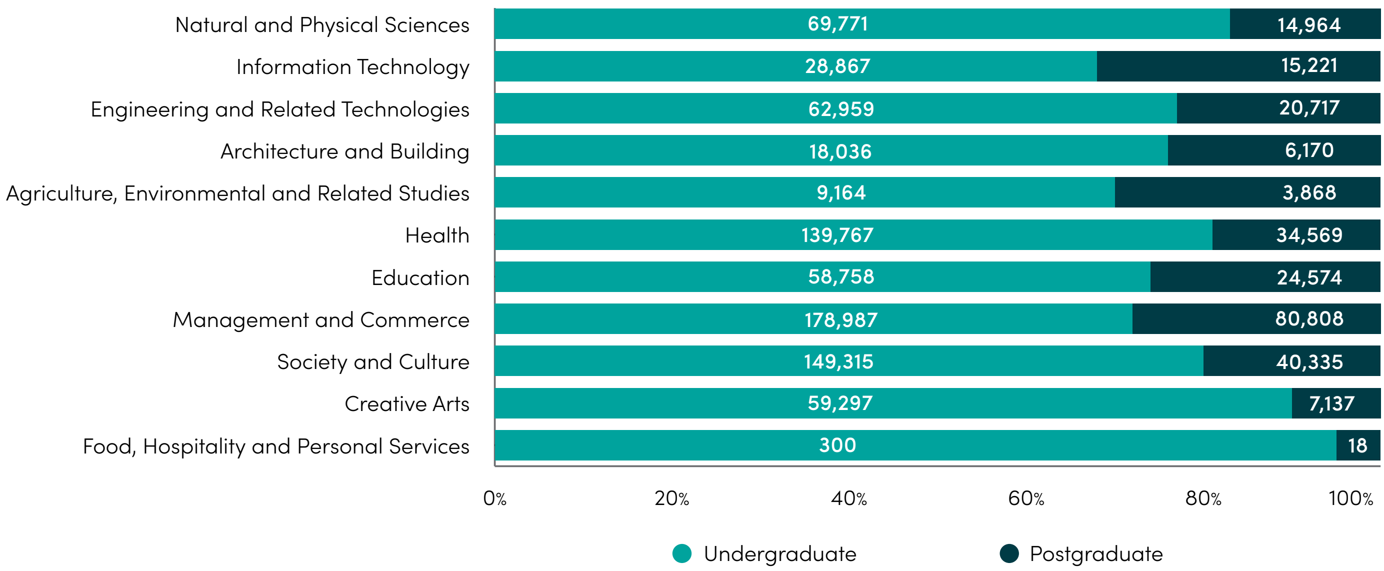
21. See glossary for definitions of 'domestic' and 'overseas'.
22. Excludes student citizenship classified as 'unknown' or 'unspecified'.

Table 7: Students (EFTSL) by aggregated course level, 2013 – 2016[23, 24]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Undergraduate	680,412	692,379	703,956	719,319	2%	6%
	Postgraduate	187,886	203,878	211,955	223,599	5%	19%
	Other	19,173	22,276	21,366	22,416	5%	17%
	Total	**887,471**	**918,533**	**937,277**	**965,334**	**3%**	**9%**
For-Profit	Undergraduate	31,669	35,293	37,346	38,873	4%	23%
	Postgraduate	6,175	10,144	13,321	14,941	12%	142%
	Other	214	151	111	149	34%	-30%
	Total	**38,059**	**45,588**	**50,778**	**53,962**	**6%**	**42%**
Not-for-Profit	Undergraduate	8,790	9,486	11,262	12,175	8%	39%
	Postgraduate	8,244	8,342	9,056	9,771	8%	19%
	Other	74	64	65	94	45%	27%
	Total	**17,107**	**17,892**	**20,383**	**22,041**	**8%**	**29%**
TAFE	Undergraduate	3,788	4,090	4,536	4,853	7%	28%
	Postgraduate	<5	24	30	69	130%	2300%
	Other	<5	<5	<5	0	-	-
	Total	**3,791**	**4,114**	**4,566**	**4,922**	**8%**	**30%**
Sector	Undergraduate	724,659	741,249	757,100	775,220	2%	7%
	Postgraduate	202,308	222,387	234,362	248,380	6%	23%
	Other	19,462	22,491	21,542	22,659	5%	16%
	Sector Total	**946,429**	**986,126**	**1,013,004**	**1,046,259**	**3%**	**11%**

23. 'Undergraduate' includes Bachelor (Honours) students.
24. 'Other' refers to higher education providers' non-award and enabling courses.

Figure 5: Students (EFTSL) by broad field of education (BFoE) and aggregated course level, 2016[25, 26]



The Management and Commerce BFoE had the largest number of undergraduate and postgraduate students in 2016. Information Technology and Health courses had the largest increase for undergraduate students in 2016, while Engineering and Related Technologies, and Information Technology had the largest increase in postgraduate student EFTSL.

25. Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.
26. Excludes non-award and enabling courses.

Table 8: Students (EFTSL) by AQF level, 2013 - 2016[27]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	AQF 5	4,870	5,578	5,679	7,974	40%	64%
	AQF 6	8,195	7,605	7,972	7,638	-4%	-7%
	AQF 7	649,640	645,265	623,860	619,917	-1%	-5%
	AQF 8	44,827	60,508	87,713	104,751	19%	134%
	AQF 9	118,184	133,768	146,631	158,605	8%	34%
	AQF 10	39,842	40,654	41,215	41,178	0%	3%
	Total	**865,558**	**893,377**	**913,070**	**940,063**	**3%**	**9%**
For-Profit	AQF 5	9,470	10,974	11,139	11,101	0%	17%
	AQF 6	887	903	941	464	-51%	-48%
	AQF 7	21,271	23,369	25,198	27,247	8%	28%
	AQF 8	1,533	1,708	3,423	3,702	8%	141%
	AQF 9	4,640	8,461	9,914	11,276	14%	143%
	AQF 10	19	15	32	10	-69%	-49%
	Total	**37,819**	**45,429**	**50,647**	**53,800**	**6%**	**42%**
Not-for-Profit	AQF 5	3,400	4,110	5,600	6,800	21%	100%
	AQF 6	251	284	321	244	-24%	-3%
	AQF 7	5,079	5,030	5,269	5,112	-3%	1%
	AQF 8	6,928	6,878	7,478	8,046	8%	16%
	AQF 9	1,267	1,400	1,499	1,579	5%	25%
	AQF 10	67	79	93	110	18%	64%
	Total	**16,992**	**17,782**	**20,261**	**21,891**	**8%**	**29%**

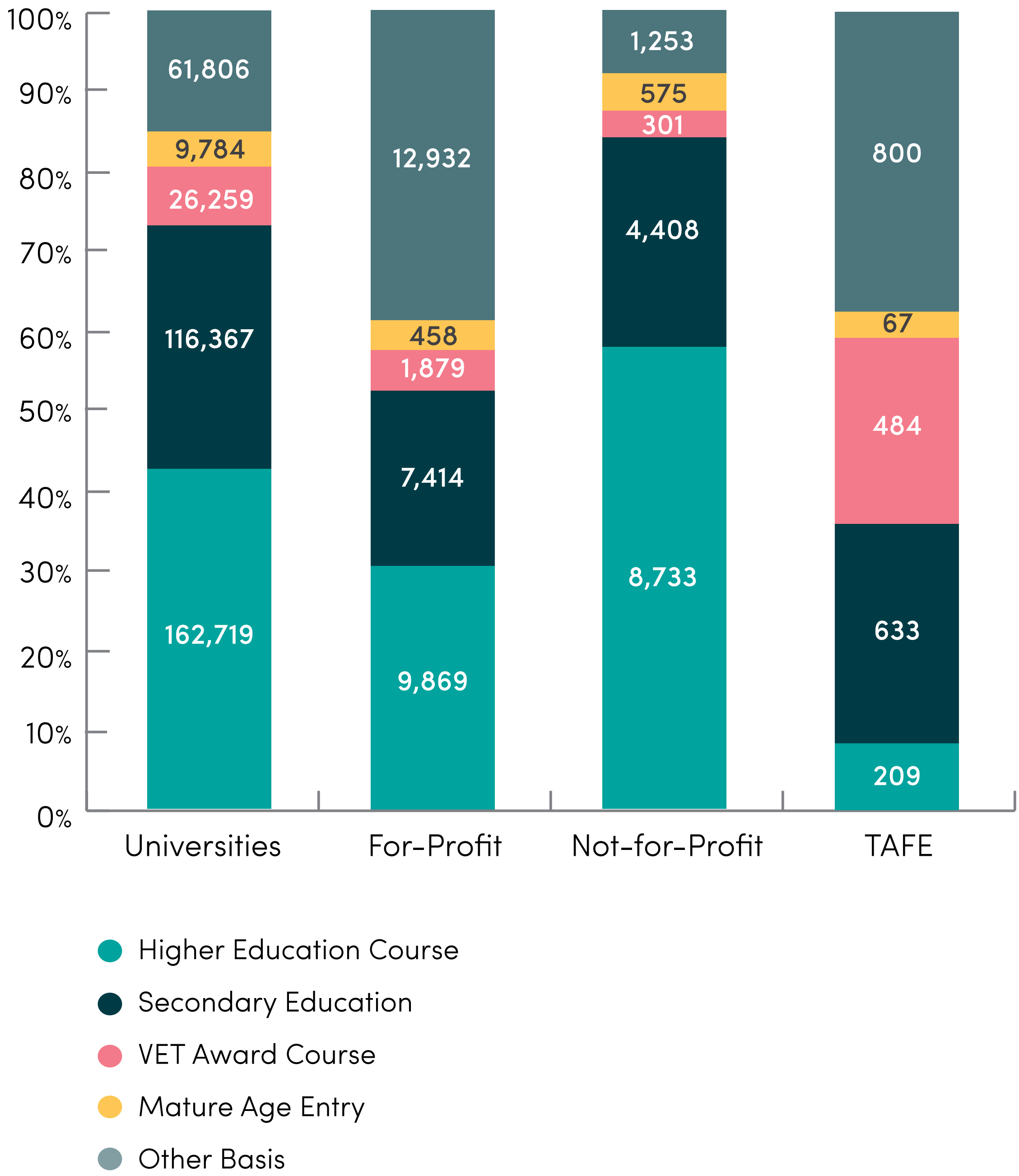
27. Excludes non-award and enabling courses.

Table 8: Students (EFTSL) by AQF level, 2013 - 2016 (continued)

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
TAFE	AQF 5	19	13	20	34	70%	79%
	AQF 6	692	653	640	712	11%	3%
	AQF 7	3,077	3,424	3,876	4,107	6%	33%
	AQF 8	3	17	15	17	13%	467%
	AQF 9	0	7	15	52	247%	-
	AQF 10	0	0	0	0	0%	0%
	Total	**3,791**	**4,114**	**4,566**	**4,922**	**8%**	**30%**
Sector	AQF 5	17,759	20,675	22,438	25,910	15%	46%
	AQF 6	10,025	9,445	9,874	9,057	-8%	-10%
	AQF 7	679,066	677,089	658,204	656,383	0%	-3%
	AQF 8	53,291	69,110	98,629	116,515	18%	119%
	AQF 9	124,091	143,635	158,059	171,512	9%	38%
	AQF 10	39,928	40,748	41,339	41,298	0%	3%
	Total	**924,159**	**960,701**	**988,543**	**1,020,676**	**3%**	**10%**

Universities teaching AQF 5 courses increased by 40 per cent in 2016 from the previous year and not-for-profits increased by 21 per cent. This contributed to the 15 per cent growth in students studying at the AQF 5 level across the sector.

Figure 6: Students (EFTSL) by basis for admission, 2016[28]



28. Excludes students with basis of admission classified as 'professional qualification' and 'unspecified'.

Table 9: Students (headcount) by type of attendance, 2013 – 2016[29]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Full-time	873,714	912,423	933,225	966,228	4%	11%
	Part-time	360,496	371,085	377,001	383,505	2%	6%
	Total	**1,234,210**	**1,283,508**	**1,310,226**	**1,349,733**	**3%**	**9%**
For-Profit	Full-time	39,136	48,822	55,879	59,150	6%	51%
	Part-time	19,821	20,254	22,048	23,344	6%	18%
	Total	**58,957**	**69,076**	**77,927**	**82,494**	**6%**	**40%**
Not-for-Profit	Full-time	12,551	13,520	15,434	18,035	17%	44%
	Part-time	21,274	21,756	25,414	25,797	2%	21%
	Total	**33,825**	**35,276**	**40,848**	**43,832**	**7%**	**30%**
TAFE	Full-time	4,136	4,215	4,660	5,285	13%	28%
	Part-time	1,577	1,355	1,399	1,362	-3%	-14%
	Total	**5,713**	**5,570**	**6,059**	**6,647**	**10%**	**16%**
Sector	Full-time	929,537	978,980	1,009,198	1,048,698	4%	13%
	Part-time	403,168	414,450	425,862	434,008	2%	8%
	Sector Total	**1,332,705**	**1,393,430**	**1,435,060**	**1,482,706**	**3%**	**11%**

The number of full time students at not-for-profit and TAFE providers grew by 17 per cent and 13 per cent respectively in 2016. The number of part-time students at TAFEs declined by 3 per cent from 2015.

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

Figure 7: Students (EFTSL) by mode of attendance, 2016[30, 31]

Eighty-six per cent of students studying at a higher education provider were studying internally (i.e. face-to-face) in 2016.

From 2015, there was a 41 per cent increase in the number of students attending via a flexible delivery mode, specifically noting the 54 per cent increase in university students.

30. See glossary for definition of 'mode of attendance'.
31. Excludes students with mode of attendance not specified.

Commencing students

Table 10: Commencing students (EFTSL), 2013-2016

	2013		2014		2015		2016	
	EFTSL	% change from 2012	EFTSL	% change from 2013	EFTSL	% change from 2014	EFTSL	% change from 2015
Universities	350,196	4%	366,648	5%	363,561	-1%	378,414	4%
For-Profit	22,121	28%	26,621	20%	28,638	8%	29,779	4%
Not-for-Profit	8,488	-2%	9,684	14%	11,374	17%	12,451	9%
TAFE	1,866	-12%	1,831	-2%	2,168	19%	2,195	1%
Sector	**382,671**	**5%**	**404,783**	**6%**	**405,742**	**0%**	**422,839**	**4%**

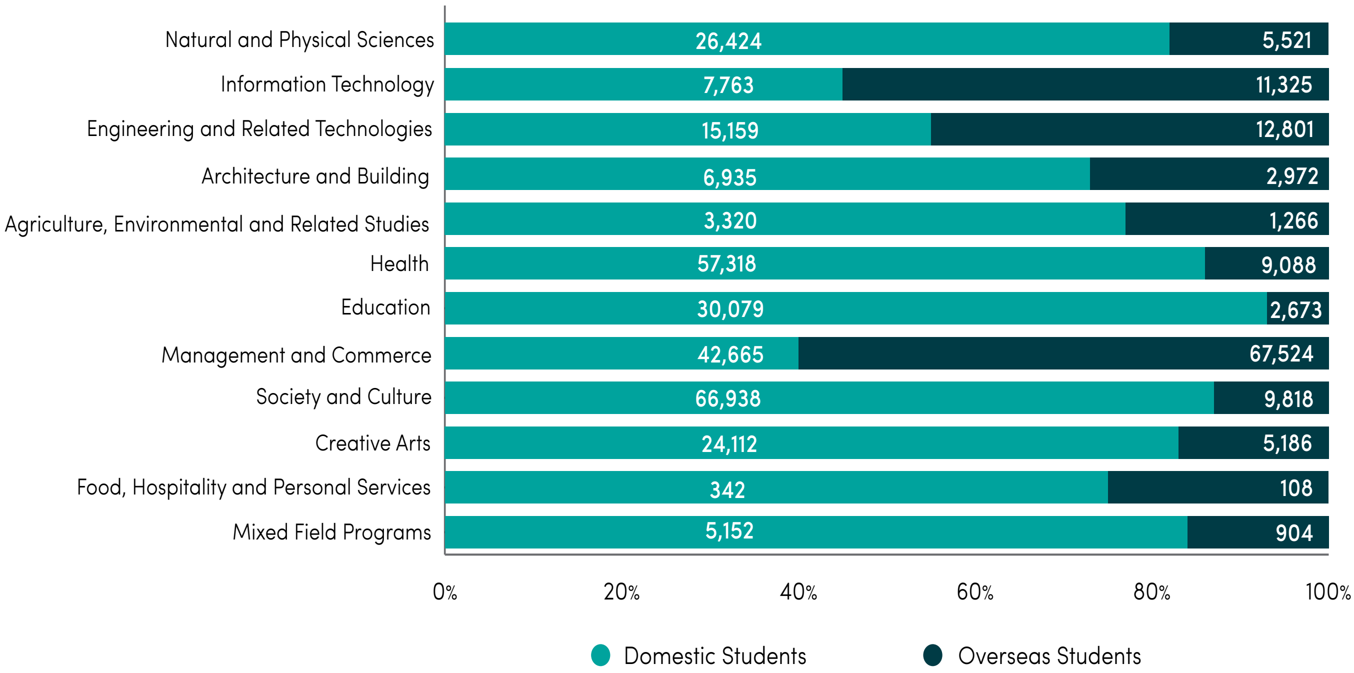
Table 11: Commencing domestic and overseas students (EFTSL), 2013 – 2016[32, 33]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Domestic	257,336	266,226	263,275	266,438	1%	4%
	Overseas	92,860	100,422	100,287	111,976	12%	21%
	Total	**350,196**	**366,648**	**363,562**	**378,414**	**4%**	**8%**
For-Profit	Domestic	10,276	12,308	12,081	11,717	-3%	14%
	Overseas	11,614	14,051	16,420	18,059	10%	55%
	Total	**21,890**	**26,359**	**28,501**	**29,776**	**4%**	**36%**
Not-for-Profit	Domestic	6,333	7,094	7,473	8,184	10%	29%
	Overseas	2,001	2,438	3,662	4,165	14%	108%
	Total	**8,334**	**9,532**	**11,135**	**12,349**	**11%**	**48%**
TAFE	Domestic	1,255	1,150	1,312	1,190	-9%	-5%
	Overseas	610	681	856	1,006	18%	65%
	Total	**1,865**	**1,831**	**2,168**	**2,196**	**1%**	**18%**
Sector	Domestic	275,201	286,778	284,141	287,529	1%	4%
	Overseas	107,085	117,591	121,225	135,204	12%	26%
	Sector Total	**382,286**	**404,369**	**405,366**	**422,733**	**4%**	**11%**

Both the domestic and overseas commencing student EFTSL has grown over time with the highest percentage growth being in overseas students.

32. See glossary for definitions of 'domestic' and 'overseas'.
33. Excludes student citizenship classified as 'unknown' or 'unspecified'.

Figure 8: Commencing domestic and overseas students (EFTSL) by broad field of education (BFoE), 2016[34, 35]



Fifty-two per cent of commencing overseas students were enrolled in Management and Commerce in 2016, while 23 per cent of commencing domestic students enrolled in Society and Culture.

34. See glossary for definitions of 'domestic' and 'overseas'.
35. Excludes student citizenship classified as 'unknown' or 'unspecified'.

Table 12: Commencing students (EFTSL) by aggregated course level, 2013-2016[36, 37]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Undergraduate	242,398	248,509	250,559	259,196	3%	7%
	Postgraduate	90,718	98,464	94,295	99,237	5%	9%
	Other	17,081	19,675	18,707	19,980	7%	17%
	Total	**350,196**	**366,648**	**363,561**	**378,414**	**4%**	**8%**
For-Profit	Undergraduate	18,252	20,517	20,477	21,170	3%	16%
	Postgraduate	3,701	5,988	8,082	8,492	5%	129%
	Other	168	116	79	117	48%	-30%
	Total	**22,121**	**26,621**	**28,638**	**29,779**	**4%**	**35%**
Not-for-Profit	Undergraduate	4,528	5,279	6,632	7,035	6%	55%
	Postgraduate	3,905	4,362	4,701	5,340	14%	37%
	Other	55	43	42	76	81%	38%
	Total	**8,488**	**9,684**	**11,374**	**12,451**	**9%**	**47%**
TAFE	Undergraduate	1,864	1,809	2,142	2,139	0%	15%
	Postgraduate	2	22	26	55	112%	2650%
	Other	0	0	1	0	-100%	-
	Total	**1,866**	**1,831**	**2,168**	**2,195**	**1%**	**18%**
Sector	Undergraduate	267,042	276,113	279,810	289,541	3%	8%
	Postgraduate	98,325	108,836	107,103	113,125	6%	15%
	Other	17,304	19,834	18,828	20,173	7%	17%
	Sector Total	**382,671**	**404,783**	**405,742**	**422,839**	**4%**	**10%**

Following a decline in commencing student (EFTSL) in the postgraduate and other course levels in 2015, 2016 has seen growth in both of these course levels.

36. 'Undergraduate' includes Bachelor (Honours) students.
37. 'Other' refers to higher education providers' non-award and enabling courses.

Table 13a: Commencing students (EFTSL) by broad field of education (BFoE), 2013–2016: Universities[38, 39]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Natural and Physical Sciences	29,002	29,945	29,511	31,564	7%	9%
	Information Technology	13,357	14,868	14,649	17,027	16%	27%
	Engineering and Related Technologies	23,603	24,525	25,031	26,339	5%	12%
	Architecture and Building	8,064	7,988	8,518	9,537	12%	18%
	Agriculture, Environmental and Related Studies	4,829	4,504	4,399	4,444	1%	-8%
	Health	53,847	58,348	60,600	62,889	4%	17%
	Education	34,337	36,495	32,813	32,097	-2%	-7%
	Management and Commerce	81,605	84,180	82,551	87,437	6%	7%
	Society and Culture	67,509	69,636	70,776	70,645	0%	5%
	Creative Arts	22,781	22,535	22,122	22,866	3%	0%
	Food, Hospitality and Personal Services	0	0	34	351	932%	-
	Mixed Field Programs	5,092	5,708	5,298	6,056	14%	19%
	Total	**344,028**	**358,731**	**356,301**	**371,252**	**4%**	**8%**

38. Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.
39. Excludes non-award and enabling courses.

Table 13b: Commencing students (EFTSL) by broad field of education (BFoE), 2013-2016: For-Profit

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
For-Profit	Natural and Physical Sciences	194	294	381	203	-47%	5%
	Information Technology	734	899	1,122	1,675	49%	128%
	Engineering and Related Technologies	610	816	783	741	-5%	21%
	Architecture and Building	174	225	477	266	-44%	53%
	Agriculture, Environmental and Related Studies	0	0	0	0	-	-
	Health	2,070	2,280	2,409	3,173	32%	53%
	Education	76	110	107	26	-76%	-66%
	Management and Commerce	12,613	15,422	17,904	17,658	-1%	40%
	Society and Culture	1,343	1,936	1,631	1,665	2%	24%
	Creative Arts	4,117	4,464	3,690	4,227	15%	3%
	Food, Hospitality and Personal Services	25	58	56	27	-52%	8%
	Mixed Field Programs	0	0	0	0	-	-
	Total	**21,957**	**26,505**	**28,559**	**29,662**	**4%**	**35%**

Table 13c: Commencing students (EFTSL) by broad field of education (BFoE), 2013-2016: Not-for-Profit

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Not-for-Profit	Natural and Physical Sciences	70	94	139	166	19%	137%
	Information Technology	114	127	205	215	5%	89%
	Engineering and Related Technologies	310	359	514	676	32%	118%
	Architecture and Building	0	0	0	0	-	-
	Agriculture, Environmental and Related Studies	117	164	93	132	42%	13%
	Health	182	187	207	117	-43%	-36%
	Education	479	503	422	373	-12%	-22%
	Management and Commerce	2,293	2,988	4,242	4,469	5%	95%
	Society and Culture	3,441	3,574	3,716	4,408	19%	28%
	Creative Arts	1,427	1,638	1,796	1,822	1%	28%
	Food, Hospitality and Personal Services	0	0	0	0	-	-
	Mixed Field Programs	8	7	0	0	-	-100%
	Total	**8,440**	**9,641**	**11,335**	**12,377**	**9%**	**47%**

Table 13d: Commencing students (EFTSL) by broad field of education (BFoE), 2013-2016: TAFE

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
TAFE	Natural and Physical Sciences	22	21	32	11	-66%	-50%
	Information Technology	216	269	224	171	-24%	-21%
	Engineering and Related Technologies	231	211	183	207	13%	-10%
	Architecture and Building	68	70	85	105	24%	54%
	Agriculture, Environmental and Related Studies	50	18	8	10	25%	-80%
	Health	112	152	186	227	22%	103%
	Education	207	171	210	256	22%	24%
	Management and Commerce	525	549	603	708	17%	35%
	Society and Culture	0	4	11	44	300%	-
	Creative Arts	363	274	535	383	-28%	6%
	Food, Hospitality and Personal Services	72	91	92	73	-21%	1%
	Mixed Field Programs	0	0	0	0	-	-
	Total	**1,866**	**1,831**	**2,168**	**2,195**	**1%**	**18%**

Table 13e: Commencing students (EFTSL) by broad field of education (BFoE), 2013-2016: Sector

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Sector	Natural and Physical Sciences	29,287	30,354	30,063	31,945	6%	9%
	Information Technology	14,421	16,163	16,200	19,088	18%	32%
	Engineering and Related Technologies	24,754	25,911	26,510	27,963	5%	13%
	Architecture and Building	8,307	8,284	9,080	9,907	9%	19%
	Agriculture, Environmental and Related Studies	4,997	4,686	4,500	4,586	2%	-8%
	Health	56,211	60,967	63,403	66,406	5%	18%
	Education	35,099	37,279	33,552	32,752	-2%	-7%
	Management and Commerce	97,036	103,140	105,300	110,272	5%	14%
	Society and Culture	72,294	75,149	76,133	76,763	1%	6%
	Creative Arts	28,688	28,910	28,142	29,297	4%	2%
	Food, Hospitality and Personal Services	96	149	181	450	149%	369%
	Mixed Field Programs	5,100	5,715	5,298	6,056	14%	19%
	Total	**376,290**	**396,707**	**398,363**	**415,486**	**4%**	**10%**

Table 14: Commencing students (EFTSL) by AQF level, 2013-2016[40]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	AQF 5	3,358	3,742	3,671	5,959	62%	77%
	AQF 6	4,550	3,862	4,378	4,219	-4%	-7%
	AQF 7	226,344	225,895	212,107	215,368	2%	-5%
	AQF 8	27,528	33,907	44,664	48,388	8%	76%
	AQF 9	61,228	69,357	70,161	74,795	7%	22%
	AQF 10	7,893	8,007	7,663	7,533	-2%	-5%
	Total	**330,900**	**344,769**	**342,645**	**356,261**	**4%**	**8%**
For-Profit	AQF 5	7,494	8,606	8,399	8,247	-2%	10%
	AQF 6	544	619	563	276	-51%	-49%
	AQF 7	10,174	11,247	11,454	12,602	10%	24%
	AQF 8	941	1,183	2,697	2,528	-6%	169%
	AQF 9	2,770	4,841	5,430	6,001	11%	117%
	AQF 10	5	2	2	1	-50%	-80%
	Total	**21,928**	**26,498**	**28,544**	**29,655**	**4%**	**35%**
Not-for-Profit	AQF 5	2,496	3,065	4,364	4,944	13%	98%
	AQF 6	165	187	194	139	-28%	-16%
	AQF 7	1,820	1,974	2,014	1,942	-4%	7%
	AQF 8	3,384	3,758	3,955	4,576	16%	35%
	AQF 9	534	615	744	712	-4%	33%
	AQF 10	11	16	27	32	19%	191%
	Total	**8,409**	**9,615**	**11,298**	**12,345**	**9%**	**47%**

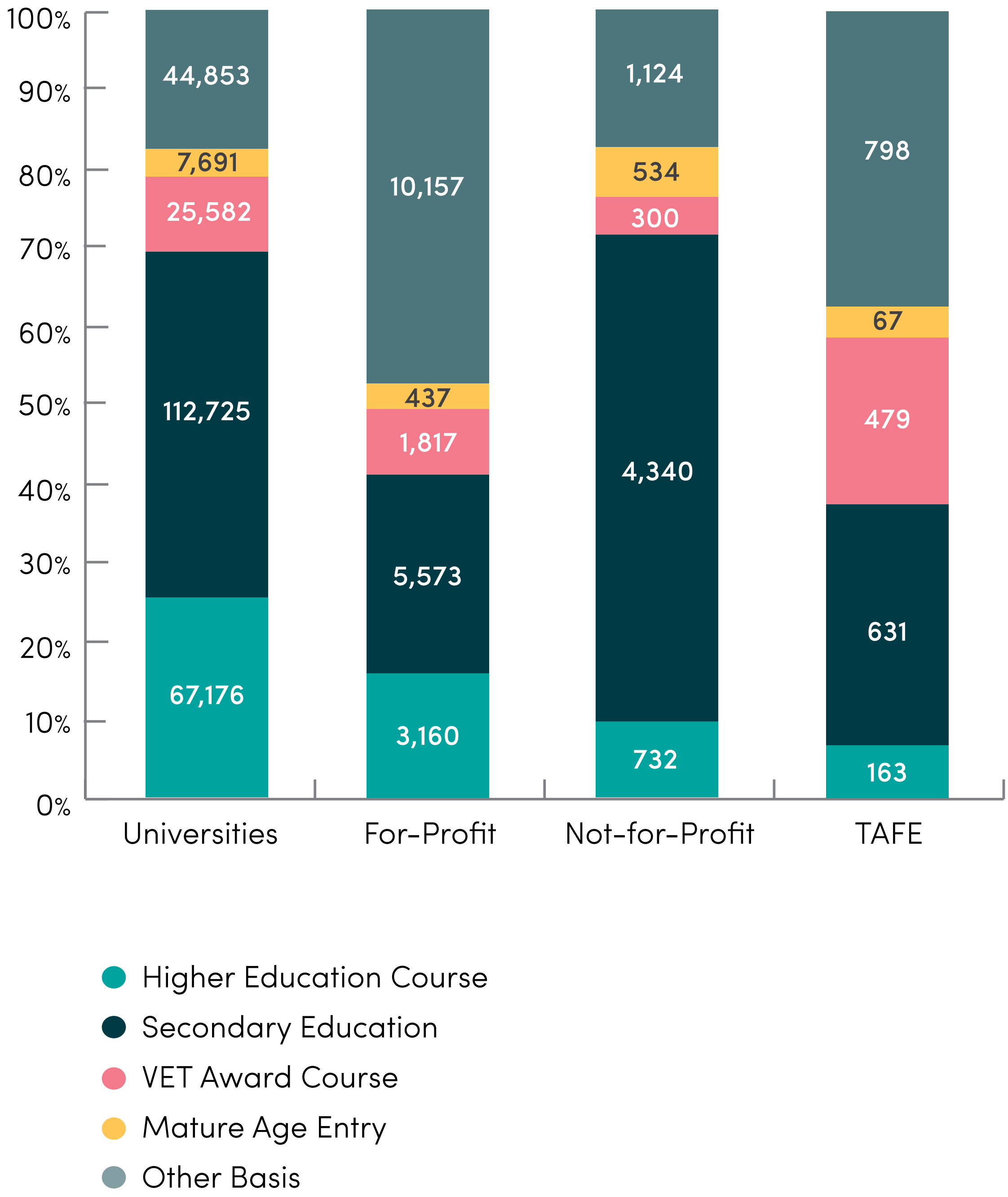
40. Excludes non-award and enabling courses.

Table 14: Commencing students (EFTSL) by AQF level, 2013-2016 (continued)

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
TAFE	AQF 5	17	11	18	31	72%	82%
	AQF 6	445	281	313	395	26%	-11%
	AQF 7	1,402	1,517	1,811	1,713	-5%	22%
	AQF 8	2	16	12	14	17%	600%
	AQF 9	0	6	14	41	193%	-
	AQF 10	0	0	0	0	-	-
	Total	**1,866**	**1,831**	**2,168**	**2,195**	**1%**	**18%**
Sector	AQF 5	13,365	15,424	16,452	19,181	17%	44%
	AQF 6	5,704	4,949	5,449	5,029	-8%	-12%
	AQF 7	239,739	240,633	227,386	231,625	2%	-3%
	AQF 8	31,854	38,864	51,328	55,506	8%	74%
	AQF 9	64,531	74,819	76,348	81,549	7%	26%
	AQF 10	7,909	8,024	7,692	7,566	-2%	-4%
	Total	**363,103**	**382,713**	**384,655**	**400,456**	**4%**	**10%**

The number of students commencing higher education at the AQF 5 level increased by 17 per cent from 2015. The growth can be attributed to the 62 per cent increase in university students and the 13 per cent increase in not-for-profit students.

Figure 9: Undergraduate commencing students (EFTSL) by basis for admission, 2016[41]



41. Excludes students with basis of admission classified as 'professional qualification' and 'unspecified'.

Table 15: Commencing students (headcount) by type of attendance, 2013 – 2016[42]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Full-time	366,540	387,405	388,198	406,333	5%	11%
	Part-time	126,901	131,595	125,781	129,752	3%	2%
	Total	**493,441**	**519,000**	**513,979**	**536,085**	**4%**	**9%**
For-Profit	Full-time	24,451	30,199	33,943	34,864	3%	43%
	Part-time	9,027	9,167	9,411	10,038	7%	11%
	Total	**33,478**	**39,366**	**43,354**	**44,902**	**4%**	**34%**
Not-for-Profit	Full-time	8,100	8,779	10,114	12,498	24%	54%
	Part-time	7,251	8,231	10,336	9,561	-7%	32%
	Total	**15,351**	**17,010**	**20,450**	**22,059**	**8%**	**44%**
TAFE	Full-time	2,214	2,073	2,399	2,637	10%	19%
	Part-time	698	488	590	512	-13%	-27%
	Total	**2,912**	**2,561**	**2,989**	**3,149**	**5%**	**8%**
Sector	Full-time	401,305	428,456	434,654	456,332	5%	14%
	Part-time	143,877	149,481	146,118	149,863	3%	4%
	Sector Total	**545,182**	**577,937**	**580,772**	**606,195**	**4%**	**11%**

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

Figure 10: Commencing students (EFTSL) by mode of attendance, 2016[43,44]

Eighty-six per cent of students that commenced study at a higher education provider were studying internally (i.e. face-to-face) in 2016.

From 2015, there was a 39 per cent increase in the number of commencing students attending via a flexible delivery mode, noting in particular the 59 per cent increase in university students, and 13 per cent increase in for-profit students. The number of commencing students attending via a flexible delivery mode in TAFE and not-for-profit providers declined by 30 per cent and 19 per cent respectively in 2016.

43. See glossary for definition of 'mode of attendance'.
44. Excludes students with mode of attendance not specified.

Completing students

Figure 11: Completing students (headcount), 2013 – 2016

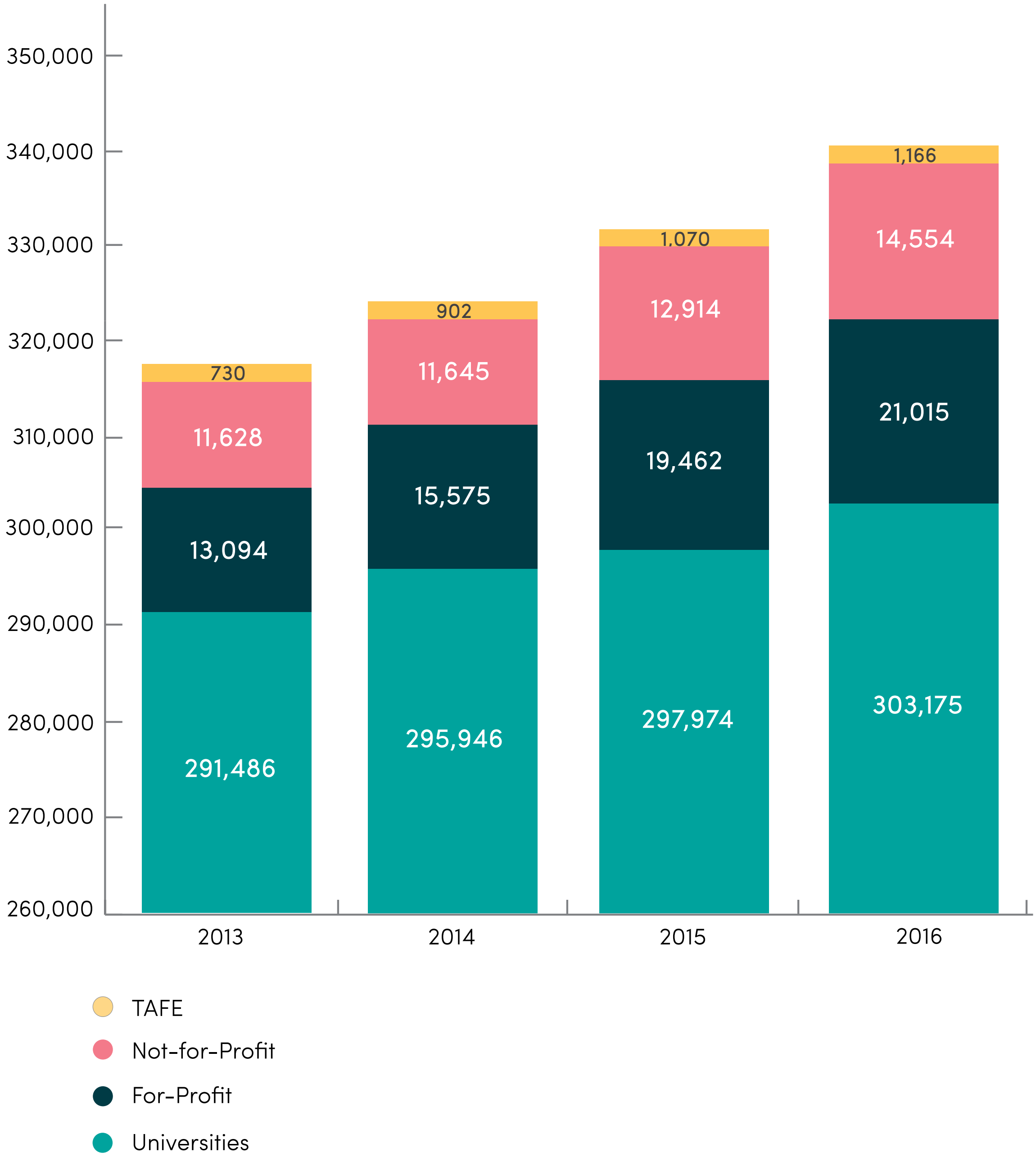


Table 16: Completing students (headcount) by mode of attendance, 2013 – 2016[45, 46]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Internal	227,176	226,722	226,761	228,276	1%	0%
	External	34,259	35,145	36,215	38,907	7%	14%
	Flexible	30,051	34,079	34,998	35,992	3%	20%
	Total	**291,486**	**295,946**	**297,974**	**303,175**	**2%**	**4%**
For-Profit	Internal	10,608	12,423	15,917	13,876	-13%	31%
	External	1,818	2,023	2,371	4,793	102%	164%
	Flexible	668	1,129	1,173	2,346	100%	251%
	Total	**13,094**	**15,575**	**19,461**	**21,015**	**8%**	**60%**
Not-for-Profit	Internal	6,596	7,929	5,846	6,976	19%	6%
	External	4,504	3,143	6,360	6,828	7%	52%
	Flexible	528	573	708	750	6%	42%
	Total	**11,628**	**11,645**	**12,914**	**14,554**	**13%**	**25%**
TAFE	Internal	718	899	998	1,082	8%	51%
	External	7	3	14	8	-43%	14%
	Flexible	5	0	58	76	31%	1420%
	Total	**730**	**902**	**1,070**	**1,166**	**9%**	**60%**
Sector	Internal	245,098	247,973	249,522	250,210	0%	2%
	External	40,588	40,314	44,960	50,536	12%	25%
	Flexible	31,252	35,781	36,937	39,164	6%	25%
	Sector Total	**316,938**	**324,068**	**331,419**	**339,910**	**3%**	**7%**

Seventy-four per cent of students who completed a higher education award in 2016 were studying internally (i.e. face-to-face). The number of students completing an award via an external or flexible mode of attendance has been increasing. Completions via the flexible and external mode of attendance have been growing progressively over time (a 25% increase from 2013).

45. See glossary for definition of 'mode of attendance'.
46. Excludes students with mode of attendance not specified.

Table 17: Completing students (headcount) by aggregated course level, 2013 – 2016[47]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Undergraduate	180,245	180,357	182,053	185,590	2%	3%
	Postgraduate	111,241	115,589	115,921	117,585	1%	6%
	Total	**291,486**	**295,946**	**297,974**	**303,175**	**2%**	**4%**
For-Profit	Undergraduate	10,295	11,201	12,590	11,587	-8%	13%
	Postgraduate	2,799	4,374	6,872	9,428	37%	237%
	Total	**13,094**	**15,575**	**19,462**	**21,015**	**8%**	**60%**
Not-for-Profit	Undergraduate	3,476	4,145	6,024	6,075	1%	75%
	Postgraduate	8,152	7,500	6,890	8,479	23%	4%
	Total	**11,628**	**11,645**	**12,914**	**14,554**	**13%**	**25%**
TAFE	Undergraduate	729	900	1,060	1,149	8%	58%
	Postgraduate	1	2	10	17	70%	1600%
	Total	**730**	**902**	**1,070**	**1,166**	**9%**	**60%**
Sector	Undergraduate	194,745	196,603	201,727	204,401	1%	5%
	Postgraduate	122,193	127,465	129,693	135,509	4%	11%
	Sector Total	**316,938**	**324,068**	**331,420**	**339,910**	**3%**	**7%**

47. 'Undergraduate' includes Bachelor (Honours) students.

Table 18: Completing students (headcount) by AQF level, 2013 – 2016[48]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	AQF 5	2,851	3,216	4,564	4,828	6%	69%
	AQF 6	3,457	3,214	3,680	3,681	0%	6%
	AQF 7	161,245	159,429	156,314	157,898	1%	-2%
	AQF 8	48,205	50,636	50,766	51,708	2%	7%
	AQF 9	66,921	70,372	73,329	75,251	3%	12%
	AQF 10	8,089	8,385	8,619	9,068	5%	12%
	Total	**290,768**	**295,252**	**297,272**	**302,434**	**2%**	**4%**
For-Profit	AQF 5	5,365	6,186	6,775	6,304	-7%	18%
	AQF 6	409	383	346	289	-16%	-29%
	AQF 7	4,502	4,600	5,427	4,951	-9%	10%
	AQF 8	1,287	1,351	2,302	4,571	99%	255%
	AQF 9	1,529	3,052	4,612	4,896	6%	220%
	AQF 10	2	3	0	4	-	100%
	Total	**13,094**	**15,575**	**19,462**	**21,015**	**8%**	**60%**
Not-for-Profit	AQF 5	1,927	2,761	4,386	4,437	1%	130%
	AQF 6	173	99	200	206	3%	19%
	AQF 7	1,326	1,235	1,374	1,419	3%	7%
	AQF 8	7,679	6,916	6,290	7,730	23%	1%
	AQF 9	490	596	608	701	15%	43%
	AQF 10	10	12	8	17	113%	70%
	Total	**11,605**	**11,619**	**12,866**	**14,510**	**13%**	**25%**

48. Excludes 'other courses': postgraduate qualifying or preliminary programs, other undergraduate award courses, enabling courses, cross institutional programs (undergraduate), cross institutional programs (postgraduate), non-award courses, open learning undergraduate studies, open learning postgraduate studies, vocational graduate certificates, and vocational graduate diplomas.

Table 18: Completing students (headcount) by AQF level, 2013 – 2016 (continued)

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
TAFE	AQF 5	12	7	16	27	69%	125%
	AQF 6	285	251	242	206	–15%	–28%
	AQF 7	432	642	802	916	14%	112%
	AQF 8	1	2	10	9	–10%	800%
	AQF 9	0	0	0	8	–	–
	AQF 10	0	0	0	0	–	–
	Total	**730**	**902**	**1,070**	**1,166**	**9%**	**60%**
Sector	AQF 5	10,155	12,170	15,741	15,596	–1%	54%
	AQF 6	4,324	3,947	4,468	4,382	–2%	1%
	AQF 7	167,505	165,906	163,917	165,184	1%	–1%
	AQF 8	57,172	58,905	59,368	64,018	8%	12%
	AQF 9	68,940	74,020	78,549	80,856	3%	17%
	AQF 10	8,101	8,400	8,627	9,089	5%	12%
	Total	**316,197**	**323,348**	**330,670**	**339,125**	**3%**	**7%**

Academic staff[49, 50, 51, 52]

The total number of academic staff across the sector increased by two per cent in 2016, to 61,235 FTE. Full-time academic staff remain the largest work contract type in 2016—however, the proportion of full-time (65 per cent), fractional full-time (11 per cent) and casual staff (24 per cent) at providers remained the same as the previous year.

For-profit providers were the only provider type with less than 50 per cent full-time staff, although the percentage of full-time staff has increased between 2015 and 2016 for this provider type.

The number of teaching and research, and teaching only, FTE academic staff for for-profit providers declined in 2016 by 7 per cent and 5 per cent respectively, while the other staff FTE increased by 26 per cent. For not-for-profit providers, the number of teaching only staff declined by 14 per cent while the number of other staff increased by 43 per cent in 2016. For-profit providers have the lowest percentage of research academic staff across the sector.

> Full-time academic staff constitute 65 per cent of the staff at higher education providers, with a 30 per cent increase at for-profit providers in 2016. The number of casual academic staff (FTE) for for-profit and not-for-profit providers declined from 2015.

49. Source: 2014 PIR, 2015 PIR, 2016 PIR and 2017 PIR; Higher Education Statistics Collection, Department of Education and Training. See explanatory notes for information on data sources.
50. 165 providers reported 2016 academic staff data.
51. 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.
52. See explanatory notes for information on provider types used in this report.

Table 19: Academic staff (FTE) by work contract, 2013 – 2016

		2013	2014	2015	2016	% of total in 2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Full-time	37,426	37,983	37,823	38,154	66%	1%	2%
	Fractional full-time	5,676	5,934	6,018	6,350	11%	6%	12%
	Casual	11,366	12,078	12,919	13,515	23%	5%	19%
	Total	**54,468**	**55,996**	**56,761**	**58,019**	**100%**	**2%**	**7%**
For-Profit	Full-time	513	567	627	816	41%	30%	59%
	Fractional full-time	168	216	275	301	15%	9%	79%
	Casual	951	792	1,132	864	44%	-24%	-9%
	Total	**1,633**	**1,575**	**2,034**	**1,981**	**100%**	**-3%**	**21%**
Not-for-Profit	Full-time	429	447	463	505	55%	9%	18%
	Fractional full-time	133	119	119	171	19%	44%	29%
	Casual	257	274	352	244	27%	-31%	-5%
	Total	**818**	**840**	**934**	**920**	**100%**	**-1%**	**12%**
TAFE	Full-time	133	128	130	164	52%	26%	23%
	Fractional full-time	23	27	34	51	16%	50%	122%
	Casual	84	105	83	99	31%	19%	18%
	Total	**239**	**260**	**247**	**314**	**100%**	**27%**	**31%**
Sector	Full-time	38,501	39,125	39,043	39,640	65%	2%	3%
	Fractional full-time	6,000	6,297	6,446	6,873	11%	7%	15%
	Casual	12,657	13,249	14,486	14,722	24%	2%	16%
	Sector Total	**57,158**	**58,671**	**59,975**	**61,235**	**100%**	**2%**	**7%**

Table 20: Academic staff (FTE) by function, 2013 – 2016[53]

		2013	2014	2015	2016	% of total in 2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Teaching and research	27,602	27,191	27,123	27,397	47%	1%	–1%
	Teaching only	12,547	13,919	15,115	15,968	28%	6%	27%
	Research only	12,524	12,776	12,880	12,882	22%	0%	3%
	Other	1,796	2,110	1,643	1,772	3%	8%	–1%
	Total	**54,468**	**55,996**	**56,761**	**58,019**	**100%**	**2%**	**7%**
For-Profit	Teaching and research	83	162	178	166	8%	-7%	100%
	Teaching only	1,438	1,326	1,727	1,649	83%	-5%	15%
	Research only	11	7	10	17	1%	70%	50%
	Other	100	80	119	150	8%	26%	50%
	Total	**1,633**	**1,575**	**2,034**	**1,981**	**100%**	**-3%**	**21%**
Not-for-Profit	Teaching and research	175	214	224	263	29%	17%	50%
	Teaching only	558	555	629	543	59%	-14%	-3%
	Research only	5	7	6	8	1%	33%	60%
	Other	81	64	75	107	12%	43%	32%
	Total	**818**	**840**	**934**	**920**	**100%**	**-1%**	**12%**
TAFE	Teaching and research	65	69	66	45	14%	-32%	-31%
	Teaching only	166	184	172	254	81%	48%	53%
	Research only	1	1		1	0%		
	Other	7	7	9	15	5%	67%	114%
	Total	**239**	**260**	**247**	**314**	**100%**	**27%**	**31%**

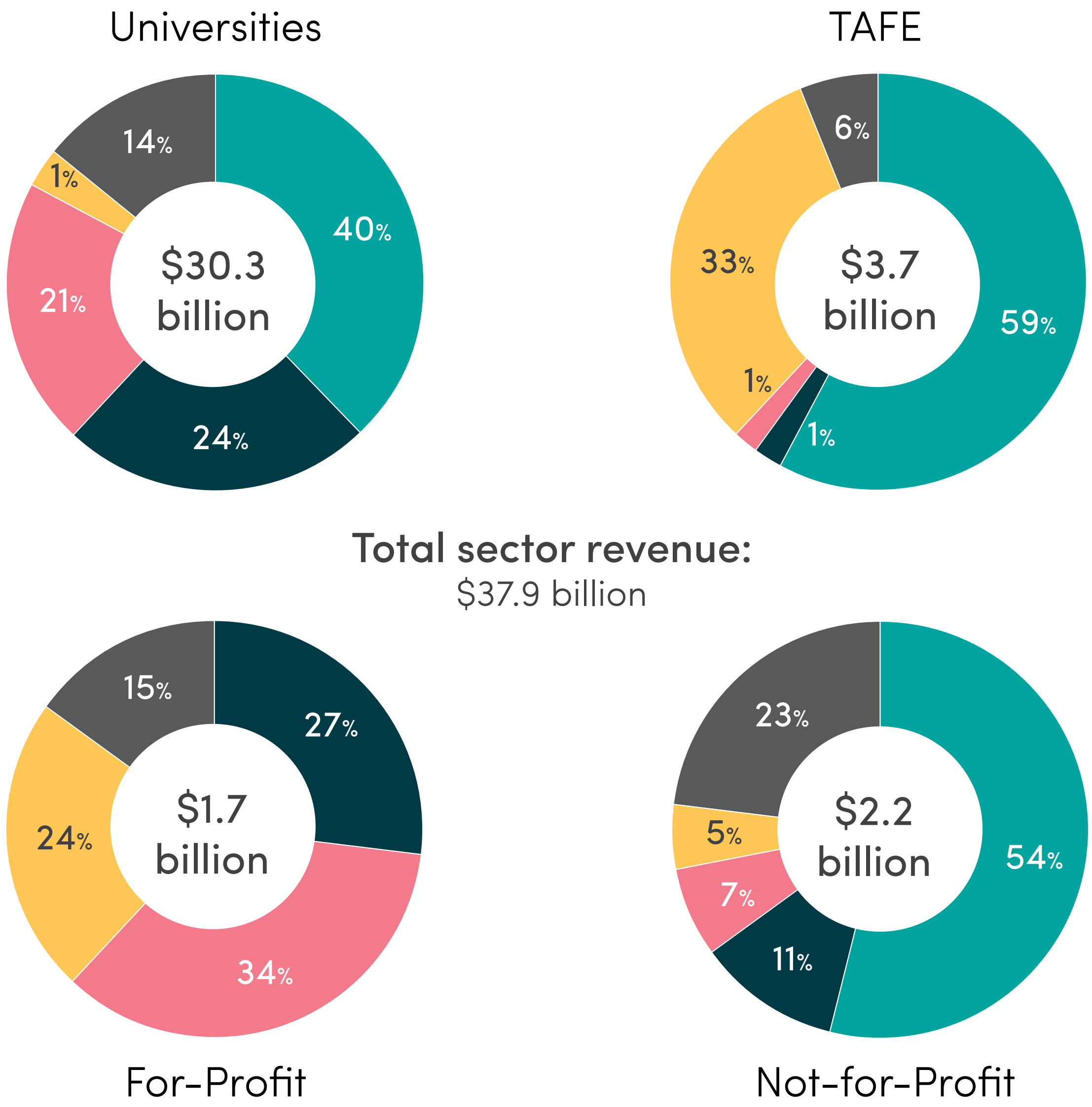
53. 'Other' staff refers to staff with functions other than a teaching only function, a research only function, or a teaching-and-research function.

Table 20: Academic staff (FTE) by function, 2013 – 2016 (continued)

		2013	2014	2015	2016	% of total in 2016	% change between 2015 and 2016	% change between 2013 and 2016
Sector	Teaching and research	27,924	27,636	27,591	27,871	46%	1%	0%
	Teaching only	14,709	15,983	17,642	18,413	30%	4%	25%
	Research only	12,541	12,791	12,896	12,908	21%	0%	3%
	Other	1,983	2,261	1,846	2,043	3%	11%	3%
	Sector Total	**57,158**	**58,671**	**59,975**	**61,235**	**100%**	**2%**	**7%**

Financial profile[54,55,56]

Figure 12: Revenue source, by provider type, 2017



- Government grants and programs (including Commonwealth Grant Scheme, Commonwealth research grants, state and territory government grants)
- Higher education domestic students (including FEE-HELP, HECS-HELP, full-fee paying student revenue)
- Higher education overseas students
- Non-higher education (including VET, ELICOS, non-award)
- Other sources (including donations, HE third-party delivery, commercial activities)

54. Data in TEQSA's 2017 collection year was sourced from the Department of Education and Training. Prior to 2016, financial data was sourced from TEQSA PIR collection and Department of Education and Training collections.
55. Financial year relates to a provider's most recently available reporting year as at the time of the 2017 collection. The relevant reporting years in the collection include those ended 31 December 2016 to 30 June 2017.
56. Figures stated in this report excludes capital and infrastructure grants (e.g. the Education Investment Fund program) and once-off or abnormal items.

Universities

Generated the most revenue of any provider type in the sector. Key revenue sources were government grants and programs, domestic students and overseas students.

TAFE

Generated the majority of revenue from government grants and programs and non-higher education activities.

For-Profit

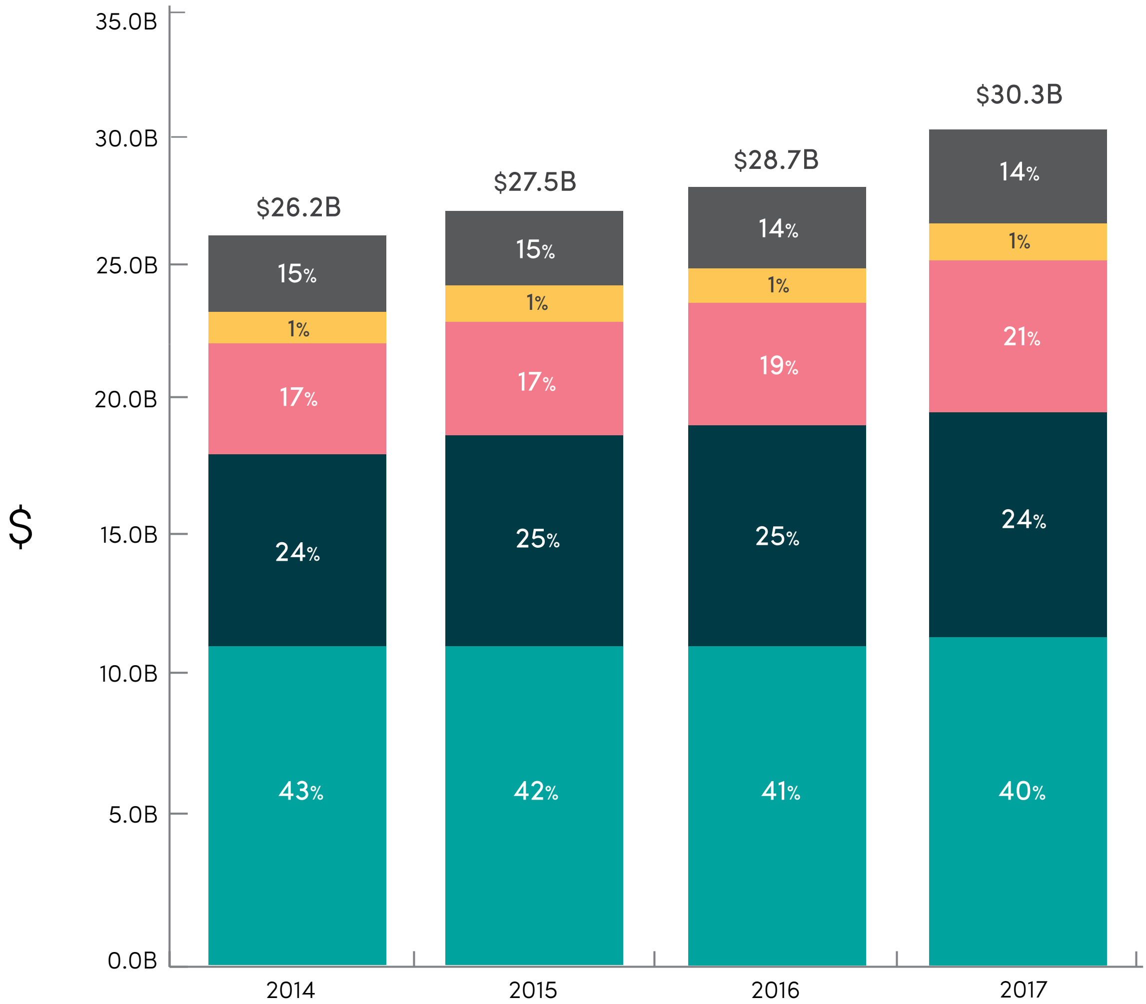
Had the most diversified revenue sources of any provider type. Overseas higher education students accounted for the largest revenue source.

Not-for-Profit

Heavily reliant on government grants and revenue from other sources such as donations and commercial activities.

Universities

Figure 13: Key revenue sources, Universities, 2014 – 2017



Note: labels of less than 1% have been removed

- Government grants and programs (including Commonwealth Grant Scheme, Commonwealth research grants, state and territory government grants)
- Higher education domestic students (including FEE-HELP, HECS-HELP, full-fee paying student revenue)
- Higher education international students
- Non-higher education (including VET, ELICOS, non-award)
- Other sources (including donations, HE third-party delivery, commercial activities)

Table 21: Key revenue sources, Universities, 2014 – 2017

	2014 ($'M)	2015 ($'M)	2016 ($'M)	2017 ($'M)	% Change 2016 to 2017
Government grants and programs (including Commonwealth Grants Scheme, Commonwealth research grant, state and territory government grants)	11,332.9	11,588.8	11,824.8	12,240.5	3.5%
Higher education, domestic students (including FEE-HELP, HECS-HELP, full-fee paying student revenue)	6,400.4	6,893.2	7,152.4	7,397.6	3.4%
Higher education, overseas students	4,341.1	4,747.7	5,336.5	6,261.4	17.3%
Non-higher education (including VET, ELICOS, non-award)	231.1	257.2	343.5	355.8	3.6%
Other sources (including donations, HE third-party delivery, commercial activities)	3,899.7	4,050.1	4,070.0	4,084.9	0.4%
Total	**26,205.2**	**27,537.0**	**28,727.2**	**30,340.2**	**5.6%**

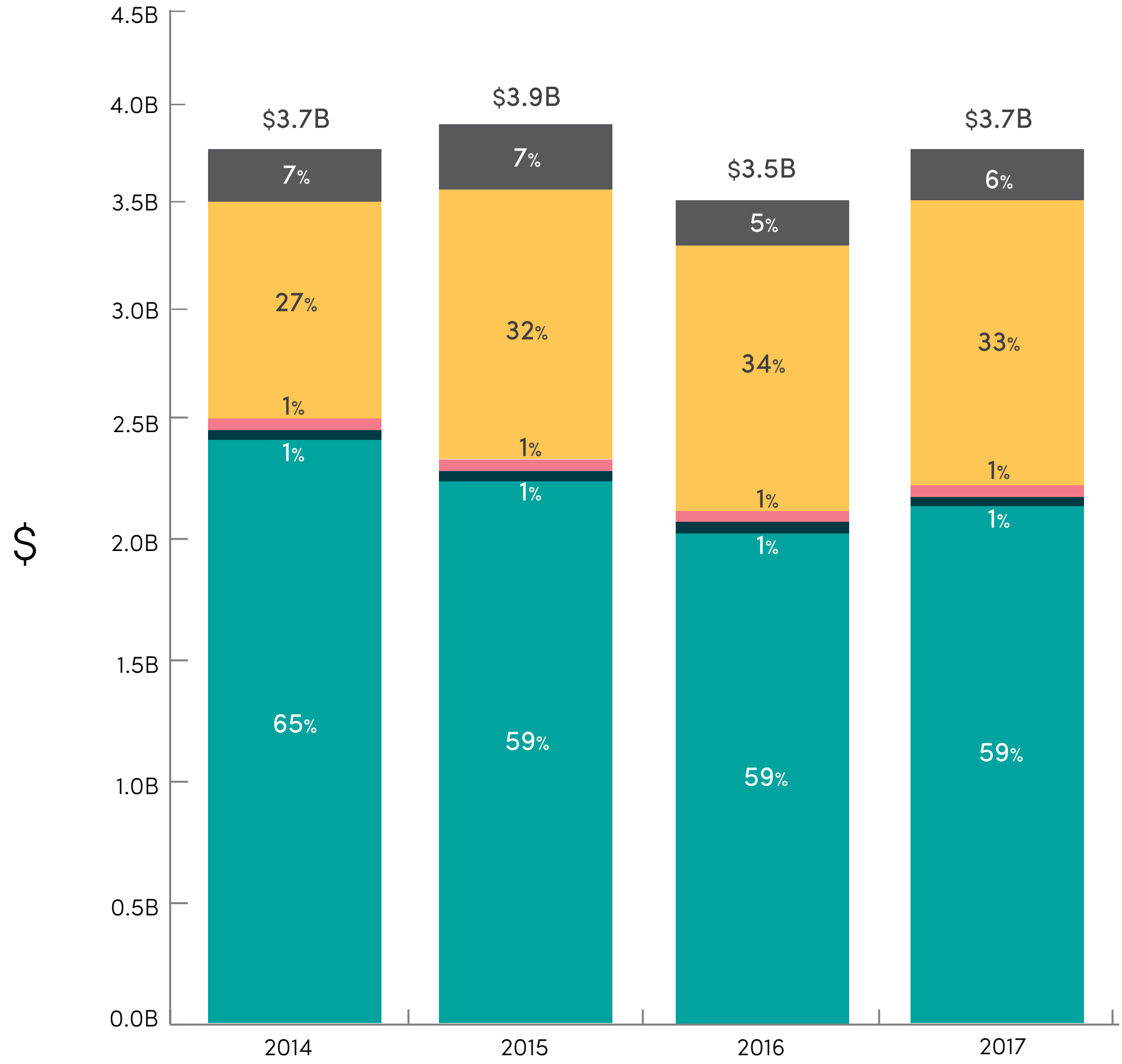
Revenue generated by universities has increased by 5.6 per cent from 2016 to 2017. This was driven by growth in overseas student revenue (17.3 per cent), which outpaced growth from all other sources.

Government grants continue to account for the majority of university funding at 40 per cent, while domestic student contributions accounted for 24 per cent of revenue.

Overseas student revenue was the largest growing source of revenue from 2014 to 2017, growing by $1.9 billion. Overseas student revenue now accounts for 21 per cent of universities total revenue, compared to 17 per cent in 2014.

TAFE

Figure 14: Key revenue sources, TAFE, 2014 – 2017



Note: labels of less than 1% have been removed

- Government grants and programs (including Commonwealth Grant Scheme, Commonwealth research grants, state and territory government grants)
- Higher education domestic students (including FEE-HELP, HECS-HELP, full-fee paying student revenue)
- Higher education international students
- Non-higher education (including VET, ELICOS, non-award)
- Other sources (including donations, HE third-party delivery, commercial activities)

Table 22: Key revenue sources, TAFE, 2014 – 2017

	2014 ($'M)	2015 ($'M)	2016 ($'M)	2017 ($'M)	% Change 2016 to 2017
Government grants and programs (including Commonwealth Grants Scheme, Commonwealth research grant, state and territory government grants)	2,437.5	2,281.9	2,028.4	2,189.4	7.9%
Higher education, domestic students (including FEE-HELP, HECS-HELP, full-fee paying student revenue)	32.5	36.3	45.6	46.3	1.5%
Higher education, overseas students	17.9	21.7	21.4	28.0	30.8%
Non-higher education (including VET, ELICOS, non-award)	1,008.8	1,263.6	1,184.4	1,214.1	2.5%
Other sources (including donations, HE third-party delivery, commercial activities)	246.6	282.1	182.9	204.9	12.0%
Total	**3,743.3**	**3,885.6**	**3,462.7**	**3,682.7**	**6.4%**

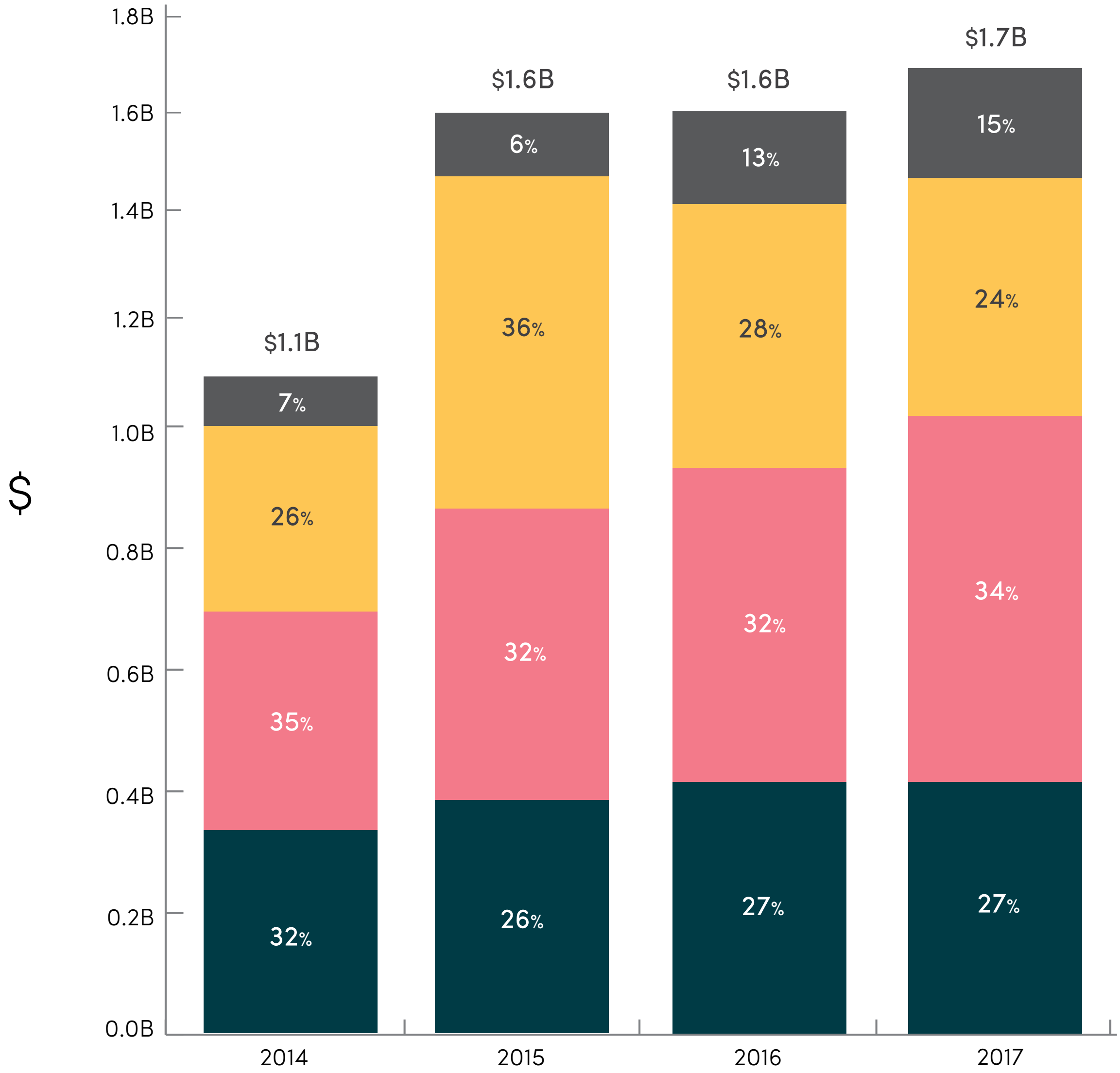
The fluctuation in total revenue is largely due to the restructuring of Western Australia's TAFE, which meant that financial data for the affected TAFEs was not available in the 2016 collection year.

The TAFE sector continues to rely heavily on government grants and non-higher education activities.

Higher education revenue from both domestic and overseas students in total was the fastest growing source of revenue, growing by 47 per cent from 2014 to 2017. Despite this, high education revenue continued to account for the smallest revenue source.

For-Profit

Figure 15: Key revenue sources, For-Profit, 2014 – 2017



Note: labels of less than 1% have been removed

- Government grants and programs (including Commonwealth Grant Scheme, Commonwealth research grants, state and territory government grants)
- Higher education domestic students (including FEE-HELP, HECS-HELP, full-fee paying student revenue)
- Higher education international students
- Non-higher education (including VET, ELICOS, non-award)
- Other sources (including donations, HE third-party delivery, commercial activities)

Table 23: Key revenue sources, For-Profit, 2014 – 2017

	2014 ($'M)	2015 ($'M)	2016 ($'M)	2017 ($'M)	% Change 2016 to 2017
Government grants and programs (including Commonwealth Grants Scheme, Commonwealth research grant, state and territory government grants)	0.1	0.8	1.2	1.0	-16.7%
Higher education, domestic students (including FEE-HELP, HECS-HELP, full-fee paying student revenue)	346.5	399.4	438.7	450.3	2.6%
Higher education, overseas students	384.4	507.1	517.4	570.9	10.3%
Non-higher education (including VET, ELICOS, non-award)	280.7	563.2	462.6	405.4	-12.4%
Other sources (including donations, HE third-party delivery, commercial activities)	73.5	88.0	216.9	258.1	19.0%
Total	**1,085.2**	**1,558.5**	**1,636.8**	**1,685.7**	**3.0%**

For-profit providers experienced the fastest revenue growth of any provider type from 2014 to 2017 (55.3 per cent). This has been driven by overseas student revenue growth.

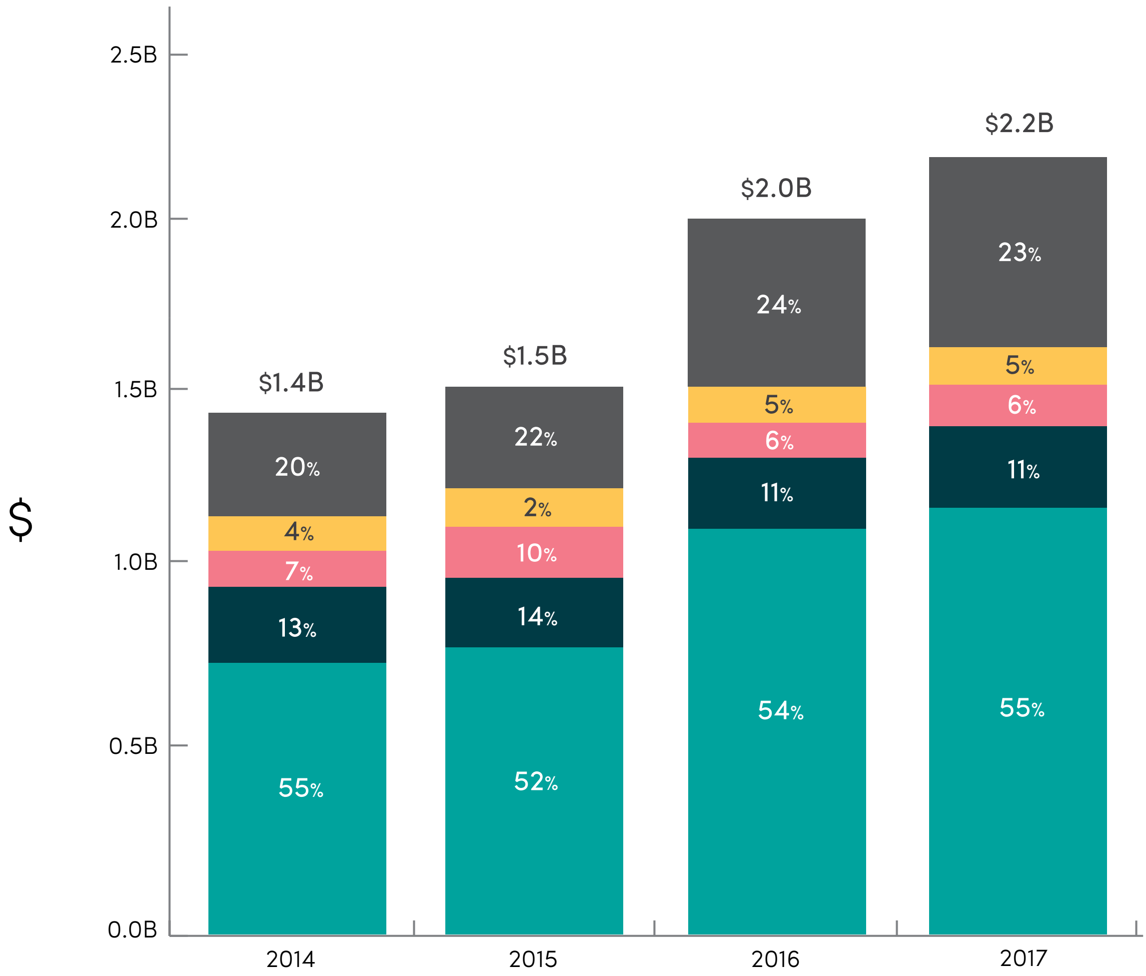
Revenue sources are diversified across the key revenue sources.

Overseas higher education revenue is the largest revenue source and continues to see high levels of growth.

Non-higher education revenue declined for a second consecutive year. The changes to the VET FEE-HELP scheme may be an influencing factor, under which the funding available to domestic VET students was significantly reduced in some cases.

Not-for-Profit

Figure 16: Key revenue sources, Not-for-Profit, 2014 – 2017



Note: labels of less than 1% have been removed

- Government grants and programs (including Commonwealth Grant Scheme, Commonwealth research grants, state and territory government grants)
- Higher education domestic students (including FEE-HELP, HECS-HELP, full-fee paying student revenue)
- Higher education international students
- Non-higher education (including VET, ELICOS, non-award)
- Other sources (including donations, HE third-party delivery, commercial activities)

Table 24: Key revenue sources, Not-for-Profit, 2014 – 2017

	2014 ($'M)	2015 ($'M)	2016 ($'M)	2017 ($'M)	% Change 2016 to 2017
Government grants and programs (including Commonwealth Grants Scheme, Commonwealth research grant, state and territory government grants)	750.2	799.2	1,069.9	1,179.6	10.3%
Higher education, domestic students (including FEE-HELP, HECS-HELP, full-fee paying student revenue)	181.2	205.2	214.6	246.0	14.6%
Higher education, overseas students	100.8	148.3	111.7	138.7	24.2%
Non-higher education (including VET, ELICOS, non-award)	53.8	29.5	94.7	110.6	16.8%
Other sources (including donations, HE third-party delivery, commercial activities)	275.2	342.4	482.5	495.7	2.7%
Total	**1,361.2**	**1,524.6**	**1,973.4**	**2,170.6**	**10.0%**

Government grants continue to account for approximately half the revenue.

Other revenue sources such as donations and commercial activities account for much of the growth in revenue recorded.

The increase in total revenue from 2015 to 2016 is predominantly the result of the inclusion of additional providers that had not previously reported financial data.

Special focus topic: international profile

For the past few years, there has been a steady growth in the number of overseas students in Australia, TEQSA's *Key financial metrics on Australia's higher education sector report (3rd edition)* identifies overseas student revenue as a key driver behind the growth in sector revenue.

Registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) enables Australian education providers to offer courses to students studying in Australia on student visas. As of 2016, there were 139 CRICOS providers in the higher education sector, representing 79 per cent of providers in the sector.

Out of the 139 CRICOS providers, Victoria and New South Wales had the largest numbers of providers with overseas students.

In 2016, there were over 400,000 overseas students (80.9 per cent onshore enrolments and 19.1 percent being offshore enrolments) studying an Australian course. Offshore enrolments have been declining steadily, particularly in Universities.

Revenue earned from higher education overseas students accounted for 19 per cent of total sector revenue totalling $7.0 billion in 2017, and overseas student revenue was the largest growing source of revenue from 2014 to 2017, growing by $2.2 billion.

All provider types experienced significant growth in overseas student revenue in 2017, with revenue growth higher than any other source. While Universities accounted for much of the overseas student revenue generated from the sector, for-profit providers have a higher reliance on overseas student revenue than other provider types.

Providers continue to have a heavy reliance on the Chinese and Indian source markets which account for more than 50 per cent of all enrolments in the sector. The distribution of students studying by broad field of education (BFoE) is markedly different between overseas and domestic student groups with almost 50 per cent of all overseas students studying a course relating to the Management and Commerce BFoE (compared to 15 per cent of all domestic students). The percentage of overseas students at for-profit providers studying Management and Commerce was almost 83 per cent.

Table 25: Overseas students (EFTSL, and headcount) by provider type, 2013-2016[57]

Provider Type		2013	2014	2015	2016	% change from 2015 to 2016	% change from 2013 to 2016
Universities	EFTSL	224,804	233,179	242,646	261,652	8%	16%
	Headcount	299,545	312,210	321,377	344,222	7%	15%
For-Profit	EFTSL	19,030	23,966	27,289	30,894	13%	62%
	Headcount	28,295	35,191	41,575	45,148	9%	60%
Not-for-Profit	EFTSL	2,972	3,507	4,907	6,012	23%	102%
	Headcount	4,268	4,994	6,947	8,761	26%	105%
TAFE	EFTSL	1,260	1,530	1,824	2,195	20%	74%
	Headcount	1,714	1,906	2,219	2,779	25%	62%
Sector	**EFTSL**	**248,065**	**262,182**	**276,666**	**300,753**	**9%**	**21%**
	Headcount	**333,822**	**354,301**	**372,118**	**400,910**	**8%**	**20%**

Table 26: Overseas students (EFTSL) by provider type, 2016[58]

Provider type	Overseas student EFTSL	Proportion of sector overseas students	Proportion of providers CRICOS registered
Universities	261,652	87%	100%
For-Profit	30,894	10%	90%
Not-for-Profit	6,012	2%	68%
TAFE	2,195	1%	100%

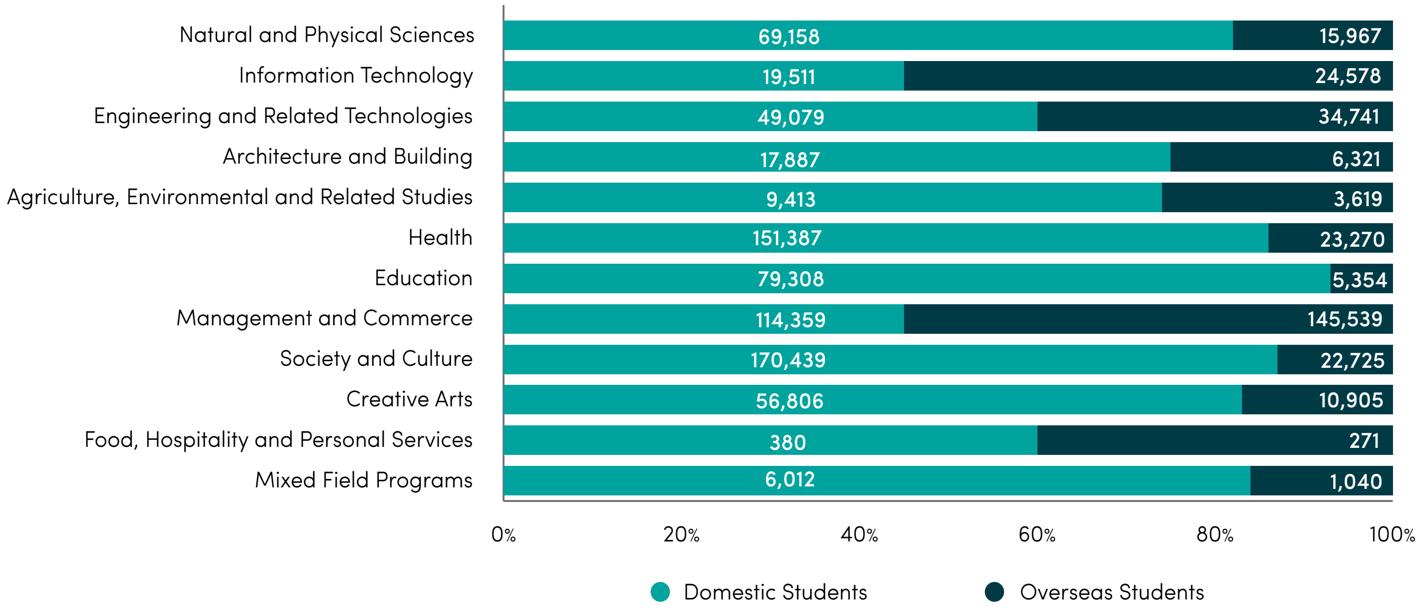
57. Only includes students with a citizenship classified as 'overseas'.
58. Only includes students with a citizenship classified as 'overseas'.

Table 27: Overseas students (EFTSL) by citizenship, onshore and offshore, 2013 – 2016[59,60]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Overseas Onshore	166,922	176,563	187,584	208,880	11%	25%
	Offshore	57,882	56,616	55,062	52,771	-4%	-9%
	Total	**224,804**	**233,179**	**242,646**	**261,652**	**8%**	**16%**
For-Profit	Overseas Onshore	17,061	20,914	24,214	27,571	14%	62%
	Offshore	1,968	3,052	3,075	3,323	8%	69%
	Total	**19,029**	**23,966**	**27,289**	**30,894**	**13%**	**62%**
Not-for-Profit	Overseas Onshore	2,713	3,229	4,013	4,792	19%	77%
	Offshore	259	278	895	1,220	36%	371%
	Total	**2,972**	**3,507**	**4,908**	**6,012**	**22%**	**102%**
TAFE	Onshore	1,260	1,530	1,824	2,184	20%	73%
	Offshore	0	0	0	12	–	–
	Total	**1,260**	**1,530**	**1,824**	**2,196**	**20%**	**74%**
Sector	Overseas Onshore	187,956	202,237	217,634	243,426	12%	30%
	Offshore	60,109	59,945	59,032	57,326	-3%	-5%
	Sector Total	**248,065**	**262,182**	**276,666**	**300,753**	**9%**	**21%**

59. Students coded as in the 2017 PIR as studying units 'partially offshore' have been included in the 'offshore' category.
60. See glossary for definitions of 'onshore' and 'offshore'.

Figure 17: Domestic and overseas students (EFTSL) by broad field of education (BFoE), 2016[61,62]



Forty-nine per cent of overseas students were studying a course in Management and Commerce in 2016

61. Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.
62. Excludes non-award and enabling courses.

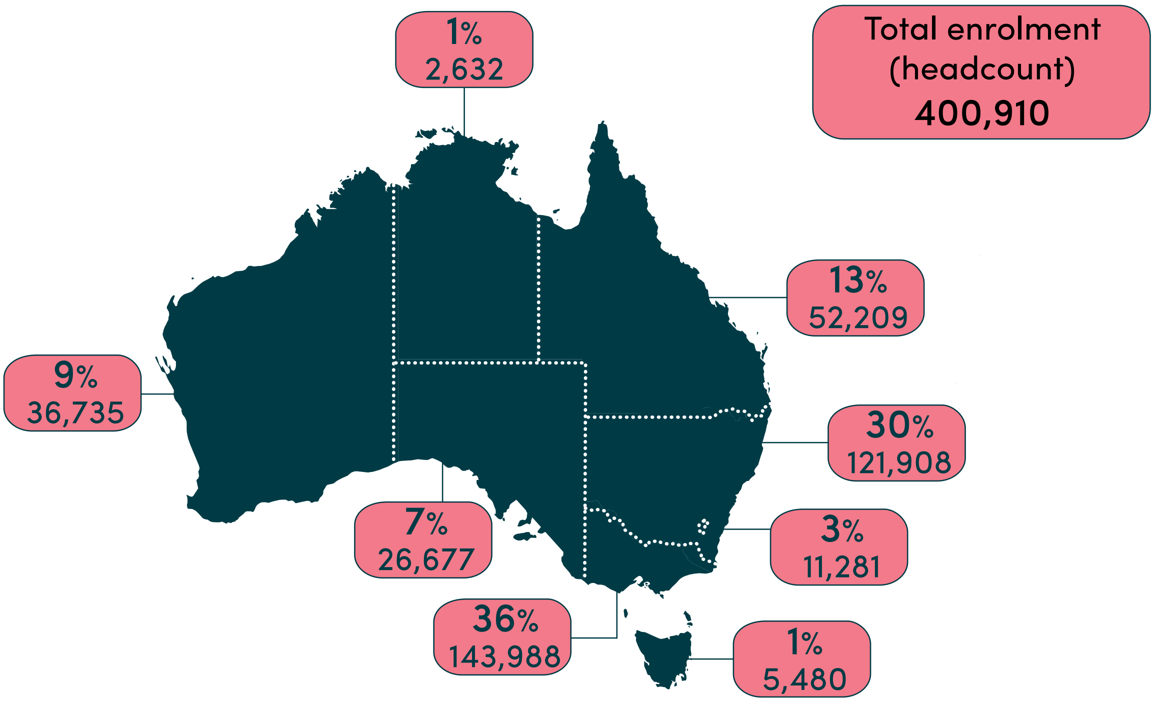
Table 28: Overseas commencing students (EFTSL) by citizenship, onshore and offshore, 2013 – 2016[63,64]

		2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Universities	Overseas Onshore	72,356	80,631	81,723	93,502	14%	29%
	Offshore	20,504	19,791	18,564	18,474	0%	-10%
	Total	**92,860**	**100,422**	**100,287**	**111,976**	**12%**	**21%**
For-Profit	Overseas Onshore	10,776	12,875	15,147	16,525	9%	53%
	Offshore	838	1,176	1,273	1,534	21%	83%
	Total	**11,614**	**14,051**	**16,420**	**18,059**	**10%**	**55%**
Not-for-Profit	Overseas Onshore	1,839	2,271	2,872	3,433	20%	87%
	Offshore	162	167	790	732	-7%	352%
	Total	**2,001**	**2,438**	**3,662**	**4,165**	**14%**	**108%**
TAFE	Overseas Onshore	610	681	856	994	16%	63%
	Offshore	0	0	0	12	-	-
	Total	**610**	**681**	**856**	**1,006**	**18%**	**65%**
Sector	Overseas Onshore	85,582	96,457	100,598	114,453	14%	34%
	Offshore	21,503	21,134	20,627	20,751	1%	-3%
	Sector Total	**107,085**	**117,591**	**121,225**	**135,204**	**12%**	**26%**

The overseas onshore commencing student EFTSL has increased over time (by 34 per cent from 2013, and 14 per cent from 2015). Offshore commencing student EFTSL has been declining over time however, with a 10 per cent decline in universities from 2013.

63. Students coded as in the 2017 PIR as studying units 'partially offshore' have been included in the 'offshore' category.
64. See glossary for definitions of 'onshore' and 'offshore'.

Figure 18: Study locations of overseas students by state, 2016[65]



Victoria and NSW have the highest number of overseas students (36 per cent and 30 per cent respectively).

Table 29: CRICOS-registered providers by state, 2016[66]

State	Providers	%
NSW	56	40%
VIC	34	24%
WA	17	12%
SA	14	10%
QLD	13	9%
ACT	3	2%
TAS	1	1%
NT	1	1%
Total	**139**	**100%**

65. Only includes students with a citizenship classified as 'overseas'.
66. State in which provider head office is registered.

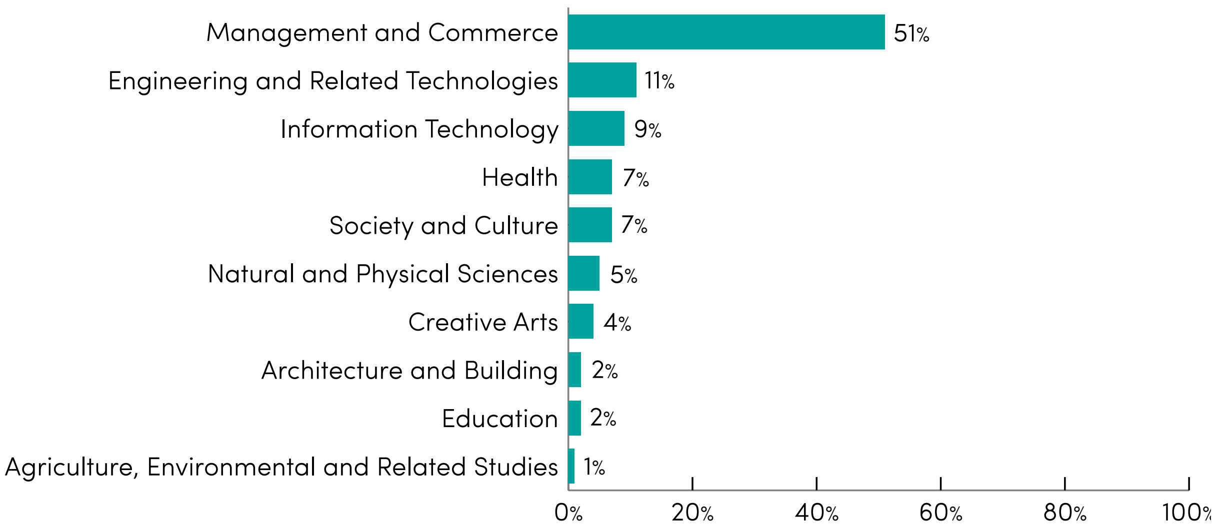
Table 30: Onshore, offshore CoE type by provider type, 2016

Provider Type	Offshore CoE	Onshore CoE
Universities	61%	39%
For-Profit	25%	75%
Not-for-Profit	54%	46%
TAFE	40%	60%

A total of 290,501 confirmations of enrolment (CoEs) were issued in 2016 (134,387 onshore and 156,114 offshore).

Universities and Not-for-Profit providers had the highest proportion of offshore COEs for 2016.

Figure 19: Overseas student enrolment (headcount) by broad field of education (BFoE), 2016[67]



67. Excludes non-award and enabling courses.

Table 31: Overseas students (EFTSL) by broad field of education (BFoE), 2013 – 2016[68,69,70]

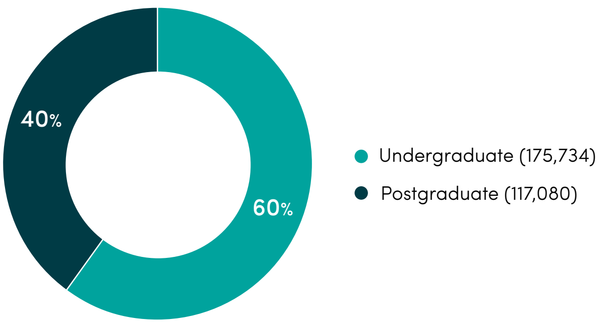
Broad field of education	2013	2014	2015	2016	% change between 2015 and 2016	% change between 2013 and 2016
Natural and Physical Sciences	13,108	13,763	14,564	15,967	10%	22%
Information Technology	17,599	19,770	21,220	24,578	16%	40%
Engineering and Related Technologies	25,373	27,413	30,301	34,741	15%	37%
Architecture and Building	4,748	4,846	5,357	6,321	18%	33%
Agriculture, Environmental and Related Studies	2,988	3,087	3,353	3,619	8%	21%
Health	19,769	20,682	21,420	23,270	9%	18%
Education	5,056	5,246	5,190	5,354	3%	6%
Management and Commerce	123,234	129,624	136,564	145,539	7%	18%
Society and Culture	20,472	20,005	21,058	22,725	8%	11%
Creative Arts	9,368	9,473	9,769	10,905	12%	16%
Food, Hospitality and Personal Services	169	228	283	271	-4%	60%
Mixed Field Programs	723	697	809	1,040	29%	44%
Total	**242,607**	**254,834**	**269,888**	**294,330**	**9%**	**21%**

68. Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.
69. Excludes non-award and enabling courses.
70. Only includes students with a citizenship classified as 'overseas'.

Table 32: Overseas students (EFTSL) by broad field of education (BFoE) and provider type, 2016[71,72,73]

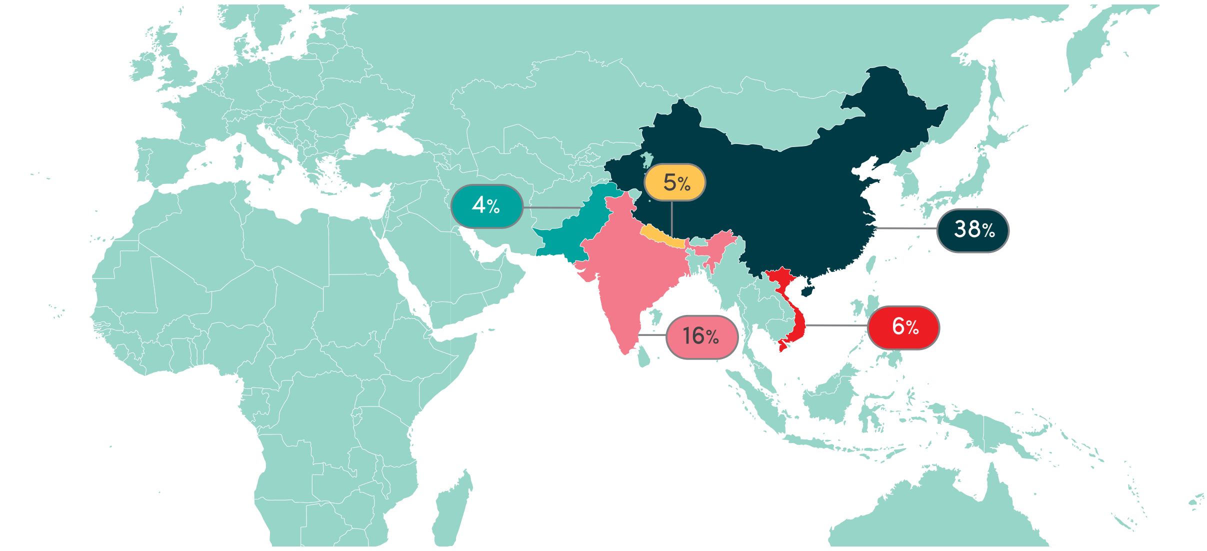
Broad field of education	Universities	For-Profit	Not-for-Profit	TAFE	Sector Total
Management and Commerce	45.3%	82.6%	56.2%	44.3%	**49.4%**
Engineering and Related Technologies	12.9%	2.9%	13.0%	12.0%	**11.8%**
Information Technology	8.7%	6.2%	3.4%	11.5%	**8.4%**
Health	8.7%	2.7%	0.4%	10.2%	**7.9%**
Society and Culture	8.5%	0.4%	14.9%	0.0%	**7.7%**
Natural and Physical Sciences	6.2%	0.3%	1.1%	0.1%	**5.4%**
Creative Arts	3.5%	4.2%	10.8%	1.8%	**3.7%**
Architecture and Building	2.4%	0.6%	0.0%	2.2%	**2.1%**
Education	2.0%	0.0%	0.3%	8.1%	**1.8%**
Agriculture, Environmental and Related Studies	1.4%	0.0%	0.0%	0.4%	**1.2%**
Mixed Field Programs	0.4%	0.0%	0.0%	0.0%	**0.4%**
Food, Hospitality and Personal Services	0.0%	0.1%	0.0%	9.4%	**0.1%**
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Figure 20: Overseas students (EFTSL) by aggregated course level, 2016[74,75]



71. Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.
72. Excludes non-award and enabling courses.
73. Only includes students with a citizenship classified as 'overseas'.
74. Undergraduate includes Bachelor (Honours) students.
75. 'Other' refers to a higher education providers' non-award and enabling courses.

Figure 21: Top five nationalities, 2016[76]



Overseas student numbers in Australia has continued to grow over time. In 2016, majority of overseas students were from China (38 per cent) and India (16 per cent). All countries in the top five have grown from 2015, except Pakistan, where there was an 8 per cent decline. The two fastest growing source markets between 2015 and 2016 were Nepal (21 per cent increase), and China (13 per cent increase).

Table 33: Top five nationalities by provider type, 2016[77]

	Universities	For-Profit	Not-for-Profit	TAFE	Sector Total
China	43%	20%	59%	9%	**38%**
India	14%	27%	9%	23%	**16%**
Vietnam	4%	10%	4%	13%	**6%**
Nepal	5%	9%	2%	6%	**5%**
Pakistan	3%	12%	1%	6%	**4%**
Other	31%	22%	25%	43%	**31%**

The top three source markets for universities were China, India and Nepal. There are also significant differences in source market concentration within the university sector. Sixty-four per cent of student CoEs from the Go8 and 44 per cent from the Australian Technology Network (ATN) universities were from China in 2016 while 64 per cent of CoEs from the Regional Universities Network (RUN) universities were from India and Nepal.

76. Confirmation of enrolment records created between 1/1/2016 and 31/12/2016 for higher education AQF award courses only.
77. Confirmation of enrolment records created between 1/1/2016 and 31/12/2016 for higher education AQF award courses only.

Higher education overseas student revenue

Overseas students are an important source of revenue for Australian higher education providers.

Revenue earned from overseas higher education students totalled $7.0 billion in 2017 (2016: $5.99 billion) and accounted for 19 per cent of total sector revenue (2016: 17 per cent).

Figure 22: Higher education overseas student revenue ($), by provider type, 2014 – 2017

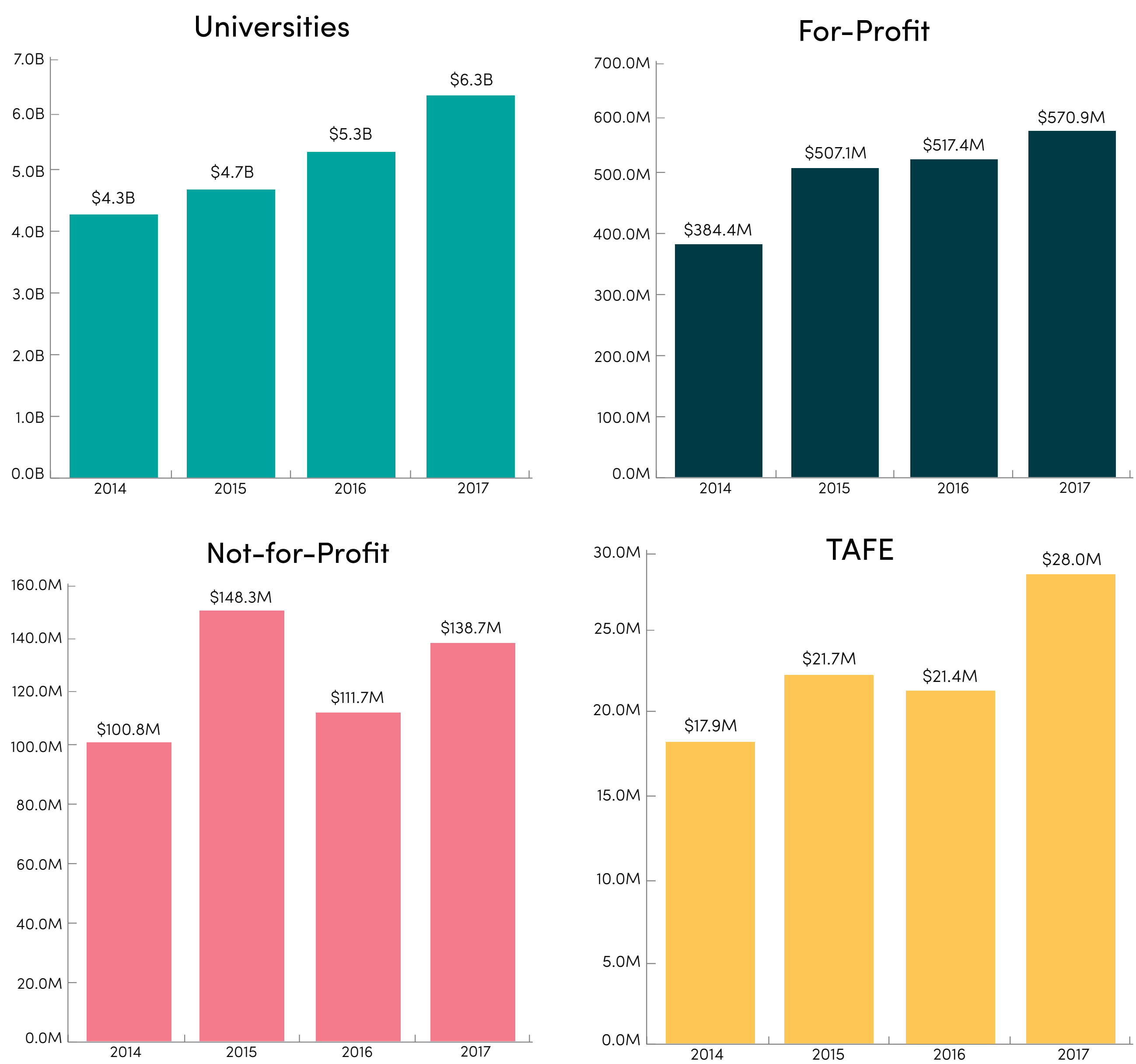


Table 34: Higher education overseas student revenue ($), by provider type, 2014 – 2017

	2014 ($'M)	2015 ($'M)	2016 ($'M)	2017 ($'M)	% Change 2016 to 2017	% Change 2014 to 2017
Universities	4,341.1	4,747.7	5,336.5	6,261.4	17.3%	44.2%
For-Profit	384.4	507.1	517.4	570.9	10.3%	48.5%
Not-for-Profit	100.8	148.3	111.7	138.7	24.2%	37.6%
TAFE	17.9	21.7	21.4	28.0	30.8%	56.4%
Sector Total	**4,844.2**	**5,424.8**	**5,987.0**	**6,999.0**	**16.9%**	**44.5%**

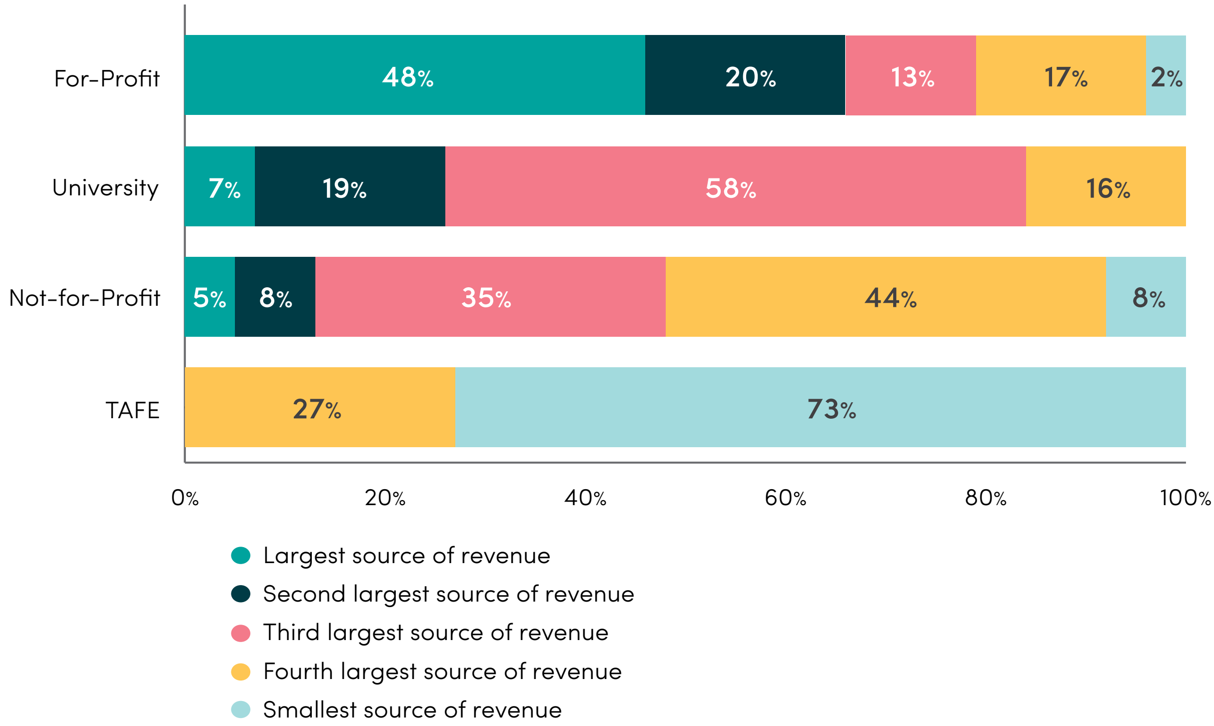
Overseas student revenue was the sector's fastest growing revenue source, growing by 44.5 per cent from 2014 to 2017 ($2.2 billion).

All provider types experienced significant growth in overseas student revenue in 2017, which grew by more than from any other source.

Universities accounted for most of the overseas student revenue generated from the sector. Universities generated $6.3 billion in overseas student revenue, an increase of 17.3 per cent from 2016. This represents 89 per cent of the sector's overseas student revenue.

Revenue has been categorised into five broad sources (government grants and programs, higher education domestic students, higher education overseas students, non-higher education and other sources)[78]. The figure below illustrates the reliance on higher education overseas student revenue for the provider types, by considering the relative size of the overseas student revenue source, compared to the other sources.

Figure 23: Provider reliance on higher education overseas student revenue, by provider type, 2017



For-profit providers have a higher reliance on higher education overseas student revenue. In total, 48 per cent of for-profit providers reported higher education overseas student revenue as their largest revenue source while 20 per cent reported this revenue source as its second largest source of revenue.

Overseas student revenue is the third largest revenue source for the majority of Australian universities. Revenue from overseas students accounted for 21 per cent of universities total revenue.

Not-for-profit and TAFE providers have a lower reliance on overseas higher education student revenue.

78. See glossary for full definition of 'revenue sources'.

Explanatory notes

TEQSA works closely with the Department of Education and Training to access data within the Department's existing collections in order to minimise the reporting burden on providers. In 2016, TEQSA and the Department worked together to streamline the reporting of student, staff and financial PIR information to the Department through its Higher Education Information Management System (HEIMS) and HELP IT System (HITS). 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 this 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. TEQSA is also 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/information-collection.

Financial Data

Figures stated in this report exclude capital and infrastructure grants (e.g. the Education Investment Fund program) and once-off or abnormal items. This may result in figures not being comparable with other stated sources and publications.

Following further data verification in agreement with affected providers, some prior years' financial data has been adjusted to better reflect actual performance. These adjustments do not amend the total, but rather the categories of revenue source.

Legislation

As the national regulator, a key function of TEQSA is to disseminate 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

A small number of providers 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), in the process of merging with another entity (and did not have any students enrolled), in the final stages of teaching out courses (and withdrawing registration), or had its registration cancelled by TEQSA at the time of collecting 2016 data.

A small number of providers' academic staffing data is not included in the report as these staff deliver courses through third party arrangements (except for 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.

Provider Type

In this report, providers have been grouped according to type.

Student, staff and finance data is presented in the provider groupings 'universities', 'non-university for-profit' (for-profit), 'non-university not-for-profit' (not-for-profit) and 'technical and further education' (TAFE).

Rounding

In this report, numbers have 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
- HELP IT System (HITS), Department of Education and Training
- Provider Registration and International Student Management System (PRISMS), Department of Education and Training
- Finance Publication, Department of Education and Training.

The list below provides further information on the sources for student, staff and finance data, by provider type.

Student data

- 'Universities' data is 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 for-profit' and 'NUHEPs not-for-profit' data is sourced from the Higher Education Statistics Collection, Department of Education and Training and from the TEQSA PIR
- 'TAFE' data is sourced from the Higher Education Statistics Collection, Department of Education and Training
- Select data relating to the International section of the report is sourced from the Provider Registration and International Student Management System (PRISMS), Department of Education and Training.

Staff data

- 'Universities' data is sourced from the Higher Education Statistics Collection, the 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 for-profit' and 'NUHEPs not-for-profit' 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
- 'TAFE' staff data is sourced from TEQSA under its annual PIR collection.

Finance data

- Data in TEQSA's 2017 collection year was sourced from the Department of Education and Training. Prior to 2016, financial data was sourced from TEQSA PIR collection and Department of Education and Training collections

Timeliness

Information reported is the latest available nationally:

- Provider data relates to providers registered with TEQSA in 2016. Where trend data is available, data relates to 2013, 2014 and 2015
- Student data relates to 2016. Where trend data is available, data relates to 2013, 2014 and 2015
- Academic Staff data relates to 2016. Where trend data is available, data relates to 2013, 2014 and 2015

- Financial year relates to a provider's most recently available reporting year as at the time of the 2017 collection. The relevant reporting years in the collection include those ended 31 December 2016 to 30 June 2017.

Variations in headcount data

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
- 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 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: https://heimshelp.education.gov.au/resources/glossary

PRISMS data used in the report was sourced from the CoE and Student Export report and filtered by CoE Creation Date 1/1/2016 to 31/12/2016.

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: https://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.

Commonwealth Grant Scheme

The Commonwealth Grant Scheme (CGS) is where the Australian Government subsidises tuition costs for higher education students across a wide range of discipline areas and qualification levels. Since the beginning of 2012, public universities have been able to decide how many domestic students they enrol in bachelor level courses (excluding medicine) and receive funding for these 'Commonwealth supported places'. For more information see: https://www.education.gov.au/commonwealth-grant-scheme-cgs.

Commonwealth supported place

A Commonwealth supported place (CSP) is a subsidised higher education enrolment. CSPs are available at all public universities (and at a handful of private higher education providers in national priority areas like nursing and education).

The Australian Government subsidises a CSP by paying part of the fees for the place directly to the university. The subsidy amount is not a loan and students do not have to pay the subsidy amount back. However, students are also required to contribute towards their study and they pay the remainder of the fee known as the 'student contribution amount' for each unit they are enrolled in. Universities set their own student contribution amounts (within limits set by the Australian Government).

CSPs are only available to domestic students and most undergraduate students studying at university are enrolled in a CSP. There is no cap to the amount of study a student can undertake in a CSP. A student enrolled in a CSP is referred to as a Commonwealth supported student. For more information see: https://www.studyassist.gov.au/help-loans-and-csps/commonwealth-supported-places

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
- a holder of a permanent visa other than a permanent humanitarian visa.

Dual-sector provider

Within the tertiary education sector, an institution that offers both vocational (skills-based) and higher (academic-based) education.

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 full-time 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 above 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 please see: https://www.studyassist.gov.au/help-loans-and-csps/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:

- HEIMSHELP FTE at reference date: https://heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Full-Time%20Equivalence%20FTE%20at%20the%20Reference%20Date
- HEIMSHELP FTE Full Year: https://heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Full-Time%20Equivalence%20FTE%20for%20a%20Full%20Year.

HECS-HELP

HECS HELP is a loan scheme for eligible students enrolled in Commonwealth supported places to pay their student contribution amounts. For more information see: https://www.studyassist.gov.au/help-loans-and-csps/hecs-help.

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.

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.

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.

Overseas student

Any student who is not classified under the citizenship categories as a domestic student (see 'domestic student' definition), primarily overseas students studying in Australia or offshore, undertaking an Australian award.

Revenue sources

For this report, TEQSA has identified five broad revenue sources, and revenue is allocated into these categories:

- **Government grants and programs**—revenue from Commonwealth, state or local government sources (excludes capital and infrastructure grants). This includes Commonwealth Grant Scheme, Commonwealth research grants, state and territory government grants.
- **Higher education, domestic students**—revenue earned by the provider from the delivery of its own higher education courses to domestic students. This includes FEE-HELP, HECS-HELP and full paying student revenue.
- **Higher education, overseas students**—revenue earned by the provider from the delivery of its own higher education courses to overseas students (onshore and offshore).
- **Non-higher education**—revenue earned by the provider from the delivery of its own non-higher education courses (such as VET, English language intensive courses for overseas students [ELICOS] and non-award) to domestic students and overseas students.
- **Other sources**—other revenue earned by the provider such as non-education related commercial activities, investment income, revenue earned from the delivery of another provider's higher education courses (i.e. third party delivery), revenue received from donations and bequests made to the provider.

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 https://www.teqsa.gov.au/applying-self-accreditation.

Endnotes (from *Higher education at a glance*)

1. TEQSA National Register; 2017 PIR; Finance Publication 2015; 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, being in the process of merging with another entity, being in the final stages of teaching out courses (and withdrawing registration), or no longer being registered with TEQSA at the time of collecting 2016 data (i.e. in 2017).
3. Includes students with a citizenship classified as 'unknown' or 'unspecified'.
4. 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.
5. Financial year relates to a provider's most recently available reporting year as at the time of the 2017 collection. The relevant reporting years in the collection include those ended 31 December 2016 to 30 June 2017. This refers to the 2017 collection year.
6. Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.
7. Includes Bachelor Honours students.

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