Australian Government

Tertiary Education Quality and Standards Agency

Statistics report on TEQSA registered higher education providers

2019

TEQSA

Statistics Report on TEQSA Registered Higher Education Providers – October 2019

Contacts
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Introduction

Background

The *Statistics report on TEQSA-registered higher education providers 2019* (the Statistics Report) is the sixth 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 (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 data from the Provider Registration and International Student Management System (PRISMS).

About the report

The Statistics Report provides high-level information across three key areas: **providers**, **students** and **academic staff.** This update of the Statistics Report focuses on data relating to 2017, with the exception of onshore international students, which includes 2018 data. Where available, data relating to 2013, 2014, 2015 and 2016 has been included to enable trend reporting. The explanatory notes and glossary at the back of the Statistics Report provide further contextual information on the data and presentation.

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', 'independent for-profit' (for-profit), 'independent not-for-profit' (not-for-profit), and 'technical and further education' (TAFE).

Data

The data within this edition of the Statistics Report relates to 2017, the most recent year for which comprehensive, comparable data is available. TEQSA has been able to provide a five-year comparison of provider, student and staff 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.

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'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]

172
Providers registered with TEQSA for all or part of 2017

2
16
16
16
73
3
45
1
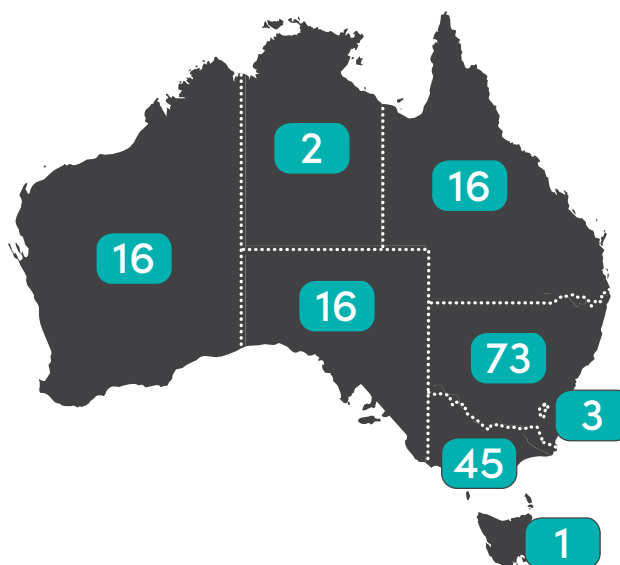
Increase in students (headcount)

1,537,081	2017
1,482,684	2016

+4%

Students, 2017
1,083,074 EFTSL
1,537,081 Headcount

31% Overseas students

69% Domestic students
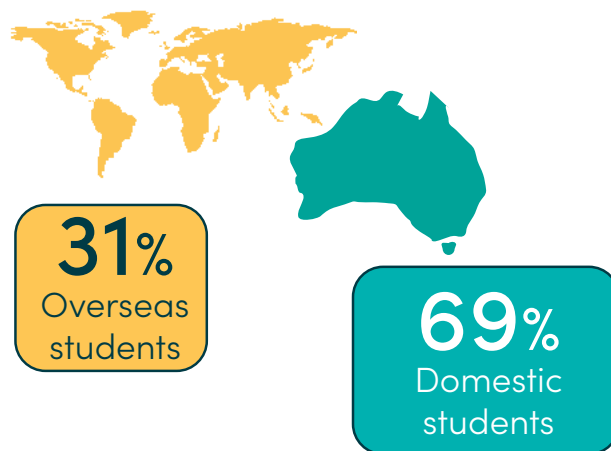
Students
By Field of Study 2017 and % change from 2016

+3%	+2%	+4%	+3%	+4%	+0.3%
266,989 Management and Commerce	197,988 Society and Culture	181,453 Health	88,013 Natural and Physical Sciences	86,915 Education	84,875 Engineering and Related Technologies
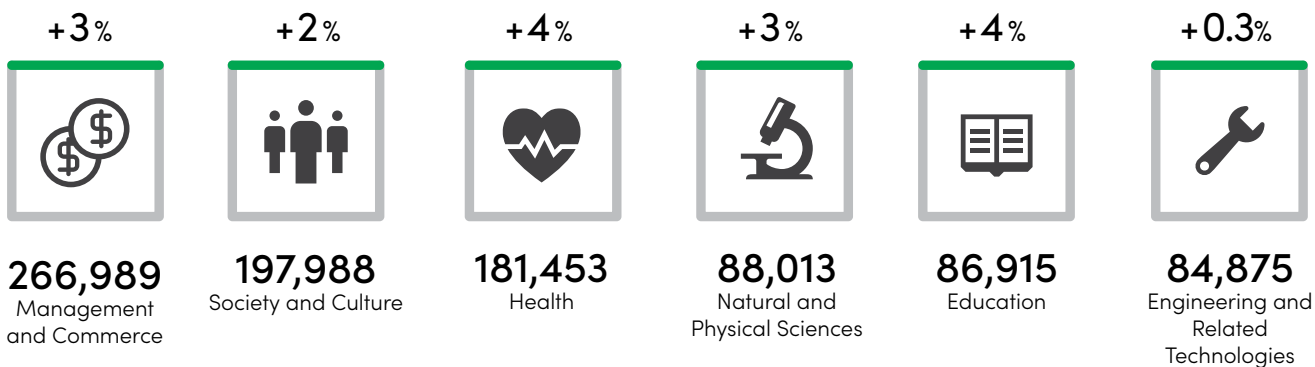
Proportion of students in provider type 2017

- Universities
- For-Profit
- Not-for-Profit
- TAFE

92.2%
5.2%
2.1%
0.5%
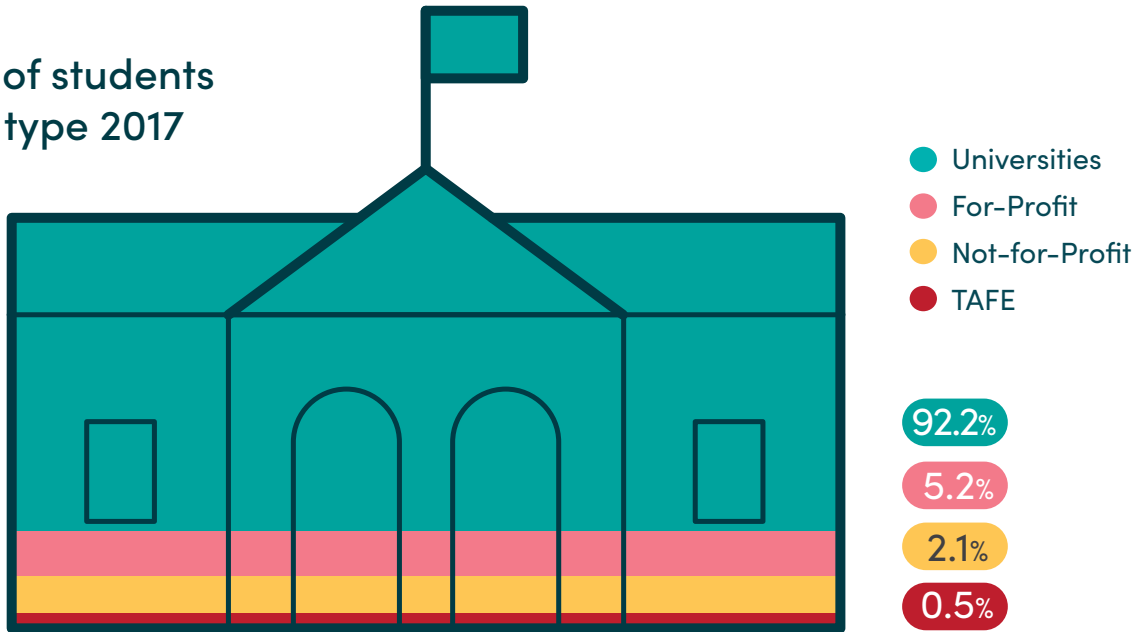
Academic staff 2017
63,469 FTE

64% Full-time
25% Casual
11% Fractional full-time
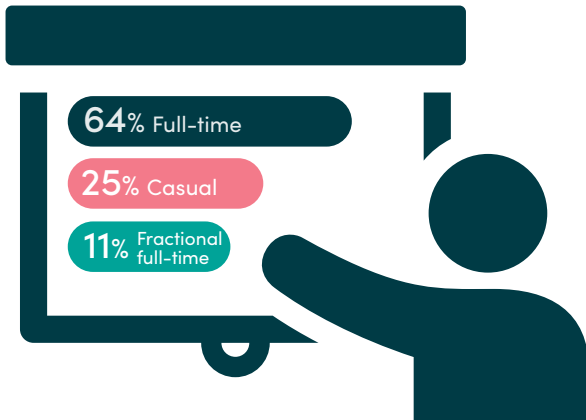
Aggregated course level, 2017

Number of undergraduate students (EFTSL)
793,757
75%

Number of postgraduate students (EFTSL)
267,230
25%

+1%	+22%	+11%	−3%	−3%	−7%
68,468	53,817	26,937	12,653	6,855	605
Creative Arts	Information Technology	Architecture and Building	Agriculture, Environmental and Related Studies	Mixed Field Programs	Food, Hospitality and Personal Services
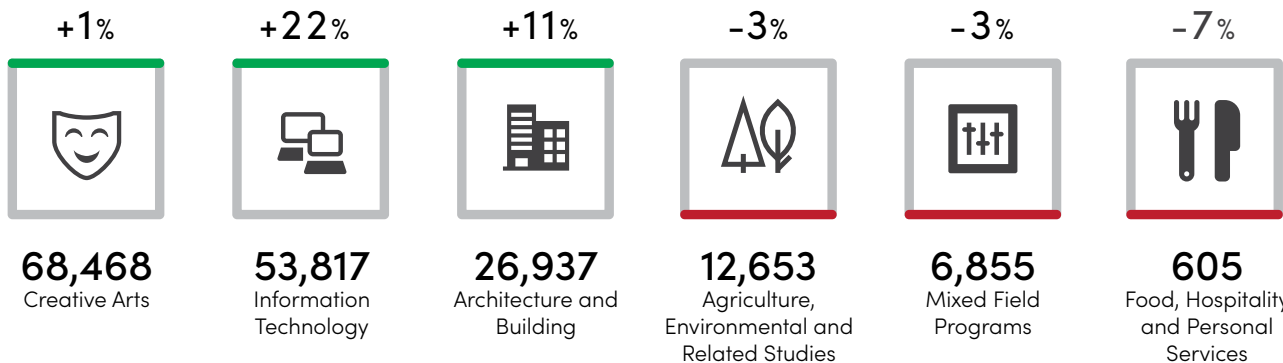
Providers [7]

The Australian higher education sector is large and diverse, with 172 registered providers enrolling 1,537,081 students for all or part of 2017. Nine providers who were registered in 2016 were no longer registered at the end of 2017 (four not-for-profit providers, two for-profit providers and three TAFE providers). TEQSA also registered five new for-profit providers in 2017.

Forty-two per cent of providers are registered in New South Wales, of which 48 per cent are for-profit providers. Victoria hosts 26 per cent of providers of which 36 percent are not-for-profit providers.

Universities continue to enrol the largest proportion of students in 2017. Ninety-one per cent of providers from the university group have 5,000 EFTSL or greater, while all except for one provider in other provider types have fewer than 5,000 EFTSL. For-profit providers are predominantly in the medium size group with 74 per cent of for-profit providers having between 100 and 5,000 EFTSL, while around half of not-for-profit providers are small with less than 100 EFTSL.

Compared to previous years, the number of new courses accredited by TEQSA has significantly decreased in 2017. For the first time since 2013, the number of new courses accredited has decreased for every broad field of education (BFoE) and all AQF levels with the exception of AQF level 7. The Management and Commerce BFoE remains the largest number of course accreditations followed by the Society and Culture BFoE, together accounting for 60 per cent of all courses accredited in 2017.

7. 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, 2017[8]

State	Universities	For-Profit	Not-for-Profit	TAFE	Total
NSW	12	35	25	1	73
VIC	9	15	16	5	45
WA	5	6	3	2	16
SA	5	6	4	1	16
QLD	8	6	1	1	16
ACT	2	0	0	1	3
TAS	1	0	0	0	1
NT	1	0	1	0	2
Total	43	68	50	11	172

Table 2: Providers by self-accrediting authority (SAA) and TEQSA registration category, 2017[9]

	SAA	Non-SAA	Total	%
Higher Education Provider	11	118	129	75%
Australian University	40	0	40	23%
Australian University of Specialisation	1	0	1	1%
Overseas University	2	0	2	1%
Total	54	118	172	100%

In addition to universities, 11 non-university providers had partial or full self-accrediting authority in 2017 (including one for-profit provider that was granted partial self-accrediting authority in 2017).

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

Figure 1: Providers by size of student load (EFTSL), 2017[10]
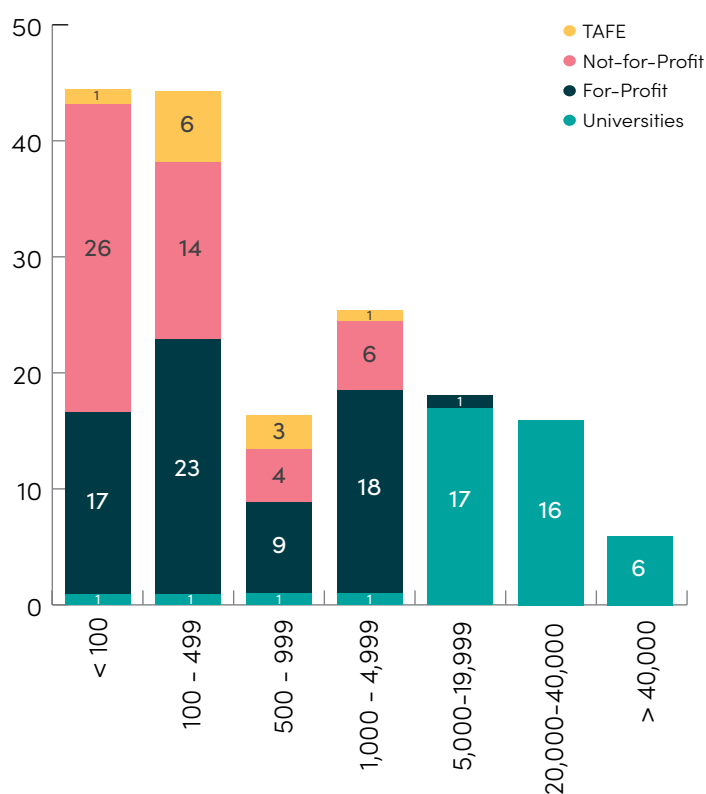
Table 3: Providers by size of student load (EFTSL), 2017

EFTSL	Universities	For-Profit	Not-for-Profit	TAFE
< 100	1	17	26	1
100 – 499	1	23	14	6
500 – 999	1	9	4	3
1,000 – 4,999	1	18	6	1
5,000 – 19,999	17	1	0	0
20,000 – 40,000	16	0	0	0
>40,000	6	0	0	0
Total	43	68	50	11

Australian higher education providers are diverse in size.
Fifty-two per cent of providers had fewer than 500 EFTSL in 2017, and 23 per cent had equal to or greater than 5,000 EFTSL. More than 50 per cent of the not-for-profit providers had less than or equal to 100 EFTSL.

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

Figure 2: Providers by dual sector status, 2017[11, 12]

Dual Sector:
- TAFE: 11
- Not-for-Profit: 18
- For-Profit: 36
- Universities: 18

Non-Dual Sector:
- Not-for-Profit: 32
- For-Profit: 32
- Universities: 25
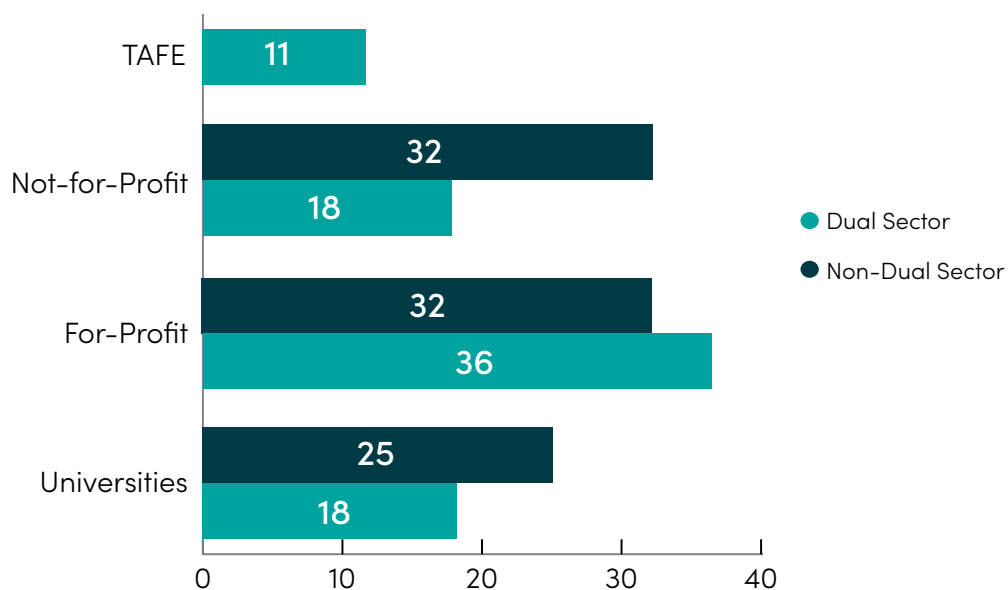
◢◢ 48 per cent of registered providers are dual sector – i.e., they are registered to deliver both higher and vocational education.

Figure 3: CRICOS-registered providers, 2017[13]

Not CRICOS-registered:
- Not-for-Profit: 22
- For-Profit: 11

CRICOS-registered:
- TAFE: 11
- Not-for-Profit: 28
- For-Profit: 57
- Universities: 43
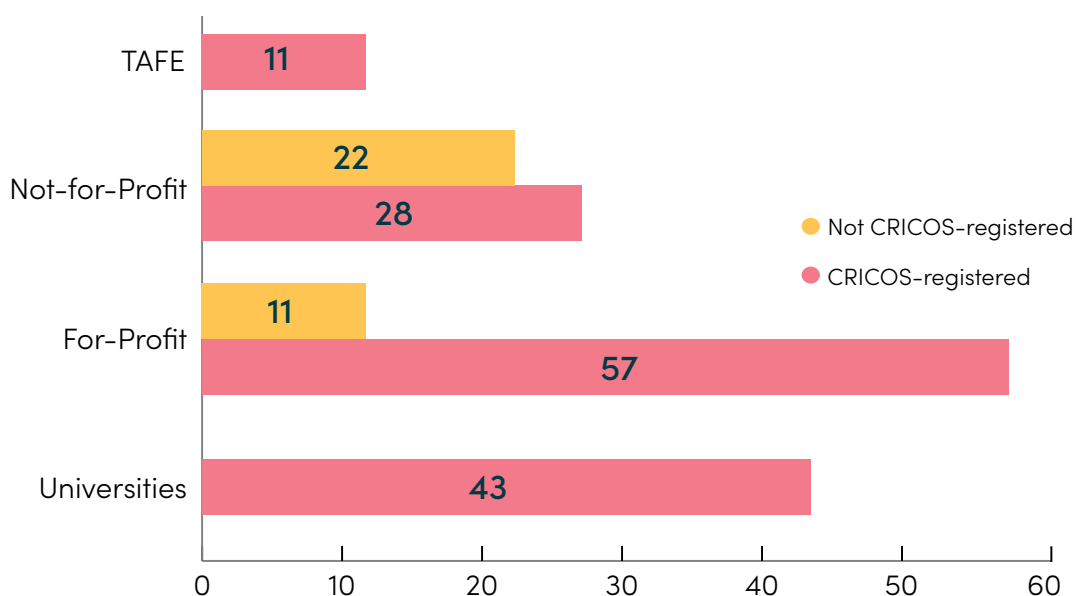
◢◢ 81 per cent of TEQSA-registered providers were also CRICOS-registered in 2017.

11. See glossary for definition of 'dual sector'.
12. These figures relate to all registered higher education providers in all or part of 2017. Figures were not aggregated where a merger occurred.
13. 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.

Figure 4: New courses (TEQSA-accredited) by AQF Level, 2013 – 2017[14]
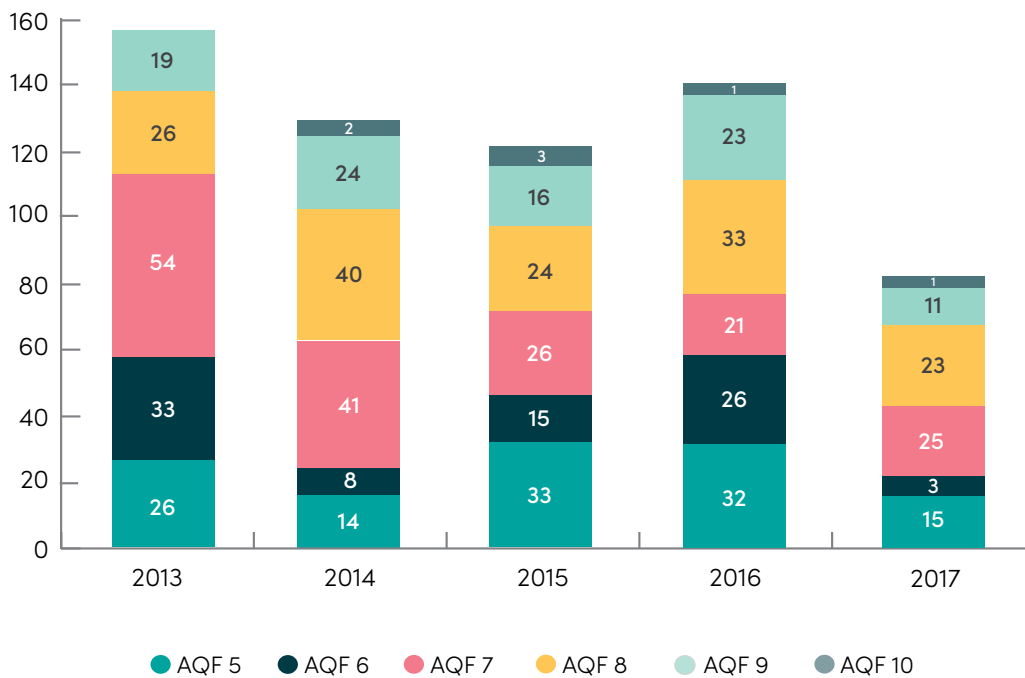
The number of new course accreditations declined by 43% in 2017, across all AQF levels with the exception of AQF 7. The decline took effect with the introduction of the new Standards, which took effect from 1 January 2017.

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

Figure 5: New courses (TEQSA-accredited) by broad field of education (BFoE), 2015 – 2017[15]

Legend: ● 2015 ● 2016 ● 2017
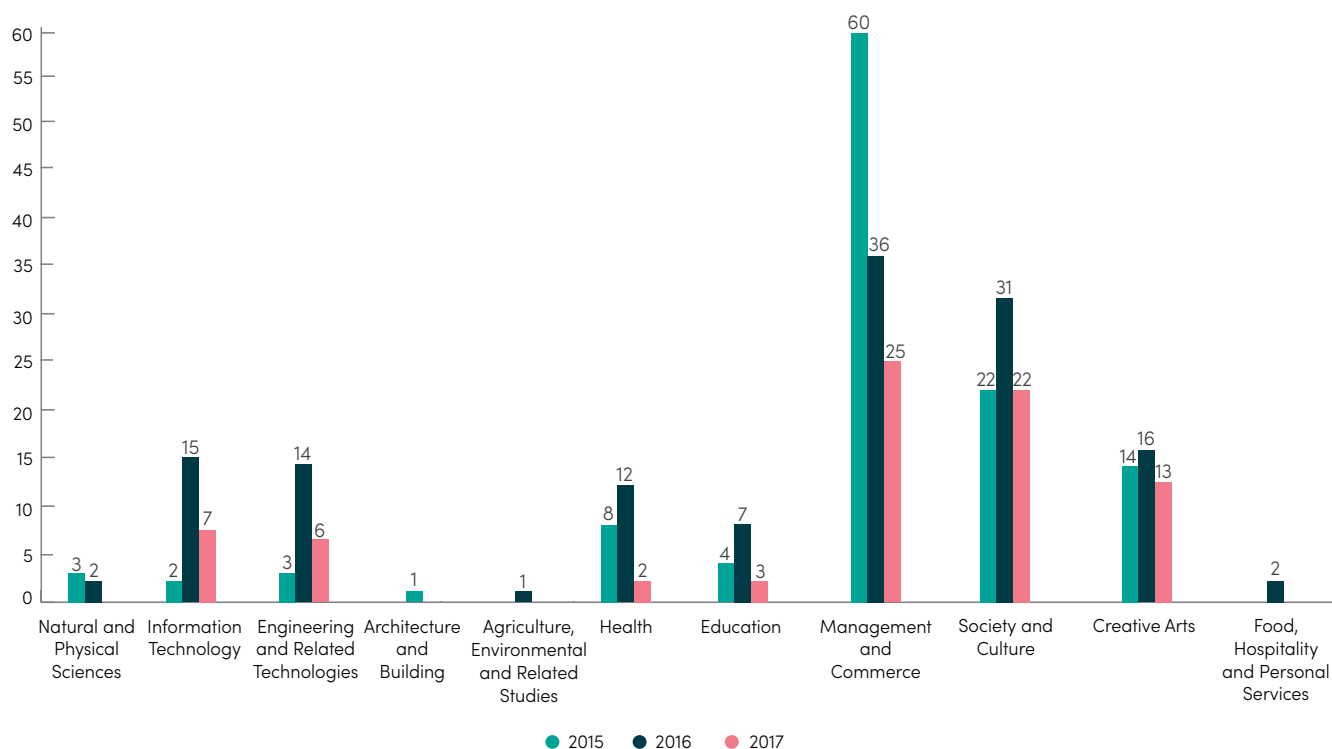
> Management and Commerce as well as Society and Culture continue to have the highest number of new course accreditations in 2017. There were no new course accreditations in the Natural and Physical Sciences, Architecture and Building, Agriculture, Environmental and Related Studies, and Food, Hospitality and Personal Services BFoEs in 2017.

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

Students [16, 17, 18, 19, 20]

The number of students studying in Australia has increased each year from 2013 to 2017. In 2017, there were over 1.5 million students studying a higher education course in Australia. Student numbers grew by four per cent between 2016 and 2017 and growth was observed across all provider types. Comparing 2016 and 2017, not-for-profit providers had the largest percentage growth in student 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 five years. The overseas student numbers experienced the largest percentage growth, with a 10 per cent increase from 2016. For-profit and TAFE provider types had a decline in domestic student EFTSL in 2017 by 7% and 3% respectively.

In terms of the broad fields of education (BFoE), Management and Commerce continues to represent the largest group, accounting for 25 per cent of all students in 2017. Information Technology experienced the largest percentage growth of all BFoEs, with a 22 per cent increase between 2016 and 2017.

The number of commencing students entering university via mature age entry continues to decrease, consistent with the last four years. All provider types experienced a considerable increase in the number of AQF 5 students, while universities had the most significant growth in the number of AQF 8 students from 2013 to 2017.

All provider types continue to have a higher proportion of students studying internally (i.e. face-to-face), and universities, for-profit and TAFE providers continue to have more full-time than part-time students in 2017.

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16. Source: 2014 PIR, 2015 PIR, 2016 PIR, 2017 PIR and 2018 PIR; Higher Education Statistics Collection, Department of Education. See explanatory notes for information on data sources.

17. 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 2017 data (i.e. in 2018). A total of 164 providers reported 2017 student data.

18. See explanatory notes for information on provider type used in this report.

19. See glossary for updated definition of 'offshore student EFTSL'.

20. See glossary for definition for 'onshore student EFTSL' and 'overseas student'.

Total student enrolments

Figure 6: Total students by provider type (EFTSL), 2013 – 2017
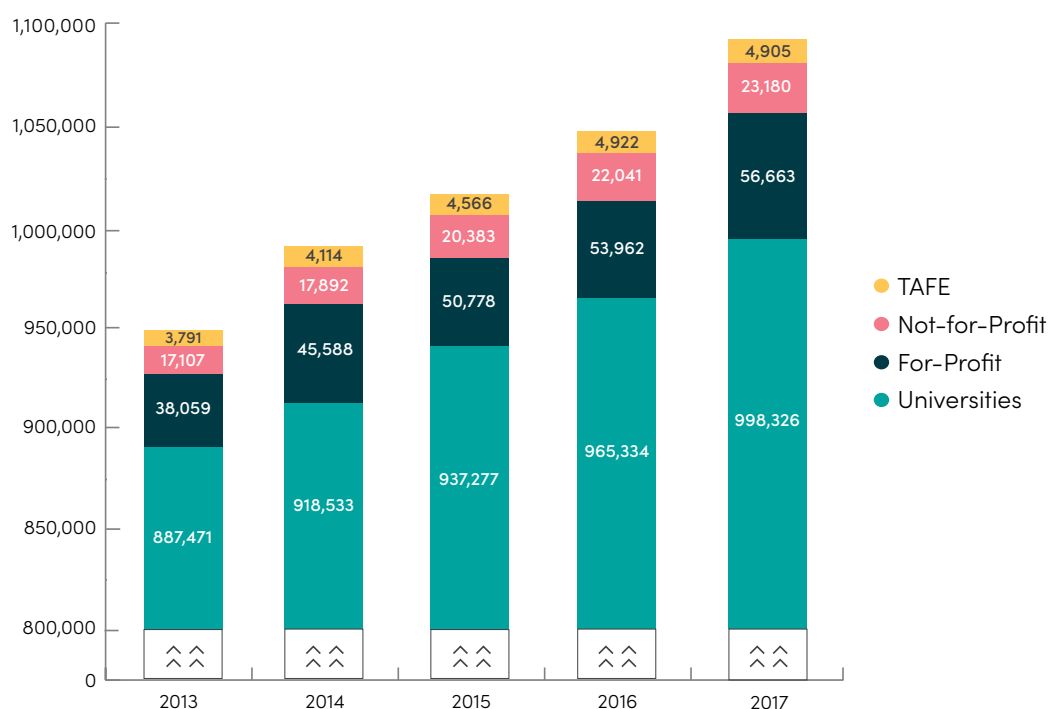
Table 4: Total students by provider type (headcount), 2013 – 2017[21]

	2013	2014	2015	2016	2017	% change between 2016 and 2017	% change between 2013 and 2017
Universities	1,234,210	1,283,508	1,310,226	1,349,733	1,398,512	4%	13%
For-Profit	58,943	69,067	77,918	82,485	86,072	4%	46%
Not-for-Profit	33,823	35,276	40,833	43,819	45,795	5%	35%
TAFE	5,713	5,570	6,059	6,647	6,702	1%	17%
Sector	1,332,689	1,393,421	1,435,036	1,482,684	1,537,081	4%	15%

Enrolments increased for all provider types in 2017 – this has been a consistent pattern for the last five years.

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21. Does not include new providers that did not report student numbers in 2017.

Table 5: Domestic and overseas students (EFTSL), 2013 – 2017[22, 23]

		2013	2014	2015	2016	2017	% change between 2016 and 2017	% change between 2013 and 2017
Universities	Domestic	662,667	685,354	694,631	703,683	710,689	1%	7%
	Overseas	224,804	233,179	242,646	261,652	287,637	10%	28%
	Total	**887,471**	**918,533**	**937,277**	**965,334**	**998,326**	**3%**	**12%**
For-Profit	Domestic	18,759	21,294	23,281	23,063	21,443	–7%	14%
	Overseas	19,030	23,966	27,289	30,894	35,220	14%	85%
	Total	**37,788**	**45,260**	**50,570**	**53,957**	**56,663**	**5%**	**50%**
Not-for-Profit	Domestic	13,806	14,047	15,063	15,764	16,828	7%	22%
	Overseas	2,972	3,507	4,907	6,012	6,195	3%	108%
	Total	**16,778**	**17,554**	**19,970**	**21,776**	**23,024**	**6%**	**37%**
TAFE	Domestic	2,531	2,583	2,742	2,727	2,644	–3%	4%
	Overseas	1,260	1,530	1,824	2,195	2,262	3%	80%
	Total	**3,791**	**4,114**	**4,566**	**4,922**	**4,905**	**0%**	**29%**
Sector	Domestic	697,763	723,279	735,717	745,236	751,604	1%	8%
	Overseas	248,065	262,182	276,666	300,753	331,314	10%	34%
	Sector Total	**945,828**	**985,461**	**1,012,383**	**1,045,989**	**1,082,918**	**4%**	**14%**

Both domestic and overseas student EFTSL has continued to grow since 2013, with the highest percentage growth being in overseas students. From 2016 to 2017, there was a 14 per cent increase in overseas student EFTSL at for-profit providers and a 10 per cent increase at universities. 62 per cent of students studying at a for-profit provider in 2017 are overseas students compared to 29 per cent of students studying at a university in 2017.

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

Figure 7: Students (EFTSL) by aggregated course level, 2013 – 2017[24, 25]

Universities

Year	Undergraduate	Postgraduate
2017	734,890	241,618
2016	719,319	223,599
2015	703,956	211,955
2014	692,379	203,878
2013	680,412	187,886

For-Profit

Year	Undergraduate	Postgraduate
2017	41,244	15,237
2016	38,873	14,941
2015	37,346	13,321
2014	35,293	10,144
2013	31,669	6,175

Not-for-Profit

Year	Undergraduate	Postgraduate
2017	12,834	10,260
2016	12,175	9,771
2015	11,262	9,056
2014	9,486	8,342
2013	8,790	8,244

TAFE

Year	Undergraduate	Postgraduate
2017	4,790	115
2016	4,853	69
2015	4,536	30
2014	4,090	24
2013	3,788	

● Undergraduate
● Postgraduate

24. 'Undergraduate' includes Bachelor (Honours) students.
25. 'Other' course level has been removed from this chart due to small numbers. 'Other' refers to higher education providers' non-award and enabling courses.

Table 6: Students (EFTSL) by broad field of education (BFoE) and aggregated course level, 2017[26, 27]

	Undergraduate	Postgraduate	Total
Agriculture, Environmental and Related Studies	8,736	3,916	12,652
Architecture and Building	19,930	7,002	26,932
Creative Arts	59,544	7,659	67,203
Education	58,394	24,926	83,320
Engineering and Related Technologies	63,630	23,266	86,896
Food, Hospitality and Personal Services	238	6	244
Health	143,468	37,733	181,201
Information Technology	33,473	20,343	53,816
Management and Commerce	181,702	84,910	266,612
Natural and Physical Sciences	71,844	15,831	87,675
Society and Culture	152,799	41,639	194,438

The Management and Commerce BFoE continued to have the largest number of undergraduate and postgraduate students in 2017. Information Technology and Management and Commerce had the largest increases in postgraduate students in 2017.

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

Figure 8: Students (EFTSL) by AQF level, 2017[28]

Universities

For-Profit
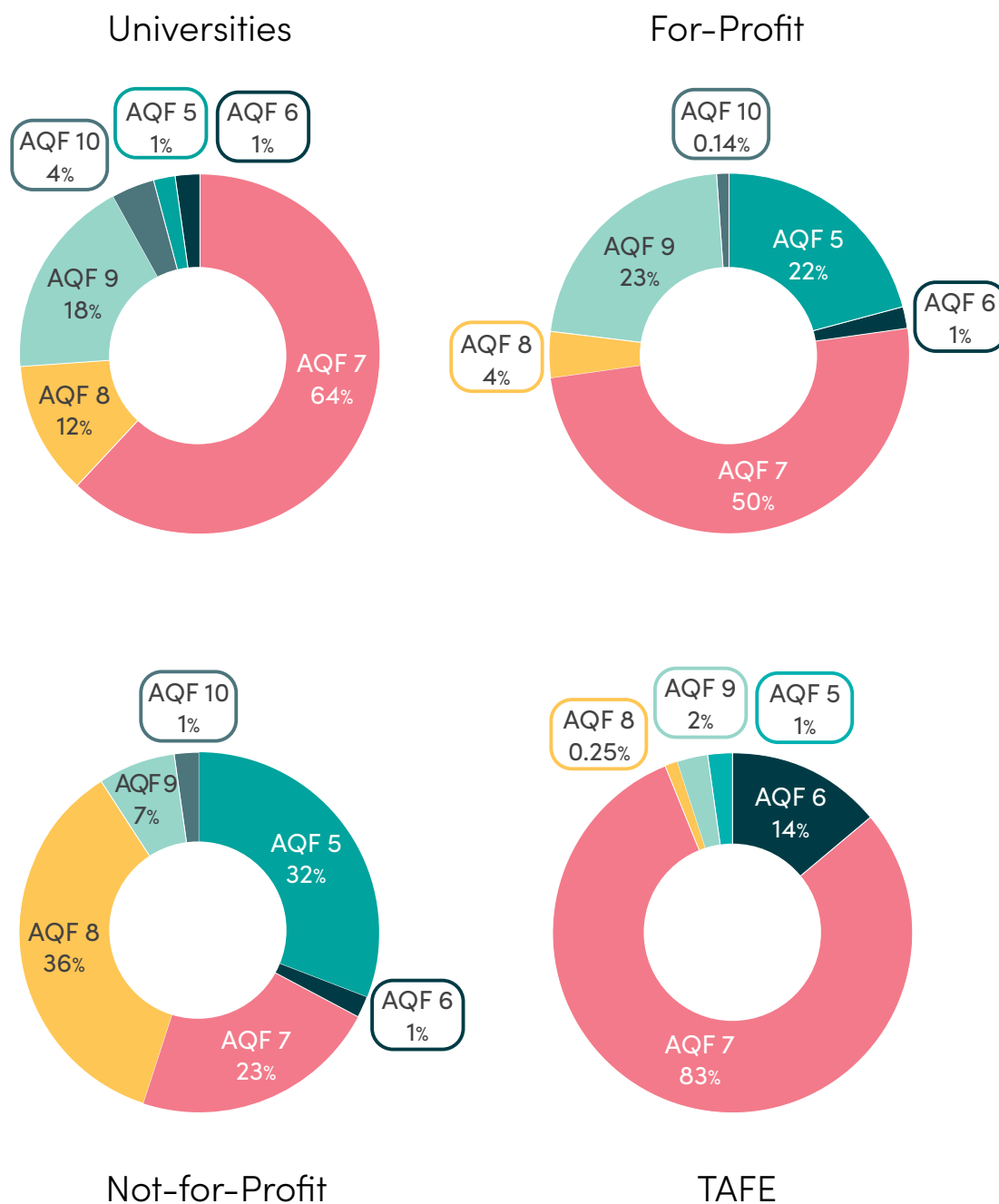
Not-for-Profit

TAFE

▸▸ Students (EFTSL) studying AQF 5 courses at universities, TAFE and for-profit providers increased by 28 per cent, 23 per cent and 14 per cent respectively in 2017 from the previous year. Overall there was a 17 per cent growth in students studying at the AQF 5 level.

28. Excludes non-award and enabling courses.

Table 7: Students (EFTSL) by AQF level, 2013 – 2017[29]

		2013	2014	2015	2016	2017	% change between 2016 and 2017	% change between 2013 and 2017
Universities	AQF 5	4,870	5,578	5,679	7,974	10,178	28%	109%
	AQF 6	8,195	7,605	7,972	7,638	8,163	7%	0%
	AQF 7	649,640	645,265	623,860	619,917	619,936	0%	–5%
	AQF 8	44,827	60,508	87,713	104,751	117,409	12%	162%
	AQF 9	118,184	133,768	146,631	158,605	176,691	11%	50%
	AQF 10	39,842	40,654	41,215	41,178	41,209	0%	3%
	Total	**865,558**	**893,377**	**913,070**	**940,063**	**973,585**	**4%**	**12%**
For-Profit	AQF 5	9,470	10,974	11,139	11,101	12,672	14%	34%
	AQF 6	887	903	941	464	505	9%	–43%
	AQF 7	21,271	23,369	25,198	27,247	28,014	3%	32%
	AQF 8	1,533	1,708	3,423	3,702	2,456	–34%	60%
	AQF 9	4,640	8,461	9,914	11,276	12,743	13%	175%
	AQF 10	19	15	32	10	80	704%	323%
	Total	**37,819**	**45,429**	**50,647**	**53,800**	**56,470**	**5%**	**49%**
Not-for-Profit	AQF 5	3,400	4,110	5,600	6,800	7,326	8%	115%
	AQF 6	251	284	321	244	283	16%	13%
	AQF 7	5,079	5,030	5,269	5,112	5,201	2%	2%
	AQF 8	6,928	6,878	7,478	8,046	8,359	4%	21%
	AQF 9	1,267	1,400	1,499	1,579	1,726	9%	36%
	AQF 10	67	79	93	110	124	13%	86%
	Total	**16,992**	**17,782**	**20,261**	**21,891**	**23,021**	**5%**	**35%**

29. Excludes non-award and enabling courses.

Table 7: Students (EFTSL) by AQF level, 2013 – 2017 (continued)

		2013	2014	2015	2016	2017	% change between 2015 and 2016	% change between 2013 and 2016
TAFE	AQF 5	19	13	20	34	42	23%	120%
	AQF 6	692	653	640	712	693	–3%	0%
	AQF 7	3,077	3,424	3,876	4,107	4,055	–1%	32%
	AQF 8	3	17	15	17	12	–27%	313%
	AQF 9	0	7	15	52	103	98%	–
	AQF 10	0	0	0	0	0	–	–
	Total	3,791	4,114	4,566	4,922	4,905	0%	29%
Sector	AQF 5	17,759	20,675	22,438	25,910	30,218	17%	70%
	AQF 6	10,025	9,445	9,874	9,057	9,644	6%	–4%
	AQF 7	679,066	677,089	658,204	656,383	657,207	0%	–3%
	AQF 8	53,291	69,110	98,629	116,515	128,237	10%	141%
	AQF 9	124,091	143,635	158,059	171,512	191,263	12%	54%
	AQF 10	39,928	40,748	41,339	41,298	41,413	0%	4%
	Total	924,159	960,701	988,543	1,020,676	1,057,981	4%	14%

Figure 9: Percentage of students (EFTSL) by basis for admission, 2017[30]

Table 8: Students (EFTSL) by basis for admission, 2017

	Universities	For-Profit	Not-for-Profit	TAFE
Higher Education Course	168,548	10,866	9,223	226
Secondary Education	124,251	5,760	4,729	625
VET Award Course	25,896	1,473	349	364
Mature Age Entry	8,496	702	843	62
Other Basis	61,627	12,540	1,516	840

From 2013 to 2017, there was a significant increase in students who were admitted at for-profit providers based on a higher education course (from 27 per cent to 35 per cent), and a decrease for secondary education (from 30 per cent to 18 per cent). The opposite trend was observed at not-for-profit providers however, where students admitted on the basis of a higher education course declined from 65 per cent in 2013 to 55 per cent in 2017, while students admitted based on secondary education increased from 21 per cent to 28 per cent.

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

Figure 10: Percentage of students (headcount) by type of attendance, 2017
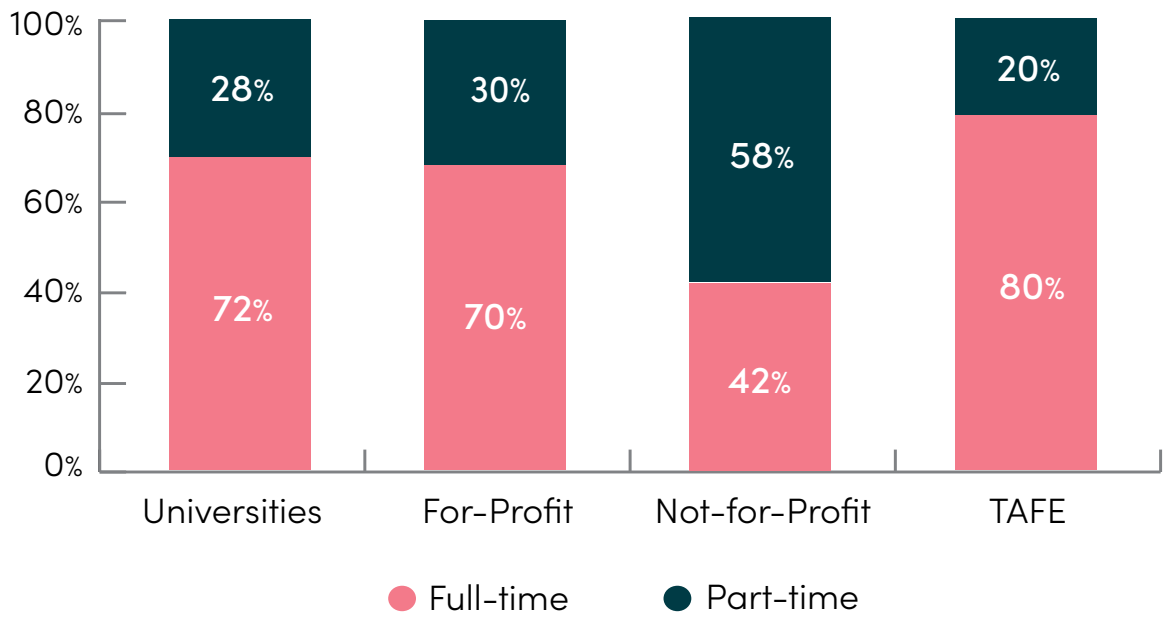
Table 9: Students (headcount) by type of attendance, 2017

	Universities	For-Profit	Not-for-Profit	TAFE
Full-time	1,002,254	60,526	19,182	5,349
Part-time	396,258	25,546	26,613	1,353

Table 10: Students (headcount) by type of attendance, 2013 – 2017[31]

		2013	2014	2015	2016	2017	% change between 2016 and 2017	% change between 2013 and 2017
Universities	Full-time	873,714	912,423	933,225	966,228	1,002,254	4%	15%
	Part-time	360,496	371,085	377,001	383,505	396,258	3%	10%
	Total	**1,234,210**	**1,283,508**	**1,310,226**	**1,349,733**	**1,398,512**	**4%**	**13%**
For-Profit	Full-time	39,136	48,822	55,879	59,150	60,526	2%	55%
	Part-time	19,821	20,254	22,048	23,344	25,546	9%	29%
	Total	**58,957**	**69,076**	**77,927**	**82,494**	**86,072**	**4%**	**46%**
Not-for-Profit	Full-time	12,551	13,520	15,434	18,035	19,182	6%	53%
	Part-time	21,274	21,756	25,414	25,797	26,613	3%	25%
	Total	**33,825**	**35,276**	**40,848**	**43,832**	**45,795**	**4%**	**35%**
TAFE	Full-time	4,136	4,215	4,660	5,285	5,349	1%	29%
	Part-time	1,577	1,355	1,399	1,362	1,353	–1%	–14%
	Total	**5,713**	**5,570**	**6,059**	**6,647**	**6,702**	**1%**	**17%**
Sector	Full-time	929,537	978,980	1,009,198	1,048,698	1,087,311	4%	17%
	Part-time	403,168	414,450	425,862	434,008	449,770	4%	12%
	Sector Total	**1,332,705**	**1,393,430**	**1,435,060**	**1,482,706**	**1,537,081**	**4%**	**15%**

> The number of full time students at not-for-profit providers grew by 6 per cent in 2017 from the previous year. The number of part-time students at for-profit providers increased by nine per cent between 2016 and 2017. Between 2013 and 2017, the rate of growth for full time students exceeded the rate of growth for part time students in each provider type.

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31. 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 11: Students (EFTSL) by mode of attendance, 2017[32, 33]

Provider	Internal	External	Flexible
Universities	855,148	118,821	24,357
For-Profit	48,529	6,098	2,035
Not-for-Profit	13,556	8,750	873
TAFE	4,701	57	147

Legend: Internal, External, Flexible
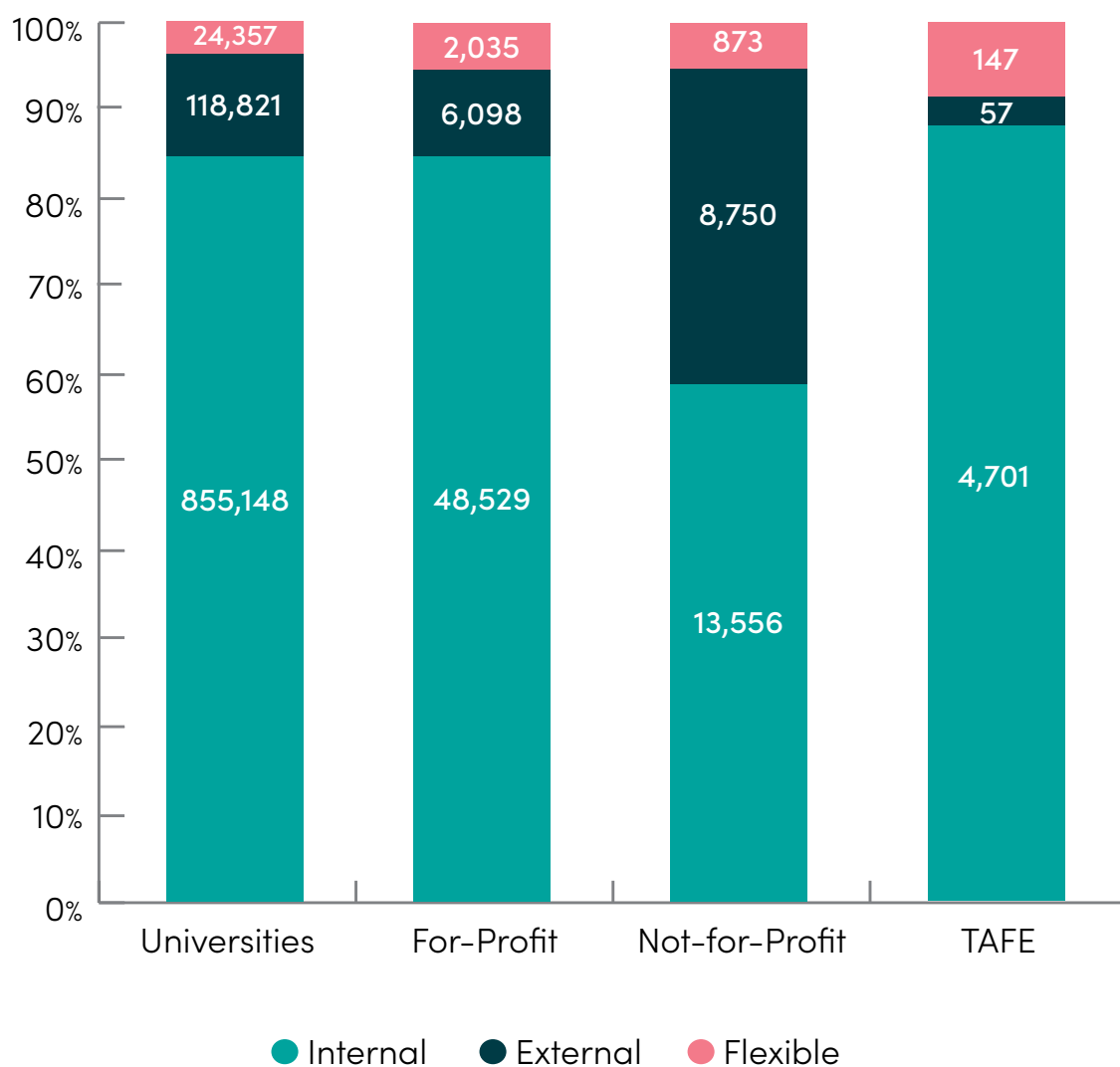
85 per cent of students studying at a higher education provider were studying internally (i.e. face-to-face) in 2017.

32. See glossary for definition of 'mode of attendance'.
33. Excludes students with mode of attendance not specified.

Commencing students

Universities

Year	Headcount	EFTSL
2013	493,441	350,196
2014	519,000	366,648
2015	513,979	363,561
2016	536,085	378,414
2017	557,185	390,547

For-Profit

Year	Headcount	EFTSL
2013	33,468	22,121
2014	39,361	26,621
2015	43,350	28,638
2016	44,901	29,779
2017	44,550	29,347

Not-for-Profit

Year	Headcount	EFTSL
2013	15,349	8,488
2014	17,010	9,684
2015	20,442	11,374
2016	22,051	12,451
2017	24,602	13,777

TAFE

Year	Headcount	EFTSL
2013	2,912	1,866
2014	2,561	1,831
2015	2,989	2,168
2016	3,149	2,195
2017	3,034	2,119

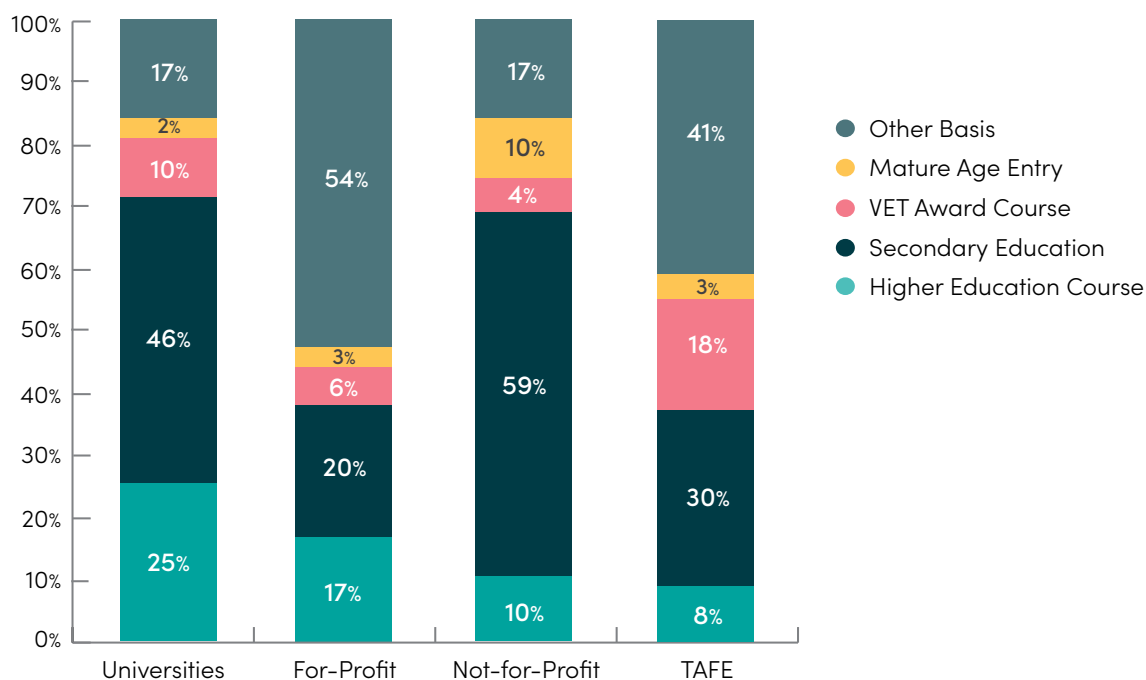**Figure 13: Undergraduate commencing students (EFTSL) by basis for admission, 2017**[34]

Table 11: Undergraduate commencing students (EFTSL) by basis for admission, 2017

	Universities	For-Profit	Not-for-Profit	TAFE
Higher Education Course	66,053	3,512	813	169
Secondary Education	120,763	4,220	4,725	625
VET Award Course	25,267	1,368	344	362
Mature Age Entry	6,522	696	791	59
Other Basis	43,318	11,310	1,344	837

> In 2017, 44 per cent of the undergraduate commencing students were admitted on the basis of secondary education. This is followed by higher education course (24 per cent) and other basis (19 per cent).

> From 2016 to 2017, mature age entry decreased by eight per cent across the sector.

> At universities, from 2013 to 2017 however, mature age entry decreased by 44 per cent while 'other basis' for admission increased by 25 per cent. Entry on the basis of higher education course increased by 15 per cent at universities.

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

Completing students

Figure 14: Completing students (headcount), 2013 – 2017

	2013	2014	2015	2016	2017
TAFE	730	902	1,070	1,166	1,234
Not-for-Profit	11,628	11,645	12,914	14,554	15,820
For-Profit	13,094	15,575	19,462	21,015	22,183
Universities	291,486	295,946	297,974	303,175	311,268

● Universities ● For-Profit ● Not-for-Profit ○ TAFE
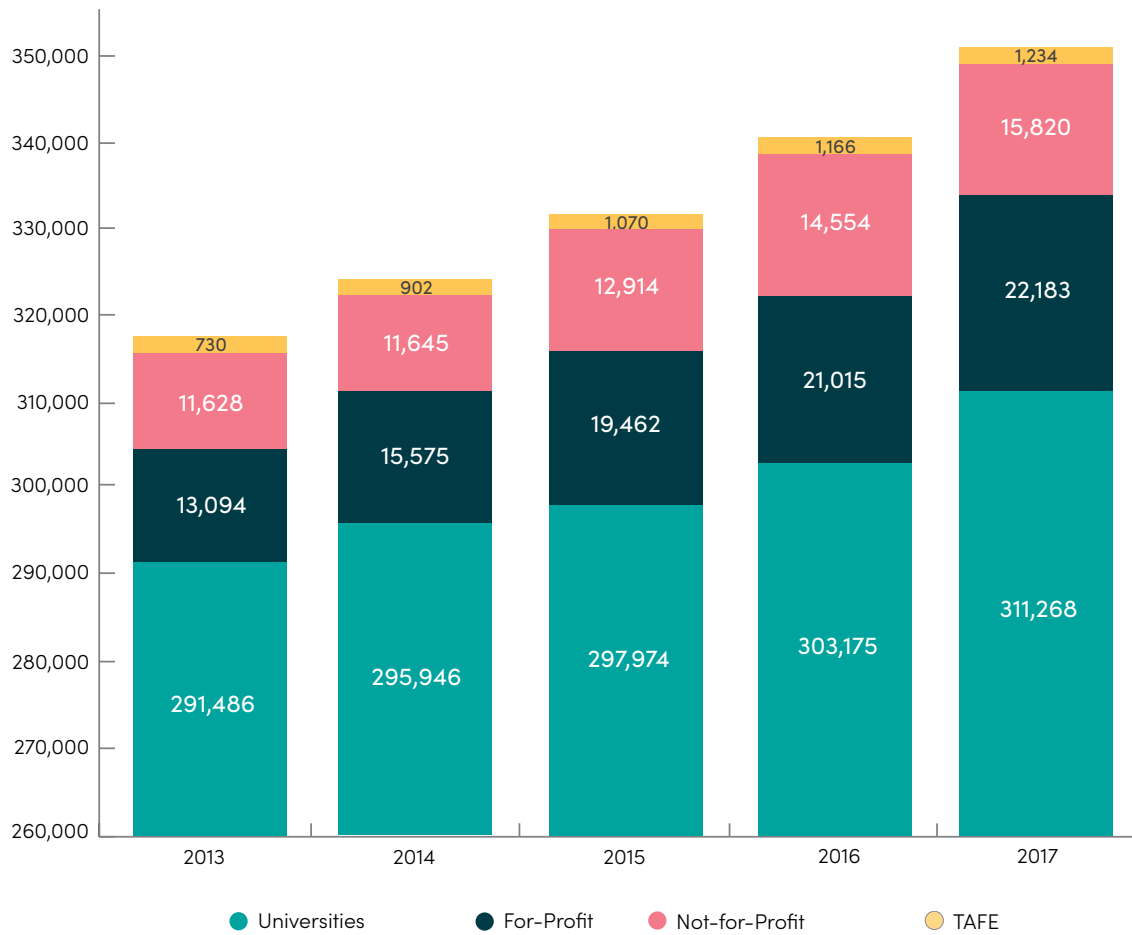
International students[35]

This section of the report utilises HEIMS, PIR and PRISMS data. Data relating to Confirmation of Enrolments (CoEs) is sourced from PRISMS.

Table 12: International Students by Provider Type, 2013 – 2017

Provider Type		2013	2014	2015	2016	2017	% change from 2016 to 2017	% change from 2013 to 2017
Universities	EFTSL	224,804	233,179	242,646	261,652	287,637	10%	28%
	Headcount	299,545	312,210	321,377	344,222	377,053	10%	26%
For–Profit	EFTSL	19,030	23,966	27,289	30,894	35,220	14%	85%
	Headcount	28,295	35,191	41,575	45,148	50,544	12%	79%
Not-for-Profit	EFTSL	2,972	3,507	4,907	6,012	6,195	3%	108%
	Headcount	4,268	4,994	6,947	8,761	9,580	9%	124%
TAFE	EFTSL	1,260	1,530	1,824	2,195	2,262	3%	80%
	Headcount	1,714	1,906	2,219	2,779	2,996	8%	75%
Sector	EFTSL	248,066	262,182	276,666	300,753	331,314	10%	34%
	Headcount	333,822	354,301	372,118	400,910	440,173	10%	32%

From 2013, for–profit providers have obtained a higher market share of international students, increasing from 8 per cent of all international student enrolments in 2013 to 11 per cent in 2017. There has been a gradual decline in universities' market share of international students declining from 91 per cent in 2013 to 87 per cent in 2017.

35. See glossary for definition of 'confirmation of enrolments (CoE)'.

Figure 15: International Students (EFTSL) percentage by Broad Field of Education (BFoE) and Provider Type, 2017
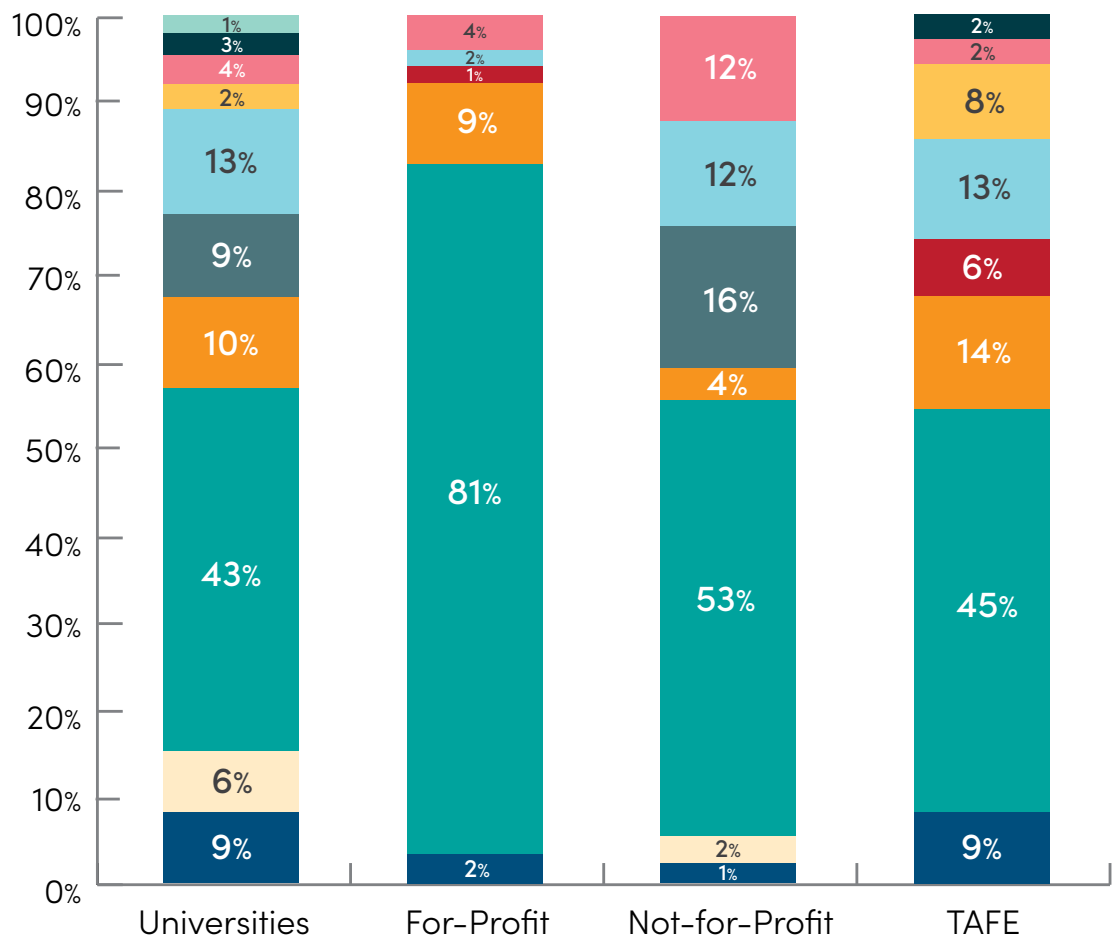
Legend:
- Agriculture, Environmental and Related Studies
- Architecture and Building
- Creative Arts
- Education
- Engineering and Related Technologies
- Food, Hospitality and Personal Services
- Health
- Information Technology
- Management and Commerce
- Mixed Field Programs
- Natural and Physical Sciences
- Society and Culture

Across all provider categories, the largest percentage of international students is studying Management and Commerce, ranging from 43 per cent for universities to 81 per cent for for-profit providers.

Table 13: International Students (EFTSL) by Broad Field of Education (BFoE) and Provider Type, 2017

Broad field of education	Universities		For-Profit		Not-for-Profit		TAFE		Total	
	EFTSL	%	EFTSL	%	EFTSL	%	EFTSL	%	EFTSL	%
Agriculture, Environmental and Related Studies	3,599	1%	0	0%	0	0%	6	0%	3,605	1%
Architecture and Building	8,029	3%	103	0%	0	0%	50	2%	8,183	3%
Creative Arts	10,065	4%	1,283	4%	736	12%	55	2%	12,138	4%
Education	6,199	2%	16	0%	26	0%	179	8%	6,420	2%
Engineering and Related Technologies	36,941	13%	819	2%	741	12%	302	13%	38,804	12%
Food, Hospitality and Personal Services	6	0%	33	0%	0	0%	130	6%	169	0%
Health	24,350	9%	872	2%	32	1%	205	9%	25,458	8%
Information Technology	28,405	10%	3,189	9%	243	4%	316	14%	32,152	10%
Management and Commerce	120,982	43%	28,362	81%	3,274	53%	1,016	45%	153,635	47%
Mixed Field Programs	1,169	0%	0	0%	0	0%	0	0%	1,169	0%
Natural and Physical Sciences	17,806	6%	167	0%	132	2%	2	0%	18,106	6%
Society and Culture	24,338	9%	196	1%	995	16%	1	0%	25,530	8%
Total	281,890	100%	35,039	100%	6,178	100%	2,262	100%	325,369	100%

While the rest of the report utilises HEIMS and PIR data up to 2017 submitted by higher education providers, the remainder of this section will consider PRISMS data based on Confirmation of Enrolments (CoEs) created in the respective reference years, up to 2018.

Figure 16: Top Five Overseas Student Nationalities by Provider Type, 2018[36, 37]

Universities

For-Profit

Not-for-Profit

TAFE
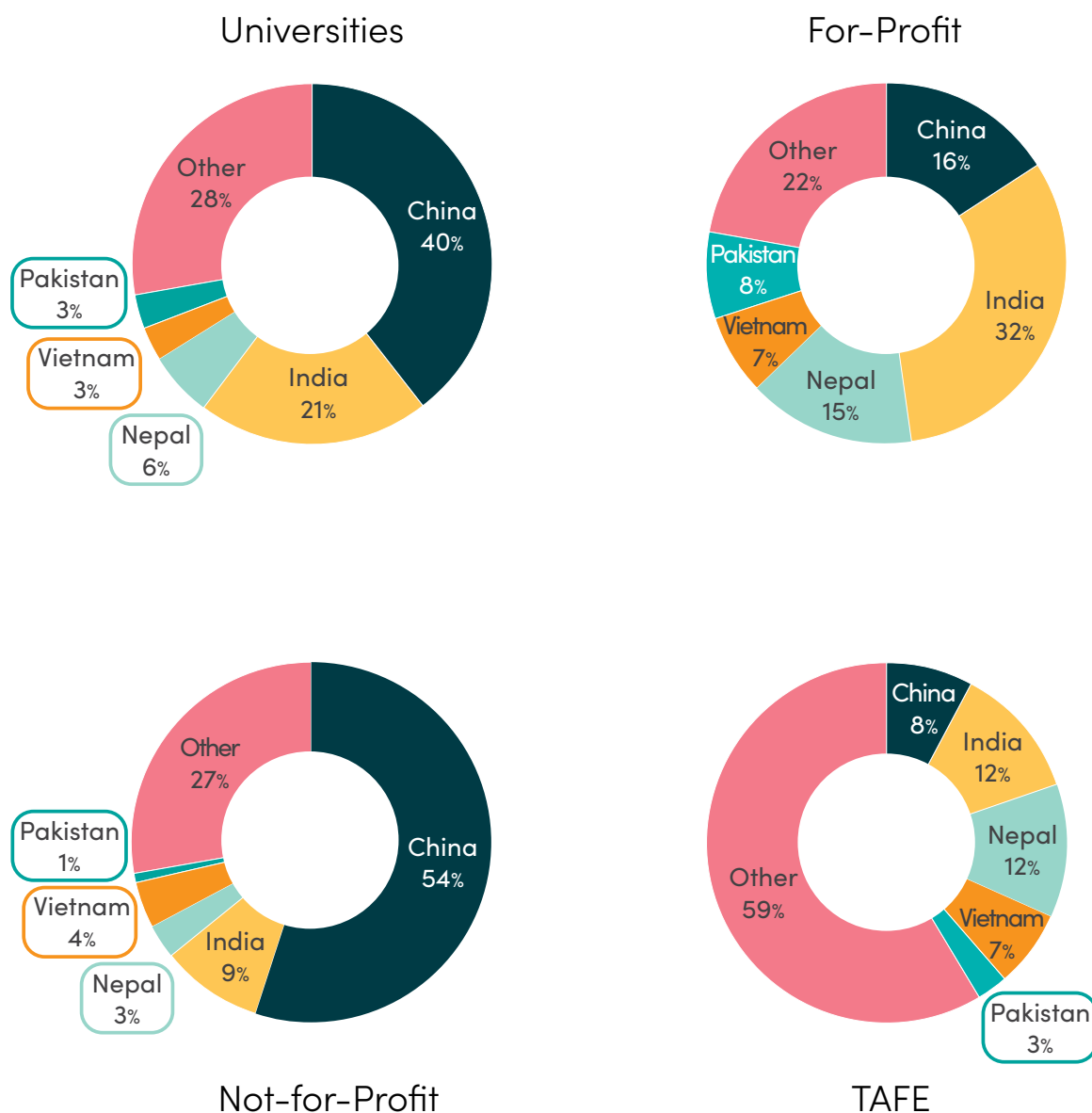
As of 2018, China was the main international source market for the universities and not-for-profit provider categories, whereas India was the main source market for the for-profit provider category. Of the four provider types identified in figure 16, TAFE providers have the lowest dependence on individual source markets.

Universities

● China　　● India　　● Nepal

For-Profit

● China　　● India　　● Nepal

38. Each bar represents a single provider.

Figure 17: Overseas Nationalities Concentration by Provider Type, 2018 (continued)

Not-for-Profit

● China ● India ● Nepal

TAFE

● China ● India ● Nepal
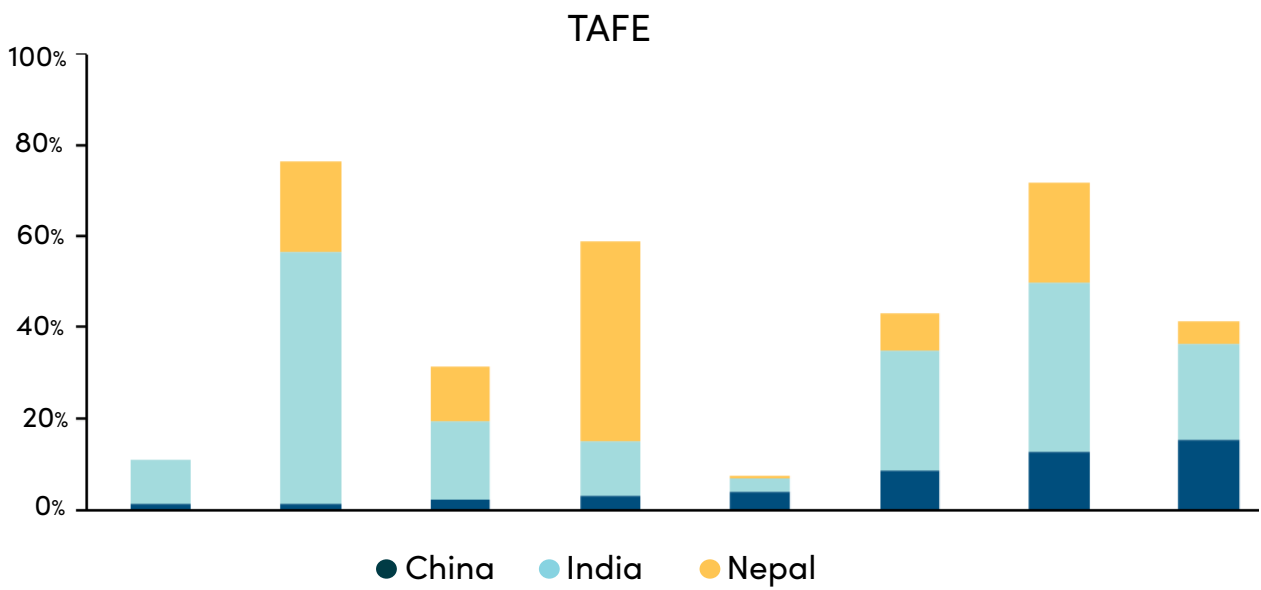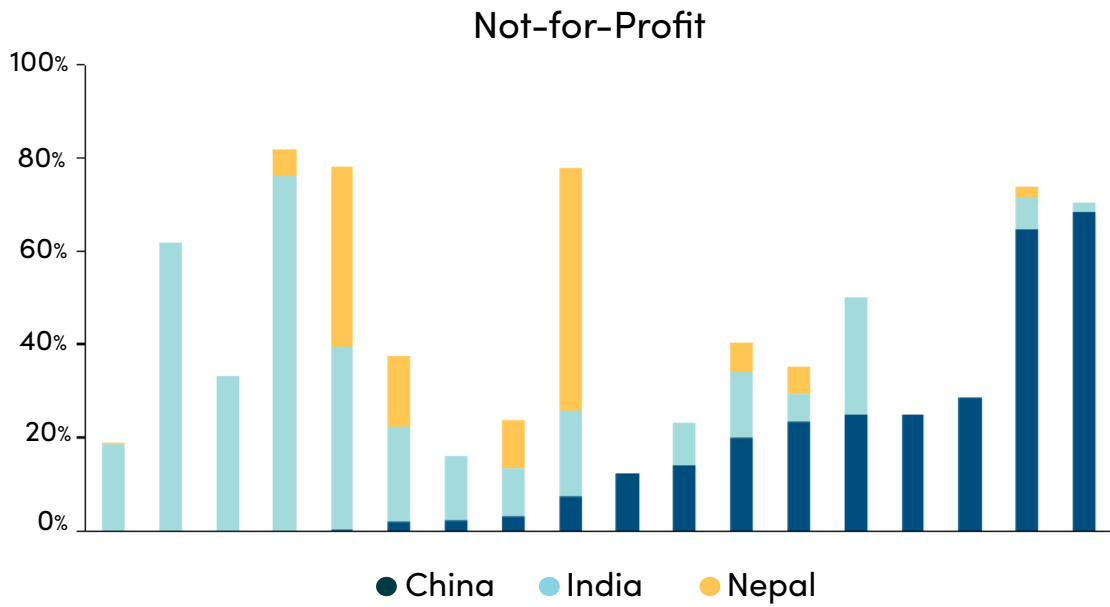
Figure 18: Top Five Overseas CoE Source Countries Percentage across Sector, 2015 – 2018[39]
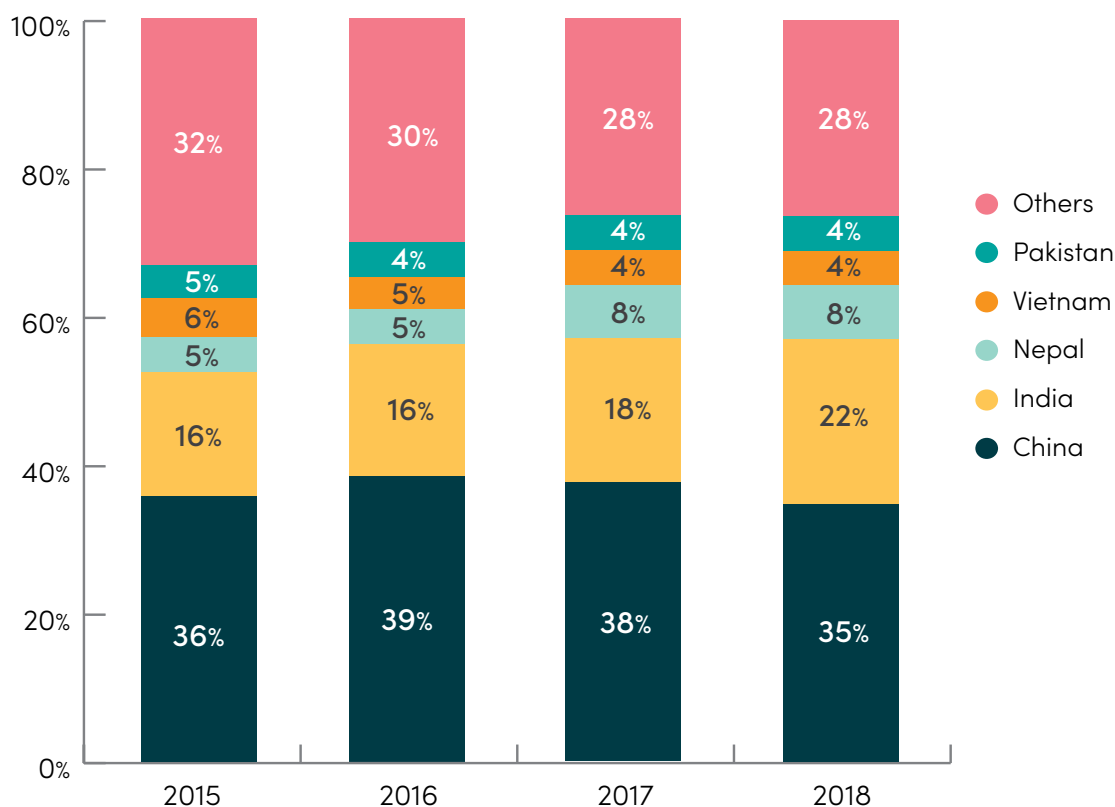
Table 14: Top Five Overseas CoE Source Countries across Sector, 2015 – 2018

Nationality	2015	2016	2017	2018
China	98,678	110,754	107,933	116,801
India	43,708	45,926	50,693	73,180
Nepal	13,095	15,713	21,513	25,771
Vietnam	15,455	15,659	12,305	14,294
Pakistan	13,834	12,641	11,489	12,302
Others	85,682	86,230	79,097	94,026
Grand Total	270,452	286,923	283,030	336,374

From 2015 to 2018, the number and proportion of overseas students from Nepal and India have grown at a much more rapid rate compared to other nationalities.

39. Measured by numbers of CoEs created in the reference year (with status as cancelled, expired, finished, studying and visa granted).

Figure 19: Percentage Change to Top Overseas Nationalities for CoEs (Sector), 2015 and 2018[40, 41]

Legend:
- China
- India
- Indonesia
- Malaysia
- Nepal
- Pakistan
- Sri Lanka
- Vietnam

Map labels:
- +97% (+12,727)
- −11% (−1,516)
- +18% (+18,124)
- −7% (−1,156)
- +68% (+29,545)
- +84% (+4,101)
- −16% (−1,496)
- +28% (+1,607)
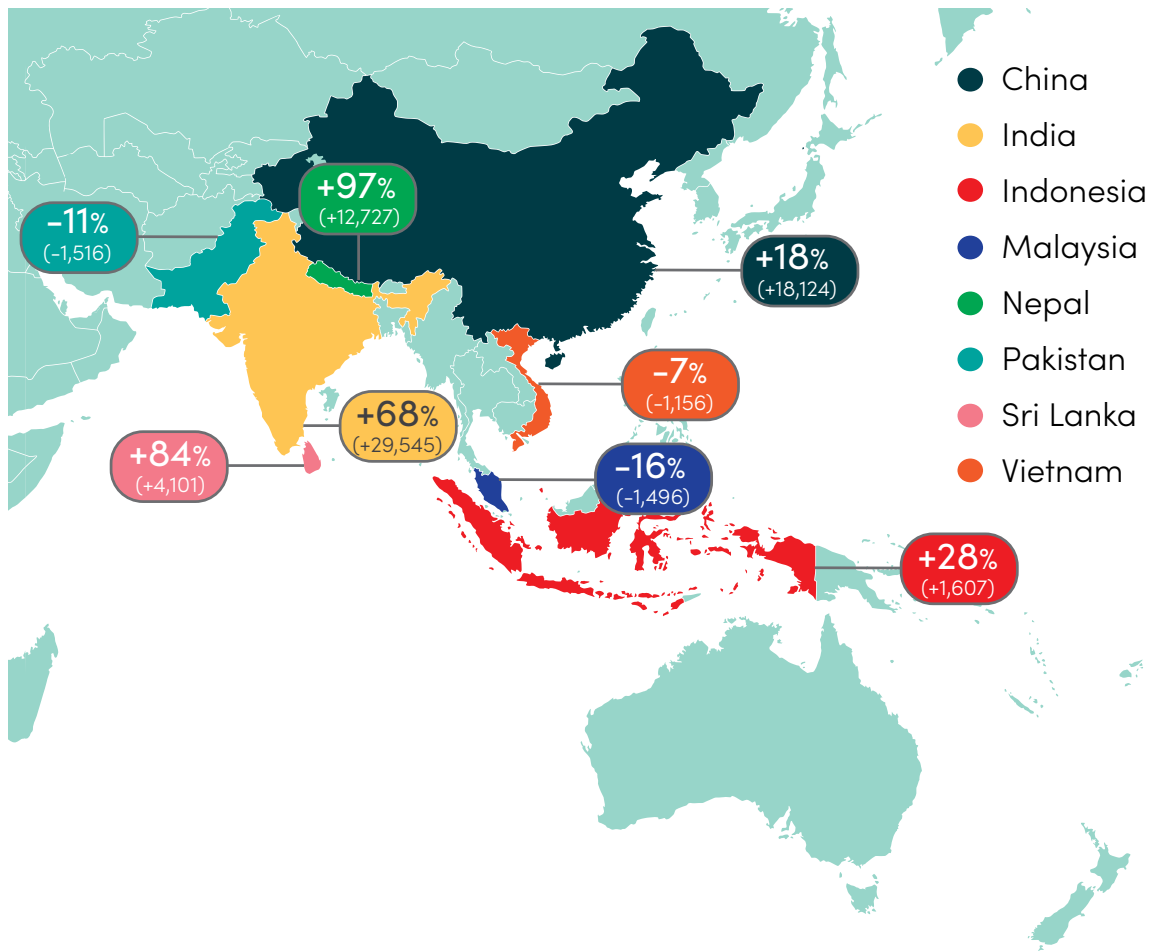
40. Measured by numbers of CoEs created in the reference years 2015 and 2018 (with status as cancelled, expired, finished, studying and visa granted).
41. Only includes nationalities with differences greater than headcount of 1,000.

Academic staff

The total number of academic staff across the sector increased by four per cent in 2017, to 63,469 FTE. Full-time academic staff remain the largest work contract type in 2017—however, the proportion of full-time (64 per cent), fractional full-time (11 per cent) and casual staff (25 per cent) at providers remained similar to the previous year. For-profit providers continue to be the only provider type with less than 50 per cent full-time staff.

The number of teaching-only FTE academic staff increased for universities (nine per cent), for-profit providers (12 per cent), not-for-profit providers (27 per cent) and TAFEs (18 per cent) in 2017, contributing to a 10 per cent increase in teaching-only academic staff across the sector between 2016 and 2017.

In terms of academic staff classifications, there have been considerable increases in the number of junior-level academic staff at universities (13 per cent), senior-level and middle-level academic staff at for-profit providers (212 per cent and 113 per cent respectively), and senior-level and junior-level academic staff at not-for-profit providers (52 per cent and 79 per cent respectively) in the past five years.

Figure 20: Academic Staff (FTE) by Work Contract and Provider Type, 2017

Universities

Casual
14,378
24%

Fractional
Full-Time
6,327
11%

Full-Time
39,034
65%

For-Profit

Casual
1,047
46%

Full-Time
875
39%

Fractional
Full-Time
335
15%

Not-for-Profit

Casual
329
30%

Full-Time
551
50%

Fractional
Full-Time
227
20%

TAFE

Casual
99
27%

Full-Time
200
55%

Fractional
Full-Time
67
18%

Full-time academic staff constitute 64 per cent of the staff at higher education providers, with a 22 per cent increase at TAFE providers in 2017. The number of casual academic staff (FTE) for for-profit providers and not-for-profit providers increased by 21 per cent and 35 per cent respectively from 2016.

Table 15: Academic Staff (FTE) by Work Contract, 2013 – 2017

|		2013	2014	2015	2016	2017	% of total in 2017	% change between 2016 and 2017	% change between 2013 and 2017
Universities	Full-time	37,426	37,983	37,823	38,154	39,034	65%	2%	4%
	Fractional full-time	5,676	5,934	6,018	6,350	6,327	11%	0%	11%
	Casual	11,366	12,078	12,919	13,515	14,378	24%	6%	26%
	Total	**54,468**	**55,996**	**56,761**	**58,019**	**59,738**	**100%**	**3%**	**10%**
For-Profit	Full-time	513	567	627	816	875	39%	7%	71%
	Fractional full-time	168	216	275	301	335	15%	11%	100%
	Casual	951	792	1,132	864	1,047	46%	21%	10%
	Total	**1,633**	**1,575**	**2,034**	**1,981**	**2,258**	**100%**	**14%**	**38%**
Not-for-Profit	Full-time	429	447	463	505	551	50%	9%	29%
	Fractional full-time	133	119	119	171	227	20%	33%	71%
	Casual	257	274	352	244	329	30%	35%	28%
	Total	**818**	**840**	**934**	**920**	**1,107**	**100%**	**20%**	**35%**
TAFE	Full-time	133	128	130	164	200	55%	22%	50%
	Fractional full-time	23	27	34	51	67	18%	32%	192%
	Casual	84	105	83	99	99	27%	0%	18%
	Total	**239**	**260**	**247**	**314**	**366**	**100%**	**16%**	**53%**
Sector	Full-time	38,501	39,125	39,043	39,640	40,660	64%	3%	6%
	Fractional full-time	6,000	6,297	6,446	6,873	6,956	11%	1%	16%
	Casual	12,657	13,249	14,486	14,722	15,853	25%	8%	25%
	Sector Total	**57,158**	**58,671**	**59,975**	**61,235**	**63,469**	**100%**	**4%**	**11%**

Figure 21: Academic Staff (FTE) by Function and Provider Type, 2015 – 2017[47]
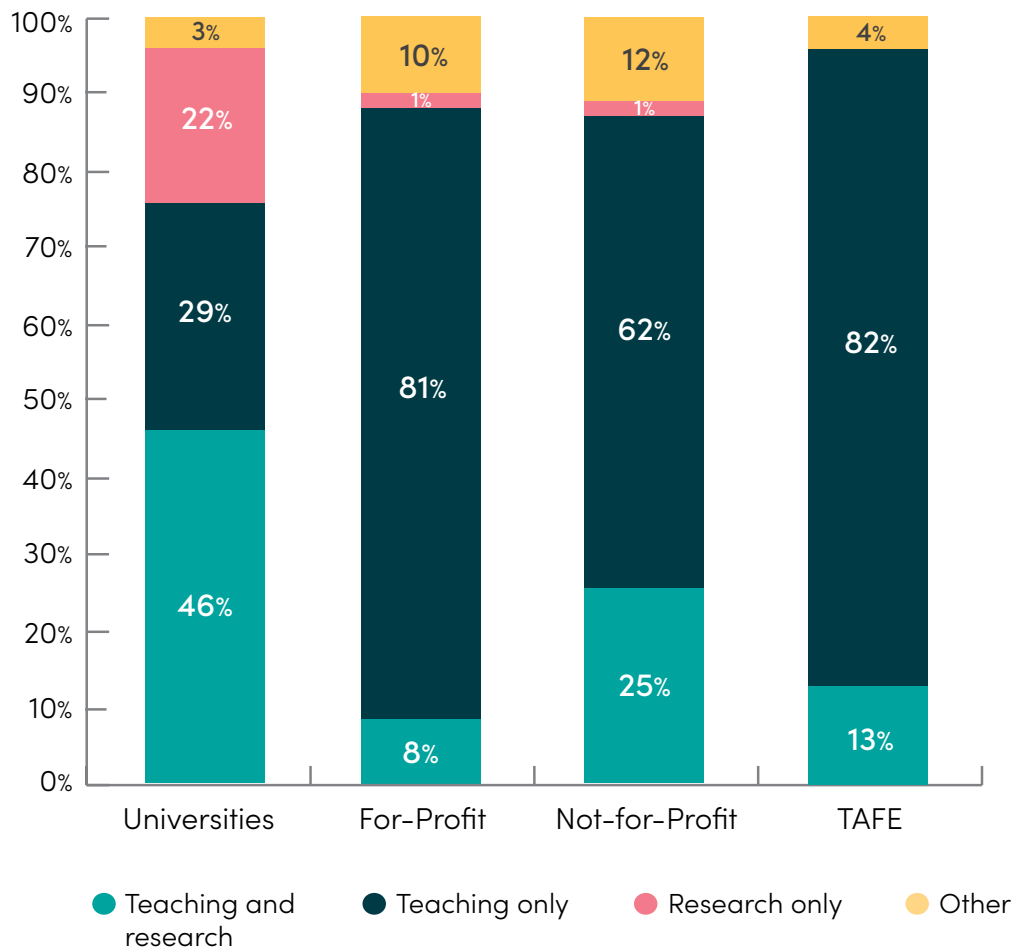
The proportions of academic staff (FTE) across each function have been relatively stable for all provider types from 2015 to 2017, with for-profit and TAFE providers having the highest proportion of teaching only academic staff and universities having the highest proportion of teaching and research staff.

47. 'Other' staff refers to staff with functions other than a teaching only function, a research only function, or a teaching-and-research function.
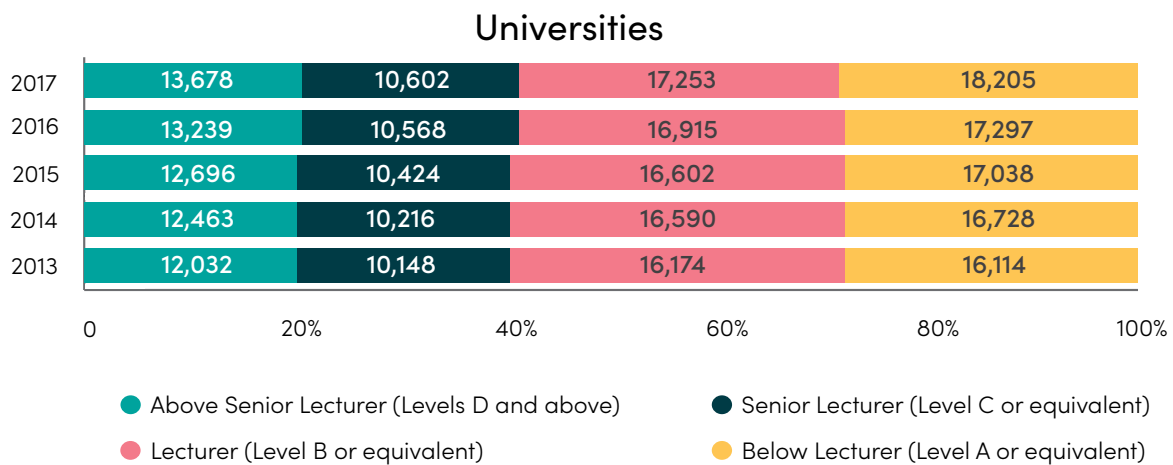
Table 16: Academic Staff (FTE) by Function and Provider Type, 2013 – 2017

		2013	2014	2015	2016	2017	% of total in 2017	% change between 2016 and 2017	% change between 2013 and 2017
Universities	Teaching and research	27,602	27,191	27,123	27,397	27,633	46%	1%	0%
	Teaching only	12,547	13,919	15,115	15,968	17,350	29%	9%	38%
	Research only	12,524	12,776	12,880	12,882	13,187	22%	2%	5%
	Other	1,796	2,110	1,643	1,772	1,567	3%	–12%	–13%
For-Profit	Teaching and research	83	162	178	166	175	8%	5%	111%
	Teaching only	1,438	1,326	1,727	1,649	1,840	81%	12%	28%
	Research only	11	7	10	17	12	1%	–29%	10%
	Other	100	80	119	150	231	10%	54%	131%
Not-for-Profit	Teaching and research	175	214	224	263	273	25%	4%	56%
	Teaching only	558	555	629	543	690	62%	27%	24%
	Research only	5	7	6	8	15	1%	89%	202%
	Other	81	64	75	107	130	12%	21%	60%
TAFE	Teaching and research	65	69	66	45	49	13%	9%	–24%
	Teaching only	166	184	172	254	299	82%	18%	80%
	Research only	1	1	–	1	2	0%	60%	60%
	Other	7	7	9	15	16	4%	9%	134%
Sector	Teaching and research	27,924	27,636	27,591	27,871	28,130	44%	1%	1%
	Teaching only	14,709	15,983	17,642	18,413	20,179	32%	10%	37%
	Research only	12,541	12,791	12,896	12,908	13,216	21%	2%	5%
	Other	1,983	2,261	1,846	2,043	1,945	3%	–5%	–2%
	Total	**57,158**	**58,671**	**59,975**	**61,235**	**63,470**	**100%**	**4%**	**11%**

Figure 22: Academic Staff (FTE) by Classification, 2013–2017

Universities staffing is subject to the Higher Education Industry—Academic Staff—Award 2010 and classifies academic staff from Level A to Level E, with Level A usually corresponding to a Tutor or Associate Lecturer, Level B corresponding to a Lecturer, Level C corresponding to a Senior Lecturer, Level D corresponding to an Associate Professor, and Level E corresponding to a Professor.

The proportion of academic staff across each classification remained relatively stable at universities across each year between 2013 and 2017, with Lecturer (Level B equivalent) and Below Lecturer (Level A or equivalent) consisting of more than half of all academic staff.

Universities

Year	Above Senior Lecturer (Levels D and above)	Senior Lecturer (Level C or equivalent)	Lecturer (Level B or equivalent)	Below Lecturer (Level A or equivalent)
2017	13,678	10,602	17,253	18,205
2016	13,239	10,568	16,915	17,297
2015	12,696	10,424	16,602	17,038
2014	12,463	10,216	16,590	16,728
2013	12,032	10,148	16,174	16,114

● Above Senior Lecturer (Levels D and above) ● Senior Lecturer (Level C or equivalent)
● Lecturer (Level B or equivalent) ● Below Lecturer (Level A or equivalent)
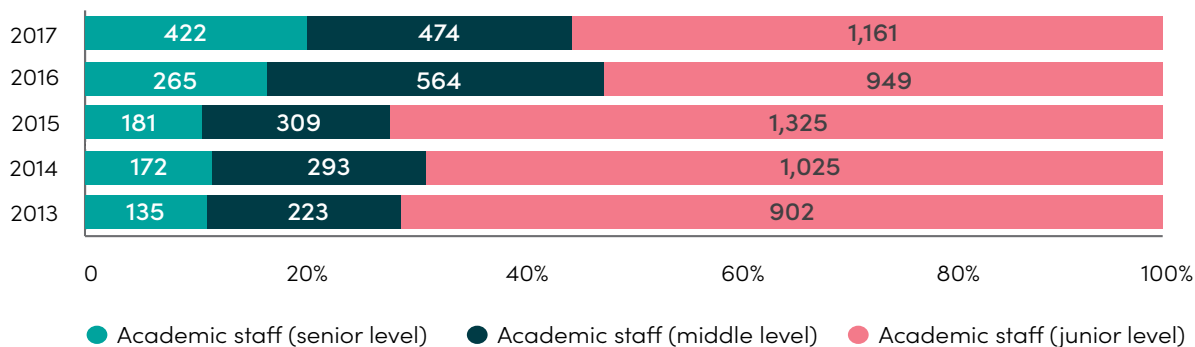
The reporting of academic staff classification has been revised for higher education providers that are subject to the *Educational Services (Post-Secondary Education) Award 2010 (ESPSE Award)*. As the ESPSE Award only classifies academic staff from Level A to Level C, for higher education providers other than universities, academic staff formally employed at Level C but undertake academic leadership roles beyond that of a typical Level C are reported as Academic Staff (Senior Level). Academic Staff (Senior Level) should have a formal requirement to contribute leadership in one or more of the following areas: curriculum and assessment; pedagogy; staff management; and professional development, research, and/or scholarship.
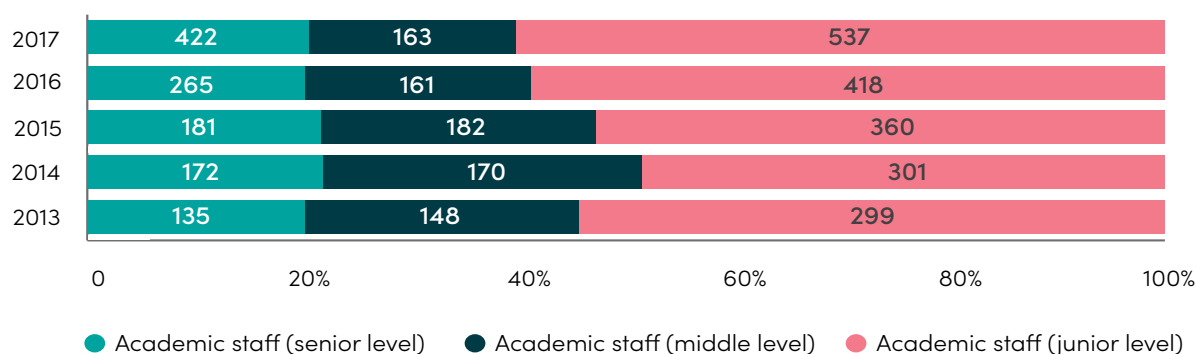
For providers other than universities, 'Academic staff (senior level)' includes staff reported as 'Above Senior Lecturer'; 'Academic staff (middle level)' includes staff reported as 'Senior Lecturer (Level C or equivalent)'; and 'Academic staff (junior level)' includes staff reported as 'Lecturer (Level B or equivalent)' and 'Below Lecturer (Level A or equivalent)'.

Similar to universities, 'Academic staff (junior level)' accounts for at least half of all academic staff across for-profit, not-for-profit and TAFE providers. There has been a considerable increase in the number of 'Academic staff (senior level)' at for-profit providers between 2013 and 2017.
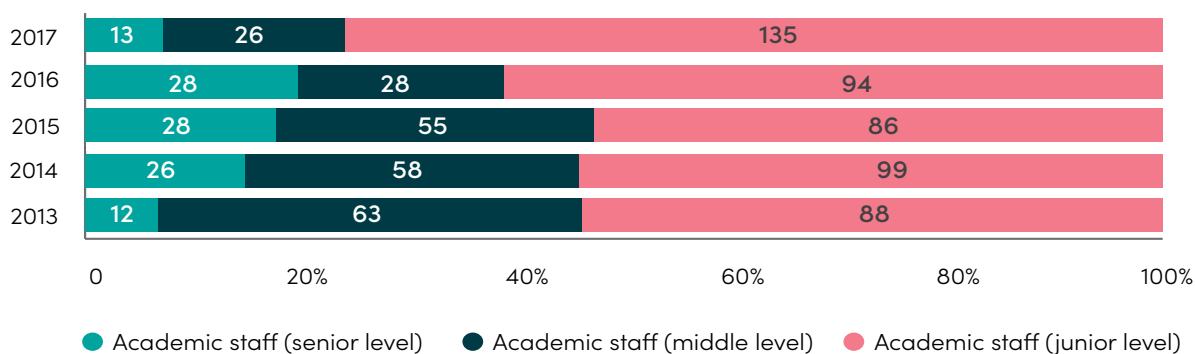
For-Profit

Year	Academic staff (senior level)	Academic staff (middle level)	Academic staff (junior level)
2017	422	474	1,161
2016	265	564	949
2015	181	309	1,325
2014	172	293	1,025
2013	135	223	902

- Academic staff (senior level)
- Academic staff (middle level)
- Academic staff (junior level)

Not-for-Profit

Year	Academic staff (senior level)	Academic staff (middle level)	Academic staff (junior level)
2017	422	163	537
2016	265	161	418
2015	181	182	360
2014	172	170	301
2013	135	148	299

- Academic staff (senior level)
- Academic staff (middle level)
- Academic staff (junior level)

TAFE

Year	Academic staff (senior level)	Academic staff (middle level)	Academic staff (junior level)
2017	13	26	135
2016	28	28	94
2015	28	55	86
2014	26	58	99
2013	12	63	88

- Academic staff (senior level)
- Academic staff (middle level)
- Academic staff (junior level)

Explanatory notes

TEQSA works closely with the Department of Education 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 teqsa.gov. au/information-collection.

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 and/or academic staff 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 2017 data.

A small number of providers' academic staffing data is not included in the report as these staff deliver courses through third party arrangements. 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 and staff data is presented in the provider groupings 'universities', 'independent for-profit' (for-profit), 'independent 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;
- Provider Registration and International Student Management System (PRISMS), Department of Education

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

Student data

- 'Universities' data is sourced from the Higher Education Statistics Collection, Department of Education. If classifying using the HESA, this includes Table A, B, C providers.
- 'For-profit' and 'Not-for-profit' data is sourced from the Higher Education Statistics Collection, Department of Education and from the TEQSA PIR.
- 'TAFE' data is sourced from the Higher Education Statistics Collection, Department of Education.
- 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.

Staff data

- 'Universities' data is sourced from the Higher Education Statistics Collection, the Department of Education and TEQSA's PIR collection. If classifying using the HESA, Table A and B providers submit staff data to the Department of Education, and Table C providers submit staff data to TEQSA.

- 'For-profit' and '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.

- 'TAFE' staff data is sourced from TEQSA under its annual PIR collection.

Timeliness

Information reported is the latest available nationally:

- Provider data relates to providers registered with TEQSA in 2017. Where trend data is available, data relates to 2013, 2014, 2015 and 2016.

- Student data relates to 2017. Student data for onshore international student nationality data relates to 2018. Where trend data is available, data relates to 2013, 2014, 2015 and 2016.

- Academic Staff data relates to 2017. Where trend data is available, data relates to 2013, 2014, 2015 and 2016.

Variations in headcount data

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

The PIR definitions and elements can be found at: heimshelp.education.gov.au/pir

PRISMS data used in the report was sourced from the CoE and Student Export report and filtered by CoE Creation Date 1/1/2015 to 31/12/2018.

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. Course levels in this report are defined according to the AQF. More information on the AQF can be found here: 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: abs.gov.au/ausstats/abs@.nsf/DetailsPage/1272.02001.

Casual Work Contract

Members of staff with a casual work contract are often engaged in circumstances where there is no continuing position available, there is no commitment to continuous engagement and a non-recurring requirement for labour is being met. Members of staff with a casual work contract may be engaged for either a short or long period; they may be required to perform either a wide or a narrow range of duties; and the number of hours worked per week may be less than, equal to or greater than the hours worked by a member of staff with a full-time work contract. For further information, see: heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Work%20Contract

Confirmation of Enrolment (CoE)

A document, provided electronically, which is issued by the registered provider to intending overseas students and which must accompany their application for a student visa. It confirms the overseas student's eligibility to enrol in the particular course of the registered provider.

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.

For further information, see: heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Domestic%20Student.

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.

Fractional Full-time Work Contract

The engagement normally has these characteristics:

- it is for a continuous period (although this may be for a limited period of time)
- the full range of duties which would be appropriate to the job or position were it to be undertaken by a member of staff with a full-time work contract and with the same classification type and level, are to be performed
- the duties are to be performed on a regular basis
- the number of hours to be worked each week is a specified fraction of the number of hours which would be worked by a member of staff with a full-time work contract for the job or position and with the same classification type and level
- if the member of staff is an employee of the higher education provider their remuneration is a specified fraction of the remuneration for a member of staff with a full-time work contract for the job or position and with the same classification type and level
- if the member of staff is an employee of the higher education provider they have a pro-rata entitlement to paid annual leave, paid sick leave and, where relevant requirements have been met, paid long-service leave.

For further information, see: heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Work%20Contract.

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: heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Full-Time%20Equivalence%20FTE%20at%20the%20Reference%20Date

- HEIMSHELP FTE Full Year: heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Full-Time%20Equivalence%20FTE%20for%20a%20Full%20Year.

Full Time Work Contract

The engagement normally has these characteristics:

- it is for a continuous period (although this may be for a limited period of time)

- the full range of duties which are appropriate to the job or position are to be performed

- the duties are to be performed on a regular basis

- the number of hours to be worked each week are at least equal to the number of hours specified for full time work under the relevant award (if the number of hours for full time work for a member of staff with a non academic classification is not specified in a relevant award, a minimum of 35 hours per week is to be used for this criterion)

- if the member of staff is an employee of the higher education provider they have an entitlement to paid annual leave, paid sick leave and, where relevant requirements have been met, paid long service leave.

For further information, see: heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Work%20Contract.

Mode of attendance

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

- **Internal**: a unit of study for which the student is enrolled and is undertaken through attendance at the Higher Education Provider on a regular basis; or where the student is undertaking a higher degree unit of study for which regular attendance is not required, but attends the Higher Education Provider (HEP) on an agreed schedule for the purposes of supervision and/or instruction.

- **External**: a unit of study for which the student is enrolled involves special arrangements whereby lesson materials, assignments, e.t.c. are delivered to the student, and any associated attendance at the institution is of an incidental, irregular, special or voluntary nature.

- **Flexible**: a unit of study is undertaken partially on an internal mode of attendance and partially on an external mode of attendance.

For further information, see: heimshelp.education.gov.au/resources/glossary/glossaryterm?title=Mode%20of%20Attendance.

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. Prior to 2017, the definition of an offshore student excluded students who were residing overseas for the term/semester and were undertaking a course, conducted in Australia, via distance education or online.

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.

Onshore student

An on shore student is a student who is residing in Australia for the term/semester and is undertaking a program of study conducted by an Australian higher education provider. Prior to 2017, the definition of an onshore student included students who were residing overseas for the term/semester and were undertaking a course, conducted in Australia, via distance education or online.

For further information, see: heimshelp.education.gov.au/resources/glossary/glossaryterm?title=On-Shore%20Student.

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.

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 teqsa.gov.au/applying-self-accreditation.

Endnotes
(from *Higher education at a glance*)

1. TEQSA National Register; 2018 PIR; Higher Education Statistics Collection, Department of Education.

2. A small number of providers were not required to submit student and academic staff 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 2017 data (i.e. in 2018).

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

6. Includes Bachelor Honours students.