



Australian Government
Tertiary Education Quality
and Standards Agency

STATISTICS REPORT ON
TEQSA REGISTERED
HIGHER EDUCATION PROVIDERS

► 2015

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INTRODUCTION

Background

The *Statistics Report on TEQSA Registered Higher Education Providers* ('the Statistics Report') is the second release of selected higher education sector data held by TEQSA for its quality assurance activities. It provides a comprehensive snapshot of national statistics on all parts of the sector for the year 2013, by bringing together data collected directly by TEQSA with data sourced from the main higher education statistics collections managed by the Australian Government Department of Education and Training. This includes data from TEQSA's *National Register of Higher Education Providers* and annual *Provider Information Request* (PIR). The PIR gathers a limited set of key data from some providers that are not required to report, or only partially report, data in the Department of Education and Training's Higher Education Statistics Collection (through the *Higher Education Information Management System* - HEIMS).

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



About the report

The Statistics Report provides high level information across four key areas: **providers, students, academic staff** and **finances**, with this update of the report focusing on **data relating to 2013**. Data relates to providers registered in 2013 (excluding those that withdrew registration during that year), and 2013 student, academic staff, and finance data. This includes an update to academic staff data for 2013 published in the previous Statistics Report, to now include academic casual staff.

While the Statistics Report is focused on higher education data, financial data include all sources of revenue within a provider's operations, including revenue from VET and other activities, reflecting the breadth and diversity of operations within some higher education providers. The Explanatory Notes and Glossary at the back of the Statistics Report provide further contextual information on the data and presentation.

Provider categories

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

For the purposes of this report, TEQSA has utilised the broad categories 'Universities', 'Non-University Higher Education Providers (FEE-HELP)' [NUHEPs (FEE-HELP)] and 'Non-University Higher Education Providers (Other)' [NUHEPs (Other)]. These categories were chosen giving consideration

to TEQSA-registered provider categories (as defined under the *Higher Education Standards Framework*) and taking into account that data on providers within the university sector are already widely reported. This approach also provides a view of data not previously released without relying on the presentation of data according to different collection processes, which may be difficult to readily interpret given variations across reporting dimensions and providers. Care should be used when interpreting changes in data between years as providers may transition provider categories over time.

Enquiries

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

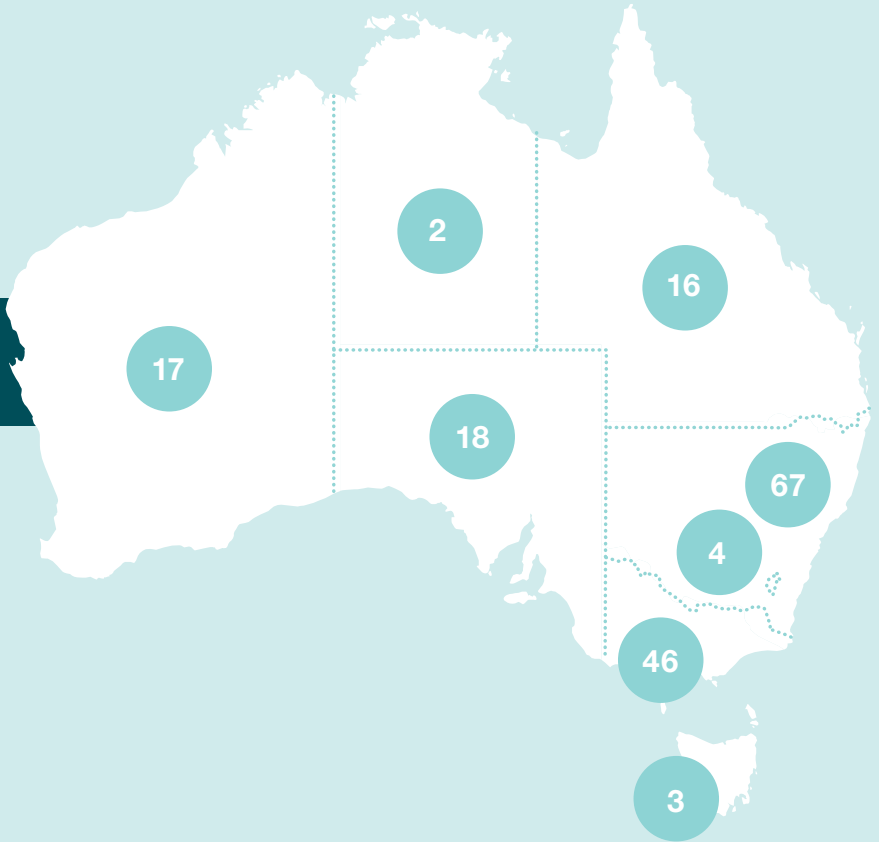
The National Register is an important source of information, providing updated information about the status of registered providers and accredited courses, available at: www.teqsa.gov.au/national-register.

HIGHER EDUCATION

AT A GLANCE^{1,2}

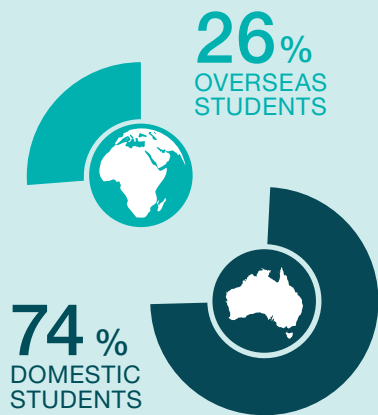
See endnotes on page 29 for data sources and notes, 1 to 7.

173 PROVIDERS REGISTERED WITH TEQSA IN 2013³



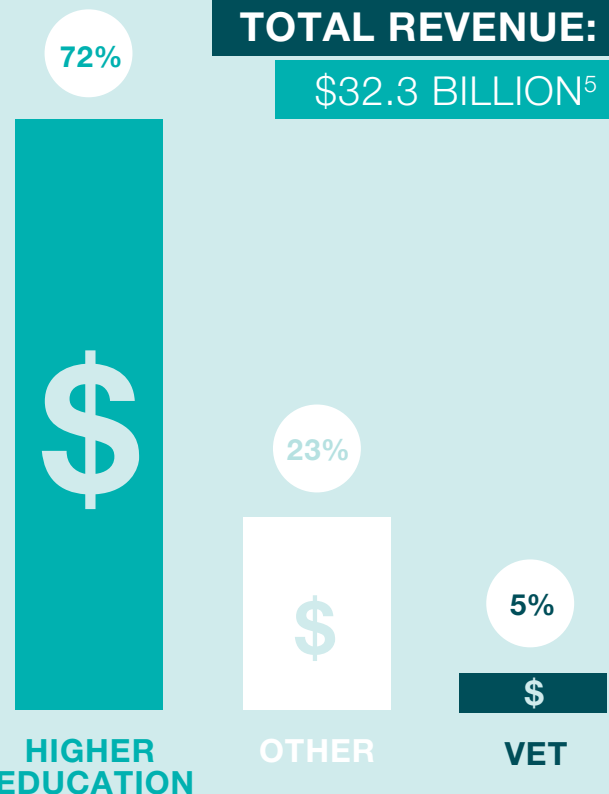
STUDENTS 2013:

946,428 EFTSL



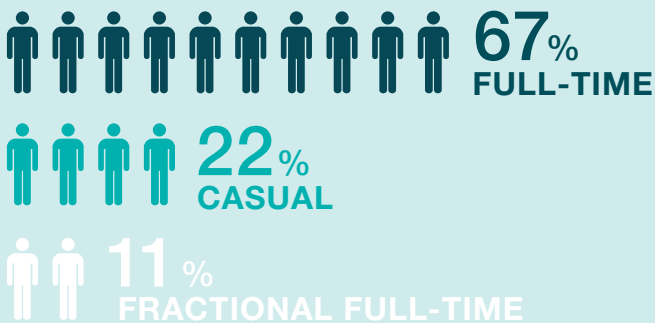
TOTAL REVENUE:

\$32.3 BILLION⁵



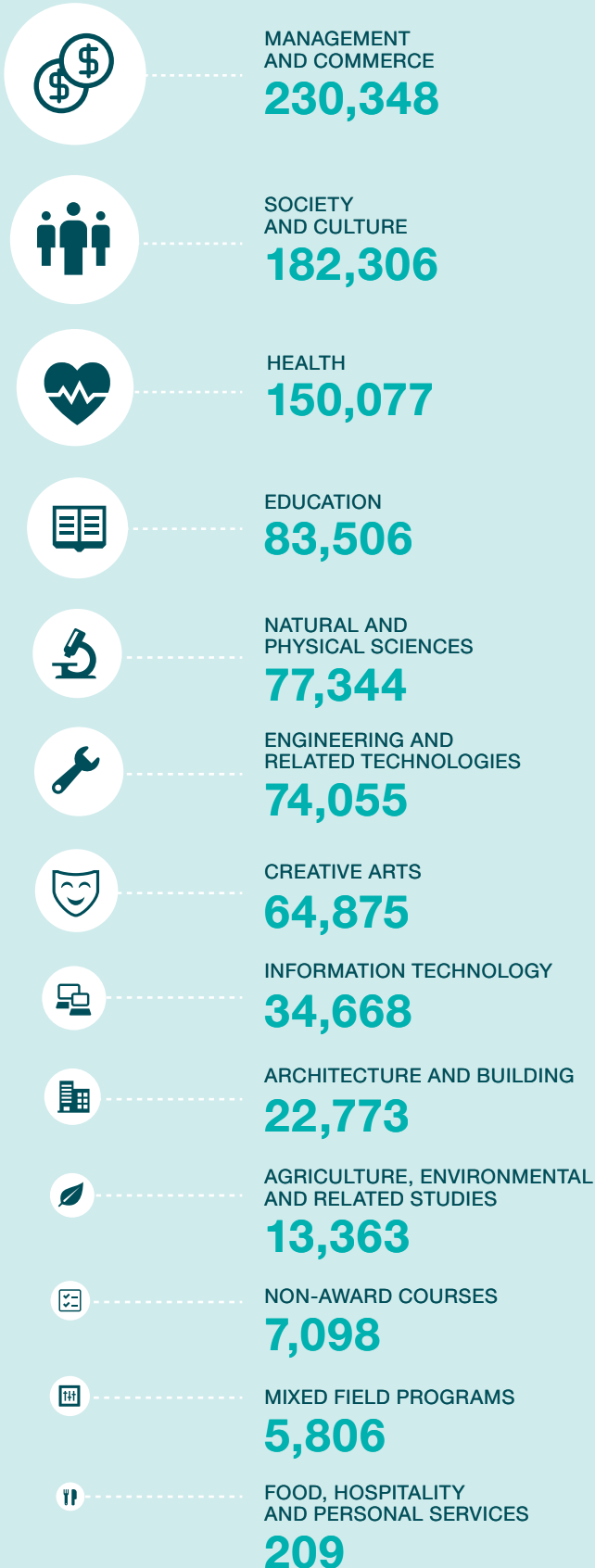
ACADEMIC STAFF 2013:

57,173 FTE⁴



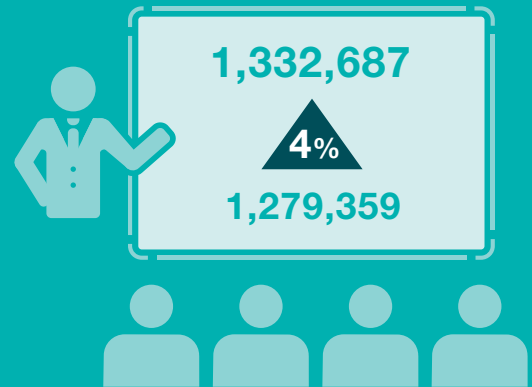
STUDENTS (EFTSL)

BY FIELD OF STUDY⁶



Students enrolled at Australian higher education providers in 2013 increased by 4% from 2012.

INCREASE IN STUDENTS



Number of undergraduate students in 2013:

724,659⁷

Number of postgraduate students in 2013:

202,307



PROVIDERS^{8,9}

PROVIDER DATA RELATES TO PROVIDERS REGISTERED WITH TEQSA IN 2013, EXCLUDING THOSE THAT WITHDREW REGISTRATION DURING THE YEAR.

CARE SHOULD BE USED WHEN INTERPRETING FIGURES AS SOME PROVIDERS GAINED HIGHER EDUCATION FEE-HELP STATUS DURING 2013 AND AS SUCH CHANGED CATEGORIES, AND SOME PROVIDERS MERGED DURING 2013.

Table 1: Providers by State, 2013¹⁰

State	Universities	NUHEPs	Total	%
NSW	11	56	67	39%
VIC	9	37	46	27%
QLD	8	8	16	9%
SA	6	12	18	10%
WA	5	12	17	10%
TAS	1	2	3	2%
NT	1	1	2	1%
ACT	2	2	4	2%
Total	43	130	173	100%

In 2013, there were 173 providers:
43 universities,
130 non-universities
(95 FEE-HELP, 35 other).

Table 2: Providers by Self-Accrediting Authority (SAA) and TEQSA Registration Category, 2013¹¹

Provider Category	SAA (full or partial)	Non-SAA	Total
Higher Education Provider	4	126	130
Australian University	40	0	40
Australian University of Specialisation	1	0	1
Overseas University	0	2	2
Total	45	128	173

THE TWO OVERSEAS UNIVERSITIES GAINED SELF-ACCREDITING AUTHORITY IN 2014.

In addition to universities, four non-universities had partial or full self-accrediting authority in 2013.

⁸ TEQSA National Register; 2014 PIR; Higher Education Statistics Collection, Department of Education and Training. See Explanatory Notes for information on data sources.

⁹ Providers registered with TEQSA in 2013, excluding those that withdrew registration during 2013.

¹⁰ There are slight variations from the previous Statistics Report for reasons including two providers that merged during 2013.

¹¹ See Glossary for definition of self-accrediting authority.

Figure 1: Providers by Size of Student Load (EFTSL), 2013

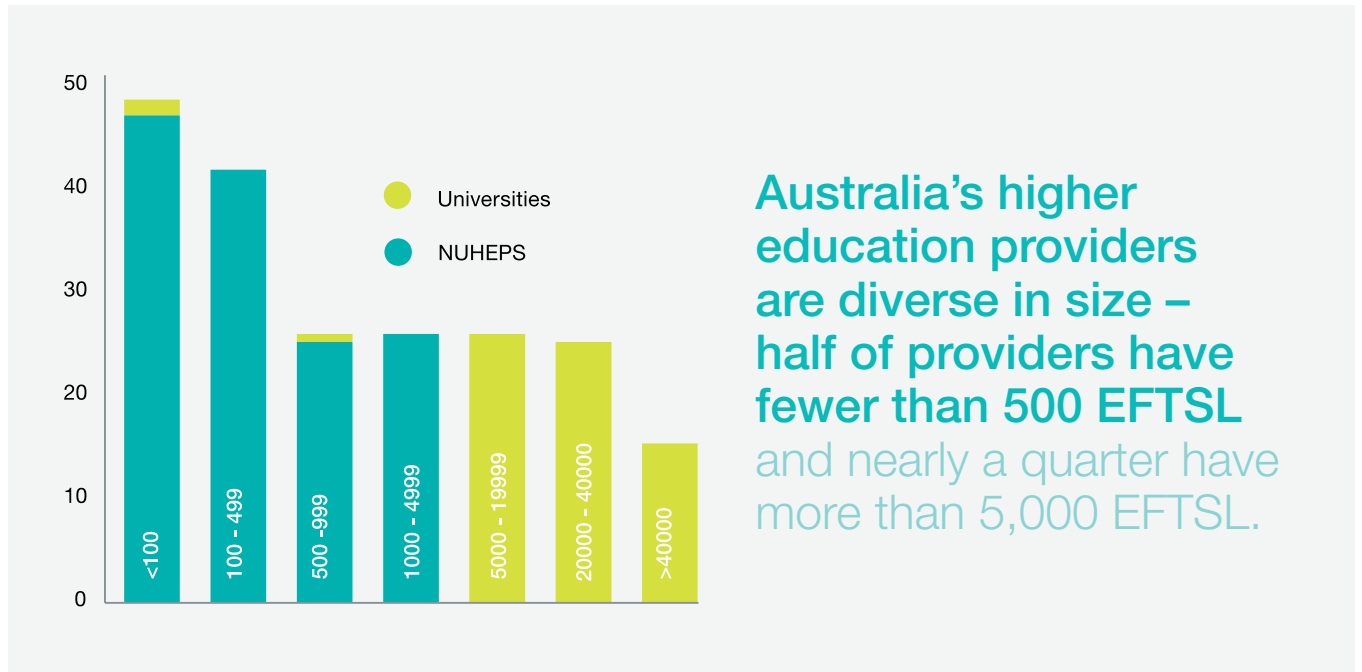


Table 3: Providers by Size of Student Load (EFTSL), 2013^{12,13}

Scale (EFTSL)	Universities	NUHEPs	Total	%
< 100	2	46	48	28%
100 - 499	0	39	39	23%
500 - 999	1	17	18	10%
1,000 - 4,999	0	18	18	10%
5,000 - 19,999	18	0	18	10%
20,000 - 40,000	17	0	17	10%
> 40,000	4	0	4	2%
Providers not required to report student data	1	10	11	6%
Total	43	130	173	100%

ELEVEN PROVIDERS WERE NOT REQUIRED TO SUBMIT STUDENT DATA TO THE TEQSA PIR DUE TO CONTEXT SUCH AS: THE PROVIDER WAS EITHER 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 2013 DATA (I.E. IN 2014).

¹² These figures relate to separately registered higher education providers. Figures are not aggregated where two or more registered providers are under one corporate structure.

¹³ A small number of providers were not required to submit student data to the TEQSA PIR due to context such as being recently registered as a higher education provider. See Explanatory Notes for more information on provider exclusions and inclusions.

Table 4: New Courses (TEQSA accredited) by BFoE, 2013^{14,15,16}

Broad Field of Education	New Course Accreditations/ New Providers	New Course Accreditations/ Existing Providers	Total	%
Natural and Physical Sciences	0	1	1	1%
Information Technology	0	5	5	3%
Engineering and Related Technologies	0	7	7	4%
Architecture and Building	0	2	2	1%
Agriculture, Environmental and Related Studies	0	0	0	0%
Health	1	15	16	10%
Education	1	5	6	4%
Management and Commerce	3	56	59	37%
Society and Culture	1	22	23	15%
Creative Arts	0	39	39	25%
Food, Hospitality and Personal Services	0	0	0	0%
Mixed Field Programs	0	0	0	0%
Total	6	152	158	100%

The largest number of new courses accredited by TEQSA in 2013 was in the field of ‘Management and Commerce’, followed by ‘Creative Arts’.

¹⁴ Data published in the previous Statistics Report referred to 29 January 2012 to 16 May 2014.

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

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

Table 5: New Courses (TEQSA accredited) by AQF Level, 2013^{17,18,19}

AQF	Course Level	New Course Accreditations/ New Providers	New Course Accreditations/ Existing Providers	Total	%
5	Diploma	0	26	26	16%
6	Advanced Diploma Associate Degree	3	30	33	21%
7	Bachelor Degree	2	52	54	34%
8	Bachelor Honours Graduate Certificate Graduate Diploma	1	25	26	16%
9	Masters by Coursework Masters by Research	0	19	19	12%
10	Doctorate by Coursework Doctorate by Research	0	0	0	0%
Total		6	152	158	100%

For existing providers, the largest number of new courses accredited in 2013 was at AQF Level 7 (Bachelor).

For newly registered providers, the largest number of new courses accredited in 2013 was at AQF Level 6 (Advanced Diploma/Associate Degree).

¹⁷ Data published in the previous Statistics Report referred to 29 January 2012 to 16 May 2014.

¹⁸ Data excludes accreditation decisions which were made to facilitate a legal entity change of an existing provider.

¹⁹ 'TEQSA accredited' refers to courses that TEQSA accredits as the provider does not hold the authority to self-accredit those courses.

STUDENTS^{20,21,22}

Figure 2: Students (headcount), 2013

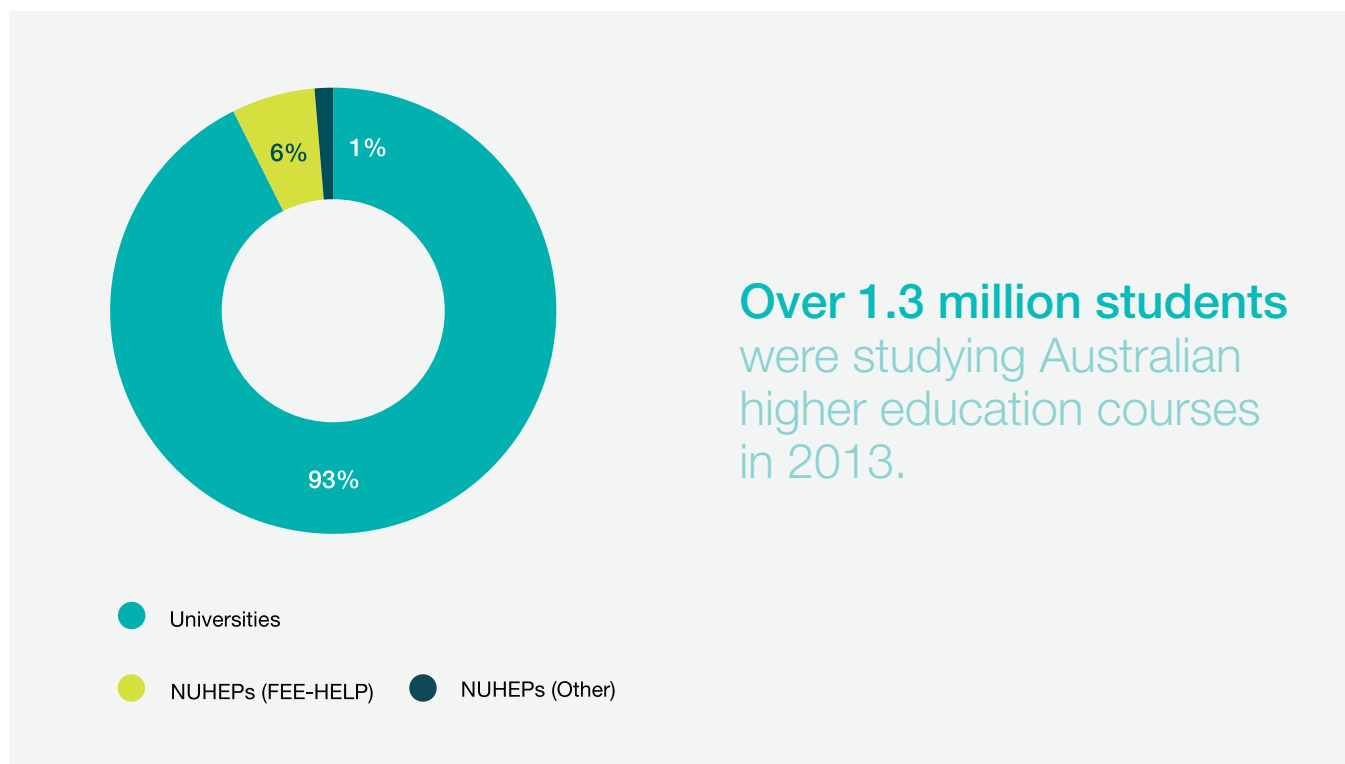


Table 6: Total Students by Provider Category, 2013

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Providers	42	26%	93	57%	27	17%	162	100%
Students								
EFTSL	887,471	94%	51,534	5%	7,423	1%	946,428	100%
Headcount	1,234,210	93%	80,601	6%	17,876	1%	1,332,687	100%

CARE SHOULD BE USED WHEN INTERPRETING CHANGES IN DATA BETWEEN YEARS AS SOME PROVIDERS GAINED HIGHER EDUCATION FEE-HELP STATUS DURING 2013 AND AS SUCH HAVE TRANSITIONED BETWEEN PROVIDER CATEGORIES.

²⁰ 2014 PIR; Higher Education Statistics Collection, Department of Education and Training. See Explanatory Notes for information on data sources.

²¹ A small number of providers were not required to submit student data to the TEQSA PIR due to context such as being recently registered as a higher education provider. See Explanatory Notes for more information on provider exclusions and inclusions.

²² See Explanatory Notes for information on provider categories used in this report.

Table 7: Onshore and Offshore Students (EFTSL), 2013^{23,24}

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Onshore	829,423	93%	49,806	97%	3,082	42%	882,311	93%
Offshore	58,048	7%	1,728	3%	4,341 ²⁵	58%	64,117	7%
Total	887,471	100%	51,534	100%	7,423	100%	946,428	100%

In 2013, 23% of all providers (39) delivered higher education offshore, the majority being universities (33).

Table 8: Domestic and Overseas Students, 2013^{26,27}

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
EFTSL								
Domestic	662,667	75%	30,970	60%	4,126	60%	697,763	74%
Overseas	224,804	25%	20,563	40%	2,697	40%	248,064	26%
Total	887,471	100%	51,534	100%	6,823	100%	945,827	100%
Headcount								
Domestic	934,665	76%	50,970	63%	11,124	71%	996,759	75%
Overseas	299,545	24%	29,631	37%	4,644	29%	333,820	25%
Total	1,234,210	100%	80,601	100%	15,768	100%	1,330,579	100%

In 2013, almost a third of students enrolled in non-university (other) providers were from overseas.

²³ Students coded in the 2014 PIR as studying units "Partially Offshore", have been included in the "Offshore" category.

²⁴ See Glossary for definitions of 'Onshore' and 'Offshore'.

²⁵ One provider accounts for the majority of these students.

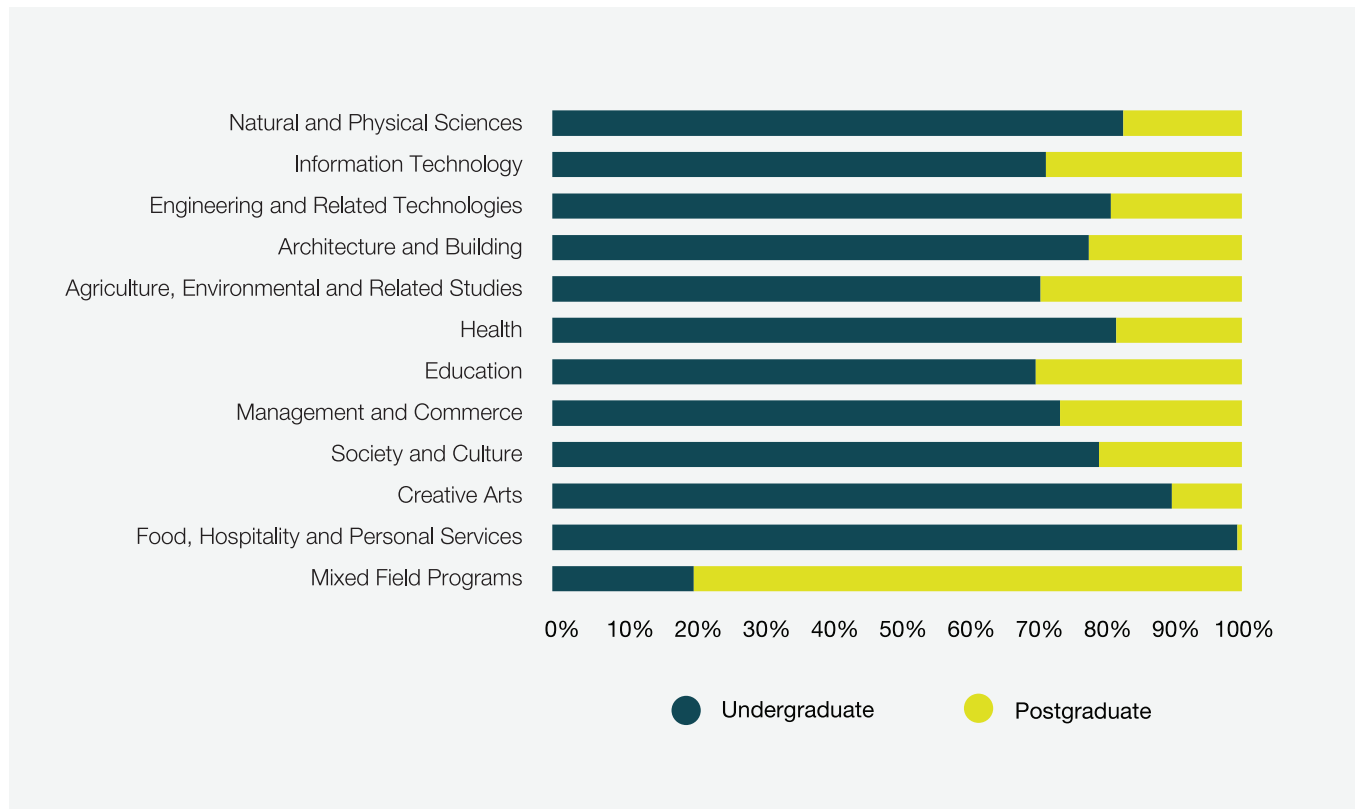
²⁶ See Glossary for definitions of 'Domestic' and 'Overseas'.

²⁷ Excludes providers with student citizenship classified as 'unknown' or 'unspecified'.

Table 9: Students (EFTSL) by Aggregated Course Level, 2013

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Undergraduate ²⁸	680,412	77%	42,353	82%	1,894	26%	724,659	77%
Postgraduate	187,886	21%	8,956	17%	5,465 ²⁹	74%	202,307	21%
Other ³⁰	19,173	2%	225	<1%	64	<1%	19,462	2%
Total	887,471	100%	51,534	100%	7,423	100%	946,428	100%

Figure 3: Students (EFTSL) by BFoE and Aggregated Course Level, 2013³¹



²⁸ Includes Bachelor Honours students.

²⁹ One provider accounts for the majority of these students.

³⁰ 'Other' refers to a higher education provider's non-award and enabling courses.

³¹ Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.

Table 10: Students (EFTSL) by AQF Level, 2013

AQF	Course Level	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
5	Diploma	4,870	<1%	12,792	25%	96	1%	17,759	2%
6	Advanced Diploma	2,345	<1%	633	1%	0	0%	2,978	<1%
	Associate Degree	5,850	<1%	1,190	2%	7	<1%	7,047	<1%
7	Bachelor Degree	649,640	73%	27,636	54%	1,791	24%	679,066	72%
	Bachelor's Honours	15,355	2%	77	<1%	0	0%	15,432	2%
8	Graduate Certificate	9,525	1%	245	<1%	384	5%	10,153	1%
	Graduate Diploma	19,948	2%	3,612	7%	4,146 ³²	56%	27,705	3%
9	Masters by Coursework	113,466	13%	4,912	10%	936	13%	119,314	13%
	Masters by Research	4,718	<1%	59	<1%	0	0%	4,776	<1%
10	Doctorate by Coursework	632	<1%	12	<1%	0	0%	643	<1%
	Doctorate by Research	39,210	4%	74	<1%	0	0%	39,284	4%
-	Other ³³	21,913	2%	292	<1%	64	<1%	22,269	2%
Total		887,471	100%	51,534	100%	7,423	100%	946,428	100%

56% of students from non-university (other) providers were studying a Graduate Diploma, with one provider accounting for the majority of these students. If this provider is excluded, the largest number of students in this provider category were studying a Bachelor degree (47%), followed by a Masters by Coursework (25%).

³² One provider accounts for the majority of these students.

³³ 'Other' refers to a higher education provider's non-award courses, enabling courses, other undergraduate award courses, undergraduate and postgraduate cross institution programs, and open learning undergraduate and postgraduate studies.

Table 11: Students (EFTSL) by BFoE, 2013³⁴

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Natural and Physical Sciences	77,006	9%	327	<1%	11	<1%	77,344	8%
Information Technology	33,059	4%	1,608	3%	1	<1%	34,668	4%
Engineering and Related Technologies	72,490	8%	1,548	3%	17	<1%	74,055	8%
Architecture and Building	22,267	3%	506	<1%	0	0%	22,773	2%
Agriculture, Environmental and Related Studies	13,079	1%	284	<1%	0	0%	13,363	1%
Health	145,175	16%	4,468	9%	433	6%	150,077	16%
Education	81,694	9%	1,774	3%	38	<1%	83,506	9%
Management and Commerce	202,107	23%	21,473	42%	6,768	91%	230,348	24%
Society and Culture	173,202	20%	9,026	18%	78	1%	182,306	19%
Creative Arts	54,775	6%	10,089	20%	11	<1%	64,875	7%
Food, Hospitality and Personal Services	0	<1%	209	<1%	0	0%	209	<1%
Mixed Field Programs	5,797	<1%	0	0%	10	<1%	5,806	1%
Non-Award Courses	6,821	<1%	221	<1%	56	<1%	7,098	1%
Total	887,471	100%	51,534	100%	7,423	100%	946,428	100%

The largest number of students were studying courses in the field of ‘Management and Commerce’. For students studying at non-university (FEE-HELP) providers, the second largest field of study in 2013 was for courses in ‘Creative Arts’, and for non-university (other) providers the second largest field of study was for courses in ‘Health’.

³⁴ Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.

Figure 4: Domestic and Overseas Students (EFTSL) by BFoE, 2013³⁵

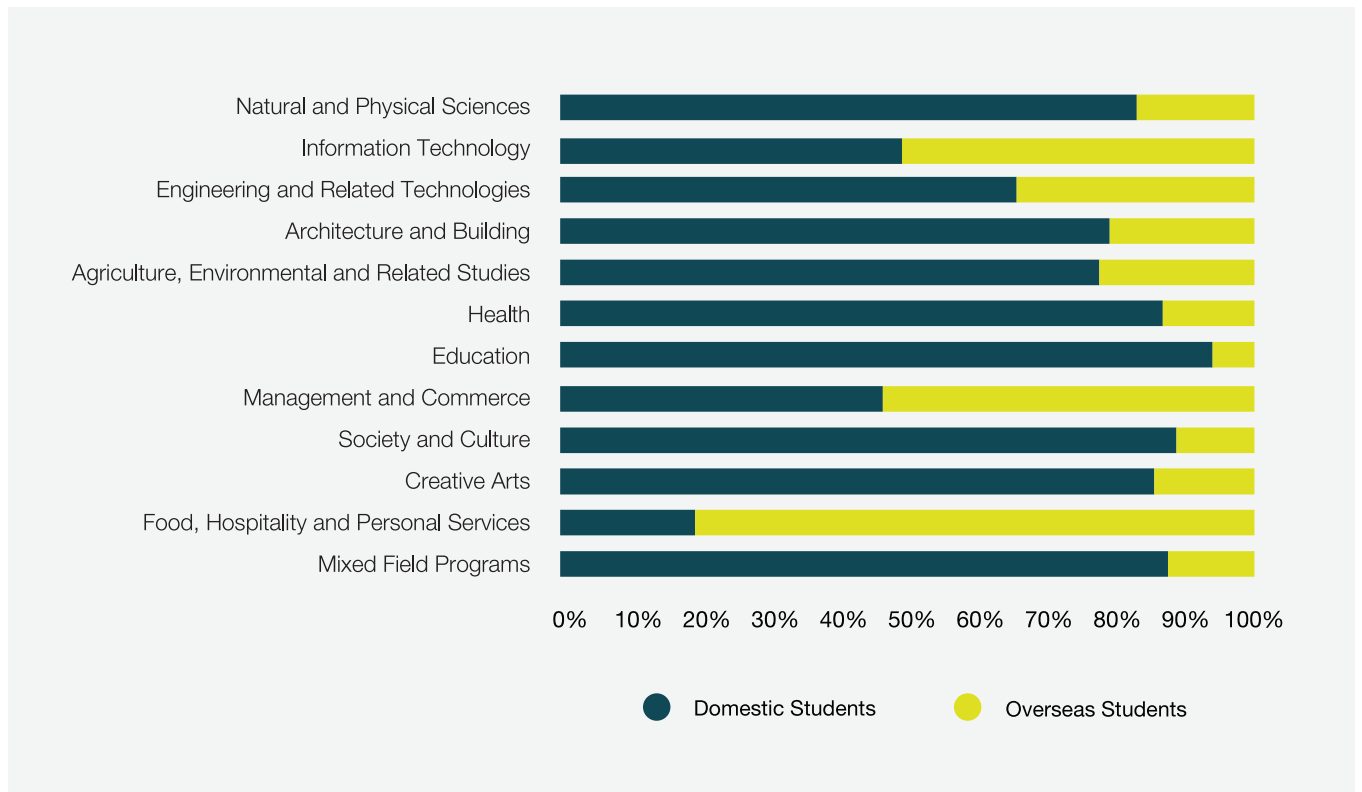


Table 12: Commencing and Completing Students, 2013

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Commencements								
EFTSL	350,196	91%	29,518	8%	2,691	<1%	382,406	100%
Headcount	493,441	91%	44,732	8%	6,450	1%	544,623	100%
Completions								
Headcount	291,486	92%	20,413	6%	5,039	2%	316,938	100%

³⁵ Data derived from the broad field of education of the course, rather than the broad field of education of the unit studied.

Table 13: Undergraduate Commencing Students (EFTSL) by Basis for Admission, 2013

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Higher Education Course	57,272	24%	4,528	19%	144	14%	61,944	23%
Secondary Education	114,132	47%	8,169	35%	852	85%	123,153	46%
VET award course	23,808	10%	1,924	8%	5	<1%	25,737	10%
Mature Age Entry	11,685	5%	1,306	6%	6	<1%	12,996	5%
Professional Qualification	969	<1%	57	<1%	0	0%	1,026	<1%
Other basis	34,530	14%	7,653	32%	2	<1%	42,185	16%
Total	242,396	100%	23,637	100%	1,008	100%	267,041	100%

Table 14: Students (EFTSL) by Mode of Attendance, 2013³⁶

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Internal	786,308	89%	43,231	84%	2,934	40%	832,473	88%
External	93,524	11%	6,584	13%	4,262	57%	104,370	11%
Flexible	7,639	<1%	1,718	3%	228	3%	9,585	1%
Total	887,471	100%	51,534	100%	7,424	100%	946,428	100%

57% of students studying at non-university (other) providers were studying externally (i.e. online or distance), with one provider accounting for a large majority of these students. If this provider is excluded, most students studying in this type of provider were studying internally (i.e. face-to-face).

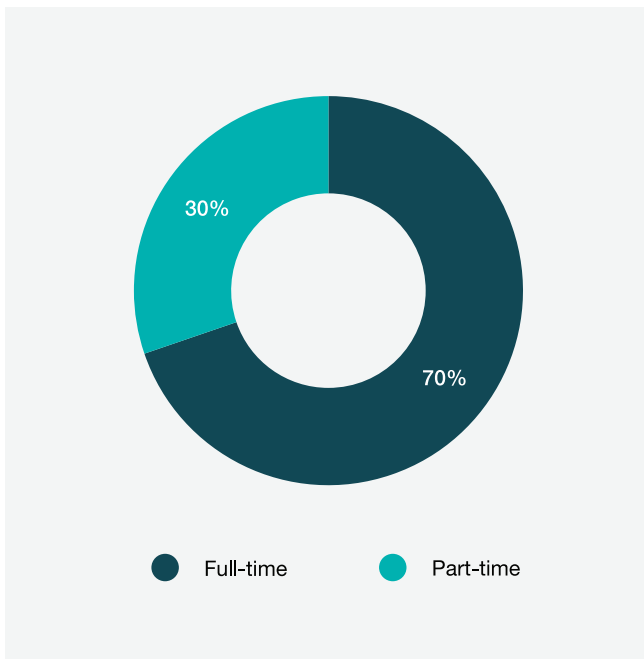
³⁶ See Glossary for definition of mode of attendance.

Table 15: Students (Headcount) by Type of Attendance, 2013³⁷

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Full-Time	873,714	71%	51,789	64%	4,034	23%	929,537	70%
Part-Time	360,496	29%	28,812	36%	13,858	77%	403,166	30%
Total	1,234,210	100%	80,601	100%	17,876	100%	1,332,687	100%

Most students studying at non-university (other) providers were studying part-time (77%), with one provider accounting for the majority of these students. If this provider is excluded, most students studying in this provider category were studying full-time.

Figure 5: Type of Attendance (EFTSL), 2013



³⁷ Totals may vary from the sum of components due to coding of additional student attributes (where the student may be counted more than once).

ACADEMIC STAFF (INCL. CASUALS)^{38,39,40,41}

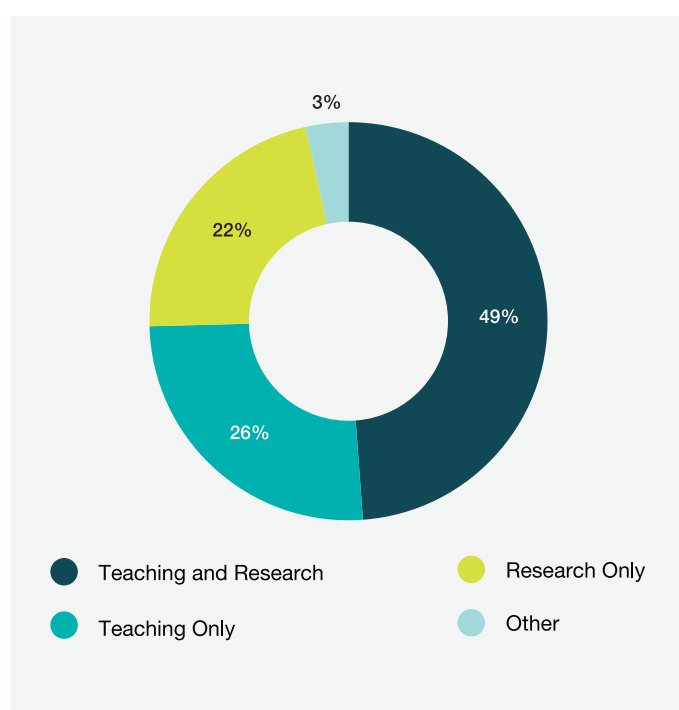
Table 16: Academic Staff (FTE) by Work Contract, 2013⁴²

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Full-Time	37,426	69%	962	39%	112	46%	38,500	67%
Fractional Full-Time	5,676	10%	295	12%	28	11%	6,000	11%
Casual	11,366	21%	1,202	49%	105	43%	12,673	22%
Total	54,468	100%	2,459	100%	246	100%	57,173	100%

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

	Universities	%	NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Teaching and Research	27,602	51%	274	11%	48	19%	27,924	49%
Teaching Only	12,547	23%	2,004	81%	174	71%	14,724	26%
Research Only	12,524	23%	17	<1%	0	0%	12,541	22%
Other	1,796	3%	164	7%	24	10%	1,983	3%
Total	54,468	100%	2,459	100%	246	100%	57,173	100%

Figure 6: Academic Staff (FTE) by Function, 2013



³⁸ 2013 PIR; Higher Education Statistics Collection, Department of Education and Training. See Explanatory Notes for information on data sources. See Glossary for definition of 'academic staff'.

³⁹ 163 providers reported 2013 academic staff data. See Explanatory Notes for information on provider exclusions and inclusions.

⁴⁰ 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.

⁴¹ See Explanatory Notes for information on provider categories used in this report.

⁴² There are some variations from the previous Statistics Report for reasons including subsequent corrections to data by providers.

FINANCIAL PROFILE^{43,44,45}

NOTE THAT FINANCE DATA ARE CATEGORISED DIFFERENTLY TO STUDENT AND STAFF DATA, REFLECTING DIFFERENT REPORTING REQUIREMENTS.

Figure 7: Revenue by Source (% share), Public Universities⁴⁶

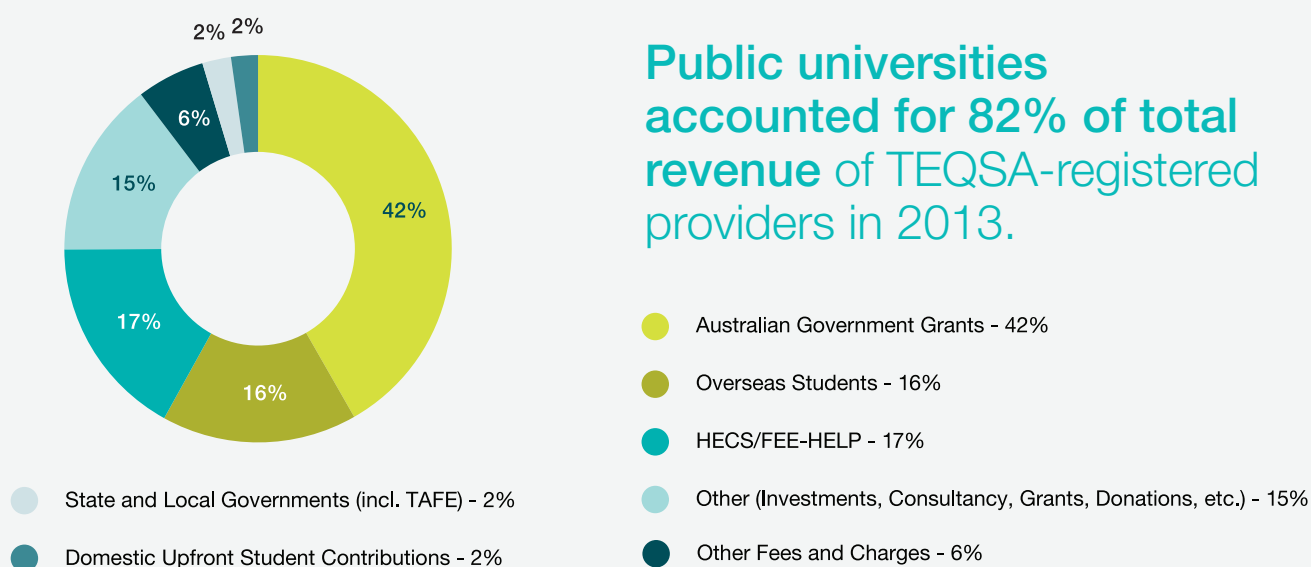
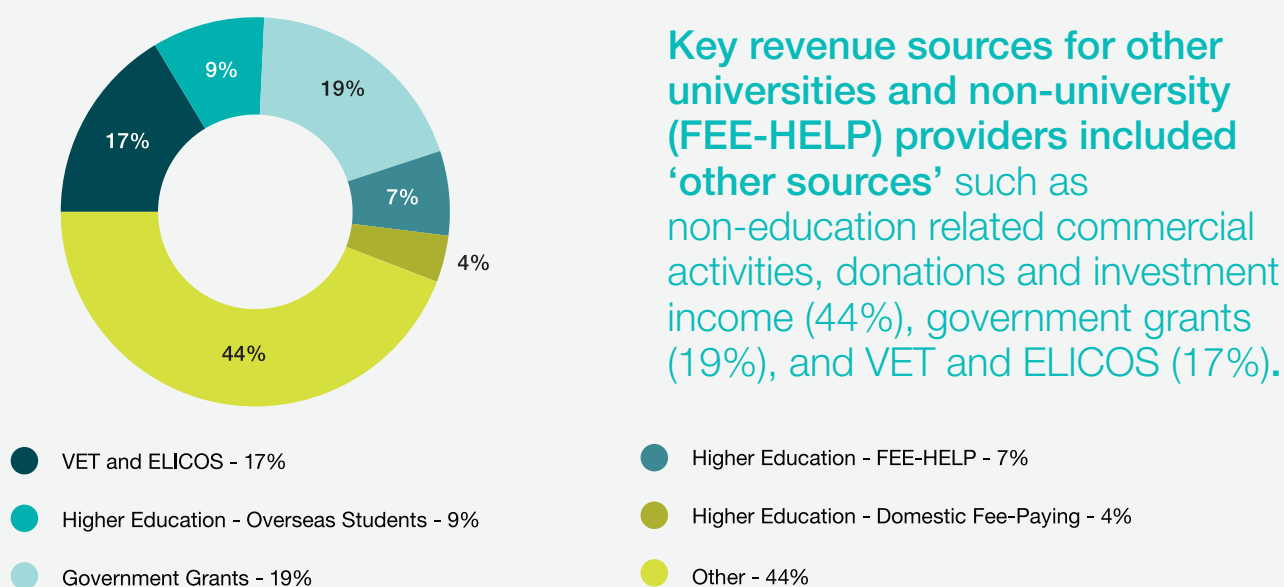


Figure 8: Revenue by Source (% share), Other Universities and NUHEPs (FEE-HELP)



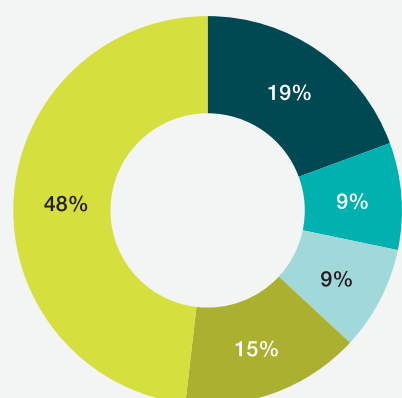
⁴³ 2014 PIR; Finance Publication 2013, Department of Education and Training.

⁴⁴ This section includes four providers that became registered as higher education providers in 2014, but provided financial data for the 2013-2014 financial year. As data relates to half of 2013 it has been included in this report. A total of 167 providers reported financial data.

⁴⁵ Compared to the previous Statistics Report, this Report now includes revenue from the Technical and Further Education Commission (TAFE NSW), which is categorised under 'Other Universities and NUHEPs (FEE-HELP)'.

⁴⁶ 'Public Universities', as used in this section of the report, refers to Table A providers (as per the HES Act, excluding Bachelor Institute of Indigenous Tertiary Education as it is not classified as a university under the Higher Education Standards Framework) and the University of Notre Dame Australia (Table B provider). See Explanatory Notes for information on provider categories used in this report.

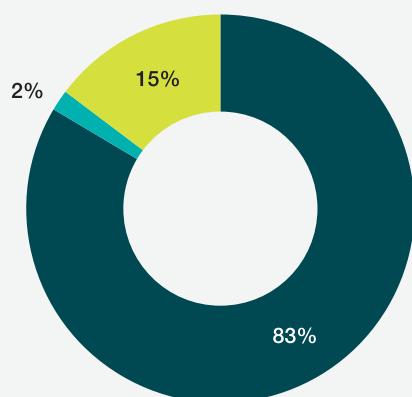
Figure 9: Revenue by Source (% share), NUHEPs (Other)



- VET and ELICOS - 19%
- Higher Education - Overseas Students - 9%
- Government Grants - 9%
- Higher Education - Domestic Fee-Paying - 15%
- Other - 48%

For other higher education providers, principal revenue sources included ‘other sources’ such as non-education related commercial activities, donations and investment income (48%), VET and ELICOS (19%) and domestic fee-paying students (15%)

Figure 10: Revenue by Activity, Public Universities⁴⁷

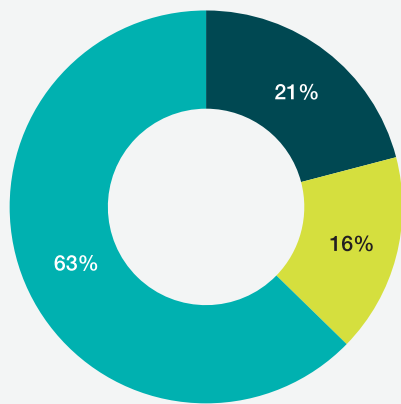


- Higher Education
- VET
- Other

Higher education activities continued to account for the majority of public university revenue in 2013 (83%). The principal sources for this revenue included Australian government grants (42%), HECS-HELP/FEE-HELP (17%), and overseas students (16%).

⁴⁷ ‘Public Universities’, as used in this section of the report, refers to Table A providers (as per the HES Act, excluding Bachelor Institute of Indigenous Tertiary Education as it is not classified as a university under the Higher Education Standards Framework) and the University of Notre Dame Australia (Table B provider). See Explanatory Notes for information on provider categories used in this report.

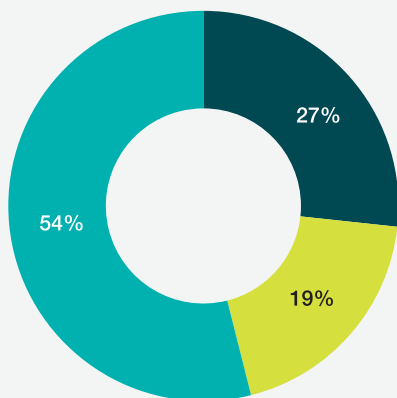
Figure 11: Revenue by Activity, Other Universities and NUHEPs (FEE-HELP)



‘Other activities’ accounted for 63% of revenue of other universities and non-university (FEE-HELP) providers. The balance of revenue was provided by higher education (21%) and VET (16%).

● Higher Education ● VET ● Other

Figure 12: Revenue by Activity, NUHEPs (Other)



Higher education accounted for 27% of revenue for non-university (other) providers, with the balance of revenue provided by VET (19%) and other activities (54%).

● Higher Education ● VET ● Other

‘OTHER ACTIVITIES’ INCLUDES NON-EDUCATION RELATED ACTIVITIES, FOR EXAMPLE DONATIONS AND INVESTMENT INCOME.

Table 18: Revenue by Source, Public Universities (\$million)⁴⁸

	Public Universities	%
Australian Government Grants	10,972	42%
Overseas Students	4,291	16%
HECS/FEE-HELP	4,443	17%
Other (Investments, Consultancy, Grants, Donations, etc.)	3,869	15%
Other Fees and Charges	1,497	6%
State and Local Governments (incl. TAFE)	630	2%
Domestic Upfront Student Contributions	590	2%
Total	26,291	100%

Table 19: Revenue by Source, Other Universities and NUHEPs (\$million)

	Other Universities and NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%
VET and ELICOS	914	17%	74	19%
Higher Education - Overseas Students	522	9%	34	9%
Government Grants	1072	19%	33	9%
Higher Education - FEE-HELP	392	7%	-	0%
Higher Education - Domestic Fee-Paying	217	4%	57	15%
Other	2464	44%	184	48%
Total	5,580	100%	382	100%

Table 20: Revenue by Activity (\$million)

	Public Universities	%	Other Universities and NUHEPs (FEE-HELP)	%	NUHEPs (Other)	%	Total	%
Higher Education	21,964	83%	1,168	21%	102	27%	23,234	72%
VET	458	2%	914	16%	74	19%	1,446	5%
Other	3,869	15%	3,499	63%	206	54%	7,574	23%
Total	26,291	100%	5,580	100%	382	100%	32,254	100%

⁴⁸ 'Public Universities', as used in this section of the report, refers to Table A providers (as per the HES Act, excluding Batchelor Institute of Indigenous Tertiary Education as it is not classified as a university under the Higher Education Standards Framework) and the University of Notre Dame Australia (Table B provider). See Explanatory Notes for information on provider categories used in this report.

EXPLANATORY NOTES

TEQSA works closely with the Department of Education and Training to access data for providers that already report data to existing collections in order to minimise reporting burden, and is supporting work led by the Department of Education and Training towards a single higher education collection. TEQSA has reduced its annual reporting requirements under the PIR since 2012 and is continuing to work with the Department of Education and Training and other stakeholders to further reduce burden, while maintaining its capacity to effectively assure standards under a risk-based approach. Pending developments to the main national collections, TEQSA intends to share further information in the future and will continue to enhance content that is released, particularly as more complete time-series information across providers becomes available through the PIR. It is also expected that the quality of data reported in the PIR will continue to improve as providers become more familiar with reporting data in line with the national collections. TEQSA is working with stakeholders to share 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/providers/provider-obligations/data-collection.

Legislation

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

Provider Exclusions and Inclusions

There are a small number of providers that were not required to submit student (11), academic staff (10) and/or finance data (6) 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 2013 data (i.e. in 2014).

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

Noting this report relates to providers registered in 2013 (excluding those that withdrew registration during the year), financial data includes four providers that were newly registered in 2014, but submitted financial data to the 2014 TEQSA PIR for the 2013-14 financial year. As data relates to half of 2013 it has been included in this report.

Provider Categories

Student and staff data are presented in the broad categories 'Universities', 'Non-University Higher Education Providers (FEE-HELP)' [NUHEPs (FEE-HELP)] and 'Non-University Higher Education Providers (Other)' [NUHEPs (Other)]. A matrix outlining provider categories and sources is provided under the 'Sources' section:

- ▶ 'Universities' refers to providers registered as a university on the National Register, and includes all public universities, private universities and overseas universities operating in Australia. These broadly align to categories Table A, B and C as listed under the HESA and used by the Department of Education and Training for different funding and reporting purposes, excluding Batchelor Institute of Indigenous Tertiary Education as it is not classified as a university under the *Higher Education Standards Framework, December 2011* (Threshold Standards).
- ▶ The 'NUHEP (FEE-HELP)' category aims to distinguish non-university providers with FEE-HELP status, while recognising that universities can also provide FEE-HELP assistance to their students. This category includes the Batchelor Institute of Indigenous Tertiary Education which has FEE-HELP status and is also a Table A provider under the HESA but is not classified as a university under the Threshold Standards.
- ▶ The 'NUHEP (Other)' category refers to higher education providers that are not universities and do not have FEE-HELP status.

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

- ▶ 'Public Universities' refers to Table A providers (as defined under the HESA), excluding Batchelor Institute of Indigenous Tertiary Education as it is not classified as a university under the Threshold Standards. It also includes the University of Notre Dame Australia (a Table B provider).

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

Rounding

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

Sources

This report has been prepared from the following sources:

- ▶ TEQSA's National Register;
- ▶ TEQSA's Provider Information Requests;
- ▶ The Department of Education and Training's Higher Education Statistics Collection (through the Higher Education Information Management System - HEIMS); and
- ▶ The Department of Education and Training's Finance Publication.

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

Student data:

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

Department of Education and Training, and from the TEQSA PIR for three providers that were approved for FEE-HELP status in 2013 but had not yet fully transitioned to reporting data to the Department of Education and Training.

- ▶ 'NUHEP (Other)' data are sourced from TEQSA under its annual PIR collection.

Staff data:

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

Finance data:

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

MATRIX OF CATEGORIES AND SOURCES

Student and Academic Staff data

	Universities	NUHEPs (FEE-HELP)	NUHEPs (Other)
	<p>All universities as defined by the <i>Higher Education Standards Framework, December 2011</i> (Threshold Standards).</p> <p>Broadly aligns to categories Table A, B, C as listed under the HESA, apart from Batchelor Institute of Indigenous Tertiary Education as it is not classified as a university under the <i>Threshold Standards</i>.</p>	<p>Higher education providers with Higher Education FEE-HELP status that are not classified as a university under the Higher Education Standards Framework.</p> <p>Includes Batchelor Institute of Indigenous Tertiary Education.</p>	<p>Registered higher education providers that are not a university and do not have Higher Education FEE-HELP status.</p>
Data source			
Provider Information	National Register	National Register	National Register
Student Data	HEIMS, Department of Education and Training	HEIMS, Department of Education and Training, and PIR, TEQSA for Higher Education FEE-HELP in transition providers.	PIR, TEQSA
Academic Staff Data	HEIMS, Department of Education and Training, apart from two providers (Table C providers), which are sourced from TEQSA's PIR.	PIR, TEQSA, apart from data for two providers (Avondale College and Batchelor Institute of Indigenous Tertiary Education), which are sourced from HEIMS, Department of Education and Training.	PIR, TEQSA

Finance data

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

Timelines

Information reported is the latest available nationally:

- ▶ Provider data relates to providers registered with TEQSA in 2013, excluding those that withdrew registration during the year.
- ▶ Student data relates to 2013.
- ▶ Academic Staff data relates to 2013 and 2014, noting that 2014 staff data does not yet have complete academic casual staff data, but reflects what is most recently available. It is intended that complete 2014 casual staff data will be released once available.
- ▶ Finance data for 'Public Universities' relates to the 2013 calendar year (noting these providers have a 31 December financial year end date). For all other providers financial information relates to the provider's most recently completed financial year (no later than 30 June 2014).

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; or
- ▶ students that may be counted in multiple Broad Fields of Education.

GLOSSARY

The data definitions and scope for student, staff and finance data used in TEQSA's PIR have been guided by the data definitions, structures and scope established by the Department of Education 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 HEIMS HELP website:

<http://heimshelp.education.gov.au/sites/heimshelp/Resources/Glossary>.

The PIR definitions and elements can be found at:

<http://www.teqsa.gov.au/sites/default/files/Reference%20document%20Final%20V1.1.pdf>.

Academic Staff

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

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

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

Australian Qualification Framework (AQF)

The AQF is the national policy for regulated qualifications in Australian education and training. Course levels in this report are defined according to the AQF. More information on the AQF can be found here:

<http://www.aqf.edu.au/>.

Broad Field of Education (BFoE)

Fields of Education in this report are based on the Australian Bureau of Statistics Australian Standard Classification of Education (ASCED), 2011. It is a classification of courses, specialisations and units of study with the same or similar vocational emphasis or principal subject matter of the course, specialisation and unit of study. More information can be found here:

<http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1272.02001>

Domestic Student

A student who is one of the following:

- ▶ an Australian citizen (including Australian citizens with dual citizenship);
- ▶ a New Zealand citizen or a diplomatic or consular representative of New Zealand, a member of the staff of such a representative or the spouse or dependent relative of such a representative, excluding those with Australian citizenship (Note: includes any such persons who have Permanent Resident status);
- ▶ a permanent humanitarian visa holder; or
- ▶ a holder of a permanent visa other than a permanent humanitarian visa.

Equivalent Full-Time Student Load (EFTSL)

EFTSL is a measure of the study load for a year of a student undertaking a course of study on a full-time basis. Total EFTSL for a 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 that is over a full-time load. In these cases, the EFTSL may be above 1.0.

FEE-HELP

FEE-HELP is an Australian Government loan program to help eligible fee-paying students to pay their tuition fees. For more information please see:

<http://studyassist.gov.au/sites/studyassist/help-payingmyfees/fee-help/pages/fee-help->

Full-Time Equivalence (FTE)

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

For further information see:

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

Mode of Attendance

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

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

Onshore Student EFTSL

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

Offshore Student EFTSL

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

Overseas Student

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

Self-Accrediting Authority

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

ENDNOTES

- ¹ TEQSA National Register; 2014 PIR; Finance Publication 2013, Higher Education Statistics Collection, Department of Education and Training.
- ² A small number of providers were not required to submit student, academic staff and/or finance data to the TEQSA PIR due to context, such as being a recently registered higher education provider, in the process of merging with another entity, in the final stages of teaching out courses (and withdrawing registration), or had its registration cancelled by TEQSA at the time of collecting 2013 data (i.e. in 2014). See Explanatory Notes for information on provider exclusions and inclusions.
- ³ Providers registered with TEQSA in 2013, excluding those that withdrew registration during 2013. There are slight variations from the previous Statistics Report for reasons including two providers that merged during 2013.
- 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 Higher Education = \$23.2 billion, VET = \$1.5 billion, Other = \$7.6 billion. Reference year is 2013 calendar year for public universities, and most recently completed financial year up to June 2014 for all other higher education providers.
- 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.

