

Program Dashboard

COMMERCIAL IN CONFIDENCE

This data is the latest available from 27 Nov 2023



University of
South Australia

Program Code: ICBR - Graduate Certificate in Breast Imaging

Field of Education (Narrow Level Description): Radiography

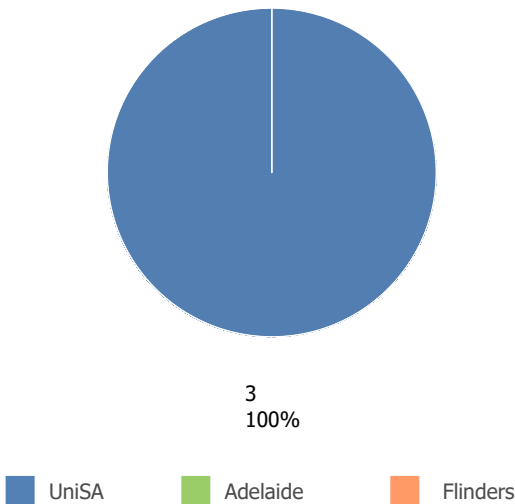
ICBR - Graduate Certificate in Breast Imaging Executive Summary

Data in the Executive Summary is updated daily unless otherwise stated. All measures are based upon annual figures unless otherwise stated



SA SATAC first preference market share 2024

Based upon similar programs see appendix 1 for full list of SATAC programs



South Australian institutions' share of national CGS EFTSL

SA market share under six percent represents opportunity to grow in this program. See appendix 2 for the list of national programs used. Data is updated annually

Not applicable

South Australia National

South Australian institutions' share of national FPOS EFTSL

Not applicable

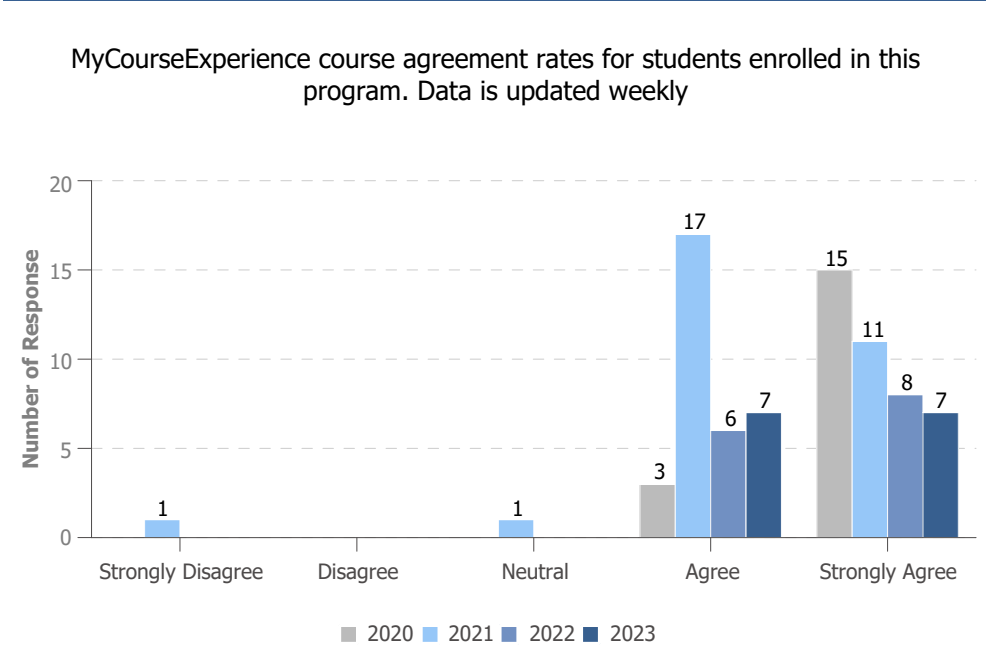
South Australia National

UniSA market share of South Australian FPOS EFTSL

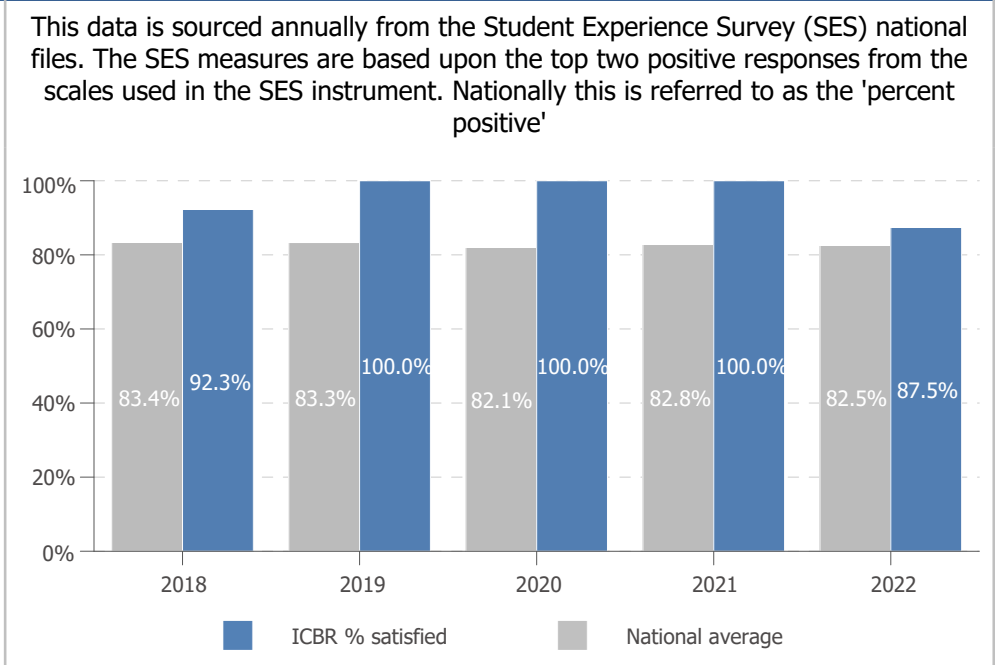
Not applicable

UniSA Adelaide Flinders

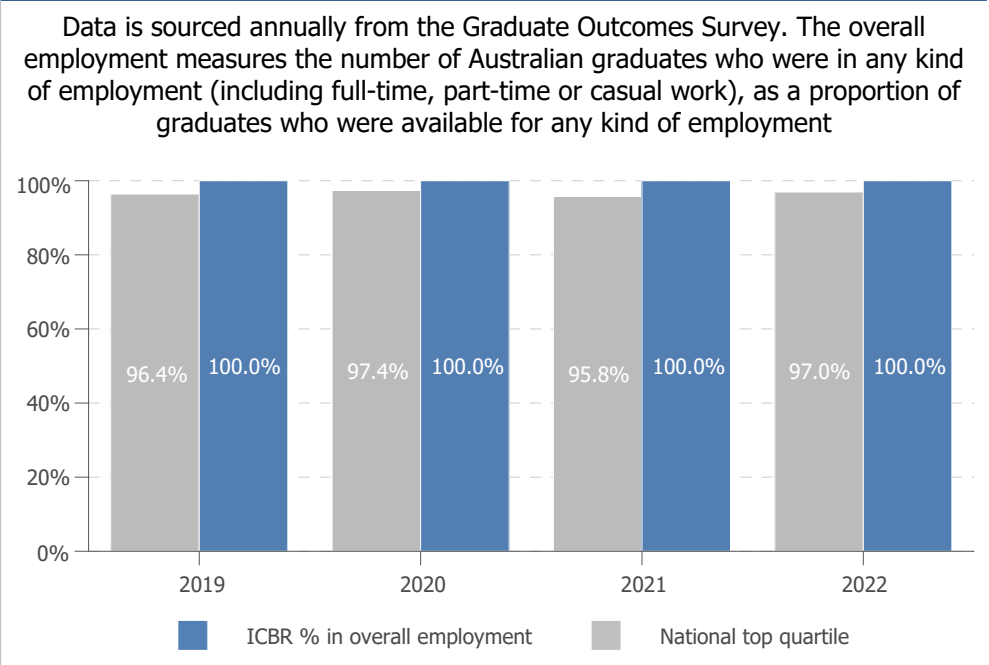
Student satisfaction (course agreement)



Teaching quality



Australian overall employment outcomes



Program lifecycle, accreditation and recognition

Type	Action
Program lifecycle	Future amendment
PCMS introduction year	2011
First admission year	2011
Last admission year	9999
Approval status	Promotion Approved

Program accreditation and recognition

Internal Accreditation End Date: 30 Oct 2028			
Organisation	Type	Start Date	End Date
Australian Sonographer Accreditation Registry	Professional Accreditation	7 Nov 2017	13 Aug 2024

UniSA Online recruitment

Not applicable. To view UniSA Online programs, go back to the prompt page and select the UO program

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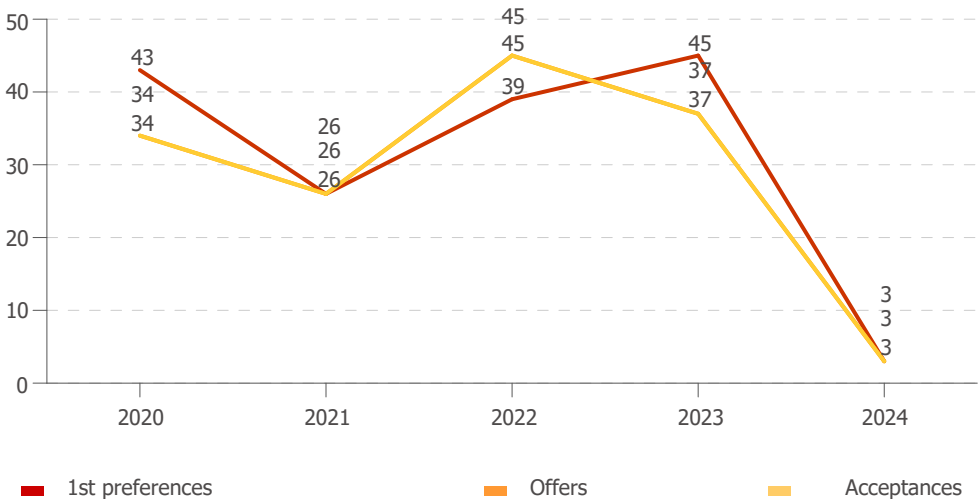
Program Code: ICBR - Graduate Certificate in Breast Imaging

Field of Education (Narrow Level Description): Radiography

ICBR - Graduate Certificate in Breast Imaging SATAC recruitment

This data is sourced from the South Australian Tertiary Admission Centre (SATAC) data warehouse and is updated daily. Data is for is for **domestic applicant types only** unless otherwise stated

Full year ICBR 1st preferences, offers and acceptances



	2020	2021	2022	2023	2024
All preferences	52	35	51	51	7
1st preferences	43	26	39	45	3
Offers	34	26	45	37	3
Acceptances	34	26	45	37	3

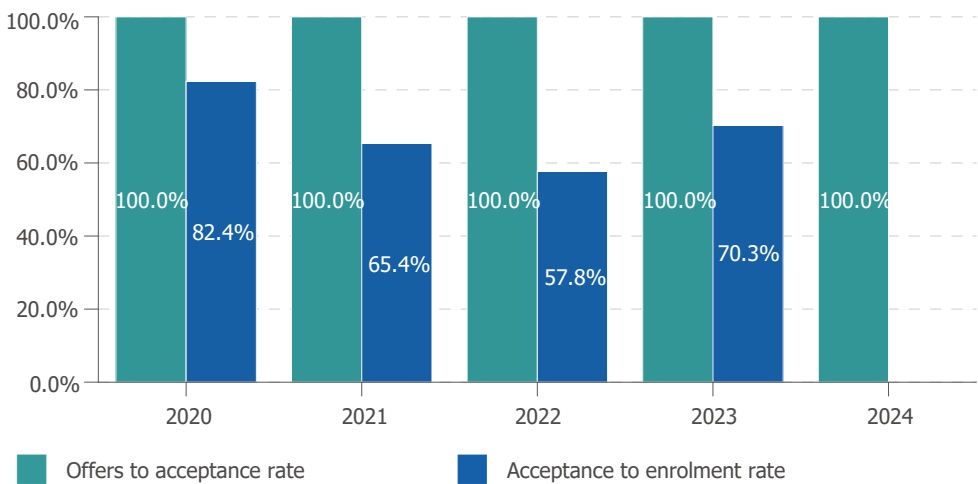
Mid year ICBR 1st preferences, offers and acceptances

Not applicable

1st preferences Offers Acceptances

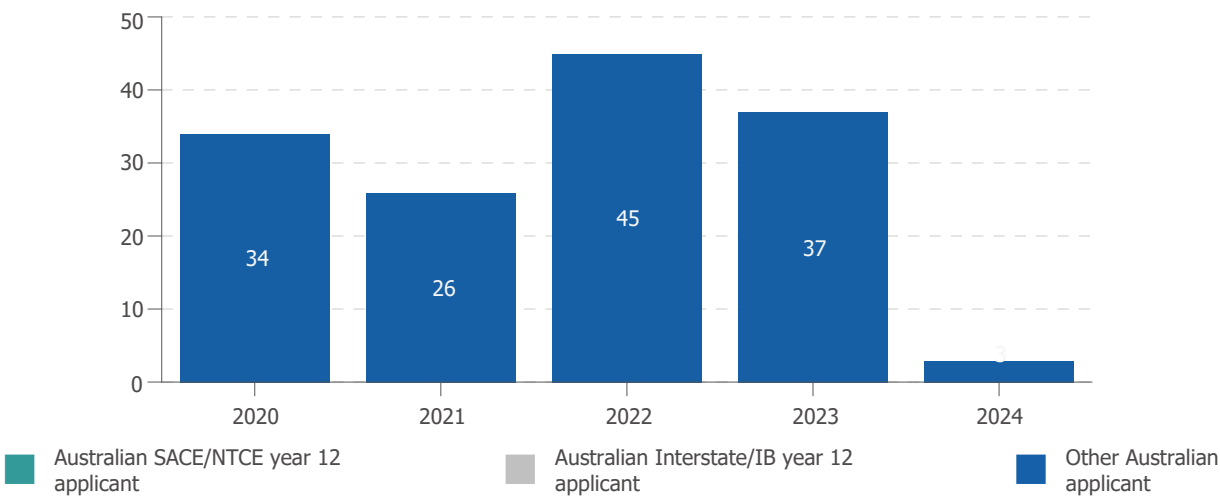
All preferences
1st preferences
Offers
Acceptances

ICBR conversion rates



	2020	2021	2022	2023	2024
Offer to acceptance rate	100.0%	100.0%	100.0%	100.0%	100.0%
Acceptances to enrolment rate	82.4%	65.4%	57.8%	70.3%	

ICBR acceptances by applicant type



	2020	2021	2022	2023	2024
Other Australian applicant	34	26	45	37	3

ICBR top feeder high schools by 1st preference and offers (3 Years)

ICBR ATAR cut off-trends

Not applicable

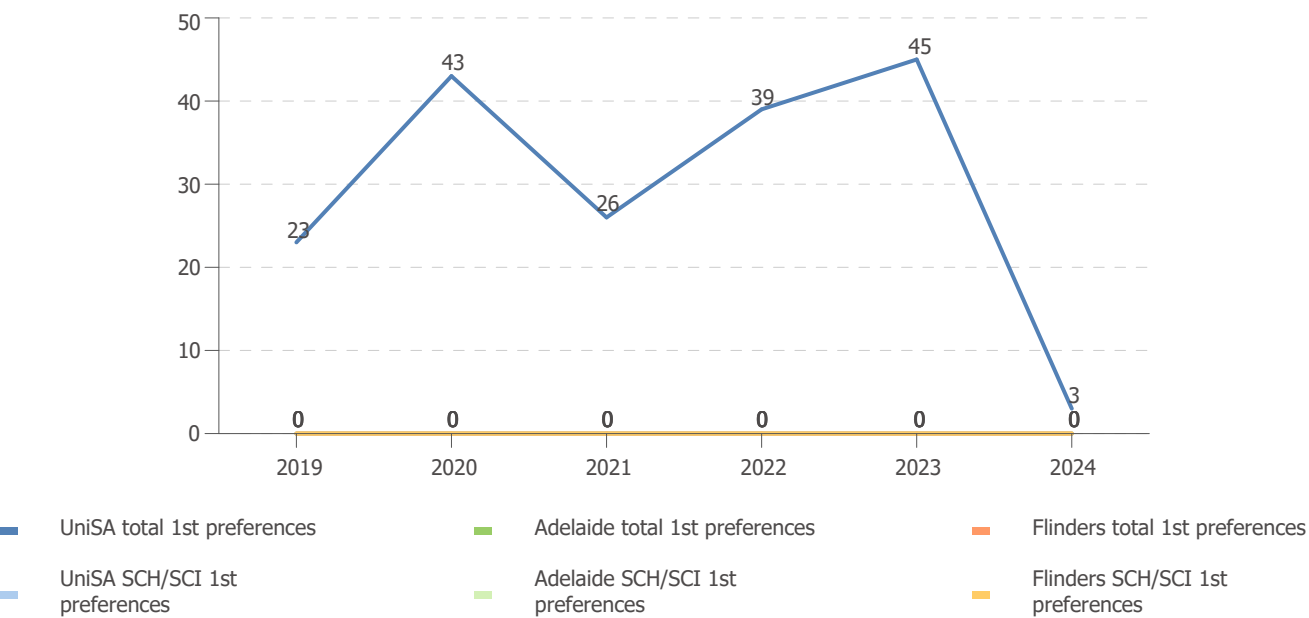
ATAR cut-offs are obtained once a year from SATAC after the main application round. Note that SATAC program plans with no ATAR cut-offs have been excluded

2020	2021	2022	2023	2024
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SATAC competitor programs for ICBR - Graduate Certificate in Breast Imaging

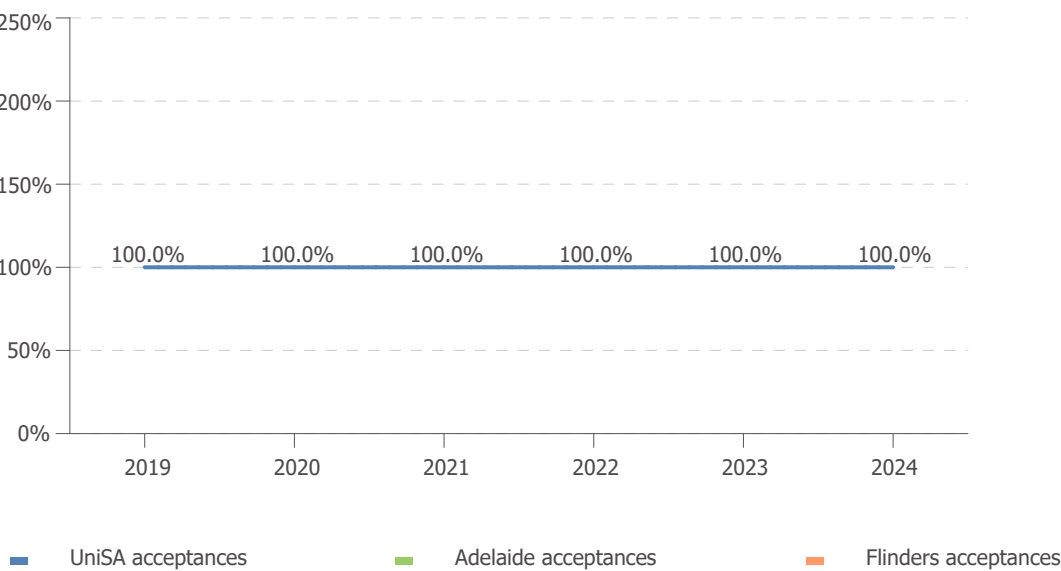
The graphs and tables below show ICBR - Graduate Certificate in Breast Imaging benchmarked against Adelaide and Flinders competitor programs. Data is for is for **all applicant types** unless otherwise stated. A list of competitor programs is available in appendix 1

Competitor 1st preferences by applicant type



Total 1st preferences	2019	2020	2021	2022	2023	2024
UniSA	23	43	26	39	45	3

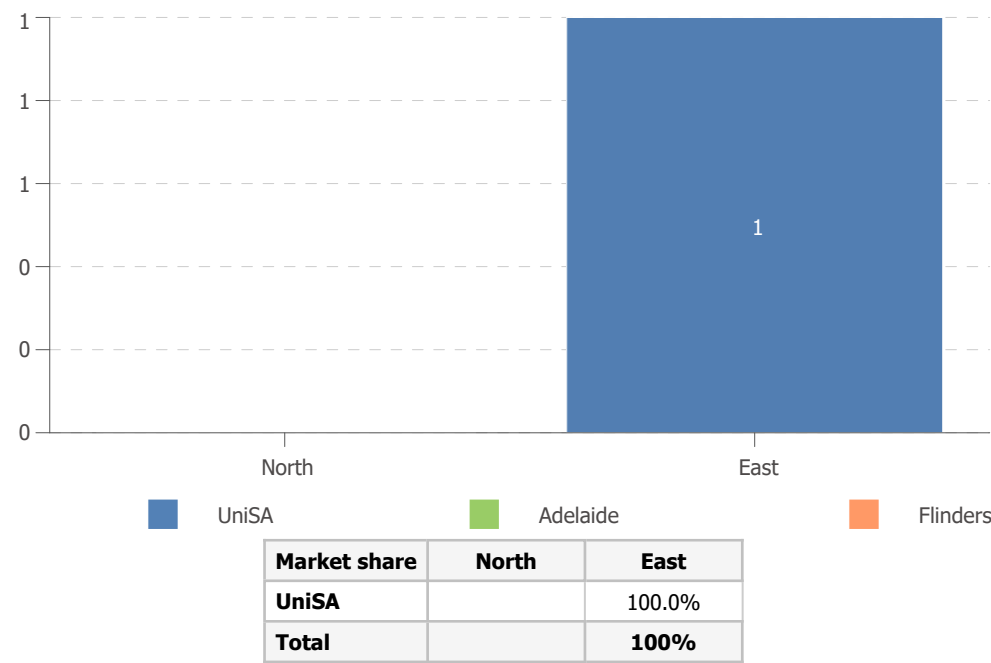
Competitor market share and volume of acceptances



Total acceptances	2019	2020	2021	2022	2023	2024
UniSA	15	34	26	45	37	3

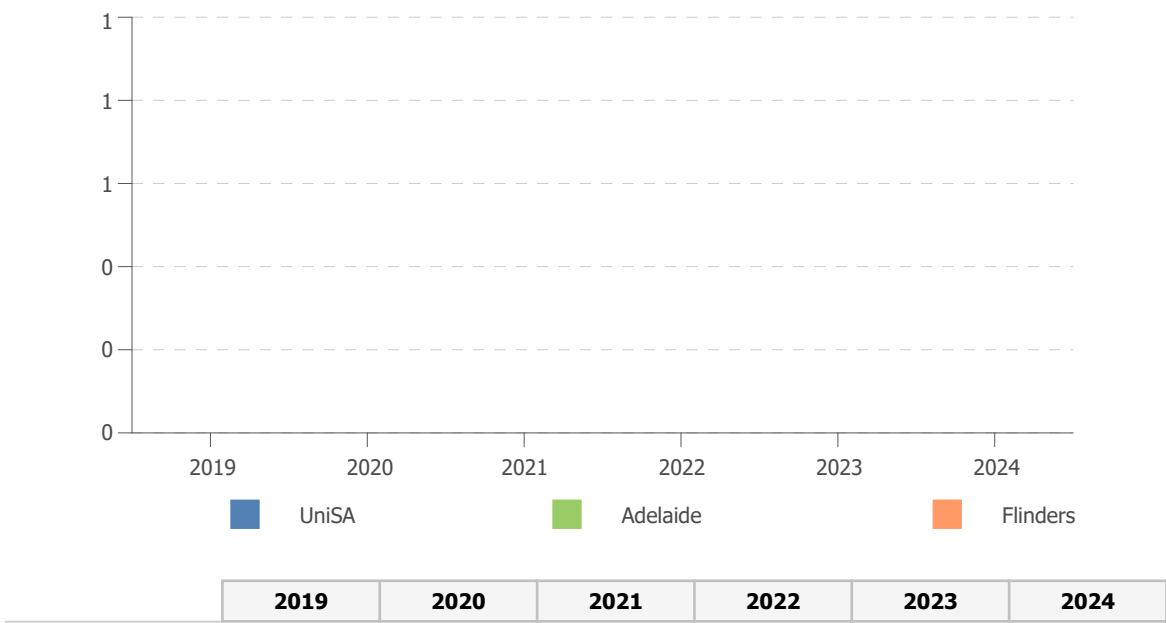
2024 competitor 1st preferences by SA region

Only applicants with a South Australian home postcode



Average ATAR cut-off

Where multiple SATAC codes exist the ATAR's for the program have been averaged



SATAC competitor programs

The table below shows all applicants that selected ICBR - Graduate Certificate in Breast Imaging either as their 1st or 2nd preference and the competitor programs that they also preferred.

Not applicable

Same day last year 1st preferences and year to date offers

This data has been provided via the SATAC EDW for planning purposes. It is for internal use only

Institution, SATAC code and program		First Preference				All Offers	
		Year to date 2023 1st preferences	Same day 2022 1st preferences	Difference	Total 1st preferences for 2022	Year to date 2023 offers	Total offers for 2022
UniSA	4GC039 - GC BREAST IMAGING	3	18	-15	45	3	37

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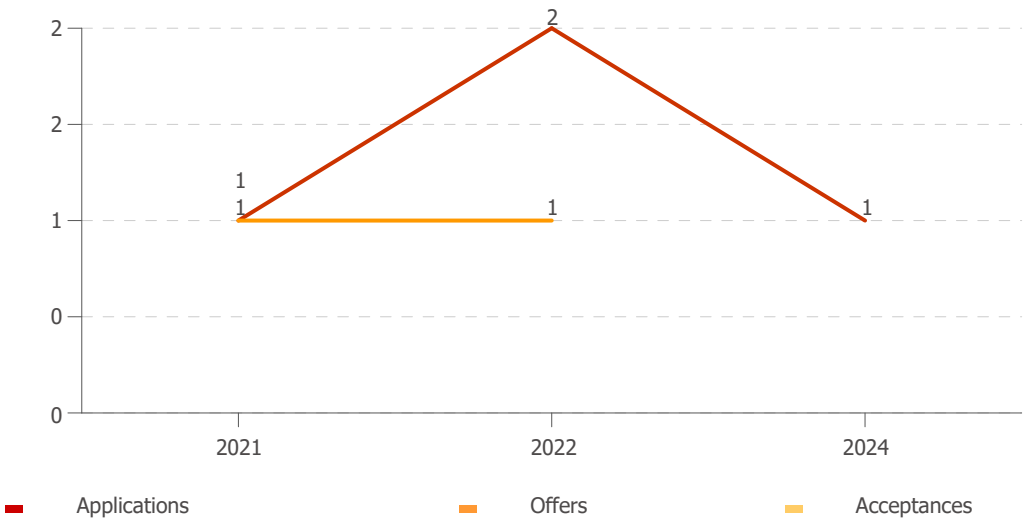
Program Code: ICBR - Graduate Certificate in Breast Imaging

Field of Education (Narrow Level Description): Radiography

ICBR - Graduate Certificate in Breast Imaging international recruitment

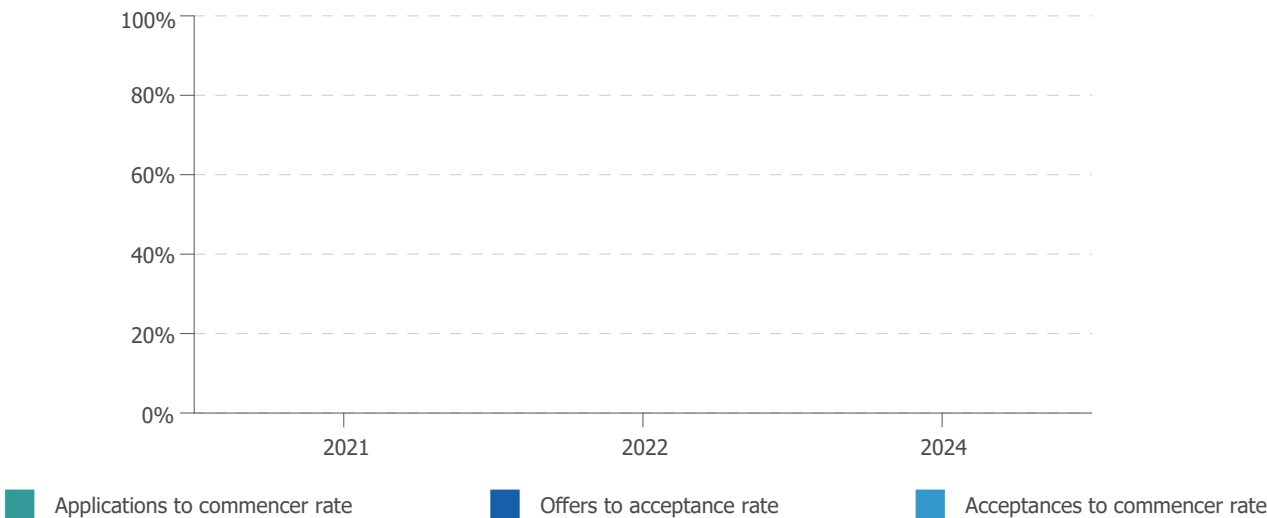
This data is sourced from Study Link and is updated daily unless otherwise stated. UniSA International uses the term commencer to denote a student has accepted and is transitioning into their onshore enrolment

ICBR applications, offers and acceptances



	2021	2022	2024
Applications	1	2	1
Offers	1	1	
Acceptances			
Commencers			

ICBR conversion rates



	2021	2022	2024
Application to Commencers			
Offers to Acceptance			
Acceptance to Commencer			

ICBR top overseas agents (last three years) for commencers

Note that agent information is commercial in confidence and is for internal use only

Not applicable

ICBR commencers with IELTS or other English test

Null values are not shown (ie they have been excluded)

Not applicable

All Commecers IELTS Other English Tests

No Data Available

ICBR top home residence countries for commencers

Based upon countries used in Department of Education reporting

Not applicable

Not applicable

ICBR number of scholarships awarded and commencing student grade point average

Only International Merit and VC International Excellence scholarships are shown

Not applicable

International Scholarship International Scholarship GPA VC Scholarship VC Scholarship GPA

No Data Available

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University of South Australia

Program Code: ICBR - Graduate Certificate in Breast Imaging

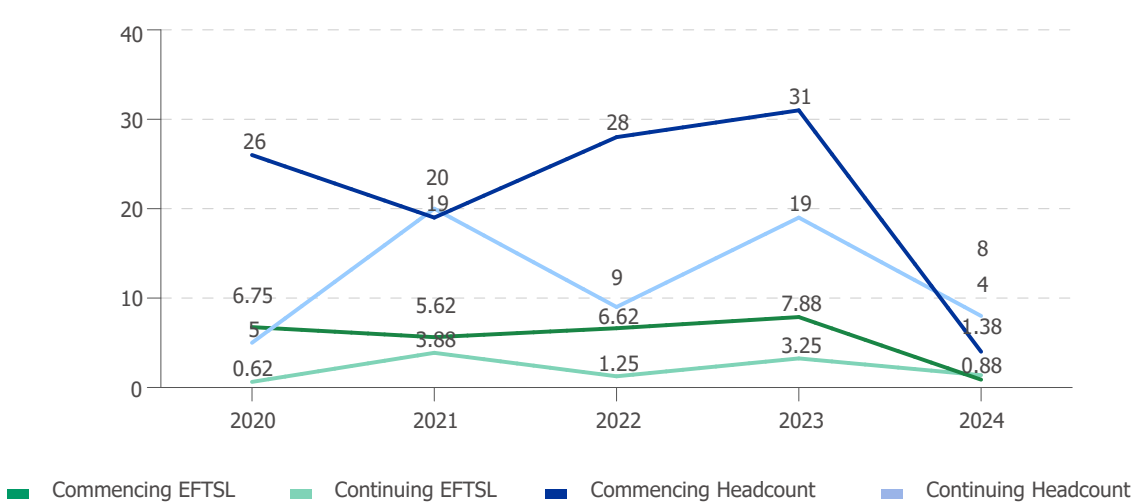
Field of Education: Radiography

ICBR - Graduate Certificate in Breast Imaging Enrolments

This data is sourced from UniSA’s Enterprise Data Warehouse (EDW) and is updated daily unless otherwise stated

ICBR - Graduate Certificate in Breast Imaging headcount and equivalent full-time student load (EFTSL)

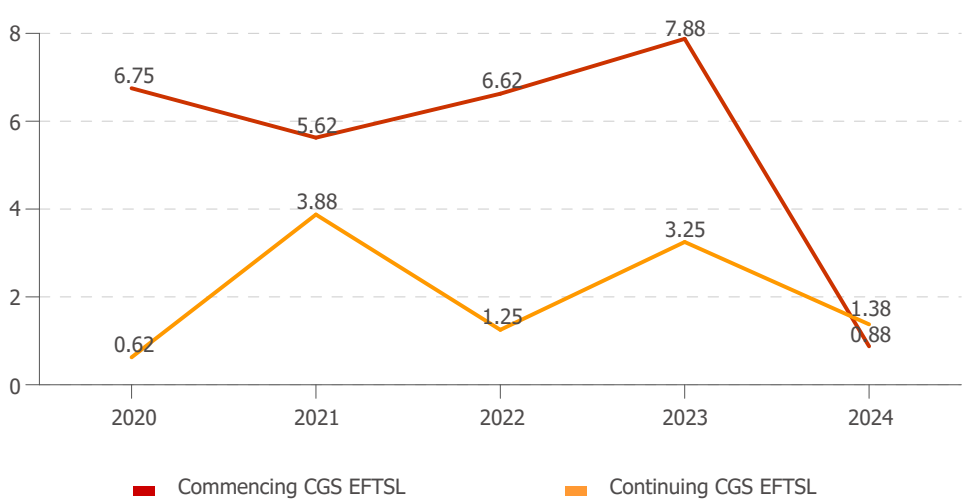
Commencing and continuing as defined by Department of Education reporting



		2020	2021	2022	2023	2024
EFTSL	Commencing	6.75	5.62	6.62	7.88	0.88
	Continuing	0.62	3.88	1.25	3.25	1.38
	Total EFTSL	7.38	9.50	7.88	11.12	2.25
Student headcount	Commencing	26	19	28	31	4
	Continuing	5	20	9	19	8
	Total headcount	31	39	37	50	12

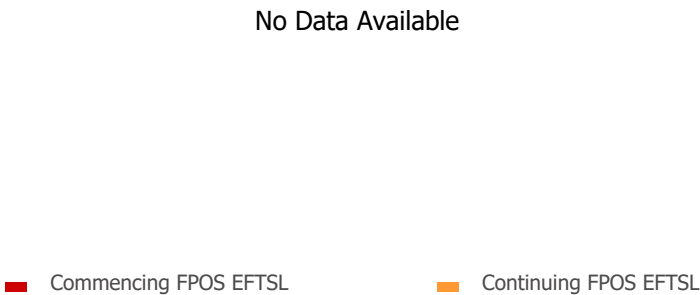
ICBR - Graduate Certificate in Breast Imaging EFTSL by funding type

Commonwealth Grant Scheme (CGS)



	2020	2021	2022	2023	2024
Commencing	6.75	5.62	6.62	7.88	0.88
Continuing	0.62	3.88	1.25	3.25	1.38
Total CGS EFTSL	7.38	9.50	7.88	11.12	2.25

Fee Paying Overseas Student (FPOS)

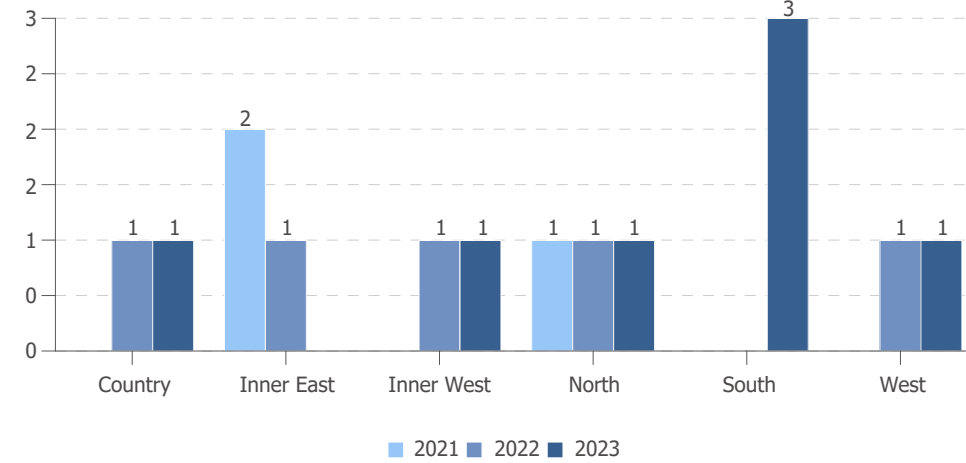


No Data Available

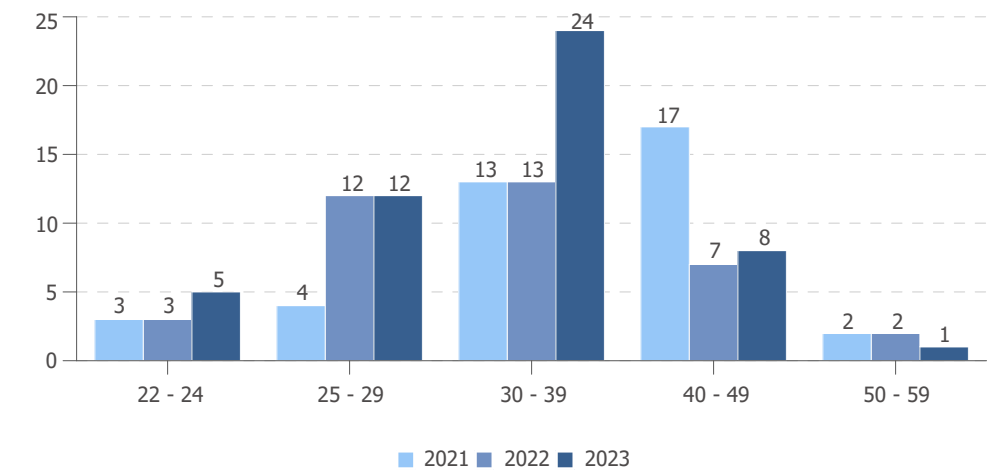
ICBR - Graduate Certificate in Breast Imaging student home address and age profile (headcount)

SA locations

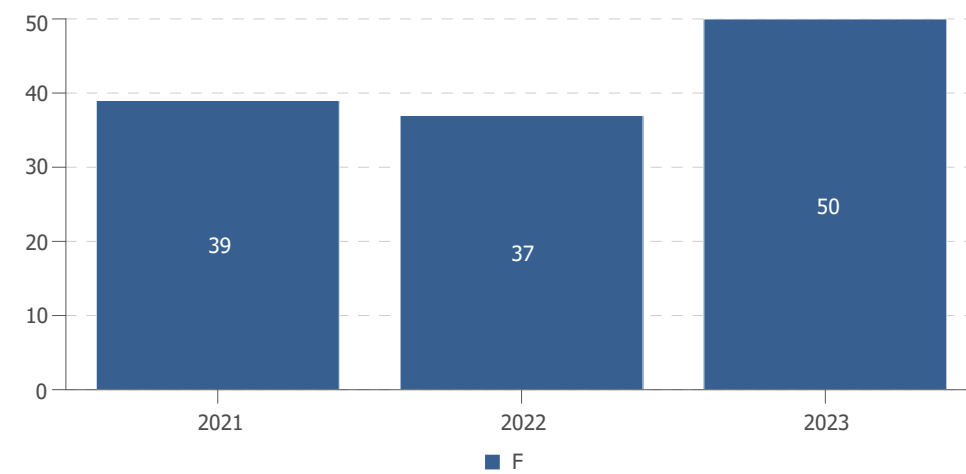
Only students with a South Australian home postcode



Age profile

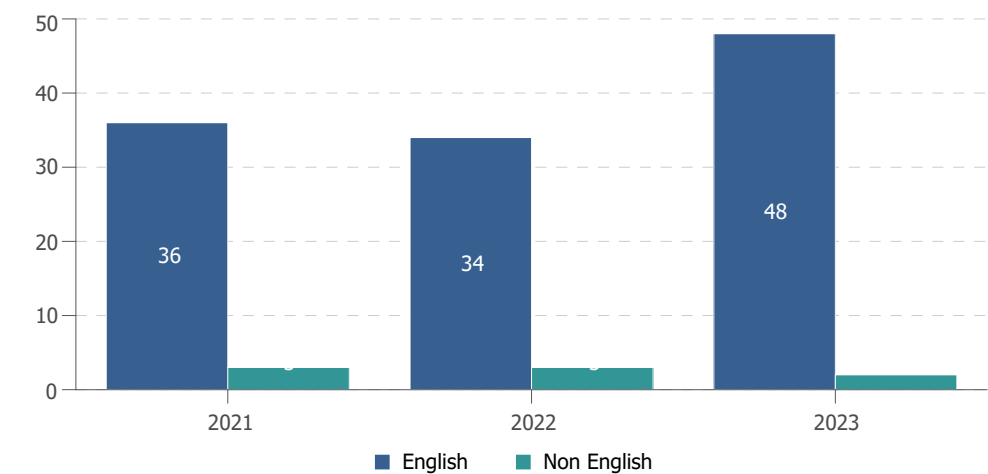


Gender



Home Language

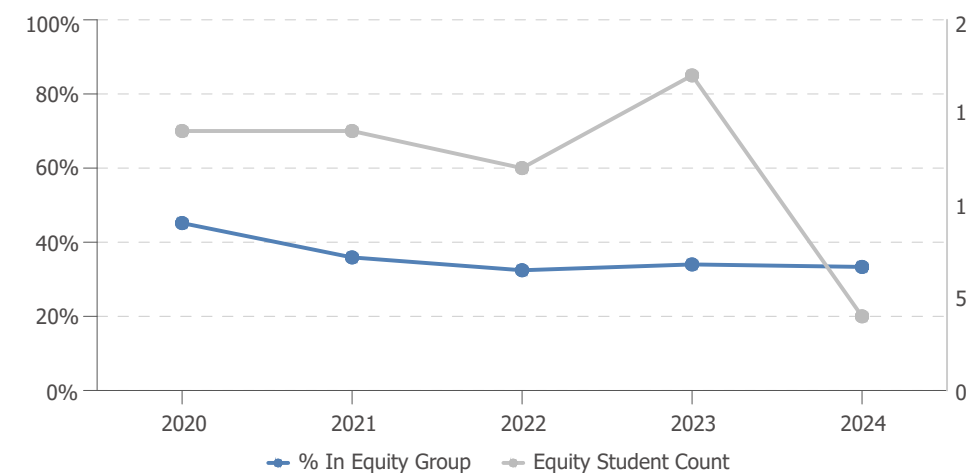
As per Department of Education reporting of language spoken at home



ICBR - Graduate Certificate in Breast Imaging equity (headcount)

The number of domestic students that are in one or more of five equity groups: Disability, Aboriginal, Non English Speaking Background (NESB), Low SES, Regional/Remote.

In an equity group



	2020	2021	2022	2023	2024
Equity Student Count	14	14	12	17	4
% In Equity Group	45.2%	35.9%	32.4%	34.0%	33.3%

Students in an equity group as a proportion of all domestic students

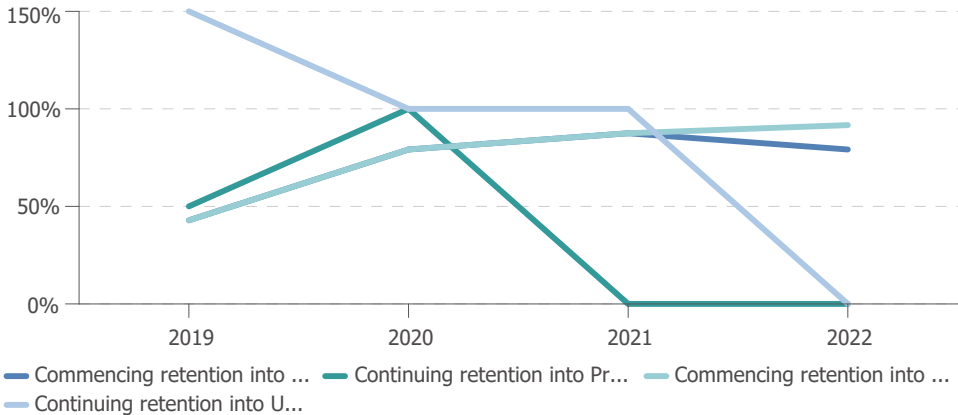
% In Equity Group	2020	2021	2022	2023	2024
Disability	9.7%	7.7%	8.1%	8.0%	8.3%
Low SES	12.9%	15.4%	5.4%	14.0%	
NESB	6.5%		2.7%		
Regional Remote	25.8%	25.6%	24.3%	24.0%	25.0%

ICBR - Graduate Certificate in Breast Imaging Retention

Retention rate measures the percentage of students enrolled in one year who are enrolled in the subsequent year. Students completing a program are not included in the calculation. The program retention rate is calculated as the number of continuing students enrolled in ICBR , while university retention is calculated as the number of ICBR continuing students re-enrolling in any UniSA program. Data is updated daily and will differ from snapshots of Department of Education reporting.

Program and university retention

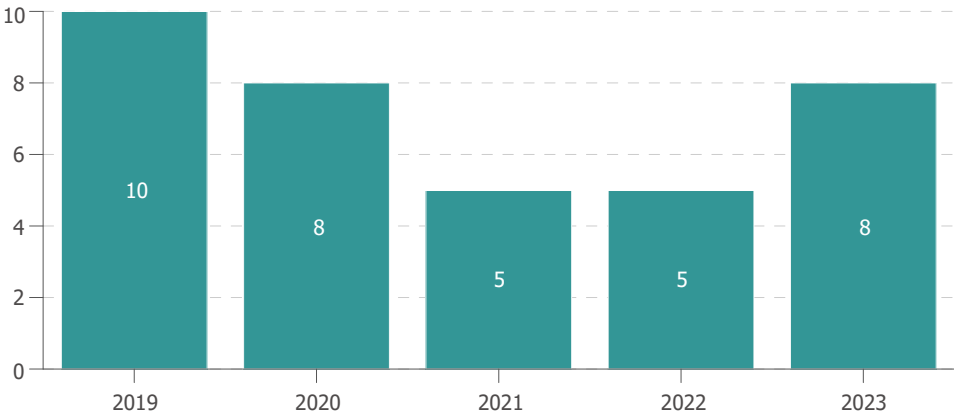
See note above. The years below relate to the year the student was retained into consistent with KPI reporting



	2019	2020	2021	2022
Commencing retention into Program	42.9%	79.2%	87.5%	79.2%
Continuing retention into Program	50.0%	100.0%	0.0%	0.0%
Retention into Program	44.4%	80.0%	63.6%	67.9%
Commencing retention into UniSA	42.9%	79.2%	87.5%	91.7%
Continuing retention into UniSA	150.0%	100.0%	100.0%	0.0%
Retention into UniSA	66.7%	80.0%	90.9%	81.5%

Continuing students with no course enrolments

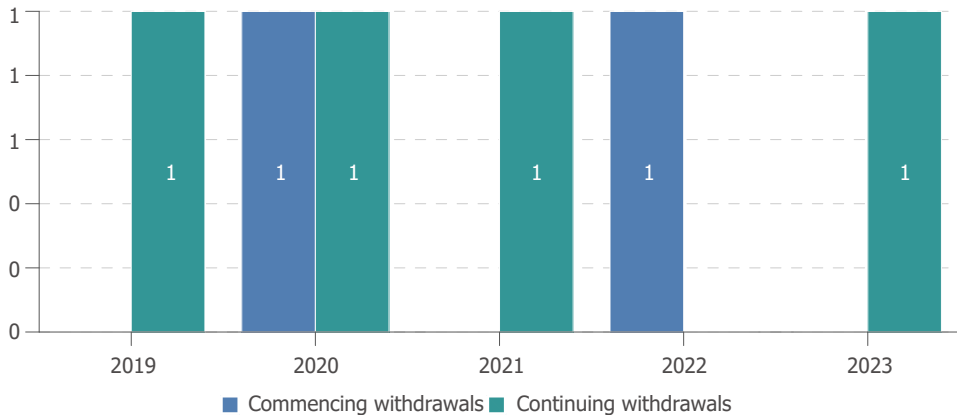
Number of students not enrolled in any courses in the year under investigation



	2019	2020	2021	2022	2023
Continuing students with no load	10	8	5	5	8

Student withdrawals

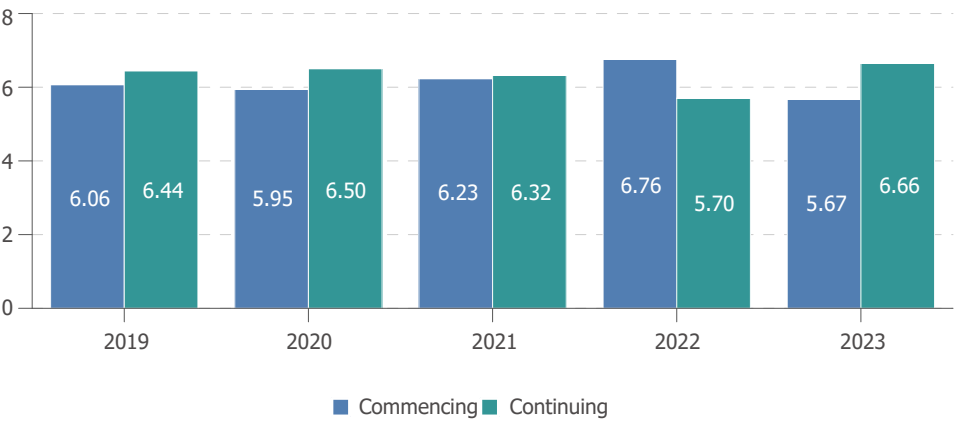
Number of students that have formally withdrawn from UniSA. This figure does not include administrative withdrawals undertaken as part of regular processes



	2019	2020	2021	2022	2023
Commencing withdrawals	0	1	0	1	0
Continuing withdrawals	1	1	1	0	1
Total withdrawal count	1	2	1	1	1

ICBR - Graduate Certificate in Breast Imaging Grade Point Average (GPA)

GPA of commencing and continuing students

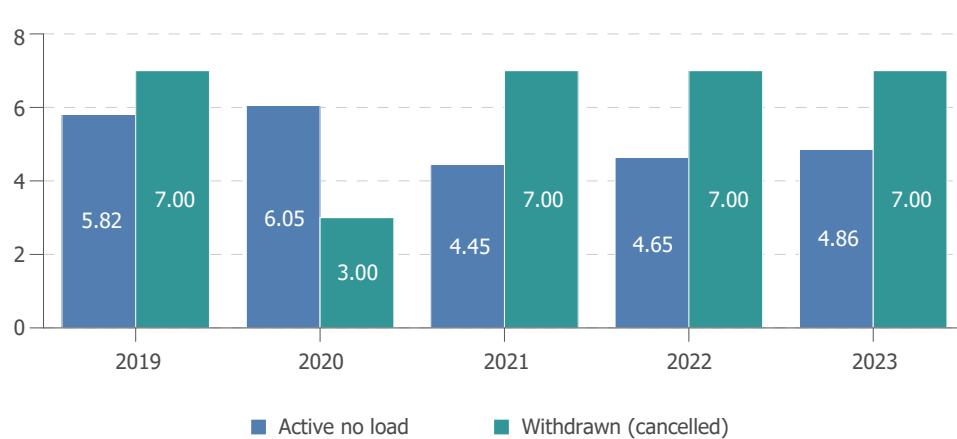


	2019	2020	2021	2022	2023
Commencing	6.06	5.95	6.23	6.76	5.67
Continuing	6.44	6.50	6.32	5.70	6.66
Total GPA	6.32	6.04	6.27	6.50	6.03

Commencing student GPA by basis of admission

	2019	2020	2021	2022	2023
Higher Education Course	6.06	5.95	6.20	6.79	5.67
Work and life experience			6.50	6.00	

GPA of students with no course enrolments



	2019	2020	2021	2022	2023
Active no load	5.82	6.05	4.45	4.65	4.86
Withdrawn (cancelled)	7.00	3.00	7.00	7.00	7.00

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Program Code: ICBR - Graduate Certificate in Breast Imaging

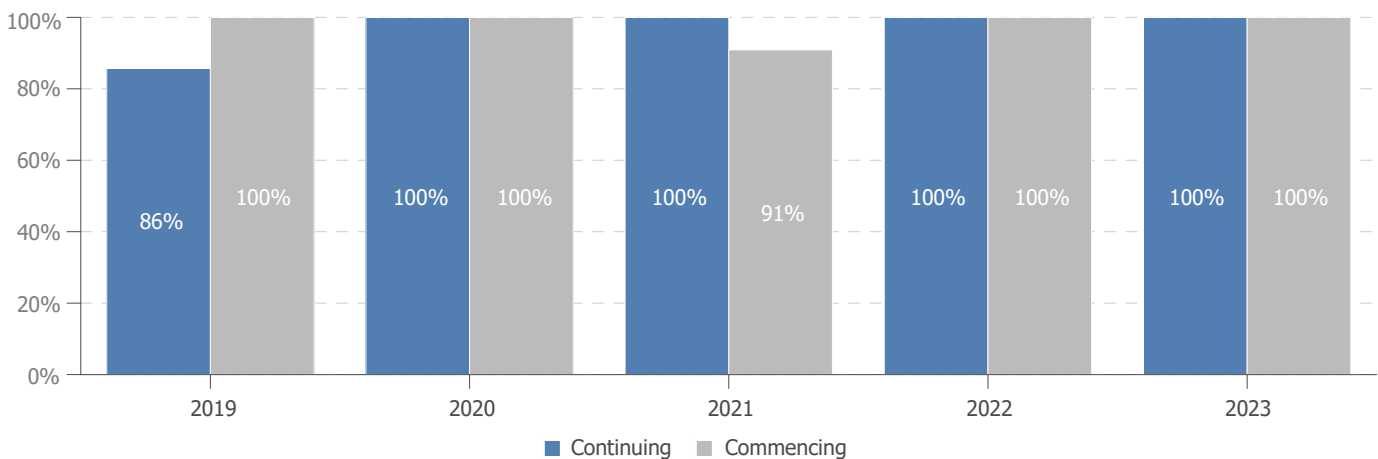
Field of Education (Narrow Level Description): Radiography

ICBR - Graduate Certificate in Breast Imaging MyCourseExperience

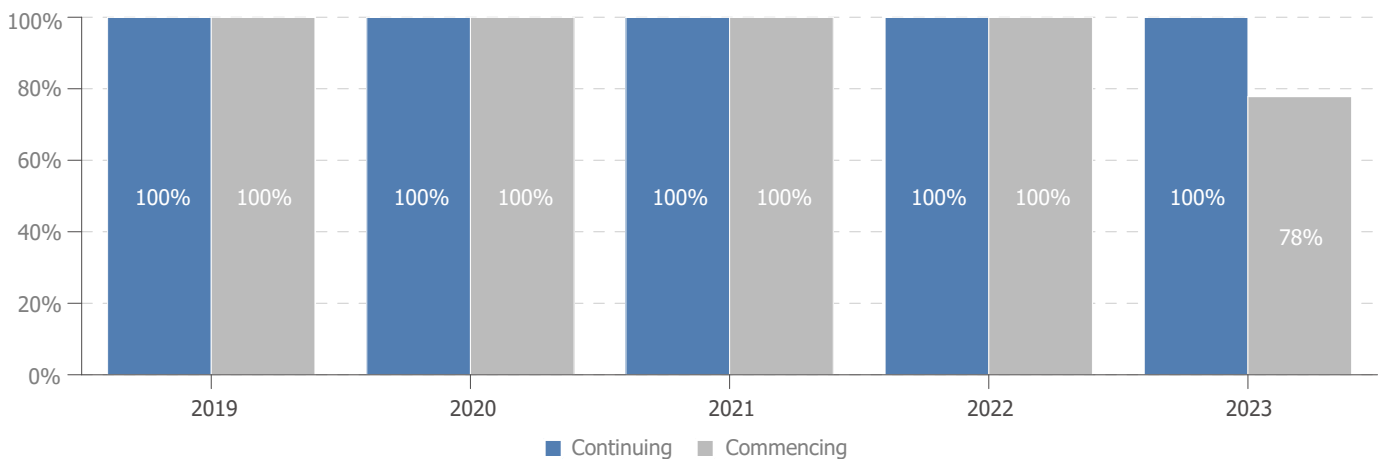
This data is sourced from the MyCourseExperience questionnaire (MCE). MCE is the University's endorsed survey tool for course and teacher feedback. The result have been summarised at the program level. The data is updated weekly

Course overall satisfaction

The measure used is consistent with the Corporate KPI ie agreement rate (those that selected 'agree' or 'strongly agree' as a percentage of all respondents to the item). Overall course and teacher satisfaction are summarised at the program level for commencing and continuing students (as per the Department of Education definition of commencing and continuing)

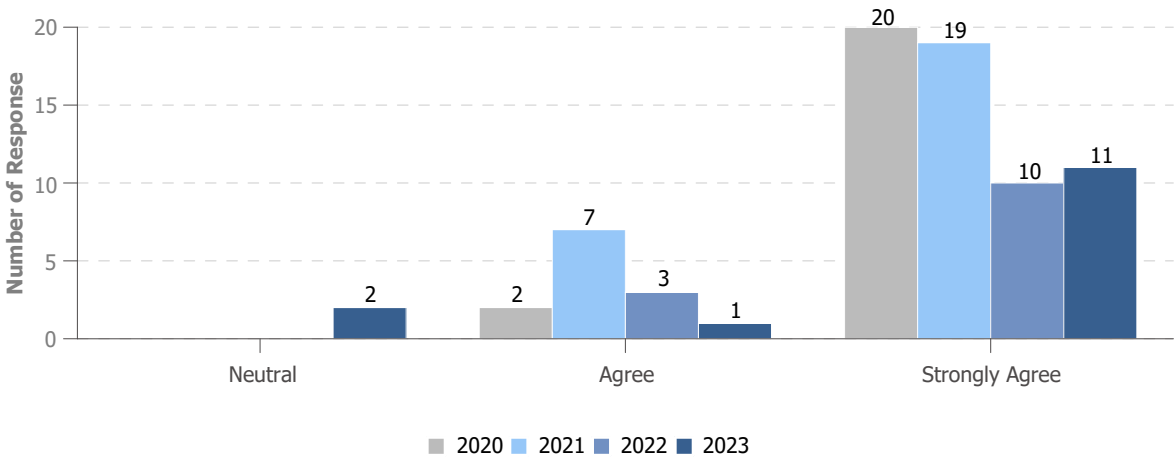
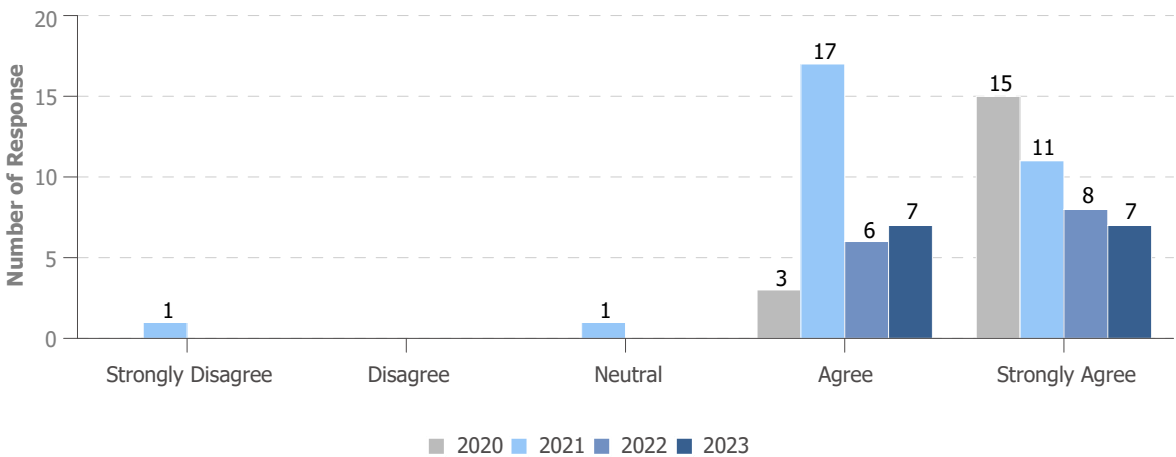


Teacher overall satisfaction



Course overall satisfaction response distribution

The graphs below show the full distribution of the five point scale used in MCE. The measures presented are the course and teacher 'overall satisfaction' items. The university wide benchmark (set by the Provost) for these measures are 75% (course) and 80% (teacher)

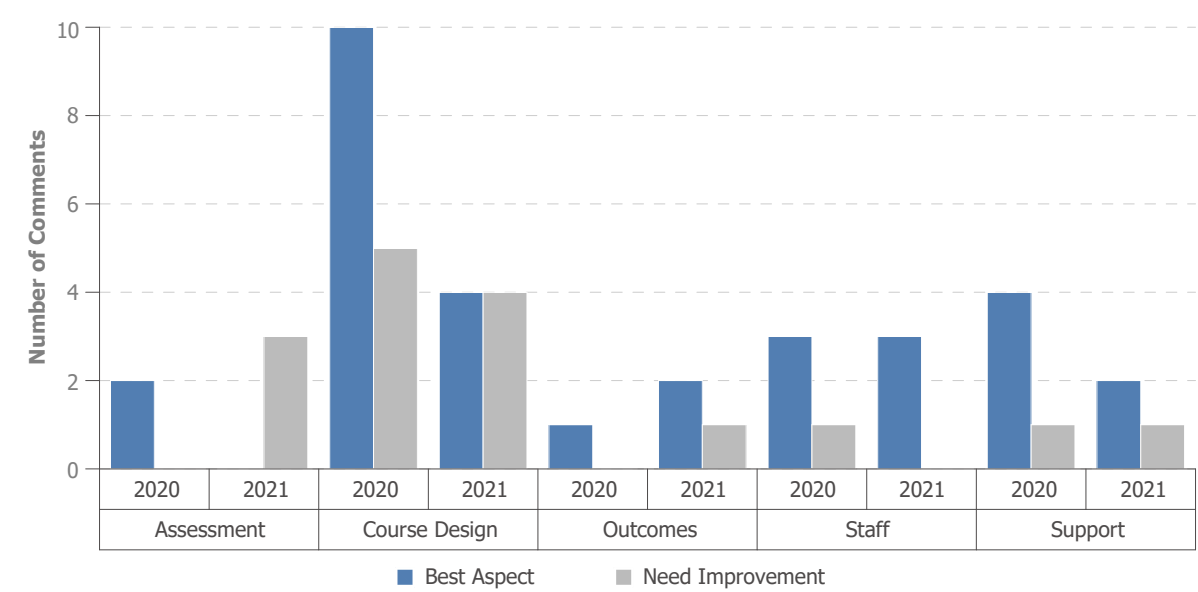


MCE Course Items	2019	2020	2021	2022	2023
I have a clear idea of what is expected of me in this course.	91%	89%	83%	93%	93%
I have received feedback that is constructive and helpful.	100%	100%	93%	93%	93%
The assessment items assisted my learning in this course	86%	100%	100%	86%	100%
The learnonline course site resources were of a high quality	95%	100%	93%	93%	86%
Overall, I was satisfied with the quality of this course	91%	100%	93%	100%	100%
n=	22	18	30	14	14

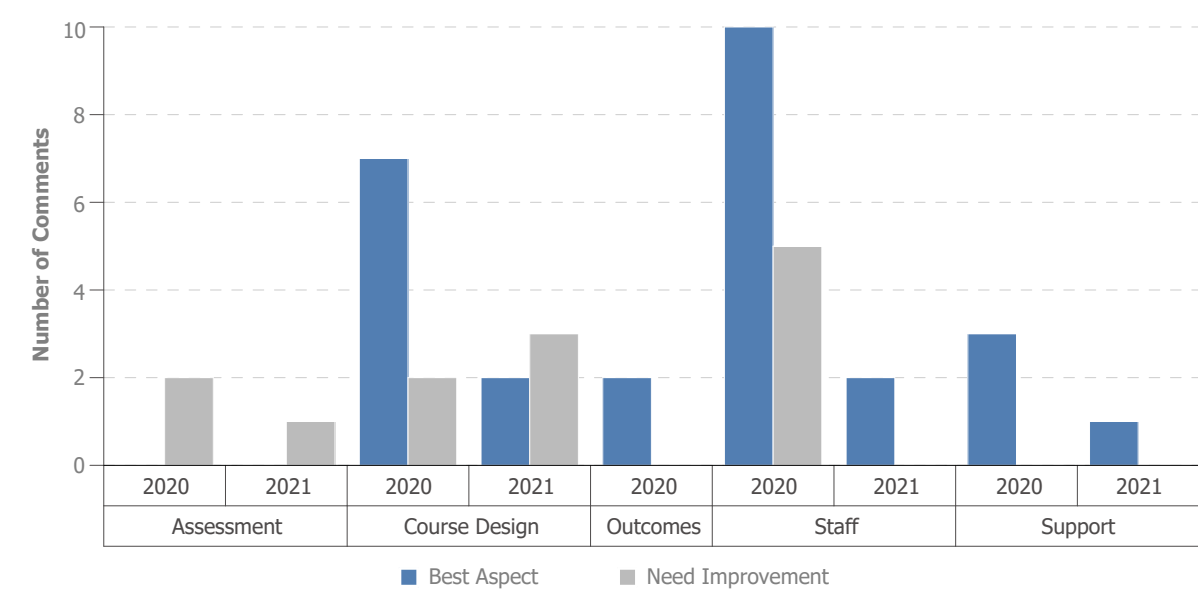
MCE Teacher Items	2019	2020	2021	2022	2023
The staff member helped me to understand key concepts of the course.	94%	95%	92%	100%	79%
The staff member helped to make the course interesting.	94%	95%	96%	92%	86%
The staff member supported my learning.	100%	100%	92%	100%	93%
Overall, I was satisfied with the performance of the staff member	100%	100%	100%	100%	86%
n=	18	22	26	13	14

MCE course comments

Comments from course and teacher MCE responses for students in this program have been thematically grouped by best aspects and needs improvement. See notes for additional BI resources



MCE teacher comments



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Field of Education (Narrow Level Description): Radiography

Student Experience Survey – National Benchmarking

This data is sourced from the Student Experience Survey (SES) national files and is updated annually. The SES measures are based upon the top two positive responses from the scales used in the SES instrument. Nationally this is referred to as the 'percent positive'

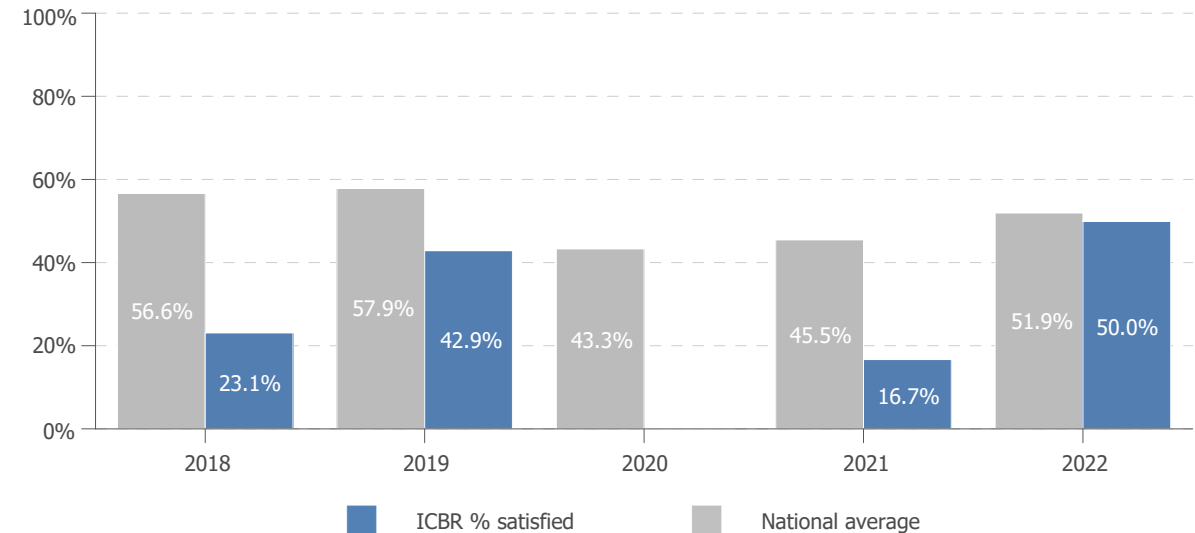
The graphs on the left show the trend of **ICBR** for the SES. The program is benchmarked against the national average for the study area **Health Services & Support** and **Postgraduate** level

The graphs on the right use **Compared multi-year data** to benchmark UniSA with the top institutions (including Adelaide and Flinders where applicable) for the study area **Health Services & Support**, at the **Postgraduate** level

ICBR v national benchmark for the study area Health Services & Support

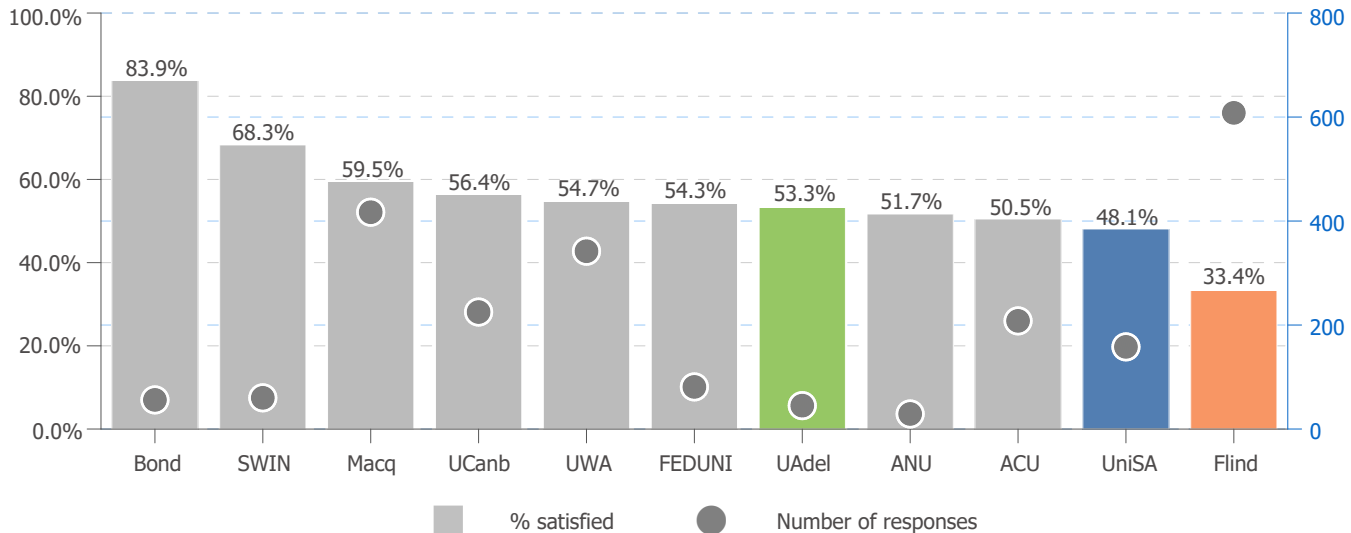
Learner Engagement

Learner engagement results do not include survey responses from students studying online because the current items used in the SES do not adequately capture the experience of these students



Top institutions by the study area Health Services & Support

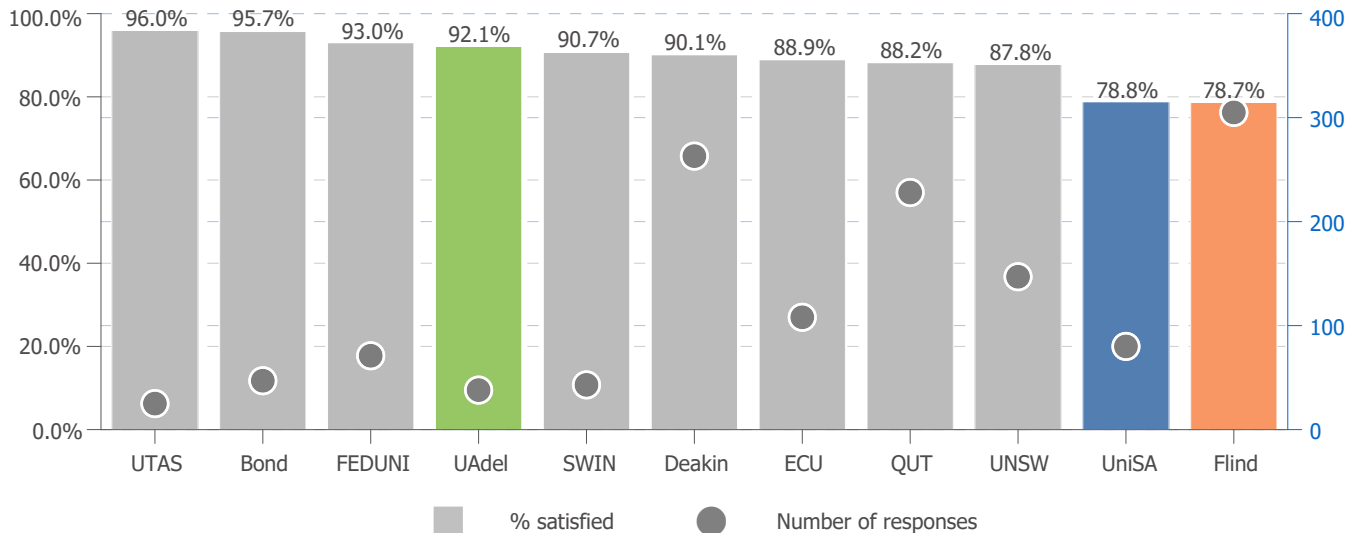
Learner Engagement by top institutions



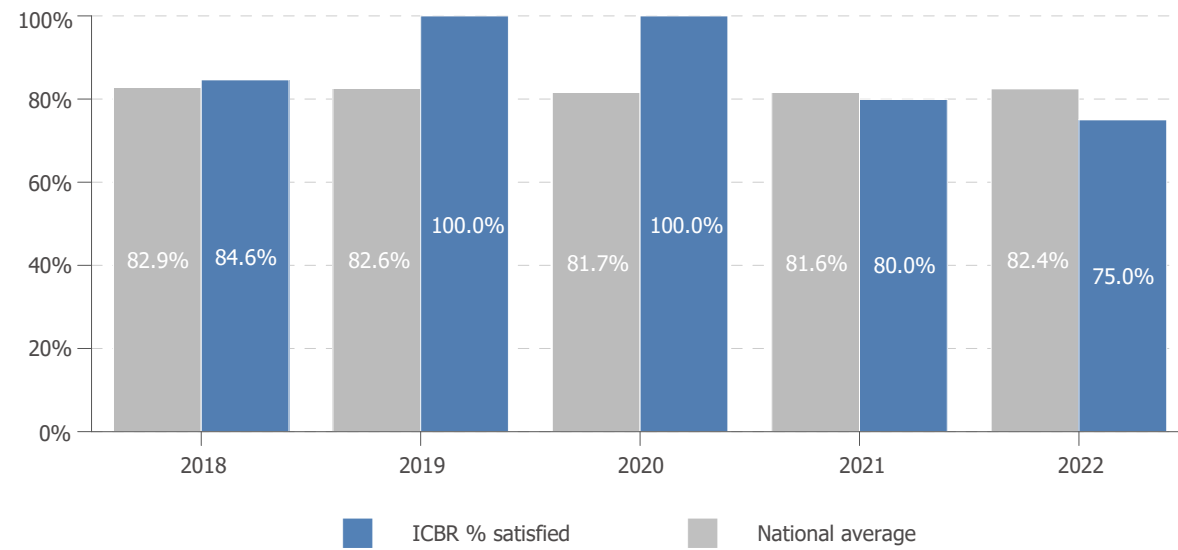
Learning Resources



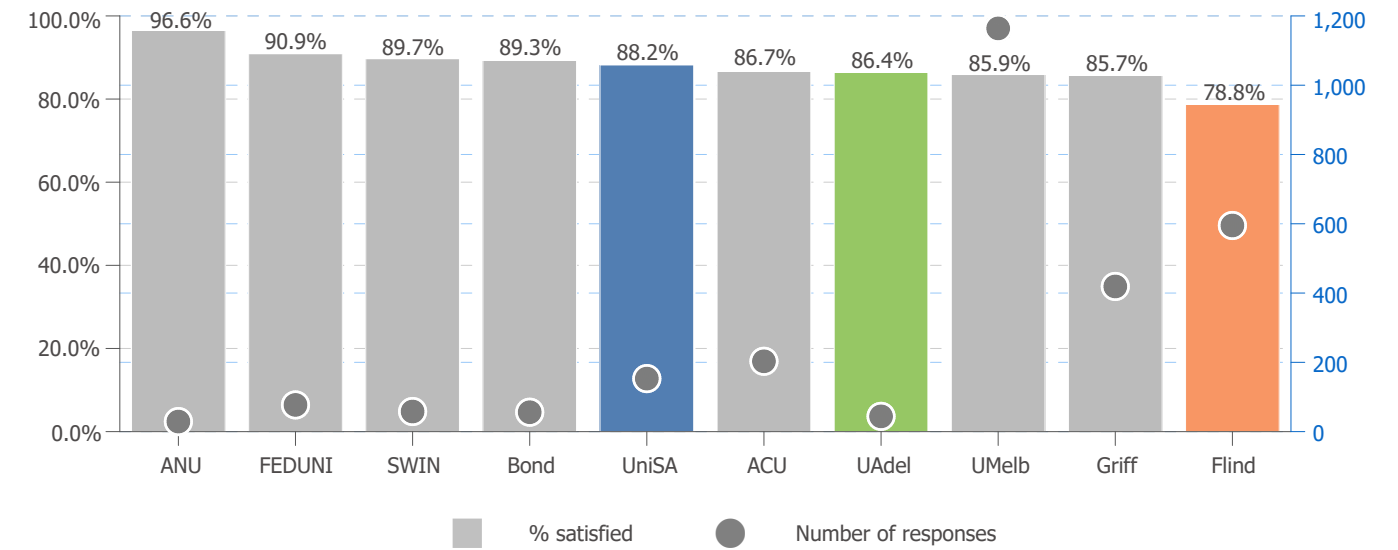
Learning Resources by top institutions



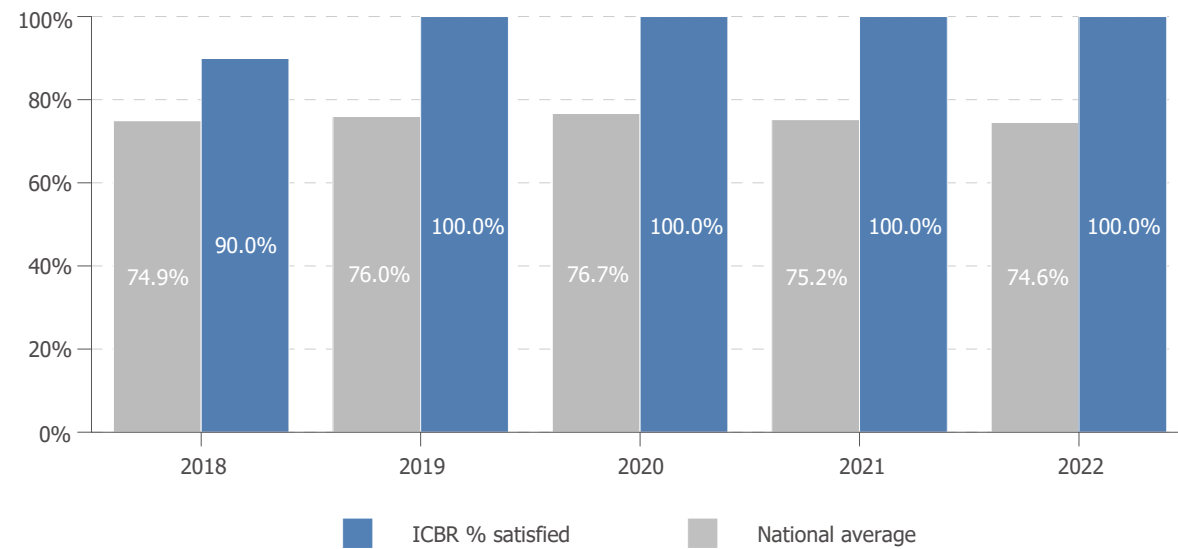
Skills Development



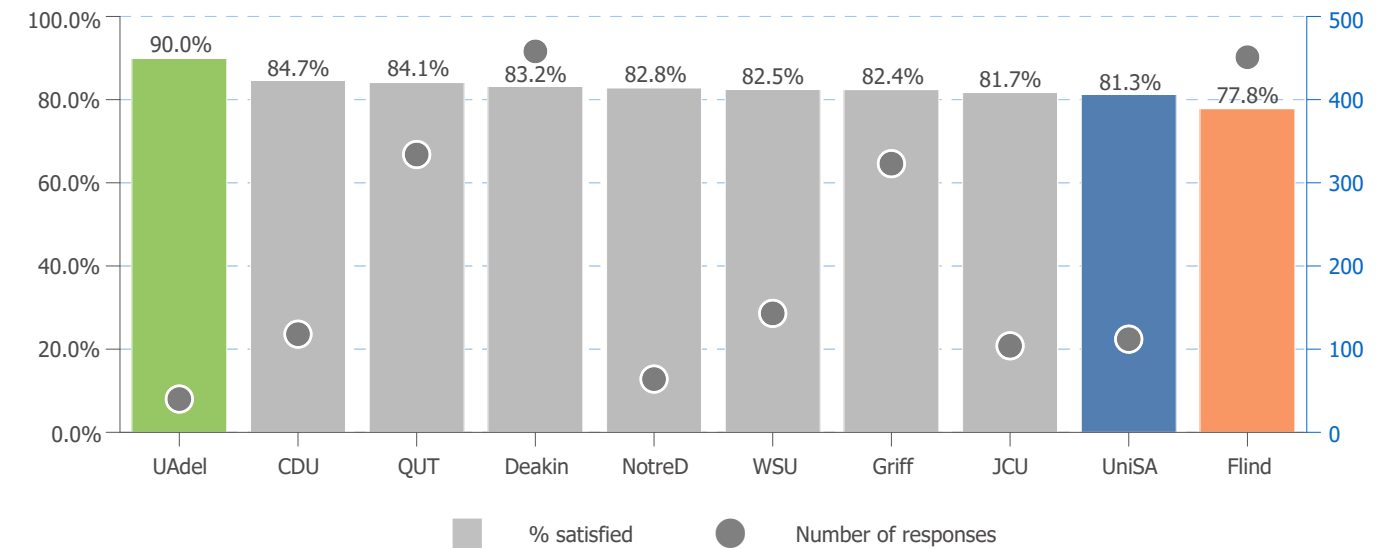
Skills Development by top institutions



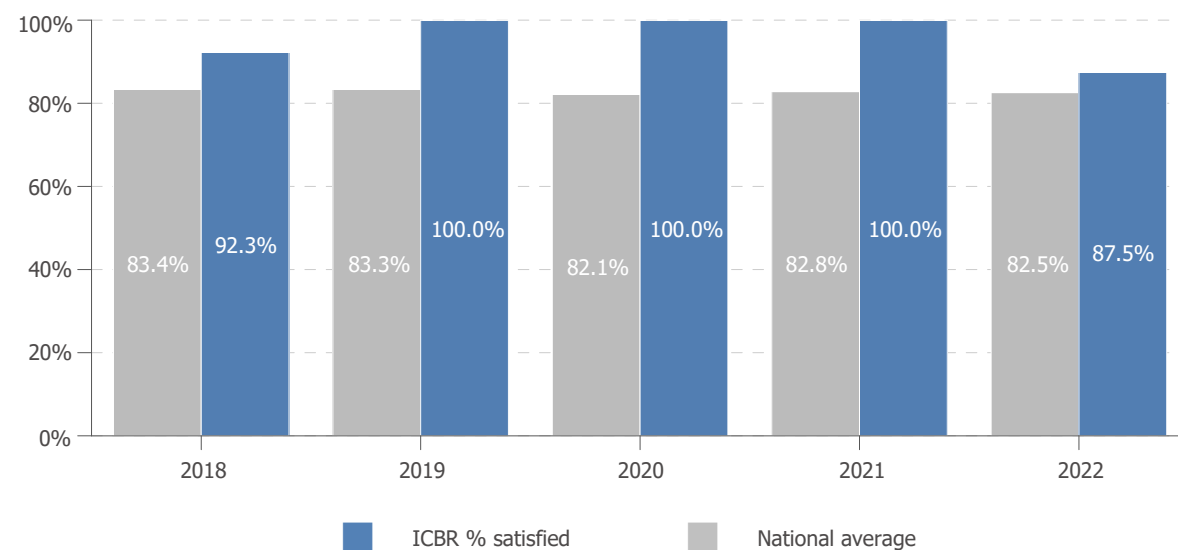
Student Support



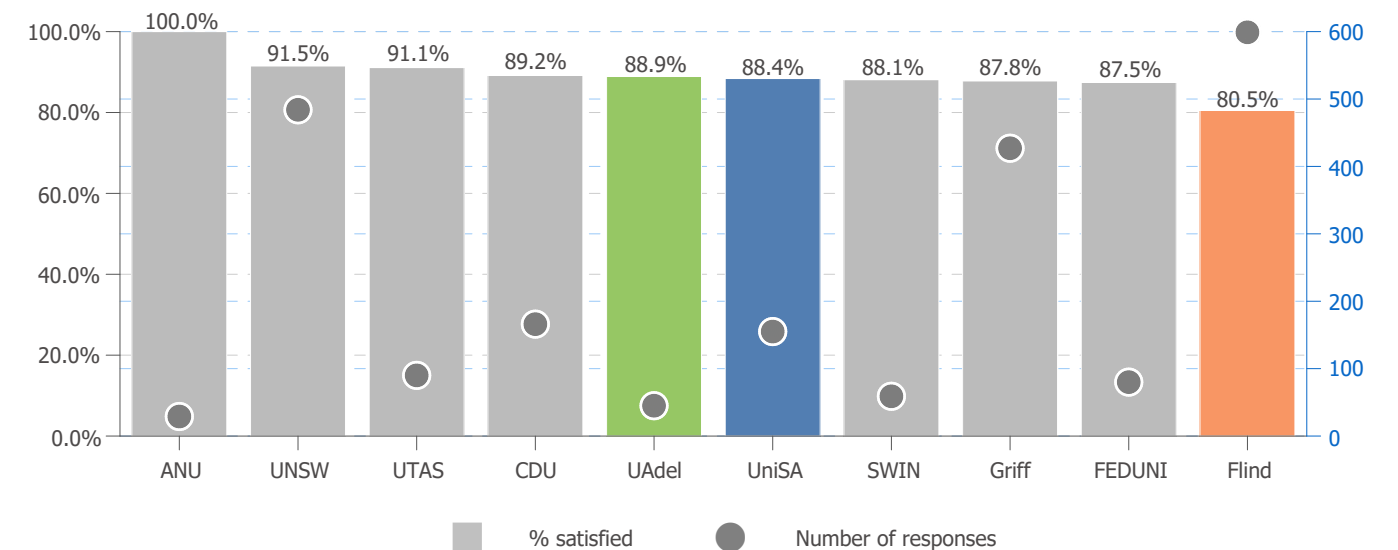
Student Support by top institutions



Teaching Quality

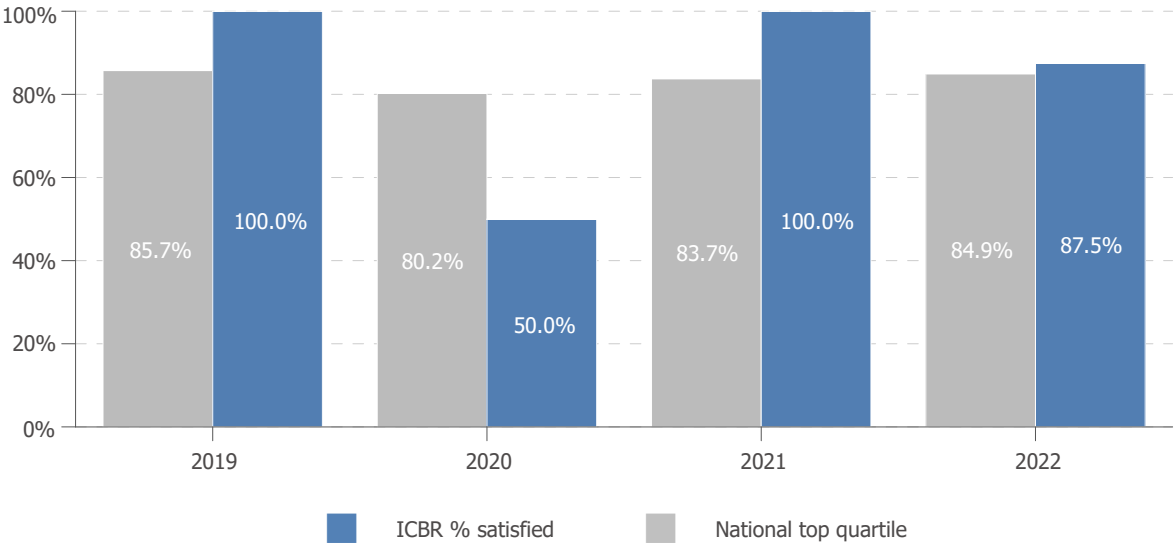


Teaching Quality by top institutions

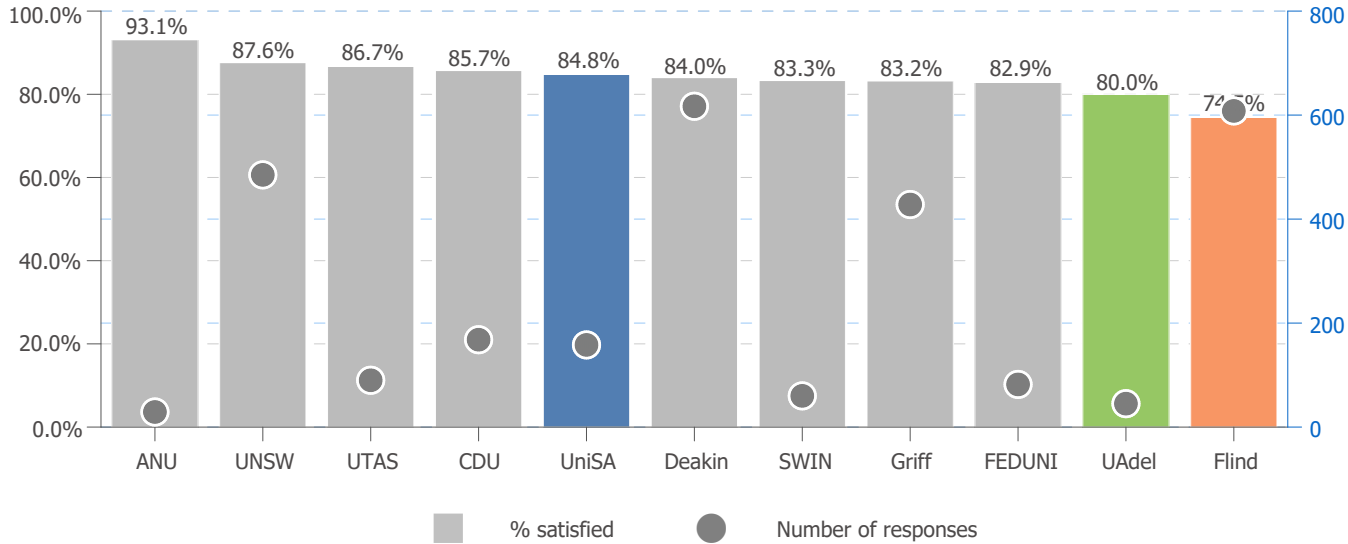


Overall Quality of Educational Experience

The percentage of students who rated the item overall quality of their educational experience positively, based on the single item in the SES. The benchmark for this indicator is the top quartile



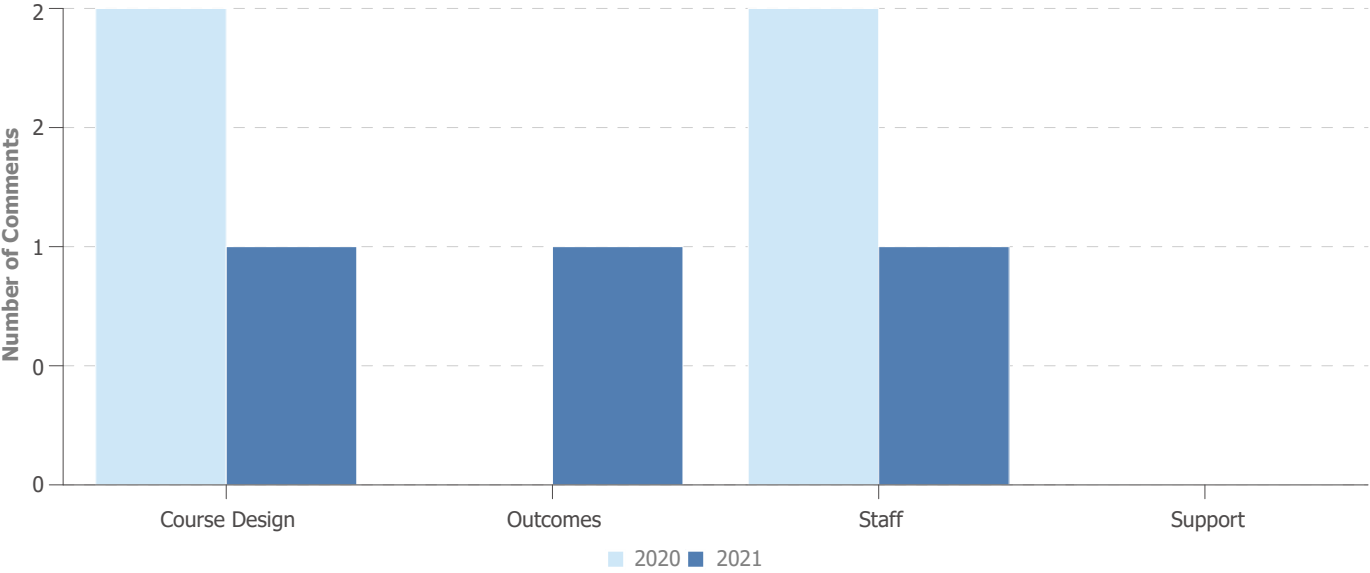
Overall Quality of Educational Experience by top institutions



Student Experience Survey comment analysis for ICBR

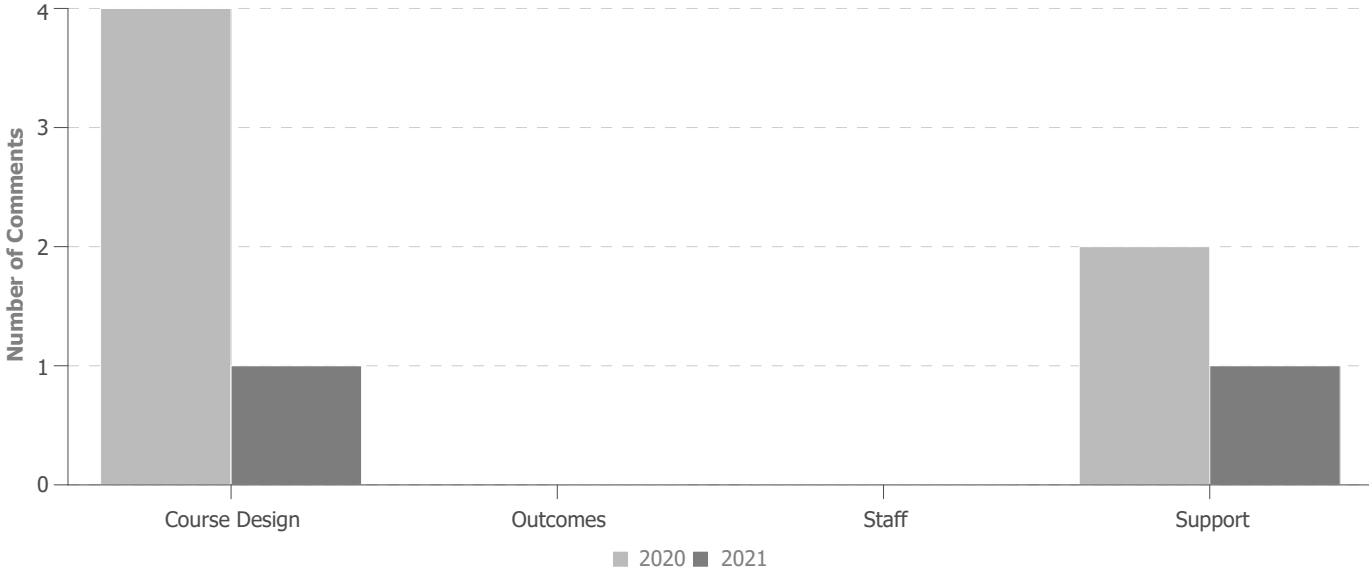
Best aspects

Comments for students in this program thematically grouped by responses to the best aspects and needs improvement open ended questions in SES



Top 5 best aspect comment sub domains	2021
Work application	1
Methods	1
Accessibility	1
Student administration	0

Needs improvement



Top 5 needs improvement comment sub domains	2021
Student administration	1
Methods	1
Work application	0
Accessibility	0

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Course Experience Questionnaire – National Benchmarking

This data is sourced from the Course Experience Questionnaire (CEQ) national files and is updated annually. CEQ agreement rates represent the top two points from the scale used in the CEQ instrument.

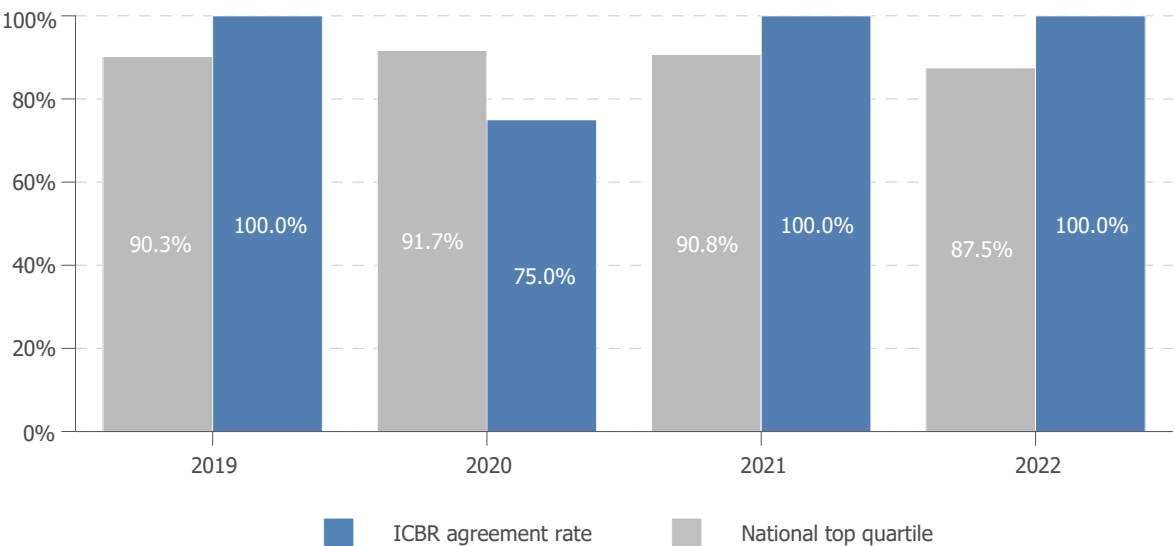
The graphs on the left show the trend of **ICBR** for the CEQ scales. These are benchmarked against the national top quartile for the study area **Health Services & Support** at the **Postgraduate** level.

The graphs on the right use **ComparED multi-year data** to benchmark UniSA with the top institutions (including Adelaide and Flinders where applicable) for the study area **Health Services & Support**, at the **Postgraduate** level

ICBR v national benchmark for the study area Health Services & Support

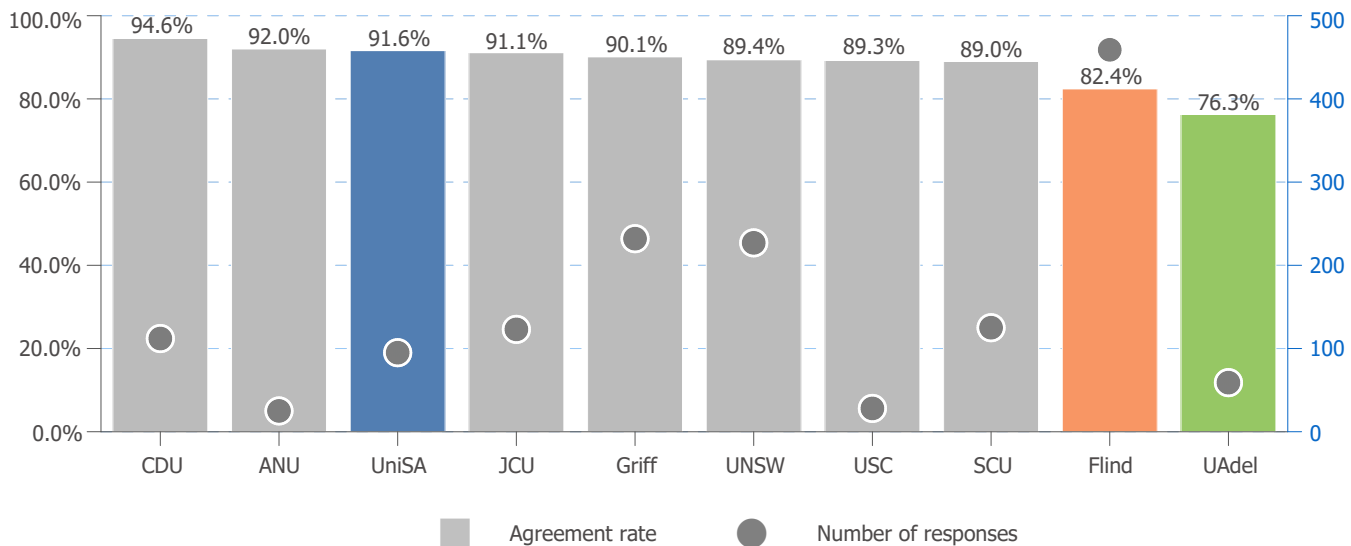
Overall Satisfaction

The overall satisfaction scale shows the proportion of graduates who expressed overall satisfaction with their course, based on the individual item in the CEQ, 'Overall, I was satisfied with the quality of this program'

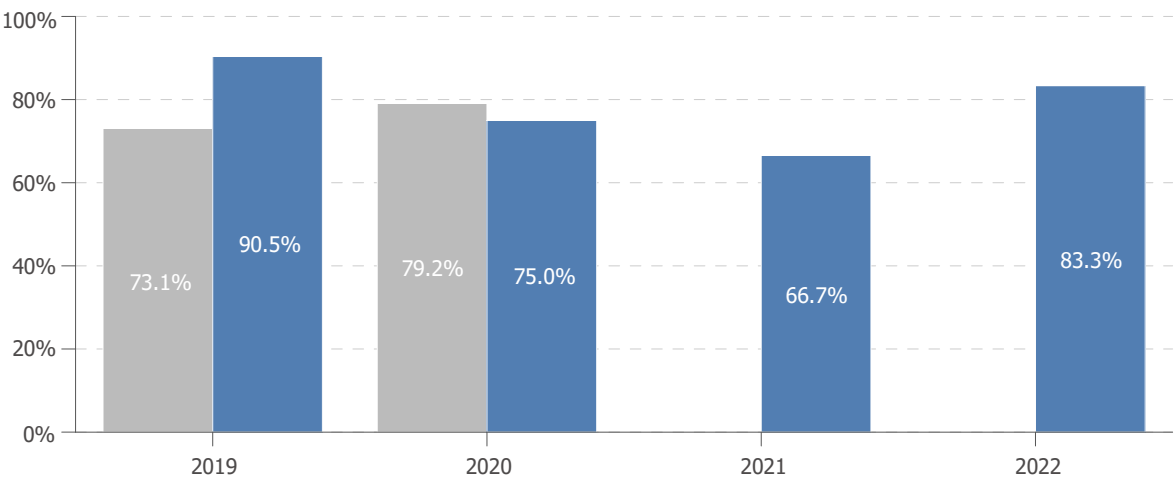


Top institutions by the study area Health Services & Support

Overall Satisfaction by top institutions

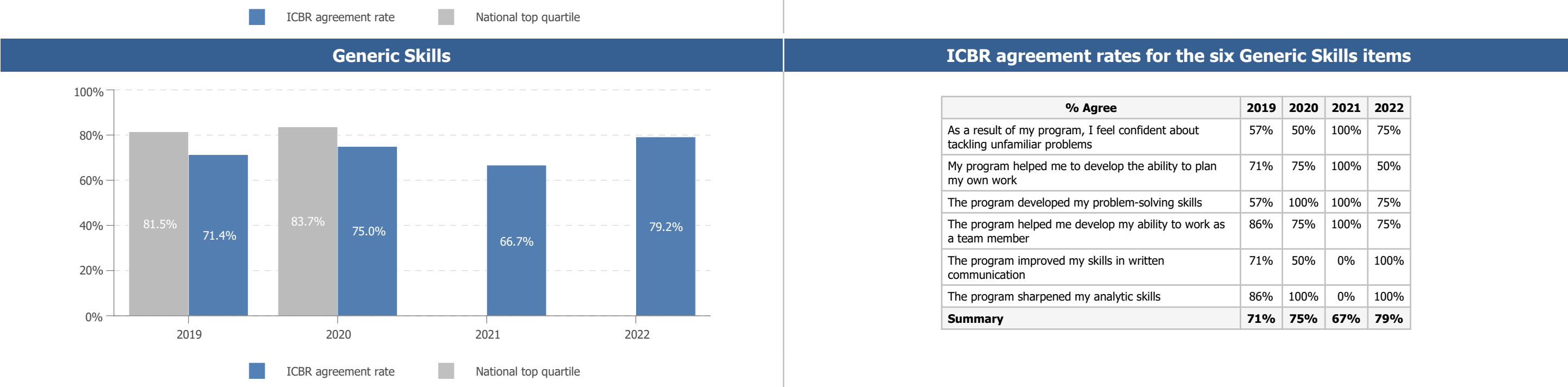


Good Teaching



ICBR agreement rates for the six Good Teaching items

% Agree	2019	2020	2021	2022
My lecturers were extremely good at explaining things	100%	50%	0%	100%
The staff made a real effort to understand difficulties I might be having with my work	71%	50%	100%	50%
The staff put a lot of time into commenting on my work	86%	100%	100%	75%
The teaching staff normally gave me helpful feedback on how I was going	100%	100%	100%	100%
The teaching staff of this program motivated me to do my best work	100%	75%	0%	100%
The teaching staff worked hard to make their subjects interesting	86%	75%	100%	75%
Summary	90%	75%	67%	83%



Graduate Qualities

The graduate qualities scale has not been used consistently across the sector and is not presented on the ComparED website. Only data from 2016 onwards is reported. Some of the items in this CEQ scale align well with UniSA's Graduate Qualities

ICBR agreement rates for the six Graduate Qualities items

% Agree	2019	2020	2021	2022
I consider what I learned valuable for future	100%	100%	100%	100%
I learned to apply principles from this program to new situations	86%	100%	100%	75%
My university experience encouraged me to value perspectives other than my own	71%	100%	100%	50%
The program developed my confidence to investigate new ideas	71%	75%	0%	50%
The program provided me with a broad overview of my field of knowledge	100%	100%	100%	100%
University stimulated my enthusiasm for further learning	71%	25%	100%	100%
Summary	83%	83%	83%	79%

Program Dashboard

COMMERCIAL IN CONFIDENCE

This data is the latest available from 27 Nov 2023



University of
South Australia

Program Code: ICBR - Graduate Certificate in Breast Imaging

Field of Education (Narrow Level Description): Radiography

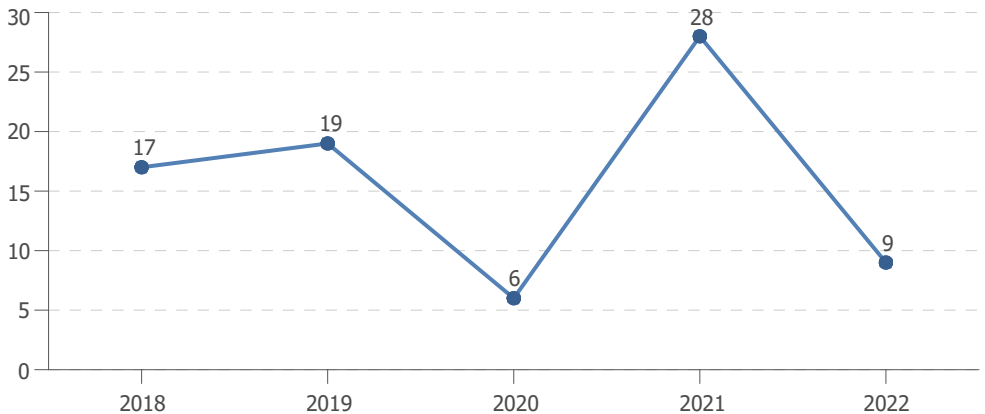
Graduate Outcomes Survey – National Benchmarking

This data is sourced from the Graduate Outcomes Survey (GOS) national files and is updated annually. All measures are based upon Australian graduates only. In 2016, the Australian Graduate Survey was replaced by the Graduate Outcomes Survey. This may have resulted in a break in time series. The number of responses referenced below indicates the number of people who have responded to the respective item in the GOS, for example the number of response in Median Salary refers to the number of Australian graduates in this program that provided a salary (note not all respondents answer all items in the GOS)

The graphs on the left show the trend of **ICBR** for GOS indicators. These are benchmarked against the national top quartile (or median for Graduate Salaries) for the study area **Health Services & Support** and **Postgraduate** level. The graphs on the right use **Compared multi-year data** to benchmark UniSA with the top institutions (including Adelaide and Flinders where applicable) for the study area **Health Services & Support**, at the **Postgraduate** level

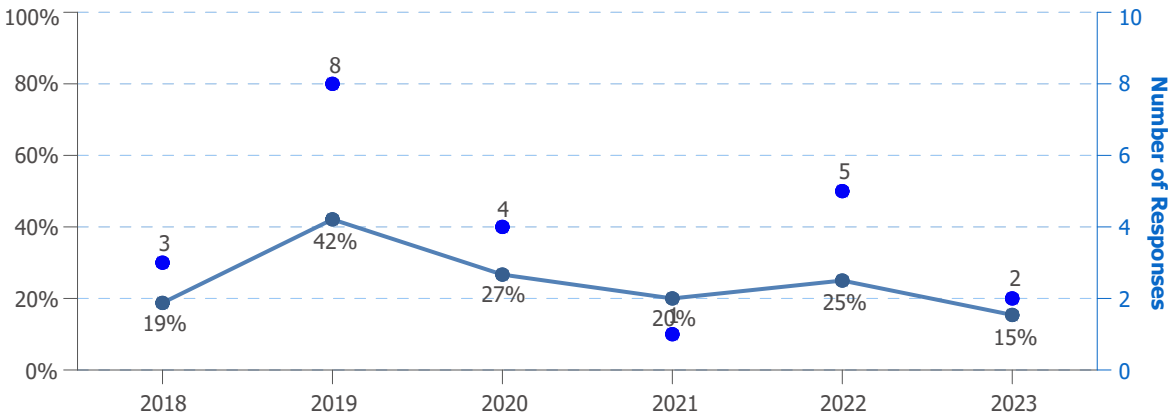
ICBR program completions

Sourced from the enterprise data warehouse daily, the numbers may not exactly match the snapshot of government reported completions reported to the Department of Education annually



ICBR program response rates

The Department of Education prepare the population file. The figures below show the response for the program by survey year. The denominator is sourced from the Department of Education's population file

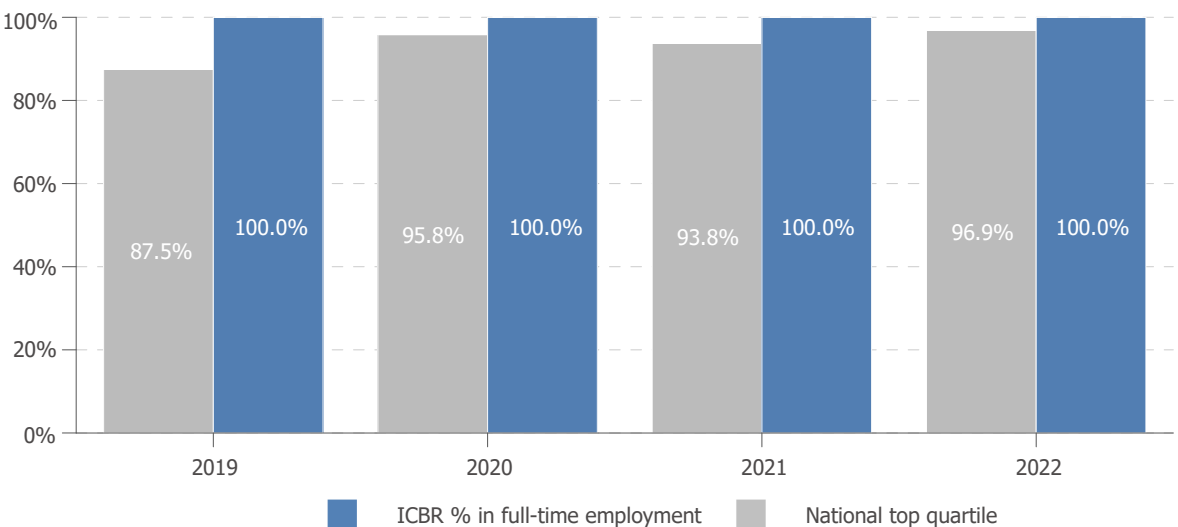


Graduate Outcomes Survey

ICBR v national benchmark for the study area Health Services & Support

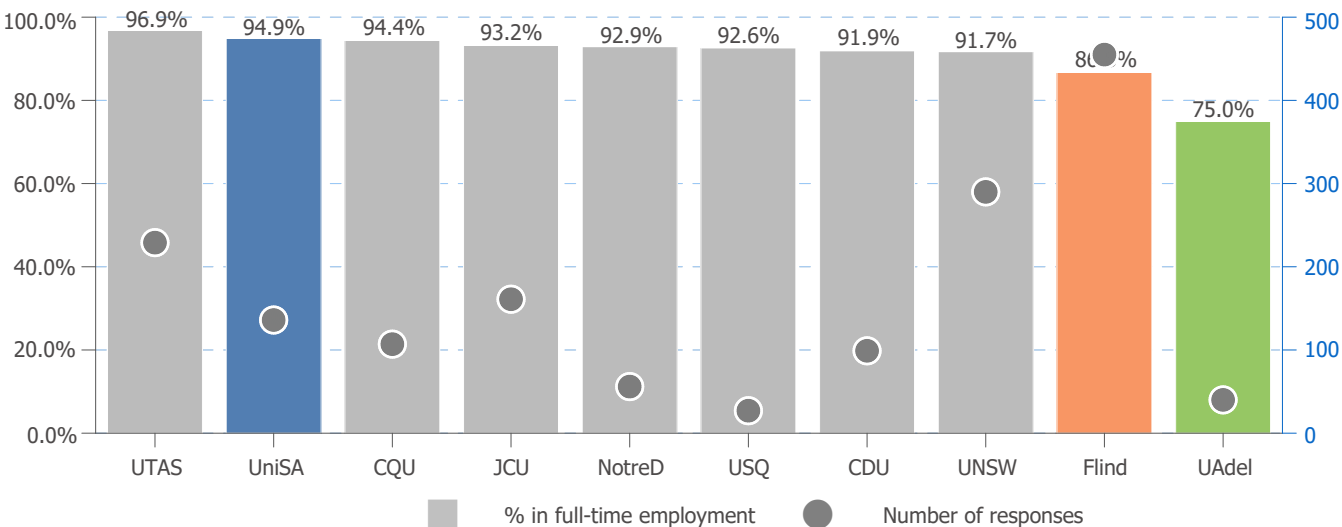
Full-time Employment

Australian graduate full-time employment as a proportion of those making themselves available for employment



Top institutions by the study area Health Services & Support

Full-time Employment by top institutions

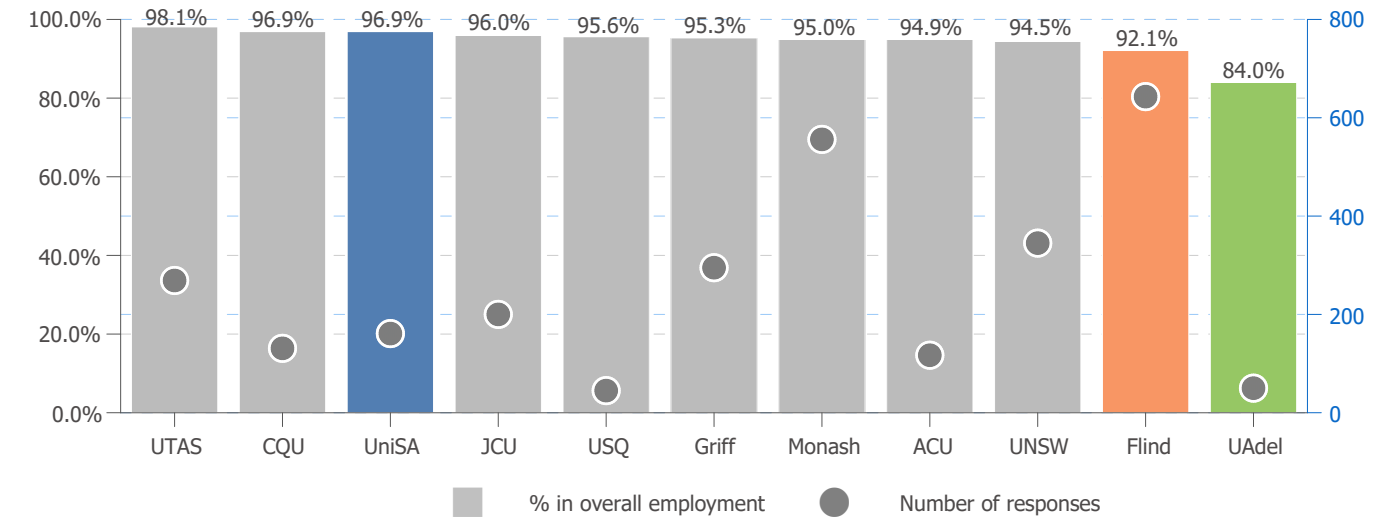


Overall Employment

The overall employment measures the number of Australian graduates who were in any kind of employment (including full-time, part-time or casual work), as a proportion of graduates who were available for any kind of employment. The ComparED benchmarking (graph on the right) shows UniSA's result for the study area

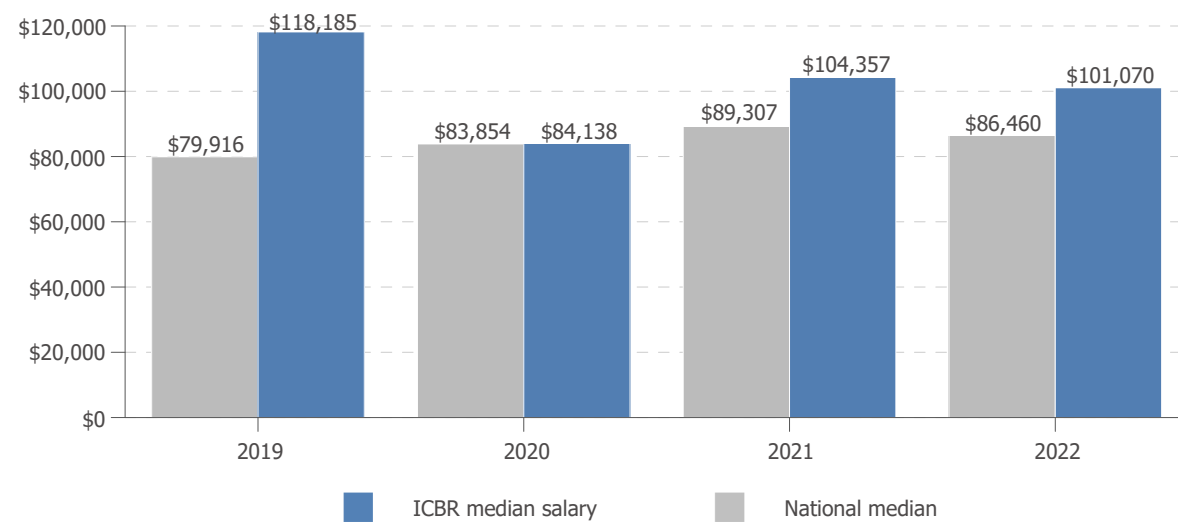


Overall Employment by top institutions

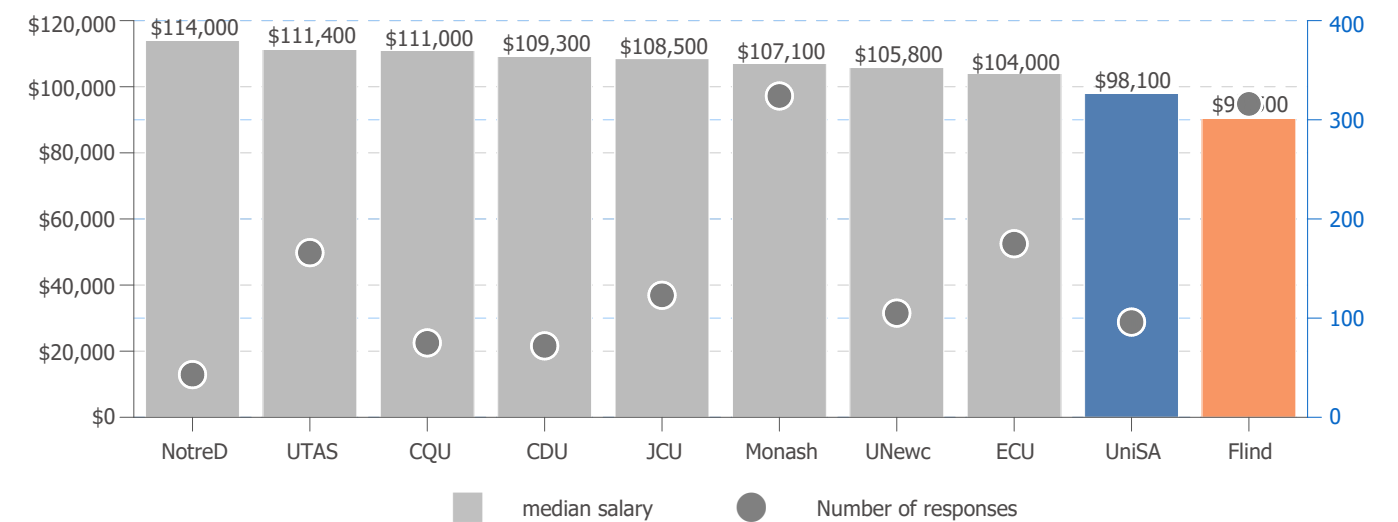


Median Salary

The median salary of Australian graduates who were in full-time employment

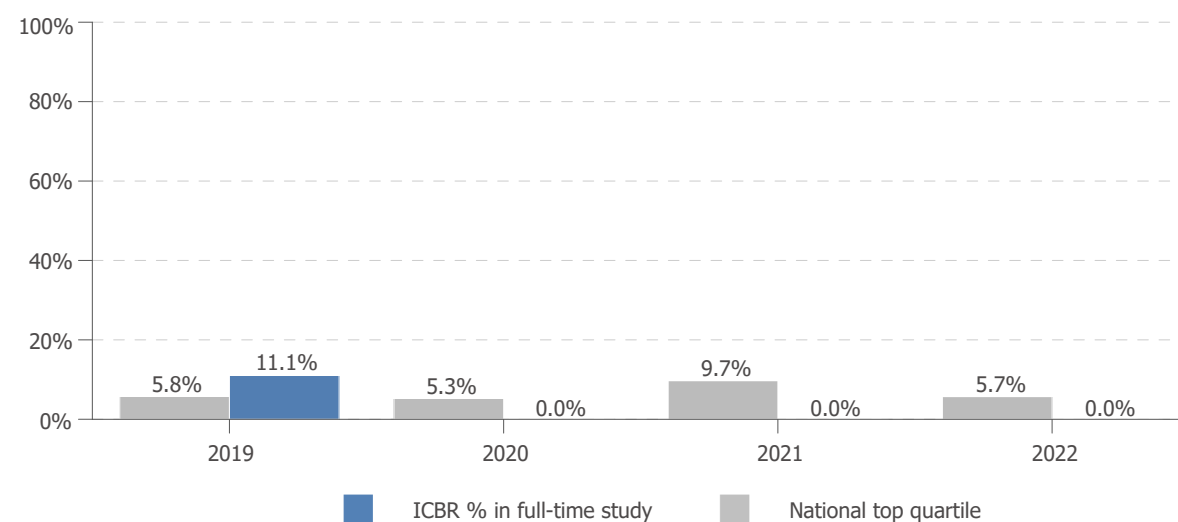


Median Salary by top institutions

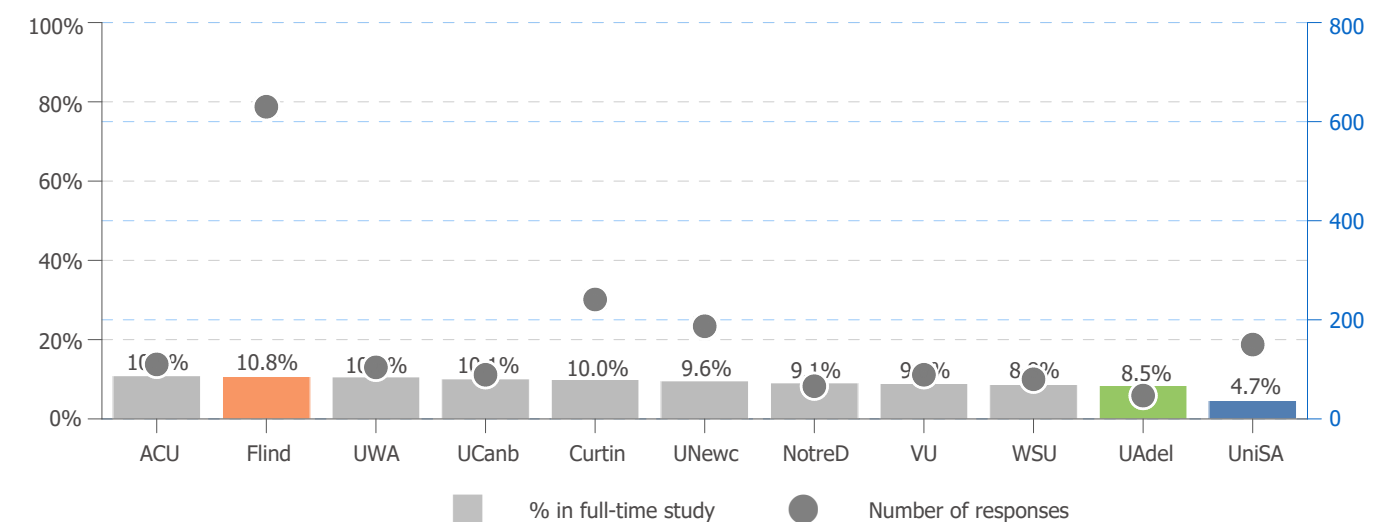


Full-time Study trend

The number of Australian graduates who were undertaking further full-time study, as a proportion of graduates responding to the GOS



Full-time Study by top institutions



ICBR Australian graduate outcome trends

Employment outcomes for Australian graduates making themselves available for full-time employment

			2019	2020	2021	2022
Available for FT Employment	In FT Employment	n	3	3	1	3

Educating professionals and top professional occupations

Educating Professionals is a UniSA indicator that measures Australians in full-time employment and then assesses their occupation level as per the ABS Australian and New Zealand Standard Classification of Occupations (ANZSCO). The percentage represents the proportion in a professional level occupation as per the ABS ANZSCO. The table provides the top occupations as per ANZSCO. Note not all graduates provide an occupation in the GOS

	2019	2020	2021	2022
n	3	3	1	3
%	100.0%	100.0%	100.0%	100.0%

Response Count	2019	2020	2021	2022	Total
251 - Health Diagnostic and Promotion Professionals	3	2	1	3	9
134 - Education, Health and Welfare Services Managers		1			1

Location of Australian graduates working full-time

Based upon the employer postcode provided by the respondent, grouped by SA broad, interstate and overseas locations

	2019		2020		2021		2022	
	n	%	n	%	n	%	n	%
Interstate	2	67%	1	33%			3	100%
Unknown	1	33%	2	67%	1	100%		

Top employment industries of Australian graduates working full-time

Based upon those in full-time employment and employment industry coding by the Department of Education and as per the ABS Australian and New Zealand Standard Industry Classification (ANZSIC)

Response Count	2019	2020	2021	2022	Total
Medical and Other Health Care Services	2	3	1	3	9
	1				1

Australian graduates' further full-time study levels and institution

Based upon Australian respondents that have gone onto further full-time study the table shows the level of study and the institution where the study is being undertaken

	2019		2022	
	n	%	n	%
Postgraduate: Research			1	50%
Postgraduate: Coursework	2	100%	1	50%

Response Count	2019	2022	Total
University of South Australia	2		2
The University of Western Australia		1	1
University of Canberra		1	1

Top employers for all graduates

Sourced from respondents to the GOS, the table shows the top employers for all graduates in the program in any type of employment

Employer Count	2019	2020	2021	2022	Total
I-Med Radiology Network				3	3
Healthcare Imaging Services	1				1
Prefer not to say				1	1

Program Dashboard

COMMERCIAL IN CONFIDENCE
This data is the latest available from 27 Nov 2023



Program Code: ICBR - Graduate Certificate in Breast Imaging

Field of Education (Narrow Level Description): Radiography

Employer Count	2019	2020	2021	2022	Total
Central West Radiology	1				1
I-med Radiology		1			1
Cairns Diagnostic Imaging	1				1
Department of Health (Australian Government)			1		1
NSW Health	1				1
I ned				1	1
Women's Imaging	1				1
Qld Health Breastscreen	1				1
Queensland Health		1			1
Ballarat Base Hospital				1	1
Great Southern Radiology	1				1
Dr Jones and Partners		1			1

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Field of Education (Narrow Level Description): Radiography

The EFTSL data below is based upon national load databases updated annually. This national competitor data is based upon programs with similar names (see appendix 2 for a list of the programs used)

SA share of national FPOS EFTSL

Not applicable

Not applicable

National UniSA Adelaide Flinders

No Data Available

Top institutions by FPOS EFTSL

Not applicable

Commencing FPOS EFTSL by state

Not applicable

Ranking results come from related websites and databases purchased by UniSA. Note that the rankings are commercial-in-confidence and should not be shared outside of UniSA. Data is updated annually (Q1 for QS and Q4 for THE). Research is sourced from the Australian Research Council's Excellence in Research Australia (ERA) and Engagement and Impact (EI) assessments. Data is updated every three years for ERA (the next EI assessment is unknown)

THE discipline rankings overall score

THE do not provide comprehensive rankings for disciplines on their website. For this reason the graph below shows the trend in the scores obtained for each SA institution (where applicable)

Not applicable

UniSA Adelaide Flinders

Impact and Engagement 2 Digit FOR -

Not applicable

Program Dashboard

COMMERCIAL IN CONFIDENCE

This data is the latest available from 27 Nov 2023



University of
South Australia

Program Code: ICBR - Graduate Certificate in Breast Imaging

Field of Education (Narrow Level Description): Radiography

Data sources, notes, references, timing for updates of data and appendices

All information in the Program Dashboard is commercial in confidence and is for INTERNAL USE ONLY. The report can be used in support of professional program accreditations

Report Tab	Data Sources	Notes and references	Next update due
Summary	Various see below	The executive summary provides daily reporting of applications, offers, acceptances and enrolments across both domestic and international domains as well as competitor positioning for SATAC and national datasets. The former is updated daily. The latter is updated once a year and is based upon lagged data from the Department of Education. National load comparisons have been based upon programs with the same or similar names and for Commonwealth Supported (CGS) and Fee Paying Overseas (FPOS) and consider the state share (ie all SA universities) for that program – a six percent market share is reasonable, lower percentages may present an opportunity to grow the program.	Daily and late 2022 for 2021 national
SATAC	South Australian Tertiary Admission Centre enterprise data warehouse (EDW) and ad hoc	As part of the state data sharing arrangements SATAC sends information via its EDW to UniSA daily. Some SATAC data can only be used for planning purposes - refer to in-report text in red. Go to the BI Hub topic for more information https://mymailunisaedu.sharepoint.com/teams/BIP/bihub/SitePages/Topic%20-%20Applications.aspx ATAR cut-offs for undergraduate programs are provided by SATAC after the main-round in March each year. The ATAR cut-off refers to the lowest final ATAR obtained to enter a program	Daily and March 2023 for ATAR cut-offs
International Recruitment	Study Link	This is the same data that is used to report UniSA international recruitment. Agent data is commercial in confidence and should not be shared. For more detailed BI reports go here https://bi.unisa.edu.au/BIReporting/bi/?perspective=home&folder=.public_folders%2FUniSA+Public%2F03.0+Applications%2F03.3+Apply+Online_Study+Link&location=team	Daily
UniSA Online	UniSA's CRM	Leads (applications) are managed in the CRM. A small sub-set of this data is presented along with UniSA Online offers, acceptances and enrolments	Daily
Enrolments	UniSA's EDW	Profiles enrolments (headcount and EFTSL) by funding type, commencing and continuing (as per Department of Education Reporting), home address, age, gender, home language and equity profile. Retention, student withdrawals from UniSA and those that have not active load are also reported. To explore this more visit the BI topic here https://mymailunisaedu.sharepoint.com/teams/BIP/bihub/SitePages/Topic%20-%20Enrolments,%20Retention%20and%20Completions.aspx	Daily
Student Experience (1)	MyCourseExperience	MyCourseExperience results for courses and teachers are presented for the respective 'overall satisfaction' items. Consistent with the Corporate Key Performance Indicator the agreement rate is those that have responded 'agree' or 'strongly agree' as a proportion of all responses. The full distribution of responses across the Likert scale is also shown to assist in focusing improvement. Only responses from students enrolled in the program are shown. Course Activity reports provide more information about where improvement may need to occur https://bi.unisa.edu.au/BIReporting/bi/?perspective=home&folder=.public_folders%2FUniSA+Public%2F07.0+Evaluation&location=team	Weekly
Student Experience (2)	Student Experience Survey	Sourced from the national Student Experience Survey (SES) and the most recent results published on the QILT website. The QILT website presents the most recent SES data from the last two years as a single measure. The QILT SES groups programs by their field of education into broad Study Areas, and two program levels (undergraduate and postgraduate) and this is how the program has been benchmarked against other institutions. A national dataset is also provided each year and from this an average has been calculated to provide an additional benchmark for the program (the scope of this benchmark matches the program's level and QILT Study Area)	May 2023
Graduate Satisfaction	Graduate Outcomes Survey Course Experience Questionnaire	Sourced from the national Graduate Outcomes Survey (GOS) Course Experience Questionnaire (CEQ) (administered to graduates around four months after completion) and the most recent results published on the QILT website. The QILT website presents the most recent GOS/CEQ data from the last three years as a single measure. The QILT GOS/CEQ groups programs by their field of education into Study Areas, and two program levels (undergraduate and postgraduate) and this is how the program has been benchmarked against other institutions. A national dataset is also provided each year and from this a top quartile has been calculated to provide an additional benchmark for the program (the scope of this benchmark matches the program's level and QILT Study Area)	May 2023
Graduate Outcomes	Graduate Outcomes Survey	As above. For more student or graduate survey results go to the BI topic here https://mymailunisaedu.sharepoint.com/teams/BIP/bihub/SitePages/Topic%20-%20Evaluations.aspx	May 2023
Benchmarking	ERA, Engagement	See notes from Summary above for national load data. Excellence in Research for Australia (ERA), Engagement and Impact sourced from the Australian Research Council for	Late

and Branding	Impact (ARC), Rankings (various), UniSA Brandbank	more information go to the BI topic here https://mymailunisaedu.sharepoint.com/teams/BIP/bihub/SitePages/Topic%20-%20Excellence%20in%20Research%20for%20Australia.aspx Rankings sourced from QS and THE Subject Rankings mapped to related program areas. The BI Hub Competitor and Benchmarking topic provides more information https://mymailunisaedu.sharepoint.com/teams/BIP/bihub/SitePages/Topic%20-%20Benchmarking%20and%20University%20Rankings.aspx	2022 for 2021 national load
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Appendix 1: SATAC codes used for competitor analysis - 2024

University Name	SATAC Code	SATAC Title
UniSA	4GC039	GC BREAST IMAGING

Appendix 2: Department of Education and Training national load file institution and program names used for competitor analysis -

No Data Available