



**QILT**

Quality Indicators for  
Learning and Teaching



**GOS**

Graduate Outcomes Survey

**SHORT-TERM GRADUATE  
OUTCOMES IN AUSTRALIA**

**OCTOBER 2021**



**2021 Graduate Outcomes  
Survey**

# Acknowledgements

The Quality Indicators for Learning and Teaching (QILT) survey program, including the 2021 Graduate Outcomes Survey (GOS), is funded by the Australian Government Department of Education, Skills and Employment. Without the active support of Rachel Lloyd, Phil Aungles, Dr Sam Pietsch, Gabrielle Hodgson, Ravi Ravindiran, Wayne Shippley, Dr Barbara Sidwell and Ben McBrien this research would not be possible.

The Social Research Centre would especially like to thank the higher education institutions that contributed to the GOS in 2021. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2021 GOS would not have been such a success.

We are also very grateful to the graduates who took the time to provide valuable feedback about their employment, further study and experience with their course. The GOS data will be used by institutions for continuous improvement, and to monitor and improve the labour force outcomes of graduates in the short term.

The 2021 GOS was led by Graham Challice, and the project team consisted of Lisa Bolton, Natasha Vickers, James Morrison, Cynthia Kim, Dr Paddy Tobias, Dean Pennay, Benjamin Desta, Gabriel Ong, Daniel Rosenblatt, Joe Feng, Luke Hand, Sean Walker and Kelsey Pool.

For more information on the conduct and results of the 2021 GOS see the QILT website: [www.qilt.edu.au](http://www.qilt.edu.au). The QILT team can be contacted by email at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).



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# 1. Introduction

This National Report focuses on the main indicators over time as outlined on the Quality Indicators for Learning and Teaching (QILT) website such as Labour Market Outcomes (rates of full-time employment, overall employment, labour force participation and median full-time salaries), Further Study Outcomes and Graduate Satisfaction. The report also discusses some areas of focus such as the impact of COVID-19 on labour force outcomes, gender differences and the gender pay gap, skills utilisation including graduate occupations and reasons for skills based or time based “underemployment”. The Graduate Outcomes Survey (GOS) also collects information relevant to themes beyond the scope of this report, such as the importance of the course, how well the course prepared graduates for work and further study, and more detailed labour force breakdowns, including graduates working in their own businesses, unpaid work and unemployment levels. Reporting of graduate labour market outcomes in this report focuses on domestic graduates only. Reporting of graduate satisfaction focuses on all graduates, both domestic and international graduates combined. For the first time in 2021, a separate report focusing on the employment and labour outcomes of international graduates will be published as the 2021 International GOS.

This report is supported by a PowerBI workbook which allows readers to further explore the data presented in this report. It is also supported by a set of additional static tables which provide additional data and detail out of scope of this report, but which may be of interest to the reader.

The GOS was first implemented in 2016 to replace the Australian Graduate Survey (AGS). The AGS comprised the Graduate Destinations Survey (GDS), which had been in place since the 1970s, the Course Experience Questionnaire (CEQ) and Postgraduate Research Questionnaire (PREQ), which had been in place since the 1990s. Please note that the introduction of the GOS in 2016 represented a break in time series from the previous AGS. This break is represented as a break in the line on time series charts in this report. More information can be found in the 2016 GOS Methodological Report.

The 2021 GOS was primarily conducted as a national online survey among 127 higher education institutions including all 41 Table A and B universities and 86 Non-University Higher Education Institutions (NUHEIs). A total of 127,827 valid survey responses were collected across all study levels, representing a response rate of 40.4 per cent, which is a slight decrease from 42.3 per cent, achieved in 2020.

The following report provides high level results from the 2021 GOS. Further detail is available from [https://www.qilt.edu.au/surveys/graduate-outcomes-survey-\(gos\)](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos)).

## 2. Labour market outcomes

For definitions of key indicators of labour market outcomes please refer to Appendix 2.

### 2.1 The impact of the COVID-19 pandemic

The impact of the COVID-19 pandemic continued to be felt in the Australian labour market throughout the period covered by the 2021 GOS. Nonetheless, after declining between 2019 and 2020, graduate labour market outcomes stabilised somewhat in 2021. Although the overall employment rate for recent graduates recorded a further slight decline, from 85.1 per cent in the 2020 to 84.8 per cent in 2021, the full-time graduate employment rate increased slightly, from 68.7 per cent to 68.9 per cent.

However, measuring the impact of the pandemic is complicated by the structure of the GOS, which is administered across three periods each year – in November of the previous year and in February and May of the current year. The May survey round is the largest, accounting for around two-thirds of responses collected.

Undergraduate results from each of the GOS survey rounds from 2019 to 2021 are shown in Table 1. Survey results from a particular round are best compared with the equivalent round in other survey years since results by round are not adjusted for seasonal effects.

A sharp decline in employment rates is evident between November 2019 and November 2020. Full-time employment fell from 68.0 per cent to 60.6 per cent, while overall employment fell from 84.8 per cent to 81.5 per cent. This reflects the severe disruption to social and economic activity in mid to late 2020 caused by measures taken to protect public health.

Results for the February rounds are mixed, with the overall employment rate declining but the full-time employment rate improving slightly, compared to results from the February 2020 survey round. For the May rounds, however, there was a clear improvement in graduate employment between 2020 and 2021. Full-time employment rates rose from 69.0 per cent to 72.1 per cent, close to the level recorded in May 2019. Overall employment rose from 85.4 per cent to 86.2 per cent, still one percentage point lower than in 2019. These are the most recent survey results, corresponding to a time when the Australian economy was relatively unaffected by COVID related health measures.

**68.9%**  
undergraduates in full-time  
employment (2021)

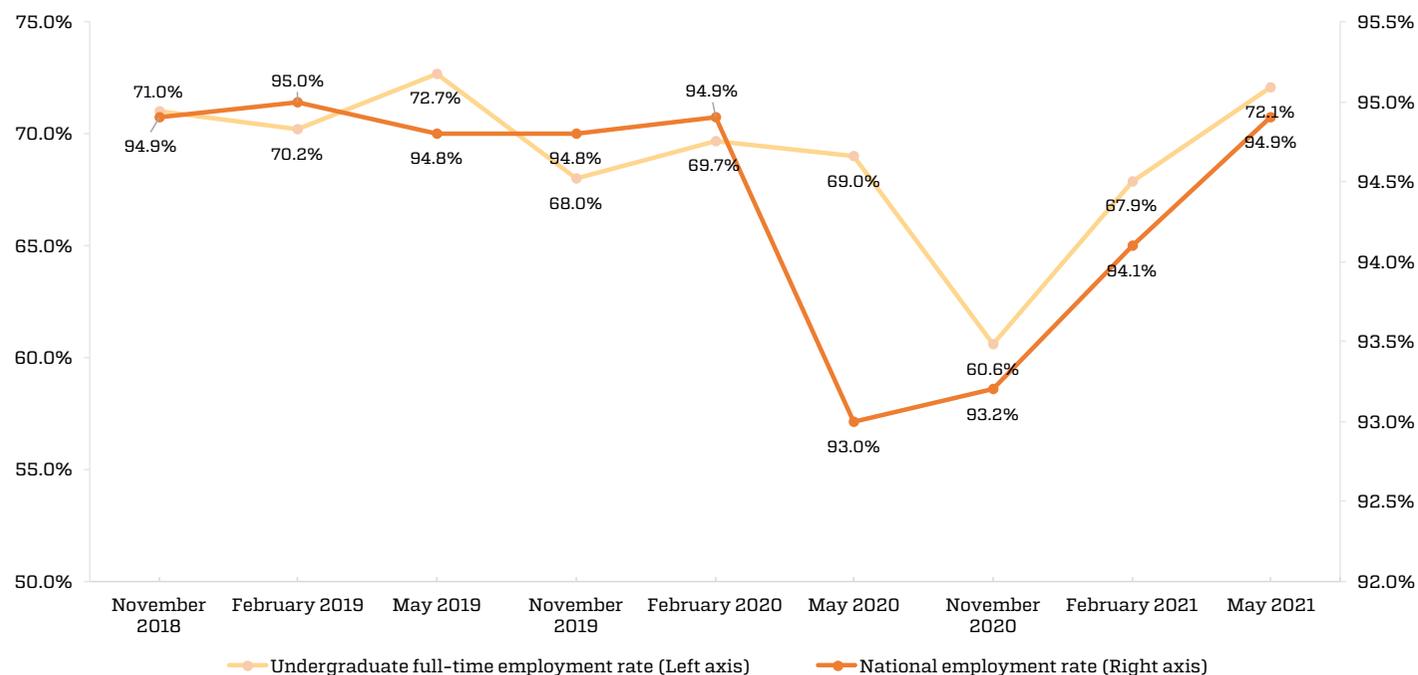
**84.8%**  
undergraduates in overall  
employment (2021)

**Table 1 Undergraduate employment rates by survey round, 2020 and 2021 (%)**

	GOS 2019				GOS 2020				GOS 2021			
	Nov	Feb	May	Total	Nov	Feb	May	Total	Nov	Feb	May	Total
Full-time employment	71.0	70.2	72.7	72.2	68.0	69.7	69.0	68.7	60.6	67.9	72.1	68.9
Overall employment	85.9	83.2	87.2	86.8	84.8	81.2	85.4	85.1	81.5	80.5	86.2	84.8

Results by survey round therefore indicate greater turbulence in the graduate labour market than is suggested by the aggregate annual results. This is consistent with results from the ABS Labour Force Survey (LFS) which show that the national unemployment rate increased from 5.0 per cent in December 2019 to 7.4 per cent in June 2020, before recovering to 5.1 per cent in May 2021 (seasonally adjusted). Figure 1 shows the relationship between the graduate full-time employment rate measured by the GOS, and the national employment rate (the inverse of the unemployment rate) measured by the LFS. Both measures show a marked decline in mid to late 2020, before recovering in early to mid 2021.

**Figure 1 Undergraduate full-time employment and national employment rates, November 2018 to May 2021 (%)**

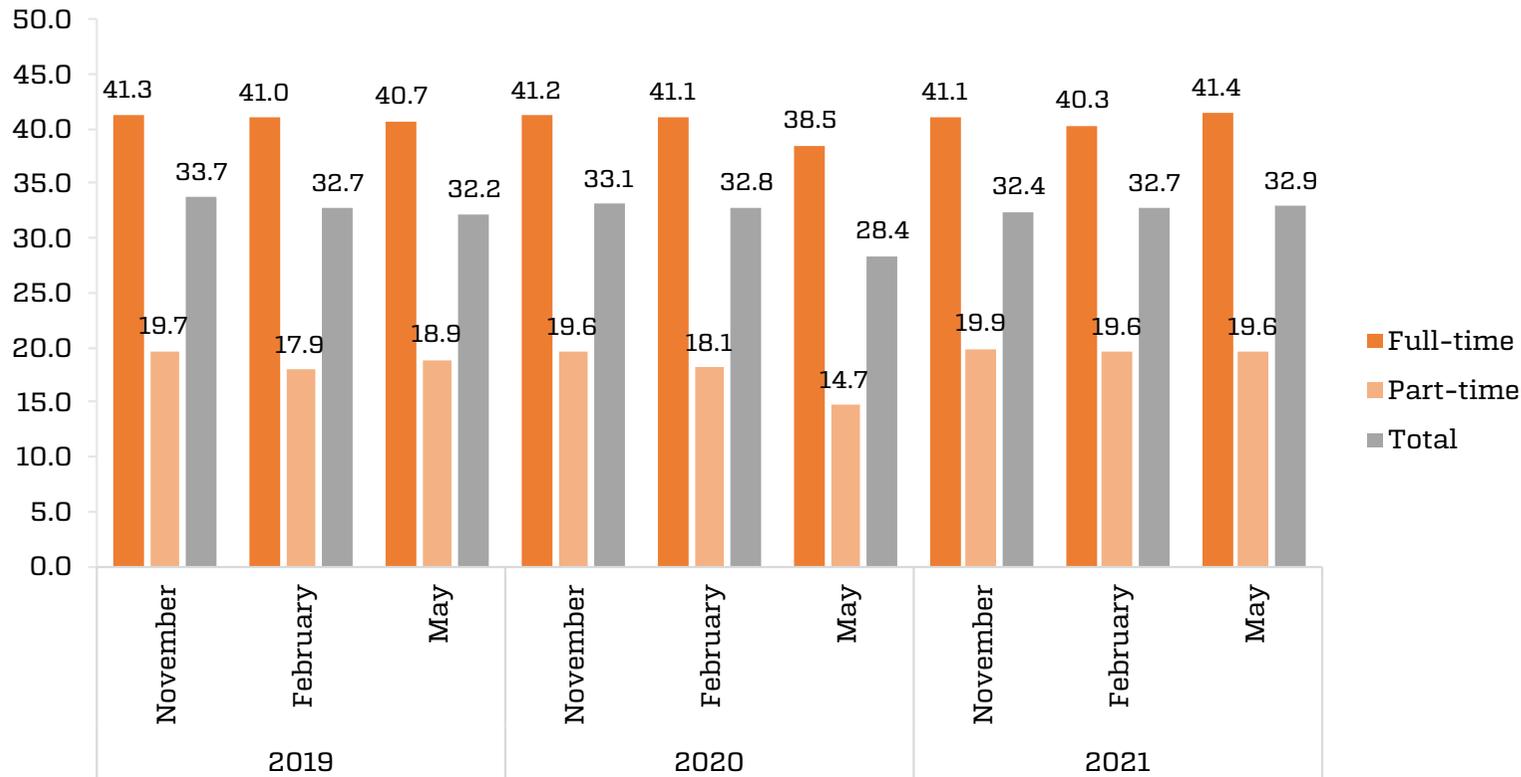


The GOS undergraduate full-time employment rate and ABS national employment rate show marked declines in mid to late 2020 before recovering in early to mid 2021.

The COVID-19 restrictions also had the effect of reducing the hours worked by those graduates who were employed. The GOS follows LFS concepts and definitions in measuring employment. This means graduates are considered employed if they work at least one hour in the survey reference week, or usually work one hour per week. Graduates are considered to be employed full-time if they actually work 35 hours per week or more, or usually work that many hours. Examining the hours actually worked by employed graduates therefore provides an additional insight into employment trends.

As noted in the 2020 GOS report, the average number of actual hours worked by employed graduates dipped markedly in the May 2020 survey round, as shown in Figure 2. This was a short-lived downturn, however, with hours worked returning to pre-COVID levels from the November round of the 2021 GOS.

Figure 2 Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2019 to 2021



Average actual hours worked per week for undergraduates employed **full-time**

**38.5**

May 2020

**41.4**

May 2021

Average actual hours worked per week for undergraduates employed **part-time**

**14.7**

May 2020

**19.6**

May 2021

## 2.2 Study level

While the undergraduate full-time employment rate recovered with a slight increase from 68.7 per cent in 2020 to 68.9 per cent in 2021, the full-time employment rate of postgraduate coursework graduates declined from 85.6 per cent in 2020 to 84.9 per cent in 2021, a fall of 0.7 percentage points. The full-time employment rate among postgraduate research graduates experienced a larger decline, from 80.1 per cent in 2020 to 77.7 per cent in 2021, a fall of 2.4 percentage points. A similar pattern of results was seen for overall employment. As seen in Table 2, the largest decline in overall employment rates was among postgraduate research graduates, with a fall of 1.9 percentage points in comparison with falls of 0.8 percentage points among postgraduate coursework graduates and 0.3 percentage points among undergraduates. As more job opportunities become available, graduates can be encouraged to seek work and hence the labour force participation rate among undergraduates increased from 91.4 per cent in 2020 to 92.0 per cent in 2021, only 0.4 percentage points lower than in 2019. There was a very small fall in the labour force participation rate among postgraduate coursework graduates of 0.1 percentage points while it actually rose slightly among postgraduate research graduates by 0.5 percentage points.

Reporting of graduate salaries in the 2021 GOS includes graduates who were employed full-time in all jobs and asks graduates to report what they “usually” earn in all their jobs so it is likely COVID-19 has had less impact on reported annual graduate salaries, at least in the short-term. The median undergraduate salary level increased slightly from \$64,700 in 2020 to \$65,000 in 2021, an increase of \$300 or 0.5 per cent. Female undergraduates continue to earn less than male undergraduates in 2021, \$64,200 compared with \$66,800 respectively, a difference of \$2,600. This equates to a gender pay gap of 3.9 per cent, increasing from 2.5 per cent in 2020.

Higher level qualifications generally lead to improved salary outcomes in addition to improved employment outcomes. The median salary of undergraduates employed full-time in 2021 was \$65,000 per year while for postgraduate coursework graduates it was \$89,700 and for postgraduate research graduates it was \$95,000, as shown in Table 2. The median undergraduate salary increased by \$300 or 0.5 per cent in 2021, while the postgraduate coursework graduate median salary increased by \$2,300 or 2.6 per cent and the postgraduate research graduate median salary increased by \$2,000 or 2.1 per cent. A higher number of undergraduates proceeded to further study immediately following completion of their degree in 2021, with 21.1 per cent in full-time study in 2021 compared to 18.5 per cent in 2020. This result is a little surprising as typically fewer students proceed to further study and more enter employment as the labour market improves. The greater propensity to undertake further study in 2021 may reflect the uncertainty surrounding the COVID-19 environment and it will be important to monitor this indicator going forward.

**68.9%**

undergraduates in full-time employment (2021)

**84.9%**

postgraduate coursework graduates in full-time employment (2021)

**77.7%**

postgraduate research graduates in full-time employment (2021)

Table 2 Graduate employment and study outcomes by study level, 2019, 2020 and 2021

	Undergraduate			Postgraduate coursework			Postgraduate research		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
In full-time employment (as a proportion of those available for full-time work) (%)	72.2	68.7	68.9	86.8	85.6	84.9	81.1	80.1	77.7
Overall employed (as a proportion of those available for any work) (%)	86.8	85.1	84.8	92.7	91.6	90.8	90.7	90.0	88.1
Labour force participation rate (%)	92.4	91.4	92.0	96.3	95.5	95.4	93.9	94.3	94.8
Median salary, employed full-time (\$)	62,600	64,700	65,000	85,300	87,400	89,700	90,000	93,000	95,000
In full-time study (%)	18.9	18.5	21.1	6.0	6.7	7.6	5.8	7.1	6.8

## 2.3 Time Series

The undergraduate full-time employment rate of 68.9 per cent in 2021 is a slight increase on the 68.7 per cent seen in 2020, however it is still the fourth lowest ever, with the low point of 68.1 per cent being reported in 2014, as shown by Table 3. The overall employment rate of 84.8 per cent is the lowest on record with the previous lowest figure being 85.1 per cent in 2020. The postgraduate coursework full-time employment rate of 84.9 per cent is the lowest reported since the 82.7 per cent reported in 2015. Similarly, the postgraduate research graduate full-time employment rate of 77.7 per cent is the lowest reported since the 73.0 per cent reported in 2015.

Table 3 Full-time and overall employment rates by study level, 2009-2021 (%)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	Full-time employment	Overall employment	Full-time employment	Overall employment	Full-time employment	Overall employment
2009	79.2	92.7	87.6	94.5	85.3	94.6
2010	76.2	91.8	86.4	94.1	84.6	93.9
2011	76.3	91.6	85.0	93.6	83.0	93.1
2012	76.1	91.7	85.4	93.9	81.9	93.6
2013	71.3	90.0	83.2	92.6	78.5	91.2
2014	68.1	89.2	82.5	93.1	75.8	91.0
2015	68.8	89.5	82.7	92.7	73.0	89.1

**65.0<sub>k</sub>**

Median salary employed full-time - undergraduates (2021)

**89.7<sub>k</sub>**

Median salary employed full-time - postgraduate coursework graduates (2021)

**95.0<sub>k</sub>**

Median salary employed full-time - postgraduate research graduates (2020)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	Full-time employment	Overall employment	Full-time employment	Overall employment	Full-time employment	Overall employment
2016	70.9	86.4	85.1	92.4	80.1	90.3
2017	71.8	86.5	86.1	92.6	80.4	90.6
2018	72.9	87.0	86.9	92.9	82.3	91.8
2019	72.2	86.8	86.8	92.7	81.1	90.7
2020	68.7	85.1	85.6	91.6	80.1	90.0
2021	68.9	84.8	84.9	90.8	77.7	88.1

Over the longer term the gender gap in graduate salaries has tended to decline though change has been slow, and the gender gap remains, as shown by Table 4. In 2009, female undergraduates earned \$47,000, which was \$3,000 or 6.0 per cent lower than their male counterparts. As noted above, in 2021, the gender gap in undergraduate median salaries had risen to \$2,600 or 3.9 per cent, up from 2.5 per cent in 2020, however still a reduction on the 4.9 per cent in 2019 and 4.8 per cent in 2018. Similarly, the gender gap in postgraduate coursework salaries has declined over time, with females earning \$15,000 or 19.2 per cent lower in 2009 in comparison with a gender pay gap of \$14,000 or 14.1 per cent in 2021. The gender gap in postgraduate research graduate salaries has also tended to decline over time, falling from \$3,000 or 4.3 per cent in 2009 to \$2,100 or 2.2 per cent in 2021.

Table 4 Median salaries by gender and level of study, 2009-2021<sup>1</sup> (\$)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	Females	Males	Females	Males	Females	Males
2009	47,000	50,000	63,000	78,000	67,000	70,000
2010	48,000	50,000	65,000	80,000	70,000	72,000
2011	50,000	52,000	68,000	80,000	73,000	75,000
2012	50,000	55,000	70,000	85,000	75,000	79,000
2013	51,630	55,000	70,000	87,000	78,300	80,000
2014	51,600	55,000	72,000	90,000	80,000	82,000
2015	53,000	55,000	73,000	90,000	80,300	84,000
2016	56,400	60,000	75,700	90,000	83,300	88,300
2017	59,000	60,100	76,000	91,000	86,000	89,800

1 2009 to 2015 based on graduates aged less than 25 and in first full-time employment

Percentage difference between **male** and **female** graduate **median full-time salaries**

**3.9%**  
undergraduates (2021)

**14.1%**  
postgraduate coursework graduates (2021)

**2.2%**  
postgraduate research graduates (2021)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	Females	Males	Females	Males	Females	Males
2018	60,000	63,000	79,000	92,500	90,000	90,200
2019	61,500	64,700	81,300	95,000	90,000	92,000
2020	63,400	65,000	83,500	96,000	91,900	95,000
2021	64,200	66,800	85,000	99,000	93,900	96,000

## 2.4 Demographic group

As was the case in previous years, older undergraduates and undergraduates that studied externally were more likely to be in full-time employment in 2021, with rates of 73.3 per cent and 79.7 per cent respectively, as shown in Table 5. This may be associated with these graduates being more likely to have an ongoing relationship with an employer while studying. Older graduates were 5.4 percentage points more likely to be employed full-time than graduates aged 30 or younger, and 0.8 percentage points more likely to be employed, but less likely to be participating in the labour force. Graduates who completed their studies externally were 12.6 percentage points more likely to be employed full-time than those who had completed internal or mixed mode studies and were also 4.4 per cent more likely to be employed but slightly less likely to participate in the labour force.

Indigenous undergraduates were more likely to be in full-time employment than non-Indigenous undergraduates, at 76.8 per cent and 68.8 per cent respectively, and more likely to be employed, at 85.7 per cent and 84.7 per cent respectively. Undergraduates with a reported disability had a full-time employment rate of 58.7 per cent, which was 11.3 percentage points lower than the 70.0 per cent for undergraduates who reported no disability. Similarly, domestic students whose home language was other than English had a substantially lower rate of full-time employment in 2021, at 52.8 per cent, in comparison with the 69.3 per cent for undergraduates whose home language was English.

In 2021, graduates from higher socio-economic status (SES) categories performed better in most employment areas, with 70.0 per cent of high SES undergraduates employed full-time compared with 68.7 per cent of those in medium SES and 67.6 per cent in the low SES category. The pattern is similar in terms of overall employment, with high, medium and low SES graduates recording overall employment rates of 85.7, 85.0 and 82.6 per cent respectively. This pattern differs for labour force participation, with 92.3 per cent of medium SES undergraduates participating in the labour force compared to 92.1 per cent and 91.4 per cent for high or low SES undergraduates respectively.

Full-time and overall employment rates of undergraduates from regional or remote areas remained higher than for those from metropolitan areas. Regional/remote graduates' full-time employment rate was 74.3 per cent compared with 67.5 per cent for metropolitan graduates, a difference of 6.8 percentage points. Similarly, 87.4 per cent of regional/remote graduates were employed overall, compared with 84.2 per cent for metropolitan areas. Those in regional/remote areas were slightly less likely to participate in the labour force, with a participation rate of 91.5 per cent compared with 92.2 per cent for metropolitan areas.

Table 5 Undergraduate employment outcomes by demographic group, 2020 and 2021

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	2020	2021	2020	2021	2020	2021	2020	2021
<b>Age</b>								
30 years or under	67.8	67.9	84.9	84.6	92.1	92.6	62,600	63,400
Over 30 years	73.5	73.3	85.7	85.4	88.3	89.3	71,400	73,100
<b>Mode of attendance code</b>								
Internal/Multi Mode	67.1	67.1	84.5	84.2	91.6	92.3	63,000	64,000
External/Distance	79.7	79.7	89.0	88.6	90.5	90.6	72,000	72,500
<b>Aboriginal and Torres Strait Islander</b>								
Indigenous	75.1	76.8	85.8	85.7	90.9	90.7	68,300	67,000
Non-Indigenous	68.6	68.8	85.1	84.7	91.5	92.0	64,600	65,000
<b>Disability</b>								
Reported disability	59.2	58.7	78.5	77.4	87.5	88.8	64,800	65,000
No disability	69.4	70.0	85.6	85.6	91.8	92.4	64,700	65,000
<b>Main language spoken at home</b>								
English	69.2	69.3	85.5	85.2	91.6	92.1	64,800	65,000
Language other than English	52.9	52.8	68.5	69.8	87.5	88.7	60,900	62,600
<b>Socio-economic status</b>								
High	70.1	70.0	86.1	85.7	91.2	92.1	65,000	65,000
Medium	68.8	68.7	85.4	85.0	91.8	92.3	64,000	65,000
Low	65.9	67.6	82.7	82.6	91.0	91.4	64,300	65,000
<b>Location</b>								
Metropolitan	67.5	67.5	84.5	84.2	91.3	92.2	64,500	65,000
Regional/remote	73.3	74.3	88.0	87.4	92.1	91.5	65,000	65,200

## 2.5 Study area

The 2021 GOS findings suggest that graduates from study areas related to service type industries heavily impacted by the COVID-19 restrictions have seen some recovery. For example, the largest increases in undergraduate full-time employment by study area have been in Veterinary science, up from 78.2 per cent in 2020 to 87.0 per cent in 2021, an increase of 8.8 percentage points, Rehabilitation up 7.1 percentage points, Tourism, hospitality, personal services, sport and recreation up 6.3 percentage points, Health services and support up 5.3 percentage points, and Dentistry up 4.5 percentage points. Recovery has also been seen in study areas that had large drops in full-time employment rates between 2019 and 2020, with Creative arts, up from 45.8 per cent in 2020 to 49.2 per cent in 2021 and Communications, up from 52.8 per cent to 55.2 per cent in 2021.

Median undergraduate full-time salaries in 2021 ranged between study areas from a high of \$100,000 down to \$50,000, with a standard deviation of \$10,300, as shown by Table 7. The areas with the highest graduate salaries were Dentistry at \$100,000, Medicine \$76,000, Social work \$72,600, Teacher education \$72,000, and Engineering \$70,000. The study areas with the lowest full-time median undergraduate salaries were Pharmacy at \$50,000, Creative arts \$53,000, Tourism, hospitality, personal services, sport and recreation, \$54,900 and Communications, \$56,200. The variation in salary between study areas was higher for male graduates, with a standard deviation of \$10,400 compared to \$9,300 for female graduates.

The gender gap in undergraduate salaries immediately upon graduation can be explained, in part, by the fact that females are more likely to graduate from study areas which receive lower levels of remuneration. However, it is also the case that at the undergraduate level, females earn less overall than their male counterparts within most study areas. The study areas which exhibit the highest gaps between male and female salaries include Psychology with a gap of \$6,900, Architecture and built environment \$5,200, Law and paralegal studies \$4,900, Health services and support \$4,800, and Agriculture and environmental studies \$4,700. Medicine, Rehabilitation, Pharmacy and Engineering were the exceptions where female undergraduate median salaries are higher than or equal to their male counterparts. This demonstrates that beyond subject choice, the gender gap in median graduate salaries persists due to a range of other factors such as occupation, age, experience, personal factors, and possible inequalities within workplaces.

Table 6 Undergraduate employment outcomes by study area, 2020 and 2021<sup>2</sup> (%)

Study area	Full-time employment		Overall employment		Labour force participation rate	
	2020	2021	2020	2021	2020	2021
Science and mathematics	59.1	61.1	81.7	81.5	84.3	84.8
Computing and information systems	72.1	67.9	81.3	77.5	93.8	94.5
Engineering	83.0	80.3	87.6	86.6	95.3	95.0

<sup>2</sup> Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

# 95.0%

full-time employment rate of Pharmacy undergraduates - highest (2021)



# 49.2%

full-time employment rate of Creative arts undergraduates - lowest (2021)



Study area	Full-time employment		Overall employment		Labour force participation rate	
	2020	2021	2020	2021	2020	2021
Architecture and built environment	67.7	65.2	82.3	82.4	93.5	95.0
Agriculture and environmental studies	67.4	69.5	84.4	85.9	93.6	92.3
Health services and support	67.2	72.5	87.6	88.4	92.9	93.1
Medicine	86.7	90.2	90.8	92.9	88.9	92.5
Nursing	72.7	74.2	89.2	88.8	96.2	95.8
Pharmacy	96.4	95.0	95.8	93.6	96.3	94.7
Dentistry	80.0	84.5	90.6	94.5	90.4	91.7
Veterinary science	78.2	87.0	89.9	90.6	88.1	87.5
Rehabilitation	87.3	94.4	94.4	96.0	97.9	97.8
Teacher education	80.6	79.1	90.9	91.1	94.4	94.8
Business and management	74.3	72.8	86.4	86.3	95.3	95.9
Humanities, culture and social sciences	60.9	57.9	83.4	81.7	88.6	89.9
Social work	67.2	70.7	85.0	84.7	94.3	94.2
Psychology	61.4	60.2	84.4	83.5	88.1	87.1
Law and paralegal studies	75.7	72.5	85.7	84.3	94.4	94.9
Creative arts	45.8	49.2	78.7	78.2	87.7	90.6
Communications	52.8	55.2	79.2	81.5	87.3	89.0
Tourism, hospitality, personal services, sport and recreation	52.4	58.7	82.4	82.1	91.3	91.2
<b>All study areas*</b>	<b>68.7</b>	<b>68.9</b>	<b>85.1</b>	<b>84.8</b>	<b>91.4</b>	<b>92.0</b>
Standard deviation (percentage points (pp))	12.8	13.0	4.7	5.3	3.7	3.3

# 96.0%

overall employment rate of Rehabilitation undergraduates - highest (2021)



# 77.5%

overall employment rate of Computing and information systems undergraduates - lowest (2021)



Table 7 Undergraduate median full-time salaries by study area, 2020 and 2021<sup>3</sup> (\$)

Study area	Male		Female		Total	
	2020	2021	2020	2021	2020	2021
Science and mathematics	65,400	65,000	62,600	61,500	64,000	63,000
Computing and Information Systems	65,200	66,000	65,000	65,000	65,000	65,500
Engineering	69,400	70,000	70,000	70,000	69,500	70,000
Architecture and built environment	65,000	65,200	62,600	60,000	64,700	62,600
Agriculture and environmental studies	62,300	64,700	60,100	60,000	61,500	60,500
Health services and support	66,000	70,000	65,000	65,200	65,100	66,500
Medicine	75,300	76,000	74,000	76,500	75,000	76,000
Nursing	65,400	66,800	64,200	65,200	64,200	65,200
Pharmacy	49,600	49,600	49,600	50,000	49,600	50,000
Dentistry	90,000	n/a	79,300	92,400	84,000	100,000
Veterinary science	n/a	n/a	57,500	60,000	57,800	60,000
Rehabilitation	65,000	66,500	65,000	67,000	65,000	67,000
Teacher education	70,000	72,000	69,900	71,800	70,000	72,000
Business and management	62,500	63,000	59,100	60,000	60,000	60,700
Humanities, culture and social sciences	65,000	65,000	61,900	62,000	62,600	62,600
Social work	68,000	74,900	70,000	72,300	70,000	72,600
Psychology	65,000	70,000	62,800	63,100	63,000	65,000
Law and paralegal studies	68,900	70,000	64,000	65,100	65,000	66,800
Creative arts	52,200	55,000	51,600	52,200	52,000	53,000
Communications	57,400	58,400	55,300	55,200	55,600	56,200
Tourism, hospitality, personal services, sport and recreation	n/a	n/a	n/a	54,900	53,500	54,900
<b>All study areas*</b>	<b>65,000</b>	<b>66,800</b>	<b>63,400</b>	<b>64,200</b>	<b>64,700</b>	<b>65,000</b>

<sup>3</sup> Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

100.0k

Median undergraduate salary,  
Dentistry - highest (2021)



50.0k

Median undergraduate salary,  
Pharmacy - lowest (2021)



Study area	Male		Female		Total	
	2020	2021	2020	2021	2020	2021
Standard deviation (\$)	8,300	10,400	7,400	9,300	7,800	10,300

NB: n/a = result not available, fewer than 25 survey responses received.

## 2.6 Institution

### 2.6.1 Universities

Employment and salary outcomes vary across institutions. It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, may also impact on employment outcomes. Note also that the figures in parentheses in the tables that follow indicate the confidence intervals for the survey estimates. Since the number of survey responses for each institution can be relatively small, the confidence intervals may overlap for survey estimates from one year to the next, broadly indicating the change in labour market outcomes may not be statistically significant. The calculation of these confidence intervals is detailed in Appendix 4. More than half of universities experienced increases in undergraduate full-time employment between 2020 and 2021, as shown by Table 8. Universities with the highest full-time employment rates in 2021 were Charles Sturt University, 84.6 per cent, Central Queensland University, 83.4 per cent, University of New England, 80.9 per cent, University of Southern Queensland, 79.2 per cent, and James Cook University 78.0 per cent.

Table 8 Undergraduate full-time employment and overall employment rate by university, 2020 and 2021 (%)

University	Full-time employment		Overall employment	
	2020	2021	2020	2021
Australian Catholic University	72.4 (70.6, 74.1)	73.6 (72.0, 75.2)	88.0 (87.0, 88.9)	89.2 (88.3, 90.0)
Bond University	61.2 (55.3, 66.8)	67.3 (60.8, 72.9)	72.3 (67.5, 76.5)	79.7 (75.2, 83.1)
Central Queensland University	73.0 (69.8, 75.9)	83.4 (80.9, 85.6)	87.1 (84.9, 88.8)	90.2 (88.5, 91.5)
Charles Darwin University	79.1 (75.4, 82.2)	76.5 (73.5, 79.2)	90.1 (87.8, 91.8)	87.4 (85.5, 89.0)
Charles Sturt University	84.7 (83.2, 86.0)	84.6 (82.9, 86.1)	91.9 (90.9, 92.7)	90.8 (89.6, 91.8)
Curtin University	69.7 (67.9, 71.4)	70.1 (68.1, 72.1)	86.6 (85.5, 87.7)	87.7 (86.4, 88.8)
Deakin University	70.4 (68.9, 71.9)	67.7 (65.9, 69.3)	88.2 (87.3, 89.0)	86.0 (84.9, 87.0)
Edith Cowan University	57.1 (54.5, 59.7)	62.6 (60.0, 65.1)	80.9 (79.1, 82.5)	82.8 (81.1, 84.4)
Federation University Australia	67.2 (63.6, 70.6)	70.6 (66.4, 74.3)	87.8 (85.9, 89.2)	88.5 (86.2, 90.3)
Flinders University	63.1 (60.6, 65.6)	66.3 (63.6, 68.9)	84.7 (83.1, 86.0)	83.0 (81.3, 84.5)
Griffith University	62.1 (60.2, 63.9)	59.2 (57.0, 61.3)	84.0 (82.8, 85.1)	81.4 (79.9, 82.8)
James Cook University	75.9 (73.5, 78.0)	78.0 (75.3, 80.3)	89.0 (87.5, 90.2)	87.5 (85.7, 89.0)

Across universities, there was a 28.9 percentage point difference between the highest and lowest full-time employment rates in 2021.

University	Full-time employment		Overall employment	
	2020	2021	2020	2021
La Trobe University	64.5 (62.4, 66.6)	70.1 (67.9, 72.3)	85.9 (84.7, 87.1)	85.3 (83.9, 86.5)
Macquarie University	67.8 (66.1, 69.5)	66.9 (64.8, 68.8)	85.5 (84.4, 86.5)	85.3 (83.9, 86.5)
Monash University	72.3 (70.9, 73.7)	70.3 (68.8, 71.8)	86.6 (85.8, 87.4)	84.6 (83.6, 85.5)
Murdoch University	54.8 (51.7, 57.9)	62.3 (58.9, 65.5)	78.8 (76.5, 80.8)	82.7 (80.5, 84.6)
Queensland University of Technology	68.0 (66.4, 69.5)	67.1 (65.5, 68.7)	86.6 (85.6, 87.5)	85.6 (84.6, 86.6)
RMIT University	64.3 (62.4, 66.0)	63.4 (61.8, 65.0)	81.5 (80.2, 82.6)	81.8 (80.6, 82.8)
Southern Cross University	75.1 (72.1, 77.8)	74.5 (71.2, 77.5)	87.2 (85.4, 88.7)	88.4 (86.5, 90.0)
Swinburne University of Technology	70.2 (68.1, 72.1)	66.6 (64.5, 68.6)	82.9 (81.5, 84.2)	85.5 (84.2, 86.7)
The Australian National University	69.2 (66.5, 71.7)	67.6 (64.8, 70.3)	86.9 (85.2, 88.3)	85.5 (83.6, 87.1)
The University of Adelaide	63.5 (61.2, 65.8)	66.5 (64.2, 68.7)	81.9 (80.4, 83.2)	81.6 (80.2, 83.0)
The University of Melbourne	57.0 (54.7, 59.3)	55.7 (53.3, 58.0)	81.7 (80.5, 82.9)	79.9 (78.6, 81.0)
The University of Notre Dame Australia	73.8 (71.0, 76.4)	77.1 (73.7, 80.1)	87.6 (85.8, 89.1)	89.5 (87.4, 91.2)
The University of Queensland	70.8 (69.2, 72.4)	71.4 (69.6, 73.1)	86.0 (85.0, 86.9)	85.6 (84.4, 86.6)
The University of South Australia	67.8 (65.7, 69.9)	74.6 (72.7, 76.5)	85.5 (84.2, 86.7)	88.2 (87.1, 89.2)
The University of Sydney	75.1 (73.7, 76.4)	71.8 (70.3, 73.1)	86.6 (85.7, 87.5)	86.0 (85.1, 86.7)
The University of Western Australia	54.5 (50.8, 58.1)	57.2 (53.8, 60.6)	79.7 (77.6, 81.7)	83.7 (81.9, 85.4)
Torrens University	59.9 (56.7, 62.9)	59.1 (55.9, 62.2)	79.8 (77.7, 81.7)	79.4 (77.2, 81.3)
University of Canberra	71.5 (69.2, 73.7)	73.5 (70.9, 75.9)	86.5 (85.0, 87.8)	87.8 (86.1, 89.3)
University of Divinity	n/a	n/a	91.1 (82.3, 95.2)	80.9 (71.6, 86.8)
University of New England	80.6 (78.8, 82.2)	80.9 (78.8, 82.8)	86.5 (85.2, 87.6)	86.8 (85.3, 88.1)
University of New South Wales	76.2 (74.4, 77.8)	73.9 (72.0, 75.8)	86.7 (85.4, 87.8)	83.5 (82.0, 84.8)
University of Newcastle	74.4 (72.4, 76.2)	76.9 (74.8, 78.8)	88.2 (87.0, 89.3)	90.2 (89.0, 91.3)
University of Southern Queensland	78.9 (77.0, 80.6)	79.2 (77.0, 81.1)	89.7 (88.5, 90.7)	90.3 (88.9, 91.4)
University of Tasmania	72.3 (70.3, 74.2)	72.4 (70.3, 74.4)	87.2 (86.1, 88.3)	85.9 (84.7, 87.0)
University of Technology Sydney	70.8 (69.2, 72.3)	71.0 (69.4, 72.6)	85.8 (84.8, 86.8)	85.8 (84.7, 86.8)
University of the Sunshine Coast	59.3 (56.5, 62.0)	59.0 (55.9, 62.0)	82.8 (81.0, 84.3)	81.8 (79.8, 83.5)
University of Wollongong	67.9 (65.4, 70.3)	65.5 (62.7, 68.2)	87.4 (85.9, 88.7)	85.4 (83.5, 87.0)
Victoria University	57.8 (54.7, 60.7)	59.1 (56.3, 61.7)	79.6 (77.6, 81.4)	78.8 (77.0, 80.4)
Western Sydney University	58.8 (56.8, 60.8)	61.8 (60.6, 63.0)	76.2 (74.7, 77.6)	79.2 (78.6, 79.7)

University	Full-time employment		Overall employment	
	2020	2021	2020	2021
<b>All universities</b>	<b>69.1 (68.8, 69.4)</b>	<b>69.2 (68.8, 69.5)</b>	<b>85.3 (85.1, 85.5)</b>	<b>85.0 (84.8, 85.3)</b>
Standard deviation	7.7	7.3	4.1	3.4

NB: n/a = result not available, fewer than 25 survey responses received.

In 2021, universities with high median full-time undergraduate salaries immediately following graduation include the University of New England, \$72,000, University of Southern Queensland, \$72,000, Central Queensland University, \$70,000, Charles Darwin University, \$70,000, Charles Sturt University, \$70,000, Curtin University, \$70,000, and University of Tasmania, \$70,000. Repeating the earlier caveat, factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, may also impact on salary outcomes.

**Table 9 Undergraduate labour force participation and median full-time salary by university, 2020 and 2021**

University	Labour force participation rate (%)		Median full-time salary (\$)	
	2020	2021	2020	2021
Australian Catholic University	94.3 (93.6, 94.9)	95.5 (94.9, 96.0)	64,000 (62,900, 65,100)	65,400 (64,300, 66,500)
Bond University	90.4 (87.1, 92.7)	88.5 (85.0, 90.6)	62,000 (57,500, 66,500)	60,000 (54,500, 65,500)
Central Queensland University	93.7 (92.2, 94.9)	94.4 (93.2, 95.4)	69,700 (67,000, 72,300)	70,000 (67,600, 72,400)
Charles Darwin University	93.2 (91.3, 94.5)	91.5 (90.0, 92.7)	68,000 (66,500, 69,500)	70,000 (66,700, 73,300)
Charles Sturt University	94.7 (93.9, 95.3)	94.0 (93.0, 94.8)	68,900 (67,700, 70,000)	70,000 (69,100, 70,900)
Curtin University	94.1 (93.3, 94.7)	94.6 (93.7, 95.3)	65,700 (64,500, 67,000)	70,000 (68,700, 71,300)
Deakin University	92.4 (91.7, 93.0)	92.3 (91.5, 93.0)	65,000 (63,800, 66,200)	65,000 (63,600, 66,400)
Edith Cowan University	93.1 (91.9, 94.0)	94.6 (93.5, 95.4)	65,300 (63,400, 67,300)	69,000 (67,000, 70,900)
Federation University Australia	93.0 (91.6, 94.1)	93.3 (91.5, 94.6)	64,000 (60,800, 67,200)	67,400 (63,100, 71,700)
Flinders University	91.4 (90.3, 92.4)	89.8 (88.5, 90.9)	64,500 (63,100, 65,900)	66,000 (64,100, 67,900)
Griffith University	91.9 (91.1, 92.7)	92.5 (91.5, 93.4)	60,200 (58,800, 61,500)	61,100 (59,100, 63,100)
James Cook University	94.0 (92.9, 94.8)	93.6 (92.3, 94.6)	65,900 (63,900, 67,900)	67,000 (65,000, 69,000)
La Trobe University	93.0 (92.1, 93.7)	91.8 (90.8, 92.7)	62,000 (60,400, 63,600)	61,500 (59,800, 63,200)
Macquarie University	93.5 (92.8, 94.1)	92.7 (91.7, 93.5)	62,600 (61,300, 63,900)	62,000 (60,100, 63,900)
Monash University	90.3 (89.6, 90.9)	89.9 (89.2, 90.6)	63,500 (62,200, 64,800)	64,400 (63,200, 65,600)
Murdoch University	92.8 (91.3, 93.9)	91.4 (89.8, 92.7)	65,700 (63,500, 67,900)	65,400 (63,500, 67,400)
Queensland University of Technology	95.2 (94.6, 95.7)	96.1 (95.5, 96.6)	62,600 (61,700, 63,500)	62,600 (61,700, 63,600)

University	Labour force participation rate (%)		Median full-time salary (\$)	
	2020	2021	2020	2021
RMIT University	92.1 (91.2, 92.8)	93.6 (92.9, 94.2)	60,000 (58,500, 61,500)	60,000 (59,500, 60,500)
Southern Cross University	92.4 (91.1, 93.5)	91.4 (89.7, 92.6)	65,700 (64,300, 67,100)	67,100 (64,700, 69,600)
Swinburne University of Technology	91.2 (90.2, 92.1)	92.1 (91.2, 93.0)	68,000 (65,900, 70,100)	67,900 (65,800, 70,000)
The Australian National University	91.0 (89.7, 92.1)	90.6 (89.1, 91.8)	64,000 (62,800, 65,200)	65,000 (64,100, 65,900)
The University of Adelaide	86.0 (84.8, 87.1)	89.1 (88.0, 90.0)	62,000 (60,100, 63,900)	65,000 (63,500, 66,500)
The University of Melbourne	83.1 (82.1, 84.0)	85.5 (84.5, 86.4)	59,500 (58,400, 60,500)	60,000 (59,600, 60,400)
The University of Notre Dame Australia	93.6 (92.3, 94.6)	95.4 (93.9, 96.4)	65,200 (63,700, 66,700)	67,600 (66,800, 68,400)
The University of Queensland	91.6 (90.8, 92.3)	91.7 (90.8, 92.4)	62,600 (61,700, 63,500)	63,400 (62,500, 64,400)
The University of South Australia	93.7 (92.8, 94.5)	95.1 (94.3, 95.7)	62,600 (61,300, 64,000)	64,700 (63,300, 66,100)
The University of Sydney	90.7 (90.0, 91.4)	92.4 (91.8, 92.9)	65,000 (64,600, 65,400)	65,000 (64,500, 65,500)
The University of Western Australia	85.3 (83.6, 86.9)	85.1 (83.5, 86.5)	55,500 (52,800, 58,300)	60,000 (58,600, 61,400)
Torrens University	89.5 (87.9, 90.7)	92.0 (90.6, 93.2)	52,200 (49,600, 54,800)	60,000 (58,300, 61,700)
University of Canberra	94.5 (93.5, 95.3)	95.3 (94.2, 96.1)	66,800 (64,900, 68,600)	68,600 (66,500, 70,700)
University of Divinity	73.8 (65.4, 80.1)	82.5 (74.7, 87.3)	n/a	n/a
University of New England	90.3 (89.3, 91.1)	91.4 (90.2, 92.3)	70,000 (68,400, 71,600)	72,000 (70,600, 73,400)
University of New South Wales	93.9 (92.9, 94.6)	94.2 (93.3, 95.0)	67,500 (66,400, 68,600)	68,000 (66,700, 69,300)
University of Newcastle	93.5 (92.6, 94.3)	93.5 (92.4, 94.3)	65,200 (64,500, 65,800)	65,700 (64,600, 66,900)
University of Southern Queensland	94.5 (93.6, 95.2)	93.9 (92.8, 94.7)	70,700 (69,800, 71,600)	72,000 (71,000, 73,000)
University of Tasmania	83.4 (82.3, 84.4)	84.9 (83.8, 85.9)	70,300 (68,900, 71,700)	70,000 (68,600, 71,400)
University of Technology Sydney	93.8 (93.0, 94.4)	95.2 (94.5, 95.8)	62,000 (60,800, 63,300)	62,600 (61,800, 63,400)
University of the Sunshine Coast	91.9 (90.6, 92.9)	91.1 (89.7, 92.3)	62,600 (60,400, 64,800)	61,700 (59,100, 64,300)
University of Wollongong	93.4 (92.2, 94.3)	93.6 (92.2, 94.6)	62,600 (60,900, 64,300)	63,400 (62,200, 64,700)
Victoria University	90.9 (89.5, 92.1)	93.3 (92.2, 94.2)	60,100 (56,500, 63,600)	67,400 (65,300, 69,500)
Western Sydney University	91.4 (90.4, 92.2)	91.6 (91.3, 91.7)	63,400 (62,500, 64,400)	64,700 (63,900, 65,500)
<b>All universities</b>	<b>91.6 (91.5, 91.8)</b>	<b>92.1 (92.0, 92.3)</b>	<b>64,700 (64,300, 65,100)</b>	<b>65,000 (64,900, 65,100)</b>
Standard deviation	4.0	3.1	3,900	3,500

NB: n/a = result not available, fewer than 25 survey responses received.

## 2.6.1 NUHEIs

Since the number of students enrolled in individual Non-University Higher Education Institutions (NUHEIs) tends to be much smaller than at university level, data for individual NUHEIs have been pooled across the 2019, 2020 and 2021 surveys to improve the robustness and validity of data, as occurs on the ComparED website. Using this three-year aggregation, several NUHEIs have full-time undergraduate employment rates over 80 per cent, including Marcus Oldham College, 95.5 per cent, Moore Theological College, 91.7 per cent, TAFE Queensland, 87.0 per cent, Avondale University College, 84.9 per cent, and International College of Hotel Management, 84.0 per cent. The same caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater variation in course offerings by level of education and study area than among universities.

Table 10 shows undergraduate median full-time salaries for NUHEIs. NUHEIs with high median full-time undergraduate salaries include Tabor College of Higher Education, \$65,600, Moore Theological College, \$65,400, Marcus Oldham College, \$65,100, Avondale University College, \$65,000, and TAFE NSW, \$61,200.

Table 10 Undergraduate labour force indicators by NUHEI, 2019-2021

NUHEI	Full-time employment (%)	Overall employment (%)	Labour force participation rate (%)	Median full-time salary (\$)
Academy of Information Technology	58.8 (53.4, 63.9)	68.2 (63.3, 72.6)	94.8 (92.0, 96.5)	60,000 (57,200, 62,800)
ACAP and NCPS	58.2 (54.2, 62.0)	80.7 (78.1, 82.8)	92.5 (90.8, 93.8)	60,000 (56,000, 64,000)
Adelaide Central School of Art	n/a	76.3 (66.9, 82.3)	74.5 (67.9, 78.6)	n/a
Adelaide College of Divinity	n/a	n/a	75.0 (65.8, 80.3)	n/a
Alphacrucis College	65.1 (58.9, 70.8)	79.7 (76.2, 82.8)	85.3 (82.4, 87.6)	55,500 (50,900, 60,100)
Australasian College of Health and Wellness	n/a	n/a	n/a	n/a
Australian Academy of Music and Performing Arts	n/a	74.2 (63.1, 81.4)	96.9 (88.2, 98.2)	n/a
Australian College of Christian Studies	n/a	n/a	n/a	n/a
Australian College of Theology Limited	78.4 (72.7, 83.1)	87.2 (84.2, 89.7)	81.4 (78.4, 84.0)	59,700 (55,400, 64,100)
Australian Institute of Business Pty Ltd	n/a	n/a	n/a	n/a
Australian Institute of Professional Counsellors	n/a	n/a	n/a	n/a
Avondale University College	84.9 (80.9, 87.8)	89.7 (86.7, 91.7)	97.4 (95.4, 98.2)	65,000 (63,700, 66,300)
Box Hill Institute	57.6 (50.2, 64.6)	78.8 (73.2, 82.9)	91.1 (87.0, 93.5)	60,900 (53,100, 68,700)

<b>NUHEI</b>	<b>Full-time employment (%)</b>	<b>Overall employment (%)</b>	<b>Labour force participation rate (%)</b>	<b>Median full-time salary (\$)</b>
Campion College Australia	n/a	84.4 (73.4, 90.0)	82.1 (72.7, 87.2)	n/a
Canberra Institute of Technology	n/a	88.0 (75.7, 92.9)	96.2 (85.5, 98.1)	n/a
Chisholm Institute	n/a	n/a	n/a	n/a
Christian Heritage College	72.6 (65.2, 78.6)	83.1 (77.9, 86.7)	88.7 (84.6, 91.3)	60,400 (52,200, 68,600)
Collarts (Australian College of the Arts)	45.9 (39.8, 52.1)	78.1 (73.9, 81.6)	93.1 (90.2, 94.8)	50,000 (45,000, 55,100)
Eastern College Australia	n/a	93.9 (84.6, 96.6)	84.6 (75.6, 89.1)	n/a
Endeavour College of Natural Health	64.0 (60.0, 67.8)	88.5 (86.7, 90.0)	91.2 (89.7, 92.4)	60,000 (56,200, 63,800)
Engineering Institute of Technology	n/a	n/a	n/a	n/a
Excelsia College	n/a	73.1 (60.5, 81.3)	100.0 (90.5, 100.0)	n/a
Holmes Institute	n/a	n/a	n/a	n/a
Holmesglen Institute	65.6 (56.3, 73.5)	84.2 (78.3, 88.2)	92.2 (87.6, 94.7)	n/a
Ikon Institute of Australia	n/a	74.3 (62.6, 82.5)	85.4 (75.7, 90.6)	n/a
International College of Hotel Management	84.0 (70.9, 90.4)	96.3 (85.8, 98.4)	100.0 (90.6, 100.0)	n/a
International College of Management, Sydney	73.4 (67.3, 78.5)	85.0 (80.3, 88.5)	96.1 (93.0, 97.6)	52,600 (49,200, 56,000)
ISN Psychology Pty Ltd	n/a	77.5 (67.4, 84.1)	87.0 (78.7, 91.1)	n/a
Jazz Music Institute	n/a	n/a	n/a	n/a
Kaplan Business School	n/a	n/a	n/a	n/a
Kaplan Higher Education Pty Ltd	n/a	n/a	n/a	n/a
LCI Melbourne	51.2 (41.2, 61.1)	74.1 (65.9, 80.0)	91.5 (85.3, 94.1)	n/a
Le Cordon Bleu Australia	n/a	n/a	n/a	n/a
Macleay College	61.7 (53.9, 68.8)	74.0 (67.5, 79.2)	90.9 (86.2, 93.7)	55,000 (50,300, 59,700)
Marcus Oldham College	95.5 (92.0, 97.2)	98.6 (96.0, 99.3)	97.9 (95.2, 98.9)	65,100 (58,900, 71,400)
Melbourne Institute of Technology	n/a	n/a	92.0 (79.1, 96.7)	n/a
Melbourne Polytechnic	51.7 (42.5, 60.8)	80.5 (73.9, 85.1)	90.6 (85.6, 93.4)	n/a
Montessori World Educational Institute (Australia)	n/a	n/a	n/a	n/a
Moore Theological College	91.7 (86.2, 94.6)	90.6 (86.4, 93.0)	84.2 (80.2, 86.9)	65,400 (58,100, 72,800)

NUHEI	Full-time employment (%)	Overall employment (%)	Labour force participation rate (%)	Median full-time salary (\$)
National Art School	36.1 (27.7, 45.6)	72.7 (67.2, 77.2)	77.6 (73.4, 80.9)	n/a
Perth Bible College	n/a	n/a	n/a	n/a
Photography Studies College (Melbourne)	54.5 (42.9, 65.5)	81.3 (72.8, 86.3)	94.1 (87.6, 96.2)	n/a
SAE Institute	40.0 (37.1, 42.9)	66.1 (63.8, 68.3)	89.3 (87.8, 90.5)	50,000 (48,600, 51,400)
Stott's College		n/a	n/a	
Study Group Australia Pty Limited	n/a	n/a	n/a	n/a
Tabor College of Higher Education	59.7 (51.2, 67.4)	82.0 (76.5, 85.9)	92.6 (88.4, 94.7)	65,600 (60,500, 70,700)
TAFE NSW	58.9 (53.4, 64.1)	76.8 (72.6, 80.4)	94.1 (91.4, 95.7)	61,200 (56,800, 65,600)
TAFE Queensland	87.0 (79.0, 91.5)	86.2 (79.2, 90.2)	95.6 (90.3, 97.4)	58,400 (52,400, 64,500)
TAFE South Australia	n/a	n/a	n/a	n/a
The Australian College of Physical Education	65.0 (55.6, 73.1)	89.5 (83.7, 93.0)	94.5 (89.7, 96.7)	n/a
The Australian Guild of Music Education	n/a	n/a	n/a	n/a
The Australian Institute of Music	51.1 (44.9, 57.3)	81.4 (77.4, 84.6)	98.1 (96.1, 98.9)	48,400 (42,000, 54,800)
Think Education	65.8 (61.2, 70.1)	84.2 (81.8, 86.2)	90.5 (88.6, 91.9)	60,000 (54,800, 65,200)
UOW College	n/a	56.4 (44.8, 67.2)	78.0 (68.4, 84.8)	n/a
UTS College	30.1 (23.6, 37.6)	60.1 (56.3, 63.6)	79.3 (76.6, 81.7)	n/a
Whitehouse Institute of Design, Australia	39.3 (26.5, 54.0)	63.2 (50.7, 73.9)	90.5 (80.7, 95.4)	n/a
William Angliss Institute	62.9 (50.7, 73.1)	81.4 (71.4, 87.6)	91.5 (83.4, 95.1)	n/a
<b>All NUHEIs</b>	<b>60.7 (NA, NA)</b>	<b>79.2 (NA, NA)</b>	<b>89.5 (NA, NA)</b>	<b>58,400 (57,100, 59,800)</b>
Standard deviation	17.9	10.7	7.4	10,300

NB: n/a = result not available, fewer than 25 survey responses received.

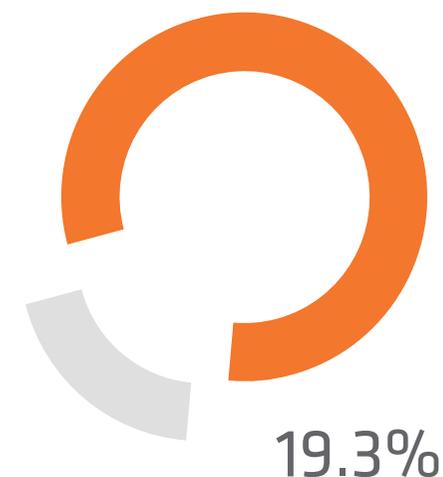
# 3. Skills utilisation

The GOS includes a rich array of information about the nature of graduate employment. This section focuses on some commonly used measures of skills utilisation or the quality of graduate jobs; the proportion of graduates employed part-time seeking more hours of work, the proportion of graduates employed in managerial and professional occupations, how well their qualification has prepared them for their current job and the proportion of graduates stating they believed their current job does not allow them to fully utilise their skills or education. These provide benchmarks of the underutilisation of skills, and as such, it is important to monitor changes in these measures over time.

In 2021, the proportion of employed undergraduates seeking more hours of work, that is, underemployed part-time workers, was 19.3 per cent which is lower than the 21.8 per cent reported in 2020 and more in line with figures of 19.8 per cent in 2019 and 19.2 per cent in 2018. As seen in Table 11, the main reasons that undergraduates were underemployed part-time workers in 2021 were because there were no more hours available in their current position, 41.2 per cent, they were studying, 15.8 per cent, because there were no suitable jobs in my local area, 4.5 per cent, or because there were no jobs with a suitable number of hours, 4.4 per cent.

Table 11 Main reason not working more hours, of undergraduates employed part-time by preference for more hours, 2021 (%)

	Seeking more hours			Not seeking more hours		
	Female	Male	Total	Female	Male	Total
Studying	15.5	16.6	15.8	42.3	54.7	45.2
Short-term illness or injury	0.5	0.5	0.5	0.1	0.0	0.1
Long-term health condition or disability	0.2	0.0	0.1	1.5	1.0	1.4
Caring for children	3.8	1.1	3.0	9.4	0.9	7.4
Caring for family member with a health condition or disability	0.1	0.1	0.1	1.1	0.2	0.9
<b>Subtotal – Personal factors</b>	<b>20.1</b>	<b>18.3</b>	<b>19.5</b>	<b>54.4</b>	<b>56.8</b>	<b>55.0</b>
No suitable jobs in my area of expertise	10.0	12.5	10.8	0.8	1.2	0.9
No suitable jobs in my local area	4.4	4.7	4.5	0.4	0.7	0.5



of undergraduates employed part-time in 2021 were seeking more hours of work, with 41.2% of those respondents citing there being 'no more hours available in their current position'.

	Seeking more hours			Not seeking more hours		
	Female	Male	Total	Female	Male	Total
Considered to be too young by employers	1.2	1.2	1.2	0.0	0.0	0.0
Considered too old by employers	0.9	0.9	0.9	0.1	0.1	0.1
No jobs with a suitable number of hours	4.1	5.2	4.4	0.3	0.4	0.3
No more hours available in current position	42.9	37.5	41.2	2.8	2.0	2.6
<b>Subtotal – Labour market factors</b>	<b>63.4</b>	<b>62.0</b>	<b>63.0</b>	<b>4.4</b>	<b>4.5</b>	<b>4.4</b>
Other	16.5	19.7	17.5	41.2	38.7	40.6
<b>Total underemployed part-time</b>	<b>20.0</b>	<b>18.0</b>	<b>19.3</b>	<b>18.5</b>	<b>11.3</b>	<b>16.1</b>

The proportion of undergraduates working in managerial and professional occupations is one measure of skills utilisation. These occupations are defined by the ABS as being commensurate with requiring bachelor level or higher qualifications. In 2021, four months after graduation, 67.8 per cent of undergraduates employed full-time were working in managerial or professional occupations which was lower than the 69.5 per cent reported in 2020, 69.9 per cent reported in 2019, and 72.1 per cent reported in 2018. Further information relating to graduate occupations is available from the QILT Website, including Excel tables and a data visualisation workbook.

The proportion of undergraduates in full-time employment who reported that their course had prepared them well or very well for their current job was lower at 74.4 per cent compared to 78.5 per cent in 2020 and 77.1 per cent in 2019. The proportion for employed graduates showed a similar trend with 65.0 per cent in 2021, which is lower than the 69.2 per cent in 2020 and 68.6 per cent in 2019.

Graduates were also asked to indicate whether they believed they were working in a job that allowed them to fully use their skills or education. In 2021, 29.3 per cent of undergraduates employed full-time indicated they were working in a job that did not allow them to fully use their skills or education, up from 28.1 per cent in 2020, 28.3 per cent in 2019, and 27.1 per cent in 2018. One quarter, 25.0 per cent of undergraduates who reported they were not fully utilising their skills or education in 2021, stated that this was because of personal factors, whilst around two thirds, 63.1 per cent indicated it was due to labour market factors. More specifically, the main reason reported by undergraduates for working in a job not fully utilising their skills or education was that they are currently in an entry level job / career stepping stone, 26.2 per cent. This was followed by not enough work experience, 12.8 per cent, satisfied with current job, 11.0 per cent, and no suitable jobs in my area of expertise, 10.2 per cent. Graduates employed part-time were more likely to state that they did not use their skills or education in their current job because they were engaging in further study with 22.3 per cent of all employed graduates stating this reason in comparison with 7.4 per cent of graduates employed full-time.

**69.9%**  
of undergraduates employed full-time working in managerial or professional occupations – 2020

**67.8%**  
of undergraduates employed full-time working in managerial or professional occupations – 2021

Table 12 Main reason for working in job in 2021 that does not fully use skills and education, by employment outcomes (%)

	Full-time employment	Overall employment
Studying	7.4	22.3
I'm satisfied with my current job	11.0	7.5
For financial reasons	5.5	3.9
Caring for children or family member	1.0	1.6
Long-term health condition or disability	0	0.1
<b>Subtotal – Personal factors</b>	<b>25.0</b>	<b>35.4</b>
No suitable jobs in my area of expertise	10.2	11.4
No suitable jobs in my local area	7.2	7.6
Considered to be too young by employers	2.0	1.3
Considered to be too old by employers	0.6	0.6
Not enough work experience	12.8	12.5
No jobs with a suitable number of hours	0.8	1.1
Cannot find a job NFI	0.8	1.0
I had to change jobs due to COVID-19	2.5	1.7
Entry level job/career stepping stone	26.2	16.0
<b>Subtotal - Labour market factors</b>	<b>63.1</b>	<b>53.3</b>
Other	12.0	11.3
<b>Extent to which skills and education are not fully utilised</b>	<b>29.3</b>	<b>42.3</b>

NB The responses 'Not enough work experience', 'Entry level job/career stepping stone', 'Changing jobs/Careers', 'Do not have permanent residency', and 'For financial reasons' were added to the pre-coded list of responses displayed in the survey in 2021 resulting in more respondents choosing these options than in previous surveys. The responses 'Short-term illness or injury', 'Long-term health condition or disability', and 'Caring for family member with a health condition or disability' were removed from in-survey display resulting in less respondents choosing these options than in prior years.

Reasons for **undergraduates** working in a job that does not fully use skills and education

**26.2%**

of undergraduates in full-time employment indicated 'Entry level job/career stepping stone' as their main reason (2021)

**22.3%**

of employed undergraduates indicated 'Studying' as their main reason (2021)

## 4. Further study

In 2021, four months after graduation, 21.1 per cent of undergraduates were engaged in further full-time study. This represents an increase from 18.5 per cent in 2020, 18.9 per cent in 2019, and 19.4 per cent in 2018. As noted above, it will be important to monitor the proportion of undergraduates engaged in further full-time study in the future since previously, further study has been inversely related to economic and labour market conditions.

Both postgraduate coursework and postgraduate research graduates were much less likely than those who had completed an undergraduate program to move into further study after completing their qualification, at 7.6 per cent and 6.8 per cent, respectively.

Study areas with the highest proportion of undergraduates proceeding to full-time study in 2021 included Science and mathematics, 41.1 per cent, Psychology, 37.5 per cent, Veterinary science, 30.4 per cent, Humanities, culture and social sciences, 29.4 per cent and Tourism, hospitality, personal services, sport and recreation, 29.4 per cent. Undergraduates who had completed degrees in study areas with a strong vocational orientation tended, not surprisingly, to be less likely to proceed on to further full-time study in 2021. These included Rehabilitation, 2.8 per cent, Nursing, 4.7 per cent, and Teacher education, 8.0 per cent.

Table 13 Undergraduate further full-time study status, by original field of study<sup>4</sup>, 2020 and 2021 (%)

Study area	In full-time study	
	2020	2021
Science and mathematics	37.3	41.1
Computing and Information Systems	11.3	11.0
Engineering	11.1	14.3
Architecture and built environment	17.2	20.6
Agriculture and environmental studies	15.2	19.7
Health services and support	21.3	23.2
Medicine	24.4	17.1
Nursing	3.1	4.7
Pharmacy	9.6	12.6

<sup>4</sup> Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

Percentage of graduates in **further full-time study**

**21.1%**  
undergraduates (2021)

**7.6%**  
postgraduate coursework graduates (2021)

**6.8%**  
postgraduate research graduates (2021)

Study area	In full-time study	
	2020	2021
Dentistry	13.4	9.7
Veterinary science	26.8	30.4
Rehabilitation	3.1	2.8
Teacher education	7.7	8.0
Business and management	10.9	12.5
Humanities, culture and social sciences	25.1	29.4
Social work	8.9	10.0
Psychology	31.7	37.5
Law and paralegal studies	19.0	22.0
Creative arts	22.5	25.9
Communications	13.5	17.4
Tourism, hospitality, personal services, sport and recreation	16.8	29.4
<b>All study areas</b>	<b>18.5</b>	<b>21.1</b>

# 41.1%

the highest proportion of undergraduates proceeding to further full-time study (Science and mathematics)



# 2.8%

the lowest proportion of undergraduates proceeding to further full-time study (Rehabilitation)



In 2021, Health was the most popular area for further full-time study following an undergraduate degree, with 31.4 per cent of those proceeding to further study selecting this area, see Table 14. This was followed by Society and culture, 21.4 per cent, Natural and physical sciences, 10.9 per cent, and Education, 9.1 per cent. These results have remained stable since 2020.

Table 14 **Broad field of education destinations of undergraduates undertaking further full-time study, 2020 and 2021 (%)**

Field of education	In full-time study	
	2020	2021
Natural and physical sciences	11.9	10.9
Information technology	3.0	3.1
Engineering and related technologies	4.1	4.6
Architecture and building	2.5	2.5
Agriculture, environmental and related studies	1.5	2.0
Health	30.7	31.4
Education	9.2	9.1
Management and commerce	6.6	6.4
Society and culture	21.1	21.4
Creative arts	6.8	6.1
Food, hospitality and personal services	0.3	0.3
Mixed field qualification	1.8	1.9
Other	0.7	0.2
<b>All fields</b>	<b>100.0</b>	<b>100.0</b>

In 2021, Health was the most popular area for further full-time study following an undergraduate degree, with 31.4 per cent of those proceeding to further study selecting this area



# 5. Satisfaction

## 5.1 Coursework satisfaction

The Course Experience Questionnaire (CEQ), administered since 1993, invites coursework graduates four months after completing their course to express agreement or disagreement on a five-point scale with statements about various aspects of their course that have been shown to influence student learning. The statements cover teaching, generic skills and overall satisfaction. The CEQ time series was collected through the precursor to the GOS, the Australian Graduate Survey (AGS). The change in collection methodology and the way in which these scores are calculated in the GOS necessitate a break in time series between 2015 and 2016 and should be kept in mind when viewing results.

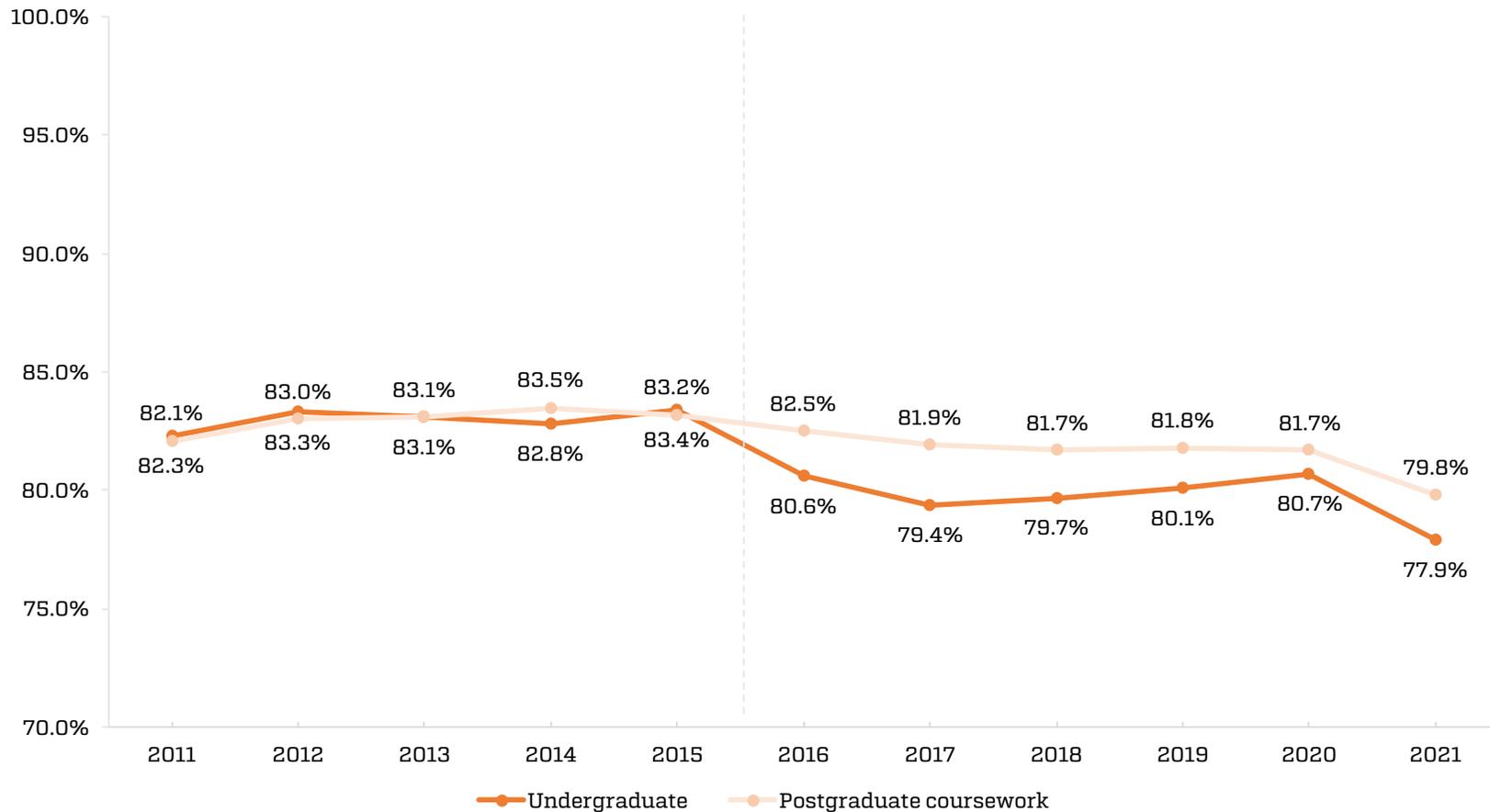
For the 2021 GOS, at the request of the QILT Working Group, all CEQ statements relating to teaching and generic skills were removed from the core survey instrument, only the 'Overall satisfaction' item from the CEQ was presented to graduates as part of the core survey. Institutions can include statements relating to teaching and generic skills as institution-specific items. Undergraduates and postgraduate coursework graduates are invited to respond to the CEQ to express satisfaction with their course.

Over six years of the GOS, undergraduate ratings for overall satisfaction have been broadly steady up until 2020, at 80.6 per cent in 2016 and 80.7 per cent in 2020, as seen in Figure 3. Results for 2021 are lower than all previous years, at 77.9 per cent. A similar pattern of results was seen for postgraduate coursework graduates, with overall satisfaction broadly steady up until 2020, at 82.5 per cent in 2016 and 81.7 per cent in 2020. However, levels of overall satisfaction in 2021 are lower than all prior years, at 79.8 per cent, as seen in Figure 3. Trends in overall satisfaction in the 2021 GOS refer to graduates whose last year of study was in 2020. Not surprisingly, the fall in overall satisfaction observed in the 2021 GOS corresponds with the fall in student ratings observed in the 2020 Student Experience Survey (SES) measuring student experience in the 2020 academic year. Nevertheless, it is interesting to note that the falls in overall satisfaction in the 2021 GOS are of a lesser order of magnitude than the fall in student ratings in the 2020 SES. This might reflect the contemporaneous nature of the SES whereas the GOS requires graduates to reflect on their experience some period after they have finished their studies. As in previous years, postgraduate coursework graduates appear to have higher levels of overall satisfaction than undergraduates.

**77.9%**  
undergraduate rating for overall satisfaction

**79.8%**  
postgraduate coursework graduate rating for overall satisfaction

Figure 3 Undergraduate and Postgraduate coursework satisfaction, 2011-2021, % agreement



One of the key factors influencing CEQ scores is study area. Table 15 shows overall satisfaction by study area for undergraduates and postgraduate coursework graduates. In 2021, overall satisfaction among undergraduates ranged from a high of 84.2 per cent in Pharmacy, 83.8 per cent in Social work, and 83.7 per cent in Humanities, culture and social sciences down to 65.6 per cent in Dentistry, 70.4 per cent in Architecture and built environment, and 72.3 per cent in Engineering.

For postgraduate coursework graduates, overall satisfaction ranged from a high of 87.8 per cent in Agriculture and environmental studies, 86.0 per cent in Humanities, culture and social sciences, and 84.5 per cent in Health services and support down to 61.7 per cent in Dentistry, 66.1 per cent in Veterinary science, and 72.8 per cent in Computing and information systems. The variation in satisfaction across study areas for both undergraduate and postgraduate coursework indicates there is scope for improvement in the interactions between institutions and their students.

Table 15 Overall satisfaction by course level and study area, 2020 and 2021, % agreement

Study area	Undergraduate		Postgraduate coursework	
	2020	2021	2020	2021
Science and mathematics	84.1	82.6	79.9	79.4
Computing and information systems	74.2	72.5	75.7	72.8
Engineering	75.3	72.3	76.9	74.6
Architecture and built environment	76.2	70.4	77.9	75.7
Agriculture and environmental studies	83.3	81.9	86.7	87.8
Health services and support	82.4	77.8	85.6	84.5
Medicine	80.4	79.6	75.9	73.4
Nursing	79.5	75.9	83.8	80.8
Pharmacy	83.7	84.2	83.7	78.7
Dentistry	77.1	65.6	73.2	61.7
Veterinary science	83.9	78.8	77.7	66.1
Rehabilitation	88.2	82.0	81.9	75.5
Teacher education	78.3	75.3	82.9	81.3
Business and management	78.6	76.5	82.9	81.3
Humanities, culture and social sciences	86.0	83.7	87.3	86.0
Social work	85.6	83.8	80.8	82.2
Psychology	84.2	81.2	86.2	83.0
Law and paralegal studies	84.1	79.9	78.0	77.6
Creative arts	76.2	73.0	77.1	74.4
Communications	80.3	77.4	82.4	80.2
Tourism, hospitality, personal services, sport and recreation	82.6	80.3	82.7	82.3
<b>All study areas</b>	<b>80.7</b>	<b>77.9</b>	<b>81.7</b>	<b>79.8</b>
Standard deviation	3.9	5.0	4.0	6.3

Overall satisfaction - Undergraduates

**84.2%**

rating for Pharmacy (2021) - highest

**65.6%**

rating for Dentistry (2021) - lowest

Overall satisfaction - Postgraduate coursework graduates

**87.8%**

rating for Agriculture and environmental studies (2021) - highest

**61.7%**

rating for Dentistry (2021) - lowest

## 5.2 Postgraduate research satisfaction

The Postgraduate Research Experience Questionnaire (PREQ), administered since 1999, invites postgraduate research graduates four months after completing their degree to express agreement or disagreement on a five-point scale with statements about various aspects of their degree. These include overall satisfaction, supervision, intellectual climate, skills development, infrastructure, thesis examination, goals and expectations and industry and external engagement.

Overall satisfaction among postgraduate research graduates decreased by one percentage point in 2021, from 85.8 per cent in 2020 to 84.8 per cent in 2021. Satisfaction with most other aspects of the postgraduate research experience increased in 2021. Postgraduate research graduate's satisfaction with Supervision increased from 82.3 per cent to 83.1 per cent, satisfaction with Skills Development increased from 92.5 per cent to 94.5 per cent, satisfaction with Infrastructure increased from 76.8 per cent to 78.8 per cent, satisfaction with Thesis Examination increased from 81.5 per cent to 82.4 per cent, and satisfaction with Goals and Expectations increased from 91.3 per cent to 93.0 per cent. Some decreases in levels of satisfaction were noted for Intellectual Climate, and Industry and External Engagement. Satisfaction with the Intellectual Climate decreased from 64.4 per cent to 63.4 per cent, while satisfaction with Industry and External Engagement decreased from 57.9 per cent to 57.1 per cent.

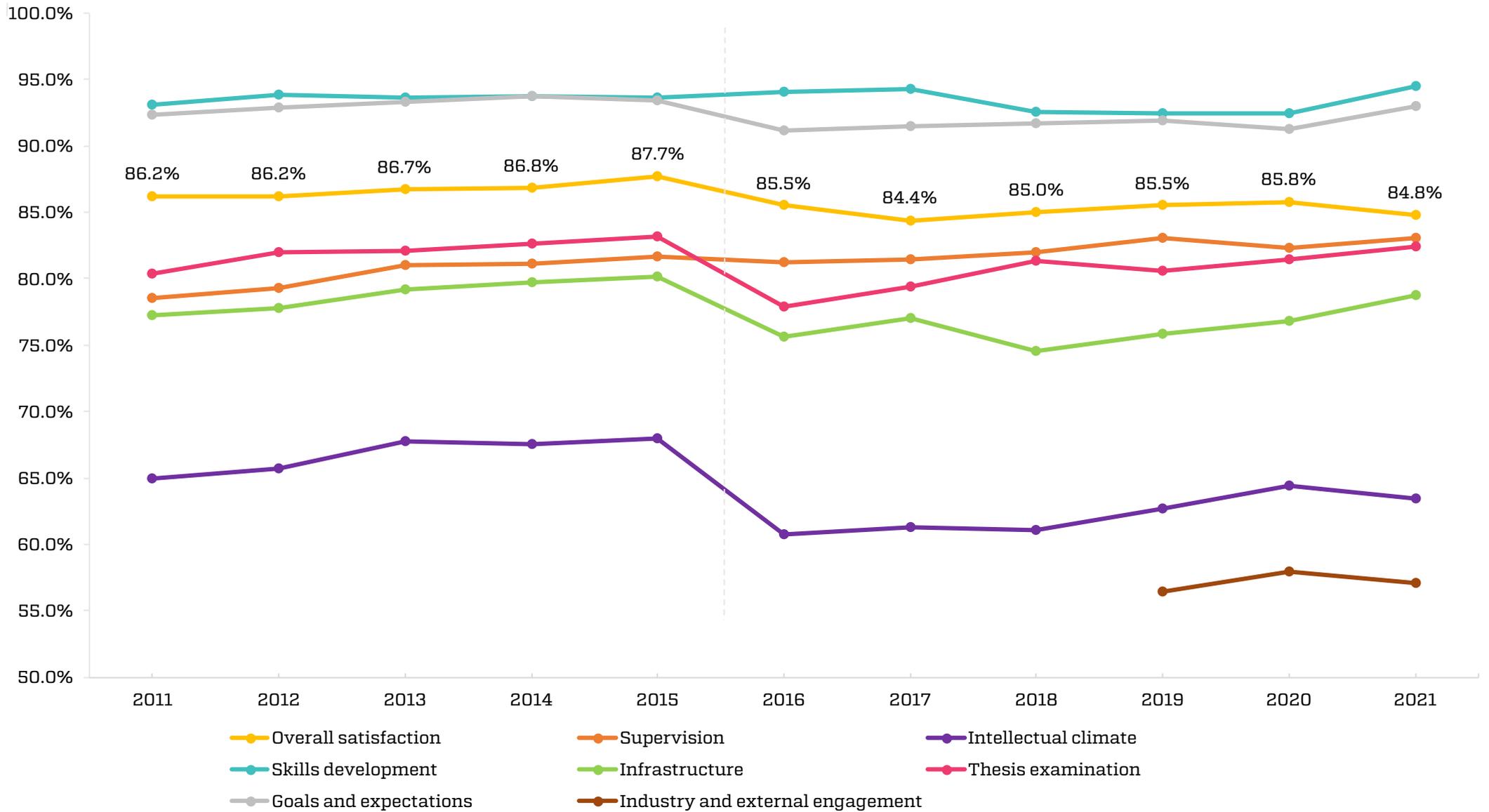
While overall satisfaction was lower than measured satisfaction with some other aspects of the postgraduate research experience, as shown by Figure 4, note the absolute level of satisfaction can be dependent on the number and type of items included in each scale. More important are trends and changes over time.

The PREQ time series shown in Figure 4 indicates there has been a steady improvement in satisfaction among postgraduate research graduates over time from 2007 to 2015 as measured by the AGS. The transition to the GOS resulted in a lowering of scores between 2015 and 2016, except for skills development, which showed a slight increase of 0.5 percentage points. Since the change to the GOS, most of the scale scores have remained relatively stable. Overall satisfaction with the postgraduate research experience has decreased slightly from 85.5 per cent in 2016 to 84.8 per cent in 2021. The largest changes in satisfaction have been recorded in the areas of thesis examination, rising 4.5 percentage points from 77.9 per cent in 2016 to 82.4 per cent in 2021, and infrastructure, rising 3.2 percentage points from 75.6 per cent to 78.8 per cent over the same period. No areas other than overall satisfaction have experienced a decrease in satisfaction between 2016 and 2021.

**85.8%**  
postgraduate research graduates  
overall satisfaction rating (2020)

**84.8%**  
postgraduate research graduates  
overall satisfaction rating (2021)

Figure 4 Postgraduate research satisfaction, 2011-2021, % agreement



### 5.3 International benchmarking

International benchmarking of results from the CEQ with a similar survey from overseas shows that, historically, Australian students have been less satisfied with their higher education experience than their counterparts in the United Kingdom, though the gap had narrowed up until 2020, as shown in Table 16. However, that trend has been reversed in 2021 as a result of the COVID-19 pandemic with overall satisfaction in Australia at 77.9 per cent in comparison with 75.4 per cent in the United Kingdom (UK).

It is important to be aware that differences in results across international surveys and across time may stem from methodological differences and different student populations rather than genuine differences in student experience and satisfaction. The UK's National Survey of Student Experience (NSS) is administered among final year students in January to April of each UK academic year. Hence, the full impact of the COVID-19 pandemic on the UK student experience only became apparent in the 2021 NSS with overall satisfaction declining by around 8 percentage points. By way of comparison, overall satisfaction in Australia is only measured among graduates four months after they have completed their course. Hence, as noted above, the COVID-19 experience of Australian graduates whose final year of study was in 2020 is reflected in the 2021 GOS results. Changes in the student experience during the COVID-19 pandemic, as measured by contemporaneous instruments in the 2020 SES and 2021 NSS are broadly similar with overall ratings declining by 9 percentage points and 8 percentage points respectively. Repeating the earlier point, the change in Australian undergraduate overall satisfaction of 3 percentage points in the 2021 GOS appears more muted, measured four months following their final year of study in 2020.

**Table 16 Overall satisfaction of undergraduates, UK (NSS) and Australia (CEQ), 2008–2021, % agreement**

	CEQ	NSS		CEQ	NSS
2008		82	2015	83.6	86
2009		82	2016	80.6	86
2010	81	82	2017	79.4	84
2011	82	83	2018	79.7	83
2012	83	85	2019	80.1	84
2013	83	85	2020	80.7	83
2014	82.8	86	2021	77.9	75.4

# Appendix 1 Methodology

## 1.1 Methodological summary

### 1.1.1 Overview

The in-scope population consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 2020 and February 2021. This included domestic and international graduates living outside Australia who studied at an Australian campus. Offshore graduates who studied at a campus outside Australia were excluded from the core survey.

Table 17 provides a summary of the 2021 GOS. A total of 342,358 graduates from 127 institutions, including all 41 universities and 86 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 316,610 graduates, responses were received from a total of 127,827 graduates. This represents an overall response rate of 40.4 per cent. The final overall response rate for the 2021 GOS (40.4 per cent) was lower than previous years (42.3 per cent in 2020, 44.2 per cent in 2019, 43.0 per cent in 2018, and 45.0 per cent in 2017). For the QILT suite of surveys, 'response rate' is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g. no contact details), out-of-scope and opted-out. This definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation.

Table 17 2021 GOS operational overview

Project element	2020 November <sup>5</sup>			2021 May			2021 Total collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Number of participating institutions	41	62	103	41	79	120	41	86	127
Number of graduates approached	118,646	17,854	136,500	193,551	12,307	205,858	312,197	30,161	342,358
Final 'in-scope' sample	111,044	16,327	127,371	178,088	11,151	189,239	289,132	27,478	316,610
Number of completed surveys	44,664	6,121	50,785	72,366	4,676	77,042	117,030	10,797	127,827
Overall response rate	40.2%	37.5%	39.9%	40.6%	41.9%	40.7%	40.5%	39.3%	40.4%
Analytic unit	Graduate								
Mode of data collection	Online								

NB: In-scope sample excludes any approached graduates who unsubscribed, refused, had unusable contact information or were identified as out of scope during fieldwork.

<sup>5</sup> Includes February supplementary round outcomes

## 1.1.2 Data collection

The main collection periods were November to December 2020 and May to July 2021, with a smaller collection taking place in February to April 2021. The February collection is undertaken to accommodate institutions with August to October 2020 completions. For reporting purposes, the November and February collection period outcomes are reported together. The survey was fielded primarily online, in English only.

All completing respondents were entered into a four-week rolling prize draw in each round of the 2021 GOS collection cycle. The prize pool totalled \$27,000 in the November round, \$37,000 in the May round, and \$6,000 in the February round. The total prize pools for each collection aimed to reflect the proportion of sample in each round of the collection year.

A broad range of promotional materials were provided to institutions to raise awareness of the GOS and encourage participation amongst the target population. The contact strategy for the 2021 GOS featured an email invitation to complete the survey, followed by nine reminder emails, up to two SMS reminders, as well as in field telephone reminder calls. Several institutions also commissioned post-fieldwork telephone reminder calls to boost participation, which extended data collection for these institutions approximately two weeks post main collection.

Refer to the 2021 GOS Methodological Report for further information on target population definition, sample design and preparation, survey design and procedures, response maximisation strategies, data preparation processes, final field outcomes and response analysis.

A copy of the generic survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the 2021 GOS Methodological Report and a summary of items is available in Appendix 3 of this report.

## 1.2 Response rate by course level

Table 18 provides the final response rate by course level and institution for each round of the 2021 GOS collection cycle. Postgraduate research graduates had the highest overall response rate of 65.7 per cent, followed by undergraduates with 40.3 per cent and postgraduate coursework graduates with 38.8 per cent. Some variation by institution type for each course level can be seen, with larger differences noted for postgraduate coursework and postgraduate research graduates.

Table 18 2021 GOS response rate by course level

Project element	2020 November <sup>6</sup>			2021 May			2021 Total collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Undergraduate	39.1%	36.1%	38.9%	41.1%	40.1%	41.0%	40.4%	38.2%	40.3%
Postgraduate coursework	38.5%	38.2%	38.5%	38.7%	43.7%	39.1%	38.6%	40.0%	38.8%
Postgraduate research	65.3%	40.0%	65.3%	66.2%	86.7%	66.3%	65.6%	75.0%	65.7%

<sup>6</sup> Includes February supplementary round outcomes

### 1.3 Response rate by institution

Table 19 and Table 20 show the final response rate by institution for each round of the 2021 GOS collection cycle. There was a minor variation in response rate by provider type, with an overall response rate of 43.1 per cent for universities and 42.1 per cent for NUHEIs. At an individual institution level within provider type, the response rate ranged from 58.3 per cent to 29.4 per cent for universities, and 100.0 per cent to 8.3 per cent for NUHEIs.

Table 19 2021 GOS university response rates (All study levels)

Institution	2020 November <sup>7</sup>	2021 May	Total collection
Australian Catholic University	48.2	48.9	48.8
Bond University	36.9	38.2	37.3
Central Queensland University	40.4	35.4	37.6
Charles Darwin University	52.5	55.7	54.3
Charles Sturt University	35.6	39.9	37.8
Curtin University	35.9	39.8	38.5
Deakin University	46.0	40.5	43.1
Edith Cowan University	39.8	46.5	43.6
Federation University Australia	40.7	39.6	40.1
Flinders University	41.7	41.5	41.5
Griffith University	34.6	37.1	36.1
James Cook University	46.3	44.1	44.9
La Trobe University	38.6	35.9	36.8
Macquarie University	39.5	44.3	42.2
Monash University	39.1	38.7	38.9
Murdoch University	43.0	45.1	44.4
Queensland University of Technology	42.5	43.2	42.9
RMIT University	35.4	41.6	39.5
Southern Cross University	48.0	43.2	45.9

<sup>7</sup> Includes February supplementary round outcomes

Institution	2020 November <sup>7</sup>	2021 May	Total collection
Swinburne University of Technology	44.4	40.6	42.2
The Australian National University	33.7	35.1	34.4
The University of Adelaide	47.8	47.6	47.7
The University of Melbourne	44.8	42.0	43.0
The University of Notre Dame Australia	44.6	37.1	38.9
The University of Queensland	38.4	37.0	37.6
The University of South Australia	36.8	44.3	42.3
The University of Sydney	36.0	38.1	37.3
The University of Western Australia	36.4	39.2	38.4
Torrens University	42.3	49.0	45.1
University of Canberra	45.8	45.1	45.3
University of Divinity	56.3	58.3	57.8
University of New England	58.4	57.8	58.3
University of New South Wales	28.7	29.9	29.4
University of Newcastle	35.8	39.0	38.3
University of Southern Queensland	54.3	52.2	53.0
University of Tasmania	45.3	42.7	43.6
University of Technology Sydney	36.0	39.4	38.2
University of the Sunshine Coast	52.4	46.1	48.6
University of Wollongong	39.4	33.6	35.2
Victoria University	38.9	41.9	40.7
Western Sydney University	39.5	42.6	41.8
<b>All Universities</b>	<b>39.9</b>	<b>44.4</b>	<b>43.1</b>

Table 20 2021 GOS NUHEI response rates (All study levels)

Institution	2020 November <sup>8</sup>	2021 May	Total collection
Academies Australasia Polytechnic Pty Limited	33.8	40.9	34.7
Academy of Information Technology	36.5	46.6	41.7
ACAP and NCPS	49.1		49.1
Adelaide Central School of Art		66.7	66.7
Adelaide College of Divinity	54.5	44.4	50.0
Alphacrucis College	44.9	44.1	44.4
Asia Pacific International College	35.1	23.8	33.1
Australasian College of Health and Wellness		41.7	41.7
Australian Academy of Music and Performing Arts	71.4	50.0	56.5
Australian College of Christian Studies		63.2	63.2
Australian College of Nursing	40.7	41.5	41.1
Australian College of Theology Limited	50.0	55.7	53.0
Australian Institute of Business Pty Ltd	46.9	42.6	45.4
Australian Institute of Higher Education	31.8	56.4	39.4
Australian Institute of Management Education & Training	50.2	54.3	51.7
Australian Institute of Professional Counsellors	48.5	50.0	48.6
Avondale University College	43.8	49.3	48.9
BBI - The Australian Institute of Theological Education	44.1	44.4	44.2
Box Hill Institute	25.9	48.4	45.1
Campion College Australia		42.1	42.1
Canberra Institute of Technology		61.5	61.5
Chisholm Institute		48.7	48.7
Christian Heritage College	52.5		52.5
CIC Higher Education	44.1	36.7	41.8
Collarts (Australian College of the Arts)		36.5	36.5

<sup>8</sup> Includes February supplementary round outcomes

<b>Institution</b>	<b>2020 November<sup>a</sup></b>	<b>2021 May</b>	<b>Total collection</b>
Eastern College Australia		50.0	50.0
Elite Education Institute	18.8	33.3	19.6
Endeavour College of Natural Health		45.1	45.1
Engineering Institute of Technology	50.0	73.4	71.3
Excelsia College	64.7	56.9	57.6
Gestalt Therapy Brisbane		65.8	65.8
Governance Institute of Australia	50.0	38.1	40.0
Health Education & Training Institute	50.0	52.7	52.2
The Tax Institute Higher Education	68.8	92.3	79.3
Higher Education Leadership Institute	100.0		100.0
Holmes Institute	34.2	31.7	34.1
Holmesglen Institute	36.1	34.7	35.1
Ikon Institute of Australia	60.6		60.6
Institute of Health & Management Pty Ltd	21.7	49.4	34.2
International College of Hotel Management	45.2		45.2
International College of Management, Sydney	27.7	26.6	27.2
ISN Psychology Pty Ltd	61.5	38.2	44.7
Jazz Music Institute		42.9	42.9
Kaplan Business School	39.9	40.9	40.3
Kaplan Higher Education Pty Ltd	39.8	34.8	37.8
Kent Institute Australia	33.3	33.8	33.5
King's Own Institute	36.4	37.5	36.7
LCI Melbourne		33.3	33.3
Le Cordon Bleu Australia	27.8	24.5	26.2
Leo Cussen Centre for Law	48.6	41.1	43.8
Macleay College		37.0	37.0
Marcus Oldham College	100.0	46.8	47.7

<b>Institution</b>	<b>2020 November<sup>a</sup></b>	<b>2021 May</b>	<b>Total collection</b>
Melbourne Institute of Technology	28.1	33.2	30.2
Melbourne Polytechnic	38.9	40.8	40.0
Montessori World Educational Institute (Australia)		77.8	77.8
Moore Theological College		57.1	57.1
Morling College		48.3	48.3
Nan Tien Institute	54.3	40.0	52.5
National Art School		51.5	51.5
National Institute of Organisation Dynamics Aust		77.8	77.8
Oxford Institute of Higher Education	27.3	18.8	22.2
Perth Bible College	100.0	50.0	61.5
Photography Studies College (Melbourne)		50.0	50.0
Polytechnic Institute Australia Pty Ltd	42.9	58.3	46.8
SAE Institute	43.2	39.8	41.0
SP Jain School of Management	38.1		38.1
Stott's College	33.9	29.3	31.7
Study Group Australia Pty Limited	26.7	25.0	26.1
Tabor College of Higher Education		54.7	54.7
TAFE NSW	30.7	37.3	35.1
TAFE Queensland	45.5	50.0	48.3
TAFE South Australia	26.1	23.8	25.0
The Australian College of Physical Education	26.7	39.1	36.9
The Australian Guild of Music Education		100.0	100.0
The Australian Institute of Music	49.3		49.3
The Cairnmillar Institute		45.5	45.5
The College of Law Limited	32.2	31.3	32.0
The Institute of International Studies (TIIS)		8.3	8.3

Institution	2020 November <sup>a</sup>	2021 May	Total collection
The MIECAT Institute	57.1	42.9	45.7
Think Education	57.5	63.2	59.3
UOW College	33.3	30.6	31.1
UTS College	23.7	26.8	25.2
VIT (Victorian Institute of Technology)	75.7	76.5	76.2
Wentworth Institute of Higher Education	56.9	46.6	50.6
Whitehouse Institute of Design, Australia		40.0	40.0
William Angliss Institute	30.9	36.9	33.8
<b>All NUHEIs</b>	41.7	42.3	42.1

NB: A blank cell denotes that the institution did not participate in that GOS collection

## 1.4 Data representativeness

In terms of Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the GOS are representative of the in-scope population, respondent characteristics are presented alongside population parameters in Table 21 below.

Table 21 2021 GOS population parameters by subgroup and response characteristics

	In-scope sample (n)	In-scope sample (%)	Respondents	Respondents (%)
<b>Base<sup>9</sup></b>	316,610	100.0	127,827	100.0
<b>Level</b>				
Undergraduate	171,414	54.1	69,056	54.0
Postgraduate coursework	136,131	43.0	52,819	41.3
Postgraduate research	9,065	2.9	5,952	4.7
<b>Gender</b>				
Male	134,728	42.6	49,706	39.0
Female	181,205	57.4	77,827	61.0

<sup>9</sup> Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories.

	In-scope sample (n)	In-scope sample (%)	Respondents	Respondents (%)
<b>Combined course of study indicator</b>				
Combined/double degree	16,526	5.2	7,272	5.7
Single degree	300,084	94.8	120,555	94.3
<b>Aboriginal and Torres Strait Islander</b>				
Indigenous	2,755	0.9	1,301	1.0
Non-Indigenous	313,855	99.1	126,526	99.0
<b>Mode of attendance code</b>				
Internal/Multi Mode	264,453	83.6	104,436	81.8
External/Distance	51,698	16.4	23,205	18.2
<b>Type of attendance code</b>				
Full-time	224,038	71.0	87,902	69.0
Part-time	91,334	29.0	39,415	31.0
<b>Main language spoken at home</b>				
English	233,302	73.7	100,579	78.7
Language other than English	83,308	26.3	27,248	21.3
<b>Citizen/resident indicator</b>				
Domestic	202,929	64.1	89,638	70.1
International	113,678	35.9	38,188	29.9
<b>Socio-economic status</b>				
High	71,543	36.0	31,385	35.8
Medium	97,801	49.2	43,093	49.2
Low	29,329	14.8	13,092	15.0
<b>Location</b>				
Metropolitan	159,796	80.7	69,361	79.4
Regional/remote	38,096	19.3	17,983	20.6

Some groups in the achieved sample are represented broadly in-line with their sample proportion, with socio-economic status, combined course of study indicator and Aboriginal and Torres Strait Islander status particularly well-matched.

As with prior years, groups with strong representation in the 2021 GOS achieved sample include postgraduate research graduates, females, external/distance education graduates, those attending part-time, those who mainly speak English at home, domestic residents, and graduates from regional areas.

Males, those who speak a language other than English at home and international graduates are the most under-represented in the GOS. Although males are under-represented by 3.6 percentage points compared with females, this is comparable to 2020 and represents a decrease compared with 2019, 2018, 2017 and 2016. Engagement activities for future collection cycles will aim to further increase engagement among males through more targeted content and imagery.

International graduates and those who speak a language other than English at home are under-represented by 6.0 and 5.0 percentage points respectively (down from 8.3 percentage points and 6.4 percentage points in the 2020 GOS). The reduced under-representation of these groups in 2021 may be attributable, at least in part, to the tailored communications sent as part of an International Engagement Strategy which aimed to increase response among these groups.

As was the case with the 2020 GOS, the achieved respondent profile in 2021 closely matches the in-scope survey population in terms of study area, as shown in Table 22 below.

Table 22 2021 GOS population parameters by study area and response characteristics

	<b>In-scope sample (n)</b>	<b>In-scope sample (%)</b>	<b>Respondents</b>	<b>Respondents (%)</b>
Science and mathematics	23,476	7.4	11,243	8.8
Computing and Information Systems	26,204	8.3	10,239	8.0
Engineering	20,431	6.5	8,212	6.4
Architecture and built environment	8,779	2.8	3,269	2.6
Agriculture and environmental studies	3,618	1.1	1,840	1.4
Health services and support	18,593	5.9	8,430	6.6
Medicine	5,096	1.6	1,907	1.5
Nursing	25,671	8.1	10,879	8.5
Pharmacy	1,671	0.5	642	0.5
Dentistry	1,005	0.3	364	0.3

	In-scope sample (n)	In-scope sample (%)	Respondents	Respondents (%)
Veterinary science	1,073	0.3	504	0.4
Rehabilitation	3,639	1.1	1,386	1.1
Teacher education	22,986	7.3	10,158	7.9
Business and management	83,394	26.3	27,430	21.5
Humanities, culture and social sciences	22,194	7.0	10,682	8.4
Social work	5,796	1.8	2,986	2.3
Psychology	9,279	2.9	4,457	3.5
Law and paralegal studies	16,672	5.3	6,530	5.1
Creative arts	8,684	2.7	3,482	2.7
Communications	7,525	2.4	2,958	2.3
Tourism, hospitality, personal services, sport and recreation	824	0.3	229	0.2
<b>Total</b>	<b>316,610</b>	<b>100.0</b>	<b>127,827</b>	<b>100.0</b>

Study areas with the strongest representation in the 2021 GOS were Science and mathematics, Humanities, culture and social sciences, Health services and support, and Teacher education. Business and management continues to be the most under-represented study area, followed by Computing and information systems, Architecture and built environment, and Law and paralegal studies. Future collections will consider trialling tailored email content for graduates from these under-performing study areas and seek increased institutional engagement at the faculty level prior to graduation.

Analysis of the impact of weighting the data to seek to adjust for imbalances in the achieved sample by demographic characteristics and by study area has consistently shown only relatively small differences between the weighted and unweighted estimates for key measures at an overall level. For this reason, the GOS data presented in this report is unweighted. For further information, refer to the GOS Methodological Report published on the QILT website.

# Appendix 2

## Labour market and graduate satisfaction definitions

The 2021 GOS uses labour force definitions which conform to the conceptual framework of the standard labour force statistics model used by the ABS. These are presented in Table 23 below.

Table 23 2021 GOS population parameters by study area and response characteristics

Indicator/element	Definition
Employed	Graduates who were usually or actually in paid employment for one or more hours in the week before the survey (including full-time, part-time or casual employment)
Employed full-time	Graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey
Available for employment	Graduates who were employed, looking for employment or waiting to start a job in the week prior to the survey.
Available for full-time employment	Graduates who were employed full-time or looking for full-time employment in the week prior to the survey.
Underemployed	Graduates who were usually or actually in paid employment for fewer than 35 hours per week, in the week before the survey, and who would prefer to work a greater number of hours.
Overall employment rate	Employed graduates (including in full-time, part-time or casual employment), as a proportion of those available for employment.
Full-time employment rate	Graduates employed full-time, as a proportion of those available for full-time work.
Labour force participation rate	Graduates available for employment, as a proportion of all graduates.
Median salary	The median annual salary of graduates employed full-time.
Full-time study rate	Graduates who reported being in full-time study, as a proportion of all graduates.
Undergraduate and Postgraduate satisfaction – overall satisfaction indicator	The proportion of graduates who ‘agreed’ or ‘strongly agreed’ that they were satisfied with the overall quality of their course.

Postgraduate Research graduate satisfaction, overall satisfaction indicator as well as scales on intellectual climate, infrastructure, goals and expectations, supervision, skills development, thesis examination and industry and external engagement	Calculated from multiple survey items, representing the proportion of graduates who gave a positive response to items associated with each scale.
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### Examples of graduate labour market outcomes

**Amy** works 37 hours a week. Amy is both available for employment and available for full-time employment, as well as both employed and employed full-time. Graduate Amy is counted towards the labour force participation rate. Amy’s usual salary is counted towards the median salary figure.

**Bryan** works 20 hours a week while also studying full-time and does not want to work additional hours. Bryan is available for employment and employed but is not available for full-time work or employed full-time. Bryan is counted towards both the full-time study rate, overall employed and the labour force participation rate. Bryan’s salary is not counted towards the median salary figure. Bryan is not considered “underemployed”.

**Crishna** works 6 hours a week but would prefer to work 40 hours per week. Crishna is both available for employment and available for full-time employment. Crishna is employed but not employed full-time and is also underemployed. Graduate Crishna is counted towards the labour force participation rate. Crishna’s salary is not counted towards the median salary figure.

**Dilek** is studying full-time and is not working or looking for work. Dilek is not available for employment and therefore is not counted towards the labour force participation rate. However, Dilek is counted towards the full-time study rate.

**Emily** is not working and is looking for full-time work. Emily is both available for employment and available for full-time employment. Emily is counted towards the labour force participation rate. However, Emily is neither employed nor employed full-time, and can also be referred to as unemployed.

# Appendix 3

## GOS

### questionnaire

#### 3.1 Core questionnaire

A summary of all items included in the 2021 GOS core instrument are provided in Table 24 below. A copy of the core survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the 2021 GOS Methodological Report.

Table 24 Questionnaire item summary

Question ID	Question	Response scale
<b>Module A: Screening and confirmation</b>		
<b>Module B: Labour force</b>		
PREWORKED	Next we would like to understand what you are currently doing in terms of work and study. A number of questions may seem similar, however these items are based on the Australian Bureau of Statistics (ABS) Labour Force Survey. Using the ABS approach means the information you provide is more robust and able to be compared to national employment statistics.	
WORKED	Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>.	1. Yes 5. No 6. Permanently unable to work 7. Permanently not intending to work *(DISPLAY IF AGE>64)
Last week, did you do any work at all in a job, business or farm?	At any time during the last 4 weeks have you been looking for full-time work?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
WWOPAY	Last week, did you do any work without pay in a family business?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
AWAYWORK	Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)

Question ID	Item label	Response scale
LOOKFTWK	At any time during the last 4 weeks have you been looking for full-time work?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
LOOKPTWK	Have you been looking for part-time work at any time during the last 4 weeks?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
BEGNLOOK	When did you begin looking for work?	1. Enter month <dropdown list> 2. Enter year (NUMERIC RANGE 1960 – 2020)
STARTWK	If you had found a job, could you have started last week?	1. Yes 5. No
STARTWKFU	Why do you say you couldn't have started last week?	1. Because of the current situation with COVID-19 5. Some other reason
WAITWORK	You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained?	1. Yes 5. No
MORE1JOB	Did you have more than 1 job or business last week?	1. Yes 5. No
INTROSELFEMPii	The next few questions are about the job or business in which you usually work the most hours, that is, your main job.	
INTROSELFEMPiii	The next few questions are about the job or business in which you usually work the most hours, that is, your main job.	
SELFEMP	Did you work for an employer, or in your own business?	1. Employer 2. Own business (go to ACTLHRSM) 3. Other or uncertain
PAYMENT	Are you paid a wage or salary, or some other form of payment?	1. Wage or Salary 5. Other or Uncertain

Question ID	Item label	Response scale
PAYARRNG	What are your <working/payment> arrangements?	10. Unpaid voluntary work *(GO TO MODULE C) 11. Unpaid trainee or work placement *(GO TO MODULE C) 12. Contractor or Subcontractor 13. Own business or Partnership 14. Commission only 15. Commission with retainer 16. In a family business without pay *(GO TO MODULE C) 17. Payment in kind 18. Paid by the piece or item produced 19. Wage or salary earner 20. Other (Specify)
ACTLHRSM	How many hours did you actually work in your <b>main job</b> last week less <u>time off</u> but counting any <u>extra hours</u> worked]?	1. Enter hours (NUMERIC, RANGE 0-168)
USLHRSM	How many hours do you usually work each week in your <b>main job</b> ?	1. Enter hours (NUMERIC, RANGE 0-168)
ACTLHRS	How many hours did you <b>actually</b> work in all your jobs last week less <u>time off</u> but counting any <u>extra hours</u> worked ( <i>or</i> ): <in all your jobs>?	1. Enter hours (NUMERIC, RANGE 0-168)
USLHRS	How many hours do you <b>usually</b> work each week ( <i>or</i> ): <in all your jobs>?	1. Enter hours (NUMERIC, RANGE 0-168)
PREFMHRS	Would you prefer to work more hours than you usually work ( <i>or</i> ): <in all your jobs>?	1. Yes 5 No 6. Don't know
PREFHRS	How many hours a week would you like to work?	1. Enter hours (NUMERIC, RANGE 0-168, CAN'T BE LESS THAN USLHRS)
AVLMHRS	Last week, were you available to work more hours than you usually work?	1. Yes 2. No

Question ID	Item label	Response scale
RSNOMORE	You mentioned that you are not looking to work more hours. What is the main reason you work the number of hours you are currently working? Please select only one answer.	<ul style="list-style-type: none"> <li>1. No suitable job in my local area</li> <li>2. No job with a suitable number of hours</li> <li>3. No suitable job in my area of expertise</li> <li>7. Long-term health condition or disability</li> <li>8. Caring for family member with a health condition or disability</li> <li>9. Caring for children</li> <li>10. Studying</li> <li>12. I'm satisfied with the number of hours I work</li> <li>13. No more hours available in current position</li> <li>14. Work has been reduced/shutdown due to COVID-19</li> <li>15. Due to contract restrictions</li> <li>16. Pursuing other interests/commitments in spare time</li> <li>11. Other (Please specify)</li> </ul>
RSMORE	You mentioned that you are looking to work more hours. What is the main reason you work the number of hours you are currently working? Please select only one answer.	<ul style="list-style-type: none"> <li>1. No suitable job in my local area</li> <li>2. No job with a suitable number of hours</li> <li>3. No suitable job in my area of expertise</li> <li>4. Considered to be too young by employers</li> <li>5. Considered to be too old by employers</li> <li>9. Caring for children</li> <li>10. Studying</li> <li>12. No more hours available in current position</li> <li>13. Work has been reduced/shutdown due to COVID-19</li> <li>14. Financial reasons</li> <li>15. Due to visa restrictions/waiting for permanent residency</li> <li>11. Other (Please specify)</li> </ul>
OCC	What is your occupation in your <main job/job/business>?	1. Enter occupation

Question ID	Item label	Response scale
DUTIES	What are your main tasks and duties?	1. Enter main tasks and duties
INDUSTRY	What kind of business or service is carried out by your <employer at the place where you work/business>?	1. Enter business or service
EMPLOYER	What is the name of your <employer/business>?	1. Enter employer/business name
SECTOR	In what sector are you wholly or mainly employed?	1. Public or government 2. Private 3. Not-for-profit
INAUST	Are you working in Australia?	1. Yes 2. No 3. Not sure
EMPSTATE	In which state or territory is your <employer/business> currently located?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know
LOCATION	And what is the postcode of your <employer/business>?	1. Enter postcode or suburb *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure

Question ID	Item label	Response scale
COUNTRYx	In which country is your <employer/business> based?	1. Bangladesh 2. Canada 3. China (excludes SARs and Taiwan) 4. Hong Kong (SAR of China) 5. India 6. Indonesia 7. Malaysia 8. New Zealand 9. Saudi Arabia 10. Singapore 11. South Africa 12. South Korea 13. Sri Lanka 14. Taiwan 15. Thailand 16. United States of America 17. Vietnam 19. Macau (SAR of China) 18. Other (Please specify)
CURCOUNTRY	Do you currently live in Australia or Overseas?	1. Australia 2. Overseas
CURSTATE	In which state or territory do you usually live?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know

Question ID	Item label	Response scale
CURPCODE	What is the postcode or suburb where you usually live?	1. <verbatim text box> *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure
OSCOUNTRY	In which country do you currently live?	1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE GO8 COUNTRY LIST
EMP12	Have you worked <for your employer/in your business> for 12 months or more?	1. Yes, more than 12 months 5. No, less than 12 months
EMPMTHS	How many months have you worked <for your employer/in your business>?	1. Enter number of months (NUMERIC, RANGE 1-12)
EMPYRS	How many years have you worked <for your employer/in your business>?	1. Enter number of years (NUMERIC, RANGE 1-49)
FFTJOB	Is this your first full-time job?	Yes/No
SALARYA	In Australian dollars, how much do you usually earn in <IF MORE1JOB=5: this job/IF MORE1JOB=1: all your jobs>, before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).	1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know

Question ID	Item label	Response scale
SALARYB	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in < IF MORE1JOB=5: this job/ IF MORE1JOB=1: all your jobs>, per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know
SALARYC	And in Australian dollars, how much do you usually earn in your main job, before tax or anything else is taken out? Please make only one selection.	1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know
SALARYD	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know

Question ID	Item label	Response scale
SALCONF1	Sorry but the salary you entered for your main job is higher than the salary you entered for all your jobs. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know
SALCONF2	And which of the following would you usually earn in your all your jobs, per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know

Question ID	Item label	Response scale
SALARYOS	What is your gross (that is pre-tax) annual salary? You can estimate if necessary. Please select currency <Currency drop down list>	<ol style="list-style-type: none"> <li>1. "AUD - Australian Dollar"</li> <li>2. "BDT - Bangladeshi Taka"</li> <li>3. "BWP - Botswana Pula"</li> <li>4. "CNY - Chinese yuan"</li> <li>5. "EUR - Euro"</li> <li>6. "GBP - British Pound"</li> <li>7. "HKD - Hong Kong Dollar"</li> <li>8. "IDR - Indonesian Rupiah"</li> <li>9. "INR - Indian Rupee"</li> <li>10. "KES - Kenyan Shilling"</li> <li>11. "LKR - Sri Lankan Rupee"</li> <li>12. "MUR - Mauritian Rupee"</li> <li>13. "MYR - Malaysian Ringgit"</li> <li>14. "PKR - Pakistani Rupee"</li> <li>15. "SGD - Singapore Dollar"</li> <li>16. "USD - US Dollar"</li> <li>17. "ZAR - South African Rand"</li> <li>18. "ZMK - Zambian Kwacha"</li> <li>19. "ZWD - Zimbabwean Dollar"</li> <li>20. "NZD - New Zealand Dollar",</li> <li>21. "CAD - Canadian Dollar",</li> <li>22. "JPY - Japanese Yen",</li> <li>23. "KRW - South Korean Won",</li> <li>24. "VND - Vietnamese Dong",</li> <li>25. "SEK - Swedish Krona",</li> <li>26. "THB - Thai Baht"</li> <li>27. Other (Please specify)</li> </ol>

Question ID	Item label	Response scale
FINDJOB	How did you first find out about this job?	<ol style="list-style-type: none"> <li>1. University or college careers service</li> <li>2. Careers fair or information session</li> <li>3. Other university or college source (such as faculties or lecturers or student society)</li> <li>4. Advertisement in a newspaper or other print media</li> <li>5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs)</li> <li>6. Via resume posted on the internet</li> <li>7. Family or friends</li> <li>8. Approached employer directly</li> <li>9. Approached by an employer</li> <li>10. Employment agency</li> <li>11. Work contacts or networks</li> <li>12. Social media (e.g. LinkedIn)</li> <li>17. An employer promotional event</li> <li>13. Other (Please specify)</li> </ol>
SPOQ	<p>The following statements are about your skills, abilities and education.</p> <p>Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.</p> <p>(STATEMENTS)</p> <ol style="list-style-type: none"> <li>a) My job requires less education than I have</li> <li>b) I have more job skills than are required for this job</li> <li>c) Someone with less education than myself could perform well on my job</li> <li>d) My previous training is being fully utilised on this job</li> <li>e) I have more knowledge than I need in order to do my job</li> <li>f) My education level is above the level required to do my job</li> <li>g) Someone with less work experience than myself could do my job just as well</li> <li>h) I have more abilities than I need in order to do my job</li> </ol>	<ol style="list-style-type: none"> <li>1. Strongly disagree</li> <li>2. Disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Agree</li> <li>5. Strongly agree</li> </ol>

Question ID	Item label	Response scale
RSOVRQ	Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education? Please select only one answer.	1. No suitable jobs in my local area 2. No jobs with a suitable number of hours 3. No suitable jobs in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. I'm satisfied with my current job 13. I had to change jobs due to COVID-19 14. Not enough work experience 15. Entry level job/career stepping stone 16. Changing jobs/Careers 17. Do not have permanent residency 18. For financial reasons 11. Other (Please specify)
<b>Module C: Further study</b>		
FURSTUD	Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	1. Yes – full-time 2. Yes – part-time 5. No
FURNEW	Are you currently studying in a new course after completing your <E308>?	1. Yes 2. No
FURQUAL	What is the full title of the qualification you are currently studying?	1. <verbatim text box>
FURFOE	What is your major field of education for this <u>qualification</u> ?	1. Natural and Physical Sciences 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health 7. Education 8. Management and Commerce 9. Society and Culture 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 13. Other (Please specify)

Question ID	Item label	Response scale
FURLEV	What is the level of this qualification?	1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV
FURINST	And the institution where you are currently studying?	1. <look up list> USE FURINST LOOKUP LIST
<b>Module D2: OVERALL SATISFACTION/PREQ</b>		
CEQ	Now a question regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with the following statement. (STATEMENTS) ceq149 Overall, I was satisfied with the quality of this <course>	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree
CEQB	Now thinking about your <FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree the following statement. (STATEMENTS) ceq249 Overall, I was satisfied with the quality of this <course>	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree

Question ID	Item label	Response scale
	<p>For each of the following skills or attributes, to what extent do you agree or disagree that your &lt;Final Course&gt; from &lt;Institution&gt; prepared you for this job? If the skill is not required in your role, you can answer 'Not applicable'.</p> <p><b>Statements</b></p> <p><b>Foundation skills</b></p> <ul style="list-style-type: none"> <li>• Oral communication skills</li> <li>• Written communication skills</li> <li>• Numeracy skills</li> <li>• Ability to develop relevant knowledge</li> <li>• Ability to develop relevant skills</li> <li>• Ability to solve problems</li> <li>• Ability to integrate knowledge</li> <li>• Ability to think independently about problems</li> </ul> <p><b>Adaptive skills and attributes</b></p> <ul style="list-style-type: none"> <li>• Broad general knowledge</li> <li>• Ability to develop innovative ideas</li> <li>• Ability to identify new opportunities</li> <li>• Ability to adapt knowledge in different contexts</li> <li>• Ability to apply skills in different contexts</li> <li>• Capacity to work independently</li> </ul> <p><b>Teamwork and interpersonal skills</b></p> <ul style="list-style-type: none"> <li>• Working well in a team</li> <li>• Getting on well with others in the workplace</li> <li>• Working collaboratively with colleagues to complete tasks</li> <li>• Understanding of different points of view</li> <li>• Ability to interact with co-workers from different or multicultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly disagree</li> <li>• Disagree</li> <li>• Neither disagree nor agree</li> <li>• Agree</li> <li>• Strongly agree</li> <li>• Not applicable</li> </ul>
<b>Graduate Attributes CEQ/PREQ</b>		
	<p>The next series of questions are about your &lt;course &gt;. By &lt;course&gt; we mean the major fields of education or programs of study that made up your qualification.</p>	

Question ID	Item label	Response scale
	<p>Now a series of statements regarding your &lt;FinalMajor1/FinalMajor2/FinalCourseA&gt; &lt;major/qualification&gt;.</p> <ul style="list-style-type: none"> <li>• The staff put a lot of time into commenting on my work</li> <li>• The teaching staff normally gave me helpful feedback on how I was going</li> <li>• The &lt;course&gt; helped me develop my ability to work as a team member</li> <li>• The teaching staff of this &lt;course&gt; motivated me to do my best work</li> <li>• The course provided me with a broad overview of my field of knowledge</li> <li>• The &lt;course&gt; sharpened my analytic skills</li> <li>• My lecturers were extremely good at explaining things</li> <li>• The teaching staff worked hard to make their subjects interesting</li> <li>• The course developed my confidence to investigate new ideas</li> <li>• The &lt;course&gt; developed my problem-solving skills</li> <li>• The staff made a real effort to understand difficulties I might be having with my work</li> <li>• University stimulated my enthusiasm for further learning</li> <li>• The &lt;course&gt; improved my skills in written communication</li> <li>• I learned to apply principles from this course to new situations</li> <li>• I consider what I learned valuable for my future</li> <li>• As a result of my &lt;course&gt;, I feel confident about tackling unfamiliar problems</li> <li>• My course helped me to develop the ability to plan my own work</li> <li>• My university experience encouraged me to value perspectives other than my own</li> <li>• Overall, I was satisfied with the quality of this &lt;course&gt;</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly disagree</li> <li>• Disagree</li> <li>• Neither disagree nor agree</li> <li>• Agree</li> <li>• Strongly agree</li> <li>• Not applicable</li> </ul>
	<p>Please tell us about your postgraduate research experience.</p> <p>If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.</p> <p>Please interpret 'thesis' and other research-related terms in the context of your own field of education.</p>	<ul style="list-style-type: none"> <li>• Strongly disagree</li> <li>• Disagree</li> <li>• Neither disagree nor agree</li> <li>• Agree</li> <li>• Strongly agree</li> <li>• Not applicable</li> </ul>

Question ID	Item label	Response scale
PREQ	<p>Please tell us about your postgraduate research experience.If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.Please interpret 'thesis' and other research-related terms in the context of your own field of education.Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements. (STATEMENTS)</p> <p>preq01 Supervision was available when I needed it</p> <p>preq02 The thesis examination process was fair</p> <p>preq03 I had access to a suitable working space</p> <p>preq04 I developed an understanding of the standard of work expected</p> <p>preq29 I am confident that I can apply my skills outside the university sector</p> <p>preq05 The department provided opportunities for social contact with other postgraduate students</p> <p>preq30 I improved my ability to design and implement projects effectively</p> <p>preq06 My research further developed my problem solving skills</p> <p>preq07 My supervisor(s) made a real effort to understand difficulties I faced</p> <p>preq08 I had good access to the technical support I needed</p> <p>preq09 I was integrated into the department's community</p> <p>preq10 I improved my ability to communicate information effectively to diverse audiences</p> <p>preq11 I understood the required standard for the thesis</p> <p>preq31 I had opportunities to develop professional connections outside the university sector</p> <p>preq12 I was able to organise good access to necessary equipment</p> <p>preq13 My supervisor(s) provided additional information relevant to my topic</p> <p>preq14 I developed my skills in critical analysis and evaluation</p> <p>preq15 I was satisfied with the thesis examination process</p> <p>preq16 The department provided opportunities for me to become involved in the broader research culture</p> <p>preq17 I was given good guidance in topic selection and refinement</p> <p>preq18 I had good access to computing facilities and services</p> <p>preq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector</p> <p>preq19 I understood the requirements of thesis examination</p> <p>preq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others)</p> <p>preq20 I improved my ability to plan and manage my time effectively</p> <p>preq21 My supervisor(s) provided helpful feedback on my progress</p> <p>preq22 A good seminar program for postgraduate students was provided</p> <p>preq23 The research environment in the department or faculty stimulated my work</p> <p>preq24 I received good guidance in my literature search</p> <p>preq34 I gained confidence in leading and influencing others</p> <p>preq25 The examination of my thesis was completed in a reasonable time</p> <p>preq26 As a result of my research, I feel confident about tackling unfamiliar problems</p> <p>preq27 There was appropriate financial support for research activities</p> <p>preq28 Overall, I was satisfied with the quality of my higher degree research experience</p>	<p>1. Strongly disagree</p> <p>2. Disagree</p> <p>3. Neither agree nor disagree</p> <p>4. Agree</p> <p>5. Strongly agree</p>

Question ID	Item label	Response scale
INTROB	Now, a couple of general questions about your <course>...	
BESTASP	What were the best aspects of your <course>? Please note, aspects could include things like the course content, teaching or assessments.	1. <verbatim text box>
IMPROVE	What aspects of your <course> were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments.	1. <verbatim text box>
<b>Module E: Graduate preparation</b>		
FORMREQ	Is a <FinalCourseA/FinalCourseB> or similar qualification a formal requirement for you to do your current job?	1. Yes 2. No
QUALIMP	To what extent is it important for you to have a <FinalCourseA/FinalCourseB>, to be able to do your job?	1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important
CRSPREP	Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?	1. Not at all 2. Not well 3. Well 4. Very well 5. Don't know / Unsure
BESTPREP	What are the main ways that < E306C > prepared you for employment in your organisation?	1. <verbatim text box>
IMPPREP	What are the main ways <E306C> could have better prepared you for employment in your organisation?	1. <verbatim text box>
FSBEPREP	What are the main ways that < E306C > prepared you for further study?	1. <verbatim text box>
FSIMPREP	What are the main ways <E306C> could have better prepared you for further study?	
<b>Module F: Additional items</b>		
INTLINTROA	And now some specifics about your *(IF STUDENTTYPE=1, DISPLAY: <course/program>, IF STUDENTTYPE=2, DISPLAY: <postgraduate research>.)	
OSSTUDY	Did you undertake any overseas study during your *(IF STUDENTTYPE=1, DISPLAY: <course>IF STUDENTTYPE=2, DISPLAY: <postgraduate research> e.g. student exchange or study abroad?)	1. Yes 2. No 3. Not applicable

Question ID	Item label	Response scale
INTERN	Did your <FinalCourseA/FinalCourseB> include an internship component?	1. Yes 2. No 3. Don't know
INTLEARN	Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?	1. Yes 2. No 3. Not applicable
TRAINING	Did your <FinalCourseA/FinalCourseB> include training in... (STATEMENTS) Pgreslink101/IPA Intellectual property awareness Pgreslink102/BUSMAN Business management Pgreslink103/ENTPNR Entrepreneurship	1. Yes 2. No 3. Don't know
COFUND	Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? Please select all that apply.	1/JOINTSUP. Yes it was jointly supervised 2/COFUND. Yes it was co-funded 3/NOJSCF. No *(EXCLUSIVE) 4/DKJSCF. Don't know *(EXCLUSIVE)
<b>Module G: Contact details</b>		
CONTACT	In a couple of years' time, we are undertaking a follow up survey with graduates to see how their career has developed. Do you consent to being invited to participate in this important future research? For further information on the survey please click here (link to: <a href="https://www.qilt.edu.au/qilt-surveys">https://www.qilt.edu.au/qilt-surveys</a> ).	1. Yes 2. No
ALUMNI	Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?	1. Yes 2. No
EMAIL	We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?	1. Permanent email address is as above 2. Enter new permanent email address <email box> 3. Don't have a permanent email address 4. Do not wish to be re-contacted by email

Question ID	Item label	Response scale
ADDRESS	The postal address we have for you is: <add1> <add2> <add3> <suburb> <state> <pcode> <country> Is this correct?	1. Yes 2. No *(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY) 3. Do not wish to be contacted by post
ADDRESS2	We do not have any postal information provided for you. Would you like to update your postal details?	1. Yes 2. No 3. Do not wish to be contacted by post
C4	Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?	1. Yes 2. No
NTFEMAIL	What is the best email address to send the notification to?	1. Address as above 2. Enter new email address
CATCH	If you would like to provide any additional information relating to your current situation please use the space below.	<Full verbatim>
BRIDGE1	For the next part of the study we would like to hear from your work supervisor about their perceptions of your institution and higher education broadly through the Employer Satisfaction Survey (ESS). Without your supervisor's input, results from this survey will be less useful to policy makers. The government uses input from graduates and employers to understand how well higher education institutions are preparing graduates for the workforce. Please click next to continue.	
END	*(DISPLAY IF ONLINE) Thank you for your responses. Please click 'Submit' to finalise your survey. *(IF CATI) Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. If you would like further information, I can give you the details of some websites if you like: www.gos.edu.au www.srcentre.com.au/gos Just in case you missed it, my name is <NAME> from the Social Research Centre and this survey is being conducted on behalf of The Australian Government Department of Education and Training.	

### 3.2 Additional items

A total of 18 institutions (15 universities and 3 NUHEIs) included institution specific items in the 2021 GOS. Institution specific items can be the same or a variation on questions included in prior rounds of GOS, or new questions entirely. Some of the content covered by institution specific items included questions relating to the net promoter score, work preparedness, further study plans, time spent in internships, volunteering and other co-curricular activities, and likelihood of recommending the course or institution to others. These institution-specific items were presented to graduates after the core instrument. A statement (The following items have been included by <E306CTXT> to gather feedback from recent graduates on issues important to their institution) was added before the items to further emphasise a clear distinction between the core instrument and any additional items.

The CEQ (excluding from overall satisfaction) and the Graduate Attributes Scale (GAS) became institution opt-in from the 2021 GOS. A total of 68 institutions (31 universities and 37 NUHEIs) included the CEQ, and 67 institutions (33 universities and 34 NUHEIs) included the GAS.

Stakeholders including the Australian Association of Graduate Employers (AAGE), Australian Collaborative Education Network Limited (ACEN), and Optometry Council of Australia and New Zealand (OCANZ) included items in the 2020 GOS. Content covered by the stakeholder items included employment pathways, work integrated learning and preparedness of optometry graduates. Institutions were invited to participate in these items, where applicable, by each of the relevant stakeholders.

# Appendix 4

## Construction of confidence intervals

The 90 per cent confidence intervals presented in this report were calculated using the Finite Population Correction (FPC) to account for the relatively large size of the sample relative to the in-scope population. The FPC is generally used when the sampling fraction exceeds 5 per cent.

Because percentage agreement scores are reported for the 2021 GOS, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

Where  $\tilde{p}$  is the adjusted estimated proportion of satisfied responses,  $N$  is the size of the population in the relevant subgroup,  $n$  is the number of valid responses in the relevant subgroup,  $n_1$  is the number of positive responses in the relevant subgroup, 1.645 is the standard normal value for 90 per cent confidence and  $FPC$  is the Finite Population Correction term.

The 90 per cent confidence interval of each estimated proportion is then calculated as the adjusted proportion plus or minus its 90 per cent confidence interval bound.

Figure 5 Formula for a 90 per cent confidence interval using the Agresti-Coull method with FPC

$$\tilde{p} \pm 1.645 * FPC * \sqrt{\tilde{p}(1 - \tilde{p}) / \tilde{n}}$$

$$\text{where } \tilde{p} = \tilde{n}_1 / \tilde{n}, \quad \tilde{n}_1 = n_1 + 1.645^2 / 2 \quad \text{and} \quad \tilde{n} = n + 1.645^2 \quad \text{and} \quad FPC = \sqrt{\frac{N - n}{N - 1}}$$

# Appendix 5

## Study area concordance

Study areas for the QILT surveys, including the GOS, are defined in accordance with the ABS Australian Standard Classification of Education (ASCED). The QILT website, and this report generally use 21 aggregated study areas as the basis of analysis. Targets for data collection are based on 45 study areas. Concordance between these study areas and ASCED fields are listed below in Table 25. Details of the fields of education are available from the ABS website.

Table 25 Study area concordance

Study area (21)	Study area (45)	Field of education
0 Non-award	0 Non-award	000000
1 Science and mathematics	1 Natural & physical sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
	2 Mathematics	010100, 010101, 010103, 010199
	3 Biological sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
	4 Medical science & technology	019901, 019903, 019905, 019907, 019909
2 Computing & Information Systems	5 Computing & information systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3 Engineering	6 Engineering – other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
	7 Engineering – process & resources	030300, 030301, 030303, 030305, 030307, 030399
	8 Engineering – mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
	9 Engineering – civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
	10 Engineering – electrical & electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
	11 Engineering – aerospace	031500, 031501, 031503, 031505, 031507, 031599

Study area (21)		Study area (45)		ASCED field of education
4	Architecture and built environment	12	Architecture & urban environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture and environmental studies	14	Agriculture & forestry	050000, 050100, 050300, 050500, 050700, 059900
		15	Environmental studies	050900
6	Health services and support	16	Health services & support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational therapy	061703
13	Teacher education	25	Teacher education – other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher education – early childhood	070101
		27	Teacher education – primary & secondary	070103, 070105
14	Business and management	28	Accounting	080100, 080101
		29	Business management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & commerce – other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & finance	081100, 081101, 081103, 081105, 081199

Study area (21)		Study area (45)		ASCED field of education
		40	Economics	091900, 091901, 091903
15	Humanities, culture and social sciences	33	Political science	090100, 090101, 090103
		34	Humanities inc history & geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language & literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice studies & policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music & performing arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, media & journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport & recreation	092100, 092101, 092103, 092199
		45	Tourism, hospitality & personal services	1101000, 110300, 120100, 120300, 120500, 129999

# Appendix 6

## Additional tables and figures

This report is accompanied by additional benchmarking tables and figures which may be used alongside this report and data visualisation to support institutional benchmarking and analysis. Listed below are tables and figures related to specific concepts relevant to the GOS, as well as a listing of tables that can be used to explore additional themes related to the GOS.

### 6.1 GOS results

#### 6.1.1 Labour force outcomes

This group of tables and figures includes labour force outcomes, including full-time and overall employment rates, labour force participation rate and median salary for graduates. Labour force outcomes can be viewed at the course level, by provider type, institution, gender, and study area.

Table 26 Tables and figures associated with labour force outcomes

Report table	Sheet name	Table title
Table 02/Table 03	OVERALL_ALL_ALL_2Y	Graduate employment and study outcomes, by study level, 2020 and 2021
Table 06	EMP_UG_ALL_2Y_AREA	Undergraduate employment outcomes by study area, 2020 and 2021 (%)
	EMP_PGC_ALL_2Y_AREA	Postgraduate coursework employment outcomes by study area, 2020 and 2021 (%)
	EMP_PGR_ALL_2Y_AREA	Postgraduate research employment outcomes by study area, 2020 and 2021 (%)
	EMP_UG_ALL_2Y	Undergraduate employment outcomes, 2020 and 2021 (%)
	EMP_PG_ALL_2Y	Postgraduate employment outcomes, 2020 and 2021
	Table 05	EMP_UG_ALL_2Y_DG
	EMP_PGC_ALL_2Y_DG	Postgraduate coursework employment outcomes by demographic group, 2020 and 2021 (%)
	EMP_PGR_ALL_2Y_DG	Postgraduate research employment outcomes by demographic group, 2020 and 2021 (%)
	EMP_UG_ALL_1Y_FURSTUD	Labour market outcomes of undergraduate graduates, by full-time study status, 2021
	EMP_PG_ALL_1Y_FURSTUD	Labour market outcomes of postgraduate graduates, by full-time study status, 2021
	EMP_UG_ALL_2Y_AREA45	Undergraduate employment outcomes by 45 study areas, 2020 and 2021 (%)
	EMP_PGC_ALL_2Y_AREA45	Postgraduate coursework employment outcomes by 45 study areas, 2020 and 2021 (%)

Report table	Sheet name	Table title
	EMP_PGR_ALL_2Y_AREA45	Postgraduate research employment outcomes by 45 study areas, 2020 and 2021 (%)
	EMP_UG_UNI_2Y_AREA	Undergraduate employment outcomes by study area, universities only, 2020 and 2021
	EMP_UG_NUHEI_2Y_AREA	Undergraduate employment outcomes by study area, NUHEIs only, 2020 and 2021
	EMP_UG_UNI_2Y_DG	Undergraduate employment outcomes by demographic group, universities only, 2020 and 2021 (%)
	EMP_UG_NUHEI_2Y_DG	Undergraduate employment outcomes by demographic group, NUHEIs only, 2020 and 2021 (%)
	EMP_UG_ALL_3Y_PERIOD	Undergraduate employment rates by survey round, 2019-2021 (%)
Table 01/Figure 01	EMP_PGC_ALL_3Y_PERIOD	Postgraduate coursework employment rates by survey round, 2019-2021 (%)
	EMP_PGR_ALL_3Y_PERIOD	Postgraduate research employment rates by survey round, 2019-2021 (%)
Table 04/Table 07	SAL_UG_ALL_2Y_AREA_SEX	Undergraduate median full-time salaries by study area and gender, 2020 and 2021 (\$)
	SAL_PGC_ALL_2Y_AREA_SEX	Postgraduate coursework median full-time salaries by study area and gender, 2020 and 2021 (\$)
	SAL_PGR_ALL_2Y_AREA_SEX	Postgraduate research median full-time salaries by study area and gender, 2020 and 2021 (\$)
	SAL_UG_ALL_2Y_DG	Undergraduate median full-time salaries by demographic group, 2020 and 2021 (\$)
	SAL_PGC_ALL_2Y_DG	Postgraduate coursework median full-time salaries by demographic group, 2020 and 2021 (\$)
	SAL_PGR_ALL_2Y_DG	Postgraduate research median full-time salaries by demographic group, 2020 and 2021 (\$)
	SAL_UG_ALL_2Y_AREA45_SEX	Undergraduate median full-time salaries by 45 study areas and gender, 2020 and 2021 (\$)
	SAL_PGC_ALL_2Y_AREA45_SEX	Postgraduate coursework median full-time salaries by 45 study areas and gender, 2020 and 2021 (\$)

Report table	Sheet name	Table title
	SAL_PGR_ALL_2Y_AREA45_SEX	Postgraduate research median full-time salaries by 45 study areas and gender, 2020 and 2021 (\$)
Table 08/Table 09	LF_UG_UNI_1Y	Labour force indicators 2021, undergraduates (universities only)
	LF_UG_UNI_3Y	Labour force indicators 2019-2021, undergraduates (universities only)
	LF_PGC_UNI_1Y	Labour force indicators 2021, postgraduate coursework (universities only)
	LF_PGC_UNI_3Y	Labour force indicators 2019-2021, postgraduate coursework (universities only)
	LF_PGR_UNI_3Y	Labour force indicators 2019-2021, postgraduate research (universities only)
Table 10	LF_UG_NUHEI_3Y	Labour force indicators 2019-2021, undergraduates (NUHEIs only)
	LF_PGC_NUHEI_3Y	Labour force indicators 2019-2021, postgraduate coursework (NUHEIs only)
	LF_UG_UNI_2Y	Undergraduate labour force indicators, universities only, 2020 and 2021
	LF_UG_NUHEI_2Y	Undergraduate labour force indicators, NUHEIs only, 2020 and 2021
	PREFMHRG_UG_ALL_1Y_E315	Proportion of employed undergraduates seeking or not seeking more hours, by gender, 2021 (%)
	PREFMHRG_PGC_ALL_1Y_E315	Proportion of employed postgraduates (coursework) seeking or not seeking more hours, by gender, 2021 (%)
	PREFMHRG_PGR_ALL_1Y_E315	Proportion of employed postgraduates (research) seeking or not seeking more hours, by gender, 2021 (%)
	PARTEMP_UG_ALL_1Y_AREA_SEX	Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2021 (%)
	FTE_UG_UNI_1Y_FIG	Undergraduate full-time employment rate by university, 2021 (%)
	FTE_UG_UNI_3Y_FIG	Undergraduate full-time employment rate by university, 2019-2021 (%)
	SAL_UG_UNI_1Y_FIG	Undergraduate median full-time salaries by university, 2021 (\$)
	SAL_UG_UNI_3Y_FIG	Undergraduate median full-time salaries by university, 2019-2021 (\$)
	FTE_UG_NUHEI_3Y_FIG	Undergraduate full-time employment rate by NUHEI, 2019-2021 (%)
	SAL_UG_NUHEI_3Y_FIG	Undergraduate median full-time salaries by NUHEI, 2019-2021 (\$)
	FTE_PGC_UNI_1Y_FIG	Postgraduate coursework full-time employment rate by university, 2021 (%)
	FTE_PGC_UNI_3Y_FIG	Postgraduate coursework full-time employment rate by university, 2019-2021 (%)
	FTE_PGC_NUHEI_3Y_FIG	Postgraduate coursework full-time employment rate by NUHEI, 2019-2021 (%)
	SAL_PGC_UNI_1Y_FIG	Postgraduate coursework median full-time salaries by university, 2021 (\$)

Report table	Sheet name	Table title
	SAL_PGC_UNI_3Y_FIG	Postgraduate coursework median full-time salaries by university, 2019-2021 (\$)
	SAL_PGC_NUHEI_1Y_FIG	Postgraduate coursework median full-time salaries by NUHEI, 2019-2021 (\$)
	FTE_PGR_UNI_3Y_FIG	Postgraduate research full-time employment rate by university, 2019-2021 (%)
	SAL_PGR_UNI_3Y_FIG	Postgraduate research median full-time salaries by university, 2019-2021 (\$)

### 6.1.2 Hours worked

This group of tables explores the median hours actually worked in the week prior to completing the survey of graduates in the short-term, approximately four to six months after completing their course.

Table 27 Tables associated with median usual hours and median actual hours worked

Report table	Sheet name	Table title
	HOURS_UG_ALL_3Y	Average hours worked per week for employed undergraduates by full-time/part-time status, 2019-2021
	HOURS_PGC_ALL_3Y	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status, 2019-2021
	HOURS_PGR_ALL_3Y	Average hours worked per week for employed postgraduates (research) by full-time/part-time status, 2019-2021
Figure 02	HOURS_UG_ALL_3Y_PERIOD	Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2019-2021
	HOURS_PGC_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status and survey round, 2019-2021
	HOURS_PGR_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (research) by full-time/part-time status and survey round, 2019-2021

### 6.1.3 Away from work

This group of tables presents the proportion of employed graduates who were away from work in the week prior to completing the survey. Reasons for being away from work include for holidays, sickness or any other reason, such as being stood down due to the impact of COVID-19.

Table 28 Tables associated with the percentage of employed graduates away from work

Report table	Sheet name	Table title
	AWAYWORK_UG_ALL_3Y	Proportion of employed undergraduates who were away from work by full-time/part-time status, 2019-2021 (%)

Report table	Sheet name	Table title
	AWAYWORK_PGC_ALL_3Y	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status, 2019-2021 (%)
	AWAYWORK_PGR_ALL_3Y	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status, 2019-2021 (%)
	AWAYWORK_UG_ALL_3Y_PERIOD	Proportion of employed undergraduates who were away from work by full-time/part-time status and survey round, 2019-2021 (%)
	AWAYWORK_PGC_ALL_3Y_PERIOD	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status and survey round, 2019-2021 (%)
	AWAYWORK_PGR_ALL_3Y_PERIOD	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status and survey round, 2019-2021 (%)

#### 6.1.4 Graduate occupations

This group of tables presents the proportion of employed graduates and graduates employed full-time in different occupations. These occupations are coded from graduate description of their job and job role to a detailed ANZCO code. The results are presented here at the top ANZCO levels. In general, a managerial or professional occupation is considered an appropriate employment outcome after completing a higher education level qualification and a useful proxy for the “relevance” of graduates’ employment outcomes to their qualification.

Table 29 Tables associated with occupation types of employed graduates

Report table	Sheet name	Table title
	OCC_UG_ALL_1Y_EMPTYYPE	Undergraduate occupation level, by employment type, 2021 (%)
	OCC_PG_ALL_1Y_EMPTYYPE	Postgraduate occupation level, by employment type, 2021 (%)
	OCC_UG_ALL_1Y_AREA45	Undergraduate occupation level, total employed, by 45 study areas, 2021 (%)
	OCC_UG_UNI_1Y_EMPTYYPE	Undergraduate occupation level, by employment type, universities only, 2021 (%)
	OCC_UG_NUHEI_1Y_EMPTYYPE	Undergraduate occupation level, by employment type, NUHEIs only, 2021 (%)
	OCC_UG_UNI_1Y_AREA	Undergraduate occupation level, total employed, by study area, universities only, 2021 (%)
	BROADOCC_UG_ALL_1Y_EMPTYYPE	Undergraduate occupation level, total employed, by study area, 2021 (%)

### 6.1.5 Importance of qualification

This group of tables presents information on the extent to which graduates consider that it was important for them to have their specific or similar qualification, to be able to do their job.

Table 30 Tables associated with the extent to which graduates considered their qualification important

Report table	Sheet name	Table title
	QUALIMP_UG_ALL_1Y	Importance of qualification for undergraduates' current employment, 2021 (%)
	QUALIMP_PG_ALL_1Y	Importance of qualification for postgraduates' current employment, 2021 (%)

### 6.1.6 Extent to which qualification prepared graduates

This group of tables present information on how well the qualification prepared graduates for their current job. Institutions also receive qualitative data in comment fields related to what the institution did well and what graduates considered could have been done better to prepare them for their current employment.

Table 31 Tables associated with the extent to which the qualification prepared graduates for their current job

Report table	Sheet name	Table title
	CRSPREP_UG_ALL_1Y	Extent to which qualification prepared undergraduate level graduates for employment, 2021 (%)
	CRSPREP_PG_ALL_1Y	Extent to which qualification prepared postgraduate level graduates for employment, 2021 (%)

### 6.1.7 Skills utilisation

This group of tables present data exploring underutilisation of skills among graduates four to six months after completion of their course, and reasons for not working more hours. Results can be viewed by preference for more hours, gender, and study area.

Table 32 Tables associated with reasons for underutilisation of skills and education

Report table	Sheet name	Table title
Table 11	RSNOMORE_UG_ALL_1Y_E315	Main reason not working more hours, of undergraduates employed part-time, by preference for more hours and gender, 2021 (%)
	RSNOMORE_PGC_ALL_1Y_E315	Main reason not working more hours, of postgraduates (coursework) employed part-time, by preference for more hours and gender, 2021 (%)
	RSNOMORE_PGR_ALL_1Y_E315	Main reason not working more hours, of postgraduates (research) employed part-time, by preference for more hours and gender, 2021 (%)
Table 12	RSOVRQ_UG_ALL_1Y	Main reason for working in job in 2021 that doesn't fully use skills and education, 2021 (%)

Report table	Sheet name	Table title
	RSOVRQ_PGC_ALL_1Y	Main reason for working in job in 2021 that doesn't fully use skills and education, postgraduate coursework level graduates, 2021 (%)
	RSOVRQ_PGR_ALL_1Y	Main reason for working in job in 2021 that doesn't fully use skills and education, postgraduate research level graduates, 2021 (%)
	RSOVRQ_UG_ALL_1Y_AREA	Undergraduate level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2021 (%)
	RSOVRQ_PGC_ALL_1Y_AREA	Postgraduate coursework level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2021 (%)
	RSOVRQ_PGR_ALL_1Y_AREA	Postgraduate research level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2021 (%)
	SPOQSCL_UG_ALL_1Y	Undergraduate level graduates reporting occupation does not fully use skills or education, 2021 (%)
	SPOQSCL_PG_ALL_1Y	Postgraduate level graduates reporting occupation does not fully use skills or education, 2021 (%)

### 6.1.8 Further study

This group of tables present the proportion of graduates engaged in further full-time study four to six months after completing their course.

Table 33 Tables associated with graduates undertaking further full-time study

Report table	Sheet name	Table title
Table 13	FURSTUD_UG_ALL_1Y_AREA	Undergraduate graduates in further full-time study, by original field of study (%)
	FURSTUD_PGC_ALL_1Y_AREA	Postgraduate coursework graduates in further full-time study, by original field of study (%)
	FURSTUD_PGR_ALL_1Y_AREA	Postgraduate research graduates in further full-time study, by original field of study (%)
Table 14	FURSTUD_UG_ALL_1Y_FOE	Study area of undergraduate graduates in further full-time study (%)
	FURSTUD_PGC_ALL_1Y_FOE	Study area of postgraduate coursework graduates in further full-time study (%)
	FURSTUD_PGR_ALL_1Y_FOE	Study area of postgraduate research graduates in further full-time study (%)

Report table	Sheet name	Table title
	FURSTUD_UG_ALL_1Y_DG	Further full-time study status for initial undergraduates, by demographic profile (%)
	FURSTUD_PG_ALL_1Y_DG	Graduates in further full-time study, by initial postgraduate study level, by demographic profile, 2021 (%)

### 6.1.9 Satisfaction

This group of tables present level of graduate satisfaction with their course. Results can be viewed by study level, institution type and demographic group.

Table 34 Tables associated with graduate satisfaction

Report table	Sheet name	Table title
Figure 03/ Table 16	SAT_UG_ALL_2Y	Satisfaction of undergraduate level graduates, 2020 and 2021 (% agreement)
Figure 03	SAT_PGC_ALL_2Y	Satisfaction of postgraduate coursework level graduates, 2020 and 2021 (% agreement)
Figure 04	SAT_PGR_ALL_2Y	Satisfaction of postgraduate research level graduates, 2020 and 2021 (% agreement)
Table 15	SAT_UG_ALL_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement)
Table 15	SAT_PGC_ALL_2Y_AREA	Satisfaction of postgraduate coursework level graduates, by study area, 2020 and 2021 (% agreement)
	SAT_PGR_ALL_2Y_AREA	Satisfaction of postgraduate research level graduates, by study area, 2020 and 2021 (% agreement)
	SAT_UG_ALL_1Y_DG	Satisfaction of undergraduate level graduates, by demographic group, 2021 (% agreement)
	SAT_PGC_ALL_1Y_DG	Satisfaction of postgraduate coursework level graduates, by demographic group, 2021 (% agreement)
	SAT_PGR_ALL_1Y_DG	Satisfaction of postgraduate research level graduates, by demographic group, 2021 (% agreement)
	SAT_UG_UNI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement) (Unis only)
	SAT_UG_NUHEI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement) (NUHEIs only)

## 6.2 Methodological tables

This group of tables relate to the operational and methodological aspects of the GOS including response rates, response characteristics such as student demographics and study area, as well as representativeness of the respondents as compared to the sample population.

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics, approach to weighting and precision please refer to the 2021 GOS Methodological Report, which is available on the QILT website.

**Table 35 Tables associated with key project elements and response rates by institution**

Report table	Sheet name	Table title
Table 17	SUMMARY_ALL_ALL_1Y	GOS 2021 Collection Summary
	SUMMARY_ALL_ALL_1Y_1P	GOS 2020 Collection Summary
	SUMMARY_ALL_ALL_1Y_2P	GOS 2019 Collection summary
	SUMMARY_ALL_ALL_1Y_3P	GOS 2018 Collection summary
Table 19	RR_ALL_UNI_1Y	GOS 2021 response rates by institution (universities only), Nov 2020, Feb 2021 and May 2021 collections
Table 20	RR_ALL_NUHEI_1Y	GOS 2021 response rates by institution (NUHEIs only), Nov 2020, Feb 2021 and May 2021 collections
Table 18	RR_UG_ALL_1Y_INST_PERIOD	GOS 2021 undergraduate response rates by institution type, November/Feb 2020/2021 and May 2021 collections
Table 18	RR_PGC_ALL_1Y_INST_PERIOD	GOS 2021 postgraduate (coursework) response rates by institution type, November/Feb 2020/2021 and May 2021 collections
Table 18	RR_PGR_ALL_1Y_INST_PERIOD	GOS 2021 postgraduate (research) re-sponse rates by institution type, November/Feb 2020/2021 and May 2021 collections

**Table 36 Tables associated with response characteristics and representativeness**

Report table	Sheet name	Table title
Table 21	RR_ALL_ALL_1Y_TYPE	GOS 2021 sample and response characteristics, by respondent type
Table 22	RR_ALL_ALL_1Y_AREA	GOS 2021 sample and response characteristics, by study area

