QILT
Quality Indicators for Learning and Teaching

GOS
Graduate Outcomes Survey

SHORT-TERM GRADUATE OUTCOMES IN AUSTRALIA

NOVEMBER 2020

2020 Graduate Outcomes Survey

Acknowledgements

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For more information on the conduct and results of the QILT survey program see the Quality Indicators for Learning and Teaching (QILT) website. The QILT team can be contacted by email at qilt@srcentre.com.au.

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Introduction

This National Report focuses on the main indicators over time as outlined on the 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, foundation, collaborative and adaptive graduate attributes 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. In the past, tracking labour market outcomes of international graduates has proved more difficult, though from the 2021 Graduate Outcomes Survey it is proposed to engage in more intensive efforts in this area. Reporting of graduate satisfaction focuses on all graduates, both domestic and international graduates combined.

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, and 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 and this is represented in time series charts and tables in this report. More information can be found in the 2016 GOS Methodological Report. This break is represented as a break in the line on time series charts in this report.

The 2020 GOS was primarily conducted as a national online survey among 112 higher education institutions including all 41 (Table 6) universities and 71 (Table 7) Non-University Higher Education Institutions (NUHEIs). A total of 131,780 valid survey responses were collected across all study levels, representing a response rate of 42.3 per cent, which is a slight decrease from 44.2 per cent, achieved in 2019.

The following report provides high level results from the GOS 2020. Further detail is available from **https://www.qilt.edu.au/about-this-site/graduate-employment**

Labour market outcomes

The impact of the COVID-19 pandemic

The COVID-19 has had a major impact on the Australian labour market, including graduate employment outcomes. As could be expected, graduate employment rates have declined between 2019 and 2020. The full-time undergraduate employment rate, for example, fell from 72.2 per cent to 68.7 per cent, the second lowest result ever since the 68.1 per cent reported in 2014.

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.

Since economic and social restrictions imposed in response to COVID-19 were introduced in Australia progressively from late January 2020, they would be expected to affect graduate outcomes in the May 2020 results but would not be reflected in the earlier November 2019 and February 2020 data.

Undergraduate results from each of the 2020 GOS survey rounds 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 downturn in graduate labour market outcomes was already evident in the November round of the GOS, with full-time employment falling from 71.0 per cent in November 2019 to 68.0 per cent in November 2020. This fall of three percentage points was nearly as large as the fall of 3.7 percentage points between May 2019 and May 2020 (from 72.7 per cent to 69.0 per cent).

Table 1 Undergraduate employment rates, by survey round, GOS 2019 and GOS 2020 (%)

	GOS 2019				GOS 2020			
	November	February	May	Total	November	February	May	Total
Full-time employment	71.0	70.2	72.7	72.2	68.0	69.7	69.0	68.7
Overall employment	85.9	83.2	87.2	86.8	84.8	81.2	85.4	85.1

Results by survey round therefore suggest a weakening of the labour market for recent graduates which predates, but was then worsened by, the onset of the COVID-19 pandemic. This is consistent with results from the ABS Labour Force Survey which show that that the national unemployment rate reached a low point of 5.0 per cent in late 2018 and early 2019 before increasing to 5.3 per cent in October 2019 and then 7.1 per cent in May 2019 (seasonally adjusted). Therefore, in interpreting results in the remainder of this report which are not disaggregated by survey round, it should be borne in mind that the downturn in graduate outcomes is likely the result of both the pandemic and general labour market conditions.

Graduate employment rates have declined between 2019 and 2020.

72.2%
undergraduates in full-time employment (2019)

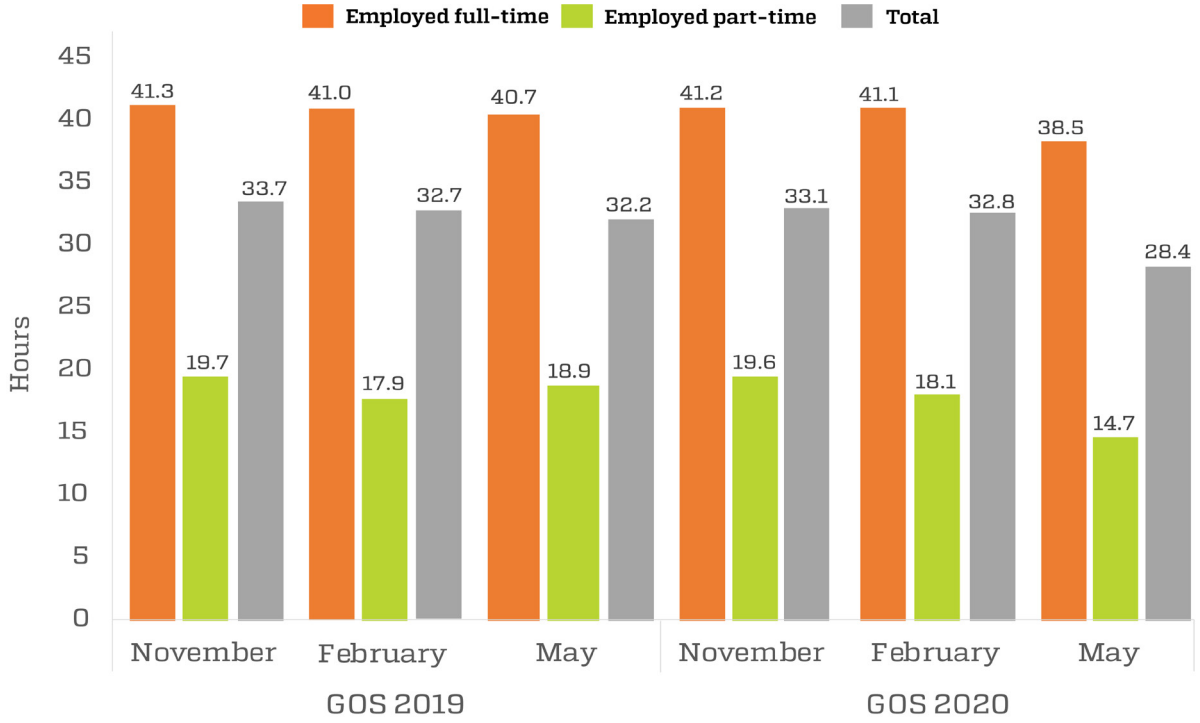
68.7%
undergraduates in full-time employment (2020)

The COVID-19 restrictions have had an impact on graduate employment outcomes beyond the headline employment rates. The GOS follows ABS Labour Force Survey concepts and definitions in measuring graduate employment outcomes. 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.

The average number of actual hours worked by graduates dipped markedly in the May 2020 round of the GOS. As shown in Figure 1, hours worked by employed undergraduates declined only slightly between November 2018 and November 2019 and were essentially stable between the February 2019 and February 2020 rounds of the survey. Between May 2019 and May 2020, however, there was a substantial fall in average hours worked per week from 32.2 hours to 28.4 hours.

The reduction in working hours was particularly pronounced for graduates working on a part-time basis. For these graduates, average hours worked per week fell 22 per cent between May 2019 and May 2020 (from 18.9 hours to 14.7 hours), while for graduates working full-time the reduction was 6 per cent (from 41.1 hours to 38.5 hours).

Figure 1 Average hours worked per week for employed undergraduates, by full-time/part-time status and by survey round, GOS 2019 and GOS 2020



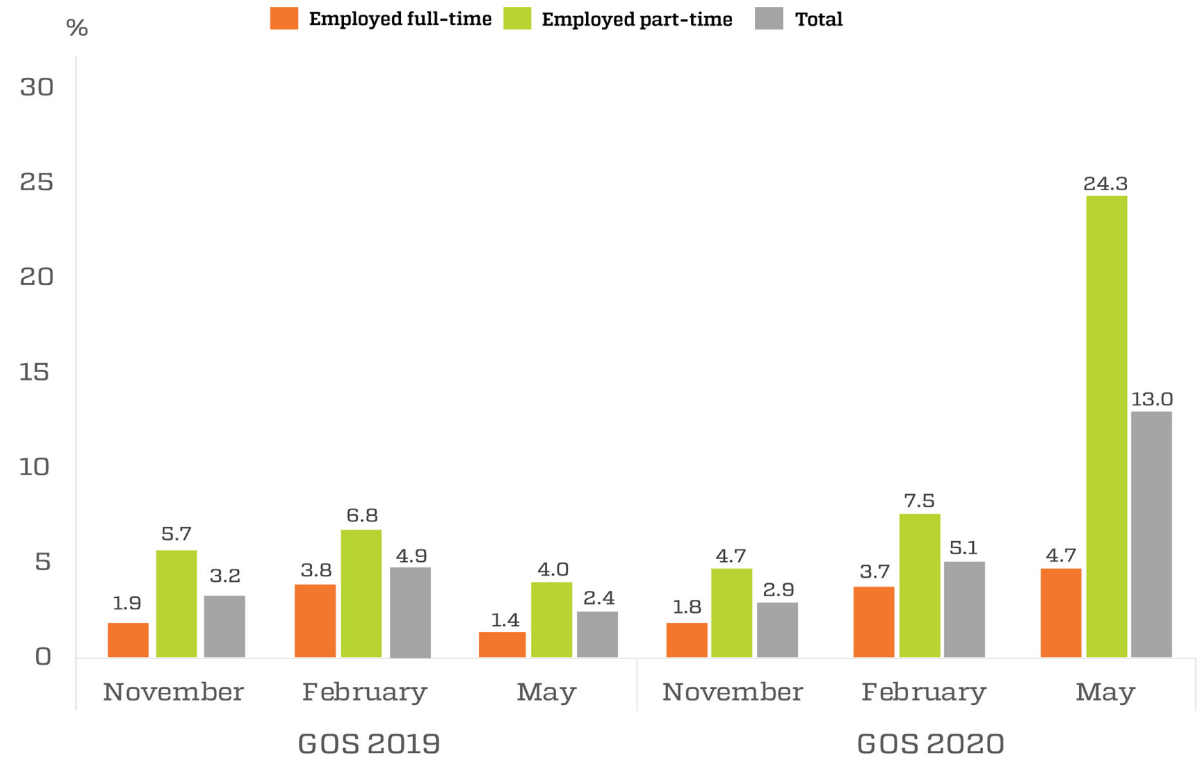
Following the implementation of COVID-19 restrictions, the average number of actual hours worked by graduates, dipped markedly in the May 2020 round of the GOS.

Another item in the GOS that reflects the impact of pandemic restrictions is the proportion of graduates reporting they have been away from work for any reason, which includes people temporarily stood down due to COVID-19. These graduates, who could potentially have been in receipt of payments under the JobKeeper program, form part of the employed population in accordance with standard ABS Labour Force Survey concepts used in the GOS.

As with hours worked, there were no substantial changes in the proportion of employed undergraduates who were away from work between the November rounds of the 2019 and 2020 GOS, or the February rounds of the respective surveys. In the May 2020 round, however, there was a sharp increase in the proportion away from work to 13.0 per cent compared with 2.4 per cent in May 2019.

Again, the impact of the pandemic was far greater on graduates working part-time. Although the proportion of full-time employees who were away from work more than trebled between May 2019 and May 2020 (increasing from 1.4 per cent to 4.7 per cent), the proportion of part-time employees who were away from work increased six-fold (from 4.0 per cent to 24.3 per cent).

Figure 2 Proportion of employed undergraduates who were away from work, by full-time/part-time status and by survey round, GOS 2019 and GOS 2020 (%)



24.3%

proportion of undergraduates employed part-time who were away from work, May 2020

4.7%

proportion of undergraduates employed full-time who were away from work, May 2020

The greater impact of the pandemic restrictions on graduates working part-time is likely due to the nature of the industries and workplaces in which they are employed. Graduates employed on a part-time basis are more likely to be employed in non-professional occupations such as Sales, Community and personal services and Clerical and administration occupations. They are therefore more likely to be employed in industries requiring face to face interaction, for example Arts and recreation services, Accommodation and food services, Administrative and support services and Retail trade, which have more often been required to cut back their operations. In contrast, graduates employed full-time are more likely to be employed in professional occupations which can often be undertaken via remote working arrangements or which have continued in person in industries such as Health care and social assistance, Professional, scientific and technical services, Education and training, Public administration and safety and Financial and insurance services.

68.7%
undergraduates in full-time employment (2020)

85.6%
postgraduate coursework graduates in full-time employment (2020)

80.1%
postgraduate research graduates in full-time employment (2020)

Study level

In general, younger and less experienced persons fare worse in a downturn, as shown in recent months by ABS Labour Force Surveys and has occurred in previous recessions. The 2020 Graduate Outcomes Survey confirms these findings, as shown by Table 2. For example, the full-time employment rate among postgraduate coursework graduates fell from 86.8 per cent in 2019 to 85.6 per cent in 2020, a decline of 1.2 percentage points. There was a broadly similar fall in the full-time employment rate among postgraduate research graduates from 81.1 per cent in 2019 to 80.1 per cent in 2020, a decline of 1.0 percentage points. This compares with the much sharper decline in the undergraduate full-time employment rate of 3.5 percentage points. Similarly, the overall employment rate fell more sharply among undergraduates by 1.7 percentage points in comparison with falls of 1.1 percentage points among postgraduate coursework graduates and 0.7 percentage points among postgraduate research graduates. When there are fewer job opportunities available, persons become discouraged from seeking work and this is shown by the reduction in the labour force participation rate among undergraduates falling from 92.4 per cent in 2019 to 91.4 per cent in 2020, a fall of 1.0 percentage points. There was a smaller fall in the labour force participation rate among postgraduate coursework graduates of 0.8 percentage points while it actually rose slightly among postgraduate research graduates by 0.4 percentage points.

Reporting of graduate salaries in the 2020 GOS includes all graduates employed full-time. The GOS asks graduates about their 'usual' salary level so it is likely COVID-19 will have less impact on the reporting of graduate salaries, at least in the short-term. The median undergraduate salary level increased from $62,600 in 2019 to $64,700 in 2020, an increase of $2,100 or 3.2 per cent. Female undergraduates continue to earn less than male undergraduates in 2020, $63,400 compared with $65,000 respectively, a difference of $1,600. This equates to a gender pay gap of 2.5 per cent, decreasing from 4.9 per cent in 2019.

Higher level qualifications generally lead to improved salary outcomes in addition to improved employment outcomes. The median salary of undergraduates employed full-time in 2020 was $64,700 per year while for postgraduate coursework graduates it was $87,400 and for postgraduate research graduates it was $93,000, as shown in Table 2. The median undergraduate salary increased by $2,100 or 3.2 per cent in 2020, while the postgraduate coursework salary increased by $2,100 or 2.4 per cent and postgraduate research increased by $3,000 or 3.2 per cent. 18.5 per cent of undergraduates proceeded to further study immediately following completion of their degree in 2020, very

slightly down from 18.9 per cent in 2019. This result is perhaps a little surprising since in the past graduates have been more inclined to undertake further study when there were fewer job opportunities available. This may be the result of COVID-19 restrictions being in place for a relatively short period of time when the survey was undertaken and it may take time for graduates to adjust their behaviour. It will be important to monitor the propensity to engage in further study should the downturn in economic and labour market conditions persist.

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

Type of Study	Undergraduate		Postgraduate coursework		Postgraduate research	
Year	2019	2020	2019	2020	2019	2020
In full-time employment (as a proportion of those available for full-time work) (%)	72.2	68.7	86.8	85.6	81.1	80.1
Overall employed (as a proportion of those available for any work) (%)	86.8	85.1	92.7	91.6	90.7	90.0
Labour force participation rate (%)	92.4	91.4	96.3	95.5	93.9	94.3
Median salary, employed full-time ($)	62,600	64,700	85,300	87,400	90,000	93,000
In full-time study (%)	18.9	18.5	6.0	6.7	5.8	7.1

Time Series

As noted above, the undergraduate full-time employment rate of 68.7 per cent in 2020 is the second lowest ever with the low point of 68.1 per cent being reported in 2014, as shown by Figure 3. The overall employment rate of 85.1 per cent is the lowest on record with the previous lowest figure being 85.9 per cent during the last recession in 1992. The postgraduate coursework full-time employment rate of 85.6 per cent is the lowest reported since the 85.1 per cent reported in 2016. Similarly, the postgraduate research graduate full-time employment rate of 80.1 per cent is the lowest reported since the 80.1 per cent reported in 2016.

64.7k

Median salary employed full-time – undergraduates (2020)

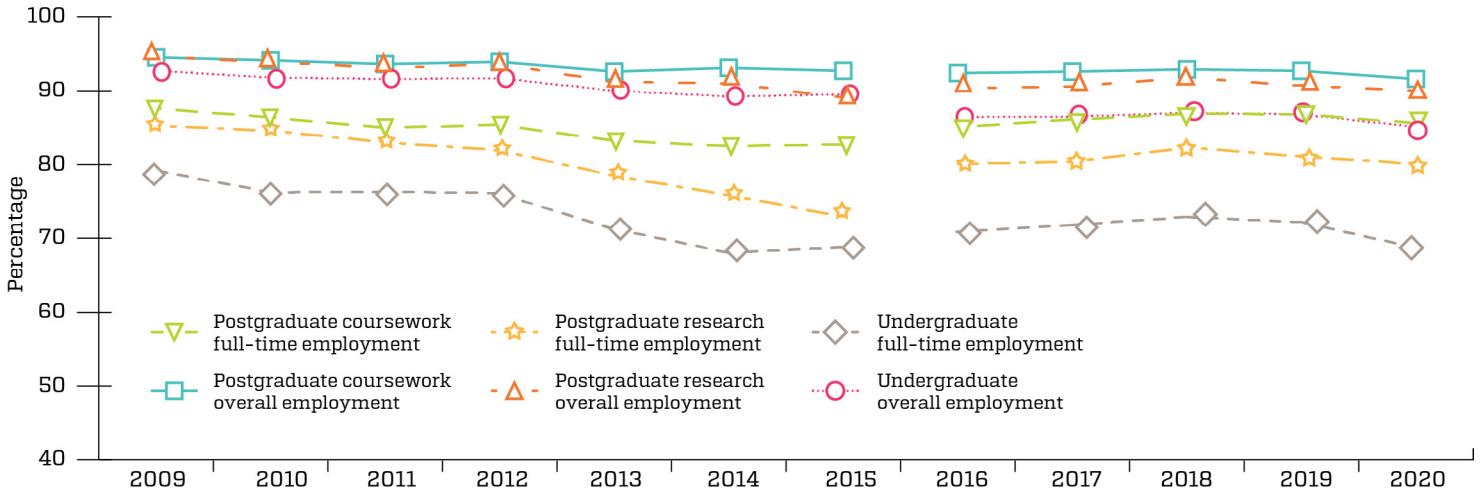
87.4k

Median salary employed full-time – postgraduate coursework graduates (2020)

93.0k

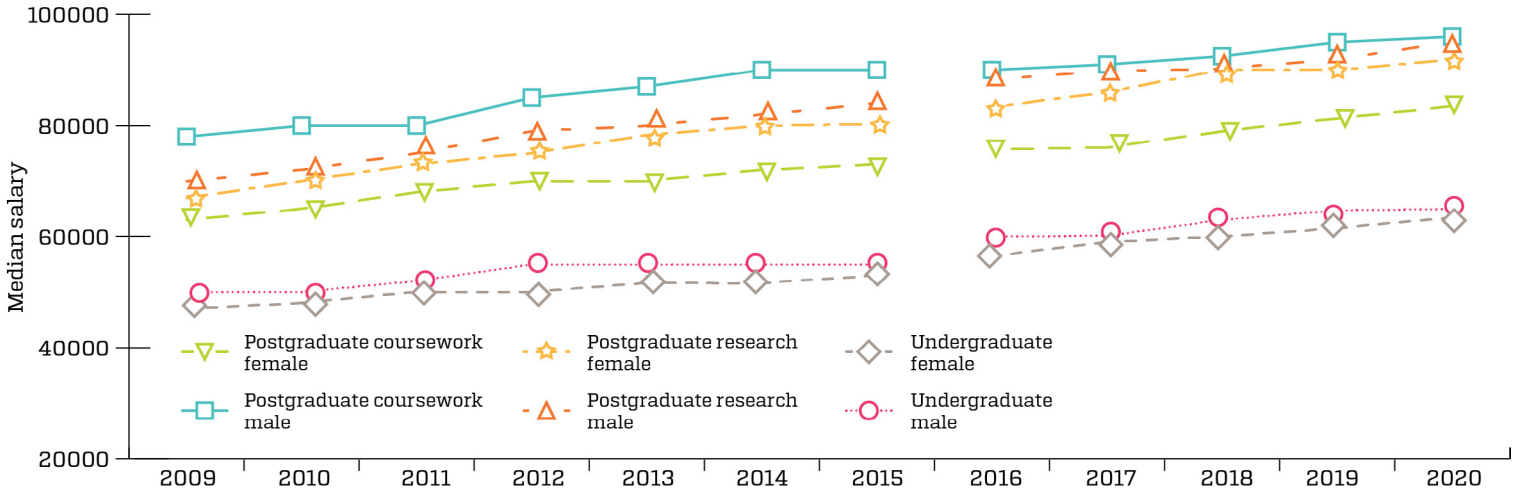
Median salary employed full-time – postgraduate research graduates (2020)

Figure 3 **Full-time and overall employment rates, by study level, 2009–2020 (%)**



Over the longer term the gender gap in graduate salaries has tended to decline over time though change has been slow and the gender gap remains, as shown by Figure 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 2020, the gender gap in undergraduate median salaries had fallen to $1,600 or 2.5 per cent. 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 gap of $12,500 or 13.0 per cent in 2020. 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 $2,000 or 2.1 per cent in 2019. However, it increased to $3,100 or 3.3 per cent in 2020, Note, there are a much smaller number of survey responses for postgraduate research graduates and hence there tends to be more variation in the data at this level of study.

Figure 4 Median salaries by gender and level of study, 2009-2020($)



Study area

The 2020 GOS shows graduates from more vocationally oriented study areas tend to have greater success in the labour market immediately upon graduation. For example, the undergraduate full-time employment rate among Pharmacy graduates actually improved by 0.7 percentage points from 95.7 per cent in 2019 to 96.4 per cent in 2020, as shown by Table 3. The full-time employment rate among Teacher education undergraduates only slightly dipped from 80.8 per cent in 2019 to 80.6 per cent in 2020.

The 2020 GOS confirms findings from the recent ABS Labour Force Surveys that workers in service type activities like the events and entertainment industries have been most impacted by the COVID-19 restrictions. For example, the largest falls in undergraduate full-time employment by study area have been in Communications, down from 60.1 per cent in 2019 to 52.8 per cent in 2020, a fall of 7.3 percentage points, Creative arts down 7.1 percentage points, Architecture and built environment, down 6.8 percentage points and Dentistry, down 6.2 percentage points.

Table 3 Undergraduate employment outcomes, by study area, 2019 and 2020[1](%)

Study area	Full-time employment 2019	Full-time employment 2020	Overall employment 2019	Overall employment 2020	Labour force participation rate 2019	Labour force participation rate 2020
Science and mathematics	63.4	59.1	82.4	81.7	84.1	84.3
Computing and information systems	75.9	72.1	82.9	81.3	94.7	93.8
Engineering	84.8	83.0	88.4	87.6	95.3	95.3
Architecture and built environment	74.5	67.7	86.3	82.3	93.9	93.5
Agriculture and environmental studies	72.6	67.4	89.1	84.4	92.7	93.6
Health services and support	70.5	67.2	89.9	87.6	92.9	92.9
Medicine	91.1	86.7	91.9	90.8	88.3	88.9
Nursing	76.3	72.7	90.4	89.2	97.3	96.2
Pharmacy	95.7	96.4	97.5	95.8	98.5	96.3
Dentistry	86.2	80.0	93.7	90.6	94.7	90.4
Veterinary science	81.9	78.2	91.6	89.9	84.9	88.1
Rehabilitation	92.4	87.3	96.2	94.4	98.7	97.9
Teacher education	80.8	80.6	92.7	90.9	95.3	94.4
Business and management	76.6	74.3	88.0	86.4	96.6	95.3
Humanities, culture and social sciences	64.3	60.9	83.9	83.4	90.0	88.6
Social work	70.2	67.2	84.8	85.0	95.3	94.3
Psychology	63.4	61.4	86.3	84.4	88.7	88.1
Law and paralegal studies	77.3	75.7	86.5	85.7	94.8	94.4

96.4%

full-time employment rate of Pharmacy undergraduates - highest (2020)

45.8%

full-time employment rate of Creative arts undergraduates - lowest (2020)

1 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.

Study area	Full-time employment 2019	Full-time employment 2020	Overall employment 2019	Overall employment 2020	Labour force participation rate 2019	Labour force participation rate 2020
Creative arts	52.9	45.8	81.8	78.7	90.7	87.7
Communications	60.1	52.8	82.8	79.2	90.0	87.3
Tourism, hospitality, personal services, sport and recreation	56.4	52.4	83.4	82.4	96.5	91.3
All study areas*	**72.2**	**68.7**	**86.8**	**85.1**	**92.4**	**91.4**
Standard deviation (percentage points (pp))	11.8	12.8	4.6	4.7	4.1	3.7

Median undergraduate full-time salaries in 2020 ranged between study areas from a high of $84,000 down to $49,600, with a standard deviation of $7,800, as shown by Table 4. The areas with the highest graduate salaries were Dentistry at $84,000, Medicine $75,000, Social work $70,000, Teacher education $70,000, and Engineering $69,500. The study areas with the lowest full-time median undergraduate salaries were Pharmacy at $49,600, Creative arts $52,000, Tourism, hospitality, personal services, sport and recreation, $53,500 and Communication, $55,600. The variation in salary between study areas was higher for male graduates, with a standard deviation of $8,300 compared to $7,400 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 Dentistry with a gap of $10,700, Law and paralegal studies $4,900, Business and management $3,400, Humanities, culture and social sciences $3,100, and Science and Mathematics $2,800. Social Work 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 4 Undergraduate median full-time salaries, by study area, 2019 and 2020[2]

Study area	Male ($) 2019	Male ($) 2020	Female ($) 2019	Female ($) 2020	Total ($) 2019	Total ($) 2020
Science and mathematics	63,400	65,400	59,900	62,600	60,000	64,000
Computing and Information Systems	64,600	65,200	63,000	65,000	64,000	65,000
Engineering	67,800	69,400	67,000	70,000	67,500	69,500
Architecture and built environment	65,000	65,000	55,000	62,600	60,300	64,700
Agriculture and environmental studies	60,500	62,300	56,200	60,100	60,000	61,500
Health services and support	65,100	66,000	62,600	65,000	63,000	65,100
Medicine	73,400	75,300	73,000	74,000	73,100	75,000
Nursing	63,000	65,400	62,600	64,200	62,600	64,200
Pharmacy	48,000	49,600	48,000	49,600	48,000	49,600
Dentistry	88,500	90,000	84,000	79,300	88,200	84,000
Veterinary science	n/a	n/a	55,000	57,500	55,000	57,800
Rehabilitation	65,000	65,000	64,700	65,000	64,700	65,000
Teacher education	68,600	70,000	67,800	69,900	68,000	70,000
Business and management	60,000	62,500	57,600	59,100	59,500	60,000
Humanities, culture and social sciences	63,000	65,000	60,000	61,900	61,000	62,600
Social work	66,700	68,000	67,600	70,000	67,600	70,000
Psychology	64,700	65,000	60,000	62,800	61,300	63,000
Law and paralegal studies	67,600	68,900	61,300	64,000	63,200	65,000

84.0k

Median undergraduate salary, Dentistry– highest

49.6k

Median undergraduate salary, Pharmacy– lowest

2 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

Study area	Male ($) 2019	Male ($) 2020	Female ($) 2019	Female ($) 2020	Total ($) 2019	Total ($) 2020
Creative arts	54,800	52,200	50,000	51,600	52,000	52,000
Communications	52,800	57,400	54,800	55,300	54,300	55,600
Tourism, hospitality, personal services, sport and recreation	n/a	n/a	49,300	n/a	50,000	53,500
All study areas*	**64,700**	**65,000**	**61,500**	**63,400**	**62,600**	**64,700**
Standard deviation ($)	8,400	8,300	8,400	7,400	8,600	7,800

Institutions

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 and salary 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.

Most universities experienced falls in undergraduate full-time employment in line with the overall decline in labour market conditions in 2020, as shown by Table 5. However, there were only three universities that experienced an increase in their undergraduate full-time employment rate between 2019 and 2020 and these were all regional universities. They were the University of Southern Queensland where the undergraduate full-time employment rate increased from 76.1 per cent to 78.9 per cent, an increase of 2.8 percentage points, the University of New England, up from 78.2 per cent to 80.6 per cent, an increase of 2.4 percentage points and Southern Cross University, up slightly from 74.9 per cent to 75.1 per cent, an increase of 0.2 percentage points, while noting the point made above about the likely statistical significance of changes in survey estimates from one year to the next. Graduates from regional universities are more likely to be older, study externally and part-time and maintain a continuing connection with the labour market which explains, in part, why graduates from these universities may have fared better in the current downturn. Also graduates from regional universities are more likely to have completed vocational degrees and, as noted above, these graduates have also fared better in the current downturn.

There were only three universities that experienced an increase in their undergraduate full-time employment rate between 2019 and 2020 (University of Southern Queensland, University of New England, Southern Cross University) all of which are regional universities.

Table 5 Undergraduate full-time employment rate and median full-time salary by university, 2019 and 2020 (%)

University	Full-time employment rate		Median full-time salary	
	2019	2020	2019	2020
Australian Catholic University	74.5 (72.7, 76.3)	72.4 (70.6, 74.1)	62,600 (61,700, 63,500)	64,000 (62,900, 65,100)
Bond University	65.5 (60.3, 70.1)	61.2 (55.3, 66.8)	57,200 (53,400, 61,000)	62,000 (57,500, 66,500)
Central Queensland University	79.6 (77.5, 81.4)	73.0 (69.8, 75.9)	68,000 (66,400, 69,600)	69,700 (67,000, 72,300)
Charles Darwin University	81.7 (78.5, 84.3)	79.1 (75.4, 82.2)	69,000 (67,300, 70,700)	68,000 (66,500, 69,500)
Charles Sturt University	86.4 (85.1, 87.6)	84.7 (83.2, 86.0)	67,100 (65,800, 68,400)	68,900 (67,700, 70,000)
Curtin University	72.4 (70.6, 74.1)	69.7 (67.9, 71.4)	65,200 (64,500, 66,000)	65,700 (64,500, 67,000)
Deakin University	72.8 (71.4, 74.2)	70.4 (68.9, 71.9)	60,000 (59,600, 60,400)	65,000 (63,800, 66,200)
Edith Cowan University	58.9 (56.5, 61.3)	57.1 (54.5, 59.7)	63,600 (61,500, 65,600)	65,300 (63,400, 67,300)
Federation University Australia	75.3 (72.0, 78.2)	67.2 (63.6, 70.6)	64,000 (62,000, 66,000)	64,000 (60,800, 67,200)
Flinders University	65.3 (63.0, 67.6)	63.1 (60.6, 65.6)	62,600 (60,300, 65,000)	64,500 (63,100, 65,900)
Griffith University	64.6 (62.8, 66.4)	62.1 (60.2, 63.9)	60,000 (59,200, 60,800)	60,200 (58,800, 61,500)
James Cook University	80.3 (78.3, 82.2)	75.9 (73.5, 78.0)	65,000 (63,600, 66,400)	65,900 (63,900, 67,900)
La Trobe University	70.2 (68.4, 72.0)	64.5 (62.4, 66.6)	60,000 (59,100, 60,900)	62,000 (60,400, 63,600)
Macquarie University	70.9 (69.4, 72.4)	67.8 (66.1, 69.5)	60,500 (59,300, 61,800)	62,600 (61,300, 63,900)
Monash University	74.7 (73.3, 76.0)	72.3 (70.9, 73.7)	61,000 (60,000, 62,000)	63,500 (62,200, 64,800)
Murdoch University	61.4 (58.4, 64.3)	54.8 (51.7, 57.9)	62,500 (59,800, 65,200)	65,700 (63,500, 67,900)
Queensland University of Technology	70.3 (67.8, 72.7)	68.0 (66.4, 69.5)	59,000 (57,700, 60,300)	62,600 (61,700, 63,500)
RMIT University	71.4 (69.9, 72.8)	64.3 (62.4, 66.0)	58,700 (57,100, 60,300)	60,000 (58,500, 61,500)
Southern Cross University	74.9 (71.8, 77.8)	75.1 (72.1, 77.8)	65,000 (63,400, 66,600)	65,700 (64,300, 67,100)
Swinburne University of Technology	72.5 (70.4, 74.4)	70.2 (68.1, 72.1)	65,000 (63,700, 66,300)	68,000 (65,900, 70,100)
The Australian National University	69.5 (66.5, 72.4)	69.2 (66.5, 71.7)	62,600 (61,200, 64,000)	64,000 (62,800, 65,200)
The University of Adelaide	67.4 (65.4, 69.3)	63.5 (61.2, 65.8)	62,000 (60,800, 63,300)	62,000 (60,100, 63,900)
The University of Melbourne	61.5 (59.2, 63.7)	57.0 (54.7, 59.3)	56,900 (55,100, 58,700)	59,500 (58,400, 60,500)
The University of Notre Dame Australia	77.3 (74.5, 79.8)	73.8 (71.0, 76.4)	64,000 (61,900, 66,100)	65,200 (63,700, 66,700)
The University of Queensland	72.8 (71.3, 74.3)	70.8 (69.2, 72.4)	61,800 (60,600, 63,000)	62,600 (61,700, 63,500)

University	Full-time employment rate		Median full-time salary	
	2019	2020	2019	2020
The University of South Australia	73.5 (71.6, 75.3)	67.8 (65.7, 69.9)	62,600 (61,600, 63,700)	62,600 (61,300, 64,000)
The University of Sydney	80.1 (78.4, 81.6)	75.1 (73.7, 76.4)	62,600 (61,900, 63,300)	65,000 (64,600, 65,400)
The University of Western Australia	57.8 (54.4, 61.1)	54.5 (50.8, 58.1)	56,000 (53,300, 58,700)	55,500 (52,800, 58,300)
Torrens University	62.2 (59.1, 65.1)	59.9 (56.7, 62.9)	50,000 (48,500, 51,500)	52,200 (49,600, 54,800)
University of Canberra	75.7 (73.4, 77.8)	71.5 (69.2, 73.7)	63,900 (61,900, 65,900)	66,800 (64,900, 68,600)
University of Divinity	76.7 (63.9, 85.0)	n/a	n/a	n/a
University of New England	78.2 (76.4, 79.8)	80.6 (78.8, 82.2)	68,900 (67,900, 69,900)	70,000 (68,400, 71,600)
University of New South Wales	80.2 (78.6, 81.7)	76.2 (74.4, 77.8)	65,000 (64,500, 65,500)	67,500 (66,400, 68,600)
University of Newcastle	76.5 (74.9, 78.1)	74.4 (72.4, 76.2)	64,700 (63,900, 65,500)	65,200 (64,500, 65,800)
University of Southern Queensland	76.1 (74.3, 77.7)	78.9 (77.0, 80.6)	69,400 (68,100, 70,700)	70,700 (69,800, 71,600)
University of Tasmania	78.2 (76.4, 79.8)	72.3 (70.3, 74.2)	68,000 (66,900, 69,100)	70,300 (68,900, 71,700)
University of Technology Sydney	76.6 (75.2, 77.8)	70.8 (69.2, 72.3)	60,000 (59,100, 60,900)	62,000 (60,800, 63,300)
University of the Sunshine Coast	61.7 (59.0, 64.2)	59.3 (56.5, 62.0)	60,600 (58,400, 62,800)	62,600 (60,400, 64,800)
University of Wollongong	72.8 (70.7, 74.7)	67.9 (65.4, 70.3)	60,200 (58,800, 61,600)	62,600 (60,900, 64,300)
Victoria University	65.8 (62.9, 68.6)	57.8 (54.7, 60.7)	61,500 (58,800, 64,200)	60,100 (56,500, 63,600)
Western Sydney University	67.7 (66.0, 69.2)	58.8 (56.8, 60.8)	62,600 (62,100, 63,100)	63,400 (62,500, 64,400)
All universities	**72.5 (72.2, 72.8)**	**69.1 (68.8, 69.4)**	**62,600 (62,600, 62,600)**	**64,700 (64,300, 65,100)**

* Note: Cells marked with n/a had too few responses for meaningful analysis.

In 2020, universities with high median full-time undergraduate salaries immediately following graduation include the University of Southern Queensland, $70,700, University of Tasmania, $70,300, University of New England, $70,000, Central Queensland University, $69,700 and Charles Sturt University, $68,900. Note, a similar caveat applies with these universities having a larger number of graduates who studied externally, were older, studied part-time and maintained a continuing connection with the labour market while studying which explains, in part, why graduates from these universities may have reported higher salaries immediately upon graduation.

Table 6 Undergraduate overall employment rate and labour force participation by university, 2019 and 2020 (%)

University	Overall employed (as a proportion of those available for any work) (%)		Labour force participation rate (%)	
	2019	2020	2019	2020
Australian Catholic University	90.8 (89.8, 91.7)	88.0 (87.0, 88.9)	95.8 (95.1, 96.4)	94.3 (93.6, 94.9)
Bond University	80.4 (76.7, 83.3)	72.3 (67.5, 76.5)	91.6 (89.0, 93.3)	90.4 (87.1, 92.7)
Central Queensland University	89.7 (88.5, 90.8)	87.1 (84.9, 88.8)	94.5 (93.5, 95.2)	93.7 (92.2, 94.9)
Charles Darwin University	92.0 (90.1, 93.4)	90.1 (87.8, 91.8)	92.4 (90.7, 93.6)	93.2 (91.3, 94.5)
Charles Sturt University	92.6 (91.7, 93.4)	91.9 (90.9, 92.7)	94.7 (94.0, 95.3)	94.7 (93.9, 95.3)
Curtin University	86.4 (85.2, 87.5)	86.6 (85.5, 87.7)	94.6 (93.8, 95.2)	94.1 (93.3, 94.7)
Deakin University	88.1 (87.2, 88.9)	88.2 (87.3, 89.0)	93.9 (93.3, 94.5)	92.4 (91.7, 93.0)
Edith Cowan University	83.1 (81.5, 84.5)	80.9 (79.1, 82.5)	94.1 (93.0, 94.9)	93.1 (91.9, 94.0)
Federation University Australia	90.7 (89.1, 92.0)	87.8 (85.9, 89.2)	93.5 (92.2, 94.5)	93.0 (91.6, 94.1)
Flinders University	85.4 (84.0, 86.7)	84.7 (83.1, 86.0)	90.6 (89.5, 91.5)	91.4 (90.3, 92.4)
Griffith University	85.3 (84.1, 86.3)	84.0 (82.8, 85.1)	92.4 (91.5, 93.1)	91.9 (91.1, 92.7)
James Cook University	89.3 (87.9, 90.4)	89.0 (87.5, 90.2)	94.1 (93.1, 94.9)	94.0 (92.9, 94.8)
La Trobe University	87.8 (86.8, 88.7)	85.9 (84.7, 87.1)	92.5 (91.7, 93.2)	93.0 (92.1, 93.7)
Macquarie University	85.2 (84.2, 86.1)	85.5 (84.4, 86.5)	93.7 (93.0, 94.2)	93.5 (92.8, 94.1)
Monash University	88.6 (87.8, 89.4)	86.6 (85.8, 87.4)	91.4 (90.7, 92.1)	90.3 (89.6, 90.9)
Murdoch University	82.4 (80.3, 84.2)	78.8 (76.5, 80.8)	92.7 (91.3, 93.8)	92.8 (91.3, 93.9)
Queensland University of Technology	88.0 (86.4, 89.4)	86.6 (85.6, 87.5)	95.9 (94.8, 96.7)	95.2 (94.6, 95.7)
RMIT University	86.7 (85.8, 87.6)	81.5 (80.2, 82.6)	93.6 (92.9, 94.1)	92.1 (91.2, 92.8)
Southern Cross University	88.1 (86.2, 89.7)	87.2 (85.4, 88.7)	91.9 (90.3, 93.1)	92.4 (91.1, 93.5)
Swinburne University of Technology	86.0 (84.6, 87.2)	82.9 (81.5, 84.2)	91.5 (90.4, 92.4)	91.2 (90.2, 92.1)
The Australian National University	83.6 (81.5, 85.3)	86.9 (85.2, 88.3)	88.8 (87.2, 90.2)	91.0 (89.7, 92.1)
The University of Adelaide	84.5 (83.3, 85.6)	81.9 (80.4, 83.2)	88.0 (87.0, 88.9)	86.0 (84.8, 87.1)
The University of Melbourne	82.4 (81.3, 83.5)	81.7 (80.5, 82.9)	84.0 (83.0, 84.8)	83.1 (82.1, 84.0)
The University of Notre Dame Australia	87.8 (85.8, 89.4)	87.6 (85.8, 89.1)	96.7 (95.5, 97.5)	93.6 (92.3, 94.6)
The University of Queensland	87.0 (86.1, 87.9)	86.0 (85.0, 86.9)	93.1 (92.3, 93.7)	91.6 (90.8, 92.3)
The University of South Australia	88.3 (87.2, 89.3)	85.5 (84.2, 86.7)	93.9 (93.0, 94.6)	93.7 (92.8, 94.5)
The University of Sydney	89.3 (88.2, 90.3)	86.6 (85.7, 87.5)	91.2 (90.3, 92.0)	90.7 (90.0, 91.4)

University	Overall employed (as a proportion of those available for any work) (%)		Labour force participation rate (%)	
	2019	2020	2019	2020
The University of Western Australia	80.9 (79.0, 82.6)	79.7 (77.6, 81.7)	82.5 (80.9, 84.0)	85.3 (83.6, 86.9)
Torrens University	81.3 (79.2, 83.1)	79.8 (77.7, 81.7)	92.0 (90.6, 93.1)	89.5 (87.9, 90.7)
University of Canberra	88.8 (87.3, 90.0)	86.5 (85.0, 87.8)	95.3 (94.3, 96.0)	94.5 (93.5, 95.3)
University of Divinity	89.6 (81.9, 93.1)	91.1 (82.3, 95.2)	82.8 (75.9, 86.7)	73.8 (65.4, 80.1)
University of New England	87.3 (86.1, 88.3)	86.5 (85.2, 87.6)	91.7 (90.8, 92.4)	90.3 (89.3, 91.1)
University of New South Wales	88.5 (87.4, 89.6)	86.7 (85.4, 87.8)	94.2 (93.4, 94.9)	93.9 (92.9, 94.6)
University of Newcastle	90.7 (89.8, 91.6)	88.2 (87.0, 89.3)	95.1 (94.4, 95.7)	93.5 (92.6, 94.3)
University of Southern Queensland	88.9 (87.8, 89.9)	89.7 (88.5, 90.7)	94.6 (93.8, 95.2)	94.5 (93.6, 95.2)
University of Tasmania	90.3 (89.3, 91.2)	87.2 (86.1, 88.3)	87.2 (86.2, 88.1)	83.4 (82.3, 84.4)
University of Technology Sydney	88.4 (87.4, 89.2)	85.8 (84.8, 86.8)	96.1 (95.5, 96.5)	93.8 (93.0, 94.4)
University of the Sunshine Coast	84.2 (82.6, 85.6)	82.8 (81.0, 84.3)	92.7 (91.6, 93.6)	91.9 (90.6, 92.9)
University of Wollongong	87.9 (86.6, 89.0)	87.4 (85.9, 88.7)	93.8 (92.8, 94.5)	93.4 (92.2, 94.3)
Victoria University	83.3 (81.5, 85.0)	79.6 (77.6, 81.4)	92.5 (91.2, 93.6)	90.9 (89.5, 92.1)
Western Sydney University	82.1 (81.0, 83.1)	76.2 (74.7, 77.6)	92.6 (91.9, 93.3)	91.4 (90.4, 92.2)
All universities	**87.0 (86.8, 87.2)**	**85.3 (85.1, 85.5)**	**92.4 (92.3, 92.6)**	**91.6 (91.5, 91.8)**

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 2018, 2019 and 2020 surveys to improve the robustness and validity of data, as occurs on the ComparED website. Also, given the COVID-19 restrictions were only implemented towards the end of the 2020 GOS and, pooled data across three survey years diminishes variation in the data, the focus here is on survey estimates at a point in time rather than changes over time. Using this three-year aggregation, a number of NUHEIs have full-time undergraduate employment rates over 80 per cent, including Marcus Oldham College, 96.0 per cent, Moore Theological College Council, 91.9 per cent, Sydney College of Divinity, 82.8 per cent, International College of Hotel Management, 80.8 per cent, TAFE Queensland, 80.4 per cent and Avondale University College, 80.3 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 7 shows undergraduate median full-time salaries for NUHEIs. NUHEIs with high median full-time undergraduate salaries include Tabor College of Higher Education, $65,200, Marcus Oldham College, $63,800, Avondale University College, $63,400, TAFE NSW, $62,600, and ACAP and NCPS, $62,500.

Figure 5 **Undergraduate full-time employment rate by university, 2020 (%)**

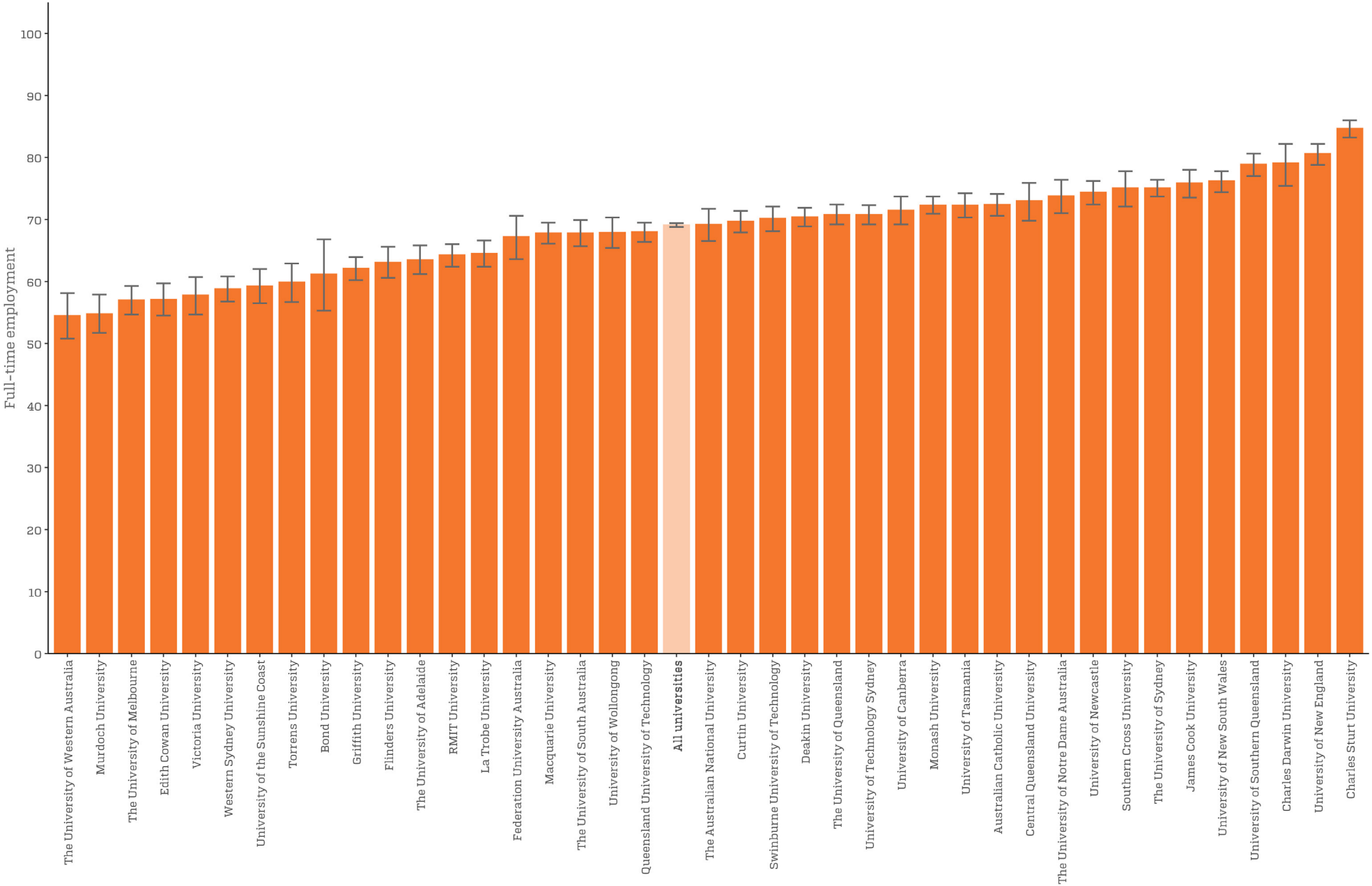


Figure 6 **Undergraduate median full-time salaries by university, 2020 ($)**

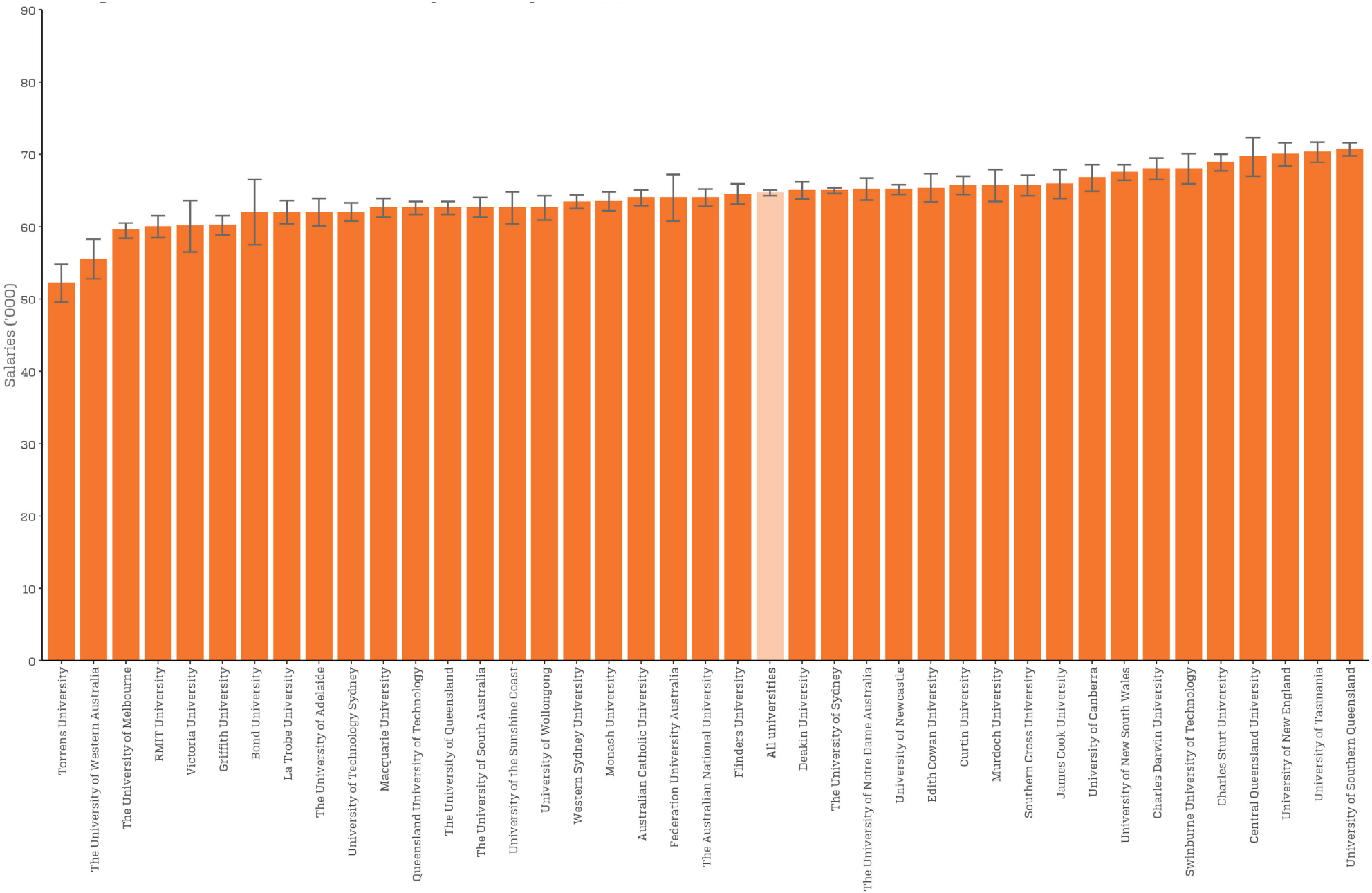


Figure 7 **Undergraduate full-time employment rate by NUHEI, 2018-2020 (%)**

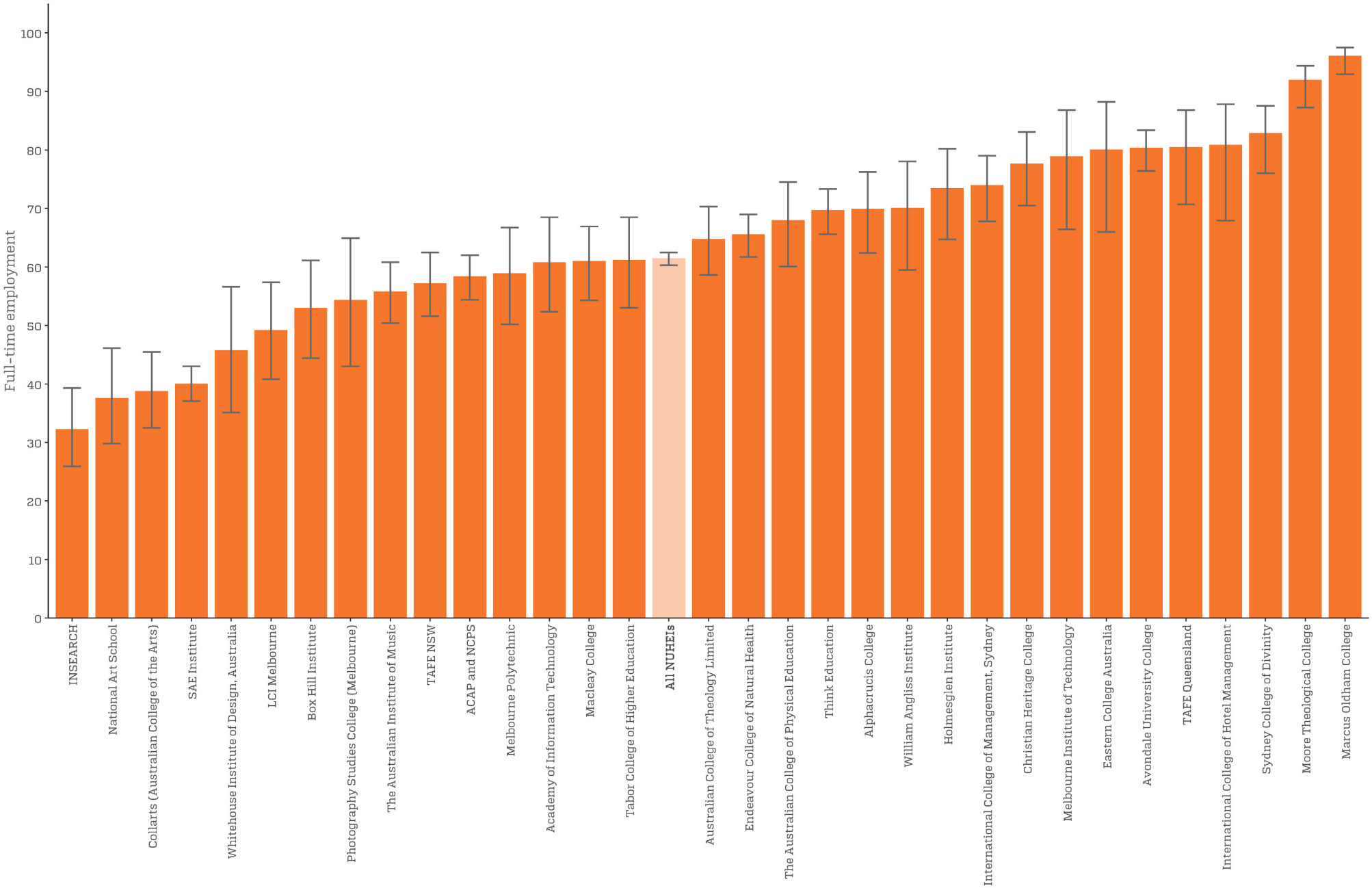


Figure 8 **Undergraduate median full-time salaries by NUHEI, 2018-2020 (%)**

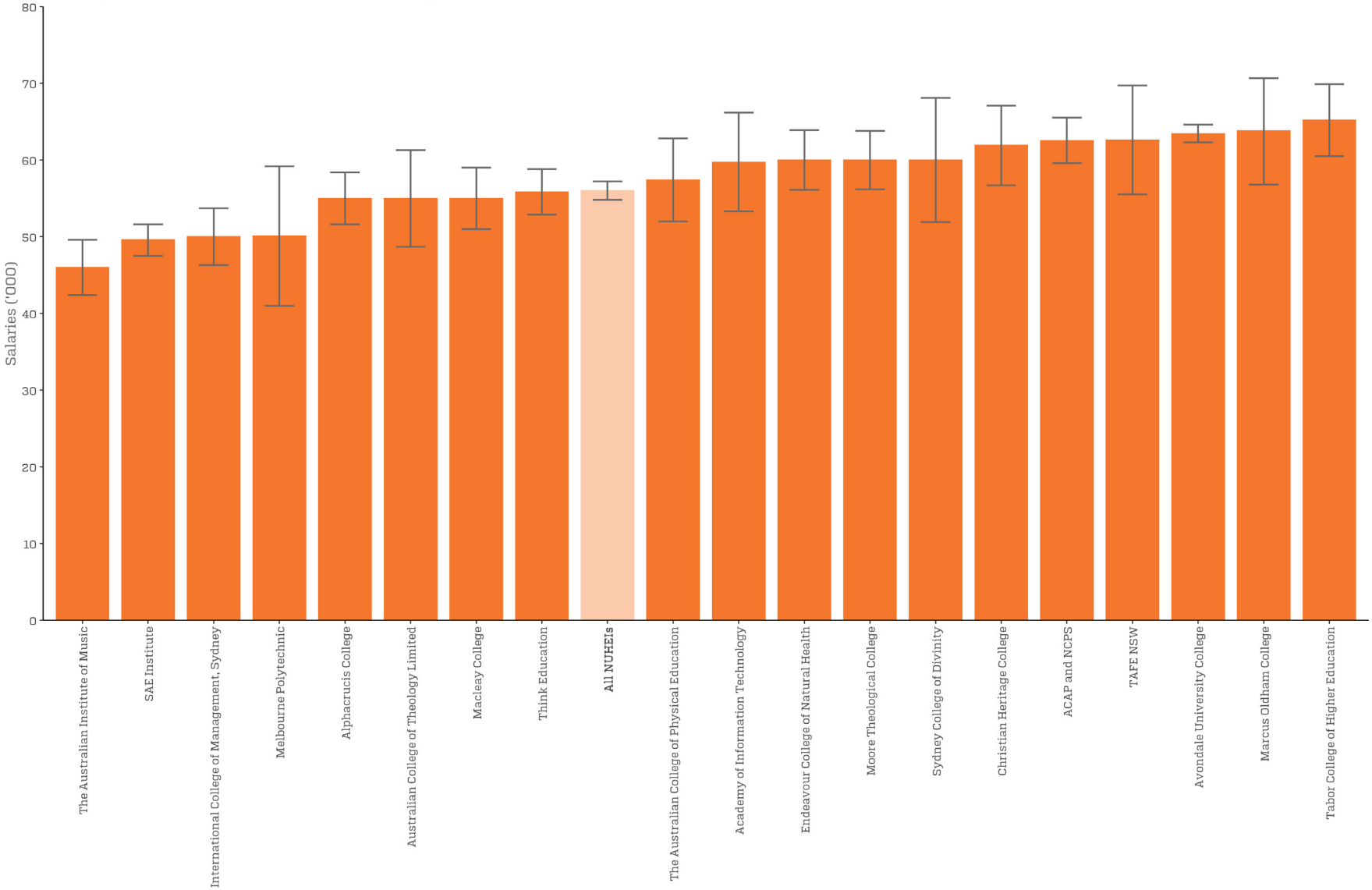


Table 7 Undergraduate labour force indicators , 2018-2020 (NUHEIs only)

NUHEI	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)	Median salary, employed full-time ($)
Academy of Information Technology	60.7 (52.3, 68.5)	68.3 (60.9, 74.8)	91.0 (85.8, 94.3)	59,700 (53,300, 66,200)
ACAP and NCPS	58.3 (54.4, 62.0)	82.1 (79.6, 84.2)	93.9 (92.3, 95.0)	62,500 (59,600, 65,500)
Adelaide Central School of Art	n/a	80.4 (72.7, 85.0)	73.9 (68.6, 77.4)	n/a
Adelaide College of Divinity	n/a	n/a	75.9 (66.0, 81.3)	n/a
Alphacrucis College	69.8 (62.4, 76.2)	79.7 (75.3, 83.4)	84.1 (80.5, 87.0)	55,000 (51,600, 58,400)
Australian Academy of Music and Performing Arts	n/a	82.1 (69.8, 88.8)	93.3 (83.0, 96.5)	n/a
Australian College of Christian Studies	n/a	n/a	n/a	n/a
Australian College of Nursing	n/a	n/a	n/a	n/a
Australian College of Theology Limited	64.7 (58.6, 70.3)	80.9 (77.6, 83.6)	81.8 (79.1, 84.2)	55,000 (48,700, 61,300)
Australian Institute of Business Pty Ltd	n/a	n/a	n/a	n/a
Australian Institute of Management Education & Training	n/a	n/a	n/a	n/a
Australian Institute of Professional Counsellors	n/a	n/a	n/a	n/a
Avondale University College	80.3 (76.4, 83.4)	86.7 (83.8, 88.9)	95.3 (93.3, 96.4)	63,400 (62,300, 64,600)
BBI - The Australian Institute of Theological Education	n/a	n/a	n/a	n/a
Box Hill Institute	52.9 (44.4, 61.1)	85.1 (79.5, 89.0)	91.0 (86.4, 93.6)	n/a
Campion College Australia	n/a	78.1 (66.8, 85.1)	84.2 (74.9, 89.0)	n/a
Canberra Institute of Technology	n/a	73.1 (60.5, 81.3)	96.3 (86.1, 98.0)	n/a
Chisholm Institute	n/a	n/a	n/a	n/a
Christian Heritage College	77.6 (70.5, 83.1)	85.0 (80.0, 88.4)	89.6 (85.5, 92.1)	61,900 (56,700, 67,100)
Collarts (Australian College of the Arts)	38.7 (32.5, 45.5)	75.3 (70.6, 79.2)	92.4 (89.2, 94.3)	n/a
Eastern College Australia	80.0 (66.0, 88.2)	95.3 (88.2, 97.2)	91.5 (84.3, 94.1)	n/a
Endeavour College of Natural Health	65.5 (61.7, 69.0)	89.2 (87.5, 90.5)	92.3 (90.9, 93.3)	60,000 (56,100, 63,900)
Engineering Institute of Technology	n/a	n/a	n/a	n/a

NUHEI	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)	Median salary, employed full-time ($)
Excelsia College	n/a	n/a	n/a	n/a
Health Education & Training Institute	n/a	n/a	n/a	n/a
Holmes Institute	n/a	n/a	n/a	n/a
Holmesglen Institute	73.4 (64.7, 80.2)	88.4 (83.0, 91.7)	93.1 (88.7, 95.4)	n/a
INSEARCH	32.2 (25.9, 39.3)	60.2 (56.4, 63.8)	78.3 (75.5, 80.8)	n/a
International College of Hotel Management	80.8 (67.9, 87.8)	96.7 (87.3, 98.3)	96.8 (87.8, 98.3)	n/a
International College of Management, Sydney	73.9 (67.8, 79.0)	84.8 (80.0, 88.3)	95.8 (92.6, 97.4)	50,000 (46,300, 53,700)
ISN Psychology Pty Ltd	n/a	75.9 (NA, NA)	87.9 (NA, NA)	n/a
Jazz Music Institute	n/a	n/a	n/a	n/a
Kaplan Business School	n/a	82.8 (72.0, 87.9)	90.6 (81.6, 93.4)	n/a
Kaplan Higher Education Pty Ltd	n/a	n/a	n/a	n/a
Kent Institute Australia	n/a	n/a	n/a	n/a
King's Own Institute	n/a	n/a	n/a	n/a
LCI Melbourne	49.1 (40.8, 57.4)	77.6 (70.7, 82.4)	94.4 (89.3, 96.1)	n/a
Le Cordon Bleu Australia	n/a	n/a	n/a	n/a
Leo Cussen Centre for Law	n/a	n/a	n/a	n/a
Macleay College	60.9 (54.3, 66.9)	76.7 (71.7, 80.7)	89.3 (85.6, 91.7)	55,000 (51,000, 59,000)
Marcus Oldham College	96.0 (92.9, 97.5)	98.7 (96.4, 99.4)	98.1 (95.6, 99.0)	63,800 (56,800, 70,700)
Melbourne Institute of Technology	78.8 (66.4, 86.8)	78.9 (67.7, 86.3)	92.7 (83.8, 96.3)	n/a
Melbourne Polytechnic	58.8 (50.2, 66.7)	84.5 (79.4, 88.0)	91.7 (87.6, 93.9)	50,100 (41,000, 59,200)
Moore Theological College	91.9 (87.2, 94.4)	89.9 (86.2, 92.0)	86.8 (83.5, 88.8)	60,000 (56,200, 63,800)
Morling College	n/a	n/a	n/a	n/a
Nan Tien Institute	n/a	n/a	n/a	n/a
National Art School	37.5 (29.8, 46.1)	76.6 (71.7, 80.5)	81.5 (77.7, 84.4)	n/a
North Metropolitan TAFE	n/a	69.7 (56.9, 79.5)	73.3 (63.1, 80.9)	n/a

NUHEI	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)	Median salary, employed full-time ($)
Perth Bible College	n/a	n/a	n/a	n/a
Photography Studies College (Melbourne)	54.3 (43.0, 64.9)	84.6 (76.9, 88.9)	94.5 (88.5, 96.4)	n/a
SAE Institute	40.0 (37.1, 43.0)	66.9 (64.5, 69.3)	91.5 (90.0, 92.7)	49,600 (47,500, 51,600)
South Metropolitan TAFE	n/a	n/a	n/a	n/a
SP Jain School of Management	n/a	n/a	n/a	n/a
Stott's Colleges	n/a	n/a	n/a	n/a
Study Group Australia Pty Limited	n/a	n/a	n/a	n/a
Sydney College of Divinity	82.8 (76.0, 87.5)	90.6 (86.6, 93.0)	87.9 (84.1, 90.4)	60,000 (51,900, 68,100)
Tabor College of Higher Education	61.1 (53.0, 68.5)	81.4 (76.5, 84.8)	95.9 (92.7, 97.2)	65,200 (60,500, 69,900)
TAFE NSW	57.1 (51.6, 62.5)	77.1 (72.8, 80.7)	93.1 (90.2, 94.9)	62,600 (55,500, 69,700)
TAFE Queensland	80.4 (70.7, 86.8)	81.8 (73.5, 87.2)	96.5 (90.5, 98.3)	n/a
TAFE South Australia	n/a	n/a	n/a	n/a
The Australian College of Physical Education	67.9 (60.1, 74.5)	90.1 (85.2, 93.1)	96.5 (92.9, 98.0)	57,400 (52,000, 62,800)
The Australian Institute of Music	55.7 (50.4, 60.8)	84.3 (81.2, 86.8)	95.6 (93.6, 96.8)	46,000 (42,400, 49,600)
The Cairnmillar Institute	n/a	n/a	n/a	n/a
The College of Law Limited	n/a	n/a	n/a	n/a
The MIECAT Institute	n/a	n/a	n/a	n/a
Think Education	69.6 (65.6, 73.3)	88.7 (86.7, 90.2)	90.3 (88.6, 91.6)	55,800 (52,900, 58,800)
UOW College	n/a	n/a	77.4 (64.9, 85.6)	n/a
VIT (Victorian Institute of Technology)	n/a	n/a	n/a	n/a
Wentworth Institute of Higher Education	n/a	n/a	n/a	n/a
Whitehouse Institute of Design, Australia	45.7 (35.1, 56.6)	63.5 (54.3, 71.6)	92.6 (86.1, 95.9)	n/a
William Angliss Institute	70.0 (59.5, 78.0)	85.1 (76.6, 89.8)	94.0 (87.2, 96.3)	n/a
All NUHEIs	**61.4 (60.3, 62.5)**	**80.4 (79.8, 81.1)**	**90.1 (89.6, 90.5)**	**56,000 (54,800, 57,200)**
Standard deviation	18.5	11.5	7.3	8,800

* Note: Cells marked with n/a had too few responses for meaningful analysis.

Skills utilisation

The GOS includes a rich array of information about the nature of graduate employment. This section focuses on three 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 and, the proportion of graduates stating they believed their job did 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 2020, the proportion of employed undergraduates seeking more hours of work, that is, underemployed part-time workers, was 21.8 per cent and this was higher than the 19.8 per cent in 2019 and 19.2 per cent in 2018. The main reasons that undergraduates were underemployed part-time workers in 2020 were because there were no more hours available in their current position, 36.5 per cent, they were studying, 12.6 per cent, because there were no suitable jobs in their area of expertise, 7.3 per cent, or because there were no suitable jobs in my local area, 6.2 per cent.

Table 8 Main reason not working more hours, of undergraduates employed part-time, by preference for more hours, 2020 (%)

	Seeking more hours – Male	Seeking more hours – Female	Seeking more hours – Total	Not seeking more hours – Male	Not seeking more hours – Female	Not seeking more hours – Total
Studying	14.5	11.6	12.6	52.4	36.1	40.0
Short-term illness or injury	0.5	0.5	0.5	0.4	0.4	0.4
Long-term health condition or disability	0.5	0.5	0.5	0.8	1.4	1.3
Caring for children	0.8	2.8	2.2	1.4	9.9	7.9
Caring for family member with a health condition or disability	0.5	0.6	0.6	0.3	0.8	0.7
Subtotal – Personal factors	**16.8**	**16.0**	**16.3**	**55.4**	**48.7**	**50.3**
No suitable jobs in my area of expertise	7.2	7.3	7.3	0.9	0.6	0.7
No suitable jobs in my local area	7.0	5.9	6.2	0.6	0.5	0.5
Considered to be too young by employers	0.5	0.7	0.7	0.2	0.1	0.1
Considered too old by employers	0.9	0.8	0.8	0.1	0.1	0.1
No jobs with a suitable number of hours	6.0	5.0	5.3	0.2	0.4	0.4

21.8%

of employed undergraduates are seeking more hours of work

36.5%

of underemployed undergraduates, seeking more hours of work, said there were no more hours available in their current posititon

12.6%

of underemployed undergraduates, seeking more hours of work, said they were currently studying

	Seeking more hours – Male	Seeking more hours – Female	Seeking more hours – Total	Not seeking more hours – Male	Not seeking more hours – Female	Not seeking more hours – Total
No more hours available in current position	33.5	37.8	36.5	4.4	4.7	4.6
Subtotal – Labour market factors	**55.2**	**57.4**	**56.7**	**6.4**	**6.3**	**6.3**
Other	28.1	26.6	27.1	38.3	45.0	43.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

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 2020, four months after graduation, 69.5 per cent of undergraduates employed full-time were working in managerial or professional occupations which was slightly lower than the 69.9 per cent reported in 2019, 72.1 per cent reported in 2018 and 72.2 per cent in 2017. Further information relating to graduate occupations is available from the QILT Website, including Excel tables and a data visualisation workbook.

Graduates were also asked to indicate whether or not they believed that they were working in a job that allowed them to fully use their skills or education. In 2020, 28.1 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, slightly down from 28.3 per cent in 2019, up from 27.1 per cent in 2018 and comparable to 28.2 per cent in 2017. In 2020 around one fifth, 20.1 per cent, of undergraduates who reported they were not fully utilising their skills or education, stated that this was because there were no suitable jobs in their area of expertise, with a further 14.1 per cent saying this was because there were no suitable jobs in their local area. However, 20.0 per cent of undergraduates stated that they were not fully utilising their skills or education because they were satisfied with their current job. 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 24.2 per cent of all employed graduates stating this reason in comparison with 9.3 per cent of graduates employed full-time.

Table 9 Main reason for working in job in 2020 that doesn't fully use skills and education, 2020 (%)

	Employed full-time	Total employed
Studying	9.3	24.2
I'm satisfied with my current job	20.0	12.3
Changing jobs / careers	1.2	0.9
Entry level job / career stepping stone	2.8	1.4
Caring for children or family member	1.3	1.6

69.5%

of undergraduates employed full-time were working in managerial or professional occupations

28.1%

of undergraduates employed full-time said they were working in a job that did not fully utilise their skills or education

20.1%

of undergraduates employed full-time said they were working in a job that did not fully utilise their skills or education because there were no suitable jobs in their area of expertise'

	Employed full-time	Total employed
Subtotal – Personal factors	**34.6**	**40.5**
No suitable jobs in my area of expertise	20.1	19.5
No suitable jobs in my local area	14.1	13.1
Considered to be too young by employers	6.2	4.1
Not enough work experience	3.8	3.4
No jobs with a suitable number of hours	1.5	1.8
Cannot find a job NFI	2.3	2.7
My job is temporary only / casual only	0.8	0.7
Subtotal - Labour market factors	**48.8**	**45.3**
Other	16.6	14.2
Total	100.0	100.0

Further study

In 2020, four months after graduation, 18.5 per cent of undergraduates were engaged in further full-time study. This represents a slight decrease from 18.9 per cent in 2019, 19.4 per cent in 2018 and 20.7 per cent in 2017. 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 6.7 per cent and 7.1 per cent respectively.

Study areas with the highest proportion of undergraduates proceeding to full-time study in 2020 included Science and mathematics, 37.3 per cent, Psychology, 31.7 per cent, Veterinary science 26.8 per cent, and Humanities, culture and social sciences, 25.1 per cent and Medicine 24.4 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 2020. These included Nursing, 3.1 per cent, Rehabilitation, 3.1 per cent, and Teacher education, 7.7 per cent.

Table 10 Undergraduate further full-time study status in 2020, by original field of study[3] (%)

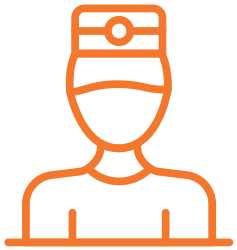
Study area	In full-time study – Total
Science and mathematics	37.3
Computing and Information Systems	11.3
Engineering	11.1
Architecture and built environment	17.2
Agriculture and environmental studies	15.2
Health services and support	21.3
Medicine	24.4
Nursing	3.1
Pharmacy	9.6
Dentistry	13.4
Veterinary science	26.8
Rehabilitation	3.1
Teacher education	7.7
Business and management	10.9
Humanities, culture and social sciences	25.1
Social work	8.9
Psychology	31.7
Law and paralegal studies	19.0
Creative arts	22.5
Communications	13.5
Tourism, hospitality, personal services, sport and recreation	16.8
All study areas	**18.5**

37.3%

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

3.1%

the lowest proportion of undergradautes proceeding to further full-time study (Nursing & Rehabiliatation)



3 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.

In 2020, Health was the most popular area for further full-time study following an undergraduate degree, with 30.7 per cent of those proceeding to further study selecting this area.

Table 11 Study area of undergraduates in further full-time study in 2020 (%)

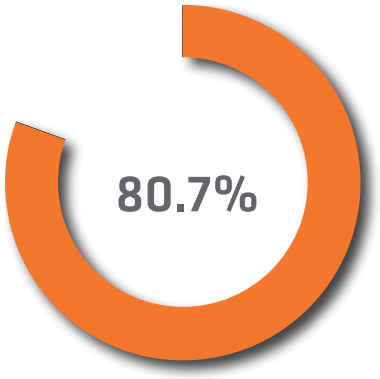
Field of education	Further study
Natural and physical sciences	11.9
Information technology	3.0
Engineering and related technologies	4.1
Architecture and building	2.5
Agriculture, environmental and related studies	1.5
Health	30.7
Education	9.2
Management and commerce	6.6
Society and culture	21.1
Creative arts	6.8
Food, hospitality and personal services	0.3
Mixed field qualification	1.8
Other	0.7
All fields	**100.0**

Satisfaction

Study level

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. Core questions cover teaching, generic skills and overall satisfaction.

Undergraduate satisfaction with their studies (%)



Overall satisfaction

Notwithstanding the downturn in undergraduate employment, undergraduates' satisfaction with their studies increased across all measures in 2020. Overall satisfaction, as measured by one question in the CEQ increased slightly from 80.1 per cent to 80.7 per cent. Satisfaction with generic skills, increased from 82.4 per cent in 2019 to 82.9 per cent in 2020. Similarly, satisfaction with the quality of teaching increased from 63.7 per cent to 65.7 per cent.

Table 12 Undergraduate satisfaction (% agreement)

	2019	2020
Overall satisfaction	80.1	80.7
Good teaching scale	63.7	65.7
Generic skills scale	82.4	82.9

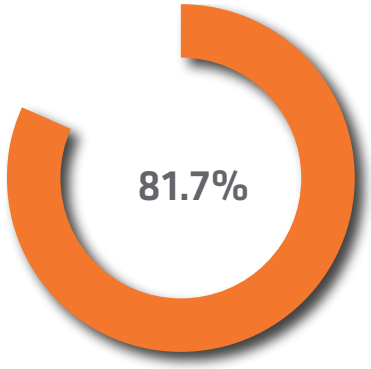
Postgraduate coursework graduates are also invited to respond to the Course Experience Questionnaire to express satisfaction with key aspects of their course. Postgraduate coursework graduates expressed higher satisfaction across most areas in 2020 though overall satisfaction decreased slightly from 81.8 per cent to 81.7 per cent. Satisfaction with the quality of teaching increased from 69.4 per cent to 71.0 per cent while satisfaction with generic skills increased from 79.7 per cent to 80.7 per cent. As in previous years, postgraduate coursework graduates appear more satisfied than undergraduates with the quality of teaching and overall satisfaction. However, undergraduates report higher levels of satisfaction than postgraduate coursework graduates with their generic skills.

Table 13 Postgraduate coursework satisfaction (% agreement)

	2019	2020
Overall satisfaction	81.8	81.7
Good teaching scale	69.4	71.0
Generic skills scale	79.7	80.7

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.

Postgraduate coursework graduates satisfaction with their studies (%)



Overall satisfaction

Satisfaction with most aspects of the postgraduate research experience increased in 2020. 85.8 per cent of postgraduate research graduates expressed overall satisfaction with their degree, up slightly from 85.5 per cent in 2019. Satisfaction with the intellectual climate increased from 62.7 per cent to 64.4 per cent, satisfaction with infrastructure increased from 75.8 per cent to 76.8 per and satisfaction with thesis examination increased from 80.6 per cent to 81.5 per cent. Satisfaction with supervision decreased from 83.1 per cent to 82.3 per cent, as did satisfaction with goals and expectations which fell from 91.9 per cent to 91.3 per cent. There was no change in satisfaction with skills development holding steady at 92.5 per cent.

While satisfaction with industry and external engagement was lower than measured satisfaction with other aspects of the postgraduate research experience, as shown by Table 14, 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. Satisfaction with industry and external engagement increased from 56.4 per cent in 2019 to 57.9 per cent in 2020.

Table 14 Postgraduate research satisfaction (% agreement)

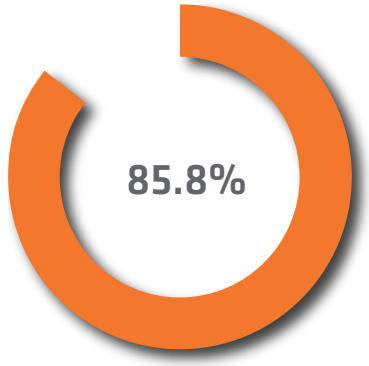
	2019	2020
Overall satisfaction	85.5	85.8
Supervision	83.1	82.3
Intellectual climate	62.7	64.4
Skills development	92.5	92.5
Infrastructure	75.8	76.8
Thesis examination	80.6	81.5
Goals and expectations	91.9	91.3
Industry and external engagement	56.4	57.9

Time series

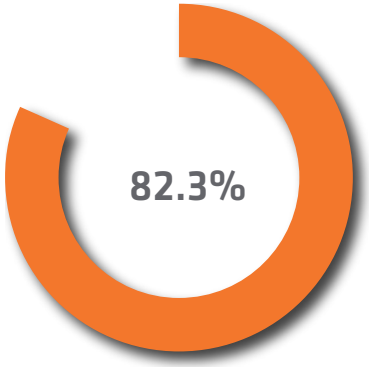
The CEQ time series collected through the precursor to the GOS, the Australian Graduate Survey (AGS) shown in Figure 9 indicates there had been improvement in undergraduate satisfaction over time (data are not shown prior to 2010 because of a prior change in survey methodology). In particular, satisfaction with the quality of teaching increased from 62.4 per cent in 2010 to 68.0 per cent in 2015. Overall satisfaction with courses has remained high, increasing from 81.2 per cent in 2010 to 83.4 per cent in 2015. Similarly, satisfaction with generic skills also remained high, increasing from 76.1 per cent in 2010 to 79.6 per cent in 2015.

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. Over the five years of the GOS, undergraduate ratings for overall satisfaction have been broadly steady at 80.6 per cent in 2016 and 80.7 per cent in 2020. Satisfaction with skills development has increased from 82.1 per cent in 2016 to 82.9 per cent and satisfaction with teaching has increased from 63.0 per cent in 2016 to 65.7 per cent in 2020.

Postgraduate research graduates satisfaction with their studies (%)



Overall satisfaction



Supervision satisfaction

Figure 9 Undergraduate satisfaction 2010–2020 (% agreement)

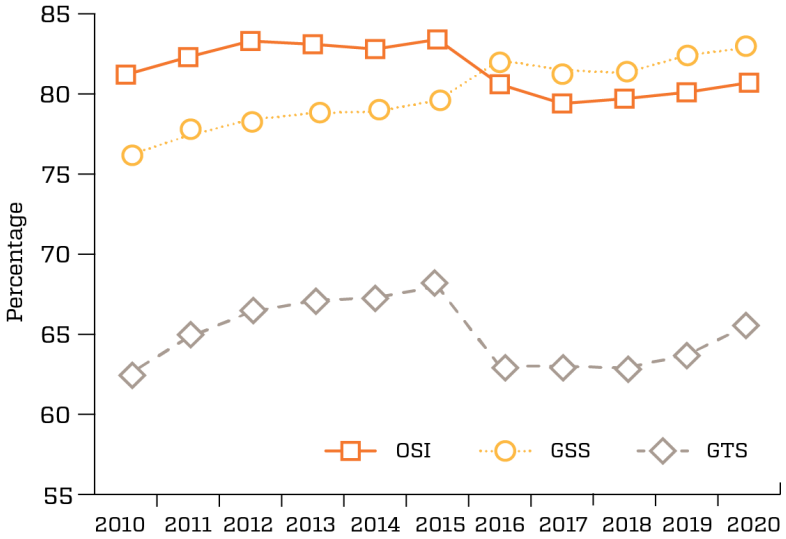
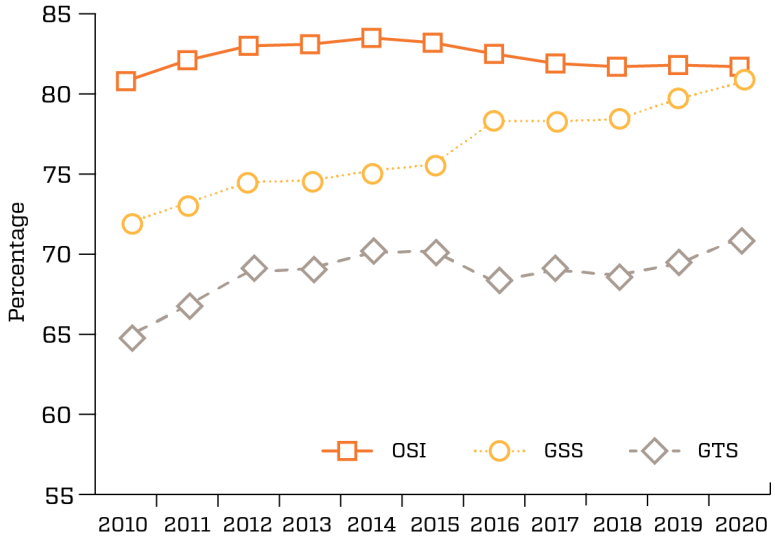


Figure 10 Postgraduate coursework satisfaction, 2010–2020 (% agreement)



Similar trends are in evidence with postgraduate coursework graduate satisfaction. Satisfaction with the quality of teaching increased strongly over the period, from 64.8 per cent in 2010 to 70.2 per cent in 2015 as measured by the CEQ as part of the AGS, as shown by Figure 10. Following the transition to the GOS, satisfaction with teaching increased from a base of 68.3 per cent in 2016 to 71.0 per cent in 2020.

Overall satisfaction with courses remained high increasing from 80.8 per cent in 2010 to 83.2 per cent in 2015. Following the transition to GOS, overall satisfaction has decreased slightly from 82.5 per cent in 2016 to 81.7 per cent in 2020.

Satisfaction with generic skills increased from 71.9 per cent in 2010 to 75.6 per cent in 2015 and has increased further again from 78.3 per cent in 2016 to 80.7 per cent in 2020 as shown by results in the GOS.

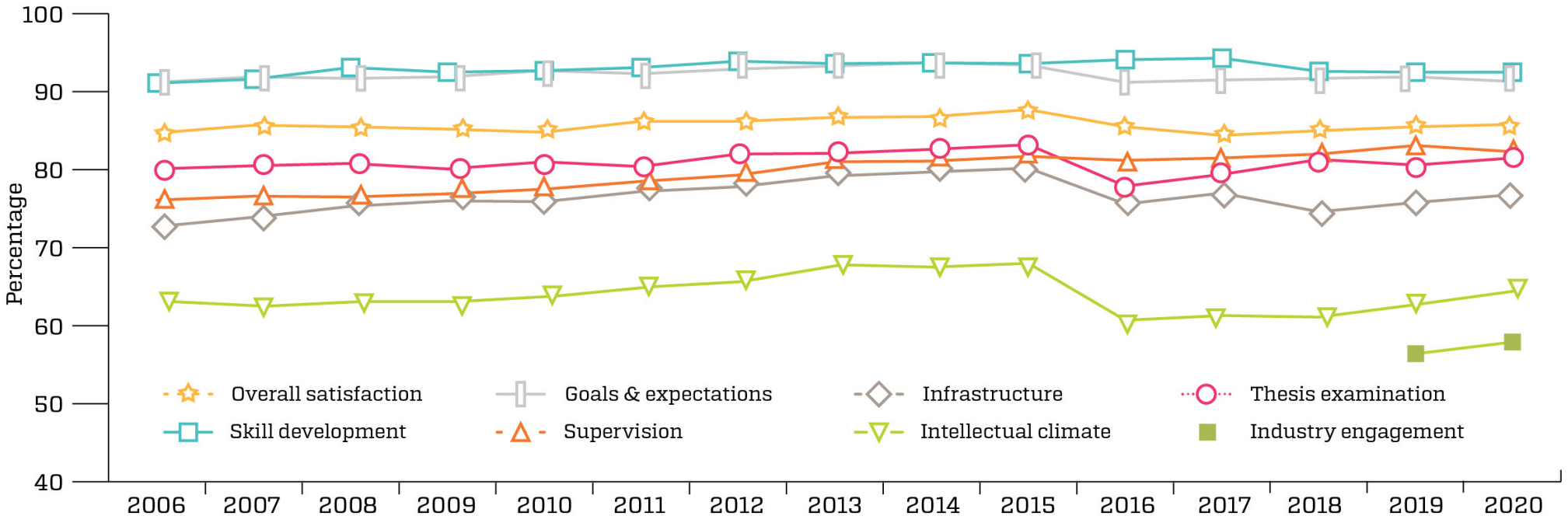
The PREQ time series shown in Figure 11 indicates there has been a steady improvement in satisfaction among postgraduate research graduates over time from 2007 to 2015 as measured by the AGS[4].

Overall satisfaction remained high, increasing from 85.7 per cent in 2007 to 87.7 per cent in 2015. Satisfaction with supervision improved over the same period from 76.6 per cent to 81.7 per cent. Similarly, satisfaction with the intellectual climate improved from 62.5 per cent in 2007 to 68.0 per cent in 2015.

4 The change in methodology in the CEQ in 2010 was to label all responses in the Likert scale (whereas previously only the first and fifth responses had been labelled) and this was consistent with the approach taken in the PREQ since its inception in 1999.

The transition to the GOS resulted in a lowering of scores between 2015 and 2016, with the exception of 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 increased slightly from 85.5 per cent in 2016 to 85.8 per cent in 2020. The largest changes in satisfaction have been recorded in the areas of Intellectual climate, rising 3.7 percentage points from 60.7 per cent in 2016 to 64.4 per cent in 2020, and Thesis examination, rising 3.6 percentage points from 77.9 per cent to 81.5 per cent over the same period. Notably, the only decrease in satisfaction has been in the area of Skill development, which declined by 1.6 percentage points from 94.1 per cent in 2016 to 92.5 per cent in 2020.

Figure 11 PREQ 2007-2020 (% agreement)

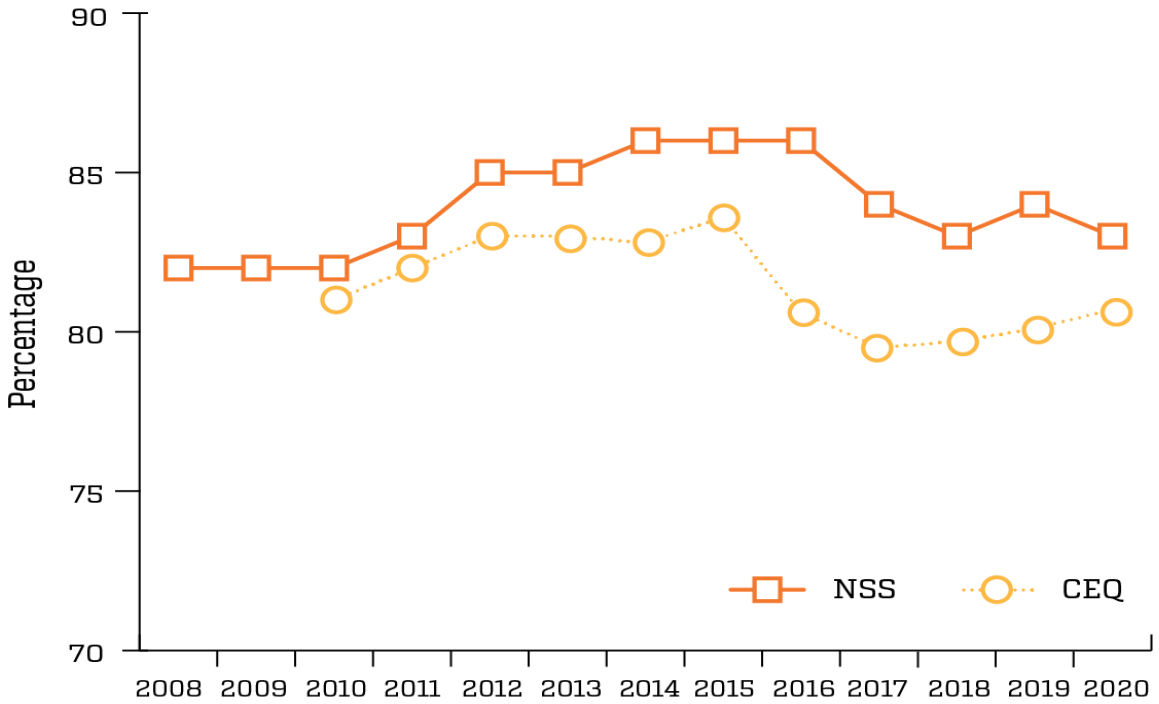


International benchmarking

International benchmarking of results from the Course Experience Questionnaire (CEQ) with a similar survey from overseas shows that, in general, Australian students are less satisfied with their higher education experience than their counterparts in the United Kingdom though the gap has narrowed in recent years, as shown in Figure 12. However, it is important to be aware that differences in results across international surveys may stem from methodological differences and different student populations rather than genuine differences in student experience and satisfaction.

International benchmarking with the UK's National Survey of Student Experience (NSS) shows student and graduate satisfaction was trending upwards in both the UK and Australia until 2015. Since then overall satisfaction has declined in the UK by 3 percentage points from 86 per cent in 2016 to 83 per cent in 2020. By way of comparison there has been a 0.1 percentage point increase in overall satisfaction in Australia over the same period so the gap in student satisfaction between Australia and the UK has narrowed in recent years from around five percentage points in 2016 down to two percentage points in 2020.

Figure 12 Overall satisfaction of undergraduates, UK (NSS) and Australia (CEQ), 2008–2020 (% agreement)



In general, Australian students are less satisfied with their higher education experience than their counterparts in the United Kingdom, though the gap has narrowed in recent years.

Study area

One of the key factors influencing CEQ scores is study area. For example, in 2020, overall satisfaction among undergraduates ranged from a high of 88.2 per cent in Rehabilitation, 86.0 per cent in Humanities, culture and social sciences and 85.6 per cent in Social work down to 74.2 per cent in Computing and information systems, 75.3 per cent in Engineering, 76.2 per cent in Creative arts and 76.2 per cent in Architecture and built environment, as shown by Table 15. Similarly, for the good teaching scale, satisfaction ranged from 77.0 per cent in Humanities, culture and social sciences, down to 51.8 per cent in Engineering. For generic skills, satisfaction ranged from 88.6 per cent in Rehabilitation down to 77.4 per cent in Creative arts, 78.0 per cent for Computing and information systems and 78.8 per cent in Teacher education. The variation in satisfaction across institutions and study areas indicates there is scope for improvement in the interactions between institutions and their students.

Table 15 Undergraduate satisfaction by study area, 2019 and 2020 (% agreement)

Study area	Overall satisfaction		Good teaching scale		Generic skills scale	
	2019	2020	2019	2020	2019	2020
Science and mathematics	84.0	84.1	67.5	70.3	85.7	86.7
Computing and Information Systems	72.9	74.2	57.0	58.1	77.6	78.0
Engineering	74.4	75.3	49.4	51.8	83.8	84.1
Architecture and built environment	74.5	76.2	63.3	65.6	78.0	80.6
Agriculture and environmental studies	84.2	83.3	71.0	69.9	86.4	85.0
Health services and support	81.3	82.4	66.9	69.2	84.4	85.1
Medicine	76.9	80.4	54.7	58.6	80.9	82.0
Nursing	78.8	79.5	60.1	61.5	82.6	83.7
Pharmacy	80.5	83.7	64.6	68.8	80.8	80.7
Dentistry	77.0	77.1	58.5	66.1	83.4	84.2
Veterinary science	82.0	83.9	57.8	61.6	83.7	84.9
Rehabilitation	89.4	88.2	72.5	75.6	88.2	88.6
Teacher education	78.6	78.3	60.8	62.4	78.2	78.8
Business and management	78.0	78.6	58.6	60.3	79.7	80.3
Humanities, culture and social sciences	85.4	86.0	75.7	77.0	84.9	84.2

88.2%

Overall satisfaction of Rehabilitation undergraduates - highest

74.2%

Overall satisfaction of Computing and Information Systems undergraduates - lowest

Study area	Overall satisfaction		Good teaching scale		Generic skills scale	
	2019	2020	2019	2020	2019	2020
Social work	85.6	85.6	69.8	73.8	86.3	87.6
Psychology	83.0	84.2	67.3	67.7	85.7	85.8
Law and paralegal studies	82.5	84.1	57.8	60.1	85.1	87.0
Creative arts	75.7	76.2	71.6	74.0	77.2	77.4
Communications	79.9	80.3	70.9	73.9	81.5	80.6
Tourism, hospitality, personal services, sport and recreation	78.0	82.6	69.8	72.9	79.1	82.6
All study areas	**80.1**	**80.7**	**63.7**	**65.7**	**82.4**	**82.9**
Standard Deviation	4.3	3.9	7.0	6.8	3.3	3.2

Appendix 1 Survey methodology

Operational summary

The main collection periods were November to December 2019 and May to July 2020, with a minor collection taking place in February 2020 to April 2020 to accommodate institutions running an academic calendar of trimesters. For reporting purposes, the November and February collection period outcomes are reported together.

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 2019 and February 2020. 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.

The survey was fielded primarily online, in English only. Invitations and reminders were sent by email to sample members, while telephone and SMS reminders were deployed with selected non-respondents.

All completing respondents were entered into a four-week rolling prize draw in each round of the 2020 GOS collection cycle. The prize pool totalled $32,000 in the November and May rounds, with a reduced prize pool of $4,000 in the February round due to the smaller sample size.

A total of 131,780 surveys were completed (see Table 1.1). This was made up of 122,530 graduates of 41 Australian universities and 9,250 graduates of 71 NUHEIs. The final overall response rate for the 2020 GOS was 42.3 per cent, with the May collection (43.0 per cent) outperforming the November collection (41.1 per cent). For the purpose of 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 1.1 GOS 2020 collection summary

Project element	2019 November[1]			2020 May			Total		
	University	NUHEI	Total	University	NUHEI	Total	University	NUHEI	Total
Participating institutions (n)	41	53	94	41	65	106	41	71	112
Final in-scope graduates (n)[2]	105,179	11,445	116,624	184,223	10,847	195,070	289,402	22,292	311,694
Surveys completed (n)	43,545	43,86	47,931	78,985	4,864	83,849	122,530	9,250	131,780
Response rate (%)	41.4	38.3	41.1	42.9	44.8	43.0	42.3	41.5	42.3

1 Includes February supplementary round outcomes
2 Excludes opt outs, disqualified or out of scope surveys

The final overall response rate for the 2020 GOS (42.3 per cent) was broadly similar to previous years (44.2 per cent in 2019, 43.0 per cent in 2018, 45.0 per cent in 2017 and 39.7 per cent in 2016).

Response rates

There was a minor variation in response rate by provider type, with an overall response rate of 42.3 per cent for universities and 41.5 per cent for NUHEIs.

At an individual institution level within provider type, the response rate ranged from 61.0 per cent to 30.2 per cent for universities, and 73.1 per cent to 22.2 per cent for NUHEIs.

Table 1.2 GOS 2020 response rates by institution, November/Feb 2019/2020 and May 2020 collections (%)

Institution	Nov '19[3]	May '20	Total
Total University	**41.4**	**42.9**	**42.3**
Australian Catholic University	45.8	50.8	49.8
Bond University	39.8	47.2	42.3
Central Queensland University	43.5	46.0	44.5
Charles Darwin University	54.9	59.4	58.0
Charles Sturt University	42.2	44.7	43.5
Curtin University	40.9	43.5	42.6
Deakin University	48.5	47.6	48.0
Edith Cowan University	42.3	46.8	45.0
Federation University Australia	47.5	50.0	49.1
Flinders University	45.3	49.5	48.0
Griffith University	43.7	41.0	42.1
James Cook University	45.7	48.0	47.0
La Trobe University	31.5	38.7	36.4
Macquarie University	38.8	47.4	43.9
Monash University	41.4	42.7	42.2

3 Includes February supplementary round outcomes

Institution	Nov '19[3]	May '20	Total
Total University	**41.4**	**42.9**	**42.3**
Murdoch University	43.7	46.7	45.6
Queensland University of Technology	39.0	42.6	41.5
RMIT University	36.3	36.3	36.3
Southern Cross University	48.9	49.8	49.4
Swinburne University of Technology	41.2	44.5	43.3
The Australian National University	33.1	37.7	35.6
The University of Adelaide	47.6	48.7	48.3
The University of Melbourne	43.2	43.6	43.4
The University of Notre Dame Australia	39.5	45.5	44.3
The University of Queensland	41.8	40.6	41.0
The University of South Australia	41.9	45.0	44.2
The University of Sydney	37.2	37.8	37.7
The University of Western Australia	37.3	34.2	35.3
Torrens University	54.5	48.8	51.5
University of Canberra	42.9	48.1	46.5
University of Divinity	60.0	59.2	59.2
University of New England	58.5	66.7	61.0
University of New South Wales	26.9	32.9	30.2
University of Newcastle	47.2	43.5	44.3
University of Southern Queensland	49.9	60.0	56.8
University of Tasmania	48.4	46.6	47.2
University of Technology Sydney	35.4	38.5	37.3
University of the Sunshine Coast	49.8	52.1	51.2
University of Wollongong	40.4	36.5	37.6
Victoria University	39.5	40.0	39.8

Institution	Nov '19[3]	May '20	Total
Total University	**41.4**	**42.9**	**42.3**
Western Sydney University	42.6	41.9	42.1
Total NUHEI	**38.3**	**44.8**	**41.5**
Academy of Information Technology	46.4	28.6	45.1
ACAP and NCPS	55.7	49.8	52.8
Adelaide Central School of Art		73.1	73.1
Adelaide College of Divinity		60.6	60.6
Alphacrucis College	47.1	49.6	48.8
Australian Academy of Music and Performing Arts	50.0	50.0	50.0
Australian College of Christian Studies		44.4	44.4
Australian College of Nursing	43.1	46.2	44.4
Australian College of Theology Limited	58.8	52.1	54.3
Australian Institute of Business Pty Ltd	46.7	51.0	48.3
Australian Institute of Management Education & Training	48.1	40.3	45.3
Australian Institute of Professional Counsellors	28.6	75.0	60.9
Avondale University College		49.3	49.3
BBI - The Australian Institute of Theological Education	52.5	51.5	52.2
Box Hill Institute	15.4	51.0	46.9
Campion College Australia		60.0	60.0
Canberra Institute of Technology		51.7	51.7
Chisholm Institute		43.8	43.8
Christian Heritage College	62.9	44.8	50.0
Collarts (Australian College of the Arts)		43.6	43.6
Eastern College Australia	50.0	73.3	68.4

Institution	Nov '19[3]	May '20	Total
Total University	**41.4**	**42.9**	**42.3**
Endeavour College of Natural Health		52.9	52.9
Engineering Institute of Technology		66.7	66.7
Excelsia College	48.3	54.1	51.5
Health Education & Training Institute	55.6	58.3	57.6
Holmes Institute	32.4	47.3	36.4
Holmesglen Institute	27.7	46.1	41.5
INSEARCH	21.3	26.8	24.1
International College of Hotel Management	47.9		47.9
International College of Management, Sydney	36.2	41.6	38.8
ISN Psychology Pty Ltd	80.0	52.6	58.3
Jazz Music Institute		45.5	45.5
Kaplan Business School	40.9	41.3	41.1
Kaplan Higher Education Pty Ltd	47.0	45.1	46.1
Kent Institute Australia	40.6	42.3	41.4
King's Own Institute	45.6	53.4	47.9
LCI Melbourne		60.5	60.5
Le Cordon Bleu Australia	25.5	40.3	33.3
Leo Cussen Centre for Law	42.3	46.9	44.3
Macleay College	34.3	42.6	39.0
Marcus Oldham College		50.0	50.0
Melbourne Institute of Technology	29.0	32.9	30.7
Melbourne Polytechnic	47.4	53.0	50.8
Moore Theological College Council		67.1	67.1
Morling College		65.7	65.7

Institution	Nov '19[3]	May '20	Total
Total University	**41.4**	**42.9**	**42.3**
Nan Tien Institute	30.8		30.8
National Art School		47.2	47.2
North Metropolitan TAFE	57.1		57.1
Perth Bible College	50.0	70.0	64.3
Photography Studies College (Melbourne)	100.0	42.5	45.2
SAE Institute	42.9	41.3	41.7
South Metropolitan TAFE	50.0		50.0
SP Jain School of Management	33.9		33.9
Stott's College	46.2	28.6	37.0
Study Group Australia Pty Limited	23.0		23.0
Sydney College of Divinity		47.8	47.8
Tabor College of Higher Education	73.3	66.4	67.2
TAFE NSW	32.1	51.3	46.3
TAFE Queensland	26.7	52.6	45.3
TAFE South Australia	40.0	18.2	22.2
The Australian College of Physical Education	38.9	47.3	45.2
The Australian Institute of Music	39.1	55.4	44.6
The Cairnmillar Institute	33.3	44.3	43.3
The College of Law Limited	33.1	38.0	34.9
The MIECAT Institute	51.4	67.7	58.8
Think Education	51.7	50.6	51.2
UOW College	26.7	31.5	30.3
VIT (Victorian Institute of Technology)	52.1	57.8	55.6
Wentworth Institute of Higher Education	27.3	42.5	37.7
Whitehouse Institute of Design, Australia		42.5	42.5

Institution	Nov '19[3]	May '20	Total
Total University	**41.4**	**42.9**	**42.3**
William Angliss Institute	32.1	43.0	38.7
Total	**41.1**	**43.0**	**42.3**
Note: A blank cell denotes that the institution did not participate in that GOS collection			

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 1.3 below.

Table 1.3 GOS 2020 sample and response characteristics, by respondent type

	Sample (n)	Sample (%)	Respondents (n)	Respondents (%)
Base[4]	311,694	100.0	131,780	100.0
Level				
Undergraduate	174,119	55.9	74,666	56.7
Postgraduate coursework	127,867	41.0	50,771	38.5
Postgraduate research	9,708	3.1	6,343	4.8
Gender				
Male	131,208	42.2	50,752	38.6
Female	179,790	57.8	80,669	61.4
Combined course of study indicator				
Combined/double degree	16,210	5.2	7,836	5.9
Single degree	295,484	94.8	123,944	94.1
Aboriginal and Torres Strait Islander				
Indigenous	2,701	0.9	1,344	1.0

4 Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories.

	Sample (n)	Sample (%)	Respondents (n)	Respondents (%)
Non-Indigenous	308,993	99.1	130,436	99.0
Mode of attendance code				
Internal/Multi Mode	268,599	86.3	110,134	83.7
External/Distance	42,562	13.7	21,382	16.3
Type of attendance code				
Full-time	222,552	71.5	90,824	69.1
Part-time	88,609	28.5	40,692	30.9
Main language spoken at home				
English	230,304	73.9	105,835	80.3
Language other than English	81,390	26.1	25,945	19.7
Citizen/resident indicator				
Domestic	202,363	64.9	96,466	73.2
International	109,331	35.1	35,314	26.8
Socio-economic status				
High	71,810	36.2	33,862	35.9
Medium	97,014	48.9	46,128	48.8
Low	29,681	15.0	14,459	15.3
Location				
Metropolitan	154,344	79.3	72,120	77.7
Regional/remote	40,357	20.7	20,679	22.3

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.

Groups with strong representation in the 2020 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 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 8.3 and 6.4 percentage points respectively (up from 6.9 percentage points and 5.1 percentage points in the 2019 GOS). The increased under-representation of these groups in 2020 may be attributable, at least in part, to the impact of COVID-19, resulting in a smaller proportion of international students being onshore and perhaps less engaged with the GOS. A tailored engagement strategy will be developed to seek to maximise response among these groups for future collections.

As was the case with the 2019 GOS, the achieved respondent profile in 2020 closely matches the in-scope survey population in terms of study area, as shown in Table 1.4 below.

Table 1.4 GOS 2020 sample and response characteristics, by study area

	Sample (n)	Sample (%)	Respondents (n)	Respondents (%)
Science and mathematics	23,795	7.6	11,647	8.8
Computing and Information Systems	20,396	6.5	7,762	5.9
Engineering	21,152	6.8	8,255	6.3
Architecture and built environment	8,086	2.6	3,157	2.4
Agriculture and environmental studies	3,785	1.2	1,899	1.4
Health services and support	18,243	5.9	8,948	6.8
Medicine	5,416	1.7	2,338	1.8
Nursing	24,495	7.9	11,233	8.5
Pharmacy	1,907	0.6	776	0.6

	Sample (n)	Sample (%)	Respondents (n)	Respondents (%)
Dentistry	1,092	0.4	505	0.4
Veterinary science	1,045	0.3	480	0.4
Rehabilitation	3,929	1.3	1741	1.3
Teacher education	23,353	7.5	10,999	8.3
Business and management	81,153	26.0	27,516	20.9
Humanities, culture and social sciences	23,185	7.4	11,505	8.7
Social work	6,030	1.9	3,147	2.4
Psychology	9,188	2.9	4,895	3.7
Law and paralegal studies	15,880	5.1	6,786	5.1
Creative arts	10,296	3.3	4,420	3.4
Communications	8,241	2.6	3,430	2.6
Tourism, hospitality, personal services, sport and recreation	1,027	0.3	341	0.3
Total	**311694**	**100.0**	**131780**	**100.0**

Study areas with the strongest representation in the 2020 GOS were science and mathematics, health services and support, teacher education, and psychology. Business management continues to be the most under-represented study area, followed by computing and information systems, engineering, and architecture and built environment. 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 2020 Graduate Outcomes Survey (GOS) uses labour force definitions which conform to the conceptual framework of the standard labour force statistics model used by the Australian Bureau of Statistics (ABS).

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.
Graduate satisfaction – overall satisfaction indicator	The proportion of graduates who 'agreed' or 'strongly agreed' that they were satisfied with the overall quality of their course or research program.
Graduate satisfaction – good teaching, generic skills, supervision and intellectual climate scales	Calculated from multiple survey items, representing the proportion of graduates who were satisfied.

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 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 and the labour force participation rate. Bryan's salary is not counted towards the median salary figure.

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
2020 GOS item summary

Item label	Response scale	Base
Screening and confirmation		
Labour force		
Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>.		
Last week, did you do any work at all in a job, business or farm?	Yes/No/Permanently unable to work/ Permanently not intending to work (65+)	(All)
Last week, did you do any work without pay in a family business?	Yes/No/Permanently not intending to work (65+)	(Not working)
Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?	Yes/No/Permanently not intending to work (65+)	(Not working without pay)
At any time during the last 4 weeks have you been looking for full-time work?	Yes/No/Permanently not intending to work (65+)	(Intending to work)
Have you been looking for part-time work at any time during the last 4 weeks?	Yes/No/Permanently not intending to work (65+)	(Intending to work)
If you had found a job, could you have started last week?	Yes/No	(Looking for full-time or part time work)
Why do you say you couldn't have started last week?	Because of the current situation with COVID-19/ Some other reason	(Could not have started job last week)
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?	Yes/No	(Not looking for work)
Did you have more than 1 job or business last week?	Yes/No	(Working or away from job)
The next few questions are about the job or business in which you usually work the most hours, that is, your main job.		Has more than one job
The next few questions are about the job or business in which you usually work the most hours		Has one job
Did you work for an employer, or in your own business?	Employer/Own business / Other or Uncertain	(Working or away from job)
Are you paid a wage or salary, or some other form of payment?	Wage or Salary/Other or Uncertain	(Working for an employer)

Item label	Response scale	Base
What are your <working/payment> arrangements?	• Unpaid voluntary work • Unpaid trainee or work placement • Contractor or Subcontractor • Own business or Partnership • Commission only • Commission with retainer • In a family business without pay • Payment in kind • Paid by the piece or item produced • Wage or salary earner • Other	(Other work arrangements)
How many hours did you actually work in your **main job** last week less time off but counting any extra hours worked]?	Enter hours	(More than one job or business)
How many hours do you usually work each week in your **main job**?	Enter hours	(More than one job or business)
How many hours did you **actually** work in all your jobs last week less time off but counting any extra hours worked (*or*): <in all your jobs>?	Enter hours	(Working or away from job)
How many hours do you **usually** work each week (*or*): <in all your jobs>?	Enter hours	(Working or away from job)
Would you prefer to work more hours than you usually work (*or*): <in all your jobs>?	Yes/No/Don't know	(Working or away from job)
How many hours a week would you like to work?	Enter hours	(Prefer work more hours)
Last week, were you available to work more hours than you usually work?	Yes/No	(Prefer to work more hours)
What is your occupation in your <main job/job/business>?	Enter occupation	(Working or away from job or waiting to start work)
What are your main tasks and duties?	Enter main tasks and duties	(Working or away from job or waiting to start work)
What kind of business or service is carried out by your <employer at the place where you work/business>?	Enter business or service	(Working or away from job or waiting to start work)
What is the name of your <employer/business>?	Enter employer/business name	(Working or away from job or waiting to start work)
In what sector are you wholly or mainly employed?	Public or government/Private/Not-for-profit	(Working or away from job or waiting to start work)
Are you working in Australia?	Yes/No/Not sure	(Working or away from job)

Item label	Response scale	Base
And what is the postcode of your <employer/business>?	Enter postcode/suburb/Not sure	(Working or away from job) and (working in Australia)
In which country is your <employer/business> based?	Country list (SACC)/Other (specify)	(Working or away from job) and (working outside Australia)
Do you currently live in Australia or Overseas?	Australia/Overseas	(All)
In which state or territory do you usually live?	NSW/VIC/QLD/SA/WA/TAS/NT/ACT/Don't know	(Lives in Australia)
What is the postcode or suburb where you usually live?	Enter postcode/Not sure	(Lives in Australia)
In which country do you currently live?	Enter country	(Lives Overseas)
Have you worked <for your employer/in your business> for 12 months or more?	Yes, more than 12 months/No, less than 12 months	(Working or away from job)
How many months have you worked <for your employer/in your business>?	Enter number of months	(Worked for employer for less than 12 months)
How many years have you worked <for your employer/in your business>?	Enter number of years	(Worked for employer for more than 12 months)
Is this your first full-time job?	Yes/No	(Usually working 35 hours or more and worked for employer for less than 12 months and not self employed)
In **Australian dollars**, how much do you usually earn in <this job/**all your jobs**>, before tax or anything else was taken out?	• Amount per hour (specify) • Amount per day (specify) • Amount each week (specify) • Amount each fortnight (specify) • Amount each month (specify) • Amount each year (specify) • No earnings • Don't know	(Working in Australia)

Item label	Response scale	Base
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 <this job/**all your jobs**>, per annum before tax or anything else was taken out?	• $1 – $9,999 • $10,000 – $19,999 • $20,000 – $29,999 • $30,000 – $39,999 • $40,000 – $49,999 • $50,000 – $59,999 • $60,000 – $79,999 • $80,000 – $99,999 • $100,000 – $124,999 • $125,000 – $149,999 • $150,000 or more • Don't know	(Working in Australia and out of range salary entered)
And in **Australian dollars**, how much do you usually earn in your main job, before tax or anything else was taken out?	• Amount per hour (specify) • Amount per day (specify) • Amount each week (specify) • Amount each fortnight (specify) • Amount each month (specify) • Amount each year (specify) • No earnings • (Don't know)	(Working in Australia and more than one job)
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 – $9,999 • $10,000 – $19,999 • $20,000 – $29,999 • $30,000 – $39,999 • $40,000 – $49,999 • $50,000 – $59,999 • $60,000 – $79,999 • $80,000 – $99,999 • $100,000 – $124,999 • $125,000 – $149,999 • $150,000 or more • Don't know	(Working in Australia and more than one job and out of range salary entered)
What is your gross (that is pre-tax) annual salary? You can estimate if necessary. Please select currency <Currency drop down list>	Text	(Working outside Australia)

Item label	Response scale	Base
How did you first find out about this job?	• University or college careers service • Careers fair or information session • Other university or college source (such as faculties or lecturers or student society) • Advertisement in a newspaper or other print media • Advertisement on the internet • Via resume posted on the internet • Family or friends • Approached employer directly • Approached by an employer • Employment agency • Work contacts or networks • Social media • An employer promotional event • Other (please specify___)	(Worked for employer for less than 12 months and not self employed)
The following statements are about your skills, abilities and education. • My job requires less education than I have • I have more job skills than are required for this job • Someone with less education than myself could perform well on my job • My previous training is being fully utilised on this job • I have more knowledge than I need in order to do my job • My education level is above the level required to do my job • Someone with less work experience than myself could do my job just as well • I have more abilities than I need in order to do my job	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree	(Working or away from job)

Item label	Response scale	Base
How did you first find out about this job?	• University or college careers service • Careers fair or information session • Other university or college source (such as faculties or lecturers or student society) • Advertisement in a newspaper or other print media • Advertisement on the internet • Via resume posted on the internet • Family or friends • Approached employer directly • Approached by an employer • Employment agency • Work contacts or networks • Social media • An employer promotional event • Other (please specify___)	(Worked for employer for less than 12 months and not self employed)
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?	• No suitable job in my local area • No job with a suitable number of hours • No suitable job in my area of expertise • Considered to be too young by employers • Considered to be too old by employers • Short-term illness or injury • Long-term health condition or disability • Caring for family member with a health condition or disability • Caring for children • Studying • Other (Please specify___)	(Working less than 35 hours and not looking for more hours)

Item label	Response scale	Base
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?	• No suitable job in my local area • No job with a suitable number of hours • No suitable job in my area of expertise • Considered to be too young by employers • Considered to be too old by employers • Short-term illness or injury • Long-term health condition or disability • Caring for family member with a health condition or disability • Caring for children • Studying • Other (Please specify___)	(Working less than 35 hours and looking for more hours)
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?	• No suitable job in my local area • No job with a suitable number of hours • No suitable job in my area of expertise • Considered to be too young by employers • Considered to be too old by employers • Short-term illness or injury • Long-term health condition or disability • Caring for family member with a health condition or disability • Caring for children • Studying • Other (please specify___)	(Perceived overqualification for current job)
When did you begin looking for work?	Enter month and enter year	(Working and looking for work)
Further study		
Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	Yes – full-time/Yes – part-time/No	(All)
What is the full title of the qualification you are currently studying?	Qualification title	(Studying)

Item label	Response scale	Base
What is your major field of education for this qualification?	• Natural and physical sciences • Information technology • Engineering and related technologies • Architecture and building • Agriculture environmental and related studies • Health • Education • Management and commerce • Society and culture • Creative arts • Food, hospitality and personal services • Mixed field qualification • Other (please specify_____)	(Studying)
What is the level of this qualification?	• Higher Doctorate • Doctorate by Research • Doctorate by Coursework • Master Degree by Research • Master Degree by Coursework • Graduate Diploma • Graduate Certificate • Bachelor (Honours) Degree • Bachelor (Pass) Degree • Advanced Diploma • Associate Degree • Diploma • Non-award course • Bridging and Enabling course	(Studying)
And the institution where you are currently studying?	Institution	(Studying)

Item label	Response scale	Base
What is the level of this qualification?	• Higher Doctorate • Doctorate by Research • Doctorate by Coursework • Master Degree by Research • Master Degree by Coursework • Graduate Diploma • Graduate Certificate • Bachelor (Honours) Degree • Bachelor (Pass) Degree • Advanced Diploma • Associate Degree • Diploma • Non-award course • Bridging and Enabling course	(Studying)

Item label	Response scale	Base
Graduate attributes		
For each of the following skills or attributes, to what extent do you agree or disagree that your <Final Course> from <Institution> prepared you for this job? If the skill is not required in your role, you can answer 'Not applicable'. **Statements** **Foundation skills** • Oral communication skills • Written communication skills • Numeracy skills • Ability to develop relevant knowledge • Ability to develop relevant skills • Ability to solve problems • Ability to integrate knowledge • Ability to think independently about problems **Adaptive skills and attributes** • Broad general knowledge • Ability to develop innovative ideas • Ability to identify new opportunities • Ability to adapt knowledge in different contexts • Ability to apply skills in different contexts • Capacity to work independently **Teamwork and interpersonal skills** • Working well in a team • Getting on well with others in the workplace • Working collaboratively with colleagues to complete tasks • Understanding of different points of view • Ability to interact with co-workers from different or multicultural backgrounds	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree • Not applicable	(Working or away from job)
Graduate Attributes CEQ/PREQ		
The next series of questions are about your <course >. By <course> we mean the major fields of education or programs of study that made up your qualification.		(Not postgraduate by research)

Item label	Response scale	Base
Now a series of statements regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>. • The staff put a lot of time into commenting on my work • The teaching staff normally gave me helpful feedback on how I was going • The <course> helped me develop my ability to work as a team member • The teaching staff of this <course> motivated me to do my best work • The course provided me with a broad overview of my field of knowledge • The <course> sharpened my analytic skills • My lecturers were extremely good at explaining things • The teaching staff worked hard to make their subjects interesting • The course developed my confidence to investigate new ideas • The <course> developed my problem-solving skills • The staff made a real effort to understand difficulties I might be having with my work • University stimulated my enthusiasm for further learning • The <course> improved my skills in written communication • I learned to apply principles from this course to new situations • I consider what I learned valuable for my future • As a result of my <course>, I feel confident about tackling unfamiliar problems • My course helped me to develop the ability to plan my own work • My university experience encouraged me to value perspectives other than my own • Overall, I was satisfied with the quality of this <course>	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree • Not applicable	(Not postgraduate by research)
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.	• Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree • Not applicable	(Postgraduate by research)

Item label	Response scale	Base
Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements. • Supervision was available when I needed it • The thesis examination process was fair • I had access to a suitable working space • I developed an understanding of the standard of work expected • I am confident that I can apply my skills outside the university sector • The department provided opportunities for social contact with other postgraduate students • I improved my ability to design and implement projects effectively • My research further developed my problem solving skills • My supervisor(s) made a real effort to understand difficulties I faced • I had good access to the technical support I needed • I was integrated into the department's community • I improved my ability to communicate information effectively to diverse audiences • I understood the required standard for the thesis • I had opportunities to develop professional connections outside the university sector • I was able to organise good access to necessary equipment • My supervisor(s) provided additional information relevant to my topic • I developed my skills in critical analysis and evaluation • I was satisfied with the thesis examination process • The department provided opportunities for me to become involved in the broader research culture • I was given good guidance in topic selection and refinement • I had good access to computing facilities and services • I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector • I understood the requirements of thesis examination • I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others) • I improved my ability to plan and manage my time effectively • My supervisor(s) provided helpful feedback on my progress • A good seminar program for postgraduate students was provided • The research environment in the department or faculty stimulated my work • I received good guidance in my literature search • I gained confidence in leading and influencing others • The examination of my thesis was completed in a reasonable time • As a result of my research, I feel confident about tackling unfamiliar problems • There was appropriate financial support for research activities • Overall, I was satisfied with the quality of my higher degree research experience		

Item label	Response scale	Base
Now, a couple of general questions about your <course>...		(All)
What were the best aspects of your <course>?	Open text	(All)
What aspects of your <course> were most in need of improvement?	Open text	(All)
Graduate preparation		
Is a <Course> or similar qualification a formal requirement for you to do your current job?	Yes No	(Working or away from job and working for employer for less than 12 months)
To what extent is it important for you to have a < Course >, or similar qualification, to be able to do your job?	Not at all important Not that important Fairly important Important Very important	(Working or away from job and working for employer for less than 12 months)
Overall, how well did your <Course > prepare you for your job?	Not at all Not well Well Very well Don't know/Unsure	(Working or away from job and working for employer for less than 12 months)
What are the main ways that <Institution > prepared you for employment in your organisation?	Text	(Working or away from job and working for employer for less than 12 months)
What are the main ways <Institution> could have better prepared you for employment in your organisation?	Text	(Working or away from job and working for employer for less than 12 months)
Contact details		
ESS bridging		

Appendix 4 Study area concordance

Study areas for Quality Indicators for Learning and Teaching (QILT) surveys, including the GOS, are defined in accordance with the Australian Bureau of Statistics' (ABS) Australian Standard Classification of Education (ASCED). The QILT website and in general this report 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. Details of the fields of education are available from the ABS web site.

Study area (21)		Study area (45)		ASCED field of education
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

Study area (21)		Study area (45)		ASCED field of education
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
		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 5 Additional tables

This report is accompanied by additional benchmarking tables which may be used alongside this report and data visualisation to support institutional benchmarking and analysis.

Listed below are tables related to specific concepts relevant to the Graduate Outcomes Survey (GOS) as well as a listing of tables that can be used to explore additional themes related to the GOS.

List of National Report and associated tables

Course level	Report/ Figure table	Sheet name	Table Title
ALL	Table 2, Figure 3	OVERALL_ALL_ALL_2Y	Graduate employment and study outcomes, by study level, 2019 and 2020
UG	Table 3	EMP_UG_ALL_2Y_AREA	Undergraduate employment outcomes by study area, 2019 and 2020 (%)
PGC		EMP_PGC_ALL_2Y_AREA	Postgraduate coursework employment outcomes by study area, 2019 and 2020 (%)
PGR		EMP_PGR_ALL_2Y_AREA	Postgraduate research employment outcomes by study area, 2019 and 2020 (%)
UG	Table 4	SAL_UG_ALL_2Y_AREA_SEX	Undergraduate median full-time salaries by study area and gender, 2019 and 2020 ($)
PGC		SAL_PGC_ALL_2Y_AREA_SEX	Postgraduate coursework median full-time salaries by study area and gender, 2019 and 2020 ($)
PGR		SAL_PGR_ALL_2Y_AREA_SEX	Postgraduate research median full-time salaries by study area and gender, 2019 and 2020 ($)
UG	Table 5, Table 6	LF_UG_UNI_1Y	Labour force indicators 2020, undergraduates (universities only)
UG		LF_UG_UNI_3Y	Labour force indicators 2018-2020, undergraduates (universities only)
PGC		LF_PGC_UNI_1Y	Labour force indicators 2020, postgraduate coursework (universities only)
PGC		LF_PGC_UNI_3Y	Labour force indicators 2018-2020, postgraduate coursework (universities only)
PGC		LF_PGR_UNI_3Y	Labour force indicators 2018-2020, postgraduate research (universities only)
UG	Table 7	LF_UG_NUHEI_3Y	Labour force indicators 2018-2020, undergraduates (NUHEIs only)
PGC		LF_PGC_NUHEI_3Y	Labour force indicators 2018-2020, postgraduate coursework (NUHEIs only)

Course level	Report/ Figure table	Sheet name	Table Title
UG	Table 8	RSNOMORE_UG_ALL_1Y	Main reason not working more hours, of undergraduates employed part-time, by preference for more hours, 2020 (%)
UG	Table 9	RSOVRQ_UG_ALL_1Y	Main reason for working in job in 2020 that doesn't fully use skills and education, 2020 (%)
PGC		RSOVRQ_PGC_ALL_1Y	Main reason for working in job in 2020 that doesn't fully use skills and education, postgraduate coursework level graduates, 2020 (%)
PGR		RSOVRQ_PGR_ALL_1Y	Main reason for working in job in 2020 that doesn't fully use skills and education, postgraduate research level graduates, 2020 (%)
UG	Table 10	FURSTUD_UG_ALL_1Y_ AREA	Undergraduate graduates in further full-time study, by original field of study (%)
UG	Table 11	FURSTUD_UG_ALL_1Y_FOE	Study area of undergraduate graduates in further full-time study (%)
UG	Table 12, Figure 9	SAT_UG_ALL_2Y	Satisfaction of undergraduate level graduates, 2019 and 2020 (% agreement)
PGC	Table 13, Figure 10	SAT_PGC_ALL_2Y	Satisfaction of postgraduate coursework level graduates, 2019 and 2020 (% agreement)
PGR	Table 14,	SAT_PGR_ALL_2Y	Satisfaction of postgraduate research level graduates, 2019 and 2020 (% agreement)
UG	Table 15	SAT_UG_ALL_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2019 and 2020 (% agreement)
PGC		SAT_PGC_ALL_2Y_AREA	Satisfaction of postgraduate coursework level graduates, by study area, 2019 and 2020 (% agreement)
PGR		SAT_PGR_ALL_2Y_AREA	Satisfaction of postgraduate research level graduates, by study area, 2019 and 2020 (% agreement)
ALL	Table 1.1	SUMMARY_ALL_ ALL_1Y_2019	GOS 2019 Collection Summary
ALL	Table 1.2	SUMMARY_ALL_ ALL_1Y_2018	GOS 2018 collection summary
ALL	Table 1.3	SUMMARY_ALL_ ALL_1Y_2017	GOS 2017 collection summary
ALL	Table 1.4	SUMMARY_ALL_ALL_1Y	GOS 2020 Collection Summary
ALL		RR_ALL_ALL_1Y_INST	GOS 2020 response rates by institution, November/Feb 2019/2020 and May 2020 collections
ALL		RR_ALL_ALL_1Y_TYPE	GOS 2020 sample and response characteristics, by respondent type
ALL		RR_ALL_ALL_1Y_AREA	GOS 2020 sample and response characteristics, by study area

Additional themes and associated tables

Additional detail relevant to National Report tables

Summary of employment outcomes 2019 and 2020

Course level	Report table	Sheet name	Table Title
UG		EMP_UG_ALL_2Y	Undergraduate employment outcomes, 2019 and 2020 (%)
		EMP_PG_ALL_2Y	Postgraduate employment outcomes, 2019 and 2020
UG		EMP_UG_ALL_2Y_DG	Undergraduate employment outcomes by demographic group, 2019 and 2020 (%)
PGC		EMP_PGC_ALL_2Y_DG	Postgraduate coursework employment outcomes by demographic group, 2019 and 2020 (%)
PGR		EMP_PGR_ALL_2Y_DG	Postgraduate research employment outcomes by demographic group, 2019 and 2020 (%)
UG		PTEMP_UG_ALL_1Y_AREA_SEX	Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2020 (%)
PGC		SAL_PGC_ALL_2Y_AREA_SEX	Postgraduate coursework median full-time salaries by study area and gender, 2019 and 2020 ($)
PGR		SAL_PGR_ALL_2Y_AREA_SEX	Postgraduate research median full-time salaries by study area and gender, 2019 and 2020 ($)

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.

Course level	Report table	Sheet name	Table Title
UG		OCC_UG_ALL_1Y_EMPTYPE	Undergraduate occupation level, by employment type, 2020 (%)
PG		OCC_PG_ALL_1Y_EMPTYPE	Postgraduate occupation level, by employment type, 2020 (%)
UG		BOARDOCC_UG_ALL_1Y_EMPTYPE	Undergraduate occupation level, total employed, by study area, 2020 (%)

Importance of the qualification for current employment

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 current job.

Course level	Report table	Sheet name	Table Title
UG		QUALIMP_UG_ALL_1Y	Importance of qualification for undergraduates' current employment, 2020 (%)
PG		QUALIMP_PG_ALL_1Y	Importance of qualification for postgraduates' current employment, 2020 (%)

Extent to which qualification prepared graduates for employment

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.

Course level	Report table	Sheet name	Table Title
UG		CRSPREP_UG_ALL_1Y	Extent to which qualification prepared undergraduate level graduates for employment, 2020 (%)
PG		CRSPREP_PG_ALL_1Y	Extent to which qualification prepared postgraduate level graduates for employment, 2020 (%)

Occupation not fully utilising skills and/or education

Course level	Report table	Sheet name	Table Title
UG		SPOQSCL_UG_ALL_1Y	Undergraduate level graduates reporting occupation does not fully use skills or education, 2020 (%)
PG		SPOQSCL_PG_ALL_1Y	Postgraduate level graduates reporting occupation does not fully use skills or education, 2020 (%)
UG		SPOQSCL_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, 2020 (%)
PGC		SPOQSCL_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, 2020 (%)
PGR		SPOQSCL_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, 2020 (%)

Graduate median full-time salaries by demographic groups and study status

Course level	Report table	Sheet name	Table Title
UG	Figure 4	SAL_UG_ALL_2Y_DG	Undergraduate median full-time salaries by demographic group, 2019 and 2020 ($)
PGC	Figure 4	SAL_PGC_ALL_2Y_DG	Postgraduate coursework median full-time salaries by demographic group, 2019 and 2020 ($)
PCR	Figure 4	SAL_PCR_ALL_2Y_DG	Postgraduate research median full-time salaries by demographic group, 2019 and 2020 ($)

Graduates in full time study

Course level	Report table	Sheet name	Table Title
UG		FURSTUD_UG_ALL_1Y_DG	Further full-time study status for initial undergraduates, by demographic profile (%)
PG		FURSTUD_PG_ALL_1Y_DG	Graduates in further full-time study, by initial postgraduate study level, by demographic profile, 2020 (%)
UG		EMP_UG_ALL_1Y_FURSTUD	Labour market outcomes of undergraduate graduates, by full-time study status
PG		EMP_PG_ALL_1Y_FURSTUD	Labour market outcomes of postgraduate graduates, by full-time study status

Graduate course satisfaction and generic skills

These tables list graduate ratings of their course satisfaction based on the course experience questionnaire for undergraduate and postgraduate coursework graduates including overall satisfaction, the good teaching scale and generic skills scale. Postgraduate research graduate ratings are based on the Postgraduate Research Experience Questionnaire (PREQ) and covers overall satisfaction, and scales related to supervision, intellectual climate, skills development, infrastructure, thesis examination, goals and expectations and industry engagement.

Course level	Report table	Sheet name	Table Title
UG		SAT_UG_ALL_1Y_DG	Satisfaction of undergraduate level graduates, by demographic group, 2020 (% agreement)
PGC		SAT_PGC_ALL_1Y_DG	Satisfaction of postgraduate coursework level graduates, by demographic group, 2020 (% agreement)
PGR		SAT_PGR_ALL_1Y_DG	Satisfaction of postgraduate research level graduates, by demographic group, 2020 (% agreement)

Graduate employment outcomes by 45 study areas

Course level	Report table	Sheet name	Table Title
UG		EMP_UG_ALL_2Y_AREA45	Undergraduate employment outcomes by 45 study areas, 2019 and 2020 (%)
PGC		EMP_PGC_ALL_2Y_AREA45	Postgraduate coursework employment outcomes by 45 study areas, 2019 and 2020 (%)
PGR		EMP_PGR_ALL_2Y_AREA45	Postgraduate research employment outcomes by 45 study areas, 2019 and 2020 (%)
UG		SAL_UG_ALL_2Y_AREA45_SEX	Undergraduate median full-time salaries by 45 study areas and gender, 2019 and 2020 ($)
PGC		SAL_PGC_ALL_2Y_AREA45_SEX	Postgraduate coursework median full-time salaries by 45 study areas and gender, 2019 and 2020 ($)
PGR		SAL_PGR_ALL_2Y_AREA45_SEX	Postgraduate research median full-time salaries by 45 study areas and gender, 2019 and 2020 ($)
UG		OCC_UG_ALL_1Y_AREA45	Undergraduate occupation level, total employed, by 45 study areas, 2020 (%)

Graduate outcomes broken down by institution type

Course level	Report table	Sheet name	Table Title
UG	Table 5	EMP_UG_UNI_2Y	Undergraduate employment outcomes, universities only, 2019 and 2020
UG		EMP_UG_NUHEI_2Y	Undergraduate employment outcomes, NUHEIs only, 2019 and 2020
UG		EMP_UG_UNI_2Y_AREA	Undergraduate employment outcomes by study area, universities only, 2019 and 2020
UG		EMP_UG_NUHEI_2Y_AREA	Undergraduate employment outcomes by study area, NUHEIs only, 2019 and 2020
UG		EMP_UG_UNI_2Y_DG	Undergraduate employment outcomes by demographic group, universities only, 2019 and 2020 (%)
UG		EMP_UG_NUHEI_2Y_DG	Undergraduate employment outcomes by demographic group, NUHEIs only, 2019 and 2020 (%)
UG		OCC_UG_UNI_1Y_EMPTYPE	Undergraduate occupation level, by employment type, universities only, 2020 (%)
UG		OCC_UG_NUHEI_1Y_EMPTYPE	Undergraduate occupation level, by employment type, NUHEIs only, 2020 (%)
UG		OCC_UG_UNI_1Y_AREA	Undergraduate occupation level, total employed, by study area, universities only, 2020 (%)
UG		SAT_UG_UNI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2019 and 2020 (% agreement) (Unis only)
UG		SAT_UG_NUHEI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2019 and 2020 (% agreement) (NUHEIs only)

Graduate Attributes

This group of tables present the scale scores of graduate ratings of how well their qualification and institution prepared them for their current job. The graduate attributes scales include Foundation skills, Adaptive skills and attributes and Team and interpersonal skills.

Foundation skills

a) Oral communication skills
b) Written communication skills
c) Numeracy skills
d) Ability to develop relevant knowledge
e) Ability to develop relevant skills
f) Ability to solve problems
g) Ability to integrate knowledge
h) Ability to think independently about problems

Adaptive skills and attributes

i) Broad general knowledge
j) Ability to develop innovative ideas
k) Ability to identify new opportunities
l) Ability to adapt knowledge in different contexts
m) Ability to apply skills in different contexts
n) Capacity to work independently

Teamwork and interpersonal skills

o) Working well in a team
p) Getting on well with others in the workplace
q) Working collaboratively with colleagues to complete tasks
r) Understanding of different points of view
s) Ability to interact with co-workers from different or multicultural backgrounds

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Course level	Report table	Sheet name	Table Title
UG		ATT_UG_ALL_1Y	Graduates average ratings of their attributes in full-time and overall employment 2020 (%)
UG		ATT_UG_ALL_1Y_AREA	Graduates average ratings of their attributes (%) by study area – undergraduate
PGC		ATT_PGC_ALL_1Y_AREA	Graduates average ratings of their attributes (%) by study area – postgraduate coursework
PGR		ATT_PGR_ALL_1Y_AREA	Graduates average ratings of their attributes (%) by study area – postgraduate research

List of National Report and associated figures

Course level	Report Figure	Sheet name	Figure Title
UG	Figure 5	FTE_UG_UNI_1Y_FIG	Undergraduate full-time employment rate by university, 2020 (%)
UG		FTE_UG_UNI_3Y_FIG	Undergraduate full-time employment rate by university, 2018-2020 (%)
UG	Figure 5	SAL_UG_UNI_1Y_FIG	Undergraduate median full-time salaries by university, 2020 ($)
UG		SAL_UG_UNI_3Y_FIG	Undergraduate median full-time salaries by university, 2018-2020 ($)
UG	Figure 7	FTE_UG_NUHEI_3Y_FIG	Undergraduate full-time employment rate by NUHEI, 2018-2020 (%)
UG	Figure 8	SAL_UG_NUHEI_3Y_FIG	Undergraduate median full-time salaries by NUHEI, 2018-2020 ($)
PGC		FTE_PGC_UNI_1Y_FIG	Postgraduate coursework full-time employment rate by university, 2020 (%)
PGC		FTE_PGC_UNI_3Y_FIG	Postgraduate coursework full-time employment rate by university, 2018-2020 (%)
PGC		FTE_PGC_NUHEI_3Y_FIG	Postgraduate coursework full-time employment rate by NUHEI, 2018-2020 (%)
PGC		SAL_PGC_UNI_1Y_FIG	Postgraduate coursework median full-time salaries by university, 2020 ($)
PGC		SAL_PGC_UNI_3Y_FIG	Postgraduate coursework median full-time salaries by university, 2018-2020 ($)
PGC		SAL_PGC_NUHEI_3Y_FIG	Postgraduate coursework median full-time salaries by NUHEI, 2018-2020 ($)
PGR		FTE_PGR_UNI_3Y_FIG	Postgraduate research full-time employment rate by university, 2018-2020 (%)
PGR		SAL_PGR_UNI_3Y_FIG	Postgraduate research median full-time salaries by university, 2018-2020 ($)