2021 Graduate Outcomes Survey (GOS)

International Report

January 2022

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

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## 1. Introduction

This report presents data on graduate employment outcomes for international students at Australian higher education institutions, approximately four to six months after they have completed their studies. Information is drawn from the Graduate Outcomes Survey (GOS), an annual survey conducted on behalf of the department by the Social Research Centre as part of the Quality Indicators for Learning and Teaching (QILT) program. In 2021, the GOS gathered over 35,000 responses from international graduates, with a response rate of 33.6 per cent.

Results from the GOS for domestic graduates are published in a national report on the [QILT website](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos)) and in an interactive comparison tool at the institution by study area level on the [ComparED website](https://compared.edu.au/). Although international graduates have always been in scope for the GOS, results have not previously been published. It is envisaged that data for international graduates will be available annually from 2021.

Consistent with the department’s reporting of international student enrolments and completions, international graduates are defined in this report as graduates who were recorded as having non-Australian citizen status in the Higher Education Information Management System (HEIMS) at the time they were enrolled as students (with the exception of New Zealand citizens and students on humanitarian visas, who are considered to be domestic students). Unless otherwise noted, graduate outcomes refer to graduates living both in Australia and overseas at the time of the survey. The exception is for salaries, which refers to graduates employed full-time within Australia only.

Because data is drawn from a survey to which only a subset of graduates respond, analysis can be affected both by the total number of survey responses and by how representative those responses received are of the total graduate population. In this report, data is not reported where there are fewer than 25 survey responses, as indicated by ‘n.a.’ in tables. For institution level data, 90 per cent confidence intervals are presented to aid in interpreting results. It is known that GOS data is not representative by international graduates’ country of origin, with Chinese graduates in particular being under-represented. It is unknown how representative the survey is in relation to whether a graduate is living in Australia or overseas at the time of the survey. The department is continuing to work with SRC to improve both overall survey response rates and data representativeness for international graduates. Further information on survey methodology and data representativeness can be found in Appendix 1 of this report. Definitions of labour market outcomes are presented in Appendix 2 of this report.

## 2. Overall results

Table 1 presents employment outcomes for international and domestic graduates by study level, for 2019 to 2021. Two general points are readily apparent. First, there has been no further decline in graduate employment rates for both domestic and international graduates in 2021. There was a broad decline in graduate employment rates between 2019 and 2020, for both domestic and international graduates. This was associated with general weakness in the Australian labour market observable from 2019, which was worsened in 2020 by measures introduced to contain the COVID-19 pandemic. International graduates were affected by this downturn to an even greater extent than domestic graduates. Results from 2021 show some minor improvement on 2020, with undergraduate full-time employment rates up by 0.6 percentage points for international graduates and 0.2 percentage points for domestic graduates.

Second, international graduate employment rates are consistently lower than for their domestic counterparts. For undergraduates, the 2021 full-time employment rate for international graduates was 43.0 per cent compared with 68.9 per cent for domestic graduates, a difference of 25.9 percentage points. At postgraduate coursework level, the difference between international and domestic full-time employment was larger, at 41.0 percentage points. The gap was narrower at postgraduate research level at 8.3 percentage points.

Table 1 Graduate employment and study outcomes by level of study, international and domestic graduates, 2019, 2020 and 2021

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **International 2019** | **International 2020** | **International 2021** | **Domestic 2019** | **Domestic 2020** | **Domestic 2021** |
| **Full-time employment (%)** |  |  |  |  |  |  |
| Undergraduate | 49.7 | 42.4 | 43.0 | 72.2 | 68.7 | 68.9 |
| Postgraduate coursework | 50.3 | 44.3 | 43.9 | 86.8 | 85.6 | 84.9 |
| Postgraduate research | 75.7 | 74.2 | 69.4 | 81.1 | 80.1 | 77.7 |
| **Overall employed (%)** |  |  |  |  |  |  |
| Undergraduate | 65.2 | 62.2 | 64.6 | 86.8 | 85.1 | 84.8 |
| Postgraduate coursework | 68.7 | 67.2 | 70.1 | 92.7 | 91.6 | 90.8 |
| Postgraduate research | 85.5 | 83.8 | 82.2 | 90.7 | 90.0 | 88.1 |
| **Labour force participation rate (%)** |  |  |  |  |  |  |
| Undergraduate | 77.8 | 78.1 | 80.8 | 92.4 | 91.4 | 92.0 |
| Postgraduate coursework | 91.1 | 90.4 | 91.9 | 96.3 | 95.5 | 95.4 |
| Postgraduate research | 95.3 | 95.4 | 94.4 | 93.9 | 94.3 | 94.8 |
| **Median salary, employed full-time ($)** |  |  |  |  |  |  |
| Undergraduate | 51,100 | 53,000 | 54,300 | 62,600 | 64,700 | 65,000 |
| Postgraduate coursework | 52,200 | 52,800 | 54,800 | 85,300 | 87,400 | 89,700 |
| Postgraduate research | 83,000 | 85,000 | 86,900 | 90,000 | 93,000 | 95,000 |
| **In full-time study (%)** |  |  |  |  |  |  |
| Undergraduate | 33.5 | 33.8 | 33.7 | 18.9 | 18.5 | 21.1 |
| Postgraduate coursework | 13.5 | 14.4 | 15.0 | 6.0 | 6.6 | 7.6 |
| Postgraduate research | 10.5 | 9.8 | 11.1 | 5.8 | 6.9 | 6.8 |

Note: Median salary figures only include data for graduates working in Australia.

Overall employment rates (which includes graduates working on a full-time, part-time or casual basis) followed a similar pattern in 2021. International graduates recorded lower overall employment rates than domestic graduates by a margin of 20.2 percentage points for undergraduates, 20.7 percentage points at postgraduate coursework level and 5.9 percentage points at postgraduate research level.

For undergraduates, labour force participation was also lower for international than for domestic graduates in 2021, at 80.8 per cent and 92.0 per cent respectively. However, the difference in labour force participation was less pronounced at postgraduate coursework level (91.9 percent international, 95.4 per cent domestic) and postgraduate research level (94.4 per cent international, 94.8 per cent domestic). The lower labour force participation of international graduates is partly explained by high rates of further study, as discussed below.

For those graduates who are employed full-time in Australia, median salaries are also consistently lower for international than domestic graduates. For undergraduates, the median salary in 2021 was $54,300 for international graduates, compared with $65,000 for domestic graduates, a difference of $10,700. The salary differential was even more pronounced at postgraduate coursework level, at $34,900. It is noticeable that the median salary was only slightly higher for international graduates at postgraduate coursework level than at undergraduate level. Again, the difference between salaries was less pronounced at postgraduate research level, at $8,100.

It is also notable that rates of further study are consistently higher for international graduates than for domestic graduates, across all levels of initial study. The further full-time study rate for undergraduates was around one third or 33.7 per cent compared with 21.1 per cent for domestic undergraduates; a difference of 12.6 percentage points. At postgraduate coursework level, 15.0 per cent of international graduates are in further full-time study compared with 7.6 per cent and for postgraduate research, 11.1 per cent compared with 6.8 per cent.

Table 2 presents employment outcomes for international graduates disaggregated by whether the respondent was in Australia or overseas at time of survey. Across all study levels, full-time employment rates were higher for graduates who were living overseas at the time of the survey. There was less difference between the two groups in terms of overall employment and labour force participation rates. Caution should be used in interpreting these results, because as noted earlier, it is unknown how representative survey responses are in relation to current location of the graduate. There are also a substantial number of graduates for whom current location is unknown. Changes to the survey questionnaire are expected to reduce the latter problem in future years.

Table 2 International graduate employment outcomes by residence at time of survey, 2021 (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate In Australia** | **Undergraduate Overseas** | **Postgraduate coursework In Australia** | **Postgraduate coursework Overseas** | Postgraduate research In Australia | **Postgraduate research Overseas** |
| **Full-time employment** | 41.6 | 52.8 | 41.4 | 62.0 | 62.8 | 82.7 |
| **Overall employed** | 67.2 | 57.3 | 72.4 | 66.7 | 81.9 | 85.8 |
| **Labour force participation rate** | 82.1 | 75.9 | 93.5 | 90.4 | 94.4 | 96.3 |

### 2.1 Time series

Table 3 shows trends in the full-time employment rate among domestic and international undergraduates. Employment improved among domestic undergraduates between 2016 and 2018 in line with the strengthening labour market before turning down slightly in 2019 as the labour market weakened. The COVID-19 pandemic and associated downturn in economic and labour market activities resulted in employment of domestic undergraduates declining further in 2020. With the easing of public health measures in early 2021 there was a slight recovery in the full-time employment rate among domestic undergraduates. The full-time employment rate among international undergraduates has declined from 51.5 per cent in 2016 to 43.0 per cent in 2021. As noted above, the impact of the COVID-19 pandemic has been greater among international graduates than domestic graduates. The full-time employment rate among international undergraduates declined by 6.7 percentage points between 2019 and 2021 in comparison with a smaller decline of 3.3 percentage points among domestic undergraduates.

Data on residence status at the time of the survey for international graduates is only available since 2018. This shows that the fall in employment as a result of the COVID-19 pandemic and associated decline in economic and labour market activities has been greater among international graduates residing overseas than among those continuing to reside in Australia. The fall in full-time employment rate among international undergraduates residing in Australia between 2019 and 2021 was 2.7 percentage points whereas this was much larger, 10.4 percentage points, among international undergraduates residing overseas.

Table 3 Undergraduate full-time employment rate by residence at time of survey (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Domestic** | **International** | **International in Australia** | **International overseas** |
| 2016 | 70.9 | 51.5 |  |  |
| 2017 | 71.8 | 50.2 |  |  |
| 2018 | 72.9 | 50.5 | 44.8 | 65.8 |
| 2019 | 72.2 | 49.7 | 44.3 | 63.2 |
| 2020 | 68.7 | 42.4 | 39.2 | 53.0 |
| 2021 | 68.9 | 43.0 | 41.6 | 52.8 |

The median salary of domestic undergraduates employed full-time increased from $61,000 in 2018 to $65,000 in 2021, an increase of 7 per cent, as shown by Table 4. By way of comparison, the median salary of international undergraduates employed full-time (residing in Australia) increased from $51,100 to $54,300, up 6 per cent.

Table 4 Undergraduate median full-time salary, international and domestic graduates (%)

|  |  |  |
| --- | --- | --- |
|  | **Domestic** | **International** |
| 2018 | 61,000 | 51,100 |
| 2019 | 62,600 | 51,100 |
| 2020 | 64,700 | 53,000 |
| 2021 | 65,000 | 54,300 |

Note: Median salary figures only include data for graduates working in Australia.

### 2.2 Home country

Table 5, Table 6, and Table 7 present employment outcomes for international graduates disaggregated by the graduate’s home country and level of study. The countries are ordered based on number of survey responses at that study level. In prior years, home country was determined by country of birth information record in HEIMS, however for 2021 data, home country is determined by the location of permanent home residence information recorded in HEIMS.

There was considerable variation in outcomes by home country in 2021 for all study levels. For example, among the largest 10 home countries, undergraduate full-time employment rates ranged from a high of 62.4 per cent for Singaporean graduates down to 32.3 per cent for Sri Lankan graduates. Postgraduate coursework graduate full-time employment rates ranged from a high of 62.8 per cent for Filipino graduates down to 35.1 percent for graduates from Bhutan. More detailed analysis would be required to understand the factors that might be impacting these, for example the mix of fields of education studied and labour market conditions in graduates’ home countries.

Table 5 Undergraduate employment outcomes by home country of international graduates, 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Country** | Full-time employment  (%) | Overall  employed  (%) | Labour force participation rate (%) | Median salary, employed full-time ($) |
| China | 36.4 | 48.5 | 59.8 | 52,200 |
| Nepal | 37.7 | 76.3 | 94.7 | 51,700 |
| Malaysia | 49.7 | 64.3 | 87.3 | 52,200 |
| India | 41.7 | 72.1 | 93.1 | 52,200 |
| Vietnam | 43.9 | 67.5 | 86.7 | 51,700 |
| Hong Kong | 44.1 | 57.7 | 82.0 | 59,000 |
| Singapore | 62.4 | 71.8 | 88.7 | 60,500 |
| Indonesia | 37.8 | 61.8 | 84.0 | 50,000 |
| Sri Lanka | 32.3 | 65.0 | 90.1 | 52,600 |
| Philippines | 45.2 | 81.6 | 95.6 | 58,400 |
| **All international graduates** | **43.0** | **64.6** | **80.8** | **54,300** |

Note: Median salary figures only include data for international graduates working in Australia. Top ten countries by number of responses received are shown in descending order.

Table 6 Postgraduate coursework employment outcomes by home country of international graduates, 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Country** | Full-time employment  (%) | Overall  employed  (%) | Labour force participation rate (%) | Median salary, employed full-time ($) |
| India | 35.8 | 71.6 | 93.8 | 52,200 |
| China | 44.2 | 57.4 | 84.8 | 52,200 |
| Nepal | 37.4 | 79.3 | 95.9 | 48,000 |
| Indonesia | 61.9 | 72.3 | 92.9 | 55,000 |
| Sri Lanka | 41.3 | 70.7 | 90.9 | 57,000 |
| Vietnam | 48.7 | 69.6 | 90.2 | 55,100 |
| Pakistan | 37.4 | 64.6 | 94.5 | 53,100 |
| Philippines | 62.8 | 80.6 | 96.6 | 60,000 |
| Bangladesh | 45.0 | 76.8 | 95.6 | 51,100 |
| Bhutan | 35.1 | 77.6 | 96.6 | 47,600 |
| **All international graduates** | **43.9** | **70.1** | **91.9** | **54,800** |

Note: Median salary figures only include data for international graduates working in Australia. Top ten countries by number of responses received are shown in descending order.

Table 7 Postgraduate research employment outcomes by home country of international graduates, 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Country** | Full-time employment  (%) | Overall  employed  (%) | Labour force participation rate (%) | Median salary, employed full-time ($) |
| China | 72.2 | 77.5 | 91.3 | 86,900 |
| India | 64.0 | 81.1 | 94.9 | 87,400 |
| Vietnam | 67.0 | 87.8 | 93.9 | 75,000 |
| Indonesia | 84.0 | 90.9 | 98.4 | n/a |
| Bangladesh | 57.1 | 81.3 | 98.2 | n/a |
| Iran | 57.3 | 77.9 | 94.5 | 90,000 |
| Sri Lanka | 67.1 | 79.1 | 98.9 | n/a |
| Malaysia | 79.4 | 87.0 | 97.2 | n/a |
| Pakistan | 59.6 | 75.5 | 93.0 | n/a |
| Germany | 70.8 | 78.8 | 96.3 | n/a |
| **All international graduates** | **69.4** | **82.2** | **94.4** | **86,900** |

Note: Median salary figures only include data for international graduates working in Australia. Top ten countries by number of responses received are shown in descending order.

### 2.3 Study area

Employment outcomes for international graduates vary considerably by study area, as is also the case for domestic graduates, as shown in Table 8 and Table 9 (results are not shown at postgraduate research level because there are numerous study areas with too few responses to report). It should also be noted that a small number of study areas are responsible for most of the survey responses and are therefore driving results (see Table 22).

For undergraduates, international full-time employment rates ranged from a high of 89.0 per cent for Medicine graduates, down to 35.1 per cent for Creative arts graduates. Generally speaking, the fields of education with relatively high full-time employment rates, for example Pharmacy, Rehabilitation, Medicine, and Veterinary science, were similar for both international and domestic graduates. Nonetheless, full-time employment rates were lower for international graduates than for domestic graduates in every study area.

At postgraduate coursework level, full-time employment rates ranged from a high of 90.3 per cent for Veterinary science, down to 38.1 per cent for Computing and information systems. Like undergraduates, the fields of education with relatively high full-time employment rates, for example Pharmacy, Medicine, Veterinary science, Rehabilitation, and Dentistry were similar for both international and domestic graduates. Lower rates of full-time employment were recorded for international graduates than for domestic graduates in every study area.

Table 8 Undergraduate employment outcomes by study area, international and domestic graduates, 2021

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **Full-time employment (%) International** | **Full-time employment (%) Domestic** | **Overall employed (%) International** | **Overall employed (%) Domestic** | **Labour force participation rate (%) International** | **Labour force participation rate (%) Domestic** | **Median salary, employed full-time ($) International** | **Median salary, employed full-time ($) Domestic** |
| Science and mathematics | 45.2 | 61.1 | 57.6 | 81.5 | 71.4 | 84.8 | 56,300 | 63,000 |
| Computing and information systems | 37.4 | 67.9 | 67.7 | 77.5 | 85.2 | 94.5 | 52,200 | 65,500 |
| Engineering | 44.8 | 80.3 | 59.6 | 86.6 | 79.8 | 95.0 | 55,000 | 70,000 |
| Architecture and built environment | 40.3 | 65.2 | 58.6 | 82.4 | 73.8 | 95.0 | 50,100 | 62,600 |
| Agriculture and environmental studies | 49.2 | 69.5 | 65.2 | 85.9 | 77.5 | 92.3 | n/a | 60,500 |
| Health services and support | 48.2 | 72.5 | 65.3 | 88.4 | 83.3 | 93.1 | 57,100 | 66,500 |
| Medicine | 89.0 | 90.2 | 86.0 | 92.9 | 87.7 | 92.5 | 73,100 | 76,000 |
| Nursing | 43.8 | 74.2 | 76.0 | 88.8 | 93.7 | 95.8 | 58,400 | 65,200 |
| Pharmacy | 87.9 | 95.0 | 83.3 | 93.6 | 90.0 | 94.7 | 47,600 | 50,000 |
| Dentistry | n/a | 84.5 | 80.6 | 94.5 | 93.9 | 91.7 | n/a | 100,000 |
| Veterinary science | 84.4 | 87.0 | 78.6 | 90.6 | 72.4 | 87.5 | n/a | 60,000 |
| Rehabilitation | 85.9 | 94.4 | 92.3 | 96.0 | 94.0 | 97.8 | 67,800 | 67,000 |
| Teacher education | 75.8 | 79.1 | 87.1 | 91.1 | 83.3 | 94.8 | 62,600 | 72,000 |
| Business and management | 40.6 | 72.8 | 62.3 | 86.3 | 77.4 | 95.9 | 49,300 | 60,700 |
| Humanities, culture and social sciences | 39.8 | 57.9 | 54.0 | 81.7 | 76.7 | 89.9 | 52,200 | 62,600 |
| Social work | 47.5 | 70.7 | 76.3 | 84.7 | 94.2 | 94.2 | n/a | 72,600 |
| Psychology | 37.1 | 60.2 | 56.8 | 83.5 | 76.8 | 87.1 | n/a | 65,000 |
| Law and paralegal studies | 36.8 | 72.5 | 54.0 | 84.3 | 83.3 | 94.9 | n/a | 66,800 |
| Creative arts | 35.1 | 49.2 | 61.1 | 78.2 | 81.8 | 90.6 | 53,100 | 53,000 |
| Communications | 38.8 | 55.2 | 58.8 | 81.5 | 81.7 | 89.0 | n/a | 56,200 |
| Tourism, hospitality, personal services, sport and recreation | n/a | 58.7 | n/a | 82.1 | n/a | 91.2 | n/a | 54,900 |
| **All study areas** | **43.0** | **68.9** | **64.6** | **84.8** | **80.8** | **92.0** | **54,300** | **65,000** |
| Standard deviation | 19.8 | 13.0 | 12.5 | 5.3 | 7.7 | 3.3 | 11,100 | 10,300 |

Note: Median salary figures only include data for graduates working in Australia.

Table 9 Postgraduate coursework employment outcomes by study area, international and domestic graduates, 2021

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **Full-time employment (%) International** | **Full-time employment (%) Domestic** | **Overall employed (%) International** | **Overall employed (%) Domestic** | **Labour force participation rate (%) International** | **Labour force participation rate (%) Domestic** | **Median salary, employed full-time ($) International** | **Median salary, employed full-time ($) Domestic** |
| Science and mathematics | 46.0 | 76.0 | 70.0 | 85.3 | 88.7 | 92.9 | 54,300 | 89,700 |
| Computing and information systems | 38.1 | 78.5 | 68.4 | 84.8 | 92.4 | 95.3 | 52,200 | 96,000 |
| Engineering | 42.5 | 86.6 | 69.9 | 88.6 | 92.3 | 95.3 | 52,200 | 93,000 |
| Architecture and built environment | 44.7 | 79.5 | 68.4 | 86.0 | 94.9 | 96.5 | 55,000 | 68,000 |
| Agriculture and environmental studies | 53.1 | 75.2 | 69.8 | 88.0 | 93.3 | 92.3 | 50,100 | 80,000 |
| Health services and support | 46.0 | 84.4 | 72.5 | 92.0 | 93.4 | 96.1 | 55,200 | 91,300 |
| Medicine | 88.8 | 97.1 | 80.7 | 96.3 | 92.9 | 96.8 | 78,000 | 81,400 |
| Nursing | 47.6 | 91.7 | 79.9 | 94.8 | 95.7 | 96.3 | 64,800 | 89,700 |
| Pharmacy | 55.2 | 97.8 | 66.7 | 97.3 | 92.3 | 93.3 | n/a | 77,700 |
| Dentistry | 68.0 | 91.3 | 71.9 | 95.1 | 94.1 | 97.1 | n/a | 114,000 |
| Veterinary science | 90.3 | 95.3 | 90.3 | 96.7 | 88.6 | 97.8 | n/a | 62,300 |
| Rehabilitation | 82.3 | 95.1 | 88.2 | 97.1 | 97.9 | 97.8 | 66,800 | 69,700 |
| Teacher education | 55.6 | 85.4 | 77.6 | 93.6 | 90.1 | 95.4 | 63,000 | 87,600 |
| Business and management | 42.3 | 88.5 | 69.1 | 91.6 | 91.8 | 96.8 | 52,200 | 110,000 |
| Humanities, culture and social sciences | 48.7 | 77.6 | 68.3 | 87.0 | 83.9 | 90.7 | 52,200 | 85,300 |
| Social work | 49.3 | 79.3 | 79.2 | 88.7 | 95.8 | 95.6 | 66,500 | 80,000 |
| Psychology | 65.7 | 83.0 | 68.0 | 89.8 | 92.6 | 90.4 | n/a | 86,000 |
| Law and paralegal studies | 62.8 | 83.0 | 68.3 | 88.2 | 91.5 | 96.8 | 59,000 | 76,000 |
| Creative arts | 45.5 | 60.4 | 64.3 | 81.3 | 89.1 | 95.0 | 55,500 | 78,300 |
| Communications | 41.2 | 69.1 | 61.9 | 83.4 | 90.6 | 93.3 | 58,000 | 70,000 |
| Tourism, hospitality, personal services, sport and recreation | 47.1 | 72.4 | 68.3 | 90.0 | 95.3 | 96.8 | n/a | n/a |
| **All study areas** | **43.9** | **84.9** | **70.1** | **90.8** | **91.9** | **95.4** | **54,800** | **89,700** |
| Standard deviation | 15.5 | 9.8 | 7.4 | 4.8 | 3.1 | 2.2 | 14,300 | 12,800 |

Note: Median salary figures only include data for graduates working in Australia.

### 2.4 Institution

2.4.1 Universities

Employment outcomes for undergraduate international graduates by university are shown in Table 10. Results are combined across the years 2019, 2020 and 2021. This is consistent with the approach utilised on the ComparED website where results are pooled across surveys to improve the robustness and validity of the data. To assist interpretation of results, 90 per cent confidence intervals are included.

Using a three-year aggregation of data, universities with highest full-time employment rates include James Cook University, 57.2 per cent, University of New England, 57.1 per cent, The University of Queensland, 55.0 per cent and, Torrens University, 54.7 per cent. In terms of graduate earnings once again based on a three year aggregation of data, international undergraduates from University of Newcastle had highest full-time median salaries of $66,600 followed by graduates from James Cook University at $64,700.

Table 10 Undergraduate employment outcomes by university, international graduates, 2019-2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **University** | **Full-time employment (%)** | **Overall employed (%)** | **Labour force participation rate (%)** | **Median salary, employed full-time ($)** |
| Australian Catholic University | 38.7 (36.2, 41.3) | 75.5 (73.6, 77.3) | 92.6 (91.4, 93.5) | 55,500 (53,700, 57,300) |
| Bond University | 50.5 (42.9, 58.2) | 62.7 (56.8, 68.1) | 76.8 (72.2, 80.5) | n/a |
| Central Queensland University | 36.9 (30.6, 43.9) | 69.0 (62.8, 74.5) | 94.2 (90.3, 96.3) | 52,200 (47,700, 56,600) |
| Charles Darwin University | 49.4 (45.0, 53.7) | 81.9 (78.7, 84.5) | 97.3 (95.6, 98.1) | 58,000 (53,900, 62,000) |
| Charles Sturt University | 41.4 (35.3, 47.9) | 69.2 (63.3, 74.4) | 91.5 (87.6, 94.2) | 51,600 (48,000, 55,100) |
| Curtin University | 44.8 (41.6, 48.0) | 61.8 (59.0, 64.5) | 82.1 (80.0, 83.9) | 54,900 (52,300, 57,500) |
| Deakin University | 38.6 (36.2, 41.0) | 67.2 (65.2, 69.1) | 80.9 (79.5, 82.3) | 50,000 (48,300, 51,700) |
| Edith Cowan University | 43.0 (39.4, 46.7) | 76.6 (73.8, 79.2) | 91.8 (90.0, 93.3) | 54,300 (50,500, 58,100) |
| Federation University Australia | 45.6 (40.4, 50.9) | 73.5 (69.0, 77.4) | 87.2 (84.0, 89.9) | 50,900 (48,200, 53,500) |
| Flinders University | 38.7 (35.1, 42.6) | 70.8 (67.6, 73.7) | 91.6 (89.7, 93.1) | 50,200 (43,900, 56,500) |
| Griffith University | 49.8 (46.5, 53.2) | 66.6 (63.8, 69.3) | 74.2 (72.0, 76.2) | 51,800 (49,700, 53,800) |
| James Cook University | 57.2 (50.9, 63.3) | 67.3 (61.9, 72.3) | 88.0 (84.1, 90.9) | 64,700 (57,200, 72,200) |
| La Trobe University | 42.0 (38.1, 46.0) | 63.5 (60.2, 66.7) | 74.4 (71.8, 76.8) | 52,800 (50,300, 55,300) |
| Macquarie University | 42.4 (39.2, 45.8) | 55.3 (52.8, 57.7) | 70.4 (68.5, 72.1) | 51,100 (47,800, 54,400) |
| Monash University | 50.6 (48.7, 52.6) | 58.6 (57.0, 60.2) | 70.9 (69.6, 72.1) | 50,500 (48,800, 52,200) |
| Murdoch University | 49.8 (44.3, 55.2) | 69.5 (64.7, 73.9) | 91.6 (88.5, 93.9) | 56,500 (53,900, 59,100) |
| Queensland University of Technology | 42.1 (39.3, 45.1) | 61.2 (58.9, 63.4) | 78.0 (76.3, 79.5) | 54,800 (52,500, 57,000) |
| RMIT University | 42.9 (40.4, 45.4) | 58.0 (55.9, 60.0) | 72.8 (71.2, 74.3) | 50,800 (48,900, 52,700) |
| Southern Cross University | 34.6 (29.4, 40.3) | 70.6 (66.4, 74.4) | 81.9 (78.7, 84.6) | 49,600 (47,000, 52,200) |
| Swinburne University of Technology | 38.0 (34.4, 41.7) | 60.0 (57.1, 62.9) | 78.0 (75.7, 80.0) | 52,200 (50,500, 53,800) |
| The Australian National University | 50.3 (45.8, 54.9) | 59.8 (56.2, 63.3) | 65.8 (63.1, 68.4) | 58,400 (52,700, 64,000) |
| The University of Adelaide | 42.1 (39.3, 44.9) | 54.6 (52.2, 57.0) | 73.5 (71.8, 75.1) | 59,500 (55,700, 63,300) |
| The University of Melbourne | 43.9 (41.8, 46.1) | 52.3 (50.7, 54.0) | 66.2 (65.0, 67.4) | 50,000 (48,600, 51,500) |
| The University of Queensland | 55.0 (52.9, 57.2) | 63.5 (61.7, 65.3) | 79.5 (78.2, 80.8) | 55,000 (53,300, 56,700) |
| The University of South Australia | 36.7 (33.8, 39.8) | 61.1 (58.4, 63.7) | 82.5 (80.6, 84.2) | 50,700 (47,600, 53,700) |
| The University of Sydney | 54.6 (52.0, 57.1) | 60.3 (58.2, 62.4) | 73.3 (71.7, 74.8) | 57,000 (54,600, 59,400) |
| The University of Western Australia | 41.7 (36.7, 46.8) | 51.2 (47.2, 55.2) | 69.1 (66.0, 72.0) | 52,000 (46,000, 58,000) |
| Torrens University | 54.7 (51.4, 57.9) | 78.4 (76.1, 80.5) | 89.5 (87.8, 90.9) | 52,200 (50,600, 53,800) |
| University of Canberra | 44.0 (39.3, 48.7) | 68.7 (65.0, 72.1) | 82.2 (79.4, 84.6) | 52,900 (48,200, 57,600) |
| University of Divinity | n/a | n/a | 50.0 (40.2, 59.8) | n/a |
| University of New England | 57.1 (45.2, 68.2) | 73.1 (62.7, 81.2) | 75.4 (66.8, 82.0) | n/a |
| University of New South Wales | 50.3 (47.4, 53.1) | 60.1 (57.7, 62.5) | 78.7 (76.9, 80.3) | 60,000 (56,000, 64,000) |
| University of Newcastle | 49.8 (44.7, 54.9) | 65.4 (61.1, 69.4) | 75.7 (72.4, 78.7) | 66,600 (62,900, 70,300) |
| University of Southern Queensland | 47.3 (41.2, 53.6) | 75.2 (69.9, 79.5) | 93.5 (90.0, 95.5) | 54,000 (49,400, 58,600) |
| University of Tasmania | 39.3 (35.8, 43.0) | 58.1 (54.9, 61.3) | 81.6 (79.2, 83.7) | 58,000 (52,300, 63,700) |
| University of Technology Sydney | 41.2 (38.9, 43.6) | 59.1 (57.1, 61.1) | 79.5 (78.1, 80.9) | 52,600 (50,600, 54,600) |
| University of the Sunshine Coast | 43.3 (39.7, 47.0) | 74.0 (71.2, 76.6) | 89.0 (87.1, 90.6) | 50,100 (47,500, 52,700) |
| University of Wollongong | 45.5 (41.1, 49.9) | 61.7 (57.8, 65.4) | 79.2 (76.2, 81.8) | 55,000 (49,600, 60,400) |
| Victoria University | 41.1 (37.7, 44.7) | 69.9 (67.0, 72.6) | 85.1 (83.0, 87.0) | 48,000 (44,400, 51,600) |
| Western Sydney University | 42.0 (39.0, 44.9) | 69.1 (66.8, 71.3) | 89.3 (87.8, 90.6) | 54,300 (51,500, 57,000) |
| **All Universities** | **45.2 (44.6, 45.7)** | **62.9 (62.5, 63.4)** | **77.8 (77.5, 78.2)** | **53,500 (52,700, 54,300)** |
| Standard deviation | 6.5 | 8.4 | 10.1 | 6,700 |

Note: Median salary figures only include data for international graduates working in Australia.

2.4.2 NUHEIs

International undergraduate employment outcomes for non-university higher education institutions (NUHEIs) are shown in Table 11. As for universities, data has been pooled for the years 2019, 2020 and 2021. Institutions are only shown where at least one indicator is reportable. Even when three years of data are pooled there are insufficient records available to report median salaries for many NUHEIs.

Using this three-year aggregation, several NUHEIs have full-time international undergraduate employment rates over 70 per cent, including Alphacrucis College, 74.3 per cent, SP Jain School of Management, 73.7 per cent, Le Cordon Bleu Australia, 73.0 per cent, TAFE Queensland, 71.0 per cent, and International College of Hotel Management, 70.5 per cent. NUHEIs with high median full-time international undergraduate salaries include TAFE NSW, $58,400, Academy of Information Technology, $56,000, and Holmesglen Institute, $55,000.

Table 11 Undergraduate employment outcomes by NUHEI, international graduates, 2019-2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NUHEI** | **Full-time employment (%)** | **Overall employed (%)** | **Labour force participation rate (%)** | **Median salary, employed full-time ($)** |
| Academies Australasia Polytechnic Pty Limited | 20.0 (11.5, 32.3) | 70.4 (59.3, 79.5) | 90.0 (81.6, 95.0) | n/a |
| Academy of Information Technology | 49.4 (41.5, 57.4) | 71.3 (64.5, 77.0) | 89.3 (84.3, 92.5) | 56,000 (48,700, 63,300) |
| Alphacrucis College | 74.3 (61.3, 83.8) | 87.5 (79.0, 92.6) | 90.3 (82.8, 94.5) | n/a |
| Asia Pacific International College | 28.9 (19.2, 41.0) | 75.0 (64.0, 83.5) | 92.9 (84.7, 97.1) | n/a |
| Australian Institute of Higher Education | 20.3 (13.4, 29.4) | 71.6 (63.1, 78.8) | 88.9 (82.5, 93.2) | n/a |
| Avondale University College | n/a | 82.1 (70.9, 87.7) | 96.6 (87.3, 97.8) | n/a |
| Box Hill Institute | n/a | 67.6 (55.7, 77.0) | 97.1 (88.4, 99.1) | n/a |
| CIC Higher Education | 25.9 (17.4, 36.8) | 65.3 (55.9, 73.7) | 91.5 (84.8, 95.5) | n/a |
| Holmes Institute | 31.0 (26.8, 35.6) | 66.6 (62.7, 70.2) | 89.2 (86.6, 91.3) | 44,000 (41,000, 47,000) |
| Holmesglen Institute | 52.7 (47.3, 58.1) | 82.7 (78.6, 85.8) | 96.1 (93.6, 97.4) | 55,000 (51,700, 58,300) |
| International College of Hotel Management | 70.5 (62.0, 77.2) | 89.9 (84.3, 92.8) | 92.9 (88.1, 95.1) | n/a |
| International College of Management, Sydney | 55.0 (45.2, 64.4) | 74.7 (67.1, 80.8) | 78.4 (72.1, 83.3) | n/a |
| Kaplan Business School | 43.9 (39.3, 48.7) | 75.9 (72.3, 79.0) | 87.5 (84.8, 89.6) | 52,200 (48,100, 56,300) |
| Kaplan Higher Education Pty Ltd | n/a | n/a | 62.9 (51.3, 72.5) |  |
| Kent Institute Australia | 42.5 (37.8, 47.4) | 69.8 (65.7, 73.5) | 93.7 (91.2, 95.3) | 47,000 (43,200, 50,700) |
| King's Own Institute | 42.3 (38.7, 45.9) | 72.0 (69.1, 74.7) | 94.2 (92.5, 95.3) | 49,100 (46,400, 51,800) |
| Le Cordon Bleu Australia | 73.0 (64.3, 79.9) | 86.7 (80.0, 90.8) | 93.8 (88.4, 96.2) | 49,800 (46,000, 53,500) |
| Melbourne Institute of Technology | 36.5 (31.4, 42.0) | 70.1 (65.5, 74.2) | 92.9 (90.1, 94.8) | 47,500 (44,900, 50,100) |
| Melbourne Polytechnic | 42.6 (37.4, 48.0) | 69.6 (64.7, 73.8) | 91.5 (88.4, 93.6) | 50,000 (46,800, 53,200) |
| SAE Institute | 35.5 (27.1, 45.1) | 67.5 (59.5, 74.4) | 84.7 (78.5, 89.0) | n/a |
| SP Jain School of Management | 73.7 (66.5, 79.5) | 77.2 (70.5, 82.5) | 93.5 (88.9, 96.0) | 50,500 (47,500, 53,500) |
| Stott's College | 48.1 (38.8, 57.6) | 63.4 (55.4, 70.4) | 91.0 (85.2, 94.1) | n/a |
| Study Group Australia Pty Limited | n/a | 51.4 (38.5, 64.1) | 53.8 (44.6, 62.8) | n/a |
| TAFE NSW | 56.4 (49.8, 62.7) | 77.8 (72.5, 82.0) | 92.3 (88.6, 94.5) | 58,400 (56,100, 60,800) |
| TAFE Queensland | 71.0 (59.5, 79.1) | 85.3 (75.3, 90.1) | 100.0 (92.6, 100.0) | n/a |
| The Australian Institute of Music | n/a | n/a | 84.6 (72.2, 90.5) | n/a |
| Think Education | 44.1 (39.7, 49.4) | 79.3 (NA, NA) | 86.6 (NA, NA) | n/a |
| UOW College | n/a | 53.3 (42.5, 63.8) | 67.2 (58.7, 74.3) |  |
| UTS College | 14.6 (10.3, 20.4) | 49.3 (45.5, 53.1) | 60.3 (57.5, 63.0) | n/a |
| VIT (Victorian Institute of Technology) | 42.8 (39.6, 46.1) | 72.5 (69.9, 74.8) | 96.4 (95.0, 97.1) | 47,000 (42,400, 51,500) |
| Wentworth Institute of Higher Education | 34.0 (25.6, 44.3) | 62.7 (54.9, 69.5) | 89.3 (83.5, 92.4) | n/a |
| William Angliss Institute | 56.3 (48.3, 63.8) | 84.4 (78.3, 88.6) | 90.6 (85.6, 93.5) | 45,000 (40,300, 49,700) |
| **All NUHEIs** | **43.2 (42.0, 44.6)** | **70.4 (69.4, 71.4)** | **86.1 (85.5, 86.8)** | **50,000 (49,300, 50,700)** |
| Standard deviation | 25.2 | 17.2 | 11.3 | 12,400 |

Note: Median salary figures only include data for international graduates working in Australia. Data in the table above is not directly comparable to the university data which is single year.

## 3. Skills utilisation

The proportion of graduates 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.

As shown in Table 12, at undergraduate and postgraduate coursework levels international graduates are less likely to be employed in managerial and professional occupations than their domestic counterparts. For example, of undergraduates working full-time, 58.1 per cent of international graduates were employed at these occupation levels compared with 67.8 per cent of domestic graduates. At postgraduate coursework level, international graduates were much less likely to be working full-time in managerial and professional occupations than their domestic counterparts, 55.1 per cent and 84.3 per cent respectively. At postgraduate research level, however, international graduates were slightly more likely to be employed full-time in managerial and professional occupations than were domestic graduates, 91.9 per cent in comparison with 91.8 per cent.

Table 12 Graduates employed in managerial and professional occupations by employment type and study level, international and domestic graduates, 2021 (% of those employed)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate International** | **Undergraduate Domestic** | **Postgraduate coursework International** | **Postgraduate coursework Domestic** | **Postgraduate research International** | **Postgraduate research Domestic** |
| **Full-time employed** | 58.1 | 67.8 | 55.1 | 84.3 | 91.9 | 91.8 |
| **Overall employed** | 44.3 | 55.1 | 41.7 | 81.8 | 89.5 | 90.5 |

Graduates are also asked in the GOS 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 2021, 31.6 per cent of international undergraduates employed full-time indicated they were working in a job that did not allow them to fully use their skills or education, similar to the 29.3 per cent recorded for domestic graduates. At postgraduate coursework level the difference was greater, with 43.0 per cent of international graduates working in such jobs, compared with 28.7 per cent of domestic graduates. For postgraduate research graduates, in contrast, just 18.1 per cent of international graduates indicated their job did not fully use their skills or education, compared with 26.9 per cent of domestic graduates.

For international undergraduates, the most cited reason for working in a job which did not fully use the graduate’s skills or education was ‘Do not have permanent residency’, 22.5 per cent of respondents. As a result, international undergraduates were less likely than domestic undergraduates to cite other reasons for working in a job that did not fully use their skills or education such as ‘Entry level job’, 16.5 per cent in comparison with 22.5 per cent. On the other hand, international undergraduates were more likely to cite ‘Not enough work experience’ as a factor, 15.9 per cent in comparison with 12.8 per cent. These trends were broadly similar at postgraduate coursework level.

Table 13 Main reason for working in job in 2021 that does not fully use skills and education, by study level, full-time employed international and domestic graduates, 2021 (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Undergraduate International** | **Undergraduate Domestic** | **Postgraduate coursework International** | **Postgraduate coursework Domestic** |
| Studying | 5.2 | 7.4 | 2.8 | 3.4 |
| I'm satisfied with my current job | 5.1 | 11.0 | 4.6 | 18.9 |
| For financial reasons | 5.1 | 5.5 | 5.4 | 5.9 |
| Caring for children or family member | 0.3 | 1.0 | 0.4 | 2.2 |
| Long-term health condition or disability | 0.0 | 0.0 | 0.0 | 0.2 |
| Subtotal – Personal factors | 15.7 | 25.0 | 13.2 | 30.6 |
| No suitable jobs in my area of expertise | 7.9 | 10.2 | 8.1 | 10.8 |
| No suitable jobs in my local area | 7.2 | 7.2 | 7.8 | 9.9 |
| Considered to be too young by employers | 2.0 | 2.0 | 1.5 | 2.3 |
| Considered to be too old by employers | 0.3 | 0.6 | 0.3 | 2.2 |
| Not enough work experience | 15.9 | 12.8 | 16.5 | 9.1 |
| No jobs with a suitable number of hours | 1.5 | 0.8 | 0.8 | 0.9 |
| Cannot find a job NFI | 0.6 | 0.8 | 0.5 | 0.7 |
| I had to change jobs due to COVID-19 | 4.4 | 2.5 | 3.5 | 2.4 |
| Entry level job/career stepping stone | 16.5 | 26.2 | 12.8 | 13.8 |
| Subtotal - Labour market factors | 56.3 | 63.1 | 51.8 | 52.1 |
| Do not have permanent residency | 22.5 | 0.1 | 30.2 | 0.2 |
| Subtotal – Other factors | 28.1 | 12.0 | 35.0 | 17.3 |
| **Extent to which skills and education are not fully utilised** | **31.6** | **29.3** | **43.0** | **28.7** |

## 4. Further study

Across all levels of study, international graduates are more likely to engage in further full-time study after completion of their initial degree than are domestic graduates, as shown above in Table 1. Rates of further study vary considerably by home country of the graduate, as shown by Table 14, Table 15 and Table 16. Among international undergraduates in the largest 10 home countries, the rate of further full-time study ranges from a high of 59.6 per cent for Chinese graduates down to 11.4 per cent for Nepalese graduates. Among postgraduate coursework graduates, Sri Lankan graduates are most likely to undertake further full-time study at 20.0 per cent and Bangladeshi graduates least likely at 9.2 per cent. Among postgraduate research graduates, Chinese graduates were most likely to undertake further full-time study at 16.0 per and Pakistani graduates least likely at 4.0 per cent.

Table 14 Undergraduates in further full-time study, by home country, 2021 (%)

|  |  |
| --- | --- |
| **Home country** | In further full-time study |
| China | 59.6 |
| Nepal | 11.4 |
| Malaysia | 23.9 |
| India | 17.5 |
| Vietnam | 29.7 |
| Hong Kong | 28.0 |
| Singapore | 18.9 |
| Indonesia | 29.8 |
| Sri Lanka | 30.4 |
| Philippines | 29.3 |
| **All international graduates** | **33.7** |
| **All domestic graduates** | **21.1** |

Table 15 Postgraduate coursework graduates in further full-time study, by home country, 2021 (%)

|  |  |
| --- | --- |
| **Home country** | In further full-time study |
| India | 14.1 |
| China | 18.1 |
| Nepal | 15.5 |
| Indonesia | 17.1 |
| Sri Lanka | 20.0 |
| Vietnam | 18.5 |
| Pakistan | 15.2 |
| Philippines | 14.5 |
| Bangladesh | 9.2 |
| Bhutan | 10.6 |
| **All international graduates** | **15.0** |
| **All domestic graduates** | **7.6** |

Table 16 Postgraduate research graduates in further full-time study, by home country, 2021 (%)

|  |  |
| --- | --- |
| **Home country** | In further full-time study |
| China | 16.0 |
| India | 12.4 |
| Vietnam | 12.6 |
| Indonesia | 13.4 |
| Bangladesh | 7.1 |
| Iran | 6.7 |
| Sri Lanka | 4.2 |
| Malaysia | 9.2 |
| Pakistan | 4.0 |
| Germany | 10.2 |
| **All international graduates** | **11.1** |
| **All domestic graduates** | **6.8** |

Study areas with the highest proportion of international undergraduates proceeding to full-time study in 2021 included Psychology, 46.8 per cent, Architecture and built environment, 45.7 per cent, Science and mathematics, 45.1 per cent, Humanities, culture and social sciences, 43.5 per cent and Law and paralegal studies, 42.2 per cent. International undergraduates who had completed degrees in study areas with a strong vocational orientation tended, not surprisingly, to be less likely to proceed on to further full-time study in 2021. These included Rehabilitation, 8.0 per cent, Social work, 9.4 per cent, and Nursing, 11.8 per cent. Among postgraduate coursework graduates, the study areas with the highest proportion of international graduates proceeding to full-time study included Humanities, culture and social sciences, 28.9 per cent, Science and mathematics, 19.5 per cent, Psychology, 19.2 per cent, Communications, 18.0 per cent, and Business and management, 17.1 per cent.

Table 17 International graduates in further full-time study, by original study area and level, 2021 (%)

|  |  |  |
| --- | --- | --- |
| **Study area** | Undergraduate | Postgraduate coursework |
| Science and mathematics | 45.1 | 19.5 |
| Computing and information systems | 28.5 | 13.8 |
| Engineering | 33.9 | 11.4 |
| Architecture and built environment | 45.7 | 7.5 |
| Agriculture and environmental studies | 26.6 | 12.1 |
| Health services and support | 32.0 | 10.9 |
| Medicine | 14.0 | 7.0 |
| Nursing | 11.8 | 14.7 |
| Pharmacy | 12.1 | 11.8 |
| Dentistry | 14.3 | 0.0 |
| Veterinary science | 37.5 | 11.4 |
| Rehabilitation | 8.0 | 4.5 |
| Teacher education | 28.7 | 15.7 |
| Business and management | 37.6 | 17.1 |
| Humanities, culture and social sciences | 43.5 | 28.9 |
| Social work | 9.4 | 5.4 |
| Psychology | 46.8 | 19.2 |
| Law and paralegal studies | 42.2 | 12.7 |
| Creative arts | 38.4 | 11.8 |
| Communications | 39.6 | 18.0 |
| Tourism, hospitality, personal services, sport and recreation | n/a | 14.3 |
| **All study areas** | **33.7** | **15.0** |

Management and commerce was by far the most commonly chosen field for international undergraduate and postgraduate coursework graduates engaged in further study, as shown in Table 16. Of those graduates in further study, 34.4 per cent of undergraduates and 31.1 per cent of postgraduate coursework graduates were enrolled in this study area. Information technology and Health were also popular further study options for graduates at both study levels.

Table 18 Broad field of education destinations of international graduates in full-time study, by level of original study, 2021 (%)

|  |  |  |
| --- | --- | --- |
| **Field of education** | Undergraduate | Postgraduate coursework |
| Natural and Physical Sciences | 4.2 | 3.0 |
| Information Technology | 13.9 | 18.8 |
| Engineering and Related Technologies | 9.9 | 10.5 |
| Architecture and Building | 4.2 | 2.1 |
| Agriculture Environmental and Related Studies | 1.2 | 1.7 |
| Health | 12.5 | 9.8 |
| Education | 4.3 | 6.4 |
| Management and Commerce | 34.4 | 31.1 |
| Society and Culture | 7.3 | 8.4 |
| Creative Arts | 4.2 | 1.5 |
| Food, Hospitality and Personal Services | 2.5 | 3.9 |
| Mixed field qualification | 1.2 | 2.5 |
| Other | 0.2 | 0.3 |
| **All fields** | **100.0** | **100.0** |

# Appendix 1 Methodology

## 1.1 Methodological summary

### 1.1.1 Overview

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

Table 19 provides a summary of the 2021 GOS, filtered to international graduates. A total of 119,765 international graduates from 95 institutions, including all 41 universities and 54 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 113,678 graduates, responses were received from a total of 38,188 graduates. This represents an overall response rate of 33.6 per cent for international graduates (40.4% for domestic graduates). The final international graduate response rate for the 2021 GOS (33.6 per cent) was higher than 2020 (32.3 per cent) but slightly below results for 2019 (34.7 per cent) and 2018 (33.9 per cent). For the QILT suite of surveys, ‘response rate’ is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation.

Table 19 2021 GOS operational overview, international graduates

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2020 November[[1]](#footnote-1) Universities** | **2020 November[[2]](#footnote-2) NUHEIS** | **2020 November[[3]](#footnote-3) Total** | **2021 May Universities** | **2021 May NUHEIS** | **2021 May Total** | **2021 Total Collection Universities** | **2021 Total Collection NUHEIS** | **2021 Total Collection Total** |
| Number of participating institutions | 41 | 51 | 92 | 41 | 51 | 92 | 41 | 54 | 95 |
| Number of graduates approached | 50,455 | 9,556 | 60,011 | 55,369 | 4,385 | 59,754 | 105,824 | 13,941 | 119,765 |
| Final 'in-scope' sample | 48,280 | 8,950 | 57,230 | 52,352 | 4,096 | 56,448 | 100,632 | 13,046 | 113,678 |
| Number of completed surveys | 15,925 | 3,175 | 19,100 | 17,404 | 1,684 | 19,088 | 33,329 | 4,859 | 38,188 |
| Overall response rate | 33.0% | 35.5% | 33.4% | 33.2% | 41.1% | 33.8% | 33.1% | 37.2% | 33.6% |
| Analytic unit | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate |
| Mode of data collection | Online | Online | Online | Online | Online | Online | Online | Online | Online |

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

### 1.1.2 Data collection

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

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

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

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

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

## 1.2 Response rate by course level

Table 20 provides the final response rate by course level and institution for each round of the 2021 GOS collection cycle. Postgraduate research graduates had the highest overall response rate of 63.8 per cent, followed by postgraduate coursework graduates with 33.0 per cent, and undergraduates with 32.2 per cent. Some variation by institution type for each course level can be seen, with larger differences noted for postgraduate coursework and postgraduate research graduates.

Table 20 2021 GOS response rate by course level, international graduates

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2020 November[[4]](#footnote-4) Universities** | **2020 November[[5]](#footnote-5) NUHEIS** | **2020 November[[6]](#footnote-6) Total** | **2021 May Universities** | **2021 May NUHEIS** | **2021 May Total** | **2021 Total Collection Universities** | **2021 Total Collection NUHEIS** | **2021 Total Collection Total** |
| **Undergraduate** | 30.1% | 32.5% | 30.5% | 33.2% | 36.7% | 33.6% | 31.9% | 34.2% | 32.2% |
| **Postgraduate coursework** | 32.4% | 37.4% | 33.1% | 32.0% | 46.7% | 32.8% | 32.2% | 39.7% | 33.0% |
| **Postgraduate research** | 62.9% | 0.0% | 62.9% | 65.4% | 66.7% | 65.4% | 63.8% | 50.0% | 63.8% |

## 1.3 Response rate by institution

Table 21 shows the final response rate by institution for each round of the 2021 GOS collection cycle. There was a minor variation in response rate by provider type, with an overall response rate of 33.1 per cent for universities and 37.2 per cent for NUHEIs. At an individual institution level within provider type, the response rate ranged from 62.8 per cent to 19.5 per cent for universities, and 100.0 per cent to 0 per cent for NUHEIs.

Table 21 2021 GOS university response rates (All study levels), international graduates

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2020 November[[7]](#footnote-7) | 2021  May | 2021  Total collection |
| Australian Catholic University | 50.9 | 59.4 | 56.7 |
| Bond University | 33.9 | 35.8 | 34.4 |
| Central Queensland University | 35.4 | 27.6 | 32.3 |
| Charles Darwin University | 44.3 | 52.3 | 48.6 |
| Charles Sturt University | 30.8 | 32.5 | 31.5 |
| Curtin University | 32.1 | 40.0 | 36.7 |
| Deakin University | 40.3 | 34.2 | 37.6 |
| Edith Cowan University | 34.4 | 48.6 | 41.7 |
| Federation University Australia | 37.4 | 34.8 | 36.1 |
| Flinders University | 39.9 | 34.3 | 36.5 |
| Griffith University | 29.4 | 31.3 | 30.4 |
| James Cook University | 43.3 | 43.2 | 43.2 |
| La Trobe University | 36.6 | 28.4 | 32.4 |
| Macquarie University | 36.8 | 36.6 | 36.7 |
| Monash University | 27.9 | 27.8 | 27.8 |
| Murdoch University | 39.1 | 44.7 | 42.5 |
| Queensland University of Technology | 38.4 | 39.2 | 38.8 |
| RMIT University | 28.4 | 29.7 | 29.1 |
| Southern Cross University | 44.9 | 39.9 | 43.3 |
| Swinburne University of Technology | 39.2 | 35.2 | 37.2 |
| The Australian National University | 21.2 | 20.6 | 20.9 |
| The University of Adelaide | 42.6 | 42.2 | 42.4 |
| The University of Melbourne | 38.8 | 35.5 | 36.9 |
| The University of Notre Dame Australia | 62.2 | 63.2 | 62.8 |
| The University of Queensland | 29.4 | 25.6 | 27.3 |
| The University of South Australia | 38.9 | 43.0 | 41.5 |
| The University of Sydney | 24.5 | 27.9 | 26.2 |
| The University of Western Australia | 29.9 | 29.8 | 29.9 |
| Torrens University | 40.1 | 51.2 | 44.3 |
| University of Canberra | 39.6 | 39.2 | 39.4 |
| University of Divinity | 52.9 | 50.0 | 50.9 |
| University of New England | 40.9 | 59.6 | 44.0 |
| University of New South Wales | 18.4 | 20.6 | 19.5 |
| University of Newcastle | 25.0 | 32.3 | 29.0 |
| University of Southern Queensland | 47.6 | 42.1 | 44.5 |
| University of Tasmania | 42.5 | 40.3 | 41.2 |
| University of Technology Sydney | 30.1 | 34.8 | 32.7 |
| University of the Sunshine Coast | 51.4 | 54.1 | 52.4 |
| University of Wollongong | 36.9 | 28.4 | 31.5 |
| Victoria University | 33.7 | 41.5 | 36.7 |
| Western Sydney University | 36.2 | 40.4 | 38.9 |
| **All Universities** | 33.0 | 33.2 | 33.1 |

Table 22 2021 GOS NUHEI response rates (All study levels), international graduates

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2020 November[[8]](#footnote-8) | 2021  May | 2021  Total collection |
| Academies Australasia Polytechnic Pty Limited | 33.8 | 40.9 | 34.7 |
| Academy of Information Technology | 40.2 | 41.4 | 40.5 |
| ACAP and NCPS | 45.5 |  | 45.5 |
| Alphacrucis College | 45.8 | 30.8 | 34.8 |
| Asia Pacific International College | 35.2 | 23.8 | 33.2 |
| Australian Academy of Music and Performing Arts | <0.1% |  | <0.1% |
| Australian College of Nursing | 42.4 | 41.9 | 42.2 |
| Australian College of Theology Limited | 41.7 | 50.0 | 45.0 |
| Australian Institute of Business Pty Ltd | 66.7 | 80.0 | 75.0 |
| Australian Institute of Higher Education | 31.8 | 56.4 | 39.4 |
| Australian Institute of Management Education & Training | 50.0 |  | 50.0 |
| Avondale University College | 100.0 | 57.7 | 60.7 |
| Box Hill Institute | 27.8 | 45.5 | 37.5 |
| Chisholm Institute |  | 46.9 | 46.9 |
| Christian Heritage College | 33.3 |  | 33.3 |
| CIC Higher Education | 44.1 | 36.7 | 41.8 |
| Collarts (Australian College of the Arts) |  | 20.0 | 20.0 |
| Elite Education Institute | 18.8 | 33.3 | 19.6 |
| Endeavour College of Natural Health |  | 27.3 | 27.3 |
| Engineering Institute of Technology | <0.1% | 66.7 | 50.0 |
| Excelsia College | 63.6 | 37.9 | 45.0 |
| Governance Institute of Australia |  | 50.0 | 50.0 |
| Holmes Institute | 34.1 | 31.6 | 34.1 |
| Holmesglen Institute | 35.6 | 37.2 | 36.7 |
| Ikon Institute of Australia | 100.0 |  | 100.0 |
| Institute of Health & Management Pty Ltd | 21.9 | 51.3 | 34.3 |
| International College of Hotel Management | 44.4 |  | 44.4 |
| International College of Management, Sydney | 29.6 | 27.9 | 28.9 |
| Kaplan Business School | 40.0 | 40.9 | 40.4 |
| Kaplan Higher Education Pty Ltd | 27.8 | 54.5 | 34.0 |
| Kent Institute Australia | 33.3 | 33.8 | 33.5 |
| King's Own Institute | 36.3 | 37.6 | 36.7 |
| LCI Melbourne |  | 100.0 | 100.0 |
| Le Cordon Bleu Australia | 24.4 | 25.0 | 24.7 |
| Leo Cussen Centre for Law | 66.7 | 66.7 | 66.7 |
| Macleay College |  | 55.6 | 55.6 |
| Melbourne Institute of Technology | 28.4 | 33.3 | 30.3 |
| Melbourne Polytechnic | 36.7 | 42.2 | 39.9 |
| Moore Theological College |  | 100.0 | 100.0 |
| Nan Tien Institute | 42.9 | <0.1% | 40.0 |
| Ozford Institute of Higher Education | 30.0 | 18.8 | 23.1 |
| Perth Bible College | 100.0 |  | 100.0 |
| Photography Studies College (Melbourne) |  | 40.0 | 40.0 |
| Polytechnic Institute Australia Pty Ltd | 42.9 | 58.3 | 46.8 |
| SAE Institute | 25.0 | 45.6 | 40.3 |
| SP Jain School of Management | 38.1 |  | 38.1 |
| Stott's College | 33.9 | 29.3 | 31.7 |
| Study Group Australia Pty Limited | 26.7 | 25.0 | 26.1 |
| TAFE NSW | 24.1 | 28.8 | 26.9 |
| TAFE Queensland | 47.6 | 81.8 | 59.4 |
| TAFE South Australia | 25.0 | 23.1 | 24.1 |
| The Australian College of Physical Education |  | 33.3 | 33.3 |
| The Australian Institute of Music | 42.9 |  | 42.9 |
| The Cairnmillar Institute |  | 80.0 | 80.0 |
| The College of Law Limited | 29.7 | 38.3 | 32.4 |
| The Institute of International Studies (TIIS) |  | 8.3 | 8.3 |
| Think Education | 100.0 | 66.7 | 80.0 |
| UOW College | 37.9 | 33.3 | 35.1 |
| UTS College | 20.1 | 21.6 | 20.8 |
| VIT (Victorian Institute of Technology) | 75.7 | 76.5 | 76.2 |
| Wentworth Institute of Higher Education | 56.3 | 47.1 | 50.6 |
| Whitehouse Institute of Design, Australia |  | 50.0 | 50.0 |
| William Angliss Institute | 31.4 | 34.0 | 32.7 |
| **All NUHEIs** | **35.5** | **41.1** | **37.2** |

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

## 1.4 Data representativeness

In terms of Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the GOS are representative of the in-scope population, respondent characteristics are presented alongside population parameters in Table 23 and Table 24 below.

Some groups in the achieved sample are represented broadly in-line with their sample proportion, with mode of attendance and disability status particularly well-matched for both undergraduate and postgraduate coursework graduates.

The largest potential source of non-response bias is in relation to home country, main language spoken at home, and age for international graduates. Chinese graduates are under-represented in the responding sample by 15.2 percentage points. There was good representation across all other home countries that make up the top ten home countries for international graduates.

Graduates who speak a language other than English at home were also less likely to respond, with those who speak a language other than English under-represented in the responding sample by 4.2 percentage points, relative to population parameters. Graduates aged thirty years or below were also under-represented by 5.3 percentage points.

Male students were slightly under-represented by 1.1 percentage points. The under-representation of Chinese graduates, those who speak a language other than English at home, and young graduates in 2021 suggests that these should be considered as areas for renewed response maximisation focus in 2022.

Table 23 2021 International GOS response characteristics and population parameters by subgroup\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | In-scope sample (n) | In-scope sample (%) | Respondents  (n) | Respondents  (%) |
| **Base[[9]](#footnote-9)** | **113,678** | **100.0** | **38,188** | **100.0** |
| **Level** |  |  |  |  |
| Undergraduate | 41,620 | 36.6 | 13,392 | 35.1 |
| Postgraduate coursework | 68,643 | 60.4 | 22,618 | 59.2 |
| Postgraduate research | 3,415 | 3.0 | 2,178 | 5.7 |
| **Gender** |  |  |  |  |
| Male | 56,398 | 49.7 | 18,514 | 48.6 |
| Female | 57,045 | 50.3 | 19,605 | 51.4 |
| **Age** |  |  |  |  |
| 30 years or under | 103,168 | 90.8 | 32,643 | 85.5 |
| Over 30 years | 10,510 | 9.2 | 5,545 | 14.5 |
| **Home country** |  |  |  |  |
| India | 20,856 | 18.3 | 8,523 | 22.3 |
| China | 44,078 | 38.8 | 9,005 | 23.6 |
| Nepal | 8,392 | 7.4 | 3,451 | 9.0 |
| Indonesia | 2,968 | 2.6 | 1,187 | 3.1 |
| Sri Lanka | 2,512 | 2.2 | 1,049 | 2.7 |
| Vietnam | 3,435 | 3.0 | 1,316 | 3.4 |
| Pakistan | 1,919 | 1.7 | 701 | 1.8 |
| Philippines | 1,434 | 1.3 | 807 | 2.1 |
| Bangladesh | 1,314 | 1.2 | 608 | 1.6 |
| Bhutan | 622 | 0.5 | 317 | 0.8 |
| **Main language spoken at home** |  |  |  |  |
| English | 37,341 | 32.8 | 14,113 | 37.0 |
| Language other than English | 76,337 | 67.2 | 24,075 | 63.0 |
| **Disability** |  |  |  |  |
| Disability reported | 3,188 | 2.8 | 1,217 | 3.2 |
| No disability reported | 110,272 | 97.2 | 36,910 | 96.8 |
| **Mode of attendance code\*\*** |  |  |  |  |
| Internal/Multi Mode | 109,911 | 96.9 | 37,260 | 97.7 |
| External/Distance | 3,555 | 3.1 | 871 | 2.3 |

\*Some subgroups many not add to 100 per cent due to missing data.

\*\* Institutions took different approaches in reporting students’ mode of attendance in 2020 with only a small number updating the mode of study to reflect the shift to online, therefore the figures presented here most likely reflect students’ intentions rather than their actual mode of study in 2020.

As shown in Table 24 below, the achieved international graduate respondent profile in the 2021 GOS closely matches the in-scope survey population in most study areas.

Study areas with the strongest representation in the 2021 GOS were Science and mathematics, Nursing, and Computing and information systems. Business and management continues to be the most under-represented study area, followed by Communications and Creative arts. 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.

Table 24 2021 GOS population parameters by study area and response characteristics, international graduates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | In-scope sample (n) | In-scope sample (%) | Respondents  (n) | Respondents  (%) |
| Science and mathematics | 5,510 | 4.8 | 2,490 | 6.5 |
| Computing and information systems | 19,030 | 16.7 | 6,823 | 17.9 |
| Engineering | 11,327 | 10.0 | 4,094 | 10.7 |
| Architecture and built environment | 3,594 | 3.2 | 1,235 | 3.2 |
| Agriculture and environmental studies | 1,074 | 0.9 | 507 | 1.3 |
| Health services and support | 2,566 | 2.3 | 1,259 | 3.3 |
| Medicine | 849 | 0.7 | 355 | 0.9 |
| Nursing | 4,814 | 4.2 | 2,263 | 5.9 |
| Pharmacy | 345 | 0.3 | 155 | 0.4 |
| Dentistry | 165 | 0.1 | 70 | 0.2 |
| Veterinary science | 165 | 0.1 | 89 | 0.2 |
| Rehabilitation | 409 | 0.4 | 182 | 0.5 |
| Teacher education | 2,667 | 2.3 | 1,173 | 3.1 |
| Business and management | 49,547 | 43.6 | 13,363 | 35.0 |
| Humanities, culture and social sciences | 4,174 | 3.7 | 1,623 | 4.3 |
| Social work | 1,015 | 0.9 | 500 | 1.3 |
| Psychology | 554 | 0.5 | 251 | 0.7 |
| Law and paralegal studies | 1,552 | 1.4 | 569 | 1.5 |
| Creative arts | 1,831 | 1.6 | 519 | 1.4 |
| Communications | 2,154 | 1.9 | 601 | 1.6 |
| Tourism, hospitality, personal services, sport and recreation | 336 | 0.3 | 67 | 0.2 |
| **Total** | **113,678** | **100.0** | **38,188** | **100.0** |

# Appendix 2 Labour market and graduate satisfaction definitions

The 2021 GOS uses labour force definitions which conform to the conceptual framework of the standard labour force statistics model used by the ABS. These are presented in Table 25 below.

Table 25 Labour force definitions

|  |  |
| --- | --- |
| **Indicator/element** | **Definition** |
| Employed | Graduates who were usually or actually in paid employment for one or more hours in the week before the survey (including full-time, part-time or casual employment) |
| Employed full-time | Graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey |
| Available for employment | Graduates who were employed, looking for employment or waiting to start a job in the week prior to the survey. |
| Available for full-time employment | Graduates who were employed full-time or looking for full-time employment in the week prior to the survey. |
| Underemployed | Graduates who were usually or actually in paid employment for fewer than 35 hours per week, in the week before the survey, and who would prefer to work a greater number of hours. |
| Overall employment rate | Employed graduates (including in full-time, part-time or casual employment), as a proportion of those available for employment. |
| Full-time employment rate | Graduates employed full-time, as a proportion of those available for full-time work. |
| Labour force participation rate | Graduates available for employment, as a proportion of all graduates. |
| Median salary | The median annual salary of graduates employed full-time. |
| Full-time study rate | Graduates who reported being in full-time study, as a proportion of all graduates. |
| Undergraduate and Postgraduate satisfaction – overall satisfaction indicator | The proportion of graduates who ‘agreed’ or ‘strongly agreed’ that they were satisfied with the overall quality of their course. |
| Postgraduate Research graduate satisfaction, overall satisfaction indicator as well as scales on intellectual climate, infrastructure, goals and expectations, supervision, skills development, thesis examination and industry and external engagement | Calculated from multiple survey items, representing the proportion of graduates who gave a positive response to items associated with each scale. |

## Examples of graduate labour market outcomes

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

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

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

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

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

# Appendix 3 GOS questionnaire

## 3.1 Core instrument

A summary of all items included in the 2021 GOS core instrument are provided in Table 26 below. A copy of the core survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the 2021 GOS Methodological Report.

Table 26 Item summary

|  |  |  |
| --- | --- | --- |
| **Question ID** | **Question** | **Response frame** |
|  | **Module A: Screening and confirmation** |  |
|  | **Module B: Labour Force** |  |
| PREWORKED | Next we would like to understand what you are currently doing in terms of work and study. A number of questions may seem similar, however these items are based on the Australian Bureau of Statistics (ABS) Labour Force Survey. Using the ABS approach means the information you provide is more robust and able to be compared to national employment statistics.   We understand many people have experienced disruptions to their employment due to COVID-19. The Australian Government is still interested in understanding current employment situations. |  |
| WORKED | 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? | 1. Yes 5. No 6. Permanently unable to work 7. Permanently not intending to work \*(DISPLAY IF AGE>64) |
| WWOPAY | Last week, did you do any work without pay in a family business? | 1. Yes 5. No 6. Permanently not intending to work \*(DISPLAY IF AGE>64) |
| AWAYWORK | Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?  Please note, if you were stood down or away from your job due to the impact of COVID-19 select ‘Yes’ | 1. Yes 5. No 6. Permanently not intending to work \*(DISPLAY IF AGE>64) |
| LOOKFTWK | At any time during the last 4 weeks have you been looking for full-time work? | 1. Yes 5. No 6. Permanently not intending to work \*(DISPLAY IF AGE>64) |
| LOOKPTWK | Have you been looking for part-time work at any time during the last 4 weeks? | 1. Yes 5. No 6. Permanently not intending to work \*(DISPLAY IF AGE>64) |
| BEGNLOOK | When did you begin looking for work? | 1. Enter **month** <dropdown list> 2. Enter **year** (NUMERIC RANGE 1960 – 2020) |
| STARTWK | If you had found a job, could you have started last week? | 1. Yes 5. No |
| STARTWKFU | Why do you say you couldn't have started last week? | 1. Because of the current situation with COVID-19 5. Some other reason |
| WAITWORK | You mentioned that you didn’t look for work during the last 4 weeks. Was that because you were waiting to start **work you had already obtained**? | 1. Yes 5. No |
| MORE1JOB | Did you have **more than 1 job** **or business last week**? | 1. Yes 5. No |
| INTROSELFEMPii | The next few questions are about the job or business in which you usually work the most hours, that is, your main job. |  |
| INTROSELFEMPiii | The next few questions are about the job or business in which you usually work the most hours, that is, your **main job**. |  |
| SELFEMP | Did you work for an employer, or in your own business? | 1. Employer  2. Own business (go to ACTLHRSM) 3. Other or uncertain |
| PAYMENT | Are you paid a wage or salary, or some other form of payment? | 1. Wage or Salary 5. Other or Uncertain |
| PAYARRNG | What are your <working/payment> arrangements? | 10. Unpaid voluntary work \*(GO TO MODULE C) 11. Unpaid trainee or work placement \*(GO TO MODULE C)  12. Contractor or Subcontractor 13. Own business or Partnership  14. Commission only 15. Commission with retainer 16. In a family business without pay \*(GO TO MODULE C) 17. Payment in kind 18. Paid by the piece or item produced 19. Wage or salary earner 20. Other (Specify) |
| ACTLHRSM | How many hours did you **actually** work in your main job last week less **time off** but counting any **extra hours** worked? | 1. Enter hours (NUMERIC, RANGE 0-168) |
| USLHRSM | How many hours do you usually work each week in your **main job**? | 1. Enter hours (NUMERIC, RANGE 0-168) |
| ACTLHRS | How many hours did you actually work last week less **time off** but counting any **extra** hours worked IF MORE1JOB=1:<in all your jobs>? | 1. Enter hours (NUMERIC, RANGE 0 to 168) |
| USLHRS | How many hours do you **usually** work each week IF MORE1JOB=1:<in all your jobs>? | 1. Enter hours (NUMERIC, RANGE 0-168) |
| PREFMHRS | Would you prefer to work more hours than you usually work \*IF MORE1JOB=1: <in all your jobs>? | 1. Yes 5 No  6. Don’t know |
| PREFHRS | How many hours a week would you like to work? | 1. Enter hours (NUMERIC, RANGE 0-168, CAN’T BE LESS THAN USLHRS) |
| AVLMHRS | Last week, were you available to work more hours than you usually work? | 1. Yes 2. No |
| RSNOMORE | You mentioned that you are **not** looking to work more hours. What is the **main reason** you work the number of hours you are currently working? *Please select only one answer.* | 1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 12. I’m satisfied with the number of hours I work 13. No more hours available in current position 14. Work has been reduced/shutdown due to COVID-19 15. Due to contract restrictions 16. Pursuing other interests/commitments in spare time  11. Other (Please specify) |
| RSMORE | You mentioned that you are looking to work more hours. What is the **main reason** you work the number of hours you are currently working? *Please select only one answer.* | 1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. No more hours available in current position 13. Work has been reduced/shutdown due to COVID-19 14. Financial reasons 15. Due to visa restrictions/waiting for permanent residency  11. Other (Please specify) |
| OCC | What is your occupation in your **<main job/job/business>**? | 1. Enter occupation |
| DUTIES | What are your main tasks and duties? | 1. Enter main tasks and duties |
| INDUSTRY | What kind of **business or service** is carried out by your <employer at the place where you work/business>? | 1. Enter business or service |
| EMPLOYER | What is the **name of your <employer/business>**? | 1. Enter employer/business name |
| SECTOR | In what sector are you wholly or mainly employed? | 1. Public or government 2. Private 3. Not-for-profit |
| INAUST | Are you working in Australia? | 1. Yes 2. No 3. Not sure |
| EMPSTATE | In which state or territory is your <employer/business> currently located? | 1. NSW  2. VIC  3. QLD  4. SA  5. WA  6. TAS  7. NT  8. ACT  98. Don’t know |
| LOCATION | And what is the postcode of your <employer/business>? | 1. Enter postcode or suburb \*PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure |
| COUNTRYx | In which country is your <employer/business> based? | 1. Bangladesh 2. Canada 3. China (excludes SARs and Taiwan) 4. Hong Kong (SAR of China) 5. India 6. Indonesia 7. Malaysia 8. New Zealand 9. Saudi Arabia 10. Singapore 11. South Africa 12. South Korea 13. Sri Lanka 14. Taiwan 15. Thailand 16. United States of America 17. Vietnam 19. Macau (SAR of China) 18. Other (Please specify) |
| CURCOUNTRY | Do you currently live in Australia or Overseas? | 1. Australia 2. Overseas |
| CURSTATE | In which state or territory do you usually live? | 1. NSW  2. VIC  3. QLD  4. SA  5. WA  6. TAS  7. NT  8. ACT  98. Don’t know |
| CURPCODE | What is the postcode or suburb where you usually live? | 1. <verbatim text box> \*PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure |
| OSCOUNTRY | In which country do you currently live? | 1. <Predictive text verbatim text box> \*PROGRAMMER NOTE: USE GO8 COUNTRY LIST |
| EMP12 | Have you worked <for your employer/in your business> for 12 months or more? | 1. Yes, more than 12 months 5. No, less than 12 months |
| EMPMTHS | How many months have you worked <for your employer/in your business>? | 1. Enter number of months (NUMERIC, RANGE 1-12) |
| EMPYRS | How many years have you worked <for your employer/in your business>? | 1. Enter number of years (NUMERIC, RANGE 1-49) |
| FFTJOB | Is this your first full-time job? | 1. Yes 2. No |
| SALARYA | In Australian dollars, how much do you usually earn in <IF MORE1JOB=5: this job/IF MORE1JOB=1: all your jobs>, before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign ($). | 1. Amount per **hour** (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per **day** (Please specify) (NUMERIC, RANGE 1-800)  3. Amount each **week** (Please specify) (NUMERIC, RANGE 1-4000)  4. Amount each **fortnight** (Please specify) (NUMERIC, RANGE 1-8000)  5. Amount each **month** (Please specify) (NUMERIC, RANGE 1-17,500)  6. Amount each **year** (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don’t know |
| SALARYB | Sorry but the salary you entered doesn’t fit within our range. Please select the best option for how much you would usually earn in < IF MORE1JOB=5: this job/ IF MORE1JOB=1: **all your jobs>**, per annum before tax or anything else was taken out? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| SALARYC | And in **Australian dollars**, how much do you usually earn in your **main job**, before tax or anything else is taken out? Please make only one selection. | 1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800)  3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000)  4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000)  5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500)  6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K)  7. No earnings 8. Don’t know |
| SALARYD | Sorry but the salary you entered doesn’t fit within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| SALCONF1 | Sorry but the salary you entered for your **main job** is higher than the salary you entered for **all your jobs**. Please select the best option for how much you would usually earn in your **main job**, per annum before tax or anything else was taken out? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| SALCONF2 | And which of the following would you usually earn in your **all your jobs**, per annum before tax or anything else was taken out? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| SALARYOS | What is your gross (that is pre-tax) annual salary? You can estimate if necessary. | 1. "AUD - Australian Dollar" 2. "BDT - Bangladeshi Taka" 3. "BWP - Botswana Pula" 4. "CNY - Chinese yuan" 5. "EUR - Euro" 6. "GBP - British Pound" 7. "HKD - Hong Kong Dollar" 8. "IDR - Indonesian Rupiah" 9. "INR - Indian Rupee" 10. "KES - Kenyan Shilling" 11. "LKR - Sri Lankan Rupee" 12. "MUR - Mauritian Rupee" 13. "MYR - Malaysian Ringgit" 14. "PKR - Pakistani Rupee" 15. "SGD - Singapore Dollar" 16. "USD - US Dollar" 17. "ZAR - South African Rand" 18. "ZMK - Zambian Kwacha" 19. "ZWD - Zimbabwean Dollar" 20. "NZD - New Zealand Dollar", 21. "CAD - Canadian Dollar", 22. "JPY - Japanese Yen", 23. "KRW - South Korean Won", 24. "VND - Vietnamese Dong", 25. "SEK - Swedish Krona", 26. "THB - Thai Baht" 27. Other (Please specify) |
| FINDJOB | How did you first find out about this job? | 1. University or college careers service 2. Careers fair or information session 3. Other university or college source (such as faculties or lecturers or student society) 4. Advertisement in a newspaper or other print media 5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs) 6. Via resume posted on the internet 7. Family or friends 8. Approached employer directly 9. Approached by an employer 10. Employment agency 11. Work contacts or networks 12. Social media (e.g. LinkedIn) 17. An employer promotional event 13. Other (Please specify) |
| SPOQ | The following statements are about your skills, abilities and education. Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements. (STATEMENTS) a) My job requires less education than I have b) I have more job skills than are required for this job c) Someone with less education than myself could perform well on my job d) My previous training is being fully utilised on this job e) I have more knowledge than I need in order to do my job f) My education level is above the level required to do my job g) Someone with less work experience than myself could do my job just as well h) I have more abilities than I need in order to do my job | 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree |
| RSOVRQ | Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn’t use all of your skills or education? *Please select only one answer.* | 1. No suitable jobs in my local area 2. No jobs with a suitable number of hours 3. No suitable jobs in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. I’m satisfied with my current job 13. I had to change jobs due to COVID-19 14. Not enough work experience 15. Entry level job/career stepping stone 16. Changing jobs/Careers 17. Do not have permanent residency 18. For financial reasons  11. Other (Please specify) |
|  | **Module C: Further study** |  |
| FURSTUD | Are you currently a full-time or part-time student at a TAFE, university or other educational institution? | 1. Yes – full-time 2. Yes – part-time 5. No |
| FURNEW | Are you **currently studying in a new course** after completing your <E308>? | 1. Yes 2. No |
| FURQUAL | What is the full title of the **qualification** you are currently studying? | 1. <verbatim text box> |
| FURFOE | What is your major field of education for this **qualification**? | 1. Natural and Physical Sciences 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health 7. Education 8. Management and Commerce 9. Society and Culture 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 13. Other (Please specify) |
| FURLEV | What is the level of this qualification? | 1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV |
| FURINST | And the institution where you are currently studying? | 1. <look up list> USE FURINST LOOKUP LIST |
|  | **Module D2: OVERALL SATISFACTION/PREQ** |  |
| CEQ | Now a question regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with the following statement. (STATEMENTS) ceq149 Overall, I was satisfied with the quality of this <course> | 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree |
| CEQB | Now thinking about your <FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree the following statement. (STATEMENTS) ceq249 Overall, I was satisfied with the quality of this <course> | 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree |
| PREQ | Please tell us about your postgraduate research experience. If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors. Please interpret ‘thesis’ and other research‐related terms in the context of your own field of education. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements. (STATEMENTS) preq01 Supervision was available when I needed it preq02 The thesis examination process was fair preq03 I had access to a suitable working space preq04 I developed an understanding of the standard of work expected preq29 I am confident that I can apply my skills outside the university sector preq05 The department provided opportunities for social contact with other postgraduate students preq30 I improved my ability to design and implement projects effectively preq06 My research further developed my problem solving skills preq07 My supervisor(s) made a real effort to understand difficulties I faced preq08 I had good access to the technical support I needed preq09 I was integrated into the department’s community preq10 I improved my ability to communicate information effectively to diverse audiences preq11 I understood the required standard for the thesis preq31 I had opportunities to develop professional connections outside the university sector preq12 I was able to organise good access to necessary equipment preq13 My supervisor(s) provided additional information relevant to my topic preq14 I developed my skills in critical analysis and evaluation preq15 I was satisfied with the thesis examination process preq16 The department provided opportunities for me to become involved in the broader research culture preq17 I was given good guidance in topic selection and refinement preq18 I had good access to computing facilities and services preq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector preq19 I understood the requirements of thesis examination preq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others) preq20 I improved my ability to plan and manage my time effectively preq21 My supervisor(s) provided helpful feedback on my progress preq22 A good seminar program for postgraduate students was provided preq23 The research environment in the department or faculty stimulated my work preq24 I received good guidance in my literature search preq34 I gained confidence in leading and influencing others preq25 The examination of my thesis was completed in a reasonable time preq26 As a result of my research, I feel confident about tackling unfamiliar problems preq27 There was appropriate financial support for research activities preq28 Overall, I was satisfied with the quality of my higher degree research experience | 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree |
| INTROB | Now, a couple of general questions about your <course>… |  |
| BESTASP | What were the best aspects of your <course>? *Please note, aspects could include things like the course content, teaching or assessments.* | 1. <verbatim text box> |
| IMPROVE | What aspects of your <course> were most in need of improvement? *Please note, aspects could include things like the course content, teaching or assessments.* | 1. <verbatim text box> |
|  | **Module E: Graduate Preparation** |  |
| FORMREQ | Is a **<FinalCourseA/FinalCourseB>** or similar qualification a formal requirement for you to do your current job? | 1. Yes 2. No |
| QUALIMP | To what extent is it important for you to have a **<FinalCourseA/FinalCourseB>,** to be able to do your job? | 1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important |
| CRSPREP | Overall, how well did your **<FinalCourseA/FinalCourseB>** prepare you for your job? | 1. Not at all 2. Not well  3. Well  4. Very well  5. Don’t know / Unsure |
| BESTPREP | What are the main ways that < E306C > prepared you for employment in your organisation? | 1. <verbatim text box> |
| IMPPREP | What are the main ways <E306C> could have better prepared you for employment in your organisation? | 1. <verbatim text box> |
| FSBEPREP | What are the main ways that < E306C > prepared you for further study? | 1. <verbatim text box> |
| FSIMPREP | What are the main ways <E306C> could have better prepared you for further study? | 1. <verbatim text box> |
|  | **Module F: Additional Items** |  |
| INTLINTROA | And now some specifics about your \*(IF STUDENTTYPE=1, DISPLAY: <course/program>, IF STUDENTTYPE=2, DISPLAY: <postgraduate research>.) |  |
| OSSTUDY | Did you undertake any overseas study during your \*(IF STUDENTTYPE=1, DISPLAY: <course>IF STUDENTTYPE=2, DISPLAY: <postgraduate research> e.g. student exchange or study abroad?) | 1. Yes 2. No 3. Not applicable |
| INTERN | Did your <FinalCourseA/FinalCourseB> include an internship component? | 1. Yes 2. No 3. Don’t know |
| INTLEARN | Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>? | 1. Yes 2. No 3. Not applicable |
| TRAINING | Did your <FinalCourseA/FinalCourseB> include training in…. (STATEMENTS) Pgreslink101/IPA Intellectual property awareness Pgreslink102/BUSMAN Business management  Pgreslink103/ENTPNR Entrepreneurship | 1. Yes 2. No 3. Don’t know |
| COFUND | Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? *Please select all that apply.* | 1/JOINTSUP. Yes it was jointly supervised 2/COFUND. Yes it was co-funded 3/NOJSCF. No \*(EXCLUSIVE) 4/DKJSCF. Don’t know \*(EXCLUSIVE) |
|  | **Module G: Contact details** |  |
| CONTACT | In a couple of years’ time, we are undertaking a follow up survey with graduates to see how their career has developed.    Do you consent to being invited to participate in this important future research?   For further information on the survey please click here (link to: https://www.qilt.edu.au/qilt-surveys). | 1. Yes 2. No |
| ALUMNI | Do you consent to your details being passed on to your Alumni services at your institution for them to update your details? | 1. Yes 2. No |
| EMAIL | We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future? | 1. Permanent email address is as above 2. Enter new permanent email address <email box> 3. Don’t have a permanent email address  4. Do not wish to be re-contacted by email |
| ADDRESS | The postal address we have for you is: <add1> <add2> <add3> <suburb> <state> <pcode> <country>  Is this correct? | 1. Yes 2. No \*(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY) 3. Do not wish to be contacted by post |
| ADDRESS2 | We do not have any postal information provided for you. Would you like to update your postal details? | 1. Yes 2. No 3. Do not wish to be contacted by post |
| C4 | Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website? | 1. Yes 2. No |
| NTFEMAIL | What is the best email address to send the notification to? | 1. Address as above 2. Enter new email address |
| CATCH | If you would like to provide any additional information relating to your current situation please use the space below. | <Full verbatim> |
| BRIDGE1 | For the next part of the study we would like to hear from your work supervisor about their perceptions of your institution and higher education broadly through the Employer Satisfaction Survey (ESS).   Without your supervisor’s input, results from this survey will be less useful to policy makers. The government uses input from graduates and employers to understand how well higher education institutions are preparing graduates for the workforce.  Please click next to continue. |  |
| END | \*(DISPLAY IF ONLINE) Thank you for your responses. Please click ‘Submit’ to finalise your survey.  \*(IF CATI) Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. If you would like further information, I can give you the details of some websites if you like: www.gos.edu.au  www.srcentre.com.au/gos Just in case you missed it, my name is <NAME> from the Social Research Centre and this survey is being conducted on behalf of The Australian Government Department of Education and Training. |  |

## 3.2 Additional items

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

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

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

# Appendix 4 Construction of confidence intervals

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

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

Where is the adjusted estimated proportion of satisfied responses, is the size of the population in the relevant subgroup, is the number of valid responses in the relevant subgroup, is the number of positive responses in the relevant subgroup, is the standard normal value for 90% confidence and is the Finite Population Correction term.

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

Figure 1 Formula for a 90% confidence interval using the Agresti-Coull method with FPC

where , and and

# Appendix 5 Study area concordance

Study areas for the QILT surveys, including the GOS, are defined in accordance with the ABS Australian Standard Classification of Education (ASCED). The QILT website, and this report generally use 21 aggregated study areas as the basis of analysis. Targets for data collection are based on 45 study areas. Concordance between these study areas and ASCED fields are listed below in Table 27. Details of the fields of education are available from the ABS website.

Table 27 Study area concordance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Study area | Study area | Study area 45 | Study area 45 | **Field of Education** |
| 0 | Non-award | 0 | Non-award | 000000 |
| 1 | Science and mathematics | 1 | Natural & Physical Sciences | 010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999 |
| 1 | Science and mathematics | 2 | Mathematics | 010100, 010101, 010103, 010199 |
| 1 | Science and mathematics | 3 | Biological Sciences | 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999 |
| 1 | Science and mathematics | 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 |
| 3 | Engineering | 7 | Engineering - Process & Resources | 030300, 030301, 030303, 030305, 030307, 030399 |
| 3 | Engineering | 8 | Engineering - Mechanical | 030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799 |
| 3 | Engineering | 9 | Engineering - Civil | 030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999 |
| 3 | Engineering | 10 | Engineering - Electrical & Electronic | 031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399 |
| 3 | Engineering | 11 | Engineering - Aerospace | 031500, 031501, 031503, 031505, 031507, 031599 |
| 4 | Architecture and built environment | 12 | Architecture & Urban Environments | 040000, 040100, 040101, 040103, 040105, 040107, 040199 |
| 4 | Architecture and built environment | 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, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999 |
| 5 | Agriculture and environmental studies | 15 | Environmental Studies | 050900, 050901, 050999 |
| 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 |
| 6 | Health services and support | 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 |
| 12 | Rehabilitation | 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 |
| 13 | Teacher education | 26 | Teacher Education - Early Childhood | 070101 |
| 13 | Teacher education | 27 | Teacher Education - Primary & Secondary | 070103, 070105 |
| 14 | Business and management | 28 | Accounting | 080100, 080101 |
| 14 | Business and management | 29 | Business Management | 080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399 |
| 14 | Business and management | 30 | Sales & Marketing | 080500, 080501, 080503, 080505, 080507, 080509, 080599 |
| 14 | Business and management | 31 | Management & Commerce - Other | 080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999 |
| 14 | Business and management | 32 | Banking & Finance | 081100, 081101, 081103, 081105, 081199 |
| 14 | Business and management | 40 | Economics | 091900, 091901, 091903 |
| 15 | Humanities, culture and social sciences | 33 | Political Science | 090100, 090101, 090103 |
| 15 | Humanities, culture and social sciences | 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 |
| 15 | Humanities, culture and social sciences | 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 |
| 18 | Law and paralegal studies | 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 |
| 19 | Creative arts | 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 |
| 21 | Tourism, Hospitality, Personal Services, Sport and recreation | 45 | Tourism, Hospitality & Personal Services | 080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999 |

# Appendix 6 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.

## 6.1 GOS results

### 6.1.1 Labour force outcomes

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

Table 28 Tables and figures associated with labour force outcomes

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
|  | OVERALL\_ALL\_ALL\_2Y | Graduate employment and study outcomes, by study level, 2020 and 2021 |
| Table 01 | OVERALL\_ALL\_ALL\_3Y | Graduate employment and study outcomes, by study level, 2019 - 2021 |
| Table 06 | EMP\_UG\_ALL\_2Y\_AREA | Undergraduate employment outcomes by study area, 2020 and 2021 (%) |
| Table 07 | EMP\_PGC\_ALL\_2Y\_AREA | Postgraduate coursework employment outcomes by study area, 2020 and 2021 (%) |
|  | EMP\_PGR\_ALL\_2Y\_AREA | Postgraduate research employment outcomes by study area, 2020 and 2021 (%) |
|  | EMP\_UG\_ALL\_2Y | Undergraduate employment outcomes, 2020 and 2021 (%) |
|  | EMP\_PG\_ALL\_2Y | Postgraduate employment outcomes, 2020 and 2021 |
|  | EMP\_UG\_ALL\_2Y\_DG | Undergraduate employment outcomes by demographic group, 2020 and 2021 (%) |
|  | EMP\_PGC\_ALL\_2Y\_DG | Postgraduate coursework employment outcomes by demographic group, 2020 and 2021 (%) |
|  | EMP\_PGR\_ALL\_2Y\_DG | Postgraduate research employment outcomes by demographic group, 2020 and 2021 (%) |
|  | EMP\_UG\_ALL\_1Y\_FURSTUD | Labour market outcomes of undergraduate graduates, by full-time study status, 2021 |
|  | EMP\_PG\_ALL\_1Y\_FURSTUD | Labour market outcomes of postgraduate graduates, by full-time study status, 2021 |
|  | EMP\_UG\_ALL\_2Y\_AREA45 | Undergraduate employment outcomes by 45 study areas, 2020 and 2021 (%) |
|  | EMP\_PGC\_ALL\_2Y\_AREA45 | Postgraduate coursework employment outcomes by 45 study areas, 2020 and 2021 (%) |
|  | EMP\_PGR\_ALL\_2Y\_AREA45 | Postgraduate research employment outcomes by 45 study areas, 2020 and 2021 (%) |
|  | EMP\_UG\_UNI\_2Y\_AREA | Undergraduate employment outcomes by study area, universities only, 2020 and 2021 |
|  | EMP\_UG\_NUHEI\_2Y\_AREA | Undergraduate employment outcomes by study area, NUHEIs only, 2020 and 2021 |
|  | EMP\_UG\_UNI\_2Y\_DG | Undergraduate employment outcomes by demographic group, universities only, 2020 and 2021 (%) |
|  | EMP\_UG\_NUHEI\_2Y\_DG | Undergraduate employment outcomes by demographic group, NUHEIs only, 2020 and 2021 (%) |
| Table 02 | EMP\_UG\_ALL\_1Y\_CURCOUNTRY | International graduate employment outcomes by residence at time of survey (In Australia, Overseas), undergraduate, 2021 |
| Table 02 | EMP\_PGC\_ALL\_1Y\_CURCOUNTRY | International graduate employment outcomes by residence at time of survey (In Australia, Overseas), postgraduate coursework, 2021 |
| Table 02 | EMP\_PGR\_ALL\_1Y\_CURCOUNTRY | International graduate employment outcomes by residence at time of survey (In Australia, Overseas), postgraduate research, 2021 |
| Table 03 | EMP\_UG\_ALL\_1Y\_COUNTRY | Undergraduate employment outcomes by home country of international graduates, 2021 |
| Table 04 | EMP\_PGC\_ALL\_1Y\_COUNTRY | Postgraduate coursework employment outcomes by home country of international graduates, 2021 |
| Table 05 | EMP\_PGR\_ALL\_1Y\_COUNTRY | Postgraduate research employment outcomes by home country of international graduates, 2021 |
|  | EMP\_UG\_ALL\_3Y\_PERIOD | Undergraduate employment rates by survey round, 2019-2021 (%) |
|  | EMP\_PGC\_ALL\_3Y\_PERIOD | Postgraduate coursework employment rates by survey round, 2019-2021 (%) |
|  | EMP\_PGR\_ALL\_3Y\_PERIOD | Postgraduate research employment rates by survey round, 2019-2021 (%) |
|  | SAL\_UG\_ALL\_2Y\_AREA\_SEX | Undergraduate median full-time salaries by study area and gender, 2020 and 2021 ($) |
|  | SAL\_PGC\_ALL\_2Y\_AREA\_SEX | Postgraduate coursework median full-time salaries by study area and gender, 2020 and 2021 ($) |
|  | SAL\_PGR\_ALL\_2Y\_AREA\_SEX | Postgraduate research median full-time salaries by study area and gender, 2020 and 2021 ($) |
|  | SAL\_UG\_ALL\_2Y\_DG | Undergraduate median full-time salaries by demographic group, 2020 and 2021 ($) |
|  | SAL\_PGC\_ALL\_2Y\_DG | Postgraduate coursework median full-time salaries by demographic group, 2020 and 2021 ($) |
|  | SAL\_PGR\_ALL\_2Y\_DG | Postgraduate research median full-time salaries by demographic group, 2020 and 2021 ($) |
|  | SAL\_UG\_ALL\_2Y\_AREA45\_SEX | Undergraduate median full-time salaries by 45 study areas and gender, 2020 and 2021 ($) |
|  | SAL\_PGC\_ALL\_2Y\_AREA45\_SEX | Postgraduate coursework median full-time salaries by 45 study areas and gender, 2020 and 2021 ($) |
|  | SAL\_PGR\_ALL\_2Y\_AREA45\_SEX | Postgraduate research median full-time salaries by 45 study areas and gender, 2020 and 2021 ($) |
| Table 08/Figure 03/Figure 04 | LF\_UG\_UNI\_3Y | Labour force indicators 2019-2021, undergraduates (universities only) |
|  | LF\_PGC\_UNI\_3Y | Labour force indicators 2019-2021, postgraduate coursework (universities only) |
|  | LF\_PGR\_UNI\_3Y | Labour force indicators 2019-2021, postgraduate research (universities only) |
| Table 09/Figure 05 | LF\_UG\_NUHEI\_3Y | Labour force indicators 2019-2021, undergraduates (NUHEIs only) |
|  | LF\_PGC\_NUHEI\_3Y | Labour force indicators 2019-2021, postgraduate coursework (NUHEIs only) |
|  | LF\_UG\_UNI\_2Y | Undergraduate labour force indicators, universities only, 2020 and 2021 |
|  | LF\_UG\_NUHEI\_2Y | Undergraduate labour force indicators, NUHEIs only, 2020 and 2021 |
|  | FTE\_UG\_UNI\_3Y\_FIG | Undergraduate full-time employment rate by university, 2019-2021 (%) |
|  | SAL\_UG\_UNI\_3Y\_FIG | Undergraduate median full-time salaries by university, 2019-2021 ($) |
|  | FTE\_UG\_NUHEI\_3Y\_FIG | Undergraduate full-time employment rate by NUHEI, 2019-2021 (%) |
|  | SAL\_UG\_NUHEI\_3Y\_FIG | Undergraduate median full-time salaries by NUHEI, 2019-2021 ($) |
|  | FTE\_PGC\_UNI\_3Y\_FIG | Postgraduate coursework full-time employment rate by university, 2019-2021 (%) |
|  | FTE\_PGC\_NUHEI\_3Y\_FIG | Postgraduate coursework full-time employment rate by NUHEI, 2019-2021 (%) |
|  | SAL\_PGC\_UNI\_3Y\_FIG | Postgraduate coursework median full-time salaries by university, 2019-2021 ($) |
|  | FTE\_PGR\_UNI\_3Y\_FIG | Postgraduate research full-time employment rate by university, 2019-2021 (%) |
|  | SAL\_PGR\_UNI\_3Y\_FIG | Postgraduate research median full-time salaries by university, 2019-2021 ($) |
| Figure 01 | FTE\_UG\_ALL\_TS | Undergraduate full-time employment, 2016-2021 (%) |
|  | FTE\_PGC\_ALL\_TS | Postgraduate coursework full-time employment, 2016-2021 (%) |
|  | FTE\_PGR\_ALL\_TS | Postgraduate research full-time employment, 2016-2021 (%) |
| Figure 02 | SAL\_UG\_ALL\_TS | Undergraduate median full-time salaries, 2016-2021 ($) |
|  | SAL\_PGC\_ALL\_TS | Postgraduate coursework median full-time salaries, 2016-2021 ($) |
|  | SAL\_PGR\_ALL\_TS | Postgraduate research median full-time salaries, 2016-2021 ($) |
|  | PREFMHRS\_UG\_ALL\_1Y\_E315 | Proportion of employed undergraduates seeking or not seeking more hours, by gender, 2021 (%) |
|  | PREFMHRS\_PGC\_ALL\_1Y\_E315 | Proportion of employed postgraduates (coursework) seeking or not seeking more hours, by gender, 2021 (%) |
|  | PREFMHRS\_PGR\_ALL\_1Y\_E315 | Proportion of employed postgraduates (research) seeking or not seeking more hours, by gender, 2021 (%) |
|  | PARTEMP\_UG\_ALL\_1Y\_AREA\_SEX | Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2021 (%) |

### 6.1.2 Hours worked

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

Table 29 Tables associated with median usual hours and median actual hours worked

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
|  | HOURS\_UG\_ALL\_3Y | Average hours worked per week for employed undergraduates by full-time/part-time status, 2019-2021 |
|  | HOURS\_PGC\_ALL\_3Y | Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status, 2019-2021 |
|  | HOURS\_PGR\_ALL\_3Y | Average hours worked per week for employed postgraduates (research) by full-time/part-time status, 2019-2021 |
|  | HOURS\_UG\_ALL\_3Y\_PERIOD | Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2019-2021 |
|  | HOURS\_PGC\_ALL\_3Y\_PERIOD | Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status and survey round, 2019-2021 |
|  | HOURS\_PGR\_ALL\_3Y\_PERIOD | Average hours worked per week for employed postgraduates (research) by full-time/part-time status and survey round, 2019-2021 |

### 6.1.3 Away from work

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

Table 30 Tables associated with the percentage of employed graduates away from work

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
|  | AWAYWORK\_UG\_ALL\_3Y | Proportion of employed undergraduates who were away from work by full-time/part-time status, 2019-2021 (%) |
|  | AWAYWORK\_PGC\_ALL\_3Y | Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status, 2019-2021 (%) |
|  | AWAYWORK\_PGR\_ALL\_3Y | Proportion of employed postgraduates (research) who were away from work by full-time/part-time status, 2019-2021 (%) |
|  | AWAYWORK\_UG\_ALL\_3Y\_PERIOD | Proportion of employed undergraduates who were away from work by full-time/part-time status and survey round, 2019-2021 (%) |
|  | AWAYWORK\_PGC\_ALL\_3Y\_PERIOD | Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status and survey round, 2019-2021 (%) |
|  | AWAYWORK\_PGR\_ALL\_3Y\_PERIOD | Proportion of employed postgraduates (research) who were away from work by full-time/part-time status and survey round, 2019-2021 (%) |

### 6.1.4 Graduate occupations

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

Table 31 Tables associated with occupation types of employed graduates

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
| Table 10 | OCC\_UG\_ALL\_1Y\_EMPTYPE | Undergraduate occupation level, by employment type, 2021 (%) |
| Table 10 | OCC\_PG\_ALL\_1Y\_EMPTYPE | Postgraduate occupation level, by employment type, 2021 (%) |
|  | OCC\_UG\_ALL\_1Y\_AREA45 | Undergraduate occupation level, total employed, by 45 study areas, 2021 (%) |
|  | OCC\_UG\_UNI\_1Y\_EMPTYPE | Undergraduate occupation level, by employment type, universities only, 2021 (%) |
|  | OCC\_UG\_NUHEI\_1Y\_EMPTYPE | Undergraduate occupation level, by employment type, NUHEIs only, 2021 (%) |
|  | OCC\_UG\_UNI\_1Y\_AREA | Undergraduate occupation level, total employed, by study area, universities only, 2021 (%) |
|  | BROADOCC\_UG\_ALL\_1Y\_EMPTYPE | Undergraduate occupation level, total employed, by study area, 2021 (%) |

### 6.1.5 Importance of the qualification

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

Table 32 Tables associated with the extent to which graduates considered their qualification important

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
|  | QUALIMP\_UG\_ALL\_1Y | Importance of qualification for undergraduates’ current employment, 2021 (%) |
|  | QUALIMP\_PG\_ALL\_1Y | Importance of qualification for postgraduates’ current employment, 2021 (%) |

### 6.1.6 Extent to which qualification prepared graduates

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

Table 33 Tables associated with the extent to which the qualification prepared graduates for their current job

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
|  | CRSPREP\_UG\_ALL\_1Y | Extent to which qualification prepared undergraduate level graduates for employment, 2021 (%) |
|  | CRSPREP\_PG\_ALL\_1Y | Extent to which qualification prepared postgraduate level graduates for employment, 2021 (%) |

### 6.1.7 Skills utilisation

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

Table 34 Tables associated with reasons for underutilisation of skills and education

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
|  | RSNOMORE\_UG\_ALL\_1Y\_E315 | Main reason not working more hours, of undergraduates employed part-time, by preference for more hours and gender, 2021 (%) |
|  | RSNOMORE\_PGC\_ALL\_1Y\_E315 | Main reason not working more hours, of postgraduates (coursework) employed part-time, by preference for more hours and gender, 2021 (%) |
|  | RSNOMORE\_PGR\_ALL\_1Y\_E315 | Main reason not working more hours, of postgraduates (research) employed part-time, by preference for more hours and gender, 2021 (%) |
| Table 11 | RSOVRQ\_UG\_ALL\_1Y | Main reason for working in job in 2021 that doesn’t fully use skills and education, 2021 (%) |
| Table 11 | RSOVRQ\_PGC\_ALL\_1Y | Main reason for working in job in 2021 that doesn’t fully use skills and education, postgraduate coursework level graduates, 2021 (%) |
|  | RSOVRQ\_PGR\_ALL\_1Y | Main reason for working in job in 2021 that doesn’t fully use skills and education, postgraduate research level graduates, 2021 (%) |
|  | RSOVRQ\_UG\_ALL\_1Y\_AREA | Undergraduate level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2021 (%) |
|  | RSOVRQ\_PGC\_ALL\_1Y\_AREA | Postgraduate coursework level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2021 (%) |
|  | RSOVRQ\_PGR\_ALL\_1Y\_AREA | Postgraduate research level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2021 (%) |
|  | SPOQSCL\_UG\_ALL\_1Y | Undergraduate level graduates reporting occupation does not fully use skills or education, 2021 (%) |
|  | SPOQSCL\_PG\_ALL\_1Y | Postgraduate level graduates reporting occupation does not fully use skills or education, 2021 (%) |

### 6.1.8 Further study

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

Table 35 Tables associated with graduates undertaking further full-time study

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
| Table 15 | FURSTUD\_UG\_ALL\_1Y\_AREA | Undergraduate graduates in further full-time study, by original field of study (%) |
| Table 15 | FURSTUD\_PGC\_ALL\_1Y\_AREA | Postgraduate coursework graduates in further full-time study, by original field of study (%) |
|  | FURSTUD\_PGR\_ALL\_1Y\_AREA | Postgraduate research graduates in further full-time study, by original field of study (%) |
| Table 16 | FURSTUD\_UG\_ALL\_1Y\_FOE | Study area of undergraduate graduates in further full-time study (%) |
| Table 16 | FURSTUD\_PGC\_ALL\_1Y\_FOE | Study area of postgraduate coursework graduates in further full-time study (%) |
|  | FURSTUD\_PGR\_ALL\_1Y\_FOE | Study area of postgraduate research graduates in further full-time study (%) |
|  | FURSTUD\_UG\_ALL\_1Y\_DG | Further full-time study status for initial undergraduates, by demographic profile (%) |
|  | FURSTUD\_PG\_ALL\_1Y\_DG | Graduates in further full-time study, by initial postgraduate study level, by demographic profile, 2021 (%) |
| Table 12 | FURSTUD\_UG\_ALL\_1Y\_COUNTRY | International graduates in full-time study (undergraduate), by home country – 2021 |
| Table 13 | FURSTUD\_PGC\_ALL\_1Y\_COUNTRY | International graduates in full-time study (postgraduate coursework), by home country – 2021 |
| Table 14 | FURSTUD\_PGR\_ALL\_1Y\_COUNTRY | International graduates in full-time study (postgraduate research), by home country – 2021 |

### 6.1.9 Satisfaction

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

Table 36 Tables associated with graduate satisfaction

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
|  | SAT\_UG\_ALL\_2Y | Satisfaction of undergraduate level graduates, 2020 and 2021 (% agreement) |
|  | SAT\_PGC\_ALL\_2Y | Satisfaction of postgraduate coursework level graduates, 2020 and 2021 (% agreement) |
|  | SAT\_PGR\_ALL\_2Y | Satisfaction of postgraduate research level graduates, 2020 and 2021 (% agreement) |
|  | SAT\_UG\_ALL\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement) |
|  | SAT\_PGC\_ALL\_2Y\_AREA | Satisfaction of postgraduate coursework level graduates, by study area, 2020 and 2021 (% agreement) |
|  | SAT\_PGR\_ALL\_2Y\_AREA | Satisfaction of postgraduate research level graduates, by study area, 2020 and 2021 (% agreement) |
|  | SAT\_UG\_ALL\_1Y\_DG | Satisfaction of undergraduate level graduates, by demographic group, 2021 (% agreement) |
|  | SAT\_PGC\_ALL\_1Y\_DG | Satisfaction of postgraduate coursework level graduates, by demographic group, 2021 (% agreement) |
|  | SAT\_PGR\_ALL\_1Y\_DG | Satisfaction of postgraduate research level graduates, by demographic group, 2021 (% agreement) |
|  | SAT\_UG\_UNI\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement) (Unis only) |
|  | SAT\_UG\_NUHEI\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement) (NUHEIs only) |

## 6.2 Methodological tables

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

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

Table 37 Tables associated with key project elements and response rates by institution

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
| Table 17 | SUMMARY\_ALL\_ALL\_1Y | GOS 2021 Collection Summary |
|  | SUMMARY\_ALL\_ALL\_1Y\_1P | GOS 2020 Collection Summary |
|  | SUMMARY\_ALL\_ALL\_1Y\_2P | GOS 2019 Collection summary |
|  | SUMMARY\_ALL\_ALL\_1Y\_3P | GOS 2018 Collection summary |
| Table 19 | RR\_ALL\_UNI\_1Y | GOS 2021 response rates by institution (universities only), Nov 2020, Feb 2021 and May 2021 collections |
| Table 20 | RR\_ALL\_NUHEI\_1Y | GOS 2021 response rates by institution (NUHEIs only), Nov 2020, Feb 2021 and May 2021 collections |
| Table 18 | RR\_UG\_ALL\_1Y\_INST\_PERIOD | GOS 2021 undergraduate response rates by institution type, November/Feb 2020/2021 and May 2021 collections |
| Table 18 | RR\_PGC\_ALL\_1Y\_INST\_PERIOD | GOS 2021 postgraduate (coursework) response rates by institution type, November/Feb 2020/2021 and May 2021 collections |
| Table 18 | RR\_PGR\_ALL\_1Y\_INST\_PERIOD | GOS 2021 postgraduate (research) response rates by institution type, November/Feb 2020/2021 and May 2021 collections |

Table 38 Tables associated with response characteristics and representativeness

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
|  | RR\_ALL\_ALL\_1Y\_TYPE | GOS 2021 sample and response characteristics, by respondent type |
| Table 21 | RR\_ALL\_ALL\_1Y\_INT\_TYPE | GOS 2021 sample and response characteristics of international graduates, by respondent type |
|  | RR\_UG\_ALL\_1Y\_INT\_TYPE | GOS 2021 sample and response characteristics of international undergraduates, by respondent type |
|  | RR\_PGC\_ALL\_1Y\_INT\_TYPE | GOS 2021 sample and response characteristics of international postgraduate coursework graduates, by respondent type |
|  | RR\_PGR\_ALL\_1Y\_INT\_TYPE | GOS 2021 sample and response characteristics of international postgraduate research graduates, by respondent type |
| Table 22 | RR\_ALL\_ALL\_1Y\_AREA | GOS 2021 sample and response characteristics, by study area |
|  | RR\_UG\_ALL\_1Y\_AREA | GOS 2021 undergraduate sample and response characteristics, by study area |
|  | RR\_PGC\_ALL\_1Y\_AREA | GOS 2021 postgraduate coursework sample and response characteristics, by study area |
|  | RR\_PGR\_ALL\_1Y\_AREA | GOS 2021 postgraduate research sample and response characteristics, by study area |
|  | RR\_UG\_ALL\_1Y\_COUNTRY | Sample and response characteristics (undergraduate), by home country of international graduates – 2021 |
|  | RR\_PGC\_ALL\_1Y\_COUNTRY | Sample and response characteristics (postgraduate coursework), by home country of international graduates – 2021 |
|  | RR\_PGR\_ALL\_1Y\_COUNTRY | Sample and response characteristics (postgraduate research), by home country of international graduates – 2021 |
|  | RR\_ALL\_ALL\_1Y\_INT | GOS 2021 sample and response characteristics, by respondent type (international graduates) |

1. Includes February supplementary round outcomes [↑](#footnote-ref-1)
2. Includes February supplementary round outcomes [↑](#footnote-ref-2)
3. Includes February supplementary round outcomes [↑](#footnote-ref-3)
4. Includes February supplementary round outcomes [↑](#footnote-ref-4)
5. Includes February supplementary round outcomes [↑](#footnote-ref-5)
6. Includes February supplementary round outcomes [↑](#footnote-ref-6)
7. Includes February supplementary round outcomes [↑](#footnote-ref-7)
8. Includes February supplementary round outcomes [↑](#footnote-ref-8)
9. Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories. [↑](#footnote-ref-9)