2021 Graduate Outcomes Survey (GOS)

National Report

OCTOBER 2021

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

This report is supported by a [PowerBI workbook](https://app.powerbi.com/view?r=eyJrIjoiM2ZjOTkxNGQtMzc5NS00YjZmLWE5MTctYjlhZjY2ZTZmNGRkIiwidCI6IjBhNGQ1MDgwLTUxNWMtNDVlNi1hN2FiLTFiZjI1OTZhNTY0OCJ9) which allows readers to further explore the data presented in this report. It is also supported by a set of additional static tables which provide additional data and detail out of scope of this report, but which may be of interest to the reader.

The GOS was first implemented in 2016 to replace the Australian Graduate Survey (AGS). The AGS comprised the Graduate Destinations Survey (GDS), which had been in place since the 1970s, the Course Experience Questionnaire (CEQ) and Postgraduate Research Questionnaire (PREQ), which had been in place since the 1990s. Please note that the introduction of the GOS in 2016 represented a break in time series from the previous AGS. This break is represented as a break in the line on time series charts in this report. More information can be found in the [2016 GOS Methodological Report](https://www.qilt.edu.au/docs/default-source/gos-reports/2016/2016-graduate-outcomes-survey-methodological-report90158791b1e86477b58fff00006709da.pdf?sfvrsn=ec03e23c_4).

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

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

## 2. Labour market outcomes

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

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

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

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

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

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

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

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

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

Results by survey round therefore indicate greater turbulence in the graduate labour market than is suggested by the aggregate annual results. This is consistent with results from the ABS Labour Force Survey (LFS) which show that the national unemployment rate increased from 5.0 per cent in December 2019 to 7.4 per cent in June 2020, before recovering to 5.1 per cent in May 2021 (seasonally adjusted). Table 2 shows the relationship between the graduate full-time employment rate measured by the GOS, and the national employment rate (the inverse of the unemployment rate) measured by the LFS. Both measures show a marked decline in mid to late 2020, before recovering in early to mid 2021.

Table 2 Undergraduate full-time employment and national employment rates, November 2018 to May 2021 (%)

|  |  |  |
| --- | --- | --- |
|  | **National employment rate** | **Undergraduate full-time employment rate** |
| November 2018 | 94.9 | 71.0 |
| February 2019 | 95.0 | 70.2 |
| May 2019 | 94.8 | 72.7 |
| November 2019 | 94.8 | 68.0 |
| February 2020 | 94.9 | 69.7 |
| May 2020 | 93.0 | 69.0 |
| November 2020 | 93.2 | 60.6 |
| February 2021 | 94.1 | 67.9 |
| May 2021 | 94.9 | 72.1 |

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

As noted in the 2020 GOS report, the average number of actual hours worked by employed graduates dipped markedly in the May 2020 survey round, as shown in Table 3. This was a short-lived downturn, however, with hours worked returning to pre-COVID levels from the November round of the 2021 GOS.

Table 3 Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2019 to 2021

|  |  |  |  |
| --- | --- | --- | --- |
| **Collection period** | **Part-time** | **Full-time** | **Total** |
| 2019 November | 19.7 | 41.3 | 33.7 |
| 2019 February | 17.9 | 41.0 | 32.7 |
| 2019 May | 18.9 | 40.7 | 32.2 |
| 2020 November | 19.6 | 41.2 | 33.1 |
| 2020 February | 18.1 | 41.1 | 32.8 |
| 2020 May | 14.7 | 38.5 | 28.4 |
| 2021 November | 19.9 | 41.1 | 32.4 |
| 2021 February | 19.6 | 40.3 | 32.7 |
| 2021 May | 19.6 | 41.4 | 32.9 |

### 2.2 Study Level

While the undergraduate full-time employment rate recovered with a slight increase from 68.7 per cent in 2020 to 68.9 per cent in 2021, the full-time employment rate of postgraduate coursework graduates declined from 85.6 per cent in 2020 to 84.9 per cent in 2021, a fall of 0.7 percentage points. The full-time employment rate among postgraduate research graduates experienced a larger decline, from 80.1 per cent in 2020 to 77.7 per cent in 2021, a fall of 2.4 percentage points. A similar pattern of results was seen for overall employment. As seen in Table 4, the largest decline in overall employment rates was among postgraduate research graduates, with a fall of 1.9 percentage points in comparison with falls of 0.8 percentage points among postgraduate coursework graduates and 0.3 percentage points among undergraduates. As more job opportunities become available, graduates can be encouraged to seek work and hence the labour force participation rate among undergraduates increased from 91.4 per cent in 2020 to 92.0 per cent in 2021, only 0.4 percentage points lower than in 2019. There was a very small fall in the labour force participation rate among postgraduate coursework graduates of 0.1 percentage points while it actually rose slightly among postgraduate research graduates by 0.5 percentage points.

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

Higher level qualifications generally lead to improved salary outcomes in addition to improved employment outcomes. The median salary of undergraduates employed full-time in 2021 was $65,000 per year while for postgraduate coursework graduates it was $89,700 and for postgraduate research graduates it was $95,000, as shown in Table 4. The median undergraduate salary increased by $300 or 0.5 per cent in 2021, while the postgraduate coursework graduate median salary increased by $2,300 or 2.6 per cent and the postgraduate research graduate median salary increased by $2,000 or 2.1 per cent. A higher number of undergraduates proceeded to further study immediately following completion of their degree in 2021, with 21.1 per cent in full-time study in 2021 compared to 18.5 per cent in 2020. This result is a little surprising as typically fewer students proceed to further study and more enter employment as the labour market improves. The greater propensity to undertake further study in 2021 may reflect the uncertainty surrounding the COVID-19 environment and it will be important to monitor this indicator going forward.

Table 4 **Graduate employment and study outcomes by study level, 2019, 2020 and 2021**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate 2019** | **Undergraduate 2020** | **Undergraduate 2021** | **Postgraduate coursework 2019** | **Postgraduate coursework 2020** | **Postgraduate coursework 2021** | **Postgraduate research 2019** | **Postgraduate research 2020** | **Postgraduate research 2021** |
| **Full-time employment (%)** | 72.2 | 68.7 | 68.9 | 86.8 | 85.6 | 84.9 | 81.1 | 80.1 | 77.7 |
| **Overall employed (%)** | 86.8 | 85.1 | 84.8 | 92.7 | 91.6 | 90.8 | 90.7 | 90.0 | 88.1 |
| **Labour force participation rate (%)** | 92.4 | 91.4 | 92.0 | 96.3 | 95.5 | 95.4 | 93.9 | 94.3 | 94.8 |
| **Median salary, employed full-time ($)** | 62,600 | 64,700 | 65,000 | 85,300 | 87,400 | 89,700 | 90,000 | 93,000 | 95,000 |
| **In full-time study (%)** | 18.9 | 18.5 | 21.1 | 6.0 | 6.6 | 7.6 | 5.8 | 6.9 | 6.8 |

### 2.3 Time series

The undergraduate full-time employment rate of 68.9 per cent in 2021 is a slight increase on the 68.7 per cent seen in 2020, however it is still the fourth lowest ever, with the low point of 68.1 per cent being reported in 2014, as shown by Table 5. The overall employment rate of 84.8 per cent is the lowest on record with the previous lowest figure being 85.1 per cent in 2020. The postgraduate coursework full-time employment rate of 84.9 per cent is the lowest reported since the 82.7 per cent reported in 2015. Similarly, the postgraduate research graduate full-time employment rate of 77.7 per cent is the lowest reported since the 73.0 per cent reported in 2015.

Table 5 **Full-time and overall employment rates by study level, 2009-2021 (%)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate Full-time employment** | **Undergraduate Overall employment** | **Postgraduate coursework Full-time employment** | **Postgraduate coursework Overall employment** | **Postgraduate research Full-time employment** | **Postgraduate research Overall employment** |
| **2009** | 79.2 | 92.7 | 87.6 | 94.5 | 85.3 | 94.6 |
| **2010** | 76.2 | 91.8 | 86.4 | 94.1 | 84.6 | 93.9 |
| **2011** | 76.3 | 91.6 | 85.0 | 93.6 | 83.0 | 93.1 |
| **2012** | 76.1 | 91.7 | 85.4 | 93.9 | 81.9 | 93.6 |
| **2013** | 71.3 | 90.0 | 83.2 | 92.6 | 78.5 | 91.2 |
| **2014** | 68.1 | 89.2 | 82.5 | 93.1 | 75.8 | 91.0 |
| **2015** | 68.8 | 89.5 | 82.7 | 92.7 | 73.0 | 89.1 |
| **2016** | 70.9 | 86.4 | 85.1 | 92.4 | 80.1 | 90.3 |
| **2017** | 71.8 | 86.5 | 86.1 | 92.6 | 80.4 | 90.6 |
| **2018** | 72.9 | 87.0 | 86.9 | 92.9 | 82.3 | 91.8 |
| **2019** | 72.2 | 86.8 | 86.8 | 92.7 | 81.1 | 90.7 |
| **2020** | 68.7 | 85.1 | 85.6 | 91.6 | 80.1 | 90.0 |
| **2021** | 68.9 | 84.8 | 84.9 | 90.8 | 77.7 | 88.1 |

Over the longer term the gender gap in graduate salaries has tended to decline though change has been slow, and the gender gap remains, as shown by Table 6. In 2009, female undergraduates earned $47,000, which was $3,000 or 6.0 per cent lower than their male counterparts. As noted above, in 2021, the gender gap in undergraduate median salaries had risen to $2,600 or 3.9 per cent, up from 2.5 per cent in 2020, however still a reduction on the 4.9 per cent in 2019 and 4.8 per cent in 2018. Similarly, the gender gap in postgraduate coursework salaries has declined over time, with females earning $15,000 or 19.2 per cent lower in 2009 in comparison with a gender pay gap of $14,000 or 14.1 per cent in 2021. The gender gap in postgraduate research graduate salaries has also tended to decline over time, falling from $3,000 or 4.3 per cent in 2009 to $2,100 or 2.2 per cent in 2021.

Table 6 **Median salaries by gender and level of study, 2009-2021**[[1]](#footnote-1) **($)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Undergraduate**  **Females** | **Undergraduate**  **Males** | **Postgraduate coursework Females** | **Postgraduate coursework Males** | **Postgraduate research Females** | **Postgraduate research Males** |
| **2009** | 47,000 | 50,000 | 63,000 | 78,000 | 67,000 | 70,000 |
| **2010** | 48,000 | 50,000 | 65,000 | 80,000 | 70,000 | 72,000 |
| **2011** | 50,000 | 52,000 | 68,000 | 80,000 | 73,000 | 75,000 |
| **2012** | 50,000 | 55,000 | 70,000 | 85,000 | 75,000 | 79,000 |
| **2013** | 51,630 | 55,000 | 70,000 | 87,000 | 78,300 | 80,000 |
| **2014** | 51,600 | 55,000 | 72,000 | 90,000 | 80,000 | 82,000 |
| **2015** | 53,000 | 55,000 | 73,000 | 90,000 | 80,300 | 84,000 |
| **2016** | 56,400 | 60,000 | 75,700 | 90,000 | 83,300 | 88,300 |
| **2017** | 59,000 | 60,100 | 76,000 | 91,000 | 86,000 | 89,800 |
| **2018** | 60,000 | 63,000 | 79,000 | 92,500 | 90,000 | 90,200 |
| **2019** | 61,500 | 64,700 | 81,300 | 95,000 | 90,000 | 92,000 |
| **2020** | 63,400 | 65,000 | 83,500 | 96,000 | 91,900 | 95,000 |
| **2021** | 64,200 | 66,800 | 85,000 | 99,000 | 93,900 | 96,000 |

### 2.4 Demographic group

As was the case in previous years, older undergraduates and undergraduates that studied externally were more likely to be in full-time employment in 2021, with rates of 73.3 per cent and 79.7 per cent respectively, as shown in Table 7. This may be associated with these graduates being more likely to have an ongoing relationship with an employer while studying. Older graduates were 5.4 percentage points more likely to be employed full-time than graduates aged 30 or younger, and 0.8 percentage points more likely to be employed, but less likely to be participating in the labour force. Graduates who completed their studies externally were 12.6 percentage points more likely to be employed full-time than those who had completed internal or mixed mode studies and were also 4.4 per cent more likely to be employed but slightly less likely to participate in the labour force.

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

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

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

Table 7 Undergraduate employment outcomes by demographic group, 2020 and 2021

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

### 2.5 Study area

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

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

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

Table 8 Undergraduate employment outcomes by study area, 2020 and 2021[[2]](#footnote-2) (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Full-time employment 2020 | Full-time employment 2021 | Overall employment 2020 | Overall employment 2021 | Labour force participation rate 2020 | Labour force participation rate 2021 |
| Science and mathematics | 59.1 | 61.1 | 81.7 | 81.5 | 84.3 | 84.8 |
| Computing and information systems | 72.1 | 67.9 | 81.3 | 77.5 | 93.8 | 94.5 |
| Engineering | 83.0 | 80.3 | 87.6 | 86.6 | 95.3 | 95.0 |
| Architecture and built environment | 67.7 | 65.2 | 82.3 | 82.4 | 93.5 | 95.0 |
| Agriculture and environmental studies | 67.4 | 69.5 | 84.4 | 85.9 | 93.6 | 92.3 |
| Health services and support | 67.2 | 72.5 | 87.6 | 88.4 | 92.9 | 93.1 |
| Medicine | 86.7 | 90.2 | 90.8 | 92.9 | 88.9 | 92.5 |
| Nursing | 72.7 | 74.2 | 89.2 | 88.8 | 96.2 | 95.8 |
| Pharmacy | 96.4 | 95.0 | 95.8 | 93.6 | 96.3 | 94.7 |
| Dentistry | 80.0 | 84.5 | 90.6 | 94.5 | 90.4 | 91.7 |
| Veterinary science | 78.2 | 87.0 | 89.9 | 90.6 | 88.1 | 87.5 |
| Rehabilitation | 87.3 | 94.4 | 94.4 | 96.0 | 97.9 | 97.8 |
| Teacher education | 80.6 | 79.1 | 90.9 | 91.1 | 94.4 | 94.8 |
| Business and management | 74.3 | 72.8 | 86.4 | 86.3 | 95.3 | 95.9 |
| Humanities, culture and social sciences | 60.9 | 57.9 | 83.4 | 81.7 | 88.6 | 89.9 |
| Social work | 67.2 | 70.7 | 85.0 | 84.7 | 94.3 | 94.2 |
| Psychology | 61.4 | 60.2 | 84.4 | 83.5 | 88.1 | 87.1 |
| Law and paralegal studies | 75.7 | 72.5 | 85.7 | 84.3 | 94.4 | 94.9 |
| Creative arts | 45.8 | 49.2 | 78.7 | 78.2 | 87.7 | 90.6 |
| Communications | 52.8 | 55.2 | 79.2 | 81.5 | 87.3 | 89.0 |
| Tourism, hospitality, personal services, sport and recreation | 52.4 | 58.7 | 82.4 | 82.1 | 91.3 | 91.2 |
| **All study areas** | **68.7** | **68.9** | **85.1** | **84.8** | **91.4** | **92.0** |
| Standard deviation | 12.8 | 13.0 | 4.7 | 5.3 | 3.7 | 3.3 |

Table 9 Undergraduate median full-time salaries by study area, 2020 and 2021[[3]](#footnote-3) ($)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Male 2020 | Male 2021 | Female 2020 | Female 2021 | Total 2020 | Total 2021 |
| Science and mathematics | 65,400 | 65,000 | 62,600 | 61,500 | 64,000 | 63,000 |
| Computing and information systems | 65,200 | 66,000 | 65,000 | 65,000 | 65,000 | 65,500 |
| Engineering | 69,400 | 70,000 | 70,000 | 70,000 | 69,500 | 70,000 |
| Architecture and built environment | 65,000 | 65,200 | 62,600 | 60,000 | 64,700 | 62,600 |
| Agriculture and environmental studies | 62,300 | 64,700 | 60,100 | 60,000 | 61,500 | 60,500 |
| Health services and support | 66,000 | 70,000 | 65,000 | 65,200 | 65,100 | 66,500 |
| Medicine | 75,300 | 76,000 | 74,000 | 76,500 | 75,000 | 76,000 |
| Nursing | 65,400 | 66,800 | 64,200 | 65,200 | 64,200 | 65,200 |
| Pharmacy | 49,600 | 49,600 | 49,600 | 50,000 | 49,600 | 50,000 |
| Dentistry | 90,000 | n/a | 79,300 | 92,400 | 84,000 | 100,000 |
| Veterinary science | n/a | n/a | 57,500 | 60,000 | 57800 | 60,000 |
| Rehabilitation | 65,000 | 66,500 | 65,000 | 67,000 | 65,000 | 67,000 |
| Teacher education | 70,000 | 72,000 | 69,900 | 71,800 | 70,000 | 72,000 |
| Business and management | 62,500 | 63,000 | 59,100 | 60,000 | 60,000 | 60,700 |
| Humanities, culture and social sciences | 65,000 | 65,000 | 61,900 | 62,000 | 62,600 | 62,600 |
| Social work | 68,000 | 74,900 | 70,000 | 72,300 | 70,000 | 72,600 |
| Psychology | 65,000 | 70,000 | 62,800 | 63,100 | 63,000 | 65,000 |
| Law and paralegal studies | 68,900 | 70,000 | 64,000 | 65,100 | 65,000 | 66,800 |
| Creative arts | 52,200 | 55,000 | 51,600 | 52,200 | 52,000 | 53,000 |
| Communications | 57,400 | 58,400 | 55,300 | 55,200 | 55,600 | 56,200 |
| Tourism, hospitality, personal services, sport and recreation | n/a | n/a | n/a | 54,900 | 53,500 | 54,900 |
| **All study areas** | **65,000** | **66,800** | **63,400** | **64,200** | **64,700** | **65,000** |
| Standard deviation | 8,300 | 10,400 | 7,400 | 9,300 | 7,800 | 10,300 |

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

### 2.6 Institution

2.6.1 Universities

Employment and salary outcomes vary across institutions. It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, may also impact on employment outcomes. Note also that the figures in parentheses in the tables that follow indicate the confidence intervals for the survey estimates. Since the number of survey responses for each institution can be relatively small, the confidence intervals may overlap for survey estimates from one year to the next, broadly indicating the change in labour market outcomes may not be statistically significant. The calculation of these confidence intervals is detailed in Appendix 4.

More than half of universities experienced increases in undergraduate full-time employment between 2020 and 2021, as shown by Table 10. Universities with the highest full-time employment rates in 2021 were Charles Sturt University, 84.6 per cent, Central Queensland University, 83.4 per cent, University of New England, 80.9 per cent, University of Southern Queensland, 79.2 per cent, and James Cook University 78.0 per cent.

Table 10 Undergraduate full-time employment and overall employment rate by university, 2020 and 2021 (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Full-time employment 2020 | Full-time employment 2021 | Overall employment 2020 | Overall employment 2021 |
| Australian Catholic University | 72.4 (70.6, 74.1) | 73.6 (72.0, 75.2) | 88.0 (87.0, 88.9) | 89.2 (88.3, 90.0) |
| Bond University | 61.2 (55.3, 66.8) | 67.3 (60.8, 72.9) | 72.3 (67.5, 76.5) | 79.7 (75.2, 83.1) |
| Central Queensland University | 73.0 (69.8, 75.9) | 83.4 (80.9, 85.6) | 87.1 (84.9, 88.8) | 90.2 (88.5, 91.5) |
| Charles Darwin University | 79.1 (75.4, 82.2) | 76.5 (73.5, 79.2) | 90.1 (87.8, 91.8) | 87.4 (85.5, 89.0) |
| Charles Sturt University | 84.7 (83.2, 86.0) | 84.6 (82.9, 86.1) | 91.9 (90.9, 92.7) | 90.8 (89.6, 91.8) |
| Curtin University | 69.7 (67.9, 71.4) | 70.1 (68.1, 72.1) | 86.6 (85.5, 87.7) | 87.7 (86.4, 88.8) |
| Deakin University | 70.4 (68.9, 71.9) | 67.7 (65.9, 69.3) | 88.2 (87.3, 89.0) | 86.0 (84.9, 87.0) |
| Edith Cowan University | 57.1 (54.5, 59.7) | 62.6 (60.0, 65.1) | 80.9 (79.1, 82.5) | 82.8 (81.1, 84.4) |
| Federation University Australia | 67.2 (63.6, 70.6) | 70.6 (66.4, 74.3) | 87.8 (85.9, 89.2) | 88.5 (86.2, 90.3) |
| Flinders University | 63.1 (60.6, 65.6) | 66.3 (63.6, 68.9) | 84.7 (83.1, 86.0) | 83.0 (81.3, 84.5) |
| Griffith University | 62.1 (60.2, 63.9) | 59.2 (57.0, 61.3) | 84.0 (82.8, 85.1) | 81.4 (79.9, 82.8) |
| James Cook University | 75.9 (73.5, 78.0) | 78.0 (75.3, 80.3) | 89.0 (87.5, 90.2) | 87.5 (85.7, 89.0) |
| La Trobe University | 64.5 (62.4, 66.6) | 70.1 (67.9, 72.3) | 85.9 (84.7, 87.1) | 85.3 (83.9, 86.5) |
| Macquarie University | 67.8 (66.1, 69.5) | 66.9 (64.8, 68.8) | 85.5 (84.4, 86.5) | 85.3 (83.9, 86.5) |
| Monash University | 72.3 (70.9, 73.7) | 70.3 (68.8, 71.8) | 86.6 (85.8, 87.4) | 84.6 (83.6, 85.5) |
| Murdoch University | 54.8 (51.7, 57.9) | 62.3 (58.9, 65.5) | 78.8 (76.5, 80.8) | 82.7 (80.5, 84.6) |
| Queensland University of Technology | 68.0 (66.4, 69.5) | 67.1 (65.5, 68.7) | 86.6 (85.6, 87.5) | 85.6 (84.6, 86.6) |
| RMIT University | 64.3 (62.4, 66.0) | 63.4 (61.8, 65.0) | 81.5 (80.2, 82.6) | 81.8 (80.6, 82.8) |
| Southern Cross University | 75.1 (72.1, 77.8) | 74.5 (71.2, 77.5) | 87.2 (85.4, 88.7) | 88.4 (86.5, 90.0) |
| Swinburne University of Technology | 70.2 (68.1, 72.1) | 66.6 (64.5, 68.6) | 82.9 (81.5, 84.2) | 85.5 (84.2, 86.7) |
| The Australian National University | 69.2 (66.5, 71.7) | 67.6 (64.8, 70.3) | 86.9 (85.2, 88.3) | 85.5 (83.6, 87.1) |
| The University of Adelaide | 63.5 (61.2, 65.8) | 66.5 (64.2, 68.7) | 81.9 (80.4, 83.2) | 81.6 (80.2, 83.0) |
| The University of Melbourne | 57.0 (54.7, 59.3) | 55.7 (53.3, 58.0) | 81.7 (80.5, 82.9) | 79.9 (78.6, 81.0) |
| The University of Notre Dame Australia | 73.8 (71.0, 76.4) | 77.1 (73.7, 80.1) | 87.6 (85.8, 89.1) | 89.5 (87.4, 91.2) |
| The University of Queensland | 70.8 (69.2, 72.4) | 71.4 (69.6, 73.1) | 86.0 (85.0, 86.9) | 85.6 (84.4, 86.6) |
| The University of South Australia | 67.8 (65.7, 69.9) | 74.6 (72.7, 76.5) | 85.5 (84.2, 86.7) | 88.2 (87.1, 89.2) |
| The University of Sydney | 75.1 (73.7, 76.4) | 71.8 (70.3, 73.1) | 86.6 (85.7, 87.5) | 86.0 (85.1, 86.7) |
| The University of Western Australia | 54.5 (50.8, 58.1) | 57.2 (53.8, 60.6) | 79.7 (77.6, 81.7) | 83.7 (81.9, 85.4) |
| Torrens University | 59.9 (56.7, 62.9) | 59.1 (55.9, 62.2) | 79.8 (77.7, 81.7) | 79.4 (77.2, 81.3) |
| University of Canberra | 71.5 (69.2, 73.7) | 73.5 (70.9, 75.9) | 86.5 (85.0, 87.8) | 87.8 (86.1, 89.3) |
| University of Divinity | n/a | n/a | 91.1 (82.3, 95.2) | 80.9 (71.6, 86.8) |
| University of New England | 80.6 (78.8, 82.2) | 80.9 (78.8, 82.8) | 86.5 (85.2, 87.6) | 86.8 (85.3, 88.1) |
| University of New South Wales | 76.2 (74.4, 77.8) | 73.9 (72.0, 75.8) | 86.7 (85.4, 87.8) | 83.5 (82.0, 84.8) |
| University of Newcastle | 74.4 (72.4, 76.2) | 76.9 (74.8, 78.8) | 88.2 (87.0, 89.3) | 90.2 (89.0, 91.3) |
| University of Southern Queensland | 78.9 (77.0, 80.6) | 79.2 (77.0, 81.1) | 89.7 (88.5, 90.7) | 90.3 (88.9, 91.4) |
| University of Tasmania | 72.3 (70.3, 74.2) | 72.4 (70.3, 74.4) | 87.2 (86.1, 88.3) | 85.9 (84.7, 87.0) |
| University of Technology Sydney | 70.8 (69.2, 72.3) | 71.0 (69.4, 72.6) | 85.8 (84.8, 86.8) | 85.8 (84.7, 86.8) |
| University of the Sunshine Coast | 59.3 (56.5, 62.0) | 59.0 (55.9, 62.0) | 82.8 (81.0, 84.3) | 81.8 (79.8, 83.5) |
| University of Wollongong | 67.9 (65.4, 70.3) | 65.5 (62.7, 68.2) | 87.4 (85.9, 88.7) | 85.4 (83.5, 87.0) |
| Victoria University | 57.8 (54.7, 60.7) | 59.1 (56.3, 61.7) | 79.6 (77.6, 81.4) | 78.8 (77.0, 80.4) |
| Western Sydney University | 58.8 (56.8, 60.8) | 61.8 (60.6, 63.0) | 76.2 (74.7, 77.6) | 79.2 (78.6, 79.7) |
| **All Universities** | **69.1 (68.8, 69.4)** | **69.2 (68.8, 69.5)** | **85.3 (85.1, 85.5)** | **85.0 (84.8, 85.3)** |
| Standard deviation | 7.7 | 7.3 | 4.1 | 3.4 |

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

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

Table 11 Undergraduate labour force participation and median full-time salary by university, 2020 and 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Labour force participation rate  (%) 2020 | Labour force participation rate  (%) 2021 | Median full-time salary  ($) 2020 | Median full-time salary  ($) 2021 |
| Australian Catholic University | 94.3 (93.6, 94.9) | 95.5 (94.9, 96.0) | 64,000 (62,900, 65,100) | 65,400 (64,300, 66,500) |
| Bond University | 90.4 (87.1, 92.7) | 88.5 (85.0, 90.6) | 62,000 (57,500, 66,500) | 60,000 (54,500, 65,500) |
| Central Queensland University | 93.7 (92.2, 94.9) | 94.4 (93.2, 95.4) | 69,700 (67,000, 72,300) | 70,000 (67,600, 72,400) |
| Charles Darwin University | 93.2 (91.3, 94.5) | 91.5 (90.0, 92.7) | 68,000 (66,500, 69,500) | 70,000 (66,700, 73,300) |
| Charles Sturt University | 94.7 (93.9, 95.3) | 94.0 (93.0, 94.8) | 68,900 (67,700, 70,000) | 70,000 (69,100, 70,900) |
| Curtin University | 94.1 (93.3, 94.7) | 94.6 (93.7, 95.3) | 65,700 (64,500, 67,000) | 70,000 (68,700, 71,300) |
| Deakin University | 92.4 (91.7, 93.0) | 92.3 (91.5, 93.0) | 65,000 (63,800, 66,200) | 65,000 (63,600, 66,400) |
| Edith Cowan University | 93.1 (91.9, 94.0) | 94.6 (93.5, 95.4) | 65,300 (63,400, 67,300) | 69,000 (67,000, 70,900) |
| Federation University Australia | 93.0 (91.6, 94.1) | 93.3 (91.5, 94.6) | 64,000 (60,800, 67,200) | 67,400 (63,100, 71,700) |
| Flinders University | 91.4 (90.3, 92.4) | 89.8 (88.5, 90.9) | 64,500 (63,100, 65,900) | 66,000 (64,100, 67,900) |
| Griffith University | 91.9 (91.1, 92.7) | 92.5 (91.5, 93.4) | 60,200 (58,800, 61,500) | 61,100 (59,100, 63,100) |
| James Cook University | 94.0 (92.9, 94.8) | 93.6 (92.3, 94.6) | 65,900 (63,900, 67,900) | 67,000 (65,000, 69,000) |
| La Trobe University | 93.0 (92.1, 93.7) | 91.8 (90.8, 92.7) | 62,000 (60,400, 63,600) | 61,500 (59,800, 63,200) |
| Macquarie University | 93.5 (92.8, 94.1) | 92.7 (91.7, 93.5) | 62,600 (61,300, 63,900) | 62,000 (60,100, 63,900) |
| Monash University | 90.3 (89.6, 90.9) | 89.9 (89.2, 90.6) | 63,500 (62,200, 64,800) | 64,400 (63,200, 65,600) |
| Murdoch University | 92.8 (91.3, 93.9) | 91.4 (89.8, 92.7) | 65,700 (63,500, 67,900) | 65,400 (63,500, 67,400) |
| Queensland University of Technology | 95.2 (94.6, 95.7) | 96.1 (95.5, 96.6) | 62,600 (61,700, 63,500) | 62,600 (61,700, 63,600) |
| RMIT University | 92.1 (91.2, 92.8) | 93.6 (92.9, 94.2) | 60,000 (58,500, 61,500) | 60,000 (59,500, 60,500) |
| Southern Cross University | 92.4 (91.1, 93.5) | 91.4 (89.7, 92.6) | 65,700 (64,300, 67,100) | 67,100 (64,700, 69,600) |
| Swinburne University of Technology | 91.2 (90.2, 92.1) | 92.1 (91.2, 93.0) | 68,000 (65,900, 70,100) | 67,900 (65,800, 70,000) |
| The Australian National University | 91.0 (89.7, 92.1) | 90.6 (89.1, 91.8) | 64,000 (62,800, 65,200) | 65,000 (64,100, 65,900) |
| The University of Adelaide | 86.0 (84.8, 87.1) | 89.1 (88.0, 90.0) | 62,000 (60,100, 63,900) | 65,000 (63,500, 66,500) |
| The University of Melbourne | 83.1 (82.1, 84.0) | 85.5 (84.5, 86.4) | 59,500 (58,400, 60,500) | 60,000 (59,600, 60,400) |
| The University of Notre Dame Australia | 93.6 (92.3, 94.6) | 95.4 (93.9, 96.4) | 65,200 (63,700, 66,700) | 67,600 (66,800, 68,400) |
| The University of Queensland | 91.6 (90.8, 92.3) | 91.7 (90.8, 92.4) | 62,600 (61,700, 63,500) | 63,400 (62,500, 64,400) |
| The University of South Australia | 93.7 (92.8, 94.5) | 95.1 (94.3, 95.7) | 62,600 (61,300, 64,000) | 64,700 (63,300, 66,100) |
| The University of Sydney | 90.7 (90.0, 91.4) | 92.4 (91.8, 92.9) | 65,000 (64,600, 65,400) | 65,000 (64,500, 65,500) |
| The University of Western Australia | 85.3 (83.6, 86.9) | 85.1 (83.5, 86.5) | 55,500 (52,800, 58,300) | 60,000 (58,600, 61,400) |
| Torrens University | 89.5 (87.9, 90.7) | 92.0 (90.6, 93.2) | 52,200 (49,600, 54,800) | 60,000 (58,300, 61,700) |
| University of Canberra | 94.5 (93.5, 95.3) | 95.3 (94.2, 96.1) | 66,800 (64,900, 68,600) | 68,600 (66,500, 70,700) |
| University of Divinity | 73.8 (65.4, 80.1) | 82.5 (74.7, 87.3) | n/a | n/a |
| University of New England | 90.3 (89.3, 91.1) | 91.4 (90.2, 92.3) | 70,000 (68,400, 71,600) | 72,000 (70,600, 73,400) |
| University of New South Wales | 93.9 (92.9, 94.6) | 94.2 (93.3, 95.0) | 67,500 (66,400, 68,600) | 68,000 (66,700, 69,300) |
| University of Newcastle | 93.5 (92.6, 94.3) | 93.5 (92.4, 94.3) | 65,200 (64,500, 65,800) | 65,700 (64,600, 66,900) |
| University of Southern Queensland | 94.5 (93.6, 95.2) | 93.9 (92.8, 94.7) | 70,700 (69,800, 71,600) | 72,000 (71,000, 73,000) |
| University of Tasmania | 83.4 (82.3, 84.4) | 84.9 (83.8, 85.9) | 70,300 (68,900, 71,700) | 70,000 (68,600, 71,400) |
| University of Technology Sydney | 93.8 (93.0, 94.4) | 95.2 (94.5, 95.8) | 62,000 (60,800, 63,300) | 62,600 (61,800, 63,400) |
| University of the Sunshine Coast | 91.9 (90.6, 92.9) | 91.1 (89.7, 92.3) | 62,600 (60,400, 64,800) | 61,700 (59,100, 64,300) |
| University of Wollongong | 93.4 (92.2, 94.3) | 93.6 (92.2, 94.6) | 62,600 (60,900, 64,300) | 63,400 (62,200, 64,700) |
| Victoria University | 90.9 (89.5, 92.1) | 93.3 (92.2, 94.2) | 60,100 (56,500, 63,600) | 67,400 (65,300, 69,500) |
| Western Sydney University | 91.4 (90.4, 92.2) | 91.6 (91.3, 91.7) | 63,400 (62,500, 64,400) | 64,700 (63,900, 65,500) |
| **All Universities** | **91.6 (91.5, 91.8)** | **92.1 (92.0, 92.3)** | **64,700 (64,300, 65,100)** | **65,000 (64,900, 65,100)** |
| Standard deviation | 4.0 | 3.1 | 3,900 | 3,500 |

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

2.6.1 NUHEIs

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

Table 12 shows undergraduate median full-time salaries for NUHEIs. NUHEIs with high median full-time undergraduate salaries include Tabor College of Higher Education, $65,600, Moore Theological College, $65,400, Marcus Oldham College, $65,100, Avondale University College, $65,000, and TAFE NSW, $61,200.

Table 12 Undergraduate labour force indicators by NUHEI, 2019-2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NUHEI** | Full-time employment (%) | Overall employment (%) | Labour force participation rate (%) | Median full-time salary ($) |
| Academy of Information Technology | 58.8 (53.4, 63.9) | 68.2 (63.3, 72.6) | 94.8 (92.0, 96.5) | 60,000 (57,200, 62,800) |
| ACAP and NCPS | 58.2 (54.2, 62.0) | 80.7 (78.1, 82.8) | 92.5 (90.8, 93.8) | 60,000 (56,000, 64,000) |
| Adelaide Central School of Art | n/a | 76.3 (66.9, 82.3) | 74.5 (67.9, 78.6) | n/a |
| Adelaide College of Divinity | n/a | n/a | 75.0 (65.8, 80.3) | n/a |
| Alphacrucis College | 65.1 (58.9, 70.8) | 79.7 (76.2, 82.8) | 85.3 (82.4, 87.6) | 55,500 (50,900, 60,100) |
| Australasian College of Health and Wellness | n/a | n/a | n/a | n/a |
| Australian Academy of Music and Performing Arts | n/a | 74.2 (63.1, 81.4) | 96.9 (88.2, 98.2) | n/a |
| Australian College of Christian Studies | n/a | n/a | n/a | n/a |
| Australian College of Theology Limited | 78.4 (72.7, 83.1) | 87.2 (84.2, 89.7) | 81.4 (78.4, 84.0) | 59,700 (55,400, 64,100) |
| Australian Institute of Business Pty Ltd | n/a | n/a | n/a | n/a |
| Australian Institute of Professional Counsellors | n/a | n/a | n/a | n/a |
| Avondale University College | 84.9 (80.9, 87.8) | 89.7 (86.7, 91.7) | 97.4 (95.4, 98.2) | 65,000 (63,700, 66,300) |
| Box Hill Institute | 57.6 (50.2, 64.6) | 78.8 (73.2, 82.9) | 91.1 (87.0, 93.5) | 60,900 (53,100, 68,700) |
| Campion College Australia | n/a | 84.4 (73.4, 90.0) | 82.1 (72.7, 87.2) | n/a |
| Canberra Institute of Technology | n/a | 88.0 (75.7, 92.9) | 96.2 (85.5, 98.1) | n/a |
| Chisholm Institute | n/a | n/a | n/a | n/a |
| Christian Heritage College | 72.6 (65.2, 78.6) | 83.1 (77.9, 86.7) | 88.7 (84.6, 91.3) | 60,400 (52,200, 68,600) |
| Collarts (Australian College of the Arts) | 45.9 (39.8, 52.1) | 78.1 (73.9, 81.6) | 93.1 (90.2, 94.8) | 50,000 (45,000, 55,100) |
| Eastern College Australia | n/a | 93.9 (84.6, 96.6) | 84.6 (75.6, 89.1) | n/a |
| Endeavour College of Natural Health | 64.0 (60.0, 67.8) | 88.5 (86.7, 90.0) | 91.2 (89.7, 92.4) | 60,000 (56,200, 63,800) |
| Engineering Institute of Technology | n/a | n/a | n/a | n/a |
| Excelsia College | n/a | 73.1 (60.5, 81.3) | 100.0 (90.5, 100.0) | n/a |
| Holmes Institute | n/a | n/a | n/a | n/a |
| Holmesglen Institute | 65.6 (56.3, 73.5) | 84.2 (78.3, 88.2) | 92.2 (87.6, 94.7) | n/a |
| Ikon Institute of Australia | n/a | 74.3 (62.6, 82.5) | 85.4 (75.7, 90.6) | n/a |
| International College of Hotel Management | 84.0 (70.9, 90.4) | 96.3 (85.8, 98.4) | 100.0 (90.6, 100.0) | n/a |
| International College of Management, Sydney | 73.4 (67.3, 78.5) | 85.0 (80.3, 88.5) | 96.1 (93.0, 97.6) | 52,600 (49,200, 56,000) |
| ISN Psychology Pty Ltd | n/a | 77.5 (67.4, 84.1) | 87.0 (78.7, 91.1) | n/a |
| Jazz Music Institute | n/a | n/a | n/a | n/a |
| Kaplan Business School | n/a | n/a | n/a | n/a |
| Kaplan Higher Education Pty Ltd | n/a | n/a | n/a | n/a |
| LCI Melbourne | 51.2 (41.2, 61.1) | 74.1 (65.9, 80.0) | 91.5 (85.3, 94.1) | n/a |
| Le Cordon Bleu Australia | n/a | n/a | n/a | n/a |
| Macleay College | 61.7 (53.9, 68.8) | 74.0 (67.5, 79.2) | 90.9 (86.2, 93.7) | 55,000 (50,300, 59,700) |
| Marcus Oldham College | 95.5 (92.0, 97.2) | 98.6 (96.0, 99.3) | 97.9 (95.2, 98.9) | 65,100 (58,900, 71,400) |
| Melbourne Institute of Technology | n/a | n/a | 92.0 (79.1, 96.7) | n/a |
| Melbourne Polytechnic | 51.7 (42.5, 60.8) | 80.5 (73.9, 85.1) | 90.6 (85.6, 93.4) | n/a |
| Montessori World Educational Institute (Australia) | n/a | n/a | n/a | n/a |
| Moore Theological College | 91.7 (86.2, 94.6) | 90.6 (86.4, 93.0) | 84.2 (80.2, 86.9) | 65,400 (58,100, 72,800) |
| National Art School | 36.1 (27.7, 45.6) | 72.7 (67.2, 77.2) | 77.6 (73.4, 80.9) | n/a |
| Perth Bible College | n/a | n/a | n/a | n/a |
| Photography Studies College (Melbourne) | 54.5 (42.9, 65.5) | 81.3 (72.8, 86.3) | 94.1 (87.6, 96.2) | n/a |
| SAE Institute | 40.0 (37.1, 42.9) | 66.1 (63.8, 68.3) | 89.3 (87.8, 90.5) | 50,000 (48,600, 51,400) |
| Stott's College |  | n/a | n/a |  |
| Study Group Australia Pty Limited | n/a | n/a | n/a | n/a |
| Tabor College of Higher Education | 59.7 (51.2, 67.4) | 82.0 (76.5, 85.9) | 92.6 (88.4, 94.7) | 65,600 (60,500, 70,700) |
| TAFE NSW | 58.9 (53.4, 64.1) | 76.8 (72.6, 80.4) | 94.1 (91.4, 95.7) | 61,200 (56,800, 65,600) |
| TAFE Queensland | 87.0 (79.0, 91.5) | 86.2 (79.2, 90.2) | 95.6 (90.3, 97.4) | 58,400 (52,400, 64,500) |
| TAFE South Australia | n/a | n/a | n/a | n/a |
| The Australian College of Physical Education | 65.0 (55.6, 73.1) | 89.5 (83.7, 93.0) | 94.5 (89.7, 96.7) | n/a |
| The Australian Guild of Music Education | n/a | n/a | n/a | n/a |
| The Australian Institute of Music | 51.1 (44.9, 57.3) | 81.4 (77.4, 84.6) | 98.1 (96.1, 98.9) | 48,400 (42,000, 54,800) |
| Think Education | 65.8 (61.2, 70.1) | 84.2 (81.8, 86.2) | 90.5 (88.6, 91.9) | 60,000 (54,800, 65,200) |
| UOW College | n/a | 56.4 (44.8, 67.2) | 78.0 (68.4, 84.8) | n/a |
| UTS College | 30.1 (23.6, 37.6) | 60.1 (56.3, 63.6) | 79.3 (76.6, 81.7) | n/a |
| Whitehouse Institute of Design, Australia | 39.3 (26.5, 54.0) | 63.2 (50.7, 73.9) | 90.5 (80.7, 95.4) | n/a |
| William Angliss Institute | 62.9 (50.7, 73.1) | 81.4 (71.4, 87.6) | 91.5 (83.4, 95.1) | n/a |
| **All NUHEIs** | **60.7 (NA, NA)** | **79.2 (NA, NA)** | **89.5 (NA, NA)** | **58,400 (57,100, 59,800)** |
| Standard deviation | 17.9 | 10.7 | 7.4 | 10,300 |

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

## 3. Skills utilisation

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

In 2021, the proportion of employed undergraduates seeking more hours of work, that is, underemployed part-time workers, was 19.3 per cent which is lower than the 21.8 per cent reported in 2020 and more in line with figures of 19.8 per cent in 2019 and 19.2 per cent in 2018. As seen in Table 13, the main reasons that undergraduates were underemployed part-time workers in 2021 were because there were no more hours available in their current position, 41.2 per cent, they were studying, 15.8 per cent, because there were no suitable jobs in my local area, 4.5 per cent, or because there were no jobs with a suitable number of hours, 4.4 per cent.

Table 13 Main reason not working more hours, of undergraduates employed part-time by preference for more hours, 2021 (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Seeking more hours Female** | **Seeking more hours Male** | **Seeking more hours Total** | **Not seeking more hours Female** | **Not seeking more hours Male** | **Not seeking more hours Total** |
| Studying | 15.5 | 16.6 | 15.8 | 42.3 | 54.7 | 45.2 |
| Short-term illness or injury | 0.5 | 0.5 | 0.5 | 0.1 | 0.0 | 0.1 |
| Long-term health condition or disability | 0.2 | 0.0 | 0.1 | 1.5 | 1.0 | 1.4 |
| Caring for children | 3.8 | 1.1 | 3.0 | 9.4 | 0.9 | 7.4 |
| Caring for family member with a health condition or disability | 0.1 | 0.1 | 0.1 | 1.1 | 0.2 | 0.9 |
| Subtotal – Personal factors | 20.1 | 18.3 | 19.5 | 54.4 | 56.8 | 55.0 |
| No suitable jobs in my area of expertise | 10.0 | 12.5 | 10.8 | 0.8 | 1.2 | 0.9 |
| No suitable jobs in my local area | 4.4 | 4.7 | 4.5 | 0.4 | 0.7 | 0.5 |
| Considered to be too young by employers | 1.2 | 1.2 | 1.2 | 0.0 | 0.0 | 0.0 |
| Considered too old by employers | 0.9 | 0.9 | 0.9 | 0.1 | 0.1 | 0.1 |
| No jobs with a suitable number of hours | 4.1 | 5.2 | 4.4 | 0.3 | 0.4 | 0.3 |
| No more hours available in current position | 42.9 | 37.5 | 41.2 | 2.8 | 2.0 | 2.6 |
| Subtotal – Labour market factors | 63.4 | 62.0 | 63.0 | 4.4 | 4.5 | 4.4 |
| Other | 16.5 | 19.7 | 17.5 | 41.2 | 38.7 | 40.6 |
| **Total underemployed part-time** | **20.0** | **18.0** | **19.3** | **18.5** | **11.3** | **16.1** |

The proportion of undergraduates working in managerial and professional occupations is one measure of skills utilisation. These occupations are defined by the ABS as being commensurate with requiring bachelor level or higher qualifications. In 2021, four months after graduation, 67.8 per cent of undergraduates employed full-time were working in managerial or professional occupations which was lower than the 69.5 per cent reported in 2020, 69.9 per cent reported in 2019, and 72.1 per cent reported in 2018. Further information relating to graduate occupations is available from the QILT Website, including [Excel tables](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos)) and [a data visualisation workbook.](https://app.powerbi.com/view?r=eyJrIjoiM2ZjOTkxNGQtMzc5NS00YjZmLWE5MTctYjlhZjY2ZTZmNGRkIiwidCI6IjBhNGQ1MDgwLTUxNWMtNDVlNi1hN2FiLTFiZjI1OTZhNTY0OCJ9)

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

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

Table 14 Main reason for working in job in 2021 that does not fully use skills and education, by employment outcomes (%)

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

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

## 4. Further study

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

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

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

Table 15 Undergraduate further full-time study status, by original field of study[[4]](#footnote-4), 2020 and 2021 (%)

|  |  |  |
| --- | --- | --- |
|  | **In full-time study 2020** | **In full-time study 2021** |
| Science and mathematics | 37.3 | 41.1 |
| Computing and information systems | 11.3 | 11.0 |
| Engineering | 11.1 | 14.3 |
| Architecture and built environment | 17.2 | 20.6 |
| Agriculture and environmental studies | 15.2 | 19.7 |
| Health services and support | 21.3 | 23.2 |
| Medicine | 24.4 | 17.1 |
| Nursing | 3.1 | 4.7 |
| Pharmacy | 9.6 | 12.6 |
| Dentistry | 13.4 | 9.7 |
| Veterinary science | 26.8 | 30.4 |
| Rehabilitation | 3.1 | 2.8 |
| Teacher education | 7.7 | 8.0 |
| Business and management | 10.9 | 12.5 |
| Humanities, culture and social sciences | 25.1 | 29.4 |
| Social work | 8.9 | 10.0 |
| Psychology | 31.7 | 37.5 |
| Law and paralegal studies | 19.0 | 22.0 |
| Creative arts | 22.5 | 25.9 |
| Communications | 13.5 | 17.4 |
| Tourism, hospitality, personal services, sport and recreation | 16.8 | 29.4 |
| **All study areas** | **18.5** | **21.1** |

In 2021, Health was the most popular area for further full-time study following an undergraduate degree, with 31.4 per cent of those proceeding to further study selecting this area, see Table 16. This was followed by Society and culture, 21.4 per cent, Natural and physical sciences, 10.9 per cent, and Education, 9.1 per cent. These results have remained stable since 2020.

Table 16 Broad field of education destinations of undergraduates undertaking further full-time study, 2020 and 2021 (%)

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

## 5. Satisfaction

### 5.1 Coursework satisfaction

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

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

Over six years of the GOS, undergraduate ratings for overall satisfaction have been broadly steady up until 2020, at 80.6 per cent in 2016 and 80.7 per cent in 2020, as seen in Table 17 . Results for 2021 are lower than all previous years, at 77.9 per cent. A similar pattern of results was seen for postgraduate coursework graduates, with overall satisfaction broadly steady up until 2020, at 82.5 per cent in 2016 and 81.7 per cent in 2020. However, levels of overall satisfaction in 2021 are lower than all prior years, at 79.8 per cent, as seen in Table 17. Trends in overall satisfaction in the 2021 GOS refer to graduates whose last year of study was in 2020. Not surprisingly, the fall in overall satisfaction observed in the 2021 GOS corresponds with the fall in student ratings observed in the 2020 Student Experience Survey (SES) measuring student experience in the 2020 academic year. Nevertheless, it is interesting to note that the falls in overall satisfaction in the 2021 GOS are of a lesser order of magnitude than the fall in student ratings in the 2020 SES. This might reflect the contemporaneous nature of the SES whereas the GOS requires graduates to reflect on their experience some period after they have finished their studies. As in previous years, postgraduate coursework graduates appear to have higher levels of overall satisfaction than undergraduates.

Table 17 Undergraduate and Postgraduate coursework satisfaction, 2011-2021, % agreement

|  |  |  |
| --- | --- | --- |
|  | **Undergraduate** | **Postgraduate coursework** |
| 2011 | 82.3 | 82.1 |
| 2012 | 83.3 | 83.0 |
| 2013 | 83.1 | 83.1 |
| 2014 | 82.8 | 83.5 |
| 2015 | 83.4 | 83.2 |
| 2016 | 80.6 | 82.5 |
| 2017 | 79.4 | 81.9 |
| 2018 | 79.7 | 81.7 |
| 2019 | 80.1 | 81.8 |
| 2020 | 80.7 | 81.7 |
| 2021 | 77.9 | 79.8 |

One of the key factors influencing CEQ scores is study area. Table 18 shows overall satisfaction by study area for undergraduates and postgraduate coursework graduates. In 2021, overall satisfaction among undergraduates ranged from a high of 84.2 per cent in Pharmacy, 83.8 per cent in Social work, and 83.7 per cent in Humanities, culture and social sciences down to 65.6 per cent in Dentistry, 70.4 per cent in Architecture and built environment, and 72.3 per cent in Engineering.

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

Table 18 Overall satisfaction by course level and study area, 2020 and 2021, % agreement

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

### 5.2 Postgraduate research satisfaction

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

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

While overall satisfaction was lower than measured satisfaction with some other aspects of the postgraduate research experience, as shown by Table 19, note the absolute level of satisfaction can be dependent on the number and type of items included in each scale. More important are trends and changes over time.

The PREQ time series shown in Table 19 indicates there has been a steady improvement in satisfaction among postgraduate research graduates over time from 2007 to 2015 as measured by the AGS. The transition to the GOS resulted in a lowering of scores between 2015 and 2016, except for skills development, which showed a slight increase of 0.5 percentage points. Since the change to the GOS, most of the scale scores have remained relatively stable. Overall satisfaction with the postgraduate research experience has decreased slightly from 85.5 per cent in 2016 to 84.8 per cent in 2021. The largest changes in satisfaction have been recorded in the areas of thesis examination, rising 4.5 percentage points from 77.9 per cent in 2016 to 82.4 per cent in 2021, and infrastructure, rising 3.2 percentage points from 75.6 per cent to 78.8 per cent over the same period. No areas other than overall satisfaction have experienced a decrease in satisfaction between 2016 and 2021.

Table 19 Postgraduate research satisfaction, 2011-2021, % agreement

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Overall satisfaction** | **Supervision** | **Intellectual climate** | **Skills development** | **Infrastructure** | **Thesis examination** | **Goals and expectations** | **Industry and external engagement** |
| 2011 | 86.2 | 78.5 | 65.0 | 93.1 | 77.2 | 80.4 | 92.3 |  |
| 2012 | 86.2 | 79.3 | 65.7 | 93.9 | 77.8 | 82.0 | 92.9 |  |
| 2013 | 86.7 | 81.0 | 67.8 | 93.6 | 79.2 | 82.1 | 93.3 |  |
| 2014 | 86.8 | 81.1 | 67.5 | 93.7 | 79.7 | 82.6 | 93.7 |  |
| 2015 | 87.7 | 81.7 | 68.0 | 93.6 | 80.2 | 83.2 | 93.4 |  |
| 2016 | 85.5 | 81.2 | 60.7 | 94.1 | 75.6 | 77.9 | 91.2 |  |
| 2017 | 84.4 | 81.5 | 61.3 | 94.3 | 77.0 | 79.4 | 91.5 |  |
| 2018 | 85.0 | 82.0 | 61.1 | 92.6 | 74.6 | 81.3 | 91.7 |  |
| 2019 | 85.5 | 83.1 | 62.7 | 92.5 | 75.8 | 80.6 | 91.9 | 56.4 |
| 2020 | 85.8 | 82.1 | 64.4 | 92.5 | 76.8 | 81.5 | 91.3 | 57.9 |
| 2021 | 84.8 | 83.1 | 63.4 | 94.5 | 78.8 | 82.4 | 93.0 | 57.1 |

### 5.3 International benchmarking

International benchmarking of results from the CEQ with a similar survey from overseas shows that, historically, Australian students have been less satisfied with their higher education experience than their counterparts in the United Kingdom, though the gap had narrowed up until 2020, as shown in Table 20. However, that trend has been reversed in 2021 as a result of the COVID-19 pandemic with overall satisfaction in Australia at 77.9 per cent in comparison with 75.4 per cent in the United Kingdom (UK).

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

Table 20 Overall satisfaction of undergraduates, UK (NSS) and Australia (CEQ), 2008–2021, % agreement

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

# Appendix 1 Methodology

## 1.1 Methodological summary

### 1.1.1 Overview

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

Table 21 provides a summary of the 2021 GOS. A total of 342,358 graduates from 127 institutions, including all 41 universities and 86 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 316,610 graduates, responses were received from a total of 127,827 graduates. This represents an overall response rate of 40.4 per cent. The final overall response rate for the 2021 GOS (40.4 per cent) was lower than previous years (42.3 per cent in 2020, 44.2 per cent in 2019, 43.0 per cent in 2018, and 45.0 per cent in 2017). For the QILT suite of surveys, ‘response rate’ is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g. no contact details), out-of-scope and opted-out. This definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation.

Table 21 2021 GOS operational overview

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2020 November[[5]](#footnote-5)Universities | 2020 November[[6]](#footnote-6) NUHEIs | 2020 November[[7]](#footnote-7) 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 | 62 | 103 | 41 | 79 | 120 | 41 | 86 | 127 |
| Number of graduates approached | 118,646 | 17,854 | 136,500 | 193,551 | 12,307 | 205,858 | 312,197 | 30,161 | 342,358 |
| Final 'in-scope' sample | 111,044 | 16,327 | 127,371 | 178,088 | 11,151 | 189,239 | 289,132 | 27,478 | 316,610 |
| Number of completed surveys | 44,664 | 6,121 | 50,785 | 72,366 | 4,676 | 77,042 | 117,030 | 10,797 | 127,827 |
| Overall response rate | 40.2% | 37.5% | 39.9% | 40.6% | 41.9% | 40.7% | 40.5% | 39.3% | 40.4% |
| Analytic unit | Graduate | 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 round. The total prize pools for each collection aimed to reflect the proportion of sample in each round of the collection year.

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

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

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

## 1.2 Response rate by course level

Table 22 provides the final response rate by course level and institution for each round of the 2021 GOS collection cycle. Postgraduate research graduates had the highest overall response rate of 65.7 per cent, followed by undergraduates with 40.3 per cent and postgraduate coursework graduates with 38.8 per cent. Some variation by institution type for each course level can be seen, with larger differences noted for postgraduate coursework and postgraduate research graduates.

Table 22 2021 GOS response rate by course level

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2020 November[[8]](#footnote-8) Universities | 2020 November[[9]](#footnote-9) NUHEIs | 2020 November[[10]](#footnote-10) Total | 2021 May Universities | 2021 May NUHEIs | 2021 May Total | 2021 Total collection Universities | 2021 Total collection NUHEIs | 2021 Total collection Total |
| **Undergraduate** | 39.1% | 36.1% | 38.9% | 41.1% | 40.1% | 41.0% | 40.4% | 38.2% | 40.3% |
| **Postgraduate coursework** | 38.5% | 38.2% | 38.5% | 38.7% | 43.7% | 39.1% | 38.6% | 40.0% | 38.8% |
| **Postgraduate research** | 65.3% | 40.0% | 65.3% | 66.2% | 86.7% | 66.3% | 65.6% | 75.0% | 65.7% |

## 1.3 Response rate by institution

Table 23 and Table 24 show the final response rate by institution for each round of the 2021 GOS collection cycle. There was a minor variation in response rate by provider type, with an overall response rate of 40.5 per cent for universities and 39.3 per cent for NUHEIs. At an individual institution level within provider type, the response rate ranged from 58.3 per cent to 29.4 per cent for universities, and 100.0 per cent to 8.3 per cent for NUHEIs.

Table 23 2021 GOS university response rates (All study levels)

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2020 November[[11]](#footnote-11) | 2021  May | 2021  Total collection |
| Australian Catholic University | 48.2 | 48.9 | 48.8 |
| Bond University | 36.9 | 38.2 | 37.3 |
| Central Queensland University | 40.4 | 35.4 | 37.6 |
| Charles Darwin University | 52.5 | 55.7 | 54.3 |
| Charles Sturt University | 35.6 | 39.9 | 37.8 |
| Curtin University | 35.9 | 39.8 | 38.5 |
| Deakin University | 46.0 | 40.5 | 43.1 |
| Edith Cowan University | 39.8 | 46.5 | 43.6 |
| Federation University Australia | 40.7 | 39.6 | 40.1 |
| Flinders University | 41.7 | 41.5 | 41.5 |
| Griffith University | 34.6 | 37.1 | 36.1 |
| James Cook University | 46.3 | 44.1 | 44.9 |
| La Trobe University | 38.6 | 35.9 | 36.8 |
| Macquarie University | 39.5 | 44.3 | 42.2 |
| Monash University | 39.1 | 38.7 | 38.9 |
| Murdoch University | 43.0 | 45.1 | 44.4 |
| Queensland University of Technology | 42.5 | 43.2 | 42.9 |
| RMIT University | 35.4 | 41.6 | 39.5 |
| Southern Cross University | 48.0 | 43.2 | 45.9 |
| Swinburne University of Technology | 44.4 | 40.6 | 42.2 |
| The Australian National University | 33.7 | 35.1 | 34.4 |
| The University of Adelaide | 47.8 | 47.6 | 47.7 |
| The University of Melbourne | 44.8 | 42.0 | 43.0 |
| The University of Notre Dame Australia | 44.6 | 37.1 | 38.9 |
| The University of Queensland | 38.4 | 37.0 | 37.6 |
| The University of South Australia | 36.8 | 44.3 | 42.3 |
| The University of Sydney | 36.0 | 38.1 | 37.3 |
| The University of Western Australia | 36.4 | 39.2 | 38.4 |
| Torrens University | 42.3 | 49.0 | 45.1 |
| University of Canberra | 45.8 | 45.1 | 45.3 |
| University of Divinity | 56.3 | 58.3 | 57.8 |
| University of New England | 58.4 | 57.8 | 58.3 |
| University of New South Wales | 28.7 | 29.9 | 29.4 |
| University of Newcastle | 35.8 | 39.0 | 38.3 |
| University of Southern Queensland | 54.3 | 52.2 | 53.0 |
| University of Tasmania | 45.3 | 42.7 | 43.6 |
| University of Technology Sydney | 36.0 | 39.4 | 38.2 |
| University of the Sunshine Coast | 52.4 | 46.1 | 48.6 |
| University of Wollongong | 39.4 | 33.6 | 35.2 |
| Victoria University | 38.9 | 41.9 | 40.7 |
| Western Sydney University | 39.5 | 42.6 | 41.8 |
| **All Universities** | **40.2** | **40.6** | **40.5** |

Table 24 2021 GOS NUHEI response rates (All study levels)

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2020 November[[12]](#footnote-12) | 2021  May | 2021  Total collection |
| Academies Australasia Polytechnic Pty Limited | 33.8 | 40.9 | 34.7 |
| Academy of Information Technology | 36.5 | 46.6 | 41.7 |
| ACAP and NCPS | 49.1 |  | 49.1 |
| Adelaide Central School of Art |  | 66.7 | 66.7 |
| Adelaide College of Divinity | 54.5 | 44.4 | 50.0 |
| Alphacrucis College | 44.9 | 44.1 | 44.4 |
| Asia Pacific International College | 35.1 | 23.8 | 33.1 |
| Australasian College of Health and Wellness |  | 41.7 | 41.7 |
| Australian Academy of Music and Performing Arts | 71.4 | 50.0 | 56.5 |
| Australian College of Christian Studies |  | 63.2 | 63.2 |
| Australian College of Nursing | 40.7 | 41.5 | 41.1 |
| Australian College of Theology Limited | 50.0 | 55.7 | 53.0 |
| Australian Institute of Business Pty Ltd | 46.9 | 42.6 | 45.4 |
| Australian Institute of Higher Education | 31.8 | 56.4 | 39.4 |
| Australian Institute of Management Education & Training | 50.2 | 54.3 | 51.7 |
| Australian Institute of Professional Counsellors | 48.5 | 50.0 | 48.6 |
| Avondale University College | 43.8 | 49.3 | 48.9 |
| BBI - The Australian Institute of Theological Education | 44.1 | 44.4 | 44.2 |
| Box Hill Institute | 25.9 | 48.4 | 45.1 |
| Campion College Australia |  | 42.1 | 42.1 |
| Canberra Institute of Technology |  | 61.5 | 61.5 |
| Chisholm Institute |  | 48.7 | 48.7 |
| Christian Heritage College | 52.5 |  | 52.5 |
| CIC Higher Education | 44.1 | 36.7 | 41.8 |
| Collarts (Australian College of the Arts) |  | 36.5 | 36.5 |
| Eastern College Australia |  | 50.0 | 50.0 |
| Elite Education Institute | 18.8 | 33.3 | 19.6 |
| Endeavour College of Natural Health |  | 45.1 | 45.1 |
| Engineering Institute of Technology | 50.0 | 73.4 | 71.3 |
| Excelsia College | 64.7 | 56.9 | 57.6 |
| Gestalt Therapy Brisbane |  | 65.8 | 65.8 |
| Governance Institute of Australia | 50.0 | 38.1 | 40.0 |
| Health Education & Training Institute | 50.0 | 52.7 | 52.2 |
| The Tax Institute Higher Education | 68.8 | 92.3 | 79.3 |
| Higher Education Leadership Institute | 100.0 |  | 100.0 |
| Holmes Institute | 34.2 | 31.7 | 34.1 |
| Holmesglen Institute | 36.1 | 34.7 | 35.1 |
| Ikon Institute of Australia | 60.6 |  | 60.6 |
| Institute of Health & Management Pty Ltd | 21.7 | 49.4 | 34.2 |
| International College of Hotel Management | 45.2 |  | 45.2 |
| International College of Management, Sydney | 27.7 | 26.6 | 27.2 |
| ISN Psychology Pty Ltd | 61.5 | 38.2 | 44.7 |
| Jazz Music Institute |  | 42.9 | 42.9 |
| Kaplan Business School | 39.9 | 40.9 | 40.3 |
| Kaplan Higher Education Pty Ltd | 39.8 | 34.8 | 37.8 |
| Kent Institute Australia | 33.3 | 33.8 | 33.5 |
| King's Own Institute | 36.4 | 37.5 | 36.7 |
| LCI Melbourne |  | 33.3 | 33.3 |
| Le Cordon Bleu Australia | 27.8 | 24.5 | 26.2 |
| Leo Cussen Centre for Law | 48.6 | 41.1 | 43.8 |
| Macleay College |  | 37.0 | 37.0 |
| Marcus Oldham College | 100.0 | 46.8 | 47.7 |
| Melbourne Institute of Technology | 28.1 | 33.2 | 30.2 |
| Melbourne Polytechnic | 38.9 | 40.8 | 40.0 |
| Montessori World Educational Institute (Australia) |  | 77.8 | 77.8 |
| Moore Theological College |  | 57.1 | 57.1 |
| Morling College |  | 48.3 | 48.3 |
| Nan Tien Institute | 54.3 | 40.0 | 52.5 |
| National Art School |  | 51.5 | 51.5 |
| National Institute of Organisation Dynamics Aust |  | 77.8 | 77.8 |
| Ozford Institute of Higher Education | 27.3 | 18.8 | 22.2 |
| Perth Bible College | 100.0 | 50.0 | 61.5 |
| Photography Studies College (Melbourne) |  | 50.0 | 50.0 |
| Polytechnic Institute Australia Pty Ltd | 42.9 | 58.3 | 46.8 |
| SAE Institute | 43.2 | 39.8 | 41.0 |
| SP Jain School of Management | 38.1 |  | 38.1 |
| Stott's College | 33.9 | 29.3 | 31.7 |
| Study Group Australia Pty Limited | 26.7 | 25.0 | 26.1 |
| Tabor College of Higher Education |  | 54.7 | 54.7 |
| TAFE NSW | 30.7 | 37.3 | 35.1 |
| TAFE Queensland | 45.5 | 50.0 | 48.3 |
| TAFE South Australia | 26.1 | 23.8 | 25.0 |
| The Australian College of Physical Education | 26.7 | 39.1 | 36.9 |
| The Australian Guild of Music Education |  | 100.0 | 100.0 |
| The Australian Institute of Music | 49.3 |  | 49.3 |
| The Cairnmillar Institute |  | 45.5 | 45.5 |
| The College of Law Limited | 32.2 | 31.3 | 32.0 |
| The Institute of International Studies (TIIS) |  | 8.3 | 8.3 |
| The MIECAT Institute | 57.1 | 42.9 | 45.7 |
| Think Education | 57.5 | 63.2 | 59.3 |
| UOW College | 33.3 | 30.6 | 31.1 |
| UTS College | 23.7 | 26.8 | 25.2 |
| VIT (Victorian Institute of Technology) | 75.7 | 76.5 | 76.2 |
| Wentworth Institute of Higher Education | 56.9 | 46.6 | 50.6 |
| Whitehouse Institute of Design, Australia |  | 40.0 | 40.0 |
| William Angliss Institute | 30.9 | 36.9 | 33.8 |
| **All NUHEIs** | **37.5** | **41.9** | **39.3** |

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 25 below.

Table 25 2021 GOS population parameters by subgroup and response characteristics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | In-scope sample (n) | In-scope sample (%) | Respondents  (n) | Respondents  (%) |
| **Base[[13]](#footnote-13)** | 316,610 | 100.0 | 127,827 | 100.0 |
| **Level** |  |  |  |  |
| Undergraduate | 171,414 | 54.1 | 69,056 | 54.0 |
| Postgraduate coursework | 136,131 | 43.0 | 52,819 | 41.3 |
| Postgraduate research | 9,065 | 2.9 | 5,952 | 4.7 |
| **Gender** |  |  |  |  |
| Male | 134,728 | 42.6 | 49,706 | 39.0 |
| Female | 181,205 | 57.4 | 77,827 | 61.0 |
| **Combined course of study indicator** |  |  |  |  |
| Combined/double degree | 16,526 | 5.2 | 7,272 | 5.7 |
| Single degree | 300,084 | 94.8 | 120,555 | 94.3 |
| **Aboriginal and Torres Strait Islander** |  |  |  |  |
| Indigenous | 2,755 | 0.9 | 1,301 | 1.0 |
| Non-Indigenous | 313,855 | 99.1 | 126,526 | 99.0 |
| **Mode of attendance code** |  |  |  |  |
| Internal/Multi Mode | 264,453 | 83.6 | 104,436 | 81.8 |
| External/Distance | 51,698 | 16.4 | 23,205 | 18.2 |
| **Type of attendance code** |  |  |  |  |
| Full-time | 224,038 | 71.0 | 87,902 | 69.0 |
| Part-time | 91,334 | 29.0 | 39,415 | 31.0 |
| **Main language spoken at home** |  |  |  |  |
| English | 233,302 | 73.7 | 100,579 | 78.7 |
| Language other than English | 83,308 | 26.3 | 27,248 | 21.3 |
| **Citizen/resident indicator** |  |  |  |  |
| Domestic | 202,929 | 64.1 | 89,638 | 70.1 |
| International | 113,678 | 35.9 | 38,188 | 29.9 |
| **Socio-economic status** |  |  |  |  |
| High | 71,543 | 36.0 | 31,385 | 35.8 |
| Medium | 97,801 | 49.2 | 43,093 | 49.2 |
| Low | 29,329 | 14.8 | 13,092 | 15.0 |
| **Location** |  |  |  |  |
| Metropolitan | 159,796 | 80.7 | 69,361 | 79.4 |
| Regional/remote | 38,096 | 19.3 | 17,983 | 20.6 |

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

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

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

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

As was the case with the 2020 GOS, the achieved respondent profile in 2021 closely matches the in-scope survey population in terms of study area, as shown in Table 26 below.

Table 26 2021 GOS population parameters by study area and response characteristics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | In-scope sample (n) | In-scope sample (%) | Respondents  (n) | Respondents  (%) |
| Science and mathematics | 23,476 | 7.4 | 11,243 | 8.8 |
| Computing and information systems | 26,204 | 8.3 | 10,239 | 8.0 |
| Engineering | 20,431 | 6.5 | 8,212 | 6.4 |
| Architecture and built environment | 8,779 | 2.8 | 3,269 | 2.6 |
| Agriculture and environmental studies | 3,618 | 1.1 | 1,840 | 1.4 |
| Health services and support | 18,593 | 5.9 | 8,430 | 6.6 |
| Medicine | 5,096 | 1.6 | 1,907 | 1.5 |
| Nursing | 25,671 | 8.1 | 10,879 | 8.5 |
| Pharmacy | 1,671 | 0.5 | 642 | 0.5 |
| Dentistry | 1,005 | 0.3 | 364 | 0.3 |
| Veterinary science | 1,073 | 0.3 | 504 | 0.4 |
| Rehabilitation | 3,639 | 1.1 | 1,386 | 1.1 |
| Teacher education | 22,986 | 7.3 | 10,158 | 7.9 |
| Business and management | 83,394 | 26.3 | 27,430 | 21.5 |
| Humanities, culture and social sciences | 22,194 | 7.0 | 10,682 | 8.4 |
| Social work | 5,796 | 1.8 | 2,986 | 2.3 |
| Psychology | 9,279 | 2.9 | 4,457 | 3.5 |
| Law and paralegal studies | 16,672 | 5.3 | 6,530 | 5.1 |
| Creative arts | 8,684 | 2.7 | 3,482 | 2.7 |
| Communications | 7,525 | 2.4 | 2,958 | 2.3 |
| Tourism, hospitality, personal services, sport and recreation | 824 | 0.3 | 229 | 0.2 |
| **Total** | **316,610** | **100.0** | **127,827** | **100.0** |

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

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

# Appendix 2 Labour market and graduate satisfaction definitions

The 2021 GOS uses labour force definitions which conform to the conceptual framework of the standard labour force statistics model used by the ABS. These are presented in Table 27 below.

Table 27 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 28 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 28 Questionnaire 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 per cent 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 per cent 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 25. Details of the fields of education are available from the ABS website.

Table 29 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 and figures

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

Listed below are tables and figures related to specific concepts relevant to the GOS, as well as a listing of tables that can be used to explore additional themes related to the GOS.

## 6.1 GOS results

### 6.1.1 Labour force outcomes

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

Table 30 Tables and figures associated with labour force outcomes

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
| Table 02/Table 03 | OVERALL\_ALL\_ALL\_2Y | Graduate employment and study outcomes, by study level, 2020 and 2021 |
| Table 06 | EMP\_UG\_ALL\_2Y\_AREA | Undergraduate employment outcomes by study area, 2020 and 2021 (%) |
|  | EMP\_PGC\_ALL\_2Y\_AREA | Postgraduate coursework employment outcomes by study area, 2020 and 2021 (%) |
|  | EMP\_PGR\_ALL\_2Y\_AREA | Postgraduate research employment outcomes by study area, 2020 and 2021 (%) |
|  | EMP\_UG\_ALL\_2Y | Undergraduate employment outcomes, 2020 and 2021 (%) |
|  | EMP\_PG\_ALL\_2Y | Postgraduate employment outcomes, 2020 and 2021 |
| Table 05 | EMP\_UG\_ALL\_2Y\_DG | 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 (%) |
|  | EMP\_UG\_ALL\_3Y\_PERIOD | Undergraduate employment rates by survey round, 2019-2021 (%) |
| Table 01/Figure 01 | EMP\_PGC\_ALL\_3Y\_PERIOD | Postgraduate coursework employment rates by survey round, 2019-2021 (%) |
|  | EMP\_PGR\_ALL\_3Y\_PERIOD | Postgraduate research employment rates by survey round, 2019-2021 (%) |
| Table 04/Table 07 | SAL\_UG\_ALL\_2Y\_AREA\_SEX | Undergraduate median full-time salaries by study area and gender, 2020 and 2021 ($) |
|  | SAL\_PGC\_ALL\_2Y\_AREA\_SEX | Postgraduate coursework median full-time salaries by study area and gender, 2020 and 2021 ($) |
|  | SAL\_PGR\_ALL\_2Y\_AREA\_SEX | Postgraduate research median full-time salaries by study area and gender, 2020 and 2021 ($) |
|  | SAL\_UG\_ALL\_2Y\_DG | Undergraduate median full-time salaries by demographic group, 2020 and 2021 ($) |
|  | SAL\_PGC\_ALL\_2Y\_DG | Postgraduate coursework median full-time salaries by demographic group, 2020 and 2021 ($) |
|  | SAL\_PGR\_ALL\_2Y\_DG | Postgraduate research median full-time salaries by demographic group, 2020 and 2021 ($) |
|  | SAL\_UG\_ALL\_2Y\_AREA45\_SEX | Undergraduate median full-time salaries by 45 study areas and gender, 2020 and 2021 ($) |
|  | SAL\_PGC\_ALL\_2Y\_AREA45\_SEX | Postgraduate coursework median full-time salaries by 45 study areas and gender, 2020 and 2021 ($) |
|  | SAL\_PGR\_ALL\_2Y\_AREA45\_SEX | Postgraduate research median full-time salaries by 45 study areas and gender, 2020 and 2021 ($) |
| Table 08/Table 09 | LF\_UG\_UNI\_1Y | Labour force indicators 2021, undergraduates (universities only) |
|  | LF\_UG\_UNI\_3Y | Labour force indicators 2019-2021, undergraduates (universities only) |
|  | LF\_PGC\_UNI\_1Y | Labour force indicators 2021, postgraduate coursework (universities only) |
|  | LF\_PGC\_UNI\_3Y | Labour force indicators 2019-2021, postgraduate coursework (universities only) |
|  | LF\_PGR\_UNI\_3Y | Labour force indicators 2019-2021, postgraduate research (universities only) |
| Table 10 | LF\_UG\_NUHEI\_3Y | Labour force indicators 2019-2021, undergraduates (NUHEIs only) |
|  | LF\_PGC\_NUHEI\_3Y | Labour force indicators 2019-2021, postgraduate coursework (NUHEIs only) |
|  | LF\_UG\_UNI\_2Y | Undergraduate labour force indicators, universities only, 2020 and 2021 |
|  | LF\_UG\_NUHEI\_2Y | Undergraduate labour force indicators, NUHEIs only, 2020 and 2021 |
|  | PREFMHRS\_UG\_ALL\_1Y\_E315 | Proportion of employed undergraduates seeking or not seeking more hours, by gender, 2021 (%) |
|  | PREFMHRS\_PGC\_ALL\_1Y\_E315 | Proportion of employed postgraduates (coursework) seeking or not seeking more hours, by gender, 2021 (%) |
|  | PREFMHRS\_PGR\_ALL\_1Y\_E315 | Proportion of employed postgraduates (research) seeking or not seeking more hours, by gender, 2021 (%) |
|  | PARTEMP\_UG\_ALL\_1Y\_AREA\_SEX | Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2021 (%) |
|  | FTE\_UG\_UNI\_1Y\_FIG | Undergraduate full-time employment rate by university, 2021 (%) |
|  | FTE\_UG\_UNI\_3Y\_FIG | Undergraduate full-time employment rate by university, 2019-2021 (%) |
|  | SAL\_UG\_UNI\_1Y\_FIG | Undergraduate median full-time salaries by university, 2021 ($) |
|  | SAL\_UG\_UNI\_3Y\_FIG | Undergraduate median full-time salaries by university, 2019-2021 ($) |
|  | FTE\_UG\_NUHEI\_3Y\_FIG | Undergraduate full-time employment rate by NUHEI, 2019-2021 (%) |
|  | SAL\_UG\_NUHEI\_3Y\_FIG | Undergraduate median full-time salaries by NUHEI, 2019-2021 ($) |
|  | FTE\_PGC\_UNI\_1Y\_FIG | Postgraduate coursework full-time employment rate by university, 2021 (%) |
|  | FTE\_PGC\_UNI\_3Y\_FIG | Postgraduate coursework full-time employment rate by university, 2019-2021 (%) |
|  | FTE\_PGC\_NUHEI\_3Y\_FIG | Postgraduate coursework full-time employment rate by NUHEI, 2019-2021 (%) |
|  | SAL\_PGC\_UNI\_1Y\_FIG | Postgraduate coursework median full-time salaries by university, 2021 ($) |
|  | SAL\_PGC\_UNI\_3Y\_FIG | Postgraduate coursework median full-time salaries by university, 2019-2021 ($) |
|  | SAL\_PGC\_NUHEI\_1Y\_FIG | Postgraduate coursework median full-time salaries by NUHEI, 2019-2021 ($) |
|  | FTE\_PGR\_UNI\_3Y\_FIG | Postgraduate research full-time employment rate by university, 2019-2021 (%) |
|  | SAL\_PGR\_UNI\_3Y\_FIG | Postgraduate research median full-time salaries by university, 2019-2021 ($) |

### 6.1.2 Hours worked

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

Table 31 Tables associated with median usual hours and median actual hours worked

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
|  | HOURS\_UG\_ALL\_3Y | Average hours worked per week for employed undergraduates by full-time/part-time status, 2019-2021 |
|  | HOURS\_PGC\_ALL\_3Y | Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status, 2019-2021 |
|  | HOURS\_PGR\_ALL\_3Y | Average hours worked per week for employed postgraduates (research) by full-time/part-time status, 2019-2021 |
| Figure 02 | HOURS\_UG\_ALL\_3Y\_PERIOD | Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2019-2021 |
|  | HOURS\_PGC\_ALL\_3Y\_PERIOD | Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status and survey round, 2019-2021 |
|  | HOURS\_PGR\_ALL\_3Y\_PERIOD | Average hours worked per week for employed postgraduates (research) by full-time/part-time status and survey round, 2019-2021 |

### 6.1.3 Away from work

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

Table 32 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 33 Tables associated with occupation types of employed graduates

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
|  | OCC\_UG\_ALL\_1Y\_EMPTYPE | Undergraduate occupation level, by employment type, 2021 (%) |
|  | 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 34 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 35 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 36 Tables associated with reasons for underutilisation of skills and education

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
| Table 11 | RSNOMORE\_UG\_ALL\_1Y\_E315 | Main reason not working more hours, of undergraduates employed part-time, by preference for more hours and gender, 2021 (%) |
|  | RSNOMORE\_PGC\_ALL\_1Y\_E315 | Main reason not working more hours, of postgraduates (coursework) employed part-time, by preference for more hours and gender, 2021 (%) |
|  | RSNOMORE\_PGR\_ALL\_1Y\_E315 | Main reason not working more hours, of postgraduates (research) employed part-time, by preference for more hours and gender, 2021 (%) |
| Table 12 | RSOVRQ\_UG\_ALL\_1Y | Main reason for working in job in 2021 that doesn’t fully use skills and education, 2021 (%) |
|  | 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 37 Tables associated with graduates undertaking further full-time study

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

### 6.1.9 Satisfaction

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

Table 38 Tables associated with graduate satisfaction

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
| Figure 03/Table 16 | SAT\_UG\_ALL\_2Y | Satisfaction of undergraduate level graduates, 2020 and 2021 (% agreement) |
| Figure 03 | SAT\_PGC\_ALL\_2Y | Satisfaction of postgraduate coursework level graduates, 2020 and 2021 (% agreement) |
| Figure 04 | SAT\_PGR\_ALL\_2Y | Satisfaction of postgraduate research level graduates, 2020 and 2021 (% agreement) |
| Table 15 | SAT\_UG\_ALL\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement) |
| Table 15 | SAT\_PGC\_ALL\_2Y\_AREA | Satisfaction of postgraduate coursework level graduates, by study area, 2020 and 2021 (% agreement) |
|  | SAT\_PGR\_ALL\_2Y\_AREA | Satisfaction of postgraduate research level graduates, by study area, 2020 and 2021 (% agreement) |
|  | SAT\_UG\_ALL\_1Y\_DG | Satisfaction of undergraduate level graduates, by demographic group, 2021 (% agreement) |
|  | SAT\_PGC\_ALL\_1Y\_DG | Satisfaction of postgraduate coursework level graduates, by demographic group, 2021 (% agreement) |
|  | SAT\_PGR\_ALL\_1Y\_DG | Satisfaction of postgraduate research level graduates, by demographic group, 2021 (% agreement) |
|  | SAT\_UG\_UNI\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement) (Unis only) |
|  | SAT\_UG\_NUHEI\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement) (NUHEIs only) |

## 6.2 Methodological tables

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

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

Table 39 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 40 Tables associated with response characteristics and representativeness

|  |  |  |
| --- | --- | --- |
| **Report table** | **Sheet name** | **Table title** |
| Table 21 | RR\_ALL\_ALL\_1Y\_TYPE | GOS 2021 sample and response characteristics, by respondent type |
| Table 22 | RR\_ALL\_ALL\_1Y\_AREA | GOS 2021 sample and response characteristics, by study area |

1. 2009 to 2015 based on graduates aged less than 25 and in first full-time employment [↑](#footnote-ref-1)
2. Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. ‘All study areas’ figures count each graduate once only. [↑](#footnote-ref-2)
3. Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. ‘All study areas’ figures count each graduate once only. [↑](#footnote-ref-3)
4. Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. ‘All study areas’ figures count each graduate once only. [↑](#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. Includes February supplementary round outcomes [↑](#footnote-ref-9)
10. Includes February supplementary round outcomes [↑](#footnote-ref-10)
11. Includes February supplementary round outcomes [↑](#footnote-ref-11)
12. Includes February supplementary round outcomes [↑](#footnote-ref-12)
13. Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories. [↑](#footnote-ref-13)