2022 Graduate Outcomes Survey (GOS)

**National Report**

**February 2023**

**Contents**

[Acknowledgements vi](#_Toc116039890)

[1. Introduction 7](#_Toc116039891)

[2. Labour market outcomes 7](#_Toc116039892)

[2.1 Undergraduate employment 7](#_Toc116039893)

[2.2 Study level 9](#_Toc116039894)

[2.3 Time series 10](#_Toc116039895)

[2.4 Underemployment 11](#_Toc116039896)

[2.5 Demographic group 12](#_Toc116039897)

[2.6 Study area 14](#_Toc116039898)

[2.7 Institution 17](#_Toc116039899)

[2.7.1 Universities 18](#_Toc116039900)

[2.7.2 NUHEIs 24](#_Toc116039901)

[3.Skills utilisation 28](#_Toc116039902)

[4. Further study 29](#_Toc116039903)

[5. Satisfaction 31](#_Toc116039904)

[5.1 Coursework satisfaction 31](#_Toc116039905)

[5.2 Postgraduate research satisfaction 33](#_Toc116039906)

[5.3 International benchmarking 34](#_Toc116039907)

[Appendix 1 Methodology 36](#_Toc116039908)

[1.1 Methodological summary 36](#_Toc116039909)

[1.1.1 Overview 36](#_Toc116039910)

[1.1.2 Data collection 37](#_Toc116039911)

[1.2 Response rate by course level 38](#_Toc116039912)

[1.3 Response rate by institution 38](#_Toc116039913)

[1.4 Data representativeness 46](#_Toc116039914)

[Appendix 2 Labour market and graduate satisfaction definitions 49](#_Toc116039915)

[Examples of graduate labour market outcomes 49](#_Toc116039916)

[Appendix 3 GOS questionnaire 51](#_Toc116039917)

[3.1 Core instrument 51](#_Toc116039918)

[3.2 Additional items 61](#_Toc116039919)

[Appendix 4 Construction of confidence intervals 62](#_Toc116039920)

[Appendix 5 Study area concordance 63](#_Toc116039921)

[Appendix 6 Additional tables and figures 66](#_Toc116039922)

[6.1 GOS results 66](#_Toc116039923)

[6.1.1 Labour force outcomes 66](#_Toc116039924)

[6.1.2 Hours worked 68](#_Toc116039925)

[6.1.3 Away from work 69](#_Toc116039926)

[6.1.4 Graduate occupations 69](#_Toc116039927)

[6.1.5 Importance of the qualification 70](#_Toc116039928)

[6.1.6 Extent to which qualification prepared graduates 70](#_Toc116039929)

[6.1.7 Skills utilisation 71](#_Toc116039930)

[6.1.8 Further study 72](#_Toc116039931)

[6.1.9 Satisfaction 72](#_Toc116039932)

[6.2 Methodological tables 73](#_Toc116039933)

List of tables

[Table 1 Undergraduate employment rates by collection period, 2020-2022 (%) 7](#_Toc116040350)

[Table 2 Undergraduate full-time employment and national employment rates by collection period, 2020-2022 (%) 7](#_Toc116040351)

[Table 3 Average hours worked per week for employed undergraduates by full-time / part-time status and survey round, 2020-2022 7](#_Toc116040352)

[Table 4 Graduate employment and study outcomes by study level, 2020-2022 8](#_Toc116040353)

[Table 5 Full-time and overall employment rates by study level, 2009-2022 (%) 9](#_Toc116040354)

[Table 7 Median salaries by gender and level of study, 2009-2022 ($) 10](#_Toc116040355)

[Table 7 Main reason not working more hours, of undergraduates employed part-time by preference for more hours, 2022 (%) 11](#_Toc116040356)

[Table 8 Undergraduate employment outcomes by demographic group, 2021-2022 12](#_Toc116040357)

[Table 9 Undergraduate employment outcomes by study area, 2021-2022 (%) 14](#_Toc116040358)

[Table 10 Undergraduate median full-time salaries by study area, 2021-2022 ($) 15](#_Toc116040359)

[Table 11 Undergraduate full-time employment and overall employment rate by university, 2021-2022 (%) 17](#_Toc116040360)

[Table 12 Undergraduate labour force participation and median full-time salary by university, 2021-2022 19](#_Toc116040361)

[Table 13 Undergraduate labour force indicators by NUHEI, pooled 2020-2022 23](#_Toc116040362)

[Table 14 Graduates employed in managerial and professional occupations by employment type and study level, international and domestic graduates, 2021-2022 (% of those employed) 27](#_Toc116040363)

[Table 15 Qualification prepared graduate well or very well for current job, by employment type and study level, 2021-2022 (% of those employed) 27](#_Toc116040364)

[Table 16 Undergraduates’ main reason for working in job in 2022 that does not fully use skills and education, by employment outcomes (%) 28](#_Toc116040365)

[Table 17 Undergraduate further full-time study status, by original field of study, 2021-2022 (%) 29](#_Toc116040366)

[Table 18 Broad field of education destinations of undergraduates undertaking further full-time study, 2021-2022 (%) 30](#_Toc116040367)

[Table 19 Undergraduate and Postgraduate coursework satisfaction, 2011-2022 (% agreement) 31](#_Toc116040368)

[Table 20 Overall satisfaction by course level and study area, 2021-2022 (% agreement) 32](#_Toc116040369)

[Table 21 Postgraduate research satisfaction, 2011-2022 (% agreement) 33](#_Toc116040370)

[Table 22 Overall satisfaction of undergraduates, UK (NSS) and Australia (CEQ), 2008–2022, % agreement 34](#_Toc116040371)

[Table 23 2022 GOS operational overview 35](#_Toc116040372)

[Table 24 2022 GOS response rate by course level (%) 37](#_Toc116040373)

[Table 25 2022 GOS university response rates, all study levels (%) 37](#_Toc116040374)

[Table 26 2022 GOS NUHEI response rates, all study levels (%) 40](#_Toc116040375)

[Table 27 2022 GOS population parameters by subgroup and response characteristics 45](#_Toc116040376)

[Table 28 2022 GOS population parameters by study area and response characteristics 47](#_Toc116040377)

[Table 29 Indicator definitions 48](#_Toc116040378)

[Table 30 Questionnaire item summary 50](#_Toc116040379)

[Table 31 Study area concordance 62](#_Toc116040380)

[Table 32 Tables and figures associated with labour force outcomes 65](#_Toc116040381)

[Table 33 Tables associated with median usual hours and median actual hours worked 68](#_Toc116040382)

[Table 34 Tables associated with the percentage of employed graduates away from work 68](#_Toc116040383)

[Table 35 Tables associated with occupation types of employed graduates 69](#_Toc116040384)

[Table 36 Tables associated with the extent to which graduates considered their qualification important 69](#_Toc116040385)

[Table 37 Tables associated with the extent to which the qualification prepared graduates for their current job 69](#_Toc116040386)

[Table 38 Tables associated with reasons for underutilisation of skills and education 70](#_Toc116040387)

[Table 39 Tables associated with graduates undertaking further full-time study 71](#_Toc116040388)

[Table 40 Tables associated with graduate satisfaction 71](#_Toc116040389)

[Table 41 Tables associated with key project elements and response rates by institution 72](#_Toc116040390)

[Table 42 Tables associated with response characteristics and representativeness 72](#_Toc116040391)

# Acknowledgements

The Quality Indicators for Learning and Teaching (QILT) survey program, including the 2022 Graduate Outcomes Survey (GOS), is funded by the Australian Government Department of Education.

The Social Research Centre would especially like to thank the higher education institutions that contributed to the GOS in 2022. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2022 GOS would not have been such a success.

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

The 2022 GOS was led by Graham Challice, and the project team consisted of Lisa Bolton, Natasha Vickers, James Morrison, Blair Johnston, Cynthia Kim, Dr Paddy Tobias, Benjamin Desta, Dr Gabriel Ong, Brenwin Ang, Dean Pennay, Javed Mohib, Shane Smith, Joe Feng, Luke Hand, Rawan Habibeh and Kelsey Pool.

For more information on the conduct and results of the 2022 GOS see the QILT website: [www.qilt.edu.au](file:///%5C%5Csrcentre.local%5Cdrives%5Ck%5CQILT%5CGOS%5C2022%5COverall%5C11.%20Reporting%5CAnalytical%20report%5CNational%20report%5Cwww.qilt.edu.au). The QILT team can be contacted by email at qilt@srcentre.com.au.

## 1. Introduction

The Graduate Outcomes Survey (GOS) 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 the COVID-19 pandemic gender differences and the gender pay gap, skills utilisation across graduate occupations and reasons for skills based or time based “underemployment”. The 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, skills utilisation and further study in this report focus on domestic graduates only. Graduate satisfaction focuses on all graduates, that is, both domestic and international graduates combined. 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 [Excel tables](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-%28gos%29) which provide additional data and detail out of scope of this report, but which may be of interest to the reader. Results from the GOS for international graduates are published in an International Report on the [QILT website](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-%28gos%29). Although international graduates have always been in-scope for the GOS, labour market results have only been published annually from 2021.

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 Experience 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/default-document-library/2016-gos-methodological-report.pdf?sfvrsn=c3270095_3)

The 2022 GOS was conducted as a national online survey among 130 higher education institutions, including all 42 Table A and B universities (with the addition this year of Avondale University) and 88 Non-University Higher Education Institutions (NUHEIs). A total of 131,311 valid survey responses were collected across all study levels, representing a response rate of 39.4 per cent, which is a slight decrease from 40.4 per cent achieved in 2021.

The following report provides high level results from the 2022 GOS. Further detail is available from the [Graduate Outcomes Survey page](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-%28gos%29) on the QILT website..

## 2. Labour market outcomes

### 2.1 Undergraduate employment

Undergraduate full-time and overall employment rates from 2020 to 2022 are shown in Table 1. Survey results from a particular collection period are best compared with the equivalent period in other years, as results by period are not adjusted for seasonal effects. For definitions of key indicators of labour market outcomes please refer to Appendix 2.

After declining in 2019 and 2020 due to the COVID-19 pandemic, the undergraduate labour market began to stabilise in 2021 and saw continued recovery throughout the 2022 GOS. The undergraduate full-time employment rate has increased in five consecutive GOS collection periods, rising from 60.6 per cent in the November period of the 2021 GOS, to 80.6 per cent in the May period of 2022.

Yearly GOS results show that undergraduate full-time employment increased from 68.9 per cent in 2021 to 78.5 per cent in 2022. Similarly undergraduate overall employment increased from 84.8 per cent in 2021 to 88.3 per cent in 2022. These results suggest a strong recovery of the Australian labour market for undergraduates.

Table 1 Undergraduate employment rates by collection period, 2020-2022 (%)

| **Category** | **2020 GOS Nov** | **2020 GOS Feb** | **2020 GOS May** | **2020 GOS Total** | **2021 GOS Nov** | **2021 GOS Feb** | **2021 GOS May** | **2021 GOS Total** | **2022 GOS Nov** | **2022 GOS Feb** | **2022 GOS May** | **2022 GOS Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Full-time employment | 68.0 | 69.7 | 69.0 | 68.7 | 60.6 | 67.9 | 72.1 | 68.9 | 73.7 | 75.7 | 80.6 | 78.5 |
| Overall employment | 84.8 | 81.2 | 85.4 | 85.1 | 81.5 | 80.5 | 86.2 | 84.8 | 86.2 | 84.5 | 89.3 | 88.3 |

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 Australian Bureau of Statistics (ABS) Labour Force Survey (LFS) which show that the national unemployment rate increased from 5.1 per cent in November 2019 to a peak of 7.5 per cent in July 2020, before falling to 5.1 per cent in May 2021 and 3.9 per cent in May 2022 (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 followed by recovery from early to mid-2021, with continued improvement into 2022.

Table 2 Undergraduate full-time employment and national employment rates by collection period, 2020-2022 (%)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **November 2019** | **February 2020** | **May 2020** | **November 2020** | **February 2021** | **May 2021** | **November 2021** | **February 2022** | **May 2022** |
| National employment rate | 94.9 | 94.9 | 93.0 | 93.2 | 94.2 | 94.9 | 95.4 | 96.0 | 96.1 |
| Undergraduate full-time employment rate | 68.0 | 69.7 | 69.0 | 60.6 | 67.9 | 72.1 | 73.7 | 75.7 | 80.6 |

The GOS follows ABS 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 in all their current jobs combined. Examining the hours actually worked by employed graduates therefore provides an additional insight into employment trends.

As shown in Table 3, the average number of actual hours worked by employed undergraduates dipped markedly in the May period of the 2020 GOS but returned to pre-COVID levels from the November period of 2021. In the 2022 GOS, average full-time hours remained consistent with those reported in 2021, while part-time hours were higher in each of the 2022 survey periods in comparison to the corresponding 2021 survey periods.

Table 3 Average hours worked per week for employed undergraduates by full-time / part-time status and survey round, 2020-2022

| **Category** | **November 2019** | **February 2020** | **May 2020** | **November 2020** | **February 2021** | **May 2021** | **November 2021** | **February 2022** | **May 2022** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Part-time | 19.6 | 18.1 | 14.7 | 19.9 | 19.6 | 19.6 | 20.3 | 21.1 | 20.0 |
| Full-time | 41.2 | 41.1 | 38.5 | 41.1 | 40.3 | 41.4 | 41.0 | 41.1 | 40.6 |
| Total | 33.1 | 32.8 | 28.4 | 32.4 | 32.7 | 32.9 | 34.1 | 34.5 | 33.5 |

### 2.2 Study level

Employment rates improved markedly across all study levels between 2021 and 2022. The undergraduate full-time employment rate increased 9.6 percentage points from 68.9 per cent in 2021 to 78.5 per cent in 2022. For postgraduate coursework graduates, full-time employment rose from 84.9 per cent in 2021 to 89.4 per cent in 2022, an increase of 4.5 percentage points. The full-time employment rate among postgraduate research graduates also increased from 77.7 per cent in 2021 to 84.7 per cent in 2022, a rise of 7.0 percentage points. A similar recovery was seen for overall employment. As seen in Table 4, the largest increase in overall employment rates was among postgraduate research graduates, with a rise of 3.8 percentage points along with rises of 3.5 percentage points among undergraduates and 2.5 percentage points among postgraduate coursework graduates. Labour force participation rates continued to increase among undergraduates from 92.0 per cent in 2021 to 92.4 per cent in 2022, and postgraduate coursework graduates from 95.4 per cent to 95.6 per cent. There was no change in the labour force participation rate among postgraduate research graduates which remained at 94.8 per cent.

Reporting of graduate salaries in the 2022 GOS includes graduates who were employed full-time and asks graduates to report what they “usually” earn in all their jobs. The median undergraduate salary level increased from $65,000 in 2021 to $68,000 in 2022, an increase of $3,000 or 4.6 per cent.

Higher level qualifications generally lead to improved salary outcomes in addition to improved employment outcomes. The median salary of undergraduates employed full-time in 2022 was $68,000 per year, while for postgraduate coursework graduates it was $91,600, and for postgraduate research graduates it was $96,000, as shown in Table 4. This equates to an increase of 4.6 per cent between 2021 and 2022 for undergraduates, with more moderate increases of 2.1 per cent and 1.1 per cent at postgraduate coursework and postgraduate research levels respectively. Self-reported salary data should be interpreted with some caution and other explanatory factors, such as time in employment and previous employment experience, are likely to vary between study levels.

A lower proportion of undergraduates proceeded to further study following completion of their degree in 2022, with 18.6 per cent in full-time study in 2022 compared to 21.1 per cent in 2021. This result is expected as typically fewer students proceed to further study and more enter employment when the labour market improves. There was only a small decrease of 0.1 percentage points in the proportion of postgraduate coursework graduates who proceeded to further study, from 7.6 per cent in 2021 to 7.5 per cent in 2022. It will be of interest to monitor whether this relatively high level of further full-time study among postgraduate coursework graduates is maintained going forward.

Table 4 Graduate employment and study outcomes by study level, 2020-2022

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Undergraduate 2020** | **Undergraduate 2021** | **Undergraduate 2022** | **Postgraduate coursework 2020** | **Postgraduate coursework 2021** | **Postgraduate coursework 2022** | **Postgraduate research 2020** | **Postgraduate research 2021** | **Postgraduate research 2022** |
| Full-time employment (%) | 68.7 | 68.9 | 78.5 | 85.6 | 84.9 | 89.4 | 80.1 | 77.7 | 84.7 |
| Overall employed (%) | 85.1 | 84.8 | 88.3 | 91.6 | 90.8 | 93.3 | 90.0 | 88.1 | 91.9 |
| Labour force participation rate (%) | 91.4 | 92.0 | 92.4 | 95.5 | 95.4 | 95.6 | 94.3 | 94.8 | 94.8 |
| Median salary, employed full-time ($) | 64,700 | 65,000 | 68,000 | 87,400 | 89,700 | 91,600 | 93,000 | 95,000 | 96,000 |
| In full-time study (%) | 18.5 | 21.1 | 18.6 | 6.6 | 7.6 | 7.5 | 6.9 | 6.8 | 6.7 |

### 2.3 Time series

The undergraduate full-time employment rate of 78.5 per cent in 2022 is a large increase on the 68.9 per cent seen in 2021 and is the highest rate of employment recorded since 2009, as shown by Table 5. The undergraduate overall employment rate recovered strongly from the lowest rate on record in 2021 to 88.3 per cent in 2022, a rise of 3.5 percentage points. The postgraduate coursework full-time employment rate also recovered strongly, increasing from 84.9 per cent in 2021 to 89.4 in 2022. Similarly, the postgraduate research graduate full-time employment rate of 84.7 per cent is the highest recorded since the 85.3 per cent reported in 2009. Note that the introduction of the GOS necessitates a break in time series between 2015 and 2016 and should be considered when interpreting results.

Table 5 **Full-time and overall employment rates by study level, 2009-2022 (%)**

| **Category** | **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 |
| 2022 | 78.5 | 88.3 | 89.4 | 93.3 | 84.7 | 91.9 |

Over the longer term the gender gap in graduate salaries has tended to narrow, 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 2022, the gender pay gap[[1]](#footnote-2) in undergraduate median salaries had decreased to $2,000 or 2.9 per cent, down from 3.9 per cent in 2021. 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 $10,800 or 10.8 per cent in 2022. 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 1.0 per cent in 2022.

Table 6 **Median salaries by gender and level of study, 2009-2022**[[2]](#footnote-3) **($)**

| **Category** | **Undergraduate** **Female** | **Undergraduate** **Male** | **Postgraduate coursework Female** | **Postgraduate coursework Male** | **Postgraduate research Female** | **Postgraduate research Male** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 |
| 2022 | 67,400 | 69,400 | 89,200 | 100,000 | 96,000 | 97,000 |

### 2.4 Underemployment

In 2022, the proportion of employed undergraduates seeking more hours of work, that is, underemployed part-time workers, was 13.9 per cent, a decrease from 19.3 per cent in 2021 and the lowest reported since the GOS timeseries began in 2016. This decrease in part-time underemployment corresponds with the increased rate of undergraduate full-time employment previously discussed. In addition, 16.6 per cent of employed undergraduates were working part-time but were satisfied with the hours they were working.

In 2022, the main reason that undergraduates were underemployed was because there were no more hours available in their current position, 41.1 per cent. Other common reasons were that they were studying, 18.1 per cent, or because there were no suitable jobs in area of expertise, 8.9 per cent.

Table 7 Main reason not working more hours, of undergraduates employed part-time by preference for more hours, 2022 (%)

| **Category** | 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** | 17.2 | 20.4 | 18.1 | 38.4 | 51.1 | 41.3 |
| **Short-term illness or injury** | 0.5 | 0.5 | 0.5 | 0.1 | 0.1 | 0.1 |
| **Long-term health condition or disability** | 0.6 | 0.2 | 0.4 | 2.0 | 1.5 | 1.9 |
| **Caring for children** | 4.9 | 1.4 | 3.8 | 10.6 | 1.7 | 8.5 |
| **Caring for family member with a health condition or disability** | 0.1 | 0.1 | 0.1 | 0.9 | 0.2 | 0.8 |
| **Subtotal – Personal factors** | **23.3** | **22.5** | **23.0** | **51.9** | **54.6** | **52.5** |
| **No suitable jobs in my area of expertise** | 8.2 | 10.2 | 8.9 | 0.6 | 0.9 | 0.7 |
| **No suitable jobs in my local area** | 4.7 | 4.5 | 4.6 | 0.2 | 0.5 | 0.3 |
| **Considered to be too young by employers** | 1.0 | 0.9 | 1.0 | 0.0 | 0.0 | 0.0 |
| **Considered too old by employers** | 0.7 | 0.8 | 0.7 | 0.1 | 0.2 | 0.1 |
| **No jobs with a suitable number of hours** | 4.1 | 4.0 | 4.0 | 0.1 | 0.5 | 0.2 |
| **No more hours available in current position** | 42.5 | 38.0 | 41.1 | 1.8 | 2.0 | 1.9 |
| **Subtotal – Labour market factors** | **61.2** | **58.4** | **60.3** | **2.8** | **4.1** | **3.1** |
| **Other** | 15.5 | 19.2 | 16.7 | 45.2 | 41.4 | 44.4 |
| **Employed part-time (as % of all employed)** | **14.3** | **13.2** | **13.9** | **19.2** | **11.4** | **16.6** |

### 2.5 Demographic group

As was the case in previous years, older undergraduates and undergraduates that studied externally (undertaken all their study off-campus) were more likely to be in full-time employment in 2022, with rates of 79.5 per cent and 84.1 per cent respectively, as shown in Table 8. This may be associated with these graduates being more likely to have an ongoing relationship with an employer while studying. Older graduates were 1.2 percentage points more likely to be employed full-time than graduates aged 30 or younger, but 3.9 percentage points less likely to be participating in the labour force. Graduates who completed their studies externally were 6.9 percentage points more likely to be employed full-time than those who had completed internal or mixed mode studies (attended some or all their classes on-campus) and were also 2.1 percentage points more likely to be employed, but 2.0 percentage points less likely to participate in the labour force.

Indigenous undergraduates were more likely to be in full-time employment than non-Indigenous undergraduates, at 81.5 per cent and 78.5 per cent respectively, and more likely to be employed, at 89.5 per cent and 88.3 per cent respectively. Undergraduates with a reported disability had a full-time employment rate of 68.4 per cent, which was 11.1 percentage points lower than the 79.5 per cent for undergraduates who reported no disability. Similarly, undergraduates whose home language was something other than English had a substantially lower rate of full-time employment, at 66.0 per cent, in comparison with the 78.9 per cent for undergraduates whose home language was English.

In 2022, graduates from higher socio-economic status (SES) categories had a better rate of full-time employment, with 79.8 per cent of high SES undergraduates employed full-time compared with 78.9 per cent of those in medium SES and 76.6 per cent in the low SES category. In a change from 2021, medium SES graduates had the highest rate of overall employment, with 89.1 per cent. Labour force participation followed a similar pattern, with 92.9 per cent of medium SES undergraduates participating in the labour force compared to 92.1 per cent and 91.9 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 83.0 per cent compared with 77.6 per cent for metropolitan graduates, a difference of 5.4 percentage points. Similarly, 90.9 per cent of regional/remote graduates were employed overall, compared with 87.9 per cent for metropolitan areas. Those in regional/remote areas were marginally more likely to participate in the labour force, with a participation rate of 92.5 per cent compared with 92.4 per cent for metropolitan areas.

Table 8 Undergraduate employment outcomes by demographic group, 2021-2022

| **Category** | **Full-time****employment (%) 2021** | **Full-time****employment (%) 2022** | **Overall** **employment (%)2021** | **Overall** **employment (%) 2022** | **Labour force participation rate (%) 2021** | **Labour force participation rate (%) 2022** | **Median salary, employed full-time ($) 2021** | **Median salary, employed full-time ($) 2022** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Age - 30 years or under** | 67.9 | 78.3 | 84.6 | 88.3 | 92.6 | 93.3 | 63,400 | 65,700 |
| **Age - Over 30 years** | 73.3 | 79.5 | 85.4 | 88.2 | 89.3 | 89.4 | 73,100 | 75,300 |
| **Mode of attendance code -Internal / Multi Mode** | 67.1 | 77.2 | 84.2 | 87.9 | 92.3 | 92.8 | 64,000 | 66,700 |
| **Mode of attendance code - External / Distance** | 79.7 | 84.1 | 88.6 | 90.0 | 90.6 | 90.8 | 72,500 | 74,000 |
| **Aboriginal and Torres Strait Islander -Indigenous** | 76.8 | 81.5 | 85.7 | 89.5 | 90.7 | 90.8 | 67,000 | 72,000 |
| **Aboriginal and Torres Strait Islander - Non-Indigenous** | 68.8 | 78.5 | 84.7 | 88.3 | 92.0 | 92.4 | 65,000 | 68,000 |
| **Disability - Reported disability** | 58.7 | 68.4 | 77.4 | 82.2 | 88.8 | 88.9 | 65,000 | 66,000 |
| **Disability - No disability** | 70.0 | 79.5 | 85.6 | 88.9 | 92.4 | 92.8 | 65,000 | 68,000 |
| **Main language spoken at home - English** | 69.3 | 78.9 | 85.2 | 88.6 | 92.1 | 92.5 | 65,000 | 68,000 |
| **Main language spoken at home - Language other than English** | 52.8 | 66.0 | 69.8 | 75.2 | 88.7 | 87.7 | 62,600 | 64,800 |
| **Socio-economic status -High** | 70.0 | 79.8 | 85.7 | 88.8 | 92.1 | 92.1 | 65,000 | 68,000 |
| **Socio-economic status - Medium** | 68.7 | 78.9 | 85.0 | 89.1 | 92.3 | 92.9 | 65,000 | 68,000 |
| **Socio-economic status - Low** | 67.6 | 76.6 | 82.6 | 86.4 | 91.4 | 91.9 | 65,000 | 68,000 |
| **Location - Metropolitan** | 67.5 | 77.6 | 84.2 | 87.9 | 92.2 | 92.4 | 65,000 | 67,800 |
| **Location - Regional / remote** | 74.3 | 83.0 | 87.4 | 90.9 | 91.5 | 92.5 | 65,200 | 69,000 |

### 2.6 Study area

As shown in Table 9, undergraduate full-time employment ranged from a high of 96.5 per cent for Rehabilitation graduates, down to 57.3 per cent for Creative arts graduates. In 2022, an increase in undergraduate full-time employment was seen across all study areas. The largest increases were recorded in Humanities, culture and social sciences, up from 57.9 per cent in 2021 to 72.9 per cent in 2022, an increase of 15.0 percentage points, Agriculture and environmental studies up 13.8 percentage points, Architecture and built environment up 13.6 percentage points, Communications up 13.2 percentage points, Psychology up 11.8 percentage points, Business and management and Science and mathematics, up 11.4 percentage points respectively.

Table 9 Undergraduate employment outcomes by study area, 2021-2022[[3]](#footnote-4) (%)

| **Category** | **Full-time employment 2021** | **Full-time employment 2022** | **Overall employment 2021** | **Overall employment 2022** | **Labour force participation rate 2021** | **Labour force participation rate 2022** |
| --- | --- | --- | --- | --- | --- | --- |
| **Science and mathematics** | 61.1 | 72.5 | 81.5 | 86.1 | 84.8 | 87.5 |
| **Computing and information systems** | 67.9 | 76.6 | 77.5 | 83.1 | 94.5 | 94.2 |
| **Engineering** | 80.3 | 87.5 | 86.6 | 90.8 | 95.0 | 95.5 |
| **Architecture and built environment** | 65.2 | 78.8 | 82.4 | 87.6 | 95.0 | 93.4 |
| **Agriculture and environmental studies** | 69.5 | 83.3 | 85.9 | 90.8 | 92.3 | 89.8 |
| **Health services and support** | 72.5 | 78.5 | 88.4 | 90.1 | 93.1 | 92.5 |
| **Medicine** | 90.2 | 93.0 | 92.9 | 93.0 | 92.5 | 91.8 |
| **Nursing** | 74.2 | 82.6 | 88.8 | 90.9 | 95.8 | 95.5 |
| **Pharmacy** | 95.0 | 96.2 | 93.6 | 96.9 | 94.7 | 94.2 |
| **Dentistry** | 84.5 | 86.6 | 94.5 | 91.2 | 91.7 | 94.0 |
| **Veterinary science** | 87.0 | 89.9 | 90.6 | 94.7 | 87.5 | 93.5 |
| **Rehabilitation** | 94.4 | 96.5 | 96.0 | 96.7 | 97.8 | 97.6 |
| **Teacher education** | 79.1 | 86.7 | 91.1 | 93.0 | 94.8 | 94.1 |
| **Business and management** | 72.8 | 84.2 | 86.3 | 90.1 | 95.9 | 95.9 |
| **Humanities, culture and social sciences** | 57.9 | 72.9 | 81.7 | 86.6 | 89.9 | 91.1 |
| **Social work** | 70.7 | 77.4 | 84.7 | 87.3 | 94.2 | 94.7 |
| **Psychology** | 60.2 | 72.0 | 83.5 | 87.3 | 87.1 | 90.0 |
| **Law and paralegal studies** | 72.5 | 80.2 | 84.3 | 87.4 | 94.9 | 94.3 |
| **Creative arts** | 49.2 | 57.3 | 78.2 | 81.2 | 90.6 | 90.2 |
| **Communications** | 55.2 | 68.4 | 81.5 | 86.5 | 89.0 | 89.9 |
| **Tourism, hospitality, personal services, sport and recreation** | 58.7 | 65.1 | 82.1 | 89.4 | 91.2 | 96.2 |
| **All study areas** | **68.9** | **78.5** | **84.8** | **88.3** | **92.0** | **92.4** |
| **Standard deviation** | 13.0 | 10.1 | 5.3 | 4.0 | 3.3 | 2.6 |

Median undergraduate full-time salaries in 2022 ranged between study areas from a high of $100,000 down to $52,200, with a standard deviation of $9,800, as shown by Table 10. The areas with the highest graduate salaries were Dentistry at $100,000, Medicine $79,800, Social work $75,000, Teacher education $72,200, and Engineering $71,500. The study areas with the lowest full-time median undergraduate salaries were Pharmacy at $52,200, Tourism, hospitality, personal services, sport and recreation $54,800, Creative arts $56,800, and Communications $60,000. The variation in salary between study areas was higher for male graduates, with a standard deviation of $10,900 compared to $10,100 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 Tourism, hospitality, personal services, sport and recreation with a gap of $9,400, Architecture and built environment $8,000, Creative arts $5,000, and Law and paralegal studies $4,600. In 2022, Agriculture and environmental studies, Social work, Computing and information systems, and Business and management 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 10 Undergraduate median full-time salaries by study area, 2021-2022[[4]](#footnote-5) ($)

| **Category** | **Female 2021** | **Female 2022** | **Male 2021** | **Male 2022** | **Total 2021** | **Total 2022** |
| --- | --- | --- | --- | --- | --- | --- |
| **Science and mathematics** | 61,500 | 65,000 | 65,000 | 67,100 | 63,000 | 66,000 |
| **Computing and information systems** | 65,000 | 69,000 | 66,000 | 69,000 | 65,500 | 69,000 |
| **Engineering** | 70,000 | 71,000 | 70,000 | 71,900 | 70,000 | 71,500 |
| **Architecture and built environment** | 60,000 | 60,000 | 65,200 | 68,000 | 62,600 | 64,700 |
| **Agriculture and environmental studies** | 60,000 | 70,000 | 64,700 | 68,700 | 60,500 | 70,000 |
| **Health services and support** | 65,200 | 68,500 | 70,000 | 72,000 | 66,500 | 69,400 |
| **Medicine** | 76,500 | 79,300 | 76,000 | 80,000 | 76,000 | 79,800 |
| **Nursing** | 65,200 | 67,800 | 66,800 | 68,900 | 65,200 | 68,500 |
| **Pharmacy** | 50,000 | 52,200 | 49,600 | 54,300 | 50,000 | 52,200 |
| **Dentistry** | 92,400 | 99,100 | n/a | n/a | 100,000 | 100,000 |
| **Veterinary science** | 60,000 | 62,600 | n/a | n/a | 60,000 | 62,600 |
| **Rehabilitation** | 67,000 | 69,400 | 66,500 | 70,000 | 67,000 | 69,500 |
| **Teacher education** | 71,800 | 72,100 | 72,000 | 73,100 | 72,000 | 72,200 |
| **Business and management** | 60,000 | 65,000 | 63,000 | 65,000 | 60,700 | 65,000 |
| **Humanities, culture and social sciences** | 62,000 | 65,800 | 65,000 | 68,200 | 62,600 | 66,700 |
| **Social work** | 72,300 | 75,000 | 74,900 | 74,000 | 72,600 | 75,000 |
| **Psychology** | 63,100 | 67,400 | 70,000 | 70,000 | 65,000 | 67,800 |
| **Law and paralegal studies** | 65,100 | 68,000 | 70,000 | 72,600 | 66,800 | 70,000 |
| **Creative arts** | 52,200 | 55,000 | 55,000 | 60,000 | 53,000 | 56,800 |
| **Communications** | 55,200 | 60,000 | 58,400 | 60,300 | 56,200 | 60,000 |
| **Tourism, hospitality, personal services, sport and recreation** | 54,900 | 51,600 | n/a | 61,000 | 54,900 | 54,800 |
| **All study areas** | **64,200** | **67,400** | **66,800** | **69,400** | **65,000** | **68,000** |
| **Standard deviation** | 9,300 | 10,100 | 10,400 | 10,900 | 10,300 | 9,800 |

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

### 2.7 Institution

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, study mode, the composition of the student population and variations in state / territory and regional labour markets can have an impact on institution results. 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. To assist interpretation of results, 90 per cent confidence intervals are included. The calculation of these confidence intervals is detailed in Appendix 4.

2.7.1 Universities

All universities with comparison data available recorded an increase in undergraduate full-time employment between 2021 and 2022, as shown by Table 11. Universities with the highest full-time employment rates in 2022 were Charles Sturt University, 90.7 per cent, Central Queensland University, 86.9 per cent, University of New England, 86.8 per cent, The University of Notre Dame Australia, 85.5 per cent, and The University of Sydney 83.7 per cent. It should be noted that as course offerings differ between institutions, factors such as the study mode and study areas offered may explain some of the variation in results between institutions.

Many institutions saw a large increase in undergraduate full-time employment from 2021 to 2022. Institutions with the largest increases were University of Sunshine Coast by 16.8 percentage points, University of Melbourne, 16.6 percentage points, University of Western Australia, 15.3 percentage points, and University of Wollongong, 14.7 percentage points.

Table 11 Undergraduate full-time employment and overall employment rate by university, 2021-2022 (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| University | **Full-time employment 2021** | **Full-time employment 2022** | **Overall employment 2021** | **Overall employment 2022** |
| **Australian Catholic University** | 73.6 (72.0, 75.2) | 82.5 (80.7, 84.0) | 89.2 (88.3, 90.0) | 90.9 (89.8, 91.8) |
| **Avondale University\*** | 90.9 (82.2, 94.9) | 77.4 (64.2, 86.2) | 90.7 (83.4, 94.2) | 92.7 (83.6, 96.5) |
| **Bond University** | 67.3 (60.8, 72.9) | 72.2 (64.0, 78.8) | 79.7 (75.2, 83.1) | 82.1 (76.3, 86.3) |
| **Central Queensland University** | 83.4 (80.9, 85.6) | 86.9 (85.0, 88.6) | 90.2 (88.5, 91.5) | 93.3 (92.1, 94.2) |
| **Charles Darwin University** | 76.5 (73.5, 79.2) | 80.4 (77.6, 82.9) | 87.4 (85.5, 89.0) | 88.2 (86.3, 89.7) |
| **Charles Sturt University** | 84.6 (82.9, 86.1) | 90.7 (89.4, 91.8) | 90.8 (89.6, 91.8) | 94.5 (93.6, 95.2) |
| **Curtin University** | 70.1 (68.1, 72.1) | 82.2 (80.5, 83.9) | 87.7 (86.4, 88.8) | 90.6 (89.4, 91.7) |
| **Deakin University** | 67.7 (65.9, 69.3) | 79.7 (78.4, 81.0) | 86.0 (84.9, 87.0) | 90.8 (90.0, 91.5) |
| **Edith Cowan University** | 62.6 (60.0, 65.1) | 75.7 (73.5, 77.8) | 82.8 (81.1, 84.4) | 88.0 (86.7, 89.2) |
| **Federation University Australia** | 70.6 (66.4, 74.3) | 80.3 (76.7, 83.3) | 88.5 (86.2, 90.3) | 90.5 (88.5, 92.1) |
| **Flinders University** | 66.3 (63.6, 68.9) | 76.2 (73.7, 78.4) | 83.0 (81.3, 84.5) | 88.4 (87.1, 89.5) |
| **Griffith University** | 59.2 (57.0, 61.3) | 72.5 (70.6, 74.3) | 81.4 (79.9, 82.8) | 85.6 (84.3, 86.7) |
| **James Cook University** | 78.0 (75.3, 80.3) | 82.1 (79.5, 84.4) | 87.5 (85.7, 89.0) | 89.9 (88.1, 91.3) |
| **La Trobe University** | 70.1 (67.9, 72.3) | 79.6 (77.6, 81.4) | 85.3 (83.9, 86.5) | 89.4 (88.2, 90.4) |
| **Macquarie University** | 66.9 (64.8, 68.8) | 76.7 (74.9, 78.3) | 85.3 (83.9, 86.5) | 87.5 (86.3, 88.5) |
| **Monash University** | 70.3 (68.8, 71.8) | 80.9 (79.6, 82.2) | 84.6 (83.6, 85.5) | 89.0 (88.2, 89.8) |
| **Murdoch University** | 62.3 (58.9, 65.5) | 73.1 (69.8, 76.1) | 82.7 (80.5, 84.6) | 89.6 (87.7, 91.2) |
| **Queensland University of Technology** | 67.1 (65.5, 68.7) | 79.3 (77.9, 80.6) | 85.6 (84.6, 86.6) | 89.7 (88.8, 90.5) |
| **RMIT University** | 63.4 (61.8, 65.0) | 72.4 (70.8, 73.9) | 81.8 (80.6, 82.8) | 84.5 (83.4, 85.4) |
| **Southern Cross University** | 74.5 (71.2, 77.5) | 79.3 (76.1, 82.0) | 88.4 (86.5, 90.0) | 90.6 (88.8, 92.1) |
| **Swinburne University of Technology** | 66.6 (64.5, 68.6) | 78.1 (76.2, 79.9) | 85.5 (84.2, 86.7) | 87.1 (85.7, 88.2) |
| **The Australian National University** | 67.6 (64.8, 70.3) | 78.8 (76.5, 80.8) | 85.5 (83.6, 87.1) | 87.3 (85.8, 88.5) |
| **The University of Adelaide** | 66.5 (64.2, 68.7) | 71.2 (68.9, 73.4) | 81.6 (80.2, 83.0) | 84.8 (83.3, 86.0) |
| **The University of Melbourne** | 55.7 (53.3, 58.0) | 72.3 (70.3, 74.3) | 79.9 (78.6, 81.0) | 86.1 (85.0, 87.0) |
| **The University of Notre Dame Australia** | 77.1 (73.7, 80.1) | 85.5 (82.4, 88.0) | 89.5 (87.4, 91.2) | 91.4 (89.3, 92.9) |
| **The University of Queensland** | 71.4 (69.6, 73.1) | 81.0 (79.4, 82.5) | 85.6 (84.4, 86.6) | 91.1 (90.1, 91.9) |
| **The University of South Australia** | 74.6 (72.7, 76.5) | 79.6 (77.8, 81.2) | 88.2 (87.1, 89.2) | 88.8 (87.7, 89.7) |
| **The University of Sydney** | 71.8 (70.3, 73.1) | 83.7 (82.2, 85.1) | 86.0 (85.1, 86.7) | 88.9 (87.8, 89.9) |
| **The University of Western Australia** | 57.2 (53.8, 60.6) | 72.5 (69.2, 75.4) | 83.7 (81.9, 85.4) | 86.7 (84.9, 88.2) |
| **Torrens University** | 59.1 (55.9, 62.2) | 68.4 (65.2, 71.5) | 79.4 (77.2, 81.3) | 83.8 (81.7, 85.5) |
| **University of Canberra** | 73.5 (70.9, 75.9) | 82.3 (80.0, 84.4) | 87.8 (86.1, 89.3) | 90.8 (89.2, 92.1) |
| **University of Divinity** | n/a | 80.6 (69.1, 87.7) | 80.9 (71.6, 86.8) | 87.0 (79.3, 91.3) |
| **University of New England** | 80.9 (78.8, 82.8) | 86.8 (85.1, 88.2) | 86.8 (85.3, 88.1) | 90.0 (88.8, 91.0) |
| **University of New South Wales** | 73.9 (72.0, 75.8) | 83.5 (81.8, 85.1) | 83.5 (82.0, 84.8) | 88.5 (87.2, 89.6) |
| **University of Newcastle** | 76.9 (74.8, 78.8) | 81.3 (79.3, 83.1) | 90.2 (89.0, 91.3) | 89.7 (88.3, 90.8) |
| **University of Southern Queensland** | 79.2 (77.0, 81.1) | 82.9 (81.0, 84.5) | 90.3 (88.9, 91.4) | 92.5 (91.4, 93.4) |
| **University of Tasmania** | 72.4 (70.3, 74.4) | 81.5 (79.9, 83.0) | 85.9 (84.7, 87.0) | 88.4 (87.4, 89.2) |
| **University of Technology Sydney** | 71.0 (69.4, 72.6) | 78.7 (77.1, 80.2) | 85.8 (84.7, 86.8) | 89.3 (88.2, 90.3) |
| **University of the Sunshine Coast** | 59.0 (55.9, 62.0) | 75.8 (73.3, 78.1) | 81.8 (79.8, 83.5) | 89.6 (88.2, 90.8) |
| **University of Wollongong** | 65.5 (62.7, 68.2) | 80.2 (77.9, 82.4) | 85.4 (83.5, 87.0) | 88.3 (86.6, 89.7) |
| **Victoria University** | 59.1 (56.3, 61.7) | 67.9 (65.1, 70.6) | 78.8 (77.0, 80.4) | 81.2 (79.4, 82.9) |
| **Western Sydney University** | 61.8 (60.6, 63.0) | 73.4 (71.8, 74.9) | 79.2 (78.6, 79.7) | 84.0 (82.8, 85.1) |
| **All Universities** | **69.2 (68.8, 69.5)** | **79.0 (78.7, 79.3)** | **85.0 (84.8, 85.3)** | **88.5 (88.3, 88.7)** |
| **Standard deviation** | 7.3 | 5.1 | 3.4 | 2.9 |

Note: A n/a indicates a suppressed value (n<25).

\*In GOS reports prior to 2022, Avondale University was reported as a NUHEI.

In 2022, universities with the highest median full-time undergraduate salaries immediately following graduation include University of Tasmania, $78,300, University of Southern Queensland, $75,000, Central Queensland University, $73,100, Charles Darwin University, $73,100, Charles Sturt University, $72,800, Curtin University, $71,000, and Southern Cross University, $71,000.

Several institutions had a median undergraduate full-time salary increase from 2021 to 2022 greater than $4,000. These institutions were University of Tasmania, $8,300, La Trobe University, $5,500, RMIT University, $4,700, Murdoch University, $4,600, University of Wollongong, $4,400, and The University of Sydney, $4,100. 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 12 Undergraduate labour force participation and median full-time salary by university, 2021-2022

| University | **Labour force participation rate****(%) 2021** | **Labour force participation rate****(%)2022** | **Median full-time salary****($) 2021** | **Median full-time salary****($) 2022** |
| --- | --- | --- | --- | --- |
| **Australian Catholic University** | 95.5 (94.9, 96.0) | 94.5 (93.6, 95.1) | 65,400 (64,300, 66,500) | 68,700 (67,500, 70,000) |
| **Avondale University\*** | 100.0 (95.0, 100.0) | 87.2 (78.2, 92.2) | 66,800 (64,900, 68,700) | n/a |
| **Bond University** | 88.5 (85.0, 90.6) | 92.1 (87.8, 94.7) | 60,000 (54,500, 65,500) | 63,400 (58,200, 68,700) |
| **Central Queensland University** | 94.4 (93.2, 95.4) | 94.1 (93.1, 94.9) | 70,000 (67,600, 72,400) | 73,100 (71,900, 74,200) |
| **Charles Darwin University** | 91.5 (90.0, 92.7) | 93.7 (92.3, 94.7) | 70,000 (66,700, 73,300) | 73,100 (71,100, 75,000) |
| **Charles Sturt University** | 94.0 (93.0, 94.8) | 94.4 (93.5, 95.1) | 70,000 (69,100, 70,900) | 72,800 (71,700, 73,900) |
| **Curtin University** | 94.6 (93.7, 95.3) | 94.4 (93.4, 95.1) | 70,000 (68,700, 71,300) | 71,000 (69,500, 72,500) |
| **Deakin University** | 92.3 (91.5, 93.0) | 93.7 (93.0, 94.2) | 65,000 (63,600, 66,400) | 65,200 (64,400, 66,100) |
| **Edith Cowan University** | 94.6 (93.5, 95.4) | 93.5 (92.5, 94.3) | 69,000 (67,000, 70,900) | 70,000 (69,100, 70,900) |
| **Federation University Australia** | 93.3 (91.5, 94.6) | 92.1 (90.3, 93.4) | 67,400 (63,100, 71,700) | 68,200 (65,600, 70,900) |
| **Flinders University** | 89.8 (88.5, 90.9) | 92.2 (91.1, 93.1) | 66,000 (64,100, 67,900) | 67,000 (65,100, 69,000) |
| **Griffith University** | 92.5 (91.5, 93.4) | 93.1 (92.2, 93.8) | 61,100 (59,100, 63,100) | 65,000 (64,100, 65,900) |
| **James Cook University** | 93.6 (92.3, 94.6) | 93.5 (92.1, 94.6) | 67,000 (65,000, 69,000) | 69,500 (67,500, 71,500) |
| **La Trobe University** | 91.8 (90.8, 92.7) | 92.3 (91.3, 93.1) | 61,500 (59,800, 63,200) | 67,000 (65,500, 68,500) |
| **Macquarie University** | 92.7 (91.7, 93.5) | 92.4 (91.5, 93.2) | 62,000 (60,100, 63,900) | 65,200 (64,200, 66,200) |
| **Monash University** | 89.9 (89.2, 90.6) | 92.4 (91.7, 93.0) | 64,400 (63,200, 65,600) | 67,000 (65,700, 68,300) |
| **Murdoch University** | 91.4 (89.8, 92.7) | 93.5 (91.9, 94.7) | 65,400 (63,500, 67,400) | 70,000 (68,700, 71,300) |
| **Queensland University of Technology** | 96.1 (95.5, 96.6) | 94.9 (94.2, 95.4) | 62,600 (61,700, 63,600) | 65,000 (64,800, 65,200) |
| **RMIT University** | 93.6 (92.9, 94.2) | 93.5 (92.8, 94.1) | 60,000 (59,500, 60,500) | 64,700 (63,400, 66,000) |
| **Southern Cross University** | 91.4 (89.7, 92.6) | 92.6 (91.0, 93.8) | 67,100 (64,700, 69,600) | 71,000 (69,300, 72,700) |
| **Swinburne University of Technology** | 92.1 (91.2, 93.0) | 92.7 (91.7, 93.5) | 67,900 (65,800, 70,000) | 70,000 (68,900, 71,100) |
| **The Australian National University** | 90.6 (89.1, 91.8) | 92.6 (91.5, 93.5) | 65,000 (64,100, 65,900) | 68,000 (67,400, 68,600) |
| **The University of Adelaide** | 89.1 (88.0, 90.0) | 90.1 (89.0, 91.0) | 65,000 (63,500, 66,500) | 65,000 (63,900, 66,100) |
| **The University of Melbourne** | 85.5 (84.5, 86.4) | 87.6 (86.7, 88.4) | 60,000 (59,600, 60,400) | 63,900 (62,500, 65,300) |
| **The University of Notre Dame Australia** | 95.4 (93.9, 96.4) | 94.0 (92.3, 95.3) | 67,600 (66,800, 68,400) | 68,900 (67,700, 70,100) |
| **The University of Queensland** | 91.7 (90.8, 92.4) | 92.6 (91.7, 93.3) | 63,400 (62,500, 64,400) | 67,000 (65,900, 68,100) |
| **The University of South Australia** | 95.1 (94.3, 95.7) | 94.3 (93.5, 95.0) | 64,700 (63,300, 66,100) | 65,500 (64,300, 66,600) |
| **The University of Sydney** | 92.4 (91.8, 92.9) | 92.7 (91.8, 93.4) | 65,000 (64,500, 65,500) | 69,100 (68,300, 69,800) |
| **The University of Western Australia** | 85.1 (83.5, 86.5) | 89.3 (87.8, 90.5) | 60,000 (58,600, 61,400) | 62,800 (60,500, 65,100) |
| **Torrens University** | 92.0 (90.6, 93.2) | 89.3 (87.7, 90.6) | 60,000 (58,300, 61,700) | 58,200 (55,600, 60,800) |
| **University of Canberra** | 95.3 (94.2, 96.1) | 94.0 (92.7, 94.9) | 68,600 (66,500, 70,700) | 70,000 (68,600, 71,400) |
| **University of Divinity** | 82.5 (74.7, 87.3) | 77.1 (70.4, 81.9) | n/a | n/a |
| **University of New England** | 91.4 (90.2, 92.3) | 91.9 (90.9, 92.8) | 72,000 (70,600, 73,400) | 74,000 (72,700, 75,300) |
| **University of New South Wales** | 94.2 (93.3, 95.0) | 94.9 (93.9, 95.6) | 68,000 (66,700, 69,300) | 70,000 (69,400, 70,600) |
| **University of Newcastle** | 93.5 (92.4, 94.3) | 93.1 (92.0, 93.9) | 65,700 (64,600, 66,900) | 68,900 (68,100, 69,600) |
| **University of Southern Queensland** | 93.9 (92.8, 94.7) | 94.7 (93.8, 95.4) | 72,000 (71,000, 73,000) | 75,000 (74,000, 76,000) |
| **University of Tasmania** | 84.9 (83.8, 85.9) | 84.1 (83.2, 85.0) | 70,000 (68,600, 71,400) | 78,300 (75,500, 81,000) |
| **University of Technology Sydney** | 95.2 (94.5, 95.8) | 94.7 (93.9, 95.3) | 62,600 (61,800, 63,400) | 65,000 (64,800, 65,200) |
| **University of the Sunshine Coast** | 91.1 (89.7, 92.3) | 92.5 (91.3, 93.4) | 61,700 (59,100, 64,300) | 65,200 (63,500, 67,000) |
| **University of Wollongong** | 93.6 (92.2, 94.6) | 95.0 (93.8, 95.9) | 63,400 (62,200, 64,700) | 67,800 (66,000, 69,600) |
| **Victoria University** | 93.3 (92.2, 94.2) | 91.6 (90.3, 92.7) | 67,400 (65,300, 69,500) | 66,300 (63,600, 68,900) |
| **Western Sydney University** | 91.6 (91.3, 91.7) | 93.4 (92.6, 94.1) | 64,700 (63,900, 65,500) | 67,000 (65,600, 68,500) |
| **All Universities** | **92.1 (92.0, 92.3)** | **92.5 (92.4, 92.7)** | **65,000 (64,900, 65,100)** | **68,000 (67,900, 68,100)** |
| **Standard deviation** | 3.1 | 3.3 | 3,500 | 3,700 |

Note: A n/a indicates a suppressed value (n<25).

\*In GOS reports prior to 2022, Avondale University was reported as a NUHEI.

2.7.2 NUHEIs

Since the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, data for individual NUHEIs have been pooled across the 2020, 2021 and 2022 surveys to improve the robustness and validity of data, as occurs on the ComparED website. As the data is aggregated, increases in undergraduate labour force indicators seen in 2022 are muted. Using this three-year aggregation, some NUHEIs have full-time undergraduate employment rates over 80 per cent, including Marcus Oldham College, 97.2 per cent, Moore Theological College, 92.3 per cent, and TAFE Queensland, 87.2 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 13 shows undergraduate median full-time salaries for NUHEIs. NUHEIs with the highest reported median full-time undergraduate salaries include Box Hill Institute, $73,900, Melbourne Institute of Technology, $73,600, Tabor College of Higher Education, $71,700, and TAFE NSW, $70,000.

Table 13 Undergraduate labour force indicators by NUHEI, pooled 2020-2022

| NUHEI | **Full-time employment (%)** | **Overall employment (%)** | **Labour force participation rate (%)** | **Median full-time salary ($)** |
| --- | --- | --- | --- | --- |
| **Academy of Information Technology** | 60.0 (55.1, 64.6) | 70.6 (66.3, 74.5) | 93.4 (90.8, 95.2) | 60,000 (57,300, 62,700) |
| **Adelaide Central School of Art** | n/a | 79.4 (68.9, 85.6) | 75.6 (67.6, 80.6) | n/a |
| **Adelaide College of Divinity** | n/a | 82.8 (71.9, 88.0) | 87.9 (78.8, 91.2) | n/a |
| **Alphacrucis College** | 69.4 (63.6, 74.5) | 82.8 (79.5, 85.5) | 84.1 (81.3, 86.4) | 57,400 (53,400, 61,400) |
| **Australasian College of Health and Wellness** | n/a | 96.7 (86.5, 99.1) | 93.8 (83.4, 97.3) | n/a |
| **Australian Academy of Music and Performing Arts** | n/a | 77.8 (65.1, 85.4) | 96.4 (86.3, 98.4) | n/a |
| **Australian College of Applied Professions** | 61.8 (57.6, 65.7) | 80.1 (77.5, 82.3) | 90.6 (88.8, 92.0) | 66,000 (60,600, 71,400) |
| **Australian College of Christian Studies** | n/a | n/a | 81.5 (69.8, 87.4) | n/a |
| **Australian College of Theology Limited** | 79.1 (74.2, 83.2) | 88.8 (86.3, 90.7) | 80.2 (77.7, 82.3) | 60,000 (56,200, 63,800) |
| **Australian Institute of Professional Counsellors** | n/a | n/a | n/a | n/a |
| **Box Hill Institute** | 60.8 (52.5, 68.3) | 75.8 (69.4, 80.8) | 89.2 (84.4, 92.1) | 73,900 (63,000, 84,900) |
| **Campion College Australia** | n/a | 78.9 (68.7, 85.4) | 90.5 (82.1, 93.9) | n/a |
| **Canberra Institute of Technology** | n/a | 88.0 (75.5, 93.1) | 96.2 (85.4, 98.2) | n/a |
| **Chisholm Institute** | n/a | n/a | n/a | n/a |
| **Christian Heritage College** | 77.8 (69.1, 84.2) | 89.3 (84.3, 92.4) | 87.3 (82.6, 90.3) | 61,400 (50,900, 71,900) |
| **Collarts (Australian College of the Arts)** | 50.7 (44.6, 56.7) | 80.1 (76.2, 83.3) | 92.0 (89.3, 93.9) | 53,500 (49,300, 57,700) |
| **Eastern College Australia** | n/a | 84.4 (73.3, 90.1) | 84.2 (74.7, 89.2) | n/a |
| **Endeavour College of Natural Health** | 69.7 (65.5, 73.5) | 87.6 (85.6, 89.3) | 91.4 (89.8, 92.7) | 60,000 (56,000, 64,000) |
| **Engineering Institute of Technology** | n/a | n/a | n/a | n/a |
| **Excelsia College** | n/a | n/a | n/a | n/a |
| **Holmes Institute** | n/a | n/a | n/a | n/a |
| **Holmesglen Institute** | 68.4 (58.8, 76.4) | 87.1 (80.9, 91.0) | 95.5 (90.9, 97.4) | n/a |
| **ICHM** | n/a | n/a | n/a | n/a |
| **Ikon Institute of Australia** | 37.8 (27.2, 50.2) | 80.3 (72.9, 85.5) | 82.6 (76.4, 86.7) | n/a |
| **International College of Management, Sydney** | 71.0 (64.1, 76.9) | 87.2 (82.0, 90.8) | 96.2 (92.5, 97.9) | 55,300 (52,300, 58,200) |
| **ISN Psychology Pty Ltd** | n/a | 76.8 (68.0, 83.1) | 81.2 (74.0, 86.0) | 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 | - |
| **LCI Melbourne** | 47.2 (36.4, 58.4) | 68.5 (60.1, 75.2) | 85.7 (79.2, 89.3) | n/a |
| **Le Cordon Bleu Australia** | n/a | n/a | n/a | n/a |
| **Macleay College** | 54.5 (41.8, 66.6) | 67.4 (56.3, 76.5) | 89.6 (80.9, 94.1) | n/a |
| **Marcus Oldham College** | 97.2 (93.5, 98.6) | 97.4 (93.9, 98.7) | 100.0 (97.5, 100.0) | 65,000 (57,900, 72,100) |
| **Melbourne Institute of Technology** | 75.4 (66.5, 82.0) | 83.6 (75.7, 88.6) | 91.0 (84.6, 94.3) | 73,600 (46,400, 100,900) |
| **Melbourne Polytechnic** | 45.2 (34.6, 56.5) | 78.8 (70.8, 84.5) | 85.7 (79.2, 89.8) | n/a |
| **Montessori World Educational Institute (Australia)** | n/a | n/a | n/a | n/a |
| **Moore Theological College** | 92.3 (86.6, 95.2) | 92.9 (88.4, 95.2) | 82.5 (77.8, 85.8) | 66,200 (59,500, 72,900) |
| **National Art School** | 38.0 (28.5, 48.8) | 75.7 (69.8, 80.3) | 75.7 (71.0, 79.4) | n/a |
| **Perth Bible College** | n/a | n/a | n/a | n/a |
| **Photography Studies College (Melbourne)** | n/a | 78.8 (67.4, 85.8) | 89.2 (79.7, 93.3) | n/a |
| **SAE Institute** | 39.2 (36.4, 42.1) | 68.3 (66.2, 70.4) | 89.0 (87.6, 90.2) | 53,500 (51,100, 56,000) |
| **Sheridan College Inc.** | - | n/a | n/a | - |
| **Stott's College** | n/a | n/a | n/a | - |
| **Sydney College of Divinity** | 71.1 (58.9, 80.4) | 84.0 (77.2, 88.5) | 86.2 (80.4, 89.8) | n/a |
| **Tabor College of Higher Education** | 67.2 (57.9, 75.0) | 80.5 (74.1, 85.0) | 88.8 (83.7, 91.7) | 71,700 (66,400, 77,100) |
| **TAFE NSW** | 62.0 (57.2, 66.5) | 78.3 (74.7, 81.4) | 94.4 (92.2, 95.8) | 70,000 (63,800, 76,200) |
| **TAFE Queensland** | 87.2 (78.3, 92.1) | 89.7 (82.4, 93.3) | 98.3 (93.0, 99.3) | 59,500 (54,500, 64,400) |
| **TAFE South Australia** | n/a | n/a | n/a | n/a |
| **The Australian College of Physical Education** | 70.2 (60.7, 77.8) | 89.6 (83.4, 93.2) | 93.9 (88.7, 96.3) | 65,200 (56,900, 73,500) |
| **The Australian Institute of Music** | 46.2 (39.4, 53.2) | 73.7 (68.6, 78.0) | 97.5 (94.8, 98.6) | 47,200 (39,600, 54,800) |
| **Think Education** | 62.0 (56.7, 66.9) | 82.4 (79.5, 84.8) | 90.0 (87.8, 91.6) | 65,300 (59,100, 71,600) |
| **UOW College** | n/a | 51.7 (38.5, 64.7) | 74.4 (63.0, 82.5) | n/a |
| **UTS College** | 38.1 (30.2, 46.7) | 64.2 (60.1, 68.0) | 76.2 (73.1, 78.9) | n/a |
| **Whitehouse Institute of Design, Australia** | 46.8 (36.5, 57.4) | 60.7 (51.5, 68.9) | 92.4 (85.8, 95.7) | n/a |
| **William Angliss Institute** | 77.8 (63.6, 86.9) | 83.8 (72.9, 90.1) | 92.5 (83.4, 96.2) | n/a |
| **All NUHEIs** | **61.7 (60.6, 62.8)** | **79.5 (78.8, 80.2)** | **88.5 (88.0, 89.0)** | **60,000 (59,000, 61,000)** |
| **Standard deviation** | 19.0 | 10.5 | 8.9 | 11,300 |

Note: A ‘-‘ indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

## 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 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.

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. As seen in Table 14, 69.4 per cent of undergraduates employed full-time were working in managerial or professional occupations which was higher than the 67.8 reported in 2021. The proportion of postgraduate coursework graduates working in managerial and professional occupations increased by 1.7 percentage points in 2022. A smaller increase of 1.1 percentage points was also seen among postgraduate research graduates.

Table 14 Graduates employed in managerial and professional occupations by employment type and study level, international and domestic graduates, 2021-2022 (% of those employed)

| **Category** | Undergraduate 2021 | Undergraduate 2022 | Postgraduate coursework 2021 | Postgraduate coursework 2022 | Postgraduate research 2021 | Postgraduate research 2022 |
| --- | --- | --- | --- | --- | --- | --- |
| **Full-time employed** | 67.8 | 69.4 | 84.3 | 86.0 | 91.8 | 92.9 |
| **Overall employed** | 55.1 | 58.8 | 81.8 | 82.7 | 90.5 | 91.3 |

Another measure of skills utilisation is how well the qualification prepared graduates for their current job. 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 higher in 2022 at 74.8 per cent compared to 74.5 per cent in 2021, but lower than 78.5 per cent in 2020 (see Table 15). The proportion for employed graduates showed a similar trend with 67.3 per cent in 2022, which is higher than the 65.0 per cent in 2021 and lower than 69.2 per cent in 2020.

Table 15 Qualification prepared graduate well or very well for current job, by employment type and study level, 2021-2022 (% of those employed)

| **Category** | Undergraduate 2021 | Undergraduate 2022 | Postgraduate coursework 2021 | Postgraduate coursework 2022 | Postgraduate research 2021 | Postgraduate research 2022 |
| --- | --- | --- | --- | --- | --- | --- |
| **Full-time employed** | 74.5 | 74.8 | 75.2 | 76.0 | 82.6 | 82.5 |
| **Overall employed** | 65.0 | 67.3 | 73.3 | 74.3 | 80.5 | 80.4 |

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 2022, 28.3 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, a decrease from 29.3 per cent in 2021.

More than one quarter, 27.6 per cent of full-time employed undergraduates who reported they were not fully utilising their skills or education in 2022, stated that this was because of personal factors, whilst more than half, 59.1 per cent, indicated it was due to labour market factors (see Table 16). More specifically, the main reason reported by full-time employed 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, 28.4 per cent. This was followed by being satisfied with current job, 13.9 per cent, not enough work experience, 11.0 per cent, and no suitable jobs in area of expertise, 8.1 per cent. Overall, 21.8 per cent of employed undergraduates said they did not use their skills or education in their current job because they were engaging in further study, compared to 6.2 per cent of undergraduates in full-time employment, indicating a difference between graduates in full-time and part-time employment.

Table 16 Undergraduates’ main reason for working in job in 2022 that does not fully use skills and education, by employment outcomes (%)

| **Category** | **Full-time employment** | **Overall employment** |
| --- | --- | --- |
| **Studying** | 6.2 | 21.8 |
| **I'm satisfied with my current job** | 13.9 | 10.2 |
| **For financial reasons** | 6.2 | 4.6 |
| **Caring for children or family member** | 1.3 | 1.7 |
| **Long-term health condition or disability** | 0.0 | 0.1 |
| **Subtotal – Personal factors** | **27.6** | **38.4** |
| **No suitable jobs in my area of expertise** | 8.1 | 8.7 |
| **No suitable jobs in my local area** | 6.4 | 6.5 |
| **Considered to be too young by employers** | 1.8 | 1.2 |
| **Considered to be too old by employers** | 0.7 | 0.6 |
| **Not enough work experience** | 11.0 | 10.5 |
| **No jobs with a suitable number of hours** | 0.9 | 1.1 |
| **Cannot find a job NFI** | 0.5 | 0.7 |
| **I had to change jobs due to COVID-19** | 1.3 | 1.0 |
| **Entry level job / career stepping stone** | 28.4 | 18.6 |
| **Subtotal - Labour market factors** | **59.1** | **48.9** |
| **Other**  | 13.3 | 12.7 |
| **Extent to which skills and education are not fully utilised** | **28.3** | **38.5** |

## 4. Further study

In 2022, four months after graduation, 18.6 per cent of undergraduates were engaged in further full-time study which is a decrease from 21.1 per cent in 2021 (see Table 17). Results from 2022 are comparable to those reported in 2020, 18.5 per cent, and 2019, 18.9 per cent. Both postgraduate coursework and postgraduate research graduates were less likely than those who had completed an undergraduate program to move into further study after completing their qualification, at 7.5 per cent and 6.7 per cent, respectively.

Study areas with the highest proportion of undergraduates proceeding to full-time study in 2022 included Science and mathematics, 35.9 per cent, Psychology, 32.6 per cent, Humanities, culture and social sciences, 23.7 per cent, Creative arts, 21.8 per cent and Tourism, hospitality, personal services, sport and recreation, 21.6 per cent. Undergraduates who 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, 3.6 per cent, Nursing, 4.6 per cent, and Social work, 9.1 per cent.

Table 17 Undergraduate further full-time study status, by original field of study[[5]](#footnote-6), 2021-2022 (%)

| Study area | In full-time study 2021 | In full-time study 2022 |
| --- | --- | --- |
| **Science and mathematics** | 41.1 | 35.9 |
| **Computing and information systems** | 11.0 | 10.1 |
| **Engineering** | 14.3 | 13.6 |
| **Architecture and built environment** | 20.6 | 18.0 |
| **Agriculture and environmental studies** | 19.7 | 13.6 |
| **Health services and support** | 23.2 | 20.4 |
| **Medicine** | 17.1 | 16.5 |
| **Nursing** | 4.7 | 4.6 |
| **Pharmacy** | 12.6 | 14.0 |
| **Dentistry** | 9.7 | 13.6 |
| **Veterinary science** | 30.4 | 20.3 |
| **Rehabilitation** | 2.8 | 3.6 |
| **Teacher education** | 8.0 | 12.1 |
| **Business and management** | 12.5 | 10.2 |
| **Humanities, culture and social sciences** | 29.4 | 23.7 |
| **Social work** | 10.0 | 9.1 |
| **Psychology** | 37.5 | 32.6 |
| **Law and paralegal studies** | 22.0 | 19.6 |
| **Creative arts** | 25.9 | 21.8 |
| **Communications** | 17.4 | 12.3 |
| **Tourism, hospitality, personal services, sport and recreation** | 29.4 | 21.6 |
| **All study areas** | **21.1** | **18.6** |

In 2022, Society and culture was the most common field of education destination chosen by undergraduates undertaking further full-time study, with 26.8 per cent enrolled in this destination, see Table 18. This was followed by Health, 23.8 per cent, Natural and physical sciences, 15.4 per cent, and Education, 8.5 per cent.

There has been a marked decrease in the proportion of undergraduates undertaking further full-time study who chose Health as their field of education, down 7.6 percentage points between 2021 and 2022. Other notable changes in 2022 include increases in the proportion of undergraduates choosing Society and culture for further full-time study, up 5.4 percentage points, and Natural and physical sciences, up 4.5 percentage points.

Table 18 Broad field of education destinations of undergraduates undertaking further full-time study, 2021-2022 (%)

| Field of education | In full-time study 2021 | In full-time study 2022 |
| --- | --- | --- |
| **Natural and physical sciences** | 10.9 | 15.4 |
| **Information technology** | 3.1 | 3.1 |
| **Engineering and related technologies** | 4.6 | 4.8 |
| **Architecture and building** | 2.5 | 2.9 |
| **Agriculture, environmental and related studies** | 2.0 | 1.6 |
| **Health** | 31.4 | 23.8 |
| **Education** | 9.1 | 8.5 |
| **Management and commerce** | 6.4 | 5.5 |
| **Society and culture** | 21.4 | 26.8 |
| **Creative arts** | 6.1 | 5.7 |
| **Food, hospitality and personal services** | 0.3 | 0.3 |
| **Mixed field qualification** | 1.9 | 1.4 |
| **Other** | 0.2 | 0.1 |
| **Total** | **100.0** | **100.0** |

## 5. Satisfaction

### 5.1 Coursework satisfaction

First administered in 1993, the CEQ invites undergraduate and postgraduate 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. The CEQ statements relate to teaching, generic skills, and Overall satisfaction. The CEQ time series was collected through the AGS, the precursor to the GOS. The change in collection methodology and the way in which these scores were calculated in the GOS, necessitated 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 could continue to include statements relating to teaching and generic skills by adding these as additional, fee-for-service items. Please note, CEQ results are based on responses from both domestic and international graduates.

Over six years of the GOS, undergraduate ratings for Overall satisfaction with their completed course 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 19. Results for 2022 are lower than all previous years, at 77.4 per cent, a further 0.5 percentage point decrease from 2021.

As in previous years, postgraduate coursework graduates appear to have higher levels of Overall satisfaction than undergraduates. Postgraduate coursework graduates’ Overall satisfaction was also broadly steady up until 2020, at 82.5 per cent in 2016 and 81.7 per cent in 2020. Overall satisfaction was 80.0 per cent in 2022, representing only a slight improvement from the timeseries low of 79.8 per cent in 2021. Trends in Overall satisfaction in the 2022 GOS refer to graduates whose last year of study was in 2021. As such, the fall in Overall undergraduate satisfaction observed in the 2022 GOS may continue to reflect disruption to the study experience caused by the COVID-19 pandemic.

Table 19 Undergraduate and Postgraduate coursework satisfaction, 2011-2022 (% agreement)

|  |  |  |
| --- | --- | --- |
| **Category** | 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 |
| **2022** | 77.4 | 80.0 |

One of the key factors influencing CEQ scores is study area. Table 20 shows Overall satisfaction by study area for undergraduates and postgraduate coursework graduates. In 2022, Overall satisfaction among undergraduates ranged from a high of 88.3 per cent for Agriculture and environmental studies, 83.1 per cent for Social work, and 82.6 per cent for Humanities, culture and social sciences down to 54.8 per cent for Dentistry, 71.8 per cent for Creative Arts, and 71.9 per cent for Engineering.

For postgraduate coursework graduates, Overall satisfaction ranged from a high of 88.0 per cent in Pharmacy, 86.8 per cent in Humanities, culture and social sciences, and 83.4 per cent in Agriculture and environmental studies down to 44.4 per cent in Dentistry, 62.7 per cent in Veterinary science, and 70.2 per cent in Tourism, hospitality, personal services, sport and recreation. 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 20 Overall satisfaction by course level and study area, 2021-2022 (% agreement)

| Study area | **Undergraduate 2021** | **Undergraduate 2022** | **Postgraduate coursework 2021** | **Postgraduate coursework 2022** |
| --- | --- | --- | --- | --- |
| **Science and mathematics** | 82.6 | 81.2 | 79.4 | 80.0 |
| **Computing and information systems** | 72.5 | 72.2 | 72.8 | 74.7 |
| **Engineering** | 72.3 | 71.9 | 74.6 | 74.6 |
| **Architecture and built environment** | 70.4 | 72.7 | 75.7 | 74.3 |
| **Agriculture and environmental studies** | 81.9 | 88.3 | 87.8 | 83.4 |
| **Health services and support** | 77.8 | 77.4 | 84.5 | 83.2 |
| **Medicine** | 79.6 | 82.4 | 73.4 | 75.7 |
| **Nursing** | 75.9 | 73.9 | 80.8 | 81.5 |
| **Pharmacy** | 84.2 | 80.4 | 78.7 | 88.0 |
| **Dentistry** | 65.6 | 54.8 | 61.7 | 44.4 |
| **Veterinary science** | 78.8 | 74.2 | 66.1 | 62.7 |
| **Rehabilitation** | 82.0 | 81.9 | 75.5 | 75.2 |
| **Teacher education** | 75.3 | 75.2 | 81.3 | 80.8 |
| **Business and management** | 76.5 | 75.7 | 81.3 | 81.8 |
| **Humanities, culture and social sciences** | 83.7 | 82.6 | 86.0 | 86.8 |
| **Social work** | 83.8 | 83.1 | 82.2 | 82.1 |
| **Psychology** | 81.2 | 80.8 | 83.0 | 82.8 |
| **Law and paralegal studies** | 79.9 | 80.7 | 77.6 | 77.1 |
| **Creative arts** | 73.0 | 71.8 | 74.4 | 72.0 |
| **Communications** | 77.4 | 77.5 | 80.2 | 77.8 |
| **Tourism, hospitality, personal services, sport and recreation** | 80.3 | 81.8 | 82.3 | 70.2 |
| **All study areas** | **77.9** | **77.4** | 79.8 | **80.0** |
| **Standard deviation** | 5.0 | 6.9 | 6.3 | 9.4 |

### 5.2 Postgraduate research satisfaction

The PREQ, administered since 1999, invites postgraduate research graduates four months after completing their degree to express agreement or disagreement on a five-point response frame with statements about various aspects of their degree. The PREQ reports on Overall satisfaction and other items are grouped thematically into the following scales: Supervision, Intellectual climate, Skills development, Infrastructure, Thesis examination, Goals and expectations and Industry and external engagement. Please note, PREQ results are based on responses from both domestic and international graduates. Scale scores can be dependent on the number and type of items included in each scale. More important than the absolute level of each scale are trends and changes in relativities over time, as shown by Table 21.

Overall satisfaction among postgraduate research graduates increased by 1.7 percentage points in 2022, from 84.8 per cent in 2021 to 86.5 per cent in 2022. Satisfaction with most other aspects of the postgraduate research experience as measured by the PREQ scales increased in 2022. In comparison to 2021, postgraduate research graduates’ satisfaction with Supervision increased by 1.1 percentage points, Thesis examination increased by 1.0 percentage points, Goals and expectations increased by 0.6 percentage points, Industry and external engagement by 0.6 percentage points, and Intellectual climate increased by 0.1 percentage points. In comparison to 2021, decreased satisfaction was recorded in 2022 for Infrastructure by 0.6 percentage points, and Skills development by 0.3 percentage points.

The PREQ time series shown in Table 21 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 an initial lowering of scores between 2015 and 2016, except for Skills development, which showed a slight increase of 0.5 percentage points. Since 2016, most scale scores have seen a gradual increase. Overall satisfaction with the postgraduate research experience has increased slightly from 85.5 per cent in 2016 to 86.5 per cent in 2022. The largest changes in satisfaction have been recorded in the areas of Thesis examination, rising 5.5 percentage points from 77.9 per cent in 2016 to 83.4 per cent in 2022, and Supervision, rising 3.0 percentage points from 81.2 per cent to 84.2 per cent over the same period.

Table 21 Postgraduate research satisfaction, 2011-2022 (% agreement)

| **Category** | **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 | 82.3 | 64.4 | 92.5 | 76.8 | 81.5 | 91.3 | 57.9 |
| **2021** | 84.8 | 93.1 | 63.4 | 94.5 | 78.8 | 82.4 | 93.0 | 57.1 |
| **2022** | 86.5 | 84.2 | 63.5 | 94.2 | 78.2 | 83.4 | 93.6 | 57.7 |

Note: Note: A ‘-‘ indicates there is no data for that cell.

### 5.3 International benchmarking

International benchmarking of results from the CEQ with the United Kingdom’s National Student Survey (NSS) shows that, historically, Australian students have been less satisfied with their higher education experience than their counterparts in the United Kingdom (UK), as shown in Table 22. However, that trend 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 UK. In 2022 overall satisfaction reported in Australia, 77.4 per cent, remains higher than that reported in the UK, 76.3 per cent.

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 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. These differences notwithstanding, comparisons between time series data from the two surveys can help gauge progress in recovering from the impact of the pandemic on teaching and learning experience.

Table 22 Overall satisfaction of undergraduates, UK (NSS) and Australia (CEQ), 2008–2022, % agreement

| **Category** | **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 |
| **2022** | 77.4 | 76.3 |

Note: A ‘-‘ indicates there is no data for that cell.

# 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 2021 and February 2022. 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. For the 2022 GOS, due to COVID-19 restrictions, an allowance was made to include international graduates who had originally intended to complete their study onshore but completed their studies online while residing in their home country.

Table 23 provides a summary of the 2022 GOS. A total of 363,248 graduates from 130 institutions, including all 42 universities and 88 NUHEIs, were approached to participate. From a final in-scope sample of 333,300 graduates, responses were received from a total of 131,311 graduates. This represents an overall response rate for the 2022 GOS of 39.4 per cent, lower than previous years (40.4 per cent in 2021, 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 23 2022 GOS operational overview

| **Category** | 2021 November Universities | 2021 November NUHEIs | 2021 November Total | 2022 February Universities | 2022 February NUHEIs | 2022 February Total | 2022 May Universities | 2022 May NUHEIs | 2022 May Total | 2022 Total collection Universities | 2022 Total collection NUHEIs | 2022 Total collection Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of participating institutions** | 42 | 66 | 108 | 32 | 43 | 75 | 42 | 77 | 119 | 42 | 88 | 130 |
| **Number of graduates approached** | 105,482 | 13,688 | 119,170 | 22,660 | 4,456 | 27,116 | 202,840 | 14,122 | 216,962 | 330,982 | 32,266 | 363,248 |
| **Final 'in-scope' sample** | 97,334 | 12,409 | 109,743 | 20,772 | 3,913 | 24,685 | 186,101 | 12,771 | 198,872 | 304,207 | 29,093 | 333,300 |
| **Number of completed surveys** | 37,311 | 4,635 | 41,946 | 8,063 | 1,398 | 9,461 | 74,615 | 5,289 | 79,904 | 119,989 | 11,322 | 131,311 |
| **Overall response rate** | 38.3% | 37.4% | 38.2% | 38.8% | 35.7% | 38.3% | 40.1% | 41.4% | 40.2% | 39.4% | 38.9% | 39.4% |
| **Analytic unit** | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate |
| **Mode of data collection** | Online | Online | Online | Online | Online | Online | Online | Online | Online | Online | Online | Online |

Note: 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, February, and May. The February collection is undertaken to accommodate institutions with August to October 2021 completions. The survey was fielded primarily online, in English only.

All completing respondents were entered into a four-week rolling prize draw in each period of the 2022 GOS collection cycle. The prize pool totalled $27,000 in the November period, $6,000 in February, and $37,000 in May. The total prize pools for each collection period aimed to reflect the proportion of sample in each.

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 2022 GOS featured an email invitation to complete the survey, followed by nine reminder emails, up to three 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 [2022 GOS Methodological Report](https://qilt.edu.au/docs/default-source/default-document-library/2022-gos-methodological-report.pdf?sfvrsn=92bfd3e5_0) 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 2022 GOS Methodological Report.

## 1.2 Response rate by course level

Table 24 provides the final response rate by course level and institution for each period of the 2022 GOS collection cycle. Postgraduate research graduates had the highest overall response rate of 65.4 per cent, followed by undergraduates with 38.7 per cent and postgraduate coursework graduates with 38.6 per cent. Some variation by institution type for each course level can be seen, with the largest differences noted for postgraduate research graduates.

Table 24 2022 GOS response rate by course level (%)

| **1 Category** | 2021 November Universities | 2021 November NUHEIs | 2021 November Total | 2022 February Universities | 2022 February NUHEIs | 2022 February Total | 2022 May Universities | 2022 May NUHEIs | 2022 May Total | 2022 Total Collection Universities | 2022 Total Collection NUHEIs | 2022 Total Collection Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Undergraduate** | 36.7 | 34.9 | 36.5 | 35.8 | 35.6 | 35.8 | 39.8 | 39.7 | 39.8 | 38.8 | 37.3 | 38.7 |
| **Postgraduate coursework** | 37.7 | 38.7 | 37.9 | 36.8 | 35.6 | 36.6 | 39.2 | 42.7 | 39.5 | 38.5 | 39.9 | 38.6 |
| **Postgraduate research** | 64.6 | 71.4 | 64.6 | 64.3 | 76.9 | 64.4 | 66.8 | 61.5 | 66.8 | 65.3 | 70.0 | 65.4 |

## 1.3 Response rate by institution

Table 25 and Table 26 show the final response rate by institution for each period of the 2022 GOS collection cycle. There was a minor variation in response rate by provider type, with an overall response rate of 39.4 per cent for universities and 38.9 per cent for NUHEIs. At an individual institution level within provider type, the total collection response rate ranged from 61.4 per cent to 25.7 per cent for universities, and 100.0 per cent to 9.1 per cent for NUHEIs.

Table 25 2022 GOS university response rates, all study levels (%)

| **Category** | **2021 November** | **2022 February** | **2022 May** | **2022 Total collection** |
| --- | --- | --- | --- | --- |
| **Australian Catholic University** | 42.8 | 31.0 | 40.5 | 40.4 |
| **Avondale University** | 57.1 | 50.0 | 36.2 | 37.1 |
| **Bond University** | 35.2 | 30.5 | 29.9 | 31.7 |
| **Central Queensland University** | 38.2 | 47.0 | 46.5 | 43.3 |
| **Charles Darwin University** | 47.6 | 52.3 | 48.7 | 48.8 |
| **Charles Sturt University** | 36.2 | 28.7 | 48.2 | 43.7 |
| **Curtin University** | 37.6 | - | 38.3 | 38.1 |
| **Deakin University** | 44.8 | - | 43.7 | 44.2 |
| **Edith Cowan University** | 42.4 | 41.4 | 44.5 | 43.6 |
| **Federation University Australia** | 37.1 | 33.9 | 39.3 | 37.9 |
| **Flinders University** | 49.6 | 46.5 | 48.5 | 48.5 |
| **Griffith University** | 33.9 | - | 36.3 | 35.3 |
| **James Cook University** | 43.2 | 44.8 | 43.5 | 43.6 |
| **La Trobe University** | 34.5 | 37.2 | 36.0 | 35.7 |
| **Macquarie University** | 34.6 | 42.7 | 41.5 | 38.5 |
| **Monash University** | 38.7 | 45.5 | 37.7 | 38.7 |
| **Murdoch University** | 42.2 | 42.7 | 39.3 | 40.6 |
| **Queensland University of Technology** | 41.3 | 48.1 | 40.6 | 41.3 |
| **RMIT University** | 34.8 | 46.3 | 40.6 | 38.9 |
| **Southern Cross University** | 40.0 | 43.0 | 42.6 | 41.8 |
| **Swinburne University of Technology** | 40.0 | 0.0 | 38.8 | 39.3 |
| **The Australian National University** | 37.4 | 43.6 | 39.4 | 38.8 |
| **The University of Adelaide** | 45.3 | 41.0 | 42.2 | 43.1 |
| **The University of Melbourne** | 42.7 | 43.5 | 42.1 | 42.4 |
| **The University of Notre Dame Australia** | 42.1 | 29.1 | 35.4 | 35.4 |
| **The University of Queensland** | 28.1 | 65.0 | 33.6 | 32.0 |
| **The University of South Australia** | 41.0 | - | 43.7 | 43.1 |
| **The University of Sydney** | 35.0 | 35.1 | 39.7 | 37.9 |
| **The University of Western Australia** | 36.6 | 34.0 | 34.9 | 35.3 |
| **Torrens University** | 41.8 | 43.9 | 47.9 | 44.7 |
| **University of Canberra** | 46.3 | - | 38.7 | 40.9 |
| **University of Divinity** | 67.7 | 56.2 | 62.0 | 61.4 |
| **University of New England** | 57.6 | 55.4 | 58.0 | 57.4 |
| **University of New South Wales** | 25.5 | 22.0 | 27.8 | 25.7 |
| **University of Newcastle** | 38.4 | - | 36.3 | 36.7 |
| **University of Southern Queensland** | 46.0 | - | 53.5 | 51.0 |
| **University of Tasmania** | 40.2 | 52.7 | 43.6 | 42.8 |
| **University of Technology Sydney** | 29.4 | 38.1 | 35.3 | 33.1 |
| **University of the Sunshine Coast** | 52.1 | 54.6 | 48.5 | 50.2 |
| **University of Wollongong** | 36.8 | - | 34.2 | 34.9 |
| **Victoria University** | 41.0 | 45.5 | 41.1 | 41.5 |
| **Western Sydney University** | 37.1 | - | 42.1 | 40.5 |
| **All universities** | **38.3** | **38.8** | **40.1** | **39.4** |

Note: A ‘-‘ indicates institution did not participate in that collection period.

Table 26 2022 GOS NUHEI response rates, all study levels (%)

| **Category** | **2021 November** | **2022 February** | **2022 May** | **2022 Total collection** |
| --- | --- | --- | --- | --- |
| **Academies Australasia Polytechnic Pty Limited** | 22.5 | 26.6 | 45.0 | 26.8 |
| **Academy of Information Technology** | 38.1 | 38.9 | 38.2 | 38.4 |
| **Adelaide Central School of Art** | - | - | 64.3 | 64.3 |
| **Adelaide College of Divinity** | 60.0 | 100.0 | 70.0 | 68.2 |
| **Alphacrucis College** | 50.4 | - | 51.4 | 51.0 |
| **Asia Pacific International College** | 26.5 | 22.2 | 31.9 | 27.2 |
| **Australasian College of Health and Wellness** | 16.7 | 12.5 | 46.0 | 34.6 |
| **Australian Academy of Music and Performing Arts** | 61.5 | - | 25.0 | 39.4 |
| **Australian College of Applied Professions** | 41.7 | - | 42.6 | 42.0 |
| **Australian College of Christian Studies** | - | - | 60.0 | 60.0 |
| **Australian College of Nursing** | 46.8 | 35.5 | 46.8 | 46.0 |
| **Australian College of Theology Limited** | 43.8 | 52.9 | 54.3 | 51.4 |
| **Australian Institute of Business Pty Ltd** | 46.0 | 45.3 | 47.9 | 46.5 |
| **Australian Institute of Higher Education** | 34.4 | 40.6 | 57.2 | 44.4 |
| **Australian Institute of Management Education & Training** | 58.6 | 40.4 | 47.4 | 51.9 |
| **Australian Institute of Professional Counsellors** | 45.5 | - | 58.6 | 52.9 |
| **BBI - The Australian Institute of Theological Education** | 41.9 | 27.8 | 35.6 | 33.8 |
| **Box Hill Institute** | 44.4 | 52.6 | 36.7 | 41.4 |
| **Campion College Australia** | - | - | 43.1 | 43.1 |
| **Canberra Institute of Technology** | - | - | 33.3 | 33.3 |
| **Chisholm Institute** | 48.0 | 33.3 | 61.8 | 55.8 |
| **Christian Heritage College** | 51.3 | - | 46.0 | 47.6 |
| **CIC Higher Education** | 34.1 | 48.5 | 42.9 | 38.2 |
| **Collarts (Australian College of the Arts)** | - | - | 38.7 | 38.7 |
| **Eastern College Australia** | - | - | 47.6 | 47.6 |
| **Elite Education Institute** | - | - | 25.0 | 25.0 |
| **Endeavour College of Natural Health** | - | - | 43.0 | 43.0 |
| **Engineering Institute of Technology** | 55.8 | 64.7 | 58.6 | 58.4 |
| **Equals International** | - | 100.0 | - | 100.0 |
| **Excelsia College** | 47.1 | 82.4 | 58.5 | 56.1 |
| **Gestalt Therapy Brisbane** | - | - | 61.3 | 61.3 |
| **Governance Institute of Australia** | 61.3 | - | 62.0 | 61.7 |
| **Health Education & Training Institute** | - | 38.1 | 37.0 | 37.3 |
| **Holmes Institute** | 29.5 | - | 32.5 | 30.8 |
| **Holmesglen Institute** | 17.9 | 42.9 | 37.9 | 32.5 |
| **ICHM** | 40.4 | - | - | 40.4 |
| **Ikon Institute of Australia** | 45.0 | 60.0 | 60.0 | 56.5 |
| **Institute of Health & Management Pty Ltd** | 48.6 | 42.1 | 48.1 | 47.6 |
| **International College of Management, Sydney** | 31.0 | 19.0 | 31.4 | 27.5 |
| **International Institute of Business and Technology** | 20.0 | - | 16.7 | 19.0 |
| **ISN Psychology Pty Ltd** | 51.4 | 40.0 | 38.3 | 42.3 |
| **Jazz Music Institute** | - | - | 40.0 | 40.0 |
| **Kaplan Business School** | 41.4 | 38.7 | 41.4 | 40.4 |
| **Kaplan Higher Education Pty Ltd** | 35.2 | 28.5 | 34.4 | 33.7 |
| **Kent Institute Australia** | 31.4 | - | - | 31.4 |
| **King's Own Institute** | 35.4 | - | 36.8 | 36.1 |
| **LCI Melbourne** | 55.8 | - | - | 55.8 |
| **Le Cordon Bleu Australia** | 32.4 | 37.5 | 24.0 | 30.0 |
| **Leaders Institute** | - | - | 9.1 | 9.1 |
| **Leo Cussen Centre for Law** | 41.4 | - | - | 41.4 |
| **Macleay College** | 27.8 | 20.0 | - | 25.0 |
| **Marcus Oldham College** | 26.7 | - | 54.8 | 51.5 |
| **Melbourne Institute of Technology** | 25.8 | 25.0 | 45.3 | 38.7 |
| **Melbourne Polytechnic** | 39.7 | 28.6 | 39.8 | 39.5 |
| **Montessori World Educational Institute (Australia)** | - | - | 57.1 | 57.1 |
| **Moore Theological College** | - | - | 52.6 | 52.6 |
| **Morling College** | - | - | 62.9 | 62.9 |
| **Nan Tien Institute** | 62.5 | 69.2 | 40.0 | 61.8 |
| **National Art School** | - | - | 50.4 | 50.4 |
| **National Institute of Organisation Dynamics Australia** | - | - | 66.7 | 66.7 |
| **Ozford Institute of Higher Education** | 22.2 | - | - | 22.2 |
| **Perth Bible College** | 50.0 | - | 66.7 | 64.3 |
| **Photography Studies College (Melbourne)** | - | - | 55.6 | 55.6 |
| **Polytechnic Institute Australia Pty Ltd** | 15.8 | 30.0 | - | 26.6 |
| **SAE Institute** | 40.0 | 39.9 | 40.7 | 40.2 |
| **Sheridan College Inc.** | 100.0 | 28.6 | 62.5 | 57.9 |
| **SP Jain School of Management** | 43.3 | - | - | 43.3 |
| **Stott's College** | 28.4 | 17.4 | 42.3 | 33.7 |
| **Sydney College of Divinity** | 45.6 | - | - | 45.6 |
| **Tabor College of Higher Education** | 37.0 | 48.0 | 66.7 | 57.4 |
| **TAFE NSW** | 39.8 | - | 42.2 | 41.2 |
| **TAFE Queensland** | 44.8 | 100.0 | 41.2 | 43.2 |
| **TAFE South Australia** | 35.9 | 53.3 | 42.4 | 41.4 |
| **The Australian College of Physical Education** | 48.3 | - | 34.9 | 40.3 |
| **The Australian Institute of Music** | 42.9 | 47.7 | 43.5 | 44.2 |
| **The Cairnmillar Institute** | - | - | 50.7 | 50.7 |
| **The College of Law Limited** | 32.6 | 30.8 | 30.3 | 31.4 |
| **The Institute of Internal Auditors - Australia** | - | - | 81.3 | 81.3 |
| **The Institute of International Studies (TIIS)** | 66.7 | - | - | 66.7 |
| **The MIECAT Institute** | 33.3 | - | 63.3 | 60.6 |
| **HEPCO The Tax Institute Higher Education** | 11.1 | 63.6 | 80.0 | 53.3 |
| **Think Education** | 56.3 | 59.0 | 62.7 | 59.4 |
| **UOW College** | 16.0 | N/A | 34.8 | 25.0 |
| **UTS College** | 19.3 | 29.7 | 21.4 | 21.7 |
| **VIT (Victorian Institute of Technology)** | 71.8 | 66.7 | 49.7 | 61.6 |
| **Wentworth Institute of Higher Education** | 41.2 | - | 48.2 | 44.7 |
| **Whitehouse Institute of Design, Australia** | - | - | 41.7 | 41.7 |
| **William Angliss Institute** | 20.2 | - | 30.9 | 25.3 |
| **All NUHEIs** | **37.4** | **35.7** | **41.4** | **38.9** |

Note: A ‘-‘ indicates institution did not participate in that collection period.

## 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 2022 GOS are representative of the in-scope population, respondent characteristics are presented alongside population parameters in Table 27 below.

Some groups in the achieved sample are represented broadly in-line with their sample proportion, with 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 2022 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. Response from males is under-represented by 4.1 per cent in comparison to females, though this is comparable to prior years of the GOS. Engagement activities for future collection cycles could explore strategies to increase response among males.

International graduates and those who speak a language other than English at home are under-represented by 6.0 and 4.5 percentage points respectively. Tailoring of communications as part of the International Engagement Strategy should be continued in future collections, to try and increase response among these groups.

Table 27 2022 GOS population parameters by subgroup and response characteristics

| **Category** | **In-scope sample (n)** | **In-scope sample (%)** | **Respondents** **(n)** | **Respondents** **(%)** |
| --- | --- | --- | --- | --- |
| **Base[[6]](#footnote-7)** | 333,278 | 100.0 | 131,311 | 100.0 |
| **Level - Undergraduate**  | 179,059 | 53.7 | 69,151 | 52.7 |
| **Level - Postgraduate coursework** | 143,009 | 42.9 | 55,261 | 42.1 |
| **Level - Postgraduate research** | 9,148 | 2.7 | 5,979 | 4.6 |
| **Gender - Male** | 140,445 | 42.2 | 50,018 | 38.1 |
| **Gender - Female** | 192,450 | 57.8 | 81,103 | 61.9 |
| **Combined course of study indicator - Combined / double degree** | 17,928 | 5.4 | 7,471 | 5.7 |
| **Combined course of study indicator - Single degree** | 315,350 | 94.6 | 123,840 | 94.3 |
| **Aboriginal and Torres Strait Islander - Indigenous** | 3,151 | 0.9 | 1,462 | 1.1 |
| **Aboriginal and Torres Strait Islander - Non-Indigenous** | 330,127 | 99.1 | 129,849 | 98.9 |
| **Mode of attendance code - Internal / Multi Mode** | 254,644 | 78.0 | 97,493 | 75.8 |
| **Mode of attendance code - External / Distance** | 71,633 | 22.0 | 31,109 | 24.2 |
| **Type of attendance code - Full-time** | 240,394 | 73.3 | 91,010 | 70.5 |
| **Type of attendance code - Part-time** | 87,359 | 26.7 | 38,161 | 29.5 |
| **Main language spoken at home - English** | 251,092 | 75.3 | 104,847 | 79.8 |
| **Main language spoken at home - Language other than English** | 82,186 | 24.7 | 26,464 | 20.2 |
| **Citizen / resident indicator - Domestic** | 221,093 | 66.3 | 94,923 | 72.3 |
| **Citizen / resident indicator - International** | 112,146 | 33.7 | 36,372 | 27.7 |
| **Socio-economic status - High** | 65,757 | 36.0 | 27,288 | 35.0 |
| **Socio-economic status - Medium** | 90,226 | 49.4 | 38,861 | 49.9 |
| **Socio-economic status - Low** | 26,538 | 14.5 | 11,805 | 15.1 |
| **Location - Metropolitan** | 148,292 | 81.1 | 61,809 | 79.2 |
| **Location – Regional / remote** | 34,504 | 18.9 | 16,275 | 20.8 |

As was the case with the 2021 GOS, the achieved respondent profile in 2022 closely matches the in-scope survey population in terms of study area, as shown in Table 28 below.

Study areas with the strongest representation in the 2022 GOS were Science and mathematics, Humanities, culture and social sciences, and Health services and support. Business and management continues to be the most under-represented study area, followed by Computing and information systems. Future collections could continue to trial 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.

Table 28 2022 GOS population parameters by study area and response characteristics

| **Category** | **In-scope sample (n)** | **In-scope sample (%)** | **Respondents** **(n)** | **Respondents** **(%)** |
| --- | --- | --- | --- | --- |
| **Science and mathematics** | 25,675 | 7.7 | 11,753 | 9.0 |
| **Computing and information systems** | 28,595 | 8.6 | 10,800 | 8.2 |
| **Engineering** | 20,420 | 6.1 | 7,895 | 6.0 |
| **Architecture and built environment** | 9,120 | 2.7 | 3,242 | 2.5 |
| **Agriculture and environmental studies** | 4,790 | 1.4 | 2,483 | 1.9 |
| **Health services and support** | 20,746 | 6.2 | 9,192 | 7.0 |
| **Medicine** | 5,613 | 1.7 | 2,049 | 1.6 |
| **Nursing** | 27,956 | 8.4 | 11,458 | 8.7 |
| **Pharmacy** | 1,898 | 0.6 | 706 | 0.5 |
| **Dentistry** | 1,026 | 0.3 | 364 | 0.3 |
| **Veterinary science** | 1,027 | 0.3 | 436 | 0.3 |
| **Rehabilitation** | 4,054 | 1.2 | 1,448 | 1.1 |
| **Teacher education** | 26,130 | 7.8 | 11,217 | 8.5 |
| **Business and management** | 81,092 | 24.3 | 25,715 | 19.6 |
| **Humanities, culture and social sciences** | 22,707 | 6.8 | 10,590 | 8.1 |
| **Social work** | 7,259 | 2.2 | 3,700 | 2.8 |
| **Psychology** | 11,185 | 3.4 | 5,320 | 4.1 |
| **Law and paralegal studies** | 15,358 | 4.6 | 5,946 | 4.5 |
| **Creative arts** | 9,854 | 3.0 | 3,796 | 2.9 |
| **Communications** | 7,846 | 2.4 | 2,950 | 2.2 |
| **Tourism, hospitality, personal services, sport and recreation** | 927 | 0.3 | 251 | 0.2 |
| **Total** | **333,278** | **100.0** | **131,311** | **100.0** |

# Appendix 2 Labour market and graduate satisfaction definitions

The 2022 GOS uses labour force indicator definitions informed by the standard labour force statistics model used by the ABS. Definitions for indicators used throughout this report are presented in Table 29 below.

Table 29 Indicator 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 2022 GOS core instrument are provided in Table 30 below. A copy of the core survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the 2022 GOS Methodological Report.

Table 30 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. Yes5. No6. Permanently unable to work7. Permanently not intending to work \*(DISPLAY IF AGE>64)  |
| WWOPAY | Last week, did you do any work without pay in a family business? | 1. Yes5. No6. 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. Yes5. No6. 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. Yes5. No6. 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. Yes5. No6. 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. Yes5. No |
| STARTWKFU | Why do you say you couldn't have started last week? | 1. Because of the current situation with COVID-195. 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. Yes5. No |
| MORE1JOB | Did you have **more than 1 job** **or business last week**?  | 1. Yes5. 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 Salary5. 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 Subcontractor13. Own business or Partnership 14. Commission only15. Commission with retainer16. In a family business without pay \*(GO TO MODULE C)17. Payment in kind18. Paid by the piece or item produced19. Wage or salary earner20. 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. Yes5 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. Yes2. 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 area2. No job with a suitable number of hours3. No suitable job in my area of expertise7. Long-term health condition or disability8. Caring for family member with a health condition or disability9. Caring for children10. Studying12. I’m satisfied with the number of hours I work13. No more hours available in current position14. Work has been reduced/shutdown due to COVID-1915. Due to contract restrictions16. 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 area2. No job with a suitable number of hours3. No suitable job in my area of expertise4. Considered to be too young by employers5. Considered to be too old by employers9. Caring for children10. Studying12. No more hours available in current position13. Work has been reduced/shutdown due to COVID-1914. Financial reasons15. 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 |
| EMPLOYER | What is the name of your <employer/business>? | 1. Enter employer/business name |
| 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 |
| SECTOR | In what sector are you wholly or mainly employed? | 1. Public or government2. Private3. Not-for-profit |
| INAUST | Are you working in Australia? | 1. Yes2. No3. 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 LIST2. Not sure |
| COUNTRYx | In which country is your <employer/business> based? | 1. Bangladesh2. Canada3. China (excludes SARs and Taiwan)4. Hong Kong (SAR of China)5. India6. Indonesia7. Malaysia8. New Zealand9. Saudi Arabia10. Singapore11. South Africa12. South Korea13. Sri Lanka14. Taiwan15. Thailand16. United States of America17. Vietnam19. Macau (SAR of China)18. Other (Please specify)  |
| CURCOUNTRY  | Do you currently live in Australia or Overseas? | 1. Australia2. 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 LIST2. 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 months5. 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. Yes2. 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 earnings8. 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 earnings8. 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 service2. Careers fair or information session3. Other university or college source (such as faculties or lecturers or student society)4. Advertisement in a newspaper or other print media5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs)6. Via resume posted on the internet7. Family or friends8. Approached employer directly9. Approached by an employer10. Employment agency11. Work contacts or networks12. Social media (e.g. LinkedIn)17. An employer promotional event13. 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 haveb) I have more job skills than are required for this jobc) Someone with less education than myself could perform well on my jobd) My previous training is being fully utilised on this jobe) I have more knowledge than I need in order to do my jobf) My education level is above the level required to do my jobg) Someone with less work experience than myself could do my job just as wellh) I have more abilities than I need in order to do my job | 1. Strongly disagree2. Disagree3. Neither disagree nor agree4. Agree5. 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 area2. No jobs with a suitable number of hours3. No suitable jobs in my area of expertise4. Considered to be too young by employers5. Considered to be too old by employers9. Caring for children10. Studying12. I’m satisfied with my current job13. I had to change jobs due to COVID-1914. Not enough work experience15. Entry level job/career stepping stone16. Changing jobs/Careers17. Do not have permanent residency18. 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-time2. Yes – part-time5. No |
| FURNEW | Are you **currently studying in a new course** after completing your <E308>?  | 1. Yes2. No |
| FURINST | And the institution where you are currently studying? | 1. <look up list> USE FURINST LOOKUP LIST |
| 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 Sciences2. Information Technology3. Engineering and Related Technologies4. Architecture and Building5. Agriculture Environmental and Related Studies6. Health7. Education8. Management and Commerce9. Society and Culture10. Creative Arts11. Food, Hospitality and Personal Services12. Mixed field qualification13. Other (Please specify) |
| FURLEV | What is the level of this qualification? | 1. Higher Doctorate2. Doctorate by Research3. Doctorate by Coursework4. Master Degree by Research5. Master Degree by Coursework6. Graduate Diploma7. Graduate Certificate8. Bachelor (Honours) Degree9. Bachelor (Pass) Degree10. Advanced Diploma11. Associate Degree12. Diploma13. Non-award course14. Bridging and Enabling course15. Certificate I-IV |
|   | **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 disagree2. Disagree3. Neither disagree nor agree4. Agree5. 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 disagree2. Disagree3. Neither disagree nor agree4. Agree5. 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 itpreq02 The thesis examination process was fairpreq03 I had access to a suitable working spacepreq04 I developed an understanding of the standard of work expectedpreq29 I am confident that I can apply my skills outside the university sectorpreq05 The department provided opportunities for social contact with other postgraduate studentspreq30 I improved my ability to design and implement projects effectivelypreq06 My research further developed my problem solving skillspreq07 My supervisor(s) made a real effort to understand difficulties I facedpreq08 I had good access to the technical support I neededpreq09 I was integrated into the department’s communitypreq10 I improved my ability to communicate information effectively to diverse audiencespreq11 I understood the required standard for the thesispreq31 I had opportunities to develop professional connections outside the university sectorpreq12 I was able to organise good access to necessary equipmentpreq13 My supervisor(s) provided additional information relevant to my topicpreq14 I developed my skills in critical analysis and evaluationpreq15 I was satisfied with the thesis examination processpreq16 The department provided opportunities for me to become involved in the broader research culturepreq17 I was given good guidance in topic selection and refinementpreq18 I had good access to computing facilities and servicespreq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sectorpreq19 I understood the requirements of thesis examinationpreq33 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 effectivelypreq21 My supervisor(s) provided helpful feedback on my progresspreq22 A good seminar program for postgraduate students was providedpreq23 The research environment in the department or faculty stimulated my workpreq24 I received good guidance in my literature searchpreq34 I gained confidence in leading and influencing otherspreq25 The examination of my thesis was completed in a reasonable timepreq26 As a result of my research, I feel confident about tackling unfamiliar problemspreq27 There was appropriate financial support for research activitiespreq28 Overall, I was satisfied with the quality of my higher degree research experience | 1. Strongly disagree2. Disagree3. Neither agree nor disagree4. Agree5. 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. Yes2. 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 important2. Not that important3. Fairly important4. Important5. Very important |
| CRSPREP | Overall, how well did your **<FinalCourseA/FinalCourseB>** prepare you for your job?  | 1. Not at all2. 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. Yes2. No3. Not applicable |
| INTERN | Did your <FinalCourseA/FinalCourseB> include an internship component? | 1. Yes2. No3. 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. Yes2. No3. Not applicable |
| TRAINING | Did your <FinalCourseA/FinalCourseB> include training in….(STATEMENTS)Pgreslink101/IPA Intellectual property awarenessPgreslink102/BUSMAN Business management Pgreslink103/ENTPNR Entrepreneurship | 1. Yes2. No3. 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 supervised2/COFUND. Yes it was co-funded3/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. Yes2. 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. Yes2. 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 above2. 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. Yes2. 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. Yes2. No3. 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. Yes2. No |
| NTFEMAIL | What is the best email address to send the notification to? | 1. Address as above2. Enter new email address |

Note: A ‘-‘ indicates there is no data / information available for that cell

## 3.2 Additional items

A total of 16 institutions (14 universities and 2 NUHEIs) included institution specific items in the 2022 GOS. Institution specific items can be the same or a variation on questions included in prior years, 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 40 institutions (19 universities and 21 NUHEIs) included the CEQ, and 37 institutions (22 universities and 15 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 2022 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 five per cent.

Because percentage agreement scores are reported for the 2022 GOS, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

Where $\tilde{p}$ is the adjusted estimated proportion of satisfied responses, $N$ is the size of the population in the relevant subgroup, $n$ is the number of valid responses in the relevant subgroup, $n\_{1}$ is the number of positive responses in the relevant subgroup, $1.645$ is the standard normal value for 90 per cent confidence and $FPC$ is the Finite Population Correction term.

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

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

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

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

# Appendix 5 Study area concordance

Study areas for the QILT surveys, including the GOS, are defined in accordance with the ABS Australian Standard Classification of Education (ASCED). The QILT website, and this report generally use 21 aggregated study areas as the basis of analysis. Targets for data collection are based on 45 study areas. Concordance between these study areas and ASCED fields are listed below in Table 31. Details of the fields of education are available from the ABS website.

Table 31 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 and 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 and Technology | 019901, 019903, 019905, 019907, 019909 |
| 2 | Computing and Information Systems | 5 | Computing and 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 and 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 and 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 and Urban Environments | 040000, 040100, 040101, 040103, 040105, 040107, 040199 |
| 4 | Architecture and built environment | 13 | Building and 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 and 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 and 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 and 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 and Marketing | 080500, 080501, 080503, 080505, 080507, 080509, 080599 |
| 14 | Business and management | 31 | Management and Commerce - Other | 080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999 |
| 14 | Business and management | 32 | Banking and 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 including History and 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 and 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 and Policing | 091100, 091101, 091103, 091105, 091199 |
| 19 | Creative arts | 42 | Art and Design | 100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999 |
| 19 | Creative arts | 43 | Music and Performing Arts | 100100, 100101, 100103, 100105, 100199 |
| 20 | Communications | 44 | Communication, Media and Journalism | 100700, 100701, 100703, 100705, 100707, 100799 |
| 21 | Tourism, Hospitality, Personal Services, Sport and recreation | 41 | Sport and Recreation | 092100, 092101, 092103, 092199 |
| 21 | Tourism, Hospitality, Personal Services, Sport and recreation | 45 | Tourism, Hospitality and 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 32 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, 2021 and 2022 |
| Table 07 | EMP\_UG\_ALL\_2Y\_AREA | Undergraduate employment outcomes by study area, 2021 and 2022 (%) |
| - | EMP\_PGC\_ALL\_2Y\_AREA | Postgraduate coursework employment outcomes by study area, 2021 and 2022 (%) |
| - | EMP\_PGR\_ALL\_2Y\_AREA | Postgraduate research employment outcomes by study area, 2021 and 2022 (%) |
| - | EMP\_UG\_ALL\_2Y | Undergraduate employment outcomes, 2021 and 2022 (%) |
| - | EMP\_PG\_ALL\_2Y | Postgraduate employment outcomes, 2021 and 2022 (%) |
| Table 06 | EMP\_UG\_ALL\_2Y\_DG | Undergraduate employment outcomes by demographic group, 2021 and 2022 (%) |
| - | EMP\_PGC\_ALL\_2Y\_DG | Postgraduate coursework employment outcomes by demographic group, 2021 and 2022 (%) |
| - | EMP\_PGR\_ALL\_2Y\_DG | Postgraduate research employment outcomes by demographic group, 2021 and 2022 (%) |
| - | EMP\_UG\_ALL\_1Y\_FURSTUD | Labour market outcomes of undergraduate graduates, by full-time study status, 2022 |
| - | EMP\_PG\_ALL\_1Y\_FURSTUD | Labour market outcomes of postgraduate graduates, by full-time study status, 2022 |
| - | EMP\_UG\_ALL\_2Y\_AREA45 | Undergraduate employment outcomes by 45 study areas, 2021 and 2022 (%) |
| - | EMP\_PGC\_ALL\_2Y\_AREA45 | Postgraduate coursework employment outcomes by 45 study areas, 2021 and 2022 (%) |
| - | EMP\_PGR\_ALL\_2Y\_AREA45 | Postgraduate research employment outcomes by 45 study areas, 2021 and 2022 (%) |
| - | EMP\_UG\_UNI\_2Y\_AREA | Undergraduate employment outcomes by study area, universities only, 2021 and 2022 (%) |
| - | EMP\_UG\_NUHEI\_2Y\_AREA | Undergraduate employment outcomes by study area, NUHEIs only, 2021 and 2022 (%) |
| - | EMP\_UG\_UNI\_2Y\_DG | Undergraduate employment outcomes by demographic group, universities only, 2021 and 2022 (%) |
| - | EMP\_UG\_NUHEI\_2Y\_DG | Undergraduate employment outcomes by demographic group, NUHEIs only, 2021 and 2022 (%) |
| Table 01/Figure 01 | EMP\_UG\_ALL\_3Y\_PERIOD | Undergraduate employment rates by survey round, 2020-2022 (%) |
| - | EMP\_PGC\_ALL\_3Y\_PERIOD | Postgraduate coursework employment rates by survey round, 2020-2022 (%) |
| - | EMP\_PGR\_ALL\_3Y\_PERIOD | Postgraduate research employment rates by survey round, 2020-2022 (%) |
| Table 04/Table 08 | SAL\_UG\_ALL\_2Y\_AREA\_SEX | Undergraduate median full-time salaries by study area and gender, 2021 and 2022 ($) |
| Table 04 | SAL\_PGC\_ALL\_2Y\_AREA\_SEX | Postgraduate coursework median full-time salaries by study area and gender, 2021 and 2022 ($) |
| Table 04 | SAL\_PGR\_ALL\_2Y\_AREA\_SEX | Postgraduate research median full-time salaries by study area and gender, 2021 and 2022 ($) |
| Table 06 | SAL\_UG\_ALL\_2Y\_DG | Undergraduate median full-time salaries by demographic group, 2021 and 2022 ($) |
| - | SAL\_PGC\_ALL\_2Y\_DG | Postgraduate coursework median full-time salaries by demographic group, 2021 and 2022 ($) |
| - | SAL\_PGR\_ALL\_2Y\_DG | Postgraduate research median full-time salaries by demographic group, 2021 and 2022 ($) |
| - | SAL\_UG\_ALL\_2Y\_AREA45\_SEX | Undergraduate median full-time salaries by 45 study areas and gender, 2021 and 2022 ($) |
| - | SAL\_PGC\_ALL\_2Y\_AREA45\_SEX | Postgraduate coursework median full-time salaries by 45 study areas and gender, 2021 and 2022 ($) |
| - | SAL\_PGR\_ALL\_2Y\_AREA45\_SEX | Postgraduate research median full-time salaries by 45 study areas and gender, 2021 and 2022 ($) |
| Table 09/Table 10 | LF\_UG\_UNI\_1Y | Labour force indicators 2022, undergraduates (universities only) |
| - | LF\_UG\_UNI\_3Y | Labour force indicators 2020-2022, undergraduates (universities only) |
| - | LF\_PGC\_UNI\_1Y | Labour force indicators 2022, postgraduate coursework (universities only) |
| - | LF\_PGC\_UNI\_3Y | Labour force indicators 2020-2022, postgraduate coursework (universities only) |
| - | LF\_PGR\_UNI\_3Y | Labour force indicators 2020-2022, postgraduate research (universities only) |
| Table 11 | LF\_UG\_NUHEI\_3Y | Labour force indicators 2020-2022, undergraduates (NUHEIs only) |
| - | LF\_PGC\_NUHEI\_3Y | Labour force indicators 2020-2022, postgraduate coursework (NUHEIs only) |
| - | LF\_UG\_UNI\_2Y | Undergraduate labour force indicators, universities only, 2021 and 2022 |
| - | LF\_UG\_NUHEI\_2Y | Undergraduate labour force indicators, NUHEIs only, 2021 and 2022 |
| Table 05 | PREFMHRS\_UG\_ALL\_1Y\_E315 | Proportion of employed undergraduates seeking or not seeking more hours, by gender, 2022 (%) |
| - | PREFMHRS\_PGC\_ALL\_1Y\_E315 | Proportion of employed postgraduates (coursework) seeking or not seeking more hours, by gender, 2022 (%) |
| - | PREFMHRS\_PGR\_ALL\_1Y\_E315 | Proportion of employed postgraduates (research) seeking or not seeking more hours, by gender, 2022 (%) |
| - | PARTEMP\_UG\_ALL\_1Y\_AREA\_SEX | Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2022 (%) |
| - | FTE\_UG\_UNI\_1Y\_FIG | Graduate employment and study outcomes, by study level, 2021 and 2022 |
| - | FTE\_UG\_UNI\_3Y\_FIG | Undergraduate employment outcomes by study area, 2021 and 2022 (%) |
| - | SAL\_UG\_UNI\_1Y\_FIG | Postgraduate coursework employment outcomes by study area, 2021 and 2022 (%) |
| - | SAL\_UG\_UNI\_3Y\_FIG | Postgraduate research employment outcomes by study area, 2021 and 2022 (%) |
| - | FTE\_UG\_NUHEI\_3Y\_FIG | Undergraduate employment outcomes, 2021 and 2022 (%) |
| - | SAL\_UG\_NUHEI\_3Y\_FIG | Postgraduate employment outcomes, 2021 and 2022 (%) |
| - | FTE\_PGC\_UNI\_1Y\_FIG | Undergraduate employment outcomes by demographic group, 2021 and 2022 (%) |
| - | FTE\_PGC\_UNI\_3Y\_FIG | Postgraduate coursework employment outcomes by demographic group, 2021 and 2022 (%) |
| - | FTE\_PGC\_NUHEI\_3Y\_FIG | Postgraduate research employment outcomes by demographic group, 2021 and 2022 (%) |
| - | SAL\_PGC\_UNI\_1Y\_FIG | Labour market outcomes of undergraduate graduates, by full-time study status, 2022 |
| - | SAL\_PGC\_UNI\_3Y\_FIG | Labour market outcomes of postgraduate graduates, by full-time study status, 2022 |
| - | SAL\_PGC\_NUHEI\_1Y\_FIG | Undergraduate employment outcomes by 45 study areas, 2021 and 2022 (%) |
| - | FTE\_PGR\_UNI\_3Y\_FIG | Postgraduate coursework employment outcomes by 45 study areas, 2021 and 2022 (%) |
| - | SAL\_PGR\_UNI\_3Y\_FIG | Postgraduate research employment outcomes by 45 study areas, 2021 and 2022 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 33 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, 2020-2022 |
| - | HOURS\_PGC\_ALL\_3Y | Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status, 2020-2022 |
| - | HOURS\_PGR\_ALL\_3Y | Average hours worked per week for employed postgraduates (research) by full-time/part-time status, 2020-2022 |
| Figure 02 | HOURS\_UG\_ALL\_3Y\_PERIOD | Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2020-2022 |
| - | HOURS\_PGC\_ALL\_3Y\_PERIOD | Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status and survey round, 2020-2022 |
| - | HOURS\_PGR\_ALL\_3Y\_PERIOD | Average hours worked per week for employed postgraduates (research) by full-time/part-time status and survey round, 2020-2022 |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 34 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, 2020-2022 (%) |
| - | AWAYWORK\_PGC\_ALL\_3Y | Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status, 2020-2022 (%) |
| - | AWAYWORK\_PGR\_ALL\_3Y | Proportion of employed postgraduates (research) who were away from work by full-time/part-time status, 2020-2022 (%) |
| - | AWAYWORK\_UG\_ALL\_3Y\_PERIOD | Proportion of employed undergraduates who were away from work by full-time/part-time status and survey round, 2020-2022 (%) |
| - | AWAYWORK\_PGC\_ALL\_3Y\_PERIOD | Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status and survey round, 2020-2022 (%) |
| - | AWAYWORK\_PGR\_ALL\_3Y\_PERIOD | Proportion of employed postgraduates (research) who were away from work by full-time/part-time status and survey round, 2020-2021 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 35 Tables associated with occupation types of employed graduates

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 12 | OCC\_UG\_ALL\_1Y\_EMPTYPE | Undergraduate occupation level, by employment type, 2022 (%) |
| Table 12 | OCC\_PG\_ALL\_1Y\_EMPTYPE | Postgraduate occupation level, by employment type, 2022 (%) |
| - | OCC\_UG\_ALL\_1Y\_AREA45 | Undergraduate occupation level, total employed, by 45 study areas, 2022 (%) |
| - | OCC\_UG\_UNI\_1Y\_EMPTYPE | Undergraduate occupation level, by employment type, universities only, 2022 (%) |
| - | OCC\_UG\_NUHEI\_1Y\_EMPTYPE | Undergraduate occupation level, by employment type, NUHEIs only, 2022 (%) |
| - | OCC\_UG\_UNI\_1Y\_AREA | Undergraduate occupation level, total employed, by study area, universities only, 2022 (%) |
| - | BROADOCC\_UG\_ALL\_1Y\_EMPTYPE | Undergraduate occupation level, total employed, by study area, 2022 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 36 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, 2022 (%) |
| - | QUALIMP\_PG\_ALL\_1Y | Importance of qualification for postgraduates’ current employment, 2022 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 37 Tables associated with the extent to which the qualification prepared graduates for their current job

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 13 | CRSPREP\_UG\_ALL\_1Y | Extent to which qualification prepared undergraduate level graduates for employment, 2022 (%) |
| - | CRSPREP\_PG\_ALL\_1Y | Extent to which qualification prepared postgraduate level graduates for employment, 2022 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 38 Tables associated with reasons for underutilisation of skills and education

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 05 | RSNOMORE\_UG\_ALL\_1Y\_E315 | Main reason not working more hours, of undergraduates employed part-time, by preference for more hours and gender, 2022 (%) |
| - | RSNOMORE\_PGC\_ALL\_1Y\_E315 | Main reason not working more hours, of postgraduates (coursework) employed part-time, by preference for more hours and gender, 2022 (%) |
| - | RSNOMORE\_PGR\_ALL\_1Y\_E315 | Main reason not working more hours, of postgraduates (research) employed part-time, by preference for more hours and gender, 2022 (%) |
| Table 14 | RSOVRQ\_UG\_ALL\_1Y | Main reason for working in job in 2022 that doesn’t fully use skills and education, 2022 (%) |
| - | RSOVRQ\_PGC\_ALL\_1Y | Main reason for working in job in 2022 that doesn’t fully use skills and education, postgraduate coursework level graduates, 2022 (%) |
| - | RSOVRQ\_PGR\_ALL\_1Y | Main reason for working in job in 2022 that doesn’t fully use skills and education, postgraduate research level graduates, 2022 (%) |
| - | 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, 2022 (%) |
| - | 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, 2022 (%) |
| - | 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, 2022 (%) |
| - | SPOQSCL\_UG\_ALL\_1Y | Undergraduate level graduates reporting occupation does not fully use skills or education, 2022 (%) |
| - | SPOQSCL\_PG\_ALL\_1Y | Postgraduate level graduates reporting occupation does not fully use skills or education, 2022 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 39 Tables associated with graduates undertaking further full-time study

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 15 | FURSTUD\_UG\_ALL\_1Y\_AREA | Undergraduate graduates in further full-time study, by original field of study (%) |
| - | FURSTUD\_PGC\_ALL\_1Y\_AREA | Postgraduate coursework graduates in further full-time study, by original field of study (%) |
| - | FURSTUD\_PGR\_ALL\_1Y\_AREA | Postgraduate research graduates in further full-time study, by original field of study (%) |
| Table 16 | FURSTUD\_UG\_ALL\_1Y\_FOE | Study area of undergraduate graduates in further full-time study (%) |
| - | 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, 2022 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 40 Tables associated with graduate satisfaction

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Figure 03/Table 18 | SAT\_UG\_ALL\_2Y | Satisfaction of undergraduate level graduates, 2021 and 2022 (% agreement) |
| Figure 03 | SAT\_PGC\_ALL\_2Y | Satisfaction of postgraduate coursework level graduates, 2021 and 2022 (% agreement) |
| Figure 04 | SAT\_PGR\_ALL\_2Y | Satisfaction of postgraduate research level graduates, 2021 and 2022 (% agreement) |
| Table 17 | SAT\_UG\_ALL\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2021 and 2022 (% agreement) |
| Table 17 | SAT\_PGC\_ALL\_2Y\_AREA | Satisfaction of postgraduate coursework level graduates, by study area, 2021 and 2022 (% agreement) |
| - | SAT\_PGR\_ALL\_2Y\_AREA | Satisfaction of postgraduate research level graduates, by study area, 2021 and 2022 (% agreement) |
| - | SAT\_UG\_ALL\_1Y\_DG | Satisfaction of undergraduate level graduates, by demographic group, 2022 (% agreement) |
| - | SAT\_PGC\_ALL\_1Y\_DG | Satisfaction of postgraduate coursework level graduates, by demographic group, 2022 (% agreement) |
| - | SAT\_PGR\_ALL\_1Y\_DG | Satisfaction of postgraduate research level graduates, by demographic group, 2022 (% agreement)  |
| - | SAT\_UG\_UNI\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2021 and 2022 (% agreement) (Unis only) |
| - | SAT\_UG\_NUHEI\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2021 and 2022 (% agreement) (NUHEIs only) |

Note: A ‘-‘ indicates there is no data / information available for that cell

## 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 2022 GOS Methodological Report, which is available on the QILT website.

Table 41 Tables associated with key project elements and response rates by institution

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 19 | SUMMARY\_ALL\_ALL\_1Y | GOS 2022 Collection Summary |
| - | SUMMARY\_ALL\_ALL\_1Y\_1P | GOS 2021 Collection Summary |
| - | SUMMARY\_ALL\_ALL\_1Y\_2P | GOS 2020 Collection summary |
| - | SUMMARY\_ALL\_ALL\_1Y\_3P | GOS 2019 Collection summary |
| Table 21 | RR\_ALL\_UNI\_1Y | GOS 2022 response rates by institution (universities only), Nov 2021, Feb and May 2022 collections (%) |
| Table 22 | RR\_ALL\_NUHEI\_1Y | GOS 2022 response rates by institution (NUHEIs only), Nov 2021, Feb and May 2022 collections (%) |
| Table 20 | RR\_UG\_ALL\_1Y | GOS 2022 undergraduate response rates by institution type, Nov 2021, Feb and May 2022 collections (%) |
| Table 20 | RR\_PGC\_ALL\_1Y | GOS 2022 postgraduate (coursework) response rates by institution type, Nov 2021, Feb and May 2022 collections (%) |
| Table 20 | RR\_PGR\_ALL\_1Y | GOS 2022 postgraduate (research) response rates by institution type, Nov 2021, Feb and May 2022 collections (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

Table 42 Tables associated with response characteristics and representativeness

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 23 | RR\_ALL\_ALL\_1Y\_TYPE | GOS 2022 sample and response characteristics, by respondent type |
| Table 24 | RR\_ALL\_ALL\_1Y\_AREA | GOS 2022 sample and response characteristics, by study area |

1. The gender pay gap is calculated as 100 x (Male salaries – Female salaries)/Male salaries consistent with the methodology used by the Workplace Gender Equality Agency (WGEA) [↑](#footnote-ref-2)
2. 2009 to 2015 based on graduates aged less than 25 and in first full-time employment [↑](#footnote-ref-3)
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-4)
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-5)
5. 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-6)
6. Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories. [↑](#footnote-ref-7)