2024 EMPLOYER SATISFACTION SURVEY

SEPTEMBER 2025

EMPLOYER VIEWS OF RECENT GRADUATES

SES
Student Experience Survey

GOS
Graduate Outcomes Survey

GOS–L
Graduate Outcomes Survey – Longitudinal

ESS
Employer Satisfaction Survey

QILT
Quality Indicators for Learning and Teaching

Acknowledgments

The Quality Indicators for Learning and Teaching (QILT) survey program, including the 2024 Employer Satisfaction Survey (ESS), is funded by the Australian Government Department of Education (the Department).

The Department and the Social Research Centre acknowledge the Traditional Custodians of the lands and waters on which this research was conducted. We pay our respects to Elders, past, present and emerging.

The Social Research Centre would like to thank the higher education institutions that contributed to the ESS in 2024. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2024 ESS would not have been such a success.

We are also very grateful to the employers who took the time to provide valuable feedback about their experience. Institutions use the ESS data for continuous improvement and to assist prospective students to make informed decisions about future study.

The 2024 ESS was led by Graham Challice, and the project team consisted of Lisa Bolton, Lauren Spencer, Diana Nguyen, Samvedhya Girish, Cynthia Kim, Benjamin Desta, Javed Mohib, Joe Feng, Rahul Bet, Josh Bach, Rawan Habibeh and Serena Kim.

For more information about the 2024 ESS, including how it was conducted, visit the QILT website: qilt.edu.au

Email the QILT team at: qilt@srcentre.com.au

Terminology

‘First Nations’

In recognition of the national scope of this research, this report uses the term ‘First Nations’ to encompass both Aboriginal peoples and Torres Strait Islander peoples.

We deeply respect the rich diversity of communities, identities and clans among First Nations people and acknowledge there may be preferences to be known by a specific group name or Country, or as Traditional Owners and Custodians.

The terminology used in this report reflects a considered and deliberate approach to be inclusive by using ‘non-Indigenous students’ when referring to students who do not identify as an Aboriginal and/or Torres Strait Islander person in Australia. This does not infer any disrespect to those who identify as an indigenous person from another country.

‘Undergraduate’

This report uses the shorthand ‘undergraduate’ to refer to a respondent who had recently ***completed*** an undergraduate qualification. This differs from the usual sense of ‘undergraduate’: a student who has not yet completed their first degree.

Executive summary

In 2024, Australian employers expressed high levels of satisfaction with their recently graduated employees. They also expressed high levels of satisfaction for the various employee skills areas they were asked to evaluate.

Highlights

- **85.5 per cent of supervisors** expressed overall satisfaction with their graduate employees.
- **More than 9 out of 10 supervisors** surveyed reported satisfaction with their employee's Technical skills (92.7 per cent), and with their Foundation skills (92.8 per cent), reflecting satisfaction with their general literacy, numeracy and communication skills and their ability to investigate and integrate knowledge.
- **89.3 per cent of employers** were satisfied with their employee's Adaptive skills, 87.6 per cent were satisfied with their Collaborative skills, and 85.4 per cent were satisfied with their Employability skills.

Overall satisfaction ratings across 11 broad 'field of education' categories were largely similar in 2024. However, across the skills attribute domains, there were some notable ratings for some fields of education. Creative arts graduates, for instance, had the lowest ratings at 80.4 per cent (although they still rated well, with a satisfaction rating above 76 per cent in every skills attribute domain). Graduates from the fields of Society and culture, and Engineering and other technologies, were rated highly by supervisors across the skills attribute domains: ratings ranged from 89.2 to 94.9 per cent and 87.5 to 96.3 per cent respectively.

Supervisors expressed greater overall satisfaction with graduates who studied on-campus, or a combination of on-campus and externally (87.9 per cent), than with graduates who undertook all study off-campus (80.4 per cent). This pattern was seen across all skills attribute domains.

Employers were more satisfied with undergraduate and postgraduate research graduates than with postgraduate coursework graduates. These graduates garnered an overall satisfaction rating of 83.1 per cent for postgraduate coursework graduates, compared with ratings of 86.6 per cent for undergraduates and 90.0 per cent for postgraduate research graduates. Again, this pattern held across all skills attributes, with postgraduate coursework graduates rated the lowest in each domain.

Employer satisfaction ratings also varied by some demographic features of graduates. Notable differences included:

- Greater overall satisfaction with graduates aged 30 years and under (87.1 per cent) compared with those older than 30 years (at 83.7 per cent). Graduates aged 30 years and under also had higher satisfaction ratings in the domains of Foundation skills, Collaborative skills, Technical skills and Employability skills.
- Higher ratings for graduates from non-English-speaking backgrounds than their peers across most skills attributes, especially Collaborative skills.
- International graduates also had higher ratings than domestic graduates across almost all domains. They were rated more than 5 percentage points higher than domestic students for Collaborative skills, and more than 3 percentage points higher for Technical skills.
- Higher ratings for graduates with no reported disability than those with a reported disability across all skills attributes, with substantial differences in the domains of Adaptive skills and Employability skills.

Employer satisfaction also varied by the type of role the graduate employee held. (The survey categorised graduate employees as Managers, Professionals, Technicians and trades workers, Community and personal service workers, Clerical and administrative workers, and Other workers.)

Employers reported the highest overall satisfaction with graduates working in Other occupations at 87.4 per cent, and Professional occupations, at 87.3 per cent. In contrast, employers with graduates in Managerial occupations reported the lowest overall satisfaction rating of 77.1 per cent. Graduates working as Managers also received the lowest ratings of any occupation in the domains of Foundation skills, Collaborative skills and Technical skills.

Levels of satisfaction also differed according to the graduate's time in their current role. Employers' overall satisfaction was highest for graduates who had been working 3 months to less than one year (86.6 per cent) or less than 3 months (85.7 per cent). This compares to a rating of 84.4 per cent for those who had been working one year or more in their current role. Employers' overall satisfaction with graduates working full-time (85.4 per cent) was similar to that for graduates working part-time (85.6 per cent).

Supervisor views by the employee's higher education institution have been pooled across 3 years for reporting purposes, with average overall satisfaction ranging from 90.7 per cent to 73.2 per cent. Employers' overall satisfaction was highest for graduates from the Australian Catholic University at 90.7 per cent, and the University of Adelaide and the University of Divinity, both at 89.3 per cent. Other universities with graduates with high overall satisfaction ratings included the University of Sydney (88.4 per cent) and Curtin University (88.3 per cent).

Executive summary (continued)

Supervisors who completed the ESS were asked to share how important they believed the employee's qualification was for their current work. These responses were compared to the corresponding graduate responses from the Graduate Outcomes Survey, taken by graduates shortly after they complete their studies.

Overall, supervisors tended to view the qualification as more important for current employment than the graduates themselves did: with 65.1 per cent of supervisors indicating that the qualification was 'very important' or 'important', while only 54.6 per cent of graduates considered their qualification to be 'very important' or 'important' to their current role.

The largest discrepancy between the views of graduates and employers was in the field of Engineering and related technologies, where 53.5 per cent of graduates rated their qualification as being important, compared with 67.7 per cent of supervisors. Compared to other fields, both graduates and supervisors rated qualifications in Education and Health as important for their current position.

Supervisors of graduate employees from Creative arts, Information technology and Management and commerce were least likely to think the qualification was important for current employment, at 40.2 per cent, 46.9 per cent and 51.1 per cent respectively.

Among occupation groups, graduates working in Professional occupations and their supervisors were most likely to state that the qualification was important for the job, at 65.7 per cent and 76.2 per cent respectively. In contrast, graduates working in Managerial occupations and their supervisors rated the importance of the graduate's qualification substantially lower, at 38.2 per cent for graduates and 54.8 per cent for supervisors.

Graduates and their supervisors were also asked to indicate how well the qualification prepared the graduate for their current work. A high proportion of graduates and supervisors thought the qualification prepared the graduate 'well' or 'very well' for the job, at 86.8 per cent and 95.2 per cent respectively.

However, graduates in many fields of education were less likely than their supervisors to indicate that their qualification prepared them for their current job. The greatest discrepancies of this kind between graduate and supervisor ratings were in the fields of Creative arts (with a 17.1 percentage point difference), Information technology (15.7 percentage point difference) and Natural and physical sciences (11.8 percentage point difference).

Compared to other occupations, supervisors of graduates working in Managerial, Professional and Technician and trades occupations were most likely to state that the qualification had prepared the graduate 'well' or 'very well' for current employment, at 96.7 per cent, 96.3 per cent and 95.2 per cent respectively.

Employers were also asked for feedback on the main ways the graduate could have been better prepared for employment. The greatest number of supervisor comments were in relation to Employability and enterprise skills (38.2 per cent), Technical and professional skills (38.0 per cent) and Domain-specific skills and knowledge (35.7 per cent).

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1. About the ESS

The 2024 Employer Satisfaction Survey (ESS) measures how employers view recent graduates from Australian higher education institutions. Conducted annually since 2016, the ESS provides assurance about the quality of Australia's higher education sector, including the technical skills, generic skills and work readiness of recent graduates.

The ESS is part of the Quality Indicators for Learning and Teaching (QILT) survey suite, independently and centrally administered by the Social Research Centre on behalf of the Australian Government Department of Education. The ESS is the largest survey of its kind, gauging the views of 3,652 employers in 2024 about the attributes of recent graduates from Australian higher education institutions, including universities and non-university higher education institutions (NUHEIs).

The impetus for a national survey of graduate employers is the Australian Government's desire to improve the range and quality of higher education performance indicators. As employment is usually one of the main objectives of completing a higher education qualification, employer views of the readiness of graduates to enter the workplace are a key component of the 'quality matrix'.

The ESS has 3 unique design features. First, it is the only national survey in Australia that links the experiences of graduates to the views of their direct supervisors. Second, the ESS is undertaken systematically by asking employed graduates who participate in the Graduate Outcomes Survey (GOS) to provide contact information for their supervisor, who is then invited to complete the ESS. This enables an understanding of the limitations and bias associated with the survey methodology. Many other employer surveys are not conducted on a systematic basis and report the perceptions of executives who may have had little or no direct experience with recent graduates.

Third, the ESS is large enough to provide comparisons by employment characteristics, occupation, demographic group and institution.

A disadvantage of this more precise approach to survey collection is that the ensuing methodology can make it difficult to achieve adequate responses for reporting purposes. Respondents to the GOS have been reluctant to pass on the contact details of their direct supervisor, and only 8.6 per cent did so in 2024. Given this, results reported by ESS respondents may not generalise to a larger population of supervisors of recent graduates. See **Appendix 1** for further details of the methodology, pattern of responses and data representativeness.

Nonetheless, compared with the ESS, other employer surveys of Australian higher education graduates are much smaller in scale, lack transparency in methodology and rely on the views of people who may have had little or no direct contact with graduates. For example, the 2021 QS Graduate Employability Rankings are based on the views of approximately 1,000 Australian employers, while the 2020 Times Higher Education Global University Employability Ranking draws on approximately 100 Australian responses.

Note that the ESS is administered at the same time as the GOS, with the first collection round for the 2024 ESS in November 2023, followed by a second in February 2024 and a third in May 2024.

Series history

The ESS was added to the QILT suite of surveys in 2016. While there had been a national, higher education graduate survey for more than 30 years, there was no corresponding national survey of these graduates' employers. The ESS was designed to fill this gap, measuring employer perceptions of graduate preparedness for the workplace.

Following development and piloting in 2013 to 2015, the finalised survey was first fielded nationally in November 2015, with additional collections for this first wave in February and May 2016. (See the 2016 ESS Methodology Report for more information on the development of the ESS.)

More detail

This report is supported by static Excel tables that provide additional data and detail that may be of interest.

Visit **qilt.edu.au/surveys/employer-satisfaction-survey-(ess)**

2024 Participation

120
participating institutions

7,923
invitations sent

3,652
completed surveys

46.1%
response rate

2. Employer satisfaction over time

The 2024 ESS echoes the finding of earlier surveys that supervisors rate their graduates highly. In 2024, 85.5 per cent of direct supervisors expressed overall satisfaction with their graduate employee.[1] These results suggest employers are highly satisfied with the overall quality of graduates from Australia's higher education system.

Employers were also asked to report the extent to which they agreed or disagreed that a graduate's course had developed their skills and knowledge across 5 graduate attribute domains. For the purposes of this report, where employers agreed the course developed the graduate attribute, they are deemed to be 'satisfied' with that attribute.

Table 1 / **Employer satisfaction, 2016–24 (%)**

	Foundation skills	Adaptive skills	Collaborative skills	Technical skills	Employability skills	Overall satisfaction
2016	92.0 (91.2, 92.8)	88.4 (87.4, 89.4)	84.6 (83.5, 85.7)	92.2 (91.4, 93.0)	83.8 (82.7, 84.9)	84.3 (83.2, 85.4)
2017	93.4 (92.8, 94.0)	90.1 (89.3, 90.9)	85.9 (85.0, 86.8)	93.3 (92.6, 94.0)	85.0 (84.1, 85.9)	83.6 (82.7, 84.5)
2018	93.5 (92.9, 94.1)	89.9 (89.2, 90.6)	88.7 (87.9, 89.4)	93.8 (93.3, 94.4)	86.5 (85.7, 87.3)	84.8 (84.0, 85.6)
2019	92.7 (92.0, 93.3)	89.3 (88.5, 90.1)	87.8 (86.9, 88.5)	92.7 (92.0, 93.3)	85.4 (84.5, 86.2)	84.0 (83.1, 84.9)
2020	93.7 (93.0, 94.4)	90.1 (89.2, 91.0)	88.1 (87.1, 89.0)	93.8 (93.1, 94.5)	86.8 (85.8, 87.8)	84.7 (83.6, 85.7)
2021	93.5 (92.8, 94.2)	90.3 (89.4, 91.1)	89.3 (88.3, 90.1)	93.7 (93.0, 94.4)	86.6 (85.6, 87.6)	85.3 (84.3, 86.3)
2022	93.0 (92.2, 93.7)	90.1 (89.2, 91.0)	88.2 (87.2, 89.1)	92.7 (91.9, 93.4)	86.8 (85.8, 87.8)	84.1 (83.0, 85.1)
2023	91.2 (90.3, 92.0)	88.7 (87.7, 89.7)	86.0 (84.9, 87.1)	92.2 (91.3, 93.0)	84.1 (82.9, 85.2)	83.7 (82.6, 84.8)
2024	92.8 (92.1, 93.5)	89.3 (88.5, 90.2)	87.6 (86.7, 88.5)	92.7 (92.0, 93.4)	85.4 (84.4, 86.4)	85.5 (84.4, 86.4)

Note: Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence levels are calculated.

Table 1 shows the following high levels of employer satisfaction across all attributes in 2024:

- 92.8 per cent satisfaction with Foundation skills – general literacy, numeracy and communication skills and the ability to investigate and integrate knowledge
- 89.3 per cent satisfaction with Adaptive skills – the ability to adapt and apply skills/knowledge and work independently
- 87.6 per cent satisfaction with Collaborative skills – teamwork and interpersonal skills
- 92.7 per cent satisfaction with Technical skills – the application of professional and technical knowledge and standards
- 85.4 per cent satisfaction with Employability skills – the ability to perform and innovate in the workplace.

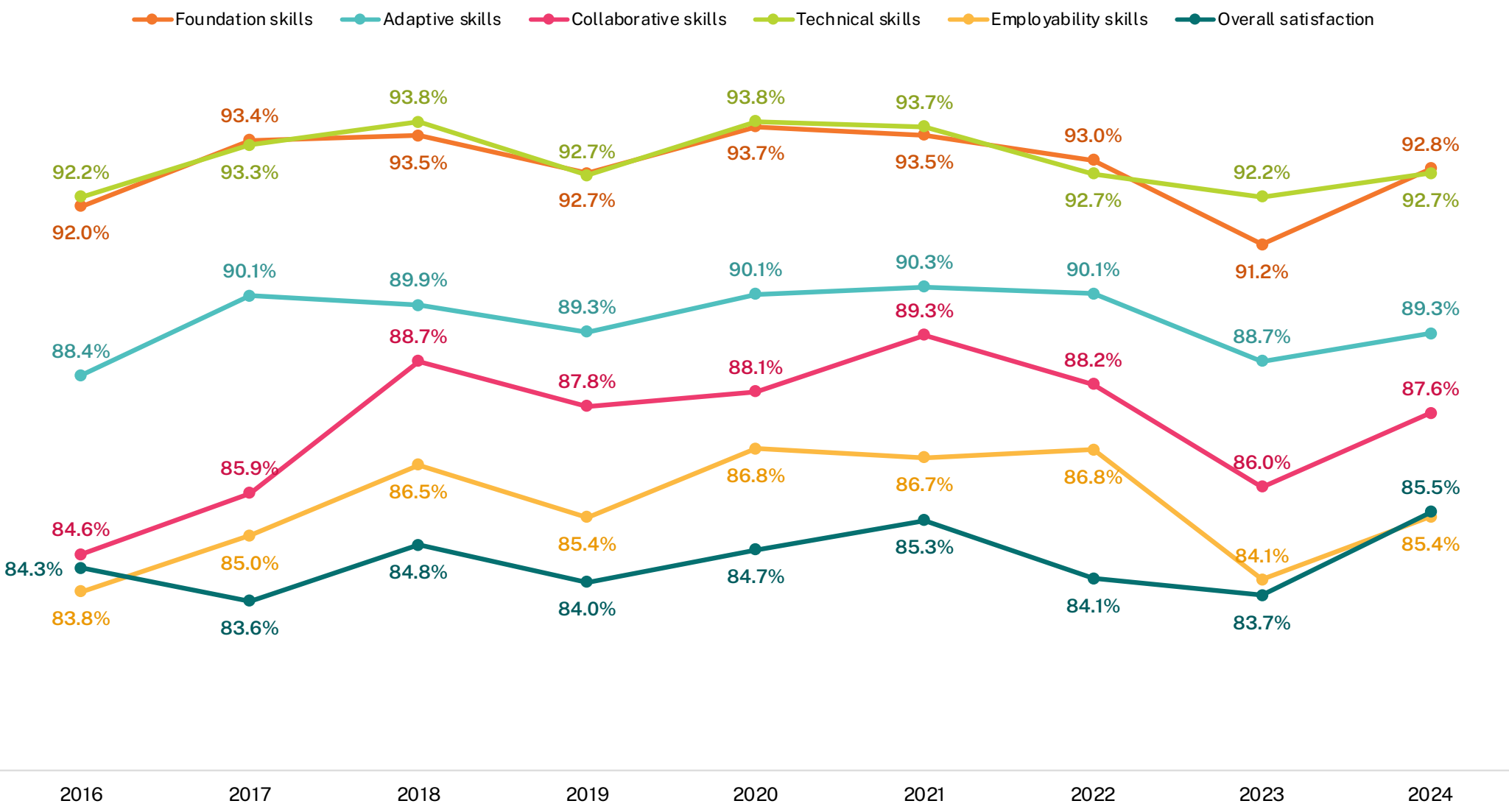
As shown in **Figure 1**, employers' overall satisfaction, and their satisfaction with all skills attributes, increased slightly between 2023 and 2024.

Overall satisfaction ratings increased by 1.8 percentage points compared to 2023. Among attributes, Foundation skills and Collaborative skills increased most, by 1.6 percentage points. While ratings increased for Adaptive skills, Technical skills and Employability skills, it is unclear if these increases would hold true in a larger population of supervisors.[2]

[1] Overall satisfaction reports the proportion of supervisors who selected 'Very likely to consider' or 'Likely to consider' for the item, 'Based on your experience with this graduate, how likely are you to consider hiring another graduate from the same course and institution, if you had a relevant vacancy?'

[2] Where confidence intervals overlap, a 2-sample T-test of the difference between the 2 rating estimates can be used to assess statistical difference. This approach appropriately accounts for error propagation in rating estimates.

Figure 1 / **Employer satisfaction, 2016–24 (%)**



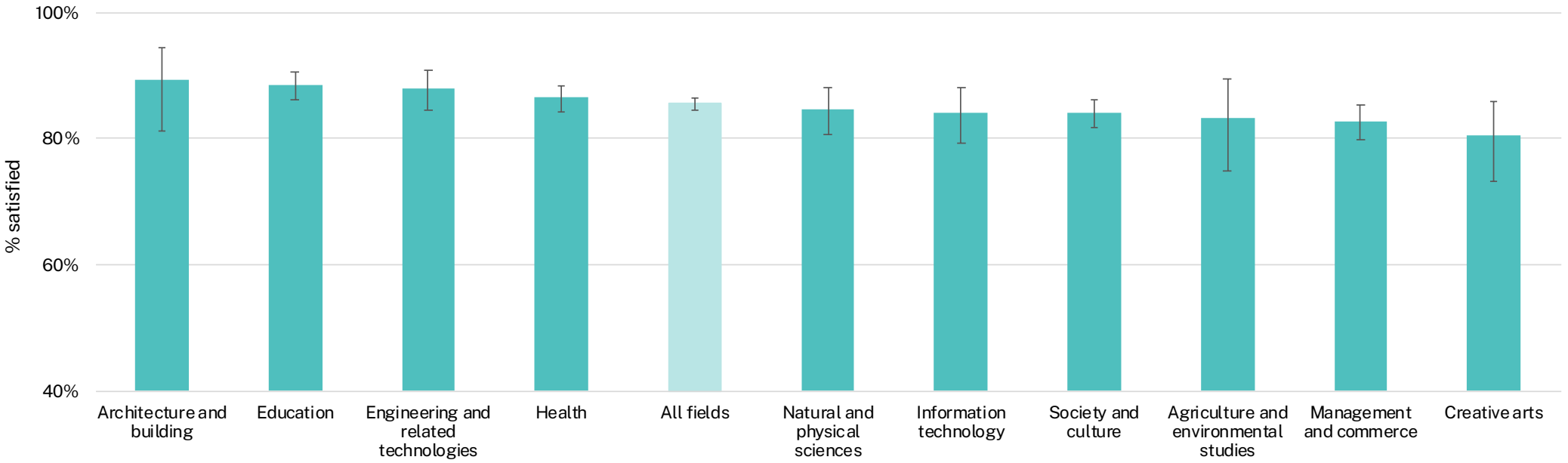
3. Broad field of education[3]

In 2024, employment supervisors reported the highest levels of overall satisfaction with Architecture and building graduates, at 89.2 per cent. Supervisors also reported high levels of satisfaction with Education and Engineering and related technologies graduates, at 88.6 per cent and 88.0 per cent respectively. Employer satisfaction, while still relatively high, appears lower for Creative arts graduates, at 80.4 per cent, and Management and commerce graduates, at 82.7 per cent.

Figure 2 shows the overall satisfaction rating for graduates in each broad field of education and the 90 per cent confidence interval for each estimate.[4]

Taking the confidence intervals into account, overall satisfaction with Education graduates appears to be higher than for graduates from Creative arts and Management and commerce. While other differences were reported across 'broad field of education' categories, it is unclear if these would hold true in a larger population of supervisors.

Figure 2 / **Overall satisfaction by broad field of education,* 2024 (% satisfied, with 90% confidence intervals)**



*Only fields of education with sufficient data (i.e. n>25) are presented in this figure.

[3] QILT reports generally use the 21 aggregated study areas as the basis of analysis. However, the ESS, given smaller sample counts, uses the 11 Broad Field of Education categories as the basis of analysis. Details of the fields of education are available from the ABS website.

[4] Where confidence intervals overlap, it may not be possible to generalise differences between estimates to a larger population of supervisors. Appendix 4 details how confidence intervals are calculated.

As shown in **Table 2**, employer satisfaction with different graduate attributes varies across fields of education. Supervisors of Society and culture graduates, and of Engineering and related technologies graduates rated these graduates strongly across all attributes.

Employers of Architecture and building graduates rated these graduates highly for their Foundation skills (95.2 per cent) and Technical skills (93.4 per cent). Creative arts graduates received the lowest supervisor ratings for their Collaborative skills (83.9 per cent) and Employability skills (76.5 per cent).

Across all fields of education, the least variation in employer satisfaction was in the Foundation skills attribute (5.2 percentage points), while the greatest variation was in the Employability skills attribute (14.0 percentage points).

Table 2 / **Employer satisfaction of graduate attributes by broad field of education, 2024 (%)**

Field of education	Foundation skills	Adaptive skills	Collaborative skills	Technical skills	Employability skills	Overall satisfaction
Agriculture and environmental studies	90.0 (82.4, 94.7)	90.4 (83.0, 94.9)	87.3 (79.3, 92.6)	94.4 (87.9, 97.7)	87.0 (78.7, 92.4)	83.3 (74.8, 89.4)
Architecture and building	95.2 (88.3, 98.4)	86.7 (77.7, 92.5)	89.1 (80.8, 94.1)	93.4 (85.9, 97.3)	85.5 (76.5, 91.5)	89.2 (81.1, 94.2)
Creative arts	92.8 (87.5, 96.0)	87.2 (80.9, 91.6)	83.9 (77.4, 88.9)	90.6 (84.7, 94.4)	76.5 (68.9, 82.7)	80.4 (73.3, 86.0)
Education	91.2 (88.9, 93.0)	89.6 (87.2, 91.6)	85.5 (82.8, 87.8)	92.7 (90.6, 94.4)	85.1 (82.4, 87.5)	88.6 (86.1, 90.6)
Engineering and related technologies	94.4 (91.7, 96.2)	89.8 (86.5, 92.4)	91.9 (88.9, 94.2)	96.3 (94.0, 97.8)	87.5 (84.0, 90.4)	88.0 (84.6, 90.8)
Health	92.1 (90.4, 93.5)	87.5 (85.4, 89.3)	87.8 (85.8, 89.6)	91.6 (89.8, 93.1)	82.2 (79.8, 84.4)	86.5 (84.3, 88.4)
Information technology	92.4 (88.7, 95.0)	84.8 (80.2, 88.6)	85.1 (80.3, 88.8)	93.3 (89.7, 95.8)	82.4 (77.4, 86.5)	84.1 (79.3, 88.0)
Management and commerce	92.2 (90.1, 93.9)	90.3 (88.0, 92.3)	86.2 (83.5, 88.5)	90.9 (88.6, 92.8)	86.8 (84.1, 89.1)	82.7 (79.8, 85.3)
Natural and physical sciences	92.3 (89.2, 94.6)	86.0 (82.2, 89.2)	88.4 (84.8, 91.2)	93.0 (89.9, 95.2)	82.5 (78.2, 86.1)	84.7 (80.7, 87.9)
Society and culture	**94.9 (93.4, 96.1)**	**92.6 (90.8, 94.0)**	**89.2 (87.1, 90.9)**	**93.5 (91.8, 94.8)**	**90.5 (88.5, 92.1)**	**84.1 (81.7, 86.2)**
All fields	**92.8 (92.1, 93.5)**	**89.3 (88.5, 90.2)**	**87.6 (86.7, 88.5)**	**92.7 (92.0, 93.4)**	**85.4 (84.4, 86.4)**	**85.5 (84.4, 86.4)**
Standard deviation	1.6	2.4	2.4	1.7	3.9	2.8

Note: The Food, hospitality and personal services broad field of education is not shown as no data was available. Appendix 4 details how confidence intervals are calculated.

4. Type of institution and course characteristics

Table 3 shows that among ESS respondents, employers' overall satisfaction is higher for graduates from universities (85.7 per cent) than those from NUHEIs (83.2 per cent) – although it may not be possible to generalise these results to a larger population of graduate supervisors.

Supervisors expressed higher levels of overall satisfaction with graduates who studied internally or multi-modally (that is, who attended some or all their classes on-campus) at 87.9 per cent, compared to graduates who studied externally (that is, who undertook all study off-campus) at 80.4 per cent.

Across the skills domains, supervisors also rated graduates whose mode of study was internal or multi-mode higher than those who studied externally. This contrast is particularly stark in the Foundation skills, Technical skills and Collaborative skills domains, with supervisors of internal and multi-modal graduates reporting higher levels of satisfaction than for external study mode graduates by margins of 4.4 percentage points, 4.8 percentage points and 10.3 percentage points respectively. The disparity in Collaborative skills ratings may be due to students' lack of interaction with peers and educators, often associated with courses completed externally.

Supervisors reported the highest levels of overall satisfaction with postgraduate research graduates (90.0 per cent) and the lowest levels with postgraduate coursework graduates (83.1 per cent). This difference was most substantial for Collaborative skills: 91.9 per cent of employers reported satisfaction with this skill among postgraduate research graduates and 82.6 per cent reported satisfaction with postgraduate coursework graduates.

Graduates who studied off-campus had lower ratings from employers for their Collaborative skills compared to those who studied on-campus, or a mix of internally and externally.

The lower ratings for postgraduate coursework graduates may be attributable to a higher proportion of these graduates studying externally and therefore engaging less in student-centred, collaborative learning activities, as observed by the Student Experience Survey Peer Engagement focus area.[5]

While supervisors also rated postgraduate research graduates higher than undergraduates across all attributes, it is unclear if these differences would hold true in a larger population of supervisors.

[5] The Student Experience Survey (SES) is part of the QILT suite of surveys. The SES measures the experience of current students enrolled in a higher education course. Peer Engagement is one of five focus areas reported in the SES National Report and SES International Report. More information, including the latest reports, can be found on the QILT website.

Table 3 / **Employer satisfaction by type of institution and course characteristics, 2024 (%)**

	Foundation skills	Adaptive skills	Collaborative skills	Technical skills	Employability skills	Overall satisfaction
Type of institution						
University	93.0 (92.2, 93.7)	89.3 (88.4, 90.2)	87.9 (86.9, 88.8)	92.8 (92.0, 93.6)	85.4 (84.3, 86.4)	85.7 (84.6, 86.6)
NUHEI	91.1 (87.8, 93.6)	89.8 (86.3, 92.5)	84.2 (80.1, 87.5)	91.6 (88.4, 94.1)	86.2 (82.3, 89.4)	83.2 (79.1, 86.6)
Study mode						
Internal/multi-mode	94.3 (93.4, 95.0)	89.9 (88.8, 90.9)	91.0 (90.0, 91.9)	94.4 (93.5, 95.1)	86.6 (85.4, 87.8)	87.9 (86.7, 89.0)
External study mode	89.9 (88.3, 91.3)	88.2 (86.5, 89.7)	80.7 (78.7, 82.6)	89.6 (88.0, 91.0)	83.0 (81.1, 84.8)	80.4 (78.4, 82.3)
Course level						
Undergraduate	94.4 (93.5, 95.3)	89.9 (88.6, 91.0)	91.1 (89.8, 92.1)	94.6 (93.6, 95.4)	87.5 (86.0, 88.7)	86.6 (85.2, 87.9)
Postgraduate coursework	90.2 (88.9, 91.4)	88.1 (86.6, 89.4)	82.6 (80.9, 84.2)	90.0 (88.6, 91.2)	82.6 (80.9, 84.2)	83.1 (81.5, 84.7)
Postgraduate research	96.2 (93.9, 97.6)	92.3 (89.5, 94.5)	91.9 (89.0, 94.1)	95.5 (93.1, 97.1)	87.8 (84.4, 90.6)	90.0 (86.8, 92.5)
Total	**92.8 (92.1, 93.5)**	**89.3 (88.5, 90.2)**	**87.6 (86.7, 88.5)**	**92.7 (92.0, 93.4)**	**85.4 (84.4, 86.4)**	**85.5 (84.4, 86.4)**

Note: Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence intervals are calculated.

5. Demographic and labour market characteristics

Table 4 shows that employer satisfaction with male graduates across the skills attributes was slightly higher than for female graduates, but that female graduates had higher overall satisfaction ratings. However, it is unclear if these differences would hold true in a larger population of supervisors.

Supervisors expressed higher overall satisfaction with graduates aged 30 years or under than with those over 30 years of age. Across all skills domains, supervisors also rated the skills of graduates aged 30 or under higher than those of graduates older than 30. The greatest difference in skills ratings by age was in the Collaborative skills domain: graduates aged 30 and under were rated 7.6 percentage points higher than their older counterparts. While this trend continues in the Adaptive skills domain, with respondents rating graduates aged 30 or under marginally higher than graduates older than 30, it is unclear if these differences would hold in a larger population of supervisors.

Supervisors expressed greater overall satisfaction with graduates aged under 30. They also rated these younger graduates 7.6 percentage points higher for Collaborative skills.

Supervisors rated graduates from non-English-speaking backgrounds higher than graduates from English-speaking backgrounds for most skills, particularly Collaborative skills. The exception was Adaptive skills, for which supervisors rated this cohort 4.0 percentage points lower than graduates from English-speaking backgrounds.

Graduates with no reported disability were rated higher than those with a reported disability across all skills attributes, with notable differences in the domains of Adaptive Skills and Employability skills of 4.6 and 5.7 percentage points, respectively.

International students had notably higher ratings than their domestic peers for Collaborative skills (by a margin of 5.8 percentage points) and Technical skills (by a margin of 3.1 percentage points). They also had higher overall satisfaction ratings, and higher ratings for Foundation skills and Employability skills, but it is unclear whether these results would be replicated in a larger population of supervisors.

Differences in employer ratings for First Nations and non-Indigenous graduates should also be treated with caution due to the relatively small number of responses from employers of First Nations graduates.

International students had notably higher ratings than their domestic peers for Collaborative skills and Technical skills.

Table 4 / **Employer satisfaction by graduates' demographic characteristics, 2024 (%)**

	Foundation skills	Adaptive skills	Collaborative skills	Technical skills	Employability skills	Overall satisfaction
Gender						
Male	93.0 (91.7, 94.0)	89.6 (88.2, 90.9)	88.6 (87.1, 90.0)	93.3 (92.1, 94.4)	86.5 (84.8, 88.0)	85.1 (83.4, 86.6)
Female	92.8 (91.8, 93.7)	89.1 (88.0, 90.2)	87.1 (85.8, 88.2)	92.4 (91.4, 93.3)	84.8 (83.5, 86.1)	85.6 (84.3, 86.9)
Age						
30 years or under	94.2 (93.2, 95.0)	89.7 (88.4, 90.8)	91.2 (90.1, 92.2)	94.7 (93.7, 95.5)	87.0 (85.6, 88.3)	87.1 (85.8, 88.3)
Over 30 years	91.3 (90.1, 92.4)	89.0 (87.7, 90.2)	83.6 (82.1, 85.1)	90.6 (89.4, 91.8)	83.7 (82.2, 85.2)	83.7 (82.1, 85.1)
First Nations						
First Nations	91.7 (83.6, 96.1)	93.4 (85.9, 97.3)	93.4 (85.9, 97.3)	93.3 (85.7, 97.3)	84.7 (75.4, 91.0)	86.7 (77.7, 92.5)
Non-Indigenous	92.9 (92.1, 93.5)	89.3 (88.4, 90.1)	87.5 (86.5, 88.4)	92.7 (92.0, 93.4)	85.4 (84.4, 86.4)	85.4 (84.4, 86.4)
Home language						
English	92.7 (91.9, 93.5)	89.7 (88.8, 90.6)	87.3 (86.3, 88.2)	92.6 (91.7, 93.3)	85.4 (84.3, 86.4)	85.7 (84.6, 86.7)
Other	93.7 (91.2, 95.5)	85.7 (82.3, 88.6)	90.6 (87.7, 92.9)	94.5 (92.1, 96.2)	86.0 (82.5, 88.8)	83.7 (80.1, 86.7)
Citizen/resident indicator						
Domestic	92.7 (91.8, 93.4)	89.7 (88.7, 90.6)	86.6 (85.6, 87.7)	92.2 (91.4, 93.0)	85.1 (84.0, 86.2)	85.1 (84.0, 86.2)
International	93.7 (91.8, 95.1)	87.7 (85.2, 89.7)	92.4 (90.4, 94.0)	95.3 (93.5, 96.5)	87.1 (84.6, 89.3)	87.3 (84.8, 89.4)
Disability						
Reported disability	91.7 (88.9, 93.9)	85.2 (81.7, 88.2)	86.9 (83.6, 89.7)	92.2 (89.4, 94.3)	80.3 (76.4, 83.7)	82.7 (79.0, 85.8)
No disability	93.0 (92.2, 93.7)	89.8 (88.9, 90.6)	87.7 (86.7, 88.6)	92.8 (92.0, 93.5)	86.0 (84.9, 87.0)	85.8 (84.7, 86.8)
Total	**92.8 (92.1, 93.5)**	**89.3 (88.5, 90.2)**	**87.6 (86.7, 88.5)**	**92.7 (92.0, 93.4)**	**85.4 (84.4, 86.4)**	**85.5 (84.4, 86.4)**

Note: Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence intervals are calculated.

Employers reported the highest overall satisfaction with graduates working in Other occupations, at 87.4 per cent, and Professional occupations, at 87.3 per cent (**Table 5**). Most employer responses in 2024 were for graduates working in Professional occupations, and overall satisfaction has remained relatively high and consistent for this group over time.

In contrast, graduates in Managerial occupations had an overall employer satisfaction rate of 77.1 per cent, the lowest of all occupation types. Graduates working as managers also received the lowest ratings from their supervisors in the domains of Foundation skills, Technical skills and Collaborative skills. The Collaborative skills satisfaction rating for graduates in Managerial occupations was the lowest of any skills rating by occupation, at 80.7 per cent.

Employers reported broadly similar overall satisfaction with graduates working full-time or part-time, at 85.4 per cent and 85.6 per cent respectively. Employers rated part-time employed workers marginally higher on Collaborative skills, but it is unclear if the differences reported on Foundation skills, Adaptive skills and Employability skills would hold in a larger population of supervisors.

Employers reported higher overall satisfaction with graduates who had been working for '3 months to less than one year' (86.6 per cent) than graduates who had been working 'less than 3 months' (85.7 per cent) or 'one year or more' (84.4 per cent). While supervisor ratings of Employability skills for graduates who had been working one year or more was higher than graduates who had been with their employer less than 3 months, it is unclear if this difference would be observed in a larger population of supervisors.

Table 5 / **Employer satisfaction by graduates' labour market characteristics, 2024 (%)**

	Foundation skills	Adaptive skills	Collaborative skills	Technical skills	Employability skills	Overall satisfaction
Occupation*						
Managers	90.0 (86.6, 92.6)	88.5 (84.9, 91.3)	80.7 (76.5, 84.3)	89.0 (85.5, 91.8)	85.6 (81.7, 88.8)	77.1 (72.7, 81.0)
Professionals	92.7 (91.8, 93.6)	88.6 (87.4, 89.6)	86.8 (85.6, 87.9)	92.9 (92.0, 93.8)	84.3 (83.0, 85.5)	87.3 (86.1, 88.4)
Technicians and trades workers	97.0 (93.3, 98.8)	91.6 (86.6, 94.9)	88.0 (82.5, 91.9)	93.2 (88.6, 96.1)	84.8 (78.7, 89.4)	84.2 (78.3, 88.8)
Community and personal service workers	92.2 (89.2, 94.4)	91.0 (87.8, 93.4)	92.5 (89.5, 94.7)	93.3 (90.3, 95.4)	87.3 (83.6, 90.2)	86.6 (83.0, 89.6)
Clerical and administrative workers	93.4 (90.8, 95.2)	91.2 (88.3, 93.4)	90.2 (87.3, 92.5)	93.7 (91.2, 95.5)	88.2 (85.0, 90.8)	78.5 (74.7, 81.9)
Other workers	95.6 (91.6, 97.8)	92.4 (87.5, 95.5)	94.3 (90.1, 96.9)	91.3 (86.2, 94.7)	92.5 (87.8, 95.6)	87.4 (81.9, 91.4)
Employment status						
Full-time	92.5 (91.5, 93.3)	89.0 (88.0, 90.0)	86.9 (85.8, 88.0)	92.8 (91.9, 93.6)	85.3 (84.1, 86.4)	85.4 (84.2, 86.5)
Part-time	93.9 (92.4, 95.0)	90.2 (88.5, 91.7)	89.4 (87.7, 91.0)	92.5 (91.0, 93.9)	85.8 (83.8, 87.6)	85.6 (83.6, 87.4)
Duration of job with current employer						
Less than 3 months	94.1 (91.4, 96.0)	90.2 (86.9, 92.7)	86.4 (82.7, 89.4)	93.2 (90.2, 95.3)	84.2 (80.3, 87.6)	85.7 (81.9, 88.8)
3 months to < 1 year	93.7 (92.6, 94.7)	88.4 (86.9, 89.7)	90.4 (89.1, 91.6)	94.5 (93.4, 95.4)	85.8 (84.2, 87.3)	86.6 (85.1, 88.0)
1 year or more	91.9 (90.7, 92.9)	90.0 (88.8, 91.2)	85.4 (84.0, 86.8)	91.2 (90.0, 92.3)	85.3 (83.8, 86.7)	84.4 (83.0, 85.8)
Total	**92.8 (92.1, 93.5)**	**89.3 (88.5, 90.2)**	**87.6 (86.7, 88.5)**	**92.7 (92.0, 93.4)**	**85.4 (84.4, 86.4)**	**85.5 (84.4, 86.4)**

Note: Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence intervals are calculated.
*Occupation group based on supervisor's description of graduate's occupation.

6. Employer satisfaction by institution

This section of the report combines results from the 2022, 2023 and 2024 Employer Satisfaction Surveys to publish results for Table A and Table B universities at the institution level (**Table 6**). This approach increases the number of responses and improves the robustness and validity of the data.

The number of employer responses in the 2022 to 2024 surveys across institutions is detailed in **Appendix 2**. There were 9,349 employer responses across universities, ranging from 667 responses for The University of Melbourne to 11 responses for Avondale University. The QILT reports and website do not publish results if there are fewer than 25 survey responses. For this reason, results for individual NUHEIs are not published, as, for most NUHEIs (and for Avondale University), the number of employer responses was too small.

Employers' satisfaction with graduates is broadly similar across most Table A and Table B universities, with consistently high levels of satisfaction. Nonetheless, **Table 6** demonstrates the ESS has the capacity to discriminate between universities, with overall satisfaction ranging from 90.7 per cent to 73.2 per cent.

Employers' overall satisfaction was highest for graduates from Australian Catholic University, at 90.7 per cent, followed by The University of Adelaide and University of Divinity, both at 89.3 per cent. Other universities with graduates with high overall employer satisfaction ratings included The University of Sydney and Curtin University, with 88.4 per cent and 88.3 per cent respectively.

However, the small number of responses for most universities means these estimates have wide confidence intervals. Where confidence intervals overlap between institutions, we cannot infer that any difference between 2 institutions would remain across a larger population of employers. Differences in the study area and demographic profile of institutions may also influence results.

Table 6 / **Employer satisfaction by institution (universities only), pooled 2022–24 (%)**

University	Foundation skills	Adaptive skills	Collaborative skills	Technical skills	Employability skills	Overall satisfaction
Australian Catholic University	95.0 (91.9, 97.0)	90.3 (86.4, 93.1)	90.3 (86.5, 93.2)	95.3 (92.2, 97.2)	86.0 (81.6, 89.5)	90.7 (86.9, 93.5)
Avondale University	n/a	n/a	n/a	n/a	n/a	n/a
Bond University	84.4 (70.9, 92.5)	74.2 (59.6, 84.9)	84.4 (70.9, 92.5)	87.1 (73.8, 94.5)	77.4 (63.0, 87.5)	87.5 (74.5, 94.7)
Central Queensland University	93.0 (89.1, 95.7)	88.1 (83.3, 91.7)	90.9 (86.6, 93.9)	92.9 (88.8, 95.6)	84.3 (79.1, 88.5)	84.7 (79.6, 88.7)
Charles Darwin University	92.3 (86.7, 95.7)	87.5 (81.1, 92.0)	83.8 (77.0, 88.9)	92.9 (87.3, 96.3)	79.0 (71.5, 84.9)	82.7 (75.7, 88.0)
Charles Sturt University	90.7 (87.7, 93.0)	89.0 (85.8, 91.6)	80.7 (76.8, 84.0)	90.9 (87.9, 93.2)	82.2 (78.5, 85.4)	84.9 (81.3, 87.9)
Curtin University	92.8 (89.3, 95.3)	89.4 (85.3, 92.4)	86.5 (82.1, 89.9)	94.7 (91.4, 96.8)	83.8 (79.0, 87.6)	88.3 (84.1, 91.5)
Deakin University	91.0 (88.7, 92.8)	86.8 (84.2, 89.0)	87.6 (85.1, 89.8)	91.6 (89.4, 93.4)	85.2 (82.5, 87.6)	84.0 (81.2, 86.4)
Edith Cowan University	90.6 (86.9, 93.3)	90.5 (86.8, 93.2)	86.7 (82.6, 90.0)	90.3 (86.6, 93.1)	85.7 (81.4, 89.2)	84.8 (80.5, 88.3)
Federation University Australia	90.3 (84.3, 94.2)	87.3 (80.8, 91.8)	82.4 (75.3, 87.8)	89.0 (82.7, 93.3)	79.8 (72.4, 85.6)	87.0 (80.4, 91.7)
Flinders University	90.1 (86.3, 93.0)	84.2 (79.8, 87.9)	83.1 (78.6, 86.8)	89.7 (85.8, 92.7)	79.5 (74.6, 83.7)	79.2 (74.3, 83.4)
Griffith University	92.4 (89.0, 94.8)	88.4 (84.5, 91.5)	87.5 (83.5, 90.7)	92.1 (88.6, 94.6)	87.8 (83.7, 91.0)	81.5 (76.9, 85.4)
James Cook University	85.3 (79.7, 89.6)	83.1 (77.3, 87.7)	87.2 (81.8, 91.2)	87.9 (82.5, 91.7)	81.6 (75.5, 86.5)	85.6 (80.1, 89.8)
La Trobe University	90.0 (86.2, 92.8)	84.1 (79.7, 87.7)	85.3 (81.0, 88.7)	91.6 (88.1, 94.2)	83.9 (79.5, 87.6)	86.1 (82.0, 89.5)
Macquarie University	94.2 (90.7, 96.5)	89.9 (85.7, 93.0)	91.0 (86.9, 93.9)	94.7 (91.2, 96.9)	87.5 (82.9, 91.0)	86.6 (82.0, 90.2)
Monash University	94.4 (92.4, 95.9)	91.1 (88.8, 93.0)	89.2 (86.7, 91.3)	95.1 (93.2, 96.5)	87.6 (84.9, 89.9)	86.1 (83.3, 88.4)

Table 6 / **Employer satisfaction by institution (universities only), pooled 2022–24 (%)** **(Continued)**

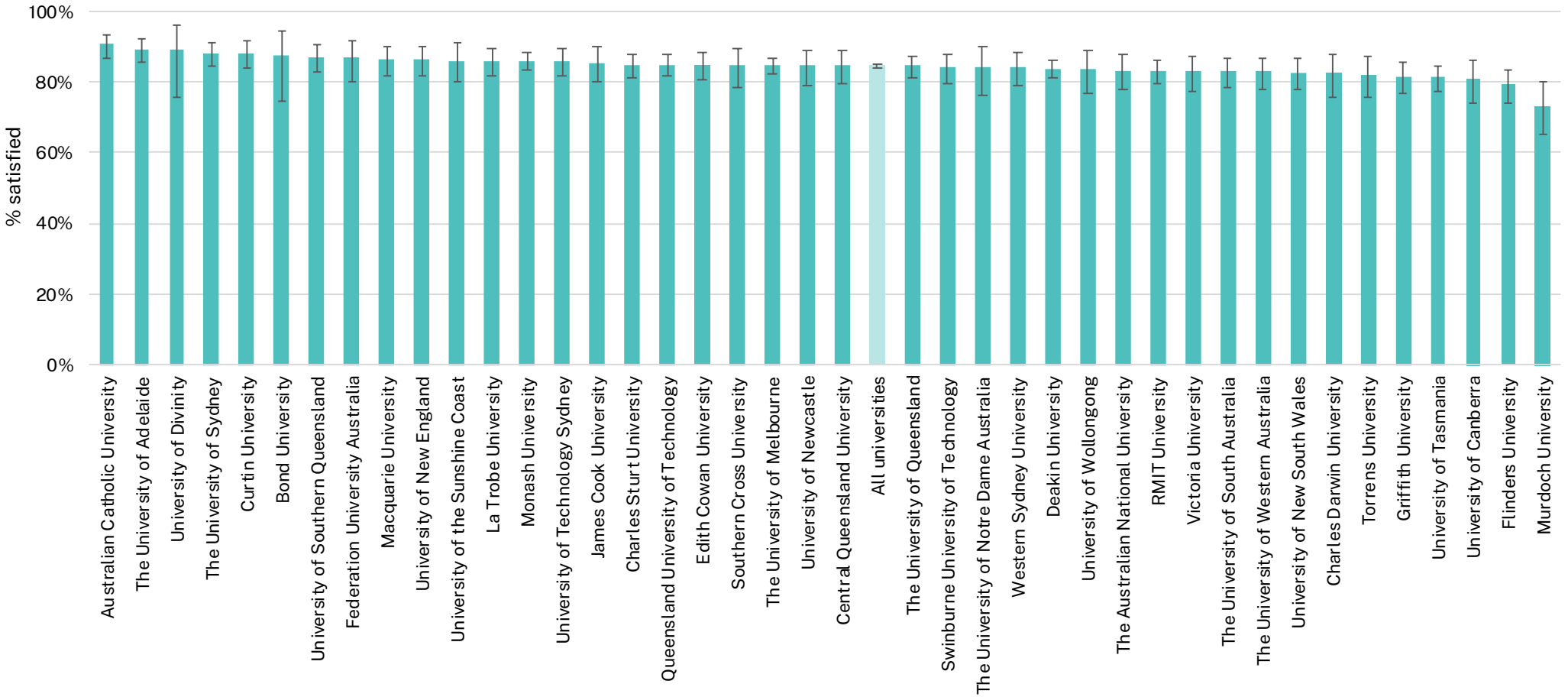
University	Foundation skills	Adaptive skills	Collaborative skills	Technical skills	Employability skills	Overall satisfaction
Murdoch University	86.9 (80.2, 91.6)	78.9 (71.3, 85.0)	81.8 (74.6, 87.4)	91.5 (85.4, 95.3)	77.6 (69.9, 83.7)	73.2 (65.2, 79.9)
Queensland University of Technology	94.1 (91.8, 95.8)	89.7 (86.9, 92.0)	86.9 (83.8, 89.4)	92.7 (90.2, 94.6)	86.0 (82.8, 88.7)	84.9 (81.7, 87.7)
RMIT University	95.0 (92.7, 96.7)	90.5 (87.6, 92.9)	90.4 (87.4, 92.7)	92.9 (90.2, 94.9)	86.7 (83.4, 89.5)	83.3 (79.7, 86.3)
Southern Cross University	86.6 (80.8, 90.9)	88.6 (83.0, 92.6)	80.5 (74.1, 85.6)	89.3 (83.8, 93.2)	84.0 (77.8, 88.7)	84.8 (78.7, 89.4)
Swinburne University of Technology	94.4 (91.2, 96.5)	91.9 (88.2, 94.5)	88.8 (84.7, 91.9)	92.3 (88.7, 94.9)	89.3 (85.2, 92.4)	84.4 (79.8, 88.1)
The Australian National University	95.3 (91.8, 97.4)	92.3 (88.2, 95.1)	88.8 (84.2, 92.3)	91.6 (87.3, 94.6)	84.5 (79.2, 88.6)	83.4 (78.2, 87.6)
The University of Adelaide	90.7 (87.1, 93.4)	85.9 (81.7, 89.3)	90.6 (86.9, 93.3)	93.5 (90.3, 95.7)	84.4 (80.0, 88.0)	89.3 (85.5, 92.2)
The University of Melbourne	94.6 (93.0, 95.9)	92.1 (90.1, 93.7)	87.6 (85.3, 89.6)	94.0 (92.2, 95.4)	85.2 (82.6, 87.4)	84.8 (82.4, 87.0)
The University of Notre Dame Australia	89.3 (81.9, 94.0)	90.4 (83.0, 94.9)	93.2 (86.5, 96.9)	94.7 (88.4, 97.8)	86.1 (78.0, 91.6)	84.4 (76.4, 90.1)
The University of Queensland	94.9 (92.5, 96.5)	89.0 (85.9, 91.5)	87.6 (84.4, 90.2)	92.4 (89.6, 94.4)	84.5 (80.9, 87.4)	84.6 (81.2, 87.5)
The University of South Australia	90.2 (86.7, 93.0)	89.2 (85.5, 92.1)	84.2 (80.0, 87.7)	92.5 (89.2, 94.9)	85.2 (81.0, 88.6)	82.9 (78.5, 86.6)
The University of Sydney	95.7 (93.0, 97.4)	94.1 (91.1, 96.1)	92.0 (88.7, 94.5)	95.2 (92.4, 97.0)	89.2 (85.4, 92.1)	88.4 (84.7, 91.3)
The University of Western Australia	93.8 (90.1, 96.3)	88.6 (84.1, 92.0)	87.3 (82.6, 90.9)	91.0 (86.7, 94.0)	86.5 (81.6, 90.3)	82.9 (77.8, 87.0)
Torrens University	95.9 (91.6, 98.1)	97.4 (93.5, 99.2)	92.6 (87.6, 95.8)	94.8 (90.2, 97.4)	93.4 (88.5, 96.3)	82.1 (75.5, 87.2)
University of Canberra	86.1 (79.9, 90.6)	85.6 (79.2, 90.3)	85.8 (79.5, 90.5)	91.7 (86.2, 95.2)	78.3 (71.0, 84.2)	80.7 (74.0, 86.0)
University of Divinity	96.7 (85.4, 100.0)	100.0 (89.8, 100.0)	82.8 (68.3, 91.7)	90.0 (76.9, 96.5)	89.3 (75.5, 96.2)	89.3 (75.5, 96.2)
University of New England	91.8 (87.8, 94.6)	90.8 (86.6, 93.8)	84.0 (79.0, 88.0)	91.8 (87.8, 94.6)	86.9 (82.2, 90.6)	86.5 (81.8, 90.1)

Table 6 / **Employer satisfaction by institution (universities only), pooled 2022–24 (%)** **(Continued)**

University	Foundation skills	Adaptive skills	Collaborative skills	Technical skills	Employability skills	Overall satisfaction
University of New South Wales	93.8 (90.5, 96.1)	92.9 (89.3, 95.3)	89.5 (85.4, 92.5)	95.7 (92.6, 97.5)	87.7 (83.4, 91.0)	82.8 (78.1, 86.6)
University of Newcastle	92.5 (88.0, 95.4)	89.3 (84.3, 92.8)	93.3 (89.1, 96.1)	95.1 (91.2, 97.5)	91.0 (86.3, 94.3)	84.8 (79.3, 89.0)
University of Southern Queensland	89.9 (85.8, 92.9)	88.3 (83.9, 91.6)	84.6 (79.9, 88.4)	91.2 (87.2, 94.0)	83.5 (78.6, 87.4)	87.3 (82.9, 90.7)
University of Tasmania	90.2 (87.2, 92.6)	90.6 (87.6, 92.9)	84.5 (80.9, 87.5)	88.8 (85.6, 91.3)	85.3 (81.8, 88.3)	81.3 (77.6, 84.5)
University of Technology Sydney	93.0 (89.5, 95.4)	89.6 (85.6, 92.6)	87.6 (83.3, 90.9)	92.8 (89.2, 95.3)	87.8 (83.5, 91.1)	86.1 (81.8, 89.6)
University of the Sunshine Coast	93.3 (88.0, 96.5)	90.6 (84.7, 94.4)	93.3 (88.0, 96.5)	97.1 (92.8, 99.1)	91.3 (85.5, 95.0)	86.2 (79.9, 90.9)
University of Wollongong	98.1 (94.0, 99.6)	93.2 (87.8, 96.4)	88.5 (82.2, 92.8)	94.2 (89.0, 97.1)	89.3 (83.2, 93.5)	83.6 (77.0, 88.7)
Victoria University	95.6 (92.0, 97.7)	91.8 (87.4, 94.8)	89.2 (84.5, 92.7)	92.3 (88.0, 95.2)	84.6 (79.2, 88.8)	83.1 (77.6, 87.5)
Western Sydney University	88.8 (84.2, 92.3)	88.0 (83.1, 91.6)	91.7 (87.5, 94.6)	93.5 (89.5, 96.0)	85.3 (80.1, 89.3)	84.1 (78.9, 88.2)
Total universities	**92.5 (92.0, 92.9)**	**89.4 (88.9, 90.0)**	**87.5 (86.9, 88.1)**	**92.6 (92.1, 93.1)**	**85.5 (84.8, 86.1)**	**84.7 (84.0, 85.3)**
Standard deviation	3.4	4.6	3.5	2.5	3.7	3.9

Note: Cells marked with n/a had too few responses for meaningful analysis. Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence intervals are calculated.

Figure 3 / **Overall satisfaction by university,* pooled 2022–24 (% satisfied, with 90% confidence intervals)**



* Only institutions with sufficient data (i.e. n>25) are presented in this figure.

7. Skills relevance and utilisation

The ESS provides valuable evidence on employers' perceptions of the relevance and utilisation of higher education graduates' skills and qualifications. It is important to continually monitor these assessments to gauge how well the skills of recent graduates match the requirements of the labour market.

Overall, supervisors tended to view the completed qualification as more important for current employment than the graduates did (**Table 7**). Almost two-thirds of supervisors (65.1 per cent) indicated that the qualification was 'very important' or 'important' and only 6.1 per cent indicated that it was 'not at all important' for the graduate's current job. On the other hand, 54.6 per cent of graduates considered their qualification to be 'very important' or 'important' to their current job, while 10.4 per cent felt that it was 'not at all important'.

Almost half of the graduates employed (46.4 per cent) had been with their employer for less than one year after completing their qualification. This relative lack of work experience may explain the difference between their view and the view of their supervisor.

Further, between 2016 and 2023, there has been a downward trend in 'very important' ratings among graduates, with a shift towards 'important' or 'fairly important' ratings. It should be noted, however, that in this response frame 'fairly important' is not a neutral category and may be considered a lower strength positive rating of importance.

Table 7 / **Importance of qualification for current employment, 2024 (%)**

	Graduates	Supervisors
Very important	34.7 (33.4, 36.1)	40.7 (39.4, 42.1)
Important	19.9 (18.9, 21.1)	24.4 (23.2, 25.5)
Fairly important	20.1 (19.0, 21.3)	17.1 (16.1, 18.2)
Not that important	14.8 (13.8, 15.8)	11.7 (10.9, 12.6)
Not at all important	10.4 (9.6, 11.3)	6.1 (5.4, 6.7)
Total	**100.0 (99.9, 100.0)**	**100.0 (99.9, 100.0)**

Note: Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence intervals are calculated.

As seen in **Table 8**, Education and Health qualifications were rated by both graduates and supervisors as being important for the current position. This is consistent with these qualifications being a *requirement* for employment in many instances. For example, 70.4 per cent of graduates and 81.7 per cent of supervisors reported Education qualifications as important for the graduate's current position. Similarly, 67.5 per cent of graduates and 76.4 per cent of supervisors reported Health qualifications as important for the graduate's current employment.

Supervisors of Creative arts and Information technology graduates were least likely to think that the graduate's qualification was important for their current employment, at 40.2 per cent and 46.9 per cent respectively. Supervisors of Management and commerce graduates were also less likely to report that the graduate's qualification was important for their current employment (at 51.1 per cent) than other supervisors, yet it is unclear if this difference would hold in a larger population of supervisors.

Table 8 / **Importance of qualification for current employment by broad field of education, 2024 (%)**

Field of education	Graduates	Supervisors
Agriculture, environmental and related studies	53.4 (43.9, 62.7)	59.2 (49.8, 68.0)
Architecture and building	55.6 (45.2, 65.4)	63.6 (53.5, 72.7)
Creative arts	33.9 (27.0, 41.6)	40.2 (33.0, 47.8)
Education	70.4 (67.1, 73.5)	81.7 (78.9, 84.3)
Engineering and related technologies	53.5 (48.6, 58.3)	67.7 (63.2, 71.9)
Health	67.5 (64.7, 70.3)	76.4 (73.8, 78.7)
Information technology	36.3 (30.8, 42.1)	46.9 (41.2, 52.6)
Management and commerce	40.4 (36.8, 44.0)	51.1 (47.6, 54.6)
Natural and physical sciences	53.7 (48.7, 58.6)	63.8 (59.0, 68.3)
Society and culture	48.9 (45.8, 51.9)	60.5 (57.6, 63.4)
Total	**54.7 (53.3, 56.1)**	**65.1 (63.8, 66.4)**
Standard deviation	12.1	12.7

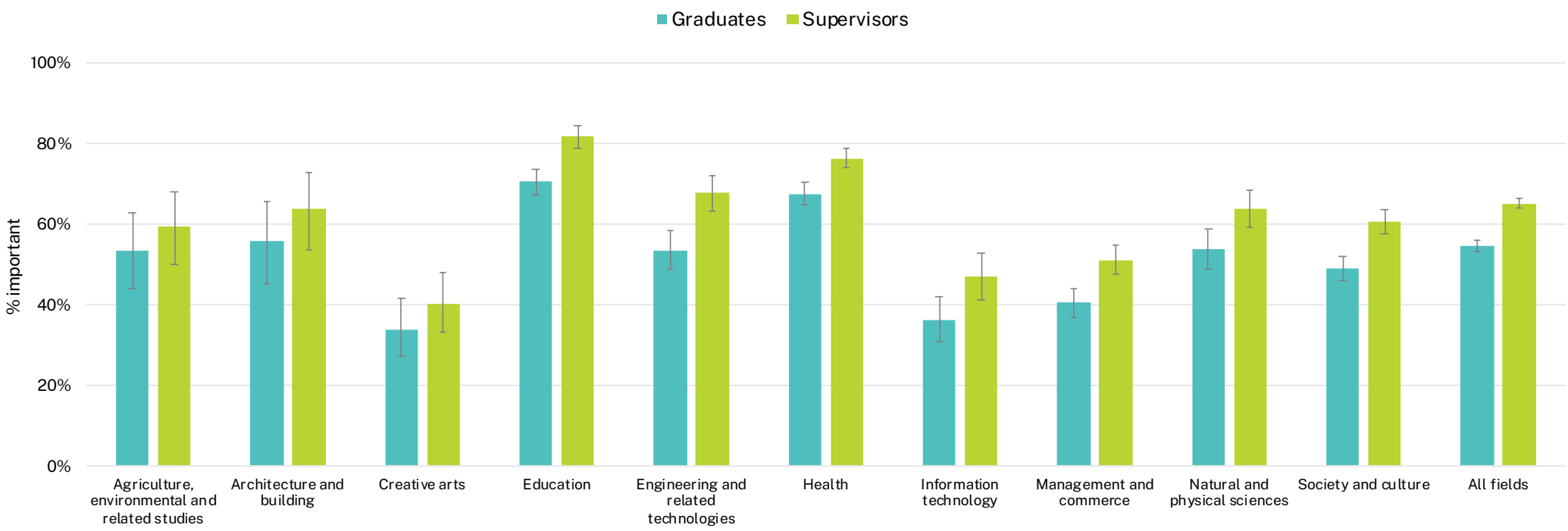
Note: The Food, hospitality and personal services broad field of education is not shown as no data was available. Percentages presented in this table refer to the proportions of graduates and supervisors who rated the qualification as 'very important' or 'important' for current employment. Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence intervals are calculated.

Across most fields of education, supervisors rated the importance of the graduate's qualification for employment higher than the graduate did (**Figure 4**). The largest discrepancy between the views of graduates and employers was in Engineering and related technologies, where 53.5 per cent of graduates rated their qualification as being important compared with 67.7 per cent of supervisors – a difference of 14.2 percentage points. (Note, however, that approximately 44 per cent of Engineering and related technologies graduates were not working as engineering professionals – which may have influenced their assessment.)

Supervisors of Education graduates also rated the importance of the qualification higher than the graduates themselves did, by a difference of more than 10 percentage points. Agriculture, environmental and related studies had the smallest difference between the views of graduates and employers, of 5.8 percentage points, although it is unclear if this difference would hold in a larger population of supervisors.

Supervisors tended to rate the importance of their graduate employee's qualification higher than the graduate did.

Figure 4 / **Importance of qualification for current employment by broad field of education,* 2024 (%, with 90% confidence intervals)**



* Only fields of education with sufficient data (i.e. n>25) are presented in this figure.

Graduates and supervisors in Professional occupations were most likely to state that the qualification was important for the job, at 65.7 per cent and 76.2 per cent respectively (**Table 9**). As higher education qualifications are aimed at Professional occupations, it is to be expected that those in Professional occupations would rate their qualification as important for their current employment.

In contrast, graduates working in Managerial occupations, and their supervisors, rated the importance of the graduate's qualification substantially lower. Just 54.8 per cent of supervisors rated the qualification as important (21.4 percentage points lower than supervisors of graduates working in Professional occupations). Meanwhile, 38.2 per cent of graduates working in Managerial roles rated their qualification as important for their current employment (27.5 percentage points lower than graduates working in Professional occupations).

According to the classification of occupations[6] used by the ABS, most Managerial and Professional occupations have a skill level commensurate with qualifications at the bachelor level or higher. The notable difference in the perceived importance of qualification by occupation suggests that graduates in Managerial roles may be using skills not acquired through their formal qualification, unlike those in Professional roles.

Jobs at lower skill levels were associated with lower ratings by both graduates and supervisors in terms of the importance of the qualification to the employment.

Table 9 / **Importance of qualification for current employment, by occupation, 2024 (%)**

Occupation*	Graduates	Supervisors
Managers	38.2 (33.6, 43.0)	54.8 (50.0, 59.6)
Professionals	65.7 (64.1, 67.4)	76.2 (74.7, 77.6)
Technicians and trades workers	39.5 (32.7, 46.8)	50.0 (43.1, 56.9)
Community and personal service workers	41.5 (36.8, 46.4)	52.9 (48.2, 57.6)
Clerical and administrative workers	29.1 (25.3, 33.1)	37.9 (33.8, 42.1)
Other	20.3 (15.2, 26.5)	17.5 (13.0, 23.2)
Total	**54.7 (53.3, 56.1)**	**65.1 (63.8, 66.4)**
Standard deviation	15.3	19.5

Note: Percentages presented in this table refer to the proportions of graduates and supervisors who rated the qualification as 'very important' or 'important' for current employment. Almost two-thirds of respondents were supervising graduates in professional occupations, with the rest spread evenly across all other occupations. Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how confidence intervals are calculated.

* Occupation group based on supervisor's description of graduate's occupation.

[6] The Australian and New Zealand Standard Classification of Occupations (ANZSCO). The ANZSCO was jointly developed by the ABS, Stats NZ and the then Australian Government Department of Education, Employment and Workplace Relations.

Graduates and their supervisors were also asked to indicate the extent to which the recent qualification prepared the graduate for their job. A high proportion of graduates and supervisors thought the qualification prepared the graduate 'well' or 'very well' for the job, at 86.8 per cent and 95.2 per cent respectively (**Table 10**).

The proportion of supervisors who thought the qualification prepared the graduate 'well' or 'very well' for the job has remained consistently high since this survey was first conducted in 2016, ranging between 92 per cent and 95 per cent in rounded terms. Overall, there appears to be a strong relationship between the skills and knowledge acquired by higher education graduates and the requirements of their jobs after graduation. This result strongly affirms the value of higher education qualifications in terms of preparation for work.

Considered together with the findings about the importance of the qualification, it may be that 'importance' relates to domain-specific skills or knowledge, while 'preparedness' is a broader concept, encapsulating generic skills and potentially basic employability.

Alternatively, as almost half of graduates whose employers responded to the survey had been employed in their current position before they completed their qualification, it is understandable that a higher education qualification could be perceived as being 'less important' while still preparing the graduate for employment by broadening or deepening existing skills and knowledge.

There appears to be a strong relationship between the skills and knowledge gained by graduates and the requirements of their jobs – affirming the value of higher education qualifications.

Table 10 / **Extent to which qualification prepared graduate for current employment, 2024 (%)**

Response	Graduates	Supervisors
Very well	40.9 (39.5, 42.4)	54.9 (53.4, 56.3)
Well	45.9 (44.5, 47.3)	40.3 (38.9, 41.7)
Not well	7.9 (7.2, 8.7)	2.5 (2.1, 3.0)
Not at all	5.3 (4.7, 6.0)	2.3 (1.9, 2.8)
Total	**100.0 (99.9, 100.0)**	**100.0 (99.9, 100.0)**

Note: Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence intervals are calculated.

Across most fields of education, graduates were less likely than their supervisors to indicate their qualification prepared them for their current job (**Table 11**). Fields of education with the largest differences between graduate and supervisor ratings were Creative arts (17.1 percentage points difference), Information technology (15.7 percentage points difference) and Natural and physical sciences (11.8 percentage points difference).

Graduates from Creative arts, Information technology and Architecture and building were less likely to report that their qualification prepared them 'well' or 'very well' (at 74.8 per cent, 78.6 per cent and 79.3 per cent respectively). Supervisors of graduates from Architecture and building, Agriculture, environmental and related studies, and Creative arts also reported lower preparedness ratings compared to other fields – although these ratings remained high at 90.3 per cent, 91.2 per cent and 91.9 per cent respectively.

However, it is unclear if these results would hold in a larger population of graduates and supervisor. It should also be noted that there was less variation across fields of education among supervisors who stated that the qualification prepared the graduate for current employment, with a standard deviation of 2.1 (**Table 11**).

In contrast, there was more variation among supervisors who stated that the qualification was important for the job, with a higher standard deviation of 12.7 (**Table 8**). This supports the previous observation that while higher education qualifications may not be 'important' in the sense of being 'mandatory' or 'required,' they still prepare graduates for employment very well.

Table 11 / **Extent to which qualification prepared graduate 'well' or 'very well' for current employment, by broad field of education, 2024 (%)**

Field of education	Graduates	Supervisors
Agriculture, environmental and related studies	85.3 (76.8, 91.1)	91.2 (83.6, 95.6)
Architecture and building	79.3 (69.3, 86.7)	90.3 (82.1, 95.1)
Creative arts	74.8 (67.1, 81.1)	91.9 (86.1, 95.5)
Education	86.9 (84.3, 89.1)	95.0 (93.1, 96.3)
Engineering and related technologies	85.2 (81.3, 88.4)	95.8 (93.3, 97.4)
Health	90.5 (88.5, 92.1)	95.6 (94.2, 96.7)
Information technology	78.6 (73.0, 83.3)	94.3 (90.6, 96.6)
Management and commerce	90.6 (88.2, 92.6)	95.9 (94.1, 97.1)
Natural and physical sciences	83.8 (79.6, 87.3)	95.6 (92.9, 97.4)
Society and culture	86.2 (83.8, 88.2)	95.4 (93.9, 96.5)
Total	**86.8 (85.8, 87.8)**	**95.2 (94.5, 95.8)**
Standard deviation	5.1	2.1

Note: The Food, hospitality and personal services broad field of education is not shown as no data was available. Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence intervals are calculated.

Table 12 shows that supervisors of graduates working in Managerial and Professional occupations reported that the qualification had prepared the graduate 'well' or 'very well' for current employment, at rates of 96.7 per cent and 96.3 per cent respectively, although it is unclear if these results would hold in a larger population of graduates and supervisors.

The differences between supervisors' ratings and those of graduates were smallest for Managerial and Community and personal service occupations, at about 5.9 percentage points. In contrast, the differences for Clerical and administrative workers, 'Other' occupations and Technicians and trades workers were 18.1 percentage points, 17.8 percentage points and 11.3 percentage points respectively. This suggests that individuals employed in lower-skill occupations were less likely than their supervisors to perceive how their qualification had prepared them for a job that may require a lower skill level than they had acquired.

Table 12 / **Extent to which qualification prepared graduate 'well' or 'very well' for current employment, by occupation, 2024 (%)**

Occupation*	Graduates	Supervisors
Managers	90.8 (87.4, 93.3)	96.7 (94.2, 98.2)
Professionals	89.5 (88.4, 90.6)	96.3 (95.6, 96.9)
Technicians and trades workers	83.9 (77.5, 88.7)	95.2 (90.8, 97.6)
Community and personal service workers	85.8 (81.8, 89.0)	91.7 (88.5, 94.0)
Clerical and administrative workers	76.7 (72.6, 80.4)	94.8 (92.3, 96.5)
Other	62.5 (54.8, 69.7)	80.3 (73.7, 85.6)
Total	**86.8 (85.8, 87.8)**	**95.2 (94.5, 95.8)**
Standard deviation	10.6	6.2

Note: Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence intervals are calculated.
* Occupation group based on supervisor's description of graduate's occupation.

Supervisors also had the opportunity to provide feedback on the main ways that the qualification had prepared the graduate for employment (**Table 13**). More than 2,500 open-text responses were received from supervisors which were categorised into 8 themes. The most common themes mentioned by supervisors were Domain-specific skills and knowledge, Employability and enterprise skills, and Technical and professional skills.

Table 13 / **Main ways that the qualification prepared the graduate for employment, 2024 (%)**

Theme	Supervisors
Domain-specific skills and knowledge	40.8 (39.2, 42.4)
Employability and enterprise skills	39.6 (38.0, 41.2)
Technical and professional skills	33.3 (31.7, 34.8)
Adaptive skills	32.0 (30.5, 33.5)
Foundation skills	26.4 (25.0, 27.9)
Teamwork and interpersonal skills	10.7 (9.7, 11.8)
Institutional and course attributes	8.9 (8.0, 9.9)
Personal attributes	6.8 (6.0, 7.7)

Note: Percentages do not add up to 100 as supervisors could comment on more than one theme. Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence intervals are calculated.

There were fewer comments (1,105) on the ways in which the qualification could have better prepared the graduate for employment, suggesting that most supervisors felt that the graduate were well-prepared for the workplace. These observations align with the generally very positive supervisor ratings of graduate preparedness.

As seen in **Table 14**, most comments on ways the qualification could have better prepared the graduate for employment were made in relation to Employability and enterprise skills (38.2 per cent), Technical and professional skills (38.0 per cent) and Domain-specific skills and knowledge (35.7 per cent).

Table 14 / **Main ways that the qualification could have better prepared the graduate for employment, 2024 (%)**

Theme	Supervisors
Employability and enterprise skills	38.2 (35.8, 40.6)
Technical and professional skills	38.0 (35.6, 40.4)
Domain-specific skills and knowledge	35.7 (33.3, 38.1)
Foundation skills	14.7 (13.0, 16.5)
Institutional and course attributes	14.0 (12.4, 15.8)
Teamwork and interpersonal skills	7.9 (6.6, 9.3)
Adaptive skills	7.6 (6.4, 9.0)
Personal attributes	3.2 (2.4, 4.2)

Note: Percentages do not add up to 100 as supervisors could comment on more than one theme. Numbers in brackets are the lower and upper confidence intervals. Appendix 4 details how these confidence intervals are calculated.

Asked how graduates could be better prepared, many employers cited 'employability and enterprise skills', as well as 'technical and professional skills' and 'domain-specific skills'.

Appendix 1: Methodological summary

A1.1 Overview

Graduates of 130 higher education institutions, including all 42 Table A and Table B universities, and 88 NUHEIs, were eligible to provide contact details for supervisors to participate in the 2024 ESS.

Graduates from 120 institutions (42 universities and 78 NUHEIs) did provide their supervisors' contact details to be included in the 2024 ESS sample. In total, supervisors responded with data for 101 institutions (42 universities and 59 NUHEIs).

The population frame for the 2024 ESS comprised 91,843 domestic and international graduates, who responded in the 2024 GOS and indicated they were employed. Of these, 8,537 employed graduates provided sufficient contact details to approach 7,923 supervisors, yielding a supervisor referral rate of 8.6 per cent. This is 1.5 percentage points higher than the 7.1 per cent supervisor referral rate achieved in the 2023 ESS, and the highest supervisor referral rate since the 2019 ESS (9.2 per cent).

In the 2024 ESS, a total of 3,652 valid survey responses from direct supervisors were collected across all study levels, representing a supervisor response rate of 46.1 per cent. This is higher than the 45.0 per cent and 41.9 per cent supervisor response rate achieved in 2023 and 2022 respectively.

Information on institutional responses is provided at **Appendix 2**. A copy of the core survey items (i.e., excluding any department or institution specific items) is provided at **Appendix 3**.

Table 15 / **ESS operational overview, 2022–24**

	2022				2023				2024			
	November	February	May	Total	November	February	May	Total	November	February	May	Total
Number of in-scope supervisors[7]	2,713	799	4,717	8,229	1,974	692	3,981	6,647	2,652	588	4,683	7,923
Number of completed surveys	1,206	365	1,881	3,452	903	341	1,748	2,992	1,281	290	2,081	3,652
Supervisor response rate	44.5	45.7	39.9	41.9	45.7	49.3	43.9	45.0	48.3	49.3	44.4	46.1
Analytic unit	Supervisor											
Mode of data collection	Online and CATI											

[7] Excludes opt outs, disqualified and out of scope surveys.

A1.2 Sample build

Supervisor details were collected at the end of the GOS. All graduates in employment (but not self-employed or working in a family business) were asked to provide details (name, email and/or phone number) of their current supervisor to enable the supervisor to be invited to take part in the ESS.

Several strategies were implemented to increase the number of graduates providing valid contact details for their supervisor. These included calls to graduates to correct inaccurate or incomplete supervisor contact information and follow up calls to graduates who requested more information prior to agreeing to provide supervisor contact details. As a result of investment in these sample build response maximisation strategies, there was an increase in the proportion of graduates who provided their supervisor's contact details in 2024.

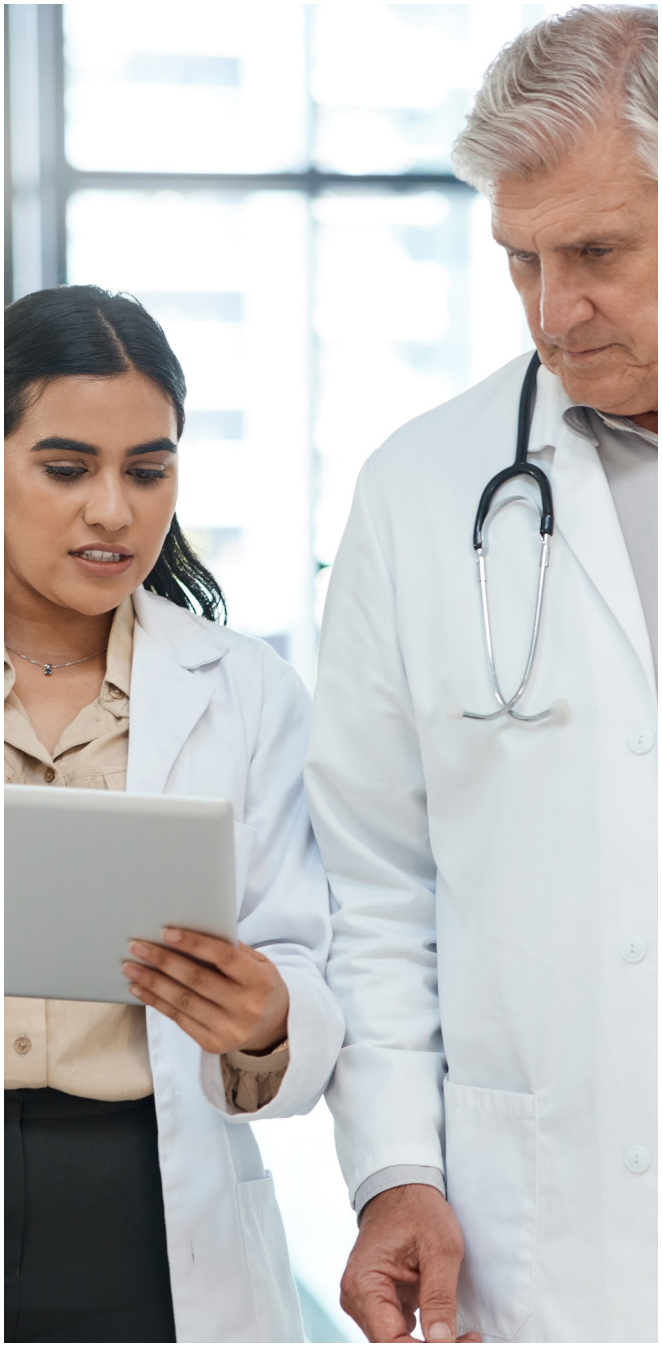
A1.3 Data collection

The main collection periods for the ESS start in November, February, and May, with the ESS fieldwork period extending beyond the GOS fieldwork period to facilitate ESS sample build and ESS response maximisation activities. The survey was fielded in English only.

Online was the primary mode of collection for the ESS, with Computer Assisted Telephone Interviewing (CATI) a secondary mode. If a valid email address was provided by the graduate, the supervisor would receive an email invitation to the online ESS. If the graduate only provided a phone number for their supervisor, the supervisor was called to complete the ESS via CATI.

The email invitation was followed by up to six reminder emails and one SMS reminder to non-responding supervisors. Where a phone number as well as an email address was provided by the graduate, non-responding supervisors were channelled into the CATI workflow after the second reminder email.

Refer to the 2024 ESS Methodological Report for further information on target population definition, the sample build process, survey design and procedures, response maximisation strategies, data preparation processes, final dispositions and response analysis.



A1.4 Data representativeness

Employed graduate respondents to the GOS were asked to provide contact details of their supervisors and as such represent the population frame for the ESS.

The tables that follow compare the course, demographic, and labour market characteristics of employed graduate respondents to the GOS (regardless of whether they provided their supervisors' details), with the characteristics of graduates whose supervisors responded to the ESS. The tables identify the extent to which the ESS departs from being a representative survey of employers of all recent graduates.

Comparison of the distribution of all employed graduates by broad field of education from the GOS with the distribution of supervisor responses to the ESS suggests that supervisors of Education graduates and, to a lesser degree, Engineering and related technologies graduates, are overrepresented in the achieved ESS sample in 2024. Supervisors of Management and commence, Society and culture, and Creative arts graduates are underrepresented in the ESS, as shown at **Table 16**.

Table 16 / **Respondents by broad field of education, 2024 (%)**

Field of education	Employed graduates	Supervisors
Natural and physical sciences	8.2	8.7
Information technology	5.9	5.4
Engineering and related technologies	5.7	8.0
Architecture and building	2.1	1.8
Agriculture and environmental studies	1.6	2.0
Health	23.3	22.6
Education	10.2	15.4
Management and commerce	16.4	13.4
Society and culture	21.8	19.7
Creative arts	4.7	3.0
Total	**100.0**	**100.0**

Note: Food, hospitality and personal services is not shown as there were no Supervisor responses for this field of education in the 2024 ESS.

Table 17 shows that there is a slightly higher proportion of responses from supervisors of external graduates in the ESS. Supervisors of external graduates report lower overall satisfaction (**Table 3**).

Supervisors of postgraduate coursework and postgraduate research graduates are somewhat overrepresented by 1.0 percentage point and 2.9 percentage points respectively, while undergraduate supervisors are underrepresented by 4.1 percentage points.

Table 17 / **Respondents by type of institution and course characteristics, 2024 (%)**

	Employed graduates	Supervisors
Type of institution		
University	92.3	92.4
NUHEI	7.7	7.6
Study mode		
Internal/multi-mode	69.2	65.7
External study mode	27.9	32.1
Course level		
Undergraduate	52.2	48.1
Postgraduate coursework	41.3	42.3
Postgraduate research	5.9	8.8

Table 18 compares the demographic characteristics of employed graduate respondents to the GOS with the demographic characteristics of graduates whose supervisors responded to the ESS. Male graduates were overrepresented in the ESS by around 3.5 percentage points. **Table 4** earlier showed that there was little difference in reported overall satisfaction among supervisors of male or female graduates.

Supervisors of graduates aged 30 years and over are overrepresented in the ESS by 9.8 percentage points. This is consistent with the overrepresentation of supervisors of postgraduate coursework and postgraduate research graduates as shown in **Table 17**. Employers of older graduates reported lower overall satisfaction as shown in **Table 4**.

Table 18 / **Respondents by graduate demographic characteristics, 2024 (%)**

	Employed graduates	Supervisors
Gender		
Male	34.6	38.1
Female	65.1	61.4
Age		
30 years or under	62.1	52.3
Over 30 years	37.9	47.7
First Nations		
First Nations	1.5	1.7
Non-Indigenous	98.5	98.3
Home language		
English	86.5	89.9
Other	13.5	10.1
Disability		
Reported disability	8.3	9.7
No disability	91.7	90.3

As shown in **Table 19**, supervisors of graduates working in professional occupations were overrepresented by 6.3 percentage points in the ESS. From **Table 5**, supervisors of graduates working in Professional occupations reported high overall satisfaction.

Supervisors of graduates employed full-time were represented in the achieved sample in proportion to the graduate population.

Supervisors of graduates who had worked in their job for between three months and less than one year were overrepresented in the 2024 ESS. Satisfaction with this group was higher than for those who had been employed for under three months or those who had been employed for one year or more (**Table 5**).

There is evidence of overrepresentation of sub-groups with a tendency to rate overall satisfaction higher than average (e.g. supervisors of graduates employed in Professional occupations, supervisors of graduates employed three months to less than one year). Conversely there is also evidence of overrepresentation of sub-groups with a tendency to rate overall satisfaction lower than average (e.g. supervisors of External graduates, supervisors of older graduates). On balance, on the basis of the above, it can reasonably be assumed that the impact of non-response on key indicators such as overall satisfaction can be ignored for national reporting purposes.

Table 19 / **Respondents by labour market characteristics of employed graduates, 2024 (%)**

	Employed graduates	Supervisors
Occupation*		
Managers	8.3	8.0
Professionals	58.6	64.9
Technicians and trades workers	3.5	3.8
Community and personal service workers	10.6	8.5
Clerical and administrative workers	10.2	10.4
Other workers	8.8	4.3
Employment status		
Full-time	71.7	72.5
Part-time	28.3	27.5
Duration of job with current employer		
Less than 3 months	11.2	8.2
3 months to < 1 year	35.2	41.9
1 year or more	53.6	49.9

* Occupation group based on supervisor's description of graduate's occupation.

A1.5 Graduate Attributes Scale – Employer

The Graduate Attributes Scale – Employer (GAS-E) was developed as part of the original 2013–14 trial of the ESS. The project team synthesised several frameworks relevant to the skills of university graduates and identified several general attributes. The GAS-E has been designed to assess common rather than specific graduate attributes, within a limited workplace context. The items were further tested and refined during a 2015 trial of the instrument.

The five graduate attribute domains include:

- Foundation skills
- Adaptive skills
- Collaborative skills
- Technical skills
- Employability skills

Information on the items that are included in each of these domains is provided at **Appendix 3**.

Additional information on how the scales and confidence intervals are calculated is provided at **Appendix 4**.

The GAS-E forms the core of the ESS. Graduates responding to the GOS had previously been asked to assess their Foundation, Adaptive and Collaborative skills using the GAS, however these items were removed from the core GOS in 2021 and are now institution opt-in items.

Appendix 2: Institutional participation

The tables below show institutions that participated in the GOS with one or more responses in the ESS between 2022 and 2024.

Table 20 / **Number of completed surveys by university, 2022–24**

University	2022	2023	2024	Total
Australian Catholic University	72	75	79	226
Avondale University	<5	<5	5	11
Bond University	11	13	10	34
Central Queensland University	53	51	75	179
Charles Darwin University	32	26	52	110
Charles Sturt University	128	102	117	347
Curtin University	77	74	64	215
Deakin University	208	158	193	559
Edith Cowan University	92	77	74	243
Federation University Australia	41	33	34	108
Flinders University	88	59	89	236
Griffith University	83	44	117	244
James Cook University	42	44	67	153
La Trobe University	82	72	89	243

Table 20 / **Number of completed surveys by university, 2022–24** **(Continued)**

University	2022	2023	2024	Total
Macquarie University	75	66	56	197
Monash University	195	161	174	530
Murdoch University	42	34	26	102
Queensland University of Technology	136	102	176	414
RMIT University	143	106	112	361
Southern Cross University	40	52	41	133
Swinburne University of Technology	67	57	99	223
The Australian National University	67	58	54	179
The University of Adelaide	86	74	87	247
The University of Melbourne	243	188	236	667
The University of Notre Dame Australia	27	19	33	79
The University of Queensland	107	116	144	367
The University of South Australia	76	84	92	252
The University of Sydney	99	67	103	269
The University of Western Australia	59	60	67	186
Torrens University	50	36	46	132
University of Canberra	46	38	41	125

Table 20 / **Number of completed surveys by university, 2022–24** **(Continued)**

University	2022	2023	2024	Total
University of Divinity	15	10	7	32
University of New England	60	67	70	197
University of New South Wales	52	69	100	221
University of Newcastle	49	45	62	156
University of Southern Queensland	65	65	74	204
University of Tasmania	129	112	120	361
University of Technology Sydney	81	79	68	228
University of the Sunshine Coast	33	30	51	114
University of Wollongong	41	37	39	117
Victoria University	57	44	67	168
Western Sydney University	47	70	63	180
Total universities	**3,200**	**2,776**	**3,373**	**9,349**

Note: <5 indicates a suppressed value (n < 5).

Table 21 / **Number of completed surveys by non-university higher education institution (NUHEI), 2022–24**

NUHEI	2022	2023	2024	Total
Academies Australasia Polytechnic Pty Limited	<5			<5
Academy of Interactive Technology	<5	<5	<5	10
ACAP University College Pty Ltd	7	5	19	31
Acknowledge Education	<5		<5	6
Adelaide Central School of Art	<5	<5	<5	<5
Alphacrucis University College	<5	7	11	21
Asia Pacific International College	<5	<5	<5	5
Australasian College of Health and Wellness			<5	<5
Australia Advance Education Group Pty Ltd		<5	<5	<5
Australian Academy of Music and Performing Arts	<5			<5
Australian College of Nursing	15	<5	9	27
Australian University of Theology*	15	22	20	57
Australian Institute of Business Pty Ltd	15	14	16	45
Australian Institute of Higher Education	<5		<5	5
Australian Institute of Management Education & Training	11	6	14	31
BBI - The Australian Institute of Theological Education	<5	<5	<5	8

Table 21 / **Number of completed surveys by non-university higher education institution (NUHEI), 2022–24** (Continued)

NUHEI	2022	2023	2024	Total
Box Hill Institute	<5			<5
CIC Higher Education	<5			<5
Campion College Australia	<5	<5	<5	5
Chartered Accountants Australia and New Zealand			12	12
Chisholm Institute	<5		<5	5
Christian Heritage College	<5	8	<5	11
Collarts (Australian College of the Arts)	<5	<5	<5	<5
Crown Institute of Higher Education Pty Ltd			<5	<5
Eastern College Australia	<5		<5	<5
Endeavour College of Natural Health		<5	6	8
Engineering Institute of Technology	<5	<5	<5	9
Excelsia University College	<5	<5	<5	7
Gestalt Therapy Brisbane		<5		<5
Governance Institute of Australia		<5		<5
HEPCO The Tax Institute Higher Education	<5	<5	<5	<5
Health Education & Training Institute		<5	5	6
Holmes Institute	14	7	9	30

Table 21 / **Number of completed surveys by non-university higher education institution (NUHEI), 2022–24** **(Continued)**

NUHEI	2022	2023	2024	Total
Holmesglen Institute	<5	<5	<5	<5
ICHM	<5	<5	<5	7
ISN Psychology Pty Ltd		<5		<5
Ikon Institute of Australia	<5	<5	<5	5
Institute of Health & Management Pty Ltd	<5	<5		<5
International College of Management, Sydney	<5	<5	<5	10
Kaplan Business School	11	7	9	27
Kaplan Higher Education Pty Ltd	9	13	10	32
King's Own Institute	<5	8	<5	14
LCI Melbourne	<5			<5
Le Cordon Bleu Australia	<5		<5	<5
Leo Cussen Centre for Law	<5		<5	6
Marcus Oldham College	<5	<5	<5	9
Melbourne Institute of Technology	6	<5		7
Melbourne Polytechnic	<5	<5	<5	10
Montessori World Educational Institute (Australia)	<5			<5
Moore Theological College	<5	<5	<5	6

Table 21 / **Number of completed surveys by non-university higher education institution (NUHEI), 2022–24** **(Continued)**

NUHEI	2022	2023	2024	Total
Morling College	<5		<5	<5
Nan Tien Institute	<5			<5
National Art School	<5			<5
National Institute of Organisation Dynamics Aust		<5		<5
Ozford Institute of Higher Education			<5	<5
Photography Studies College (Melbourne)		<5		<5
SAE Institute Pty Limited	8	5	<5	15
SP Jain School of Management	<5	<5	<5	7
Sheridan Institute of Higher Education			<5	<5
Southern Cross Education Institute (Higher Education)			<5	<5
Sydney College of Divinity	5	6	<5	15
TAFE NSW	8	<5	8	18
TAFE Queensland		<5	7	8
TAFE South Australia	<5		<5	<5
Tabor College of Higher Education	<5	5	5	12
The Australian College of Physical Education		<5		<5
The Australian Institute of Music		<5		<5

Table 21 / **Number of completed surveys by non-university higher education institution (NUHEI), 2022–24** **(Continued)**

NUHEI	2022	2023	2024	Total
The Cairnmillar Institute	<5		<5	<5
The College of Law Limited	27	35	39	101
The Institute of Creative Arts and Technology			<5	<5
The Institute of Internal Auditors - Australia		<5	<5	<5
The MIECAT Institute	<5			<5
UOW College			<5	<5
UTS College		<5	<5	<5
VIT (Victorian Institute of Technology)	6	<5	<5	11
Wentworth Institute of Higher Education		<5		<5
Whitehouse Institute of Design, Australia	<5	<5	<5	6
William Angliss Institute	<5	<5	<5	7
Total NUHEIs	**252**	**216**	**279**	**747**

Note: Blank cells represent no completed surveys for that collection year, <5 indicates a suppressed value (n < 5).

* The Australian University of Theology was awarded university status in December 2024. Prior to this, the institution was known as the Australian College of Theology and was classified as a non-university higher education institution (NUHEI). Data for the 2024 ESS was collected when the institution was a NUHEI.

Appendix 3: ESS questionnaire

A summary of all items included in the 2024 ESS core instrument are provided in **Table 22** below. A copy of the core survey instrument (i.e. excluding any institution specific items) is included in the 2024 ESS Methodological Report.

Table 22 / **Questionnaire item summary**

Question ID	Question	Response frame
Module A: Screening and confirmation		
QS1	First, we have a few questions about your role and **<E403> <E402>**'s role, so we can understand your relationship to **<E403>**. Just to check, do you currently supervise **<E403>**? By supervisor, we mean a person who has the authority to direct someone to do certain tasks and who has a good idea of the work that the person does in their job.	1. Yes 2. No, but I used to be their supervisor 3. No, I have never been their supervisor
QS2	And, how long have you been <**E403>**'s supervisor?	1. Less than 1 month 2. At least 1 month but less than 3 months 3. At least 3 months but less than 1 year 4. 1 year or more
QS3	Before today, were you aware that **<E403>** completed a qualification from **<E306C>**?	1. Yes 2. No
QS4	And, before today, were you aware that the qualification **<E403>** completed was a **<E308>**?	1. Yes 2. No
QS5	What is **<E403>**'s occupation in your business?	1. <verbatim text box>
QS6	What are the main tasks that they usually perform in their job?	1. <verbatim text box>
QS7	What is your occupation in your business?	1. <verbatim text box>
QS8	What are the main tasks that you usually perform in this job?	1. <verbatim text box>

Table 22 / **Questionnaire item summary**

Question ID	Question	Response frame
Module B: Overall graduate preparation		
QOP1	Is a **<E308>** or similar qualification a formal requirement for **<E403>** to do their job?	1. Yes 2. No
QOP2	To what extent is it important for **<E403>** to have a **<E308>** or similar qualification to be able to do the job well? Is it...	1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important
QOP3	Overall, how well did **<E403>**'s **<E308>** prepare <him/her> for their job?	1. Not at all 2. Not well 3. Well 4. Very well 5. Don't know / unsure
QOP4	What are the MAIN ways that **<E306C>** prepared **<E403>** for employment?	1. <verbatim text box> 2. Don't know/Unsure
QOP5	And what are the MAIN ways that **<E306C>** could have better prepared **<E403>** for employment?	1. <verbatim text box> 2. Don't know/Unsure
QS11	Based on your experience with <**E403>**, how likely are you to consider hiring another **<E308>** graduate from **<E306C>**, if you had a relevant vacancy?	1. Very unlikely to consider 2. Unlikely to consider 3. Neither unlikely nor likely to consider 4. Likely to consider 5. Very likely to consider 6. Don't know/unsure

Table 22 / **Questionnaire item summary**

Question ID	Question	Response frame
Module C: Graduate attributes scale		
GAS Stem	For each skill or attribute, to what extent do you agree or disagree that **<E403>**'s **<E308>** from **<E306C>** prepared them for their job? If the skill is not required by **<E403>** in their role, you can answer 'Not applicable'.	
GAS (Foundation skills)	1. Oral communication skills 2. Written communication skills 3. Numeracy skills 4. Ability to develop relevant knowledge 5. Ability to develop relevant skills 6. Ability to solve problems 7. Ability to integrate knowledge 8. Ability to think independently about problems	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
GAS (Adaptive skills)	9. Broad background knowledge 10. Ability to develop innovative ideas 11. Ability to identify new opportunities 12. Ability to adapt knowledge to different contexts 13. Ability to apply skills in different contexts 14. Capacity to work independently	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
GAS (Collaborative skills)	15. Working well in a team 16. Getting on well with others in the workplace 17. Working collaboratively with colleagues to complete tasks 18. Understanding different points of view 19. Ability to interact with co-workers from different or multi-cultural backgrounds	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable

Table 22 / **Questionnaire item summary**

Question ID	Question	Response frame
GAS (Technical skills)	20. Applying professional knowledge to job tasks 21. Using technology effectively 22. Applying technical skills in the workplace 23. Maintaining professional standards 24. Observing ethical standards 25. Using research skills to gather evidence	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
GAS (Employment skills)	26. Ability to work under pressure 27. Capacity to be flexible in the workplace 28. Ability to meet deadlines 29. Understanding the nature of your business or organisation 30. Demonstrating leadership skills 31. Demonstrating management skills 32. Taking responsibility for personal professional development 33. Demonstrating initiative in the workplace	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
Module E: Institution specific issues		
Module F: Close		
C3	Would you like to be notified when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website? We will also provide a one page summary of the outcomes of the study.	1. Yes 2. No
C4	Would you like your organisation to be acknowledged on the QILT website for supporting this important research? If you are unsure please select yes, as you will be able to opt out of this during our follow up with you.	1. Yes 2. No
C2	Can we confirm the best email address to contact you on?	1. My email address is **<supemail>** 2. The best email address to contact me on is: **<VERBATIM RSEPONSE TEXT BOX>**
C5	So that we can properly acknowledge your business on the QILT website, can you please confirm your business name as you would like it to appear on the site?	1. My business name is: **<VERBATIM RSEPONSE TEXT BOX>**

Table 22 / **Questionnaire item summary**

Question ID	Question	Response frame
C6	Would you be willing to have your contact information (name, email and/or phone) passed to **<E306CTXT>** for further research, industry engagement, accreditation processes and other internal purposes like careers services, placements, or student presentations?	1. Yes 2. No
END	Thank you for your time today and support in ensuring that graduates are well equipped to meet the needs of organisations like yours. If you would like further information about the ESS, including previous year's results you can go to www.qilt.edu.au/ess	

Appendix 4: Calculation of indicators and confidence intervals

A4.1 Introduction

The technical details about the calculations used for institution level estimates from the ESS are provided below. It is intended for an audience with some technical and data background who wish to understand the statistical details of the calculations.

A4.2 Data sources

The ESS is Australia's first national survey that directly links the experiences of graduates to the views of their supervisors.

Employed graduates who participated in the Graduate Outcomes Survey are asked to provide the contact details of their supervisor for follow up.

The following ESS data are used:

- ***Overall satisfaction (item):*** the proportion of supervisors who expressed overall satisfaction with their graduate;
- Foundation skills (scale): the proportion of supervisors who were satisfied with the foundation skills of their graduates measured by the items in the foundation skills scale;
- ***Adaptive skills (scale):*** the proportion of supervisors who were satisfied with the adaptive skills of their graduate as measured by the items in the adaptive skills scale;
- ***Collaborative skills (scale):*** the proportion of supervisors who were satisfied with the collaborative skills of their graduate as measured by the items in the collaborative skills scale;
- ***Technical skills (scale):*** the proportion of supervisors who were satisfied with the technical skills of their graduate as measured by the items in the technical skills scale; and
- ***Employability skills (scale):*** the proportion of supervisors who were satisfied with the employability skills of their graduate as measured by the items in the employability skills scale.

When calculating institution level indicators, ESS indicators are calculated from three years of pooled data. This incorporates the most recent year of published data and the two immediately preceding years. For example, institution level indicators released in association with the 2024 ESS were based on results from the 2022, 2023 and 2024 surveys. In this appendix these years are notated as Y1, Y2 and Y3, where Y1 is the most recent year of published data.

The variables that were used to filter the data can be found in **Table 23**. The coverage for each variable is applied before the calculation of the indicators and the SAS code used is provided in brackets after each variable in the table. The full code to create the indicators is available from the Social Research Centre on request.

Table 23 / **Data coverage for the ESS based indicators**

Variables (coverage)	Indicators					
	Overall satisfaction	Foundation skills	Adaptive skills	Collaborative skills	Technical skills	Employability skills
ESS Survey data file:						
Undergraduate level **(if e310 in (8,9,10,13,20,21,22))**	X	X	X	X	X	X
Postgraduate coursework level **(if e310 in (4,5,6,7,11,12,14))**	X	X	X	X	X	X
Postgraduate research level **(if e310 in (1,2,3))**	X	X	X	X	X	X
In scope including different study areas for double degree students **(if analysis in (1,2))**	X	X	X	X	X	X
Valid likelihood of hiring another graduate with the same qualification from the same institution **(ehire in (1,2,3,4,5))**	X					
Valid foundation skills scale score **(if egfound in (0,100))**		X				
Valid adaptive skills scale score **(if egadapt in (0,100))**			X			
Valid collaborative skills scale score **(if egcollb in (0,100))**				X		
Valid technical skills scale score **(if egtech in (0,100))**					X	
Valid employability skills scale score **(if egemply in (0,100))**						X
Total minimum sample size of 25 **(if n ≥ 25)**	X	X	X	X	X	X

X Indicates that the restriction is applied to the data before a particular indicator is calculated.

A4.3 Data variability

As the ESS sampling fraction, the proportion of the population sampled, is relatively small, there is no need to apply Finite Population Correction (FPC) to the standard error, and the 90 per cent confidence interval calculations, as opposed to other QILT related surveys. In order to calculate the standard errors for the survey estimates, no non-response bias was assumed and the Agresti-Coull method for confidence intervals for proportions was used.

The general formula used for confidence intervals for proportions was:

$$CI\ bound(\tilde{p}) = \tilde{p} \pm z_{\frac{\propto}{2}} \times SE(\tilde{p}) = \tilde{p} \pm z_{0.05} \times \sqrt{\frac{\tilde{p}(1-\tilde{p})}{\tilde{n}}}$$

$$\tilde{p} = \frac{\tilde{y}}{\tilde{n}}$$

$$\tilde{y} = y + \frac{z^2_{\frac{\alpha}{2}}}{2} = y + \frac{z^2_{0.05}}{2}$$

$$\tilde{n} = n + z^2_{\frac{\alpha}{2}} = n + z^2_{0.05}$$

Where:

- $\hat{p}$ is the estimated proportion from the survey data
- $\tilde{p}$ is an adjusted estimated proportion used only in confidence interval calculations
- $z_{0.05}$ is the 95th quantile from the standard Normal distribution ~ N(0,1)
- y is the number with the characteristic in question in the sample in the relevant strata over the three pooled years
- n is the number in the sample in the relevant strata over the three pooled years

A4.4 Key indicators

A4.4.1 Overall satisfaction

The overall satisfaction indicator is defined as the proportion of supervisors who indicated they were likely or very likely to consider hiring another graduate from the same course and institution. The indicator can be expressed as 'the proportion of supervisors who expressed overall satisfaction with their graduate'.

The overall satisfaction indicator is calculated as follows:

$$OS_{pooled} = \frac{\text{Number of supervisors satisfied overall with their graduate}_{\text{Y3-Y1}}}{\text{Number of supervisors with valid reponse}_{\text{Y3-Y1}}}$$

Where:

Number of supervisors satisfied overall with their graduate$_{Y3-Y1}$ is the total number of supervisors who responded with a 4 or 5 (likely to consider or very likely to consider) to the overall satisfaction item 'Based on your experience with this graduate, how likely are you to consider hiring another graduate from the same course and institution, if you had a relevant vacancy?' in the three pooled years, after filters are applied. It should be noted that this item is reported on a five point scale.

Number of supervisors with a valid response$_{Y3-Y1}$ *is* the total number of supervisors who responded to the overall satisfaction item in the three pooled years, after filters are applied.

The 90 per cent confidence interval for the overall satisfaction indicator is calculated as follows:

$$90\%CI_{OS} = \widetilde{OS}_{pooled} \pm z_{\frac{\propto}{2}} \times SE_{\widetilde{OS}}$$

$$= \widetilde{OS}_{pooled} \pm z_{0.05} \times \sqrt{\frac{\widetilde{OS}_{pooled} \times \left(1 - \widetilde{OS}_{pooled}\right)}{\tilde{n}}}$$

$$\widetilde{OS}_{pooled} = \frac{\tilde{y}}{\tilde{n}}$$

$$\tilde{y} = \text{Number of supervisors satisfied overall with their graduate}_{\text{Y3-Y1}} + \frac{z^2{}_{0.05}}{2}$$

$$= \text{Number of supervisors satisfied overall with their graduate}_{\text{Y3-Y1}} + \frac{1.645^2}{2}$$

$$\tilde{n} = \text{Number of supervisors with valid reponse}_{\text{Y3-Y1}} + z^2{}_{0.05}$$
$$= \text{Number of supervisors with valid reponse}_{\text{Y3-Y1}} + 1.645^2$$

Where:

$\widetilde{OS}_{pooled}$ is an adjusted estimated proportion used only in confidence interval calculations

$z_{0.05}$ is the 95th quantile from the standard Normal distribution ~ N(0,1)

The restrictions for this indicator can be found in **Table 23.**

A4.4.2 Foundation skills

The overall satisfaction indicator is defined as the proportion of supervisors who indicated they were likely or very likely to consider hiring another graduate from the same course and institution. The indicator can be expressed as 'the proportion of supervisors who expressed overall satisfaction with their graduate'.

The foundation skills indicator is calculated as follows:

$$FS_{pooled} = \frac{\text{Number of supervisors satisfied with the foundation skills of their graduate}_{Y3-Y1}}{\text{Number of supervisors with valid response}_{Y3-Y1}}$$

Where:

Number of supervisors who were satisfied with the foundation skills of their graduate$_{Y3\text{-}Y1}$ is the total number of supervisors whose foundation skills scale score was at least 55 out of 100 **(foundation_skills=100)** in the three pooled years, after filters are applied.

Number of supervisors with a valid response$_{Y3\text{-}Y1}$ is the total number of supervisors who had a valid response **(foundation_skills in (0,100))**, i.e. responded to at least six of the eight foundation skills items in the three pooled years, after filters are applied.

The 90 per cent confidence interval for the foundation skills indicator is calculated as follows:

$$90\%CI_{FS} = \widetilde{FS}_{pooled} \pm z_{\frac{\propto}{2}} \times SE_{\widetilde{FS}}$$

$$= \widetilde{FS}_{pooled} \pm z_{0.05} \times \sqrt{\frac{\widetilde{FS}_{pooled} \times \left(1 - \widetilde{FS}_{pooled}\right)}{\tilde{n}}}$$

$$\widetilde{FS}_{pooled} = \frac{\tilde{y}}{\tilde{n}}$$

$$\tilde{y} = \text{Number of supervisors satisfied with the foundation skills of their graduate}_{Y3-Y1} + \frac{z^2{}_{0.05}}{2}$$

$$= \text{Number of supervisors satisfied with the foundation skills of their graduate}_{Y3-Y1} + \frac{1.645^2}{2}$$

$$\tilde{n} = \text{Number of supervisors with valid reponse}_{Y3-Y1} + z^2{}_{0.05}$$
$$= \text{Number of supervisors with valid reponse}_{Y3-Y1} + 1.645^2$$

Where:

$\widetilde{FS}_{pooled}$ is an adjusted estimated proportion used only in confidence interval calculations

$z_{0.05}$ is the 95th quantile from the standard Normal distribution ~ N(0,1)

The restrictions for this indicator can be found in **Table 23.**

A4.4.3 Adaptive skills

The adaptive skills indicator is defined as the proportion of supervisors who were satisfied with the adaptive skills of their graduate. The indicator can be expressed as 'the proportion of supervisors who were satisfied with the adaptive skills of their graduate'.

The adaptive skills indicator is calculated as follows:

$$AS_{pooled} = \frac{\text{Number of supervisors satisfied with the adaptive skills of their graduate}_{Y3-Y1}}{\text{Number of supervisors with valid reponse}_{Y3-Y1}}$$

Where:

Number of supervisors satisfied with the adaptive skills of their graduate$_{Y3\text{-}Y1}$ is the total number of supervisors whose adaptive skills scale score was at least 55 out of 100 **(adapative_skills=100)** in the three pooled years, after filters are applied

Number of supervisors with a valid response$_{Y3\text{-}Y1}$ is the total number of supervisors who had a valid response **(adapative_skills in (0,100))**, i.e. responded to at least four of the six adaptive skills items in the three pooled years, after filters are applied.

The 90 per cent confidence interval for the adaptive skills indicator is calculated as follows:

$$90\%CI_{AS} = \widetilde{AS}_{pooled} \pm z_{\frac{\propto}{2}} \times SE_{\widetilde{AS}}$$

$$= \widetilde{AS}_{pooled} \pm z_{0.05} \times \sqrt{\frac{\widetilde{AS}_{pooled} \times \left(1 - \widetilde{AS}_{pooled}\right)}{\tilde{n}}}$$

$$\widetilde{AS}_{pooled} = \frac{\tilde{y}}{\tilde{n}}$$

$$\tilde{y} = \text{Number of supervisors satisfied with the adaptive skills of their graduate}_{Y3-Y1} + \frac{z^2{}_{0.05}}{2}$$

$$= \text{Number of supervisors satisfied with the adaptive skills of their graduate}_{Y3-Y1} + \frac{1.645^2}{2}$$

$$\tilde{n} = \text{Number of supervisors with valid reponse}_{Y3-Y1} + z^2{}_{0.05}$$
$$= \text{Number of supervisors with valid reponse}_{Y3-Y1} + 1.645^2$$

Where:

$\widetilde{AS}_{pooled}$ is an adjusted estimated proportion used only in confidence interval calculations

$z_{0.05}$ is the 95th quantile from the standard Normal distribution ~ N(0,1)

The restrictions for this indicator can be found in **Table 23.**

A4.4.4 Collaborative skills

The collaborative skills indicator is defined as the proportion of supervisors who indicated they were satisfied with the collaborative skills of their graduate.
The indicator can be expressed as 'the proportion of supervisors who were satisfied with the collaborative skills of their graduate'.

The collaborative skills indicator is calculated as follows:

$$CS_{pooled} = \frac{\text{Number of supervisors satisfied with the collaborative skills of their graduate}_{Y3-Y1}}{\text{Number of supervisors with valid reponse}_{Y3-Y1}}$$

Where:

Number of supervisors who were satisfied with the collaborative skills of their graduate$_{Y3\text{-}Y1}$ is the total number of supervisors whose collaborative skills scale score was at least 55 out of 100 **(collaborative_skills = 100)** in the three pooled years, after filters are applied.

Number of supervisors with a valid response$_{Y3\text{-}Y1}$ is the total number of supervisors who had a valid response **(collaborative_skills in (0,100))**, i.e. responded to at least three of the five collaborative skills items in the three pooled years, after filters are applied.

The 90 per cent confidence interval for the collaborative skills indicator is calculated as follows:

$$90\%CI_{CS} = \widetilde{CS}_{pooled} \pm z_{\frac{\propto}{2}} \times SE_{\widetilde{CS}}$$

$$= \widetilde{CS}_{pooled} \pm z_{0.05} \times \sqrt{\frac{\widetilde{CS}_{pooled} \times \left(1 - \widetilde{CS}_{pooled}\right)}{\tilde{n}}}$$

$$\widetilde{CS}_{pooled} = \frac{\tilde{y}}{\tilde{n}}$$

$$\tilde{y} = \text{Number of supervisors satisfied with the collaborative skills of their graduate}_{Y3-Y1} + \frac{z^2{}_{0.05}}{2}$$

$$= \text{Number of supervisors satisfied with the collaborative skills of their graduate}_{Y3-Y1} + \frac{1.645^2}{2}$$

$$\tilde{n} = \text{Number of supervisors with valid reponse}_{Y3-Y1} + z^2{}_{0.05}$$
$$= \text{Number of supervisors with valid reponse}_{Y3-Y1} + 1.645^2$$

Where:

$\widetilde{CS}_{pooled}$ is an adjusted estimated proportion used only in confidence interval calculations

$z_{0.05}$ is the 95th quantile from the standard Normal distribution ~ N(0,1)

The restrictions for this indicator can be found in **Table 23.**

A4.4.5 Technical skills

The technical skills indicator is defined as the proportion of supervisors who were satisfied with the technical skills of their graduate. The indicator can be expressed as 'the proportion of supervisors who were satisfied with the technical skills of their graduate'.

The technical skills indicator is calculated as follows:

$$TS_{pooled} = \frac{\text{Number of supervisors satisfied with the technical skills of their graduate}_{Y3-Y1}}{\text{Number of supervisors with valid reponse}_{Y3-Y1}}$$

Where:

Number of supervisors satisfied with the technical skills of their graduate$_{Y3\text{-}Y1}$ is the total number of supervisors whose technical skills scale score was at least 55 out of 100 **(technical_skills = 100)** in the three pooled years, after filters are applied.

Number of supervisors with a valid response$_{Y3\text{-}Y1}$ is the total number of supervisors who had a valid response **(technical_skills in (0,100))**, i.e. responded to at least four of the six technical skills items in the three pooled years, after filters are applied.

The 90 per cent confidence interval for the technical skills indicator is calculated as follows:

$$90\%CI_{TS} = \widetilde{TS}_{pooled} \pm z_{\frac{\propto}{2}} \times SE_{\widetilde{TS}}$$

$$= \widetilde{TS}_{pooled} \pm z_{0.05} \times \sqrt{\frac{\widetilde{TS}_{pooled} \times \left(1 - \widetilde{TS}_{pooled}\right)}{\tilde{n}}}$$

$$\widetilde{TS}_{pooled} = \frac{\tilde{y}}{\tilde{n}}$$

$$\tilde{y} = \text{Number of supervisors satisfied with the technical skills of their graduate}_{Y3-Y1} + \frac{z^2{}_{0.05}}{2}$$

$$= \text{Number of supervisors satisfied with the technical skills of their graduate}_{Y3-Y1} + \frac{1.645^2}{2}$$

$$\tilde{n} = \text{Number of supervisors with valid reponse}_{Y3-Y1} + z^2{}_{0.05}$$
$$= \text{Number of supervisors with valid reponse}_{Y3-Y1} + 1.645^2$$

Where:

$\widetilde{TS}_{pooled}$ is an adjusted estimated proportion used only in confidence interval calculations

$z_{0.05}$ is the 95th quantile from the standard Normal distribution ~ N(0,1)

The restrictions for this indicator can be found in **Table 23.**

A4.4.6 Employability skills

The employability skills indicator is defined as the proportion of supervisors who indicated they were satisfied with the employability skills of their graduate. The indicator can be expressed as 'the proportion of supervisors who were satisfied with the employability skills of their graduate'.

The employability skills indicator is calculated as follows:

$$ES_{pooled} = \frac{\text{Number of supervisors satisfied with the employability skills of their graduate}_{Y3-Y1}}{\text{Number of supervisors with valid reponse}_{Y3-Y1}}$$

Where:

Number of supervisors satisfied with the employability skills of their graduate$_{Y3\text{-}Y1}$ is the total number of supervisors whose employability skills scale score was at least 55 out of 100 **(employability_skills = 100)** in the three pooled years, after filters are applied.

Number of supervisors with a valid response$_{Y3\text{-}Y1}$ is the total number of supervisors who had a valid response **(employability_skills in (0,100))**, i.e. responded to at least six of the eight employability skills items in the three pooled years, after filters are applied.

The 90 per cent confidence interval for the employability skills indicator is calculated as follows:

$$90\%CI_{ES} = \widetilde{ES}_{pooled} \pm z_{\frac{\propto}{2}} \times SE_{\widetilde{ES}}$$

$$= \widetilde{ES}_{pooled} \pm z_{0.05} \times \sqrt{\frac{\widetilde{ES}_{pooled} \times \left(1 - \widetilde{ES}_{pooled}\right)}{\tilde{n}}}$$

$$\widetilde{ES}_{pooled} = \frac{\tilde{y}}{\tilde{n}}$$

$$\tilde{y} = \text{Number of supervisors satisfied with the employability skills of their graduate}_{Y3-Y1} + \frac{z^2{}_{0.05}}{2}$$

$$= \text{Number of supervisors satisfied with the employability skills of their graduate}_{Y3-Y1} + \frac{1.645^2}{2}$$

$$\tilde{n} = \text{Number of supervisors with valid reponse}_{Y3-Y1} + z^2{}_{0.05}$$
$$= \text{Number of supervisors with valid reponse}_{Y3-Y1} + 1.645^2$$

Where:

$\widetilde{ES}_{pooled}$ is an adjusted estimated proportion used only in confidence interval calculations

$z_{0.05}$ is the 95th quantile from the standard Normal distribution ~ N(0,1)

The restrictions for this indicator can be found in **Table 23.**

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For more information on the conduct and results of the 2024 ESS see the Quality Indicators for Learning and Teaching (QILT) website: **qilt.edu.au**

The QILT team can be contacted by email at: qilt@srcentre.com.au.

SES Student Experience Survey

GOS Graduate Outcomes Survey

GOS–L Graduate Outcomes Survey – Longitudinal

ESS Employer Satisfaction Survey

QILT Quality Indicators for Learning and Teaching