QILT
Quality Indicators for Learning and Teaching

GOS
Graduate Outcomes Survey

SHORT-TERM GRADUATE OUTCOMES IN AUSTRALIA

February 2023

2022 Graduate Outcomes Survey

Acknowledgements

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

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

For more information on the conduct and results of the 2022 GOS see the QILT website: www.qilt.edu.au. The QILT team can be contacted by email at qilt@srcentre.com.au.

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1. Introduction

The Graduate Outcomes Survey (GOS) National Report focuses on the main indicators over time as outlined on the Quality Indicators for Learning and Teaching (QILT) website such as labour market outcomes (rates of full-time employment, overall employment, labour force participation and median full-time salaries), further study outcomes and graduate satisfaction. The report also discusses some areas of focus such as the impact of the COVID-19 pandemic gender differences and the gender pay gap, skills utilisation across graduate occupations and reasons for skills based or time based "underemployment". The GOS also collects information relevant to themes beyond the scope of this report, such as the importance of the course, how well the course prepared graduates for work and further study, and more detailed labour force breakdowns, including graduates working in their own businesses, unpaid work, and unemployment levels.

Reporting of graduate labour market outcomes, skills utilisation and further study in this report focus on domestic graduates only. Graduate satisfaction focuses on all graduates, that is, both domestic and international graduates combined. This report is supported by a **PowerBI workbook** which allows readers to further explore the data presented in this report. It is also supported by a set of additional static **Excel tables** which provide additional data and detail out of scope of this report, but which may be of interest to the reader. Results from the GOS for international graduates are published in an International Report on the **QILT website**. Although international graduates have always been in-scope for the GOS, labour market results have only been published annually from 2021.

The GOS was first implemented in 2016 to replace the Australian Graduate Survey (AGS). The AGS comprised the Graduate Destinations Survey (GDS), which had been in place since the 1970s, the Course Experience Questionnaire (CEQ) and Postgraduate Research Experience Questionnaire (PREQ), which had been in place since the 1990s. Please note that the introduction of the GOS in 2016 represented a break in time series from the previous AGS. This break is represented as a break in the line on time series charts in this report. More information can be found in the **2016 GOS Methodological Report**.

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

The following report provides high level results from the 2022 GOS. Further detail is available from **https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos).**

2. Labour market outcomes

2.1 Undergraduate employment

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

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

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

78.5%
undergraduates in full-time employment (2022)

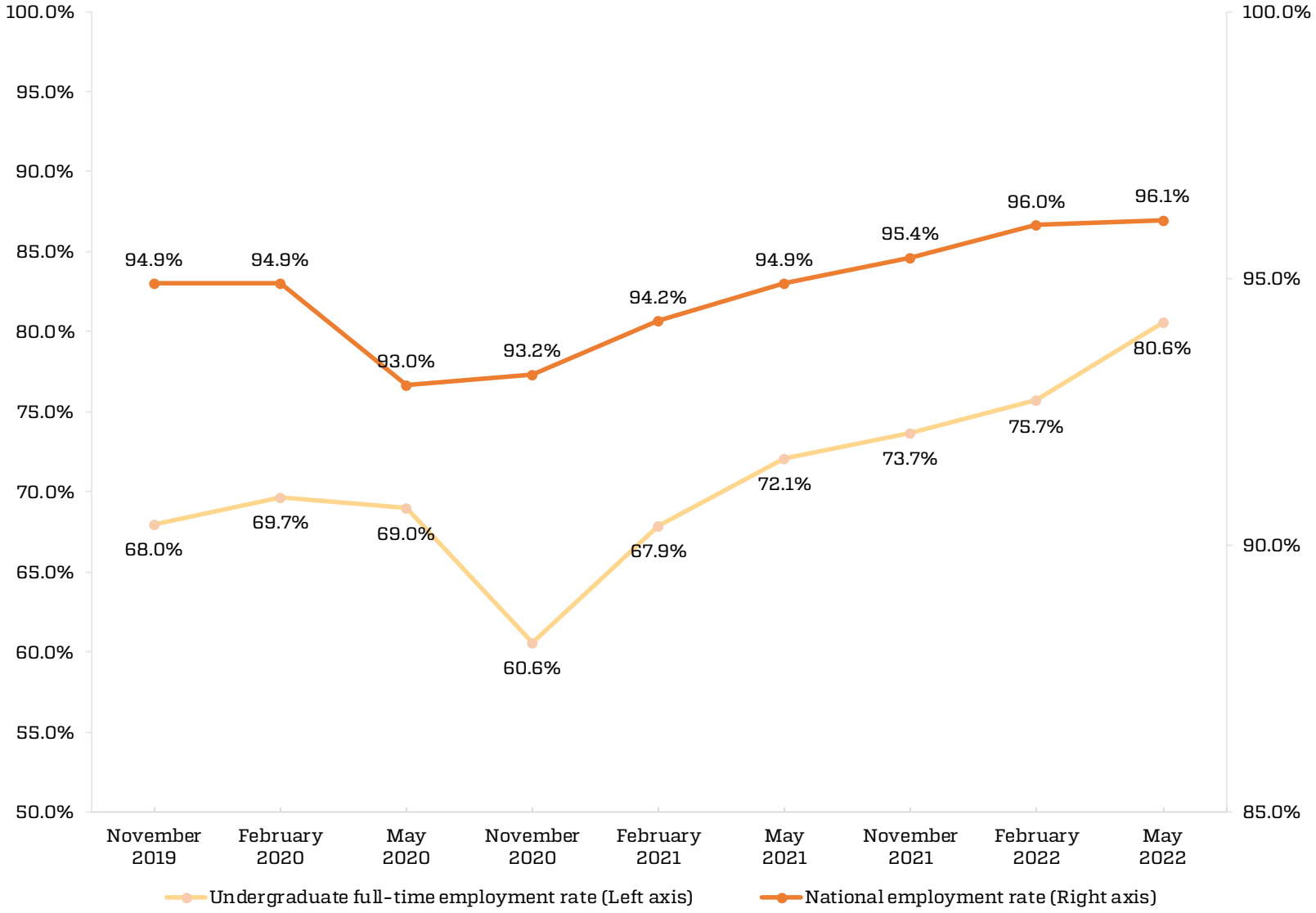
88.3%
undergraduates in overall employment (2022)

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

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

Results by survey round therefore indicate greater turbulence in the graduate labour market than is suggested by the aggregate annual results. This is consistent with results from the Australian Bureau of Statistics (ABS) Labour Force Survey (LFS) which show that the national unemployment rate increased from 5.1 per cent in November 2019 to a peak of 7.5 per cent in July 2020, before falling to 5.1 per cent in May 2021 and 3.9 per cent in May 2022 (seasonally adjusted). Figure 1 shows the relationship between the graduate full-time employment rate measured by the GOS, and the national employment rate (the inverse of the unemployment rate) measured by the LFS. Both measures show a marked decline in mid to late 2020 followed by recovery from early to mid-2021, with continued improvement into 2022.

Figure 1 **Undergraduate full-time employment and national employment rates by collection period, 2020-2022**



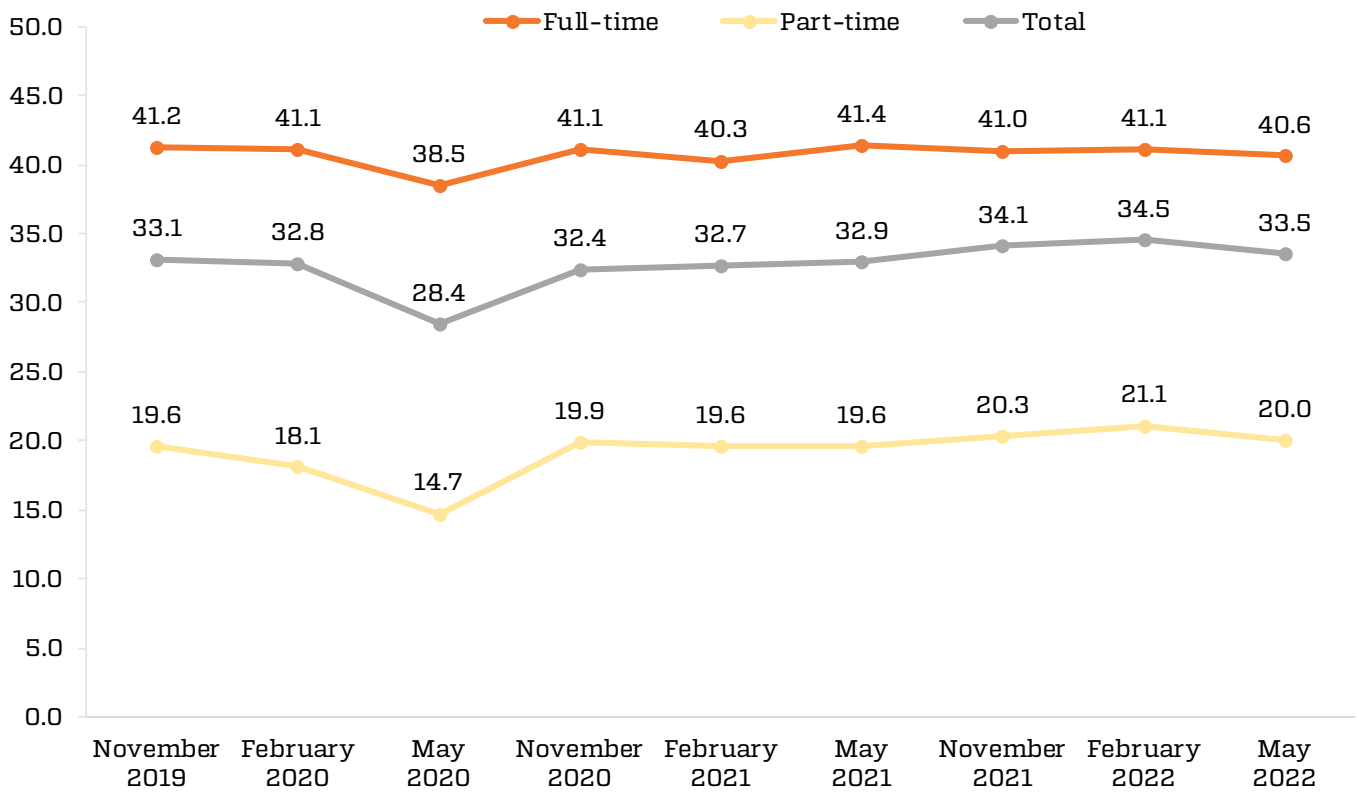
The GOS undergraduate full-time employment rate and ABS national employment rate showed continued recovery into 2022.

The GOS follows ABS concepts and definitions in measuring employment. This means graduates are considered employed if they work at least one hour in the survey reference week, or usually work one hour per week. Graduates are considered to be employed full-time if they actually work 35 hours per week or more, or usually work that many hours in all their current jobs combined. Examining the hours actually worked by employed graduates therefore provides an additional insight into employment trends.

As shown in Figure 2, the average number of actual hours worked by employed undergraduates dipped markedly in the May period of the 2020 GOS but returned to pre-COVID levels from the November period of 2021. In the 2022 GOS, average full-time hours remained consistent with those reported in 2021, while part-time hours were higher in each of the 2022 survey periods in comparison to the corresponding 2021 survey periods.

In 2022 for undergraduates, average full-time hours remained consistent, while average part-time hours were higher in each of the 2022 survey rounds compared to 2021.

Figure 2 **Average hours worked per week for employed undergraduates by full-time / part-time status and survey round, 2020-2022**



2.2 Study level

Employment rates improved markedly across all study levels between 2021 and 2022. The undergraduate full-time employment rate increased 9.6 percentage points from 68.9 per cent in 2021 to 78.5 per cent in 2022. For postgraduate coursework graduates, full-time employment rose from 84.9 per cent in 2021 to 89.4 per cent in 2022, an increase of 4.5 percentage points. The full-time employment rate among postgraduate research graduates also increased from 77.7 per cent in 2021 to 84.7 per cent in 2022, a rise of 7.0 percentage points.

A similar recovery was seen for overall employment. As seen in Table 2, the largest increase in overall employment rates was among postgraduate research graduates, with a rise of 3.8 percentage points along with rises of 3.5 percentage points among undergraduates and 2.5 percentage points among postgraduate coursework graduates. Labour force participation rates continued to increase among undergraduates from 92.0 per cent in 2021 to 92.4 per cent in 2022, and postgraduate coursework graduates from 95.4 per cent to 95.6 per cent. There was no change in the labour force participation rate among postgraduate research graduates which remained at 94.8 per cent.

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

Higher level qualifications generally lead to improved salary outcomes in addition to improved employment outcomes. The median salary of undergraduates employed full-time in 2022 was $68,000 per year, while for postgraduate coursework graduates it was $91,600, and for postgraduate research graduates it was $96,000, as shown in Table 2. This equates to an increase of 4.6 per cent between 2021 and 2022 for undergraduates, with more moderate increases of 2.1 per cent and 1.1 per cent at postgraduate coursework and postgraduate research levels respectively. Self-reported salary data should be interpreted with some caution and other explanatory factors, such as time in employment and previous employment experience, are likely to vary between study levels.

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

78.5%
undergraduates in full-time employment (2022)

89.4%
postgraduate coursework graduates in full-time employment (2022)

84.7%
postgraduate research graduates in full-time employment (2022)

Table 2 **Graduate employment and study outcomes by study level, 2020-2022**

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

2.3 Time series

The undergraduate full-time employment rate of 78.5 per cent in 2022 is a large increase on the 68.9 per cent seen in 2021 and is the highest rate of employment recorded since 2009, as shown by Table 3. The undergraduate overall employment rate recovered strongly from the lowest rate on record in 2021 to 88.3 per cent in 2022, a rise of 3.5 percentage points. The postgraduate coursework full-time employment rate also recovered strongly, increasing from 84.9 per cent in 2021 to 89.4 in 2022. Similarly, the postgraduate research graduate full-time employment rate of 84.7 per cent is the highest recorded since the 85.3 per cent reported in 2009. Note that the introduction of the GOS necessitates a break in time series between 2015 and 2016 and should be considered when interpreting results.

Table 3 **Full-time and overall employment rates by study level, 2009-2022 (%)**

	Undergraduate		Postgraduate coursework		Postgraduate research	
	Full-time employment	Overall employment	Full-time employment	Overall employment	Full-time employment	Overall employment
2009	79.2	92.7	87.6	94.5	85.3	94.6
2010	76.2	91.8	86.4	94.1	84.6	93.9
2011	76.3	91.6	85.0	93.6	83.0	93.1
2012	76.1	91.7	85.4	93.9	81.9	93.6
2013	71.3	90.0	83.2	92.6	78.5	91.2
2014	68.1	89.2	82.5	93.1	75.8	91.0
2015	68.8	89.5	82.7	92.7	73.0	89.1
2016	70.9	86.4	85.1	92.4	80.1	90.3
2017	71.8	86.5	86.1	92.6	80.4	90.6

68.0k
undergraduate median full-time salary (2022)

91.6k
postgraduate coursework graduate median full-time salary (2022)

96.0k
postgraduate research graduate median full-time salary (2022)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	Full-time employment	Overall employment	Full-time employment	Overall employment	Full-time employment	Overall employment
2018	72.9	87.0	86.9	92.9	82.3	91.8
2019	72.2	86.8	86.8	92.7	81.1	90.7
2020	68.7	85.1	85.6	91.6	80.1	90.0
2021	68.9	84.8	84.9	90.8	77.7	88.1
2022	78.5	88.3	89.4	93.3	84.7	91.9

Over the longer term the gender gap in graduate salaries has tended to narrow, though change has been slow, and the gender gap remains, as shown by Table 4. In 2009, female undergraduates earned $47,000, which was $3,000 or 6.0 per cent lower than their male counterparts. As noted above, in 2022, the gender pay gap[1] in undergraduate median salaries had decreased to $2,000 or 2.9 per cent, down from 3.9 per cent in 2021. Similarly, the gender gap in postgraduate coursework salaries has declined over time, with females earning $15,000 or 19.2 per cent lower in 2009 in comparison with a gender pay gap of $10,800 or 10.8 per cent in 2022. The gender gap in postgraduate research graduate salaries has also tended to decline over time, falling from $3,000 or 4.3 per cent in 2009 to $2,100 or 1.0 per cent in 2022.

Table 4 **Median salaries by gender and level of study, 2009-2022[2] ($)**

	Undergraduate		Postgraduate coursework		Postgraduate research	
	Females	Males	Females	Males	Females	Males
2009	47,000	50,000	63,000	78,000	67,000	70,000
2010	48,000	50,000	65,000	80,000	70,000	72,000
2011	50,000	52,000	68,000	80,000	73,000	75,000
2012	50,000	55,000	70,000	85,000	75,000	79,000
2013	51,630	55,000	70,000	87,000	78,300	80,000
2014	51,600	55,000	72,000	90,000	80,000	82,000
2015	53,000	55,000	73,000	90,000	80,300	84,000
2016	56,400	60,000	75,700	90,000	83,300	88,300
2017	59,000	60,100	76,000	91,000	86,000	89,800

1 The gender pay gap is calculated as 100 x (Male salaries – Female salaries)/Male salaries consistent with the methodology used by the Workplace Gender Equality Agency (WGEA)

2 2009 to 2015 based on graduates aged less than 25 and in first full-time employment

Percentage difference between **male** and **female** graduate **median full-time salaries**

2.9%
undergraduates (2022)

10.8%
postgraduate coursework graduates (2022)

1.0%
postgraduate research graduates (2022)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	Females	Males	Females	Males	Females	Males
2018	60,000	63,000	79,000	92,500	90,000	90,200
2019	61,500	64,700	81,300	95,000	90,000	92,000
2020	63,400	65,000	83,500	96,000	91,900	95,000
2021	64,200	66,800	85,000	99,000	93,900	96,000
2022	**67,400**	**69,400**	**89,200**	**100,000**	**96,000**	**97,000**

2.4 Underemployment

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

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

13.9%

of undergraduates employed part-time were seeking to work more hours, with **41.1%** of those citing there being 'no more hours available in their current postition'.

Table 5 **Main reason not working more hours, of undergraduates employed part-time by preference for more hours, 2022 (%)**

	Seeking more hours			Not seeking more hours		
	Female	Male	Total	Female	Male	Total
Studying	17.2	20.4	18.1	38.4	51.1	41.3
Short-term illness or injury	0.5	0.5	0.5	0.1	0.1	0.1
Long-term health condition or disability	0.6	0.2	0.4	2.0	1.5	1.9
Caring for children	4.9	1.4	3.8	10.6	1.7	8.5
Caring for family member with a health condition or disability	0.1	0.1	0.1	0.9	0.2	0.8
Subtotal – Personal factors	**23.3**	**22.5**	**23.0**	**51.9**	**54.6**	**52.5**
No suitable jobs in my area of expertise	8.2	10.2	8.9	0.6	0.9	0.7
No suitable jobs in my local area	4.7	4.5	4.6	0.2	0.5	0.3
Considered to be too young by employers	1.0	0.9	1.0	0.0	0.0	0.0

	Seeking more hours			Not seeking more hours		
	Female	Male	Total	Female	Male	Total
Considered too old by employers	0.7	0.8	0.7	0.1	0.2	0.1
No jobs with a suitable number of hours	4.1	4.0	4.0	0.1	0.5	0.2
No more hours available in current position	42.5	38.0	41.1	1.8	2.0	1.9
Subtotal – Labour market factors	**61.2**	**58.4**	**60.3**	**2.8**	**4.1**	**3.1**
Other	15.5	19.2	16.7	45.2	41.4	44.4
Employed part-time (as % of all employed)	**14.3**	**13.2**	**13.9**	**19.2**	**11.4**	**16.6**

2.5 Demographic group

As was the case in previous years, older undergraduates and undergraduates that studied externally (undertaken all their study off-campus) were more likely to be in full-time employment in 2022, with rates of 79.5 per cent and 84.1 per cent respectively, as shown in Table 6. This may be associated with these graduates being more likely to have an ongoing relationship with an employer while studying. Older graduates were 1.2 percentage points more likely to be employed full-time than graduates aged 30 or younger, but 3.9 percentage points less likely to be participating in the labour force. Graduates who completed their studies externally were 6.9 percentage points more likely to be employed full-time than those who had completed internal or mixed mode studies (attended some or all their classes on-campus) and were also 2.1 percentage points more likely to be employed, but 2.0 percentage points less likely to participate in the labour force.

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

In 2022, graduates from higher socio-economic status (SES) categories had a better rate of full-time employment, with 79.8 per cent of high SES undergraduates employed full-time compared with 78.9 per cent of those in medium SES and 76.6 per cent in the low SES category. In a change from 2021, medium SES graduates had the highest rate of overall employment, with 89.1 per cent. Labour force participation followed a similar pattern, with 92.9 per cent of medium SES undergraduates participating in the labour force compared to 92.1 per cent and 91.9 per cent for high or low SES undergraduates respectively.

Full-time and overall employment rates of undergraduates from regional or remote areas remained higher than for those from metropolitan areas. Regional / remote graduates' full-time employment rate was 83.0 per cent compared with 77.6 per cent for metropolitan graduates, a difference of 5.4 percentage points. Similarly, 90.9 per cent of regional/remote graduates were employed overall, compared with 87.9 per cent for metropolitan areas. Those in regional/remote areas were marginally more likely to participate in the labour force, with a participation rate of 92.5 per cent compared with 92.4 per cent for metropolitan areas.

Table 6 **Undergraduate employment outcomes by demographic group, 2021-2022**

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

2.6 Study area

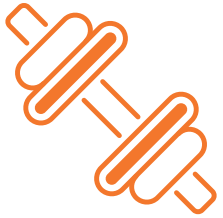
As shown in Table 7, undergraduate full-time employment ranged from a high of 96.5 per cent for Rehabilitation graduates, down to 57.3 per cent for Creative arts graduates. In 2022, an increase in undergraduate full-time employment was seen across all study areas. The largest increases were recorded in Humanities, culture and social sciences, up from 57.9 per cent in 2021 to 72.9 per cent in 2022, an increase of 15.0 percentage points, Agriculture and environmental studies up 13.8 percentage points, Architecture and built environment up 13.6 percentage points, Communications up 13.2 percentage points, Psychology up 11.8 percentage points, Business and management and Science and mathematics, up 11.4 percentage points respectively.

Table 7 **Undergraduate employment outcomes by study area, 2021-2022[3] (%)**

Study area	Full-time employment		Overall employment		Labour force participation rate	
	2021	2022	2021	2022	2021	2022
Science and mathematics	61.1	72.5	81.5	86.1	84.8	87.5
Computing and information systems	67.9	76.6	77.5	83.1	94.5	94.2
Engineering	80.3	87.5	86.6	90.8	95.0	95.5
Architecture and built environment	65.2	78.8	82.4	87.6	95.0	93.4
Agriculture and environmental studies	69.5	83.3	85.9	90.8	92.3	89.8
Health services and support	72.5	78.5	88.4	90.1	93.1	92.5
Medicine	90.2	93.0	92.9	93.0	92.5	91.8
Nursing	74.2	82.6	88.8	90.9	95.8	95.5
Pharmacy	95.0	96.2	93.6	96.9	94.7	94.2
Dentistry	84.5	86.6	94.5	91.2	91.7	94.0
Veterinary science	87.0	89.9	90.6	94.7	87.5	93.5
Rehabilitation	94.4	96.5	96.0	96.7	97.8	97.6
Teacher education	79.1	86.7	91.1	93.0	94.8	94.1
Business and management	72.8	84.2	86.3	90.1	95.9	95.9
Humanities, culture and social sciences	57.9	72.9	81.7	86.6	89.9	91.1

96.5%

full-time employment rate of Rehabilitation undergraduates - highest (2022)



57.3%

full-time employment rate of Creative arts undergraduates - lowest (2022)

3 Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

Study area	Full-time employment		Overall employment		Labour force participation rate	
	2021	2022	2021	2022	2021	2022
Social work	70.7	77.4	84.7	87.3	94.2	94.7
Psychology	60.2	72.0	83.5	87.3	87.1	90.0
Law and paralegal studies	72.5	80.2	84.3	87.4	94.9	94.3
Creative arts	49.2	57.3	78.2	81.2	90.6	90.2
Communications	55.2	68.4	81.5	86.5	89.0	89.9
Tourism, hospitality, personal services, sport and recreation	58.7	65.1	82.1	89.4	91.2	96.2
All study areas	**68.9**	**78.5**	**84.8**	**88.3**	**92.0**	**92.4**
Standard deviation	13.0	10.1	5.3	4.0	3.3	2.6

96.9%

overall employment rate of Pharmacy undergraduates - highest (2022)

Median undergraduate full-time salaries in 2022 ranged between study areas from a high of $100,000 down to $52,200, with a standard deviation of $9,800, as shown by Table 8. The areas with the highest graduate salaries were Dentistry at $100,000, Medicine $79,800, Social work $75,000, Teacher education $72,200, and Engineering $71,500.

The study areas with the lowest full-time median undergraduate salaries were Pharmacy at $52,200, Tourism, hospitality, personal services, sport and recreation $54,800, Creative arts $56,800, and Communications $60,000. The variation in salary between study areas was higher for male graduates, with a standard deviation of $10,900 compared to $10,100 for female graduates.

The gender gap in undergraduate salaries immediately upon graduation can be explained, in part, by the fact that females are more likely to graduate from study areas which receive lower levels of remuneration. However, it is also the case that at the undergraduate level, females earn less overall than their male counterparts within most study areas.

The study areas which exhibit the highest gaps between male and female salaries include Tourism, hospitality, personal services, sport and recreation with a gap of $9,400, Architecture and built environment $8,000, Creative arts $5,000, and Law and paralegal studies $4,800. In 2022, Agriculture and environmental studies, Social work, Computing and information systems, and Business and management were the exceptions where female undergraduate median salaries are higher than or equal to their male counterparts. This demonstrates that beyond subject choice, the gender gap in median graduate salaries persists due to a range of other factors such as occupation, age, experience, personal factors, and possible inequalities within workplaces.

81.2%

overall employment rate of Creative arts undergraduates - lowest (2022)

Table 8 **Undergraduate median full-time salaries by study area, 2021-2022[4] ($)**

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

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

100.0k

Median undergraduate salary, Dentistry – highest (2022)

52.2k

Median undergraduate salary, Pharmacy - lowest (2022)

4 Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

2.7 Institution

Employment and salary outcomes vary across institutions. It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, study mode, the composition of the student population and variations in state / territory and regional labour markets can have an impact on institution results. Note also that the figures in parentheses in the tables that follow indicate the confidence intervals for the survey estimates. Since the number of survey responses for each institution can be relatively small, the confidence intervals may overlap for survey estimates from one year to the next, broadly indicating the change in labour market outcomes may not be statistically significant. To assist interpretation of results, 90 per cent confidence intervals are included. The calculation of these confidence intervals is detailed in Appendix 4.

2.7.1 Universities

All universities with comparison data available recorded an increase in undergraduate full-time employment between 2021 and 2022, as shown by Table 9. Universities with the highest full-time employment rates in 2022 were Charles Sturt University, 90.7 per cent, Central Queensland University, 86.9 per cent, University of New England, 86.8 per cent, The University of Notre Dame Australia, 85.5 per cent, and The University of Sydney 83.7 per cent. It should be noted that as course offerings differ between institutions, factors such as the study mode and study areas offered may explain some of the variation in results between institutions.

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

All universities saw an increase in undergraduate full-time employment rates between 2021 and 2022.

Table 9 **Undergraduate full-time employment and overall employment rate by university, 2021-2022 (%)**

University	Full-time employment		Overall employment	
	2021	2022	2021	2022
Australian Catholic University	73.6 (72.0, 75.2)	82.5 (80.7, 84.0)	89.2 (88.3, 90.0)	90.9 (89.8, 91.8)
Avondale University*	90.9 (82.2, 94.9)	77.4 (64.2, 86.2)	90.7 (83.4, 94.2)	92.7 (83.6, 96.5)
Bond University	67.3 (60.8, 72.9)	72.2 (64.0, 78.8)	79.7 (75.2, 83.1)	82.1 (76.3, 86.3)
Central Queensland University	83.4 (80.9, 85.6)	86.9 (85.0, 88.6)	90.2 (88.5, 91.5)	93.3 (92.1, 94.2)
Charles Darwin University	76.5 (73.5, 79.2)	80.4 (77.6, 82.9)	87.4 (85.5, 89.0)	88.2 (86.3, 89.7)
Charles Sturt University	84.6 (82.9, 86.1)	90.7 (89.4, 91.8)	90.8 (89.6, 91.8)	94.5 (93.6, 95.2)
Curtin University	70.1 (68.1, 72.1)	82.2 (80.5, 83.9)	87.7 (86.4, 88.8)	90.6 (89.4, 91.7)
Deakin University	67.7 (65.9, 69.3)	79.7 (78.4, 81.0)	86.0 (84.9, 87.0)	90.8 (90.0, 91.5)
Edith Cowan University	62.6 (60.0, 65.1)	75.7 (73.5, 77.8)	82.8 (81.1, 84.4)	88.0 (86.7, 89.2)

University	Full-time employment		Overall employment	
	2021	2022	2021	2022
Federation University Australia	70.6 (66.4, 74.3)	80.3 (76.7, 83.3)	88.5 (86.2, 90.3)	90.5 (88.5, 92.1)
Flinders University	66.3 (63.6, 68.9)	76.2 (73.7, 78.4)	83.0 (81.3, 84.5)	88.4 (87.1, 89.5)
Griffith University	59.2 (57.0, 61.3)	72.5 (70.6, 74.3)	81.4 (79.9, 82.8)	85.6 (84.3, 86.7)
James Cook University	78.0 (75.3, 80.3)	82.1 (79.5, 84.4)	87.5 (85.7, 89.0)	89.9 (88.1, 91.3)
La Trobe University	70.1 (67.9, 72.3)	79.6 (77.6, 81.4)	85.3 (83.9, 86.5)	89.4 (88.2, 90.4)
Macquarie University	66.9 (64.8, 68.8)	76.7 (74.9, 78.3)	85.3 (83.9, 86.5)	87.5 (86.3, 88.5)
Monash University	70.3 (68.8, 71.8)	80.9 (79.6, 82.2)	84.6 (83.6, 85.5)	89.0 (88.2, 89.8)
Murdoch University	62.3 (58.9, 65.5)	73.1 (69.8, 76.1)	82.7 (80.5, 84.6)	89.6 (87.7, 91.2)
Queensland University of Technology	67.1 (65.5, 68.7)	79.3 (77.9, 80.6)	85.6 (84.6, 86.6)	89.7 (88.8, 90.5)
RMIT University	63.4 (61.8, 65.0)	72.4 (70.8, 73.9)	81.8 (80.6, 82.8)	84.5 (83.4, 85.4)
Southern Cross University	74.5 (71.2, 77.5)	79.3 (76.1, 82.0)	88.4 (86.5, 90.0)	90.6 (88.8, 92.1)
Swinburne University of Technology	66.6 (64.5, 68.6)	78.1 (76.2, 79.9)	85.5 (84.2, 86.7)	87.1 (85.7, 88.2)
The Australian National University	67.6 (64.8, 70.3)	78.8 (76.5, 80.8)	85.5 (83.6, 87.1)	87.3 (85.8, 88.5)
The University of Adelaide	66.5 (64.2, 68.7)	71.2 (68.9, 73.4)	81.6 (80.2, 83.0)	84.8 (83.3, 86.0)
The University of Melbourne	55.7 (53.3, 58.0)	72.3 (70.3, 74.3)	79.9 (78.6, 81.0)	86.1 (85.0, 87.0)
The University of Notre Dame Australia	77.1 (73.7, 80.1)	85.5 (82.4, 88.0)	89.5 (87.4, 91.2)	91.4 (89.3, 92.9)
The University of Queensland	71.4 (69.6, 73.1)	81.0 (79.4, 82.5)	85.6 (84.4, 86.6)	91.1 (90.1, 91.9)
The University of South Australia	74.6 (72.7, 76.5)	79.6 (77.8, 81.2)	88.2 (87.1, 89.2)	88.8 (87.7, 89.7)
The University of Sydney	71.8 (70.3, 73.1)	83.7 (82.2, 85.1)	86.0 (85.1, 86.7)	88.9 (87.8, 89.9)
The University of Western Australia	57.2 (53.8, 60.6)	72.5 (69.2, 75.4)	83.7 (81.9, 85.4)	86.7 (84.9, 88.2)
Torrens University	59.1 (55.9, 62.2)	68.4 (65.2, 71.5)	79.4 (77.2, 81.3)	83.8 (81.7, 85.5)
University of Canberra	73.5 (70.9, 75.9)	82.3 (80.0, 84.4)	87.8 (86.1, 89.3)	90.8 (89.2, 92.1)
University of Divinity	n/a	80.6 (69.1, 87.7)	80.9 (71.6, 86.8)	87.0 (79.3, 91.3)
University of New England	80.9 (78.8, 82.8)	86.8 (85.1, 88.2)	86.8 (85.3, 88.1)	90.0 (88.8, 91.0)
University of New South Wales	73.9 (72.0, 75.8)	83.5 (81.8, 85.1)	83.5 (82.0, 84.8)	88.5 (87.2, 89.6)
University of Newcastle	76.9 (74.8, 78.8)	81.3 (79.3, 83.1)	90.2 (89.0, 91.3)	89.7 (88.3, 90.8)
University of Southern Queensland	79.2 (77.0, 81.1)	82.9 (81.0, 84.5)	90.3 (88.9, 91.4)	92.5 (91.4, 93.4)
University of Tasmania	72.4 (70.3, 74.4)	81.5 (79.9, 83.0)	85.9 (84.7, 87.0)	88.4 (87.4, 89.2)

University	Full-time employment		Overall employment	
	2021	2022	2021	2022
University of Technology Sydney	71.0 (69.4, 72.6)	78.7 (77.1, 80.2)	85.8 (84.7, 86.8)	89.3 (88.2, 90.3)
University of the Sunshine Coast	59.0 (55.9, 62.0)	75.8 (73.3, 78.1)	81.8 (79.8, 83.5)	89.6 (88.2, 90.8)
University of Wollongong	65.5 (62.7, 68.2)	80.2 (77.9, 82.4)	85.4 (83.5, 87.0)	88.3 (86.6, 89.7)
Victoria University	59.1 (56.3, 61.7)	67.9 (65.1, 70.6)	78.8 (77.0, 80.4)	81.2 (79.4, 82.9)
Western Sydney University	61.8 (60.6, 63.0)	73.4 (71.8, 74.9)	79.2 (78.6, 79.7)	84.0 (82.8, 85.1)
All Universities	**69.2 (68.8, 69.5)**	**79.0 (78.7, 79.3)**	**85.0 (84.8, 85.3)**	**88.5 (88.3, 88.7)**
Standard deviation	7.3	5.1	3.4	2.9

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25). In GOS reports prior to 2022, Avondale University was reported as a NUHEI.
*In GOS reports prior to 2022, Avondale University was reported as a NUHEI.

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

Several institutions had a median undergraduate full-time salary increase from 2021 to 2022 greater than $4,000. These institutions were University of Tasmania, $8,300, La Trobe University, $5,500, RMIT University, $4,700, Murdoch University, $4,600, University of Wollongong, $4,400, and The University of Sydney, $4,100. Repeating the earlier caveat, factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state / territory and regional labour markets, may also impact on salary outcomes.

Many institutions saw a large increase in undergraduate full-time salary outcomes from 2021 to 2022.

Table 10 **Undergraduate labour force participation and median full-time salary by university, 2021-2022**

University	Labour force participation rate (%)		Median full-time salary ($)	
	2021	2022	2021	2022
Australian Catholic University	95.5 (94.9, 96.0)	94.5 (93.6, 95.1)	65,400 (64,300, 66,500)	68,700 (67,500, 70,000)
Avondale University	100.0 (95.0, 100.0)	87.2 (78.2, 92.2)	66,800 (64,900, 68,700)	n/a
Bond University	88.5 (85.0, 90.6)	92.1 (87.8, 94.7)	60,000 (54,500, 65,500)	63,400 (58,200, 68,700)
Central Queensland University	94.4 (93.2, 95.4)	94.1 (93.1, 94.9)	70,000 (67,600, 72,400)	73,100 (71,900, 74,200)
Charles Darwin University	91.5 (90.0, 92.7)	93.7 (92.3, 94.7)	70,000 (66,700, 73,300)	73,100 (71,100, 75,000)
Charles Sturt University	94.0 (93.0, 94.8)	94.4 (93.5, 95.1)	70,000 (69,100, 70,900)	72,800 (71,700, 73,900)
Curtin University	94.6 (93.7, 95.3)	94.4 (93.4, 95.1)	70,000 (68,700, 71,300)	71,000 (69,500, 72,500)

University	Labour force participation rate (%)		Median full-time salary ($)	
	2021	2022	2021	2022
Deakin University	92.3 (91.5, 93.0)	93.7 (93.0, 94.2)	65,000 (63,600, 66,400)	65,200 (64,400, 66,100)
Edith Cowan University	94.6 (93.5, 95.4)	93.5 (92.5, 94.3)	69,000 (67,000, 70,900)	70,000 (69,100, 70,900)
Federation University Australia	93.3 (91.5, 94.6)	92.1 (90.3, 93.4)	67,400 (63,100, 71,700)	68,200 (65,600, 70,900)
Flinders University	89.8 (88.5, 90.9)	92.2 (91.1, 93.1)	66,000 (64,100, 67,900)	67,000 (65,100, 69,000)
Griffith University	92.5 (91.5, 93.4)	93.1 (92.2, 93.8)	61,100 (59,100, 63,100)	65,000 (64,100, 65,900)
James Cook University	93.6 (92.3, 94.6)	93.5 (92.1, 94.6)	67,000 (65,000, 69,000)	69,500 (67,500, 71,500)
La Trobe University	91.8 (90.8, 92.7)	92.3 (91.3, 93.1)	61,500 (59,800, 63,200)	67,000 (65,500, 68,500)
Macquarie University	92.7 (91.7, 93.5)	92.4 (91.5, 93.2)	62,000 (60,100, 63,900)	65,200 (64,200, 66,200)
Monash University	89.9 (89.2, 90.6)	92.4 (91.7, 93.0)	64,400 (63,200, 65,600)	67,000 (65,700, 68,300)
Murdoch University	91.4 (89.8, 92.7)	93.5 (91.9, 94.7)	65,400 (63,500, 67,400)	70,000 (68,700, 71,300)
Queensland University of Technology	96.1 (95.5, 96.6)	94.9 (94.2, 95.4)	62,600 (61,700, 63,600)	65,000 (64,800, 65,200)
RMIT University	93.6 (92.9, 94.2)	93.5 (92.8, 94.1)	60,000 (59,500, 60,500)	64,700 (63,400, 66,000)
Southern Cross University	91.4 (89.7, 92.6)	92.6 (91.0, 93.8)	67,100 (64,700, 69,600)	71,000 (69,300, 72,700)
Swinburne University of Technology	92.1 (91.2, 93.0)	92.7 (91.7, 93.5)	67,900 (65,800, 70,000)	70,000 (68,900, 71,100)
The Australian National University	90.6 (89.1, 91.8)	92.6 (91.5, 93.5)	65,000 (64,100, 65,900)	68,000 (67,400, 68,600)
The University of Adelaide	89.1 (88.0, 90.0)	90.1 (89.0, 91.0)	65,000 (63,500, 66,500)	65,000 (63,900, 66,100)
The University of Melbourne	85.5 (84.5, 86.4)	87.6 (86.7, 88.4)	60,000 (59,600, 60,400)	63,900 (62,500, 65,300)
The University of Notre Dame Australia	95.4 (93.9, 96.4)	94.0 (92.3, 95.3)	67,600 (66,800, 68,400)	68,900 (67,700, 70,100)
The University of Queensland	91.7 (90.8, 92.4)	92.6 (91.7, 93.3)	63,400 (62,500, 64,400)	67,000 (65,900, 68,100)
The University of South Australia	95.1 (94.3, 95.7)	94.3 (93.5, 95.0)	64,700 (63,300, 66,100)	65,500 (64,300, 66,600)
The University of Sydney	92.4 (91.8, 92.9)	92.7 (91.8, 93.4)	65,000 (64,500, 65,500)	69,100 (68,300, 69,800)
The University of Western Australia	85.1 (83.5, 86.5)	89.3 (87.8, 90.5)	60,000 (58,600, 61,400)	62,800 (60,500, 65,100)
Torrens University	92.0 (90.6, 93.2)	89.3 (87.7, 90.6)	60,000 (58,300, 61,700)	58,200 (55,600, 60,800)
University of Canberra	95.3 (94.2, 96.1)	94.0 (92.7, 94.9)	68,600 (66,500, 70,700)	70,000 (68,600, 71,400)
University of Divinity	82.5 (74.7, 87.3)	77.1 (70.4, 81.9)	n/a	n/a
University of New England	91.4 (90.2, 92.3)	91.9 (90.9, 92.8)	72,000 (70,600, 73,400)	74,000 (72,700, 75,300)
University of New South Wales	94.2 (93.3, 95.0)	94.9 (93.9, 95.6)	68,000 (66,700, 69,300)	70,000 (69,400, 70,600)

University	Labour force participation rate (%)		Median full-time salary ($)	
	2021	2022	2021	2022
University of Newcastle	93.5 (92.4, 94.3)	93.1 (92.0, 93.9)	65,700 (64,600, 66,900)	68,900 (68,100, 69,600)
University of Southern Queensland	93.9 (92.8, 94.7)	94.7 (93.8, 95.4)	72,000 (71,000, 73,000)	75,000 (74,000, 76,000)
University of Tasmania	84.9 (83.8, 85.9)	84.1 (83.2, 85.0)	70,000 (68,600, 71,400)	78,300 (75,500, 81,000)
University of Technology Sydney	95.2 (94.5, 95.8)	94.7 (93.9, 95.3)	62,600 (61,800, 63,400)	65,000 (64,800, 65,200)
University of the Sunshine Coast	91.1 (89.7, 92.3)	92.5 (91.3, 93.4)	61,700 (59,100, 64,300)	65,200 (63,500, 67,000)
University of Wollongong	93.6 (92.2, 94.6)	95.0 (93.8, 95.9)	63,400 (62,200, 64,700)	67,800 (66,000, 69,600)
Victoria University	93.3 (92.2, 94.2)	91.6 (90.3, 92.7)	67,400 (65,300, 69,500)	66,300 (63,600, 68,900)
Western Sydney University	91.6 (91.3, 91.7)	93.4 (92.6, 94.1)	64,700 (63,900, 65,500)	67,000 (65,600, 68,500)
All Universities	**92.1 (92.0, 92.3)**	**92.5 (92.4, 92.7)**	**65,000 (64,900, 65,100)**	**68,000 (67,900, 68,100)**
Standard deviation	3.1	3.3	3,500	3,700

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25). In GOS reports prior to 2022, Avondale University was reported as a NUHEI.

2.7.2 NUHEIs

Since the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, data for individual NUHEIs have been pooled across the 2020, 2021 and 2022 surveys to improve the robustness and validity of data, as occurs on the ComparED website. As the data is aggregated, increases in undergraduate labour force indicators seen in 2022 are muted. Using this three-year aggregation, some NUHEIs have full-time undergraduate employment rates over 80 per cent, including Marcus Oldham College, 97.2 per cent, Moore Theological College, 92.3 per cent, and TAFE Queensland, 87.2 per cent. The same caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater variation in course offerings by level of education and study area than among universities.

Table 11 shows undergraduate median full-time salaries for NUHEIs. NUHEIs with the highest reported median full-time undergraduate salaries include Box Hill Institute, $73,900, Melbourne Institute of Technology, $73,600, Tabor College of Higher Education, $71,700, and TAFE NSW, $70,000.

Table 11 **Undergraduate labour force indicators by NUHEI, pooled 2020-2022**

NUHEI	Full-time employment (%)	Overall employment (%)	Labour force participation rate (%)	Median full-time salary ($)
Academy of Information Technology	60.0 (55.1, 64.6)	70.6 (66.3, 74.5)	93.4 (90.8, 95.2)	60,000 (57,300, 62,700)
Adelaide Central School of Art	n/a	79.4 (68.9, 85.6)	75.6 (67.6, 80.6)	n/a
Adelaide College of Divinity	n/a	82.8 (71.9, 88.0)	87.9 (78.8, 91.2)	n/a
Alphacrucis College	69.4 (63.6, 74.5)	82.8 (79.5, 85.5)	84.1 (81.3, 86.4)	57,400 (53,400, 61,400)
Australasian College of Health and Wellness	n/a	96.7 (86.5, 99.1)	93.8 (83.4, 97.3)	n/a
Australian Academy of Music and Performing Arts	n/a	77.8 (65.1, 85.4)	96.4 (86.3, 98.4)	n/a
Australian College of Applied Professions	61.8 (57.6, 65.7)	80.1 (77.5, 82.3)	90.6 (88.8, 92.0)	66,000 (60,600, 71,400)
Australian College of Christian Studies	n/a	n/a	81.5 (69.8, 87.4)	n/a
Australian College of Theology Limited	79.1 (74.2, 83.2)	88.8 (86.3, 90.7)	80.2 (77.7, 82.3)	60,000 (56,200, 63,800)
Australian Institute of Professional Counsellors	n/a	n/a	n/a	n/a
Box Hill Institute	60.8 (52.5, 68.3)	75.8 (69.4, 80.8)	89.2 (84.4, 92.1)	73,900 (63,000, 84,900)
Campion College Australia	n/a	78.9 (68.7, 85.4)	90.5 (82.1, 93.9)	n/a
Canberra Institute of Technology	n/a	88.0 (75.5, 93.1)	96.2 (85.4, 98.2)	n/a
Chisholm Institute	n/a	n/a	n/a	n/a
Christian Heritage College	77.8 (69.1, 84.2)	89.3 (84.3, 92.4)	87.3 (82.6, 90.3)	61,400 (50,900, 71,900)
Collarts (Australian College of the Arts)	50.7 (44.6, 56.7)	80.1 (76.2, 83.3)	92.0 (89.3, 93.9)	53,500 (49,300, 57,700)
Eastern College Australia	n/a	84.4 (73.3, 90.1)	84.2 (74.7, 89.2)	n/a
Endeavour College of Natural Health	69.7 (65.5, 73.5)	87.6 (85.6, 89.3)	91.4 (89.8, 92.7)	60,000 (56,000, 64,000)
Engineering Institute of Technology	n/a	n/a	n/a	n/a
Excelsia College	n/a	n/a	n/a	n/a
Holmes Institute	n/a	n/a	n/a	n/a
Holmesglen Institute	68.4 (58.8, 76.4)	87.1 (80.9, 91.0)	95.5 (90.9, 97.4)	n/a
ICHM	n/a	n/a	n/a	n/a
Ikon Institute of Australia	37.8 (27.2, 50.2)	80.3 (72.9, 85.5)	82.6 (76.4, 86.7)	n/a
International College of Management, Sydney	71.0 (64.1, 76.9)	87.2 (82.0, 90.8)	96.2 (92.5, 97.9)	55,300 (52,300, 58,200)

NUHEI	Full-time employment (%)	Overall employment (%)	Labour force participation rate (%)	Median full-time salary ($)
ISN Psychology Pty Ltd	n/a	76.8 (68.0, 83.1)	81.2 (74.0, 86.0)	n/a
Jazz Music Institute	n/a	n/a	n/a	n/a
Kaplan Business School	n/a	n/a	n/a	n/a
Kaplan Higher Education Pty Ltd		n/a	n/a	
LCI Melbourne	47.2 (36.4, 58.4)	68.5 (60.1, 75.2)	85.7 (79.2, 89.3)	n/a
Le Cordon Bleu Australia	n/a	n/a	n/a	n/a
Macleay College	54.5 (41.8, 66.6)	67.4 (56.3, 76.5)	89.6 (80.9, 94.1)	n/a
Marcus Oldham College	97.2 (93.5, 98.6)	97.4 (93.9, 98.7)	100.0 (97.5, 100.0)	65,000 (57,900, 72,100)
Melbourne Institute of Technology	75.4 (66.5, 82.0)	83.6 (75.7, 88.6)	91.0 (84.6, 94.3)	73,600 (46,400, 100,900)
Melbourne Polytechnic	45.2 (34.6, 56.5)	78.8 (70.8, 84.5)	85.7 (79.2, 89.8)	n/a
Montessori World Educational Institute (Australia)	n/a	n/a	n/a	n/a
Moore Theological College	92.3 (86.6, 95.2)	92.9 (88.4, 95.2)	82.5 (77.8, 85.8)	66,200 (59,500, 72,900)
National Art School	38.0 (28.5, 48.8)	75.7 (69.8, 80.3)	75.7 (71.0, 79.4)	n/a
Perth Bible College	n/a	n/a	n/a	n/a
Photography Studies College (Melbourne)	n/a	78.8 (67.4, 85.8)	89.2 (79.7, 93.3)	n/a
SAE Institute	39.2 (36.4, 42.1)	68.3 (66.2, 70.4)	89.0 (87.6, 90.2)	53,500 (51,100, 56,000)
Sheridan College Inc.		n/a	n/a	
Stott's College	n/a	n/a	n/a	
Sydney College of Divinity	71.1 (58.9, 80.4)	84.0 (77.2, 88.5)	86.2 (80.4, 89.8)	n/a
Tabor College of Higher Education	67.2 (57.9, 75.0)	80.5 (74.1, 85.0)	88.8 (83.7, 91.7)	71,700 (66,400, 77,100)
TAFE NSW	62.0 (57.2, 66.5)	78.3 (74.7, 81.4)	94.4 (92.2, 95.8)	70,000 (63,800, 76,200)
TAFE Queensland	87.2 (78.3, 92.1)	89.7 (82.4, 93.3)	98.3 (93.0, 99.3)	59,500 (54,500, 64,400)
TAFE South Australia	n/a	n/a	n/a	n/a
The Australian College of Physical Education	70.2 (60.7, 77.8)	89.6 (83.4, 93.2)	93.9 (88.7, 96.3)	65,200 (56,900, 73,500)
The Australian Institute of Music	46.2 (39.4, 53.2)	73.7 (68.6, 78.0)	97.5 (94.8, 98.6)	47,200 (39,600, 54,800)
Think Education	62.0 (56.7, 66.9)	82.4 (79.5, 84.8)	90.0 (87.8, 91.6)	65,300 (59,100, 71,600)
UOW College	n/a	51.7 (38.5, 64.7)	74.4 (63.0, 82.5)	n/a

NUHEI	Full-time employment (%)	Overall employment (%)	Labour force participation rate (%)	Median full-time salary ($)
UTS College	38.1 (30.2, 46.7)	64.2 (60.1, 68.0)	76.2 (73.1, 78.9)	n/a
Whitehouse Institute of Design, Australia	46.8 (36.5, 57.4)	60.7 (51.5, 68.9)	92.4 (85.8, 95.7)	n/a
William Angliss Institute	77.8 (63.6, 86.9)	83.8 (72.9, 90.1)	92.5 (83.4, 96.2)	n/a
All NUHEIs	**61.7 (60.6, 62.8)**	**79.5 (78.8, 80.2)**	**88.5 (88.0, 89.0)**	**60,000 (59,000, 61,000)**
Standard deviation	19.0	10.5	8.9	11,300

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

3. Skills utilisation

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

The proportion of undergraduates working in managerial and professional occupations is one measure of skills utilisation. These occupations are defined by the ABS as being commensurate with requiring bachelor level or higher qualifications. As seen in Table 12, 69.4 per cent of undergraduates employed full-time were working in managerial or professional occupations which was higher than the 67.8 reported in 2021. The proportion of postgraduate coursework graduates working in managerial and professional occupations increased by 1.7 percentage points in 2022. A smaller increase of 1.1 percentage points was also seen among postgraduate research graduates.

Table 12 **Graduates employed in managerial and professional occupations by employment type and study level, international and domestic graduates, 2021–2022 (% of those employed)**

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

Another measure of skills utilisation is how well the qualification prepared graduates for their current job. The proportion of undergraduates in full-time employment who reported that their course had prepared them well or very well for their current job was higher in 2022 at 74.8 per cent compared to 74.5 per cent in 2021, but lower than 78.5 per cent in 2020 (see Table 13). The proportion for employed graduates showed a similar trend with 67.3 per cent in 2022, which is higher than the 65.0 per cent in 2021 and lower than 69.2 per cent in 2020.

69.4%
undergraduates employed full-time working in managerial or professional occupations (2022)

86.0%
postgraduate coursework graduates employed full-time working in managerial or professional occupations (2022)

92.9%
postgraduate research graduates employed full-time working in managerial or professional occupations (2022)

Table 13 **Qualification prepared graduate well or very well for current job, by employment type and study level, 2021-2022 (% of those employed)**

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

Graduates were also asked to indicate whether they believed they were working in a job that allowed them to fully use their skills or education. In 2022, 28.3 per cent of undergraduates employed full-time indicated they were working in a job that did not allow them to fully use their skills or education, a decrease from 29.3 per cent in 2021.

More than one quarter, 27.6 per cent of full-time employed undergraduates who reported they were not fully utilising their skills or education in 2022, stated that this was because of personal factors, whilst more than half, 59.1 per cent, indicated it was due to labour market factors (see Table 14). More specifically, the main reason reported by full-time employed undergraduates for working in a job not fully utilising their skills or education was that they are currently in an entry level job / career stepping stone, 28.4 per cent. This was followed by being satisfied with current job, 13.9 per cent, not enough work experience, 11.0 per cent, and no suitable jobs in area of expertise, 8.1 per cent. Overall, 21.8 per cent of employed undergraduates said they did not use their skills or education in their current job because they were engaging in further study, compared to 6.2 per cent of undergraduates in full-time employment, indicating a difference between graduates in full-time and part-time employment.

Table 14 **Undergraduates' main reason for working in job in 2022 that does not fully use skills and education, by employment outcomes (%)**

	Full-time employment	Overall employment
Studying	6.2	21.8
I'm satisfied with my current job	13.9	10.2
For financial reasons	6.2	4.6
Caring for children or family member	1.3	1.7
Long-term health condition or disability	0.0	0.1
Subtotal – Personal factors	**27.6**	**38.4**
No suitable jobs in my area of expertise	8.1	8.7
No suitable jobs in my local area	6.4	6.5

28.3%

of undergraduates employed full-time indicated they were working in a job that does not fully use their skills and education, with **28.4%** of those citing this was due to being in an 'Entry level job / career stepping stone'.

	Full-time employment	Overall employment
Considered to be too young by employers	1.8	1.2
Considered to be too old by employers	0.7	0.6
Not enough work experience	11.0	10.5
No jobs with a suitable number of hours	0.9	1.1
Cannot find a job NFI	0.5	0.7
I had to change jobs due to COVID-19	1.3	1.0
Entry level job / career stepping stone	28.4	18.6
Subtotal - Labour market factors	**59.1**	**48.9**
Other	13.3	12.7
Extent to which skills and education are not fully utilised	**28.3**	**38.5**

4. Further study

In 2022, four months after graduation, 18.6 per cent of undergraduates were engaged in further full-time study which is a decrease from 21.1 per cent in 2021 (see Table 15). Results from 2022 are comparable to those reported in 2020, 18.5 per cent, and 2019, 18.9 per cent. Both postgraduate coursework and postgraduate research graduates were less likely than those who had completed an undergraduate program to move into further study after completing their qualification, at 7.5 per cent and 6.7 per cent, respectively.

Study areas with the highest proportion of undergraduates proceeding to full-time study in 2022 included Science and mathematics, 35.9 per cent, Psychology, 32.6 per cent, Humanities, culture and social sciences, 23.7 per cent, Creative arts, 21.8 per cent and Tourism, hospitality, personal services, sport and recreation, 21.6 per cent. Undergraduates who completed degrees in study areas with a strong vocational orientation tended, not surprisingly, to be less likely to proceed on to further full-time study in 2021. These included Rehabilitation, 3.6 per cent, Nursing, 4.6 per cent, and Social work, 9.1 per cent.

Table 15 **Undergraduate further full-time study status, by original field of study[5], 2021-2022 (%)**

Study area	In full-time study	
	2021	2022
Science and mathematics	41.1	35.9
Computing and Information Systems	11.0	10.1
Engineering	14.3	13.6
Architecture and built environment	20.6	18.0
Agriculture and environmental studies	19.7	13.6
Health services and support	23.2	20.4
Medicine	17.1	16.5
Nursing	4.7	4.6
Pharmacy	12.6	14.0
Dentistry	9.7	13.6
Veterinary science	30.4	20.3

5 Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

Percentage of graduates in **further full-time study**

18.6%
undergraduates (2022)

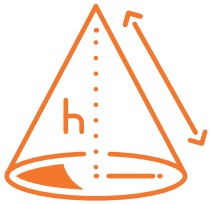
7.5%
postgraduate coursework graduates (2022)

6.7%
postgraduate research graduates (2022)

Study area	In full-time study	
	2021	2022
Rehabilitation	2.8	3.6
Teacher education	8.0	12.1
Business and management	12.5	10.2
Humanities, culture and social sciences	29.4	23.7
Social work	10.0	9.1
Psychology	37.5	32.6
Law and paralegal studies	22.0	19.6
Creative arts	25.9	21.8
Communications	17.4	12.3
Tourism, hospitality, personal services, sport and recreation	29.4	21.6
All study areas	**21.1**	**18.6**

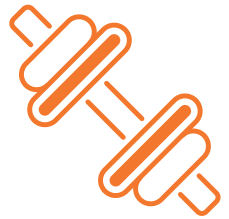
35.9%

undergraduates proceeding to further full-time study, Science and Mathematics - highest (2022)



3.6%

undergraduates proceeding to further full-time study, Rehabilitation - lowest (2022)



In 2022, Society and culture was the most common field of education destination chosen by undergraduates undertaking further full-time study, with 26.8 per cent enrolled in this destination, see Table 16. This was followed by Health, 23.8 per cent, Natural and physical sciences, 15.4 per cent, and Education, 8.5 per cent.

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

Table 16 **Broad field of education destinations of undergraduates undertaking further full-time study, 2021–2022 (%)**

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

Society and culture was the most common field of education destination for undergraduates proceeding to further study, with **26.8%** choosing to study in this area.

5. Satisfaction

5.1 Coursework satisfaction

First administered in 1993, the CEQ invites undergraduate and postgraduate coursework graduates four months after completing their course to express agreement or disagreement on a five-point scale with statements about various aspects of their course. The CEQ statements relate to teaching, generic skills, and Overall satisfaction. The CEQ time series was collected through the AGS, the precursor to the GOS. The change in collection methodology and the way in which these scores were calculated in the GOS, necessitated a break in time series between 2015 and 2016 and should be kept in mind when viewing results.

For the 2021 GOS, at the request of the QILT Working Group, all CEQ statements relating to teaching and generic skills were removed from the core survey instrument. Only the Overall satisfaction item from the CEQ was presented to graduates as part of the core survey. Institutions could continue to include statements relating to teaching and generic skills by adding these as additional, fee-for-service items. Please note, CEQ results are based on responses from both domestic and international graduates.

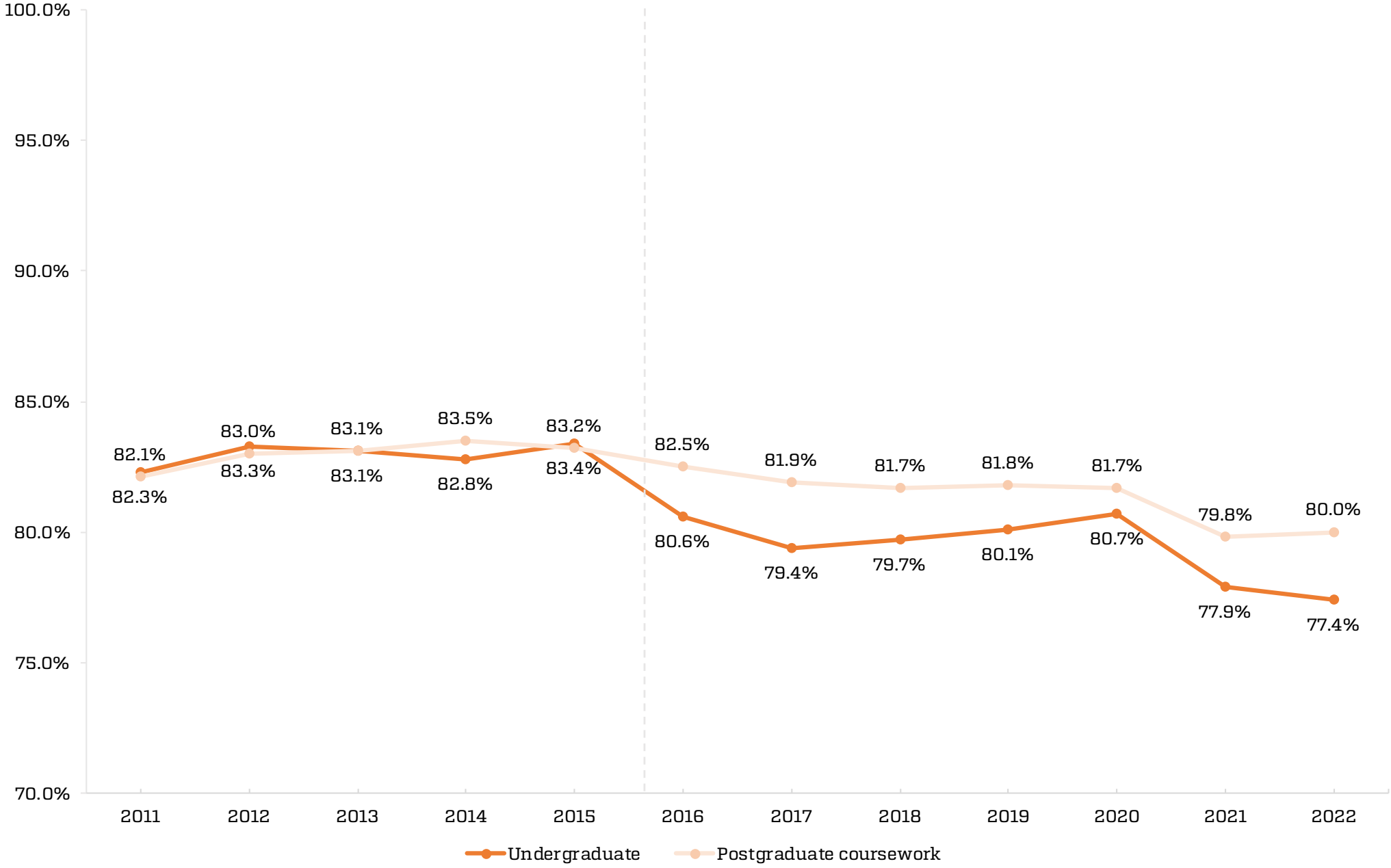
Over six years of the GOS, undergraduate ratings for Overall satisfaction with their completed course have been broadly steady up until 2020, at 80.6 per cent in 2016 and 80.7 per cent in 2020, as seen in Figure 3. Results for 2022 are lower than all previous years, at 77.4 per cent, a further 0.5 percentage point decrease from 2021.

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

77.4%
undergraduate rating for overall satisfaction (2022)

80.0%
postgraduate coursework graduate rating for overall satisfaction (2022)

Figure 3 **Undergraduate and Postgraduate coursework satisfaction, 2011-2022 (% agreement)**



One of the key factors influencing CEQ scores is study area. Table 17 shows Overall satisfaction by study area for undergraduates and postgraduate coursework graduates. In 2022, Overall satisfaction among undergraduates ranged from a high of 88.3 per cent for Agriculture and environmental studies, 83.1 per cent for Social work, and 82.6 per cent for Humanities, culture and social sciences down to 54.8 per cent for Dentistry, 71.8 per cent for Creative Arts, and 71.9 per cent for Engineering.

For postgraduate coursework graduates, Overall satisfaction ranged from a high of 88.0 per cent in Pharmacy, 86.8 per cent in Humanities, culture and social sciences, and 83.4 per cent in Agriculture and environmental studies down to 44.4 per cent in Dentistry, 62.7 per cent in Veterinary science, and 70.2 per cent in Tourism, hospitality, personal services, sport and recreation. The variation in satisfaction across study areas for both undergraduate and postgraduate coursework indicates there is scope for improvement in the interactions between institutions and their students.

Table 17 **Overall satisfaction by course level and study area, 2021–2022 (% agreement)**

Study area	Undergraduate		Postgraduate coursework	
	2021	2022	2021	2022
Science and mathematics	82.6	81.2	79.4	80.0
Computing and information systems	72.5	72.2	72.8	74.7
Engineering	72.3	71.9	74.6	74.6
Architecture and built environment	70.4	72.7	75.7	74.3
Agriculture and environmental studies	81.9	88.3	87.8	83.4
Health services and support	77.8	77.4	84.5	83.2
Medicine	79.6	82.4	73.4	75.7
Nursing	75.9	73.9	80.8	81.5
Pharmacy	84.2	80.4	78.7	88.0
Dentistry	65.6	54.8	61.7	44.4
Veterinary science	78.8	74.2	66.1	62.7
Rehabilitation	82.0	81.9	75.5	75.2
Teacher education	75.3	75.2	81.3	80.8
Business and management	76.5	75.7	81.3	81.8
Humanities, culture and social sciences	83.7	82.6	86.0	86.8
Social work	83.8	83.1	82.2	82.1

Undergraduate overall satisfaction

88.3%

rating for Agriculture and environmental studies (2022) - highest

54.8%

rating for Dentistry (2022) - lowest

Postgraduate overall satisfaction

88.0%

rating for Pharmacy (2022) - highest

44.4%

rating for Dentistry (2022) - lowest

Study area	Undergraduate		Postgraduate coursework	
	2021	2022	2021	2022
Psychology	81.2	80.8	83.0	82.8
Law and paralegal studies	79.9	80.7	77.6	77.1
Creative arts	73.0	71.8	74.4	72.0
Communications	77.4	77.5	80.2	77.8
Tourism, hospitality, personal services, sport and recreation	80.3	81.8	82.3	70.2
All study areas	**77.9**	**77.4**	**79.8**	**80.0**
Standard deviation	5.0	6.9	6.3	9.4

5.2 Postgraduate research satisfaction

The PREQ, administered since 1999, invites postgraduate research graduates four months after completing their degree to express agreement or disagreement on a five-point response frame with statements about various aspects of their degree. The PREQ reports on Overall satisfaction and other items are grouped thematically into the following scales: Supervision, Intellectual climate, Skills development, Infrastructure, Thesis examination, Goals and expectations and Industry and external engagement. Please note, PREQ results are based on responses from both domestic and international graduates. Scale scores can be dependent on the number and type of items included in each scale. More important than the absolute level of each scale are trends and changes in relativities over time, as shown by Figure 4.

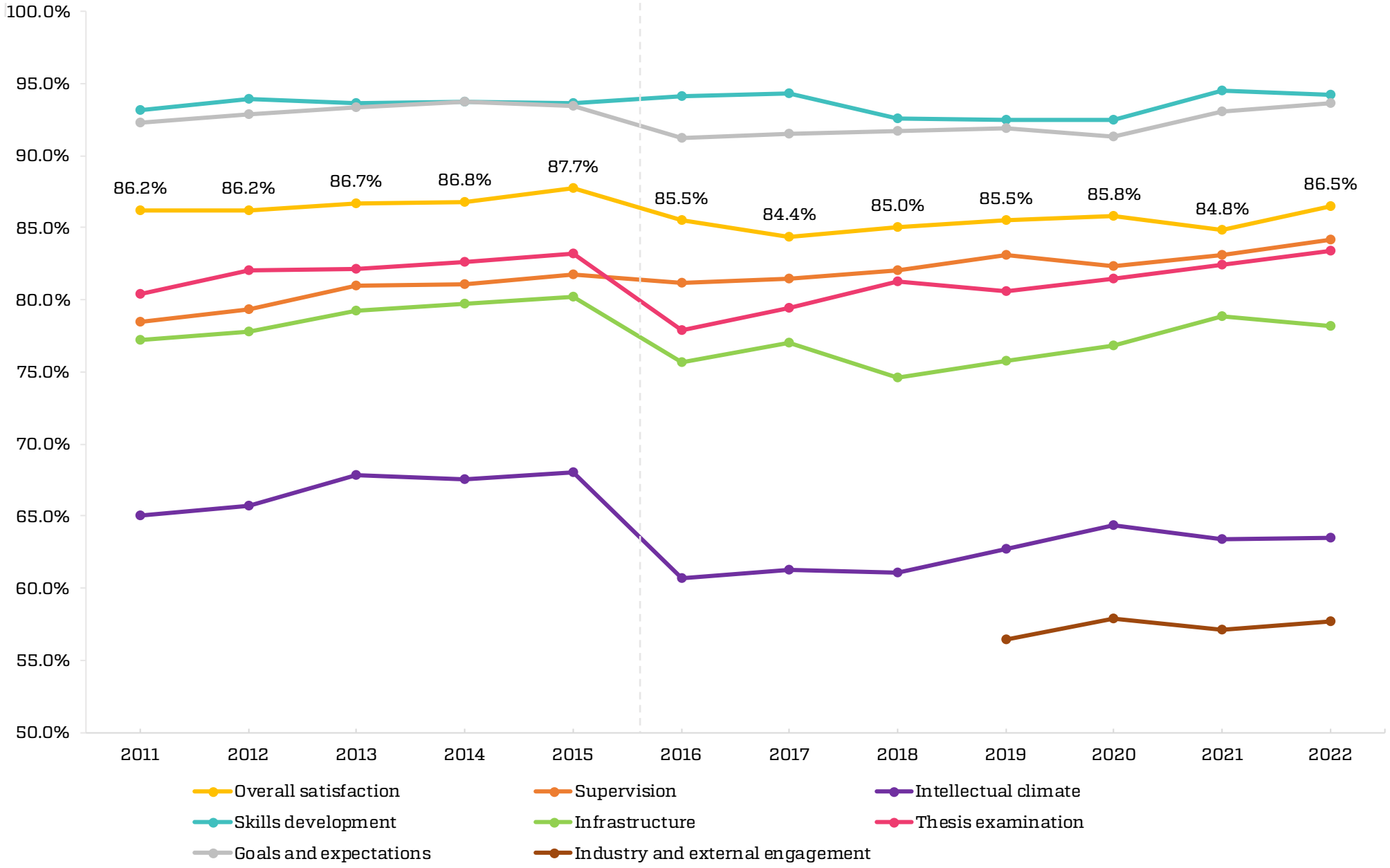
86.5%

postgraduate research graduates overall satisfaction rating (2022)

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

The PREQ time series shown in Figure 4 indicates there has been a steady improvement in satisfaction among postgraduate research graduates over time from 2007 to 2015 as measured by the AGS. The transition to the GOS resulted in an initial lowering of scores between 2015 and 2016, except for Skills development, which showed a slight increase of 0.5 percentage points. Since 2016, most scale scores have seen a gradual increase. Overall satisfaction with the postgraduate research experience has increased slightly from 85.5 per cent in 2016 to 86.5 per cent in 2022. The largest changes in satisfaction have been recorded in the areas of Thesis examination, rising 5.5 percentage points from 77.9 per cent in 2016 to 83.4 per cent in 2022, and Supervision, rising 3.0 percentage points from 81.2 per cent to 84.2 per cent over the same period.

Figure 4 **Postgraduate research satisfaction, 2011-2022 (% agreement)**



5.3 International benchmarking

International benchmarking of results from the CEQ with the United Kingdom's National Student Survey (NSS) shows that, historically, Australian students have been less satisfied with their higher education experience than their counterparts in the United Kingdom (UK), as shown in Table 18. However, that trend reversed in 2021 as a result of the COVID-19 pandemic with overall satisfaction in Australia at 77.9 per cent in comparison with 75.4 per cent in the UK. In 2022 overall satisfaction reported in Australia, 77.4 per cent, remains higher than that reported in the UK, 76.3 per cent.

It is important to be aware that differences in results across international surveys and across time may stem from methodological differences and different student populations rather than genuine differences in student experience and satisfaction. The NSS is administered among final year students in January to April of each UK academic year. Hence, the full impact of the COVID-19 pandemic on the UK student experience only became apparent in the 2021 NSS with overall satisfaction declining by around 8 percentage points. By way of comparison, overall satisfaction in Australia is only measured among graduates four months after they have completed their course. Hence, as noted above, the COVID-19 experience of Australian graduates whose final year of study was in 2020 is reflected in the 2021 GOS results. These differences notwithstanding, comparisons between time series data from the two surveys can help gauge progress in recovering from the impact of the pandemic on teaching and learning experience.

Table 18 **Overall satisfaction of undergraduates, UK (NSS) and Australia (CEQ), 2008–2022, % agreement**

	CEQ	NSS
2008		82
2009		82
2010	81	82
2011	82	83
2012	83	85
2013	83	85
2014	82.8	86
2015	83.6	86
2016	80.6	86
2017	79.4	84
2018	79.7	83
2019	80.1	84
2020	80.7	83
2021	77.9	75.4
2022	77.4	76.3

Appendix 1 Methodology

1.1 Methodological summary

1.1.1 Overview

The in-scope population consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 2021 and February 2022. This included domestic and international graduates living outside Australia who studied at an Australian campus. Offshore graduates who studied at a campus outside Australia were excluded from the core survey. For the 2022 GOS, due to COVID-19 restrictions, an allowance was made to include international graduates who had originally intended to complete their study onshore but completed their studies online while residing in their home country.

Table 19 provides a summary of the 2022 GOS. A total of 363,248 graduates from 130 institutions, including all 42 universities and 88 NUHEIs, were approached to participate. From a final in-scope sample of 333,300 graduates, responses were received from a total of 131,311 graduates. This represents an overall response rate for the 2022 GOS of 39.4 per cent, lower than previous years (40.4 per cent in 2021, 42.3 per cent in 2020, 44.2 per cent in 2019, 43.0 per cent in 2018, and 45.0 per cent in 2017). For the QILT suite of surveys, 'response rate' is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation.

Table 19 **2022 GOS operational overview**

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

	2021 November			2022 February			2022 May			2022 Total collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Overall response rate	38.3%	37.4%	38.2%	38.8%	35.7%	38.3%	40.1%	41.4%	40.2%	39.4%	38.9%	39.4%
Analytic unit	Graduate											
Mode of data collection	Online											

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

1.1.2 Data collection

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

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

A broad range of promotional materials were provided to institutions to raise awareness of the GOS and encourage participation amongst the target population. The contact strategy for the 2022 GOS featured an email invitation to complete the survey, followed by nine reminder emails, up to three SMS reminders, as well as in field telephone reminder calls. Several institutions also commissioned post-fieldwork telephone reminder calls to boost participation, which extended data collection for these institutions approximately two weeks post main collection.

Refer to the 2022 GOS Methodological Report for further information on target population definition, sample design and preparation, survey design and procedures, response maximisation strategies, data preparation processes, final field outcomes and response analysis.

A copy of the generic survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the **2022 GOS Methodological Report** and a summary of items is available in Appendix 3 of this report.

1.2 Response rate by course level

Table 20 provides the final response rate by course level and institution for each period of the 2022 GOS collection cycle. Postgraduate research graduates had the highest overall response rate of 65.4 per cent, followed by undergraduates with 38.7 per cent and postgraduate coursework graduates with 38.6 per cent. Some variation by institution type for each course level can be seen, with the largest differences noted for postgraduate research graduates.

Table 20 **2022 GOS response rate by course level (%)**

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

1.3 Response rate by institution

Table 21 and Table 22 show the final response rate by institution for each period of the 2022 GOS collection cycle. There was a minor variation in response rate by provider type, with an overall response rate of 39.4 per cent for universities and 38.9 per cent for NUHEIs. At an individual institution level within provider type, the total collection response rate ranged from 61.4 per cent to 25.7 per cent for universities, and 100.0 per cent to 9.1 per cent for NUHEIs.

Table 21 **2022 GOS university response rates, all study levels (%)**

Institution	2021 November	2022 February	2022 May	2022 Total collection
Australian Catholic University	42.8	31.0	40.5	40.4
Avondale University	57.1	50.0	36.2	37.1
Bond University	35.2	30.5	29.9	31.7
Central Queensland University	38.2	47.0	46.5	43.3
Charles Darwin University	47.6	52.3	48.7	48.8
Charles Sturt University	36.2	28.7	48.2	43.7
Curtin University	37.6		38.3	38.1
Deakin University	44.8		43.7	44.2
Edith Cowan University	42.4	41.4	44.5	43.6
Federation University Australia	37.1	33.9	39.3	37.9
Flinders University	49.6	46.5	48.5	48.5
Griffith University	33.9		36.3	35.3
James Cook University	43.2	44.8	43.5	43.6

Institution	2021 November	2022 February	2022 May	2022 Total collection
La Trobe University	34.5	37.2	36.0	35.7
Macquarie University	34.6	42.7	41.5	38.5
Monash University	38.7	45.5	37.7	38.7
Murdoch University	42.2	42.7	39.3	40.6
Queensland University of Technology	41.3	48.1	40.6	41.3
RMIT University	34.8	46.3	40.6	38.9
Southern Cross University	40.0	43.0	42.6	41.8
Swinburne University of Technology	40.0		38.8	39.3
The Australian National University	37.4	43.6	39.4	38.8
The University of Adelaide	45.3	41.0	42.2	43.1
The University of Melbourne	42.7	43.5	42.1	42.4
The University of Notre Dame Australia	42.1	29.1	35.4	35.4
The University of Queensland	28.1	65.0	33.6	32.0
The University of South Australia	41.0		43.7	43.1
The University of Sydney	35.0	35.1	39.7	37.9
The University of Western Australia	36.6	34.0	34.9	35.3
Torrens University	41.8	43.9	47.9	44.7
University of Canberra	46.3		38.7	40.9
University of Divinity	67.7	56.2	62.0	61.4
University of New England	57.6	55.4	58.0	57.4
University of New South Wales	25.5	22.0	27.8	25.7
University of Newcastle	38.4		36.3	36.7
University of Southern Queensland	46.0		53.5	51.0
University of Tasmania	40.2	52.7	43.6	42.8
University of Technology Sydney	29.4	38.1	35.3	33.1
University of the Sunshine Coast	52.1	54.6	48.5	50.2

Institution	2021 November	2022 February	2022 May	2022 Total collection
University of Wollongong	36.8		34.2	34.9
Victoria University	41.0	45.5	41.1	41.5
Western Sydney University	37.1		42.1	40.5
All universities	**38.3**	**38.8**	**40.1**	**39.4**

Note: A blank cell indicates institution did not participate in that collection period.

Table 22 **2022 GOS NUHEI response rates, all study levels (%)**

Institution	2021 November	2022 February	2022 May	2022 Total collection
Academies Australasia Polytechnic Pty Limited	22.5	26.6	45.0	26.8
Academy of Information Technology	38.1	38.9	38.2	38.4
Adelaide Central School of Art			64.3	64.3
Adelaide College of Divinity	60.0	100.0	70.0	68.2
Alphacrucis College	50.4		51.4	51.0
Asia Pacific International College	26.5	22.2	31.9	27.2
Australasian College of Health and Wellness	16.7	12.5	46.0	34.6
Australian Academy of Music and Performing Arts	61.5		25.0	39.4
Australian College of Applied Professions	41.7		42.6	42.0
Australian College of Christian Studies			60.0	60.0
Australian College of Nursing	46.8	35.5	46.8	46.0
Australian College of Theology Limited	43.8	52.9	54.3	51.4
Australian Institute of Business Pty Ltd	46.0	45.3	47.9	46.5
Australian Institute of Higher Education	34.4	40.6	57.2	44.4
Australian Institute of Management Education & Training	58.6	40.4	47.4	51.9
Australian Institute of Professional Counsellors	45.5		58.6	52.9
BBI - The Australian Institute of Theological Education	41.9	27.8	35.6	33.8

Institution	2021 November	2022 February	2022 May	2022 Total collection
Box Hill Institute	44.4	52.6	36.7	41.4
Campion College Australia			43.1	43.1
Canberra Institute of Technology			33.3	33.3
Chisholm Institute	48.0	33.3	61.8	55.8
Christian Heritage College	51.3		46.0	47.6
CIC Higher Education	34.1	48.5	42.9	38.2
Collarts (Australian College of the Arts)			38.7	38.7
Eastern College Australia			47.6	47.6
Elite Education Institute			25.0	25.0
Endeavour College of Natural Health			43.0	43.0
Engineering Institute of Technology	55.8	64.7	58.6	58.4
Equals International		100.0		100.0
Excelsia College	47.1	82.4	58.5	56.1
Gestalt Therapy Brisbane			61.3	61.3
Governance Institute of Australia	61.3		62.0	61.7
Health Education & Training Institute		38.1	37.0	37.3
Holmes Institute	29.5		32.5	30.8
Holmesglen Institute	17.9	42.9	37.9	32.5
ICHM	40.4			40.4
Ikon Institute of Australia	45.0	60.0	60.0	56.5
Institute of Health & Management Pty Ltd	48.6	42.1	48.1	47.6
International College of Management, Sydney	31.0	19.0	31.4	27.5
International Institute of Business and Technology	20.0		16.7	19.0
ISN Psychology Pty Ltd	51.4	40.0	38.3	42.3
Jazz Music Institute			40.0	40.0
Kaplan Business School	41.4	38.7	41.4	40.4
Kaplan Higher Education Pty Ltd	35.2	28.5	34.4	33.7

Institution	2021 November	2022 February	2022 May	2022 Total collection
Kent Institute Australia	31.4			31.4
King's Own Institute	35.4		36.8	36.1
LCI Melbourne	55.8			55.8
Le Cordon Bleu Australia	32.4	37.5	24.0	30.0
Leaders Institute			9.1	9.1
Leo Cussen Centre for Law	41.4			41.4
Macleay College	27.8	20.0		25.0
Marcus Oldham College	26.7		54.8	51.5
Melbourne Institute of Technology	25.8	25.0	45.3	38.7
Melbourne Polytechnic	39.7	28.6	39.8	39.5
Montessori World Educational Institute (Australia)			57.1	57.1
Moore Theological College			52.6	52.6
Morling College			62.9	62.9
Nan Tien Institute	62.5	69.2	40.0	61.8
National Art School			50.4	50.4
National Institute of Organisation Dynamics Australia			66.7	66.7
Ozford Institute of Higher Education	22.2			22.2
Perth Bible College	50.0		66.7	64.3
Photography Studies College (Melbourne)			55.6	55.6
Polytechnic Institute Australia Pty Ltd	15.8	30.0		26.6
SAE Institute	40.0	39.9	40.7	40.2
Sheridan College Inc.	100.0	28.6	62.5	57.9
SP Jain School of Management	43.3			43.3
Stott's College	28.4	17.4	42.3	33.7
Sydney College of Divinity	45.6			45.6
Tabor College of Higher Education	37.0	48.0	66.7	57.4

Institution	2021 November	2022 February	2022 May	2022 Total collection
TAFE NSW	39.8		42.2	41.2
TAFE Queensland	44.8	100.0	41.2	43.2
TAFE South Australia	35.9	53.3	42.4	41.4
The Australian College of Physical Education	48.3		34.9	40.3
The Australian Institute of Music	42.9	47.7	43.5	44.2
The Cairnmillar Institute			50.7	50.7
The College of Law Limited	32.6	30.8	30.3	31.4
The Institute of Internal Auditors - Australia			81.3	81.3
The Institute of International Studies (TIIS)	66.7			66.7
The MIECAT Institute	33.3		63.3	60.6
HEPCO The Tax Institute Higher Education	11.1	63.6	80.0	53.3
Think Education	56.3	59.0	62.7	59.4
UOW College	16.0		34.8	25.0
UTS College	19.3	29.7	21.4	21.7
VIT (Victorian Institute of Technology)	71.8	66.7	49.7	61.6
Wentworth Institute of Higher Education	41.2		48.2	44.7
Whitehouse Institute of Design, Australia			41.7	41.7
William Angliss Institute	20.2		30.9	25.3
All NUHEIs	37.4	35.7	41.4	38.9

Note: A blank cell indicates institution did not participate in that collection period.

1.4 Data representativeness

In terms of Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the 2022 GOS are representative of the in-scope population, respondent characteristics are presented alongside population parameters in Table 23 below.

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

As with prior years, groups with strong representation in the 2022 GOS achieved sample include postgraduate research graduates, females, external / distance education graduates, those attending part-time, those who mainly speak English at home, domestic residents, and graduates from regional areas.

Males, those who speak a language other than English at home and international graduates are the most under-represented in the GOS. Response from males is under-represented by 4.1 per cent in comparison to females, though this is comparable to prior years of the GOS. Engagement activities for future collection cycles could explore strategies to increase response among males.

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

Table 23 **2022 GOS population parameters by subgroup and response characteristics**

	In-scope sample (n)	In-scope sample (%)	Respondents	Respondents (%)
Base[6]	333,278	100.0	131,311	100.0
Level				
Undergraduate	179,059	53.7	69,151	52.7
Postgraduate coursework	143,009	42.9	55,261	42.1
Postgraduate research	9,148	2.7	5,979	4.6
Gender				
Male	140,445	42.2	50,018	38.1
Female	192,450	57.8	81,103	61.9
Combined course of study indicator				
Combined / double degree	17,928	5.4	7,471	5.7
Single degree	315,350	94.6	123,840	94.3
Aboriginal and Torres Strait Islander				
Indigenous	3,151	0.9	1,462	1.1
Non-Indigenous	330,127	99.1	129,849	98.9

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

	In-scope sample (n)	In-scope sample (%)	Respondents	Respondents (%)
Mode of attendance code				
Internal / Multi Mode	254,644	78.0	97,493	75.8
External / Distance	71,633	22.0	31,109	24.2
Type of attendance code				
Full-time	240,394	73.3	91,010	70.5
Part-time	87,359	26.7	38,161	29.5
Main language spoken at home				
English	251,092	75.3	104,847	79.8
Language other than English	82,186	24.7	26,464	20.2
Citizen / resident indicator				
Domestic	221,093	66.3	94,923	72.3
International	112,146	33.7	36,372	27.7
Socio-economic status				
High	65,757	36.0	27,288	35.0
Medium	90,226	49.4	38,861	49.9
Low	26,538	14.5	11,805	15.1
Location				
Metropolitan	148,292	81.1	61,809	79.2
Regional/remote	34,504	18.9	16,275	20.8

As was the case with the 2021 GOS, the achieved respondent profile in 2022 closely matches the in-scope survey population in terms of study area, as shown in Table 24 below.

Study areas with the strongest representation in the 2022 GOS were Science and mathematics, Humanities, culture and social sciences, and Health services and support. Business and management continues to be the most under-represented study area, followed by Computing and information systems. Future collections could continue to trial tailored email content for graduates from these under-performing study areas and seek increased institutional engagement at the faculty level prior to graduation.

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

Table 24 **2022 GOS population parameters by study area and response characteristics**

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

Appendix 2 Labour market and graduate satisfaction definitions

The 2022 GOS uses labour force indicator definitions informed by the standard labour force statistics model used by the ABS. Definitions for indicators used throughout this report are presented in Table 25 below.

Table 25 **Indicator definitions**

Indicator / element	Definition
Employed	Graduates who were usually or actually in paid employment for one or more hours in the week before the survey (including full-time, part-time or casual employment)
Employed full-time	Graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey
Available for employment	Graduates who were employed, looking for employment or waiting to start a job in the week prior to the survey.
Available for full-time employment	Graduates who were employed full-time or looking for full-time employment in the week prior to the survey.
Underemployed	Graduates who were usually or actually in paid employment for fewer than 35 hours per week, in the week before the survey, and who would prefer to work a greater number of hours.
Overall employment rate	Employed graduates (including in full-time, part-time or casual employment), as a proportion of those available for employment.
Full-time employment rate	Graduates employed full-time, as a proportion of those available for full-time work.
Labour force participation rate	Graduates available for employment, as a proportion of all graduates.
Median salary	The median annual salary of graduates employed full-time.
Full-time study rate	Graduates who reported being in full-time study, as a proportion of all graduates.
Undergraduate and Postgraduate satisfaction – overall satisfaction indicator	The proportion of graduates who 'agreed' or 'strongly agreed' that they were satisfied with the overall quality of their course.

Postgraduate research graduate satisfaction, overall satisfaction indicator as well as scales on intellectual climate, infrastructure, goals and expectations, supervision, skills development, thesis examination and industry and external engagement	Calculated from multiple survey items, representing the proportion of graduates who gave a positive response to items associated with each scale.

Examples of graduate labour market outcomes

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

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

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

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

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

Appendix 3 GOS questionnaire

3.1 Core instrument

A summary of all items included in the 2022 GOS core instrument are provided in Table 26 below. A copy of the core survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the 2022 GOS Methodological Report.

Table 26 **Questionnaire item summary**

Question ID	Item label	Response scale
	Module A: Screening and confirmation	
	Module B: Labour force	
PREWORKED	Next we would like to understand what you are currently doing in terms of work and study. A number of questions may seem similar, however these items are based on the Australian Bureau of Statistics (ABS) Labour Force Survey. Using the ABS approach means the information you provide is more robust and able to be compared to national employment statistics.	
WORKED	Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>.	1. Yes 5. No 6. Permanently unable to work 7. Permanently not intending to work *(DISPLAY IF AGE>64)
Last week, did you do any work at all in a job, business or farm?	At any time during the last 4 weeks have you been looking for full-time work?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
WWOPAY	Last week, did you do any work without pay in a family business?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
AWAYWORK	Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)

Question ID	Item label	Response scale
LOOKFTWK	At any time during the last 4 weeks have you been looking for full-time work?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
LOOKPTWK	Have you been looking for part-time work at any time during the last 4 weeks?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
BEGNLOOK	When did you begin looking for work?	1. Enter month <dropdown list> 2. Enter year (NUMERIC RANGE 1960 – 2020)
STARTWK	If you had found a job, could you have started last week?	1. Yes 5. No
STARTWKFU	Why do you say you couldn't have started last week?	1. Because of the current situation with COVID-19 5. Some other reason
WAITWORK	You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained?	1. Yes 5. No
MORE1JOB	Did you have more than 1 job or business last week?	1. Yes 5. No
INTROSELFEMPii	The next few questions are about the job or business in which you usually work the most hours, that is, your main job.	
INTROSELFEMPiii	The next few questions are about the job or business in which you usually work the most hours, that is, your main job.	
SELFEMP	Did you work for an employer, or in your own business?	1. Employer 2. Own business (go to ACTLHRSM) 3. Other or uncertain
PAYMENT	Are you paid a wage or salary, or some other form of payment?	1. Wage or Salary 5. Other or Uncertain

Question ID	Item label	Response scale
PAYARRNG	What are your <working/payment> arrangements?	10. Unpaid voluntary work *(GO TO MODULE C) 11. Unpaid trainee or work placement *(GO TO MODULE C) 12. Contractor or Subcontractor 13. Own business or Partnership 14. Commission only 15. Commission with retainer 16. In a family business without pay *(GO TO MODULE C) 17. Payment in kind 18. Paid by the piece or item produced 19. Wage or salary earner 20. Other (Specify)
ACTLHRSM	How many hours did you actually work in your **main job** last week less time off but counting any extra hours worked]?	1. Enter hours (NUMERIC, RANGE 0-168)
USLHRSM	How many hours do you usually work each week in your **main job**?	1. Enter hours (NUMERIC, RANGE 0-168)
ACTLHRS	How many hours did you **actually** work in all your jobs last week less time off but counting any extra hours worked (*or*): <in all your jobs>?	1. Enter hours (NUMERIC, RANGE 0-168)
USLHRS	How many hours do you **usually** work each week (*or*): <in all your jobs>?	1. Enter hours (NUMERIC, RANGE 0-168)
PREFMHRS	Would you prefer to work more hours than you usually work (*or*): <in all your jobs>?	1. Yes 5 No 6. Don't know
PREFHRS	How many hours a week would you like to work?	1. Enter hours (NUMERIC, RANGE 0-168, CAN'T BE LESS THAN USLHRS
AVLMHRS	Last week, were you available to work more hours than you usually work?	1. Yes 2. No

Question ID	Item label	Response scale
RSNOMORE	You mentioned that you are not looking to work more hours. What is the main reason you work the number of hours you are currently working? Please select only one answer.	1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 12. I'm satisfied with the number of hours I work 13. No more hours available in current position 14. Work has been reduced/shutdown due to COVID-19 15. Due to contract restrictions 16. Pursuing other interests/ commitments in spare time 11. Other (Please specify)

Question ID	Item label	Response scale
RSMORE	You mentioned that you are looking to work more hours. What is the main reason you work the number of hours you are currently working? Please select only one answer.	1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. No more hours available in current position 13. Work has been reduced/shutdown due to COVID-19 14. Financial reasons 15. Due to visa restrictions/waiting for permanent residency 11. Other (Please specify)
OCC	What is your occupation in your <main job/job/business>?	1. Enter occupation
DUTIES	What are your main tasks and duties?	1. Enter main tasks and duties
INDUSTRY	What kind of business or service is carried out by your <employer at the place where you work/business>?	1. Enter business or service
EMPLOYER	What is the name of your <employer/business>?	1. Enter employer/business name
SECTOR	In what sector are you wholly or mainly employed?	1. Public or government 2. Private 3. Not-for-profit
INAUST	Are you working in Australia?	1. Yes 2. No 3. Not sure

Question ID	Item label	Response scale
EMPSTATE	In which state or territory is your <employer/business> currently located?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know
LOCATION	And what is the postcode of your <employer/business>?	1. Enter postcode or suburb *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure
COUNTRYx	In which country is your <employer/business> based?	1. Bangladesh 2. Canada 3. China (excludes SARs and Taiwan) 4. Hong Kong (SAR of China) 5. India 6. Indonesia 7. Malaysia 8. New Zealand 9. Saudi Arabia 10. Singapore 11. South Africa 12. South Korea 13. Sri Lanka 14. Taiwan 15. Thailand 16. United States of America 17. Vietnam 19. Macau (SAR of China) 18. Other (Please specify)

Question ID	Item label	Response scale
CURCOUNTRY	Do you currently live in Australia or Overseas?	1. Australia 2. Overseas
CURSTATE	In which state or territory do you usually live?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know
CURPCODE	What is the postcode or suburb where you usually live?	1. <verbatim text box> *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure
OSCOUNTRY	In which country do you currently live?	1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE GO8 COUNTRY LIST
EMP12	Have you worked <for your employer/in your business> for 12 months or more?	1. Yes, more than 12 months 5. No, less than 12 months
EMPMTHS	How many months have you worked <for your employer/in your business>?	1. Enter number of months (NUMERIC, RANGE 1-12)
EMPYRS	How many years have you worked <for your employer/in your business>?	1. Enter number of years (NUMERIC, RANGE 1-49)
FFTJOB	Is this your first full-time job?	Yes/No

Question ID	Item label	Response scale
SALARYA	In Australian dollars, how much do you usually earn in <IF MORE1JOB=5: this job/IF MORE1JOB=1: all your jobs>, before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign ($).	1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know
SALARYB	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in < IF MORE1JOB=5: this job/ IF MORE1JOB=1: all your jobs>, per annum before tax or anything else was taken out?	1. $1 - $9,999 2. $10,000 - $19,999 3. $20,000 - $29,999 4. $30,000 - $39,999 5. $40,000 - $49,999 6. $50,000 - $59,999 7. $60,000 - $79,999 8. $80,000 - $99,999 9. $100,000 - $124,999 10. $125,000 - $149,999 11. $150,000 or more 12. Don't know

Question ID	Item label	Response scale
SALARYC	And in Australian dollars, how much do you usually earn in your main job, before tax or anything else is taken out? Please make only one selection.	1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know
SALARYD	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?	1. $1 - $9,999 2. $10,000 - $19,999 3. $20,000 - $29,999 4. $30,000 - $39,999 5. $40,000 - $49,999 6. $50,000 - $59,999 7. $60,000 - $79,999 8. $80,000 - $99,999 9. $100,000 - $124,999 10. $125,000 - $149,999 11. $150,000 or more 12. Don't know

Question ID	Item label	Response scale
SALCONF1	Sorry but the salary you entered for your main job is higher than the salary you entered for all your jobs. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?	1. $1 - $9,999 2. $10,000 - $19,999 3. $20,000 - $29,999 4. $30,000 - $39,999 5. $40,000 - $49,999 6. $50,000 - $59,999 7. $60,000 - $79,999 8. $80,000 - $99,999 9. $100,000 - $124,999 10. $125,000 - $149,999 11. $150,000 or more 12. Don't know
SALCONF2	And which of the following would you usually earn in your all your jobs, per annum before tax or anything else was taken out?	1. $1 - $9,999 2. $10,000 - $19,999 3. $20,000 - $29,999 4. $30,000 - $39,999 5. $40,000 - $49,999 6. $50,000 - $59,999 7. $60,000 - $79,999 8. $80,000 - $99,999 9. $100,000 - $124,999 10. $125,000 - $149,999 11. $150,000 or more 12. Don't know

Question ID	Item label	Response scale
SALARYOS	What is your gross (that is pre-tax) annual salary? You can estimate if necessary. Please select currency <Currency drop down list>	1. "AUD - Australian Dollar" 2. "BDT - Bangladeshi Taka" 3. "BWP - Botswana Pula" 4. "CNY - Chinese yuan" 5. "EUR - Euro" 6. "GBP - British Pound" 7. "HKD - Hong Kong Dollar" 8. "IDR - Indonesian Rupiah" 9. "INR - Indian Rupee" 10. "KES - Kenyan Shilling" 11. "LKR - Sri Lankan Rupee" 12. "MUR - Mauritian Rupee" 13. "MYR - Malaysian Ringgit" 14. "PKR - Pakistani Rupee" 15. "SGD - Singapore Dollar" 16. "USD - US Dollar" 17. "ZAR - South African Rand" 18. "ZMK - Zambian Kwacha" 19. "ZWD - Zimbabwean Dollar" 20. "NZD - New Zealand Dollar", 21. "CAD - Canadian Dollar", 22. "JPY - Japanese Yen", 23. "KRW - South Korean Won", 24. "VND - Vietnamese Dong", 25. "SEK - Swedish Krona", 26. "THB - Thai Baht" 27. Other (Please specify)

Question ID	Item label	Response scale
FINDJOB	How did you first find out about this job?	1. University or college careers service 2. Careers fair or information session 3. Other university or college source (such as faculties or lecturers or student society) 4. Advertisement in a newspaper or other print media 5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs) 6. Via resume posted on the internet 7. Family or friends 8. Approached employer directly 9. Approached by an employer 10. Employment agency 11. Work contacts or networks 12. Social media (e.g. LinkedIn) 17. An employer promotional event 13. Other (Please specify)
SPOQ	The following statements are about your skills, abilities and education. Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements. (STATEMENTS) a) My job requires less education than I have b) I have more job skills than are required for this job c) Someone with less education than myself could perform well on my job d) My previous training is being fully utilised on this job e) I have more knowledge than I need in order to do my job f) My education level is above the level required to do my job g) Someone with less work experience than myself could do my job just as well h) I have more abilities than I need in order to do my job	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree

Question ID	Item label	Response scale
RSOVRQ	Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education? Please select only one answer.	1. No suitable jobs in my local area 2. No jobs with a suitable number of hours 3. No suitable jobs in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. I'm satisfied with my current job 13. I had to change jobs due to COVID-19 14. Not enough work experience 15. Entry level job/career stepping stone 16. Changing jobs/Careers 17. Do not have permanent residency 18. For financial reasons 11. Other (Please specify)
	Module C: Further study	
FURSTUD	Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	1. Yes – full-time 2. Yes – part-time 5. No
FURNEW	Are you currently studying in a new course after completing your <E308>?	1. Yes 2. No
FURQUAL	What is the full title of the qualification you are currently studying?	1. <verbatim text box>

Question ID	Item label	Response scale
FURFOE	What is your major field of education for this qualification?	1. Natural and Physical Sciences 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health 7. Education 8. Management and Commerce 9. Society and Culture 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 13. Other (Please specify)
FURLEV	What is the level of this qualification?	1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV
FURINST	And the institution where you are currently studying?	1. <look up list> USE FURINST LOOKUP LIST
	Module D2: OVERALL SATISFACTION/PREQ	

Question ID	Item label	Response scale
CEQ	Now a question regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with the following statement. (STATEMENTS) ceq149 Overall, I was satisfied with the quality of this <course>	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree
CEQB	Now thinking about your <FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree the following statement. (STATEMENTS) ceq249 Overall, I was satisfied with the quality of this <course>	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree

Question ID	Item label	Response scale
PREQ	Please tell us about your postgraduate research experience. If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors. Please interpret 'thesis' and other research-related terms in the context of your own field of education. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements. (STATEMENTS) preq01 Supervision was available when I needed it preq02 The thesis examination process was fair preq03 I had access to a suitable working space preq04 I developed an understanding of the standard of work expected preq29 I am confident that I can apply my skills outside the university sector preq05 The department provided opportunities for social contact with other postgraduate students preq30 I improved my ability to design and implement projects effectively preq06 My research further developed my problem solving skills preq07 My supervisor(s) made a real effort to understand difficulties I faced preq08 I had good access to the technical support I needed preq09 I was integrated into the department's community preq10 I improved my ability to communicate information effectively to diverse audiences preq11 I understood the required standard for the thesis preq31 I had opportunities to develop professional connections outside the university sector preq12 I was able to organise good access to necessary equipment preq13 My supervisor(s) provided additional information relevant to my topic preq14 I developed my skills in critical analysis and evaluation preq15 I was satisfied with the thesis examination process preq16 The department provided opportunities for me to become involved in the broader research culture preq17 I was given good guidance in topic selection and refinement preq18 I had good access to computing facilities and services preq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector preq19 I understood the requirements of thesis examination preq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others) preq20 I improved my ability to plan and manage my time effectively preq21 My supervisor(s) provided helpful feedback on my progress preq22 A good seminar program for postgraduate students was provided preq23 The research environment in the department or faculty stimulated my work preq24 I received good guidance in my literature search preq34 I gained confidence in leading and influencing others preq25 The examination of my thesis was completed in a reasonable time preq26 As a result of my research, I feel confident about tackling unfamiliar problems preq27 There was appropriate financial support for research activities preq28 Overall, I was satisfied with the quality of my higher degree research experience	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

Question ID	Item label	Response scale
INTROB	Now, a couple of general questions about your <course>...	
BESTASP	What were the best aspects of your <course>? Please note, aspects could include things like the course content, teaching or assessments.	1. <verbatim text box>
IMPROVE	What aspects of your <course> were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments.	1. <verbatim text box>
	Module E: Graduate preparation	
FORMREQ	Is a <FinalCourseA/FinalCourseB> or similar qualification a formal requirement for you to do your current job?	1. Yes 2. No
QUALIMP	To what extent is it important for you to have a <FinalCourseA/FinalCourseB>, to be able to do your job?	1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important
CRSPREP	Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?	1. Not at all 2. Not well 3. Well 4. Very well 5. Don't know / Unsure
BESTPREP	What are the main ways that < E306C > prepared you for employment in your organisation?	1. <verbatim text box>
IMPPREP	What are the main ways <E306C> could have better prepared you for employment in your organisation?	1. <verbatim text box>
FSBEPREP	What are the main ways that < E306C > prepared you for further study?	1. <verbatim text box>
FSIMPREP	What are the main ways <E306C> could have better prepared you for further study?	
	Module F: Additional items	
INTLINTROA	And now some specifics about your *(IF STUDENTTYPE=1, DISPLAY: <course/program>, IF STUDENTTYPE=2, DISPLAY: <postgraduate research>.)	
OSSTUDY	Did you undertake any overseas study during your *(IF STUDENTTYPE=1, DISPLAY: <course>IF STUDENTTYPE=2, DISPLAY: <postgraduate research> e.g. student exchange or study abroad?)	1. Yes 2. No 3. Not applicable
INTERN	Did your <FinalCourseA/FinalCourseB> include an internship component?	1. Yes 2. No 3. Don't know

Question ID	Item label	Response scale
INTLEARN	Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?	1. Yes 2. No 3. Not applicable
TRAINING	Did your <FinalCourseA/FinalCourseB> include training in…. (STATEMENTS) Pgreslink101/IPA Intellectual property awareness Pgreslink102/BUSMAN Business management Pgreslink103/ENTPNR Entrepreneurship	1. Yes 2. No 3. Don't know
COFUND	Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? Please select all that apply.	1/JOINTSUP. Yes it was jointly supervised 2/COFUND. Yes it was co-funded 3/NOJSCF. No *(EXCLUSIVE) 4/DKJSCF. Don't know *(EXCLUSIVE)
	Module G: Contact details	
CONTACT	In a couple of years' time, we are undertaking a follow up survey with graduates to see how their career has developed. Do you consent to being invited to participate in this important future research? For further information on the survey please click here (link to: https://www.qilt.edu.au/qilt-surveys).	1. Yes 2. No
ALUMNI	Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?	1. Yes 2. No
EMAIL	We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?	1. Permanent email address is as above 2. Enter new permanent email address <email box> 3. Don't have a permanent email address 4. Do not wish to be re-contacted by email
ADDRESS	The postal address we have for you is: <add1> <add2> <add3> <suburb> <state> <pcode> <country> Is this correct?	1. Yes 2. No *(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY) 3. Do not wish to be contacted by post
ADDRESS2	We do not have any postal information provided for you. Would you like to update your postal details?	1. Yes 2. No 3. Do not wish to be contacted by post

Question ID	Item label	Response scale
C4	Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?	1. Yes 2. No
NTFEMAIL	What is the best email address to send the notification to?	1. Address as above 2. Enter new email address

3.2 Additional items

A total of 16 institutions (14 universities and 2 NUHEIs) included institution specific items in the 2022 GOS. Institution specific items can be the same or a variation on questions included in prior years, or new questions entirely. Some of the content covered by institution specific items included questions relating to the net promoter score, work preparedness, further study plans, time spent in internships, volunteering and other co-curricular activities, and likelihood of recommending the course or institution to others. These institution-specific items were presented to graduates after the core instrument. A statement (The following items have been included by <E306CTXT> to gather feedback from recent graduates on issues important to their institution) was added before the items to further emphasise a clear distinction between the core instrument and any additional items.

The CEQ (excluding from overall satisfaction) and the Graduate Attributes Scale (GAS) became institution opt-in from the 2021 GOS. A total of 40 institutions (19 universities and 21 NUHEIs) included the CEQ, and 37 institutions (22 universities and 15 NUHEIs) included the GAS.

Stakeholders including the Australian Association of Graduate Employers (AAGE), Australian Collaborative Education Network Limited (ACEN), and Optometry Council of Australia and New Zealand (OCANZ) included items in the 2022 GOS. Content covered by the stakeholder items included employment pathways, work integrated learning and preparedness of optometry graduates. Institutions were invited to participate in these items, where applicable, by each of the relevant stakeholders.

Appendix 4 Construction of confidence intervals

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

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

Where $\tilde{p}$ is the adjusted estimated proportion of satisfied responses, N is the size of the population in the relevant subgroup, n is the number of valid responses in the relevant subgroup, n1 is the number of positive responses in the relevant subgroup, 1.645 is the standard normal value for 90 per cent confidence and FPC is the Finite Population Correction term.

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

Figure 5 **Formula for a 90 per cent confidence interval using the Agresti-Coull method with FPC**

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

where $\tilde{p} = \tilde{n_1}/\tilde{n}$, $\tilde{n_1} = n_1 + 1.645^2/2$ and $\tilde{n} = n + 1.645^2$ and $FPC = \sqrt{\frac{N-n}{N-1}}$

Appendix 5 Study area concordance

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

Table 27 **Study area concordance**

Study area (21)		Study area (45)		FIeld of education
0	Non-award	0	Non-award	000000
1	Science and mathematics	1	Natural and physical sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical science and technology	019901, 019903, 019905, 019907, 019909
2	Computing & Information Systems	5	Computing and information systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering – other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering – process and resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering – mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering – civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering – electrical and electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering – aerospace	031500, 031501, 031503, 031505, 031507, 031599

Study area (21)		Study area (45)		ASCED field of education
4	Architecture and built environment	12	Architecture and urban environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building and construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture and environmental studies	14	Agriculture and forestry	050000, 050100, 050300, 050500, 050700, 059900
		15	Environmental studies	050900
6	Health services and support	16	Health services and support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational therapy	061703
13	Teacher education	25	Teacher education – other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher education – early childhood	070101
		27	Teacher education – primary and secondary	070103, 070105
14	Business and management	28	Accounting	080100, 080101
		29	Business management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales and marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management and commerce – other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking and finance	081100, 081101, 081103, 081105, 081199

Study area (21)		Study area (45)		ASCED field of education
		40	Economics	091900, 091901, 091903
15	Humanities, culture and social sciences	33	Political science	090100, 090101, 090103
		34	Humanities inc history and geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language and literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice studies and policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art and design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music and performing arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, media and journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport and recreation	092100, 092101, 092103, 092199
		45	Tourism, hospitality and personal services	1101000, 110300, 120100, 120300, 120500, 129999

Appendix 6 Additional tables and figures

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

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

6.1 GOS results

6.1.1 Labour force outcomes

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

Table 28 **Tables and figures associated with labour force outcomes**

Report table	Sheet name	Table title
Table 02 / Table 03	OVERALL_ALL_ALL_2Y	Graduate employment and study outcomes, by study level, 2021 and 2022
Table 07	EMP_UG_ALL_2Y_AREA	Undergraduate employment outcomes by study area, 2021 and 2022 (%)
	EMP_PGC_ALL_2Y_AREA	Postgraduate coursework employment outcomes by study area, 2021 and 2022 (%)
	EMP_PGR_ALL_2Y_AREA	Postgraduate research employment outcomes by study area, 2021 and 2022 (%)
	EMP_UG_ALL_2Y	Undergraduate employment outcomes, 2021 and 2022 (%)
	EMP_PG_ALL_2Y	Postgraduate employment outcomes, 2021 and 2022 (%)
Table 06	EMP_UG_ALL_2Y_DG	Undergraduate employment outcomes by demographic group, 2021 and 2022 (%)
	EMP_PGC_ALL_2Y_DG	Postgraduate coursework employment outcomes by demographic group, 2021 and 2022 (%)
	EMP_PGR_ALL_2Y_DG	Postgraduate research employment outcomes by demographic group, 2021 and 2022 (%)
	EMP_UG_ALL_1Y_FURSTUD	Labour market outcomes of undergraduate graduates, by full-time study status, 2022
	EMP_PG_ALL_1Y_FURSTUD	Labour market outcomes of postgraduate graduates, by full-time study status, 2022
	EMP_UG_ALL_2Y_AREA45	Undergraduate employment outcomes by 45 study areas, 2021 and 2022 (%)
	EMP_PGC_ALL_2Y_AREA45	Postgraduate coursework employment outcomes by 45 study areas, 2021 and 2022 (%)

Report table	Sheet name	Table title
	EMP_PGR_ALL_2Y_AREA45	Postgraduate research employment outcomes by 45 study areas, 2021 and 2022 (%)
	EMP_UG_UNI_2Y_AREA	Undergraduate employment outcomes by study area, universities only, 2021 and 2022 (%)
	EMP_UG_NUHEI_2Y_AREA	Undergraduate employment outcomes by study area, NUHEIs only, 2021 and 2022 (%)
	EMP_UG_UNI_2Y_DG	Undergraduate employment outcomes by demographic group, universities only, 2021 and 2022 (%)
	EMP_UG_NUHEI_2Y_DG	Undergraduate employment outcomes by demographic group, NUHEIs only, 2021 and 2022 (%)
Table 01 / Figure 01	EMP_UG_ALL_3Y_PERIOD	Undergraduate employment rates by survey round, 2020-2022 (%)
	EMP_PGC_ALL_3Y_PERIOD	Postgraduate coursework employment rates by survey round, 2020-2022 (%)
	EMP_PGR_ALL_3Y_PERIOD	Postgraduate research employment rates by survey round, 2020-2022 (%)
Table 04 / Table 08	SAL_UG_ALL_2Y_AREA_SEX	Undergraduate median full-time salaries by study area and gender, 2021 and 2022 ($)
Table 04	SAL_PGC_ALL_2Y_AREA_SEX	Postgraduate coursework median full-time salaries by study area and gender, 2021 and 2022 ($)
Table 04	SAL_PGR_ALL_2Y_AREA_SEX	Postgraduate research median full-time salaries by study area and gender, 2021 and 2022 ($)
Table 06	SAL_UG_ALL_2Y_DG	Undergraduate median full-time salaries by demographic group, 2021 and 2022 ($)
	SAL_PGC_ALL_2Y_DG	Postgraduate coursework median full-time salaries by demographic group, 2021 and 2022 ($)
	SAL_PGR_ALL_2Y_DG	Postgraduate research median full-time salaries by demographic group, 2021 and 2022 ($)
	SAL_UG_ALL_2Y_AREA45_SEX	Undergraduate median full-time salaries by 45 study areas and gender, 2021 and 2022 ($)
	SAL_PGC_ALL_2Y_AREA45_SEX	Postgraduate coursework median full-time salaries by 45 study areas and gender, 2021 and 2022 ($)
	SAL_PGR_ALL_2Y_AREA45_SEX	Postgraduate research median full-time salaries by 45 study areas and gender, 2021 and 2022 ($)
Table 09 / Table 10	LF_UG_UNI_1Y	Labour force indicators 2022, undergraduates (universities only)
	LF_UG_UNI_3Y	Labour force indicators 2020-2022, undergraduates (universities only)
	LF_PGC_UNI_1Y	Labour force indicators 2022, postgraduate coursework (universities only)
	LF_PGC_UNI_3Y	Labour force indicators 2020-2022, postgraduate coursework (universities only)
	LF_PGR_UNI_3Y	Labour force indicators 2020-2022, postgraduate research (universities only)
Table 11	LF_UG_NUHEI_3Y	Labour force indicators 2020-2022, undergraduates (NUHEIs only)
	LF_PGC_NUHEI_3Y	Labour force indicators 2020-2022, postgraduate coursework (NUHEIs only)
	LF_UG_UNI_2Y	Undergraduate labour force indicators, universities only, 2021 and 2022
	LF_UG_NUHEI_2Y	Undergraduate labour force indicators, NUHEIs only, 2021 and 2022
Table 05	PREFMHRS_UG_ALL_1Y_E315	Proportion of employed undergraduates seeking or not seeking more hours, by gender, 2022 (%)

Report table	Sheet name	Table title
	PREFMHRS_PGC_ALL_1Y_E315	Proportion of employed postgraduates (coursework) seeking or not seeking more hours, by gender, 2022 (%)
	PREFMHRS_PGR_ALL_1Y_E315	Proportion of employed postgraduates (research) seeking or not seeking more hours, by gender, 2022 (%)
	PARTEMP_UG_ALL_1Y_AREA_SEX	Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2022 (%)
	FTE_UG_UNI_1Y_FIG	Graduate employment and study outcomes, by study level, 2021 and 2022
	FTE_UG_UNI_3Y_FIG	Undergraduate employment outcomes by study area, 2021 and 2022 (%)
	SAL_UG_UNI_1Y_FIG	Postgraduate coursework employment outcomes by study area, 2021 and 2022 (%)
	SAL_UG_UNI_3Y_FIG	Postgraduate research employment outcomes by study area, 2021 and 2022 (%)
	FTE_UG_NUHEI_3Y_FIG	Undergraduate employment outcomes, 2021 and 2022 (%)
	SAL_UG_NUHEI_3Y_FIG	Postgraduate employment outcomes, 2021 and 2022 (%)
	FTE_PGC_UNI_1Y_FIG	Undergraduate employment outcomes by demographic group, 2021 and 2022 (%)
	FTE_PGC_UNI_3Y_FIG	Postgraduate coursework employment outcomes by demographic group, 2021 and 2022 (%)
	FTE_PGC_NUHEI_3Y_FIG	Postgraduate research employment outcomes by demographic group, 2021 and 2022 (%)
	SAL_PGC_UNI_1Y_FIG	Labour market outcomes of undergraduate graduates, by full-time study status, 2022
	SAL_PGC_UNI_3Y_FIG	Labour market outcomes of postgraduate graduates, by full-time study status, 2022
	SAL_PGC_NUHEI_1Y_FIG	Undergraduate employment outcomes by 45 study areas, 2021 and 2022 (%)
	FTE_PGR_UNI_3Y_FIG	Postgraduate coursework employment outcomes by 45 study areas, 2021 and 2022 (%)
	SAL_PGR_UNI_3Y_FIG	Postgraduate research employment outcomes by 45 study areas, 2021 and 2022 (%)

6.1.2 Hours worked

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

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

Report table	Sheet name	Table title
	HOURS_UG_ALL_3Y	Average hours worked per week for employed undergraduates by full-time/part-time status, 2020-2022
	HOURS_PGC_ALL_3Y	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status, 2020-2022

Report table	Sheet name	Table title
	HOURS_PGR_ALL_3Y	Average hours worked per week for employed postgraduates (research) by full-time/part-time status, 2020-2022
Figure 02	HOURS_UG_ALL_3Y_PERIOD	Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2020-2022
	HOURS_PGC_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status and survey round, 2020-2022
	HOURS_PGR_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (research) by full-time/part-time status and survey round, 2020-2022

6.1.3 Away from work

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

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

Report table	Sheet name	Table title
	AWAYWORK_UG_ALL_3Y	Proportion of employed undergraduates who were away from work by full-time/part-time status, 2020-2022 (%)
	AWAYWORK_PGC_ALL_3Y	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status, 2020-2022 (%)
	AWAYWORK_PGR_ALL_3Y	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status, 2020-2022 (%)
	AWAYWORK_UG_ALL_3Y_PERIOD	Proportion of employed undergraduates who were away from work by full-time/part-time status and survey round, 2020-2022 (%)
	AWAYWORK_PGC_ALL_3Y_PERIOD	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status and survey round, 2020-2022 (%)
	AWAYWORK_PGR_ALL_3Y_PERIOD	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status and survey round, 2020-2021 (%)

6.1.4 Graduate occupations

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

Table 31 **Tables associated with occupation types of employed graduates**

Report table	Sheet name	Table title
	OCC_UG_ALL_1Y_EMPTYPE	Undergraduate occupation level, by employment type, 2021 (%)
Table 12	OCC_UG_ALL_1Y_EMPTYPE	Undergraduate occupation level, by employment type, 2022 (%)
	OCC_UG_ALL_1Y_AREA45	Undergraduate occupation level, total employed, by 45 study areas, 2021 (%)
Table 12	OCC_PG_ALL_1Y_EMPTYPE	Postgraduate occupation level, by employment type, 2022 (%)
	OCC_UG_ALL_1Y_AREA45	Undergraduate occupation level, total employed, by 45 study areas, 2022 (%)
	OCC_UG_UNI_1Y_EMPTYPE	Undergraduate occupation level, by employment type, universities only, 2022 (%)
	OCC_UG_NUHEI_1Y_EMPTYPE	Undergraduate occupation level, by employment type, NUHEIs only, 2022 (%)
	OCC_UG_UNI_1Y_AREA	Undergraduate occupation level, total employed, by study area, universities only, 2022 (%)
	BROADOCC_UG_ALL_1Y_EMPTYPE	Undergraduate occupation level, total employed, by study area, 2022 (%)

6.1.5 Importance of qualification

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

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

Report table	Sheet name	Table title
	QUALIMP_UG_ALL_1Y	Importance of qualification for undergraduates' current employment, 2022 (%)
	QUALIMP_PG_ALL_1Y	Importance of qualification for postgraduates' current employment, 2022 (%)

6.1.6 Extent to which qualification prepared graduates

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

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

Report table	Sheet name	Table title
Table 13	CRSPREP_UG_ALL_1Y	Extent to which qualification prepared undergraduate level graduates for employment, 2022 (%)
	CRSPREP_PG_ALL_1Y	Extent to which qualification prepared postgraduate level graduates for employment, 2022 (%)

6.1.7 Skills utilisation

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

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

Report table	Sheet name	Table title
Table 05	RSNOMORE_UG_ALL_1Y_E315	Main reason not working more hours, of undergraduates employed part-time, by preference for more hours and gender, 2022 (%)
	RSNOMORE_PGC_ALL_1Y_E315	Main reason not working more hours, of postgraduates (coursework) employed part-time, by preference for more hours and gender, 2022 (%)
	RSNOMORE_PGR_ALL_1Y_E315	Main reason not working more hours, of postgraduates (research) employed part-time, by preference for more hours and gender, 2022 (%)
Table 14	RSOVRQ_UG_ALL_1Y	Main reason for working in job in 2022 that doesn't fully use skills and education, 2022 (%)
	RSOVRQ_PGC_ALL_1Y	Main reason for working in job in 2022 that doesn't fully use skills and education, postgraduate coursework level graduates, 2022 (%)
	RSOVRQ_PGR_ALL_1Y	Main reason for working in job in 2022 that doesn't fully use skills and education, postgraduate research level graduates, 2022 (%)
	RSOVRQ_UG_ALL_1Y_AREA	Undergraduate level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2022 (%)
	RSOVRQ_PGC_ALL_1Y_AREA	Postgraduate coursework level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2022 (%)
	RSOVRQ_PGR_ALL_1Y_AREA	Postgraduate research level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2022 (%)
	SPOQSCL_UG_ALL_1Y	Undergraduate level graduates reporting occupation does not fully use skills or education, 2022 (%)
	SPOQSCL_PG_ALL_1Y	Postgraduate level graduates reporting occupation does not fully use skills or education, 2022 (%)

6.1.8 Further study

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

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

Report table	Sheet name	Table title
Table 15	FURSTUD_UG_ALL_1Y_AREA	Undergraduate graduates in further full-time study, by original field of study (%)
	FURSTUD_PGC_ALL_1Y_AREA	Postgraduate coursework graduates in further full-time study, by original field of study (%)
	FURSTUD_PGR_ALL_1Y_AREA	Postgraduate research graduates in further full-time study, by original field of study (%)
Table 16	FURSTUD_UG_ALL_1Y_FOE	Study area of undergraduate graduates in further full-time study (%)
	FURSTUD_PGC_ALL_1Y_FOE	Study area of postgraduate coursework graduates in further full-time study (%)
	FURSTUD_PGR_ALL_1Y_FOE	Study area of postgraduate research graduates in further full-time study (%)
	FURSTUD_UG_ALL_1Y_DG	Further full-time study status for initial undergraduates, by demographic profile (%)
	FURSTUD_PG_ALL_1Y_DG	Graduates in further full-time study, by initial postgraduate study level, by demographic profile, 2022 (%)

6.1.9 Satisfaction

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

Table 36 **Tables associated with graduate satisfaction**

Report table	Sheet name	Table title
Figure 03/ Table 18	SAT_UG_ALL_2Y	Satisfaction of undergraduate level graduates, 2021 and 2022 (% agreement)
Figure 03	SAT_PGC_ALL_2Y	Satisfaction of postgraduate coursework level graduates, 2021 and 2022 (% agreement)
Figure 04	SAT_PGR_ALL_2Y	Satisfaction of postgraduate research level graduates, 2021 and 2022 (% agreement)
Table 17	SAT_UG_ALL_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2021 and 2022 (% agreement)
Table 17	SAT_PGC_ALL_2Y_AREA	Satisfaction of postgraduate coursework level graduates, by study area, 2021 and 2022 (% agreement)

Report table	Sheet name	Table title
	SAT_PGR_ALL_2Y_AREA	Satisfaction of postgraduate research level graduates, by study area, 2021 and 2022 (% agreement)
	SAT_UG_ALL_1Y_DG	Satisfaction of undergraduate level graduates, by demographic group, 2022 (% agreement)
	SAT_PGC_ALL_1Y_DG	Satisfaction of postgraduate coursework level graduates, by demographic group, 2022 (% agreement)
	SAT_PGR_ALL_1Y_DG	Satisfaction of postgraduate research level graduates, by demographic group, 2022 (% agreement)
	SAT_UG_UNI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2021 and 2022 (% agreement) (Unis only)
	SAT_UG_NUHEI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2021 and 2022 (% agreement) (NUHEIs only)

6.2 Methodological tables

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

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics, approach to weighting and precision please refer to the 2022 GOS Methodological Report, which is available on the QILT website.

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

Report table	Sheet name	Table title
Table 19	SUMMARY_ALL_ALL_1Y	GOS 2022 Collection Summary
	SUMMARY_ALL_ALL_1Y_1P	GOS 2021 Collection Summary
	SUMMARY_ALL_ALL_1Y_2P	GOS 2020 Collection summary
	SUMMARY_ALL_ALL_1Y_3P	GOS 2019 Collection summary
Table 21	RR_ALL_UNI_1Y	GOS 2022 response rates by institution (universities only), Nov 2021, Feb and May 2022 collections (%)

Report table	Sheet name	Table title
Table 22	RR_ALL_NUHEI_1Y	GOS 2022 response rates by institution (NUHEIs only), Nov 2021, Feb and May 2022 collections (%)
Table 20	RR_UG_ALL_1Y	GOS 2022 undergraduate response rates by institution type, Nov 2021, Feb and May 2022 collections (%)
Table 20	RR_PGC_ALL_1Y	GOS 2022 postgraduate (coursework) response rates by institution type, Nov 2021, Feb and May 2022 collections (%)
Table 20	RR_PGR_ALL_1Y	GOS 2022 postgraduate (research) response rates by institution type, Nov 2021, Feb and May 2022 collections (%)

Table 38 **Tables associated with response characteristics and representativeness**

Report table	Sheet name	Table title
Table 23	RR_ALL_ALL_1Y_TYPE	GOS 2022 sample and response characteristics, by respondent type
Table 24	RR_ALL_ALL_1Y_AREA	GOS 2022 sample and response characteristics, by study area