



QILT

Quality Indicators for
Learning and Teaching



GOS

Graduate Outcomes Survey

SHORT-TERM GRADUATE
OUTCOMES IN AUSTRALIA

OCTOBER 2019



2019 Graduate Outcomes Survey

Acknowledgements

The QILT survey program, including the 2019 Graduate Outcomes Survey (GOS), is funded by the Australian Government Department of Education and Training. Without the active support of Dr Andrew Taylor, Phil Aungles, Dr Sam Pietsch, Gabrielle Hodgson, Dr Michael Gao, Wayne Shippley and Ben McBrien this research would not be possible.

The Social Research Centre would especially like to thank the higher education institutions that contributed to the GOS in 2019.

We are also very grateful to the graduates who took the time to provide valuable feedback about their employment, further study and experience with their course.

The 2019 GOS was led by Graham Challice and the project team consisted of Shane Compton, Lisa Bolton, Natasha Vickers, James Morrison, David Haysom, Rastko Antic, Cynthia Kim, Alistair Wilcox, Gimwah Sng, Joe Feng, Dean Pennay, Shane Smith, Benjamin Desta, Bobby Hoque and Amida Cumming.

For more information on the conduct and results of the QILT survey program see the Quality Indicators for Learning and Teaching (QILT) website. The QILT team can be contacted by email at qilt@srcentre.com.au



Contents

Acknowledgements	i
List of tables and figures	iii
Overview	1
Labour market outcomes	2
Institutions	9
Skills utilisation	17
Further study	20
Satisfaction	22

Appendix		
1	2019 GOS methodological summary	29
2	Definitions	36
3	2019 GOS item summary	38
4	Study area concordance	50
5	Additional tables	53

List of tables and figures

Tables

1	Graduate employment and study outcomes by study level, 2018 and 2019	3
2	Undergraduate employment outcomes by study area, 2018 and 2019 (%)	7
3	Undergraduate median full-time salary by study area, 2018 and 2019 (\$)	8
4	Undergraduate labour force indicators, 2019 (universities only)	9
5	Undergraduate labour force indicators, 2017-2019 (NUHEIs only)	15
6	Main reason not working more hours, of undergraduates employed part-time, by preference for more hours, 2019 (%)	18
7	Main reason for working in job in 2019 that doesn't fully use skills and education, 2019 (%)	19
8	Undergraduate further full-time study status in 2019, by original field of study (%)	20
9	Study area of undergraduates in further full-time study in 2019 (%)	21
10	Undergraduate satisfaction (% agreement)	22

11	Postgraduate coursework satisfaction (% agreement)	22
12	Postgraduate research satisfaction (% agreement)	23
13	Undergraduate satisfaction by study area, 2018 and 2019 (% agreement)	27

Figures

1	Full-time and overall employment rates by study level, 2009-2019 (%)	4
2	Median starting salaries by gender and level of study, 2009-2019* (\$)	5
3	Undergraduate full-time employment rate by university, 2019 (%)	11
4	Undergraduate median full-time salaries by university, 2019 (\$)	12
5	Undergraduate full-time employment rate by NUHEI, 2017-2019 (%)	13
6	Undergraduate median full-time salaries by NUHEI, 2017-2019 (%)	14
7	Undergraduate satisfaction 2010-2019 (% agreement)	25
8	Postgraduate coursework satisfaction 2010-2019 (% agreement)	25
9	Postgraduate research satisfaction 2006-2019 (% agreement)	25
10	Overall satisfaction of undergraduates, UK (NSS) and Australia (CEQ), 2008-2019 (% agreement)	26

Overview

This National Report focuses on the main indicators over time as outlined on the 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 gender differences and the gender pay gap, skills utilisation including graduate occupations and reasons for skills based or time based “underemployment”. The Graduate Outcomes Survey 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, foundation, collaborative and adaptive graduate attributes and more detailed labour force breakdowns, including graduates working in their own businesses, unpaid work and unemployment levels.

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 tables which provide additional data and detail out of scope of this report, but which may be of interest to the reader.

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

The 2019 GOS was primarily conducted as a national online survey among 109 higher education institutions including all 41 Table A and B universities and 68 Non-University Higher Education Institutions (NUHEIs). A total of 132,178 valid survey responses were collected across all study levels, representing a response rate of 44.2 per cent, which is an increase from 43.0 per cent achieved in 2018.

The following report provides high level results from the GOS 2019. Further detail is available from <https://www.qilt.edu.au/about-this-site/graduate-employment>

Labour market outcomes

Study level

In 2019, 72.2 per cent of undergraduates were in full-time employment four months after completing their degree, down by 0.7 percentage points from 72.9 per cent in the previous year. The overall employment rate for undergraduates was 86.8 per cent in 2019, down slightly from 87.0 per cent in 2018. The fall in employment among new graduates is in contrast with the improvement in full-time employment among more established undergraduates three years after graduation from 89.2 per cent in 2018 to 90.1 per cent in 2019, as shown by the 2019 Graduate Outcomes Survey – Longitudinal (GOS-L). Similarly, overall employment among undergraduates three years out improved from 91.9 per cent in 2018 to 93.3 per cent in 2019. That new graduates were finding it harder to gain employment than more established graduates is consistent with the slight softening in the labour market observed in early 2019 with the overall unemployment rate rising from a low point of 4.9 per cent in February 2019 to 5.3 per cent in May 2019, as shown by the ABS Labour Force Survey (6203.0).¹ Graduates newly entering the workforce and with less work experience generally experience greater difficulty finding work, This is consistent with the broader long run trend since the Global Financial Crisis (GFC) where new graduates have found it more difficult to make a successful transition to the labour market upon completion of their studies.

The labour force participation rate for undergraduates improved from 91.9 per cent in 2018 to 92.4 per cent in 2019. The median undergraduate salary level increased by \$1,600 or by 2.6 per cent to \$62,600 in 2019. Reporting of graduate salaries in the 2019 GOS includes all graduates employed full-time. Female undergraduates continue to earn less than male undergraduates in 2019, \$61,500 compared with \$64,700 respectively, a difference of \$3,200. This equates to a gender pay gap of 4.9 per cent, increasing slightly from 4.8 per cent in 2018. 18.9 per cent of undergraduates proceeded to further study immediately following completion of their degree in 2019, down from 19.4 per cent in 2018.

72.2%

undergraduates in full-time employment

86.8%

undergraduates employed overall

¹ Most respondents to the Graduate Outcomes Survey, around two-thirds, complete the May survey with the remainder generally responding in the November round of the previous year. There are fewer responses in the February round.

Table 1 Graduate employment and study outcomes by study level, 2018 and 2019

	Undergraduate		Postgraduate coursework		Postgraduate research	
	2018	2019	2018	2019	2018	2019
In full-time employment (as a proportion of those available for full time work) (%)	72.9	72.2	86.9	86.8	82.3	81.1
Overall employed (as a proportion of those available for any work) (%)	87.0	86.8	92.9	92.7	91.8	90.7
Labour force participation rate (%)	91.9	92.4	96.1	96.3	94.1	93.9
Median salary, employed full-time (\$)	61,000	62,600	83,300	85,300	90,000	90,000
In full-time study (%)	19.4	18.9	6.2	6.0	6.5	5.8

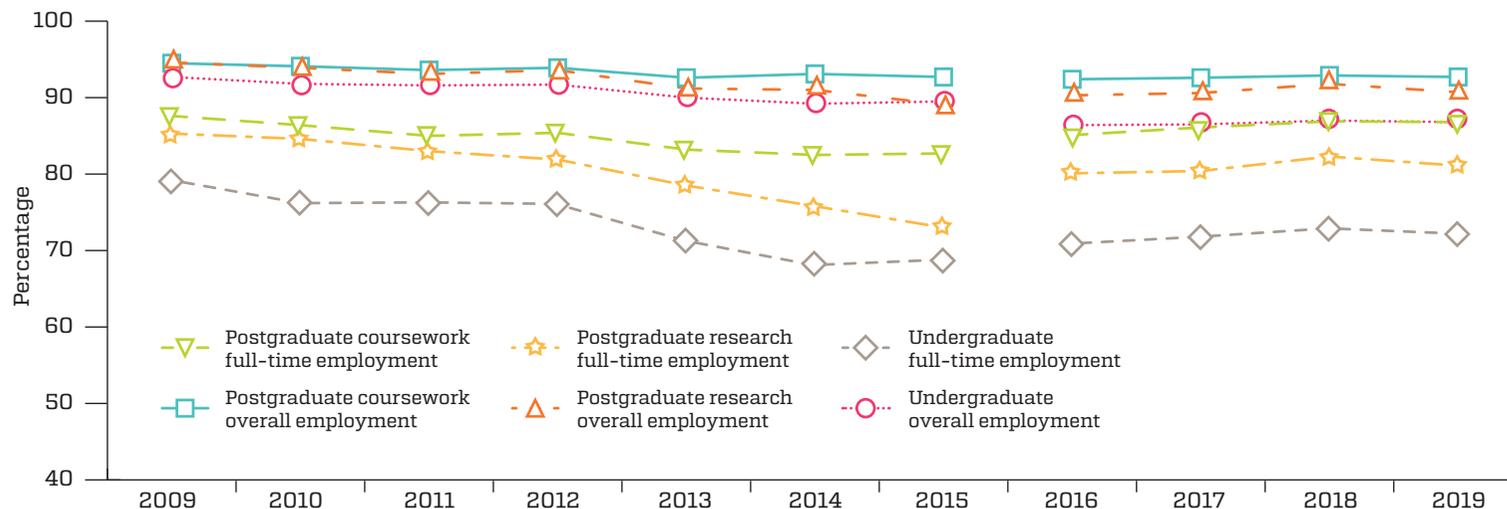
Higher level qualifications, on average, continue to confer additional benefits in the labour market, particularly for postgraduate coursework graduates. The proportion of postgraduate coursework graduates in full-time employment in 2019 was 86.8 per cent, down slightly from 86.9 per cent in 2018, and mirroring the slight decrease for undergraduates. In addition, overall employment declined slightly to 92.7 per cent in 2019, a fall of 0.2 percentage points on the previous year. The labour force participation rate increased slightly to 96.3 per cent.

Labour market outcomes for postgraduate research graduates were also more positive than for undergraduates with 81.1 per cent in full-time employment, a decrease of 1.2 percentage points over the previous year. The overall employment rate for postgraduate research graduates decreased by 1.1 percentage points to 90.7 per cent while their labour force participation rate of 93.9 per cent represents a decrease of 0.2 percentage points from 2018.

Higher level qualifications generally lead to improved salary outcomes in addition to improved employment outcomes. The median salary of undergraduates employed full-time in 2019 was \$62,600 per year while for postgraduate coursework graduates it was \$85,300 and for postgraduate research graduates it was \$90,000, as shown in Table 1. The median postgraduate coursework salary increased by \$2,000 or 2.4 per cent in 2019 while the median postgraduate research salary was unchanged.

The gender gap in graduate salaries was more marked at the postgraduate coursework level with a difference of around \$13,700 or 14.4 per cent while the difference at the postgraduate research level was less at \$2,000 or 2.2 per cent.

Figure 1 Full-time and overall employment rates by study level, 2009–2019 (%)



86.8%

postgraduate coursework full-time employment rate

81.1%

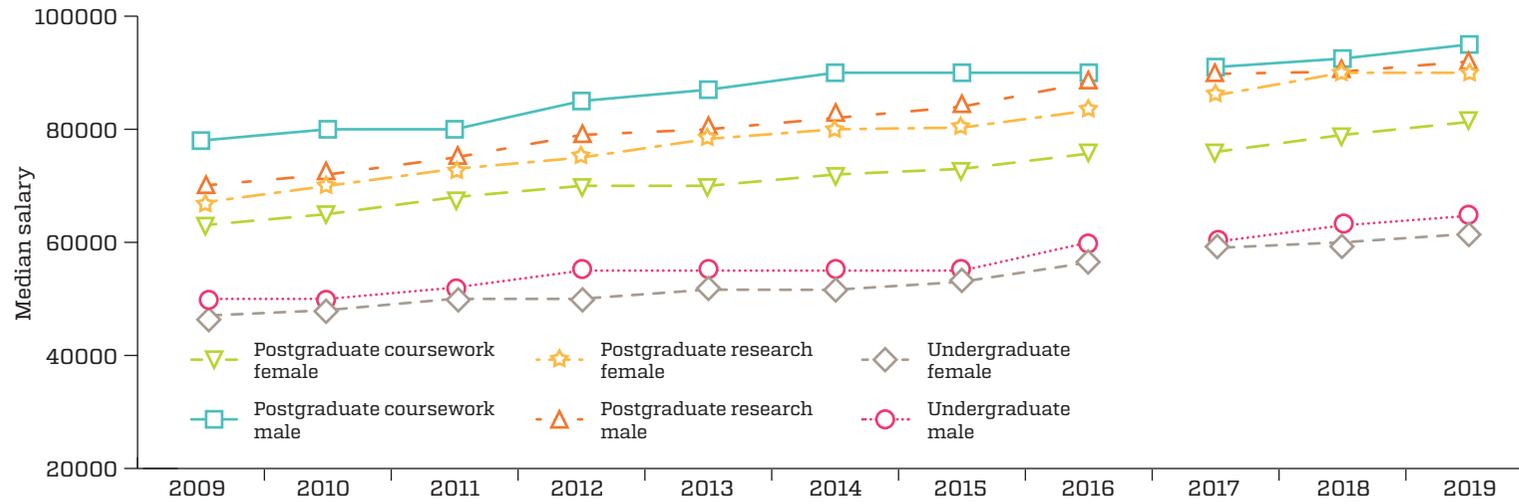
postgraduate research full-time employment rate

Time series

Since the Global Financial Crisis (GFC) graduates have taken longer to gain a foothold in the labour market. For example, the full-time employment rate among undergraduates fell from 85.2 per cent in 2008 to a low of 68.1 per cent in 2014. Similarly, the full-time employment rate among postgraduate coursework graduates has fallen from 90.2 per cent in 2008 to a low of 82.5 per cent over the same period and among postgraduate research graduates it has fallen from 87.8 per cent in 2007 to 73.0 per cent in 2015. The 2019 Graduate Outcomes Survey-Longitudinal (GOS-L) shows that graduates do succeed over time with many more graduates in work three years after graduation. In 2016, 72.6 per cent of graduates were in full-time employment immediately upon graduation. Three years later in 2019, 90.1 per cent of the same cohort of graduates had found full-time work.

Figure 2 shows the gender gap in graduate salaries has persisted over time. 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 2019, the gender gap in undergraduate median salaries was \$3,200 or 4.9 per cent. Similarly, the gender gap in postgraduate coursework salaries has persisted over time, with females earning \$15,000 or 19.2 per cent lower in 2009 in comparison with a gap of \$13,700 or 14.4 per cent in 2019. The gender gap in postgraduate research graduate salaries has declined over time falling from \$3,000 or 4.3 per cent in 2009 to \$2,000 or 2.2 per cent in 2019.

Figure 2 Median starting salaries by gender and level of study, 2009–2019* (\$)



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

Study area

Undergraduates from more vocationally oriented study areas tend to have greater success in the labour market immediately upon graduation. In 2019, Pharmacy, Rehabilitation, Medicine and Dentistry undergraduates had the highest rates of full-time employment at 95.7 per cent, 92.4 per cent, 91.1 per cent and 86.2 per cent respectively, as shown by Table 2. However, it should be noted that some study areas traditionally have high employment rates immediately upon graduation arising from professional registration requirements.

Conversely, graduates with more generalist degrees can take longer to gain a foothold in the labour market immediately upon graduation. Study areas with the lowest rates of full-time employment in 2019 were Creative arts, Tourism, hospitality, personal services, sport and recreation, Communications, Science and mathematics and Psychology of 52.9 per cent, 56.4 per cent, 60.1 per cent, 63.4 per cent and 63.4 per cent respectively. Similar patterns in overall employment and labour force participation rates are observed by study area.

As noted above, the 2019 Graduate Outcomes Survey-Longitudinal (GOS-L) shows three years after graduation, many more graduates are in employment. This is especially the case among graduates with more generalist degrees. For example, study areas with the lowest full-time employment rate immediately upon graduation in 2016 included Creative arts and Science and mathematics at 56.6 per cent and 62.5 per cent respectively. Three years later, their full-time employment rates had increased appreciably to 79.7 per cent and 87.8 per cent respectively.

Median undergraduate full-time salaries in 2019 ranged between study areas from a high of \$88,200 down to \$48,000, with a standard deviation of \$8,600, as shown by Table 3. The areas with the highest graduate salaries were Dentistry at \$88,200, Medicine, \$73,100, Teacher education, \$68,000, Social work, \$67,600, and Engineering, \$67,500. The areas with the lowest full-time median undergraduate salaries were Pharmacy at \$48,000, Tourism, hospitality, personal services, sport and recreation, \$50,000, Creative arts, \$52,000, Communication, \$54,300 and Veterinary Science, \$55,000. The variation in salary between study areas was equal for male and female graduates with a standard deviation of \$8,400 even though the median salary for males is higher overall.

The gender gap in salaries is 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 Architecture and built environment with a gap between male and female salaries of \$10,000, Law and paralegal studies, \$6,300 Creative arts, \$4,800, Psychology, \$4,700 and Dentistry \$4,500. Communications, Social Work and Pharmacy 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.

95.7%

full-time employment rate of
Pharmacy undergraduates –
highest

52.9%

full-time employment rate of
Creative arts undergraduates –
lowest

Table 2 Undergraduate employment outcomes by study area, 2018 and 2019 (%)

Study area	Full-time employment		Total employment		Labour force participation rate	
	2018	2019	2018	2019	2018	2019
Science and mathematics	64.6	63.4	82.9	82.4	81.8	84.1
Computing and Information Systems	73.2	75.9	81.1	82.9	93.3	94.7
Engineering	83.1	84.8	88.2	88.4	94.3	95.3
Architecture and built environment	77.7	74.5	87.9	86.3	94.7	93.9
Agriculture and environmental studies	68.3	72.6	87.1	89.1	92.0	92.7
Health services and support	72.4	70.5	89.5	89.9	93.2	92.9
Medicine	94.9	91.1	94.3	91.9	95.0	88.3
Nursing	78.7	76.3	91.5	90.4	97.8	97.3
Pharmacy	97.2	95.7	97.3	97.5	97.4	98.5
Dentistry	86.8	86.2	94.0	93.7	92.5	94.7
Veterinary science	84.7	81.9	89.2	91.6	90.5	84.9
Rehabilitation	89.3	92.4	95.8	96.2	98.5	98.7
Teacher education	83.3	80.8	93.9	92.7	96.1	95.3
Business and management	77.9	76.6	88.1	88.0	96.5	96.6
Humanities, culture and social sciences	64.3	64.3	83.8	83.9	88.5	90.0
Social work	73.5	70.2	86.5	84.8	94.6	95.3
Psychology	64.5	63.4	85.3	86.3	86.1	88.7
Law and paralegal studies	77.2	77.3	87.9	86.5	94.4	94.8
Creative arts	52.2	52.9	81.3	81.8	91.8	90.7
Communications	60.5	60.1	82.7	82.8	90.4	90.0
Tourism, hospitality, personal services, sport and recreation	59.6	56.4	86.7	83.4	94.2	96.5
All study areas*	72.9	72.2	87.0	86.8	91.9	92.4
Standard deviation (percentage points (pp))	11.9	11.8	4.7	4.6	4.0	4.1

*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.

Table 3 Undergraduate median full-time salary by study area, 2018 and 2019 (\$)

Study area	Male		Female		Total	
	2018	2019	2018	2019	2018	2019
Science and mathematics	63,000	63,400	60,000	59,900	61,000	60,000
Computing and Information Systems	60,000	64,600	60,000	63,000	60,000	64,000
Engineering	65,000	67,800	65,000	67,000	65,000	67,500
Architecture and built environment	62,300	65,000	54,700	55,000	58,700	60,300
Agriculture and environmental studies	62,600	60,500	55,000	56,200	58,300	60,000
Health services and support	64,900	65,100	62,000	62,600	62,600	63,000
Medicine	73,100	73,400	72,000	73,000	73,000	73,100
Nursing	62,600	63,000	61,500	62,600	61,600	62,600
Pharmacy	51,300	48,000	46,000	48,000	47,000	48,000
Dentistry	102,000	88,500	78,000	84,000	83,700	88,200
Veterinary science	54,900	n/a	55,000	55,000	55,000	55,000
Rehabilitation	62,400	65,000	62,600	64,700	62,600	64,700
Teacher education	67,000	68,600	65,200	67,800	65,500	68,000
Business and management	60,000	60,000	55,500	57,600	58,000	59,500
Humanities, culture and social sciences	60,000	63,000	57,400	60,000	58,400	61,000
Social work	68,000	66,700	65,400	67,600	65,600	67,600
Psychology	63,200	64,700	58,600	60,000	60,000	61,300
Law and paralegal studies	65,000	67,600	60,000	61,300	61,400	63,200
Creative arts	52,200	54,800	50,000	50,000	50,100	52,000
Communications	54,000	52,800	52,200	54,800	52,800	54,300
Tourism, hospitality, personal services, sport and recreation	n/a	n/a	52,200	49,300	53,500	50,000
All study areas*	63,000	64,700	60,000	61,500	61,000	62,600
Standard deviation (percentage points (pp))	10,500	8,400	7,300	8,400	7,800	8,600

*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.

Institutions

Universities

Employment and salary outcomes vary across institutions. Universities with the highest full-time employment rates for undergraduates immediately following graduation in 2019 include Charles Sturt University with 86.4 per cent, Charles Darwin University with 81.7 per cent, James Cook University with 80.3 per cent, the University of New South Wales with 80.2 per cent, the University of Sydney with 80.1 per cent, and Central Queensland University with 79.6 per cent. It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, may also impact on employment and salary outcomes. In 2019, universities with high median full-time undergraduate salaries immediately following graduation include the University of Southern Queensland, \$69,400, Charles Darwin University, \$69,000, the University of New England, \$68,900, the University of Tasmania, \$68,000, and Central Queensland University, \$68,000.

Table 4 Undergraduate labour force indicators, 2019 (universities only)

University	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
Australian Catholic University	74.5 (72.7, 76.3)	90.8 (89.8, 91.7)	95.8 (95.1, 96.4)	62,600 (61,700, 63,500)
Bond University	65.5 (60.3, 70.1)	80.4 (76.7, 83.3)	91.6 (89.0, 93.3)	57,200 (53,400, 61,000)
Central Queensland University	79.6 (77.5, 81.4)	89.7 (88.5, 90.8)	94.5 (93.5, 95.2)	68,000 (66,400, 69,600)
Charles Darwin University	81.7 (78.5, 84.3)	92.0 (90.1, 93.4)	92.4 (90.7, 93.6)	69,000 (67,300, 70,700)
Charles Sturt University	86.4 (85.1, 87.6)	92.6 (91.7, 93.4)	94.7 (94.0, 95.3)	67,100 (65,800, 68,400)
Curtin University	72.4 (70.6, 74.1)	86.4 (85.2, 87.5)	94.6 (93.8, 95.2)	65,200 (64,500, 66,000)
Deakin University	72.8 (71.4, 74.2)	88.1 (87.2, 88.9)	93.9 (93.3, 94.5)	60,000 (59,600, 60,400)
Edith Cowan University	58.9 (56.5, 61.3)	83.1 (81.5, 84.5)	94.1 (93.0, 94.9)	63,600 (61,500, 65,600)
Federation University Australia	75.3 (72.0, 78.2)	90.7 (89.1, 92.0)	93.5 (92.2, 94.5)	64,000 (62,000, 66,000)
Flinders University	65.3 (63.0, 67.6)	85.4 (84.0, 86.7)	90.6 (89.5, 91.5)	62,600 (60,300, 65,000)
Griffith University	64.6 (62.8, 66.4)	85.3 (84.1, 86.3)	92.4 (91.5, 93.1)	60,000 (59,200, 60,800)
James Cook University	80.3 (78.3, 82.2)	89.3 (87.9, 90.4)	94.1 (93.1, 94.9)	65,000 (63,600, 66,400)
La Trobe University	70.2 (68.4, 72.0)	87.8 (86.8, 88.7)	92.5 (91.7, 93.2)	60,000 (59,100, 60,900)
Macquarie University	70.9 (69.4, 72.4)	85.2 (84.2, 86.1)	93.7 (93.0, 94.2)	60,500 (59,300, 61,800)
Monash University	74.7 (73.3, 76.0)	88.6 (87.8, 89.4)	91.4 (90.7, 92.1)	61,000 (60,000, 62,000)

University	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
Murdoch University	61.4 (58.4, 64.3)	82.4 (80.3, 84.2)	92.7 (91.3, 93.8)	62,500 (59,800, 65,200)
Queensland University of Technology	70.3 (67.8, 72.7)	88.0 (86.4, 89.4)	95.9 (94.8, 96.7)	59,000 (57,700, 60,300)
RMIT University	71.4 (69.9, 72.8)	86.7 (85.8, 87.6)	93.6 (92.9, 94.1)	58,700 (57,100, 60,300)
Southern Cross University	74.9 (71.8, 77.8)	88.1 (86.2, 89.7)	91.9 (90.3, 93.1)	65,000 (63,400, 66,600)
Swinburne University of Technology	72.5 (70.4, 74.4)	86.0 (84.6, 87.2)	91.5 (90.4, 92.4)	65,000 (63,700, 66,300)
The Australian National University	69.5 (66.5, 72.4)	83.6 (81.5, 85.3)	88.8 (87.2, 90.2)	62,600 (61,200, 64,000)
The University of Adelaide	67.4 (65.4, 69.3)	84.5 (83.3, 85.6)	88.0 (87.0, 88.9)	62,000 (60,800, 63,300)
The University of Melbourne	61.5 (59.2, 63.7)	82.4 (81.3, 83.5)	84.0 (83.0, 84.8)	56,900 (55,100, 58,700)
The University of Notre Dame Australia	77.3 (74.5, 79.8)	87.8 (85.8, 89.4)	96.7 (95.5, 97.5)	64,000 (61,900, 66,100)
The University of Queensland	72.8 (71.3, 74.3)	87.0 (86.1, 87.9)	93.1 (92.3, 93.7)	61,800 (60,600, 63,000)
The University of South Australia	73.5 (71.6, 75.3)	88.3 (87.2, 89.3)	93.9 (93.0, 94.6)	62,600 (61,600, 63,700)
The University of Sydney	80.1 (78.4, 81.6)	89.3 (88.2, 90.3)	91.2 (90.3, 92.0)	62,600 (61,900, 63,300)
The University of Western Australia	57.8 (54.4, 61.1)	80.9 (79.0, 82.6)	82.5 (80.9, 84.0)	56,000 (53,300, 58,700)
Torrens University	62.2 (59.1, 65.1)	81.3 (79.2, 83.1)	92.0 (90.6, 93.1)	50,000 (48,500, 51,500)
University of Canberra	75.7 (73.4, 77.8)	88.8 (87.3, 90.0)	95.3 (94.3, 96.0)	63,900 (61,900, 65,900)
University of Divinity	76.7 (63.9, 85.0)	89.6 (81.9, 93.1)	82.8 (75.9, 86.7)	n/a
University of New England	78.2 (76.4, 79.8)	87.3 (86.1, 88.3)	91.7 (90.8, 92.4)	68,900 (67,900, 69,900)
University of New South Wales	80.2 (78.6, 81.7)	88.5 (87.4, 89.6)	94.2 (93.4, 94.9)	65,000 (64,500, 65,500)
University of Newcastle	76.5 (74.9, 78.1)	90.7 (89.8, 91.6)	95.1 (94.4, 95.7)	64,700 (63,900, 65,500)
University of Southern Queensland	76.1 (74.3, 77.7)	88.9 (87.8, 89.9)	94.6 (93.8, 95.2)	69,400 (68,100, 70,700)
University of Tasmania	78.2 (76.4, 79.8)	90.3 (89.3, 91.2)	87.2 (86.2, 88.1)	68,000 (66,900, 69,100)
University of Technology Sydney	76.6 (75.2, 77.8)	88.4 (87.4, 89.2)	96.1 (95.5, 96.5)	60,000 (59,100, 60,900)
University of the Sunshine Coast	61.7 (59.0, 64.2)	84.2 (82.6, 85.6)	92.7 (91.6, 93.6)	60,600 (58,400, 62,800)
University of Wollongong	72.8 (70.7, 74.7)	87.9 (86.6, 89.0)	93.8 (92.8, 94.5)	60,200 (58,800, 61,600)
Victoria University	65.8 (62.9, 68.6)	83.3 (81.5, 85.0)	92.5 (91.2, 93.6)	61,500 (58,800, 64,200)
Western Sydney University	67.7 (66.0, 69.2)	82.1 (81.0, 83.1)	92.6 (91.9, 93.3)	62,600 (62,100, 63,100)
All universities	72.5 (72.2, 72.8)	87.0 (86.8, 87.2)	92.4 (92.3, 92.6)	62,600 (62,600, 62,600)
Standard Deviation	6.8	3.2	3.3	4,500

Figure 3 Undergraduate full-time employment rate by university, 2019 (%)

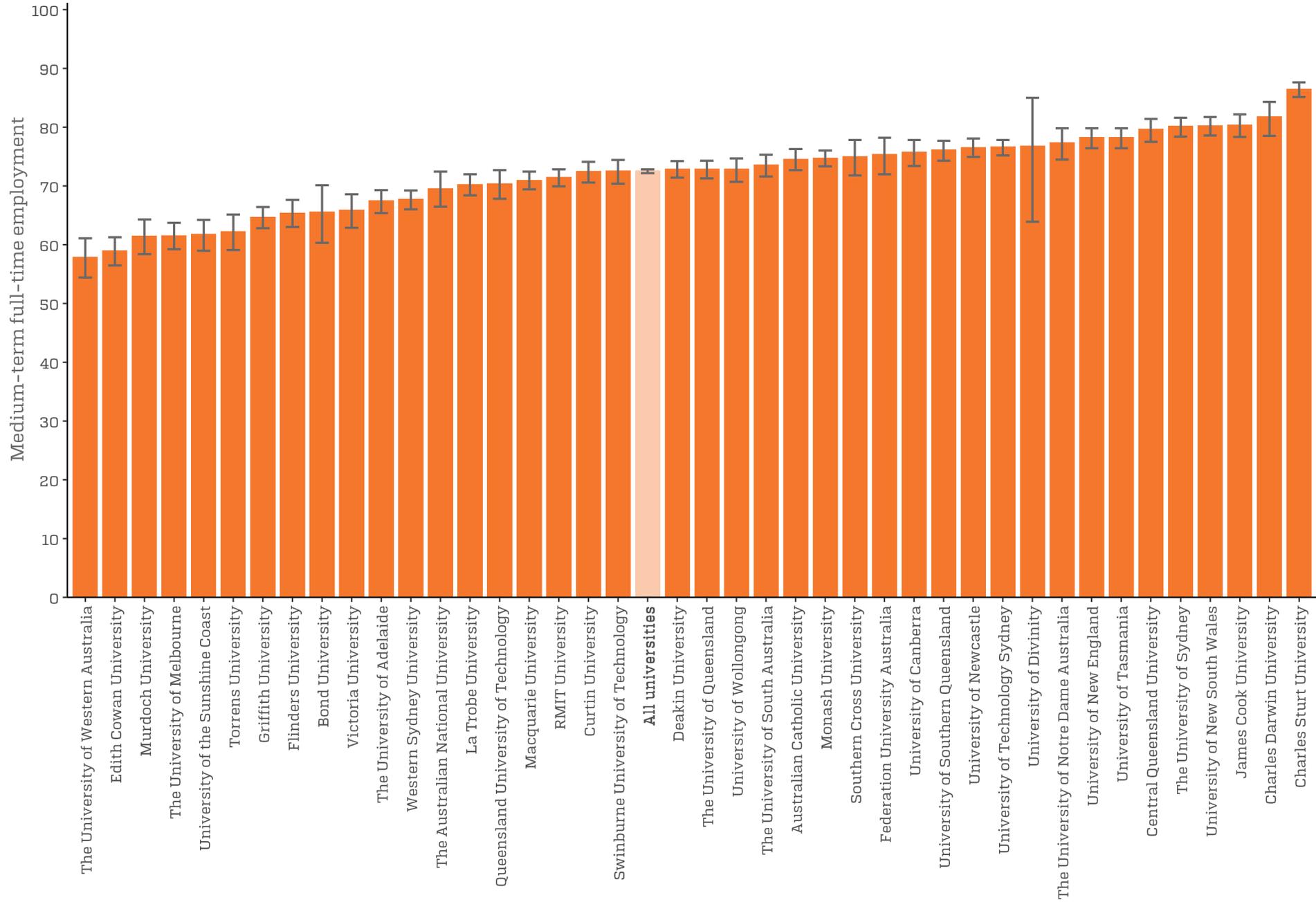
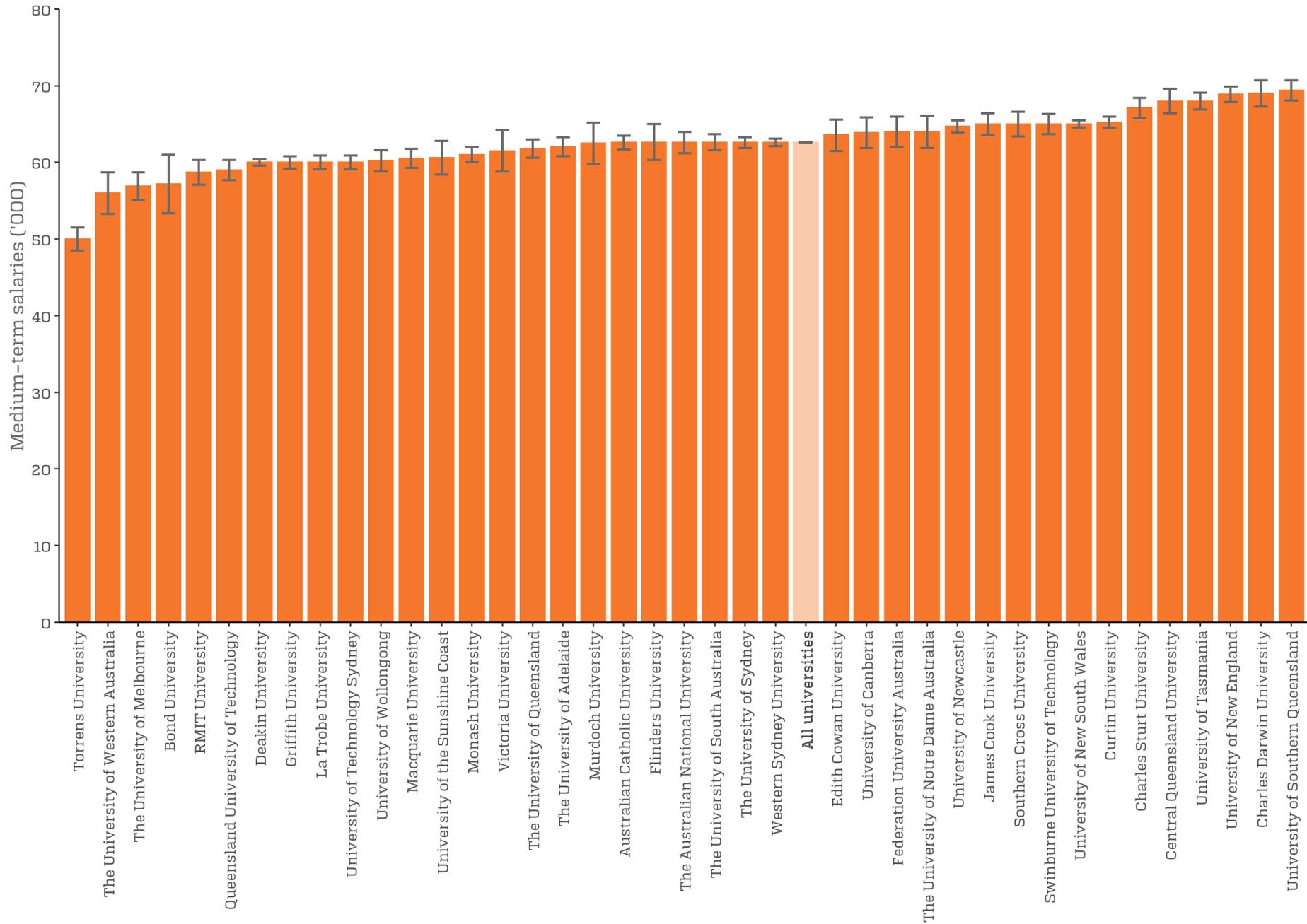


Figure 4 Undergraduate median full-time salaries by university, 2019 (\$)



NUHEIs

Since the number of students enrolled in individual Non-University Higher Education Institutions (NUHEIs) tends to be much smaller than at university level, data for individual NUHEIs have been pooled across the 2017, 2018 and 2019 surveys to improve the robustness and validity of data, as occurs on the QILT website. Using this three-year aggregation, a number of NUHEIs have full-time undergraduate employment rates over 80 per cent, including Marcus Oldham College, 96.6 per cent, Moore Theological College Council, 92.0 per cent and Eastern College Australia, 84.0 per cent. The same caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater variation in course offerings by level of education and study area than among universities.

Figure 5 Undergraduate full-time employment rate by NUHEI, 2017-2019 (%)

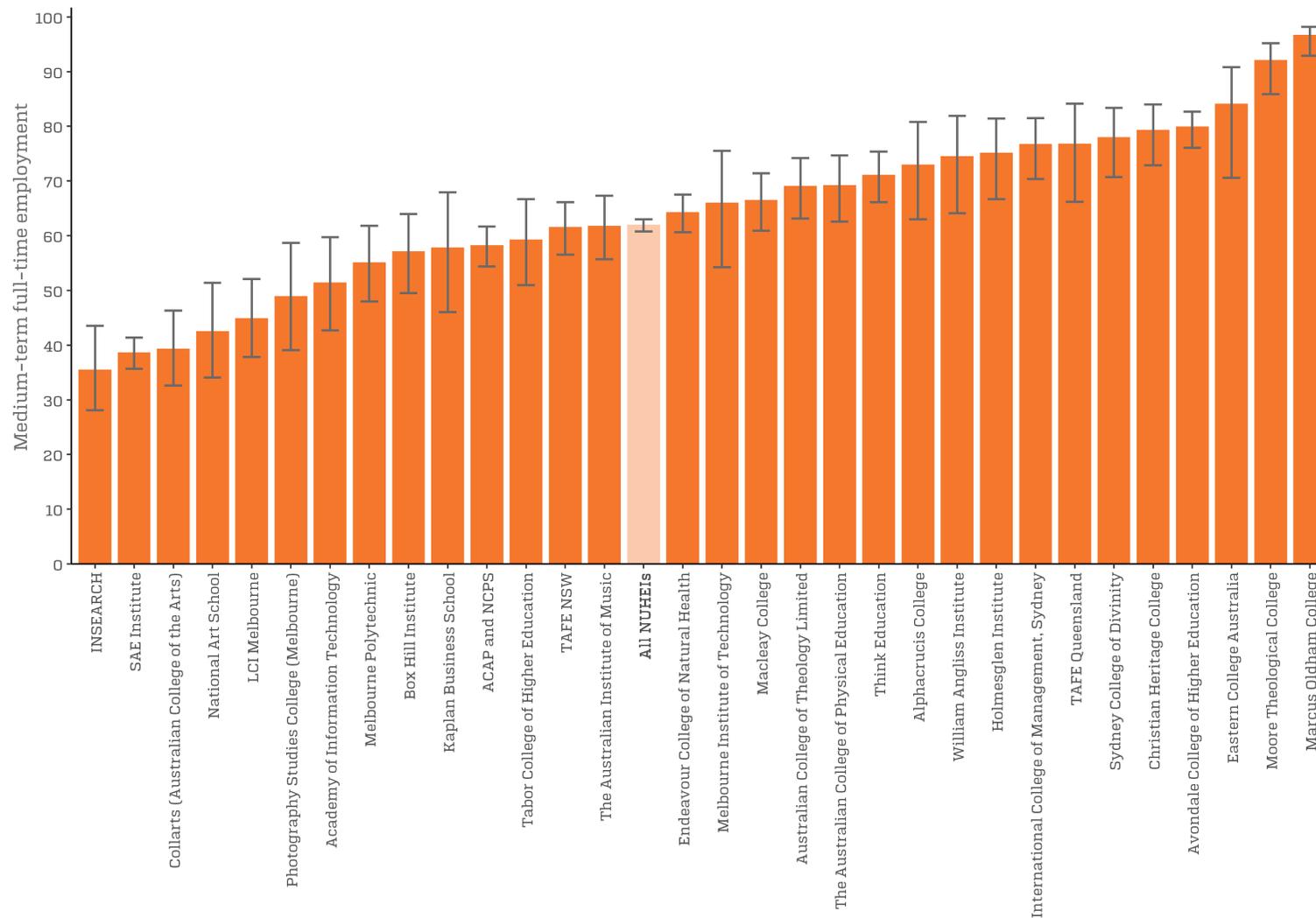


Figure 6 and Table 5 show undergraduate median full-time salaries for Non-University Higher Education Institutions. NUHEIs with high median full-time undergraduate salaries include Tabor College of Higher Education, \$65,700, Marcus Oldham College, \$64,900, Avondale College of Higher Education, \$62,600, Christian Heritage College, \$62,000, and Moore Theological College, \$60,000.

Figure 6 Undergraduate median full-time salaries by NUHEI, 2017-2019 (%)

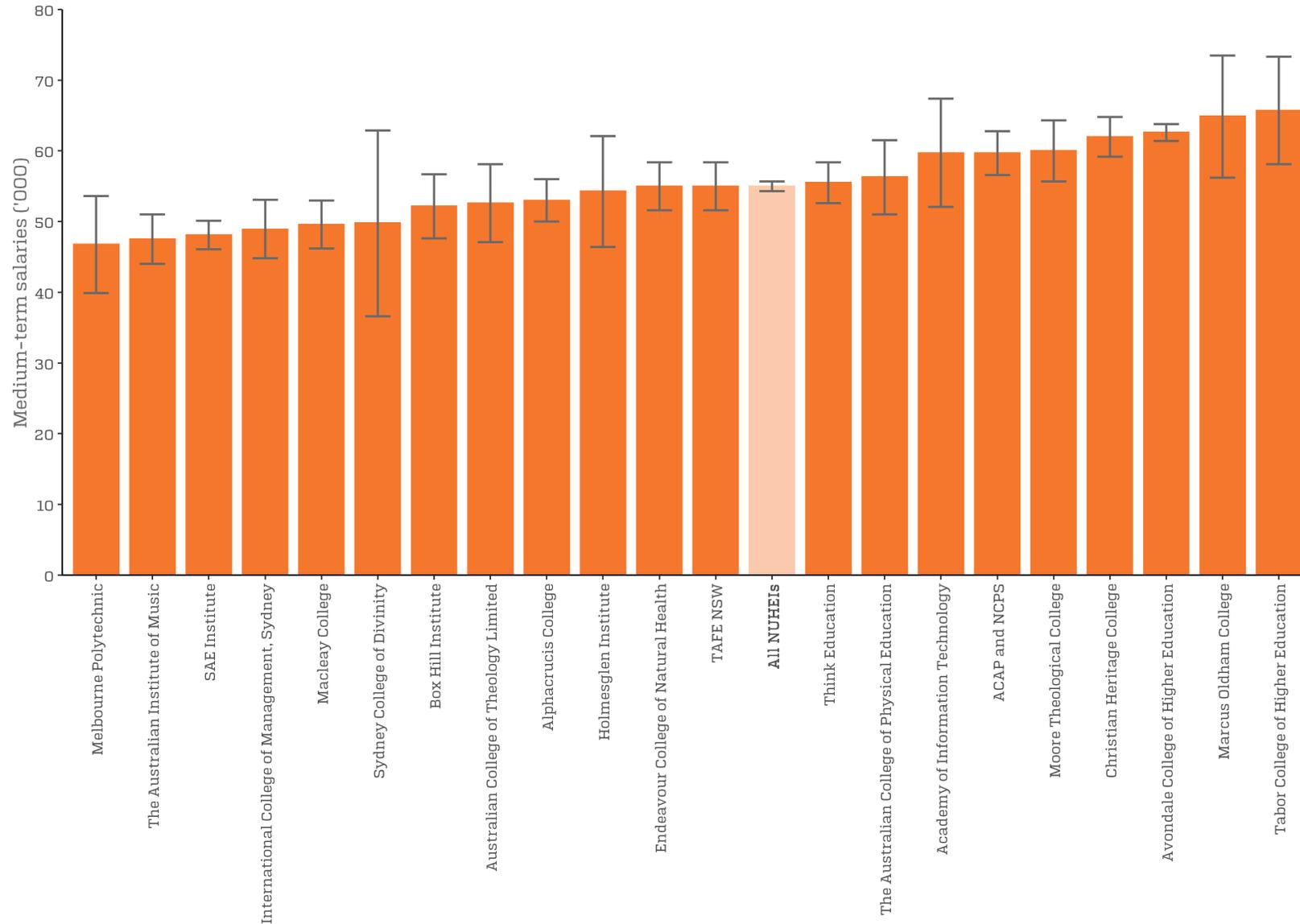


Table 5 Undergraduate labour force indicators, 2017-2019 (NUHEIs only)

NUHEI	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
Academy of Information Technology	51.3 (42.7, 59.7)	60.9 (53.0, 68.1)	94.8 (90.0, 97.3)	59,700 (52,100, 67,400)
ACAP and NCPS	58.1 (54.4, 61.7)	81.8 (79.4, 83.9)	95.0 (93.5, 96.0)	59,700 (56,600, 62,800)
Adelaide Central School of Art	n/a	87.9 (81.4, 91.1)	74.4 (69.4, 77.6)	n/a
Adelaide College of Divinity	n/a	n/a	n/a	n/a
Alphacrucis College	72.9 (63.0, 80.8)	81.7 (75.4, 86.4)	87.2 (82.0, 90.8)	53,000 (50,000, 56,000)
Australian Academy of Music and Performing Arts	n/a	80.5 (71.1, 86.1)	87.2 (79.5, 90.9)	n/a
Australian College of Theology Limited	69.0 (63.1, 74.2)	83.2 (80.1, 85.8)	82.8 (80.1, 85.1)	52,600 (47,100, 58,100)
Australian Institute of Professional Counsellors	n/a	77.8 (66.3, 84.2)	96.4 (87.0, 97.6)	n/a
Avondale College of Higher Education	79.8 (76.1, 82.7)	86.2 (83.4, 88.3)	94.2 (92.2, 95.4)	62,600 (61,400, 63,800)
Box Hill Institute	57.0 (49.5, 64.0)	87.0 (82.4, 90.0)	93.9 (90.3, 95.7)	52,200 (47,600, 56,700)
Campion College Australia	n/a	74.3 (63.3, 81.8)	77.8 (69.2, 83.2)	n/a
Christian Heritage College	79.2 (72.9, 84.0)	86.5 (82.2, 89.4)	91.0 (87.5, 93.1)	62,000 (59,200, 64,800)
Collarts (Australian College of the Arts)	39.2 (32.6, 46.3)	76.4 (71.5, 80.2)	96.7 (94.0, 97.9)	n/a
Eastern College Australia	84.0 (70.6, 90.8)	97.4 (90.3, 98.5)	83.0 (75.6, 86.8)	n/a
Endeavour College of Natural Health	64.2 (60.6, 67.5)	90.4 (88.8, 91.6)	93.5 (92.2, 94.4)	55,000 (51,600, 58,400)
Excelsia College	n/a	86.7 (75.9, 91.3)	100.0 (91.7, 100.0)	n/a
Holmesglen Institute	75.0 (66.7, 81.4)	87.6 (82.5, 90.8)	94.6 (90.7, 96.4)	54,300 (46,400, 62,100)
INSEARCH	35.4 (28.1, 43.5)	60.9 (56.5, 65.1)	82.6 (79.4, 85.3)	n/a
International College of Hotel Management	n/a	n/a	96.0 (84.2, 98.8)	n/a

NUHEI	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
International College of Management, Sydney	76.6 (70.4, 81.5)	87.5 (82.8, 90.7)	98.5 (95.7, 99.3)	48,900 (44,800, 53,100)
Kaplan Business School	57.7 (46.0, 67.9)	77.4 (67.2, 83.2)	91.2 (82.8, 93.5)	n/a
LCI Melbourne	44.8 (37.8, 52.1)	74.0 (67.7, 78.8)	97.5 (93.5, 98.3)	n/a
Macleay College	66.4 (60.9, 71.4)	80.8 (76.9, 83.9)	91.2 (88.4, 93.1)	49,600 (46,200, 53,000)
Marcus Oldham College	96.6 (92.9, 98.2)	99.2 (96.4, 99.8)	97.6 (94.3, 98.8)	64,900 (56,200, 73,500)
Melbourne Institute of Technology	65.9 (54.2, 75.5)	78.0 (68.2, 84.9)	82.0 (73.8, 87.4)	n/a
Melbourne Polytechnic	55.0 (48.0, 61.8)	76.9 (71.9, 80.8)	95.5 (92.4, 96.9)	46,800 (39,900, 53,600)
Moore Theological College	92.0 (85.9, 95.2)	88.9 (83.6, 92.1)	88.4 (83.6, 91.4)	60,000 (55,700, 64,300)
National Art School	42.4 (34.1, 51.4)	76.1 (71.1, 80.1)	79.8 (75.9, 82.7)	n/a
North Metropolitan TAFE	n/a	72.7 (60.5, 81.5)	73.3 (63.7, 80.3)	n/a
Photography Studies College (Melbourne)	48.8 (39.1, 58.7)	83.3 (76.8, 87.2)	91.7 (86.5, 93.8)	n/a
SAE Institute	38.5 (35.7, 41.4)	67.4 (64.9, 69.7)	94.6 (93.3, 95.5)	48,100 (46,100, 50,100)
Sydney College of Divinity	77.9 (70.7, 83.4)	92.3 (88.6, 94.4)	84.1 (80.3, 86.9)	49,800 (36,600, 62,900)
Tabor College of Higher Education	59.2 (51.0, 66.7)	81.3 (76.6, 84.6)	93.9 (90.6, 95.4)	65,700 (58,100, 73,300)
TAFE NSW	61.5 (56.5, 66.1)	78.3 (74.5, 81.5)	94.6 (92.1, 96.0)	55,000 (51,600, 58,400)
TAFE Queensland	76.7 (66.2, 84.1)	78.2 (69.5, 84.2)	93.2 (86.7, 96.0)	n/a
TAFE South Australia	n/a	85.7 (73.7, 91.4)	63.6 (55.4, 70.3)	n/a
The Australian College of Physical Education	69.1 (62.6, 74.7)	89.9 (85.6, 92.5)	99.3 (96.9, 99.7)	56,300 (51,000, 61,500)
The Australian Institute of Music	61.7 (55.7, 67.3)	87.8 (84.3, 90.4)	94.0 (91.4, 95.7)	47,500 (44,000, 51,000)
Think Education	71.0 (66.1, 75.4)	89.2 (86.8, 91.1)	90.3 (88.1, 91.9)	55,500 (52,600, 58,400)
UOW College	n/a	66.7 (52.9, 77.4)	93.1 (81.9, 97.0)	n/a
William Angliss Institute	74.4 (64.1, 81.9)	87.8 (79.4, 92.1)	96.1 (89.5, 98.0)	n/a
All NUHEIs	61.9 (60.8, 63.0)	81.4 (80.8, 82.1)	91.1 (90.6, 91.5)	55,000 (54,300, 55,700)
Standard deviation	17.5	11.6	10.1	7,700

Skills utilisation

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

In 2019, the proportion of employed undergraduates seeking more hours of work, that is, underemployed part-time workers, was 19.8 per cent. The level of graduate underemployment is higher than the 19.2 per cent in 2018 and 19.7 per cent in 2017. The main reasons that undergraduates were underemployed part-time workers in 2019 were because there were no more hours available in their current position, 38.4 per cent, they were studying, 17.1 per cent, because there were no suitable jobs in their area of expertise, 10.2 per cent, or because there were no jobs with a suitable number of hours, 10.5 per cent.

The proportion of undergraduates working in managerial and professional occupations is one measure of skills utilisation. These occupations are defined by the ABS as being commensurate with requiring bachelor level or higher qualifications. In 2019, four months after graduation, 69.9 per cent of undergraduates employed full-time were working in managerial or professional occupations which was lower than the 72.1 per cent reported in 2018, 72.2 per cent in 2017 and 72.3 per cent in 2016.

Graduates were also asked to indicate whether or not they believed that they were working in a job that allowed them to fully use their skills or education. In 2019, 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, up from 27.1 per cent in 2018, 28.2 per cent in 2017 but lower than 29.1 per cent in 2016. In 2019 around one fifth, 20.8 per cent, of undergraduates who reported they were not fully utilising their skills or education, stated that this was because there were no suitable jobs in their area of expertise, with a further 14.8 per cent saying this was because there were no suitable jobs in their local area. However, 15.2 per cent of undergraduates stated that they were not fully utilising their skills or education because they were satisfied with their current job². Graduates employed part-time were more likely to state that they did not use their skills or education in their current job because they were engaging in further study. 24.2 per cent of all employed graduates stated this reason in comparison with 9.0 per cent of graduates employed full-time.

19.8%
of employed undergraduates are seeking more hours of work

69.9%
of undergraduates employed full-time are working in managerial or professional occupations

28.3%
of undergraduates employed full-time said they were working in a job that did not fully utilise their skills or education

² In the 2019 GOS, in response to the large number of responses in the 'other category', a new category 'there were no more available in their current position' was added to the 2019 GOS questionnaire. Hence, data in response to this question in the 2019 GOS are not directly comparable with responses to earlier surveys.

Table 6 Main reason not working more hours, of undergraduates employed part-time, by preference for more hours, 2019 (%)

	Seeking more hours			Not seeking more hours		
	Male	Female	Total	Male	Female	Total
Studying	19.3	16.1	17.1	60.9	41.8	46.3
Short-term illness or injury	0.5	0.9	0.8	0.2	0.4	0.3
Long-term health condition or disability	0.6	0.8	0.7	1.6	1.6	1.6
Caring for children	1.0	3.5	2.7	1.8	12.7	10.1
Caring for family member with a health condition or disability	0.2	0.7	0.6	0.1	1.1	0.9
Subtotal – personal factors	21.5	22.0	21.8	64.6	57.5	59.2
No suitable jobs in my area of expertise	10.9	9.9	10.2	1.3	0.8	0.9
No suitable jobs in my local area	9.4	8.3	8.6	1.1	0.9	1.0
Considered to be too young by employers	1.0	0.9	1.0	0.1	0.1	0.1
Considered too old by employers	1.0	1.1	1.1	0.2	0.3	0.3
No jobs with a suitable number of hours	10.5	10.4	10.5	1.1	0.7	0.8
No more hours available in current position	36.0	39.5	38.4	2.4	2.9	2.8
Subtotal – labour market factors	68.8	70.2	69.8	6.2	5.7	5.8
Other	9.8	7.8	8.4	29.2	36.7	35.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 7 Main reason for working in job in 2019 that doesn't fully use skills and education, 2019 (%)

	Employed full-time	Total employed
Studying	9.0	24.2
I'm satisfied with my current job	15.2	9.9
I have skills that are not required in my current job	1.5	0.9
Changing jobs / careers	2.5	2.4
Entry level job / career stepping stone	4.0	2.1
Caring for children or family member	1.7	1.9
Subtotal - Personal	33.9	41.3
No suitable jobs in my area of expertise	20.8	19.6
No suitable jobs in my local area	14.8	13.4
Considered to be too young by employers	7.4	4.8
Not enough work experience	4.9	4.0
No jobs with a suitable number of hours	2.1	2.3
Cannot find a job NFI	2.0	2.6
My job is temporary only / casual only	1.6	1.7
Subtotal - Labour	53.6	48.4
Other (please specify)	12.6	10.4

Further study

In 2019, four months after graduation, 18.9 per cent of undergraduates were engaged in further full-time study. This represents a slight decrease from 19.4 per cent in 2018, 20.7 per cent in 2017 and 21.8 per cent in 2016.

Both postgraduate coursework and postgraduate research graduates were much less likely than those who had completed an undergraduate program to move into further study after completing their qualification, at 6.0 per cent and 5.8 per cent respectively.

Study areas with the highest proportion of undergraduates proceeding to full-time study in 2019 included Science and mathematics, 39.5 per cent, Psychology, 35.0 per cent and Humanities, culture and social work, 26.1 per cent. Undergraduates who had completed degrees in study areas with a strong vocational orientation tended, not surprisingly, to be less likely to proceed on to further full-time study in 2019. These included Rehabilitation, 2.4 per cent, Nursing, 3.0 per cent, Pharmacy, 7.3 per cent and Teacher education, 7.4 per cent.

Table 8 Undergraduate further full-time study status in 2019, by original field of study (%)

Study area	In full-time study – Total
Science and mathematics	39.5
Computing and Information Systems	11.3
Engineering	12.8
Architecture and built environment	17.1
Agriculture and environmental studies	17.3
Health services and support	22.7
Medicine	24.1
Nursing	3.0
Pharmacy	7.3
Dentistry	10.3
Veterinary science	29.7
Rehabilitation	2.4
Teacher education	7.4
Business and management	10.2
Humanities, culture and social sciences	26.1
Social work	9.0

39.5%

of Science and mathematics undergraduates in further full-time study – highest

2.4%

of Rehabilitation undergraduates in further full-time study – lowest

Study area	In full-time study – Total
Psychology	35.0
Law and paralegal studies	18.1
Creative arts	22.2
Communications	14.2
Tourism, hospitality, personal services, sport and recreation	18.0
All study areas*	18.9

*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.

In 2019, Health was the most popular area for further full-time study following an undergraduate degree, with 30.3 per cent of those proceeding to further study selecting this area.

Table 9 Study area of undergraduates in further full-time study in 2019 (%)

Field of education	Further study
Natural and physical sciences	11.9
Information technology	2.7
Engineering and related technologies	4.6
Architecture and building	2.4
Agriculture, environmental and related studies	1.8
Health	30.3
Education	8.8
Management and commerce	6.5
Society and culture	20.9
Creative arts	7.1
Food, hospitality and personal services	0.4
Mixed field qualification	2.1
All fields	100

Satisfaction

Study level

The Course Experience Questionnaire (CEQ), administered since 1993, invites coursework graduates four months after completing their course to express agreement or disagreement on a five-point scale with statements about various aspects of their course that have been shown to influence student learning. Core questions cover teaching, generic skills and overall satisfaction. Responses to points four and five on the scale are reported in the tables below and also on the QILT website.

Undergraduates' satisfaction with their studies increased across all measures in 2019. Overall satisfaction, as measured by one question in the CEQ and reported as such on the QILT website increased slightly from 79.7 per cent to 80.1 per cent. Satisfaction with generic skills, increased from 81.3 per cent in 2018 to 82.4 per cent in 2019. Similarly, satisfaction with the quality of teaching increased from 62.9 per cent to 63.7 per cent.

Table 10 Undergraduate satisfaction (% agreement)

	2018	2019
Overall satisfaction	79.7	80.1
Good teaching scale	62.9	63.7
Generic skills scale	81.3	82.4

Postgraduate coursework graduates are also invited to respond to the Course Experience Questionnaire to express satisfaction with key aspects of their course. Like undergraduates, postgraduate coursework graduates expressed higher satisfaction across all areas in 2019. Overall satisfaction increased slightly from 81.7 per cent to 81.8 per cent. Satisfaction with the quality of teaching increased from 68.7 per cent to 69.4 per cent while satisfaction with generic skills increased from 78.4 per cent to 79.7 per cent. As in previous years, postgraduate coursework graduates appear more satisfied than graduates with the quality of teaching and overall satisfaction. However, undergraduates report higher levels of satisfaction than postgraduate coursework graduates with their generic skills.

Table 11 Postgraduate coursework satisfaction (% agreement)

	2018	2019
Overall satisfaction	81.7	81.8
Good teaching scale	68.7	69.4
Generic skills scale	78.4	79.7

Undergraduates' satisfaction with their studies increased across all measures in 2019

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

Note that following a review of the Postgraduate Research Experience Questionnaire, there were three additional items incorporated into an extended skills development scale and a new industry and external engagement scale administered as part of an extended PREQ commencing with the 2019 GOS.³

Satisfaction with most aspects of the postgraduate research experience increased in 2019. 85.5 per cent of postgraduate research graduates expressed overall satisfaction with their degree, up from 85.0 per cent in 2018. Satisfaction with supervision increased from 82.0 per cent to 83.1 per cent, satisfaction with the intellectual climate increased from 61.1 per cent to 62.7 per cent, satisfaction with infrastructure increased from 74.6 per cent to 75.8 per cent while satisfaction with goals and expectations rose slightly from 91.7 per cent to 91.9 per cent. The only areas where satisfaction with the postgraduate research experience declined were satisfaction with thesis examination, down to 80.6 per cent from 81.3 per cent the previous year and a slight fall in satisfaction with skills development, down from 92.6 per cent to 92.5 per cent. However, had the skills development scale been unchanged in 2019, that is, the three additional items removed, then satisfaction with skills development would have remained unchanged at 92.6 per cent.

Satisfaction with industry and external engagement was measured at 56.4 per cent, which was lower than measured satisfaction with other aspects of the postgraduate research experience. However, the absolute level of satisfaction measured can be dependent on the number and type of items included in each scale. More important will be observing trends over time in satisfaction with industry and external engagement, as the section below shows for other PREQ scales.

³ Review of the Postgraduate Research Experience Questionnaire, www.qilt.edu.au

Table 12 Postgraduate research satisfaction (% agreement)

	2018	2019
Overall satisfaction	85.0	85.5
Supervision	82.0	83.1
Intellectual climate	61.1	62.7
Skills development	92.6	92.5
Infrastructure	74.6	75.8
Thesis examination	81.3	80.6
Goals and expectations	91.7	91.9
Industry and external engagement	na	56.4

Time series

The CEQ time series collected through the precursor to the GOS, the Australian Graduate Survey (AGS) shown in Figure 7 indicates there has been improvement in undergraduate satisfaction over time (data are not shown prior to 2010 because of a prior change in survey methodology). In particular, satisfaction with the quality of teaching increased from 62.4 per cent in 2010 to 68.0 per cent in 2015. Overall satisfaction with courses has remained high, increasing from 81.2 per cent in 2010 to 83.4 per cent in 2015. Similarly, satisfaction with generic skills has remained high, increasing from 76.1 per cent in 2010 to 79.6 per cent in 2015

The change in collection methodology and the way in which these scores are calculated in the GOS necessitate a break in time series between 2015 and 2016. Over the four years of the GOS, undergraduate ratings for overall satisfaction have shown a slight decline from 80.6 per cent in 2016 to 80.1 per cent in 2019. On the other hand, satisfaction with skills development has increased slightly from 82.1 per cent to 82.4 per cent and satisfaction with teaching has increased from 63.0 per cent in 2016 to 63.7 per cent in 2019.

Similar trends are in evidence with postgraduate coursework graduate satisfaction. Satisfaction with the quality of teaching has increased strongly over the period, from 64.8 per cent in 2010 to 70.2 per cent in 2015 as measured by the CEQ as part of the AGS, as shown by Figure 8. Following the transition to the GOS, satisfaction with teaching increased slightly from a base of 68.3 per cent in 2016 to 69.4 per cent in 2019. Overall satisfaction with courses has remained high increasing from 80.8 per cent in 2010 to 83.2 per cent in 2015. Following the transition to GOS, overall satisfaction has decreased slightly from 82.5 per cent in 2016 to 81.8 per cent in 2019. Satisfaction with generic skills has increased from 71.9 per cent in 2010 to 75.6 per cent in 2015 and has increased further again from 78.3 per cent in 2016 to 79.7 per cent in 2019 as shown by results in the GOS.

The PREQ time series shown in Figure 9 indicates there has been a steady improvement in satisfaction among postgraduate research graduates over time from 2007 to 2015 as measured by the AGS. Overall satisfaction remained high, increasing from 85.7 per cent in 2007 to 87.7 per cent in 2015. Satisfaction with supervision improved over the same period from 76.6 per cent to 81.7 per cent. Similarly, satisfaction with the intellectual climate improved from 62.5 per cent in 2007 to 68.0 per cent in 2015.

The transition to the GOS resulted in a lowering of scores between 2015 and 2016, with the exception of skills development, which showed a slight increase of 0.5 percentage points. Since the change to the GOS, most of the scale scores have remained relatively stable. Overall satisfaction with the postgraduate research experience has remained unchanged at 85.5 per cent. The largest changes in satisfaction have been recorded in the areas of Thesis examination, rising 2.7 percentage points from 77.9 per cent in 2016 to stand at 80.6 per cent in 2019 and Intellectual climate, rising 2.0 percentage points from 60.7 per cent to 62.7 per cent over the same period. Notably, the only decrease in satisfaction has been in the area of Skills Development, which declined by 1.6 percentage points from 94.1 per cent in 2016 to 92.5 per cent in 2019.

Figure 7 Undergraduate satisfaction 2010-2019 (% agreement)

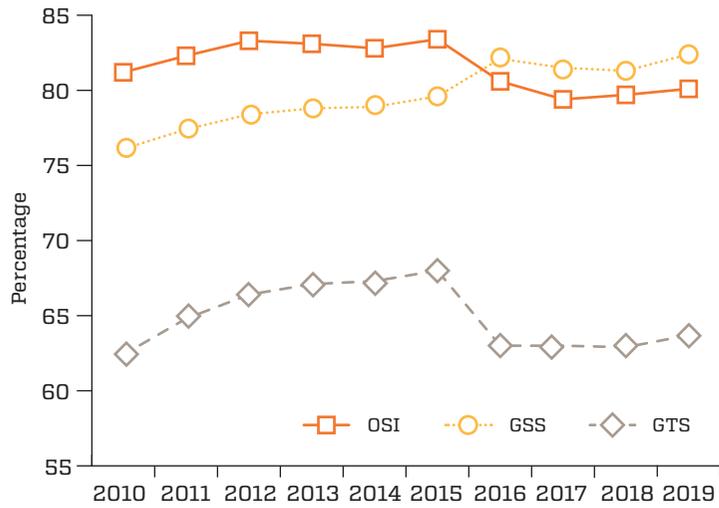


Figure 8 Postgraduate coursework satisfaction 2010-2019 (% agreement)

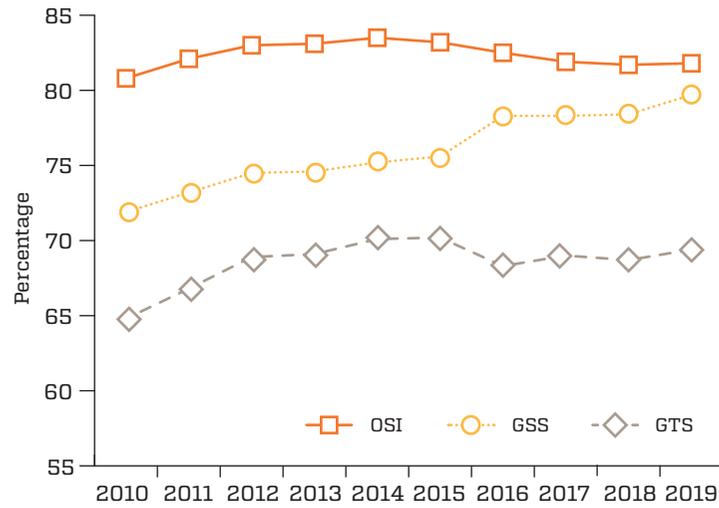
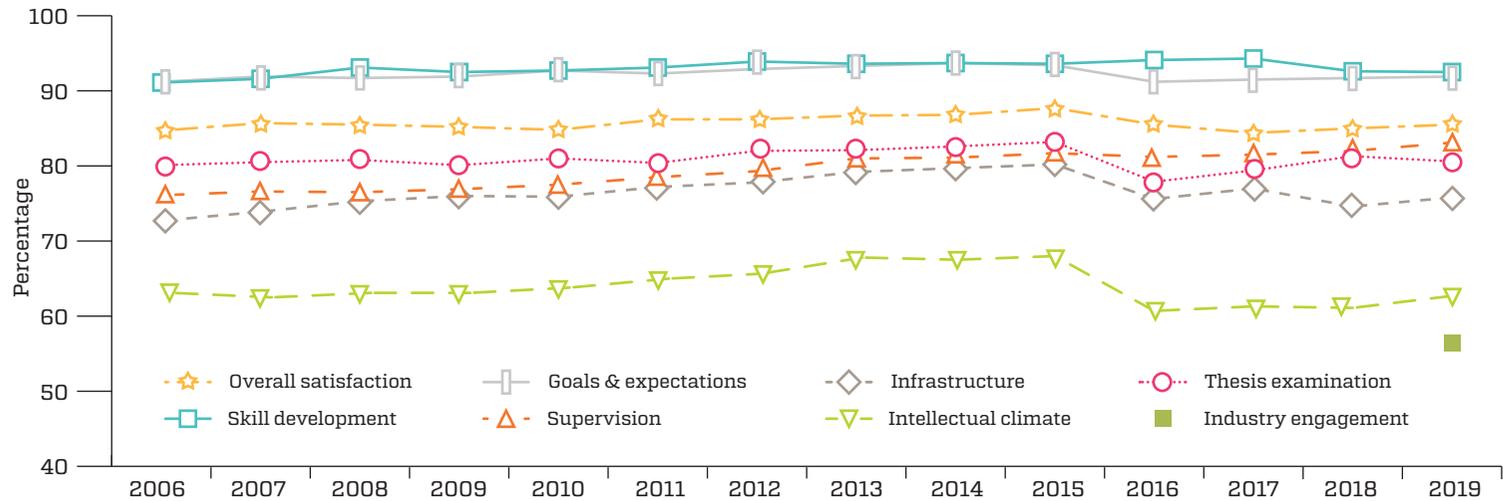


Figure 9 Postgraduate research satisfaction 2006-2019 (% agreement)

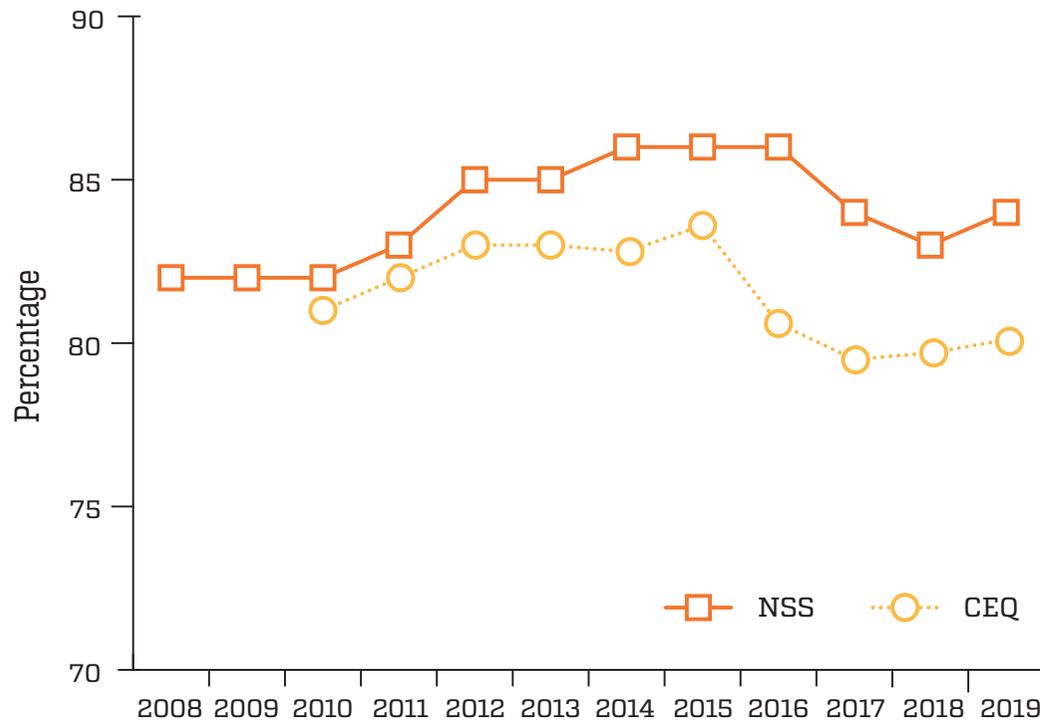


International benchmarking

International benchmarking of results from the Course Experience Questionnaire (CEQ) with a similar survey from overseas shows that, in general, Australian students are less satisfied with their higher education experience than their counterparts in the United Kingdom. This appears to be a consistent trend over time, as shown in Figure 10. However, it is important to be aware that differences in results across international surveys may stem from methodological differences and different student populations rather than genuine differences in student experience and satisfaction.

International benchmarking with the UK's National Survey of Student Experience (NSS) shows student and graduate satisfaction was trending upwards in both the UK and Australia until 2015. Since then interestingly overall satisfaction has declined in the UK by 2 percentage points from 86 per cent in 2016 to 84 per cent in 2019 while by way of comparison there has been a 0.5 percentage points fall in overall satisfaction in Australia over the same period.

Figure 10 Overall satisfaction of undergraduates, UK (NSS) and Australia (CEQ), 2008-2019 (% agreement)



In general, Australian students are less satisfied with their higher education than their counterparts in the United Kingdom

Study area

One of the key factors influencing CEQ scores is study area. For example, in 2019, overall satisfaction among undergraduates ranged from a high of 89.4 per cent in Rehabilitation, 85.6 per cent in Social work, and 85.4 per cent in Humanities, culture and social sciences, down to 72.9 per cent in Computing and information systems, 74.4 per cent in Engineering, 74.5 per cent in Architecture and built environment and 75.7 per cent in Creative arts as shown by Table 13. Similarly, for the good teaching scale, satisfaction ranged from 75.7 per cent in Humanities, culture and social sciences, down to 49.4 per cent in Engineering and 54.7 per cent in Medicine. For generic skills, satisfaction ranged from 88.2 per cent in Rehabilitation down to 77.2 per cent in Creative arts, 77.6 per cent for Computing and information systems, 78.0 per cent in Architecture and built environment and 78.2 per cent in Teacher education. The variation in satisfaction across institutions and study areas indicates there is scope for improvement in the interactions between institutions and their students.

Table 13 Undergraduate satisfaction by study area, 2018 and 2019 (% agreement)

Study area	Overall satisfaction		Good teaching scale		Generic skills scale	
	2018	2019	2018	2019	2018	2019
Science and mathematics	83.9	84.0	67.8	67.5	84.5	85.7
Computing and Information Systems	74.7	72.9	59.7	57.0	78.7	77.6
Engineering	74.8	74.4	49.7	49.4	82.9	83.8
Architecture and built environment	76.4	74.5	64.3	63.3	78.7	78.0
Agriculture and environmental studies	82.6	84.2	66.6	71.0	85.3	86.4
Health services and support	81.4	81.3	66.2	66.9	83.5	84.4
Medicine	80.3	76.9	50.0	54.7	79.5	80.9
Nursing	79.0	78.8	59.0	60.1	82.3	82.6
Pharmacy	84.1	80.5	62.9	64.6	84.1	80.8
Dentistry	82.8	77.0	58.8	58.5	80.9	83.4
Veterinary science	77.8	82.0	54.9	57.8	78.9	83.7
Rehabilitation	87.0	89.4	71.8	72.5	86.8	88.2
Teacher education	76.1	78.6	57.7	60.8	75.6	78.2
Business and management	76.9	78.0	56.7	58.6	78.9	79.7
Humanities, culture and social sciences	84.6	85.4	74.5	75.7	82.6	84.9

89.4%

Overall satisfaction of Rehabilitation undergraduates – highest

72.9%

Overall satisfaction of Computer and Information Systems undergraduates – lowest

Study area	Overall satisfaction		Good teaching scale		Generic skills scale	
	2018	2019	2018	2019	2018	2019
Social work	86.6	85.6	72.2	69.8	86.1	86.3
Psychology	81.6	83.0	62.8	67.3	82.9	85.7
Law and paralegal studies	83.2	82.5	58.2	57.8	85.2	85.1
Creative arts	75.2	75.7	72.3	71.6	76.4	77.2
Communications	80.4	79.9	70.8	70.9	80.4	81.5
Tourism, hospitality, personal services, sport and recreation	75.2	78.0	62.4	69.8	80.1	79.1
All study areas	79.7	80.1	62.9	63.7	81.3	82.4
Standard Deviation	4.0	4.3	7.2	7.0	3.2	3.3

Appendix 1

2019 GOS

methodological summary

Operational summary

The main collection periods were November to December 2018 and May to July 2019, with a minor collection taking place in February 2019 to April 2019 to accommodate two institutions running an academic calendar of trimesters. For reporting purposes, the November and February collection period outcomes are reported together.

GOS 2018 collection summary

Project element	2017 November round ⁱ			2018 May round			Total collection		
	University	NUHEIs	Total	University	NUHEIs	Total	University	NUHEIs	Total
No. of participating institutions	40	38	78	41	58	99	41	62	103
No. of in-scope graduates ⁱⁱ	75,706	5,314	81,020	187,089	12,011	199,100	262,795	17,325	280,120
No. of completed surveys	30,182	2,217	32,399	83,080	5,085	88,165	113,262	7,302	120,564
Overall response rate (%)	39.9	41.7	40.0	44.4	42.3	44.3	43.1	42.1	43.0

GOS 2019 collection summary

Project element	2018 November round ⁱ			2019 May round			Total collection		
	University	NUHEIs	Total	University	NUHEIs	Total	University	NUHEIs	Total
No. of participating institutions	41	51	92	41	61	102	41	68	109
No. of in-scope graduates ⁱⁱ	96,244	11,004	107,248	181,605	10,490	192,095	277,849	21,494	299,343
No. of completed surveys	40,508	4,531	45,039	82,290	4,847	87,137	122,798	9,378	132,176
Overall response rate (%)	42.1	41.2	42.0	45.3	46.2	45.4	44.2	43.6	44.2

- i Includes February supplementary round outcomes
 ii Excludes opt outs, disqualified or out of scope surveys

Response rates

The 2019 GOS was primarily conducted as a national online survey among 109 higher education institutions including all 41 Table A and B universities and 68 Non-University Higher Education Institutions (NUHEIs). A total of 132,176 valid online survey responses were collected across all study levels, representing a response rate of 44.2 per cent compared with 43.0 per cent in 2018, 45.0 per cent in 2017 and 39.7 per cent in 2016, comprising 44.2 per cent for universities and 43.6 per cent for NUHEIs. The overall response rate for the November collection was 42.0 per cent, with an of improvement 3.4 percentage points in the May collection (45.4 per cent).

GOS 2019 response rates by institution, November/Feb 2018/2019 and May 2019 collections (%)

Institution	Nov '18	May '19	Total	Institution	Nov '18	May '19	Total
Academy of Information Technology	39.9		39.9	Melbourne Polytechnic	48.1	48.0	48.0
ACAP and NCPS	48.9		48.9	Monash University	46.7	45.3	45.8
Acknowledge Education Pty Ltd	50.0	55.0	52.5	Moore Theological College Council		74.5	74.5
Adelaide Central School of Art	50.0	92.0	88.9	Morling College		55.6	55.6
Adelaide College of Divinity	64.3	64.3	64.3	Murdoch University	45.3	47.6	47.0
Alphacrucis College	43.4	42.7	42.9	Nan Tien Institute		78.9	78.9
Australian Academy of Music and Performing Arts	42.9	55.6	52.0	National Art School		67.9	67.9
Australian Catholic University	48.4	53.5	52.0	North Metropolitan TAFE		50.0	50.0
Australian College of Christian Studies	50.0		50.0	Perth Bible College	100.0	100.0	100.0
Australian College of Nursing	53.2	42.8	47.5	Photography Studies College (Melbourne)		72.5	72.5
Australian College of Theology Limited	57.1	66.7	58.7	Queensland University of Technology	20.9	18.7	19.4
Australian Institute of Business Pty Ltd	58.2	59.3	58.8	RMIT University	40.0	41.7	41.6
Australian Institute of Management Education & Training	57.6	54.5	57.0	SAE Institute	48.9	56.8	54.1
Australian Institute of Professional Counsellors	60.0	60.0	60.0	South Metropolitan TAFE	35.5	56.3	42.6

Institution	Nov '18	May '19	Total	Institution	Nov '18	May '19	Total
Avondale College of Higher Education	44.4	59.2	58.0	Southern Cross University	55.7	52.6	53.6
Bond University	47.5	46.7	47.2	SP Jain School of Management	29.5		29.5
Box Hill Institute	50.0	52.2	51.9	Stott's College	50.0	55.0	52.5
Campion College Australia		50.0	50.0	Study Group Australia Pty Limited	19.7	54.2	24.4
Canberra Institute of Technology		55.6	55.6	Swinburne University of Technology	41.6	46.0	44.3
Central Queensland University	45.5	51.7	49.0	Sydney College of Divinity	50.0	54.2	54.1
Charles Darwin University	51.9	64.5	59.9	Tabor College of Higher Education	61.1	69.7	67.4
Charles Sturt University	45.9	47.2	46.6	TAFE NSW	44.9	46.0	45.7
Chisholm Institute		75.0	75.0	TAFE Queensland	41.9	54.8	49.3
Christian Heritage College	59.4	58.3	58.7	TAFE South Australia		63.2	63.2
Collarts (Australian College of the Arts)		50.4	50.4	The Australian College of Physical Education	30.8	39.2	37.0
Curtin University	40.4	45.0	43.2	The Australian Institute of Music	45.7	50.0	47.5
Deakin University	49.2	50.0	49.7	The Australian National University	30.1	36.1	33.1
Eastern College Australia	83.3	68.2	71.4	The Cairnmillar Institute		55.8	55.8
Edith Cowan University	45.2	47.0	46.4	The College of Law Limited	30.5	35.3	33.3
Endeavour College of Natural Health	47.1	62.2	56.2	The MIECAT Institute	53.8		53.8
Excelsia College	30.0	62.0	56.7	The University of Adelaide	47.1	54.5	51.7
Federation University Australia	44.3	56.4	51.6	The University of Melbourne	42.2	47.6	45.8
Flinders University	48.7	52.7	52.0	The University of Notre Dame Australia	35.4	36.4	36.3
Griffith University	41.6	40.6	41.0	The University of Queensland	43.1	47.9	46.1
Health Education & Training Institute	81.8	65.9	69.2	The University of South Australia	38.2	48.4	46.0
Holmes Institute	33.5	42.3	34.6	The University of Sydney	39.1	35.6	36.4

Institution	Nov '18	May '19	Total	Institution	Nov '18	May '19	Total
Holmesglen Institute	39.7	50.0	47.7	The University of Western Australia	36.5	44.5	42.0
INSEARCH	25.3	28.7	27.1	Think Education	62.0	57.2	60.0
International College of Hotel Management	55.9		55.9	Torrens University	50.5	54.5	52.3
International College of Management, Sydney	38.5	49.6	44.0	University of Canberra	40.9	47.6	45.1
ISN Psychology Pty Ltd		62.5	62.5	University of Divinity	68.9	67.6	68.0
James Cook University	51.7	49.6	50.6	University of New England	66.4	65.7	66.2
Jazz Music Institute		14.3	14.3	University of New South Wales	31.5	35.2	33.9
Kaplan Business School	44.8	46.0	45.2	University of Newcastle	51.9	51.9	51.9
Kaplan Higher Education Pty Ltd	58.8	49.4	53.7	University of Southern Queensland	56.2	65.1	62.5
Kent Institute of Business and Technology	56.6		56.6	University of Tasmania	45.2	51.4	48.7
King's Own Institute	46.1	53.6	48.5	University of Technology Sydney	36.1	49.9	44.6
La Trobe University	38.8	42.9	41.5	University of the Sunshine Coast	55.1	55.1	55.1
LCI Melbourne		58.1	58.1	University of Wollongong	39.8	46.6	44.6
Le Cordon Bleu Australia	55.4	44.3	50.0	UOW College	19.6	35.1	28.2
Leo Cussen Centre for Law		41.6	41.6	Victoria University	31.5	37.3	35.2
Macleay College	41.9	59.6	49.6	VIT (Victorian Institute of Technology)	51.5	46.9	49.2
Macquarie University	39.5	50.0	45.1	Wentworth Institute of Higher Education	44.8	45.7	45.3
Marcus Oldham College		79.4	79.4	Western Sydney University	36.0	56.9	51.2
Melbourne Institute of Technology	28.4	30.2	29.9	William Angliss Institute	38.6	37.5	38.0

Data representativeness

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

In general, a number of the sample parameters closely match the respondent profile. In terms of study level, postgraduate coursework graduates are slightly under-represented by 1.7 percentage points respectively while undergraduates and postgraduate research graduates are slightly over-represented by 0.2 and 1.6 percentage points respectively.

Aboriginal and Torres Strait Islander status, combined course of study indicator, type of attendance, socio-economic status, study level, location and mode of attendance are particularly well-matched within the sample profile with less than 3 per cent divergence.

However, there are a number of characteristics where there is a divergence of several percentage points. The largest of these are the citizenship (domestic and international) and language spoken at home indicators where international graduates and those who speak a language other than English are under-represented by around 6.9 and 5.1 percentage points respectively which represents a decline from 2018 where the difference was 6.2 and

4.1 percentage points and in 2017 where the difference was 5.0 and 3.3 percentage points respectively but also the 2018 result represents a decline in the representativeness of these groups from 2016 where the difference was 6.3 and 4.6 percentage points respectively. This may indicate that constant vigilance is required to ensure that gains with these groups are maintained.

Consistent with the SES, males continue to be under-represented compared with female respondents with a divergence of 3.2 percentage points in 2019. This represents a decline compared with 2018 and 2017 however it is still a slight improvement in comparison to 3.5 per cent in 2016.

As was the case with the 2018 GOS, the sample also very closely matches the in-scope survey population in terms of study area, with all but three areas diverging by less than 1 percentage point as shown in Table 66. The largest difference between the sample and population remains in the Humanities, culture and social sciences and Law and paralegal studies which are over-represented by 1.0 percentage points but more so the Business and Management study area (with 5.1 percentage points which is a decrease in representativeness from 4.9 percentage points in 2018, 4.1 percentage points in 2017 and 2016 with 4.8 percentage points).

Work is continuing to improve representativeness and more detail is available in the relevant GOS Methodological reports published on the QILT website.

GOS 2019 sample and response characteristics, by respondent type

		Sample		Respondents	
		n	%	n	%
Base*		299,343	100.0	132,176	100.0
Level	Undergraduate	170,107	56.8	75,386	57.0
	Postgraduate coursework	119,513	39.9	50,489	38.2
	Postgraduate research	9,723	3.2	6,301	4.8
Gender	Male	126,084	42.2	51,501	39.0
	Female	172,984	57.8	80,539	61.0
Combined course of study indicator	Combined/double degree	15,487	5.2	7,248	5.5
	Single degree	283,856	94.8	124,928	94.5
Aboriginal and Torres Strait Islander	Indigenous	2,585	0.9	1,287	1.0
	Non-Indigenous	296,758	99.1	130,889	99.0
Mode of attendance code	Internal/Multi Mode	256,795	85.8	109,972	83.3
	External/Distance	42,350	14.2	22,111	16.7
Type of attendance code	Full-time	212,885	71.2	91,330	69.1
	Part-time	86,263	28.8	40,753	30.9
Main language spoken at home	English	225,780	75.4	106,399	80.5
	Language other than English	73,563	24.6	25,777	19.5
Citizen/resident indicator	Domestic	202,208	67.6	98,467	74.5
	International	97,126	32.4	33,707	25.5
Socio-economic status	High	72,784	36.7	34,534	35.8
	Medium	95,516	48.2	46,796	48.6
	Low	29,913	15.1	15,011	15.6
Location	Metropolitan	154,403	79.3	73,545	77.5
	Regional/remote	40,317	20.7	21,397	22.5

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

GOS 2019 sample and response characteristics, by study area

	Sample		Respondents	
	n	%	n	%
Science and mathematics	21,373	7.1	10,440	7.9
Computing and Information Systems	16,332	5.5	7,087	5.4
Engineering	20,607	6.9	8,717	6.6
Architecture and built environment	7,510	2.5	3,173	2.4
Agriculture and environmental studies	3,883	1.3	2,069	1.6
Health services and support	17,226	5.8	8,456	6.4
Medicine	5,501	1.8	2,470	1.9
Nursing	21,927	7.3	10,486	7.9
Pharmacy	1,722	0.6	699	0.5
Dentistry	1,123	0.4	489	0.4
Veterinary science	1,141	0.4	615	0.5
Rehabilitation	3,682	1.2	1,836	1.4
Teacher education	23,723	7.9	11,084	8.4
Business and management	80,805	27.0	28,891	21.9
Humanities, culture and social sciences	21,684	7.2	10,806	8.2
Social work	5,792	1.9	3,228	2.4
Psychology	9,424	3.1	5,397	4.1
Law and paralegal studies	16,415	5.5	7,021	5.3
Creative arts	9,932	3.3	4,605	3.5
Communications	8,429	2.8	4,138	3.1
Tourism, hospitality, personal services, sport and recreation	1,112	0.4	469	0.4
Total	299,343	100.0	132,176	100.0

Appendix 2

Definitions

The 2019 Graduate Outcomes Survey (GOS) uses labour force definitions which conform to the conceptual framework of the standard labour force statistics model used by the Australian Bureau of Statistics (ABS).

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.
Graduate satisfaction – overall satisfaction indicator	The proportion of graduates who ‘agreed’ or ‘strongly agreed’ that they were satisfied with the overall quality of their course or research program.
Graduate satisfaction – good teaching, generic skills, supervision and intellectual climate scales	Calculated from multiple survey items, representing the proportion of graduates who were satisfied.

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 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 and the labour force participation rate. Bryan's salary is not counted towards the median salary figure.

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

2019 GOS item summary

Item label	Response scale	Base
Screening and confirmation		
Labour force		
Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>.		
Last week, did you do any work at all in a job, business or farm?	Yes/No/Permanently unable to work/ Permanently not intending to work (65+)	(All)
Last week, did you do any work without pay in a family business?	Yes/No/Permanently not intending to work (65+)	(Not working)
Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?	Yes/No/Permanently not intending to work (65+)	(Not working without pay)
At any time during the last 4 weeks have you been looking for full-time work?	Yes/No/Permanently not intending to work (65+)	(Intending to work)
Have you been looking for part-time work at any time during the last 4 weeks?	Yes/No/Permanently not intending to work (65+)	(Intending to work)
If you had found a job, could you have started last week?	Yes/No	(Looking for full-time or part time work)
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?	Yes/No	(Not looking for work)
Did you have more than 1 job or business last week?	Yes/No	(Working or away from job)
The next few questions are about the job or business in which you usually work the most hours, that is, your main job.		Has more than one job
The next few questions are about the job or business in which you usually work the most hours		Has one job
Did you work for an employer, or in your own business?	Employer/Own business / Other or Uncertain	(Working or away from job)
Are you paid a wage or salary, or some other form of payment?	Wage or Salary/Other or Uncertain	(Working for an employer)

Item label	Response scale	Base
What are your <working/payment> arrangements?	<ul style="list-style-type: none"> • Unpaid voluntary work • Unpaid trainee or work placement • Contractor or Subcontractor • Own business or Partnership • Commission only • Commission with retainer • In a family business without pay • Payment in kind • Paid by the piece or item produced • Wage or salary earner • Other 	(Other work arrangements)
How many hours did you actually work in your main job last week less time off but counting any extra hours worked]	Enter hours	(More than one job or business)
How many hours do you usually work each week in your main job?	Enter hours	(More than one job or business)
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>?	Enter hours	(Working or away from job)
How many hours do you usually work each week (or): <in all your jobs>?	Enter hours	(Working or away from job)
Would you prefer to work more hours than you usually work (or): <in all your jobs>?	Yes/No/Don't know	(Working or away from job)
How many hours a week would you like to work?	Enter hours	(Prefer work more hours)
Last week, were you available to work more hours than you usually work?	Yes/No	(Prefer to work more hours)
What is your occupation in your <main job/job/business>?	Enter occupation	(Working or away from job or waiting to start work)
What are your main tasks and duties?	Enter main tasks and duties	(Working or away from job or waiting to start work)
What kind of business or service is carried out by your <employer at the place where you work/business>?	Enter business or service	(Working or away from job or waiting to start work)
What is the name of your <employer/business>?	Enter employer/business name	(Working or away from job or waiting to start work)
In what sector are you wholly or mainly employed?	Public or government/Private/Not-for-profit	(Working or away from job or waiting to start work)
Are you working in Australia?	Yes/No/Not sure	(Working or away from job)

Item label	Response scale	Base
And what is the postcode of your <employer/business>?	Enter postcode/suburb/Not sure	(Working or away from job) and (working in Australia)
In which country is your <employer/business> based?	Country list (SACC)/Other (specify)	(Working or away from job) and (working outside Australia)
Have you worked <for your employer/in your business> for 12 months or more?	Yes, more than 12 months/No, less than 12 months	(Working or away from job)
How many months have you worked <for your employer/in your business>?	Enter number of months	(Worked for employer for less than 12 months)
How many years have you worked <for your employer/in your business>?	Enter number of years	(Worked for employer for more than 12 months)
Is this your first full-time job?	Yes/No	(Usually working 35 hours or more and worked for employer for less than 12 months and not self employed)
In Australian dollars , how much do you usually earn in <this job/all your jobs>, before tax or anything else was taken out?	<ul style="list-style-type: none"> • Amount per hour (specify) • Amount per day (specify) • Amount each week (specify) • Amount each fortnight (specify) • Amount each month (specify) • Amount each year (specify) • No earnings • Don't know 	(Working in Australia)
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 <this job/all your jobs>, per annum before tax or anything else was taken out?	<ul style="list-style-type: none"> • \$1 – \$9,999 • \$10,000 – \$19,999 • \$20,000 – \$29,999 • \$30,000 – \$39,999 • \$40,000 – \$49,999 • \$50,000 – \$59,999 • \$60,000 – \$79,999 • \$80,000 – \$99,999 • \$100,000 – \$124,999 • \$125,000 – \$149,999 • \$150,000 or more • Don't know 	(Working in Australia and out of range salary entered)

Item label	Response scale	Base
<p>And in Australian dollars, how much do you usually earn in your main job, before tax or anything else was taken out?</p>	<ul style="list-style-type: none"> • Amount per hour (specify) • Amount per day (specify) • Amount each week (specify) • Amount each fortnight (specify) • Amount each month (specify) • Amount each year (specify) • No earnings • (Don't know) 	<p>(Working in Australia and more than one job)</p>
<p>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?</p>	<ul style="list-style-type: none"> • \$1 – \$9,999 • \$10,000 – \$19,999 • \$20,000 – \$29,999 • \$30,000 – \$39,999 • \$40,000 – \$49,999 • \$50,000 – \$59,999 • \$60,000 – \$79,999 • \$80,000 – \$99,999 • \$100,000 – \$124,999 • \$125,000 – \$149,999 • \$150,000 or more • Don't know 	<p>(Working in Australia and more than one job and out of range salary entered)</p>
<p>What is your gross (that is pre-tax) annual salary? You can estimate if necessary. Please select currency <Currency drop down list></p>	<p>Text</p>	<p>(Working outside Australia)</p>

Item label	Response scale	Base
How did you first find out about this job?	<ul style="list-style-type: none"> • University or college careers service • Careers fair or information session • Other university or college source (such as faculties or lecturers or student society) • Advertisement in a newspaper or other print media • Advertisement on the internet • Via resume posted on the internet • Family or friends • Approached employer directly • Approached by an employer • Employment agency • Work contacts or networks • Social media • An employer promotional event • Other (please specify___) 	(Worked for employer for less than 12 months and not self employed)
<p>The following statements are about your skills, abilities and education.</p> <ul style="list-style-type: none"> • My job requires less education than I have • I have more job skills than are required for this job • Someone with less education than myself could perform well on my job • My previous training is being fully utilised on this job • I have more knowledge than I need in order to do my job • My education level is above the level required to do my job • Someone with less work experience than myself could do my job just as well • I have more abilities than I need in order to do my job 	<ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree 	(Working or away from job)

Item label	Response scale	Base
<p>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?</p>	<ul style="list-style-type: none"> • No suitable job in my local area • No job with a suitable number of hours • No suitable job in my area of expertise • Considered to be too young by employers • Considered to be too old by employers • Short-term illness or injury • Long-term health condition or disability • Caring for family member with a health condition or disability • Caring for children • Studying • Other (Please specify___) 	<p>(Working less than 35 hours and not looking for more hours)</p>
<p>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?</p>	<ul style="list-style-type: none"> • No suitable job in my local area • No job with a suitable number of hours • No suitable job in my area of expertise • Considered to be too young by employers • Considered to be too old by employers • Short-term illness or injury • Long-term health condition or disability • Caring for family member with a health condition or disability • Caring for children • Studying • Other (Please specify___) 	<p>(Working less than 35 hours and looking for more hours)</p>

Item label	Response scale	Base
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?	<ul style="list-style-type: none"> • No suitable job in my local area • No job with a suitable number of hours • No suitable job in my area of expertise • Considered to be too young by employers • Considered to be too old by employers • Short-term illness or injury • Long-term health condition or disability • Caring for family member with a health condition or disability • Caring for children • Studying • Other (please specify___) 	(Perceived overqualification for current job)
When did you begin looking for work?	Enter month and enter year	(Working and looking for work)
Further study		
Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	Yes – full-time/Yes – part-time/No	(All)
What is the full title of the <u>qualification</u> you are currently studying?	Qualification title	(Studying)
What is your major field of education for this <u>qualification</u> ?	<ul style="list-style-type: none"> • Natural and physical sciences • Information technology • Engineering and related technologies • Architecture and building • Agriculture environmental and related studies • Health • Education • Management and commerce • Society and culture • Creative arts • Food, hospitality and personal services • Mixed field qualification • Other (please specify_____) 	(Studying)

Item label	Response scale	Base
What is the level of this qualification?	<ul style="list-style-type: none"> • Higher Doctorate • Doctorate by Research • Doctorate by Coursework • Master Degree by Research • Master Degree by Coursework • Graduate Diploma • Graduate Certificate • Bachelor (Honours) Degree • Bachelor (Pass) Degree • Advanced Diploma • Associate Degree • Diploma • Non-award course • Bridging and Enabling course 	(Studying)
And the institution where you are currently studying?	Institution	(Studying)

Item label	Response scale	Base
Graduate attributes		
<p>For each of the following skills or attributes, to what extent do you agree or disagree that your <Final Course> from <Institution> prepared you for this job? If the skill is not required in your role, you can answer 'Not applicable'.</p> <p>Statements</p> <p>Foundation skills</p> <ul style="list-style-type: none"> • Oral communication skills • Written communication skills • Numeracy skills • Ability to develop relevant knowledge • Ability to develop relevant skills • Ability to solve problems • Ability to integrate knowledge • Ability to think independently about problems <p>Adaptive skills and attributes</p> <ul style="list-style-type: none"> • Broad general knowledge • Ability to develop innovative ideas • Ability to identify new opportunities • Ability to adapt knowledge in different contexts • Ability to apply skills in different contexts • Capacity to work independently <p>Teamwork and interpersonal skills</p> <ul style="list-style-type: none"> • Working well in a team • Getting on well with others in the workplace • Working collaboratively with colleagues to complete tasks • Understanding of different points of view • Ability to interact with co-workers from different or multicultural backgrounds 	<ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree • Not applicable 	(Working or away from job)

Item label	Response scale	Base
Graduate Attributes CEQ/PREQ		
The next series of questions are about your <course >. By <course> we mean the major fields of education or programs of study that made up your qualification.		(Not postgraduate by research)
<p>Now a series of statements regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>.</p> <ul style="list-style-type: none"> • The staff put a lot of time into commenting on my work • The teaching staff normally gave me helpful feedback on how I was going • The <course> helped me develop my ability to work as a team member • The teaching staff of this <course> motivated me to do my best work • The course provided me with a broad overview of my field of knowledge • The <course> sharpened my analytic skills • My lecturers were extremely good at explaining things • The teaching staff worked hard to make their subjects interesting • The course developed my confidence to investigate new ideas • The <course> developed my problem-solving skills • The staff made a real effort to understand difficulties I might be having with my work • University stimulated my enthusiasm for further learning • The <course> improved my skills in written communication • I learned to apply principles from this course to new situations • I consider what I learned valuable for my future • As a result of my <course>, I feel confident about tackling unfamiliar problems • My course helped me to develop the ability to plan my own work • My university experience encouraged me to value perspectives other than my own • Overall, I was satisfied with the quality of this <course> 	<ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree • Not applicable 	(Not postgraduate by research)
<p>Please tell us about your postgraduate research experience.</p> <p>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.</p> <p>Please interpret 'thesis' and other research-related terms in the context of your own field of education.</p>	<ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree • Not applicable 	(Postgraduate by research)

Item label	Response scale	Base
<p>Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.</p> <ul style="list-style-type: none"> • Supervision was available when I needed it • The thesis examination process was fair • I had access to a suitable working space • I developed an understanding of the standard of work expected • I am confident that I can apply my skills outside the university sector • The department provided opportunities for social contact with other postgraduate students • I improved my ability to design and implement projects effectively • My research further developed my problem solving skills • My supervisor(s) made a real effort to understand difficulties I faced • I had good access to the technical support I needed • I was integrated into the department's community • I improved my ability to communicate information effectively to diverse audiences • I understood the required standard for the thesis • I had opportunities to develop professional connections outside the university sector • I was able to organise good access to necessary equipment • My supervisor(s) provided additional information relevant to my topic • I developed my skills in critical analysis and evaluation • I was satisfied with the thesis examination process • The department provided opportunities for me to become involved in the broader research culture • I was given good guidance in topic selection and refinement • I had good access to computing facilities and services • I had opportunity to work on research problems with businesses, governments, communities and organisations outside the university sector • I understood the requirements of thesis examination • I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others) • I improved my ability to plan and manage my time effectively • My supervisor(s) provided helpful feedback on my progress • A good seminar program for postgraduate students was provided • The research environment in the department or faculty stimulated my work • I received good guidance in my literature search • I gained confidence in leading and influencing others • The examination of my thesis was completed in a reasonable time 		

Item label	Response scale	Base
<ul style="list-style-type: none"> • As a result of my research, I feel confident about tackling unfamiliar problems • There was appropriate financial support for research activities • Overall, I was satisfied with the quality of my higher degree research experience 		
Now, a couple of general questions about your <course>...		(All)
What were the best aspects of your <course>?	Open text	(All)
What aspects of your <course> were most in need of improvement?	Open text	(All)
Graduate preparation		
Is a <Course> or similar qualification a formal requirement for you to do your current job?	Yes No	(Working or away from job and working for employer for less than 12 months)
To what extent is it important for you to have a < Course >, or similar qualification, to be able to do your job?	Not at all important Not that important Fairly important Important Very important	(Working or away from job and working for employer for less than 12 months)
Overall, how well did your <Course > prepare you for your job?	Not at all Not well Well Very well Don't know/Unsure	(Working or away from job and working for employer for less than 12 months)
What are the main ways that <Institution > prepared you for employment in your organisation?	Text	(Working or away from job and working for employer for less than 12 months)
What are the main ways <Institution> could have better prepared you for employment in your organisation?	Text	(Working or away from job and working for employer for less than 12 months)
Contact details		
ESS bridging		

Appendix 4

Study area concordance

Study areas for Quality Indicators for Learning and Teaching (QILT) surveys, including the GOS, are defined in accordance with the Australian Bureau of Statistics' (ABS) Australian Standard Classification of Education (ASCED). The QILT website and in general this report

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. Details of the fields of education are available from the ABS web site.

Study area (21)	Study area (45)	ASCED field of education
1 Science and mathematics	1 Natural & physical sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
	2 Mathematics	010100, 010101, 010103, 010199
	3 Biological sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
	4 Medical science & technology	019901, 019903, 019905, 019907, 019909
2 Computing & Information Systems	5 Computing & information systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3 Engineering	6 Engineering – other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
	7 Engineering – process & 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 & 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 & urban environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture and environmental studies	14	Agriculture & forestry	050000, 050100, 050300, 050500, 050700, 059900
		15	Environmental studies	050900
6	Health services and support	16	Health services & support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		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 & secondary	070103, 070105

Study area (21)		Study area (45)		ASCED field of education
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 & marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & commerce – other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903
15	Humanities, culture and social sciences	33	Political science	090100, 090101, 090103
		34	Humanities inc history & geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language & literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice studies & policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music & performing arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, media & journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport & recreation	092100, 092101, 092103, 092199
		45	Tourism, hospitality & personal services	1101000, 110300, 120100, 120300, 120500, 129999

Appendix 5

Additional tables

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

Listed below are tables related to specific concepts relevant to the Graduate Outcomes Survey (GOS) as well as a listing of tables that can be used to explore additional themes related to the GOS.

List of National Report and associated tables

Table	Table Title
Table1	Graduate employment and study outcomes, by study level, 2018 and 2019
Table2	Undergraduate employment outcomes by study area, 2018 and 2019 (%)
Table2a	Postgraduate coursework employment outcomes by study area, 2018 and 2019 (%)
Table2b	Postgraduate research employment outcomes by study area, 2018 and 2019 (%)
Table3	Undergraduate median full-time salaries by study area, 2018 and 2019 (\$)
Table3a	Postgraduate coursework median full-time salaries by study area, 2018 and 2019 (\$)
Table3b	Postgraduate research median full-time salaries by study area, 2018 and 2019 (\$)
Table4	Labour force indicators 2019, undergraduates (universities only)
Table4a	Labour force indicators 2017-2019, undergraduates (universities only)
Table4b	Labour force indicators 2019, postgraduate coursework (universities only)
Table4c	Labour force indicators 2017-2019, postgraduate coursework (universities only)
Table4d	Labour force indicators 2017-2019, postgraduate research (universities only)
Table5	Labour force indicators 2017-2019, undergraduates (NUHEIs only)
Table5a	Labour force indicators 2017-2019, postgraduate coursework (NUHEIs only)
Table6	Main reason not working more hours, of undergraduates employed part-time, by preference for more hours, 2019 (%)
Table7	Main reason for working in job in 2019 that doesn't fully use skills and education, 2019 (%)
Table7a	Main reason for working in job in 2019 that doesn't fully use skills and education, postgraduate coursework level graduates, 2019 (%)

Table	Table Title
Table7b	Main reason for working in job in 2019 that doesn't fully use skills and education, postgraduate research level graduates, 2019 (%)
Table8	Undergraduate graduates in further full-time study, by original field of study (%)
Table9	Study area of undergraduate graduates in further full-time study (%)
Table10	Satisfaction of undergraduate level graduates, 2018 and 2019 (% agreement)
Table11	Satisfaction of postgraduate coursework level graduates, 2018 and 2019 (% agreement)
Table12	Satisfaction of postgraduate research level graduates, 2018 and 2019 (% agreement)
Table13	Satisfaction of undergraduate level graduates, by study area, 2018 and 2019 (% agreement)
Table13a	Satisfaction of postgraduate coursework level graduates, by study area, 2018 and 2019 (% agreement)
Table13b	Satisfaction of postgraduate research level graduates, by study area, 2018 and 2019 (% agreement)
TableA1.1	GOS 2018 Collection Summary
TableA1.1a	GOS 2017 collection summary
TableA1.1b	GOS 2016 collection summary
TableA1.2	GOS 2019 Collection Summary
TableA1.3	GOS 2019 response rates by institution, November/Feb 2018/2019 and May 2019 collections
TableA1.4	GOS 2019 sample and response characteristics, by respondent type
TableA1.5	GOS 2019 sample and response characteristics, by study area

Additional themes and associated tables

Additional detail relevant to National Report tables

Summary of employment outcomes 2018 and 2019

Table	Table Title
Table14	Undergraduate employment outcomes, 2018 and 2019 (%)
Table14a	Postgraduate employment outcomes, 2018 and 2019
Table15	Undergraduate employment outcomes by demographic group, 2018 and 2019 (%)
Table15a	Postgraduate coursework employment outcomes by demographic group, 2018 and 2019 (%)
Table15b	Postgraduate research employment outcomes by demographic group, 2018 and 2019 (%)
Table16	Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2019 (%)

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	Table Title
Table17	Undergraduate occupation level, by employment type, 2019 (%)
Table17a	Postgraduate occupation level, by employment type, 2019 (%)
Table18	Undergraduate occupation level, total employed, by study area, 2019 (%)

Importance of the qualification for current employment

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 current job.

Table	Table Title
Table19	Importance of qualification for undergraduates' current employment, 2019 (%)
Table19a	Importance of qualification for postgraduates' current employment, 2019 (%)

Extent to which qualification prepared graduates for employment

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	Table Title
Table20	Extent to which qualification prepared undergraduate level graduates for employment, 2019 (%)
Table20a	Extent to which qualification prepared postgraduate level graduates for employment, 2019 (%)

Occupation not fully utilising skills and/or education

Table	Table Title
Table21	Undergraduate level graduates reporting occupation does not fully use skills or education, 2019 (%)
Table21a	Postgraduate level graduates reporting occupation does not fully use skills or education, 2019 (%)
Table22	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, 2019 (%)
Table22a	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, 2019 (%)
Table22b	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, 2019 (%)

Aggregated Short-term (2014-2016) and medium-term (2017-2019) employment outcomes by university by student level

Table	Table Title
Table 15	Short-term (2014-2016) and medium-term (2017-2019) undergraduate employment outcomes by university
Table 15a	Short-term (2014-2016) and medium-term (2017-2019) postgraduate coursework employment outcomes by university
Table 15b	Short-term (2014-2016) and medium-term (2017-2019) postgraduate research employment outcomes by university
Table 16	Short-term (2014-2016) and medium-term (2017-2019) undergraduate labour force participation rate and median full-time earnings by university
Table 16a	Short-term (2014-2016) and medium-term (2017-2019) postgraduate coursework labour force participation rate and median full-time earnings by university
Table 16b	Short-term (2014-2016) and medium-term (2017-2019) postgraduate research labour force participation rate and median full-time earnings by university

Graduates in full-time study

Table	Table Title
Table24	Further full-time study status for initial undergraduates, by demographic profile (%)
Table24a	Graduates in further full-time study, by initial postgraduate study level, by demographic profile, 2019 (%)
Table25	Labour market outcomes of undergraduate graduates, by full-time study status
Table25a	Labour market outcomes of postgraduate graduates, by full-time study status

Graduate course satisfaction and generic skills

These tables lists graduate ratings of their course satisfaction based on the course experience questionnaire for undergraduate and postgraduate coursework graduates including overall satisfaction, the good teaching scale and generic skills scale. Postgraduate research graduate ratings are based on the Postgraduate Research Experience Questionnaire (PREQ) and covers overall satisfaction, and scales related to supervision, intellectual climate, skills development, infrastructure, thesis examination, goals and expectations and industry engagement.

Table	Table Title
Table26	Satisfaction of undergraduate level graduates, by demographic group, 2019 (% agreement)
Table26a	Satisfaction of postgraduate coursework level graduates, by demographic group, 2019 (% agreement)
Table26b	Satisfaction of postgraduate research level graduates, by demographic group, 2019 (% agreement)

Graduate employment outcomes by 45 study areas

Table	Table Title
Table27	Undergraduate employment outcomes by 45 study areas, 2018 and 2019 (%)
Table28	Undergraduate occupation level, total employed, by 45 study areas, 2019 (%)

Graduate outcomes broken down by institution type

Table	Table Title
Table29	Undergraduate employment outcomes, universities only, 2018 and 2019
Table29a	Undergraduate employment outcomes, NUHEIs only, 2018 and 2019
Table30	Undergraduate employment outcomes by study area, universities only, 2018 and 2019
Table30a	Undergraduate employment outcomes by study area, NUHEIs only, 2018 and 2019
Table31	Undergraduate employment outcomes by demographic group, universities only, 2018 and 2019 (%)
Table31a	Undergraduate employment outcomes by demographic group, NUHEIs only, 2018 and 2019 (%)
Table32	Undergraduate occupation level, by employment type, universities only, 2019 (%)
Table32a	Undergraduate occupation level, by employment type, NUHEIs only, 2019 (%)
Table33	Undergraduate occupation level, total employed, by study area, universities only, 2019 (%)
Table34	Satisfaction of undergraduate level graduates, by study area, 2018 and 2019 (% agreement) (Unis only)
Table34a	Satisfaction of undergraduate level graduates, by study area, 2018 and 2019 (% agreement) (NUHEIs only)

Graduate Attributes

This group of tables present the scale scores of graduate ratings of how well their qualification and institution prepared them for their current job. The graduate attributes scales include Foundation skills, Adaptive skills and attributes and Team and interpersonal skills.

Foundation skills

- a) Oral communication skills
- b) Written communication skills
- c) Numeracy skills
- d) Ability to develop relevant knowledge
- e) Ability to develop relevant skills
- f) Ability to solve problems
- g) Ability to integrate knowledge
- h) Ability to think independently about problems

Adaptive skills and attributes

- i) Broad general knowledge
- j) Ability to develop innovative ideas
- k) Ability to identify new opportunities
- l) Ability to adapt knowledge in different contexts
- m) Ability to apply skills in different contexts
- n) Capacity to work independently

Teamwork and interpersonal skills

- o) Working well in a team
- p) Getting on well with others in the workplace
- q) Working collaboratively with colleagues to complete tasks
- r) Understanding of different points of view
- s) Ability to interact with co-workers from different or multicultural backgrounds

Table	Table Title
Table35	Graduates average ratings of their attributes in full-time and overall employment 2019 (%)
Table36	Graduates average ratings of their attributes (%) by study area – undergraduate
Table36a	Graduates average ratings of their attributes (%) by study area – postgraduate coursework
Table36b	Graduates average ratings of their attributes (%) by study area – postgraduate research

Figures

Table	Table Title
Figure3	Undergraduate full-time employment rate by university, 2019, %
Figure3a	Undergraduate full-time employment rate by university, 2017-2019, %
Figure4	Undergraduate median full-time salaries by university, 2019, %
Figure4a	Undergraduate median full-time salaries by university, 2017-2019, %
Figure5	Undergraduate full-time employment rate by NUHEI, 2017-2019, %
Figure6	Undergraduate median full-time salaries by NUHEI, 2017-2019, %
Figure11	Postgraduate coursework full-time employment rate by university, 2019, %
Figure11a	Postgraduate coursework full-time employment rate by university, 2017-2019, %
Figure12	Postgraduate coursework full-time employment rate by NUHEI, 2017-2019, %
Figure13	Postgraduate coursework median full-time salaries by university, 2019, %
Figure13a	Postgraduate coursework median full-time salaries by university, 2017-2019, %
Figure14	Postgraduate coursework median full-time salaries by NUHEI, 2017-2019, %
Figure15	Postgraduate research full-time employment rate by university, 2017-2019, %
Figure16	Postgraduate research median full-time salaries by university, 2017-2019, %

