QILT
Quality Indicators for Learning and Teaching

ESS
Employer Satisfaction Survey

EMPLOYER VIEWS OF RECENT GRADUATES

2020 Employer Satisfaction Survey

March 2021

Acknowledgements

The QILT survey program, including the Employer Satisfaction Survey (ESS) is funded by the Australian Government Department of Education. 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 ESS in 2020. Without the enthusiastic assistance of the survey managers and institutional planners, the 2020 ESS would not have been possible.

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

The 2020 ESS was led by Graham Challice and the project team consisted of Lisa Bolton, Natasha Vickers, James Morrison, Cynthia Kim, Dean Pennay, Daniel Smith, Alistair Wilcox, Ben Desta, Shane Smith, Paddy Tobias, Joe Feng and Bobby Hoque.

For more information on the conduct and results of the 2020 ESS, see the Quality Indicators for Learning and Teaching (QILT) website: www.qilt.edu.au. The QILT team can be contacted by email at qilt@srcentre.com.au

Contents

List of tables

List of figures

Introduction

The 2020 Employer Satisfaction Survey (ESS) measures employer views of the attributes of recent graduates from Australian higher education institutions providing assurance about the quality of Australia's higher education sector. The ESS is included as part of the Quality Indicators for Learning and Teaching (QILT) survey suite. The QILT surveys are independently and centrally administered by the Social Research Centre on behalf of the Australian Government Department of Education.

The 2020 Employer Satisfaction Survey (ESS) represents the largest survey of its kind, reporting the views of 3,430 employers about the attributes of recent graduates from Australian higher education institutions including universities and non-university higher education institutions (NUHEIs). The impetus for a national survey of graduate employers is grounded in the Australian Government's desire to improve the range and quality of higher education performance indicators in Australia. Since graduate employment is usually one of the main objectives of completing a higher education qualification, employer views of the readiness of graduates to enter the workplace forms a key component of the quality matrix. Employer views of the technical skills, generic skills and work readiness of recent graduates provide assurance about the quality of Australia's higher education sector. The survey has been conducted annually since 2016.

The ESS has three design features. First, the ESS is the only national survey in Australia that directly links the experiences of graduates to the views of their direct supervisors. Second, the ESS is undertaken on a systematic basis by asking employed graduates who participate in the Graduate Outcome Survey (GOS) to provide contact information for their supervisor who is then invited to complete the ESS. This enables understanding of the limitations and bias associated with the survey methodology. By way of comparison, many other employer surveys are not conducted on a systematic basis and report the perceptions of executives who may have had little or no direct experience with graduates. Third, the ESS is large enough to provide comparisons by broad field of education, employment characteristics, occupation, demographic group and institution.

A major dilemma in designing employer surveys of graduates lies in constructing robust population and sample frames while seeking to garner a sufficient number of responses. The present survey uses all graduate respondents, domestic and international, to the Graduate Outcomes Survey (GOS), which in turn is based on Higher Education Information Management System (HEIMS) data collection, to gather the contact details of direct supervisors. One of the advantages of measuring employer satisfaction on a systematic basis is that it enables understanding of the limitations and bias associated with the survey methodology. One disadvantage of a systematic approach to survey collection is that the ensuing methodology can make it difficult to achieve an adequate number of responses for reporting purposes. In the present survey, this manifests itself through the ongoing reluctance of graduates to pass on contact details of their direct supervisor. Further details of the methodology and pattern of responses and possible bias are presented in Appendix 1.

Nonetheless, compared with the ESS other employer surveys of Australian higher education graduates are much smaller in scale, lack transparency in methodology and rely on the views of persons who may have had little or no direct contact with graduates. For example, the 2020 QS Graduate Employability Rankings are based on the views of approximately 1,000 Australian employers while the 2018 Times Higher Education Global University Employability Ranking is based on 150 Australian responses.

The collection periods for the 2020 ESS were November 2019 to February 2020 and May to July 2020. The second collection period therefore took place while there was significant disruption to Australian workplaces as a result of measures imposed to contain the COVID-19 pandemic. This appears to have resulted in fewer graduates than usual providing contact details for their supervisors during this survey period with the result that there were fewer responses from supervisors in the second collection period in comparison with the previous year, as detailed in Table 15. The impact of this change in the pattern of responses on measures of employer satisfaction is described below

A major dilemma in designing employer surveys of graduates lies in constructing robust population and sample frames while seeking to garner a sufficient number of responses. The present survey uses all graduate respondents, domestic and international, to the Graduate Outcomes Survey (GOS), which in turn is based on Higher Education Information Management System (HEIMS) data collection, to gather the contact details of direct supervisors. One of the advantages of measuring employer satisfaction on a systematic basis is that it enables understanding of the limitations and bias associated with the survey methodology. Further details of the methodology and pattern of responses and possible bias are presented in Appendix 1.

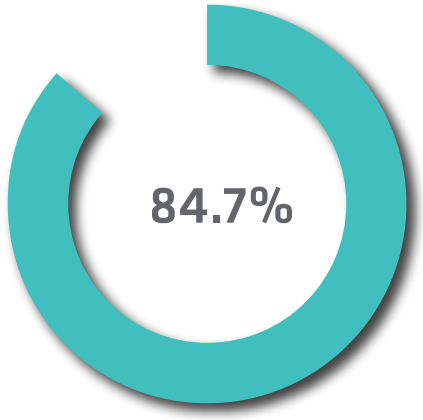
One disadvantage of a systematic approach to survey collection is that the ensuing methodology can make it difficult to achieve an adequate number of responses for reporting purposes. In the present survey, this manifests itself through the low graduate referral rate due to a reluctance of graduates to pass on contact details of their direct supervisor. Collection of over 3,400 employer responses, however, does permit reporting of employer satisfaction while discriminating against key course, demographic, labour market characteristics and institution.

A key distinguishing feature of the present survey is that it measures the experiences of direct supervisors of graduates. This is unlike other employer surveys that report the perceptions of executives with little or no direct experience with graduates.

Results

Time series

The 2020 Employer Satisfaction Survey confirms the findings of earlier surveys that supervisors rate their graduates highly. In 2020, overall satisfaction with graduates as rated by direct supervisors was 84.7 per cent. Overall satisfaction reports the proportion of supervisors giving responses 'Very likely to consider' or 'Likely to consider' to the item, 'Based on your experience with this graduate, how likely are you to consider hiring another graduate from the same course and institution, if you had a relevant vacancy?' These results suggest employers are highly satisfied with the overall quality of graduates from Australia's higher education system.



Overall employer satisfaction with graduates (2020)

Employers were also requested to report their satisfaction with graduates across five graduate attribute domains or scales. High levels of satisfaction were recorded across these attributes:

- 93.7 per cent satisfaction with foundation skills – general literacy, numeracy and communication skills and the ability to investigate and integrate knowledge.
- 90.1 per cent satisfaction with adaptive skills – the ability to adapt and apply skills/knowledge and work independently.
- 88.1 per cent satisfaction with collaborative skills – teamwork and interpersonal skills.
- 93.8 per cent satisfaction with technical skills – application of professional and technical knowledge and standards.
- 86.8 per cent satisfaction with employability skills – the ability to perform and innovate in the workplace.

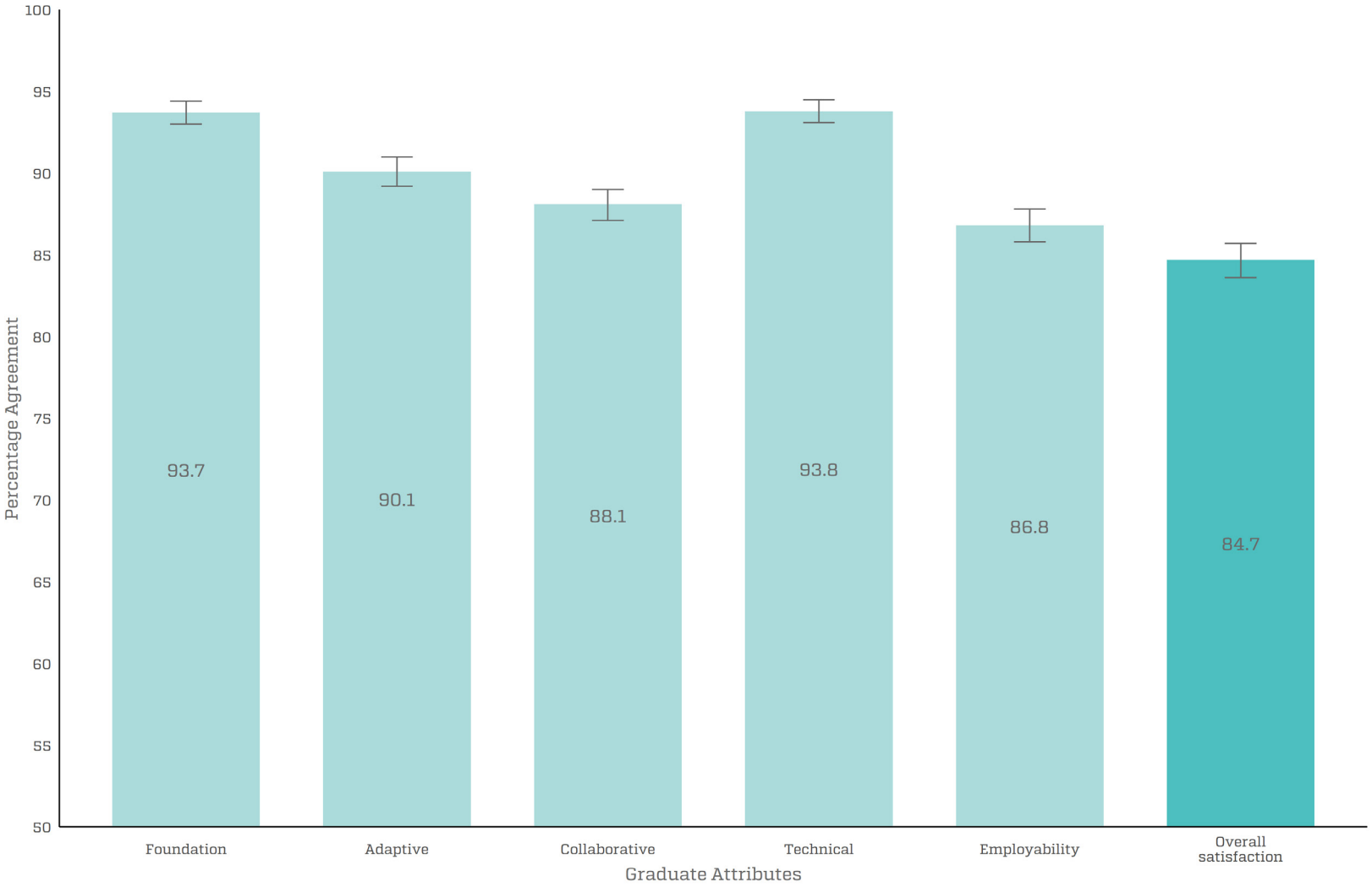
Table 1 **Employer satisfaction, 2016 to 2020 (%)**

	Foundation		Adaptive		Collaborative		Technical		Employability		Overall satisfaction	
	%	CI	%	CI	%	CI	%	CI	%	CI	%	CI
2016	92.0	(91.2, 92.8)	88.4	(87.4, 89.4)	84.6	(83.5, 85.7)	92.2	(91.4, 93.0)	83.8	(82.7, 84.9)	84.3	(83.2, 85.4)
2017	93.4	(92.8, 94.0)	90.1	(89.3, 90.9)	85.9	(85.0, 86.8)	93.3	(92.6, 94.0)	85.0	(84.1, 85.9)	83.6	(82.7, 84.5)
2018	93.5	(92.9, 94.1)	89.9	(89.2, 90.6)	88.7	(87.9, 89.4)	93.8	(93.3, 94.4)	86.5	(85.7, 87.3)	84.8	(84.0, 85.6)
2019	92.7	(92.0, 93.3)	89.3	(88.5, 90.1)	87.8	(86.9, 88.5)	92.7	(92.0, 93.3)	85.4	(84.5, 86.2)	84.0	(83.1, 84.9)
2020	93.7	(93.0, 94.4)	90.1	(89.2, 91.0)	88.1	(87.1, 89.0)	93.8	(93.1, 94.5)	86.8	(85.8, 87.8)	84.7	(83.6, 85.7)

As shown by Table 1, both overall satisfaction of employers and satisfaction with each of the graduate attribute domains increased by around 1 percentage point between 2019 and 2020. These increases in satisfaction, however, were not statistically significant as demonstrated by the presentation of confidence intervals. The change in employer satisfaction does not appear related to changes in response patterns arising from the COVID-19 pandemic. The increase in employer satisfaction was observed in both the November (pre COVID-19) and May (post COVID-19) rounds of the survey.

Overall satisfaction of employers and satisfaction with each of the graduate attribute domains increased by around 1 percentage point between 2019 and 2020.

Figure 1 Employer satisfaction with graduate attributes and overall satisfaction (%)



Study area

In 2020, employers reported highest overall satisfaction with Engineering graduates at 90.5 per cent. Supervisors also reported above average satisfaction with Agriculture and environmental studies and Education graduates, with 88.3 per cent and 87.6 per cent respectively. On the other hand, employer satisfaction, while still relatively high, appears lower for Management and commerce graduates, 82.7 per cent, Society and Culture graduates, 82.6 per cent and Creative arts graduates, 77.6 per cent.

Employer satisfaction was significantly lower for Creative arts graduates than for Engineering, Health, and Education graduates, and was significantly lower for Society and culture and Management and commerce graduates than for Engineering graduates, as demonstrated by the presentation of confidence intervals in Table 2. This indicates the ESS instrument is capable of discriminating across fields of education.

Employer satisfaction with different graduate attributes varies across fields of education as shown in Table 2. For example, employers of Engineering graduates provided the highest rating of overall satisfaction in 2020, as noted above. Employers of Engineering graduates rated them above average for their Foundation skills (95.1 per cent), Collaborative skills (90.5 per cent) and Employability skills (87.4 per cent) attributes. Similarly, employers are highly satisfied with Agriculture and environmental graduates also rating them higher than average across all graduate attributes with the exception of their Employability skills.

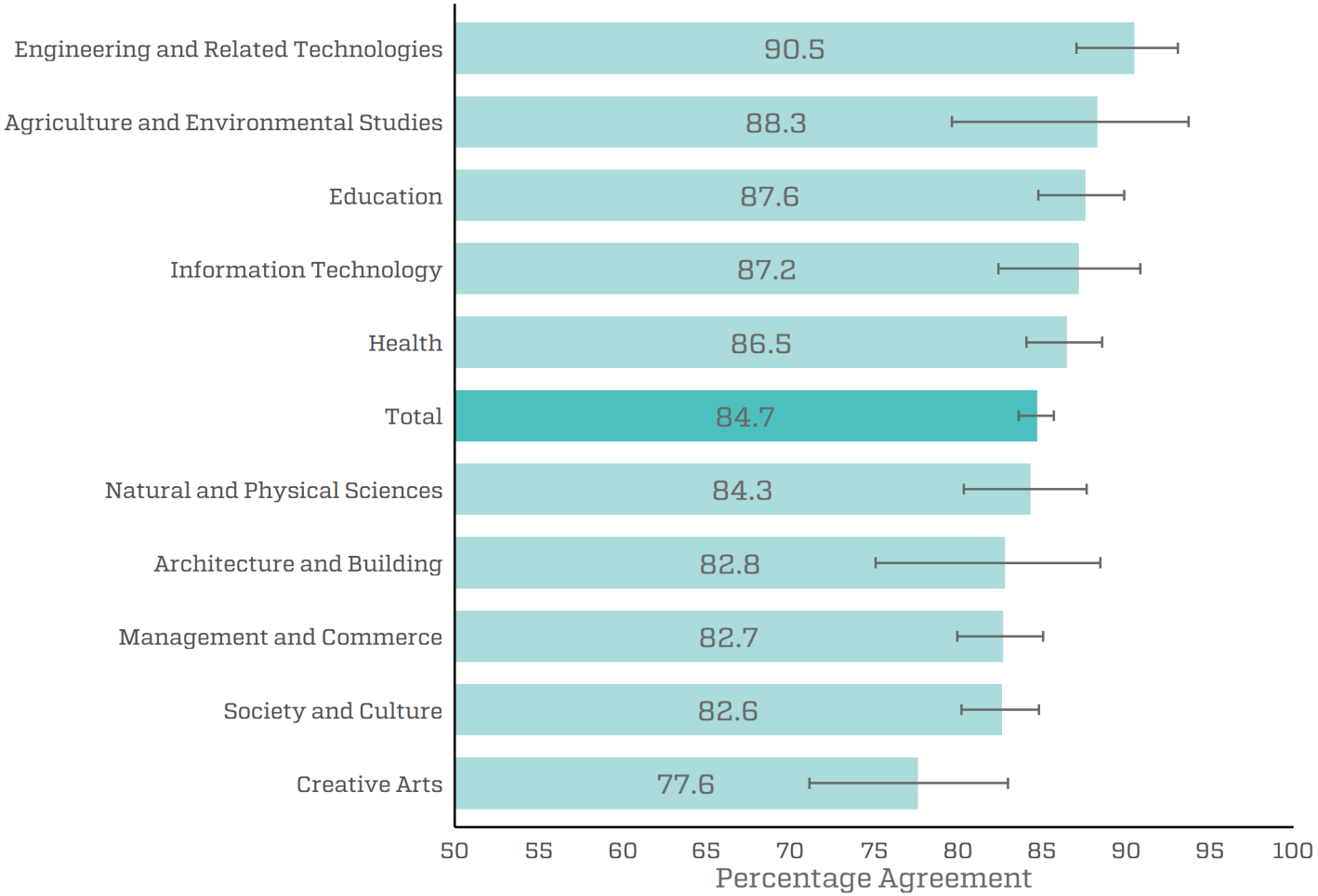
90.5%

highest employer satisfaction - Engineering and related technologies

Table 2 **Employer satisfaction by broad field of education, 2020 (%)**

Broad field of education	Foundation		Adaptive		Collaborative		Technical		Employability		Overall satisfaction	
	%	CI	%	CI	%	CI	%	CI	%	CI	%	CI
Natural and Physical Sciences	91.4	(88.1, 93.9)	88.9	(85.2, 91.8)	88.5	(84.8, 91.4)	93.7	(90.6, 95.8)	86.1	(82.1, 89.3)	84.3	(80.3, 87.7)
Information Technology	95.2	(91.6, 97.4)	90.2	(85.6, 93.4)	89.8	(85.3, 93.1)	95.7	(92.1, 97.7)	84.0	(78.6, 88.2)	87.2	(82.4, 90.9)
Engineering and Related Technologies	95.1	(92.3, 96.9)	87.9	(84.2, 90.9)	90.5	(87.1, 93.1)	92.9	(89.8, 95.2)	87.4	(83.6, 90.5)	90.5	(87.1, 93.1)
Architecture and Building	92.0	(85.6, 95.7)	87.1	(79.8, 92.0)	90.8	(84.3, 94.9)	94.1	(88.2, 97.3)	87.1	(79.8, 92.0)	82.8	(75.1, 88.5)
Agriculture and Environmental Studies	98.3	(92.3, 100.0)	95.0	(87.8, 98.3)	91.8	(83.9, 96.2)	98.3	(92.3, 100.0)	85.0	(75.8, 91.2)	88.3	(79.6, 93.7)
Health	94.6	(93.0, 95.9)	90.3	(88.2, 92.1)	89.2	(87.0, 91.1)	94.6	(92.8, 95.9)	85.3	(82.8, 87.5)	86.5	(84.1, 88.6)
Education	93.4	(91.2, 95.1)	91.6	(89.2, 93.5)	86.1	(83.2, 88.5)	94.5	(92.4, 96.0)	86.0	(83.0, 88.5)	87.6	(84.8, 89.9)
Management and Commerce	94.6	(92.8, 95.9)	90.1	(87.8, 91.9)	86.7	(84.2, 88.8)	92.9	(91.0, 94.5)	89.7	(87.4, 91.6)	82.7	(79.9, 85.1)
Society and Culture	92.8	(91.1, 94.3)	90.8	(88.9, 92.4)	88.0	(85.8, 89.8)	93.3	(91.6, 94.7)	87.9	(85.7, 89.7)	82.6	(80.2, 84.8)
Creative Arts	92.6	(87.9, 95.6)	89.4	(84.1, 93.1)	88.2	(82.9, 92.1)	95.5	(91.4, 97.8)	88.3	(82.7, 92.2)	77.6	(71.2, 83.0)
Total	**93.7**	**(93.0, 94.4)**	**90.1**	**(89.2, 91.0)**	**88.1**	**(87.1, 89.0)**	**93.8**	**(93.1, 94.5)**	**86.8**	**(85.8, 87.8)**	**84.7**	**(83.6, 85.7)**

Figure 2 **Employer satisfaction by broad field of education, 2020 (%)**



Type of institution and course characteristics

Table 3 shows that employer satisfaction with graduates from universities (84.8 per cent) is more than 1 percentage point higher than for graduates from non-university higher education institutions (NUHEIs) (83.3 per cent) and is higher across all other graduate attributes with the exception of Employability skills. Employer satisfaction with graduates from universities is significantly higher in terms of their Adaptive skills and Collaboration skills, as shown by confidence intervals in Table 3.

Supervisors expressed significantly higher levels of overall satisfaction with graduates who studied internally, 86.3 per cent, in comparison with graduates who studied externally, 78.9 per cent, as shown by Table 3. Supervisors also rated internal graduates' other graduate attributes significantly more highly than those of external graduates, with the exception of their Adaptive skills.

Employers appear less satisfied with postgraduate coursework graduates, 82.7 per cent, than with postgraduate research graduates, 89.6 per cent, and undergraduates, 85.4 per cent, as shown by Table 3. Supervisors rated postgraduate coursework graduates significantly lower than undergraduates for most attributes. This difference is most pronounced around Collaborative skills where employers rated postgraduate coursework graduates at 84.8 per cent compared with 90.3 per cent for undergraduates. This may be attributed to a high proportion of postgraduate coursework graduates studying externally and so not engaging as much in student centred collaborative learning activities. Similarly, employers rated postgraduate coursework graduates significantly lower than postgraduate research graduates on their Foundation skills, Collaborative skills, and Technical skills.

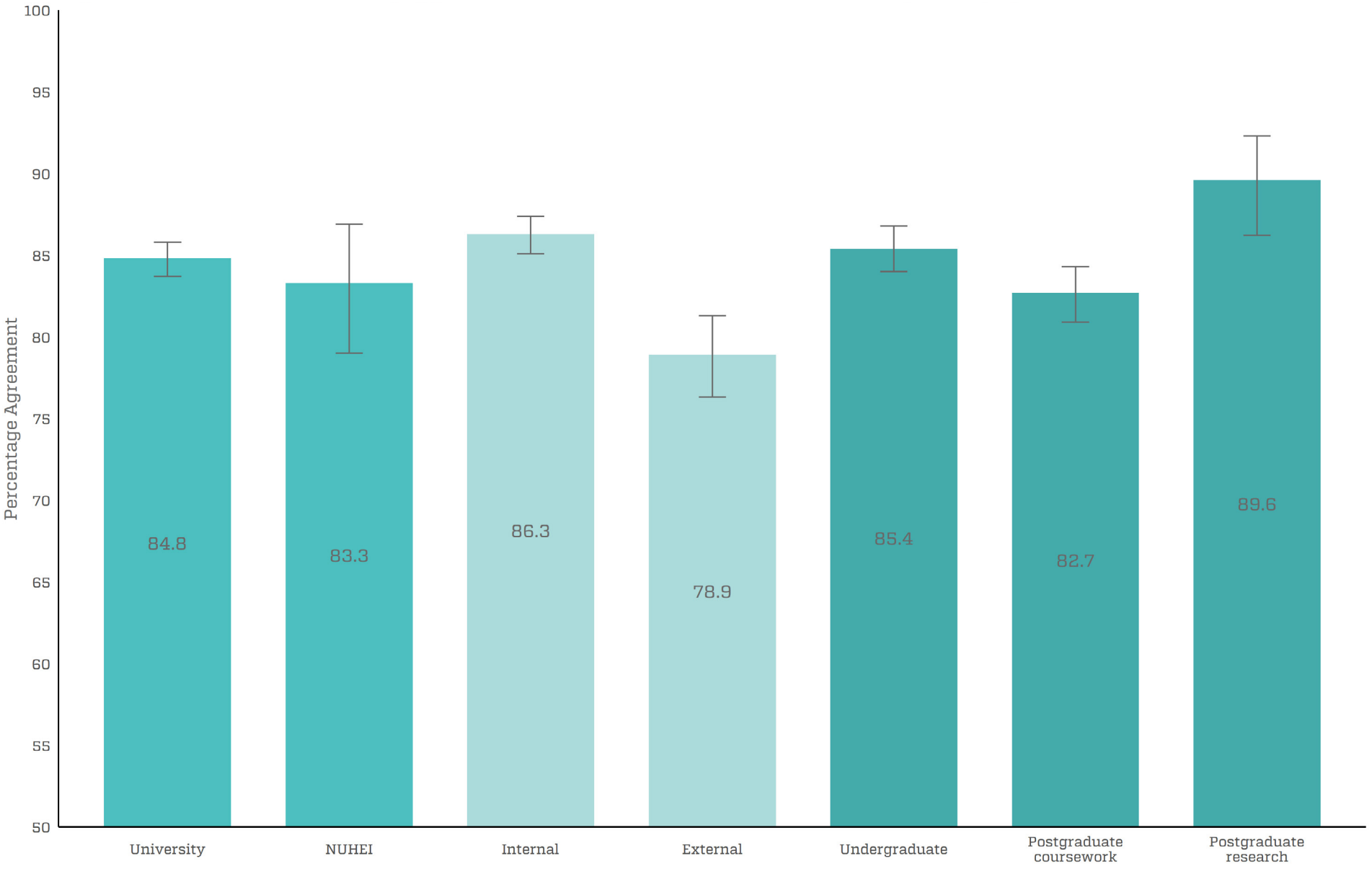
89.6%

employer overall satisfaction - Postgraduate research graduates

Table 3 **Employer satisfaction by type of institution and course characteristics, 2020 (%)**

		Foundation		Adaptive		Collaborative		Technical		Employability		Overall satisfaction	
		%	CI	%	CI	%	CI	%	CI	%	CI	%	CI
Type of institution	University	93.9	(93.2, 94.6)	90.5	(89.6, 91.4)	88.5	(87.5, 89.4)	94.1	(93.3, 94.7)	86.8	(85.8, 87.8)	84.8	(83.7, 85.8)
	NUHEI	91.0	(87.4, 93.7)	84.8	(80.6, 88.3)	82.4	(78.0, 86.1)	90.6	(87.0, 93.4)	86.9	(82.8, 90.2)	83.3	(79.0, 86.9)
Mode	Internal	94.5	(93.7, 95.2)	90.6	(89.6, 91.5)	89.7	(88.7, 90.7)	94.7	(93.9, 95.4)	87.8	(86.7, 88.8)	86.3	(85.1, 87.4)
	External	91.2	(89.3, 92.8)	88.5	(86.4, 90.3)	82.3	(79.9, 84.5)	90.8	(88.9, 92.4)	83.5	(81.1, 85.7)	78.9	(76.3, 81.3)
Course level	Undergraduate	94.5	(93.5, 95.3)	89.8	(88.5, 90.9)	90.3	(89.0, 91.4)	94.7	(93.7, 95.5)	87.4	(86.0, 88.7)	85.4	(84.0, 86.8)
	Postgraduate coursework	92.2	(90.9, 93.3)	89.9	(88.5, 91.2)	84.8	(83.1, 86.4)	91.9	(90.6, 93.1)	85.5	(83.8, 87.1)	82.7	(80.9, 84.3)
	Postgraduate research	96.4	(94.1, 97.9)	93.1	(90.1, 95.3)	89.9	(86.5, 92.5)	97.5	(95.4, 98.7)	89.6	(86.1, 92.3)	89.6	(86.2, 92.3)
Total		**93.7**	**(93.0, 94.4)**	**90.1**	**(89.2, 91.0)**	**88.1**	**(87.1, 89.0)**	**93.8**	**(93.1, 94.5)**	**86.8**	**(85.8, 87.8)**	**84.7**	**(83.6, 85.7)**

Figure 3 **Overall satisfaction by type of institution and course characteristics, 2020 (%)**



Demographic and labour market characteristics

Broadly speaking, employers appear equally satisfied with male and female graduates in 2020. The exception being there is a small and significant difference in employer perceptions of the Adaptive skills of male and female graduates with employers rating females 3 percentage points higher than male graduates, as shown by Table 4.

Employers rated the skills of younger graduates higher than those of older graduates aged over 30 years. Younger graduates were rated significantly better than older graduates with respect to all graduate attributes with the exception of their Adaptive skills, as shown by the confidence intervals in Table 4. For example, employers rated younger graduates' Collaborative skills at 91.1 per cent compared with 83.6 per cent for older graduates. Younger graduates were also rated significantly higher than older graduates in terms of overall satisfaction, with graduates aged 30 years or under rating 86.3 per cent compared to graduates aged 30 years or older, 82.3 per cent.

Employers rated graduates from a non-English speaking background more highly than graduates from an English speaking background in terms of overall satisfaction and all other graduate attributes. For example, employers rated non-English speaking graduates Employability skills three percentage points higher than English-speaking graduates, 89.2 per cent and 86.5 per cent respectively, though this difference was not statistically significant.

Differences in employer ratings for Indigenous and non-Indigenous graduates are not significant and should be treated with caution due to the relatively small numbers of responses from employers of Indigenous graduates. This is also the case with employers of graduates with a reported disability.

86.3%

employer overall satisfaction - Internal graduates

78.9%

employer overall satisfaction - External graduates

Table 4 **Employer satisfaction by demographic characteristics, 2020 (%)**

		Foundation		Adaptive		Collaborative		Technical		Employability		Overall satisfaction	
		%	CI	%	CI	%	CI	%	CI	%	CI	%	CI
Gender	Male	93.0	(91.7, 94.0)	88.3	(86.7, 89.6)	86.7	(85.1, 88.2)	92.7	(91.4, 93.8)	85.5	(83.8, 87.0)	85.3	(83.6, 86.8)
	Female	94.4	(93.4, 95.2)	91.5	(90.4, 92.5)	89.1	(87.8, 90.2)	94.7	(93.8, 95.5)	87.8	(86.5, 89.0)	84.2	(82.8, 85.5)
Age	30 years or under	94.9	(94.0, 95.6)	90.5	(89.3, 91.6)	91.1	(90.0, 92.1)	95.0	(94.1, 95.8)	88.3	(87.0, 89.4)	86.3	(85.0, 87.5)
	Over 30 years	92.0	(90.7, 93.2)	89.6	(88.1, 90.9)	83.6	(81.9, 85.2)	92.1	(90.8, 93.2)	84.8	(83.1, 86.4)	82.3	(80.5, 84.0)
Indigenous	Indigenous	94.4	(83.9, 98.8)	86.1	(73.8, 93.4)	88.9	(77.0, 95.3)	94.3	(83.5, 98.7)	88.2	(75.8, 95.0)	91.2	(79.4, 96.9)
	Not Indigenous	93.7	(93.0, 94.4)	90.2	(89.3, 91.0)	88.1	(87.1, 89.0)	93.8	(93.1, 94.5)	86.8	(85.8, 87.8)	84.6	(83.5, 85.6)
Home language	English	93.6	(92.8, 94.3)	90.1	(89.1, 91.0)	87.6	(86.6, 88.6)	93.7	(92.9, 94.4)	86.5	(85.4, 87.5)	84.3	(83.1, 85.4)
	Other than English	94.4	(92.2, 96.0)	90.6	(87.9, 92.7)	91.1	(88.5, 93.1)	94.5	(92.3, 96.1)	89.2	(86.4, 91.5)	87.5	(84.6, 90.0)
Disability	Reported disability	94.9	(91.7, 97.0)	89.2	(84.9, 92.4)	87.7	(83.3, 91.1)	93.2	(89.4, 95.7)	87.6	(83.1, 91.0)	87.4	(82.9, 90.9)
	No disability	93.6	(92.9, 94.3)	90.2	(89.2, 91.0)	88.1	(87.1, 89.0)	93.9	(93.1, 94.6)	86.8	(85.7, 87.8)	84.5	(83.4, 85.5)
Total		**93.7**	**(93.0, 94.4)**	**90.1**	**(89.2, 91.0)**	**88.1**	**(87.1, 89.0)**	**93.8**	**(93.1, 94.5)**	**86.8**	**(85.8, 87.8)**	**84.7**	**(83.6, 85.7)**

Employers reported higher overall satisfaction with graduates working in Professional occupations, 87.6 per cent in Table 5, and this was significantly higher than employer satisfaction with graduates working in all other occupations with the exception of Technicians and trades workers. While this is consistent with higher education qualifications being more relevant for working in Professional occupations, as shown later when discussing graduate and employer views of skills relevance and utilisation, overall satisfaction with graduates in Professional occupations was rated significantly higher than graduates working in Managerial occupations, 81.8 per cent. Employers also rated graduates employed in Professional occupations significantly higher than graduates employed in Managerial occupations in terms of their Collaborative skills, 88.7 per cent and 82.1 per cent, and their Technical skills, 94.5 per cent and 90.2 per cent.

In general, employer perceptions of graduates that worked full-time were broadly similar to those of graduates that worked part-time with no significant differences between the two groups of graduates, as shown by the confidence intervals in Table 5.

Employers' overall satisfaction with graduates who had been working for between three months and one year was significantly higher, 86.2 per cent, than for graduates who had been working for one year or more, 83.1 per cent. Also, the Collaborative skills of graduates who had been working for between three months and one year were rated significantly higher, 89.7 per cent, than those for graduates with longer work histories of one year or more, 86.0 per cent.

87.6%

employer overall satisfaction - Professional occupations

Table 5 **Employer satisfaction by labour market characteristics, 2020 (%)**

		Foundation		Adaptive		Collaborative		Technical		Employability		Overall satisfaction	
		%	CI	%	CI	%	CI	%	CI	%	CI	%	CI
Occupation	Managers	92.6	(89.5, 94.8)	92.1	(89.0, 94.5)	82.1	(77.9, 85.6)	90.2	(86.7, 92.8)	89.0	(85.4, 91.8)	81.8	(77.6, 85.3)
	Professionals	94.5	(93.6, 95.3)	90.2	(89.0, 91.2)	88.7	(87.5, 89.9)	94.5	(93.6, 95.3)	86.0	(84.7, 87.3)	87.6	(86.3, 88.8)
	Technicians and trades workers	88.8	(83.7, 92.5)	85.4	(79.7, 89.7)	86.7	(81.3, 90.8)	92.1	(87.5, 95.2)	86.0	(80.4, 90.3)	81.9	(75.9, 86.7)
	Community and personal service workers	91.7	(88.5, 94.0)	92.3	(89.2, 94.6)	89.8	(86.4, 92.4)	94.4	(91.6, 96.3)	88.2	(84.6, 91.1)	81.6	(77.5, 85.1)
	Clerical and administrative workers	93.7	(91.2, 95.5)	89.0	(85.8, 91.5)	86.7	(83.4, 89.5)	92.6	(89.9, 94.6)	88.3	(85.1, 90.9)	78.7	(74.8, 82.1)
	Other workers	93.8	(90.2, 96.1)	89.8	(85.6, 93.0)	89.9	(85.8, 92.8)	92.8	(88.9, 95.4)	88.7	(84.4, 92.0)	76.4	(71.3, 80.9)
Employment status	Full-time	93.5	(92.6, 94.3)	89.9	(88.8, 90.9)	87.3	(86.1, 88.4)	93.8	(92.9, 94.6)	86.2	(84.9, 87.3)	85.0	(83.8, 86.2)
	Part-time	94.1	(92.7, 95.2)	90.7	(89.1, 92.2)	89.8	(88.1, 91.3)	93.9	(92.4, 95.1)	88.4	(86.6, 90.0)	83.8	(81.8, 85.7)
Duration of job with current employer	Less than 3 months	93.7	(90.8, 95.8)	88.4	(84.8, 91.3)	89.9	(86.4, 92.5)	94.5	(91.7, 96.4)	86.4	(82.6, 89.5)	85.1	(81.1, 88.3)
	3 months to < 1 year	94.2	(93.1, 95.1)	89.8	(88.4, 91.0)	89.7	(88.4, 91.0)	94.0	(92.9, 95.0)	86.5	(84.9, 87.9)	86.2	(84.7, 87.6)
	1 year or more	93.2	(92.1, 94.2)	90.8	(89.4, 91.9)	86.0	(84.5, 87.4)	93.4	(92.3, 94.4)	87.3	(85.8, 88.7)	83.1	(81.4, 84.6)
Total		**93.7**	**(93.0, 94.4)**	**90.1**	**(89.2, 91.0)**	**88.1**	**(87.1, 89.0)**	**93.8**	**(93.1, 94.5)**	**86.8**	**(85.8, 87.8)**	**84.7**	**(83.6, 85.7)**

Figure 4 **Overall satisfaction by demographic group, 2020 (%)**

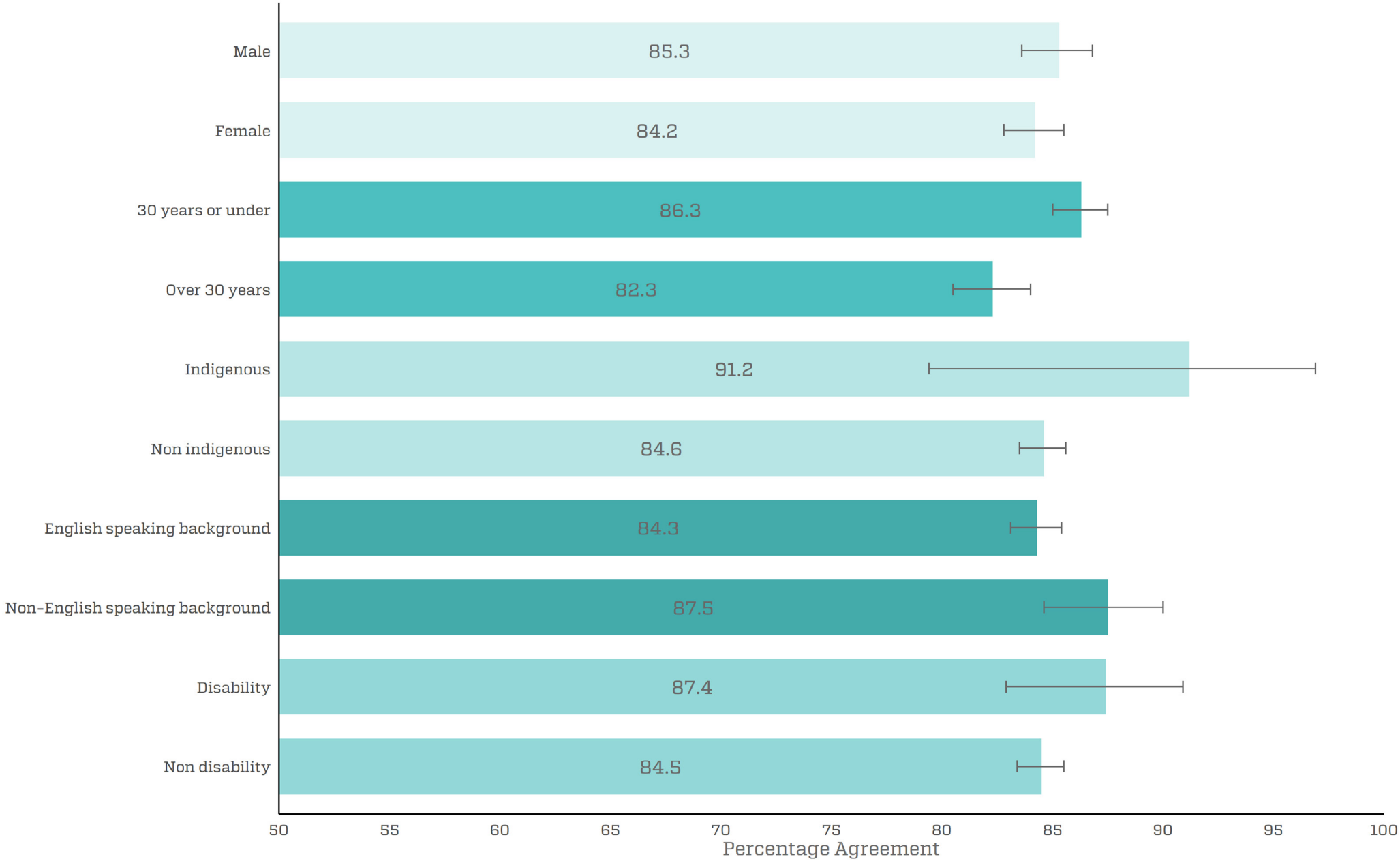


Figure 5 **Overall satisfaction by occupation, 2020 (%)**

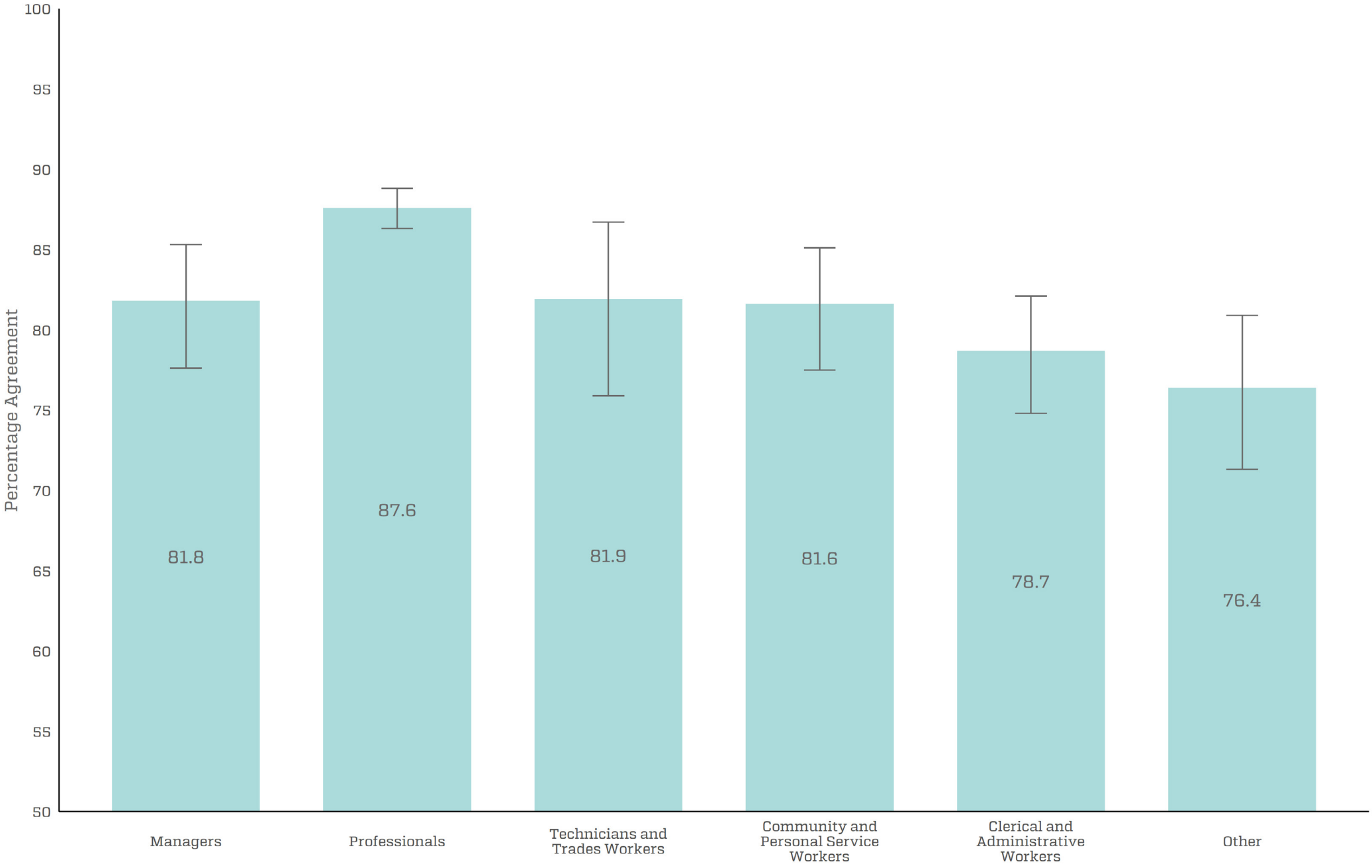
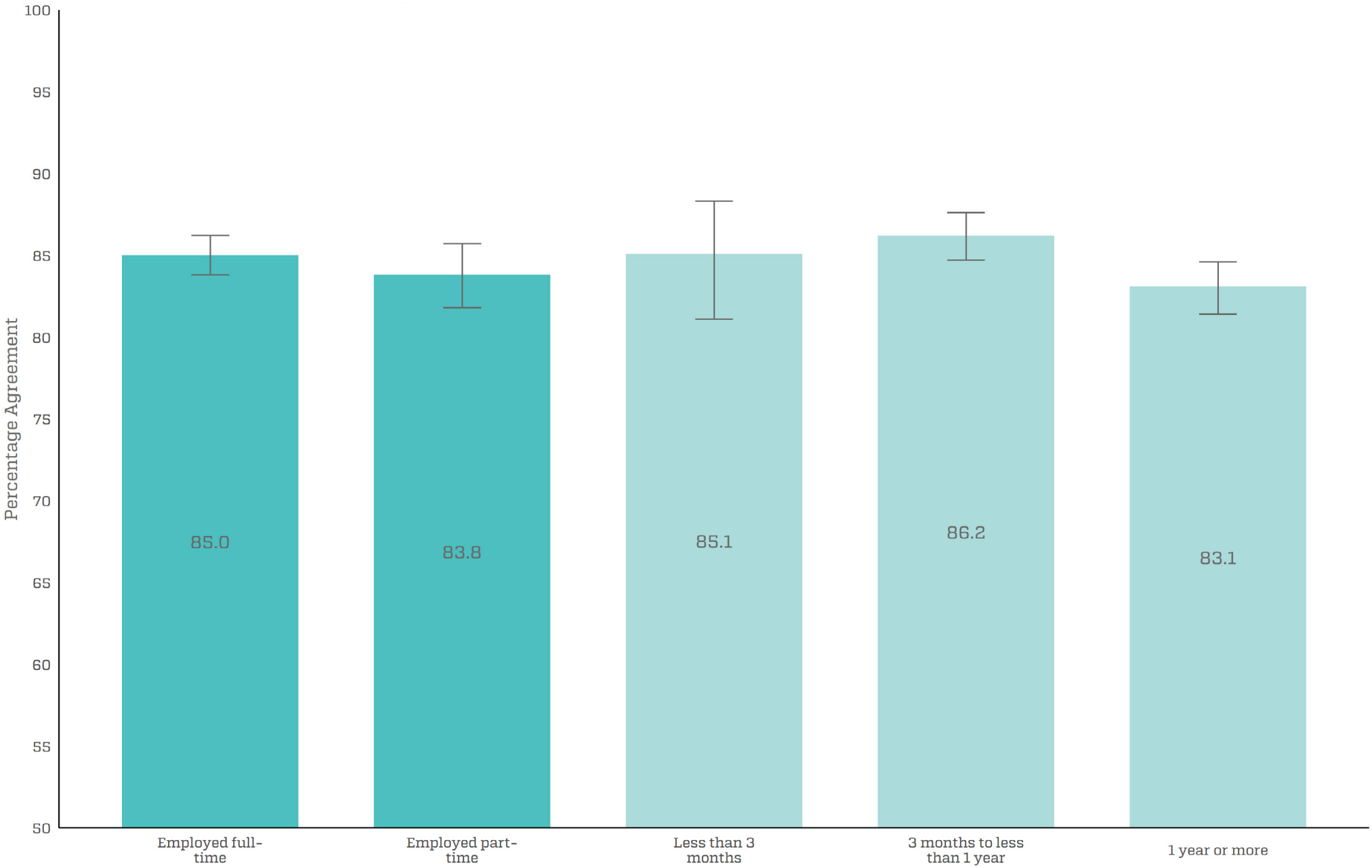


Figure 6 **Overall satisfaction by employment characteristics, 2020 (%)**



Employer satisfaction by institution

This report combines results from the 2018, 2019 and 2020 Employer Satisfaction Surveys to publish results for Table A and B universities at institution level as shown in Table 6. This is consistent with the approach utilised on the QILT website where results are pooled across surveys to increase the number of responses, and confidence intervals are published to improve the robustness and validity of the data. The number of employer responses in the 2018 to 2020 surveys across institutions is shown in Appendix 3. There are over 12,530 employer responses across universities, ranging from over 907 responses for The University of Melbourne down to 58 responses for Bond University and 41 responses for the University of Divinity. The QILT reports and website do not publish results where there are fewer than 25 survey responses. For this reason, results for individual non-university higher education institution (NUHEIs) are not shown since for most NUHEIs the number of employer responses is too small.

Employer satisfaction is broadly similar across most of Australia's Table A and B universities, with consistently high levels of satisfaction. Nonetheless, Table 6 demonstrates the ESS has the capacity to discriminate between universities, with overall satisfaction ranging from 92.9 per cent to 77.5 per cent. Employer satisfaction was rated highest for graduates from Bond University and the University of Divinity, at 92.9 per cent and 92.3 per cent respectively. Note, however, the small number of responses for Bond University and the University of Divinity means there is are wide confidence intervals associated with these estimates and as a result employer satisfaction cannot said to be significantly higher at this institution than at other institutions. Other universities rated highly by employers include the Australian Catholic University and the University of Wollongong, reporting 89.8 per cent and 89.7 per cent overall satisfaction by employers respectively.

Employer satisfaction was rated highest for graduates from Bond University and the Univeristy of Divinity.

Table 6 **Employer satisfaction by institution (universities only), 2018 - 2020**

	Foundation		Adaptive		Collaborative		Technical		Employability		Overall satisfaction	
	%	CI	%	CI	%	CI	%	CI	%	CI	%	CI
Australian Catholic University	93.8	(91.1, 95.8)	88.3	(85.0, 91.0)	88.9	(85.6, 91.5)	93.4	(90.6, 95.4)	86.6	(83.0, 89.6)	89.8	(86.7, 92.3)
Bond University	98.2	(91.6, 100.0)	90.7	(81.9, 95.7)	94.5	(86.7, 98.2)	100.0	(94.4, 100.0)	92.5	(83.9, 96.9)	92.9	(84.7, 97.1)
Central Queensland University	94.7	(91.4, 96.8)	91.3	(87.5, 94.1)	90.7	(86.7, 93.6)	95.6	(92.6, 97.5)	87.1	(82.7, 90.5)	88.5	(84.4, 91.7)
Charles Darwin University	94.1	(89.4, 96.9)	89.3	(83.4, 93.3)	92.5	(87.4, 95.7)	96.6	(92.4, 98.6)	87.5	(81.4, 91.8)	80.4	(73.5, 85.8)
Charles Sturt University	92.7	(90.4, 94.5)	91.9	(89.6, 93.8)	85.1	(82.2, 87.7)	94.1	(91.9, 95.7)	86.7	(83.9, 89.2)	81.3	(78.1, 84.1)
Curtin University	92.0	(89.3, 94.1)	85.7	(82.4, 88.5)	87.1	(83.9, 89.7)	91.3	(88.5, 93.5)	82.6	(79.0, 85.7)	85.8	(82.4, 88.5)
Deakin University	93.4	(91.6, 94.9)	91.2	(89.1, 92.9)	89.9	(87.7, 91.7)	94.0	(92.1, 95.4)	88.1	(85.8, 90.1)	84.3	(81.7, 86.6)
Edith Cowan University	95.0	(91.8, 97.1)	94.1	(90.6, 96.3)	92.5	(88.8, 95.1)	95.9	(92.7, 97.7)	88.8	(84.6, 92.0)	84.5	(79.9, 88.2)
Federation University Australia	93.9	(89.7, 96.5)	87.1	(81.8, 91.0)	88.0	(82.9, 91.8)	89.1	(84.1, 92.7)	87.8	(82.7, 91.6)	81.2	(75.4, 85.9)
Flinders University	94.5	(91.8, 96.3)	90.9	(87.7, 93.4)	88.0	(84.5, 90.8)	94.8	(92.2, 96.6)	85.0	(81.1, 88.1)	84.4	(80.5, 87.6)

	Foundation		Adaptive		Collaborative		Technical		Employability		Overall satisfaction	
	%	CI	%	CI	%	CI	%	CI	%	CI	%	CI
Griffith University	90.1	(87.4, 92.3)	87.7	(84.7, 90.2)	84.6	(81.4, 87.3)	92.0	(89.5, 94.0)	83.5	(80.1, 86.3)	80.4	(76.9, 83.4)
James Cook University	93.7	(90.2, 96.0)	89.2	(85.1, 92.3)	89.3	(85.2, 92.4)	95.0	(91.7, 97.1)	84.9	(80.3, 88.7)	81.7	(76.8, 85.8)
La Trobe University	93.7	(91.3, 95.5)	91.0	(88.2, 93.2)	87.8	(84.7, 90.3)	94.4	(92.1, 96.1)	86.9	(83.7, 89.6)	86.3	(83.0, 88.9)
Macquarie University	94.9	(92.3, 96.6)	90.1	(86.8, 92.7)	87.8	(84.2, 90.6)	93.3	(90.4, 95.4)	90.0	(86.6, 92.6)	84.1	(80.2, 87.4)
Monash University	94.0	(92.3, 95.3)	90.3	(88.3, 92.1)	89.5	(87.3, 91.3)	94.1	(92.4, 95.4)	87.8	(85.5, 89.7)	87.4	(85.1, 89.4)
Murdoch University	90.1	(85.1, 93.6)	88.9	(83.6, 92.7)	85.3	(79.7, 89.6)	94.1	(89.8, 96.8)	85.7	(80.0, 90.0)	79.0	(72.9, 84.1)
Queensland University of Technology	96.0	(93.5, 97.6)	90.5	(87.2, 93.1)	88.1	(84.5, 90.9)	95.5	(92.9, 97.2)	86.6	(82.8, 89.7)	86.9	(83.2, 89.9)
RMIT University	91.6	(89.2, 93.5)	88.3	(85.7, 90.6)	87.4	(84.7, 89.7)	91.5	(89.1, 93.4)	84.1	(81.1, 86.7)	83.4	(80.4, 86.0)
Southern Cross University	92.6	(88.4, 95.4)	90.1	(85.5, 93.4)	87.3	(82.4, 91.0)	90.6	(86.0, 93.8)	87.7	(82.7, 91.3)	83.5	(78.1, 87.9)
Swinburne University of Technology	92.2	(88.6, 94.7)	90.6	(86.7, 93.4)	90.3	(86.4, 93.1)	94.3	(91.1, 96.5)	87.6	(83.4, 90.9)	87.4	(83.2, 90.7)
The Australian National University	92.4	(88.5, 95.1)	91.1	(86.9, 94.0)	89.0	(84.5, 92.3)	93.9	(90.2, 96.3)	86.2	(81.3, 90.0)	83.1	(78.0, 87.2)
The University of Adelaide	95.8	(93.2, 97.5)	92.5	(89.3, 94.9)	91.9	(88.7, 94.3)	95.3	(92.6, 97.1)	88.6	(84.8, 91.5)	83.7	(79.6, 87.2)
The University of Melbourne	94.3	(92.8, 95.4)	88.9	(87.0, 90.6)	87.6	(85.7, 89.3)	93.2	(91.6, 94.4)	84.5	(82.3, 86.5)	84.9	(82.8, 86.8)
The University of Notre Dame Australia	93.1	(88.1, 96.2)	93.0	(88.0, 96.2)	86.1	(79.9, 90.6)	91.2	(85.6, 94.7)	86.8	(80.7, 91.3)	83.9	(77.4, 88.9)
The University of Queensland	95.0	(93.5, 96.2)	90.1	(88.1, 91.9)	90.2	(88.2, 91.9)	94.8	(93.2, 96.1)	85.2	(82.8, 87.4)	85.7	(83.3, 87.7)
The University of South Australia	92.5	(89.6, 94.6)	87.8	(84.3, 90.6)	90.5	(87.3, 92.9)	94.3	(91.7, 96.2)	89.9	(86.6, 92.4)	87.0	(83.4, 89.8)
The University of Sydney	93.8	(91.5, 95.5)	89.8	(87.1, 92.0)	88.2	(85.3, 90.6)	93.9	(91.7, 95.6)	84.8	(81.6, 87.6)	84.5	(81.3, 87.2)
The University of Western Australia	94.4	(90.6, 96.8)	92.0	(87.7, 94.9)	89.7	(85.1, 93.0)	95.6	(91.9, 97.7)	86.7	(81.6, 90.6)	77.5	(71.6, 82.5)
Torrens University	88.1	(80.9, 92.9)	87.1	(79.8, 92.0)	89.5	(82.7, 93.9)	90.6	(83.9, 94.8)	83.7	(76.1, 89.3)	78.6	(70.3, 85.0)
University of Canberra	92.9	(88.9, 95.6)	86.2	(81.2, 90.1)	88.4	(83.7, 91.9)	90.4	(85.9, 93.6)	86.1	(81.1, 90.0)	83.4	(78.2, 87.6)
University of Divinity	97.4	(88.2, 100.0)	97.4	(88.2, 100.0)	87.5	(76.2, 94.1)	87.5	(76.2, 94.1)	89.7	(78.6, 95.7)	92.3	(81.8, 97.4)
University of New England	93.6	(90.8, 95.6)	90.6	(87.5, 93.1)	85.6	(81.9, 88.7)	94.3	(91.6, 96.2)	84.9	(81.2, 88.1)	79.3	(75.2, 82.9)

	Foundation		Adaptive		Collaborative		Technical		Employability		Overall satisfaction	
	%	CI	%	CI	%	CI	%	CI	%	CI	%	CI
University of New South Wales	92.9	(89.9, 95.1)	91	(87.7, 93.5)	87.9	(84.2, 90.9)	94.0	(91.0, 96.0)	87.3	(83.4, 90.3)	86.5	(82.7, 89.6)
University of Newcastle	94.0	(91.4, 95.9)	90.6	(87.5, 93.0)	89.1	(85.8, 91.6)	94.6	(92.1, 96.4)	87.5	(84.1, 90.3)	85.5	(81.9, 88.5)
University of Southern Queensland	92.5	(89.0, 95.0)	87.3	(83.0, 90.6)	82.9	(78.3, 86.8)	92.0	(88.3, 94.6)	84.0	(79.5, 87.8)	85.0	(80.5, 88.6)
University of Tasmania	90.2	(87.9, 92.1)	88.8	(86.4, 90.8)	85.5	(82.9, 87.8)	89.4	(87.1, 91.4)	82.4	(79.6, 85.0)	82.6	(79.8, 85.1)
University of Technology Sydney	93.6	(91.1, 95.5)	92.2	(89.4, 94.3)	90.5	(87.6, 92.8)	95.3	(93.0, 96.9)	86.7	(83.4, 89.4)	86.7	(83.4, 89.5)
University of the Sunshine Coast	95.2	(91.3, 97.5)	91	(86.2, 94.3)	91.2	(86.5, 94.4)	93.7	(89.4, 96.4)	89.1	(83.8, 92.8)	83.0	(77.3, 87.5)
University of Wollongong	94.6	(91.4, 96.6)	89.4	(85.5, 92.4)	93.6	(90.3, 95.9)	94.1	(90.8, 96.2)	86.5	(82.2, 89.9)	89.7	(85.9, 92.6)
Victoria University	96.9	(93.6, 98.6)	94.9	(91.1, 97.2)	93.8	(89.9, 96.4)	95.5	(91.9, 97.7)	92.8	(88.5, 95.6)	86.9	(81.8, 90.7)
Western Sydney University	92.9	(89.8, 95.2)	89.2	(85.6, 92.1)	90.8	(87.4, 93.4)	94.8	(91.9, 96.7)	87.3	(83.4, 90.4)	86.5	(82.6, 89.7)
Total Universities	**93.4**	**(93.1, 93.8)**	**90**	**(89.5, 90.4)**	**88.5**	**(88.0, 89.0)**	**93.6**	**(93.2, 93.9)**	**86.3**	**(85.7, 86.8)**	**84.6**	**(84.1, 85.2)**

Skills relevance and utilisation

With the rapid expansion in student enrolments in recent years, concerns have been expressed that this may be leading to an oversupply of higher education graduates. This oversupply can manifest itself in the 'over-education' of graduates where they may not be fully utilising their skills or qualifications in their present position. There is a considerable literature on qualification related underemployment. The Employer Satisfaction Survey provides valuable evidence on employers' perceptions on the relevance and utilisation of higher education graduates' skills and qualifications. It remains important to monitor these assessments over time.

Overall, graduates tend to view their qualification as less important for their current employment than do their supervisors, as shown by Table 7. Over half of the graduates, 56.7 per cent, considered their qualification to be 'very important' or 'important' to their current job. Almost one in eight graduates, 12.0 per cent, felt that it was 'not at all important'. On the other hand, 63.3 per cent of supervisors indicated that the qualification was 'very important' or 'important' and only 7.5 per cent indicated that it was 'not at all important' for the graduate's current job. Given that a little under half of the graduates had been employed for less than one year after completing their qualification, their relative lack of work experience may explain why they did not fully comprehend the extent to which their qualification is important for their job.

Figure 7 **Overall satisfaction by institution (universities only), 2018 to 2020(%)**

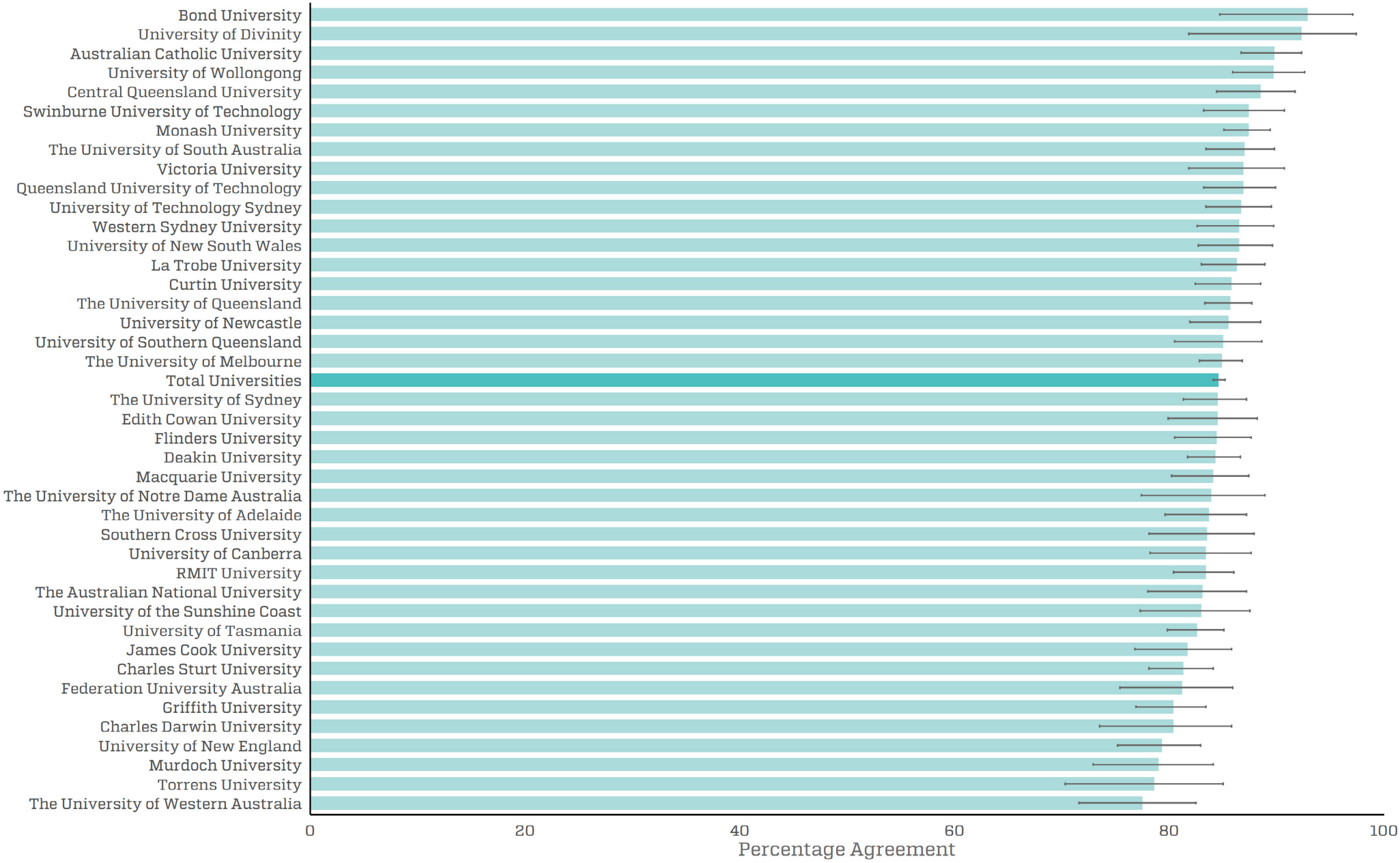


Table 7 **Importance of qualification for current employment, 2020**

	Graduates		Supervisors	
	%	CI	%	CI
Very important	36.7	(35.3, 38.1)	39.1	(37.8, 40.5)
Important	20.0	(18.9, 21.2)	24.2	(23.1, 25.5)
Fairly important	17.1	(16.0, 18.2)	16.4	(15.4, 17.5)
Not that important	14.2	(13.2, 15.2)	12.8	(11.8, 13.7)
Not at all important	12.0	(11.1, 13.0)	7.5	(6.8, 8.3)
Total	**100.0**	**(99.9, 100.0)**	**100.0**	**(99.9, 100.0)**

Health and Education qualifications were rated by graduates and supervisors as being significantly more important for their current position than most other fields of education. This is consistent with these qualifications being a requirement for employment in many instances. For example, 69.7 per cent of graduates and 78.2 per cent of supervisors thought that Health qualifications were important for current employment, as shown by Table 8. Similarly, 74.4 per cent of graduates and 77.9 per cent of supervisors thought that Education qualifications were important for current employment. Supervisors of Creative arts, Management and commerce and Information technology graduates were least likely to think that the qualification was important for current employment at 48.6 per cent, 50.7 per cent, and 51.1 per cent respectively. The largest discrepancy between the views of graduates and employers was in Architecture and building where 61.1 per cent of graduates rated their qualification as being important compared with 76.1 per cent of supervisors, a difference of 15 percentage points. Other areas where supervisors rated the qualification substantially higher than graduates was in Agriculture and environmental studies and Creative arts with gaps of 10 or more percentage points. Education had the lowest difference between graduate and employer assessments of the importance of the qualification to current work with a gap of 4 percentage points.

Graduates and supervisors of those working in Professional occupations were most likely to state that the qualification was important for the job at 68.6 per cent and 76.4 per cent respectively (Table 9). This is consistent with the ABS classification of occupations where managerial and professional jobs are defined at Skill Level 1 being commensurate with qualifications at bachelor level or higher. Graduates and supervisors working in lower skill level jobs, that is, technicians and trade workers and below, were unsurprisingly much less likely to state that the qualification was important for the job.

Graduates and their supervisors were also asked to indicate the extent to which the recent qualification prepared the graduate for their job. A high proportion of graduates and supervisors, 87.9 per cent and 94.0 per cent respectively, thought the qualification prepared the graduate well or very well for the job, as shown in Table 10. The proportion of supervisors who thought the qualification prepared the graduate for the job has remained consistently high since the employer survey was first conducted in 2016, ranging between 92 per cent and 94 per cent in rounded terms. Overall, there appears to be a strong relationship between skills and knowledge acquired by higher education graduates and the requirements of their jobs after graduation. This result strongly affirms the value of higher education qualifications in terms of preparation for work.

56.7%

graduates indicating their qualification was 'very important' or 'important' for their current employment

63.3%

supervisors indicating the graduate's qualification was 'very important' or 'important' for their current employment

Table 8 **Importance of qualification for current employment by broad field of education, 2020***

	Graduates		Supervisors	
	%	CI	%	CI
Natural and Physical Sciences	54.0	(48.9, 59.0)	58.2	(53.3, 63.0)
Information Technology	45.6	(39.1, 52.4)	51.1	(45.0, 57.2)
Engineering and Related Technologies	65.1	(60.0, 70.0)	71.1	(66.4, 75.4)
Architecture and Building	61.1	(51.4, 70.0)	76.1	(67.9, 82.8)
Agriculture and Environmental Studies	50.0	(39.8, 60.2)	60.3	(49.9, 69.8)
Health	69.7	(66.4, 72.7)	78.2	(75.5, 80.7)
Education	74.4	(70.8, 77.7)	77.9	(74.6, 80.8)
Management and Commerce	45.9	(42.4, 49.4)	50.7	(47.4, 54.0)
Society and Culture	49.9	(46.8, 53.0)	55.5	(52.5, 58.4)
Creative Arts	36.0	(29.3, 43.3)	48.6	(41.8, 55.5)
Total	**56.7**	**(55.2, 58.2)**	**63.4**	**(62.0, 64.7)**
Standard deviation (percentage points)	12.1		11.9	

*Refers to the percentage of graduates and supervisors rating the qualification as 'very important' or 'important' for current employment.

Table 9 **Importance of qualification for current employment, by occupation group, 2020***

	Graduates		Supervisors	
	%	CI	%	CI
Managers	44.4	(39.4, 49.5)	54.1	(49.2, 58.9)
Professionals	68.6	(66.8, 70.3)	76.4	(74.9, 77.9)
Technicians and trades workers	44.9	(38.0, 51.9)	49.3	(42.6, 56.0)
Community and personal service workers	37.3	(32.5, 42.3)	48.8	(44.1, 53.6)
Clerical and administrative workers	35.8	(31.6, 40.4)	41.2	(37.0, 45.5)
Other workers	23.2	(18.4, 28.8)	19.4	(15.3, 24.1)
Total	**56.7**	**(55.2, 58.2)**	**63.4**	**(62.0, 64.7)**
Standard Deviation	15.1		18.5	

*Refers to the percentage of graduates and supervisors rating the qualification as 'very important' or 'important' for current employment.

Table 10 **Extent to which qualification prepared graduate for current employment, 2020**

	Graduates		Supervisors	
	%	CI	%	CI
Very well	43.4	(41.9, 45.0)	53.3	(51.8, 54.8)
Well	44.5	(43.0, 46.0)	40.7	(39.3, 42.2)
Not well	6.0	(5.3, 6.8)	3.2	(2.7, 3.7)
Not at all	6.1	(5.4, 6.9)	2.8	(2.3, 3.3)
Total	**100.0**		**100.0**	

Taken in conjunction with the findings regarding the importance of the qualification, it seems to be the case that importance could be related to domain-specific skills or knowledge whereas preparedness is a broader concept, encapsulating generic skills and potentially basic employability. Alternatively, as around half of graduates whose employers responded to the survey had been employed in their current position before they completed their qualification, it is understandable that a higher education qualification could be perceived as being less important while still preparing the graduate for employment by broadening or deepening existing skills and knowledge.

In general, graduates across all fields of education were less likely than their supervisors to indicate they felt their qualification prepared them for their current job, as shown by Table 11. Architecure and building graduates, 78.3 per cent, Creative arts graduates, 81.4 per cent and Society and culture graduates, 84.3 per cent, were least likely to state that their qualification prepared them for their job. Supervisors in each of these areas were more likely to state that the course had prepared the graduate well or very well for their current employment, with Architecture and building graduate supervisors rating preparedness 16.9 percentage points higher than graduates. Supervisors of graduates from the Creative arts and Society and culture fields of education also rated preparedness higher than graduates by 7.1 percentage points and 8.2 percentage points respectively.

It should also be noted there was less variation across fields of education among supervisors stating the qualification prepared the graduate for current employment, 3.0 percentage points (see Table 11), than amongst supervisors stating the qualifaction was important for the job, 11.9 percentage points (see Table 8). This seems to support the previous observation that while higher education qualifications may not be 'important' in the sense they are not 'mandatory' or 'required', they nevertheless prepare graduates for employment very well.

87.9%

graduates indicating their qualification prepared them 'very well' or 'well' for their current employment

94.0%

supervisors indicating the graduate's qualification prepared them 'very well' or 'well' for their current employment

Table 11 **Extent to which qualification prepared graduate well or very well for current employment, by broad field of education, 2020***

	Graduates		Supervisors	
	%	CI	%	CI
Natural and Physical Sciences	86.4	(82.3, 89.6)	89.2	(85.5, 92.0)
Information Technology	85.3	(79.7, 89.6)	93.8	(89.8, 96.3)
Engineering and Related Technologies	87.3	(83.3, 90.5)	95.4	(92.7, 97.2)
Architecture and Building	78.3	(69.0, 85.3)	95.2	(89.6, 98.1)
Agriculture and Environmental Studies	88.1	(79.3, 93.6)	96.6	(89.7, 99.3)
Health	92.8	(90.8, 94.4)	94.9	(93.2, 96.2)
Education	93.0	(90.6, 94.8)	97.2	(95.6, 98.3)
Management and Commerce	88.6	(86.0, 90.7)	95.7	(94.0, 96.9)
Society and Culture	84.3	(81.7, 86.5)	92.5	(90.6, 94.0)
Creative Arts	81.4	(74.6, 86.7)	88.5	(82.8, 92.5)
Food, Hospitality and Personal Services	87.9	(86.9, 88.9)	94.1	(93.3, 94.7)
Total	**87.9**	**(86.9, 88.9)**	**94.1**	**(93.3, 94.7)**
Standard deviation	4.6		3.0	

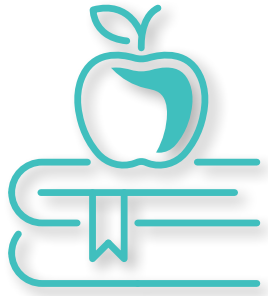
*n/a indicates suppression due to the number of responses being less than 25.

Table 12 shows that supervisors of graduates working in Managerial and Professional occupations were most likely, at 95.7 per cent and 96.1 per cent respectively, to state that the qualification had prepared the graduate well or very well for current employment. The difference in ratings of preparedness by graduates and supervisors for graduates in Professional and Technical and Trades occupations was quite low at around 4 to 5 percentage points, whereas differences for Community and personal service workers with 9.7 percentage points, and graduates in "Other" occupations with 21.8 percentage points seems to indicate that those employed in lower skill occupations were less confident in how well their course had prepared them for work compared with their immediate supervisors.

Supervisors were also offered the opportunity to provide feedback on the main ways that the qualification had prepared the graduate for employment, as shown by Table 13, and there were almost 4,800 comments in eight themes. Overall, 42.8 per cent of supervisors reported favourably on graduates' Domain specific skills and knowledge and 35.8 per cent reported favourably on graduates' Adaptive skills. A substantial number of comments were also made that expanded on the quantitative ratings of graduate attributes including

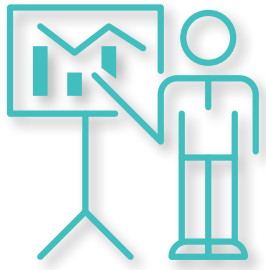
93.0%

Education graduates indicating their qualification prepared them 'very well' or 'well' for their current employment - highest



97.2%

supervisors of Education graduates indicating their graduate's qualification prepared them 'very well' or 'well' for their current employment - highest



Employability and enterprise skills, 31.4 per cent, Technical and professional skills, 30.9 per cent, and Foundation skills, 25.9 per cent. Positive feedback was also provided in relation to the graduates' personal attributes, 12.4 per cent, Teamwork and interpersonal skills, 12.2 per cent, and Institutional and course attributes with 9.9 per cent.

There were substantially fewer comments (1172) regarding the ways in which the qualification could have better prepared the graduate for employment suggesting the majority of supervisors felt that the graduate had been well prepared for the workplace, as shown by Table 14. These observations are consistent with the generally very positive supervisor ratings of graduate preparation.

The greatest number of comments related to the ways in which graduates could have better prepared for employment were made in relation to Technical and professional skills, 32.4 per cent, Domain specific skills and knowledge, 29.6 per cent and Employability and enterprise skills, 25.1 per cent. Supervisor feedback regarding how to better prepare graduates for employment also referenced Institutional and course attributes, 9.2 per cent, Foundation skills, 8.2 per cent, Adaptive skills, 5.1 per cent and Teamwork and interpersonal skills, 3.1 per cent.

Table 12 **Extent to which qualification prepared graduate well or very well for current employment, by occupation, 2020 (%)**

	Graduates		Supervisors	
	%	CI	%	CI
Managers	90.5	(86.9, 93.2)	95.7	(93.0, 97.4)
Professionals	92.0	(90.8, 92.9)	96.1	(95.3, 96.8)
Technicians and trades workers	88.9	(83.4, 92.8)	92.1	(87.1, 95.3)
Community and personal service workers	79.6	(74.8, 83.6)	89.3	(85.7, 92.1)
Clerical and administrative workers	81.8	(77.8, 85.3)	90.8	(87.7, 93.1)
Other workers	60.0	(53.2, 66.5)	81.8	(76.4, 86.2)
Total	**87.9**	**(86.9, 88.9)**	**94.1**	**(93.3, 94.7)**
Standard Deviation	11.9		5.2	

92.0%

graduates working in Professional occupations stated that the qualification had prepared the graduate well or very well for employment.

96.1%

supervisors of graduates working in Professional occupations stated that the qualification had prepared the graduate well or very well for employment.

Table 13 **Main ways that the qualification prepared the graduate for employment, 2020***

	%	CI
Domain specific skills and knowledge	42.8	(41.1, 44.4)
Adaptive skills	35.8	(34.2, 37.5)
Employability and enterprise skills	31.4	(29.9, 33.0)
Technical and professional skills	30.9	(29.3, 32.5)
Foundation skills	25.9	(24.4, 27.4)
Personal attributes	12.4	(11.3, 13.5)
Teamwork and interpersonal skills	12.2	(11.1, 13.3)
Institutional and course attributes	9.9	(9.0, 11.0)

*Does not add to 100 per cent. Supervisors were able to provide more than one comment.

Table 14 **Main ways that the qualification could have better prepared the graduate for employment, 2020***

	%	CI
Technical and professional skills	32.4	(30.0, 34.8)
Domain specific skills and knowledge	29.6	(27.3, 32.0)
Employability and enterprise skills	25.1	(23.0, 27.4)
Institutional and course attributes	9.2	(7.8, 10.8)
Foundation skills	8.2	(6.9, 9.7)
Adaptive skills	5.1	(4.1, 6.3)
Teamwork and interpersonal skills	3.1	(2.3, 4.2)
Personal attributes	n/a	

*Does not add to 100 per cent. Supervisors were able to provide more than one comment.

Appendix 1 Methodology

Overview

Graduates of 109 higher education institutions, including all 41 Table A and B universities, and 70 Non-University Higher Education Institutions (NUHEIs), were in scope to provide contact details for supervisors to participate in the 2020 ESS. Of these institutions, supervisors of graduates from 41 universities and 60 NUHEIs were included in the 2020 ESS sample. In all, supervisors responded with data for 41 universities and 53 NUHEIs.

The population frame for the 2020 ESS comprised 98,915 graduates, domestic and international, who responded in the 2020 GOS and indicated that they were employed. Of these, 8,048 employed graduates provided sufficient contact details to approach 7,523 supervisors, yielding a supervisor referral rate of 7.6 per cent.

This is lower than the 9.5 per cent supervisor referral rate achieved in the 2019 ESS. As in previous years, there remains a reluctance among graduates to pass on their supervisor contact details. Establishment of the QILT brand allied with efforts to promote the QILT surveys and especially the ESS among companies that are known employers of graduates may help to lift the supervisor referral rate over time.

In the 2020 ESS, a total of 3,430 valid survey responses from direct supervisors were collected across all study levels, representing a supervisor response rate of 45.5 per cent. This is lower than the 48.1 per cent supervisor response rate achieved in 2019. Further information on institutional responses is included at Appendices 3. A copy of the generic survey items (i.e. excluding any department or institution specific items) is included at Appendix 2.

Table 15 **ESS project overview, 2018 - 2020**

Project element	2018 Nov/ Feb	2018 May	2018 Total	2019 Nov/ Feb	2019 May	2019 Total	2020 Nov/Feb	2020 May	2020 Total
Number of in-scope supervisors*	2317	7899	10216	2889	6842	9731	3235	4288	7523
Number of completed surveys	1113	4198	5311	1428	3261	4689	1430	2000	3430
Supervisor response rate (%)	48.0	53.1	51.9	49.4	47.6	48.1	44.2	46.6	45.5
Data collection period	2018 Nov/ Feb	2018 May	2018 Total	2019 Nov/ Feb	2019 May	2019 Total	2020 Nov/ Feb	2020 May	2020 Total
Data collection mode	Online and CATI			Online and CATI			Online and CATI		
Analytic unit	Supervisor			Supervisor			Supervisor		

*Excludes opt outs, disqualified and out of scope surveys

The collection periods for the 2020 ESS were November 2019 to February 2020 and May to July 2020, with a minor collection taking place in February 2020 to April 2020 to accommodate institutions running a trimester academic calendar. For reporting purposes, the November and February collection period outcomes are combined.

Sample build

The collection of supervisor details occurred each round at the end of the Graduate Outcomes Survey. All graduates in employment (but not self-employed or working in a family business) were asked to provide details (name, email and/or phone number) of their current supervisor so that the supervisor could be invited to take part in the ESS.

A number of strategies were implemented in an attempt to increase the number of graduates providing valid contact details for their supervisor, such as calls to graduates to correct inaccurate or incomplete supervisor contact information, and follow up calls to graduates who requested more information prior to agreeing to provide supervisor contact details.

There remains a reluctance among graduates to pass on their supervisor contact details. Establishment of the QILT brand allied with efforts to promote the QILT surveys and especially the ESS among companies that are known employers of graduates may help to lift the supervisor referral rate over time.

Mode of collection and contact strategy

Online was the primary mode of collection for the ESS, with Computer Assisted Telephone Interviewing (CATI) a secondary mode.

If a valid email address was provided by the graduate, the supervisor would receive an email invitation to the online ESS on the following working day. If the graduate only provided a phone number for their supervisor, the supervisor was called in an attempt to complete the ESS via CATI.

The email invitation was followed by up to two reminder emails to non-responding supervisors, the first reminder sent three business days following the invitation and the second reminder sent seven business days following the first reminder email.

Where a phone number as well as an email address was provided by the graduate, non-responding supervisors after the second reminder email were channelled into the CATI workflow. For the November and February collection periods, non-responding supervisors were channelled into the CATI workflow five business days after the second reminder email, and for the May collection period, non-responding supervisors were channelled into the CATI workflow two business days after the second reminder email.

Response bias

The tables that follow compare the course, demographic and labour market characteristics of employed graduate respondents to the GOS, with the characteristics of graduates whose supervisors responded to the ESS to detect possible bias in the ESS. That is, these tables identify the extent to which the ESS departs from being a representative survey of employers of recent graduates. Employed graduate respondents to the GOS were asked to provide contact details of their supervisors and as such represent the population frame for the ESS.

Comparison of employed graduates with supervisor responses by field of education shows that Education graduates are overrepresented by 4.1 percentage points in the survey whilst Health, Management and commerce and Creative arts are underrepresented in the ESS, as shown by Table 16.

From Table 2, supervisors of Education graduates recorded higher than average ratings while supervisors of Management and commerce and Creative arts graduates reported lower than average satisfaction ratings. Therefore, the bias in supervisor responses by field of education, all other things equal, raises reported overall satisfaction.

Table 16 **Respondents by broad field of education, 2020***

	Employed graduates		Supervisors	
	n	%	n	%
Natural and Physical Sciences	7803	7.9	278	8.1
Information Technology	5171	5.2	167	4.9
Engineering and Related Technologies	6017	6.1	262	7.6
Architecture and Building	2199	2.2	88	2.6
Agriculture and Environmental Studies	1463	1.5	61	1.8
Health	21951	22.2	659	19.2
Education	9463	9.6	471	13.7
Management and Commerce	18612	18.8	590	17.2
Society and Culture	20966	21.2	722	21.0
Creative Arts	5251	5.3	131	3.8
Total	**98915**	**100.0**	**3430**	**100.0**

*Total includes a small number of responses in Food, Hospitality and Personal Services. Note that total figures by broad field of education shown elsewhere in this report include Food, Hospitality and Personal Services.

There is a slightly higher level of responses from supervisors of external graduates in the ESS by 4.1 percentage points as seen in Table 17. Supervisors of external graduates report lower overall satisfaction (see Table 3) so that overrepresentation of the supervisors of external graduates would lead to a downward bias in reported overall satisfaction in the 2020 ESS.

Supervisors of postgraduate coursework and postgraduate research graduates are somewhat over-represented by 0.9 percentage points and 3.0 percentage points respectively, while undergraduate supervisors are underrepresented by 3.9 percentage points. Since employers report lower satisfaction with postgraduate coursework graduates this is anticipated to lead to a downward bias in reported employer satisfaction. This would be offset, in part, by overrepresentation of postgraduate research graduates who report higher employer satisfaction. However, the population of postgraduate research graduates is much smaller, likely resulting in smaller bias for postgraduate compared with undergraduate responses.

Table 17 **Respondents by type of institution and course characteristics, 2020**

		Employed graduates		Supervisors	
		n	%	n	%
Type of institution	University	92210	93.2	3175	92.6
	NUHEI	6705	6.8	255	7.4
Mode	Internal	80268	81.1	2643	77.1
	External	18455	18.7	781	22.8
Course level	Undergraduate	54407	55.0	1752	51.1
	Postgraduate coursework	39208	39.6	1390	40.5
	Postgraduate research	5300	5.4	288	8.4

Table 18 compares the demographic characteristics of employed graduate respondents to the GOS with the demographic characteristics of graduates whose supervisors actually responded to the ESS. Supervisors of male graduates are slightly overrepresented in the ESS by around 3.7 percentage points as seen in Table 18, and they report slighlty higher overall satisfaction as shown by Table 4. However, differences in employer satisfaction with male and female graduates are not significant so the overrepresentation of employers of male graduates is unlikely to materially impact on reported overall satisfaction.

Supervisors of graduates aged 30 years and over are overrepresented in the ESS by 10.9 percentage points. This is consistent with the overrepresentation of supervisors of postgraduate coursework and postgraduate research graduates as shown in Table 17. Employers of older graduates reported lower overall satisfaction as shown in Table 4, so the overrepresentation of older graduates is likely to lead to a small downward bias in reported overall satisfaction. Additionally, there is a significant difference between employers' overall satisfaction with younger graduates (86.3 per cent) compared to older graduates (82.3 per cent).

Table 18 **Respondents by demographic characteristics, 2020**

		Employed graduates		Supervisors	
		n	%	n	%
Gender	Male	37219	37.6	1418	41.3
	Female	61438	62.1	2003	58.4
Age	30 years or under	69345	70.1	2030	59.2
	Over 30 years	29570	29.9	1400	40.8
Indigenous	Indigenous	1103	1.1	38	1.1
	Not Indigenous	97812	98.9	3392	98.9
Home language	English	83883	84.8	2988	87.1
	Other than English	15032	15.2	442	12.9
Disability	Reported disability	4927	5.0	205	6.0
	No disability	93796	94.8	3219	93.8
Total		**98915**	**100.0**	**3430**	**100.0**

Supervisors of graduates working in Professional occupations are overrepresented by 4.1 percentage points in the ESS. From Table 5 earlier, supervisors of graduates working in Professional occupations reported higher overall satisfaction. All other things equal, this would lead to an upward bias in the reported overall satisfaction in the 2020 ESS.

Supervisors of graduates employed full-time are overrepresented in the ESS by 5.5 percentage points. From Table 5 earlier, there was little significant difference in reported overall satisfaction among supervisors of graduates who worked either full-time or part-time. Supervisors of graduates who have worked in their current job for between three months and one year are over-represented in the 2020 ESS by 8.7 percentage points. Satisfaction with this group was higher than for those who had been employed for under three months or those who had been employed for 1 year or more (see Table 5) and so their overrepresentation may lead to an upward bias in employer satisfaction.

In summary, over-representation of responses from employers of graduates in Education courses, graduates working in Professional occupations and graduates employed between 3 months and one year, is likely to lead to an upward bias in reported employer satisfaction. On the other hand, over-representation of the supervisors of postgraduate coursework and external graduates is likely to lead to a downward bias in reported employer satisfaction.

Supervisors of graduates who have worked in their current job for between three months and one year are over-represented in the 2019 ESS by around 3.7 percentage points. Satisfaction with this group was higher than for those who had been employed for under three months and so their overrepresentation may lead to an upward bias in employer satisfaction. In summary, over-representation of

responses from employers of graduates in Education courses, graduates working in Professional occupations and graduates employed between 3 months and one year, is likely to lead to an upward bias in reported employer satisfaction.

On the other hand, over-representation of the supervisors of postgraduate coursework and external graduates is likely to lead to a downward bias in reported employer satisfaction.

Table 19 **Respondents by labour market characteristics, 2020**

		Employed graduates		Supervisors	
		n	%	n	%
Occupation	Managers	7053	7.4	282	8.3
	Professionals	54325	56.9	2069	61.0
	Technicians and trades workers	3248	3.4	148	4.4
	Community and personal service workers	10080	10.6	304	9.0
	Clerical and administrative workers	9442	9.9	367	10.8
	Other workers	11389	11.9	223	6.6
	Total	95537	100.0	3393	100.0
Employment status	Full-time	63417	64.1	2388	69.6
	Part-time	35498	35.9	1042	30.4
	Total	98915	100.0	3430	100.0
Duration of job with current employer	Less than 3 months*	11211	12.4	285	8.3
	3 months to < 1 year*	33594	37.1	1569	45.8
	1 year or more*	45778	50.5	1571	45.9
Total		**90583**	**100.0**	**3425**	**100.0**

*Graduates refers to duration of job with current employer while data for supervisors refers to duration of job with current supervisor.

Graduate Attributes Scale - Employer (GAS-E)

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

include:

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

The GAS-E forms the core of the Employer Satisfaction Survey.

Graduates responding to the GOS were asked to assess their Foundation, Adaptive and Collaborative skills. This enables assessment of the likely impact of the low graduate referral rate, one of the major continuing methodological challenges facing the current ESS, by comparing graduate self-assessment of attributes among graduates that did or did not provide supervisor contact details.

Table 20 shows that graduates who provided contact details for their supervisor rated their Foundation, Adaptive and Collaborative skills more highly than graduates who elected not to offer contact information. Even though the ratings for these groups of skills is high for both groups, it would appear that graduates who were more positive about the skills they had acquired would be more comfortable having their supervisor participate in the ESS. This could be expected to lead to upward bias in reported levels of employer satisfaction in the 2020 ESS.

For purposes of comparison, supervisor assessment of these graduate attributes is repeated in Table 20 below. While noting the potential for upward bias in reported employer satisfaction, it is worth repeating the overall high rating of graduate attributes by both categories of graduates that did or did not provide supervisor contact details and also by supervisors. While graduates not providing supervisor contact details showed lower ratings of graduate attributes, Table 20 demonstrates this was not of a substantially lower order of magnitude. Notwithstanding potential upward bias in reported employer satisfaction, results in the 2020 ESS continues to provide evidence of the likely high quality of graduates from the Australian higher education system.

Table 20 **Graduate attributes of graduates who did and did not provide contact details, 2020**

	Graduates not providing supervisor details		Graduates providing supervisor details		Supervisors	
	%	CI	%	CI	%	CI
Foundation skills	85.0	(84.8, 85.2)	89.5	(88.9, 90.1)	93.7	(93.0, 94.4)
Adaptive skills	83.6	(83.4, 83.9)	88.3	(87.6, 88.9)	90.1	(89.2, 91.0)
Collaborative skills	77.8	(77.5, 78.0)	80.0	(79.2, 80.8)	88.1	(87.1, 89.0)

Appendix 2
Summary of 2020 ESQ items

	Item name	Item label	Base – detail	Values
Module	**Module A: Screening and confirmation**			
		First we have a few questions about your role and <**E403**>'s role, so we can understand your relationship to <**E403**>.		
QS1	SUPERVISOR RELATIONSHIP	Just to check, do you currently supervise <**E403**>? By supervisor, we mean a person who has the authority to direct someone to do certain tasks and who has a good idea of the work that the person does in their job.	*(ALL)	1. Yes 2. No, but I used to be their supervisor 3. No, I have never been their supervisor (GO TO TERM)
QS2	SUPERVISOR RELATIONSHIP DURATION	And, how long have you been <**E403**>'s supervisor?	*(IS CURRENTLY OR USED TO SUPERVISE GRADUATE IN QS1)	1. Less than 1 month 2. At least 1 month but less than 3 months 3. At least 3 months but less than 1 year 4. 1 year or more
QS3	AWARENESS OF INSTITUTION	Before today, were you aware that <E403> completed a qualification from <E306C>?	*(ALL)	1. Yes 2. No
QS4	AWARENESS OF INSTITUTION	And, before today, were you aware that the qualification <E403> completed was a <E308>?	*(ALL)	1. Yes 2. No
QS5	GRADUATE'S OCCUPATION	What is <E403>'s occupation in your business?	*(ALL)	(VERBATIM RSEPONSE TEXT BOX)
QS6	GRADUATE TASKS	What are the main tasks that they usually perform in their job?	*(ALL)	(VERBATIM RESPONSE TEXT BOX)
QS7	EMPLOYER OCCUPATION	What is your occupation in your business?	*(ALL)	(VERBATIM RESPONSE TEXT BOX)
QS8	EMPLOYER DUTIES	What are the main tasks that you usually perform in this job?	*(ALL)	(VERBATIM RESPONSE TEXT BOX)

Variable	Item name	Item label	Base – detail	Values
Module	**Module B: Overall graduate preparation**			
Text	The next set of questions asks about the skills and attributes you think are important for recent graduates to have when coming into your organisation. Please answer them in relation to the job currently performed by <**E403**>			
QOP1	FORMAL REQUIREMENT	Is a <**E308**> or similar qualification a formal requirement for <**E403**> to do their job?	*(ALL)	1. Yes 2. No
QOP2	IMPORTANCE OF QUALIFICATION	To what extent is it important for <**E403**> to have a <**E308**> or similar qualification to being able to do the job well? Is it…		1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important
QOP3	OVERALL PREPARATION	Overall, how well did <**E403**>'s <**qualfinal**> prepare <**him/her**> for their job?	*(ALL)	1. Not at all prepared 2. Not well prepared 3. Well prepared 4. Very well prepared 5. Don't know unsure
QOP4	OPEN (POSITIVE)	What are the **MAIN** ways that <**E306C**> prepared <**E403**> for employment?	*(ALL)	(VERBATIM RESPONSE TEXT BOX) 1. Don't know/unsure
QOP5	OPEN (IMPROVE)	And what are the **MAIN** ways that <**E306C**> could have better prepared <**E403**> for employment?	*(ALL)	(VERBATIM RESPONSE TEXT BOX) 1. Don't know/unsure
QS11	OVERALL RATING	Based on your experience with <**E403**>, how likely are you to consider hiring another <**qualfinal**> graduate from <**E30 6C**>, if you had a relevant vacancy? Would you say…	*(ALL)	1. Very unlikely to consider 2. Unlikely to consider 3. Neither unlikely nor likely to consider 4. Likely to consider 5. Very likely to consider 6. Don't know/unsure

Variable	Item name	Item label	Base – detail	Values
Module	**Module C: Graduate attributes scale**			
Text	The following questions ask about specific skills and attributes that may be important for employees to have in your organisation.			
GAS Stem		For each skill or attribute, to what extent do you agree or disagree that <**E403**>'s <**E308**> from <**E306C**> prepared them for their job? If the skill is not required by <**E403**> in their role, you can answer 'Not applicable'.	*(ALL)	
GAS	FOUNDATION SKILLS	1. Oral communication skills 2. Written communication skills 3. Numeracy skills 4. Ability to develop relevant knowledge 5. Ability to develop relevant skills 6. Ability to solve problems 7. Ability to integrate knowledge 8. Ability to think independently about problems	*(ALL)	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
GAS	ADAPTIVE SKILLS AND ATTRIBUTES	9. Broad background knowledge 10. Ability to develop innovative ideas 11. Ability to identify new opportunities 12. Ability to adapt knowledge to different contexts 13. Ability to apply skills in different contexts 14. Capacity to work independently	*(ALL)	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
GAS	TEAMWORK SKILLS	15. Working well in a team 16. Getting on well with others in the workplace 17. Working collaboratively with colleagues to complete tasks 18. Understanding different points of view 19. Ability to interact with co-workers from different or multi-cultural backgrounds	*(ALL)	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable

Variable	Item name	Item label	Base – detail	Values
Module	**Module C: Graduate attributes scale**			
GAS	TECHNICAL SKILLS	20. Applying professional knowledge to job tasks 21. Using technology effectively 22. Applying technical skills in the workplace 23. Maintaining professional standards 24. Observing ethical standards 25. Using research skills to gather evidence	*(ALL)	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
GAS	EMPLOYABILITY SKILLS	26. Ability to work under pressure 27. Capacity to be flexible in the workplace 28. Ability to meet deadlines 29. Understanding the nature of your business or organisation 30. Demonstrating leadership skills 31. Demonstrating management skills 32. Taking responsibility for personal professional development 33. Demonstrating initiative in the workplace	*(ALL)	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
Module	**Module E: Institution specific issues**			
Module	**Module F: Close**			
Text	Thank you for your assistance with this survey. We would like to provide some feedback to participants about the outcomes of the study. We anticipate finishing the study in early 2015			
C3	SURVEY FEEDBACK	Would you like to be notified when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?	*(ALL)	1. Yes 2. No
C4	ACKNOWLEDGEMENT	Would you like your organisation to be acknowledged on the QILT website for supporting this important research? If you are unsure please select yes, as you will be able to opt out of this during our follow up with you.	*(ALL)	1. Yes 2. No

Variable	Item name	Item label	Base – detail	Values
Module	**Module F: Close**			
C2	SUPERVISOR EMAIL (CONFIRM)	Can we confirm the best email address to contact you on?	*(EMPLOYERS WHO WOULD LIKE TO BE CONTACTED REGARDING RESEARCH SUMMARIES OR WISH TO BE ACKNOW-LEDGED ON THE QILT WEBSITE)	1. My email address is <supemail> 2. The best email address to contact me on is: <VERBATIM RESPONSE TEXT BOX>
C5	FOLLOW UP	So that we can properly acknowledge your business on the QILT website, can you please confirm your business name as you would like it to appear on the site?	*(EMPLOYERS WHO WANT TO BE ACKN-OWLEDGED ON THE QILT WEBSITE)	1. My business name is: (VERBATIM RESPONSE TEXT BOX)
Text	END	Thank you for your time today and support in ensuring that graduates complete their qualifications well equipped to meet the needs of organisations like yours. If you would like further information about the ESS, including previous year's results you can go to https://www.qilt.edu.au/about-this-site/employer-satisfaction.		
	(TERMINATED – NOT SUPERVISOR OF GRADUATE)	Thank you for your willingness to complete the Employer Satisfaction Survey (ESS). You have indicated that you are not the supervisor of <**E403**>. If you incorrectly selected this option or your workplace still wishes to take part with another supervisory person please call The Social Research Centre's helpdesk on 1800 023 040. You can also email us at ess@srcentre.com.au.	*IF (QS1=3)	

Appendix 3 Institutional participation

The tables below show institutions that participated in the Graduate Outcomes Survey with one or more responses in the Employer Satisfaction Survey.

Table 21 **University participation 2018 - 2020**

Institution	2018	2019	2020	Total
Australian Catholic University	114	110	97	321
Bond University	19	21	16	56
Central Queensland University	85	82	49	216
Charles Darwin University	58	42	23	123
Charles Sturt University	238	140	97	475
Curtin University	155	120	103	378
Deakin University	267	223	142	632
Edith Cowan University	91	68	54	213
Federation University Australia	72	46	40	158
Flinders University	152	110	39	301
Griffith University	170	141	111	422
James Cook University	76	76	59	211
La Trobe University	136	148	101	385
Macquarie University	116	113	75	304
Monash University	268	235	188	691
Murdoch University	73	36	38	147
Queensland University of Technology	110	80	95	285

Institution	2018	2019	2020	Total
RMIT University	200	189	106	495
Southern Cross University	56	65	48	169
Swinburne University of Technology	84	80	63	227
The Australian National University	63	47	80	190
The University of Adelaide	111	91	67	269
The University of Melbourne	329	321	257	907
The University of Notre Dame Australia	44	43	34	121
The University of Queensland	333	204	174	711
The University of South Australia	113	119	83	315
The University of Sydney	171	143	120	434
The University of Western Australia	91	49	25	165
Torrens University	23	34	33	90
University of Canberra	60	73	45	178
University of Divinity	15	20	6	41
University of New England	125	108	78	311
University of New South Wales	128	75	75	278
University of Newcastle	135	134	63	332

Table 21 continued **University participation 2018 - 2020**

Institution	2018	2019	2020	Total
University of Southern Queensland	40	114	71	225
University of Tasmania	200	236	151	587
University of Technology Sydney	136	136	88	360
University of the Sunshine Coast	70	50	33	153
University of Wollongong	125	77	27	229
Victoria University	49	61	59	169
Western Sydney University	92	111	62	265

Table 22 **NUHEI participation 2018 to 2020**

Institution	2018	2019	2020	Total
Academy of Information Technology	4	3	1	8
ACAP and NCPS	6	16	11	33
Adelaide Central School of Art		2		2
Adelaide College of Divinity	4	2	1	7
Alphacrucis College	8	7	5	20
Australian Academy of Music and Performing Arts		1		1
Australian College of Christian Studies			1	1
Australian College of Nursing		9	12	21
Australian College of Theology Limited	25	7	15	47
Australian Institute of Business Pty Ltd	37	63	25	125
Australian Institute of Management Education & Training		2	7	9
Australian Institute of Professional Counsellors	1		2	3
Avondale University College	13	13	9	35
BBI - The Australian Institute of Theological Education			3	3
Box Hill Institute	2	1	4	7
Canberra Institute of Technology			1	1
Chisholm Institute		1	2	3
Christian Heritage College	12	8	3	23
Collarts (Australian College of the Arts)	3	4		7
Eastern College Australia	3	3	1	7
Endeavour College of Natural Health	10	6	2	18
Excelsia College	2	1		3
Health Education & Training Institute	5	1	2	8
Holmes Institute	11	11	8	30
Holmesglen Institute	4	5	1	10
INSEARCH	3	3	2	8
International College of Hotel Management	3	5	1	9
International College of Management, Sydney	3	4	6	13
Kaplan Business School	8	10	15	33

Table 22 continued **NUHEI participation 2018 to 2020**

Kaplan Higher Education Pty Ltd	10	8	7	25
King's Own Institute	13	7	6	26
LCI Melbourne	1		1	2
Le Cordon Bleu Australia	2	6	1	9
Leo Cussen Centre for Law		2	5	7
Macleay College	3	2	2	7
Marcus Oldham College	8	8	1	17
Melbourne Institute of Technology	7	6	6	19
Melbourne Polytechnic	3	4	3	10
Moore Theological College	23	7	9	39
Morling College		1	3	4
National Art School	3	1	1	5
North Metropolitan TAFE	2			2
Perth Bible College	1	1	2	4
Photography Studies College (Melbourne)		1		1
SP Jain School of Management			1	1
Stott's College			2	2
SAE Institute	12	9	5	26
Sydney College of Divinity	7	8	6	21
Tabor College of Higher Education	8	6	6	20
TAFE NSW	5	5	2	12
TAFE Queensland	1	4	1	6
TAFE South Australia		1		1
The Australian College of Physical Education	3	1	1	5
The Australian Institute of Music	2	1	3	6
The Cairnmillar Institute	2	2		4
The College of Law Limited	26	35	33	94
The MIECAT Institute	2		2	4
Think Education	5	3	2	10
VIT (Victorian Institute of Technology)			1	1
Wentworth Institute of Higher Education			1	1
Whitehouse Institute of Design, Australia			2	2
William Angliss Institute	2	1		3