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**2021 International Graduate
Outcomes Survey**

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For more information on the conduct and results of the 2021 GOS see the QILT website: www.qilt.edu.au. The QILT team can be contacted by email at qilt@srcentre.com.au.



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1. Introduction

This report presents data on graduate employment outcomes for international students at Australian higher education institutions, approximately four to six months after they have completed their studies. Information is drawn from the Graduate Outcomes Survey (GOS), an annual survey conducted on behalf of the department by the Social Research Centre as part of the Quality Indicators for Learning and Teaching (QILT) program. In 2021, the GOS gathered over 35,000 responses from international graduates, with a response rate of 33.6 per cent.

Results from the GOS for domestic graduates are published in a national report on the **QILT website** and in an interactive comparison tool at the institution by study area level on the **ComparED website**. Although international graduates have always been in scope for the GOS, results have not previously been published. It is envisaged that data for international graduates will be available annually from 2021.

Consistent with the department's reporting of international student enrolments and completions, international graduates are defined in this report as graduates who were recorded as having non-Australian citizen status in the Higher Education Information Management System (HEIMS) at the time they were enrolled as students (with the exception of New Zealand citizens and students on humanitarian visas, who are considered to be domestic students). Unless otherwise noted, graduate outcomes refer to graduates living both in Australia and overseas at the time of the survey. The exception is for salaries, which refers to graduates employed full-time within Australia only.

Because data is drawn from a survey to which only a subset of graduates respond, analysis can be affected both by the total number of survey responses and by how representative those responses received are of the total graduate population. In this report, data is not reported where there are fewer than 25 survey responses, as indicated by 'n.a.' in tables. For institution level data, 90 per cent confidence intervals are presented to aid in interpreting results. It is known that GOS data is not representative by international graduates' country of origin, with Chinese graduates in particular being under-represented. It is unknown how representative the survey is in relation to whether a graduate is living in Australia or overseas at the time of the survey. The department is continuing to work with SRC to improve both overall survey response rates and data representativeness for international graduates. Further information on survey methodology and data representativeness can be found in Appendix 1 of this report. Definitions of labour market outcomes are presented in Appendix 2 of this report.

2. Overall results

Table 1 presents employment outcomes for international and domestic graduates by study level, for 2019 to 2021. Two general points are readily apparent. First, there has been no further decline in graduate employment rates for both domestic and international graduates in 2021. There was a broad decline in graduate employment rates between 2019 and 2020, for both domestic and international graduates. This was associated with general weakness in the Australian labour market observable from 2019, which was worsened in 2020 by measures introduced to contain the COVID-19 pandemic. International graduates were affected by this downturn to an even greater extent than domestic graduates. Results from 2021 show some minor improvement on 2020, with undergraduate full-time employment rates up by 0.6 percentage points for international graduates and 0.2 percentage points for domestic graduates.

Second, international graduate employment rates are consistently lower than for their domestic counterparts. For undergraduates, the 2021 full-time employment rate for international graduates was 43.0 per cent compared with 68.9 per cent for domestic graduates, a difference of 25.9 percentage points. At postgraduate coursework level, the difference between international and domestic full-time employment was larger, at 41.0 percentage points. The gap was narrower at postgraduate research level at 8.3 percentage points.

Table 1 Graduate employment and study outcomes by level of study, international and domestic graduates, 2019, 2020 and 2021

	International			Domestic		
	2019	2020	2021	2019	2020	2021
Full-time employment (%)						
Undergraduate	49.7	42.4	43.0	72.2	68.7	68.9
Postgraduate coursework	50.3	44.3	43.9	86.8	85.6	84.9
Postgraduate research	75.7	74.2	69.4	81.1	80.1	77.7
Overall employed (%)						
Undergraduate	65.2	62.2	64.6	86.8	85.1	84.8
Postgraduate coursework	68.7	67.2	70.1	92.7	91.6	90.8
Postgraduate research	85.5	83.8	82.2	90.7	90.0	88.1

43.0%

international undergraduates in full-time employment (2021)

64.6%

international undergraduates in overall employment (2021)

	International			Domestic		
	2019	2020	2021	2019	2020	2021
Labour force participation rate (%)						
Undergraduate	77.8	78.1	80.8	92.4	91.4	92.0
Postgraduate coursework	91.1	90.4	91.9	96.3	95.5	95.4
Postgraduate research	95.3	95.4	94.4	93.9	94.3	94.8
Median salary, employed full-time (\$)						
Undergraduate	51,100	53,000	54,300	62,600	64,700	65,000
Postgraduate coursework	52,200	52,800	54,800	85,300	87,400	89,700
Postgraduate research	83,000	85,000	86,900	90,000	93,000	95,000
In full-time study (%)						
Undergraduate	33.5	33.8	33.7	18.9	18.5	21.1
Postgraduate coursework	13.5	14.4	15.0	6.0	6.6	7.6
Postgraduate research	10.5	9.8	11.1	5.8	6.9	6.8

Note: Median salary figures only include data for international graduates working in Australia.

Overall employment rates (which includes graduates working on a full-time, part-time or casual basis) followed a similar pattern in 2021. International graduates recorded lower overall employment rates than domestic graduates by a margin of 20.2 percentage points for undergraduates, 20.7 percentage points at postgraduate coursework level and 5.9 percentage points at postgraduate research level.

For undergraduates, labour force participation was also lower for international than for domestic graduates in 2021, at 80.8 per cent and 92.0 per cent respectively. However, the difference in labour force participation was less pronounced at postgraduate coursework level (91.9 percent international, 95.4 per cent domestic) and postgraduate research level (94.4 per cent international, 94.8 per cent domestic). The lower labour force participation of international graduates is partly explained by high rates of further study, as discussed below.

For those graduates who are employed full-time in Australia, median salaries are also consistently lower for international than domestic graduates. For undergraduates, the median salary in 2021 was \$54,300 for international graduates, compared with \$65,000 for domestic graduates, a difference of \$10,700. The salary differential was even more pronounced at postgraduate coursework level, at \$34,900. It is noticeable that the median salary was only slightly higher for international graduates at postgraduate coursework level than at undergraduate level. Again, the difference between salaries was less pronounced at postgraduate research level, at \$8,100.

54.3k
international undergraduates
median salary (2021)

54.8k
international postgraduate
coursework graduates median
salary (2021)

86.9k
international postgraduate
research graduates median salary
(2021)

It is also notable that rates of further study are consistently higher for international graduates than for domestic graduates, across all levels of initial study. The further full-time study rate for undergraduates was around one third or 33.7 per cent compared with 21.1 per cent for domestic undergraduates; a difference of 12.6 percentage points. At postgraduate coursework level, 15.0 per cent of international graduates are in further full-time study compared with 7.6 per cent and for postgraduate research, 11.1 per cent compared with 6.8 per cent.

Table 2 presents employment outcomes for international graduates disaggregated by whether the respondent was in Australia or overseas at time of survey. Across all study levels, full-time employment rates were higher for graduates who were living overseas at the time of the survey. There was less difference between the two groups in terms of overall employment and labour force participation rates. Caution should be used in interpreting these results, because as noted earlier, it is unknown how representative survey responses are in relation to current location of the graduate. There are also a substantial number of graduates for whom current location is unknown. Changes to the survey questionnaire are expected to reduce the latter problem in future years.

Table 2 International graduate employment outcomes by residence at time of survey, 2021 (%)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	In Australia	Overseas	In Australia	Overseas	In Australia	Overseas
Full-time employment	41.6	52.8	41.4	62.0	62.8	82.7
Overall employed	67.2	57.3	72.4	66.7	81.9	85.8
Labour force participation rate	82.1	75.9	93.5	90.4	94.4	96.3

2.1 Time series

Figure 1 shows trends in the full-time employment rate among domestic and international undergraduates. Employment improved among domestic undergraduates between 2016 and 2018 in line with the strengthening labour market before turning down slightly in 2019 as the labour market weakened. The COVID-19 pandemic and associated downturn in economic and labour market activities resulted in employment of domestic undergraduates declining further in 2020. With the easing of public health measures in early 2021 there was a slight recovery in the full-time employment rate among domestic undergraduates. The full-time employment rate among international undergraduates has declined from 51.5 per cent in 2016 to 43.0 per cent in 2021. As noted above, the impact of the COVID-19 pandemic has been greater among international graduates than domestic graduates. The full-time employment rate among international undergraduates declined by 6.7 percentage points between 2019 and 2021 in comparison with a smaller decline of 3.3 percentage points among domestic undergraduates.

Data on residence status at the time of the survey for international graduates is only available since 2018. This shows that the fall in employment as a result of the COVID-19 pandemic and associated decline in economic and labour market activities has been greater among international graduates residing overseas than among those continuing to reside in Australia. The fall in full-time employment rate among international undergraduates residing in Australia between 2019 and 2021 was 2.7 percentage points whereas this was much larger, 10.4 percentage points, among international undergraduates residing overseas.

Figure 1 Undergraduate full-time employment rate by residence at time of survey (%)

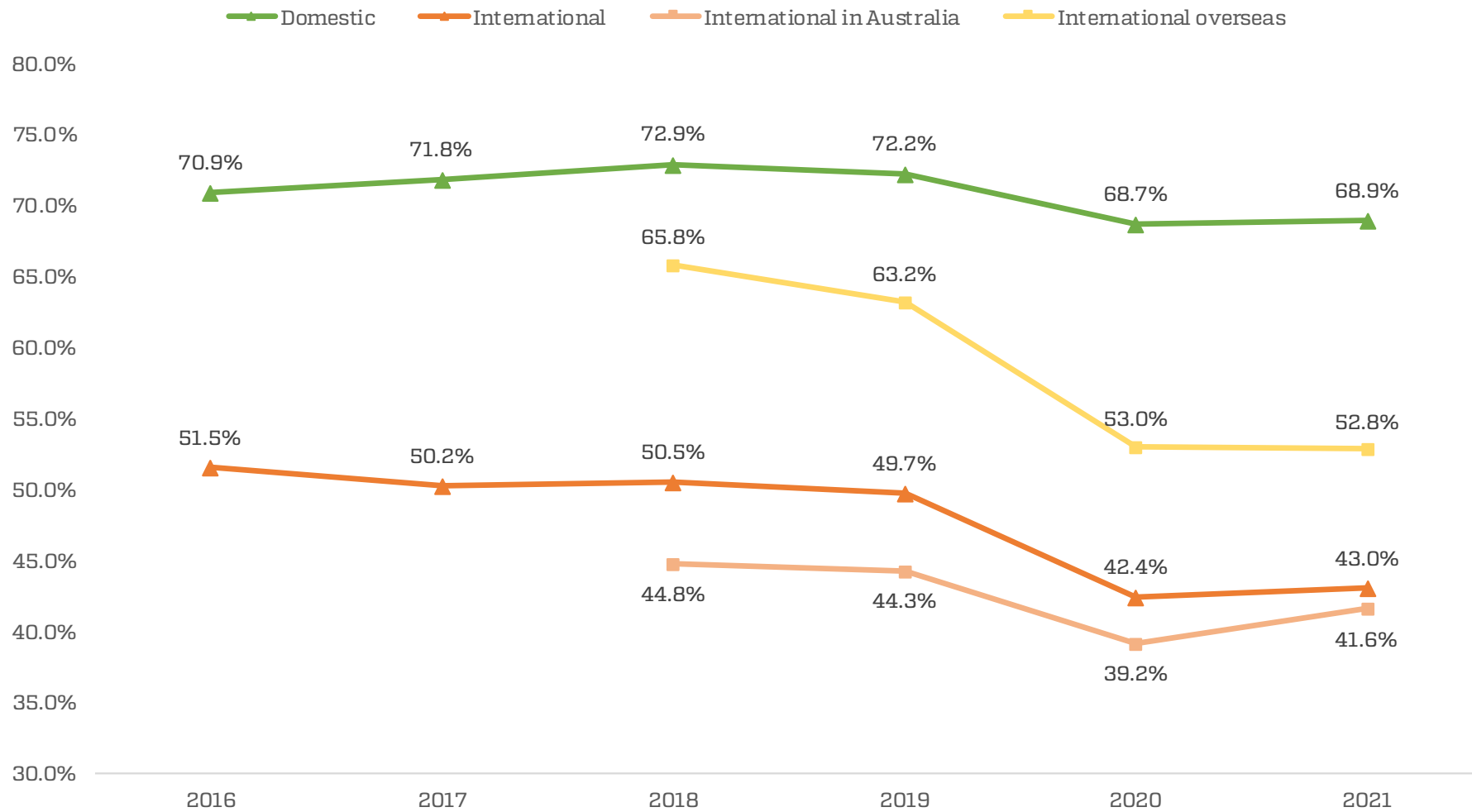
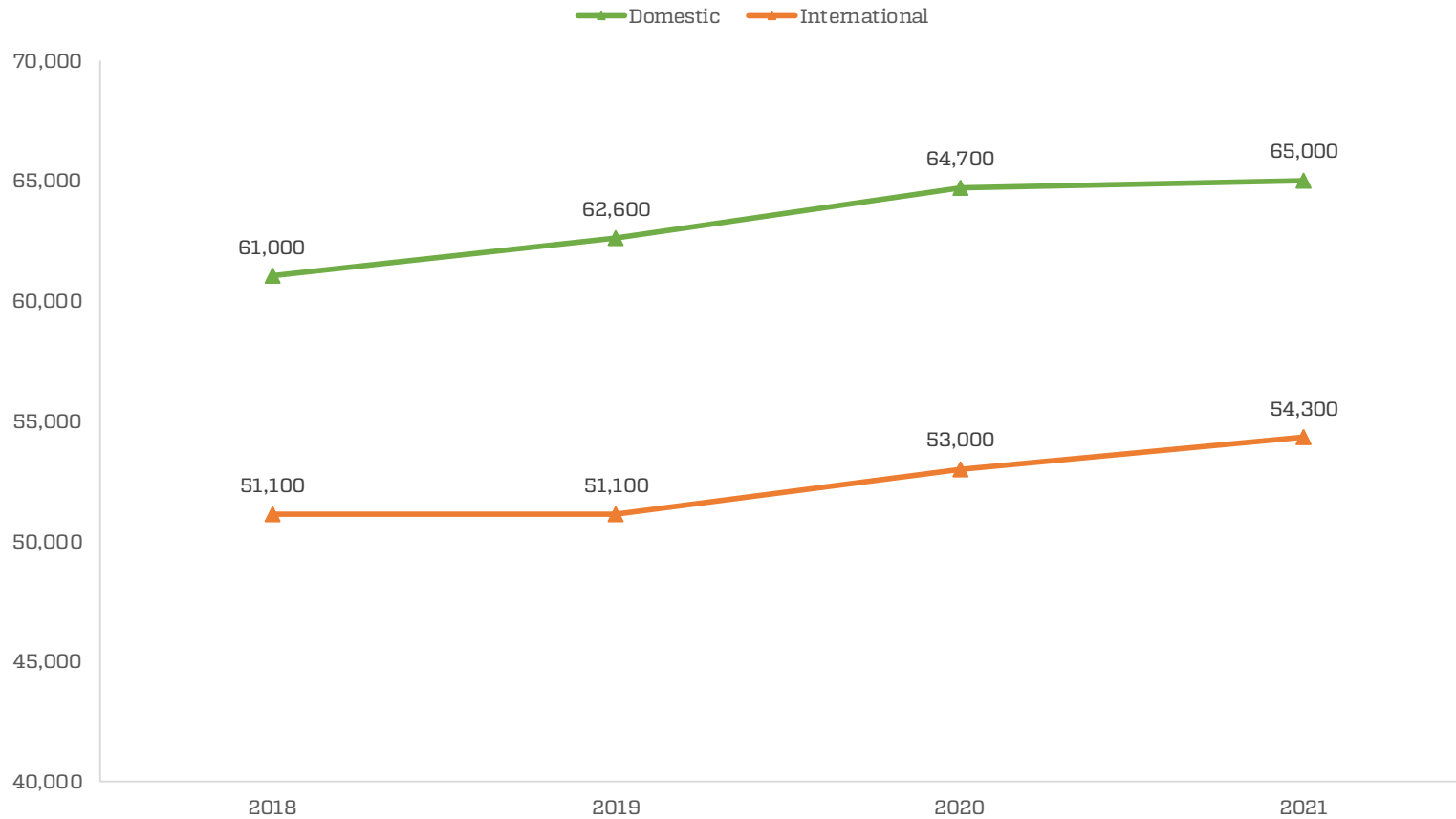


Figure 2 Undergraduate median full-time salary, international and domestic graduates (%)



Note: Median salary figures only include data for graduates working in Australia.

The median salary of domestic undergraduates employed full-time increased from \$61,000 in 2018 to \$65,000 in 2021, an increase of 7 per cent, as shown by Figure 2. By way of comparison, the median salary of international undergraduates employed full-time (residing in Australia) increased from \$51,100 to \$54,300, up 6 per cent.

2.2 Home country

Table 3, Table 4, and Table 5 present employment outcomes for international graduates disaggregated by the graduate's home country and level of study. The countries are ordered based on number of survey responses at that study level. In prior years, home country was determined by country of birth information record in HEIMS, however for 2021 data, home country is determined by the location of permanent home residence information recorded in HEIMS.

There was considerable variation in outcomes by home country in 2021 for all study levels. For example, among the largest 10 home countries, undergraduate full-time employment rates ranged from a high of 62.4 per cent for Singaporean graduates down to 32.3 per cent for Sri Lankan graduates. Postgraduate coursework graduate full-time employment rates ranged from a high of 62.8 per cent for Filipino graduates down to 35.1 per cent for graduates from Bhutan. More detailed analysis would be required to understand the factors that might be impacting these, for example the mix of fields of education studied and labour market conditions in graduates' home countries.

Table 3 Undergraduate employment outcomes by home country of international graduates, 2021

Country	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
China	36.4	48.5	59.8	52,200
Nepal	37.7	76.3	94.7	51,700
Malaysia	49.7	64.3	87.3	52,200
India	41.7	72.1	93.1	52,200
Vietnam	43.9	67.5	86.7	51,700
Hong Kong	44.1	57.7	82.0	59,000
Singapore	62.4	71.8	88.7	60,500
Indonesia	37.8	61.8	84.0	50,000
Sri Lanka	32.3	65.0	90.1	52,600
Philippines	45.2	81.6	95.6	58,400
All international graduates	43.0	64.6	80.8	54,300

Note: Median salary figures only include data for international graduates working in Australia. Top ten countries by number of responses received are shown in descending order.

Undergraduates full-time employment rate by top 10 home countries, 2021

62.4%

(Singapore - highest)

32.3%

(Sri Lanka - lowest)

Table 4 Postgraduate coursework employment outcomes by home country of international graduates, 2021

Country	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
India	35.8	71.6	93.8	52,200
China	44.2	57.4	84.8	52,200
Nepal	37.4	79.3	95.9	48,000
Indonesia	61.9	72.3	92.9	55,000
Sri Lanka	41.3	70.7	90.9	57,000
Vietnam	48.7	69.6	90.2	55,100
Pakistan	37.4	64.6	94.5	53,100
Philippines	62.8	80.6	96.6	60,000
Bangladesh	45.0	76.8	95.6	51,100
Bhutan	35.1	77.6	96.6	47,600
All international graduates	43.9	70.1	91.9	54,800

Note: Median salary figures only include data for international graduates working in Australia. Top ten countries by number of responses received are shown in descending order.

Table 5 Postgraduate research employment outcomes by home country of international graduates, 2021

Country	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
China	72.2	77.5	91.3	86,900
India	64.0	81.1	94.9	87,400
Vietnam	67.0	87.8	93.9	75,000
Indonesia	84.0	90.9	98.4	n/a
Bangladesh	57.1	81.3	98.2	n/a
Iran	57.3	77.9	94.5	90,000
Sri Lanka	67.1	79.1	98.9	n/a
Malaysia	79.4	87.0	97.2	n/a
Pakistan	59.6	75.5	93.0	n/a
Germany	70.8	78.8	96.3	n/a
All international graduates	69.4	82.2	94.4	86,900

Note: Median salary figures only include data for international graduates working in Australia. Top ten countries by number of responses received are shown in descending order.

2.3 Study area

Employment outcomes for international graduates vary considerably by study area, as is also the case for domestic graduates, as shown in Table 6 and Table 7 (results are not shown at postgraduate research level because there are numerous study areas with too few responses to report). It should also be noted that a small number of study areas are responsible for most of the survey responses and are therefore driving results (see Table 22).

For undergraduates, international full-time employment rates ranged from a high of 89.0 per cent for Medicine graduates, down to 35.1 per cent for Creative arts graduates. Generally speaking, the fields of education with relatively high full-time employment rates, for example Pharmacy, Rehabilitation, Medicine, and Veterinary science, were similar for both international and domestic graduates. Nonetheless, full-time employment rates were lower for international graduates than for domestic graduates in every study area.

At postgraduate coursework level, full-time employment rates ranged from a high of 90.3 per cent for Veterinary science, down to 38.1 per cent for Computing and information systems. Like undergraduates, the fields of education with relatively high full-time employment rates, for example Pharmacy, Medicine, Veterinary science, Rehabilitation, and Dentistry were similar for both international and domestic graduates. Lower rates of full-time employment were recorded for international graduates than for domestic graduates in every study area.

89.0%

full-time employment rate
of Medicine international
undergraduates - highest (2021)



Table 6 Undergraduate employment outcomes by study area, international and domestic graduates, 2021

Study area	Full-time employment (%)		Overall employed (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	45.2	61.1	57.6	81.5	71.4	84.8	56,300	63,000
Computing and information systems	37.4	67.9	67.7	77.5	85.2	94.5	52,200	65,500
Engineering	44.8	80.3	59.6	86.6	79.8	95.0	55,000	70,000
Architecture and built environment	40.3	65.2	58.6	82.4	73.8	95.0	50,100	62,600
Agriculture and environmental studies	49.2	69.5	65.2	85.9	77.5	92.3	n/a	60,500
Health services and support	48.2	72.5	65.3	88.4	83.3	93.1	57,100	66,500
Medicine	89.0	90.2	86.0	92.9	87.7	92.5	73,100	76,000
Nursing	43.8	74.2	76.0	88.8	93.7	95.8	58,400	65,200
Pharmacy	87.9	95.0	83.3	93.6	90.0	94.7	47,600	50,000
Dentistry	n/a	84.5	80.6	94.5	93.9	91.7	n/a	100,000
Veterinary science	84.4	87.0	78.6	90.6	72.4	87.5	n/a	60,000
Rehabilitation	85.9	94.4	92.3	96.0	94.0	97.8	67,800	67,000
Teacher education	75.8	79.1	87.1	91.1	83.3	94.8	62,600	72,000

Study area	Full-time employment (%)		Overall employed (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Business and management	40.6	72.8	62.3	86.3	77.4	95.9	49,300	60,700
Humanities, culture and social sciences	39.8	57.9	54.0	81.7	76.7	89.9	52,200	62,600
Social work	47.5	70.7	76.3	84.7	94.2	94.2	n/a	72,600
Psychology	37.1	60.2	56.8	83.5	76.8	87.1	n/a	65,000
Law and paralegal studies	36.8	72.5	54.0	84.3	83.3	94.9	n/a	66,800
Creative arts	35.1	49.2	61.1	78.2	81.8	90.6	53,100	53,000
Communications	38.8	55.2	58.8	81.5	81.7	89.0	n/a	56,200
Tourism, hospitality, personal services, sport and recreation	n/a	58.7	n/a	82.1	n/a	91.2	n/a	54,900
All study areas	43.0	68.9	64.6	84.8	80.8	92.0	54,300	65,000
Standard deviation	19.8	13.0	12.5	5.3	7.7	3.3	11,100	10,300

Note: Median salary figures only include data for international graduates working in Australia.

Table 7 Postgraduate coursework employment outcomes by study area, international and domestic graduates, 2021

Study area	Full-time employment (%)		Overall employed (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	46.0	76.0	70.0	85.3	88.7	92.9	54,300	89,700
Computing and information systems	38.1	78.5	68.4	84.8	92.4	95.3	52,200	96,000
Engineering	42.5	86.6	69.9	88.6	92.3	95.3	52,200	93,000
Architecture and built environment	44.7	79.5	68.4	86.0	94.9	96.5	55,000	68,000
Agriculture and environmental studies	53.1	75.2	69.8	88.0	93.3	92.3	50,100	80,000
Health services and support	46.0	84.4	72.5	92.0	93.4	96.1	55,200	91,300
Medicine	88.8	97.1	80.7	96.3	92.9	96.8	78,000	81,400
Nursing	47.6	91.7	79.9	94.8	95.7	96.3	64,800	89,700
Pharmacy	55.2	97.8	66.7	97.3	92.3	93.3	n/a	77,700
Dentistry	68.0	91.3	71.9	95.1	94.1	97.1	n/a	114,000
Veterinary science	90.3	95.3	90.3	96.7	88.6	97.8	n/a	62,300

Study area	Full-time employment (%)		Overall employed (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Rehabilitation	82.3	95.1	88.2	97.1	97.9	97.8	66,800	69,700
Teacher education	55.6	85.4	77.6	93.6	90.1	95.4	63,000	87,600
Business and management	42.3	88.5	69.1	91.6	91.8	96.8	52,200	110,000
Humanities, culture and social sciences	48.7	77.6	68.3	87.0	83.9	90.7	52,200	85,300
Social work	49.3	79.3	79.2	88.7	95.8	95.6	66,500	80,000
Psychology	65.7	83.0	68.0	89.8	92.6	90.4	n/a	86,000
Law and paralegal studies	62.8	83.0	68.3	88.2	91.5	96.8	59,000	76,000
Creative arts	45.5	60.4	64.3	81.3	89.1	95.0	55,500	78,300
Communications	41.2	69.1	61.9	83.4	90.6	93.3	58,000	70,000
Tourism, hospitality, personal services, sport and recreation	47.1	72.4	68.3	90.0	95.3	96.8	n/a	n/a
All study areas	43.9	84.9	70.1	90.8	91.9	95.4	54,800	89,700
Standard deviation	15.5	9.8	7.4	4.8	3.1	2.2	14,300	12,800

Note: Median salary figures only include data for international graduates working in Australia.

2.4 Institution

2.4.1 Universities

Employment outcomes for undergraduate international graduates by university are shown in Table 8, Figure 1 and Figure 2. Results are combined across the years 2019, 2020 and 2021. This is consistent with the approach utilised on the ComparED website where results are pooled across surveys to improve the robustness and validity of the data. To assist interpretation of results, 90 per cent confidence intervals are included.

Using a three-year aggregation of data, universities with highest full-time employment rates include James Cook University, 57.2 per cent, University of New England, 57.1 per cent, The University of Queensland, 55.0 per cent and, Torrens University, 54.7 per cent. In terms of graduate earnings once again based on a three year aggregation of data, international undergraduates from University of Newcastle had highest full-time median salaries of \$66,600 followed by graduates from James Cook University at \$64,700.

Across universities, there was a 22.6 percentage point difference between the highest and lowest full-time employment rates among international undergraduates in 2021

Table 8 Undergraduate employment outcomes by university, international graduates, 2019-2021

University	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
Australian Catholic University	38.7 (36.2, 41.3)	75.5 (73.6, 77.3)	92.6 (91.4, 93.5)	55,500 (53,700, 57,300)
Bond University	50.5 (42.9, 58.2)	62.7 (56.8, 68.1)	76.8 (72.2, 80.5)	n/a
Central Queensland University	36.9 (30.6, 43.9)	69.0 (62.8, 74.5)	94.2 (90.3, 96.3)	52,200 (47,700, 56,600)
Charles Darwin University	49.4 (45.0, 53.7)	81.9 (78.7, 84.5)	97.3 (95.6, 98.1)	58,000 (53,900, 62,000)
Charles Sturt University	41.4 (35.3, 47.9)	69.2 (63.3, 74.4)	91.5 (87.6, 94.2)	51,600 (48,000, 55,100)
Curtin University	44.8 (41.6, 48.0)	61.8 (59.0, 64.5)	82.1 (80.0, 83.9)	54,900 (52,300, 57,500)
Deakin University	38.6 (36.2, 41.0)	67.2 (65.2, 69.1)	80.9 (79.5, 82.3)	50,000 (48,300, 51,700)
Edith Cowan University	43.0 (39.4, 46.7)	76.6 (73.8, 79.2)	91.8 (90.0, 93.3)	54,300 (50,500, 58,100)
Federation University Australia	45.6 (40.4, 50.9)	73.5 (69.0, 77.4)	87.2 (84.0, 89.9)	50,900 (48,200, 53,500)
Flinders University	38.7 (35.1, 42.6)	70.8 (67.6, 73.7)	91.6 (89.7, 93.1)	50,200 (43,900, 56,500)
Griffith University	49.8 (46.5, 53.2)	66.6 (63.8, 69.3)	74.2 (72.0, 76.2)	51,800 (49,700, 53,800)
James Cook University	57.2 (50.9, 63.3)	67.3 (61.9, 72.3)	88.0 (84.1, 90.9)	64,700 (57,200, 72,200)
La Trobe University	42.0 (38.1, 46.0)	63.5 (60.2, 66.7)	74.4 (71.8, 76.8)	52,800 (50,300, 55,300)
Macquarie University	42.4 (39.2, 45.8)	55.3 (52.8, 57.7)	70.4 (68.5, 72.1)	51,100 (47,800, 54,400)
Monash University	50.6 (48.7, 52.6)	58.6 (57.0, 60.2)	70.9 (69.6, 72.1)	50,500 (48,800, 52,200)
Murdoch University	49.8 (44.3, 55.2)	69.5 (64.7, 73.9)	91.6 (88.5, 93.9)	56,500 (53,900, 59,100)
Queensland University of Technology	42.1 (39.3, 45.1)	61.2 (58.9, 63.4)	78.0 (76.3, 79.5)	54,800 (52,500, 57,000)
RMIT University	42.9 (40.4, 45.4)	58.0 (55.9, 60.0)	72.8 (71.2, 74.3)	50,800 (48,900, 52,700)
Southern Cross University	34.6 (29.4, 40.3)	70.6 (66.4, 74.4)	81.9 (78.7, 84.6)	49,600 (47,000, 52,200)
Swinburne University of Technology	38.0 (34.4, 41.7)	60.0 (57.1, 62.9)	78.0 (75.7, 80.0)	52,200 (50,500, 53,800)
The Australian National University	50.3 (45.8, 54.9)	59.8 (56.2, 63.3)	65.8 (63.1, 68.4)	58,400 (52,700, 64,000)
The University of Adelaide	42.1 (39.3, 44.9)	54.6 (52.2, 57.0)	73.5 (71.8, 75.1)	59,500 (55,700, 63,300)
The University of Melbourne	43.9 (41.8, 46.1)	52.3 (50.7, 54.0)	66.2 (65.0, 67.4)	50,000 (48,600, 51,500)
The University of Queensland	55.0 (52.9, 57.2)	63.5 (61.7, 65.3)	79.5 (78.2, 80.8)	55,000 (53,300, 56,700)
The University of South Australia	36.7 (33.8, 39.8)	61.1 (58.4, 63.7)	82.5 (80.6, 84.2)	50,700 (47,600, 53,700)
The University of Sydney	54.6 (52.0, 57.1)	60.3 (58.2, 62.4)	73.3 (71.7, 74.8)	57,000 (54,600, 59,400)
The University of Western Australia	41.7 (36.7, 46.8)	51.2 (47.2, 55.2)	69.1 (66.0, 72.0)	52,000 (46,000, 58,000)

University	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
Torrens University	54.7 (51.4, 57.9)	78.4 (76.1, 80.5)	89.5 (87.8, 90.9)	52,200 (50,600, 53,800)
University of Canberra	44.0 (39.3, 48.7)	68.7 (65.0, 72.1)	82.2 (79.4, 84.6)	52,900 (48,200, 57,600)
University of Divinity	n/a	n/a	50.0 (40.2, 59.8)	n/a
University of New England	57.1 (45.2, 68.2)	73.1 (62.7, 81.2)	75.4 (66.8, 82.0)	n/a
University of New South Wales	50.3 (47.4, 53.1)	60.1 (57.7, 62.5)	78.7 (76.9, 80.3)	60,000 (56,000, 64,000)
University of Newcastle	49.8 (44.7, 54.9)	65.4 (61.1, 69.4)	75.7 (72.4, 78.7)	66,600 (62,900, 70,300)
University of Southern Queensland	47.3 (41.2, 53.6)	75.2 (69.9, 79.5)	93.5 (90.0, 95.5)	54,000 (49,400, 58,600)
University of Tasmania	39.3 (35.8, 43.0)	58.1 (54.9, 61.3)	81.6 (79.2, 83.7)	58,000 (52,300, 63,700)
University of Technology Sydney	41.2 (38.9, 43.6)	59.1 (57.1, 61.1)	79.5 (78.1, 80.9)	52,600 (50,600, 54,600)
University of the Sunshine Coast	43.3 (39.7, 47.0)	74.0 (71.2, 76.6)	89.0 (87.1, 90.6)	50,100 (47,500, 52,700)
University of Wollongong	45.5 (41.1, 49.9)	61.7 (57.8, 65.4)	79.2 (76.2, 81.8)	55,000 (49,600, 60,400)
Victoria University	41.1 (37.7, 44.7)	69.9 (67.0, 72.6)	85.1 (83.0, 87.0)	48,000 (44,400, 51,600)
Western Sydney University	42.0 (39.0, 44.9)	69.1 (66.8, 71.3)	89.3 (87.8, 90.6)	54,300 (51,500, 57,000)
All Universities	45.2 (44.6, 45.7)	62.9 (62.5, 63.4)	77.8 (77.5, 78.2)	53,500 (52,700, 54,300)
Standard deviation	6.5	8.4	10.1	6,700

Note: Median salary figures only include data for international graduates working in Australia.

Figure 3 Undergraduate full-time employment rates by university, international graduates, 2019-2021 (%)

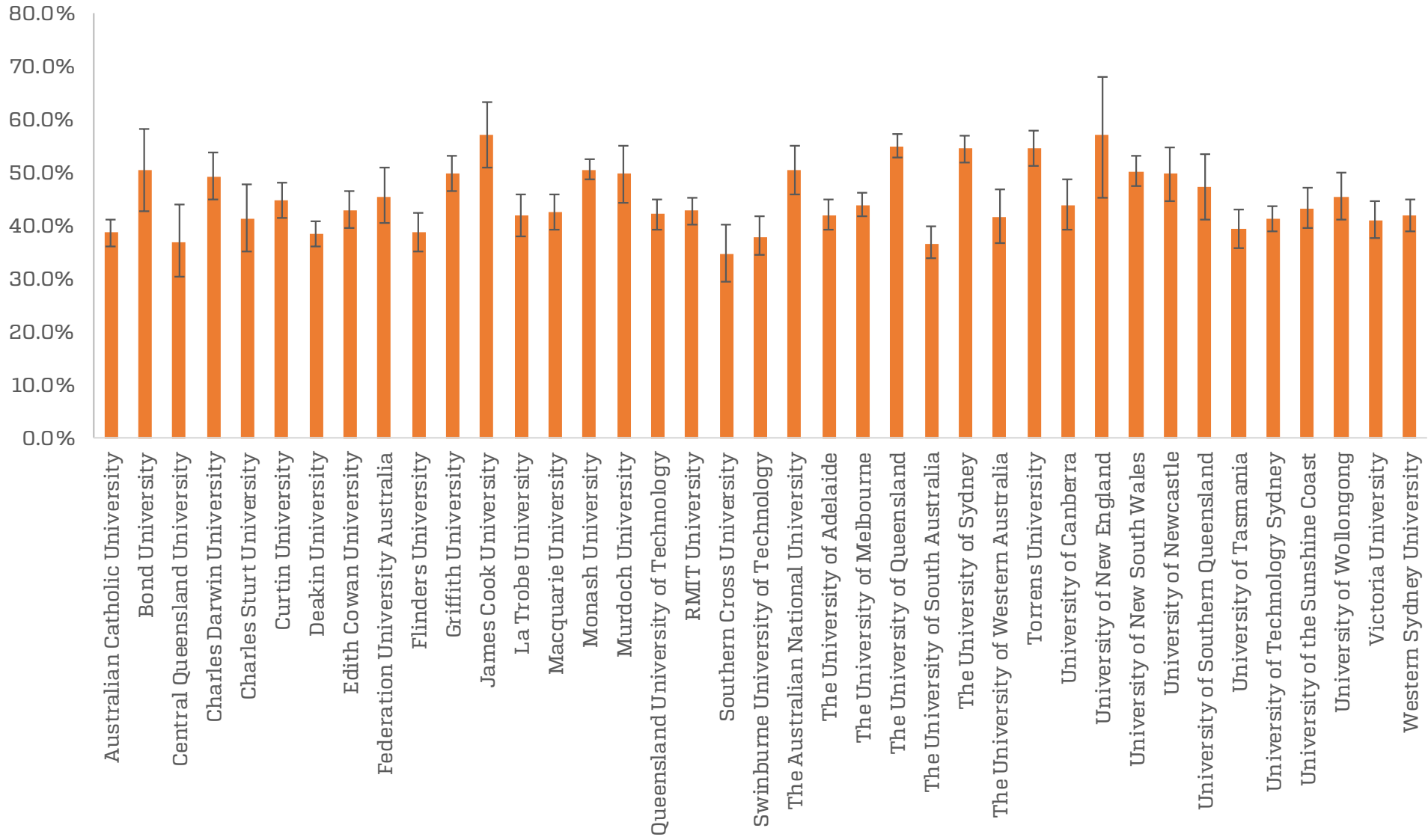
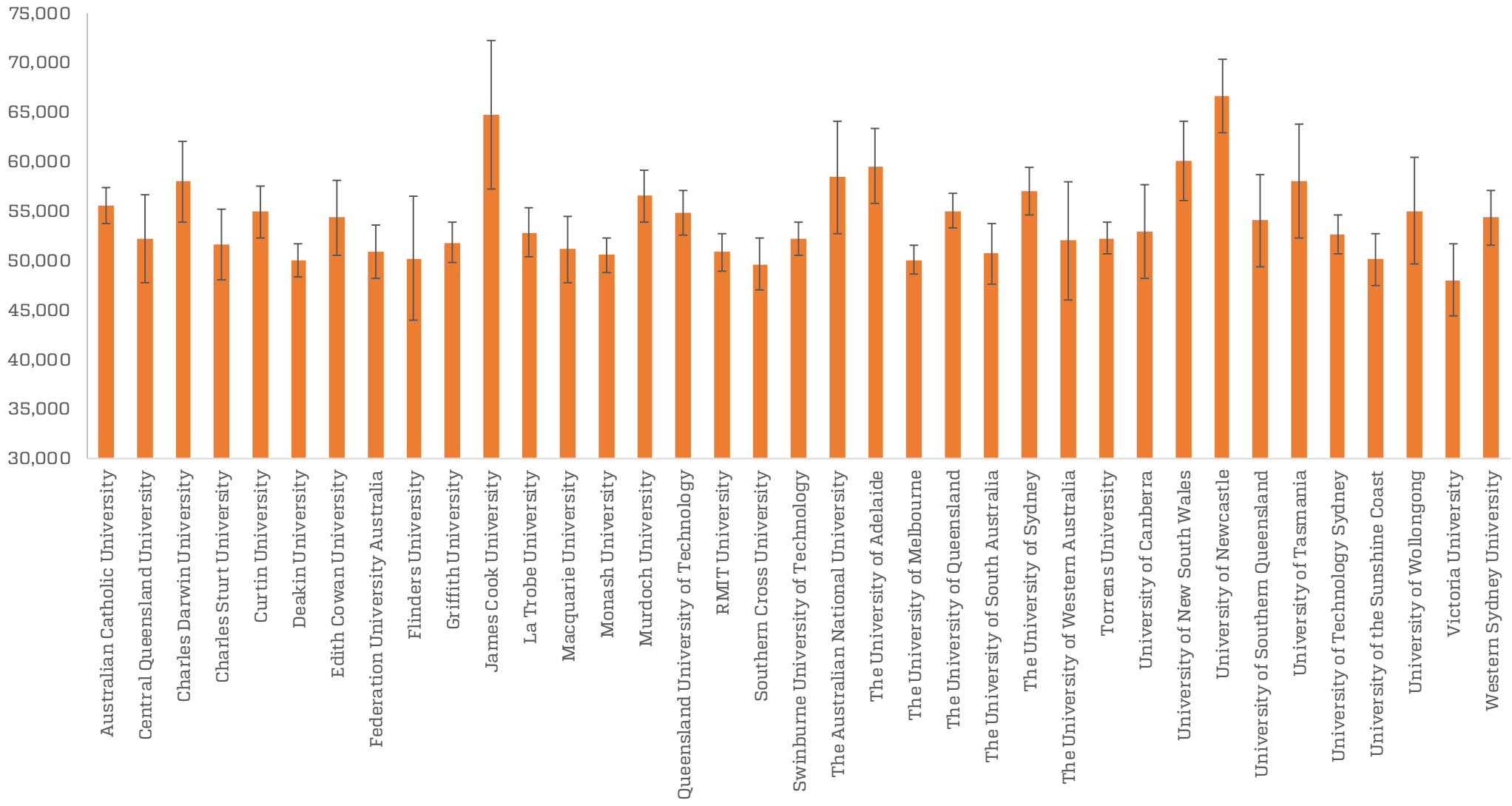


Figure 4 Undergraduate median full-time salaries by university, international graduates, 2019-2021 (\$)



Note: Median salary figures only include data for international graduates working in Australia.

2.4.2 NUHEIs

International undergraduate employment outcomes for non-university higher education institutions (NUHEIs) are shown in Table 9 and Figure 3. As for universities, data has been pooled for the years 2019, 2020 and 2021. Institutions are only shown where at least one indicator is reportable. Even when three years of data are pooled there are insufficient records available to report median salaries for many NUHEIs.

Using this three-year aggregation, several NUHEIs have full-time international undergraduate employment rates over 70 per cent, including Alphacrucis College, 74.3 per cent, SP Jain School of Management, 73.7 per cent, Le Cordon Bleu Australia, 73.0 per cent, TAFE Queensland, 71.0 per cent, and International College of Hotel Management, 70.5 per cent. NUHEIs with high median full-time international undergraduate salaries include TAFE NSW, \$58,400, Academy of Information Technology, \$56,000, and Holmesglen Institute, \$55,000.

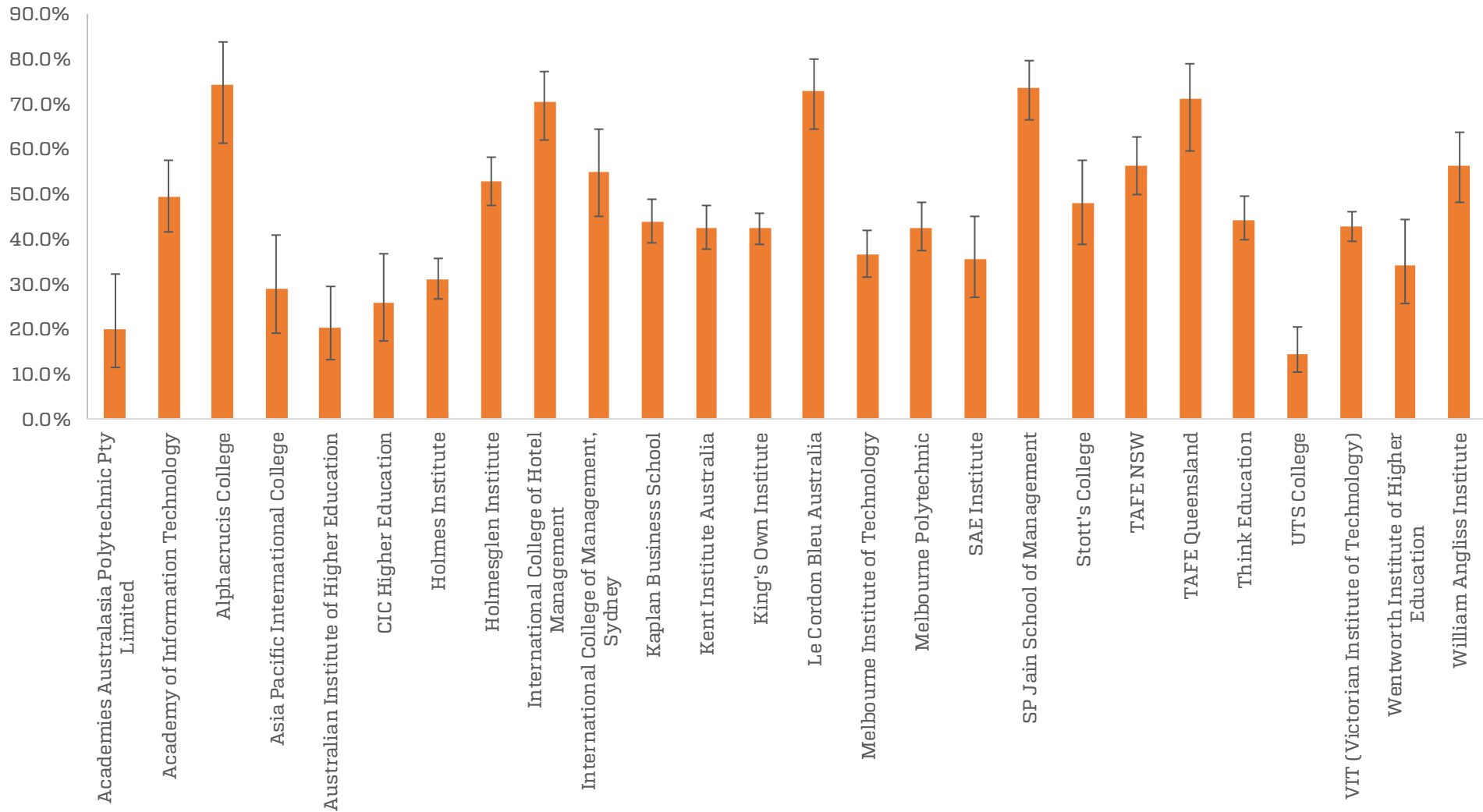
Table 9 Undergraduate employment outcomes by NUHEI, international graduates, 2019-2021

NUHEI	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
Academies Australasia Polytechnic Pty Limited	20.0 (11.5, 32.3)	70.4 (59.3, 79.5)	90.0 (81.6, 95.0)	n/a
Academy of Information Technology	49.4 (41.5, 57.4)	71.3 (64.5, 77.0)	89.3 (84.3, 92.5)	56,000 (48,700, 63,300)
Alphacrucis College	74.3 (61.3, 83.8)	87.5 (79.0, 92.6)	90.3 (82.8, 94.5)	n/a
Asia Pacific International College	28.9 (19.2, 41.0)	75.0 (64.0, 83.5)	92.9 (84.7, 97.1)	n/a
Australian Institute of Higher Education	20.3 (13.4, 29.4)	71.6 (63.1, 78.8)	88.9 (82.5, 93.2)	n/a
Avondale University College	n/a	82.1 (70.9, 87.7)	96.6 (87.3, 97.8)	n/a
Box Hill Institute	n/a	67.6 (55.7, 77.0)	97.1 (88.4, 99.1)	n/a
CIC Higher Education	25.9 (17.4, 36.8)	65.3 (55.9, 73.7)	91.5 (84.8, 95.5)	n/a
Holmes Institute	31.0 (26.8, 35.6)	66.6 (62.7, 70.2)	89.2 (86.6, 91.3)	44,000 (41,000, 47,000)
Holmesglen Institute	52.7 (47.3, 58.1)	82.7 (78.6, 85.8)	96.1 (93.6, 97.4)	55,000 (51,700, 58,300)
International College of Hotel Management	70.5 (62.0, 77.2)	89.9 (84.3, 92.8)	92.9 (88.1, 95.1)	n/a
International College of Management, Sydney	55.0 (45.2, 64.4)	74.7 (67.1, 80.8)	78.4 (72.1, 83.3)	n/a
Kaplan Business School	43.9 (39.3, 48.7)	75.9 (72.3, 79.0)	87.5 (84.8, 89.6)	52,200 (48,100, 56,300)
Kaplan Higher Education Pty Ltd	n/a	n/a	62.9 (51.3, 72.5)	
Kent Institute Australia	42.5 (37.8, 47.4)	69.8 (65.7, 73.5)	93.7 (91.2, 95.3)	47,000 (43,200, 50,700)
King's Own Institute	42.3 (38.7, 45.9)	72.0 (69.1, 74.7)	94.2 (92.5, 95.3)	49,100 (46,400, 51,800)
Le Cordon Bleu Australia	73.0 (64.3, 79.9)	86.7 (80.0, 90.8)	93.8 (88.4, 96.2)	49,800 (46,000, 53,500)

NUHEI	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
Melbourne Institute of Technology	36.5 (31.4, 42.0)	70.1 (65.5, 74.2)	92.9 (90.1, 94.8)	47,500 (44,900, 50,100)
Melbourne Polytechnic	42.6 (37.4, 48.0)	69.6 (64.7, 73.8)	91.5 (88.4, 93.6)	50,000 (46,800, 53,200)
SAE Institute	35.5 (27.1, 45.1)	67.5 (59.5, 74.4)	84.7 (78.5, 89.0)	n/a
SP Jain School of Management	73.7 (66.5, 79.5)	77.2 (70.5, 82.5)	93.5 (88.9, 96.0)	50,500 (47,500, 53,500)
Stott's College	48.1 (38.8, 57.6)	63.4 (55.4, 70.4)	91.0 (85.2, 94.1)	n/a
Study Group Australia Pty Limited	n/a	51.4 (38.5, 64.1)	53.8 (44.6, 62.8)	n/a
TAFE NSW	56.4 (49.8, 62.7)	77.8 (72.5, 82.0)	92.3 (88.6, 94.5)	58,400 (56,100, 60,800)
TAFE Queensland	71.0 (59.5, 79.1)	85.3 (75.3, 90.1)	100.0 (92.6, 100.0)	n/a
The Australian Institute of Music	n/a	n/a	84.6 (72.2, 90.5)	n/a
Think Education	44.1 (39.7, 49.4)	79.3 (NA, NA)	86.6 (NA, NA)	n/a
UOW College	n/a	53.3 (42.5, 63.8)	67.2 (58.7, 74.3)	
UTS College	14.6 (10.3, 20.4)	49.3 (45.5, 53.1)	60.3 (57.5, 63.0)	n/a
VIT (Victorian Institute of Technology)	42.8 (39.6, 46.1)	72.5 (69.9, 74.8)	96.4 (95.0, 97.1)	47,000 (42,400, 51,500)
Wentworth Institute of Higher Education	34.0 (25.6, 44.3)	62.7 (54.9, 69.5)	89.3 (83.5, 92.4)	n/a
William Angliss Institute	56.3 (48.3, 63.8)	84.4 (78.3, 88.6)	90.6 (85.6, 93.5)	45,000 (40,300, 49,700)
All NUHEIs	43.2 (42.0, 44.6)	70.4 (69.4, 71.4)	86.1 (85.5, 86.8)	50,000 (49,300, 50,700)
Standard deviation	25.2	17.2	11.3	12,400

Note: Median salary figures only include data for international graduates working in Australia. Data in the table above is not directly comparable to the university data which is single year.

Figure 5 Undergraduate full-time employment rates by NUHEI, international graduates, 2019-2021 (%)



3. Skills utilisation

The proportion of graduates working in managerial and professional occupations is one measure of skills utilisation. These occupations are defined by the ABS as being commensurate with requiring bachelor level or higher qualifications.

As shown in Table 10, at undergraduate and postgraduate coursework levels international graduates are less likely to be employed in managerial and professional occupations than their domestic counterparts. For example, of undergraduates working full-time, 58.1 per cent of international graduates were employed at these occupation levels compared with 67.8 per cent of domestic graduates. At postgraduate coursework level, international graduates were much less likely to be working full-time in managerial and professional occupations than their domestic counterparts, 55.1 per cent and 84.3 per cent respectively. At postgraduate research level, however, international graduates were slightly more likely to be employed full-time in managerial and professional occupations than were domestic graduates, 91.9 per cent in comparison with 91.8 per cent.

Table 10 Graduates employed in managerial and professional occupations by employment type and study level, international and domestic graduates, 2021 (% of those employed)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Full-time employed	58.1	67.8	55.1	84.3	91.9	91.8
Overall employed	44.3	55.1	41.7	81.8	89.5	90.5

Graduates are also asked in the GOS 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 2021, 31.6 per cent of international undergraduates employed full-time indicated they were working in a job that did not allow them to fully use their skills or education, similar to the 29.3 per cent recorded for domestic graduates. At postgraduate coursework level the difference was greater, with 43.0 per cent of international graduates working in such jobs, compared with 28.7 per cent of domestic graduates. For postgraduate research graduates, in contrast, just 18.1 per cent of international graduates indicated their job did not fully use their skills or education, compared with 26.9 per cent of domestic graduates.

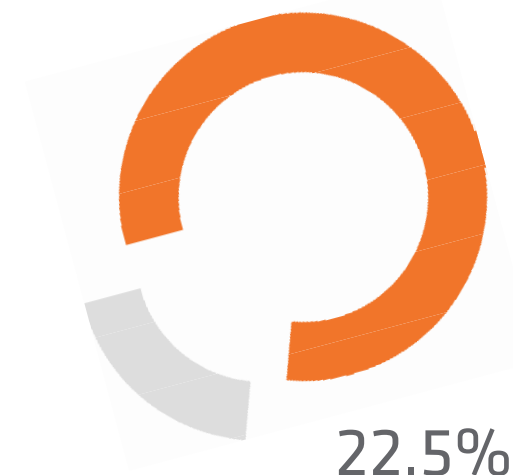
For international undergraduates, the most cited reason for working in a job which did not fully use the graduate’s skills or education was ‘Do not have permanent residency’, 22.5 per cent of respondents. As a result, international undergraduates were less likely than domestic undergraduates to cite other reasons for working in a job that did not fully use their skills or education such as ‘Entry level job’, 16.5 per cent in comparison with 22.5 per cent. On the other hand, international undergraduates were more likely to cite ‘Not enough work experience’ as a factor, 15.9 per cent in comparison with 12.8 per cent. These trends were broadly similar at postgraduate coursework level.

58.1%
international undergraduates employed full-time in managerial or professional occupations (2021)

31.6%
international undergraduates employed full-time indicated they were working in a job that did not fully utilise their skills or education (2021)

Table 11 Main reason for working in job in 2021 that does not fully use skills and education, by study level, full-time employed international and domestic graduates, 2021 (%)

	Undergraduate		Postgraduate coursework	
	International	Domestic	International	Domestic
Studying	5.2	7.4	2.8	3.4
I'm satisfied with my current job	5.1	11.0	4.6	18.9
For financial reasons	5.1	5.5	5.4	5.9
Caring for children or family member	0.3	1.0	0.4	2.2
Long-term health condition or disability	0.0	0.0	0.0	0.2
Subtotal – Personal factors	15.7	25.0	13.2	30.6
No suitable jobs in my area of expertise	7.9	10.2	8.1	10.8
No suitable jobs in my local area	7.2	7.2	7.8	9.9
Considered to be too young by employers	2.0	2.0	1.5	2.3
Considered to be too old by employers	0.3	0.6	0.3	2.2
Not enough work experience	15.9	12.8	16.5	9.1
No jobs with a suitable number of hours	1.5	0.8	0.8	0.9
Cannot find a job NFI	0.6	0.8	0.5	0.7
I had to change jobs due to COVID-19	4.4	2.5	3.5	2.4
Entry level job/career stepping stone	16.5	26.2	12.8	13.8
Subtotal - Labour market factors	56.3	63.1	51.8	52.1
Do not have permanent residency	22.5	0.1	30.2	0.2
Subtotal - Other factors	28.1	12.0	35.0	17.3
Extent to which skills and education are not fully utilised	31.6	29.3	43.0	28.7



of international undergraduates working in a job that does not fully utilise their skills or education, cited this was due to not having permanent residency

4. Further study

Across all levels of study, international graduates are more likely to engage in further full-time study after completion of their initial degree than are domestic graduates, as shown above in Table 1. Rates of further study vary considerably by home country of the graduate, as shown by Table 12, Table 13 and Table 14. Among international undergraduates in the largest 10 home countries, the rate of further full-time study ranges from a high of 59.6 per cent for Chinese graduates down to 11.4 per cent for Nepalese graduates. Among postgraduate coursework graduates, Sri Lankan graduates are most likely to undertake further full-time study at 20.0 per cent and Bangladeshi graduates least likely at 9.2 per cent. Among postgraduate research graduates, Chinese graduates were most likely to undertake further full-time study at 16.0 per cent and Pakistani graduates least likely at 4.0 per cent.

Table 12 Undergraduates in further full-time study, by home country, 2021 (%)

Home country	In further full-time study
China	59.6
Nepal	11.4
Malaysia	23.9
India	17.5
Vietnam	29.7
Hong Kong	28.0
Singapore	18.9
Indonesia	29.8
Sri Lanka	30.4
Philippines	29.3
All international graduates	33.7
All domestic graduates	21.1

Undergraduates in further full-time study, by top 10 home countries, 2021

59.6%

(China - highest)

11.4%

(Nepal - lowest)

Table 13 Postgraduate coursework graduates in further full-time study, by home country, 2021 (%)

Home country	In further full-time study
India	14.1
China	18.1
Nepal	15.5
Indonesia	17.1
Sri Lanka	20.0
Vietnam	18.5
Pakistan	15.2
Philippines	14.5
Bangladesh	9.2
Bhutan	10.6
All international graduates	15.0
All domestic graduates	7.6

Table 14 Postgraduate research graduates in further full-time study, by home country, 2021 (%)

Home country	In further full-time study
China	16.0
India	12.4
Vietnam	12.6
Indonesia	13.4
Bangladesh	7.1
Iran	6.7
Sri Lanka	4.2
Malaysia	9.2
Pakistan	4.0
Germany	10.2
All international graduates	11.1
All domestic graduates	6.8

Study areas with the highest proportion of international undergraduates proceeding to full-time study in 2021 included Psychology, 46.8 per cent, Architecture and built environment, 45.7 per cent, Science and mathematics, 45.1 per cent, Humanities, culture and social sciences, 43.5 per cent and Law and paralegal studies, 42.2 per cent. International 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 2021. These included Rehabilitation, 8.0 per cent, Social work, 9.4 per cent, and Nursing, 11.8 per cent. Among postgraduate coursework graduates, the study areas with the highest proportion of international graduates proceeding to full-time study included Humanities, culture and social sciences, 28.9 per cent, Science and mathematics, 19.5 per cent, Psychology, 19.2 per cent, Communications, 18.0 per cent, and Business and management, 17.1 per cent.

Proportion of international undergraduates proceeding to full-time study by study area, 2021

46.8%

(Psychology - highest)

8.0%

(Rehabilitation - lowest)

Table 15 **International graduates in further full-time study, by original study area and level, 2021 (%)**

Study area	Undergraduate	Postgraduate coursework
Science and mathematics	45.1	19.5
Computing and information systems	28.5	13.8
Engineering	33.9	11.4
Architecture and built environment	45.7	7.5
Agriculture and environmental studies	26.6	12.1
Health services and support	32.0	10.9
Medicine	14.0	7.0
Nursing	11.8	14.7
Pharmacy	12.1	11.8
Dentistry	14.3	0.0
Veterinary science	37.5	11.4
Rehabilitation	8.0	4.5
Teacher education	28.7	15.7
Business and management	37.6	17.1
Humanities, culture and social sciences	43.5	28.9
Social work	9.4	5.4
Psychology	46.8	19.2
Law and paralegal studies	42.2	12.7

Study area	Undergraduate	Postgraduate coursework
Creative arts	38.4	11.8
Communications	39.6	18.0
Tourism, hospitality, personal services, sport and recreation	n/a	14.3
All study areas	33.7	15.0

Management and commerce was by far the most commonly chosen field for international undergraduate and postgraduate coursework graduates engaged in further study, as shown in Table 16. Of those graduates in further study, 34.4 per cent of undergraduates and 31.1 per cent of postgraduate coursework graduates were enrolled in this study area. Information technology and Health were also popular further study options for graduates at both study levels.

Table 16 Broad field of education destinations of international graduates in full-time study, by level of original study, 2021 (%)

Field of education	Undergraduate	Postgraduate coursework
Natural and Physical Sciences	4.2	3.0
Information Technology	13.9	18.8
Engineering and Related Technologies	9.9	10.5
Architecture and Building	4.2	2.1
Agriculture Environmental and Related Studies	1.2	1.7
Health	12.5	9.8
Education	4.3	6.4
Management and Commerce	34.4	31.1
Society and Culture	7.3	8.4
Creative Arts	4.2	1.5
Food, Hospitality and Personal Services	2.5	3.9
Mixed field qualification	1.2	2.5
Other	0.2	0.3
All fields	100.0	100.0

In 2021, Management and Commerce was the most popular field of education for further full-time study, with 34.1 per cent of international undergraduates enrolled in this study area.



Appendix 1 Methodology

1.1 Methodological summary

1.1.1 Overview

The in-scope population consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 2020 and February 2021. This included international graduates living outside Australia who studied at an Australian campus. Offshore graduates who studied at a campus outside Australia were excluded from the core survey.

Table 17 provides a summary of the 2021 GOS, filtered to international graduates. A total of 119,765 international graduates from 95 institutions, including all 41 universities and 54 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 113,678 graduates, responses were received from a total of 38,188 graduates. This represents an overall response rate of 33.6 per cent for international graduates (40.4% for domestic graduates). The final international graduate response rate for the 2021 GOS (33.6 per cent) was higher than 2020 (32.3 per cent) but slightly below results for 2019 (34.7 per cent) and 2018 (33.9 per cent). For the QILT suite of surveys, 'response rate' is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation.

Table 17 2021 GOS operational overview, international graduates

Project element	2020 November ¹			2021 May			2021 Total collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Number of participating institutions	41	51	92	41	51	92	41	54	95
Number of graduates approached	50,455	9,556	60,011	55,369	4,385	59,754	105,824	13,941	119,765
Final 'in-scope' sample	48,280	8,950	57,230	52,352	4,096	56,448	100,632	13,046	113,678
Number of completed surveys	15,925	3,175	19,100	17,404	1,684	19,088	33,329	4,859	38,188
Overall response rate	33.0%	35.5%	33.4%	33.2%	41.1%	33.8%	33.1%	37.2%	33.6%
Analytic unit	Graduate								
Mode of data collection	Online								

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

¹ Includes February supplementary round outcomes

1.1.2 Data collection

The main collection periods were November to December 2020 and May to July 2021, with a smaller collection taking place in February to April 2021. The February collection is undertaken to accommodate institutions with August to October 2020 completions. For reporting purposes, the November and February collection period outcomes are reported together. The survey was fielded primarily online, in English only.

All completing respondents were entered into a four-week rolling prize draw in each round of the 2021 GOS collection cycle. The prize pool totalled \$27,000 in the November round, \$37,000 in the May round, and \$6,000 in the February. The total prize pools for each collection aimed to reflect the proportion of sample in each round of the collection year.

A broad range of promotional materials were provided to institutions to raise awareness of the GOS and encourage participation amongst the target population. The contact strategy for the 2021 GOS featured an email invitation to complete the survey, followed by nine reminder emails, up to two SMS reminders, as well as in field telephone reminder calls. Several institutions also commissioned post-fieldwork telephone reminder calls to boost participation, which extended data collection for these institutions approximately two weeks post main collection.

Refer to the 2021 GOS Methodological Report for further information on target population definition, sample design and preparation, survey design and procedures, response maximisation strategies, data preparation processes, final field outcomes and response analysis.

A copy of the generic survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the 2021 GOS Methodological Report and a summary of items is available in Appendix 3 of this report.

1.2 Response rate by course level

Table 18 provides the final response rate by course level and institution for each round of the 2021 GOS collection cycle. Postgraduate research graduates had the highest overall response rate of 63.8 per cent, followed by postgraduate coursework graduates with 33.0 per cent, and undergraduates with 32.2 per cent. Some variation by institution type for each course level can be seen, with larger differences noted for postgraduate coursework and postgraduate research graduates.

Table 18 **2021 GOS response rate by course level, international graduates**

Project element	2020 November ²			2021 May			2021 Total collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Undergraduate	30.1%	32.5%	30.5%	33.2%	36.7%	33.6%	31.9%	34.2%	32.2%
Postgraduate coursework	32.4%	37.4%	33.1%	32.0%	46.7%	32.8%	32.2%	39.7%	33.0%
Postgraduate research	62.9%	0.0%	62.9%	65.4%	66.7%	65.4%	63.8%	50.0%	63.8%

² Includes February supplementary round outcomes

1.3 Response rate by institution

Table 19 shows the final response rate by institution for each round of the 2021 GOS collection cycle. There was a minor variation in response rate by provider type, with an overall response rate of 33.1 per cent for universities and 37.2 per cent for NUHEIs. At an individual institution level within provider type, the response rate ranged from 62.8 per cent to 19.5 per cent for universities, and 100.0 per cent to 0 per cent for NUHEIs.

Table 19 2021 GOS university response rates (All study levels), international graduates

Institution	2020 November ³	2021 May	Total collection
Australian Catholic University	50.9	59.4	56.7
Bond University	33.9	35.8	34.4
Central Queensland University	35.4	27.6	32.3
Charles Darwin University	44.3	52.3	48.6
Charles Sturt University	30.8	32.5	31.5
Curtin University	32.1	40.0	36.7
Deakin University	40.3	34.2	37.6
Edith Cowan University	34.4	48.6	41.7
Federation University Australia	37.4	34.8	36.1
Flinders University	39.9	34.3	36.5
Griffith University	29.4	31.3	30.4
James Cook University	43.3	43.2	43.2
La Trobe University	36.6	28.4	32.4
Macquarie University	36.8	36.6	36.7
Monash University	27.9	27.8	27.8
Murdoch University	39.1	44.7	42.5
Queensland University of Technology	38.4	39.2	38.8
RMIT University	28.4	29.7	29.1

³ Includes February supplementary round outcomes

Institution	2020 November ³	2021 May	Total collection
Southern Cross University	44.9	39.9	43.3
Swinburne University of Technology	39.2	35.2	37.2
The Australian National University	21.2	20.6	20.9
The University of Adelaide	42.6	42.2	42.4
The University of Melbourne	38.8	35.5	36.9
The University of Notre Dame Australia	62.2	63.2	62.8
The University of Queensland	29.4	25.6	27.3
The University of South Australia	38.9	43.0	41.5
The University of Sydney	24.5	27.9	26.2
The University of Western Australia	29.9	29.8	29.9
Torrens University	40.1	51.2	44.3
University of Canberra	39.6	39.2	39.4
University of Divinity	52.9	50.0	50.9
University of New England	40.9	59.6	44.0
University of New South Wales	18.4	20.6	19.5
University of Newcastle	25.0	32.3	29.0
University of Southern Queensland	47.6	42.1	44.5
University of Tasmania	42.5	40.3	41.2
University of Technology Sydney	30.1	34.8	32.7
University of the Sunshine Coast	51.4	54.1	52.4
University of Wollongong	36.9	28.4	31.5
Victoria University	33.7	41.5	36.7
Western Sydney University	36.2	40.4	38.9
All Universities	33.0	33.2	33.1

Table 20 2021 GOS NUHEI response rates (All study levels), international graduates

Institution	2020 November ⁴	2021 May	Total collection
Academies Australasia Polytechnic Pty Limited	33.8	40.9	34.7
Academy of Information Technology	40.2	41.4	40.5
ACAP and NCPS	45.5		45.5
Alphacrucis College	45.8	30.8	34.8
Asia Pacific International College	35.2	23.8	33.2
Australian Academy of Music and Performing Arts	<0.1%		<0.1%
Australian College of Nursing	42.4	41.9	42.2
Australian College of Theology Limited	41.7	50.0	45.0
Australian Institute of Business Pty Ltd	66.7	80.0	75.0
Australian Institute of Higher Education	31.8	56.4	39.4
Australian Institute of Management Education & Training	50.0		50.0
Avondale University College	100.0	57.7	60.7
Box Hill Institute	27.8	45.5	37.5
Chisholm Institute		46.9	46.9
Christian Heritage College	33.3		33.3
CIC Higher Education	44.1	36.7	41.8
Collarts (Australian College of the Arts)		20.0	20.0
Elite Education Institute	18.8	33.3	19.6
Endeavour College of Natural Health		27.3	27.3
Engineering Institute of Technology	<0.1%	66.7	50.0
Excelsia College	63.6	37.9	45.0
Governance Institute of Australia		50.0	50.0
Holmes Institute	34.1	31.6	34.1
Holmesglen Institute	35.6	37.2	36.7

⁴ Includes February supplementary round outcomes

Institution	2020 November⁴	2021 May	Total collection
Ikon Institute of Australia	100.0		100.0
Institute of Health & Management Pty Ltd	21.9	51.3	34.3
International College of Hotel Management	44.4		44.4
International College of Management, Sydney	29.6	27.9	28.9
Kaplan Business School	40.0	40.9	40.4
Kaplan Higher Education Pty Ltd	27.8	54.5	34.0
Kent Institute Australia	33.3	33.8	33.5
King's Own Institute	36.3	37.6	36.7
LCI Melbourne		100.0	100.0
Le Cordon Bleu Australia	24.4	25.0	24.7
Leo Cussen Centre for Law	66.7	66.7	66.7
Macleay College		55.6	55.6
Melbourne Institute of Technology	28.4	33.3	30.3
Melbourne Polytechnic	36.7	42.2	39.9
Moore Theological College		100.0	100.0
Nan Tien Institute	42.9	<0.1%	40.0
Ozford Institute of Higher Education	30.0	18.8	23.1
Perth Bible College	100.0		100.0
Photography Studies College (Melbourne)		40.0	40.0
Polytechnic Institute Australia Pty Ltd	42.9	58.3	46.8
SAE Institute	25.0	45.6	40.3
SP Jain School of Management	38.1		38.1
Stott's College	33.9	29.3	31.7
Study Group Australia Pty Limited	26.7	25.0	26.1
TAFE NSW	24.1	28.8	26.9
TAFE Queensland	47.6	81.8	59.4
TAFE South Australia	25.0	23.1	24.1

Institution	2020 November ⁴	2021 May	Total collection
The Australian College of Physical Education		33.3	33.3
The Australian Institute of Music	42.9		42.9
The Cairnmillar Institute		80.0	80.0
The College of Law Limited	29.7	38.3	32.4
The Institute of International Studies (TIIS)		8.3	8.3
Think Education	100.0	66.7	80.0
UOW College	37.9	33.3	35.1
UTS College	20.1	21.6	20.8
VIT (Victorian Institute of Technology)	75.7	76.5	76.2
Wentworth Institute of Higher Education	56.3	47.1	50.6
Whitehouse Institute of Design, Australia		50.0	50.0
William Angliss Institute	31.4	34.0	32.7
All NUHEIs	35.5	41.1	37.2

NB: A blank cell denotes that the institution did not participate in that GOS collection

1.4 Data representativeness

In terms of Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the GOS are representative of the in-scope population, respondent characteristics are presented alongside population parameters in Table 21 and Table 22 below.

Some groups in the achieved sample are represented broadly in-line with their sample proportion, with mode of attendance and disability status particularly well-matched for both undergraduate and postgraduate coursework graduates.

The largest potential source of non-response bias is in relation to home country, main language spoken at home, and age for international graduates. Chinese graduates are under-represented in the responding sample by 15.2 percentage points. There was good representation across all other home countries that make up the top ten home countries for international graduates.

Graduates who speak a language other than English at home were also less likely to respond, with those who speak a language other than English under-represented in the responding sample by 4.2 percentage points, relative to population parameters. Graduates aged thirty years or below were also under-represented by 5.3 percentage points.

Male students were slightly under-represented by 1.1 percentage points. The under-representation of Chinese graduates, those who speak a language other than English at home, and young graduates in 2021 suggests that these should be considered as areas for renewed response maximisation focus in 2022.

Table 21 2021 International GOS response characteristics and population parameters by subgroup*

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Base⁵	113,678	100.0	38,188	100.0
Level				
Undergraduate	41,620	36.6	13,392	35.1
Postgraduate coursework	68,643	60.4	22,618	59.2
Postgraduate research	3,415	3.0	2,178	5.7
Gender				
Male	56,398	49.7	18,514	48.6
Female	57,045	50.3	19,605	51.4
Age				
30 years or under	103,168	90.8	32,643	85.5
Over 30 years	10,510	9.2	5,545	14.5
Home country				
India	20,856	18.3	8,523	22.3
China	44,078	38.8	9,005	23.6
Nepal	8,392	7.4	3,451	9.0
Indonesia	2,968	2.6	1,187	3.1
Sri Lanka	2,512	2.2	1,049	2.7
Vietnam	3,435	3.0	1,316	3.4
Pakistan	1,919	1.7	701	1.8
Philippines	1,434	1.3	807	2.1

⁵ Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories.

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Bangladesh	1,314	1.2	608	1.6
Bhutan	622	0.5	317	0.8
Main language spoken at home				
English	37,341	32.8	14,113	37.0
Language other than English	76,337	67.2	24,075	63.0
Disability				
Disability reported	3,188	2.8	1,217	3.2
No disability reported	110,272	97.2	36,910	96.8
Mode of attendance code**				
Internal/Multi Mode	109,911	96.9	37,260	97.7
External/Distance	3,555	3.1	871	2.3

*Some subgroups may not add to 100 per cent due to missing data.

** Institutions took different approaches in reporting students' mode of attendance in 2020 with only a small number updating the mode of study to reflect the shift to online, therefore the figures presented here most likely reflect students' intentions rather than their actual mode of study in 2020.

As shown in Table 22 below, the achieved international graduate respondent profile in the 2021 GOS closely matches the in-scope survey population in most study areas.

Study areas with the strongest representation in the 2021 GOS were Science and mathematics, Nursing, and Computing and information systems. Business and management continues to be the most under-represented study area, followed by Communications and Creative arts. Future collections will consider trialling tailored email content for graduates from these under-performing study areas and seek increased institutional engagement at the faculty level prior to graduation.

Table 22 2021 GOS population parameters by study area and response characteristics, international graduates

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Science and mathematics	5,510	4.8	2,490	6.5
Computing and Information Systems	19,030	16.7	6,823	17.9
Engineering	11,327	10.0	4,094	10.7
Architecture and built environment	3,594	3.2	1,235	3.2
Agriculture and environmental studies	1,074	0.9	507	1.3
Health services and support	2,566	2.3	1,259	3.3
Medicine	849	0.7	355	0.9
Nursing	4,814	4.2	2,263	5.9
Pharmacy	345	0.3	155	0.4
Dentistry	165	0.1	70	0.2
Veterinary science	165	0.1	89	0.2
Rehabilitation	409	0.4	182	0.5
Teacher education	2,667	2.3	1,173	3.1
Business and management	49,547	43.6	13,363	35.0
Humanities, culture and social sciences	4,174	3.7	1,623	4.3
Social work	1,015	0.9	500	1.3
Psychology	554	0.5	251	0.7
Law and paralegal studies	1,552	1.4	569	1.5
Creative arts	1,831	1.6	519	1.4
Communications	2,154	1.9	601	1.6
Tourism, hospitality, personal services, sport and recreation	336	0.3	67	0.2
Total	113,678	100.0	38,188	100.0

Appendix 2

Labour market and graduate satisfaction definitions

The 2021 GOS uses labour force definitions which conform to the conceptual framework of the standard labour force statistics model used by the ABS. These are presented in Table 23 below.

Table 23 2021 GOS population parameters by study area and response characteristics

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

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

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

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

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

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

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

Appendix 3

GOS

questionnaire

3.1 Core questionnaire

A summary of all items included in the 2021 GOS core instrument are provided in Table 24 below. A copy of the core survey instrument (i.e. excluding any institution specific items) and screenshots of the survey are included in the 2021 GOS Methodological Report.

Table 24 Item summary

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

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

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

Question ID	Item label	Response scale
RSNOMORE	You mentioned that you are not looking to work more hours. What is the main reason you work the number of hours you are currently working? Please select only one answer.	<ul style="list-style-type: none"> 1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 12. I'm satisfied with the number of hours I work 13. No more hours available in current position 14. Work has been reduced/shutdown due to COVID-19 15. Due to contract restrictions 16. Pursuing other interests/commitments in spare time 11. Other (Please specify)
RSMORE	You mentioned that you are looking to work more hours. What is the main reason you work the number of hours you are currently working? Please select only one answer.	<ul style="list-style-type: none"> 1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. No more hours available in current position 13. Work has been reduced/shutdown due to COVID-19 14. Financial reasons 15. Due to visa restrictions/waiting for permanent residency 11. Other (Please specify)
OCC	What is your occupation in your <main job/job/business>?	1. Enter occupation

Question ID	Item label	Response scale
DUTIES	What are your main tasks and duties?	1. Enter main tasks and duties
INDUSTRY	What kind of business or service is carried out by your <employer at the place where you work/business>?	1. Enter business or service
EMPLOYER	What is the name of your <employer/business>?	1. Enter employer/business name
SECTOR	In what sector are you wholly or mainly employed?	1. Public or government 2. Private 3. Not-for-profit
INAUST	Are you working in Australia?	1. Yes 2. No 3. Not sure
EMPSTATE	In which state or territory is your <employer/business> currently located?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know
LOCATION	And what is the postcode of your <employer/business>?	1. Enter postcode or suburb *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure

Question ID	Item label	Response scale
COUNTRYx	In which country is your <employer/business> based?	1. Bangladesh 2. Canada 3. China (excludes SARs and Taiwan) 4. Hong Kong (SAR of China) 5. India 6. Indonesia 7. Malaysia 8. New Zealand 9. Saudi Arabia 10. Singapore 11. South Africa 12. South Korea 13. Sri Lanka 14. Taiwan 15. Thailand 16. United States of America 17. Vietnam 19. Macau (SAR of China) 18. Other (Please specify)
CURCOUNTRY	Do you currently live in Australia or Overseas?	1. Australia 2. Overseas
CURSTATE	In which state or territory do you usually live?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know

Question ID	Item label	Response scale
CURPCODE	What is the postcode or suburb where you usually live?	1. <verbatim text box> *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure
OSCOUNTRY	In which country do you currently live?	1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE G08 COUNTRY LIST
EMP12	Have you worked <for your employer/in your business> for 12 months or more?	1. Yes, more than 12 months 5. No, less than 12 months
EMPMTHS	How many months have you worked <for your employer/in your business>?	1. Enter number of months (NUMERIC, RANGE 1-12)
EMPYRS	How many years have you worked <for your employer/in your business>?	1. Enter number of years (NUMERIC, RANGE 1-49)
FFTJOB	Is this your first full-time job?	Yes/No
SALARYA	In Australian dollars, how much do you usually earn in <IF MORE1JOB=5: this job/IF MORE1JOB=1: all your jobs>, before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).	1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know

Question ID	Item label	Response scale
SALARYB	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in < IF MORE1JOB=5: this job/ IF MORE1JOB=1: all your jobs>, per annum before tax or anything else was taken out?	<ol style="list-style-type: none"> 1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know
SALARYC	And in Australian dollars, how much do you usually earn in your main job, before tax or anything else is taken out? Please make only one selection.	<ol style="list-style-type: none"> 1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know
SALARYD	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?	<ol style="list-style-type: none"> 1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know

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

Question ID	Item label	Response scale
SALARYOS	What is your gross (that is pre-tax) annual salary? You can estimate if necessary. Please select currency <Currency drop down list>	<ol style="list-style-type: none"> 1. "AUD - Australian Dollar" 2. "BDT - Bangladeshi Taka" 3. "BWP - Botswana Pula" 4. "CNY - Chinese yuan" 5. "EUR - Euro" 6. "GBP - British Pound" 7. "HKD - Hong Kong Dollar" 8. "IDR - Indonesian Rupiah" 9. "INR - Indian Rupee" 10. "KES - Kenyan Shilling" 11. "LKR - Sri Lankan Rupee" 12. "MUR - Mauritian Rupee" 13. "MYR - Malaysian Ringgit" 14. "PKR - Pakistani Rupee" 15. "SGD - Singapore Dollar" 16. "USD - US Dollar" 17. "ZAR - South African Rand" 18. "ZMK - Zambian Kwacha" 19. "ZWD - Zimbabwean Dollar" 20. "NZD - New Zealand Dollar", 21. "CAD - Canadian Dollar", 22. "JPY - Japanese Yen", 23. "KRW - South Korean Won", 24. "VND - Vietnamese Dong", 25. "SEK - Swedish Krona", 26. "THB - Thai Baht" 27. Other (Please specify)

Question ID	Item label	Response scale
FINDJOB	How did you first find out about this job?	<ol style="list-style-type: none"> 1. University or college careers service 2. Careers fair or information session 3. Other university or college source (such as faculties or lecturers or student society) 4. Advertisement in a newspaper or other print media 5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs) 6. Via resume posted on the internet 7. Family or friends 8. Approached employer directly 9. Approached by an employer 10. Employment agency 11. Work contacts or networks 12. Social media (e.g. LinkedIn) 17. An employer promotional event 13. Other (Please specify)
SPOQ	<p>The following statements are about your skills, abilities and education.</p> <p>Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.</p> <p>(STATEMENTS)</p> <ol style="list-style-type: none"> a) My job requires less education than I have b) I have more job skills than are required for this job c) Someone with less education than myself could perform well on my job d) My previous training is being fully utilised on this job e) I have more knowledge than I need in order to do my job f) My education level is above the level required to do my job g) Someone with less work experience than myself could do my job just as well h) I have more abilities than I need in order to do my job 	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree

Question ID	Item label	Response scale
RSOVRQ	Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education? Please select only one answer.	1. No suitable jobs in my local area 2. No jobs with a suitable number of hours 3. No suitable jobs in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. I'm satisfied with my current job 13. I had to change jobs due to COVID-19 14. Not enough work experience 15. Entry level job/career stepping stone 16. Changing jobs/Careers 17. Do not have permanent residency 18. For financial reasons 11. Other (Please specify)
Module C: Further study		
FURSTUD	Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	1. Yes – full-time 2. Yes – part-time 5. No
FURNEW	Are you currently studying in a new course after completing your <E308>?	1. Yes 2. No
FURQUAL	What is the full title of the qualification you are currently studying?	1. <verbatim text box>
FURFOE	What is your major field of education for this <u>qualification</u> ?	1. Natural and Physical Sciences 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health 7. Education 8. Management and Commerce 9. Society and Culture 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 13. Other (Please specify)

Question ID	Item label	Response scale
FURLEV	What is the level of this qualification?	1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV
FURINST	And the institution where you are currently studying?	1. <look up list> USE FURINST LOOKUP LIST
Module D2: OVERALL SATISFACTION/PREQ		
CEQ	Now a question regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with the following statement. (STATEMENTS) ceq149 Overall, I was satisfied with the quality of this <course>	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree
CEQB	Now thinking about your <FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree the following statement. (STATEMENTS) ceq249 Overall, I was satisfied with the quality of this <course>	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree

Question ID	Item label	Response scale
	<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
Graduate Attributes CEQ/PREQ		
	<p>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.</p>	

Question ID	Item label	Response scale
	<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
	<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

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

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

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

Question ID	Item label	Response scale
ADDRESS	The postal address we have for you is: <add1> <add2> <add3> <suburb> <state> <pcode> <country> Is this correct?	1. Yes 2. No *(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY) 3. Do not wish to be contacted by post
ADDRESS2	We do not have any postal information provided for you. Would you like to update your postal details?	1. Yes 2. No 3. Do not wish to be contacted by post
C4	Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?	1. Yes 2. No
NTFEMAIL	What is the best email address to send the notification to?	1. Address as above 2. Enter new email address
CATCH	If you would like to provide any additional information relating to your current situation please use the space below.	<Full verbatim>
BRIDGE1	For the next part of the study we would like to hear from your work supervisor about their perceptions of your institution and higher education broadly through the Employer Satisfaction Survey (ESS). Without your supervisor's input, results from this survey will be less useful to policy makers. The government uses input from graduates and employers to understand how well higher education institutions are preparing graduates for the workforce. Please click next to continue.	
END	*(DISPLAY IF ONLINE) Thank you for your responses. Please click 'Submit' to finalise your survey. *(IF CATI) Thank you for your feedback, which will remain confidential. It plays a significant role in enhancing Australian higher education. If you would like further information, I can give you the details of some websites if you like: www.gos.edu.au www.srcentre.com.au/gos Just in case you missed it, my name is <NAME> from the Social Research Centre and this survey is being conducted on behalf of The Australian Government Department of Education and Training.	

3.2 Additional items

A total of 18 institutions (15 universities and 3 NUHEIs) included institution specific items in the 2021 GOS. Institution specific items can be the same or a variation on questions included in prior rounds of GOS, or new questions entirely. Some of the content covered by institution specific items included questions relating to the net promoter score, work preparedness, further study plans, time spent in internships, volunteering and other co-curricular activities, and likelihood of recommending the course or institution to others. These institution-specific items were presented to graduates after the core instrument. A statement (The following items have been included by <E306CTXT> to gather feedback from recent graduates on issues important to their institution) was added before the items to further emphasise a clear distinction between the core instrument and any additional items.

The CEQ (excluding from overall satisfaction) and the Graduate Attributes Scale (GAS) became institution opt-in from the 2021 GOS. A total of 68 institutions (31 universities and 37 NUHEIs) included the CEQ, and 67 institutions (33 universities and 34 NUHEIs) included the GAS.

Stakeholders including the Australian Association of Graduate Employers (AAGE), Australian Collaborative Education Network Limited (ACEN), and Optometry Council of Australia and New Zealand (OCANZ) included items in the 2020 GOS. Content covered by the stakeholder items included employment pathways, work integrated learning and preparedness of optometry graduates. Institutions were invited to participate in these items, where applicable, by each of the relevant stakeholders.

Appendix 4

Construction of confidence intervals

The 90 per cent confidence intervals presented in this report were calculated using the Finite Population Correction (FPC) to account for the relatively large size of the sample relative to the in-scope population. The FPC is generally used when the sampling fraction exceeds 5 per cent.

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

Where \tilde{p} is the adjusted estimated proportion of satisfied responses, N is the size of the population in the relevant subgroup, n is the number of valid responses in the relevant subgroup, n_1 is the number of positive responses in the relevant subgroup, 1.645 is the standard normal value for 90 per cent confidence and FPC is the Finite Population Correction term.

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

Figure 6 Formula for a 90 per cent confidence interval using the Agresti-Coull method with FPC

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

$$\text{where } \tilde{p} = \tilde{n}_1 / \tilde{n}, \quad \tilde{n}_1 = n_1 + 1.645^2 / 2 \quad \text{and} \quad \tilde{n} = n + 1.645^2 \quad \text{and} \quad FPC = \sqrt{\frac{N-n}{N-1}}$$

Appendix 5

Study area concordance

Study areas for the QILT surveys, including the GOS, are defined in accordance with the ABS Australian Standard Classification of Education (ASCED). The QILT website, and this report generally use 21 aggregated study areas as the basis of analysis. Targets for data collection are based on 45 study areas. Concordance between these study areas and ASCED fields are listed below in Table 25. Details of the fields of education are available from the ABS website.

Table 25 Study area concordance

Study area (21)	Study area (45)	Field of education
0 Non-award	0 Non-award	000000
1 Science and mathematics	1 Natural & 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
	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
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

Study area (21)		Study area (45)		ASCED field of education
		40	Economics	091900, 091901, 091903
15	Humanities, culture and social sciences	33	Political science	090100, 090101, 090103
		34	Humanities inc history & 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 6

Additional tables and figures

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

6.1 GOS results

6.1.1 Labour force outcomes

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

Table 26 Tables and figures associated with labour force outcomes

Report table	Sheet name	Table title
	OVERALL_ALL_ALL_2Y	Graduate employment and study outcomes, by study level, 2020 and 2021
Table 01	OVERALL_ALL_ALL_3Y	Graduate employment and study outcomes, by study level, 2019 - 2021
Table 06	EMP_UG_ALL_2Y_AREA	Undergraduate employment outcomes by study area, 2020 and 2021 (%)
Table 07	EMP_PGC_ALL_2Y_AREA	Postgraduate coursework employment outcomes by study area, 2020 and 2021 (%)
	EMP_PGR_ALL_2Y_AREA	Postgraduate research employment outcomes by study area, 2020 and 2021 (%)
	EMP_UG_ALL_2Y	Undergraduate employment outcomes, 2020 and 2021 (%)
	EMP_PG_ALL_2Y	Postgraduate employment outcomes, 2020 and 2021
	EMP_UG_ALL_2Y_DG	Undergraduate employment outcomes by demographic group, 2020 and 2021 (%)
	EMP_PGC_ALL_2Y_DG	Postgraduate coursework employment outcomes by demographic group, 2020 and 2021 (%)
	EMP_PGR_ALL_2Y_DG	Postgraduate research employment outcomes by demographic group, 2020 and 2021 (%)
	EMP_UG_ALL_1Y_FURSTUD	Labour market outcomes of undergraduate graduates, by full-time study status, 2021
	EMP_PG_ALL_1Y_FURSTUD	Labour market outcomes of postgraduate graduates, by full-time study status, 2021
	EMP_UG_ALL_2Y_AREA45	Undergraduate employment outcomes by 45 study areas, 2020 and 2021 (%)
	EMP_PGC_ALL_2Y_AREA45	Postgraduate coursework employment outcomes by 45 study areas, 2020 and 2021 (%)

Report table	Sheet name	Table title
	EMP_PGR_ALL_2Y_AREA45	Postgraduate research employment outcomes by 45 study areas, 2020 and 2021 (%)
	EMP_UG_UNI_2Y_AREA	Undergraduate employment outcomes by study area, universities only, 2020 and 2021
	EMP_UG_NUHEI_2Y_AREA	Undergraduate employment outcomes by study area, NUHEIs only, 2020 and 2021
	EMP_UG_UNI_2Y_DG	Undergraduate employment outcomes by demographic group, universities only, 2020 and 2021 (%)
	EMP_UG_NUHEI_2Y_DG	Undergraduate employment outcomes by demographic group, NUHEIs only, 2020 and 2021 (%)
Table 02	EMP_UG_ALL_1Y_CURCOUNTRY	International graduate employment outcomes by residence at time of survey (In Australia, Overseas), undergraduate, 2021
Table 02	EMP_PGC_ALL_1Y_CURCOUNTRY	International graduate employment outcomes by residence at time of survey (In Australia, Overseas), postgraduate coursework, 2021
Table 02	EMP_PGR_ALL_1Y_CURCOUNTRY	International graduate employment outcomes by residence at time of survey (In Australia, Overseas), postgraduate research, 2021
Table 03	EMP_UG_ALL_1Y_COUNTRY	Undergraduate employment outcomes by home country of international graduates, 2021
Table 04	EMP_PGC_ALL_1Y_COUNTRY	Postgraduate coursework employment outcomes by home country of international graduates, 2021
Table 05	EMP_PGR_ALL_1Y_COUNTRY	Postgraduate research employment outcomes by home country of international graduates, 2021
	EMP_UG_ALL_3Y_PERIOD	Undergraduate employment rates by survey round, 2019-2021 (%)
	EMP_PGC_ALL_3Y_PERIOD	Postgraduate coursework employment rates by survey round, 2019-2021 (%)
	EMP_PGR_ALL_3Y_PERIOD	Postgraduate research employment rates by survey round, 2019-2021 (%)
	SAL_UG_ALL_2Y_AREA_SEX	Undergraduate median full-time salaries by study area and gender, 2020 and 2021 (\$)
	SAL_PGC_ALL_2Y_AREA_SEX	Postgraduate coursework median full-time salaries by study area and gender, 2020 and 2021 (\$)
	SAL_PGR_ALL_2Y_AREA_SEX	Postgraduate research median full-time salaries by study area and gender, 2020 and 2021 (\$)

Report table	Sheet name	Table title
	SAL_UG_ALL_2Y_DG	Undergraduate median full-time salaries by demographic group, 2020 and 2021 (\$)
	SAL_PGC_ALL_2Y_DG	Postgraduate coursework median full-time salaries by demographic group, 2020 and 2021 (\$)
	SAL_PGR_ALL_2Y_DG	Postgraduate research median full-time salaries by demographic group, 2020 and 2021 (\$)
	SAL_UG_ALL_2Y_AREA45_SEX	Undergraduate median full-time salaries by 45 study areas and gender, 2020 and 2021 (\$)
	SAL_PGC_ALL_2Y_AREA45_SEX	Postgraduate coursework median full-time salaries by 45 study areas and gender, 2020 and 2021 (\$)
	SAL_PGR_ALL_2Y_AREA45_SEX	Postgraduate research median full-time salaries by 45 study areas and gender, 2020 and 2021 (\$)
Table 08/Figure 03/Figure 04	LF_UG_UNI_3Y	Labour force indicators 2019-2021, undergraduates (universities only)
	LF_PGC_UNI_3Y	Labour force indicators 2019-2021, postgraduate coursework (universities only)
	LF_PGR_UNI_3Y	Labour force indicators 2019-2021, postgraduate research (universities only)
Table 09/Figure 05	LF_UG_NUHEI_3Y	Labour force indicators 2019-2021, undergraduates (NUHEIs only)
	LF_PGC_NUHEI_3Y	Labour force indicators 2019-2021, postgraduate coursework (NUHEIs only)
	LF_UG_UNI_2Y	Undergraduate labour force indicators, universities only, 2020 and 2021
	LF_UG_NUHEI_2Y	Undergraduate labour force indicators, NUHEIs only, 2020 and 2021
	FTE_UG_UNI_3Y_FIG	Undergraduate full-time employment rate by university, 2019-2021 (%)
	SAL_UG_UNI_3Y_FIG	Undergraduate median full-time salaries by university, 2019-2021 (\$)
	FTE_UG_NUHEI_3Y_FIG	Undergraduate full-time employment rate by NUHEI, 2019-2021 (%)
	SAL_UG_NUHEI_3Y_FIG	Undergraduate median full-time salaries by NUHEI, 2019-2021 (\$)
	FTE_PGC_UNI_3Y_FIG	Postgraduate coursework full-time employment rate by university, 2019-2021 (%)
	FTE_PGC_NUHEI_3Y_FIG	Postgraduate coursework full-time employment rate by NUHEI, 2019-2021 (%)
	SAL_PGC_UNI_3Y_FIG	Postgraduate coursework median full-time salaries by university, 2019-2021 (\$)
	FTE_PGR_UNI_3Y_FIG	Postgraduate research full-time employment rate by university, 2019-2021 (%)
	SAL_PGR_UNI_3Y_FIG	Postgraduate research median full-time salaries by university, 2019-2021 (\$)
Figure 01	FTE_UG_ALL_TS	Undergraduate full-time employment, 2016-2021 (%)

Report table	Sheet name	Table title
	FTE_PGC_ALL_TS	Postgraduate coursework full-time employment, 2016-2021 (%)
	FTE_PGR_ALL_TS	Postgraduate research full-time employment, 2016-2021 (%)
Figure 02	SAL_UG_ALL_TS	Undergraduate median full-time salaries, 2016-2021 (\$)
	SAL_PGC_ALL_TS	Postgraduate coursework median full-time salaries, 2016-2021 (\$)
	SAL_PGR_ALL_TS	Postgraduate research median full-time salaries, 2016-2021 (\$)
	PREFMHRS_UG_ALL_1Y_E315	Proportion of employed undergraduates seeking or not seeking more hours, by gender, 2021 (%)
	PREFMHRS_PGC_ALL_1Y_E315	Proportion of employed postgraduates (coursework) seeking or not seeking more hours, by gender, 2021 (%)
	PREFMHRS_PGR_ALL_1Y_E315	Proportion of employed postgraduates (research) seeking or not seeking more hours, by gender, 2021 (%)
	PARTEMP_UG_ALL_1Y_AREA_SEX	Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2021 (%)

6.1.2 Hours worked

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

Table 27 **Tables associated with median usual hours and median actual hours worked**

Report table	Sheet name	Table title
	HOURS_UG_ALL_3Y	Average hours worked per week for employed undergraduates by full-time/part-time status, 2019-2021
	HOURS_PGC_ALL_3Y	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status, 2019-2021
	HOURS_PGR_ALL_3Y	Average hours worked per week for employed postgraduates (research) by full-time/part-time status, 2019-2021
	HOURS_UG_ALL_3Y_PERIOD	Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2019-2021
	HOURS_PGC_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status and survey round, 2019-2021
	HOURS_PGR_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (research) by full-time/part-time status and survey round, 2019-2021

6.1.3 Away from work

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

Table 28 Tables associated with the percentage of employed graduates away from work

Report table	Sheet name	Table title
	AWAYWORK_UG_ALL_3Y	Proportion of employed undergraduates who were away from work by full-time/part-time status, 2019-2021 (%)
	AWAYWORK_PGC_ALL_3Y	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status, 2019-2021 (%)
	AWAYWORK_PGR_ALL_3Y	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status, 2019-2021 (%)
	AWAYWORK_UG_ALL_3Y_PERIOD	Proportion of employed undergraduates who were away from work by full-time/part-time status and survey round, 2019-2021 (%)
	AWAYWORK_PGC_ALL_3Y_PERIOD	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status and survey round, 2019-2021 (%)
	AWAYWORK_PGR_ALL_3Y_PERIOD	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status and survey round, 2019-2021 (%)

6.1.4 Graduate occupations

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

Table 29 Tables associated with occupation types of employed graduates

Report table	Sheet name	Table title
Table 10	OCC_UG_ALL_1Y_EMPTYYPE	Undergraduate occupation level, by employment type, 2021 (%)
Table 10	OCC_PG_ALL_1Y_EMPTYYPE	Postgraduate occupation level, by employment type, 2021 (%)
	OCC_UG_ALL_1Y_AREA45	Undergraduate occupation level, total employed, by 45 study areas, 2021 (%)
	OCC_UG_UNI_1Y_EMPTYYPE	Undergraduate occupation level, by employment type, universities only, 2021 (%)
	OCC_UG_NUHEI_1Y_EMPTYYPE	Undergraduate occupation level, by employment type, NUHEIs only, 2021 (%)

Report table	Sheet name	Table title
	OCC_UG_UNI_1Y_AREA	Undergraduate occupation level, total employed, by study area, universities only, 2021 (%)
	BROADOCC_UG_ALL_1Y_EMPTYYPE	Undergraduate occupation level, total employed, by study area, 2021 (%)

6.1.5 Importance of the qualification

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

Table 30 Tables associated with the extent to which graduates considered their qualification important

Report table	Sheet name	Table title
	QUALIMP_UG_ALL_1Y	Importance of qualification for undergraduates' current employment, 2021 (%)
	QUALIMP_PG_ALL_1Y	Importance of qualification for postgraduates' current employment, 2021 (%)

6.1.6 Extent to which qualification prepared graduates

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

Table 31 Tables associated with the extent to which the qualification prepared graduates for their current job

Report table	Sheet name	Table title
	CRSPREP_UG_ALL_1Y	Extent to which qualification prepared undergraduate level graduates for employment, 2021 (%)
	CRSPREP_PG_ALL_1Y	Extent to which qualification prepared postgraduate level graduates for employment, 2021 (%)

6.1.7 Skills utilisation

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

Table 32 Tables associated with reasons for underutilisation of skills and education

Report table	Sheet name	Table title
	RSNOMORE_UG_ALL_1Y_E315	Main reason not working more hours, of undergraduates employed part-time, by preference for more hours and gender, 2021 (%)
	RSNOMORE_PGC_ALL_1Y_E315	Main reason not working more hours, of postgraduates (coursework) employed part-time, by preference for more hours and gender, 2021 (%)
	RSNOMORE_PGR_ALL_1Y_E315	Main reason not working more hours, of postgraduates (research) employed part-time, by preference for more hours and gender, 2021 (%)
Table 11	RSOVRQ_UG_ALL_1Y	Main reason for working in job in 2021 that doesn't fully use skills and education, 2021 (%)
Table 11	RSOVRQ_PGC_ALL_1Y	Main reason for working in job in 2021 that doesn't fully use skills and education, postgraduate coursework level graduates, 2021 (%)
	RSOVRQ_PGR_ALL_1Y	Main reason for working in job in 2021 that doesn't fully use skills and education, postgraduate research level graduates, 2021 (%)
	RSOVRQ_UG_ALL_1Y_AREA	Undergraduate level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2021 (%)
	RSOVRQ_PGC_ALL_1Y_AREA	Postgraduate coursework level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2021 (%)
	RSOVRQ_PGR_ALL_1Y_AREA	Postgraduate research level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2021 (%)
	SPOQSCL_UG_ALL_1Y	Undergraduate level graduates reporting occupation does not fully use skills or education, 2021 (%)
	SPOQSCL_PG_ALL_1Y	Postgraduate level graduates reporting occupation does not fully use skills or education, 2021 (%)

6.1.8 Further study

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

Table 33 Tables associated with graduates undertaking further full-time study

Report table	Sheet name	Table title
Table 15	FURSTUD_UG_ALL_1Y_AREA	Undergraduate graduates in further full-time study, by original field of study (%)
Table 15	FURSTUD_PGC_ALL_1Y_AREA	Postgraduate coursework graduates in further full-time study, by original field of study (%)

Report table	Sheet name	Table title
	FURSTUD_PGR_ALL_1Y_AREA	Postgraduate research graduates in further full-time study, by original field of study (%)
Table 16	FURSTUD_UG_ALL_1Y_FOE	Study area of undergraduate graduates in further full-time study (%)
Table 16	FURSTUD_PGC_ALL_1Y_FOE	Study area of postgraduate coursework graduates in further full-time study (%)
	FURSTUD_PGR_ALL_1Y_FOE	Study area of postgraduate research graduates in further full-time study (%)
	FURSTUD_UG_ALL_1Y_DG	Further full-time study status for initial undergraduates, by demographic profile (%)
	FURSTUD_PG_ALL_1Y_DG	Graduates in further full-time study, by initial postgraduate study level, by demographic profile, 2021 (%)
Table 12	FURSTUD_UG_ALL_1Y_COUNTRY	International graduates in full-time study (undergraduate), by home country – 2021
Table 13	FURSTUD_PGC_ALL_1Y_COUNTRY	International graduates in full-time study (postgraduate coursework), by home country – 2021
Table 14	FURSTUD_PGR_ALL_1Y_COUNTRY	International graduates in full-time study (postgraduate research), by home country – 2021

6.1.9 Satisfaction

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

Table 34 Tables associated with graduate satisfaction

Report table	Sheet name	Table title
	SAT_UG_ALL_2Y	Satisfaction of undergraduate level graduates, 2020 and 2021 (% agreement)
	SAT_PGC_ALL_2Y	Satisfaction of postgraduate coursework level graduates, 2020 and 2021 (% agreement)
	SAT_PGR_ALL_2Y	Satisfaction of postgraduate research level graduates, 2020 and 2021 (% agreement)
	SAT_UG_ALL_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement)
	SAT_PGC_ALL_2Y_AREA	Satisfaction of postgraduate coursework level graduates, by study area, 2020 and 2021 (% agreement)
	SAT_PGR_ALL_2Y_AREA	Satisfaction of postgraduate research level graduates, by study area, 2020 and 2021 (% agreement)

Report table	Sheet name	Table title
	SAT_UG_ALL_1Y_DG	Satisfaction of undergraduate level graduates, by demographic group, 2021 (% agreement)
	SAT_PGC_ALL_1Y_DG	Satisfaction of postgraduate coursework level graduates, by demographic group, 2021 (% agreement)
	SAT_PGR_ALL_1Y_DG	Satisfaction of postgraduate research level graduates, by demographic group, 2021 (% agreement)
	SAT_UG_UNI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement) (Unis only)
	SAT_UG_NUHEI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2020 and 2021 (% agreement) (NUHEIs only)

6.2 Methodological tables

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

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics, approach to weighting and precision please refer to the 2021 GOS Methodological Report, which is available on the QILT website.

Table 35 Tables associated with key project elements and response rates by institution

Report table	Sheet name	Table title
Table 17	SUMMARY_ALL_ALL_1Y	GOS 2021 Collection Summary
	SUMMARY_ALL_ALL_1Y_1P	GOS 2020 Collection Summary
	SUMMARY_ALL_ALL_1Y_2P	GOS 2019 Collection summary
	SUMMARY_ALL_ALL_1Y_3P	GOS 2018 Collection summary
Table 19	RR_ALL_UNI_1Y	GOS 2021 response rates by institution (universities only), Nov 2020, Feb 2021 and May 2021 collections
Table 20	RR_ALL_NUHEI_1Y	GOS 2021 response rates by institution (NUHEIs only), Nov 2020, Feb 2021 and May 2021 collections
Table 18	RR_UG_ALL_1Y_INST_PERIOD	GOS 2021 undergraduate response rates by institution type, November/Feb 2020/2021 and May 2021 collections

Report table	Sheet name	Table title
Table 18	RR_PGC_ALL_1Y_INST_PERIOD	GOS 2021 postgraduate (coursework) response rates by institution type, November/February 2020/2021 and May 2021 collections
Table 18	RR_PGR_ALL_1Y_INST_PERIOD	GOS 2021 postgraduate (research) response rates by institution type, November/February 2020/2021 and May 2021 collections

Table 36 Tables associated with response characteristics and representativeness

Report table	Sheet name	Table title
	RR_ALL_ALL_1Y_TYPE	GOS 2021 sample and response characteristics, by respondent type
Table 21	RR_ALL_ALL_1Y_INT_TYPE	GOS 2021 sample and response characteristics of international graduates, by respondent type
	RR_UG_ALL_1Y_INT_TYPE	GOS 2021 sample and response characteristics of international undergraduates, by respondent type
	RR_PGC_ALL_1Y_INT_TYPE	GOS 2021 sample and response characteristics of international postgraduate coursework graduates, by respondent type
	RR_PGR_ALL_1Y_INT_TYPE	GOS 2021 sample and response characteristics of international postgraduate research graduates, by respondent type
Table 22	RR_ALL_ALL_1Y_AREA	GOS 2021 sample and response characteristics, by study area
	RR_UG_ALL_1Y_AREA	GOS 2021 undergraduate sample and response characteristics, by study area
	RR_PGC_ALL_1Y_AREA	GOS 2021 postgraduate coursework sample and response characteristics, by study area
	RR_PGR_ALL_1Y_AREA	GOS 2021 postgraduate research sample and response characteristics, by study area
	RR_UG_ALL_1Y_COUNTRY	Sample and response characteristics (undergraduate), by home country of international graduates – 2021
	RR_PGC_ALL_1Y_COUNTRY	Sample and response characteristics (postgraduate coursework), by home country of international graduates – 2021
	RR_PGR_ALL_1Y_COUNTRY	Sample and response characteristics (postgraduate research), by home country of international graduates – 2021
	RR_ALL_ALL_1Y_INT	GOS 2021 sample and response characteristics, by respondent type (international graduates)

