2022 Graduate Outcomes Survey (GOS)

**International Report**

**February 2023**



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

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## 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 Australian Government Department of Education by the Social Research Centre as part of the Quality Indicators for Learning and Teaching (QILT) program. In 2022, the GOS gathered over 36,000 responses from international graduates, with a response rate of 32.4 per cent.

Results from the GOS for domestic graduates are published in a National Report on the [QILT website](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-%28gos%29) and in an interactive comparison tool at the institution by study area level on the [ComparED website](https://compared.edu.au/). Although international graduates have always been in scope for the GOS, results have only been published annually from 2021.

This International Report focuses on the main indicators over time as outlined on the QILT website such as Labour Market Outcomes (rates of full-time employment, overall employment, labour force participation and median full-time salaries) and Further Study Outcomes. The report also discusses some areas of focus such as the impact of COVID-19 on labour force outcomes, skills utilisation including graduate occupations and reasons for skills based “underemployment”. For graduate coursework satisfaction results refer to the GOS National Report.

This report is supported by a [PowerBI workbook](https://app.powerbi.com/view?r=eyJrIjoiM2ZjOTkxNGQtMzc5NS00YjZmLWE5MTctYjlhZjY2ZTZmNGRkIiwidCI6IjBhNGQ1MDgwLTUxNWMtNDVlNi1hN2FiLTFiZjI1OTZhNTY0OCJ9) which allows readers to further explore the data presented in this report. It is also supported by a set of additional static [Excel tables](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-%28gos%29) which provide additional data and detail out of scope of this report, but which may be of interest to the reader.

Consistent with 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 Tertiary Collection of Student Information (TCSI) project 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. Work is continuing 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.

## Labour market outcomes

The GOS follows Australian Bureau of Statistics (ABS) Labour Force Survey (LFS) concepts and definitions in measuring employment. This means graduates are considered employed if they work at least one hour in the survey reference week, or usually work one hour per week. Graduates are considered to be employed full-time if they actually work 35 hours per week or more, or usually work that many hours in all their current jobs combined.

Definitions of labour market outcomes are presented in Appendix 2 of this report.

### 2.1 Overall results

Table 1 presents employment outcomes for international and domestic graduates by study level, for 2020 to 2022. Two notable results are apparent. First, there has been a large increase in graduate employment rates for both domestic and international graduates in 2022, following a broad decline in graduate employment rates between 2019 and 2020. This decline was associated with general weakness in the Australian labour market observable from 2019, which was worsened in 2020 by measures introduced to manage the COVID-19 pandemic, and only saw slight improvement in 2021. International graduates were affected by this downturn to an even greater extent than domestic graduates. Results from 2022 suggest a strong recovery of the Australian labour market, with undergraduate full-time employment rates up by 14.7 percentage points for international graduates and 9.6 percentage points for domestic graduates.

Second, although international graduate employment rates continue to be lower than for their domestic counterparts across all levels of study, the difference between the cohorts decreased in 2022. For undergraduates, the 2022 full-time employment rate for international graduates was 57.7 per cent compared with 78.5 per cent for domestic graduates. This represents a difference of 20.8 percentage points, compared to 25.9 percentage points in 2021. A similar trend was seen at postgraduate coursework level, with a difference of 31.5 percentage points between international and domestic graduates in 2022, compared to 41.0 percentage points in 2021. The gap was narrower at postgraduate research level at 8.7 percentage points and remained relatively unchanged from 2021.

Overall employment rates (which includes graduates working on a full-time, part-time or casual basis) followed a similar pattern in 2022. International graduates recorded lower overall employment rates than domestic graduates by a margin of 16.8 percentage points for undergraduates, 17.4 percentage points at postgraduate coursework level and 6.3 percentage points at postgraduate research level.

For undergraduates, labour force participation was also lower for international graduates than domestic in 2022, at 81.4 per cent and 92.4 per cent respectively. The difference in labour force participation was less pronounced at the postgraduate coursework level (92.5 percent international, 95.6 per cent domestic), and at the postgraduate research level international graduates were higher than domestic (95.1 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 employed full-time in Australia, median salaries were also consistently lower for international than domestic graduates. For undergraduates, the median salary in 2022 was $60,000 for international graduates, compared with $68,000 for domestic graduates, a difference of $8,000, compared to $10,700 in 2021. The salary differential was more pronounced at postgraduate coursework level in 2022, at $31,600, down from $34,900 in 2021. It is notable that the median salary ($60,000) was the same for international graduates at postgraduate coursework level and undergraduate level. The difference between salaries was less pronounced at postgraduate research level, at $6,500, compared with $8,100 in 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 international undergraduates was 31.0 per cent compared with 18.6 per cent for domestic undergraduates; a difference of 12.4 percentage points. At postgraduate coursework level, 12.8 per cent of international graduates reported being in further full-time study compared with 7.5 per cent of domestic graduates, and for postgraduate research 11.3 per cent were studying compared with 6.7 per cent for international and domestic graduates respectively.

Table 1 Graduate employment and study outcomes by level of study, international and domestic graduates, 2021-2022

| Category | **International 2021** | **International 2022** | **Domestic 2021** | **Domestic 2022** |
| --- | --- | --- | --- | --- |
| **Full-time employment: (%)**Undergraduate | 43.0 | 57.7 | 68.9 | 78.5 |
| **Full-time employment:** Postgraduate coursework | 43.9 | 57.9 | 84.9 | 89.4 |
| **Full-time employment:** Postgraduate research | 69.4 | 76.0 | 77.7 | 84.7 |
| **Overall employed (%):** Undergraduate | 64.6 | 71.5 | 84.8 | 88.3 |
| **Overall employed (%):** Postgraduate coursework | 70.1 | 75.9 | 90.8 | 93.3 |
| **Overall employed (%):** Postgraduate research | 82.2 | 85.6 | 88.1 | 91.9 |
| **Labour force participation rate (%):** Undergraduate | 80.8 | 81.4 | 92.0 | 92.4 |
| **Labour force participation rate (%):** Postgraduate coursework | 91.9 | 92.5 | 95.4 | 95.6 |
| **Labour force participation rate (%):** Postgraduate research | 94.4 | 95.1 | 94.8 | 94.8 |
| **Median salary, employed full-time ($):** Undergraduate | 54,300 | 60,000 | 65,000 | 68,000 |
| **Median salary, employed full-time ($):** Postgraduate coursework | 54,800 | 60,000 | 89,700 | 91,600 |
| **Median salary, employed full-time ($):** Postgraduate research | 86,900 | 89,500 | 95,000 | 96,000 |

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

Table 2 presents employment outcomes for international graduates disaggregated by whether the respondent was in Australia or overseas at time of survey. In 2022, full-time employment rates across all study levels were higher for graduates who were living overseas at the time of the survey. However, the gap between international graduates in Australia and those overseas at time of survey has markedly narrowed between 2021 and 2022. 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.

Table 2 International undergraduate employment outcomes by residence at time of survey and study level, 2021-2022 (%)

| Category | Undergraduate In Australia 2021 | Undergraduate In Australia 2022 | Undergraduate Overseas 2021 | Undergraduate Overseas 2022 | Postgraduate coursework In Australia 2021 | Postgraduate coursework In Australia 2022 | Postgraduate coursework Overseas 2021 | Postgraduate coursework Overseas 2022 | Postgraduate research In Australia 2021 | Postgraduate research In Australia 2022 | Postgraduate research Overseas 2021 | Postgraduate research Overseas 2022 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Full-time employment** | 41.6 | 59.1 | 52.8 | 60.9 | 41.4 | 58.5 | 62.0 | 66.1 | 62.8 | 73.9 | 82.7 | 84.7 |
| **Overall employed** | 67.2 | 76.5 | 57.3 | 60.2 | 72.4 | 79.7 | 66.7 | 68.6 | 81.9 | 88.0 | 85.8 | 85.7 |
| **Labour force participation rate**  | 82.1 | 85.3 | 75.9 | 71.1 | 93.5 | 94.7 | 90.4 | 88.9 | 94.4 | 95.3 | 96.3 | 95.8 |
| **In further full-time study** | 35.1 | 29.8 | 28.6 | 34.2 | 15.9 | 12.9 | 11.0 | 12.2 | 10.6 | 9.8 | 11.8 | 14.2 |

### 2.2 Time series

Table 3 shows trends in the full-time employment rate among domestic and international undergraduates. Employment increased among both domestic and international undergraduates between 2017 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 and international undergraduates decreasing further in 2020, with a greater decline noted for international graduates. Both domestic and international undergraduate employment rates recovered slightly in 2021 with the easing of public health measures.

A rise in economic and labour market activities in 2022 has seen a large increase in the full-time employment rate among both domestic and international undergraduates. The international undergraduate full-time employment rate has increased, from 50.2 per cent in 2017 to a time series high of 57.7 per cent in 2022.

Data on graduate location at the time of the survey for international graduates is only available since 2018. As seen in Table 3, there has been an increase in full-time employment rates for international graduates residing overseas at time of survey and those continuing to reside in Australia. The increase between 2021 and 2022 in full-time employment rate among international undergraduates residing in Australia was 17.5 percentage points, compared to a smaller improvement, 8.1 percentage points, among international undergraduates residing overseas. Results from 2022 suggest strong recovery of the Australian labour market, with international graduates in Australia comparable to those residing overseas for the first time since 2018. Only a small difference of 1.8 percentage points between these two groups remains in 2022, down from 11.2 percentage points in 2021.

Table 3 Undergraduate full-time employment rate by residence at time of survey, 2017-2022 (%)

| Category | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| --- | --- | --- | --- | --- | --- | --- |
| **Domestic** | 71.8 | 72.9 | 72.2 | 68.7 | 68.9% | 78.5 |
| **International** | 50.2 | 50.5 | 49.7 | 42.4 | 43.0% | 57.% |
| **International in Australia** | - | 44.8 | 44.3 | 39.2 | 41.6% | 59.1 |
| **International overseas** | - | 65.8 | 63.2 | 53.0 | 52.8 | 60.9 |

Note: International total includes graduates with unknown location.
Note: A ‘-‘ indicates there is no data / information available for that cell

The median salary of domestic undergraduates employed full-time increased from $61,000 in 2018 to $68,000 in 2022, an increase of 11.5 per cent, as shown by Table 4. By way of comparison, the median salary of international undergraduates employed full-time (residing in Australia) increased from $51,100 to $60,000, up 17.4 per cent.

Table 4 Undergraduate median full-time salary, international and domestic graduates, 2018-2022 ($)

| Category | 2018 | 2019 | 2020 | 2021 | 2022 |
| --- | --- | --- | --- | --- | --- |
| **Domestic** | 61,000 | 62,600 | 64,700 | 65,000 | 68,000 |
| **International** | 51,100 | 51,100 | 53,000 | 54,300 | 60,000 |

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

### 2.3 Home country

Tables 5, 6 and 7present 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.

There continued to be considerable variation in outcomes by home country in 2022 across all study levels. For example, among the largest 10 home countries, undergraduate full-time employment rates ranged from a high of 70.5 per cent for graduates from Singapore, down to 51.7 per cent for graduates from Sri Lanka. Postgraduate coursework graduate full-time employment rates ranged from a high of 76.9 per cent for graduates from the Philippines down to 51.3 percent 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 the proportion of graduates residing overseas.

Table 5 Undergraduate employment outcomes by home country of international graduates, 2022

| Country | **Full-time employment****(%)** | **Overall****employed****(%)** | **Labour force participation rate (%)** | **Median salary, employed full-time ($)** |
| --- | --- | --- | --- | --- |
| China | 52.4 | 58.5 | 60.8 | 61,000 |
| Nepal | 55.0 | 81.5 | 96.0 | 56,400 |
| India | 57.1 | 77.6 | 94.2 | 60,300 |
| Malaysia | 61.5 | 70.0 | 86.4 | 59,500 |
| Vietnam | 58.1 | 74.2 | 89.5 | 60,000 |
| Indonesia | 52.9 | 66.1 | 86.5 | 56,000 |
| Hong Kong | 63.1 | 69.1 | 81.6 | 63,600 |
| Sri Lanka | 51.7 | 76.2 | 92.0 | 60,000 |
| Singapore | 70.5 | 75.4 | 85.7 | 66,000 |
| South Korea | 63.5 | 71.5 | 84.3 | 62,600 |
| **All international graduates** | 57.7 | 71.5 | 81.4 | 60,000 |

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 6 Postgraduate coursework employment outcomes by home country of international graduates, 2022

| Country | **Full-time employment** **(%)** | **Overall** **employed** **(%)** | **Labour force participation rate (%)** | **Median salary, employed full-time ($)** |
| --- | --- | --- | --- | --- |
| India | 52.3 | 76.7 | 94.2 | 58,700 |
| China | 56.7 | 65.7 | 86.1 | 60,000 |
| Nepal | 52.6 | 80.4 | 96.1 | 52,800 |
| Sri Lanka | 54.7 | 75.9 | 94.8 | 59,800 |
| Vietnam | 60.2 | 77.3 | 92.8 | 58,000 |
| Pakistan | 59.3 | 76.9 | 94.6 | 65,000 |
| Indonesia | 69.7 | 80.5 | 94.7 | 65,000 |
| Bhutan | 51.3 | 78.9 | 95.9 | 54,800 |
| Philippines | 76.9 | 86.3 | 97.3 | 62,600 |
| Malaysia | 66.5 | 76.4 | 95.2 | 62,600 |
| **All international graduates** | **57.9** | **75.9** | **92.5** | **60,000** |

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 7 Postgraduate research employment outcomes by home country of international graduates, 2022

| Country | **Full-time employment** **(%)** | **Overall** **employed** **(%)** | **Labour force participation rate (%)** | **Median salary, employed full-time ($)** |
| --- | --- | --- | --- | --- |
| China | 82.2 | 87.8 | 92.3 | 88,800 |
| India | 69.6 | 77.8 | 96.4 | 88,800 |
| Vietnam | 71.4 | 90.4 | 97.3 | 86,100 |
| Iran | 67.8 | 82.8 | 95.2 | 90,500 |
| Indonesia | 82.0 | 88.7 | 97.0 | n/a |
| Bangladesh | 67.1 | 85.9 | 93.9 | 87,400 |
| Sri Lanka | 74.0 | 85.4 | 91.1 | 88,900 |
| Pakistan | 60.8 | 83.5 | 96.6 | n/a |
| Germany | 80.8 | 83.1 | 96.7 | n/a |
| Nepal | 58.7 | 76.5 | 96.2 | n/a |
| **All international graduates** | **76.0** | **85.6** | **95.1** | **89,500** |

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

### 2.4 Study area

Employment outcomes for international graduates vary considerably by study area, as is also the case for domestic graduates, as shown in Table 8 and Table 9 (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 (Business and management, Computing and Information Systems, and Engineering) are responsible for most of the survey responses and are therefore driving aggregate results (see Table 25).

For undergraduates, international full-time employment rates ranged from a high of 97.3 per cent for Pharmacy graduates, down to 46.1 per cent for Psychology graduates. The fields of education with relatively high full-time employment rates, for example Pharmacy, Rehabilitation, Medicine, Teacher education 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 all study areas, except Pharmacy and Tourism, hospitality, personal services, sport and recreation. Please note, results should be treated with caution due to small base sizes.

At postgraduate coursework level, full-time employment rates ranged from a high of 92.9 per cent for Rehabilitation, down to 50.6 per cent for Computing and information systems. The fields of education with relatively high full-time employment rates, for example, Rehabilitation and Medicine 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.

Table 8 Undergraduate employment outcomes by study area, international and domestic graduates, 2022

| Category | Full-time employment (%) International  | Full-time employment (%)Domestic | Overall employed (%) International  | Overall employed (%) Domestic | Labour force participation rate (%) International  | Labour force participation rate (%) Domestic | Median salary, employed full-time ($) International  | Median salary, employed full-time ($) Domestic |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 55.6 | 72.5 | 67.6 | 86.1 | 69.4 | 87.5 | 61,400 | 66,000 |
| Computing and information systems | 50.8 | 76.6 | 72.7 | 83.1 | 86.6 | 94.2 | 56,400 | 69,000 |
| Engineering | 60.1 | 87.5 | 68.9 | 90.8 | 80.4 | 95.5 | 60,100 | 71,500 |
| Architecture and built environment | 51.1 | 78.8 | 61.7 | 87.6 | 74.8 | 93.4 | 54,900 | 64,700 |
| Agriculture and environmental studies | 62.7 | 83.3 | 69.7 | 90.8 | 81.5 | 89.8 | n/a | 70,000 |
| Health services and support | 64.8 | 78.5 | 75.1 | 90.1 | 85.1 | 92.5 | 66,800 | 69,400 |
| Medicine | 89.5 | 93.0 | 85.2 | 93.0 | 86.3 | 91.8 | 79,600 | 79,800 |
| Nursing | 65.7 | 82.6 | 83.5 | 90.9 | 95.2 | 95.5 | 65,200 | 68,500 |
| Pharmacy | 97.3 | 96.2 | 89.7 | 96.9 | 96.7 | 94.2 | 49,600 | 52,200 |
| Dentistry | n/a | 86.6 | 73.3 | 91.2 | 78.9 | 94.0 | n/a | 100,000 |
| Veterinary science | 80.5 | 89.9 | 75.0 | 94.7 | 90.6 | 93.5 | 65,000 | 62,600 |
| Rehabilitation | 89.5 | 96.5 | 90.2 | 96.7 | 94.3 | 97.6 | 70,000 | 69,500 |
| Teacher education | 83.3 | 86.7 | 85.1 | 93.0 | 89.0 | 94.1 | 65,400 | 72,200 |
| Business and management | 55.7 | 84.2 | 67.4 | 90.1 | 77.3 | 95.9 | 55,000 | 65,000 |
| Humanities, culture and social sciences | 49.1 | 72.9 | 62.1 | 86.6 | 77.7 | 91.1 | 56,700 | 66,700 |
| Social work | 62.2 | 77.4 | 86.0 | 87.3 | 94.3 | 94.7 | 65,000 | 75,000 |
| Psychology | 46.1 | 72.0 | 64.3 | 87.3 | 70.5 | 90.0 | n/a | 67,800 |
| Law and paralegal studies | 51.6 | 80.2 | 69.7 | 87.4 | 81.7 | 94.3 | n/a | 70,000 |
| Creative arts | 48.1 | 57.3 | 63.6 | 81.2 | 78.4 | 90.2 | 52,200 | 56,800 |
| Communications | 48.5 | 68.4 | 65.2 | 86.5 | 75.2 | 89.9 | n/a | 60,000 |
| Tourism, hospitality, personal services, sport and recreation | 71.0 | 65.1 | 85.4 | 89.4 | 95.3 | 96.2 | n/a | 54,800 |
| **All study areas** | **57.7** | **78.5** | **71.5** | **88.3** | **81.4** | **92.4** | **60,000** | **68,000** |
| Standard deviation | 15.9 | 10.1 | 9.6 | 4.0 | 8.4 | 2.6 | 12,500 | 9,800 |

Note: Median salary figures only include data for graduates working in Australia. A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

Table 9 Postgraduate coursework employment outcomes by study area, international and domestic graduates, 2022

| Category | Full-time employment (%) International  | Full-time employment (%)Domestic | Overall employed (%) International  | Overall employed (%) Domestic | Labour force participation rate (%) International  | Labour force participation rate (%) Domestic | Median salary, employed full-time ($) International  | Median salary, employed full-time ($) Domestic |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 61.3 | 84.3 | 75.4 | 89.8 | 89.5 | 93.8 | 60,000 | 93,700 |
| Computing and information systems | 50.6 | 87.4 | 72.7 | 90.0 | 92.8 | 96.6 | 60,000 | 100,000 |
| Engineering | 59.9 | 91.9 | 78.1 | 92.6 | 93.5 | 97.0 | 60,000 | 100,000 |
| Architecture and built environment | 61.9 | 87.9 | 76.0 | 92.1 | 94.5 | 96.2 | 57,500 | 72,900 |
| Agriculture and environmental studies | 61.8 | 82.3 | 78.6 | 89.1 | 94.5 | 96.5 | 57,400 | 80,000 |
| Health services and support | 55.5 | 87.8 | 78.5 | 93.6 | 95.3 | 96.5 | 62,600 | 93,900 |
| Medicine | 91.9 | 97.5 | 89.0 | 97.3 | 92.7 | 96.5 | 81,000 | 83,500 |
| Nursing | 72.4 | 94.0 | 88.6 | 96.2 | 93.1 | 96.3 | 64,900 | 91,300 |
| Pharmacy | n/a | 94.4 | 96.0 | 95.7 | 92.6 | 96.9 | n/a | 83,300 |
| Dentistry | n/a | 93.7 | n/a | 98.1 | n/a | 97.3 | n/a | 123,700 |
| Veterinary science | n/a | 97.6 | n/a | 97.9 | n/a | 100.0 | n/a | 70,000 |
| Rehabilitation | 92.9 | 96.0 | 95.5 | 97.0 | 96.7 | 98.2 | 69,000 | 71,000 |
| Teacher education | 67.3 | 90.9 | 82.1 | 95.3 | 92.2 | 95.7 | 67,800 | 89,000 |
| Business and management | 56.9 | 91.9 | 74.1 | 94.2 | 92.0 | 97.3 | 56,900 | 115,000 |
| Humanities, culture and social sciences | 58.5 | 82.3 | 74.4 | 90.3 | 87.8 | 91.4 | 56,400 | 87,000 |
| Social work | 63.1 | 84.6 | 83.1 | 91.2 | 97.0 | 93.2 | 68,500 | 81,300 |
| Psychology | 68.1 | 85.0 | 78.8 | 92.6 | 84.6 | 91.0 | n/a | 88,000 |
| Law and paralegal studies | 65.5 | 89.3 | 72.9 | 90.9 | 89.2 | 95.9 | 63,000 | 80,300 |
| Creative arts | 57.5 | 71.4 | 76.5 | 89.0 | 91.7 | 92.5 | 58,000 | 69,500 |
| Communications | 62.5 | 75.8 | 77.1 | 88.2 | 93.9 | 94.4 | 55,000 | 75,000 |
| Tourism, hospitality, personal services, sport and recreation | 51.7 | n/a | 70.6 | n/a | 91.9 | n/a | n/a | n/a |
| **All study areas** | **57.9** | **89.4** | **75.9** | **93.3** | **92.5** | **95.6** | **60,000** | **91,600** |
| Standard deviation | 12.5 | 7.9 | 7.4 | 3.2 | 3.5 | 2.4 | 12,600 | 14,000 |

Note: Median salary figures only include data for graduates working in Australia. A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

### 2.5 Institution

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

2.5.1 Universities

Employment outcomes for undergraduate international graduates by university are shown in Table 10. Results are combined across the years 2020, 2021 and 2022. 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.

Using a three-year aggregation of data, universities with highest full-time employment rates include Avondale University, 66.7 per cent, James Cook University, 58.6 per cent, The University of Queensland, 56.1 per cent, and University of New England, 55.6 per cent. In terms of graduate earnings once again based on a three-year aggregation of data, international undergraduates from James Cook University had highest full-time median salaries of $75,300 followed by graduates from University of Newcastle at $68,000.

Table 10 Undergraduate employment outcomes by university, international graduates, pooled 2020-2022

| University | Full-time employment (%) | Overall employed (%) | Labour force participation rate (%) | Median salary, employed full-time ($) |
| --- | --- | --- | --- | --- |
| Australian Catholic University | 43.1 (40.8, 45.5) | 77.6 (75.9, 79.1) | 94.5 (93.5, 95.2) | 58,000 (55,500, 60,500) |
| Avondale University | 66.7 (53.7, 76.6) | 91.2 (81.7, 94.6) | 97.1 (89.1, 98.4) | n/a |
| Bond University | 45.3 (37.5, 53.4) | 63.9 (57.4, 69.8) | 77.2 (72.2, 81.3) | n/a |
| Central Queensland University | 43.8 (36.2, 51.8) | 71.2 (64.1, 77.1) | 95.4 (91.1, 97.5) | 55,000 (50,500, 59,500) |
| Charles Darwin University | 53.2 (48.9, 57.4) | 81.7 (78.6, 84.2) | 97.5 (95.8, 98.2) | 58,700 (54,100, 63,200) |
| Charles Sturt University | 42.2 (35.9, 48.7) | 68.9 (62.9, 74.3) | 95.3 (91.8, 97.3) | 51,600 (48,600, 54,500) |
| Curtin University | 49.2 (46.0, 52.5) | 65.0 (62.2, 67.7) | 83.3 (81.3, 85.2) | 60,000 (56,400, 63,600) |
| Deakin University | 44.3 (41.9, 46.6) | 69.2 (67.4, 71.0) | 84.2 (82.9, 85.5) | 56,700 (53,700, 59,700) |
| Edith Cowan University | 48.9 (45.5, 52.3) | 78.9 (76.4, 81.2) | 92.8 (91.2, 94.1) | 62,800 (59,600, 66,000) |
| Federation University Australia | 48.3 (43.9, 52.7) | 75.6 (72.0, 78.9) | 91.1 (88.7, 93.0) | 52,200 (50,100, 54,200) |
| Flinders University | 44.7 (41.2, 48.3) | 74.4 (71.6, 76.9) | 92.8 (91.0, 94.1) | 61,500 (58,100, 64,900) |
| Griffith University | 47.6 (44.1, 51.1) | 66.8 (63.9, 69.6) | 74.6 (72.3, 76.7) | 55,000 (52,500, 57,500) |
| James Cook University | 58.6 (51.8, 65.0) | 69.4 (63.8, 74.5) | 88.7 (84.6, 91.7) | 75,300 (66,800, 83,900) |
| La Trobe University | 44.7 (40.5, 48.9) | 65.9 (62.4, 69.2) | 78.3 (75.6, 80.7) | 57,100 (53,300, 61,000) |
| Macquarie University | 47.9 (44.5, 51.2) | 60.2 (57.7, 62.7) | 72.6 (70.7, 74.4) | 55,000 (51,500, 58,500) |
| Monash University | 52.8 (50.9, 54.7) | 59.4 (57.9, 61.0) | 72.8 (71.6, 74.0) | 58,000 (55,500, 60,500) |
| Murdoch University | 53.4 (48.1, 58.5) | 73.0 (68.6, 77.0) | 88.9 (85.8, 91.4) | 61,000 (58,500, 63,500) |
| Queensland University of Technology | 48.0 (45.3, 50.7) | 64.1 (62.1, 66.1) | 78.5 (77.0, 79.9) | 56,400 (54,100, 58,600) |
| RMIT University | 43.4 (40.9, 45.9) | 59.6 (57.5, 61.6) | 76.2 (74.7, 77.7) | 54,500 (52,900, 56,000) |
| Southern Cross University | 37.6 (32.8, 42.7) | 73.0 (69.2, 76.5) | 82.5 (79.5, 85.0) | 52,200 (49,200, 55,200) |
| Swinburne University of Technology | 38.5 (35.0, 42.1) | 63.6 (60.8, 66.2) | 79.6 (77.6, 81.5) | 54,000 (51,800, 56,200) |
| The Australian National University | 52.8 (48.3, 57.2) | 61.1 (57.7, 64.5) | 64.6 (62.0, 67.1) | 56,000 (50,600, 61,400) |
| The University of Adelaide | 44.6 (41.8, 47.5) | 57.2 (54.8, 59.5) | 75.1 (73.4, 76.7) | 60,000 (57,100, 62,900) |
| The University of Melbourne | 46.2 (44.0, 48.4) | 54.7 (53.1, 56.3) | 65.6 (64.5, 66.8) | 55,000 (52,100, 57,900) |
| The University of Notre Dame Australia | n/a | n/a | n/a | n/a |
| The University of Queensland | 56.1 (53.7, 58.4) | 63.7 (61.7, 65.6) | 78.5 (77.1, 79.9) | 55,700 (53,100, 58,300) |
| The University of South Australia | 45.3 (42.3, 48.4) | 64.6 (62.0, 67.1) | 83.2 (81.4, 84.9) | 55,000 (52,000, 58,000) |
| The University of Sydney | 53.8 (51.3, 56.3) | 59.4 (57.4, 61.5) | 73.2 (71.7, 74.7) | 60,000 (58,600, 61,400) |
| The University of Western Australia | 40.0 (35.1, 45.2) | 50.8 (46.8, 54.8) | 73.7 (70.6, 76.5) | 55,500 (52,100, 58,900) |
| Torrens University | 55.3 (52.1, 58.5) | 77.9 (75.6, 80.0) | 87.8 (86.1, 89.3) | 54,100 (52,100, 56,000) |
| University of Canberra | 44.8 (40.1, 49.7) | 68.6 (64.7, 72.2) | 85.0 (82.1, 87.4) | 58,200 (53,800, 62,700) |
| University of Divinity | n/a | n/a | 55.3 (45.6, 64.2) | n/a |
| University of New England | 55.6 (42.7, 67.6) | 69.0 (57.1, 78.6) | 71.2 (61.6, 79.0) | n/a |
| University of New South Wales | 55.3 (52.5, 58.1) | 62.4 (60.0, 64.8) | 77.8 (76.0, 79.5) | 60,900 (57,900, 63,900) |
| University of Newcastle | 55.1 (50.1, 59.9) | 69.7 (65.6, 73.5) | 75.7 (72.4, 78.6) | 68,000 (63,700, 72,300) |
| University of Southern Queensland | 55.3 (49.9, 60.5) | 78.8 (74.4, 82.4) | 94.3 (91.5, 96.0) | 58,300 (54,900, 61,800) |
| University of Tasmania | 41.2 (37.5, 45.0) | 61.0 (57.7, 64.2) | 80.6 (78.2, 82.8) | 60,000 (56,300, 63,700) |
| University of Technology Sydney | 43.2 (40.8, 45.6) | 60.0 (57.9, 62.1) | 79.2 (77.7, 80.7) | 55,000 (52,400, 57,600) |
| University of the Sunshine Coast | 52.8 (49.2, 56.3) | 78.9 (76.3, 81.1) | 91.0 (89.3, 92.4) | 58,400 (55,800, 61,100) |
| University of Wollongong | 42.5 (37.9, 47.3) | 59.9 (55.7, 63.9) | 80.6 (77.4, 83.4) | 60,000 (57,200, 62,800) |
| Victoria University | 47.7 (44.4, 50.9) | 73.7 (71.1, 76.1) | 86.4 (84.5, 88.0) | 54,000 (52,000, 56,000) |
| Western Sydney University | 50.9 (47.9, 53.8) | 72.9 (70.6, 75.0) | 88.8 (87.2, 90.1) | 60,000 (57,400, 62,600) |
| **All universities** | **48.2 (47.7, 48.8)** | **65.0 (64.6, 65.4)** | **78.9 (78.5, 79.2)** | **57,500 (56,800, 58,200)** |
| Standard deviation | 7.0 | 9.5 | 10.1 | 4,800 |

Note: Median salary figures only include data for international graduates working in Australia. A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25). In GOS reports prior to 2022, Avondale University was reported as a NUHEI.

2.5.2 NUHEIs

International undergraduate employment outcomes for non-university higher education institutions (NUHEIs) are shown in Table 11. As for universities, data has been pooled for the years 2020, 2021 and 2022. 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 SP Jain School of Management, 80.8 per cent, TAFE Queensland, 75.6 per cent, Chisholm Institute, 74.2 per cent, TAFE South Australia, 72.0 per cent, Alphacrucis College, 71.0 per cent, and International College of Hotel Management, 70.5 per cent. NUHEIs with high median full-time international undergraduate salaries include Academy of Information Technology, $60,500, TAFE NSW, $59,500, and Holmesglen Institute, $55,000.

Table 11 Undergraduate employment outcomes by NUHEI, international graduates, pooled 2020-2022

| NUHEI | Full-time employment (%) | Overall employed (%) | Labour force participation rate (%) | Median salary, employed full-time ($) |
| --- | --- | --- | --- | --- |
| Academies Australasia Polytechnic Pty Limited | 35.0 (28.9, 42.1) | 75.8 (70.2, 80.0) | 91.7 (87.6, 93.6) | n/a |
| Academy of Information Technology | 48.8 (41.2, 56.5) | 68.7 (62.4, 74.1) | 92.0 (87.7, 94.5) | 60,500 (54,000, 67,100) |
| Alphacrucis College | 71.0 (57.1, 81.5) | 84.6 (75.5, 90.3) | 96.3 (89.6, 98.6) | n/a |
| Asia Pacific International College | 28.8 (23.3, 35.8) | 76.7 (71.0, 80.9) | 93.5 (89.4, 95.1) | n/a |
| Australian Academy of Music and Performing Arts | - | n/a | n/a | - |
| Australian College of Applied Professions | n/a | n/a | n/a | n/a |
| Australian College of Christian Studies | - | n/a | n/a | - |
| Australian College of Theology Limited | n/a | n/a | n/a | n/a |
| Australian Institute of Higher Education | 35.0 (31.4, 39.0) | 76.1 (73.1, 78.6) | 90.9 (88.9, 92.3) | 49,300 (46,300, 52,300) |
| Box Hill Institute | 63.2 (51.7, 72.9) | 78.7 (69.2, 85.1) | 95.9 (89.0, 98.0) | n/a |
| Canberra Institute of Technology | **-** | n/a | n/a | **-** |
| Chisholm Institute | 74.2 (61.6, 82.9) | 87.5 (76.2, 92.9) | 94.1 (84.5, 97.3) | n/a |
| Christian Heritage College | n/a | n/a | n/a | **-** |
| CIC Higher Education | 32.7 (28.0, 38.3) | 64.3 (60.6, 67.5) | 92.3 (89.8, 93.2) | n/a |
| Collarts (Australian College of the Arts) | n/a | n/a | n/a | n/a |
| Elite Education Institute | n/a | n/a | n/a | n/a |
| Endeavour College of Natural Health | n/a | n/a | n/a | n/a |
| Engineering Institute of Technology | n/a | n/a | n/a | **-** |
| Equals International | **-** | n/a | n/a | **-** |
| Excelsia College | n/a | n/a | n/a | n/a |
| Holmes Institute | 32.4 (27.6, 37.6) | 63.6 (59.1, 67.8) | 91.0 (88.1, 93.1) | 51,700 (44,300, 59,000) |
| Holmesglen Institute | 60.3 (54.4, 65.7) | 82.9 (78.5, 86.3) | 94.8 (91.8, 96.4) | 55,000 (51,400, 58,600) |
| International College of Hotel Management | 70.5 (60.0, 78.5) | 93.0 (86.3, 95.8) | 93.4 (87.3, 95.9) | n/a |
| Ikon Institute of Australia | n/a | n/a | n/a | **-** |
| International College of Management, Sydney | 47.3 (37.2, 57.6) | 71.8 (63.9, 78.3) | 75.2 (68.8, 80.5) | n/a |
| International Institute of Business and Technology | n/a | n/a | n/a | **-** |
| Kaplan Business School | 44.3 (39.1, 49.6) | 77.4 (73.4, 80.9) | 88.3 (85.2, 90.6) | 53,000 (49,100, 56,900) |
| Kaplan Higher Education Pty Ltd | n/a | n/a | n/a | **-** |
| Kent Institute Australia | 42.5 (38.2, 47.0) | 72.9 (69.1, 76.2) | 92.4 (90.0, 94.0) | 47,500 (42,300, 52,700) |
| King's Own Institute | 41.5 (37.9, 45.2) | 73.1 (70.0, 75.9) | 94.7 (93.0, 95.9) | 50,100 (46,900, 53,200) |
| LCI Melbourne | n/a | n/a | n/a | n/a |
| Le Cordon Bleu Australia | 63.9 (51.5, 74.3) | 86.4 (76.7, 91.9) | 91.7 (83.4, 95.5) | n/a |
| Leaders Institute | n/a | n/a | n/a | **-** |
| Macleay College | n/a | n/a | n/a | n/a |
| Melbourne Institute of Technology | 33.3 (28.2, 39.0) | 72.1 (67.4, 76.3) | 92.4 (89.4, 94.5) | 49,600 (46,400, 52,800) |
| Melbourne Polytechnic | 44.9 (40.2, 49.8) | 72.5 (68.3, 76.1) | 92.5 (89.9, 94.3) | 52,200 (48,900, 55,500) |
| Moore Theological College | n/a | n/a | n/a | n/a |
| National Art School | - | n/a | n/a | - |
| Ozford Institute of Higher Education | n/a | n/a | n/a | - |
| Perth Bible College | - | n/a | n/a | - |
| Photography Studies College (Melbourne) | n/a | n/a | n/a | - |
| Polytechnic Institute Australia Pty Ltd | n/a | 64.9 (54.5, 73.2) | 86.0 (77.7, 90.1) | n/a |
| SAE Institute | 37.2 (29.7, 45.5) | 65.7 (58.9, 71.7) | 89.7 (84.9, 92.8) | n/a |
| Sheridan College Inc. | n/a | n/a | n/a | n/a |
| SP Jain School of Management | 80.8 (75.8, 84.8) | 82.4 (77.7, 86.0) | 92.4 (89.0, 94.5) | 54,100 (51,600, 56,600) |
| Stott's College | 52.3 (44.6, 59.8) | 71.1 (64.7, 76.4) | 90.5 (86.0, 93.3) | n/a |
| Sydney College of Divinity | n/a | n/a | n/a | n/a |
| TAFE NSW | 62.0 (56.2, 67.4) | 80.5 (75.8, 84.2) | 93.5 (90.4, 95.5) | 59,500 (57,400, 61,500) |
| TAFE Queensland | 75.6 (66.3, 81.8) | 85.7 (77.1, 90.0) | 100.0 (94.0, 99.9) | 52,200 (48,000, 56,300) |
| TAFE South Australia | 72.0 (57.2, 82.5) | 83.3 (70.8, 90.4) | 96.8 (86.8, 99.2) | n/a |
| The Australian College of Physical Education | n/a | n/a | n/a | - |
| The Australian Institute of Music | n/a | n/a | 74.1 (61.6, 82.2) | n/a |
| Think Education | 55.6 (43.3, 66.8) | 86.4 (78.9, 89.6) | 89.8 (83.6, 91.8) | n/a |
| UOW College | n/a | 53.3 (42.8, 63.5) | 73.8 (65.2, 80.3) | - |
| UTS College | 17.1 (12.2, 23.5) | 50.9 (46.6, 55.2) | 57.8 (54.7, 60.9) | n/a |
| VIT (Victorian Institute of Technology) | 47.4 (44.6, 50.1) | 75.8 (73.7, 77.6) | 96.0 (94.9, 96.6) | 48,300 (44,300, 52,200) |
| Wentworth Institute of Higher Education | 40.4 (31.4, 50.5) | 69.5 (61.0, 76.3) | 88.1 (81.5, 91.6) | n/a |
| Whitehouse Institute of Design, Australia | n/a | n/a | n/a | - |
| William Angliss Institute | 52.8 (44.2, 61.2) | 77.9 (70.7, 83.5) | 86.9 (81.1, 90.7) | n/a |
| **All NUHEIs** | **45.5 (44.3, 46.7)** | **72.7 (71.8, 73.6)** | **87.8 (87.2, 88.4)** | **52,200 (51,500, 52,900)** |
| Standard deviation | 24 | 21.8 | 11.4 | 10,600 |

Note: Median salary figures only include data for international graduates working in Australia. A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

Note: A ‘-‘ indicates there is no data / information available for that cell

## 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 12, at both 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, 62.8 per cent of international graduates were employed at these occupation levels compared with 69.4 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, 58.4 per cent and 86.0 per cent respectively. However, at postgraduate research level, international graduates were slightly more likely to be employed full-time in managerial and professional occupations than were domestic graduates, 93.0 per cent in comparison with 92.9 per cent. Across all study levels, the proportion of international graduates working in managerial and professional occupations increased between 2021 and 2022. Among domestic undergraduates, there was an increase of 1.6 percentage points, compared to an increase of 4.7 percentage points for international undergraduates.

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

| Category | Undergraduate International 2021 | Undergraduate International 2022 | Undergraduate Domestic 2021 | Undergraduate Domestic 2022 | Postgraduate coursework International 2021 | Postgraduate coursework International 2022 | Postgraduate coursework Domestic 2021 | Postgraduate coursework Domestic 2022 | Postgraduate research International 2021 | Postgraduate research International 2022 | Postgraduate research Domestic 2021 | Postgraduate research Domestic 2022 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Full-time employed** | 58.1 | 62.8 | 67.8 | 69.4 | 55.1 | 58.4 | 84.3 | 86.0 | 91.9 | 93.0 | 91.8 | 92.9 |
| **Overall employed** | 44.3 | 52.2 | 55.1 | 58.8 | 41.7 | 48.5 | 81.8 | 82.7 | 89.5 | 90.6 | 90.5 | 91.3 |

Another measure of skills utilisation is how well the qualification prepared graduates for their current job. International graduates employed full-time reported higher levels of preparedness than their domestic counterparts across all study levels, as shown in Table 13. Among international graduates, postgraduate research graduates reported the highest rates of preparedness at 91.9 per cent, followed by undergraduates at 80.3 per cent and postgraduate coursework graduates at 78.2 per cent. The proportion of international undergraduates in full-time employment who reported that their course had prepared them well or very well for their current job increased by 2.1 percentage points in 2022. A moderate increase of 3.3 percentage points was noted for postgraduate coursework graduates, whilst a slight decrease of 0.8 percentage points was seen for postgraduate research graduates.

Table 13 Qualification prepared undergraduate well or very well for current job, by employment type, 2021-2022 (% of those employed)

| Category | Undergraduate International 2021 | Undergraduate International 2022 | Undergraduate Domestic 2021 | Undergraduate Domestic 2022 | Postgraduate coursework International 2021 | Postgraduate coursework International 2022 | Postgraduate coursework Domestic 2021 | Postgraduate coursework Domestic 2022 | Postgraduate research International 2021 | Postgraduate research International 2022 | Postgraduate research Domestic 2021 | Postgraduate research Domestic 2022 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Full-time employed** | 78.2 | 80.3 | 74.5 | 74.8 | 74.9 | 78.2 | 75.2 | 76.0 | 92.7 | 91.9 | 82.6 | 82.5 |
| **Overall employed** | 71.2 | 74.8 | 65.0 | 67.3 | 69.6 | 74.0 | 73.3 | 74.3 | 91.2 | 91.1 | 80.5 | 80.4 |

Graduates are also asked in the GOS to indicate whether they believed that they were working in a job enabling them to fully use their skills or education. In 2022, 29.8 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 28.3 per cent recorded for domestic graduates. At postgraduate coursework level the difference was greater, with 39.3 per cent of international graduates working in such jobs, compared with 28.3 per cent of domestic graduates. In contrast, for postgraduate research graduates, just 19.7 per cent of international graduates indicated their job did not fully use their skills or education, compared with 26.7 per cent of domestic graduates.

The main reasons for international graduates working in jobs not fully utilising their skills and education have remained relatively unchanged since 2021, suggesting the same barriers to skilled employment remain. As seen in Table 14, the most cited reason for international undergraduates working in a job which did not fully use the graduate’s skills or education in 2022 was ‘Do not have permanent residency’, 21.6 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’, 20.1 per cent in comparison with 28.4 per cent. On the other hand, international undergraduates were more likely to cite ‘Not enough work experience’ as a factor, 16.3 per cent in comparison with 11.0 per cent. These trends were broadly similar at postgraduate coursework level.

Table 14 Main reason for working in job in 2022 that does not fully use skills and education, by study level, full-time employed international and domestic graduates, 2022 (%)

| Category | **Undergraduate International** | **Undergraduate Domestic** | **Postgraduate coursework International** | **Postgraduate coursework Domestic** |
| --- | --- | --- | --- | --- |
| Studying | 5.1 | 6.2 | 2.6 | 3.6 |
| I'm satisfied with my current job | 7.1 | 13.9 | 6.5 | 20.1 |
| For financial reasons | 4.2 | 6.2 | 4.4 | 6.1 |
| Caring for children or family member | 0.3 | 1.3 | 0.7 | 3.0 |
| Subtotal – Personal factors | 16.7 | 27.6 | 14.3 | 32.8 |
| No suitable jobs in my area of expertise | 6.3 | 8.1 | 7.3 | 8.6 |
| No suitable jobs in my local area | 7.6 | 6.4 | 6.8 | 8.9 |
| Considered to be too young by employers | 1.9 | 1.8 | 1.2 | 2.8 |
| Considered to be too old by employers | 0.3 | 0.7 | 0.2 | 1.9 |
| Not enough work experience | 16.3 | 11.0 | 18.0 | 8.6 |
| No jobs with a suitable number of hours | 0.8 | 0.9 | 0.6 | 0.7 |
| Cannot find a job NFI | 0.6 | 0.5 | 0.2 | 0.7 |
| I had to change jobs due to COVID-19 | 1.8 | 1.3 | 1.6 | 2.2 |
| Entry level job/career stepping stone | 20.1 | 28.4 | 16.9 | 14.3 |
| Subtotal - Labour market factors | 55.6 | 59.1 | 52.7 | 48.7 |
| Do not have permanent residency | 21.6 | 0.1 | 27.4 | 0.1 |
| Subtotal – Other factors | 27.7 | 13.3 | 33.0 | 18.5 |
| **Extent to which skills and education are not fully utilised** | **29.8** | **28.3** | **39.3** | **28.3** |

## 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 Tables 15, 16 and 17. Among international undergraduates in the largest 10 home countries, the rate of further full-time study ranges from a high of 56.0 per cent for graduates from China down to 10.3 per cent for graduates from Nepal. Among postgraduate coursework graduates, graduates from China are most likely to undertake further full-time study at 17.0 per cent and graduates from Indonesia are least likely at 7.1 per cent. Among postgraduate research graduates, graduates from Bangladesh were most likely to undertake further full-time study at 19.0 per and graduates from Pakistan least likely at 5.2 per cent.

Table 15 Undergraduates in further full-time study, by home country of international graduates, 2021-2022 (%)

| Home country | **2021** | **2022** |
| --- | --- | --- |
| China | 59.6 | 56.0 |
| Nepal | 11.4 | 10.3 |
| India | 17.5 | 15.1 |
| Malaysia | 23.9 | 20.3 |
| Vietnam | 29.7 | 26.8 |
| Indonesia | 29.8 | 28.9 |
| Hong Kong | 28.0 | 22.4 |
| Sri Lanka | 30.4 | 24.9 |
| Singapore | 18.9 | 18.1 |
| South Korea | 21.6 | 16.2 |
| **All international graduates** | **33.7** | **31.0** |
| **All domestic graduates** | **21.1** | **18.6** |

Note: Top ten countries by number of responses received in 2022 are shown in descending order.

Table 16 Postgraduate coursework graduates in further full-time study, by home country of international graduates, 2021-2022 (%)

| Home country | **2021** | **2022** |
| --- | --- | --- |
| India | 14.1 | 12.2 |
| China | 18.1 | 17.0 |
| Nepal | 15.5 | 12.5 |
| Sri Lanka | 20.0 | 13.5 |
| Vietnam | 18.5 | 10.5 |
| Pakistan | 15.2 | 8.3 |
| Indonesia | 17.1 | 7.1 |
| Bhutan | 10.6 | 12.6 |
| Philippines | 14.5 | 11.0 |
| Malaysia | 9.1 | 10.4 |
| **All international graduates** | **15.0** | **12.8** |
| **All domestic graduates** | **7.6** | **7.5** |

Note: Top ten countries by number of responses received in 2022 are shown in descending order.

Table 17 Postgraduate research graduates in further full-time study, by home country of international graduates, 2021-2022 (%)

| Home country | **2021** | **2022** |
| --- | --- | --- |
| China | 16.0 | 16.3 |
| India | 12.4 | 12.9 |
| Vietnam | 12.6 | 10.4 |
| Iran | 6.7 | 9.3 |
| Indonesia | 13.4 | 14.0 |
| Bangladesh | 7.1 | 19.0 |
| Sri Lanka | 4.2 | 11.4 |
| Pakistan | 4.0 | 5.2 |
| Germany | 10.2 | 5.5 |
| Nepal | 15.2 | 17.0 |
| **All international graduates** | **11.1** | **11.3** |
| **All domestic graduates** | **6.8** | **6.7** |

Note: Top ten countries by number of responses received in 2022 are shown in descending order.

As seen in Table 18, study areas with the highest proportion of international undergraduates proceeding to full-time study in 2022 included Psychology, 50.5 per cent, Science and mathematics, 46.6 per cent, Architecture and built environment, 45.2 per cent, Law and paralegal studies, 42.9 per cent, and Humanities, culture and social sciences, 41.2 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 2022. These included Rehabilitation, 3.8 per cent, Nursing, 7.4 per cent, and Social work, 8.8 per cent. Among postgraduate coursework graduates, the study areas with the highest proportion of international graduates proceeding to full-time study included Psychology, 27.8 per cent, Tourism, hospitality, personal services, sport and recreation, 22.6 per cent, Law and paralegal studies, 17.0 per cent, Science and mathematics, 16.8 per cent, and Humanities, culture and social sciences, 15.2 per cent.

Table 18 International graduates in further full-time study, by original study area and level, 2022 (%)

| Study area | **Undergraduate** | **Postgraduate coursework** |
| --- | --- | --- |
| Science and mathematics | 46.6 | 16.8 |
| Computing and information systems | 23.2 | 10.5 |
| Engineering | 33.5 | 10.9 |
| Architecture and built environment | 45.2 | 6.8 |
| Agriculture and environmental studies | 30.6 | 10.5 |
| Health services and support | 25.9 | 11.4 |
| Medicine | 17.4 | 6.3 |
| Nursing | 7.4 | 12.6 |
| Pharmacy | 15.0 | 8.0 |
| Dentistry | 31.3 | n/a |
| Veterinary science | 14.9 | n/a |
| Rehabilitation | 3.8 | 1.2 |
| Teacher education | 24.0 | 14.1 |
| Business and management | 36.2 | 14.8 |
| Humanities, culture and social sciences | 41.2 | 15.2 |
| Social work | 8.8 | 10.3 |
| Psychology | 50.5 | 27.8 |
| Law and paralegal studies | 42.9 | 17.0 |
| Creative arts | 37.0 | 12.3 |
| Communications | 39.1 | 10.7 |
| Tourism, hospitality, personal services, sport and recreation | 30.3 | 22.6 |
| **All study areas** | **31.0** | **12.8** |

Management and commerce was by far the most common further study destination for international undergraduate and postgraduate coursework graduates engaged in further study, as shown in Table 19. Of those graduates in further study, 31.6 per cent of undergraduates and 28.6 per cent of postgraduate coursework graduates were enrolled in this study area. Information technology and Engineering and related technologies were also popular further study destinations for graduates at both study levels.

Table 19 Broad field of education destinations of international graduates in full-time study, by level of original study, 2022 (%)

| Field of education | **Undergraduate** | **Postgraduate coursework** |
| --- | --- | --- |
| Natural and Physical Sciences | 6.8 | 5.7 |
| Information Technology | 14.9 | 16.9 |
| Engineering and Related Technologies | 10.6 | 11.9 |
| Architecture and Building | 5.0 | 2.0 |
| Agriculture Environmental and Related Studies | 1.0 | 1.6 |
| Health | 8.7 | 8.9 |
| Education | 4.9 | 6.5 |
| Management and Commerce | 31.6 | 28.6 |
| Society and Culture | 9.8 | 10.8 |
| Creative Arts | 3.7 | 1.2 |
| Food, Hospitality and Personal Services | 1.6 | 3.9 |
| Mixed field qualification | 1.3 | 1.7 |
| Other | 0.1 | 0.4 |
| **Total** | **100.0** | **100.0** |

# Appendix 1 Methodology

## 1.1 Methodological summary

### 1.1.1 Overview

The in-scope population consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 2021 and February 2022. This included 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 20 provides a summary of the 2022 GOS, filtered to international graduates. A total of 118,010 international graduates from 110 institutions, including all 42 universities and 68 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 112,118 graduates, responses were received from a total of 36,355 graduates. This represents a final overall response rate of 32.4 per cent for international graduates (39.4% for domestic graduates). The 2022 GOS international graduate response rate was slightly below results for 2021 (33.6 per cent), comparable to 2020 (32.3 per cent) but below results for 2019 (34.7 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 20 2022 GOS operational overview, international graduates

| Category | 2021 November Universities | 2021 November NUHEIs | 2021 November Total | 2022 February Universities | 2022 February NUHEIs | 2022 February Total | 2022 May Universities | 2022 May NUHEIs | 2022 May Total | 2022 Total collection Universities | 2022 Total collection NUHEIs | 2022 Total collection Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of participating institutions** | 42 | 53 | 95 | 32 | 33 | 65 | 42 | 56 | 98 | 42 | 68 | 110 |
| **Number of graduates approached** | 41,800 | 7,329 | 49,129 | 8,585 | 1,448 | 10,033 | 53,329 | 5,519 | 58,848 | 103,714 | 14,296 | 118,010 |
| **Final 'in-scope' sample** | 39,871 | 6,911 | 46,782 | 8,156 | 1,366 | 9,522 | 50,691 | 5,149 | 55,840 | 98,697 | 13,421 | 112,118 |
| **Number of completed surveys** | 12,178 | 2,401 | 14,579 | 2,488 | 475 | 2,963 | 16,934 | 1,893 | 18,827 | 31,589 | 4,766 | 36,355 |
| **Overall response rate** | 30.5% | 34.7% | 31.2% | 30.5% | 34.8% | 31.1% | 33.4% | 36.8% | 33.7% | 32.0% | 35.5% | 32.4% |
| **Analytic unit** | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate |
| **Mode of data collection** | Online | Online | Online | Online | Online | Online | Online | Online | Online | Online | Online | Online |

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

### 1.1.2 Data collection

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

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

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

Refer to the [2022 GOS Methodological Report](https://www.qilt.edu.au/resources?survey=GOS&type=Reports&year=2022) for further information on target population definition, sample design and preparation, survey design and procedures, response maximisation strategies, data preparation processes, final field outcomes and response analysis.

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

## 1.2 Response rate by course level

Table 21 provides the final response rate by course level and institution for each period of the 2022 GOS collection cycle. Postgraduate research graduates had the highest overall response rate of 65.0 per cent, followed by postgraduate coursework graduates with 32.0 per cent, and undergraduates with 30.5 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 21 2022 GOS response rate by course level, international graduates (%)

| Category | **2021 November Universities** | **2021 November NUHEIs** | **2021 November Total** | **2022 February Universities** | **2022 February NUHEIs** | **2022 February Total** | **2022 May Universities** | **2022 May NUHEIs** | **2022 May Total** | **2022 Total collection Universities** | **2022 Total collection NUHEIs** | **2022 Total collection Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Undergraduate** | 26.9 | 32.0 | 27.7 | 26.6 | 31.2 | 27.8 | 32.6 | 34.9 | 32.8 | 30.1 | 33.0 | 30.5 |
| **Postgraduate coursework** | 30.7 | 36.7 | 31.5 | 27.7 | 38.7 | 28.8 | 32.5 | 38.2 | 33.0 | 31.3 | 37.4 | 32.0 |
| **Postgraduate research** | 62.7 | 83.3 | 62.8 | 65.1 | 76.9 | 65.4 | 67.2 | 50.0 | 67.1 | 64.9 | 70.4 | 65.0 |

## 1.3 Response rate by institution

Table 22 and Table 23 show the final response rate by institution for each period of the 2022 GOS collection cycle. There was a minor variation in response rate by provider type, with an overall response rate of 32.0 per cent for universities and 35.5 per cent for NUHEIs. At an individual institution level within provider type, the response rate ranged from 61.1 per cent to 15.7 per cent for universities, and 100.0 per cent to 0 per cent for NUHEIs.

Table 22 2022 GOS university response rates, all study levels, international graduates (%)

| Category | **2021****November** | **2022****February** | **2022****May** | **2022****Total collection** |
| --- | --- | --- | --- | --- |
| Australian Catholic University | 50.7 | 50.0 | 50.2 | 50.2 |
| Avondale University | 50.0 | 50.0 | 41.7 | 42.9 |
| Bond University | 26.3 | 26.6 | 27.8 | 26.9 |
| Central Queensland University | 30.2 | 29.3 | 38.7 | 33.0 |
| Charles Darwin University | 35.2 | 47.9 | 45.0 | 41.9 |
| Charles Sturt University | 27.0 | 27.0 | 39.4 | 32.8 |
| Curtin University | 38.7 | - | 43.0 | 41.4 |
| Deakin University | 36.5 | - | 36.7 | 36.6 |
| Edith Cowan University | 37.8 | 36.2 | 46.7 | 42.7 |
| Federation University Australia | 32.3 | 23.9 | 31.4 | 31.0 |
| Flinders University | 45.8 | 47.7 | 46.3 | 46.4 |
| Griffith University | 23.9 | - | 29.4 | 26.9 |
| James Cook University | 38.9 | 41.0 | 43.8 | 41.4 |
| La Trobe University | 25.8 | 26.6 | 30.6 | 28.2 |
| Macquarie University | 30.7 | 38.6 | 38.0 | 34.4 |
| Monash University | 31.0 | 35.2 | 27.8 | 29.5 |
| Murdoch University | 39.7 | 39.6 | 39.7 | 39.7 |
| Queensland University of Technology | 31.6 | 43.1 | 34.2 | 33.9 |
| RMIT University | 29.5 | 41.1 | 33.4 | 31.8 |
| Southern Cross University | 35.2 | 31.6 | 43.2 | 36.5 |
| Swinburne University of Technology | 33.2 | - | 34.0 | 33.7 |
| The Australian National University | 26.3 | 31.9 | 26.6 | 26.7 |
| The University of Adelaide | 40.7 | 36.5 | 35.5 | 37.7 |
| The University of Melbourne | 36.5 | 39.5 | 36.0 | 36.3 |
| The University of Notre Dame Australia | 50.0 | 25.0 | 52.9 | 48.4 |
| The University of Queensland | 17.2 | 61.5 | 22.0 | 20.3 |
| The University of South Australia | 41.8 | - | 41.7 | 41.7 |
| The University of Sydney | 28.1 | 26.3 | 33.7 | 30.7 |
| The University of Western Australia | 27.8 | 32.1 | 32.5 | 30.6 |
| Torrens University | 43.9 | 44.0 | 47.9 | 45.4 |
| University of Canberra | 44.3 | - | 31.1 | 35.7 |
| University of Divinity | 80.0 | 50.0 | 60.9 | 61.1 |
| University of New England | 46.6 | 50.5 | 51.3 | 49.9 |
| University of New South Wales | 15.4 | 13.7 | 17.3 | 15.7 |
| University of Newcastle | 25.8 | - | 30.6 | 29.0 |
| University of Southern Queensland | 30.4 | - | 46.2 | 39.9 |
| University of Tasmania | 30.7 | 57.4 | 34.7 | 33.5 |
| University of Technology Sydney | 19.8 | 24.5 | 28.4 | 24.1 |
| University of the Sunshine Coast | 52.7 | 51.5 | 55.2 | 53.3 |
| University of Wollongong | 33.1 | - | 33.3 | 33.2 |
| Victoria University | 38.8 | 37.2 | 45.7 | 41.4 |
| Western Sydney University | 32.3 | - | 42.6 | 39.7 |
| **All universities** | **30.5** | **30.5** | **33.4** | **32.0** |

Table 23 2022 GOS NUHEI response rates, all study levels, international graduates (%)

| Category | **2021****November** | **2022****February** | **2022****May** | **2022****Total collection** |
| --- | --- | --- | --- | --- |
| Academies Australasia Polytechnic Pty Limited | 22.5 | 26.6 | 45.0 | 26.8 |
| Academy of Information Technology | 46.7 | 43.8 | 46.2 | 45.8 |
| Alphacrucis College | 28.6 | - | 33.3 | 31.0 |
| Asia Pacific International College | 26.5 | 22.2 | 31.9 | 27.2 |
| Australian Academy of Music and Performing Arts | 66.7 | - | 50.0 | 57.1 |
| Australian College of Applied Professions | 42.3 | - | 35.1 | 39.5 |
| Australian College of Christian Studies |  | - | 100.0 | 100.0 |
| Australian College of Nursing | 48.0 | 71.4 | 50.0 | 52.6 |
| Australian College of Theology Limited | 28.6 | 50.0 | 55.6 | 44.4 |
| Australian Institute of Business Pty Ltd | 62.5 | 100.0 | 100.0 | 72.7 |
| Australian Institute of Higher Education | 34.4 | 40.6 | 57.2 | 44.4 |
| Box Hill Institute | 21.4 | 0.0 | 58.1 | 43.8 |
| Chisholm Institute | 26.7 | 33.3 | 40.0 | 34.1 |
| CIC Higher Education | 34.1 | 48.5 | 42.9 | 38.2 |
| Collarts (Australian College of the Arts) | - | - | 33.3 | 33.3 |
| Elite Education Institute | - | - | 25.0 | 25.0 |
| Endeavour College of Natural Health | - | - | 30.0 | 30.0 |
| Engineering Institute of Technology | 58.3 | 100.0 | 44.4 | 54.5 |
| Equals International | - | 100.0 | - | 100.0 |
| Excelsia College | 39.6 | 80.0 | 42.1 | 46.5 |
| Governance Institute of Australia | 100.0 | - | - | 100.0 |
| Holmes Institute | 29.5 | - | 32.7 | 30.8 |
| Holmesglen Institute | 20.0 | 40.0 | 35.8 | 30.4 |
| ICHM | 36.8 | - | - | 36.8 |
| Ikon Institute of Australia | 0.0 | 50.0 | 66.7 | 50.0 |
| Institute of Health & Management Pty Ltd | 49.2 | 37.5 | 53.3 | 49.2 |
| International College of Management, Sydney | 32.2 | 17.9 | 36.1 | 30.1 |
| International Institute of Business and Technology | - | - | 20.0 | 20.0 |
| Kaplan Business School | 40.7 | 37.6 | 40.7 | 39.6 |
| Kaplan Higher Education Pty Ltd | 57.1 | - | 100.0 | 62.5 |
| Kent Institute Australia | 31.4 | - | - | 31.4 |
| King's Own Institute | 35.2 | - | 36.8 | 36.0 |
| LCI Melbourne | 25.0 | - | - | 25.0 |
| Le Cordon Bleu Australia | 28.6 | 0.0 | 12.5 | 22.2 |
| Leaders Institute |  | - | 9.1 | 9.1 |
| Leo Cussen Centre for Law | 42.9 | - | - | 42.9 |
| Macleay College | 50.0 | 33.3 | - | 41.7 |
| Melbourne Institute of Technology | 24.9 | 25.0 | 32.2 | 27.7 |
| Melbourne Polytechnic | 40.9 | 16.7 | 40.4 | 40.1 |
| Moore Theological College | - | - | 50.0 | 50.0 |
| Morling College | - | - | 100.0 | 100.0 |
| Nan Tien Institute | 80.0 | 100.0 | 0.0 | 75.0 |
| National Art School | - | - | 100.0 | 100.0 |
| Ozford Institute of Higher Education | 22.2 | - | - | 22.2 |
| Perth Bible College | - | - | 66.7 | 66.7 |
| Photography Studies College (Melbourne) | - | - | 100.0 | 100.0 |
| Polytechnic Institute Australia Pty Ltd | 15.8 | 30.0 | - | 26.6 |
| SAE Institute | 42.5 | 64.3 | 40.0 | 48.4 |
| Sheridan College Inc. | 100.0 | 33.3 | 75.0 | 64.3 |
| SP Jain School of Management | 43.3 | - | - | 43.3 |
| Stott's College | 28.4 | 17.4 | 41.7 | 33.3 |
| Sydney College of Divinity | 25.0 | - | - | 25.0 |
| TAFE NSW | 37.0 | - | 31.7 | 34.0 |
| TAFE Queensland | 55.6 | - | 54.5 | 54.8 |
| TAFE South Australia | 36.7 | 44.4 | 40.9 | 39.3 |
| The Australian College of Physical Education | 0.0 | - | 0.0 | 0.0 |
| The Australian Institute of Music | 50.0 | 50.0 | 47.6 | 48.8 |
| The Cairnmillar Institute | - | - | 41.7 | 41.7 |
| The College of Law Limited | 33.6 | 32.1 | 33.8 | 33.3 |
| The Institute of Internal Auditors - Australia | - | - | 100.0 | 100.0 |
| The Institute of International Studies (TIIS) | 66.7 | - | - | 66.7 |
| Think Education | 50.0 | 66.7 | 50.0 | 56.3 |
| UOW College | 14.3 | - | 41.2 | 26.3 |
| UTS College | 18.9 | 18.9 | 18.3 | 18.6 |
| VIT (Victorian Institute of Technology) | 71.8 | 66.7 | 49.7 | 61.6 |
| Wentworth Institute of Higher Education | 42.2 | - | 48.8 | 45.5 |
| Whitehouse Institute of Design, Australia | - | - | 50.0 | 50.0 |
| William Angliss Institute | 17.4 | - | 21.2 | 19.0 |
| **All NUHEIs** | **34.7** | **34.8** | **36.8** | **35.5** |

Note: A ‘-‘ 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 24 and Table 25 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 undergraduates. For postgraduate coursework graduates, gender and disability status were well-matched.

The largest potential source of non-response bias across the total sample is in relation to home country, and age for international graduates. Chinese graduates are under-represented in the responding sample by 15.4 percentage points. There was good representation across all other home countries that make up the top ten home countries for international graduates. Graduates aged thirty years or below were also less likely to respond, with those thirty or below under-represented by 6.2 percentage points, relative to population parameters.

The under-representation of Chinese graduates, and young graduates in 2022 suggests that these should be considered as areas for renewed response maximisation focus in 2023.

Table 24 2022 International GOS response characteristics and population parameters by subgroup\*

| Category | **In-scope sample (n)** | **In-scope sample (%)** | **Respondents** **(n)** | **Respondents** **(%)** |
| --- | --- | --- | --- | --- |
| **Base**[[1]](#footnote-2) | 112,146 | 100.0 | 36,372 | 100.0 |
| **Level:** Undergraduate | 42,814 | 38.2 | 13,052 | 35.9 |
| **Level:** Postgraduate coursework | 65,841 | 58.7 | 21,054 | 57.9 |
| **Level:** Postgraduate research | 3,485 | 3.1 | 2,264 | 6.2 |
| **Gender:** Male | 55,675 | 49.7 | 17,508 | 48.2 |
| **Gender:** Female | 56,436 | 50.3 | 18,848 | 51.8 |
| **Age:** 30 years or under | 100,260 | 89.4 | 30,245 | 83.2 |
| **Age:** Over 30 years | 11,323 | 10.1 | 5,967 | 16.4 |
| **Home country:** India | 22,676 | 20.2 | 8,846 | 24.3 |
| **Home country:** China | 44,719 | 39.9 | 8,898 | 24.5 |
| **Home country:** Nepal | 8,266 | 7.4 | 3,280 | 9.0 |
| **Home country:** Malaysia | 2,965 | 2.6 | 1,224 | 3.4 |
| **Home country:** Indonesia | 2,891 | 2.6 | 1,134 | 3.1 |
| **Home country:** Sri Lanka | 2,691 | 2.4 | 1,109 | 3.0 |
| **Home country:** Vietnam | 3,479 | 3.1 | 1,327 | 3.6 |
| **Home country:** Pakistan | 2,161 | 1.9 | 756 | 2.1 |
| **Home country:** Philippines | 1,264 | 1.1 | 675 | 1.9 |
| **Home country:** Bangladesh | 1,270 | 1.1 | 528 | 1.5 |
| **Home country:** Bhutan | 822 | 0.7 | 434 | 1.2 |
| **Main language spoken at home:** English | 37,838 | 33.7 | 13,400 | 36.8 |
| **Main language spoken at home:** Language other than English | 74,308 | 66.3 | 22,972 | 63.2 |
| **Disability:** Disability reported | 1,570 | 1.4 | 630 | 1.7 |
| **Disability:** No disability reported | 11,0576 | 98.6 | 35,742 | 98.3 |
| **Mode of attendance code\*\*:** Internal / Multi Mode | 101,266 | 91.0 | 33,851 | 93.7 |
| **Mode of attendance code\*\*:** External / Distance | 10,066 | 9.0 | 2,275 | 6.3 |

\*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 25 below, the achieved international graduate respondent profile in the 2022 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 continue 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 25 2022 GOS population parameters by study area and response characteristics, international graduates

| Category | **In-scope sample (n)** | **In-scope sample (%)** | **Respondents****(n)** | **Respondents****(%)** |
| --- | --- | --- | --- | --- |
| Science and mathematics | 6,298 | 5.6 | 2,728 | 7.5 |
| Computing and Information Systems | 19,430 | 17.3 | 6,617 | 18.2 |
| Engineering | 10,939 | 9.8 | 3,803 | 10.5 |
| Architecture and built environment | 3,593 | 3.2 | 1,211 | 3.3 |
| Agriculture and environmental studies | 1,146 | 1.0 | 505 | 1.4 |
| Health services and support | 2,572 | 2.3 | 1,218 | 3.3 |
| Medicine | 833 | 0.7 | 330 | 0.9 |
| Nursing | 4,920 | 4.4 | 2,194 | 6.0 |
| Pharmacy | 369 | 0.3 | 153 | 0.4 |
| Dentistry | 194 | 0.2 | 66 | 0.2 |
| Veterinary science | 192 | 0.2 | 82 | 0.2 |
| Rehabilitation | 472 | 0.4 | 183 | 0.5 |
| Teacher education | 3,041 | 2.7 | 1,208 | 3.3 |
| Business and management | 45,688 | 40.7 | 11,763 | 32.3 |
| Humanities, culture and social sciences | 4,026 | 3.6 | 1,524 | 4.2 |
| Social work | 1,559 | 1.4 | 787 | 2.2 |
| Psychology | 604 | 0.5 | 274 | 0.8 |
| Law and paralegal studies | 1,342 | 1.2 | 457 | 1.3 |
| Creative arts | 2,285 | 2.0 | 643 | 1.8 |
| Communications | 2,208 | 2.0 | 544 | 1.5 |
| Tourism, hospitality, personal services, sport and recreation | 435 | 0.4 | 82 | 0.2 |
| **Total** | **112,146** | **100.0** | **36,372** | **100.0** |

# Appendix 2 Labour market and graduate satisfaction definitions

The 2022 GOS uses labour force indicator definitions informed by the standard labour force statistics model used by the ABS. Definitions for indicators used throughout this report are presented in Table 26 below.

Table 26 Indicator definitions

| Indicator / element | Definition |
| --- | --- |
| Employed | Graduates who were usually or actually in paid employment for one or more hours in the week before the survey (including full-time, part-time or casual employment)  |
| Employed full-time | Graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey |
| Available for employment | Graduates who were employed, looking for employment or waiting to start a job in the week prior to the survey. |
| Available for full-time employment | Graduates who were employed full-time or looking for full-time employment in the week prior to the survey. |
| Underemployed | Graduates who were usually or actually in paid employment for fewer than 35 hours per week, in the week before the survey, and who would prefer to work a greater number of hours. |
| Overall employment rate | Employed graduates (including in full-time, part-time or casual employment), as a proportion of those available for employment. |
| Full-time employment rate | Graduates employed full-time, as a proportion of those available for full-time work. |
| Labour force participation rate | Graduates available for employment, as a proportion of all graduates. |
| Median salary | The median annual salary of graduates employed full-time. |
| Full-time study rate | Graduates who reported being in full-time study, as a proportion of all graduates. |
| Undergraduate and Postgraduate satisfaction – overall satisfaction indicator | The proportion of graduates who ‘agreed’ or ‘strongly agreed’ that they were satisfied with the overall quality of their course. |
| Postgraduate Research graduate satisfaction, overall satisfaction indicator as well as scales on intellectual climate, infrastructure, goals and expectations, supervision, skills development, thesis examination and industry and external engagement | Calculated from multiple survey items, representing the proportion of graduates who gave a positive response to items associated with each scale. |

## Examples of graduate labour market outcomes

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

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

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

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

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

# Appendix 3 GOS questionnaire

## 3.1 Core instrument

A summary of all items included in the 2022 GOS core instrument are provided in Table 27 below. A copy of the core survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the 2022 GOS Methodological Report.

Table 27 Item summary

| Question ID | Question  | Response frame |
| --- | --- | --- |
|  | **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. We understand many people have experienced disruptions to their employment due to COVID-19. The Australian Government is still interested in understanding current employment situations. | - |
| WORKED | Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>.Last week, did you do any work at all in a job, business or farm? | 1. Yes5. No6. Permanently unable to work7. Permanently not intending to work \*(DISPLAY IF AGE>64)  |
| WWOPAY | Last week, did you do any work without pay in a family business? | 1. Yes5. No6. 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?Please note, if you were stood down or away from your job due to the impact of COVID-19 select ‘Yes’ | 1. Yes5. No6. Permanently not intending to work \*(DISPLAY IF AGE>64) |
| LOOKFTWK  | At any time during the last 4 weeks have you been looking for full-time work? | 1. Yes5. No6. 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. Yes5. No6. 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. Yes5. No |
| STARTWKFU | Why do you say you couldn't have started last week? | 1. Because of the current situation with COVID-195. 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. Yes5. No |
| MORE1JOB | Did you have **more than 1 job** **or business last week**?  | 1. Yes5. 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 Salary5. Other or Uncertain |
| 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 Subcontractor13. Own business or Partnership 14. Commission only15. Commission with retainer16. In a family business without pay \*(GO TO MODULE C)17. Payment in kind18. Paid by the piece or item produced19. Wage or salary earner20. Other (Specify) |
| ACTLHRSM | How many hours did you **actually** work in your main job last week less **time off** but counting any **extra hours** worked? | 1. Enter hours (NUMERIC, RANGE 0-168) |
| USLHRSM | How many hours do you usually work each week in your **main job**? | 1. Enter hours (NUMERIC, RANGE 0-168) |
| ACTLHRS | How many hours did you actually work last week less **time off** but counting any **extra** hours worked IF MORE1JOB=1:<in all your jobs>? | 1. Enter hours (NUMERIC, RANGE 0 to 168) |
| USLHRS | How many hours do you **usually** work each week IF MORE1JOB=1:<in all your jobs>? | 1. Enter hours (NUMERIC, RANGE 0-168) |
| PREFMHRS | Would you prefer to work more hours than you usually work \*IF MORE1JOB=1: <in all your jobs>? | 1. Yes5 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. Yes2. No |
| RSNOMORE | You mentioned that you are **not** looking to work more hours. What is the **main reason** you work the number of hours you are currently working? *Please select only one answer.* | 1. No suitable job in my local area2. No job with a suitable number of hours3. No suitable job in my area of expertise7. Long-term health condition or disability8. Caring for family member with a health condition or disability9. Caring for children10. Studying12. I’m satisfied with the number of hours I work13. No more hours available in current position14. Work has been reduced/shutdown due to COVID-1915. Due to contract restrictions16. 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.* | 1. No suitable job in my local area2. No job with a suitable number of hours3. No suitable job in my area of expertise4. Considered to be too young by employers5. Considered to be too old by employers9. Caring for children10. Studying12. No more hours available in current position13. Work has been reduced/shutdown due to COVID-1914. Financial reasons15. Due to visa restrictions/waiting for permanent residency 11. Other (Please specify) |
| OCC  | What is your occupation in your **<main job/job/business>**?  | 1. Enter occupation |
| DUTIES  | What are your main tasks and duties? | 1. Enter main tasks and duties |
| EMPLOYER | What is the name of your <employer/business>? | 1. Enter employer/business name |
| 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 |
| SECTOR | In what sector are you wholly or mainly employed? | 1. Public or government2. Private3. Not-for-profit |
| INAUST | Are you working in Australia? | 1. Yes2. No3. 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 LIST2. Not sure |
| COUNTRYx | In which country is your <employer/business> based? | 1. Bangladesh2. Canada3. China (excludes SARs and Taiwan)4. Hong Kong (SAR of China)5. India6. Indonesia7. Malaysia8. New Zealand9. Saudi Arabia10. Singapore11. South Africa12. South Korea13. Sri Lanka14. Taiwan15. Thailand16. United States of America17. Vietnam19. Macau (SAR of China)18. Other (Please specify)  |
| CURCOUNTRY  | Do you currently live in Australia or Overseas? | 1. Australia2. Overseas |
| CURSTATE | In which state or territory do you usually live?  | 1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don’t know |
| CURPCODE | What is the postcode or suburb where you usually live? | 1. <verbatim text box> \*PROGRAMMER NOTE USE POSTCODE LOOKUP LIST2. Not sure  |
| OSCOUNTRY | In which country do you currently live? | 1. <Predictive text verbatim text box> \*PROGRAMMER NOTE: USE GO8 COUNTRY LIST |
| EMP12 | Have you worked <for your employer/in your business> for 12 months or more? | 1. Yes, more than 12 months5. 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? | 1. Yes2. 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 earnings8. Don’t know |
| SALARYB | Sorry but the salary you entered doesn’t fit within our range. Please select the best option for how much you would usually earn in < IF MORE1JOB=5: this job/ IF MORE1JOB=1: **all your jobs>**, per annum before tax or anything else was taken out? | 1. $1 - $9,999 2. $10,000 - $19,999 3. $20,000 - $29,999 4. $30,000 - $39,999 5. $40,000 - $49,999 6. $50,000 - $59,999 7. $60,000 - $79,999 8. $80,000 - $99,999 9. $100,000 - $124,999 10. $125,000 - $149,999 11. $150,000 or more 12. Don't know  |
| SALARYC | And in **Australian dollars**, how much do you usually earn in your **main job**, before tax or anything else is taken out? Please make only one selection.  | 1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250)2. Amount per day (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings8. Don’t know |
| SALARYD | Sorry but the salary you entered doesn’t fit within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out? | 1. $1 - $9,999 2. $10,000 - $19,999 3. $20,000 - $29,999 4. $30,000 - $39,999 5. $40,000 - $49,999 6. $50,000 - $59,999 7. $60,000 - $79,999 8. $80,000 - $99,999 9. $100,000 - $124,999 10. $125,000 - $149,999 11. $150,000 or more 12. Don't know  |
| 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  |
| SALARYOS | What is your gross (that is pre-tax) annual salary? You can estimate if necessary. | 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) |
| FINDJOB | How did you first find out about this job? | 1. University or college careers service2. Careers fair or information session3. Other university or college source (such as faculties or lecturers or student society)4. Advertisement in a newspaper or other print media5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs)6. Via resume posted on the internet7. Family or friends8. Approached employer directly9. Approached by an employer10. Employment agency11. Work contacts or networks12. Social media (e.g. LinkedIn)17. An employer promotional event13. Other (Please specify) |
| SPOQ | The following statements are about your skills, abilities and education.Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.(STATEMENTS)a) My job requires less education than I haveb) I have more job skills than are required for this jobc) Someone with less education than myself could perform well on my jobd) My previous training is being fully utilised on this jobe) I have more knowledge than I need in order to do my jobf) My education level is above the level required to do my jobg) Someone with less work experience than myself could do my job just as wellh) I have more abilities than I need in order to do my job | 1. Strongly disagree2. Disagree3. Neither disagree nor agree4. Agree5. Strongly agree |
| 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 area2. No jobs with a suitable number of hours3. No suitable jobs in my area of expertise4. Considered to be too young by employers5. Considered to be too old by employers9. Caring for children10. Studying12. I’m satisfied with my current job13. I had to change jobs due to COVID-1914. Not enough work experience15. Entry level job/career stepping stone16. Changing jobs/Careers17. Do not have permanent residency18. 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-time2. Yes – part-time5. No |
| FURNEW | Are you **currently studying in a new course** after completing your <E308>?  | 1. Yes2. No |
| FURINST | And the institution where you are currently studying? | 1. <look up list> USE FURINST LOOKUP LIST |
| 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 **qualification**? | 1. Natural and Physical Sciences2. Information Technology3. Engineering and Related Technologies4. Architecture and Building5. Agriculture Environmental and Related Studies6. Health7. Education8. Management and Commerce9. Society and Culture10. Creative Arts11. Food, Hospitality and Personal Services12. Mixed field qualification13. Other (Please specify) |
| FURLEV | What is the level of this qualification? | 1. Higher Doctorate2. Doctorate by Research3. Doctorate by Coursework4. Master Degree by Research5. Master Degree by Coursework6. Graduate Diploma7. Graduate Certificate8. Bachelor (Honours) Degree9. Bachelor (Pass) Degree10. Advanced Diploma11. Associate Degree12. Diploma13. Non-award course14. Bridging and Enabling course15. Certificate I-IV |
|  - | **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 disagree2. Disagree3. Neither disagree nor agree4. Agree5. 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 disagree2. Disagree3. Neither disagree nor agree4. Agree5. Strongly agree |
| PREQ | Please tell us about your postgraduate research experience.If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.Please interpret ‘thesis’ and other research‐related terms in the context of your own field of education.Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.(STATEMENTS)preq01 Supervision was available when I needed itpreq02 The thesis examination process was fairpreq03 I had access to a suitable working spacepreq04 I developed an understanding of the standard of work expectedpreq29 I am confident that I can apply my skills outside the university sectorpreq05 The department provided opportunities for social contact with other postgraduate studentspreq30 I improved my ability to design and implement projects effectivelypreq06 My research further developed my problem solving skillspreq07 My supervisor(s) made a real effort to understand difficulties I facedpreq08 I had good access to the technical support I neededpreq09 I was integrated into the department’s communitypreq10 I improved my ability to communicate information effectively to diverse audiencespreq11 I understood the required standard for the thesispreq31 I had opportunities to develop professional connections outside the university sectorpreq12 I was able to organise good access to necessary equipmentpreq13 My supervisor(s) provided additional information relevant to my topicpreq14 I developed my skills in critical analysis and evaluationpreq15 I was satisfied with the thesis examination processpreq16 The department provided opportunities for me to become involved in the broader research culturepreq17 I was given good guidance in topic selection and refinementpreq18 I had good access to computing facilities and servicespreq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sectorpreq19 I understood the requirements of thesis examinationpreq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others)preq20 I improved my ability to plan and manage my time effectivelypreq21 My supervisor(s) provided helpful feedback on my progresspreq22 A good seminar program for postgraduate students was providedpreq23 The research environment in the department or faculty stimulated my workpreq24 I received good guidance in my literature searchpreq34 I gained confidence in leading and influencing otherspreq25 The examination of my thesis was completed in a reasonable timepreq26 As a result of my research, I feel confident about tackling unfamiliar problemspreq27 There was appropriate financial support for research activitiespreq28 Overall, I was satisfied with the quality of my higher degree research experience | 1. Strongly disagree2. Disagree3. Neither agree nor disagree4. Agree5. Strongly agree |
| 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. Yes2. 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 important2. Not that important3. Fairly important4. Important5. Very important |
| CRSPREP | Overall, how well did your **<FinalCourseA/FinalCourseB>** prepare you for your job?  | 1. Not at all2. 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? | 1. <verbatim text box> |
| - | **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. Yes2. No3. Not applicable |
| INTERN | Did your <FinalCourseA/FinalCourseB> include an internship component? | 1. Yes2. No3. 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. Yes2. No3. Not applicable |
| TRAINING | Did your <FinalCourseA/FinalCourseB> include training in….(STATEMENTS)Pgreslink101/IPA Intellectual property awarenessPgreslink102/BUSMAN Business management Pgreslink103/ENTPNR Entrepreneurship | 1. Yes2. No3. 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 supervised2/COFUND. Yes it was co-funded3/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. Yes2. 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. Yes2. 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 above2. Enter new permanent email address <email box>3. Don’t have a permanent email address 4. Do not wish to be re-contacted by email |
| ADDRESS | The postal address we have for you is:<add1> <add2> <add3><suburb> <state> <pcode><country>Is this correct? | 1. Yes2. 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. Yes2. No3. 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. Yes2. No |
| NTFEMAIL | What is the best email address to send the notification to? | 1. Address as above2. Enter new email address |

Note: A ‘-‘ indicates there is no data / information available for that cell

## 3.2 Additional items

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

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

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

# Appendix 4 Construction of confidence intervals

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

Because percentage agreement scores are reported for the 2022 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 confidence interval bound.

Figure 1 Formula for a 90 per cent confidence interval using the Agresti-Coull method with FPC

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

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

# Appendix 5 Study area concordance

Study areas for the QILT surveys, including the GOS, are defined in accordance with the ABS Australian Standard Classification of Education (ASCED). The QILT website, and this report generally use 21 aggregated study areas as the basis of analysis. Targets for data collection are based on 45 study areas. Concordance between these study areas and ASCED fields are listed below in Table 28. Details of the fields of education are available from the ABS website.

Table 28 Study area concordance

| **Study area** | **Study area** | **Study area 45** | **Study area 45** | Field of Education |
| --- | --- | --- | --- | --- |
| 0 | Non-award | 0 | Non-award | 000000 |
| 1 | Science and mathematics | 1 | Natural and Physical Sciences | 010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999 |
| 1 | Science and mathematics | 2 | Mathematics | 010100, 010101, 010103, 010199 |
| 1 | Science and mathematics | 3 | Biological Sciences | 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999 |
| 1 | Science and mathematics | 4 | Medical Science and Technology | 019901, 019903, 019905, 019907, 019909 |
| 2 | Computing and Information Systems | 5 | Computing and Information Systems | 020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999 |
| 3 | Engineering | 6 | Engineering - Other | 030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999 |
| 3 | Engineering | 7 | Engineering - Process and Resources | 030300, 030301, 030303, 030305, 030307, 030399 |
| 3 | Engineering | 8 | Engineering - Mechanical | 030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799 |
| 3 | Engineering | 9 | Engineering - Civil | 030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999 |
| 3 | Engineering | 10 | Engineering - Electrical and Electronic | 031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399 |
| 3 | Engineering | 11 | Engineering - Aerospace | 031500, 031501, 031503, 031505, 031507, 031599 |
| 4 | Architecture and built environment | 12 | Architecture and Urban Environments | 040000, 040100, 040101, 040103, 040105, 040107, 040199 |
| 4 | Architecture and built environment | 13 | Building and Construction | 040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399 |
| 5 | Agriculture and environmental studies | 14 | Agriculture and Forestry | 050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999 |
| 5 | Agriculture and environmental studies | 15 | Environmental Studies | 050900, 050901, 050999 |
| 6 | Health services and support | 16 | Health Services and Support | 060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999 |
| 6 | Health services and support | 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 |
| 12 | Rehabilitation | 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 |
| 13 | Teacher education | 26 | Teacher Education - Early Childhood | 070101 |
| 13 | Teacher education | 27 | Teacher Education - Primary and Secondary | 070103, 070105 |
| 14 | Business and management | 28 | Accounting | 080100, 080101 |
| 14 | Business and management | 29 | Business Management | 080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399 |
| 14 | Business and management | 30 | Sales and Marketing | 080500, 080501, 080503, 080505, 080507, 080509, 080599 |
| 14 | Business and management | 31 | Management and Commerce - Other | 080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999 |
| 14 | Business and management | 32 | Banking and Finance | 081100, 081101, 081103, 081105, 081199 |
| 14 | Business and management | 40 | Economics | 091900, 091901, 091903 |
| 15 | Humanities, culture and social sciences | 33 | Political Science | 090100, 090101, 090103 |
| 15 | Humanities, culture and social sciences | 34 | Humanities including History and Geography | 090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999 |
| 15 | Humanities, culture and social sciences | 35 | Language and Literature | 091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599 |
| 16 | Social work | 36 | Social Work | 090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599 |
| 17 | Psychology | 37 | Psychology | 090700, 090701, 090799 |
| 18 | Law and paralegal studies | 38 | Law | 090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999 |
| 18 | Law and paralegal studies | 39 | Justice Studies and Policing | 091100, 091101, 091103, 091105, 091199 |
| 19 | Creative arts | 42 | Art and Design | 100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999 |
| 19 | Creative arts | 43 | Music and Performing Arts | 100100, 100101, 100103, 100105, 100199 |
| 20 | Communications | 44 | Communication, Media and Journalism | 100700, 100701, 100703, 100705, 100707, 100799 |
| 21 | Tourism, Hospitality, Personal Services, Sport and recreation | 41 | Sport and Recreation | 092100, 092101, 092103, 092199 |
| 21 | Tourism, Hospitality, Personal Services, Sport and recreation | 45 | Tourism, Hospitality and Personal Services | 080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999 |

# Appendix 6 Additional tables

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

## 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 29 Tables and figures associated with labour force outcomes

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 01 | OVERALL\_ALL\_ALL\_2Y | Graduate employment and study outcomes, by study level, 2021 and 2022 |
| - | OVERALL\_ALL\_ALL\_3Y | Graduate employment and study outcomes, by study level, 2020 - 2022 |
| Table 06 | EMP\_UG\_ALL\_2Y\_AREA | Undergraduate employment outcomes by study area, 2021 and 2022 (%) |
| Table 07 | EMP\_PGC\_ALL\_2Y\_AREA | Postgraduate coursework employment outcomes by study area, 2021 and 2022 (%) |
| - | EMP\_PGR\_ALL\_2Y\_AREA | Postgraduate research employment outcomes by study area, 2021 and 2022 (%) |
| - | EMP\_UG\_ALL\_2Y | Undergraduate employment outcomes, 2021 and 2022 (%) |
| - | EMP\_PG\_ALL\_2Y | Postgraduate employment outcomes, 2021 and 2022 (%) |
| - | EMP\_UG\_ALL\_2Y\_DG | Undergraduate employment outcomes by demographic group, 2021 and 2022 (%) |
| - | EMP\_PGC\_ALL\_2Y\_DG | Postgraduate coursework employment outcomes by demographic group, 2021 and 2022 (%) |
| - | EMP\_PGR\_ALL\_2Y\_DG | Postgraduate research employment outcomes by demographic group, 2021 and 2022 (%) |
| - | EMP\_UG\_ALL\_1Y\_FURSTUD | Labour market outcomes of undergraduate graduates, by full-time study status, 2022 |
| - | EMP\_PG\_ALL\_1Y\_FURSTUD | Labour market outcomes of postgraduate graduates, by full-time study status, 2022 |
| - | EMP\_UG\_ALL\_2Y\_AREA45 | Undergraduate employment outcomes by 45 study areas, 2021 and 2022 (%) |
| - | EMP\_PGC\_ALL\_2Y\_AREA45 | Postgraduate coursework employment outcomes by 45 study areas, 2021 and 2022 (%) |
| - | EMP\_PGR\_ALL\_2Y\_AREA45 | Postgraduate research employment outcomes by 45 study areas, 2021 and 2022 (%) |
| - | EMP\_UG\_UNI\_2Y\_AREA | Undergraduate employment outcomes by study area, universities only, 2021 and 2022 (%) |
| - | EMP\_UG\_NUHEI\_2Y\_AREA | Undergraduate employment outcomes by study area, NUHEIs only, 2021 and 2022 (%) |
| - | EMP\_UG\_UNI\_2Y\_DG | Undergraduate employment outcomes by demographic group, universities only, 2021 and 2022 (%) |
| - | EMP\_UG\_NUHEI\_2Y\_DG | Undergraduate employment outcomes by demographic group, NUHEIs only, 2021 and 2022 (%) |
| Table 02 | EMP\_UG\_ALL\_1Y\_CURCOUNTRY | International graduate employment outcomes by residence at time of survey (In Australia, Overseas), undergraduate, 2022 |
| Table 02 | EMP\_PGC\_ALL\_1Y\_CURCOUNTRY | International graduate employment outcomes by residence at time of survey (In Australia, Overseas), postgraduate coursework, 2022 |
| Table 02 | EMP\_PGR\_ALL\_1Y\_CURCOUNTRY | International graduate employment outcomes by residence at time of survey (In Australia, Overseas), postgraduate research, 2022 |
| Table 03 | EMP\_UG\_ALL\_1Y\_COUNTRY | Undergraduate employment outcomes by home country of international graduates, 2022 |
| Table 04 | EMP\_PGC\_ALL\_1Y\_COUNTRY | Postgraduate coursework employment outcomes by home country of international graduates, 2022 |
| Table 05 | EMP\_PGR\_ALL\_1Y\_COUNTRY | Postgraduate research employment outcomes by home country of international graduates, 2022 |
| - | EMP\_UG\_ALL\_3Y\_PERIOD | Undergraduate employment rates by survey round, 2020-2022 (%) |
| - | EMP\_PGC\_ALL\_3Y\_PERIOD | Postgraduate coursework employment rates by survey round, 2020-2022 (%) |
| - | EMP\_PGR\_ALL\_3Y\_PERIOD | Postgraduate research employment rates by survey round, 2020-2022 (%) |
| Table 06 | SAL\_UG\_ALL\_2Y\_AREA\_SEX | Undergraduate median full-time salaries by study area and gender, 2021 and 2022 ($) |
| Table 07 | SAL\_PGC\_ALL\_2Y\_AREA\_SEX | Postgraduate coursework median full-time salaries by study area and gender, 2021 and 2022 ($) |
| - | SAL\_PGR\_ALL\_2Y\_AREA\_SEX | Postgraduate research median full-time salaries by study area and gender, 2021 and 2022 ($) |
| - | SAL\_UG\_ALL\_2Y\_DG | Undergraduate median full-time salaries by demographic group, 2021 and 2022 ($) |
| - | SAL\_PGC\_ALL\_2Y\_DG | Postgraduate coursework median full-time salaries by demographic group, 2021 and 2022 ($) |
| - | SAL\_PGR\_ALL\_2Y\_DG | Postgraduate research median full-time salaries by demographic group, 2021 and 2022 ($) |
| - | SAL\_UG\_ALL\_2Y\_AREA45\_SEX | Undergraduate median full-time salaries by 45 study areas and gender, 2021 and 2022 ($) |
| - | SAL\_PGC\_ALL\_2Y\_AREA45\_SEX | Postgraduate coursework median full-time salaries by 45 study areas and gender, 2021 and 2022 ($) |
| - | SAL\_PGR\_ALL\_2Y\_AREA45\_SEX | Postgraduate research median full-time salaries by 45 study areas and gender, 2021 and 2022 ($) |
| Table 08 / Figure 03 / Figure 04 | LF\_UG\_UNI\_3Y | Labour force indicators 2020-2022, undergraduates (universities only) |
| - | LF\_PGC\_UNI\_3Y | Labour force indicators 2020-2022, postgraduate coursework (universities only) |
| - | LF\_PGR\_UNI\_3Y | Labour force indicators 2020-2022, postgraduate research (universities only) |
| Table 09 / Figure 05 | LF\_UG\_NUHEI\_3Y | Labour force indicators 2020-2022, undergraduates (NUHEIs only) |
| - | LF\_PGC\_NUHEI\_3Y | Labour force indicators 2020-2022, postgraduate coursework (NUHEIs only) |
| - | LF\_UG\_UNI\_2Y | Undergraduate labour force indicators, universities only, 2021 and 2022 |
| - | LF\_UG\_NUHEI\_2Y | Undergraduate labour force indicators, NUHEIs only, 2021 and 2022 |
| - | FTE\_UG\_UNI\_3Y\_FIG | Undergraduate full-time employment rate by university, 2020-2022 (%) |
| - | SAL\_UG\_UNI\_3Y\_FIG | Undergraduate median full-time salaries by university, 2020-2022 ($) |
| - | FTE\_UG\_NUHEI\_3Y\_FIG | Undergraduate full-time employment rate by NUHEI, 2020-2022 (%) |
| - | SAL\_UG\_NUHEI\_3Y\_FIG | Undergraduate median full-time salaries by NUHEI, 2020-2022 ($) |
| - | FTE\_PGC\_UNI\_3Y\_FIG | Postgraduate coursework full-time employment rate by university, 2020-2022 (%) |
| - | FTE\_PGC\_NUHEI\_3Y\_FIG | Postgraduate coursework full-time employment rate by NUHEI, 2020-2022 (%) |
| - | SAL\_PGC\_UNI\_3Y\_FIG | Postgraduate coursework median full-time salaries by university, 2020-2022 ($) |
| - | FTE\_PGR\_UNI\_3Y\_FIG | Postgraduate research full-time employment rate by university, 2020-2022 (%) |
| - | SAL\_PGR\_UNI\_3Y\_FIG | Postgraduate research median full-time salaries by university, 2020-2022 ($) |
| Figure 01 | FTE\_UG\_ALL\_TS | Undergraduate full-time employment, 2017-2022 (%) |
| - | FTE\_PGC\_ALL\_TS | Postgraduate coursework full-time employment, 2017-2022 (%) |
| - | FTE\_PGR\_ALL\_TS | Postgraduate research full-time employment, 2017-2022 (%) |
| Figure 02 | SAL\_UG\_ALL\_TS | Undergraduate median full-time salaries, 2017-2022 ($) |
| - | SAL\_PGC\_ALL\_TS | Postgraduate coursework median full-time salaries, 2017-2022 ($) |
| - | SAL\_PGR\_ALL\_TS | Postgraduate research median full-time salaries, 2017-2022 ($) |
| - | PREFMHRS\_UG\_ALL\_1Y\_E315 | Proportion of employed undergraduates seeking or not seeking more hours, by gender, 2022 (%) |
| - | PREFMHRS\_PGC\_ALL\_1Y\_E315 | Proportion of employed postgraduates (coursework) seeking or not seeking more hours, by gender, 2022 (%) |
| - | PREFMHRS\_PGR\_ALL\_1Y\_E315 | Proportion of employed postgraduates (research) seeking or not seeking more hours, by gender, 2022 (%) |
| - | PARTEMP\_UG\_ALL\_1Y\_AREA\_SEX | Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2022 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 30 Tables associated with median usual hours and median actual hours worked

| Report table | Sheet name | Table title |
| --- | --- | --- |
| - | HOURS\_UG\_ALL\_3Y | Average hours worked per week for employed undergraduates by full-time/part-time status, 2020-2022 |
| - | HOURS\_PGC\_ALL\_3Y | Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status, 2020-2022 |
| - | HOURS\_PGR\_ALL\_3Y | Average hours worked per week for employed postgraduates (research) by full-time/part-time status, 2020-2022 |
| - | HOURS\_UG\_ALL\_3Y\_PERIOD | Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2020-2022 |
| - | HOURS\_PGC\_ALL\_3Y\_PERIOD | Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status and survey round, 2020-2022 |
| - | HOURS\_PGR\_ALL\_3Y\_PERIOD | Average hours worked per week for employed postgraduates (research) by full-time/part-time status and survey round, 2020-2022 |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 31 Tables associated with the percentage of employed graduates away from work

| Report table | Sheet name | Table title |
| --- | --- | --- |
| - | AWAYWORK\_UG\_ALL\_3Y | Proportion of employed undergraduates who were away from work by full-time/part-time status, 2020-2022 (%) |
| - | AWAYWORK\_PGC\_ALL\_3Y | Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status, 2020-2022 (%) |
| - | AWAYWORK\_PGR\_ALL\_3Y | Proportion of employed postgraduates (research) who were away from work by full-time/part-time status, 2020-2022 (%) |
| - | AWAYWORK\_UG\_ALL\_3Y\_PERIOD | Proportion of employed undergraduates who were away from work by full-time/part-time status and survey round, 2020-2022 (%) |
| - | AWAYWORK\_PGC\_ALL\_3Y\_PERIOD | Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status and survey round, 2020-2022 (%) |
| - | AWAYWORK\_PGR\_ALL\_3Y\_PERIOD | Proportion of employed postgraduates (research) who were away from work by full-time/part-time status and survey round, 2020-2022 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 32 Tables associated with occupation types of employed graduates

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 10 | OCC\_UG\_ALL\_1Y\_EMPTYPE | Undergraduate occupation level, by employment type, 2022 (%) |
| Table 10 | OCC\_PG\_ALL\_1Y\_EMPTYPE | Postgraduate occupation level, by employment type, 2022 (%) |
| - | OCC\_UG\_ALL\_1Y\_AREA45 | Undergraduate occupation level, total employed, by 45 study areas, 2022 (%) |
| - | OCC\_UG\_UNI\_1Y\_EMPTYPE | Undergraduate occupation level, by employment type, universities only, 2022 (%) |
| - | OCC\_UG\_NUHEI\_1Y\_EMPTYPE | Undergraduate occupation level, by employment type, NUHEIs only, 2022 (%) |
| - | OCC\_UG\_UNI\_1Y\_AREA | Undergraduate occupation level, total employed, by study area, universities only, 2022 (%) |
| - | BROADOCC\_UG\_ALL\_1Y\_EMPTYPE | Undergraduate occupation level, total employed, by study area, 2022 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 specificor similar qualification, to be able to do their job.

Table 33 Tables associated with the extent to which graduates considered their qualification important

| Report table | Sheet name | Table title |
| --- | --- | --- |
| - | QUALIMP\_UG\_ALL\_1Y | Importance of qualification for undergraduates’ current employment, 2022 (%) |
| - | QUALIMP\_PG\_ALL\_1Y | Importance of qualification for postgraduates’ current employment, 2022 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 34 Tables associated with the extent to which the qualification prepared graduates for their current job

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 11 | CRSPREP\_UG\_ALL\_1Y | Extent to which qualification prepared undergraduate level graduates for employment, 2022 (%) |
| Table 11 | CRSPREP\_PG\_ALL\_1Y | Extent to which qualification prepared postgraduate level graduates for employment, 2022 (%) |

### 6.1.7 Skills utilisation

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

Table 35 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, 2022 (%) |
| - | RSNOMORE\_PGC\_ALL\_1Y\_E315 | Main reason not working more hours, of postgraduates (coursework) employed part-time, by preference for more hours and gender, 2022 (%) |
| - | RSNOMORE\_PGR\_ALL\_1Y\_E315 | Main reason not working more hours, of postgraduates (research) employed part-time, by preference for more hours and gender, 2022 (%) |
| Table 12 | RSOVRQ\_UG\_ALL\_1Y | Main reason for working in job in 2022 that doesn’t fully use skills and education, 2022 (%) |
| Table 12 | RSOVRQ\_PGC\_ALL\_1Y | Main reason for working in job in 2022 that doesn’t fully use skills and education, postgraduate coursework level graduates, 2022 (%) |
| - | RSOVRQ\_PGR\_ALL\_1Y | Main reason for working in job in 2022 that doesn’t fully use skills and education, postgraduate research level graduates, 2022 (%) |
| - | RSOVRQ\_UG\_ALL\_1Y\_AREA | Undergraduate level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2022 (%) |
| - | RSOVRQ\_PGC\_ALL\_1Y\_AREA | Postgraduate coursework level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2022 (%) |
| - | RSOVRQ\_PGR\_ALL\_1Y\_AREA | Postgraduate research level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2022 (%) |
| - | SPOQSCL\_UG\_ALL\_1Y | Undergraduate level graduates reporting occupation does not fully use skills or education, 2022 (%) |
| - | SPOQSCL\_PG\_ALL\_1Y | Postgraduate level graduates reporting occupation does not fully use skills or education, 2022 (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 36 Tables associated with graduates undertaking further full-time study

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 16 | FURSTUD\_UG\_ALL\_1Y\_AREA | Undergraduate graduates in further full-time study, by original field of study (%) |
| Table 16 | FURSTUD\_PGC\_ALL\_1Y\_AREA | Postgraduate coursework graduates in further full-time study, by original field of study (%) |
| - | FURSTUD\_PGR\_ALL\_1Y\_AREA | Postgraduate research graduates in further full-time study, by original field of study (%) |
| Table 17 | FURSTUD\_UG\_ALL\_1Y\_FOE | Study area of undergraduate graduates in further full-time study (%) |
| Table 17 | FURSTUD\_PGC\_ALL\_1Y\_FOE | Study area of postgraduate coursework graduates in further full-time study (%) |
| - | FURSTUD\_PGR\_ALL\_1Y\_FOE | Study area of postgraduate research graduates in further full-time study (%) |
| - | FURSTUD\_UG\_ALL\_1Y\_DG | Further full-time study status for initial undergraduates, by demographic profile (%) |
| - | FURSTUD\_PG\_ALL\_1Y\_DG | Graduates in further full-time study, by initial postgraduate study level, by demographic profile, 2022 (%) |
| - | FURSTUD\_UG\_ALL\_2Y\_CURCOUNTRY | International graduates in full-time study by residence at time of survey (In Australia, Overseas), undergraduate, 2021 and 2022 (%) |
| - | FURSTUD\_PGC\_ALL\_2Y\_CURCOUNTRY | International graduates in full-time study by residence at time of survey (In Australia, Overseas), postgraduate coursework, 2021 and 2022 (%) |
| - | FURSTUD\_PGR\_ALL\_2Y\_CURCOUNTRY | International graduates in full-time study by residence at time of survey (In Australia, Overseas), postgraduate research, 2021 and 2022 (%) |
| Table 13 | FURSTUD\_UG\_ALL\_1Y\_COUNTRY | International graduates in full-time study (undergraduate), by home country – 2022 |
| Table 14 | FURSTUD\_PGC\_ALL\_1Y\_COUNTRY | International graduates in full-time study (postgraduate coursework), by home country – 2022 |
| Table 15 | FURSTUD\_PGR\_ALL\_1Y\_COUNTRY | International graduates in full-time study (postgraduate research), by home country – 2022 |

Note: A ‘-‘ indicates there is no data / information available for that cell

### 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 37 Tables associated with graduate satisfaction

| Report table | Sheet name | Table title |
| --- | --- | --- |
| - | SAT\_UG\_ALL\_2Y | Satisfaction of undergraduate level graduates, 2021 and 2022 (% agreement) |
| - | SAT\_PGC\_ALL\_2Y | Satisfaction of postgraduate coursework level graduates, 2021 and 2022 (% agreement) |
| - | SAT\_PGR\_ALL\_2Y | Satisfaction of postgraduate research level graduates, 2021 and 2022 (% agreement) |
| - | SAT\_UG\_ALL\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2021 and 2022 (% agreement) |
| - | SAT\_PGC\_ALL\_2Y\_AREA | Satisfaction of postgraduate coursework level graduates, by study area, 2021 and 2022 (% agreement) |
| - | SAT\_PGR\_ALL\_2Y\_AREA | Satisfaction of postgraduate research level graduates, by study area, 2021 and 2022 (% agreement) |
| - | SAT\_UG\_ALL\_1Y\_DG | Satisfaction of undergraduate level graduates, by demographic group, 2022 (% agreement) |
| - | SAT\_PGC\_ALL\_1Y\_DG | Satisfaction of postgraduate coursework level graduates, by demographic group, 2022 (% agreement) |
| - | SAT\_PGR\_ALL\_1Y\_DG | Satisfaction of postgraduate research level graduates, by demographic group, 2022 (% agreement)  |
| - | SAT\_UG\_UNI\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2021 and 2022 (% agreement) (Unis only) |
| - | SAT\_UG\_NUHEI\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2021 and 2022 (% agreement) (NUHEIs only) |

Note: A ‘-‘ indicates there is no data / information available for that cell

## 6.2 Methodological tables

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

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

Table 38 Tables associated with key project elements and response rates by institution

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 18 | SUMMARY\_ALL\_ALL\_1Y | GOS 2022 Collection Summary |
| - | SUMMARY\_ALL\_ALL\_1Y\_1P | GOS 2021 Collection Summary |
| - | SUMMARY\_ALL\_ALL\_1Y\_2P | GOS 2020 Collection summary |
| - | SUMMARY\_ALL\_ALL\_1Y\_3P | GOS 2019 Collection summary |
| Table 20 | RR\_ALL\_UNI\_1Y | GOS 2022 response rates by institution (universities only), Nov 2021, Feb 2022 and May 2022 collections (%) |
| Table 21 | RR\_ALL\_NUHEI\_1Y | GOS 2022 response rates by institution (NUHEIs only), Nov 2021, Feb 2022 and May 2022 collections (%) |

Note: A ‘-‘ indicates there is no data / information available for that cell

Table 39 Tables associated with response characteristics and representativeness

| Report table | Sheet name | Table title |
| --- | --- | --- |
| Table 19 | RR\_UG\_ALL\_1Y | GOS 2022 undergraduate response rates by institution type, November/Feb 2021/2022 and May 2022 collections (%) |
| Table 19 | RR\_PGC\_ALL\_1Y | GOS 2022 postgraduate (coursework) response rates by institution type, November/Feb 2021/2022 and May 2022 collections (%) |
| Table 19 | RR\_PGR\_ALL\_1Y | GOS 2022 postgraduate (research) response rates by institution type, November/Feb 2021/2022 and May 2022 collections (%) |
|  | RR\_ALL\_ALL\_1Y\_TYPE | GOS 2022 sample and response characteristics, by respondent type |
| Table 22 | RR\_ALL\_ALL\_1Y\_INT\_TYPE | GOS 2022 sample and response characteristics of international graduates, by respondent type |
| - | RR\_UG\_ALL\_1Y\_INT\_TYPE | GOS 2022 sample and response characteristics of international undergraduates, by respondent type |
| - | RR\_PGC\_ALL\_1Y\_INT\_TYPE | GOS 2022 sample and response characteristics of international postgraduate coursework graduates, by respondent type |
| - | RR\_PGR\_ALL\_1Y\_INT\_TYPE | GOS 2022 sample and response characteristics of international postgraduate research graduates, by respondent type |
| Table 23 | RR\_ALL\_ALL\_1Y\_AREA | GOS 2022 sample and response characteristics, by study area |
| - | RR\_UG\_ALL\_1Y\_AREA | GOS 2022 undergraduate sample and response characteristics, by study area |
| - | RR\_PGC\_ALL\_1Y\_AREA | GOS 2022 postgraduate coursework sample and response characteristics, by study area |
| - | RR\_PGR\_ALL\_1Y\_AREA | GOS 2022 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 – 2022 |
| - | RR\_PGC\_ALL\_1Y\_COUNTRY | Sample and response characteristics (postgraduate coursework), by home country of international graduates – 2022 |
| - | RR\_PGR\_ALL\_1Y\_COUNTRY | Sample and response characteristics (postgraduate research), by home country of international graduates – 2022 |
| - | RR\_ALL\_ALL\_1Y\_INT | GOS 2022 sample and response characteristics, by respondent type (international graduates) |

Note: A ‘-‘ indicates there is no data / information available for that cell

1. Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories. [↑](#footnote-ref-2)