

FEBRUARY 2023



2022 International Graduate
Outcomes Survey

Acknowledgements

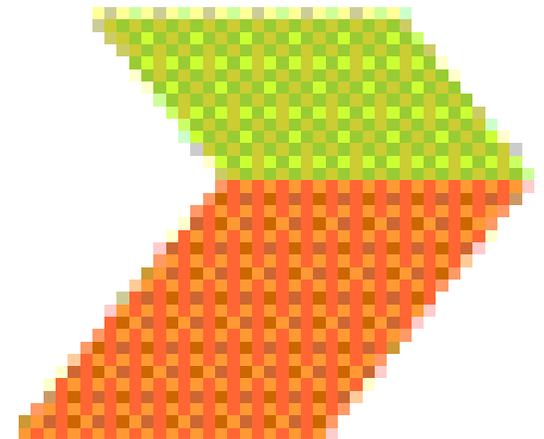
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For more information on the conduct and results of the 2022 GOS see the QILT website: www.qilt.edu.au. The QILT team can be contacted by email at qilt@srcentre.com.au.



Contents

Acknowledgements	i
Contents	ii
List of tables	iii
List of figures	iv
1. Introduction	1
2. Labour market outcomes	2
3. Skills utilisation	20
4. Further study	23
Appendix 1 Methodology	27
Appendix 2 Labour market and graduate satisfaction definitions	37
Appendix 3 GOS questionnaire	39
Appendix 4 Construction of confidence intervals	58
Appendix 5 Study area concordance	59
Appendix 6 Additional tables	62

List of tables

Table 1 Graduate employment and study outcomes by level of study, international and domestic graduates, 2021-2022	3	Table 15 Postgraduate research graduates in further full-time study, by home country of international graduates, 2021-2022 (%)	24
Table 2 International undergraduate employment outcomes by residence at time of survey and study level, 2021-2022 (%)	4	Table 16 International graduates in further full-time study, by original study area and level, 2022 (%)	25
Table 3 Undergraduate employment outcomes by home country of international graduates, 2022	7	Table 17 Broad field of education destinations of international graduates in full-time study, by level of original study, 2022 (%)	26
Table 4 Postgraduate coursework employment outcomes by home country of international graduates, 2022	8	Table 18 2022 GOS operational overview, international graduates	27
Table 5 Postgraduate research employment outcomes by home country of international graduates, 2022	8	Table 19 2022 GOS response rate by course level, international graduates (%)	28
Table 6 Undergraduate employment outcomes by study area, international and domestic graduates, 2022	9	Table 20 2022 GOS university response rates, all study levels, international graduates	29
Table 7 Postgraduate coursework employment outcomes by study area, international and domestic graduates, 2022	10	Table 21 2022 GOS NUHEI response rates, all study levels, international graduates (%)	31
Table 8 Undergraduate employment outcomes by university, international graduates, pooled 2020-2022	12	Table 22 2022 International GOS response characteristics and population parameters by subgroup*	34
Table 9 Undergraduate employment outcomes by NUHEI, international graduates, pooled 2020-2022	16	Table 23 2022 GOS population parameters by study area and response characteristics, international graduates	36
Table 10 Undergraduates employed in managerial and professional occupations by employment type and study level, international and domestic graduates, 2021-2022 (% of those employed)	20	Table 24 Indicator definitions	37
Table 11 Qualification prepared undergraduate well or very well for current job, by employment type, 2021-2022 (% of those employed)	21	Table 25 Item summary	39
Table 12 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 (%)	21	Table 26 Study area concordance	59
Table 13 Undergraduates in further full-time study, by home country of international graduates, 2021-2022 (%)	23	Table 27 Tables and figures associated with labour force outcomes	62
Table 14 Postgraduate coursework graduates in further full-time study, by home country of international graduates, 2021-2022 (%)	24	Table 28 Tables associated with median usual hours and median actual hours worked	65
		Table 29 Tables associated with the percentage of employed graduates away from work ⁶⁶	
		Table 30 Tables associated with occupation types of employed graduates	66
		Table 31 Tables associated with the extent to which graduates considered their qualification important	67
		Table 32 Tables associated with the extent to which the qualification prepared graduates for their current job	67
		Table 33 Tables associated with reasons for underutilisation of skills and education	67

List of tables cont.

Table 34 Tables associated with graduates undertaking further full-time study	68
Table 35 Tables associated with graduate satisfaction	69
Table 36 Tables associated with key project elements and response rates by institution	70
Table 37 Tables associated with response characteristics and representativeness	70

List of figures

Figure 1 Undergraduate full-time employment rate by residence at time of survey, 2017-2022 (%)	5
Figure 2 Undergraduate median full-time salary, international and domestic graduates (%)	6
Figure 3 Undergraduate full-time employment rates by university, international graduates, pooled 2020-2022 (%)	14
Figure 4 Undergraduate median full-time salaries by university, international graduates, pooled 2020-2022 (\$)	15
Figure 5 Undergraduate full-time employment rates by NUHEI, international graduates, 2020-2022 (%)	19
Figure 6 Formula for a 90 per cent confidence interval using the Agresti-Coull method with FPC	58

1. Introduction

This report presents data on graduate employment outcomes for international students at Australian higher education institutions, approximately four to six months after they have completed their studies. Information is drawn from the Graduate Outcomes Survey (GOS), an annual survey conducted on behalf of the 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 and in an interactive comparison tool at the institution by study area level on the ComparED website. Although international graduates have always been in scope for the GOS, results have 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 which allows readers to further explore the data presented in this report. It is also supported by a set of additional static Excel tables which provide additional data and detail out of scope of this report, but which may be of interest to the reader.

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.

2. 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.

57.7%
international undergraduates in
full-time employment (2022)

71.5%
international undergraduates in
overall employment (2022)

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

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

60.0k
international undergraduates
median salary (2022)

60.0k
international postgraduate
coursework graduates median
salary (2022)

89.5k
international postgraduate
research graduates median
salary (2022)

	International		Domestic	
	2021	2022	2021	2022
Postgraduate coursework	54,800	60,000	89,700	91,600
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 (%)

	Undergraduate				Postgraduate coursework				Postgraduate research			
	In Australia		Overseas		In Australia		Overseas		In Australia		Overseas	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	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

Figure 1 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.

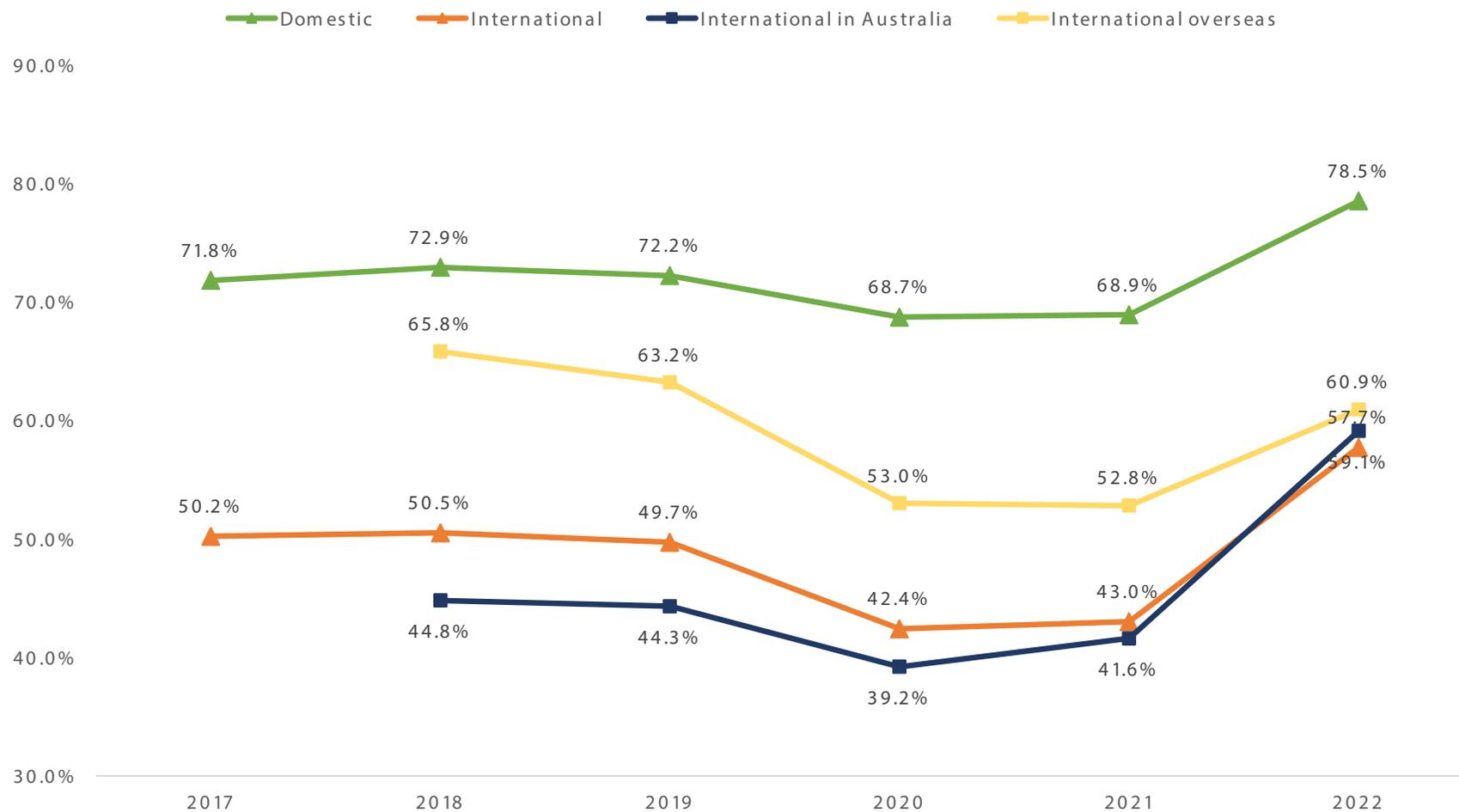
A rise in economic and labour market activities in 2022 has seen a large increase in the full-time employment rate among both domestic and international undergraduates. The international undergraduate full-time employment rate has increased, from 50.2 per cent in 2017 to a time series high of 57.7 per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

59.1%
international undergraduates
in full-time employment
outcomes - in Australia (2022)

60.9%
international undergraduates
in full-time employment
outcomes - Overseas (2022)

Data on graduate location at the time of the survey for international graduates is only available since 2018. As seen in Figure 1, 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.

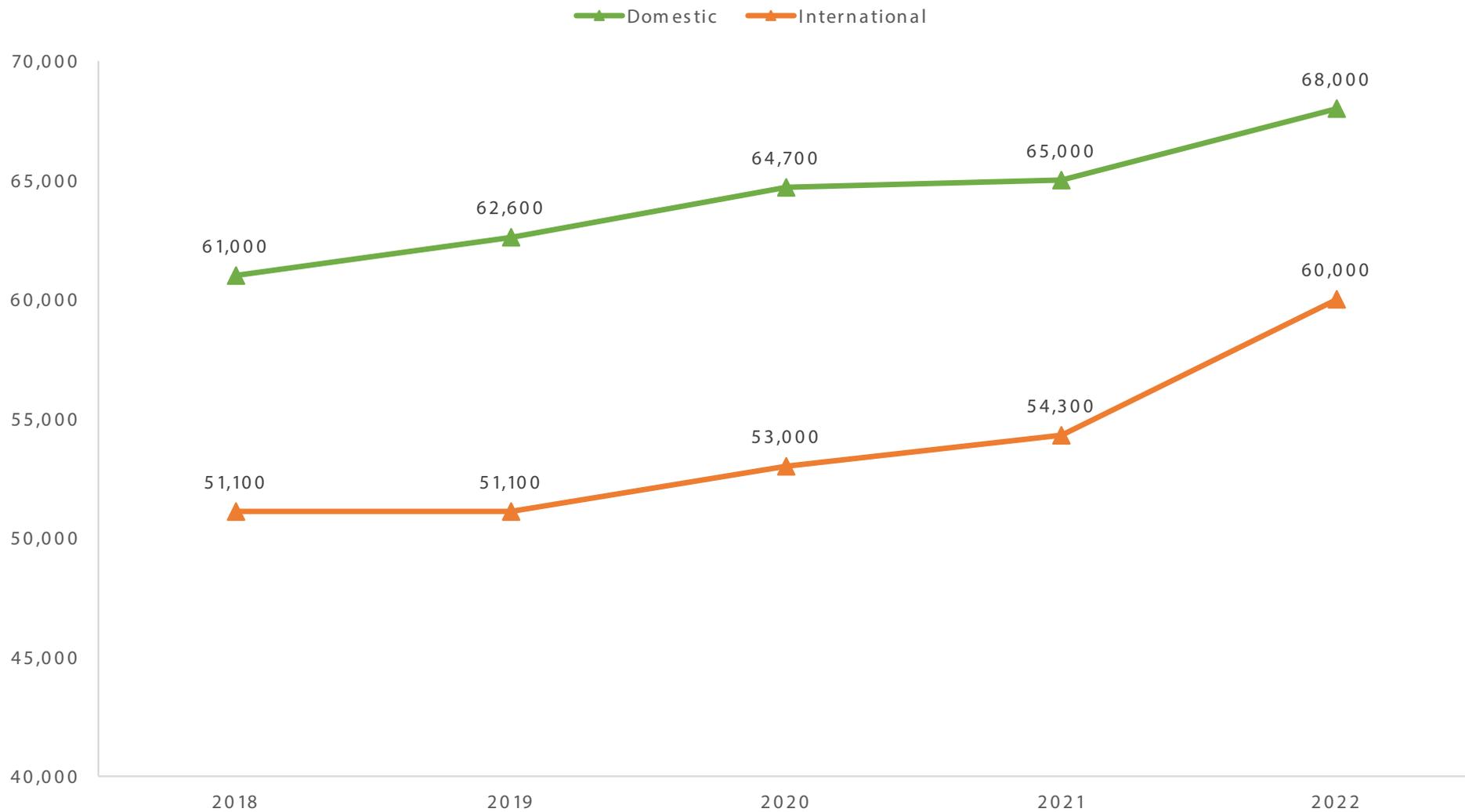
Figure 1 Undergraduate full-time employment rate by residence at time of survey, 2017-2022 (%)



Note: International total includes graduates with unknown location.

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 Figure 2. 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.

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



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

2.3 Home country

Tables 3, 4 and 5 present employment outcomes for international graduates disaggregated by the graduate's home country and level of study. The countries are ordered based on number of survey responses at that study level.

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 3 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 (excludes SARs and Taiwan)	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 (SAR of China)	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.

Undergraduate full-time employment rate by home country, 2022

70.5%
(Singapore - highest)

51.7%
(Sri Lanka - lowest)

Undergraduate median salary by home country, 2022

66.0k
(Singapore - highest)

56.0k
(Indonesia - lowest)

Table 4 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 (excludes SARs and Taiwan)	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 5 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 (excludes SARs and Taiwan)	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.

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 6 and Table 7 (results are not shown at postgraduate research level because there are numerous study areas with too few responses to report). It should also be noted that a small number of study areas (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 23).

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.

97.3%
full-time employment rate
of Pharmacy international
undergraduates - highest (2022)



Table 6 Undergraduate employment outcomes by study area, international and domestic graduates, 2022

Study area	Full-time employment (%)		Overall employed (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	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

Study area	Full-time employment (%)		Overall employed (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Rehabilitation	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 7 Postgraduate coursework employment outcomes by study area, international and domestic graduates, 2022

Study area	Full-time employment (%)		Overall employed (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	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

Study area	Full-time employment (%)		Overall employed (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
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 8, Figure 3 and Figure 4. 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 8 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)

University	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
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.

Figure 3 Undergraduate full-time employment rates by university, international graduates, pooled 2020-2022 (%)

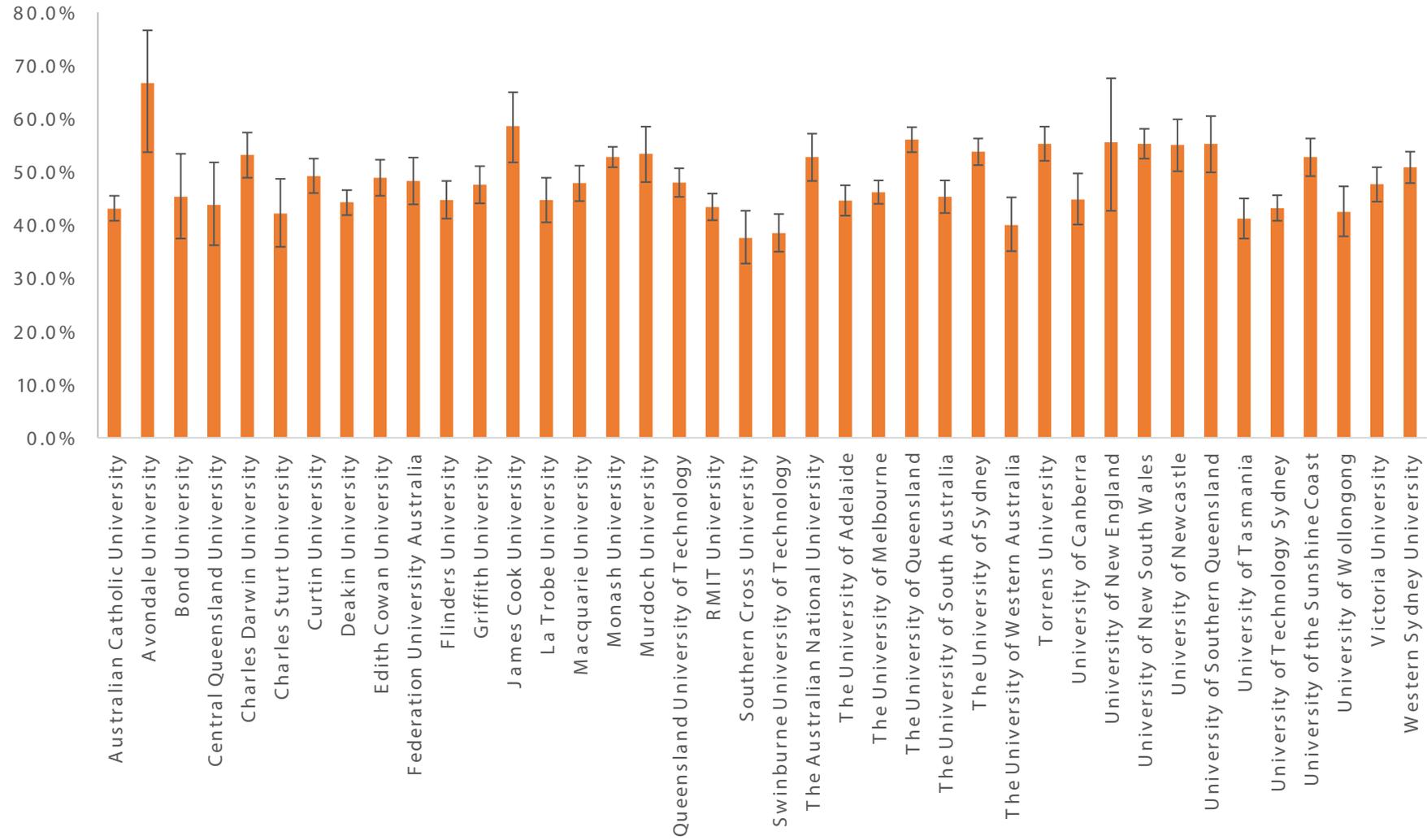
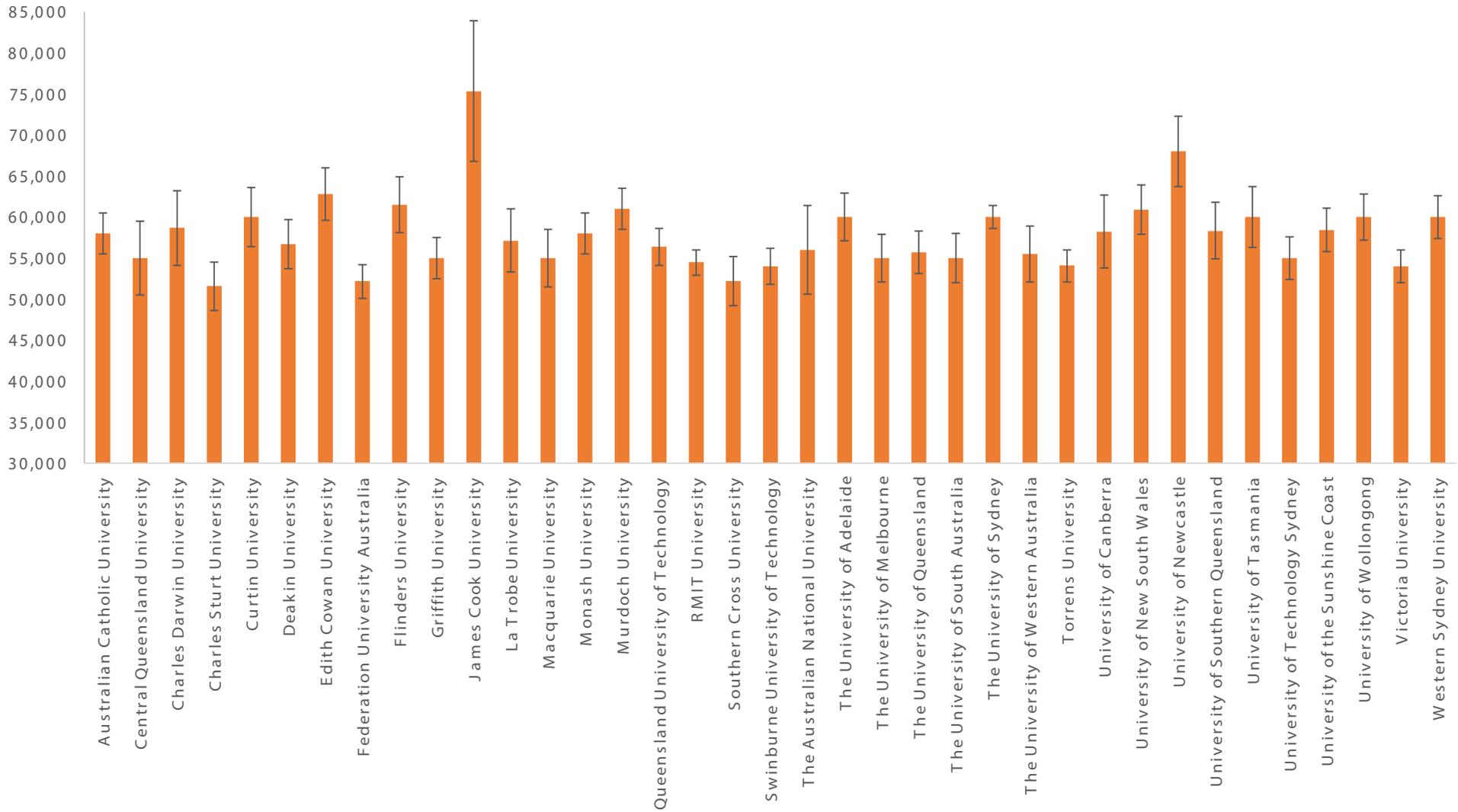


Figure 4 Undergraduate median full-time salaries by university, international graduates, pooled 2020-2022 (\$)



2.5.2 NUHEIs

International undergraduate employment outcomes for non-university higher education institutions (NUHEIs) are shown in Table 9 and Figure 5. 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 9 Undergraduate employment outcomes by NUHEI, international graduates, pooled 2020-2022

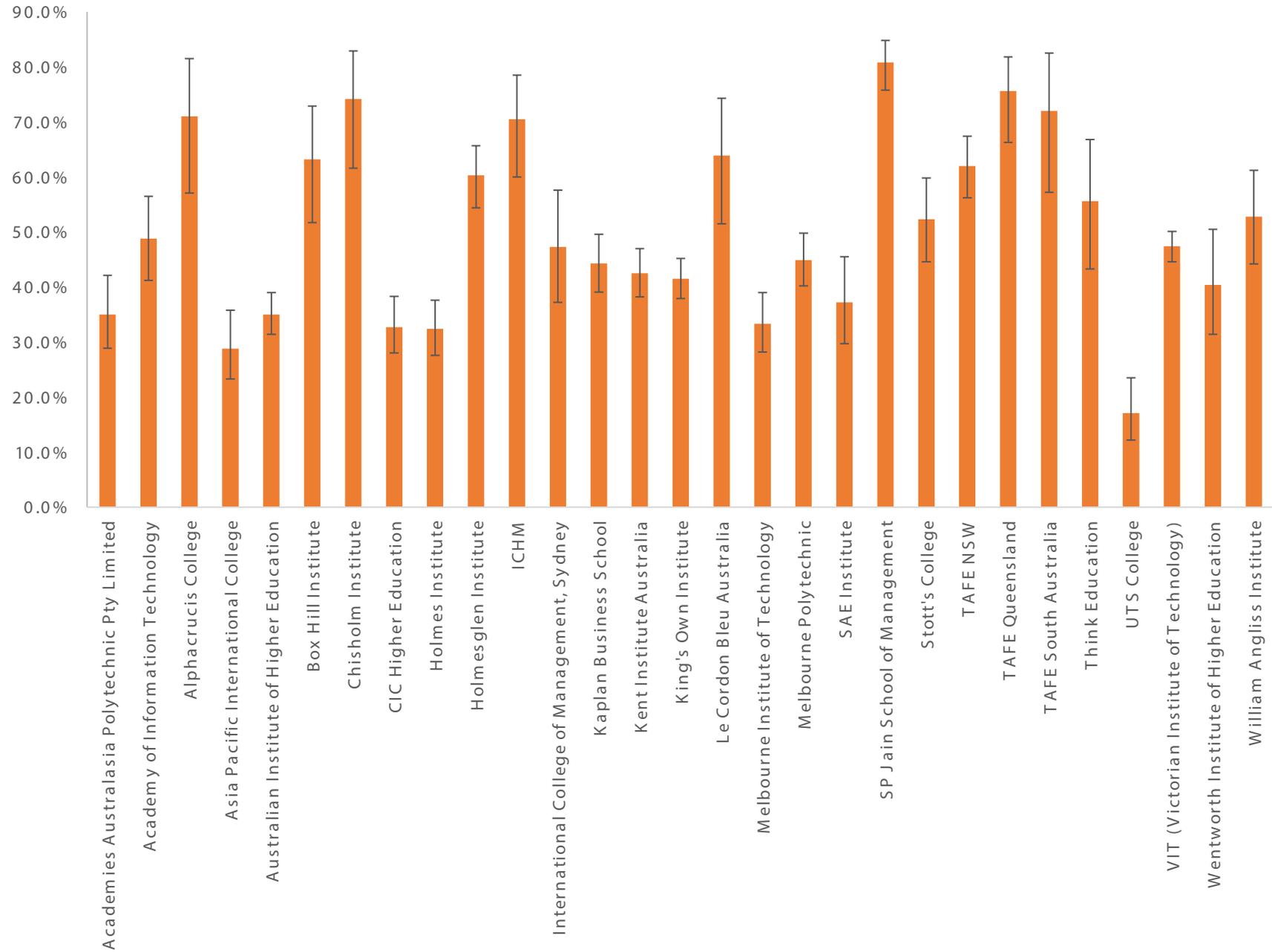
NUHEI	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
Academies Australasia Polytechnic Pty Limited	35.0 (28.9, 42.1)	75.8 (70.2, 80.0)	91.7 (87.6, 93.6)	n/a
Academy of Information Technology	48.8 (41.2, 56.5)	68.7 (62.4, 74.1)	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

NUHEI	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
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	
Oxford 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

NUHEI	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
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).

Figure 5 Undergraduate full-time employment rates by NUHEI, international graduates, 2020-2022 (%)



3. Skills utilisation

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

As shown in Table 10, at 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 10 Undergraduates employed in managerial and professional occupations by employment type and study level, international and domestic graduates, 2021-2022 (% of those employed)

	Undergraduate				Postgraduate coursework				Postgraduate research			
	International		Domestic		International		Domestic		International		Domestic	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	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 11. 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.

62.8%
international undergraduates employed full-time in managerial or professional occupations (2022)

80.3%
international undergraduates who indicated their qualification prepared them well or very well for current job (2022)

Table 11 Qualification prepared undergraduate well or very well for current job, by employment type, 2021-2022 (% of those employed)

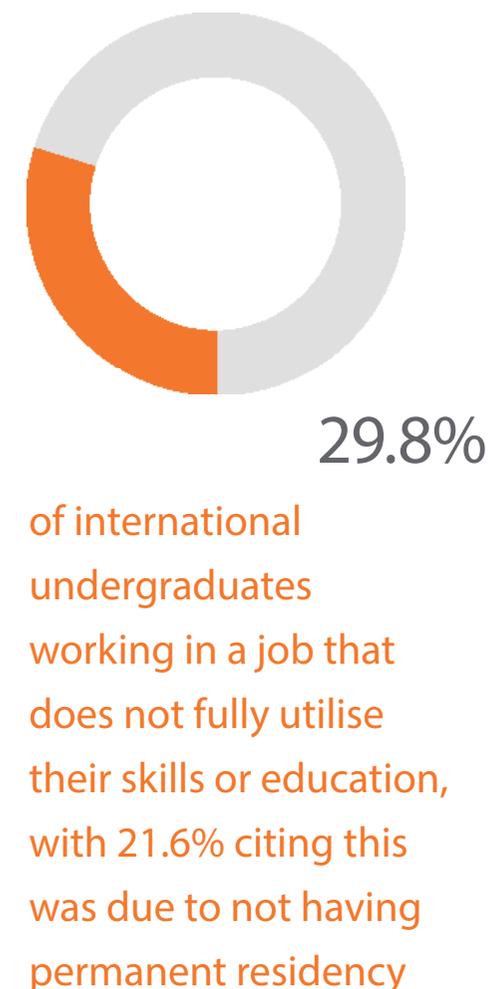
	Undergraduate				Postgraduate coursework				Postgraduate research			
	International		Domestic		International		Domestic		International		Domestic	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Full-time employed	78.2	80.3	74.5	74.8	74.9	78.2	75.2	76.0	92.7	91.9	82.6	82.5
Overall employed	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 12, 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 12 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 (%)

	Undergraduate		Postgraduate coursework	
	International	Domestic	International	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



	Undergraduate		Postgraduate coursework	
	International	Domestic	International	Domestic
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 13, 14 and 15. 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 (excludes SARs and Taiwan) down to 10.3 per cent for graduates from Nepal. Among postgraduate coursework graduates, graduates from China (excludes SARs and Taiwan) 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 cent and graduates from Pakistan least likely at 5.2 per cent.

Table 13 Undergraduates in further full-time study, by home country of international graduates, 2021-2022 (%)

Home country	2021	2022
China (excludes SARs and Taiwan)	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 (SAR of China)	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.

Undergraduates in further full-time study, by home country, 2022

56.0%
(China - highest)

10.3%
(Nepal - lowest)

Table 14 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 (excludes SARs and Taiwan)	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 15 Postgraduate research graduates in further full-time study, by home country of international graduates, 2021-2022 (%)

Home country	2021	2022
China (excludes SARs and Taiwan)	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 16, 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.

Proportion of international undergraduates proceeding to full-time study by study area, 2022

50.5%
(Psychology - highest)

3.8%
(Rehabilitation - lowest)

Table 16 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

Study area	Undergraduate	Postgraduate coursework
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 17. 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 17 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

In 2022, Management and commerce was the most popular field of education for further full-time study, with 31.6% of international undergraduates enrolled in this study area.



Appendix 1 Methodology

1.1 Methodological summary

1.1.1 Overview

The in-scope population consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 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 18 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 18 2022 GOS operational overview, international graduates

	2021 November			2022 February			2022 May			2022 Total collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Number of participating institutions	42	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											
Mode of data collection	Online											

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

1.1.2 Data collection

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

All completing respondents were entered into a four-week rolling prize draw in each 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 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 19 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 19 2022 GOS response rate by course level, international graduates (%)

	2021 November			2022 February			2022 May			2022 Total collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	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 20 and Table 21 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 20 2022 GOS university response rates, all study levels, international graduates

	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

	2021 November	2022 February	2022 May	2022 Total collection
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 21 2022 GOS NUHEI response rates, all study levels, international graduates (%)

	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

	2021 November	2022 February	2022 May	2022 Total collection
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

	2021 November	2022 February	2022 May	2022 Total collection
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 blank cell denotes that the institution did not participate in that GOS collection

1.4 Data representativeness

In terms of Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the GOS are representative of the in-scope population, respondent characteristics are presented alongside population parameters in Table 22 and Table 23 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 22 2022 International GOS response characteristics and population parameters by subgroup*

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Base ¹	112,146	100.0	36,372	100.0
Level				
Undergraduate	42,814	38.2	13,052	35.9
Postgraduate coursework	65,841	58.7	21,054	57.9
Postgraduate research	3,485	3.1	2,264	6.2
Gender				
Male	55,675	49.7	17,508	48.2
Female	56,436	50.3	18,848	51.8
Age				
30 years or under	100,260	89.4	30,245	83.2
Over 30 years	11,323	10.1	5,967	16.4
Home country				
India	22,676	20.2	8,846	24.3
China (excludes SARs and Taiwan)	44,719	39.9	8,898	24.5
Nepal	8,266	7.4	3,280	9.0
Malaysia	2,965	2.6	1,224	3.4
Indonesia	2,891	2.6	1,134	3.1
Sri Lanka	2,691	2.4	1,109	3.0

¹ Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories.

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Vietnam	3,479	3.1	1,327	3.6
Pakistan	2,161	1.9	756	2.1
Philippines	1,264	1.1	675	1.9
Bangladesh	1,270	1.1	528	1.5
Bhutan	822	0.7	434	1.2
Main language spoken at home				
English	37,838	33.7	13,400	36.8
Language other than English	74,308	66.3	22,972	63.2
Disability				
Disability reported	1,570	1.4	630	1.7
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
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 23 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 23 2022 GOS population parameters by study area and response characteristics, international graduates

	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 24 below.

Table 24 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 25 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 25 Item summary

Question ID	Question	Response scale
	Module A: Screening and confirmation	
	Module B: Labour force	
PREWORKED	<p>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.</p> <p>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.</p>	
WORKED	<p>Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>.</p> <p>Last week, did you do any work at all in a job, business or farm?</p>	<p>1. Yes 5. No 6. Permanently unable to work 7. Permanently not intending to work *(DISPLAY IF AGE>64)</p>
WWOPAY	<p>Last week, did you do any work without pay in a family business?</p>	<p>1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)</p>
AWAYWORK	<p>Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?</p> <p>Please note, if you were stood down or away from your job due to the impact of COVID-19 select 'Yes'</p>	<p>1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)</p>

Question ID	Question	Response scale
LOOKFTWK	At any time during the last 4 weeks have you been looking for full-time work?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
LOOKPTWK	Have you been looking for part-time work at any time during the last 4 weeks?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
BEGNLOOK	When did you begin looking for work?	1. Enter month <dropdown list> 2. Enter year (NUMERIC RANGE 1960 – 2020)
STARTWK	If you had found a job, could you have started last week?	1. Yes 5. No
STARTWKFU	Why do you say you couldn't have started last week?	1. Because of the current situation with COVID-19 5. Some other reason
WAITWORK	You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained?	1. Yes 5. No
MORE1JOB	Did you have more than 1 job or business last week?	1. Yes 5. No
fINTROSELFEMPii	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?	

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

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

Question ID	Question	Response scale
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 government
INAUST	Are you working in Australia?	1. Yes
EMPSTATE	In which state or territory is your <employer/business> currently located?	5 No
LOCATION	And what is the postcode of your <employer/business>?	1. Yes
COUNTRYx	In which country is your <employer/business> based?	1. Bangladesh 2. Canada 3. China (excludes SARs and Taiwan) 4. Hong Kong (SAR of China) 5. India 6. Indonesia 7. Malaysia 8. New Zealand 9. Saudi Arabia 10. Singapore 11. South Africa 12. South Korea 13. Sri Lanka 14. Taiwan 15. Thailand 16. United States of America 17. Vietnam 19. Macau (SAR of China) 18. Other (Please specify)

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

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

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

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

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

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

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

Question ID	Question	Response scale
FURFOE	What is your major field of education for this qualification?	<ol style="list-style-type: none"> 1. Natural and Physical Sciences 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health 7. Education 8. Management and Commerce 9. Society and Culture 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 13. Other (Please specify)
FURLEV	What is the level of this qualification?	<ol style="list-style-type: none"> 1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV

Question ID	Question	Response scale
	Module D2: OVERALL SATISFACTION/PREQ	
CEQ	<p>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.</p> <p>(STATEMENTS)</p> <p>ceq149 Overall, I was satisfied with the quality of this <course></p>	<p>1. Strongly disagree</p> <p>2. Disagree</p> <p>3. Neither disagree nor agree</p> <p>4. Agree</p> <p>5. Strongly agree</p>
CEQB	<p>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.</p> <p>(STATEMENTS)</p> <p>ceq249 Overall, I was satisfied with the quality of this <course></p>	<p>1. Strongly disagree</p> <p>2. Disagree</p> <p>3. Neither disagree nor agree</p> <p>4. Agree</p> <p>5. Strongly agree</p>

Question ID	Question	Response scale
PREQ	<p>Please tell us about your postgraduate research experience.</p> <p>If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.</p> <p>Please interpret 'thesis' and other research related terms in the context of your own field of education.</p> <p>Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.</p> <p>(STATEMENTS)</p> <p>preq01 Supervision was available when I needed it</p> <p>preq02 The thesis examination process was fair</p> <p>preq03 I had access to a suitable working space</p> <p>preq04 I developed an understanding of the standard of work expected</p> <p>preq29 I am confident that I can apply my skills outside the university sector</p> <p>preq05 The department provided opportunities for social contact with other postgraduate students</p> <p>preq30 I improved my ability to design and implement projects effectively</p> <p>preq06 My research further developed my problem solving skills</p> <p>preq07 My supervisor(s) made a real effort to understand difficulties I faced</p> <p>preq08 I had good access to the technical support I needed</p> <p>preq09 I was integrated into the department's community</p> <p>preq10 I improved my ability to communicate information effectively to diverse audiences</p> <p>preq11 I understood the required standard for the thesis</p> <p>preq31 I had opportunities to develop professional connections outside the university sector</p> <p>preq12 I was able to organise good access to necessary equipment</p> <p>preq13 My supervisor(s) provided additional information relevant to my topic</p> <p>preq14 I developed my skills in critical analysis and evaluation</p> <p>preq15 I was satisfied with the thesis examination process</p> <p>preq16 The department provided opportunities for me to become involved in the broader research culture</p> <p>preq17 I was given good guidance in topic selection and refinement</p>	

Question ID	Question	Response scale
PREQ	<p>preq18 I had good access to computing facilities and services</p> <p>preq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector</p> <p>preq19 I understood the requirements of thesis examination</p> <p>preq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others)</p> <p>preq20 I improved my ability to plan and manage my time effectively</p> <p>preq21 My supervisor(s) provided helpful feedback on my progress</p> <p>preq22 A good seminar program for postgraduate students was provided</p> <p>preq23 The research environment in the department or faculty stimulated my work</p> <p>preq24 I received good guidance in my literature search</p> <p>preq34 I gained confidence in leading and influencing others</p> <p>preq25 The examination of my thesis was completed in a reasonable time</p> <p>preq26 As a result of my research, I feel confident about tackling unfamiliar problems</p> <p>preq27 There was appropriate financial support for research activities</p> <p>preq28 Overall, I was satisfied with the quality of my higher degree research experience</p>	<p>1. Strongly disagree</p> <p>2. Disagree</p> <p>3. Neither agree nor disagree</p> <p>4. Agree</p> <p>5. Strongly agree</p>
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?	<p>1. Yes</p> <p>2. No</p>
QUALIMP	To what extent is it important for you to have a <FinalCourseA/FinalCourseB>, to be able to do your job?	<p>1. Not at all important</p> <p>2. Not that important</p> <p>3. Fairly important</p> <p>4. Important</p> <p>5. Very important</p>

Question ID	Question	Response scale
CRSPREP	Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?	1. Not at all 2. Not well 3. Well 4. Very well 5. Don't know / Unsure
BESTPREP	What are the main ways that < E306C > prepared you for employment in your organisation?	1. <verbatim text box>
IMPPREP	What are the main ways <E306C> could have better prepared you for employment in your organisation?	1. <verbatim text box>
FSBEPREP	What are the main ways that < E306C > prepared you for further study?	1. <verbatim text box>
FSIMPREP	What are the main ways <E306C> could have better prepared you for further study?	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. Yes 2. No 3. Not applicable
INTERN	Did your <FinalCourseA/FinalCourseB> include an internship component?	1. Yes 2. No 3. Don't know
INTLEARN	Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?	1. Yes 2. No 3. Not applicable
TRAINING	Did your <FinalCourseA/FinalCourseB> include training in.... (STATEMENTS) Pgreslink101/IPA Intellectual property awareness Pgreslink102/BUSMAN Business management Pgreslink103/ENTPNR Entrepreneurship	1. Yes 2. No 3. Don't know

Question ID	Question	Response scale
COFUND	Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? Please select all that apply.	1/JOINTSUP. Yes it was jointly supervised 2/COFUND. Yes it was co-funded 3/NOJSCF. No *(EXCLUSIVE) 4/DKJSCF. Don't know *(EXCLUSIVE)
Module G: Contact details		
CONTACT	In a couple of years' time, we are undertaking a follow up survey with graduates to see how their career has developed. Do you consent to being invited to participate in this important future research? For further information on the survey please click here (link to: https://www.qilt.edu.au/qilt-surveys).	1. Yes 2. No
ALUMNI	Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?	1. Yes 2. No
EMAIL	We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?	1. Permanent email address is as above 2. Enter new permanent email address <email box> 3. Don't have a permanent email address 4. Do not wish to be re-contacted by email
ADDRESS	The postal address we have for you is: <add1> <add2> <add3> <suburb> <state> <pcode> <country> Is this correct?	1. Yes 2. No *(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY) 3. Do not wish to be contacted by post
ADDRESS2	We do not have any postal information provided for you. Would you like to update your postal details?	1. Yes 2. No 3. Do not wish to be contacted by post
C4	Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?	1. Yes 2. No
NTFEMAIL	What is the best email address to send the notification to?	1. Address as above 2. Enter new email address

3.2 Additional items

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

The 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 5 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, n1 is the number of positive responses in the relevant subgroup, 1.645 is the standard normal value for 90 per cent confidence and FPC is the Finite Population Correction term.

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

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

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

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

Appendix 5 Study area concordance

Study areas for the QILT surveys, including the GOS, are defined in accordance with the ABS Australian Standard Classification of Education (ASCED). The QILT website and this report generally use 21 aggregated study areas as the basis of analysis. Targets for data collection are based on 45 study areas. Concordance between these study areas and ASCED fields are listed below in Table 26. Details of the fields of education are available from the ABS website.

Table 26 Study area concordance

Study area (21)		Study area (45)		Field of education
0	Non-award	0	Non-award	000000
1	Science and mathematics	1	Natural and physical sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical science and technology	019901, 019903, 019905, 019907, 019909
2	Computing 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
		7	Engineering – process and resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering – mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering – civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering – electrical and electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering – aerospace	031500, 031501, 031503, 031505, 031507, 031599

Study area (21)		Study area (45)		ASCED field of education
4	Architecture and built environment	12	Architecture and urban environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building and construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture and environmental studies	14	Agriculture and forestry	050000, 050100, 050300, 050500, 050700, 059900
		15	Environmental studies	050900
6	Health services and support	16	Health services and support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational therapy	061703
13	Teacher education	25	Teacher education – other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher education – early childhood	070101
		27	Teacher education – primary and secondary	070103, 070105
14	Business and management	28	Accounting	080100, 080101
		29	Business management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales and marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management and commerce – other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking and finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903

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

Appendix 6 Additional tables

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 27 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 (%)

Report table	Sheet name	Table title
	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 (\$)

Report table	Sheet name	Table title
	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 (\$)

Report table	Sheet name	Table title
	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 (%)

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 28 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

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 29 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 (%)

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 30 Tables associated with occupation types of employed graduates

Report table	Sheet name	Table title
Table 10	OCC_UG_ALL_1Y_EMPTYTYPE	Undergraduate occupation level, by employment type, 2022 (%)
Table 10	OCC_PG_ALL_1Y_EMPTYTYPE	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_EMPTYTYPE	Undergraduate occupation level, by employment type, universities only, 2022 (%)
	OCC_UG_NUHEI_1Y_EMPTYTYPE	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_EMPTYTYPE	Undergraduate occupation level, total employed, by study area, 2022 (%)

6.1.5 Importance of the qualification

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

Table 31 Tables associated with the extent to which graduates considered their qualification important

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

6.1.6 Extent to which qualification prepared graduates

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

Table 32 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 33 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 (%)

Report table	Sheet name	Table title
	RSOVRQ_UG_ALL_1Y_AREA	Undergraduate level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2022 (%)
	RSOVRQ_PGC_ALL_1Y_AREA	Postgraduate coursework level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2022 (%)
	RSOVRQ_PGR_ALL_1Y_AREA	Postgraduate research level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2022 (%)
	SPOQSCL_UG_ALL_1Y	Undergraduate level graduates reporting occupation does not fully use skills or education, 2022 (%)
	SPOQSCL_PG_ALL_1Y	Postgraduate level graduates reporting occupation does not fully use skills or education, 2022 (%)

6.1.8 Further study

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

Table 34 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

Report table	Sheet name	Table title
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

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 35 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)

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 36 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 (%)

Table 37 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

Report table	Sheet name	Table title
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)

