



2025

# Employer Satisfaction Survey

NATIONAL REPORT MARCH 2026

# Acknowledgments

The Quality Indicators for Learning and Teaching (QILT) survey program, including the 2025 Employer Satisfaction Survey (ESS), is funded by the Australian Government Department of Education (the Department).

The Department and the Social Research Centre acknowledge the Traditional Custodians of the lands and waters on which this research was conducted. We pay our respects to Elders, past, present and emerging.

The Social Research Centre would like to thank graduates who provided their work supervisor's contact details in the 2025 Graduate Outcomes Survey (GOS). We are also very grateful to the supervisors who took the time to provide valuable feedback about their experience. Without the enthusiastic and committed assistance of graduates and their work supervisors, the 2025 ESS would not have been such a success.

The 2025 ESS was led by Graham Challice, and the project team consisted of Dr Angela Baker, Lauren Spencer, Diana Nguyen, Samvedhya Girish, Cynthia Kim, Benjamin Desta, Javed Mohib, Joe Feng, Rahul Bet, Josh Bach, Rawan Habibeh and Serena Kim.

For more information about the 2025 ESS, including how it was conducted, visit the QILT website: [www.qilt.edu.au](http://www.qilt.edu.au)

Email the QILT team at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au)

# Terminology

## 'First Nations'

In recognition of the national scope of this research, this report uses the term 'First Nations' to encompass both Aboriginal peoples and Torres Strait Islander peoples.

We deeply respect the rich diversity of communities, identities and clans among First Nations people and acknowledge there may be preferences to be known by a specific group name or Country, or as Traditional Owners and Custodians.

The terminology used in this report reflects a considered and deliberate approach to be inclusive by using 'non-Indigenous graduates' when referring to graduates who do not identify as an Aboriginal and/or Torres Strait Islander person in Australia. This does not infer any disrespect to those who identify as an indigenous person from another country.

## 'Undergraduate'

This report uses the shorthand 'undergraduate' to refer to a respondent to the GOS who had recently **completed** an undergraduate qualification. This differs from the usual sense of 'undergraduate': a student who has not yet completed their first degree.



# Executive summary

## Employer satisfaction with graduates remained high in 2025 at over 84%

The Employer Satisfaction Survey (ESS) is a national survey which measures how employers view recent graduates from Australian higher education institutions. The ESS surveys the direct supervisor of recent graduates.

In 2025, all measured domains, including Overall Satisfaction, were above 84 per cent. Supervisors continued to rate graduates' Collaborative Skills and Employability Skills slightly lower than their Technical Skills and Foundation Skills (general literacy, numeracy and communication skills and the ability to investigate and integrate knowledge). However, over the last 3 years, satisfaction across all 5 areas of skills assessment has been trending upwards. Supervisor satisfaction with graduates' Adaptive Skills (the ability to adapt and apply skills/knowledge and work independently) and Technical Skills is at its highest level since the survey started in 2016.

## Employers more satisfied with graduates under 30 years of age

Employers were more satisfied with graduates 30 years of age or under and rated these younger graduates higher on their Collaborative Skills. However, employers rated that they were equally likely to hire another graduate with the same qualifications from the same institution in both the over and under 30 age groups.

## High employer satisfaction with international graduates

International graduates had notably higher ratings than their domestic peers for Collaborative Skills and Employability Skills.

## Mixed picture for employer satisfaction for graduates with disability

Graduates with no disability recorded higher Overall Satisfaction ratings (84.7 per cent) compared with those with disability (79.7 per cent). However, graduates with disability were rated higher than graduates with no disability in Foundation Skills (95.1 per cent and 93.1 per cent) and Technical Skills (94.5 per cent and 93.9 per cent).

## Agriculture and environmental graduate employers most satisfied industries

In 2025, employers reported the highest levels of Overall Satisfaction with Agriculture and environmental studies graduates at 90.0 per cent. Employers also reported high levels of satisfaction with Engineering and related technologies at 87.1 per cent and Education graduates at 86.6 per cent. Employer satisfaction, while still relatively high, appears lower for Creative arts graduates, at 79.7 per cent.

Employers rated Architecture and building graduates highly for Foundation Skills (100 per cent) and Technical Skills (98.3 per cent). Creative arts graduates received the lowest employer ratings for Employability Skills (81.7 per cent) and Foundation Skills (90.5 per cent).

## Highlights

- **84.2 per cent of supervisors** expressed Overall Satisfaction with their graduate employees.
- Over the last 3 years, employer satisfaction with the 5 areas of skills assessment has been trending upwards.
- Employer **satisfaction was highest with respect to their employee's Technical Skills** (94.0 per cent), and with their **Foundation Skills** (93.3 per cent), reflecting satisfaction with their general literacy, numeracy and communication skills and their ability to investigate and integrate knowledge.

### Greater differences in employer satisfaction by study mode than institution type

There was little difference in the Overall Satisfaction of employers whose graduates completed courses from universities (84.2 per cent) and those from non-university higher education institutions (NUHEIs) (84.4 per cent). However, graduates who studied off-campus had lower ratings from employers for their Collaborative Skills compared to those who studied on-campus, or a mix of both.

### Employers happier than their graduates with how well prepared they are for the job

Employers were more likely than their graduate employees to say that their qualification had prepared them 'well' or 'very well' for the job. In total, 86.4 per cent of graduates rated that they felt well prepared for their job, compared to 94.9 per cent of their employers.

There were significant gaps between graduate and employer perceptions of how well degrees prepared graduates for their jobs in certain fields. In the Natural and physical sciences field, 77.2 per cent of graduates reported that they were prepared 'well' or 'very well', compared to 94.0 per cent of employers. In Information technology, the gap was even wider, at 73.9 per cent for graduates and 93.2 per cent for employers.



# Contents

---

---

|   |           |
|---|-----------|
| <b>Acknowledgements</b>                           | <b>i</b>  |
| <b>Executive summary</b>                          | <b>ii</b> |
| <b>List of figures</b>                            | <b>v</b>  |
| <b>List of tables</b>                             | <b>vi</b> |
| <b>1. About the ESS</b>                           | <b>1</b>  |
| 1.1 Series history                                | 2         |
| 1.2 More detail                                   | 2         |
| <b>2. Graduate profile</b>                        | <b>3</b>  |
| <b>3. Employer satisfaction</b>                   | <b>4</b>  |
| 3.1 Demographic and labour market characteristics | 6         |
| 3.2 Broad field of education                      | 10        |
| 3.3 Institution type and course characteristics   | 12        |
| 3.4 University comparisons                        | 14        |
| <b>4. Skills relevance and utilisation</b>        | <b>18</b> |

---

# List of figures

---

|                 |  |    |
|-----------------|--|----|
| <b>Figure 1</b> | Characteristics of graduates in GOS and those graduates whose supervisor participated in ESS, 2025                             | 3  |
| <b>Figure 2</b> | Employer satisfaction, 2016–25 (%)   | 5  |
| <b>Figure 3</b> | Overall Satisfaction by broad field of education, 2025 (% satisfied, with 90 per cent confidence intervals)                    | 10 |
| <b>Figure 4</b> | Overall Satisfaction by university, pooled 2023–25 (% satisfied, with 90 per cent confidence intervals)                        | 17 |
| <b>Figure 5</b> | Importance of qualification for current employment, 2025 (%)   | 18 |
| <b>Figure 6</b> | Importance of qualification for current employment by broad field of education, 2025 (% with 90 per cent confidence intervals) | 20 |
| <b>Figure 7</b> | Extent to which qualification prepared graduate for current employment, 2025 (%)   | 22 |

# List of tables

|                 |  |    |
|-----------------|--|----|
| <b>Table 1</b>  | Employer satisfaction, 2016–25 (% , with 90 per cent confidence intervals)   | 4  |
| <b>Table 2</b>  | Employer satisfaction by graduates’ demographic characteristics, 2025 (% , with 90 per cent confidence intervals)  | 7  |
| <b>Table 3</b>  | Employer satisfaction by graduates’ labour market characteristics, 2025 (% , with 90 per cent confidence intervals)  | 9  |
| <b>Table 4</b>  | Employer satisfaction of graduate attributes by broad field of education, 2025 (% , with 90 per cent confidence intervals)   | 11 |
| <b>Table 5</b>  | Employer satisfaction by institution type and course characteristics 2025 (% , with 90 per cent confidence intervals)  | 13 |
| <b>Table 6</b>  | Employer satisfaction by institution (universities only), pooled 2023–25 (% , with 90 per cent confidence intervals)   | 14 |
| <b>Table 7</b>  | Importance of qualification for current employment by broad field of education, 2025 (% , with 90 per cent confidence intervals)   | 19 |
| <b>Table 8</b>  | Importance of qualification for current employment by occupation, 2025 (% , with 90 per cent confidence intervals)   | 21 |
| <b>Table 9</b>  | Extent to which qualification prepared graduate ‘well’ or ‘very well’ for current employment by broad field of education, 2025 (% , with 90 per cent confidence intervals) | 23 |
| <b>Table 10</b> | Extent to which qualification prepared graduate ‘well’ or ‘very well’ for current employment by occupation, 2025 (% , with 90 per cent confidence intervals)               | 24 |
| <b>Table 11</b> | Main ways that the qualification prepared the graduate for employment, 2025 (% , with 90 per cent confidence intervals)  | 25 |
| <b>Table 12</b> | Main ways that the qualification could have better prepared the graduate for employment, 2025 (% , with 90 per cent confidence intervals)                                  | 26 |

# 1. About the ESS

The 2025 Employer Satisfaction Survey (ESS) measures how employers view recent graduates from Australian higher education institutions. Conducted annually since 2016, the ESS provides assurance about the quality of Australia's higher education sector, including the Technical Skills, generic skills and work readiness of recent graduates.

The ESS is part of the Quality Indicators for Learning and Teaching (QILT) survey suite, independently and centrally administered by the Social Research Centre on behalf of the Australian Government Department of Education. The ESS is the largest survey of its kind, gauging the views of 2,399 employers in 2025 about the attributes of recent graduates from Australian higher education institutions, including universities and non-university higher education institutions (NUHEIs).

The impetus for a national survey of graduate employers is the Australian Government's desire to improve the range and quality of higher education performance indicators. As employment is usually one of the main objectives of completing a higher education qualification, employer views of the readiness of graduates to enter the workplace are a key component of the 'quality matrix'.

The ESS has 3 unique design features. First, it is the only national survey in Australia that links the experiences of graduates to the views of their direct supervisors. Second, the ESS is undertaken systematically by asking employed graduates who participate in the Graduate Outcomes Survey (GOS) to provide contact information for their direct supervisor, who is then invited to complete the ESS.

Many other employer surveys are not conducted on a systematic basis and report the perceptions of executives who may have had little or no direct experience with recent graduates. Third the ESS provides comparisons by employment characteristics, occupation, demographic group and institution for this responding cohort of supervisors, so this should be considered in assessing the limitations and bias associated with the survey methodology.

A disadvantage of this more precise approach to survey collection is that the ensuing methodology can make it difficult to achieve adequate responses for reporting purposes due to a number of factors. These include a requirement to seek consent from supervisors before sharing their contact information, privacy concerns, and a general reluctance due to length of time in the job or concerns that supervisors are too busy, among other reasons.

In 2025, 5.2 per cent of employed graduates passed on valid supervisor contact details, which was a decline from the 8.6 per cent achieved in 2024. Given this, results reported by ESS respondents may not generalise to a larger population of supervisors of recent graduates. See the 2025 ESS Methodological Report available on the QILT website for further details of the methodology, pattern of responses and data representativeness:

[Employer Satisfaction Survey](#)

The ESS is the only national survey in Australia which gets the views of the direct supervisors and links these to the graduates' experiences, giving the most accurate picture of graduate employer satisfaction.

## 2025 participation



**132**  
participating institutions



**4,864**  
invitations sent



**2,399**  
completed surveys



**49.3%**  
response rate

For many tables in this report, the 90 per cent confidence intervals are reported in brackets. [Construction of confidence intervals in QILT surveys](#) details how confidence intervals are calculated. Commentary in this report which describes results between cohorts (i.e., between institutions or demographic groups) uses confidence intervals to understand whether satisfaction results differ – for example, when looking at institution results, where these intervals do overlap, it cannot be inferred that an institution is or is not different to another. However, where these intervals do not overlap, there is 90 per cent confidence that there is a difference between them.

Note that the ESS is administered at the same time as the GOS, with the first collection round for the 2025 ESS in November 2024, followed by a second in February 2025 and a third in May 2025.

## 1.1 Series history

The ESS was added to the QILT suite of surveys in 2016. While there had been a national, higher education graduate survey for more than 30 years, there was no corresponding national survey of these graduates' employers. The ESS was designed to fill this gap, measuring employer perceptions of graduate preparedness for the workplace.

Following development and piloting in 2013 to 2015, the finalised survey was first fielded nationally in November 2015, with additional collections for this first wave in February and May 2016. (See the [2016 ESS Methodology Report](#) for more information on the development of the ESS.)

## 1.2 More detail

This report is supported by static Excel tables that provide additional data and detail that may be of interest.

Methodological information, such as institutional participation and the ESS questionnaire, previously included in the appendices of the ESS National Report is now available in the [2025 ESS Methodological Report](#). Additional technical details, such as the calculation of indicators and confidence intervals, can be found on the QILT website.

Visit the [qilt.edu.au/surveys/employer-satisfaction-survey-ess](http://qilt.edu.au/surveys/employer-satisfaction-survey-ess) to access these resources.



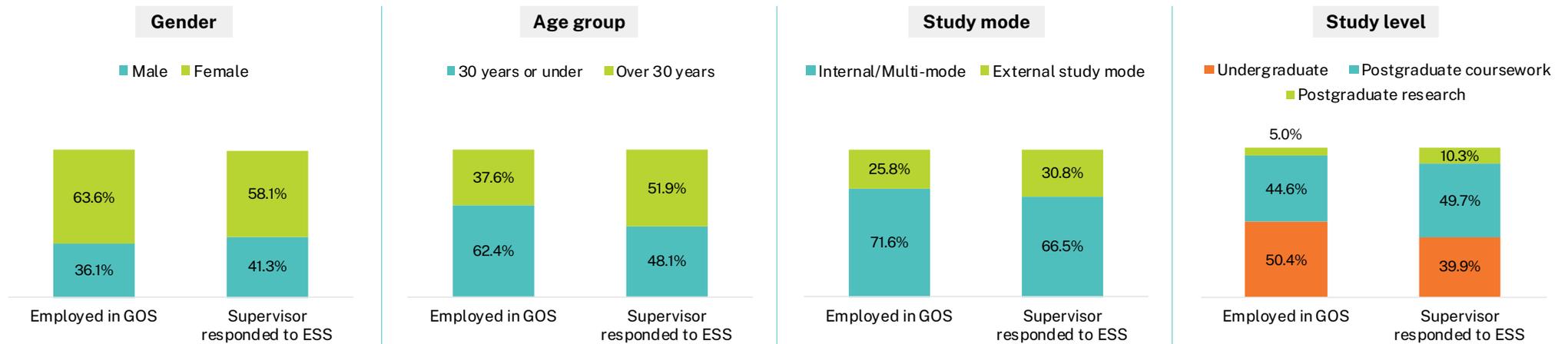
## 2. Graduate profile

When considering the ESS results, it is important to take into account the profile of graduates whose supervisor participates in the survey, especially relative to the population of graduates from which sampling occurs (i.e., employed graduates who participate in the Graduate Outcomes Survey (GOS) and provide contact information for their supervisor).

Select demographic and study characteristics of employed graduates from the GOS and those graduates whose supervisor participated in ESS are shown in **Figure 1**. Relative to employed graduates in GOS, those graduates whose supervisor participated in ESS are more likely to be male and over 30 years in age.

These demographic and study characteristics of the graduates whose employer participated in ESS should be considered when reviewing the ESS results.

Figure 1 / Characteristics of graduates in GOS and those graduates whose supervisor participated in ESS, 2025



### 3. Employer satisfaction

Findings from the 2025 ESS show that supervisors continue to rate their graduates highly. In 2025, 84.2 per cent of direct supervisors expressed Overall Satisfaction with their graduate employee.<sup>1</sup>

Supervisors were also asked to report the extent to which they agreed or disagreed that a graduate’s course had developed their skills and knowledge across 5 graduate attribute domains. For the purposes of this report, where supervisors agreed the course developed the graduate attribute, they are deemed to be ‘satisfied’ with that attribute.

**Table 1** shows the following high levels of employer satisfaction across all attributes in 2025:

- **93.3 per cent satisfaction with Foundation Skills** – general literacy, numeracy and communication skills and the ability to investigate and integrate knowledge
- **90.7 per cent satisfaction with Adaptive Skills** – the ability to adapt and apply skills/knowledge and work independently
- **88.6 per cent satisfaction with Collaborative Skills** – teamwork and interpersonal skills
- **94.0 per cent satisfaction with Technical Skills** – the application of professional and technical knowledge and standards
- **86.2 per cent satisfaction with Employability Skills** – the ability to perform and innovate in the workplace.

These results suggest employers are highly satisfied with the overall quality of graduates from Australia’s higher education system.

In 2025, employers continued to rate graduates’ Collaborative Skills and Employability Skills significantly lower than their Technical Skills and Foundation Skills (**Table 1**).

**Table 1 / Employer satisfaction, 2016–25 (% , with 90 per cent confidence intervals)**

|             | Foundation Skills | Adaptive Skills   | Collaborative Skills | Technical Skills  | Employability Skills | Overall Satisfaction |
|-------------|-------------------|-------------------|----------------------|-------------------|----------------------|----------------------|
| <b>2016</b> | 92.0 (91.2, 92.8) | 88.4 (87.4, 89.4) | 84.6 (83.5, 85.7)    | 92.2 (91.4, 93.0) | 83.8 (82.7, 84.9)    | 84.3 (83.2, 85.4)    |
| <b>2017</b> | 93.4 (92.8, 94.0) | 90.1 (89.3, 90.9) | 85.9 (85.0, 86.8)    | 93.3 (92.6, 94.0) | 85.0 (84.1, 85.9)    | 83.6 (82.7, 84.5)    |
| <b>2018</b> | 93.5 (92.9, 94.1) | 89.9 (89.2, 90.6) | 88.7 (87.9, 89.4)    | 93.8 (93.3, 94.4) | 86.5 (85.7, 87.3)    | 84.8 (84.0, 85.6)    |
| <b>2019</b> | 92.7 (92.0, 93.3) | 89.3 (88.5, 90.1) | 87.8 (86.9, 88.5)    | 92.7 (92.0, 93.3) | 85.4 (84.5, 86.2)    | 84.0 (83.1, 84.9)    |
| <b>2020</b> | 93.7 (93.0, 94.4) | 90.1 (89.2, 91.0) | 88.1 (87.1, 89.0)    | 93.8 (93.1, 94.5) | 86.8 (85.8, 87.8)    | 84.7 (83.6, 85.7)    |
| <b>2021</b> | 93.5 (92.8, 94.2) | 90.3 (89.4, 91.1) | 89.3 (88.3, 90.1)    | 93.7 (93.0, 94.4) | 86.6 (85.6, 87.6)    | 85.3 (84.3, 86.3)    |
| <b>2022</b> | 93.0 (92.2, 93.7) | 90.1 (89.2, 91.0) | 88.2 (87.2, 89.1)    | 92.7 (91.9, 93.4) | 86.8 (85.8, 87.8)    | 84.1 (83.0, 85.1)    |
| <b>2023</b> | 91.2 (90.3, 92.0) | 88.7 (87.7, 89.7) | 86.0 (84.9, 87.1)    | 92.2 (91.3, 93.0) | 84.1 (82.9, 85.2)    | 83.7 (82.6, 84.8)    |
| <b>2024</b> | 92.8 (92.1, 93.5) | 89.3 (88.5, 90.2) | 87.6 (86.7, 88.5)    | 92.7 (92.0, 93.4) | 85.4 (84.4, 86.4)    | 85.5 (84.4, 86.4)    |
| <b>2025</b> | 93.3 (92.4, 94.1) | 90.7 (89.6, 91.7) | 88.6 (87.5, 89.7)    | 94.0 (93.1, 94.8) | 86.2 (85.0, 87.4)    | 84.2 (82.9, 85.4)    |

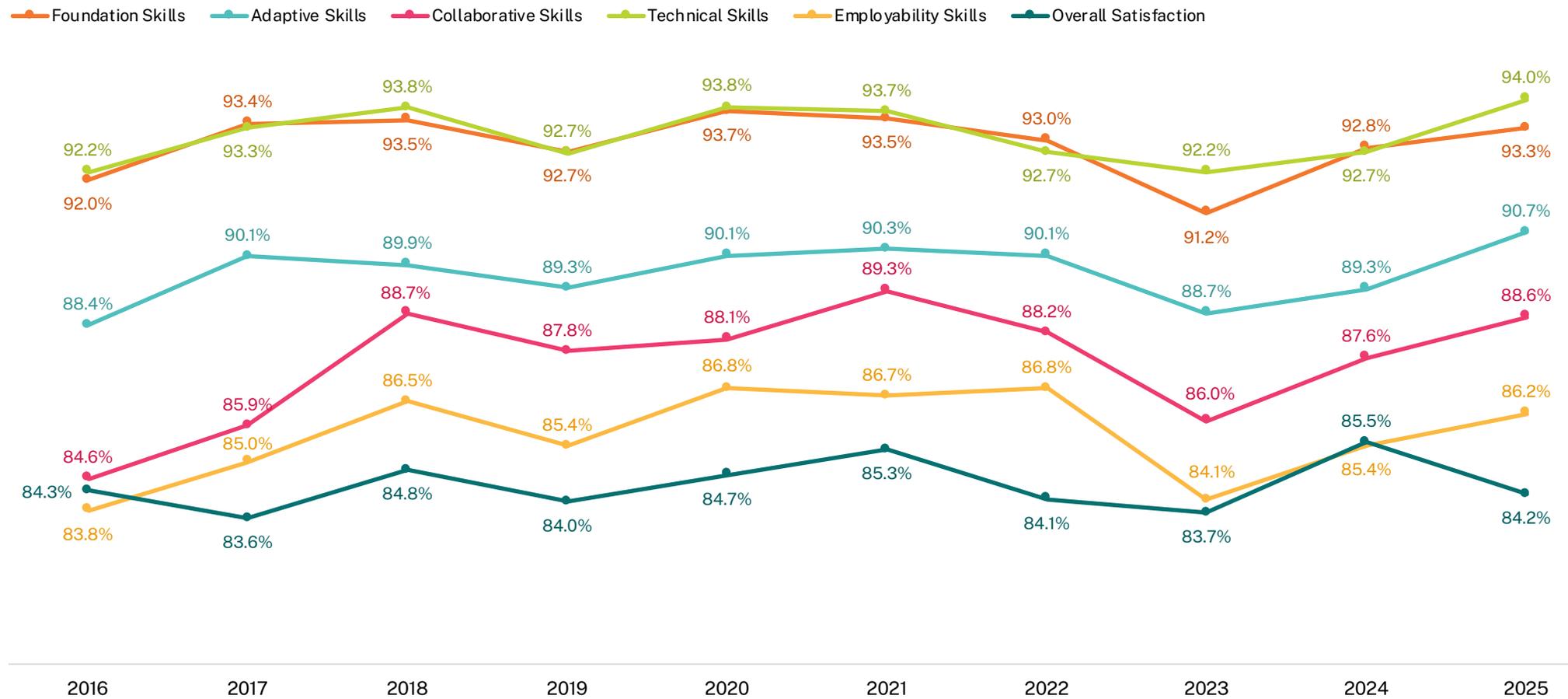
Note: Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

<sup>1</sup> Overall Satisfaction reports the proportion of supervisors who selected ‘Very likely to consider’ or ‘Likely to consider’ for the item, ‘Based on your experience with this graduate, how likely are you to consider hiring another graduate from the same course and institution, if you had a relevant vacancy?’

As shown in **Figure 2**, Overall Satisfaction in 2025 was 84.2 per cent and has remained relatively stable, with minor fluctuations over time.

Satisfaction with all individual skills attributes has been trending upwards since 2023 – in particular, Foundation Skills (93.3 per cent in 2025) and Collaborative Skills (88.6 per cent in 2025) have significantly increased over this period.<sup>2</sup> Employer satisfaction with graduates' Adaptive Skills (90.7 per cent) and Technical Skills (94.0 per cent) is at its highest level since 2016. While ratings for all other graduate attribute domains have been trending upwards across 2023 and 2024, it is unclear if these increases would hold true in a larger population of supervisors.

Figure 2 / Employer satisfaction, 2016–25 (%)



<sup>2</sup> Where confidence intervals overlap, a 2-sample T-test of the difference between the 2 rating estimates can be used to assess statistical difference. This approach appropriately accounts for error propagation in rating estimates.

### 3.1 Demographic and labour market characteristics

**Table 2** shows that employer satisfaction was similar for male and female graduates across most skills attributes.

Supervisor Overall Satisfaction with graduates aged 30 years or under was 85.1 per cent, while satisfaction with those over 30 years of age was 83.3 per cent. Across 4 of the skills domains, there was a tendency for supervisors to rate the skills of graduates aged 30 or under higher than those of graduates older than 30. The greatest difference in skills ratings by age was in the Collaborative Skills domain: graduates aged 30 or under were rated significantly higher (6.2 percentage points) than their older counterparts. Supervisor satisfaction also differed in the Technical Skills domain, with respondents rating graduates aged 30 or under marginally higher (2.5 percentage points) than graduates older than 30 years.

This result may be influenced by study level – graduates aged under 30 years were much more likely to have studied most recently at an undergraduate level (55.2 per cent of graduates aged under 30 years, compared to 25.8 per cent of graduates aged 30 years or over). There is likely to be a greater focus during the undergraduate level on Technical Skills. Nonetheless, employers had similar levels of Overall Satisfaction across the 2 age cohorts (**Table 2**).

Supervisors rated graduates from non-English-speaking backgrounds higher than graduates from English-speaking backgrounds for most skills, particularly Collaborative Skills and Employability Skills. Similarly, international graduates also had notably higher ratings than their domestic peers for Collaborative Skills (by a margin of 8.6 percentage points) and Employability Skills (by 6.0 percentage points; **Table 2**).

There is significant overlap among these demographic cohorts, with 86.7 per cent of all graduates from a non-English speaking background also being international graduates. International graduates also had higher Overall Satisfaction ratings, and higher ratings for Foundation Skills and Technical Skills, but it is unclear whether these results would be replicated in a larger population of employers. Graduates without disability recorded higher Overall Satisfaction ratings (84.7 per cent) compared with those with disability (79.7 per cent). By skills domain, graduates without disability tended to be rated higher in Adaptive Skills (90.8 per cent), Collaborative Skills (88.7 per cent), and Employability Skills (86.3 per cent). In contrast, graduates with disability were rated higher in Foundation Skills (95.1 per cent) and Technical Skills (94.5 per cent).

Differences in employer ratings for First Nations and non-Indigenous graduates should also be treated with caution due to the relatively small number of responses from employers of First Nations graduates.

Supervisors expressed greater Overall Satisfaction with graduates aged 30 or under. They also rated these younger graduates higher on their Collaborative Skills.

International graduates had notably higher ratings than their domestic peers for Collaborative Skills and Employability skills.



Table 2 / **Employer satisfaction by graduates' demographic characteristics, 2025 (% , with 90 per cent confidence intervals)**

|                                   | Foundation Skills        | Adaptive Skills          | Collaborative Skills     | Technical Skills         | Employability Skills     | Overall Satisfaction     |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Gender</b>                     |                          |                          |                          |                          |                          |                          |
| Male                              | 93.1 (91.6, 94.4)        | 90.4 (88.7, 91.9)        | 89.4 (87.7, 91.0)        | 94.1 (92.7, 95.2)        | 86.6 (84.7, 88.4)        | 83.2 (81.1, 85.2)        |
| Female                            | 93.4 (92.2, 94.4)        | 90.9 (89.5, 92.1)        | 87.9 (86.4, 89.3)        | 93.9 (92.7, 94.9)        | 85.9 (84.3, 87.5)        | 84.8 (83.1, 86.4)        |
| <b>Age</b>                        |                          |                          |                          |                          |                          |                          |
| 30 years or under                 | 94.1 (92.8, 95.2)        | 90.7 (89.2, 92.1)        | 91.8 (90.4, 93.1)        | 95.3 (94.2, 96.3)        | 87.4 (85.6, 88.9)        | 85.1 (83.3, 86.8)        |
| Over 30 years                     | 92.6 (91.2, 93.7)        | 90.7 (89.2, 92.0)        | 85.6 (83.8, 87.2)        | 92.8 (91.4, 93.9)        | 85.2 (83.4, 86.8)        | 83.3 (81.4, 85.0)        |
| <b>First Nations</b>              |                          |                          |                          |                          |                          |                          |
| First Nations                     | 94.7 (84.7, 98.9)        | 86.8 (75.0, 93.7)        | 86.8 (75.0, 93.7)        | 94.6 (84.3, 98.8)        | 86.8 (75.0, 93.7)        | 80.6 (67.5, 89.3)        |
| Non-Indigenous                    | 92.6 (91.5, 93.6)        | 90.3 (89.0, 91.4)        | 86.4 (85.0, 87.8)        | 93.4 (92.4, 94.4)        | 84.7 (83.2, 86.1)        | 83.4 (81.8, 84.8)        |
| <b>Home language**</b>            |                          |                          |                          |                          |                          |                          |
| English                           | 93.1 (92.0, 94.0)        | 90.6 (89.4, 91.6)        | 87.6 (86.3, 88.8)        | 93.7 (92.7, 94.5)        | 85.4 (84.0, 86.7)        | 83.7 (82.2, 85.0)        |
| Other                             | 94.7 (92.3, 96.4)        | 91.5 (88.6, 93.7)        | 94.3 (91.8, 96.0)        | 95.9 (93.6, 97.3)        | 90.9 (88.0, 93.2)        | 87.1 (83.8, 89.8)        |
| <b>Citizen/resident indicator</b> |                          |                          |                          |                          |                          |                          |
| Domestic                          | 92.7 (91.6, 93.6)        | 90.2 (88.9, 91.3)        | 86.4 (85.0, 87.8)        | 93.5 (92.4, 94.4)        | 84.7 (83.2, 86.1)        | 83.3 (81.8, 84.8)        |
| International                     | 95.3 (93.5, 96.5)        | 92.2 (90.2, 93.9)        | 95.0 (93.3, 96.3)        | 95.6 (93.9, 96.8)        | 90.7 (88.4, 92.5)        | 86.7 (84.2, 88.9)        |
| <b>Disability***</b>              |                          |                          |                          |                          |                          |                          |
| Disability                        | 95.1 (92.1, 97.1)        | 89.6 (85.7, 92.5)        | 87.4 (83.3, 90.7)        | 94.5 (91.3, 96.6)        | 85.1 (80.7, 88.7)        | 79.7 (74.9, 83.8)        |
| No disability                     | 93.1 (92.1, 94.0)        | 90.8 (89.7, 91.8)        | 88.7 (87.5, 89.8)        | 93.9 (93.0, 94.8)        | 86.3 (85.0, 87.6)        | 84.7 (83.3, 85.9)        |
| <b>Total</b>                      | <b>93.3 (92.4, 94.1)</b> | <b>90.7 (89.6, 91.7)</b> | <b>88.6 (87.5, 89.7)</b> | <b>94.0 (93.1, 94.8)</b> | <b>86.2 (85.0, 87.4)</b> | <b>84.2 (82.9, 85.4)</b> |

Note: Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

\*\* 'Home language other than English' refers to graduates who arrived in Australia less than 10 years prior to the year in which the data was collected and who come from a home where a language other than English is spoken. This information is reported by institutions through the Tertiary Collection of Student Information (TCSI) system.

\*\*\* Disability information is reported by institutions through the Tertiary Collection of Student Information (TCSI) system, reflecting a disability, impairment or long-term condition which may affect a graduate's studies.

Employers reported the highest Overall Satisfaction with graduates working as managers at 86.1 per cent, and professionals at 84.8 per cent (**Table 3**). Most employer responses in 2025 were for graduates working in professional occupations (59.2 per cent), and Overall Satisfaction has remained relatively high and consistent for this group over time. In contrast, graduates in technician and trades worker occupations had an overall employer satisfaction rate of 78.9 per cent, the lowest of all occupation types. This may be due in part to the relevance of the degree for the roles in which the graduates are employed. As shown in **Table 8**, graduates employed in the technician and trades workers occupations were much less likely to rate their degree as important for their current job compared to professional occupations.

The Employability Skills satisfaction rating for graduates in professional occupations was the lowest of any skills rating by occupation, at 84.5 per cent.

Employers reported slightly higher Overall Satisfaction with graduates working full-time at 84.8 per cent than graduates working part-time at 82.5 per cent. Employers rated part-time employed workers marginally higher on Collaborative Skills.

Employers tended to report higher Overall Satisfaction with graduates who had been working for 'one year or more' (84.3 per cent) or '3 months to less than one year' (84.2 per cent) than graduates who had been working 'less than 3 months' (82.7 per cent). Supervisor ratings of Collaborative Skills for graduates who had been working one year or more (86.5 per cent) was lower than graduates who had been with their employer 'less than 3 months' (93.3 per cent) or '3 months to less than one year' (90.8 per cent).



Table 3 / **Employer satisfaction by graduates' labour market characteristics, 2025 (% , with 90 per cent confidence intervals)**

|  | Foundation Skills        | Adaptive Skills          | Collaborative Skills     | Technical Skills         | Employability Skills     | Overall Satisfaction     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Occupation*</b>                           |                          |                          |                          |                          |                          |                          |
| Managers                                     | 93.3 (89.8, 95.7)        | 93.8 (90.3, 96.0)        | 86.4 (82.0, 89.9)        | 92.1 (88.4, 94.8)        | 89.3 (85.2, 92.4)        | 86.1 (81.5, 89.6)        |
| Professionals                                | 92.8 (91.5, 93.8)        | 89.9 (88.5, 91.2)        | 86.6 (85.0, 88.1)        | 93.6 (92.5, 94.6)        | 84.5 (82.8, 86.1)        | 84.8 (83.1, 86.3)        |
| Technicians and trades workers               | 96.9 (92.2, 99.0)        | 91.3 (85.1, 95.2)        | 95.7 (90.4, 98.3)        | 97.8 (93.3, 99.6)        | 86.8 (79.8, 91.7)        | 78.9 (71.3, 85.0)        |
| Community and personal service workers       | 93.2 (90.0, 95.5)        | 90.7 (87.1, 93.4)        | 92.6 (89.3, 94.9)        | 94.1 (91.1, 96.2)        | 88.5 (84.6, 91.5)        | 83.5 (79.1, 87.2)        |
| Clerical and administrative workers          | 93.6 (90.5, 95.8)        | 90.0 (86.3, 92.9)        | 91.6 (88.1, 94.1)        | 93.8 (90.6, 96.0)        | 87.9 (83.8, 91.1)        | 81.4 (76.8, 85.2)        |
| Other workers                                | 96.1 (92.0, 98.2)        | 93.7 (89.1, 96.5)        | 94.2 (89.9, 96.8)        | 97.5 (93.8, 99.2)        | 90.8 (85.7, 94.3)        | 84.1 (78.1, 88.7)        |
| <b>Employment status</b>                     |                          |                          |                          |                          |                          |                          |
| Full-time                                    | 93.3 (92.2, 94.2)        | 90.8 (89.6, 91.9)        | 88.0 (86.6, 89.3)        | 94.0 (92.9, 94.9)        | 86.0 (84.6, 87.4)        | 84.8 (83.3, 86.2)        |
| Part-time                                    | 93.5 (91.6, 94.9)        | 90.3 (88.2, 92.1)        | 90.2 (88.1, 92.0)        | 94.1 (92.3, 95.5)        | 86.7 (84.3, 88.8)        | 82.5 (79.9, 84.9)        |
| <b>Duration of job with current employer</b> |                          |                          |                          |                          |                          |                          |
| Less than 3 months                           | 91.6 (87.3, 94.6)        | 87.1 (82.1, 90.9)        | 93.3 (89.3, 96.0)        | 93.9 (89.9, 96.4)        | 87.9 (82.9, 91.6)        | 82.7 (77.3, 87.1)        |
| 3 months to <1 year                          | 93.6 (92.0, 94.8)        | 90.2 (88.4, 91.8)        | 90.8 (89.1, 92.3)        | 94.3 (92.8, 95.5)        | 85.3 (83.2, 87.2)        | 84.2 (82.0, 86.2)        |
| 1 year or more                               | 93.4 (92.1, 94.4)        | 91.5 (90.1, 92.7)        | 86.5 (84.8, 88.0)        | 93.8 (92.6, 94.9)        | 86.6 (85.0, 88.1)        | 84.3 (82.6, 86.0)        |
| <b>Total</b>                                 | <b>93.3 (92.4, 94.1)</b> | <b>90.7 (89.6, 91.7)</b> | <b>88.6 (87.5, 89.7)</b> | <b>94.0 (93.1, 94.8)</b> | <b>86.2 (85.0, 87.4)</b> | <b>84.2 (82.9, 85.4)</b> |

Note: Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

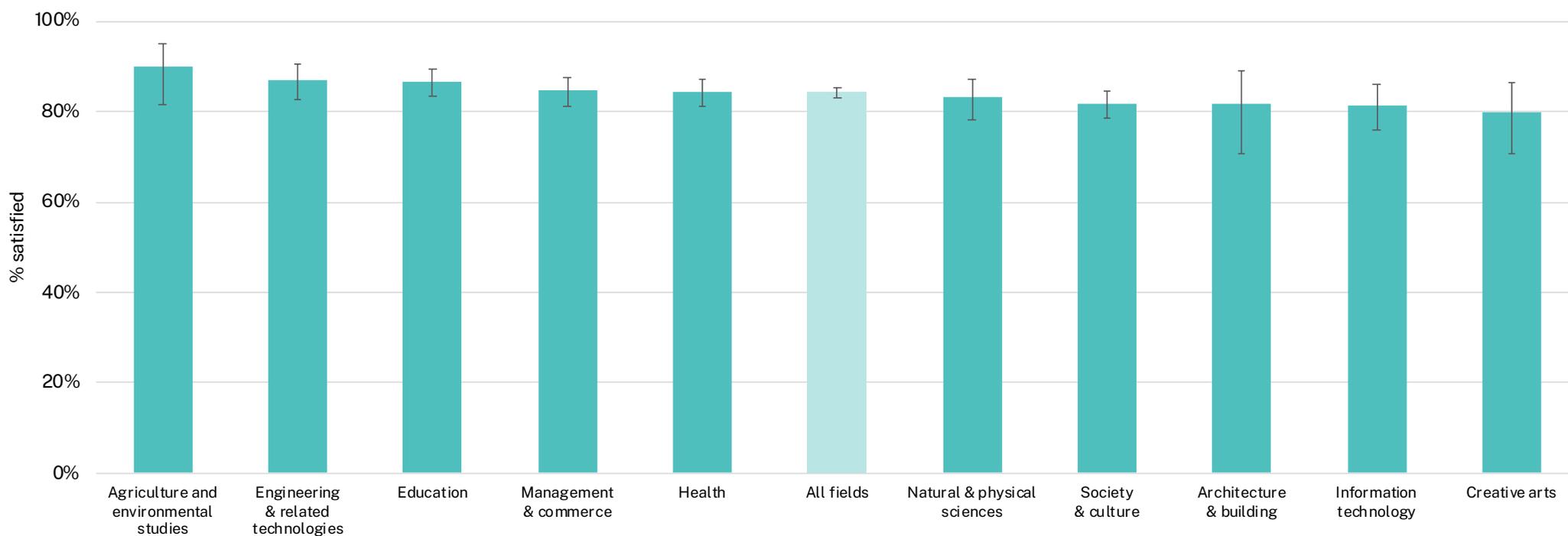
\* Occupation group based on supervisor's description of graduate's occupation.

### 3.2 Broad field of education<sup>3</sup>

In 2025, direct supervisors reported the highest levels of Overall Satisfaction (90.0 per cent) with Agriculture and environmental studies graduates. Supervisors also reported high levels of satisfaction with Engineering and related technologies and Education graduates, at 87.1 per cent and 86.6 per cent respectively. Employer satisfaction, while still relatively high, appears lower for Creative arts graduates, at 79.7 per cent.

**Figure 3** shows the Overall Satisfaction rating for graduates in each broad field of education and the 90 per cent confidence interval for each estimate.<sup>4</sup> Taking the confidence intervals into account, Overall Satisfaction is similar across all broad field of education categories.

Figure 3 / Overall Satisfaction by broad field of education, 2025 (% satisfied, with 90 per cent confidence intervals)



Note: Only fields of education with sufficient data (i.e.  $n \geq 25$ ) are presented in this figure.

<sup>3</sup> QILT reports generally use the 21 aggregated study areas as the basis of analysis. However, the ESS, given smaller sample counts, uses the 11 Broad Field of Education categories as the basis of analysis. Details of the fields of education are available from the ABS website.

<sup>4</sup> Where confidence intervals overlap, it may not be possible to generalise differences between estimates to a larger population of employers. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

As shown in **Table 4**, employer satisfaction with different graduate attributes varied across fields of education. Employers rated Natural and physical sciences, Information technology, and Agriculture and environmental studies graduates strongly across all attributes.

Employers rated Agriculture and environmental studies graduates highly for Foundation Skills (100 per cent) and Technical Skills (98.3 per cent). Creative arts graduates received the lowest employer ratings for Employability Skills (81.7 per cent) and Foundation Skills (90.5 per cent).

Across all fields of education, the least variation in employer satisfaction was in the Adaptive Skills attribute with a difference of 7.5 percentage points between Agriculture and environmental studies (95.0 per cent) and Architecture and building (87.5 per cent). The greatest difference across fields of education was in the Foundation Skills attribute (9.5 percentage points difference between Agriculture and environmental studies and Creative arts).

Table 4 / **Employer satisfaction of graduate attributes by broad field of education, 2025 (% , with 90 per cent confidence intervals)**

| Field of education                    | Foundation Skills        | Adaptive Skills          | Collaborative Skills     | Technical Skills         | Employability Skills     | Overall Satisfaction     |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Agriculture and environmental studies | 100.0 (94.8, 100.0)      | 95.0 (87.8, 98.3)        | 86.2 (77.0, 92.2)        | 98.3 (92.0, 100.0)       | 83.1 (73.5, 89.7)        | 90.0 (81.6, 95.0)        |
| Architecture and building             | 95.9 (87.9, 99.1)        | 87.5 (77.4, 93.6)        | 91.8 (82.7, 96.6)        | 98.0 (90.7, 100.0)       | 83.7 (73.1, 90.7)        | 81.6 (70.8, 89.1)        |
| Creative arts                         | 90.5 (83.3, 95.0)        | 91.9 (84.9, 95.9)        | 90.9 (83.9, 95.2)        | 90.7 (83.5, 95.0)        | 81.7 (72.9, 88.1)        | 79.7 (70.6, 86.6)        |
| Education                             | 92.5 (89.9, 94.5)        | 90.1 (87.2, 92.3)        | 87.3 (84.2, 89.9)        | 93.2 (90.7, 95.1)        | 86.4 (83.2, 89.1)        | 86.6 (83.4, 89.3)        |
| Engineering and related technologies  | 95.9 (92.9, 97.8)        | 91.4 (87.4, 94.2)        | 90.3 (86.2, 93.3)        | 96.4 (93.5, 98.1)        | 84.9 (80.1, 88.7)        | 87.1 (82.6, 90.6)        |
| Health                                | 91.3 (88.8, 93.4)        | 89.1 (86.3, 91.4)        | 84.4 (81.2, 87.1)        | 93.8 (91.5, 95.5)        | 83.3 (79.9, 86.1)        | 84.5 (81.3, 87.2)        |
| Information technology                | 94.4 (90.5, 96.8)        | 92.5 (88.2, 95.3)        | 92.7 (88.5, 95.4)        | 97.4 (94.2, 99.0)        | 87.7 (82.7, 91.5)        | 81.5 (75.9, 86.1)        |
| Management and commerce               | 93.3 (90.8, 95.2)        | 91.6 (88.9, 93.7)        | 89.3 (86.4, 91.7)        | 92.3 (89.7, 94.4)        | 87.4 (84.3, 90.0)        | 84.7 (81.3, 87.5)        |
| Natural and physical sciences         | 95.3 (92.0, 97.3)        | 92.6 (88.7, 95.2)        | 91.8 (87.9, 94.5)        | 95.3 (92.0, 97.3)        | 90.8 (86.7, 93.8)        | 83.1 (78.2, 87.1)        |
| Society and culture                   | 92.5 (90.2, 94.3)        | 90.0 (87.4, 92.1)        | 89.6 (87.0, 91.7)        | 93.1 (90.8, 94.8)        | 87.3 (84.5, 89.7)        | 81.8 (78.5, 84.6)        |
| <b>All fields</b>                     | <b>93.3 (92.4, 94.1)</b> | <b>90.7 (89.6, 91.7)</b> | <b>88.6 (87.5, 89.7)</b> | <b>94.0 (93.1, 94.8)</b> | <b>86.2 (85.0, 87.4)</b> | <b>84.2 (82.9, 85.4)</b> |
| Standard deviation                    | 2.8                      | 2.1                      | 2.7                      | 2.6                      | 2.8                      | 3.1                      |

Note: The Food, hospitality and personal services broad field of education is not shown as no data was available. Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

### 3.3 Institution type and course characteristics

**Table 5** shows that there was little difference in the Overall Satisfaction of supervisors whose graduates completed courses from universities (84.2 per cent) and those from non-university higher education institutions (NUHEIs) (84.4 per cent). However, there were notable differences in the Overall Satisfaction of supervisors based on the graduate's mode of study – supervisors reported higher levels of Overall Satisfaction with graduates who studied internally or multi-modally (that is, who attended some or all their classes on-campus) at 85.0 per cent, compared to graduates who studied externally (that is, who undertook all study off-campus) at 83.4 per cent.

**Graduates who studied off-campus had lower ratings from employers for their Collaborative Skills compared to those who studied on-campus, or a mix of internal and external study.**

Across nearly all of the skills domains, there was a tendency for supervisors to rate graduates whose mode of study was internal or multi-mode higher than those who studied externally. The difference is particularly stark in Collaborative Skills, where supervisors of internal or multi-modal graduates rated graduates 6.3 percentage points higher than graduates who studied externally. Smaller gaps were also observed in Foundation Skills and Technical Skills by margins of 2.1 and 2.0 percentage points respectively. However, it is unclear if these differences would hold in a larger population of supervisors.

**Similarly, supervisor satisfaction regarding Collaborative Skills was lower for postgraduate coursework graduates relative to undergraduates.**

The lower ratings for Collaborative Skills among external graduates may reflect reduced opportunities for peer and educator interaction, which are typically more limited in externally delivered courses.

Supervisors reported the highest levels of Overall Satisfaction with postgraduate research graduates (86.7 per cent) and the lowest levels with postgraduate coursework graduates (82.4 per cent). Technical Skills (96.3 per cent) and Foundation Skills (95.5 per cent) contribute to this difference, with employers reporting slightly higher satisfaction with these skills among postgraduate research graduates than for postgraduate coursework graduates, at 93.1 per cent and 92.5 per cent respectively. Conversely, supervisor satisfaction with the Collaborative Skills of undergraduates (90.4 per cent) was higher than for postgraduate coursework graduates (87.3 per cent).

The lower ratings for postgraduate coursework graduates may be attributable to a higher proportion of these graduates studying externally (40.1 per cent, compared to 25.3 per cent for undergraduates and 6.0 per cent for postgraduate research graduates) and therefore engaging less in student-centred, collaborative learning activities, as observed by the Student Experience Survey Peer Engagement focus area.<sup>5</sup>



<sup>5</sup> The Student Experience Survey (SES) is part of the QILT suite of surveys. The SES measures the experience of current students enrolled in a higher education course. Peer Engagement is 1 of 5 focus areas reported in the SES National Report and SES International Report. More information, including the latest reports, can be found on the [QILT website](#).

Table 5 / **Employer satisfaction by institution type and course characteristics, 2025 (% , with 90 per cent confidence intervals)**

|                            | Foundation Skills        | Adaptive Skills          | Collaborative Skills     | Technical Skills         | Employability Skills     | Overall Satisfaction     |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Type of institution</b> |                          |                          |                          |                          |                          |                          |
| University                 | 93.3 (92.4, 94.2)        | 90.7 (89.5, 91.7)        | 88.6 (87.4, 89.7)        | 94.0 (93.1, 94.8)        | 86.2 (84.8, 87.4)        | 84.2 (82.8, 85.4)        |
| NUHEI                      | 93.1 (89.5, 95.5)        | 91.1 (87.2, 93.9)        | 88.7 (84.5, 91.9)        | 93.6 (90.1, 95.9)        | 86.9 (82.5, 90.4)        | 84.4 (79.7, 88.2)        |
| <b>Study mode*</b>         |                          |                          |                          |                          |                          |                          |
| Internal/multi-mode        | 94.1 (93.0, 95.0)        | 90.6 (89.3, 91.8)        | 90.8 (89.5, 92.0)        | 94.7 (93.7, 95.6)        | 86.5 (84.9, 87.9)        | 85.0 (83.4, 86.4)        |
| External study mode        | 92.0 (90.2, 93.6)        | 91.1 (89.2, 92.8)        | 84.5 (82.1, 86.6)        | 92.7 (90.9, 94.2)        | 86.1 (83.8, 88.1)        | 83.4 (80.9, 85.6)        |
| <b>Course level</b>        |                          |                          |                          |                          |                          |                          |
| Undergraduate              | 93.8 (92.3, 95.0)        | 89.6 (87.8, 91.1)        | 90.4 (88.7, 91.9)        | 94.5 (93.1, 95.6)        | 84.9 (82.8, 86.8)        | 85.7 (83.6, 87.5)        |
| Postgraduate coursework    | 92.5 (91.1, 93.7)        | 91.2 (89.7, 92.5)        | 87.3 (85.6, 88.8)        | 93.1 (91.7, 94.3)        | 86.6 (84.9, 88.2)        | 82.4 (80.5, 84.2)        |
| Postgraduate research      | 95.5 (92.6, 97.3)        | 92.5 (89.2, 94.9)        | 87.9 (84.0, 91.0)        | 96.3 (93.7, 97.9)        | 89.1 (85.3, 92.0)        | 86.7 (82.7, 89.9)        |
| <b>Total</b>               | <b>93.3 (92.4, 94.1)</b> | <b>90.7 (89.6, 91.7)</b> | <b>88.6 (87.5, 89.7)</b> | <b>94.0 (93.1, 94.8)</b> | <b>86.2 (85.0, 87.4)</b> | <b>84.2 (82.9, 85.4)</b> |

Note: Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

\* 'Internal mode' of attendance is where (i) the study is undertaken through attendance at the higher education provider on a regular basis, or (ii) for higher-degree unit enrolments, where regular attendance is not required but the student attends the higher education provider on an agreed schedule for the purposes of supervision and/or instruction. External mode of attendance is where lesson materials, assignments etc. are delivered to the student, and any associated attendance at the institution is of an incidental, irregular, special or voluntary nature. Mixed mode of attendance is where study is undertaken partially on an internal mode of attendance and partially on an external mode of attendance.

For the different course levels, this relative hierarchy of employer satisfaction has persisted across the past decade, with Overall Satisfaction with postgraduate research graduates (ranging between 85.5 to 90.8 per cent over the decade) typically approximately 3 percentage points higher than for undergraduates (between 84.0 to 86.9 per cent over the decade), who in turn typically have higher Overall Satisfaction than postgraduate coursework graduates (between 81.3 to 85.1 per cent over the decade).

### 3.4 University comparisons

This section of the report combines results from the 2023, 2024 and 2025 Employer Satisfaction Surveys to publish results for Table A and Table B universities at the institution level (**Table 6**). This approach increases the number of responses and improves the robustness and validity of the data.

Across the 3 years, 8,334 employers of recent graduates of Australian universities responded to the survey, ranging from 561 responses for The University of Melbourne to 13 responses for Avondale University. The QILT reports and website do not publish results if there are fewer than 25

survey responses. For this reason, results for individual NUHEIs are not published, as, for most NUHEIs (and for Avondale University), the number of employer responses was too small.

Employers' satisfaction with graduates is broadly similar across most Table A and B universities, with consistently high levels of satisfaction. Nonetheless, **Table 6** demonstrates the ESS has the capacity to discriminate between universities, with Overall Satisfaction ranging from 92.6 per cent to 75.0 per cent.

Employers' Overall Satisfaction was highest for graduates from Australian Catholic University, at 92.6 per cent, followed by The University of Notre Dame Australia,

at 88.1 per cent and The University of Sydney, at 88.0 per cent. Other universities with graduates with high overall employer satisfaction ratings included Victoria University and Edith Cowan University, with 87.7 per cent and 87.3 per cent respectively.

However, the small number of responses for most universities means these estimates have wide confidence intervals. Where confidence intervals overlap between institutions, it cannot be inferred that any difference between 2 institutions would remain across a larger population of employers. Differences in the study area and demographic profile of institutions may also influence results.

Table 6 / Employer satisfaction by institution (universities only), pooled 2023–25 (% , with 90 per cent confidence intervals)

| University                      | Foundation Skills | Adaptive Skills   | Collaborative Skills | Technical Skills  | Employability Skills | Overall Satisfaction |
|---------------------------------|-------------------|-------------------|----------------------|-------------------|----------------------|----------------------|
| Australian Catholic University  | 95.6 (92.3, 97.6) | 91.1 (86.9, 94.0) | 89.4 (85.0, 92.7)    | 96.0 (92.8, 97.9) | 85.8 (80.9, 89.6)    | 92.6 (88.6, 95.3)    |
| Avondale University             | n/a               | n/a               | n/a                  | n/a               | n/a                  | n/a                  |
| Bond University                 | 89.3 (75.5, 96.2) | 76.9 (61.0, 87.8) | 77.8 (62.2, 88.3)    | 88.5 (73.8, 95.8) | 76.9 (61.0, 87.8)    | 85.7 (71.3, 93.8)    |
| Central Queensland University   | 93.7 (89.7, 96.3) | 88.4 (83.4, 92.0) | 88.7 (83.8, 92.2)    | 93.6 (89.5, 96.2) | 86.3 (81.0, 90.3)    | 85.7 (80.4, 89.8)    |
| Charles Darwin University       | 92.1 (86.4, 95.6) | 88.9 (82.5, 93.2) | 87.1 (80.6, 91.7)    | 92.8 (87.1, 96.2) | 82.5 (75.2, 88.0)    | 84.2 (77.2, 89.3)    |
| Charles Sturt University        | 90.0 (86.5, 92.7) | 90.6 (87.1, 93.2) | 79.9 (75.5, 83.7)    | 91.4 (88.0, 93.9) | 81.5 (77.2, 85.2)    | 84.8 (80.7, 88.2)    |
| Curtin University               | 92.2 (88.2, 95.0) | 89.9 (85.6, 93.1) | 86.0 (81.2, 89.8)    | 94.4 (90.8, 96.7) | 82.7 (77.4, 86.9)    | 84.1 (79.0, 88.1)    |
| Deakin University               | 92.4 (90.0, 94.2) | 88.1 (85.3, 90.5) | 89.0 (86.2, 91.3)    | 92.3 (89.9, 94.2) | 85.5 (82.4, 88.1)    | 85.1 (82.1, 87.8)    |
| Edith Cowan University          | 93.3 (89.8, 95.7) | 92.8 (89.2, 95.3) | 90.0 (86.0, 92.9)    | 93.2 (89.7, 95.6) | 88.2 (83.9, 91.4)    | 87.3 (82.9, 90.6)    |
| Federation University Australia | 94.1 (88.2, 97.3) | 89.7 (82.9, 94.0) | 88.5 (81.6, 93.1)    | 90.5 (83.7, 94.7) | 86.6 (79.1, 91.7)    | 86.0 (78.7, 91.2)    |
| Flinders University             | 89.2 (85.1, 92.3) | 84.6 (79.9, 88.3) | 82.7 (77.8, 86.6)    | 90.2 (86.0, 93.2) | 81.4 (76.4, 85.6)    | 83.8 (79.1, 87.7)    |

Table 6 / Employer satisfaction by institution (universities only), pooled 2023–25 (% , with 90 per cent confidence intervals)

(continued)

| University                             | Foundation Skills | Adaptive Skills   | Collaborative Skills | Technical Skills  | Employability Skills | Overall Satisfaction |
|--|-------------------|-------------------|----------------------|-------------------|----------------------|----------------------|
| Griffith University                    | 92.1 (88.5, 94.7) | 89.2 (85.1, 92.2) | 88.3 (84.1, 91.5)    | 92.4 (88.8, 95.0) | 88.8 (84.6, 91.9)    | 84.5 (79.8, 88.2)    |
| James Cook University                  | 90.3 (85.5, 93.7) | 89.0 (83.9, 92.6) | 89.0 (83.9, 92.6)    | 91.7 (87.0, 94.8) | 86.5 (81.1, 90.6)    | 86.7 (81.3, 90.8)    |
| La Trobe University                    | 90.8 (86.9, 93.7) | 85.9 (81.4, 89.4) | 86.5 (82.1, 89.9)    | 90.6 (86.7, 93.5) | 84.5 (79.8, 88.3)    | 86.3 (81.9, 89.8)    |
| Macquarie University                   | 92.8 (88.4, 95.6) | 90.0 (85.2, 93.4) | 92.6 (88.2, 95.5)    | 95.2 (91.3, 97.5) | 89.8 (84.9, 93.3)    | 84.0 (78.3, 88.5)    |
| Monash University                      | 93.1 (90.8, 94.9) | 90.6 (88.0, 92.7) | 89.2 (86.4, 91.4)    | 95.6 (93.6, 97.0) | 85.3 (82.2, 88.0)    | 85.7 (82.7, 88.3)    |
| Murdoch University                     | 89.9 (83.3, 94.1) | 81.2 (73.2, 87.2) | 85.6 (78.3, 90.7)    | 92.9 (86.7, 96.5) | 82.8 (75.1, 88.5)    | 75.0 (66.7, 81.8)    |
| Queensland University of Technology    | 92.3 (89.7, 94.3) | 89.5 (86.6, 91.8) | 86.6 (83.4, 89.2)    | 92.9 (90.4, 94.9) | 86.0 (82.8, 88.8)    | 85.8 (82.5, 88.5)    |
| RMIT University                        | 94.5 (91.7, 96.4) | 91.0 (87.6, 93.5) | 90.7 (87.4, 93.3)    | 93.9 (91.0, 96.0) | 85.2 (81.1, 88.5)    | 81.3 (77.0, 84.9)    |
| Southern Cross University              | 90.0 (84.7, 93.6) | 88.9 (83.4, 92.8) | 83.1 (77.0, 87.8)    | 92.0 (87.0, 95.3) | 88.2 (82.6, 92.2)    | 81.3 (74.9, 86.3)    |
| Swinburne University of Technology     | 95.2 (92.0, 97.2) | 93.0 (89.4, 95.5) | 88.8 (84.7, 92.0)    | 93.1 (89.5, 95.5) | 89.7 (85.6, 92.8)    | 85.5 (81.0, 89.1)    |
| The Australian National University     | 93.5 (89.1, 96.3) | 90.6 (85.7, 94.0) | 83.3 (77.4, 87.9)    | 91.3 (86.4, 94.6) | 79.5 (73.2, 84.7)    | 82.7 (76.8, 87.4)    |
| The University of Adelaide             | 89.7 (85.7, 92.7) | 85.0 (80.5, 88.6) | 87.1 (82.8, 90.5)    | 93.8 (90.4, 96.1) | 81.9 (77.0, 85.9)    | 87.0 (82.7, 90.4)    |
| The University of Melbourne            | 95.3 (93.5, 96.6) | 92.0 (89.8, 93.7) | 87.3 (84.8, 89.5)    | 94.6 (92.8, 96.1) | 84.2 (81.4, 86.7)    | 83.8 (81.0, 86.3)    |
| The University of Notre Dame Australia | 89.7 (81.0, 94.8) | 89.3 (80.4, 94.6) | 96.5 (89.5, 99.3)    | 93.1 (85.2, 97.2) | 89.5 (80.7, 94.7)    | 88.1 (79.3, 93.6)    |
| The University of Queensland           | 96.0 (93.8, 97.5) | 90.9 (87.9, 93.3) | 88.2 (84.9, 90.9)    | 93.3 (90.6, 95.3) | 86.1 (82.6, 89.0)    | 84.6 (81.0, 87.6)    |
| The University of South Australia      | 92.0 (88.5, 94.5) | 89.1 (85.2, 92.2) | 84.4 (80.0, 88.0)    | 92.8 (89.3, 95.2) | 85.1 (80.7, 88.7)    | 83.5 (79.0, 87.2)    |
| The University of Sydney               | 93.8 (90.3, 96.0) | 89.4 (85.3, 92.4) | 88.4 (84.2, 91.6)    | 93.7 (90.2, 96.0) | 85.6 (81.0, 89.3)    | 88.0 (83.8, 91.3)    |
| The University of Western Australia    | 94.5 (90.4, 97.0) | 88.8 (83.7, 92.5) | 88.5 (83.4, 92.2)    | 92.3 (87.7, 95.3) | 85.8 (80.3, 90.0)    | 84.2 (78.6, 88.6)    |

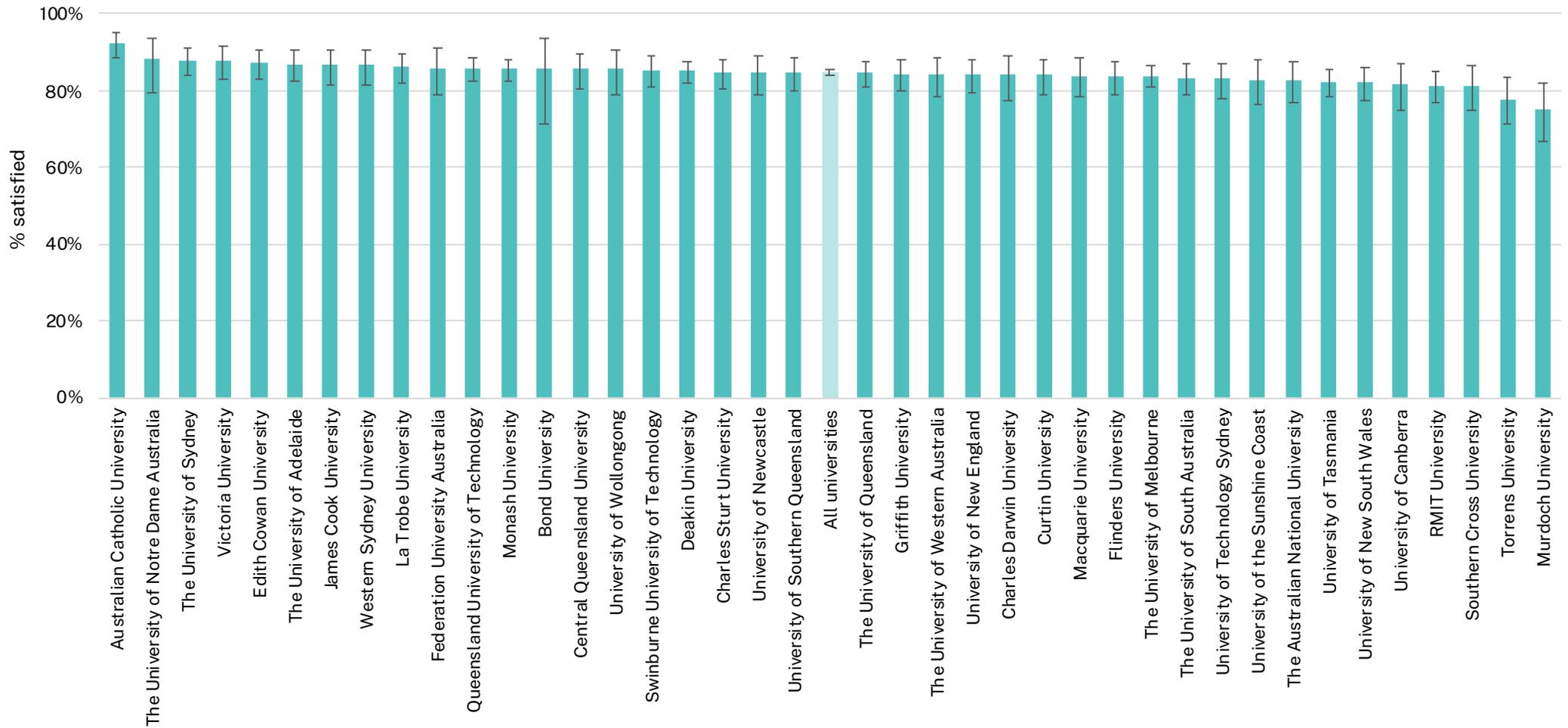
Table 6 / Employer satisfaction by institution (universities only), pooled 2023–25 (% , with 90 per cent confidence intervals)

(continued)

| University                        | Foundation Skills        | Adaptive Skills          | Collaborative Skills     | Technical Skills         | Employability Skills     | Overall Satisfaction     |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Torrens University                | 94.7 (90.4, 97.2)        | 95.3 (91.1, 97.7)        | 92.4 (87.5, 95.5)        | 92.1 (87.2, 95.3)        | 90.1 (84.9, 93.7)        | 77.9 (71.3, 83.3)        |
| University of Canberra            | 82.7 (76.0, 87.9)        | 83.8 (77.0, 88.9)        | 82.9 (75.9, 88.1)        | 90.2 (84.2, 94.2)        | 75.2 (67.6, 81.6)        | 81.8 (75.0, 87.1)        |
| University of Divinity            | n/a                      | n/a                      | n/a                      | n/a                      | n/a                      | n/a                      |
| University of New England         | 92.5 (88.8, 95.1)        | 91.0 (87.1, 93.8)        | 85.3 (80.6, 89.0)        | 92.4 (88.7, 95.0)        | 88.4 (84.0, 91.7)        | 84.2 (79.4, 88.0)        |
| University of New South Wales     | 94.2 (91.1, 96.4)        | 92.1 (88.6, 94.6)        | 88.9 (85.0, 92.0)        | 95.5 (92.6, 97.4)        | 84.9 (80.4, 88.4)        | 82.2 (77.6, 86.0)        |
| University of Newcastle           | 92.7 (88.1, 95.7)        | 89.9 (84.9, 93.5)        | 91.4 (86.5, 94.6)        | 94.9 (90.7, 97.3)        | 88.2 (82.9, 92.1)        | 84.8 (79.0, 89.2)        |
| University of Southern Queensland | 87.6 (83.0, 91.1)        | 84.7 (79.8, 88.6)        | 85.9 (81.1, 89.6)        | 91.1 (86.9, 94.1)        | 79.1 (73.7, 83.7)        | 84.8 (79.9, 88.7)        |
| University of Tasmania            | 90.5 (87.3, 93.0)        | 90.3 (87.0, 92.8)        | 84.5 (80.7, 87.7)        | 90.2 (86.9, 92.7)        | 83.1 (79.1, 86.5)        | 82.3 (78.3, 85.6)        |
| University of Technology Sydney   | 88.3 (83.9, 91.7)        | 83.7 (78.8, 87.6)        | 86.2 (81.5, 89.8)        | 88.8 (84.4, 92.1)        | 81.1 (75.8, 85.5)        | 83.1 (78.1, 87.1)        |
| University of Wollongong          | 97.9 (93.5, 99.6)        | 94.6 (89.2, 97.5)        | 87.4 (80.6, 92.0)        | 94.6 (89.1, 97.5)        | 90.2 (83.8, 94.3)        | 85.7 (78.9, 90.6)        |
| University of the Sunshine Coast  | 94.5 (89.7, 97.3)        | 90.9 (85.3, 94.6)        | 91.7 (86.2, 95.2)        | 97.3 (93.2, 99.1)        | 89.7 (83.8, 93.7)        | 82.9 (76.2, 88.0)        |
| Victoria University               | 94.2 (90.5, 96.6)        | 90.8 (86.5, 93.9)        | 90.9 (86.6, 93.9)        | 90.8 (86.5, 93.9)        | 85.6 (80.7, 89.5)        | 87.7 (82.8, 91.4)        |
| Western Sydney University         | 91.0 (86.5, 94.2)        | 90.3 (85.5, 93.6)        | 90.3 (85.6, 93.6)        | 94.9 (91.0, 97.2)        | 89.3 (84.3, 92.8)        | 86.7 (81.6, 90.6)        |
| <b>Total universities</b>         | <b>92.5 (92.0, 93.0)</b> | <b>89.5 (89.0, 90.1)</b> | <b>87.5 (86.9, 88.1)</b> | <b>93.0 (92.5, 93.4)</b> | <b>85.2 (84.5, 85.8)</b> | <b>84.6 (83.9, 85.3)</b> |
| <b>Standard deviation</b>         | 2.8                      | 3.7                      | 3.6                      | 2.2                      | 3.8                      | 4.0                      |

Note: Cells marked with n/a had too few responses for meaningful analysis. Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

Figure 4 / Overall Satisfaction by university, pooled 2023–25 (% satisfied, with 90 per cent confidence intervals)



Note: Only institutions with sufficient data (i.e. n≥25) are presented in this figure.

## 4. Skills relevance and utilisation

Employers tended to rate the importance of their graduate employee's qualification higher than the graduate did.

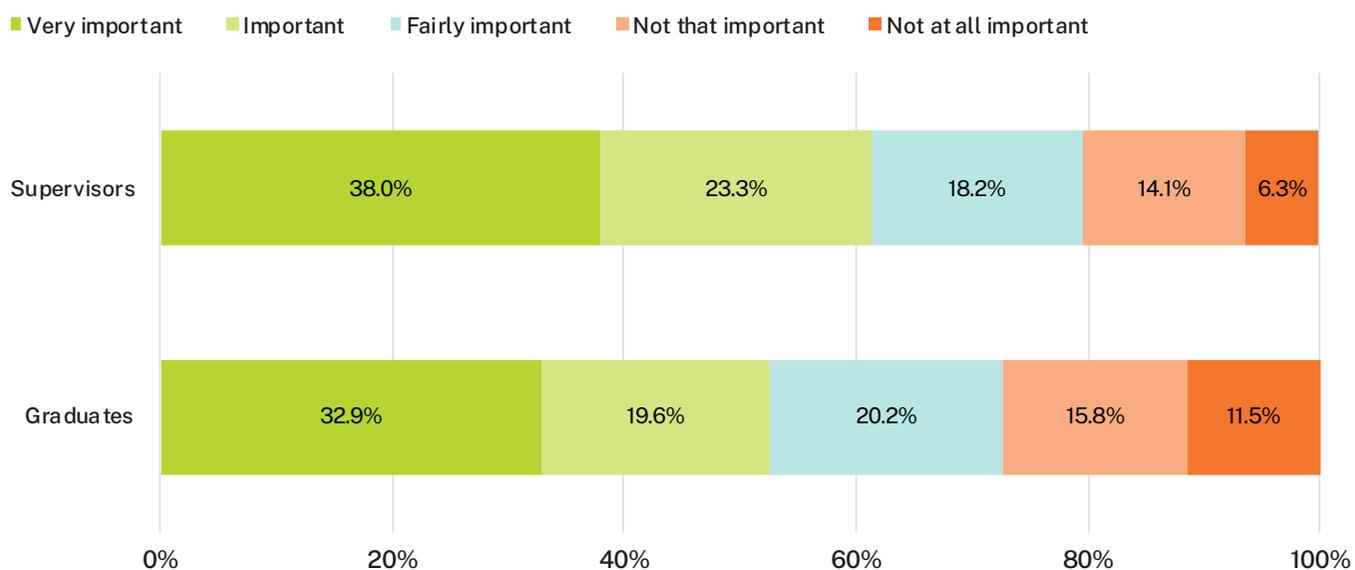
The ESS provides valuable evidence on employers' perceptions of the relevance and utilisation of higher education graduates' skills and qualifications. It is important to continually monitor these assessments to gauge how well the skills of recent graduates match the requirements of the labour market.

Overall, supervisors tended to view the completed qualification as more important for current employment than the graduates did (**Figure 5**). Approximately three-fifths of supervisors (61.3 per cent) indicated that the qualification was 'very important' or 'important' and only 6.3 per cent indicated that it was 'not at all important' for the graduate's current job. On the other hand, 52.5 per cent of graduates considered their qualification to be 'very important' or 'important' to their current job, while 11.5 per cent felt that it was 'not at all important'.

Nearly half of the graduates employed (44.1 per cent) had been with their employer for less than one year after completing their qualification. This relative lack of work experience may explain the difference between the views of graduates and their supervisor.

Over time, a high of 56.7 per cent of graduates indicated that their qualification was 'very important' or 'important' in 2020, but this has declined to 52.5 per cent in 2025, largely due to shifts towards 'fairly important' ratings.

Figure 5 / Importance of qualification for current employment, 2025 (%)



As seen in **Table 7**, Education and Health qualifications were rated by both graduates and supervisors as being important for the current position. This is consistent with these qualifications being a *requirement* for employment in many instances. For example, 72.9 per cent of graduates and 79.8 per cent of supervisors reported Education qualifications as important for the graduate's current position. Similarly, 65.1 per cent of graduates and 69.5 per cent of supervisors reported Health qualifications as important for the graduate's current employment.

Graduates of Creative arts and Information technology were least likely to think that their qualification was important for their current employment, at 26.7 per cent and 33.1 per cent respectively. Similarly, supervisors of graduates with these qualifications were also less likely to report that the graduate's qualification was important for their current employment, at 48.8 per cent and 45.6 per cent respectively. However, it is unclear if this difference would hold in a larger population of supervisors.

**Table 7 / Importance of qualification for current employment by broad field of education, 2025  
(%, with 90 per cent confidence intervals)**

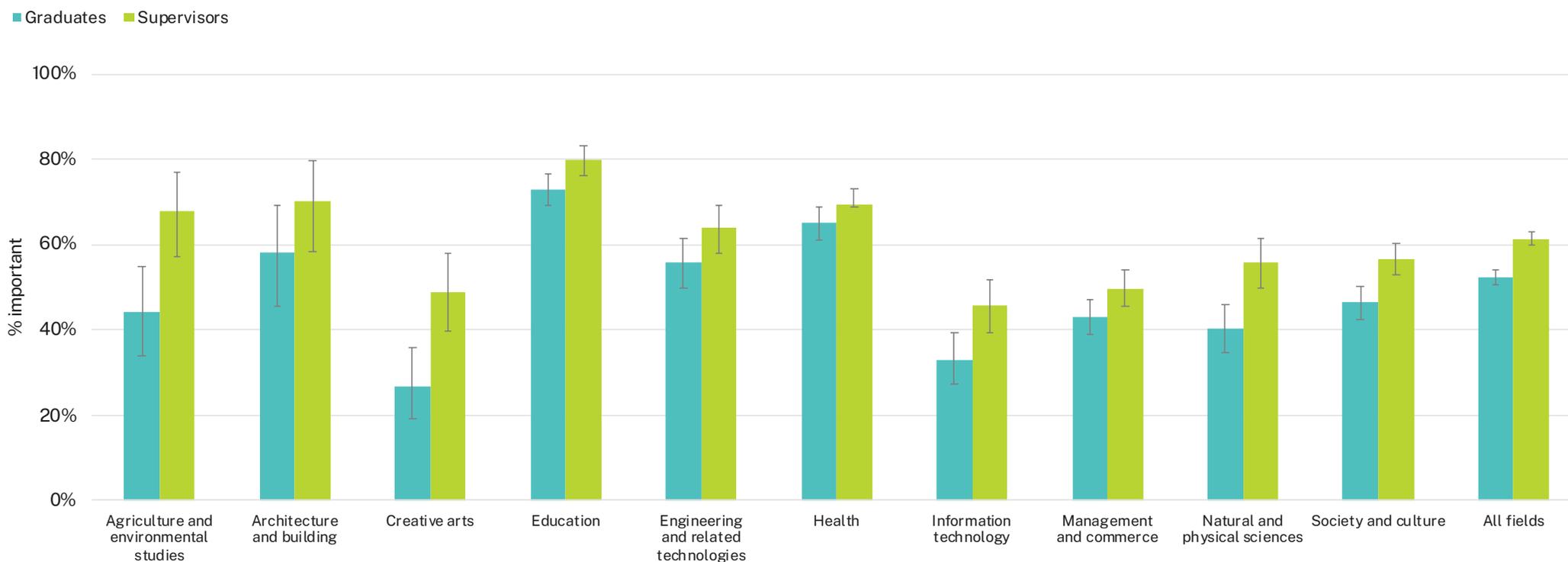
| Field of education                    | Graduates                | Supervisors              |
|---------------------------------------|--------------------------|--------------------------|
| Agriculture and environmental studies | 44.1 (33.9, 54.7)        | 67.8 (57.2, 76.9)        |
| Architecture and building             | 58.3 (46.5, 69.3)        | 70.0 (58.5, 79.5)        |
| Creative arts                         | 26.7 (19.1, 35.8)        | 48.8 (39.8, 57.8)        |
| Education                             | 72.9 (69.0, 76.5)        | 79.8 (76.3, 83.0)        |
| Engineering and related technologies  | 55.7 (49.8, 61.5)        | 63.9 (58.1, 69.2)        |
| Health                                | 65.1 (61.2, 68.8)        | 69.5 (65.8, 73.0)        |
| Information technology                | 33.1 (27.3, 39.5)        | 45.6 (39.4, 51.9)        |
| Management and commerce               | 43.0 (38.8, 47.2)        | 49.7 (45.6, 53.9)        |
| Natural and physical sciences         | 40.2 (34.7, 46.0)        | 55.7 (49.9, 61.3)        |
| Society and culture                   | 46.3 (42.5, 50.2)        | 56.5 (52.7, 60.2)        |
| <b>Total</b>                          | <b>52.5 (50.7, 54.2)</b> | <b>61.3 (59.7, 63.0)</b> |
| Standard deviation                    | 14.4                     | 11.2                     |

Note: The Food, hospitality and personal services broad field of education is not shown as no data was available. Percentages presented in this table refer to the proportions of graduates and supervisors who rated the qualification as 'very important' or 'important' for current employment. Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

Across all fields of education, supervisors rated the importance of the graduate's qualification for employment higher than the graduate did (**Figure 6**). The largest discrepancy between the views of graduates and employers was in Agriculture and environmental studies, where 44.1 per cent of graduates rated their qualification as being important compared with 67.8 per cent of supervisors – a difference of 23.7 percentage points.

Supervisors of Creative arts graduates also rated the importance of the qualification higher than the graduates themselves did, by a difference of 22.1 percentage points. Health, and Management and commerce had the smallest difference between the views of graduates and supervisors, at 4.4 per cent and 6.7 per cent respectively.

Figure 6 / Importance of qualification for current employment by broad field of education, 2025 (% , with 90 per cent confidence intervals)



Note: Only fields of education with sufficient data (i.e. n≥25) are presented in this figure.

Graduates and supervisors in professional occupations were most likely to state that the qualification was important for the job, at 62.5 per cent and 72.9 per cent respectively (**Table 8**). As higher education qualifications are aimed at professional occupations, it is to be expected that those in professional occupations would rate their qualification as important for their current employment.

In contrast, graduates working in managerial occupations and their supervisors rated the importance of the graduate's qualification substantially lower. Just 58.7 per cent of supervisors rated the qualification as important (14.2 percentage points lower than supervisors of graduates working in professional occupations). Meanwhile, 41.3 per cent of graduates working in managerial roles rated their qualification as important for their current employment (21.2 percentage points lower than graduates working in professional occupations).

According to the classification of occupations<sup>6</sup> used by the ABS, most managerial and professional occupations have a skill level commensurate with qualifications at the bachelor level or higher. The notable difference in the perceived importance of qualification by occupation suggests that graduates in managerial roles may be using skills not acquired through their formal qualification, unlike those in professional roles.

Jobs at lower skill levels were associated with lower ratings by both graduates and supervisors in terms of the importance of the qualification to the employment.

**Table 8 / Importance of qualification for current employment by occupation, 2025  
(%, with 90 per cent confidence intervals)**

| Occupation*                            | Graduates                | Supervisors              |
|--|--------------------------|--------------------------|
| Managers                               | 41.3 (35.8, 47.0)        | 58.7 (53.2, 64.1)        |
| Professionals                          | 62.5 (60.3, 64.6)        | 72.9 (70.9, 74.8)        |
| Technicians and trades workers         | 35.6 (27.8, 44.2)        | 48.5 (40.3, 56.7)        |
| Community and personal service workers | 49.6 (44.4, 54.8)        | 47.3 (42.2, 52.4)        |
| Clerical and administrative workers    | 31.2 (26.5, 36.4)        | 38.4 (33.4, 43.6)        |
| Other                                  | 24.5 (19.0, 30.9)        | 24.8 (19.5, 31.1)        |
| <b>Total</b>                           | <b>52.5 (50.7, 54.2)</b> | <b>61.3 (59.7, 63.0)</b> |
| Standard deviation                     | 13.7                     | 16.5                     |

Note: Percentages presented in this table refer to the proportions of graduates and employers who rated the qualification as 'very important' or 'important' for current employment. Almost two-thirds of respondents were supervising graduates in professional occupations, with the rest spread evenly across all other occupations. Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

\*Occupation group based on supervisor's description of graduate's occupation.

<sup>6</sup> The Australian and New Zealand Standard Classification of Occupations (ANZSCO). The ANZSCO was jointly developed by the ABS, Stats NZ and the then Australian Government Department of Education, Employment and Workplace Relations.

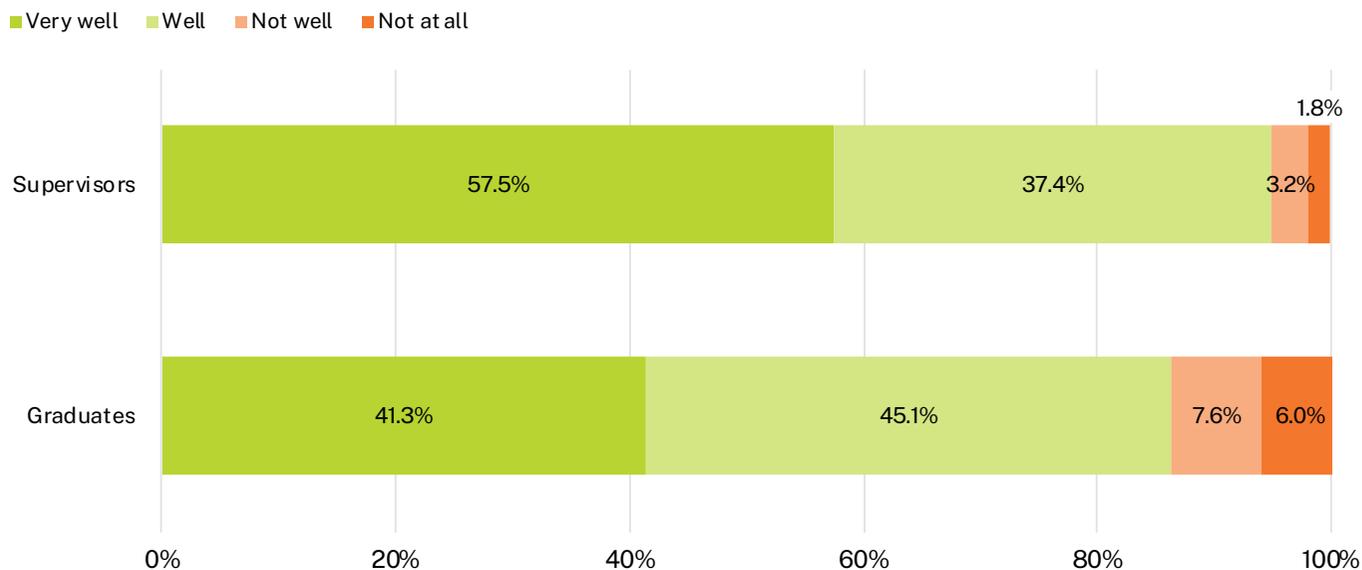
There appears to be a strong relationship between the skills and knowledge gained by graduates and the requirements of their jobs – affirming the value of higher education qualifications.

Graduates and their employers were also asked to indicate the extent to which the recent qualification prepared the graduate for their job. A high proportion of graduates and employers thought the qualification prepared the graduate ‘well’ or ‘very well’ for the job, at 86.4 per cent and 94.9 per cent respectively (Figure 7).

The proportion of employers who thought the qualification prepared the graduate ‘well’ or ‘very well’ for the job has remained consistently high since this survey was first conducted in 2016, ranging between 92 per cent and 95 per cent in rounded terms. Overall, there appears to be a strong relationship between the skills and knowledge acquired by higher education graduates and the requirements of their jobs after graduation. This result strongly affirms the value of higher education qualifications in terms of preparation for work.

94.9 per cent of employers thought that the qualification had prepared the graduate well for the job.

Figure 7 / Extent to which qualification prepared graduate for current employment, 2025 (%)



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

Across most fields of education, graduates were less likely than their employers to indicate their qualification prepared them for their current job (**Table 9**). Fields of education with the largest differences between graduate and employer ratings were Information technology (19.3 percentage points difference), Natural and physical sciences (16.8 percentage points difference) and Creative arts (12.3 percentage points difference).

Graduates from Information technology, Creative arts and Natural and physical sciences were less likely to report that their qualification prepared them ‘well’ or ‘very well’ (at 73.9 per cent, 75.4 per cent and 77.2 per cent respectively). Employers of graduates from Creative arts and Information technology also reported lower preparedness ratings compared to other fields – although these ratings remained high at 87.7 per cent and 93.2 per cent respectively. However, it is unclear if these results would hold in a larger population of graduates and employers. It should also be noted that there was less variation across fields of education among employers who stated that the qualification prepared the graduate for current employment, with a standard deviation of 2.6 (**Table 9**). In contrast, there was more variation among employers who stated that the qualification was important for the job, with a higher standard deviation of 11.2 (**Table 7**). This supports the previous observation that while higher education qualifications may not be ‘important’ in the sense of being ‘mandatory’ or ‘required,’ they still prepare graduates for employment very well.

**Table 9 / Extent to which qualification prepared graduate ‘well’ or ‘very well’ for current employment by broad field of education, 2025 (% , with 90 per cent confidence intervals)**

| Field of education                    | Graduates                | Supervisors              |
|---------------------------------------|--------------------------|--------------------------|
| Agriculture and environmental studies | 88.9 (79.7, 94.4)        | 96.5 (89.5, 99.3)        |
| Architecture and building             | 85.1 (74.5, 91.9)        | 95.8 (87.6, 99.1)        |
| Creative arts                         | 75.4 (65.9, 82.9)        | 87.7 (79.3, 93.1)        |
| Education                             | 91.7 (88.9, 93.8)        | 95.8 (93.6, 97.2)        |
| Engineering and related technologies  | 86.6 (81.8, 90.4)        | 96.3 (93.2, 98.1)        |
| Health                                | 92.1 (89.6, 94.1)        | 96.4 (94.5, 97.7)        |
| Information technology                | 73.9 (67.5, 79.5)        | 93.2 (88.8, 95.9)        |
| Management and commerce               | 88.9 (85.8, 91.3)        | 94.5 (92.1, 96.2)        |
| Natural and physical sciences         | 77.2 (71.7, 82.0)        | 94.0 (90.4, 96.4)        |
| Society and culture                   | 82.6 (79.3, 85.5)        | 94.1 (91.9, 95.8)        |
| <b>Total</b>                          | <b>86.4 (85.1, 87.5)</b> | <b>94.9 (94.1, 95.7)</b> |
| <b>Standard deviation</b>             | 6.7                      | 2.6                      |

Note: The Food, hospitality and personal services broad field of education is not shown as no data was available. Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

**Table 10** shows that supervisors of graduates working in managerial and professional occupations reported that the qualification had prepared the graduate ‘well’ or ‘very well’ for current employment, at rates of 96.8 per cent and 96.0 per cent respectively, although it is unclear if these results would hold in a larger population of graduates and supervisors.

The differences between supervisors’ ratings and those of graduates were smallest for managerial occupations, at about 5.7 percentage points. In contrast, the differences for ‘Other’ occupations, Technicians and trades workers and Clerical and administrative workers were 16 percentage points, 14 percentage points and 12.6 percentage points respectively. This suggests that individuals employed in lower-skill occupations were less likely than their supervisors to perceive how their qualification had prepared them for a job that may require a lower skill level than they had acquired.

**Table 10 / Extent to which qualification prepared graduate ‘well’ or ‘very well’ for current employment by occupation, 2025 (% , with 90 per cent confidence intervals)**

| <b>Occupation*</b>                            | <b>Graduates</b>         | <b>Supervisors</b>       |
|---|--------------------------|--------------------------|
| <b>Managers</b>                               | 91.1 (87.1, 94.0)        | 96.8 (93.9, 98.5)        |
| <b>Professionals</b>                          | 89.0 (87.5, 90.3)        | 96.0 (95.0, 96.8)        |
| <b>Technicians and trades workers</b>         | 80.0 (71.9, 86.2)        | 94.0 (88.1, 97.3)        |
| <b>Community and personal service workers</b> | 84.1 (79.6, 87.7)        | 93.8 (90.5, 96.1)        |
| <b>Clerical and administrative workers</b>    | 80.1 (75.1, 84.3)        | 92.7 (89.2, 95.1)        |
| <b>Other</b>                                  | 69.2 (61.8, 75.8)        | 85.2 (78.6, 90.0)        |
| <b>Total</b>                                  | <b>86.4 (85.1, 87.5)</b> | <b>94.9 (94.1, 95.7)</b> |
| <b>Standard deviation</b>                     | 7.8                      | 4.2                      |

Note: Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

\* Occupation group based on supervisor’s description of graduate’s occupation.

Asked how graduates could be better prepared, many employers cited ‘Employability and enterprise skills’, as well as ‘Technical and professional skills’ and ‘Domain-specific skills’.

Supervisors also had the opportunity to provide feedback on the main ways that the qualification had prepared the graduate for employment (**Table 11**). More than 1,800 open-text responses were received from supervisors which were categorised into 8 themes. The most common themes mentioned by supervisors were Domain-specific skills and knowledge, Adaptive skills and Employability and enterprise skills.

Table 11 / **Main ways that the qualification prepared the graduate for employment, 2025**  
(%, with 90 per cent confidence intervals)

| Theme                                | Supervisors       |
|--------------------------------------|-------------------|
| Domain-specific skills and knowledge | 41.5 (39.6, 43.5) |
| Adaptive skills                      | 38.0 (36.1, 40.0) |
| Employability and enterprise skills  | 34.9 (33.0, 36.8) |
| Technical and professional skills    | 34.1 (32.2, 36.0) |
| Foundation skills                    | 24.6 (22.9, 26.4) |
| Teamwork and interpersonal skills    | 12.4 (11.1, 13.8) |
| Institutional and course attributes  | 11.0 (9.8, 12.3)  |
| Personal attributes                  | 9.2 (8.1, 10.5)   |

Note: Percentages do not add up to 100 as supervisors could comment on more than one theme. Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

There were fewer comments (786) on the ways in which the qualification could have better prepared the graduate for employment. These observations align with the generally very positive employer ratings of graduate preparedness.

As seen in **Table 12**, most comments on ways the qualification could have better prepared the graduate for employment were made in relation to Employability and enterprise skills (42.7 per cent), Technical and professional skills (34.9 per cent) and Domain-specific skills and knowledge (28.3 per cent).

**Table 12 / Main ways that the qualification could have better prepared the graduate for employment, 2025  
(%, with 90 per cent confidence intervals)**

| Theme                                | Supervisors       |
|--------------------------------------|-------------------|
| Employability and enterprise skills  | 42.7 (39.8, 45.6) |
| Technical and professional skills    | 34.9 (32.2, 37.8) |
| Domain-specific skills and knowledge | 28.3 (25.7, 31.0) |
| Adaptive skills                      | 15.5 (13.5, 17.8) |
| Institutional and course attributes  | 14.6 (12.7, 16.9) |
| Foundation skills                    | 11.2 (9.5, 13.2)  |
| Teamwork and interpersonal skills    | 8.9 (7.4, 10.7)   |
| Personal attributes                  | 3.2 (2.3, 4.4)    |

Note: Percentages do not add up to 100 as supervisors could comment on more than one theme. Numbers in brackets are the lower and upper confidence intervals. The calculation of confidence intervals is detailed in [Construction of confidence intervals in QILT surveys](#).

**Published 2026**

For more information on the conduct and results of the 2025 ESS see the Quality Indicators for Learning and Teaching (QILT) website: [www.qilt.edu.au](http://www.qilt.edu.au)  
The QILT team can be contacted by email at: [gilt@srcentre.com.au](mailto:gilt@srcentre.com.au)

