2022 Employer Satisfaction Survey

April 2023

Acknowledgements

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1. Introduction

The 2022 Employer Satisfaction Survey (ESS) measures employer views of the attributes of recent graduates from Australian higher education institutions providing assurance about the quality of Australia's higher education sector. The ESS is included as part of the Quality Indicators for Learning and Teaching (QILT) survey suite. The QILT surveys are independently and centrally administered by the Social Research Centre on behalf of the Australian Government Department of Education.

The 2022 ESS represents the largest survey of its kind, reporting the views of 3,452 employers about the attributes of recent graduates from Australian higher education institutions including universities and non-university higher education institutions (NUHEIs). The impetus for a national survey of graduate employers is grounded in the Australian Government's desire to improve the range and quality of higher education performance indicators in Australia. Since graduate employment is usually one of the main objectives of completing a higher education qualification, employer views of the readiness of graduates to enter the workplace forms a key component of the quality matrix. Employer views of the technical skills, generic skills and work readiness of recent graduates provide assurance about the quality of Australia's higher education sector. The survey has been conducted annually since 2016.

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

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

Nonetheless, compared with the ESS other employer surveys of Australian higher education graduates are much smaller in scale, lack transparency in methodology and rely on the views of persons who may have had little or no direct contact with graduates. For example, the 2021 QS Graduate Employability Rankings are based on the views of approximately 1,000 Australian employers while the 2020 Times Higher Education Global University Employability Ranking is based on approximately 100 Australian responses.

The ESS is administered in parallel with the GOS and the first collection round for the 2022 ESS took place in November 2021, the second in February 2022 and the third in May 2022.

2. Time series

The 2022 ESS confirms the findings of earlier surveys that supervisors rate their graduates highly. In 2022, Overall satisfaction with graduates as rated by direct supervisors was 84.1 per cent. Overall satisfaction reports the proportion of supervisors giving responses 'Very likely to consider' or 'Likely to consider' to the item, 'Based on your experience with this graduate, how likely are you to consider hiring another graduate from the same course and institution, if you had a relevant vacancy?' These results suggest employers are highly satisfied with the overall quality of graduates from Australia's higher education system.

Employers were also requested to report the extent to which they agreed or disagreed that a graduates' course had developed graduate skills and knowledge across five graduate attribute domains. For the purposes of this report, where employers agreed the course developed the graduate attribute, they are deemed to be 'satisfied' with that attribute.

Table 1 shows high levels of employer satisfaction across all attributes:

- 93.0 per cent satisfaction with foundation skills – general literacy, numeracy and communication skills and the ability to investigate and integrate knowledge.

- 90.1 per cent satisfaction with adaptive skills – the ability to adapt and apply skills/knowledge and work independently.

- 88.2 per cent satisfaction with collaborative skills – teamwork and interpersonal skills.

- 92.7 per cent satisfaction with technical skills – application of professional and technical knowledge and standards.

- 86.8 per cent satisfaction with employability skills – the ability to perform and innovate in the workplace.

84.1%
employer Overall satisfaction with graduates (2022)

Table 1 **Employer satisfaction, 2016-2022 (%)**

	Foundation	Adaptive	Collaborative	Technical	Employability	Overall satisfaction
2016	92.0 (91.2, 92.8)	88.4 (87.4, 89.4)	84.6 (83.5, 85.7)	92.2 (91.4, 93.0)	83.8 (82.7, 84.9)	84.3 (83.2, 85.4)
2017	93.4 (92.8, 94.0)	90.1 (89.3, 90.9)	85.9 (85.0, 86.8)	93.3 (92.6, 94.0)	85.0 (84.1, 85.9)	83.6 (82.7, 84.5)
2018	93.5 (92.9, 94.1)	89.9 (89.2, 90.6)	88.7 (87.9, 89.4)	93.8 (93.3, 94.4)	86.5 (85.7, 87.3)	84.8 (84.0, 85.6)
2019	92.7 (92.0, 93.3)	89.3 (88.5, 90.1)	87.8 (86.9, 88.5)	92.7 (92.0, 93.3)	85.4 (84.5, 86.2)	84.0 (83.1, 84.9)
2020	93.7 (93.0, 94.4)	90.1 (89.2, 91.0)	88.1 (87.1, 89.0)	93.8 (93.1, 94.5)	86.8 (85.8, 87.8)	84.7 (83.6, 85.7)
2021	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)
2022	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)

Note: Numbers presented in brackets are the lower and upper confidence intervals.

As shown by Table 1, Overall satisfaction and employer satisfaction with the Foundation, Adaptive, Collaborative, and Technical skills attributes decreased slightly between 2021 and 2022. Employer satisfaction with the Employability skills attribute increased slightly between 2021 and 2022, by 0.2 percentage points. Within the limitations of the survey, employer satisfaction can on the whole, be said to be stable in 2022.

3. Broad field of education

In 2022, employers reported highest Overall satisfaction with Engineering and related technologies graduates at 90.2 per cent, this was comparable to 2021 results (90.4 per cent). Supervisors also reported high levels of satisfaction with Information technology and Education graduates, with 86.5 per cent and 85.6 per cent respectively. On the other hand, employer satisfaction, while still relatively high, appears lower for Creative arts graduates, 79.1 per cent, Architecture and building graduates, 79.3 per cent and Management and Commerce graduates, 81.5 per cent.

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

As shown in Table 2, employer satisfaction with different graduate attributes varies across fields of education. For example, employers of Engineering graduates provided the highest rating of Overall satisfaction in 2022, as noted above. Employers of Engineering graduates rated graduate skills above average for their Foundation skills (95.7 per cent), Collaborative skills (93.4 per cent), Technical skills (95.5 per cent), and Employability skills (91.4 per cent) attributes. Similarly, employers are highly satisfied with the specific attributes of Natural and physical sciences, Agriculture and environmental studies, and Society and culture graduates, rating them higher than average across all attributes. There appears to be more variation in the Adaptive skills attribute (13.5 percentage points), Overall satisfaction (11.1 percentage points), and Employability skills attribute (9.8 percentage points) across fields of education.

90.2%

employer Overall satisfaction with Engineering and Related Technologies graduates - highest

Table 2 **Employer satisfaction by broad field of education, 2022 (%)**

Field of education	Foundation	Adaptive	Collaborative	Technical	Employability	Overall satisfaction
Natural and physical sciences	94.3 (91.6, 96.2)	92.4 (89.3, 94.7)	90.2 (86.8, 92.8)	95.9 (93.4, 97.6)	89.4 (85.8, 92.1)	82.3 (78.2, 85.7)
Information technology	95.3 (92.2, 97.2)	91.3 (87.4, 94.0)	85.9 (81.5, 89.4)	92.6 (89.0, 95.2)	82.4 (77.5, 86.3)	86.5 (82.2, 89.9)
Engineering and related technologies	95.7 (93.1, 97.3)	88.8 (85.2, 91.6)	93.4 (90.5, 95.5)	95.5 (92.9, 97.2)	91.4 (88.1, 93.8)	90.2 (86.8, 92.8)
Architecture and building	90.1 (83.2, 94.5)	82.7 (74.7, 88.6)	89.4 (82.5, 93.9)	90.2 (83.4, 94.6)	82.5 (74.4, 88.5)	79.3 (71.0, 85.7)
Agriculture and environmental studies	96.1 (90.4, 98.7)	96.2 (90.5, 98.7)	91.1 (84.3, 95.3)	96.2 (90.5, 98.7)	92.2 (85.4, 96.1)	84.6 (76.7, 90.3)
Health	90.2 (88.1, 92.1)	88.4 (86.0, 90.4)	86.1 (83.7, 88.3)	91.9 (89.8, 93.5)	83.4 (80.8, 85.8)	84.4 (81.8, 86.6)
Education	91.4 (89.0, 93.3)	91.0 (88.6, 92.9)	85.0 (82.1, 87.5)	92.6 (90.4, 94.4)	87.5 (84.8, 89.8)	85.6 (82.8, 88.1)
Management and commerce	92.9 (90.9, 94.5)	89.9 (87.6, 91.8)	87.5 (85.0, 89.6)	90.5 (88.2, 92.3)	86.4 (83.9, 88.6)	81.5 (78.7, 84.0)

Field of education	Foundation	Adaptive	Collaborative	Technical	Employability	Overall satisfaction
Society and culture	94.1 (92.4, 95.4)	90.8 (88.8, 92.5)	89.5 (87.4, 91.3)	93.3 (91.5, 94.8)	87.3 (85.0, 89.3)	84.2 (81.7, 86.4)
Creative arts	93.3 (88.7, 96.1)	90.0 (84.7, 93.6)	91.2 (86.3, 94.5)	90.9 (85.9, 94.3)	90.2 (85.0, 93.7)	79.1 (72.8, 84.3)
All fields	**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)**
Standard deviation	2.2	3.4	2.7	2.2	3.6	3.4

Note: The Food, hospitality and personal services broad field of education is not shown as no data was available. Numbers presented in brackets are the lower and upper confidence intervals.

4. Type of institution and course characteristics

Table 3 shows that employer Overall satisfaction with graduates from universities (84.5 per cent) is higher than for graduates from NUHEIs (79.2 per cent).

Supervisors expressed higher levels of Overall satisfaction with graduates who studied internally, 84.9 per cent, in comparison with graduates who studied externally, 81.8 per cent (see Table 3). There has been a trend where supervisors rate satisfaction of internal or mixed mode graduates (attended some or all their classes on-campus) more highly than external (undertaken all their study off-campus) graduates. The gap in satisfaction ratings has increased slightly in 2022, with a difference of 3.1 percentage points compared to a 2.0 percentage point difference in 2021. However, the gap in satisfaction ratings is lower when compared to the 7.4 percentage point difference in 2020. Supervisors rated internal graduates higher on Foundation, Collaborative, and Employability skills, although results were not statistically significant.

Employers appear less satisfied overall with postgraduate coursework graduates, 83.3 per cent, than with undergraduates, 84.3 per cent, and postgraduate research graduates, 87.0 per cent. Supervisors rated postgraduate coursework graduates slightly lower than undergraduates for three attributes. This difference is significant for Collaborative skills, where employers rated postgraduate coursework graduates at 85.5 per cent compared with 90.6 per cent for undergraduates. This may be attributed to a high proportion of postgraduate coursework graduates studying externally and so not engaging as much in student centred collaborative learning activities, as observed in the Student Experience Survey Learner Engagement focus area. Similarly, employers rated postgraduate coursework graduates lower than postgraduate research graduates for all attributes. Employer satisfaction with postgraduate research graduates is significantly higher in terms of Foundation, Adaptive, Technical, and Employability skills, compared to graduates at the postgraduate coursework or undergraduate level.

84.9%

employer Overall satisfaction - internal graduates

81.8%

employer Overall satisfaction - external graduates

Table 3 **Employer satisfaction by type of institution and course characteristics, 2022 (%)**

	Foundation	Adaptive	Collaborative	Technical	Employability	Overall satisfaction
Type of institution						
University	93.0 (92.2, 93.7)	90.0 (89.1, 90.9)	88.2 (87.2, 89.2)	92.6 (91.8, 93.4)	86.7 (85.6, 87.7)	84.4 (83.3, 85.5)
NUHEI	92.7 (89.3, 95.1)	91.7 (88.2, 94.3)	87.9 (83.9, 91.0)	93.4 (90.2, 95.7)	88.4 (84.4, 91.5)	79.2 (74.5, 83.3)
Mode of attendance						
Internal/Multi Mode	93.9 (93.0, 94.7)	90.6 (89.5, 91.5)	90.6 (89.6, 91.6)	93.6 (92.7, 94.4)	87.8 (86.6, 88.9)	84.9 (83.7, 86.1)
External/Distance	90.8 (89.1, 92.2)	88.9 (87.0, 90.4)	82.6 (80.4, 84.5)	90.9 (89.2, 92.3)	84.5 (82.4, 86.4)	81.8 (79.7, 83.8)
Course level						
Undergraduate	92.6 (91.4, 93.7)	89.5 (88.1, 90.7)	90.6 (89.3, 91.8)	93.3 (92.1, 94.3)	86.5 (85.0, 88.0)	84.3 (82.7, 85.9)
Postgraduate coursework	92.6 (91.5, 93.7)	89.6 (88.3, 90.8)	85.5 (84.0, 86.9)	91.1 (89.8, 92.2)	86.0 (84.5, 87.5)	83.3 (81.7, 84.8)
Postgraduate research	96.7 (94.4, 98.1)	96.7 (94.3, 98.1)	90.6 (87.2, 93.2)	98.1 (96.2, 99.2)	92.7 (89.6, 95.0)	87.0 (83.3, 90.0)
Total	**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)**

Note: Numbers presented in brackets are the lower and upper confidence intervals.

5. Demographic and labour market characteristics

Broadly speaking, employers appear equally satisfied with male and female graduates in 2022, with ratings across all attributes differing by less than two percentage points, as shown by Table 4.

Employers rated the skills of younger graduates higher than those of older graduates aged over 30 years across all attributes, with significant differences noted for Collaborative and Technical skills.

Employers rated graduates from a non-English speaking background more highly than graduates from an English-speaking background for Overall satisfaction and all graduate attributes, with significant differences noted for Collaborative and Employability skills.

Differences in employer ratings for Indigenous and non-Indigenous graduates should be treated with caution due to the relatively small numbers of responses from employers of Indigenous graduates. This is also the case with employers of graduates with a reported disability.

84.1%

employer Overall satisfaction - male graduates

84.0%

employer Overall satisfaction - female graduates

Table 4 **Employer satisfaction by demographic characteristics, 2022 (%)**

	Foundation	Adaptive	Collaborative	Technical	Employability	Overall satisfaction
Gender						
Male	93.9 (92.8, 94.9)	90.4 (89.0, 91.6)	88.7 (87.2, 90.1)	92.9 (91.6, 94.0)	86.3 (84.7, 87.8)	84.1 (82.4, 85.7)
Female	92.3 (91.2, 93.2)	90.0 (88.8, 91.0)	87.8 (86.6, 89.0)	92.5 (91.5, 93.5)	87.1 (85.8, 88.4)	84.0 (82.6, 85.4)
Age						
30 years or under	93.8 (92.8, 94.6)	90.4 (89.2, 91.5)	90.6 (89.5, 91.7)	93.9 (92.9, 94.8)	87.7 (86.4, 89.0)	85.0 (83.6, 86.3)
Over 30 years	92.0 (90.7, 93.1)	89.8 (88.5, 91.1)	85.1 (83.4, 86.6)	91.2 (89.9, 92.3)	85.7 (84.0, 87.1)	82.9 (81.2, 84.5)
Aboriginal and Torres Strait Islander						
Indigenous	86.5 (74.4, 93.6)	86.5 (74.4, 93.6)	91.9 (80.9, 97.2)	86.5 (74.4, 93.6)	86.5 (74.4, 93.6)	89.2 (77.6, 95.4)
Non-Indigenous	93.1 (92.3, 93.8)	90.2 (89.3, 91.0)	88.2 (87.2, 89.1)	92.8 (92.0, 93.5)	86.8 (85.8, 87.8)	84.0 (82.9, 85.1)
Main language spoken at home						
English	92.7 (91.9, 93.5)	89.9 (88.9, 90.8)	87.0 (85.9, 88.0)	92.3 (91.4, 93.1)	86.1 (84.9, 87.1)	84.1 (82.9, 85.2)
Language other than English	94.4 (92.4, 95.9)	91.6 (89.3, 93.5)	94.9 (93.0, 96.3)	94.8 (92.8, 96.3)	91.2 (88.8, 93.2)	83.9 (80.9, 86.4)

	Foundation	Adaptive	Collaborative	Technical	Employability	Overall satisfaction
Disability						
Reported disability	93.6 (90.5, 95.8)	87.2 (83.2, 90.4)	88.1 (84.1, 91.2)	91.7 (88.1, 94.2)	84.9 (80.5, 88.4)	80.2 (75.6, 84.1)
No disability	92.9 (92.1, 93.7)	90.4 (89.4, 91.2)	88.2 (87.2, 89.2)	92.8 (91.9, 93.5)	87.0 (85.9, 88.0)	84.4 (83.3, 85.4)
Total	**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)**

Note: Numbers presented in brackets are the lower and upper confidence intervals.

Employers reported the highest Overall satisfaction with graduates working in Technician and trades occupations, at 88.9 per cent (see Table 5). Results for this group should be viewed with caution due to a low number of graduates working in this occupation group. Most employer responses in 2022 were for graduates working in Professional occupations, and Overall satisfaction has remained relatively consistent for this group over time.

As shown in Table 5, employers' Overall satisfaction with graduates who were working full-time was significantly higher compared to those graduates that worked part-time, 85.0 per cent and 81.4 per cent respectively. Employers rated full-time employed workers higher on all other graduate attributes except Collaborative skills, although no significant differences were noted.

Employers' Overall satisfaction was highest for graduates who had been working for three months to less than one year, 86.2 per cent. Employers rated these graduates significantly higher than those who had been working less than three months, or one year or more. Further, employers rated the Adaptive skills of graduates who had work histories of one year or more significantly higher than graduates who had been with their employer less than three months.

88.9%

employer Overall satisfaction - Technician and trades occupations

Table 5 **Employer satisfaction by labour market characteristics, 2022 (%)**

	Foundation	Adaptive	Collaborative	Technical	Employability	Overall satisfaction
Occupation						
Managers	92.6 (89.5, 94.9)	91.6 (88.4, 94.0)	83.0 (78.9, 86.5)	90.4 (87.0, 93.0)	87.7 (84.0, 90.7)	79.2 (74.9, 82.9)
Professionals	92.4 (91.4, 93.3)	89.7 (88.5, 90.7)	87.5 (86.3, 88.6)	92.6 (91.6, 93.5)	85.4 (84.1, 86.6)	86.1 (84.8, 87.3)
Technicians and trades workers	96.2 (92.2, 98.3)	92.2 (87.3, 95.4)	89.2 (83.9, 93.0)	93.7 (89.0, 96.5)	94.3 (89.6, 97.0)	88.9 (83.4, 92.8)
Community and personal service workers	91.3 (87.5, 94.1)	89.3 (85.2, 92.4)	90.7 (86.9, 93.5)	94.0 (90.5, 96.3)	85.8 (81.3, 89.4)	78.5 (73.4, 82.8)
Clerical and administrative workers	95.7 (93.4, 97.2)	90.8 (87.7, 93.1)	92.1 (89.2, 94.3)	94.2 (91.6, 96.1)	90.7 (87.5, 93.1)	80.8 (76.9, 84.2)
Other workers	96.3 (92.5, 98.3)	91.9 (87.0, 95.0)	95.3 (91.4, 97.5)	93.8 (89.1, 96.6)	92.2 (87.6, 95.3)	74.7 (68.3, 80.1)
Employment status						
Full-time	93.2 (92.3, 93.9)	90.5 (89.5, 91.4)	87.6 (86.5, 88.7)	93.1 (92.2, 93.9)	87.0 (85.9, 88.1)	85.0 (83.7, 86.1)
Part-time	92.5 (90.8, 93.9)	89.1 (87.1, 90.8)	90.0 (88.2, 91.7)	91.3 (89.5, 92.8)	86.2 (84.0, 88.1)	81.4 (79.1, 83.6)

	Foundation	Adaptive	Collaborative	Technical	Employability	Overall satisfaction
Duration of job with current employer						
Less than 3 months	92.3 (89.6, 94.3)	87.4 (84.1, 90.0)	89.0 (85.8, 91.5)	93.4 (90.8, 95.4)	84.0 (80.4, 87.1)	80.2 (76.5, 83.5)
3 months to < 1 year	92.7 (91.5, 93.7)	89.3 (88.0, 90.5)	90.5 (89.2, 91.7)	92.8 (91.7, 93.8)	86.8 (85.3, 88.1)	86.2 (84.7, 87.5)
1 year or more	93.5 (92.3, 94.5)	91.8 (90.4, 92.9)	85.3 (83.7, 86.9)	92.4 (91.1, 93.5)	87.6 (86.1, 89.1)	82.7 (80.9, 84.3)
Total	**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)**

Note: Numbers presented in brackets are the lower and upper confidence intervals.

6. Employer satisfaction by institution

This report combines results from the 2020, 2021 and 2022 Employer Satisfaction Surveys to publish results for Table A and B universities at institution level as shown in Table 6. This is consistent with the approach utilised on the QILT website where results are pooled across surveys to increase the number of responses, and confidence intervals are published to improve the robustness and validity of the data. The number of employer responses in the 2020 to 2022 surveys across institutions is shown in Appendix 3. There are over 9,540 employer responses across universities, ranging from over 738 responses for The University of Melbourne down to 21 responses for Avondale University. The QILT reports and website do not publish results where there are fewer than 25 survey responses. For this reason, results for individual NUHEIs are not shown since for most NUHEIs the number of employer responses is too small.

Employer satisfaction is broadly similar across most of the 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 78.1 per cent to 89.7 per cent. Employers' Overall satisfaction was rated highest for graduates from Curtin University and The University of Sydney, at 89.7 per cent and 88.6 per cent respectively. Other universities rated highly by employers include La Trobe University and Central Queensland University, reporting 88.1 per cent and 87.6 per cent Overall satisfaction by employers respectively. Note, however, the small number of responses for most universities means there are wide confidence intervals associated with these estimates. Where confidence intervals overlap between institutions, we cannot infer that there is or is not a significant difference in a statistical sense. Differences in the study area and demographic profile of institutions may also influence results.

Employer satisfaction was rated highest for graduates from Curtin University and the University of Sydney.

Table 6 **Employer satisfaction by institution (universities only), 2020-2022 (%)**

University	Foundation	Adaptive	Collaborative	Technical	Employability	Overall satisfaction
Australian Catholic University	94.0 (91.0, 96.1)	90.5 (87.0, 93.1)	92.8 (89.5, 95.1)	93.1 (90.0, 95.4)	88.0 (84.1, 91.0)	86.9 (83.1, 90.0)
Avondale University*	n/a	n/a	n/a	n/a	n/a	n/a
Bond University	85.7 (74.4, 92.7)	78.6 (66.5, 87.2)	83.3 (71.7, 90.9)	90.5 (80.0, 96.0)	82.9 (71.1, 90.7)	80.5 (68.4, 88.8)
Central Queensland University	95.2 (91.5, 97.3)	88.9 (84.1, 92.4)	92.1 (87.9, 95.0)	95.7 (92.1, 97.7)	85.6 (80.4, 89.6)	87.6 (82.9, 91.3)
Charles Darwin University	91.7 (85.2, 95.6)	90.5 (83.7, 94.7)	86.9 (79.6, 91.9)	92.5 (86.0, 96.3)	82.9 (75.0, 88.8)	86.1 (78.4, 91.4)
Charles Sturt University	92.1 (89.1, 94.4)	88.9 (85.5, 91.6)	86.3 (82.6, 89.3)	93.0 (90.0, 95.1)	86.6 (82.9, 89.6)	83.7 (79.8, 87.0)
Curtin University	93.7 (90.6, 95.8)	88.0 (84.1, 91.0)	89.7 (86.1, 92.5)	93.2 (90.0, 95.4)	85.0 (80.8, 88.4)	89.7 (86.1, 92.5)
Deakin University	93.6 (91.5, 95.2)	90.4 (87.9, 92.4)	88.7 (86.1, 90.8)	93.0 (90.8, 94.7)	87.8 (85.1, 90.1)	84.8 (82.0, 87.3)
Edith Cowan University	91.2 (87.5, 94.0)	91.5 (87.7, 94.2)	86.9 (82.6, 90.3)	92.8 (89.2, 95.2)	85.4 (80.9, 89.0)	83.5 (78.9, 87.2)
Federation University Australia	90.7 (85.2, 94.3)	86.2 (80.0, 90.7)	86.3 (80.2, 90.8)	90.5 (85.0, 94.2)	83.5 (77.0, 88.4)	83.0 (76.4, 88.1)
Flinders University	93.8 (89.5, 96.4)	91.7 (87.0, 94.8)	86.9 (81.6, 90.9)	91.5 (86.8, 94.7)	83.8 (78.1, 88.3)	79.7 (73.6, 84.7)
Griffith University	93.0 (89.9, 95.2)	88.1 (84.5, 91.0)	86.1 (82.2, 89.2)	92.4 (89.3, 94.7)	84.5 (80.4, 87.9)	83.1 (79.0, 86.6)

University	Foundation	Adaptive	Collaborative	Technical	Employability	Overall satisfaction
James Cook University	86.2 (80.7, 90.4)	84.6 (78.7, 89.0)	89.0 (83.7, 92.7)	92.3 (87.5, 95.4)	81.1 (74.8, 86.1)	84.7 (78.9, 89.1)
La Trobe University	94.0 (91.1, 96.0)	90.5 (87.1, 93.1)	89.6 (86.1, 92.3)	96.6 (94.1, 98.0)	86.7 (82.9, 89.8)	88.1 (84.5, 91.0)
Macquarie University	94.1 (90.8, 96.4)	90.5 (86.5, 93.4)	88.2 (84.0, 91.5)	92.0 (88.2, 94.7)	87.2 (82.8, 90.7)	86.1 (81.6, 89.7)
Monash University	95.9 (94.3, 97.1)	92.6 (90.6, 94.3)	90.5 (88.2, 92.3)	94.9 (93.1, 96.2)	90.4 (88.1, 92.3)	86.4 (83.8, 88.6)
Murdoch University	91.0 (85.4, 94.6)	87.0 (80.7, 91.5)	86.4 (80.0, 90.9)	95.2 (90.3, 97.8)	88.3 (82.1, 92.7)	79.1 (72.0, 84.8)
Queensland University of Technology	94.8 (92.5, 96.4)	90.2 (87.3, 92.5)	88.6 (85.5, 91.0)	92.5 (89.9, 94.5)	86.2 (82.9, 89.0)	86.4 (83.2, 89.1)
RMIT University	94.7 (92.5, 96.3)	89.3 (86.3, 91.6)	91.2 (88.5, 93.4)	93.3 (90.8, 95.2)	87.0 (83.8, 89.6)	86.7 (83.5, 89.3)
Southern Cross University	92.4 (87.2, 95.6)	91.7 (86.4, 95.1)	86.9 (81.0, 91.2)	92.4 (87.2, 95.6)	89.2 (83.5, 93.1)	86.7 (80.7, 91.0)
Swinburne University of Technology	93.0 (89.5, 95.4)	90.5 (86.6, 93.4)	87.3 (83.0, 90.6)	93.8 (90.4, 96.1)	88.5 (84.4, 91.7)	83.3 (78.6, 87.1)
The Australian National University	94.6 (91.1, 96.8)	93.3 (89.4, 95.8)	89.5 (85.1, 92.7)	92.7 (88.7, 95.4)	86.1 (81.2, 89.9)	84.5 (79.6, 88.4)
The University of Adelaide	93.1 (89.6, 95.5)	88.6 (84.5, 91.8)	90.3 (86.5, 93.2)	93.3 (89.8, 95.7)	85.8 (81.3, 89.3)	82.1 (77.4, 86.0)
The University of Melbourne	95.1 (93.5, 96.3)	91.1 (89.1, 92.7)	87.6 (85.4, 89.5)	93.5 (91.8, 94.9)	86.1 (83.8, 88.2)	85.8 (83.5, 87.9)
The University of Notre Dame Australia	91.8 (85.3, 95.6)	95.2 (89.6, 98.1)	82.4 (74.5, 88.2)	94.0 (87.9, 97.2)	81.5 (73.3, 87.6)	83.7 (76.1, 89.3)
The University of Queensland	94.0 (91.6, 95.8)	88.8 (85.7, 91.2)	90.2 (87.3, 92.5)	94.5 (92.1, 96.2)	84.0 (80.6, 87.0)	82.2 (78.8, 85.2)
The University of South Australia	92.3 (89.0, 94.7)	90.7 (87.2, 93.3)	90.8 (87.3, 93.4)	94.6 (91.7, 96.6)	91.0 (87.5, 93.6)	82.4 (78.1, 86.1)
The University of Sydney	96.0 (93.7, 97.6)	96.0 (93.6, 97.5)	91.6 (88.5, 93.9)	95.6 (93.2, 97.2)	90.5 (87.2, 93.0)	88.6 (85.3, 91.3)
The University of Western Australia	93.5 (88.3, 96.6)	90.7 (84.9, 94.4)	88.0 (81.8, 92.3)	91.7 (86.2, 95.2)	89.4 (83.3, 93.5)	80.6 (73.5, 86.1)
Torrens University	93.2 (88.2, 96.2)	92.1 (86.8, 95.5)	89.8 (84.2, 93.6)	92.9 (87.7, 96.1)	90.8 (85.3, 94.4)	81.4 (74.6, 86.7)
University of Canberra	92.7 (87.8, 95.8)	87.3 (81.6, 91.5)	89.7 (84.3, 93.4)	94.3 (89.7, 97.0)	84.2 (77.9, 88.9)	78.1 (71.5, 83.5)
University of Divinity	90.3 (77.6, 96.6)	93.3 (81.0, 98.5)	83.3 (69.2, 92.0)	83.9 (70.1, 92.2)	85.7 (71.3, 93.8)	85.7 (71.3, 93.8)
University of New England	90.7 (86.5, 93.7)	88.6 (84.2, 92.0)	83.3 (78.3, 87.4)	91.4 (87.3, 94.2)	80.9 (75.6, 85.2)	82.6 (77.6, 86.7)
University of New South Wales	93.7 (90.4, 95.9)	90.3 (86.5, 93.2)	87.7 (83.5, 90.9)	95.9 (92.9, 97.6)	84.2 (79.6, 87.9)	85.3 (80.9, 88.9)
University of Newcastle	94.9 (91.1, 97.2)	93.5 (89.4, 96.2)	91.6 (87.1, 94.7)	96.7 (93.3, 98.5)	88.2 (83.2, 91.9)	83.3 (77.8, 87.7)
University of Southern Queensland	93.2 (89.5, 95.7)	91.5 (87.5, 94.3)	84.7 (79.8, 88.5)	93.5 (89.9, 96.0)	87.6 (83.1, 91.1)	85.6 (80.8, 89.3)
University of Tasmania	90.1 (87.3, 92.4)	88.8 (85.8, 91.3)	84.8 (81.4, 87.6)	89.2 (86.2, 91.6)	85.7 (82.4, 88.4)	80.2 (76.5, 83.4)
University of Technology Sydney	96.0 (93.4, 97.7)	92.8 (89.6, 95.1)	90.1 (86.6, 92.8)	96.7 (94.3, 98.2)	90.8 (87.3, 93.4)	87.1 (83.2, 90.2)
University of the Sunshine Coast	92.4 (86.4, 96.0)	87.0 (80.0, 91.8)	90.4 (84.1, 94.5)	93.3 (87.5, 96.7)	87.6 (80.7, 92.4)	85.4 (78.4, 90.4)
University of Wollongong	94.4 (89.4, 97.2)	92.5 (87.1, 95.9)	92.5 (87.0, 95.8)	91.5 (85.8, 95.1)	89.8 (83.9, 93.8)	87.3 (81.1, 91.7)
Victoria University	97.0 (93.8, 98.6)	93.2 (89.1, 95.9)	92.0 (87.7, 94.9)	98.1 (95.2, 99.4)	89.6 (84.8, 93.0)	86.9 (81.8, 90.7)
Western Sydney University	90.4 (85.7, 93.7)	88.7 (83.8, 92.4)	91.5 (87.0, 94.6)	91.9 (87.4, 95.0)	84.6 (79.0, 88.8)	82.5 (76.8, 87.0)
All Universities	**93.5 (93.1, 94.0)**	**90.4 (89.9, 90.9)**	**88.8 (88.2, 89.3)**	**93.5 (93.1, 93.9)**	**86.8 (86.2, 87.4)**	**84.8 (84.1, 85.4)**
Standard deviation	2.5	3.1	2.9	2.6	3.0	3.7

Note: Numbers presented in brackets are the lower and upper confidence intervals. *In ESS reports prior to 2022, Avondale University was reported as a NUHEI.

7. Skills relevance and utilisation

With the rapid expansion in student enrolments in recent years, concerns have been expressed that this may be leading to an oversupply of higher education graduates. This oversupply can manifest itself in the 'over-education' of graduates where they may not be fully utilising their skills or qualifications in their present position. There is a considerable literature on qualification related underemployment.[1] The Employer Satisfaction Survey provides valuable evidence on employers' perceptions on the relevance and utilisation of higher education graduates' skills and qualifications. It remains important to monitor these assessments over time.

Overall, supervisors tend to view the completed qualification as more important for current employment than the graduates themselves, as shown by Table 7. Over half of supervisors, 61.7 per cent, indicated that the qualification was 'very important' or 'important' and only 6.6 per cent indicated that it was 'not at all important' for the graduate's current job. On the other hand, 53.7 per cent of graduates considered their qualification to be 'very important' or 'important' to their current job, and approximately one in ten, 11.6 per cent, felt that it was 'not at all important'. Over half of graduates employed had been with their employer for less than one year after completing their qualification, their relative lack of work experience may explain why they did not fully comprehend the extent to which their qualification is important for their job. Between 2016 and 2022 there has been a downward trend in 'very important' ratings among both supervisors and graduates, with a shift towards 'important' or 'fairly important' ratings.

Table 7 **Importance of qualification for current employment, 2022 (%)**

	Graduates	Supervisors
Very important	33.8 (32.4, 35.2)	37.9 (36.6, 39.3)
Important	19.9 (18.8, 21.1)	23.8 (22.6, 25.0)
Fairly important	20.1 (19.0, 21.3)	18.8 (17.7, 19.9)
Not that important	14.7 (13.7, 15.7)	13.0 (12.0, 13.9)
Not at all important	11.6 (10.7, 12.5)	6.6 (5.9, 7.3)
Total	**100.0 (99.9, 100.0)**	**100.0 (99.9, 100.0)**

Note: Numbers presented in brackets are the lower and upper confidence intervals.

As seen in Table 8, Health and Education qualifications were rated by graduates and supervisors as being significantly more important for their current position than most other fields of education. This is consistent with these qualifications being a requirement for employment in many instances. For example, 68.3 per cent of graduates and 76.3 per cent of supervisors thought that Health qualifications were important

> Supervisors tend to view the completed qualification as more important for the current job than the graduates themselves.

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1   For an overview, see McGuiness, S. Pouliakas, K. & Redmond, P. (2017). How Useful is the Concept of Skills Mismatch? IZA Discussion Papers, no. 10786. Retrieved from https://www.econstor.eu/handle/10419/170770.

for current employment. Similarly, 71.3 per cent of graduates and 78.3 per cent of supervisors thought that Education qualifications were important for current employment. Supervisors of Information technology, Management and commerce, and Creative arts graduates were least likely to think that the qualification was important for current employment at 46.1 per cent, 46.4 per cent, and 51.8 per cent respectively. The largest discrepancy between the views of graduates and employers was in Agriculture, environmental and related studies where 35.5 per cent of graduates rated their qualification as being important compared with 55.0 per cent of supervisors, a difference of 19.5 percentage points. Other areas where supervisors rated the qualification substantially higher than graduates was in Natural and physical sciences and Society and culture with gaps of 10 or more percentage points. Architecture and building was the only field of education where graduates rated the importance of the qualification higher than supervisors, 60.8 per cent and 58.1 percent respectively.

Table 8 **Importance of qualification for current employment by broad field of education, 2022 (%)**

Field of education	Graduates	Supervisors
Natural and physical sciences	44.8 (40.0, 49.6)	62.3 (57.6, 66.8)
Information technology	41.6 (36.2, 47.2)	46.1 (40.8, 51.5)
Engineering and related technologies	60.1 (55.1, 64.9)	62.4 (57.6, 67.0)
Architecture and building	60.8 (51.5, 69.3)	58.1 (49.3, 66.5)
Agriculture and environmental studies	35.5 (27.1, 44.9)	55.0 (45.8, 63.8)
Health	68.3 (65.1, 71.3)	76.3 (73.5, 79.0)
Education	71.3 (67.7, 74.6)	78.3 (75.1, 81.2)
Management and commerce	40.4 (37.0, 43.9)	46.3 (43.0, 49.7)
Society and culture	48.2 (45.0, 51.4)	58.2 (55.1, 61.3)
Creative arts	42.3 (35.4, 49.5)	51.8 (44.9, 58.6)
Total	**53.7 (52.2, 55.1)**	**61.7 (60.3, 63.0)**
Standard deviation	12.7	11.0

Note: The Food, hospitality and personal services broad field of education is not shown as no data was available. Numbers presented in brackets are the lower and upper confidence intervals.

Graduates and supervisors of those working in Professional occupations were most likely to state that the qualification was important for the job at 63.3 per cent and 72.5 per cent respectively (see Table 9). This is consistent with the ABS classification of occupations where managerial and professional jobs are defined at Skill Level 1 being commensurate with qualifications at bachelor level or higher. Higher education qualifications are aimed at professional occupations, so we would expect to see those in professional occupations would rate the course as important for their current employment. Graduates and supervisors working in lower skill level jobs, were less likely to state that the qualification was important for the job.

Education qualifications were rated most highly by graduates and supervisors as being important for the current job.

Table 9 **Importance of qualification for current employment, by occupation, 2022 (%)**

Occupation	Graduates	Supervisors
Managers	41.4 (36.7, 46.3)	47.4 (42.7, 52.2)
Professionals	63.3 (61.5, 64.9)	72.5 (71.0, 74.1)
Technicians and trades workers	44.9 (37.8, 52.2)	52.9 (45.9, 59.9)
Community and personal service workers	34.0 (28.8, 39.5)	43.6 (38.3, 49.1)
Clerical and administrative workers	31.7 (27.6, 36.1)	41.4 (37.2, 45.9)
Other workers	22.4 (17.0, 28.8)	14.6 (10.6, 19.9)
Total	**53.7 (52.2, 55.1)**	**61.7 (60.3, 63.0)**
Standard deviation	14.0	18.8

Note: Refers to the percentage of graduates and supervisors rating the qualification as 'very important' or 'important' for current employment. Almost two-thirds of respondents were supervising graduates in professional occupations, with the remainder spread evenly across all other occupations. Numbers presented in brackets are the lower and upper confidence intervals.

Graduates and their supervisors were also asked to indicate the extent to which the recent qualification prepared the graduate for their job. A high proportion of graduates and supervisors, 87.6 per cent and 94.2 per cent respectively, thought the qualification prepared the graduate well or very well for the job, as shown in Table 10. The proportion of supervisors who thought the qualification prepared the graduate for the job has remained consistently high since the employer survey was first conducted in 2016, ranging between 92 per cent and 94 per cent in rounded terms. Overall, there appears to be a strong relationship between skills and knowledge acquired by higher education graduates and the requirements of their jobs after graduation. This result strongly affirms the value of higher education qualifications in terms of preparation for work.

Table 10 **Extent to which qualification prepared graduate for current employment, 2022 (%)**

	Graduates	Supervisors
Very well	41.9 (40.4, 43.4)	53.7 (52.3, 55.2)
Well	45.7 (44.2, 47.2)	40.5 (39.1, 42.0)
Not well	7.2 (6.5, 8.0)	2.9 (2.4, 3.4)
Not at all	5.2 (4.6, 6.0)	2.9 (2.4, 3.4)
Total	**100.0 (99.9, 100.0)**	**100.0 (99.9, 100.0)**

Note: Numbers presented in brackets are the lower and upper confidence intervals.

Graduates and supervisors of those working in Professional occupations were more likely to state the qualification was important for the job, than other occupations.

Taken in conjunction with the findings regarding the importance of the qualification, it seems to be the case that importance could be related to domain-specific skills or knowledge whereas preparedness is a broader concept, encapsulating generic skills and potentially basic employability. Alternatively, as 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.

Graduates across all fields of education were less likely than their supervisors to indicate they felt their qualification prepared them for their current job, as shown by Table 11. Fields of education with the largest differences between graduate and supervisor ratings were Natural and physical sciences (12.8 percentage point difference), Information technology (11.1 percentage points) and Society and culture (9.8 percentage points).

Graduates from Natural and physical sciences (81.9 per cent), Information and technology (82.4 per cent), and Architecture and Building (82.6 per cent), were least likely to state that their qualification prepared them for their job. Supervisors reported graduates from Architecture and building (86.7 per cent), Agriculture and environmental studies (91.4 per cent), and Creative arts (92.4 per cent) courses were least prepared for their current job.

It should also be noted there was less variation across fields of education among supervisors stating the qualification prepared the graduate for current employment, with a standard deviation of 2.9 (see Table 11), than amongst supervisors stating the qualification was important for the job, with a higher standard deviation of 18.8 (see Table 8). This seems to support the previous observation that while higher education qualifications may not be 'important' in the sense they are not 'mandatory' or 'required', they nevertheless prepare graduates for employment very well.

Table 11 **Extent to which qualification prepared graduate well or very well for current employment, by broad field of education, 2022 (%)**

Field of education	Graduates	Supervisors
Natural and physical sciences	81.9 (77.7, 85.5)	94.7 (91.8, 96.6)
Information technology	82.4 (77.4, 86.5)	93.5 (90.0, 95.9)
Engineering and related technologies	90.2 (86.7, 92.9)	96.2 (93.7, 97.8)
Architecture and building	82.6 (73.8, 88.9)	86.7 (78.8, 92.0)
Agriculture and environmental studies	83.1 (74.5, 89.3)	91.4 (84.1, 95.7)
Health	92.6 (90.6, 94.2)	93.5 (91.6, 95.0)
Education	93.0 (90.8, 94.8)	97.0 (95.3, 98.1)
Management and commerce	86.2 (83.5, 88.5)	94.5 (92.6, 95.9)
Society and culture	84.3 (81.8, 86.6)	94.1 (92.3, 95.5)

Supervisors across all fields of education were more likely than graduates to indicate that the qualification prepared graduates for their current job.

Field of education	Graduates	Supervisors
Creative arts	86.7 (80.7, 91.0)	92.4 (87.5, 95.5)
Total	**87.6 (86.5, 88.5)**	**94.3 (93.5, 94.9)**
Standard deviation	4.2	2.9

Note: The Food, hospitality and personal services broad field of education is not shown as no data was available. Numbers presented in brackets are the lower and upper confidence intervals.

Table 12 shows that supervisors of graduates working in Managerial and Professional occupations were most likely, at 95.6 per cent and 95.5 per cent respectively, to state that the qualification had prepared the graduate well or very well for current employment. The difference in ratings of preparedness by graduates and supervisors for graduates working in Professional and Managerial occupations was quite low at around 4 to 5 percentage points. Differences between graduate and supervisor ratings for Community and personal service workers, Clerical and administrative workers, Technicians and trades workers, and graduates in 'Other' occupations were all above 9 percentage points. This suggests that those employed in lower skill occupations were less likely than their supervisors, to see how their qualification had prepared them for a job which may require a lower skill level than they had achieved.

Table 12 **Extent to which qualification prepared graduate well or very well for current employment, by occupation, 2022 (%)**

Occupation	Graduates	Supervisors
Managers	91.6 (88.3, 94.0)	95.6 (92.9, 97.3)
Professionals	90.3 (89.2, 91.4)	95.5 (94.7, 96.2)
Technicians and trades workers	85.3 (79.1, 90.0)	95.0 (90.4, 97.5)
Community and personal service workers	80.4 (75.1, 84.9)	89.7 (85.5, 92.8)
Clerical and administrative workers	78.8 (74.5, 82.5)	93.3 (90.5, 95.3)
Other workers	63.4 (55.7, 70.5)	76.7 (69.7, 82.4)
Total	**87.6 (86.5, 88.5)**	**94.3 (93.5, 94.9)**
Standard deviation	10.3	7.3

Note: Numbers presented in brackets are the lower and upper confidence intervals.

Supervisors were also offered the opportunity to provide feedback on the main ways that the qualification had prepared the graduate for employment, as shown by Table 13, and there were almost 3,000 comments across eight themes. The most common themes mentioned by supervisors were Domain specific skills and knowledge, Employability and enterprise skills, and Technical and professional skills.

90.3%

of graduates working in Professional occupations indicated that their qualification had prepared them well or very well for current employment

95.5%

of supervisors in Professional occupations indicated qualifications had prepared the graduates well or very well for current employment

Table 13 **Main ways that the qualification prepared the graduate for employment, 2022 (%)**

	Supervisors
Domain specific skills and knowledge	50.5 (48.7, 52.2)
Employability and enterprise skills	31.5 (29.9, 33.1)
Technical and professional skills	28.2 (26.7, 29.8)
Foundation skills	24.0 (22.5, 25.5)
Adaptive skills	22.2 (20.7, 23.7)
Institutional and course attributes	9.7 (8.7, 10.8)
Teamwork and interpersonal skills	8.9 (8.0, 10.0)
Personal attributes	8.3 (7.4, 9.4)

Note: Percentages do not add up to 100 percent as supervisors were able to provide more than one comment. Numbers presented in brackets are the lower and upper confidence intervals.

There were substantially fewer comments (1,718) regarding the ways in which the qualification could have better prepared the graduate for employment suggesting most supervisors felt that the graduate had been well prepared for the workplace. These observations are consistent with the generally very positive supervisor ratings of graduate preparation.

As seen in Table 14, the greatest number of comments related to the ways in which the qualification could have better prepared the graduate for employment were made in relation to Domain specific skills and knowledge, 34.9 per cent, Employability and enterprise skills, 32.3 per cent and Technical and professional skills, 29.4 per cent.

Table 14 **Main ways that the qualification could have better prepared the graduate for employment, 2022 (%)**

	Supervisors
Domain specific skills and knowledge	34.9 (32.5, 37.4)
Employability and enterprise skills	32.3 (29.9, 34.7)
Technical and professional skills	29.4 (27.2, 31.8)
Institutional and course attributes	23.9 (21.8, 26.1)
Foundation skills	9.8 (8.4, 11.5)
Teamwork and interpersonal skills	5.8 (4.7, 7.2)
Adaptive skills	n/a
Personal attributes	n/a

Note: Percentages do not add up to 100 percent as supervisors were able to provide more than one comment. Numbers presented in brackets are the lower and upper confidence intervals.

Appendix 1 Methodology

1.1 Methodological summary

1.1.1 Overview

Graduates of 130 higher education institutions, including all 42 Table A and B universities, and 88 NUHEIs, were in scope to provide contact details for supervisors to participate in the 2022 ESS. Of these institutions, supervisors of graduates from 42 universities and 72 NUHEIs were included in the 2022 ESS sample. In all, supervisors responded with data for 42 universities and 60 NUHEIs.

The population frame for the 2022 ESS comprised 104,473 graduates, domestic and international, who responded in the 2022 GOS and indicated they were employed. Of these, 8,597 employed graduates provided sufficient contact details to approach 8,229 supervisors, yielding a supervisor referral rate of 7.9 per cent. This is lower than the 8.2 per cent supervisor referral rate achieved in the 2021 ESS but still higher than the 7.6 per cent achieved in the 2020 ESS. As in previous years, there remains a reluctance among graduates to pass on their supervisor contact details.

In the 2022 ESS, a total of 3,452 valid survey responses from direct supervisors were collected across all study levels, representing a supervisor response rate of 41.9 per cent. This is lower than the 44.0 per cent supervisor response rate achieved in 2021. Further information on institutional responses is included at Appendix 3. A copy of the generic survey items (i.e., excluding any department or institution specific items) is included at Appendix 2.

Table 15 **ESS operational overview, 2020-2022**

	2020				2021				2022			
	November	February	May	Total	November	February	May	Total	November	February	May	Total
Number of in-scope supervisors[2]	2,732	503	4,288	7,523	2,589	727	4,527	7,843	2,713	799	4,717	8,229
Number of completed surveys	1,202	228	2,000	3,430	1,181	285	1,984	3,450	1,206	365	1,881	3,452
Supervisor response rate	44.0	45.3	46.6	45.6	45.6	39.2	43.8	44.0	44.5	45.7	39.9	41.9
Analytic unit	Supervisor											
Mode of data collection	Online and CATI											

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2 Excludes opt outs, disqualified and out of scope surveys

1.1.2 Sample build

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

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

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

1.1.3 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.

Online was the primary mode of collection for the ESS, with Computer Assisted Telephone Interviewing (CATI) a secondary mode. If a valid email address was provided by the graduate, the supervisor would receive an email invitation to the online ESS on the following working day. If the graduate only provided a phone number for their supervisor, the supervisor was called in an attempt to complete the ESS via CATI.

The email invitation was followed by up to five reminder emails to non-responding supervisors. Where a phone number as well as an email address was provided by the graduate, non-responding supervisors after the second reminder email were channelled into the CATI workflow.

Refer to the 2022 ESS 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.

1.2 Response bias

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

Comparison of employed graduates with supervisor responses by field of education shows that Education graduates are overrepresented by 4.7 percentage points in the survey whilst Health, Management and commerce, Information technology, Creative arts, and Society and culture are underrepresented in the ESS, as shown by Table 16.

Table 16 **Respondents by broad field of education, 2022**[3]

Field of education	Graduates	Supervisors
Natural and physical sciences	8.2 (8.0, 8.3)	9.2 (8.4, 10.0)
Information technology	7.5 (7.4, 7.6)	6.3 (5.6, 7.0)
Engineering and related technologies	6.0 (5.9, 6.1)	7.8 (7.1, 8.6)
Architecture and building	2.3 (2.3, 2.4)	2.5 (2.1, 3.0)
Agriculture and environmental studies	1.9 (1.9, 2.0)	2.2 (1.8, 2.7)
Health	21.4 (21.2, 21.6)	18.4 (17.3, 19.5)
Education	9.5 (9.3, 9.6)	14.2 (13.3, 15.2)
Management and commerce	18.4 (18.2, 18.6)	16.3 (15.3, 17.4)
Society and culture	20.1 (19.9, 20.3)	19.3 (18.2, 20.4)
Creative arts	4.7 (4.6, 4.9)	3.8 (3.3, 4.4)
Food, hospitality and personal services	n/a	n/a

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25). Numbers presented in brackets are the lower and upper confidence intervals.

There is a slightly higher level of responses from supervisors of external graduates in the ESS by 3.5 percentage points as seen in Table 17. Supervisors of external graduates report lower Overall satisfaction (see Table 3) so that overrepresentation of the supervisors of external graduates could lead to a downward bias in reported Overall satisfaction in the 2022 ESS.

Supervisors of postgraduate coursework and postgraduate research graduates are somewhat over-represented by 4.2 percentage points and 3.5 percentage points respectively, while undergraduate supervisors are underrepresented by 7.4 percentage points.

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

Table 17 **Respondents by type of institution and course characteristics, 2022**

	Graduates	Supervisors
Type of institution		
University	91.6 (91.5, 91.8)	92.7 (91.9, 93.4)
NUHEI	8.4 (8.2, 8.5)	7.3 (6.6, 8.1)
Mode of attendance code		
Internal/Multi Mode	72.4 (72.1, 72.6)	69.2 (67.9, 70.5)
External/Distance	25.5 (25.2, 25.7)	29.0 (27.7, 30.3)
Course level		
Undergraduate	51.1 (50.9, 51.4)	43.7 (42.3, 45.1)
Postgraduate coursework	43.3 (43.1, 43.6)	47.5 (46.1, 48.9)
Postgraduate research	4.9 (4.8, 5.0)	8.4 (7.6, 9.2)

Note: Numbers presented in brackets are the lower and upper confidence intervals.

Table 18 compares the demographic characteristics of employed graduate respondents to the GOS with the demographic characteristics of graduates whose supervisors responded to the ESS. Supervisors of male graduates are overrepresented in the ESS by around 4.2 percentage points as seen in Table 18. From Table 4 earlier, there was little difference in reported overall satisfaction among supervisors of male or female graduates, so the overrepresentation of employers of male graduates is unlikely to materially impact on reported overall satisfaction.

Supervisors of graduates aged 30 years and over are overrepresented in the ESS by 9.2 percentage points. This is consistent with the overrepresentation of supervisors of postgraduate coursework and postgraduate research graduates as shown in Table 17. Employers of older graduates reported lower overall satisfaction as shown in Table 4, so the overrepresentation of older graduates is likely to lead to a small downward bias in reported overall satisfaction.

Table 18 **Respondents by demographic characteristics, 2022**

	Graduates	Supervisors
Gender		
Male	37.1 (36.9, 37.3)	41.3 (39.9, 42.7)
Female	62.8 (62.5, 63.0)	58.7 (57.3, 60.0)
Age		

	Graduates	Supervisors
30 years or under	65.1 (64.8, 65.3)	55.9 (54.5, 57.3)
Over 30 years	34.9 (34.7, 35.2)	44.1 (42.7, 45.5)
Aboriginal and Torres Strait Islander		
Indigenous	1.2 (1.1, 1.2)	1.1 (0.9, 1.5)
Non–Indigenous	98.8 (98.8, 98.9)	98.9 (98.5, 99.1)
Main language spoken at home		
English	83.1 (82.9, 83.3)	85.1 (84.1, 86.1)
Language other than English	16.9 (16.7, 17.1)	14.9 (13.9, 15.9)
Disability		
Reported disability	5.9 (5.8, 6.0)	7.2 (6.5, 8.0)
No disability	94.1 (94.0, 94.2)	92.8 (92.0, 93.5)

Note: Numbers presented in brackets are the lower and upper confidence intervals.

Supervisors of graduates working in Professional occupations are overrepresented by 8.5 percentage points in the ESS. From Table 5 earlier, supervisors of graduates working in Professional occupations reported high Overall satisfaction. All other things equal, this would lead to an upward bias in the reported Overall satisfaction in the 2022 ESS.

Supervisors of graduates employed full-time are slightly overrepresented in the ESS by 1.0 percentage point, and they report higher levels of satisfaction as shown by Table 5. Differences in employer satisfaction with graduates employed full-time and those in part-time employment were significant, so the overrepresentation of employers of graduates employed full-time may lead to a small upward vias in reported Overall satisfaction. Supervisors of graduates who have worked in their current job for between three months and less than one year, are over-represented in the 2022 ESS by 7.9 percentage points. Satisfaction with this group was higher than for those who had been employed for under three months or those who had been employed for 1 year or more (see Table 5) and so their overrepresentation may lead to an upward bias in employer satisfaction.

Table 19 **Respondents by labour market characteristics, 2022**

	Graduates	Supervisors
Occupation		
Managers	7.9 (7.8, 8.1)	8.5 (7.8, 9.3)
Professionals	57.6 (57.4, 57.9)	66.1 (64.7, 67.4)

	Graduates	**Supervisors**
Technicians and trades workers	4.3 (4.2, 4.4)	4.0 (3.5, 4.6)
Community and personal service workers	9.9 (9.7, 10.0)	6.7 (6.0, 7.4)
Clerical and administrative workers	10.1 (10.0, 10.3)	10.1 (9.3, 11.0)
Other workers	10.2 (10.0, 10.3)	4.6 (4.1, 5.3)
Employment status		
Full-time	74.4 (73.3, 75.5)	75.4 (74.2, 76.6)
Part-time	25.6 (24.5, 26.7)	24.6 (23.4, 25.8)
Duration of job with current employer		
Less than 3 months	14.1 (13.9, 14.3)	10.7 (9.9, 11.6)
3 months to < 1 year	40.0 (39.8, 40.3)	47.9 (46.5, 49.3)
1 year or more	45.8 (45.6, 46.1)	41.4 (40.0, 42.8)

Note: Numbers presented in brackets are the lower and upper confidence intervals.

1.3 Graduate Attributes Scale - Employer

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

• Foundation skills

• Adaptive skills

• Collaborative skills

• Technical skills

• Employability skills.

Information on the items that are included in each of these domains is provided in Appendix 2. Additional information on how the scales and confidence intervals are calculated is available on the QILT website here. The GAS-E forms the core of the ESS. Graduates responding to the GOS had previously been asked to assess their Foundation, Adaptive and Collaborative skills using the GAS, however these items were removed from the core GOS in 2021, and are now institution opt-in.

Appendix 2 ESS questionnaire

2.1 Core instrument

A summary of all items included in the 2022 ESS core instrument are provided in Table 20 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 ESS Methodological Report.

Table 20 **Questionnaire item summary**

Question ID	Question	Response frame
	Module A: Screening and confirmation	
QS1	First, we have a few questions about your role and <E403> <E402>'s role, so we can understand your relationship to <E403>. Just to check, do you currently supervise <E403>? By supervisor, we mean a person who has the authority to direct someone to do certain tasks and who has a good idea of the work that the person does in their job.	1. Yes 2. No, but I used to be their supervisor 3. No, I have never been their supervisor
QS2	And, how long have you been <**E403**>'s supervisor?	1. Less than 1 month 2. At least 1 month but less than 3 months 3. At least 3 months but less than 1 year 4. 1 year or more
QS3	Before today, were you aware that <E403> completed a qualification from <E306C>?	1. Yes 2. No
QS4	And, before today, were you aware that the qualification <E403> completed was a <E308>?	1. Yes 2. No
QS5	What is <E403>'s occupation in your business?	1. <verbatim text box>
QS6	What are the main tasks that they usually perform in their job?	1. <verbatim text box>
QS7	What is your occupation in your business?	1. <verbatim text box>
QS8	What are the main tasks that you usually perform in this job?	1. <verbatim text box>

Question ID	Item label	Response frame
	Module B: Overall graduate preparation	
QOP1	Is a **\<E308\>** or similar qualification a formal requirement for **\<E403\>** to do their job?	1. Yes 2. No
QOP2	To what extent is it important for **\<E403\>** to have a **\<E308\>** or similar qualification to being able to do the job well? Is it…	1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important
QOP3	Overall, how well did **\<E403\>**'s **\<qualfinal\>** prepare **\<him/her\>** for their job?	1. Not at all prepared 2. Not well prepared 3. Well prepared 4. Very well prepared 5. Don't know / unsure
QOP4	What are the **MAIN** ways that **\<E306C\>** prepared **\<E403\>** for employment?	1. \<verbatim text box\> 2. Don't know / unsure
QOP5	And what are the **MAIN** ways that **\<E306C\>** could have better prepared **\<E403\>** for employment?	1. \<verbatim text box\> 2. Don't know / unsure
QS11	Based on your experience with **\<E403\>**, how likely are you to consider hiring another **\<E308\>** graduate from **\<E306C\>**, if you had a relevant vacancy?	1. Very unlikely to consider 2. Unlikely to consider 3. Neither unlikely nor likely to consider 4. Likely to consider 5. Very likely to consider 6. Don't know / unsure
	Module C: Graduate attributes scale	
GAS Stem	For each skill or attribute, to what extent do you agree or disagree that **\<E403\>**'s **\<E308\>** from **\<E306C\>** prepared them for their job? If the skill is not required by **\<E403\>** in their role, you can answer 'Not applicable'.	

Question ID	Item label	Response frame
GAS (Foundation skills)	1. Oral communication skills 2. Written communication skills 3. Numeracy skills 4. Ability to develop relevant knowledge 5. Ability to develop relevant skills 6. Ability to solve problems 7. Ability to integrate knowledge 8. Ability to think independently about problems	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
GAS (Adaptive skills)	9. Broad background knowledge 10. Ability to develop innovative ideas 11. Ability to identify new opportunities 12. Ability to adapt knowledge to different contexts 13. Ability to apply skills in different contexts 14. Capacity to work independently	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
GAS (Collaborative skills)	15. Working well in a team 16. Getting on well with others in the workplace 17. Working collaboratively with colleagues to complete tasks 18. Understanding different points of view 19. Ability to interact with co-workers from different or multi-cultural backgrounds	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
GAS (Technical skills)	20. Applying professional knowledge to job tasks 21. Using technology effectively 22. Applying technical skills in the workplace 23. Maintaining professional standards 24. Observing ethical standards 25. Using research skills to gather evidence	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
GAS (Employability skills)	26. Ability to work under pressure 27. Capacity to be flexible in the workplace 28. Ability to meet deadlines 29. Understanding the nature of your business or organisation 30. Demonstrating leadership skills 31. Demonstrating management skills 32. Taking responsibility for personal professional development 33. Demonstrating initiative in the workplace	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable

Question ID	Item label	Response frame
	Module E: Institution specific issues	
	Module F: Close	
C3	Would you like to be notified when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?	1. Yes 2. No
C4	Would you like your organisation to be acknowledged on the QILT website for supporting this important research? If you are unsure please select yes, as you will be able to opt out of this during our follow up with you.	1. Yes 2. No
C2	Can we confirm the best email address to contact you on?	1. My email address is \<supemail\> 2. The best email address to contact me on is: \<VERBATIM RESPONSE TEXT BOX\>
C5	So that we can properly acknowledge your business on the QILT website, can you please confirm your business name as you would like it to appear on the site?	1. My business name is: (VERBATIM RESPONSE TEXT BOX)
C6	Would you be willing to have your contact information (name, email and/or phone) passed to \<E306CTXT\> for further research, industry engagement, accreditation processes and other internal purposes like careers services, placements, or student presentations?	1. Yes 2. No
END	Thank you for your time today and support in ensuring that graduates are well equipped to meet the needs of organisations like yours. If you would like further information about the ESS, including previous year's results you can go to www.qilt.edu.au/ess	

Appendix 3 Institutional participation

The tables below show institutions that participated in the GOS with one or more responses in the ESS between 2020 and 2022.

Table 21 **Number of completed surveys by University, 2020–2022**

University	2020	2021	2022	Total
Australian Catholic University	97	100	72	269
Avondale University	9	8	4	21
Bond University	16	16	11	43
Central Queensland University	49	72	53	174
Charles Darwin University	23	34	32	89
Charles Sturt University	97	83	128	308
Curtin University	103	84	77	264
Deakin University	142	162	208	512
Edith Cowan University	54	83	92	229
Federation University Australia	40	41	41	122
Flinders University	39	25	88	152
Griffith University	111	88	83	282
James Cook University	59	44	42	145
La Trobe University	101	105	82	288
Macquarie University	75	63	75	213
Monash University	188	202	195	585
Murdoch University	38	35	42	115
Queensland University of Technology	95	152	136	383
RMIT University	106	152	143	401
Southern Cross University	48	39	40	127
Swinburne University of Technology	63	93	67	223
The Australian National University	80	47	67	194
The University of Adelaide	67	78	86	231

University	2020	2021	2022	Total
The University of Melbourne	257	238	243	738
The University of Notre Dame Australia	34	27	27	88
The University of Queensland	174	110	107	391
The University of South Australia	83	100	76	259
The University of Sydney	120	103	99	322
The University of Western Australia	25	27	59	111
Torrens University	33	40	50	123
University of Canberra	45	41	46	132
University of Divinity	6	12	15	33
University of New England	78	55	60	193
University of New South Wales	75	101	52	228
University of Newcastle	63	53	49	165
University of Southern Queensland	71	58	65	194
University of Tasmania	151	118	129	398
University of Technology Sydney	88	96	81	265
University of the Sunshine Coast	33	32	33	98
University of Wollongong	27	45	41	113
Victoria University	59	56	57	172
Western Sydney University	62	55	47	164

Table 22 **Number of completed surveys by NUHEI, 2020-2022**

Institution	2020	2021	2022	Total
Academies Australasia Polytechnic Pty Limited			1	1
Academy of Information Technology	1	3	3	7
Adelaide Central School of Art			1	1
Adelaide College of Divinity	1		1	2
Alphacrucis College	5	7	3	15
Asia Pacific International College		2	2	4
Australian Academy of Music and Performing Arts			1	1
Australian College of Applied Professions	11	3	7	21
Australian College of Christian Studies	1			1
Australian College of Nursing	12	16	15	43
Australian College of Theology Limited	15	18	15	48
Australian Institute of Business Pty Ltd	25	13	15	53
Australian Institute of Higher Education		1	4	5
Australian Institute of Management Education & Training	7	11	11	29
Australian Institute of Professional Counsellors	2	1		3
BBI – The Australian Institute of Theological Education	3	1	2	6
Box Hill Institute	4	3	2	9
Campion College Australia			1	1
Canberra Institute of Technology	1		1	2
Chisholm Institute	2	1	1	4
Christian Heritage College	3	7	1	11
CIC Higher Education		1	2	3
Collarts (Australian College of the Arts)		1	2	3
Eastern College Australia	1	3	1	5
Endeavour College of Natural Health	2	3		5
Engineering Institute of Technology		4	3	7
Excelsia College		5	2	7
Gestalt Therapy Brisbane		2		2

Institution	2020	2021	2022	Total
Health Education & Training Institute	2	2		4
HEPCO The Tax Institute Higher Education		1	1	2
Holmes Institute	8	19	14	41
Holmesglen Institute	1	4	2	7
ICHM	1	4	3	8
Ikon Institute of Australia		2	1	3
Institute of Health & Management Pty Ltd			1	1
International College of Management, Sydney	6	3	4	13
Kaplan Business School	15	17	11	43
Kaplan Higher Education Pty Ltd	7	7	9	23
Kent Institute Australia		5	5	10
King's Own Institute	6	4	2	12
LCI Melbourne	1	1	1	3
Le Cordon Bleu Australia	1		1	2
Leo Cussen Centre for Law	5	8	3	16
Macleay College	2	1		3
Marcus Oldham College	1	3	4	8
Melbourne Institute of Technology	6	7	6	19
Melbourne Polytechnic	3	3	4	10
Montessori World Educational Institute (Australia)		3	1	4
Moore Theological College	9	4	4	17
Morling College	3		2	5
Nan Tien Institute			1	1
National Art School	1		2	3
Perth Bible College	2			2
SAE Institute	5	3	8	16
SP Jain School of Management	1		2	3

Institution	2020	2021	2022	Total
Stott's College	2		3	5
Sydney College of Divinity	6		5	11
Tabor College of Higher Education	6	3	2	11
TAFE NSW	2	5	8	15
TAFE Queensland	1			1
TAFE South Australia			2	2
The Australian College of Physical Education	1			1
The Australian Institute of Music	3	1		4
The Cairnmillar Institute		3	1	4
The College of Law Limited	33	46	27	106
The MIECAT Institute	2		1	3
Think Education	2	1	1	4
UTS College	2			2
VIT (Victorian Institute of Technology)	1	8	6	15
Wentworth Institute of Higher Education	1	2		3
Whitehouse Institute of Design, Australia	2		3	5
William Angliss Institute			4	4

Note: Blank cells represent no completed surveys for that collection year.

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Employer Satisfaction Survey

2022 Employer Satisfaction Survey