

*Improving Learning*

# **International Graduate Outcomes Survey - 2018**

**Final Report**

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Developed for the Australian Government Department of Education

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## Acronyms and Abbreviations

Acronym	Meaning
ACER	Australian Council for Educational Research
The Department	Australian Government Department of Education
DFAT	Australian Department of Foreign Affairs and Trade
GOS	Graduate Outcomes Survey
GOS-L	Graduate Outcomes Survey – Longitudinal
IGOS	International Graduate Outcomes Survey
WIL	Work Integrated Learning



# Executive summary

## Overall findings

Over 10,000 international students who graduated from an Australian university in the last decade (“international graduates”) were asked a range of questions about their current employment status and their opinions on their Australian qualification. In brief the results indicate that:

- 90 per cent of graduates who are available for employment are currently employed - incorporating 93 per cent who returned home and 85 percent who were still in Australia;
- 77 per cent of respondents said that they would recommend Australia as a study destination;
- 67 per cent of respondents consider their qualification was worth the financial investment;
- 43 per cent of respondents were currently living in Australia, gaining work experience or undertaking further study, while 47 per cent have returned to their country of origin.

The likelihood of employment was time-dependent, where 97 per cent of those who graduated prior to 2014 were employed. For graduates who completed their qualification in 2017 or later, 80 per cent were employed, with most of the remainder pursuing further study.

## Employment outcomes

Overall, 90 per cent of international graduates who are available for work are in paid employment. The rate of employment among postgraduate graduates was 90 per cent and 89 per cent among undergraduate graduates.

Employment status varied slightly depending on whether the graduate was residing in Australia or overseas. Focusing on graduates who were available for employment, Australian residents had an employment rate of 86 per cent, while graduates who had returned to their country on their passport had an employment rate of 93 per cent. Eleven per cent of Australian residents who were available for work were unemployed and actively seeking work, compared with five per cent of those who had returned to the country on their passport. Nine per cent of all Australian residents were undertaking further study, compared with four per cent of graduates who had returned to the country on their passport.

Most international graduates believe that their Australian degree has helped progress their career more quickly than others from their country. The survey also revealed that 84 per cent of graduates overall are currently employed in their preferred industry, with 81 per cent of those residing in Australia employed in their preferred industry.

The employment outcomes of domestic students in Australia were found to be slightly better than international graduates with Australian qualifications, although that difference was negligible for graduates who completed postgraduate qualifications (Table 16).

## Skills and knowledge gained

Almost three in four graduates agreed that their Australian course developed relevant skills and work readiness, with 83 per cent of graduates stating that they see the world differently since studying in Australia. The biggest skill gains were: English language proficiency, problem solving, and self-management, with over 90 per cent of graduates agreeing that these skills prepared them for work.

Of respondents who are in paid employment around 90 per cent considered their technical knowledge was important to them gaining their current employment, while 84 per cent agreed that their focus of study was important. The most important factor in gaining employment was a graduate's personal skillset with 98 per cent of respondents agreeing that this was an important factor, also 94 per cent of respondents agreed that their English language proficiency, or being multilingual was important in getting their current role.

## Australia as a study destination

The most prominent motivation for graduates to study in Australia was to progress their careers and gain employment – with nearly one in three respondents indicating this to be the most important motivation for studying in Australia.

The most common choice factors in selecting an Australian university were related to 'reputation'. Two thirds of graduates surveyed believe their study experience in Australia was worth the investment, and three quarters of graduates would recommend Australia as a study destination, 14 per cent of respondents disagreed that their study experience in Australia was worth the financial investment, while the remaining 20 per cent were unsure.

## Ongoing engagement with Australia and Australians

While studying in Australia, 58 per cent of graduates stated they had the opportunity to make professional connections as part of their studies, while 79 per cent reported they had developed ongoing personal friendships while in Australia.

Of those no longer in Australia, over three-quarters plan to stay connected with their university through their alumni network and two thirds of graduates expect to forge professional connections with Australia in the next five years.



# 1 Overview

This project was commissioned by the Australian Government Department of Education and undertaken by the Australian Council for Educational Research (ACER). The aim of the project was to develop a survey instrument to collect data on the outcomes of international graduates and alumni from Australian universities. In particular, the project aimed to:

- examine international graduates' experience, expectations, and factors influencing their decisions to work in Australia or to work in another country (including home country);
- investigate how successful these graduates have been in securing employment in their chosen field of study; and
- gather insights into their perspective on the contribution of their Australian qualification to the employment outcomes they have achieved.

Information from the International Graduate Outcomes Survey (IGOS) will help inform policy development and marketing activities undertaken by the Australian Government, peak bodies, education providers, researchers and student representative bodies.

## 1.1 Background and context

In 2018, over 350,000 international students were studying onshore in Australian universities and non-university higher education institutions (Department of Education and Training, 2019a). The number of international students in Australian institutions has risen rapidly in recent years, almost doubling over the past decade (Department of Education, 2019a). The past decade has seen around a million international students graduate from Australian higher education institutions (Department of Education, 2018).

International education is vitally important to Australia both in terms of its economic contribution and also the social and cultural benefits it brings to international students, and the wider Australian society. International education is currently the fourth largest export for Australia, and generated around \$35.2 billion in export income in 2018 (Department of Education, 2019b). International education is also estimated to contribute around 250,000 full-time equivalent jobs to the Australian economy (Department of Education, 2019c). After completing their studies, international students also enhance the productivity of Australia's workforce and can also address specific skills shortages within the Australian workforce (Deloitte Access Economics, 2015).

Although more difficult to quantify, international education also contributes to improved knowledge exchange, stronger trade and investment links, and international collaboration. International students enhance the diversity of the Australian community and also enhance the cultural literacy and cultural capital of Australian society (Deloitte Access Economics, 2015).

## 1.2 Research aims

The overarching aim for the IGOS was to contact international graduates and ask them about their experiences studying at an Australian university and how that qualification has affected their career progression and decisions post-graduation.

This includes an evidence-based understanding of their expectations relating to their employment, and whether there is a difference between international graduates who stay in Australia compared to

those that go back home or travel elsewhere following their graduation. The research investigated whether or not these graduates were able to secure employment in their chosen field of study.

The project aimed to:

- provide a detailed view of the employment outcomes of graduates who returned to their home country (or elsewhere) or remained in Australia;
- inform the international education sector about graduates' expectations and experience to guide the design of education and training courses; and
- demonstrate the potential for international students who are now Australian higher education graduates to address Australian employers' skills shortages.

A full version of the IGOS questionnaire can be found in Appendix A.



## 2 Population and response

### 2.1 Population

The IGOS sought to collect survey responses from recent international graduates, who graduated from Australian higher education institutions in the past five years. Course completion statistics indicate that close to 550,000 international students completed a course onshore in an Australian higher education institution between 2013 and 2017 (Department of Education, 2018).

ACER wrote to all Australian Table A and Table B higher education institutions to invite their participation in the 2018 IGOS. Thirty of the 40 universities who were invited to participate agreed to take part in the survey. Based on the completion numbers of participating universities, the overall target population was reduced to approximately 250,000 graduates. A list of the participating universities along with the numbers of graduates in their target population and the number of responses they received is included in Appendix B.

The IGOS was conducted as a wholly online survey. In order to maximise the response numbers, the survey was conducted as a census of all international graduates in participating universities. ACER managed the fieldwork operations, with the support of participating universities who sent their graduates invitation and reminder emails seeking their participation in the IGOS.

In order to do this, each participating university provided a de-identified population list to ACER that included a list of all international graduates who completed their studies between 2013 and 2018. These lists included information about graduates' year of completion, their gender, year of birth, broad field of education they studied, the level of the award they completed, and their country of origin. Each graduate in the population list was allocated a unique ID by the university. Information such as graduates' names and contact details was removed from the lists before being supplied to ACER via a secure file transfer system.

After checking and cleaning the population lists, ACER allocated each graduate in the population a unique survey link to use to access the IGOS. This enabled ACER to match each response with the information included in the population list. Each participating university was then provided with a clean sample file to use for the survey administration.

The fieldwork for the IGOS was scheduled to take place at the same time as fieldwork for the national Graduate Outcomes Survey (GOS) with graduates who completed their studies in 2017. In order to reduce survey burden on these students, universities were given the option to remove these populations from the IGOS population. Two universities chose to remove their 2017 graduate cohort from the population, as one made this request after fieldwork had commenced, some of these graduates had already completed the survey. The population list included 262,866 in scope graduates. Following the removal of graduates who were uncontactable there was a working population of 252,363.

## 2.2 Response

A total of 10,243 graduates responded to the online IGOS between September and November 2018. This was an overall response rate of 4.1 per cent, with individual university response rates ranging from 0.5 per cent to 22.9 per cent (Appendix B, Table 26).

## 2.3 Data representativeness

As described earlier, universities provided ACER with some information about their graduates' demographics and educational contexts. This information was cleaned and coded by ACER, and was also combined with information collected from respondents in the survey to explore how representative the responses were of the target population of graduates.

This section provides a summary of the numbers of graduates overall within key demographic groups and the number who responded to the IGOS. For a full population and response breakdown see Appendix C, Table 27.

Note that the information included in this report that relates to graduates' country of origin is based on the information provided by universities in their population file. Throughout the rest of the report, references to graduates' country are based on the responses to the question: *What is your nationality on your passport?* Where a response to this question was missing, information on graduates' country of origin has been used. Given respondents may have subsequently changed nationality – for example gaining Australian citizenship – there will be some differences between the numbers of graduates from particular countries of origin and their current nationalities.

The summary shown in Appendix C, Table 27 suggests that overall the responses received in the IGOS were mostly representative of the target population. However, there were some notable differences between the population and response populations in particular areas. These include that respondents from North-East Asia were under-represented in the data, mostly due to the underrepresentation of Chinese graduates who make up 36 per cent of the target population but just 20 per cent of respondents. Graduates who completed their course more recently, since 2016, are also over-represented among respondents, as are older graduates. Probably the most noticeable difference between the target population and respondents relates to their level of study; while just over half of graduates in the target population had recently completed a postgraduate qualification, among respondents two-thirds of graduates had completed a postgraduate qualification. Although these differences are all statistically significant, none have more than a small practical significance ( $d < .3$ ).

Another consideration when interpreting the results is that although a large number of Australian universities participated in the IGOS, because not all universities chose to participate, and also because of the varying rates of response between universities, these results should not be automatically presumed to represent all international graduates from all Australian universities.

In addition, as we are not able to identify the exact numbers of international graduates who remain in Australia or who leave, we are unsure whether graduates who remained in Australia were more likely to respond to the IGOS. Among IGOS respondents, 42 per cent had remained in Australia following graduation. Looking at recent data on visa applications, a very large number of former student visa holders were granted further visas to remain or return to Australia in the 2017-18 financial year (Department of Home Affairs, 2018). Recent graduates could be granted one of a number of different visas to remain in Australia, including the subclass 485 visa (Temporary Graduate) which is

specifically aimed at recent graduates from Australian tertiary education institutions. In 2017, a total of 119,721 international students completed a higher education qualification in Australia (Department of Education, 2018), and 34,968 primary visas were granted in subclass 485 (Temporary Graduate) (Department of Home Affairs, 2019a). Although it is not possible to know for certain, this suggests that the proportion of respondents who remained in Australia is probably similar to the proportion in the overall population of recent international graduates.

The difference between the characteristics of graduates in the target population and among respondents is one limitation of the IGOS. Although none of these differences have a large practical significance, caution should still be taken when interpreting figures disaggregated by these variables.

## 2.4 Respondent characteristics

A total of 10,243 usable responses were collected from graduates of 30 Australian universities. The remainder of the report focuses on the responses given in the survey instrument by these graduates. A full breakdown of the demographics of graduates who responded to the survey can be found in Appendix D, Table 28.

Roughly equal numbers of male and female graduates participated in the survey. The majority (67%) of respondents were between 25 to 34 years of age. Most respondents (53%) had completed their course in 2016 or more recently. The majority of respondents had completed a postgraduate course (68%).

As shown in Appendix C (Table 27) 70 per cent of the survey respondents were from a country of origin in Asia. The remaining graduates were from the Americas (10%), Africa and the Middle East (10%), Europe (8%), and Oceania (2%). The most common country of origin among IGOS respondents was China (20%) followed by India (8%) and Malaysia (7%).

Graduates were asked to specify their current nationality. The most common nationality among IGOS respondents (18%) was China, followed by graduates from India, Malaysia, Indonesia and Singapore. A small, but substantial, number of respondents were from Australia (243), suggesting that a number of graduates have gained Australian citizenship after completing their studies in Australia.



**Table 1: Respondents' educational contexts (n=10,243)**

		n	%
Year of course completion	2013 or before	1,495	14.6
	2014	1,524	14.9
	2015	1,785	17.5
	2016	2,332	22.8
	2017 or after	3,085	30.2
Level of award	Postgraduate	6,913	67.8
	Undergraduate	3,281	32.2
	Non-award course	3	0.0
Broad field of study	Natural and physical sciences	529	5.2
	Information technology	954	9.4
	Engineering and related technologies	1,159	11.5
	Architecture and building	312	3.1
	Agriculture, environmental and related studies	330	3.3
	Health	1,472	14.6
	Education	591	5.9
	Management and commerce	3,219	31.9
	Society and culture	887	8.8
	Creative arts	330	3.3
	Food, hospitality and personal services	50	0.5
Mixed field programs	264	2.6	

Table 1 shows that the majority of respondents to the survey were postgraduates and over 50 per cent of respondents completed their course since 2016, while 32 per cent were management and commerce students.



## 3 Studying in Australia

Graduates were asked a number of questions in the IGOS relating to their study experience in Australia. These questions collected information from graduates about how they funded their study in Australia, how they chose their institution and their motivation for taking their course. They also collected information about graduates' participation in employability skills and work-integrated learning activities, the opportunities they had to connect with other students and form professional connections, and the impact that studying in Australia had on their worldview. This section provides some highlights of the findings from these questions.

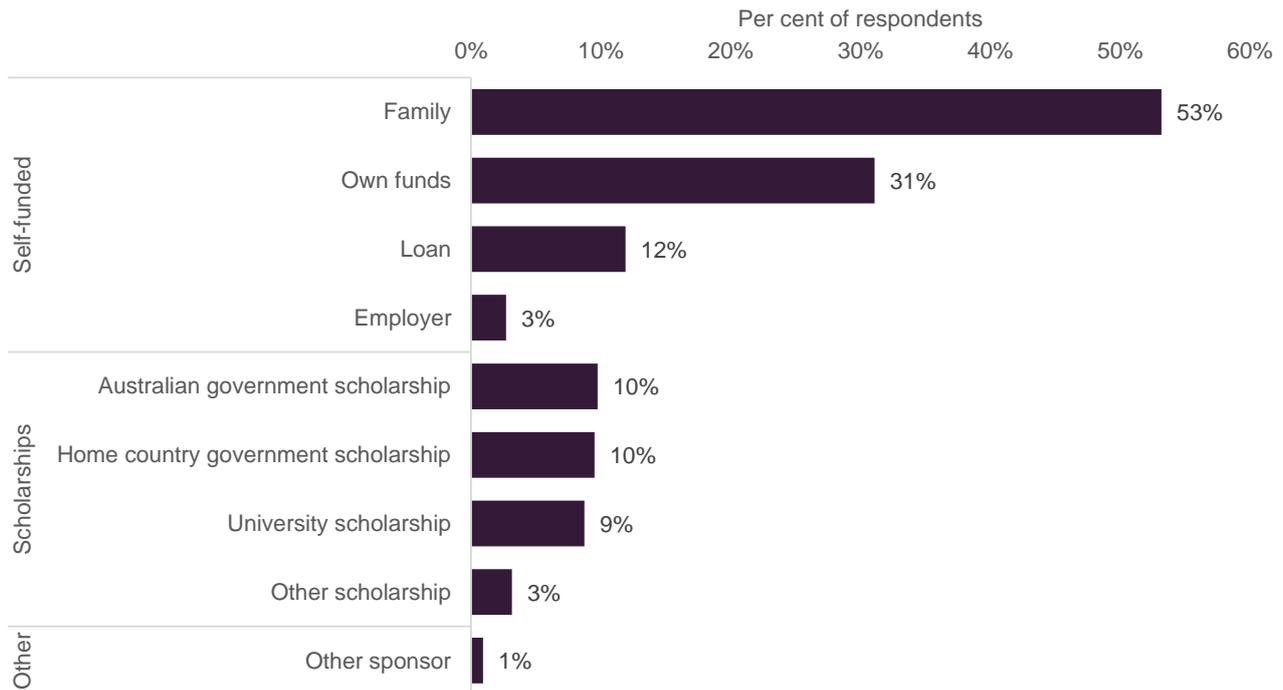
### 3.1 How students funded their studies

A degree from an Australian higher education institution can cost international students anywhere from \$15,000 to \$37,000 annually (Australian Government, 2019). Given these significant costs may be a barrier for potential international students to study in Australia, it is of interest to understand how these graduates funded their Australian degrees.

***77% of international graduates self-funded their study***

Respondents were asked how they had funded their studies. As they may have funded their studies using funds from a number of sources, graduates could provide more than one response. The majority of graduates – 77 per cent – had self-funded their studies with assistance of their family, their own funds, a loan or support from their employer. A smaller proportion - 29 per cent of graduates - had received a scholarship from either the Australian government, their home country government, university or another source. Figure 1 shows the sources of funding in more detail and shows that more than half had funded their studies with assistance from their family.

As would be expected, graduates who had completed a postgraduate qualification were much more likely to have received a scholarship towards their study costs (35%) than graduates who completed an undergraduate qualification (16%). This was particularly marked among graduates who had completed a Doctorate by Research (93%) or Master by Research (49%). Narrowing in on the different types of scholarships that graduates from postgraduate qualifications may have received to help fund their studies, 14 per cent received an Australian government scholarship, 10 per cent received a scholarship from their home country government and 11 per cent received a scholarship or bursary from their university.



\*Total percentage is greater than 100 because the question was asked as a multiple response.

**Figure 1: How graduates funded their study (n=10,207)**

The proportion of graduates who received a scholarship to undertake studies in Australia also varied by graduates' nationality. Focusing on postgraduates from the ten largest nationality groups in the IGOS, only relatively small proportions of graduates from China (7%) or India (10%) received a scholarship to help fund studies, while more than half of all graduates from Vietnam (52%) and the Philippines (53%), and 75 per cent of graduates from Indonesia received a scholarship of some kind.

There also appears to be a large variation in the proportion of graduates who self-funded their study. The majority of graduates had some financial support from their family to help fund their studies. Graduates from China had the highest level of family support, with 85 per cent receiving funds from their family. A substantial number of graduates from the United States of America (55%), Canada (54%) and India (42%) took out a loan to help pay for their studies. This compares to only 12 per cent among all graduates.

## CASE STUDY: CHINESE GRADUATES

China is the largest source country of international students studying in Australian higher education. In 2018, 152,712 international students from China were enrolled in onshore Australian higher education courses, representing 38 per cent of all international students (Department of Education, 2019a). Graduates from China were also the largest proportion of respondents to the IGOS, with 1,869 respondents making up 18 per cent of all respondents.

The majority of respondents from China undertook a Masters by Coursework (66%) followed by a Bachelor Degree (22%), with the top fields of study being Management and Commerce (48%), Engineering and related technologies (15%), and Information Technology (9%).

A total of 1,017 respondents from China reported they currently reside in Australia (55% of graduates from China). Of the respondents from China who were living in Australia and available for work, 87 per cent were employed and nine per cent were unemployed and looking for employment, further study or training. 14 per cent of all respondents from China who were living in Australia were undertaking further study. Of those currently employed and residing in Australia, 83 per cent were employed in their preferred industry.

Among graduates from China who returned home and were available for work, 89 per cent were employed and five per cent were unemployed and looking for employment, further study or training. Only four per cent of graduates from China who returned home were undertaking further study. Of those who had returned home and were currently employed, 84 per cent were employed in their preferred industry.

When asked about their alumni involvement, graduates from China reported higher likelihoods of maintaining ties with Australia and their university compared with graduates from other countries. 79 per cent of graduates from China reported they were likely to join Australia's Global Alumni network in the next five years compared to only 66 per cent of other graduates. In addition, 82 per cent of graduates from China reported they were likely to stay connected with their university through their alumni association in the next five years compared to 72 per cent of other graduates. These differences are statistically significant but Cohen's effect size value ( $d=.26$  and  $d=.21$  respectively) suggests that this difference has only small practical significance.



## 3.2 Course and institution choice

Respondents were asked to reflect on their decisions around their choice of institution. These factors were thematically grouped into reputational factors, practical factors, personal factors, course factors, career factors and other factors.

***46% of graduates rated reputational factors as the most important when selecting an institution***

When asked about the most important factor influencing their choice of institution, reputational factors, whether real or perceived, were cited as the most important factor by 46 per cent of graduates. Practical factors, including availability of funding, offered a scholarship, entry requirements, program cost and institution location, were cited as the most important factor by 23 per cent of graduates. Table 2 provides a summary of the main factors influencing graduates' choice of institution.

**Table 2: Most important factors when selecting institution (n=10,203)**

		%
Reputational factors	Overall reputation of the university	28.2
	University's reputation in my chosen subject	9.2
	University ranked highly in global university rankings	9.0
Practical factors	Location of the institution	6.7
	Entry requirements matched my achievements	6.6
	Cost of the program	5.2
	University offered me a scholarship	4.5
	Non-university funding available for this particular program	0.4
Course factors	Content of the course	11.6
	Supervisors or experts in the field with whom I wanted to work	0.8
	Course structure (accelerated learning, trimesters, suited my timeframe)	0.3
	Online or distance education available	0.2
	Double degree	0.1
Personal factors	It was recommended to me	7.9
	Family members or friends already attending this institution	3.2
	Studied there or have ties to the university	0.2
Career prospects	Good career and employment prospects	5.3
Other factors		0.6

Among graduates who attended participating Group of Eight universities, two-thirds indicated that reputational factors were the most important factor influencing their choice of institution. Reputational factors were much less frequently cited by graduates from other universities. Reputational factors were also cited by at least half of graduates from Indonesia, Malaysia and Hong Kong as the most important factor, while around two-thirds of graduates from China cited reputational factors as the most important factor in their choice of institution.

Graduates were also asked to reflect on their motivations to take the course. The most commonly cited motivations were related to career progression (32%) and interest in the subject matter being studied (31%). Studying abroad (12%) or migrating from their home country (7%) were less commonly cited motivations by graduates (Table 3). Graduates from postgraduate qualifications were more likely to have thought that the course would help them progress in their career (36%) than those from undergraduate qualifications (23%).

**Table 3: Motivation to take the course (n=10,197)**

	%
I thought it would help me to progress in my career or job	31.7
I was interested in the subject matter of the course	31.3
I wanted to study abroad	11.8
I wanted to migrate to Australia in particular	7.1
I thought it would help me to change careers or jobs	5.2
I wanted new opportunities	5.2
A lack of opportunities at home/limited places in home universities	4.1
It was the best option I could afford	1.6
To meet my family's expectations	1.3
I wanted to migrate to a different country	0.4
Specific PhD supervisor	0.2

### 3.3 Study experience

Graduates were also asked to reflect on their study experience. They were asked about their participation in work-integrated learning and involvement in other extracurricular skills development and programs.

The majority of graduates (71%) were engaged in some type of work experience - including part-time paid work, voluntary work, industry placements, an internship or conducting field research - during their studies. A smaller proportion of graduates (17%) participated in employability skills development programs, including mentor programs, leadership programs or employment preparation programs. Around eight per cent participated in a study abroad experience, including student exchange programs or study tours. Table 4 outlines graduates' participation in these activities in more detail.

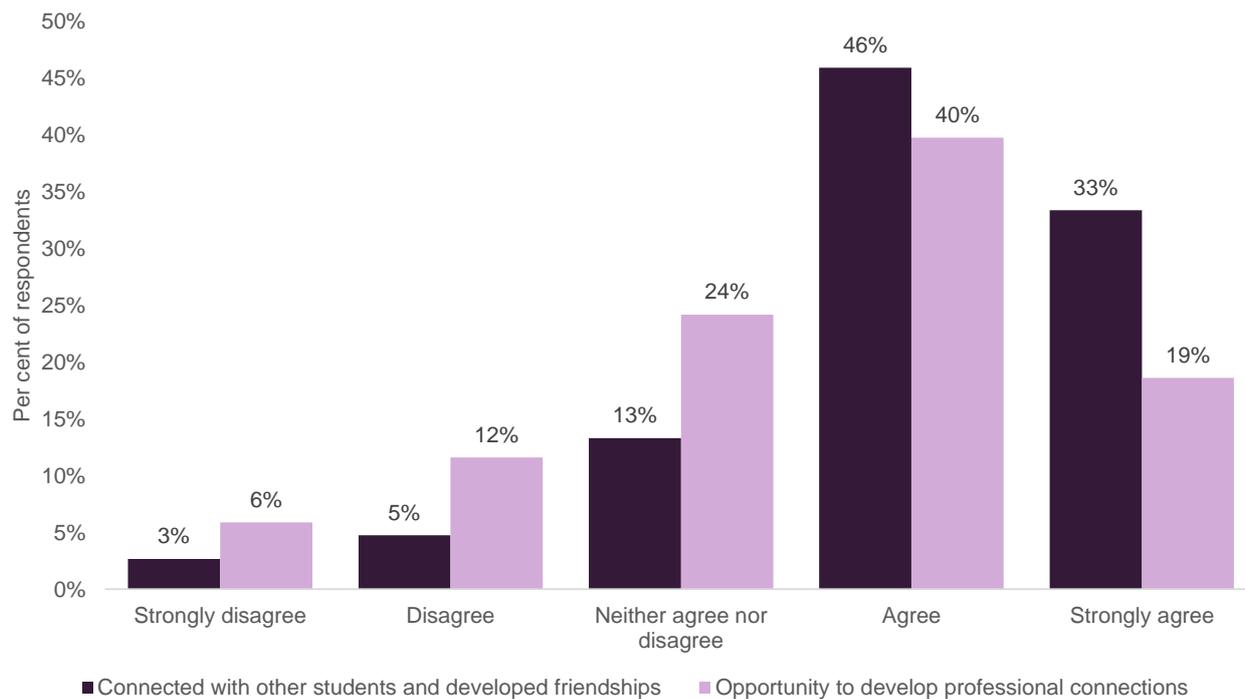
**Table 4: Participation in work-integrated learning and other extracurricular activities (n=10,162)**

		%
Work experience	Did part time work while studying	51.2
	Did voluntary work while studying	26.2
	Participated in an industry placement or internship while studying	22.2
	Did field research while studying	9.5
Employability skills	Participated in a mentor program while studying	9.7
	Participated in a leadership program while studying	6.8
	Participated in an employment preparation program while studying	5.7
Study abroad	Studied abroad or did a student exchange while studying	4.9
	Participated in a study tour (group study abroad) while studying	3.3
Language program	Participated in a secondary language program while studying	4.3

\*Total percentage is greater than 100 because the question was asked as a multiple response.

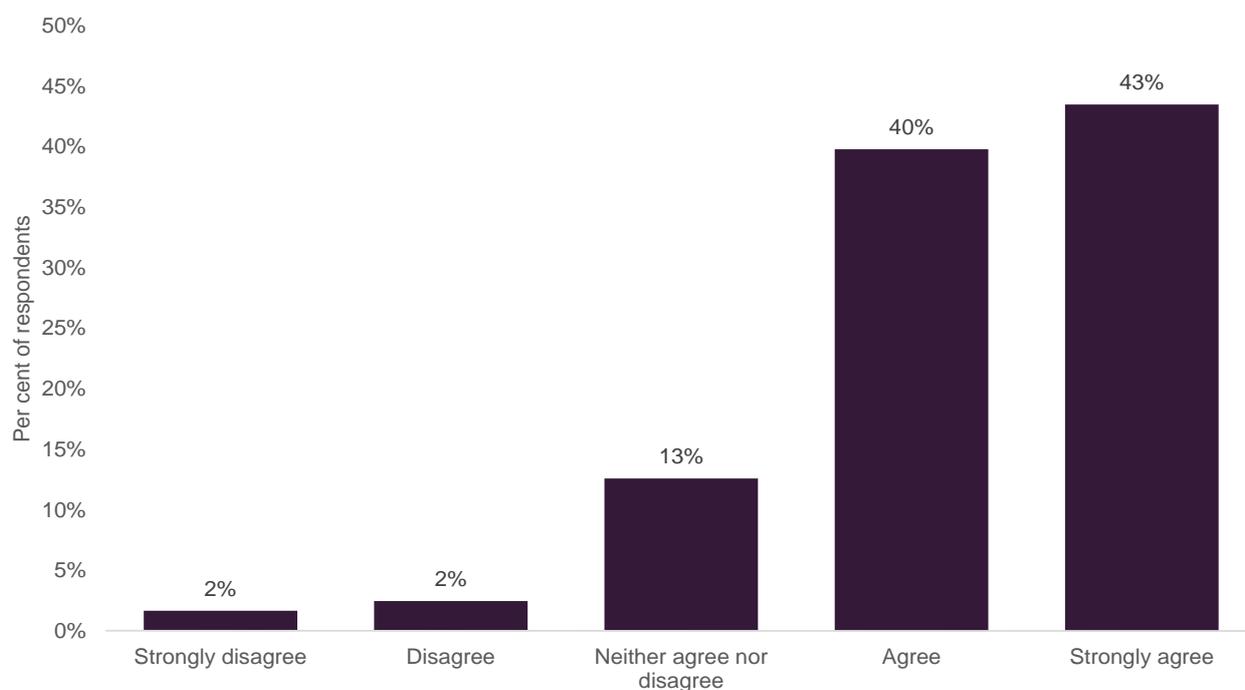
Graduates from both undergraduate and postgraduate programs had similar levels of engagement in paid part-time work (around 51%), but there were some notable differences by nationality. Graduates from India had relatively high rates of paid work participation (72%), compared with graduates from other countries. The higher rate of paid work among graduates from India could be related to a large proportion of graduates from India having taken out a loan to fund their studies. Close to two-thirds of graduates who took out a loan also worked part-time during their studies. Graduates from Singapore (34%), Hong Kong (39%), and Malaysia (42%) had somewhat lower rates of participation in paid work during their studies. Around half (52%) of graduates from China were working part-time during their studies.

Graduates were also asked about whether they were able to connect with other students and develop friendships and whether they had the opportunity to develop professional connections while studying in Australia. As shown in Figure 2, more than three-quarters of graduates agreed that they had been able to connect with other students and develop friendships during their time in Australia. Most respondents (58%) agreed that they had had the opportunity to develop professional connections during their time in Australia.



**Figure 2: Developed connections while studying in Australia (n=8,255)**

Respondents were also asked to reflect on how their study experience in Australia has impacted their worldview. As shown in Figure 3, the vast majority of graduates agreed that they see the world differently since studying in Australia. Although graduates were overwhelmingly in agreement that their experience had changed their worldview, a small but notable minority of graduates from India (10%) disagreed with this statement.



**Figure 3: Studying in Australia changed graduates' worldview (n=8,255)**

## 4 Graduate movement post-study

International graduates have many choices available to them post-graduation regarding where they choose to live. Many return to their 'home' country while others apply for permanent residency with an aim to staying in Australia.

***41% of respondents applied for a visa to extend their stay in Australia***

Among IGOS respondents, 43 per cent of international graduates were currently living in Australia and 47 per cent were living in the country on their passport (see Table 5). Although currently residing in Australia, these graduates had not necessarily remained in Australia since graduation. Table 5 shows that one month following the completion of their course 51 per cent of graduates were still residing in Australia with 43 per cent having returned to their home. The more recently graduates had completed their course the more likely they were to still be in Australia.

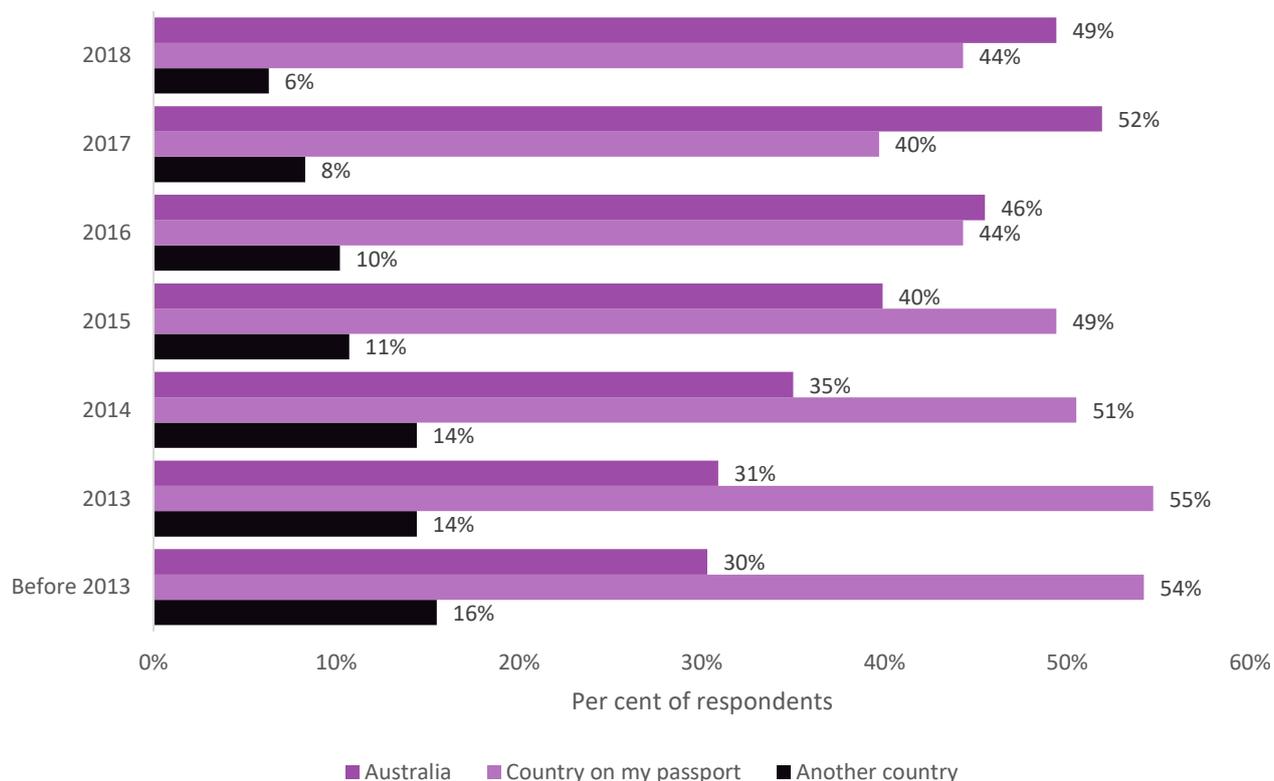
As shown in Figure 4, almost 50 per cent of graduates who completed their study between 2016 and 2018 were still residing in Australia, while fewer than one in ten had moved to a country other than Australia or the country on their passport. Focusing on graduates who completed their studies prior to 2015, more than 50 per cent of these graduates resided in the country on their passport, while around a third still remained in Australia.

Among the graduates who were currently living in Australia, 91 per cent were in residing in Australia one month post-course completion. Among the graduates who had returned home, eight per cent had since returned to live in Australia.



**Table 5: Graduate location one month post-course completion and currently (n=10,243)**

		%
Location one month post-course completion	Australia	51.3
	The country on my passport	43.1
	Another country	5.6
Current location	Australia	42.6
	The country on my passport	46.6
	Another country	10.8



**Figure 4: Where graduates currently reside by year of course completion (n=10,243)**

Graduates from Asia were most likely to stay in Australia following the completion of their studies. Almost three-quarters of the graduates who currently resided in Australia coming from Asia. Including 69 per cent of graduates from Southern and Central Asia, 50 per cent of graduates from North-East Asia and 25 per cent of graduates from South-East Asia were currently residing in Australia (Table 6). Table 6 also shows that graduates from North-West Europe and Africa were least likely to reside in Australia and were most likely to have returned to the country on their passport, though respondents from Southern and Eastern Europe were the least likely to currently live in their 'home' country.

Focusing on the nationalities of graduates who have remained in Australia, graduates from China (North-East Asian region) represented 23 per cent of graduates who currently reside in Australia, while graduates from India (Southern and Central Asian region) represented 14 per cent of the graduates currently in Australia, see Table 7.

**Table 6: Where graduates currently live, by region of nationality (%) (n=10,243)**

Region of origin	Live in Australia	Live in 'home' country	Live in 'another' country
Oceania	55.9	29.8	14.3
North-West Europe	31.6	46.5	21.9
Southern and Eastern Europe	57.9	17.9	24.1
North Africa and The Middle East	32.5	58.4	9.1
South-East Asia	25.4	64.7	9.9
North-East Asia	49.9	42.3	7.9
Southern and Central Asia	69.2	22.4	8.3
Americas	34.8	51.7	13.5
Sub-Saharan Africa	33.7	52.8	13.5

**Table 7: Graduates remaining in Australia, top ten countries of origin (%) (n=10,243)**

	Percentage of graduates remaining in Australia
China (excludes SARs and Taiwan)	23.3
India	14.2
Malaysia	4.4
Indonesia	2.3
Singapore	1.8
Vietnam	3.6
Hong Kong (SAR of China)	2.2
United States of America	2.4
Canada	2.2
Philippines	3.2
Other countries	40.2

Following course completion, 41 per cent of respondents applied for a visa to extend their stay in Australia. Almost 80 per cent of those respondents currently reside in Australia. Of the 59 per cent of graduates who did not apply for a visa extension, 18 per cent still reside in Australia, while just over two-thirds of those graduates now reside in the country on their passport.

Of graduates who did apply for a visa, temporary graduate visas (subclass 485) were the most common visa type applied for (63%), see Table 8. The visa subclass 485 is designed for international students who have recently graduated from an Australian institution with skills and qualifications specific to occupations Australia needs. On average, graduates receiving a temporary graduate visa stay in Australia for between 18 months and four years (Department of Home Affairs, 2019b).

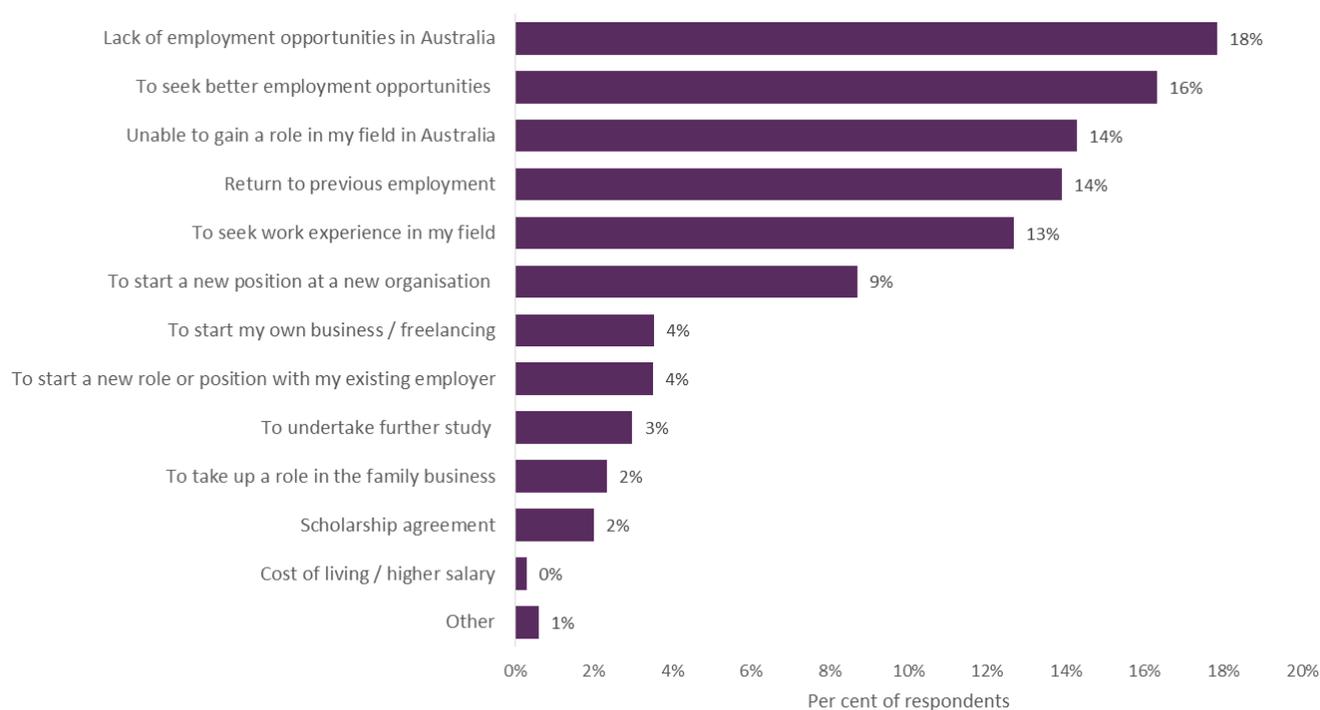
Most graduates who applied for a 485 visa studied in the broad fields of Management and Commerce, Information Technology, Engineering, or Health.

**Table 8: Visa application to extend stay in Australia post-course completion (n=8,359)**

		n	%
Whether applied for a visa to extend stay in Australia	Yes	3,438	41.1
	No	4,921	58.9
Visa type applied for post-course completion	Studying and Training Visa	302	8.8
	Temporary Graduate Visa (subclass 485)	2,154	63.1
	Other Working and Skilled Visa	516	15.1
	Visitor Visa	135	4.0
	Family and Spousal Visa	237	6.9
	Bridging Visa	11	0.3
	None, I am now a permanent resident of Australia	59	1.7

The most commonly given reason by graduates who were currently residing in their 'home' country for returning to their home country was that this was always their intention when studying in Australia (37%, see Figure 5). Around a third of graduates had family or personal responsibilities back home and 31 per cent had to return due to visa requirements.

The next most frequently given reasons for a graduate to return 'home' were: lack of employment opportunities in Australia; to look for better employment opportunities; or being unable to gain a role in their field in Australia.



\*Total percentage is greater than 100 because the question was asked as a multiple response.

**Figure 5: Motivation for returning 'home' post-course completion (n=3,816)**

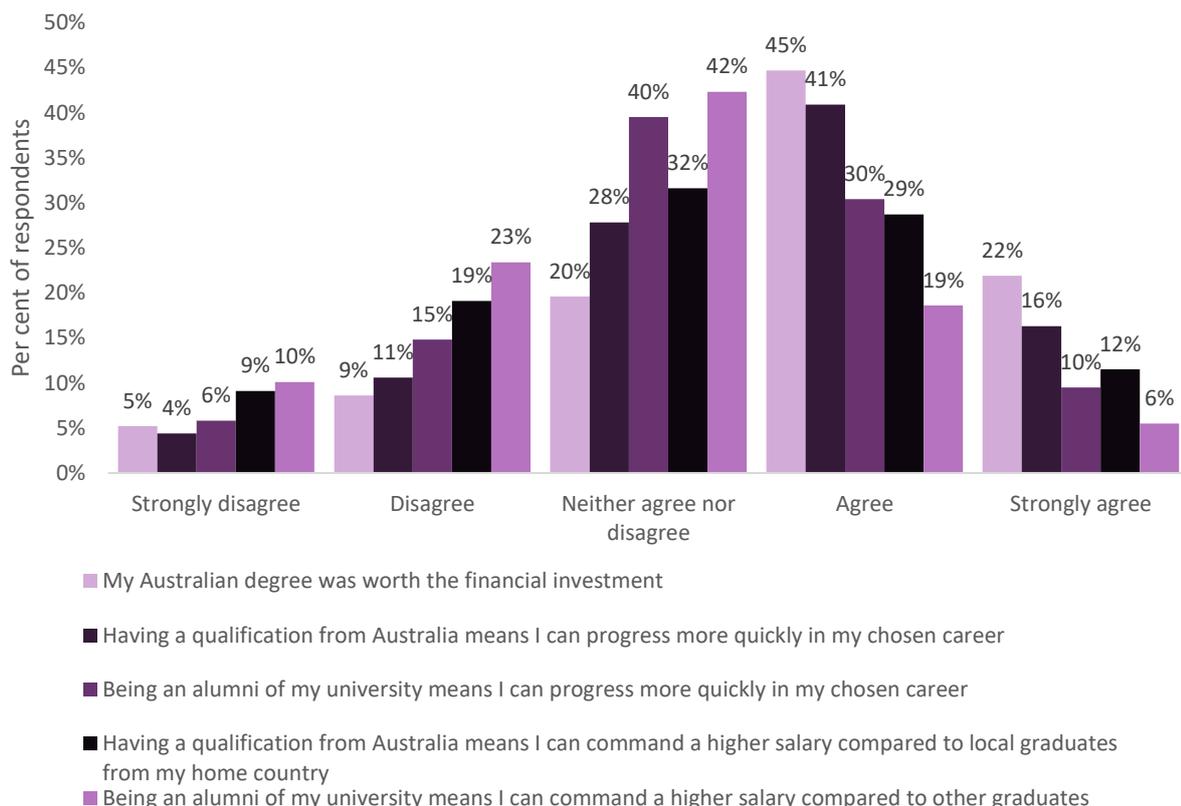
## 5 Value and meaning of Australian qualifications

Overall, 77 per cent of respondents said that they would recommend Australia as a study destination, with 36 per cent claiming that they would actively do so. Only two per cent of graduates said that they would actively warn people against studying in Australia, with a further four per cent who would only discourage people from studying in Australia if asked, see Table 9. More than two-thirds of international graduates believed that their Australian degree was worth the financial investment (Figure 6).

**77% of respondents would recommend Australia as a study destination**

Most graduates (57%) agreed or strongly agreed that having a qualification from Australia means that they can progress more quickly in their career, however only 40 per cent believed that being an alumni of their university gives them the same advantage. This suggests that the Australian qualification is more important to career progression than the Australian university.

Similarly, 40 per cent of graduates believed that having a qualification from Australia means that they can command a higher salary than graduates from their home country, while 24 per cent believed that being an alumni of their university affords them the same privilege.



**Figure 6: Value and advantages to having an Australian qualification (n=9,422)**

**67% of respondents agree that their Australian degree was worth the financial investment**

**Table 9: Whether would recommend Australia as a study destination (n=9,231)**

	n	%
Yes, I would actively recommend Australia as a study destination	3,309	35.8
Yes, if asked I would recommend Australia as a study destination	3,840	41.6
I would neither encourage nor discourage people from applying to Australian universities	1,591	17.2
No, if asked I would warn people away from Australia as a study destination	327	3.5
No, I would actively warn people away from Australia as a study destination	164	1.8



## CASE STUDY: INDIAN GRADUATES

India is currently the second largest source country for international students studying in the Australian higher education sector. In 2018, 72,050 international students from India were enrolled in onshore Australian higher education courses, representing around 18 per cent of all international students (Department of Education, 2019a).

Graduates from India were also the second largest group of respondents in the IGOS, behind Chinese graduates. A total of 781 respondents in the IGOS were from India, representing around eight per cent of all respondents.

The vast majority of Indian graduates who responded to the IGOS had studied at postgraduate level (89%), with most having graduated from a Masters by Coursework program (79%). Indian graduates who responded to the IGOS were most likely to have been studying in the fields of either Information Technology (30%), Management and Commerce (29%), Engineering (19%) or Health (9%).

Around 84 per cent of Indian graduates who responded to the IGOS had graduated in 2015 or later, this compares with 69 per cent of graduates from other countries. Indian graduates were also more likely to hold a Temporary Graduate Visa (44%) than graduates from other countries (25%), and also less likely to be a permanent resident of Australia (43%) than graduates from other countries (55%). This difference is reflected across all years of graduation.

Fifty-nine per cent of Indian graduates would recommend Australia to people considering studying abroad. This compares with 79 per cent of other graduates. Cohen's effect size value ( $d=.44$ ) suggests that this difference has small-to-moderate practical significance. Almost a quarter of Indian graduates (23%) disagreed when asked whether their university experience had helped them develop their skills and readiness for work, compared with just 11 per cent of graduates from other countries.



## 6 Graduate employment outcomes

### 6.1 Current employment

Graduates were asked several questions relating to their employment outcomes. To enable comparability, they were asked to focus on their employment status at 31 August 2018 and for the purposes of analysis, respondents were broken into two major groups: those available for work and those unavailable for work. Respondents available for work were those who indicated that they were either currently employed or were not currently employed in a paid job but were either undertaking voluntary work or other unpaid work, were due to commence a job in the coming months or were unemployed and seeking employment, further study or training. These respondents made up 92 per cent of all respondents.

**90% of graduates available for work are employed**

Of the graduates who were available for work, 90 per cent were in paid employment, with 79 per cent of graduates in full-time employment and 11 per cent self-employed or working part-time.

Note that the employment rates reported in this section are based on the proportion of graduates available for work.

Respondents that were not available for work made up eight per cent of the overall respondents. Of those not available for work 82 per cent were undertaking further study. A detailed summary of the employment status of graduates who were available for work is included in Table 10, and Table 11 provides details about the activity status of graduates who were not available for work.

**Table 10: Employment status at 31 August 2018 for graduates in the workforce (n=8,335)**

	All respondents		Under-graduate	Post-graduate
	n	%	%	%
Employed full-time in paid work	6,553	78.6	77.4	79.1
Employed part-time in paid work	577	6.9	7.7	6.6
Self-employed/freelance	377	4.5	4.4	4.6
<b>TOTAL EMPLOYED</b>	<b>7,507</b>	<b>90.1</b>	<b>89.4</b>	<b>90.3</b>
Doing voluntary work/other unpaid work	80	1.0	1.1	0.9
Due to start a job within the next month/s	141	1.7	1.8	1.6
Unemployed and looking for employment, further study or training	607	7.3	7.6	7.2
<b>TOTAL NOT EMPLOYED</b>	<b>828</b>	<b>9.9</b>	<b>10.6</b>	<b>9.7</b>
<b>TOTAL AVAILABLE FOR WORK</b>	<b>8,335</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Table 11: Activity status at 31 August 2018 for all graduates (n=9,091)**

	All respondents		Under-graduate	Post-graduate
	n	%	%	%
Studying full-time	584	6.4	11.8	4.0
Studying part-time	33	0.4	0.5	0.3
<b>TOTAL STUDYING</b>	<b>617</b>	<b>6.8</b>	<b>12.3</b>	<b>4.3</b>
Temporarily not looking for work due to family commitments	79	0.9	0.7	1.0
Taking time out in order to travel	50	0.5	0.7	0.5
Unable to work due to illness	8	0.1	0.1	0.1
Permanently unable to work/retired	2	0.0	-	0.0
<b>TOTAL NOT AVAILABLE FOR WORK</b>	<b>756</b>	<b>8.3</b>	<b>13.7</b>	<b>5.9</b>
<b>TOTAL AVAILABLE FOR WORK</b>	<b>8,335</b>	<b>91.7</b>	<b>86.3</b>	<b>94.1</b>
<b>TOTAL RESPONDENTS</b>	<b>9,091</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Not surprisingly, graduates were more likely to be employed the longer it had been since they had graduated. Of graduates who completed their qualification prior to 2014, 97 per cent were employed, while only 80 per cent of graduates who completed their qualification in 2017 or later were employed.

Focusing on the top ten nationalities of respondents (Appendix D, Table 28), graduates from the Philippines had the highest rates of employment (97%), while graduates from Canada had the highest rates of full-time employment (88%). Overall, graduates from India and China were the least likely among the top ten nationalities to be employed. Only 80 per cent of graduates from India were in employment, while 88 per cent of graduates from China were in employment.

Graduates from India were also less likely to be in full-time employment, with 63 per cent of graduates from India employed full-time. This is around 14 percentage points lower than all of the other nationalities in the top ten. Overall, graduates from India (12%) and graduates from the Philippines (16%) were much more likely to be working part-time than graduates from other countries.

The relatively low rate of employment among graduates from China is partially explained by a relatively higher level of participation in further study. Eleven per cent of all graduates from China were engaged in further study, which is the highest rate of further study participation among the top ten nationality groups. Overall, 26 per cent of undergraduate graduates from China were participating in further study. The relatively low rate of employment among graduates from India does not appear to be attributable to participation in further study. Graduates from India are twice as likely to not be employed (20%) than the average graduate who completed the IGOS (10%). Sixteen per cent of graduates from India were unemployed.

Further details of graduates' employment status for these top ten nationalities are shown in Table 12.

**Table 12: Employment status at 31 August 2018 by most common nationalities (%) (n=9,091\*)**

Nationality	Employment status (as a proportion of those available for work)				Other activity (includes all respondents)	
	Full-time	Part-time	Self-employed / freelance	Total employed	Total Studying	Total not available for work
China (excludes SARs and Taiwan)	78.3	6.9	3.3	<b>88.4</b>	<b>11.3</b>	<b>12.6</b>
India	63.4	11.5	4.8	<b>79.7</b>	<b>4.7</b>	<b>6.3</b>
Malaysia	83.0	2.4	6.2	<b>91.6</b>	<b>8.8</b>	<b>9.7</b>
Indonesia	83.7	3.5	5.1	<b>92.3</b>	<b>9.1</b>	<b>10.3</b>
Singapore	86.0	2.4	4.6	<b>93.0</b>	<b>4.7</b>	<b>6.5</b>
Vietnam	81.9	7.5	4.5	<b>94.0</b>	<b>9.1</b>	<b>11.5</b>
Hong Kong (SAR of China)	86.0	5.2	3.5	<b>94.8</b>	<b>8.2</b>	<b>10.2</b>
United States of America	81.6	5.6	4.1	<b>91.4</b>	<b>4.0</b>	<b>4.3</b>
Canada	87.8	3.9	3.1	<b>94.9</b>	<b>2.6</b>	<b>5.6</b>
Philippines	77.3	15.3	4.6	<b>97.2</b>	<b>3.5</b>	<b>4.4</b>
All other countries	77.7	7.7	4.8	<b>90.2</b>	<b>5.2</b>	<b>6.8</b>

\*The employment rates reported in this table are reported as a proportion of graduates available for work (n=8,335). The proportion of graduates undertaking other study and the proportion not available for work is reported as a proportion of all responding graduates (9,091).

As shown in Table 13, graduates who were currently residing in Australia were less likely to be employed (86%) than graduates who had returned to the country on their passport (93%) Graduates who had moved to a third country had similar levels of employment (92%) to graduates who returned to their home country though this cohort was less likely, overall, to be available for work, with only 86 per cent available for work.

Among graduates living overseas who were available for work, 91 per cent of undergraduates and 93 per cent of postgraduates were employed. In addition, graduates living in Australia were more likely to be unemployed (11%) than graduates who returned to their home country (5%) or graduates who moved to another country (5%). Graduates living in Australia, or who moved to a third country were also more likely to be undertaking further study than graduates who returned to their home country.

Graduates who were currently residing in a country other than Australia or their home country, were more likely to be studying (13%) than those currently in Australia (9%).

**Table 13: Employment status at 31 August 2018 for graduates available for work by current residence (%) (n=8,335)**

	Australia	Home country	Another country
Employed full-time in paid work	70.3	84.7	83.3
Employed part-time in paid work	13.2	2.4	3.2
Self-employed/freelance	2.8	5.8	5.6
<b>TOTAL EMPLOYED</b>	<b>86.3</b>	<b>92.8</b>	<b>92.1</b>
Doing voluntary work/other unpaid work	1.4	0.7	0.5
Due to start a job within the next month/s	1.4	1.9	1.9
Unemployed and looking for employment, further study or training	10.9	4.6	5.5
<b>TOTAL NOT EMPLOYED</b>	<b>13.7</b>	<b>7.2</b>	<b>7.9</b>
<b>TOTAL AVAILABLE FOR WORK</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Table 14: Activity status at 31 August 2018 for all graduates by current residence (%) (n=9,091)**

	Australia	Home country	Another country
Studying full-time	8.9	2.9	12.0
Studying part-time	0.5	0.2	0.6
<b>TOTAL STUDYING</b>	<b>9.4</b>	<b>3.1</b>	<b>12.6</b>
Temporarily not looking for work due to family commitments	1.0	0.6	1.4
Taking time out in order to travel	0.6	0.5	0.5
Unable to work due to illness	0.1	0.1	0.0
Permanently unable to work/retired	0.0	0.0	0.0
<b>TOTAL NOT AVAILABLE FOR WORK</b>	<b>11.0</b>	<b>4.4</b>	<b>14.5</b>
<b>TOTAL AVAILABLE FOR WORK</b>	<b>89.0</b>	<b>95.6</b>	<b>85.5</b>
<b>TOTAL RESPONDENTS</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Table 15 shows the proportion of graduates who were currently living in Australia, living in their home country or living in another country who were employed on 31 August 2018 for each of the largest nationality groups in the IGOS. This also shows that graduates who had returned to their home country were more likely to be employed than graduates who had remained in Australia for all nationality groups except for graduates from the United States of America.

**Table 15: Proportion of graduates available for work who were employed at 31 August 2018 by current residence (%) (n=8,335)**

Residence	Australia	Home country	Another country	Total employed
China (excludes SARs and Taiwan)	86.6	89.9	94.7	<b>88.4</b>
India	78.3	79.8	92.6	<b>79.7</b>
Malaysia	84.1	94.1	91.8	<b>91.6</b>
Indonesia	86.5	93.6	91.9	<b>92.3</b>
Singapore	82.7	94.6	93.6	<b>93.0</b>
Vietnam	87.8	97.0	100.0	<b>94.0</b>
Hong Kong (SAR of China)	91.7	96.2	96.0	<b>94.8</b>
United States of America	93.6	89.6	92.9	<b>91.4</b>
Canada	91.5	96.4	97.2	<b>94.9</b>
Philippines	96.5	97.8	100.0	<b>97.2</b>
All other countries	87.3	92.7	90.5	<b>90.2</b>

Graduates who were employed were also asked some further details about their employment, including their contract type, their employer and their industry of employment. Most employed graduates (75%) held a permanent or open ended contract and a further 16 per cent were working on a fixed term contract. The remaining employed graduates were either working in a temporary position or were self-employed or freelancing. Most employed graduates were working for either commercial or private employers (61%) or for the public or government employer (31%). Around two-thirds of employed graduates (68%) were employed by employers with national or international scope. The major industries in which graduates were employed included education and training (20%), health care and social assistance (14%), professional, scientific and technical services (12%) and financial and insurance services (10%).

## 6.2 Industry of preferred employment

The majority of employed graduates (84%) were working in their preferred industry. Employed graduates with postgraduate qualifications were slightly more likely to be working in their preferred industry (85%) than graduates with undergraduate qualifications (80%). Graduates currently residing in Australia (81%) were slightly less likely than graduates living overseas (85%) to be working in their preferred industry.

Graduates working in the hospitality industry (49%), and those in the retail trade industry (59%) were least likely to be working in their preferred industry. Graduates who were working full-time were much more likely to be working in their preferred industry (86%) than graduates who were working part-time (66%).

***84% of graduates are currently employed in their preferred industry***

Again focusing on graduates from India and China, the majority (84%) who were in full-time employment were working in their preferred industry. This is a similar result to all graduates in full-time employment. However, graduates from India who were working part-time were significantly less

likely to be working in their preferred industry (35%) than the average graduate who was working part time (66%).

Graduates not working in their preferred industry were asked why they decided to take their current job which was not in their preferred industry. The main reasons given for this situation were related to the suitability and availability of jobs. More specifically, the most common reasons were 'no suitable jobs in my area of expertise' (40%) and 'no suitable jobs in my local area' (37%). A small number of graduates not working in their preferred industry suggested that their permanent residency status was a reason they were not in their preferred industry, with six per cent of graduates saying that employers require permanent residency status or only hire residents.

### 6.3 Employment outcomes and perceptions of value

Graduates were also asked to reflect on whether they felt their degree was worth the investment. Obviously graduates' employment outcomes could potentially affect graduates' satisfaction with their Australian qualification and whether it was worth the financial investment.

Overall, two-thirds of respondents agreed that their Australian degree was worth the financial investment. Among all graduates who were currently employed, 70 per cent agreed that their degree was worth the financial investment. Graduates working full-time were more likely to agree with this statement (71%) than graduates working part-time (55%). Graduates who were currently unemployed were much less likely to agree that their degree was worth the investment (37%).

The results also suggest that the way in which graduates funded their studies may have also impacted on their perceptions of value. Those who were self-funded (own funds, a loan, family or their employer), were less likely to agree that their degree was worth the financial investment (62%) than graduates who received a scholarship (78%). Only 56 per cent of graduates who had taken out a loan agreed that their degree was worth the financial investment.

Graduates who were working in their preferred industry were more likely to agree that their degree was worth the financial investment (73%) compared to those not working in their preferred industry (52%).

Again, graduates from India were less likely to agree that their Australian degree was worth the investment than graduates from other countries. Only 49 per cent of Indian graduates agreed with this statement.

### 6.4 Comparisons with Australian domestic graduates

The employment outcomes measured in the IGOS are comparable with those collected as part of the national Australian Graduate Outcomes Survey – Longitudinal (GOS-L) (Social Research Centre, 2018). The 2018 GOS-L surveyed both domestic and international graduates from Australian higher education institutions who completed their course in 2014. This enables a comparison between the employment outcomes of domestic graduates who participated in the 2018 GOS-L and international graduates who participated in the IGOS.

As the 2018 IGOS included graduates who completed their studies across a number of years, but the 2018 GOS-L only included graduates who completed their studies in 2014, Table 16 includes findings from all graduates who completed the 2018 GOS-L and graduates who finished their studies in 2014 and completed the IGOS. This table shows the proportion of international and domestic graduates

who were in full-time employment, as a percentage of graduates available for work, overall employment, and labour force participation rate.

As shown in Table 16, domestic graduates from undergraduate qualification appear to have slightly higher rates of full-time employment than international graduates. There are only minute differences in the employment outcomes of domestic and international graduates from postgraduate courses.

**Table 16: Employment outcomes for international and domestic Australian graduates who completed their course in 2014 (%) (n=40,207)**

	Undergraduate		Postgraduate	
	International IGOS	Domestic GOS-L*	International IGOS	Domestic GOS-L*
In full-time employment (as a percentage of those available for full-time work)	85.9	89.2	90.9	92.4
Overall employed (as a percentage of those available for any work)	92.8	92.4	96.8	94.4
Labour force participation rate (as a percentage of all graduates)	86.3	92.2	94.1	94.2

\*(Social Research Centre, 2018)

Note: In full-time employment is defined for the Domestic GOS-L as the graduates who were employed full-time as a proportion of those available for full-time work; that is those who were employed full-time or seeking full-time employment in the week prior to completing the GOS-L questionnaire. For the International GOS graduates who were available for full-time work were defined as those who were either working full-time, self-employed or freelance, doing voluntary work or other unpaid work, due to start a job within the next month/s or unemployed and looking for employment, further study or training. Overall employed is defined as all employed graduates as a proportion of all graduates who were available for employment. The labour force participation rate is defined as the graduates available for employment as a proportion of all graduates.

## 6.5 Salary

Graduates who were employed at 31 August 2018 were also asked to indicate the bracket of their current annual pre-tax salary. The salaries of graduates in full-time employment are outlined in Table 17. Graduates' salaries tended to be concentrated in the brackets between \$40,000 and \$59,999 and \$60,000 and \$79,999. Graduates from postgraduate qualifications were more likely to be earning at least \$60,000 than graduates from undergraduate qualifications.

**Table 17: Full-time annual pre-tax salary in Australian dollars by level (%) (n=5,467)**

	Undergraduate	Postgraduate	All respondents
My work is unpaid	0.1	0.1	0.1
Less than \$9,999	6.7	7.7	7.4
\$10,000 - \$19,999	13.2	10.7	11.4
\$20,000 - \$39,999	17.9	15.5	16.2
\$40,000 - \$59,999	22.4	18.8	19.8
\$60,000 - \$79,999	22.3	21.6	21.8
\$80,000 - \$99,999	9.4	12.8	11.8
\$100,000 - \$149,999	6.0	9.4	8.5
Over \$150,000	2.0	3.4	3.0

In order to calculate a proxy mean salary for the international graduates the mid-point of each salary range was used. The mean overall annual salary for graduates in full-time employment was \$58,000. For undergraduates the mean annual pre-tax salary was \$54,000 and for postgraduates it was

\$60,000. Table 18 shows the differences in mean salary for graduates employed full-time in Australia and those working overseas. As would be anticipated, given the relatively high wages in Australia, graduates working full-time in Australia have much higher salaries than those working overseas. This is the case for both graduates from undergraduate and postgraduate qualifications.

**Table 18: Mean full-time annual pre-tax salary in Australian dollars by level and country of employment (n=5,198)**

		Mean salary
Undergraduate	Employed in Australia	\$72,057
	Employed overseas	\$42,551
	Total employed	\$53,456
Postgraduate	Employed in Australia	\$78,111
	Employed overseas	\$49,613
	Total	\$60,495

**Methodology Note:** The salary of international graduates was collected in the IGOS by asking respondents to specify the category which their salary fell into, rather than to give an exact dollar amount. This method of collecting information about graduates' salaries was used for a number of reasons. The main reason was to make it easier for international graduates to answer, as this can be a complex question, particularly for those working outside Australia. The question required respondents to indicate their salary in Australian dollars before tax. Due to differences in exchange rates, differing tax laws and variations in a respondent's ability to be able to make such a calculation the categorised question allowed for less pressure on the respondent. While the above approach was taken to minimise error and the burden on respondents, it is important to note that interpretation of salary levels collected in this survey should be undertaken with caution.

International graduates' salaries appear to be substantially lower than the salaries of recent Australian domestic graduates. The 2018 GOS-L results (Social Research Centre, 2018) indicate that the average full-time salary for Australian domestic graduates was \$70,000 among undergraduates and \$90,000 among postgraduates. When considering the differences in salary, it is important to note that there are some differences between how the average salary is measured in the IGOS and the GOS-L. The GOS-L includes only graduates who completed their studies in 2014, and among graduates working overseas, there may be some inaccuracies in how they have calculated their salary in Australian dollars.

## 6.6 Importance of Australian qualification for gaining employment

As described earlier, the main motivation for these graduates to study in Australia was to progress their careers and gain employment. Nearly one in three respondents indicated this was a motivation

In this section of the report 'total importance' includes responses of fairly important, important, or very important on a five point scale where fairly important is the midpoint.

for studying in Australia (see Table 3). This section describes the aspects of graduates' study that graduates believed had helped them secure their current employment.

Ninety per cent of graduates believed that their technical knowledge helped them get their current role. This mirrors the 84 per cent of graduates who believed that the focus of their degree was important in securing their current role. Of those graduates who were working in their preferred industry, 89 per cent agreed that the focus of their study was important in securing this job, while only 59 per cent of those not in their preferred industry agreed, see Table 19. Overall, this series of statement shows that the soft skills picked up at university are viewed by graduates as being as important as the technical skills they have gained. The soft skills help graduates secure employment even if not in their preferred industry, while technical knowledge may be more important for securing roles in their preferred industry.

Overall, the most important factor for gaining employment was graduates' personal skillset. Nearly every respondent, 98 per cent, agreed that the soft skills that they developed while studying were an important factor in gaining their current employment.

A total of 77 per cent of respondents who were in paid employment believed that having a qualification from Australia was important in gaining their current role. Of those graduates who currently resided in Australia, 81 per cent said that their Australian qualification was important to them gaining their current employment (see Table 19).

***98% of graduates agree that the soft skills they developed were important when gaining their employment***

Language proficiency (English and bilingualism) was explored, with 95 per cent of respondents agreeing that their English language proficiency or being multilingual was important in getting their current role. This was seen as important by more of the respondents who were currently residing in Australia (97%) than those residing overseas (92%).

In comparison with other factors, participating in work experience during study was considered to be less important by graduates in regards to employment prospects, with 70 per cent of graduates suggesting this was an important factor in securing their employment.

Overall, this series of statements shows that the soft skills picked up at university are viewed by graduates as being as important as the technical skills they have gained. The soft skills help graduates secure employment even if not in their preferred industry, while technical knowledge may be more important for securing roles in their preferred industry.

**Table 19: Importance of factors when gaining current employment to graduates by residency and preferred employment, % (n=6,732)**

	Current residence		Employed in preferred industry	Not employed in preferred industry	Total
	Australia	Overseas			
My qualification from Australia	81.3	75.1	81.0	60.0	77.5
My qualification's focus of study	81.1	86.3	88.9	59.5	84.2
My multilingual ability	54.8	80.3	71.5	64.3	70.3
My English language proficiency	96.8	92.0	94.7	90.0	93.9
Work experience during study	74.1	67.6	73.3	53.8	70.2
My technical knowledge	90.3	90.6	93.2	76.7	90.5
My personal skillset	98.4	97.5	98.4	95.2	97.9

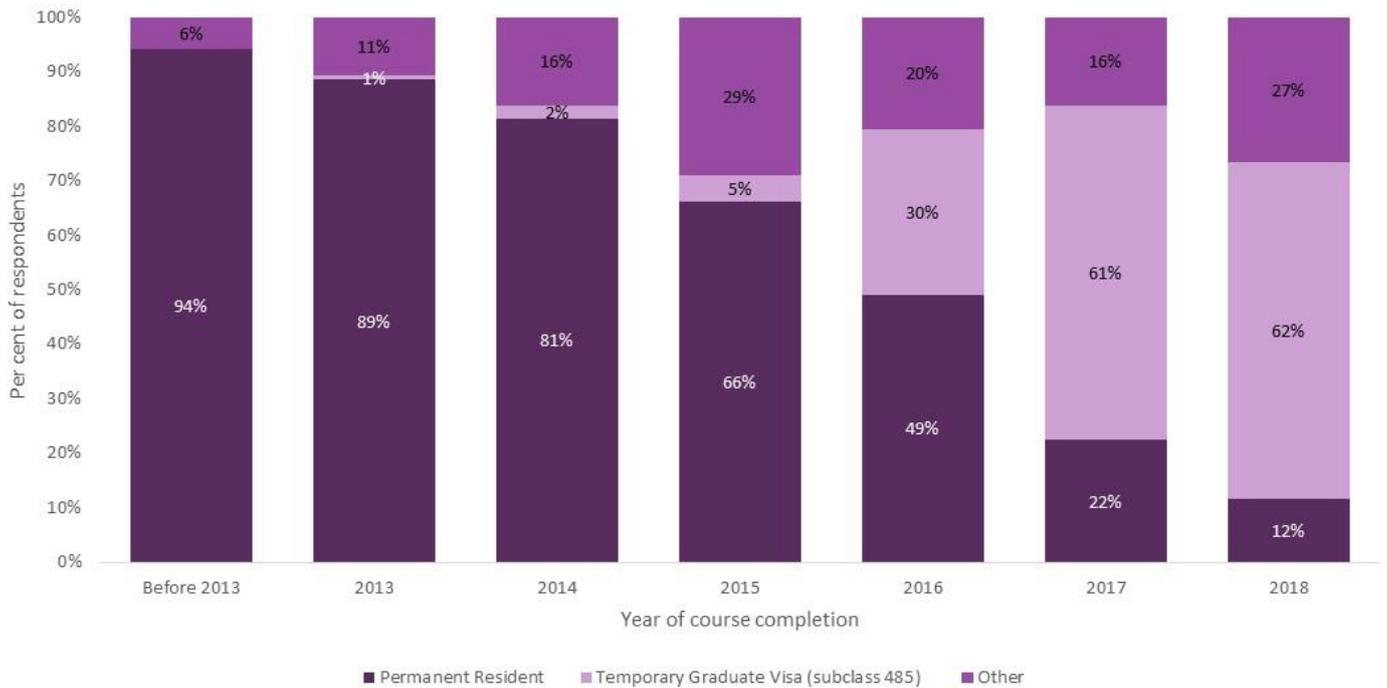
## 6.7 Visas for working in Australia

The graduates who were currently working in Australia require permanent residency or a working visa if they are not Australian citizens. A majority (54%) of the graduates currently working in Australia now have permanent residency status, while 27 per cent are on a temporary graduate visa (subclass 485), see Table 20.

**Table 20: Type of visa held by international graduates currently working in Australia (n=2,641)**

	%
None, I am now a permanent resident of Australia	53.5
Temporary Graduate Visa (subclass 485)	27.0
Other Working and Skilled Visa	8.9
Family and Spousal Visa	6.6
Studying and Training Visa	1.8
Bridging Visa	1.6
Visitor Visa	0.5
Other Visa	0.2

When looking specifically at the permanent residency status and the subclass 485 visa, an obvious connection can be seen between how long ago a graduate completed their course, and the type of visa they hold to work in Australia currently. The more time that has elapsed since completion, the more likely a graduate who is working in Australia is to have gained permanent residency status, see Figure 7.



**Figure 7: Type of visa held by international graduates currently working in Australia by year of course completion (n=2,636)**

## 6.8 Job search techniques

Graduates who were currently employed were asked about how they had found out about their job. The main avenue identified by respondents was through job advertisements or approaching employers directly. Overall, 44 per cent of graduates first found out about their job through an advertisement or by approaching employers. More specifically, advertisements on the internet were the most common way graduates had found their job (26%), see Table 21.

The second most common way for finding employment was through personal networks, with 26 per cent of graduates finding their job either through friends of family or with the assistance of work contacts or networks. For graduates who were living in country on their passport, personal networks were more commonly utilised with 29 per cent of graduates using their personal networks to find their job compared with 23 per cent of graduates living in Australia.

Employees that were in part-time employment were also more likely to have used personal networks to find their role (36%) and also graduates who were not in their preferred industry were more likely to have used personal networks to find their employment (35%). This suggests that personal networks are more frequently helping graduates find temporary employment. .

A focus on employment with a 'career' orientation was identified by graduates as the most important factors when selecting their current employer. Opportunities for personal or professional development (26%) and career opportunities (17%) were the two most common factors when selecting their current employer, while the profession (12%) was also a popular answer. Only nine per cent of graduates rated salary as the most important factor in selecting their employer.

Graduates who were employed in their preferred industry were less likely to cite job availability or salary as their main reason for choosing an employer. Career progression, opportunities for personal

or professional growth and profession were more likely to be drivers for choosing an employer by graduates working in their preferred industry.

**Table 21: Job search techniques by residence, employment status and preferred industry, (%) (n=6,809)**

Job search techniques	Total	Residence			Employment status on 31 August 2018			Industry	
		Australia	'Home' country	'Another' country	Full-time	Part-time	Self-employed	Preferred	Non-preferred
University / careers assisted	11.0	12.0	10.6	8.5	11.5	9.7	2.9	11.5	8.0
Response to advertisement / approached employer	43.8	48.6	40.4	42.0	45.0	43.1	21.6	44.2	41.5
Agency / approached by employer	16.1	14.6	16.2	20.9	17.0	10.5	7.2	16.5	13.6
Personal networks	26.4	23.2	29.1	25.4	24.5	35.7	47.7	24.7	34.9
Other means	2.8	1.6	3.7	3.3	2.1	1.0	20.6	3.0	2.1

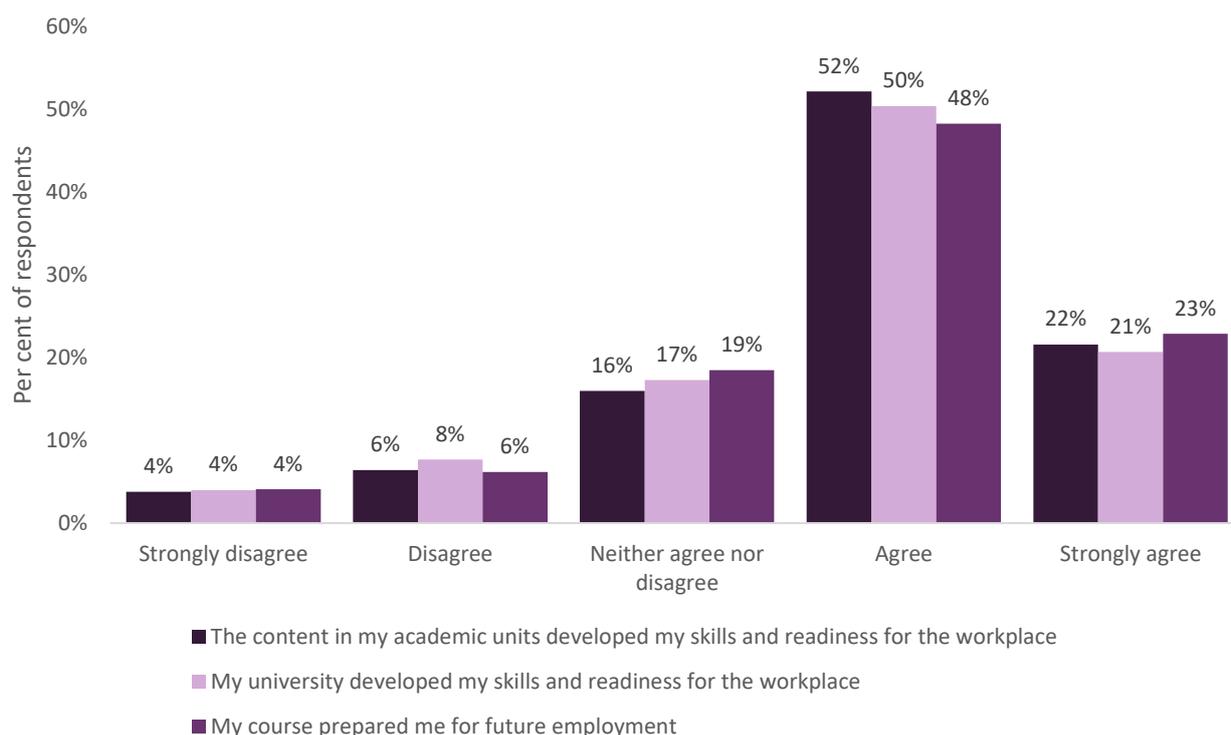
## 7 Work preparedness

In a rapidly changing and competitive world of work, employers are increasingly looking for 'work ready' graduates (Department of Education, 2014). In response, Australian universities are investing in a range of services and initiatives to ensure 'work readiness' is embedded at the undergraduate and postgraduate level, and to equip their graduates with work ready skills (Universities Australia, 2015). These type of initiatives include incorporating work experience units into the course experience through Work Integrated Learning (WIL), and providing students with the opportunities to engage in extracurricular career readiness activities such as: leadership training, career planning, mentoring and volunteering programs.

***71% of respondents agreed that their course prepared them for employment***

IGOS respondents were asked the extent to which they agreed with three statements relating to their skills and workplace readiness. The questions focused on work readiness in relation to their academic units, university services, and whether they thought their degree prepared them for future employment.

Overall, 74 per cent of respondents agreed that their academic units had helped them to develop relevant skills and work readiness, while 71 per cent agreed that their university had helped them to develop their skills and readiness for the workplace. Overall, 71 per cent of respondents agreed that their course had prepared them for future employment (Figure 8).



**Figure 8: Agreement with level of workplace readiness, academic units, university and course, (%) (n=9,386)**

Table 22 shows that graduates who are currently working are more satisfied with their work preparation than those that are not currently employed, Graduates employed overseas were more satisfied with their work preparedness than graduates working in Australia. Graduates from postgraduate qualifications were more likely than graduates from undergraduate qualifications to agree that their course and university had prepared them for work.

**Table 22: Work preparedness, by employment status, preferred industry, level of award and current country of employment, (%) (n=9,351)**

		The content in my academic units developed my skills and readiness for the workplace	My university developed my skills and readiness for the workplace	My course prepared me for future employment
Employment status	Employed	75.6	73.1	73.9
	Studying	73.0	69.2	68.5
	Not currently employed	58.6	54.1	49.2
	Not available for work	77.2	73.5	76.9
Currently employed in preferred industry	Yes	78.8	76.5	78.0
	No	61.0	57.2	54.0
Level of award	Undergraduate	69.9	66.8	67.0
	Postgraduate	75.6	72.9	72.9
Current place of employment	Australia	66.2	63.6	67.5
	Overseas	82.2	79.9	78.7
Total		73.8	71.0	71.1

In order to obtain a more rounded view of a graduates' work readiness in a number of key skill areas, a series of preparedness questions were included in the IGOS. These questions were asked on a six point scale from 1 – entirely unprepared to 6 – entirely prepared. For simplicity these scales have been combined to be 'unprepared' (incorporating response options 1 to 3) and 'prepared' (response options 4 to 6).

Table 23 shows that in general, respondents felt that their Australian qualification had helped them to be prepared for employment. This is particularly marked for graduates' English language proficiency (92%), problem solving (91%), and self-management skills (91%). The areas where fewer graduates felt that their Australian qualification had helped prepare them were initiative and enterprise skills (75%) and software/technology skills (75%). These were the only two areas which less than 80 per cent of respondents felt prepared for and still three-quarters of graduates felt that their Australian qualification had prepared them for these skills.

Comparing the work readiness perceptions for graduates who were employed, unemployed graduates rate their work preparedness lower in all areas. The two areas with the biggest difference were technical knowledge requirements, and initiative and entrepreneurial skills, both of which were rated over ten percentage points lower by unemployed graduates.

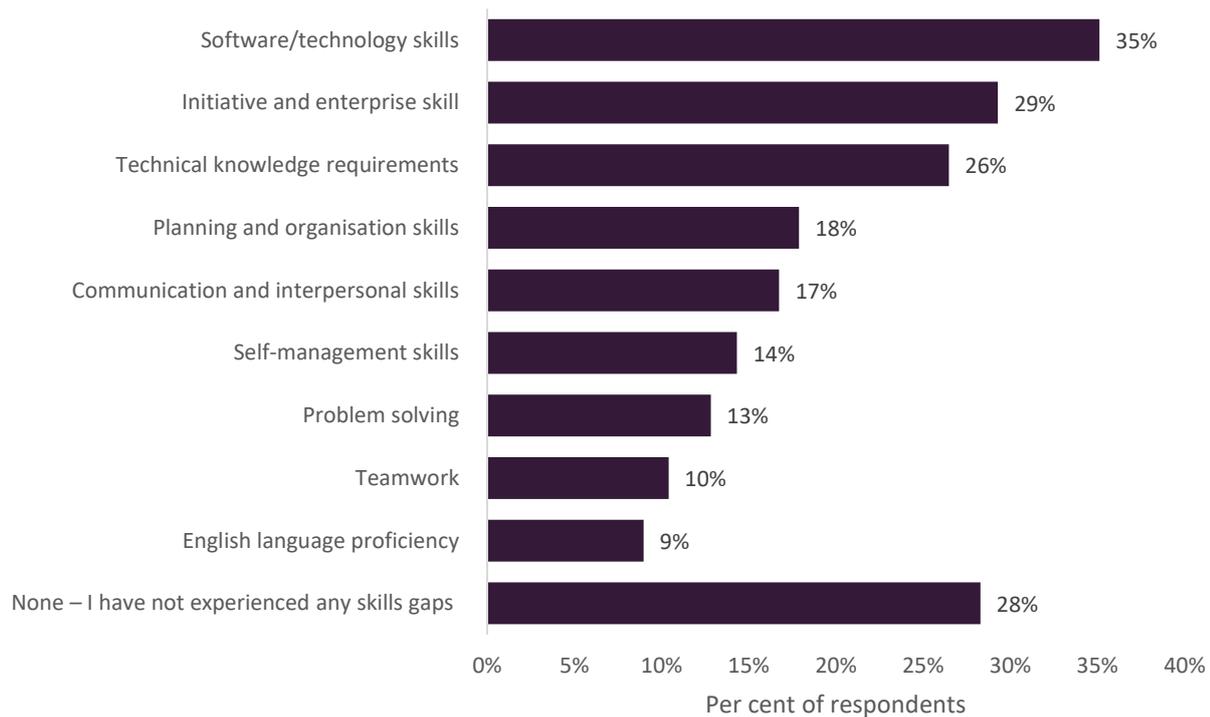
Graduates who were currently employed in their preferred industry also rated their work preparedness higher across all areas when compared to graduates currently not in their preferred industry. Technical knowledge, software/technology skills, and initiative and enterprise skills were again the biggest differences.

**Table 23: Percentage of graduates who think that their Australian qualification prepared them for specific skills, by employment status and whether employed in preferred industry, (%) (n=8,049)**

	Total	Employed	Not currently employed	In preferred industry	Not in preferred industry
Planning and organisation skills	85.8	86.6	78.2	87.7	81.5
Technical knowledge requirements	81.4	82.7	69.2	84.8	72.1
Communication and interpersonal skills	88.6	89.6	80.9	90.7	84.0
English language proficiency	92.3	92.8	87.3	93.3	91.1
Teamwork	88.6	89.3	84.1	90.4	83.6
Problem solving	90.6	91.3	83.8	92.5	85.6
Self-management skills	90.4	91.1	84.9	92.4	85.1
Software/technology skills	74.8	76.0	66.2	77.9	67.1
Initiative and enterprise skills	74.8	76.3	64.1	77.8	68.1

The same list of work readiness skills were used in a question which asked graduates if they had identified any skills required in their work that they had not developed at university. Over a quarter of respondents (28%) indicated that they had not experienced any skills gaps since becoming employed.

Consistent with the ratings in Table 23, software/technology skills, initiative and enterprise skills and technical knowledge were the areas which graduates were most likely to identify having a skills gap when entering the workforce, see Figure 9.



**Figure 9: Skill areas that graduates have found lacking (skills gaps) since leaving their study, (%) (n=6,371)**

## 8 Further study

Around one-quarter of respondents (23%) had completed further study since completing their Australian course, this included 33 per cent of undergraduate graduates who had gone on to further study.

Of graduates who had completed further study, more than half completed their further education in Australia (56%), while 30 per cent completed their study in the country on their passport, and the remaining 15 per cent completed their study in another overseas country.

Of this last group, the other regions in which graduates had completed further study included North-West Europe (33%), including England (16%), Germany (4%) and Switzerland (3%), the Americas (26%), including the United States (22%) and Canada (3%), and North-East Asia (14%), including Hong Kong (5%) and Singapore (5%).

Just under half (44%) of the graduates who have completed further study completed a postgraduate course, while 41 per cent have completed a non-award course or a professional qualification.

Table 24 shows that the main reasons for completing further study were to develop a broader or more specialist range of skills or knowledge (53%), and to improve career options (41%). A small group of graduates indicated that they had gone on to do further study because they were unable to find a suitable job (9%).

**Table 24: Reasons for completing further study (n=1,799)**

	%
To develop a broader or more specialist range of skills or knowledge	53.4
To improve my career options	40.6
Because I was interested in the content of the course	23.0
To meet professional association membership requirements	21.9
Because it was a requirement of my employment that I undertook further training or study	20.6
To change my career options	10.0
It was recommended by my employer	9.3
I had been unable to find a suitable job	8.8
Because I had enjoyed my first course and wanted to continue studying	5.8
Additional points for migration/PR status	3.4
I wanted to go on being a student/I wanted to postpone job hunting	3.1
Other	0.9

## 9 Future plans for living or studying in Australia

Connections to Australia through study can be varied. As has been shown, many international graduates choose to live in Australia following their study. Contact with alumni through either the Australian Department of Foreign Affairs and Trade's (DFAT) Global Alumni Network or the university are common, as well as maintaining social contact with friends made during study. Table 25 shows the various ways that international graduates stay connected to Australia.

Most international graduates (87%) indicated that they are likely to stay in contact with friends and fellow graduates in the next five years. Most graduates (92%) who are living overseas think that it is likely that they will visit Australia again for a holiday in the next five years.

***78% of graduates will develop professional links with Australia***

Overall, 62 per cent of graduates indicated they are likely to apply for permanent residency status in Australia in the next five years, however of those currently residing outside of Australia only 46 per cent believe that is likely.

Graduates who returned home due to visa requirements were slightly more likely to apply for permanent residency (56%) than graduates who returned home for other reasons. Of the graduates currently living in Australia, only 17 per cent believed it is unlikely that they will apply for permanent residency in the next five years.

Alumni services provide a way for international graduates to remain connected to Australia. Currently 74 per cent of respondents regarded it as likely that they will stay connected with their university through its alumni association, this figure was slightly higher for those graduates currently living overseas (77%). Just over two-thirds (69%) regard it as likely that they will join Australia's Global Alumni Network.

About three quarters (78%) of respondents indicated that they were likely to develop professional links with Australia. Importantly in relation to this question, there was a strong positive response from

graduates living outside Australia to this question, with two thirds of graduates residing overseas indicating they are likely to develop professional links with Australian organisations in the next five years.

Of the graduates currently living overseas, almost half (47%) considered it likely that they will undertake further study in Australia in the next five years. Just under half (45%) considered it likely that they will seek short-term employment in Australia in the next five years, and 52 per cent considered it likely that they will seek long-term employment in Australia in the next five years.

**Table 25: Likelihood of graduate staying connected to Australia in the next five years, (%) (n=7,957)**

	Current residence		Total
	Australia	Overseas	
Remaining connected with fellow graduates and friends from Australia	86.8	87.2	87.0
Staying connected with my university through alumni association	70.3	76.8	74.0
Developing professional links with Australian organisations as part of career	91.9	67.0	77.6
Joining Australia's Global Alumni network	66.6	69.9	68.5
Undertaking further study in Australia	62.1	47.3	53.7
Seeking short term employment in Australia	50.9	44.5	47.2
Seeking long term employment in Australia	93.2	52.1	69.6
Applying for permanent residence in Australia	83.5	46.3	62.0
Visiting Australia for leisure	74.3	92.0	84.6



## 10 Conclusion

The 2018 International Graduates Outcomes Survey (IGOS) provides a unique insight into international graduates from Australian universities post-study employment, work readiness, and reflections on course experiences, study motivation and overall satisfaction.

It provides the industry with a deeper, granular look at the outcomes of international graduates from 2013 to 2018, helping to fill current gaps in data. It highlights the need for an instrument that can collect data specific to international graduates which compliments the GOS and GOS-L, and **dives deeper into the reflections of international graduates** regarding their motivations to study, key choice influencers, skill development and work readiness, employment outcomes, overall satisfaction with their investment in an Australian education, and their ongoing connection to Australia and Australians.

The data indicate that international graduates are predominately motivated to study in Australia to progress their careers and gain employment. Most graduates selected their Australian university due to **strong reputational factors** such as the university's global ranking, reputation and specific course prestige and this is seen as strong investment in their future.

Most graduates see their studies in Australia as **transformational**, with 83 per cent of graduates reporting that they **see the world differently** since studying in Australia. Three in four graduates agreed that their **Australian course developed relevant skills and work readiness** in areas such as communication, problem solving and self-management.

When looking for work, many international graduates reported utilising their **personal and professional networks to find employment**.

Most believe that their Australian degree has helped progress their career more quickly than others from their country, and two in five believe their Australian qualification means they can gain a higher salary.

Of those currently employed full time, 84 per cent are currently employed in their preferred industry, with 81 per cent of those residing in Australia working in their preferred industry. The top sectors included: Management and Commerce (32 per cent), Health (15 per cent) and Engineering and Related Technologies (12 per cent).

For those international graduates living and working in Australia, 54 per cent now have permanent residency, while 27 per cent are on a temporary graduate visa (subclass 485).

Overall, most international graduates agreed that their **Australian degree was worth the financial investment** and that they would **recommend Australia as study destination**.

There is strong evidence of ongoing connection with Australia and Australians, with international graduates remaining connected to friends and fellow graduates (87 per cent), and through their university's alumni network (74 per cent).

Of those graduates living outside of Australia, 67 per cent expect to forge professional links with Australian organisations over the next five years, and 92 per cent state it is likely that they will come back to Australia for a holiday in the next five years.

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# Appendix A: IGOS survey instrument

## International Graduate Outcomes Survey 2018

Thank you for agreeing to participate in the International Graduate Outcomes Survey 2018.

The questions that follow are about your time studying in Australia at <INSTITUTION>.

The 2018 International Graduate Employment Outcomes Survey is a voluntary survey conducted on behalf of the Australian Government Department of Education and <INSTITUTION>, by the Australian Council for Educational Research (ACER).

Your response is private, confidential and will be treated according to any applicable law. All responses are received directly by ACER. ACER does not receive any identifying information unless you provide it, and will not identify any individual respondents in any results, reports or recommendations and, for clarity's sake, this includes survey responses disclosed to the Department of Education, which are de-identified.

For all information concerning your privacy and rights please see the detailed privacy statement.

If you have any queries or technical issues please contact the project team at [internationalgradsurvey@acer.org](mailto:internationalgradsurvey@acer.org).

### How to complete this survey

Questions with a \* are mandatory, and require an answer before you can progress in the survey.

Use the 'Next' and 'Previous' buttons on the page NOT the 'Back' and 'Forward' buttons on your web browser.

To save you answers and come back to the survey click 'Resume later'.

When you have completed the final page of the survey click 'Submit' to finalise your answers.

1. What is your nationality on your passport? If you possess more than one passport, which do you most identify with?  
Drop down list of nationalities.
2. What is your year of birth? Your answer must be between 1920 and 2010.  
YYYY
3. What is your gender?  
Male  
Female  
Other
4. Do you currently live in Australia?  
Yes  
No, I live in my country of birth

No, I live in another country other than Australia or my country of birth

#### COURSE

Please note, if you have completed more than one degree/qualification as an international student in Australia, we ask you to respond to these questions in relation to the one you have most recently completed.

5. Which year did you graduate from your degree from <INSTITUTION>?

Before 2013

2013

2014

2015

2016

2017

2018

Did not complete (Terminate)

6. What was the level of award which you completed at <INSTITUTION>?

Doctorate by research

Doctorate by coursework

Master degree by research

Master degree by coursework

Graduate diploma

Graduate certificate

Bachelor (honours) degree

Bachelor (pass) degree

Advanced diploma

Associate degree

Diploma

Non-award course

7. Did you study a double degree/dual degree at <INSTITUTION>?

Yes

No

8. Please choose your main field of study at <INSTITUTION>:

Natural and physical sciences

Information technology

Engineering and related technologies

Architecture and building

Agriculture, environmental and related studies

Health

Education

Management and commerce

Society and culture

Creative arts

Food, hospitality and personal services

Mixed field programs

9. Please choose the field within your selected study area that matches your course's title.

## ASCED CODING TO FOUR DIGIT LEVEL 12 Questions

### IF DOUBLE DEGREE

10. Please choose your other main field of study at <INSTITUTION>:
- Natural and physical sciences
  - Information technology
  - Engineering and related technologies
  - Architecture and building
  - Agriculture, environmental and related studies
  - Health
  - Education
  - Management and commerce
  - Society and culture
  - Creative arts
  - Food, hospitality and personal services
  - Mixed field programs
11. Please choose the field within your other selected study area that matches your course's title.  
ASCED CODING TO FOUR DIGIT LEVEL 12 Questions
12. How did you fund your studies whilst at <INSTITUTION>?  
SELECT ALL THAT APPLY
- Own funds
  - Loan
  - Family
  - Employer
  - Australian government scholarship
  - Home country government scholarship
  - University scholarship/bursary
  - Other scholarship
  - Other sponsor
  - Other (specify)
13. One month after you completed your studies in Australia, did you...
- Return to the country on your passport
  - Stay in Australia
  - Go to a different country (specify)
14. Which of the following best describes what motivated you to take the course you completed at <INSTITUTION>?  
SELECT ALL THAT APPLY
- I was interested in the subject matter of the course
  - I thought it would help me to progress in my career or job
  - I thought it would help me to change careers or jobs
  - I wanted to study abroad
  - I wanted to migrate to Australia in particular
  - I wanted to migrate to a different country
  - I wanted new opportunities
  - A lack of opportunities at home/limited places in home universities

To meet my family's expectations  
It was the best option I could afford  
Other (specify)

15. What was the most important factor to you when selecting your <INSTITUTION>?

Overall reputation of the university  
University offered me a scholarship  
Good career and employment prospects  
Content of the course  
University's reputation in my chosen subject  
University ranked highly in global university rankings  
Non-university funding available for this particular program  
Entry requirements matched my achievements  
Cost of the program  
Location of the institution  
It was recommended to me  
Family members/friends already attending this institution  
Other (Specify)

16. Did you do any of the following while studying at <INSTITUTION>?

SELECT ALL THAT APPLY  
Industry placement/internship  
Employment preparation program  
Leadership program  
Mentor program  
Field research  
Voluntary work  
Study abroad/student exchange  
Study tour (i.e. study abroad in a group)  
Secondary language program  
Part time work while studying  
None of the above

22. Reflecting on your time at <INSTITUTION>, to what extent do you agree with the following statements?

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree

- My Australian degree was worth the financial investment
- Having a qualification from Australia means I can progress more quickly in my chosen career
- Being an alumni of my university means I can progress more quickly in my chosen career
- Having a qualification from Australia means I can command a higher salary compared to local graduates from my home country
- Being an alumni of my university means I can command a higher salary compared to other graduates

- My university developed my skills and readiness for the workplace
- The content in my academic units developed my skills and readiness for the workplace

23. Thinking about your employment outcomes and achievements, would you recommend Australia to people considering studying abroad?

- Yes, I would actively recommend Australia as a study destination
- Yes, if asked I would recommend Australia as a study destination
- I would neither encourage nor discourage people from applying to Australia universities
- No, if asked I would warn people away from Australia as a study destination
- No, I would actively warn people away from Australia as a study destination

### **WHAT ARE YOU DOING NOW?**

We are interested in knowing what you are doing now you have finished studying. Thinking about what you were doing on 31 August, 2018.

24. Which of the following statements best describes your employment status on 31 August, 2018? "I am... Mark one only.

- Employed full-time in paid work
- Employed part-time in paid work
- Self-employed/freelance
- Studying full-time
- Studying part-time
- Doing voluntary work/other unpaid work
- Due to start a job within the next month/s
- Unemployed and looking for employment, further study or training
- Temporarily not looking for work due to family commitments
- Taking time out in order to travel
- Unable to work due to illness
- Permanently unable to work/retired
- Doing something else (Please specify)

### **IF NOT EMPLOYED OR STUDYING I.E. NOT 1, 2, 3, 4, or 5 GOTO SECTION C Q38 YOUR EMPLOYMENT**

We are interested in any work and/or further study you're doing on 31 August, 2018.

### **IF NOT EMPLOYED IE NOT 1, 2, or 3 GOTO SECTION C Q38**

If you have more than one job, please tell us about your main job.

25. In which country are you now working?

Drop down list of countries.

### **IF WORKING IN AUSTRALIA**

a. What type of visa do you hold to work in Australia?

- None, I am now a permanent resident of Australia
- Studying and Training Visa
- Temporary Graduate Visa (subclass 485)

Other Working and Skilled Visa  
Visitor Visa  
Family and Spousal Visa  
Some other Visa (specify)

26. Which of the following best describes the basis on which you are currently employed?

On a permanent or open-ended contract  
Temporary work, through an agency  
On a fixed-term contract lasting 12 months  
Temporary work  
On a fixed-term contract lasting less than 12 months  
Self-employed/I freelance  
Other (specify)

27. How long have you been working in this job?

YEARS XX MONTHS: XX

28. Which of the following best describes the organisation you work for?

Public or Government  
Commercial or private  
Not-for-profit

29. What is the scope of your organisation?

Local  
Regional  
National  
International

30. Thinking about your main employer, which of the following best describes what the organisation does?

Agriculture, forestry and fishing  
Mining  
Manufacturing  
Electricity, gas, water and waste services  
Construction  
Wholesale trade  
Retail trade  
Accommodation and food services  
Transport, postal and warehousing  
Information, media and telecommunications  
Financial and insurance services  
Rental, hiring and real estate services  
Professional, scientific and technical services  
Administrative and support services  
Public administration and safety  
Education and training  
Health care and social assistance  
Arts and recreation services  
Other services

31. Which of the following best describes the business of your main employer?  
ANZSIC THREE DIGIT x 19 Questions

32. How important were the following to gaining this job?

Not at all important

Not that important

Fairly Important

Important

Very important

- My qualification from Australia
- My qualification's focus of study
- My bilingual/multilingual ability
- English language proficiency
- My work experience during study
- My technical knowledge
- My personal skillset

33. How did you find out about this job?

University or college careers service

Careers fair or information session

Other university or college source (such as faculties or lecturers or student society)

Advertisement in a newspaper or other print media

Advertisement on the internet (e.g., Seek, CareerOne, Ethical Jobs)

Via resume posted on the internet

Family or friends

Approached employer directly

Approached by an employer

Employment agency

Work contacts or networks

Social media

An employer promotional event

Other (please specify\_\_\_)

34. What was the most important factor when selecting your employer?

Salary

Availability of job

Work environment

Visa/residency reasons

Profession

Recommendation

Location

Reputation

Career opportunity

Opportunities for personal/professional growth

Other (specify)

35. Are you currently employed in your preferred industry?

Yes  
No

**IF NOT IN PREFERRED INDUSTRY**

36. Why did you decide to take your current job which is not in your preferred sector?

MARK ALL THAT APPLY

No suitable jobs in my local area  
No jobs with a suitable number of hours  
No suitable jobs in my area of expertise  
Considered to be too young by employers  
Considered to be too old by employers  
Short-term illness or injury  
Long-term health condition or disability  
Caring for family member with a health condition or disability  
Caring for children  
Studying  
Other (specify)

37. What was your annual pay to the nearest thousand AUD(\$), before tax?

If you were employed for less than a year or were employed part-time, please estimate your pay to the full-time equivalent.

My work is unpaid  
Less than \$9,999  
\$10,000 - \$19,999  
\$20,000 - \$39,999  
\$40,000 - \$59,999  
\$60,000 - \$79,999  
\$80,000 - \$99,999  
\$100,000 - \$149,999  
Over \$150,000  
I'd rather not say

**SECTION C: YOUR FURTHER STUDY, TRAINING OR RESEARCH**

38. Since you graduated from <INSTITUTION>, have you undertaken any further study?

Yes  
No

**IF STUDIED**

39. Since your graduation from <INSTITUTION> where have you undertaken further study?

MARK ALL THAT APPLY

In Australia  
In the country on my passport  
In another country other than Australia or my home country

**IF ANOTHER COUNTRY**

40. In which other country did you study?

Drop down list of countries.

## **IF STUDIED**

41. Which of the following best describes the qualification(s) you have obtained or are studying since you graduated from <INSTITUTION>?

Mark all that apply

- Doctorate by Research
- Doctorate by Coursework
- Master Degree by Research
- Master Degree by Coursework
- Graduate Diploma
- Graduate Certificate
- Bachelor (Honours) Degree
- Bachelor (Pass) Degree
- Advanced Diploma
- Associate Degree
- Diploma
- Non-award course
- Professional qualification e.g. accountancy

42. Why did you decide to undertake further study, training or research?

**MARK ALL THAT APPLY**

- Because it was a requirement of my employment that I undertook further training or study
- It was recommended by my employer
- To meet professional association membership requirements
- To develop a broader or more specialist range of skills or knowledge
- To change my career options
- To improve my career options
- Because I was interested in the content of the course
- Because I had enjoyed my first course and wanted to continue studying
- I wanted to go on being a student/I wanted to postpone job hunting
- I had been unable to find a suitable job
- Other (specify)

## **SECTION D: POST-STUDY IN AUSTRALIA**

### **IF NOT IN AUSTRALIA**

43. For how many months did you remain in Australia after you completed your studies at <INSTITUTION>?

OPEN

44. Were you employed in Australia during this time after you completed your studies?

- Yes, full-time
- Yes, part-time
- Yes, casually
- No, travelled before heading home
- No, returned home straight after completing my course

### **IF NOT IN AUSTRALIA AND Q44 = 1, 2 OR 3**

45. For approximately how many months were you employed in Australia before returning home?

OPEN

46. What type of work did you undertake during that time?

On a permanent or open-ended contract

Temporary work, through an agency

On a fixed-term contract lasting 12 months

Temporary work

On a fixed-term contract lasting less than 12 months

Self-employed/I freelance

Other (specify)

**ASK ALL**

47. Did you apply for a visa to extend your stay after completing your studies in Australia?

Yes

No

**ASK ALL IN AUS OR Q47 = YES**

48. For which visa type did you apply to extend your stay after completing your studies in Australia?

Studying and Training Visa

Temporary Graduate Visa (subclass 485)

Other Working and Skilled Visa

Visitor Visa

Family and Spousal Visa

Some other Visa (specify)

**ASK IF RETURNED HOME**

49. What were your main motivations for returning home?

MARK ALL THAT APPLY.

I always planned to go home following my study

Had to return due to visa requirements

Return to previous employment

Family or personal responsibilities

To undertake further study

To start a new position at a new organisation

To seek better employment opportunities

To take up a role in the family business

To start a new role or position with my existing employer

To seek work experience in my field

To start my own business / freelancing

Unable to gain a role in my field in Australia

Lack of employment opportunities in Australia

Other (specify)

**REFLECTION**

50. How strongly do you agree or disagree with the following statements with regards to your study/living experience in Australia?

Strongly disagree  
Disagree  
Neither agree nor disagree  
Agree  
Strongly agree

- I was able to connect with other students and developed friendships during my time studying in Australia
- My course prepared me for future employment
- I had the opportunity to develop professional connections during my time in Australia
- I see the world differently since studying in Australia

51. On a scale of 1-6 where 1 is 'entirely unprepared' and 6 is 'entirely prepared', after graduating from your studies at <INSTITUTION> how would you rate your workplace preparedness for the following skills?

Planning and organisation skills  
Technical knowledge requirements  
Communication and interpersonal skills  
English language proficiency  
Teamwork  
Problem solving  
Self-management skills  
Software/technology skills  
Initiative and enterprise skills

52. In the period after starting work, did you identify any particular skills used in your role or workforce which you DID NOT DEVELOP or learn at university (skill gaps)? MARK ALL THAT APPLY

Planning and organisation skills  
Technical knowledge requirements  
Communication and interpersonal skills  
English language proficiency  
Teamwork  
Problem solving  
Self-management skills  
Software/technology skills  
Initiative and enterprise skill  
None – I have not experienced any skills gaps

53. How likely is it that you will undertake the following in the next 5 years? "I will..."

Not at all likely  
Not that likely  
Fairly likely  
Likely  
Very likely

- Remain connected with fellow graduates and friends from Australia
- Stay connected with my university through its alumni association
- Develop professional links with organisations in Australia as part of my career
- Join Australia's Global Alumni network
- Undertake further study in Australia

- Seek short term employment in Australia
- Seek long term employment in Australia
- Apply for permanent residence in Australia
- Visit Australia for holiday/leisure

54. Do you have any additional comments about life after graduation from <INSTITUTION> in Australia?

OPEN

Thank you for taking the time to complete this questionnaire. Please submit the following questions about whether you wish to be contacted, then click submit.

## Appendix B: IGOS participating institutions

**Table 26: Participating Universities with FINAL Population (n=252,363)**

Institution	In-scope population	Response FINAL	Response Rate FINAL (%)
Bond University	2,366	199	8.4
Charles Darwin University	1,358	167	12.3
Charles Sturt University	5,758	235	4.1
Curtin University	3,918	69	1.8
Deakin University	8,154	185	2.3
Edith Cowan University	4,615	493	10.7
Federation University	8,540	189	2.2
Flinders University	3,958	89	2.2
La Trobe University	9,669	567	5.9
Monash University	21,552	723	3.4
Murdoch University	2,079	111	5.3
Queensland University of Technology	9,607	242	2.5
RMIT University	24,182	128	0.5
Southern Cross University	1,649	76	4.6
Swinburne University of Technology	7,795	255	3.3
University of Canberra	3,758	326	8.7
University of Melbourne	21,662	1711	7.9
University of New England	901	26	2.9
University of New South Wales	22,791	669	2.9
University of Newcastle	7,141	137	1.9
University of Notre Dame, Australia	157	36	22.9
University of Queensland	17,311	603	3.5
University of South Australia	4,176	219	5.2
University of Southern Queensland	6,528	183	2.8
University of Sydney	22,590	1581	7.0
University of Technology Sydney	12,730	388	3.0
University of the Sunshine Coast	1,588	172	10.8
University of Wollongong	7,742	290	3.7
Victoria University	4,145	71	1.7
Western Sydney University	3,943	103	2.6
<b>TOTAL</b>	<b>252,363</b>	<b>10,243</b>	<b>4.1</b>

## Appendix C: Population and Response Comparison

**Table 27: Population and response comparison (n=262,866)**

		Population n*	Population %	Response n**	Response %
Sex	Male	120,142	47.3	5,146	50.2
	Female	133,963	52.7	5,078	49.6
	Other	43	0.0	19	0.2
Age	18-19	35	0.0	3	0
	20-24	29,161	11.1	992	9.7
	25-29	143,998	54.8	4,323	42.2
	30-34	55,702	21.2	2,497	24.4
	35-39	18,534	7.1	1,249	12.2
	40+	15,428	5.9	1,177	11.5
Region of origin	Oceania	3,916	1.5	190	1.9
	North-West Europe	7,943	3.0	590	5.8
	Southern and Eastern Europe	2,599	1.0	201	2.0
	North Africa and the Middle East	9,747	3.7	453	4.4
	South-East Asia	74,644	28.5	2,754	27.0
	North-East Asia	109,406	41.8	2,772	27.1
	Southern and Central Asia	35,679	13.6	1,672	16.4
	Americas	10,045	3.8	1,045	10.2
	Sub-Saharan Africa	7,965	3.0	539	5.3
Country of origin (top 10)***	China (excluding special administrative regions and Taiwan)	92,471	35.3	2,056	20.1
	Singapore	23,229	8.9	501	4.9
	India	18,761	7.2	794	7.8
	Malaysia	18,369	7.0	731	7.2
	Vietnam	14,926	5.7	425	4.2
	Indonesia	9,398	3.6	540	5.3
	Hong Kong (SAR of China)	8,171	3.1	307	3.0
	Nepal	4,892	1.9	190	1.9
	Sri Lanka	4,353	1.7	185	1.8
	Saudi Arabia	4,216	1.6	153	1.5
Year of course completion	2013 or before	49,764	18.9	1,495	14.6
	2014	52,042	19.8	1,524	14.9
	2015	49,437	18.8	1,785	17.5
	2016	54,671	20.8	2,332	22.8
	2017 or after	56,909	21.7	3,085	30.2
Level of award	Undergraduate	120,588	48.3	3,281	32.2
	Postgraduate	128,801	51.6	6,913	67.8
	Non-award	77	0.0	3	0.0

\*Due to missing information in population files, the numbers reported in each category may not equal the total population.

\*\* Total responses reported in each category may not equal the total responses received due to missing information in the population file or survey response

\*\*\*The ten most common countries of origin in the target population.

## Appendix D: Respondent Demographics

**Table 28: Respondent demographics (n=10,243)**

		n	%
Sex	Male	5,146	50.2
	Female	5,078	49.6
	Other	19	0.2
Age	18-19	3	0.0
	20-24	992	9.7
	25-29	4,323	42.2
	30-34	2,497	24.4
	35-39	1,249	12.2
	40+	1,177	11.5
Region of nationality*	Oceania	426	4.2
	North-West Europe	607	5.9
	Southern and Eastern Europe	195	1.9
	North Africa and the Middle East	394	3.8
	South-East Asia	2,806	27.4
	North-East Asia	2,559	25
	Southern and Central Asia	1,655	16.2
	Americas	1,088	10.6
	Sub-Saharan Africa	513	5
Country of nationality (top 10)*	China (excludes Special Administrative Regions and Taiwan)	1,869	18.2
	India	781	7.6
	Malaysia	745	7.3
	Indonesia	561	5.5
	Singapore	502	4.9
	Vietnam	432	4.2
	Hong Kong (Special Administrative Region of China)	299	2.9
	United States of America	299	2.9
	Canada	298	2.9
	Philippines	249	2.4
Current country of residence	Australia	4,359	42.6
	I live in the country on my passport	4,775	46.6
	I live in a country other than Australia or the country on my passport	1,109	10.8

\*Based on respondents' answer to the question: *What is your nationality on your passport?*