WIL Australia Member Summary Report for 2024 Graduate Outcomes Survey items

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WIL Australia

Social Research Centre

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1. Introduction

1.1. WIL Australia

Work-Integrated Learning (WIL) Australia is the professional association for WIL practitioners and researchers from the tertiary education sector, industry, community and government. The aim of WIL is to engage students with their profession, industry or the community as a formalised approach to learning and assessment in tertiary education. WIL activities can take many forms including simulated and real work activities accessed through internships, work placements, cooperative education, industry or community-based learning, clinical rotations, sandwich years and practical projects.

WIL Australia provides strategic leadership for WIL research and practice in Australia by fostering sector-wide professional development, advocacy and research through collaboration with the tertiary education sector, students, industry, community groups, employers and government.

1.2. Background

WIL Australia commissioned the Social Research Centre to include five items (see Appendix 1) related to WIL in the 2024 Graduate Outcomes Survey (GOS). The GOS is a component of the Quality Indicators for Learning and Teaching (QILT) suite of surveys commissioned by the Australian Government Department of Education. The broad aim of the GOS is to measure the short-term labour force outcomes of graduates (approximately) four to six months after completing their studies. The development, collection and reporting of these measures provide reliable, valid and generalisable information on graduate outcomes to the Australian government and higher education providers. Specific research objectives of the GOS are to measure the following characteristics of recent higher education graduates:

- employment and further study outcomes, and
- level of satisfaction with their higher education course.

Graduates who completed a course from March 2023 through to February 2024 were invited to participate in the 2024 GOS. For most institutions, the GOS 'collection cycle' was conducted over two 'collection rounds' (November and May). There was also a smaller February round for institutions with August to October completers. The graduate sample, including contact information, was provided by the higher education institutions.

A total of 37 institutions participated in the WIL Australia items as part of the 2024 GOS.

The main objectives of the WIL Australia items were to measure:

- participation in WIL,
- participation in employability related activities,
- influence of WIL on employment outcomes, and
- influence of WIL on qualification preparedness.

1.3. About this report

This report provides a summary of results from the WIL Australia items included as part of the 2024 GOS. Results for each item are shown at an overall level (i.e., across all participating members) using

data from the 2024 survey. These results provide important national benchmarks to which institutions can compare their own performance.

Charts and tables are used throughout the report (see List of Tables and List of Figures for further details). Each display includes a description of the respondents included in results, the number of responses received, and the question asked (i.e., survey item). Only valid responses are included, and this varies across the survey items (hence why response numbers are included in each display).

To assist with analysis, some variables were created to measure participation in any WIL activity (ACEN1) and participation in employability-related activities (ACEN3). Employability-related activities are undertaken through extra- or co-curricular arrangements and, therefore, are not for academic credit and are not part of a students' formal program of study. Refer to Appendix 1 for a complete list of WIL Australia questionnaire items.

Topline and equity group results have been presented for all graduates who provided a valid response and are filtered to the graduate record level to ensure no double counting for graduates undertaking double degrees. Results presented by study area are shown for all graduates who provided a valid response, with graduates who completed double degrees in different study areas presented twice (this aligns with QILT national reporting guidelines). Analysis on the impact of WIL has been undertaken to align with the GOS National Report and, as such, these data have been filtered to the domestic graduate record level. Please note that syntax for each display is provided in Appendix 2.

1.4. Additional analysis

In addition to the summary results presented in this report, WIL Australia also undertakes additional analysis, including the impact of WIL and employability-related activities on other labour market outcomes, such as overall employment and over-qualification, skill development and occupations, and how this may vary by study area and equity group status. Findings will be communicated to members in future reports, webinars, articles and/or position papers.

2. Participation in WIL, employability-related activities and paid work

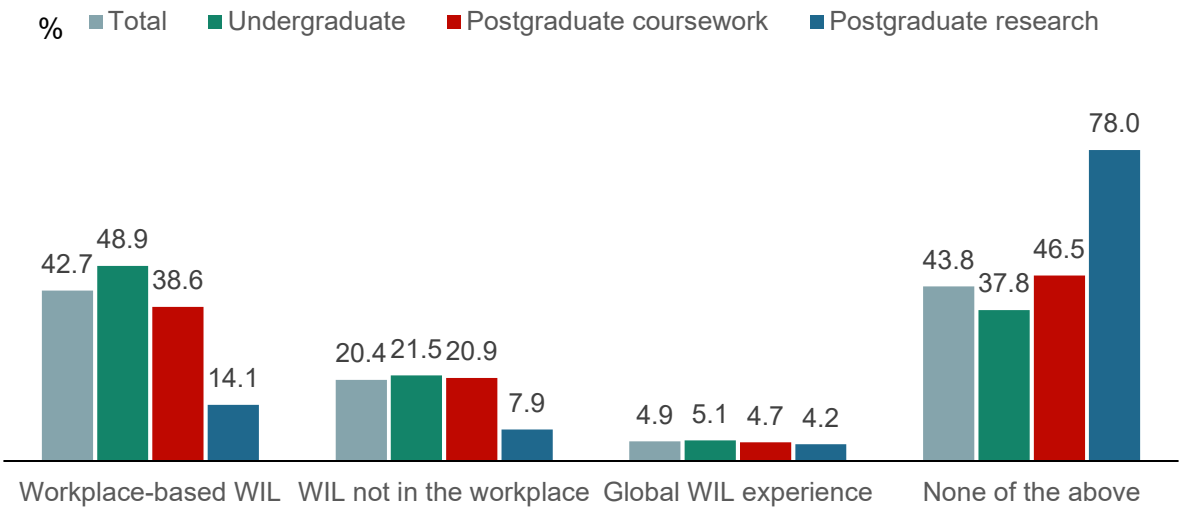
This section of the report presents summary findings for WIL Australia items 1, 3 and 4 included in the 2024 GOS (see Appendix 1 for items). Data are presented for all graduates who provided a valid response, filtered to the graduate record level (see '1.3 About this report' for further information).

2.1. Participation in WIL

All survey respondents from participating institutions were asked if they had undertaken any WIL activities for academic credit as part of their recently completed course.

As seen in Figure 1, the most common form of WIL undertaken by survey respondents in the 2024 GOS was work-based WIL (42.7%). This was followed by WIL not in the workplace (20.4%) and a global WIL experience (4.9%). Slightly over two-fifths (43.8%) of graduates surveyed said they had not participated in any WIL. A similar pattern of results was noted when looking at results by course level, with undergraduates, postgraduate coursework and postgraduate research graduates all mentioning work-based WIL as the most common form of WIL. Postgraduate research graduates were the least likely to have undertaken any WIL, with over three-quarters (78.0%) saying they had done no WIL activities.

Figure 1 Participation in WIL



Base: All respondents from institutions participating in WIL items and gave valid response (Total, n=79,455; Undergraduate, n=43,503; Postgraduate coursework, n=30,886; Postgraduate research, n=5,066).

2.2. Participation in employability-related activities

Survey respondents were also asked if they had undertaken any not-for-academic credit employability-related activities while they were studying. Table 1 shows the most common activity was volunteering (30.5%), followed by having a position of responsibility in a club or society (16.3%) and being a mentee in an industry-based arrangement (6.9%). All other employability-related activities were mentioned by fewer than one-in-ten graduates. Undergraduates and postgraduate research graduates reported higher levels of participation in employability-related activities than postgraduate coursework graduates.

Table 1 Employability-related activities

Activity	Total (%)	Undergraduate (%)	Postgraduate coursework (%)	Postgraduate research (%)
Volunteering	30.5	34.6	24.0	34.7
Position of responsibility in a club/society	16.3	18.8	11.6	22.9
Mentee in industry-based arrangement	6.9	6.6	6.8	8.9
Co-curricular leadership or award program	4.5	4.8	3.9	5.4
Micro-credentialing or digital badge program	4.4	4.6	4.4	3.6
Enterprise incubator or start-up activity	2.1	1.8	2.4	3.1
Other	3.7	3.8	3.1	7.2
None of these	55.9	51.8	63.1	47.4

Base: All respondents from institutions participating in WIL items and gave valid response (Total, n=76,805; Undergraduate, n=41,810; Postgraduate coursework, n=279,962; Postgraduate research, n=5,033).

2.3. Paid work during study

To better understand work related activities, survey respondents were asked if they had undertaken any paid work activities while they were studying. As seen in Table 2, approximately one-third (34.6%) of graduates said they were in part-time work not relevant to their intended career and just under one-third (30.6%) said they were in part-time work relevant to their intended career.

Full-time work was less common, with less than one-quarter engaged in full-time work that was relevant to their intended career (21.4%) and less than one-in-ten in full-time work not relevant to intended career (7.7%). Less than one-fifth (17.0%) of graduates said they were not in part-time or full-time work. As can be seen, there was a lot of variability in paid work activities by course level, perhaps reflective of the different life stages of each cohort.

Table 2 Paid work activities

Activity	Total (%)	Undergraduate (%)	Postgraduate coursework (%)	Postgraduate research (%)
Part-time paid work not relevant to intended career	34.6	44.7	22.8	19.4
Part-time paid work relevant to intended career	30.6	31.5	26.0	50.7
Full-time paid work relevant to intended career	21.4	14.1	32.8	15.5
Full-time paid work not relevant to intended career	7.7	8.5	7.3	2.4
Other	4.2	5.1	2.8	5.9
None of these	17.0	16.1	17.9	19.5

Base: All respondents from institutions participating in WIL items and gave valid response (Total, n=79,446; Undergraduate, n=43,426; Postgraduate coursework, n=30,897; Postgraduate research, n=5,123).

Please note that the items in this group do not indicate at what point of a graduate's study the employment was undertaken, how long for or whether the graduate was still employed in this role. This may affect the quality of conclusions being drawn about the impact of these work activities on graduate labour force outcomes.

> Which of the following paid work activities, if any, did you undertake **while you were studying** your <course name>. *Please select all that apply.*

It is recommended that an analysis of this item be conducted against variables in the GOS, such as EMP12 and EMPTIME, which indicate how long a graduate has been in their current job.

Additionally, the analysis could be compared against the Scale of Perceived Overqualification (SPOQ) items to gain further insight and that this group of items be reviewed and refined in subsequent years.

3. Participation by study and background characteristics

Tables 3, 4, 5 and 6 (on the next pages) provide analysis of participation in WIL and employability-related activities by equity groups of importance. Key points from this analysis are presented below:

- Females more likely than their male counterparts to have participated in a WIL activity, particularly work-based WIL.
- Internal or multi-mode students were more likely than those completing externally to have participated in any form of WIL or any employability-related activity.
- Graduates with a high socio-economic status were less likely to have participated in WIL than their low or medium counterparts, however they were more likely to have participated in employability-related activities.
- Younger graduates (aged thirty or under) were more likely to have participated in any form of WIL activity or employability-related activity than their older counterparts (aged over thirty).
- Non-Indigenous graduates were more likely than Indigenous graduates to have participated in any form of WIL or any employability-related activities.
- Graduates with a disability were slightly less likely to engage in any form of WIL than those with no disability, however they were more likely to have undertaken an employability-related activity.
- Domestic graduates were less likely than overseas graduates to have undertaken any form of WIL, or any employability-related activity.
- Graduates from a non-English speaking background (NESB) were more likely to have participated in any form of WIL and employability-related activity.

Table 3 WIL participation by gender, mode of completion, socio-economic status and age

Activity	Gender		Mode of completion[1]		Socio-economic status[2]			Age group	
	Female (%)	Male (%)	Internal / Multi mode (%)	External (%)	High (%)	Low (%)	Medium (%)	30 or under (%)	Over 30 (%)
Any WIL	57.9*	53.3	61.4*	42.1	53.7	58.6*	57.5*	61.9*	45.9
Work-based WIL	45.1*	38.5	47.4*	29.7	41.7	47.2*	46.4*	47.4*	34.2
WIL not based in the workplace	20.7*	19.8	22.1*	15.4	18.9	18.9	19.2	22.6*	16.4
Global WIL experience	4.6	5.3*	5.7*	2.5	4.4*	3.7	3.7	5.7*	3.4
None of these	42.1	46.7*	38.6	57.9*	46.3*	41.4	42.5	38.1	54.1*

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

[2] Socio-economic status (SES) and location measures are area-based, associated with students' first permanent home address submitted when they commenced with their provider, as collected through the TCSI system. The SES is based on the ABS SEIFA Index of Education and Occupation.

Table 4 WIL participation by Indigenous, disability, citizenship, and NESB indicators

Activity	Indigenous indicator		Disability indicator		Citizenship indicator		NESB indicator[3]	
	Non-indigenous	Indigenous	No disability	Disability	Domestic	Overseas	English	NESB
	%	%	%	%	%	%	%	%
Any WIL	56.3*	51.3	56.4*	54.5	54.7	60.8*	55.3	61.3*
Work-based WIL	42.7	41.7	42.6	43.3	43.3*	40.7	42.8	42.2
WIL not based in the workplace	20.4*	16.2	20.4	19.6	18.5	26.2*	19.5	25.0*
Global WIL experience	4.9*	2.6	5.0*	3.9	3.9	8.0*	4.3	7.8*
None of these	43.7	48.7*	43.6	45.5*	45.3	39.2	44.7*	38.7

Note: * indicates response is significantly higher than comparison group ($p<0.05$).

[3] Home language other than English refers to graduates who arrived in Australia less than 10 years prior to the year in which the data was collected and comes from a home where a language other than English is spoken. This information is reported by institutions through the TCSI system.

Table 5 Employability-related activities by gender, mode of completion, socio-economic status and age

Activity	Gender		Mode of completion[4]		Socio-economic status[5]			Age group	
	Female (%)	Male (%)	Internal / Multi mode (%)	External (%)	High (%)	Low (%)	Medium (%)	30 or under (%)	Over 30 (%)
Any employability-related activity	43.6	44.9*	48.7*	30.9	44.6*	38.5	40.8*	48.7*	35.8
Volunteering	31.3*	28.9	33.8*	20.9	30.6*	28.0	28.9	34.1*	23.9
Position of responsibility in a club/society	15.0	18.4*	18.7*	9.0	18.3*	12.9	14.3*	19.3*	10.9
Mentee in industry-based arrangement	6.8	6.9	7.7*	4.6	6.9*	5.0	5.8	7.6*	5.6
Co-curricular leadership or award program	4.2	5.0*	5.3*	2.3	4.6*	2.6	3.3	5.4*	2.8
Micro-credentialing or digital badge program	3.8	5.5*	4.9*	3.2	4.6*	3.2	3.9*	4.8*	3.8
Enterprise incubator or start-up activity	1.5	3.1*	2.4*	1.2	1.7*	0.9	1.0	2.4*	1.6
Other	3.8	3.6	4.0*	2.9	3.7	3.6	3.8	3.5	4.2*
None of these	56.4*	55.1	51.3	69.1*	55.4	61.5*	59.2*	51.3	64.2*

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

[5] Socio-economic status (SES) and location measures are area-based, associated with students' first permanent home address submitted when they commenced with their provider, as collected through the TCSI system. The SES is based on the ABS SEIFA Index of Education and Occupation.

Table 6 Employability-related activities by Indigenous, disability, citizenship and NESB indicators

Activity	Indigenous indicator		Disability indicator		Citizenship indicator		NESB indicator[6]	
	Non-indigenous	Indigenous	No disability	Disability	Domestic	Overseas	English	NESB
	%	%	%	%	%	%	%	%
Any employability-related activity	44.2*	38.9	43.4	50.9*	41.8	51.2*	42.9	50.2*
Volunteering	30.5*	26.9	29.7	37.7*	29.4	33.7*	29.9	33.3*
Position of responsibility in a club/society	16.3	14.1	15.9	19.7*	15.6	18.4*	16.1	17.4*
Mentee in industry-based arrangement	6.9	5.9	6.9	6.9	6.1	9.2*	6.4	9.3*
Co-curricular leadership or award program	4.5	3.7	4.4	5.1*	3.7	6.9*	4.1	6.6*
Micro-credentialing or digital badge program	4.5*	2.5	4.3	5.7*	4.0	5.9*	4.1	6.1*
Enterprise incubator or start-up activity	2.1*	1.1	2.1	1.9	1.3	4.4*	1.7	4.2*
Other	3.7	5.3*	3.6	5.2*	3.8	3.5	3.8*	3.4
None of these	55.8	61.1*	56.6*	49.1	58.2*	48.8	57.1*	49.8

Note: * indicates response is significantly higher than comparison group ($p<0.05$). For socio-economic status comparisons have been made to the High cohort.

[6] Home language other than English refers to graduates who arrived in Australia less than 10 years prior to the year in which the data was collected and comes from a home where a language other than English is spoken. This information is reported by institutions through the TCSI system.

4. Participation by study area

This section presents results for participation in WIL by study area (not graduate level). As such, graduates who completed a double degree are counted twice throughout this section if the two elements of their double degree fall into different study areas. For example, a graduate doing an Engineering/Law degree would be counted twice as their Engineering course falls into a different study area than their Law course.

Study areas with the highest number of total responses to WIL items were Business and management (16.3% of responses), Science and mathematics (9.3%), Nursing (9.0%) and Teacher education (8.7%).

There may be sufficient responses to analyse this data at the 45-study area level to break up larger and more diverse areas, such as Business and management, Science and mathematics, and Engineering.

Table 7 Study area participation

Study area	Sample records	Provided valid response to ACEN 1 or ACEN 3	
	n	n	%
Science and mathematics	9,682	7,847	9.3%
Computing and information systems	7,480	5,850	6.9%
Engineering	6,954	5,573	6.6%
Architecture and built environment	2,617	2,017	2.4%
Agriculture and environmental studies	1,709	1,458	1.7%
Health services and support	8,006	6,443	7.7%
Medicine	1,882	1,585	1.9%
Nursing	10,196	7,566	9.0%
Pharmacy	645	497	0.6%
Dentistry	339	268	0.3%
Veterinary science	453	395	0.5%
Rehabilitation	1,367	1,052	1.2%
Teacher education	9,233	7,330	8.7%
Business and management	18,102	13,752	16.3%
Humanities, culture and social sciences	8,561	6,917	8.2%
Social work	2,990	2,405	2.9%
Psychology	5,929	4,869	5.8%
Law and paralegal studies	4,359	3,414	4.1%
Creative arts	3,089	2,407	2.9%
Communications	2,983	2,337	2.8%
Tourism, hospitality, personal services, sport and recreation	260	212	0.3%
Total	**106,836**	**84,194**	**100.0%**

Study areas with the highest levels of participation in any form of WIL were Rehabilitation (91.0%), Veterinary Science (84.0%), Pharmacy (78.0%), Dentistry (77.1%), Social Work (76.8%) and Tourism, Hospitality, Personal Services (76.2%).

Table 8 Participation in any WIL by study area

Study area	Participated in any WIL		Did not participate in any WIL	
	n	%	n	%
Science and mathematics	3,453	44.6	4,292	55.4
Computing and information systems	3,096	53.7	2,666	46.3
Engineering	3,590	65.1	1,924	34.9
Architecture and built environment	997	50.0	998	50.0
Agriculture and environmental studies	734	50.7	715	49.3
Health services and support	4,023	63.1	2,354	36.9
Medicine	837	53.6	725	46.4
Nursing	5,584	74.8	1,886	25.2
Pharmacy	382	78.0	108	22.0
Dentistry	202	77.1	60	22.9
Veterinary science	330	84.0	63	16.0
Rehabilitation	945	91.0	93	9.0
Teacher education	4,909	67.7	2,344	32.3
Business and management	7,024	51.9	6,499	48.1
Humanities, culture and social sciences	2,893	42.4	3,924	57.6
Social work	1,824	76.8	550	23.2
Psychology	1,887	39.4	2,908	60.6
Law and paralegal studies	1,770	52.6	1,597	47.4
Creative arts	1,272	53.5	1,104	46.5
Communications	1,390	60.0	925	40.0
Tourism, hospitality, personal services, sport and recreation	160	76.2	50	23.8
Total	**47,302**	**56.9**	**35,785**	**43.1**

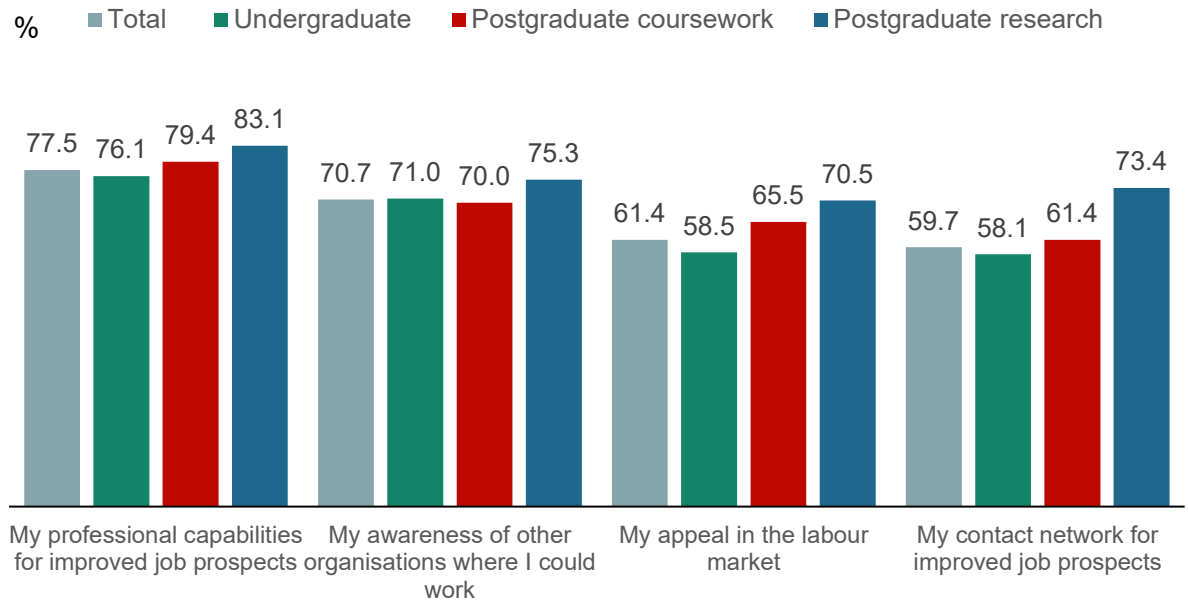
Note: Number of sample records presented above are total records presented WIL items, including double degree graduates.

5. Value of WIL for employability

Survey respondents who had completed some form of WIL were asked the extent to which they agreed or disagreed that participation in WIL had improved their employability.

Figure 2 shows the proportion of graduates who agreed or strongly agreed with each statement related to employability. There was high level of agreement among graduates that WIL activities improved professional capabilities for improved job prospects (77.5%) and awareness of other organisations where graduates could work (70.7%). Approximately two-thirds of graduates surveyed said participation in WIL improved their appeal in the labour market (61.4%) and their contact network for improved job prospects (59.7%). Postgraduate coursework and research graduates tended to be more likely to agree with statements relating to WIL employability than undergraduates.

Figure 2 Agreement with statements about the value of WIL for employability



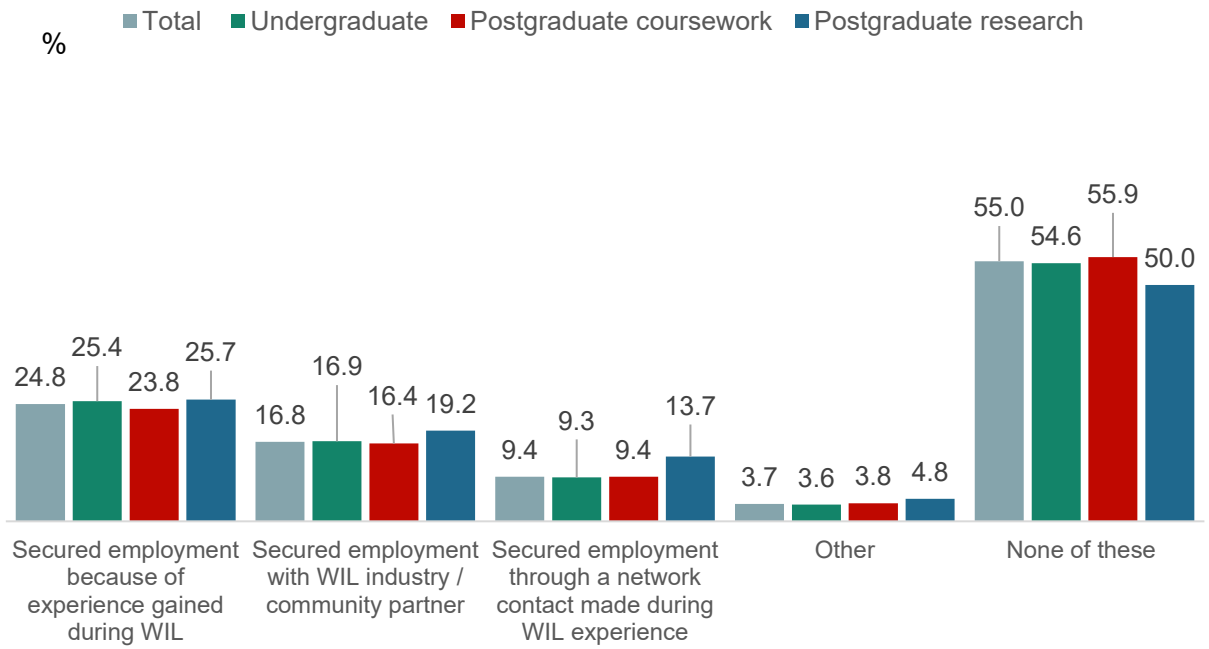
Base: Completed some form of WIL for academic credit (Total, n=44,668; Undergraduate, n=27,037; Postgraduate coursework, n=16,515; Postgraduate research, n=1,116). Note: As chart only includes valid responses, base for each item varies due to respondents choosing to skip individual items.

6. Influence of WIL on employment outcomes

All survey respondents who had completed some form(s) of WIL were asked how the experience influenced their employment outcomes. Figure 3 suggests that graduates perceive WIL to have minimal influence on employment outcomes (as measured by the items in the GOS). Just over half (55%) of graduates said that WIL had not influenced their employment outcomes in any of the ways specified.

The most common influence of WIL was securing employment because of experience gained during WIL (24.8%), followed by securing employment with a WIL industry/community partner (16.8%) and securing employment through a network contact made during WIL experience (9.4%). Results were relatively stable by course level.

Figure 3 Influence of WIL on employment outcomes



Base: Completed some form of WIL and gave valid response (Total, n=42,736; Undergraduate, n=25,793; Postgraduate coursework, n=15,854; Postgraduate research, n=1,089).

However, when drawing on full-time employment, qualification preparedness and perceived over-qualification, the impact of WIL participation is more apparent. To align with data presented in the GOS National Report, results have been filtered to the graduate record level and are presented for domestic graduates only (see '1.3 About this report' for more information).

6.1. Full-time employment

Table 9 presents WIL and employability-related activity participation by full-time employment[7] outcomes for each course level. Results show that participation in any WIL had a positive impact for undergraduates. Participation in work-based WIL had the greatest individual impact on labour force outcomes. These positive impacts were not as pronounced when looking at results for postgraduate coursework and research graduates. There does not appear to be any improvement due to WIL participation for postgraduate coursework at the top level, and minimal improvement for postgraduate research graduates. Further analysis to control for study area or demographic differences between course levels may be warranted to further explore these differences.

[7] The full-time employment rate is defined as graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey as a proportion of those available for full-time work. Graduates are considered available for full-time work if they were employed full-time or looking for full-time employment in the week prior to the survey. Note that some graduates available for full-time work may be in part-time employment and looking for full-time work.

Table 9 Influence of WIL and employability-related activities on full-time employment

	Undergraduate		Postgraduate coursework		Postgraduate research	
	%	Base	%	Base	%	Base
Any WIL						
Participated	76.4	15,960	86.7	7,763	81.5	460
Work-based WIL	79.5	12,968	86.8	5,870	83.7	325
WIL not based in the workplace	70.4	5,079	86.1	2,806	76.2	130
Global WIL experience	75.1	1,239	87.3	526	77.9	68
Did not participate	69.6	8,592	88.7	8,568	83.3	1,897
Any employability-related activity						
Participated	73.4	11,144	84.2	4,990	82.7	1,188
Volunteering	72.7	7,962	82.4	3,163	81.6	767
Position of responsibility in a club/society	76.4	4,424	86.0	1,652	84.9	542
Mentee in industry-based arrangement	79.7	1,583	86.5	963	87.0	223
Enterprise incubator or start-up activity	77.8	1,078	88.1	430	81.2	133
Co-curricular leadership or award program	69.2	1,058	85.9	601	77.9	104
Micro-credentialing or digital badge program	73.4	350	79.4	214	86.8	68
Other	72.9	888	82.5	451	83.1	178
Did not participate	74.3	12,346	89.3	10,855	83.1	1,144

6.2. Qualification preparedness

Table 10 shows the impact of WIL on qualification preparedness by course level for graduates employed full-time who said their course had prepared them well or very well for current full-time employment.

Graduates who had participated in any form of WIL generally reported higher levels of qualification preparedness than those who had not participated in WIL. Qualification preparedness was higher for graduates who had undertaken any form of WIL across all cohorts. However, the impact was more pronounced for undergraduates (a difference of 14.2 percentage points for those who had undertaken any WIL compared to those who had not), than graduates of postgraduate coursework (difference of 12.3 percentage points) and postgraduate research (8.6 percentage point difference) courses.

Like results for labour force outcomes, it was participation in work-based WIL that tended to have the largest effect for undergraduates (15.9 percentage point difference), and graduates of postgraduate coursework (13.1 percentage points) and postgraduate research (9.0 percentage point difference) courses.

Table 10 Qualification preparedness for graduates employed full time – All levels

	Undergraduate		Postgraduate coursework		Postgraduate research	
	%	Base	%	Base	%	Base
Any WIL						
Participated	79.0	12,162	83.5	6,700	89.3	373
Work-based WIL	80.7	10,282	84.3	5,076	89.7	271
WIL not based in the workplace	77.5	3,570	83.8	2,406	90.9	99
Global WIL experience	79.2	926	85.8	457	86.5	52
Did not participate	64.8	5,968	71.2	7,578	80.7	1,576
Any employability-related activity						
Participated	77.0	8,160	79.6	4,189	85.9	981
Volunteering	77.1	5,780	79.2	2,597	87.0	624
Position of responsibility in a club/society	78.8	3,370	80.4	1,415	86.2	458
Mentee in industry-based arrangement	80.4	1,260	82.3	831	86.6	194
Enterprise incubator or start-up activity	81.7	838	84.3	376	88.9	108
Co-curricular leadership or award program	75.4	731	77.1	515	87.5	80
Micro-credentialing or digital badge program	73.3	255	80.0	170	89.8	59
Other	74.8	647	74.5	369	77.7	148
Did not participate	71.6	9,148	75.7	9,659	78.4	946

6.3. Perceived over-qualification

Table 11 presents data for graduates employed full-time who indicated they are not utilising their skills and knowledge in their current job. These data are useful to understand the impact of WIL on perceived over-qualification. All graduates were presented with the Scale of Perceived Overqualification (SPOQ), eight statements relating to their skills, abilities and education, and asked to rate each on a 5-point scale (strongly disagree to strongly agree). Where 6 or more valid responses were received, an average score was calculated; scores over 3.5 deemed as perceived over-qualification for current job. As shown, undergraduates who had participated in any WIL were less likely to consider themselves over-qualified for their current job than those who had not participated in WIL (14.1 percentage point difference). A similar trend was seen for postgraduate coursework (difference of 10.1 percentage points) and postgraduate research (3.4 percentage points), albeit much less pronounced. These results indicate that graduates who are employed full-time and have undertaken WIL are more likely to be in jobs that are fully utilising their skills and knowledge, suggesting more relevant work.

Table 11 Scale of perceived over-qualification for graduates employed full time – All levels

	Undergraduate		Postgraduate coursework		Postgraduate research	
	%	Base	%	Base	%	Base
Any WIL						
Participated	23.7	12,165	23.8	6,719	26.5	373
Work-based WIL	21.0	10,284	21.2	5,088	23.0	270
WIL not based in the workplace	27.1	3,569	26.8	2,412	32.3	99
Global WIL experience	27.9	929	24.6	459	24.5	53
Did not participate	37.8	5,961	33.9	7,581	29.9	1,575
Any employability-related activity						
Participated	27.9	8,152	30.6	4,196	29.0	979
Volunteering	28.7	5,776	31.1	2,601	28.6	622
Position of responsibility in a club/society	26.6	3,368	27.4	1,418	28.8	459
Mentee in industry-based arrangement	25.0	1,259	26.0	831	28.4	194
Enterprise incubator or start-up activity	23.5	837	24.7	377	24.1	108
Co-curricular leadership or award program	28.0	728	36.4	516	25.9	81
Micro-credentialing or digital badge program	27.7	253	33.7	169	32.2	59
Other	26.0	646	30.9	372	33.1	148
Did not participate	29.4	9,156	28.5	9,675	29.6	948

6.4. Occupations

Table 12 shows the proportion of graduates employed full time in managerial or professional occupations by WIL and employability-activities participation. This is a proxy measure of skills utilisation because the classification of occupations[8] used by the Australian Bureau of Statistics (ABS) suggests that most managerial and professional occupations have a skill level commensurate with qualifications at the bachelor level or higher.

Undergraduates who participated in any WIL activity were more likely to be employed in managerial or professional positions than those who had not participated in any WIL (by 13.3 percentage points). This was strongly driven by increases in professional employment positions. Employability-related activities appeared to have less impact, with a difference of 2.4 percentage points.

The impact of WIL participation on employment outcomes was lower for postgraduate cohorts. Among postgraduate coursework graduates, the difference in the likelihood of being employed in managerial or professional roles between those who undertook WIL and those who did not was smaller, at 2.9 percentage points. However, for postgraduate research graduates, those who did not participate in WIL were slightly more likely to be employed in managerial or professional roles, with a difference of 0.9 percentage points.

[8] Based on the Australian and New Zealand Standard Classification of Occupations (ANZSCO). The ANZSCO was jointly developed by the ABS, Stats NZ and the then Australian Government Department of Education, Employment and Workplace Relations.

Table 12 **Full time graduate occupational outcomes for full time managerial or professional occupations – All levels**

	Undergraduate		Postgraduate coursework		Postgraduate research	
	%	Base	%	Base	%	Base
Any WIL						
Participated	73.7	12,143	87.8	6,711	89.8	373
Work-based WIL	76.3	10,270	89.0	5,086	89.3	271
WIL not based in the workplace	70.9	3,561	86.3	2,407	93.9	98
Global WIL experience	68.0	927	87.5	457	92.5	53
Did not participate	60.4	5,937	84.9	7,559	90.7	1,573
Any employability-related activity						
Participated	70.3	8,130	83.9	4,189	90.3	981
Volunteering	68.5	5,764	82.2	2,595	89.3	625
Position of responsibility in a club/society	74.2	3,359	86.2	1,419	91.3	460
Mentee in industry-based arrangement	75.9	1,251	86.4	833	89.2	194
Enterprise incubator or start-up activity	75.5	830	89.2	378	95.4	108
Co-curricular leadership or award program	72.9	723	87.8	515	93.8	81
Micro-credentialing or digital badge program	71.2	692	85.7	510	96.2	53
Other	72.7	696	84.7	406	87.6	113
Did not participate	67.1	9,734	85.7	9,976	90.7	885

6.5. Further studies

Table 13 shows the proportion of graduates currently in further full-time study by WIL and employability-related activities participation.

As shown, undergraduates in further full-time study were less likely to have participated in any form of WIL (11.6 percentage point difference). A similar pattern of results was seen for postgraduate coursework graduates (2.8 percentage point difference).

Table 13 Further full-time study outcomes – All levels

	Undergraduate		Postgraduate coursework		Postgraduate research	
	%	Base	%	Base	%	Base
Any WIL						
Participated	13.3	22,209	5.4	10,117	4.7	554
Work-based WIL	11.9	17,862	4.6	7,780	4.7	385
WIL not based in the workplace	14.6	7,376	6.5	3,566	4.3	164
Global WIL experience	14.2	1,659	7.6	595	6.3	79
Did not participate	24.9	13,888	8.2	10,890	4.5	2,404
Employability-related activity						
Participated	19.4	16,299	7.6	6,441	3.8	1,480
Volunteering	20.2	11,875	7.8	4,221	4.4	960
Position of responsibility in a club/society	20.1	6,299	7.1	2,065	3.9	666
Mentee in industry-based arrangement	18.1	2,145	6.8	1,117	4.2	264
Enterprise incubator or start-up activity	22.5	1,502	5.9	506	3.3	150
Co-curricular leadership or award program	20.6	1,474	8.2	708	4.4	114
Micro-credentialing or digital badge program	14.1	440	7.7	259	5.1	79
Other	17.6	1,349	6.4	611	1.7	237
Did not participate	16.7	18,361	6.5	13,922	5.5	1,446

List of abbreviations and terms

GOS Graduate Outcomes Survey

NESB Non-English-Speaking Background

QILT Quality Indicators for Learning and Teaching

SPOQ Scale of Perceived Overqualification

WIL Work-Integrated Learning

Appendix 1 WIL Australia questionnaire items

*(ACENFLAG=1, ACEN INSTITUTION)
ACEN1 Work-integrated learning (WIL) is where you engage with your profession, industry or the community as part of your learning and assessment. Which of the following WIL activities, if any, did you complete as a core or elective part of your <E308A/E308B>. *Please select all that apply.*

(MULTIPLE RESPONSE)

1. Workplace-based WIL (e.g. internship, work placement, practicum, service learning, industry-based project)
2. WIL not based in the workplace (e.g. classroom or virtual project, consultancy, simulation, service learning)
3. Global WIL experience (industry study tour, international internship, placement or service learning experience)
4. None of the above *(EXCLUSIVE)

*(ACENFLAG=1 AND ACEN1NE4, ACEN INSTUTION AND COMPLETED SOME ACTIVITY)
ACEN2 Thinking about these activities you completed, please indicate the extent to which you agree or disagree with each of the following statements. The activities helped improve…

*PROGRAMMER NOTE: DISPLAY AS GRID

(STATEMENTS) (ROTATE)

a) My appeal in the labour market
b) My contact network for improved job prospects
c) My awareness of other organisations where I could work
d) My professional capabilities for improved job prospects

(RESPONSE FRAME)

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

*(ACENFLAG=1, ACEN INSTITUTION)
ACEN3 Which of the following not-for-academic credit activities, if any, did you undertake while you were studying your <E308A/E308B>. *Please select all that apply.*

(MULTIPLE RESPONSE)

1. Volunteering
2. A position of responsibility in a club or society
3. Mentee in an industry-based mentoring arrangement
4. Enterprise incubator or start-up activity
5. Co-curricular leadership or award program
6. Micro-credentialing or digital badge program
7. Other (Please specify)
8. None of these *(EXCLUSIVE)

*(ACENFLAG=1, ACEN INSTITUTION)

ACEN4 Which of the following paid work activities, if any, did you undertake **while you were studying** your <E308A/E308B>. *Please select all that apply.*

(MULTIPLE RESPONSE)

1. Full time paid work relevant to your intended career
2. Part time paid work relevant to your intended career
3. Full time paid work not relevant to your intended career
4. Part time paid work not relevant to your intended career
5. Other (Please specify)
6. None of these *(EXCLUSIVE)

*(ACENFLAG=1 AND ACEN1NE4, ACEN INSTUTION AND COMPLETED SOME ACTIVITY)

ACEN5 How did your WIL experience influence your employment outcomes?

(MULTIPLE RESPONSE)

1. Secured employment with WIL industry / community partner
2. Secured employment because of experience gained during WIL
3. Secured employment through a network contact made during WIL experience
4. Other (Please specify)
5. None of these *(EXCLUSIVE)

Appendix 2 Analysis syntax

The syntax below has been provided to assist with institutional analysis of the work-integrated learning questionnaire items included in the GOS. This syntax has been developed by the Social Research Centre, is for use with SPSS and aligns with measures used in the GOS National Report.

```
* Encoding: UTF-8.


*IF USING NATIONAL DATASET ADDITIONAL FILTER ACENFLAG=1 IN ALL FILTERS


*** LOOKS MUCH BETTER IF YOU SET SPSS NOT TO OUTPUT SCRIPT AND DISPLAY NAMES OF LABELS AND VALUES SO THAT IT IS LESS CLUTTERED (IN EDIT OPTIONS - VIEWER SECTION)


*** WHEN EXPORTING TO EXCEL ONLY VISIBLE ELEMENTS


MISSING VALUES ACADEMICWIL (95,99,90).
MISSING VALUES EMPLOYABILITYACT (95,99,90).


DATASET ACTIVATE DataSet1.
USE ALL.
COMPUTE filter_$=(ANALYSIS=1 AND YEAR=2023).
VARIABLE LABELS filter_$ ‘ANALYSIS=1 AND YEAR=2023 ' '(FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.


ECHO 'Number of graduates who have done ANY WIL or ANY Employability activities'.


* Custom Tables.
CTABLES
  /VLABELS VARIABLES=ACADEMICWIL EMPLOYABILITYACT LEVEL DISPLAY=DEFAULT
  /TABLE ACADEMICWIL [C][COUNT F40.0, COLPCT.COUNT PCT40.1] + EMPLOYABILITYACT [C][COUNT F40.0,
```

```
    COLPCT.COUNT PCT40.1] BY LEVEL [C]
  /CATEGORIES VARIABLES=ACADEMICWIL EMPLOYABILITYACT LEVEL ORDER=A
KEY=VALUE EMPTY=INCLUDE TOTAL=YES
    POSITION=AFTER MISSING=EXCLUDE
  /CRITERIA CILEVEL=95.

ECHO 'Number of  graduates who have done WIL for academic credit (Figure 1)'.

* Custom Tables.
CTABLES
  /VLABELS VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 LEVEL DISPLAY=DEFAULT
  /TABLE ACEN1_1 + ACEN1_2 + ACEN1_3 + ACEN1_4 BY LEVEL [C][COUNT F40.0,
COLPCT.COUNT PCT40.1]
  /CATEGORIES VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 ORDER=A KEY=VALUE
EMPTY=INCLUDE
    MISSING=EXCLUDE
  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.

ECHO 'Number of graduates who have done Employability activities Table 1'.

* Custom Tables.
CTABLES
  /VLABELS VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6 ACEN3_7
ACEN3_8 LEVEL
    DISPLAY=DEFAULT
  /TABLE ACEN3_1 + ACEN3_2 + ACEN3_3 + ACEN3_4 + ACEN3_5 + ACEN3_6 + ACEN3_7 +
ACEN3_8 BY LEVEL
    [C][COUNT F40.0, COLPCT.COUNT PCT40.1]
  /CATEGORIES VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6
ACEN3_7 ACEN3_8 ORDER=A
    KEY=VALUE EMPTY=INCLUDE MISSING=EXCLUDE
  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.
```

```
ECHO 'Number of graduates who have done paid work activities Table 2'.

CTABLES
/VLABELS VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6 LEVEL
DISPLAY=DEFAULT
/TABLE ACEN4_1 + ACEN4_2 + ACEN4_3 + ACEN4_4  + ACEN4_5 + ACEN4_6 BY LEVEL
[C][COUNT F40.0, COLPCT.COUNT PCT40.1]
/CATEGORIES VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6
ORDER=A
KEY=VALUE EMPTY=INCLUDE MISSING=EXCLUDE
/CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
/CRITERIA CILEVEL=95.

ECHO 'Number of graduates who have done WIL for academic credit BY demographics Table 3'.

RECODE E913 (31 thru Highest=2) (Lowest thru 30=1) INTO AGE_GROUP.
VARIABLE LABELS  AGE_GROUP 'Age Group'.
EXECUTE.

VALUE LABELS AGE_GROUP 1 '30 or under' 2 'Over 30'.
EXECUTE.

RECODE E329 (1=1) (2=2) (3=1) (4=2) (5=SYSMIS) (9=SYSMIS) INTO E329_GROUP.
VARIABLE LABELS  E329_GROUP 'Study Mode Group'.
EXECUTE.

VALUE LABELS E329_GROUP 1 'Internal/Multi' 2 'External'.
EXECUTE.

ALTER TYPE AGE_GROUP E329_GROUP (F8.0).

CTABLES
```

```
  /VLABELS VARIABLES=ACADEMICWIL ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 E315
E329_GROUP first_SES_SA1 AGE_GROUP
    DISPLAY=DEFAULT
  /TABLE ACADEMICWIL [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] + ACEN1_1 [C][COUNT
F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN1_2 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] +
ACEN1_3 [C][COUNT F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN1_4 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] BY E315
[C] + E329_GROUP [C] +
    first_SES_SA1 [C] + AGE_GROUP [C]
  /CATEGORIES VARIABLES=ACADEMICWIL ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 E315
E329_GROUP first_SES_SA1 AGE_GROUP ORDER=A
    KEY=VALUE EMPTY=INCLUDE MISSING=EXCLUDE
  /CRITERIA CILEVEL=95.

ECHO 'Number of graduates who have done WIL for academic credit BY demographics Table 4'.

CTABLES
  /VLABELS VARIABLES=ACADEMICWIL ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 E940 E943
E942 E941
    DISPLAY=DEFAULT
  /TABLE ACADEMICWIL [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] + ACEN1_1 [C][COUNT
F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN1_2 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] +
ACEN1_3 [C][COUNT F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN1_4 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] BY E940
[C] + E943 [C] +
   E942 [C] + E941 [C]
  /CATEGORIES VARIABLES=ACADEMICWIL ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 E940 E943
E942 E941 ORDER=A
    KEY=VALUE EMPTY=INCLUDE MISSING=EXCLUDE
  /CRITERIA CILEVEL=95.

ECHO 'Number of graduates who have done Employability related activities BY demographics Table
5'.

CTABLES
```

```
  /VLABELS VARIABLES=EMPLOYABILITYACT ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5
ACEN3_6 ACEN3_7 ACEN3_8 E315 E329_GROUP first_SES_SA1 AGE_GROUP
    DISPLAY=DEFAULT
  /TABLE EMPLOYABILITYACT [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] + ACEN3_1
[C][COUNT F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN3_2 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] +
ACEN3_3 [C][COUNT F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN3_4 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] +
ACEN3_5 [C][COUNT F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN3_6 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] +
ACEN3_7 [C][COUNT F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN3_8 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] BY E315
[C] + E329_GROUP [C] +
    first_SES_SA1 [C] + AGE_GROUP
  /CATEGORIES VARIABLES=EMPLOYABILITYACT ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4
ACEN3_5 ACEN3_6 ACEN3_7 ACEN3_8 E315 E329_GROUP first_SES_SA1 AGE_GROUP
ORDER=A
    KEY=VALUE EMPTY=INCLUDE MISSING=EXCLUDE
  /CRITERIA CILEVEL=95.


ECHO 'Number of graduates who have done Employability related activities BY demographics Table
6'.
CTABLES
  /VLABELS VARIABLES=EMPLOYABILITYACT ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5
ACEN3_6 ACEN3_7 ACEN3_8 E940 E943 E942 E941
    DISPLAY=DEFAULT
  /TABLE EMPLOYABILITYACT [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] + ACEN3_1
[C][COUNT F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN3_2 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] +
ACEN3_3 [C][COUNT F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN3_4 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] +
ACEN3_5 [C][COUNT F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN3_6 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] +
ACEN3_7 [C][COUNT F40.0,
    COLPCT.VALIDN PCT40.1] + ACEN3_8 [C][COUNT F40.0, COLPCT.VALIDN PCT40.1] BY E940
[C] + E943 [C] +
   E942 [C] + E941 [C]
```

```
  /CATEGORIES VARIABLES=EMPLOYABILITYACT ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4
ACEN3_5 ACEN3_6 ACEN3_7 ACEN3_8 E940 E943 E942 E941  ORDER=A
    KEY=VALUE EMPTY=INCLUDE MISSING=EXCLUDE
  /CRITERIA CILEVEL=95.
ECHO 'Study area participation Table 7'.

*For sample counts

FREQUENCIES VARIABLES=AREA
  /ORDER=ANALYSIS.

*For provided valid response counts

COMPUTE VALIDRESPONSE=0.
COUNT ACEN1VALID=ACEN1_1, ACEN1_2, ACEN1_3, ACEN1_4 (0,1).
COUNT ACEN3VALID=ACEN3_1, ACEN3_2, ACEN3_3, ACEN3_4, ACEN3_5, ACEN3_6,
ACEN3_7, ACEN3_8 (0,1).
IF (ACEN1VALID=4 OR ACEN3VALID=8) VALIDRESPONSE=1.
EXECUTE.

ECHO 'Number of graduates who have done WIL for academic credit BY STUDY AREA Table 8'.

* Custom Tables.
CTABLES
  /VLABELS VARIABLES=AREA ACADEMICWIL LEVEL DISPLAY=DEFAULT
  /TABLE AREA > ACADEMICWIL BY LEVEL [C][COUNT F40.0, COLPCT.COUNT PCT40.1]
  /CATEGORIES VARIABLES=AREA ACADEMICWIL ORDER=A KEY=VALUE EMPTY=INCLUDE
MISSING=EXCLUDE
  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.

ECHO 'Number of graduates who have done Employability activities BY STUDY AREA Table 8'.

CTABLES
```

```
  /VLABELS VARIABLES=AREA EMPLOYABILITYACT LEVEL DISPLAY=DEFAULT

  /TABLE AREA > EMPLOYABILITYACT BY LEVEL [C][COUNT F40.0, COLPCT.COUNT PCT40.1]

  /CATEGORIES VARIABLES=AREA EMPLOYABILITYACT ORDER=A KEY=VALUE
EMPTY=INCLUDE MISSING=EXCLUDE

  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Agreement with statements relating to WIL employability outcomes (Figure 2)'.


* Custom Tables.

CTABLES

  /VLABELS VARIABLES=ACEN2_A ACEN2_B ACEN2_C ACEN2_D LEVEL DISPLAY=DEFAULT

  /TABLE ACEN2_A + ACEN2_B + ACEN2_C + ACEN2_D BY LEVEL [C][COUNT F40.0,
COLPCT.COUNT PCT40.1]

  /CATEGORIES VARIABLES=ACEN2_A ACEN2_B ACEN2_C ACEN2_D ORDER=A KEY=VALUE
EMPTY=INCLUDE

    MISSING=EXCLUDE

  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Average agreement ratings for employability outcomes by course level Table 9'.


MEANS TABLES=ACEN2_A ACEN2_B ACEN2_C ACEN2_D BY LEVEL

  /CELLS=MEAN STDDEV.

EXECUTE.


ECHO '  '.

ECHO 'THE SYNTAX BELOW FILTERS THE FILE FOR ANALYSIS ON STUDY AREA. THESE
TABLES REPRODUCE DATA IN TABLES 7 AND 8 OF THE REPORT'.

ECHO '  '.

DATASET ACTIVATE DataSet1.

USE ALL.
```

```
COMPUTE filter_$=((ANALYSIS=1 or ANALYSIS =2) AND YEAR=2023).
VARIABLE LABELS filter_$ ‘ANALYSIS=1 OR ANALYSIS=2 AND YEAR=2023 '(FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

ECHO 'Influence of WIL on employment outcomes (student supplied) (Figure 3)'.

CTABLES
  /VLABELS VARIABLES=ACEN5_1 ACEN5_2 ACEN5_3 ACEN5_4 ACEN5_5 LEVEL
DISPLAY=DEFAULT
  /TABLE ACEN5_1 + ACEN5_2 + ACEN5_3 + ACEN5_4 + ACEN5_5 BY LEVEL [C][COUNT F40.0,
COLPCT.COUNT PCT40.1]
  /CATEGORIES VARIABLES=ACEN5_1 ACEN5_2 ACEN5_3 ACEN5_4 ACEN5_5 ORDER=A
KEY=VALUE EMPTY=INCLUDE
    MISSING=EXCLUDE
  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.

ECHO ' PART 2 '.
ECHO '  '.
ECHO ' THESE TABLES REPRODUCE DATA IN TABLE 10 IN REPORT'.
ECHO '  '.

ECHO 'WIL participation and Employability activities by labour force outcomes (DOMESTIC ONLY)'.

*WIL participation by labour force outcomes

*Full time employment rates by level of study BY ACADEMICWIL AND EMPLOYABILITYACT

DATASET ACTIVATE DataSet1.
USE ALL.
COMPUTE filter_$=(ANALYSIS=1 AND E942=0 AND YEAR=2023  AND AVAILFT=1).
```

```
VARIABLE LABELS filter_$ 'ANALYSIS=1 AND E942=0 AND YEAR=2023  AND AVAILFT=1
'(FILTER)'.

VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.

FORMATS filter_$ (f1.0).

FILTER BY filter_$.

EXECUTE.


ECHO '  '.

ECHO 'Full time employment rate by level by those who have done any WIL for academic credit and
Employability activities'.


* Custom Tables.

CTABLES

  /VLABELS VARIABLES=ACADEMICWIL EMPLOYABILITYACT LEVEL FULLEMP
DISPLAY=DEFAULT

  /TABLE  ACADEMICWIL [C][COUNT F40.0,

    ROWPCT.COUNT PCT40.1] + EMPLOYABILITYACT [C][COUNT F40.0, ROWPCT.COUNT
PCT40.1] BY LEVEL [C] >

    FULLEMP [C]

  /CATEGORIES VARIABLES=ACADEMICWIL EMPLOYABILITYACT ORDER=D KEY=LABEL
EMPTY=INCLUDE

    MISSING=EXCLUDE

  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=FULLEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Full time employment rate by level by those who have done WIL for academic credit'.


* Custom Tables.

CTABLES

  /VLABELS VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 LEVEL FULLEMP
DISPLAY=DEFAULT

  /TABLE ACEN1_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]
```

```
    + ACEN1_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY

    LEVEL > FULLEMP

  /CATEGORIES VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 ORDER=D KEY=LABEL
EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=FULLEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Full time employment rate by level by those who have done Employability activities'.


CTABLES

  /VLABELS VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6 ACEN3_7
ACEN3_8 LEVEL FULLEMP DISPLAY=DEFAULT

  /TABLE ACEN3_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]

    + ACEN3_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN3_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_6
[COUNT F40.0, ROWPCT.COUNT PCT40.1]

    + ACEN3_7 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_8 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY LEVEL > FULLEMP

  /CATEGORIES VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6
ACEN3_7  ACEN3_8 ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=FULLEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Full time employment rate by level by those who have undertaken work during their study
(Additional analysis table, not in report)'.


CTABLES

  /VLABELS VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6 LEVEL
FULLEMP DISPLAY=DEFAULT
```

```
  /TABLE ACEN4_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]
    + ACEN4_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN4_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1]
   + ACEN4_6 [COUNT F40.0, ROWPCT.COUNT PCT40.1]   BY LEVEL > FULLEMP
  /CATEGORIES VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6
ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES
    POSITION=AFTER MISSING=EXCLUDE
   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE
  /CATEGORIES VARIABLES=FULLEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.

*Overall employment rates by level of study BY ACADEMICWIL AND EMPLOYABILITYACT

USE ALL.
COMPUTE filter_$=(ANALYSIS=1 AND E942=0 AND YEAR=2023  AND AVAILEMP=1).
VARIABLE LABELS filter_$ 'ANALYSIS=1 AND E942=0 AND YEAR=2023  AND AVAILEMP=1
    '(FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

ECHO 'Overall employment rate by level by those who have done  WIL for academic credit and
Employability activities'.

CTABLES
  /VLABELS VARIABLES=ACADEMICWIL EMPLOYABILITYACT LEVEL GENEMP
DISPLAY=DEFAULT
  /TABLE  ACADEMICWIL [C][COUNT F40.0,
    ROWPCT.COUNT PCT40.1] + EMPLOYABILITYACT [C][COUNT F40.0, ROWPCT.COUNT
PCT40.1] BY LEVEL [C] >
    GENEMP [C]
```

```
  /CATEGORIES VARIABLES=ACADEMICWIL EMPLOYABILITYACT ORDER=D KEY=LABEL
EMPTY=INCLUDE
    MISSING=EXCLUDE
  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE
  /CATEGORIES VARIABLES=GENEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.

ECHO 'Overall employment rate by level by those who have done WIL for academic credit'.

CTABLES
  /VLABELS VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 LEVEL GENEMP
DISPLAY=DEFAULT
  /TABLE ACEN1_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]
    + ACEN1_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY
    LEVEL > GENEMP
  /CATEGORIES VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 ORDER=D KEY=LABEL
EMPTY=INCLUDE TOTAL=YES
    POSITION=AFTER MISSING=EXCLUDE
   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE
  /CATEGORIES VARIABLES=GENEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.

ECHO 'Overall employment rate by level by those who have done Employability activities'.

CTABLES
  /VLABELS VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6 ACEN3_7
ACEN3_8 LEVEL GENEMP DISPLAY=DEFAULT
  /TABLE ACEN3_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]
    + ACEN3_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN3_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_6
[COUNT F40.0, ROWPCT.COUNT PCT40.1]
    + ACEN3_7 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_8 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY LEVEL > GENEMP
```

```
  /CATEGORIES VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6
ACEN3_7  ACEN3_8 ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=GENEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Overall employment rate by level by those who have undertaken work during their study
(Additional analysis table, not in report)'.


CTABLES

  /VLABELS VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6 LEVEL
GENEMP DISPLAY=DEFAULT

  /TABLE ACEN4_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]

    + ACEN4_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN4_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1]

   + ACEN4_6 [COUNT F40.0, ROWPCT.COUNT PCT40.1]   BY LEVEL > GENEMP

  /CATEGORIES VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6
ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=GENEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER

  /CRITERIA CILEVEL=95.


*Labour force participation rates by level of study BY OVERALLWIL, ACADEMICWIL AND
EMPLOYABILITYACT


USE ALL.

COMPUTE filter_$=(ANALYSIS=1 AND E942=0 AND YEAR=2023).

VARIABLE LABELS filter_$ 'ANALYSIS=1 AND E942=0 AND YEAR=2023

    '(FILTER)'.

VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
```

```
FORMATS filter_$ (f1.0).

FILTER BY filter_$.

EXECUTE.


ECHO 'Labour force participation rate by level by those who have done WIL for academic credit and Employability activities'.


CTABLES

  /VLABELS VARIABLES=ACADEMICWIL EMPLOYABILITYACT LEVEL AVAILEMP
DISPLAY=DEFAULT

  /TABLE  ACADEMICWIL [C][COUNT F40.0,

    ROWPCT.COUNT PCT40.1] + EMPLOYABILITYACT [C][COUNT F40.0, ROWPCT.COUNT
PCT40.1] BY LEVEL [C] >

    AVAILEMP [C]

  /CATEGORIES VARIABLES=ACADEMICWIL EMPLOYABILITYACT ORDER=D KEY=LABEL
EMPTY=INCLUDE

    MISSING=EXCLUDE

  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=AVAILEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Labour force participation rate by level by those who have done WIL for academic credit'.


CTABLES

  /VLABELS VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 LEVEL AVAILEMP
DISPLAY=DEFAULT

  /TABLE ACEN1_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]

    + ACEN1_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY

    LEVEL > AVAILEMP

  /CATEGORIES VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 ORDER=D KEY=LABEL
EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE
```

```
  /CATEGORIES VARIABLES=AVAILEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.

ECHO 'Labour force participation rate by level by those who have done Employability activities'.

CTABLES
  /VLABELS VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6 ACEN3_7
ACEN3_8 LEVEL AVAILEMP DISPLAY=DEFAULT
  /TABLE ACEN3_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]
    + ACEN3_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN3_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_6
[COUNT F40.0, ROWPCT.COUNT PCT40.1]
    + ACEN3_7 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_8 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY LEVEL > AVAILEMP
  /CATEGORIES VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6
ACEN3_7  ACEN3_8 ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES
    POSITION=AFTER MISSING=EXCLUDE
   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE
  /CATEGORIES VARIABLES=AVAILEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.

ECHO 'Labour force participation rate by level by those who have undertaken work during their study
(Additional analysis table, not in report)'.

CTABLES
  /VLABELS VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6 LEVEL
AVAILEMP DISPLAY=DEFAULT
  /TABLE ACEN4_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]
    + ACEN4_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN4_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1]
   + ACEN4_6 [COUNT F40.0, ROWPCT.COUNT PCT40.1]   BY LEVEL > AVAILEMP
```

```
  /CATEGORIES VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6
ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES
    POSITION=AFTER MISSING=EXCLUDE
   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE
  /CATEGORIES VARIABLES=AVAILEMP ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.

*Preparedness of the qualification BY OVERALLWIL, ACADEMICWIL AND EMPLOYABILITYACT

ECHO 'PART 3'.
ECHO ' '.

ECHO 'PREPAREDNESS '.

*WIL participation by labour force outcomes
*Full time employment rates by level of study BY ACADEMICWIL AND EMPLOYABILITYACT

ECHO '  '.
ECHO ' Table 11 of Report '.
ECHO '  '.
*Create new variable

RECODE CRSPREP (1=1) (2=1) (3=2) (4=2) (5=1) (SYSMIS=SYSMIS) INTO CRSPREP_2.
VARIABLE LABELS  CRSPREP_2 'Qualification preparedness'.
EXECUTE.

ALTER TYPE CRSPREP_2 (F8).

VALUE LABELS CRSPREP_2 1 'Not well prepared' 2 'Very well or well prepared'.
EXECUTE.

MISSING VALUES CRSPREP_2 (95,99).

*Filter to full time employed
```

```
USE ALL.
COMPUTE filter_$=(ANALYSIS=1 AND E942=0 AND YEAR=2023  AND FULLEMP=1).
VARIABLE LABELS filter_$ 'ANALYSIS=1 AND E942=0 AND YEAR=2023  AND FULLEMP=1
    '(FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

ECHO 'Preparedness by level by those who have done WIL for academic credit and Employability
activities'.

CTABLES
  /VLABELS VARIABLES=ACADEMICWIL EMPLOYABILITYACT LEVEL CRSPREP_2
DISPLAY=DEFAULT
  /TABLE  ACADEMICWIL [C][COUNT F40.0,
    ROWPCT.COUNT PCT40.1] + EMPLOYABILITYACT [C][COUNT F40.0, ROWPCT.COUNT
PCT40.1] BY LEVEL [C] >
    CRSPREP_2 [C]
  /CATEGORIES VARIABLES=ACADEMICWIL EMPLOYABILITYACT ORDER=D KEY=LABEL
EMPTY=INCLUDE
    MISSING=EXCLUDE
  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE
  /CATEGORIES VARIABLES=CRSPREP_2 ORDER=A KEY=VALUE EMPTY=INCLUDE
TOTAL=YES POSITION=AFTER
  /CRITERIA CILEVEL=95.

ECHO 'Preparedness by level by those who have done WIL for academic credit'.

CTABLES
  /VLABELS VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 LEVEL CRSPREP_2
DISPLAY=DEFAULT
  /TABLE ACEN1_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]
```

```
    + ACEN1_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY

    LEVEL > CRSPREP_2

  /CATEGORIES VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 ORDER=D KEY=LABEL
EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=CRSPREP_2 ORDER=A KEY=VALUE EMPTY=INCLUDE
TOTAL=YES POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Preparedness by level by those who have done Employability activities'.


CTABLES

  /VLABELS VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6 ACEN3_7
ACEN3_8 LEVEL CRSPREP_2 DISPLAY=DEFAULT

  /TABLE ACEN3_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]

    + ACEN3_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN3_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_6
[COUNT F40.0, ROWPCT.COUNT PCT40.1]

    + ACEN3_7 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_8 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY LEVEL > CRSPREP_2

  /CATEGORIES VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6
ACEN3_7  ACEN3_8 ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=CRSPREP_2 ORDER=A KEY=VALUE EMPTY=INCLUDE
TOTAL=YES POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Preparedness by level by those who have undertaken work during their study (Additional
analysis table, not in report)'.


CTABLES

  /VLABELS VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6 LEVEL
CRSPREP_2 DISPLAY=DEFAULT
```

```
  /TABLE ACEN4_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]

    + ACEN4_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN4_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1]

   + ACEN4_6 [COUNT F40.0, ROWPCT.COUNT PCT40.1]   BY LEVEL > CRSPREP_2

  /CATEGORIES VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6
ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=CRSPREP_2 ORDER=A KEY=VALUE EMPTY=INCLUDE
TOTAL=YES POSITION=AFTER

  /CRITERIA CILEVEL=95.


*Table Scale of perceived overqualifiation

ECHO 'PART4 SPOQ'.

ECHO ' '.

ECHO 'Table 12 of Report'.

ECHO ' '.

ECHO 'Scale of perceived overqualification by level by those who have done any WIL for academic
credit and Employability activities'.


CTABLES

  /VLABELS VARIABLES=ACADEMICWIL EMPLOYABILITYACT LEVEL SPOQSCL
DISPLAY=DEFAULT

  /TABLE  ACADEMICWIL [C][COUNT F40.0,

    ROWPCT.COUNT PCT40.1] + EMPLOYABILITYACT [C][COUNT F40.0, ROWPCT.COUNT
PCT40.1] BY LEVEL [C] >

    SPOQSCL [C]

  /CATEGORIES VARIABLES=ACADEMICWIL EMPLOYABILITYACT ORDER=D KEY=LABEL
EMPTY=INCLUDE

    MISSING=EXCLUDE

  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=SPOQSCL ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER

  /CRITERIA CILEVEL=95.
```

```
ECHO 'SPOQ by level by those who have done WIL for academic credit'.

CTABLES
  /VLABELS VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 LEVEL SPOQSCL
DISPLAY=DEFAULT
  /TABLE ACEN1_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]
    + ACEN1_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY
    LEVEL > SPOQSCL
  /CATEGORIES VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 ORDER=D KEY=LABEL
EMPTY=INCLUDE TOTAL=YES
    POSITION=AFTER MISSING=EXCLUDE
   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE
  /CATEGORIES VARIABLES=SPOQSCL ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.

ECHO 'SPOQ by level by those who have done Employability activities'.

CTABLES
  /VLABELS VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6 ACEN3_7
ACEN3_8 LEVEL SPOQSCL DISPLAY=DEFAULT
  /TABLE ACEN3_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]
    + ACEN3_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN3_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_6
[COUNT F40.0, ROWPCT.COUNT PCT40.1]
    + ACEN3_7 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_8 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY LEVEL > SPOQSCL
  /CATEGORIES VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6
ACEN3_7  ACEN3_8 ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES
    POSITION=AFTER MISSING=EXCLUDE
   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE
  /CATEGORIES VARIABLES=SPOQSCL ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES
POSITION=AFTER
  /CRITERIA CILEVEL=95.
```

```
ECHO 'SPOQ by level by those who have undertaken work during their study (Additional analysis table, not in report)'.

* Custom Tables.

CTABLES

  /VLABELS VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6 LEVEL SPOQSCL DISPLAY=DEFAULT

  /TABLE ACEN4_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_2 [COUNT F40.0, ROWPCT.COUNT PCT40.1]

    + ACEN4_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_4 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1]

   + ACEN4_6 [COUNT F40.0, ROWPCT.COUNT PCT40.1]   BY LEVEL > SPOQSCL

  /CATEGORIES VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6 ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=SPOQSCL ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES POSITION=AFTER

  /CRITERIA CILEVEL=95.

*Create variable for occupations summary

RECODE BROADOCC (1=1) (2=1) (3=2) (4=2) (5=2) (6=2) (9=9) (SYSMIS=SYSMIS) INTO BROADOCC_2.

VARIABLE LABELS  BROADOCC_2 'Broad occupation description derived from top-level ANZSCO'.

EXECUTE.

ALTER TYPE BROADOCC_2 (F8).

VALUE LABELS BROADOCC_2 1 'Managerial or professional occupations' 2 'Other occupations'.

EXECUTE.

MISSING VALUES BROADOCC_2 (9).
```

*Table Occupations Full time employed

```
ECHO 'PART 4 OCCUPATIONS'.

ECHO ' '.

ECHO ' Table 13'.

ECHO ' '.

ECHO 'Managerial or professional occupations by level by those who have done WIL for academic credit and Employability activities (Additional analysis table, not in report)'.


CTABLES

  /VLABELS VARIABLES=ACADEMICWIL EMPLOYABILITYACT LEVEL BROADOCC_2 DISPLAY=DEFAULT

  /TABLE  ACADEMICWIL [C][COUNT F40.0,

    ROWPCT.COUNT PCT40.1] + EMPLOYABILITYACT [C][COUNT F40.0, ROWPCT.COUNT PCT40.1] BY LEVEL [C] >

    BROADOCC_2 [C]

  /CATEGORIES VARIABLES=ACADEMICWIL EMPLOYABILITYACT ORDER=D KEY=LABEL EMPTY=INCLUDE

    MISSING=EXCLUDE

  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=BROADOCC_2 ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Managerial or professional occupations by level by those who have done WIL for academic credit'.


CTABLES

  /VLABELS VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 LEVEL BROADOCC_2 DISPLAY=DEFAULT

  /TABLE ACEN1_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_2 [COUNT F40.0, ROWPCT.COUNT PCT40.1]

    + ACEN1_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_4 [COUNT F40.0, ROWPCT.COUNT PCT40.1] BY

    LEVEL > BROADOCC_2

  /CATEGORIES VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES
```

```
    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=BROADOCC_2 ORDER=A KEY=VALUE EMPTY=INCLUDE
TOTAL=YES POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Managerial or professional occupations by level by those who have done Employability
activities'.


CTABLES

  /VLABELS VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6 ACEN3_7
ACEN3_8 LEVEL BROADOCC_2 DISPLAY=DEFAULT

  /TABLE ACEN3_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]

    + ACEN3_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN3_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_6
[COUNT F40.0, ROWPCT.COUNT PCT40.1]

    + ACEN3_7 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_8 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY LEVEL > BROADOCC_2

  /CATEGORIES VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6
ACEN3_7  ACEN3_8 ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=BROADOCC_2 ORDER=A KEY=VALUE EMPTY=INCLUDE
TOTAL=YES POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Managerial or professional occupations by level by those who have undertaken work during
their study'.


CTABLES

  /VLABELS VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6 LEVEL
BROADOCC_2 DISPLAY=DEFAULT

  /TABLE ACEN4_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]
```

```
    + ACEN4_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN4_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1]
   + ACEN4_6 [COUNT F40.0, ROWPCT.COUNT PCT40.1]   BY LEVEL > BROADOCC_2
  /CATEGORIES VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6
ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES
    POSITION=AFTER MISSING=EXCLUDE
   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE
  /CATEGORIES VARIABLES=BROADOCC_2 ORDER=A KEY=VALUE EMPTY=INCLUDE
TOTAL=YES POSITION=AFTER
  /CRITERIA CILEVEL=95.

*Set filter for full time study

USE ALL.
COMPUTE filter_$=(ANALYSIS=1 AND E942=0 AND YEAR=2023).
VARIABLE LABELS filter_$ 'ANALYSIS=1 AND E942=0 AND YEAR=2023
    '(FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

* Recode further study into summary variable

RECODE FURSTUD (1=1) (2=2) (5=2) (99=99) (SYSMIS=SYSMIS) INTO FURSTUD_2.
VARIABLE LABELS  FURSTUD_2 'Graduates in further full time study'.
EXECUTE.

ALTER TYPE FURSTUD_2 (F8).

VALUE LABELS FURSTUD_2 1 'In full-time study' 2 'Not in full time study'.
EXECUTE.

MISSING VALUES FURSTUD_2 (99).
```

```
ECHO 'PART 5 FURTHER STUDY'.

ECHO ' '.

ECHO ' Table 14'.

ECHO ' '.


*Table Further full time study


ECHO 'Full time study rate by level by those who have done WIL for academic credit and Employability activities'.


CTABLES

  /VLABELS VARIABLES=ACADEMICWIL EMPLOYABILITYACT LEVEL FURSTUD_2 DISPLAY=DEFAULT

  /TABLE  ACADEMICWIL [C][COUNT F40.0,

    ROWPCT.COUNT PCT40.1] + EMPLOYABILITYACT [C][COUNT F40.0, ROWPCT.COUNT PCT40.1] BY LEVEL [C] >

   FURSTUD_2 [C]

  /CATEGORIES VARIABLES=ACADEMICWIL EMPLOYABILITYACT ORDER=D KEY=LABEL EMPTY=INCLUDE

    MISSING=EXCLUDE

  /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=FURSTUD_2 ORDER=A KEY=VALUE EMPTY=INCLUDE TOTAL=YES POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Full time study rate  by level by those who have done WIL for academic credit'.


CTABLES

  /VLABELS VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 LEVEL FURSTUD_2 DISPLAY=DEFAULT

  /TABLE ACEN1_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_2 [COUNT F40.0, ROWPCT.COUNT PCT40.1]

    + ACEN1_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN1_4 [COUNT F40.0, ROWPCT.COUNT PCT40.1] BY

    LEVEL > FURSTUD_2
```

```
  /CATEGORIES VARIABLES=ACEN1_1 ACEN1_2 ACEN1_3 ACEN1_4 ORDER=D KEY=LABEL
EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=FURSTUD_2 ORDER=A KEY=VALUE EMPTY=INCLUDE
TOTAL=YES POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Full time study rate by level by those who have done Employability activities'.


CTABLES

  /VLABELS VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6 ACEN3_7
ACEN3_8 LEVEL FURSTUD_2 DISPLAY=DEFAULT

  /TABLE ACEN3_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]

    + ACEN3_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN3_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_6
[COUNT F40.0, ROWPCT.COUNT PCT40.1]

    + ACEN3_7 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN3_8 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] BY LEVEL > FURSTUD_2

  /CATEGORIES VARIABLES=ACEN3_1 ACEN3_2 ACEN3_3 ACEN3_4 ACEN3_5 ACEN3_6
ACEN3_7  ACEN3_8 ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=FURSTUD_2 ORDER=A KEY=VALUE EMPTY=INCLUDE
TOTAL=YES POSITION=AFTER

  /CRITERIA CILEVEL=95.


ECHO 'Full time study rate by level by those who have undertaken work during their study'.


CTABLES

  /VLABELS VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6 LEVEL
FURSTUD_2 DISPLAY=DEFAULT

  /TABLE ACEN4_1 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_2 [COUNT F40.0,
ROWPCT.COUNT PCT40.1]

    + ACEN4_3 [COUNT F40.0, ROWPCT.COUNT PCT40.1] + ACEN4_4 [COUNT F40.0,
ROWPCT.COUNT PCT40.1] + ACEN4_5 [COUNT F40.0, ROWPCT.COUNT PCT40.1]

   + ACEN4_6 [COUNT F40.0, ROWPCT.COUNT PCT40.1]   BY LEVEL > FURSTUD_2
```

```
  /CATEGORIES VARIABLES=ACEN4_1 ACEN4_2 ACEN4_3 ACEN4_4 ACEN4_5 ACEN4_6
ORDER=D KEY=LABEL EMPTY=INCLUDE TOTAL=YES

    POSITION=AFTER MISSING=EXCLUDE

   /CATEGORIES VARIABLES=LEVEL ORDER=A KEY=VALUE EMPTY=INCLUDE

  /CATEGORIES VARIABLES=FURSTUD_2 ORDER=A KEY=VALUE EMPTY=INCLUDE
TOTAL=YES POSITION=AFTER

  /CRITERIA CILEVEL=95.


FILTER OFF.

USE ALL.

EXECUTE.
```