



Australian Government

Post-Study Work Rights Working Group

REPORT TO THE MINISTERS
FOR EDUCATION AND
HOME AFFAIRS

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Executive summary

The Hon Jason Clare MP, Minister for Education and the Hon Clare O'Neil MP, Minister for Home Affairs, announced on 2 September 2022 that the Australian Government would increase the duration of post-study work rights of international students to strengthen the pipeline of skilled labour.

Post-study work rights for select degrees in areas of verified skills shortages will be increased from:

- two years to four years for select bachelor degrees
- three years to five years for select masters degrees
- four years to six years for all PhDs.

The extension will be available to eligible bachelor, masters and PhD graduates from Australian higher education providers who are granted a *Temporary Graduate visa (subclass 485) Post-Study Work Stream*. The extended version of this visa stream will be referred to in this Report as the TGV (extended).

A working group was established to report to the Ministers on the development of this measure and other relevant issues. The first meeting of the Working Group was held on 15 September 2022. They met seven times. The Working Group took into consideration the wide range of issues, challenges, and opportunities of the extension measure.

This measure will result in a strengthening of the pipeline of students becoming skilled graduates in select degrees helping to fill high-skill occupations subject to skills gaps. Around 220,000 enrolments across 500 qualifications are expected to be in scope for the extended TGV measure between now and mid-2025, based on current enrolment patterns. This translates to around 12,000 graduates who qualify and take up the TGV extended offer each semester through to December 2024.

The measure has a further benefit of helping to offset some challenges of an ageing population with a cohort of younger, qualified, and highly skilled temporary migrants. This overarching objective was considered against potential issues of student to graduate flows, and graduate to skilled migration flows, thereby seeking to strike a balance between responding to Australia's skills needs and mitigating against the potential risks of a large population of temporary workers in Australia over time. The Working Group considered issues of perverse outcomes in student behaviour and graduate flows, managing expectations for any guaranteed permanent migration pathway, graduate worker exploitation and preserving the quality of Australian international education.

The Working Group made 20 recommendations to ensure clarity of eligibility, transparency of process and a targeted approach to ensure that through this extension Australia's skilled work needs can be supported by qualified, Australian-trained higher education graduates. A balanced approach was sought to avoid the risk of too much constraint resulting in a pipeline too narrow to be effective against the risk of too many TGV holders accumulating over time and occupying low skilled jobs.

The Working Group noted broader issues of migration and labour will be considered in the Government's Migration Review (due to report by February 2023) and in the Employment White

Paper (currently open for consultation until 22 November 2022 and expected for public release in September 2023). The Working Group also notes international education will be under consideration in the Joint Standing Committee on Foreign Affairs, Defence and Trade Inquiry into Australia's tourism and international education sectors, which will include consideration of the initiatives to ensure positive international student experience and support pathways to build their skills and contribute to Australia's prosperity.

The Working Group recommends strong engagement over time with industry sectors, employer groups and employers to ensure that employers have the confidence and understanding that these graduates are an important source of skilled workers available for extended periods and fixed duration of stay. Recognising the particular needs of regional Australia, the Working Group also recommends that existing incentives for students and graduates to study and work in regional and remote areas be retained in addition to the TGV (extended).

The Working Group considered the reinstatement of the working hours cap on Student visa holders (subclass 500) and has recommended a modest increase to these hours from 40 to 48 hours per fortnight. This increase acknowledges the primary focus of education as the reason for the Student visa while permitting a modest increase in economic activity for international students. Additional work experience during their studies can also assist graduates to be more work-ready upon graduation.

The Chair of the Working Group was Ms Karen Sandercock, First Assistant Secretary, International Division, Department of Education. Members were Mr Julian Hill MP; the Hon Phil Honeywood, CEO, International Education Association of Australia; Ms Catriona Jackson, CEO, Universities Australia; Dr Alison Barnes, National President, National Tertiary Education Union; and Mr Michael Willard, First Assistant Secretary, Immigration Programs Division, Department of Home Affairs.

Proxy attendees included Mr Peter Chesworth, Deputy CEO, Universities Australia; Dr Terri MacDonald, Director Public Policy and Strategic Research, National Tertiary Education Union; and Mr Mel Koumides, CEO, Academia International Institute.

The Working Group acknowledges their appreciation of the advice and input of the National Skills Commission and notes the establishment of Jobs and Skills Australia. The Working Group also extends their appreciation to the Department of Education, the Department of Home Affairs and Treasury's Centre for Population for advice and input.

Recommendation 1: Eligible qualifications for this measure be limited to bachelor, masters, and doctoral qualifications.

Recommendation 2: All PhD graduates be eligible under the TGV extended measure noting their high skill levels and contribution they make to Australia's human capital.

Recommendation 3: The Skills Priority List (SPL) be used as the basis for identifying occupations in verified skills shortage for the measure.

Recommendation 4: Of those occupations on the SPL, only those occupations listed as currently in shortage and with strong to moderate future demand be considered for inclusion in the list of verified skills shortages for the measure.

Recommendation 5: To derive a list of eligible qualifications, in-scope occupations be mapped to a classification system that will facilitate streamlined processing and IT system requirements.

Recommendation 6: The measure be adaptable through a combination of automated course mapping and manual review to manage risks, such as changes in the job market or a larger than required pool of TGV holders. The combined automated and manual mapping process will support agile implementation that is responsive to changes in the job market.

Recommendation 7: In consultation with the Department of Education, the Department of Home Affairs identify an appropriate update cycle for courses eligible for the TGV (extended) and communicate it to stakeholders.

Recommendation 8: The Government ensure the needs of student and graduate visa holders are considered when developing the package of reforms to address migrant worker exploitation expected in 2023.

Recommendation 9: The Department of Education and the Tertiary Education Quality and Standards Agency (TEQSA) continue to monitor registrations and student enrolments, including for courses that attract extended visa duration, and respond as necessary to any variations.

Recommendation 10: Eligible holders of the TGV (extended) retain eligibility for the Second Post-Study Work Stream (the stream available to eligible 485 visa holders who have lived worked and studied in regional Australia).

Recommendation 11: Government lead a communication strategy to build awareness of the measure among Student visa holders to support decision-making.

Recommendation 12: Holders of the *Temporary Graduate visa (485) (Replacement Stream and Post-Study Work Stream)* at time of implementation who have in-scope qualifications are eligible for the TGV (extended) measure of two years.

Recommendation 13: The additional two year period of the TGV (extended) measure, granted as one longer visa covering the whole period, will apply to all eligible persons who lodge a TGV application, or have an application on-hand, on or after 1 July 2023.

Recommendation 14: Consistent with the intent of the measure to help address short-term labour market needs in select fields, existing visa options be used as a transitional arrangement until the TGV (extended) measure is available on 1 July 2023:

- Those with in-scope degrees and with a Temporary Graduate visa (485) be eligible for a two-year subclass 408 visa if their visa will expire before 1 July 2023;
- The cohort of existing subclass 485 holders already in Australia who are not eligible for a 485 replacement visa be provided with access to a 2-year pandemic event visa. This allows this

group to both remain in the labour force and provides an equitable outcome for a small cohort who contributed to Australia's pandemic recovery.

Recommendation 15: Students whose qualification is in-scope upon commencement of study remain eligible for the TGV (extended), even if the qualification is removed from the list of eligible qualifications during the student's course, subject to retaining Government's discretion to amend arrangements if future circumstances demand.

Recommendation 16: The Departments of Home Affairs and Education work together on a streamlined implementation design to reduce costs and impact on visa processing.

Recommendation 17: Government work with industry and employer organisations to communicate the benefits of employing international graduates and encourage employers to capitalise on the extra two years of work rights.

Recommendation 18: Government commit to ongoing annual assessments of the measure's implementation, to be undertaken by the Departments of Home Affairs and Education, to evaluate its alignment with the original policy intent. Issues assessed should include, but not be limited to:

- numbers of 485 visa holders affected by the policy and future eligible graduates,
- mismatches between numbers and skills gaps,
- inappropriate pipelines for in-scope occupations, and
- inappropriate recruitment or course registration behaviour by education providers.

Recommendation 19: The fortnightly work hour limit for international students be increased to 48 hours from 1 July 2023.

Recommendation 20: Government ensure the communication strategy for the TGV (extended) measure includes information about the role of the Fair Work Ombudsman in securing workplace rights and protections for all workers in Australia, including international students and TGV holders.

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1. Introduction

1.1. Working group

As an outcome of the Jobs and Skills Summit on 1-2 September 2022, the Australian Government announced a 2-year extension of post-study work rights for international graduates with ‘select degrees’ in areas of ‘verified skills shortage’. The Government announced that a working group would be established to advise the Ministers for Education and Home Affairs on the details and implementation of this extension and other relevant issues.

The Post-Study Work Rights Working Group comprised the following representatives:

- Ms Karen Sandercock, First Assistant Secretary International Division, Department of Education (Chair)
- Mr Julian Hill MP
- The Hon Phil Honeywood, CEO, International Education Association of Australia; proxy Mr Mel Koumides, CEO, Academia International Institute
- Ms Catriona Jackson, CEO, Universities Australia; proxy Mr Peter Chesworth, Deputy CEO
- Dr Alison Barnes, National President, National Tertiary Education Union; proxy Dr Terri MacDonald, Director Public Policy and Strategic Research, National Tertiary Education Union
- Mr Michael Willard, First Assistant Secretary Immigration Programs Division, Department of Home Affairs

The Working Group met 7 times.

1.2. Principles and policy intent

In framing its advice to Government, the Working Group considered how revised visa settings could maximise the benefits currently delivered by post-study work rights through:

- delivering temporary skilled migration, which contributes to meeting overall labour market demand,
- contributing to Australia’s human capital, by providing a mechanism for graduates with a quality Australian education to stay and work in Australia, with potential pathways to permanency,
- boosting Australia’s attractiveness as a destination for prospective students, and
- incentivising Student visa (subclass 500) holders to pursue diversified study pathways in line with domestic skill needs.

In ensuring the right settings to achieve these benefits, the Working Group agreed the following principles to guide its advice to Government:

1. settings should encourage graduates to stay and use their skills in Australia,
2. settings should be proactive in incentivising employment in the fields that match to qualifications,
3. post-study work rights should be targeted and responsive to genuine skills shortages,

4. changes should maintain study as the principal intent of the Student visa (subclass 500),
5. new visa settings should retain benefits to students who choose to study, live, and work in regional areas, and
6. changes should maintain complementarity with the broader skilled migration framework.

2. The policy challenge

2.1. Current labor market conditions

Australia is experiencing a tight labour market, with many occupations in shortage where employers are unable to fill advertised vacancies. Australian Bureau of Statistics' (ABS) data show that the labour market has tightened significantly since 2021, and supply of workers is constrained, evidenced by:

- the lowest unemployment rate since 1974 of 3.4% in July 2022, and
- an employment-to-population ratio of 64.2%, slightly down from a record high the previous month.¹

At the same time, the demand for workers has increased rapidly over the past two years to 2022. The number of jobs advertised in Australia reached 301,100 in August 2022, a 37.7 increase from the same time last year. This figure is among the highest levels on record since the beginning of the Internet Vacancy Index series in January 2006.² This growth in labour demand has contributed to a reduction in the number of unemployed persons per job vacancy.

2.1.1. Skills shortages and recruitment difficulties

In 2022, according to the National Skills Commission (NSC), 31% of assessed occupations were identified as in national shortage, a substantial increase on the equivalent figure of 19% for 2021. These shortages are expected to persist for five years or more, with the NSC regularly updating its projections as labour market conditions change, such as a downturn in the Australian or global economies.

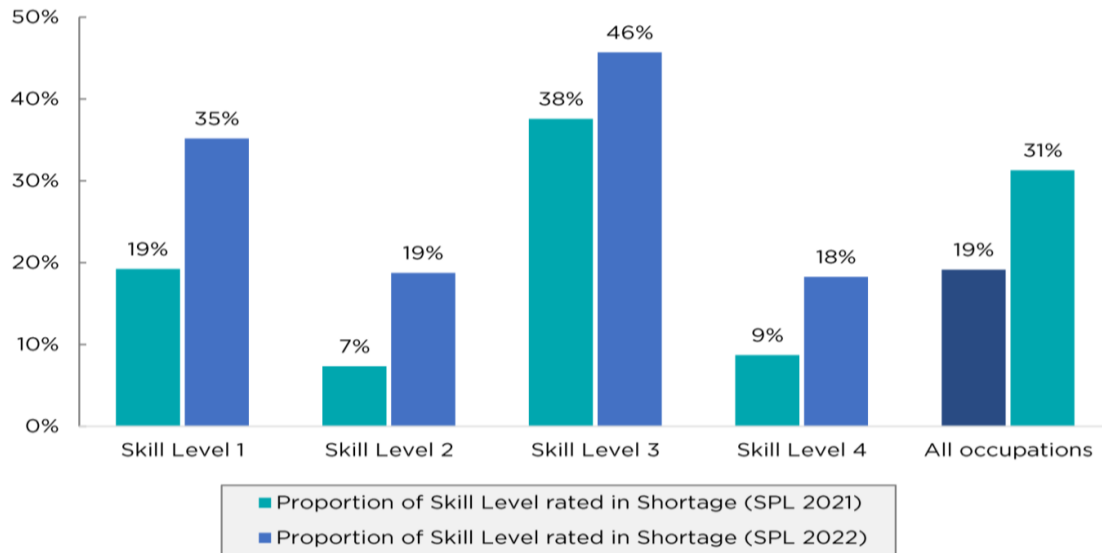
The largest increase in the share of occupations in shortage was for Skill Level 1 occupations, which are occupations needing a bachelor degree or higher and are predominantly Professional occupations. The share of these Skill Level 1 occupations in shortage (which is the focus of the Working Group), rose from 19% in 2021 to 35% in 2022.

Shortages within the Professionals category were identified by the NSC as largely driven by occupations in health and education, such as schoolteachers, nurses, and general practitioners.

¹ ABS, *Labour Force, Australia*, ABS, July 2022, accessed 18 October 2022

² NSC, *Internet Vacancy Index, Preliminary*, NSC, August 2022, accessed 18 October 2022

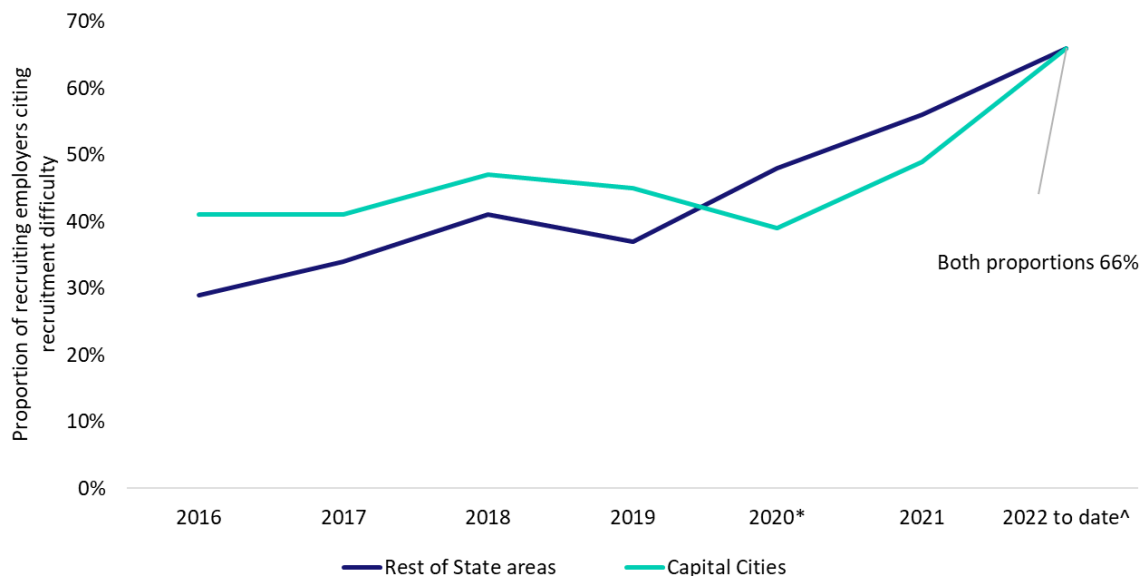
Figure 1: Proportion of occupations in shortage on the 2021 and 2022 SPL, by Skill Level



Source: NSC, 2022 Skills Priority List: Key Findings Report, 2022

A consequence of strong job vacancies and low unemployment is a historically high rate of recruitment difficulty – in both capital cities and regional areas. One quarter of vacancies in the Professionals category of the 2022 Skills Priority List remain unfilled.

Figure 2: Proportion of recruiting employers who had trouble with their most recent recruitment, 2016 to 2022



*2020 data covers the period from August 2020 to December 2020. As a result, it does not reflect recruitment conditions at the height of the restrictions that were put in place in the initial response to the pandemic.

^'2022 to date' covers the period from January 2022 to June 2022

Source: NSC, Labour Market Update: June 2022 quarter, 2022

In capital cities and regional areas, the rate of recruitment difficulty over 2022 (to date) has exceeded trends from prior years. Since records began, 2020 marked the first time that employers in rest-of-state areas experienced more difficulty than those in capital cities. However, with lockdowns having eased and activity in the major cities picking back up, recruitment difficulty in the capital cities has been at a similar level to rest-of-state areas over 2022 to date.

2.2. Skills needs

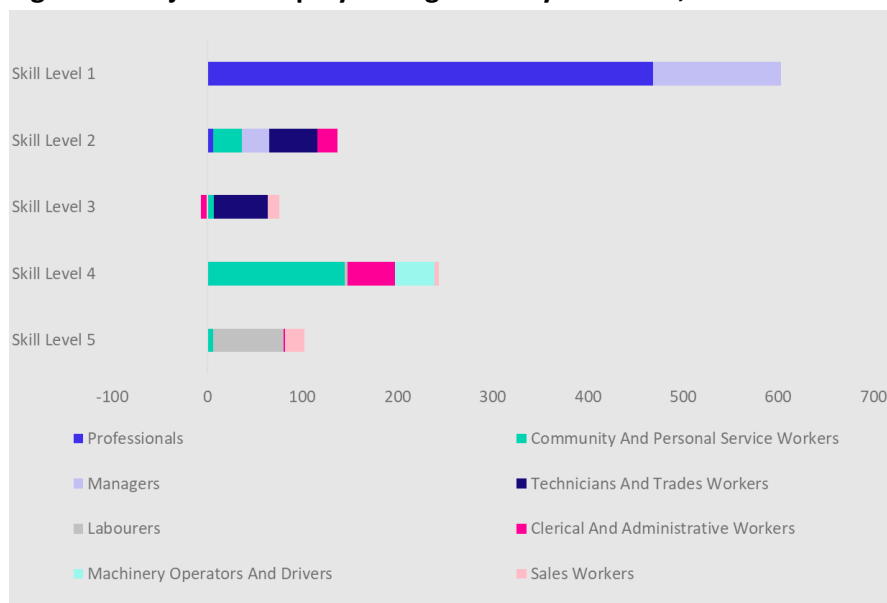
The NSC produces an annual Employment Outlook, using modelling to generate employment projections of the labour market including growth and declines for the next five years. The most recent Employment Outlook published in March 2022 indicates that in the five years to 2026, total employment in Australia is anticipated to grow by 9.1%, with 1,176,200 new jobs being created. This growth is projected across all nineteen broad industries and all eight broad occupational groups.

2.2.1. Projections by skill level

While growth is expected in jobs corresponding to all five skill levels, it is estimated that more than nine in ten new jobs will require post-school education.

Of note is that 52.6% of the growth will be in jobs which correspond to Skill Level 1. These jobs are also projected to grow faster than average and make up the lowest proportion of jobs which are likely to decline (10%). This is projected to total over 618,000 new high-skilled jobs created between November 2021 and November 2026.

Figure 3: Projected employment growth by skill level, November 2021 – November 2026



Source: NSC, Employment Projections, 2021

While the NSC draws on a wide range of sources to account for the many factors determining the 5-year employment outlook, these projections are subject to unexpected global shifts, like those from the pandemic. Nonetheless, these projections show the significant increase in Australia’s need for highly skilled workers with higher education qualifications over the next five years.

2.3. The role of migration in meeting Australia’s economic needs

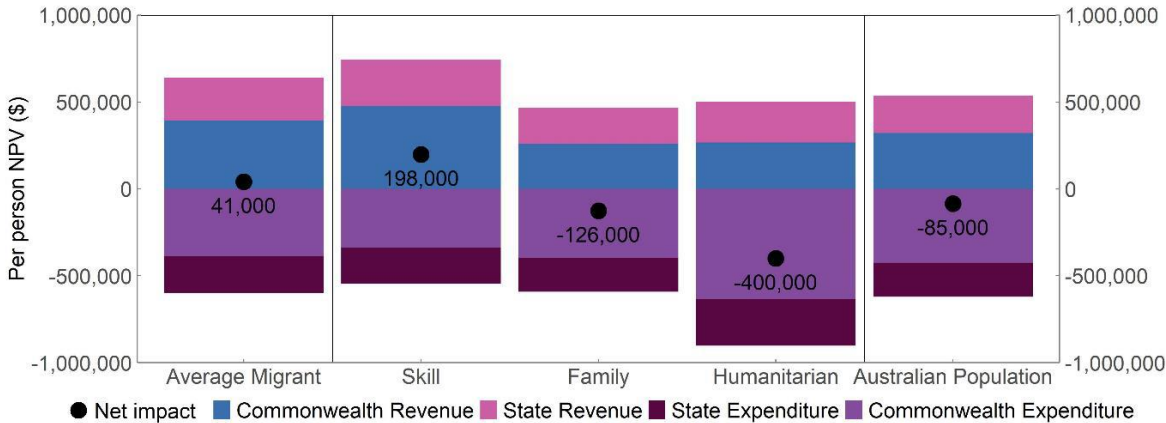
Australia’s migrant communities, both temporary and permanent, form a vibrant part of Australia’s multicultural community and make important contributions to the Australian economy. The TGV (extended) measure is designed to increase alignment of the TGV to Australia’s skills needs and in turn, boost the pipeline of skilled talent who can compete for permanent migration. Both changes will benefit Australia’s economy.

2.3.1. Fiscal impacts

Age and skill level are key factors determining the economic impacts of migrant cohorts, with young and highly skilled migrants making the most substantial contributions to the net fiscal benefits of Australia’s migration program. The NSC found that skilled migrants perform better than the resident population of both Australian-born workers and migrants, in terms of employment and participation rates.³

Treasury’s Fiscal Impact of New Australians (FIONA) model demonstrates the lifetime fiscal impact of permanent migrants to Australia. FIONA estimates that the lifetime fiscal impact⁴ for the average migrant in the 2018-19 permanent migration program of \$41,000 (figure 4). This result primarily derives from the Skill Stream of the permanent migration program, with an average estimated per migrant lifetime impact of \$198,000, far outstripping the average per person estimate for the Australian population.

Figure 4: Estimated lifetime fiscal impact of the 2018–19 permanent migrant population



³ NSC, The state of Australia’s skills 2021: now and into the future, NSC, 2021, accessed 24 October 2022

⁴ Net fiscal impact, the cost or benefit of migrants to the commonwealth, state, and territory governments, is measured through collected tax revenues, balanced against government expenses (e.g., social security).

Humanitarian	266,729	-633,507	235,881	-268,933	-400,000
Skill	476,930	-338,636	268,028	-208,181	198,000

Note: Estimates include both primary and secondary applicants.

Source: Department of Treasury, *The Lifetime Fiscal Impact of the Australian Permanent Migration Program, 2021*

The economic benefits of temporary migration are harder to quantify. However, Treasury's FIONA analysis estimates a net positive average fiscal impact of temporary migrants over the life of their temporary visa.

Figure 5 below compares the Net Present Value (NPV), or net fiscal impact, of student, temporary graduate, and other temporary visa holders over the life of their temporary visa. Importantly, the average fiscal impact of TGV holders is positive, meaning they are net contributors to Australia's fiscal position during their time on a TGV.

Figure 5: 2018-19 estimated average fiscal impacts of temporary migrants

Visa stream	2018-19 Visas	Length of stay (years)	Visa Application Charges (\$)	Personal Income Tax (\$)	Indirect taxes (\$)	Infrastructure (\$)	Total NPV (\$)
Graduate	65,370	1.62	955	7,120	3,738	-4,006	7,806
Student	393,973	2.03	575	1,831	2,664	-4,853	217
Temporary Skill Shortage	77,258	2.43	1,265	36,592	6,606	-5,863	38,601
Working Holiday Maker	196,223	1.34	440	2,710	2,164	-3,176	2,137

Note: Figure 5 reports the average fiscal impacts across primary and secondary applicants. The share of primary applicants across these visas in 2018-19 was Graduate (75 %), Student (87 %), Temporary Skill Shortage (51 %) and Working Holiday Makers (100 %). Visa totals include onshore visa grants and offshore visa grants that arrived in Australia in 2018-19. Length of stay is calculated as the time between a visa being granted and the visa holder transitioning to another visa stream or leaving the country.

Source: Department of Treasury, *The Lifetime Fiscal Impact of the Australian Permanent Migration Program, 2021*

2.3.2. Wage impacts of migration

A recent survey of academic studies has demonstrated that, overall, there is little evidence of substantial effects of migration on the wages of the incumbent Australian workforce in aggregate.⁵ Econometric analysis commissioned for the Productivity Commission's 2016 Public Inquiry into

⁵ C Brell and C Dustmann, *Immigration and Wage Growth: The Case of Australia*, Reserve Bank of Australia, 2019, accessed 24 October 2022.

Australia's Migrant Intake found that, at an aggregate level, "recent immigrants had a negligible impact on wages, employment and participation of the existing labour force".⁶

Where immigration has been found to affect wages, this effect is generally estimated to be positive. The effects of temporary migration on wages in specific sectors or skill levels are more nuanced (see section 3.4.2).

The 2022 Interim Report of the Productivity Commission's 5-year productivity inquiry found that migration settings that create restrictive barriers can prevent skills matching and are a risk for productivity growth in the context of strong international competition for skilled migrants.⁷

2.3.3. Migrants and Australia's workforce

The Productivity Commission notes that while immigration is expected to deliver long-term benefits to the Australian community, these benefits are dependent on having a well-designed immigration program that attracts young and skilled immigrants and is responsive to economic, social, and environmental conditions.⁸

In 2022, Australian citizens and residents who were granted permanent residency after 2000 make up 12% of the Australian workforce, while temporary migrants make up a further 7%.⁹ In 2020-21 the Skill Stream focused on visa categories which will help Australia's economy rebound from COVID-19, with priority given to visa cohorts that drive economic growth, job creation and investment into Australia. Visa processing focused on onshore applicants and applicants in critical sectors and occupations. 71.2% of applicants finalised in the Skill Stream in 2020-21 were onshore.¹⁰ Prior to the COVID period, the split in the migration program has been designed to allocate 30% to family migration and 70% to skilled migration. Previous student and Temporary Graduate visa holders accounted for at least 35% of the skill stream and 21% of the family stream of the permanent migration program.¹¹

Migrants are, in aggregate across all visa categories, increasingly likely to be highly educated. About half of all migrants, temporary and permanent, have a bachelor or postgraduate education when they arrive, and many more gain higher education qualifications during their time in Australia. A quarter of recent migrants have a postgraduate qualification, while the equivalent figure for workers

⁶ Productivity Commission, *Migrant Intake into Australia: Productivity Commission Inquiry Report Overview & Recommendations*, 2016, 77, p 10.

⁷ Productivity Commission, *5-year Productivity Inquiry: A more productive labour market (Interim report)*, 2022, p 19.

⁸ Productivity Commission, *Migrant Intake into Australia: Productivity Commission Inquiry Report Overview & Recommendations*, 2016, p 77.

⁹ W Mackey, B Coates and H Sherrell, *Migrants in the Australian Workforce: A guidebook for policy makers*, Grattan Institute, 2022.

¹⁰ Department of Home Affairs Migration Program Report 2020-21 <https://www.homeaffairs.gov.au/research-and-stats/files/report-migration-program-2020-21.pdf> accessed 25/10/2022

¹¹ Department of Treasury, *The Lifetime Fiscal Impact of the Australian Permanent Migration Program*, 2021. These percentages include only those whose first visa was a student or Temporary Graduate visa.

born in Australia is less than one in 10. When they arrive in Australia, recent migrants are more likely to work in professional roles than people born in Australia.⁹

Migrants are also significantly younger than the Australian population. Approximately 80% of migrants who arrived in Australia less than five years ago, on any visa, are under the age of 35.⁹ International students and other temporary migrants are an important part of this young migrant demographic. Migration plays a role in offsetting Australia's demographic challenges by delaying the effects of the ageing population.

2.3.4. Temporary Graduate visa holders and Australia's skills needs

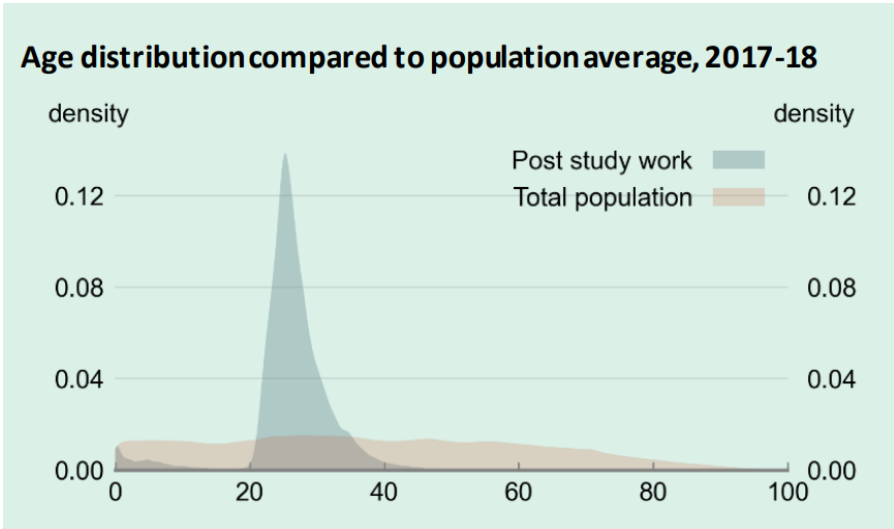
Temporary Graduate visa (TGV) holders have several characteristics that help them to perform well in Australia's labour market that closely match the age, skills, and employment profile of the most needed migrants:

- they are younger than the average Australian population age (Figure 6), which helps to offset the ageing population and gives them a high lifetime earning potential,
- they are generally proficient in English, which helps them to navigate the labour market (Figure 7), and
- a highly significant share is employed as professionals, the occupation group with the highest projected employment demand (Figure 8).

As a result, TGV holders may make a positive fiscal contribution for the duration of their TGV (Figure 5) and have strong potential to make positive fiscal economic contributions as future permanent migrants due to their young age profile and their potential to undertake highly skilled work as their careers progress.

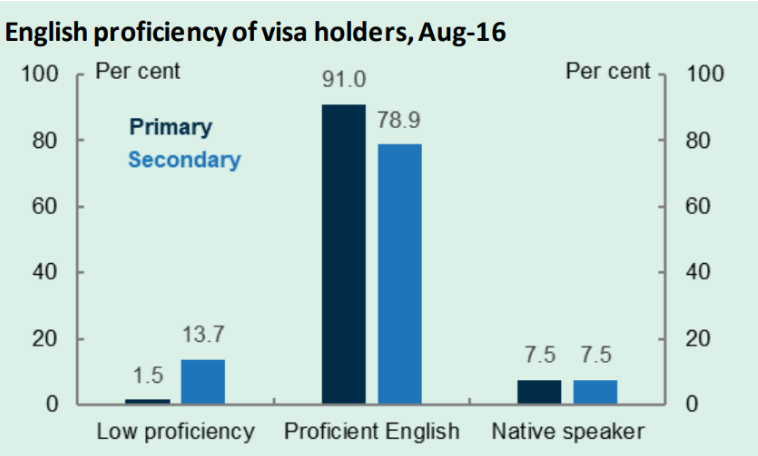
Effective implementation of the TGV (extended) should further increase the pool of young, well-educated, and professional candidates that benefit the gaining economy and who may later become eligible for other pathways of migration, and particularly in the skilled program. It will also assist with labour market frictions, minimising the challenges of job matching by allowing qualified graduates more time to secure the right role that matches their qualifications and skills.

Figure 6: TGV holders are younger than the Australian population



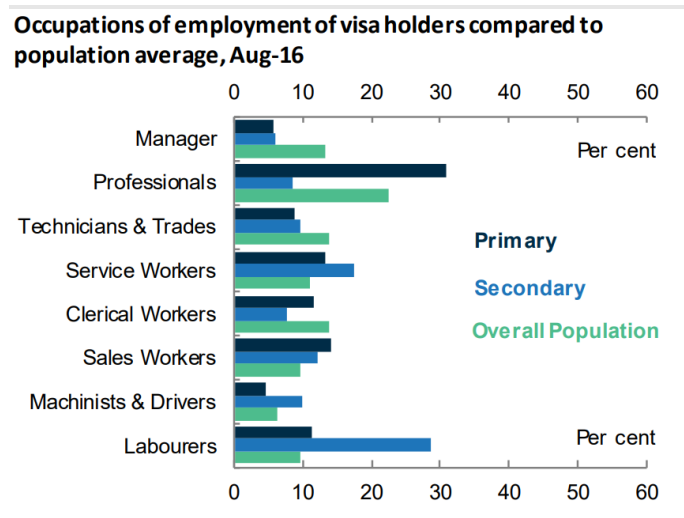
Source: Department of Home Affairs visa grants data.

Figure 7: TGV holders are proficient in English and can navigate the labour market



Note: these are self-reported proficiency levels.
Source: ABS Census

Figure 8: Primary TGV holders are mainly employed as professionals, the occupation group with the highest projected employment demand



Source: ABS Census

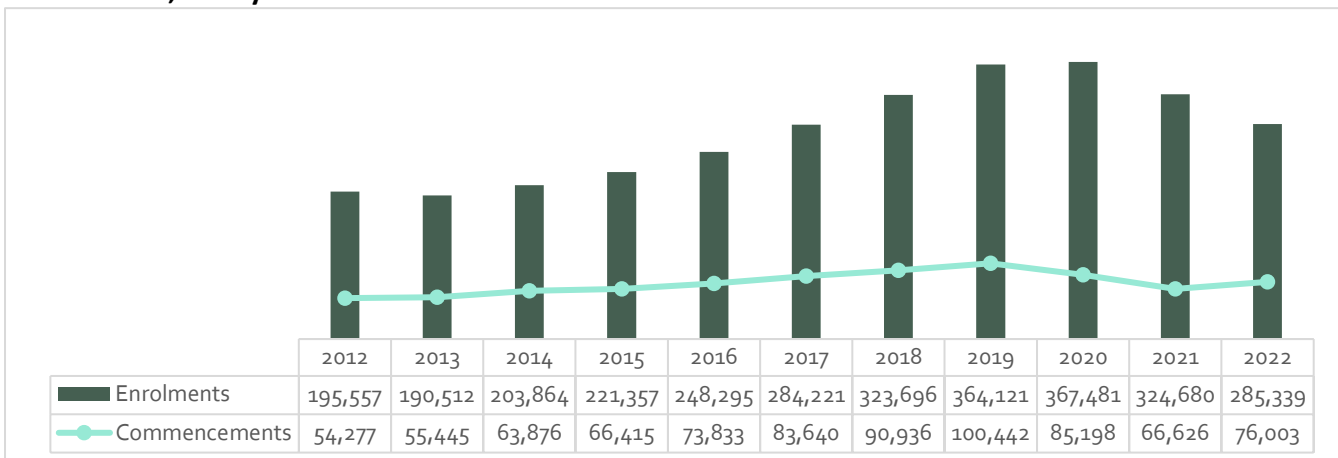
2.4. Understanding the measure’s target market

The TGV (extended) proposal comes at a time of strengthening recovery and demand in the international student sector following border closures resulting from the COVID-19 pandemic. Although international student numbers are 25% below pre-covid levels (on an enrolment basis), commencements are growing, with strong increases in Student visa applications and Temporary Graduate visa lodgements.

2.4.1. International students

Over the last ten years, enrolments and commencements in higher education grew steadily, peaking in 2019, with signs of post-pandemic recovery in 2022

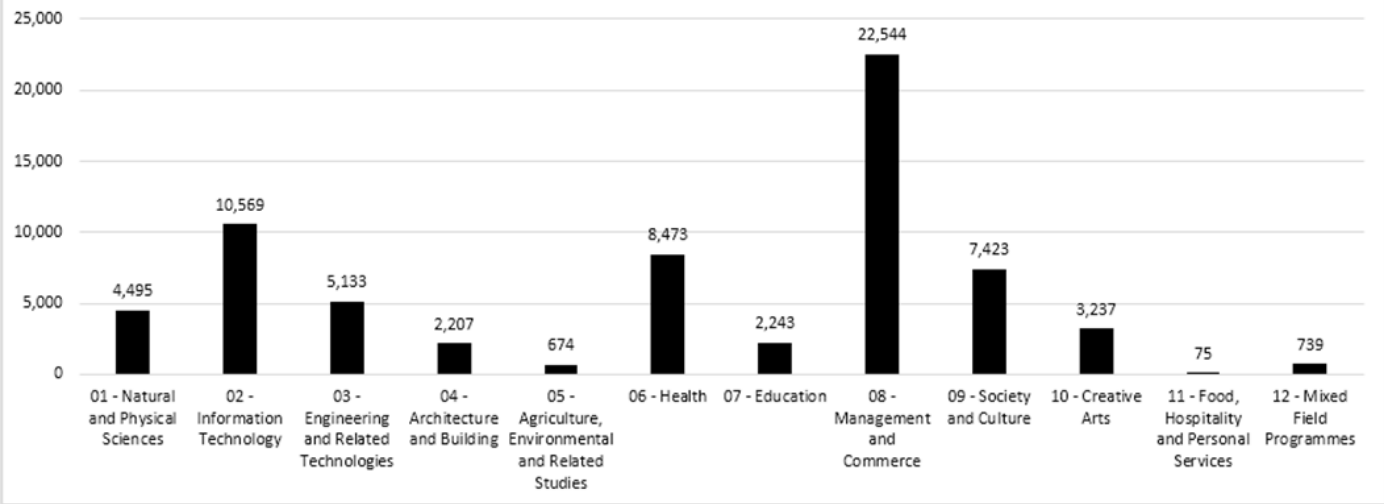
Figure 9: Higher education, international student enrolments and commencements, 2012 – 2022, June year to date



Source: Department of Education, PRISMS

While management and commerce degrees remain the most popular, significant numbers of international students undertake courses aligned to high-priority Australian skill needs such as in health, information technology and engineering. These degrees are also some of the most widely offered degrees across higher education providers, particularly at bachelor and masters level.

Figure 10: International student commencements by Field of Education Broad for Bachelor, Masters, and PhD Courses (as at September 2022)



Source: Department of Education, PRISMS

Over the period of 2016 to 2021, on average, 28.3% of higher education students transitioned to a Temporary Graduate visa at the conclusion of their studies.

2.4.2. Temporary Graduate visa (Subclass 485)

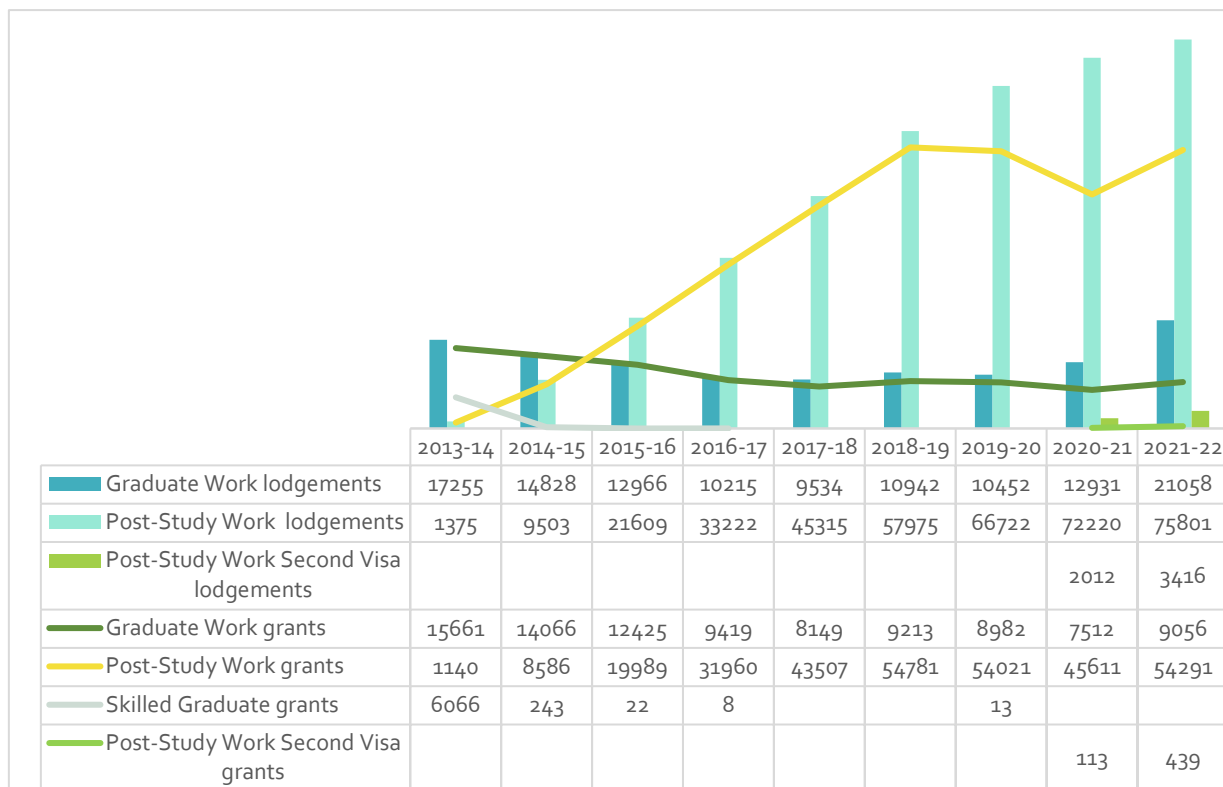
A Temporary Graduate visa (TGV) (subclass 485) allows international students to live, study and work in Australia for a specified period after they finish their studies. The visa category currently has a number of sub-streams providing varying stay durations of between 18 months and 5 years in the first instance, with an additional visa available in some circumstances.

Figure 11 below gives an overview of uptake of the TGV over time. There are several streams within the TGV:

- Post-Study Work stream** is for international student graduates who have recently graduated with a degree from an Australian institution. The proposed extension to post-study work rights will apply to this stream only. Visa lodgements for the post-study work stream have steadily grown over the last ten years. From January 2021 to further support regional Australia, students who have studied in regional areas are eligible for a second TGV to further lengthen their stay in Australia. This second TGV is otherwise a ‘once in a lifetime’ opportunity for former international students. A summary of eligibility requirements and conditions for the TGV Post-Study Work stream is at Attachment A of this report.

- **Graduate Work stream** visas are for international student graduates with qualifications from an Australian institution who have recently graduated with skills and qualifications relevant to specific occupations Australia needs. Graduates in this stream are not required to hold a degree-level qualification.
- **Replacement stream** is a temporary stream for current and former TGV holders who were unable to take up or lost duration on their original visa due to COVID-19 related travel restrictions.

Figure 11: Yearly lodged and granted 485 visas by stream



Note: the Skilled Graduate visa (light grey line) became the Temporary Graduate visa (subclass 485) in March 2013.

Source: Department of Home Affairs

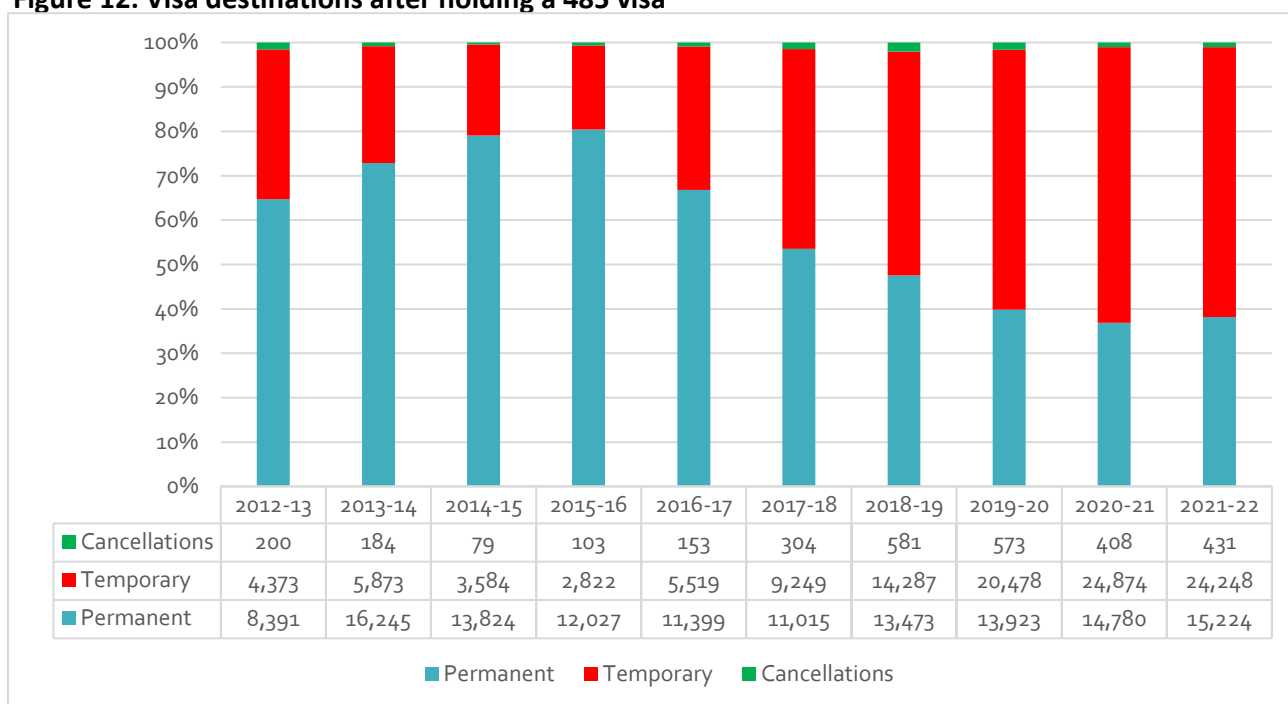
Offering a longer duration of post-study work rights is expected to improve the attractiveness of the TGV to students and employers, creating a longer-term pathway to skilled work opportunities aligned with Australia's skills needs.

2.4.3. Visa transitions from the 485 visa

In the earlier years of the subclass 485 visa, the majority of visa holders transitioned to Skilled Independent visas when seeking to remain in Australia permanently. This dropped off during the COVID-19 due to the change in the composition of the permanent migration program, which shifted to higher numbers of partners, and in the skilled stream, focused on employer nominated, state and territory nominated, and business investment and innovation categories.

For those subclass 485 visa holders who seek to remain in Australia with a temporary status, the majority move back onto student visas.

Figure 12: Visa destinations after holding a 485 visa



Source: Department of Home Affairs

2.4.4. Diversity in TGV uptake

There are differences across nationalities as to who applies for a TGV. The largest Student visa holder cohort by nationality is Chinese students, but less than 10% of Chinese students applied for a TGV in 2021 after their studies. This has reduced steadily from about 25% of Chinese students in 2016.

Take up of the TGV is more concentrated as a proportion of enrolments in the South Asia and South American student cohorts. While TGV is still dominated by three nationalities (India, Nepal, and China), there are some positive signs in growth outside of these three. This has the potential to introduce diversity in intake of prospective students attracted to study in Australia by the graduate opportunities in areas of skills needs, and diversity in the graduate cohort itself. Eligibility settings for the TGV have to strike a delicate balance to encourage diversity and mitigate any unintended consequence of further concentrating students and courses of study to a few cohorts and thereby an unintended reduction of diversity.

2.5. Competitive environment

Canada, New Zealand, the United Kingdom (UK), and the United States compete with Australia for international student flows and international graduates to fill their own skills shortages. Australia’s border closures in response to the COVID-19 pandemic, while helping to keep Australians safe, posed significant challenges for Australian international education and allowed some competitor countries to increase their market demand share relative to Australia.¹² However, Australia’s current TGV settings are more generous than those currently offered by competitors, both in terms of maximum

¹² IDP Connect, *How will Australia’s border reopening impact other key study destinations?*, 2022.

length of stay and wide availability to graduates. Canada allows shorter qualification periods (of 8 months study) but also equate stay period to study period, so an 8-month course will only allow an 8-month TGV.

A table comparing Australia's settings to key competitors is at Attachment B.

In 2019–20, international education generated export earnings of \$37.4 billion for the Australian economy, making it the fourth largest export sector.¹³ Following the impacts of the pandemic, in 2021-22, export earnings from international education totalled \$20.2 billion dollars, making it Australia's fifth largest export sector. As one of the largest income generators for the Australian economy, the gradual regrowth of international education will support Australia's longer-term economic recovery.

International studies indicate that graduates who take up temporary graduate work rights are more likely to retain business connections to the host country, meaning international graduates can drive business opportunities for Australia.¹⁴ This has important implications for Australia's soft power and our long-term trade, research, and technological ambitions. This benefit accrues in addition to the retention of valuable and qualified global talent over the short, medium, and long term in Australia.

Post-study work rights are an important element of the overall education offering and Australia's competitors adjust their setting to improve their attractiveness.

The implications of failing to consider graduate work rights in international student choice was played out in the UK, when the UK government abolished post-study work rights in 2012. Following this decision, the UK lost global market share due to declining enrolments and has struggled to be competitive.¹⁵

¹³ ABS, *International Trade: Supplementary Information, Financial Year, 2020-21*, ABS, 2022, accessed 24 October 2022.

¹⁴ Universities UK International, *International Graduate Outcomes 2019*, 2019.

Universities UK found that 77% of international graduates say they are more likely to do business with the UK, 81% will develop professional links with UK organisations and 88% of respondents plan to visit the UK for holiday or leisure.

¹⁵ P Trevena, *Post study work visa options: an international comparative review*, Scottish Government, 2019.

3. Design of extended post-study work rights for select degrees

Following the Jobs and Skills Summit in September 2022, the Australian Government is pursuing a range of measures to address skills shortages, in addition to increasing the duration of post-study work rights for graduates with select degrees in areas of verified skills shortages.

3.1. Methodology

The Working Group considered existing labour market and skills needs, and current student enrolment and take-up of existing post-study work rights in shaping its advice to Government.

The Working Group considered:

1. which types of qualifications would be eligible to attract extended visa duration,
2. appropriate ways of determining relevant areas of skills shortage,
3. how to map qualifications to skills shortages, and
4. implementation related issues.

3.2. Approach

3.2.1. Identifying suitable qualification levels for inclusion

Noting the Government's intention that 'select' qualifications be eligible for the TGV (extended), the Working Group considered whether it was appropriate that all higher education qualifications be in scope for the measure.

The Working Group also considered increasing the scope of the measure to include all PhD graduates given the human capital they represent. Such an extension would encompass approximately an additional 6,000 enrolments. The Working Group noted this was not directly within the measure's focus on verified skills shortages but did see broad alignment with the policy intent.

The Group concluded that, given the desire for the measure to promote retention of graduates matching skilled labour shortages, qualifications that positioned graduates for employment at the Professional level be favoured. On this basis, the Working Group recommends that the following levels of higher education qualifications be eligible to attract a visa extension, retaining existing limits for TGV eligibility:

- A bachelor degree (including Honours)
- A masters by coursework degree
- A masters extended degree
- A masters by research degree or
- A doctoral degree

With regard to higher education diploma qualifications, the National Skills Commission (NSC) skills categorisation links to broad levels of qualifications. On NSC advice, the Working Group focused on Skill Level 1, identified as generally requiring a bachelor's degree or higher, to align with the scope of this measure. Eligibility for a TGV Post-Study Work Stream visa is defined by the Department of

Home Affairs as a qualification at Bachelor, Masters, and PhD level, noting standalone Diplomas are ineligible to be granted a visa in this stream.¹⁶

The Working Group also considered the value of restricting Doctoral degrees by field of occupation. The consideration went to the fact doctoral degrees are already eligible for a 4-year TGV, the very small proportion (4.29%) of doctoral degree holders among the TGV cohort and the challenges of mapping and assessing doctoral degrees to specific occupational fields. In this context, manual moderation (see 3.2.4 *Manual validation process*) provides an opportunity to simplify the process for doctoral degrees with very limited additional risk by simply making all doctoral degrees eligible for the TGV extended.

Recommendation 1: Eligible qualifications for this measure be limited to bachelor, masters, and doctoral qualifications.

Recommendation 2: All PhD graduates be eligible under the TGV extended measure noting their high skill levels and contribution they make to Australia's human capital.

3.2.2. Determining relevant areas of skills shortage

To determine 'verified skills shortages', the Working Group considered recent advice from the Productivity Commission that suggests a streamlined, income-based approach to visa eligibility before concluding that using an existing skills list was the most appropriate way to proceed.¹⁷

In considering how to determine eligibility for visa extension, the Working Group noted the 'select degrees' cited in the Government's announcement but also considered other methods of setting eligibility.

Wage thresholds or lists

There have been recent proposals for the Government to move away from the current reliance on skills lists as the basis for skilled migration. For example, the Grattan Institute has suggested that, for permanent skilled migrants, occupation lists should be replaced with a wage threshold.¹⁸ The Productivity Commission notes the relevance of this proposal for the skilled migration program, describing practical issues with the use of skills lists for permanent migration, which can reduce their effectiveness: lists tend to be 'broad, static, costly and restrictive'.¹⁹ The Joint Standing Committee on Migration has also noted confusion arising from the number and complexity of the different lists

¹⁶ Department of Home Affairs, Temporary Graduate visa: (subclass 485) Post-Study Work stream, Department of Home Affairs, accessed 26 October 2022.

¹⁷ Productivity Commission, *5-year Productivity Inquiry: A more productive labour market (Interim report)*, 2022.

¹⁸ B Coates, H Sherrell and W Mackey, *Rethinking Permanent Migration after the Pandemic*, Grattan Institute, 2021, p 62.

¹⁹ Productivity Commission, *5-year Productivity Inquiry: A more productive labour market (Interim report)*, 2022, p 15.

used for permanent skilled migration and has proposed simplifying the system, further noting that the unique needs of regional areas can be lost in the use of national skills lists.²⁰

Nevertheless, the Productivity Commission also described a few situations where this approach would be less effective, particularly in lower-paid occupations and in regional areas.

- The wage threshold approach would mean that occupations in shortage would need to rely on wages being sufficiently high to fill positions. In areas such as human services, which have relied heavily on migrant labour, this could place pressure on public funding, or potentially be ineffective.
- Labour market conditions, including wages, vary between jurisdictions and between metropolitan and regional areas. A wage threshold is likely to have different effects in urban centres compared to regional and rural areas.
- In human services, skilled temporary visas would likely produce better labour market matching, and better outcomes in terms of qualifications, experience, and career motivation (though these roles tend to be at lower skill levels than those considered in this paper).²¹
- In some sectors, applying a wage threshold would risk sidelining workers who earn below the threshold but provide skills not offered by other kinds of migrants, for example students and working holiday makers.²²

The Working Group noted these considerations regarding skills lists, and judged that for the TGV (extended), the benefits of using a skills list outweighs the practical drawbacks. This is for several reasons:

- For the TGV, a wage threshold would be a less effective way to attract relevant skills since recent graduates are more likely to be lower earners, particularly while still undertaking training in their field.
- The recent development of the Skills Priority List by the NSC, while not immune to all practical criticisms noted above, provides a stable and comprehensive base for the examination of skills shortages, being updated annually and able to differentiate regional skills needs.
- Moving away from skills lists would constitute a significant redesign of the TGV. Retrofitting a wage threshold for the TGV would be impractical and significantly complicate implementation. This change would be better considered by the upcoming review of Australia's migration system, the Employment White Paper process, and in the Government's announced commitment to assess the effectiveness of skilled migration occupation lists.²³

²⁰ Joint Standing Committee on Migration, *Final Report of the Inquiry into Australia's Skilled Migration Program*, Parliament of the Commonwealth of Australia, 2021, p 35.

²¹ Committee for Economic Development of Australia, *Jobs and Skills Summit: Unlocking Skilled Migration*, 2022, p 9.

²² Productivity Commission, *5-year Productivity Inquiry: A more productive labour market (Interim report)*, 2022, p 17

²³ Australian Government, *Jobs and Skills Summit Outcomes: 1-2 September, 2022*, p 4.

Having committed to the use of lists, the Working Group considered several skills lists produced and maintained by Government: The Priority Migration Skilled Occupation List (PMSOL), the Skilled Migration Occupation Lists (SMOL), and the Skills Priority List (SPL).²⁴

Priority Migration Skilled Occupation List (PMSOL)

The current PMSOL is a short-term list specific to COVID-19. It identifies occupations to supplement the skilled workforce needs of those sectors and sub-sectors based on expert advice from the NSC and consultation with Commonwealth departments. as being key to supporting Australia's economic recovery. Due to its short-term and COVID-specific nature, the Working Group considered it unsuitable for this measure.

Skilled Migration Occupation List (SMOL)

The SMOL consists of three lists, of which one may have been appropriate: the Medium- and Long-Term Strategic Skills List (MLTSSL). However, the Working Group decided that this would not be suitable, for two reasons:

- the SMOLs do not reflect the post-pandemic labour market since the planned March 2020 update was put aside, and
- the SMOLs are not necessarily skills shortage lists. Whilst they contain some occupations, such as 'Shipwright', there is no evidence of labour market shortage for some professions but must be included to meet international obligations.²⁵

Skills Priority List (SPL)

Published for the first time in 2021 by the National Skills Commission, the SPL is the only comprehensive and regularly reviewed list with the sole purpose of identifying skills shortages at the national level. It also identifies shortages at the state and territory level and between regional and metropolitan areas. The SPL is developed by the NSC, which provides advice and national leadership on Australia's labour market and current, emerging, and future workforce skills needs. Once established, Jobs and Skills Australia is expected to continue this work.

In addition to identifying current skills shortages, the SPL gives each occupation an indicative future demand rating covering the following five-year period, indicating projected strong, moderate, or soft demand. In 2022, 286 out of 914 assessed occupations (31 %) were found to be in shortage, compared to 153 out of 799 in 2021 (19 %). Noting the five-year horizon of the NSC advice, the Working Group initially considered that for the purposes of granting additional post-study work rights, 'verified skills shortages' should be limited to those occupations currently in shortage and with strong projected demand.

²⁴ Department of Home Affairs, *Priority Migration Skilled Occupation List*; Department of Home Affairs, *Skilled Migration Occupation List*; NSC, *Skills Priority List, 2022*, accessed 24 October 2022.

²⁵ National Skills Commission, *Inquiry into Australia's Skilled Migration Program: Submission from the national Skills Commissioner to the Joint Standing Committee on Migration*, Parliament of Australia, 2021, accessed 24 October 2022.

The Group however noted that the NSC methodology uses proportional measurement to assign demand ratings, to ensure a comparable scale for all occupations. This means that occupations with a larger workforce that are currently in shortage, with moderate projected demand, are likely to require a much larger number of workers than smaller occupations with strong future demand. Because of this effect, including occupations with moderate future demand allows the measure to include teachers and most engineers, which are occupations expected to have large skills needs in absolute terms. The Working Group concluded it was appropriate for the measure to apply occupations in shortage with moderate and strong projected demand.

There is a strong link between current shortages and future demand; most occupations (248 out of 278) in current national shortage have strong or moderate projected future demand. The Working Group acknowledged skills identified as being in soft demand as not aligning with Government's policy intent and did not consider these occupations. Any occupations requiring Australian citizenship were also acknowledged for exclusion.

The Working Group also considered industry specific lists. However, given the variability of methodologies between lists, and that many industries already draw on the SPL to decide the content of their respective lists, the Working Group agreed that the SPL was the most robust and consistent source list.

Managing inconsistencies between skills lists

Noting the intention of increasing the inflow of temporary graduates to permanent migration over time, consideration was given to the potential for unintended consequences arising from differences between the lists used to assess visa extension eligibility and permanent migration. In particular, the Working Group considered the potential for disappointment and confusion among graduates seeking permanent migration when the SPL does not perfectly align with SMOL.

Misalignment between lists could also lead to perverse outcomes, with TGV holders less willing to undertake the occupations on the SPL corresponding to their qualification, instead choosing to focus on SMOL occupations to pursue permanent residency. The Working Group acknowledges these tensions between the SPL and existing skills lists, but still considers the SPL to be the preferred option, for several reasons:

- currently, there are few occupations in scope on the SPL which are not on the SMOL,
- as noted above, the Government has committed to reviewing all skills lists and the migration system²⁶, and
- the Working Group believes that this tension can be addressed through a communications approach to mitigate any confusion for TGV holders.

A list of 2022 occupations at Skill Level 1 with strong and moderate demand is at Attachment C.

²⁶ Australian Government, Jobs, and Skills Summit Outcomes: 1-2 September 2022, p 4.

Recommendation 3: The Skills Priority List (SPL) be used as the basis for identifying occupations in verified skills shortage for the measure.

Recommendation 4: Of those occupations on the SPL, only those occupations listed as currently in shortage and with strong to moderate future demand be considered for inclusion in the list of verified skills shortages for the measure.

3.2.3. Mapping qualifications to skills shortages

The SPL is benchmarked to the Australian and New Zealand Standard Classification of Occupations (ANZSCO) classification. This can be matched to a field of study as codified in the Australian Standard Classification of Education (ASCED). ASCED is managed by the Australian Bureau of Statistics and was developed to provide a basis for comparing administrative and statistical data on educational activities and attainment.

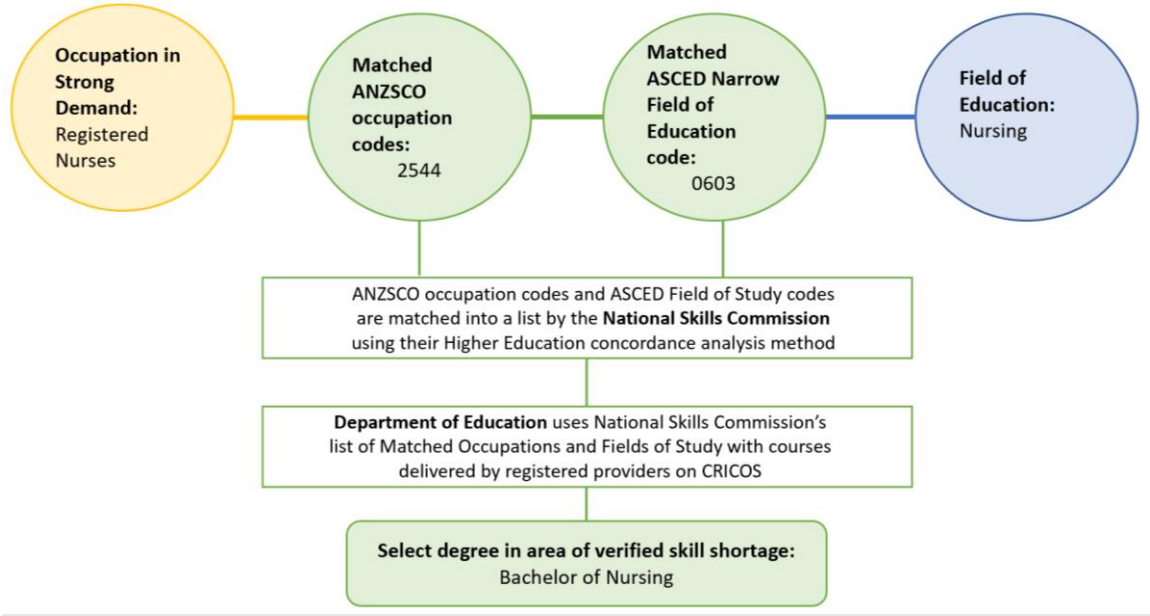
The Working Group determined this nexus of ANZSCO and ASCED classifications as valuable in the mapping of occupations in skills shortage to relevant qualifications held by international graduates of Australian higher education providers.

The Working Group also considered that the list should continue to be mapped to the SPL over time.

All courses approved for the enrolment of international students on a Student visa in Australia are identified on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). All CRICOS-registered courses currently have ASCED codes assigned to them. Once occupations are matched to ASCED codes, the Department of Education can map these to the specific courses available to international students. The Department of Education will work with the Department of Home Affairs to identify appropriate data matching arrangements that ensure TGV (extended) eligibility is attached to the correct qualifications for visa assessment and grant purposes.

The worked example at Figure 13 shows how this process would be used to identify qualifications matching the shortage of registered nurses.

Figure 13: Mapping qualifications to skills shortages – Registered nurse



Recommendation 5: To derive a list of eligible qualifications, in-scope occupations be mapped to a classification system that will facilitate streamlined processing and IT system requirements.

3.2.4. Manual validation process

The methodology developed by the National Skills Commission and the Department of Education outlined above matches in-shortage skilled occupations to qualifications using 4-digit ANZSCO and ASCED codes. This methodology gives a consistent approach in capturing the fields of study that align with skills shortages at Skill level 1.

However, the Working Group agreed that the mapping of occupations in shortage to courses on the CRICOS could be supplemented to better target qualifications to meet Australia’s pressing skills needs.

The codes used in the mapping process are more general than specific qualifications and occupations and can generate broader results than may be expected. For example, Registered Nurses (ANZSCO code 2544) maps to Nursing (ASCED 0603), which includes a further 9 specific fields of study. This has the effect of broadening the number of qualifications (ASCED) that maps to a given occupational code (ANZCO). If applied across all in-scope occupations, this may result in an imprecise match between the identified qualifications and skills needs.

The Working Group identified risks associated with occupations and qualifications such as business occupations where the underlying qualifications that align are broad in nature. In particular, the Working Group noted the potential for large numbers of students and TGV holders to become eligible for the measure based on the five business occupations identified as being in skill shortage.

The Working Group noted the business occupations (Internal and External Auditor, Quality Assurance Manager, Research and Development Manager, Marketing Specialist), were unlike other identified occupations in not being underpinned by a specific qualification but by a wide range of business

qualifications, as set out at Attachment D. The Working Group further noted the need to ensure balance in delivering on Government's policy intent of supplying skilled labour in areas of work force shortage while not creating incentives for students to move into qualifications lacking a direct occupational outcome.

The Working Group suggested that Government may wish to consider an alternative approach to these business occupations via manual validation, also noting the difficulty or resistance that can arise in winding back concessions once granted.

The Working Group noted that the mapping process could result in the following risks:

- incentivising provision of general qualifications that do not directly address specific skills gaps,
- creating a pathway to longer stays in Australia that may motivate perverse responses from agents, students, and providers, and
- attracting generalist graduates who may:
 - not be able to fill specific skill level 1 occupations
 - compete with incumbent workers for less skilled jobs
 - stay longer in Australia and contribute to Australia's economic growth and workforce but without directly filling skills gaps as per the policy intent.

To mitigate these risks, the Working Group considered the mapping approach described above could be supplemented by a **manual validation process**. A manual validation process would provide a greater degree of discretion for Government to ensure consistent alignment with the policy intent, community expectations and ensuring responsiveness to changing market conditions and student behaviour.

Managing risks by reducing the number of eligible qualifications

This manual validation process could exclude qualifications from eligibility. This could either be done either by excluding occupations from the initial list of identified shortages or by removing qualifications from the mapped list.

This process could be based on a principles-based approach. For example, courses or qualifications could be excluded where:

- where the NSC has determined occupations could be filled by candidates with work experience alone,
- further qualifications are needed to make a graduate eligible for the occupation in skills shortage, or
- the 'feeder' occupation from which an occupation in skills shortage draws is not itself subject to a skills shortage, so increasing the size of the pool of workers from which the occupation in shortage draws will not address the skills shortage.

Addressing risks by constraining eligibility within certain fields of study

As an alternative to removal from the list of eligible occupations or courses, constraints could be applied to occupations identified as posing risks. For example, eligibility in certain fields of study could be restricted to:

- graduates who have completed a degree with at least 2 years of onshore study
- graduates who have completed both bachelor and masters degrees in Australia
- graduates in select fields could be made eligible for a reduced extension of post-study work rights (1 year instead of 2 years).

Consideration of such restrictive measures should balance targeting specific skills needs with the broader intent of the measure to meet Australia's sizeable immediate and future professional workforce needs, recognising that graduates of Australian higher education are highly qualified and globally competitive.

Recommendation 6: The measure be adaptable through a combination of automated course mapping and manual review to manage risks, such as changes in the job market or a larger than required pool of TGV holders. The combined automated and manual mapping process will support agile implementation that is responsive to changes in the job market.

3.2.5. Mapping to currently registered qualifications

Using the process outlined in Section 3.2.3, the Department of Education has mapped 126²⁷ occupations in shortage to approximately 500 unique qualifications. As each of these qualifications is offered by more than one provider, a larger number of individual courses is registered on CRICOS.

The result of the mapping is at Attachment D.

The Working Group also noted that, depending on the approach taken by the Department of Home Affairs, there may be a lag between the registration of a course on CRICOS and its inclusion in the Home Affairs' visa assessment operations. For example, systems may need to be updated to reflect recent additions to CRICOS. While noting this effect, the Working Group concluded that the relatively small number of eligible qualifications did not warrant requiring Home Affairs' systems to be updated in real time. Instead, the Group considered that an appropriate cycle for updates should be set and communicated to stakeholders.

Recommendation 7: In consultation with the Department of Education, the Department of Home Affairs identify an appropriate update cycle for courses eligible for the TGV (extended) and communicate it to stakeholders.

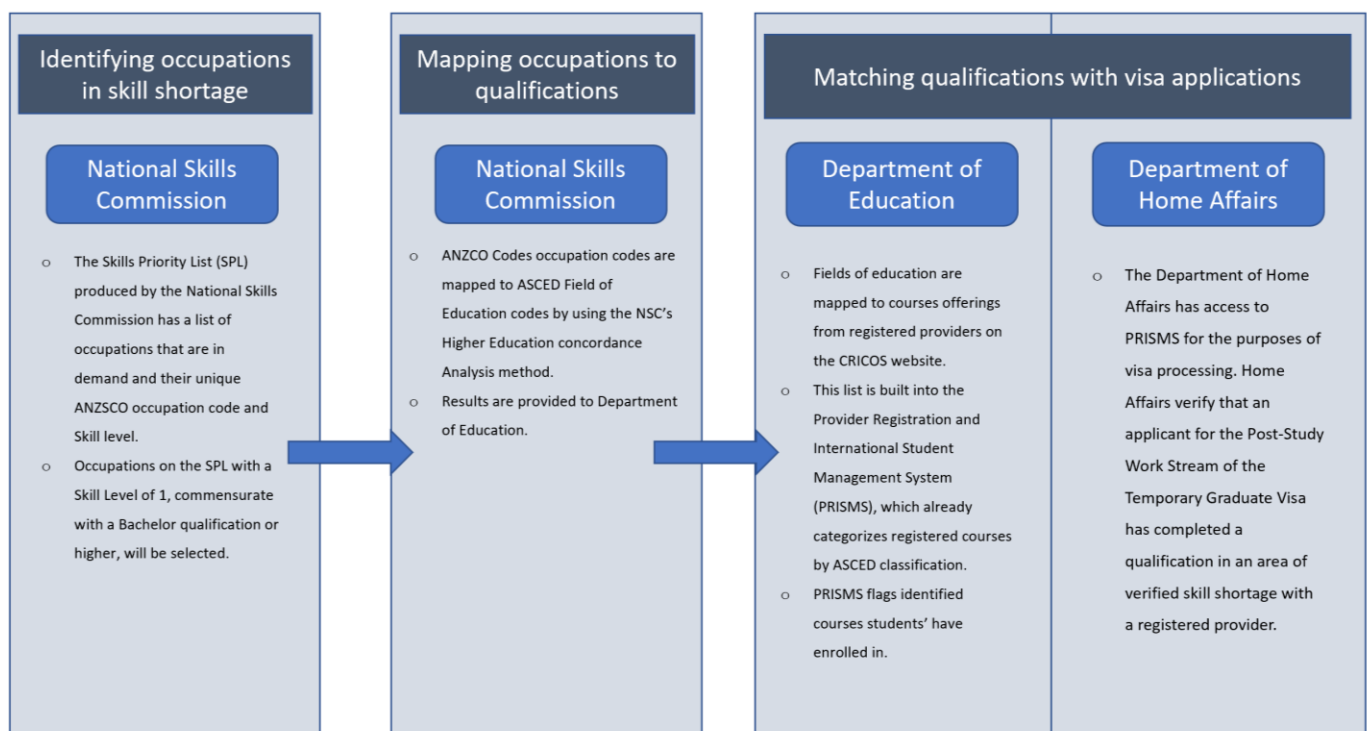
3.3. Summary of proposed approach

The Working Group proposes that the extension to post-study work rights be implemented as follows:

²⁷ One additional skilled occupation, Sales Representative (Industrial Products) could not be mapped to any CRICOS courses.

1. **Select occupations in skills shortage** by using the Skills Priority List to generate a list of occupations
 - a. with strong to moderate projected demand, and
 - b. limited to occupations with a Skill Level of 1 (commensurate with a Bachelor qualification or higher).
2. **Identify eligible qualifications** by matching the in-scope occupations to the relevant statistical codes (ANZCO to ASCED), limited to qualifications at bachelor level and above.
3. **Undertake a manual validation** to address any unintended outcomes from steps 1 and 2.
4. **Find courses available to international students** by matching the identified qualifications to courses registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).
5. The Department of Education **advises** the Department of Home Affairs of those courses that attract extended post-study work rights by means agreed by the two departments.
6. The Department of Home Affairs to **verify applicant eligibility and issue TGV (extended) visas** using the advice provided by the Department of Education.

Figure 14: Methodology Flow



3.4. Risks and mitigations

3.4.1. Size of the TGV (extended) cohort

The Working Group noted risks associated with unanticipated changes in Australian and global contexts affecting the demand and supply of skilled migrant labour. Such changes could include economic downturns or unexpected take-up of Australian student and Temporary Graduate visas.

These potential changes are, at least partially, mitigated by the NSC's rigorous labour market forecasting and constraints on the supply of Australian international education.

The Working Group noted that the TGV (extended) will only be available to a subset of potential TGV holders who are already eligible for post-study work rights, rather than creating newly eligible cohorts. However, the Working Group stressed the importance of Government's ability to respond to unexpected shifts in the broader context, and to evidence of any unanticipated adverse effects of the TGV (extended).

3.4.2. Ensuring in-scope qualifications map accurately to skills shortages

The Working Group considered restricting eligibility in certain fields of study to students who have completed both a bachelor and masters degree in Australia, noting that only 9% of international students study both a bachelor and masters degree in Australia. Limiting eligibility to these students, including for select fields of study, would be overly restrictive at this time and insufficient to deliver the graduates needed to meet the urgent skills needs of industry, however this additional filter could be considered in the future if further criteria were required to manage demand and incentivise and reward higher value study activities.

3.4.3. Labor market effects of the measure

The Working Group considered how having a subset of graduates staying longer could affect the labour market, particularly the effect on lower-skilled workers. The Working Group noted predictions of sustained high levels of demand for skilled employment and the targeted nature of the SPL and concluded that, across the whole of the economy, the measure could be expected to have the effect of filling labour and skills gaps, largely at skill level 1, rather than displacing lower-skills workers.

However, the Working Group noted the potential for unforeseen effects on narrower segments of the Australian labour market. Indeed, there is evidence of a risk of underpayment for migrant workers in some industries.²⁸ The Working Group also noted that unlawful exploitation of temporary migrant workers has potential to create downward pressure on wages in those industries where exploitation presents a significant risk.

Migration is least likely to create risks or sensitivities where migrants complement rather than compete with the skills of the existing workforce. As has been highlighted in multiple reports by the Productivity Commission, "the composition of Australia's migrant intake is likely to be key in how migration affects wages and productivity".²⁶ On this basis, the Working Group concluded that the model used for assessing occupations and qualifications for inclusion was vital to minimising workforce risks.

3.4.4. Worker exploitation

The Working Group considered if the TGV (extended) measure had the potential to increase TGV holders' vulnerability to possible workplace exploitation. The Working Group also considered

²⁸ Productivity Commission, *5-year Productivity Inquiry: A more productive labour market (Interim report)*, 2022.

whether its proposed increase to the working hours cap would increase the workplace vulnerability of international students.

The Working Group noted that student and graduate visa holders enjoy the same rights under Australian workplace law as all other employees, including access to the Fair Work Ombudsman (FWO), and are covered by the minimum employment standards prescribed in the National Employment Standards (NES). The NES outline entitlements as to maximum weekly hours of work, options for flexible working arrangements, leave, notice of termination and redundancy pay. The NES contains 11 minimum employment entitlements that must be provided to all employees. Wages and pay rates are covered under the national minimum wage, which is reviewed each year by the Fair Work Commissioner.

TGV holders are also included in the Assurance Protocol, an arrangement between the Department of Home Affairs and the FWO that allows visa holders to seek help from the FWO without fear of visa cancellation if they have breached their work-related visa conditions.²⁹

The Protocol is particularly relevant to Student visa holders, whose work hours will again be capped from 1 July 2023 (see page 41) and could face pressure from unscrupulous employers.

As TGV holders are not limited in their hours or field of employment, they are likely to be less vulnerable to exploitation than many other temporary migrants because employers are less able to threaten to report them for breaching visa conditions.

Knowing that the Protocol is in place may also help to address fear of visa cancellation among TGV holders and empower the reporting of inappropriate provider behaviour.

The Working Group also noted that the Government had “undertaken to bring forward a package of reform” to address “migration worker exploitation during 2023” as an outcome from the Jobs and Skills summit in September 2022. As noted in the outcomes of the Jobs and Skills Summit, the Government has committed to implementing the recommendations of the Migrant Workers Taskforce including the introduction of legislation to address the behaviour of unscrupulous employers and labour-hire intermediaries who use the visa status of temporary migrant workers to exploit them in the workplace.³⁰

Recommendation 8: The Government ensure the needs of student and graduate visa holders are considered when developing the package of reforms to address migrant worker exploitation expected in 2023.

3.4.5. Constraining employment for eligible extended TGV holders

Given that graduates gain eligibility for a TGV (extension) by holding a qualification that maps to an area of skills need, the Working Group considered whether holders should be obligated to work in that area. The Working Group noted that the targeted nature of the proposal ensures candidates for

²⁹ Fair Work Ombudsman, *Visa protections – the Assurance Protocol*, Fair Work Ombudsman, accessed 24 October 2022.

³⁰ Australian Government, *Jobs and Skills Summit Outcomes: 1-2 September 2022*.

extended post-study work rights are highly skilled, with in-demand qualifications that would contribute to the labour market needs. The skills of TGV holders are complemented by their ambition, with many motivated by the prospect of further migration pathways with competitive selection processes. Seeking to enforce a work requirement would also be challenging in practice. Further complexity in the visa framework also complicates visa processing and contributes to delays.

There are also reputational risks associated with encouraging students to work following their studies, and then undertaking possible visa cancellation action where visa conditions are not met. Binding employees to employers without a complete framework to govern such an arrangement may also elevate the risk of exploitation by unscrupulous employers using the threat of visa cancellation against TGV holders.

The potential benefits of flexibility in employment to the Australian economy were also considered. With an ageing population and a need to increase labour force participation, allowing skilled post-study work visa holders to make fast and flexible transitions to fill workforce gaps was seen as being in the national interest.

The Working Group agreed that the assumptions underlying the proposed methodology for setting eligibility are robust and will be more efficient in delivering appropriately skilled graduates than constraining their employment. This was agreed as an acceptable mitigation for the risks of an adverse composition of the extended TGV holder cohort.

3.4.6. Inappropriate course registrations

Once course eligibility is established, it is likely higher education providers will seek to ensure they have all eligible courses on their CRICOS scope, to maximise recruitment opportunities. The Working Group considered whether scrutiny or constraints should be applied to this type of provider activity and concluded that it would be appropriate for TEQSA to continue to monitor relevant changes in CRICOS registrations and respond as necessary.

The Working Group was particularly concerned that quality be emphasised, with a focus on the role of existing mechanisms to assure curriculum and work integrated learning settings for any newly registered courses.

The Working Group noted that TEQSA approvals processes are thorough and ensure quality in course delivery. Nevertheless, changes in provider registration patterns and student enrolments will be monitored by the Department of Education and TEQSA and will be considered through a regular review of the measure.

Recommendation 9: The Department of Education and the Tertiary Education Quality and Standards Agency (TEQSA) continue to monitor registrations and student enrolments, including for courses that attract extended visa duration, and respond as necessary to any variations.

4. Implementation issues

4.1. Retaining extended visa eligibility in regional areas

The Working Group considered the Second Post-Study Work Stream interaction with the extended duration measure. The Second Post-Study Work Stream is a visa between one and two years in duration. It is eligible to holders of a first TGV who graduated from an Australian institution located in a regional area.

Acknowledging the needs of regional Australia, the Working Group noted benefits in retaining additional eligibility for TGV holders in regional areas.

This eligibility would allow a very generous length of stay for skilled graduates who can fill skilled jobs in demand in regional Australia. It would be an attractive incentive for prospective students to choose to study at regional Australian providers, which will contribute to regional economies and provide surety for employees in regional Australia.

4.1.1. Duration effects of visa extension across subclass 485 streams

The TGV (extended) adds a further two years to general TGV duration. As noted above, TGV holders may also be eligible for a second post-study work rights visa if they live and work in a regional area.

The table below sets out the visa duration, in years, for each visa, by level of qualification. The maximum duration a TGV (extended) holder could achieve is eight years; for a PhD student who has studied, lived, and worked in a Regional Category 3 area. This would encompass a very small number of eligible persons.

It should be noted that the current take-up of the Second Post-Study Work stream is around 4% of TGV holders³¹ so it is expected that the number of TGV (extended) holders who would also be able to take up the Second Post-Study Work Stream (Regional) would be low.

³¹ Department of Home Affairs, *Student visa and Temporary Graduate visa program report (at 31 December 2021)*, Department of Home Affairs, 2021, p 73.

Figure 15: Duration of TGV Post-Study Work Stream (including TGV extended and Regional) by degree type

Degree type	<i>If eligible for a TGV only</i>	<i>Eligible for TGV (extended):</i>	<i>If also eligible for the Second Post-Study Work Stream (regional)³²</i> <i>1-year Regional Category 2</i> <i>2 years Regional Category 3</i>
Bachelor (including Honours)	2 years	4 years (2+2)	5 years (depending on Regional Category: up to 6)
Masters (Research and Coursework)	3 years	5 years (3+2)	6 years (depending on Regional Category: up to 7)
PhD	4 years	6 years (4+2)	7 years (depending on Regional Category: up to 8)

Recommendation 10: Eligible holders of the TGV (extended) retain eligibility to the Second Post-Study Work Stream (the stream available to eligible 485 visa holders who have lived worked and studied in regional Australia).

4.2. Estimating likely demand

The Working Group was not specifically tasked with providing advice on the numbers of graduates that are expected to be eligible for extended post-study work rights but did consider this issue. The Working Group noted that an extension of the post-study work rights duration does not, in the first instance, accord access to a TGV to any additional international students. Rather it extends the length of stay of a subset of eligible current and future students. However, the Working Group agreed that the extension may attract more Student visa holders that would, in turn, be eligible to seek an extended period of post-study work rights and incentivise more students to decide to seek post-study work rights.

As the visa stay period will also be lengthened, over time the extension will also enlarge the pool of onshore TGV (extended) holders onshore to meet skills needs at any one time.

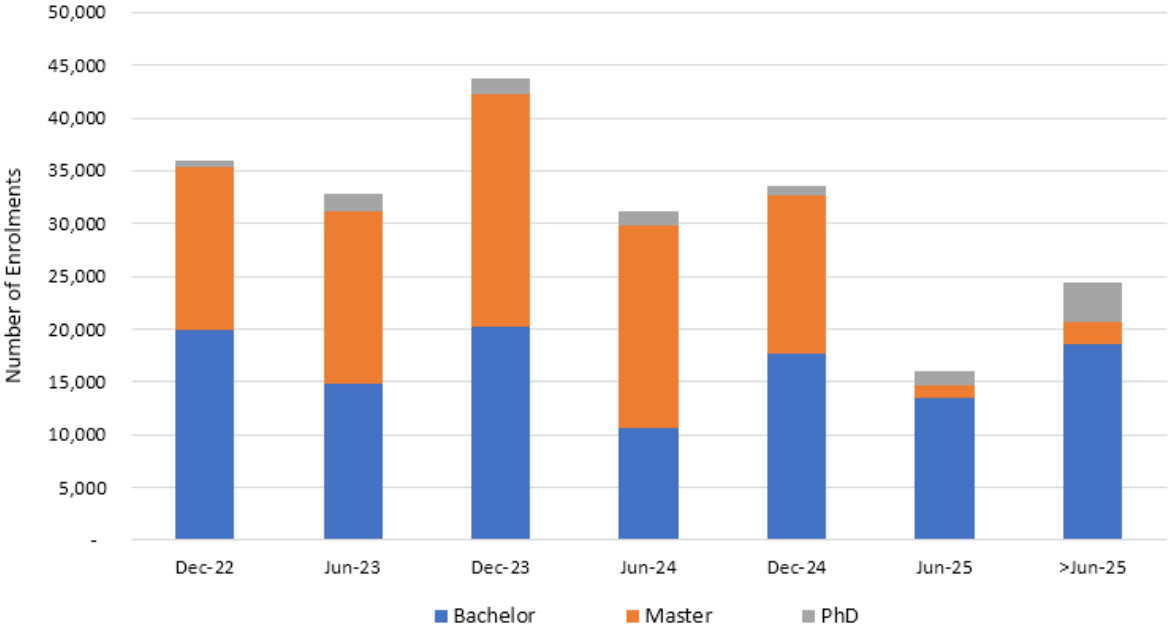
4.2.1. Estimates from current baseline data

Acknowledging the effects on student take-up, the Department of Education has prepared estimates of projected TGV (extended) grants for eligible students under this measure.

Student enrolment data from the Department of Education’s Provider Registration and International Student Management System (PRISMS) provide the current number of students studying eligible degrees who are eligible to apply for a TGV. To derive an indicative estimate of graduates eligible to take up extended work rights, Figure 16 shows this data broken down by qualification level and expected semester of completion based on current enrolments in CRICOS registered courses.

³² Must study and hold first TGV (485) in a regional area (Category 2 or 3)

Figure 16: Trajectory to finish for current active enrolments matched with SPL 2022



Source: Department of Education analysis of PRISMS data, NSC SPL and CRICOS

Analysis of PRISMS has shown that historically the proportion of all students who complete their qualification in any field of study and go onto apply for a TGV has been approximately 30% over the last five years. This suggests an additional around 12,000 students per semester will finish in-scope qualifications and apply for a TGV extended (through to December 2024).

4.2.2. Student behavior in response to the measure

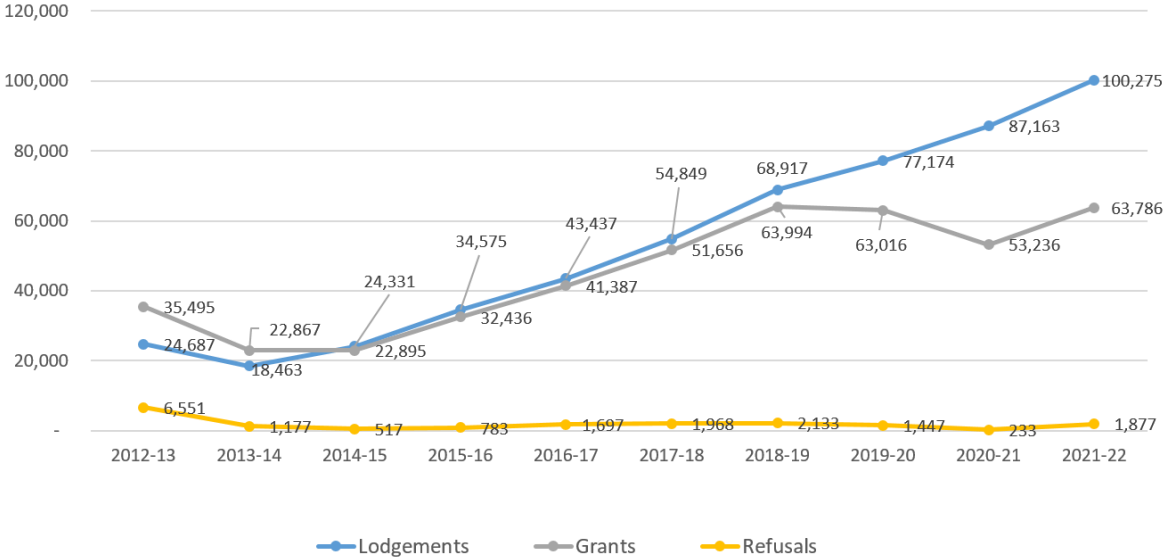
The Working Group considered that the TGV (extended) may affect take-up of visas at two points, as described below.

The first effect is for current students in courses that are not in-scope for the TGV (extended). These students might be incentivised to change their course for one that is in-scope for the TGV (extended). This would have benefits to Australia by expanding the number of international students undertaking study in qualifications suitable to fill an occupation subject to a skills shortage of at least 5-years’ expected duration. It would not add to the number of students who are eligible for the base TGV.

The second effect is for students who might apply for international study in Australia based on the TGV (extended), making Australia’s offering more competitive. This behavioural change would also have benefits to Australia by assisting in post-COVID recovery.

Both student visa and TGV numbers have experienced consistent growth over recent years (see Figure 17).

Figure 17: 485 visa lodgements and outcomes 2012-2022



Source: Department of Home Affairs

The TGV, unlike most other visa classes, continued to grow during the COVID period as student ceased their studies and moved into the TGV. The student cohort did reduce during COVID, but prior to COVID was consistently growing.

Not including current 485 visa holders, the policy is expected to increase numbers, but not for 2-3 years, based on the first affected cohort being those masters students remaining longer on the 485 visa (that is, the additional eligibility when they already would have been eligible for the first period).

The pipeline of TGVs overall will be affected by the reduction in international student numbers during the COVID-19 period. On-hand visa application numbers in this program, will at least in part offset this impact.

Estimates provided to the Working Group were based on trends in visa data from before the COVID-19 period. It should be noted that increasing the length of a group of TGVs will increase the number of TGV holders in Australia over time. Prior to COVID, there was consistent growth in the international student cohort and a consistent conversion rate to the TGV. This existing trend of growth in the TGV, combined with the proposed new measure, will increase the number of 485 visa holders onshore available to fill skills gaps.

It must be noted that the likely number of TGVs onshore will continue to exceed the number of places available in the skilled part of the permanent migration program, which sources candidates through other methods as well, through a competitive process. Adjustments to parameters for TGV (extended) eligibility will take time to flow through the system.

4.2.3. Supply constraints

The Working Group noted the growth in Student visa numbers and flow-through to the TGV (extended) would be dependent not only on demand, but on capacity for Australian education providers to meet that demand. While international students pay the full cost of their course, there are infrastructure costs and other practical constraints on the ability of providers to grow their student intake to meet demand.

The total number of international students in Australia has fallen significantly because of COVID-19 related border closures and travel disruption, with enrolments July 2022 (year to date) remaining 25% lower than the same period in 2019. It is anticipated it will take some years for total enrolments to build up to the levels seen prior to COVID-19. The number of students seen prior to COVID-19 was able to be accommodated in higher education institutions and as potential applicants of the TGV (extended). Until new international student numbers build beyond levels seen in 2019-20, levels of student demand will be within pre-existing tolerances of providers to deliver quality education services.

Visa data shows strong growth with the number of student visa holders in Australia as at 7 October 2022 having increased 39.1% to over 419,800 since 17 December 2021. In June, July and August 2022, the Department of Home Affairs received the highest level of offshore student visa applications for that period of three months for any year.

Overall, the Working Group noted that supply-side limitations present a mitigation for the risk of unanticipated growth in graduate visa holder numbers arising from the new measure, and that the quality standards for registration by the TEQSA act as a constraint to inappropriate market expansion.

If the number of TGV (extended) holders is found to grow at unacceptable pace and levels, the international education and migration policy framework levers could be reconsidered to continue to target only those skills that are most in demand.

4.3. Visa arrangements

The TGV (extended) will be available from 1 July 2023 for eligible graduates. The Working Group considered arrangements for existing students and graduates, whose enrolment and visa choices predate the new measure or whose eligibility changes during their initial study.

Providing clarity on eligibility will support confidence in providers', students' and graduates' decision making and assure the policy intent to strengthen the pipeline to skilled migration.

In making its recommendations, the Working Group considered effects on:

- students and graduates' choices,
- Australia's reputation as a study destination, and
- efficiency and cost of implementation, including visa processing times.

4.3.1. Current Student visa holders

Current students' initial enrolment decisions could not take account of the availability of the TGV (extended) which could lead to perceptions of disadvantage. However, given that such students could change their course of study to adjust to TGV (extended) conditions, the Working Group felt that, on balance, no special transitional arrangements were needed for this cohort.

Recommendation 11: Government lead a communication strategy to build awareness of the measure among Student visa holders to support decision-making.

4.3.2. Transitional arrangements

The Working Group identified multiple cohorts that require separate treatment to support government intent – including those who already hold a TGV, those who have applied (but not yet granted) and those who apply once the changes commence after 1 July 2023. The Working Group considered that each of these groups, where holding eligible qualifications, should also receive the additional two years stay. Given the operation of migration regulations, the cohorts are likely to require different treatment as described below.

TGV holders, TGV applications on hand and TGV applications lodged on and from 1 July 2023

Temporary Graduate visa (485) Replacement stream

The Temporary Graduate Replacement stream is only available to current or former Temporary Graduate visa holders (all streams) who lost time in Australia because of COVID-19 travel restrictions. Duration is usually between 18 months and 5 years, matching the duration of their previous visa, with some exceptions.³³ The visa aims to provide the holder with the working opportunities they missed while borders were closed.

As they remain 485 holders, the Working Group proposes that Replacement stream visa holders, who completed an eligible qualification, also be eligible for the additional two year stay period.

Recommendation 12: Holders of the *Temporary Graduate visa (485) (Replacement Stream and Post-Study Work Stream)* at time of implementation who have in-scope qualifications are eligible for the TGV (extended) measure of two years.

Recommendation 13: The additional two year period of the TGV (extended) measure, granted as one longer visa covering the whole period, will apply to all eligible persons who lodge a TGV application on or after 1 July 2023.

Expiring and pandemic-affected TGVs

The Working Group also noted that the timing of implementation mean that some cohorts could miss out on the opportunity unless alternative interim arrangements are made. For example, there will be a cohort of former TGV holders, who will hold eligible qualifications, but would become

³³ Department of Home Affairs, *Temporary Graduate visa (subclass 485): Replacement Stream*, Department of Home Affairs, accessed 24 October 2022.

ineligible to apply for the 485 extended due to timeframes as their TGV will expire prior to 1 July 2023. An additional cohort, not directly affected by this policy change, are those TGV holders who were onshore throughout the pandemic, but who are not eligible for TGV replacement visa.

The Working Group proposed both these cohorts be able to remain in Australia for an additional two years (for any qualification), with the possible visa solution being a subclass 408 pandemic event visa.

The subclass 408 visa was made available to visa holders in Australia during the pandemic period whose visa was to expire. The visa was generally granted for periods of 6 to 12 months depending on reasons for visa grant, but subclass 408 visas can be granted for periods of up to 3 years

Recommendation 14: Consistent with the intent of the measure to help address short-term labour market needs in select fields, existing visa options be used as a transitional arrangement until the TGV (extended) measure is available on 1 July 2023:

- Those with in-scope degrees and with a Temporary Graduate visa (485) as at the time of announcement (2 September 2022) be eligible for a 2-year subclass 408 pandemic event visa if their visa will expire before 1 July 2023;
- The cohort of existing subclass 485 holders already in Australia who are not eligible for a 485 replacement visa be provided with access to a 2-year subclass 408 pandemic event visa. This allows this group to both remain in the labour force and provides an equitable outcome for a small cohort who contributed to Australia’s pandemic recovery.

4.3.3. Summary table of visa proposals – including Transitional arrangements

All proposed visas arrangements, including the proposed transitional arrangements, are spelled out in the table below.

Figure 18: Summary of Visa Arrangements

Cohorts holding eligible qualifications	Visa Option
Graduates who lodge a TGV application on or after 1 July 2023	TGV (extended) visa
Existing TGV visa holders as at 1 July 2023 in either the Post-Study Work Stream or the replacement stream or Second Post-Study Work stream (regional); or who have a TGV application onhand on 1 July 2023	TGV (extended) or additional stay for 2 years as relevant
TGV holders whose visa expires before 1 July 2023	Subclass 408 Pandemic event visa for 2 years
<i>Any TGV holders who are not eligible for a replacement TGV and were onshore during the pandemic</i>	<i>Subclass 408 Pandemic event visa for 2 years</i>

4.3.4. Students affected by changes to in-scope occupations and qualifications

As the SPL is updated, occupations in scope may change, which can in turn alter qualifications that attract the visa extension. Without mitigation, this would remove TGV (extended) eligibility for some students, affecting their study plans and potentially damaging Australia’s reputation.

In a competitive international education market, access to post-study work rights is an important factor that informs international students' decision making, especially in top destination countries such as Australia, Canada, the UK and US.³⁴ It would be undesirable that Australia was seen to subject international students to adverse consequences that may be seen as arbitrary, particularly given the longer term and high-cost nature of the investment being made by international students in their overseas higher education.

Recommendation 15: Students whose qualification is in-scope upon commencement of study remain eligible for the TGV (extended), even if the qualification is removed from the list of eligible qualifications during the student's course subject to retaining Government's discretion to amend arrangements if future circumstances demand.

The Working Group acknowledges that the effect of transitional arrangements on the complexity of implementation, including potential effects on visa processing, noting that these impacts will be managed by the Department of Home Affairs.

Recommendation 16: The Departments of Home Affairs and Education work together on a streamlined implementation design to reduce costs and impact on visa processing.

4.4. Communication

Communication will be vital to unlock the benefits of extended Temporary Graduate visa duration, addressing employer misunderstanding and hesitancy regarding the employment of international graduates.

4.4.1. Supporting graduates in relevant employment

Extending the duration of graduate visas will best help graduates, employers, and the economy if graduates are able to secure jobs that benefit from their study and skills. Currently there is evidence that graduates on temporary graduate visas struggle to find employment in their field of expertise,³⁵ and employers are reported to be unwilling to employ international graduates, often due to a lack of understanding of how graduate visas work. Employers may be unwilling to make the necessary investment in international graduates with temporary work rights. Some graduate visa holders have reported difficulty in communicating their value to employers, as employers may express a preference for prospective employees with permanent residency.³⁶ Education providers play a significant role in raising student awareness, especially in a student's final year, on how to apply for accreditation and board certification if required and how to prepare for interviews. For example, students in relevant health disciplines can apply to the Australian Health Practitioner Regulation Agency (AHPRA) three months before they are due to complete their course.

³⁴ LT Tran, M Rahimi, G Tan, XT Dang and N Le, 'Post-study work for international graduates in Australia: opportunity to enhance employability, get a return on investment or secure migration?', *Globalisation, Societies and Education*, 2020, 18(5): 495-510.

³⁵ QILT, *2021 International Graduate Outcomes Survey*, 2022.

³⁶ LT Tran, G Tan, H Bui, M Rahimi, 'International graduates on temporary post-graduation visas in Australia: Employment experiences and outcomes', *Population, Space and Place*, 2022, e02.

The TGV (extended) measure has been strongly endorsed by industry and employer groups, demonstrating the strong demand for the skills of international graduates. As noted by the Australian Chamber of Commerce and Industry, by encouraging international graduates to extend their stay, “businesses will have more access to critical skills in an extremely tight labour market”.³⁷

The Working Group expects this support will include efforts by employer groups to work alongside Government to communicate the benefits of employing international graduates and to encourage employers to utilise the extra two years of post-study work rights. The Working Group encourages Government and industry to work together to communicate these benefits, engaging with qualification recognition processes and professional accreditation to ensure TGV (extended) holders are placed into the jobs they are trained for and qualified to do and that are otherwise proving difficult to fill due to skills shortages in the labour market.

In encouraging employers to maximise the utility of the TGV (extended), the Departments of Education and Home Affairs should work with industry bodies to identify potential misconceptions regarding the rights and status of international graduates. This process should feed into the development and circulation of informative material for use by industry bodies in proactively addressing misconceptions and demonstrating the skills of international graduates. Communication materials should make it clear that recruitment practices should be merit-based and should not discriminate among applicants with equal rights to employment in Australia.

Communication must also manage graduates’ expectations. While the TGV can be part of a pathway to permanent migration, post-study work rights are not a guaranteed route to permanent residency. The level of permanent skilled migration, as part of the overall permanent migration program, is set annually and entails a competitive process for selection. Through its regular outreach to education providers and agents, the Department of Home Affairs should continue to ensure clarity in messaging to prospective and current international students. In communicating the choice of the SPL to map qualifications to occupations in shortage, the Government could clearly communicate the difference in purpose between the SPL and the SMOL.

Initial communication materials should include summary explanations of the methodology chosen by the Government of the lists of in-scope occupations and qualifications, published by the Department of Education, and referenced by the Department of Home Affairs. Subsequent phases of activity should include updates of relevant web sites, fact sheets and other products for students, education providers and employers.

Recommendation 17: Government work with industry and employer organisations to communicate the benefits of employing international graduates and encourage employers to capitalise on the extra two years of work rights.

³⁷ Australian Chamber of Commerce and Industry, *Plan to allow international graduates to work longer in Australia a win-win*, Australian Chamber of Commerce and Industry, 2022, accessed 24 October 2022.

4.4.2. Providing clarity on the Genuine Temporary Entrant requirement

There has been concern within the sector that application of the genuine temporary entrant requirement on Student visa applications can discourage students with ambitions to remain in Australia after study, including the students and graduate targeted by this measure.

Communication about the measure must provide clarity on this issue for students, providers, and agents.

The Department of Home Affairs advised the Working Group that the GTE requirement ‘is not intended to exclude students who, after studying in Australia, develop skills Australia needs and who then go on to apply for permanent residence’.³⁸ Instead, the GTE requirement is in place to ‘identify applicants who are using the Student visa program for motives other than gaining a quality education’.³⁵ The GTE requirement is not a barrier for students who intend to ‘utilise lawful means to remain in Australia for an extended period of time or permanently’.³⁹

The Working Group acknowledged the need for careful messaging regarding the GTE requirement, to clarify the intent to consider post-study work migration pathways does not prevent access to a Student visa, as well as the misconception that post-study work rights are necessarily a pathway to permanent migration.

4.4.3. Addressing risks of exploitation

The Working Group noted the risks of exploitation faced by Student visa and TGV holders, and the measures and protections put in place by governments to address these risks (see 3.4.3 *Worker exploitation*).

4.5. Post-implementation Review

Areas of skills shortages are subject to change according to labour market projections, which will be captured in updates to the 5-year demand prospects for occupations on the SPL.

The Working Group advises an annual review of this proposal to assure ongoing alignment with the original policy intent. This review mechanism would assess ongoing risk patterns, including unfavourable changes in economic circumstances and stronger than anticipated demand patterns, to be identified and mitigated. This review would source evidence of effects from relevant stakeholders, including those representing students, the international education sector and workforce stakeholders.

This annual review would allow for identification of any unintended consequences, such as the creation of unacceptably large numbers of eligible candidates, or overly large pipelines for particular occupations, and for adjustments to be made accordingly. An annual review cycle would provide an opportunity for further refinements of policy settings, including future changes to occupations

³⁸ Department of Home Affairs, *Genuine temporary entrant requirement*, Department of Home Affairs, accessed 24 October 2022.

³⁹ Commonwealth of Australia, Direction number 69 – Assessing the genuine temporary entrant criterion for student visa and student guardian visa applications, 2016, p 3.

identified as in shortage on the SPL and amendments to the list of courses in scope for the extended TGV to be contemplated.

Through the annual review process, Government may wish to consider additional restrictions to the operation of TGV (extended) if unintended consequences are identified. In particular, eligibility could be restricted for certain occupations or qualifications currently within scope (see 3.2.4 *Manual validation process*). Alternatively, additional restrictions could be applied to address emerging risks. If particular qualifications are attracting perverse behaviours from agents, providers, student or graduates, further restrictions could be applied to those qualifications. For example, eligibility for masters graduates in certain fields of study could be restricted to those who had completed the degree with at least 2 years of onshore study.

Recommendation 18: Government commit to ongoing annual assessments of the measure's implementation, to be undertaken by the Departments of Home Affairs and Education, to evaluate its alignment with the original policy intent. Issues assessed should include, but not be limited to:

- numbers of 485 visa holders affected by the policy and future eligible graduates,
- mismatches between numbers and skills gaps,
- inappropriate pipelines for in-scope occupations, and
- inappropriate recruitment or course registration behaviour by education providers.

5. Other issues for consideration

5.1. Skills shortages not addressed by this measure

Enduring skills shortages are being experienced across Australia's economy and not all can be addressed by this measure. The Working Group particularly acknowledged the effects of these shortages in sectors such as childcare and aged care while considering how best to deliver on the Government's request for advice, noting that:

- some skills shortages fall outside its scope, such as VET-qualified occupations, and
- the international students and graduates targeted by this measure will not suit vacancies in all occupations.

The Working Group concluded that relying on the national and consistent methodologies underlying the SPL, supplemented by manual validation, would deliver a robust approach to resist distortion, and maintain relevance over time. It further noted efforts of government to address skill shortages in VET-qualified occupations as being taken forward via different measures and were outside the remit of the Working Group.

5.2. Fortnightly work hour limits

The Student visa (subclass 500) includes a mandatory condition to limit students' working hours to ensure an appropriate focus on study, rather than work. This limit is set at 40 hours per fortnight during study periods, with unlimited work hours during breaks.

To address workforce shortages, this Student visa work hours restriction was temporarily relaxed by the previous government. This allows students to work unlimited hours in any sector of the economy. The Government confirmed at the 2022 Jobs and Skills Summit that uncapped work rights will end on 30 June 2023 and working hours will again be capped.

The Working Group was asked to provide advice on an appropriate cap to be applied from 1 July 2023.

In its deliberations, the Working Group considered how a revised limit could balance the labour demands of Australia's economy with the need to protect the integrity of the Student visa program and support students' ability to focus on their studies. Working Group members canvassed their members and reported with some exceptions, broad support for the moderate increase to 48 hours per fortnight. The Working Group considered an increase to the cap from 40 hours per fortnight to that a cap of 48 hours per fortnight would provide the necessary balance between study and work. This modest increase will allow students to continue to balance their study and work commitments, whilst further supporting Australian workforce needs. This allows for the equivalent of 3 days' work per week, discussed as a typical maximum employment model for students more broadly.

The Working Group rejected calls to allow the unlimited uncapped work hours to remain permanently, and similarly rejected suggestions from some industry bodies for a 60-hour cap. It noted the importance of continuing to differentiate a study visa from a work visa. The Working

Group reiterated the primary purpose of a Student visa is for study and for the student to have the time to take full advantage of Australia's quality education offerings. It also noted that the Student visa condition of full-time study had to be balanced against allowable work hours.

Recommendation 19: The fortnightly work hour limit for international students be increased to 48 hours from 1 July 2023.

The Fair Work Ombudsman publishes several factsheets specifically to provide international students with information on their rights in the workplace and encourages international students to contact the Ombudsman to access further information free of charge. The Department of Home Affairs currently informs international students of the role of the Fair Work Ombudsman and that employers cannot cancel a worker's visa. These rights and protections should continue to be promoted to international students and TGV holders.

Recommendation 20: Government ensure the communication strategy for the TGV (extended) measure includes information about the role of the Fair Work Ombudsman in securing workplace rights and protections for all workers in Australia, including international students and TGV holders.

6. Other matters considered by the group

On 2 September 2022, the Government announced a comprehensive review of Australia's migration system to report by the end of February 2023. The Migration Review will outline the objectives of Australia's immigration system and guide future reform, with a focus on Australian productivity, unlocking the potential of all migrants, the need for a streamlined and internationally competitive visa process, and sponsorship opportunities for emerging jobs and industries.

While other issues have been discussed by the Working Group, members are conscious that the review of Australia's entire migration system will encompass a wide sweep of visa issues and adjusted the Working Group scope accordingly. The annual review proposed for assessing the impact of the TGV extension may be of use in the broader migration review.

6.1. Professional year

A professional year is for international students with a degree in accounting, ICT/computing, or engineering and supports them to gain the skills necessary to gain employment in their chosen fields. They are not CRICOS-registered courses and are not regulated by TEQSA. Generally, the professional year is a combination of 32-week study and 12-week internship, and a 12-month program sponsored by a professional organisation, delivered by different accredited providers, and paid for by the student. As at 10 October 2022, costs to students range from \$10,000 to \$20,000. The professional year provides 5 points towards a permanent Skilled Independent visa (subclass 189).

The members acknowledged the Professional Year assists graduates gain employment in select industries and noted that additional professional year skills points allocation could be considered in the Migration Review.

6.2. Effects on higher education providers

The Working Group noted the potential effects of the measure on higher education providers, including an increase in student numbers and course offerings (see sections 4.2.2 *Student behaviour in response to the measure* and 4.2.3 *Supply constraints*). The Group noted that there may be impacts on providers' operations, including human resource changes to meet demand such as the risk of increased demand for casualised academic staff members.

The Working Group noted that these factors and risks are beyond its remit although they should be considered during the annual review process that will apply to the TGV extended measure.

Attachment A – Eligibility for TGV Post-Study Work Stream (subclass 485)

Temporary Graduate visa (subclass 485) Post-Study Work stream

This visa is for international students who have recently graduated with a degree from an Australian institution. It allows holders to live, work and study in Australia, temporarily.

A graduate can only have one 485 visa in a lifetime

Eligibility

Applicants must:

- be under 50 years of age
- hold an eligible visa (bridging visa or a substantive visa from a different subclass)
- have held a Student visa (subclass 500) in the last 6 months
- have a recent qualification in a CRICOS-registered course

Qualifications

The completed qualification must be an eligible degree. This means either a:

- bachelor degree,
- bachelor (honours) degree,
- masters by coursework degree,
- masters (extended) degree,
- masters by research degree, or
- doctoral degree.

Australia study requirement

Have been awarded by an Australian education provider, in the past six months, a CRICOS-registered qualification of at least two years' duration.

Spent not less than 16 months in Australia on a visa that allowed study.

English language proficiency

Applicants must have a valid passport from the United Kingdom, the United States of America, Canada, New Zealand, or the Republic of Ireland, or prove English proficiency. Applicants must show evidence that in the last 3 years, they had achieved:

Test	Score
<u>International English Language Testing System (IELTS)</u>	Overall score of at least 6 with a minimum score of 5 for each of the 4 parts
<u>Test of English as a Foreign Language internet-based Test (TOEFL iBT)</u>	Total score of at least 64 with a minimum score of 4 for listening, 4 for reading, 14 for writing and 14 for speaking
<u>Pearson Test of English Academic (PTE Academic)</u>	Overall score of at least 50 with a minimum score of 36 for each of the 4 parts
<u>Occupational English Test (OET)</u>	At least B for each of the 4 parts
<u>Cambridge C1 Advanced test</u>	Overall, at least 169 with a minimum score of at least 154 in each of the 4 test components

Other requirements

- Hold adequate health cover for the duration of the visa
- Meet health and character requirements
- Sign the Australian values statement
- Have no debt to the Australian Government
- Not have had a visa cancelled or refused

Concessions (as at 24 October 2022)

- Eligible prospective subclass 485 visa applicants can make their visa application outside Australia during the concession period and be granted the visa while they are outside Australia.
- Student visa holders affected by COVID-19 travel restrictions can count online study toward the Australian Study Requirement.

Comparison of the 485 and its previous iteration in terms of criteria in being granted the visa

497 Graduate — Skilled (2008 stack)	485 Skilled — Graduate (2008 stack)	485 Temporary Graduate (current stack)
<p>Application must be made in Australia but not in immigration clearance.</p> <p>Applicant must have been, at some time in the 6 months immediately before making the application, the holder of a Subclass 560, 562, 563, 572, 573 or 574 visa.</p> <p>The applicant has, in the 6 months immediately before the day on which the application is made, completed a degree, diploma or trade qualification (other than a degree, diploma or trade qualification in English language proficiency) for award by an Australian educational institution as a result of a course of study of at least 2 years at that institution while the applicant was present in Australia.</p> <p>Applicant seeking to satisfy the primary criteria must nominate a skilled occupation in his or her application.</p>	<p>The applicant must be the holder of an eligible student visa;</p> <p>The applicant satisfied the 2 year study requirement in the period of 6 months ending immediately before the day on which the application was made;</p> <p>The Minister is satisfied that the applicant has applied for an assessment of the applicant’s skills for the nominated skilled occupation by a relevant assessing authority.</p> <p>The applicant has applied for an Australian Federal Police check and has made arrangements to undergo a medical examination</p>	<p>The applicant satisfies the Australian study requirement.</p> <p>The applicant has not previously held a Subclass 476 (Skilled - Recognised Graduate) visa or a Subclass 485 (Temporary Graduate)</p> <p>Has undertaken a language test</p> <p>The applicant has applied for an Australian Federal Police check and has adequate arrangements for health insurance</p>

Attachment B – Competitor countries comparison

Post-study work rights in United States (US), Canada, the United Kingdom (UK) and New Zealand (NZ) as at 26 October 2022

Country	Conditions
US	<ul style="list-style-type: none"> • F-1 students are eligible to apply for up to 12 months of Optional Practical Training (OPT) upon graduation. Students who complete certain STEM degrees are eligible for a 24-month extension of OPT. • M-1 students may engage in practical training (PT), students earn one month of PT eligibility for every four months of program enrolment and must obtain authorisation from the U.S Citizenship and Immigration Services before participating in PT. • Bachelor degree-holders and above on OPT are eligible to apply for non-immigrant H1-B visas that allow employment for up to three years. Must be supported by an employer and can be extended once. Annual quota of 85,000 H1-Bs. Applications have always exceeded cap. • Fee to individual of US\$460, fee for employer of US\$750-US\$4,000 <p>Sources: PIE news, US Citizenship and Immigration Services</p>
Canada	<ul style="list-style-type: none"> • Graduates may apply for a Post-Graduation Work Permit (PGWP). The length of this permit is dependent upon the length of the student’s course, with a maximum length of 3 years. • As of Feb 2021, international students can now count online study towards the PGWP. Students can complete 100% of their program online and still be eligible. • On 8 January 2021, the Canadian government announced that former international graduates whose PGWP is expired or about to expire are now eligible to apply for an open work permit valid for 18 months. Previously, students were only able to apply for one work permit term under the PGWP. 60% of international students in Canada plan to apply for PR. <p>Sources: Gov of Canada: PGWP, Gov of Canada, CIC News, The Pie News, ICEF Monitor, CBIE</p>
UK	<ul style="list-style-type: none"> • From Summer 2021, the new “Graduate Route” will allow for students who have completed a degree at a higher education provider to stay in the UK for two years post-study (or three years for PhD graduates) to seek work. Students undertaking distance/ blended learning will also be eligible to apply for the Graduate route, provided they complete at least 1 term of face-to-face study. • The UK government has stated that international students seeking to access this graduate immigration route must be in the UK on or before 06 April 2021.

Country	Conditions
	<ul style="list-style-type: none"> • Under existing rules, Student visa holders are eligible to switch to a five-year employer-sponsored Skilled Worker visa. <p>Sources: Gov UK, UK International Education Strategy Update, The Pie News, Gov UK: Skilled Worker Visa</p>
NZ	<ul style="list-style-type: none"> • A post-study work visa is available to students who complete a Certificate IV or higher. Non-degree level students can only apply if their occupation in a skills shortage Green List. Additional work permits are no longer allowed. • For bachelor degrees and above these last for 3 years. For diploma level and below, these last for one year. ELICOS students cannot apply for the visa. • For those students who completed a diploma or below level course outside of Auckland, a post-study work visa is valid for two years. • Partners and children can be sponsored for further visas. • A second post-study visa can be granted if the student completes a further program at or above bachelor level. • Fee of NZ\$495. 90% of applications are processed within 33 days. <p>Source: Immigration New Zealand</p>

Attachment C – 2022 occupations in demand: Skill Level One

List of occupations requiring Skill Level 1 qualifications in strong and moderate demand according to the 2022 Skills Priority List

A Labour Market rating of 'S' represents an identified skills shortage at a national level, whereas a rating of 'R' specifies a shortage specific to regional areas only.

The acronym 'nec' refers to occupations 'not elsewhere classified' which allows occupations that do not fit into detailed categorisation in the classification to still be included. All occupations which are not separately identified in the ANZSCO classification structure are included in the 'nec' category of the unit group to which they relate.

ANZSCO code	Occupation title	National Labour Market Rating	Future Demand Rating
132511	Research and Development Manager	S	Strong
139914	Quality Assurance Manager	S	Strong
233212	Geotechnical Engineer	S	Strong
233611	Mining Engineer (excluding Petroleum)	S	Strong
233612	Petroleum Engineer	S	Strong
234912	Metallurgist	S	Strong
241111	Early Childhood (Pre-primary School) Teacher	S	Strong
254111	Midwife	S	Strong
254411	Nurse Practitioner	S	Strong
254412	Registered Nurse (Aged Care)	S	Strong
254413	Registered Nurse (Child and Family Health)	S	Strong
254414	Registered Nurse (Community Health)	S	Strong
254415	Registered Nurse (Critical Care and Emergency)	S	Strong
254416	Registered Nurse (Developmental Disability)	S	Strong
254417	Registered Nurse (Disability and Rehabilitation)	S	Strong
254418	Registered Nurse (Medical)	S	Strong
254421	Registered Nurse (Medical Practice)	S	Strong
254422	Registered Nurse (Mental Health)	S	Strong
254423	Registered Nurse (Perioperative)	S	Strong
254424	Registered Nurse (Surgical)	S	Strong
254425	Registered Nurse (Paediatrics)	S	Strong
254499	Registered Nurses nec	S	Strong
261112	Systems Analyst	S	Strong
261211	Multimedia Specialist	S	Strong
261212	Web Developer	S	Strong
261311	Analyst Programmer	S	Strong
261312	Developer Programmer	S	Strong
261313	Software Engineer	S	Strong
261314	Software Tester	S	Strong
261317	Penetration Tester	S	Strong
261399	Software and Applications Programmers nec	S	Strong
262111	Database Administrator	S	Strong
262114	Cyber Governance Risk and Compliance Specialist	S	Strong

ANZSCO code	Occupation title	National Labour Market Rating	Future Demand Rating
262115	Cyber Security Advice and Assessment Specialist	S	Strong
262116	Cyber Security Analyst	S	Strong
262117	Cyber Security Architect	S	Strong
262118	Cyber Security Operations Coordinator	S	Strong
263111	Computer Network and Systems Engineer	S	Strong
263112	Network Administrator	S	Strong
263113	Network Analyst	S	Strong
263211	ICT Quality Assurance Engineer	S	Strong
263213	ICT Systems Test Engineer	S	Strong
121311	Apiarist	S	Moderate
133111	Construction Project Manager	S	Moderate
133112	Project Builder	S	Moderate
133211	Engineering Manager	S	Moderate
221213	External Auditor	S	Moderate
221214	Internal Auditor	S	Moderate
225113	Marketing Specialist	S	Moderate
225411	Sales Representative (Industrial Products)	S	Moderate
233111	Chemical Engineer	S	Moderate
233112	Materials Engineer	S	Moderate
233211	Civil Engineer	S	Moderate
233213	Quantity Surveyor	S	Moderate
233214	Structural Engineer	S	Moderate
233215	Transport Engineer	S	Moderate
233311	Electrical Engineer	S	Moderate
233915	Environmental Engineer	S	Moderate
233999	Engineering Professionals nec	S	Moderate
234111	Agricultural Consultant	S	Moderate
234114	Agricultural Research Scientist	S	Moderate
234115	Agronomist	S	Moderate
234212	Food Technologist	S	Moderate
234711	Veterinarian	S	Moderate
241213	Primary School Teacher	S	Moderate
241411	Secondary School Teacher	S	Moderate
241511	Special Needs Teacher	S	Moderate
241512	Teacher of the Hearing Impaired	S	Moderate
241513	Teacher of the Sight Impaired	S	Moderate
241599	Special Education Teachers nec	S	Moderate
242211	Vocational Education Teacher / Polytechnic Teacher	S	Moderate
251211	Medical Diagnostic Radiographer	S	Moderate
251212	Medical Radiation Therapist	S	Moderate
251214	Sonographer	S	Moderate
251411	Optometrist	S	Moderate
251511	Hospital Pharmacist	S	Moderate
251513	Retail Pharmacist	S	Moderate
251912	Orthotist or Prosthetist	S	Moderate

ANZSCO code	Occupation title	National Labour Market Rating	Future Demand Rating
251999	Health Diagnostic and Promotion Professionals nec	S	Moderate
252312	Dentist	S	Moderate
252411	Occupational Therapist	S	Moderate
252511	Physiotherapist	S	Moderate
252611	Podiatrist	S	Moderate
252712	Speech Pathologist / Speech Language Therapist	S	Moderate
253111	General Practitioner	S	Moderate
253112	Resident Medical Officer	S	Moderate
253311	Specialist Physician (General Medicine)	S	Moderate
253312	Cardiologist	S	Moderate
253313	Clinical Haematologist	S	Moderate
253314	Medical Oncologist	S	Moderate
253315	Endocrinologist	S	Moderate
253316	Gastroenterologist	S	Moderate
253317	Intensive Care Specialist	S	Moderate
253318	Neurologist	S	Moderate
253321	Paediatrician	S	Moderate
253322	Renal Medicine Specialist	S	Moderate
253323	Rheumatologist	S	Moderate
253324	Thoracic Medicine Specialist	S	Moderate
253399	Specialist Physicians nec	S	Moderate
253411	Psychiatrist	S	Moderate
253511	Surgeon (General)	S	Moderate
253512	Cardiothoracic Surgeon	S	Moderate
253513	Neurosurgeon	S	Moderate
253514	Orthopaedic Surgeon	S	Moderate
253515	Otorhinolaryngologist	S	Moderate
253516	Paediatric Surgeon	S	Moderate
253517	Plastic and Reconstructive Surgeon	S	Moderate
253518	Urologist	S	Moderate
253521	Vascular Surgeon	S	Moderate
253911	Dermatologist	R	Moderate
253912	Emergency Medicine Specialist	S	Moderate
253913	Obstetrician and Gynaecologist	R	Moderate
253914	Ophthalmologist	S	Moderate
253915	Pathologist	S	Moderate
253917	Diagnostic and Interventional Radiologist	R	Moderate
253999	Medical Practitioners nec	S	Moderate
254212	Nurse Researcher	S	Moderate
261111	ICT Business Analyst	S	Moderate
261315	Cyber Security Engineer	S	Moderate
261316	Devops Engineer	S	Moderate
272311	Clinical Psychologist	S	Moderate
272312	Educational Psychologist	S	Moderate
272313	Organisational Psychologist	S	Moderate

ANZSCO code	Occupation title	National Labour Market Rating	Future Demand Rating
272399	Psychologists nec	S	Moderate
411211	Dental Hygienist	S	Moderate
411214	Dental Therapist	S	Moderate

Attachment D – Mapping occupation-qualification-course Occupation Category Summary

Occupation Category	Skilled Occupations in Category	Qualifications potentially in scope	Enrolments potentially in scope ¹
Medical Doctor	32	53	7,982
Nursing and Medical Technicians	18	53	21,148
Dentistry	3	25	1,030
Veterinarian	1	17	1,221
Medical Imaging	2	15	280
Radiologist	1	36	5,033
Psychologist	5	42	5,409
Recovery Therapist	3	41	4,304
Optometrist	1	10	190
Pharmacist	2	20	1,701
Teacher	8	37	8,200
Engineer	16	45	42,293
ICT	23	52	44,909
Agriculture	4	42	14,474
Food Technologist	1	48	17,485
Auditor	2	48	35,634
Marketing	1	31	3,303
Quality Assurance	2	50	43,960
Sales Representative (Industrial Products) ²	1	0	0
Total	126	665	258,556
Total (unique courses only) ³	126	532	219,900

1. Enrolments potentially in scope include Confirmation of Enrolments (CoEs) in *Studying* or *Visa Granted* status in PRISMS as of 14 October 2022.
2. There are 126 Skills Level 1 occupations in shortage or regional shortage with strong or moderate demand. 125 of these occupations could be mapped to CRICOS courses, however one occupation, *Sales Representative (Industrial Products)*, could not be mapped to any CRICOS courses.
3. Courses may map to more than one Occupation Category, resulting in duplication of course count and enrolments.

Occupation Enrolment Tables

This table has been generated by data mapping as described in section 3.2. Qualifications in the table below are simplifications of the courses registered on CRICOS. This list is indicative only – course names are non-unique on CRICOS and the appearance of a course name on this list does not indicate that every instance of that course name at every provider on CRICOS is potentially eligible for any additional work rights consideration. Before implementation this list will be reviewed and validated through the manual validation process described in section 3.2.4.

Occupations in scope	Qualifications in scope
Medical and Nursing	
Occupation Category – Medical Doctor	
Cardiologist	Bachelor of Psychological Science
Cardiothoracic Surgeon	Bachelor of Psychology (Honours)
Clinical Haematologist	Bachelor of Psychology
Dermatologist	Bachelor of Psychological Science (Honours)
Emergency Medicine Specialist	Bachelor of Health Science
Endocrinologist	Bachelor of Medicine and Bachelor of Surgery (MBBS)
Gastroenterologist	Bachelor of Medicine, Bachelor of Surgery
General Practitioner	Bachelor of Medicine and Bachelor of Surgery
Intensive Care Specialist	Bachelor of Medical Laboratory Science
Medical Diagnostic Radiographer	Bachelor of Applied Science (Diagnostic Radiography)
Medical Oncologist	Bachelor of Science (Psychology)
Medical Practitioners nec	Bachelor of Social Science (Psychology)
Neurologist	Bachelor of Psychological Sciences
Neurosurgeon	Bachelor of Medicine and Bachelor of Surgery (Honours)
Obstetrician and Gynaecologist	Bachelor of Medical Radiation Science (Medical Imaging)
Ophthalmologist	Bachelor of Health Sciences
Orthopaedic Surgeon	Bachelor of Radiography and Medical Imaging (Honours)
Otorhinolaryngologist	Bachelor of Medical Imaging (Honours)
Paediatric Surgeon	Doctor of Medicine
Paediatrician	Bachelor of Medical Science and Doctor of Medicine
Pathologist	Bachelor of Medical Studies/Doctor of Medicine
Plastic and Reconstructive Surgeon	Doctor of Medicine (Ochsner)
Psychiatrist	Bachelor of Clinical Sciences/Doctor of Medicine
Renal Medicine Specialist	Master of Speech Pathology
Resident Medical Officer	Master of Clinical Psychology
Rheumatologist	Master of Diagnostic Radiography
Specialist Physician (General Medicine)	Medicinae ac Chirurgiae Doctoranda (Doctor of Medicine and Surgery)
Specialist Physicians nec	Master of Applied Behaviour Analysis
Surgeon (General)	
Thoracic Medicine Specialist	
Urologist	
Vascular Surgeon	

Occupations in scope	Qualifications in scope
	Master of Applied Psychology Master of Leadership and Management in Health Care Master of Audiology Studies Master of Research (Medicine and Health Sciences) Master of Clinical Embryology Master of Philosophy (Medicine and Health) Master of Business Psychology Master of Psychology Master of Professional Psychology Master of Counselling and Psychotherapy Doctor of Philosophy (Medicine, Dentistry & Health Sciences) Doctor of Philosophy (Faculty of Medicine, Nursing & Health Sciences) (Medicine) Doctor of Philosophy (Health and Behavioural Sciences, Medicine and Biomedical Sciences) Doctor of Philosophy (Medicine) Doctor of Philosophy (Medicine & Surgery) Doctor of Philosophy (Medical Studies) and Graduate Certificate in Research Doctor of Philosophy ⁴⁰ Doctor of Philosophy (Medicine and Health Sciences) Doctor of Philosophy (Psychology) Doctor of Philosophy (Medicine) (Biological Sciences) Doctor of Philosophy (Paediatrics) Doctor of Philosophy (Psychiatry) Doctor of Philosophy (Health) Doctor of Philosophy (Pathology) Doctor of Philosophy (Medicine) (Clinical)
Occupational Category: Nursing and Medical Technicians	
Health Diagnostic and Promotion Professionals nec Midwife Nurse Practitioner Nurse Researcher Orthotist or Prosthetist Registered Nurse (Aged Care) Registered Nurse (Child and Family Health) Registered Nurse (Community Health)	Bachelor of Nursing Bachelor of Science (Nursing) Bachelor of Nursing (Pre-Registration) Bachelor of Health Science Bachelor of Nursing Science Bachelor of Health Sciences Bachelor of Nursing (Enrolled Nurses) Bachelor of Nursing (Graduate Entry) Bachelor of Health Science (Clinical Nutrition)

⁴⁰ Many courses, especially at the Doctor of Philosophy level, do not note specialisation in the course name. The appearance of a 'Doctor of Philosophy' in this list still refers to one or more specific CRICOS courses, not all Doctor of Philosophy courses.

Occupations in scope	Qualifications in scope
Registered Nurse (Critical Care and Emergency) Registered Nurse (Developmental Disability) Registered Nurse (Disability and Rehabilitation) Registered Nurse (Medical Practice) Registered Nurse (Medical) Registered Nurse (Mental Health) Registered Nurse (Paediatrics) Registered Nurse (Perioperative) Registered Nurse (Surgical) Registered Nurses nec	Bachelor of Nutrition Science Bachelor of Nursing Science: Graduate Entry Bachelor of Exercise and Sport Science Bachelor of Health and Community Services Bachelor of Health and Medical Sciences Bachelor of Nursing (Advanced Studies) Bachelor of Sport and Exercise Science Bachelor of Public Health Bachelor of Applied Public Health Bachelor of Nursing - Enrolled Nurse to Registered Nurse Pathway Bachelor of Dermal Sciences Master of Public Health Master of Public Health Advanced Master of Nursing Practice Master of Nursing Master of Nursing Practice (Pre-registration) Master of Nursing International Master of Laboratory Medicine Master of Nursing Practice (Preregistration) Master of Global Public Health Master of Nursing (Graduate Entry) Master of Health Science Masters of Public Health Extension Master of Nursing Science Master of Biomedical and Health Science Master of Nutrition and Population Health Master of Health and Human Services Management Master of Health Management Master of Nursing Studies Master of Dietetics Master of Nursing (Professional Studies) Doctor of Philosophy (Medicine, Dentistry & Health Sciences) Doctor of Philosophy (Health and Behavioural Sciences, Medicine and Biomedical Sciences) Doctor of Philosophy Doctor of Philosophy (Nursing) Doctor of Philosophy [S&HS] Doctor of Philosophy - Public Health and Community Medicine Doctor of Philosophy (Public Health) Research Doctor of Philosophy (Public Health) Doctor of Philosophy, Research School of Population Health Doctor of Philosophy (Nursing, Midwifery, Health)

Occupations in scope	Qualifications in scope
	Doctor of Philosophy (Health) Doctor of Philosophy (Medicine) (Public Health) Doctor of Philosophy (Health Sciences) Research
Professional Health	
Occupational Category: Dentistry	
Dental Hygienist Dental Therapist Dentist	Bachelor of Dental Science (Honours) Bachelor of Dental Surgery Bachelor of Dental Health Science Bachelor of Dental Science Bachelor of Oral Health Bachelor of Dental Prosthetics Bachelor of Oral Health Therapy Bachelor of Oral Health (Therapy and Hygiene) Bachelor of Dental Technology Bachelor of Dental Technology/Bachelor of Dental Prosthetics Bachelor of Dental Hygiene Bachelor of Science (Oral Health Therapy) Doctor of Dental Surgery Doctor of Dental Medicine Master of Dentistry Master of Dental Public and Primary Health Doctor of Clinical Dentistry Master of Clinical Dentistry Doctor of Philosophy (Dentistry) Doctor of Philosophy in Dentistry Doctor of Philosophy (Dentistry) (Paraclinical Sciences) Doctor of Philosophy (Dentistry) (Public Health) Doctor of Philosophy (Dentistry) (Biological Sciences) Doctor of Philosophy (Dentistry) (Clinical) Doctor of Clinical Dentistry
Occupational Category: Veterinarian	
Veterinarian	Bachelor of Veterinary Science (Honours) Bachelor of Science/Bachelor of Advanced Studies (Animal and Veterinary Bioscience) Bachelor of Veterinary Technology Bachelor of Animal and Veterinary Biosciences Bachelor of Veterinary Science Bachelor of Animal and Veterinary Bioscience Bachelor of Veterinary Nursing Bachelor of Science (Animal Health Major) Doctor of Veterinary Medicine Bachelor of Veterinary Biology/Doctor of Veterinary Medicine

Occupations in scope	Qualifications in scope
	Bachelor of Science / Doctor of Veterinary Medicine Master of Philosophy (Veterinary Science) Master of Tropical Veterinary Science Doctor of Philosophy - Veterinary Science Doctor of Philosophy (Veterinary Sciences) Doctor of Philosophy (Veterinary Science) Doctor of Veterinary Clinical Science
Diagnostic	
Occupational Category: Medical Imaging	
Medical Radiation Therapist Sonographer	Bachelor of Applied Science (Diagnostic Radiography) Bachelor of Medical Radiation Science (Medical Imaging) Bachelor of Medical Imaging (Honours) Bachelor of Medical Radiation Science (Honours) (Diagnostic Radiography) Bachelor of Medical Radiation Science (Honours) (Radiation Therapy) Bachelor of Medical and Radiation Physics Bachelor of Medical Radiation Science (Honours) (Nuclear Medicine) Bachelor of Applied Science (Medical Radiations) Bachelor of Medical Radiation Science (Radiation Therapy) Bachelor of Radiation Sciences Master of Diagnostic Radiography Master of Magnetic Resonance Technology Master of Medical Imaging Master of Radiopharmaceutical Science Master of Molecular Imaging Technology
Occupational Category: Radiologist	
Diagnostic and Interventional Radiologist	Bachelor of Psychology (Honours) Bachelor of Medicine and Bachelor of Surgery (MBBS) Bachelor of Medicine, Bachelor of Surgery Bachelor of Medicine and Bachelor of Surgery Bachelor of Medical Laboratory Science Bachelor of Applied Science (Diagnostic Radiography) Bachelor of Medical Radiation Science (Medical Imaging) Bachelor of Medicine and Bachelor of Surgery (Honours) Bachelor of Radiography and Medical Imaging (Honours)

Occupations in scope	Qualifications in scope
	Bachelor of Medical Imaging (Honours) Bachelor of Medical Studies Bachelor of Medicine/Bachelor of Surgery Doctor of Medicine Bachelor of Medical Science and Doctor of Medicine Bachelor of Medical Studies/Doctor of Medicine Doctor of Medicine (Ochsner) Bachelor of Clinical Sciences/Doctor of Medicine Master of Speech Pathology Master of Diagnostic Radiography Medicinae ac Chirurgiae Doctoranda (Doctor of Medicine and Surgery) Master of Audiology Studies Master of Research (Medicine and Health Sciences) Master of Clinical Embryology Master of Philosophy (Medicine and Health) Master of Counselling and Psychotherapy Doctor of Philosophy (Faculty of Medicine, Nursing & Health Sciences) (Medicine) Doctor of Philosophy (Medicine) Doctor of Philosophy (Medicine & Surgery) Doctor of Philosophy (Medical Studies) and Graduate Certificate in Research Doctor of Philosophy (Medicine and Health Sciences) Doctor of Philosophy Doctor of Philosophy (Medicine) (Biological Sciences) Doctor of Philosophy (Paediatrics) Doctor of Philosophy (Psychiatry) Doctor of Philosophy (Pathology) Doctor of Philosophy (Medicine) (Clinical)
Allied Health	
Occupational Category: Psychologist	
Clinical Psychologist Educational Psychologist Occupational Therapist Organisational Psychologist Psychologists nec	Bachelor of Psychological Science Bachelor of Physiotherapy (Honours) Bachelor of Occupational Therapy (Honours) Bachelor of Psychology Bachelor of Psychological Science (Honours) Bachelor of Science (Physiotherapy) Bachelor of Psychology (Honours) Bachelor of Applied Science (Physiotherapy) Bachelor of Science (Occupational Therapy) (Honours) Bachelor of Physiotherapy

Occupations in scope	Qualifications in scope
	Bachelor of Occupational Therapy Bachelor of Applied Science (Occupational Therapy) Bachelor of Science (Psychology) Bachelor of Podiatry Bachelor of Speech Pathology (Honours) Bachelor of Science in Chiropractic Science leading to Bachelor of Clinical Chiropractic Bachelor of Chiropractic Science Bachelor of Social Science (Psychology) Bachelor of Psychological Sciences Doctor of Physiotherapy Master of Occupational Therapy Master of Physiotherapy Master of Chiropractic Master of Speech Pathology Master of Physiotherapy Studies Master of Occupational Therapy Practice Master of Clinical Psychology Master of Speech Language Pathology Master of Speech Pathology Studies Master of Clinical Audiology Master of Clinical Physiotherapy Doctor of Philosophy (Psychology) Doctor of Philosophy Doctor of Philosophy, Psychology Doctor of Philosophy (Psychology) Research Doctor of Philosophy (Behavioural Science, Social Studies) 4 Years Combined PHD/Masters in Clinical Psychology Doctor of Philosophy (Clinical Psychology) Doctor of Philosophy (Clinical Neuropsychology) Master of Psychology / Doctor of Philosophy Doctor of Philosophy (Psychology) and Graduate Certificate in Research Doctor of Philosophy and Master of Clinical Psychology
Occupational Category: Recovery Therapist	
Physiotherapist Speech Pathologist / Speech Language Therapist Podiatrist	Bachelor of Physiotherapy (Honours) Bachelor of Occupational Therapy (Honours) Bachelor of Health Science Bachelor of Science (Physiotherapy) Bachelor of Applied Science (Physiotherapy) Bachelor of Science (Occupational Therapy) (Honours) Bachelor of Physiotherapy Bachelor of Occupational Therapy Bachelor of Applied Science (Occupational

Occupations in scope	Qualifications in scope
	Therapy) Bachelor of Podiatry Bachelor of Speech Pathology (Honours) Bachelor of Science in Chiropractic Science leading to Bachelor of Clinical Chiropractic Bachelor of Chiropractic Science Bachelor of Health Sciences Doctor of Physiotherapy Master of Occupational Therapy Master of Physiotherapy Master of Chiropractic Master of Speech Pathology Master of Physiotherapy Studies Master of Occupational Therapy Practice Master of Speech Language Pathology Master of Speech Pathology Studies Master of Clinical Audiology Master of Clinical Physiotherapy Master of Leadership and Management in Health Care Master of Rehabilitation Counselling and Mental Health Master of Physiotherapy Practice Master of Music Therapy Master of Advanced Clinical Physiotherapy (Sports) Master of Audiology Doctor of Philosophy (Medicine, Dentistry & Health Sciences) Doctor of Philosophy (Health and Behavioural Sciences, Medicine and Biomedical Sciences) Doctor of Philosophy (Health) Doctor of Philosophy Doctor of Philosophy (Health Sciences) Doctor of Philosophy (Occupational Therapy) Research Doctor of Philosophy (Physiotherapy) Doctor of Philosophy (Speech Pathology) Doctor of Philosophy (Podiatry) Doctor of Clinical Science (Clinical Speech Pathology, Clinical Vision Sciences, Family Therapy, Occupational Therapy, Prosthetics and Orthotics, Counselling and Psychotherapy)
Occupational Category: Optometrist	
Optometrist	Bachelor of Vision Science Master of Optometry Bachelor of Vision Science/Master of Clinical Optometry

Occupations in scope	Qualifications in scope
	Doctor of Optometry Bachelor of Vision Science / Master of Optometry Bachelor of Medical Science (Vision Science)/Master of Optometry Master of Health Sciences (Research) Master of Clinical Optometry Doctor of Philosophy (Optometry) Doctor of Philosophy in Vision Science
Occupational Category: Pharmacist	
Retail Pharmacist Hospital Pharmacist	Bachelor of Pharmacy (Honours) Bachelor of Pharmacy Bachelor of Pharmaceutical Science Bachelor of Pharmacy and Management Bachelor of Pharmaceutical Science (Honours) Bachelor of Engineering (Honours) (Chemical and Pharmaceutical) Bachelor of Pharmacy with Honours Bachelor of Pharmacy (Honours) and Master of Pharmacy Master of Pharmacy Master of Pharmaceutical Science Master of Good Manufacturing Practice Master of Philosophy Bachelor of Pharmacy (Honours) / Master of Pharmacy Practice Master of Philosophy (Pharmacy) Master of Pharmacy (Research) Doctor of Philosophy (Faculty of Pharmacy) Doctor of Philosophy (Pharmacy) and Graduate Certificate in Research Doctor of Philosophy (Pharmacy) Doctor of Philosophy (Pharmacy) Research Doctor of Philosophy in Pharmacy
Teaching	
Occupational Category: Teacher	
Early Childhood (Pre-primary School) Teacher Primary School Teacher Secondary School Teacher Special Education Teachers nec Special Needs Teacher Teacher of the Hearing Impaired Teacher of the Sight Impaired Vocational Education Teacher / Polytechnic Teacher	Bachelor of Early Childhood Education and Care (Birth-5) Bachelor of Early Childhood Education (Birth to 5) Bachelor of Early Childhood Education Bachelor of Education (Early Childhood) Bachelor of Education (Early Childhood and Primary) Bachelor of Early Childhood Education (Birth to Five Years) Bachelor of Education (Honours) Bachelor of Education (Honours) and Bachelor

Occupations in scope	Qualifications in scope
	of Arts Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) Bachelor of Education (Secondary: Humanities) / Bachelor of Arts Bachelor of Early Childhood Education (Honours) Bachelor of Education (Primary) Bachelor of Early Childhood and Primary Education Bachelor of Teaching (Secondary) with Bachelor of Arts Master of Education Master of Teaching Master of Teaching (Secondary) Master of Teaching (Early Childhood) Master of TESOL Master of Teaching (Birth - 5 years/Birth - 12 Years) Master of Teaching (Early Childhood and Primary) Master of Education (Advanced) Master of Education (Special Education, Advanced) Master of Education (By Coursework) Master of Teaching (Primary) Master of Teaching (Secondary Education) Masters of Teaching (Secondary) Master of Arts (TESOL) Doctor of Philosophy (Faculty of Education) Doctor of Philosophy (Education) Doctor of Philosophy Doctor of Philosophy (Education) Research Doctor of Education Doctor of Philosophy (Integrated)(Education Studies) Doctor of Philosophy (Education Studies) Doctor of Philosophy (Arts, Humanities and Education) Doctor of Philosophy (Ehs)
Engineering	
Occupational Category: Engineer	
Chemical Engineer Construction Project Manager Civil Engineer Electrical Engineer Engineering Manager Engineering Professionals nec	Bachelor of Science Bachelor of Engineering (Honours) Bachelor of Biomedical Science Bachelor of Medical Science Bachelor of Project Management Bachelor of Civil Engineering (Honours)

Occupations in scope	Qualifications in scope
Environmental Engineer Geotechnical Engineer Materials Engineer Metallurgist Mining Engineer (excluding Petroleum) Petroleum Engineer Project Builder Quantity Surveyor Structural Engineer Transport Engineer	Bachelor of Science (Lab + Non-lab Based) Bachelor of Science/Bachelor of Advanced Studies Bachelor of Engineering (Civil and Infrastructure) (Honours) Bachelor of Engineering Technology (Civil) Bachelor of Engineering Science Bachelor of Science (Biomedical Science) Bachelor of Engineering (Honours) (Mechanical) Bachelor of Engineering (Honours) (Civil) Master of Engineering Master of Professional Engineering Master of Engineering Science Master of Biotechnology Master of Construction Management Master of Science Master of Construction Management (Professional) Master of Food Science and Technology Master of Engineering (Professional) Master of Engineering Management Master of Professional Engineering (Accelerated) Master of Machine Learning and Computer Vision Master of Biomedical Science Master of Engineering (Extension) Master of Engineering Science (Management) Master of Philosophy (Engineering) Doctor of Philosophy (Engineering) Doctor of Philosophy - Engineering and IT Doctor of Philosophy Doctor of Philosophy (Faculty of Engineering) Doctor of Philosophy - Science Doctor of Philosophy (Science, Engineering, Information Technology and Architecture) Doctor of Philosophy (Science and Engineering) Doctor of Philosophy (Science) Doctor of Philosophy (Faculty of Science) Doctor of Philosophy, Engineering and Computer Science Doctor of Philosophy - Chemical Engineering Doctor of Philosophy - Civil and Environmental Engineering Doctor of Philosophy (Civil Engineering) Doctor of Philosophy (Sciences) Doctor of Philosophy - Computer Science and Engineering

Occupations in scope	Qualifications in scope
ICT	
Occupational Category: ICT	
Analyst Programmer Computer Network and Systems Engineer Cyber Governance Risk and Compliance Specialist Cyber Security Advice and Assessment Specialist Cyber Security Analyst Cyber Security Architect Cyber Security Engineer Cyber Security Operations Coordinator Database Administrator Developer Programmer Devops Engineer ICT Business Analyst ICT Quality Assurance Engineer ICT Systems Test Engineer Multimedia Specialist Network Administrator Network Analyst Penetration Tester Software and Applications Programmers nec Software Engineer Software Tester Systems Analyst Web Developer	Bachelor of Information Technology Bachelor of Computer Science Bachelor of Business Information Systems Bachelor of Advanced Computing Bachelor of Networking Bachelor of Science - Computer Science Bachelor of Information and Communication Technology Bachelor of Engineering (Honours) Bachelor of Information Systems Bachelor of Information and Communications Technology Bachelor of Cyber Security Bachelor of Business Analytics Bachelor of Information Technology (Mobile Applications Development) (Standard) Bachelor of Advanced Computing (Honours) Bachelor of Information Technology and Systems Bachelor of Software Engineering Bachelor of Computing Science (Honours) Bachelor of Information Technology (Software Development) Bachelor of Data Science Master of Information Technology Master of Data Science Master of Business Information Systems Master of Information Systems Master of Information Technology and Systems Master of Computer Science Master of Computing Master of Business Analytics Master of Cyber Security Master of Information Technology and Master of Information Technology Management Master of Networking Master of Applied Information Technology Master of Technology (Enterprise Systems and Business Analytics) Master of Technology (Software Engineering) Master of Cybersecurity Master of Information Technology (Enterprise Management) Master of Enterprise Resource Planning Master of Computing and Innovation Doctor of Philosophy (Information Systems,

Occupations in scope	Qualifications in scope
	Software Engineering, Analytics) Doctor of Philosophy (Faculty of Information Technology) Doctor of Philosophy Doctor of Philosophy (Computer Science) Doctor of Philosophy - Computer Science and Engineering Doctor of Philosophy (Electrical & Electronic Engineering) Doctor of Philosophy - Electrical Engineering Doctor of Philosophy (Computer Systems) Doctor of Philosophy (Electrical Engineering) Doctor of Philosophy (Information Technology) Doctor of Philosophy (Computer and Information Science) Doctor of Philosophy (Business Information Systems) Doctor of Philosophy (Information Technology) and Graduate Certificate in Research Doctor of Philosophy - Level 1 Doctor of Philosophy (Cyber Security)
Agriculture	
Occupational Category: Agriculture	
Agricultural Consultant Agricultural Research Scientist Agronomist Apiarist	Bachelor of Science Bachelor of Biomedicine Bachelor of Biomedical Science Bachelor of Science/Bachelor of Advanced Studies Bachelor of Agriculture Bachelor of Agricultural Science Bachelor of Science (Veterinary Bioscience) Bachelor of Exercise and Nutrition Sciences Bachelor of Science (Honours) Bachelor of Science (Science) Bachelor of Environmental Science Bachelor of Advanced Science (Honours) Bachelor of Applied Science (Exercise and Sport Science) Bachelor of Environmental Management (Honours) Bachelor of Marine Science Master of Environmental Science Master of Environmental Management Master of Environment Master of Biotechnology Master of Marine Biology Master of Agricultural Science Master of Science in Agriculture

Occupations in scope	Qualifications in scope
	Master of Sustainability Master of Science (Bioinformatics) Master of Biotechnology and Bioinformatics Master of Environment and Sustainability Master of Agricultural Sciences Master of Biotechnology (Biomedical) Master of Molecular Biology Master of Environmental Management and Sustainability Doctor of Philosophy - Science Doctor of Philosophy (Science, Engineering, Information Technology and Architecture) Doctor of Philosophy (Science and Engineering) Doctor of Philosophy (Faculty of Science) Doctor of Philosophy (Sciences) Doctor of Philosophy, Research School of Physics and Engineering Doctor of Philosophy (Natural and Physical Sciences) Doctor of Philosophy - Agricultural Sciences Doctor of Philosophy (Biological Sciences) and Graduate Certificate in Research Doctor of Philosophy - Agriculture, Environmental and Related Studies Doctor of Philosophy, Research School of Biology Doctor of Philosophy (Agriculture, Land and Food Sciences, Veterinary Sciences)
Occupational Category: Food Technologist	
Food Technologist	Bachelor of Science Bachelor of Biomedical Science Bachelor of Medical Science Bachelor of Science (Lab + Non-lab Based) Bachelor of Science/Bachelor of Advanced Studies Bachelor of Science (Biomedical Science) Bachelor of Science (Honours) Bachelor of Medical Sciences Bachelor of Pharmaceutical Science Advanced (Honours) Bachelor of Science (Food Technology and Nutrition) Bachelor of Food and Nutrition Science Bachelor of Biotechnology Bachelor of Viticulture and Oenology Bachelor of Science (Science) Bachelor of Engineering (Honours) (Chemical) Bachelor of Biotechnology (Honours)

Occupations in scope	Qualifications in scope
	Bachelor of Biomedical Science (Laboratory Medicine) Master of Biotechnology Master of Science Master of Food Science and Technology Master of Biomedical Science Master of Materials Technology Master of Pharmaceutical Industry Practice Master of Research Master of Science (Food Science and Technology) Master of Biotechnology Research Extensive Master of Science (Chemistry) Master of Viticulture and Oenology Master of Laboratory Medicine Master of Wine Business Master of Medical Biotechnology (Extension) Master of Science in Biotechnology Master of Science (Professional) Master of Food Science Doctor of Philosophy (Engineering) Doctor of Philosophy - Science Doctor of Philosophy (Science, Engineering, Information Technology and Architecture) Doctor of Philosophy (Science and Engineering) Doctor of Philosophy (Faculty of Science) Doctor of Philosophy (Science) Doctor of Philosophy - Chemical Engineering Doctor of Philosophy Doctor of Philosophy (Sciences) Doctor of Philosophy (Science) (Physical and Biological) Doctor of Philosophy (Chemistry) Doctor of Philosophy, Research School of Physics and Engineering Doctor of Philosophy (Natural and Physical Sciences) Doctor of Philosophy (Materials Science & Engineering)
Business	
Occupational Category: Auditor	
External Auditor Internal Auditor	Bachelor of Commerce Bachelor of Commerce (all specialisations) Bachelor of Accounting Bachelor of Business Bachelor of Business (Accounting) Bachelor of Professional Accounting Bachelor of Banking and Finance

Occupations in scope	Qualifications in scope
	<p> Bachelor of Finance Bachelor of Business Administration Bachelor of Business (Economics and Finance) Bachelor of Commerce (Accounting) Bachelor of Actuarial Studies Bachelor of Business (Accountancy) Bachelor of Commerce/Bachelor of Advanced Studies Bachelor of Applied Finance and Accounting Bachelor of Finance and Banking Bachelor of Applied Finance Bachelor of Business (Professional Accounting) Master of Professional Accounting Master of Business Administration Master of Commerce - All Specifications Master of Commerce Master of Finance Master of Business Master of Accounting Master of Banking and Finance Master of Applied Finance Master of Professional Accounting (Advanced) Master of Financial Management Master of Commerce (Extension) Master of Management (Finance) Master of Management (Accounting and Finance) Master of Management (Accounting) Master of Financial Analysis Master of Professional Accounting (Extension) Master of Professional Accounting (Professional Practice) Master of Professional Accounting Advanced Master of Accounting and Finance Doctor of Philosophy (Accounting, Business Analytics, Finance, Health Economics, Management and Marketing) Doctor of Philosophy (Economics, Finance & Marketing) Doctor of Philosophy (Accountancy) Doctor of Philosophy (Management and Commerce) and Graduate Certificate in Research Doctor of Philosophy (Accounting) Research Doctor of Philosophy (Accounting and Finance) Doctor of Philosophy - Actuarial Studies Doctor of Philosophy - Banking & Finance Doctor of Philosophy (Management and </p>

Occupations in scope	Qualifications in scope
	Commerce) Doctor of Philosophy - Accounting
Occupational Category: Marketing	
Marketing Specialist	Bachelor of Business (Marketing) Bachelor of Media in Public Relations and Advertising Bachelor of Marketing Bachelor of Communication (Public Relations) Bachelor of Marketing and Media Bachelor of Property and Real Estate Bachelor of Business (Property) Bachelor of Marketing, Advertising and Public Relations Bachelor of Property Economics Bachelor of Business (Design and Marketing) Bachelor of Marketing and Bachelor of Media Communication Bachelor of Marketing and Communication Bachelor of Media (Public Relations and Advertising)/Bachelor of Arts Master of Marketing Master of Management (Marketing) Master of Public Relations and Advertising Master of Professional Accounting Master of Marketing (Extension) Master of Digital Marketing International Master of Business Administration (Marketing) Master of Strategic Communication Master of Property Master of Marketing Management Master of Marketing/Master of International Tourism and Hospitality Management Master of Marketing and Innovation Management Master of Property Investment and Development Master of Marketing/Master of International Business Master of Commerce (by Coursework) Master of Strategic Communication (Extension) Doctor of Philosophy - Marketing Doctor of Philosophy (Marketing) Research
Occupational Category: Quality Assurance	
Quality Assurance Manager Research and Development Manager	Bachelor of Business Bachelor of Commerce Bachelor of Business Management Bachelor of Business Administration

Occupations in scope	Qualifications in scope
	<p>Bachelor of International Tourism and Hotel Management</p> <p>Bachelor of Tourism and Hospitality Management</p> <p>Bachelor of Business (International Business)</p> <p>Bachelor of Business (Management)</p> <p>Bachelor of Business (International Hotel and Resort Management)</p> <p>Bachelor of Business Information Systems</p> <p>Bachelor of International Business</p> <p>Bachelor of Business (Hospitality Management)</p> <p>Bachelor of Business (Management and Finance)</p> <p>Bachelor of Business (156 Weeks)</p> <p>Bachelor of Culinary Management</p> <p>Bachelor of Business (International Hotel Management)</p> <p>Bachelor of Business (Leadership and Management)</p> <p>Bachelor of Hospitality and Tourism Management</p> <p>Bachelor of Business (Entrepreneurship)</p> <p>Bachelor of Hospitality Management</p> <p>Master of Business</p> <p>Master of Commerce (Extension)</p> <p>Master of Business Administration</p> <p>Master of Project Management</p> <p>Master of Management</p> <p>Master of Business Analytics</p> <p>Master of International Business</p> <p>Master of Business Analytics (Extension)</p> <p>Master of International Hotel Management</p> <p>Master of Business Administration (Professional)</p> <p>Master of Business Administration (Advanced)</p> <p>Master of Engineering Management</p> <p>Master of Business Administration (Global)</p> <p>Master of Business Administration (International)</p> <p>Master of Business Management</p> <p>Master of Management for Engineers</p> <p>Master of Human Resource Management</p> <p>Master of Global Project Management (Advanced)</p> <p>Master of International Tourism and Hospitality Management</p> <p>Master of Business Administration / Master of Global Project Management</p>

Occupations in scope	Qualifications in scope
	Doctor of Philosophy (Business) Doctor of Philosophy Doctor of Philosophy (Management) Doctor of Philosophy Business and Management Doctor of Philosophy (Integrated)(Business and Management) Doctor of Philosophy (Law, Accounting, Administration, Economics, Commerce) 4 Years Doctor of Philosophy - Organisation and Management Doctor of Business Administration Doctor of Philosophy (Business and Management) Doctor of Philosophy (Project Management)
Occupational Category: Sales Representative (Industrial Products)	
Sales Representative (Industrial Products)	no courses