



SEPTEMBER 2021

# 2021 Graduate Outcomes Survey – Longitudinal

# Acknowledgements

The QILT survey program, including the Graduate Outcomes Survey – Longitudinal (GOS-L), is funded by the Australian Government Department of Education, Skills and Employment. Without the active support of Rachel Lloyd, Phil Aungles, Dr Sam Pietsch, Gabrielle Hodgson, Ravi Ravindiran, Wayne Shippley, Dr Barbara Sidwell and Ben McBrien this research would not be possible.

The Social Research Centre would especially like to thank the higher education institutions that contributed to the Graduate Outcomes Survey (GOS) in 2018 and the GOS-L in 2021. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2021 GOS-L would not have been such a success.

We are also very grateful to the graduates who took the time to provide valuable feedback about their employment and further study experiences. The GOS-L data will be used by institutions for continuous improvement, and to monitor and improve the labour force outcomes of graduates in the medium term.

The 2021 GOS-L was led by Graham Challice and the project team consisted of Lisa Bolton, Lauren Spencer, Blair Johnston, Cynthia Kim, Dr Paddy Tobias, Kinto Behr, Shane Smith, Joe Feng, Sean Walker, Rawan Habibeh and Kelsey Pool.

For more information on the conduct and results of the 2021 GOS-L see the Quality Indicators for Learning and Teaching (QILT) website: [www.qilt.edu.au](http://www.qilt.edu.au). The QILT team can be contacted by email at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).



# Contents

Acknowledgements	i	Appendix 1 Methodology	22
Contents	ii	Appendix 2 Labour market definitions	29
List of tables and figures	iii	Appendix 3 GOS-L questionnaire	31
1. Introduction	1	Appendix 4 Construction of confidence intervals	46
2. Labour market outcomes	2	Appendix 5 Study area concordance	47
3. Skills utilisation	18	Appendix 6 Additional tables	50
4. Further study	21		

# List of tables and figures

Table 1 Undergraduate medium-term employment rates, 2019-2021 (%)	3	Table 15 2021 GOS-L population parameters by subgroup and response characteristics	26
Table 2 Short-term and medium-term outcomes for undergraduates	5	Table 16 2021 GOS-L population parameters by study area and response characteristics	27
Table 3 Short-term and medium-term outcomes for undergraduates	6	Table 17 Labour force definitions	28
Table 4 Short-term and medium-term outcomes for postgraduate coursework graduates	7	Table 18 Questionnaire item summary	30
Table 5 Short-term and medium-term outcomes of postgraduate research graduates	8	Table 19 Study area concordance	46
Table 6 Short-term and medium-term full-time employment outcomes by level of study and study area (%)	9	Table 20 Tables associated with labour force outcomes	49
Table 7 Short-term and medium-term full-time employment outcomes by level of study and 45 study areas (%)	11	Table 21 Tables associated with medium-term median usual hours and median actual hours worked	52
Table 8 Short-term and medium-term full-time employment outcomes by university and level of study (%)	13	Table 22 Tables associated with the percentage of employed graduates away from work	52
Table 9 Proportion of employed undergraduates working in occupational groups by study area (%)	18	Table 23 Tables associated with occupation types of employed graduates	53
Table 10 Main reason for undergraduates working in job in 2021 that does not fully utilise skills and education, by medium-term employment outcomes (%)	20	Table 24 Tables associated with labour force transitions	53
Table 11 Broad field of education (BFOE) destinations of undergraduates undertaking further full-time study (%)	21	Table 25 Tables associated with the employment history of graduates	54
Table 12 2021 GOS-L operational overview	22	Table 26 Tables associated with the extent to which graduates considered their qualification important	54
Table 13 2021 GOS-L university response rates (All study levels)	23	Table 27 Tables associated with the extent to which the qualification prepared graduates for their current job	55
Table 14 2021 GOS-L NUHEI response rates (All study levels)	25	Table 28 Tables associated with graduates' ratings of their qualification and institution	55

---

Table 29 Tables associated with reasons for underutilisation of skills and education	56
Table 30 Tables associated with graduates undertaking further full-time study	56
Table 31 Tables associated with key project elements and response rates by institution	57
Table 32 Tables associated with response characteristics and representativeness	57

---

Figure 1 Average actual hours worked per week for employed undergraduates in the medium term, by full-time/part-time status, 2019-2021	3
Figure 2 Proportion of employed undergraduates in the medium term who were away from work, by full-time/part-time status, 2019-2021	4
Figure 3 Undergraduate medium-term full-time employment rate by university, 2021 (%)	16
Figure 4 Postgraduate coursework medium-term full-time employment rate by university, 2021 (%)	17
Figure 5 Formula for a 90% confidence interval using the Agresti-Coull method with FPC	45

---

# 1. Introduction

The 2021 Graduate Outcomes Survey – Longitudinal (GOS-L) measures the medium-term outcomes of higher education graduates based on a cohort analysis of graduates who responded to the 2018 Graduate Outcomes Survey (GOS). The GOS-L is an ongoing part of the Quality Indicators for Learning and Teaching (QILT) survey suite.

The 2021 GOS-L National Report examines short-term and medium-term labour market outcomes (rates of full-time employment, overall employment, labour force participation and median full-time salaries), as well as skills utilisation and further study outcomes of graduates. The report also discusses some areas of focus such as the impact of COVID-19 on labour force outcomes, the gender pay gap, and reasons for underutilisation of skills. The GOS-L also collects information relevant to themes beyond the scope of this report, such as the importance of the course, how well the course prepared graduates for work and further study, and more detailed labour force breakdowns, including graduates working in their own businesses, unpaid work and unemployment levels. Reporting of graduate labour market outcomes in this report focuses on domestic graduates only due to challenges in tracking labour market outcomes of international graduates.

This report is supported by a PowerBI workbook which allows readers to further explore the data presented in this report. It is also supported by a set of additional static tables which provide additional data and detail out of scope of this report, but which may be of interest to the reader.

The 2021 GOS-L was administered for all higher education institutions whose graduates participated in the 2018 GOS and were eligible to participate in the GOS-L. In total, at all study levels, 104 institutions participated, including all 41 Table A and B universities and 63 non-university higher education institutions (NUHEIs). The GOS-L achieved an overall 49.0 per cent response rate in 2021, representing 37,650 completed surveys, down from 50.0 per cent and 40,153 completed surveys in 2020 and from 55.9 per cent and 42,666 completed surveys in 2019.

The following report provides high level results from the 2021 GOS-L. Further detail is available from <https://www.qilt.edu.au/qilt-surveys/graduate-employment>.

## 2. Labour market outcomes

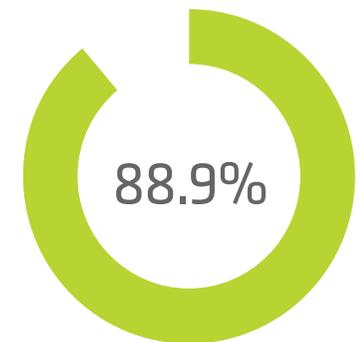
### 2.1 The impact of the COVID-19 pandemic

The GOS and GOS-L follow ABS Labour Force Survey concepts and definitions in measuring graduate employment outcomes. This means graduates are considered employed if they work at least one hour in the survey reference week, or usually work one hour per week. Graduates are considered to be employed full-time if they actually work 35 hours per week or more, or usually work that many hours. Examining the hours actually worked by employed graduates therefore provides an additional insight into employment trends.

The COVID-19 pandemic has had a major impact on the Australian labour market, especially in short-term graduate employment outcomes. As was expected, recent graduate employment rates as reported in the 2020 GOS National Report declined markedly between 2019 and 2020. In addition to this, there was a marked decrease in the 'actual hours' that graduates worked, with particularly large falls for part-time workers in the most heavily affected industries such as arts and recreation services, accommodation and food services, administration and support services and retail, and a large increase in the proportion of graduates reporting they had been away from work for any reason, which includes people temporarily stood down due to COVID-19. In the May collection of the 2020 GOS, there was also a marked increase in the number of employed graduates who reported that they were 'away from work' for any reason including COVID-19, particularly amongst part-time workers.

As reported in the 2020 GOS-L National Report, the medium-term employment outcomes of graduates in 2020 was relatively unaffected due to the timing of the survey in February 2020, which largely missed the impact of the COVID-19 pandemic. Only around 5 per cent of respondents completed the survey after COVID-19 restrictions began to impact employment.

The 2021 GOS-L was conducted from mid-February until the end of March 2021, after the economy had re-opened in most parts of Australia. While there was a short lockdown in Victoria in the days leading up to the launch of the survey, all other lockdowns, which were in Brisbane and Perth, did not occur during the survey period. As a result, this report shows the employment effects of the COVID-19 pandemic on the medium-term outcomes of graduates have been relatively minor. The full-time employment rate decreased by 1.2 percentage points between 2020 and 2021, from 90.1 per cent to 88.9 per cent. Overall employment decreased by 1.0 percentage point, from 93.3 per cent to 92.3 per cent. This is in line with trends in the general labour market which saw employment rates fall from 94.9 per cent in February 2020 to 94.1 per cent in February 2021. For those graduates who were employed, there has been little impact in terms of the 'actual' hours worked compared with previous years. There is also a very small variance in the number of graduates who were employed three years after completing their studies reporting that they were 'away from work' in the previous week at the time of completing the survey.



Full-time employment rate, 2021



Overall employment rate, 2021

Table 1 Undergraduate medium-term employment rates, 2019-2021 (%)

	2019	2020	2021
In full-time employment (as a percentage of those available for full-time work)	90.1	90.1	88.9
Overall employed (as a percentage of those available for any work)	93.3	93.3	92.3

Figure 1 Average actual hours worked per week for employed undergraduates in the medium term, by full-time/part-time status, 2019-2021

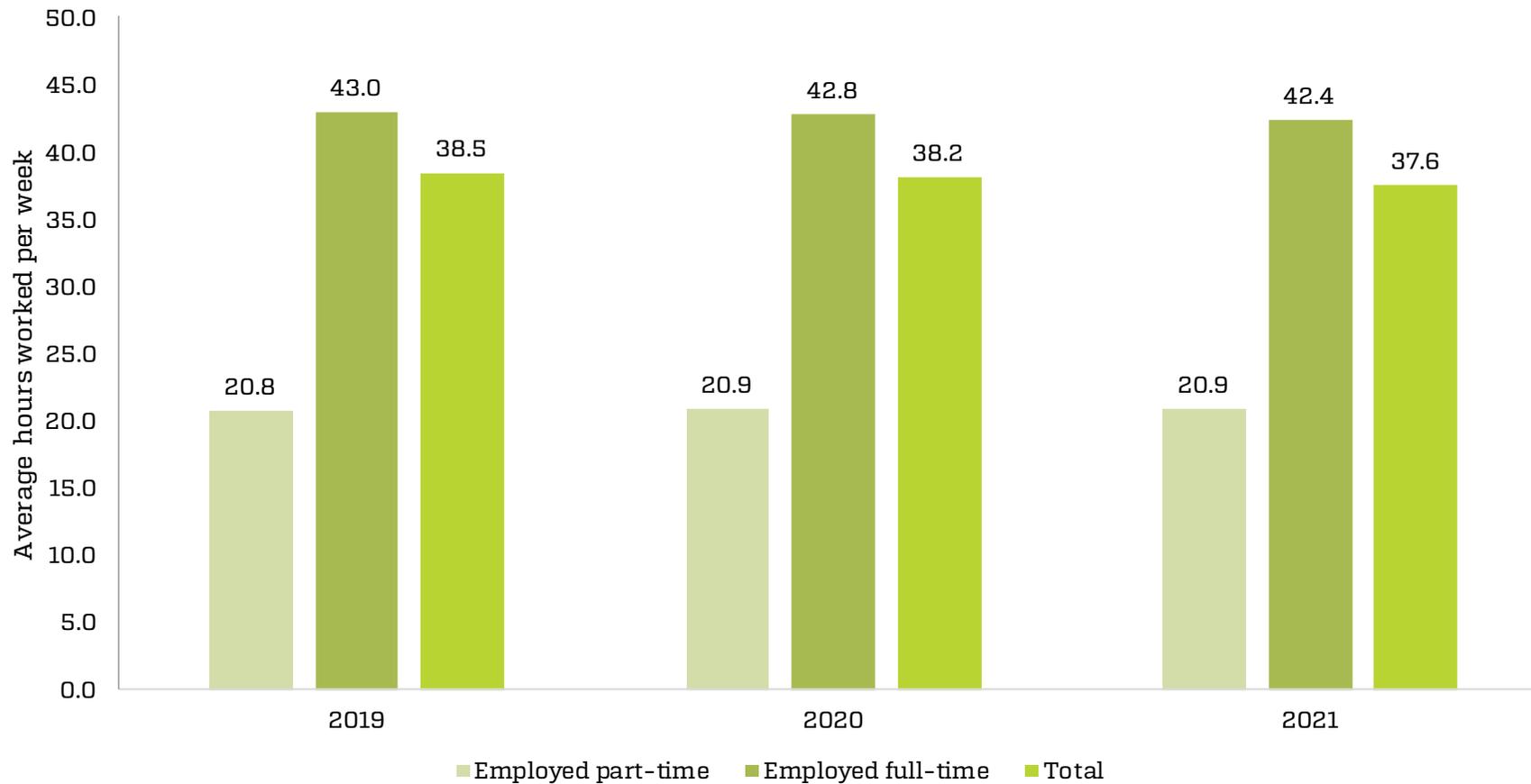
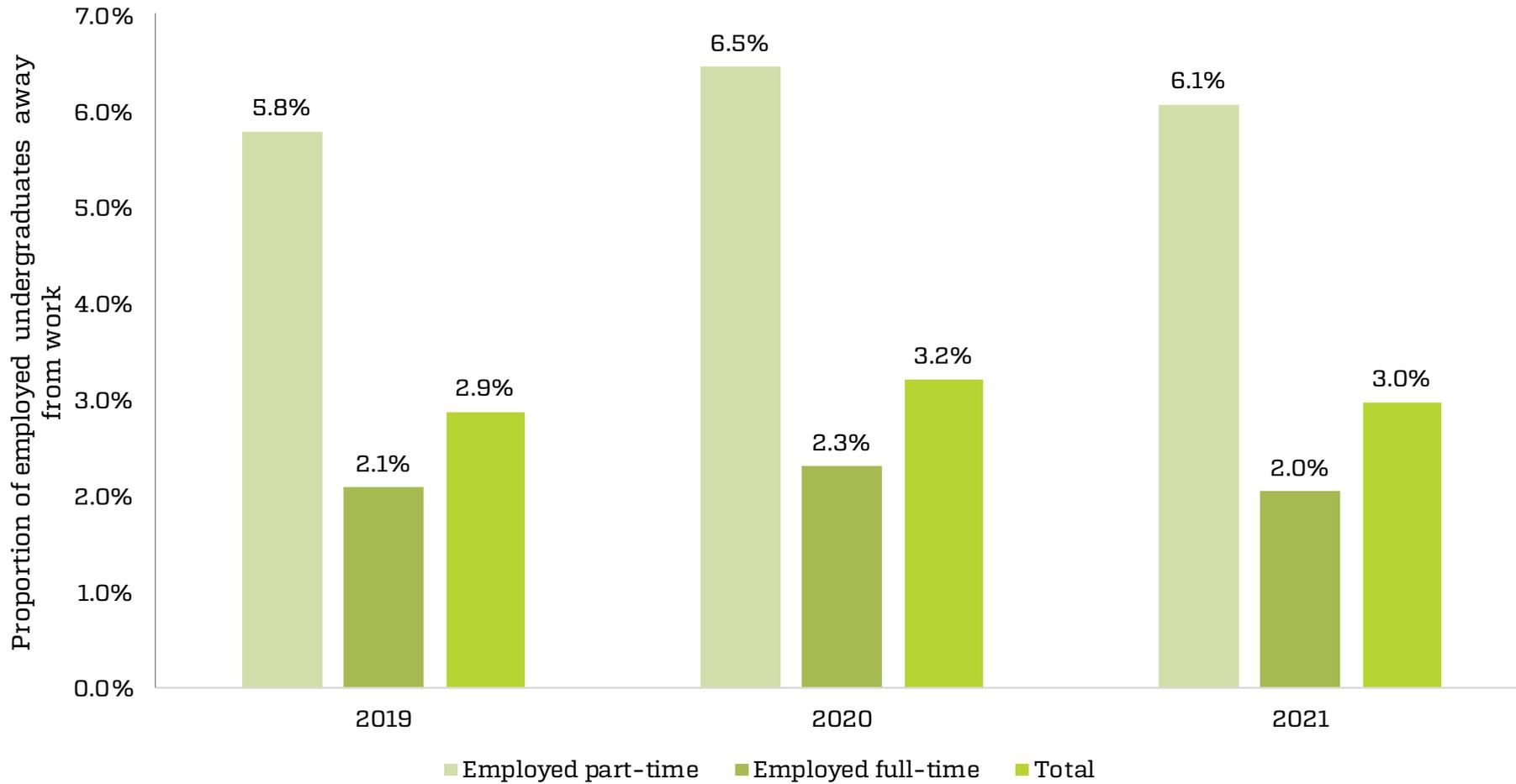


Figure 2 Proportion of employed undergraduates in the medium term who were away from work, by full-time/part-time status, 2019-2021



## 2.2 Study level

### 2.2.1 Undergraduates

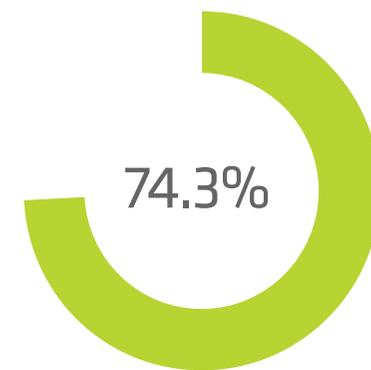
In general, the 2021 GOS-L confirms findings from previous reports that following graduation it can take time for some graduates to successfully establish themselves in their careers. In 2018, 74.3 per cent of graduates who completed both the GOS and GOS-L were in full-time employment four months after completing their course. Three years later in 2021, the proportion of the same cohort of graduates in full-time employment had risen to 88.9 per cent an increase of 14.6 percentage points.

Table 2 Short-term and medium-term outcomes for undergraduates

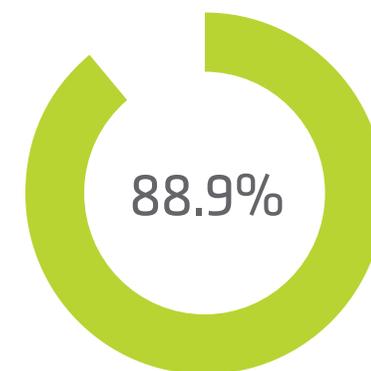
Short-term outcome		Medium-term outcome		Number of participating institutions
Year	Percentage	Year	Percentage	
2007 <sup>i</sup>	83.6	2010 <sup>i</sup>	92.6	31
2008 <sup>i</sup>	83.2	2011 <sup>i</sup>	92.8	34
2009 <sup>i</sup>	79.3	2012 <sup>i</sup>	92.2	39
2010 <sup>i</sup>	76.3	2013 <sup>i</sup>	90.2	36
2011 <sup>i</sup>	76.0	2014 <sup>i</sup>	89.2	40
2012 <sup>i</sup>	76.2	2015 <sup>i</sup>	88.5	19
2013 <sup>ii</sup>	70.9	2016 <sup>ii</sup>	88.4	51
2014 <sup>ii</sup>	67.5	2017 <sup>ii</sup>	89.3	54
2015 <sup>ii</sup>	67.1	2018 <sup>ii</sup>	89.2	60
2016 <sup>ii</sup>	72.6	2019 <sup>ii</sup>	90.1	73
2017	73.0	2020	90.1	79
2018	74.3	2021	88.9	95

Sources: Beyond Graduation Survey 2010–2015<sup>1</sup> and Graduate Outcomes Survey – Longitudinal 2016–2021<sup>2</sup>. NB Results from the GOS-L are consistent with standard ABS labour force definitions unlike previous results presented in the BGS. Using the previous methodology from the BGS, the full-time employment rate in 2015 immediately upon graduation was 68.8 per cent in comparison with 67.1 per cent using the ABS/GOS-L methodology as shown above.

### Undergraduates employed full-time



Short-term



Medium-term

Table 3 shows that high level undergraduate labour market outcomes are broadly similar for males and females with the notable exception that female graduates earn less than male graduates. In 2018, the gender gap in graduate median salaries was \$3,000 or 4.7 per cent. In 2021, for the same cohort of graduates three years later, the gender gap in graduate median salaries had increased to \$4,900 or 6.1 per cent.

As seen in Table 3, the proportion of undergraduates in overall employment in 2018, four months after completing their course, was 87.4 per cent, while three years later 92.3 per cent had secured employment. The labour force participation rate measures the proportion of graduates available for employment. The labour force participation rate of graduates shortly after course completion was 91.7 per cent and this remained unchanged over the medium-term. Three years out the median salary level among graduates in full-time employment had increased from \$62,100 to \$77,000, an increase of 24 per cent.

Table 3 Short-term and medium-term outcomes for undergraduates

	Short-term outcomes 2018			Medium-term outcomes 2021		
	Male	Female	Total	Male	Female	Total
In full-time employment (as a percentage of those available for full-time work)	73.3	74.9	74.3	88.6	89.1	88.9
Overall employed (as a percentage of those available for any work)	85.2	88.5	87.4	91.2	92.8	92.3
Labour force participation rate (as a percentage of all graduates)	91.0	92.1	91.7	91.9	91.6	91.7
Median salary (of those employed full-time)	\$64,000	\$61,000	\$62,100	\$80,000	\$75,100	\$77,000

Previous research suggests that one of the key factors contributing to the gender gap in salaries is that females tend to graduate from fields of education that achieve lower salaries e.g. Creative arts, whereas males tend to graduate from more highly remunerated fields e.g. Engineering. However, female graduates often earn less than their male graduates within the same field of education. For example, undergraduate study areas with large gender gaps in salaries three years out include, Architecture and built environment, \$17,900 or 21.1 per cent, Creative arts, \$6,600 or 9.9 per cent, Medicine, \$7,400 or 6.6 per cent and the largest study area, Business and management, \$5,000 or 6.3 per cent. There are some exceptions where females are paid more than males such as in, Psychology, \$1,600 or 2.2 per cent. There are also some study areas with no, or very little gender gap in salaries such as Computing and information systems, Communications and Rehabilitation where salaries are equal, and Engineering where males are paid \$1,300 or 1.5 per cent more than females three years after graduation. This information is available in the PowerBI Dashboard accompanying this report.

1 The gender pay gap is calculated as  $100 \times (\text{Male salaries} - \text{Female salaries}) / \text{Male salaries}$  consistent with the methodology used by the Workplace Gender Equality Agency (WGEA). Prior to 2018, the Graduate Outcomes Survey- Longitudinal used female salaries in the denominator.

2 The gender pay gap is calculated as  $100 \times (\text{WGEA})$ .

**92.3%**  
of undergraduates in overall employment (medium-term)

**91.7%**  
undergraduate labour force participation rate (medium-term)

**\$77,000**  
undergraduate median salary (medium-term)

## 2.2.2 Postgraduate coursework graduates

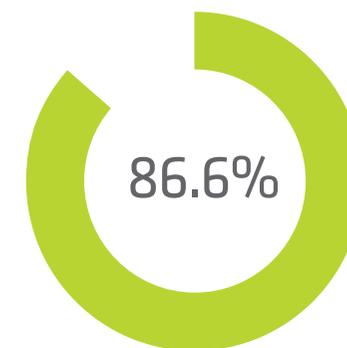
In 2018, 86.6 per cent of postgraduate coursework graduates were in full-time employment four to six months after completing their course, as shown in Table 4. Three years later in 2021, the proportion in full-time employment had risen to 93.3 per cent, which was 4.4 percentage points higher than for those who had completed undergraduate qualifications. The proportion of postgraduate coursework graduates in overall employment in 2018, four to six months after completing their course was 93.3 per cent, and three years later remained strong with 95.2 per cent having secured employment. The labour force participation rate measures the proportion of all graduates entering the labour force. The labour force participation rate of graduates shortly after course completion was 96.2 per cent which decreased slightly to 95.0 per cent over the medium-term. Three years out, the median salary level of postgraduate coursework graduates in full-time employment increased from \$83,600 to \$100,000, an increase of 19.6 per cent. The salary outcomes for postgraduate coursework graduates are much higher than for undergraduates, being \$21,500 higher in the short-term and \$23,000 higher in the medium-term. In part, this may reflect the fact many postgraduate coursework graduates are well established in their careers before they commence further study. This is demonstrated by the higher proportion of postgraduate coursework graduates who study externally as they combine work and study.

Table 4 Short-term and medium-term outcomes for postgraduate coursework graduates

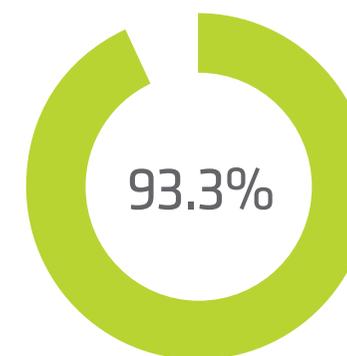
	Short-term outcomes 2018			Medium-term outcomes 2021		
	Male	Female	Total	Male	Female	Total
In full-time employment (as a percentage of those available for full-time work)	87.5	86.0	86.6	93.1	93.4	93.3
Overall employed (as a percentage of those available for any work)	92.6	93.6	93.3	94.6	95.5	95.2
Labour force participation rate (as a percentage of all graduates)	96.5	96.0	96.2	95.9	94.5	95.0
Median salary (of those employed full-time)	\$92,000	\$80,000	\$83,600	\$110,000	\$95,000	\$100,000

Overall, in the short-term slightly fewer female postgraduate coursework graduates were in full-time employment than males, by 1.5 percentage points. However, three years later the rate of female and male postgraduate coursework graduates in full-time employment was roughly equal, 93.4 per cent for females and 93.1 per cent for males. The gender gap in salaries is more pronounced at the postgraduate coursework level than for undergraduates. In 2018, four to six months after completion of their studies, the median salary of male postgraduate coursework graduates was \$12,000 or 13.0 per cent higher than females. This gap has increased to \$15,000 or 13.6 per cent three years after course completion in 2021. The gender gap in salaries among postgraduate coursework graduates persists across all study areas, in particular in Computing and information systems and Business and management with gender pay gaps in excess of 13 per cent three years after course completion. The only exception occurs with Nursing postgraduate coursework graduates where females earned \$103,000, more than men, \$99,000. The gender gap in postgraduate coursework graduate salaries is likely due to a range of factors such as occupation

## Postgraduate coursework graduates employed full-time



Short-term



Medium-term

level, age, experience, personal factors and possible inequalities within workplaces. 2020. The gender gap in salaries among postgraduate coursework graduates persists across all study areas, in particular, in Medicine, Business and management, Health services and support and Science and mathematics, with gender pay gaps in excess of 15 per cent three years after course completion. This is likely due to a range of factors such as occupation, age, experience, personal factors and possible inequalities within workplaces.

### 2.2.3 Postgraduate research graduates

In 2018, 82.5 per cent of postgraduate research graduates were in full-time employment compared with 74.3 per cent of those who had completed undergraduate qualifications and 86.6 per cent of those who had completed postgraduate coursework qualifications, four to six months after completion. However, three years later in 2021, the gap in full-time employment rates between these groups of graduates had narrowed with 88.9 per cent of undergraduates and 90.3 per cent of postgraduate research graduates in full-time employment compared with 93.3 per cent of postgraduate coursework graduates.

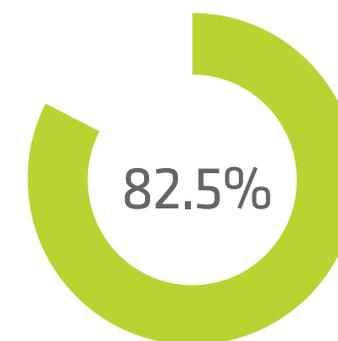
The proportion of postgraduate research graduates in employment in 2018, four to six months after completing their course was 91.9 per cent and three years later this had increased slightly to 92.4 per cent, as shown by Table 5. The labour force participation rate of postgraduate research graduates shortly after course completion was 94.6 per cent which was slightly lower in the medium-term at 93.0 per cent. Three years out the median salary level among postgraduate research graduates in full-time employment had increased from \$90,000 to \$102,000, an increase of 13.3 per cent. This is lower than growth in postgraduate coursework graduate salaries of 19.6 per cent and lower than growth in undergraduate salaries of 24.0 per cent.

The gender gap in postgraduate research graduate salaries was \$2,000 or 2.2 per cent in 2018 four to six months after graduation. However, three years later in 2021, median full-time female postgraduate research graduate salaries were \$102,000, being \$400 higher than for males at \$101,600.

Table 5 Short-term and medium-term outcomes of postgraduate research graduates

	Short-term outcomes 2018			Medium-term outcomes 2021		
	Male	Female	Total	Male	Female	Total
In full-time employment (as a percentage of those available for full-time work)	82.9	82.3	82.5	91.0	89.7	90.3
Overall employed (as a percentage of those available for any work)	91.6	92	91.9	93.4	91.7	92.4
Labour force participation rate (as a percentage of all graduates)	94.1	94.8	94.6	92.8	93.2	93.0
Median salary (of those employed full-time)	\$92,000	\$90,000	\$90,000	\$101,600	\$102,000	\$102,000

### Postgraduate research graduates employed full-time



Short-term



Medium-term

## 2.3 Study area

In 2018, the proportion of recent undergraduates in full-time employment across study areas ranged from 96.6 per cent for Pharmacy, 94.1 per cent for Medicine and 91.7 per cent for Rehabilitation, compared to 53.6 per cent for Creative arts, 59.5 per cent for Tourism, hospitality, personal services, sport and recreation and 64.1 per cent for Psychology. The range between the highest and lowest full-time employment rates was 43.0 percentage points.

By 2021, in the medium-term, this range had contracted to 22.1 percentage points. Full-time employment rates increased to 97.3 per cent for Pharmacy, 97.6 per cent for Medicine and 98.2 per cent for Rehabilitation. Full-time employment rates in Dentistry increased from 87.5 per cent in 2018 to 97.8 per cent in 2021. However, study areas with lower full-time employment rates in 2018 saw much larger subsequent increases. Full-time employment rose 22.5 percentage points to stand at 76.1 per cent in 2021 for those who had completed courses in Creative arts, rose 28.0 percentage points to 87.5 per cent for those who had completed courses in Tourism, hospitality, personal services, sport and recreation, and rose 23.2 percentage points to 87.3 per cent for those who had completed courses in Psychology.

This continues to demonstrate an important point that while undergraduates from some fields of education, in particular those with generalist degrees, have weaker employment outcomes soon after completing their course, the gap in employment outcomes across fields of education tends to narrow over time.

Short-term and medium-term full-time employment outcomes are also shown at more disaggregated level by 45 study areas in Table 7.

Table 6 Short-term and medium-term full-time employment outcomes by level of study and study area (%)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	2018	2021	2018	2021	2018	2021
Science and mathematics	68.5	86.6	76.4	88.3	83.1	92.4
Computing and information systems	77.6	92.8	86.0	93.3	80.6	100.0
Engineering	84.7	95.0	84.1	93.8	85.0	91.5
Architecture and built environment	79.2	86.5	83.1	91.1	n/a	n/a
Agriculture and environmental studies	68.6	87.2	80.2	92.2	87.9	88.9
Health services and support	74.1	91.4	85.8	94.4	86.7	89.8
Medicine	94.1	97.6	96.1	98.6	89.8	93.2
Nursing	79.4	92.3	96.3	95.1	n/a	n/a
Pharmacy	96.6	97.3	97.8	92.9	n/a	n/a
Dentistry	87.5	97.8	85.3	96.8	n/a	n/a
Veterinary science	90.3	93.2	97.1	96.8	n/a	n/a

# 98.2%

highest medium-term proportion of undergraduates in full-time employment (Rehabilitation)



# 76.1%

lowest medium-term proportion of undergraduates in full-time employment (Creative arts)



	Undergraduate		Postgraduate coursework		Postgraduate research	
	2018	2021	2018	2021	2018	2021
Rehabilitation	91.7	98.2	95.5	99.1	n/a	n/a
Teacher education	84.9	93.6	85.8	94.2	88.6	93.2
Business and management	78.9	91.9	90.0	93.8	83.1	75.6
Humanities, culture and social sciences	65.1	83.9	81.5	88.2	74.3	89.1
Social work	75.3	87.3	80.3	93.1	n/a	n/a
Psychology	64.1	87.3	80.9	94.3	89.9	94.1
Law and paralegal studies	77.1	92.3	87.2	93.0	92.6	n/a
Creative arts	53.6	76.1	66.3	81.4	62.9	74.6
Communications	65.3	83.6	77.1	84.1	72.4	96.3
Tourism, hospitality, personal services, sport and recreation	59.5	87.5	76.0	n/a	n/a	n/a
<b>All study areas</b>	<b>74.3</b>	<b>88.9</b>	<b>86.6</b>	<b>93.3</b>	<b>82.5</b>	<b>90.3</b>

Note: Cells marked with n/a had too few responses for meaningful analysis.

In general terms, trends in employment outcomes for postgraduate coursework and postgraduate research graduates are similar to, but less pronounced than those observed for undergraduates. That is, graduates from more vocationally oriented programs such as Medicine tend to have higher rates of full-time employment in the short-term than more generalist study areas such as Science and mathematics, and Humanities, culture and social sciences. However, the gap in employment rates between those with vocational and generalist degrees diminishes over time.

# 99.1%

highest medium-term proportion of postgraduate coursework graduates in full-time employment (Rehabilitation)



# 81.4%

lowest medium-term proportion of postgraduate coursework graduates in full-time employment (Creative arts)



Table 7 Short-term and medium-term full-time employment outcomes by level of study and 45 study areas (%)

Study area 21	Study area 45	Undergraduate		Postgraduate coursework	
		Short-term	Medium-term	Short-term	Medium-term
Science and mathematics	Natural and physical sciences	73.5	88.0	70.1	85.7
	Mathematics	72.6	91.9	85.4	90.7
	Biological sciences	61.7	84.4	80.0	89.6
	Medical sciences and technology	66.3	85.0	73.3	90.0
Computing and information systems	Computing and information systems	77.3	92.8	86.0	93.3
Engineering	Engineering – other	85.8	93.2	85.2	92.7
	Engineering – process and resources	77.2	95.9	84.8	93.5
	Engineering – mechanical	82.4	94.0	84.0	92.0
	Engineering – civil	90.3	98.4	92.1	97.5
	Engineering – electrical and electronic	90.3	97.0	n/a	n/a
	Engineering – aerospace	71.4	89.7	n/a	n/a
Architecture and built environment	Architecture and urban environments	72.7	83.8	82.4	90.6
	Building and construction	95.5	95.5	n/a	n/a
Agriculture and environmental studies	Agriculture and forestry	77.5	92.2	88.6	95.0
	Environmental studies	62.4	83.9	75.0	90.8
Health services and support	Health services and support	75.3	91.4	83.8	94.8
	Public health	69.6	92.0	87.5	94.2
Medicine	Medicine	94.5	98.0	96.4	98.6
Nursing	Nursing	79.4	92.3	96.3	95.1
Pharmacy	Pharmacy	96.6	97.3	97.8	92.9
Dentistry	Dentistry	87.5	97.8	85.3	96.8
Veterinary science	Veterinary science	90.3	93.2	97.1	96.8
Rehabilitation	Physiotherapy	96.5	97.6	97.9	98.8
	Occupational therapy	88.4	99.1	88.9	100.0

Study area 21	Study area 45	Undergraduate		Postgraduate coursework	
		Short-term	Medium-term	Short-term	Medium-term
Teacher education	Teacher education – other	88.8	90.9	90.4	95.3
	Teacher education – early childhood	83.1	96.3	77.5	89.1
	Teacher education – primary and secondary	84.2	93.7	79.9	93.0
Business and management	Accounting	80.3	90.9	81.8	95.8
	Business management	78.4	90.6	91.3	94.6
	Sales and marketing	77.9	91.8	84.4	89.2
	Management and commerce – other	82.5	93.6	85.3	84.4
	Banking and finance	79.3	94.5	91.3	93.4
	Economics	78.7	94.9	80.5	91.9
Humanities, culture and social sciences	Political science	61.5	85.0	80.6	90.5
	Humanities – history and geography	64.4	83.7	81.4	87.1
	Language and literature	71.3	84.8	83.6	90.4
Social work	Social work	75.3	87.3	80.3	93.1
Psychology	Psychology	64.1	87.2	80.9	94.3
Law and paralegal studies	Law	77.6	93.5	87.2	92.9
	Justice studies and policing	75.7	87.3	87.8	93.7
Creative arts	Art and design	54.1	77.5	62.9	80.6
	Music and performing arts	52.1	72.6	n/a	n/a
Communications	Communication, media and journalism	65.4	83.1	76.8	83.8
Tourism, hospitality, personal services, sport and recreation	Sport and recreation	n/a	88.9	n/a	n/a
	Tourism, hospitality and personal services	n/a	n/a	n/a	n/a
<b>All study areas</b>	<b>All study areas</b>	<b>74.3</b>	<b>88.9</b>	<b>86.6</b>	<b>93.3</b>

## 2.4 Institution

Three years after graduation there has been substantial improvement in full-time employment rates across universities so that all but two have full-time employment rates for undergraduates above 80 per cent. Full-time employment rates increased by more than 15 percentage points over this period at 18 universities.

It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, might also impact on employment outcomes. Nevertheless, it appears there is differentiation among universities with some achieving higher rates of full-time employment over the medium-term than others.

Three years after graduation, universities with high full-time employment rates for undergraduates include Australian Catholic University, 94.1 per cent, University of New South Wales, 93.9 per cent, Charles Sturt University, 93.8 per cent, Charles Darwin University, 93.6 per cent, The University of Notre Dame Australia, 93.1 per cent, The University of Queensland, 92.3 per cent, and University of Canberra, 92.2 per cent.

At postgraduate coursework level, universities with high full-time employment rates three years after graduation include Flinders University, 97.0 per cent, Torrens University, 96.2 per cent, University of Tasmania, 95.8 per cent, Australian Catholic University, 95.4 per cent, Charles Sturt University, 95.2 per cent, University of Newcastle, 95.1 per cent and 94.7 per cent at each of Federation University Australia, The University of Western Australia and Western Sydney University.

Institutional results are not available at postgraduate research graduate level as there are too few survey responses. Table 8 shows 90 per cent confidence intervals to assist in interpreting results. The calculation of these confidence intervals is detailed in Appendix 4.

Table 8 Short-term and medium-term full-time employment outcomes by university and level of study (%)

University	Undergraduate		Postgraduate coursework	
	Short-term 2018	Medium-term 2021	Short-term 2018	Medium-term 2021
Australian Catholic University	78.2 (74.6, 81.5)	94.1 (91.8, 95.7)	90.8 (87.0, 93.5)	95.4 (92.3, 97.2)
Bond University	81.0 (71.9, 87.4)	91.7 (84.8, 95.5)	82.5 (71.0, 89.9)	93.9 (82.9, 98.3)
Central Queensland University	76.1 (71.5, 80.0)	88.0 (84.3, 90.9)	84.9 (78.0, 89.7)	91.4 (85.1, 95.0)
Charles Darwin University	83.9 (77.7, 88.5)	93.6 (88.7, 96.4)	89.1 (79.8, 94.1)	88.6 (78.9, 93.9)
Charles Sturt University	87.4 (84.7, 89.6)	93.8 (91.6, 95.4)	92.8 (90.6, 94.4)	95.2 (93.2, 96.5)
Curtin University	71.5 (67.7, 74.9)	89.1 (86.3, 91.3)	84.9 (80.5, 88.4)	93.4 (90.0, 95.6)
Deakin University	73.8 (71.0, 76.4)	89.5 (87.6, 91.2)	84.6 (81.9, 86.9)	92.7 (90.5, 94.3)

Three years after graduation there has been substantial improvement in full-time employment rates across universities so that all but two have full-time employment rates for undergraduates above 80 per cent.

University	Undergraduate		Postgraduate coursework	
	Short-term 2018	Medium-term 2021	Short-term 2018	Medium-term 2021
Edith Cowan University	59.2 (55.0, 63.3)	84.3 (80.8, 87.2)	79.7 (75.4, 83.4)	93.1 (90.0, 95.2)
Federation University Australia	79.9 (74.0, 84.6)	89.7 (84.9, 92.9)	87.2 (80.2, 91.7)	94.7 (89.0, 97.4)
Flinders University	65.8 (61.1, 70.2)	87.1 (83.6, 89.9)	86.9 (83.3, 89.8)	97.0 (94.6, 98.3)
Griffith University	68.2 (64.7, 71.4)	86.6 (84.0, 88.8)	89.6 (87.0, 91.7)	93.5 (91.2, 95.2)
James Cook University	80.5 (76.1, 84.3)	87.8 (84.0, 90.7)	86.6 (80.8, 90.7)	90.6 (85.1, 94.0)
La Trobe University	72.8 (68.9, 76.3)	87.8 (84.9, 90.1)	84.9 (79.9, 88.7)	92.5 (88.3, 95.2)
Macquarie University	77.1 (73.4, 80.5)	90.0 (87.3, 92.2)	87.1 (83.1, 90.2)	93.0 (89.6, 95.3)
Monash University	75.8 (73.2, 78.2)	91.7 (90.1, 93.0)	83.6 (80.6, 86.2)	91.6 (89.2, 93.5)
Murdoch University	65.4 (59.6, 70.7)	85.5 (80.7, 89.3)	70.5 (62.4, 77.3)	92.1 (86.3, 95.5)
Queensland University of Technology	70.6 (67.1, 73.9)	90.7 (88.4, 92.6)	89.5 (86.1, 92.1)	94.4 (91.6, 96.3)
RMIT University	75.9 (72.9, 78.6)	89.3 (87.1, 91.1)	80.1 (76.3, 83.5)	92.0 (89.2, 94.1)
Southern Cross University	68.2 (62.0, 73.8)	78.1 (72.4, 82.8)	82.4 (75.1, 87.6)	90.0 (83.4, 94.0)
Swinburne University of Technology	74.7 (70.6, 78.3)	87.1 (83.8, 89.7)	80.8 (74.8, 85.5)	92.6 (87.9, 95.5)
The Australian National University	73.6 (67.5, 78.9)	89.0 (84.6, 92.2)	88.8 (84.7, 91.9)	92.7 (88.9, 95.2)
The University of Adelaide	71.5 (67.3, 75.4)	88.3 (85.4, 90.6)	79.8 (73.2, 85.0)	93.5 (88.5, 96.3)
The University of Melbourne	68.0 (63.9, 71.8)	83.4 (80.7, 85.8)	87.8 (86.0, 89.3)	94.0 (92.7, 95.1)
The University of Notre Dame Australia	77.5 (71.4, 82.5)	93.1 (88.8, 95.7)	87.8 (81.5, 91.9)	92.1 (86.2, 95.6)
The University of Queensland	79.8 (77.7, 81.8)	92.3 (90.8, 93.5)	86.3 (83.2, 88.9)	91.8 (89.1, 93.8)
The University of South Australia	73.7 (69.6, 77.4)	88.2 (85.0, 90.7)	86.7 (80.9, 90.8)	92.2 (87.1, 95.3)
The University of Sydney	80.1 (76.6, 83.1)	89.7 (86.9, 91.9)	89.3 (86.7, 91.4)	93.9 (91.6, 95.5)
The University of Western Australia	58.9 (52.0, 65.4)	86.7 (82.5, 90.0)	83.2 (78.4, 87.0)	94.7 (91.5, 96.8)
Torrens University	64.8 (54.2, 74.0)	77.6 (66.8, 85.4)	85.7 (72.6, 92.6)	96.2 (84.3, 99.3)
University of Canberra	78.6 (73.8, 82.6)	92.2 (88.9, 94.5)	92.9 (87.6, 95.9)	93.7 (88.4, 96.5)
University of Divinity	n/a	n/a	n/a	n/a
University of New England	78.1 (74.7, 81.1)	91.1 (88.6, 93.1)	85.9 (82.3, 88.7)	94.4 (91.8, 96.2)

University	Undergraduate		Postgraduate coursework	
	Short-term 2018	Medium-term 2021	Short-term 2018	Medium-term 2021
University of New South Wales	79.7 (76.0, 83.0)	93.9 (91.5, 95.6)	89.9 (86.3, 92.6)	92.8 (89.4, 95.1)
University of Newcastle	81.3 (77.8, 84.3)	91.0 (88.4, 93.0)	89.9 (86.1, 92.6)	95.1 (92.0, 96.9)
University of Southern Queensland	73.3 (66.7, 78.9)	89.8 (84.7, 93.4)	84.4 (76.6, 89.8)	93.7 (87.6, 96.9)
University of Tasmania	77.0 (73.2, 80.3)	88.4 (85.4, 90.8)	94.2 (91.2, 96.2)	95.8 (93.0, 97.5)
University of Technology Sydney	78.9 (75.2, 82.2)	90.8 (88.0, 92.9)	84.1 (79.1, 88.1)	89.5 (85.0, 92.7)
University of the Sunshine Coast	60.8 (55.8, 65.5)	83.6 (79.5, 86.9)	66.7 (56.5, 75.2)	81.5 (72.1, 87.9)
University of Wollongong	75.3 (70.6, 79.4)	90.0 (86.5, 92.6)	86.4 (79.2, 91.2)	94.4 (88.0, 97.4)
Victoria University	68.2 (61.8, 74.0)	81.0 (75.6, 85.3)	75.6 (67.5, 82.1)	87.5 (80.3, 92.3)
Western Sydney University	69.6 (65.4, 73.4)	87.0 (83.9, 89.5)	75.7 (68.6, 81.6)	94.7 (89.4, 97.4)
<b>All Universities</b>	<b>74.5 (73.9, 75.1)</b>	<b>89.2 (88.7, 89.6)</b>	<b>86.3 (85.7, 86.9)</b>	<b>93.3 (92.8, 93.7)</b>

Figure 3 Undergraduate medium-term full-time employment rate by university, 2021 (%)

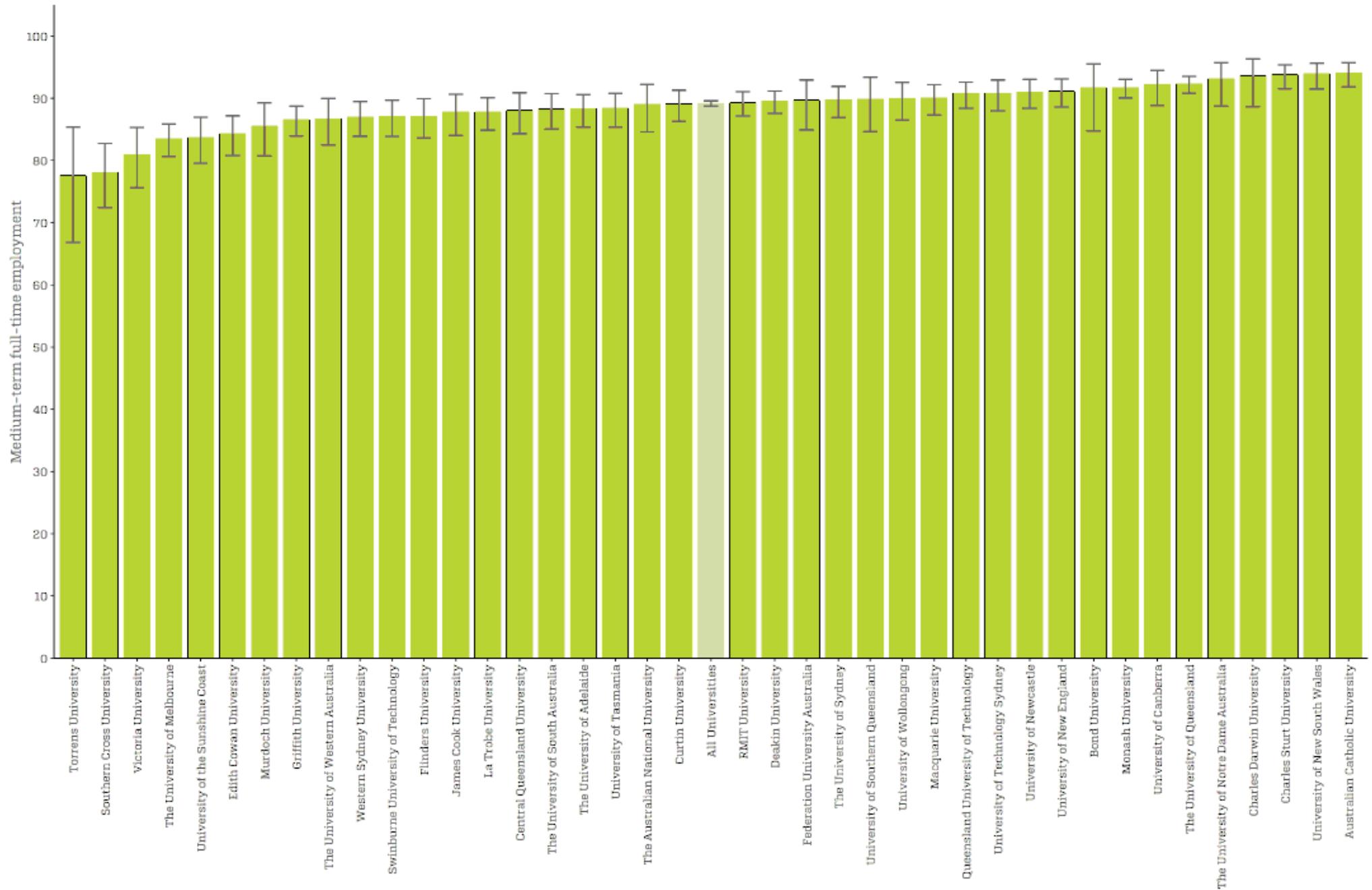
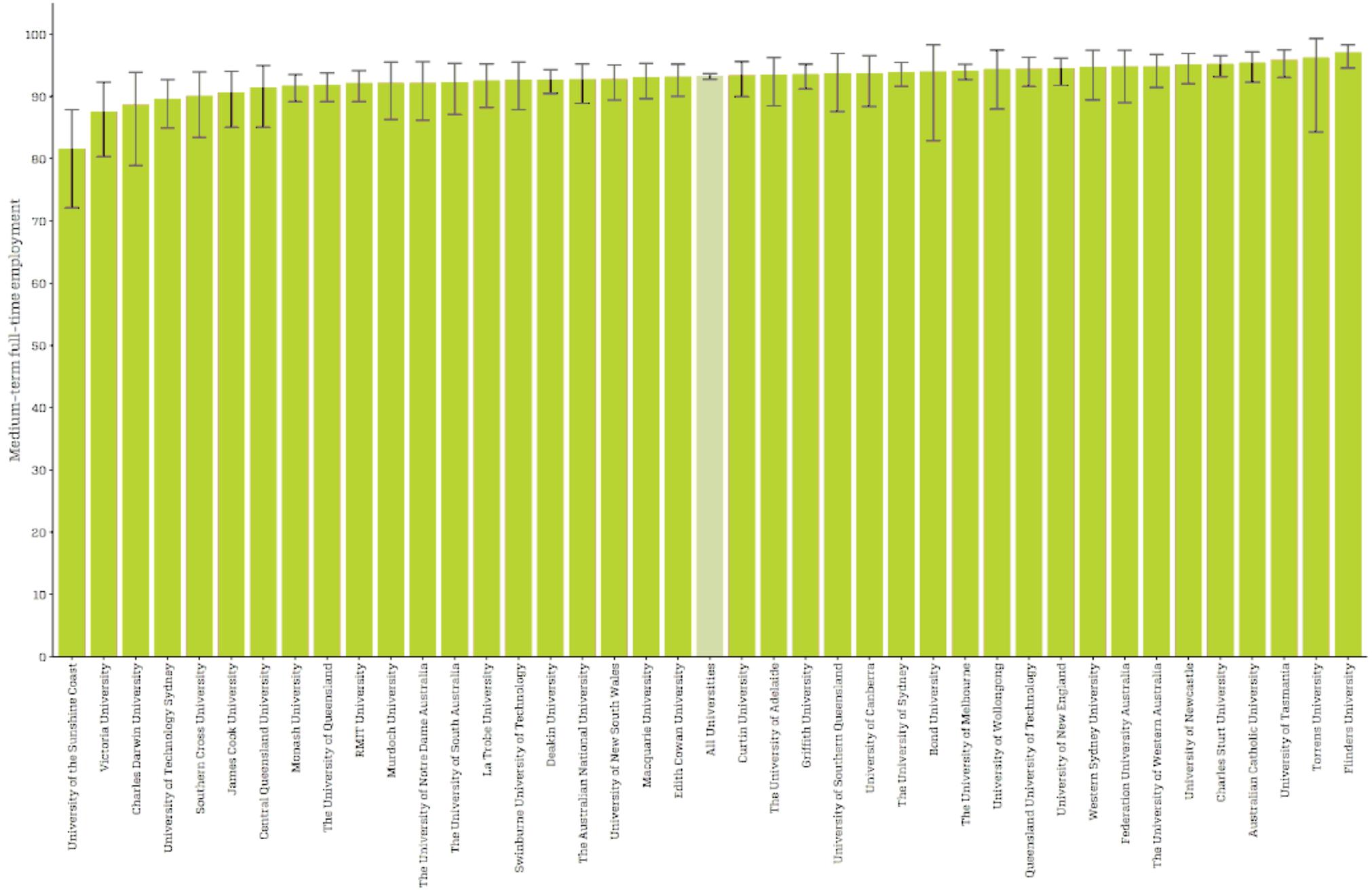


Figure 4 Postgraduate coursework medium-term full-time employment rate by university, 2021 (%)



# 3. Skills utilisation

In terms of whether graduates are fully utilising their skills, the 2021 GOS-L survey finds that over time, many more of those who have completed undergraduate qualifications find work in managerial and professional occupations. These are occupations defined by the ABS as being commensurate with requiring bachelor level or higher qualifications.

In the short-term, 73.7 per cent of undergraduates working full-time upon graduation were employed in managerial and professional occupations. This figure increased by 4.2 percentage points to 77.9 per cent three years after graduation, lower than the figure of 80.4 per cent in 2020 and 80.7 per cent in 2019 and 2018.

62.3 per cent of all employed graduates who had completed an undergraduate qualification were working in professional and managerial occupations immediately upon graduation rising by 11.4 percentage points to 73.7 per cent three years later, as shown by Table 9.

Study areas that showed large gains in the proportion of undergraduates employed in managerial or professional occupations after three years included Tourism, hospitality, personal services, sport and recreation, Psychology and Law and paralegal studies.

## 73.7%

of undergraduates employed full-time in managerial and professional occupations (short-term)

## 77.9%

of undergraduates employed full-time in managerial and professional occupations (medium-term)

Table 9 Proportion of employed undergraduates working in occupational groups by study area (%)

Study area	Managers		Professionals		All other occupations		All employed	
	2018	2021	2018	2021	2018	2021	2018	2021
Science and mathematics	4.4	4.7	46.3	63.5	49.3	31.8	100.0	100.0
Computing and information Systems	6.0	6.7	69.7	73.8	24.3	19.5	100.0	100.0
Engineering	3.4	6.3	75.9	79.6	20.7	14.2	100.0	100.0
Architecture and built environment	9.1	11.2	50.6	52.9	40.4	36.0	100.0	100.0
Agriculture and environmental studies	8.8	7.2	37.8	51.1	53.4	41.6	100.0	100.0
Health services and support	4.9	5.0	46.7	59.3	48.4	35.7	100.0	100.0
Medicine	1.1	0.4	90.1	93.6	8.8	6.0	100.0	100.0
Nursing	0.6	0.8	84.4	92.8	15.0	6.3	100.0	100.0

Study area	Managers		Professionals		All other occupations		All employed	
	2018	2021	2018	2021	2018	2021	2018	2021
Pharmacy	0.0	3.4	93.5	93.2	6.5	3.4	100.0	100.0
Dentistry	0.0	0.0	58.2	56.4	41.8	43.6	100.0	100.0
Veterinary science	2.7	4.2	72.3	74.8	25.0	21.0	100.0	100.0
Rehabilitation	0.9	1.4	92.7	95.3	6.3	3.3	100.0	100.0
Teacher education	2.9	4.0	85.3	86.6	11.8	9.5	100.0	100.0
Business and management	13.6	15.0	51.2	59.4	35.2	25.6	100.0	100.0
Humanities, culture and social sciences	7.0	6.9	37.8	57.6	55.2	35.6	100.0	100.0
Social work	5.1	3.3	59.7	66.8	35.2	30.0	100.0	100.0
Psychology	7.7	6.9	41.6	64.8	50.7	28.3	100.0	100.0
Law and paralegal studies	7.2	6.8	43.7	66.3	49.1	26.8	100.0	100.0
Creative arts	5.0	6.3	46.4	54.7	48.6	39.0	100.0	100.0
Communications	9.3	10.4	46.1	57.3	44.6	32.3	100.0	100.0
Tourism, hospitality, personal services, sport and recreation	7.0	11.6	18.6	46.5	74.4	41.9	100.0	100.0
<b>All fields</b>	<b>6.2</b>	<b>6.7</b>	<b>56.1</b>	<b>67.0</b>	<b>37.7</b>	<b>26.3</b>	<b>100.0</b>	<b>100.0</b>

The proportion of employed graduates reporting they are not utilising their skills or education in their current job is an important indicator of the underutilisation of graduate skills and as such it is important to monitor this over time. Immediately following graduation 38.8 per cent of employed undergraduates reported their skills and qualifications were not fully utilised. This declined to 27.3 per cent three years after graduation in 2021. This is slightly higher than 26.7 per cent in 2020 and 27.1 per cent in 2019. Of those who were employed full-time, 22.2 per cent felt that they were not fully using their skills or education in their current positions three years after graduation in 2021, broadly similar to 22.0 per cent in 2020 and 22.4 per cent in 2019.

The most commonly cited reason for employed graduates working in a job that did not fully utilise their skills and education three years after graduation was because the graduate was satisfied with their current job, 18.4 per cent. A sizeable proportion, 16.7 per cent, said they were not fully utilising their skills and knowledge because they did not have enough work experience. A further 15.6 per cent cited that they were studying as the reason for working in jobs that did not fully utilise their skills or education, whilst 13.9 per cent said that there were no suitable jobs in their area of expertise.

Table 10 Main reason for undergraduates working in job in 2021 that does not fully utilise skills and education, by medium-term employment outcomes (%)

	Full-time employment	Overall employment
Studying	5.5	15.6
I'm satisfied with my current job	23.8	18.4
For financial reasons	8.3	6.1
Caring for children or family member	1.7	2.7
Long-term health condition or disability	0.8	1.4
<b>Sub total – personal factors</b>	<b>40.0</b>	<b>44.1</b>
No suitable jobs in my area of expertise	14.4	13.9
No suitable jobs in my local area	9.5	8.8
Considered to be too young by employers	3.1	2.2
Considered to be too old by employers	1.2	1.5
Not enough work experience	17.9	16.7
No jobs with a suitable number of hours	0.9	1.4
Cannot find a job	1.0	1.0
I had to change jobs due to COVID-19	3.3	3.0
<b>Sub total – labour market factors</b>	<b>51.4</b>	<b>48.4</b>
Other	8.6	7.6
<b>Extent to which skills and education are not fully utilised</b>	<b>22.2</b>	<b>27.3</b>

NB: The response 'Not enough work experience' was added to the pre-coded list of responses displayed in the survey in 2021 resulting in more respondents choosing this option than in previous surveys. In addition to this, the categories that make up each of the sub-totals and 'Other' total have been re-ordered, resulting in a shift in results from 2020. If using the same categories as 2020, the Sub total – personal factors accounts for 33.5 per cent of reasons for full-time employment and 38.9 per cent for Overall employment. Using the same categories as 2020 for the Sub total – labour market factors, Full-time employment accounts for 50.3 per cent and Overall employment accounts for 47.1 per cent of reasons. 'Other' reasons make up 16.2 per cent for full-time employment and 14.1 per cent for Overall employment using the same categories as 2020. For a full breakdown of 'Other' reasons, refer to the additional tables accompanying this report.

## 4. Further study

Less than a fifth, or 18.9 per cent, of undergraduate respondents were engaged in further study four to six months after completing their qualification (refer to additional tables associated with this report as listed in Appendix 6). Fewer students, 15.5 per cent, were enrolled in further study three years following graduation. Health, Society and culture and Natural and physical sciences were the most popular fields of education for further study immediately following graduation. Among graduates who were engaged in further full-time study three years after completion of their undergraduate award in 2021, the most popular field of education was Health, attracting 39.3 per cent of these respondents, as shown by Table 11.

Table 11 **Broad field of education (BFOE) destinations of undergraduates undertaking further full-time study (%)**

Study area	Current study 2018	Current study 2021
Natural and physical sciences	15.6	13.5
Information technology	1.7	2.4
Engineering and related technologies	4.4	3.8
Architecture and building	1.3	1.6
Agriculture, environmental and related studies	1.8	1.9
Health	31.0	39.3
Education	7.6	7.7
Management and commerce	5.9	4.5
Society and culture	21.4	18.2
Creative arts	5.8	4.5
Food, hospitality and personal services	0.3	0.4
Mixed field programmes	2.6	1.9
Other (please specify)	0.4	0.3
<b>All fields</b>	<b>100.0</b>	<b>100.0</b>

Health, Society and culture and Natural and physical sciences were the most popular fields of education for further study immediately following graduation.

# Appendix 1

## Methodology

### 1.1 Methodological summary

#### 1.1.1 Overview

Participation in the 2021 GOS-L was open to any higher education institution whose graduates completed the 2018 Graduate Outcomes Survey (GOS) and did not explicitly decline further follow-up. Table 12 provides a summary of the 2021 GOS-L. A total of 86,641 graduates from 104 institutions, including all 41 universities and 63 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 76,861 graduates, responses were received from a total of 37,650 graduates. This represents an overall response rate of 49.0 per cent.

Table 12 2021 GOS-L operational overview

Project element	Universities	NUHEIs	Total
Number of participating institutions	41	63	104
Number of graduates approached	81,124	5,517	86,641
Final 'in-scope' sample	72,127	4,734	76,861
Number of completed surveys	35,609	2,041	37,650
Overall response rate	49.4%	43.1%	49.0%
Analytic unit	Graduate		
Data collection period	February-March		
Mode of data collection	Online		

#### 1.1.2 Data collection

The main online fieldwork period ran from 18 February to 28 March 2021. A number of institutions commissioned post-main online fieldwork telephone reminder calls to boost participation, which extended data collection for these institutions until mid-April.

A broad range of promotional materials was provided to institutions to raise awareness of the GOS-L and encourage participation amongst the target population.

The contact strategy for the 2021 GOS-L featured an email invitation to complete the survey, followed by ten reminder emails, up to three SMS reminders, as well as in field telephone reminder calls.

Refer to the 2021 GOS-L Methodological Report for further information on target population definition, sample design, sampling processes, response rate calculation for QILT surveys, response maximisation strategies and data preparation processes.

A copy of the generic survey instrument (i.e. excluding any institution specific items) and screenshots of the survey are included in the full methodology report and a summary of items is available in Appendix 3 of this report.

## 1.2 Response rate by institution

Overall, amongst universities, the undergraduate response rate was 48.3 per cent, postgraduate coursework, 49.1 per cent and postgraduate research, 61.0 per cent of the usable sample after data was cleaned and opt-outs and out of scope were removed. Table 13 and Table 14 below show response rates by institution for all study levels for the 2021 GOS-L.

Table 13 2021 GOS-L university response rates (All study levels)

Institution	Response rate (%)
Australian Catholic University	53.5
Bond University	47.3
Central Queensland University	49.4
Charles Darwin University	50.6
Charles Sturt University	49.5
Curtin University	47.7
Deakin University	55.0
Edith Cowan University	60.3
Federation University Australia	43.3
Flinders University	46.8
Griffith University	49.5
James Cook University	56.3
La Trobe University	49.9
Macquarie University	43.0
Monash University	50.3
Murdoch University	49.2

<b>Institution</b>	<b>Response rate (%)</b>
Queensland University of Technology	55.8
RMIT University	44.1
Southern Cross University	48.7
Swinburne University of Technology	45.3
The Australian National University	54.9
The University of Adelaide	50.2
The University of Melbourne	52.5
The University of Notre Dame Australia	48.5
The University of Queensland	56.6
The University of South Australia	46.3
The University of Sydney	47.8
The University of Western Australia	49.9
Torrens University	37.6
University of Canberra	52.6
University of Divinity	53.4
University of New England	56.6
University of New South Wales	36.9
University of Newcastle	48.4
University of Southern Queensland	53.6
University of Tasmania	49.7
University of Technology Sydney	42.7
University of the Sunshine Coast	54.7
University of Wollongong	41.6
Victoria University	47.1
Western Sydney University	39.7
<b>All Universities</b>	<b>49.4</b>

Table 14 2021 GOS-L NUHEI response rates (All study levels)

Institution	Response rate (%)	Institution	Response rate (%)
Academies Australasia Polytechnic Pty Limited	50.0	International College of Hotel Management	53.3
Academy of Information Technology	37.2	International College of Management, Sydney	29.4
ACAP and NCPS	54.5	Jazz Music Institute	50.0
Adelaide Central School of Art	38.5	Kaplan Business School	34.3
Adelaide College of Divinity	88.9	Kaplan Higher Education Pty Ltd	36.3
Alphacrucis College	52.0	King's Own Institute	31.3
Asia Pacific International College	28.8	LCI Melbourne	23.1
Australian Academy of Music and Performing Arts	50.0	Le Cordon Bleu Australia	42.1
Australian College of Theology Limited	63.5	Macleay College	42.9
Australian Institute of Business Pty Ltd	49.4	Marcus Oldham College	57.1
Australian Institute of Higher Education	22.2	Melbourne Institute of Technology	29.5
Australian Institute of Professional Counsellors	40.0	Melbourne Polytechnic	31.8
Avondale University College	58.3	Montessori World Educational Institute (Australia)	42.9
Box Hill Institute	46.4	Moore Theological College	89.1
Campion College Australia	50.0	Morling College	66.7
Canberra Institute of Technology	20.0	Nan Tien Institute	50.0
Christian Heritage College	50.0	National Art School	43.2
CIC Higher Education	20.6	Perth Bible College	50.0
Collarts (Australian College of the Arts)	40.0	Photography Studies College (Melbourne)	41.7
Eastern College Australia	76.9	SAE Institute	44.6
Elite Education Institute	25.0	Stott's College	33.3
Endeavour College of Natural Health	48.1	Study Group Australia Pty Limited	20.0
Excelsia College	25.0	Sydney College of Divinity	53.2
Health Education & Training Institute	65.5	Tabor College of Higher Education	54.5
Holmes Institute	28.7	TAFE NSW	45.6
Holmesglen Institute	47.3	TAFE Queensland	66.7

Institution	Response rate (%)
TAFE South Australia	40.0
The Australian College of Physical Education	30.4
The Australian Institute of Music	45.4
The Cairnmillar Institute	65.4
The College of Law Limited	49.5
The MIECAT Institute	73.1
Think Education	43.9
UOW College	22.2
UTS College	18.7
Whitehouse Institute of Design, Australia	38.5
William Angliss Institute	35.0
<b>All NUHEIs</b>	<b>43.1</b>

### 1.3 Data representativeness

Table 15 2021 GOS-L population parameters by subgroup and response characteristics

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
<b>Base<sup>1</sup></b>	86,641	100.0	37,650	100.0
<b>Level</b>				
Undergraduate	49,449	57.1	20,886	55.5
Postgraduate coursework	32,542	37.6	14,157	37.6
Postgraduate research	4,650	5.4	2,607	6.9
<b>Gender</b>				
Male	33,618	38.9	13,704	36.5
Female	52,884	61.1	23,884	63.5
<b>Combined course of study indicator</b>				
Combined/double degree	4,776	5.5	2,241	6.0

<sup>1</sup> Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories.

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Single degree	81,865	94.5	35,409	94.0
<b>Aboriginal and Torres Strait Islander</b>				
Indigenous	797	0.9	385	1.0
Non-Indigenous	85,844	99.1	37,265	99.0
<b>Mode of attendance code</b>				
Internal/Multi Mode	72,271	83.5	30,543	81.3
External/Distance	14,223	16.4	7,051	18.8
<b>Type of attendance code</b>				
Full-time	59,702	69.0	25,145	66.9
Part-time	26,815	31.0	12,454	33.1
<b>Main language spoken at home</b>				
English	71,022	82.0	33,180	88.1
Language other than English	15,619	18.0	4,470	11.9
<b>Citizen/resident indicator</b>				
<b>Domestic</b>	66,260	76.5	31,661	84.2
<b>International</b>	20,317	23.5	5,959	15.8

Table 16 2021 GOS-L population parameters by study area and response characteristics

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Science and mathematics	6,926	7.99	3,440	9.1
Computing and information Systems	3,834	4.43	1,365	3.6
Engineering	5,398	6.23	2,013	5.3
Architecture and built environment	1,901	2.19	714	1.9
Agriculture and environmental studies	1,528	1.76	752	2.0
Health services and support	5,759	6.65	2,791	7.4
Medicine	1,694	1.96	876	2.3
Nursing	5,966	6.89	2,605	6.9
Pharmacy	483	0.56	212	0.6

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Dentistry	311	0.36	120	0.3
Veterinary science	409	0.47	209	0.6
Rehabilitation	1,317	1.52	654	1.7
Teacher education	7,710	8.90	3,785	10.1
Business and management	19,113	22.06	6,506	17.3
Humanities, culture and social sciences	7,753	8.95	3,903	10.4
Social work	2,027	2.34	1,090	2.9
Psychology	3,830	4.42	2,035	5.4
Law and paralegal studies	4,331	5.00	1,895	5.0
Creative arts	3,285	3.79	1,343	3.6
Communications	2,777	3.21	1,231	3.3
Tourism, hospitality, personal services, sport and recreation	289	0.33	111	0.3
<b>Total</b>	<b>86,641</b>	<b>100.00</b>	<b>37,650</b>	<b>100.0</b>

# Appendix 2

## Labour market definitions

The 2021 Graduate Outcomes Survey - Longitudinal (GOS-L) uses labour force definitions which conform to the conceptual framework of the standard labour force statistics model used by the Australian Bureau of Statistics (ABS).

Table 17 Labour force definitions

Indicator/element	Definition
Employed	Graduates who were usually or actually in paid employment for one or more hours in the week before the survey (including full-time, part-time or casual employment).
Employed full-time	Graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey.
Available for employment	Graduates who were employed, looking for employment or waiting to start a job in the week prior to the survey.
Available for full-time employment	Graduates who were employed full-time or looking for full-time employment in the week prior to the survey.
Underemployed	Graduates who were usually or actually in paid employment for fewer than 35 hours per week, in the week before the survey, and who would prefer to work a greater number of hours.
Overall employment rate	Employed graduates (including in full-time, part-time or casual employment), as a proportion of those available for employment.
Full-time employment rate	Graduates employed full-time, as a proportion of those available for full-time work.
Labour force participation rate	Graduates available for employment, as a proportion of all graduates.
Median salary	The median annual salary of graduates employed full-time.
Full-time study rate	Graduates who reported being in full-time study, as a proportion of all graduates.

### Examples of graduate labour market outcomes

**Amy** works 37 hours a week. Amy is both available for employment and available for full-time employment, as well as both employed and employed full-time. Graduate Amy is counted towards the labour force participation rate. Amy's salary is counted towards the median salary figure.

**Bryan** works 20 hours a week while also studying full-time and does not want to work additional hours. Bryan is available for employment and employed but is not available for full-time work or employed full-time. Bryan is counted towards both the full-time study rate and the labour force participation rate. Bryan's salary is not counted towards the median salary figure.

**Crishna** works 6 hours a week but would prefer to work 40 hours per week. Crishna is both available for employment and available for full-time employment. Crishna is employed but not employed full-time and is also underemployed. Graduate Crishna is counted towards the labour force participation rate. Crishna's salary is not counted towards the median salary figure.

**Dilek** is studying full-time and is not working or looking for work. Dilek is not available for employment and therefore is not counted towards the labour force participation rate. However, Dilek is counted towards the full-time study rate.

**Emily** is not working and is looking for full-time work. Emily is both available for employment and available for full-time employment. Emily is counted towards the labour force participation rate. However, Emily is neither employed nor employed full-time, and can also be referred to as unemployed.

# Appendix 3

## GOS-L

### questionnaire

### 3.1 Core instrument

Table 18 Questionnaire item summary

Question ID	Question	Response scale
<b>INTRO - SAMEEMP</b>	<b>Module A: Screening and confirmation</b>	
<b>Module B: Labour force</b>		
BETWEENWRK	In <COLYEAR>, following on from the completion of your <QUALNAME >, you told us you were not working. At any time in the last three years, did you do any work at all in a job, business or farm?	1. Yes 5. No 6. Permanently unable to work 7. *(DISPLAY IF E913>64) Permanently not intending to work
FIRSTWRK	Following on from the completion of your <QUALNAME>, in what year did you first obtain employment?	1. 2018 or earlier 2. 2019 3. 2020 4. 2021 5. I have not obtained employment
WORKED	Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>. Last week, did you do any work at all in a job, business or farm?  *(DISPLAY IF BETWEENWRK=1, 5) Can you confirm whether in the last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>, you did any work at all in a job, business or farm?	1. Yes 5. No 6. Permanently unable to work 7. *(DISPLAY IF E913>64) Permanently not intending to work
WWOPAY	Last week, did you do any work without pay in a family business?	1. Yes 5. No 6. *(DISPLAY IF E913>64) Permanently not intending to work
AWAYWORK	Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?  <i>Please note, if you were stood down or away from your job due to the impact of COVID-19 select 'Yes'.</i>	1. Yes 5. No 6. *(DISPLAY IF E913>64) Permanently not intending to work

Question ID	Question	Response scale
LOOKFTWK	At any time during the last 4 weeks have you been looking for full-time work?	1. Yes 5. No 6. *(DISPLAY IF E913>64) Permanently not intending to work
LOOKPTWK	Have you been looking for part-time work at any time during the last 4 weeks?	1. Yes 5. No 6. *(DISPLAY IF E913>64) Permanently not intending to work
BEGNLOOK	When did you begin looking for work?	1. Enter <b>month</b> <dropdown list> 2. Enter <b>year</b> (NUMERIC RANGE 1960 – 2021)
STARTWK	If you had found a job, could you have started last week?	1. Yes 5. No
STARTWKFU	Why do you say you couldn't have started last week?	1. Because of the current situation with COVID-19 5. Some other reason
WAITWORK	You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start <b>work you had already obtained</b> ?	1. Yes 5. No
MORE1JOB	Did you have <b>more than 1 job or business last week</b> ?	1. Yes 5. No
INTROSELFEMpii	The next few questions are about the job or business in which you usually work the most hours, that is, your <b>main job</b> .	
INTROSELFEMpiii	The next few questions are about the job or business in which you usually work the most hours.	
SELFEMP	Do you work for an employer, or in your own business?	1. Employer 2. Own business 3. Other or uncertain
PAYMENT	Are you paid a wage or salary, or some other form of payment?	1. Wage or Salary 5. Other or Uncertain

Question ID	Question	Response scale
PAYARRNG	What are your <working/payment> arrangements?	10. Unpaid voluntary work 11. Unpaid trainee or work placement 12. Contractor or Subcontractor 13. Own business or Partnership 14. Commission only 15. Commission with retainer 16. In a family business without pay 17. Payment in kind 18. Paid by the piece or item produced 19. Wage or salary earner 20. Other
ACTLHRSM	How many hours did you <b>actually</b> work in your main job last week less <b>time off</b> but counting any <b>extra hours</b> worked?	1. Enter hours (NUMERIC, RANGE 0-168)
USLHRSM	How many hours do you usually work each week in your <b>main job</b> ?	1. Enter hours (NUMERIC, RANGE 0-168)
ACTLHRS	How many hours did you <b>actually work</b> last week less <b>time off</b> but counting any <b>extra hours worked</b> *(DISPLAY IF MORE1JOB=1) <b>in all jobs</b> ?	1. Enter hours (NUMERIC, RANGE 0 to 168)
USLHRS	How many hours do you <b>usually</b> work each week (*DISPLAY IF MORE1JOB=1) <b>in all your jobs</b> ?	1. Enter hours (NUMERIC, RANGE 0-168)
PREFMHRS	Would you prefer to work more hours than you usually work (*DISPLAY IF MORE1JOB=1) in all your jobs?	1. Yes 5. No 6. Don't know
PREFHRS	How many hours a week would you like to work?	1. Enter hours (NUMERIC, RANGE 0-168, CAN'T BE LESS THAN USLHRS)
AVLMHRS	Last week, were you available to work more hours than you usually work?	1. Yes 2. No
OCC	What is your occupation in your < <b>main job/job/business</b> >?	1. Enter occupation
DUTIES	What are your main tasks and duties?	1. Enter main tasks and duties
INDUSTRY	What kind of <b>business or service</b> is carried out by your <employer at the place where you work/business>?	1. Enter business or service
EMPLOYER	What is the <b>name of your &lt;employer/business&gt;</b> ?	1. Enter employer/business name

Question ID	Question	Response scale
SECTOR	In what sector are you wholly or mainly employed?	1. Public or government 2. Private 3. Not-for-profit
INAUST	Are you working in Australia?	1. Yes 2. No 3. Not sure
EMPSTATE	In which state or territory is your <employer/business> currently located?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know
LOCATION	And what is the postcode of your <employer/business>?	1. Enter postcode or suburb 2. Not sure
COUNTRYX	In which country is your <employer/business> based?	1. Country list (SACC) 90. Other (specify)
CURCOUNTRY	Do you currently live in Australia or overseas?	1. Australia 2. Overseas
CURSTATE	In which state or territory do you usually live?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know
CURPCODE	What is the postcode or suburb where you usually live?	1. <verbatim text box> 2. Not sure
OSCCOUNTRY	In which country do you currently live?	1. <Predictive text verbatim text box>

Question ID	Question	Response scale
EMP12	Have you worked <for your employer/in your business> for 12 months or more?	1. Yes, more than 12 months 5. No, less than 12 months
EMPMTHS	How many months have you worked <for your employer/in your business>?	1. Enter number of months (NUMERIC, RANGE 1-12)
EMPYRS	How many years have you worked <for your employer/in your business>?	1. Enter number of years (NUMERIC, RANGE 1-49)
FFTJOB	Is this your first full-time job?	1. Yes 2. No
SALARYA	In <b>Australian dollars</b> , how much do you usually earn in <this job/ <b>all your jobs</b> >, before tax or anything else was taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).	1. Amount per <b>hour</b> (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per <b>day</b> (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each <b>week</b> (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each <b>fortnight</b> (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each <b>month</b> (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each <b>year</b> (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know
SALARYB	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in < IF MORE1JOB=5: this job/ IF MORE1JOB=1: <b>all your jobs</b> >, per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know

Question ID	Question	Response scale
SALARYC	And in <b>Australian dollars</b> , how much do you usually earn in your <b>main job</b> , before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).	1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know
SALARYD	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in your <b>main job</b> , per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know

Question ID	Question	Response scale
SALCONF1	Sorry but the salary you entered for your <b>main job</b> is higher than the salary you entered for <b>all your jobs</b> . Please select the best option for how much you would usually earn in your <b>main job</b> , per annum before tax or anything else was taken out?	<ol style="list-style-type: none"> <li>1. \$1 - \$9,999</li> <li>2. \$10,000 - \$19,999</li> <li>3. \$20,000 - \$29,999</li> <li>4. \$30,000 - \$39,999</li> <li>5. \$40,000 - \$49,999</li> <li>6. \$50,000 - \$59,999</li> <li>7. \$60,000 - \$79,999</li> <li>8. \$80,000 - \$99,999</li> <li>9. \$100,000 - \$124,999</li> <li>10. \$125,000 - \$149,999</li> <li>11. \$150,000 or more</li> <li>12. Don't know</li> </ol>
SALCONF2	And which of the following would you usually earn in your <b>all your jobs</b> , per annum before tax or anything else was taken out?	<ol style="list-style-type: none"> <li>1. \$1 - \$9,999</li> <li>2. \$10,000 - \$19,999</li> <li>3. \$20,000 - \$29,999</li> <li>4. \$30,000 - \$39,999</li> <li>5. \$40,000 - \$49,999</li> <li>6. \$50,000 - \$59,999</li> <li>7. \$60,000 - \$79,999</li> <li>8. \$80,000 - \$99,999</li> <li>9. \$100,000 - \$124,999</li> <li>10. \$125,000 - \$149,999</li> <li>11. \$150,000 or more</li> <li>12. Don't know</li> </ol>
SALARYOS	What is your gross (that is pre-tax) annual salary? You can estimate if necessary.	1. Enter gross annual salary <text box>
SALARYOS_OTH	Please specify the currency you referred to.	1. <verbatim text box>

Question ID	Question	Response scale
FINDJOB	How did you first find out about this job?	<ol style="list-style-type: none"> <li>1. University of college careers service</li> <li>2. Careers fair of information session</li> <li>3. Other university of college source (such as faculties or lecturers or student society)</li> <li>4. Advertisement in a newspaper or other print media</li> <li>5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs)</li> <li>6. Via resume posted on the internet</li> <li>7. Family or friends</li> <li>8. Approached employer directly</li> <li>9. Approached by an employer</li> <li>10. Employment agency</li> <li>11. Work contacts or networks</li> <li>12. Social media (e.g. LinkedIn)</li> <li>13. An employer promotional event</li> <li>14. Graduate program / internship / work placement</li> <li>90. Other (please specify) &lt;text box&gt;</li> </ol>
SPOQ	<p>The following statements are about your skills, abilities and education. Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements. (STATEMENTS)</p> <ol style="list-style-type: none"> <li>a) My job requires less education than I have</li> <li>b) I have more job skills than are required for this job</li> <li>c) Someone with less education than myself could perform well on my job</li> <li>d) My previous training is being fully utilised on this job</li> <li>e) I have more knowledge than I need in order to do my job</li> <li>f) My education level is above the level required to do my job</li> <li>g) Someone with less work experience than myself could do my job just as well</li> <li>h) I have more abilities than I need in order to do my job</li> </ol>	<ol style="list-style-type: none"> <li>1. Strongly disagree</li> <li>2. Disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Agree</li> <li>5. Strongly agree</li> </ol>

Question ID	Question	Response scale
RSOVRQ	Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the <b>main reason</b> you are working in a job that doesn't use all of your skills or education?	<ol style="list-style-type: none"> <li>1. No suitable jobs in my local area</li> <li>2. No jobs with a suitable number of hours</li> <li>3. No suitable jobs in my area of expertise</li> <li>14. Not enough work experience</li> <li>4. Considered to be too young by employers</li> <li>5. Considered to be too old by employers</li> <li>7. Long-term health condition or disability</li> <li>8. Caring for family member with a health condition or disability</li> <li>9. Caring for children</li> <li>10. Studying</li> <li>12. I'm satisfied with my current job</li> </ol>
RSNOMORE	You mentioned that you are not looking to work more hours. What is the <b>main reason</b> you work the number of hours you are currently working?	<ol style="list-style-type: none"> <li>1. No suitable job in my local area</li> <li>5. Considered to be too old by employers</li> <li>7. Long-term health condition or disability</li> <li>8. Caring for family member with a health condition or disability</li> <li>9. Caring for children</li> <li>13. Lifestyle choice / work-life balance</li> <li>16. Pursuing other interests / commitments in spare time</li> <li>10. Studying</li> <li>11. I'm satisfied with the number of hours I work</li> <li>12. No more hours available in current position</li> <li>19. Work has been reduced/shutdown due to COVID-19</li> <li>90. Other (Please specify)</li> </ol>

Question ID	Question	Response scale
RSMORE	You mentioned that you are looking to work more hours. What is the <b>main reason</b> you work the number of hours you are currently working? Please select only one answer.	1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 5. Considered to be too old by employers 6. Short-term illness or injury 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 13. Due to other commitments outside of main job 11. No more hours available in current position 18. Work has been reduced/shutdown due to COVID-19 90. Other (please specify) <text box>
UNEMP	What is the main reason you are currently not working or looking for work?	1. <text box>
<b>Module H: Employment History</b>		
OTHWORKi	Aside from your current role(s) have you worked anywhere else since <YEAR>?	1. Yes 2. No
OTHWORKii	Aside from your <VOCC> role at <VEMPLOYR> (IF VEMPLOYR=BLANK,'your <COLYEAR> employer') have you worked anywhere else since <YEAR>?	1. Yes 2. No
OTHWORKiii	Aside from your <VOCC> role at <VEMPLOYR> and your current occupation(s), have you worked anywhere else since <YEAR>?	1. Yes 2. No
OTHOCC	Have you changed occupations within the same business since <YEAR>? An example of changing occupations may be getting a promotion from 'Business analyst' to 'Senior business analyst'.	1. Yes 2. No
NUMOCC	How many other occupations *(IF WORKING SHOW: excluding your current occupation) have you performed since <YEAR>? If you changed occupations within the same business, please include each occupation separately.  An example of changing occupations may be getting a promotion from 'Business analyst' to 'Senior business analyst'.	1. Enter number of occupations (NUMERIC, RANGE 0-30)
<b>Module C: Further study</b>		

Question ID	Question	Response scale
FQUALi	The next few questions are about qualifications you may have completed between <YEAR> and now. Since you completed your <QUALNAME> have you completed another <b>qualification</b> ?	1. Yes – full-time 2. Yes – part-time 5. No
FQLOC	Where did you complete this <b>qualification</b> ?	1. Australia 2. Overseas
VFQUAL	What is the full title of the most recent <b>qualification</b> you completed?	1. Qualification title <text box>
FQFOE	What was your major field of education for this <b>qualification</b> ?	1. Natural and Physical Sciences 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health 7. Education 8. Management and Commerce 9. Society and Culture 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 90. Other (please specify)

Question ID	Question	Response scale
FQLEV	What was the level of this qualification?	1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Diploma 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV 16. Other
VFQINST	And the institution where you completed this qualification?	1. Enter name of the institution <look up list>
FURSTUD	The following questions are about qualifications you are currently studying. Are you currently a full-time or part-time student at a TAFE, university or other education institution?	1. Yes – full-time 2. Yes – part-time 5. No
FURLOC	Where are you completing this <b>qualification</b> ?	1. Australia 2. Overseas
VFURQUAL	What is the full title of the <b>qualification</b> you are currently studying?	1. Enter qualification title <text box>

Question ID	Question	Response scale
FURFOE	What is your major field of education for this qualification?	<ol style="list-style-type: none"> <li>1. Natural and Physical Sciences</li> <li>2. Information Technology</li> <li>3. Engineering and Related Technologies</li> <li>4. Architecture and Building</li> <li>5. Agriculture Environmental and Related Studies</li> <li>6. Health</li> <li>7. Education</li> <li>8. Management and Commerce</li> <li>9. Society and Culture</li> <li>10. Creative Arts</li> <li>11. Food, Hospitality and Personal Services</li> <li>12. Mixed field qualification</li> <li>13. Other (Please specify)</li> </ol>
FURLEV	What is the level of this qualification?	<ol style="list-style-type: none"> <li>1. Higher Doctorate</li> <li>2. Doctorate by Research</li> <li>3. Doctorate by Coursework</li> <li>4. Master Degree by Research</li> <li>5. Master Degree by Coursework</li> <li>6. Graduate Diploma</li> <li>7. Graduate Certificate</li> <li>8. Bachelor (Honours) Degree</li> <li>9. Bachelor (Pass) Degree</li> <li>10. Advanced Diploma</li> <li>11. Associate Diploma</li> <li>12. Diploma</li> <li>13. Non-award course</li> <li>14. Bridging and Enabling course</li> <li>15. Certificate I-IV</li> <li>16. Other</li> </ol>
VFURINST	And the institution where you are currently studying?	1. Enter name of the institution <look up list>
<b>Module D: Graduate attributes</b>		

Question ID	Question	Response scale
GAS	<p>For each of the following skills or attributes, to what extent do you agree or disagree that your &lt;QUALNAME&gt; from &lt;E306CTXT&gt; prepared you for your current job?</p> <p>If the skill is not required in your role, you can answer “not applicable”.</p> <p>(STATEMENTS)</p> <p>Foundation skills</p> <p>FOUNDATION1/GFOUND1 Oral communication skills</p> <p>FOUNDATION2/GFOUND2 Written communication skills</p> <p>FOUNDATION3/GFOUND3 Numeracy skills</p> <p>FOUNDATION4/GFOUND4 Ability to develop relevant knowledge</p> <p>FOUNDATIONS/GFOUND5 Ability to develop relevant skills</p> <p>FOUNDATION6/GFOUND6 Ability to solve problems</p> <p>FOUNDATION7/GFOUND7 Ability to integrate knowledge</p> <p>FOUNDATION8/GFOUND8 Ability to think independently about problems</p> <p>Adaptive skills and attributes</p> <p>ADAPTIVE1/GADAPT1 Broad general knowledge</p> <p>ADAPTIVE2/GADAPT2 Ability to develop innovative ideas</p> <p>ADAPTIVE3/GADAPT3 Ability to identify new opportunities</p> <p>ADAPTIVE4/GADAPT4 Ability to adapt knowledge in different contexts</p> <p>ADAPTIVE5/GADAPT5 Ability to apply skills in different contexts</p> <p>ADAPTIVE6/GADAPT6 Capacity to work independently</p> <p>Teamwork and interpersonal skills</p> <p>COLLAB1/GCOLLAB1 Working well in a team</p> <p>COLLAB2/GCOLLAB2 Getting on well with others in the workplace</p> <p>COLLAB3/GCOLLAB3 Working collaboratively with colleagues to complete tasks</p> <p>COLLAB4/GCOLLAB4 Understanding of different points of view</p> <p>COLLAB5/GCOLLAB5 Ability to interact with co-workers from different or multicultural backgrounds</p>	<p>1. Strongly disagree</p> <p>2. Disagree</p> <p>3. Neither disagree nor agree</p> <p>4. Agree</p> <p>5. Strongly agree</p> <p>9. Not applicable</p>
<b>Module E: Graduate preparation</b>		
FORMREQ	Is a <QUALNAME> or similar qualification a formal requirement for you to do your current <main job/job>?	<p>1. Yes</p> <p>2. No</p>

Question ID	Question	Response scale
QUALIMP	To what extent is it important for you to have a <QUALNAME>, to be able to do your <main job/job>?	<ol style="list-style-type: none"> <li>1. Not at all important</li> <li>2. Not that important</li> <li>3. Fairly important</li> <li>4. Important</li> <li>5. Very important</li> </ol>
CRSPREP	Overall, how well did your <QUALNAME> prepare you for your <main job/job>?	<ol style="list-style-type: none"> <li>1. Not at all</li> <li>2. Not well</li> <li>3. Well</li> <li>4. Very well</li> <li>5. Don't know / Unsure</li> </ol>
VPREP	What are the main ways that <E306CTXT> prepared you for employment in your organisation?	1. <text box>
VBETTER	What are the main ways <E306CTXT> could have better prepared you for employment in your organisation?	1. <text box>
STCHOICE	Thinking about your original decision to complete your <EQUALNAME> between <GRADYR/YEAR_2> and early <YEAR>, if you had to make this choice again, would you study... Please select only one answer.	<ol style="list-style-type: none"> <li>1. The same qualification at the same institution</li> <li>2. The same qualification at a different institution</li> <li>3. The same subject area(s) at the same institution</li> <li>4. The same subject area(s) at a different institution</li> <li>5. Something completely different at the same institution</li> <li>6. Something completely different at a different institution</li> <li>7. I wouldn't study at all</li> </ol>
VCHOICE	What is the main reason you say that?	1. <text box>
<b>Module F: Additional Institution-Specific Items</b>		
<b>Module G: Contact details</b>		

### 3.2 Institution-specific items

As has been the case since in previous collections, institutions were offered the option of including non-standard, institution-specific items as part of the 2021 GOS-L. In total, 9 institutions chose to include their own items. These institution-specific items were only presented to students after they had completed the SEQ, resulting in a clear demarcation between the two survey modules. A statement was also added before the institution-specific items to further emphasise this: "The following items have been included by <E306CTXT> to gather feedback from current students on issues important to their institution".

# Appendix 4

## Construction of confidence intervals

The 90 per cent confidence intervals presented in this report were calculated using the Finite Population Correction (FPC) to account for the relatively large size of the sample relative to the in-scope population. The FPC is generally used when the sampling fraction exceeds 5 per cent.

Because percentage agreement scores are reported for the 2021 GOS-L, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

Where  $\tilde{p}$  is the adjusted estimated proportion of satisfied responses,  $N$  is the size of the population in the relevant subgroup,  $n$  is the number of valid responses in the relevant subgroup,  $n_1$  is the number of positive responses in the relevant subgroup, 1.645 is the standard normal value for 90% confidence and  $FPC$  is the Finite Population Correction term.

The 90 per cent confidence interval of each estimated proportion is then calculated as the adjusted proportion plus or minus its 90 per cent confidence interval bound.

Figure 5 Formula for a 90% confidence interval using the Agresti-Coull method with FPC

$$\tilde{p} \pm 1.645 * FPC * \sqrt{\tilde{p}(1 - \tilde{p}) / \tilde{n}}$$

$$\text{where } \tilde{p} = \tilde{n}_1 / \tilde{n}, \quad \tilde{n}_1 = n_1 + 1.645^2 / 2 \quad \text{and} \quad \tilde{n} = n + 1.645^2 \quad \text{and} \quad FPC = \sqrt{\frac{N-n}{N-1}}$$

# Appendix 5

## Study area concordance

Study areas for Quality Indicators for Learning and Teaching (QILT) surveys, including the GOS-L, are defined in accordance with the Australian Bureau of Statistics' (ABS) Australian Standard Classification of Education (ASCED). The QILT website and this report use 21 aggregated study areas as the basis of analysis. Targets for data collection are based on 45 study areas. Concordance between these study areas and ASCED fields are listed below. Details of the fields of education are available from the ABS web site.

**Table 19 Study area concordance**

Study Area (21)		Study Area (45)		ASCED Field of Education
0	Non-award	0	Non-award	000000
1	Science and mathematics	1	Natural & Physical Sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological Sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical Science & Technology	019901, 019903, 019905, 019907, 019909
2	Computing & Information systems	5	Computing & Information systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering – Other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering – Process & Resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering – Mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering – Civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering – Electrical & Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering – Aerospace	031500, 031501, 031503, 031505, 031507, 031599

Study Area (21)		Study Area (45)		ASCED Field of Education
4	Architecture and built environment	12	Architecture & Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & Construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture and environmental studies	14	Agriculture & Forestry	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	050900, 050901, 050999
6	Health services and support	16	Health Services & Support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary Science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational Therapy	061703
13	Teacher education	25	Teacher Education - Other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher Education - Early Childhood	070101
		27	Teacher Education - Primary & Secondary	070103, 070105

Study Area (21)		Study Area (45)		ASCED Field of Education
14	Business and management	28	Accounting	080100, 080101
		29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903
15	Humanities, culture and social sciences	33	Political Science	090100, 090101, 090103
		34	Humanities inc History & Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language & Literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social Work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice Studies & Policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & Design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music & Performing Arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, Media & Journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport & Recreation	092100, 092101, 092103, 092199
		45	Tourism, Hospitality & Personal Services	080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999

# Appendix 6

## Additional tables

This report is accompanied by additional benchmarking tables which may be used alongside this report and data visualisation to support institutional benchmarking and analysis.

Listed below are tables related to specific concepts relevant to the Graduate Outcomes Survey – Longitudinal (GOS-L), as well as a listing of tables that can be used to explore additional themes related to the GOS-L.

### 6.1 GOS-L results

#### 6.1.1 Labour force outcomes

This group of tables includes labour force outcomes, including full-time and overall employment rates, labour force participation rate and median salary for graduates in the short-term in 2018 and again in the medium-term in 2021. Labour force outcomes can be viewed at the course level, by provider type, institution, gender and study area.

**Table 20 Tables associated with labour force outcomes**

Course level	Report Table	Sheet name	Table title
UG	Table 02	FTE_UG_ALL_6Y	Proportion employed full-time, 2016-2021, for undergraduates and all provider types
ALL	Table 06	FTE_ALL_ALL_1Y_AREA	Proportion employed full-time, 2021, for all course levels and all provider types by study area
ALL	Table 07	FTE_ALL_ALL_1Y_AREA45	Proportion employed full-time, 2021, for all course levels and all provider types by 45 study areas
UG		FTE_UG_UNI_1Y_INST_CI	Proportion employed full-time, 2021, for undergraduates and universities by institution
PGC		FTE_PGC_UNI_1Y_INST_CI	Proportion employed full-time, 2021, for postgraduate coursework graduates and universities by institution
UG		STMT_UG_ALL_1Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types
UG		STMT_UG_ALL_3Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2019-2021, for undergraduates and all provider types
PGC		STMT_PGC_ALL_1Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types
PGC		STMT_PGC_ALL_3Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2019-2021, for postgraduate coursework graduates and all provider types

Course level	Report Table	Sheet name	Table title
PGR		STMT_PGR_ALL_1Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate research graduates and all provider types
PGR		STMT_PGR_ALL_3Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2019-2021, for postgraduate research graduates and all provider types
UG	Table 03	STMT_UG_ALL_1Y_SEX	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by gender
PGC	Table 04	STMT_PGC_ALL_1Y_SEX	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types by gender
PGR	Table 05	STMT_PGR_ALL_1Y_SEX	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate research graduates and all provider types by gender
UG		STMT_UG_ALL_1Y_AREA	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by study area
PGC		STMT_PGC_ALL_1Y_AREA	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types by study area
PGR		STMT_PGR_ALL_1Y_AREA	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate research graduates and all provider types by study area
UG		STMT_UG_ALL_1Y_AREA45	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by 45 study areas
PGC		STMT_PGC_ALL_1Y_AREA45	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types by 45 study areas
PGR		STMT_PGR_ALL_1Y_AREA45	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate research graduates and all provider types by 45 study areas
UG		STMT_UG_ALL_1Y_ARSX	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by study area and gender
PGC		STMT_PGC_ALL_1Y_ARSX	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types by study area and gender
UG		STMT_UG_ALL_1Y_DG	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by demographic group
PGC		STMT_PGC_ALL_1Y_DG	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types by demographic group
PGR		STMT_PGR_ALL_1Y_DG	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate research graduates and all provider types by demographic group
UG	Table 08	STMT2_UG_UNI_1Y_INST_CI	Short-term and medium-term employment outcomes (FTE, OE), 2021, for undergraduates and universities by institution

Course level	Report Table	Sheet name	Table title
UG		STMT2_UG_UNI_3Y_INST_CI	Short-term and medium-term employment outcomes (FTE, OE), 2019-2021, for undergraduates and universities by institution
PGC	Table 08	STMT2_PGC_UNI_1Y_INST_CI	Short-term and medium-term employment outcomes (FTE, OE), 2021, for postgraduate coursework graduates and universities by institution
PGC		STMT2_PGC_UNI_3Y_INST_CI	Short-term and medium-term employment outcomes (FTE, OE), 2019-2021, for postgraduate coursework graduates and universities by institution
UG		STMT3_UG_UNI_1Y_INST_CI	Short-term and medium-term employment outcomes (LF, SAL), 2021, for undergraduates and universities by institution
UG		STMT3_UG_UNI_3Y_INST_CI	Short-term and medium-term employment outcomes (LF, SAL), 2019-2021, for undergraduates and universities by institution
PGC		STMT3_PGC_UNI_1Y_INST_CI	Short-term and medium-term employment outcomes (LF, SAL), 2021, for postgraduate coursework graduates and universities by institution
PGC		STMT3_PGC_UNI_3Y_INST_CI	Short-term and medium-term employment outcomes (LF, SAL), 2019-2021, for postgraduate coursework graduates and universities by institution
UG		MT_UG_ALL_1Y_FTS	Medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by proportion engaged in full-time study
UG	Figure 03	FTE_UG_UNI_1Y_INST_FIG	Proportion employed full-time, 2021, for undergraduates and universities by institution
UG		FTE_UG_UNI_3Y_INST_FIG	Proportion employed full-time, 2019-2021, for undergraduates and universities by institution
PGC	Figure 04	FTE_PGC_UNI_1Y_INST_FIG	Proportion employed full-time, 2021, for postgraduate coursework graduates and universities by institution
PGC		FTE_PGC_UNI_3Y_INST_FIG	Proportion employed full-time, 2019-2021, for postgraduate coursework graduates and universities by institution
UG		SAL_UG_UNI_1Y_INST_FIG	Medium-term salaries (\$), 2021, for undergraduates and universities by institution
UG		SAL_UG_UNI_3Y_INST_FIG	Medium-term salaries (\$), 2019-2021, for undergraduates and universities by institution
PGC		SAL_PGC_UNI_1Y_INST_FIG	Medium-term salaries (\$), 2021, for postgraduate coursework graduates and universities by institution
PGC		SAL_PGC_UNI_3Y_INST_FIG	Medium-term salaries (\$), 2019-2021, for postgraduate coursework graduates and universities by institution

### 6.1.2 Usual and actual hours worked

This group of tables explores the median hours usually worked each week and the median hours actually worked in the week prior to completing the survey of graduates in the medium-term, approximately three years after completing their course, for the past three years.

**Table 21 Tables associated with medium-term median usual hours and median actual hours worked**

Course level	Report Table	Sheet name	Table title
UG	Figure 01	HOURS_UG_ALL_3Y	Medium-term median usual hours and median actual hours worked by employment outcome (FT, PT, OE), 2019-2021, for undergraduates and all provider types
PGC		HOURS_PGC_ALL_3Y	Medium-term median usual hours and median actual hours worked by employment outcome (FT, PT, OE), 2019-2021, for postgraduate coursework graduates and all provider types
PGR		HOURS_PGR_ALL_3Y	Medium-term median usual hours and median actual hours worked by employment outcome (FT, PT, OE), 2019-2021, for postgraduate research graduates and all provider types

### 6.1.3 Away from work

This group of tables presents the proportion of employed graduates who were away from work in the week prior to completing the survey. Reasons for being away from work include for holidays, sickness or any other reason, such as being stood down due to the impact of COVID-19.

**Table 22 Tables associated with the percentage of employed graduates away from work**

Course level	Report Table	Sheet name	Table title
UG	Figure 02	AWAY_UG_ALL_3Y	Percentage of employed graduates who are away from work by employment outcome (FT, PT, OE), 2019-2021, for undergraduates and all provider types
PGC		AWAY_PGC_ALL_3Y	Percentage of employed graduates who are away from work by employment outcome (FT, PT, OE), 2019-2021, for postgraduate coursework graduates and all provider types
PGR		AWAY_PGR_ALL_3Y	Percentage of employed graduates who are away from work by employment outcome (FT, PT, OE), 2019-2021, for postgraduate research graduates and all provider types

### 6.1.4 Graduate occupations

This group of tables presents the proportion of employed graduates and graduates employed full-time in different occupations in the short-term in 2018 and again in the medium-term in 2021. These occupations are coded from graduate description of their job and job role to a detailed ANZCO code. The results are presented here at the top ANZCO levels. In general, a managerial or professional occupation is considered an appropriate employment outcome after completing a higher education level qualification and a useful proxy for the “relevance” of graduates’ employment outcomes to their qualification.

**Table 23 Tables associated with occupation types of employed graduates**

Course level	Report Table	Sheet name	Table title
UG	Table 09	OCCO_UG_ALL_1Y_AREA	Proportion employed working in occupational groups, 2021, for undergraduates and all provider types by study area
PGC		OCCO_PGC_ALL_1Y_AREA	Proportion employed working in occupational groups, 2021, for postgraduate coursework graduates and all provider types by study area
PGR		OCCO_PGR_ALL_1Y_AREA	Proportion employed working in occupational groups, 2021, for postgraduate research graduates and all provider types by study area
UG		OCCF_UG_ALL_1Y_AREA	Proportion full-time employed working in occupational groups, 2021, for undergraduates and all provider types by study area
PGC		OCCF_PGC_ALL_1Y_AREA	Proportion full-time employed working in occupational groups, 2021, for postgraduate coursework graduates and all provider types by study area
PGR		OCCF_PGR_ALL_1Y_AREA	Proportion full-time employed working in occupational groups, 2021, for postgraduate research graduates and all provider types by study area
UG		OCC_UG_ALL_1Y_STMT2	Proportion of employed graduates working in managerial or professional occupation, 2021, for undergraduates and all provider types by short-term and medium-term employment outcomes
PGC		OCC_PGC_ALL_1Y_STMT2	Proportion of employed graduates working in managerial or professional occupation, 2021, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes
PGR		OCC_PGR_ALL_1Y_STMT2	Proportion of employed graduates working in managerial or professional occupation, 2021, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes

### 6.1.5 Labour force transitions

This group of tables explores the journey of graduates from their labour force outcome in 2018 to their status in 2021. For example, the proportion of graduates who were unemployed in 2018 and the proportion of those graduates who went on to full-time employment in 2021.

**Table 24 Tables associated with labour force transitions**

Course level	Report Table	Sheet name	Table title
UG		LFT_UG_ALL_1Y	Labour force transition, 2021, for undergraduates and all provider types
PGC		LFT_PGC_ALL_1Y	Labour force transition, 2021, for postgraduate coursework graduates and all provider types

Course level	Report Table	Sheet name	Table title
PGR		LFT_PGR_ALL_1Y	Labour force transition, 2021, for postgraduate research graduates and all provider types
UG		LFT_UG_ALL_1Y_SEX	Labour force transition, 2021, for undergraduates and all provider types by gender
PGC		LFT_PGC_ALL_1Y_SEX	Labour force transition, 2021, for postgraduate coursework graduates and all provider types by gender
PGR		LFT_PGR_ALL_1Y_SEX	Labour force transition, 2021, for postgraduate research graduates and all provider types by gender

### 6.1.6 Employment history

This group of tables presents the number of graduates who were in the labour market in 2021 and the proportion who changed jobs (different employer), those who had worked for the same employer for more than 12 months, those who had changed roles with the same employer and those who had changed occupation level. The tables also present the median salary for those graduates (regardless of whether they were working full-time) in 2018 compared to median salaries in 2021.

**Table 25 Tables associated with the employment history of graduates**

Course level	Report Table	Sheet name	Table title
UG		EHIST_UG_ALL_1Y	Employment history, 2021, for undergraduates and all provider types
PGC		EHIST_PGC_ALL_1Y	Employment history, 2021, for postgraduate coursework graduates and all provider types
PGR		EHIST_PGR_ALL_1Y	Employment history, 2021, for postgraduate research graduates and all provider types
UG		EHIST_UG_ALL_1Y_FTS	Employment history, 2021, for undergraduates and all provider types by proportion engaged in full-time study

### 6.1.7 Importance of the qualification

This group of tables presents information on the extent to which graduates consider that it was important for them to have their specific or similar qualification, to be able to do their job in the short-term and medium-term.

**Table 26 Tables associated with the extent to which graduates considered their qualification important**

Course level	Report Table	Sheet name	Table title
UG		QUALIMP_UG_ALL_1Y_STMT2	Importance of qualification for graduates in short-term and medium-term employment, 2021, for undergraduates and all provider types by short-term and medium-term employment outcomes
PGC		QUALIMP_PGC_ALL_1Y_STMT2	Importance of qualification for graduates in short-term and medium-term employment, 2021, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes
PGR		QUALIMP_PGR_ALL_1Y_STMT2	Importance of qualification for graduates in short-term and medium-term employment, 2021, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes

### 6.1.8 Extent to which qualification prepared graduates

This group of tables present information on how well the qualification prepared graduates for their current job, in the short-term and medium-term. Institutions also receive qualitative data in comment fields related to what the institution did well and what graduates considered could have been done better to prepare them for their current employment.

**Table 27 Tables associated with the extent to which the qualification prepared graduates for their current job**

Course level	Report Table	Sheet name	Table title
UG		CRSPREP_UG_ALL_1Y_STMT2	Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment, 2021, for undergraduates and all provider types by short-term and medium-term employment outcomes
PGC		CRSPREP_PGC_ALL_1Y_STMT2	Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment, 2021, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes
PGR		CRSPREP_PGR_ALL_1Y_STMT2	Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment, 2021, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes

### 6.1.9 Graduate attributes

This group of tables present the scale scores of graduate ratings of how well their qualification and institution prepared them for their current job. The graduate attributes scales include Foundation skills, Adaptive skills and attributes and Team and interpersonal skills.

**Table 28 Tables associated with graduates' ratings of their qualification and institution**

Course level	Report Table	Sheet name	Table title
UG		GAS_UG_ALL_1Y_AREA	Graduates average ratings of their attributes, 2021, for undergraduates and all provider types by study area
PGC		GAS_PGC_ALL_1Y_AREA	Graduates average ratings of their attributes, 2021, for postgraduate coursework graduates and all provider types by study area
UG		GAS_UG_ALL_1Y_STMT2	Graduates average ratings of their attributes, 2021, for undergraduates and all provider types by short-term and medium-term employment outcomes
PGC		GAS_PGC_ALL_1Y_STMT2	Graduates average ratings of their attributes, 2021, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes
PGR		GAS_PGR_ALL_1Y_STMT2	Graduates average ratings of their attributes, 2021, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes

### 6.1.10 Skills utilisation

This group of tables explore the main reason employed graduates are working in jobs that do not fully utilise their skills and education. Results can be viewed by study area and provider type in the short-term, four to six months after graduates completed their studies, and the medium-term, approximately three years after completing their course.

**Table 29 Tables associated with reasons for underutilisation of skills and education**

Course level	Report Table	Sheet name	Table title
UG		RSOVRQ_UG_ALL_1Y_AREA	Main reason for working in job in that doesn't fully use skills and education, 2021, for undergraduates and all provider types by study area
PGC		RSOVRQ_PGC_ALL_1Y_AREA	Main reason for working in job in that doesn't fully use skills and education, 2021, for postgraduate coursework graduates and all provider types by study area
PGR		RSOVRQ_PGR_ALL_1Y_AREA	Main reason for working in job in that doesn't fully use skills and education, 2021, for postgraduate research graduates and all provider types by study area
UG	Table 10	RSOVRQ_UG_ALL_1Y_MT	Main reason for working in job in that doesn't fully use skills and education, 2021, for undergraduates and all provider types by medium-term employment outcomes
UG		RSOVRQ_UG_ALL_1Y_STMT2	Main reason for working in job in that doesn't fully use skills and education, 2021, for undergraduates and all provider types by short-term and medium-term employment outcomes
PGC		RSOVRQ_PGC_ALL_1Y_STMT2	Main reason for working in job in that doesn't fully use skills and education, 2021, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes
PGR		RSOVRQ_PGR_ALL_1Y_STMT2	Main reason for working in job in that doesn't fully use skills and education, 2021, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes

### 6.1.11 Further study

This group of tables present the proportion of graduates engaged in further full-time study three years after completing their course.

**Table 30 Tables associated with graduates undertaking further full-time study**

Course level	Report Table	Sheet name	Table title
UG	Table 11	FTS_UG_ALL_1Y_BFOE	Proportion engaged in full-time study, 2021, for undergraduates and all provider types by broad field of education
UG		FTS_UG_ALL_1Y_DG	Proportion engaged in full-time study, 2021, for undergraduates and all provider types by demographic group

## 6.2 Methodological tables

This group of tables relate to the operational and methodological aspects of the GOS-L including response rates, response characteristics such as student demographics and study area, as well as representativeness of the respondents as compared to the sample population.

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics, approach to weighting and precision please refer to the 2021 GOS-L Methodological Report, which is available on the QILT website.

**Table 31 Tables associated with key project elements and response rates by institution**

Course level	Report Table	Sheet name	Table title
ALL	Table 12	OV_ALL_ALL_1Y	Operational overview, 2021, for all course levels and all provider types
ALL	Table 13	RR_ALL_UNI_1Y_INST	Response rates, 2021, for all course levels and universities by institution
ALL	Table 14	RR_ALL_NUHEI_1Y_INST	Response rates, 2021, for all course levels and non-university higher education institutions by institution
UG		RR_UG_UNI_1Y_INST	Response rates, 2021, for undergraduates and universities by institution
UG		RR_UG_NUHEI_1Y_INST	Response rates, 2021, for undergraduates and non-university higher education institutions by institution
PGC		RR_PGC_UNI_1Y_INST	Response rates, 2021, for postgraduate coursework graduates and universities by institution
PGC		RR_PGC_NUHEI_1Y_INST	Response rates, 2021, for postgraduate coursework graduates and non-university higher education institutions by institution
PGR		RR_PGR_UNI_1Y_INST	Response rates, 2021, for postgraduate research graduates and universities by institution
PGR		RR_PGR_NUHEI_1Y_INST	Response rates, 2021, for postgraduate research graduates and non-university higher education institutions by institution

**Table 32 Tables associated with response characteristics and representativeness**

Course level	Report Table	Sheet name	Table title
ALL	Table 16	CHAR_ALL_ALL_1Y_AREA	Respondent characteristics, 2021, for all course levels and all provider types by study area
UG		CHAR_UG_ALL_1Y_AREA	Respondent characteristics, 2021, for undergraduates and all provider types by study area
PGC		CHAR_PGC_ALL_1Y_AREA	Respondent characteristics, 2021, for postgraduate coursework graduates and all provider types by study area
PGR		CHAR_PGR_ALL_1Y_AREA	Respondent characteristics, 2021, for postgraduate research graduates and all provider types by study area
UG		CHAR_UG_ALL_1Y_ARSX	Respondent characteristics, 2021, for undergraduates and all provider types by study area and gender

Course level	Report Table	Sheet name	Table title
PGC		CHAR_PGC_ALL_1Y_ARSX	Respondent characteristics, 2021, for postgraduate coursework graduates and all provider types by study area and gender
PGR		CHAR_PGR_ALL_1Y_ARSX	Respondent characteristics, 2021, for postgraduate research graduates and all provider types by study area and gender
UG		CHAR_UG_ALL_1Y_AR45SX	Respondent characteristics, 2021, for undergraduates and all provider types by 45 study areas and gender
PGC		CHAR_PGC_ALL_1Y_AR45SX	Respondent characteristics, 2021, for postgraduate coursework graduates and all provider types by 45 study areas and gender
PGR		CHAR_PGR_ALL_1Y_AR45SX	Respondent characteristics, 2021, for postgraduate research graduates and all provider types by 45 study areas and gender
ALL	Table 15	CHAR_ALL_ALL_1Y_SG	Respondent characteristics, 2021, for all course levels and all provider types by demographic and contextual group
UG		CHAR_UG_ALL_1Y_SG	Respondent characteristics, 2021, for undergraduates and all provider types by demographic and contextual group
PGC		CHAR_PGC_ALL_1Y_SG	Respondent characteristics, 2021, for postgraduate coursework graduates and all provider types by demographic and contextual group
PGR		CHAR_PGR_ALL_1Y_SG	Respondent characteristics, 2021, for postgraduate research graduates and all provider types by demographic and contextual group

