



2023

# GRADUATE OUTCOMES SURVEY

INTERNATIONAL REPORT  
NOVEMBER 2024

SHORT-TERM GRADUATE OUTCOMES IN AUSTRALIA



# Acknowledgments

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For more information on the conduct and results of the 2023 GOS see the 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).

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# 1. Introduction

This report presents data on graduate employment outcomes for international students at Australian higher education institutions, approximately four to six months after they have completed their studies. Information is drawn from the Graduate Outcomes Survey (GOS), an annual survey conducted on behalf of the Australian Government Department of Education by the Social Research Centre as part of the Quality Indicators for Learning and Teaching (QILT) program. In 2023, the GOS gathered over 28,000 responses from international graduates, with a response rate of 31.5 per cent.

Results from the GOS for domestic graduates are published in the GOS National Report on the QILT website and in an interactive comparison tool at the institution by study area level on the ComparED website. Although international graduates have always been in scope for the GOS, labour market outcomes have only been published as an annual report since 2021 and are not included on the ComparED website.

The GOS International Report focuses on the main indicators over time such as labour market outcomes (rates of full-time employment, overall employment, labour force participation and median full-time salaries) and further study outcomes. The report also discusses some areas of focus such as skills utilisation, including graduate occupations and reasons for not using their skills and education in their current job.

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 static Excel tables

which provide additional data and detail out of scope of this report, but which may be of interest to the reader. Consistent with reporting of international student enrolments and completions, international graduates are defined in this report as graduates who were recorded as having non-Australian citizen status in the Tertiary Collection of Student Information (TCSI) system at the time they were enrolled as students (with the exception of New Zealand citizens and students on humanitarian visas, who are considered to be domestic students). Unless otherwise noted, graduate outcomes refer to graduates living both in Australia and overseas at the time of the survey. The exception is for salaries, which refer to graduates employed full-time within Australia only.

A total of 126 institutions participated in the 2023 GOS, including all 42 Australian universities as well as 84 non-university higher education institutions (NUHEIs). Of the 126 participating institutions, 104 institutions had in scope international graduates (including all 42 universities and 62 NUHEIs).

As data is drawn from a survey to which only a subset of graduates respond, analysis can be affected both by the total number of survey responses and by how representative those responses are of the total graduate population. In this report, data is not reported where there are fewer than 25 survey responses, as indicated by 'n/a.' in tables. For institution level data, 90 per cent confidence intervals are presented to aid in interpreting results. Further information on survey methodology and data representativeness can be found in **Appendix 1** of this report.

## 2023 Participation

**104**  
participating institutions

**94,311**  
invitations sent

**28,081**  
completed surveys

**31.5%**  
response rate



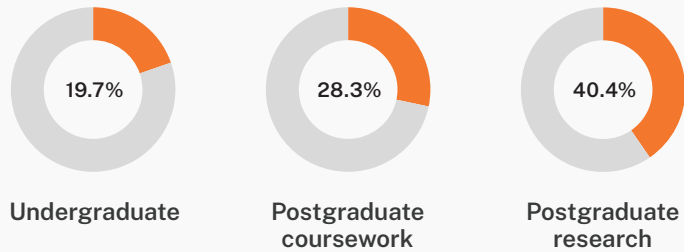
Short-term labour market outcomes  
= 4-6 months after course completion



# International graduate profile

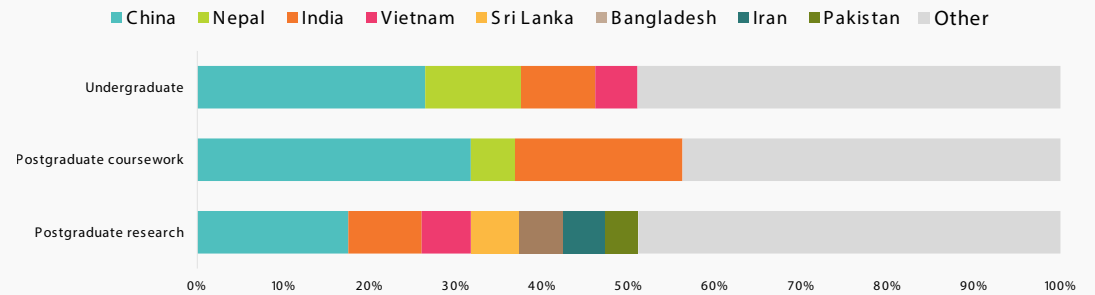
## Proportion of international graduate responses by study level

International graduates accounted for 19.7 per cent of undergraduate responses, 28.3 per cent of postgraduate coursework responses and 40.4 per cent of postgraduate research responses in the 2023 GOS.



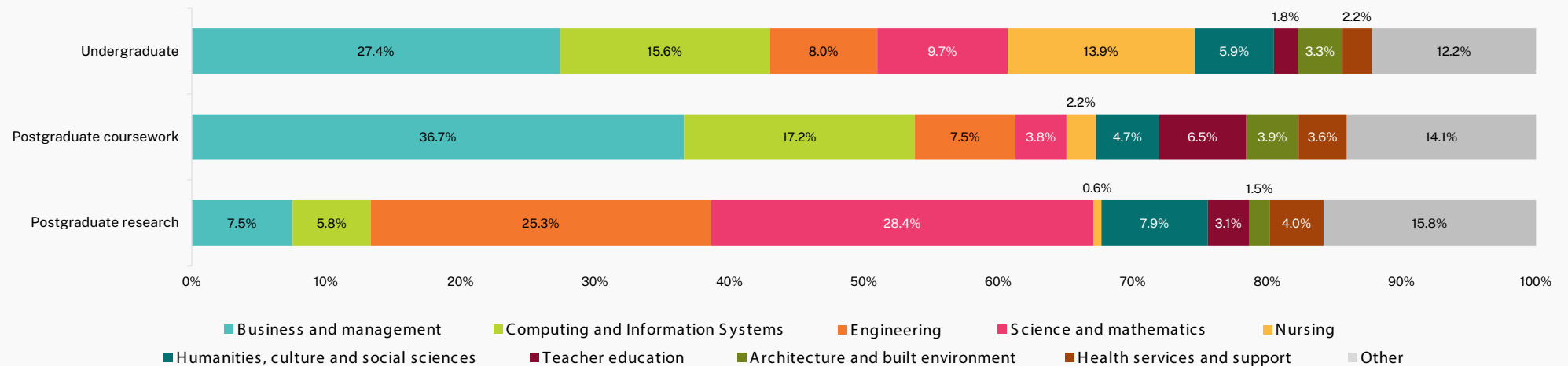
## Source countries by study level

Of the total international undergraduate respondents in 2023, 46.1 per cent were from China, Nepal and India; 56.2 per cent of postgraduate coursework respondents were from these same three countries. There was more diversity at the postgraduate research level, with seven countries accounting for 51.1 per cent of survey responses.



## Proportion of graduates by study level and study area

International graduate responses were also mainly clustered in a small number of study areas; predominately Business and management, Computing and information systems, Engineering, Science and mathematics and Nursing.



## 2. Labour market outcomes

The GOS follows Australian Bureau of Statistics (ABS) Labour Force Survey (LFS) concepts and definitions in measuring employment. 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), in all their current jobs combined. Definitions of labour market outcomes are presented in **Appendix 2** of this report.

### 2.1 Study level

**Table 1** presents employment outcomes for international and domestic graduates by study level, for 2022 and 2023. There has been an increase in graduate employment rates for both domestic and international graduates in 2023, as was the case in 2022, following a broad decline in graduate employment rates between 2019 and 2020 as seen in **Figure 1**. This decline was associated with general weakness in the Australian labour market observed from 2019 and made worse in 2020 by measures introduced to manage the COVID-19 pandemic. There was only a slight improvement in 2021, after a number of jurisdictions had maintained or re-introduced restrictions. International graduates were affected by this downturn to an even greater extent than domestic graduates, particularly where they remained in Australia following course completion. Results from 2022 and 2023 suggest a strong recovery of the Australian labour market.

It is also observed that rates of further full-time study are consistently higher for international graduates than for domestic graduates, across all levels of initial study. The further full-time study rate for international undergraduates was 30.9 per cent compared with 18.0 per cent for domestic undergraduates; a difference of 12.9 percentage points. At postgraduate coursework level, 16.7 per cent of international graduates reported being in further full-time study compared with 7.1 per cent of domestic graduates, and for postgraduate research 10.6 per cent of international graduates were still studying after completing their course compared with 6.9 per cent domestic graduates. Refer to **Section 4** 'Graduates in further full-time study' for further analysis.

Table 1 / **Graduate employment and study outcomes by level of study and citizenship status, 2022-2023**

	International		Domestic	
	2022	2023	2022	2023
<b>Full-time employment (%)</b>				
Undergraduate	57.7	59.7	78.5	79.0
Postgraduate coursework	57.9	60.7	89.4	90.3
Postgraduate research	76.0	76.7	84.7	85.3
<b>Overall employed (%)</b>				
Undergraduate	71.5	72.6	88.3	88.9
Postgraduate coursework	75.9	73.1	93.3	93.9
Postgraduate research	85.6	86.6	91.9	91.4
<b>Labour force participation rate (%)</b>				
Undergraduate	81.4	83.7	92.4	92.5
Postgraduate coursework	92.5	91.4	95.6	95.6

Table 1 / Graduate employment and study outcomes by level of study and citizenship status, 2022-2023 (Continued)

	International		Domestic	
	2022	2023	2022	2023
Postgraduate research	95.1	95.9	94.8	95.2
<b>Median salary, employed full-time (\$)</b>				
Undergraduate	60,000	65,000	68,000	71,000
Postgraduate coursework	60,000	65,000	91,600	96,600
Postgraduate research	89,500	92,000	96,000	100,000
<b>In full-time study (%)</b>				
Undergraduate	31.0	30.9	18.6	18.0
Postgraduate coursework	12.8	16.7	7.5	7.1
Postgraduate research	11.3	10.6	6.7	6.9

Note: Median salary figures only include data for graduates working in Australia.

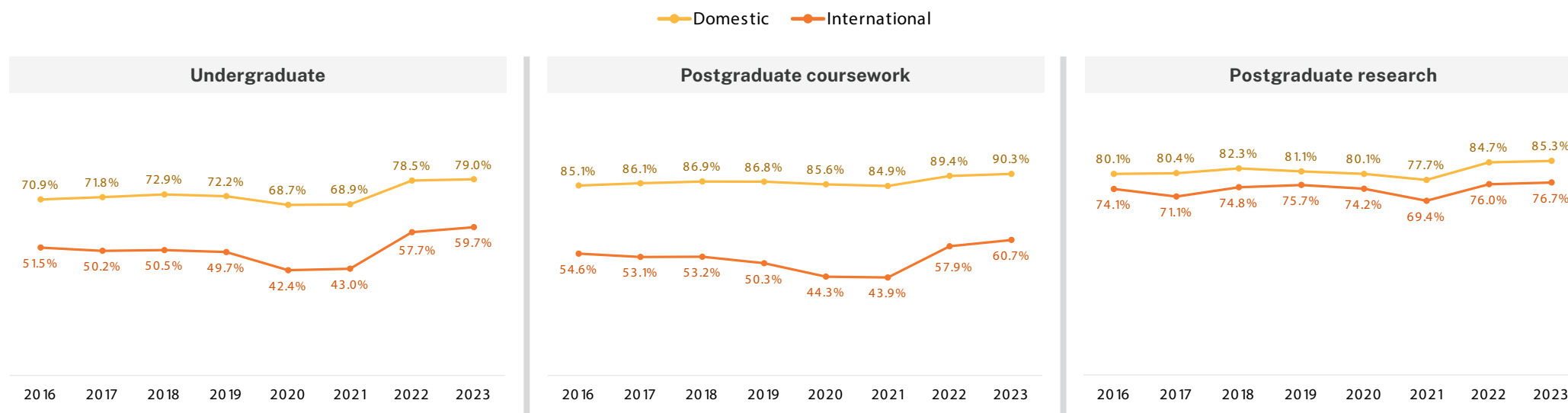
## Full-time employment (as a proportion of those available for full-time work)

Historically, international full-time employment rates have always trailed domestic full-time employment rates, across all levels of study, as seen in **Figure 1**, and this trend continued in 2023. Although international graduate employment rates continued to be lower than that of their domestic counterparts across all levels of study, the

difference between the cohorts decreased in 2023. For undergraduates, the 2023 full-time employment rate for international graduates was 59.7 per cent compared with 79.0 per cent for domestic graduates. This represents a difference of 19.3 percentage points, compared to 20.8 percentage points in 2022. A similar trend was seen at the

postgraduate coursework level, with a difference of 29.6 percentage points between international and domestic graduates in 2023, compared to 31.5 percentage points in 2022. The gap was narrower at the postgraduate research level at 8.6 percentage points in 2023 compared to 8.7 percentage points in 2022.

Figure 1 / Graduate full-time employment rate (%) by citizenship indicator and study level, 2016-2023

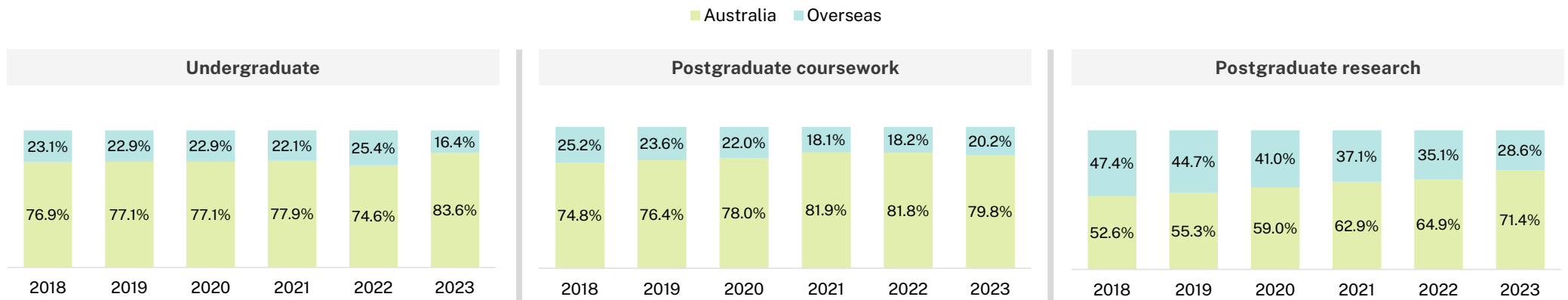


Data on graduate location at the time of the survey for international graduates is only available since 2018. However, it is important context when examining international graduate employment outcomes which often vary greatly by geographic location. The proportions of international graduates located in Australia or overseas at the time of the survey are presented in **Figure 2**.

On average, from 2018-2022, approximately 23 per cent of international undergraduate respondents were located overseas four to six months after course completion; this declined to 16.4 per cent in 2023. The proportion of international postgraduate coursework responses from graduates living overseas was trending downward from 2018 to 2022 but did increase slightly in 2023, from 18.2

per cent to 20.2 per cent year on year. The proportion of international postgraduate research graduates living overseas shortly after course completion has continued to decline since 2018, when 47.4 per cent of responses at this level of study were from graduates living overseas, compared to a low of 28.6 per cent in 2023.

Figure 2 / International graduates' current location at the time of the GOS by study level

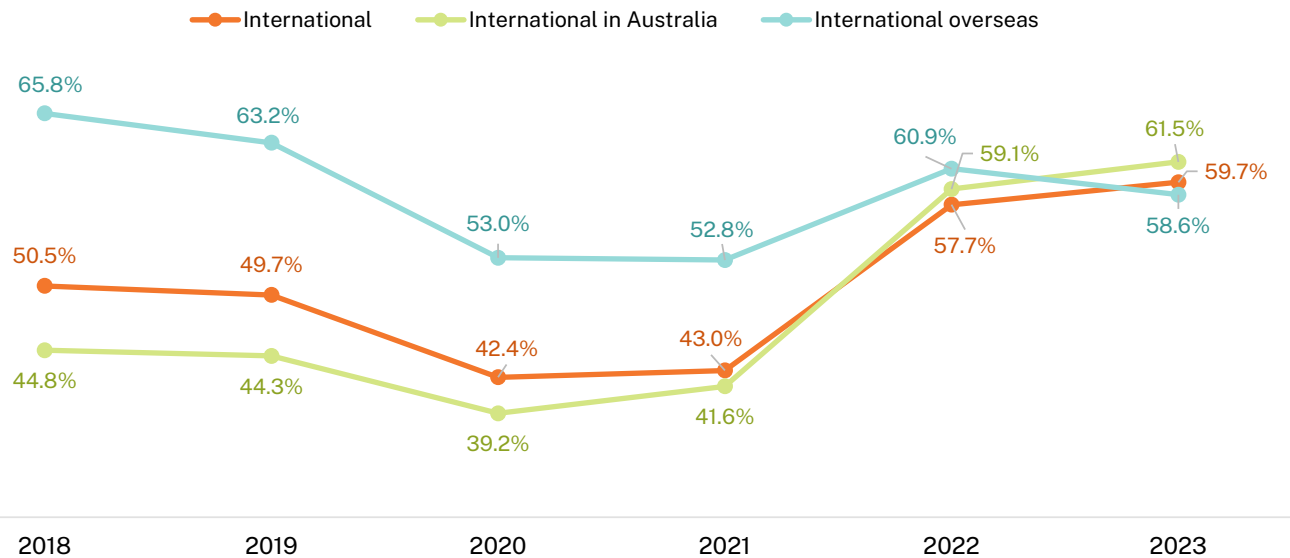


International undergraduate full-time employment rates have historically been much lower for graduates residing in Australia shortly after course completion than those overseas, as seen in **Figure 3**.

However, 2023 saw a decline in full-time employment rates for international undergraduates residing overseas and an increase for those in Australia. This is the first time since 2018, that international graduates have had better outcomes for graduates in Australia compared to those located overseas shortly after course completion.

These results reflect the strong recovery of the Australian labour market, and perhaps a weakening of some overseas labour markets.

Figure 3 / International undergraduate full-time employment rate by residence at time of survey, 2018-2023 (%)



Note: International total includes graduates with unknown location.

## Overall employment (as a proportion of those available for employment)

Overall employment rates<sup>1</sup> followed a similar pattern in 2023. International graduates recorded lower overall employment rates than domestic graduates by a margin of 16.3 percentage points for undergraduates, 20.8 percentage points at postgraduate coursework level and 4.8 percentage points at the postgraduate research level.

## Labour force participation

For undergraduates, labour force participation was also lower for international graduates than domestic in 2023, at 83.7 per cent and 92.5 per cent respectively. The difference in labour force participation was less pronounced at the postgraduate coursework level (91.4 percent international, 95.6 per cent domestic). However, postgraduate research level international graduates had a slightly

higher participation rate than domestic (95.9 per cent international, 95.2 per cent domestic). The lower labour force participation rates of international undergraduates and postgraduates by coursework is partly explained by the high rates of further study.

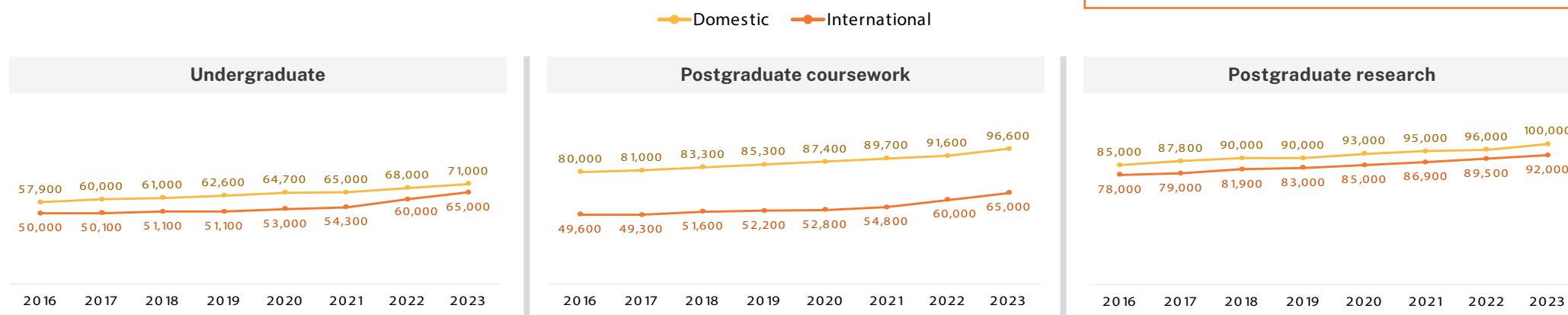
## Median annual full-time salary

As seen in **Figure 4**, for those graduates employed full-time in Australia, median salaries increased between 2022 and 2023 but were consistently lower for international graduates<sup>2</sup>. For undergraduates, the median salary in 2023 was \$71,000 for international graduates, compared with \$65,000 for domestic graduates, a difference of \$6,000 (compared to \$8,000 in 2022). The salary differential was more pronounced at the postgraduate level, at \$31,600 in 2023, the same as in 2022.. It is notable that the median salary (\$65,000) was the same for international graduates at postgraduate coursework level and undergraduate

level, while for domestic graduates there is a difference of \$25,600 between the two levels which may be related to higher employment in Australia prior to or during the course for domestic postgraduate coursework students. At postgraduate research level, the difference in salaries between international and domestic graduates was less pronounced at \$8,000 in 2023 but actually larger when compared to a difference of \$6,500 in 2022.

**The median salary of domestic undergraduates employed full-time increased from \$61,000 in 2018 to \$71,000 in 2023, an increase of 16.4 per cent. In contrast, the median salary of international undergraduates employed full-time increased from \$51,100 to \$65,000, up 27.2 per cent, narrowing the pay gap to \$6,000.**

Figure 4 / Graduate median full-time annual salary (\$) by study level and citizenship status, 2016-2023



<sup>1</sup> The overall employment rate is defined as graduates who were usually or actually in paid employment for one or more hours in the week before the survey (including full-time or part-time employment) as a proportion of those available for employment. Graduates are considered available for employment if they were usually or actually in paid employment for one or more hours in the week before the survey (including full-time or part-time employment).

<sup>2</sup> This report presents salaries in nominal terms. This means the salary amounts reflect the actual values as they existed in the respective year (that is, the values are not adjusted for inflation).

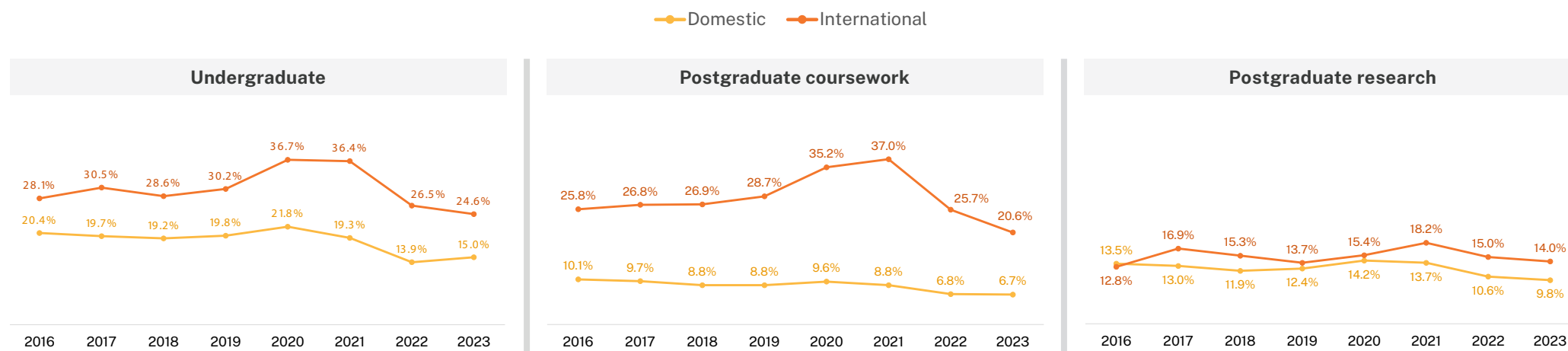
## 2.2 Underemployment

‘Underemployment’ is defined as the proportion of graduates employed part-time (i.e., less than 35 hours per week) who would prefer to work more hours (i.e. ‘seeking more hours’). Note that this definition differs from the ABS’ definition of underemployment.<sup>3</sup>

The proportions of underemployed international graduates have been declining since 2021 across all study levels. However, as shown by **Figure 5**, international graduates are more likely than domestic graduates to be employed

part-time but seeking more hours, particularly at the undergraduate and postgraduate coursework levels.

Figure 5 / Proportion of graduates employed part-time seeking more hours by citizenship status and study level, 2016-2023 (% of those employed)



Examining reasons graduates are not working more hours provides some insight into the differences between underemployed international and domestic graduates.

**Table 2** shows that at the undergraduate level, studying is a common reason reported by domestic and international graduates for not working more hours. Domestic undergraduates were much more likely to report that there were no more hours available in their current position than were international graduates, although this was the most commonly reported reason among both cohorts.

On the other hand, international graduates reported visa restrictions as a reason, which is not a barrier for domestic graduates, as well as financial reasons which was reported at a rate almost twice as high as domestic undergraduates.

At the postgraduate coursework level, where 20.6 per cent of international graduates were employed part-time but seeking more hours compared to only 6.7 per cent of domestic graduates, international graduates were more likely to report studying, a lack of suitable jobs in their

area of expertise or in their local area, as well as financial reasons as reasons for not working more hours, compared to domestic postgraduate coursework graduates. ‘No more hours available in current position’ was the top reason cited by domestic and international postgraduate coursework graduates. ‘Caring responsibilities’, which includes caring for children or other family members, was a top reason for domestic postgraduate coursework graduates who tend to be older and therefore likely at a different life stage to international postgraduate coursework graduates.

<sup>3</sup> The ABS’ definition of underemployment also includes workers employed full-time who worked part-time hours in the reference period and it takes into account whether the worker was willing to work more hours and available to work those additional hours in the reference period. (Source: <https://www.abs.gov.au/ausstats/abs@.nsf/products/036166B5C6D48AF2CA256BD00027A857?OpenDocument>)

Among international graduates by study level, the smallest proportion employed part-time seeking more hours was at the postgraduate research level, which accounted for 14.0 per cent of those employed, compared to 9.8 per cent of domestic postgraduate research graduates. Labour market

factors such as a lack of hours available in current position and no suitable jobs in the graduate's area of expertise, were the most frequently cited reasons by both domestic and international postgraduate research graduates for not working more hours. Visa restrictions or waiting for

permanent residency was the main point of difference between international and domestic postgraduate research graduates, and it was also most frequently reported by international graduates at this study level, compared to the undergraduate and postgraduate coursework levels.

Table 2 / **Main reason not working more hours, of graduates employed part-time seeking more hours by study level and citizenship status, 2023 (% of those employed)**

Main reason for not working more hours	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Studying	19.9	18.2	13.9	8.4	4.1	4.5
Health issues (short-term illness or injury, long-term health condition or disability)	0.1	0.8	0.1	0.8	0.0	0.6
Caring responsibilities	1.5	4.2	3.5	15.1	3.4	4.5
<b>Subtotal – Personal factors</b>	<b>21.5</b>	<b>23.2</b>	<b>17.3</b>	<b>24.3</b>	<b>7.5</b>	<b>9.6</b>
No suitable jobs in my area of expertise	11.5	9.5	16.2	9.3	19.5	20.9
No suitable jobs in my local area	9.1	4.7	8.5	5.9	10.3	6.4
Considered to be too young by employers	1.4	1.0	0.9	0.4	1	0
Considered too old by employers	0.2	0.8	0.3	1.3	0	2.3
No jobs with a suitable number of hours	6.2	4.7	6.3	6.1	4.5	7.7
No more hours available in current position	27.1	43.7	27.1	35.8	30.5	40.2
<b>Subtotal – Labour market factors</b>	<b>55.5</b>	<b>64.4</b>	<b>59.3</b>	<b>58.7</b>	<b>65.8</b>	<b>77.5</b>



Table 2 / **Main reason not working more hours, of graduates employed part-time seeking more hours by study level and citizenship status, 2023 (% of those employed)**

(Continued)

Main reason for not working more hours	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Due to visa restrictions / waiting for permanent residency	8.2	0.1	8.1	0.1	12.3	0.3
Work has been reduced/shutdown due to COVID-19	1.4	0.6	1.2	1.3	0.7	1.3
Waiting for accreditation/registration	2.0	1.5	2.1	3.2	2.1	0.0
Financial reasons	8.2	4.5	9.0	4.3	7.2	2.3
Other (miscellaneous)	3.3	5.8	2.9	8.1	4.5	9.0
<b>Subtotal – Other factors</b>	<b>23.0</b>	<b>12.4</b>	<b>23.3</b>	<b>17.0</b>	<b>26.7</b>	<b>12.9</b>
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>Employed part-time seeking more hours (as % of all employed)</b>	<b>24.6</b>	<b>15.0</b>	<b>20.6</b>	<b>6.7</b>	<b>14.0</b>	<b>9.8</b>

## 2.3 Source country

The following section presents employment outcomes for international graduates (regardless of location) disaggregated by the graduate's source country and level of study. The countries are ordered based on the total number of survey responses at that study level. Note that "source country" is derived from TCSI E658 Residential Address Country Code and so represents the country of prior residence rather than E346 Country of Birth code which was used in previous years.

There continued to be considerable variation in outcomes by source country in 2023 across all study levels as seen in **Tables 3-5**. For example, among the largest 10 source countries, undergraduate full-time employment rates ranged from a high of 67.0 per cent for graduates from Singapore, down to 48.6 per cent for graduates from South Korea. Postgraduate coursework graduate full-time employment rates ranged from a high of 85.1 per cent for graduates from the Philippines down to 53.1 percent

for graduates from Bhutan. At the postgraduate research level, 87.7 per cent of German graduates were in full-time employment four to six months after course completion, compared 61.4 per cent of graduates from Pakistan. More detailed analysis would be required to understand the factors that might be impacting these, for example the mix of fields of education studied and the proportion of graduates located overseas.

**Top 10 source countries by study level**  
(Proportions based on response to the 2023 GOS)

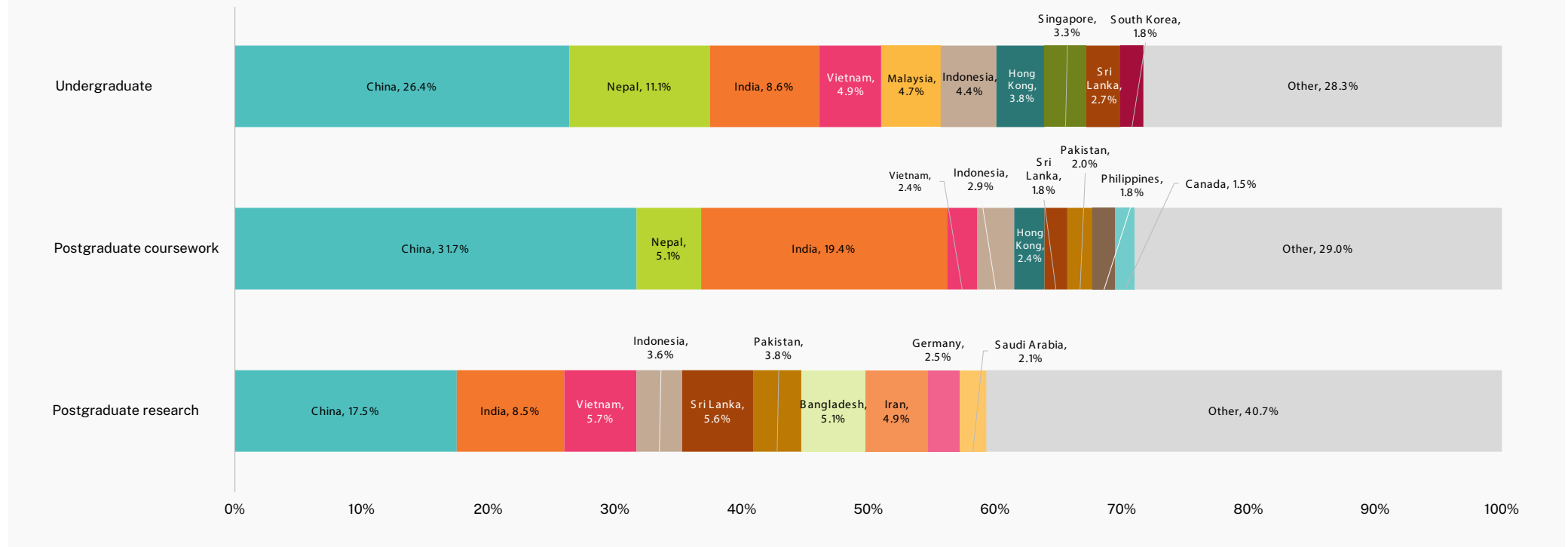


Table 3 / Undergraduate employment outcomes by source country of international graduates, 2023

Country	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
China	50.5	55.7	63.3	62,600
Nepal	66.2	85.5	96.1	63,900
India	60.6	80.0	95.0	66,000
Vietnam	58.9	75.9	92.8	65,000
Malaysia	55.1	68.3	89.8	62,600
Indonesia	52.6	69.7	87.9	60,300
Hong Kong	53.3	66.3	86.6	65,700
Singapore	67.0	73.0	85.9	71,400
Sri Lanka	65.9	82.2	94.8	65,000
South Korea	48.6	64.5	79.5	65,000
<b>All international graduates</b>	<b>59.7</b>	<b>72.6</b>	<b>83.7</b>	<b>65,000</b>

Note: Median salary figures only include data for international graduates working in Australia. Top ten countries by number of responses received are shown in descending order.

Table 4 / Postgraduate coursework employment outcomes by source country of international graduates, 2023

Country	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
China	54.4	62.2	86.7	60,000
India	56.1	75.8	94.4	62,600
Nepal	59.6	81.2	95.5	60,500
Indonesia	73.2	75.6	94.9	65,000
Hong Kong	61.2	71.7	90.6	70,000
Vietnam	68.2	82.6	94.4	63,900
Pakistan	55.7	69.4	96.0	64,300
Philippines	85.1	91.2	97.4	70,000
Sri Lanka	68.6	82.5	92.1	64,000
Canada	83.4	83.3	90.8	79,000
<b>All international graduates</b>	<b>60.7</b>	<b>73.1</b>	<b>91.4</b>	<b>65,000</b>

Note: Median salary figures only include data for international graduates working in Australia. Top ten countries by number of responses received are shown in descending order.

Table 5 / Postgraduate research employment outcomes by source country of international graduates, 2023

Country	Full-time employment (%)	Overall employed (%)	Labour force participation rate (%)	Median salary, employed full-time (\$)
China	79.4	84.0	92.1	91,000
India	69.9	85.8	98.1	91,300
Vietnam	78.4	87.3	93.7	90,000
Sri Lanka	69.4	83.3	98.6	90,000
Bangladesh	76.1	87.0	96.1	92,900
Iran	71.9	85.8	97.6	92,400
Pakistan	61.4	79.8	97.9	93,000
Indonesia	85.7	94.3	96.7	n/a
Germany	87.7	91.9	98.4	96,000
Saudi Arabia	64.7	85.7	90.7	n/a
<b>All international graduates</b>	<b>76.7</b>	<b>86.6</b>	<b>95.9</b>	<b>92,000</b>

Note: Median salary figures only include data for international graduates working in Australia. Top ten countries by number of responses received are shown in descending order. A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

## 2.4 Study area

As with domestic graduates, employment outcomes for international graduates vary considerably by study area. The following section examines undergraduate and postgraduate coursework results for international and domestic graduates in 2023. Postgraduate research level results are not presented in this report due to low numbers of responses in many study areas<sup>4</sup>.

For international undergraduates, full-time employment rates in 2023 ranged from a high of 92.3 per cent for Medicine graduates down to 44.7 per cent for Psychology graduates as seen in **Table 6**. Study areas with relatively high full-time employment rates for international undergraduates, such as Medicine, Dentistry and Teacher education, tended to have smaller gaps between international and domestic graduates.

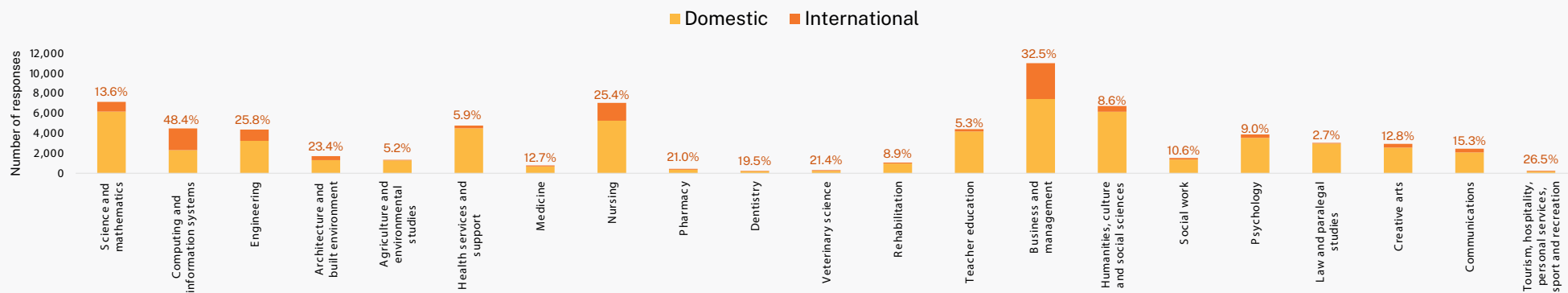
Nonetheless, full-time employment rates tended to be lower for international graduates in all study areas, except Dentistry, which was 6.5 percentage points higher than domestic graduates. However, for a number of areas there were wide gaps in full-time employment rates between international and domestic graduates, such as Architecture and built environment which was 32.9 percentage points lower than domestic graduates. Other large differences in international and domestic full-time employment rates were observed in Engineering, 29.4 percentage point difference, Psychology, 28.0 per cent difference, and the largest study area, Business and management, was 25.3 percentage points lower for international graduates.

Full-time median annual salaries for international graduates employed in Australia were also generally lower

than domestic graduate salaries across all study areas except for Veterinary science and Rehabilitation. Note that study areas with a small number of responses, like Veterinary science and Rehabilitation, tend to be more volatile year on year and caution should be exercised when making comparisons. Study areas with some of the biggest gaps in rates of full-time employment between international and domestic undergraduates also had some of the largest differences in salaries. For example, in 2023, salaries of international undergraduates who completed a qualification in the area of Business and management were approximately \$10,700 lower than domestic undergraduates, and in Psychology there was a \$13,600 difference. The largest gap was observed in Computing and information systems, with international undergraduates earning \$14,400 less than domestic undergraduates.

**Business and management, Science and mathematics and Nursing were the three largest study areas at the undergraduate level. Almost one third of the Business and management population were international graduates.**

Undergraduate population size\* and proportion of international graduates within each study area, 2023 GOS



\*Responding population size

<sup>4</sup> For postgraduate research results by study area, refer to worksheet EMP\_PGR\_ALL\_2Y\_AREA in the 2023 GOS International Tables and 2023 GOS National Tables (domestic) on the QILT website.

Table 6 / Undergraduate employment outcomes by study area and citizenship status, 2023

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	54.7	69.8	66.3	86.2	71.5	86.9	62,000	69,000
Computing and information systems	52.1	74.4	71.7	83.1	88.2	94.8	60,000	74,400
Engineering	59.8	89.2	70.0	91.7	84.9	95.5	68,200	75,000
Architecture and built environment	45.8	78.7	59.7	87.3	75.0	95.6	58,700	66,000
Agriculture and environmental studies	68.2	82.1	79.6	91.2	77.1	91.6	n/a	71,100
Health services and support	56.9	78.0	70.7	90.9	86.4	92.6	67,400	70,800
Medicine	92.3	95.6	93.3	97.0	89.0	95.1	81,300	85,000
Nursing	72.6	86.8	86.8	91.9	95.0	95.6	69,400	69,400
Pharmacy	83.8	98.4	87.2	97.9	91.5	95.2	54,300	55,500
Dentistry	89.7	83.2	90.0	91.9	83.3	93.9	n/a	94,400
Veterinary science	79.2	92.1	82.0	92.3	89.7	94.0	70,000	67,400
Rehabilitation	76.8	95.6	81.7	96.7	97.9	96.1	72,000	71,000
Teacher education	84.8	89.6	89.8	94.1	91.1	94.0	71,900	75,000
Business and management	59.2	84.5	69.3	89.9	80.9	96.0	58,500	69,200
Humanities, culture and social sciences	52.3	71.8	64.5	86.8	72.9	90.3	60,000	69,400

Table 6 / Undergraduate employment outcomes by study area and citizenship status, 2023

(Continued)

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Social work	59.4	80.7	80.1	89.8	95.7	93.9	76,800	77,300
Psychology	44.7	72.7	69.5	88.1	79.7	90.2	57,400	71,000
Law and paralegal studies	60.7	84.5	63.8	89.6	83.1	94.8	n/a	73,000
Creative arts	48.3	53.5	61.9	81.1	77.1	90.4	55,100	59,500
Communications	47.4	64.9	61.3	85.1	76.1	89.4	55,600	65,000
Tourism, hospitality, personal services, sport and recreation	71.1	73.0	80.4	88.2	88.9	97.1	n/a	65,000
<b>All study areas</b>	<b>59.7</b>	<b>79.0</b>	<b>72.6</b>	<b>88.9</b>	<b>83.7</b>	<b>92.5</b>	<b>65,000</b>	<b>71,000</b>
<b>Standard deviation</b>	15.0	11.1	10.6	4.3	7.8	2.7	13,500	8,100

Note: Median salary figures only include data for graduates working in Australia. A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

At the postgraduate coursework level, full-time employment rates for international graduates ranged from a high of 87.5 per cent for Medicine, down to 47.8 per cent for Creative arts as seen in **Table 7**.

The fields of education with relatively high full-time employment rates, for example, Rehabilitation and Medicine full-time employment rates were most similar for both international and domestic graduates.

Lower rates of full-time employment were recorded for international graduates than for domestic graduates

in every study area, with the largest differences in Architecture and built environment where the international graduate full-time employment rate was 36.5 percentage points lower than domestic graduates as well as Computing and information systems, 34.7, Health services and support 32.9 and the largest study area Business and management 31.2 percentage points lower.

It should however be noted that domestic postgraduate coursework graduates are more likely to be older and have been participating in the labour market prior to or during their studies.



At the postgraduate coursework level, Business and management was the largest study area and close to 43 per cent of this cohort were international graduates.

Postgraduate coursework population size\* and proportion of international graduates within each study area, 2023 GOS

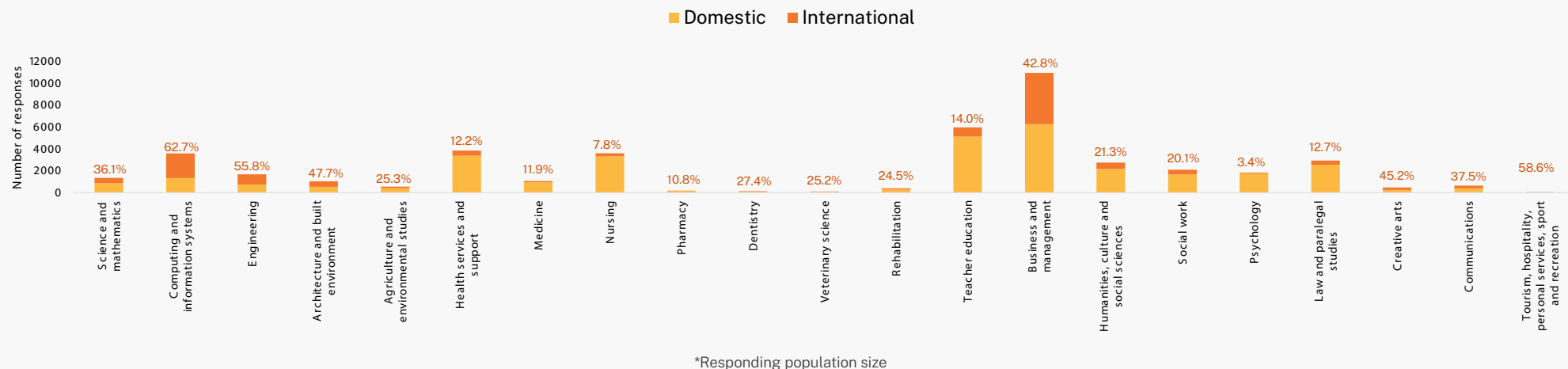


Table 7 / Postgraduate coursework employment outcomes by study area and citizenship status, 2023

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	60.1	83.0	72.8	90.3	85.4	93.6	62,000	96,000
Computing and information systems	53.3	88.0	67.9	91.5	92.5	96.5	65,000	105,000
Engineering	62.5	90.9	73.7	92.6	93.6	97.3	68,000	109,800
Architecture and built environment	53.3	89.8	68.9	92.8	92.1	97.2	60,000	75,000

Table 7 / Postgraduate coursework employment outcomes by study area and citizenship status, 2023

(Continued)

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Agriculture and environmental studies	59.8	83.1	71.5	92.1	94.2	95.6	62,800	85,000
Health services and support	56.9	89.8	74.2	94.7	92.3	96.3	67,700	100,000
Medicine	87.5	98.2	78.3	98.4	91.3	95.7	80,000	85,900
Nursing	84.2	93.8	87.6	96.4	89.6	95.7	77,800	95,800
Pharmacy	n/a	97.9	n/a	95.7	n/a	97.6	n/a	83,500
Dentistry	76.9	95.2	80.0	98.9	94.6	93.9	n/a	127,400
Veterinary science	n/a	97.2	85.2	97.5	96.4	95.2	n/a	76,800
Rehabilitation	87.2	97.5	86.0	95.9	96.9	98.6	71,400	75,200
Teacher education	74.5	90.9	85.7	95.2	91.3	96.3	73,100	91,300
Business and management	61.4	92.6	73.7	94.3	91.1	97.2	60,300	120,000
Humanities, culture and social sciences	59.2	85.9	66.0	91.9	88.5	91.8	60,000	88,300
Social work	55.5	82.3	79.8	92.0	94.7	94.7	75,000	84,100
Psychology	73.2	88.2	75.9	92.3	87.1	91.4	n/a	94,000
Law and paralegal studies	66.5	91.3	72.5	92.4	92.8	96.2	66,100	85,000
Creative arts	47.2	76.9	64.6	88.6	89.6	92.2	53,200	78,300

Table 7 / Postgraduate coursework employment outcomes by study area and citizenship status, 2023

(Continued)

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Communications	48.9	73.8	62.9	88.9	87.9	92.5	60,000	72,000
Tourism, hospitality, personal services, sport and recreation	65.4	n/a	70.0	n/a	88.2	n/a	n/a	n/a
All study areas	<b>60.7</b>	<b>90.3</b>	<b>73.1</b>	<b>93.9</b>	<b>91.4</b>	<b>95.6</b>	<b>65,000</b>	<b>96,600</b>
Standard deviation	14.0	7.0	7.2	3.2	3.6	2.3	10,000	14,900

Note: Median salary figures only include data for graduates working in Australia. A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

## 2.5 Institution

### 2.5.1 Institution type

Employment and salary outcomes vary across institutions. It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, study mode, the demographic composition of the student population, variations in state / territory and regional labour markets, and the proportion of graduates residing overseas may also impact institution results.

In 2023, 87.2 per cent of total international graduate respondents to the GOS completed a qualification at a university while 12.8 per cent were from NUHEIs, which is much higher than the 5.9 per cent of total domestic graduates that completed a qualification at a NUHEI.

In general, NUHEIs have greater proportions of postgraduate coursework graduates, international graduates, graduates studying externally and older graduates than universities. Graduates from NUHEIs also tend to cluster within a small number of larger study areas.

At the undergraduate level, labour market outcomes, including full-time employment, overall employment and labour force participation were all higher for international undergraduates from NUHEIs.

The only exception was median annual full-time salaries, which were higher for international undergraduates from universities. Interestingly, almost a third (32.7 per cent) of international undergraduates from universities were in further full-time study four to six months after course completion, compared to 19.3 per cent of international undergraduates from NUHEIs. This difference in further full-time study rates is likely to explain, in part, the difference in labour force participation rates between the institution types, as shown by **Table 8**.

Table 8 / International graduate labour market outcomes by study level and institution type, 2023

	Universities	NUHEIs
<b>In full-time employment (as a percentage of those available for full-time work)</b>		
Undergraduate	59.6	60.4
Postgraduate coursework	60.5	61.9
<b>Overall employed (as a percentage of those available for any work)</b>		
Undergraduate	71.4	78.2
Postgraduate coursework	72.5	77.3
<b>Labour force participation rate (as a percentage of all graduates)</b>		
Undergraduate	82.1	92.6
Postgraduate coursework	91.2	93.1
<b>Median annual salary (of those employed full-time)</b>		
Undergraduate	65,200	59,000
Postgraduate coursework	65,700	60,000
<b>In full-time study (%)</b>		
Undergraduate	32.7	19.3
Postgraduate coursework	16.0	21.9

Similar patterns were observed at the postgraduate coursework level, whereby international graduates who completed a qualification at a NUHEI had higher full-time employment, overall employment and labour force participation rates than international postgraduate coursework graduates from universities. However,

international postgraduate coursework median annual full-time salaries were higher for university graduates than NUHEI graduates. Unlike at the undergraduate level, international postgraduate coursework graduates that completed a qualification at a NUHEI were more likely to be in further full-time study than those from universities.

## 2.5.2 Universities

Employment and salary outcomes for international undergraduates by university are shown in **Figure 6** and **Table 9**. Results are combined across the years 2021, 2022 and 2023. This is consistent with the approach utilised on the ComparED website where results are pooled across surveys to improve the robustness and validity of the data.

In 2023, international undergraduate full-time employment rates varied between universities, from a high of 80 per cent at Avondale University to a low of 26.2 per cent at Bond University.

The figures in parentheses in the tables that follow indicate the confidence intervals for the survey estimates. Since the number of survey responses for each institution can be relatively small, the confidence intervals may overlap for survey estimates from one year to the next or from institution to institution, broadly indicating the change in labour market outcomes may not be statistically significant. To assist interpretation of results, 90 per cent confidence intervals are included. The calculation of these confidence intervals is detailed in **Appendix 4**.

It should be noted that as course offerings differ between institutions, factors such as the local labour market conditions, study mode, study areas offered, and demographic differences may explain some of the variation in results between institutions.

Similarly, international undergraduate full-time median annual salaries also varied, from \$79,300 at James Cook University to \$52,200 at Charles Sturt University. Like full-time employment rates, there are many factors that can explain results between institutions.

Table 9 / **International undergraduate full-time employment and median full-time annual salary by university, pooled 2021-2023**

University	Full-time employment (%)	Median full-time salary* (\$)
Australian Catholic University	59.8 (57.6, 62.0)	65,200 (63,700, 66,700)
Avondale University	80.0 (68.0, 87.1)	n/a
Bond University	26.2 (18.6, 35.9)	n/a
Central Queensland University	48.7 (40.4, 57.1)	n/a
Charles Darwin University	61.8 (57.7, 65.7)	64,400 (60,900, 67,900)
Charles Sturt University	51.9 (45.0, 58.6)	52,200 (48,100, 56,200)
Curtin University	57.1 (53.5, 60.6)	65,000 (63,200, 66,800)
Deakin University	51.9 (49.6, 54.2)	61,500 (59,200, 63,700)
Edith Cowan University	57.8 (54.5, 61.0)	67,400 (64,600, 70,200)
Federation University Australia	53.3 (49.3, 57.2)	54,800 (52,400, 57,200)
Flinders University	54.7 (50.7, 58.7)	62,600 (59,200, 66,000)
Griffith University	52.9 (49.1, 56.7)	57,900 (54,500, 61,400)
James Cook University	56.4 (49.0, 63.6)	79,300 (69,300, 89,300)
La Trobe University	50.0 (45.5, 54.5)	60,000 (57,100, 62,900)
Macquarie University	53.9 (50.8, 57.1)	58,000 (55,400, 60,600)

Table 9 / **International undergraduate full-time employment and median full-time annual salary by university, pooled 2021-2023**

(Continued)

University	Full-time employment (%)	Median full-time salary* (\$)
Monash University	56.2 (54.3, 58.0)	62,000 (59,700, 64,300)
Murdoch University	58.6 (53.6, 63.4)	63,700 (61,300, 66,100)
Queensland University of Technology	52.6 (49.8, 55.4)	60,000 (58,200, 61,800)
RMIT University	46.5 (44.0, 49.0)	57,400 (54,600, 60,200)
Southern Cross University	46.1 (41.2, 51.0)	54,300 (50,900, 57,600)
Swinburne University of Technology	39.5 (35.8, 43.2)	59,400 (55,100, 63,600)
The Australian National University	58.2 (53.8, 62.4)	59,500 (53,900, 65,100)
The University of Adelaide	47.9 (45.1, 50.6)	65,200 (61,100, 69,300)
The University of Melbourne	49.6 (47.5, 51.8)	60,000 (58,100, 61,900)
The University of Queensland	60.0 (57.6, 62.4)	60,200 (57,300, 63,100)
The University of South Australia	52.3 (49.1, 55.4)	60,700 (58,100, 63,300)
The University of Sydney	53.2 (50.5, 55.9)	65,000 (63,700, 66,300)
The University of Western Australia	42.6 (37.9, 47.4)	55,500 (51,100, 59,900)
Torrens University	62.7 (59.9, 65.4)	55,000 (53,500, 56,500)
University of Canberra	54.9 (50.6, 59.1)	64,100 (59,800, 68,500)
University of New England	58.5 (46.5, 69.5)	n/a

Table 9 / **International undergraduate full-time employment and median full-time annual salary by university, pooled 2021-2023**

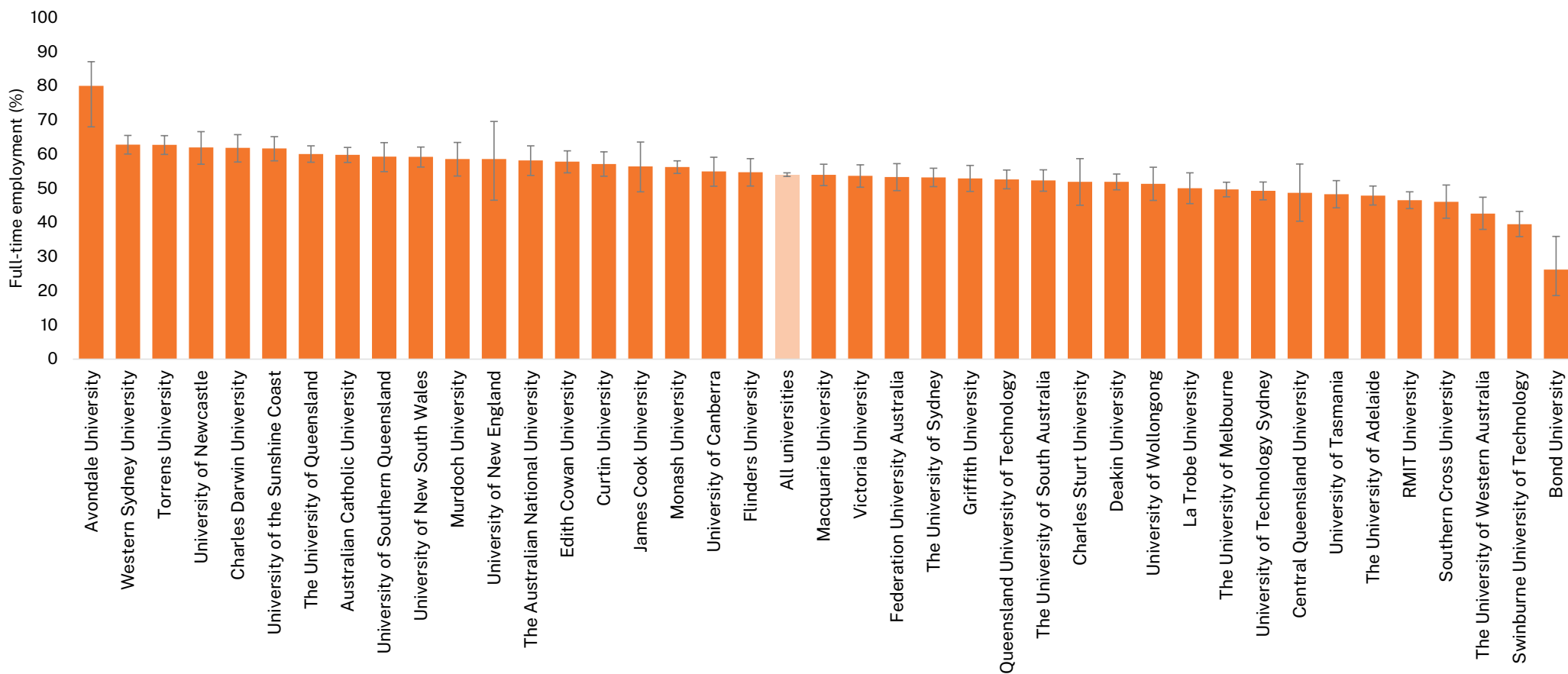
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University	Full-time employment (%)	Median full-time salary* (\$)
University of New South Wales	59.2 (56.2, 62.0)	65,000 (62,800, 67,200)
University of Newcastle	61.9 (57.1, 66.6)	69,000 (67,200, 70,800)
University of Southern Queensland	59.2 (54.9, 63.4)	63,700 (60,600, 66,700)
University of Tasmania	48.2 (44.3, 52.2)	60,500 (56,200, 64,800)
University of Technology Sydney	49.2 (46.6, 51.9)	60,000 (57,700, 62,300)
University of the Sunshine Coast	61.7 (58.0, 65.1)	59,900 (58,000, 61,800)
University of Wollongong	51.3 (46.4, 56.1)	62,300 (58,600, 66,000)
Victoria University	53.6 (50.3, 56.9)	57,600 (55,300, 59,900)
Western Sydney University	62.8 (60.0, 65.5)	63,000 (61,300, 64,800)
<b>All universities</b>	<b>54.0 (53.4, 54.5)</b>	<b>61,500 (60,600, 62,400)</b>
<b>Standard deviation</b>	<b>9.0</b>	<b>7,600</b>

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25). Only institutions with sufficient data (i.e. n>25) for full-time employment or median annual salary are presented in this table. For the complete table, refer to worksheet LF\_UG\_UNI\_3Y\_CI in the 2023 GOS International Tables available on the QILT website.

\* Median salary figures only include data for international graduates working in Australia.

Figure 6 / International undergraduate full-time employment rate and median full-time annual salary by university, pooled 2021-2023 (%)

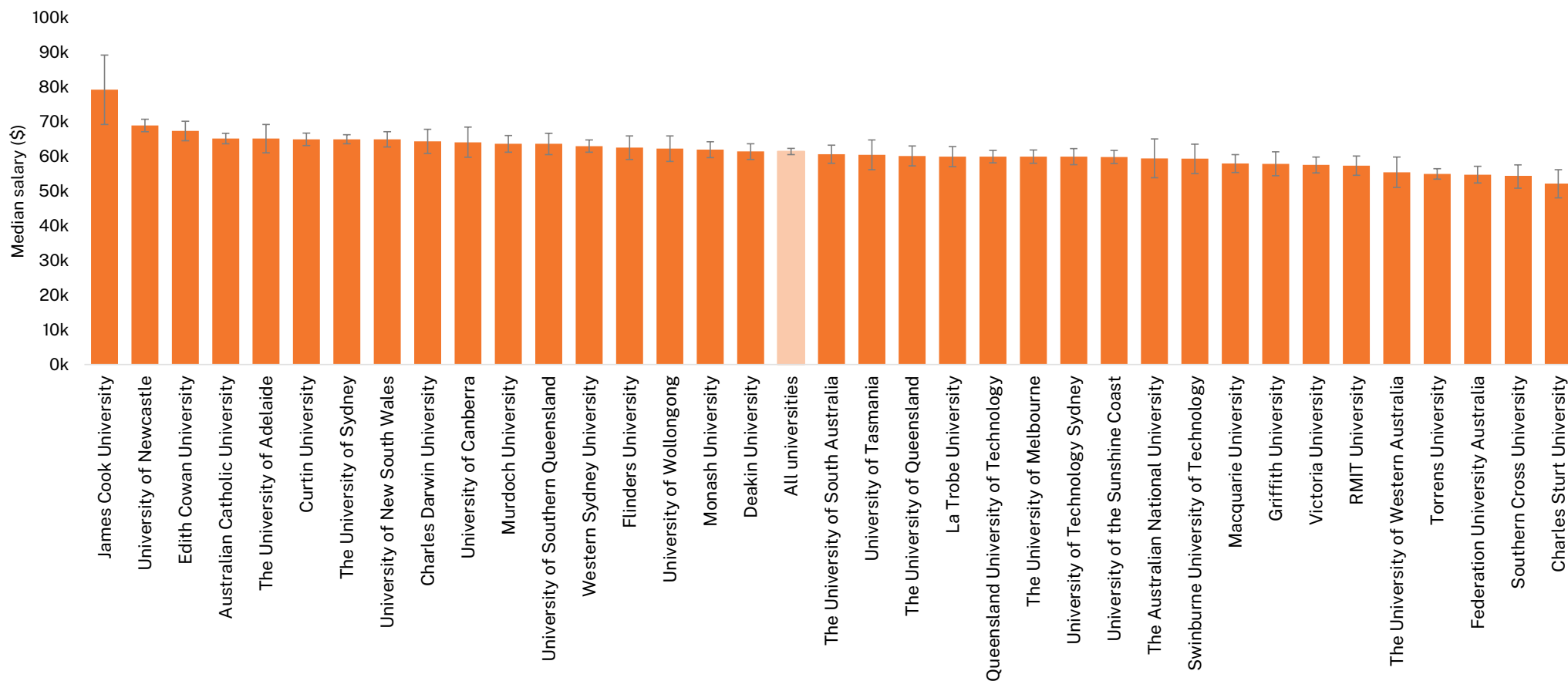


Note: Only institutions with sufficient data (i.e. n>25) for full-time employment are presented in this figure.



Figure 6 / International undergraduate full-time employment rate and median full-time annual salary by university, pooled 2021-2023 (%)

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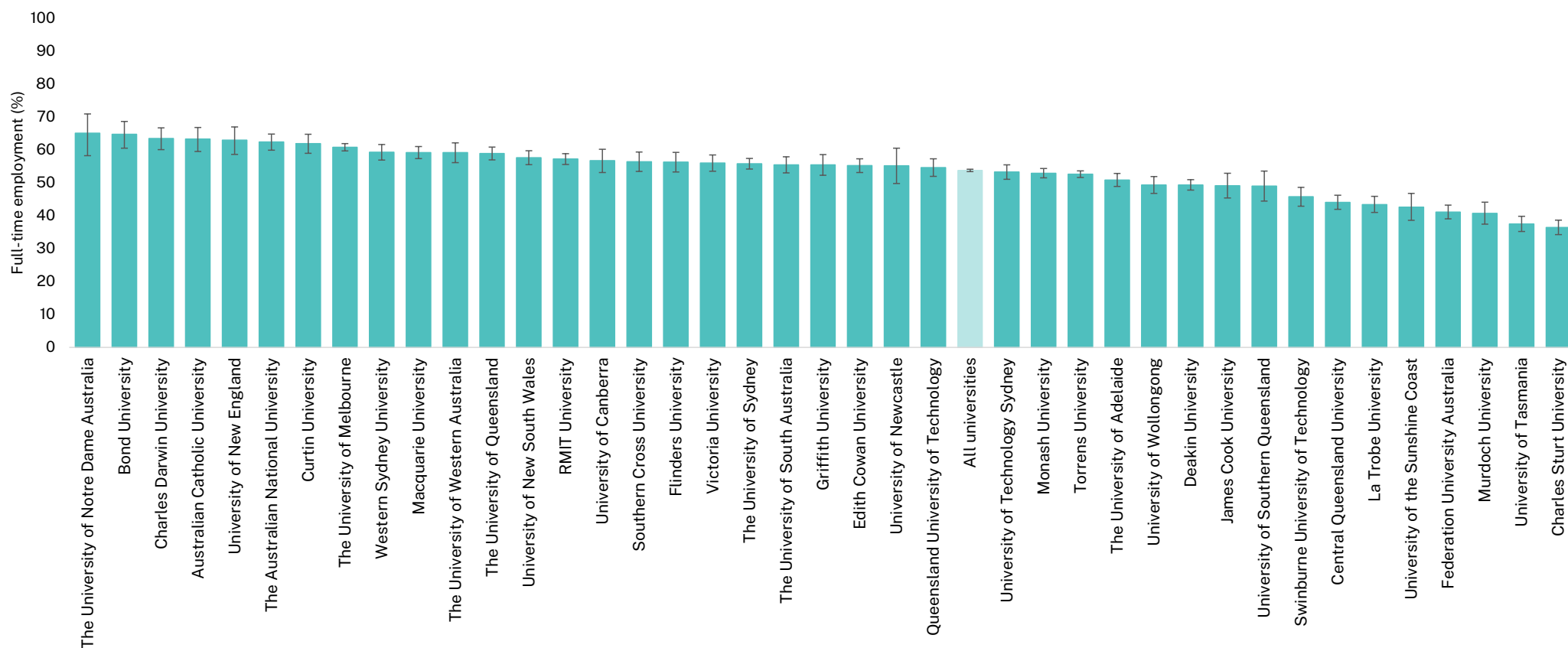
Note: Only institutions with sufficient data (i.e. n>25) for median full-time annual salary are presented in this figure.

As shown in **Figure 7 and Table 10**, there was less variation at the postgraduate coursework level, where full-time employment rates varied from 65.0 per cent at The University of Notre Dame to 36.4 per cent at Charles Sturt

University. There was a difference of just under \$30,000 between postgraduate coursework full-time median annual salaries by universities. The median salary at The University of Notre Dame was \$78,300 and at Charles Sturt University

the median salary was \$50,200. However, the size, location, student profile and course offerings at these two universities differs greatly and should be considered when interpreting results.

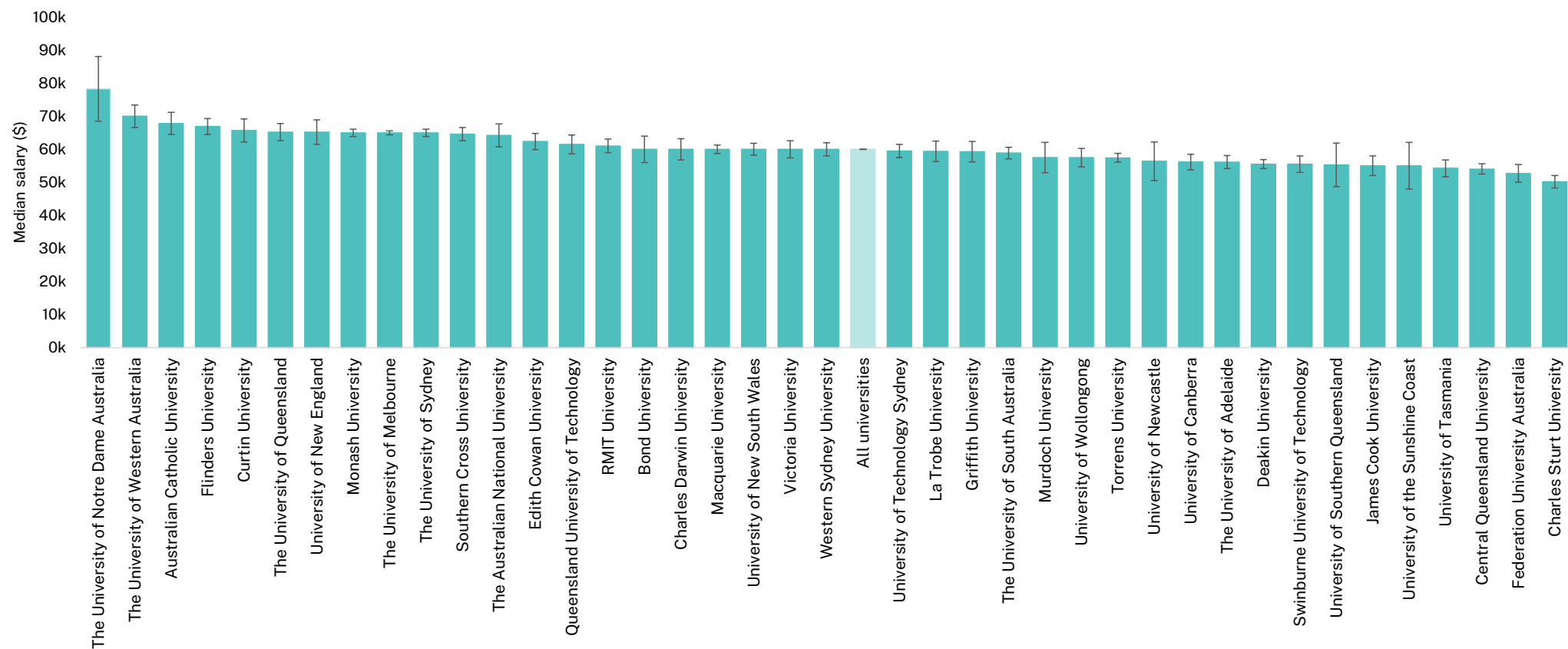
Figure 7 / International postgraduate coursework full-time employment and median full-time annual salary by university, pooled 2021-2023 (%)



Note: Only institutions with sufficient data (i.e. n>25) for full-time employment are presented in this figure.

Figure 7 / International postgraduate coursework full-time employment and median full-time annual salary by university, pooled 2021-2023 (%)

(Continued)



Note: Only institutions with sufficient data (i.e. n>25) for median full-time annual salary are presented in this figure.

Table 10 / **International postgraduate coursework full-time employment and median full-time annual salary by university, pooled 2021-2023**

<b>University</b>	<b>Full-time employment (%)</b>	<b>Median full-time salary* (\$)</b>
Australian Catholic University	63.2 (59.4, 66.7)	67,800 (64,500, 71,200)
Bond University	64.7 (60.5, 68.6)	60,000 (56,000, 64,000)
Central Queensland University	44.0 (41.9, 46.2)	54,000 (52,500, 55,600)
Charles Darwin University	63.4 (60.0, 66.6)	60,000 (56,800, 63,200)
Charles Sturt University	36.4 (34.3, 38.6)	50,200 (48,300, 52,100)
Curtin University	61.8 (58.9, 64.7)	65,700 (62,200, 69,200)
Deakin University	49.3 (47.7, 50.9)	55,500 (54,200, 56,900)
Edith Cowan University	55.2 (53.1, 57.2)	62,400 (59,900, 64,800)
Federation University Australia	41.1 (39.0, 43.2)	52,700 (50,000, 55,400)
Flinders University	56.2 (53.2, 59.2)	66,900 (64,500, 69,300)
Griffith University	55.4 (52.2, 58.5)	59,300 (56,200, 62,400)
James Cook University	49.1 (45.3, 52.9)	55,000 (52,100, 58,000)
La Trobe University	43.4 (41.0, 45.8)	59,400 (56,300, 62,500)
Macquarie University	59.1 (57.3, 61.0)	60,000 (58,700, 61,300)
Monash University	52.9 (51.5, 54.3)	65,000 (63,900, 66,100)
Murdoch University	40.7 (37.4, 44.1)	57,500 (52,900, 62,100)

Table 10 / **International postgraduate coursework full-time employment and median full-time annual salary by university, pooled 2021-2023**

(Continued)

University	Full-time employment (%)	Median full-time salary* (\$)
Queensland University of Technology	54.6 (51.9, 57.2)	61,500 (58,600, 64,300)
RMIT University	57.2 (55.5, 58.8)	61,000 (59,000, 63,100)
Southern Cross University	56.4 (53.4, 59.3)	64,600 (62,600, 66,600)
Swinburne University of Technology	45.7 (42.9, 48.6)	55,500 (53,000, 58,000)
The Australian National University	62.3 (59.9, 64.8)	64,200 (60,700, 67,700)
The University of Adelaide	50.8 (48.8, 52.8)	56,100 (54,200, 58,100)
The University of Melbourne	60.7 (59.6, 61.8)	65,000 (64,400, 65,600)
The University of Notre Dame Australia	65.0 (58.2, 70.9)	78,300 (68,500, 88,100)
The University of Queensland	58.9 (56.9, 60.8)	65,200 (62,600, 67,800)
The University of South Australia	55.4 (53.0, 57.8)	58,900 (57,100, 60,600)
The University of Sydney	55.7 (54.1, 57.3)	65,000 (63,900, 66,100)
The University of Western Australia	59.1 (56.1, 62.1)	70,000 (66,600, 73,400)
Torrens University	52.6 (51.6, 53.6)	57,400 (56,100, 58,800)
University of Canberra	56.7 (53.1, 60.1)	56,200 (53,800, 58,500)
University of New England	62.9 (58.6, 66.9)	65,200 (61,500, 68,900)
University of New South Wales	57.6 (55.5, 59.7)	60,000 (58,200, 61,800)

Table 10 / **International postgraduate coursework full-time employment and median full-time annual salary by university, pooled 2021-2023**

(Continued)

University	Full-time employment (%)	Median full-time salary* (\$)
University of Newcastle	55.2 (49.7, 60.5)	56,400 (50,500, 62,200)
University of Southern Queensland	49.0 (44.4, 53.5)	55,300 (48,700, 61,900)
University of Tasmania	37.4 (35.2, 39.8)	54,300 (51,700, 56,800)
University of Technology Sydney	53.2 (51.0, 55.4)	59,500 (57,500, 61,500)
University of the Sunshine Coast	42.6 (38.6, 46.8)	55,000 (48,000, 62,100)
University of Wollongong	49.3 (46.8, 51.9)	57,500 (54,700, 60,300)
Victoria University	55.9 (53.4, 58.4)	60,000 (57,400, 62,600)
Western Sydney University	59.2 (56.8, 61.6)	60,000 (58,000, 62,000)
<b>All universities</b>	<b>53.7 (53.3, 54.1)</b>	<b>60,000 (60,000, 60,000)</b>
<b>Standard deviation</b>	12.4	7,500

Note: For the complete table, refer to worksheet LF\_PGC\_UNI\_3Y\_CI in the 2023 GOS International Tables available on the QILT website.

\* Median salary figures only include data for international graduates working in Australia.

### 2.5.3 NUHEIs

The GOS has included non-university higher education institutions (NUHEIs) since its inception in 2016 and the number of NUHEIs participating in the GOS has been increasing year on year, accounting for 84 of the 126 institutions that participated in the 2023 GOS. These institutions include 9 Technical and Further Education (TAFE) institutions, and a number of specialist international, creative arts and theological colleges.

International undergraduate employment outcomes for non-university higher education institutions (NUHEIs) are shown in **Table 11**. As per the university results, data has been pooled for the years 2021, 2022 and 2023. Institutions are only shown where at least one indicator is reportable (25 responses or more aggregated over 3 years).

Table 11 / **International undergraduate full-time employment and median full-time annual salary by NUHEI, pooled 2021-2023**

NUHEI	Full-time employment (%)	Median full-time salary* (\$)
Academies Australasia Polytechnic Pty Limited	41.5 (39.3, 44.1)	53,000 (49,200, 56,800)
Academy of Information Technology	52.8 (44.6, 60.8)	n/a
Alphacrucis University College	74.3 (61.3, 83.8)	n/a
Asia Pacific International College	34.7 (30.7, 39.4)	n/a
Australian Institute of Higher Education	39.4 (35.1, 44.0)	52,200 (49,900, 54,500)
Box Hill Institute	70.5 (60.0, 78.6)	n/a
Chisholm Institute	78.9 (68.1, 86.0)	n/a
CIC Higher Education	38.0 (31.3, 45.2)	n/a
Crown Institute of Higher Education Pty Ltd	57.1 (48.9, 64.7)	n/a
Excelsia College	92.0 (80.1, 95.7)	n/a
Holmes Institute	40.1 (35.0, 45.5)	54,300 (50,400, 58,100)

Table 11 / **International undergraduate full-time employment and median full-time annual salary by NUHEI, pooled 2021-2023**

(Continued)

NUHEI	Full-time employment (%)	Median full-time salary* (\$)
Holmesglen Institute	63.7 (57.7, 69.2)	62,000 (57,800, 66,200)
ICHM	80.0 (65.7, 88.4)	n/a
International College of Management, Sydney	55.1 (44.0, 65.6)	n/a
Kaplan Business School	48.5 (42.9, 54.2)	56,400 (52,500, 60,200)
Kent Institute Australia	49.1 (44.7, 53.4)	53,800 (49,800, 57,800)
King's Own Institute	46.6 (43.5, 49.7)	52,200 (50,200, 54,200)
Melbourne Institute of Technology	39.6 (34.2, 45.4)	52,200 (45,600, 58,700)
Melbourne Polytechnic	49.3 (44.0, 54.6)	55,000 (51,700, 58,300)
Polytechnic Institute Australia Pty Ltd	44.7 (35.3, 54.9)	n/a
SAE Institute	42.9 (35.3, 50.9)	n/a
SP Jain School of Management	75.9 (72.3, 78.8)	60,000 (56,400, 63,600)
Stott's College	56.6 (50.3, 62.5)	65,000 (53,000, 77,000)
TAFE NSW	77.8 (72.8, 82.0)	62,600 (60,300, 64,900)
TAFE Queensland	76.7 (67.4, 82.9)	55,500 (48,000, 63,000)
TAFE South Australia	76.9 (65.8, 84.6)	57,000 (52,400, 61,600)
UTS College	22.4 (15.6, 31.1)	n/a



Table 11 / **International undergraduate full-time employment and median full-time annual salary by NUHEI, pooled 2021-2023**

(Continued)

<b>NUHEI</b>	<b>Full-time employment (%)</b>	<b>Median full-time salary* (\$)</b>
VIT (Victorian Institute of Technology)	50.1 (48.8, 51.5)	52,200 (49,500, 54,800)
Wentworth Institute of Higher Education	46.7 (36.5, 57.2)	n/a
William Angliss Institute	65.0 (55.2, 73.6)	48,000 (44,800, 51,200)
All NUHEIs	<b>51.4 (50.3, 52.5)</b>	<b>55,000 (54,500, 55,500)</b>
<b>Standard deviation</b>	22.9	10,300

Note: For the complete table, refer to worksheet LF\_UG\_NUHEI\_3Y\_CI in the 2023 GOS International Tables available on the QILT website.

\* Median salary figures only include data for international graduates working in Australia.

## 3. Graduate skills utilisation

The GOS includes a rich array of information about the nature of graduate employment. This section focuses on some commonly used measures of skills utilisation or the “quality” of graduate jobs such as the proportion of graduates employed in managerial or professional occupations, the proportion of graduates stating they believed their current job does not fully utilise their skills or education and how well their qualification has prepared them for their current job.

These provide benchmarks of skills utilisation and as such, it is important to monitor changes in these measures over time. However, there are a range of factors which may influence occupational outcomes, including the proportion of graduates undertaking further full-time study, registration or professional accreditation timelines and graduate choice.

### 3.1 Occupation type

The proportion of graduates working in managerial or professional occupations is one measure of skills utilisation. These occupations are defined by the ABS as being commensurate with requiring bachelor level or higher qualifications.

As shown in **Section 2.1** of this report, international graduates have lower rates of employment than their domestic counterparts at both undergraduate and postgraduate coursework levels.

In addition, when international graduates do find employment, they are less likely to be employed in

Table 12 / **Graduates employed in managerial or professional occupations by employment type, study level and citizenship status, 2023 (% of those employed)**

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
<b>Full-time employment</b>	63.0	69.2	62.7	85.5	91.7	90.6
<b>Overall employment</b>	53.8	59.4	54.5	83.8	89.8	89.5

managerial or professional occupations than domestic graduates. This pattern was observed again in the 2023 GOS, as shown in **Table 12**.

However, at the postgraduate research level, international graduates were slightly more likely to be employed full-time in managerial or professional occupations than were domestic graduates, 91.7 per cent in comparison with 90.6 per cent.

### 3.1.1 Occupations by study area

The proportion of international graduates employed in managerial and professional occupations varied markedly between study areas in 2023. For example, international undergraduates employed full-time working in managerial or professional occupations ranged from a high of 100 per cent for those who had completed Rehabilitation qualifications to a low of 38.4 per cent of those with qualifications in Social work.

Of the study areas with large international graduate populations, Computing and information systems had a low proportion of those working full-time in managerial or professional occupations at 44.9 per cent, which was 39.5 percentage points lower than the same cohort of domestic graduates. Business and management also had a low proportion of international graduates working full-time in these occupations (52.5 per cent), which was 17.4 percentage points lower than domestic undergraduates. Nursing is one of the larger study areas for international undergraduates, and while there is a relatively high

proportion of graduates employed full-time in managerial or professional occupations (only 0.5 percentage points lower than domestic undergraduates), it is important to note that the rate at which this international cohort are employed full-time is substantially lower than their domestic counterparts, as seen in **Table 6**.

Overall, international postgraduate coursework graduates were no more likely to be employed at a managerial or professional level than international undergraduates. However, international postgraduate coursework graduates in some study areas, such as Social Work, Computing and information systems, Creative arts, Humanities, culture and social science, and Science and mathematics saw much higher ratios working at a managerial or professional level than undergraduates. Only 53.7 per cent of international postgraduate coursework graduates working full-time from the largest study area, Business and management, were employed in managerial or professional occupations. As seen in **Table 7**, international Business and management

postgraduate coursework graduates were also substantially less likely to be in full-time employment compared to domestic graduates in the same study area. As discussed previously, domestic postgraduate coursework graduates tend to be older and are more likely to have had experience in the Australian labour market prior to or during their studies, than both undergraduates and postgraduate coursework international graduates, which may go some way to explaining this difference.

The proportion of postgraduate research graduates working full-time who are engaged in managerial or professional occupations was very high overall at 91.7 per cent, with a variation that ranged from 97.7 per cent for those who had completed Computing and information systems postgraduate research qualifications to 75.0 per cent of those who had completed Teacher education. While the proportion working at this level is comparable to rates for domestic postgraduate research graduates, this group were much less likely to be working full-time, as seen in **Table 13**.

Table 13 / **Graduates employed in managerial or professional occupations by study area, study level and citizenship status, 2023 (% of those employed full-time)**

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	55.7	61.1	64.9	84.0	92.9	90.0
Computing and information systems	44.9	84.4	64.6	86.2	97.7	100.0
Engineering	68.1	87.5	70.7	83.2	93.0	94.2
Architecture and built environment	43.6	51.4	53.9	59.5		n/a
Agriculture and environmental studies		61.2	59.4	78.9	81.8	83.1

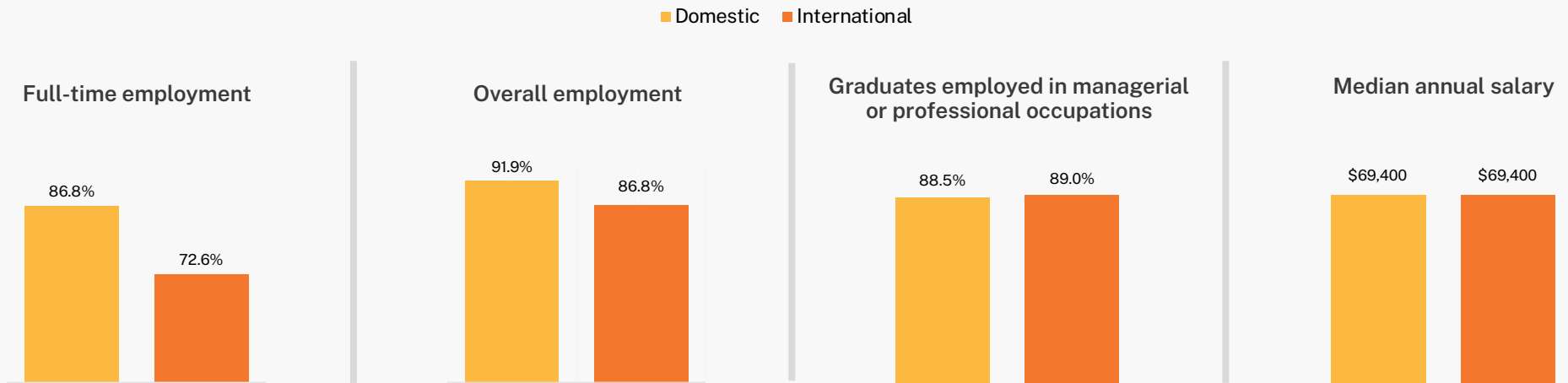
Table 13 / Graduates employed in managerial or professional occupations by study area, study level and citizenship status, 2023 (% of those employed full-time)

(Continued)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Health services and support	68.5	60.5	58.9	82.2	92.3	91.1
Medicine	95.7	68.6	100.0	96.7	89.9	94.4
Nursing	89.0	88.5	86.4	97.3		95.0
Pharmacy	81.8	86.0		97.8		n/a
Dentistry		47.3		80.0		n/a
Veterinary science	85.7	67.7		100.0		n/a
Rehabilitation	100.0	98.6	97.1	98.7		n/a
Teacher education	71.8	91.2	72.8	95.1	75.0	93.6
Business and management	52.5	69.9	53.7	84.4	92.6	90.9
Humanities, culture and social sciences	54.8	55.2	61.5	76.5	92.4	85.6
Social work	38.4	65.2	60.0	82.3		n/a
Psychology	58.2	55.3		84.0		96.0
Law and paralegal studies		40.0	63.4	73.4		90.9
Creative arts	60.0	54.7	74.7	72.6		75.3
Communications	58.3	62.8	64.1	77.6		n/a
Tourism, hospitality, personal services, sport and recreation		45.8		n/a		n/a
<b>Total</b>	<b>63.0</b>	<b>69.2</b>	<b>62.6</b>	<b>85.5</b>	<b>91.7</b>	<b>90.6</b>

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n&lt;25).

International undergraduates that completed a nursing qualification were less likely to be working than domestic nursing undergraduates but of those who were in full-time employment, occupation type and median annual salary were on par with domestic graduates.



### 3.2 Perceived overqualification

Graduates are also asked in the GOS to respond to a series of questions about whether they are fully using the skills and knowledge gained in their course in their current job, which is aggregated into a single Scale of Perceived Overqualification (SPOQ). As seen in **Table 14**, in 2023, 29.1 per cent of international undergraduates employed full-time indicated they were working in a job that did not fully utilise their skills or education, similar to the 27.8 per cent recorded for domestic graduates. At postgraduate coursework level the difference was greater, with 36.6 per cent of international graduates working in such jobs, compared with 28.9 per cent of domestic graduates. In contrast, for postgraduate research graduates, just 20.4 per cent of international graduates indicated their job did not fully use their skills or education, compared with 27.8 per cent of domestic graduates.

The main reasons for international graduates working in jobs not fully utilising the skills and education have remained relatively unchanged since 2021, suggesting similar barriers to skilled employment remain. As seen in **Table 14**, the most cited reason for international undergraduates working in a job which did not fully use their skills or education in 2023 was that they were employed in an ‘Entry level job/career stepping stone’ but this was an even bigger reason for domestic graduates. Not having permanent residency was the second highest reason provided and a barrier that is unique to international graduates. ‘Not enough work experience’ was also a common reason cited by international undergraduates which accounted for 16.1 per cent of total responses, compared to only 9.8 per cent of the total reasons provided by domestic undergraduates.

While the rate of domestic postgraduate coursework graduates reporting that they were not fully utilising their skills and education in their current full-time job was comparable to domestic undergraduates, the proportion of international postgraduate coursework graduates was much higher than at the undergraduate level, with 36.6 per cent and 29.1 per cent respectively. Not having permanent residency was the most common reason international postgraduate coursework graduates cited for not working in a job that fully utilised their skills and education.

Interestingly, at both levels of study, domestic graduates were far more likely to report being satisfied with their current job as a reason for not fully utilising their skills than international graduates.

Table 14 / **Main reason for working in a job that does not fully utilise skills and education by study level and citizenship status, 2023 (% of those employed full-time)**

	Undergraduate		Postgraduate coursework	
	International	Domestic	International	Domestic
Studying	6.7	6.4	4.9	4.1
I'm satisfied with my current job	7.7	14.7	8.1	21.0
Do not have permanent residency	18.9	0.1	24.6	0.2
Changing jobs/careers	3.9	7.9	3.4	13.7
For financial reasons	4.9	8.2	4.3	6.9
Travelling / gap year	0.3	1.0	0.0	0.1
Caring for children or family member	0.3	1.3	0.7	3.6
Health issues (short-term illness or injury, long-term health condition or disability)	0.0	0.1	0.0	0.1
<b>Subtotal – Personal factors</b>	<b>42.7</b>	<b>39.7</b>	<b>46.0</b>	<b>49.7</b>
No suitable jobs in my area of expertise	6.9	7.2	5.8	8.6
No suitable jobs in my local area	6.1	6.0	7.6	8.4
Considered to be too young by employers	1.8	2.1	1.5	2.5
Considered to be too old by employers	0.0	0.5	0.1	1.7
Not enough work experience	16.1	9.8	16.9	7.7
No jobs with a suitable number of hours	1.0	0.6	0.7	0.9

Table 14 / **Main reason for working in a job that does not fully utilise skills and education by study level and citizenship status, 2023 (% of those employed full-time)**

(Continued)

	Undergraduate		Postgraduate coursework	
	International	Domestic	International	Domestic
Cannot find a job (No Further Information)	0.4	0.4	0.5	0.9
I had to change jobs due to COVID-19	0.5	0.6	1.0	0.9
Entry level job/career stepping stone	21.7	27.8	16.4	13.5
<b>Subtotal - Labour market factors</b>	<b>54.5</b>	<b>55.0</b>	<b>50.5</b>	<b>45.1</b>
<b>Other factors*</b>	<b>2.6</b>	<b>5.2</b>	<b>3.5</b>	<b>5.3</b>
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>Extent to which skills and education are not fully utilised</b>	<b>29.1</b>	<b>27.8</b>	<b>36.6</b>	<b>28.9</b>

For the complete list of other factors, refer to worksheets RSOVRQ\_UG\_ALL\_1Y and RSOVRQ\_PGC\_ALL\_1Y in the 2023 GOS International Tables and GOS National Tables available on the QILT website.

### 3.2.1 Perceived overqualification by study area

Ratings of perceived overqualification vary quite markedly by study area as seen in **Table 15**. For international undergraduates, the highest rates of perceived overqualification for those working full-time included 46.4 per cent of those who had completed Computing and information systems qualifications and 46.1 per cent for those who had completed Humanities, culture and social sciences qualifications. Those who had completed Communications and Creative arts qualifications also had high rates of perceived overqualification, 41.8 per cent and 40.6 per cent respectively. When compared to domestic undergraduates, Computing and information systems graduates' perceived overqualification was 18.6

percentage points lower than international undergraduates and, while the proportion of international graduates undertaking further full-time study is higher than for domestic graduates, the gap is even more pronounced if those in further full-time study are excluded from the analysis. Areas with lower rates of perceived overqualification include Medicine, Veterinary science, Nursing and Rehabilitation graduates. These study areas are more targeted to specific occupations, have high full-time employment rates (including at managerial and professional levels), and relatively low rates of further full-time study after graduates complete their undergraduate qualification.

Table 15 / Extent to which skills and education are not fully utilised by study area, study level and citizenship status, 2023 (% of those employed full-time)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	33.6	39.5	32.6	35.6	18.1	23.5
Computing and information systems	46.4	27.8	41.0	41.0	15.0	32.7
Engineering	32.8	20.9	38.4	32.7	17.7	36.8
Architecture and built environment	28.9	20.8	26.9	23.6	n/a	n/a
Agriculture and environmental studies	26.9	33.5	41.3	37.8	25.5	16.9
Health services and support	27.2	26.8	37.6	25.5	24.1	22.2
Medicine	3.1	19.4	11.7	8.1	16.9	17.6
Nursing	8.4	9.8	12.9	15.8	n/a	23.1
Pharmacy	10.2	5.8	n/a	15.3	n/a	n/a
Dentistry	n/a	5.2	n/a	3.8	n/a	
Veterinary science	5.0	10.0	n/a	0.0	n/a	n/a
Rehabilitation	8.5	4.1	6.6	11.2	n/a	n/a
Teacher education	14.3	10.8	29.6	24.3	32.4	46.3
Business and management	34.2	31.9	41.4	36.7	26.7	36.4
Humanities, culture and social sciences	46.1	39.8	40.7	37.1	29.0	33.3



Table 15 / Extent to which skills and education are not fully utilised by study area, study level and citizenship status, 2023 (% of those employed full-time)

(Continued)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Social work	30.5	24.9	39.2	28.9	n/a	n/a
Psychology	37.7	47.0	29.6	30.9	n/a	17.8
Law and paralegal studies	30.0	32.0	29.4	28.1	n/a	31.1
Creative arts	40.6	44.8	31.1	40.2	n/a	36.6
Communications	41.8	37.8	40.9	44.9	n/a	n/a
Tourism, hospitality, personal services, sport and recreation	30.8	36.4	n/a	n/a	n/a	n/a
<b>Total</b>	<b>29.1</b>	<b>27.8</b>	<b>36.6</b>	<b>28.9</b>	<b>20.4</b>	<b>27.8</b>

Note: n/a indicates a suppressed value (n&lt;25).

### 3.3 Graduate preparedness

Another measure of skills utilisation is based on graduate perceptions of how well the qualification prepared them for their current job.

International graduates employed full-time reported higher levels of preparedness than their domestic counterparts across all study levels, as shown in **Table 16**.

Among international graduates, postgraduate research graduates reported the highest rates of preparedness at 90.9 per cent, followed by undergraduates at 80.7 per cent and postgraduate coursework graduates at 80.4 per cent.

#### 3.3.1 Preparedness for current job by study area

While the “quality” of the graduate’s employment may have an influence on graduate perceptions of how well their completed course has prepared them for their current role, a marked variation exists in the levels of graduate preparedness by study area. This may be related to some study areas being more targeted to specific occupations.

For example, as seen in **Table 17**, ratings of levels of preparedness for undergraduates employed full-time ranged from over 90 per cent for those who had completed Veterinary science, Pharmacy, Nursing or Medicine qualifications, to 55.0 per cent for those with Humanities, culture and social sciences qualifications.

Table 16 / **Qualification prepared graduate well or very well for current job by employment type, study level and citizenship status, 2023 (% of those employed)**

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
<b>Full-time employment</b>	80.7	74.6	80.4	76.1	90.9	82.5
<b>Overall employment</b>	75.8	67.2	76.4	74.9	89.3	80.4

A similar pattern exists for postgraduate coursework graduates where international graduates from areas such as Nursing and Rehabilitation rated their levels of preparedness very highly compared to those who had completed courses in the areas of Humanities culture and social science, Agriculture and environmental studies and Health services and support.

Across study areas, postgraduate research graduates tended to rate their level of preparedness more highly than either undergraduate or postgraduate coursework graduates.

Table 17 / **Qualification prepared graduate well or very well for current job by employment type, study level and citizenship status, 2023**  
 (% of those employed full-time)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	75.7	67.5	81.0	67.0	92.2	88.8
Computing and information systems	68.2	74.3	78.3	62.8	92.4	77.8
Engineering	77.0	78.8	77.1	74.4	91.2	86.3
Architecture and built environment	73.8	73.4	83.2	73.3	n/a	n/a
Agriculture and environmental studies	68.0	64.0	75.8	67.9	87.0	88.4
Health services and support	82.7	77.1	76.6	75.6	92.7	80.7
Medicine	90.5	81.3	82.7	83.7	91.4	80.1
Nursing	93.9	85.7	93.4	83.8	n/a	78.9
Pharmacy	94.8	92.8	n/a	88.1	n/a	n/a
Dentistry	n/a	84.8	n/a	88.7	n/a	
Veterinary science	97.4	86.0	n/a	86.4	n/a	n/a
Rehabilitation	83.1	90.1	90.0	86.6	n/a	n/a
Teacher education	86.9	80.5	85.1	81.2	94.1	77.9
Business and management	81.3	75.4	80.6	78.0	88.9	78.1
Humanities, culture and social sciences	55.0	65.5	74.3	67.7	88.0	75.1

Table 17 / **Qualification prepared graduate well or very well for current job by employment type, study level and citizenship status, 2023**  
 (% of those employed full-time)

(Continued)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Social work	87.5	84.5	82.0	79.8	n/a	n/a
Psychology	81.7	65.5	77.8	69.7	n/a	90.8
Law and paralegal studies	82.8	77.2	78.6	68.9	n/a	76.7
Creative arts	79.0	61.2	78.9	70.6	n/a	74.7
Communications	72.2	65.3	83.1	68.4	n/a	n/a
Tourism, hospitality, personal services, sport and recreation	76.9	74.7	n/a	n/a	n/a	n/a
<b>Total</b>	<b>80.7</b>	<b>74.6</b>	<b>80.4</b>	<b>76.1</b>	<b>90.8</b>	<b>82.5</b>

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

Tables related to preparedness for current job for all employed graduates are available from the Excel tables which accompany this report.

### 3.3.2 Preparedness for graduates working in managerial or professional occupations by study area

In general, the skills or education obtained by graduates may better align with employment in managerial or professional occupations, as these occupations are more likely to require a skill level that is commensurate with qualifications at the bachelor level or higher.

Assessing graduate preparedness from this perspective may provide a better basis for evaluating how well institutions prepared graduates for employment at a level more aligned with their studies. In general, graduates employed full-time in managerial or professional

occupations were more likely to report positively on their preparedness for their current occupation compared to ratings associated with graduates employed across all occupations.

**Table 18** shows notably higher undergraduate ratings in areas such as Veterinary science, Pharmacy, Nursing, Medicine, and Health services and support, which may support the contention that graduate ratings of preparedness are at least partly dependent on the occupational level of the work they are undertaking.

Table 18 / **Qualification prepared graduate well or very well for current job by employment type, study level and citizenship status, 2023 (% of those employed full-time, in managerial or professional occupations)**

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	83.6	77.8	86.2	70.1	93.4	90.9
Computing and information systems	78.7	79.0	84.1	65.7	94.7	77.8
Engineering	81.7	81.1	81.4	76.0	92.5	87.4
Architecture and built environment	76.5	78.4	87.8	75.3	n/a	n/a
Agriculture and environmental studies	n/a	68.6	83.8	71.2	95.9	92.9
Health services and support	93.0	85.8	87.3	77.0	94.0	81.9
Medicine	93.3	88.1	82.7	83.9	94.5	79.3
Nursing	94.4	87.3	96.6	83.9	n/a	77.8
Pharmacy	95.7	93.8	n/a	88.5	n/a	n/a
Dentistry	n/a	95.3	n/a	88.1	n/a	
Veterinary science	97.0	90.6	n/a	86.4	n/a	n/a
Rehabilitation	82.8	90.3	91.4	87.4	n/a	n/a
Teacher education	87.0	82.6	88.5	82.4	96.3	77.9
Business and management	86.6	79.1	86.0	79.3	90.0	78.3
Humanities, culture and social sciences	64.9	74.2	78.2	71.3	88.3	77.1

Table 18 / **Qualification prepared graduate well or very well for current job by employment type, study level and citizenship status, 2023 (% of those employed full-time, in managerial or professional occupations)**

(Continued)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Social work	n/a	88.1	89.2	81.2		n/a
Psychology	90.9	71.0	n/a	73.8	n/a	91.1
Law and paralegal studies	n/a	78.4	81.3	70.2	n/a	76.3
Creative arts	84.2	74.7	84.1	76.3	n/a	78.7
Communications	74.4	75.1	84.4	71.6	n/a	n/a
Tourism, hospitality, personal services, sport and recreation	n/a	80.5	n/a	n/a	n/a	n/a
<b>Total</b>	<b>86.9</b>	<b>80.4</b>	<b>85.6</b>	<b>78.0</b>	<b>92.8</b>	<b>83.9</b>

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

Tables related to preparedness for current job for all employed graduates are available from the Excel tables which accompany this report.

## 4. Further study

Across all levels of study, international graduates are more likely to engage in further full-time study after completion of their qualification than domestic graduates, as shown in **Figure 8**.

As seen in **Table 19**, study areas with the highest proportion of international undergraduates proceeding to full-time study in 2023 were in areas such as Psychology, Architecture and built environment, Science and mathematics, Humanities, culture and social sciences, and Creative arts.

International undergraduates who had completed degrees in study areas with a strong vocational orientation such as Rehabilitation, Social work, and Nursing, tended to be less likely to proceed to further full-time study in 2023.

Only 10.3 per cent of domestic undergraduates from the largest study area, Business and management, went onto further full-time study in 2023, compared to 36.2 per cent of international undergraduates.

Among postgraduate coursework graduates, the study areas with the highest proportions of international graduates proceeding to further full-time study included Humanities, culture and social sciences, Psychology, Science and mathematics, Business and management, Teacher education and Social work.

Subsequently, 39.3 per cent of international graduates who completed a postgraduate by coursework qualification in the area of Humanities, culture and social sciences continued to further full-time study in 2023, compared to only 7.0 per cent of domestic graduates.

International graduates from the Science and mathematics study area were also more than twice as likely to go on to further full-time study after completing their postgraduate coursework qualification than their domestic counterparts. Large differences were also observed in the Psychology study area.

Figure 8 / **Graduates in further full-time study by study level and citizenship status, 2023 (%)**

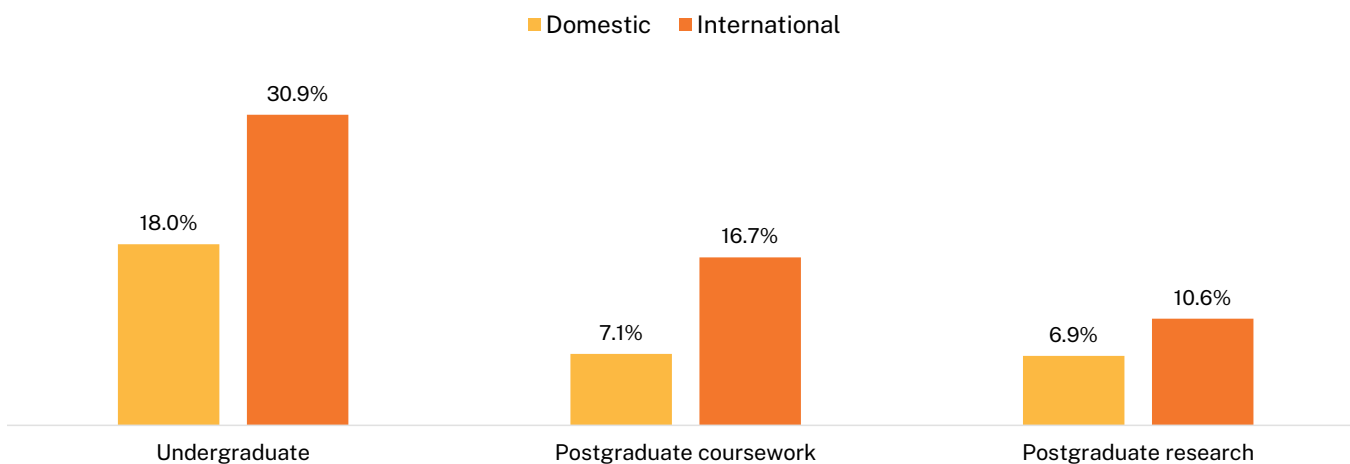


Table 19 / Graduates in further full-time study by original study area, study level and citizenship status, 2023 (%)

Study area	Undergraduate		Postgraduate coursework	
	International	Domestic	International	Domestic
Science and mathematics	46.3	35.7	23.5	11.5
Computing and information systems	24.7	10.7	13.1	7.8
Engineering	31.5	11.4	13.8	6.9
Architecture and built environment	47.0	13.7	8.5	4.8
Agriculture and environmental studies	38.3	11.3	11.5	6.8
Health services and support	29.9	21.2	14.2	6.2
Medicine	13.8	14.0	5.5	5.2
Nursing	8.1	5.4	12.4	7.0
Pharmacy	15.4	15.6	n/a	6.0
Dentistry	10.3	12.0	8.8	6.0
Veterinary science	26.2	20.9	0.0	5.3
Rehabilitation	1.1	3.1	1.2	2.2
Teacher education	18.2	9.4	17.1	5.7
Business and management	36.2	10.3	17.9	6.7
Humanities, culture and social sciences	45.0	24.5	39.3	7.0
Social work	6.3	12.5	17.0	6.7



Table 19 / Graduates in further full-time study by original study area, study level and citizenship status, 2023 (%)

(Continued)

Study area	Undergraduate		Postgraduate coursework	
	International	Domestic	International	Domestic
Psychology	48.4	31.6	28.3	16.0
Law and paralegal studies	31.9	20.0	15.3	6.3
Creative arts	41.0	17.7	10.5	8.4
Communications	36.9	11.4	13.8	6.4
Tourism, hospitality, personal services, sport and recreation	30.0	15.8	13.3	n/a
<b>All study areas</b>	<b>30.9</b>	<b>18.0</b>	<b>16.7</b>	<b>7.1</b>

Management and commerce was by far the most common further study destination for international undergraduate and postgraduate coursework graduates engaged in further study, as shown in **Table 20**.

At the undergraduate level, 28.4 per cent of international graduates engaged in further full-time study were enrolled in a Management and commerce course, compared to only 5.2 per cent of the domestic graduates in further full-time study.

At the postgraduate coursework level, 28.3 per cent of international graduates who had continued on to further full-time study were undertaking studies in the Management and commerce field of education compared to 13.1 per cent of domestic graduates. Information technology, Health and Society and culture were also popular further study destinations for international graduates at both study levels.

Table 20 / **Broad field of education destinations of graduates in further full-time study by original study area and citizenship status, 2023 (%)**

Study area	Undergraduate		Postgraduate coursework	
	International	Domestic	International	Domestic
Natural and Physical Sciences	7.1	15.0	5.1	6.0
Information Technology	15.6	3.4	14.9	6.5
Engineering and Related Technologies	9.6	4.4	8.5	3.5
Architecture and Building	4.6	1.9	2.5	1.2
Agriculture Environmental and Related Studies	0.8	1.5	1.1	1.2
Health	10.3	24.4	8.7	26.4
Education	6.2	8.7	8.1	10.6
Management and Commerce	28.4	5.3	28.3	13.1
Society and Culture	9.7	28.2	16.1	26.0
Creative Arts	4.3	5.1	1.4	2.4
Food, Hospitality and Personal Services	1.7	0.3	3.5	0.3
Mixed field qualification	1.3	1.7	1.6	2.6
Other	0.6	0.3	0.3	0.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

The largest study area for international graduates was Business and management, and this area also had the highest proportion continuing on to full-time study after completing their initial qualification.

International undergraduates who had completed a course in Science and mathematics were most likely to move into further full-time study in the Natural and physical sciences and the Health fields. Those with qualifications in Psychology moved mainly into courses in Society and culture and Health, and graduates who had completed courses in Humanities, culture and social science who proceeded to further full-time study were mainly studying in Society and culture courses with some moving into Education and some into Management and commerce.

Rates of further full-time study vary considerably by the source country of the graduate, as shown by Figure 9. Among international undergraduates from the largest 10 source countries, the rate of further full-time study in 2023 ranged from a high of 58.6 per cent for graduates from China, down to 11.0 per cent for graduates from Nepal. These differences may be partially explained by study area differences in graduates from the various source countries.

For example, Nursing tends to have low further full-time study rates for both international and domestic graduates and 49.3 per cent of Nepalese undergraduates in 2023 had completed a Nursing qualification.

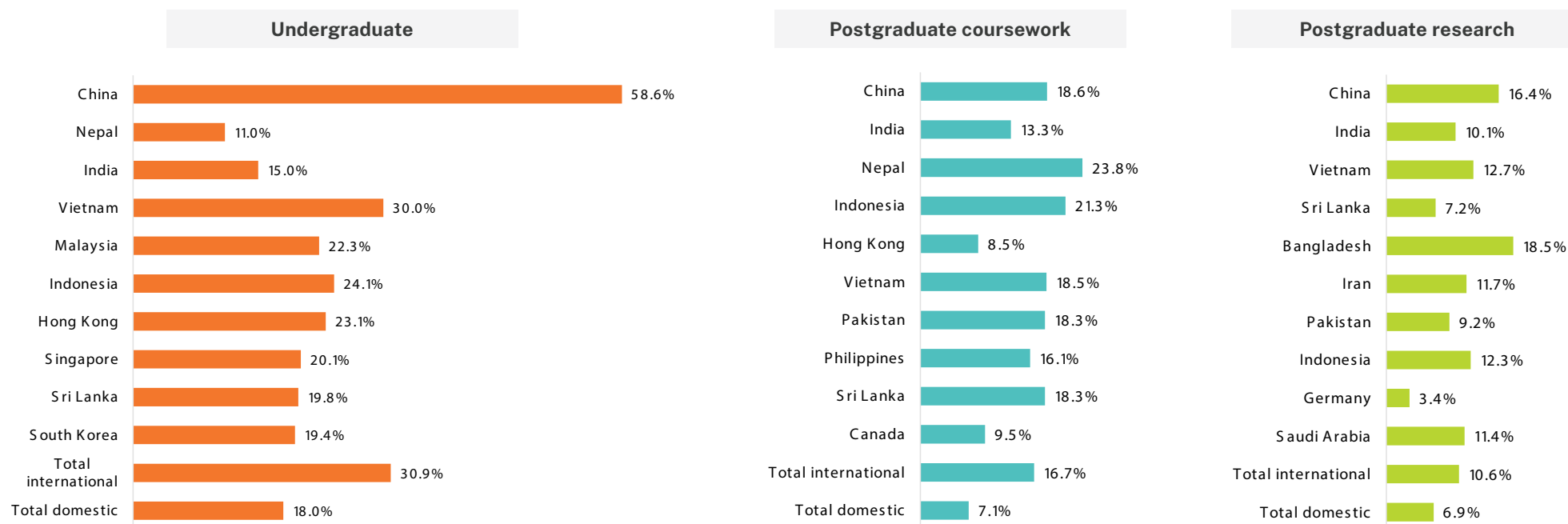
On the other hand, a relatively high proportion of Business

and management undergraduates went on to further study in 2023, of which 37.2 per cent were from China.

Among postgraduate coursework graduates, graduates from Nepal were most likely to undertake further full-time study at 23.8 per cent (with most of those graduating from Business and management courses) and graduates from Hong Kong were least likely at 8.5 per cent.

Among postgraduate research graduates, graduates from Bangladesh were most likely to undertake further full-time study at 18.5 per cent (with the highest proportion of graduates from this country enrolled in Engineering and Science and mathematics courses) and graduates from Germany were least likely at 3.4 per cent.

Figure 9 / International graduates in further full-time study by top 10 source countries\* and study level, 2023 (%)



\* Top ten source countries by study level are determined by the number of responses received in the 2023 GOS. Source countries are presented in descending order based on responding population size.

# Appendix 1: Methodological summary

## A1.1 Overview

The in-scope population consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 2022 and February 2023. This included international graduates living outside Australia who intended to study onshore at an Australian campus. Offshore graduates who studied at a campus outside Australia were excluded from the core survey.

**Table 21** provides a summary of the 2023 GOS, filtered

to international graduates. A total of 94,311 international graduates from 104 institutions, including all 42 universities and 62 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 89,025 graduates, responses were received from a total of 28,081 graduates. This represents a final overall response rate of 31.5 per cent for international graduates (38.7% for domestic graduates). The 2023 GOS international graduate response rate was slightly below

results for 2022 (32.4 per cent), 2021 (33.6 per cent) and 2020 (32.3 per cent). For the QILT suite of surveys, 'response rate' is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rates differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation.

Table 21 / **2023 GOS operational overview, international graduates**

	2022 November			2023 February			2023 May			2023 Total collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Number of participating institutions	41	51	92	32	33	65	42	48	90	42	62	104
Number of graduates approached	33,372	6,041	39,413	7,268	1,705	8,973	43,080	2,845	45,925	83,720	10,591	94,311
Final 'in-scope' sample	31,717	5,569	37,286	6,935	1,592	8,527	40,617	2,595	43,212	79,269	9,756	89,025
Number of completed surveys	8,974	1,875	10,849	2,089	589	2,678	13,414	1,140	14,554	24,477	3,604	28,081
Overall response rate	28.3	33.7	29.1	30.1	37.0	31.4	33.0	43.9	33.7	30.9	36.9	31.5
Analytic unit	Graduate											
Mode of data collection	Online											

Note: In-scope sample excludes any approached graduates who unsubscribed, refused, had unusable contact information, or were identified as out of scope during fieldwork.

## A1.2 Data collection

The main collection periods were November, February, and May. The February collection is undertaken to accommodate institutions with August to October 2022 completions. The survey was fielded primarily online, in English only.

All completing respondents were entered into a four-week rolling prize draw in each round of the 2023 GOS collection cycle. The prize pool totalled \$27,000 in the November period, \$6,000 in February, and \$37,000 in May. The total prize pools for each collection period aimed to reflect the proportion of sample in each.

A broad range of promotional materials were provided to institutions to raise awareness of the GOS and encourage participation amongst the target population. The contact strategy for the 2023 GOS featured an email invitation to complete the survey, followed by nine reminder emails, up to three SMS reminders, as well as in field telephone reminder calls.

Several institutions also commissioned post-fieldwork telephone reminder calls to boost participation, which extended data collection for these institutions approximately two weeks post main collection.

Refer to the 2023 GOS Methodological Report for further information on target population definition, sample design and preparation, survey design and procedures, response maximisation strategies, data preparation processes, final field outcomes and response analysis.

A copy of the generic survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the 2023 GOS Methodological Report and a summary of items is available in Appendix 3 of this report.

## A1.3 Response rate by course level

**Table 22** provides the final response rate by course level and institution for each period of the 2023 GOS collection cycle. Postgraduate research graduates had the highest overall response rate of 65.8 per cent, followed by undergraduates with 31.2 per cent, and postgraduate coursework graduates with 28.9 per cent. Some variation by institution type for each course level can be seen, with larger differences noted for postgraduate coursework and postgraduate research graduates.

Table 22 / **2023 GOS response rate by course level, international graduates (%)**

	2022 November			2023 February			2023 May			2023 Total collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Undergraduate	26.2	31.5	27.2	26.4	37.3	29.7	33.7	43.1	34.4	30.5	35.9	31.2
Postgraduate coursework	26.3	36.1	27.7	25.1	36.7	26.8	29.8	45.2	30.6	27.9	38.3	28.9
Postgraduate research	64.5	11.1	64.3	66.1	31.3	65.4	68.2	36.4	67.9	66.2	27.8	65.8

## A1.4 Response rate by institution

**Table 23** and **Table 24** show the final response rate by institution for each period of the 2023 GOS collection cycle. There was a minor variation in response rate by provider type, with an overall response rate of 30.9 per cent for universities and 36.9 per cent for NUHEIs. At an individual institution level within provider type, the response rate ranged from 61.8 per cent to 14.2 per cent for universities, and 100.0 per cent to 6.7 per cent for NUHEIs.

Table 23 / **2023 GOS university response rates, all study levels, international graduates (%)**

	2022 November	2023 February	2023 May	2023 Total collection
Australian Catholic University	49.3	24.1	48.2	47.7
Avondale University			55.6	55.6
Bond University	28.0	34.3	32.4	31.6
Central Queensland University	32.7	40.0	46.4	37.7
Charles Darwin University	42.6	39.3	48.2	45.2
Charles Sturt University	39.4	50.0	41.6	40.3
Curtin University	27.7		37.7	33.9
Deakin University	37.8	58.7	35.4	37.1
Edith Cowan University	46.5	33.7	48.3	46.3
Federation University Australia	33.9	33.6	42.0	37.2
Flinders University	44.4	46.4	40.5	42.3
Griffith University	21.0		22.9	22.0
James Cook University	45.2	41.2	54.6	49.1
La Trobe University	20.7	24.1	24.1	22.6
Macquarie University	34.9	37.3	40.0	37.4

Table 23 / 2023 GOS university response rates, all study levels, international graduates (%)

(Continued)

	2022 November	2023 February	2023 May	2023 Total collection
Monash University	26.4	38.1	29.8	28.7
Murdoch University	48.0	29.6	45.1	43.6
Queensland University of Technology	31.7	47.6	41.1	37.1
RMIT University	28.8	48.7	28.7	29.3
Southern Cross University	36.0	24.7	42.2	34.9
Swinburne University of Technology	29.9		36.6	34.0
The Australian National University	21.2	34.1	25.9	24.1
The University of Adelaide	30.3	51.4	42.6	38.3
The University of Melbourne	31.9	55.6	35.1	35.2
The University of Notre Dame Australia	50.0	36.4	72.1	60.0
The University of Queensland	16.2	60.2	24.2	21.0
The University of South Australia	34.8		40.9	39.1
The University of Sydney	30.5	34.1	34.0	33.0
The University of Western Australia	24.7	33.3	37.2	31.5
Torrens University	41.8	40.8	50.8	43.8
University of Canberra	36.9		40.9	39.2
University of Divinity	45.5	100.0	63.2	61.8
University of New England	44.0	44.2	51.4	46.5

Table 23 / 2023 GOS university response rates, all study levels, international graduates (%)

(Continued)

	2022 November	2023 February	2023 May	2023 Total collection
University of New South Wales	15.9	12.8	14.4	14.2
University of Newcastle	26.6		28.6	27.8
University of Southern Queensland	43.6		56.5	50.8
University of Tasmania	33.3	50.0	38.1	36.9
University of Technology Sydney	17.5	31.3	27.1	22.9
University of the Sunshine Coast	43.0	31.0	43.0	38.8
University of Wollongong	30.9		34.9	33.3
Victoria University	29.6	27.7	39.8	34.8
Western Sydney University	38.4		44.1	41.6
<b>All universities</b>	<b>28.3</b>	<b>30.1</b>	<b>33.0</b>	<b>30.9</b>



Table 24 / 2023 GOS NUHEI response rates, all study levels, international graduates (%)

	2022 November	2023 February	2023 May	2023 Total collection
Academies Australasia Polytechnic Pty Limited	24.0	36.2	75.0	34.9
Academy of Information Technology	41.7	50.0	0.0	45.9
Adelaide Institute of Higher Education		50.0		50.0
Alphacrucis College	22.4		25.9	24.0
Asia Pacific International College	38.8	33.6	38.3	36.8
Australia Advance Education Group Pty Ltd	33.3			33.3
Australian Academy of Music and Performing Arts	33.3		50.0	42.9
Australian College of Applied Professions	36.9	57.6		44.4
Australian College of Nursing	50.0	28.0	0.0	31.3
Australian College of Theology Limited	37.5		69.2	57.1
Australian Institute of Business Pty Ltd	80.0	0.0	0.0	44.4
Australian Institute of Higher Education	30.6	41.2		34.9
BBI - The Australian Institute of Theological Education	100.0			100.0
Box Hill Institute	7.1		52.6	40.4
Chisholm Institute	27.3	0.0	66.7	46.4
Christian Heritage College	100.0		100.0	100.0
CIC Higher Education	31.7	36.4	43.8	34.7
Crown Institute of Higher Education Pty Ltd			57.1	57.1

Table 24 / 2023 GOS NUHEI response rates, all study levels, international graduates (%)

(Continued)

	2022 November	2023 February	2023 May	2023 Total collection
Endeavour College of Natural Health			27.3	27.3
Engineering Institute of Technology	33.3	31.0	0.0	27.8
Equals International			53.8	53.8
Excelsia College	31.6	40.0	48.2	45.3
HEPCO The Tax Institute Higher Education	100.0			100.0
Holmes Institute	32.3	0.0	37.7	33.2
Holmesglen Institute	18.8	25.0	46.7	33.2
ICHM	18.2	0.0	50.0	28.6
Ikon Institute of Australia	50.0	28.6	50.0	41.2
Institute of Health & Management Pty Ltd	42.9	55.6	66.0	60.0
International College of Management, Sydney	34.6	35.6	46.2	39.9
Kaplan Business School	33.8	32.3	45.1	36.5
Kaplan Higher Education Pty Ltd	0.0	50.0	25.0	21.4
Kent Institute Australia	42.3	0.0	39.1	40.8
King's Own Institute	35.5	43.3		37.7
Le Cordon Bleu Australia	16.7	14.3	26.1	20.4
Leaders Institute	84.0			84.0
Macleay College		6.7		6.7

Table 24 / 2023 GOS NUHEI response rates, all study levels, international graduates (%)

(Continued)

	2022 November	2023 February	2023 May	2023 Total collection
Marcus Oldham College			100.0	100.0
Melbourne Institute of Technology	27.9		28.1	27.9
Melbourne Polytechnic	24.1		45.0	33.8
Morling College			100.0	100.0
Nan Tien Institute	66.7			66.7
Photography Studies College (Melbourne)			60.0	60.0
Polytechnic Institute Australia Pty Ltd	16.4	45.0		23.0
SAE Institute	32.3	51.4	85.7	50.0
Sheridan Institute of Higher Education	0.0		62.5	45.5
SP Jain School of Management	57.0			57.0
Stanley College		50.0	60.0	59.1
Stott's College	36.5	32.7		34.8
Sydney College of Divinity		17.6	100.0	22.2
TAFE NSW	29.8		42.5	36.2
TAFE Queensland	33.3		46.2	39.3
TAFE South Australia	31.8	83.3	26.7	37.2
The Australian Institute of Music	42.9	44.4	38.5	40.5
The Cairnmillar Institute	0.0		33.3	30.0

Table 24 / 2023 GOS NUHEI response rates, all study levels, international graduates (%)

(Continued)

	2022 November	2023 February	2023 May	2023 Total collection
The College of Law Limited	21.8	31.4	27.9	26.6
Think Education	50.0			50.0
UOW College	42.9		31.4	35.7
UTS College	11.8	23.5	35.4	24.3
VIT (Victorian Institute of Technology)	57.1		75.0	62.4
Wentworth Institute of Higher Education	29.9		25.7	28.6
Whitehouse Institute of Design, Australia			50.0	50.0
William Angliss Institute	10.9		47.1	24.7
<b>All NUHEIs</b>	<b>33.7</b>	<b>37.0</b>	<b>43.9</b>	<b>36.9</b>

Note: A blank cell denotes that the institution did not participate in that GOS collection

## A1.5 Data representativeness

In terms of Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the GOS are representative of the in-scope population, respondent characteristics are presented alongside population parameters in **Table 25** and **Table 26** below.

Some groups in the achieved sample (respondents) are represented broadly in-line with their sample proportion,

with mode of attendance and disability status particularly well-matched for undergraduates. For postgraduate coursework graduates, gender and disability status were well-matched.

The largest potential source of non-response bias across the total sample is in relation to source country, and age for international graduates. Chinese graduates are under-represented in the responding sample by 17.1 percentage points. There was good representation across all other

source countries that make up the top ten source countries for international graduates. Graduates aged thirty years or below were also less likely to respond, with those thirty or below under-represented by 7.6 percentage points, relative to population parameters.

The under-representation of Chinese graduates, and young graduates in 2023 suggests that these should be considered as areas for renewed response maximisation focus in 2024.

Table 25 / **2023 GOS population parameters by sub-group and response characteristics, international graduates (all study levels)**

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Base <sup>5</sup>	89,025	100.0	28,081	100.0
<b>Level</b>				
Undergraduate	41,057	46.1	12,809	45.6
Postgraduate coursework	44,131	49.6	12,751	45.4
Postgraduate research	3,830	4.3	2,520	9.0
<b>Gender</b>				
Male	42,227	47.5	12,933	46.1
Female	46,738	52.5	15,116	53.9
<b>Age</b>				
30 years or under	79,281	89.1	22,900	81.5
Over 30 years	9,744	10.9	5,181	18.5

Table 25 / 2023 GOS population parameters by sub-group and response characteristics, international graduates (all study levels)

(Continued)

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
<b>Source country</b>				
China	40,132	45.1	7,869	28.0
India	9,638	10.8	3,783	13.5
Nepal	5,185	5.8	2,117	7.5
Vietnam	2,865	3.2	1,077	3.8
Indonesia	2,600	2.9	1,037	3.7
Malaysia	2,276	2.6	826	2.9
Hong Kong	2,039	2.3	805	2.9
Sri Lanka	1,614	1.8	712	2.5
Singapore	1,590	1.8	589	2.1
Pakistan	1,344	1.5	510	1.8
Philippines	866	1.0	466	1.7
<b>Home language</b>				
English	36,238	40.7	11,903	42.4
Other	52,787	59.3	16,178	57.6
<b>Disability</b>				
Reported disability	1,572	1.8	588	2.1
No disability	87,453	98.2	27,493	97.9

Table 25 / 2023 GOS population parameters by sub-group and response characteristics, international graduates (all study levels)

(Continued)

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
<b>Study mode**</b>				
Internal/Mixed mode	76,389	86.7	24,873	89.6
External study mode	11,682	13.3	2,887	10.4

\*Some subgroups may not add to 100 per cent due to missing data.

\*\* Institutions took different approaches in reporting students' mode of attendance in 2020 with only a small number updating the mode of study to reflect the shift to online, therefore the figures presented here most likely reflect students' intentions rather than their actual mode of study in 2020.

<sup>5</sup> Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories.

As shown in **Table 26** below, the achieved international graduate respondent profile in the 2023 GOS closely matches the in-scope survey population in most study areas.

Study areas with the closest representation of responses to population in the 2023 GOS were Science and mathematics, Nursing, and Health services and support. Business and management continues to be the largest and most under-represented study area, followed by

Communications and Creative arts. Future collections will continue trialling tailored email content for graduates from these under-performing study areas and seek increased institutional engagement at the faculty level prior to graduation

Table 26 / **2023 GOS population parameters by study area and response characteristics, international graduates (all study levels)**

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Science and mathematics	5,680	6.4	2,440	8.7
Computing and Information Systems	13,079	14.7	4,327	15.4
Engineering	7,527	8.5	2,623	9.3
Architecture and built environment	2,766	3.1	951	3.4
Agriculture and environmental studies	781	0.9	345	1.2
Health services and support	1,918	2.2	848	3.0
Medicine	821	0.9	323	1.2
Nursing	4,865	5.5	2,071	7.4
Pharmacy	335	0.4	135	0.5
Dentistry	228	0.3	92	0.3
Veterinary science	235	0.3	104	0.4
Rehabilitation	510	0.6	196	0.7
Teacher education	3,002	3.4	1,134	4.0
Business and management	35,455	39.8	8,388	29.9
Humanities, culture and social sciences	3,977	4.5	1,547	5.5



Table 26 / 2023 GOS population parameters by study area and response characteristics, international graduates (all study levels)

(Continued)

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Social work	1,192	1.3	581	2.1
Psychology	668	0.8	278	1.0
Law and paralegal studies	1,337	1.5	455	1.6
Creative arts	2,144	2.4	620	2.2
Communications	2,132	2.4	530	1.9
Tourism, hospitality, personal services, sport and recreation	373	0.4	93	0.3
<b>Total</b>	<b>89,025</b>	<b>100.0</b>	<b>28,081</b>	<b>100.0</b>

# Appendix 2: Labour market and graduate satisfaction definitions

The 2023 GOS uses labour force indicator definitions informed by the standard labour force statistics model used by the ABS. Definitions for indicators used throughout this report are presented in **Table 27** below.

Table 27 / **Indicator 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 or part-time hours)
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.
Undergraduate and Postgraduate satisfaction – Overall satisfaction indicator	The proportion of graduates who 'agreed' or 'strongly agreed' that they were satisfied with the overall quality of their course.

Indicator/element	Definition
Postgraduate research graduate satisfaction, overall satisfaction indicator as well as scales on Intellectual climate, Infrastructure, Goals and expectations, Supervision, Skills development, Thesis examination and industry and External engagement	Calculated from multiple survey items, representing the proportion of graduates who gave a positive response to items associated with each scale.

## A2.1 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 usual 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, overall employed and the labour force participation rate. Bryan's salary is not counted towards the median salary figure. Bryan is not considered "underemployed".

**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: Production of scores

## A3.1 Core instrument

A summary of all items included in the 2023 GOS core instrument are provided in **Table 28** below. A copy of the core survey instrument (i.e., excluding any institution specific items) and screenshots of the survey are included in the 2023 GOS Methodological Report.

Table 28 / **Item summary**

Question ID	Question	Response frame
<b>Module A: Screening and confirmation</b>		
<b>Module B: Labour Force</b>		
PREWORKED	<p>Next we would like to understand what you are currently doing in terms of work and study. A number of questions may seem similar, however these items are based on the Australian Bureau of Statistics (ABS) Labour Force Survey. Using the ABS approach means the information you provide is more robust and able to be compared to national employment statistics.</p> <p>We understand many people have experienced disruptions to their employment due to COVID-19. The Australian Government is still interested in understanding current employment situations.</p>	
WORKED	<p>Thinking about last week, the week starting &lt;daystart&gt;, &lt;datestart&gt; and ending last &lt;dayend&gt;, &lt;dateend&gt;.</p> <p>Last week, did you do any work at all in a job, business or farm?</p>	<p>1. Yes 5. No 6. Permanently unable to work 7. Permanently not intending to work *(DISPLAY IF AGE&gt;64)</p>
WWOPAY	<p>Last week, did you do any work without pay in a family business?</p>	<p>1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE&gt;64)</p>
AWAYWORK	<p>Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?</p> <p>Please note, if you were stood down or away from your job due to the impact of COVID-19 select 'Yes'</p>	<p>1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE&gt;64)</p>

Question ID	Question	Response frame
LOOKFTWK	At any time during the last 4 weeks have you been looking for full-time work?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
LOOKPTWK	Have you been looking for part-time work at any time during the last 4 weeks?	1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE>64)
BEGNLOOK	When did you begin looking for work?	1. Enter month <dropdown list> 2. Enter year (NUMERIC RANGE 1960 – <currentyear>)
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 work you had already obtained?	1. Yes 5. No
MORE1JOB	Did you have more than 1 job or business last week?	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 main job.	
INTROSELFEMPiii	The next few questions are about the job or business in which you usually work the most hours, that is, your main job.	
SELFEMP	Did you work for an employer, or in your own business?	1. Employer 2. Own business (go to ACTLHRSM) 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 frame
PAYARRNG	What are your <working/payment> arrangements?	10. Unpaid voluntary work *(GO TO MODULE C) 11. Unpaid trainee or work placement *(GO TO MODULE C) 12. Contractor or Subcontractor 13. Own business or Partnership 14. Commission only 15. Commission with retainer 16. In a family business without pay *(GO TO MODULE C) 17. Payment in kind 18. Paid by the piece or item produced 19. Wage or salary earner 20. Other (Specify)
ACTLHRSM	How many hours did you actually work in your main job last week less time off but counting any extra hours worked?	1. Enter hours (NUMERIC, RANGE 0-168)
USLHRSM	How many hours do you usually work each week in your main job?	1. Enter hours (NUMERIC, RANGE 0-168)
ACTLHRS	How many hours did you actually work last week less time off but counting any extra hours worked IF MORE1JOB=1:<in all your jobs>?	1. Enter hours (NUMERIC, RANGE 0 to 168)
USLHRS	How many hours do you usually work each week IF MORE1JOB=1:<in all your jobs>?	1. Enter hours (NUMERIC, RANGE 0-168)
PREFMHRS	Would you prefer to work more hours than you usually work *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 5. No

Question ID	Question	Response frame
RSNOMORE	You mentioned that you are not looking to work more hours. What is the main reason you work the number of hours you are currently working? <i>Please select only one answer.</i>	<ol style="list-style-type: none"> <li>1. No suitable job in my local area</li> <li>2. No job with a suitable number of hours</li> <li>3. No suitable job in my area of expertise</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 the number of hours I work</li> <li>13. No more hours available in current position</li> <li>14. Work has been reduced/shutdown due to COVID-19</li> <li>15. Due to contract restrictions</li> <li>16. Pursuing other interests/commitments in spare time</li> <li>17. Waiting for accreditation/registration</li> <li>11. Other (Please specify)</li> </ol>
RSMORE	You mentioned that you are looking to work more hours. What is the main reason you work the number of hours you are currently working? <i>Please select only one answer.</i>	<ol style="list-style-type: none"> <li>1. No suitable job in my local area</li> <li>2. No job with a suitable number of hours</li> <li>3. No suitable job in my area of expertise</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 the number of hours I work</li> <li>13. No more hours available in current position</li> <li>14. Work has been reduced/shutdown due to COVID-19</li> <li>15. Due to contract restrictions</li> <li>16. Pursuing other interests/commitments in spare time</li> <li>17. Waiting for accreditation/registration</li> <li>11. Other (Please specify)</li> </ol>
OCC	<p>What is your occupation in your &lt;main job/job/business&gt;?</p> <p>Please start typing the name of your occupation in the text box and select the correct one, or enter in full.</p>	<p>1. (Predictive verbatim text box) *PROGRAMMER NOTE: USE OCCUPATION LOOKUP LIST LOCATED HERE</p>
DUTIES	What are your main tasks and duties?	1. (verbatim text box)

Question ID	Question	Response frame
EMPLOYER	<p>What is the name of your &lt;employer/business&gt;?</p> <p>Please start typing the name of your employer in the text box and select the correct one, or enter in full.</p>	1. (verbatim text box)
INDUSTRY	What kind of business or service is carried out by your <employer at the place where you work/business>?	1. (verbatim text box) 90.Other (Please specify)
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. (Predictive verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST LOCATED HERE 2. Not sure
COUNTRYx	In which country is your <employer/business> mainly based?	1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST LOCATED HERE & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY
CURCOUNTRY	Do you currently live in Australia or Overseas?	1. Australia 2. Overseas



Question ID	Question	Response frame
CURSTATE	In which state or territory do you usually live?	<ol style="list-style-type: none"> <li>1. NSW</li> <li>2. VIC</li> <li>3. QLD</li> <li>4. SA</li> <li>5. WA</li> <li>6. TAS</li> <li>7. NT</li> <li>8. ACT</li> <li>98. Don't know</li> </ol>
CURPCODE	What is the postcode or suburb where you usually live?	<ol style="list-style-type: none"> <li>1. (verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST LOCATED HERE</li> <li>2. Not sure</li> </ol>
OSCOUNTRY	<p>In which country do you currently live?</p> <p>Please start typing the country name in the text box and select the correct one, or enter in full.</p>	<ol style="list-style-type: none"> <li>1. &lt;Predictive text verbatim text box&gt; *PROGRAMMER NOTE: USE SACC COUNTRY LIST LOCATED HERE &amp; SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY</li> </ol>
EMP12	Have you worked <for your employer/in your business> for 12 months or more?	<ol style="list-style-type: none"> <li>1. Yes, more than 12 months</li> <li>5. No, less than 12 months</li> </ol>
EMPMTHS	How many months have you worked <for your employer/in your business>?	<ol style="list-style-type: none"> <li>1. Enter number of months (NUMERIC, RANGE 1-12)</li> </ol>
EMPYRS	How many years have you worked <for your employer/in your business>?	<ol style="list-style-type: none"> <li>1. Enter number of years (NUMERIC, RANGE 1-49)</li> </ol>
FFTJOB	Is this your first full-time job?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
SALARYA	In Australian dollars, how much do you usually earn in <IF MORE1JOB=5: this job/IF MORE1JOB=1: all your jobs>, before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).	<ol style="list-style-type: none"> <li>1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250)</li> <li>2. Amount per day (Please specify) (NUMERIC, RANGE 1-800)</li> <li>3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000)</li> <li>4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000)</li> <li>5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500)</li> <li>6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K)</li> <li>7. No earnings</li> <li>8. Don't know</li> </ol>

Question ID	Question	Response frame
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: all your jobs>, 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>
SALARYC	And in Australian dollars, how much do you usually earn in your main job, before tax or anything else is taken out? Please make only one selection.	<ol style="list-style-type: none"> <li>1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250)</li> <li>2. Amount per day (Please specify) (NUMERIC, RANGE 1-800)</li> <li>3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000)</li> <li>4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000)</li> <li>5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500)</li> <li>6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K)</li> <li>7. No earnings</li> <li>8. Don't know</li> </ol>
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 main job, 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>

Question ID	Question	Response frame
SALCONF1	Sorry but the salary you entered for your main job is higher than the salary you entered for all your jobs. Please select the best option for how much you would usually earn in your main job, 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 all your jobs, 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>

Question ID	Question	Response frame
SALARYOS	What is your gross (that is pre-tax) annual salary? You can estimate if necessary.	<ol style="list-style-type: none"> <li>1. "AUD - Australian Dollar"</li> <li>2. "BDT - Bangladeshi Taka"</li> <li>3. "BWP - Botswana Pula"</li> <li>4. "CNY - Chinese yuan"</li> <li>5. "EUR - Euro"</li> <li>6. "GBP - British Pound"</li> <li>7. "HKD - Hong Kong Dollar"</li> <li>8. "IDR - Indonesian Rupiah"</li> <li>9. "INR - Indian Rupee"</li> <li>10. "KES - Kenyan Shilling"</li> <li>11. "LKR - Sri Lankan Rupee"</li> <li>12. "MUR - Mauritian Rupee"</li> <li>13. "MYR - Malaysian Ringgit"</li> <li>14. "PKR - Pakistani Rupee"</li> <li>15. "SGD - Singapore Dollar"</li> <li>16. "USD - US Dollar"</li> <li>17. "ZAR - South African Rand"</li> <li>18. "ZMK - Zambian Kwacha"</li> <li>19. "ZWD - Zimbabwean Dollar"</li> <li>20. "NZD - New Zealand Dollar",</li> <li>21. "CAD - Canadian Dollar",</li> <li>22. "JPY - Japanese Yen",</li> <li>23. "KRW - South Korean Won",</li> <li>24. "VND - Vietnamese Dong",</li> <li>25. "SEK - Swedish Krona",</li> <li>26. "THB - Thai Baht"</li> <li>27. Other (Please specify)</li> </ol>

Question ID	Question	Response frame
FINDJOB	How did you first find out about this job?	<ol style="list-style-type: none"> <li>1. University or college careers service</li> <li>2. Careers fair or information session</li> <li>3. Other university or 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/Recruitment agency</li> <li>11. Work contacts or networks</li> <li>12. Social media</li> <li>17. An employer promotional event</li> <li>14. Graduate program / internship / work placement</li> <li>13. Other (Please specify)</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.</p> <p>(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 frame
RSOVRQ	Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education? Please select only one answer.	<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>4. Considered to be too young by employers</li> <li>5. Considered to be too old by employers</li> <li>9. Caring for children</li> <li>10. Studying</li> <li>12. I'm satisfied with my current job</li> <li>13. I had to change jobs due to COVID-19</li> <li>14. Not enough work experience</li> <li>15. Entry level job/career stepping stone</li> <li>16. Changing jobs/Careers</li> <li>17. Do not have permanent residency</li> <li>18. For financial reasons</li> <li>11. Other (Please specify)</li> </ol>
<b>Module C: Further study</b>		
FURSTUD	Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	<ol style="list-style-type: none"> <li>1. Yes – full-time</li> <li>2. Yes – part-time</li> <li>5. No</li> </ol>
FURNEW	Are you currently studying in a new course after completing your <E308>?	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>
FURINST	<p>What is the name of the institution where you are currently studying?</p> <p>Please start typing the name of your institution in the text box and select the correct one, or type in full.</p>	<ol style="list-style-type: none"> <li>1. &lt;look up list&gt; *PROGRAMMER NOTE: USE FURINST LOOKUP LIST</li> </ol>
FURQUAL	What is the full title of the qualification you are currently studying?	<ol style="list-style-type: none"> <li>1. (verbatim text box)</li> </ol>

Question ID	Question	Response frame
FURFOE	What is your main field of education for this qualification?	<ol style="list-style-type: none"> <li>1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science)</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 (incl. Nursing, Veterinary, Pharmacy)</li> <li>7. Education</li> <li>8. Management and Commerce (incl. Accounting, Business, Finance, Marketing)</li> <li>9. Society and Culture (incl. Law, Psychology, Economics, Social and Political Sciences)</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 Degree</li> <li>12. Diploma</li> <li>13. Non-award course</li> <li>14. Bridging and Enabling course</li> <li>15. Certificate I-IV</li> </ol>

Question ID	Question	Response frame
<b>Module D2: OVERALL SATISFACTION/PREQ</b>		
CEQ	<p>Now a question regarding your &lt;FinalMajor1/FinalMajor2/FinalCourseA&gt; &lt;major/qualification&gt;.</p> <p>Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with the following statement.</p> <p>(STATEMENTS)</p> <p>ceq149 Overall, I was satisfied with the quality of this &lt;course&gt;</p>	<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>
CEQB	<p>Now thinking about your &lt;FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2&gt; &lt;major/qualification&gt;.</p> <p>Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree the following statement.</p> <p>(STATEMENTS)</p> <p>ceq249 Overall, I was satisfied with the quality of this &lt;course&gt;</p>	<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>
PREQ	<p>Please tell us about your postgraduate research experience.</p> <p>If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.</p> <p>Please interpret 'thesis' and other research-related terms in the context of your own field of education.</p> <p>Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.</p> <p>(STATEMENTS)</p> <p>preq01 Supervision was available when I needed it</p> <p>preq02 The thesis examination process was fair</p> <p>preq03 I had access to a suitable working space</p> <p>preq04 I developed an understanding of the standard of work expected</p> <p>preq29 I am confident that I can apply my skills outside the university sector</p> <p>preq05 The department provided opportunities for social contact with other postgraduate students</p> <p>preq30 I improved my ability to design and implement projects effectively</p> <p>preq06 My research further developed my problem solving skills</p> <p>preq07 My supervisor(s) made a real effort to understand difficulties I faced</p> <p>preq08 I had good access to the technical support I needed</p>	<ol style="list-style-type: none"> <li>1. Strongly disagree</li> <li>2. Disagree</li> <li>3. Neither agree nor disagree</li> <li>4. Agree</li> <li>5. Strongly agree</li> </ol>



Question ID	Question	Response frame
	<p>preq09 I was integrated into the department's community</p> <p>preq10 I improved my ability to communicate information effectively to diverse audiences</p> <p>preq11 I understood the required standard for the thesis</p> <p>preq31 I had opportunities to develop professional connections outside the university sector</p> <p>preq12 I was able to organise good access to necessary equipment</p> <p>preq13 My supervisor(s) provided additional information relevant to my topic</p> <p>preq14 I developed my skills in critical analysis and evaluation</p> <p>preq15 I was satisfied with the thesis examination process</p> <p>preq16 The department provided opportunities for me to become involved in the broader research culture</p> <p>preq17 I was given good guidance in topic selection and refinement</p> <p>preq18 I had good access to computing facilities and services</p> <p>preq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector</p> <p>preq19 I understood the requirements of thesis examination</p> <p>preq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others)</p> <p>preq20 I improved my ability to plan and manage my time effectively</p> <p>preq21 My supervisor(s) provided helpful feedback on my progress</p> <p>preq22 A good seminar program for postgraduate students was provided</p> <p>preq23 The research environment in the department or faculty stimulated my work</p> <p>preq24 I received good guidance in my literature search</p> <p>preq34 I gained confidence in leading and influencing others</p> <p>preq25 The examination of my thesis was completed in a reasonable time</p> <p>preq26 As a result of my research, I feel confident about tackling unfamiliar problems</p> <p>preq27 There was appropriate financial support for research activities</p> <p>preq28 Overall, I was satisfied with the quality of my higher degree research experience</p>	
INTROB	Now, a couple of general questions about your <course>...	
BESTASP	What were the best aspects of your <course>? Please note, aspects could include things like the course content, teaching or assessments.	1. (verbatim text box)
IMPROVE	What aspects of your <course> were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments.	1. (verbatim text box)

Table 28 / Item summary

(Continued)

Question ID	Question	Response frame
<b>Module E Graduate Preparation</b>		
FORMREQ	Is a <FinalCourseA/FinalCourseB> or similar qualification a formal requirement for you to do your current job?	1. Yes 2. No
QUALIMP	To what extent is it important for you to have a <FinalCourseA/FinalCourseB>, to be able to do your job?	1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important
CRSPREP	Overall, how well did your <FinalCourseA/FinalCourseB> prepare you for your job?	1. Not at all 2. Not well 3. Well 4. Very well 5. Don't know / Unsure
BESTPREP	What are the main ways that < E306C > prepared you for employment in your organisation?	1. (verbatim text box)
IMPPREP	What are the main ways <E306C> could have better prepared you for employment in your organisation?	1. (verbatim text box)
FSBEPREP	What are the main ways that < E306C > prepared you for further study?	1. (verbatim text box)
FSIMPREP	What are the main ways <E306C> could have better prepared you for further study?	1. (verbatim text box)
<b>Module F: Additional Items</b>		
Intlintroa	And now some specifics about your *(IF STUDENTTYPE=1, DISPLAY: <course/program>, IF STUDENTTYPE=2, DISPLAY: <postgraduate research>.)	
OSSTUDY	Did you undertake any overseas study during your *(IF STUDENTTYPE=1, DISPLAY: <course>IF STUDENTTYPE=2, DISPLAY: <postgraduate research> e.g. student exchange or study abroad?)	1. Yes 2. No 3. Not applicable

Table 28 / Item summary

(Continued)

Question ID	Question	Response frame
INTERN	Did your <FinalCourseA/FinalCourseB> include an internship component?	1. Yes 2. No 3. Don't know
INTLEARN	Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?	1. Yes 2. No 3. Not applicable
TRAINING	Did your <FinalCourseA/FinalCourseB> include training in... (STATEMENTS) Pgreslink101/IPA Intellectual property awareness Pgreslink102/BUSMAN Business management Pgreslink103/ENTPNR Entrepreneurship	1. Yes 2. No 3. Don't know
COFUND	Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? Please select all that apply.	1/JOINTSUP. Yes it was jointly supervised 2/COFUND. Yes it was co-funded 3/NOJSCF. No *(EXCLUSIVE) 4/DKJSCF. Don't know *(EXCLUSIVE)
<b>Module G: Contact details</b>		
CONTACT	In a couple of years' time, we are undertaking a follow up survey with graduates to see how their career has developed.  Do you consent to being invited to participate in this important future research?  For further information on the survey please click here (link to: <a href="https://www.qilt.edu.au/survey-participants/gos-l-participants">https://www.qilt.edu.au/survey-participants/gos-l-participants</a> ).	1. Yes 2. No
ALUMNI	Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?	1. Yes 2. No
Email/EMAIL	We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?	1. Permanent email address is as above 2. Enter new permanent email address (verbatim text box) 3. Don't have a permanent email address 4. Do not wish to be re-contacted by email

Question ID	Question	Response frame
ADDRESS	The postal address we have for you is: <add1> <add2> <add3> <suburb> <state> <pcode> <country>  Is this correct?	1. Yes 2. No *(DISPLAY AND EDIT ADDRESS ONE FIELD AT A TIME WHERE NECESSARY) 3. Do not wish to be contacted by post
ADDRESS2	We do not have any postal information provided for you. Would you like to update your postal details?	1. Yes 2. No 3. Do not wish to be contacted by post
C4	Would you like to be notified via email when the national data is released on the Quality Indicators for Learning and Teaching (QILT) website?	1. Yes 2. No
NTFEMAIL	What is the best email address to send the notification to?	1. Address as above 2. Enter new email address

### A3.2 Additional items

A total of 16 institutions (14 universities and 2 NUHEIs) included institution specific items in the 2023 GOS. Institution specific items can be the same or a variation on questions included in prior years, or new questions entirely. Some of the content covered by institution specific items included questions relating to the net promoter score, work preparedness, further study plans, time spent in internships, volunteering and other co-curricular activities, and likelihood of recommending the course or institution to others. These institution-specific items were presented to graduates after the core instrument. A statement (The

following items have been included by <E306CTXT> to gather feedback from recent graduates on issues important to their institution) was added before the items to further emphasise a clear distinction between the core instrument and any additional items.

The Course Experience Questionnaire (CEQ), excluding overall satisfaction, and the Graduate Attributes Scale (GAS) became institution opt-in from the 2021 GOS. A total of 40 institutions (19 universities and 21 NUHEIs) included the CEQ, and 37 institutions (22 universities and 15 NUHEIs) included the GAS.

Stakeholders including the Australian Association of Graduate Employers (AAGE), Australian Collaborative Education Network Limited (ACEN), and Optometry Council of Australia and New Zealand (OCANZ) included items in the 2022 GOS. Content covered by the stakeholder items included employment pathways, work integrated learning and preparedness of optometry graduates. Institutions were invited to participate in these items, where applicable, by each of the relevant stakeholders.

## 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 2022 GOS, 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 per cent 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 10 / Formula for a 90 per cent confidence interval using the Agresti-Coull method with FPC

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

where  $\tilde{p} = \tilde{n}_1 / \tilde{n}$ ,  $\tilde{n}_1 = n_1 + 1.645^2 / 2$ ,

$$\tilde{n} = n + 1.645^2,$$

$$FPC = \sqrt{\frac{N - n}{N - 1}}$$

# Appendix 5: Study area concordance

Study areas for the QILT surveys, including the GOS, are defined in accordance with the ABS Australian Standard Classification of Education (ASCED). The QILT website, and this report generally 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 in **Table 29**. Details of the fields of education are available from the ABS website.

Table 29 / **Study area concordance**

Study Area		Study Area 45		Field of Education
0	Non-award	0	Non-award	000000
1	Science and mathematics	1	Natural and 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 and Technology	019901, 019903, 019905, 019907, 019909
2	Computing and Information systems	5	Computing and Information systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999

Table 29 / Study area concordance

(Continued)

Study Area		Study Area 45		Field of Education
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 and 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 and Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering -Aerospace	031500, 031501, 031503, 031505, 031507, 031599
4	Architecture and built environment	12	Architecture and Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building and 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 and 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 and 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

Table 29 / Study area concordance

(Continued)

Study Area		Study Area 45		Field of Education
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 and Secondary	070103, 070105
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 and Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management and Commerce-Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking and Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903



Table 29 / Study area concordance

(Continued)

Study Area		Study Area 45		Field of Education
15	Humanities, culture and social sciences	33	Political Science	090100, 090101, 090103
		34	Humanities inc History and Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language and 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 and Policing	091100, 091101, 091103, 091105, 091199
19	Law and paralegal studies	38	Law	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		39	Justice Studies and Policing	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, Media and Journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport and Recreation	092100, 092101, 092103, 092199
		45	Tourism, Hospitality and 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: Results for individual questionnaire items

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

## A6.1 GOS results

### A6.1.1 Labour force outcomes

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

Table 30 / **Tables and figures associated with labour force outcomes**

Report table/figure	Sheet name	Table title
Table 08	OVERALL_ALL_ALL_2Y_HEPTYPE	Graduate employment and study outcomes, by study level, 2022 and 2023
Table 01/Figure 08	OVERALL_ALL_ALL_3Y	Graduate employment and study outcomes, by study level, 2021-2023
Table 06	EMP_UG_ALL_2Y_AREA	Undergraduate employment outcomes by study area, 2022 and 2023 (%)
Table 07	EMP_PGC_ALL_2Y_AREA	Postgraduate coursework employment outcomes by study area, 2022 and 2023 (%)
	EMP_PGR_ALL_2Y_AREA	Postgraduate research employment outcomes by study area, 2022 and 2023 (%)
	EMP_UG_ALL_2Y_E315	Undergraduate employment outcomes, 2022 and 2023 (%)
	EMP_PG_ALL_2Y_E315	Postgraduate employment outcomes, 2022 and 2023 (%)
	EMP_UG_ALL_2Y_DG	Undergraduate employment outcomes by demographic group, 2022 and 2023 (%)
	EMP_PGC_ALL_2Y_DG	Postgraduate coursework employment outcomes by demographic group, 2022 and 2023 (%)
	EMP_PGR_ALL_2Y_DG	Postgraduate research employment outcomes by demographic group, 2022 and 2023 (%)

Table 30 / Tables and figures associated with labour force outcomes

(Continued)

Report table/figure	Sheet name	Table title
	EMP_UG_ALL_2Y_AREA45	Undergraduate employment outcomes by 45 study areas, 2022 and 2023 (%)
	EMP_PGC_ALL_2Y_AREA45	Postgraduate coursework employment outcomes by 45 study areas, 2022 and 2023 (%)
	EMP_PGR_ALL_2Y_AREA45	Postgraduate research employment outcomes by 45 study areas, 2022 and 2023 (%)
	EMP_UG_UNI_2Y_AREA	Undergraduate employment outcomes by study area, universities only, 2022 and 2023 (%)
	EMP_UG_NUHEI_2Y_AREA	Undergraduate employment outcomes by study area, NUHEIs only, 2022 and 2023 (%)
	EMP_UG_UNI_2Y_DG	Undergraduate employment outcomes by demographic group, universities only, 2022 and 2023 (%)
	EMP_UG_NUHEI_2Y_DG	Undergraduate employment outcomes by demographic group, NUHEIs only, 2022 and 2023 (%)
Figure 03	EMP_UG_ALL_1Y_CURCOUNTRY	International graduate employment outcomes by residence at time of survey (In Australia, Overseas), undergraduate, 2023
Figure 03	EMP_PGC_ALL_1Y_CURCOUNTRY	International graduate employment outcomes by residence at time of survey (In Australia, Overseas), postgraduate coursework, 2023
Figure 03	EMP_PGR_ALL_1Y_CURCOUNTRY	International graduate employment outcomes by residence at time of survey (In Australia, Overseas), postgraduate research, 2023
Table 03	EMP_UG_ALL_1Y_COUNTRY	Undergraduate employment outcomes by home country of international graduates, 2023
Table 03	EMP_PGC_ALL_1Y_COUNTRY	Postgraduate coursework employment outcomes by home country of international graduates, 2023
Table 03	EMP_PGR_ALL_1Y_COUNTRY	Postgraduate research employment outcomes by home country of international graduates, 2023
	EMP_UG_ALL_3Y_PERIOD	Undergraduate employment rates by survey round, 2021-2023 (%)
	EMP_PGC_ALL_3Y_PERIOD	Postgraduate coursework employment rates by survey round, 2021-2023 (%)
	EMP_PGR_ALL_3Y_PERIOD	Postgraduate research employment rates by survey round, 2021-2023 (%)
	SAL_UG_ALL_2Y_AREA_E315	Undergraduate median full-time salaries by study area and gender, 2022 and 2023 (\$)

Report table/figure	Sheet name	Table title
	SAL_PGC_ALL_2Y_AREA_E315	Postgraduate coursework median full-time salaries by study area and gender, 2022 and 2023 (\$)
	SAL_PGR_ALL_2Y_AREA_E315	Postgraduate research median full-time salaries by study area and gender, 2022 and 2023 (\$)
	SAL_UG_ALL_2Y_DG	Undergraduate median full-time salaries by demographic group, 2022 and 2023 (\$)
	SAL_PGC_ALL_2Y_DG	Postgraduate coursework median full-time salaries by demographic group, 2022 and 2023 (\$)
	SAL_PGR_ALL_2Y_DG	Postgraduate research median full-time salaries by demographic group, 2022 and 2023 (\$)
	SAL_UG_ALL_2Y_AREA45_E315	Undergraduate median full-time salaries by 45 study areas and gender, 2022 and 2023 (\$)
	SAL_PGC_ALL_2Y_AREA45_E315	Postgraduate coursework median full-time salaries by 45 study areas and gender, 2022 and 2023 (\$)
	SAL_PGR_ALL_2Y_AREA45_E315	Postgraduate research median full-time salaries by 45 study areas and gender, 2022 and 2023 (\$)
Table 09/Figure 06	LF_UG_UNI_3Y_CI	Labour force indicators 2021-2023, undergraduates (universities only)
Table 10/Figure 07	LF_PGC_UNI_3Y_CI	Labour force indicators 2021-2023, postgraduate coursework (universities only)
	LF_PGR_UNI_3Y_CI	Labour force indicators 2021-2023, postgraduate research (universities only)
Table 11	LF_UG_NUHEI_3Y_CI	Labour force indicators 2021-2023, undergraduates (NUHEIs only)
	LF_PGC_NUHEI_3Y_CI	Labour force indicators 2021-2023, postgraduate coursework (NUHEIs only)
	LF_UG_UNI_2Y	Undergraduate labour force indicators, universities only, 2022 and 2023
	LF_UG_NUHEI_2Y	Undergraduate labour force indicators, NUHEIs only, 2022 and 2023
	FTE_UG_UNI_3Y_FIG	Undergraduate full-time employment rate by university, 2021-2023 (%)
	SAL_UG_UNI_3Y_FIG	Undergraduate median full-time salaries by university, 2021-2023 (\$)

Table 30 / Tables and figures associated with labour force outcomes

(Continued)

Report table/figure	Sheet name	Table title
	FTE_UG_NUHEI_3Y_FIG	Undergraduate full-time employment rate by NUHEI, 2021-2023 (%)
	SAL_UG_NUHEI_3Y_FIG	Undergraduate median full-time salaries by NUHEI, 2021-2023 (\$)
	FTE_PGC_UNI_3Y_FIG	Postgraduate coursework full-time employment rate by university, 2021-2023 (%)
	FTE_PGC_NUHEI_3Y_FIG	Postgraduate coursework full-time employment rate by NUHEI, 2021-2023 (%)
	SAL_PGC_UNI_3Y_FIG	Postgraduate coursework median full-time salaries by university, 2021-2023 (\$)
	FTE_PGR_UNI_3Y_FIG	Postgraduate research full-time employment rate by university, 2021-2023 (%)
	SAL_PGR_UNI_3Y_FIG	Postgraduate research median full-time salaries by university, 2021-2023 (\$)
	FTE_UG_ALL_TS	Undergraduate full-time employment, 2018-2023 (%)
	FTE_PGC_ALL_TS	Postgraduate coursework full-time employment, 2018-2023 (%)
	FTE_PGR_ALL_TS	Postgraduate research full-time employment, 2018-2023 (%)
Figure 04	SAL_UG_ALL_TS	Undergraduate median full-time salaries, 2018-2023 (\$)
	SAL_PGC_ALL_TS	Postgraduate coursework median full-time salaries, 2018-2023 (\$)
	SAL_PGR_ALL_TS	Postgraduate research median full-time salaries, 2018-2023 (\$)
Figure 05	PREFMHSR_UG_ALL_1Y_E315	Proportion of employed undergraduates seeking or not seeking more hours, by gender, 2023 (%)
Figure 05	PREFMHSR_PGC_ALL_1Y_E315	Proportion of employed postgraduates (coursework) seeking or not seeking more hours, by gender, 2023 (%)
Figure 05	PREFMHSR_PGR_ALL_1Y_E315	Proportion of employed postgraduates (research) seeking or not seeking more hours, by gender, 2023 (%)
	PARTEMP_UG_ALL_1Y_AREA_E315	Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2023 (%)

Table 30 / **Tables and figures associated with labour force outcomes**

(Continued)

Report table/figure	Sheet name	Table title
	EMP_UG_ALL_1Y_HEPTYPE	Undergraduate employment outcomes by institution type, 2023 (%)
	EMP_PGC_ALL_1Y_HEPTYPE	Postgraduate coursework employment outcomes by institution type, 2023 (%)
	EMP_PGR_ALL_1Y_HEPTYPE	Postgraduate research employment outcomes by institution type, 2023 (%)

### A6.1.2 Hours worked

This group of tables explores the median hours actually worked in the week prior to completing the survey of graduates in the short-term, approximately four to six months after completing their course.

Table 31 / **Tables associated with median usual hours and median actual hours worked**

Report table/figure	Sheet name	Table title
	HOURS_UG_ALL_3Y	Average hours worked per week for employed undergraduates by full-time/part-time status, 2021-2023
	HOURS_PGC_ALL_3Y	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status, 2021-2023
	HOURS_PGR_ALL_3Y	Average hours worked per week for employed postgraduates (research) by full-time/part-time status, 2021-2023
	HOURS_UG_ALL_3Y_PERIOD	Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2021-2023
	HOURS_PGC_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status and survey round, 2021-2023
	HOURS_PGR_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (research) by full-time/part-time status and survey round, 2021-2023

### A6.1.3 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 32 / **Tables associated with the percentage of employed graduates away from work**

Report table/figure	Sheet name	Table title
	AWAYWORK_UG_ALL_3Y	Proportion of employed undergraduates who were away from work by full-time/part-time status, 2021-2023 (%)
	AWAYWORK_PGC_ALL_3Y	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status, 2021-2023 (%)
	AWAYWORK_PGR_ALL_3Y	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status, 2021-2023 (%)
	AWAYWORK_UG_ALL_3Y_PERIOD	Proportion of employed undergraduates who were away from work by full-time/part-time status and survey round, 2021-2023 (%)
	AWAYWORK_PGC_ALL_3Y_PERIOD	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status and survey round, 2021-2023 (%)
	AWAYWORK_PGR_ALL_3Y_PERIOD	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status and survey round, 2021-2023 (%)

## A6.1.4 Graduate occupations

This group of tables presents the proportion of employed graduates and graduates employed full-time in different occupations. 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 33 / Tables associated with occupation types of employed graduates

Report table/figure	Sheet name	Table title
Table 12	OCC_UG_ALL_1Y_EMPTYYPE	Undergraduate occupation level, by employment type, 2023 (%)
Table 12	OCC_PG_ALL_1Y_EMPTYYPE	Postgraduate occupation level, by employment type, 2023 (%)
	OCCO_UG_ALL_1Y_AREA45	Undergraduate occupation level, total employed, by 45 study areas, 2023 (%)
	OCC_UG_UNI_1Y_EMPTYYPE	Undergraduate occupation level, by employment type, universities only, 2023 (%)
	OCC_UG_NUHEI_1Y_EMPTYYPE	Undergraduate occupation level, by employment type, NUHEIs only, 2023 (%)
	OCCO_UG_UNI_1Y_AREA	Undergraduate occupation level, total employed, by study area, universities only, 2023 (%)
	BROADOCC_UG_ALL_1Y_EMPTYYPE	Undergraduate occupation level, total employed, by study area, 2023 (%)
	OCCF_UG_ALL_1Y_BFOE	Undergraduate occupation level, full-time employed, by broad field of education, 2023 (%)
	OCCF_PGC_ALL_1Y_BFOE	Postgraduate coursework occupation level, full-time employed, by broad field of education, 2023 (%)
	OCCF_PGR_ALL_1Y_BFOE	Postgraduate research occupation level, full-time employed, by broad field of education, 2023 (%)
	OCCO_UG_ALL_1Y_BFOE	Undergraduate occupation level, total employed, by broad field of education, 2023 (%)
	OCCO_PGC_ALL_1Y_BFOE	Postgraduate coursework occupation level, total employed, by broad field of education, 2023 (%)
	OCCO_PGR_ALL_1Y_BFOE	Postgraduate research occupation level, total employed, by broad field of education, 2023 (%)



Table 33 / **Tables associated with occupation types of employed graduates**

(Continued)

Report table/figure	Sheet name	Table title
Table 13	OCCF_UG_ALL_1Y_AREA	Undergraduate occupation level, full-time employed, by study area, 2023 (%)
Table 13	OCCF_PGC_ALL_1Y_AREA	Postgraduate coursework occupation level, full-time employed, by study area, 2023 (%)
Table 13	OCCF_PGR_ALL_1Y_AREA	Postgraduate research occupation level, full-time employed, by study area, 2023 (%)
	OCCO_UG_ALL_1Y_AREA	Undergraduate occupation level, total employed, by study area, 2023 (%)
	OCCO_PGC_ALL_1Y_AREA	Postgraduate coursework occupation level, total employed, by study area, 2023 (%)
	OCCO_PGR_ALL_1Y_AREA	Postgraduate research occupation level, total employed, by study area, 2023 (%)

### A6.1.5 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.

Table 34 / **Tables associated with the extent to which graduates considered their qualification important**

Report table/figure	Sheet name	Table title
	QUALIMP_UG_ALL_1Y	Importance of qualification for undergraduates' current employment, 2023 (%)
	QUALIMP_PG_ALL_1Y	Importance of qualification for postgraduates' current employment, 2023 (%)

## A6.1.6 Extent to which qualification prepared graduates

This group of tables present information on how well the qualification prepared graduates for their current job. 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 35 / **Tables associated with the extent to which the qualification prepared graduates for their current job**

Report table/figure	Sheet name	Table title
Table 16	CRSPREP_UG_ALL_1Y	Extent to which qualification prepared undergraduate level graduates for employment, 2023 (%)
Table 16	CRSPREP_PG_ALL_1Y	Extent to which qualification prepared postgraduate level graduates for employment, 2023 (%)
Table 17	CRSPREP_UG_ALL_1Y_AREA	Undergraduates reporting course prepared them well or very well for current job, by study area, 2023 (%)
Table 17	CRSPREP_PGC_ALL_1Y_AREA	Postgraduate coursework graduates reporting course prepared them well or very well for current job, by study area, 2023 (%)
Table 17	CRSPREP_PGR_ALL_1Y_AREA	Postgraduate research graduates reporting course prepared them well or very well for current job, by study area, 2023 (%)
Table 18	CRSPREP_UG_ALL_1Y_AREA_OCCF	Undergraduates reporting course prepared them well or very well for current job, by study area, in managerial or professional occupations 2023 (%)
Table 18	CRSPREP_PGC_ALL_1Y_AREA_OCCF	Postgraduate coursework graduates reporting course prepared them well or very well for current job, by study area, in managerial or professional occupations 2023 (%)
Table 18	CRSPREP_PGR_ALL_1Y_AREA_OCCF	Postgraduate research graduates reporting course prepared them well or very well for current job, by study area, in managerial or professional occupations 2023 (%)

## A6.1.7 Skills utilisation

This group of tables present data exploring underutilisation of skills among graduates four to six months after completion of their course, and reasons for not working more hours. Results can be viewed by preference for more hours, gender, and study area.

Table 36 / **Tables associated with reasons for underutilisation of skills and education**

Report table/figure	Sheet name	Table title
Table 02	RSNOMORE_UG_ALL_1Y_E315	Main reason not working more hours, of undergraduates employed part-time, by preference for more hours and gender, 2023 (%)
Table 02	RSNOMORE_PGC_ALL_1Y_E315	Main reason not working more hours, of postgraduates (coursework) employed part-time, by preference for more hours and gender, 2023 (%)
Table 02	RSNOMORE_PGR_ALL_1Y_E315	Main reason not working more hours, of postgraduates (research) employed part-time, by preference for more hours and gender, 2023 (%)
Table 14	RSOVRQ_UG_ALL_1Y	Main reason for working in job in 2023 that doesn't fully use skills and education, 2023 (%)
Table 14	RSOVRQ_PGC_ALL_1Y	Main reason for working in job in 2023 that doesn't fully use skills and education, postgraduate coursework level graduates, 2023 (%)
	RSOVRQ_PGR_ALL_1Y	Main reason for working in job in 2023 that doesn't fully use skills and education, postgraduate research level graduates, 2023 (%)
	RSOVRQ_UG_ALL_1Y_AREA	Undergraduate level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2023 (%)
	RSOVRQ_PGC_ALL_1Y_AREA	Postgraduate coursework level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2023 (%)
	RSOVRQ_PGR_ALL_1Y_AREA	Postgraduate research level graduates reporting occupation does not fully use skills and education, and main reason being no suitable jobs in my area of expertise, by study area, 2023 (%)
	SPOQSCL_UG_ALL_1Y	Undergraduate level graduates reporting occupation does not fully use skills or education, 2023 (%)
	SPOQSCL_PG_ALL_1Y	Postgraduate level graduates reporting occupation does not fully use skills or education, 2023 (%)
Table 15	SPOQSCL_UG_ALL_1Y_AREA	Undergraduates reporting occupation does not fully use skills or education, by study area 2023 (%)

Table 36 / Tables associated with reasons for underutilisation of skills and education

(Continued)

Report table/figure	Sheet name	Table title
Table 15	SPOQSCL_PGC_ALL_1Y_AREA	Postgraduate coursework graduates reporting occupation does not fully use skills or education, by study area 2023 (%)
Table 15	SPOQSCL_PGR_ALL_1Y_AREA	Postgraduate research graduates reporting occupation does not fully use skills or education, by study area 2023 (%)

### A6.1.8 Further study

This group of tables present the proportion of graduates engaged in further full-time study four to six months after completing their course.

Table 37 / Tables associated with graduates undertaking further full-time study

Report table/figure	Sheet name	Table title
	EMP_UG_ALL_1Y_FURSTUD	Labour market outcomes of undergraduate graduates, by full-time study status, 2023
	EMP_PG_ALL_1Y_FURSTUD	Labour market outcomes of postgraduate graduates, by full-time study status, 2023
Table 19	FURSTUD_UG_ALL_1Y_AREA	Undergraduate graduates in further full-time study, by original field of study (%)
Table 19	FURSTUD_PGC_ALL_1Y_AREA	Postgraduate coursework graduates in further full-time study, by original field of study (%)
	FURSTUD_PGR_ALL_1Y_AREA	Postgraduate research graduates in further full-time study, by original field of study (%)
Table 20	FURSTUD_UG_ALL_1Y_FOE	Study area of undergraduate graduates in further full-time study (%)
Table 20	FURSTUD_PGC_ALL_1Y_FOE	Study area of postgraduate coursework graduates in further full-time study (%)
	FURSTUD_PGR_ALL_1Y_FOE	Study area of postgraduate research graduates in further full-time study (%)
	FURSTUD_UG_ALL_1Y_DG	Further full-time study status for initial undergraduates, by demographic profile (%)

Report table/figure	Sheet name	Table title
	FURSTUD_PG_ALL_1Y_DG	Graduates in further full-time study, by initial postgraduate study level, by demographic profile, 2023 (%)
Figure 09	FURSTUD_UG_ALL_2Y_CURCOUNTRY	International graduates in full-time study by residence at time of survey (In Australia, Overseas), undergraduate, 2022 and 2023 (%)
Figure 09	FURSTUD_PGC_ALL_2Y_CURCOUNTRY	International graduates in full-time study by residence at time of survey (In Australia, Overseas), postgraduate coursework, 2022 and 2023 (%)
Figure 09	FURSTUD_PGR_ALL_2Y_CURCOUNTRY	International graduates in full-time study by residence at time of survey (In Australia, Overseas), postgraduate research, 2022 and 2023 (%)
	FURSTUD_UG_ALL_1Y_COUNTRY	International graduates in full-time study (undergraduate), by home country –2023
	FURSTUD_PGC_ALL_1Y_COUNTRY	International graduates in full-time study (postgraduate coursework), by home country –2023
	FURSTUD_PGR_ALL_1Y_COUNTRY	International graduates in full-time study (postgraduate research), by home country –2023

## A6.1.9 Course experience

The following tables present graduate course satisfaction by study level, study area and key demographic sub-groups. Undergraduate and postgraduate coursework data is collected in the Course Experience Questionnaire (CEQ) and postgraduate research data is collected in the Postgraduate Research Experience Questionnaire (PREQ) administered as part of the GOS.

Table 38 / **Tables associated with graduates' course experience**

Report table/figure	Sheet name	Table title
	SAT_UG_ALL_2Y	Satisfaction of undergraduate level graduates, 2022 and 2023 (% agreement)
	SAT_PGC_ALL_2Y	Satisfaction of postgraduate coursework level graduates, 2022 and 2023 (% agreement)
	SAT_PGR_ALL_2Y	Satisfaction of postgraduate research level graduates, 2022 and 2023 (% agreement)
	SAT_UG_ALL_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2022 and 2023 (% agreement)
	SAT_PGC_ALL_2Y_AREA	Satisfaction of postgraduate coursework level graduates, by study area, 2022 and 2023 (% agreement)
	SAT_PGR_ALL_2Y_AREA	Satisfaction of postgraduate research level graduates, by study area, 2022 and 2023 (% agreement)
	SAT_UG_ALL_1Y_DG	Satisfaction of undergraduate level graduates, by demographic group, 2023 (% agreement)
	SAT_PGC_ALL_1Y_DG	Satisfaction of postgraduate coursework level graduates, by demographic group, 2023 (% agreement)
	SAT_PGR_ALL_1Y_DG	Satisfaction of postgraduate research level graduates, by demographic group, 2023 (% agreement)
	SAT_UG_UNI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2022 and 2023 (% agreement) (Unis only)
	SAT_UG_NUHEI_2Y_AREA	Satisfaction of undergraduate level graduates, by study area, 2022 and 2023 (% agreement) (NUHEIs only)

## A6.2 Methodological tables

This group of tables relate to the operational and methodological aspects of the GOS 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 2023 GOS Methodological Report, which is available on the QILT website.

Table 39 / **Tables associated with key project elements and response rates by institution**

Report table/figure	Sheet name	Table title
Table 21	SUMMARY_ALL_ALL_1Y	GOS 2023 Collection Summary
	SUMMARY_ALL_ALL_1Y_1P	GOS 2022 Collection Summary
	SUMMARY_ALL_ALL_1Y_2P	GOS 2021 Collection summary
	SUMMARY_ALL_ALL_1Y_3P	GOS 2020 Collection summary
Table 23	RR_ALL_UNI_1Y	GOS 2023 response rates by institution (universities only), Nov 2022, Feb 2023 and May 2023 collections (%)
Table 24	RR_ALL_NUHEI_1Y	GOS 2023 response rates by institution (NUHEIs only), Nov 2022, Feb 2023 and May 2023 collections (%)
Table 22	RR_UG_ALL_1Y	GOS 2023 undergraduate response rates by institution type, November/Feb 2022/2023 and May 2023 collections (%)
Table 22	RR_PGC_ALL_1Y	GOS 2023 postgraduate (coursework) response rates by institution type, November/Feb 2022/2023 and May 2023 collections (%)
Table 22	RR_PGR_ALL_1Y	GOS 2023 postgraduate (research) response rates by institution type, November/Feb 2022/2023 and May 2023 collections (%)

Table 40 / **Tables associated with response characteristics and representativeness**

Report table/figure	Sheet name	Table title
Table 25	RR_ALL_ALL_1Y_TYPE	GOS 2023 sample and response characteristics, by respondent type
	RR_ALL_ALL_1Y_INT_TYPE	GOS 2023 sample and response characteristics of international graduates, by respondent type
	RR_UG_ALL_1Y_INT_TYPE	GOS 2023 sample and response characteristics of international undergraduates, by respondent type
	RR_PGC_ALL_1Y_INT_TYPE	GOS 2023 sample and response characteristics of international postgraduate coursework graduates, by respondent type
	RR_PGR_ALL_1Y_INT_TYPE	GOS 2023 sample and response characteristics of international postgraduate research graduates, by respondent type
Table 26	RR_ALL_ALL_1Y_AREA	GOS 2023 sample and response characteristics, by study area
	RR_UG_ALL_1Y_AREA	GOS 2023 undergraduate sample and response characteristics, by study area
	RR_PGC_ALL_1Y_AREA	GOS 2023 postgraduate coursework sample and response characteristics, by study area
	RR_PGR_ALL_1Y_AREA	GOS 2023 postgraduate research sample and response characteristics, by study area
	RR_UG_ALL_1Y_COUNTRY	Sample and response characteristics (undergraduate), by home country of international graduates–2023
	RR_PGC_ALL_1Y_COUNTRY	Sample and response characteristics (postgraduate coursework), by home country of international graduates–2023
	RR_PGR_ALL_1Y_COUNTRY	Sample and response characteristics (postgraduate research), by home country of international graduates–2023
	RR_ALL_ALL_1Y_INT	GOS 2023 sample and response characteristics, by respondent type (international graduates)
	RR_ALL_ALL_1Y_TYPE	GOS 2023 sample and response characteristics, by respondent type
	RR_ALL_ALL_1Y_INT_TYPE	GOS 2023 sample and response characteristics of international graduates, by respondent type



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For more information on the conduct and results of the 2023 GOS see the Quality Indicators for Learning and Teaching (QILT) website: [www.qilt.edu.au](http://www.qilt.edu.au).

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