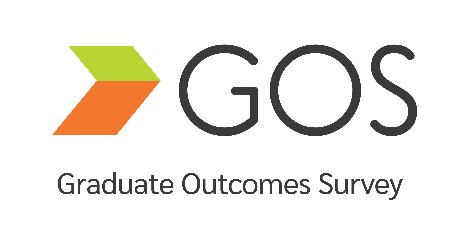
2023 Graduate Outcomes Survey (GOS)

National Report – Accessible

May 2024



Acknowledgements

The Quality Indicators for Learning and Teaching (QILT) survey program, including the 2023 Graduate Outcomes Survey (GOS), is funded by the Australian Government Department of Education.

The Social Research Centre would especially like to thank the higher education institutions that contributed to the GOS in 2023. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2023 GOS would not have been such a success.

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

The 2023 GOS was led by Graham Challice, and the project team consisted of Lisa Bolton, Natasha Vickers, James Morrison, Ben Williams, Lauren Spencer, Elena Reading, Cynthia Kim, Benjamin Desta, Javed Mohib, Joe Feng, Luke Hand, Rawan Habibeh, Anthony Begovic, Columbia Winterton and Serena Kim.

For more information on the conduct and results of the 2023 GOS see the QILT website: www.qilt.edu.au. The QILT team can be contacted by email at qilt@srcentre.com.au.

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# Introduction

The Graduate Outcomes Survey (GOS) National Report examines short-term (i.e., four to six months after course completion) labour market outcomes (rates of full-time employment, overall employment, labour force participation and median full-time salaries), further study outcomes and graduate satisfaction with their completed course. The report also discusses some areas of focus such as the gender pay gap, skills utilisation across graduate occupations, reasons for skills-based or time-based underemployment and how well qualifications prepared graduates for their current jobs.

Reporting of graduate labour market outcomes, skills utilisation and further study in this report focuses on domestic graduates only. Reporting related to graduates’ course experience focuses on all graduates, that is, both domestic and international graduates combined. This report is supported by a [PowerBI workbook](https://app.powerbi.com/view?r=eyJrIjoiYTAzNjAzN2MtM2JiYy00Y2ZhLWI5NDktNGM0YTllMTkyZjc1IiwidCI6Ijg2MjA5Yjg0LTBjODMtNDNjNS05MmJlLWE1ZjUwZDY4ZTNmNiJ9) which allows readers to further explore the data presented in this report. It is also supported by a set of additional static [Excel tables](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos)) which provide additional data and detail out of scope of this report, but which may be of interest to the reader. The GOS also collects more detailed labour force breakdowns relevant to themes beyond the scope of this report, including graduates working in their own businesses, unpaid work, and unemployment levels. Results from the GOS for international graduates are published in an International Report on the [QILT website](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos)). Although international graduates have always been in-scope for the GOS, labour market results for international graduates have only been published annually since 2021.

The GOS was first implemented in 2016 to replace the Australian Graduate Survey (AGS). The AGS comprised the Graduate Destinations Survey (GDS), which had been in place since the 1970s, the Course Experience Questionnaire (CEQ) and Postgraduate Research Experience Questionnaire (PREQ), which had been in place since the 1990s. Please note that the introduction of the GOS in 2016 represented a break in time series from the previous AGS. More information can be found in the [2016 GOS Methodological Report](https://www.qilt.edu.au/docs/default-source/default-document-library/2016-gos-methodological-report.pdf?sfvrsn=c3270095_3).

As in previous years, the 2023 GOS in-scope survey population consisted of graduates who had completed a higher education qualification at an onshore Australian institution four to six months prior. The scope was extended to include international graduates who intended to study onshore but were offshore for some or all of their studies due to travel restrictions caused by the COVID-19 pandemic and subsequent delays in visa processing. In order to survey graduates within four to six months after course completion, the GOS is administered three times a year in November, February and May to account for different academic calendars.

The 2023 GOS was conducted as a national online survey among 126 higher education institutions, including all 42 Table A and B universities and 84 Non-University Higher Education Institutions (NUHEIs). A total of 116,250 valid survey responses were collected across all study levels, representing a response rate of 38.7 per cent, which is a slight decrease from the 39.4 per cent achieved in 2022.

The following report provides high level results from the 2023 GOS. Further detail is available from <https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos)>.

# Domestic labour market outcomes

The GOS follows the Australian Bureau of Statistics (ABS) Labour Force Survey concepts and definitions in measuring graduate employment outcomes. This means graduates are considered employed if they work at least one hour in the survey reference week, or usually work at least one hour per week. Graduates are considered to be employed full-time if they work 35 hours per week or more, or usually work that many hours.

Results by GOS collection period indicate the trends in graduate employment rates appear consistent with the national employment rate from the ABS Labour Force Survey (see **Figure 1**). This consistency speaks to the efficacy of the GOS instrument in providing a national benchmark for recent graduate employment. A further comparison of undergraduate full-time and overall employment is provided in **Table 1**.

Fluctuations in the undergraduate overall employment rate reflect differences in study areas, institutions and location of graduates in each collection period, with February traditionally having lower overall employment rates. However, the annual total overall employment figures reflect a decrease in 2020 and 2021, followed by a sharp rise in 2022 which persisted into 2023.

Figure 1 Domestic undergraduate overall employment and national employment rates by collection period, 2020-2023

\* The National Employment Rate is the inverse of the Unemployment Rate. Data sourced from ABS Labour Force, Australia (Unemployment rate; Original).

Table 1 Domestic undergraduate employment rates by collection period, 2020-2023 (%)

| **R****eporting year** | 2020 GOS | 2020 GOS | 2020 GOS | 2020 GOS | 2021 GOS | 2021 GOS | 2021 GOS | 2021 GOS | 2022 GOS | 2022 GOS | 2022 GOS | 2022 GOS | 2023 GOS | 2023 GOS | 2023 GOS | 2023 GOS |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Collection period** | Nov ‘19 | Feb ‘20 | May ‘20 | Total | Nov ‘20 | Feb ‘21 | May ‘21 | Total | Nov ‘21 | Feb ‘22 | May ‘22 | Total | Nov ‘22 | Feb ‘23 | May ‘23 | Total |
| Full-time employment | 68.0 | 69.7 | 69.0 | 68.7 | 60.6 | 67.9 | 72.1 | 68.9 | 73.7 | 75.7 | 80.6 | 78.5 | 76.9 | 79.5 | 79.7 | 79.0 |
| Overall employment | 84.8 | 81.2 | 85.4 | 85.1 | 81.5 | 80.5 | 86.2 | 84.8 | 86.2 | 84.5 | 89.3 | 88.3 | 87.3 | 86.0 | 89.7 | 88.9 |

## Study level

**Labour force participation**

The proportion of graduates available for employment shortly after completing their course has remained relatively steady since 2020, as shown by the labour force participation rates in **Figure 2**. The proportion of undergraduates available for employment is generally lower than at the postgraduate level. However, like previous years, more than 90 per cent of recent graduates were available for employment across all levels of study in 2023. Since 2020, the labour force participation rate among undergraduates and postgraduate research graduates has each increased by approximately 1 percentage point, an indication of a strong labour market.

Figure 2 Domestic graduate labour force participation rate (%) by study level, 2016-2023

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

In 2023, graduate full-time employment rates[[1]](#footnote-2) achieved their highest levels since the GOS commenced in 2016. Full-time employment rates for domestic undergraduates increased slightly in 2023 after a sharp increase from 2021 to 2022 most likely due to the stronger labour market post-pandemic. The same trend was seen at the postgraduate coursework and postgraduate research levels as shown by **Figure 3**.

There is a notable gap in full-time employment rates between study levels. For instance, in 2023 90.3 per cent of graduates who completed a postgraduate by coursework qualification were employed full-time four to six months after completing their course, compared to 79.0 per cent of undergraduates. In part, this difference between undergraduate and postgraduate coursework full-time employment rates may reflect the fact that postgraduate coursework graduates are more likely to be established in the labour market before completing their studies.

The gap between postgraduate coursework and undergraduate full-time employment rates has narrowed over the years, particularly from 2021 to 2022. For example, there was a 16.9 percentage point difference in postgraduate coursework and undergraduate full-time employment rates in 2020. In 2023, the gap had narrowed to 11.3 percentage points.

Figure 3 Domestic graduate full-time employment rate (%) by study level, 2016-2023

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

Overall employment rates[[2]](#footnote-3) have followed a similar trend to full-time employment rates, albeit less pronounced. In addition, there is also less variation in the proportions of graduates employed part-time or casually by study level compared with those employed full-time.

Figure 4 Domestic graduate overall employment rate (%) by study level, 2016-2023

**Median annual full-time salary**

Reporting of graduate salaries in the 2023 GOS includes graduates who were employed full-time in Australia and asks graduates to report what they “actually” or “usually” earn in all their jobs combined[[3]](#footnote-4). Self-reported salary data should be interpreted with some caution and other explanatory factors, such as time in employment and previous employment experience, are likely to vary between study levels.

Higher level qualifications generally lead to higher salary outcomes as well as improved employment outcomes. The median salary of undergraduates employed full-time in 2023 was $71,000 per year, for postgraduate coursework graduates it was $96,600, and for postgraduate research graduates it was $100,000, as shown in **Figure 5**. This equates to an increase of 4.5 per cent between 2022 and 2023 for undergraduates, with further increases of 5.5 per cent and 4.2 per cent at postgraduate coursework and postgraduate research levels respectively.

Figure 5 Domestic graduate full-time median annual salary ($) by study level, 2016-2023

## 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').

In 2023, the proportion of underemployed undergraduates was 15.0 per cent, an increase from 13.9 per cent in 2022. Despite this increase in 2023, it is still comparatively lower than both 2020 and 2021 across all study levels and corresponds with the higher rates of full-time employment in this period.

Figure 6 Proportion of domestic graduates employed part-time seeking more hours, 2016-2023 (% of those employed)

Typically, female graduates are more likely to report that they are underemployed than males. Examining reasons undergraduates are not working more hours provides some insight into the difference in underemployment between females and males. **Table 2** shows that undergraduate females seeking more hours are more likely to cite personal factors as the main reason than male undergraduates. For example, 5.4 per cent of females reported ‘Caring responsibilities’ as a reason, in comparison to only 1.5 per cent of males. However, ‘No more hours available in current position’ was the number one reason for both female and male undergraduates seeking more hours.

Female undergraduates in employment were also more likely than males to report they were working part-time but not seeking more hours, 18.2 and 10.7 per cent, respectively. Males were much more likely to report ‘Studying’ as a reason for not seeking more hours compared to females, 50.4 per cent and 35.3 per cent, respectively. Whereas 12.7 per cent of females employed part-time not seeking more hours reported ‘Caring responsibilities’ as the main reason for not working more hours, compared to only 2.2 per cent of males.

Table 2 Main reason not working more hours, of undergraduates employed part-time by preference for more hours, 2023 (% of those employed)

| **Category** | Part-time seeking more hours Female | Part-time seeking more hours Male | Part-time seeking more hours Total | Part-time not seeking more hours Female | Part-time not seeking more hours Male | Part-time not seeking more hours Total |
| --- | --- | --- | --- | --- | --- | --- |
| I'm satisfied with the number of hours I work | 0.0 | 0.0 | 0.0 | 36.9 | 28.1 | 34.9 |
| Studying | 17.9 | 19.2 | 18.2 | 35.3 | 50.4 | 38.8 |
| Health issues (short-term illness or injury, long-term health condition or disability) | 0.9 | 0.5 | 0.8 | 2.0 | 0.8 | 1.8 |
| Caring responsibilities | 5.4 | 1.5 | 4.2 | 12.7 | 2.2 | 10.2 |
| Pursuing other interests / commitments in spare time | 0.0 | 0.0 | 0.0 | 6.6 | 12.4 | 7.9 |
| Subtotal – Personal factors | 24.2 | 21.1 | 23.2 | 93.5 | 93.8 | 93.6 |
| No suitable jobs in my area of expertise | 8.8 | 11.1 | 9.5 | 0.5 | 1.3 | 0.7 |
| No suitable jobs in my local area | 4.6 | 5.0 | 4.7 | 0.3 | 0.3 | 0.3 |
| Considered to be too young by employers | 0.9 | 1.1 | 1.0 | 0.0 | 0.0 | 0.0 |
| Considered too old by employers | 0.9 | 0.7 | 0.8 | 0.0 | 0.1 | 0.0 |
| No jobs with a suitable number of hours | 4.3 | 5.5 | 4.7 | 0.1 | 0.3 | 0.2 |
| No more hours available in current position | 44.6 | 41.7 | 43.7 | 2.6 | 1.7 | 2.4 |
| Subtotal – Labour market factors | 64.0 | 65.2 | 64.4 | 3.6 | 3.6 | 3.6 |
| Other | 11.7 | 13.7 | 12.4 | 2.9 | 2.6 | 2.8 |
| **Total** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** |
| Employed part-time (as % of all employed) | 15.6 | 13.7 | 15.0 | 18.2 | 10.7 | 15.7 |

As shown by **Table 2**, studying is one of the main reasons provided by undergraduates employed part-time but seeking more hours, as well as for undergraduates employed part-time but satisfied with their hours. When looking at the average actual hours worked by undergraduates in further full-time study, there was very little difference between those seeking more hours and those not seeking more hours, as shown by **Table** **3**. However, examining actual hours worked of undergraduates not in further full-time study, undergraduates employed part-time and satisfied with their hours worked an additional 5.5 hours than those employed part-time and seeking more hours.

Table 3 Actual hours worked, of undergraduates employed part-time by preference for more hours and further study status, 2023 (% of those employed)

| Category | Part-time seeking more hours | Part-time not seeking more hours |
| --- | --- | --- |
| In further full-time study | 15.3 | 16.1 |
| Not in further full-time study\* | 20.0 | 25.5 |

\* ‘Not in further full-time study’ includes graduates in part-time study and graduates not studying at all.

## Demographic and equity groups

Labour market outcomes varied among demographic sub-groups at all course levels. The following section describes results for undergraduates. Sub-group outcomes for postgraduate coursework and postgraduate research graduates are available in supplementary tables available on the QILT website[[4]](#footnote-5).

As was the case in previous years, older undergraduates and undergraduates who had studied externally (all study undertaken off-campus) were more likely to be in full-time employment in 2023, with rates of 82.7 per cent and 84.7 per cent respectively, as shown in **Table 4**. This may be attributed to these graduates being more likely to have an ongoing relationship with an employer while studying. Older graduates were 4.7 percentage points more likely to be employed full-time than graduates aged 30 or younger, but 3.2 percentage points less likely to be participating in the labour force. Graduates who completed their studies externally were 7.3 percentage points more likely to be employed full-time than those who had completed internal or multi-mode studies (attended some or all their classes on-campus) and were also 2.1 percentage points more likely to be employed, but 1.2 percentage points less likely to participate in the labour force.

Indigenous undergraduates were more likely to be in full-time employment than non-Indigenous undergraduates, at 82.8 per cent and 78.9 per cent respectively, and more likely to be employed, at 89.5 per cent and 88.3 per cent respectively. Undergraduates with a reported disability had a full-time employment rate of 71.0 per cent, which was 8.8 percentage points lower than the 79.9 per cent for undergraduates who reported no disability. Similarly, undergraduates whose home language was something other than English had a substantially lower rate of full-time employment, at 66.1 per cent, in comparison with the 79.3 per cent for undergraduates whose home language was English.

It is interesting to note that gender is the only demographic variable that is reported in this report where both higher rates of employment and higher salary outcomes are not common to one of the sub-groups. That is, female undergraduates have higher rates of full-time employment and overall employment, but male undergraduates have higher full-time median annual salaries. In contrast, graduates who are over 30 years of age, external graduates, Indigenous graduates, graduates without a reported disability and graduates whose home language is English all have higher rates of employment and higher full-time median annual salaries than the other sub-group in the category.

In 2023, graduates from higher socio-economic status (SES) categories had a better rate of full-time employment and overall employment than those of medium and low SES. However, the gap in employment rates between the three categories narrowed in 2023, a further indication of the strong labour market. For example, in 2022, there was a 3.2 percentage point difference in full-time employment rates between high and low SES but only 0.8 percentage points separate the two in 2023. There was very little difference, if any, in labour force participation rates and median full-time annual salaries between the SES categories.

Full-time and overall employment rates and full-time median annual salaries of undergraduates who were originally from regional or remote areas remained higher than for those from metropolitan areas in 2023. There was very little difference in labour force participation rates among undergraduates originally from metropolitan and regional or remote areas.

Table 4 Domestic undergraduate employment outcomes by demographic group, 2022-2023

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Ca****tegory** | Full-time  employment (%) 2022 | Full-time  employment (%) 2023 | Overall  employment (%) 2022 | Overall  employment (%) 2023 | Labour force participation rate (%) 2022 | Labour force participation rate (%) 2023 | Median salary, employed full-time ($) 2022 | Median salary, employed full-time ($) 2023 |
| **Gender:** Male | 77.2 | 78.2 | 86.3 | 87.0 | 92.4 | 92.5 | 69,400 | 73,100 |
| **Gender:** Female | 79.4 | 79.5 | 89.3 | 89.9 | 92.4 | 92.5 | 67,400 | 70,000 |
| **Age:** 30 years or under | 78.3 | 78.0 | 88.3 | 88.7 | 93.3 | 93.2 | 65,700 | 70,000 |
| **Age:** Over 30 years | 79.5 | 82.7 | 88.2 | 89.7 | 89.4 | 90.0 | 75,300 | 79,300 |
| **Study mode\*:** Internal/Multi Mode | 77.2 | 77.4 | 87.9 | 88.6 | 92.8 | 92.8 | 66,700 | 70,000 |
| **Study mode\*:** External study mode | 84.1 | 84.7 | 90.0 | 90.6 | 90.8 | 91.6 | 74,000 | 77,000 |
| **Indigenous:** Indigenous | 81.5 | 82.8 | 89.5 | 88.0 | 90.8 | 92.2 | 72,000 | 75,000 |
| **Indigenous:** Non-Indigenous | 78.5 | 78.9 | 88.3 | 89.0 | 92.4 | 92.5 | 68,000 | 71,000 |
| **Disability:** Reported disability | 68.4 | 71.0 | 82.2 | 84.3 | 88.9 | 88.7 | 66,000 | 70,000 |
| **Disability:** No disability | 79.5 | 79.9 | 88.9 | 89.5 | 92.8 | 93.0 | 68,000 | 71,000 |
| **Home language:** English | 78.9 | 79.3 | 88.6 | 89.2 | 92.5 | 92.5 | 68,000 | 71,000 |
| **Home language:** Other | 66.0 | 66.1 | 75.2 | 78.4 | 87.7 | 90.4 | 64,800 | 69,400 |
| **First in family status\*\*:** First in family | 78.9 | 79.6 | 88.5 | 89.5 | 93.0 | 92.9 | 68,800 | 71,000 |
| **First in family status\*\*:** Not first in family | 79.6 | 79.0 | 89.0 | 89.1 | 92.7 | 92.9 | 67,500 | 70,400 |
| **Socio-economic status\*\*\*:** High | 79.8 | 79.5 | 88.8 | 89.5 | 92.1 | 92.1 | 68,000 | 71,000 |
| **Socio-economic status\*\*\*:** Medium | 78.9 | 78.6 | 89.1 | 89.0 | 92.9 | 92.9 | 68,000 | 71,000 |
| **Socio-economic status\*\*\*:** Low | 76.6 | 78.7 | 86.4 | 88.3 | 91.9 | 92.7 | 68,000 | 71,000 |
| **Location**\*\*\* †: Metropolitan | 77.6 | 77.6 | 87.9 | 88.4 | 92.4 | 92.7 | 67,800 | 70,400 |
| **Location**\*\*\* †: Regional/remote | 83.0 | 83.7 | 90.9 | 91.6 | 92.5 | 92.3 | 69,000 | 71,400 |

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

\*\* Based on the highest level of educational attainment of a student’s parent(s) or guardian(s) as identified by the student. This information is reported by institutions through the Tertiary Collection of Student Information (TCSI) system.

\*\*\* The SES and Location measures are area-based, associated with students’ first permanent home address submitted when they commenced with their provider, as collected through the TCSI system. The SES is based on the ABS SEIFA Index of Education and Occupation. Area-based data are only reported for Commonwealth assisted students, which excludes international and domestic full fee-paying students.

† Location measures are calculated according to the proportion of metro and regional/remote categories.

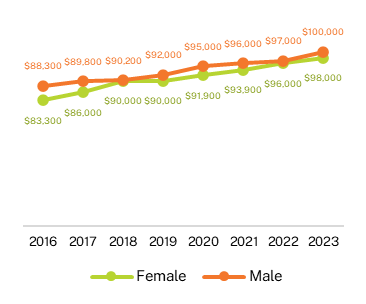
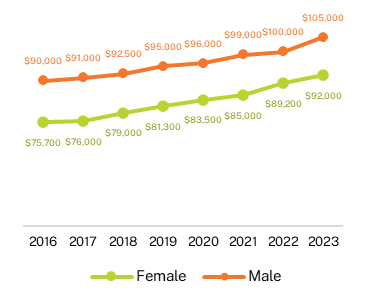
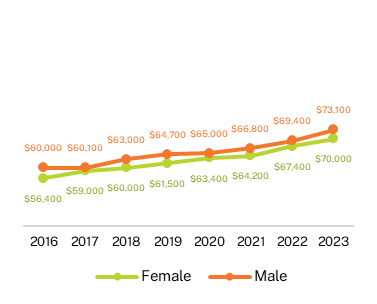
**The gender pay gap**

As mentioned above, female undergraduate employment outcomes are higher than for males. However, on average, female full-time median annual salaries are lower. Over the longer term the gender gap in graduate salaries has tended to narrow, though change has been slow, and the gender gap remains, as shown by **Figure 7**.

In 2016, female undergraduates earned $56,400, which was $3,600 or 6.0 per cent lower than their male counterparts. Since 2016 this gap has fluctuated but, encouragingly, the gap from 2020 to 2023 is smaller than the gap in the years prior (except for 2017).

A much larger gap exists between female and male postgraduate coursework salaries. The gender gap in postgraduate coursework salaries has declined over time, with females earning $14,300 or 15.9 per cent lower in 2016 in comparison with a gender pay gap of $13,000 or 12.4 per cent in 2023. The gap in salaries at the postgraduate research level is the least pronounced and also shows signs of narrowing over time, falling from $5,000 or 5.7 per cent in 2016 to $2,000 or 2.0 per cent in 2023.

Figure 7 Median full-time annu­­­al salary by level of study, 2016-2023



## Study area

Undergraduate full-time employment ranged from a high of 98.4 per cent for Pharmacy graduates, down to 53.5 per cent for Creative arts graduates. In 2023, an increase in undergraduate full-time employment was seen across more than half of study areas. The largest increases were recorded in Tourism, hospitality, personal services, sport and recreation, up from 65.1 per cent in 2022 to 73.0 per cent in 2023, an increase of 7.9 percentage points, Law and paralegal studies up 4.3 percentage points, Nursing up 4.2 percentage points, Social work up 3.3 percentage points, Teacher education up 2.9 percentage points, and Medicine, up 2.6 percentage points respectively.

Table 5 Undergraduate employment outcomes by study area, 2023[[5]](#footnote-6) (%)

| Study area | Full-time employment | Overall employment | Labour force participation rate |
| --- | --- | --- | --- |
| Science and mathematics | 69.8 | 86.3 | 86.9 |
| Computing and information systems | 74.4 | 83.1 | 94.8 |
| Engineering | 89.2 | 91.7 | 95.5 |
| Architecture and built environment | 78.7 | 87.3 | 95.6 |
| Agriculture and environmental studies | 82.1 | 91.2 | 91.6 |
| Health services and support | 78.0 | 90.9 | 92.6 |
| Medicine | 95.6 | 97.0 | 95.1 |
| Nursing | 86.8 | 91.9 | 95.6 |
| Pharmacy | 98.4 | 97.9 | 95.2 |
| Dentistry | 83.2 | 91.9 | 93.9 |
| Veterinary science | 92.1 | 92.3 | 94.0 |
| Rehabilitation | 95.6 | 96.7 | 96.1 |
| Teacher education | 89.6 | 94.1 | 94.0 |
| Business and management | 84.5 | 89.9 | 96.0 |
| Humanities, culture and social sciences | 71.8 | 86.8 | 90.3 |
| Social work | 80.7 | 89.8 | 93.9 |
| Psychology | 72.7 | 88.1 | 90.2 |
| Law and paralegal studies | 84.5 | 89.6 | 94.8 |
| Creative arts | 53.5 | 81.2 | 90.4 |
| Communications | 64.9 | 85.1 | 89.4 |
| Tourism, hospitality, personal services, sport and recreation | 73.0 | 88.2 | 97.1 |
| **All study areas** | **79.0** | **88.9** | **92.5** |
| Standard deviation | 11.1 | 4.4 | 2.7 |

Median undergraduate full-time salaries in 2023 ranged between study areas from a high of $94,400 down to $55,500, with a standard deviation of $8,100, as shown by **Table 6**. The areas with the highest graduate salaries were Dentistry at $94,400, Medicine $85,000, Social work $77,300, Engineering $75,000, and Teacher education $75,000. The study areas with the lowest full-time median undergraduate salaries were Pharmacy at $55,500, Creative arts $59,500, Tourism, hospitality, personal services, sport and recreation $65,000, and Communications $65,000. The variation in salary between study areas was higher for male graduates, with a standard deviation of $10,000 compared to $8,400 for female graduates.

The gender gap in undergraduate salaries immediately upon graduation can partly be explained by the fact that females are more likely to graduate from study areas which lead to lower levels of remuneration. However, it is also the case that at the undergraduate level, females earn less overall than their male counterparts within most study areas. The study areas which exhibit the highest gaps between male and female salaries include Tourism, hospitality, personal services, sport and recreation with a gap of $11,400, Architecture and built environment $8,600, Medicine $6,700 and Law and paralegal studies $5,000. In 2023, Pharmacy, Rehabilitation and Social work were the exceptions for female undergraduate median salaries which were equal to their male counterparts. This demonstrates that beyond subject choice, the gender gap in median graduate salaries persists due to a range of other factors such as occupation, age, experience, personal factors, or possible inequalities within workplaces.

Table 6 Undergraduate median full-time salaries by study area, 2023 ($)

| Study area | Female | Male | Total |
| --- | --- | --- | --- |
| Science and mathematics | 67,500 | 70,500 | 69,000 |
| Computing and information systems | 73,000 | 75,000 | 74,400 |
| Engineering | 75,000 | 75,300 | 75,000 |
| Architecture and built environment | 63,400 | 72,000 | 66,000 |
| Agriculture and environmental studies | 70,000 | 73,300 | 71,100 |
| Health services and support | 70,100 | 73,000 | 70,800 |
| Medicine | 83,300 | 90,000 | 85,000 |
| Nursing | 69,000 | 71,000 | 69,400 |
| Pharmacy | 55,500 | 55,500 | 55,500 |
| Dentistry | 93,900 | n/a | 94,400 |
| Veterinary science | 66,800 | n/a | 67,400 |
| Rehabilitation | 71,000 | 71,000 | 71,000 |
| Teacher education | 75,000 | 75,900 | 75,000 |
| Business and management | 67,800 | 70,000 | 69,200 |
| Humanities, culture and social sciences | 68,000 | 71,000 | 69,400 |
| Social work | 77,300 | 77,300 | 77,300 |
| Psychology | 70,000 | 73,100 | 71,000 |
| Law and paralegal studies | 71,000 | 76,000 | 73,000 |
| Creative arts | 57,400 | 60,800 | 59,500 |
| Communications | 65,000 | 67,000 | 65,000 |
| Tourism, hospitality, personal services, sport and recreation | 60,000 | 71,400 | 65,000 |
| **All study areas** | 70,000 | 73,100 | 71,000 |
| Standard deviation | 8,400 | 10,000 | 8,100 |

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

## Institution

### Institution type

Employment and salary outcomes for graduates 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 composition of the student population and variations in state/territory and regional labour markets can have an impact on institution results.

In 2023, 92.4 per cent of total respondents to the GOS completed a qualification at a university while 7.6 per cent were from NUHEIs. 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, labour force participation and median annual full-time salaries, were all higher for domestic undergraduates from universities. There was no difference in the proportions of undergraduates in further full-time study by institution type, as shown in **Table 7.**

On the other hand, graduates who completed a postgraduate by coursework qualification at a NUHEI had higher full-time employment and overall employment rates than postgraduate coursework graduates from universities. However, postgraduate coursework full-time median annual salaries were higher for university graduates than NUHEI graduates.

Table 7 Domestic graduate labour market outcomes by level of study and institution type, 2023

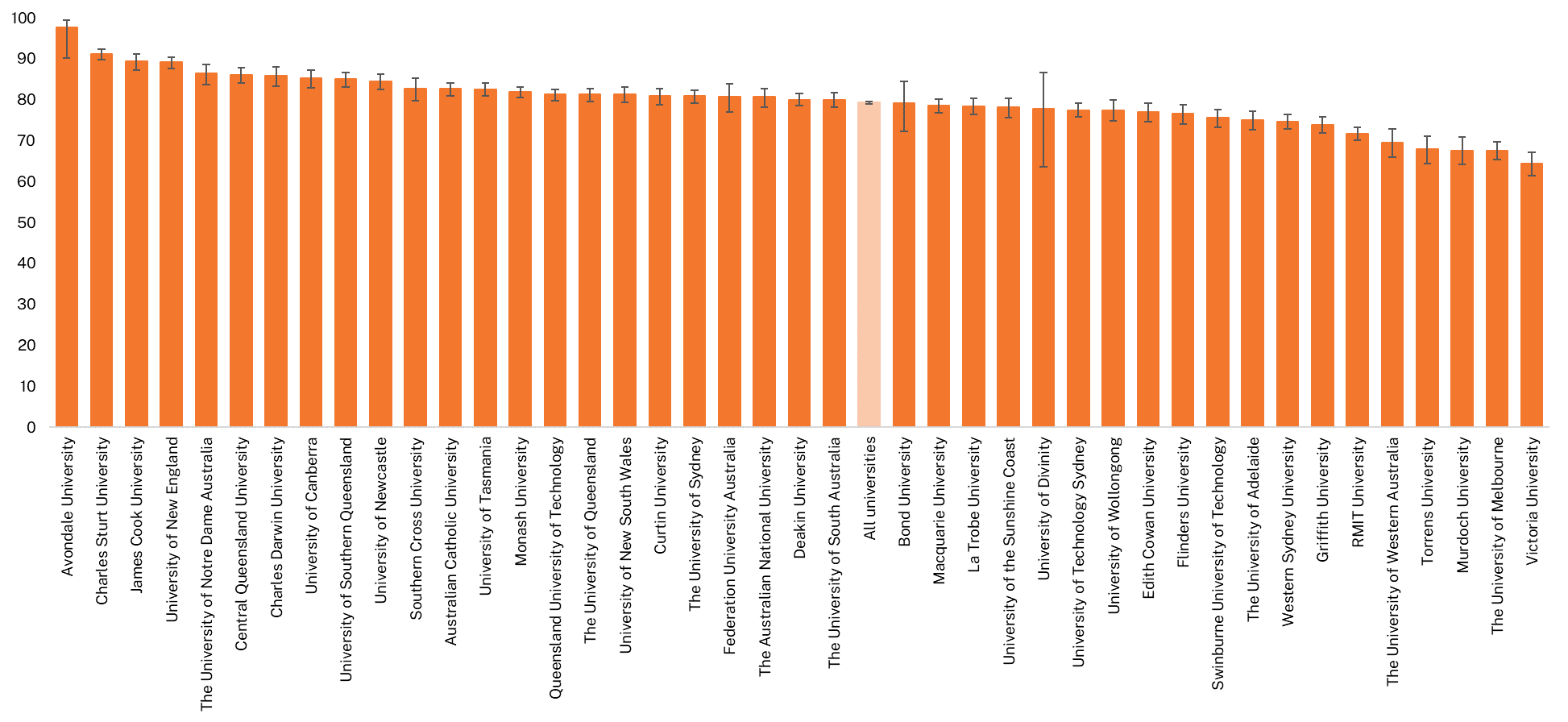
| **Ca****tegory** | **Universities** | **NUHEIs** |
| --- | --- | --- |
| **In full-time employment (as a percentage of those available for full-time work)** | **Universities** | **NUHEIs** |
| Undergraduate | 79.4 | 65.3 |
| Postgraduate coursework | 90.1 | 92.7 |
| **Overall employed (as a percentage of those available for any work)** | **Universities** | **NUHEIs** |
| Undergraduate | 89.1 | 83.4 |
| Postgraduate coursework | 93.9 | 94.3 |
| **Labour force participation rate (as a percentage of all graduates)** | **Universities** | **NUHEIs** |
| Undergraduate | 92.6 | 89.3 |
| Postgraduate coursework | 95.6 | 95.6 |
| **Median annual salary (of those employed full-time)** | **Universities** | **NUHEIs** |
| Undergraduate | 71,000 | 65,600 |
| Postgraduate coursework | 97,000 | 94,400 |
| **In full-time study (%)** | **Universities** | **NUHEIs** |
| Undergraduate | 18.0 | 17.9 |
| Postgraduate coursework | 7.1 | 6.4 |

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, 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 5**.

### Universities

In 2023, undergraduate full-time employment rates varied between universities, from a high of 97.7 per cent at Avondale University to a low of 64.5 per cent at Victoria University, as shown by **Figure 8**. 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.

Figure 8 Undergraduate full-time employment rate by university, 2023 (%)



Similarly, undergraduate full-time median annual salaries also varied, from $80,000 at the University of Southern Queensland to $60,300 at Bond University. Like full-time employment rates, there are many factors that can explain results between institutions. Repeating the earlier caveat, factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, may also impact on salary outcomes.

Table 8 Undergraduate full-time employment and median full-time annual salary by university, 2023

| University | Full-time employment (%) | Median full-time salary ($) |
| --- | --- | --- |
| Australian Catholic University | 82.7 (80.9, 84.2) | 70,000 (69,200, 70,800) |
| Avondale University | 97.7 (90.2, 99.5) | 71,000 (68,300, 73,600) |
| Bond University | 79.2 (72.3, 84.5) | 60,300 (56,000, 64,600) |
| Central Queensland University | 86.2 (84.2, 87.9) | 78,300 (77,200, 79,300) |
| Charles Darwin University | 85.9 (83.3, 88.0) | 75,000 (73,100, 76,900) |
| Charles Sturt University | 91.2 (89.9, 92.4) | 75,700 (74,500, 76,800) |
| Curtin University | 80.9 (78.9, 82.7) | 75,000 (73,800, 76,200) |
| Deakin University | 80.1 (78.7, 81.5) | 69,300 (67,900, 70,700) |
| Edith Cowan University | 77.1 (74.7, 79.3) | 72,000 (70,400, 73,600) |
| Federation University Australia | 80.8 (77.1, 83.9) | 71,400 (66,900, 75,900) |
| Flinders University | 76.6 (74.2, 78.9) | 70,000 (68,700, 71,300) |
| Griffith University | 73.9 (71.9, 75.8) | 70,000 (69,300, 70,700) |
| James Cook University | 89.5 (87.2, 91.3) | 73,100 (70,600, 75,500) |
| La Trobe University | 78.5 (76.5, 80.4) | 69,400 (68,700, 70,100) |
| Macquarie University | 78.7 (76.9, 80.3) | 70,000 (69,500, 70,500) |
| Monash University | 82.0 (80.6, 83.2) | 73,000 (72,100, 73,900) |
| Murdoch University | 67.7 (64.3, 71.0) | 71,100 (69,100, 73,100) |
| Queensland University of Technology | 81.3 (79.9, 82.6) | 70,400 (69,600, 71,300) |
| RMIT University | 71.8 (70.2, 73.4) | 66,800 (65,400, 68,200) |
| Southern Cross University | 82.8 (79.9, 85.3) | 72,500 (70,400, 74,600) |
| Swinburne University of Technology | 75.6 (73.4, 77.6) | 72,000 (70,300, 73,700) |
| The Australian National University | 80.7 (78.3, 82.7) | 72,000 (70,800, 73,200) |
| The University of Adelaide | 75.1 (72.7, 77.3) | 70,000 (68,100, 71,900) |
| The University of Melbourne | 67.7 (65.4, 69.8) | 65,300 (64,000, 66,600) |
| The University of Notre Dame Australia | 86.5 (83.8, 88.7) | 70,000 (69,100, 70,900) |
| The University of Queensland | 81.3 (79.6, 82.8) | 70,900 (70,100, 71,700) |
| The University of South Australia | 80.0 (78.2, 81.7) | 69,400 (68,700, 70,100) |
| The University of Sydney | 80.9 (79.3, 82.4) | 70,000 (69,200, 70,800) |
| The University of Western Australia | 69.6 (66.1, 72.9) | 67,300 (65,700, 68,900) |
| Torrens University | 68.0 (64.5, 71.2) | 62,600 (59,100, 66,200) |
| University of Canberra | 85.3 (83.0, 87.2) | 71,000 (69,700, 72,200) |
| University of Divinity | 77.8 (63.7, 86.8) | n/a |
| University of New England | 89.2 (87.6, 90.5) | 75,300 (73,400, 77,300) |
| University of New South Wales | 81.3 (79.4, 83.1) | 75,000 (74,000, 76,000) |
| University of Newcastle | 84.6 (82.5, 86.4) | 71,000 (70,200, 71,700) |
| University of Southern Queensland | 85.1 (83.2, 86.8) | 80,000 (79,000, 81,000) |
| University of Tasmania | 82.6 (80.9, 84.1) | 78,000 (75,900, 80,100) |
| University of Technology Sydney | 77.5 (75.8, 79.2) | 70,000 (69,100, 70,900) |
| University of the Sunshine Coast | 78.2 (75.6, 80.5) | 70,000 (68,900, 71,100) |
| University of Wollongong | 77.5 (74.8, 80.0) | 70,000 (69,200, 70,800) |
| Victoria University | 64.5 (61.6, 67.3) | 69,400 (67,200, 71,600) |
| Western Sydney University | 74.7 (72.9, 76.4) | 69,400 (68,400, 70,400) |
| **All universities** | **79.4 (79.1, 79.7)** | **71,000 (70,800, 71,100)** |
| Standard deviation | 6.7 | 3,700 |

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

There was less variation at the postgraduate coursework level, as shown in **Figure 9** where full-time employment rates varied from 95.9 per cent at the University of Tasmania to 81.4 per cent at Torrens University. There was a difference of just under $40,000 between postgraduate coursework full-time median annual salaries by universities. The median salary at the University of New South Wales was $120,000 and at Bond University the median salary was $80,900. However, the size, location, student profile and course offerings at these two universities differs greatly and should be considered when interpreting results.

Figure 9 Postgraduate coursework full-time employment rate by university, 2023 (%)

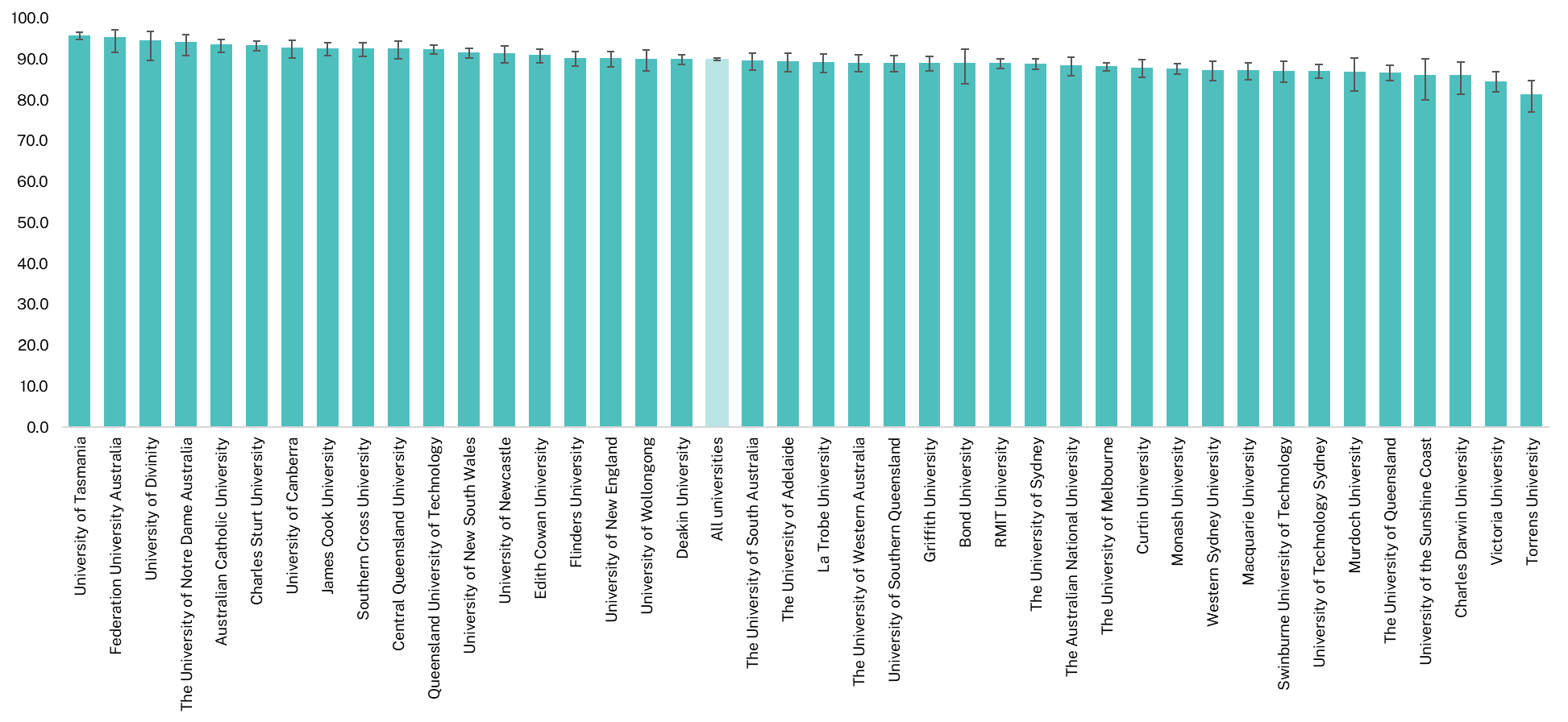


Table 9 Postgraduate coursework full-time employment and median full-time annual salary by university, 2023

| University | Full-time employment (%) | Median full-time salary ($) |
| --- | --- | --- |
| Australian Catholic University | 93.6 (91.7, 94.9) | 94,400 (90,300, 98,500) |
| Avondale University | n/a | n/a |
| Bond University | 89.1 (84.0, 92.4) | 80,900 (78,400, 83,400) |
| Central Queensland University | 92.6 (90.1, 94.4) | 109,900 (103,800, 115,900) |
| Charles Darwin University | 86.1 (81.5, 89.4) | 90,700 (80,400, 100,900) |
| Charles Sturt University | 93.4 (92.2, 94.4) | 106,000 (103,000, 109,000) |
| Curtin University | 87.9 (85.5, 89.9) | 93,000 (87,300, 98,700) |
| Deakin University | 90.0 (88.8, 91.1) | 98,100 (95,300, 100,900) |
| Edith Cowan University | 91.1 (89.2, 92.6) | 97,000 (92,800, 101,200) |
| Federation University Australia | 95.3 (91.6, 97.2) | 94,500 (86,700, 102,200) |
| Flinders University | 90.3 (88.3, 91.8) | 93,900 (91,100, 96,700) |
| Griffith University | 89.1 (87.2, 90.7) | 95,000 (91,000, 99,000) |
| James Cook University | 92.7 (90.8, 94.0) | 108,100 (104,000, 112,300) |
| La Trobe University | 89.2 (86.7, 91.2) | 90,000 (85,100, 94,900) |
| Macquarie University | 87.3 (85.0, 89.1) | 95,000 (89,900, 100,100) |
| Monash University | 87.8 (86.5, 89.0) | 91,000 (88,500, 93,500) |
| Murdoch University | 86.9 (82.2, 90.2) | 98,200 (92,000, 104,400) |
| Queensland University of Technology | 92.5 (91.3, 93.5) | 105,000 (102,700, 107,300) |
| RMIT University | 89.0 (87.7, 90.2) | 98,000 (94,600, 101,500) |
| Southern Cross University | 92.6 (90.6, 94.1) | 110,000 (103,900, 116,100) |
| Swinburne University of Technology | 87.2 (84.4, 89.5) | 90,000 (84,200, 95,800) |
| The Australian National University | 88.5 (86.0, 90.5) | 96,400 (92,300, 100,500) |
| The University of Adelaide | 89.5 (86.9, 91.4) | 85,000 (79,700, 90,300) |
| The University of Melbourne | 88.3 (87.2, 89.2) | 88,000 (85,600, 90,400) |
| The University of Notre Dame Australia | 94.1 (91.0, 96.1) | 90,000 (83,000, 97,000) |
| The University of Queensland | 86.8 (84.7, 88.6) | 88,900 (85,100, 92,600) |
| The University of South Australia | 89.7 (87.3, 91.6) | 98,000 (93,600, 102,400) |
| The University of Sydney | 89.0 (87.5, 90.2) | 96,000 (92,400, 99,600) |
| The University of Western Australia | 89.2 (87.0, 91.0) | 86,900 (83,800, 90,000) |
| Torrens University | 81.4 (77.1, 84.8) | 100,000 (92,100, 107,900) |
| University of Canberra | 92.9 (90.3, 94.6) | 84,600 (82,200, 86,900) |
| University of Divinity | 94.6 (89.8, 96.8) | 85,000 (76,900, 93,100) |
| University of New England | 90.2 (88.0, 91.9) | 87,800 (81,800, 93,800) |
| University of New South Wales | 91.7 (90.4, 92.7) | 120,000 (117,900, 122,100) |
| University of Newcastle | 91.5 (89.2, 93.2) | 105,000 (100,700, 109,300) |
| University of Southern Queensland | 89.2 (86.9, 90.9) | 105,500 (100,300, 110,600) |
| University of Tasmania | 95.9 (94.9, 96.6) | 100,200 (98,700, 101,700) |
| University of Technology Sydney | 87.1 (85.3, 88.7) | 95,200 (91,200, 99,200) |
| University of the Sunshine Coast | 86.2 (80.1, 90.2) | 81,300 (69,000, 93,600) |
| University of Wollongong | 90.1 (87.2, 92.2) | 106,100 (100,800, 111,400) |
| Victoria University | 84.7 (81.9, 86.9) | 93,900 (89,800, 98,000) |
| Western Sydney University | 87.4 (84.8, 89.5) | 85,000 (78,600, 91,400) |
| **All universities** | **90.0 (89.7, 90.3)** | **97,000 (96,000, 98,000)** |
| Standard deviation | 3.4 | 9,400 |

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

### 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 155 registered institutions that participated in the 2023 GOS. These institutions include 9 TAFE institutions, and a number of specialist international, creative arts and theological colleges.

NUHEIs represent approximately 7.6 per cent of 2023 GOS responses across all levels and including domestic and international graduates. In terms of domestic graduates, NUHEIs represent around 5.9 per cent of responses with 3.4 per cent of undergraduates, 10.6 per cent of postgraduate coursework students and 0.4 per cent of postgraduate research graduate responses. Domestic NUHEI responses are mostly clustered in the study areas of Business and Management, Law and paralegal studies, Humanities, culture and social sciences, Creative arts and Social work which represented almost 76 per cent of NUHEI responses.

Since the number of students enrolled in individual NUHEIs tends to be much smaller than at the university level, data for individual NUHEIs have been pooled across the 2021, 2022 and 2023 surveys to improve the robustness and validity of data, as presented on the ComparED website. Consequently, these results for NUHEIs are not directly comparable with those presented for universities above and they are less sensitive to the changes in results some NUHEIs have experienced since 2021.

**Table 10** and **Table 11** show undergraduate and postgraduate coursework median full-time employment and median annual salaries for NUHEIs. The same caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater variation in course offerings by level of education and study area than among universities.

Table 10 Undergraduate full-time employment and median full-time annual salary by NUHEI\*, pooled 2021-2023

| **NU****HEI** | Full-time employment (%) | Median full-time salary ($) |
| --- | --- | --- |
| Academy of Information Technology | 61.1 (56.7, 65.3) | 62,600 (58,700, 66,600) |
| Alphacrucis University College | 71.6 (65.8, 76.7) | 58,400 (52,400, 64,500) |
| Australasian College of Health and Wellness | 81.6 (71.6, 88.3) | 70,000 (62,200, 77,800) |
| Australian College of Applied Professions | 69.4 (64.7, 73.7) | 74,900 (71,900, 78,000) |
| Australian College of Theology Limited | 82.1 (77.3, 86.0) | 60,000 (55,900, 64,100) |
| Box Hill Institute | 68.7 (59.7, 76.1) | 73,900 (63,500, 84,300) |
| Christian Heritage College | 78.6 (69.7, 84.8) | 61,400 (50,400, 72,400) |
| Collarts (Australian College of the Arts) | 51.9 (46.0, 57.7) | 51,600 (46,800, 56,300) |
| Endeavour College of Natural Health | 71.0 (66.5, 75.0) | 60,000 (55,600, 64,400) |
| Engineering Institute of Technology | 100.0˄ | n/a |
| Holmesglen Institute | 76.2 (67.1, 83.1) | 64,900 (60,400, 69,300) |
| Ikon Institute of Australia | 42.6 (34.1, 51.8) | n/a |
| International College of Management, Sydney | 73.1 (66.0, 79.0) | 57,200 (53,200, 61,200) |
| ISN Psychology Pty Ltd | 59.3 (44.4, 72.5) | n/a |
| LCI Melbourne | 56.7 (43.9, 68.4) | n/a |
| Marcus Oldham College | 98.1 (94.7, 99.1) | 70,000 (64,900, 75,100) |
| Melbourne Institute of Technology | 77.8 (68.7, 84.2) | 68,900 (43,000, 94,900) |
| Melbourne Polytechnic | 37.5 (27.0, 49.6) | n/a |
| Moore Theological College | 90.4 (84.6, 93.6) | 72,000 (65,000, 79,000) |
| SAE Institute | 41.3 (38.4, 44.3) | 54,300 (51,900, 56,700) |
| Sydney College of Divinity | 64.0 (48.5, 76.8) | n/a |
| Tabor College of Higher Education | 72.4 (63.2, 79.7) | 73,400 (68,700, 78,000) |
| TAFE NSW | 67.2 (62.3, 71.6) | 67,700 (62,900, 72,500) |
| TAFE Queensland | 87.8 (78.1, 92.9) | 59,000 (52,300, 65,700) |
| The Australian College of Physical Education | 72.2 (62.4, 79.9) | 64,300 (58,900, 69,700) |
| The Australian Institute of Music | 53.2 (45.0, 61.1) | 49,600 (40,200, 59,000) |
| Think Education | 61.1 (55.2, 66.4) | 68,900 (61,300, 76,600) |
| UTS College | 39.7 (31.4, 48.8) | n/a |
| Whitehouse Institute of Design, Australia | 50.0 (40.5, 59.5) | n/a |
| William Angliss Institute | 72.7 (59.8, 82.2) | n/a |
| **All NUHEIs** | **64.2 (63.0, 65.4)** | **62,600 (61,400, 63,800)** |
| Standard deviation | 19.4 | 12,000 |

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\_NUHEI\_3Y\_CI in the 2023 GOS National Tables available on the QILT website.

˄ Estimates and confidence intervals become unreliable for very small sample sizes and for proportions close to 0 per cent and 100 per cent. Such occurrences are flagged and confidence intervals are not shown. Caution should be exercised when reporting and comparing proportions for these cases.

Table 11 Postgraduate coursework full-time employment and median full-time annual salary by NUHEI\*, pooled 2021-2023

| **NU****HEI** | Full-time employment (%) | Median full-time salary ($) |
| --- | --- | --- |
| Alphacrucis University College | 86.9 (79.2, 91.5) | 77,100 (68,100, 86,200) |
| Australian College of Applied Professions | 72.3 (67.8, 76.4) | 85,000 (79,800, 90,200) |
| Australian College of Nursing | 91.5 (89.5, 93.0) | 90,000 (88,300, 91,700) |
| Australian College of Theology Limited | 90.6 (88.0, 92.5) | 75,000 (71,500, 78,500) |
| Australian Institute of Business Pty Ltd | 94.8 (93.8, 95.5) | 119,000 (115,500, 122,400) |
| Australian Institute of Management Education & Training | 93.4 (92.0, 94.5) | 129,600 (125,400, 133,800) |
| BBI - The Australian Institute of Theological Education | 91.4 (86.3, 94.5) | 104,400 (99,100, 109,600) |
| Box Hill Institute | 76.9 (66.8, 83.6) | n/a |
| Chisholm Institute | 81.3 (70.6, 87.1) | n/a |
| Christian Heritage College | 85.2 (78.2, 89.3) | 90,500 (81,500, 99,400) |
| Engineering Institute of Technology | 90.7 (86.4, 93.1) | 100,000 (88,000, 112,000) |
| Excelsia College | 77.9 (71.6, 82.7) | 90,000 (84,000, 96,000) |
| Gestalt Therapy Brisbane | 77.1 (71.1, 79.3) | n/a |
| Governance Institute of Australia | 96.4 (93.7, 96.8) | 169,300 (146,800, 191,800) |
| Health Education & Training Institute | 96.6 (90.7, 98.3) | 98,100 (90,800, 105,400) |
| HEPCO The Tax Institute Higher Education | 100.0˄ | 97,500 (79,500, 115,500) |
| ISN Psychology Pty Ltd | 93.3 (82.0, 97.5) | n/a |
| Kaplan Business School | 94.9 (88.7, 97.2) | 115,000 (93,300, 136,700) |
| Kaplan Higher Education Pty Ltd | 96.7 (95.7, 97.5) | 105,000 (99,600, 110,400) |
| Marcus Oldham College | 100.0˄ | 92,500 (82,300, 102,700) |
| Melbourne Institute of Technology | 85.7 (83.1, 87.8) | 96,000 (90,900, 101,100) |
| Morling College | 88.9 (75.8, 94.9) | n/a |
| Sydney College of Divinity | 94.1 (86.6, 97.2) | 89,000 (80,800, 97,200) |
| Tabor College of Higher Education | 77.8 (68.3, 84.6) | 80,100 (70,200, 90,100) |
| The Cairnmillar Institute | 86.5 (80.7, 90.5) | 90,200 (83,700, 96,700) |
| The College of Law Limited | 91.1 (90.4, 91.8) | 76,000 (74,800, 77,200) |
| The Institute of Internal Auditors - Australia | 87.5 (81.6, 87.5) | n/a |
| **All NUHEIs** | **90.0 (89.6, 90.4)** | **87,500 (86,400, 88,600)** |
| Standard deviation | 19.1 | 24,800 |

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\_PGC\_NUHEI\_3Y\_CI in the 2023 GOS National Tables available on the QILT website.

˄ Estimates and confidence intervals become unreliable for very small sample sizes and for proportions close to 0 per cent and 100 per cent. Such occurrences are flagged and confidence intervals are not shown. Caution should be exercised when reporting and comparing proportions for these cases.

# Domestic 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 and 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 the underutilisation of skills, 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.

## Occupation type

The proportion of undergraduates working in managerial and professional occupations is one measure of skills utilisation. The classification of occupations[[6]](#footnote-7) used by the ABS suggests that most managerial and professional occupations have a skill level that is commensurate with qualifications at the bachelor level or higher. As seen in **Table 12,** 69.2 per cent of undergraduates employed full-time were working in managerial or professional occupations in 2023, compared to 85.5 per cent of postgraduate coursework graduates. This difference may be related to postgraduate coursework graduates being more likely to be attached to the labour market prior to undertaking their studies, compared to undergraduates. This is evidenced by postgraduate coursework graduates being, on average, older and more likely to be studying externally. Postgraduate research graduates had the highest rate of graduates employed full-time in managerial and professional occupations, with 90.6 per cent.

Table 12 Domestic graduates employed in managerial and professional occupations by employment type and study level, 2023 (% of those employed)

| **Category** | **Undergraduate** | **Postgraduate coursework** | **Postgraduate research** |
| --- | --- | --- | --- |
| **Full-time employed** | 69.2 | 85.5 | 90.6 |
| **Overall employed** | 59.4 | 83.3 | 89.5 |

### Occupations by study area

The proportion of graduates employed in professional or managerial occupations varied markedly between study areas in 2023. For example, undergraduates employed full-time working in managerial or professional occupations ranged from a high of 98.6 per cent for those who had completed Rehabilitation qualifications to a low of 40.0 per cent of those with qualifications in Law and paralegal studies.

Postgraduate coursework graduates employed full-time were more likely to be employed in managerial or professional occupations than undergraduates, ranging from 100 per cent of Veterinary science graduates to 59.5 per cent for those who had completed qualifications in Architecture and built environment. It should be noted that differences in the profile of those undertaking postgraduate qualifications varies across study areas, with some areas more likely to have graduates who have recently completed undergraduate qualifications and are continuing their education and those who are returning to study after a period in the workforce.

The proportion of postgraduate research graduates working full-time who are engaged in managerial or professional occupations is also very high overall, with a variation that ranges from 100 per cent for those who had completed Computing and information systems research qualifications to 75.3 per cent of those who had completed Creative arts research qualifications.

In general, graduates employed full-time are more likely to be employed in managerial or professional occupations than those employed overall, which includes graduates in part-time or casual employment.

Table 13 Domestic graduates employed in managerial and professional occupations by study area and study level, 2023 (% of those employed full-time)

| Study area | Undergraduate | Postgraduate coursework | Postgraduate research |
| --- | --- | --- | --- |
| Science and mathematics | 61.1 | 84.0 | 90.0 |
| Computing and information systems | 84.4 | 86.2 | 100.0 |
| Engineering | 87.5 | 83.2 | 94.2 |
| Architecture and built environment | 51.4 | 59.5 | n/a |
| Agriculture and environmental studies | 61.2 | 78.9 | 83.1 |
| Health services and support | 60.5 | 82.2 | 91.1 |
| Medicine | 68.6 | 96.7 | 94.4 |
| Nursing | 88.5 | 97.3 | 95.0 |
| Pharmacy | 86.0 | 97.8 | n/a |
| Dentistry | 47.3 | 80.0 | n/a |
| Veterinary science | 67.7 | 100.0 | n/a |
| Rehabilitation | 98.6 | 98.7 | n/a |
| Teacher education | 91.2 | 95.1 | 93.6 |
| Business and management | 69.9 | 84.4 | 90.9 |
| Humanities, culture and social sciences | 55.2 | 76.5 | 85.6 |
| Social work | 65.2 | 82.3 | n/a |
| Psychology | 55.3 | 84.0 | 96.0 |
| Law and paralegal studies | 40.0 | 73.4 | 90.9 |
| Creative arts | 54.7 | 72.6 | 75.3 |
| Communications | 62.8 | 77.6 | n/a |
| Tourism, hospitality, personal services, sport and recreation | 45.8 | n/a | n/a |
| Total | 69.2 | 85.5 | 90.6 |

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

## Perceived overqualification

Graduates were also asked to indicate whether they believed they were working in a job which was not fully utilising their skills or education. These questions are used to generate the Scale of Perceived Overqualification (SPOQ) score (see **Appendix A1.6 Core Instrument** for item details). This scale is sometimes seen as a proxy indicator for the “relevance” of graduate employment to graduates’ study area.

In 2023, 38.0 per cent of all employed undergraduates indicated that they were working in jobs which were not fully utilising their skills and education, compared to 30.5 per cent and 30.0 per cent of those who had completed a postgraduate coursework qualification and postgraduate by research qualification respectively.

However, the differences between study levels is much narrower for those employed full-time with 27.8 per cent of undergraduates indicating that they were working in a job that did not allow them to fully use their skills or education, compared with 28.9 per cent and 27.8 per cent of those who had completed a postgraduate coursework qualification and a postgraduate research qualification respectively.

Table 14 Extent to which skills and education are not fully utilised by employment type and study level, all occupation levels, 2023 (% of those employed)

| **Categor****y** | **Undergraduate** | **Postgraduate coursework** | **Postgraduate research** |
| --- | --- | --- | --- |
| **Full-time employed** | 27.8 | 28.9 | 27.8 |
| **Overall employed** | 38.0 | 30.5 | 30.0 |

More than one quarter (27.8 per cent) of full-time employed undergraduates who reported they were not fully utilising their skills or education in 2023, stated that this was because of personal factors, whilst more than half (55.1 per cent) indicated it was due to labour market factors (see **Table 15**). The main reason reported by full-time employed undergraduates for working in a job not fully utilising their skills or education was that they are currently in an entry level job/career stepping stone (27.8 per cent). This was followed by being satisfied with current job (14.7 per cent), not enough work experience (9.8 per cent), and for financial reasons (8.2 per cent). Overall, 20.7 per cent of all employed undergraduates said they did not use their skills or education in their current job because they were engaging in further study, compared to 6.4 per cent of undergraduates in full-time employment, indicating a difference between graduates in full-time and part-time or casual employment.

Reasons given by postgraduate coursework and postgraduate research graduates for working in jobs which do not fully utilise their skills and education are generally similar to those given by undergraduates. However, it should be noted that the proportion of postgraduate graduates undertaking further full-time study is much lower than for undergraduates. Postgraduate coursework and postgraduate research graduate results are available in supplementary tables available on the QILT website[[7]](#footnote-8).

Table 15 Undergraduates’ main reason for working in job that does not fully use skills and education, by employment outcomes, 2023 (%)

|  | Full-time employment | Overall employment |
| --- | --- | --- |
| Studying | 6.4 | 20.7 |
| I'm satisfied with my current job | 14.7 | 10.9 |
| For financial reasons | 8.2 | 5.5 |
| Caring for children or family member | 1.3 | 1.7 |
| Travelling / gap year | 1.0 | 1.3 |
| Other personal factors | 0.4 | 0.4 |
| Subtotal – Personal factors | 32.0 | 40.5 |
| No suitable jobs in my area of expertise | 7.2 | 8.5 |
| No suitable jobs in my local area | 6.0 | 6.7 |
| Considered to be too young by employers | 2.1 | 1.3 |
| Considered to be too old by employers | 0.5 | 0.4 |
| Not enough work experience | 9.8 | 9.9 |
| No jobs with a suitable number of hours | 0.6 | 1.1 |
| Entry level job / career stepping stone | 27.8 | 18.3 |
| Other labour market factors | 1.2 | 1.2 |
| Subtotal - Labour market factors | 55.2 | 47.4 |
| Other | 12.7 | 12.1 |
| **Total** | **100.0** | **100.0** |

### Perceived overqualification by study area

Ratings of perceived overqualification vary quite markedly by study area. For undergraduates, the higher rates of perceived overqualification include 47.0 per cent for graduates who had completed Psychology qualifications and 44.8 per cent for those who had completed Creative Arts. Those who had completed Humanities, culture and social sciences qualifications and those who had completed Science and mathematics qualifications also had high rates of perceived overqualification, 39.8 per cent and 39.5 per cent respectively. However, it should be noted that Science and mathematics, Psychology, and Humanities, culture and social sciences also had the highest rates of further full-time study after completing their undergraduate qualification (as seen in **Figure 11**) and below average proportions of undergraduates working in managerial or professional occupations (as seen in **Table 13**).

Areas with lower rates of perceived overqualification include Rehabilitation, Dentistry and Pharmacy with Nursing, Veterinary science and Teacher education graduates. These study areas are more targeted to specific occupations, have high employment rates (including at managerial and professional levels), and low rates of further full-time study after their undergraduate qualification.

Table 16 Domestic graduates reporting that they were not fully utilising their skills and education in their current job by study area and study level, all occupation levels, 2023 (% of those employed full-time)

| Study area | Undergraduate | Postgraduate coursework | Postgraduate research |
| --- | --- | --- | --- |
| Science and mathematics | 39.5 | 35.6 | 23.5 |
| Computing and information systems | 27.8 | 41.0 | 32.7 |
| Engineering | 20.9 | 32.7 | 36.8 |
| Architecture and built environment | 20.8 | 23.6 | n/a |
| Agriculture and environmental studies | 33.5 | 37.8 | 16.9 |
| Health services and support | 26.8 | 25.5 | 22.2 |
| Medicine | 19.4 | 8.1 | 17.6 |
| Nursing | 9.8 | 15.8 | 23.1 |
| Pharmacy | 5.8 | 15.3 | n/a |
| Dentistry | 5.2 | 3.8 |  |
| Veterinary science | 10.0 | 0.0 | n/a |
| Rehabilitation | 4.1 | 11.2 | n/a |
| Teacher education | 10.8 | 24.3 | 46.3 |
| Business and management | 31.9 | 36.7 | 36.4 |
| Humanities, culture and social sciences | 39.8 | 37.1 | 33.3 |
| Social work | 24.9 | 28.9 | n/a |
| Psychology | 47.0 | 30.9 | 17.8 |
| Law and paralegal studies | 32.0 | 28.1 | 31.1 |
| Creative arts | 44.8 | 40.2 | 36.6 |
| Communications | 37.8 | 44.9 | n/a |
| Tourism, hospitality, personal services, sport and recreation | 36.4 | n/a | n/a |
| Total | **27.8** | **28.9** | **27.8** |

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

## Graduate preparedness

Another measure of skills utilisation is how well the qualification prepared graduates for their current job. In 2023, 74.6 per cent of undergraduates in full-time employment reported that their course had prepared them well or very well for their current job, which was similar to postgraduate coursework graduates, at 76.1 per cent. Postgraduate research graduates reported the highest levels of preparedness at 82.5 per cent (see **Table 17**)**.** These results were consistent with 2022.

It should be noted that this item is only presented to graduates who are currently employed. Several factors are likely to influence ratings of preparedness, including the “quality” of the job (such as occupational level or perceived overqualification), or the stage of the graduate’s educational journey (such as those who are enrolled in further full-time study).

Table 17 Qualification prepared graduate well or very well for current job, by employment type and study level, all occupations, 2023 (% of those employed)

| **Category** | **Undergraduate** | **Postgraduate coursework** | **Postgraduate research** |
| --- | --- | --- | --- |
| **Full-time employed** | 74.6 | 76.1 | 82.5 |
| **Overall employed** | 67.2 | 74.9 | 80.4 |

### 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, ratings of levels of preparedness for undergraduates employed full-time ranged from over 90 per cent for those who have completed Pharmacy or Rehabilitation qualifications, to 61.2 per cent for those with Creative arts qualifications.

A similar pattern exists for postgraduate coursework graduates where graduates from areas such as Dentistry, Pharmacy, Rehabilitation and Veterinary Science rated their levels of preparedness very highly compared to those who have completed courses in the areas of Computing and information systems, Science and mathematics, Humanities culture and social science, Psychology, Agriculture and environmental studies.

Across study areas, postgraduate research graduates tend to rate their level of preparedness more highly than either undergraduate or postgraduate coursework graduates. However, postgraduate research graduates from the areas of Nursing and Veterinary science report lower levels of preparedness. This may be related to the higher propensity of this group to be engaged in managerial or professional occupations and less likely to be enrolled in further full-time study than undergraduates, as seen in **Table 13** and **Table 23.**

Table 18 Domestic graduates reporting that their course prepared them well or very well for their current job by study area and study level, all occupation levels, 2023 (% of those employed full-time)

| Study area | Undergraduate | Postgraduate coursework | Postgraduate research |
| --- | --- | --- | --- |
| Science and mathematics | 67.5 | 67.0 | 88.8 |
| Computing and information systems | 74.3 | 62.8 | 77.8 |
| Engineering | 78.8 | 74.4 | 86.3 |
| Architecture and built environment | 73.4 | 73.3 | n/a |
| Agriculture and environmental studies | 64.0 | 67.9 | 88.4 |
| Health services and support | 77.1 | 75.6 | 80.7 |
| Medicine | 81.3 | 83.7 | 80.1 |
| Nursing | 85.7 | 83.8 | 78.9 |
| Pharmacy | 92.8 | 88.1 | n/a |
| Dentistry | 84.8 | 88.7 |  |
| Veterinary science | 86.0 | 86.4 | n/a |
| Rehabilitation | 90.1 | 86.6 | n/a |
| Teacher education | 80.5 | 81.2 | 77.9 |
| Business and management | 75.4 | 78.0 | 78.1 |
| Humanities, culture and social sciences | 65.5 | 67.7 | 75.1 |
| Social work | 84.5 | 79.8 | n/a |
| Psychology | 65.5 | 69.7 | 90.8 |
| Law and paralegal studies | 77.2 | 68.9 | 76.7 |
| Creative arts | 61.2 | 70.6 | 74.7 |
| Communications | 65.3 | 68.4 | n/a |
| Tourism, hospitality, personal services, sport and recreation | 74.7 | n/a | n/a |
| **Total** | **74.6** | **76.1** | **82.5** |

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

### 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 professional or managerial 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 the graduates were prepared for work. Overall, graduates employed full-time in managerial or professional occupations are more likely to positively report on their preparedness for their current occupation compared to ratings associated with graduates employed across all occupations. **Table 19** shows notably higher undergraduate ratings in areas such as Creative arts, Dentistry, Science and mathematics and Communications which may support the contention that graduates ratings of preparedness are at least partly dependent on the occupational level of the work they are undertaking.

Table 19 Domestic graduates reporting that their course prepared them well or very well for their current job by study area and study level, in managerial or professional occupations, 2023 (% of those employed full-time)

| Study area | Undergraduate | Postgraduate coursework | Postgraduate research |
| --- | --- | --- | --- |
| Science and mathematics | 77.8 | 70.1 | 90.9 |
| Computing and information systems | 79.0 | 65.7 | 77.8 |
| Engineering | 81.1 | 76.0 | 87.4 |
| Architecture and built environment | 78.4 | 75.3 | n/a |
| Agriculture and environmental studies | 68.6 | 71.2 | 92.9 |
| Health services and support | 85.8 | 77.0 | 81.9 |
| Medicine | 88.1 | 83.9 | 79.3 |
| Nursing | 87.3 | 83.9 | 77.8 |
| Pharmacy | 93.8 | 88.5 | n/a |
| Dentistry | 95.3 | 88.1 |  |
| Veterinary science | 90.6 | 86.4 | n/a |
| Rehabilitation | 90.3 | 87.4 | n/a |
| Teacher education | 82.6 | 82.4 | 77.9 |
| Business and management | 79.1 | 79.3 | 78.3 |
| Humanities, culture and social sciences | 74.2 | 71.3 | 77.1 |
| Social work | 88.1 | 81.2 | n/a |
| Psychology | 71.0 | 73.8 | 91.1 |
| Law and paralegal studies | 78.4 | 70.2 | 76.3 |
| Creative arts | 74.7 | 76.3 | 78.7 |
| Communications | 75.1 | 71.6 | n/a |
| Tourism, hospitality, personal services, sport and recreation | 80.5 | n/a | n/a |
| **Total** | **80.4** | **78.0** | **83.9** |

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

# Domestic graduates in further full-time study

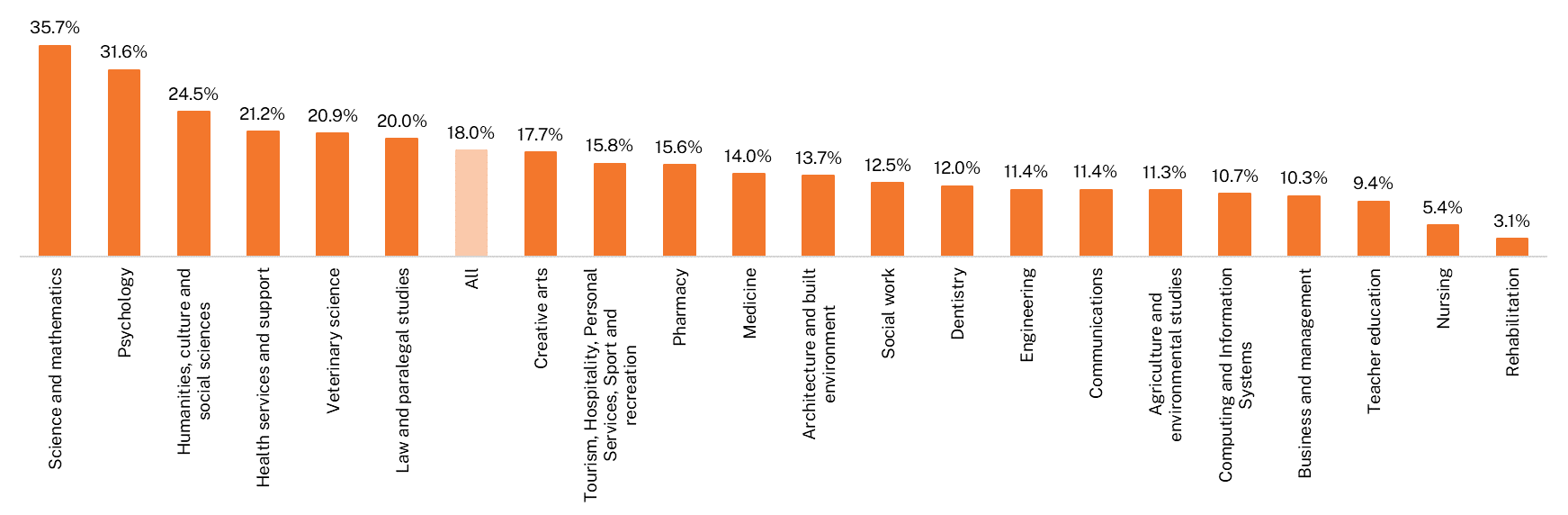
In 2023, 18.0 per cent of undergraduates were engaged in further full-time study four to six months after course completion, which was a slight decrease from 2022. This result was expected as fewer students typically proceed to further study and more enter employment when the labour market improves.

The proportions of postgraduate coursework and postgraduate research graduates in further full-time study in 2023 was comparatively lower at 7.1 per cent and 6.9 per cent respectively. These proportions are within the same ranges as previous years.

Figure 10 Proportion of domestic graduates in further full-time study, 2016-2023

Study areas with the highest proportion of undergraduates proceeding to full-time study in 2023 included Science and mathematics (35.7 per cent), Psychology (31.6 per cent), and Humanities, culture and social sciences (24.5 per cent). Undergraduates who completed degrees in study areas more targeted to specific occupations tended to be less likely to proceed to further full-time study. These included Rehabilitation (3.1 per cent), Nursing (5.4 per cent), and Teacher education (9.4 per cent).

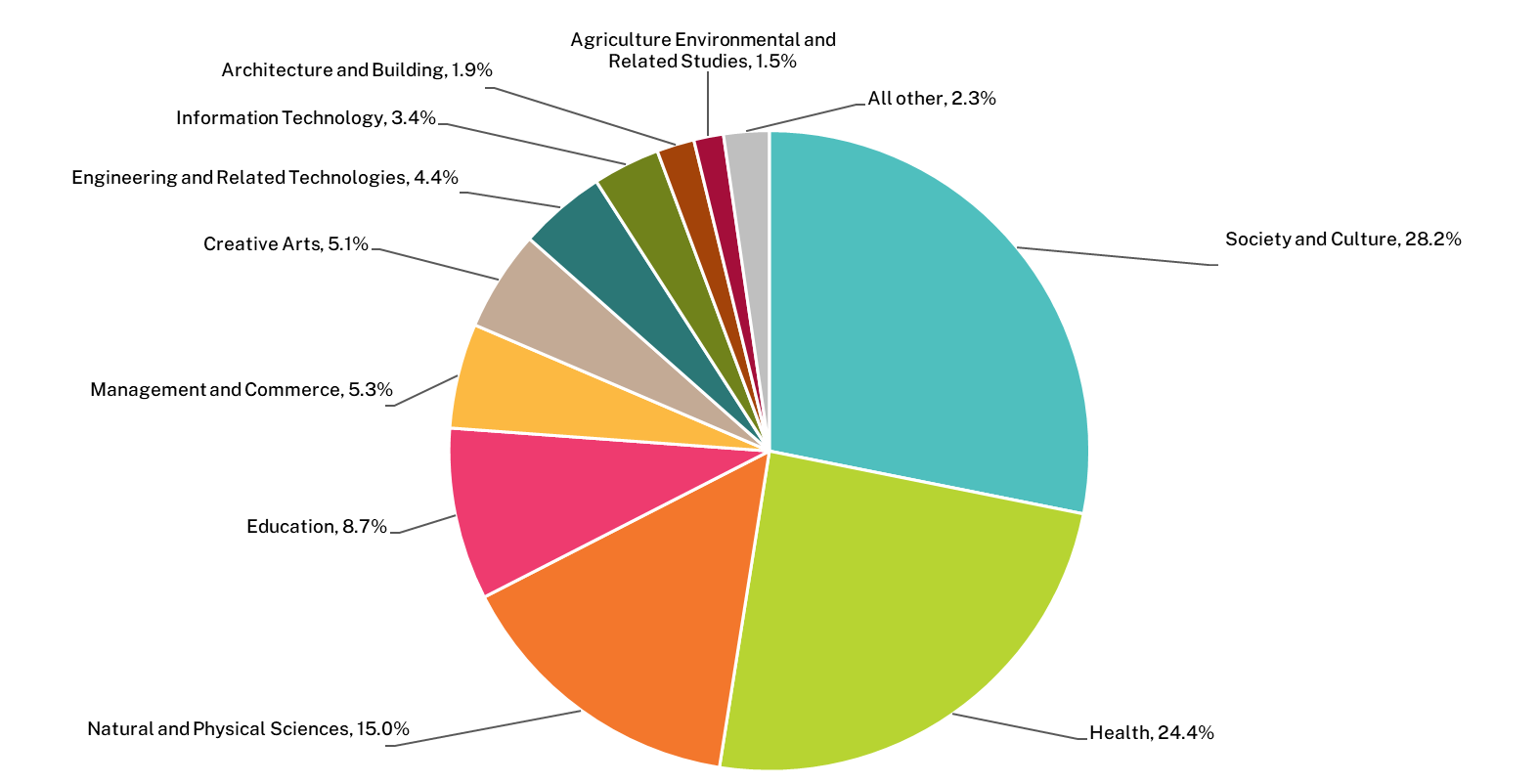
Figure 11 Undergraduate further full-time study status by original study area[[8]](#footnote-9), 2023



Graduates were also asked to indicate the level and broad field of education (rather than study area) of their further study. In 2023, Society and culture was the most common field of education destination chosen by undergraduates undertaking further full-time study, with 28.2 per cent enrolled in this destination. This was followed by Health (24.4 per cent), Natural and physical sciences (15.0 per cent), and Education (8.7 per cent).

There has been a marked increase in the proportion of undergraduates undertaking further full-time study in the area of Society and culture (up 1.4 percentage points), and Health (up 0.6 percentage points). On the other hand, Architecture and building decreased 1 percentage point between 2022 and 2023.

Figure 12 Broad field of education destinations of undergraduates undertaking further full-time study, 2023



Undergraduates from Science and mathematics courses main areas of further full-time study were in the Natural and physical sciences and Health. Those with qualifications in Psychology moved mainly into courses in Society and culture and graduates who had completed courses in Humanities, culture and social science who proceeded to further full-time study were also mainly studying in Society and culture courses.

# Graduate course experience

## Undergraduate and postgraduate coursework satisfaction

The Course Experience Questionnaire (CEQ) invites undergraduate and postgraduate coursework graduates to express agreement or disagreement on a five-point scale related to their overall satisfaction with their completed course, four to six months after completing their course. Please note, CEQ results are based on responses from both domestic and international graduates.

Undergraduate ratings for Overall satisfaction with their completed course were broadly steady from 2016 to 2020, as seen in **Figure 13**. However, Overall satisfaction among undergraduates has declined year on year since 2020 falling to a low of 76.0 per cent in 2023. As in previous years, postgraduate coursework graduates rated Overall satisfaction with their course higher than undergraduates. Postgraduate coursework graduates’ Overall satisfaction was also broadly steady up until 2020 before declining in 2021. Since 2021, Overall satisfaction at the postgraduate coursework level has increased marginally year on year, but remains below the 2021 level.

Trends in Overall satisfaction in the 2023 GOS refer to graduates whose last year of study was in 2022. As such, the fall in Overall undergraduate satisfaction observed in the 2023 GOS may continue to reflect the disruption to graduates’ previous educational experience related to measures taken in response to the COVID-19 pandemic. Further information related to the student educational experience is available through the QILT Student Experience Survey available from the QILT website.

Figure 13 Undergraduate and postgraduate coursework graduates, Overall satisfaction, 2016-2023 (% agreement)

One of the key factors influencing CEQ scores is study area. **Table 20** shows Overall satisfaction by study area for undergraduates and postgraduate coursework graduates. In 2023, Overall satisfaction among undergraduates ranged from 86.4 per cent for Agriculture and environmental studies, to 60.7 per cent for Dentistry; a difference of 25.7 percentage points.

For postgraduate coursework graduates, Overall satisfaction ranged from 87.0 per cent in Humanities, culture and social sciences to 66.7 per cent in Dentistry; a difference of 20.3 percentage points. The variation in satisfaction across study areas for both undergraduates and postgraduate coursework graduates indicates there is scope for improvement in the educational experience provided to students.

Table 20 Overall satisfaction by course level and study area, 2023 (% agreement)

| Study area | Undergraduate | Postgraduate coursework |
| --- | --- | --- |
| Science and mathematics | 79.9 | 78.7 |
| Computing and information systems | 72.3 | 74.7 |
| Engineering | 72.3 | 77.6 |
| Architecture and built environment | 70.3 | 74.0 |
| Agriculture and environmental studies | 86.4 | 85.2 |
| Health services and support | 74.6 | 82.7 |
| Medicine | 83.5 | 75.0 |
| Nursing | 70.5 | 82.4 |
| Pharmacy | 81.3 | 85.6 |
| Dentistry | 60.7 | 66.7 |
| Veterinary science | 72.0 | 62.7 |
| Rehabilitation | 79.0 | 71.4 |
| Teacher education | 72.1 | 80.3 |
| Business and management | 75.3 | 83.3 |
| Humanities, culture and social sciences | 80.3 | 87.0 |
| Social work | 81.9 | 82.5 |
| Psychology | 79.8 | 82.8 |
| Law and paralegal studies | 82.1 | 75.5 |
| Creative arts | 72.7 | 81.7 |
| Communications | 73.4 | 86.7 |
| Tourism, hospitality, personal services, sport and recreation | 78.6 | 77.4 |
| **All study areas** | **76.0** | **80.9** |
| Standard deviation | 5.9 | 6.5 |

## Postgraduate research experience

The Postgraduate Research Experience Questionnaire (PREQ) invites postgraduate research graduates to express agreement or disagreement on a five-point response frame with statements about various aspects of their degree, four to six months after completing their degree. The PREQ reports on Overall satisfaction and other items are grouped thematically into the following scales: Supervision, Intellectual climate, Skills development, Infrastructure, Thesis examination, Goals and expectations and Industry and external engagement. Scale scores can be dependent on the number and type of items included in each scale. Refer to **Appendix 3** for more information about the scales. While the absolute level of each scale should be considered with a view to improvement, so too should trends and changes in relativities over time, as shown by **Figure 14**. Please note, PREQ results are based on responses from both domestic and international graduates.

Overall satisfaction among postgraduate research graduates decreased by 2.4 percentage points to 84.1 per cent in 2023, the lowest rating since the PREQ was first administered as part of the GOS in 2016. Agreement with most other aspects of the postgraduate research experience, as measured by the PREQ scales, also decreased in 2023. The largest decreases were in the areas of Infrastructure and Thesis examination, which declined by 2.7 and 2.4 percentage points respectively. All other aspects of the postgraduate research experience also declined between 2022 and 2023. Note that **Figure 14** only includes data labels for Overall satisfaction; see table **SAT\_PGR\_ALL\_2Y** in the 2023 GOS National Tables available on the QILT website.

Figure 14 Postgraduate research satisfaction, 2016-2023 (% agreement)

Overall satisfaction among postgraduate research graduates varied by study area, as shown in **Figure 15.** In 2023, 93.5 per cent of postgraduate research graduates from the Rehabilitation study area agreed that they were satisfied with their overall experience. Communications (78.4 per cent) and Psychology (79.7 per cent) had the lowest rates of Overall satisfaction among postgraduate research graduates.

Figure 15 Postgraduate research graduates' overall satisfaction with course by study area\*, 2023 (% agreement)

\* Only study areas with sufficient data (i.e. n>25) are presented in this figure.

1. Methodological summary
2. 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 domestic and international graduates living outside Australia who studied at an Australian campus. Offshore graduates who studied at a campus outside Australia were excluded from the core survey. Due to the COVID-19 restrictions and related delays in visa processing affecting the in-scope population, an allowance was made for the 2023 GOS to include international graduates who had originally intended to complete their study onshore but completed their studies online while residing in their home country.

**Table 21** provides a summary of the 2023 GOS. A total of 363,248 graduates from 130 institutions, including all 42 universities and 88 NUHEIs, were approached to participate. From a final in-scope sample of 300,088 graduates, responses were received from a total of 116,250 graduates. This represents an overall response rate for the 2023 GOS of 38.7 per cent, lower than previous years (39.4 per cent in 2022, 40.4 per cent in 2021 and 42.3 per cent in 2020). 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

| category | Nov 2022  Universities | Nov 2022  NUHEIs | Nov 2022  Total | February 2023  Universities | Feb 2023  NUHEIs | Feb 2023  Total | May 2023  Universities | May 2023  NUHEIs | May 2023  Total | Total 2023 collection  Universities | Total 2023 collection  NUHEIs | Total 2023 collection  Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of participating institutions** | 42 | 64 | 106 | 33 | 45 | 78 | 42 | 71 | 113 | 42 | 84 | 126 |
| **Number of graduates approached** | 99,152 | 11,976 | 111,128 | 21,691 | 5,169 | 26,860 | 182,534 | 8,954 | 191,488 | 303,377 | 26,099 | 329,476 |
| **Final 'in-scope' sample** | 90,403 | 10,638 | 101,041 | 19,901 | 4,564 | 24,465 | 166,641 | 7,941 | 174,582 | 276,945 | 23,143 | 300,088 |
| **Number of completed surveys** | 33,202 | 3,766 | 36,968 | 8,042 | 1,619 | 9,661 | 66,206 | 3,415 | 69,621 | 107,450 | 8,800 | 116,250 |
| **Overall response rate** | 36.7% | 35.4% | 36.6% | 40.4% | 35.5% | 39.5% | 39.7% | 43.0% | 39.9% | 38.8% | 38.0% | 38.7% |
| **Analytic unit** | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate | Graduate |
| **Mode of data collection** | Online | Online | Online | Online | Online | Online | Online | Online | Online | Online | Online | 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.

1. 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 period 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 ten 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 available on the QILT website and a summary of items is available in **Appendix 3** of this report.

1. 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 64.9 per cent, followed by undergraduates and postgraduate coursework graduates, both with 37.9 per cent. Some variation by institution type for each course level can be seen, with the largest differences noted for postgraduate research graduates.

Table 22 2023 GOS response rate by course level (%)

| **Category** | **2022 Nov**  **Universities** | **2022 Nov**  **NUHEIs** | **2022 Nov**  **Total** | **2023 Feb**  **Universities** | **2023 Feb**  **NUHEIs** | **2023 Feb**  **Total** | **2023 May**  **Universities** | **2023 May**  **NUHEIs** | **2023 May**  **Total** | **2023 Total collection**  **Universities** | **2023 Total collection**  **NUHEIs** | **2023 Total collection**  **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Undergraduate** | 34.4 | 32.7 | 34.3 | 37.3 | 36.9 | 37.2 | 39.5 | 41.6 | 39.5 | 37.9 | 37.0 | 37.9 |
| **Postgraduate coursework** | 36.6 | 37.2 | 36.7 | 38.0 | 34.6 | 37.2 | 38.6 | 44.4 | 39.0 | 37.8 | 38.8 | 37.9 |
| **Postgraduate research** | 63.4 | 33.3 | 63.3 | 65.9 | 40.0 | 65.7 | 66.5 | 61.9 | 66.5 | 65.0 | 47.2 | 64.9 |

1. 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 38.8 per cent for universities and 38.0 per cent for NUHEIs. At an individual institution level within provider type, the total collection response rate ranged from 54.5 per cent to 24.6 per cent for universities, and 84.0 per cent to 15.4 per cent for NUHEIs.

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

| **Category** | 2022 November | 2023 February | 2023 May | 2023 Total collection |
| --- | --- | --- | --- | --- |
| Australian Catholic University | 40.7 | 37.1 | 40.9 | 40.7 |
| Avondale University | 50.0 | 58.3 | 37.6 | 40.2 |
| Bond University | 32.0 | 36.7 | 38.0 | 35.8 |
| Central Queensland University | 41.8 | 42.6 | 47.2 | 44.7 |
| Charles Darwin University | 47.1 | 49.4 | 51.5 | 49.8 |
| Charles Sturt University | 39.9 | 26.6 | 45.0 | 42.3 |
| Curtin University | 30.1 | – | 37.1 | 34.9 |
| Deakin University | 44.9 | 55.2 | 41.3 | 43.1 |
| Edith Cowan University | 46.7 | 39.6 | 44.2 | 44.4 |
| Federation University Australia | 36.8 | 37.2 | 43.0 | 40.6 |
| Flinders University | 47.8 | 46.5 | 44.8 | 45.6 |
| Griffith University | 32.1 | – | 32.2 | 32.2 |
| James Cook University | 46.5 | 51.3 | 46.0 | 46.9 |
| La Trobe University | 32.6 | 37.2 | 38.7 | 36.9 |
| Macquarie University | 36.0 | 42.0 | 43.5 | 40.8 |
| Monash University | 34.1 | 47.9 | 38.2 | 37.3 |
| Murdoch University | 39.6 | 37.2 | 42.1 | 40.7 |
| Queensland University of Technology | 38.7 | 47.8 | 44.1 | 42.5 |
| RMIT University | 37.2 | 50.3 | 38.5 | 38.7 |
| Southern Cross University | 42.2 | 41.9 | 42.4 | 42.2 |
| Swinburne University of Technology | 36.4 | – | 39.1 | 38.1 |
| The Australian National University | 33.8 | 40.9 | 36.4 | 35.6 |
| The University of Adelaide | 39.1 | 50.8 | 44.5 | 43.1 |
| The University of Melbourne | 37.7 | 52.2 | 42.0 | 41.4 |
| The University of Notre Dame Australia | 36.5 | 37.6 | 40.6 | 39.5 |
| The University of Queensland | 25.5 | 58.9 | 35.0 | 31.8 |
| The University of South Australia | 33.3 | – | 42.8 | 40.2 |
| The University of Sydney | 36.7 | 45.4 | 39.8 | 39.3 |
| The University of Western Australia | 30.7 | 38.3 | 38.5 | 35.9 |
| Torrens University | 43.5 | 43.8 | 47.4 | 44.9 |
| University of Canberra | 41.1 | – | 45.9 | 44.5 |
| University of Divinity | 53.3 | 53.1 | 53.2 | 53.2 |
| University of New England | 52.7 | 57.1 | 53.5 | 54.5 |
| University of New South Wales | 27.4 | 21.1 | 25.0 | 24.6 |
| University of Newcastle | 35.5 | – | 32.0 | 32.8 |
| University of Southern Queensland | 50.3 | – | 53.4 | 52.4 |
| University of Tasmania | 43.6 | 52.6 | 45.0 | 44.8 |
| University of Technology Sydney | 27.6 | 38.7 | 33.9 | 31.9 |
| University of the Sunshine Coast | 44.4 | 45.4 | 49.2 | 47.4 |
| University of Wollongong | 34.8 | – | 33.3 | 33.7 |
| Victoria University | 37.1 | 43.8 | 40.1 | 39.3 |
| Western Sydney University | 38.6 | – | 38.9 | 38.8 |
| **All universities** | **36.7** | **40.4** | **39.7** | **38.8** |

Note: A blank cell indicates institution did not participate in that collection period and n/a indicates a suppressed value (n<25).

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

| **NUHEI** | 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 | 36.8 | 40.2 | 46.4 | 39.9 |
| Adelaide Central School of Art | – | – | 59.4 | 59.4 |
| Adelaide Institute of Higher Education | – | n/a |  | n/a |
| Alphacrucis University College | 29.3 | – | 35.4 | 31.9 |
| Asia Pacific International College | 38.8 | 33.3 | 38.1 | 36.7 |
| Australasian College of Health and Wellness | 45.8 | 26.1 | 50.0 | 44.3 |
| Australia Advance Education Group Pty Ltd | 33.3 | – | – | 33.3 |
| Australian Academy of Music and Performing Arts | 23.1 | – | 31.8 | 27.1 |
| Australian College of Applied Professions | 42.1 | 47.2 | – | 43.6 |
| Australian College of Nursing | 40.2 | 43.9 | n/a | 40.5 |
| Australian College of Theology Limited | 48.9 | 43.9 | 57.3 | 53.3 |
| Australian Institute of Business Pty Ltd | 46.5 | 43.0 | 51.0 | 46.6 |
| Australian Institute of Higher Education | 30.6 | 41.2 | – | 34.9 |
| Australian Institute of Management Education & Training | 50.2 | 48.4 | 57.8 | 52.4 |
| Australian Institute of Professional Counsellors | – | 40.0 | – | 40.0 |
| BBI - The Australian Institute of Theological Education | 50.0 | 31.7 | 37.5 | 38.6 |
| Box Hill Institute | 37.9 | 33.3 | 50.6 | 46.5 |
| Campion College Australia | – | – | 39.7 | 39.7 |
| Canberra Institute of Technology | – | – | 58.3 | 58.3 |
| Chisholm Institute | 35.7 | n/a | 62.5 | 50.0 |
| Christian Heritage College | 46.2 | – | 42.3 | 44.1 |
| CIC Higher Education | 31.7 | 36.4 | 43.8 | 34.7 |
| Collarts (Australian College of the Arts) | – | – | 38.3 | 38.3 |
| Crown Institute of Higher Education Pty Ltd | – | – | 57.1 | 57.1 |
| Eastern College Australia | – | – | 51.7 | 51.7 |
| Endeavour College of Natural Health | – | – | 39.0 | 39.0 |
| Engineering Institute of Technology | 43.5 | 35.0 | 43.2 | 39.9 |
| Equals International | – | – | 53.8 | 53.8 |
| Excelsia College | 36.8 | 41.7 | 48.7 | 46.3 |
| Gestalt Therapy Brisbane | – | – | 69.4 | 69.4 |
| Governance Institute of Australia | 48.4 | – | 51.5 | 50.0 |
| Health Education & Training Institute | 40.0 | – | 44.6 | 44.3 |
| HEPCO The Tax Institute Higher Education | 66.7 | 62.5 | 54.5 | 62.2 |
| Holmes Institute | 32.3 | n/a | 37.7 | 33.2 |
| Holmesglen Institute | 20.1 | 12.5 | 44.2 | 32.9 |
| ICHM | 28.1 | n/a | 53.8 | 34.8 |
| Ikon Institute of Australia | 33.3 | 48.3 | 56.3 | 49.0 |
| Institute of Health & Management Pty Ltd | 37.9 | 54.5 | 60.0 | 52.6 |
| International College of Management, Sydney | 28.3 | 29.7 | 40.6 | 34.0 |
| ISN Psychology Pty Ltd | 45.8 | 25.0 | 40.7 | 39.7 |
| Jazz Music Institute | – | – | 35.7 | 35.7 |
| Kaplan Business School | 33.8 | 33.6 | 45.5 | 37.0 |
| Kaplan Higher Education Pty Ltd | 31.8 | 29.0 | 40.6 | 34.8 |
| Kent Institute Australia | 42.3 | n/a | 39.1 | 40.8 |
| King's Own Institute | 35.4 | 43.5 | – | 37.8 |
| LCI Melbourne | 43.8 | – | – | 43.8 |
| Le Cordon Bleu Australia | 30.4 | 14.3 | 28.0 | 25.8 |
| Leaders Institute | 84.0 | – | – | 84.0 |
| Marcus Oldham College | – | – | 48.3 | 48.3 |
| Melbourne Institute of Technology | 27.8 | – | 26.4 | 27.4 |
| Melbourne Polytechnic | 26.9 | n/a | 44.7 | 36.0 |
| Moore Theological College | 54.5 | – | 65.7 | 64.1 |
| Morling College | <5 | – | 57.7 | 57.1 |
| Nan Tien Institute | 78.6 | 40.0 | – | 68.4 |
| National Institute of Organisation Dynamics Australia | – | – | 83.3 | 83.3 |
| Performing Arts Education | 40.0 | – | 30.8 | 33.3 |
| Perth Bible College | <5 | – | 71.4 | 63.6 |
| Photography Studies College (Melbourne) | – | – | 44.4 | 44.4 |
| Polytechnic Institute Australia Pty Ltd | 16.4 | 45.0 | – | 23.0 |
| SAE Institute | 34.4 | 36.2 | 37.9 | 36.2 |
| Sheridan Institute of Higher Education | 20.0 | – | 66.7 | 50.0 |
| SP Jain School of Management | 57.2 | – | – | 57.2 |
| Stanley College | – | n/a | 60.0 | 59.1 |
| Stott's College | 36.5 | 32.7 | – | 34.8 |
| Sydney College of Divinity | – | 39.2 | 48.4 | 40.6 |
| Tabor College of Higher Education | 41.7 | 76.9 | 67.8 | 64.5 |
| TAFE NSW | 36.7 | – | 40.4 | 38.8 |
| TAFE Queensland | 41.7 | – | 38.9 | 40.0 |
| TAFE South Australia | 32.1 | 75.0 | 22.7 | 34.5 |
| The Australian College of Physical Education | 56.3 | – | 29.8 | 35.6 |
| The Australian Institute of Music | 46.2 | 53.6 | 50.0 | 50.4 |
| The Cairnmillar Institute | 44.4 | – | 46.2 | 45.7 |
| The College of Law Limited | 28.6 | 29.1 | 31.0 | 29.4 |
| The Institute of Creative Arts and Technology | – | 16.0 | n/a | 15.4 |
| The Institute of Internal Auditors - Australia | 66.7 | – | 66.7 | 66.7 |
| The MIECAT Institute | – | – | 40.0 | 40.0 |
| Think Education | 59.1 | – |  | 59.1 |
| UOW College | 39.1 | – | 30.6 | 33.9 |
| UTS College | 15.4 | 33.3 | 32.2 | 26.3 |
| VIT (Victorian Institute of Technology) | 57.1 | – | 75.0 | 62.4 |
| Wentworth Institute of Higher Education | 30.0 | n/a | 25.7 | 28.2 |
| Whitehouse Institute of Design, Australia | – | – | 38.5 | 38.5 |
| William Angliss Institute | 13.4 | – | 46.8 | 29.5 |
| **All NUHEIs** | **35.4** | **35.5** | **43.0** | **38.0** |

Note: A blank cell indicates institution did not participate in that collection period and n/a indicates a suppressed value (n<25).

1. 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 2023 GOS are representative of the in-scope population, respondent characteristics are presented alongside population parameters in **Table 25** below.

Some groups in the achieved sample are represented broadly in-line with their sample proportion, with combined course of study indicator and Aboriginal and Torres Strait Islander status particularly well-matched.

As with prior years, groups with strong representation in the 2023 GOS achieved sample include postgraduate research graduates, females, external / distance education graduates, those attending part-time, those who mainly speak English at home, domestic residents, and graduates from regional areas.

Males, those who speak a language other than English at home and international graduates are the most under-represented in the GOS. Response from males is under-represented by 4.0 per cent in comparison to females, though this is comparable to prior years of the GOS. Engagement activities for future collection cycles could explore strategies to increase response among males.

International graduates and those who speak a language other than English at home are under-represented by 5.5 and 3.4 percentage points respectively. Tailoring of communications as part of the International Engagement Strategy should be continued in future collections, to try and increase response among these groups.

Table 25 2023 GOS population parameters by subgroup and response characteristics

| Parameters | In-scope sample (n) | In-scope sample (%) | Respondents  (n) | Respondents  (%) |
| --- | --- | --- | --- | --- |
| **Base[[9]](#footnote-10)** | 300,088 | 100.0 | 116,250 | 100.0 |
| **Level**: Undergraduate | 169,334 | 56.4 | 63,883 | 55.0 |
| **Level:** Postgraduate coursework | 118,753 | 39.6 | 45,015 | 38.7 |
| **Level:** Postgraduate research | 9,611 | 3.2 | 6,237 | 5.4 |
| **Gender**: Male | 122,023 | 40.7 | 42,515 | 36.7 |
| **Gender:** Female | 177,565 | 59.3 | 73,468 | 63.3 |
| **Combined course of study indicator:** Combined / double degree | 17,190 | 5.7 | 7,000 | 6.0 |
| **Combined course of study indicator:** Single degree | 282,898 | 94.3 | 109,250 | 94.0 |
| Indigenous | 3,192 | 1.1 | 1,457 | 1.3 |
| Non-Indigenous | 296,896 | 98.9 | 114,793 | 98.7 |
| **Study mode\*:** Internal/Multi Mode | 218,338 | 74.7 | 82,087 | 72.5 |
| **Study mode\*:** External study mode | 74,104 | 25.3 | 31,144 | 27.5 |
| **Type of attendance code:** Full-time | 211,072 | 71.4 | 77,990 | 68.1 |
| **Type of attendance code:** Part-time | 84,450 | 28.6 | 36,485 | 31.9 |
| **Home language:** English | 240,339 | 80.1 | 97,058 | 83.5 |
| **Home language:** Other | 59,749 | 19.9 | 19,192 | 16.5 |
| **Citizen / resident indicator:** Domestic | 211,054 | 70.3 | 88,163 | 75.8 |
| **Citizen / resident indicator:** International | 89,025 | 29.7 | 28,081 | 24.2 |
| **First in family status\*\*:** First in family | 88,909 | 40.9 | 35,950 | 42.6 |
| **First in family status\*\*:** Not first in family | 128,520 | 59.1 | 48,360 | 57.4 |
| **Socio-economic status\*\*\*:** High | 63,507 | 36.5 | 25,934 | 35.8 |
| **Socio-economic status\*\*\*:** Medium | 85,220 | 49.0 | 35,320 | 48.8 |
| **Socio-economic status\*\*\*:** Low | 25,195 | 14.5 | 11,128 | 15.4 |
| **Location**\*\*\* † Metropolitan | 140,541 | 81.1 | 57,006 | 79.1 |
| **Location**\*\*\* †: Regional/remote | 32,665 | 18.9 | 15,090 | 20.9 |

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

\*\* Based on the highest level of educational attainment of a student’s parent(s) or guardian(s) as identified by the student. This information is reported by institutions through the Tertiary Collection of Student Information (TCSI) system.

\*\*\* The SES and Location measures are area-based, associated with students’ first permanent home address submitted when they commenced with their provider, as collected through the TCSI system. The SES is based on the ABS SEIFA Index of Education and Occupation. Area-based data are only reported for Commonwealth assisted students, which excludes international and domestic full fee-paying students.

† Location measures are calculated according to the proportion of metro and regional/remote categories.

As was the case with the 2022 GOS, the achieved respondent profile in 2023 closely matches the in-scope survey population in terms of study area, as shown in **Table 26** below.

Study areas with the strongest representation in the 2023 GOS were Humanities, culture and social sciences, Science and mathematics, and Health services and support. Business and management continue to be the most under-represented study area, followed by Computing and information systems. Future collections could continue to trial tailored email content for graduates from these under-performing study areas and seek increased institutional engagement at the faculty level prior to graduation.

Analysis of the impact of weighting the data to seek to adjust for imbalances in the achieved sample by demographic characteristics and by study area has consistently shown only relatively small differences between the weighted and unweighted estimates for key measures at an overall level. For this reason, the GOS data presented in this report is unweighted. For further information, refer to the GOS Methodological Report published on the QILT website.

Table 26 2023 GOS population parameters by study area and response characteristics

|  | In-scope sample (n) | In-scope sample (%) | Respondents  (n) | Respondents  (%) |
| --- | --- | --- | --- | --- |
| Science and mathematics | 24,187 | 8.1 | 10,643 | 9.2 |
| Computing and Information Systems | 20,906 | 7.0 | 7,615 | 6.6 |
| Engineering | 17,006 | 5.7 | 6,612 | 5.7 |
| Architecture and built environment | 8,196 | 2.7 | 2,856 | 2.5 |
| Agriculture and environmental studies | 4,052 | 1.4 | 2,053 | 1.8 |
| Health services and support | 20,398 | 6.8 | 8,762 | 7.5 |
| Medicine | 5,942 | 2.0 | 2,179 | 1.9 |
| Nursing | 26,288 | 8.8 | 10,547 | 9.1 |
| Pharmacy | 1,911 | 0.6 | 686 | 0.6 |
| Dentistry | 1,084 | 0.4 | 389 | 0.3 |
| Veterinary science | 1,048 | 0.3 | 437 | 0.4 |
| Rehabilitation | 4,205 | 1.4 | 1,492 | 1.3 |
| Teacher education | 25,236 | 8.4 | 10,458 | 9.0 |
| Business and management | 67,237 | 22.4 | 20,838 | 17.9 |
| Humanities, culture and social sciences | 20,998 | 7.0 | 9,649 | 8.3 |
| Social work | 7,246 | 2.4 | 3,574 | 3.1 |
| Psychology | 11,480 | 3.8 | 5,289 | 4.5 |
| Law and paralegal studies | 15,321 | 5.1 | 5,710 | 4.9 |
| Creative arts | 9,357 | 3.1 | 3,569 | 3.1 |
| Communications | 7,145 | 2.4 | 2,645 | 2.3 |
| Tourism, hospitality, personal services, sport and recreation | 845 | 0.3 | 247 | 0.2 |
| **Total** | **300,088** | **100.0** | **116,250** | **100.0** |

1. 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

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

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.

1. GOS questionnaire
2. 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 Questionnaire item summary

| **Q****uestion ID** | **Question** | **Response frame** |
| --- | --- | --- |
| **Question ID** | **Module A: Screening and confirmation** | – |
| **Question ID** | **Module B: Labour Force** | – |
| PREWORKED | 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.   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. | – |
| WORKED | Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>. Last week, did you do any work at all in a job, business or farm? | 1. Yes 5. No 6. Permanently unable to work 7. Permanently not intending to work \*(DISPLAY IF AGE>64) |
| WWOPAY | Last week, did you do any work without pay in a family business? | 1. Yes 5. No 6. Permanently not intending to work \*(DISPLAY IF AGE>64) |
| AWAYWORK | Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?  Please note, if you were stood down or away from your job due to the impact of COVID-19 select ‘Yes’ | 1. Yes 5. No 6. Permanently not intending to work \*(DISPLAY IF AGE>64) |
| 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 – 2020) |
| 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 |
| 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 2. No |
| 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? *Please select only one answer.* | 1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 12. I’m satisfied with the number of hours I work 13. No more hours available in current position 14. Work has been reduced/shutdown due to COVID-19 15. Due to contract restrictions 16. Pursuing other interests/commitments in spare time  17. Waiting for accreditation/registration  11. Other (Please specify) |
| 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? *Please select only one answer.* | 1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. No more hours available in current position 13. Work has been reduced/shutdown due to COVID-19 14. Financial reasons 15. Due to visa restrictions/waiting for permanent residency  16. Waiting for accreditation/registration 11. Other (Please specify) |
| OCC | What is your occupation in your **<main job/job/business>**? | 1. Enter occupation |
| DUTIES | What are your main tasks and duties? | 1. Enter main tasks and duties |
| EMPLOYER | What is the name of your <employer/business>? | 1. Enter employer/business name |
| INDUSTRY | What kind of **business or service** is carried out by your <employer at the place where you work/business>? | 1. Enter business or service |
| SECTOR | In what sector are you wholly or mainly employed? | 1. Public or government 2. Private 3. Not-for-profit |
| INAUST | Are you working in Australia? | 1. Yes 2. No 3. Not sure |
| EMPSTATE | In which state or territory is your <employer/business> currently located? | 1. NSW  2. VIC  3. QLD  4. SA  5. WA  6. TAS  7. NT  8. ACT  98. Don’t know |
| LOCATION | And what is the postcode of your <employer/business>? | 1. Enter postcode or suburb \*PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure |
| COUNTRYx | In which country is your <employer/business> based? | 1. Bangladesh 2. Canada 3. China (excludes SARs and Taiwan) 4. Hong Kong (SAR of China) 5. India 6. Indonesia 7. Malaysia 8. New Zealand 9. Saudi Arabia 10. Singapore 11. South Africa 12. South Korea 13. Sri Lanka 14. Taiwan 15. Thailand 16. United States of America 17. Vietnam 19. Macau (SAR of China) 18. Other (Please specify) |
| CURCOUNTRY | Do you currently live in Australia or Overseas? | 1. Australia 2. Overseas |
| CURSTATE | In which state or territory do you usually live? | 1. NSW  2. VIC  3. QLD  4. SA  5. WA  6. TAS  7. NT  8. ACT  98. Don’t know |
| CURPCODE | What is the postcode or suburb where you usually live? | 1. <verbatim text box> \*PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure |
| OSCOUNTRY | In which country do you currently live? | 1. <Predictive text verbatim text box> \*PROGRAMMER NOTE: USE GO8 COUNTRY LIST |
| EMP12 | Have you worked <for your employer/in your business> for 12 months or more? | 1. Yes, more than 12 months 5. No, less than 12 months |
| EMPMTHS | How many months have you worked <for your employer/in your business>? | 1. Enter number of months (NUMERIC, RANGE 1-12) |
| EMPYRS | How many years have you worked <for your employer/in your business>? | 1. Enter number of years (NUMERIC, RANGE 1-49) |
| FFTJOB | Is this your first full-time job? | 1. Yes 2. No |
| SALARYA | In 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 ($). | 1. Amount per **hour** (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per **day** (Please specify) (NUMERIC, RANGE 1-800)  3. Amount each **week** (Please specify) (NUMERIC, RANGE 1-4000)  4. Amount each **fortnight** (Please specify) (NUMERIC, RANGE 1-8000)  5. Amount each **month** (Please specify) (NUMERIC, RANGE 1-17,500)  6. Amount each **year** (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don’t know |
| 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? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| 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. | 1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800)  3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000)  4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000)  5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500)  6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K)  7. No earnings 8. Don’t know |
| SALARYD | Sorry but the salary you entered doesn’t fit within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| 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? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| 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? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| SALARYOS | What is your gross (that is pre-tax) annual salary? You can estimate if necessary. | 1. "AUD - Australian Dollar" 2. "BDT - Bangladeshi Taka" 3. "BWP - Botswana Pula" 4. "CNY - Chinese yuan" 5. "EUR - Euro" 6. "GBP - British Pound" 7. "HKD - Hong Kong Dollar" 8. "IDR - Indonesian Rupiah" 9. "INR - Indian Rupee" 10. "KES - Kenyan Shilling" 11. "LKR - Sri Lankan Rupee" 12. "MUR - Mauritian Rupee" 13. "MYR - Malaysian Ringgit" 14. "PKR - Pakistani Rupee" 15. "SGD - Singapore Dollar" 16. "USD - US Dollar" 17. "ZAR - South African Rand" 18. "ZMK - Zambian Kwacha" 19. "ZWD - Zimbabwean Dollar" 20. "NZD - New Zealand Dollar", 21. "CAD - Canadian Dollar", 22. "JPY - Japanese Yen", 23. "KRW - South Korean Won", 24. "VND - Vietnamese Dong", 25. "SEK - Swedish Krona", 26. "THB - Thai Baht" 27. Other (Please specify) |
| FINDJOB | How did you first find out about this job? | 1. University or college careers service 2. Careers fair or information session 3. Other university or college source (such as faculties or lecturers or student society) 4. Advertisement in a newspaper or other print media 5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs) 6. Via resume posted on the internet 7. Family or friends 8. Approached employer directly 9. Approached by an employer 10. Employment/Recruitment agency 11. Work contacts or networks 12. Social media (e.g. LinkedIn) 17. An employer promotional event 13. Other (Please specify) |
| SPOQ | The following statements are about your skills, abilities and education. Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements. (STATEMENTS) a) My job requires less education than I have b) I have more job skills than are required for this job c) Someone with less education than myself could perform well on my job d) My previous training is being fully utilised on this job e) I have more knowledge than I need in order to do my job f) My education level is above the level required to do my job g) Someone with less work experience than myself could do my job just as well h) I have more abilities than I need in order to do my job | 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree |
| 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.* | 1. No suitable jobs in my local area 2. No jobs with a suitable number of hours 3. No suitable jobs in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. I’m satisfied with my current job 13. I had to change jobs due to COVID-19 14. Not enough work experience 15. Entry level job/career stepping stone 16. Changing jobs/Careers 17. Do not have permanent residency 18. For financial reasons  11. Other (Please specify) |
| **Question ID** | **Module C: Further study** | **Response frame** |
| FURSTUD | Are you currently a full-time or part-time student at a TAFE, university or other educational institution? | 1. Yes – full-time 2. Yes – part-time 5. No |
| FURNEW | Are you **currently studying in a new course** after completing your <E308>? | 1. Yes 2. No |
| FURINST | What is the name of your **institution** where you are currently studying? | 1. <look up list> USE FURINST LOOKUP LIST |
| FURQUAL | What is the full title of the **qualification** you are currently studying? | 1. <verbatim text box> |
| FURFOE | What is your **main field of education** for this qualification? | 1. Natural and Physical Sciences 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health 7. Education 8. Management and Commerce 9. Society and Culture 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 13. Other (Please specify) |
| FURLEV | What is the level of this qualification? | 1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV |
| **Question ID** | **Module D2: OVERALL SATISFACTION / PREQ** | **Response frame** |
| CEQ | Now a question regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with the following statement. (STATEMENTS) ceq149 Overall, I was satisfied with the quality of this <course> | 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree |
| CEQB | Now thinking about your <FinalMajor3/FinalMajor4/FinalCourseB/FinalMajor2> <major/qualification>. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree the following statement. (STATEMENTS) ceq249 Overall, I was satisfied with the quality of this <course> | 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree |
| PREQ | Please tell us about your postgraduate research experience. 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. Please interpret ‘thesis’ and other research‐related terms in the context of your own field of education. Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements. (STATEMENTS) preq01 Supervision was available when I needed it preq02 The thesis examination process was fair preq03 I had access to a suitable working space preq04 I developed an understanding of the standard of work expected preq29 I am confident that I can apply my skills outside the university sector preq05 The department provided opportunities for social contact with other postgraduate students preq30 I improved my ability to design and implement projects effectively preq06 My research further developed my problem solving skills preq07 My supervisor(s) made a real effort to understand difficulties I faced preq08 I had good access to the technical support I needed preq09 I was integrated into the department’s community preq10 I improved my ability to communicate information effectively to diverse audiences preq11 I understood the required standard for the thesis preq31 I had opportunities to develop professional connections outside the university sector preq12 I was able to organise good access to necessary equipment preq13 My supervisor(s) provided additional information relevant to my topic preq14 I developed my skills in critical analysis and evaluation preq15 I was satisfied with the thesis examination process preq16 The department provided opportunities for me to become involved in the broader research culture preq17 I was given good guidance in topic selection and refinement preq18 I had good access to computing facilities and services preq32 I had opportunity to work on research problems with businesses, governments, communities or organisations outside the university sector preq19 I understood the requirements of thesis examination preq33 I developed my understanding of research integrity (e.g. rigour, ethics, transparency, attributing the contribution of others) preq20 I improved my ability to plan and manage my time effectively preq21 My supervisor(s) provided helpful feedback on my progress preq22 A good seminar program for postgraduate students was provided preq23 The research environment in the department or faculty stimulated my work preq24 I received good guidance in my literature search preq34 I gained confidence in leading and influencing others preq25 The examination of my thesis was completed in a reasonable time preq26 As a result of my research, I feel confident about tackling unfamiliar problems preq27 There was appropriate financial support for research activities preq28 Overall, I was satisfied with the quality of my higher degree research experience | 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree |
| 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> |
| **Question ID** | **Module E: Graduate Preparation** | **Response frame** |
| 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> |
| **Question ID** | **Module F: Additional Items** | **Response frame** |
| 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 |
| 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) |
| **Question ID** | **Module G: Contact details** | **Response frame** |
| 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: https://www.qilt.edu.au/qilt-surveys). | 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 | 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 <email box> 3. Don’t have a permanent email address  4. Do not wish to be re-contacted by email |
| 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 |

2. Additional items

A total of 16 institutions (14 universities and 2 NUHEIs) included institution specific items in the 2022 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 <INSTITUTION NAME> 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 CEQ (excluding from 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 44 institutions (23 universities and 21 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 2023 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.

1. Postgraduate Research Experience Questionnaire (PREQ)

The PREQ was developed in 1999 to collect information on core aspects of the higher degree by research (HDR) experience and is currently administered as part of the GOS. Data is collected on the quality of the higher research environment for PhD and master research graduates.

The survey instrument was revised in 2018 following a review conducted by the Australian Council for Educational Research (ACER) on behalf of the Australian Government Department of Education. A summary of this review is available on the [QILT website](https://www.qilt.edu.au/docs/default-source/default-document-library/2016-preq-review-final-report.pdf?sfvrsn=28e54a2c_3).

The PREQ asks HDR graduates to rate their level of agreement with a series of 32 items on a five-point scale. These items are used to compute seven scales and include a single-item overall satisfaction indicator. A description of each of these scales is given in **Table 29** and the items are listed in **Table 30**.

Table 29 Description of PREQ scales

| **Scale** | **Description** | **Number of items** |
| --- | --- | --- |
| Supervision | Quality of research supervision, including availability, support, advice and feedback | 6 |
| Intellectual climate | Sense of learning community in the department | 5 |
| Skill development | Development of research skills and other generic skills | 6 |
| Infrastructure | Quality of research infrastructure | 5 |
| Thesis examination | Satisfaction with the thesis examination process | 3 |
| Goals and expectations | Clarity of the standard of work and thesis requirements | 3 |
| Industry engagement | Application of skills outside the university sector | 3 |
| Overall satisfaction | Overall satisfaction with the quality of HDR training | 1 |

Table 30 PREQ items and scales

| Scale | # | Item | Response options |
| --- | --- | --- | --- |
| Supervision | PREQ01 | Supervision was available when I needed it | ‘Strongly agree’  ‘Agree’  ‘Neither agree nor disagree’  ‘Disagree’  ‘Strongly disagree’ |
| Supervision | PREQ07 | My supervisor(s) made a real effort to understand difficulties I faced | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Supervision | PREQ13 | My supervisor(s) provided additional information relevant to my topic | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Supervision | PREQ17 | I was given good guidance in topic selection and refinement | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Supervision | PREQ21 | My supervisor(s) provided helpful feedback on my progress | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Supervision | PREQ24 | I received good guidance in my literature search | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Intellectual climate | PREQ05 | The department provided opportunities for social contact with other postgraduate students | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Intellectual climate | PREQ09 | I was integrated into the department's community | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Intellectual climate | PREQ16 | The department provided opportunities for me to become involved in the broader research culture | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Intellectual climate | PREQ22 | A good seminar program for postgraduate students was provided | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Intellectual climate | PREQ23 | The research environment in the department or faculty stimulated my work | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Skill development | PREQ06 | My research further developed my problem-solving skills | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Skill development | PREQ10 | I learned to develop my ideas and present them in my written work | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Skill development | PREQ14 | My research sharpened my analytical skills | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Skill development | PREQ20 | Doing my research helped me to develop my ability to plan my own work | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Skill development | PREQ26 | As a result of my research, I feel confident about tackling unfamiliar problems | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Skill development | PREQ30 | I improved my ability to design and implement projects effectively | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Infrastructure | PREQ03 | I had access to a suitable working space | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Infrastructure | PREQ08 | I had good access to the technical support I needed | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Infrastructure | PREQ12 | I was able to organise good access to necessary equipment | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Infrastructure | PREQ18 | I had good access to computing facilities and services | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Infrastructure | PREQ27 | There was appropriate financial support for research activities | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Thesis examination | PREQ02 | The thesis examination process was fair | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Thesis examination | PREQ15 | I was satisfied with the thesis examination process | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Thesis examination | PREQ25 | The examination of my thesis was completed in a reasonable time | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Goals and expectations | PREQ04 | I developed an understanding of the standard of work expected | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Goals and expectations | PREQ11 | I understood the required standard for the thesis | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Goals and expectations | PREQ19 | I understood the requirements of thesis examination | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Industry engagement | PREQ29 | I am confident that I can apply my skills outside the university sector | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Industry engagement | PREQ31 | I had opportunities to develop professional connections outside the university sector | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Industry engagement | PREQ32 | I had opportunities to work on research problems with businesses, governments, communities or organisations outside the university sector | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |
| Overall satisfaction | PREQ28 | Overall, I was satisfied with the quality of my higher degree research experience | ‘Strongly agree’ ‘Agree’ ‘Neither agree nor disagree’ ‘Disagree’ ‘Strongly disagree’ |

Scores for each scale are computed as the mean of the constituent item scores. A scale score is only computed for respondents who have a valid item score for at least four Supervision items, four Intellectual climate items, six Skill development items, four Infrastructure items, two Thesis examination items, two Goals and expectations items and two Industry engagement items, respectively.

The reporting metric for the PREQ scales is the percentage of graduates in agreement with the aspect of the experience. Therefore, calculated variables must be created for each scale. The percentage of graduates in agreement with each aspect of the postgraduate research experience reflects the percentage of graduates who achieved a threshold scale score of 3.5 or greater. At the individual response level, an agreement response is represented by a binary variable whereby a score of 100 is assigned to an overall mean of 3.5 or above and is deemed ‘in agreement’ or a score of zero is assigned to all other cases where valid data is present which is deemed ‘not in agreement’.

To construct the Overall satisfaction item in percentage terms, respondents with a satisfaction rating of 4 or 5 on item PREQ28 were assigned a score of 100. Those with a rating of 1, 2 or 3 were assigned a score of zero.

Further information including the SPSS syntax for generating the score for each scale in the PREQ can be found in the GOS Data Dictionary.

1. Construction of confidence intervals

The 90 per cent confidence intervals presented in this report have been approximated using the method described by Agresti and Coull (1998)[[10]](#footnote-11). This is an adjusted version of the previously used Wald method to accommodate a wider range of sample sizes and to produce intervals that more consistently reflect the desired level of confidence.

The Wald method is given by the well-known expression , where is the ratio of the number of positive responses for the measure of interest () to the total number of valid responses () and is the quantile of the standard normal distribution (1.645 for a 90 per cent level of confidence).

The Agresti-Coull method involves increasing the total number of responses to yield an adjusted proportion, given respectively by and . The adjusted confidence interval then becomes .

It is common to deflate the confidence interval for situations where the responding sample is relatively large compared to the population, as is the case for the Graduate Outcomes Survey (GOS). This is done by multiplying the term to the right of the ± symbol by a finite population correction factor, given as where is the population size.

Note that the adjusted confidence interval is around the adjusted proportion () but the proportions presented in the report are the raw, unadjusted values (). Like other approximations for confidence intervals, this method can give unreliable results for values of very close to 0 per cent and 100 per cent. In this report, such occurrences are flagged, and the confidence intervals are not shown.

1. 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 31.** Details of the fields of education are available from the ABS website.

Table 31 Study area concordance

| Number | Study Area | Number | 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 |
| 1 | Science and mathematics | 2 | Mathematics | 010100, 010101, 010103, 010199 |
| 1 | Science and mathematics | 3 | Biological sciences | 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999 |
| 1 | Science and mathematics | 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 |
| 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 |
| 3 | Engineering | 7 | Engineering – process and resources | 030300, 030301, 030303, 030305, 030307, 030399 |
| 3 | Engineering | 8 | Engineering – mechanical | 030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799 |
| 3 | Engineering | 9 | Engineering – civil | 030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999 |
| 3 | Engineering | 10 | Engineering – electrical and electronic | 031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399 |
| 3 | Engineering | 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 |
| 4 | Architecture and built environment | 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 |
| 5 | Agriculture and environmental studies | 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 |
| 6 | Health services and support | 17 | Public health | 061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399 |
| 7 | Medicine | 18 | Medicine | 060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199 |
| 8 | Nursing | 19 | Nursing | 060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399 |
| 9 | Pharmacy | 20 | Pharmacy | 060500, 060501 |
| 10 | Dentistry | 21 | Dentistry | 060700, 060701, 060703, 060705, 060799 |
| 11 | Veterinary science | 22 | Veterinary science | 061100, 061101, 061103, 061199 |
| 12 | Rehabilitation | 23 | Physiotherapy | 061701 |
| 12 | Rehabilitation | 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 |
| 13 | Teacher education | 26 | Teacher education – early childhood | 070101 |
| 13 | Teacher education | 27 | Teacher education – primary and secondary | 070103, 070105 |
| 14 | Business and management | 28 | Accounting | 080100, 080101 |
| 14 | Business and management | 29 | Business management | 080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399 |
| 14 | Business and management | 30 | Sales and marketing | 080500, 080501, 080503, 080505, 080507, 080509, 080599 |
| 14 | Business and management | 31 | Management and commerce – other | 080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999 |
| 14 | Business and management | 32 | Banking and finance | 081100, 081101, 081103, 081105, 081199 |
| 14 | Business and management | 40 | Economics | 091900, 091901, 091903 |
| 15 | Humanities, culture and social sciences | 33 | Political science | 090100, 090101, 090103 |
| 15 | Humanities, culture and social sciences | 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 |
| 15 | Humanities, culture and social sciences | 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 |
| 18 | Law and paralegal studies | 39 | Justice studies and policing | 091100, 091101, 091103, 091105, 091199 |
| 19 | Creative arts | 42 | Art and design | 100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999 |
| 19 | Creative arts | 43 | Music and performing arts | 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 |
| 21 | Tourism, hospitality, personal services, sport and recreation | 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 |

1. Additional tables and figures

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

Listed below are tables and figures related to specific concepts relevant to the GOS, as well as a listing of tables that can be used to explore additional themes related to the GOS.

1. GOS results
2. 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 32 Tables and figures associated with labour force outcomes

| **R****eport table** | **Sheet name** | **Table title** |
| --- | --- | --- |
| Table 07/Figure 02-Figure 05 | OVERALL\_ALL\_ALL\_2Y\_HEPTYPE | Graduate employment and study outcomes, by study level, 2022 and 2023 |
| Table 05 | EMP\_UG\_ALL\_2Y\_AREA | Undergraduate employment outcomes by study area, 2022 and 2023 (%) |
| – | 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 (%) |
| Table 04 | 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 (%) |
| – | 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 (%) |
| – | EMP\_UG\_ALL\_3Y\_PERIOD | Undergraduate employment rates by survey round, 2021-2023 (%) |
| Table 01/Figure 01 | 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 (%) |
| Table 06/Figure 07 | SAL\_UG\_ALL\_2Y\_AREA\_E315 | Undergraduate median full-time salaries by study area and gender, 2022 and 2023 ($) |
| Figure 07 | SAL\_PGC\_ALL\_2Y\_AREA\_E315 | Postgraduate coursework median full-time salaries by study area and gender, 2022 and 2023 ($) |
| Figure 07 | SAL\_PGR\_ALL\_2Y\_AREA\_E315 | Postgraduate research median full-time salaries by study area and gender, 2022 and 2023 ($) |
| Table 04 | SAL\_UG\_ALL\_2Y\_DG | Undergraduate median full-time salaries by demographic group, 2022 and 2023 ($) |
| – | 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 ($) |
| – | LF\_UG\_UNI\_1Y\_CI | Labour force indicators 2023, undergraduates (universities only) |
| – | LF\_UG\_UNI\_3Y\_CI | Labour force indicators 2021-2023, undergraduates (universities only) |
| – | LF\_PGC\_UNI\_1Y\_CI | Labour force indicators 2023, postgraduate coursework (universities only) |
| – | LF\_PGC\_UNI\_3Y\_CI | Labour force indicators 2021-2023, postgraduate coursework (universities only) |
| – | LF\_PGR\_UNI\_3Y\_CI | Labour force indicators 2021-2023, postgraduate research (universities only) |
| – | LF\_UG\_NUHEI\_3Y\_CI | Labour force indicators 2021-2023, undergraduates (NUHEIs only) |
| – | LF\_PGC\_NUHEI\_3Y\_CI | Labour force indicators 2021-2023, postgraduate coursework (NUHEIs only) |
| – | LF\_UG\_UNI\_2Y | Undergraduate labour force indicators, universities only, 2022 and 2023 |
| – | LF\_UG\_NUHEI\_2Y | Undergraduate labour force indicators, NUHEIs only, 2022 and 2023 |
| Figure 06 | PREFMHRS\_UG\_ALL\_1Y\_E315 | Proportion of employed undergraduates seeking or not seeking more hours, by gender, 2023 (%) |
| Figure 06 | PREFMHRS\_PGC\_ALL\_1Y\_E315 | Proportion of employed postgraduates (coursework) seeking or not seeking more hours, by gender, 2023 (%) |
| Figure 06 | PREFMHRS\_PGR\_ALL\_1Y\_E315 | Proportion of employed postgraduates (research) seeking or not seeking more hours, by gender, 2023 (%) |
| – | PARTEMP\_UG\_ALL\_1Y\_AREA\_E315 | Undergraduate Part-time employment, by study area and gender, as a proportion of all employed graduates, 2023 (%) |
| Table 08/Figure 08 | FTE\_UG\_UNI\_1Y\_FIG | Undergraduate full-time employment rate by university, 2023 (%) |
| – | FTE\_UG\_UNI\_3Y\_FIG | Undergraduate full-time employment rate by university, 2021-2023 (%) |
| Table 08 | SAL\_UG\_UNI\_1Y\_FIG | Undergraduate median full-time salaries by university, 2023 ($) |
| – | SAL\_UG\_UNI\_3Y\_FIG | Undergraduate median full-time salaries by university, 2021-2023 ($) |
| Table 10 | FTE\_UG\_NUHEI\_3Y\_FIG | Undergraduate full-time employment rate by NUHEI, 2021-2023 (%) |
| Table 10 | SAL\_UG\_NUHEI\_3Y\_FIG | Undergraduate median full-time salaries by NUHEI, 2021-2023 ($) |
| Table 09/Figure 09 | FTE\_PGC\_UNI\_1Y\_FIG | Postgraduate coursework full-time employment rate by university, 2023 (%) |
| – | FTE\_PGC\_UNI\_3Y\_FIG | Postgraduate coursework full-time employment rate by university, 2021-2023 (%) |
| Table 11 | FTE\_PGC\_NUHEI\_3Y\_FIG | Postgraduate coursework full-time employment rate by NUHEI, 2021-2023 (%) |
| Table 09 | SAL\_PGC\_UNI\_1Y\_FIG | Postgraduate coursework median full-time salaries by university, 2023 ($) |
| – | SAL\_PGC\_UNI\_3Y\_FIG | Postgraduate coursework median full-time salaries by university, 2021-2023 ($) |
| Table 11 | SAL\_PGC\_NUHEI\_1Y\_FIG | Postgraduate coursework median full-time salaries by NUHEI, 2021-2023 ($) |
| – | FTE\_PGR\_UNI\_3Y\_FIG | Postgraduate research full-time employment rate by university, 2021-2023 (%) |
| – | SAL\_PGR\_UNI\_3Y\_FIG | Postgraduate research median full-time salaries by university, 2021-2023 ($) |
| – | 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 (%) |

1. 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 33 Tables associated with median usual hours and median actual hours worked

| **Report table** | **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 |

1. 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 34 Tables associated with the percentage of employed graduates away from work

| **Rep****ort table** | **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 (%) |

1. 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 35 Tables associated with occupation types of employed graduates

| **R****eport table** | **Sheet name** | **Table title** |
| --- | --- | --- |
| Table 12 | OCC\_UG\_ALL\_1Y\_EMPTYPE | Undergraduate occupation level, by employment type, 2023 (%) |
| Table 12 | OCC\_PG\_ALL\_1Y\_EMPTYPE | 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\_EMPTYPE | Undergraduate occupation level, by employment type, universities only, 2023 (%) |
| – | OCC\_UG\_NUHEI\_1Y\_EMPTYPE | 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\_EMPTYPE | 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 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 (%) |

1. 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 specificor similar qualification, to be able to do their job.

Table 36 Tables associated with the extent to which graduates considered their qualification important

| **Rep****ort table** | **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 (%) |

1. 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 37 Tables associated with the extent to which the qualification prepared graduates for their current job

| **Report tab****le** | **Sheet name** | **Table title** |
| --- | --- | --- |
| Table 17 | CRSPREP\_UG\_ALL\_1Y | Extent to which qualification prepared undergraduate level graduates for employment, 2023 (%) |
| Table 17 | CRSPREP\_PG\_ALL\_1Y | Extent to which qualification prepared postgraduate level graduates for employment, 2023 (%) |
| Table 18 | CRSPREP\_UG\_ALL\_1Y\_AREA | Undergraduates reporting course prepared them well or very well for current job, by study area, 2023 (%) |
| Table 18 | CRSPREP\_PGC\_ALL\_1Y\_AREA | Postgraduate coursework graduates reporting course prepared them well or very well for current job, by study area, 2023 (%) |
| Table 18 | CRSPREP\_PGR\_ALL\_1Y\_AREA | Postgraduate research graduates reporting course prepared them well or very well for current job, by study area, 2023 (%) |
| Table 19 | 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 19 | 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 19 | 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 (%) |

1. 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 38 Tables associated with reasons for underutilisation of skills and education

| **Report ta****ble** | **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 (%) |
| – | 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 (%) |
| – | 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 15 | RSOVRQ\_UG\_ALL\_1Y | Main reason for working in job in 2023 that doesn’t fully use skills and education, 2023 (%) |
| – | 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 (%) |
| Table 14 | SPOQSCL\_UG\_ALL\_1Y | Undergraduate level graduates reporting occupation does not fully use skills or education, 2023 (%) |
| Table 14 | SPOQSCL\_PG\_ALL\_1Y | Postgraduate level graduates reporting occupation does not fully use skills or education, 2023 (%) |
| Table 16 | SPOQSCL\_UG\_ALL\_1Y\_AREA | Undergraduates reporting occupation does not fully use skills or education, by study area 2023 (%) |
| Table 16 | SPOQSCL\_PGC\_ALL\_1Y\_AREA | Postgraduate coursework graduates reporting occupation does not fully use skills or education, by study area 2023 (%) |
| Table 16 | SPOQSCL\_PGR\_ALL\_1Y\_AREA | Postgraduate research graduates reporting occupation does not fully use skills or education, by study area 2023 (%) |

1. 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 39 Tables associated with graduates undertaking further full-time study

| **Re****port table** | **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 |
| Figure 10/Figure 11 | FURSTUD\_UG\_ALL\_1Y\_AREA | Undergraduate graduates in further full-time study, by original field of study (%) |
| Figure 10 | FURSTUD\_PGC\_ALL\_1Y\_AREA | Postgraduate coursework graduates in further full-time study, by original field of study (%) |
| Figure 10 | FURSTUD\_PGR\_ALL\_1Y\_AREA | Postgraduate research graduates in further full-time study, by original field of study (%) |
| Figure 12 | FURSTUD\_UG\_ALL\_1Y\_FOE | Study area of undergraduate graduates in further full-time study (%) |
| – | 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 (%) |
| – | FURSTUD\_PG\_ALL\_1Y\_DG | Graduates in further full-time study, by initial postgraduate study level, by demographic profile, 2023 (%) |

1. Satisfaction

This group of tables present level of graduate satisfaction with their course. Results can be viewed by study level, institution type and demographic group.

Table 40 Tables associated with graduate satisfaction

| **Rep****ort table** | **Sheet name** | **Table title** |
| --- | --- | --- |
| Figure 13 | SAT\_UG\_ALL\_2Y | Satisfaction of undergraduate level graduates, 2022 and 2023 (% agreement) |
| Figure 13 | 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) |
| Table 20 | SAT\_UG\_ALL\_2Y\_AREA | Satisfaction of undergraduate level graduates, by study area, 2022 and 2023 (% agreement) |
| Table 20 | SAT\_PGC\_ALL\_2Y\_AREA | Satisfaction of postgraduate coursework level graduates, by study area, 2022 and 2023 (% agreement) |
| Figure 14/Figure 15 | 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) |

1. 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 41 Tables associated with key project elements and response rates by institution

| **Report tab****le** | **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 and May 2023 collections (%) |
| Table 24 | RR\_ALL\_NUHEI\_1Y | GOS 2023 response rates by institution (NUHEIs only), Nov 2022, Feb and May 2023 collections (%) |
| Table 22 | RR\_UG\_ALL\_1Y | GOS 2023 undergraduate response rates by institution type, Nov 2022, Feb and May 2023 collections (%) |
| Table 22 | RR\_PGC\_ALL\_1Y | GOS 2023 postgraduate (coursework) response rates by institution type, Nov 2022, Feb and May 2023 collections (%) |
| Table 22 | RR\_PGR\_ALL\_1Y | GOS 2023 postgraduate (research) response rates by institution type, Nov 2022, Feb and May 2023 collections (%) |

Table 42 Tables associated with response characteristics and representativeness

| **R****eport table** | **Sheet name** | **Table title** |
| --- | --- | --- |
| Table 25 | RR\_ALL\_ALL\_1Y\_TYPE | GOS 2023 sample and response characteristics, by respondent type |
| Table 26 | RR\_ALL\_ALL\_1Y\_AREA | GOS 2023 sample and response characteristics, by study area |

1. The full-time employment rate is defined as graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey as a proportion of those available for full-time work. Graduates are considered available for full-time work if they were employed full-time or looking for full-time employment in the week prior to the survey. [↑](#footnote-ref-2)
2. 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, part-time, or casual 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, part-time, or casual employment). [↑](#footnote-ref-3)
3. 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). [↑](#footnote-ref-4)
4. Refer to the EMP\_PGC\_ALL\_2Y\_DG, SAL\_PGC\_ALL\_2Y\_DG, EMP\_PGR\_ALL\_2Y\_DG and SAL\_PGR\_ALL\_2Y\_DG worksheets in the 2023 GOS National Report Tables available on the QILT website. [↑](#footnote-ref-5)
5. Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. ‘All study areas’ figures count each graduate once only. [↑](#footnote-ref-6)
6. The Australian and New Zealand Standard Classification of Occupations (ANZSCO). The ANZSCO was jointly developed by the ABS, Stats NZ and the then Australian Government Department of Education, Employment and Workplace Relations. [↑](#footnote-ref-7)
7. Refer to the RSOVRQ\_PGC\_ALL\_1Y and RSOVRQ\_PGR\_ALL\_1Y worksheets in the 2023 GOS National Report Tables available on the QILT website. [↑](#footnote-ref-8)
8. Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. ‘All study areas’ figures count each graduate once only. [↑](#footnote-ref-9)
9. Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories. [↑](#footnote-ref-10)
10. Agresti, A., & Coull, B. A. (1998). Approximate Is Better than “Exact” for Interval Estimation of Binomial Proportions. The American Statistician, 52(2), 119–126. https://doi.org/10.2307/2685469. [↑](#footnote-ref-11)