



2024

Graduate Outcomes Survey

INTERNATIONAL REPORT SEPTEMBER 2025

Acknowledgments

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The Department and the Social Research Centre acknowledge the Traditional Custodians of the lands and waters on which this research was conducted. We pay our respects to Elders, past, present and emerging.

The Social Research Centre would like to thank the higher education institutions that contributed to the GOS in 2024. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2024 GOS would not have been such a success.

We are also very grateful to the graduates who took the time to provide valuable feedback about their employment and further study outcomes, and their experience with their completed course. Institutions use GOS data for continuous improvement, including exploring ways to monitor and improve the short-term labour force outcomes of graduates.

The 2024 GOS was led by Graham Challice, and the project team consisted of Lisa Bolton, Lauren Spencer, Diana Nguyen, Samvedhya Girish, Cynthia Kim, Benjamin Desta, Javed Mohib, Willem McKenzie, Rahul Bet, Joe Feng, Josh Bach, Rawan Habibeh, Columbia Winterton, Anthony Begovic and Serena Kim.

For more information about the 2024 GOS, including how it was conducted, visit the QILT website: www.qilt.edu.au.

Email the QILT team at qilt@srcentre.com.au.

Terminology

‘First Nations’

In recognition of the national scope of this research, this report uses the term ‘First Nations’ to encompass both Aboriginal and Torres Strait Islander peoples.

We deeply respect the rich diversity of communities, identities and clans among First Nations peoples and acknowledge there may be preferences to be known by a specific group name or Country, or as Traditional Owners and Custodians.

The terminology used in this report reflects a considered and deliberate approach to be inclusive by using ‘non-Indigenous students’ when referring to students who do not identify as an Aboriginal and/or Torres Strait Islander person in Australia. This does not infer any disrespect to those who identify as an indigenous person from another country.

‘Undergraduate’

This report uses the shorthand ‘undergraduate’ to refer to a respondent to the GOS who had recently **completed** an undergraduate qualification. This differs from the usual sense of ‘undergraduate’: a student who has not yet completed their first degree.

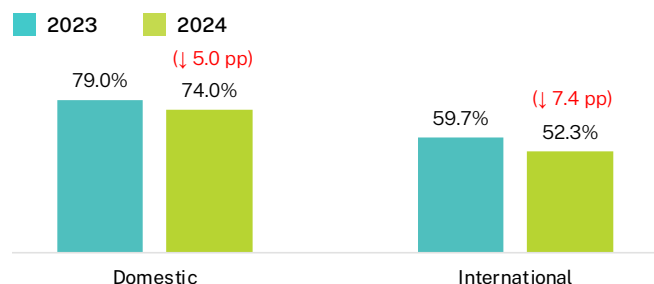


Executive summary

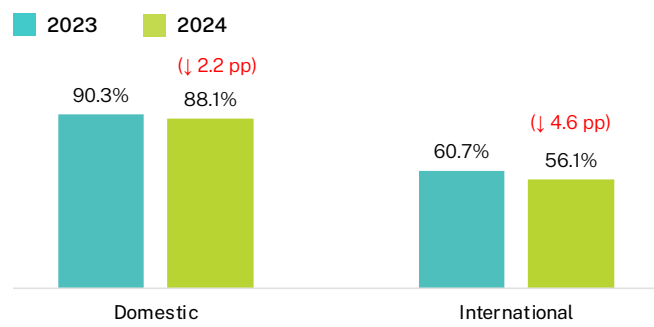
Study areas

The full-time employment rate for graduates declined in 2024 as the labour market tightness experienced in 2022 and 2023 continued to ease in Australia and many other countries.¹ International graduates were generally more affected by the slight increase in competition for job vacancies than domestic graduates during this period.

Undergraduate full-time employment rate, 2023-2024



Postgraduate coursework full-time employment rate, 2023-2024



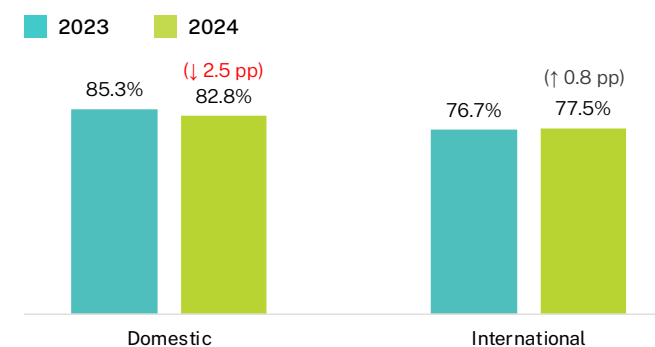
Furthermore, there was very little difference in full-time employment rates between international undergraduates and international postgraduate coursework graduates. In comparison, the higher level qualification correlated with a substantial increase in full-time employment rates for domestic graduates.

This can be explained by the high further full-time study rates of international graduates, particularly at the undergraduate level, and the large age differential observed between international and domestic graduates at the postgraduate coursework level. International undergraduates are much more likely to go straight into postgraduate studies following completion of their undergraduate qualification.

This means they are less likely to have established themselves in the workforce compared to domestic graduates. Domestic graduates are typically older and often established in their careers when they undertake postgraduate coursework studies which leads to much higher full-time employment and median salary outcomes immediately following course completion.

The gap at the postgraduate research level was less pronounced, and this narrowed further in 2024 as the domestic postgraduate research full-time employment rate decreased year on year and the international rate remained above 75 per cent for the third consecutive year.

Postgraduate research full-time employment rate, 2023-2024



Like domestic graduates, employment outcomes for international graduates vary substantially by study area. In 2024, full-time employment rates for international undergraduates ranged from 93.3 per cent for Dentistry to 32.2 per cent for Communications. At the postgraduate coursework level, rates ranged from 89.9 per cent for Medicine and Rehabilitation to 41.6 per cent for Creative arts.

While the employment rates for international graduates were generally lower than those for domestic graduates, study areas with relatively high full-time employment rates for international undergraduates, such as Dentistry, Pharmacy and Medicine, also had high rates for domestic undergraduates. This is indicative of strong demand for these skills in the labour market.

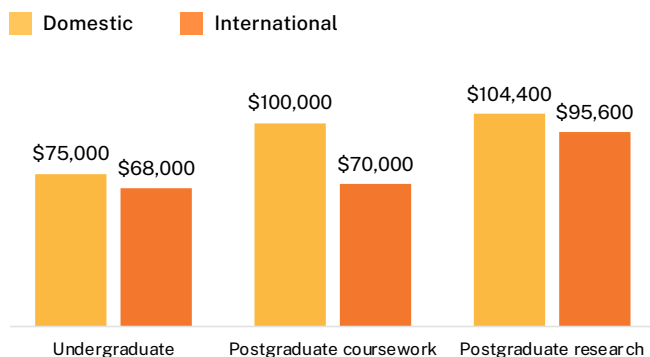
¹ OECD Employment Outlook 2024

Median salaries

In Australia, international graduates generally earn less than domestic graduates and this trend continued across all study levels in 2024.

International postgraduate coursework graduates continued to earn a median salary broadly similar to international undergraduates. In comparison, domestic postgraduate coursework graduates report much higher median salaries than domestic undergraduates due to their generally older age and prior labour market experience. Like the impact on full-time employment, international graduates' propensity to continue straight from undergraduate to postgraduate studies means international graduates have similar levels of workplace experience and do not experience the same gains domestic graduates experience with the higher level qualification.

Median salaries, 2024

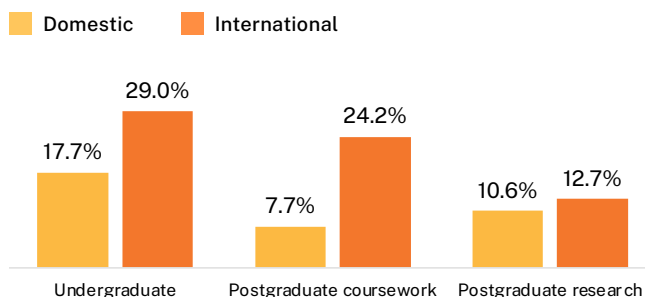


Similar to employment rates, the difference between international and domestic graduate median salaries also varies by study area. For example, in 2024, international undergraduates in Business and management earned a median salary that was \$12,000 lower than for domestic graduates. In Medicine, international undergraduates earned \$3,500 less, while median salaries in Nursing were broadly similar.

Underemployment

International graduates are more likely to be underemployed than domestic graduates across all study levels.

Underemployment rate, 2024



Rates of underemployment for international undergraduates and postgraduate coursework graduates increased in 2024 compared to 2022 and 2023, returning to levels broadly similar to those before 2020.

The most commonly reported reason for both domestic and international graduates was 'no more hours available in current position' but this was a bigger issue for domestic graduates. At the postgraduate coursework level, international graduates were more likely to report 'no suitable jobs in my area of expertise', which may indicate a higher barrier for international graduates to obtain employment that aligns with their skills and education. 'No suitable jobs in my area of expertise' was an even bigger issue at the postgraduate research level but this was commonly reported by both domestic and international graduates.

Domestic graduates were more likely to report 'caring responsibilities' as a reason for working the hours they do, particularly at the postgraduate coursework level, which aligns with the older profile of this cohort in comparison to their international counterparts.

International graduates were more likely to report 'financial reasons' as a reason for working the hours they do which suggests they may have different financial pressures to domestic graduates.

Similarly, international graduates, especially at the postgraduate coursework level, were more likely to report 'studying' as a reason which aligns with the higher rates of further full-time study.

Skills utilisation

International graduates in full-time employment were less likely to hold a managerial or professional occupational level role than domestic graduates, except at the postgraduate research level. For undergraduates, 63.2 per cent of international graduates and 68.7 per cent of domestic graduates were in such roles in 2024. For postgraduate coursework graduates, 63.8 per cent of international graduates were in these roles, 22.4 percentage points lower than domestic graduates.

Notably, there was no difference in these rates between international undergraduates and international postgraduate coursework graduates. The large age differential is indicative of international postgraduate coursework graduates not having the same level of work experience as domestic graduates and therefore having difficulty obtaining employment that aligns with their skills and education.

In terms of perceived overqualification in their current roles, domestic graduates employed full-time reported similar rates across all study levels. This differed greatly for international graduates, who reported much higher rates for postgraduate coursework graduates and lower for those with postgraduate research qualifications.

The difference in perceived overqualification reported by international postgraduate coursework graduates is likely due to this cohort not being established in the workforce to the same extent as domestic graduates and the lack of relevant prior experience making it difficult to obtain roles that better align with their skills and education.

Across all levels of study, international graduates were more likely to report 'not enough work experience' as a reason for working in a job that does not utilise their skills and education.

This suggests that institutions may need to provide greater support to international students to gain relevant work experience, and overcome language, cultural, and visa restriction barriers not faced by domestic graduates working in Australia.

Not having permanent residency was a top reason for international graduates working in jobs not utilising their skills and education. Depending on the type of visa, international graduates are likely to have restrictions on the number of hours or length of time they can work in Australia. This may point to a preference Australian employers have to hire domestic graduates over international graduates, particularly for managerial or professional occupations.

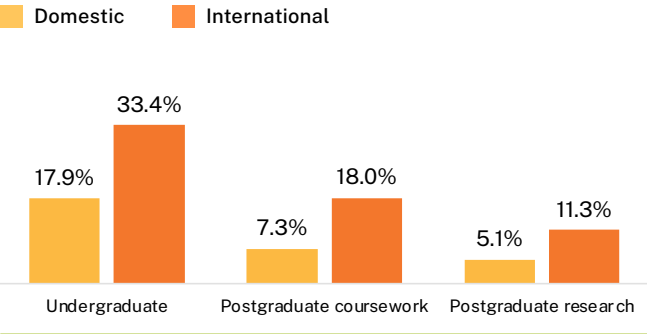
Full-time further study

Overall, international graduates were almost twice as likely as domestic graduates to proceed to further full-time study, including more than one third of all international undergraduates in 2024. This high rate of further full-time study for international undergraduates is a key factor in the lower employment outcomes and median salaries of international graduates at the postgraduate coursework level compared to domestic graduates – domestic undergraduates are more likely to enter the workforce and gain experience before undertaking postgraduate coursework studies.

International undergraduates who had completed degrees in fields of education with a strong vocational orientation, such as Education and Health, were less likely to proceed to further full-time study, with rates similar to that of domestic undergraduates.

Only 9.9 per cent of domestic undergraduates from the largest field, Management and commerce, went on to further full-time study in 2024, compared to 39.5 per cent of international undergraduates.

Further full-time study rate, 2024



Source country

Employment outcomes also vary by source country across all study levels, but these are often influenced by other factors beyond the home country of the graduate.

In 2024, undergraduate full-time employment rates ranged from 68.8 per cent for graduates from the Philippines to 41.3 per cent for graduates from China (excludes SARs and Taiwan). The age and dominant study areas of graduates from China (excludes SARs and Taiwan) and the Philippines were distinctly different – 98.3 per cent of graduates from China (excludes SARs and Taiwan) were aged 30 and under compared to 56.7 per cent from the Philippines.

In addition, approximately half of undergraduates from China (excludes SARs and Taiwan) completed courses in the areas of Business and management, Computing and information systems, and Science and mathematics, which all had relatively low full-time employment rates for international undergraduates overall. More than half of undergraduates from the Philippines completed studies in Nursing which had a relatively high full-time employment rate for international undergraduates.

Differences in further full-time study rates by source country were also associated with these same dominant study areas – Science and mathematics, Business and management and, to a lesser extent, Computing and information systems, had relatively high rates of further full-time study compared to Nursing which had one of the lowest.



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1. About the GOS International

Graduates are invited to take the Graduate Outcomes Survey (GOS) approximately 4 to 6 months after completion of their course. The GOS captures information about their employment (and/or further study), occupation and salary. It also examines the extent to which graduates are using their skills and qualifications and their preparedness for their current work or study and asks them to rate their satisfaction with their completed course.

The GOS has been administered and reported on annually since 2016. Surveys are conducted three times a year – in November, February and May – to account for different academic calendars.

The *2024 GOS International Report* compares key labour market outcomes (rates of full-time employment, overall employment, labour force participation and median salaries) of international and domestic graduates from Australian higher education institutions. This report also explores further study outcomes, skills utilisation across graduate occupations, reasons for underemployment and differences by source countries.

A total of 130 institutions participated in the 2024 GOS, including 42 Table A and Table B universities and 88 non-university higher education institutions (NUHEIs). Of these, 111 institutions had international graduates eligible to take part in the study, comprising all 42 universities and 69 NUHEIs. The 2024 GOS received 30,491 responses from international graduates, yielding a response rate of 33.2 per cent, which was higher than the 31.5 per cent achieved in 2023 and 32.4 per cent in 2022.

More detail

Results from the GOS for domestic graduates are published in the *2024 GOS National Report* on the QILT website and through an interactive comparison tool on the ComparED website. While international graduates have been included in the GOS from 2016, their labour market outcomes have only been published in a stand-alone annual report from 2021. These results are not included on the ComparED website. Note that results published in the *2024 GOS National Report* and on the ComparED website relating to graduates' course satisfaction include both international and domestic graduates.

In line with the reporting of international student enrolments and completions, this report defines international graduates as those recorded as non-Australian citizens in the Tertiary Collection of Student Information (TCSI) system during their enrolment. Exceptions include New Zealand citizens and students on permanent visas, who are classified as domestic students.

Unless otherwise specified, the labour force outcomes in this report reflect the responses of graduates residing in Australia or abroad at the time of the survey. However, salary data pertains exclusively to graduates employed full-time within Australia.

This report is supported by a PowerBI interactive workbook that allows readers to further explore the data. It is also supported by a set of static Excel tables that provide additional data and details not included in this report, but which may be of interest to the reader. These are both available on the [QILT website](#).

2024 participation



111
participating institutions



97,350
invitations sent



30,491
completed surveys

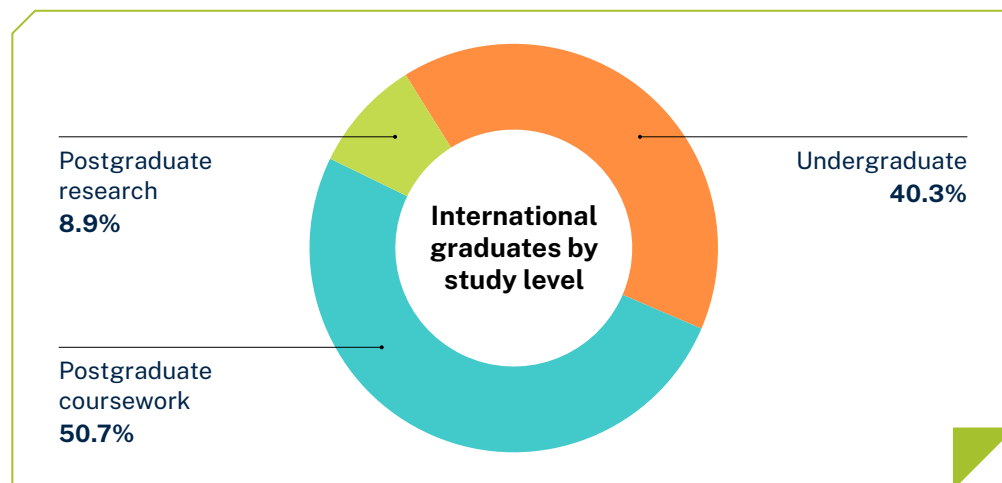


33.2%
response rate

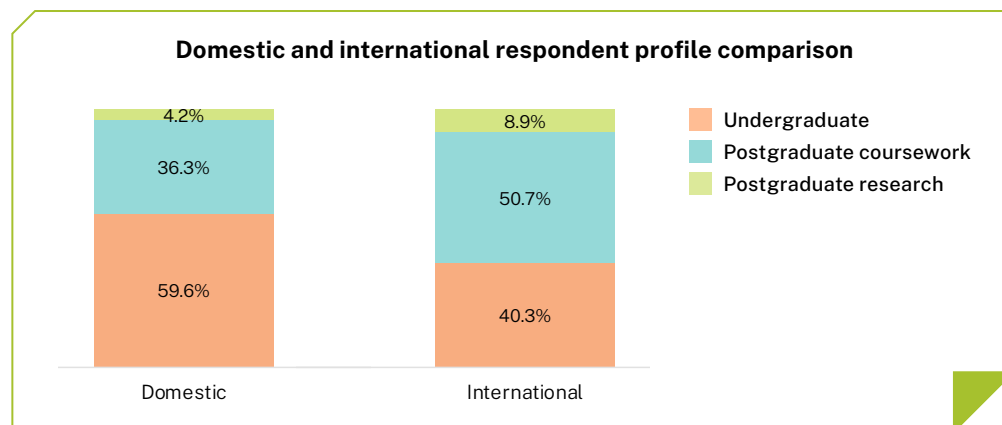
International graduate profile

(based on responses to the 2024 GOS²)

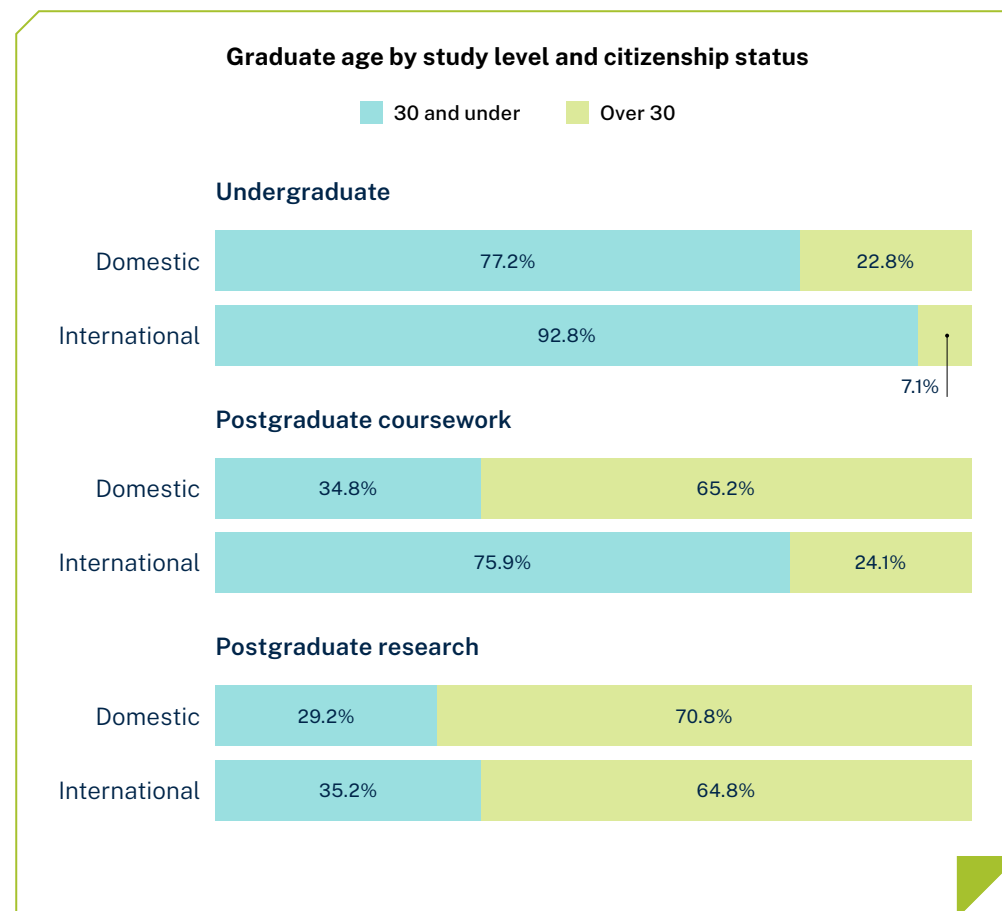
The profile of international graduates across study levels is shown below. This differs to the domestic graduate profile.



The international graduate population had higher proportions of graduates across postgraduate levels compared to the domestic graduate population which had a larger proportion of undergraduates.

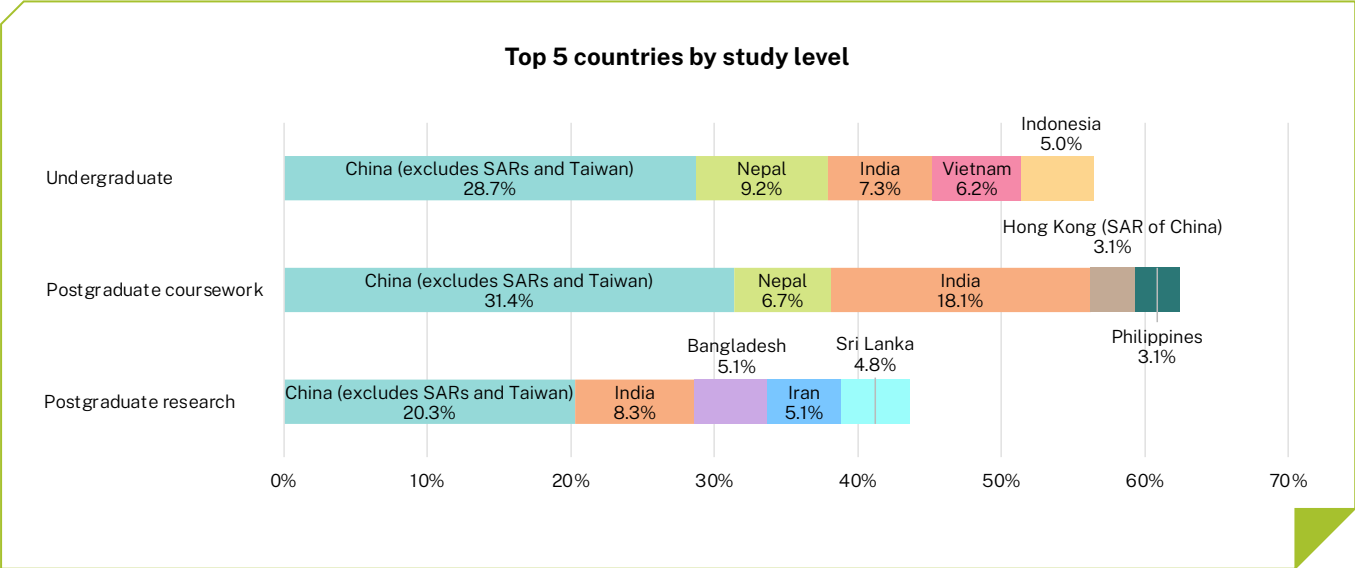


Across all levels of study, the proportions of international respondents aged 30 and under were higher than domestic respondents. This difference was most notable at the postgraduate coursework level where the size of the international population aged 30 and under was double that of the domestic population (75.9 per cent compared to 34.8 per cent). This age differential between international and domestic graduates is a key factor in understanding differences in labour market outcomes, skills utilisation and further study outcomes presented in this report.

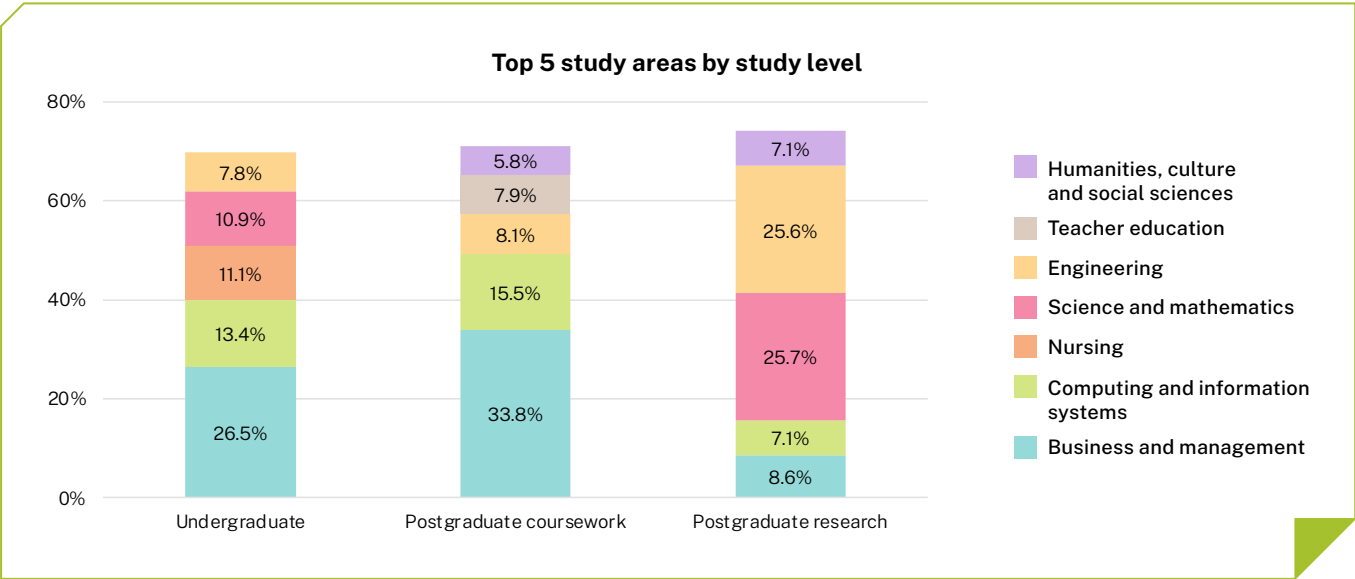


² This report discusses the characteristics of graduates who responded to the survey. Demographic and course characteristics of the responding population closely matched the total population of graduates eligible to take part in the 2024 GOS. Detailed analysis of graduates' propensity to respond to the 2024 GOS are discussed in **Appendix 1** at A1.5 Data representativeness.

Overall, the top source countries for international students, in terms of the relative size of these populations, were China (excludes SARs and Taiwan), India and Nepal. However, the mix of source countries varied across study levels.



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



2. Labour market outcomes

The definitions of graduate employment outcomes used by the GOS are informed by the Australian Bureau of Statistics (ABS) Labour Statistics: Concepts, Sources and Methods.³ 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 actually work 35 hours per week or more (or usually work that many hours), across all their current jobs combined.

There was a broad decline in graduate employment rates in 2024 as the labour market tightness experienced in 2022 and 2023 continued to ease in Australia and many other countries. International graduates were generally more affected by the slight increase in competition for job vacancies than domestic graduates during this period.

The age of the graduate

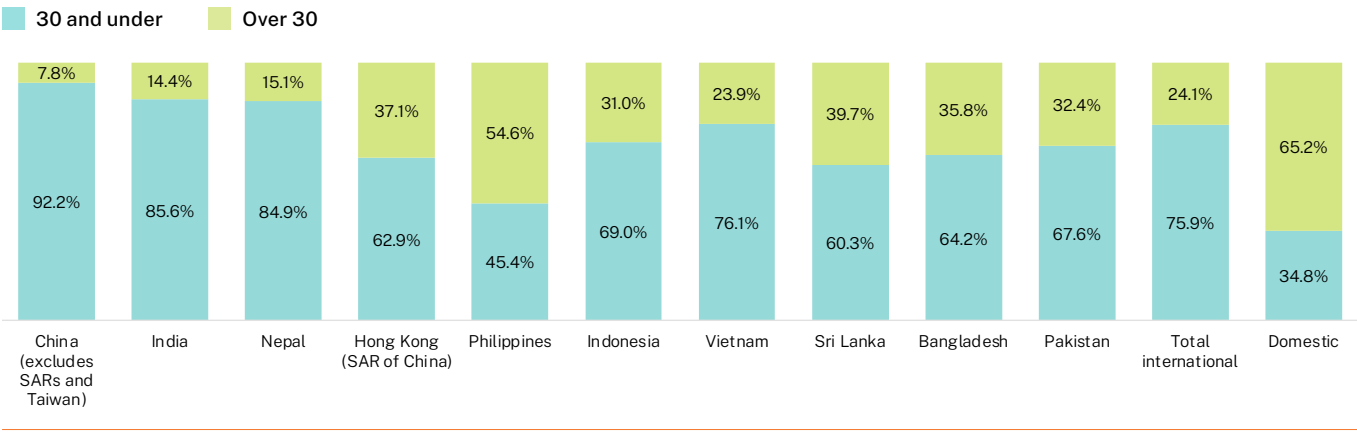
The graduate's age provides crucial context for analysing international graduate employment outcomes, as differences in life stage likely influence prior labour market experience. This is visible in the report as younger graduates typically have higher further full-time study rates and lower full-time employment rates compared to older graduates. This indicates younger graduates are less likely to have established themselves in the workforce compared to older graduates. For simplicity, this report groups graduates into two age brackets: 30 and under, and over 30.

In general, there is a greater proportion of younger international graduates at each study level relative to the equivalent cohort of domestic graduates – this is particularly true at the postgraduate coursework level, which is a key factor influencing employment outcomes for domestic and international graduates. See **International graduate profile**.

Furthermore, there are wide ranging differences in the age profile of graduates by source country which can also be attributed to differences in employment and further full-time study outcomes.

Figure 1 shows that in the 2024 GOS, there were twice as many international postgraduate coursework graduates aged 30 and under compared to domestic graduates – 75.9 per cent compared to 34.8 per cent respectively. These ratios of younger graduates were even higher for some source countries, such as China which had over 90 per cent aged 30 and under, while more than 80 per cent of postgraduate coursework graduates from India and Nepal were in the younger category.

Figure 1 / Age of postgraduate coursework respondents by source country (2024 GOS)



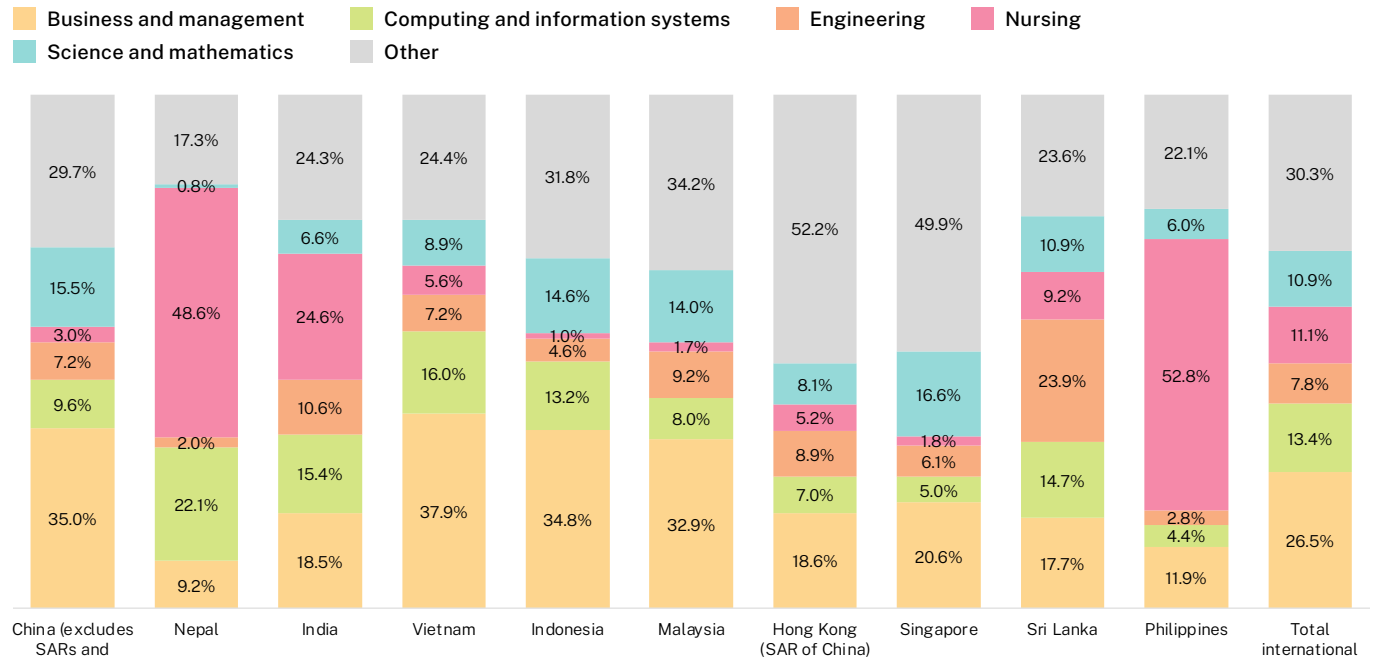
³ Refer to **Appendix 2** for definitions of key indicators of labour market outcomes.

Dominant study areas by source country

International graduates tend to cluster in a small number of study areas, and these study areas, referred to as ‘dominant’ study areas in this report, can differ greatly by source country. Understanding differences in dominant study areas by source country is also important context when examining graduate outcomes for these cohorts.

For example, around half of all undergraduates from Nepal and the Philippines completed a Nursing course in 2024 compared to only 3.0 per cent of undergraduates from China (excludes SARs and Taiwan) (**Figure 2**). More than a third of all undergraduates from China (excludes SARs and Taiwan), Vietnam and Indonesia studied a Business and management course, while 22.1 per cent of undergraduates from Nepal undertook studies in the area of Computing and information systems. The 2024 GOS *National Report* shows that employment and further study outcomes for domestic graduates vary by study area – the same is true for international graduates.

Figure 2 / Key study areas of undergraduate respondents by source country (2024 GOS)



International undergraduates and postgraduate coursework graduates were almost twice as likely to be in further full-time study compared to domestic graduates. This, in part, explains the lower labour force participation rate of international graduates.

2.1 Study level

Labour force participation

In 2024, the labour force participation rate⁴ was lower for international undergraduates (81.9 per cent) compared to domestic undergraduates (92.6 per cent) (**Table 1**).

The difference in labour force participation was less pronounced at the postgraduate coursework level, with 91.1 per cent for international graduates and 95.4 per cent for domestic graduates. Additionally, international postgraduate research graduates had a slightly higher participation rate than their domestic counterparts, at 96.1 per cent compared to 95.1 per cent.

The lower labour force participation rates of international undergraduates and postgraduate coursework graduates can be partly attributed to their higher rates of further full-time study – almost twice the rate of domestic graduates. See **Further full-time study**.

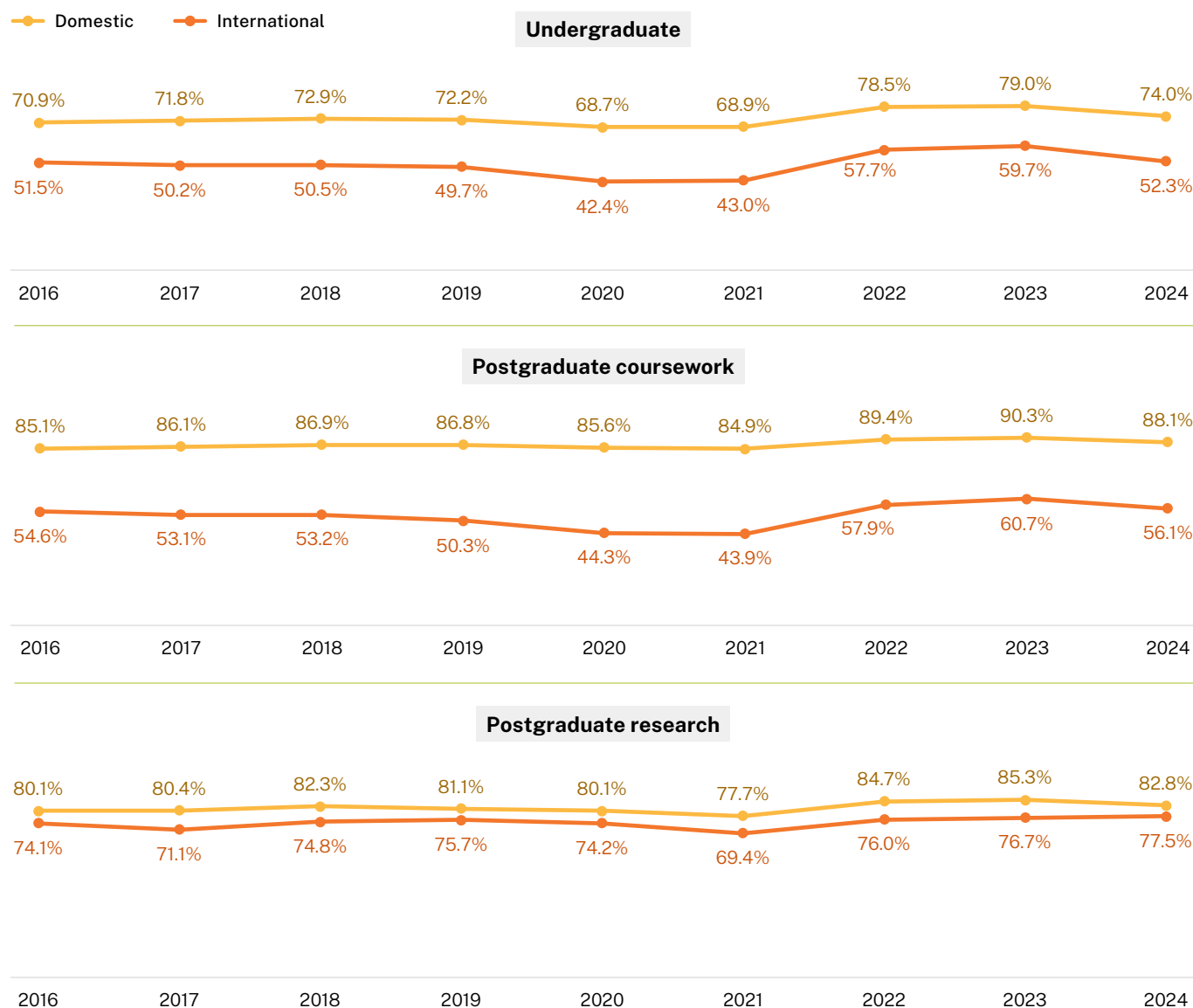
⁴ The labour force participation rate is a measure of those who are working or available to work as a proportion of all graduate respondents.

Table 1 / Graduate labour force participation rate by study level and citizenship status, 2023–24 (%)

	International		Domestic	
	2023	2024	2023	2024
Undergraduate	83.7	81.9	92.5	92.6
Postgraduate coursework	91.4	91.1	95.6	95.4
Postgraduate research	95.9	96.1	95.2	95.1



Figure 3 / Graduate full-time employment rate by study level and citizenship status, 2016–24



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

Full-time employment rates⁵ for international graduates have historically trailed those for domestic graduates across all levels of study – this trend continued in 2024 (Figure 3).

In 2024, the full-time employment rate for international undergraduates was 52.3 per cent, compared to 74.0 per cent for domestic graduates. This represents a difference of 21.7 percentage points, up from 19.3 percentage points in 2023.

A similar trend was seen at the postgraduate coursework level, with a 32.0 percentage points difference between international and domestic graduates in 2024, compared to 29.6 percentage points in 2023.

It is interesting to note that full-time time employment rates for international undergraduate and international postgraduate coursework graduates are very similar. In contrast, domestic postgraduate coursework graduates have much higher rates of full-time employment than domestic undergraduates.

This can be explained by the high further full-time study rates of international graduates, particularly at the undergraduate level, and the large age differential observed between international and domestic graduates at the postgraduate coursework level – international undergraduates are much more likely to go straight into postgraduate studies following completion of their undergraduate qualification, which means they are less likely to have established themselves in the workforce compared to domestic graduates.

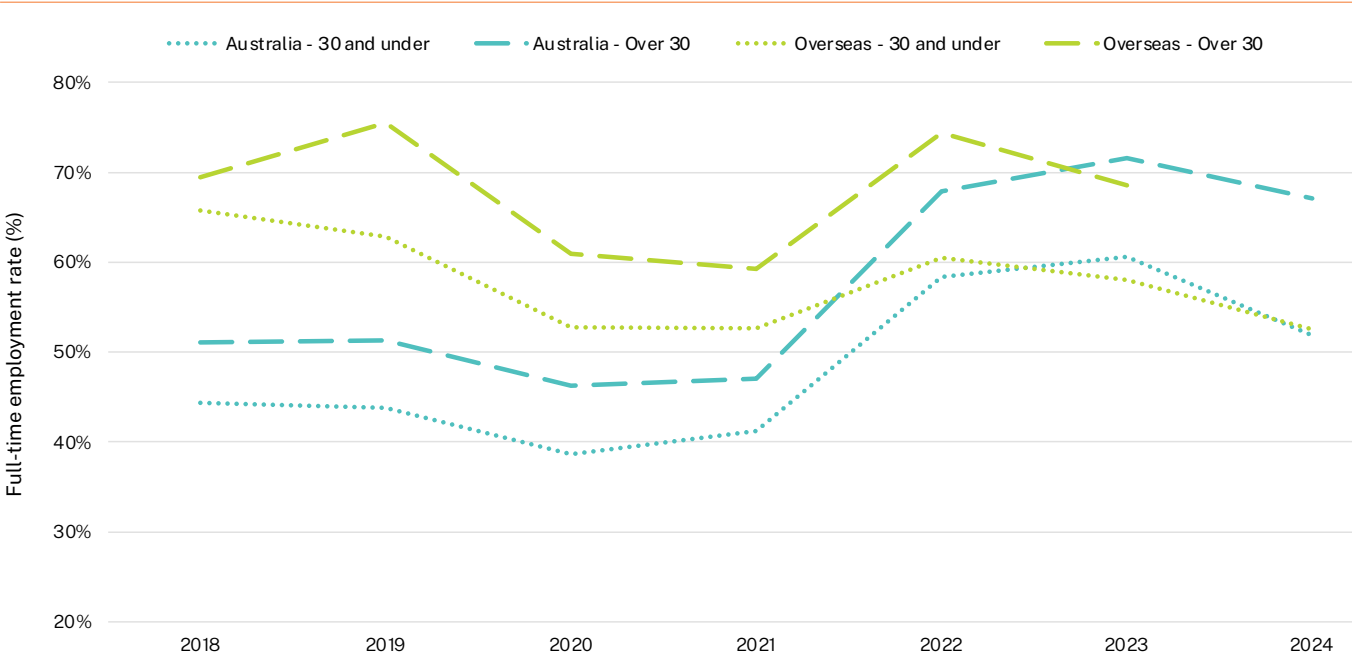
There was a much smaller gap at the postgraduate research level, and this narrowed further in 2024 as the domestic postgraduate research full-time employment rate decreased year on year and the international rate remained above 75 per cent for the third consecutive year.

⁵ The full-time employment rate is defined as graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey as a proportion of those available for full-time work. Graduates are considered available for full-time work if they were employed full-time or looking for full-time employment in the week prior to the survey. Note that some graduates available for full-time work may be in part-time employment and looking for full-time work.

International undergraduates residing in Australia have historically reported lower rates of full-time employment compared to those living overseas shortly after course completion (**Figure 4**). Since 2022, however, there has been a clear break in this trend, with graduates of similar age, reporting similar rates of full-time employment, regardless of their location. This shift since 2022 likely reflects, at least in part, the relative tightness of labour markets in Australia and overseas.⁶

There is a notable difference in outcomes by age, with older graduates reporting higher rates of full-time employment than younger graduates across the period 2022 to 2024. Older graduates are more likely to have established themselves in the workforce, and with this prior labour market experience, are typically more competitive than younger graduates. This is also visible in the time series prior to 2022, with older graduates in Australia or overseas reporting higher full-time employment rates across the period 2018 to 2021.

Figure 4 / International undergraduate full-time employment rate (%) by country of residence at time of survey and age, 2018–24



Note: Insufficient data (n<25) in 2024 for respondents aged over 30 who were residing overseas at the time of the survey.

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

Overall employment rates⁷ in 2024 followed a similar pattern to full-time employment rates. International graduates recorded lower overall employment rates than domestic graduates with a margin of 20.4 percentage points for undergraduates, 22.3 percentage points at the postgraduate coursework level and 3.8 percentage points at the postgraduate research level (**Table 2**).

Table 2 / Graduate overall employment rate by study level and citizenship status, 2023–24 (%)

	International		Domestic	
	2023	2024	2023	2024
Undergraduate	72.6	66.5	88.9	86.9
Postgraduate coursework	73.1	70.4	93.9	92.7
Postgraduate research	86.6	86.7	91.4	90.5

⁶ OECD Employment Outlook 2024, Figure 1.6 (StatLink: <https://stat.link/jzo2lw>).

⁷ 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).

Median annual full-time salary

Median salaries for full-time employed graduates in Australia increased between 2023 and 2024, but remained consistently lower for international graduates (**Figure 5**). In 2024, the median salary for international undergraduates was \$68,000, compared to \$75,000 for domestic undergraduates, reflecting a \$7,000 difference. This salary gap was even more pronounced at the postgraduate coursework level, with a differential of \$30,000.

Notably, international postgraduate coursework graduates had a median salary only slightly higher than their undergraduate counterparts (\$70,000 compared to \$68,000). In contrast, domestic postgraduate coursework graduates earned a median salary \$25,000 higher than domestic undergraduates.

This disparity may be attributed to international undergraduates having a higher propensity to pursue further full-time study; they move straight into postgraduate studies after finishing their undergraduate qualifications.

This means that international postgraduate coursework graduates are likely to have similar levels of workplace experience as international undergraduates and, as seen with the similar full-time employment rates, this leads to very similar median salary levels.

At the postgraduate research level, the salary difference between international and domestic graduates was less pronounced, at \$8,800 in 2024.

Note that median salary data only includes graduates employed full-time in Australia. These individuals reported their 'actual' or 'usual' earnings from all their jobs combined.^{8,9}

Figure 5 / Graduate median annual full-time salary by study level and citizenship status, 2016–24



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

⁸ 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).

⁹ Self-reported salary data should be interpreted with caution as other factors, such as duration in employment and previous employment experience, likely vary between different study levels.

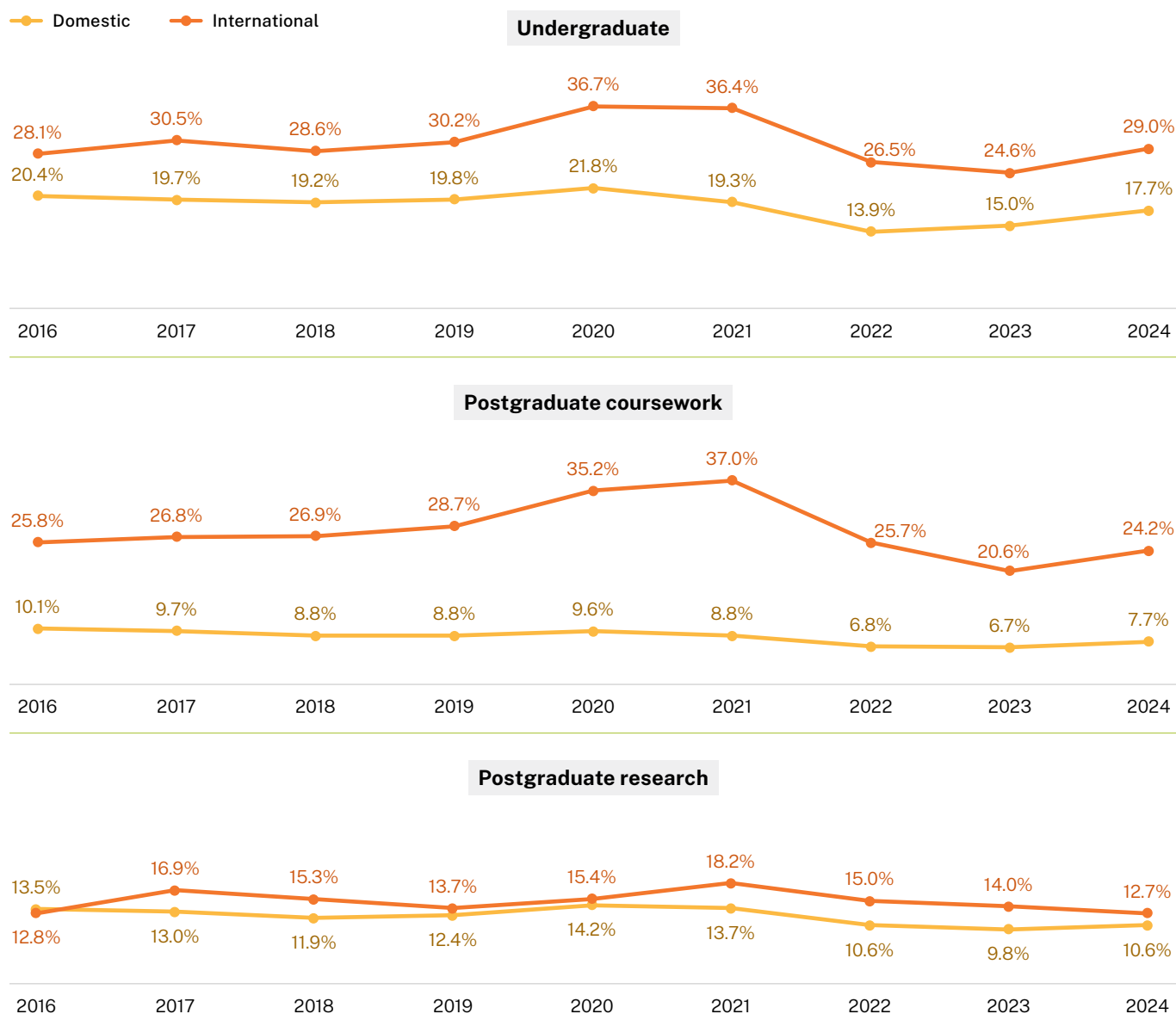
2.2 Underemployment

Figure 6 shows that international graduates are more likely to be underemployed¹⁰ than domestic graduates, especially those who recently completed undergraduate or postgraduate coursework qualifications.

The underemployment rate among international undergraduate and postgraduate coursework graduates declined during 2022 and 2023, but increased in 2024. This increase in the underemployment rate corresponds with the decline in the full-time employment rates for these cohorts.

Underemployment rates for international graduates at the undergraduate and postgraduate coursework levels are very similar, unlike domestic graduates where there is a clear difference in outcomes between study levels. This is likely attributable to the types of jobs international and domestic graduates are working in, particularly at the postgraduate coursework level. See **Graduate skills utilisation**.

Figure 6 / Proportion of graduates employed part-time who would prefer to work more hours by study level and citizenship status, 2016–24 (% of those employed)



¹⁰ An 'underemployed' person is someone employed part-time (less than 35 hours per week) who would prefer to work more hours – regardless of if they are available to work those additional hours.

Examining why graduates are working the number of hours they do, despite their preference to work more, provides some insight into differences between underemployed international and domestic graduates (**Table 3**).

Across all study levels, 'no more hours available in current position' was the highest reported reason for both cohorts, but this seemed to affect domestic graduates more. At the postgraduate coursework level, international graduates were more likely to report 'no suitable jobs in my area of expertise', which may indicate a higher barrier for international graduates to obtain employment that aligns with their skills and education. 'No suitable jobs in my area of expertise' was an even bigger issue at the postgraduate research level but this was commonly reported by both domestic and international graduates.

International and domestic undergraduates reported similar rates of 'studying' as a reason for not working more hours. However, at the postgraduate coursework level, international graduates were more likely to report this than domestic graduates. This is further evidenced by the higher proportion of international graduates in further full-time study following completion of postgraduate coursework studies. See **Further full-time study**.

Interestingly, domestic graduates across all levels of study were more likely to report 'caring responsibilities' than international graduates. The difference was largest at the postgraduate coursework level which aligns with the differences in age of international and domestic graduates. See **The age of the graduate**.

Across all study levels, international graduates were more likely to report 'financial reasons' as a reason for working the hours they do. This suggests that international graduates may have different financial pressures to domestic graduates.

'Visa restrictions/waiting for permanent residency' is a unique challenge not faced by domestic graduates working in Australia, but a reason frequently reported by international graduates. There was very little difference in the rates reported by international undergraduates and international postgraduate coursework graduates.



Table 3 / **Main reason not working more hours, of graduates employed part-time who would prefer to work more hours, by study level and citizenship status, 2024**
(% of those employed)

Main reason for not working more hours	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Studying	17.6	17.9	12.5	8.9	5.0	2.5
Health issues (short-term illness or injury, long-term health condition or disability)	0.2	0.6	0.1	0.7	0.4	0.9
Caring responsibilities	1.4	4.0	2.3	13.0	4.3	6.2
Subtotal – Personal factors	19.1	22.5	15.0	22.7	9.6	9.6
No suitable jobs in my area of expertise	10.1	10.5	17.1	12.2	21.0	24.5
No suitable jobs in my local area	8.3	5.7	8.1	5.0	8.2	5.6
Considered to be too young by employers	1.5	1.3	1.1	0.7	0.0	0.0
Considered to be too old by employers	0.4	0.8	0.3	1.7	0.0	2.5
No jobs with a suitable number of hours	5.6	4.8	6.5	5.1	6.0	6.8
No more hours available in current position	29.3	43.8	27.6	39.1	37.4	40.9
Subtotal – Labour market factors	55.2	66.9	60.7	63.8	72.6	80.2
Due to visa restrictions/waiting for permanent residency [†]	14.7	0.0	13.3	0.0	6.8	0.3
Waiting for accreditation/registration	1.7	1.2	1.6	2.0	1.4	0.6
Financial reasons	6.0	3.7	5.8	3.4	6.0	2.5
Other (miscellaneous)	3.4	5.7	3.6	8.0	3.6	6.8
Subtotal – Other factors	25.7	10.7	24.3	13.5	17.8	10.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Employed part-time, would prefer more hours (as % of all employed)	29.0	17.7	24.2	7.7	12.7	10.6

[†] Some domestic graduates may report visa restrictions/waiting for permanent residency when they are working outside of Australia.

Across all study areas, employment outcomes of international postgraduate coursework graduates are lower than those of domestic undergraduates.

2.3 Study area

Similar to domestic graduates, employment outcomes for international graduates vary considerably by study area. This section presents undergraduate and postgraduate coursework results for both international and domestic graduates in 2024. Postgraduate research level results are not included here due to a low number of responses in many study areas.¹¹

For international undergraduates, full-time employment rates in 2024 ranged from 93.3 per cent for Dentistry graduates to 32.2 per cent for Communications graduates (**Table 4**). Study areas with high full-time employment rates for international undergraduates, such as Dentistry, Pharmacy and Medicine, had similar rates for domestic graduates from these same study areas. This indicates there is strong labour market demand for these skills.

However, full-time employment rates were lower for international graduates across most study areas. The largest difference was in Law and paralegal studies, where the full-time employment rate for international undergraduates was 31.3 percentage points lower than for domestic undergraduates. Large differences were also observed in Engineering (29.6 percentage points), Agriculture and environmental studies (27.8 percentage points) and Business and management (26.9 percentage points).

International graduates from these study areas tend to be younger, which is a key factor associated with lower full-time employment rates. While older international graduates from these study areas do have higher full-time employment rates, they are not as high as their domestic counterparts, suggesting that other factors beyond age and prior experience are influencing these outcomes.

Employment outcomes for international postgraduate coursework graduates remained below the employment rates of domestic undergraduates across all study areas in 2024 (**Table 4** and **Table 5**). International postgraduate coursework level graduates from the Medicine study area had the closest full-time employment rate to domestic undergraduates – 89.9 per cent and 90.4 per cent respectively. The closest overall employment rates between international postgraduate coursework graduates and domestic undergraduates were in the area of Dentistry – 89.7 per cent and 91.0 per cent respectively. Domestic undergraduates are generally older than international postgraduate coursework graduates, and they are more likely to be established in the labour market when they complete their studies which explains the gap across many study areas.

Median annual full-time salaries for international graduates employed in Australia were also lower than those for domestic graduates across various study areas (**Table 4** and **Table 5**). Some of the study areas with large differences in full-time employment rates between international and domestic undergraduates also exhibited large salary disparities. For instance, in 2024, the median salary of international undergraduates in Business and management was approximately \$12,000 lower than that of their domestic counterparts.



¹¹ For postgraduate research results by study area, refer to worksheets EMP_PGR_ALL_2Y_AREA and SAL_PGR_ALL_2Y_AREA in the 2024 GOS International Tables and 2024 GOS National Tables (domestic) on the [QILT website](#).

Table 4 / Undergraduate employment outcomes by study area and citizenship status, 2024

Study area	Full-time employment (%)		Overall employed (%)		Median salary (\$)		Aged 30 and under (%)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Agriculture and environmental studies	50.0	77.8	66.2	88.5	n/a	71,500	93.1	69.3
Architecture and built environment	40.9	66.6	56.1	80.4	62,300	75,000	96.4	83.6
Business and management	51.6	78.5	62.9	88.7	60,000	72,000	96.4	87.2
Communications	32.2	58.3	50.8	80.9	57,400	65,200	98.2	84.9
Computing and information systems	43.5	67.8	63.4	80.4	63,400	75,300	95.7	83.9
Creative arts	37.8	48.4	59.7	79.3	60,000	62,600	95.9	84.9
Dentistry	93.3	85.6	94.3	91.0	n/a	103,300	90.7	80.9
Engineering	55.9	85.5	66.7	89.5	70,000	80,000	96.1	87.2
Health services and support	52.0	75.4	69.8	89.6	68,900	74,900	88.9	75.2
Humanities, culture and social sciences	40.3	66.7	57.3	84.5	65,300	73,100	93.4	80.6
Law and paralegal studies	48.0	79.3	65.6	88.5	73,500	76,000	97.1	76
Medicine	88.7	90.4	83.3	93.4	83,300	86,800	97.5	80.9
Nursing	67.7	85.5	82.4	91.7	72,700	72,000	77.0	59.9
Pharmacy	90.8	91.4	89.9	91.6	57,800	59,500	93.3	89.1
Psychology	40.9	65.5	62.1	86.9	70,000	75,100	97.1	73.6
Rehabilitation	79.7	94.9	82.7	95.9	73,100	75,000	89.9	88.5
Science and mathematics	41.8	63.6	58.3	82.5	67,000	72,400	99.2	91.4
Social work	54.3	77.3	75.5	88.6	71,400	82,000	68.9	51.6
Teacher education	80.9	86.8	82.1	92.5	77,000	78,800	82.3	67.4

Table 4 / Undergraduate employment outcomes by study area and citizenship status, 2024

(continued)

Study area	Full-time employment (%)		Overall employed (%)		Median salary (\$)		Aged 30 and under (%)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Tourism, hospitality, personal services, sport and recreation	68.5	69.8	88.7	88.4	n/a	63,900	97.8	91.2
Veterinary science	81.4	84.7	80.8	89.2	72,500	70,000	91.9	86.1
All study areas	52.3	74.0	66.5	86.9	68,000	75,000	92.8	77.2
Standard deviation	19.6	12.1	12.7	4.7	8,700	9,200	7.6	10.5

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

At the postgraduate coursework level, full-time employment rates for international graduates ranged from 89.9 per cent for both Medicine and Rehabilitation to 41.6 per cent for Creative arts (**Table 5**). Full-time employment rates were relatively high (and similar) for both international and domestic graduates from the Rehabilitation and Medicine study areas indicating strong labour market demand for graduates from these study areas.

Across study areas, full-time employment rates at the postgraduate coursework level were generally lower for international graduates compared to domestic graduates. The largest disparity was in Agriculture and environmental studies, where the full-time employment rate for international graduates was 36.0 percentage points lower than for domestic graduates.

Other notable differences were observed in Business and management (the largest study area) with a 35.8 percentage point gap, and in Computing and information systems with a 32.2 percentage point gap.

It is important to note that domestic postgraduate coursework graduates are generally older than both undergraduates and international postgraduate coursework graduates, and they are more likely to have been participating in the labour market prior to or during their studies.



Table 5 / Postgraduate coursework employment outcomes by study area and citizenship status, 2024

Study area	Full-time employment (%)		Overall employed (%)		Median salary (\$)		Aged 30 and under (%)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Agriculture and environmental studies	44.3	80.3	63.2	90.6	70,000	94,000	79.1	46.3
Architecture and built environment	51.4	74.8	67.7	83.1	65,000	84,500	86.7	58.7
Business and management	56.5	92.3	69.2	94.0	65,000	124,000	76.3	25.9
Communications	48.5	68.2	62.3	85.2	59,300	78,000	87.2	49.7
Computing and information systems	49.0	81.2	67.5	85.9	70,000	110,000	77.2	29.0
Creative arts	41.6	66.9	68.1	82.5	61,300	81,000	85.5	47.4
Dentistry	n/a	93.1	89.7	94.4	n/a	130,000	73.5	49.5
Engineering	57.2	88.3	71.1	90.7	74,100	111,000	84.6	42.3
Health services and support	56.0	87.1	72.5	93.5	73,200	103,000	66.0	37.3
Humanities, culture and social sciences	56.1	82.1	63.2	89.9	60,500	99,000	59.6	29.6
Law and paralegal studies	69.8	89.4	72.4	91.5	70,200	90,000	73.4	53.4
Medicine	89.9	96.7	84.2	96.4	87,700	90,000	79.4	61.1
Nursing	68.9	94.3	79.9	96.0	71,200	99,900	62.5	32.0
Pharmacy	70.4	93.8	80.0	95.1	n/a	87,000	83.9	67.8
Psychology	61.5	85.2	74.7	92.2	n/a	97,700	75.3	36.9
Rehabilitation	89.9	90.9	88.4	93.1	74,300	79,600	86.1	69.7
Science and mathematics	48.1	79.3	66.8	88.5	66,000	100,000	86.1	47.5
Social work	57.2	78.6	77.3	90.0	76,500	94,100	69.8	20.3
Teacher education	65.7	89.9	79.1	94.7	73,100	96,000	69.4	27.4

Table 5 / Postgraduate coursework employment outcomes by study area and citizenship status, 2024

(continued)

Study area	Full-time employment (%)		Overall employed (%)		Median salary (\$)		Aged 30 and under (%)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Tourism, hospitality, personal services, sport and recreation	n/a	n/a	79.3	n/a	n/a	n/a	87.5	42.1
Veterinary science	74.3	94.9	71.8	95.6	n/a	76,500	87.2	63.3
All study areas	56.1	88.1	70.4	92.7	70,000	100,000	75.8	34.8
Standard deviation	14.5	9.0	8.0	4.2	10,300	14,100		

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

2.4 Institution

2.4.1 Institution type

Employment and salary outcomes vary across institutions. However, it is important to recognise that factors beyond the quality of teaching and career advice can influence these results. These factors include study area offerings, study mode, the composition of the student population, variations in state/territory and regional labour markets, and the proportion of graduates living overseas. The data presented in this section, along with postgraduate research graduate results, are available in supplementary tables on the [QILT website](#).¹²

Labour market outcomes, including full-time employment, overall employment and labour force participation, were stronger for international undergraduates who completed their course at a non-university higher education institution (NUHEI) compared to those from universities. However, university graduates had higher median annual full-time salaries (**Table 6**).

Interestingly, 34.8 per cent of international undergraduates from universities were engaged in further full-time study 4 to 6 months after course completion, compared to 21.8 per cent of those from NUHEIs. This difference in further study rates partly explains the variation in labour force participation rates between the two types of institutions.

Similar patterns were observed at the postgraduate coursework level: international graduates who completed a qualification at a NUHEI had higher full-time employment and overall employment rates compared to those from universities.

Labour force participation rates were similar between international postgraduate coursework graduates from universities and NUHEIs.

However, as with undergraduates, median annual full-time salaries were higher for international postgraduate coursework graduates from universities compared to those from NUHEIs.

Unlike at the undergraduate level, international postgraduate coursework graduates from NUHEIs were more likely to be in further full-time study than those from universities (**Table 6**).

To assist with the interpretation of results, 90 per cent confidence intervals for the survey estimates are provided in the figures and in parentheses in the following tables. Confidence intervals may be wider where the number of survey responses for an institution is relatively small. Non-overlapping confidence intervals indicate statistically significant differences in labour market outcomes. The calculation of these confidence intervals is detailed in **Appendix 4**.

¹² Refer to worksheet OVERALL_ALL_ALL_2Y_HEPTYPE in the 2024 GOS International Tables and 2024 GOS National Tables (domestic) on the [QILT website](#).

Table 6 / International graduate labour market outcomes by study level and institution type¹³, 2024

	Universities	NUHEIs
In full-time employment (as a percentage of those available for full-time work)		
Undergraduate	51.0	59.9
Postgraduate coursework	55.6	61.2
Overall employed (as a percentage of those available for any work)		
Undergraduate	65.1	74.9
Postgraduate coursework	69.7	76.3
Labour force participation rate (as a percentage of all graduates)		
Undergraduate	80.8	89.4
Postgraduate coursework	91.1	91.7
Median annual salary (of those employed full-time)		
Undergraduate	68,900	63,300
Postgraduate coursework	70,000	65,000
In full-time study (%)		
Undergraduate	34.8	21.8
Postgraduate coursework	16.8	29.2

2.4.2 Universities

In 2024, Australia had a total of 42 Table A and Table B universities, all of which had in-scope international graduates and participated in the 2024 GOS.

Employment and salary outcomes for international undergraduates by university are shown in **Figure 7** and **Figure 8**. The results, combined across 2022, 2023 and 2024, follow the ComparED website's approach of pooling survey data across years to improve robustness and validity.

Over the 3-year aggregated period, international undergraduate full-time employment rates varied between universities, ranging from 70.5 per cent for graduates of the University of the Sunshine Coast to 28.6 per cent for graduates of Bond University.

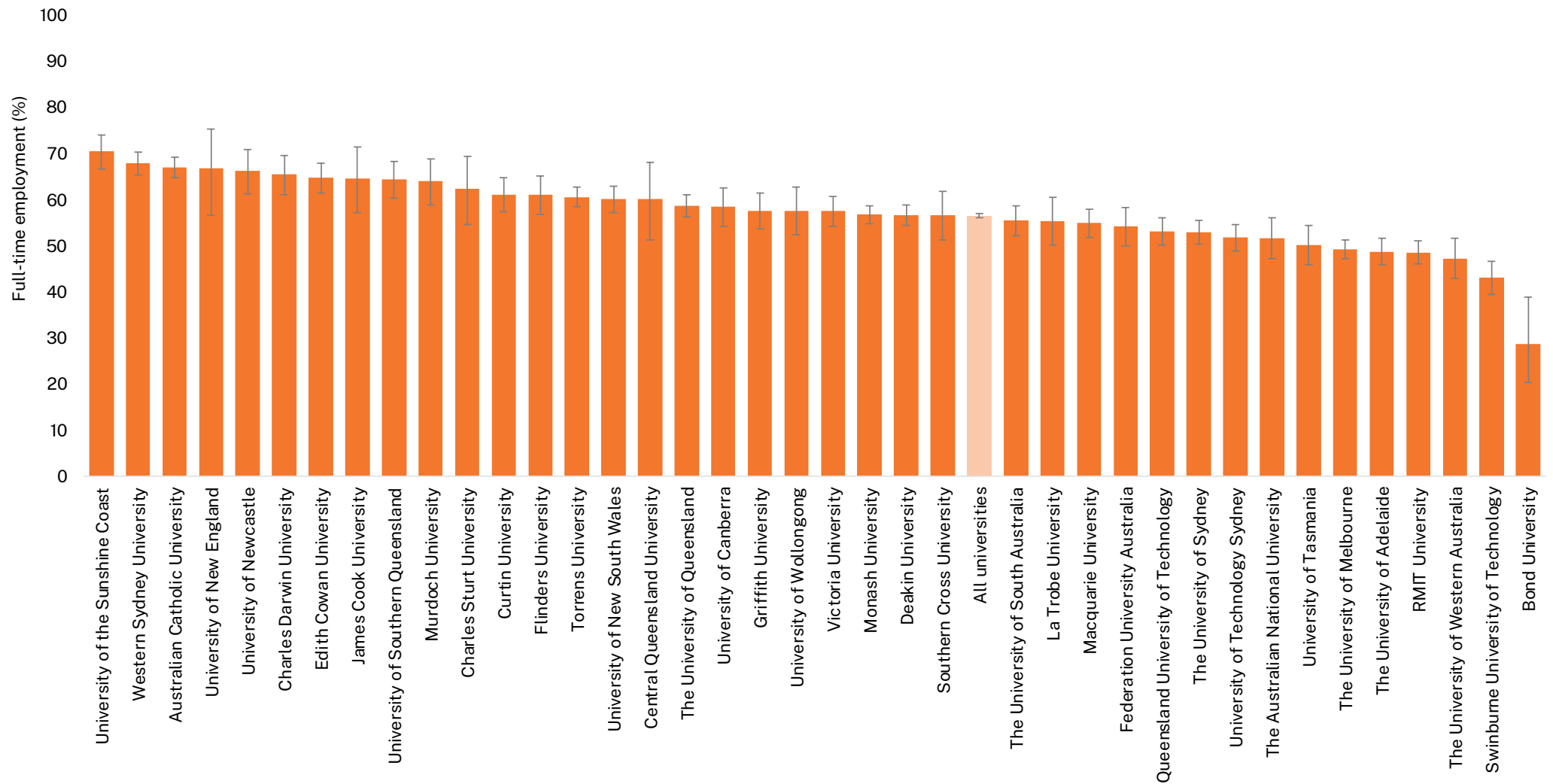
Median annual full-time salaries for international undergraduates also varied, ranging from \$77,200 for graduates of James Cook University to \$57,400 for graduates of Federation University Australia. As previously indicated, many factors can influence results between institutions.

At the postgraduate coursework level, full-time employment rates ranged from 87.0 per cent for international graduates of The University of Notre Dame to 42.7 per cent for international graduates of Charles Sturt University (**Figure 9**).

There was a difference of almost \$20,000 between postgraduate coursework median annual full-time salaries, with the highest being \$75,000 for graduates of The University of Western Australia and the lowest being \$56,400 for graduates of Charles Sturt University (**Figure 10**). However, the size, location, student profile and course offerings at these two universities differ greatly and should be considered when interpreting results.

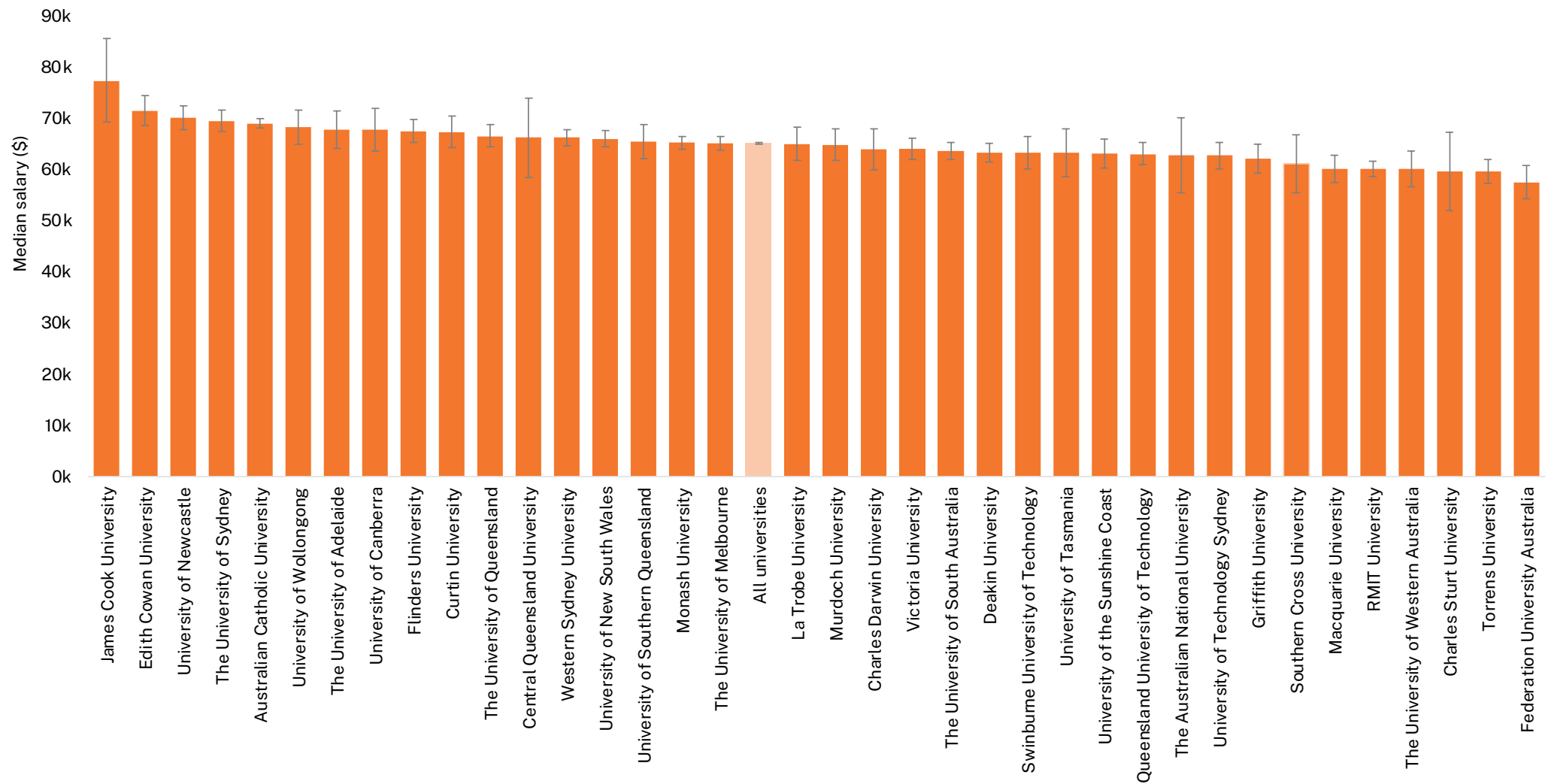
¹³ Postgraduate research results are omitted due to low sample size achieved for responses to the GOS. Results should be interpreted with caution.

Figure 7 / International undergraduate full-time employment rate by university, pooled 2022–24 (%)



Note: Only institutions with sufficient data (i.e. n>25) are presented in this figure. For the source data, refer to worksheet FTE_UG_UNI_3YP_INST_FIG in the 2024 GOS International Tables available on the [QILT website](#).

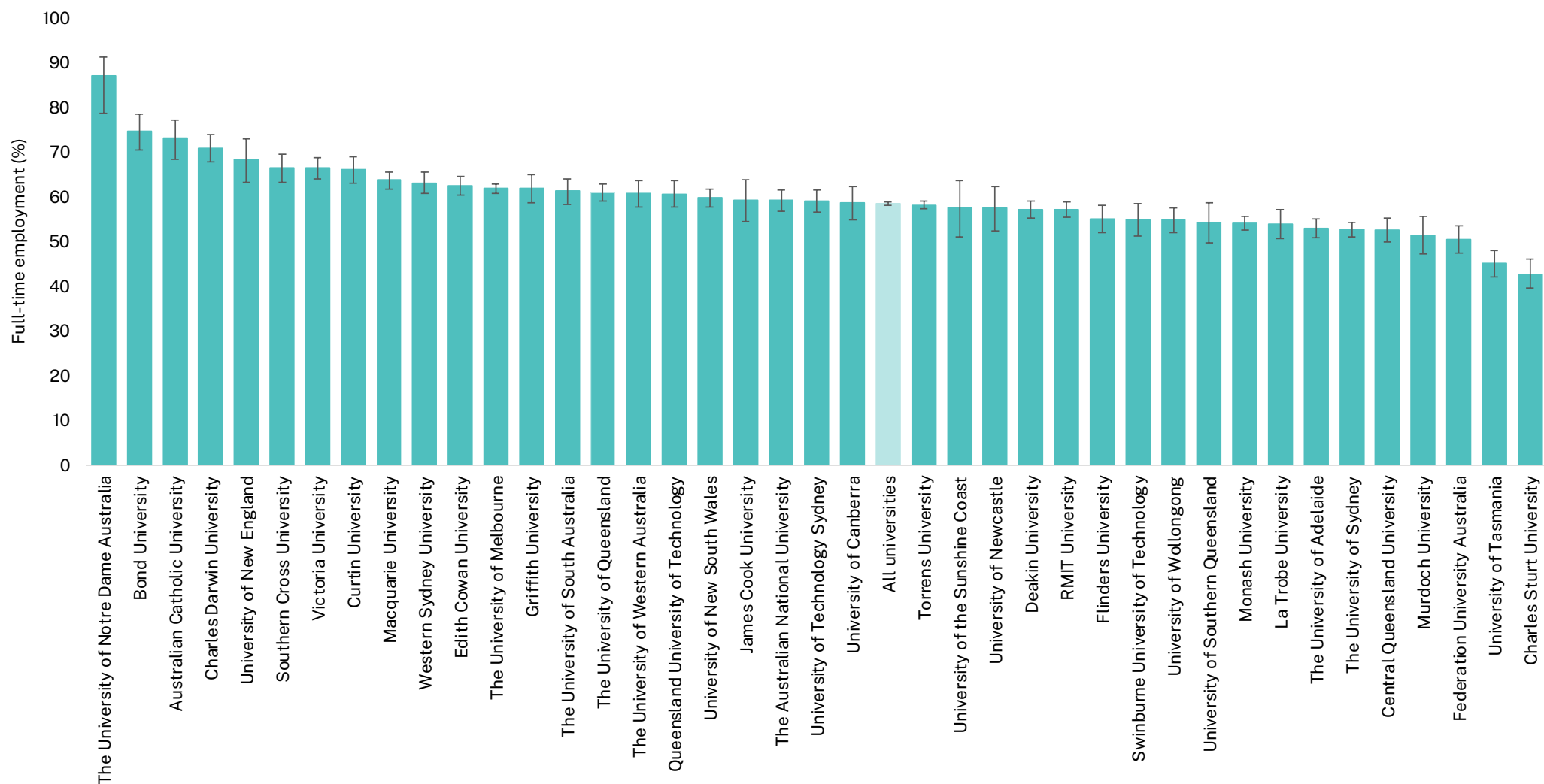
Figure 8 / International undergraduate median annual full-time salary* by university, pooled 2022–24 (\$)



Note: Only institutions with sufficient data (i.e. $n > 25$) are presented in this figure. For the source data, refer to worksheet SAL_UG_UNI_3YP_INST_FIG in the 2024 GOS International Tables available on the [QILT website](#).

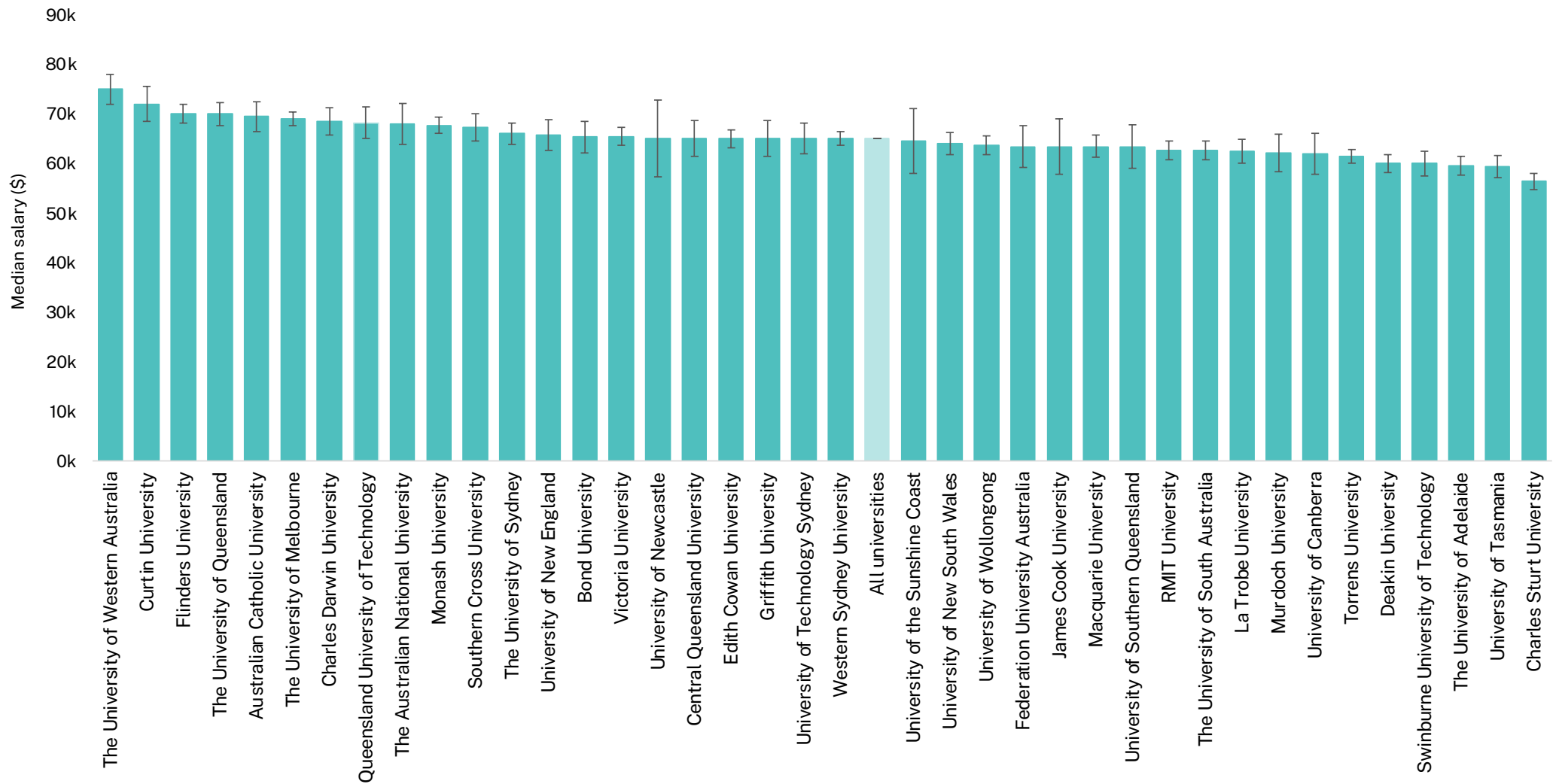
* Median salary figures only include data for international graduates working in Australia.

Figure 9 / International postgraduate coursework full-time employment rate by university, pooled 2022–24 (%)



Note: Only institutions with sufficient data (i.e. $n > 25$) are presented in this figure. For the source data, refer to worksheet FTE_PGC_UNI_3YP_INST_FIG in the 2024 GOS International Tables available on the [QILT website](#).

Figure 10 / International postgraduate coursework median annual full-time salary* by university, pooled 2022–24 (\$)



Note: Only institutions with sufficient data (i.e. n>25) are presented in this figure. For the source data, refer to worksheet SAL_UG_UNI_3YP_INST_FIG in the 2024 GOS International Tables available on the [QILT website](#).

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

2.4.3 NUHEIs

Since its inception in 2016, the GOS has included non-university higher education institutions (NUHEIs). These institutions encompass TAFE institutions and specialist international, creative arts, and theological colleges.

The number of NUHEIs participating in the GOS has been increasing annually, with NUHEIs accounting for 88 of the 130 registered institutions in the 2024 GOS. Notably, all 69 NUHEIs with in-scope international graduates participated.

Employment outcomes for international undergraduate and postgraduate coursework graduates from NUHEIs are shown in **Table 7** and **Table 8** respectively. As with the university results, data has been pooled for the years 2022, 2023, and 2024. Institutions are only listed if at least one indicator is reportable (25 responses or more aggregated over 3 years).

Table 7 / **International undergraduate full-time employment (%) and median annual full-time salary (\$) by NUHEI, pooled 2022–24**

Institution	Full-time employment rate (%)	Median salary* (\$)
Academies Australasia Polytechnic Pty Limited	63.8 (55.4, 71.5)	58,000 (52,800, 63,200)
Academy of Interactive Technology	69.4 (59.1, 77.7)	n/a
Acknowledge Education	57.7 (53.5, 61.7)	67,800 (64,300, 71,300)
Alphacrucis University College	73.0 (60.1, 82.7)	n/a
Asia Pacific International College	38.3 (36.5, 40.7)	n/a
Australia Advance Education Group Pty Ltd	42.6 (35.4, 50.5)	n/a
Australian Institute of Higher Education	44.3 (39.6, 49.0.)	52,600 (49,600, 55,600)
Box Hill Institute	80.9 (71.6, 86.7)	n/a
CIC Higher Education	51.1 (42.54, 59.62)	n/a
Chisholm Institute	75.8 (63.5, 84.2)	n/a
Crown Institute of Higher Education Pty Ltd	60.2 (55.1, 64.8)	60,500 (56,100, 64,900)
Excelsia University College	89.3 (82.9, 93.0)	72,400 (68,900, 75,900)
Holmes Institute	51.4 (45.2, 57.4)	56,200 (52,700, 59,700)
Holmesglen Institute	63.9 (57.3, 70.0)	65,000 (60,600, 69,400)
International College of Management, Sydney	61.0 (48.7, 71.8)	n/a
Kaplan Business School	59.8 (53.2, 66.1)	58,400 (55,600, 61,300)
King's Own Institute	51.1 (48.0, 54.2)	54,600 (52,100, 57,100)
Leaders Institute	85.7 (71.3, 93.8)	n/a
Melbourne Institute of Technology	51.4 (44.5, 58.3)	58,200 (52,800, 63,600)
Melbourne Polytechnic	54.4 (48.7, 60.0)	60,000 (56,600, 63,400)
Polytechnic Institute Australia Pty Ltd	54.5 (40.5, 67.9)	n/a



Table 7 / **International undergraduate full-time employment (%) and median annual full-time salary (\$)**
by NUHEI, pooled 2022–24 (continued)

Institution	Full-time employment rate (%)	Median salary* (\$)
SAE University College	47.7 (39.9, 55.6)	n/a
SP Jain School of Management	78.8 (74.7, 82.0)	60,700 (57,200, 64,100)
TAFE NSW	80.0 (75.6, 83.6)	67,900 (65,200, 70,700)
TAFE Queensland	83.7 (74.4, 89.0)	62,600 (57,100, 68,100)
TAFE South Australia	72.3 (62.3, 80.0)	60,000 (55,000, 65,000)
The Australian Institute of Music	48.0 (35.4, 60.9)	n/a
UTS College	21.1 (14.3, 30.0)	n/a
VIT (Victorian Institute of Technology)	53.9 (48.6, 59.1)	55,000 (51,300, 58,700)
Wentworth Institute of Higher Education	50.0 (38.6, 61.4)	n/a
William Angliss Institute	63.5 (52.9, 72.7)	n/a
All NUHEIs	57.8 (56.6, 59.0)	59,500 (58,700, 60,300)
Standard deviation	24.1	11,400

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 full-time salary are presented in this table. For the complete table, refer to worksheet LF_UG_NUHEI_3YP_INST_CI in the 2024 GOS International Tables available on the [QILT website](#).

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



Table 8 / **International and postgraduate coursework full-time employment rate (%) and median full-time annual salary (\$) by NUHEI, pooled 2022–24**

Institution	Full-time employment rate (%)	Median salary* (\$)
ACAP University College	49.4 (43.7, 55.1)	62,600 (55,800, 69,400)
Asia Pacific International College	60.4 (53.5, 67.0)	55,000 (49,600, 60,400)
Australian College of Nursing	74.1 (59.5, 84.3)	n/a
Chartered Accountants Australia and New Zealand	97.0 (87.5, 99.3)	n/a
Engineering Institute of Technology	57.1 (43.8, 69.2)	n/a
Excelsia University College	53.7 (46.4, 60.8)	62,000 (56,300, 67,700)
Holmes Institute	44.9 (42.6, 47.2)	53,500 (51,900, 55,200)
Institute of Health & Management Pty Ltd	66.3 (63.8, 67.7)	n/a
International College of Management, Sydney	66.7 (60.7, 72.0)	58,000 (54,800, 61,200)
Kaplan Business School	67.0 (64.8, 69.2)	62,600 (60,500, 64,700)
King's Own Institute	56.5 (52.5, 60.5)	53,000 (49,900, 56,000)
Leo Cussen Centre for Law	67.7 (55.0, 77.6)	n/a
Melbourne Institute of Technology	44.6 (40.6, 48.7)	52,600 (50,000, 55,200)
The College of Law Limited	77.8 (72.9, 82.0)	66,500 (62,300, 70,700)
VIT (Victorian Institute of Technology)	43.1 (39.5, 46.8)	53,900 (50,700, 57,100)
Wentworth Institute of Higher Education	45.5 (36.7, 54.6)	n/a
All NUHEIs	55.7 (54.5, 56.8)	59,500 (58,500, 60,400)
Standard deviation	28.1	18,400

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 full-time salary are presented in this table. For the complete table, refer to worksheet LF_PGC_NUHEI_3YP_INST_CI in the 2024 GOS International Tables available on the [QILT website](#).

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

3. 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). These include the proportion of graduates employed in managerial or professional occupations, the proportion of graduates stating they believed their current job ‘does not fully utilise their skills or education’ and the extent to which graduates believe their qualification has prepared them for their current job.

These measures provide important benchmarks of the extent to which graduates are prepared for the workforce and using their skills.

There are a range of factors beyond the quality of the educational experience that may influence occupational outcomes. These include the proportion of graduates undertaking further full-time study, registration or professional accreditation timelines, graduate choice and demand in the labour market.

3.1 Occupations

The proportion of graduates working in managerial and professional occupations serves as a proxy measure of skills utilisation. This is because the ABS classification of occupations¹⁴ suggests that most managerial and professional roles require skills commensurate with qualifications at the bachelor level or higher.

Table 9 / **Graduates employed in managerial or professional occupations by employment type, study level and citizenship status, 2024 (% of those employed)**

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Full-time employed	63.2	68.7	63.8	86.2	91.1	90.5
Overall employed	51.9	57.7	53.4	84.2	89.3	89.4

International graduates have lower employment rates than their domestic counterparts after completing an undergraduate or postgraduate coursework qualification. See **Labour market outcomes: Study level**.

Additionally, when international graduates do find employment, they are less likely than domestic graduates to be in managerial or professional occupations. This pattern is similar to previous years, particularly for international postgraduate coursework graduates (**Table 9**).

There is very little difference in the proportions of international undergraduates and international postgraduate coursework graduates employed in managerial or professional occupations, unlike the domestic cohorts. International graduates with postgraduate coursework qualifications do not show the same levels of progress (in terms of rates of employment, median salaries or occupation type) that their domestic counterparts receive with the higher level qualification.

As noted previously, domestic graduates undertaking postgraduate coursework studies are typically older and more established in the labour market. This differs from international graduates, many of whom continued straight from undergraduate to postgraduate studies and some who may have completed undergraduate studies overseas and have therefore had very little labour market experience.

At the postgraduate research level, international and domestic graduates had similar rates of full-time employment in managerial or professional occupations, with 91.1 per cent and 90.5 per cent respectively.

¹⁴ The Australian and New Zealand Standard Classification of Occupations (ANZSCO). The ANZSCO is a skill-based classification used to classify all occupations and jobs in the Australian and New Zealand labour markets, not individuals in those occupations. The ANZSCO was jointly developed by the ABS, Stats NZ and the then Australian Government Department of Education, Employment and Workplace Relations.

Some of the biggest study areas for international graduates also had the lowest proportions of graduates working in managerial or professional roles shortly after graduation – including Computing and information systems and Business and management.

3.1.1 Occupations by study area

The proportion of international graduates employed in managerial and professional occupations varied markedly between study areas in 2024 (**Table 10**). Rates ranged from 98.2 per cent for those with Rehabilitation qualifications and 97.8 per cent for those with Medicine qualifications, down to 39.1 per cent for those with Social work qualifications.

Among study areas with large international graduate populations, a low proportion of Computing and information systems international undergraduates were working full-time in managerial or professional occupations, at 47.0 per cent. This was 34.7 percentage points lower than for the same cohort of domestic graduates.

Business and management also had a low proportion of international graduates working full-time in managerial or professional occupations, at 49.4 per cent, which was 18.1 percentage points lower than for domestic undergraduates.

Nursing is another large study area for international undergraduates, but with a relatively high proportion of graduates employed full-time in managerial or professional occupations in 2024, due to its vocational nature. However, it is important to note that the full-time employment rate for this cohort (in any role) was substantially lower than for their domestic counterparts – at 67.7 per cent compared with 85.5 per cent (**Table 4**).

Overall, international postgraduate coursework graduates were no more likely to be employed at a managerial or professional level than international undergraduates. However, in some study areas, such as Psychology, Social work, Agriculture and environmental studies, Law and paralegal studies, and Computing and information systems, international postgraduate coursework graduates were employed at a managerial or professional level at much higher rates than international undergraduates. These study areas had relatively greater proportions of older graduates at the postgraduate coursework level compared to the undergraduate level which may explain the higher rates of employment in managerial or professional occupations.

Among international postgraduate coursework graduates from the largest study area, namely, Business and management, only 57.6 per cent of those working full-time were employed in managerial or professional occupations. As seen in **Table 5**, international Business and management postgraduate coursework graduates were also substantially less likely to be in full-time employment compared to domestic graduates from the same study area, at 56.5 per cent compared to 92.3 per cent, respectively. As discussed, domestic postgraduate coursework graduates tend to be older and are more likely to have had experience in the Australian labour market before or during their studies than both undergraduates generally and international postgraduate coursework graduates.

The proportion of postgraduate research graduates working full-time in managerial or professional occupations was notably high overall at 91.1 per cent (**Table 9**). The variation by study area ranged from 97.1 per cent for those with Psychology postgraduate research qualifications to 83.6 per cent for those with Health services and support qualifications (**Table 10**). While these proportions are comparable to rates for domestic graduates, international postgraduate research graduates were less likely to be working full-time (**Table 2**).



Table 10 / **Graduates employed in managerial or professional occupations by study area, study level and citizenship status, 2024 (% of those employed full-time)**

Study area	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Agriculture and environmental studies	44.8	60.2	64.0	79.1	86.1	74.6
Architecture and built environment	50.0	53.6	55.4	67.9	93.5	n/a
Business and management	49.4	67.5	57.6	85.5	94.9	95.5
Communications	58.7	58.8	65.8	76.6	n/a	n/a
Computing and information systems	47.0	81.7	64.4	84.7	96.1	96.4
Creative arts	70.1	55.9	70.2	78.7	n/a	85.1
Dentistry	82.1	48.1	n/a	88.4	n/a	n/a
Engineering	69.3	86.6	69.1	83.6	94.6	94.2
Health services and support	65.3	56.7	62.5	80.9	83.6	94.6
Humanities, culture and social sciences	61.6	55.2	66.2	74.8	89.0	85.4
Law and paralegal studies	48.6	43.8	66.1	75.8	n/a	92.9
Medicine	97.8	76.8	97.5	96.1	89.3	91.8
Nursing	91.2	88.6	75.4	97.3	n/a	93.3
Pharmacy	91.5	94.5	n/a	94.1	n/a	82.3
Psychology	53.8	54.0	87.5	88.2	97.1	93.7
Rehabilitation	98.2	96.4	95.8	97.4	n/a	n/a
Science and mathematics	59.2	59.1	58.6	82.3	89.2	88.9
Social work	39.1	70.1	67.9	83.8	n/a	n/a
Teacher education	75.7	87.9	65.6	94	88.6	93.6
Tourism, hospitality, personal services, sport and recreation	51.4	43.8	n/a	n/a	n/a	0.0
Veterinary science	82.9	74.4	100.0	96	n/a	n/a
Total	63.2	68.8	63.8	86.3	91.1	90.5

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

The main reasons for international graduates not fully using their skills and education have remained relatively static since 2021, suggesting that similar barriers to skilled employment remain. Reasons include not enough work experience, working in an entry-level job, and not having permanent residency.

Table 11 / Extent to which skills and education are not fully utilised by employment type, study level and citizenship status, all occupation levels, 2024 (% of those employed)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Full-time employed	25.7	28.3	34.5	28.3	20.3	29.7
Overall employed	37.2	39.3	43.1	30.2	23.2	31.5

The main reasons for international graduates working full-time in jobs that do not fully utilise their skills and education have remained relatively static since 2021, suggesting that similar barriers to skilled employment persist.

Notably, across all study levels, international graduates were more likely than domestic graduates to report 'Not enough work experience' as a reason for skills underutilisation. This suggests that institutions may need to provide more opportunities for international graduates to gain relevant work experience during their studies to help them access better job opportunities, as they must also overcome language, cultural and visa restriction barriers not faced by domestic graduates working in Australia.

Not having permanent residency was one of the highest reasons reported by international graduates and highlights a barrier unique to these graduates in the Australian labour market. International graduates working in Australia are likely to be on student visas (if continuing to further study) or on temporary graduate visas, which would restrict the number of hours or length of time a graduate can work, depending on the type of visa. The perception of graduates that their residency status is a barrier to obtaining relevant work likely stems from some employers restricting job applications to citizens or permanent residents only.



3.2 Perceived overqualification

Graduates were also asked to indicate whether they believed they were working in a job that did not fully utilise their skills or education – a measure of 'overqualification'.¹⁵

Across all study levels, domestic graduates employed full-time had broadly similar rates of perceived overqualification (**Table 11**). In contrast, there was a marked difference for international graduates employed full-time, with much higher rates for postgraduate coursework graduates and a notably lower rate for postgraduate research graduates.

In addition, there was little difference in perceived overqualification between international and domestic undergraduates, but there were clear differences at both levels of postgraduate studies. At the postgraduate coursework level, international graduates were much more likely to report working in a job that did not utilise their skills or education. Conversely, domestic graduates at the postgraduate research level reported higher rates of perceived overqualification.

Examining the reasons provided by graduates helps explain these differences in skills utilisation (**Table 12**).

¹⁵ These questions are used to generate the Scale of Perceived Overqualification (SPOQ) score. This scale is sometimes seen as a proxy indicator for the 'relevance' of graduate employment to graduates' study area.

This practice, common for managerial or professional occupations, can preclude international graduates with post-study temporary work visas from applying, despite being eligible to work in Australia.

International graduates at the postgraduate coursework level were much more likely to be working in jobs they perceived they were overqualified for. They were twice as likely as their domestic counterparts to report 'Not enough work experience', and more likely to report they were working in an 'entry level job/career stepping stone'. This reflects the younger age of international graduates (see **The age of the graduate**) and high rates of continuous further full-time study after completing an undergraduate degree (see **Further full-time study**), both resulting in less experience in the workforce than domestic graduates at this level.

It is interesting to note that the rate of perceived overqualification for domestic postgraduate coursework graduates was still relatively high, with 28.3 per cent reporting this in 2024 (**Table 11**). However, there were some clear differences for this compared to international graduates. For example, 19.9 per cent reported that they were satisfied with their current job, 13.7 per cent reported they were changing jobs/career paths and 7.3 per cent – more than double the rate of international graduates – reported 'financial reasons', suggesting these graduates were already established in the labour market (**Table 12**).

Postgraduate research graduate results are available in supplementary tables on the [QILT website](#).¹⁶

¹⁶ Refer to the RSOVRQ_PGR_ALL_1Y worksheets in the 2024 GOS International Tables and 2024 GOS National Tables (domestic) available on the [QILT website](#).

¹⁷ For the complete list of other factors, refer to worksheets RSOVRQ_UG_ALL_1Y and RSOVRQ_PGC_ALL_1Y in the 2024 GOS International Tables and 2024 GOS National Tables (domestic) available on the [QILT website](#).

Table 12 / **Main reason for working in a job that does not fully utilise skills and education, by study level and citizenship status, 2024¹⁷ (% of those employed full-time)**

	Undergraduate		Postgraduate coursework	
	International	Domestic	International	Domestic
Studying	4.7	6.4	2.9	4.4
I'm satisfied with my current job	6.5	14.0	6.1	19.9
Do not have permanent residency [†]	18.4	0.2	21.7	0.1
Changing jobs/careers	3.6	8.7	4.8	13.7
For financial reasons	4.0	6.8	3.5	7.3
Travelling/gap year	0.1	1.4	0.3	0.2
Caring for children or family member	1.0	1.7	1.2	3.7
Health issues (short-term illness or injury, long-term health condition or disability)	0.0	0.1	0.0	0.2
Subtotal – Personal factors	38.3	39.2	40.4	49.5
No suitable jobs in my area of expertise	7.3	7.9	8.0	9.3
No suitable jobs in my local area	6.4	6.5	8.4	8.0
Considered to be too young by employers	2.2	2.3	1.6	3.1
Considered to be too old by employers	0.2	0.6	0.6	1.8
Not enough work experience	19.2	11.8	18.4	8.3
No jobs with a suitable number of hours	1.7	1.0	0.9	0.8
Cannot find a job	0.7	0.9	1.1	0.9
I had to change jobs due to COVID-19	0.5	0.3	0.3	0.7
Entry level job/career stepping stone	19.0	24.0	15.9	11.5
Subtotal – Labour market factors	57.2	55.4	55.1	44.3
Other factors	4.5	5.4	4.4	6.2
Total	100.0	100.0	100.0	100.0
Extent to which skills and education are not fully utilised (Scale of Perceived Overqualification)	25.7	28.3	34.5	28.3

[†] Some domestic graduates may report not having permanent residency when they are working outside of Australia.

3.2.1 Perceived overqualification by study area

Perceived overqualification ('working in a job that doesn't use all of your skills or education') varied markedly by study area (**Table 13**).

Among international undergraduates employed full-time, the highest rates of perceived overqualification were found in those with Computing and information systems qualifications (44.2 per cent) and Psychology qualifications (40.0 per cent). Other study areas with high rates of perceived overqualification included Social work (38.1 per cent), Humanities, culture and social sciences (37.2 per cent), and Science and mathematics (37.0 per cent).

International undergraduates from the Computing and information systems study area had a rate of perceived overqualification 16.3 percentage points higher than domestic undergraduates. While the proportion of international graduates undertaking further full-time study is higher than that of domestic graduates, this difference in perceived underutilisation remains similar even if graduates in further full-time study are excluded from the analysis.

Study areas with *lower* rates of perceived overqualification (that is, a smaller proportion of graduates reporting *not* fully using their skills and education) included Medicine, Veterinary science, Nursing and Rehabilitation.

These study areas are more targeted to specific occupations, have high full-time employment rates (including at managerial and professional levels) and relatively low rates of further full-time study after completion of an undergraduate qualification.



Table 13 / **Graduates reporting that they were not fully utilising their skills and education in their current job, by study area, study level and citizenship status, all occupation levels, 2024 (% of those employed full-time)**

Study area	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Agriculture and environmental studies	27.6	30.1	25.4	36.3	19.2	29.6
Architecture and built environment	23.8	22.0	35.5	25.4	27.6	n/a
Business and management	30.1	32.1	39.8	35.3	23.5	43.8
Communications	32.8	38.9	34.5	44.7	n/a	n/a
Computing and information systems	44.2	27.9	43.4	40.3	18.2	28.8
Creative arts	23.0	47.6	43.5	37.1	n/a	38.4
Dentistry	0.0	4.2	n/a	8.3	n/a	n/a
Engineering	24.7	23.1	33.7	29.7	18.8	31.5
Health services and support	23.5	29.8	35.3	26.7	20.5	22.9
Humanities, culture and social sciences	37.2	38.7	28.8	39.4	28.1	44.4
Law and paralegal studies	27.6	34.0	27.2	29.0	n/a	26.3
Medicine	0.0	16.5	6.8	10.1	17.3	16.0
Nursing	6.8	9.9	17.1	14.9	n/a	27.3
Pharmacy	5.9	6.9	n/a	13.1	n/a	33.3
Psychology	40.0	50.4	25.8	31.5	24.2	20.5
Rehabilitation	2.0	4.6	13.2	6.5	n/a	n/a
Science and mathematics	37.0	40.3	31.3	35.2	18.5	23.7
Social work	38.1	22.4	29.3	27.5	n/a	n/a
Teacher education	12.9	11.5	25.3	24.1	25.0	40.9
Tourism, hospitality, personal services, sport and recreation	33.3	46.9	n/a	n/a	n/a	
Veterinary science	2.9	11.8	0.0	8.5	n/a	n/a
Total	25.7	28.3	34.5	28.3	20.3	29.7

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

3.3 Graduate preparedness

Another measure of skills utilisation is how well the qualification achieved by the graduate has prepared them for their current job.

International graduates employed full-time reported higher levels of preparedness than their domestic counterparts across all study levels (**Table 14**). Among international graduates in full-time jobs, postgraduate research graduates reported the highest rates of preparedness at 92.4 per cent, followed by undergraduates at 81.4 per cent and postgraduate coursework graduates at 80.4 per cent.

Compared to employed domestic undergraduates, employed international undergraduates reported higher levels of preparedness for their current job, by 8.8 percentage points. Among employed graduates who had completed a postgraduate research qualification, international graduates were more likely to report that their course had prepared them ‘well’ or ‘very well’ for their current job (by 11.1 percentage points). However, for employed graduates who had completed postgraduate coursework qualifications, there was very little difference.

International graduates employed full-time reported a greater level of preparedness than their domestic counterparts across all study levels: 7.3 percentage points higher for undergraduates, 3.4 percentage points higher for postgraduate coursework graduates, and 10.4 percentage points higher for postgraduate research graduates.

Note that this item is only presented to graduates who are currently employed. Furthermore, 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 14 / Qualification prepared graduate ‘well’ or ‘very well’ for current job, by employment type, study level and citizenship status, all occupations, 2024 (% of those employed)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Full-time employed	81.4	74.1	80.4	77.0	92.4	82.0
Overall employed	75.3	66.5	76.4	75.4	90.4	79.3

3.3.1 Preparedness for current job by study area

The ‘quality’ of the graduate’s employment may influence their perceptions of how well their course prepared them for their job. Yet there remains marked variation in how well both domestic and international graduates rated their preparedness by study area.

This may be related to some study areas being more targeted to specific occupations. For example, more than 95 per cent of international graduates working full-time who had completed Pharmacy, Medicine or Teacher education qualifications said this course had prepared them ‘well’ or ‘very well’ for their role (**Table 15**). This compared to fewer than 70 per cent of those with Psychology or Creative arts qualifications.

Similarly, international postgraduate coursework graduates with qualifications in Nursing or Rehabilitation rated their preparedness very highly compared to those who had completed courses in Creative arts, Psychology, Agriculture and environmental studies, and Architecture and built environment.

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

3.3.2 Preparedness of graduates working in managerial or professional occupations, by study area

In general, the skills or education graduates gain from higher education may better align with employment in professional or managerial occupations. As discussed, the ABS classification of occupations¹⁸ suggests that most managerial and professional roles have a skill level commensurate with qualifications at the bachelor level or higher.

Assessing graduate preparedness from this perspective may provide a better basis for evaluating how well institutions have prepared graduates for employment in occupations more closely aligned with their studies.

Graduates employed full-time in managerial or professional occupations were generally more likely to report positively on their preparedness for their current roles compared to those employed across *all* occupations.

Table 16 shows that undergraduates in areas such as Pharmacy, Teacher education, Medicine, Nursing, and Health services and support rated their preparedness notably higher than those in other fields. This may support the contention that how well graduates rate their preparedness depends at least partly on the occupational level of the work they are undertaking.

¹⁸ The Australian and New Zealand Standard Classification of Occupations (ANZSCO). The ANZSCO is a skill-based classification used to classify all occupations and jobs in the Australian and New Zealand labour markets, not individuals in those occupations. The ANZSCO was jointly developed by the ABS, Stats NZ and the then Australian Government Department of Education, Employment and Workplace Relations.

Table 15 / **Graduates reporting that their course prepared them ‘well’ or ‘very well’ for their current job, by study area, study level and citizenship status, all occupation levels, 2024 (% of those employed full-time)**

Study area	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Agriculture and environmental studies	75.0	71.0	73.8	71.0	97.3	83.8
Architecture and built environment	78.2	74.2	73.9	71.2	92.6	n/a
Business and management	81.9	74.9	80.6	78.8	93.6	78.1
Communications	75.0	67.1	76.8	66.9	n/a	n/a
Computing and information systems	70.2	70.3	76.6	61.4	91.2	85.4
Creative arts	69.9	59.9	66.1	75.6	n/a	71.8
Dentistry	92.6	85.1	n/a	78.3	n/a	n/a
Engineering	80.8	76.8	83.4	74.4	92.2	80.2
Health services and support	84.4	75.7	79.7	77.9	92.7	84.6
Humanities, culture and social sciences	73.4	65.6	82.3	71.1	87.1	77.3
Law and paralegal studies	72.4	76.7	80.2	70.2	n/a	81.6
Medicine	95.7	85.9	80.6	86.0	94.5	79.6
Nursing	91.6	85.0	94.0	84.7	n/a	71.4
Pharmacy	98.0	92.9	n/a	90.9	n/a	78.6
Psychology	67.7	64.1	67.7	70.8	87.9	88.5
Rehabilitation	82.0	91.9	92.4	87.8	n/a	n/a
Science and mathematics	70.3	67.0	77.4	68.6	94.0	86.1
Social work	86.7	83.3	82.0	79.6	n/a	n/a
Teacher education	95.7	78.6	87.1	80.2	88.4	82.1
Tourism, hospitality, personal services, sport and recreation	84.6	75.6	n/a	n/a	n/a	
Veterinary science	78.8	85.0	n/a	79.4	n/a	n/a
Total	81.4	74.1	80.5	77.0	92.4	82.0

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

Table 16 / **Graduates reporting that their course prepared them ‘well’ or ‘very well’ for their current job, by study area, study level and citizenship status, in managerial or professional occupations, 2024 (% of those employed full-time)**

Study area	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Agriculture and environmental studies	n/a	73.5	70.7	72.4	96.9	88.2
Architecture and built environment	85.0	80.1	76.4	73.8	96.0	n/a
Business and management	86.0	78.4	85.0	80.0	94.0	81.1
Communications	86.5	78.4	90.0	69.4	n/a	n/a
Computing and information systems	78.4	75.5	83.0	64.5	92.5	87.2
Creative arts	77.6	74.7	81.6	78.8	n/a	76.7
Dentistry	n/a	86.7	n/a	75.0	n/a	n/a
Engineering	85.2	79.6	88.3	76.7	93.0	81.2
Health services and support	90.7	84.6	85.3	80.2	94.6	85.9
Humanities, culture and social sciences	72.0	72.8	86.4	75.4	92.7	79.5
Law and paralegal studies	n/a	79.3	80.3	70.7	n/a	85.7
Medicine	95.6	91.7	82.9	86.6	95.3	80.0
Nursing	91.8	86.7	95.7	85.1	n/a	73.7
Pharmacy	97.8	94.9	n/a	91.2	n/a	n/a
Psychology	67.6	68.7	77.8	74.0	87.5	88.6
Rehabilitation	81.6	92.9	93.7	87.4	n/a	n/a
Science and mathematics	76.3	78.2	82.7	71.4	95.7	87.9
Social work	89.1	86.9	88.9	81.3	n/a	n/a
Teacher education	96.2	80.8	87.2	81.3	94.6	84.7
Tourism, hospitality, personal services, sport and recreation	n/a	85.3	n/a	n/a	n/a	
Veterinary science	85.2	89.1	n/a	81.5	n/a	n/a
Total	86.3	80.0	84.9	78.9	94.0	83.8

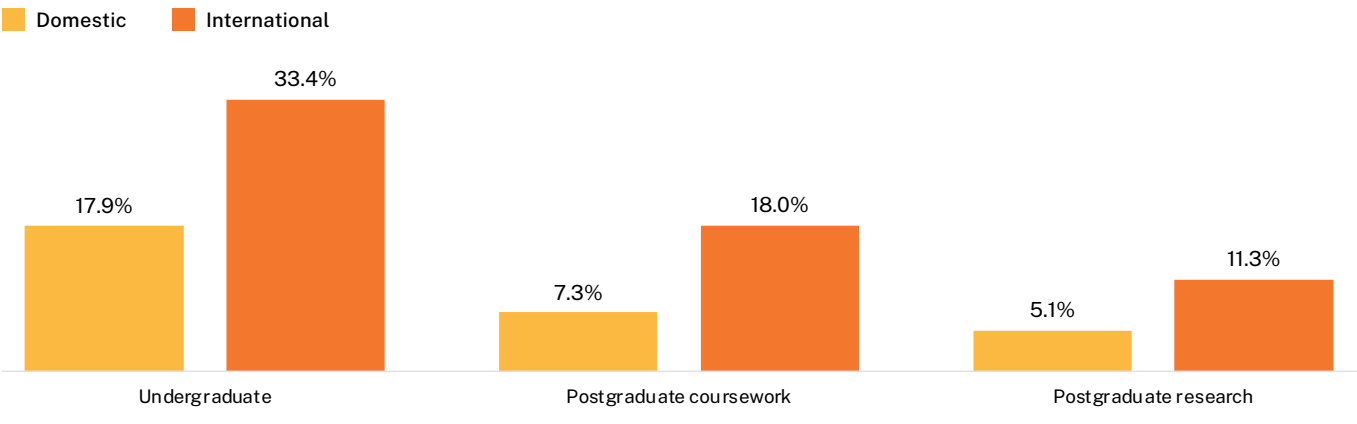
Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

4. Further full-time study

Across all levels of study, international graduates were almost twice as likely as domestic graduates to engage in further full-time study after completing their qualification (Figure 11).

This section uses the broad field of education (BFOE) categories from the ABS Australian Standard Classification of Education (ASCED) to examine graduates' original and destination courses. For a concordance of study areas to BFOE see **Appendix 5**.

Figure 11 / Graduates in further full-time study by study level and citizenship status, 2024 (%)

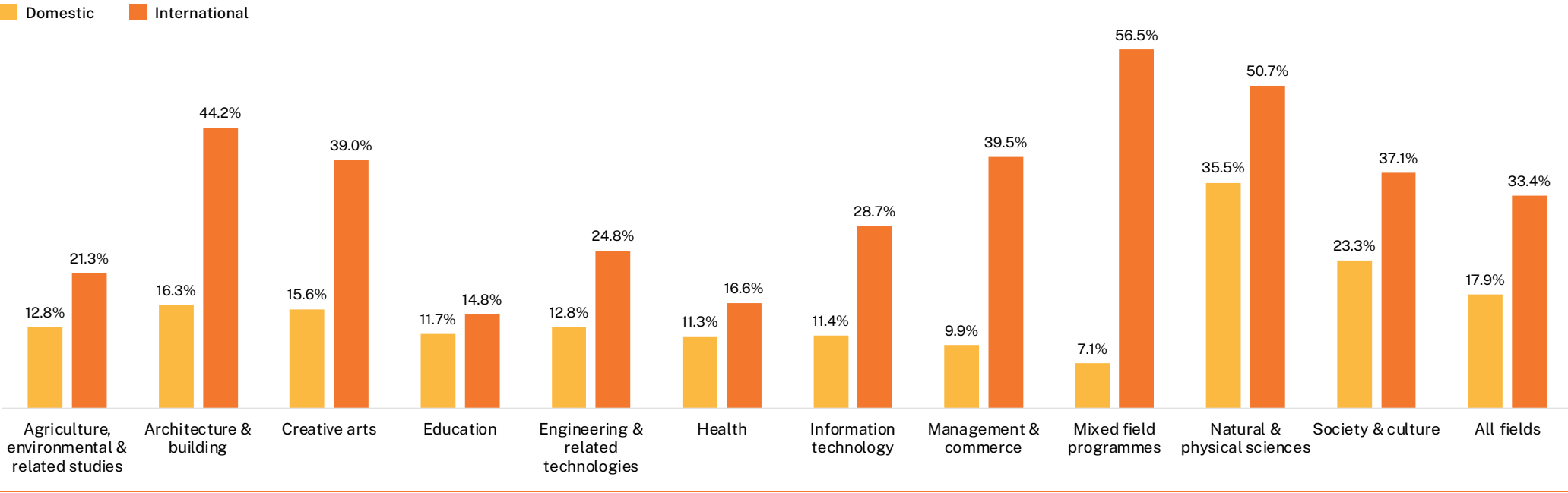


The fields with the highest proportions of international undergraduates continuing to further full-time study in 2024 were Mixed field programmes, Natural and physical sciences, Architecture and building, Management and commerce, Creative arts, and Society and culture (Figure 12).

International undergraduates who had completed degrees in fields of education with a strong vocational orientation, such as Education and Health, were less likely to proceed to further full-time study. Only 9.9 per cent of domestic undergraduates from the largest field, Management and commerce, went on to further full-time study in 2024, compared to 39.5 per cent of international undergraduates. The field of education with the highest proportion of international postgraduate coursework graduates proceeding to further full-time study was Society and culture, at 29.6 per cent compared with only 9.6 per cent of domestic graduates.

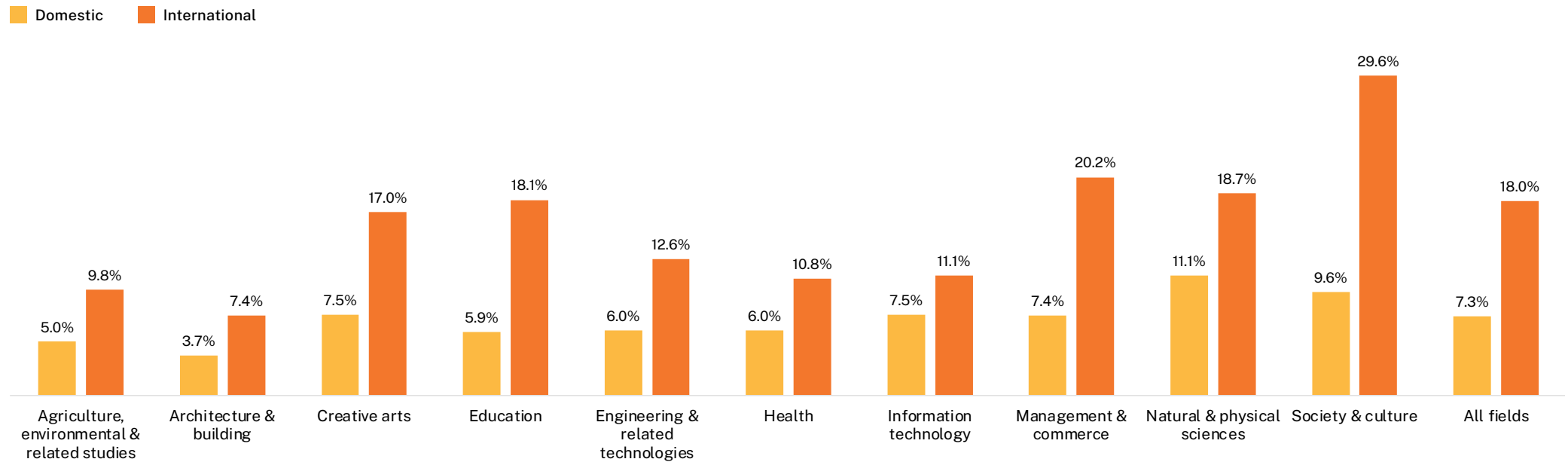
Postgraduate research graduate results are available in supplementary tables on the [QILT website](#).¹⁹

Figure 12 / Undergraduate further full-time study status by original broad field of education and citizenship status, 2024



¹⁹ Refer to the FTS_PGR_ALL_1Y_BFOE and FTS_PGR_ALL_1Y_FURFOE worksheets in the 2024 GOS International Tables and 2024 GOS National Tables (domestic) available on the [QILT website](#).

Figure 13 / **Postgraduate coursework further full-time study status by original broad field of education and citizenship status, 2024**



Management and commerce was by far the most common further study destination for international undergraduate and postgraduate coursework graduates engaged in further full-time study.

Further full-time study destinations

In 2024, Management and commerce was by far the most common destination field of education for international undergraduate and postgraduate coursework graduates engaged in further full-time study (Table 17).

At the undergraduate level, 26.2 per cent of international graduates engaged in further full-time study were enrolled in a Management and commerce course, compared to only 5.3 per cent of the domestic graduates in further full-time study.

At the postgraduate coursework level, 28.6 per cent of international graduates who continued to further full-time study were undertaking a Management and commerce course, compared to 13.0 per cent of domestic graduates.

Information technology, Health, Education, and Society and culture were also popular destination fields of education for international graduates at both study levels.

Table 17 / Broad field of education destinations of graduates in further full-time study by study level and citizenship status, 2024 (%)

Destination field of education	Undergraduate		Postgraduate coursework	
	International	Domestic	International	Domestic
Agriculture, environmental and related studies	0.8	1.7	1.8	1.0
Architecture and building	4.1	2.2	1.6	0.8
Creative arts	4.1	5.9	1.3	2.5
Education	10.9	9.2	11.5	11.3
Engineering and related technologies	7.8	4.8	7.6	2.6
Food, hospitality and personal services	1.0	0.4	2.5	0.3
Health	10.7	22.7	6.9	26.2
Information technology	16.1	3.6	11.6	5.6
Management and commerce	26.2	5.3	28.6	13.0
Mixed field programmes	1.9	2.0	2.0	2.8
Natural and physical sciences	7.3	15.6	4.6	5.9
Society and culture	8.5	26.3	19.8	27.4
Other	0.5	0.3	0.3	0.4
Total	100.0	100.0	100.0	100.0

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

Among undergraduates who had completed Management and commerce qualifications, 66.7 per cent who had enrolled in further full-time study remained in this broad field of education, with 9.7 per cent moving into Education and 9.4 per cent moving into Information technology (Table 18).

Among those who had completed an undergraduate qualification in Engineering and related technologies, 80.9 per cent continued their studies in this same field. Of those who had completed an Information technology qualification, 79.5 per cent remained in this broad field of education and 6.8 per cent had moved into Engineering and related technologies.

Table 18 / **Proportion of undergraduates from original field of education in destination field* by citizenship status, 2024 (%)**

Original field of education	Destination field of education	International	Domestic
Architecture and building	Architecture and building	69.9	84.0
	Management and commerce	5.1	2.4
	Education	9.0	1.8
Creative arts	Creative arts	38.4	57.0
	Society and culture	9.9	13.4
	Education	19.0	10.1
	Management and commerce	14.1	3.6
	Information technology	5.3	3.1
Education	Education	93.5	66.3
	Health	0.0	11.1
	Society and culture	3.2	8.8
Engineering and related technologies	Engineering and related technologies	80.9	87.3
	Information technology	6.2	2.3
Health	Health	73.4	70.5
	Natural and physical sciences	10.9	13.2
	Education	2.7	5.9
	Society and culture	2.7	5.1
Information technology	Information technology	79.5	71.1
	Engineering and related technologies	6.8	8.5
	Natural and physical sciences	1.2	6.9
	Management and commerce	5.6	4.1

* Only destination fields with 5 per cent or more of either international or domestic undergraduates are presented in this table. For a complete breakdown of destination fields, refer to FTS_UG_ALL_1Y_BFOE_FURFOE worksheet in the 2024 GOS International Report Tables and 2024 GOS National Report Tables (for domestic) available on the [QILT website](#).



Table 18 / **Proportion of undergraduates from original field of education in destination field* by citizenship status, 2024 (%)**

(continued)

Original field of education	Destination field of education	International	Domestic
Management and commerce	Management and commerce	66.7	49.4
	Society and culture	5.4	22.5
	Education	9.7	5.3
	Information technology	9.4	4.5
Mixed field programmes	Society and culture	28.0	n/a
	Management and commerce	16.0	n/a
	Architecture and building	12.0	n/a
	Engineering and related technologies	12.0	n/a
	Creative arts	8.0	n/a
	Health	8.0	n/a
	Information technology	8.0	n/a
	Natural and physical sciences	8.0	n/a
Natural and physical sciences	Natural and physical sciences	38.4	48.9
	Health	21.6	34.0
	Education	9.9	2.9
	Information technology	12.1	1.3
	Management and commerce	6.0	1.3
Society and culture	Society and culture	36.4	66.3
	Health	10.0	10.4
	Education	20.3	8.9
	Management and commerce	16.9	3.0
	Information technology	5.6	1.1

5. Source country

This section presents employment and further full-time study outcomes for international graduates, regardless of their location at the time of the survey, disaggregated by the graduate's source country²⁰ and study level. The countries in **Table 19** to **Table 21** are ordered based on the total number of survey responses at that study level.

Considerable variation in outcomes by source country continued in 2024 across all study levels. Differences in demographic and study area profile are likely to contribute to these differences in employment outcomes and further full-time study rates by source country.

Undergraduate

Among the top 10 source countries at the undergraduate level, full-time employment rates ranged from 68.8 per cent for graduates from the Philippines to 41.3 per cent for graduates from China (excludes SARs and Taiwan) (**Table 19**). However, undergraduates from China (excludes SARs and Taiwan) were particularly young, with 98.3 per cent aged 30 and under compared to 56.7 per cent from the Philippines, and they were three times more likely to continue to further full-time study after completing their undergraduate qualification (57.6 per cent of graduates from China (excludes SARs and Taiwan) compared to 18.6 per cent from the Philippines).

These differences suggest undergraduates from China (excludes SARs and Taiwan) may have less prior experience in the labour market and that they are still on their 'study journey' which may partially explain their lower full-time employment rate.

Differences in employment outcomes may also be partially explained by the predominant study areas of graduates from different source countries. For example, more than half of the undergraduates from China (excludes SARs and Taiwan) completed a qualification in 3 study areas – Business and management, Computing and information systems, and Science and mathematics – all of which had relatively low full-time employment rates for international undergraduates overall (ranging from 41.8 per cent to 51.6 per cent) (**Table 4**). On the other hand, more than half of the undergraduates from the Philippines completed a qualification in Nursing, which had a relatively high full-time employment rate (67.7 per cent) among international graduates.

Notably, the dominant study areas of graduates from China (excludes SARs and Taiwan) and the Philippines were also associated with varying rates of further full-time study (**Table 19**) – Science and mathematics, Business and management and, to a lesser extent, Computing and information systems, had relatively high rates of further full-time study compared to Nursing which had one of the lowest.

This further demonstrates the relationship between full-time employment and further full-time study rates, dominant study areas and source countries and is important context when interpreting results.



²⁰ Note that 'source country' is derived from TCSI E658 Residential Address Country Code and represents the country of residence prior to studying in Australia, rather than E346 Country of Birth code, which was used until 2023.

Undergraduate source country outcomes by age, 2024

Source countries with undergraduate populations who were younger generally had lower full-time employment rates and higher further full-time study rates than source countries with older populations of respondents.

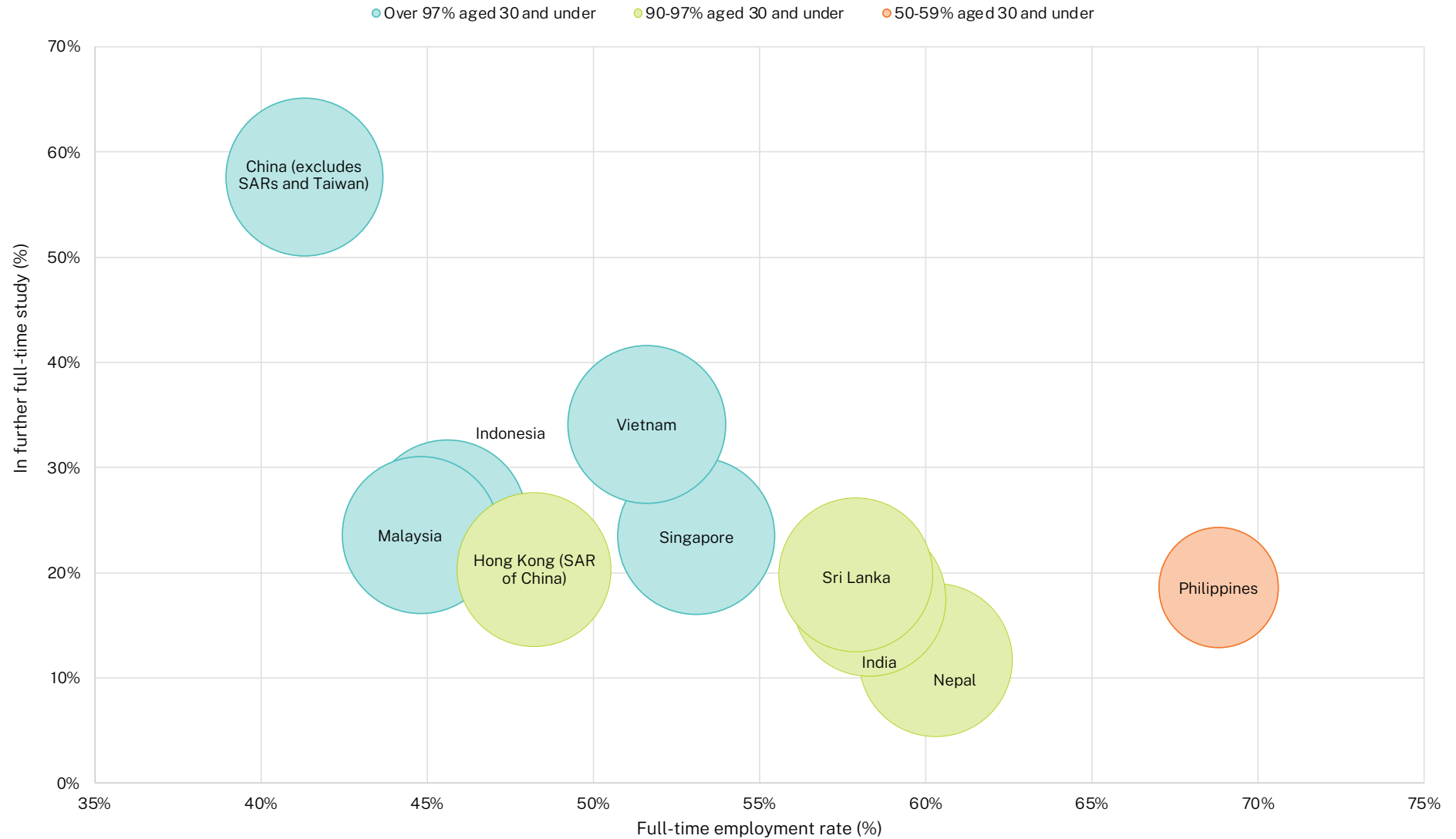


Table 19 / Undergraduate employment and further study outcomes by source country of international graduates, 2024

County	Full-time employment rate (%)	Overall employment rate (%)	Labour force participation rate (%)	Median salary (\$)	In further full-time study (%)	Aged 30 and under (%)
China (excludes SARs and Taiwan)	41.3	48.0	62.3	65,200	57.6	98.3
Nepal	60.3	79.9	95.0	69,400	11.7	91.9
India	58.3	75.6	93.2	69,900	17.5	93.4
Vietnam	51.6	69.5	88.4	63,700	34.1	98.3
Indonesia	45.6	62.9	87.3	64,000	25.1	99.2
Malaysia	44.8	66.5	89.4	65,200	23.6	97.8
Hong Kong (SAR of China)	48.2	63.8	87.2	70,000	20.3	93.4
Singapore	53.1	67.6	86.2	75,000	23.5	97.7
Sri Lanka	57.9	79.4	93.5	70,000	19.8	93.8
Philippines	68.8	79.2	91.7	69,700	18.6	56.7
All international graduates	52.3	66.5	81.9	68,000	33.4	92.8

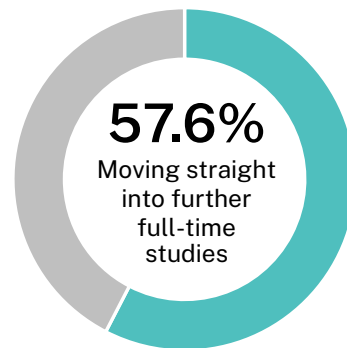
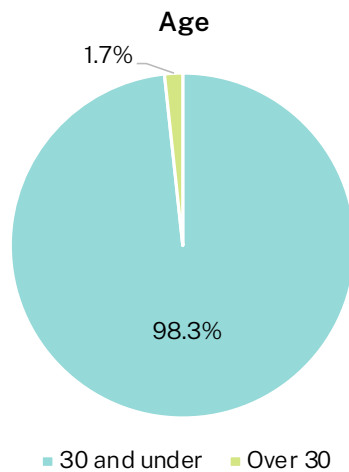
Note: Median salary figures only include data for international graduates working in Australia. Top 10 countries by number of responses received are shown in descending order.

Source country profile comparison

Differences in demographic and study area profile, as well as further full-time study outcomes, provide important context for understanding differences in employment outcomes of international graduates from different source countries.

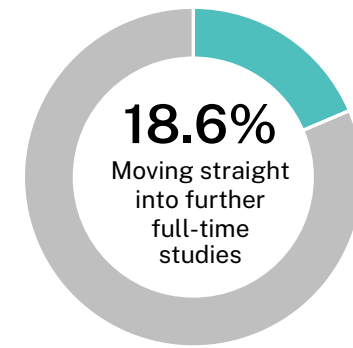
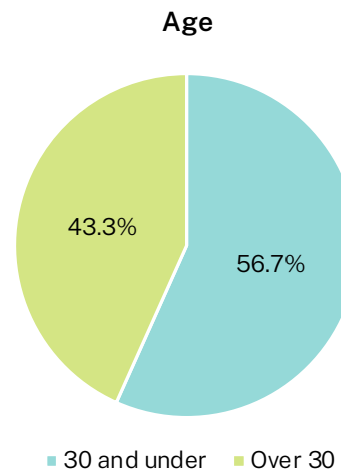
China (excludes SARs and Taiwan)

41.3%
Full-time employment rate

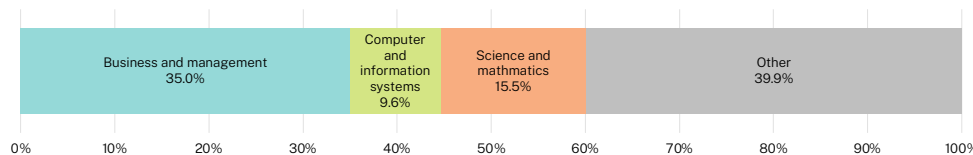


Philippines

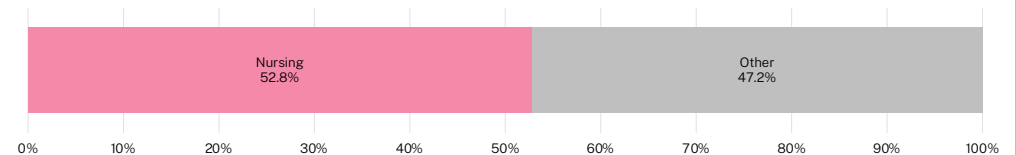
68.8%
Full-time employment rate



Study area of undergraduate qualification



Study area of undergraduate qualification



Undergraduate, 2024

Postgraduate coursework

It was observed earlier in this report that full-time employment rates for international undergraduates and international postgraduate coursework graduates were very similar. This pattern differed from domestic graduate full-time employment rates, which increased substantially with the higher-level qualification (see **Labour market outcomes: Study level: Full-time employment**).

A similar pattern can be seen between international undergraduates and postgraduate coursework graduates from some source countries (**Table 19** and **Table 20**), although there were some exceptions.

Notably, full-time employment rates were substantially higher for postgraduate coursework graduates from Indonesia and Vietnam than they were for undergraduates by 21.9 and 11.8 percentage points respectively – differences typically observed for domestic graduates only (**Figure 3**).

Postgraduate coursework graduates from Indonesia and Vietnam clustered in three main study areas: Business and management, Computing and information systems, and Humanities, culture and social sciences. There were greater proportions of graduates who responded to the 2024 GOS who were older (aged over 30) from these countries and study areas, in comparison to China (excludes SARs and Taiwan) as an example, which may explain the higher full-time employment rates between undergraduate and postgraduate coursework levels for these countries.

Note due to the small number of responses received for these specific cohorts, it is unclear whether these results are generalisable to the broader population.

There were also instances of full-time employment rates that were lower at the postgraduate coursework level than the undergraduate level for some source countries, including India and Nepal. It is important to note that not all graduates undertaking postgraduate studies in Australia completed their undergraduate qualification in Australia.

Rates of further full-time study for undergraduates from India and Nepal are relatively low compared to other top source countries.

For example, in 2024, only 17.5 per cent of undergraduates from India and 11.7 per cent of undergraduates from Nepal continued on to further full-time study compared to 57.6 per cent from China (excludes SARs and Taiwan), 34.1 per cent from Vietnam and 25.1 per cent from Indonesia.

This suggests that many postgraduate coursework graduates from India and Nepal may have had less experience living in Australia compared to graduates who completed both undergraduate and postgraduate qualifications here and thus had longer to establish themselves both personally and professionally. This is likely to impact their ability to secure full-time employment immediately following course completion.

In addition, the same variation in full-time employment rates by source country was also evident for postgraduate coursework graduates, which ranged from 76.0 per cent for graduates from the Philippines to 46.7 per cent for graduates from China (excludes SARs and Taiwan) (**Table 20**). Examining differences in the demographic profile, particularly age, and the dominant study areas of graduates from these source countries helps explain these differing outcomes.

A high proportion of graduates from China (excludes SARs and Taiwan) (57.6 per cent in 2024) typically continue straight to further full-time studies immediately after completing an undergraduate qualification. This results in low labour force participation rates (likely due to studying) and low employment rates for those who are available to work. It is likely that by the time graduates from China (excludes SARs and Taiwan) complete postgraduate coursework level studies, they have had little professional experience, leading to persistently low full-time employment rates at the postgraduate coursework level.



Table 20 / Postgraduate coursework employment and further study outcomes by source country of international graduates, 2024

County	Full-time employment rate (%)	Overall employment rate (%)	Labour force participation rate (%)	Median salary (\$)	In further full-time study (%)	Aged 30 and under (%)
China (excludes SARs and Taiwan)	46.7	56.7	86.4	65,000	20.3	92.2
India	53.1	76.0	94.6	67,900	13.6	85.6
Nepal	54.6	74.7	94.5	64,000	26.0	84.9
Hong Kong (SAR of China)	55.4	69.9	93.0	73,300	10.2	62.9
Philippines	76.0	83.8	95.4	70,000	20.8	45.4
Indonesia	67.5	72.2	89.6	65,000	19.7	69.0
Vietnam	63.4	75.5	91.2	71,300	22.2	76.1
Sri Lanka	61.6	79.6	94.1	67,600	18.8	60.3
Bangladesh	52.5	79.8	94.7	66,000	19.2	64.2
Pakistan	47.6	68.1	93.8	67,500	18.2	67.6
All international graduates	56.1	70.4	91.1	70,000	18.0	75.9

Note: Median salary figures only include data for international graduates working in Australia. Top 10 countries by number of responses received are shown in descending order.

Postgraduate research

At the postgraduate research level, full-time employment rates varied from 94.5 per cent for graduates from Germany to 58.8 per cent for graduates from Pakistan (Table 21). Age appeared to be less of a contributing factor influencing outcomes at this level, given Germany had a relatively high proportion aged 30 and under but the highest full-time employment rate.

Dominant study areas by source country also appeared to have less influence on full-time employment rates at this study level. For example, 45.9 per cent of German postgraduate research respondents had completed studies in the area of Science and mathematics.

On the other hand, 40.0 per cent of respondents from Pakistan completed a postgraduate research qualification in the area of Engineering, which was very close to the 42.4 per cent of graduates from China (excludes SARs and Taiwan), yet there were substantial differences in full-time employment rates between these two cohorts, suggesting other factors beyond study area and age are influencing these outcomes.

Table 21 / Postgraduate research employment and further study outcomes by source country of international graduates, 2024

County	Full-time employment rate (%)	Overall employment rate (%)	Labour force participation rate (%)	Median salary (\$)	In further full-time study (%)	Aged 30 and under (%)
China (excludes SARs and Taiwan)	76.5	82.9	93.3	93,300	16.9	64.3
India	77.0	86.4	95.5	95,700	11.6	49.1
Bangladesh	74.8	87.1	95.0	90,000	14.7	18.0
Iran	80.5	85.2	97.8	100,000	15.0	9.4
Sri Lanka	76.1	88.8	96.9	97,200	14.4	28.7
Indonesia	87.1	90.4	97.4	n/a	10.0	17.1
Pakistan	58.8	76.1	94.6	90,000	5.7	17.2
Vietnam	78.2	87.2	97.7	97,800	12.8	29.5
Germany	94.5	96.6	96.7	n/a	3.6	39.3
Saudi Arabia	63.2	76.4	91.7	n/a	23.4	6.7
All international graduates	77.5	86.7	96.1	95,600	11.3	35.2

Note: Median salary figures only include data for international graduates working in Australia. Top 10 countries by number of responses received are shown in descending order. A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

Appendix 1

Methodological summary

A1.1 Overview

The in-scope population for the GOS consisted of all graduates who completed the requirements of an undergraduate or postgraduate award at a participating Australian higher education institution between March 2023 and February 2024. This included international graduates living outside Australia who intended to study onshore at an Australian campus. Offshore graduates who studied at a campus outside Australia were excluded from the core survey.

Some graduates were affected by COVID-19 restrictions and related delays in visa processing. An allowance was made for the 2024 GOS to include international graduates who had originally intended to complete their study onshore, but who ultimately completed their studies online from their home country.

Table 22 summarises participation in the 2024 GOS, filtered to international graduates. A total of 97,350 international graduates from 111 institutions, including all 42 Table A and Table B universities and 69 non-university higher education institutions (NUHEIs) with international graduates, were approached to participate.

From a final in-scope sample of 91,747 graduates, responses were received from a total of 30,491 international graduates. This represents a final overall response rate of 33.2 per cent for international graduates (compared with 40.8 per cent for domestic graduates).

For the QILT suite of surveys, ‘response rate’ is defined as completed surveys as a proportion of the final sample, where final sample excludes ‘unusable samples’ (for example, no contact details), ‘out-of-scope’ and ‘opted-out’. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation.

Table 22 / 2024 GOS operational overview, international graduates

	November 2023			February 2024			May 2024			Total 2024 collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Number of participating institutions	42	54	96	33	36	69	42	56	98	42	69	111
Number of graduates approached	33,285	4,133	37,418	7,334	1,328	8,662	48,042	3,228	51,270	88,661	8,689	97,350
Final ‘in-scope’ sample*	31,538	3,827	35,365	6,865	1,235	8,100	45,261	3,021	48,282	83,664	8,083	91,747
Number of completed surveys	9,646	1,441	11,087	2,224	483	2,707	15,472	1,225	16,697	27,342	3,149	30,491
Overall response rate	30.6	37.7	31.4	32.4	39.1	33.4	34.2	40.5	34.6	32.7	39.0	33.2
Analytic unit	Graduate											
Mode of data collection	Online											

* The final ‘in-scope’ sample excludes any approached graduates who unsubscribed, refused, had unusable contact information or were identified as out of scope during fieldwork.

A1.2 Data collection

The main collection periods were November 2023, February 2024 and May 2024. (The February collection is undertaken to accommodate institutions with August to October 2023 completions.) The survey was fielded primarily online, in English only.

Graduates who completed the survey were automatically entered into a four-week rolling prize draw for the collection period. The prize pool totalled \$27,000 in the November collection period, \$6,000 in February and \$37,000 in May. (The aim was for these three prize pools to reflect the proportion of the sample in each period.)

Institutions were given a broad range of promotional materials to raise awareness of the GOS and encourage participation among the target population. The contact strategy for the 2024 GOS featured an email invitation to complete the survey, followed by 10 reminder emails, up to 3 SMS reminders, and in-field telephone reminder calls. Several institutions also commissioned post-fieldwork telephone reminder calls to boost participation. This extended data collection for these institutions approximately two weeks.

Refer to the *2024 GOS Methodological Report* for further information about the target population definition, sample design and preparation, survey design and procedures, response maximisation strategies, data preparation processes, final field outcomes and response analysis. The report also provides a copy of the generic survey instrument (excluding institution-specific items).

Appendix 3 of this report summarises all items included in the 2024 GOS core instrument.

A1.3 Response rate by course levels

Table 23 shows the final response rate of international graduates by course level and institution type for each period of the 2024 GOS collection cycle. Postgraduate research graduates had the highest overall response rate (66.2 per cent), followed by postgraduate coursework graduates (32.1 per cent) and undergraduates (31.2 per cent). There was some variation by institution type for each course level, with larger differences noted for postgraduate coursework and postgraduate research graduates.

Table 23 / **2024 GOS response rate by course level, international graduates (%)**

	November 2023			February 2024			May 2024			Total 2024 collection		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Undergraduate	28.2	35.8	29.3	28.9	33.3	29.8	32.4	37.6	32.7	30.6	36.2	31.2
Postgraduate coursework	28.7	40.0	29.8	27.6	43.0	30.0	33.6	43.4	34.2	31.2	41.9	32.1
Postgraduate research	65.5	n/a	65.5	65.3	n/a	65.0	67.5	80.0	67.5	66.2	64.7	66.2

Note: n/a indicates a suppressed value (n<25).

A1.4 Response rate by institution

Table 24 and **Table 25** show the final response rates²¹ of international graduates by universities and NUHEIs respectively. Among individual institutions, the total collection response rate ranged from 50.6 per cent to 21.1 per cent for universities, and 87.5 per cent to 21.3 per cent for NUHEIs.

Table 24 / **2024 GOS university response rates, all study levels, international graduates (%)**

Institution	November 2023	February 2024	May 2024	Total 2024 collection
Australian Catholic University	48.9	57.9	43.1	44.4
Avondale University	n/a		47.1	50.0
Bond University	32.6	33.6	44.1	36.4
Central Queensland University	45.7	52.2	46.8	46.7
Charles Darwin University	42.3	50.0	51.0	47.8
Charles Sturt University	46.2	n/a	50.0	48.2
Curtin University	29.2		33.5	31.9
Deakin University	34.5	66.7	41.9	39.2
Edith Cowan University	43.8	47.1	52.8	49.0
Federation University Australia	26.0	33.9	40.5	34.2
Flinders University	44.1	42.9	44.9	44.5
Griffith University	33.4		38.6	36.4
James Cook University	48.8	35.4	50.0	47.1
La Trobe University	24.9	25.0	32.6	29.6
Macquarie University	32.9	35.9	44.0	38.9
Monash University	28.3	38.9	29.0	29.2
Murdoch University	36.2	41.7	44.8	42.2
Queensland University of Technology	39.5	44.0	41.8	41.0
RMIT University	34.6	46.4	31.8	33.4
Southern Cross University	30.6	30.1	33.7	32.1
Swinburne University of Technology	36.4		38.5	37.8
The Australian National University	24.8	25.0	25.2	25.0
The University of Adelaide	34.9	45.0	37.6	36.9

²¹ For the purpose of QILT projects, '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 rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. See American Association for Public Opinion Research (2016) for standard definitions.



Table 24 / **2024 GOS university response rates, all study levels, international graduates (%)**

(continued)

Institution	November 2023	February 2024	May 2024	Total 2024 collection
The University of Melbourne	38.0	52.7	38.0	38.7
The University of Notre Dame Australia	50.0	n/a	50.0	50.6
The University of Queensland	21.9	61.7	26.6	25.0
The University of South Australia	35.0		34.7	34.8
The University of Sydney	20.5	23.4	27.0	24.0
The University of Western Australia	32.8	57.1	35.4	35.2
Torrens University	47.4	43.3	55.4	49.3
University of Canberra	29.0		36.6	33.5
University of Divinity	38.5	n/a	52.9	45.2
University of New England	46.7	32.3	50.4	46.7
University of New South Wales	24.5	18.3	21.6	21.1
University of Newcastle	26.6		32.7	30.6
University of Southern Queensland	46.0		47.8	47.3
University of Tasmania	43.6	62.1	41.3	43.4
University of Technology Sydney	22.6	25.5	23.6	23.2
University of the Sunshine Coast	43.5	35.0	39.1	39.4
University of Wollongong	31.8		38.6	36.2
Victoria University	38.4	47.8	34.5	37.9
Western Sydney University	36.2	40.8	44.6	41.3
All universities	30.6	32.4	34.2	32.7

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

Table 25 / **2024 GOS NUHEI response rates, all study levels, international graduates (%)**

Institution	November 2023	February 2024	May 2024	Total 2024 collection
Academies Australasia Polytechnic Pty Limited	60.5	43.3		52.9
Academy of Interactive Technology	35.1	n/a	n/a	32.7
ACAP University College	47.1	47.1	n/a	47.4
Acknowledge Education	50.6	29.5	31.0	38.4
Adelaide Institute of Higher Education	n/a	n/a	n/a	n/a
Alphacrucis University College	31.2		28.2	30.2
Asia Pacific International College	34.9	18.0	48.0	33.0
Australia Advance Education Group Pty Ltd	37.1	48.0	n/a	38.3
Australian Academy of Music and Performing Arts	n/a		n/a	n/a
Australian College of Christian Studies			n/a	n/a
Australian College of Nursing	50.0	n/a	n/a	53.8
Australian University of Theology*	n/a	n/a	50.0	42.9
Australian Institute of Business Pty Ltd	n/a	n/a	n/a	n/a
Australian Institute of Higher Education	28.5		33.3	29.8
BBI - The Australian Institute of Theological Education	n/a			n/a
Box Hill Institute	63.6		46.2	54.2
CIC Higher Education	31.3	n/a	83.3	46.9
Chartered Accountants Australia and New Zealand	42.9		26.9	31.1
Chisholm Institute	33.3	n/a	n/a	27.8
Christian Heritage College	n/a			n/a
Collarts (Australian College of the Arts)	n/a			n/a
Crown Institute of Higher Education Pty Ltd			36.1	36.1
Endeavour College of Natural Health			n/a	n/a

Table 25 / 2024 GOS NUHEI response rates, all study levels, international graduates (%)

(continued)

Institution	November 2023	February 2024	May 2024	Total 2024 collection
Engineering Institute of Technology	n/a	n/a	66.7	57.1
Excelsia University College	37.9	n/a	45.6	40.7
HEPCO The Tax Institute Higher Education	n/a		n/a	n/a
Holmes Institute	37.2		42.5	39.5
Holmesglen Institute	32.4	n/a	37.9	35.1
ICHM	47.4	n/a	47.1	47.4
Institute of Health & Management Pty Ltd	58.3	77.8	43.8	57.0
International College of Management, Sydney	41.7	37.8	40.9	40.1
Kaplan Business School	34.1	41.7	41.0	39.0
Kaplan Higher Education Pty Ltd	n/a	n/a	n/a	26.3
King's Own Institute	42.9	49.2		45.0
Le Cordon Bleu Australia	n/a	n/a	38.1	37.5
Leaders Institute	87.5			87.5
Leo Cussen Centre for Law	n/a	n/a	48.3	31.1
Lyons College		n/a		n/a
Marcus Oldham College			n/a	n/a
Melbourne Institute of Technology	36.0		37.0	36.6
Melbourne Polytechnic	28.7	n/a	41.3	34.1
Moore Theological College			n/a	n/a
Morling College			n/a	n/a
Ozford Institute of Higher Education	n/a		n/a	n/a
Perth Bible College		n/a		n/a
Polytechnic Institute Australia Pty Ltd	19.4	31.1	28.1	27.1

Table 25 / 2024 GOS NUHEI response rates, all study levels, international graduates (%)

(continued)

Institution	November 2023	February 2024	May 2024	Total 2024 collection
SAE University College	38.5	38.1	50.0	42.0
SP Jain School of Management	35.3			35.3
Sheridan Institute of Higher Education	n/a		90.0	76.5
Southern Cross Education Institute (Higher Education)	33.9	n/a		32.9
Stanley College		43.8	60.0	51.6
Sydney College of Divinity	27.8			27.8
TAFE NSW	34.7		44.9	39.8
TAFE Queensland	38.5		45.5	43.5
TAFE South Australia	42.9	n/a	40.9	42.1
The Australian Institute of Music	n/a	43.8	62.1	52.9
The Cairnmillar Institute	n/a		66.7	63.6
The College of Law Limited	27.6	29.2	32.6	29.8
The Institute of Creative Arts and Technology		n/a	56.3	57.1
UOW College	n/a		36.4	21.3
UTS College	36.7	26.5	33.6	34.4
VIT (Victorian Institute of Technology)	58.6		78.6	67.5
Wentworth Institute of Higher Education	40.0			40.0
Whitehouse Institute of Design, Australia			n/a	n/a
William Angliss Institute	16.4		31.7	22.9
All NUHEIs	37.7	39.1	40.5	39.0

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

* The Australian University of Theology was awarded university status in December 2024. Prior to this, the institution was known as the Australian College of Theology and was classified as a non-university higher education institution (NUHEI). Data for the 2024 GOS was collected when the institution was a NUHEI.

A1.5 Data representativeness

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

Some groups in the achieved sample are represented broadly in-line with their sample proportion. Study mode and disability status are particularly well-matched.

The largest potential source of non-response bias across the total sample is in relation to source country and age. Graduates from China (excludes SARs and Taiwan) were underrepresented in the responding sample by 10.8 percentage points. There was good representation across all other source countries that make up the top 10 source countries for international graduates. Graduates aged 30 or younger were also less likely to respond, with this cohort underrepresented by 8.4 percentage points, relative to population parameters.

The underrepresentation of graduates from China (excludes SARs and Taiwan) and young graduates in 2024 suggests that these cohorts should be a focus of efforts to maximise responses in 2025.

Table 26 / **2024 GOS population parameters by subgroup and response characteristics, international graduates (all study levels)**

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Base	91,747	100.0	30,491	100.0
Level				
Undergraduate	39,429	43.0	12,303	40.3
Postgraduate coursework	48,214	52.6	15,473	50.7
Postgraduate research	4,104	4.5	2,715	8.9
Gender				
Male	42,057	45.9	13,637	44.8
Female	49,583	54.1	16,801	55.2
Age				
30 years or under	80,246	87.5	24,109	79.1
Over 30 years	11,471	12.5	6,369	20.9
Source country				
China (excludes SARs and Taiwan)	41,263	45.0	8,944	29.3
India	9,713	10.6	3,924	12.9
Nepal	5,122	5.6	2,211	7.3
Vietnam	3,316	3.6	1,254	4.1
Indonesia	3,033	3.3	1,194	3.9
Hong Kong (SAR of China)	2,643	2.9	1,027	3.4
Malaysia	2,382	2.6	879	2.9
Sri Lanka	1,873	2.0	872	2.9



Table 26 / **2024 GOS population parameters by subgroup and response characteristics, international graduates (all study levels)**

(continued)

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Singapore	1,736	1.9	625	2.0
Philippines	1,305	1.4	754	2.5
Home language*				
English	38,583	42.1	13,750	45.1
Other	53,164	57.9	16,741	54.9
Disability				
Disability reported	1,874	2.0	738	2.4
No disability reported	89,873	98.0	29,753	97.6
Study mode**				
Internal/Multi-mode	85,543	94.1	28,410	94.1
External/Distance	5,340	5.9	1,775	5.9

Note: Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories.

* Home language other than English refers to graduates who arrived in Australia less than 10 years prior to the year in which the data was collected, and comes from a home where a language other than English is spoken. This information is reported by institutions through the Tertiary Collection of Student Information (TCSI) system.

** 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.

As shown in **Table 27**, the achieved international graduate respondent profile in the 2024 GOS closely matches the in-scope survey population in most study areas.

Business and management (the largest study area) is also the most under-represented study area, followed by Communications and Creative arts. Future collections will continue trialling tailored email content for graduates from these under-performing study areas. Institutions could be encouraged to seek to increase faculties' engagement with students about the GOS *before* graduation.

Analysis of the impact of weighting the data 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.

Table 27 / 2024 GOS population parameters by subgroup and response characteristics, international graduates (all study levels)

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Agriculture and environmental studies	826	0.9	410	1.3
Architecture and built environment	3,004	3.3	1,033	3.4
Business and management	34,011	37.1	8,721	28.6
Communications	2,505	2.7	584	1.9
Computing and information systems	11,946	13.0	4,234	13.9
Creative arts	2,171	2.4	646	2.1
Dentistry	219	0.2	86	0.3
Engineering	7,460	8.1	2,902	9.5
Health services and support	2,247	2.5	1,055	3.5
Humanities, culture and social sciences	5,033	5.5	1,892	6.2
Law and paralegal studies	1,985	2.2	667	2.2
Medicine	755	0.8	289	1.0
Nursing	4,267	4.7	1,710	5.6
Pharmacy	413	0.5	139	0.5
Psychology	737	0.8	313	1.0
Rehabilitation	489	0.5	183	0.6
Science and mathematics	6,217	6.8	2,764	9.1
Social work	2,209	2.4	1,051	3.5
Teacher education	4,651	5.1	1,597	5.2
Tourism, hospitality, personal services, sport and recreation	349	0.4	110	0.4
Veterinary science	253	0.3	105	0.3
Total	91,747	100.0	30,491	100.0

Labour market and graduate satisfaction definitions

The 2024 GOS International Report uses labour force indicator definitions informed by the Standards for Labour Force Statistics used by the ABS. Definitions for indicators used throughout this report are presented in **Table 28**.

Table 28 / **Indicator definitions**

Indicator/element	Definition
Employed	Graduates who were usually or actually in paid employment for one or more hours in the week before the survey.
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. This includes those in part-time employment and looking for full-time work 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 additional hours regardless of if they were available to work those additional hours.
Overall employment rate	Graduates employed for one or more hours, 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. Note that some graduates available for full-time work may be in part-time employment and looking 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.

A2.1 Examples of graduate labour market outcomes

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

Bryan works 20 hours a week while also studying full-time. He 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 rate and labour force participation rate. Bryan’s salary is not counted towards the median salary figure. Bryan is not considered ‘underemployed’.

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

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

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



Appendix 3

GOS questionnaire

A3.1 Core instrument

Table 29 summarises all items included in the 2024 GOS core instrument. A copy of the core survey instrument (i.e. excluding any institution specific items) is included in the *2024 GOS Methodological Report*.

Table 29 / Questionnaire item summary

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

Table 29 / Questionnaire item summary

(continued)

Question ID	Question	Response frame
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 – <currentyear>)
STARTWK	If you had found a job, could you have started last week?	1. Yes 5. No
STARTWKFU	Why do you say you couldn't have started last week?	1. Because of the current situation with COVID-19 5. Some other reason
WAITWORK	You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained ?	1. Yes 5. No
MORE1JOB	Did you have more than 1 job or business last week ?	1. Yes 5. No
INTROSELFEMPii	The next few questions are about the job or business in which you usually work the most hours, that is, your main job.	
INTROSELFEMPiii	The next few questions are about the job or business in which you usually work the most hours, that is, your main job .	
SELFEMP	Did you work for an employer, or in your own business?	1. Employer 2. Own business (go to ACTLHRSM) 3. Other or uncertain
PAYMENT	Are you paid a wage or salary, or some other form of payment?	1. Wage or Salary 5. Other or Uncertain

Table 29 / Questionnaire item summary

(continued)

Question ID	Question	Response frame
PAYARRNG	What are your <working/payment> arrangements?	10. Unpaid voluntary work *(GO TO MODULE C) 11. Unpaid trainee or work placement *(GO TO MODULE C) 12. Contractor or Subcontractor 13. Own business or Partnership 14. Commission only 15. Commission with retainer 16. In a family business without pay *(GO TO MODULE C) 17. Payment in kind 18. Paid by the piece or item produced 19. Wage or salary earner 20. Other (Specify)
ACTLHRSM	How many hours did you actually work in your main job last week less time off but counting any extra hours worked?	1. Enter hours (NUMERIC, RANGE 0-168)
USLHRSM	How many hours do you usually work each week in your main job ?	1. Enter hours (NUMERIC, RANGE 0-168)
ACTLHRS	How many hours did you actually work last week less time off but counting any extra hours worked IF MORE1JOB=1:<in all your jobs>?	1. Enter hours (NUMERIC, RANGE 0-168)
USLHRS	How many hours do you usually work each week IF MORE1JOB=1:<in all your jobs>?	1. Enter hours (NUMERIC, RANGE 0-168)
PREFMHRS	Would you prefer to work more hours than you usually work *IF MORE1JOB=1:<in all your jobs>?	1. Yes 5. No 6. Don't know
PREFHRS	How many hours a week would you like to work?	1. Enter hours (NUMERIC, RANGE 0-168, CAN'T BE LESS THAN USLHRS)
AVLMHRS	Last week, were you available to work more hours than you usually work?	1. Yes 5. No

Table 29 / Questionnaire item summary

(continued)

Question ID	Question	Response frame
RSNOMORE	You mentioned that you are not looking to work more hours. What is the main reason you work the number of hours you are currently working? <i>Please select only one answer.</i>	<ol style="list-style-type: none"> 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 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? <i>Please select only one answer.</i>	<ol style="list-style-type: none"> 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 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> ? Please start typing the name of your occupation in the text box and select the correct one, or enter in full.	1. (Predictive verbatim text box) *PROGRAMMER NOTE: USE OCCUPATION LOOKUP LIST LOCATED HERE
DUTIES	What are your main tasks and duties?	1. (verbatim text box)
EMPLOYER	What is the name of your <employer/business> ? Please start typing the name of your employer in the text box and select the correct one, or enter in full.	1. (verbatim text box)
INDUSTRY	What kind of business or service is carried out by your <employer at the place where you work/business>?	<ol style="list-style-type: none"> 1. (verbatim text box) 90. Other (Please specify)

Table 29 / Questionnaire item summary

(continued)

Question ID	Question	Response frame
SECTOR	In what sector are you wholly or mainly employed?	<ol style="list-style-type: none"> Public or government Private Not-for-profit
INAUST	Are you working in Australia?	<ol style="list-style-type: none"> Yes No Not sure
EMPSTATE	In which state or territory is your <employer/business> currently located?	<ol style="list-style-type: none"> NSW VIC QLD SA WA TAS NT ACT Don't know
LOCATION	And what is the postcode of your <employer/business>?	<ol style="list-style-type: none"> (Predictive verbatim text box) *PROGRAMMER NOTE: USE POSTCODE LOOKUP LIST LOCATED HERE Not sure
COUNTRYx	In which country is your <employer/business> mainly based?	<ol style="list-style-type: none"> (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST LOCATED HERE & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY
CURCOUNTRY	Do you currently live in Australia or Overseas?	<ol style="list-style-type: none"> Australia Overseas
CURSTATE	In which state or territory do you usually live?	<ol style="list-style-type: none"> NSW VIC QLD SA WA TAS NT ACT Don't know

Question ID	Question	Response frame
CURPCODE	What is the postcode or suburb where you usually live?	<ol style="list-style-type: none"> (verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST LOCATED HERE Not sure
OSCOUNTRY	<p>In which country do you currently live?</p> <p>Please start typing the country name in the text box and select the correct one, or enter in full.</p>	<ol style="list-style-type: none"> <Predictive text verbatim text box> *PROGRAMMER NOTE: USE SACC COUNTRY LIST LOCATED HERE & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY
EMP12	Have you worked <for your employer/in your business> for 12 months or more?	<ol style="list-style-type: none"> Yes, more than 12 months No, less than 12 months
EMPMTHS	How many months have you worked <for your employer/in your business>?	<ol style="list-style-type: none"> Enter number of months (NUMERIC, RANGE 1-12)
EMPYRS	How many years have you worked <for your employer/in your business>?	<ol style="list-style-type: none"> Enter number of years (NUMERIC, RANGE 1-49)
FFTJOB	Is this your first full-time job?	<ol style="list-style-type: none"> Yes No
SALARYA	<p>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?</p> <p>Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).</p>	<ol style="list-style-type: none"> Amount per hour (Please specify) (NUMERIC, RANGE 1-250) Amount per day (Please specify) (NUMERIC, RANGE 1-800) Amount each week (Please specify) (NUMERIC, RANGE 1-4000) Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) Amount each year (Please specify) (NUMERIC, RANGE 1-250K) No earnings Don't know
SALARYB	<p>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?</p>	<ol style="list-style-type: none"> \$1 - \$9,999 \$10,000 - \$19,999 \$20,000 - \$29,999 \$30,000 - \$39,999 \$40,000 - \$49,999 \$50,000 - \$59,999 \$60,000 - \$79,999 \$80,000 - \$99,999 \$100,000 - \$124,999 \$125,000 - \$149,999 \$150,000 or more Don't know

Question ID	Question	Response frame
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

Table 29 / Questionnaire item summary

(continued)

Question ID	Question	Response frame
SALCONF2	And which of the following would you usually earn in your all your jobs , per annum before tax or anything else was taken out?	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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)

Table 29 / Questionnaire item summary

(continued)

Question ID	Question	Response frame
FINDJOB	How did you first find out about this job?	<ol style="list-style-type: none"> 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 17. An employer promotional event 14. Graduate program / internship / work placement 13. Other (Please specify)
SPOQ	<p>The following statements are about your skills, abilities and education. Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.</p> <p>(STATEMENTS)</p> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree

Table 29 / Questionnaire item summary

(continued)

Question ID	Question	Response frame
RSOVRQ	Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education? <i>Please select only one answer.</i>	<ol style="list-style-type: none"> 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 19. Waiting for accreditation/registration 11. Other (Please specify)
Module C: Further study		
FURSTUD	Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	<ol style="list-style-type: none"> 1. Yes – full-time 2. Yes – part-time 5. No
FURNEW	Are you currently studying in a new course after completing your <E308>?	<ol style="list-style-type: none"> 1. Yes 2. No
FURINST	<p>What is the name of the institution where you are currently studying?</p> <p>Please start typing the name of your institution in the text box and select the correct one, or type in full.</p>	<ol style="list-style-type: none"> 1. <look up list> *PROGRAMMER NOTE: USE FURINST LOOKUP LIST
FURQUAL	What is the full title of the qualification you are currently studying?	<ol style="list-style-type: none"> 1. (verbatim text box)

Question ID	Question	Response frame
FURFOE	What is your main field of education for this qualification ?	<ol style="list-style-type: none"> 1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science) 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health (incl. Nursing, Veterinary, Pharmacy) 7. Education 8. Management and Commerce (incl. Accounting, Business, Finance, Marketing) 9. Society and Culture (incl. Law, Psychology, Economics, Social and Political Sciences) 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?	<ol style="list-style-type: none"> 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

Table 29 / Questionnaire item summary

(continued)

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

Table 29 / Questionnaire item summary

(continued)

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

Table 29 / Questionnaire item summary

(continued)

Question ID	Question	Response frame
Module E: Graduate Preparation		
FORMREQ	Is a <FinalCourseA/FinalCourseB> or similar qualification a formal requirement for you to do your current job?	<ol style="list-style-type: none"> 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?	<ol style="list-style-type: none"> 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?	<ol style="list-style-type: none"> 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?	<ol style="list-style-type: none"> 1. (verbatim text box)
IMPPREP	What are the main ways <E306C> could have better prepared you for employment in your organisation?	<ol style="list-style-type: none"> 1. (verbatim text box)
FSBEPREP	What are the main ways that < E306C > prepared you for further study?	<ol style="list-style-type: none"> 1. (verbatim text box)
FSIMPREP	What are the main ways <E306C> could have better prepared you for further study?	<ol style="list-style-type: none"> 1. (verbatim text box)
Module F: Additional Items		
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?)	<ol style="list-style-type: none"> 1. Yes 2. No 3. Not applicable
INTERN	Did your <FinalCourseA/FinalCourseB> include an internship component?	<ol style="list-style-type: none"> 1. Yes 2. No 3. Don't know

Table 29 / Questionnaire item summary

(continued)

Question ID	Question	Response frame
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? <i>Please select all that apply.</i>	1/JOINTSUP. Yes it was jointly supervised 2/COFUND. Yes it was co-funded 3/NOJSCF. No *(EXCLUSIVE) 4/DKJSCF. Don't know *(EXCLUSIVE)
Module G: Contact details		
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/survey-participants/gos-l-participants).	1. Yes 2. No
CONTACT2	The Department of Education is undertaking some research into why graduates chose to study their <COURSE>. Do you consent to being contacted in future to participate in this research?	1. Yes 2. No
ALUMNI	Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?	1. Yes 2. No
Email/EMAIL	We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?	1. Permanent email address is as above 2. Enter new permanent email address (verbatim text box) 3. Don't have a permanent email address 4. Do not wish to be re-contacted by email

Table 29 / Questionnaire item summary

(continued)

Question ID	Question	Response frame
ADDRESS	<p>The postal address we have for you is: <add1> <add2> <add3> <suburb> <state> <pcode> <country></p> <p>Is this correct?</p>	<ol style="list-style-type: none"> 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?	<ol style="list-style-type: none"> 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?	<ol style="list-style-type: none"> 1. Yes 2. No
NTFEMAIL	What is the best email address to send the notification to?	<ol style="list-style-type: none"> 1. Address as above 2. Enter new email address

A3.2 Additional items

A total of 17 institutions (15 universities and 2 NUHEIs) included institution-specific items in the 2024 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 distinguish between the core instrument and any additional items.

The Course Experience Questionnaire (CEQ) (excluding the single overall satisfaction item) and the Graduate Attributes Scale (GAS) became institution opt-in from the 2021 GOS. A total of 38 institutions (19 universities and 19 NUHEIs) included the CEQ, and 38 institutions (20 universities and 18 NUHEIs) included the GAS.

Stakeholders including the Australian Association of Graduate Employers (AAGE) and Australian Collaborative Education Network Limited (ACEN), included items in the 2024 GOS. Content covered by the stakeholder items included employment pathways and work-integrated learning. Institutions were invited to participate in these items, where applicable, by each of the relevant stakeholders.

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).²² 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:

$$p \pm z \sqrt{\frac{p(1-p)}{n}}$$

where p is the ratio of the number of positive responses for the measure of interest n_1 to the total number of valid responses (n) and z 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

$$\tilde{n} = n + z^2 \text{ and } \tilde{p} = \frac{1}{\tilde{n}}(n_1 + \frac{z^2}{2})$$

The adjusted confidence interval then becomes:

$$\tilde{p} \pm z \sqrt{\frac{\tilde{p}(1-\tilde{p})}{\tilde{n}}}$$

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 \pm symbol by a finite population correction factor, given as

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

where N is the population size. The adjusted confidence interval with finite population correction becomes:

$$\tilde{p} \pm z \sqrt{\frac{\tilde{p}(1-\tilde{p})}{\tilde{n}}} \times \sqrt{1 - \frac{n}{N}}$$

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

²² Agresti, A and Coull, BA (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>.

Appendix 5

Study area concordance

Study areas for the QILT surveys, including the Graduate Outcomes Survey (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 30**. Details of the fields of education are available from the ABS website.

Table 30 / **Study area concordance**

Study Area		Study Area 45		Broad Field of Education	Detailed Field of Education
0	Non-award	0	Non-award		000000
1	Science and mathematics	1	Natural and physical sciences	01 Natural and physical sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	01 Natural and physical sciences	010100, 010101, 010103, 010199
		3	Biological sciences	01 Natural and physical sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical science and technology	01 Natural and physical sciences	019901, 019903, 019905, 019907, 019909
2	Computing and Information systems	5	Computing and information systems	02 Information technology	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999

Table 30 / Study area concordance

(continued)

Study Area		Study Area 45		Broad Field of Education	Detailed Field of Education
3	Engineering	6	Engineering -other	03 Engineering and related technologies	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering -process and resources	03 Engineering and related technologies	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering -mechanical	03 Engineering and related technologies	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering -civil	03 Engineering and related technologies	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering -electrical and electronic	03 Engineering and related technologies	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering -aerospace	03 Engineering and related technologies	031500, 031501, 031503, 031505, 031507, 031599
4	Architecture and built environment	12	Architecture and urban environments	04 Architecture and building	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building and construction	04 Architecture and building	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	05 Architecture, environmental and related studies	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental studies	05 Architecture, environmental and related studies	050900, 050901, 050999

Table 30 / **Study area concordance**

(continued)

Study Area		Study Area 45		Broad Field of Education	Detailed Field of Education
6	Health services and support	16	Health services and support	06 Health	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public health	06 Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	06 Health	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	06 Health	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	06 Health	060500, 060501
10	Dentistry	21	Dentistry	06 Health	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary science	06 Health	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	06 Health	061701
		24	Occupational therapy	06 Health	061703
13	Teacher education	25	Teacher education -other	07 Education	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher education -early childhood	07 Education	070101
		27	Teacher education -primary and secondary	07 Education	070103, 070105

Table 30 / Study area concordance

(continued)

Study Area		Study Area 45		Broad Field of Education	Detailed Field of Education
14	Business and management	28	Accounting	08 Management and commerce	080100, 080101
		29	Business management	08 Management and commerce	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales and marketing	08 Management and commerce	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management and commerce-other	08 Management and commerce	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking and finance	08 Management and commerce	081100, 081101, 081103, 081105, 081199
		40	Economics	09 Society and culture	091900, 091901, 091903
15	Humanities, culture and social sciences	33	Political science	09 Society and culture	090100, 090101, 090103
		34	Humanities inc history and geography	09 Society and culture	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language and literature	09 Society and culture	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social work	09 Society and culture	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	09 Society and culture	090700, 090701, 090799
18	Law and paralegal studies	38	Law	09 Society and culture	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice studies and policing	09 Society and culture	091100, 091101, 091103, 091105, 091199

Table 30 / **Study area concordance**

(continued)

Study Area		Study Area 45		Broad Field of Education	Detailed Field of Education
19	Creative arts	42	Art and design	10 Creative arts	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music and performing arts	10 Creative arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, media and journalism	10 Creative arts	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport and recreation	09 Society and culture	092100, 092101, 092103, 092199
		45	Tourism, hospitality and personal services	08 Management and commerce 11 Food, hospitality and personal services 12 Mixed Field	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

Additional tables and figures

This report is accompanied by additional benchmarking tables and figures that can 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.

A6.1 GOS results

A6.1.1 Labour force outcomes

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

Table 31 / **Tables and figures associated with labour force outcomes**

Report table/figure	Sheet name	Table title
Table 06	OVERALL_ALL_ALL_2Y_HEPTYPE	Employment (FTE, OE, LF, SAL) and study outcomes among all course levels from all provider types by provider type, 2023-2024
Table 01 / Table 02	OVERALL_ALL_ALL_3Y	Employment (FTE, OE, LF, SAL) and study outcomes among all course levels from all provider types by course level, 2022-2024
Table 04	SAL_UG_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by study area
Table 05	SAL_PGC_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by study area
	SAL_PGR_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by study area
	SAL_UG_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by demographic group
	SAL_PGC_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by demographic group
	SAL_PGR_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by demographic group

Table 31 / **Tables and figures associated with labour force outcomes**

(continued)

Report table/figure	Sheet name	Table title
	SAL_UG_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by 45 study areas
	SAL_PGC_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by 45 study areas
	SAL_PGR_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by 45 study areas
	LF_UG_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among undergraduates from universities by institution
	LF_PGC_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate coursework students from universities by institution
	LF_PGR_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate research students from universities by institution
Table 07	LF_UG_NUHEI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among undergraduates from non-university higher education institutes (NUHEIs) by institution
Table 08	LF_PGC_NUHEI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
	LF_UG_UNI_2Y_E315	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from universities by gender, 2023-2024
	LF_UG_NUHEI_2Y_E315	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from non-university higher education institutes (NUHEIs) by gender, 2023-2024
Figure 03 / Figure 04	FTE_UG_ALL_16-YY_E942	Proportion employed full-time, 2016-2024 among undergraduates from all provider types by citizenship indicator, residence at time of survey (In Australia, Overseas) and age
Figure 03	FTE_PGC_ALL_16-YY_E942	Proportion employed full-time, 2016-2024 among postgraduate coursework students from all provider types by citizenship indicator, residence at time of survey (In Australia, Overseas) and age
Figure 03	FTE_PGR_ALL_16-YY_E942	Proportion employed full-time, 2016-2024 among postgraduate research students from all provider types by citizenship indicator, residence at time of survey (In Australia, Overseas) and age
Figure 05	SAL_UG_ALL_16-YY_E942	Median annual full-time salaries (\$), 2016-2024 among undergraduates from all provider types by citizenship
Figure 05	SAL_PGC_ALL_16-YY_E942	Median annual full-time salaries (\$), 2016-2024 among postgraduate coursework students from all provider types by citizenship

Report table/figure	Sheet name	Table title
Figure 05	SAL_PGR_ALL_16-YY_E942	Median annual full-time salaries (\$), 2016-2024 among postgraduate research students from all provider types by citizenship
Figure 06	PREFMHRS_UG_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among undergraduates and all provider types by gender, 2024
Figure 06	PREFMHRS_PGC_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among postgraduate coursework students and all provider types by gender, 2024
Figure 06	PREFMHRS_PGR_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among postgraduate research students and all provider types by gender, 2024
	PARTEMP_UG_ALL_1Y_AREA_E315	Part-time employment as a proportion of all employed graduates by gender 2024 among undergraduates from all provider types by study area
Figure 07	FTE_UG_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among undergraduates from universities by institution
Figure 08	SAL_UG_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among undergraduates from universities by institution
	FTE_UG_NUHEI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among undergraduates from non-university higher education institutes (NUHEIs) by institution
	SAL_UG_NUHEI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among undergraduates from non-university higher education institutes (NUHEIs) by institution
Figure 09	FTE_PGC_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate coursework students from universities by institution
	FTE_PGC_NUHEI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
	FTE_PGR_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate research students from universities by institution
Figure 10	SAL_PGC_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among postgraduate coursework students from universities by institution
	SAL_PGR_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among postgraduate research students from universities by institution

Report table/figure	Sheet name	Table title
Table 06	OVERALL_ALL_ALL_2Y_HEPTYPE	Employment (FTE, OE, LF, SAL) and study outcomes among all course levels from all provider types by provider type, 2023-2024
Table 01 / Table 02	OVERALL_ALL_ALL_3Y	Employment (FTE, OE, LF, SAL) and study outcomes among all course levels from all provider types by course level, 2022-2024
Table 04	SAL_UG_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by study area
Table 05	SAL_PGC_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by study area
	SAL_PGR_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by study area
	SAL_UG_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by demographic group
	SAL_PGC_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by demographic group
	SAL_PGR_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by demographic group
	SAL_UG_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by 45 study areas
	SAL_PGC_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by 45 study areas
	SAL_PGR_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by 45 study areas
	LF_UG_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among undergraduates from universities by institution
	LF_PGC_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate coursework students from universities by institution
	LF_PGR_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate research students from universities by institution

Table 31 / **Tables and figures associated with labour force outcomes**

(continued)

Report table/figure	Sheet name	Table title
Table 07	LF_UG_NUHEI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among undergraduates from non-university higher education institutes (NUHEIs) by institution
Table 08	LF_PGC_NUHEI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
	LF_UG_UNI_2Y_E315	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from universities by gender, 2023-2024
	LF_UG_NUHEI_2Y_E315	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from non-university higher education institutes (NUHEIs) by gender, 2023-2024
Figure 03 / Figure 04	FTE_UG_ALL_16-YY_E942	Proportion employed full-time, 2016-2024 among undergraduates from all provider types by citizenship indicator, residence at time of survey (In Australia, Overseas) and age
Figure 03	FTE_PGC_ALL_16-YY_E942	Proportion employed full-time, 2016-2024 among postgraduate coursework students from all provider types by citizenship indicator, residence at time of survey (In Australia, Overseas) and age
Figure 03	FTE_PGR_ALL_16-YY_E942	Proportion employed full-time, 2016-2024 among postgraduate research students from all provider types by citizenship indicator, residence at time of survey (In Australia, Overseas) and age
Figure 05	SAL_UG_ALL_16-YY_E942	Median annual full-time salaries (\$), 2016-2024 among undergraduates from all provider types by citizenship
Figure 05	SAL_PGC_ALL_16-YY_E942	Median annual full-time salaries (\$), 2016-2024 among postgraduate coursework students from all provider types by citizenship
Figure 05	SAL_PGR_ALL_16-YY_E942	Median annual full-time salaries (\$), 2016-2024 among postgraduate research students from all provider types by citizenship
Figure 06	PREFMHRS_UG_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among undergraduates and all provider types by gender, 2024
Figure 06	PREFMHRS_PGC_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among postgraduate coursework students and all provider types by gender, 2024
Figure 06	PREFMHRS_PGR_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among postgraduate research students and all provider types by gender, 2024
	PARTEMP_UG_ALL_1Y_AREA_E315	Part-time employment as a proportion of all employed graduates by gender 2024 among undergraduates from all provider types by study area
Figure 07	FTE_UG_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among undergraduates from universities by institution

Report table/figure	Sheet name	Table title
Figure 08	SAL_UG_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among undergraduates from universities by institution
	FTE_UG_NUHEI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among undergraduates from non-university higher education institutes (NUHEIs) by institution
	SAL_UG_NUHEI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among undergraduates from non-university higher education institutes (NUHEIs) by institution
Figure 09	FTE_PGC_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate coursework students from universities by institution
	FTE_PGC_NUHEI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
	FTE_PGR_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate research students from universities by institution
Figure 10	SAL_PGC_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among postgraduate coursework students from universities by institution
	SAL_PGR_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among postgraduate research students from universities by institution

A6.1.2 Hours worked

This group of tables explores the median hours actually worked by graduates in the week prior to completing the survey (about four to six months after completing their course).

Table 32 / Tables associated with median usual hours and median actual hours worked

Report table/figure	Sheet name	Table title
	HOURS_UG_ALL_3Y	Average hours worked per week for employed undergraduates by full-time/part-time status, 2022-2024
	HOURS_PGC_ALL_3Y	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status, 2022-2024
	HOURS_PGR_ALL_3Y	Average hours worked per week for employed postgraduates (research) by full-time/part-time status, 2022-2024
	HOURS_UG_ALL_3Y_PERIOD	Average hours worked per week for employed undergraduates by full-time/part-time status and survey round, 2022-2024
	HOURS_PGC_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (coursework) by full-time/part-time status and survey round, 2022-2024
	HOURS_PGR_ALL_3Y_PERIOD	Average hours worked per week for employed postgraduates (research) by full-time/part-time status and survey round, 2022-2024

A6.1.3 Away from work

This group of tables presents the proportion of employed graduates who were away from work in the week prior to completing the survey. Reasons for being away from work include for holidays or sickness.

Table 33 / **Tables associated with the percentage of employed graduates away from work**

Report table/figure	Sheet name	Table title
	AWAYWORK_UG_ALL_3Y	Proportion of employed undergraduates who were away from work by full-time/part-time status, 2022-2024 (%)
	AWAYWORK_PGC_ALL_3Y	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status, 2022-2024 (%)
	AWAYWORK_PGR_ALL_3Y	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status, 2022-2024 (%)
	AWAYWORK_UG_ALL_3Y_PERIOD	Proportion of employed undergraduates who were away from work by full-time/part-time status and survey round, 2022-2024 (%)
	AWAYWORK_PGC_ALL_3Y_PERIOD	Proportion of employed postgraduates (coursework) who were away from work by full-time/part-time status and survey round, 2022-2024 (%)
	AWAYWORK_PGR_ALL_3Y_PERIOD	Proportion of employed postgraduates (research) who were away from work by full-time/part-time status and survey round, 2022-2024 (%)

A6.1.4 Graduate occupations

This group of tables presents the proportion of employed graduates and graduates employed full-time in different occupations. These occupations are coded from each graduate's description of their job and job role to a detailed ANZCO²³ 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 34 / **Tables associated with occupation types of employed graduates**

Report table/figure	Sheet name	Table title
Table 04	EMP_UG_ALL_2Y_AREA	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from all provider types by study area
Table 05	EMP_PGC_ALL_2Y_AREA	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate coursework students from all provider types by study area
	EMP_PGR_ALL_2Y_AREA	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate research students from all provider types by study area
	EMP_UG_ALL_2Y_E315	Employment outcomes (FTE, OE, LF) among undergraduates and all provider types by gender, 2023-2024
	EMP_PGC_ALL_2Y_E315	Employment outcomes (FTE, OE, LF) among postgraduate coursework students and all provider types by gender, 2023-2024
	EMP_PGR_ALL_2Y_E315	Employment outcomes (FTE, OE, LF) among postgraduate research students and all provider types by gender, 2023-2024
	EMP_UG_ALL_2Y_DG	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from all provider types by demographic group
	EMP_PGC_ALL_2Y_DG	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate coursework students from all provider types by demographic group
	EMP_PGR_ALL_2Y_DG	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate research students from all provider types by demographic group
	EMP_UG_ALL_1Y_FTS	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from all provider types by full-time study status by gender, 2024
	EMP_PGC_ALL_1Y_FTS	Employment outcomes (FTE, OE, LF, SAL) among postgraduate coursework students from all provider types by full-time study status by gender, 2024
	EMP_PGR_ALL_1Y_FTS	Employment outcomes (FTE, OE, LF, SAL) among postgraduate research students from all provider types by full-time study status by gender, 2024

²³ [ANZSCO](#) – Australian and New Zealand Standard Classification of Occupations

Table 34 / **Tables associated with occupation types of employed graduates**

(continued)

Report table/figure	Sheet name	Table title
	EMP_UG_ALL_2Y_AREA45	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from all provider types by 45 study areas
	EMP_PGC_ALL_2Y_AREA45	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate coursework students from all provider types by 45 study areas
	EMP_PGR_ALL_2Y_AREA45	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate research students from all provider types by 45 study areas
	EMP_UG_UNI_2Y_AREA	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from universities by study area
	EMP_UG_NUHEI_2Y_AREA	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from non-university higher education institutes (NUHEIs) by study area
	EMP_UG_UNI_2Y_DG	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from universities by demographic group
	EMP_UG_NUHEI_2Y_DG	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from non-university higher education institutes (NUHEIs) by demographic group
	EMP_UG_ALL_1Y_CURCOUNTRY	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from all provider types by residence at time of survey (In Australia, Overseas), 2024
	EMP_PGC_ALL_1Y_CURCOUNTRY	Employment outcomes (FTE, OE, LF, SAL) among postgraduate coursework students from all provider types by residence at time of survey (In Australia, Overseas), 2024
	EMP_PGR_ALL_1Y_CURCOUNTRY	Employment outcomes (FTE, OE, LF, SAL) among postgraduate research students from all provider types by residence at time of survey (In Australia, Overseas), 2024
Table 19	EMP_UG_ALL_1Y_COUNTRY	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from all provider types by home country of international graduates, 2024
Figure 01 / Table 20	EMP_PGC_ALL_1Y_COUNTRY	Employment outcomes (FTE, OE, LF, SAL) among postgraduate coursework students from all provider types by home country of international graduates, 2024
Table 21	EMP_PGR_ALL_1Y_COUNTRY	Employment outcomes (FTE, OE, LF, SAL) among postgraduate research students from all provider types by home country of international graduates, 2024
	EMP_UG_ALL_3Y_PERIOD	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from all provider types by survey round, 2022-2024
	EMP_PGC_ALL_3Y_PERIOD	Employment outcomes (FTE, OE, LF, SAL) among postgraduate coursework students from all provider types by survey round, 2022-2024

Table 34 / **Tables associated with occupation types of employed graduates**

(continued)

Report table/figure	Sheet name	Table title
	EMP_PGR_ALL_3Y_PERIOD	Employment outcomes (FTE, OE, LF, SAL) among postgraduate research students from all provider types by survey round, 2022-2024
Table 09	OCC_UG_ALL_1Y_EMPTYYPE_E315	Occupation level among undergraduates and all provider types by employment outcomes (FTE, OE) by gender, 2024
Table 09	OCC_PGC_ALL_1Y_EMPTYYPE_E315	Occupation level among postgraduate coursework students and all provider types by employment outcomes (FTE, OE) by gender, 2024
Table 09	OCC_PGR_ALL_1Y_EMPTYYPE_E315	Occupation level among postgraduate research students and all provider types by employment outcomes (FTE, OE) by gender, 2024
	OCCO_UG_ALL_1Y_AREA45	Occupation level, overall employed, 2024, among undergraduates from all provider types by 45 study areas
	OCC_UG_UNI_1Y_EMPTYYPE_E315	Occupation level among undergraduates and universities by employment outcomes (FTE, OE) by gender, 2024
	OCC_UG_NUHEI_1Y_EMPTYYPE_E315	Occupation level among undergraduates and non-university higher education institutes (NUHEIs) by employment outcomes (FTE, OE) by gender, 2024
	OCCO_UG_UNI_1Y_AREA_EMPTYYPE	Occupation level, overall employed, 2024, among undergraduates from universities by study area
	OCCO_UG_ALL_1Y_AREA_EMPTYYPE	Occupation level, overall employed, 2024, among undergraduates from all provider types by study area
	OCCF_UG_ALL_1Y_BFOE	Occupation level, full-time employed, 2024, among undergraduates from all provider types by broad field of education
	OCCF_PGC_ALL_1Y_BFOE	Occupation level, full-time employed, 2024, among postgraduate coursework students from all provider types by broad field of education
	OCCF_PGR_ALL_1Y_BFOE	Occupation level, full-time employed, 2024, among postgraduate research students from all provider types by broad field of education
	OCCO_UG_ALL_1Y_BFOE	Occupation level, overall employed, 2024, among undergraduates from all provider types by broad field of education
	OCCO_PGC_ALL_1Y_BFOE	Occupation level, overall employed, 2024, among postgraduate coursework students from all provider types by broad field of education
	OCCO_PGR_ALL_1Y_BFOE	Occupation level, overall employed, 2024, among postgraduate research students from all provider types by broad field of education
Table 10	OCCF_UG_ALL_1Y_AREA	Occupation level, full-time employed, 2024, among undergraduates from all provider types by study area

Table 34 / **Tables associated with occupation types of employed graduates**

(continued)

Report table/figure	Sheet name	Table title
Table 10	OCCF_PGC_ALL_1Y_AREA	Occupation level, full-time employed, 2024, among postgraduate coursework students from all provider types by study area
Table 10	OCCF_PGR_ALL_1Y_AREA	Occupation level, full-time employed, 2024, among postgraduate research students from all provider types by study area
	OCCO_UG_ALL_1Y_AREA	Occupation level, overall employed, 2024, among undergraduates from all provider types by study area
	OCCO_PGC_ALL_1Y_AREA	Occupation level, overall employed, 2024, among postgraduate coursework students from all provider types by study area
	OCCO_PGR_ALL_1Y_AREA	Occupation level, overall employed, 2024, among postgraduate research students from all provider types by study area
	EMP_UG_ALL_1Y_HEPTYPE	Employment outcomes (FTE, OE, LF) among undergraduates from all provider types by provider types, 2024
	EMP_PGC_ALL_1Y_HEPTYPE	Employment outcomes (FTE, OE, LF) among postgraduate coursework students from all provider types by provider types, 2024
	EMP_PGR_ALL_1Y_HEPTYPE	Employment outcomes (FTE, OE, LF) among postgraduate research students from all provider types by provider types, 2024

A6.1.5 Importance of the qualification

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

Table 35 / **Tables associated with the extent to which graduates considered their qualification important**

Report table/figure	Sheet name	Table title
	QUALIMP_UG_ALL_1Y	Importance of qualification for undergraduates' current employment, 2024 (%)
	QUALIMP_PGC_ALL_1Y	Importance of qualification for postgraduate coursework graduates' current employment, 2024 (%)
	QUALIMP_PGR_ALL_1Y	Importance of qualification for postgraduate research graduates' current employment, 2024 (%)

A6.1.6 Extent to which qualification prepared graduates

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

Table 36 / **Tables associated with the extent to which the qualification prepared graduates for their current job**

Report table/figure	Sheet name	Table title
Table 14	CRSPREP_UG_ALL_1Y	Extent to which qualification prepared among undergraduates and all provider types by employment outcomes (FTE, OE) 2024
Table 14	CRSPREP_PGC_ALL_1Y	Extent to which qualification prepared among postgraduate coursework students and all provider types by employment outcomes (FTE, OE) 2024
Table 14	CRSPREP_PGR_ALL_1Y	Extent to which qualification prepared among postgraduate research students and all provider types by employment outcomes (FTE, OE) 2024
Table 15	CRSPREP_UG_ALL_1Y_AREA	Course prepared them well or very well for current job, 2024, among undergraduates from all provider types by study area
Table 15	CRSPREP_PGC_ALL_1Y_AREA	Course prepared them well or very well for current job, 2024, among postgraduate coursework students from all provider types by study area
Table 15	CRSPREP_PGR_ALL_1Y_AREA	Course prepared them well or very well for current job, 2024, among postgraduate research students from all provider types by study area
Table 16	CRSPREP_UG_ALL_1Y_AREA_OCCF	Course prepared them well or very well for current job, 2024, among undergraduates from all provider types by study area
Table 16	CRSPREP_PGC_ALL_1Y_AREA_OCCF	Course prepared them well or very well for current job, 2024, among postgraduate coursework students from all provider types by study area
Table 16	CRSPREP_PGR_ALL_1Y_AREA_OCCF	Course prepared them well or very well for current job, 2024, among postgraduate research students from all provider types by study area

A6.1.7 Skills utilisation

This group of tables present data exploring underutilisation of skills by 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 37 / **Tables associated with reasons for underutilisation of skills and education**

Report table/figure	Sheet name	Table title
Table 03	RSNOMORE_UG_ALL_1Y_E315	Reason for not working more hours for part-time employed among undergraduates and all provider types by preference for more hours and gender 2024
Table 03	RSNOMORE_PGC_ALL_1Y_E315	Reason for not working more hours for part-time employed among postgraduate coursework students and all provider types by preference for more hours and gender 2024
Table 03	RSNOMORE_PGR_ALL_1Y_E315	Reason for not working more hours for part-time employed among postgraduate research students and all provider types by preference for more hours and gender 2024
Table 12	RSOVRQ_UG_ALL_1Y	Reason working in a job that does not fully use skills and educations among undergraduates and all provider types by employment outcomes (FTE, OE) 2024
Table 12	RSOVRQ_PGC_ALL_1Y	Reason working in a job that does not fully use skills and educations among postgraduate coursework students and all provider types by employment outcomes (FTE, OE) 2024
	RSOVRQ_PGR_ALL_1Y	Reason working in a job that does not fully use skills and educations among postgraduate research students and all provider types by employment outcomes (FTE, OE) 2024
	RSOVRQ_UG_ALL_1Y_AREA	Occupation does not fully use skills and education, and main reason for working in a job that doesn't fully use skills and education, 2024 among undergraduates from all provider types by study area
	RSOVRQ_PGC_ALL_1Y_AREA	Occupation does not fully use skills and education, and main reason for working in a job that doesn't fully use skills and education, 2024 among postgraduate coursework students from all provider types by study area
	RSOVRQ_PGR_ALL_1Y_AREA	Occupation does not fully use skills and education, and main reason for working in a job that doesn't fully use skills and education, 2024 among postgraduate research students from all provider types by study area
Table 11	SPOQSCL_ALL_ALL_1Y	Occupation does not fully use skills or education among all course levels and all provider types by employment outcomes (FTE, OE) 2024
Table 13	SPOQSCL_UG_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among undergraduates from all provider types by study area
Table 13	SPOQSCL_PGC_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among postgraduate coursework students from all provider types by study area
Table 13	SPOQSCL_PGR_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among postgraduate research students from all provider types by study area

A6.1.8 Further study

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

Table 38 / **Tables associated with graduates undertaking further full-time study**

Report table/figure	Sheet name	Table title
	FTS_UG_ALL_1Y_AREA_E315	Further full-time study by gender among undergraduates from all provider types by study area, 2024
	FTS_PGC_ALL_1Y_AREA_E315	Further full-time study by gender among postgraduate coursework students from all provider types by study area, 2024
	FTS_PGR_ALL_1Y_AREA_E315	Further full-time study by gender among postgraduate research students from all provider types by study area, 2024
Figure 12	FTS_UG_ALL_1Y_BFOE	Further full-time study among undergraduates from all provider types by broad field of education, 2024
Figure 13	FTS_PGC_ALL_1Y_BFOE	Further full-time study among postgraduate coursework students from all provider types by broad field of education, 2024
	FTS_PGR_ALL_1Y_BFOE	Further full-time study among postgraduate research students from all provider types by broad field of education, 2024
Table 17	FTS_UG_ALL_1Y_FURFOE	Current further study: field of education among undergraduates and all provider types by further full-time study, 2024
Table 17	FTS_PGC_ALL_1Y_FURFOE	Current further study: field of education among postgraduate coursework students and all provider types by further full-time study, 2024
	FTS_PGR_ALL_1Y_FURFOE	Current further study: field of education among postgraduate research students and all provider types by further full-time study, 2024
	FTS_ALL_ALL_1Y_FURLEV	Further full-time study level among all course levels from all provider types by original study level, 2024
Table 18	FTS_UG_ALL_1Y_BFOE_FURFOE	Broad field of education among undergraduates and all provider types by further full-time study, 2024
	FTS_PGC_ALL_1Y_BFOE_FURFOE	Broad field of education among postgraduate coursework students and all provider types by further full-time study, 2024
	FTS_PGR_ALL_1Y_BFOE_FURFOE	Broad field of education among postgraduate research students and all provider types by further full-time study, 2024
Figure 11	FTS_UG_ALL_1Y_DG	Further full-time study among undergraduates from all provider types by demographic group, 2024
Figure 11	FTS_PGC_ALL_1Y_DG	Further full-time study among postgraduate coursework students from all provider types by demographic group, 2024
Figure 11	FTS_PGR_ALL_1Y_DG	Further full-time study among postgraduate research students from all provider types by demographic group, 2024

Table 38 / **Tables associated with graduates undertaking further full-time study**

(continued)

Report table/figure	Sheet name	Table title
	FTS_UG_ALL_2Y_CURCOUNTRY	Further full-time study, 2022-2024 among undergraduates from all provider types by residence at time of survey (In Australia, Overseas)
	FTS_PGC_ALL_2Y_CURCOUNTRY	Further full-time study, 2022-2024 among postgraduate coursework students from all provider types by residence at time of survey (In Australia, Overseas)

A6.1.9 Satisfaction

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

Table 39 / **Tables associated with graduates' course experience**

Report table/figure	Sheet name	Table title
	SAT_UG_ALL_2Y	Satisfaction (% agreement) among undergraduates and all provider types by year 2023-2024
	SAT_PGC_ALL_2Y	Satisfaction (% agreement) among postgraduate coursework students and all provider types by year 2023-2024
	SAT_PGR_ALL_2Y	Satisfaction (% agreement) among postgraduate research students and all provider types by year 2023-2024
	SAT_UG_ALL_2Y_AREA	Satisfaction (% agreement) 2023-2024 among undergraduates from all provider types by study area
	SAT_PGC_ALL_2Y_AREA	Satisfaction (% agreement) 2023-2024 among postgraduate coursework students from all provider types by study area
	SAT_PGR_ALL_2Y_AREA	Satisfaction (% agreement) 2023-2024 among postgraduate research students from all provider types by study area
	SAT_UG_ALL_2Y_DG	Satisfaction (% agreement) 2023-2024 among undergraduates from all provider types by demographic group
	SAT_PGC_ALL_2Y_DG	Satisfaction (% agreement) 2023-2024 among postgraduate coursework students from all provider types by demographic group
	SAT_PGR_ALL_2Y_DG	Satisfaction (% agreement) 2023-2024 among postgraduate research students from all provider types by demographic group
	SAT_UG_UNI_2Y_AREA	Satisfaction (% agreement) 2023-2024 among undergraduates from universities by study area
	SAT_UG_NUHEI_2Y_AREA	Satisfaction (% agreement) 2023-2024 among undergraduates from non-university higher education institutes (NUHEIs) by study area

A6.2 Methodological tables

This group of tables relates to the operational and methodological aspects of the GOS, including response rates, response characteristics (such as student demographics and study area) and 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, refer to the *2024 GOS Methodological Report*, available on the [QILT website](#).

Table 40 / **Tables associated with key project elements and response rates by institution**

Report table/figure	Sheet name	Table title
	SUMMARY_ALL_ALL_1Y	Collection summary among all course levels from all provider types by GOS collection period, 2024
	SUMMARY_ALL_ALL_1Y_1P	Collection summary among all course levels from all provider types by GOS collection period, 2023
	SUMMARY_ALL_ALL_1Y_2P	Collection summary among all course levels from all provider types by GOS collection period, 2022
	SUMMARY_ALL_ALL_1Y_3P	Collection summary among all course levels from all provider types by GOS collection period, 2021
Table 24	RR_ALL_UNI_1Y_INST	Response rates Nov 2023, Feb and May 2024 collections among all course levels from universities by institution
Table 25	RR_ALL_NUHEI_1Y_INST	Response rates Nov 2023, Feb and May 2024 collections among all course levels from non-university higher education institutes (NUHEIs) by institution
Table 23	RR_UG_ALL_1Y	Response rates Nov 2023, Feb and May 2024 collections among undergraduates from all provider types by provider types
Table 23	RR_PGC_ALL_1Y	Response rates Nov 2023, Feb and May 2024 collections among postgraduate coursework students from all provider types by provider types
Table 23	RR_PGR_ALL_1Y	Response rates Nov 2023, Feb and May 2024 collections among postgraduate research students from all provider types by provider types

Table 41 / **Tables associated with response characteristics and representativeness**

Report table/figure	Sheet name	Table title
Table 26	CHAR_ALL_ALL_1Y_INT_TYPE	Respondent characteristics among all course levels and all provider types, 2024
	CHAR_UG_ALL_1Y_INT_TYPE	Respondent characteristics among undergraduates and all provider types, 2024
	CHAR_PGC_ALL_1Y_INT_TYPE	Respondent characteristics among postgraduate coursework students and all provider types, 2024
	CHAR_PGR_ALL_1Y_INT_TYPE	Respondent characteristics among postgraduate research students and all provider types, 2024
Table 27	CHAR_ALL_ALL_1Y_COUNTRY_AREA	Respondent characteristics, 2024 among all course levels from all provider types by study area 21
Figure 02	CHAR_UG_ALL_1Y_COUNTRY_AREA	Respondent characteristics, 2024 among undergraduates from all provider types by study area 21
	CHAR_PGC_ALL_1Y_COUNTRY_AREA	Respondent characteristics, 2024 among postgraduate coursework students from all provider types by study area 21
	CHAR_PGR_ALL_1Y_COUNTRY_AREA	Respondent characteristics, 2024 among postgraduate research students from all provider types by study area 21
	CHAR_ALL_ALL_1Y_INT	Respondent characteristics among all course levels from all provider types by citizenship indicator, 2024
Table 26	CHAR_ALL_ALL_1Y_INT_TYPE	Respondent characteristics among all course levels and all provider types, 2024
	CHAR_UG_ALL_1Y_INT_TYPE	Respondent characteristics among undergraduates and all provider types, 2024
	CHAR_PGC_ALL_1Y_INT_TYPE	Respondent characteristics among postgraduate coursework students and all provider types, 2024
	CHAR_PGR_ALL_1Y_INT_TYPE	Respondent characteristics among postgraduate research students and all provider types, 2024

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For more information on the conduct and results of the 2024 GOS see the Quality Indicators for Learning and Teaching (QILT) website: www.qilt.edu.au.
The QILT team can be contacted by email at: gilt@srcentre.com.au.