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GRADUATE OUTCOMES SURVEY - LONGITUDINAL

SEPTEMBER 2025

MEDIUM-TERM GRADUATE OUTCOMES IN AUSTRALIA

Acknowledgments

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The Australian Government Department of Education and the Social Research Centre acknowledge the Traditional Owners and Custodians of the lands, waters and community on which this research was conducted. We pay our respects to them, their cultures and Elders past, present and emerging.

The Social Research Centre would especially like to thank the higher education institutions that contributed to the Graduate Outcomes Survey (GOS) in 2021 and the GOS-L in 2024. Without the enthusiastic and committed assistance of the survey managers and institutional management, the 2024 GOS-L would not have been such a success.

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

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

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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-L who had **completed** an undergraduate qualification approximately 3 years earlier. This differs from the usual sense of ‘undergraduate’: a student who has not yet completed their first degree.



Executive summary

About the GOS-L

The Graduate Outcomes Survey - Longitudinal (GOS-L) measures the medium-term outcomes (i.e. 3 years after course completion) of higher education graduates based on a cohort analysis of graduates who responded to the 2021 Graduate Outcomes Survey (GOS), undertaken 4 to 6 months after course completion. The GOS-L is an ongoing part of the Quality Indicators for Learning and Teaching (QILT) survey suite.

The 2024 GOS-L National Report examines short-term and medium-term labour market outcomes including rates of full-time employment, overall employment, labour force participation, median annual full-time salaries, skills utilisation and the further full-time study outcomes of graduates. The report also discusses selected areas of focus such as the gender pay gap and reasons for underutilisation of skills.

Results for domestic graduates and international graduates, whether located in Australia or overseas, are presented separately in this report. These results provide medium-term labour market and further study outcomes for graduates corresponding with short-term graduate outcomes published annually in the GOS National Report and GOS International Report, available at www.qilt.edu.au

The 2024 GOS-L was conducted from 22 February to 31 March 2024. A total of 98,393 graduates from 126 institutions, including all 42 universities and 84 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 88,256, responses were received from a total of 42,399 graduates – an overall response rate of 48.0 per cent.

Domestic graduate results

The 2024 GOS-L shows that domestic higher education graduates' medium-term labour market outcomes remain strong for the third year running.

Graduates who completed the 2024 GOS-L completed the 2021 GOS during the second year of the COVID-19 pandemic, where many states experienced various outbreaks and lockdowns. Labour market tightness peaked in 2022 following the removal of pandemic-related restrictions, with the tightness continuing to ease in 2023 and 2024. Employment outcomes have been relatively stronger since 2022, consistent with results from the Australian Bureau of Statistics' Labour Force Survey.

Generally, medium-term outcomes for graduates have been less volatile than short-term outcomes, as seen in the GOS and GOS-L National Reports published since 2021 which may reflect changes in circumstances as graduates establish themselves in the workforce and access full-time employment.

Undergraduates take longer to access full-time employment than postgraduate coursework or postgraduate research graduates, with full-time employment rates of 71.1 per cent, 85.8 per cent and 78.9 per cent respectively in full-time employment in the short-term. However, this gap narrowed over time, with all 3 study levels securing over 90 per cent full-time employment rates 3 years later.

While the salary gap between study levels narrowed over time, the gap remained 3 years later with the median salary for domestic undergraduates at \$88,100, compared

with \$112,500 for those who had completed postgraduate coursework qualifications and \$117,200 for postgraduate research graduates.

Rates of underemployment were higher for undergraduates in the short-term with 18.5 per cent working part-time but preferring to work more hours, compared with postgraduate research graduates with 13.5 per cent and postgraduate coursework graduates with 8.6 per cent. However, this gap had narrowed markedly in the medium-term with 6.1 per cent, 4.5 per cent and 4.4 per cent respectively.

In general, older graduates and those who had studied externally had higher short-term full-time employment and median salary outcomes. However, this advantage narrowed over the 3 year period.

Undergraduates with a reported disability were less likely to be employed in the short-term than those without a reported disability but this gap narrowed over time – with a 12.4 percentage point difference in the short-term rate and a 5.3 percentage point difference 3 years later – suggesting that it takes longer for these graduates to secure full-time employment. There was also a marked difference in the median salaries for this group with a difference of only \$600 in the short-term widening to \$4,000 in the medium-term. This may suggest that graduates with a reported disability are not able to access employment opportunities in the labour market over time at the same rate as their counterparts.

Executive summary continued

First Nations undergraduates had higher full-time employment outcomes in the short-term but this gap narrowed over the 3 year period to be broadly comparable to non-Indigenous graduates 3 years later. In terms of salaries, First Nations graduates reported a higher median salary than their non-Indigenous counterparts by \$2,000 in the short-term, which widened to \$4,100 more 3 years later in 2024.

Domestic undergraduates from non-English speaking backgrounds had some of the lowest labour force outcomes of all sub-groups examined, especially in the short-term with a full-time employment rate of only 57.6 per cent shortly after completing their course, compared to a rate of 71.3 per cent for those from English-speaking backgrounds. However, 3 years later, the full-time employment rate for this cohort increased by 32.7 percentage points to be broadly similar to those whose home language was English. Shortly after graduation, the median salary for graduates from non-English-speaking backgrounds was 7.7 per cent lower than for those whose home language was English. Three years later, the median salary was 5.7 per cent lower.

While full-time employment rates were broadly similar, the pay gap between females and males widened over time, with male undergraduates earning \$3,000 more than females in the short-term, widening to \$7,000 3 years later. This gap was even larger for postgraduate coursework graduates where the difference was \$15,000 in the short-term and remained large at \$15,700 3 years later.

In general, study areas that are more ‘vocational’ such as Medicine, Pharmacy, Dentistry and Rehabilitation had higher initial full-time employment rates and median salaries than more generalist and creative study areas such as Creative arts, Communications, Humanities, culture and social sciences and Science and mathematics. However, the areas with high initial labour market outcomes generally had smaller increases over the 3 years, with the more generalist and creative areas seeing much larger gains that narrowed these differences substantially.

While representing a relatively small percentage of higher education graduates, and with different study area and demographic profiles, non-university higher education institution (NUHEI) domestic graduate outcomes were weaker in the short-term. In the medium-term, the difference in full-time employment remained about the same, while the difference in median salaries grew larger.

Measures of skills utilisation include the proportion of graduates who secured employment in managerial or professional occupations and whether they consider themselves ‘overqualified’ for their current job.

In the short-term, 69.8 per cent of undergraduates who were employed full-time were working at a managerial or professional occupation level, increasing to 77.6 per cent 3 years later. At the postgraduate coursework level, 84.5 per cent were in a managerial or professional occupation in the short-term increasing to 88.2 per cent in the medium-term. There was a smaller change at the

postgraduate research level with 91.2 per cent in the short-term and 92.7 per cent in the medium-term employed in a managerial or professional occupation. Similarly to employment rates, ‘vocational’ study areas generally had smaller gains compared to more generalist and creative study areas, particularly areas such as undergraduate Law and paralegal studies, Psychology and Science and mathematics.

Around 28.9 per cent of undergraduates working full-time reported that they were underutilising their skills and education in their current job, decreasing to 22.9 per cent 3 years later. This was similar for postgraduate coursework and research graduates. The main personal reason for working in a job not fully utilising their skills and education was ‘I am satisfied with my current job’ and the main labour market reason was that there were ‘No suitable jobs in my area of expertise’, particularly for postgraduate research graduates, and ‘Not enough work experience’ particularly for undergraduates. Graduates working part-time were more likely to cite ‘Studying’ for working in a job that does not fully utilise their skills and education.

One-fifth of all GOS-L undergraduate-level respondents were engaged in further full-time study 4 to 6 months after completing their initial qualification. After 3 years, this figure had dropped to 12.7 per cent. Of these, the majority moved into further study in the Health, Society and culture and Natural and physical studies fields of education. Postgraduate coursework and research graduates had much lower rates of further full-time study after completion of their qualification.

Executive summary continued

International graduate results

Rates of full-time and overall employment, labour force participation and further study reflect all international graduates (including those who have left Australia) while median salaries are reported only for international graduates working in Australia.

International graduates tended to complete a qualification from a more limited group of study areas than domestic graduates, particularly Business and management, Computing and information systems, Engineering and, at the undergraduate level, Nursing.

International graduates who completed the 2024 GOS-L completed the 2021 GOS during the second year of the COVID-19 pandemic when their ability to study, graduate and find post-study employment in Australia may have been impacted by pandemic-related constraints.

Shortly after course completion, employment outcomes for international undergraduates were much lower than for domestic graduates. Full-time employment rates for undergraduates in the short-term were 24.5 percentage points below that of domestic undergraduates, and while they improved by 36.7 percentage points by 2024, they remained 7.8 percentage points below their domestic counterparts. This difference was even larger for postgraduate coursework graduates, where the difference in the short-term was 37.6 percentage points, narrowing to 6.3 percentage points 3 years later. For postgraduate research graduates, the initial gap was 9.8 percentage points narrowing to be negligible 3 years later.

Similarly, for international graduates employed full-time in Australia, median salaries were markedly lower than for domestic graduates and this salary differential did not diminish substantially over the medium-term. At the undergraduate, postgraduate coursework and postgraduate research levels, median salaries remained lower by \$10,800, \$32,500 and \$13,900 respectively in the medium-term. However, it should be noted that at the postgraduate coursework level in particular, the domestic cohort of graduates was more likely than international graduates to be older, studied externally, and had established themselves in the workforce before or during their studies.

Where undergraduate and postgraduate coursework level international graduates were working full-time, they were less likely than their domestic counterparts to be working at a managerial or professional level in both the short- and medium-term. This difference was again more pronounced for postgraduate coursework graduates. However, international postgraduate research graduates had a similarly high rate of full-time employment in managerial or professional occupations to domestic graduates (over 90 per cent).

The extent to which international undergraduates were working in an occupation that did not fully utilise their skills and education was broadly similar to domestic undergraduates, and international postgraduate research graduates were less likely than their domestic counterparts to report that they were 'underutilising' their

skills and education. However, international postgraduate coursework graduates were much more likely to report that they were underutilising their skills and education in the short-term and while this difference persisted in the medium-term, the gap had narrowed somewhat.

International undergraduates were also more likely to be undertaking further full-time study in both the short- and medium-term than domestic undergraduates, and their main field of study destinations were in Management and commerce, Engineering and related technologies, Health, Information technology, Natural and physical sciences, and Society and culture.

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1. About the GOS-L

Graduates are invited to take the Graduate Outcomes Survey (GOS) 4 to 6 months after completing their studies. The Graduate Outcomes Survey - Longitudinal (GOS-L) is completed by a sub-set of graduates approximately 3 years later. It supplements the GOS by measuring shifts in graduates' employment outcomes and further study activities.

This 2024 GOS-L report analyses the short- and medium-term outcomes of graduates who responded to the 2021 GOS and the corresponding follow-up survey 3 years later.

The GOS-L is an ongoing part of the Quality Indicators for Learning and Teaching (QILT) survey suite. GOS-L reports, including this report, provide robust, rich information to improve higher education. As well as examining general labour market outcomes (rates of full-time employment, overall employment, labour force participation and median annual full-time salaries), the reports focus on areas such as the gender pay gap, reasons for underemployment and how well qualifications prepared graduates for their current jobs.

Results for domestic graduates and international graduates, whether living in Australia or overseas, are presented separately in this report. This corresponds with presentation of short-term graduate outcomes published annually in the GOS National Report and GOS International Report (see www.qilt.edu.au).

Participation

The 2024 GOS-L was administered for all higher education institutions whose graduates participated in the 2021 GOS and were eligible to participate in the GOS-L.

In total, 126 institutions were included, with all 42 Table A and Table B universities and 84 non-university higher education institutions (NUHEIs) across all study levels. The GOS-L achieved an overall 48.0 per cent response rate in 2024 (42,399 completed surveys), up from 45.0 per cent in 2023.

Further detail

This report is a selection of high-level results, but other information, such as data related to how well courses prepared graduates for work and further study, and more detailed labour force breakdowns, is available from Graduate Outcomes Survey - Longitudinal (qilt.edu.au).

This report is supported by a PowerBI workbook that allows readers to further explore data. Static Excel tables also provide supplementary data and detail.

2024 Participation

126
participating institutions

98,393
invitations sent

42,399
completed surveys

48.0%
response rate

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

Same graduate cohort

Medium-term labour market
outcomes
(3 years after course completion)

2. Domestic graduate results

2.1 Domestic labour market outcomes

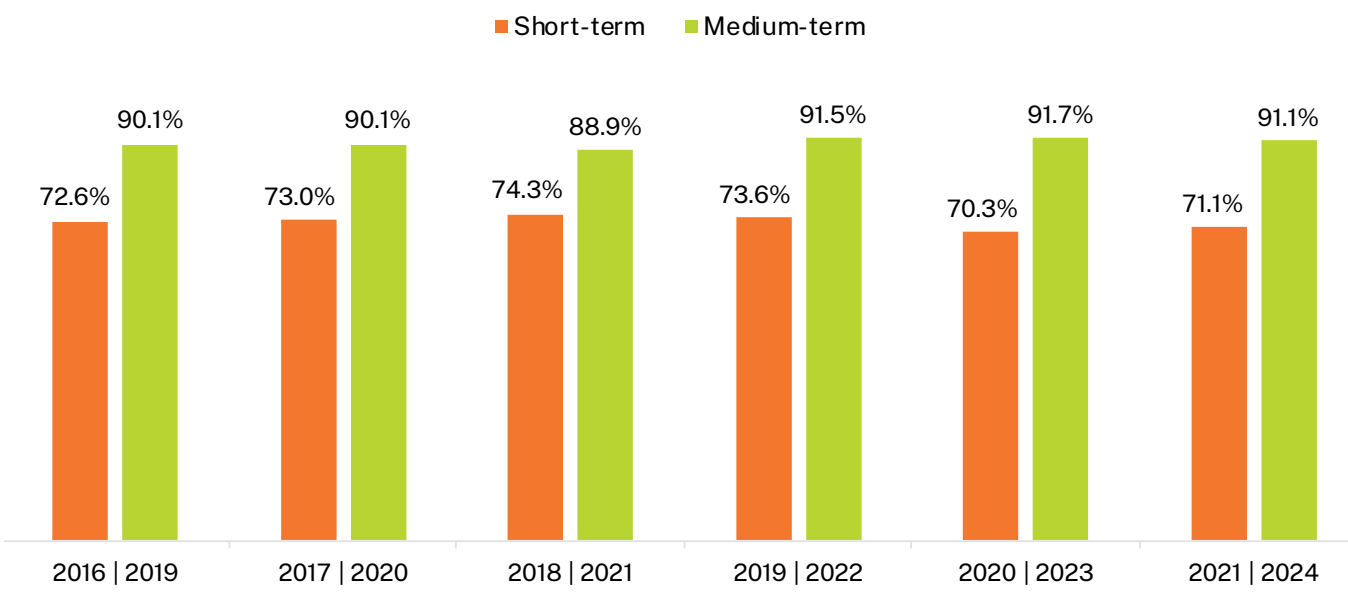
Graduates who completed the 2024 GOS-L completed the 2021 GOS during the second year of the COVID-19 pandemic where many states experienced various outbreaks and lockdowns. Labour market tightness peaked in 2022 following the removal of pandemic-related restrictions, with the tightness continuing to ease in 2023 and 2024. Employment outcomes have been relatively stronger since 2022, consistent with results from the Australian Bureau of Statistics (ABS)' Labour Force Survey.

Generally, medium-term labour market outcomes for graduates have been less volatile than short-term outcomes (**Figure 1**). Further to this, full-time employment¹ of graduates in the medium-term has improved since 2021. This may be associated with the tighter labour market following the relaxation of pandemic-related restrictions.

Figure 1 also indicates that it can take time for some graduates to establish themselves in the workforce. For example, of the cohort who took the surveys in 2021 and 2024, the full-time employment rate shortly after completing their course (in 2021) was 71.1 per cent. Three years later, the rate was 91.1 per cent, an increase of 20.0 percentage points.

The impact of the pandemic on labour market can be seen in the notable drop in full-time employment for recent (short-term) graduates between 2019 and 2020, with a slight improvement in 2021. (See the 2021 GOS National Report at www.qilt.edu.au for analysis.)

Figure 1 / Short-term and medium-term full-time employment rate for 2016 to 2021 domestic undergraduates



¹ 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. 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), in all their current jobs combined.

2.1.1 Study level

2.1.1.1 Undergraduate

In 2021, 92.7 per cent of those who had recently completed an undergraduate course were participating in the labour force (that is, were available for employment). Three years later, the participation rate was the same for these graduates (Table 1).

There is a notable gap between the full-time employment rate and the *overall* employment rate (including part-time and full-time) of recent undergraduates, at 71.1 per cent

and 86.8 per cent respectively. Three years later, this gap had narrowed to a difference of just 2.2 percentage points. This may indicate that while most graduates are available to work soon after completing their studies, accessing full-time hours can take time.

The median salary of recent undergraduates in 2021 was \$65,800. Three years later, this had increased by 33.9 per cent to \$88,100.

Results suggest it takes time for many with undergraduate-level qualifications to access full-time hours.

Table 1 / Short-term and medium-term outcomes for domestic undergraduates

	Short-term (2021)	Medium-term (2024)
In full-time employment (as a percentage of those available for full-time work) (%)	71.1	91.1
Overall employed (as a percentage of those available for any work) (%)	86.8	93.3
Labour force participation rate (as a percentage of all graduates) (%)	92.7	92.7
Median salary (of those employed full-time) (\$)	65,800	88,100

2.1.1.2 Postgraduate coursework

Shortly after graduating, the full-time employment rate for those who completed a postgraduate coursework qualification was 85.8 per cent, compared with 71.1 per cent of undergraduate-level graduates (Table 2 and Table 1).

These graduates also had a markedly higher median salary shortly after graduation (\$90,000 compared to \$65,800 for undergraduates).

This difference may reflect, at least in part, the likelihood of postgraduate coursework graduates being more established in the labour market before they complete their studies (as they are older and more likely to undertake their studies externally).²

Undergraduate full-time employment rates catch up with those for postgraduate coursework graduates by 2024 (at 91.1 per cent and 93.9 per cent respectively).

Postgraduate coursework graduates have much higher rates of full-time employment, and higher salaries, shortly after completing their studies.

Table 2 / Short-term and medium-term outcomes for domestic postgraduate coursework graduates

	Short-term (2021)	Medium-term (2024)
In full-time employment (as a percentage of those available for full-time work) (%)	85.8	93.9
Overall employed (as a percentage of those available for any work) (%)	91.5	95.5
Labour force participation rate (as a percentage of all graduates) (%)	95.8	94.5
Median salary (of those employed full-time) (\$)	90,000	112,500

In dollar terms, the gap in full-time pay remained: the postgraduate coursework median salary was about \$24,000 higher – in both the short- and medium-term – than the median salary for those with undergraduate qualifications.

However, the undergraduate-level median salary increased at a faster rate – up by about a third compared with an increase of a quarter for postgraduate coursework graduates.

² As shown in the QILT Student Experience Survey (SES) in 2020, the postgraduate coursework cohort surveyed as graduates in the 2021 GOS were more likely to be enrolled in an external study mode than undergraduates by more than 10 percentage points. This difference is even more stark when looking at domestic students in the 2020 SES, where around 58 per cent of postgraduate coursework students were undertaking their course externally compared to 16 per cent of undergraduates, and around 94 per cent of postgraduate coursework students were aged 25 and over, compared to 47 per cent of undergraduates in this age group.

2.1.1.3 Postgraduate research

Postgraduate research graduates had a higher full-time employment rate (78.9 per cent) than undergraduate-level graduates (71.1 per cent) shortly after completing their studies. This was still lower than for those with postgraduate coursework qualifications (85.8 per cent).

After 3 years, the difference in full-time employment rates narrows, with rates of about 91 to 94 per cent across all study levels.

Postgraduate research graduates had the highest median salary of the 3 study levels, \$29,200 more than undergraduates and \$5,000 more than postgraduate coursework graduates in the short-term. However, from a high starting point, their median salary grew at a slower rate, reaching \$117,200 by 2024 (up 23.4 per cent), compared to increases of 33.9 per cent and 25.0 per cent for undergraduates and postgraduate coursework graduates respectively.

Table 3 / Short-term and medium-term outcomes for domestic postgraduate research graduates		
	Short-term (2021)	Medium-term (2024)
In full-time employment (as a percentage of those available for full-time work) (%)	78.9	92.6
Overall employed (as a percentage of those available for any work) (%)	89.3	94.5
Labour force participation rate (as a percentage of all graduates) (%)	95.0	93.9
Median salary (of those employed full-time) (\$)	95,000	117,200

2.1.2 Underemployment

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. While the differences between study levels were quite different soon after graduation, this difference had narrowed markedly 3 years after course completion (**Table 4**).

Underemployment rates dropped considerably over the 3 years since course completion, especially among those with undergraduate qualifications.

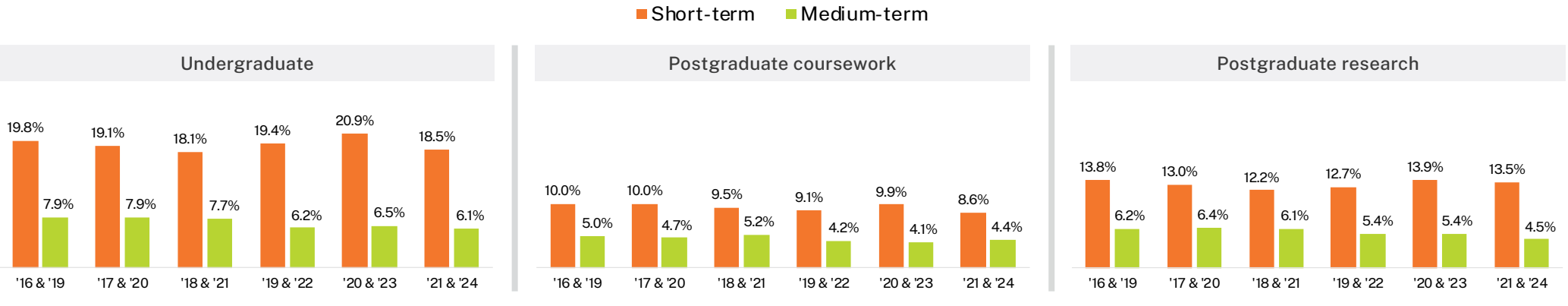
Shortly after graduation, 18.5 per cent of employed domestic undergraduates were underemployed. This underemployment rate dropped considerably after 3 years, to 6.1 per cent. Underemployment among postgraduate research graduates also fell considerably, from 13.5 per cent to 4.5 per cent.

Rates of underemployment were much lower for postgraduate coursework graduates compared with undergraduates and postgraduate research graduates with 8.6 per cent soon after graduation and then reducing to 4.4 per cent 3 years later.

Table 4 / Proportion of domestic graduates employed part-time who would prefer to work more hours (short-term vs medium-term underemployment as % of those employed)

	Short-term (2021)	Medium-term (2024)
Undergraduates who would prefer more hours	18.5	6.1
Postgraduate coursework graduates who would prefer more hours	8.6	4.4
Postgraduate research graduates who would prefer more hours	13.5	4.5

Figure 2 / Proportion of domestic graduates employed part-time who would prefer to work more hours (% of those employed)



The proportion of undergraduates who are underemployed shortly after course completion is typically higher than for postgraduate cohorts, particularly postgraduate coursework graduates.

Short-term underemployment among undergraduates was highest for the 2020 GOS cohort, during the COVID-19 pandemic (**Figure 2**). However, this same group had a much lower underemployment rate 3 years later in 2023. This was also the case for the 2021 GOS cohort, where short-

term rates were elevated as much of the country was still experiencing the effects of the pandemic on the labour market. Three years later, the underemployment rate also dropped, but to a lower medium-term level, consistent with the stronger employment outcomes seen since 2022.

The effect of the pandemic on postgraduate coursework graduates was less pronounced in the short-term in 2020 and 2021, possibly because this cohort is more likely to be established in the labour market before completing their studies, and 3 years later, underemployment rates for

this cohort of domestic graduates have been consistently low at between 4.1 per cent and 5.0 per cent of employed graduates.

The short-term underemployment rate increased in 2020 for postgraduate research graduates, which may be due to the considerable effects of the pandemic restrictions on the Australian higher education sector, a large employer of this group, but 3 years later it had dropped to 5.4 per cent. The short- and medium-term rates for 2021 and 2024 were broadly similar to the previous cohort.

Reasons for not working more hours

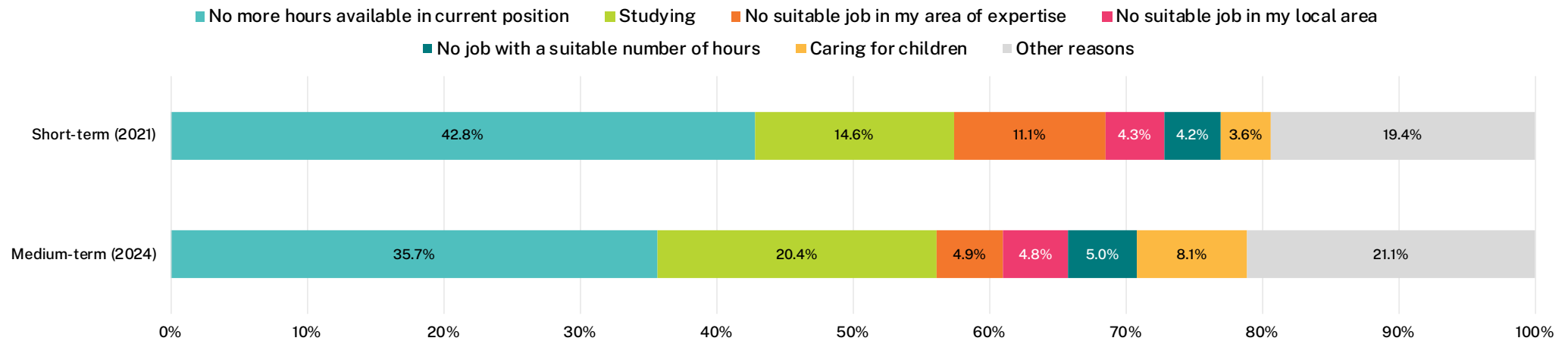
For graduates who had indicated that they would prefer more hours, regardless of if they were available to work more hours, they were asked to indicate that the ‘main reason (they) work the number of hours they are currently working’.

in current position’ as their main reason for not working more hours (**Figure 3**). ‘No more hours available in current position’ was the top reason in the medium-term, accounting for 35.7 per cent selected. However, it is of a much smaller proportion of undergraduates who would still prefer more hours in the medium-term (6.1 per cent).

The second highest reason given for undergraduates being underemployed in the short-term was because they were studying (14.6 per cent). While the proportion of undergraduates who were underemployed dropped markedly in the medium-term (from 18.5 per cent to 6.1 per cent), the proportion who cited studying as the reason had risen to 20.4 per cent.

For underemployed undergraduates in the short-term in 2021, 42.8 per cent reported ‘No more hours available

Figure 3 / Main reason not working more hours, of undergraduates employed part-time by preference for more hours (% of those employed)



2.1.3 Demographic and equity groups

Outcomes varied among different sub-groups of graduates at all levels of study. This section describes results for undergraduates, with data described in **Table 5**. Sub-group outcomes for postgraduate coursework and postgraduate research graduates are available in supplementary tables on the QILT website.³

Reported disability

As seen in **Table 5**, domestic undergraduates with a reported disability were less likely to be employed 4 to 6 months after completing their course than their counterparts, and even less likely to be in full-time employment. Three years later, these rates improved somewhat with the difference in full-time employment narrowing from 12.4 percentage points to 5.3 percentage points, suggesting that it takes longer for these graduates to secure full-time employment.

Despite ‘catching up’ in terms of employment rates, the median salary for graduates with a reported disability fell further behind after 3 years. The median salary for those with a reported disability was \$600 less than for other graduates in the short-term, but this gap increased to be \$4,000 less than graduates without a reported disability in the medium-term.

Graduates from regional and remote areas

Domestic undergraduates originally from regional and remote areas had higher rates of full-time employment in the short-term (by 6.4 percentage points). Three years later, these rates were broadly similar to those from metro areas. Median salaries were on par for domestic undergraduates from regional/remote and metro areas in both the short and medium-term.

Age and study mode

Differences in labour market outcomes by age and study mode are likely to be related to differences in life stage and prior labour market experience. For example, those studying externally are often older and/or more likely already established in the labour market than those who have studied on-campus or in person (or through a mix of on-campus and online study).

Prior work experience or establishment in their field may also explain why those aged over 30 had better short-term outcomes for full-time employment, and why the median salary was higher for those aged over 30 in the short- and medium-term.

First Nations graduates

Consistent with previous reports, First Nations undergraduates had higher full-time employment outcomes shortly after graduation than non-Indigenous graduates (80.8 per cent compared to 70.9 per cent), as well as a higher median salary. Three years later, First Nations undergraduate full-time employment rates were broadly similar to non-Indigenous graduates, at about 91 per cent for both groups.

However, the median salary increased faster for First Nations undergraduates, up \$24,400 (36.0 per cent) after 3 years compared to an increase of \$22,300 (33.9 per cent) for non-Indigenous graduates to widen the difference in median salaries further to \$4,100.

Socio-economic status

Domestic undergraduates from high socio-economic status (SES) areas had broadly similar rates of full-time employment in both the short- and medium-term as those from medium and low SES areas. The rate of full-time employment for undergraduates from low SES areas improved from below 70 per cent in the short-term, to over 90 per cent in the medium-term. In terms of median salaries, those graduates from the higher SES group had a larger increase from the short- to medium-term of \$24,000 compared to an increase of \$21,700 for those from medium SES areas and \$20,600 for those from low SES areas.

Patterns across study levels

Similar patterns of difference in employment rates between sub-groups were observed among domestic graduates who completed postgraduate qualifications.

For example, postgraduate coursework graduates with a reported disability were 9.7 percentage points less likely to be in full-time employment than those without reported disability, and 3.5 percentage points less likely 3 years later.

Similarly, postgraduate coursework graduates from non-English speaking backgrounds were 10.8 percentage points less likely to be in full-time employment than their counterparts in the short-term, and 3.6 percentage points less likely 3 years later. These groups were also more likely to have lower median salaries in the short- and medium-term than their counterparts.

³ Refer to the STMT_PGC_ALL_1Y_SG and STMT_PGR_ALL_1Y_SG worksheets in the 2024 GOS-L National Report Tables available on the QILT website.

Language background

Domestic undergraduates from non-English speaking backgrounds⁴ had some of the lowest labour force outcomes of all the sub-groups, especially in the short-term. For example, their full-time employment rate was only 57.6 per cent shortly after completing their course, compared to a rate of 71.3 per cent for those from English-speaking backgrounds.

However, 3 years later, the full-time employment rate for this cohort increased by 32.7 percentage points to 90.3 per cent, almost closing the gap with graduates whose home language is English, at 91.1 per cent.

Shortly after graduation, the median salary for graduates from non-English-speaking backgrounds was \$4,700 (or 7.7 per cent) lower than for those whose home language was English. Three years later, it was \$4,800 (or 5.7 per cent) lower.

Gender

Table 5 shows that in general, employment outcomes are broadly similar for males and females who have completed an undergraduate or postgraduate coursework or research degree, with female graduates slightly more likely to be employed overall.

However, female undergraduates *earn* less than their male peers in the short-term and this difference in median salaries increases after 3 years (**Table 5** and **Figure 4**). In 2021, the difference in median salaries for undergraduates was \$3,000 (or a gender pay gap⁵ of 4.6 per cent). By 2024, the difference had grown to \$7,000 (or a gender pay gap of 8.2 per cent).

Female graduates often earn less than male graduates even within the same field of education. For example, undergraduate study areas with large differences in median salaries 3 years out included Architecture and built environment (with a difference of \$19,000, or a gender pay gap of 19.6 per cent), Nursing (\$7,100 or 7.6 per cent) and Medicine (\$6,500 or 5.3 per cent). Exceptions in 2024 where female and male graduates had the same median salaries were in the fields of Psychology and Computing and information systems. (See the supporting tables⁶ or the PowerBI Dashboard for this report for more information.)

The difference in median salaries for postgraduate research graduates was \$2,000 (or a gender pay gap of 2.2 per cent) shortly after graduation (\$95,000 for males and \$93,000 for females). This had increased 3 years later to a difference of \$5,500 (\$120,000 for males and \$114,500 for females), or a gender pay gap of 4.8 per cent.

The gender pay gap is most pronounced for postgraduate coursework graduates. Shortly after completing their studies, the median salary for male graduates in this cohort was \$15,000 higher than for their female counterparts (or a gender pay gap of 17.7 per cent). This difference remained large at \$15,700 by 2024 (or a gender pay gap of 14.7 per cent).

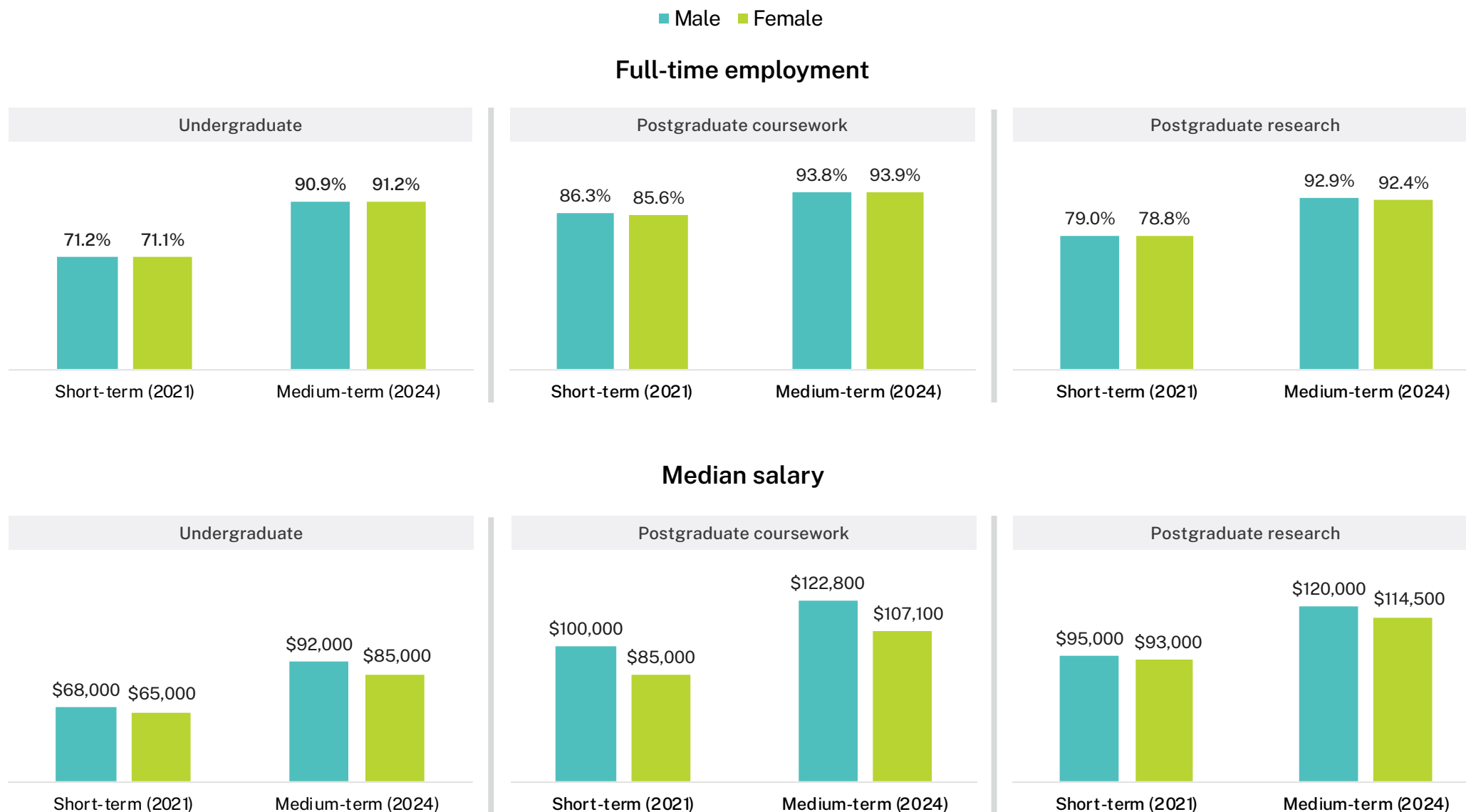
The gender pay gap between male and female postgraduate coursework graduates persisted across several study areas in 2024. Health services and support had the widest difference, of \$22,700 (or a gender pay gap of 17.8 per cent). Science and mathematics had a difference of \$20,000 (or a gender pay gap of 16.7 per cent), and Business and management a difference of \$20,000 (or a gender pay gap of 13.3 per cent).

⁴ Refers to graduates who arrived in Australia less than 10 years prior to the year in which the data was collected and who come 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.

⁵ The gender pay gap is calculated as $100 \times (\text{Male median salary} - \text{Female median salary}) / \text{Male median salary}$, consistent with the methodology used by the Workplace Gender Equality Agency (WGEA).

⁶ Refer to the STMT_UG_ALL_1Y_ARSX worksheet in the 2024 GOS-L National Tables available on the QILT website.

Figure 4 / **Full-time employment (%) and median salary (\$) by gender**



Note: International graduates' median salary figures only include data for international graduates working in Australia.

Table 5 / Domestic undergraduate employment outcomes by demographic sub-group

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)
Age								
30 years or under	69.6	91.3	86.9	93.4	93.3	93.4	64,300	86,000
Over 30 years	74.6	90.4	86.6	93.0	91.1	91.0	72,000	92,700
Study mode*								
Internal/multi-mode	69.3	91.0	86.2	93.1	92.9	92.9	65,000	87,000
External study mode	80.7	91.5	90.1	94.1	91.4	91.2	73,100	93,900
Gender								
Male	71.2	90.9	85.0	92.5	92.2	92.7	68,000	92,000
Female	71.1	91.2	87.7	93.7	92.9	92.6	65,000	85,000
First Nations								
First Nations	80.8	90.9	88.1	91.7	89.9	92.9	67,700	92,100
Non-Indigenous	70.9	91.1	86.8	93.3	92.7	92.7	65,700	88,000

Table 5 / Domestic undergraduate employment outcomes by demographic sub-group

(Continued)

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)
Home language**								
English	71.3	91.1	87.1	93.3	92.7	92.7	66,000	88,300
Other	57.6	90.3	71.4	91.2	88.9	88.3	61,300	83,500
Disability								
Reported disability	60.0	86.3	78.8	90.5	89.5	88.7	65,400	84,700
No reported disability	72.4	91.6	87.9	93.6	93.1	93.2	66,000	88,700
First in family status***								
First in family	70.6	88.6	86.0	90.7	89.9	90.9	65,000	84,000
Not first in family	68.9	88.0	86.0	91.3	92.4	91.4	63,400	88,000
Socio-economic status****								
High	72.0	91.5	87.4	93.1	92.9	92.5	66,000	90,000
Medium	70.8	91.1	87.0	93.5	92.7	92.8	66,000	87,700
Low	69.9	90.5	85.2	92.8	92.3	92.9	65,400	86,000

Table 5 / Domestic undergraduate employment outcomes by demographic sub-group

(Continued)

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)
Location**** †								
Metro	69.5	91.0	86.2	93.1	93.2	92.9	65,700	88,100
Regional/Remote	75.9	91.5	88.8	93.8	91.4	92.3	66,000	88,000

* '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.

** '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 who 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.

*** 'First in family' refers to a graduate attaining a bachelor's degree level qualification when their parent(s) or guardian(s) have not. This is based on the highest level of educational attainment of a student's parent(s) or guardian(s), as identified by the student. This information is reported by institutions through the Tertiary Collection of Student Information (TCSI) system.

**** The socio-economic status and location measures are area-based, associated with students' first permanent home address submitted when they commenced with their provider, as collected through the TCSI system. Socio-economic status is based on the ABS' Socio-Economic Indexes for Areas (SEIFA) - The Index of Education and Occupation (IEO).

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

2.1.4 Study area

Comparisons of full-time employment rates by study area show that while undergraduates from some study areas, particularly those with generalist degrees, have weaker employment outcomes soon after completing their course, the difference in employment outcomes across study areas tends to narrow over time.

In 2021, the undergraduate full-time employment rate ranged from 96.2 per cent for Pharmacy, 95.0 per cent for Rehabilitation and 93.0 per cent for Dentistry, to 49.6 per cent for Creative arts, 55.9 per cent for Communications and 61.0 per cent for Humanities, culture and social sciences – a spread of almost 47 percentage points across study areas.

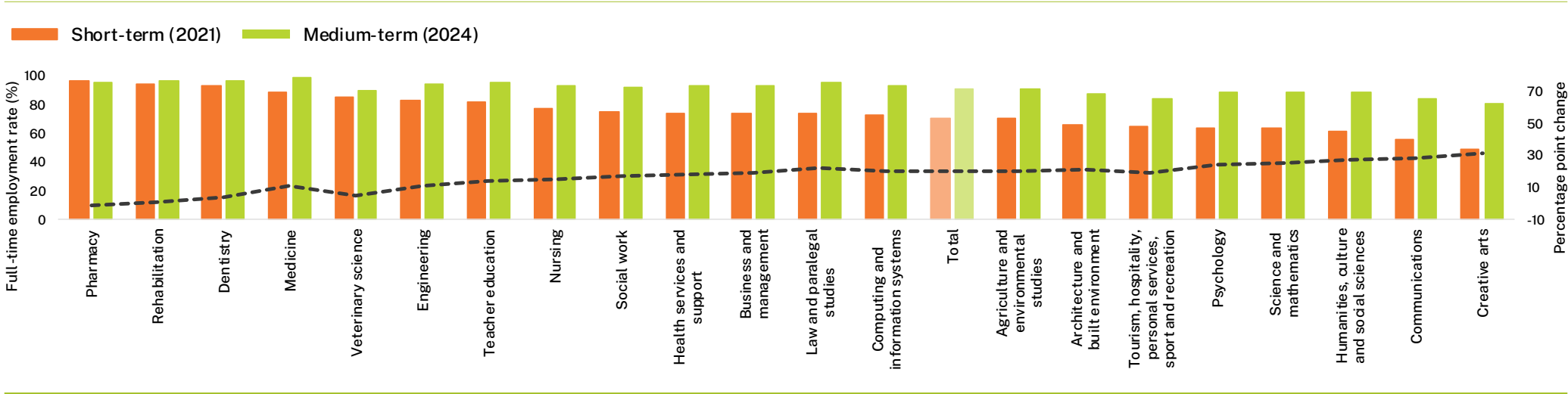
By 2024, in the medium-term, the spread in employment rates across study areas for undergraduates had contracted to 18.0 percentage points. Full-time employment rates in many study areas that had high full-time employment rates shortly after course completion remained steady or increased further. As seen in **Figure 5**, Medicine increased to 99.3 per cent (up 10.7 percentage points), Dentistry increased to 97.1 per cent (up 4.1 percentage points) and Rehabilitation to 96.5 per cent (up 1.5 percentage points).

Study areas with low full-time employment rates in 2021 had much larger increases 3 years later. For example, in 2021, Creative arts had the lowest undergraduate full-time employment rate among the 21 study areas, at 49.6 per cent, but this increased in 2024 by 31.7 percentage points to be 81.3 per cent.

Other study areas that had marked increases in full-time employment rates included Communications (up 28.5 percentage points), Humanities, culture and social sciences (up 28.0 percentage points), Science and mathematics (up 25.5 percentage points), and Psychology (up 24.8 percentage points).

In general terms, trends in employment outcomes for postgraduate coursework and postgraduate research graduates are similar to, but generally less pronounced than, those observed for undergraduates.⁷ That is, graduates from more vocationally oriented programs such as Pharmacy and Medicine tend to have higher rates of full-time employment in the short-term than those from more generalist study areas, such as Science and mathematics, and Communications. However, the difference diminishes over time.

Figure 5 / Domestic undergraduate full-time employment rate in the short- and medium-term, by study area



⁷ Short-term and medium-term postgraduate full-time employment outcomes are presented in the STMT_PGC_ALL_1Y_AREA and STMT_PGR_ALL_1Y_AREA worksheets in the 2024 GOS-L National Tables available on the QILT website.

2.1.5 Institution type

In 2024, 93.0 per cent of total domestic respondents to the GOS-L completed a qualification at a university, while 7.0 per cent were from a non-university higher education institution (NUHEI).

In general, NUHEIs have greater proportions of postgraduates, international graduates and older graduates than universities. Graduates from NUHEIs also tend to cluster in fewer study areas.

Employment and salary outcomes vary across institutions. Note that factors beyond the quality of teaching and careers education and advice can affect results for institutions. These also include course offerings and study area profile, study mode, the composition of the student population and variations in state/territory and regional labour markets.

Labour market outcomes were all stronger for undergraduates from universities than those from NUHEIs. Both types of institutions see substantial increases in full-time employment rates. Yet the gap in full-time employment rates between university and NUHEI graduates is about the same after 3 years. Meanwhile, the difference in median salaries widens in favour of those from universities.

Labour force outcomes are much closer at postgraduate coursework level: NUHEI graduates had broadly similar full-time and overall employment rates to their university counterparts.

Yet at both study levels, university graduates were earning more than those from NUHEIs, both in the short-term and medium-term.

Table 6 / **Short-term and medium-term domestic graduate employment and study outcomes by level of study and institution type**

	Short-term outcomes (2021)		Medium-term outcomes (2024)	
	Universities	NUHEIs	Universities	NUHEIs
In full-time employment (as a percentage of those available for full-time work)				
Undergraduate	71.3	61.8	91.3	81.9
Postgraduate coursework	85.8	86.0	93.8	94.5
Overall employed (as a percentage of those available for any work)				
Undergraduate	87.0	80.9	93.5	88.2
Postgraduate coursework	91.6	91.1	95.4	96.5
Labour force participation rate (as a percentage of all graduates)				
Undergraduate	92.9	87.3	92.8	88.7
Postgraduate coursework	95.7	96.1	94.6	93.6
Median salary (of those employed full-time)				
Undergraduate	66,000	60,000	88,600	75,000
Postgraduate coursework	90,000	80,000	112,900	110,000

Table 6 / **Short-term and medium-term domestic graduate employment and study outcomes by level of study and institution type** (Continued)

	Short-term outcomes (2021)		Medium-term outcomes (2024)	
	Universities	NUHEIs	Universities	NUHEIs
In further full-time study (%)				
Undergraduate	20.0	18.5	12.8	9.2
Postgraduate coursework	7.1	6.5	4.9	2.8

Notwithstanding differences in course offerings, student populations and local labour markets, some universities achieve higher rates of full-time employment than others over the medium-term.

2.1.5.1 Comparative university outcomes

Three years after graduation, there was substantial improvement in full-time employment rates for domestic undergraduates across universities, with all universities showing rates of 80 per cent or more (**Figure 6** and **Table 7**).⁸

Note that where confidence intervals for institution estimates overlap, as seen in **Figure 6** and **Figure 7**, it cannot be inferred that there is or is not a significant difference in full-time employment outcomes in a statistical sense.

Notwithstanding differences in course offerings, student populations and local labour markets, it appears there is differentiation among universities, with some achieving higher rates of full-time employment over the medium-term than others.

Comparative institutional results are not available at postgraduate research graduate level, as there are too few survey responses. Also, due to the smaller sample sizes of NUHEIs, there is insufficient data at the NUHEI institution level to do the same level of analysis.

⁸ Table 7 shows 90 per cent confidence intervals for the survey estimates to assist in interpreting results. The calculation of confidence intervals is detailed in Appendix 4. Confidence intervals may be wider where the count of survey responses for a given institution is relatively small. Where confidence intervals for institution estimates do not overlap, this broadly implies the difference in labour market outcomes is statistically significant.

Figure 6 / Domestic undergraduate medium-term full-time employment rate by university, 2024 (% , with 90% confidence intervals)

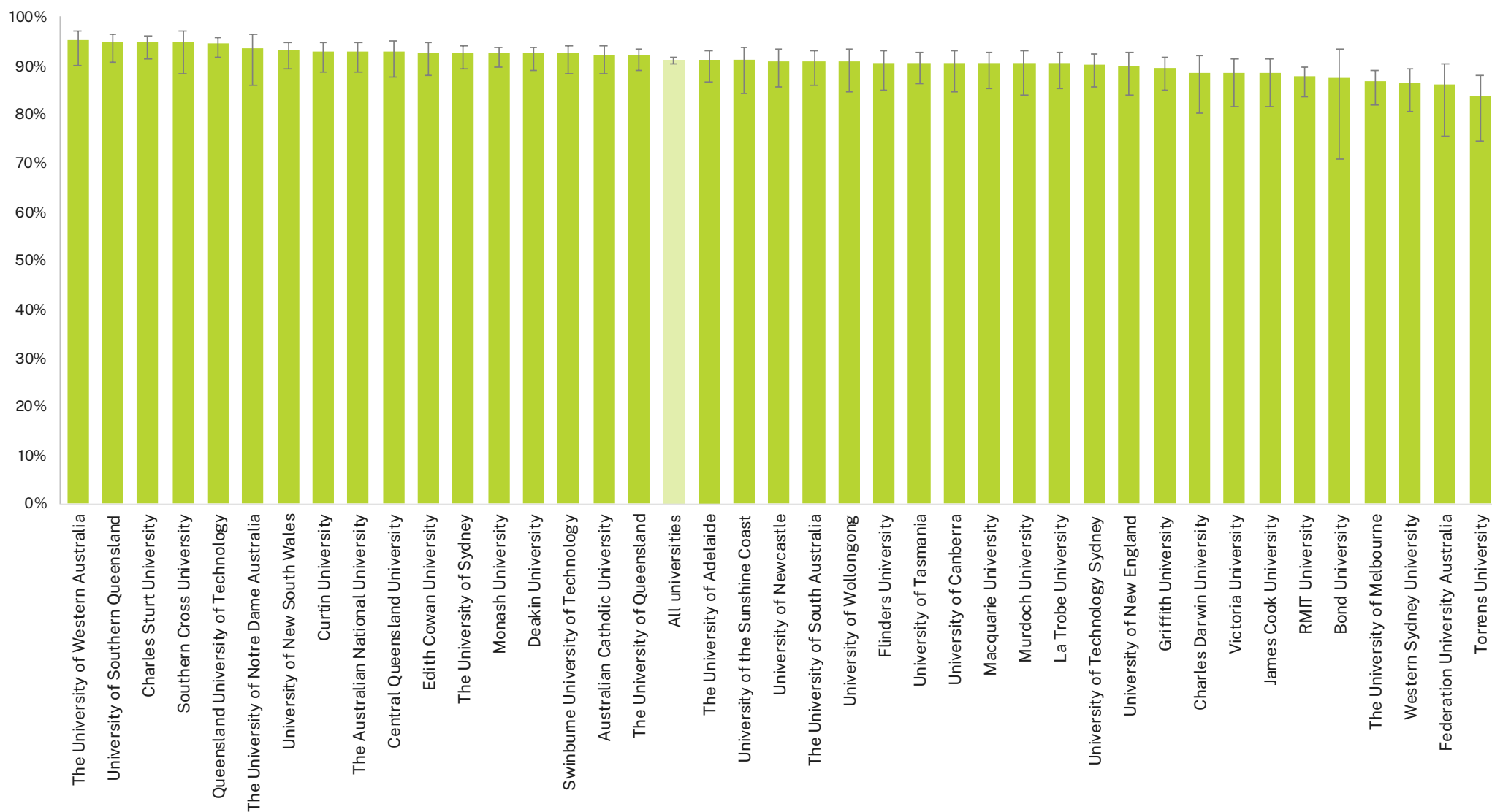


Figure 7 / Domestic postgraduate coursework medium-term full-time employment rate by university, 2024 (% , with 90% confidence intervals)

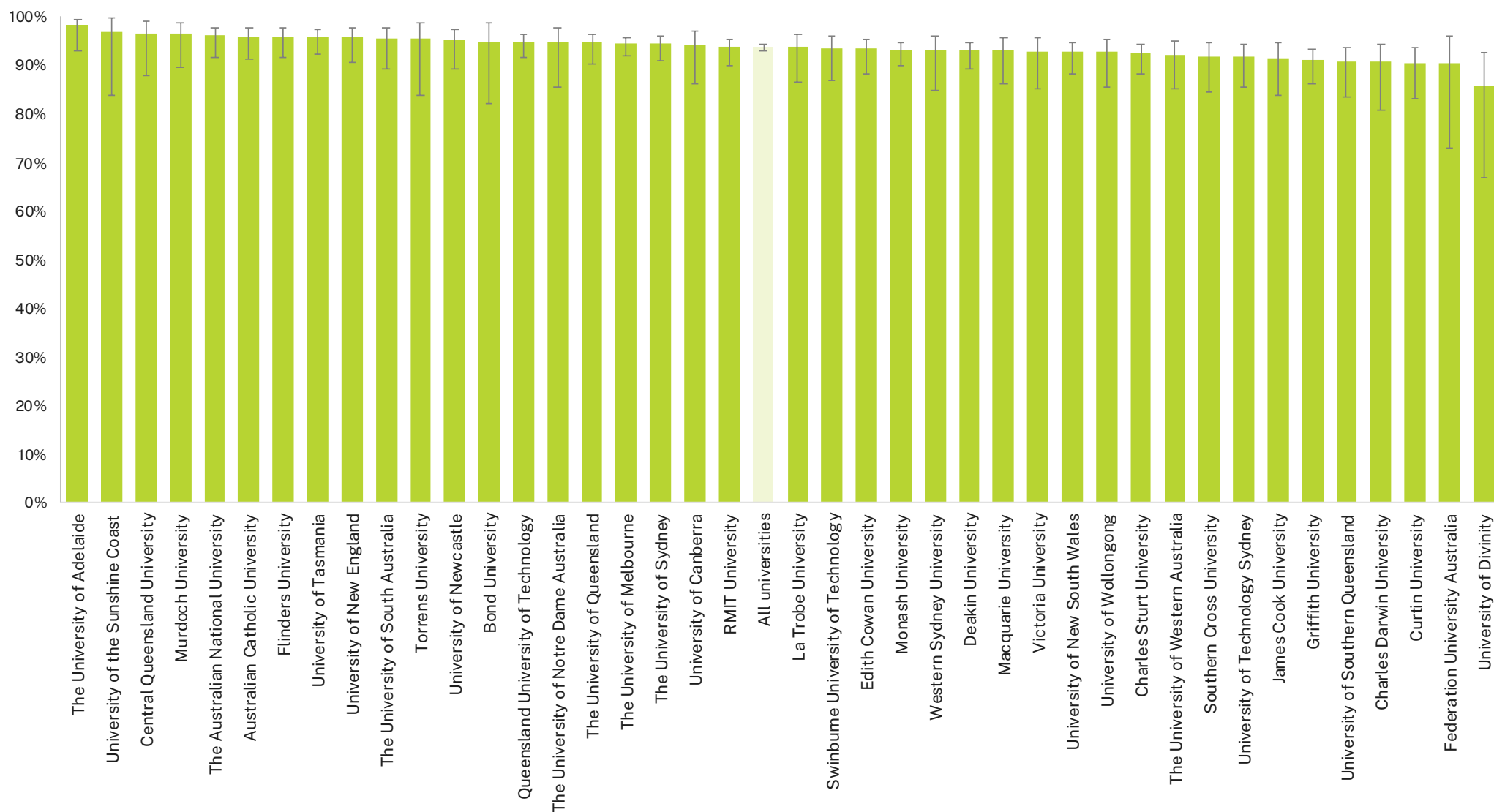


Table 7 / Domestic short-term and medium-term full-time employment rates by university and level of study (% , with 90% confidence intervals)

University	Undergraduate		Postgraduate coursework	
	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)
Australian Catholic University	77.2 (73.9, 80.1)	92.2 (90.0, 94.0)	92.7 (89.3, 95.0)	96.0 (93.0, 97.6)
Avondale University	n/a	n/a	n/a	n/a
Bond University	71.8 (59.6, 81.2)	87.5 (76.8, 93.4)	81.3 (70.9, 88.3)	95.0 (85.7, 98.6)
Central Queensland University	82.5 (78.0, 86.1)	92.8 (89.7, 95.0)	95.2 (88.6, 98.2)	96.7 (90.2, 99.1)
Charles Darwin University	76.4 (70.4, 81.4)	88.5 (83.7, 91.9)	97.7 (93.2, 99.3)	90.7 (84.5, 94.4)
Charles Sturt University	83.8 (80.8, 86.4)	94.8 (92.7, 96.2)	87.4 (84.5, 89.7)	92.6 (90.1, 94.4)
Curtin University	73.7 (69.8, 77.3)	93.0 (90.5, 94.8)	77.6 (72.3, 82.2)	90.6 (86.3, 93.6)
Deakin University	71.5 (68.5, 74.3)	92.4 (90.6, 93.9)	83.3 (80.2, 85.9)	93.1 (90.9, 94.8)
Edith Cowan University	59.2 (54.9, 63.3)	92.7 (89.9, 94.6)	86.4 (82.3, 89.6)	93.4 (90.2, 95.5)
Federation University Australia	72.0 (64.7, 78.2)	86.1 (79.9, 90.5)	83.3 (69.8, 91.3)	90.6 (78.7, 96.2)
Flinders University	70.1 (64.9, 74.7)	90.7 (87.3, 93.2)	88.8 (85.0, 91.7)	96.0 (93.1, 97.6)
Griffith University	60.0 (56.3, 63.7)	89.6 (87.0, 91.7)	86.3 (83.0, 89.1)	91.2 (88.3, 93.4)
James Cook University	78.5 (73.8, 82.5)	88.4 (84.5, 91.4)	92.9 (88.6, 95.5)	91.6 (86.9, 94.6)
La Trobe University	74.1 (70.0, 77.8)	90.4 (87.6, 92.6)	84.6 (79.0, 88.8)	93.7 (89.2, 96.3)
Macquarie University	71.8 (67.5, 75.7)	90.5 (87.6, 92.8)	87.2 (82.3, 90.8)	93.0 (88.8, 95.6)
Monash University	72.1 (69.3, 74.8)	92.6 (91.0, 93.9)	81.6 (78.7, 84.2)	93.3 (91.3, 94.8)

Table 7 / Domestic short-term and medium-term full-time employment rates by university and level of study (% , with 90% confidence intervals)

(Continued)

University	Undergraduate		Postgraduate coursework	
	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)
Murdoch University	62.8 (56.9, 68.2)	90.5 (86.6, 93.2)	84.7 (77.6, 89.6)	96.5 (91.6, 98.6)
Queensland University of Technology	67.5 (64.5, 70.4)	94.6 (93.0, 95.8)	86.8 (84.1, 89.1)	95.0 (93.0, 96.3)
RMIT University	65.5 (62.3, 68.6)	87.7 (85.4, 89.6)	81.6 (78.5, 84.4)	93.8 (91.5, 95.4)
Southern Cross University	75.2 (69.1, 80.3)	94.8 (90.8, 97.1)	90.0 (85.4, 93.1)	91.9 (87.4, 94.7)
Swinburne University of Technology	71.3 (67.6, 74.6)	92.4 (90.1, 94.2)	75.5 (69.5, 80.6)	93.5 (89.3, 96.0)
The Australian National University	75.2 (70.9, 79.0)	93.0 (90.4, 94.8)	87.5 (83.5, 90.6)	96.1 (93.2, 97.7)
The University of Adelaide	71.5 (67.2, 75.3)	91.2 (88.5, 93.2)	82.7 (76.4, 87.4)	98.1 (94.2, 99.4)
The University of Melbourne	56.1 (51.7, 60.4)	86.8 (84.1, 89.0)	83.2 (81.0, 85.1)	94.6 (93.2, 95.7)
The University of Notre Dame Australia	75.2 (68.1, 81.2)	93.5 (88.9, 96.3)	91.7 (85.4, 95.3)	94.7 (88.7, 97.7)
The University of Queensland	72.9 (70.2, 75.5)	92.1 (90.4, 93.5)	81.1 (76.9, 84.6)	94.7 (92.0, 96.5)
The University of South Australia	78.1 (74.2, 81.6)	90.9 (88.1, 93.0)	79.2 (73.0, 84.2)	95.7 (91.5, 97.9)
The University of Sydney	71.3 (68.0, 74.2)	92.7 (90.7, 94.2)	88.9 (86.3, 91.0)	94.6 (92.5, 96.1)
The University of Western Australia	56.7 (49.5, 63.6)	95.1 (92.0, 97.1)	84.4 (79.2, 88.4)	92.2 (88.0, 95.0)
Torrens University	64.1 (57.7, 69.9)	83.9 (78.6, 88.0)	80.4 (69.6, 87.9)	95.6 (87.2, 98.8)
University of Canberra	74.6 (69.6, 79.0)	90.6 (87.1, 93.1)	92.0 (86.0, 95.4)	94.3 (88.9, 97.1)
University of Divinity	n/a	n/a	87.5 (75.1, 94.0)	85.7 (73.8, 92.5)

Table 7 / Domestic short-term and medium-term full-time employment rates by university and level of study (% , with 90% confidence intervals)

(Continued)

University	Undergraduate		Postgraduate coursework	
	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)
University of New England	80.0 (75.5, 83.8)	90.0 (86.6, 92.6)	82.7 (77.8, 86.6)	95.9 (92.4, 97.7)
University of New South Wales	73.7 (70.1, 77.0)	93.1 (90.9, 94.7)	92.4 (89.9, 94.3)	92.8 (90.3, 94.7)
University of Newcastle	79.6 (75.5, 83.2)	91.0 (87.9, 93.3)	88.7 (84.0, 92.1)	95.1 (91.3, 97.3)
University of Southern Queensland	81.9 (78.1, 85.2)	94.9 (92.4, 96.5)	83.3 (78.2, 87.2)	90.9 (86.5, 93.8)
University of Tasmania	73.2 (69.5, 76.5)	90.7 (88.3, 92.7)	92.9 (90.2, 94.9)	96.0 (93.8, 97.5)
University of Technology Sydney	67.9 (64.2, 71.4)	90.2 (87.7, 92.3)	83.1 (78.3, 86.9)	91.8 (88.1, 94.4)
University of the Sunshine Coast	68.2 (62.5, 73.3)	91.1 (87.1, 93.9)	91.7 (81.0, 96.5)	96.9 (86.6, 99.8)
University of Wollongong	69.2 (63.7, 74.1)	90.9 (87.3, 93.5)	88.9 (84.1, 92.2)	92.7 (88.3, 95.4)
Victoria University	58.9 (53.3, 64.3)	88.5 (84.6, 91.4)	80.9 (74.5, 85.8)	92.9 (88.0, 95.8)
Western Sydney University	68.7 (64.5, 72.7)	86.6 (83.3, 89.3)	77.9 (70.9, 83.4)	93.3 (87.9, 96.2)
All Universities	71.3 (70.7, 72.0)	91.3 (90.9, 91.7)	85.7 (85.1, 86.3)	93.8 (93.4, 94.2)
Standard deviation	8.1	2.9	5.5	2.4

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

2.2 Domestic graduate skills utilisation

The GOS and GOS-L include a rich array of information about the nature of graduate employment.

This section focuses on some common measures of ‘skills utilisation’ (or the ‘quality’ of graduate jobs). These include the proportion of graduates employed in managerial or professional occupations, and whether graduates believe they are utilising their skills and education in their current role.

These measures provide useful information about how well graduates’ skills are matched with employment, and how these change from the short- to medium-term.

The 2024 GOS-L indicates that over time, more undergraduates find work in managerial or professional occupations. These are occupations defined by the ABS as being commensurate with bachelor-level or higher qualifications.

Domestic graduates who have completed postgraduate qualifications are more likely than undergraduates to be employed in managerial or professional occupations in both the short-term and the medium-term (**Table 8**). In the short-term, 69.8 per cent of domestic undergraduates working full-time were employed in managerial or professional occupations. This increased to 77.6 per cent 3 years later (up 7.7 percentage points). Of all employed graduates who had completed an undergraduate qualification, 57.5 per cent were working in managerial or professional occupations 4 to 6 months after course completion, rising to 74.1 per cent 3 years later (up 16.6 percentage points).

Table 8 / **Domestic graduates employed in managerial and professional occupations by employment type and study level (% of those employed)**

	Undergraduate		Postgraduate coursework		Postgraduate research	
	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)	Short-term (2021)	Medium-term (2024)
Full-time employed	69.8	77.6	84.5	88.2	91.2	92.7
Overall employed	57.5	74.1	81.9	87.5	90.2	92.0

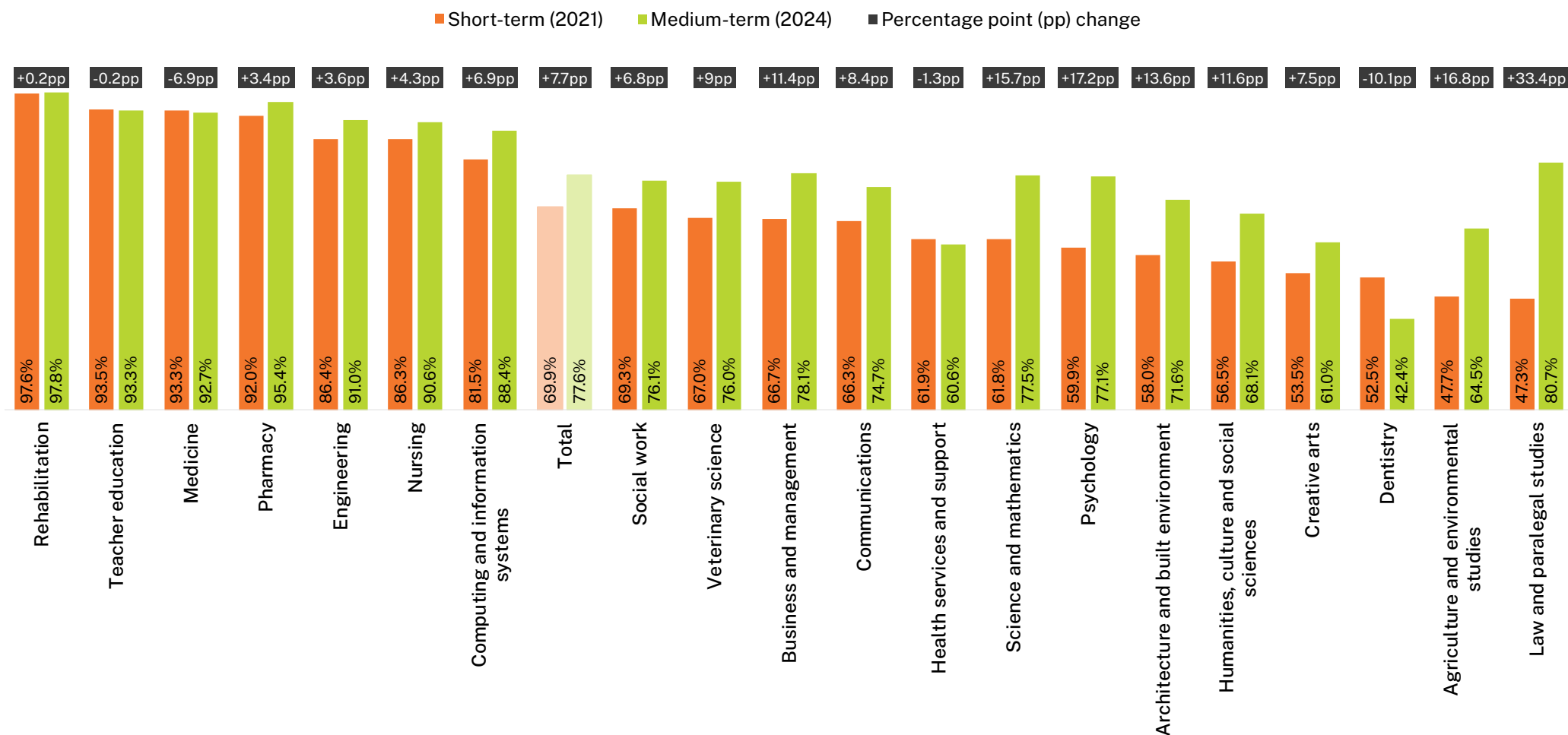
The change after 3 years was less pronounced for postgraduate coursework graduates than undergraduates with a higher starting point, with 84.5 per cent working full-time in managerial or professional occupations shortly after graduating, rising by 3.7 percentage points to 88.2 per cent 3 years later. Of all employed postgraduate coursework graduates, 81.9 per cent were working in managerial or professional occupations shortly after course completion, rising by 5.7 percentage points 3 years later to 87.5 per cent.

Of the 3 study levels, postgraduate research domestic graduates reported the highest proportion of graduates working full-time in managerial or professional occupations, in both the short-term (at 91.2 per cent) and medium-term (92.7 per cent). This group also has the highest proportions working in these occupations overall (part-time and full-time).

As seen in **Figure 8**, the study areas with the largest gains in terms of undergraduates employed full-time in managerial or professional occupations included Law and paralegal studies (up 33.4 percentage points), Psychology (up 17.2 percentage points), Agriculture and environmental studies (up 16.8 percentage points) and Science and mathematics (up 15.7 percentage points).

The increase over the 3 years for postgraduate coursework graduates was much smaller. However, areas that showed notable increases for this cohort (among those working full-time) included Architecture and built environment (up from 64.2 per cent shortly after graduation to 79.9 per cent 3 years later), Law and paralegal studies (up from 74.4 per cent to 88.8 per cent) and Agriculture and environmental studies (up from 65.6 per cent to 78.6 per cent).

Figure 8 / Proportion of domestic undergraduates employed full-time as managers or professionals by study area



Note: This chart is sorted from highest to lowest short-term managerial/professional percentage. The proportion of undergraduates employed full-time in managerial or professional occupations by Broad Field of Education is also available in the following worksheets of the 2024 GOS-L National Tables: OCCF_UG_ALL_1Y_BFOE (full-time) and OCCO_UG_ALL_1Y_BFOE (overall employed).

Underutilisation of skills and education

As seen in **Figure 9**, shortly after course completion, 28.9 per cent of domestic undergraduates employed full-time (across all occupations) reported that their skills and qualifications were not fully utilised in their current job. This declined to 22.9 per cent 3 years later.

Of those who were employed overall, 41.9 per cent reported shortly after graduation that their skills and education were not being utilised in the short-term, falling to 26.7 per cent 3 years after graduation.

Notably, unlike other indicators in this report, there is little difference in the levels of underutilisation of skills and education between domestic undergraduates and postgraduate-level graduates working full-time. (This is despite the higher proportion of postgraduate students being employed in managerial or professional occupations, as seen in **Table 8**.)

Figure 10 illustrates the reasons selected by graduates in 2024 for their skills and education not being fully utilised in their current job. Across all 3 levels of study, 'No suitable jobs in my area of expertise' and 'No suitable jobs in my local area' were two of the top reasons selected by graduates for working full-time in jobs underutilising their skills and education shortly after course completion. However, 3 years later, 'I'm satisfied with my current job' was the top reason cited by undergraduates and postgraduate coursework graduates, indicative of personal choice rather than any labour market factor.

For graduates working full-time in the medium-term, the main *personal* reason for not utilising their skills and education in their current job was 'I'm satisfied with my current job' (selected by 24.4 per cent of undergraduates, 31.2 per cent of postgraduate coursework and 25.7 per cent of postgraduate research graduates. Between about

9.5 and 11 per cent of respondents across all study levels chose 'for financial reasons'.

The main *labour market* reasons were 'No suitable jobs in my area of expertise' (selected by 11.9 per cent of undergraduates, 11.4 per cent of postgraduate coursework graduates and 27.1 per cent of postgraduate research graduates) and 'Not enough work experience' (selected by 17.4 per cent of undergraduates, 10.7 per cent of postgraduate coursework graduates and 7.2 per cent of postgraduate research graduates).

In contrast to the reasons selected by those employed full-time, those employed overall in this group were more than twice as likely to report studying as their second-highest personal factor, indicating that studying is a key consideration between working full-time or part-time hours.

Figure 9 / Extent to which skills and education are not fully utilised by employment type and study level, all occupations (% of those employed)

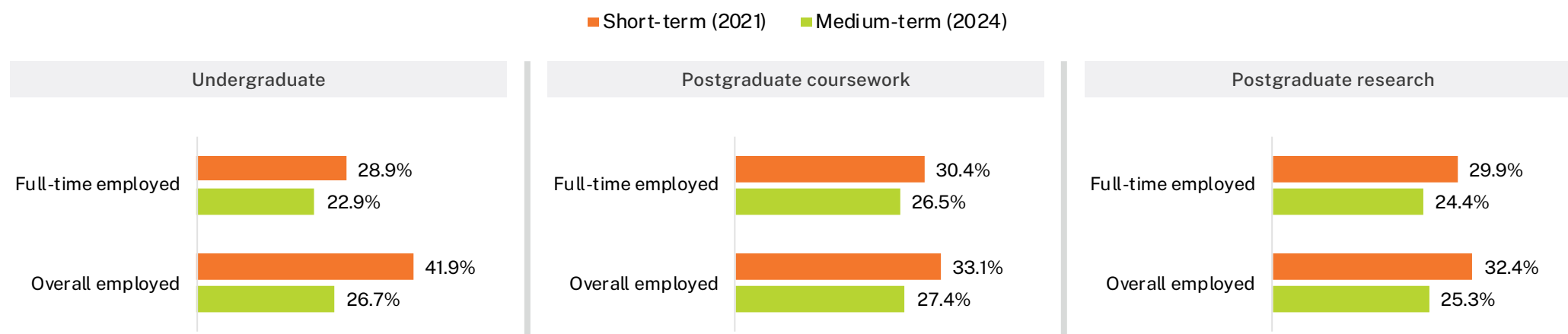
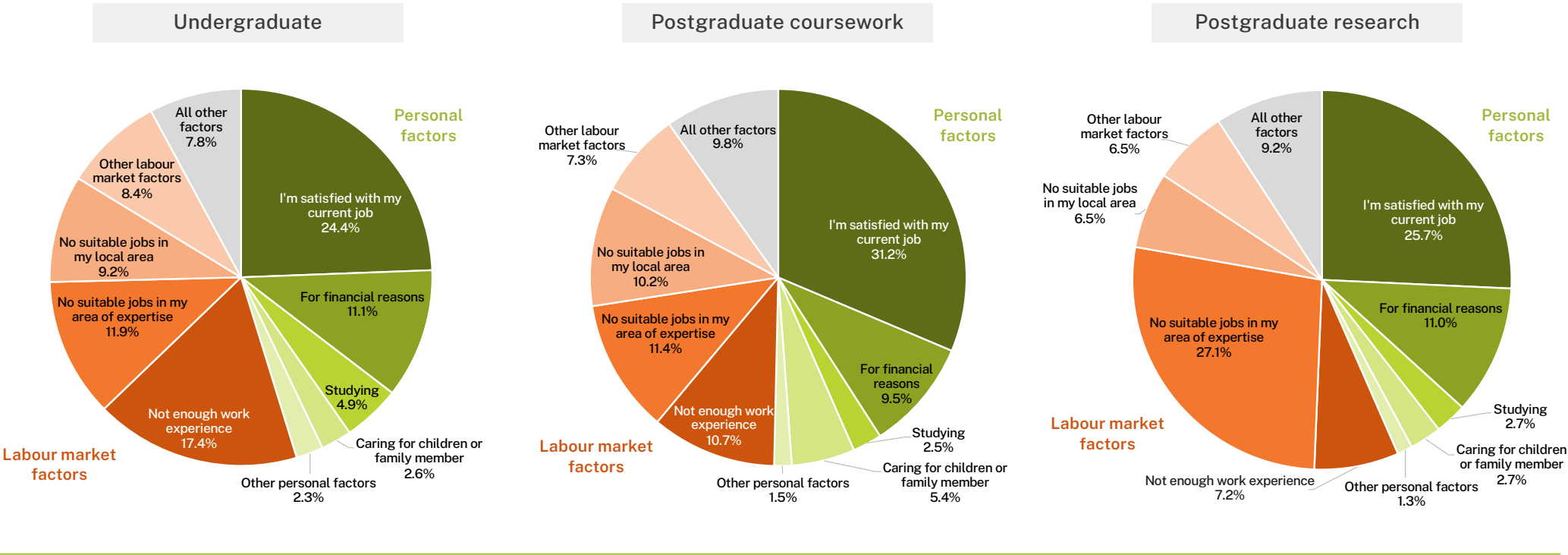


Figure 10 / Main reasons for working in job that does not fully utilise skills and education, domestic graduates, all occupations, medium-term (2024)
(% of those employed full-time)



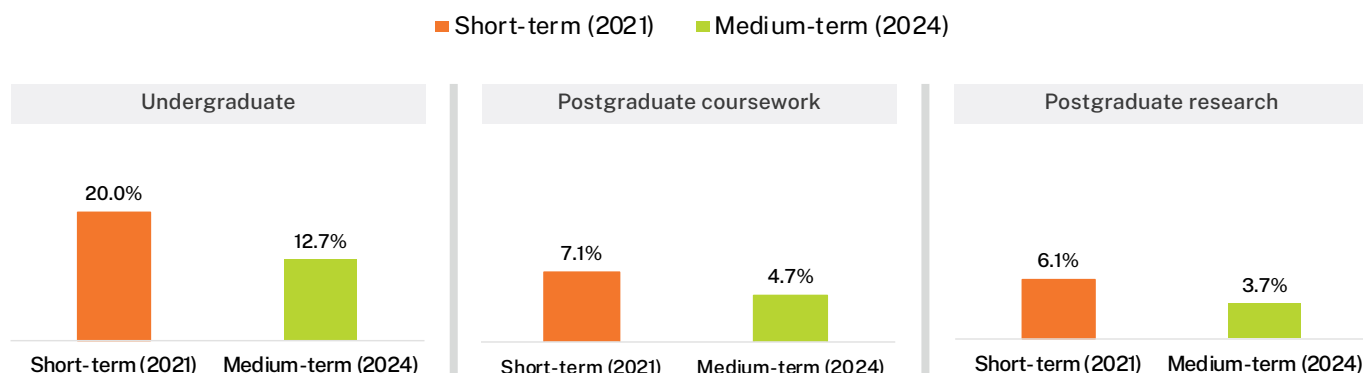
2.3 Domestic graduates in further full-time study

Figure 11 represents the proportion of graduates who were enrolled in a full-time course at the time of the GOS and the proportion enrolled at the time of the GOS-L. It should be noted that graduates may have completed their further qualification and/or started a different qualification during the 3 year period between the GOS and the GOS-L.

One-fifth of all GOS-L undergraduates were engaged in further full-time study 4 to 6 months after completing their initial qualification. After 3 years, this figure had dropped to 12.7 per cent.

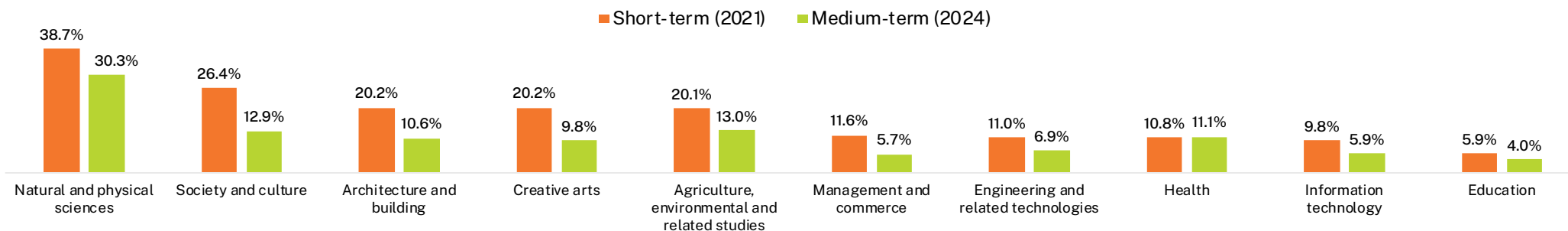
The proportion of postgraduate coursework graduates who completed the GOS-L who were in further full-time study in the short-term was substantially lower than for undergraduates, with 7.1 per cent in the short-term and 4.7 per cent in the medium-term. Similarly, there were only 6.1 per cent of postgraduate research graduates in further full-time study in the short-term and 3.7 per cent in the medium-term.

Figure 11 / **Proportion of domestic graduates undertaking further full-time study by study level**



Undergraduates from the Natural and physical sciences field of education had the highest further full-time study rates in the short-term (38.7 per cent) and the medium-term (30.3 per cent). Society and culture undergraduates also had high rates of further full-time study in the short-term (26.4 per cent) and 12.9 per cent in the medium-term.

Figure 12 / **Domestic undergraduates undertaking further full-time study by original broad field of education (%)**

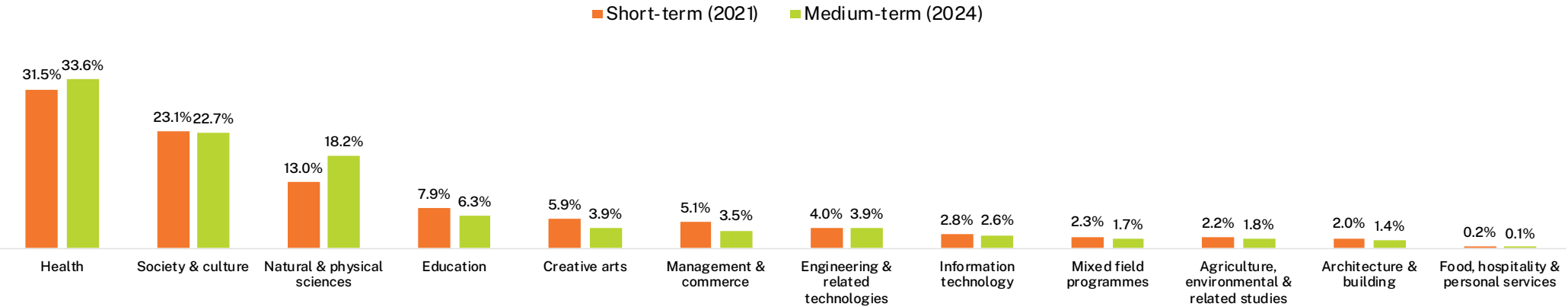


Those with undergraduate qualifications tended to move into 3 broad fields of education: Health, Society and culture, and Natural and physical sciences. These were the most popular further study destinations immediately following graduation, accounting for more than 65 per cent of

undergraduates who reported engaging in further full-time study. By 2024, these same 3 broad fields of education accounted for an even larger proportion of undergraduates (74.5 per cent) who were engaged in further full-time

study. Within these 3 broad fields of education, the proportion studying in the areas of Health and Natural and physical sciences increased in the medium-term, while the proportion in Society and culture declined.

Figure 13 / **Broad field of education destinations of domestic undergraduates undertaking further full-time study (%)**



3. International graduate results

3.1 International labour market outcomes

Detailed short-term employment outcomes for international graduates of Australian higher education providers are published annually in the Graduate Outcomes Survey International Report.

The GOS-L collects sufficient survey responses to enable high-level reporting of medium-term employment outcomes for international graduates, providing further context regarding the employment pathways of this graduate cohort.

It should be noted that differences in employment outcomes between international and domestic graduates are affected by a range of factors. These include differing profiles in the fields of education studied and the country of residence at the time of the survey.

Note, too, that international graduate median salaries are reported for international graduates working in Australia only. Meanwhile, rates related to full-time and overall employment, and labour force participation, are for *all* international graduates.

3.1.1 Study level

Full-time employment

Shortly after course completion, employment outcomes for international undergraduates are much lower than for domestic graduates. However, international graduates are more likely to be undertaking further full-time study than domestic graduates, which may partly explain the lower labour force participation rate. Further, employment rates for international graduates increase considerably after 3 years, narrowing the difference with domestic graduates.

The full-time employment rate for international undergraduates was 46.6 per cent in 2021, compared with 71.1 per cent for their domestic counterparts (a difference of 24.5 percentage points) (**Figure 14** and **Table 9**). Three years later in 2024, the full-time employment rate for international graduates had increased by 36.7 percentage points to 83.3 per cent (only 7.8 percentage points behind the rate for their domestic counterparts).

A similar pattern can be seen for 'overall employment': rates between international and domestic undergraduates narrowed from 17.3 percentage points to 7.7 percentage points in the 3 years following course completion.

Likewise, full-time employment rates for international postgraduate coursework graduates increased from 48.2 per cent to 87.6 per cent in the 3 years after course completion. This narrowed the gap with the domestic cohort from 37.6 percentage points to 6.3 percentage points.

For postgraduate research graduates, full-time employment rates for international graduates increased from 69.1 per cent to 90.7 per cent in the 3 years after completion. The difference between international and domestic graduates was 9.8 percentage points in the short-term and narrowed to be negligible in the medium-term.

Median annual full-time salary

For international graduates employed full-time in Australia, median salaries are markedly lower than for domestic graduates. This pay differential does not diminish substantially over the medium-term.

International undergraduates had a median salary of \$55,800 shortly after course completion, \$10,000 lower than for domestic graduates. Although the median salary for international undergraduates increased by \$21,500 to \$77,300 3 years after course completion, this remained \$10,800 lower than for domestic graduates.

Lower median salaries for international graduates also persisted in the medium-term at postgraduate coursework level (with a difference of \$32,500) and at postgraduate research level (with a difference of \$13,900). However, it should be noted that at the postgraduate coursework level in particular, the domestic cohort of graduates is more likely to be older, have studied externally, and have established themselves in the workforce before or during their studies.

Figure 14 / **Full-time employment (%) and median salary (\$)** by citizenship status



Note: International graduates' median salary figures only include data for international graduates working in Australia.

Table 9 / **Short-term and medium-term graduate employment and study outcomes by level of study, international and domestic graduates**

	Short-term (2021)		Medium-term (2024)	
	International	Domestic	International	Domestic
In full-time employment (as a percentage of those available for full-time work) (%)				
Undergraduate	46.6	71.1	83.3	91.1
Postgraduate coursework	48.2	85.8	87.6	93.9
Postgraduate research	69.1	78.9	90.7	92.6
Overall employed (as percentage of those available of any work) (%)				
Undergraduate	69.5	86.8	85.6	93.3
Postgraduate coursework	74.3	91.5	89.5	95.5
Postgraduate research	84.5	89.3	94.0	94.5
Labour force participation rate (as a percentage of all graduates) (%)				
Undergraduate	88.0	92.7	91.9	92.7
Postgraduate coursework	93.8	95.8	94.7	94.5
Postgraduate research	95.7	95.0	96.4	93.9
Median salary (of those employed full-time) (\$)				
Undergraduate	55,800	65,800	77,300	88,100
Postgraduate coursework	56,400	90,000	80,000	112,500
Postgraduate research	87,000	95,000	103,300	117,200

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

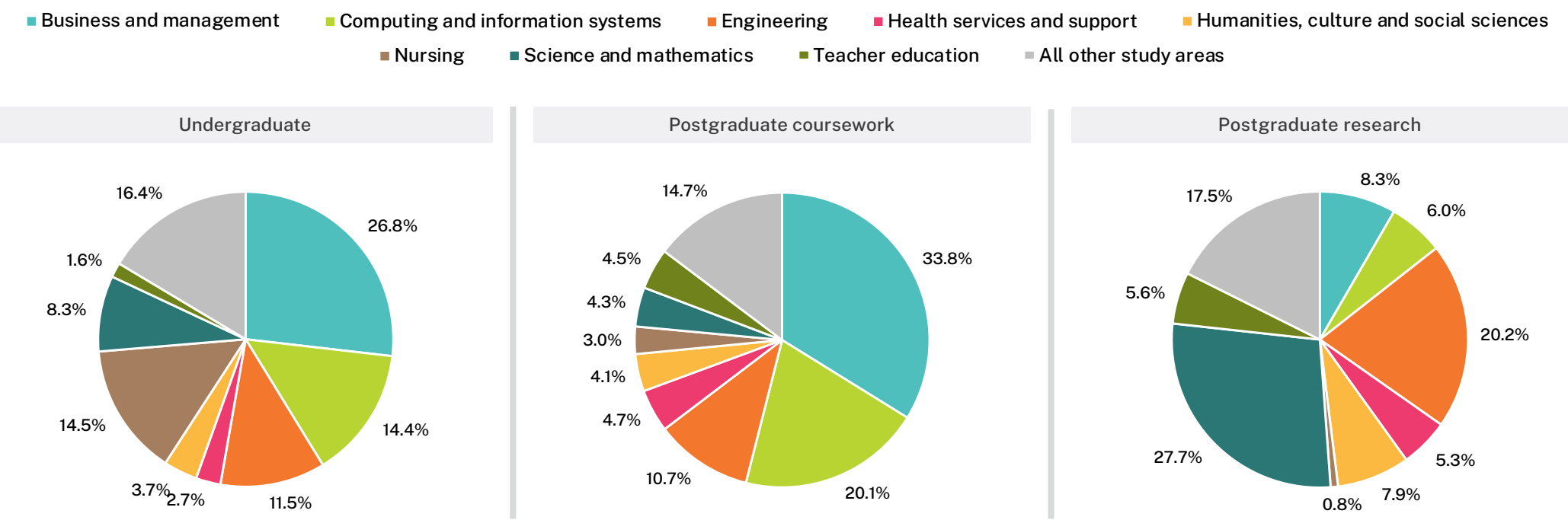
3.1.2 Study area

International graduates tend to graduate from certain study areas: Business and management, Computing and information systems, Engineering, Science and mathematics, and Nursing.

The proportions vary by study level, as seen in **Figure 15**. In the 2024 GOS-L, 75.5 per cent of international undergraduate responses were from the study areas listed previously. At the postgraduate coursework level, 64.6 per cent of international graduate responses were from the Business and management, Computing and

information systems and Engineering study areas. The largest proportion of international postgraduate research responses came from the Science and mathematics study area, followed by Engineering, which together accounted for 47.9 per cent of responses.

Figure 15 / International graduate profile by study area and course level (% based on responses to the 2024 GOS-L)*



* Only selected study areas presented in Figure 15. For all study areas, refer to the CHAR_UG_ALL_1Y_AREA_INT, CHAR_PGC_ALL_1Y_AREA_INT and CHAR_PGR_ALL_1Y_AREA_INT worksheets in the 2024 GOS-L National Tables available on the QILT website.

Shortly after completing undergraduate studies, the full-time employment rate for international graduates was 46.6 per cent although this varied by study area. The full-time employment rate was only 36.9 per cent for international undergraduates from the Computing and information systems study area, compared with 72.4 per cent of domestic undergraduates; a difference of 35.5 percentage points (**Figure 16**).

Three years after graduation, international undergraduates in Teacher education had the highest rate of full-time employment, at 94.3 per cent compared with the 95.7

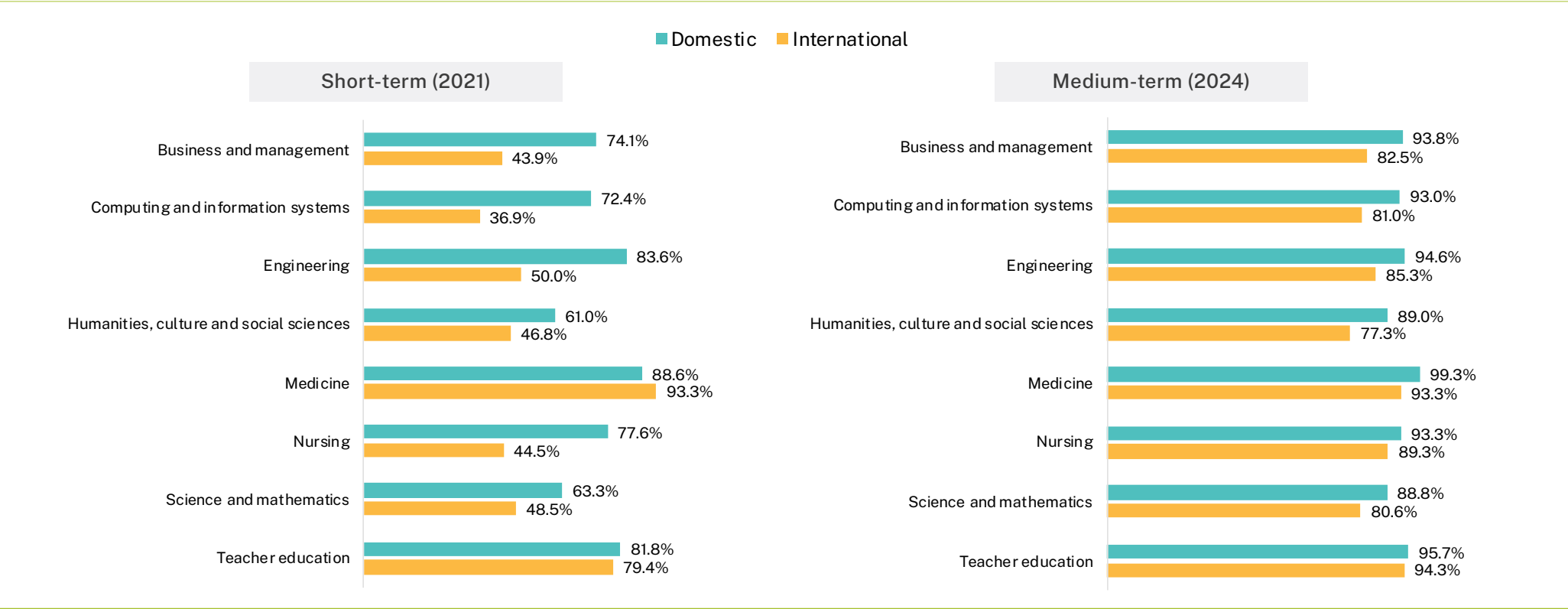
per cent for their domestic counterparts. However, this is an area with a relatively small number of international graduates. Similarly, international undergraduates who had completed a qualification in Medicine had a high medium-term full-time employment rate of 93.3 per cent (compared to 99.3 per cent for their domestic counterparts) but were relatively few in number.

Focusing on study areas with the most international graduates, there were large differences in full-time employment rates in the short-term between international

and domestic undergraduates (**Figure 16**). In the medium-term, the differences in full-time employment rates narrowed markedly, although international undergraduate outcomes continued to trail domestic outcomes.

For example, in the undergraduate Nursing study area, the full-time employment rate for international undergraduates was just 44.5 per cent, compared with 77.6 per cent for their domestic counterparts (a difference of 33.1 percentage points). Three years later, the difference had fallen to 4.0 percentage points, with a full-time employment rate of 89.3 per cent for international undergraduates.

Figure 16 / Undergraduate full-time employment rate by citizenship status and study area* (%)



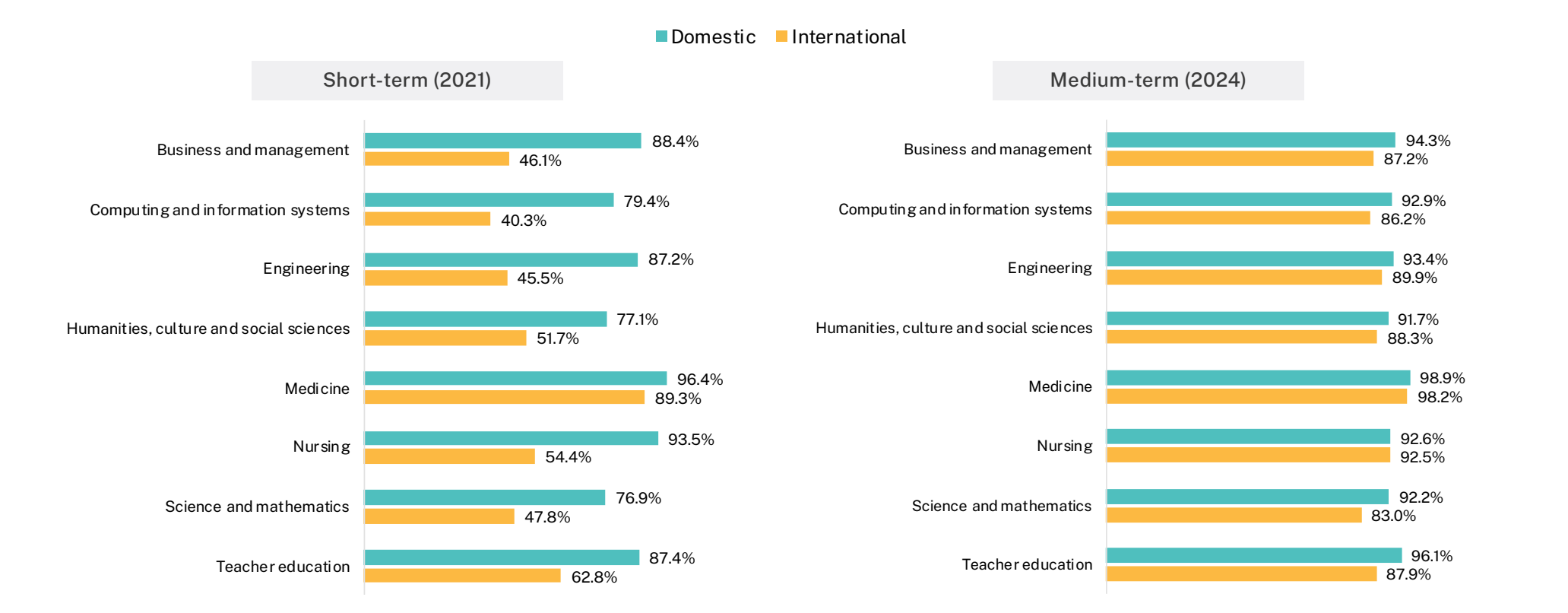
* Only selected study areas presented in Figure 16. For all study areas, refer to the FTE_ALL_ALL_1Y_AREA and FTE_ALL_ALL_1Y_AREA_INT worksheets in the 2024 GOS-L National Report Tables available on the QILT website.

A similar pattern was observed at the postgraduate coursework level (**Figure 17**). Full-time employment rates for this cohort are also much higher for domestic graduates than for international graduates shortly after course completion. Three years later, the difference had narrowed,

but international outcomes still trailed domestic outcomes. It should be reiterated that domestic post-graduate coursework graduates tend to be older and are more likely to be established in the labour market prior to completing

their qualification than undergraduates and international graduates. In general terms, international postgraduate coursework graduates tend to obtain full-time employment at similar rates to international undergraduates.

Figure 17 / **Postgraduate coursework full-time employment rates by citizenship status and study area* (%)**



* Only selected study areas presented in Figure 17. For all study areas, refer to the FTE_ALL_ALL_1Y_AREA and FTE_ALL_ALL_1Y_AREA_INT worksheets in the 2024 GOS-L National Report Tables available on the QILT website.

3.2 International graduate skills utilisation

As discussed in **Section 2.2** (Domestic graduate skills utilisation), the proportion of graduates employed in managerial or professional occupations can be used as a measure of 'skills utilisation', as these occupations are seen as being commensurate with bachelor-level or higher qualifications.

International undergraduates working full-time were less likely than domestic undergraduates to be employed in managerial or professional occupations in both the short- and medium-term. However, this difference narrowed over time (**Figure 18**).

For undergraduates, the difference between international graduates working in managerial or professional occupations compared with domestic graduates fell from

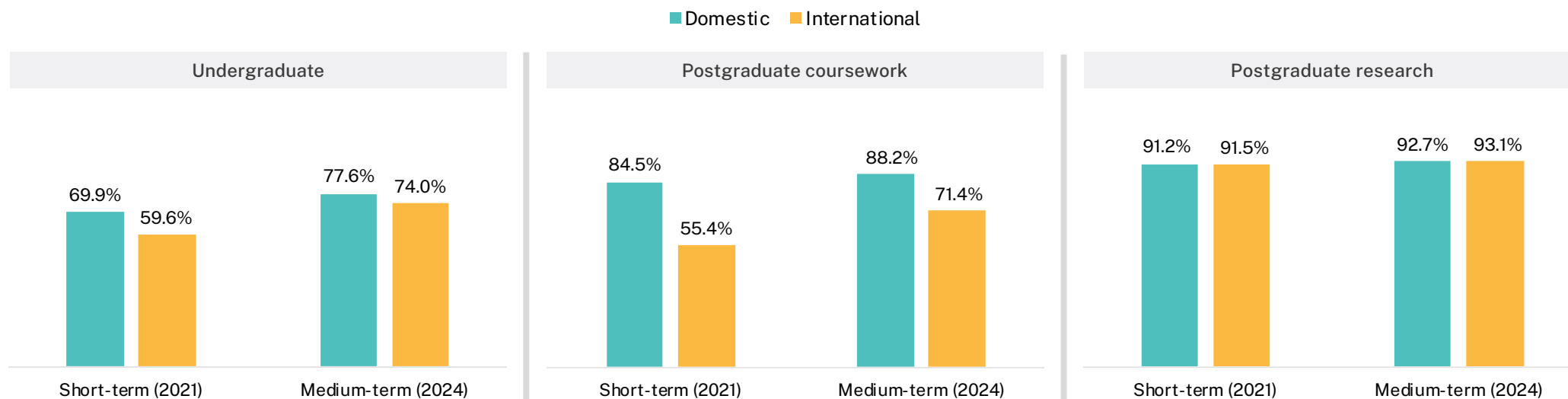
10.3 percentage points in the short-term to 3.6 percentage points in the medium-term.

International postgraduate coursework graduates had the lowest rates of skills utilisation by this measure—even compared with international undergraduates. Only 55.4 per cent of this group were employed in managerial or professional occupations shortly after graduating, climbing to 71.4 per cent 3 years later (still 16.8 percentage points behind their domestic peers).

Notably, there was very little difference between domestic and international postgraduate research graduates for this measure. In the short-term, about 91 per cent of graduates from each group were employed in managerial or professional jobs, rising to about 93 per cent 3 years later.

International postgraduate coursework graduates had the lowest rates of employment in managerial and professional occupations, even lower than international undergraduates.

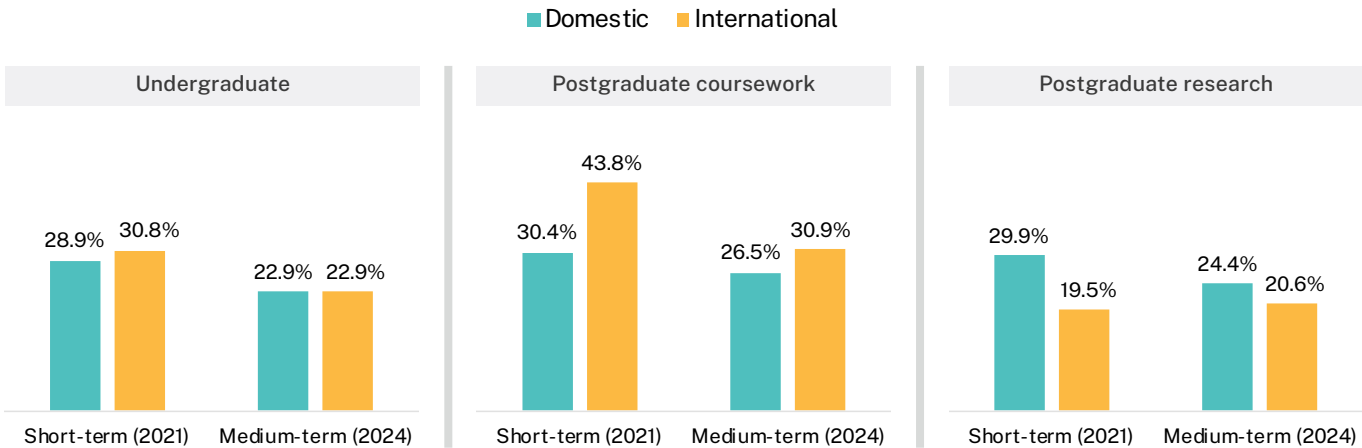
Figure 18 / **Graduates employed in managerial and professional occupations by citizenship status and study level (% of those employed full-time)**



Another measure of skills utilisation is whether graduates report that they are fully utilising their skills and education in their current role. As seen in **Figure 19**, of those employed full-time across all occupations, international undergraduates and, most prominently, international postgraduate coursework graduates were more likely than their domestic counterparts to report that they were not fully utilising their skills or education in their current roles shortly after graduation. This difference narrowed to be the same for undergraduates and a much smaller difference of 4.4 percentage points for postgraduate coursework graduates 3 years later.

By contrast, international postgraduate research graduates were *less* likely than their domestic peers to report that they were *not* fully utilising their skills and knowledge in their current role. They were also less likely to report that they were not fully utilising their skills and knowledge than international undergraduates or postgraduate coursework graduates.

Figure 19 / **Extent to which skills and education are not fully utilised, by citizenship status and study level, all occupations (% of those employed full-time)**



3.3 International graduates in further full-time study

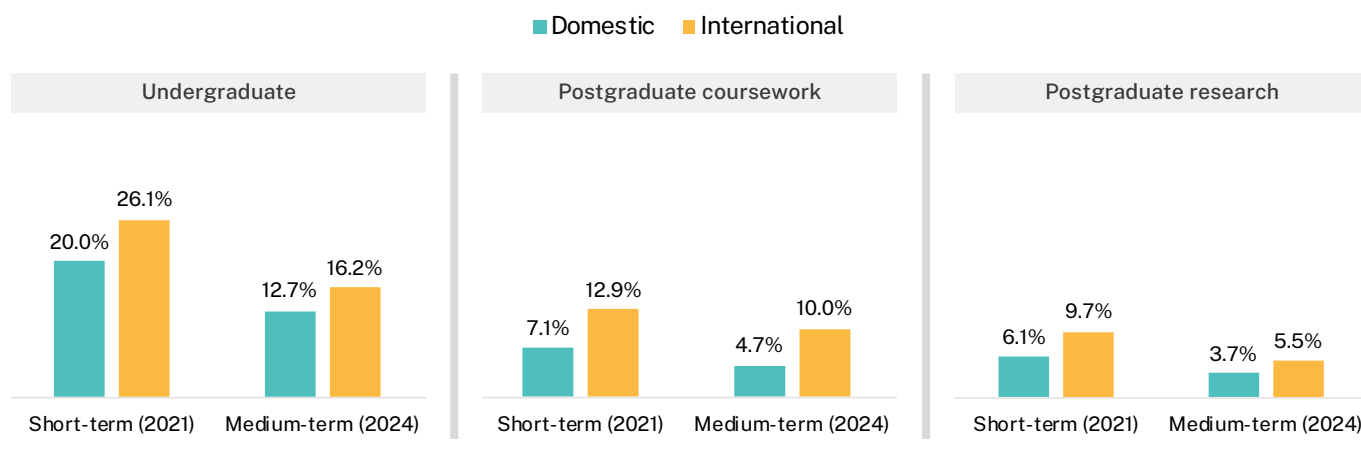
International graduates were more likely than domestic graduates to undertake further full-time study immediately after completing their course, across all levels of study (Figure 20). This remained the case 3 years later in 2024.

Three years after initial course completion, 16.2 per cent of international undergraduates were undertaking further study, compared with 12.7 per cent of domestic undergraduates.

At the postgraduate coursework level, the proportion of international graduates undertaking further study 3 years after completion was more than twice that of domestic graduates (10.0 per cent and 4.7 per cent respectively).

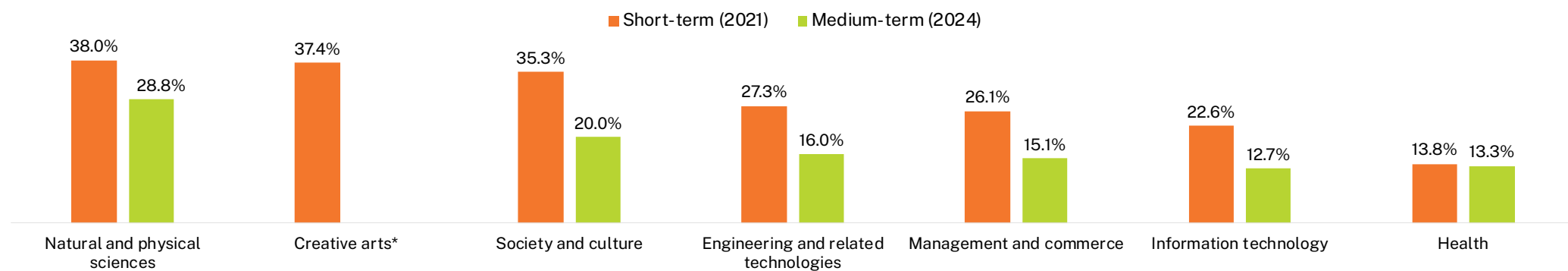
At the postgraduate research level, a higher proportion of international graduates also reported undertaking further study in the medium-term than domestic graduates, with rates of 5.5 per cent and 3.7 per cent respectively.

Figure 20 / Proportion of graduates undertaking further full-time study by citizenship status



International undergraduates from the fields of Natural and physical sciences, Creative arts and Society and culture had the highest propensity to pursue further full-time study in the short-term, with 38.0 per cent, 37.4 per cent and 35.3 per cent in further full-time study, respectively.

Figure 21 / International undergraduates undertaking further full-time study by original broad field of education (%)



* There were insufficient data (n<25) for the Creative arts field of education in the medium-term.

International undergraduates from original broad fields of Engineering and related technologies, Management and commerce, and Information technology, were more than twice as likely as domestic undergraduates (**Figure 12**) to go on to further full-time study shortly after completing their initial course.

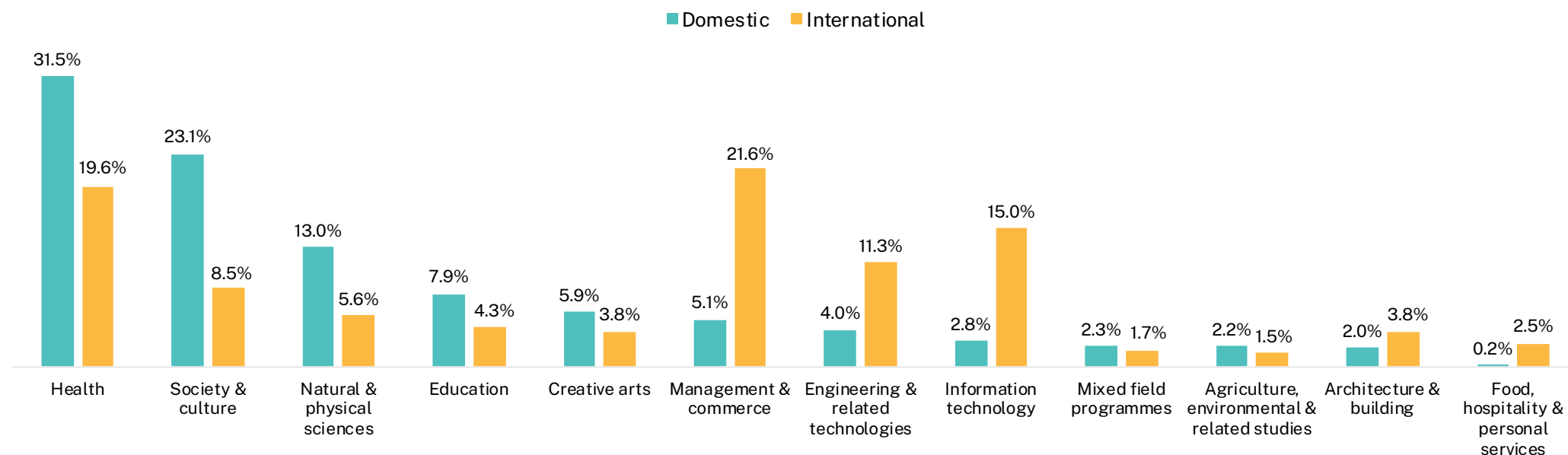
For example, in Management and commerce, 11.6 per cent of domestic undergraduates went on to further full-time study compared to 26.1 per cent of international undergraduates. For Engineering and related technologies, the domestic undergraduate rate was 11.0 per cent compared to 27.3 per cent for international undergraduates. In Information technology, 9.8 per cent of domestic and 22.6 per cent of international undergraduates went on to further full-time study.

Further study destinations also differed markedly between domestic and international undergraduates, in both the short-term and medium-term. **Figure 22** shows the broad field of education those undertaking further full-time study pursued in the short-term.

For example, 31.5 per cent of domestic undergraduates were studying full-time in a Health course shortly after completing their initial course, compared to 19.6 per cent of international undergraduates. On the other hand, 21.6 per cent of international undergraduates who went on to further full-time study undertook this in the Management and commerce field, in comparison to only 5.1 per cent of domestic undergraduates. Other popular areas for further full-time study among international undergraduates were Engineering and related technologies and Information technology.

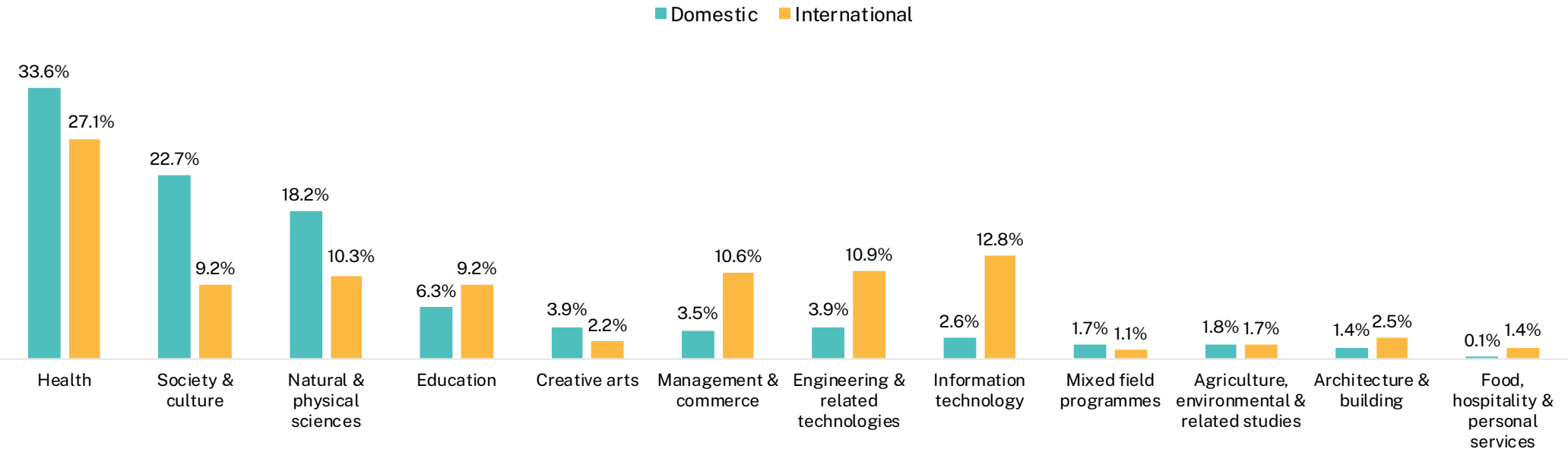
Of those who went on to study full-time, 21.6 per cent of international undergraduates undertook studies in management and commerce, compared to 5.1 per cent of domestic undergraduates.

Figure 22 / **Broad field of education destinations for undergraduates undertaking further full-time study in the short-term (2021)**



In the medium-term for domestic undergraduates who went on to full-time study, Health, and Society and culture, continued to be the two top destinations. For international undergraduates, this pattern shifted somewhat 3 years later (**Figure 23**). Health and Information technology became the two top fields of education for international undergraduates undertaking further full-time study, followed by Engineering and related technologies, Management and commerce, and Natural and physical sciences.

Figure 23 / **Broad field of education destinations for undergraduates undertaking further full-time study in the medium-term (2024)**



Appendix 1: Methodological summary

A1.1 Overview

Participation in the 2024 GOS-L was open to any higher education institution with graduates who completed the 2021 Graduate Outcomes Survey (GOS) and did not explicitly decline further follow-up.

Table 10 is an overview of the 2024 GOS-L. A total of 98,393 graduates from 126 institutions, including all 42 universities and 84 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 88,256, responses were received from a total of 42,399 graduates—an overall response rate of 48.0 per cent.

Table 10 / 2024 GOS-L operational overview			
Project element	Universities	NUHEIs	Total
Number of participating institutions	42	84	126
Number of graduates approached	90,221	8,172	98,393
Final in-scope sample	81,106	7,150	88,256
Number of completed surveys	39,448	2,951	42,399
Overall response rate	48.6	41.3	48.0
Analytic unit	Graduate		
Data collection period	February - March		
Mode of data collection	Online		

A1.2 Data collection

The main online fieldwork period ran from 22 February to 31 March 2024. Several institutions commissioned fieldwork telephone reminder calls following the main period to boost participation. This extended data collection for these institutions until mid-April.

Institutions were provided with a broad range of promotional materials to support them to raise awareness of the GOS-L and encourage participation among the target population.

The contact strategy for the 2024 GOS-L featured an email invitation to complete the survey, followed by ten reminder emails and up to 3 SMS reminders, as well as in-field telephone reminder calls.

Refer to the 2024 GOS-L Methodological Report published on the QILT website for further information about target population definition, sample design, sampling processes, response rate calculation for QILT surveys, response maximisation strategies and data preparation processes.

A copy of the generic survey instrument (which excludes any institution-specific items) and screenshots of the survey are included in the full methodology report. See also Appendix 3 of this report.

A1.3 Response rate by institution

Table 11 and **Table 12** show the total sample approached (i.e. invited to participate), the final in-scope sample after opt-outs and out-of-scope records which were removed, the number of completed surveys and the final response rate for all participating institutions in the 2024 GOS-L.

The average university response rate was higher than the average NUHEI response rate, 48.6 per cent and 41.3 per cent respectively. However, within these two cohorts, response rates varied greatly. For universities, Edith Cowan University achieved a high of 60.0 per cent, while Western

Sydney University achieved a response rate of 36.7 per cent. There was even greater variation among NUHEIs, with Moore Theological College achieving 76.3 per cent, with The Australian Guild of Music Education and The Institute of International Studies (TIIS) both garnering no responses.

Table 11 / 2024 GOS-L university response rates ranked highest to lowest, all study levels

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ⁹ (%)
Edith Cowan University	1,855	1,675	1,005	60.0
University of Divinity	170	152	90	59.2
University of Southern Queensland	1,150	1,053	609	57.8
The Australian National University	1,787	1,635	945	57.8
The University of Queensland	3,733	3,512	2,004	57.1
James Cook University	1,269	1,146	618	53.9
University of New England	1,288	1,181	630	53.3
University of Tasmania	2,953	2,717	1,430	52.6
Charles Darwin University	860	784	411	52.4
Charles Sturt University	2,594	2,321	1,205	51.9
Murdoch University	1,163	1,042	533	51.2

⁹ 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 11 / **2024 GOS-L university response rates ranked highest to lowest, all study levels**

(Continued)

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ⁹ (%)
Flinders University	1,811	1,622	822	50.7
Griffith University	2,660	2,413	1,221	50.6
Queensland University of Technology	3,713	3,416	1,715	50.2
The University of Adelaide	2,281	2,098	1,049	50.0
Deakin University	4,031	3,653	1,817	49.7
University of Canberra	1,029	897	446	49.7
The University of Melbourne	6,101	5,600	2,743	49.0
Monash University	5,604	4,994	2,444	48.9
The University of Western Australia	1,700	1,281	625	48.8
University of New South Wales	2,971	2,638	1,286	48.8
Southern Cross University	1,157	1,040	504	48.5
Swinburne University of Technology	2,144	1,914	924	48.3
Avondale University	89	81	39	48.2
Victoria University	1,621	1,409	669	47.5
La Trobe University	2,100	1,925	913	47.4
Australian Catholic University	2,466	2,206	1,032	46.8
Curtin University	2,253	2,010	938	46.7
RMIT University	3,974	3,552	1,641	46.2

Table 11 / **2024 GOS-L university response rates ranked highest to lowest, all study levels**

(Continued)

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ⁹ (%)
The University of South Australia	2,014	1,826	843	46.2
University of the Sunshine Coast	1,095	974	449	46.1
Bond University	413	371	171	46.1
Central Queensland University	1,445	1,322	608	46.0
University of Wollongong	1,579	1,402	630	44.9
University of Newcastle	1,718	1,592	710	44.6
Federation University Australia	1,205	1,075	479	44.6
The University of Notre Dame Australia	716	651	289	44.4
The University of Sydney	4,479	3,975	1,746	43.9
Macquarie University	2,323	2,054	884	43.0
University of Technology Sydney	2,850	2,500	1,042	41.7
Torrens University	1,669	1,485	587	39.5
Western Sydney University	2,188	1,912	702	36.7
All Universities	90,221	81,106	39,448	48.6

Table 12 / **2024 GOS-L NUHEI response rates ranked highest to lowest, all study levels**

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ¹⁰ (%)
Moore Theological College	41	38	29	76.3
HEPCO The Tax Institute Higher Education	13	11	8	72.7
Eastern College Australia	10	10	7	70.0
Tabor College of Higher Education	57	53	37	69.8
Adelaide Central School of Art	7	6	4	66.7
Australasian College of Health and Wellness	3	3	2	66.7
Canberra Institute of Technology	8	6	4	66.7
TAFE Queensland	33	33	21	63.6
Gestalt Therapy Brisbane	21	18	11	61.1
ISN Psychology Pty Ltd	18	18	11	61.1
Australian University of Theology*	281	253	154	60.9
Montessori World Educational Institute (Australia)	11	10	6	60.0
Morling College	10	10	6	60.0
Endeavour College of Natural Health	139	122	72	59.0
LCI Melbourne	12	12	7	58.3
National Institute of Organisation Dynamics Aust	7	7	4	57.1

¹⁰ 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 12 / **2024 GOS-L NUHEI response rates ranked highest to lowest, all study levels**

(Continued)

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ¹⁰ (%)
Christian Heritage College	64	60	34	56.7
Australian Academy of Music and Performing Arts	10	9	5	55.6
TAFE South Australia	9	9	5	55.6
The Cairnmillar Institute	38	36	20	55.6
Leo Cussen Centre for Law	180	160	87	54.4
Australian Institute of Professional Counsellors	13	13	7	53.9
Ikon Institute of Australia	38	34	18	52.9
Jazz Music Institute	4	4	2	50.0
Study Group Australia Pty Limited	4	4	2	50.0
TAFE NSW	105	90	45	50.0
Excelsia University College	82	77	38	49.4
Think Education	113	98	48	49.0
Collarts (Australian College of the Arts)	74	63	30	47.6
Alphacrucis University College	97	83	39	47.0
ACAP University College	178	162	76	46.9
Australian College of Nursing	333	293	137	46.8
ICHM	31	28	13	46.4
The College of Law Limited	1,111	950	440	46.3

Table 12 / **2024 GOS-L NUHEI response rates ranked highest to lowest, all study levels**

(Continued)

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ¹⁰ (%)
Kaplan Higher Education Pty Ltd	201	169	78	46.2
Marcus Oldham College	45	40	18	45.0
Adelaide College of Divinity	9	9	4	44.4
Governance Institute of Australia	9	9	4	44.4
SAE University College	250	212	93	43.9
Health Education & Training Institute	27	23	10	43.5
Melbourne Institute of Technology	238	206	89	43.2
Elite Education Institute	9	7	3	42.9
Perth Bible College	8	7	3	42.9
The MIECAT Institute	15	14	6	42.9
Academy of Information Technology	139	121	51	42.2
Melbourne Polytechnic	95	81	34	42.0
Australian Institute of Management Education & Training	196	158	66	41.8
Nan Tien Institute	19	17	7	41.2
Australian Institute of Business Pty Ltd	391	345	142	41.2
VIT (Victorian Institute of Technology)	470	416	162	38.9
Chisholm Institute	17	13	5	38.5
Holmesglen Institute	63	60	23	38.3

Table 12 / **2024 GOS-L NUHEI response rates ranked highest to lowest, all study levels**

(Continued)

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ¹⁰ (%)
Academies Australasia Polytechnic Pty Limited	42	40	15	37.5
Australian College of Christian Studies	9	8	3	37.5
Engineering Institute of Technology	52	48	18	37.5
Kaplan Business School	346	308	112	36.4
King's Own Institute	263	219	79	36.1
The Australian Institute of Music	26	25	9	36.0
Box Hill Institute	57	53	19	35.9
Acknowledge Education	20	17	6	35.3
Polytechnic Institute Australia Pty Ltd	15	12	4	33.3
Wentworth Institute of Higher Education	67	54	17	31.5
Photography Studies College (Melbourne)	13	13	4	30.8
Kent Institute Australia	85	76	23	30.3
William Angliss Institute	34	30	9	30.0
National Art School	38	34	10	29.4
Holmes Institute	898	775	224	28.9
Campion College Australia	8	7	2	28.6
Australian Institute of Higher Education	75	61	17	27.9
SP Jain School of Management	42	35	9	25.7

Table 12 / **2024 GOS-L NUHEI response rates ranked highest to lowest, all study levels**

(Continued)

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ¹⁰ (%)
Higher Education Leadership Institute	5	4	1	25.0
Le Cordon Bleu Australia	18	16	4	25.0
Whitehouse Institute of Design, Australia	4	4	1	25.0
UOW College	40	37	9	24.3
Asia Pacific International College	163	133	32	24.1
International College of Management, Sydney	128	115	27	23.5
CIC Higher Education	64	58	13	22.4
UTS College	206	189	42	22.2
Institute of Health & Management Pty Ltd	50	47	9	19.2
Oxford Institute of Higher Education	6	6	1	16.7
The Institute of Creative Arts and Technology	17	13	2	15.4
The Australian College of Physical Education	23	21	3	14.3
The Australian Guild of Music Education	1	1	0	0.0
The Institute of International Studies (TIIS)	1	1	0	0.0
All NUHEIs	8,172	7,150	2,951	41.3

Note: Cells with less a value less than 5 have been suppressed and no response rate is provided for these institutions.

* 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-L was collected when the institution was a NUHEI.

A1.4 Data representativeness

In terms of Total Survey Error, response rates are less important than how well the data represents the in-scope population.

To assess how well respondents to the 2024 GOS-L were representative of the in-scope population, respondent characteristics are presented alongside population parameters in **Table 13**.

Some groups in the achieved sample closely represent the proportion of that group in the in-scope population. Combined course of study indicator and First Nations responses are particularly well-matched.

The groups with a relatively higher propensity to respond to the 2024 GOS-L (i.e. groups where the proportion of respondents exceeds the proportion in the in-scope

population) were domestic graduates, graduates aged over 30, graduates who speak English as their main language at home, external graduates, part-time graduates, female graduates and graduates with a reported disability.

International graduates, graduates aged 30 and under, and graduates who speak a language other than English at home had a relatively lower propensity to respond to the 2024 GOS-L.

Table 13 / 2024 GOS-L population parameters by sub-group and response characteristics, all study levels*

Base	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Level				
Undergraduate	47,270	53.6	21,890	51.6
Postgraduate coursework	36,576	41.4	17,765	41.9
Postgraduate research	4,410	5.0	2,744	6.5
Gender				
Male	34,077	38.7	15,536	36.7
Female	53,963	61.3	26,755	63.3
Age				
30 years and under	50,876	57.6	21,814	51.4
Over 30 years	37,379	42.4	20,585	48.6

Table 13 / **2024 GOS-L population parameters by sub-group and response characteristics, all study levels***

(Continued)

Base	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Combined course of study indicator				
Combined/double degree	5,349	6.1	2,740	6.5
Single degree	82,907	93.9	39,659	93.5
First Nations				
First Nations	958	1.1	508	1.2
Non-Indigenous	87,298	98.9	41,891	98.8
Study mode				
Internal study mode	58,232	66.1	26,808	63.3
Mixed study mode	13,523	15.3	6,627	15.7
External study mode	16,369	18.6	8,908	21.0
Type of attendance code				
Full-time	60,793	69.1	28,490	67.4
Part-time	27,127	30.9	13,783	32.6
Home language				
English	69,981	79.3	35,410	83.5
Other	18,275	20.7	6,989	16.5

Table 13 / **2024 GOS-L population parameters by sub-group and response characteristics, all study levels*** (Continued)

Base	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Disability				
Reported disability	6,659	7.6	3,653	8.6
No disability	81,455	92.4	38,682	91.4
Citizenship/resident indicator				
Domestic	62,429	70.7	32,424	76.5
International	25,826	29.3	9,974	23.5
Total^	88,256	100.0	42,399	100.0

^Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories. This table includes all study levels and includes international and domestic graduate responses.

*This table combines all study levels. For a breakdown of representativeness by study level, see CHAR_UG_ALL_1Y_SG, CHAR_PGC_ALL_1Y_SG, CHAR_PGR_ALL_1Y_SG available from the accompanying Excel workbook on the QILT website.

In terms of study area, the respondent profile achieved in the 2024 GOS-L closely matched the in-scope survey population, indicating that the pattern of responses is highly representative of the in-scope sample population (see **Table 14**).

The largest study areas in the 2024 GOS-L were Business and management, Teacher education, Humanities, culture

and social sciences, Science and mathematics, and Nursing. Tourism, hospitality, personal services, sport and recreation was the smallest study area, followed by Dentistry.

In terms of relative propensity to respond to the 2024 GOS-L, graduates from Business and management had a relatively lower propensity to respond, with the proportion

of responses 1.7 percentage points below the in-scope population. Graduates from Law and paralegal services also had a relatively lower propensity to respond, at 0.6 percentage points. Humanities, culture and social science had a relatively higher propensity to respond, with the proportion of respondents at 1.0 percentage points higher than the in-scope population.

Table 14 / **2024 GOS-L population parameters by study area and response characteristics, all study levels***

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Science and mathematics	5,532	8.9	2,922	9.0
Computing and information Systems	2,392	3.8	1,239	3.8
Engineering	3,059	4.9	1,508	4.7
Architecture and built environment	1,351	2.2	601	1.9
Agriculture and environmental studies	1,092	1.8	627	1.9
Health services and support	5,008	8.0	2,711	8.4
Medicine	1,119	1.8	642	2.0
Nursing	5,806	9.3	2,876	8.9
Pharmacy	285	0.5	147	0.5
Dentistry	193	0.3	105	0.3
Veterinary science	320	0.5	183	0.6
Rehabilitation	894	1.4	481	1.5
Teacher education	6,306	10.1	3,479	10.7

Table 14 / **2024 GOS-L population parameters by study area and response characteristics, all study levels***

(Continued)

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Business and management	9,285	14.9	4,268	13.2
Humanities, culture and social sciences	5,905	9.5	3,413	10.5
Social work	1,929	3.1	1,118	3.5
Psychology	3,505	5.6	2,005	6.2
Law and paralegal studies	4,180	6.7	1,978	6.1
Creative arts	2,139	3.4	1,037	3.2
Communications	1,986	3.2	1,018	3.1
Tourism, hospitality, personal services, sport and recreation	143	0.2	66	0.2
Total	62,429	100	32,424	100.0

*This table combines all study levels. For a breakdown of representativeness by study level, see CHAR_UG_ALL_1Y_AREA, CHAR_PGC_ALL_1Y_AREA, CHAR_PGR_ALL_1Y_AREA, available from the accompanying Excel workbook available on the QILT website. For International graduate parameters see CHAR_UG_ALL_1Y_AREA_INT, CHAR_PGC_ALL_1Y_AREA_INT, CHAR_PGR_ALL_1Y_AREA_INT.

Analysis of the impact of weighting the data to seek to adjust for imbalances in the achieved sample by demographic characteristics and by study area has consistently shown only relatively small differences between the weighted and unweighted estimates for key measures at an overall level. For this reason, the GOS-L data presented in this report is unweighted. For further information, refer to the 2024 GOS-L Methodological Report published on the QILT website.

Appendix 2: Labour market definitions

The 2024 Graduate Outcomes Survey - Longitudinal (GOS-L) 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 15**.

Table 15 / 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 a greater number of 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.

Examples of graduate labour market outcomes

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

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

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

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

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

Appendix 3: GOS-L questionnaire

A3.1 Core instrument

Table 16 / Questionnaire item summary

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

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
AWAYWORK	Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason? <i>Please note, if you were stood down or away from your job due to the impact of COVID-19 select 'Yes'.</i>	1. Yes 5. No 6. *(DISPLAY IF E913>64) Permanently not intending to work
LOOKFTWK	At any time during the last 4 weeks have you been looking for full-time work?	1. Yes 5. No 6. *(DISPLAY IF E913>64) Permanently not intending to work
LOOKPTWK	Have you been looking for part-time work at any time during the last 4 weeks?	1. Yes 5. No 6. *(DISPLAY IF E913>64) Permanently not intending to work
BEGNLOOK	When did you begin looking for work?	1. Enter month <dropdown list> 2. Enter year (NUMERIC RANGE 1960 – 2021)
STARTWK	If you had found a job, could you have started last week?	1. Yes 5. No
STARTWKFU	Why do you say you couldn't have started last week?	1. Because of the current situation with COVID-19 5. Some other reason
WAITWORK	You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start 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 .	
SELFEMP	Do you work for an employer, or in your own business?	1. Employer 2. Own business 3. Other or uncertain

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
PAYMENT	Are you paid a wage or salary, or some other form of payment?	1. Wage or Salary 5. Other or Uncertain
PAYARRNG	What are your <working/payment> arrangements?	10. Unpaid voluntary work 11. Unpaid trainee or work placement 12. Contractor or Subcontractor 13. Own business or Partnership 14. Commission only 15. Commission with retainer 16. In a family business without pay 17. Payment in kind 18. Paid by the piece or item produced 19. Wage or salary earner 20. Other
ACTLHRSM	How many hours did you 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 *(DISPLAY IF MORE1JOB=1) in all jobs ?	1. Enter hours (NUMERIC, RANGE 0 to 168)
USLHRS	How many hours do you usually work each week (*DISPLAY 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 (*DISPLAY IF MORE1JOB=1) in all your jobs?	1. Yes 5. No 6. Don't know
PREFHRS	How many hours a week would you like to work?	1. Enter hours (NUMERIC, RANGE 0-168, CAN'T BE LESS THAN USLHRS)
AVLMHRS	Last week, were you available to work more hours than you usually work?	1. Yes 2. No

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
OCC	What is your occupation in your <main job/job/business>? Please type at least 3 letters	1. <Predictive text verbatim text box> *Occupation Lookup List
DUTIES	What are your main tasks and duties?	1. <Verbatim text box>
EMPLOYER	What is the name of your <employer/business>?	1. <Verbatim text box>
INDUSTRY	What kind of business or service is carried out by your <employer at the place where you work/business>?	1. Enter business or service 90. Other (please specify)
SECTOR	In what sector are you wholly or mainly employed?	1. Public or government 2. Private 3. Not-for-profit
INAUST	Are you working in Australia?	1. Yes 2. No 3. Not sure
EMPSTATE	In which state or territory is your <employer/business> currently located?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know
LOCATION	And what is the postcode of your <employer/business>?	1. Enter postcode or suburb 2. Not sure
COUNTRYX	In which country is your <employer/business> mainly based?	1. <Predictive text verbatim text box> *SACC Country List

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
CURCOUNTRY	Do you currently live in Australia or overseas?	1. Australia 2. Overseas
CURSTATE	In which state or territory do you currently live?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know
CURPCODE	What is the postcode or suburb where you currently live?	1. <verbatim text box> 2. Not sure
OSCOUNTRY	In which country do you currently live?	1. <Predictive text verbatim text box> *SACC Country List
EMP12	Have you worked <for your employer/in your business> for 12 months or more?	1. Yes, more than 12 months 5. No, less than 12 months
EMPMTHS	How many months have you worked <for your employer/in your business>?	1. Enter number of months (NUMERIC, RANGE 1-12)
EMPYRS	How many months have you worked <for your employer/in your business>?	1. Enter number of years (NUMERIC, RANGE 1-49)
FFTJOB	Is this your first full-time job?	1. Yes 2. No

Table 16 / Questionnaire item summary

(Continued)

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

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
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. <i>Specify in whole dollars, excluding spaces, commas, dollar sign (\$).</i>	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

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
SALCONF1	Sorry but the salary you entered for your main job is higher than the salary you entered for all your jobs . Please select the best option for how much you would usually earn in your main job , per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know
SALCONF2	And which of the following would you usually earn in your all your jobs , per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know
SALARYOS	What is your gross (that is pre-tax) annual salary? You can estimate if necessary	1. Enter gross annual salary <text box>
SALARYOS_OTH	Please specify the currency you referred to	1. <verbatim text box>

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
FINDJOB	How did you first find out about this job?	1. University of college careers service 2. Careers fair of information session 3. Other university of 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 of friends 8. Approached employer directly 9. Approached by an employer 10. Employment agency 11. Work contacts or networks 12. Social media (e.g., LinkedIn) 13. An employer promotional event 14. Graduate program / internship / work placement 90. Other (please specify) <text box>
SPOQ	The following statements are about your skills, abilities and education Please indicate the extent to which you agree or disagree with each of these statements (STATEMENTS) a) My job requires less education than I have b) I have more job skills than are required for this job c) Someone with less education than myself could perform well on my job d) My previous training is being fully utilised on this job e) I have more knowledge than I need in order to do my job f) My education level is above the level required to do my job g) Someone with less work experience than myself could do my job just as well h) I have more abilities than I need in order to do my job	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
RSOVRQ	Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education?	<ul 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 14. Not enough work experience 4. Considered to be too young by employers 5. Considered to be too old by employers 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 11. I'm satisfied with my current job 23. For financial reasons 27. I had to change jobs due to COVID-19 28. Waiting for accreditation/registration 90. Other (please specify)
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?	<ul style="list-style-type: none"> 1. No suitable job in my local area 5. Considered to be too old by employers 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 13. Lifestyle choice / work-life balance 16. Pursuing other interests / commitments in spare time 10. Studying 11. I'm satisfied with the number of hours I work 12. No more hours available in current position 19. Work has been reduced/shutdown due to COVID-19 90. Other (Please specify)

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
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>	1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 5. Considered to be too old by employers 6. Short-term illness or injury 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 13. Due to other commitments outside of main job 11. No more hours available in current position 18. Work has been reduced/shutdown due to COVID-19 90. Other (please specify) <text box>
UNEMP	What is the main reason you are currently not working or looking for work?	1. <text box>

Module H: Employment history

OTHWORKi	Aside from your current role(s) have you worked anywhere else since <YEAR>?	1. Yes 2. No
OTHWORKii	Aside from your <VOCC> role at <VEMPLOYR> (IF VEMPLOYR=BLANK,'your <COLYEAR> employer') have you worked anywhere else since <YEAR>?	1. Yes 2. No
OTHWORKiii	Aside from your <VOCC> role at <VEMPLOYR> and your current occupation(s), have you worked anywhere else since <YEAR>?	1. Yes 2. No
OTHWORKiiii	Have you worked at all since <YEAR>?	1. Yes 2. No
OTHOCC	Have you changed occupations within the same business since <YEAR>? An example of changing occupations may be getting a promotion from 'Business analyst' to 'Senior business analyst'.	1. Yes 2. No

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
NUMOCC	How many other occupations *(IF WORKING SHOW: excluding your current occupation) have you performed since <YEAR>? If you changed occupations within the same business, please include each occupation separately. An example of changing occupations may be getting a promotion from 'Business analyst' to 'Senior business analyst'.	1. Enter number of occupations (NUMERIC, RANGE 0-30)
Module C: Further study		
FQUALi	The next few questions are about qualifications you may have completed between <YEAR> and now. Since you completed your <QUALNAME> have you completed another qualification ?	1. Yes – full-time 2. Yes – part-time 5. No
FQLOC	Where did you complete this qualification ?	1. Australia 2. Overseas
VFQUAL	What is the full title of the most recent qualification you completed?	1. Qualification title <text box>
FQFOE	What was your major field of education for this qualification?	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 90. Other (please specify)

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
FQLEV	What was the level of this qualification?	1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV 16. Other (*DISPLAY IF FS7/FQLOC=2)
VFQINST	And the institution where you completed the qualification?	1. Enter name of the institution <look up list>
FURSTUD	The following questions are about qualifications you are currently studying... Are you currently a full-time or part-time student at a TAFE, university or other education institution?	1. Yes – full-time 2. Yes – part-time 5. No
FURLOC	Where are you completing this qualification ?	1. Australia 2. Overseas
VFURQUAL	What is the full title of the qualification you are currently studying?	1. Enter qualification title <text box>

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
FURFOE	What is your main field of education for this qualification?	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?	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 16. Other (*DISPLAY IF FS7/FQLOC2=2)

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
VFURINST	<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>	1. <look up list> *PROGRAMMER NOTE: USE FURINST LOOKUP LIST
Module D: Graduate attributes		
GAS	<p>For each of the following skills or attributes, to what extent do you agree or disagree that your <QUALNAME> from <E306CTXT> prepared you for your current job? If the skill is not required in your role, you can answer 'Not applicable'.</p> <p>(STATEMENTS)</p> <p>Foundation skills</p> <p>FOUNDATION1/GFOUND1 Oral communication skills</p> <p>FOUNDATION2/GFOUND2 Written communication skills</p> <p>FOUNDATION3/GFOUND3 Numeracy skills</p> <p>FOUNDATION4/GFOUND4 Ability to develop relevant knowledge</p> <p>FOUNDATION5/GFOUND5 Ability to develop relevant skills</p> <p>FOUNDATION6/GFOUND6 Ability to solve problems</p> <p>FOUNDATION7/GFOUND7 Ability to integrate knowledge</p> <p>FOUNDATION8/GFOUND8 Ability to think independently about problems</p> <p>Adaptive skills and attributes</p> <p>ADAPTIVE1/GADAPT1 Broad general knowledge</p> <p>ADAPTIVE2/GADAPT2 Ability to develop innovative ideas</p> <p>ADAPTIVE3/GADAPT3 Ability to identify new opportunities</p> <p>ADAPTIVE4/GADAPT4 Ability to adapt knowledge in different contexts</p> <p>ADAPTIVE5/GADAPT5 Ability to apply skills in different contexts</p> <p>ADAPTIVE6/GADAPT6 Capacity to work independently</p> <p>Teamwork and interpersonal skills</p> <p>COLLAB1/GCOLLAB1 Working well in a team</p> <p>COLLAB2/GCOLLAB2 Getting on well with others in the workplace</p> <p>COLLAB3/GCOLLAB3 Working collaboratively with colleagues to complete tasks</p> <p>COLLAB4/GCOLLAB4 Understanding of different points of view</p> <p>COLLAB5/GCOLLAB5 Ability to interact with co-workers from different or multicultural backgrounds</p>	<p>1. Strongly disagree</p> <p>2. Disagree</p> <p>3. Neither disagree nor agree</p> <p>4. Agree</p> <p>5. Strongly agree</p> <p>9. Not applicable</p>

Table 16 / Questionnaire item summary

(Continued)

Question ID	Question	Response scale
Module E: Graduate preparation		
FORMREQ	Is a <QUALNAME> or similar qualification a formal requirement for you to do your current <main job/job>?	1. Yes 2. No
QUALIMP	To what extent is it important for you to have a <QUALNAME>, to be able to do your <main job/job>?	1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important
CRSPREP	Overall, how well did your <QUALNAME> prepare you for your <main job/job>?	1. Not at all 2. Not well 3. Well 4. Very well 5. Don't know / Unsure
VPREP	What are the main ways that <E306CTXT> prepared you for employment in your organisation?	1. <text box>
VBETTER	What are the main ways <E306CTXT> could have better prepared you for employment in your organisation?	1. <text box>

Table 16 / Questionnaire item summary

Question ID	Question	Response scale
STCHOICE	Thinking about your original decision to complete your <EQUALNAME> between <GRADYR/YEAR_2> and early <YEAR>, if you had to make this choice again, would you study...Please select one answer.	1. The same qualification at the same institution 2. The same qualification at a different institution 3. The same subject area(s) at the same institution 4. The same subject area(s) at a different institution 5. Something completely different at the same institution 6. Something completely different at a different institution 7. I wouldn't study at all
VCHOICE	What is the main reason you say that?	1. <text box>

A3.2 Institution-specific items

As has been the case in previous collections, institutions were offered the option of including non-standard, institution-specific items as part of the 2024 GOS-L. In total, 11 institutions chose to include their own items. These institution-specific items were only presented to students after they had completed the core survey items, resulting in a clear demarcation between the two survey modules. A statement was also added before the institution-specific items to further emphasise this: “The following items have been included by <E306CTXT> to gather feedback from graduates on issues important to their institution”.

Appendix 4: 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).¹¹ This is an adjusted version of the previously used Wald method to accommodate a wider range of sample sizes and to produce intervals that more consistently reflect the desired level of confidence.

The Wald method is given by the well-known expression:

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

where **p** is the ratio of the number of positive responses for the measure of interest **n1** 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 $\tilde{n} = n + z^2$ 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 – Longitudinal (GOS-L). 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 (**p̃**) 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.

¹¹ 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 Quality Indicators for Learning and Teaching (QILT) surveys, including the GOS-L, are defined in accordance with the ABS Australian Standard Classification of Education (ASCED). The QILT website and this report use 21 aggregated study areas as the basis of analysis. Targets for data collection are based on 45 study areas. Concordance between these study areas and ASCED fields are listed below. Details of the fields of education are available from the ABS website.

Table 17 / 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 17 / 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

Table 17 / **Study area concordance****(Continued)**

Study Area		Study Area 45		Broad Field of Education	Detailed Field of Education
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
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

Table 17 / Study area concordance

(Continued)

Study Area		Study Area 45		Broad Field of Education	Detailed Field of Education
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
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		090100, 090101, 090103
		34	Humanities inc History and Geography		090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language and Literature		091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599

Table 17 / **Study area concordance**

Study Area		Study Area 45		Broad Field of Education	Detailed Field of Education
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
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

Appendix 6: 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-L, as well as a listing of tables that can be used to explore additional themes related to the GOS-L.

A6.1 GOS-L results

A6.1.1 Labour force outcomes

This group of tables includes labour force outcomes, including full-time and overall employment rates, labour force participation rates and median salaries for graduates in the short-term (in 2021) and again in the medium-term (in 2024). Labour force outcomes can be viewed at the course level and by provider type, institution, gender and study area.

Table 18 / **Tables associated with labour force outcomes**

Course level	Report table	Sheet name	Table title
UG	Figure 1	FTE_UG_ALL_5Y	Short-term and medium-term domestic full-time employment outcomes among undergraduates from all provider types by all years
ALL	Figure 16 / Figure 17	FTE_ALL_ALL_1Y_AREA	Short-term and medium-term full-time domestic employment outcomes by level of study, 2024, among all course levels from all provider types by study area
UG		STMT_UG_ALL_3Y	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL) among undergraduates from all provider types by year, 2021-2024
PGC		STMT_PGC_ALL_3Y	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL) among postgraduate coursework graduates from all provider types by year, 2021-2024
PGR		STMT_PGR_ALL_3Y	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL) among postgraduate research graduates from all provider types by year, 2021-2024
UG	Figure 5	STMT_UG_ALL_1Y_AREA	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among undergraduates from all provider types by study area

Table 18 / **Tables associated with labour force outcomes****(Continued)**

Course level	Report table	Sheet name	Table title
PGC		STMT_PGC_ALL_1Y_AREA	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among postgraduate coursework graduates from all provider types by study area
PGR		STMT_PGR_ALL_1Y_AREA	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among postgraduate research graduates from all provider types by study area
UG		STMT_UG_ALL_1Y_AREA45	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among undergraduates from all provider types by 45 study areas
PGC		STMT_PGC_ALL_1Y_AREA45	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among postgraduate coursework graduates from all provider types by 45 study areas
PGR		STMT_PGR_ALL_1Y_AREA45	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among postgraduate research graduates from all provider types by 45 study areas
UG		STMT_UG_ALL_1Y_ARSX	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL) by gender, 2024, among undergraduates from all provider types by study area
PGC		STMT_PGC_ALL_1Y_ARSX	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL) by gender, 2024, among postgraduate coursework graduates from all provider types by study area
UG		STMT2_UG_UNI_1Y_INST_CI	Short-term and medium-term domestic employment outcomes (FTE, OE), 2024, with 90% confidence intervals among undergraduates from universities by institution
UG		STMT2_UG_UNI_3YP_INST_CI	Short-term and medium-term domestic employment outcomes (FTE, OE), 2021-2024, with 90% confidence intervals among undergraduates from universities by institution
PGC		STMT2_PGC_UNI_1Y_INST_CI	Short-term and medium-term domestic employment outcomes (FTE, OE), 2024, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
PGC		STMT2_PGC_UNI_3YP_INST_CI	Short-term and medium-term domestic employment outcomes (FTE, OE), 2021-2024, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
UG		STMT3_UG_UNI_1Y_INST_CI	Short-term and medium-term domestic employment outcomes (LF, SAL), 2024, with 90% confidence intervals among undergraduates from universities by institution

Table 18 / **Tables associated with labour force outcomes****(Continued)**

Course level	Report table	Sheet name	Table title
UG		STMT3_UG_UNI_3YP_INST_CI	Short-term and medium-term domestic employment outcomes (LF, SAL), 2021-2024, with 90% confidence intervals among undergraduates from universities by institution
PGC		STMT3_PGC_UNI_1Y_INST_CI	Short-term and medium-term domestic employment outcomes (LF, SAL), 2024, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
PGC		STMT3_PGC_UNI_3YP_INST_CI	Short-term and medium-term domestic employment outcomes (LF, SAL), 2021-2024, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
UG	Figure 6	FTE_UG_UNI_1Y_INST_FIG	Proportion domestic employed full-time, 2024, with 90% confidence intervals among undergraduates from universities by institution
UG		FTE_UG_UNI_3YP_INST_FIG	Proportion domestic employed full-time, 2021-2024, with 90% confidence intervals among undergraduates from universities by institution
PGC	Figure 7	FTE_PGC_UNI_1Y_INST_FIG	Proportion domestic employed full-time, 2024, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
PGC		FTE_PGC_UNI_3YP_INST_FIG	Proportion domestic employed full-time, 2021-2024, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
UG		SAL_UG_UNI_1Y_INST_FIG	Medium-term domestic median salaries (\$), 2024, with 90% confidence intervals among undergraduates from universities by institution
UG		SAL_UG_UNI_3YP_INST_FIG	Medium-term domestic median salaries (\$), 2021-2024, with 90% confidence intervals among undergraduates from universities by institution
PGC		SAL_PGC_UNI_1Y_INST_FIG	Medium-term domestic median salaries (\$), 2024, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
PGC		SAL_PGC_UNI_3YP_INST_FIG	Medium-term domestic median salaries (\$), 2021-2024, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
ALL		FTE_ALL_ALL_1Y_AREA45	Short-term and medium-term full-time domestic employment outcomes by level of study, 2024, among all course levels from all provider types by 45 study areas

Table 18 / **Tables associated with labour force outcomes**

(Continued)

Course level	Report table	Sheet name	Table title
PGC	Table 7	FTE_PGC_UNI_1Y_INST_CI	Short-term and medium-term full-time domestic employment outcomes, 2024, among postgraduate coursework graduates from universities by institution
UG	Table 7	FTE_UG_UNI_1Y_INST_CI	Short-term and medium-term full-time domestic employment outcomes, 2024, among undergraduates from universities by institution
UG	Table 1	STMT_UG_ALL_1Y	Domestic employment outcomes among undergraduates from all provider types by short-term and medium-term
PGC	Table 2	STMT_PGC_ALL_1Y	Domestic employment outcomes among postgraduate coursework graduates from all provider types by short-term and medium-term
PGR	Table 3	STMT_PGR_ALL_1Y	Domestic employment outcomes among postgraduate research graduates from all provider types by short-term and medium-term
UG		STMT_UG_ALL_1Y_FTS	Domestic employment outcomes among undergraduates from all provider types by full-time study, 2024
ALL	Figure 16 / Figure 17	FTE_ALL_ALL_1Y_AREA_INT	Short-term and medium-term full-time international employment outcomes by level of study, 2024, among all course levels from all provider types by study area
ALL		FTE_UG_ALL_5Y_HEPTYPE	Short-term and medium-term domestic full-time employment outcomes among all course levels from all provider types by provider types and year
UG	Table 4 / Figure 2	PREFMHRS_UG_ALL_1Y_E315	Short-term and medium-term domestic employed seeking or not seeking more hours among undergraduates from all provider types by gender
UG		PREFMHRS_UG_ALL_1Y_E942	Short-term and medium-term employed seeking or not seeking more hours among undergraduates from all provider types by citizenship indicator
PGC	Table 4 / Figure 2	PREFMHRS_PGC_ALL_1Y_E315	Short-term and medium-term domestic employed seeking or not seeking more hours among postgraduate coursework graduates from all provider types by gender
PGC		PREFMHRS_PGC_ALL_1Y_E942	Short-term and medium-term employed seeking or not seeking more hours among postgraduate coursework graduates from all provider types by citizenship indicator

Table 18 / **Tables associated with labour force outcomes****(Continued)**

Course level	Report table	Sheet name	Table title
PGR	Table 4 / Figure 2	PREFMHRS_PGR_ALL_1Y_E315	Short-term and medium-term domestic employed seeking or not seeking more hours among postgraduate research graduates from all provider types by gender
PGR		PREFMHRS_PGR_ALL_1Y_E942	Short-term and medium-term employed seeking or not seeking more hours among postgraduate research graduates from all provider types by citizenship indicator
ALL	Table 9 / Figure 14	STMT_ALL_ALL_1Y_E942	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2024, among all course levels from all provider types by citizenship indicator
PGC	Figure 4	STMT_PGC_ALL_1Y_E315	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among postgraduate coursework graduates from all provider types by gender
PGC	Table 6	STMT_PGC_ALL_1Y_HEPTYPE	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among postgraduate coursework graduates from all provider types by provider types
PGC		STMT_PGC_ALL_1Y_SG	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among postgraduate coursework graduates from all provider types by demographic group
PGR	Figure 4	STMT_PGR_ALL_1Y_E315	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among postgraduate research graduates from all provider types by gender
PGR		STMT_PGR_ALL_1Y_HEPTYPE	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among postgraduate research graduates from all provider types by provider types
PGR		STMT_PGR_ALL_1Y_SG	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among postgraduate research graduates from all provider types by demographic group
UG	Figure 4	STMT_UG_ALL_1Y_E315	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among undergraduates from all provider types by gender
UG	Table 6	STMT_UG_ALL_1Y_HEPTYPE	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among undergraduates from all provider types by provider types
UG	Table 5	STMT_UG_ALL_1Y_SG	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2024, among undergraduates from all provider types by demographic group

A6.1.2 Usual and actual hours worked

This group of tables explores the median hours usually worked and the median hours actually worked in the week prior to completing the survey, approximately 3 years after completing their course.

Table 19 / **Tables associated with medium-term median usual hours and median actual hours worked**

Course level	Report table	Sheet name	Table title
UG		HOURS_UG_ALL_3Y	Domestic medium-term mean usual and actual hours worked by employment outcome (FT, PT, OE) among undergraduates from all provider types by year
PGC		HOURS_PGC_ALL_3Y	Domestic medium-term mean usual and actual hours worked by employment outcome (FT, PT, OE) among postgraduate coursework graduates from all provider types by year
PGR		HOURS_PGR_ALL_3Y	Domestic medium-term mean usual and actual hours worked by employment outcome (FT, PT, OE) among postgraduate research graduates from all provider types by year

A6.1.3 Away from work

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

Table 20 / **Tables associated with the percentage of employed graduates away from work**

Course level	Report table	Sheet name	Table title
UG		AWAY_UG_ALL_3Y	Short-term and medium-term domestic away from work outcomes among undergraduates from all provider types by year, 2021–2024
PGC		AWAY_PGC_ALL_3Y	Short-term and medium-term domestic away from work outcomes among postgraduate coursework graduates from all provider types by year, 2021–2024
PGR		AWAY_PGR_ALL_3Y	Short-term and medium-term domestic away from work outcomes among postgraduate research graduates from all provider types by year, 2021–2024

A6.1.4 Main reason not working more hours

This group of tables presents the reasons graduates employed part-time are not working more hours. This includes graduates who may be seeking more hours or not seeking more hours. Breakdowns of reasons are provided by course level, gender and citizenship status in the short-term and medium-term. The reasons are grouped into personal factors and labour market factors.

Table 21 / Tables associated with occupation types of employed graduates

Course level	Report table	Sheet name	Table title
UG	Figure 3	RSNOMORE_UG_ALL_1Y_STMT_E315	Main reason not working more hours among undergraduates and all provider types by domestic preference for more hours and gender, 2024
PGC		RSNOMORE_PGC_ALL_1Y_STMT_E315	Main reason not working more hours among postgraduate coursework graduates and all provider types by domestic preference for more hours and gender, 2024
PGR		RSNOMORE_PGR_ALL_1Y_STMT_E315	Main reason not working more hours among postgraduate research graduates and all provider types by domestic preference for more hours and gender, 2024
UG		RSNOMORE_UG_ALL_1Y_STMT_E942	Main reason not working more hours among undergraduates and all provider types by preference for more hours and citizenship indicator, 2024
PGC		RSNOMORE_PGC_ALL_1Y_STMT_E942	Main reason not working more hours among postgraduate coursework graduates and all provider types by preference for more hours and citizenship indicator, 2024
PGR		RSNOMORE_PGR_ALL_1Y_STMT_E942	Main reason not working more hours among postgraduate research graduates and all provider types by preference for more hours and citizenship indicator, 2024

A6.1.5 Graduate occupations

This group of tables presents the proportion of employed graduates and graduates employed full-time in different occupations in the short-term in 2021 and again in the medium-term in 2024. These occupations are coded from a graduate's description of their job and job role to a detailed ANZSCO code. The results are presented here at the top ANZSCO 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 22 / **Tables associated with occupation types of employed graduates**

Course level	Report table	Sheet name	Table title
UG		OCCO_UG_ALL_1Y_AREA	Proportion domestic employed working in occupational groups, 2024, among undergraduates from all provider types by study area
PGC		OCCO_PGC_ALL_1Y_AREA	Proportion domestic employed working in occupational groups, 2024, among postgraduate coursework graduates from all provider types by study area
PGR		OCCO_PGR_ALL_1Y_AREA	Proportion domestic employed working in occupational groups, 2024, among postgraduate research graduates from all provider types by study area
UG	Figure 8	OCCF_UG_ALL_1Y_AREA	Proportion domestic full-time employed working in occupational groups, 2024, among undergraduates from all provider types by study area
PGC		OCCF_PGC_ALL_1Y_AREA	Proportion domestic full-time employed working in occupational groups, 2024, among postgraduate coursework graduates from all provider types by study area
PGR		OCCF_PGR_ALL_1Y_AREA	Proportion domestic full-time employed working in occupational groups, 2024, among postgraduate research graduates from all provider types by study area
PGC	Table 8	OCC_PGC_ALL_1Y_STMT2_E315	Proportion of employed graduates working in occupation groups, 2024, among postgraduate coursework graduates and all provider types by Short-term and medium-term domestic employment outcomes and gender
PGC	Figure 18	OCC_PGC_ALL_1Y_STMT2_E942	Proportion of employed graduates working in occupation groups, 2024, among postgraduate coursework graduates and all provider types by Short-term and medium-term employment outcomes and citizenship indicator
PGR	Table 8	OCC_PGR_ALL_1Y_STMT2_E315	Proportion of employed graduates working in occupation groups, 2024, among postgraduate research graduates and all provider types by Short-term and medium-term domestic employment outcomes and gender

Table 22 / **Tables associated with occupation types of employed graduates**

(Continued)

Course level	Report table	Sheet name	Table title
PGR	Figure 18	OCC_PGR_ALL_1Y_STMT2_E942	Proportion of employed graduates working in occupation groups, 2024, among postgraduate research graduates and all provider types by Short-term and medium-term employment outcomes and citizenship indicator
UG	Table 8	OCC_UG_ALL_1Y_STMT2_E315	Proportion of employed graduates working in occupation groups, 2024, among undergraduates and all provider types by Short-term and medium-term domestic employment outcomes and gender
UG	Figure 18	OCC_UG_ALL_1Y_STMT2_E942	Proportion of employed graduates working in occupation groups, 2024, among undergraduates and all provider types by Short-term and medium-term employment outcomes and citizenship indicator
PGC		OCCF_PGC_ALL_1Y_BFOE	Proportion domestic full-time employed working in occupational groups, 2024, among postgraduate coursework graduates from all provider types by broad field of education
PGR		OCCF_PGR_ALL_1Y_BFOE	Proportion domestic full-time employed working in occupational groups, 2024, among postgraduate research graduates from all provider types by broad field of education
UG		OCCF_UG_ALL_1Y_BFOE	Proportion domestic full-time employed working in occupational groups, 2024, among undergraduates from all provider types by broad field of education
PGC		OCCO_PGC_ALL_1Y_BFOE	Proportion domestic employed working in occupational groups, 2024, among postgraduate coursework graduates from all provider types by broad field of education
PGR		OCCO_PGR_ALL_1Y_BFOE	Proportion domestic employed working in occupational groups, 2024, among postgraduate research graduates from all provider types by broad field of education
UG		OCCO_UG_ALL_1Y_BFOE	Proportion domestic employed working in occupational groups, 2024, among undergraduates from all provider types by broad field of education
PGC		OCCF_PGC_ALL_1Y_BFOE	Proportion domestic full-time employed working in occupational groups, 2024, among postgraduate coursework graduates from all provider types by broad field of education
PGR		OCCF_PGR_ALL_1Y_BFOE	Proportion domestic full-time employed working in occupational groups, 2024, among postgraduate research graduates from all provider types by broad field of education

A6.1.6 Labour force transitions

This group of tables explores the journey of graduates from their labour force outcome in 2021 to their status in 2024. For example, the proportion of graduates who were unemployed in 2021 and the proportion of those graduates who went on to full-time employment in 2024.

Table 23 / Tables associated with labour force transitions

Course level	Report table	Sheet name	Table title
UG		LFT_UG_ALL_1Y	Domestic labour force transition, 2024 among undergraduates from all provider types
PGC		LFT_PGC_ALL_1Y	Domestic labour force transition, 2024 among postgraduate coursework graduates from all provider types
PGR		LFT_PGR_ALL_1Y	Domestic labour force transition, 2024 among postgraduate research graduates from all provider types
PGC		LFT_PGC_ALL_1Y_E315	Domestic labour force transition, 2024 among postgraduate coursework graduates from all provider types by gender
PGR		LFT_PGR_ALL_1Y_E315	Domestic labour force transition, 2024 among postgraduate research graduates from all provider types by gender
UG		LFT_UG_ALL_1Y_E315	Domestic labour force transition, 2024 among undergraduates from all provider types by gender

A6.1.7 Employment history

This group of tables presents the number of graduates who were in the labour market in 2024 and the proportion who changed jobs (different employer), those who had worked for the same employer for more than 12 months, those who had changed roles with the same employer and those who had changed occupation level. The tables also present the median salary for those graduates (regardless of whether they were working full-time) in 2021 compared to median salaries in 2024.

Table 24 / Tables associated with the employment history of graduates

Course level	Report table	Sheet name	Table title
UG		EHIST_UG_ALL_1Y	Employment history, domestic among undergraduates from all provider types by employment outcomes, 2024
PGC		EHIST_PGC_ALL_1Y	Employment history, domestic among postgraduate coursework graduates from all provider types by employment outcomes, 2024
PGR		EHIST_PGR_ALL_1Y	Employment history, domestic among postgraduate research graduates from all provider types by employment outcomes, 2024
UG		EHIST_UG_ALL_1Y_FTS	Employment history, domestic among undergraduates from all provider types by full-time study, 2024

A6.1.8 Importance of the qualification

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

Table 25 / Tables associated with the extent to which graduates considered their qualification important

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

A6.1.9 Extent to which qualification prepared graduates

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

Table 26 / Tables associated with the extent to which the qualification prepared graduates for their current job

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

A6.1.10 Graduate attributes

This group of tables presents the scale scores of graduate ratings of how well their qualification and institution prepared them for their current job. The Graduate Attributes Scale includes Foundation skills, Adaptive skills and attributes and Team and interpersonal skills.

Table 27 / Tables associated with graduates’ ratings of their qualification and institution

Course level	Report table	Sheet name	Table title
UG		GAS_UG_ALL_1Y_AREA	Domestic graduate attributes by employment outcomes, 2024, among undergraduates from all provider types by study area
PGC		GAS_PGC_ALL_1Y_AREA	Domestic graduate attributes by employment outcomes, 2024, among postgraduate coursework graduates from all provider types by study area
UG		GAS_UG_ALL_1Y_STMT2	Graduate ratings of their attributes among undergraduates and all provider types by short-term and medium-term domestic employment outcomes
PGC		GAS_PGC_ALL_1Y_STMT2	Graduate ratings of their attributes among postgraduate coursework graduates and all provider types by short-term and medium-term domestic employment outcomes
PGR		GAS_PGR_ALL_1Y_STMT2	Graduate ratings of their attributes among postgraduate research graduates and all provider types by short-term and medium-term domestic employment outcomes

A6.1.11 Skills utilisation

This group of tables explore the main reason employed graduates are working in jobs that do not fully utilise their skills and education. Results can be viewed by study area and provider type in the short-term, 4 to 6 months after graduates completed their studies, and the medium-term, approximately 3 years after completing their course.

Table 28 / **Tables associated with reasons for underutilisation of skills and education**

Course level	Report table	Sheet name	Table title
ALL	Figure 19	SPOQ_ALL_ALL_1Y_E942	Occupation does not fully use skills or education, 2024, among all course levels from all provider types by citizenship indicator
UG		RSOVRQ_UG_ALL_1Y_AREA	Main reason for working in a job that doesn't fully use skills and education, domestic, 2024, among undergraduates from all provider types by study area
PGC		RSOVRQ_PGC_ALL_1Y_AREA	Main reason for working in a job that doesn't fully use skills and education, domestic, 2024, among postgraduate coursework graduates from all provider types by study area
PGR		RSOVRQ_PGR_ALL_1Y_AREA	Main reason for working in a job that doesn't fully use skills and education, domestic, 2024, among postgraduate research graduates from all provider types by study area
UG		RSOVRQ_UG_ALL_1Y_MT	Main reason for working in a job that doesn't fully use skills and education among undergraduates and all provider types by short-term and medium-term domestic employment outcomes
UG	Figure 9 / Figure 10	RSOVRQ_UG_ALL_1Y_STMT2	Main reason for working in a job that doesn't fully use skills and education among undergraduates and all provider types by short-term and medium-term domestic employment outcomes
PGC	Figure 9 / Figure 10	RSOVRQ_PGC_ALL_1Y_STMT2	Main reason for working in a job that doesn't fully use skills and education among postgraduate coursework graduates and all provider types by short-term and medium-term domestic employment outcomes
PGR	Figure 9 / Figure 10	RSOVRQ_PGR_ALL_1Y_STMT2	Main reason for working in a job that doesn't fully use skills and education among postgraduate research graduates and all provider types by short-term and medium-term domestic employment outcomes
PGC		RSOVRQ_PGC_ALL_1Y_MT	Main reason for working in a job that doesn't fully use skills and education among postgraduate coursework graduates and all provider types by medium-term domestic employment outcomes
PGR		RSOVRQ_PGR_ALL_1Y_MT	Main reason for working in a job that doesn't fully use skills and education among postgraduate research graduates and all provider types by medium-term domestic employment outcomes

A6.1.12 Further study

This group of tables presents the proportion of graduates engaged in further full-time study in the short-term and in the medium-term.

Table 29 / **Tables associated with graduates undertaking further full-time study**

Course level	Report table	Sheet name	Table title
ALL	Figure 11 / Figure 20	FTS_ALL_ALL_1Y_E942	Short-term and medium-term in further full time study, 2024, among all course levels from all provider types by citizenship indicator
ALL	Table 6	FTS_ALL_ALL_1Y_HEPTYPE	Short-term and medium-term domestic in further full time study, 2024, among all course levels from all provider types by provider types and course level
UG		FTS_UG_ALL_1Y_AREA	Short-term and medium-term domestic in further full time study, 2024, among undergraduates from all provider types by study area
PGC		FTS_PGC_ALL_1Y_AREA	Short-term and medium-term domestic in further full time study, 2024, among postgraduate coursework graduates from all provider types by study area
PGR		FTS_PGR_ALL_1Y_AREA	Short-term and medium-term domestic in further full time study, 2024, among postgraduate research graduates from all provider types by study area
UG	Figure 12	FTS_UG_ALL_1Y_BFOE	Short-term and medium-term domestic in further full time study, 2024, among undergraduates from all provider types by broad field of education

A6.2 Methodological tables

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

For more detailed discussion and analysis of methodology, including the sampling design and approach, data collection and processing, data quality, response characteristics, approach to weighting and precision, please refer to the 2024 GOS-L Methodological Report on the QILT website.

Table 30 / Tables associated with key project elements and response rates by institution

Course level	Report table	Sheet name	Table title
ALL	Table 10	OV_ALL_ALL_1Y	Operational overview, 2024, among all course levels from all provider types by provider types
ALL		INST_ALL_ALL_5Y	Institutions with completes among all course levels from all provider types by all years
ALL	Table 11	RR_ALL_UNI_1Y_INST	Response rates, 2024, among all course levels from universities by institution
ALL	Table 12	RR_ALL_NUHEI_1Y_INST	Response rates, 2024, among all course levels from non-university higher education institutes (NUHEIs) by institution
UG		RR_UG_UNI_1Y_INST	Response rates, 2024, among undergraduates from universities by institution
UG		RR_UG_NUHEI_1Y_INST	Response rates, 2024, among undergraduates from non-university higher education institutes (NUHEIs) by institution
PGC		RR_PGC_UNI_1Y_INST	Response rates, 2024, among postgraduate coursework graduates from universities by institution
PGC		RR_PGC_NUHEI_1Y_INST	Response rates, 2024, among postgraduate coursework graduates from non-university higher education institutes (NUHEIs) by institution
PGR		RR_PGR_UNI_1Y_INST	Response rates, 2024, among postgraduate research graduates from universities by institution

Table 31 / **Tables associated with response characteristics and representativeness**

Course level	Report table	Sheet name	Table title
ALL	Table 14	CHAR_ALL_ALL_1Y_AREA	Study area 21 among all course levels and all provider types by domestic respondent characteristics, 2024
ALL		CHAR_ALL_ALL_1Y_AREA_INT	Study area 21 among all course levels and all provider types by international respondent characteristics, 2024
UG		CHAR_UG_ALL_1Y_AREA	Study area 21 among undergraduates and all provider types by domestic respondent characteristics, 2024
UG	Figure 15	CHAR_UG_ALL_1Y_AREA_INT	Study area 21 among undergraduates and all provider types by international respondent characteristics, 2024
PGC		CHAR_PGC_ALL_1Y_AREA	Study area 21 among postgraduate coursework graduates and all provider types by domestic respondent characteristics, 2024
PGC	Figure 15	CHAR_PGC_ALL_1Y_AREA_INT	Study area 21 among postgraduate coursework graduates and all provider types by international respondent characteristics, 2024
PGR		CHAR_PGR_ALL_1Y_AREA	Study area 21 among postgraduate research graduates and all provider types by domestic respondent characteristics, 2024
PGR	Figure 15	CHAR_PGR_ALL_1Y_AREA_INT	Study area 21 among postgraduate research graduates and all provider types by international respondent characteristics, 2024
UG		CHAR_UG_ALL_1Y_ARSX	Study area 21 among undergraduates and all provider types by gender, 2024
PGC		CHAR_PGC_ALL_1Y_ARSX	Study area 21 among postgraduate coursework graduates and all provider types by gender, 2024
PGR		CHAR_PGR_ALL_1Y_ARSX	Study area 21 among postgraduate research graduates and all provider types by gender, 2024
UG		CHAR_UG_ALL_1Y_AR45SX	Study areas 45 among undergraduates and all provider types by gender, 2024
PGC		CHAR_PGC_ALL_1Y_AR45SX	Study areas 45 among postgraduate coursework graduates and all provider types by gender, 2024
PGR		CHAR_PGR_ALL_1Y_AR45SX	Study areas 45 among postgraduate research graduates and all provider types by gender, 2024
ALL	Table 13	CHAR_ALL_ALL_1Y_SG	Demographic group among all course levels and all provider types by respondent characteristics, 2024

Table 31 / **Tables associated with response characteristics and representativeness**

(Continued)

Course level	Report table	Sheet name	Table title
UG		CHAR_UG_ALL_1Y_SG	Demographic group among undergraduates and all provider types by respondent characteristics, 2024
PGC		CHAR_PGC_ALL_1Y_SG	Demographic group among postgraduate coursework graduates and all provider types by respondent characteristics, 2024
PGR		CHAR_PGR_ALL_1Y_SG	Demographic group among postgraduate research graduates and all provider types by respondent characteristics, 2024

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For more information on the conduct and results of the 2024 GOS-L see the Quality Indicators for Learning and Teaching (QILT) website: www.qilt.edu.au.

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