



2024

# GRADUATE OUTCOMES SURVEY

NATIONAL REPORT SEPTEMBER 2025

SHORT-TERM GRADUATE OUTCOMES IN AUSTRALIA

# Acknowledgments

The Quality Indicators for Learning and Teaching (QILT) survey program, including the 2024 Graduate Outcomes Survey (GOS), is funded by the Australian Government Department of Education (the Department).

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

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

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

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

For more information about the 2024 GOS, including how it was conducted, visit the QILT website: [www.qilt.edu.au](http://www.qilt.edu.au)

Email the QILT team at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au)

# Terminology

## ‘First Nations’

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

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

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

## ‘Undergraduate’

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



# Executive summary

The Graduate Outcomes Survey (GOS), conducted annually since 2016, is a national survey targeting recent higher education graduates. Graduates are invited to participate approximately 4 to 6 months after completing their studies. The GOS collects data on employment, occupation, salary and further study participation. It also assesses how well graduates are utilising their skills and qualifications, their preparedness for current work or study, and their satisfaction with their completed courses.

In 2024, 130 Australian higher education institutions, including all 42 Table A and Table B universities and 88 non-university higher education institutions (NUHEIs), participated in the GOS. A total of 117,794 valid responses were received across all study levels, yielding a response rate of 38.5 per cent. This report presents the key findings from the 2024 survey.

In 2024, the full-time employment rate for graduates declined across all study levels. The largest drop was among those with undergraduate degrees, falling from 79.0 per cent in 2023 to 74.0 per cent in 2024. In contrast, postgraduate coursework and postgraduate research graduates had higher full-time employment rates in 2024 of 88.1 per cent and 82.8 per cent respectively, with smaller declines of 2.2 and 2.5 percentage points year on year. The 2023 GOS had recorded the highest full-time employment rates for graduates since the survey's inception in 2016. The downward trend in 2024 is a reflection of the continued easing of the tight labour market conditions experienced in 2022 and 2023.

Despite the decline in full-time employment rates, labour force participation remained strong in 2024 at over 90 per cent for all study levels. The participation rate for undergraduates has risen 1.2 percentage points since 2020. Meanwhile, the participation rates for postgraduate coursework and postgraduate research graduates have remained stable each year at around 95 per cent.

In 2024, the median salaries for graduates employed full-time in Australia increased. Undergraduates earned a median salary of \$75,000 per year, 5.6 per cent higher than in 2023. Postgraduate coursework graduates had a median salary of \$100,000, up by 3.5 per cent, and postgraduate research graduates earned \$104,400, an increase of 4.4 per cent. These figures are not adjusted for inflation.

The undergraduate underemployment rate (those working part-time but desiring more hours) rose to 17.7 per cent in 2024, up from 15.0 per cent in 2023 and 13.9 per cent in 2022 (which was the lowest rate since the inception of the GOS in 2016). This increase in underemployment aligns with the decline in the full-time employment rate for this group. Underemployment rates for postgraduate coursework and postgraduate research graduates remained steady compared to 2022 and 2023.

Labour market outcomes varied among different demographic sub-groups across all study levels. Both undergraduate and postgraduate coursework graduates over 30 years old had higher full-time employment rates and tended to receive higher remuneration compared to their younger counterparts. Additionally, there was a sharper decline (5.6 percentage points) in the full-time employment rate for undergraduates aged 30 years or younger between 2023 and 2024, compared to a 2.6 percentage point decline for older graduates.

Undergraduates and postgraduate coursework graduates who studied externally had higher full-time employment rates and median salaries in 2024 compared to those who studied internally or through a multi-mode approach (studied fully on-campus or a combination of on-campus and online study).

Graduates with a reported disability had lower employment outcomes compared to those without a reported disability, including lower rates of full-time employment and labour force participation, as well as lower median salaries. Similarly, undergraduates and postgraduate coursework graduates whose home language was not English reported lower full-time employment rates and salaries compared to those whose home language was English.

The gender pay gap has been gradually narrowing over time. However, female graduates still earned less than their male counterparts at all levels in 2024. The disparity was most pronounced among those with postgraduate coursework qualifications, with a gap of \$12,000 or 10.9 per cent. Female graduates tended to earn less than male graduates, even in traditionally female-dominated fields such as Nursing and Teacher education.

In general, vocational study areas like Rehabilitation, Pharmacy, and Medicine had higher full-time employment rates for undergraduates compared to more generalist study areas. Additionally, some of these vocational areas, such as Dentistry, Medicine, Social work and Engineering, reported some of the highest undergraduate median salaries in 2024.

# Executive summary continued

There were notable differences in employment outcomes between universities and NUHEIs. Universities tended to have stronger labour market outcomes for undergraduates, while NUHEIs had higher full-time employment rates for domestic graduates who had completed postgraduate coursework qualifications. Note that labour market outcomes can vary significantly between individual institutions. Factors such as the study area profile, the location and demographic characteristics of graduates (including age and study mode), and their previous attachment to the labour force can all influence these outcomes.

The GOS also provides insights into how graduates utilise their skills in their current jobs. A proxy measure of the 'quality' of graduate employment is the proportion of graduates in managerial or professional roles: 67.8 per cent of undergraduates, 86.2 per cent of postgraduate coursework graduates, and 90.5 per cent of postgraduate research graduates in 2024. As with other employment outcomes, graduates from more vocational study areas tended to have a higher proportion working in these higher-level positions.

Another measure of the 'quality' of graduate jobs is the Scale of Perceived Overqualification (SPOQ). According to this measure, around 30 to 40 percent of employed graduates (both full-time and part-time) reported in 2024 that they were not fully utilising their skills and education in their current job. The main reasons cited by undergraduates included being in an entry-level job or career stepping stone, and lacking sufficient work experience. Additionally, many undergraduates indicated that they were engaging in further study.

Graduates were also asked how well their completed course had prepared them for their current job. Among respondents in the 2024 GOS, 74.1 per cent of undergraduates, 77.0 per cent of postgraduate coursework graduates, and 82.0 per cent of postgraduate research graduates indicated that their course had prepared them 'well' or 'very well'. However, the 'quality' or relevance of the job influences these ratings. When focusing on those working full-time in managerial or professional occupations, these percentages increased substantially, especially for undergraduates.

The proportion of undergraduates engaging in further full-time study remained steady between 2023 and 2024. Graduates with degrees in Natural and physical sciences often pursued further studies in the same field or transitioned into Health-related courses. Most graduates from the Health field continued their education within the same field. Similarly, graduates from the Society and culture field typically enrolled in further studies in the same field, with some moving into Health courses. Most Education graduates continuing on to further full-time study remained within their field.

Undergraduate ratings of overall satisfaction with their course have continued to decline since 2020 – from a high of 80.7 per cent in 2020 to 75.2 per cent in 2024 – the lowest since the GOS started in 2016. Postgraduate coursework graduates continued to rate their overall satisfaction with their course more highly than undergraduates, but their ratings also declined in 2024 to 79.7 per cent – broadly similar to the 2021 overall satisfaction rating.

There was a notable difference in course satisfaction ratings by study area at both the undergraduate and postgraduate coursework levels – there was a 17.1 percentage point gap between the lowest and highest undergraduate ratings and a 34.2 percentage point difference at the postgraduate coursework level – indicating that there is scope for institutions to improve the educational experience provided to students.

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# 1. About the GOS

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

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

GOS reports, including this 2024 GOS National Report, provide robust, rich information to improve higher education. As well as examining short-term labour market outcomes (rates of full-time employment, overall employment, labour force participation and median salaries), the reports explore areas such as the gender pay gap, skills utilisation across graduate occupations, reasons for underemployment and how well qualifications have prepared graduates for their current jobs.

Note that this report captures graduate labour market outcomes, use of skills, and information about further study for domestic graduates only. However, both domestic and international graduates are included in reporting on course experience and satisfaction.

The 2024 GOS was conducted as a national online survey among 130 higher education institutions, including all 42 Table A and Table B universities and 88 non-university higher education institutions (NUHEIs). A total of 117,794 valid survey responses were collected across all study levels, representing a response rate of 38.5 per cent, which is a slight decrease from the 38.7 per cent achieved in 2023.

## Series history

The GOS replaced the Australian Graduate Survey (AGS) in 2016. The AGS comprised the Graduate Destinations Survey (GDS), in place since the 1970s, and the Course Experience Questionnaire (CEQ) and Postgraduate Research Experience Questionnaire (PREQ), in place since the 1990s.

Note that the introduction of the GOS in 2016 was a break in time series from the previous AGS. More information can be found in the [2016 GOS Methodological Report](#).

## More detail

The GOS collects more detailed labour force breakdowns for themes beyond the scope of this report, including about graduates working in their own businesses, unpaid work, and unemployment levels.

This report is supported by a [Power BI workbook](#), which allows readers to further explore the data. Static [Excel tables](#) also provide additional data and detail that may be of interest.

Results from the GOS for international graduates are published in an International Report on the [QILT website](#). Although international graduates have always been included, labour market results for international graduates have only been published annually since 2021.

Visit [qilt.edu.au/surveys/graduate-outcomes-survey-\(gos\)](http://qilt.edu.au/surveys/graduate-outcomes-survey-(gos)) to access these resources.

## 2024 Participation

**130**  
participating institutions

**335,153**  
invitations sent

**117,794**  
completed surveys

**38.5%**  
response rate



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

## 2. Domestic labour market outcomes

The definitions of graduate employment outcomes used by the GOS are informed by the Australian Bureau of Statistics (ABS) Labour Statistics: Concepts, Sources and Methods.<sup>1</sup> This means graduates are considered employed if they work at least one hour in the survey reference week, or usually work at least one hour per week. Graduates are considered to be employed full-time if they actually work 35 hours per week or more (or usually work that many hours), across all their current jobs combined.

Trends in graduate employment, as measured by the GOS in each collection period, appear to be consistent with the ABS Labour Force Survey (LFS). **Figure 1** shows the employment rate of persons aged 20-24 years with a bachelor level qualification from the ABS LFS, compared to the employment rate of domestic undergraduates aged 20–24 years that completed their course within 4 to 6 months of being surveyed through the GOS. The movement in these two series over time is broadly consistent, with both series showing relatively lower overall employment rates in February (traditionally a lower month for this cohort).

The difference in level between the two series is related to the different scope of each survey.<sup>2,3</sup> The GOS has a tighter scope compared to the ABS LFS, focusing only on graduates that have recently completed their course requirements. The impact of the difference in scope can be demonstrated through the results for the same cohort from the ABS Participation, Job Search, and Mobility (PJSM) survey, conducted each February as a supplementary survey to the monthly ABS LFS. The ABS PJSM survey also has a different scope to the ABS LFS<sup>4</sup>, and generates lower employment rates for persons aged 20-24 years with a bachelor level qualification relative to the ABS LFS, but similar to the GOS.

This consistency speaks to the efficacy of the GOS instrument in providing a national benchmark for recent graduate employment. A further comparison of undergraduate full-time and overall employment is provided in **Table 1**.

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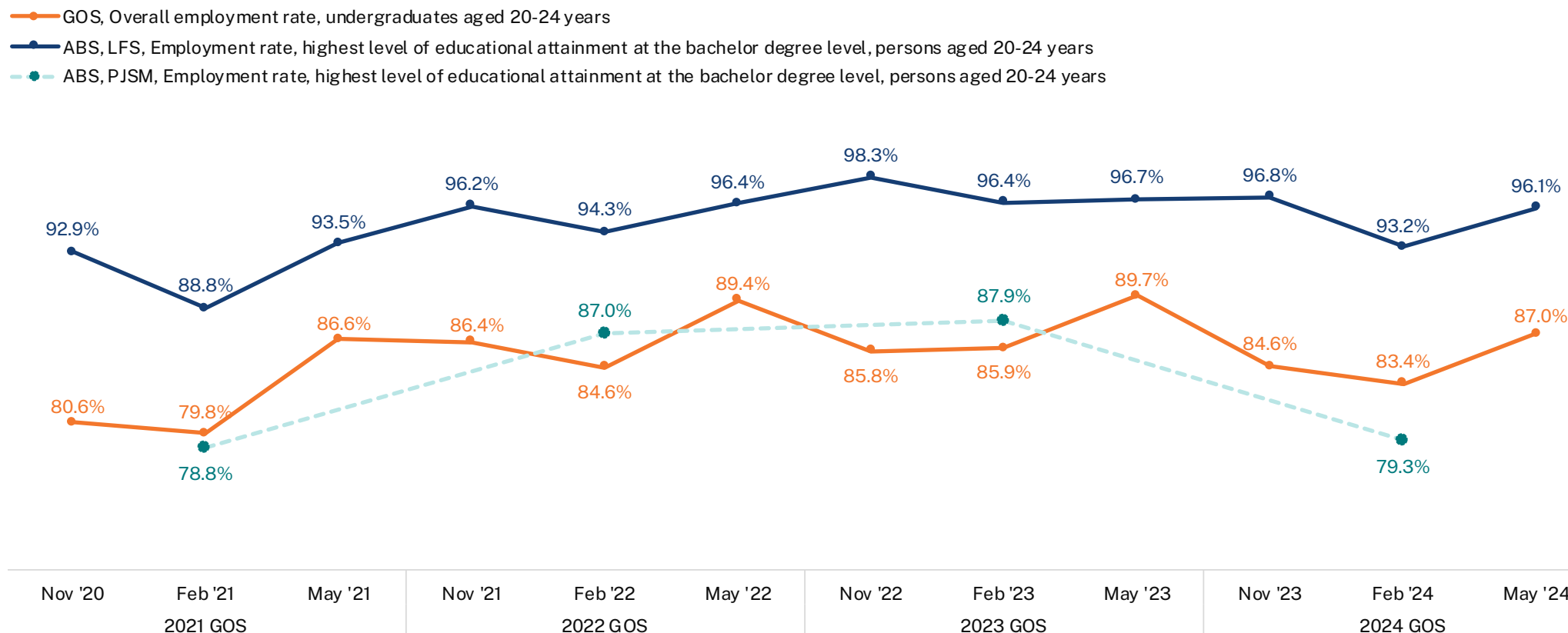
<sup>1</sup> Refer to Appendix 2 for definitions of key indicators of labour market outcomes.

<sup>2</sup> The ABS LFS is designed to primarily provide estimates of employment and unemployment for the whole of Australia and, secondarily, for each state and territory. The scope of the ABS LFS is the civilian population aged 15 years and over, excluding: members of the permanent defence forces, certain diplomatic personnel of overseas governments, overseas residents in Australia, and members of non-Australian defence forces (and their dependants) stationed in Australia. Coverage rules are applied to ensure that each person is associated with only one dwelling, and has only one chance of selection.

<sup>3</sup> The broad aim of the GOS is to measure the short-term labour force outcomes achieved by graduates of Australian higher education institutions approximately 4 to 6 months after the completion of their undergraduate or postgraduate award. This means the scope of the GOS is necessarily tighter relative to the ABS LFS, focussing only on graduates that have recently completed their course requirements.

<sup>4</sup> In addition to the scope of the ABS LFS, the PJSM survey also excludes people living in Aboriginal and Torres Strait Islander communities, students at boarding schools, patients in hospitals, residents of homes (e.g. retirement homes, homes for people with disabilities), and inmates of prisons.

Figure 1 / Comparison of employment outcomes of persons aged 20-24 years from the GOS, the ABS LFS\* and the ABS PJSM\*\* by GOS collection period, 2021-24



\*ABS LFS data sourced from ABS Labour Force, Australia, Detailed, LQ1.

\*\* ABS PJSM data sourced from ABS, PJSM, 2015-2024, TableBuilder. Data collected annually in February only.

Table 1 / Domestic undergraduate employment rates by collection period, 2021–24 (%)

Reporting year	2021 GOS				2022 GOS				2023 GOS				2024 GOS			
Collection period	Nov '20	Feb '21	May '21	Total	Nov '21	Feb '22	May '22	Total	Nov '22	Feb '23	May '23	Total	Nov '23	Feb '24	May '24	Total
Full-time employment rate	60.6	67.9	72.1	68.9	73.7	75.7	80.6	78.5	76.9	79.5	79.7	79.0	73.3	73.5	74.4	74.0
Overall employment rate	81.5	80.5	86.2	84.8	86.2	84.5	89.3	88.3	87.3	86.0	89.7	88.9	86.2	83.7	87.4	86.9

## 2.1 Study level

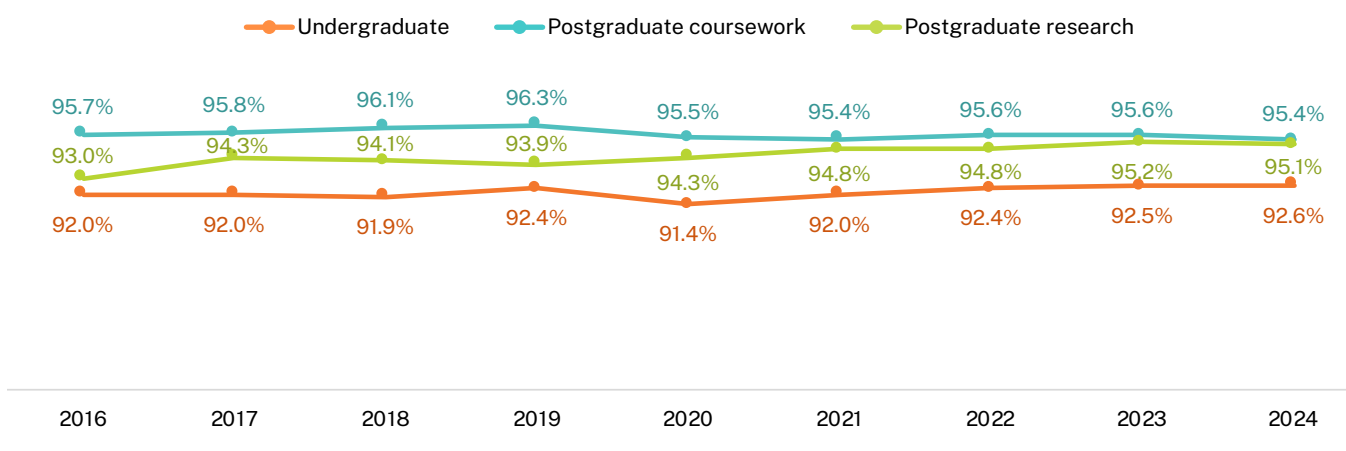
### Labour force participation

The proportion of graduates working or available to work shortly after completing their course has remained relatively steady since 2020 (**Figure 2**).

Generally, those who have completed an undergraduate degree have a lower labour force participation rate<sup>5</sup> than those who have completed a postgraduate degree. However, as in previous years, more than 90 per cent of all recent graduates were available for employment in 2024.

Since 2020, the labour force participation rate of undergraduates has increased by 1.2 percentage points but remained broadly similar for postgraduate coursework and postgraduate research graduates.

Figure 2 / Domestic graduate labour force participation rate by study level, 2016–24



<sup>5</sup> The labour force participation rate is a measure of those who are working or available to work as a proportion of all graduate respondents.

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

**Figure 3** shows a recent decline in graduate full-time employment rates,<sup>6</sup> especially among those who completed an undergraduate degree.

There was a broad decline in graduate employment rates in 2024 as the labour market tightness<sup>7</sup> experienced in 2022 and 2023 continued to ease. (The 2023 GOS National Report showed the highest graduate full-time employment rates since the survey started in 2016.)

Consistent with the continued easing of labour market tightness seen during 2022 and 2023, the 2024 GOS showed a decline in full-time employment rates for graduates.

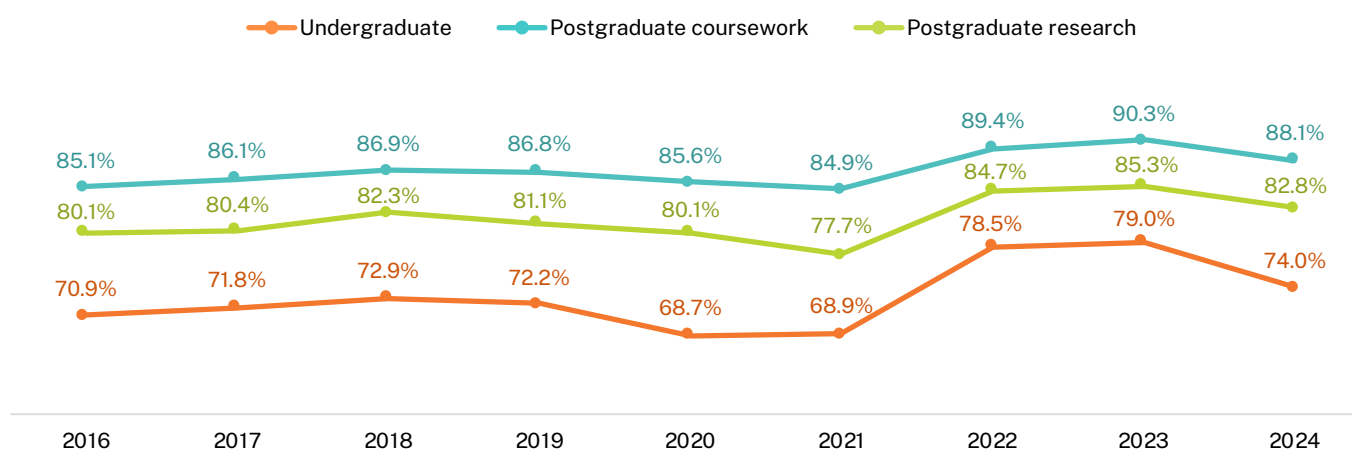
Between 2023 and 2024, the full-time employment rate for those who completed an undergraduate degree fell by 5 percentage points. Falls in full-time employment rates were also observed for other graduates. However, rates for all graduates were still *higher* than those observed before the pandemic.

There remains a notable difference in full-time employment rates depending on the type of graduate. In 2024, the

full-time employment rate for postgraduate coursework graduates was 88.1 per cent, compared to 74.0 per cent for undergraduates.

In part, this difference could reflect the fact that postgraduate coursework graduates are more likely to be established in the labour market before completing their studies.

Figure 3 / Domestic graduate full-time employment rate by study level, 2016–24

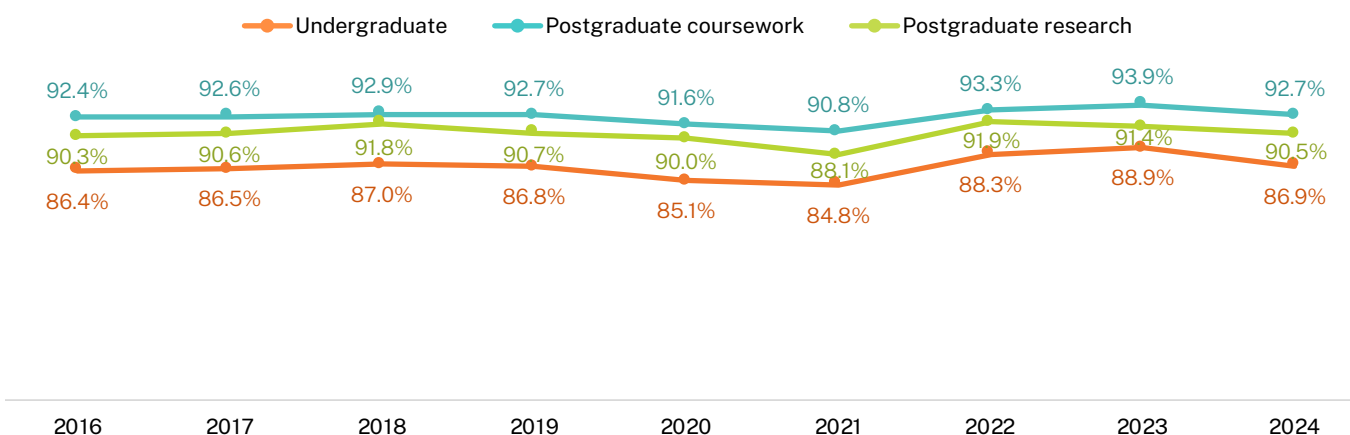


<sup>6</sup> The full-time employment rate is defined as graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey as a proportion of those available for full-time work. Graduates are considered available for full-time work if they were employed full-time or looking for full-time employment in the week prior to the survey. Note that some graduates available for full-time work may be in part-time employment and looking for full-time work.

<sup>7</sup> Based on the ratio of the number of job vacancies to the number of unemployed persons. Calculated using data sourced from: (i) ABS Job Vacancies, Australia, Table 1 and (ii) ABS Labour Force, Australia, Table 1.



Figure 4 / Domestic graduate overall employment rate by study level, 2016–24



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

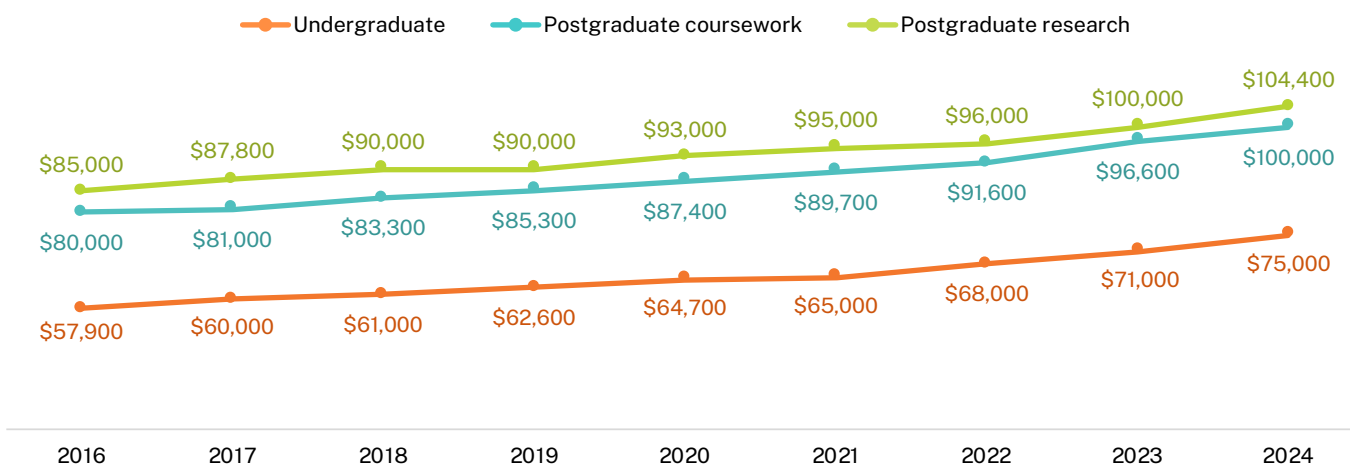
Overall employment rates<sup>8</sup> also declined in 2024, but to a lesser extent than full-time employment rates (**Figure 4**). In addition, there was less variation in the proportions of employed graduates (by study level).

### Median annual full-time salary

It is observed that higher-level qualifications generally lead to higher salaries, as well as improved employment outcomes.

The median salary of undergraduates employed full-time in 2024 was \$75,000 per year. For postgraduate coursework graduates it was \$100,000, and for postgraduate research graduates it was \$104,400 (**Figure 5**). This is an increase of 5.6 per cent between 2023 and 2024 for undergraduates, and of 3.5 per cent and 4.4 per cent for postgraduate coursework and postgraduate research levels respectively.

Figure 5 / Domestic graduate median annual full-time salary by study level, 2016–24



Note that only graduates employed full-time in Australia are captured in this data. This cohort is asked to report what they ‘actually’ or ‘usually’ earn in all their jobs combined.<sup>9</sup> Self-reported salary data should be interpreted with some caution and other explanatory factors, such as time in employment and previous employment experience, are likely to vary between study levels.

<sup>8</sup> The overall employment rate is defined as graduates who were usually or actually in paid employment for one or more hours in the week before the survey as a proportion of those available for employment. Graduates are considered available for employment if they were employed, looking for employment or waiting to start a job in the week prior to the survey.

<sup>9</sup> This report presents salaries in nominal terms. This means the salary amounts reflect the actual values as they existed in the respective year (that is, the values are not adjusted for inflation).

## 2.2 Underemployment

In 2024, 17.7 per cent of employed undergraduates were underemployed<sup>10</sup>, up from 15.0 per cent in 2023 (Figure 6). This increase in the underemployment rate corresponds with the decline in the full-time employment rate for this cohort.

Typically, the underemployment rate for female graduates is higher than it is for male graduates. The reasons cited by females for not working more hours provide some insight into the difference in underemployment between females and males.

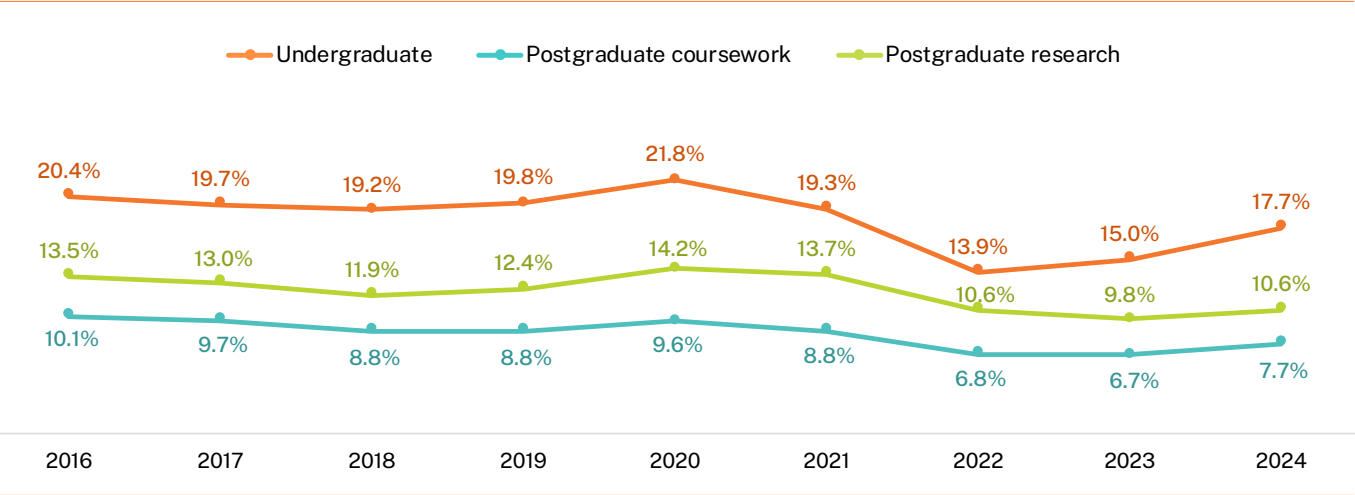
Female undergraduates employed part-time who would prefer more hours were more likely to cite personal factors as their main reason than male undergraduates (Table 2).

For example, 5.3 per cent of females who would prefer more hours cited 'caring responsibilities', compared to 1.1 per cent of males. However, 'No more hours available in current position' was the top reason for both females and males.

Female undergraduates in part-time employment were also more likely than males to report they were satisfied with their hours (37.0 per cent compared to 27.0 per cent respectively).

Males were much more likely to cite 'studying' (50.8 per cent) than females (32.4 per cent) as the main reason they were working part-time and satisfied with their hours. Females were more likely to cite 'caring responsibilities' (14.6 per cent) than males (2.0 per cent) as their main reason.

Figure 6 / Proportion of domestic graduates employed part-time who would prefer to work more hours, 2016–24 (% of those employed)



<sup>10</sup> 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.

Table 2 / Main reason not working more hours, of undergraduates employed part-time by preference for more hours, 2024 (% of those employed)

	Part-time would prefer more hours			Part-time would not prefer more hours		
	Female	Male	Total	Female	Male	Total
I'm satisfied with the number of hours I work	0.0	0.0	0.0	37.0	27.0	34.9
Studying	18.1	17.4	17.9	32.4	50.8	36.3
Health issues (short-term illness or injury, long-term health condition or disability)	0.7	0.3	0.6	2.3	1.2	2.1
Caring responsibilities	5.3	1.1	4.0	14.6	2.0	11.9
Pursuing other interests / commitments in spare time	0.0	0.0	0.0	7.5	11.9	8.4
<b>Subtotal – Personal factors</b>	<b>24.1</b>	<b>18.9</b>	<b>22.5</b>	<b>93.8</b>	<b>93.0</b>	<b>93.6</b>
No suitable jobs in my area of expertise	9.5	12.8	10.5	0.8	1.6	0.9
No suitable jobs in my local area	5.1	7.1	5.7	0.3	0.5	0.4
Considered to be too young by employers	1.0	2.0	1.3	0.0	0.0	0.0
Considered too old by employers	0.7	0.9	0.8	0.2	0.1	0.1
No jobs with a suitable number of hours	4.6	5.2	4.8	0.2	0.4	0.3
No more hours available in current position	45.1	40.6	43.8	1.8	1.8	1.8
<b>Subtotal – Labour market factors</b>	<b>66.0</b>	<b>68.6</b>	<b>66.9</b>	<b>3.3</b>	<b>4.4</b>	<b>3.6</b>
Other	9.9	12.4	10.7	2.9	2.6	2.8
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>Employed part-time (as % of all employed)</b>	<b>18.0</b>	<b>16.9</b>	<b>17.7</b>	<b>18.1</b>	<b>10.1</b>	<b>15.6</b>

As shown by **Table 2**, ‘studying’ was one of the main reasons cited by undergraduates employed part-time who would prefer to work more hours, as well as for those satisfied with their hours.

Looking at the average ‘actual’<sup>11</sup> hours worked by undergraduates in further full-time study, there was very little difference between those who would prefer more hours and those who were satisfied with their hours (**Table 3**). However, examining the *actual* hours worked of undergraduates who were not in further full-time study, those employed part-time and satisfied with their hours worked an additional 6.1 hours compared to those employed part-time who would prefer more hours.

### 2.3 Demographic and equity groups

Labour market outcomes varied among demographic sub-groups at all study levels. This section describes results for undergraduates and postgraduate coursework graduates. Outcomes for postgraduate research graduates are available in supplementary tables on the QILT website.<sup>12</sup>

As in previous years, older undergraduates and undergraduates who had studied externally (all study undertaken off-campus) were more likely to be in full-time employment in 2024, with rates of 80.1 per cent and 81.2 per cent respectively (**Figure 7**). This may be due to these graduates being more likely to have an ongoing relationship with an employer while studying.

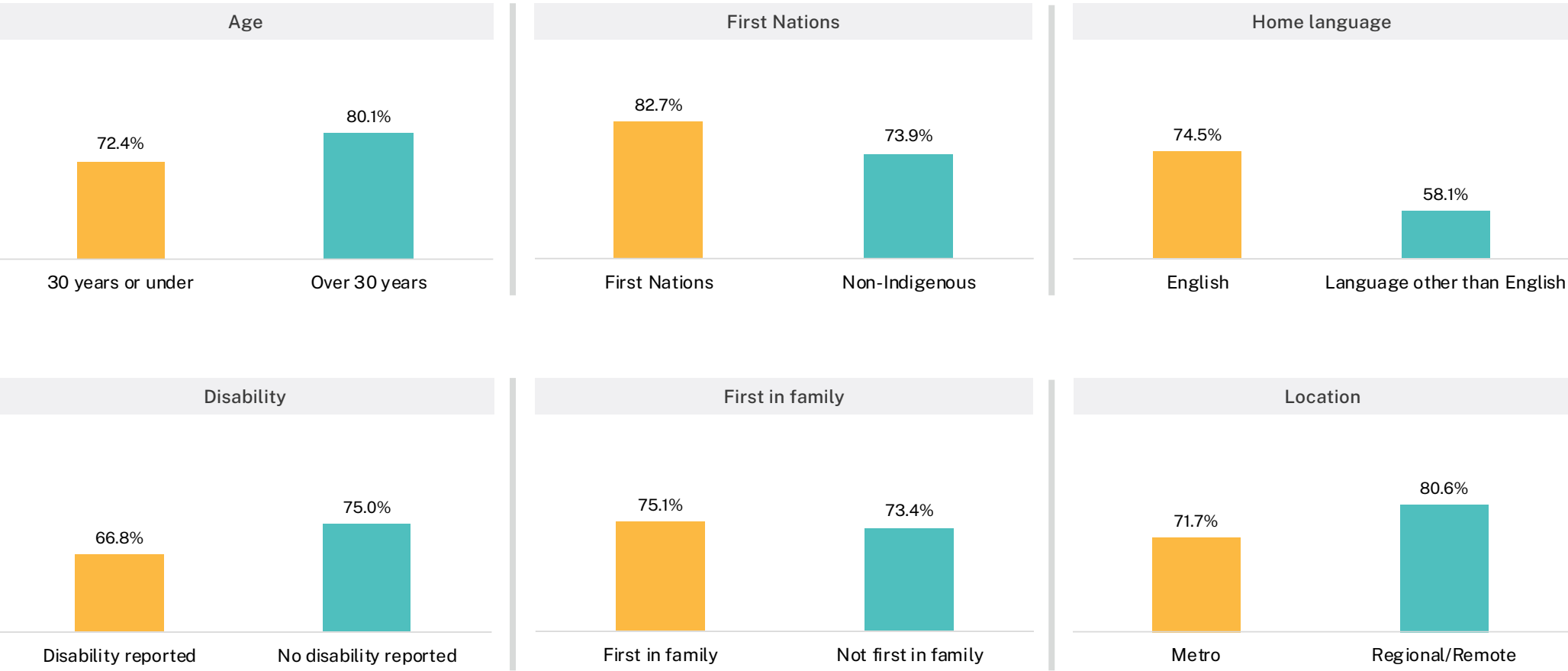
Table 3 / **Actual hours worked, of undergraduates employed part-time by preference for more hours and further study status, 2024 (% of those employed)**

	Part-time would prefer more hours	Part-time would not prefer more hours
In further full-time study	14.4	16.1
Not in further full-time study*	19.6	25.7

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

<sup>11</sup> Graduates were asked ‘How many hours did you actually work in your main job last week, less time off but counting any extra hours worked?’  
<sup>12</sup> Refer to the EMP\_PGR\_ALL\_2Y\_DG and SAL\_PGR\_ALL\_2Y\_DG worksheets in the 2024 GOS National Report Tables available on the QILT website.

Figure 7 / Domestic undergraduate full-time employment rate by demographic sub-group, 2024



In 2024, the full-time employment rate for undergraduates aged over 30 was 7.7 percentage points higher than undergraduates aged 30 or under, but the labour force participation rate for older undergraduates was 2.9 percentage points lower than for younger undergraduates (**Table 4**). There was also a drop in the full-time employment rate between 2023 and 2024 for both of these groups. However, undergraduates aged 30 and under recorded a larger decrease of 5.6 percentage points, compared with older graduates where the full-time employment rate decreased by 2.6 percentage points.

**Female undergraduates had higher rates of employment, but lower annual salaries than male undergraduates. By contrast, for all other demographic variables, higher employment rates correlated with similar or higher median salaries.**

**The full-time employment rate for younger graduates had a greater fall – down by 5.6 percentage points compared to a drop of 2.6 percentage points for those over 30 years old.**

The full-time employment rate for undergraduates who completed their studies externally was 9.3 percentage points higher than those who had completed internal or multi-mode studies (attended some or all their classes on-campus). They also had an overall employment rate that was 3.3 percentage points higher, but their labour force participation rate was 0.8 percentage points lower.

First Nations undergraduates reported higher full-time employment rates than non-Indigenous undergraduates, at 82.7 per cent and 73.9 per cent respectively, and also had a higher overall employment rate, at 88.8 per cent and 86.9 per cent respectively.

Undergraduates with a reported disability had a full-time employment rate of 66.8 per cent, while those who did not have a reported disability had a full-time employment rate of 75.0 per cent. Undergraduates whose home language

was not English had a substantially lower rate of full-time employment (58.1 per cent) than those whose home language was English (74.5 per cent).

It is interesting to note that gender is the *only* demographic variable where higher rates of undergraduate employment and higher salary outcomes are not commensurate. That is, female undergraduates have higher rates of full-time employment (and overall employment), but male undergraduates have higher median annual full-time salaries.

By contrast, graduates over 30 years of age, external graduates, First Nations graduates and graduates whose home language was English all have higher rates of employment *and* higher median annual full-time salaries than the other sub-group in that demographic category.

There was generally less variation in employment outcomes between socio-economic status (SES) sub-groups compared to other demographic categories in 2024. However, some notable differences were observed: the undergraduate overall employment rate was highest for medium SES graduates, though the difference in overall employment rates between medium and high SES

graduates may not be generalisable to a larger population. Additionally, low SES undergraduates had the highest median salaries at \$75,200 compared to \$74,500 for medium SES and \$74,100 for high SES undergraduates.

Full-time and overall employment rates of undergraduates who were originally from regional or remote areas remained

higher than for those from metropolitan areas in 2024. Median salaries were comparable, with undergraduates from regional or remote areas reporting a slightly higher median salary of \$75,000 compared to \$74,500 for undergraduates from metropolitan areas.

Table 4 / Domestic undergraduate employment outcomes by demographic group, 2023–24

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	2023	2024	2023	2024	2023	2024	2023	2024
Gender								
Male	78.2	72.7	87.0	84.7	92.5	92.0	73,100	76,000
Female	79.5	74.9	89.9	88.0	92.5	92.9	70,000	73,400
Age								
30 years or under	78.0	72.4	88.7	86.5	93.2	93.3	70,000	73,000
Over 30 years	82.7	80.1	89.7	88.4	90.0	90.4	79,300	82,200
Study mode*								
Internal/multi-mode	77.4	71.9	88.6	86.2	92.8	92.8	70,000	73,100
External study mode	84.7	81.2	90.6	89.5	91.6	92.0	77,000	80,000
First Nations								
First Nations	82.8	82.7	88.0	88.8	92.2	91.5	75,000	77,000
Non-Indigenous	78.9	73.9	89.0	86.9	92.5	92.6	71,000	75,000



Table 4 / Domestic undergraduate employment outcomes by demographic group, 2023–24

(Continued)

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	2023	2024	2023	2024	2023	2024	2023	2024
<b>Disability</b>								
Reported disability	71.0	66.8	84.3	82.9	88.7	89.8	70,000	74,000
No disability	79.9	75.0	89.5	87.4	93.0	93.0	71,000	75,000
<b>Home language ****</b>								
English	79.3	74.5	89.2	87.3	92.5	92.7	71,000	75,000
Other	66.1	58.1	78.4	73.6	90.4	88.5	69,400	72,000
<b>First in family status **</b>								
First in family	79.6	75.1	89.5	87.9	92.9	93.4	71,000	75,000
Not first in family	79.0	73.4	89.1	86.7	92.9	92.8	70,400	74,000
<b>Socio-economic status ***</b>								
High	79.5	73.5	89.6	86.7	92.1	92.2	70,900	74,100
Medium	78.7	73.8	89.0	87.2	92.9	93.0	71,000	74,500
Low	78.3	73.8	88.4	86.4	92.7	93.1	71,000	75,200

Table 4 / Domestic undergraduate employment outcomes by demographic group, 2023–24

(Continued)

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	2023	2024	2023	2024	2023	2024	2023	2024
<b>Location*** †</b>								
<b>Metropolitan</b>	77.6	71.7	88.4	86.1	92.7	92.7	70,400	74,500
<b>Regional/remote</b>	83.7	80.6	91.6	89.9	92.3	93.2	71,400	75,000

\* 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.

\*\* First in family refers to the graduate attaining a bachelor degree level qualification when their parent(s) or guardian(s) have not. 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.

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

SES data for 2022 and 2023 has been updated in 2024 to reflect revised information in the 2022 Higher Education student statistics collection (HESSC). Note that student completion data from 2021 and 2022 form the population data for the 2022 and 2023 GOS respectively.

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

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

Postgraduate coursework graduates generally had better employment outcomes compared with undergraduates, but there were differences between demographic groups, as shown in **Table 5**.

Full-time employment rates for postgraduate coursework graduates aged 30 years and younger fell in 2024 compared with 2023 by a greater margin than graduates aged over 30 years, and the difference between the two groups increased from 1.2 percentage points in 2023 to 3.5 percentage points in 2024. This indicates that younger graduates may have been more affected by the continued easing of the labour market tightness in 2024. One possible reason for this is because the older group is more likely to be employed prior to course completion, whereas younger graduates may be accessing the labour market for the first time. There is also a marked difference in median salaries where graduates aged over 30 years earned around \$30,000 more than younger graduates, which may also be related to older graduates' extended time in the workforce.

While postgraduate coursework graduates who had studied externally had higher full-time employment rates than those who had undertaken their studies internally or in multi-mode, by around 6.8 percentage points in 2024, both groups saw a decrease in full-time employment rates between 2023 and 2024. Those who studied externally also recorded higher median salaries, earning \$18,500 more than those who had studied internally or in a multi-mode environment.

First Nations postgraduate coursework graduates reported higher full-time employment rates than non-Indigenous graduates in 2024, at 92.4 per cent and 88.1 per cent respectively, and also recorded higher median annual full-time salaries by around \$5,000.

Postgraduate coursework graduates with a reported disability had a lower full-time employment rate in 2024 of 81.5 per cent, while those who did not have a reported disability had a full-time employment rate of 88.7 per cent. This group also recorded lower salaries by \$8,100 and were 3.3 percentage points less likely to be participating in the labour force.

While higher than the results for undergraduates, postgraduate coursework graduates whose home language was not English had a substantially lower rate of full-time employment (80.4 per cent), than those whose home language was English (88.5 per cent).

In terms of full-time employment rates, males and females had broadly similar rates of full-time employment. However, males had substantially higher median annual full-time salaries in 2024 by \$12,000. This is discussed in more detail in the next section of this report.

Full-time employment rates were higher for low SES postgraduate coursework graduates than they were for those in the high SES category in 2024, by 1.3 percentage points. In contrast to the undergraduate level, median salary was highest for high SES postgraduate coursework graduates at \$101,700, compared to \$100,000 for medium SES and \$99,100 for low SES graduates.

Figure 8 / Domestic postgraduate coursework full-time employment rate by demographic sub-group, 2024 (% of those available for full-time work)

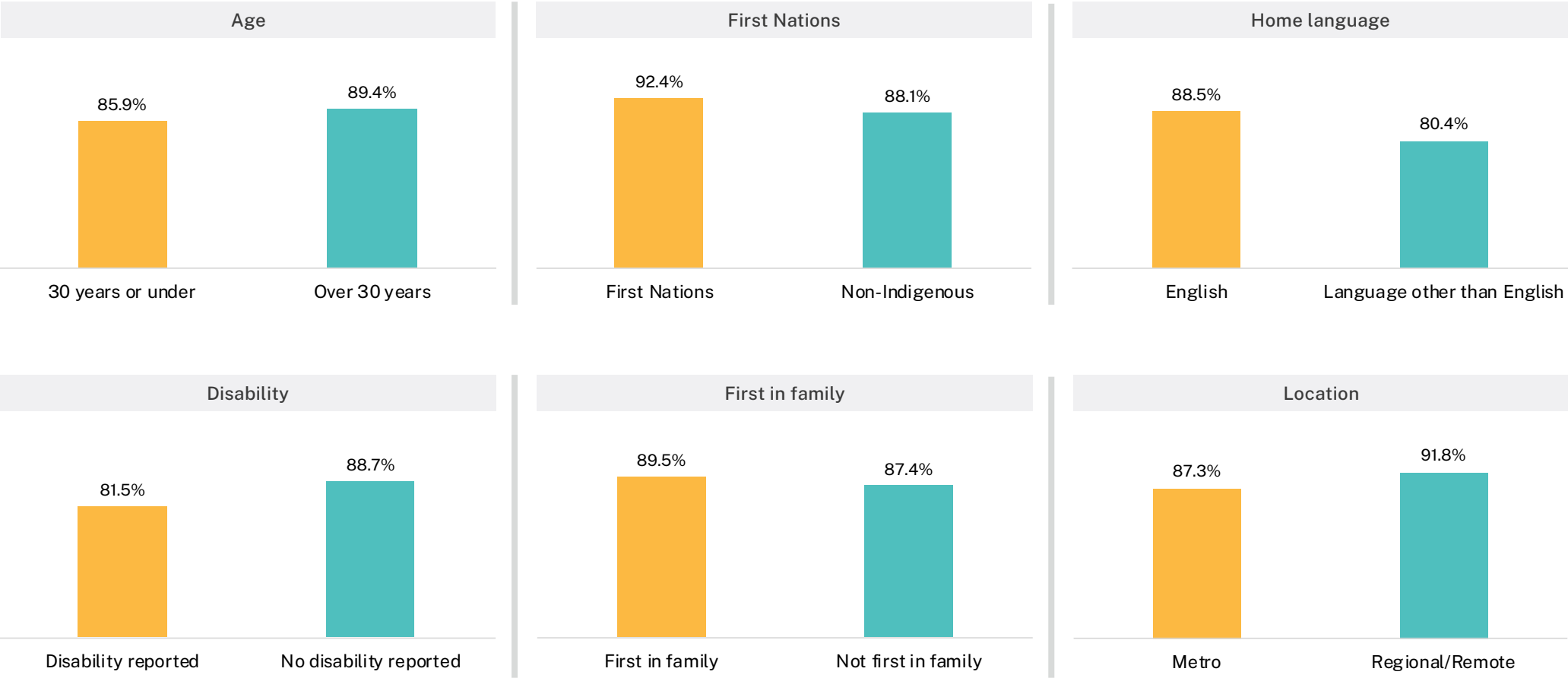


Table 5 / Domestic postgraduate coursework graduate employment outcomes by demographic group, 2023–24

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	2023	2024	2023	2024	2023	2024	2023	2024
Gender								
Male	90.9	88.5	93.4	91.9	96.2	95.8	105,000	110,000
Female	90.0	88.0	94.2	93.0	95.4	95.2	92,000	98,000
Age								
30 years or under	89.5	85.9	93.6	91.8	95.8	95.8	80,000	85,000
Over 30 years	90.7	89.4	94.1	93.2	95.5	95.1	110,000	115,000
Study mode*								
Internal/multi-mode	87.7	84.1	92.6	90.9	95.6	95.0	85,500	90,000
External study mode	92.1	90.9	94.9	93.9	95.7	95.7	103,700	108,500
First Nations								
First Nations	90.9	92.4	93.9	94.7	93.5	94.6	107,000	105,000
Non-Indigenous	90.3	88.1	93.9	92.6	95.7	95.4	96,500	100,000

Table 5 / Domestic postgraduate coursework graduate employment outcomes by demographic group, 2023–24

(Continued)

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	2023	2024	2023	2024	2023	2024	2023	2024
<b>Disability</b>								
Reported disability	82.3	81.5	88.7	89.1	92.5	92.3	86,000	92,900
No disability	90.8	88.7	94.3	93.0	95.9	95.6	98,000	101,000
<b>Home language ****</b>								
English	90.5	88.5	94.1	92.9	95.7	95.4	97,200	100,400
Other	83.4	80.4	89.2	85.9	94.6	95.5	85,400	92,000
<b>First in family status **</b>								
First in family	91.1	89.5	94.3	93.9	95.6	95.5	98,100	100,200
Not first in family	89.9	87.4	94.1	92.4	95.8	95.5	90,000	98,000
<b>Socio-economic status ***</b>								
High	90.2	87.6	93.8	92.4	95.9	95.4	96,000	101,700
Medium	90.3	88.4	94.0	93.0	96.3	95.4	95,000	100,000
Low	90.9	88.9	94.9	93.2	95.0	95.6	95,000	99,100

Table 5 / Domestic postgraduate coursework graduate employment outcomes by demographic group, 2023–24

(Continued)

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	2023	2024	2023	2024	2023	2024	2023	2024
<b>Location*** †</b>								
<b>Metropolitan</b>	89.7	87.3	93.6	92.2	96.0	95.4	95,000	100,000
<b>Regional/remote</b>	93.5	91.8	95.8	95.3	95.9	95.8	100,000	103,000

\* 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.

\*\* First in family refers to the graduate attaining a bachelor degree level qualification when their parent(s) or guardian(s) have not. 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.

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

SES data for 2022 and 2023 has been updated in 2024 to reflect revised information in the 2022 Higher Education student statistics collection (HESSC). Note that student completion data from 2021 and 2022 form the population data for the 2022 and 2023 GOS respectively.

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

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



**The gender pay gap**

The difference between graduate salaries for males and females seems to be narrowing over time, although this change has been slow, as shown by **Figure 9**.

As mentioned previously, females at the undergraduate level had lower median salaries than their male counterparts, despite recording higher rates of employment. In 2016, females earned a median salary of \$56,400, which was \$3,600 lower than their male counterparts, or a gender pay gap of 6.0 per cent.<sup>13</sup> The difference in salaries has fluctuated slightly over the years, remaining within a margin of \$1,100 to \$3,200 since 2017.

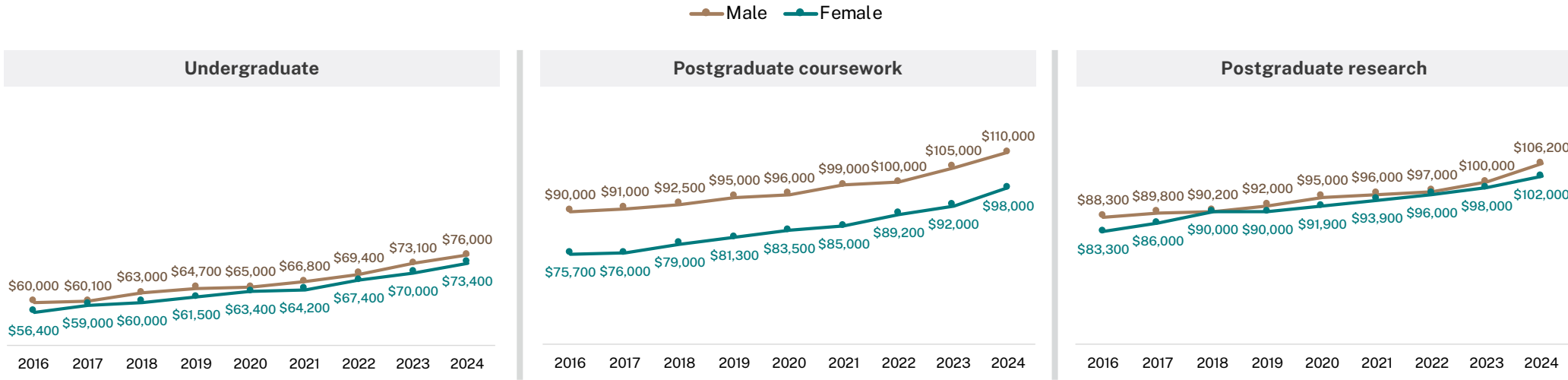
In the 2023 GOS collection, the median salary for female undergraduates was \$3,100 lower than for males (a gender pay gap of 4.2 per cent) and in 2024, this difference was \$2,600 lower (a gender pay gap of 3.4 per cent).

There is a much larger difference in salaries between female and male postgraduate coursework graduates. However, once again, the difference in salaries has narrowed since the GOS began in 2016. In 2016, the median salary for females was \$14,300 less than their male counterparts (a gender pay gap of 15.9 per cent); by 2024, they were earning \$12,000 less (a gender pay gap of 10.9 per cent).

The difference in salaries at the postgraduate research level is the least pronounced and has been relatively stable since 2016. The difference ranged from \$5,000 (a gender pay gap of 5.7 per cent) in 2016 to \$2,000 (2.0 per cent) in 2023. In 2024, the difference was \$4,200 (a gender pay gap of 4.0 per cent).

Note that differences in median salary rates for males and females for different study areas are shown in **Table 7**.

Figure 9 / Median annual full-time salary by gender and level of study, 2016–24



<sup>13</sup> The gender pay gap is calculated as 100 x (Male salaries – Female salaries)/Male salaries consistent with the methodology used by the Workplace Gender Equality Agency (WGEA)

## 2.4 Study area

Across most study areas, there was a decline in full-time employment rates among those who had completed an undergraduate qualification, consistent with general employment trends for this cohort (**Table 6**).

Undergraduate full-time employment rates ranged from a high of 94.9 per cent for Rehabilitation graduates, down to 48.4 per cent for Creative arts graduates.

The largest decline in undergraduate full-time employment rates was for Architecture and built environment graduates: from 78.7 per cent in 2023 to 66.6 per cent in 2024 (a 12.1 percentage point fall).

There were falls in full-time employment rates in other study areas as well between 2023 and 2024: the Veterinary science undergraduate rate fell 7.4 percentage points,

Pharmacy fell 7.0 percentage points, Communications and Computing and information systems both fell 6.6 percentage points.

Study area outcomes for postgraduate coursework and postgraduate research graduates are available in supplementary tables available on the QILT website.<sup>14</sup>

Table 6 / Undergraduate employment outcomes by study area, 2023–24<sup>15</sup> (%)

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	2023	2024	2023	2024	2023	2024	2023	2024
Agriculture and environmental studies	82.1	77.8	91.2	88.5	91.6	93.1	71,100	71,500
Architecture and built environment	78.7	66.6	87.3	80.4	95.6	94.4	66,000	75,000
Business and management	84.5	78.5	89.9	88.7	96.0	95.9	69,200	72,000
Communications	64.9	58.3	85.1	80.9	89.4	91.3	65,000	65,200
Computing and information systems	74.4	67.8	83.1	80.4	94.8	93.7	74,400	75,300
Creative arts	53.5	48.4	81.2	79.4	90.4	91.1	59,500	62,600
Dentistry	83.2	85.6	91.9	91.0	93.9	94.7	94,400	103,300
Engineering	89.2	85.5	91.7	89.5	95.5	94.5	75,000	80,000

<sup>14</sup> Refer to the EMP\_PGC\_ALL\_2Y\_AREA, SAL\_PGC\_ALL\_2Y\_AREA\_E315, EMP\_PGR\_ALL\_2Y\_AREA and SAL\_PGR\_ALL\_2Y\_AREA\_E315 worksheets in the 2024 GOS National Report Tables available on the QILT website.

<sup>15</sup> Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. ‘All study areas’ figures count each graduate once only.

Table 6 / Undergraduate employment outcomes by study area, 2023–24<sup>15</sup> (%)

(Continued)

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	2023	2024	2023	2024	2023	2024	2023	2024
Health services and support	78.0	75.4	90.9	89.6	92.6	93.3	70,800	74,900
Humanities, culture and social sciences	71.8	66.7	86.8	84.5	90.3	90.9	69,400	73,100
Law and paralegal studies	84.5	79.3	89.6	88.5	94.8	94.4	73,000	76,000
Medicine	95.6	90.4	97.0	93.4	95.1	91.3	85,000	86,800
Nursing	86.8	85.5	91.9	91.7	95.6	95.8	69,400	72,000
Pharmacy	98.4	91.4	97.9	91.6	95.2	95.8	55,500	59,500
Psychology	72.7	65.5	88.1	86.9	90.2	89.4	71,000	75,100
Rehabilitation	95.6	94.9	96.7	95.9	96.1	97.2	71,000	75,000
Science and mathematics	69.8	63.6	86.3	82.5	86.9	87.2	69,000	72,400
Social work	80.7	77.3	89.8	88.6	93.9	94.7	77,300	82,000
Teacher education	89.6	86.8	94.1	92.5	94.0	94.4	75,000	78,800
Tourism, hospitality, personal services, sport and recreation	73.0	69.8	88.2	88.4	97.1	95.0	65,000	63,900
Veterinary science	92.1	84.7	92.3	89.2	94.0	92.7	67,400	70,000
All study areas	79.0	74.0	88.9	86.9	92.5	92.6	71,000	75,000
Standard deviation	11.1	12.1	4.4	4.7	2.7	2.4	8,100	9,200

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

Undergraduate median salaries in 2024 varied among study areas, as shown in **Table 7**.

The study areas with the highest undergraduate median salaries were Dentistry at \$103,300, Medicine \$86,800, Social work \$82,000, Engineering \$80,000, and Teacher education \$78,800. The areas with the lowest median salaries were Pharmacy at \$59,500, Creative arts \$62,600, Tourism, hospitality, personal services, sport and recreation \$63,900, and Communications \$65,200. The variation in median salary between study areas was larger for male graduates, with a standard deviation of \$10,900 compared to \$8,400 for female graduates.

Across study areas, the gender pay gap persists. This is sometimes attributed to females being more likely to graduate from study areas that attract lower remuneration. However, analysis of undergraduate median salaries in the 2024 GOS suggests that there may be other factors at play, such as the breadth of skillset, occupation level, industry of employment, supply and demand in the labour market, duration in the workforce, and personal factors. For example, the Social work study area, which is generally dominated by females, had a median salary (for males and females) of \$82,000 in 2024 and was one of the higher-paid fields, while the male-dominated study area of Computing and information systems recorded a median salary (for males and females) of \$75,300.

**Table 7** shows that, on average, female undergraduates earn less than their male counterparts in most study areas. However, graduates from the Rehabilitation and Business and management study areas had equivalent median salaries for both male and female. While female median salaries were reported to be higher than male median salaries in the Pharmacy and Communications study areas, it is unclear if these differences would hold true in a larger population of graduates.

Study areas in which female undergraduate median salaries lagged most in 2024 included Tourism, hospitality, personal services, sport and recreation with a difference of \$10,200, Architecture and built environment \$9,300, Law and paralegal studies \$5,000, and Science and mathematics \$5,000.

Table 7 / **Undergraduate median annual full-time salaries by study area, 2024 (\$)**

Study area	Female	Male	Total
Agriculture and environmental studies	70,800	73,200	71,500
Architecture and built environment	69,400	78,700	75,000
Business and management	72,000	72,000	72,000
Communications	66,500	63,400	65,200
Computing and information systems	75,000	76,000	75,300
Creative arts	62,000	65,500	62,600
Dentistry	97,300	n/a	103,300
Engineering	78,300	80,000	80,000
Health services and support	73,600	75,800	74,900
Humanities, culture and social sciences	72,400	74,000	73,100
Law and paralegal studies	75,000	80,000	76,000
Medicine	84,000	87,700	86,800
Nursing	71,400	74,000	72,000
Pharmacy	59,500	58,900	59,500

Table 7 / Undergraduate median annual full-time salaries by study area, 2024 (\$)

(Continued)

Study area	Female	Male	Total
Psychology	75,000	77,800	75,100
Rehabilitation	75,000	75,000	75,000
Science and mathematics	70,000	75,000	72,400
Social work	81,500	82,300	82,000
Teacher education	78,300	81,000	78,800
Tourism, hospitality, personal services, sport and recreation	60,000	70,200	63,900
Veterinary science	70,000	n/a	70,000
All study areas	73,400	76,000	75,000
Standard deviation	8,400	10,900	9,200

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

## 2.5 Institution

### 2.5.1 Institution Type

Labour market outcomes—including rates of full-time employment, overall employment, labour force participation and median annual full-time salaries—were all higher for domestic undergraduates from universities compared with those from non-university higher education institutions (NUHEIs) (**Table 8**). Domestic undergraduates from universities and NUHEIs engaged in further full-time study at similar rates.

However, graduates who completed a postgraduate degree by coursework qualification at a NUHEI had higher full-time employment and overall employment rates (but lower median salaries) than their university counterparts.

Note that factors beyond the quality of teaching, careers advice and other internal influences can affect results for institutions. These include study area offerings, study mode, the composition of the student population and variations in state/territory and regional labour markets.

It should also be noted that NUHEIs represented just 7.6 per cent of total GOS responses (including domestic and international graduates), as seen in **Table 19**.<sup>16</sup> Domestic NUHEI respondents were concentrated mainly in the study areas of Business and management, Law and paralegal studies, Humanities, culture and social sciences, Creative arts and Social Work study areas.

Table 8 / Domestic graduate labour market outcomes by level of study and institution type,<sup>17</sup> 2024

	Universities	NUHEIs
<b>In full-time employment (as a percentage of those available for full-time work)</b>		
Undergraduate	74.4	61.8
Postgraduate coursework	87.6	91.9
<b>Overall employed (as a percentage of those available for any work)</b>		
Undergraduate	87.1	80.8
Postgraduate coursework	92.5	93.6
<b>Labour force participation rate (as a percentage of all graduates)</b>		
Undergraduate	92.7	89.9
Postgraduate coursework	95.4	95.3
<b>Median salary (of those employed full-time) (\$)</b>		
Undergraduate	75,000	70,000
Postgraduate coursework	101,000	97,000

<sup>16</sup> The GOS has included non-university higher education institutions (NUHEIs) since its inception in 2016. The number of NUHEIs participating in the GOS has been increasing, and in 2024 NUHEIs accounted for 88 of the 130 registered institutions that participated in the GOS. These institutions include TAFE institutions and several specialist international, creative arts and theological colleges.

<sup>17</sup> Postgraduate research results are omitted due to low sample size achieved for responses to the GOS. Results should be interpreted with caution.

Table 8 / Domestic graduate labour market outcomes by level of study and institution type,<sup>17</sup> 2024 (Continued)

	Universities	NUHEIs
In full-time study (%)		
Undergraduate	17.9	19.4
Postgraduate coursework	7.4	7.1

To assist interpretation of results, 90 per cent confidence intervals are included in the figures that follow, which indicate the confidence intervals for the survey estimates. Confidence intervals may be wider where the number of survey responses for a given institution is relatively small. Where confidence intervals for institution estimates overlap, it cannot be inferred that there is or is not a significant difference in labour market outcomes in a statistical sense. **Appendix 5** explains how these confidence intervals are calculated.

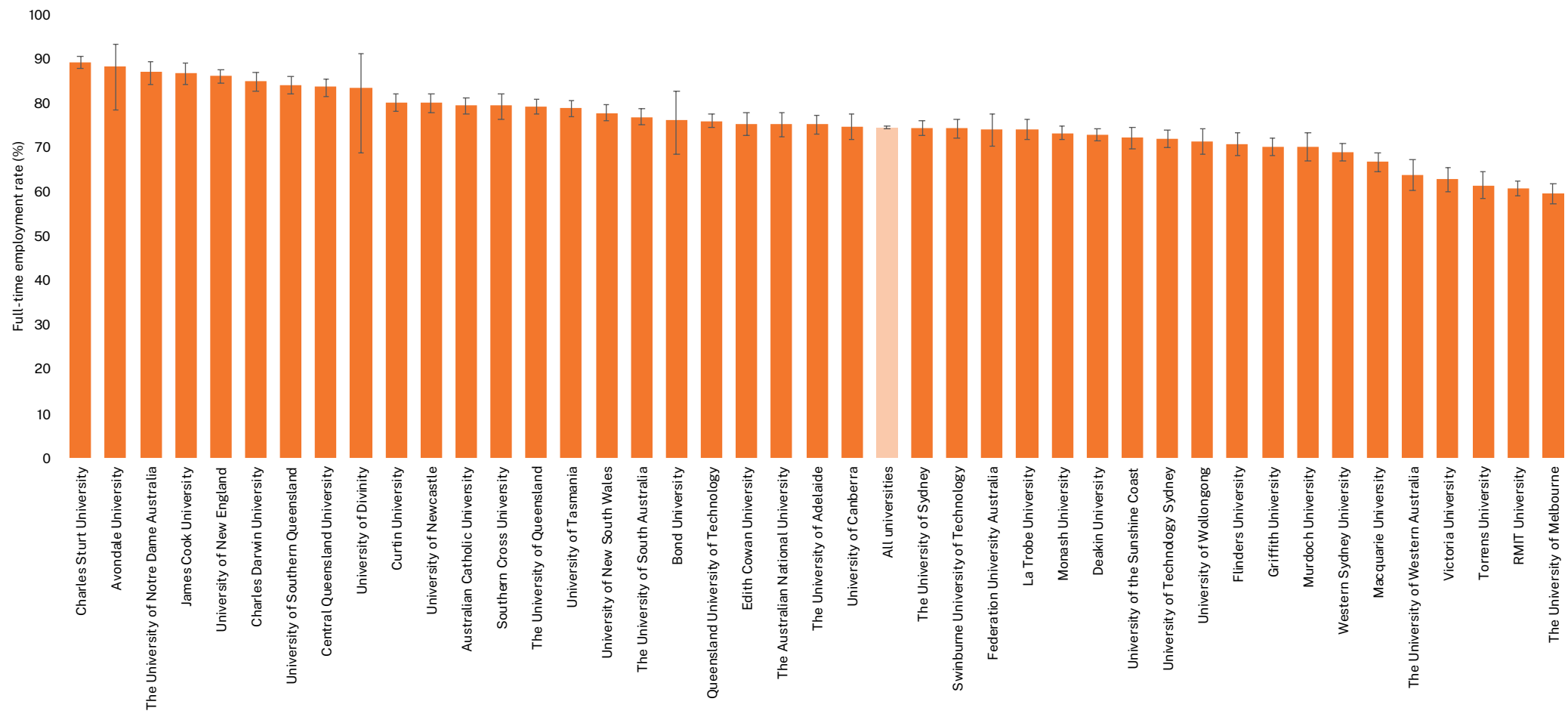
2.5.2 Universities

In 2024, undergraduate full-time employment rates varied across universities. The full-time employment rate for undergraduates from Charles Sturt University was 89.1 per cent compared to 59.6 per cent for those from The University of Melbourne (**Figure 10**).

Note that as course offerings differ between institutions, factors such as the local labour market conditions, study mode, study areas offered, and demographic differences such as age, previous engagement with the labour market and further full-time study rates may explain some of the variation in results between institutions.



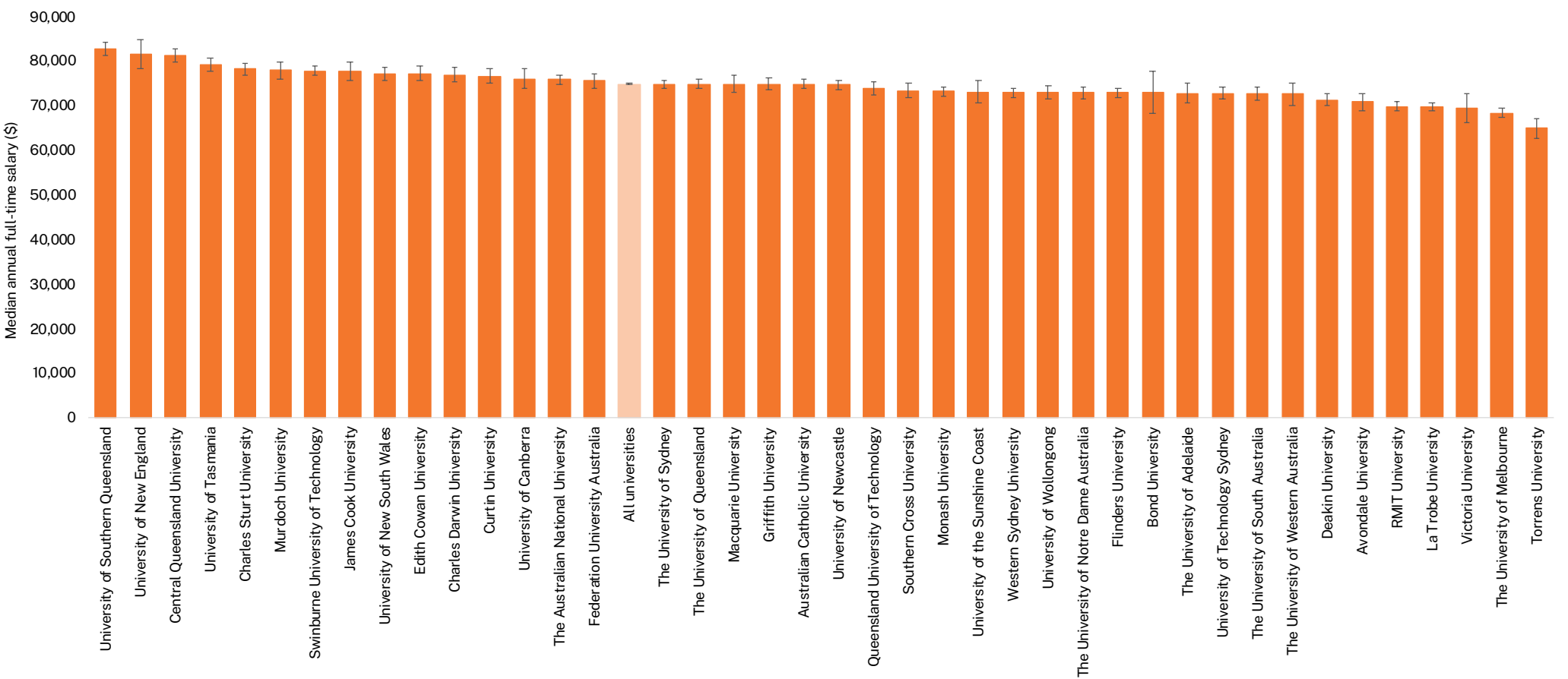
Figure 10 / Undergraduate full-time employment rate by university, 2024 (% of those available for full-time work, with 90 per cent confidence intervals)



\* Only institutions with sufficient data (i.e.  $n > 25$ ) are presented in this figure. For the complete table, refer to worksheet LF\_UG\_UNI\_1Y\_INST\_CI in the 2024 GOS National Tables on the QILT website.

Median annual full-time salaries for undergraduates also varied, from \$82,900 at the University of Southern Queensland to \$65,000 at Torrens University (Figure 11). As with the full-time employment rates, a range of factors beyond the institution itself may also affect salary outcomes.

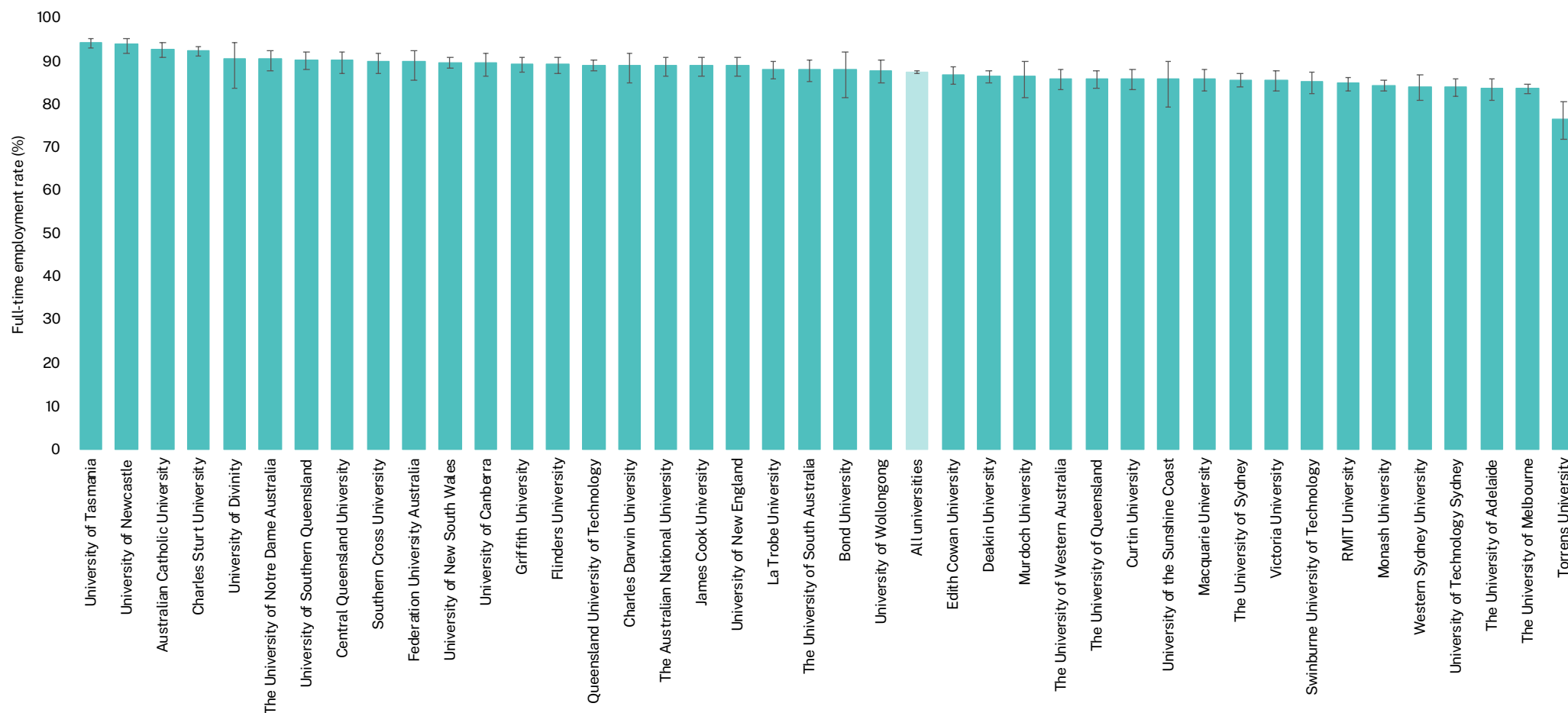
Figure 11 / Undergraduate median annual full-time salary (\$) by university, 2024 (with 90 per cent confidence intervals)



\* Only institutions with sufficient data (i.e. n>25) are presented in this figure. For the complete table, refer to worksheet LF\_UG\_UNI\_1Y\_INST\_CI in the 2024 GOS National Tables on the QILT website.

There was less variation at the postgraduate coursework level, where full-time employment rates varied from 94.3 per cent at the University of Tasmania to 76.7 per cent at Torrens University (Figure 12).

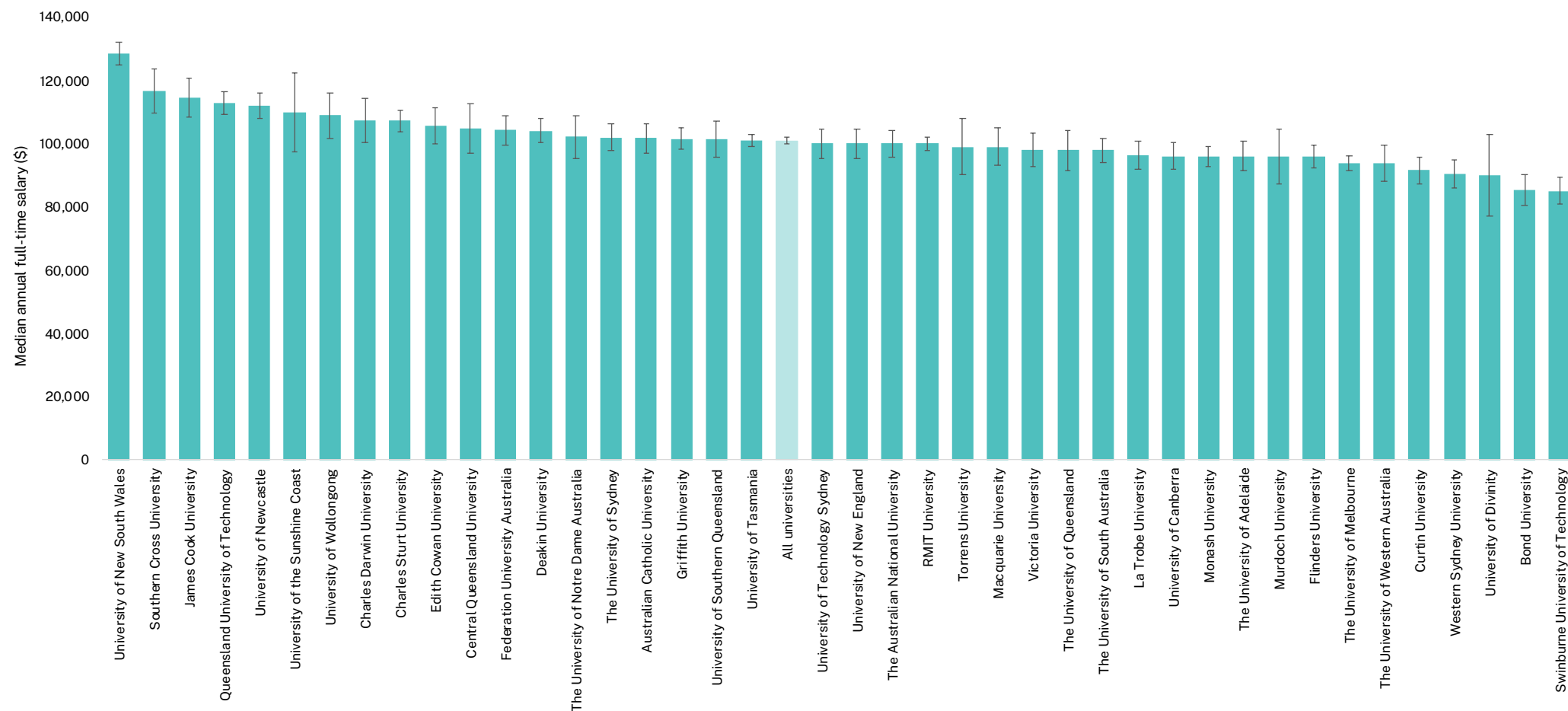
Figure 12 / Postgraduate coursework full-time employment rate by university, 2024 (% of those available for full-time work, with 90 per cent confidence intervals)



\* Only institutions with sufficient data (i.e. n>25) are presented in this figure. For the complete table, refer to worksheet LF\_UG\_UNI\_1Y\_INST\_CI in the 2024 GOS National Tables on the QILT website.

Postgraduate coursework median annual full-time salaries ranged from \$128,600 for University of New South Wales graduates to \$85,000 for those from Swinburne University of Technology (**Figure 13**). However, the size, location, student profile and course offerings at these two universities differ greatly and should be considered when interpreting results.

Figure 13 / **Postgraduate coursework median annual full-time salary (\$) by university, 2024 (with 90 per cent confidence intervals)**



\* Only institutions with sufficient data (i.e. n>25) are presented in this figure. For the complete table, refer to worksheet LF\_PGC\_UNI\_1Y\_INST\_CI in the 2024 GOS National Tables on the QILT website.

## 2.5.3 NUHEIs

**Figure 14** and **Figure 15** show the full-time employment rate and median annual full-time salaries for undergraduates of NUHEIs. The same caveats about interpreting labour market outcomes at the institution level apply. This is even more important among NUHEIs because of the greater variation in course offerings by level of education and study area than among universities.

In general, undergraduate full-time employment rates and median salaries from NUHEIs were lower than for

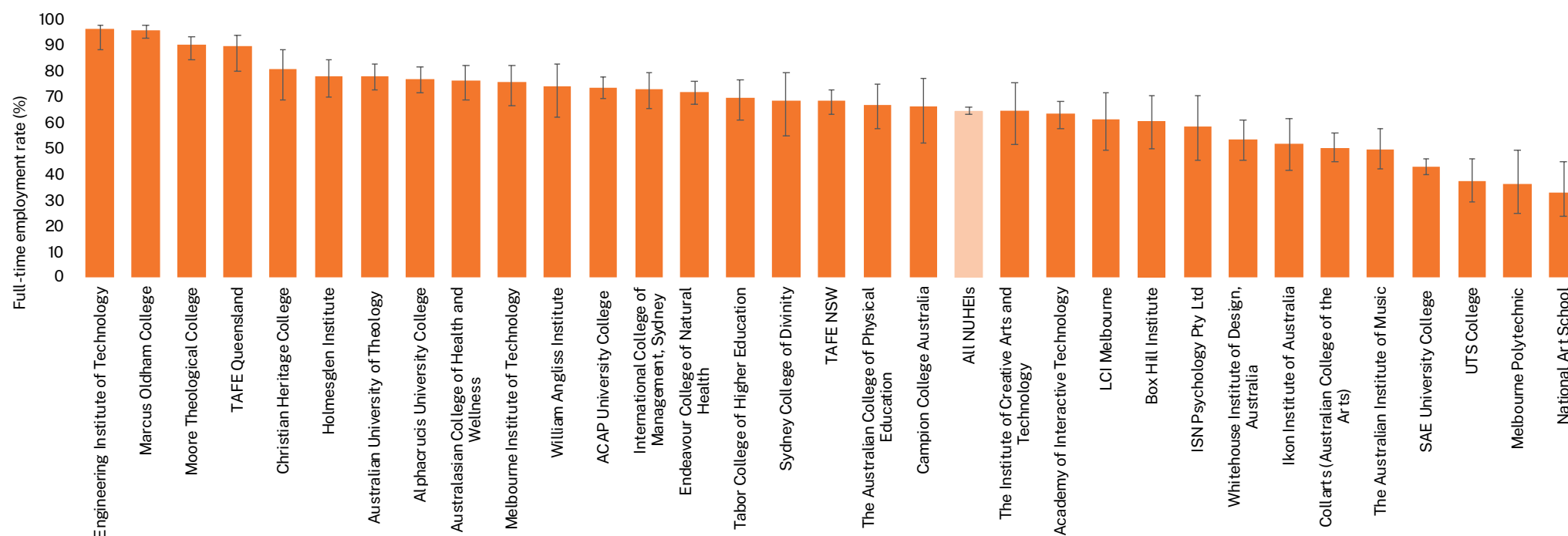
universities (**Table 8**). However, while postgraduate coursework graduates from NUHEIs had a higher full-time employment rate than university graduates overall, this group had lower median full-time salaries. There was also a large variation in median salaries for postgraduate coursework graduates between NUHEIs (**Figure 17**).

As indicated earlier, the number of students enrolled in individual NUHEIs tends to be much smaller than at universities, therefore data for individual NUHEIs has been

pooled across the 2022, 2023 and 2024 surveys to improve its robustness and validity, as presented on the [ComparED website](#).

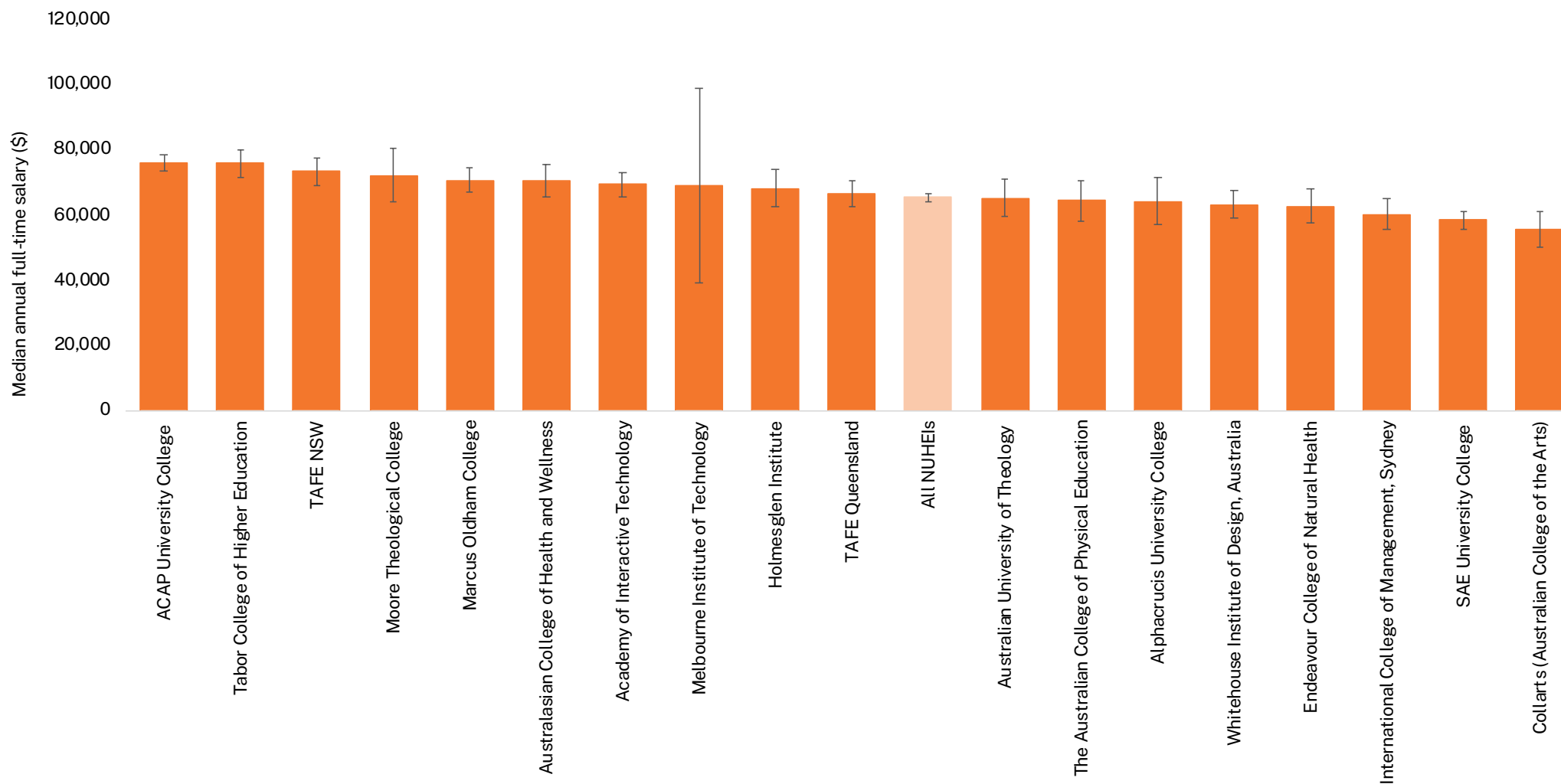
Consequently, these results for NUHEIs are not directly comparable with those presented for universities and they are less sensitive to changes in results some NUHEIs have experienced since 2022 due to being aggregated over a 3-year period where labour market conditions may have varied markedly.

Figure 14 / Undergraduate full-time employment rate by NUHEI, \* pooled 2022–24 (% of those available for full-time work, with 90 per cent confidence intervals)



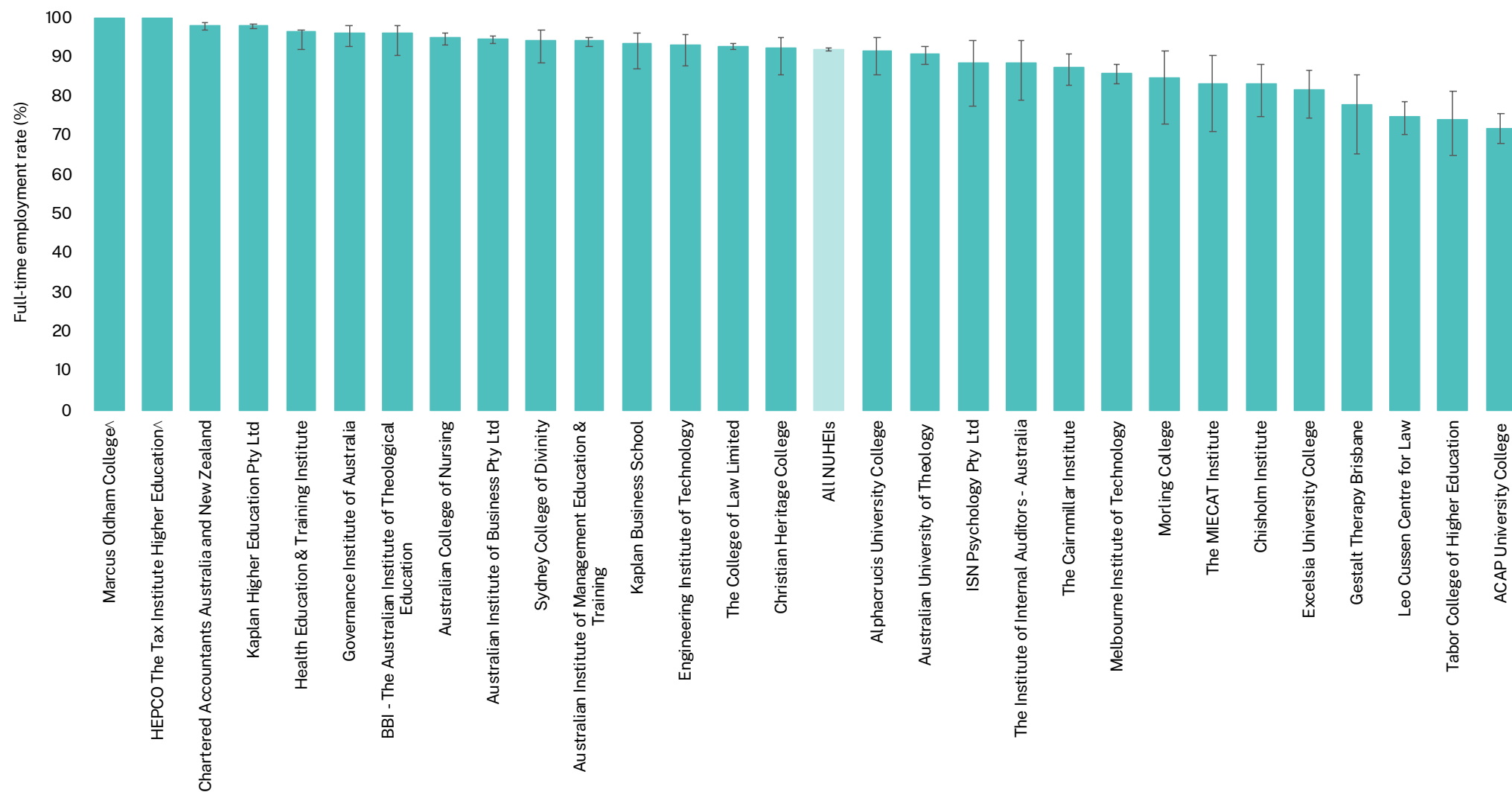
\* Only institutions with sufficient data (i.e.  $n > 25$ ) are presented in this figure. For the complete table, refer to worksheet LF\_UG\_NUHEI\_3YP\_CI in the 2024 GOS National Tables on the QILT website.

Figure 15 / Undergraduate median annual full-time salary (\$) by NUHEI,\* pooled 2022–24 with 90 per cent confidence intervals)



\* Only institutions with sufficient data (i.e. n>25) are presented in this figure. For the complete table, refer to worksheet LF\_UG\_NUHEI\_3YP\_CI in the 2024 GOS National Tables on the QILT website.

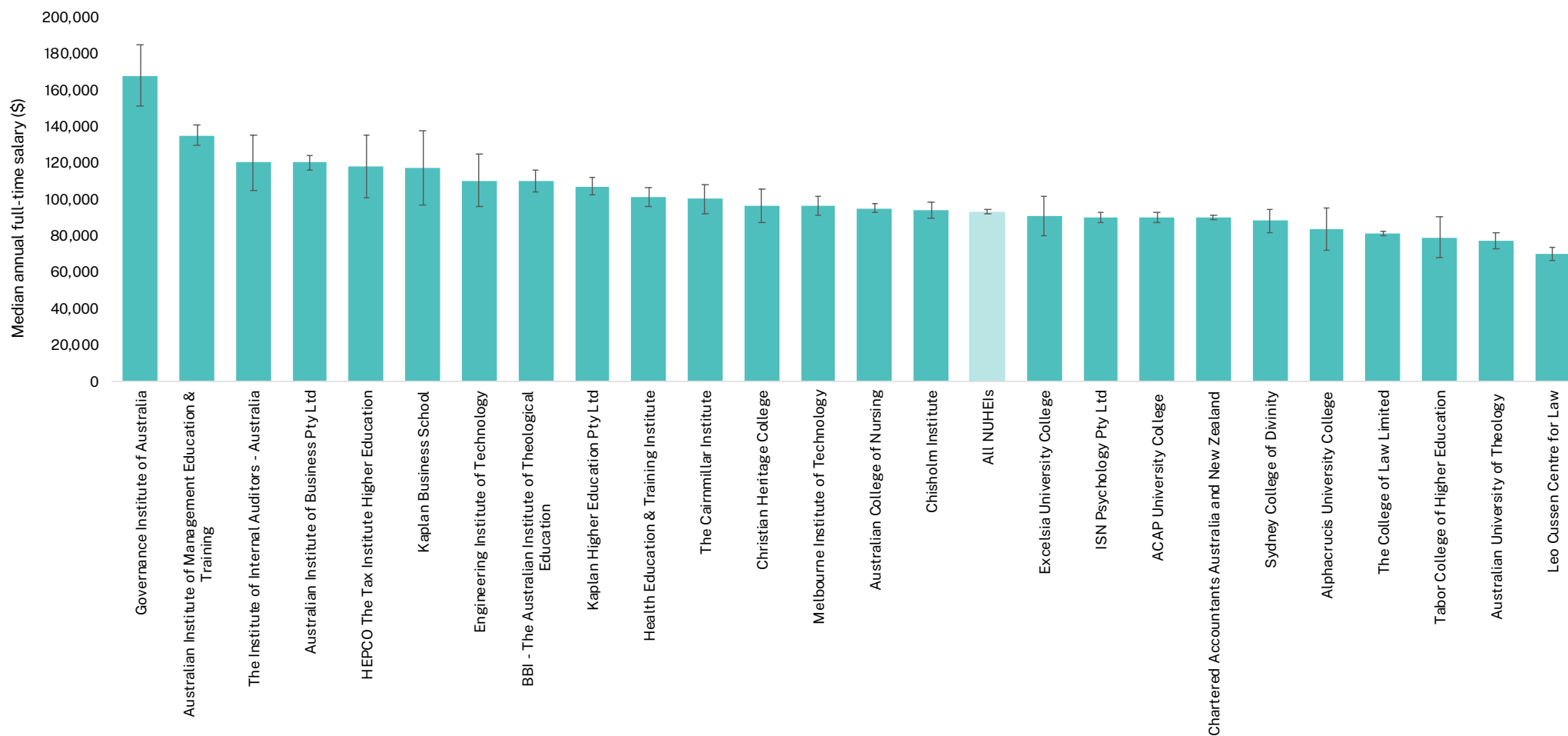
Figure 16 / Postgraduate coursework full-time employment rate by NUHEI,\* pooled 2022–24 (% of those available for full-time work, with 90 per cent confidence intervals)



\* Only institutions with sufficient data (i.e.  $n > 25$ ) are presented in this figure. For the complete table, refer to worksheet LF\_PGC\_NUHEI\_3YP\_CI in the 2024 GOS National Tables on the QILT website.

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

Figure 17 / Postgraduate coursework median annual full-time salary (\$) by NUHEI,\* pooled 2022–24 (with 90 per cent confidence intervals)



\* Only institutions with sufficient data (i.e. n>25) are presented in this figure. For the complete table, refer to worksheet LF\_PGC\_NUHEI\_3YP\_CI in the 2024 GOS National Tables on the QILT website.



# 3. Domestic graduate skills utilisation

The GOS includes 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 and professional occupations, the proportion of graduates who believe their current job ‘does not fully utilise their skills or education’ and the extent to which graduates believe their qualification has prepared them for their current job.

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

Of course, there are a range of factors, beyond the quality of educational experience, that may influence occupational outcomes. This includes the proportion of graduates undertaking further full-time study, registration or professional accreditation timelines and graduate choice.

## 3.1 Occupation type

The proportion of undergraduates working in managerial and professional occupations is a proxy measure of skills utilisation. This is because the classification of occupations<sup>18</sup> used by the ABS suggests that most managerial and professional occupations have a skill level commensurate with qualifications at the bachelor level or higher.

As seen in **Table 9**, 68.7 per cent of undergraduates employed full-time were working in managerial or

professional occupations in 2024, compared to 86.2 per cent of postgraduate coursework graduates. Note that postgraduate coursework graduates are more likely to be already attached to the labour market before completing their studies as they are older on average and more likely to be studying externally.

Postgraduate research graduates were most likely to be employed full-time in managerial and professional occupations, at a rate of 90.5 per cent.

Table 9 / Domestic graduates employed in managerial and professional occupations by employment type and study level, 2024 (% of those employed)

	Undergraduate	Postgraduate coursework	Postgraduate research
Full-time employed	68.7	86.2	90.5
Overall employed	57.7	84.2	89.4

<sup>18</sup> Based on the Australian and New Zealand Standard Classification of Occupations (ANZSCO). The ANZSCO was jointly developed by the ABS, Stats NZ and the then Australian Government Department of Education, Employment and Workplace Relations.

3.1.1 Occupations by study area

The proportion of graduates employed in professional or managerial occupations varied markedly between study areas in 2024 as shown in **Table 10**.

For example, at the undergraduate level, 96.4 per cent of those who had completed rehabilitation qualifications were working full-time in managerial or professional occupations. This compares to 43.8 per cent of those with qualifications in either Law and paralegal studies or Tourism, hospitality, personal services, sport and recreation.

Postgraduate coursework graduates employed full-time were more likely to be employed in managerial or professional occupations than undergraduates across many study areas, with rates of over 90 per cent for Medicine, Nursing, Rehabilitation, Teacher education, and Veterinary science. However, there was still wide variation: Architecture and built environment had the lowest rate for this group, at 67.9 per cent.

The proportion of postgraduate research graduates working full-time in managerial or professional occupations was also very high overall. (It should be noted that for postgraduate qualifications, some study areas are more likely to have graduates who have recently completed undergraduate qualifications and are continuing their education, while others are more likely to have those who are returning to study after time in the workforce.)

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

Table 10 / Domestic graduates employed in managerial and professional occupations by study area and study level, 2024 (% of those employed full-time)			
Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Agriculture and environmental studies	60.2	79.1	74.6
Architecture and built environment	53.6	67.9	n/a
Business and management	67.5	85.5	95.5
Communications	58.8	76.6	n/a
Computing and information systems	81.7	84.7	96.4
Creative arts	55.9	78.7	85.1
Dentistry	48.1	88.4	n/a
Engineering	86.6	83.6	94.2
Health services and support	56.7	80.9	94.6
Humanities, culture and social sciences	55.2	74.8	85.4
Law and paralegal studies	43.8	75.8	92.9
Medicine	76.8	96.1	91.8
Nursing	88.6	97.3	93.3

Table 10 / **Domestic graduates employed in managerial and professional occupations by study area and study level, 2024 (% of those employed full-time)** (Continued)

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Pharmacy	94.5	94.1	82.3
Psychology	54.0	88.2	93.7
Rehabilitation	96.4	97.4	n/a
Science and mathematics	59.1	82.3	88.9
Social work	70.1	83.8	n/a
Teacher education	87.9	94.0	93.6
Tourism, hospitality, personal services, sport and recreation	43.8	n/a	n/a
Veterinary science	74.4	96.0	n/a
Total	68.8	86.3	90.5

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

### 3.2 Perceived overqualification

Graduates were also asked whether they believed they were working in a job that was not fully utilising their skills or education.<sup>19</sup>

In 2024, 39.3 per cent of all employed undergraduates indicated that they were working in jobs that were not fully utilising their skills and education (**Table 11**). This compares to 30.2 per cent and 31.5 per cent of those who had completed a postgraduate coursework qualification and postgraduate by research qualification respectively.

However, rates of perceived overqualification were similar across study levels when looking only at those employed full-time: 28.3 per cent of undergraduates indicated that they were working in a job that did not fully utilise their skills or education, compared with 28.3 per cent and 29.7 per cent of those who had completed a postgraduate coursework qualification and a postgraduate research qualification respectively.

Almost 40 per cent of full-time employed undergraduates who reported they were not fully utilising their skills or education stated that this was due to personal choices or factors, while more than half indicated it was related to labour market factors (**Table 12**).

The main labour market reason reported by full-time employed undergraduates for working in a job not fully utilising their skills or education was that they were in an entry-level job or their job constituted a ‘career stepping stone’ (24.0 per cent). This was followed by ‘not enough work experience’ (11.8 per cent). The highest personal reason was ‘satisfied with their current job’ (14.0 per cent) followed by ‘changing jobs/careers’ (8.7 per cent).

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

	Undergraduate	Postgraduate coursework	Postgraduate research
Full-time employed	28.3	28.3	29.7
Overall employed	39.3	30.2	31.5

Of undergraduates employed overall (which includes those employed full-time or part-time) who said that they were not fully utilising their skills or education, 19.5 per cent said they did not use their skills or education in their current job because they were engaging in further study. This compares to 6.4 per cent of undergraduates in full-time employment, indicating a difference between graduates in full-time and part-time employment.

Reasons given by postgraduate coursework graduates differed to reasons given by those who had completed undergraduate qualifications. Fewer postgraduate coursework graduates indicated that the reason for working in a job not fully utilising their skills and education was that they were studying. Instead, a higher proportion indicated that it was due to ‘changing jobs/careers’ (13.7 per cent of those employed full-time and 13.1 per cent of those employed overall). The highest labour market factor was that they were in an ‘entry-level job/career stepping stone’ (11.5 per cent of those employed full-time and 10.4 per cent of those employed overall).

Among postgraduate research graduates, the main personal factor cited for working in a job that did not fully utilise their skills and education was that they were ‘satisfied with their current job’ (20.0 per cent of those employed full-time and 18.3 per cent of those employed overall). While the main labour market reason cited by postgraduate research graduates was ‘no suitable jobs in my area of expertise’ (19.1 per cent of those employed full-time and 21.5 per cent of those employed overall).

Note that only reasons for undergraduates are presented in **Table 12**. Postgraduate coursework and postgraduate research graduate results are available in supplementary tables on the QILT website.<sup>20</sup>

<sup>19</sup> These questions are used to generate the ‘Scale of Perceived Overqualification (SPOQ)’ score (see **Appendix A1.6 Core Instrument** for item details). This scale is sometimes seen as a proxy indicator for the ‘relevance’ of graduate employment to graduates’ study area.

<sup>20</sup> Refer to the RSOVRQ\_PGC\_ALL\_1Y and RSOVRQ\_PGR\_ALL\_1Y worksheets in the 2024 GOS National Report Tables available on the QILT website.

Table 12 / **Undergraduates' main reason for working in job that does not fully use skills and education, by employment outcomes, 2024 (%)**

Reason	Full-time employment	Overall employment
I'm satisfied with my current job	14.0	10.0
Changing jobs/careers	8.7	8.5
For financial reasons	6.8	4.7
Studying	6.4	19.5
Caring for children or family member	1.7	1.9
Travelling / gap year	1.4	1.3
Do not have permanent residency	0.2	0.1
Long-term health condition or disability	0.1	0.1
Short-term illness or injury	0.0	0.0
<b>Subtotal - Personal reasons</b>	<b>39.2</b>	<b>46.2</b>
Entry level job/career stepping stone	24.0	16.1
Not enough work experience	11.8	11.6
No suitable jobs in my area of expertise	7.9	9.7
No suitable jobs in my local area	6.5	6.6
Considered too young by employers	2.3	1.5
No jobs with a suitable number of hours	1.0	1.4
Cannot find a job	0.9	1.2

Table 12 / **Undergraduates' main reason for working in job that does not fully use skills and education, by employment outcomes, 2024 (%)** (Continued)

Reason	Full-time employment	Overall employment
Considered too old by employers	0.6	0.5
I had to change jobs due to COVID-19	0.3	0.2
<b>Subtotal - Labour market factors</b>	<b>55.4</b>	<b>48.8</b>
Other	5.4	5.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>
<b>Extent to which skills and education are not fully utilised (Scale of Perceived Overqualification)</b>	<b>28.3</b>	<b>39.3</b>

### 3.2.1 Perceived overqualification by study area

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

For undergraduates employed full-time, higher rates of perceived overqualification include 50.4 per cent for Psychology qualifications graduates and 47.6 per cent for Creative arts graduates (**Table 10**).

However, it should be noted that Psychology also had the second highest rate of further full-time study after completion of an undergraduate qualification and also a below-average proportion of undergraduates working in managerial or professional occupations.

Areas with *lower* rates of perceived overqualification (that is, a smaller proportion of graduates reporting NOT fully using their skills and education) include Dentistry, Rehabilitation, Pharmacy and Nursing graduates. These study areas are more targeted to specific occupations and have high employment rates (including at managerial and professional levels). Nursing and Rehabilitation also have low rates of further full-time study after their undergraduate qualification.

Among postgraduate coursework graduates employed full-time, Communications and Computing and information systems graduates had the highest incidence of perceived overqualification (both with more than 40 per cent). Areas with the lowest perceived overqualification are similar to those for undergraduates (including Rehabilitation, Dentistry and Veterinary science).

For postgraduate research graduates employed full-time, the highest rates of perceived overqualification include the study areas Humanities, culture and social science, Business and management and Teacher education (all at rates above 40 per cent).

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

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Agriculture and environmental studies	30.1	36.3	29.6
Architecture and built environment	22.0	25.4	n/a
Business and management	32.1	35.3	43.8
Communications	38.9	44.7	n/a
Computing and information systems	27.9	40.3	28.8
Creative arts	47.6	37.1	38.4
Dentistry	4.2	8.3	n/a
Engineering	23.1	29.7	31.5
Health services and support	29.8	26.7	22.9
Humanities, culture and social sciences	38.7	39.4	44.4
Law and paralegal studies	34.0	29.0	26.3
Medicine	16.5	10.1	16.0
Nursing	9.9	14.9	27.3
Pharmacy	6.9	13.1	33.3
Psychology	50.4	31.5	20.5

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

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Rehabilitation	4.6	6.5	n/a
Science and mathematics	40.3	35.2	23.7
Social work	22.4	27.5	n/a
Teacher education	11.5	24.1	40.9
Tourism, hospitality, personal services, sport and recreation	46.9	n/a	
Veterinary science	11.8	8.5	n/a
<b>Total</b>	<b>28.3</b>	<b>28.3</b>	<b>29.7</b>

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



3.3 Graduate preparedness

Another measure of skills utilisation is how well the qualification prepared graduates for their current job.

In 2024, 74.1 per cent of undergraduates in full-time employment reported that their course had prepared them ‘well’ or ‘very well’ for their current job (Table 14). This was similar to the rate for postgraduate coursework graduates (77.0 per cent), while postgraduate research graduates reported the highest levels of preparedness, at 82.0 per cent.

These results were consistent with those from prior years.

3.3.1 Preparedness for current job by study area

The ‘quality’ of a graduate’s employment may influence their perception of how well their course prepared them for their job. Yet there remains marked variation in graduate preparedness by *study area*.

This may be related to some study areas being more targeted to specific occupations. For example, over 90 per cent of Pharmacy or Rehabilitation undergraduates in full-time work said their qualification prepared them ‘well’ or ‘very well’ for their job (Table 15). This compares to just 59.9 per cent for those with Creative arts qualifications.

Note that this item is only presented to graduates who are currently employed. Further, several factors are likely to influence ratings of preparedness, including the ‘quality’ of the job (such as occupation level or perceived overqualification), or the stage of the graduate’s educational journey (such as those who are enrolled in further full-time study).

Table 14 / Qualification prepared graduate ‘well’ or ‘very well’ for current job, by employment type and study level, all occupations, 2024 (% of those employed)

	Undergraduate	Postgraduate coursework	Postgraduate research
Full-time employed	74.1	77.0	82.0
Overall employed	66.5	75.4	79.4

Similarly, postgraduate coursework graduates with qualifications in areas such as Pharmacy, Nursing, Rehabilitation, and Medicine, rated their levels of preparedness very highly compared to those who have completed courses in Computing and information systems, Communications, Science and mathematics, Law and paralegal studies, and Psychology.

In several study areas, postgraduate research graduates tended to rate their level of preparedness higher than either undergraduates or postgraduate coursework graduates. However, Nursing, Medicine and Pharmacy were among the largest exceptions to this.

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

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Agriculture and environmental studies	71.0	71.0	83.8
Architecture and built environment	74.2	71.2	n/a
Business and management	74.9	78.8	78.1
Communications	67.1	66.9	n/a
Computing and information systems	70.3	61.4	85.4
Creative arts	59.9	75.6	71.8
Dentistry	85.1	78.3	n/a
Engineering	76.8	74.4	80.2
Health services and support	75.7	77.9	84.6
Humanities, culture and social sciences	65.6	71.1	77.3
Law and paralegal studies	76.7	70.2	81.6
Medicine	85.9	86.0	79.6
Nursing	85.0	84.7	71.4
Pharmacy	92.9	90.9	78.6
Psychology	64.1	70.8	88.5
Rehabilitation	91.9	87.8	n/a

Table 15 /

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

(Continued)

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Science and mathematics	67.0	68.6	86.1
Social work	83.3	79.6	n/a
Teacher education	78.6	80.2	82.1
Tourism, hospitality, personal services, sport and recreation	75.6	n/a	
Veterinary science	85.0	79.4	n/a
<b>Total</b>	<b>74.1</b>	<b>77.0</b>	<b>82.0</b>

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

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

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

Assessing graduate preparedness from this perspective may provide a better basis for evaluating how well the graduates were prepared for work. Comparing **Table 15** and **Table 16** we can see that graduates employed full-time in *managerial or professional occupations* were more likely to rate their job preparation positively compared to those across *all* occupations.

This was especially the case for certain study areas. For example, 74.7 per cent of Creative arts undergraduates in professional or managerial roles indicated their course prepared them ‘well’ or ‘very well’. By contrast, across all occupation types, the rating for Creative arts was 59.9 per cent. (Humanities, culture and social science also had a much higher preparedness rating among professional and managerial workers in this cohort.)

This may support the contention that graduates’ ratings of preparedness are at least partly dependent on the occupational level of their work.

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

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Agriculture and environmental studies	73.5	72.4	88.2
Architecture and built environment	80.1	73.8	n/a
Business and management	78.4	80.0	81.1
Communications	78.4	69.4	n/a
Computing and information systems	75.5	64.5	87.2
Creative arts	74.7	78.8	76.7
Dentistry	86.7	75.0	n/a
Engineering	79.6	76.7	81.2
Health services and support	84.6	80.2	85.9
Humanities, culture and social sciences	72.8	75.4	79.5
Law and paralegal studies	79.3	70.7	85.7
Medicine	91.7	86.6	80.0
Nursing	86.7	85.1	73.7
Pharmacy	94.9	91.2	n/a
Psychology	68.7	74.0	88.6

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

Study Area	Undergraduate	Postgraduate coursework	Postgraduate research
Rehabilitation	92.9	87.4	n/a
Science and mathematics	78.2	71.4	87.9
Social work	86.9	81.3	n/a
Teacher education	80.8	81.3	84.7
Tourism, hospitality, personal services, sport and recreation	85.3	n/a	
Veterinary science	89.1	81.5	n/a
Total	80.0	78.9	83.8

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

# 4. Domestic graduates in further full-time study

In 2024, the proportion of undergraduates engaged in further full-time study was similar to 2023 (17.9 per cent versus 18.0 per cent) (**Figure 18**).

The proportion of postgraduate research graduates engaged in further full-time study fell 1.8 percentage points to 5.1 per cent, while the rate for postgraduate coursework graduates remained relatively steady, changing by 0.2 percentage points.

In terms of movement from their original study level, around 35.7 per cent of graduates who had completed an undergraduate qualification had enrolled in further full-time study in another undergraduate qualification (**Figure 19**). A bit less than half of these graduates had moved into a bachelor (honours) degree level course. Of the 43.4 per cent of undergraduates who had progressed to a postgraduate coursework qualification, the majority had moved to a master degree by coursework level course.

For postgraduate coursework graduates undertaking further full-time study, 68.7 per cent remained in postgraduate coursework level courses, often moving from graduate certificates and graduate diplomas to a master degree by coursework. Of these graduates remaining in postgraduate coursework level courses, 74.4 percent were enrolled in a master degree by coursework level course.

Interestingly, around 7.4 per cent of all graduates had moved to courses at the certificate to advanced diploma level, including certificates I-IV, associate degrees, diplomas and advanced diplomas.

Figure 18 / Proportion of domestic graduates in further full-time study, 2016–24

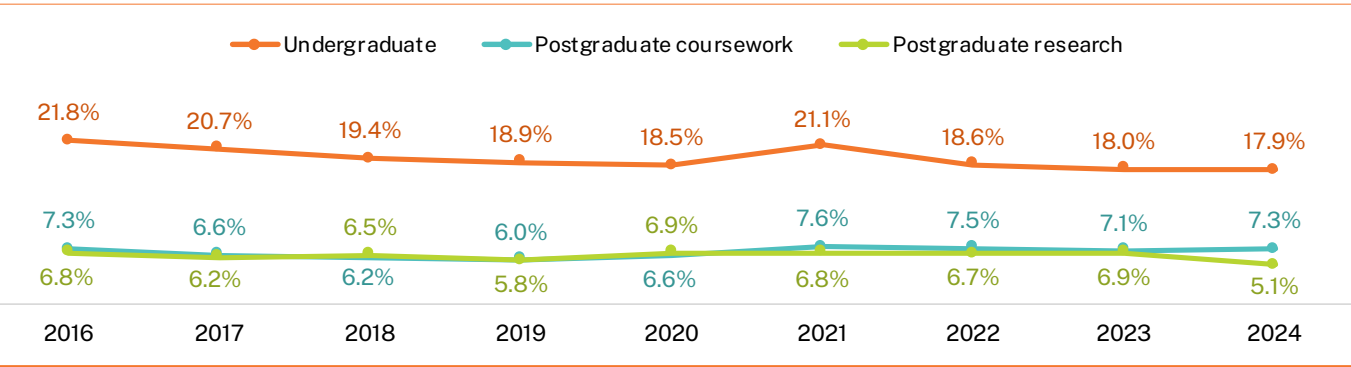
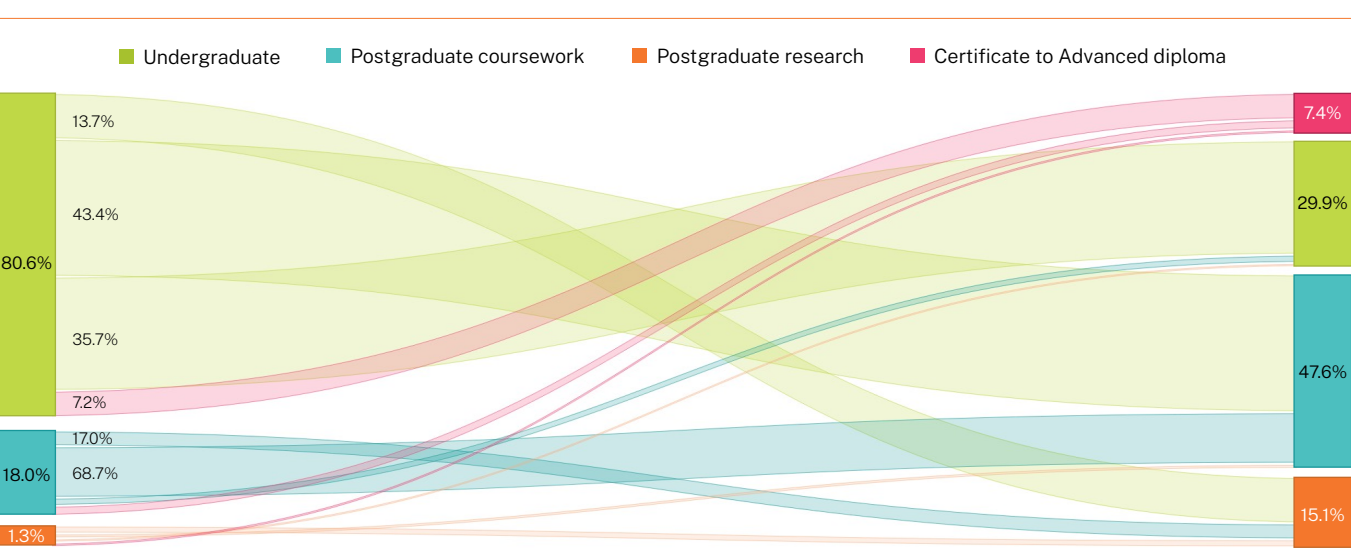


Figure 19 / Graduate movement from original study level to further full-time study level,\* 2024

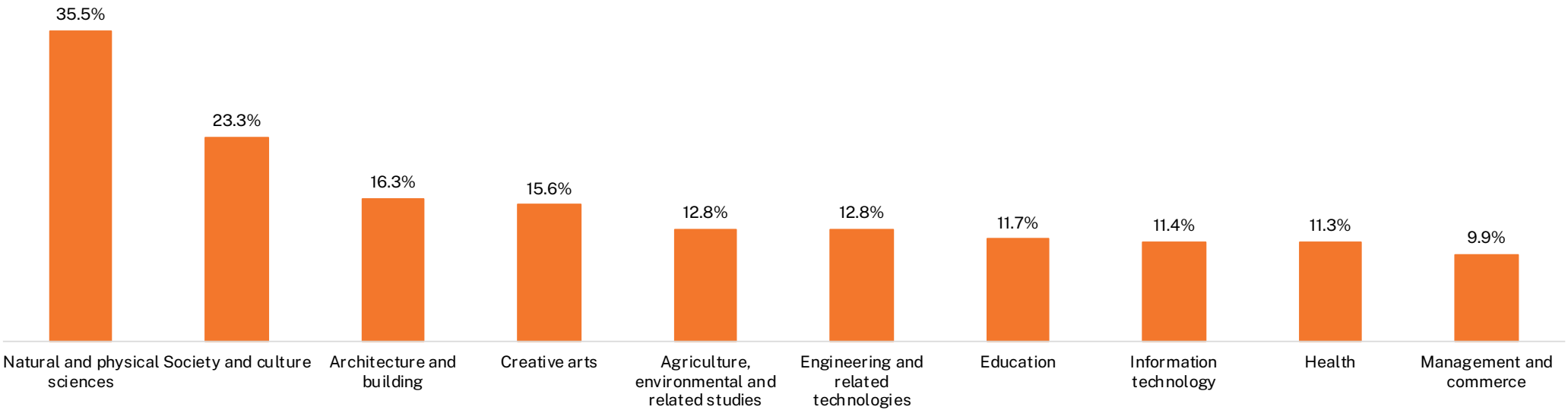


\* Only selected proportions of original study level to further full-time study level are presented in this figure. For a complete breakdown of original study levels to further full-time study levels, refer to the FTS\_ALL\_ALL\_1Y\_FURLEVEL worksheet in the 2024 GOS National Report Tables available on the QILT website.

This section uses the Broad Field of Education (BFOE) categories from the ABS Australian Standard Classification of Education (ASCED) to examine graduates' original and destination courses. For a concordance of study areas to BFOE see Appendix 6 Study Area Concordance.

Among undergraduates, the most likely to go on to full-time study were in the fields of Natural and physical sciences, Society and culture, Architecture and building and Creative arts (**Figure 20**).

Figure 20 / Undergraduate further full-time study status by original broad field of education, <sup>21</sup> 2024



<sup>21</sup> Where a graduate completes combined degrees across two fields of study, their outcomes are included in both fields.

Graduates were also asked to indicate the level and field of their further study course. In 2024, Society and culture was the most common ‘field of education destination’ chosen by undergraduates undertaking further full-time study, accounting for 26.3 per cent of graduates in further full-time study (**Figure 21**). This was followed by Health (22.7 per cent), Natural and physical sciences (15.6 per cent), and Education (9.2 per cent).

For undergraduates from the Natural and physical sciences field, the most likely destinations in 2024 were in the fields of Natural and physical sciences, as well as Health, which is likely due to graduates who had completed their original course in the area of Biological sciences (**Table 17**). Graduates who had completed a course in Society and culture were also most likely to proceed into a course in the same broad field of education, with around 10.4 per cent moving into the Health area. In Architecture and building, most graduates (84.0 per cent) in further full-time study were studying in the same field. More than half (57.0 per cent) of Creative arts graduates remained in the same field of education but 13.4 per cent had moved into courses in the Society and culture field and 10.1 per cent into Education.

Figure 21 / Broad field of education destinations of undergraduates undertaking further full-time study, 2024

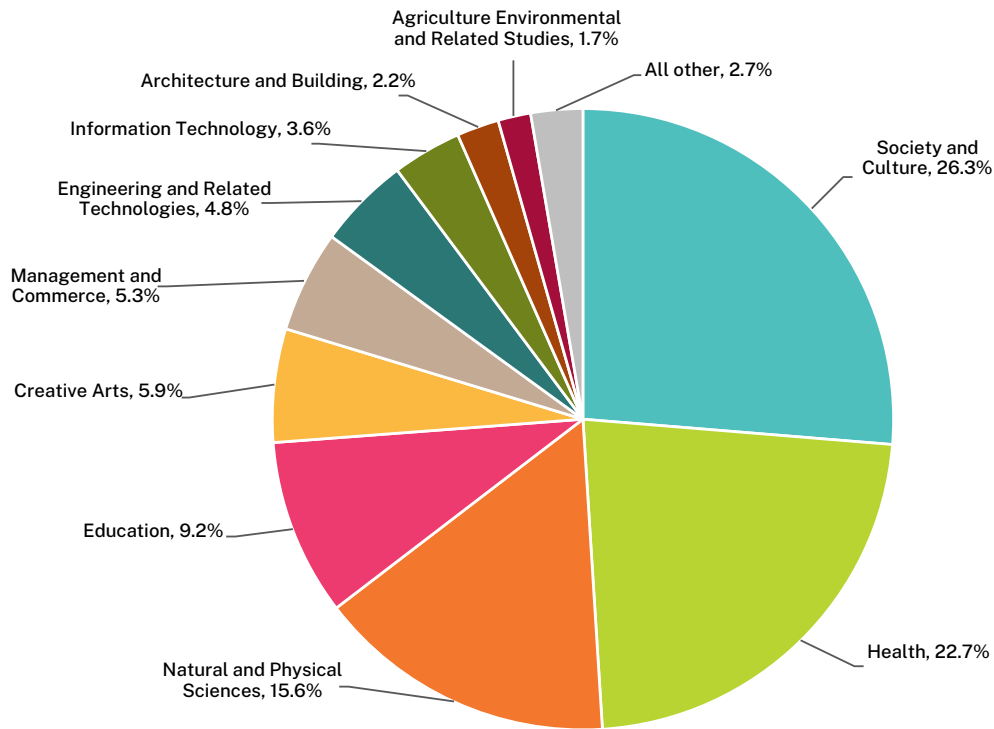




Table 17 / **Proportion of undergraduates from original field of education in destination field\*, 2024**

Original field of education	Destination field of education	%
Agriculture, environmental and related studies	Agriculture, environmental and related studies	36.4
	Natural and physical sciences	29.7
	Health	12.7
	Education	11.0
	Mixed field programmes	4.2
Architecture and building	Architecture and building	84.0
	Creative arts	3.6
Creative arts	Creative arts	57.0
	Society and culture	13.4
	Education	10.1
	Management and commerce	3.6
	Information technology	3.1
	Mixed field programmes	3.1

Table 17 / **Proportion of undergraduates from original field of education in destination field\*, 2024** (Continued)

Original field of education	Destination field of education	%
Education	Education	66.3
	Health	11.1
	Society and culture	8.8
	Natural and physical sciences	3.8
	Management and commerce	3.0
Engineering and related technologies	Engineering and related technologies	87.3
Health	Health	70.5
	Natural and physical sciences	13.2
	Education	5.9
	Society and culture	5.1
Information technology	Information technology	71.1
	Engineering and related technologies	8.5
	Natural and physical sciences	6.9
	Management and commerce	4.1

Table 17 / **Proportion of undergraduates from original field of education in destination field\*, 2024** (Continued)

Original field of education	Destination field of education	%
Management and commerce	Management and commerce	49.4
	Society and culture	22.5
	Education	5.3
	Information technology	4.5
	Natural and physical sciences	4.0
	Engineering and related technologies	3.6
	Health	3.3
Natural and physical sciences	Natural and physical sciences	48.9
	Health	34.0
	Society and culture	4.2
	Agriculture, environmental and related studies	3.2

Table 17 / **Proportion of undergraduates from original field of education in destination field\*, 2024** (Continued)

Original field of education	Destination field of education	%
Society and culture	Society and culture	66.3
	Health	10.4
	Education	8.9
	Creative arts	3.3
	Natural and physical sciences	3.3
	Management and commerce	3.0

\* Only destination fields with 3 per cent or more are presented in this table. For a complete breakdown of destination fields, refer to FTS\_UG\_ALL\_1Y\_BFOE\_FURFOE worksheet in the 2024 GOS National Report Tables available on the QILT website.

Postgraduate coursework and postgraduate research graduate results are available in supplementary tables on the QILT website.<sup>22</sup>

<sup>22</sup> Refer to FTS\_PGC\_ALL\_1Y\_BFOE\_FURFOE and FTS\_PGR\_ALL\_1Y\_BFOE\_FURFOE worksheets in the 2024 GOS National Report Tables available on the QILT website.

# 5. Graduate course experience

## 5.1 Undergraduate and postgraduate coursework satisfaction

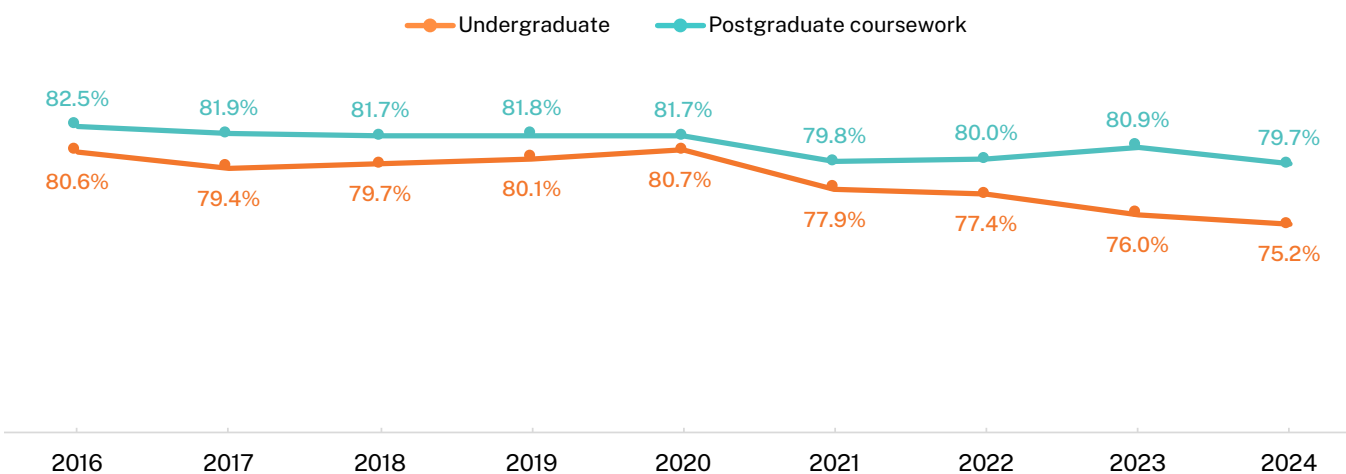
The Course Experience Questionnaire (CEQ) invites undergraduate and postgraduate coursework graduates to rate their overall satisfaction with their completed course, on a five-point scale, 4 to 6 months after completing their course. Results are based on responses from both domestic and international graduates.

Ratings for overall satisfaction among undergraduates were broadly steady from 2016 to 2020 (**Figure 22**). However, overall satisfaction among undergraduates has continued to decline from a peak of 80.7 per cent in 2020, to 75.2 per cent in 2024 – the lowest since the GOS started.

Note that trends in overall satisfaction in the 2024 GOS refer to graduates whose last year of study was in 2023. As such, the fall in overall undergraduate satisfaction which began in 2021 for graduates reflecting their experience in 2020 and has continued to decline in the years since 2021.

As in previous years, postgraduate coursework graduates rated their overall satisfaction with their course more highly than undergraduates. Postgraduate coursework graduates' overall satisfaction was also broadly steady, declining in 2021 (most likely a reflection of disruption to face-to-face education due to pandemic restrictions and the high proportion of international students located offshore in 2021.)<sup>23</sup>

Figure 22 / Undergraduate and postgraduate coursework graduates, overall satisfaction,\* 2016–24 (% agreement)



\* Overall satisfaction is based on responses to the single item 'Overall, I was satisfied with the quality of this <course>', which is also asked for each course/program or identified major. Results include domestic and international graduate responses.

Study area is a key factor influencing CEQ scores. **Table 18** shows overall satisfaction by study area for undergraduates and postgraduate coursework graduates. In 2024, overall satisfaction among undergraduates ranged from 84.4 per cent for Agriculture and environmental studies, to 67.3 per cent for Dentistry.

For postgraduate coursework graduates, overall satisfaction ranged from 86.4 per cent in Humanities, culture and social sciences to 52.2 per cent in Dentistry; a difference of 34.2 percentage points. The notable variation in satisfaction across study areas for both undergraduate and postgraduate coursework graduates indicates that there is scope for improvement in the educational experience provided to students.

<sup>23</sup> See results from the 2020 and 2021 Student Experience Survey National Report and International Report for further information of the effects of the COVID-19 pandemic on students' overall educational experience available on the QILT website.

Table 18 / Overall satisfaction by study level and study area, 2024 (% agreement)

Study area	Undergraduate	Postgraduate coursework
Agriculture and environmental studies	84.4	81.9
Architecture and built environment	69.6	72.5
Business and management	73.5	81.9
Communications	76.4	80.9
Computing and information systems	70.5	73.0
Creative arts	71.7	76.5
Dentistry	67.3	52.2
Engineering	70.8	75.4
Health services and support	75.0	82.3
Humanities, culture and social sciences	80.8	86.4
Law and paralegal studies	80.5	75.1
Medicine	81.9	76.8
Nursing	70.1	81.5
Pharmacy	82.1	85.3
Psychology	78.7	80.0
Rehabilitation	79.5	75.4
Science and mathematics	80.1	77.6

Table 18 / **Overall satisfaction by study level and study area, 2024 (% agreement)****(Continued)**

Study area	Undergraduate	Postgraduate coursework
Social work	77.8	80.2
Teacher education	71.4	80.3
Tourism, hospitality, personal services, sport and recreation	78.1	82.6
Veterinary science	72.7	56.1
All study areas	75.2	79.7
Standard deviation	5.0	8.5

## 5.2 Postgraduate research experience

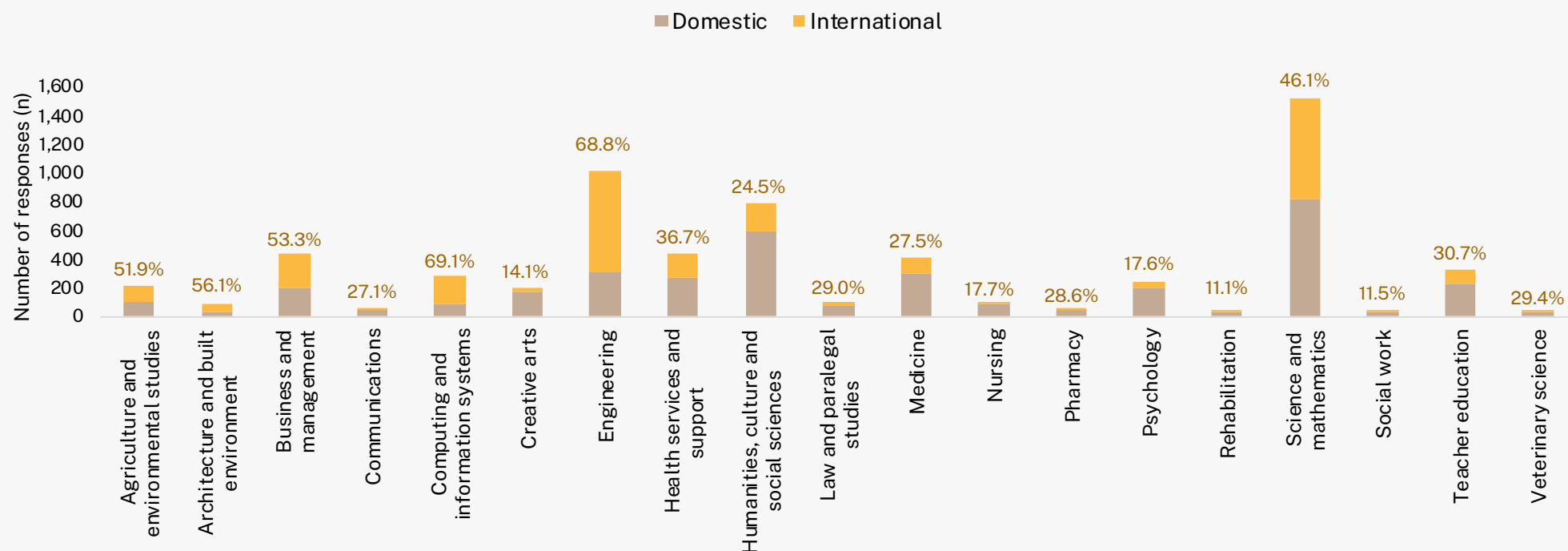
The Postgraduate Research Experience Questionnaire (PREQ) invites postgraduate research graduates to express their level of satisfaction with various aspects of their degree, 4 to 6 months after course completion. The PREQ reports on overall satisfaction as well as other items, grouped thematically under Supervision, Intellectual Climate, Skills Development, Infrastructure, Thesis Examination, Goals and Expectations and Industry and External Engagement.

Results are based on responses from both domestic and international graduates, with international graduates accounting for 42.8 per cent of the total postgraduate research responses in 2024. In general, international

postgraduate research graduates typically rate aspects of their course experience more positively than domestic graduates, in particular the Intellectual Climate, Infrastructure and Industry Engagement scales. Given their relative size, overall postgraduate research experience results can be influenced by the positive ratings of international graduates.

It should also be noted that the study area profile for postgraduate research graduates is quite different to that of undergraduates and postgraduate coursework graduates with the largest proportion of graduates from Science and mathematics, Engineering, and Humanities, culture and social sciences.

## Postgraduate research study area population sizes and proportion of international students within each study area (proportions based on responses to the 2024 GOS)



Scores for each scale can be influenced by the number and type of items included.<sup>24</sup> While the absolute level of each scale should be considered with a view to improvement, so too should trends and relative changes, as shown by **Figure 23**.

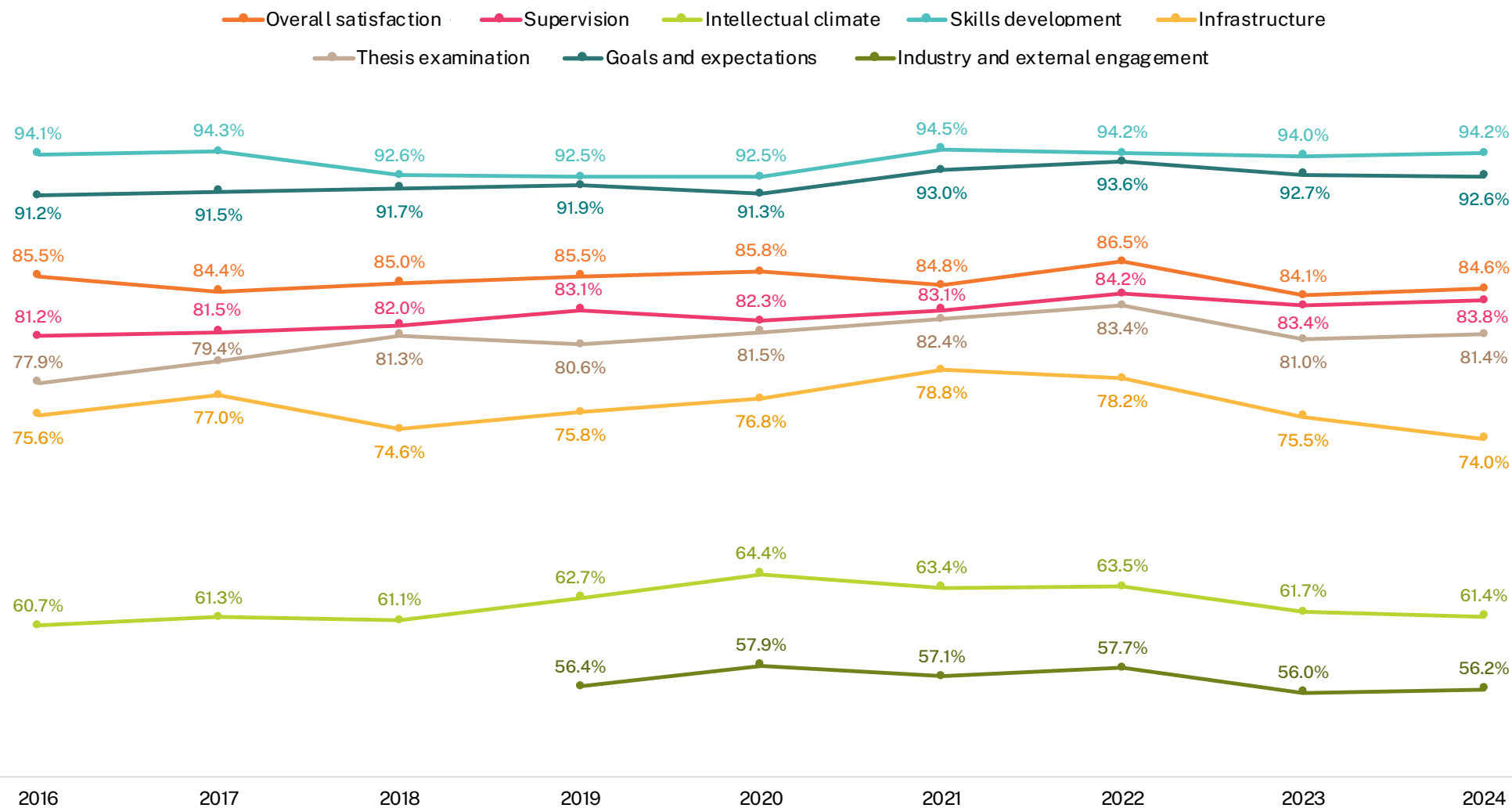
The percentage positive agreement with most aspects of the postgraduate research experience, as measured by the PREQ scales, remained steady between 2023 and 2024. This includes overall satisfaction among postgraduate research graduates in 2024, which was generally similar to the 2023 result – the lowest for this indicator since the

PREQ was first administered as part of the GOS in 2016. The Infrastructure scale continued to see declining scores (74.0 per cent in 2024, down from 75.5 per cent in 2023) and Intellectual Climate remained relatively low with a percentage positive agreement of 61.4 per cent in 2024, and Industry and External Engagement, remained steady with the lowest score of just 56.2 per cent.

<sup>24</sup> Refer to Appendix 3 for more information about the scales.

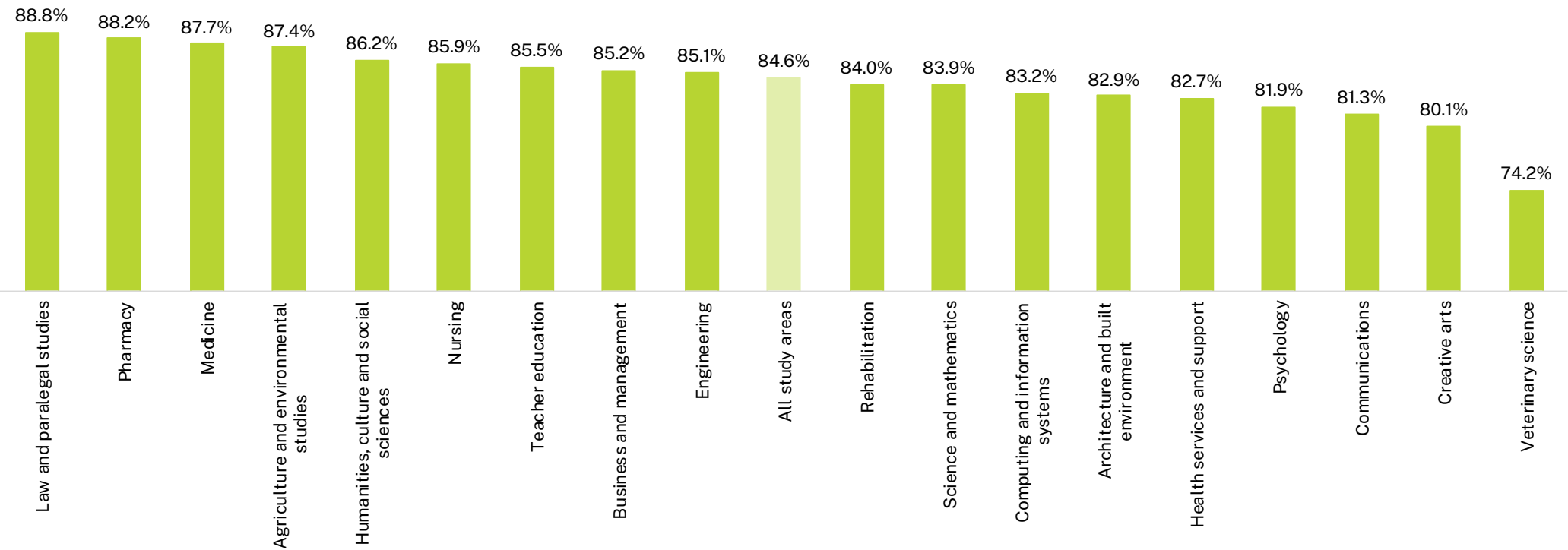


Figure 23 / Postgraduate research satisfaction, 2016–24 (% agreement)



While generally high, overall satisfaction ratings among postgraduate research graduates varied by study area (Figure 24). In 2024, 88.8 per cent of postgraduate research graduates from the Law and paralegal studies study area rated their overall experience positively. Veterinary science had the lowest rates of overall satisfaction among postgraduate research graduates, at 74.2 per cent.

Figure 24 / Postgraduate research graduates' overall satisfaction with course, by study area,\* 2024 (% agreement)



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

# Appendix 1: Methodological summary

## A1.1 Overview

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

Some graduates were affected by COVID-19 restrictions and related delays in visa processing. An allowance was made for the 2024 GOS to include international graduates

who had originally intended to complete their study onshore, but who ultimately completed their studies online from their home country.

Consistent with previous surveys in the series, the May collection round saw the highest overall response rate (39.3 per cent), followed by February (38.6 per cent) and November (37.1 per cent).

**Table 19** summarises participation in the 2024 GOS. A total of 335,153 graduates from 130 institutions, including all 42 universities and 88 NUHEIs, were approached to participate. From a final in-scope sample of 305,906

graduates, 117,794 responded – a response rate of 38.5 per cent. (This rate is slightly lower than for previous years: 38.7 per cent in 2023, 39.4 per cent in 2022, 40.4 per cent in 2021 and 42.3 per cent in 2020.)

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

Table 19 / 2024 GOS operational overview

	November 2023			February 2024			May 2024			Total collection 2024		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Number of participating institutions	42	70	112	34	46	80	42	75	117	42	88	130
Number of graduates approached	96,786	11,008	107,794	21,643	5,050	26,693	189,012	11,654	200,666	307,441	27,712	335,153
Final 'in-scope' sample	88,120	9,668	97,788	19,607	4,407	24,014	173,613	10,491	184,104	281,340	24,566	305,906
Number of completed surveys	32,824	3,419	36,243	7,742	1,537	9,279	68,251	4,021	72,272	108,817	8,977	117,794
Overall response rate	37.2%	35.4%	37.1%	39.5%	34.9%	38.6%	39.3%	38.3%	39.3%	38.7%	36.5%	38.5%

Analytic unit	Graduate
Mode of data collection	Online

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

A1.2 Data collection

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

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

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

Refer to the **2024 GOS Methodological Report** on the QILT website for further information about the target population definition, sample design and preparation, survey design and procedures, response maximisation strategies, data preparation processes, final field outcomes and response analysis. The report also provides a copy of the generic survey instrument (excluding institution-specific items) and screenshots of the survey. **Appendix 3** of this report summarises all items included in the 2024 GOS core instrument.

A1.3    Response rate by study level

When reviewing response rate by course level, postgraduate research had the highest response rate (65.0 per cent), followed by postgraduate coursework (38.0 per cent) and undergraduate (37.4 per cent) (**Table 20**).

Table 20 / 2024 GOS response rate by study level (%)

	November 2023			February 2024			May 2024			Total collection 2024		
	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total	Universities	NUHEIs	Total
Undergraduate	34.5	35.0	34.5	36.0	36.1	36.0	38.7	39.3	38.8	37.4	37.1	37.4
Postgraduate coursework	37.4	35.5	37.2	37.7	34.4	36.8	38.9	37.6	38.7	38.3	36.1	38.0
Postgraduate research	65.8	66.7	65.8	63.8	54.5	63.7	64.6	75.0	64.7	65.0	66.7	65.0

## A1.4 Response rate by institution

**Table 21** and **Table 22** show the final response rates<sup>25</sup> by universities and NUHEIs respectively. The two provider types had a similar overall response rate: 38.7 per cent for universities and 36.5 per cent for NUHEIs. Among individual institutions, the total collection response rate ranged from 53.6 per cent to 29.0 per cent for universities, and from 87.5 per cent to 21.3 per cent for NUHEIs.

Table 21 / **2024 GOS university response rates, all study levels (%)**

	November 2023	February 2024	May 2024	Total collection 2024
Australian Catholic University	41.6	38.9	35.7	36.9
Avondale University	n/a	n/a	44.8	45.0
Bond University	32.7	30.8	35.0	33.3
Central Queensland University	45.1	44.8	47.9	46.8
Charles Darwin University	43.8	48.7	53.4	49.4
Charles Sturt University	41.0	19.2	50.8	46.3
Curtin University	34.2		30.7	31.8
Deakin University	42.9	66.7	42.7	42.9
Edith Cowan University	43.2	42.4	42.6	42.8
Federation University Australia	37.2	42.1	41.9	40.7
Flinders University	48.5	45.8	44.8	45.7
Griffith University	36.4		38.5	37.7
James Cook University	48.6	49.1	43.2	45.2

<sup>25</sup> 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 21 / **2024 GOS university response rates, all study levels (%)****(Continued)**

	November 2023	February 2024	May 2024	Total collection 2024
La Trobe University	34.8	37.1	38.5	37.5
Macquarie University	32.2	39.6	39.9	37.2
Monash University	37.2	46.9	39.3	39.1
Murdoch University	37.4	38.1	44.8	42.2
Queensland University of Technology	41.0	45.8	43.2	42.6
RMIT University	37.9	50.3	39.5	39.6
Southern Cross University	35.2	37.8	40.5	38.5
Swinburne University of Technology	37.2		39.4	38.6
The Australian National University	32.3	35.7	35.6	34.2
The University of Adelaide	39.8	51.1	42.5	42.1
The University of Melbourne	43.0	46.8	41.3	42.1
The University of Notre Dame Australia	36.7	35.2	38.7	38.0
The University of Queensland	29.4	61.7	35.0	33.3
The University of South Australia	35.6		40.2	38.9
The University of Sydney	27.4	31.1	34.5	31.7
The University of Western Australia	33.4	50.6	34.9	34.9
Torrens University	48.5	44.9	53.4	49.4
University of Canberra	36.1		42.9	40.8

Table 21 / **2024 GOS university response rates, all study levels (%)****(Continued)**

	November 2023	February 2024	May 2024	Total collection 2024
University of Divinity	61.0	70.4	49.4	53.6
University of New England	49.6	55.2	56.3	53.6
University of New South Wales	31.3	24.9	30.2	29.0
University of Newcastle	33.4		32.4	32.6
University of Southern Queensland	51.3		48.7	49.4
University of Tasmania	46.1	51.4	45.1	45.5
University of Technology Sydney	30.4	38.5	31.9	31.6
University of the Sunshine Coast	49.2	44.4	41.6	44.0
University of Wollongong	36.6		35.5	35.8
Victoria University	42.1	51.0	38.8	41.7
Western Sydney University	31.8	31.6	38.1	35.2
<b>All Universities</b>	<b>37.2</b>	<b>39.5</b>	<b>39.3</b>	<b>38.7</b>

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



Table 22 / **2024 GOS NUHEI response rates, all study levels (%)**

	November 2023	February 2024	May 2024	Total collection 2024
Academies Australasia Polytechnic Pty Limited	60.5	41.9		52.2
Academy of Interactive Technology	43.2	34.2	n/a	40.2
ACAP University College	44.1	44.2	60.0	44.3
Acknowledge Education	50.6	29.5	31.0	38.4
Adelaide Central School of Art			58.1	58.1
Adelaide Institute of Higher Education	n/a	0.0	n/a	n/a
Alphacrucis University College	33.5		42.0	36.2
Asia Pacific International College	34.9	18.0	48.0	33.0
Australasian College of Health and Wellness	40.0	34.9	41.6	39.6
Australia Advance Education Group Pty Ltd	37.1	48.0	n/a	38.3
Australian Academy of Music and Performing Arts	30.0		37.5	33.3
Australian College of Christian Studies			39.4	39.4
Australian College of Nursing	39.1	40.7	49.8	43.8
Australian University of Theology*	39.0	47.9	51.3	49.3
Australian Institute of Business Pty Ltd	41.9	48.3	48.3	45.7
Australian Institute of Higher Education	28.5		33.3	29.8
Australian Institute of Management Education & Training	56.9	53.2	47.5	53.0
Australian Institute of Professional Counsellors		n/a		n/a

Table 22 / 2024 GOS NUHEI response rates, all study levels (%)

(Continued)

	November 2023	February 2024	May 2024	Total collection 2024
BBI – The Australian Institute of Theological Education	25.0			25.0
Box Hill Institute	30.0	45.5	47.7	41.2
CIC Higher Education	31.3	n/a	83.3	46.9
Campion College Australia			30.3	30.3
Chartered Accountants Australia and New Zealand	23.9		25.1	24.9
Chisholm Institute	42.2	n/a	48.9	44.6
Christian Heritage College	51.9			51.9
Collarts (Australian College of the Arts)	27.3	51.7	36.2	37.1
Crown Institute of Higher Education Pty Ltd			36.1	36.1
Eastern College Australia			69.2	69.2
Endeavour College of Natural Health			38.9	38.9
Engineering Institute of Technology	40.0	50.0	71.8	58.1
Excelsia University College	37.2	24.0	46.1	41.1
Gestalt Therapy Brisbane			60.0	60.0
Governance Institute of Australia	51.8		45.2	48.1
HEPCO The Tax Institute Higher Education	n/a	41.7	62.5	46.3
Health Education & Training Institute	n/a	0.0	55.4	47.8
Holmes Institute	37.5		42.5	39.6

Table 22 / 2024 GOS NUHEI response rates, all study levels (%)

(Continued)

	November 2023	February 2024	May 2024	Total collection 2024
Holmesglen Institute	25.0	0.0	35.6	31.7
ICHM	50.0	n/a	47.4	47.6
ISN Psychology Pty Ltd	40.9		38.7	39.6
Ikon Institute of Australia	56.5			56.5
Institute of Health & Management Pty Ltd	58.7	60.7	44.1	54.6
International College of Management, Sydney	35.7	31.6	37.2	34.9
Jazz Music Institute			60.0	60.0
Kaplan Business School	34.0	41.7	40.5	38.8
Kaplan Higher Education Pty Ltd	27.1	27.5	27.4	27.3
King's Own Institute	42.9	49.2		45.0
LCI Melbourne	33.3		47.4	39.1
Le Cordon Bleu Australia	n/a	n/a	38.1	37.5
Leaders Institute	87.5			87.5
Leo Cussen Centre for Law	26.0	27.8	38.5	32.6
Lyons College		n/a		n/a
Marcus Oldham College			50.0	50.0
Melbourne Institute of Technology	35.7		35.4	35.5
Melbourne Polytechnic	27.0	n/a	42.5	34.6

Table 22 / 2024 GOS NUHEI response rates, all study levels (%)

(Continued)

	November 2023	February 2024	May 2024	Total collection 2024
Montessori World Educational Institute (Australia)			50.0	50.0
Moore Theological College	n/a		44.6	44.3
Morling College			61.7	61.7
Nan Tien Institute	66.7	n/a	n/a	58.3
National Art School			50.4	50.4
National Institute of Organisation Dynamics Australia			n/a	n/a
Oxford Institute of Higher Education	n/a		n/a	71.4
Performing Arts Education	n/a		100.0	69.2
Perth Bible College	n/a	n/a	n/a	58.3
Polytechnic Institute Australia Pty Ltd	19.4	31.1	28.1	27.1
SAE University College	26.9	36.4	36.7	33.2
SP Jain School of Management	35.7			35.7
Sheridan Institute of Higher Education	n/a		84.6	75.0
Southern Cross Education Institute (Higher Education)	33.9	n/a		32.9
Stanley College		43.8	60.0	51.6
Sydney College of Divinity	37.6			37.6
TAFE NSW	36.8		42.4	40.1
TAFE Queensland	36.0		44.4	42.0

Table 22 / 2024 GOS NUHEI response rates, all study levels (%)

(Continued)

	November 2023	February 2024	May 2024	Total collection 2024
TAFE South Australia	46.7	n/a	40.0	44.9
Tabor College of Higher Education	55.6	65.9	59.3	60.5
The Australian College of Physical Education	25.9		42.0	37.5
The Australian Institute of Music	n/a	46.2	48.8	46.2
The Cairnmillar Institute	35.6	54.5	51.6	48.3
The College of Law Limited	27.3	24.3	31.5	27.3
The Institute of Creative Arts and Technology	n/a	30.0	40.0	37.9
The Institute of Internal Auditors – Australia	83.3		73.3	77.8
The MIECAT Institute	43.2	n/a		44.4
UOW College	n/a		36.4	21.3
UTS College	36.8	28.0	34.5	34.7
VIT (Victorian Institute of Technology)	57.5		78.3	66.9
Wentworth Institute of Higher Education	36.4			36.4
Whitehouse Institute of Design, Australia			37.5	37.5
William Angliss Institute	20.6		38.3	28.9
All NUHEIs	35.4	34.9	38.3	36.5

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

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

A1.5 Data representativeness

In terms of ‘Total Survey Error’, response rates are less important than the ‘representativeness’ of the respondent profile. To investigate the extent to which those who responded to the 2024 GOS were representative of the in-scope population, respondent characteristics are presented alongside population parameters in **Table 23**.

Some groups in the achieved sample closely represented the proportion of that group in the in-scope population. Combined course of study indicator and First Nations status were both particularly well-matched.

As in past years, groups with a higher propensity to respond in the 2024 GOS included postgraduate research graduates, females, external (including distance education) graduates, those attending part-time, those who mainly speak English at home, domestic residents, and graduates who were classified as first in family, those from low SES and from regional/remote areas.

Males were among the groups with a lower propensity to respond in the 2024 GOS –by 4.1 percentage points in comparison to women, though this was similar to prior

years of the GOS. Future GOS collection cycles should continue to explore strategies to better engage males.

International graduates and those who spoke a language other than English at home also had a lower propensity to respond, with differences to their comparison group of 4.1 and 2.9 percentage points respectively.

Table 23 / 2024 GOS population parameters by subgroup and response characteristics

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Base	305,906	100.00	117,794	100.00
Level				
Undergraduate	172,063	56.2	64,306	54.6
Postgraduate coursework	124,086	40.6	47,147	40.0
Postgraduate research	9,757	3.2	6,341	5.4
Gender				
Male	122,081	40.0	42,164	35.9
Female	183,134	60.0	75,276	64.1

Table 23 / 2024 GOS population parameters by subgroup and response characteristics

(Continued)

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
<b>Combined course of study indicator</b>				
Combined/double degree	17,135	5.6	6,735	5.7
Single degree	288,771	94.4	111,059	94.3
<b>First Nations</b>				
First Nations	3,500	1.1	1,593	1.4
Non-Indigenous	302,406	98.9	116,201	98.7
<b>Study mode*</b>				
Internal/multi-mode	228,431	76.7	84,829	74.0
External study mode	69,344	23.3	29,794	26.0
<b>Type of attendance code</b>				
Full-time	215,782	71.7	79,865	68.9
Part-time	85,255	28.3	36,049	31.1
<b>Home language</b>				
English	245,917	80.4	98,154	83.3
Other	59,989	19.6	19,640	16.7
<b>Citizen/resident indicator</b>				
Domestic	214,155	70.0	87,300	74.1
International	91,747	30.0	30,491	25.9

Table 23 / 2024 GOS population parameters by subgroup and response characteristics

(Continued)

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
<b>First in family status**</b>				
First in family	88,212	40.1	35,864	41.9
Not first in family	132,053	60.0	49,805	58.1
<b>Socio-economic status***</b>				
High	65,582	36.3	26,079	35.5
Medium	89,438	49.5	36,442	49.7
Low	25,484	14.1	10,860	14.8
<b>Location*** †</b>				
Metropolitan	145,486	81.1	57,361	78.7
Regional/remote	33,905	14.2	15,551	14.9

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

\* 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.

\*\* First in family refers to the graduate attaining a bachelor degree level qualification when their parent(s) or guardian(s) have not. 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.

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

\*\*\*\* 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 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.

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



In terms of study area, the achieved respondent profile in 2024 closely matched the in-scope survey population (**Table 24**). This was also the case in the 2023 GOS.

Graduates with a higher propensity to respond in the 2024 GOS were from the study areas of Humanities, culture and social sciences, and Science and mathematics. Graduates from Business and management continued to show

the lowest propensity to respond, followed by Law and paralegal studies.

Future GOS collections could continue to trial tailored email content for graduates from the Business and management and Law and paralegal studies study areas. Institutions could be encouraged to seek to increase faculties’ engagement with students about the GOS *before* graduation.

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

Table 24 / **2024 GOS population parameters by study area and response characteristics**

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Agriculture and environmental studies	3,777	1.2	1,882	1.6
Architecture and built environment	8,304	2.7	2,814	2.4
Business and management	66,468	21.7	20,673	17.6
Communications	7,425	2.4	2,601	2.2
Computing and information systems	20,594	6.7	7,884	6.7
Creative arts	9,295	3.0	3,636	3.1
Dentistry	1,081	0.4	368	0.3
Engineering	17,009	5.6	6,690	5.7
Health services and support	20,416	6.7	8,681	7.4
Humanities, culture and social sciences	21,831	7.1	9,639	8.2
Law and paralegal studies	16,011	5.2	5,670	4.8
Medicine	5,564	1.8	1,954	1.7
Nursing	27,758	9.1	11,165	9.5

Table 24 / 2024 GOS population parameters by study area and response characteristics

(Continued)

	In-scope sample (n)	In-scope sample (%)	Respondents (n)	Respondents (%)
Pharmacy	1,892	0.6	667	0.6
Psychology	12,565	4.1	5,653	4.8
Rehabilitation	4,109	1.3	1,422	1.2
Science and mathematics	24,658	8.1	10,860	9.2
Social work	8,254	2.7	4,027	3.4
Teacher education	26,978	8.8	10,791	9.2
Tourism, hospitality, personal services, sport and recreation	856	0.3	261	0.2
Veterinary science	1,061	0.4	456	0.4
Total	305,906	100.0	117,794	100.0

# Appendix 2: Labour market and graduate satisfaction definitions

The 2024 GOS 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 25**.

Table 25 / Indicator definitions	
Indicator/element	In-scope sample (n)
Employed	Graduates who were usually or actually in paid employment for one or more hours in the week before the survey
Employed full-time	Graduates who were usually or actually in paid employment for at least 35 hours per week in the week before the survey.
Available for employment	Graduates who were employed, looking for employment or waiting to start a job in the week prior to the survey.
Available for full-time employment	Graduates who were employed full-time or looking for full-time employment in the week prior to the survey. This includes those in part-time employment and looking for full-time work in the week prior to the survey.
Underemployed	Graduates who were usually or actually in paid employment for fewer than 35 hours per week, in the week before the survey, and who would prefer to work additional hours regardless of if they were available to work those additional hours.
Overall employment rate	Graduates employed for one or more hours, as a proportion of those available for employment.
Full-time employment rate	Graduates employed full-time, as a proportion of those available for full-time work. Note that some graduates available for full-time work may be in part-time employment and looking for full-time work.
Labour force participation rate	Graduates available for employment, as a proportion of all graduates.
Median salary	The median annual salary of graduates employed full-time.
Full-time study rate	Graduates who reported being in full-time study, as a proportion of all graduates.

Table 25 / Indicator definitions

(Continued)

Indicator/element	In-scope sample (n)
Overall course satisfaction indicator (Undergraduate and postgraduate coursework)	The proportion of graduates who 'agreed' or 'strongly agreed' that they were satisfied with the overall quality of their course.
Postgraduate research graduate satisfaction:	
<ul style="list-style-type: none"> <li>• Overall satisfaction</li> <li>• Intellectual climate</li> <li>• Infrastructure</li> <li>• Goals and expectations</li> <li>• Supervision</li> <li>• Skills development</li> <li>• Thesis examination and industry, and</li> <li>• External engagement.</li> </ul>	Calculated from multiple survey items, representing the proportion of graduates who gave a positive response to items associated with each aspect of their higher degree by research (HDR) experience. (See Appendix 4 for further details)

## A2.1 Examples of graduate labour market outcomes

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

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

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

**Dilek** is studying full-time and is neither working nor looking for work. Dilek is 'not available for employment' and therefore is not counted towards the labour force participation rate. However, Dilek is counted towards the full-time study rate.

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

# Appendix 3: GOS questionnaire

## A3.1 Core instrument

**Table 26** summarises all items included in the 2024 GOS core instrument. A copy of the core survey instrument (which excludes any institution-specific items) and screenshots of the survey is included in the 2024 GOS Methodological Report.

Table 26 / Questionnaire item summary		
Question ID	Question	Response frame
Module A: Screening and confirmation		
Module B: Labour Force		
PREWORKED	<p>Next we would like to understand what you are currently doing in terms of work and study. A number of questions may seem similar, however these items are based on the Australian Bureau of Statistics (ABS) Labour Force Survey. Using the ABS approach means the information you provide is more robust and able to be compared to national employment statistics.</p> <p>We understand many people have experienced disruptions to their employment due to COVID-19. The Australian Government is still interested in understanding current employment situations.</p>	
WORKED	<p>Thinking about last week, the week starting &lt;daystart&gt;, &lt;datestart&gt; and ending last &lt;dayend&gt;, &lt;dateend&gt;.</p> <p>Last week, did you do any work at all in a job, business or farm?</p>	<p>1. Yes 5. No 6. Permanently unable to work 7. Permanently not intending to work *(DISPLAY IF AGE&gt;64)</p>
WWOPAY	<p>Last week, did you do any work without pay in a family business?</p>	<p>1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE&gt;64)</p>
AWAYWORK	<p>Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?</p> <p>Please note, if you were stood down or away from your job due to the impact of COVID-19 select 'Yes'</p>	<p>1. Yes 5. No 6. Permanently not intending to work *(DISPLAY IF AGE&gt;64)</p>

Table 26 / Questionnaire item summary

(Continued)

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

Table 26 / Questionnaire item summary

(Continued)

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

Table 26 / Questionnaire item summary

(Continued)

Question ID	Question	Response frame
RSNOMORE	You mentioned that you are <b>not</b> looking to work more hours. What is the <b>main reason</b> 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 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 12. I'm satisfied with the number of hours I work 13. No more hours available in current position 15. Due to contract restrictions 16. Pursuing other interests/commitments in spare time 17. Waiting for accreditation/registration 11. Other (Please specify)
RSMORE	You mentioned that you are looking to work more hours. What is the <b>main reason</b> 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 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. No more hours available in current position 14. Financial reasons 15. Due to visa restrictions/waiting for permanent residency 16. Waiting for accreditation/registration 11. Other (Please specify)
OCC	What is your occupation in your <b>&lt;main job/job/business&gt;</b> ?  Please start typing the name of your occupation in the text box and select the correct one, or enter in full.	1. (Predictive verbatim text box) *PROGRAMMER NOTE: USE OCCUPATION LOOKUP LIST
DUTIES	What are your main tasks and duties?	1. (verbatim text box)
EMPLOYER	What is the <b>name of your &lt;employer/business&gt;</b> ?  Please start typing the name of your employer in the text box and select the correct one, or enter in full.	1. (verbatim text box)



Table 26 / Questionnaire item summary

(Continued)

Question ID	Question	Response frame
INDUSTRY	What kind of <b>business or service</b> is carried out by your <employer at the place where you work/business>?	1. (verbatim text box) 90.Other (Please specify)
SECTOR	In what sector are you wholly or mainly employed?	1. Public or government 2. Private 3. Not-for-profit
INAUST	Are you working in Australia?	1. Yes 2. No 3. Not sure
EMPSTATE	In which state or territory is your <employer/business> currently located?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know
LOCATION	And what is the postcode of your <employer/business>?	1. (Predictive verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure
COUNTRYx	In which country is your <employer/business> mainly based?	1. (Predictive text verbatim text box) *PROGRAMMER NOTE: USE SACC COUNTRY LIST & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY
CURCOUNTRY	Do you currently live in Australia or Overseas?	1. Australia 2. Overseas
CURSTATE	In which state or territory do you usually live?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know

Table 26 / Questionnaire item summary

(Continued)

Question ID	Question	Response frame
CURPCODE	What is the postcode or suburb where you usually live?	1. (verbatim text box) *PROGRAMMER NOTE USE POSTCODE LOOKUP LIST 2. Not sure
OSCOUNTRY	In which country do you currently live?  Please start typing the country name in the text box and select the correct one, or enter in full.	1. <Predictive text verbatim text box> *PROGRAMMER NOTE: USE SACC COUNTRY LIST & SUPPRESS AUSTRALIA CODE (1101) FROM DISPLAY
EMP12	Have you worked <for your employer/in your business> for 12 months or more?	1. Yes, more than 12 months 5. No, less than 12 months
EMPMTHS	How many months have you worked <for your employer/in your business>?	1. Enter number of months (NUMERIC, RANGE 1-12)
EMPYRS	How many years have you worked <for your employer/in your business>?	1. Enter number of years (NUMERIC, RANGE 1-49)
FFTJOB	Is this your first full-time job?	1. Yes 2. No
SALARYA	In Australian dollars, how much do you usually earn in <IF MORE1JOB=5: this job/IF MORE1JOB=1: all your jobs>, before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).	1. Amount per <b>hour</b> (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per <b>day</b> (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each <b>week</b> (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each <b>fortnight</b> (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each <b>month</b> (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each <b>year</b> (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know
SALARYB	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in < IF MORE1JOB=5: this job/ IF MORE1JOB=1: <b>all your jobs</b> >, per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know

Table 26 / Questionnaire item summary

(Continued)

Question ID	Question	Response frame
SALARYC	And in <b>Australian dollars</b> , how much do you usually earn in your <b>main job</b> , before tax or anything else is taken out? Please make only one selection.	1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know
SALARYD	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know
SALCONF1	Sorry but the salary you entered for your <b>main job</b> is higher than the salary you entered for <b>all your jobs</b> . Please select the best option for how much you would usually earn in your <b>main job</b> , per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know

Question ID	Question	Response frame
SALCONF2	And which of the following would you usually earn in your <b>all your jobs</b> , per annum before tax or anything else was taken out?	<div><div>1. \$1 - \$9,999</div><div>2. \$10,000 - \$19,999</div><div>3. \$20,000 - \$29,999</div><div>4. \$30,000 - \$39,999</div><div>5. \$40,000 - \$49,999</div><div>6. \$50,000 - \$59,999</div><div>7. \$60,000 - \$79,999</div><div>8. \$80,000 - \$99,999</div><div>9. \$100,000 - \$124,999</div><div>10. \$125,000 - \$149,999</div><div>11. \$150,000 or more</div><div>12. Don't know</div></div>

Table 26 / Questionnaire item summary

(Continued)

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

Table 26 / Questionnaire item summary

(Continued)

Question ID	Question	Response frame
FINDJOB	How did you first find out about this job?	<ol style="list-style-type: none"> <li>1. University or college careers service</li> <li>2. Careers fair or information session</li> <li>3. Other university or college source (such as faculties or lecturers or student society)</li> <li>4. Advertisement in a newspaper or other print media</li> <li>5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs)</li> <li>6. Via resume posted on the internet</li> <li>7. Family or friends</li> <li>8. Approached employer directly</li> <li>9. Approached by an employer</li> <li>10. Employment/Recruitment agency</li> <li>11. Work contacts or networks</li> <li>12. Social media</li> <li>17. An employer promotional event</li> <li>14. Graduate program / internship / work placement</li> <li>13. Other (Please specify)</li> </ol>
SPOQ	<p>The following statements are about your skills, abilities and education. Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.</p> <p>(STATEMENTS)</p> <ol style="list-style-type: none"> <li>a) My job requires less education than I have</li> <li>b) I have more job skills than are required for this job</li> <li>c) Someone with less education than myself could perform well on my job</li> <li>d) My previous training is being fully utilised on this job</li> <li>e) I have more knowledge than I need in order to do my job</li> <li>f) My education level is above the level required to do my job</li> <li>g) Someone with less work experience than myself could do my job just as well</li> <li>h) I have more abilities than I need in order to do my job</li> </ol>	<ol style="list-style-type: none"> <li>1. Strongly disagree</li> <li>2. Disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Agree</li> <li>5. Strongly agree</li> </ol>

Table 26 / Questionnaire item summary

(Continued)

Question ID	Question	Response frame
RSOVRQ	Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education? <i>Please select only one answer.</i>	1. No suitable jobs in my local area 2. No jobs with a suitable number of hours 3. No suitable jobs in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 9. Caring for children 10. Studying 12. I'm satisfied with my current job 13. I had to change jobs due to COVID-19 14. Not enough work experience 15. Entry level job/career stepping stone 16. Changing jobs/Careers 17. Do not have permanent residency 18. For financial reasons 11. Other (Please specify)
<b>Module C: Further study</b>		
FURSTUD	Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	1. Yes – full-time 2. Yes – part-time 5. No
FURNEW	Are you <b>currently studying in a new course</b> after completing your <E308>?	1. Yes 2. No
FURINST	What is the name of the <b>institution</b> where you are currently studying?	1. <look up list> *PROGRAMMER NOTE: USE FURINST LOOKUP LIST
FURQUAL	What is the full title of the <b>qualification</b> you are currently studying?	1. (verbatim text box)

Table 26 / Questionnaire item summary

(Continued)

Question ID	Question	Response frame
FURFOE	What is your <b>main field of education</b> for this <b>qualification</b> ?	<ol style="list-style-type: none"> <li>1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science)</li> <li>2. Information Technology</li> <li>3. Engineering and Related Technologies</li> <li>4. Architecture and Building</li> <li>5. Agriculture Environmental and Related Studies</li> <li>6. Health (incl. Nursing, Veterinary, Pharmacy)</li> <li>7. Education</li> <li>8. Management and Commerce (incl. Accounting, Business, Finance, Marketing)</li> <li>9. Society and Culture (incl. Law, Psychology, Economics, Social and Political Sciences)</li> <li>10. Creative Arts</li> <li>11. Food, Hospitality and Personal Services</li> <li>12. Mixed field qualification</li> <li>13. Other (Please specify)</li> </ol>
FURLEV	What is the <b>level</b> of this qualification?	<ol style="list-style-type: none"> <li>1. Higher Doctorate</li> <li>2. Doctorate by Research</li> <li>3. Doctorate by Coursework</li> <li>4. Master Degree by Research</li> <li>5. Master Degree by Coursework</li> <li>6. Graduate Diploma</li> <li>7. Graduate Certificate</li> <li>8. Bachelor (Honours) Degree</li> <li>9. Bachelor (Pass) Degree</li> <li>10. Advanced Diploma</li> <li>11. Associate Degree</li> <li>12. Diploma</li> <li>13. Non-award course</li> <li>14. Bridging and Enabling course</li> <li>15. Certificate I-IV</li> </ol>



Table 26 / Questionnaire item summary

(Continued)

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

Table 26 / Questionnaire item summary

(Continued)

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

Table 26 / Questionnaire item summary

(Continued)

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

Table 26 / Questionnaire item summary

(Continued)

Question ID	Question	Response frame
INTLEARN	Did you participate in other types of work-integrated learning (e.g. placements, practicums, consultancies, industry research projects) as part of your <FinalCourseA/FinalCourseB>?	1. Yes 2. No 3. Not applicable
TRAINING	Did your <FinalCourseA/FinalCourseB> include training in... (STATEMENTS) Pgreslink101/IPA Intellectual property awareness Pgreslink102/BUSMAN Business management Pgreslink103/ENTPNR Entrepreneurship	1. Yes 2. No 3. Don't know
COFUND	Was your <FinalCourseA/FinalCourseB> jointly supervised or co-funded by an industry partner? Please select all that apply.	1/JOINTSUP. Yes it was jointly supervised 2/COFUND. Yes it was co-funded 3/NOJSCF. No *(EXCLUSIVE) 4/DKJSCF. Don't know *(EXCLUSIVE)

**Module G: Contact details**

CONTACT	<p>In a couple of years' time, we are undertaking a follow up survey with graduates to see how their career has developed.</p> <p>Do you consent to being invited to participate in this important future research?</p> <p>For further information on the survey please click here (link to: <a href="https://www.qilt.edu.au/survey-participants/gos-l-participants">https://www.qilt.edu.au/survey-participants/gos-l-participants</a>).</p>	1. Yes 2. No
CONTACT2	The Department of Education is undertaking some research into why graduates chose to study their <COURSE>. Do you consent to being contacted in future to participate in this research?	1. Yes 2. No
ALUMNI	Do you consent to your details being passed on to your Alumni services at your institution for them to update your details?	1. Yes 2. No
Email/EMAIL	We would like to make sure all your contact information is up to date. Is the email address below a permanent email address that we can use in the future?	1. Permanent email address is as above 2. Enter new permanent email address (verbatim text box) 3. Don't have a permanent email address 4. Do not wish to be re-contacted by email

Table 26 / Questionnaire item summary

(Continued)

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

### A3.2 Additional items

A total of 17 institutions (15 universities and 2 NUHEIs) included institution-specific items in the 2024 GOS. Institution-specific items can be the same or a variation on questions included in prior years, or new questions entirely. Some of the content covered by institution-specific items included questions relating to the net promoter score, work preparedness, further study plans, time spent in internships, volunteering and other co-curricular activities, and the likelihood of recommending the course or institution to others. These institution-specific items were presented to graduates after the core instrument.

A statement ('The following items have been included by <INSTITUTION NAME> to gather feedback from recent graduates on issues important to their institution') was added before the items to further distinguish between the core instrument and any additional items.

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

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

# Appendix 4: Postgraduate Research Experience Questionnaire (PREQ)

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

The survey instrument was revised in 2018 following a review by the Australian Council for Educational Research (ACER) on behalf of the Australian Government Department of Education. A summary of this review is available on the QILT website.

The PREQ asks HDR graduates to rate their level of agreement with a series of 32 items on a five-point scale. These items are used to compute seven scales and include a single-item overall satisfaction indicator. A description of each of these scales is given in **Table 27** and the items are listed in **Table 28**.

Table 27 / **Description of PREQ scales**

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

Table 28 / PREQ items and scales

Scale	#	Item	Response options
Supervision	PREQ01	Supervision was available when I needed it	'Strongly agree' 'Agree' 'Neither agree nor disagree' 'Disagree' 'Strongly disagree'
	PREQ07	My supervisor(s) made a real effort to understand difficulties I faced	
	PREQ13	My supervisor(s) provided additional information relevant to my topic	
	PREQ17	I was given good guidance in topic selection and refinement	
	PREQ21	My supervisor(s) provided helpful feedback on my progress	
	PREQ24	I received good guidance in my literature search	
Intellectual climate	PREQ05	The department provided opportunities for social contact with other postgraduate students	
	PREQ09	I was integrated into the department's community	
	PREQ16	The department provided opportunities for me to become involved in the broader research culture	
	PREQ22	A good seminar program for postgraduate students was provided	
	PREQ23	The research environment in the department or faculty stimulated my work	

Table 28 / PREQ items and scales

(Continued)

Scale	#	Item	Response options
Skill development	PREQ06	My research further developed my problem-solving skills	
	PREQ10	I learned to develop my ideas and present them in my written work	
	PREQ14	My research sharpened my analytical skills	
	PREQ20	Doing my research helped me to develop my ability to plan my own work	
	PREQ26	As a result of my research, I feel confident about tackling unfamiliar problems	
	PREQ30	I improved my ability to design and implement projects effectively	
Infrastructure	PREQ03	I had access to a suitable working space	
	PREQ08	I had good access to the technical support I needed	
	PREQ12	I was able to organise good access to necessary equipment	
	PREQ18	I had good access to computing facilities and services	
	PREQ27	There was appropriate financial support for research activities	
Thesis examination	PREQ02	The thesis examination process was fair	
	PREQ15	I was satisfied with the thesis examination process	
	PREQ25	The examination of my thesis was completed in a reasonable time	



Table 28 / PREQ items and scales

(Continued)

Scale	#	Item	Response options
Goals and expectations	PREQ04	I developed an understanding of the standard of work expected	
	PREQ11	I understood the required standard for the thesis	
	PREQ19	I understood the requirements of thesis examination	
Industry engagement	PREQ29	I am confident that I can apply my skills outside the university sector	
	PREQ31	I had opportunities to develop professional connections outside the university sector	
	PREQ32	I had opportunities to work on research problems with businesses, governments, communities or organisations outside the university sector	
Overall satisfaction	PREQ28	Overall, I was satisfied with the quality of my higher degree research experience	

Scores for each scale are computed as the mean of the constituent item scores. A scale score is only computed for respondents who have a valid item score for at least four Supervision items, four Intellectual Climate items, six Skill Development items, four Infrastructure items, two Thesis Examination items, two Goals and Expectations items and two Industry Engagement items, respectively.

The reporting metric for the PREQ scales is the percentage of graduates in agreement with the aspect of the experience. Therefore, calculated variables must be created

for each scale. The percentage of graduates in agreement with each aspect of the postgraduate research experience reflects the percentage of graduates who achieved a threshold scale score of 3.5 or greater. At the individual response level, an agreement response is represented by a binary variable whereby a score of 100 is assigned to an overall mean of 3.5 or above and is deemed 'in agreement', or a score of zero is assigned to all other cases where valid data is present that is deemed 'not in agreement'.

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

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

## Appendix 5: 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).<sup>26</sup> This is an adjusted version of the previously used Wald method to accommodate a wider range of sample sizes and to produce intervals that more consistently reflect the desired level of confidence.

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

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

where  $p$  is the ratio of the number of positive responses for the measure of interest  $n_1$  to the total number of valid responses ( $n$ ) and  $z$  is the quantile of the standard normal distribution (1.645 for a 90 per cent level of confidence).

The Agresti-Coull method involves increasing the total number of responses to yield an adjusted proportion, given respectively by  $\tilde{n} = n + z^2$  and  $\tilde{p} = \frac{1}{\tilde{n}}(n_1 + \frac{z^2}{2})$

The adjusted confidence interval then becomes:

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

It is common to deflate the confidence interval for situations where the responding sample is relatively large compared to the population, as is the case for the Graduate Outcomes Survey (GOS). This is done by multiplying the term to the right of the  $\pm$  symbol by a finite population correction factor, given as  $\sqrt{1 - \frac{n}{N}}$

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

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

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

<sup>26</sup> 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 6: Study area concordance

Study areas for the QILT surveys, including the GOS, are defined in accordance with the ABS Australian Standard Classification of Education (ASCED). The QILT website, and this report generally, use 21 aggregated study areas as the basis of analysis. Targets for data collection are based on 45 study areas. Concordance between these study areas and ASCED fields are listed below in **Table 29**. Details of the fields of education are available from the ABS website.

Table 29 / **Study area concordance**

Study Area		Study Area 45		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 29 / Study area concordance

(Continued)

Study Area		Study Area 45		Broad Field of Education	Detailed Field of Education
3	Engineering	6	Engineering-Other	03 Engineering and related technologies	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering-Process and Resources	03 Engineering and related technologies	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering-Mechanical	03 Engineering and related technologies	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering-Civil	03 Engineering and related technologies	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering-Electrical and Electronic	03 Engineering and related technologies	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering-Aerospace	03 Engineering and related technologies	031500, 031501, 031503, 031505, 031507, 031599
4	Architecture and built environment	12	Architecture and Urban Environments	04 Architecture and building	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building and Construction	04 Architecture and building	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture and environmental studies	14	Agriculture and Forestry	05 Architecture, environmental and related studies	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	05 Architecture, environmental and related studies	050900, 050901, 050999

Table 29 / Study area concordance

(Continued)

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

Table 29 / Study area concordance

(Continued)

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

Table 29 / Study area concordance

(Continued)

Study Area		Study Area 45		Broad Field of Education	Detailed Field of Education
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	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
				11 Food, hospitality and personal services	
				12 Mixed Field	

# Appendix 7: Additional tables and figures

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

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

## A7.1 GOS results

### A7.1.1 Labour force outcomes

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

Table 30 / Tables and figures associated with labour force outcomes

Report reference	Sheet name	Table title
Table 08	OVERALL_ALL_ALL_2Y_HEPTYPE	Employment (FTE, OE, LF, SAL) and study outcomes among all course levels from all provider types by 2023-2024
Table 07	SAL_UG_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by study area
	SAL_PGC_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by study area
	SAL_PGR_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by study area
Figure 09	SAL_UG_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by demographic group
Figure 09	SAL_PGC_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by demographic group



Table 30 / Tables and figures associated with labour force outcomes

(Continued)

Report reference	Sheet name	Table title
Figure 09	SAL_PGR_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by demographic group
	SAL_UG_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by 45 study areas
	SAL_PGC_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by 45 study areas
	SAL_PGR_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by 45 study areas
	LF_UG_UNI_1Y_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2024 among undergraduates from universities by institution
	LF_UG_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among undergraduates from universities by institution
	LF_PGC_UNI_1Y_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2024 among postgraduate coursework students from universities by institution
	LF_PGC_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate coursework students from universities by institution
	LF_PGR_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate research students from universities by institution
	LF_UG_NUHEI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among undergraduates from non-university higher education institutes (NUHEIs) by institution
	LF_PGC_NUHEI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
	LF_UG_UNI_2Y_E315	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from universities by gender, 2023-2024
	LF_UG_NUHEI_2Y_E315	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from non-university higher education institutes (NUHEIs) by gender, 2023-2024

Table 30 / Tables and figures associated with labour force outcomes

(Continued)

Report reference	Sheet name	Table title
Figure 06	PREFMHRS_UG_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among undergraduates and all provider types by gender, 2024
Figure 06	PREFMHRS_PGC_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among postgraduate coursework students and all provider types by gender, 2024
Figure 06	PREFMHRS_PGR_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among postgraduate research students and all provider types by gender, 2024
	PARTEMP_UG_ALL_1Y_AREA_E315	Part-time employment as a proportion of all employed graduates by gender 2024 among undergraduates from all provider types by study area
Figure 10	FTE_UG_UNI_1Y_INST_FIG	Proportion employed full-time, 2024, with 90% confidence intervals among undergraduates from universities by institution
	FTE_UG_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among undergraduates from universities by institution
Figure 11	SAL_UG_UNI_1Y_INST_FIG	Median annual full-time salaries (\$), 2024, with 90% confidence intervals among undergraduates from universities by institution
	SAL_UG_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among undergraduates from universities by institution
Figure 14	FTE_UG_NUHEI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among undergraduates from non-university higher education institutes (NUHEIs) by institution
Figure 15	SAL_UG_NUHEI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among undergraduates from non-university higher education institutes (NUHEIs) by institution
Figure 12	FTE_PGC_UNI_1Y_INST_FIG	Proportion employed full-time, 2024, with 90% confidence intervals among postgraduate coursework students from universities by institution
	FTE_PGC_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate coursework students from universities by institution

Table 30 / Tables and figures associated with labour force outcomes

(Continued)

Report reference	Sheet name	Table title
Figure 16	FTE_PGC_NUHEI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
	FTE_PGR_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate research students from universities by institution
Figure 13	SAL_PGC_UNI_1Y_INST_FIG	Median annual full-time salaries (\$), 2024, with 90% confidence intervals among postgraduate coursework students from universities by institution
	SAL_PGC_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among postgraduate coursework students from universities by institution
Figure 17	SAL_PGC_NUHEI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
	SAL_PGR_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among postgraduate research students from universities by institution
Table 08	OVERALL_ALL_ALL_2Y_HEPTYPE	Employment (FTE, OE, LF, SAL) and study outcomes among all course levels from all provider types by 2023-2024
Table 07	SAL_UG_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by study area
	SAL_PGC_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by study area
	SAL_PGR_ALL_2Y_AREA_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by study area
Figure 09	SAL_UG_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by demographic group
Figure 09	SAL_PGC_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by demographic group

Table 30 / Tables and figures associated with labour force outcomes

(Continued)

Report reference	Sheet name	Table title
Figure 09	SAL_PGR_ALL_2Y_DG_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by demographic group
	SAL_UG_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among undergraduates from all provider types by 45 study areas
	SAL_PGC_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate coursework students from all provider types by 45 study areas
	SAL_PGR_ALL_2Y_AREA45_E315	Median annual full-time salaries (\$) by gender, 2023 and 2024 among postgraduate research students from all provider types by 45 study areas
	LF_UG_UNI_1Y_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2024 among undergraduates from universities by institution
	LF_UG_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among undergraduates from universities by institution
	LF_PGC_UNI_1Y_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2024 among postgraduate coursework students from universities by institution
	LF_PGC_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate coursework students from universities by institution
	LF_PGR_UNI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate research students from universities by institution
	LF_UG_NUHEI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among undergraduates from non-university higher education institutes (NUHEIs) by institution
	LF_PGC_NUHEI_3YP_INST_CI	Employment outcomes (FTE, OE, LF, SAL), 2022-2024 among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
	LF_UG_UNI_2Y_E315	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from universities by gender, 2023-2024
	LF_UG_NUHEI_2Y_E315	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from non-university higher education institutes (NUHEIs) by gender, 2023-2024

Table 30 / Tables and figures associated with labour force outcomes

(Continued)

Report reference	Sheet name	Table title
Figure 06	PREFMHS_UG_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among undergraduates and all provider types by gender, 2024
Figure 06	PREFMHS_PGC_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among postgraduate coursework students and all provider types by gender, 2024
Figure 06	PREFMHS_PGR_ALL_1Y_E315	Proportion of employed seeking or not seeking more hours among postgraduate research students and all provider types by gender, 2024
	PARTEMP_UG_ALL_1Y_AREA_E315	Part-time employment as a proportion of all employed graduates by gender 2024 among undergraduates from all provider types by study area
Figure 10	FTE_UG_UNI_1Y_INST_FIG	Proportion employed full-time, 2024, with 90% confidence intervals among undergraduates from universities by institution
	FTE_UG_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among undergraduates from universities by institution
Figure 11	SAL_UG_UNI_1Y_INST_FIG	Median annual full-time salaries (\$), 2024, with 90% confidence intervals among undergraduates from universities by institution
	SAL_UG_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among undergraduates from universities by institution
Figure 14	FTE_UG_NUHEI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among undergraduates from non-university higher education institutes (NUHEIs) by institution
Figure 15	SAL_UG_NUHEI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among undergraduates from non-university higher education institutes (NUHEIs) by institution
Figure 12	FTE_PGC_UNI_1Y_INST_FIG	Proportion employed full-time, 2024, with 90% confidence intervals among postgraduate coursework students from universities by institution

Table 30 / Tables and figures associated with labour force outcomes

(Continued)

Report reference	Sheet name	Table title
	FTE_PGC_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate coursework students from universities by institution
Figure 16	FTE_PGC_NUHEI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
	FTE_PGR_UNI_3YP_INST_FIG	Proportion employed full-time, 2022-2024, with 90% confidence intervals among postgraduate research students from universities by institution
Figure 13	SAL_PGC_UNI_1Y_INST_FIG	Median annual full-time salaries (\$), 2024, with 90% confidence intervals among postgraduate coursework students from universities by institution
	SAL_PGC_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among postgraduate coursework students from universities by institution
Figure 17	SAL_PGC_NUHEI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among postgraduate coursework students from non-university higher education institutes (NUHEIs) by institution
	SAL_PGR_UNI_3YP_INST_FIG	Median annual full-time salaries (\$), 2022-2024, with 90% confidence intervals among postgraduate research students from universities by institution

## A7.1.2 Hours worked

This group of tables explores the median hours actually worked by graduates in the week prior to completing the survey (about 4 to 6 months after completing their course).

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

Report reference	Sheet name	Table title
	HOURS_UG_ALL_3Y	Employment outcomes (FTE, OE) among undergraduates from all provider types by average actual and usual hours worked per week 2022-2024
	HOURS_PGC_ALL_3Y	Employment outcomes (FTE, OE) among postgraduate coursework students from all provider types by average actual and usual hours worked per week 2022-2024
	HOURS_PGR_ALL_3Y	Employment outcomes (FTE, OE) among postgraduate research students from all provider types by average actual and usual hours worked per week 2022-2024
	HOURS_UG_ALL_3Y_PERIOD	Employment outcomes (FTE, OE) among undergraduates from all provider types by average actual and usual hours worked per week by survey round 2022-2024
	HOURS_PGC_ALL_3Y_PERIOD	Employment outcomes (FTE, OE) among postgraduate coursework students from all provider types by average actual and usual hours worked per week by survey round 2022-2024
	HOURS_PGR_ALL_3Y_PERIOD	Employment outcomes (FTE, OE) among postgraduate research students from all provider types by average actual and usual hours worked per week by survey round 2022-2024
Table 02	RSNOMORE_UG_ALL_1Y_E315	Main reason not working more hours for part-time employed among undergraduates and all provider types by preference for more hours and gender 2024
	RSNOMORE_PGC_ALL_1Y_E315	Main reason not working more hours for part-time employed among postgraduate coursework students and all provider types by preference for more hours and gender 2024
	RSNOMORE_PGR_ALL_1Y_E315	Main reason not working more hours for part-time employed among postgraduate research students and all provider types by preference for more hours and gender 2024

### A7.1.3 Away from work

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

Table 32 / **Tables associated with the percentage of employed graduates away from work**

Report reference	Sheet name	Table title
	AWAYWORK_UG_ALL_3Y	Proportion of employed who were away from work (FTE, PTE, OE) among undergraduates from all provider types by year 2022-2024
	AWAYWORK_PGC_ALL_3Y	Proportion of employed who were away from work (FTE, PTE, OE) among postgraduate coursework students from all provider types by year 2022-2024
	AWAYWORK_PGR_ALL_3Y	Proportion of employed who were away from work (FTE, PTE, OE) among postgraduate research students from all provider types by year 2022-2024
	AWAYWORK_UG_ALL_3Y_PERIOD	Proportion of employed who were away from work (FTE, PTE, OE) among undergraduates from all provider types by survey round, 2022-2024
	AWAYWORK_PGC_ALL_3Y_PERIOD	Proportion of employed who were away from work (FTE, PTE, OE) among postgraduate coursework students from all provider types by survey round, 2022-2024
	AWAYWORK_PGR_ALL_3Y_PERIOD	Proportion of employed who were away from work (FTE, PTE, OE) among postgraduate research students from all provider types by survey round, 2022-2024



## A7.1.4 Graduate occupations

This group of tables presents the proportion of employed graduates and graduates employed full-time in different occupations. These occupations are coded from each graduate's description of their job and job role to a detailed ANZSCO<sup>27</sup> 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 33 / **Tables associated with occupation types of employed graduates**

Report reference	Sheet name	Table title
Table 06	EMP_UG_ALL_2Y_AREA	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from all provider types by study area
	EMP_PGC_ALL_2Y_AREA	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate coursework students from all provider types by study area
	EMP_PGR_ALL_2Y_AREA	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate research students from all provider types by study area
	EMP_UG_ALL_2Y_E315	Employment outcomes (FTE, OE, LF) among undergraduates and all provider types by gender, 2023-2024
	EMP_PGC_ALL_2Y_E315	Employment outcomes (FTE, OE, LF) among postgraduate coursework students and all provider types by gender, 2023-2024
	EMP_PGR_ALL_2Y_E315	Employment outcomes (FTE, OE, LF) among postgraduate research students and all provider types by gender, 2023-2024
Figure 07/Table 04	EMP_UG_ALL_2Y_DG	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from all provider types by demographic group
Figure 08/Table 05	EMP_PGC_ALL_2Y_DG	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate coursework students from all provider types by demographic group
	EMP_PGR_ALL_2Y_DG	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate research students from all provider types by demographic group
	EMP_UG_ALL_1Y_FTS	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from all provider types by full-time study status by gender, 2024

<sup>27</sup> ANZSCO – Australian and New Zealand Standard Classification of Occupations

Table 33 / Tables associated with occupation types of employed graduates

(Continued)

Report reference	Sheet name	Table title
	EMP_PGC_ALL_1Y_FTS	Employment outcomes (FTE, OE, LF, SAL) among postgraduate coursework students from all provider types by full-time study status by gender, 2024
	EMP_PGR_ALL_1Y_FTS	Employment outcomes (FTE, OE, LF, SAL) among postgraduate research students from all provider types by full-time study status by gender, 2024
	EMP_UG_ALL_2Y_AREA45	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from all provider types by 45 study areas
	EMP_PGC_ALL_2Y_AREA45	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate coursework students from all provider types by 45 study areas
	EMP_PGR_ALL_2Y_AREA45	Employment outcomes (FTE, OE, LF), 2023-2024 among postgraduate research students from all provider types by 45 study areas
	EMP_UG_UNI_2Y_AREA	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from universities by study area
	EMP_UG_NUHEI_2Y_AREA	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from non-university higher education institutes (NUHEIs) by study area
	EMP_UG_UNI_2Y_DG	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from universities by demographic group
	EMP_UG_NUHEI_2Y_DG	Employment outcomes (FTE, OE, LF), 2023-2024 among undergraduates from non-university higher education institutes (NUHEIs) by demographic group
Table 01/Figure 01-05	EMP_UG_ALL_3Y_PERIOD	Employment outcomes (FTE, OE, LF, SAL) among undergraduates from all provider types by survey round, 2022-2024
Figure 02-05	EMP_PGC_ALL_3Y_PERIOD	Employment outcomes (FTE, OE, LF, SAL) among postgraduate coursework students from all provider types by survey round, 2022-2024
Figure 02-05	EMP_PGR_ALL_3Y_PERIOD	Employment outcomes (FTE, OE, LF, SAL) among postgraduate research students from all provider types by survey round, 2022-2024
Table 09	OCC_UG_ALL_1Y_EMPTYYPE_E315	Occupation level among undergraduates and all provider types by employment outcomes (FTE, OE) by gender, 2024

Table 33 / Tables associated with occupation types of employed graduates

(Continued)

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

Table 33 / Tables associated with occupation types of employed graduates

(Continued)

Report reference	Sheet name	Table title
Table 10	OCCF_UG_ALL_1Y_AREA	Occupation level, full-time employed, 2024, among undergraduates from all provider types by study area
Table 10	OCCF_PGC_ALL_1Y_AREA	Occupation level, full-time employed, 2024, among postgraduate coursework students from all provider types by study area
Table 10	OCCF_PGR_ALL_1Y_AREA	Occupation level, full-time employed, 2024, among postgraduate research students from all provider types by study area
	OCCO_UG_ALL_1Y_AREA	Occupation level, overall employed, 2024, among undergraduates from all provider types by study area
	OCCO_PGC_ALL_1Y_AREA	Occupation level, overall employed, 2024, among postgraduate coursework students from all provider types by study area
	OCCO_PGR_ALL_1Y_AREA	Occupation level, overall employed, 2024, among postgraduate research students from all provider types by study area
	EMP_UG_ALL_1Y_HEPTYPE	Employment outcomes (FTE, OE, LF) among undergraduates from all provider types by provider types, 2024
	EMP_PGC_ALL_1Y_HEPTYPE	Employment outcomes (FTE, OE, LF) among postgraduate coursework students from all provider types by provider types, 2024
	EMP_PGR_ALL_1Y_HEPTYPE	Employment outcomes (FTE, OE, LF) among postgraduate research students from all provider types by provider types, 2024

### A7.1.5 Importance of the qualification

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

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

Report reference	Sheet name	Table title
	QUALIMP_UG_ALL_1Y	Importance of qualification among undergraduates and all provider types by employment outcomes (FTE, OE) 2024
	QUALIMP_PGC_ALL_1Y	Importance of qualification among postgraduate coursework students and all provider types by employment outcomes (FTE, OE) 2024
	QUALIMP_PGR_ALL_1Y	Importance of qualification among postgraduate research students and all provider types by employment outcomes (FTE, OE) 2024

### A7.1.6 Extent to which qualification prepared graduates

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

Table 35 / **Tables associated with the extent to which the qualification prepared graduates for their current job**

Report reference	Sheet name	Table title
Table 14	CRSPREP_UG_ALL_1Y	Extent to which qualification prepared among undergraduates and all provider types by employment outcomes (FTE, OE) 2024
Table 14	CRSPREP_PGC_ALL_1Y	Extent to which qualification prepared among postgraduate coursework students and all provider types by employment outcomes (FTE, OE) 2024
Table 14	CRSPREP_PGR_ALL_1Y	Extent to which qualification prepared among postgraduate research students and all provider types by employment outcomes (FTE, OE) 2024

Table 35 / **Tables associated with the extent to which the qualification prepared graduates for their current job**

(Continued)

Report reference	Sheet name	Table title
Table 15	CRSPREP_UG_ALL_1Y_AREA	Course prepared them well or very well for current job, 2024, among undergraduates from all provider types by study area
Table 15	CRSPREP_PGC_ALL_1Y_AREA	Course prepared them well or very well for current job, 2024, among postgraduate coursework students from all provider types by study area
Table 15	CRSPREP_PGR_ALL_1Y_AREA	Course prepared them well or very well for current job, 2024, among postgraduate research students from all provider types by study area
Table 16	CRSPREP_UG_ALL_1Y_AREA_OCCF	Course prepared them well or very well for current job, 2024, among undergraduates from all provider types by study area
Table 16	CRSPREP_PGC_ALL_1Y_AREA_OCCF	Course prepared them well or very well for current job, 2024, among postgraduate coursework students from all provider types by study area
Table 16	CRSPREP_PGR_ALL_1Y_AREA_OCCF	Course prepared them well or very well for current job, 2024, among postgraduate research students from all provider types by study area

### A7.1.7 Skills utilisation

This group of tables present data exploring underutilisation of skills by graduates 4 to 6 months after completion of their course, and reasons for not working more hours. Results can be viewed by preference for more hours, gender and study area.

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

Report reference	Sheet name	Table title
Table 11	SPOQSCL_ALL_ALL_1Y	Occupation does not fully use skills or education among all course levels and all provider types by employment outcomes (FTE, OE) 2024
	SPOQSCL_UG_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among undergraduates from all provider types by study area

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

(Continued)

Report reference	Sheet name	Table title
	SPOQSCL_PGC_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among postgraduate coursework students from all provider types by study area
	SPOQSCL_PGR_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among postgraduate research students from all provider types by study area
Table 11	SPOQSCL_ALL_ALL_1Y	Occupation does not fully use skills or education among all course levels and all provider types by employment outcomes (FTE, OE) 2024
	SPOQSCL_UG_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among undergraduates from all provider types by study area
	SPOQSCL_PGC_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among postgraduate coursework students from all provider types by study area
	SPOQSCL_PGR_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among postgraduate research students from all provider types by study area
Table 11	SPOQSCL_ALL_ALL_1Y	Occupation does not fully use skills or education among all course levels and all provider types by employment outcomes (FTE, OE) 2024
	SPOQSCL_UG_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among undergraduates from all provider types by study area
	SPOQSCL_PGC_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among postgraduate coursework students from all provider types by study area
	SPOQSCL_PGR_ALL_1Y_AREA	Occupation does not fully use skills or education, 2024, among postgraduate research students from all provider types by study area
Table 12	RSOVRQ_UG_ALL_1Y	Main reason working in jobs that doesn't fully use skills and education among undergraduates and all provider types by employment outcomes (FTE, OE) 2024
	RSOVRQ_PGC_ALL_1Y	Main reason working in jobs that doesn't fully use skills and education among postgraduate coursework students and all provider types by employment outcomes (FTE, OE) 2024

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

(Continued)

Report reference	Sheet name	Table title
	RSOVRQ_PGR_ALL_1Y	Main reason working in jobs that doesn't fully use skills and education among postgraduate research students and all provider types by employment outcomes (FTE, OE) 2024
Table 13	RSOVRQ_UG_ALL_1Y_AREA	Occupation does not fully use skills and education, and main reason for working in job that doesn't fully use skills and education, 2024 among undergraduates from all provider types by study area
Table 13	RSOVRQ_PGC_ALL_1Y_AREA	Occupation does not fully use skills and education, and main reason for working in job that doesn't fully use skills and education, 2024 among postgraduate coursework students from all provider types by study area
Table 13	RSOVRQ_PGR_ALL_1Y_AREA	Occupation does not fully use skills and education, and main reason for working in job that doesn't fully use skills and education, 2024 among postgraduate research students from all provider types by study area

### A7.1.8 Further study

This group of tables presents the proportion of graduates engaged in further full-time study 4 to 6 months after completing their course.

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

Report reference	Sheet name	Table title
	FTS_UG_ALL_1Y_AREA_E315	Further full-time study by gender among undergraduates from all provider types by study area, 2024
	FTS_PGC_ALL_1Y_AREA_E315	Further full-time study by gender among postgraduate coursework students from all provider types by study area, 2024
	FTS_PGR_ALL_1Y_AREA_E315	Further full-time study by gender among postgraduate research students from all provider types by study area, 2024
Figure 20	FTS_UG_ALL_1Y_BFOE	Further full-time study among undergraduates from all provider types by broad field of education, 2024
	FTS_PGC_ALL_1Y_BFOE	Further full-time study among postgraduate coursework students from all provider types by broad field of education, 2024
	FTS_PGR_ALL_1Y_BFOE	Further full-time study among postgraduate research students from all provider types by broad field of education, 2024



Table 37 / **Tables associated with graduate undertaking further full-time study****(Continued)**

Report reference	Sheet name	Table title
Figure 21	FTS_UG_ALL_1Y_FURFOE	Current further study: field of education among undergraduates and all provider types by further full-time study, 2024
	FTS_PGC_ALL_1Y_FURFOE	Current further study: field of education among postgraduate coursework students and all provider types by further full-time study, 2024
	FTS_PGR_ALL_1Y_FURFOE	Current further study: field of education among postgraduate research students and all provider types by further full-time study, 2024
Figure 19	FTS_ALL_ALL_1Y_FURLEV	Further full-time study level among all course levels from all provider types by original study level, 2024
Table 17	FTS_UG_ALL_1Y_BFOE_FURFOE	Broad field of education among undergraduates and all provider types by further full-time study, 2024
	FTS_PGC_ALL_1Y_BFOE_FURFOE	Broad field of education among postgraduate coursework students and all provider types by further full-time study, 2024
	FTS_PGR_ALL_1Y_BFOE_FURFOE	Broad field of education among postgraduate research students and all provider types by further full-time study, 2024
Figure 18	FTS_UG_ALL_1Y_DG	Further full-time study among undergraduates from all provider types by demographic group, 2024
Figure 18	FTS_PGC_ALL_1Y_DG	Further full-time study among postgraduate coursework students from all provider types by demographic group, 2024
Figure 18	FTS_PGR_ALL_1Y_DG	Further full-time study among postgraduate research students from all provider types by demographic group, 2024

## A7.1.9 Satisfaction

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

Table 38 / **Tables associated with graduate satisfaction**

Report reference	Sheet name	Table title
Figure 22	SAT_UG_ALL_2Y	Satisfaction (% agreement) among undergraduates and all provider types by year 2023-2024
Figure 22	SAT_PGC_ALL_2Y	Satisfaction (% agreement) among postgraduate coursework students and all provider types by year 2023-2024
Figure 23	SAT_PGR_ALL_2Y	Satisfaction (% agreement) among postgraduate research students and all provider types by year 2023-2024
Table 18	SAT_UG_ALL_2Y_AREA	Satisfaction (% agreement) 2023-2024 among undergraduates from all provider types by study area
Table 18	SAT_PGC_ALL_2Y_AREA	Satisfaction (% agreement) 2023-2024 among postgraduate coursework students from all provider types by study area
Figure 24	SAT_PGR_ALL_2Y_AREA	Satisfaction (% agreement) 2023-2024 among postgraduate research students from all provider types by study area
	SAT_UG_ALL_2Y_DG	Satisfaction (% agreement) 2023-2024 among undergraduates from all provider types by demographic group
	SAT_PGC_ALL_2Y_DG	Satisfaction (% agreement) 2023-2024 among postgraduate coursework students from all provider types by demographic group
	SAT_PGR_ALL_2Y_DG	Satisfaction (% agreement) 2023-2024 among postgraduate research students from all provider types by demographic group
	SAT_UG_UNI_2Y_AREA	Satisfaction (% agreement) 2023-2024 among undergraduates from universities by study area
	SAT_UG_NUHEI_2Y_AREA	Satisfaction (% agreement) 2023-2024 among undergraduates from non-university higher education institutes (NUHEIs) by study area

## A7.2 Methodological tables

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

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

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

Report reference	Sheet name	Table title
Table 19	SUMMARY_ALL_ALL_1Y	Collection summary among all course levels from all provider types by GOS collection period, 2024
	SUMMARY_ALL_ALL_1Y_1P	Collection summary among all course levels from all provider types by GOS collection period, 2023
	SUMMARY_ALL_ALL_1Y_2P	Collection summary among all course levels from all provider types by GOS collection period, 2022
	SUMMARY_ALL_ALL_1Y_3P	Collection summary among all course levels from all provider types by GOS collection period, 2021
Table 21	RR_ALL_UNI_1Y_INST	Response rates Nov 2023, Feb and May 2024 collections among all course levels from universities by institution
Table 22	RR_ALL_NUHEI_1Y_INST	Response rates Nov 2023, Feb and May 2024 collections among all course levels from non-university higher education institutes (NUHEIs) by institution
Table 20	RR_UG_ALL_1Y	Response rates Nov 2023, Feb and May 2024 collections among undergraduates from all provider types by provider types
Table 20	RR_PGC_ALL_1Y	Response rates Nov 2023, Feb and May 2024 collections among postgraduate coursework students from all provider types by provider types
Table 20	RR_PGR_ALL_1Y	Response rates Nov 2023, Feb and May 2024 collections among postgraduate research students from all provider types by provider types

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

Report reference	Sheet name	Table title
Table 23	RR_ALL_ALL_1Y_TYPE	Respondent type among all course levels and all provider types by response rates, 2024
Table 24	RR_ALL_ALL_1Y_AREA	Study area 21 among all course levels and all provider types by response rates, 2024

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

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