

## 2025 National Key Findings Graduate Outcomes Survey

### What is the Graduate Outcomes Survey (GOS)?

The Australian Government Department of Education has commissioned the Social Research Centre to run the Quality Indicators for Learning and Teaching (QILT) surveys every year.

Graduates are invited to take the GOS approximately 4 to 6 months after completion of their course.

The 2025 GOS National Report presents findings for domestic graduates who completed the GOS between November 2024 and May 2025. This includes:

 **Over 120,000 graduates**

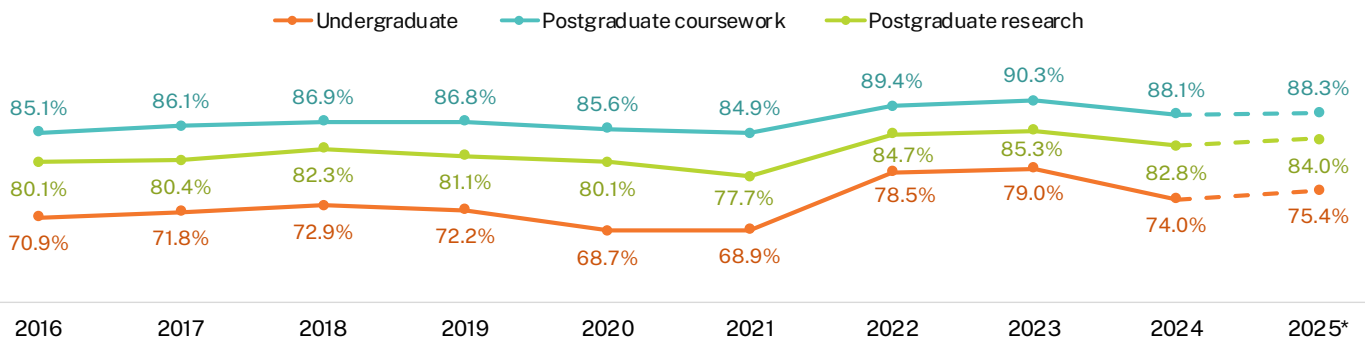
 **136 higher education institutions**

 **All 42 Australian universities**

## Full-time employment










Full-time employment rates remained relatively stable for postgraduate coursework and postgraduate research graduates in 2025, while undergraduate full-time employment rate rose. However, increases in full-time employment reported by graduates in 2025 is likely attributable to the change in methodology and not a reflection of more favourable labour market conditions.

### Domestic graduate full-time employment rate<sup>1</sup> by study level, 2016–25



\* Full-time employment rates from 2025 onwards are not directly comparable with earlier years due to a change to how the labour force is defined. Caution should be exercised when interpreting differences in full-time employment rates between 2025 results and earlier years, as they partly reflect the change in methodology. See the 2025 GOS National Report for further information.

### Top 3 study areas with highest full-time employment rates, 2025

<b>Undergraduate</b>	Pharmacy <b>96.4%</b> 	Rehabilitation <b>94.0%</b> 	Medicine <b>93.2%</b> 
<b>Postgraduate coursework</b>	Veterinary science <b>98.4%</b> 	Pharmacy <b>97.1%</b> 	Medicine <b>96.1%</b> 
<b>Postgraduate research</b>	Pharmacy <b>100%</b> 	Nursing <b>98.4%</b> 	Law and paralegal studies <b>94.0%</b> 

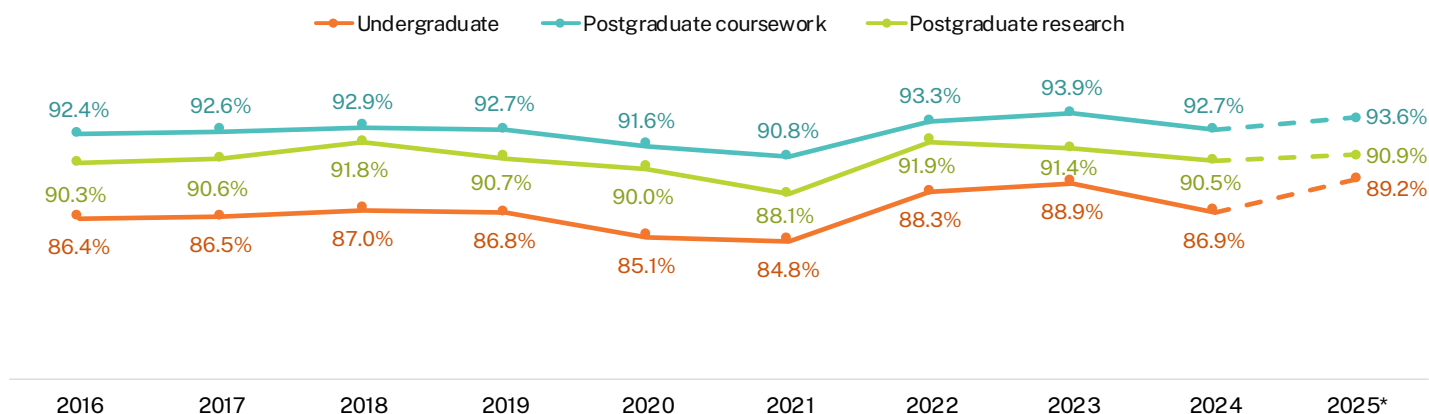
<sup>1</sup> The full-time employment rate is defined as graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey as a proportion of those available for full-time work. Graduates are considered available for full-time work if they were employed full-time or looking for full-time employment in the week prior to the survey.

## Overall employment

Trends in overall employment rates follow a similar pattern to full-time employment rates but year-on-year changes are typically less pronounced. There is also less variation in overall employment rates between study levels. In 2025, overall employment rates were also impacted by the change in methodology.

There was a greater impact on undergraduates, as they have a lower tendency to actively look for work due to their higher propensity to continue on to further full-time study. This resulted in an overall employment rate that is closer to postgraduate coursework and postgraduate research overall employment rates in 2025.

Domestic graduate overall employment rate<sup>2</sup> by study level, 2016–25

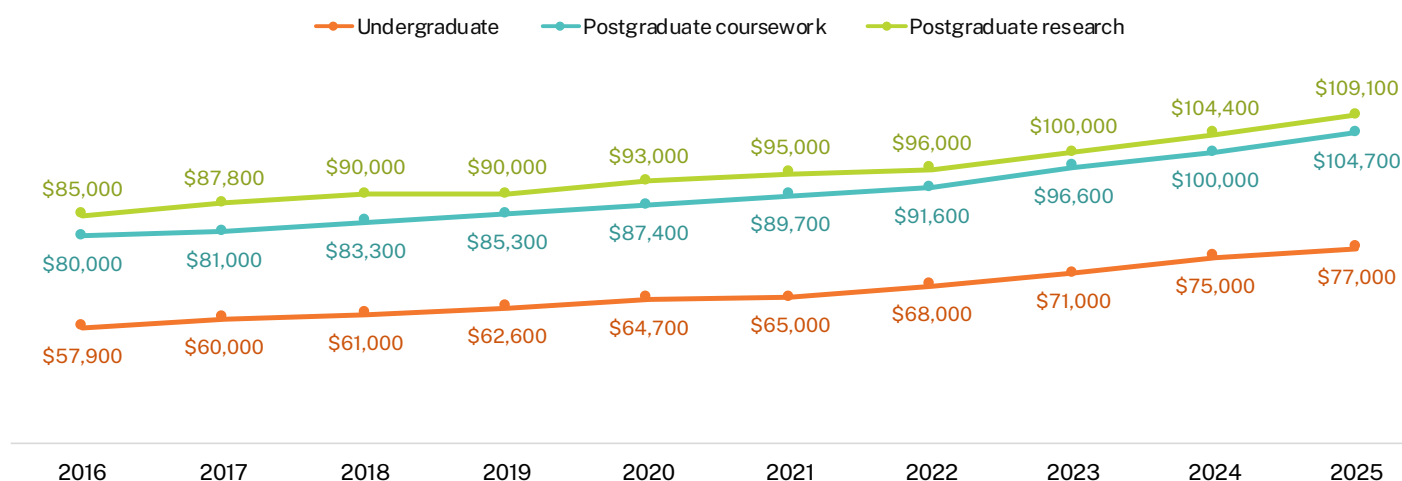


\* Overall employment rates from 2025 onwards are not directly comparable with earlier years due to a change to how the labour force is defined. Caution should be exercised when interpreting differences in overall employment rates between 2025 results and earlier years, as they partly reflect the change in methodology. See the 2025 GOS National Report for further information.

## Median annual full-time salary

Median salaries increased year on year across all study levels. Postgraduate research graduates continued to report the highest median annual full-time salary, followed by postgraduate coursework graduates and undergraduates. Higher level qualifications generally lead to higher salary outcomes for graduates.

Domestic graduate median annual full-time salary<sup>3</sup> by study level, 2016–25



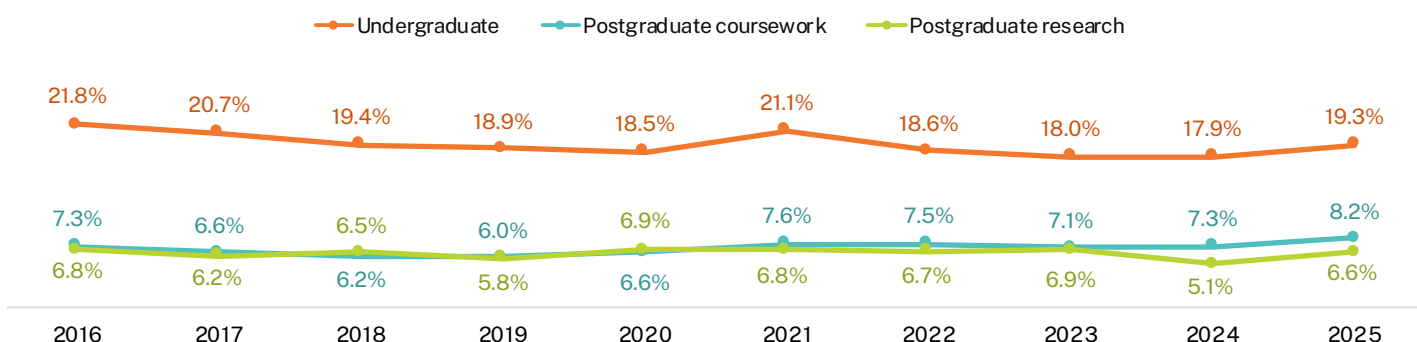
<sup>2</sup> The overall employment rate is defined as graduates who were usually or actually in paid employment for at least one hour per week, in the week before the survey, as a proportion of those available for work.

<sup>3</sup> Salaries presented 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). Note that only graduates employed full-time in Australia are captured in median salaries reported by the GOS.

## Further full-time study

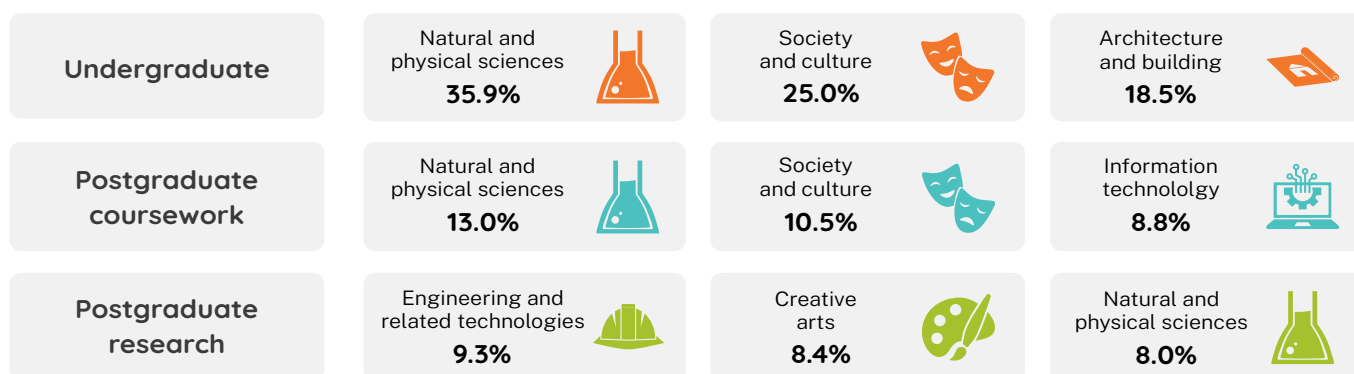
In 2025, further full-time study rates increased year-on-year across all study levels. Rates at the undergraduate and postgraduate research levels remained within ranges seen historically, however further full-time study rate rose to an all-time high for postgraduate coursework graduates, with 8.2 per cent continuing through to further full-time study following course completion.

Proportion of domestic graduates in further full-time study by study level, 2016–25



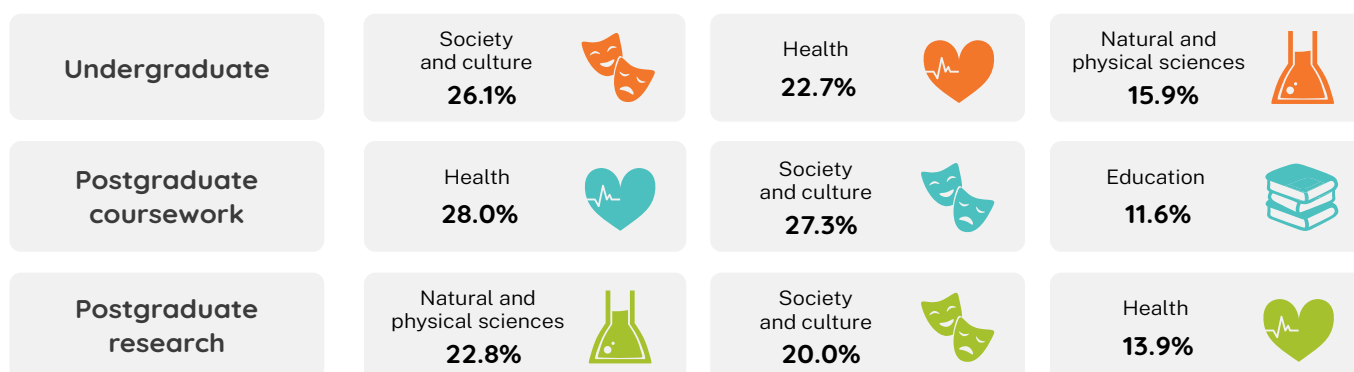
Rates of further full-time study varied by field of education<sup>4</sup>. Over a third of undergraduates who completed their initial course<sup>5</sup> in the Natural and physical sciences went on to further full-time study immediately.

### Top 3 original broad fields of education for graduates pursuing further full-time study, 2025



Society and culture was one of the most common broad field of education destinations across all study levels. Undergraduates undertaking further full-time study in this field attracted students from a diverse range of other fields. Not only did the majority of Society and culture graduates remain in this field of study, those from Management and commerce and Creative arts also moved into this field.

### Top 3 broad fields of education destinations for graduates pursuing further full-time study, 2025



<sup>4</sup> Broad Field of Education (BFOE) from the ABS Australian Standard Classification of Education (ASCED).

<sup>5</sup> For simplicity, 'initial course' refers to the course the graduate was asked about in the GOS. This may not necessarily be the first ever higher education course the graduate has completed.

## Undergraduate demographic and equity groups

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 had higher rates of employment *and* higher median annual full-time salaries than the other sub-group in that demographic category.

### Labour market outcomes varied among demographic sub-groups



**Gender:** Females reported higher full-time and overall employment rates, but males had higher median salaries.



**First Nations:** First Nations graduates reported a higher full-time employment rate (82.6% than non-Indigenous graduates (75.2%)), as well as a higher median salary than non-Indigenous graduates, \$80,600 and \$76,700 respectively. First Nations graduates tended to be older and were more likely to have studied externally which may partially explain these differences.



**Language background:** Domestic graduates from non-English speaking backgrounds continued to report some of the lowest outcomes of all sub-groups—only 59.8% were in full-time employment 4 to 6 months after course completion, compared to 75.8% of domestic graduates from an English speaking background. These differences existed even within the same study areas.



**Disability:** Undergraduates with disability reported lower rates of full-time employment than those without disability, however, there was very little difference in median salaries. This indicates that graduates with disability face challenges securing full-time hours but for those that do, they earn a median salary comparable to graduates without disability.



**Regional / remoteness:** Graduates originally from regional or remote areas reported higher employment rates and median salaries than those originally from metropolitan areas, but this may be due in part to a greater propensity for graduates from metropolitan areas to pursue further full-time study.



**Socio-economic status (SES):** There was less variation in employment and median salary outcomes by SES sub-groups. Graduates from high SES areas were more likely to continue straight into further full-time study, but this may partly reflect the geographic location of high SES graduates, with 95.4% originally from metropolitan areas.



For more insights, you can access the full [2025 GOS National Report here](#)