2018 Graduate Outcomes Survey

National Report

January 2019

# Acknowledgements

The QILT survey program, including the 2018 Graduate Outcomes Survey (GOS), is funded by the Australian Government Department of Education and Training. Without the active support of Dr Andrew Taylor, Phil Aungles, Dr Sam Pietsch, Gabrielle Hodgson, Michael Gao, Wayne Shippley and Ben McBrien this research would not be possible.

The Social Research Centre would especially like to thank the higher education institutions that contributed to the GOS in 2018.

We are also very grateful to the graduates who took the time to provide valuable feedback about their employment, further study and experience with their course.

The 2018 GOS was led by Graham Challice and the project team consisted of Shane Compton, Lisa Bolton, Natasha Vickers, Rastko Antic, Cynthia Kim, Alistair Wilcox, Gimwah Sng, Evie Eker and Sebastian Misson.

For more information on the conduct and results of the QILT survey program see the Quality Indicators for Learning and Teaching (QILT) website. The QILT team can be contacted by email at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au)

# Executive summary

The 2018 GOS was primarily conducted as a national online survey among 102 higher education institutions including all 41 Table A and B universities and 61 Non-University Higher Education Institutions (NUHEIs). A total of 120,564 valid survey responses were collected across all study levels, representing a response rate of 43.0 per cent which is a slight decrease from 45.0 per cent in 2017 but still constitutes an increase from the 39.7 per cent achieved in 2016. Graduate employment outcomes are reported consistent with the Australian Bureau of Statistics (ABS) standard model of labour force statistics. See Appendix 2 for details.

## National results

In 2018, 72.9 per cent of undergraduates were in full-time employment four months after completing their degree, up from 71.8 per cent in the previous year and 70.9 per cent in 2016. This continues the steady improvement in the full-time employment rate of graduates in recent years from the low point of 68.1 per cent in 2014. This is consistent with the steady improvement in the overall labour market over the period.

The overall employment rate for undergraduates was 87.0 per cent which is a slight improvement on the 86.5 per cent reported in 2017 and 86.4 per cent in 2016. In 2018, the share of graduates working part-time declined to 37.3 per cent from 37.9 per cent in 2017. The shift towards full-time employment among graduates in 2018 is consistent with the strong growth in full-time employment in the overall labour market in 2017-18. Like the overall workforce, female graduates are more likely to be working part-time, 40.2 per cent in comparison with 31.5 per cent of male graduates.

Table 1: Graduate employment and study outcomes, by study level, 2017 and 2018

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Undergraduate 2017 | Undergraduate 2018 | Postgraduate coursework 2017 | Postgraduate coursework 2018 | Postgraduate research 2017 | Postgraduate research 2018 |
| In full-time employment (as a proportion of those available for full-time work) (%) | 71.8 | 72.9 | 86.1 | 86.9 | 80.4 | 82.3 |
| Overall employed (as a proportion of those available for any work) (%) | 86.5 | 87.0 | 92.6 | 92.9 | 90.6 | 91.8 |
| Labour force participation rate (%) | 92.0 | 91.9 | 95.8 | 96.1 | 94.3 | 94.1 |
| Median salary, employed full-time ($) | 60,000 | 61,000 | 81,000 | 83,300 | 87,800 | 90,000 |
| In full-time study (%) | 20.7 | 19.4 | 6.6 | 6.2 | 6.2 | 6.5 |

Further study, on average, continues to confer additional benefits in the labour market, particularly for postgraduate coursework graduates. The proportion of postgraduate coursework graduates in full-time employment in 2018 was 86.9 per cent up from 86.1 per cent in 2017 and 85.1 per cent in 2016, which mirrors the increase for undergraduates. In addition, overall employment remained relatively consistent with 92.9 per cent which is a slight increase from 92.6 per cent in 2017, which was in turn a small increase of 0.2 percentage points on the previous year. The labour force participation rate for this cohort increased slightly to 96.5 per cent in 2018.

Labour market outcomes for postgraduate research graduates were also more positive than for undergraduates with 82.3 per cent in full time employment which is an increase from 80.4 per cent in 2017 which was, in turn an increase of 0.3 percentage points over 2016. The overall employment rate for postgraduate research graduates also increased 1.2 percentage points to 91.8 per cent in 2018 from 90.6 per cent in 2017 while their labour force participation rate of 94.1 per cent in 2018 is slightly lower than the 94.3 per cent in 2017.

Since the Global Financial Crisis (GFC) graduates have taken longer to gain a foothold in the labour market. For example, the full-time employment rate among undergraduates has fallen from 85.2 per cent in 2008 to 72.9 per cent in 2018. Similarly, the full-time employment rate among postgraduate coursework graduates has fallen from 90.1 per cent in 2008 to 86.9 per cent in 2018 and among postgraduate research graduates it has fallen from 87.6 per cent to 82.3 per cent over the same period. The 2018 Graduate Outcomes Survey-Longitudinal (GOS-L) shows that graduates do succeed over time with many more graduates in work three years after graduation. Three years after graduation in 2018, 89.2 per cent of undergraduates had found full-time work.

Undergraduates from more vocationally oriented study areas tend to have greater success in the labour market immediately upon graduation. In 2018 Pharmacy, Medicine, Rehabilitation and Dentistry undergraduates had the highest rates of full-time employment at 97.2 per cent, 94.9 per cent, 89.3 per cent and 86.8 per cent respectively. However, it should be noted that some study areas traditionally have high employment rates immediately upon graduation arising from professional registration requirements.

Conversely, graduates with more generalist degrees can take longer to gain a foothold in the labour market immediately upon graduation. Study areas with the lowest rates of full-time employment in 2018 were Creative arts, Tourism, hospitality, personal services, sport and recreation, Communications, Psychology and Humanities, culture and social sciences which had full-time employment rates of 52.2 per cent, 59.6 per cent, 60.5 per cent, 64.3 and 64.5 per cent respectively. Similar patterns in overall employment and labour force participation rates are observed by study area.

As noted above, the 2018 Graduate Outcomes Survey-Longitudinal (GOS-L) shows that three years after graduation, many more graduates are in employment. This is especially the case among graduates with more generalist degrees. For example, the full-time employment rate for undergraduates who completed Science and mathematics, Tourism, hospitality, personal services, sport and recreation undergraduate degrees increased by 37.0 and 37.3 percentage points to 85.0 per cent and 85.6 per cent respectively and Creative arts and Psychology increasing by 32.1 and 32.0 percentage points to 80.4 and 83.3 per cent respectively.

In 2018, graduates from higher socio-economic status (SES) categories performed better in all employment areas, with 74.9 per cent of high SES undergraduates employed full-time compared with 72.7 per cent of those in medium SES and 69.8 per cent in the low SES category. The pattern is similar in terms of overall employment, with high, medium and low SES graduates recording overall employment rates of 88.1, 87.2 and 84.7 per cent respectively. This pattern differs for labour force participation, with a higher proportion, 92.4 per cent of medium SES graduates participating in the labour force than low or high SES graduates, 91.7 and 91.3 per cent respectively.

Interestingly, as was the case in 2017, in 2018 the labour force outcomes of graduates from regional or remote areas remained higher than for those from metropolitan areas. Regional/remote graduates’ full-time employment rate was 76.7 per cent compared with 71.8 per cent for metropolitan graduates, a difference of 4.9 percentage points. Similarly, 89.3 per cent of regional/remote graduates were employed overall, compared with 86.5 per cent for metropolitan areas. Those in regional/remote areas were also slightly more likely to participate in the labour force, with a participation rate of 92.4 per cent compared with 91.9 per cent for metropolitan areas.

In 2018, 73.3 per cent of university undergraduates were in full-time employment immediately upon graduation and 87.2 per cent in overall employment. By way of comparison, 62.6 per cent of Non-University Higher Education Institution (NUHEI) undergraduates were in full-time employment and 81.6 per cent in overall employment. However, it is important to note these comparisons of employment outcomes by sector take no account of the different characteristics of students, such as the different proportions of graduates in each sector by study area or level of education.

## Skills utilisation

As a share of total employment, in 2018, 37.3 per cent of employed undergraduates were working part-time, which is a slight decrease from 37.9 per cent in 2017 and also from 38.4 per cent in 2016. The rate of underemployed part-time employment, as measured by the proportion of employed undergraduates seeking more hours of work, declined from 20.5 per cent in 2016 to 19.7 per cent in 2017 and declined again to 19.2 per cent in 2018. The main reasons that undergraduates were underemployed part-time workers in 2018 were because they were studying, 20.0 per cent, because there are no suitable jobs in their area of expertise, 18.0 per cent, or because there are no jobs with a suitable number of hours, 16.8 per cent. On the other hand, the majority, 49 per cent, of undergraduates that were fully employed in part-time employment i.e. not seeking more hours of work, was because they were engaged in further study.

The proportion of undergraduates working in managerial and professional occupations is one measure of skills utilisation. These occupations are defined by the ABS as being commensurate with requiring bachelor level or higher qualifications. In 2018, four months after graduation, 72.1 per cent of undergraduates employed full-time were working in managerial or professional occupations, remaining steady compared with 72.2 per cent in 2017 and 72.3 per cent in 2016. Undergraduates employed part-time in 2018 were less likely to be employed in managerial and professional occupations as 60.1 per cent of all employed undergraduates were working in these occupations four months after graduation, which is a slight increase from 59.7 per cent in 2017 and 59.1 per cent in 2016. In 2018, 87.6 per cent of postgraduate coursework graduates and 93.5 per cent of postgraduate research graduates employed full-time were working in managerial and professional occupations

Graduates were also asked to indicate whether they believed that they were working in a job that allowed them to fully use their skills or education. This provides a benchmark of the underutilisation of skills, and as such, it will be important to monitor changes in this measure over time. In 2018 27.1 per cent of undergraduates employed full-time indicated they were working in a job that did not allow them to fully use their skills or education, down from 28.2 per cent in 2017 and 29.1 per cent in 2016. Among postgraduate coursework graduates employed full-time in 2018 26.9 per cent reported they were not fully using their skills or education in their current position with that proportion falling to 24.5 per cent among postgraduate research graduates. However, among all employed graduates 38.9 per cent of undergraduates reported that they were not fully using their skills of education in their current position compared with, 29.2 per cent of postgraduate coursework graduates and 27.9 per cent of postgraduate research graduates.

Consistent with the results for 2016 and 2017, in 2018 23.0 per cent, of employed undergraduates who reported they were not fully utilising their skills or education, stated that this was because there were no suitable jobs in their area of expertise, with a further 15.6 per cent indicating this was because there were no suitable jobs in their local area. Graduates employed part-time were more likely to state that they did not use their skills or education in their current job because they were engaging in further study. 23.1 per cent of all employed graduates stated this reason in comparison with 9.2 per cent of graduates employed full-time. Among employed postgraduates reporting that they were not fully utilising their skills or education, postgraduate research graduates continue to be much more likely to indicate this was due to there being no suitable jobs in their area of expertise at 35.9 per cent while 22.9 per cent of postgraduate coursework graduates indicated that this was the case.

Employed undergraduates with a degree in Psychology were most likely to report that their skills and education were not being fully used in their current job, 60.8 per cent, followed by Science and mathematics graduates, 54.7 per cent, Humanities, culture and social sciences undergraduates, 54.4 per cent and Tourism, hospitality, personal services, sport and recreation, 53.9 per cent. Around 15 to 30 per cent of persons in each of these four study areas said that the main reason their skills were not fully utilised was because there were no suitable jobs in their area of expertise.

## Salaries

Further study generally leads to improved salary outcomes in addition to improved employment outcomes. The median salary of undergraduates employed full-time in 2018 was $61,000 per year while for postgraduate coursework graduates it was $83,300 and for postgraduate research graduates it was $90,000, as shown in Table 1. Reporting of graduate salaries in the 2018 GOS includes all graduates employed full-time.

The median salary of all undergraduates employed full-time in 2018 was $61,000 which is an increase of $1,000 or 1.7 per cent from the 2017 salary of $60,000. The corresponding median postgraduate coursework salary level increased by $2.300 or 2.8 per cent to $83,300. The median postgraduate research median salary level increased by $2,200 or 2.5 per cent to $90,000.

Female undergraduates continue to earn less than male undergraduates in 2018. In 2017, the gender gap in undergraduate median salaries had narrowed to $1,100 or 1.8 per cent compared with 2016 where this gap was $3,600 or 6.0 per cent, but in 2018 this gap has again increased to $3000 or 4.8 per cent.

The gender gap in graduate salaries remains more marked at the postgraduate coursework level than the postgraduate research level. In 2018, the gender gap in median salaries for postgraduate coursework graduates was $13,500 or 14.6 per cent down slightly from $15,000 or 16.5 per cent in 2017 and $14,300 or 15.9 per cent in 2016. In comparison, the gender salary gap for postgraduate research graduates was only $200 or 0.2 per cent in 2018 down from $3,800 or 4.2 per cent in 2017 and $5,000 or 5.7 per cent in 2016.

The gender gap in salaries is explained, in part, by the fact that females are more likely to graduate from study areas which receive lower levels of remuneration. However, it is also the case that at the undergraduate level females earn less overall than their male counterparts within most study areas. Female graduates in Rehabilitation and Veterinary science earned $200 and $100 more than their male counterparts respectively, while starting salaries between males and females were equal among Engineering and Computing and information systems graduates. This may demonstrate that beyond subject choice, the gender gap in median graduate salaries persists due to a range of other factors such as occupation, age, experience, personal factors and possible inequalities within workplaces.

Overall, Indigenous undergraduates, undergraduates whose home language was English, older undergraduates and those who had studied externally had higher salaries than their counterparts. There were marginal differences in the salary levels of undergraduates by socio-economic status, with median salaries for graduates from high and medium SES categories equal at $61,000, with those from the low SES category earning $1,000 less.

## Further study

In 2018, 19.4 per cent of undergraduates were engaged in further full-time study, four months after graduation. Health remains the most popular area for further full-time study following an undergraduate degree, with 29.2 per cent of those proceeding to further study selecting this area. Both postgraduate coursework and postgraduate research graduates were much less likely than those who had completed an undergraduate program to move into further study after completing their qualification, at 6.2 per cent and 6.5 per cent respectively.

## Satisfaction with course experience

Overall satisfaction among undergraduates remained high in 2018 at 79.7 per cent, a slight increase from 79.4 per cent in 2017 but below the 80.6 per cent reported in 2016. Satisfaction with generic skills has declined slightly over the last two years from 82.1 per cent in 2016 to 81.5 per cent in 2017 and to 81.3 per cent in 2018. However, satisfaction with the quality of teaching remains relatively lower, essentially unchanged at 62.9 per cent in 2018 compared to 63.0 per cent in 2016 and 2017.

International benchmarking with the UK’s National Survey of Student Experience (NSS) shows that while overall satisfaction declined in the United Kingdom in both 2017 and 2018, by three percentage points overall, in Australia it declined by one percentage point in 2017 but partially recovered in 2018.

Postgraduate coursework graduates’ overall satisfaction declined slightly from 82.5 per cent in 2016 to 81.9 per cent in 2017 and again to 81.7 per cent in 2018. Satisfaction with teaching declined slightly from 69.0 per cent in 2017 to 68.7 per cent in 2018, though remained higher than the 68.3 per cent reported in 2016. Satisfaction with generic skills was relatively unchanged at 78.3 per cent in 2016, 78.2 per cent in 2017 and 78.4 per cent in 2018.

In 2018, postgraduate research graduates’ overall satisfaction increased by 0.6 percentage points from 84.4 per cent in 2017 to 85.0 per cent in 2018 which recovers some of the decline of 1.1 percentage points between 2016 and 2017. Satisfaction also increased with some aspects of their degree, including Supervision, Thesis examination and Goals and expectations by 0.5, 1.9 and 0.1 percentage points respectively in 2018. However, postgraduate research graduates’ satisfaction with other aspects of their degree, including Intellectual climate, Skills development and Infrastructure decreased by 0.5, 1.7 and 2.4 percentage points respectively in 2018.

## Institutional outcomes

Employment outcomes vary across institutions. Universities with the highest full-time employment rates for undergraduates immediately following graduation in 2018 include Charles Sturt University with 87.5 per cent, Charles Darwin University with 83.2 per cent, the University of Sydney with 81.0 per cent, James Cook University with 79.6 per cent and Central Queensland University with 79.1 per cent. It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, may also impact on employment and salary outcomes.

In 2018, universities with high median full-time undergraduate salaries immediately following graduation include Charles Darwin University, $68,000, the University of Tasmania, $67,800, the University of Southern Queensland, $67,700, University of New England, $66,800 and Central Queensland University, $66,000.

Since the number of students enrolled in individual Non-University Higher Education Institutions (NUHEIs) tends to be much smaller than at university level, data for individual NUHEIs have been pooled across the 2016, 2017 and 2018 surveys to improve the robustness and validity of data, as occurs on the QILT website. Using this three-year aggregation, a number of NUHEIs have full-time undergraduate employment rates over 80 per cent, including Marcus Oldham College, 98.0 per cent, Moore Theological College Council, 92.9 per cent, Christian Heritage College, 85.1 per cent, William Angliss Institute, 84.1 per cent and Avondale College of Higher Education, 82.1 per cent. The same caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater variation in course offerings by level of education and study area than among universities.

Universities with high full-time employment rates for postgraduate coursework graduates immediately following graduation in 2018 include the University of Tasmania, 93.5 per cent, Charles Darwin University, 93.2 per cent, Charles Sturt University, 92.5 per cent, the Australian Catholic University, 91.5 per cent and the University of Divinity, 91.3 per cent. Universities with high postgraduate coursework median full-time salaries in 2018 include the University of New South Wales, $104,000, Queensland University of Technology, $100,000, Southern Cross University, $100,000, Central Queensland University, $98,00) and Macquarie University, $97,300.

NUHEIs with high full-time employment rates for postgraduate coursework graduates immediately following graduation, using data pooled from the 2016, 2017 and 2018 surveys include the Health Education and Training Institute and Morling College both with 100 per cent full-time employment and also Kaplan Higher Education Pty. Ltd., 96.7 per cent, the Australian Institute of Business Pty. Ltd., 94.2 per cent and the Sydney College of Divinity, 92.1 per cent. In terms of median full-time postgraduate coursework salaries, institutions with high median full-time salaries include the Australian Institute of Business, $120,000, Australian Institute of Management Education, $110,200, Kaplan Higher Education Pty. Ltd., $107,000, Kaplan Business School, $86,700 and Sydney College of Divinity, $77,000.

Universities with high full-time employment rates for postgraduate research graduates immediately following graduation, aggregated over the three-year period of 2016-2018, include the University of Notre Dame Australia, 89.7 per cent, the Australian Catholic University, 88.2 per cent, the University of Canberra, 87.7 per cent and Southern Cross University, 86.8 per cent. Institutions with the highest full-time postgraduate research graduate salaries rates aggregated over the three-year period include the University of Southern Queensland, $100,000, the University of Canberra and Curtin University, both $99,000, Edith Cowan University, $98,000 and the University of Technology Sydney, $96,500. At this stage, there are insufficient data to report postgraduate research graduate employment or salary outcomes at the institution level for NUHEIs.

# Contents

[Acknowledgements 2](#_Toc528315475)

[Executive summary 3](#_Toc528315476)

[National results 3](#_Toc528315477)

[Skills utilisation 5](#_Toc528315478)

[Salaries 6](#_Toc528315479)

[Further study 6](#_Toc528315480)

[Satisfaction with course experience 6](#_Toc528315481)

[Institutional outcomes 7](#_Toc528315482)

[Contents 8](#_Toc528315483)

[1: Introduction 10](#_Toc528315484)

[2: Undergraduate employment 11](#_Toc528315485)

[2.1 Employment outcomes by study area 11](#_Toc528315486)

[2.2 Employment outcomes by demographic group 12](#_Toc528315487)

[2.3 Employment over time 14](#_Toc528315488)

[2.4 Part-time employment 15](#_Toc528315489)

[2.5 Employment outcomes by institution 17](#_Toc528315490)

[2.5 Occupation level 23](#_Toc528315491)

[2.6 Skills formation and utilisation 25](#_Toc528315492)

[3: Postgraduate employment 28](#_Toc528315493)

[3.1 Employment outcomes by study area 28](#_Toc528315494)

[3.2 Employment outcomes by demographic group 30](#_Toc528315495)

[3.3 Employment over time 33](#_Toc528315496)

[3.4 Employment outcomes by institution 34](#_Toc528315497)

[3.4 Occupation level 43](#_Toc528315498)

[3.5 Skills formation and utilisation 44](#_Toc528315499)

[4: Undergraduate salaries 49](#_Toc528315500)

[4.1. Salaries by study area 50](#_Toc528315501)

[4.2 Salaries over time 51](#_Toc528315502)

[5: Postgraduate salaries 59](#_Toc528315503)

[5.1 Salaries by study area 60](#_Toc528315504)

[5.2 Salaries over time 62](#_Toc528315505)

[6: Undergraduate further study 71](#_Toc528315506)

[7: Postgraduate further study 74](#_Toc528315507)

[8: Undergraduate coursework satisfaction 76](#_Toc528315508)

[8.1 Satisfaction by study area 76](#_Toc528315509)

[8.2 Satisfaction by demographic group 77](#_Toc528315510)

[8.3 Satisfaction over time 77](#_Toc528315511)

[8.4 International comparison 78](#_Toc528315512)

[9: Postgraduate coursework satisfaction 80](#_Toc528315513)

[9.1 Satisfaction by study area 80](#_Toc528315514)

[9.2 Satisfaction by demographic group 80](#_Toc528315515)

[9.3 Satisfaction over time 82](#_Toc528315516)

[10: Postgraduate research satisfaction 83](#_Toc528315517)

[10.1 Satisfaction by study area 83](#_Toc528315518)

[10.2 Satisfaction by demographic group 84](#_Toc528315519)

[10.3 Satisfaction over time 86](#_Toc528315520)

[Appendix 1: Survey methodology 88](#_Toc528315521)

[Survey programming 90](#_Toc528315522)

[1800 and email helpdesk 90](#_Toc528315523)

[Incentivisation 90](#_Toc528315524)

[Invitation and follow-up reminder strategy 90](#_Toc528315525)

[Email activity and SMS 91](#_Toc528315526)

[Social media campaign 91](#_Toc528315527)

[Response rates 91](#_Toc528315528)

[Data representativeness 93](#_Toc528315529)

[Appendix 2: Labour market and graduate satisfaction definitions 96](#_Toc528315530)

[Examples of graduate labour market outcomes 96](#_Toc528315531)

[Appendix 3: Self-assessed over-qualification 97](#_Toc528315532)

[Appendix 4: 2018 GOS item summary 98](#_Toc528315533)

[Appendix 5: Study area concordance 107](#_Toc528315534)

[Appendix 6: Additional tables 110](#_Toc528315535)

# 1: Introduction

The 2018 Graduate Outcomes Survey (GOS) measures the destinations and satisfaction of recent higher education graduates. As such, it measures key outcomes providing assurance about the quality of Australia’s higher education sector. Graduate employment outcomes are reported consistent with the Australian Bureau of Statistics (ABS) standard model of labour force statistics. See Appendix 2 for details. The GOS is included as part of the Quality Indicators for Learning and Teaching (QILT) survey suite. The QILT surveys are independently and centrally administered by the Social Research Centre on behalf of the Australian Government Department of Education and Training.

Beginning in 2016, the GOS has replaced the Australian Graduate Survey (AGS) and its associated suite of surveys and publications previously administered by Graduate Careers Australia. The GOS, in replacing the Graduate Destination Survey (GDS), continues the long tradition established since 1974 of measuring the labour market experience and destinations of recent higher education graduates. The GOS also encompasses the Course Experience Questionnaire (CEQ), measuring graduate satisfaction with coursework experience since 1993, and the Postgraduate Research Experience Questionnaire (PREQ), measuring satisfaction with postgraduate research experience since 1999.

As in 2017, the 2018 GOS was primarily conducted as a national online survey among 102 higher education institutions including all 41 Table A and B universities and 61 Non-University Higher Education Institutions (NUHEIs). A total of 120,564 valid survey responses were collected across all study levels, representing a response rate of 43.0 per cent, which is a decrease from the 45.0 per cent collected in 2017 but an increase from 39.7 per cent in 2016. Further information on survey methodology and response rates is included in Appendix 1. All data presented in the main body of the report refer to all institutions. Data for universities and NUHEIs are presented in Appendix 6.

# 2: Undergraduate employment

At the undergraduate level, the full-time employment rate measured by the 2018 GOS was 72.9 per cent, an improvement of 1.1 percentage points on the 71.8 per cent recorded in 2017, which was in turn a 0.9 percentage point increase on the 70.9 per cent in 2016. This continues the steady improvement in the graduate full-time employment rate in recent years since the low point of 68.1 per cent in 2014. The increase in the full-time employment rate is consistent with a modest improvement in the overall labour market over the period. The overall employment rate increased slightly from 86.5 per cent in 2017 to 87.0 per cent in 2018, and the labour force participation rate remained essentially unchanged at 91.9 per cent. Labour market outcomes at the broad level remain generally similar for males and females as shown in Table 2, with females remaining slightly more likely than males to be employed full-time by around one percentage point.

Employment outcomes by sector are shown in Tables F and K in Appendix 6. In 2017, 73.3 per cent of university undergraduates were in full-time employment immediately upon graduation, an increase of approximately one percentage point from 2017 and 87.2 per cent in overall employment. By way of comparison, 62.6 per cent of Non-University Higher Education Institution (NUHEI) undergraduates were in full-time employment, which represents an increase of 4.2 percentage points from 2017 which offsets a decrease of 4.6 percentage points compared with 2016. The overall employment rate for NUHEI undergraduates was 81.6 per cent which represents an increase of 0.8 percentage points which is less than the decrease of 2.3 percentage points which occurred compared with 2016.

However, it is important to note that these comparisons of employment outcomes by sector do not take into account the different characteristics of students, such as the different proportions of graduates by study area or level of education in each sector. It should also be noted that the NUHEI sector represents a relatively small number of graduates and results can therefore be more volatile. For further information on the destinations of university and NUHEI graduates, see Appendix 6.

Table 2: Undergraduate employment outcomes, 2017 and 2018 (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Male 2017** | **Female 2017** | **Total 2017** | **Male 2018** | **Female 2018** | **Total 2018** |
| Full-time employment | 71.2 | 72.1 | 71.8 | 72.2 | 73.3 | 72.9 |
| Total employed | 84.2 | 87.7 | 86.5 | 84.8 | 88.2 | 87.0 |
| Labour force participation rate (%) | 91.6 | 92.3 | 92.0 | 91.3 | 92.2 | 91.9 |

## 2.1 Employment outcomes by study area

Consistent with 2017, in 2018 graduates from more vocationally oriented study areas had greater success in the labour market immediately upon graduation. In 2018, Pharmacy, Medicine, Rehabilitation and Dentistry undergraduates had the highest rates of full-time employment at 97.2 per cent, 94.9 per cent, 89.3 per cent and 86.8 per cent respectively. However, it should be noted that some study areas traditionally have high employment rates immediately upon graduation arising from professional registration requirements. Pharmacy, Rehabilitation, Medicine and Dentistry undergraduates also had the highest rates of overall employment, while Rehabilitation, Nursing, Pharmacy, and Business and management undergraduates had the highest labour force participation rates, as shown in Table 3.

Conversely, graduates with more generalist degrees can take longer to gain a foothold in the labour market immediately upon graduation. Study areas with the lowest rates of full-time employment in 2018 were Creative arts, Tourism, hospitality, personal services, sport and recreation, Communications, Humanities, culture and social sciences and, Psychology which had full-time employment rates of 52.2 per cent, 59.6 per cent, 60.5 per cent, 64.3 per cent and 64.5 per cent respectively. The areas with the lowest proportion of graduates employed were Computing and information systems, Creative arts, Communications, Science and mathematics and Humanities, culture and social sciences all of which had overall employment rates under 84 per cent. The study area with the lowest labour force participation rate was Science and mathematics, which remained at around 82 per cent consistently from 2016 to 2018.

The 2018 Graduate Outcomes Survey-Longitudinal (GOS-L) shows that three years after graduation, many more graduates find work, and this is especially the case among undergraduates with more generalist degrees. For example, the full-time employment rate for graduates who completed Science and mathematics, Tourism, hospitality, personal services, sport and recreation undergraduate degrees increased by 37.0 and 37.3 percentage points to 85.0 per cent and 85.6 per cent respectively and Creative arts and Psychology increasing by 32.1 and 32.0 percentage points to 80.4 and 83.3 per cent respectively. Note that there can be considerable variation in employment outcomes within each study area. Undergraduate outcomes are presented at more detailed level for 45 study areas in Appendix 6.

Table 3: Undergraduate employment outcomes by study area, 2017 and 2018 (%)

|  | **Full-time employment 2017** | **Full-time employment 2018** | **Total employment 2017** | **Total employment 2018** | **Labour force participation rate 2017** | **Labour force participation rate 2018** |
| --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 59.0 | 64.6 | 80.6 | 82.9 | 82.1 | 81.8 |
| Computing and Information Systems | 73.3 | 73.2 | 82.1 | 81.1 | 93.2 | 93.3 |
| Engineering | 79.4 | 83.1 | 86.5 | 88.2 | 94.3 | 94.3 |
| Architecture and built environment | 75.2 | 77.7 | 87.2 | 87.9 | 93.7 | 94.7 |
| Agriculture and environmental studies | 66.3 | 68.3 | 84.2 | 87.1 | 92.5 | 92.0 |
| Health services and support | 72.7 | 72.4 | 89.9 | 89.5 | 93.2 | 93.2 |
| Medicine | 95.9 | 94.9 | 95.9 | 94.3 | 94.0 | 95.0 |
| Nursing | 79.3 | 78.7 | 91.7 | 91.5 | 97.7 | 97.8 |
| Pharmacy | 95.2 | 97.2 | 95.8 | 97.3 | 95.5 | 97.4 |
| Dentistry | 86.8 | 86.8 | 95.7 | 94.0 | 94.9 | 92.5 |
| Veterinary science | 81.4 | 84.7 | 87.5 | 89.2 | 88.9 | 90.5 |
| Rehabilitation | 85.7 | 89.3 | 95.8 | 95.8 | 98.0 | 98.5 |
| Teacher education | 81.7 | 83.3 | 93.0 | 93.9 | 96.3 | 96.1 |
| Business and management | 76.5 | 77.9 | 87.2 | 88.1 | 96.3 | 96.5 |
| Humanities, culture and social sciences | 62.2 | 64.3 | 83.6 | 83.8 | 88.6 | 88.5 |
| Social work | 70.9 | 73.5 | 86.1 | 86.5 | 94.5 | 94.6 |
| Psychology | 60.3 | 64.5 | 84.8 | 85.3 | 87.1 | 86.1 |
| Law and paralegal studies | 74.8 | 77.2 | 85.3 | 87.9 | 94.2 | 94.4 |
| Creative arts | 53.2 | 52.2 | 80.0 | 81.3 | 90.0 | 91.8 |
| Communications | 60.6 | 60.5 | 84.6 | 82.7 | 93.6 | 90.4 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 62.9 | 59.6 | 86.8 | 86.7 | 94.0 | 94.2 |
| **All Study Areas\*** | 71.8 | 72.9 | 86.5 | 87.0 | 92.0 | 91.9 |
| Standard deviation | 11.8 | 11.9 | 5.0 | 4.7 | 3.8 | 4.0 |

\*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.

## 2.2 Employment outcomes by demographic group

As was the case in 2017, older undergraduates and undergraduates that studied externally were more likely to be in full-time employment in 2018, with rates of 74.7 per cent and 81.9 per cent respectively, as shown in Table 4. This may be associated with these graduates being more likely to have an ongoing relationship with an employer while studying. Older graduates were 2.1 percentage points more likely to be employed full-time than graduates aged 30 or younger, but are less likely to be working, or to be participating in the labour force. Graduates who completed their studies externally were 10.3 percentage points more likely to be employed full-time than those who had completed internal or mixed mode studies and were also 4.0 per cent more likely to be employed but very slightly less likely to participate in the labour force.

Both 72.9 per cent of Indigenous and non-Indigenous undergraduates were in full-time employment but 86.1 per cent of Indigenous graduates were in employment in 2018, compared with 87.0 per cent for non-Indigenous undergraduates.

Undergraduates with a reported disability had a full-time employment rate of 62.8 per cent, which was 10.7 percentage points lower than the 73.5 per cent for undergraduates who reported no disability.

Similarly, domestic students whose home language was other than English had a substantially lower rate of full-time employment in 2018 of 57.6 per cent, in comparison with the 73.4 per cent for undergraduates whose home language was English. This difference of 15.8 percentage points represents a decrease compared with the difference of 18.4 percentages points in 2017 and 16.5 percentage points between these groups in 2016.

Employment outcomes reported by socio-economic status (SES) and location are derived from geocoded measures based on the location of where students are ‘from’, that is, their permanent home address at the commencement of study. These measures therefore only relate to domestic students with a recorded address.

The socio-economic status (SES) of higher education graduates is categorised as high, medium or low, as defined by the Australian Bureau of Statistics (ABS) Socio-Economic Indexes of Areas (SEIFA) Index of Education and Occupation. This index reflects the educational and occupational level of communities. Geocoding is calculated at the ABS Statistical Area 1 level, or postcode level when this detail is not available. Within the population as a whole, the top 25% of the population aged 15–64 are classified as high SES based on where they live; the middle 50% of the population are classified as medium SES; and the bottom 25% of the population as low SES.

Location is a measure based on the ABS 2011 Australian Statistical Geography Standard (ASGS) classification of remoteness. The SES classifies higher education graduates as being either from regional/remote or metropolitan areas. The combined regional/remote category includes graduates from Inner regional, Outer regional, Remote and Very remote areas as defined by the ASGS. Geocoding is calculated at the postcode level. However, postcodes can be mapped to multiple remoteness categories. For example, a postcode may be classified as 75 per cent regional/remote and 25 per cent metropolitan. These proportions are then used to estimate the number of graduates from metropolitan or regional/remote areas that meet the survey characteristics in question.

In 2018, graduates from higher socio-economic status (SES) categories performed better in all employment areas, with 74.9 per cent of high SES undergraduates employed full-time compared with 72.7 per cent of those in medium SES and 69.8 per cent in the low SES category. The pattern is similar in terms of overall employment, with high, medium and low SES graduates recording overall employment rates of 88.1, 87.2 and 84.7 per cent respectively. This pattern differs for labour force participation, with a higher proportion, 92.4 per cent, of medium SES graduates participating in the labour force than low or high SES graduates, 91.7 and 91.3 per cent respectively.

Interestingly, as was the case in 2017, in 2018 the labour force outcomes of graduates from regional or remote areas remained higher than for those from metropolitan areas. Regional/remote graduates’ full-time employment rate was 76.7 per cent compared with 71.8 per cent for metropolitan graduates, a difference of 4.9 percentage points. Similarly, 89.3 per cent of regional/remote graduates were employed overall, compared with 86.5 per cent for metropolitan areas. Those in regional/remote areas were also slightly more likely to participate in the labour force, with a participation rate of 92.4 per cent compared with 91.9 per cent for metropolitan areas.

Table 4: Undergraduate employment outcomes by demographic group, 2017 and 2018 (%)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Full-time employment 2017** | **Full-time employment 2018** | **Total employment 2017** | **Total employment 2018** | **Labour force participation rate 2017** | **Labour force participation rate 2018** |
| Age | 30 years or under | 71.3 | 72.6 | 86.5 | 87.0 | 92.4 | 92.5 |
| Over 30 years | 74.0 | 74.7 | 86.3 | 86.6 | 90.1 | 89.2 |
| Indigenous | Indigenous | 77.5 | 72.9 | 88.8 | 86.1 | 91.0 | 91.7 |
| Non Indigenous | 71.7 | 72.9 | 86.4 | 87.0 | 92.0 | 91.9 |
| Home language | English | 72.3 | 73.4 | 86.9 | 87.4 | 92.1 | 92.0 |
| Language other than English | 53.9 | 57.6 | 71.6 | 74.2 | 88.1 | 88.8 |
| Disability | Reported disability | 61.5 | 62.8 | 78.7 | 80.4 | 86.5 | 85.9 |
| No disability | 72.4 | 73.5 | 86.9 | 87.4 | 92.4 | 92.3 |
| Study mode | Internal and mixed mode | 70.5 | 71.6 | 86.0 | 86.5 | 91.8 | 92.0 |
| External | 80.3 | 81.9 | 90.2 | 90.5 | 93.5 | 91.4 |
| Socio-economic status | High | 73.6 | 74.9 | 87.3 | 88.1 | 91.5 | 91.3 |
| Medium | 71.1 | 72.7 | 86.7 | 87.2 | 92.2 | 92.4 |
| Low | 70.3 | 69.8 | 85.0 | 84.7 | 92.9 | 91.7 |
| Location | Metro | 70.6 | 71.8 | 86.0 | 86.5 | 92.0 | 91.9 |
| Regional/remote | 75.5 | 76.7 | 88.6 | 89.3 | 92.5 | 92.4 |
| **Total undergraduate** | | 71.8 | 72.9 | 86.5 | 87.0 | 92.0 | 91.9 |

## 2.3 Employment over time

Since the Global Financial Crisis (GFC), graduates have taken longer to establish a foothold in the labour market. The full-time employment rate for undergraduates peaked at 85.2 per cent in 2008 and fell by 17.1 percentage points to 68.1 per cent in 2014, as measured by the previous AGS. Since 2014, there has been a steady improvement in undergraduate employment, with the full-time employment rate increasing to 68.8 per cent in 2015, as measured by the AGS, and 70.9 per cent in 2016, 71.8 per cent in 2017 and 72.9 per cent in 2018, as measured by the GOS. This is consistent with a modest improvement in general labour market conditions, with the overall unemployment rate falling from 5.5 per cent in May 2017 to 5.4 per cent in May 2018.

The 2018 Graduate Outcomes Survey-Longitudinal (GOS-L) shows that graduates do succeed over time, with many more graduates in work three years after graduation. In 2015, 67.1 per cent of graduates were in full-time employment immediately upon graduation. Three years later in 2018, 89.2 per cent of the same cohort of graduates had found full-time work, which represents an improvement of 22.1 percentage points.

Graduate short-term employment outcomes over time by study area are presented in Appendix 6.

## 2.4 Part-time employment

Table 5 shows the proportion of undergraduates working part-time as a share of all employed undergraduates. In 2018, 37.3 per cent of employed undergraduates were working part-time, which is a slight decrease from 37.9 per cent in 2017. This is consistent with the strong growth in full-time employment in the overall labour market in 2017-18. More than half of all employed undergraduates in the study areas of Psychology and Creative Arts were working part-time and the share of part-time employment was higher than 45 per cent in the study areas of Science and mathematics, Nursing, Humanities, culture and social sciences and Tourism, hospitality, personal services, sport and recreation.

There is frequent commentary to the effect that part-time jobs are ‘inferior’ in some senses to full-time jobs, and especially in the context of graduates entering the labour market. However, undergraduates may have bona fide reasons for working part-time, for example, combining further study with part-time employment (data on reasons for working part-time are shown in Table 6 below). The rate of underemployed and fully employed part-time workers, as measured by the proportion of part-time employees seeking more hours of work or not seeking more hours of work, as a proportion of all employed graduates, are shown below in Table 5.

Overall, in 2018 more employed undergraduates 19.2 per cent, were underemployed part-time workers immediately upon graduation than were fully employed part-time workers, 14.0 per cent – those who are employed part time but not seeking more hours. The rate of underemployed part-time employment was lower than the 19.7 per cent recorded in 2017. Female undergraduates were more likely to be employed part-time at 40.2 per cent compared with 31.5 per cent for males and are also more likely to be fully employed part-time workers than male undergraduates, 16.2 per cent compared with 9.9 per cent. Undergraduates with the highest rates of underemployed part-time employment seeking more hours of work were in the study areas of Creative arts, Tourism, hospitality, personal services, sport and recreation and Communications at 33.8 per cent, 32.2 per cent, and 27.6 per cent respectively.

Graduates work in part-time employment for a range of personal and labour market related reasons and these are shown in Table 6. In 2018, the main reasons that undergraduates were underemployed part-time workers was because they were studying, 20.0 per cent, because there were no suitable jobs in their area of expertise, 18.0 per cent, because there were no jobs with a suitable number of hours, 16.8 per cent, or no suitable jobs in their local area, 11.5 per cent. On the other hand, almost a majority, 49.0 per cent, of undergraduates who were fully employed part-time workers were engaged in further study.

In general, those seeking more hours were more likely to cite labour force reasons for working part-time, 50.6 per cent compared with only 7.6 percent compared with those who were not seeking more hours. In contrast, those not seeking more hours were much more likely to cite personal reasons, with most of those indicating that studying was the main reason. Females not seeking more work were 14.0 percentage points more likely than males to cite caring for children as the main reason for working part-time and were also less likely than males to cite studying as the main reason, by 21.9 percentage points.

Table 5: Part-time employment, by study area and gender, as a proportion of all employed graduates, 2018 (%)

|  | **Total employed part-time – Male** | **Total employed part-time – Female** | **Total employed part-time – Total** | **Seeking more hours – Male** | **Seeking more hours – Female** | **Seeking more hours Total** | **Not seeking more hours – Male** | **Not seeking more hours Female** | **Not seeking more hours – Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 44.8 | 50.9 | 48.5 | 21.7 | 24.3 | 23.3 | 16.8 | 20.9 | 19.3 |
| Computing and Information Systems | 20.8 | 20.5 | 20.7 | 12.6 | 13.9 | 12.8 | 5.8 | 5.6 | 5.7 |
| Engineering | 15.9 | 18.9 | 16.4 | 9.2 | 8.6 | 9.1 | 5.0 | 8.2 | 5.6 |
| Architecture and built environment | 19.7 | 37.0 | 27.5 | 11.3 | 20.6 | 15.5 | 6.1 | 13.0 | 9.2 |
| Agriculture and environmental studies | 24.5 | 40.3 | 34.3 | 15.4 | 24.5 | 21.0 | 5.2 | 12.8 | 9.9 |
| Health services and support | 42.8 | 43.9 | 43.8 | 24.9 | 23.7 | 24.3 | 12.8 | 16.5 | 15.4 |
| Medicine | 7.1 | 11.9 | 10.0 | 3.1 | 4.6 | 4.0 | 2.7 | 6.2 | 4.8 |
| Nursing | 37.1 | 46.9 | 45.9 | 16.2 | 16.5 | 16.5 | 15.2 | 26.0 | 24.8 |
| Pharmacy | 8.0 | 4.4 | 5.2 | 3.4 | 0.7 | 1.4 | 4.5 | 3.6 | 3.9 |
| Dentistry | 27.0 | 28.7 | 28.2 | 9.5 | 17.2 | 15.0 | 15.9 | 10.2 | 11.8 |
| Veterinary science | 26.9 | 25.0 | 25.3 | 9.6 | 11.9 | 11.5 | 15.4 | 10.7 | 11.5 |
| Rehabilitation | 15.2 | 16.9 | 16.6 | 10.3 | 8.7 | 9.0 | 2.7 | 7.1 | 6.2 |
| Teacher education | 27.3 | 30.7 | 30.1 | 14.5 | 15.6 | 15.4 | 8.1 | 11.6 | 11.0 |
| Business and management | 22.1 | 22.2 | 22.2 | 14.0 | 13.3 | 13.6 | 6.0 | 7.1 | 6.6 |
| Humanities, culture and social sciences | 44.4 | 49.2 | 47.8 | 23.1 | 24.8 | 24.3 | 16.0 | 18.8 | 17.9 |
| Social work | 36.1 | 33.8 | 34.1 | 24.6 | 17.3 | 18.2 | 6.6 | 13.9 | 13.0 |
| Psychology | 51.0 | 55.8 | 54.8 | 23.4 | 24.3 | 24.1 | 22.6 | 26.2 | 25.4 |
| Law and paralegal studies | 19.1 | 25.5 | 23.1 | 13.2 | 15.4 | 14.6 | 4.8 | 8.3 | 7.0 |
| Creative arts | 56.4 | 59.1 | 58.3 | 34.2 | 33.6 | 33.8 | 13.7 | 17.1 | 16.1 |
| Communications | 48.5 | 43.4 | 44.9 | 32.2 | 25.8 | 27.6 | 9.4 | 13.5 | 12.3 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 51.9 | 41.5 | 45.9 | 32.5 | 32.1 | 32.2 | 11.7 | 5.7 | 8.2 |
| **All Study Areas \*\*** | 31.5 | 40.2 | 37.3 | 17.7 | 20.0 | 19.2 | 9.9 | 16.2 | 14.0 |

\* Includes graduates employed part-time where preference for additional hours is unknown

\*\*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: Main reason for working part-time, of those employed part-time, by preference for more hours, 2018 (%)

|  | **Seeking more hours – Male** | **Seeking more hours – Female** | **Seeking more hours – Total** | **Not seeking more hours – Male** | **Not seeking more hours – Female** | **Not seeking more hours – Total** |
| --- | --- | --- | --- | --- | --- | --- |
| Studying | 22.2 | 19.0 | 20.0 | 65.5 | 43.6 | 49.0 |
| Short-term illness or injury | 0.9 | 1.0 | 1.0 | 0.4 | 0.5 | 0.5 |
| Long-term health condition or disability | 0.4 | 0.8 | 0.7 | 1.1 | 1.9 | 1.7 |
| Caring for children | 1.4 | 4.3 | 3.4 | 2.3 | 16.3 | 12.8 |
| Caring for family member with a health condition or disability | 0.5 | 0.8 | 0.7 | 0.8 | 1.2 | 1.1 |
| **Subtotal – personal factors** | 25.5 | 26.0 | 25.8 | 70.0 | 63.4 | 65.1 |
| No suitable jobs in my area of expertise | 18.6 | 17.8 | 18.0 | 2.6 | 2.6 | 2.6 |
| No suitable jobs in my local area | 12.0 | 11.3 | 11.5 | 2.2 | 1.6 | 1.7 |
| Considered to be too young by employers | 2.3 | 2.2 | 2.3 | 0.5 | 0.7 | 0.6 |
| Considered too old by employers | 1.9 | 2.0 | 2.0 | 0.6 | 0.7 | 0.6 |
| No jobs with a suitable number of hours | 17.0 | 16.7 | 16.8 | 2.1 | 2.1 | 2.1 |
| **Subtotal – labour market factors** | 51.8 | 50.0 | 50.6 | 7.9 | 7.5 | 7.6 |
| Other | 22.7 | 24.0 | 23.6 | 22.1 | 29.0 | 27.3 |
| **Total** | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

## 2.5 Employment outcomes by institution

2.5.1 Universities

***2018 GOS Labour Force Outcomes***

Full-time employment rates across universities at the undergraduate level vary by institution, as shown by Table 7 with a standard deviation of 7.6 percentage points. For example, universities with the highest full time employment rates immediately following graduation in 2018 were Charles Sturt University with 87.5 per cent, Charles Darwin University with 83.2 per cent, the University of Sydney with 81.0 per cent, James Cook University with 79.6 per cent and Central Queensland University with 79.1 per cent It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as whether graduates studied externally, course offerings, the composition of the student population and variations in state/territory and regional labour markets, might also impact on employment and salary outcomes. Also, note where the confidence intervals overlap between two universities there is no significant difference in full-time employment in a statistical sense.

There is less variation in overall employment outcomes compared to full-time employment outcomes across universities. The standard deviation for overall employment outcomes was lower than for full-time employment at 3.1 percentage points. Universities with higher overall employment outcomes include Charles Sturt University, Charles Darwin University, the University of Canberra, Australian Catholic University and University of Tasmania.

Similarly, there is also less variation in labour force participation outcomes across universities with a standard deviation of 3.9 percentage points. Universities with high labour force participation rates include the Australian Catholic University, the University of Southern Queensland, Charles Sturt University, The University of Notre Dame Australia and the University of Technology Sydney.

**Table 7:Undergraduate labour force indicators 2018 (universities only)**

| **University** | **In full-time employment (as a proportion of those available for full-time work) (%)** | **Overall employed (as a proportion of those available for any work) (%)** | **Labour force participation rate (%)** |
| --- | --- | --- | --- |
| Australian Catholic University | 77.4 (75.7, 79.0) | 91.1 (90.1, 91.9) | 96.2 (95.6, 96.7) |
| Bond University | 73.0 (68.1, 77.2) | 80.9 (77.2, 84.0) | 91.5 (88.8, 93.3) |
| Central Queensland University | 79.1 (76.8, 81.1) | 89.3 (87.9, 90.5) | 93.6 (92.5, 94.4) |
| Charles Darwin University | 83.2 (80.0, 85.8) | 92.4 (90.5, 93.7) | 91.6 (89.8, 92.9) |
| Charles Sturt University | 87.5 (86.3, 88.7) | 92.6 (91.7, 93.3) | 95.6 (94.9, 96.1) |
| Curtin University | 71.4 (69.6, 73.2) | 87.2 (86.0, 88.3) | 95.0 (94.2, 95.6) |
| Deakin University | 73.4 (71.9, 74.8) | 88.6 (87.8, 89.4) | 94.0 (93.4, 94.6) |
| Edith Cowan University | 57.8 (55.3, 60.2) | 82.4 (80.8, 83.9) | 93.7 (92.6, 94.5) |
| Federation University Australia | 78.3 (75.5, 80.8) | 89.5 (87.9, 90.8) | 94.6 (93.4, 95.4) |
| Flinders University | 65.2 (62.8, 67.4) | 85.5 (84.1, 86.9) | 93.5 (92.5, 94.4) |
| Griffith University | 66.8 (65.0, 68.5) | 83.6 (82.5, 84.7) | 91.0 (90.2, 91.8) |
| James Cook University | 79.6 (77.4, 81.7) | 88.0 (86.5, 89.3) | 94.7 (93.6, 95.5) |
| La Trobe University | 68.8 (66.7, 70.8) | 87.8 (86.6, 88.9) | 91.4 (90.4, 92.3) |
| Macquarie University | 74.9 (73.3, 76.4) | 88.1 (87.1, 89.1) | 92.3 (91.4, 93.0) |
| Monash University | 74.3 (73.0, 75.6) | 87.7 (86.9, 88.5) | 89.6 (88.9, 90.2) |
| Murdoch University | 62.3 (59.4, 65.2) | 84.0 (82.0, 85.8) | 93.1 (91.7, 94.2) |
| Queensland University of Technology | 68.0 (65.9, 70.1) | 86.5 (85.1, 87.8) | 95.1 (94.2, 95.9) |
| RMIT University | 72.8 (71.5, 74.2) | 85.7 (84.8, 86.5) | 93.6 (92.9, 94.1) |
| Southern Cross University | 70.0 (67.0, 72.7) | 87.0 (85.1, 88.5) | 92.4 (91.0, 93.5) |
| Swinburne University of Technology | 72.1 (70.1, 74.0) | 84.8 (83.4, 86.0) | 92.2 (91.2, 93.0) |
| The Australian National University | 76.9 (73.6, 79.8) | 89.6 (87.5, 91.3) | 90.3 (88.4, 91.8) |
| The University of Adelaide | 67.4 (65.2, 69.5) | 83.5 (82.1, 84.7) | 86.1 (85.0, 87.1) |
| The University of Melbourne | 65.2 (62.9, 67.5) | 84.6 (83.4, 85.7) | 83.5 (82.4, 84.5) |
| The University of Notre Dame Australia | 78.7 (76.0, 81.1) | 90.8 (89.1, 92.1) | 95.4 (94.1, 96.3) |
| The University of Queensland | 78.2 (76.9, 79.5) | 87.8 (86.9, 88.6) | 92.5 (91.8, 93.1) |
| The University of South Australia | 71.9 (69.8, 73.9) | 86.9 (85.5, 88.1) | 93.3 (92.3, 94.1) |
| The University of Sydney | 81.0 (79.3, 82.6) | 89.0 (87.9, 90.0) | 91.1 (90.1, 92.0) |
| The University of Western Australia | 55.4 (52.1, 58.7) | 83.4 (81.7, 85.1) | 81.6 (80.0, 83.1) |
| Torrens University | 61.6 (57.6, 65.3) | 81.3 (78.4, 83.5) | 95.0 (93.3, 96.0) |
| University of Canberra | 75.3 (72.8, 77.7) | 91.5 (90.0, 92.7) | 94.7 (93.5, 95.6) |
| University of Divinity | n/a | 89.7 (80.5, 93.8) | 78.0 (69.7, 83.4) |
| University of New England | 80.1 (78.4, 81.6) | 88.6 (87.5, 89.5) | 91.9 (91.1, 92.6) |
| University of New South Wales | 79.1 (77.3, 80.7) | 88.2 (87.0, 89.3) | 92.9 (92.0, 93.8) |
| University of Newcastle | 76.8 (74.9, 78.6) | 89.3 (88.1, 90.4) | 93.5 (92.6, 94.3) |
| University of Southern Queensland | 72.8 (69.0, 76.2) | 85.4 (82.7, 87.7) | 95.9 (94.2, 97.0) |
| University of Tasmania | 79.0 (77.3, 80.7) | 91.1 (90.1, 91.9) | 85.2 (84.2, 86.2) |
| University of Technology Sydney | 77.0 (75.3, 78.6) | 87.5 (86.3, 88.7) | 95.3 (94.4, 95.9) |
| University of the Sunshine Coast | 61.7 (59.0, 64.4) | 84.3 (82.5, 85.8) | 94.0 (92.9, 94.9) |
| University of Wollongong | 75.3 (73.3, 77.2) | 89.9 (88.7, 91.0) | 93.8 (92.8, 94.5) |
| Victoria University | 66.4 (63.5, 69.2) | 82.7 (80.8, 84.5) | 91.8 (90.5, 93.0) |
| Western Sydney University | 67.6 (65.8, 69.4) | 82.6 (81.3, 83.8) | 91.8 (90.9, 92.6) |
| **All universities** | **73.3 (73.0, 73.6)** | **87.2 (87.0, 87.4)** | **92.0 (91.8, 92.1)** |
| Standard deviation | 7.6 | 3.1 | 3.9 |

***2016-2018 GOS Labour Force Outcomes***

Table 8 present results at university level combining responses from the 2016, 2017 and 2018 Graduate Outcomes Surveys. This follows the approach on the QILT website where results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data, especially where survey data are presented at a disaggregated level by institution by study area.

These results also vary by institution, as shown by Table 8 with a standard deviation of 7.0 percentage points. Universities with the highest full-time employment averaged over 2016-2018 were the University of Divinity with 90.1 per cent, Charles Sturt University with 86.3 per cent, Charles Darwin University with 83.0 per cent, Central Queensland University with 79.9 per cent and the University of New England with 79.8 per cent.

Again, as was mentioned above, it is important to acknowledge that a range of factors impact on employment and salary outcomes and that where confidence intervals overlap between two universities there is no significant difference in a statistical sense.

There is less variation in overall employment outcomes compared to full-time employment outcomes across universities. The standard deviation for overall employment outcomes was lower than for full-time employment at 2.9 percentage points. Universities with higher overall employment outcomes in the 2018 GOS include Charles Sturt University, Charles Darwin University, the University of Divinity, the Australian Catholic University and the University of Notre Dame Australia.

Similarly, there is also less variation in labour force participation outcomes across universities with a standard deviation of 3.9 percentage points. Universities with high labour force participation rates include the University of Notre Dame Australia, the Australian Catholic University, the University of Southern Queensland, Charles Sturt University and Torrens University.

**Table 8 Undergraduate labour force indicators 2016-2018 (universities only)**

| **University** | **In full-time employment (as a proportion of those available for full-time work) (%)** | **Overall employed (as a proportion of those available for any work) (%)** | **Labour force participation rate (%)** |
| --- | --- | --- | --- |
| Australian Catholic University | 77.8 (76.7, 78.8) | 91.2 (90.7, 91.8) | 95.8 (95.4, 96.1) |
| Bond University | 74.0 (71.1, 76.5) | 81.9 (79.8, 83.7) | 91.5 (90.0, 92.7) |
| Central Queensland University | 79.9 (78.5, 81.1) | 89.5 (88.6, 90.2) | 93.2 (92.5, 93.7) |
| Charles Darwin University | 83.0 (81.2, 84.6) | 91.9 (90.8, 92.7) | 92.9 (92.0, 93.7) |
| Charles Sturt University | 86.3 (85.5, 87.0) | 92.9 (92.4, 93.4) | 95.3 (94.9, 95.7) |
| Curtin University | 69.5 (68.5, 70.5) | 87.2 (86.6, 87.8) | 94.3 (93.9, 94.7) |
| Deakin University | 71.8 (70.9, 72.7) | 88.8 (88.3, 89.3) | 93.6 (93.2, 94.0) |
| Edith Cowan University | 60.4 (58.9, 61.8) | 83.7 (82.8, 84.5) | 93.9 (93.3, 94.4) |
| Federation University Australia | 76.7 (74.7, 78.6) | 89.4 (88.2, 90.5) | 94.3 (93.3, 95.0) |
| Flinders University | 65.4 (63.8, 66.9) | 86.2 (85.3, 87.1) | 92.9 (92.2, 93.5) |
| Griffith University | 65.2 (64.1, 66.2) | 84.0 (83.4, 84.7) | 91.6 (91.1, 92.1) |
| James Cook University | 78.6 (77.2, 80.0) | 88.3 (87.3, 89.1) | 94.1 (93.4, 94.7) |
| La Trobe University | 69.2 (68.0, 70.3) | 87.2 (86.5, 87.8) | 92.1 (91.6, 92.6) |
| Macquarie University | 74.7 (73.7, 75.7) | 88.0 (87.3, 88.6) | 91.7 (91.2, 92.2) |
| Monash University | 73.7 (72.9, 74.4) | 87.8 (87.3, 88.2) | 90.3 (89.9, 90.7) |
| Murdoch University | 63.0 (61.3, 64.7) | 83.8 (82.7, 84.9) | 92.9 (92.1, 93.6) |
| Queensland University of Technology | 70.3 (69.2, 71.5) | 87.1 (86.4, 87.8) | 94.9 (94.4, 95.4) |
| RMIT University | 69.3 (68.4, 70.1) | 84.0 (83.4, 84.5) | 92.9 (92.5, 93.2) |
| Southern Cross University | 70.2 (68.5, 71.9) | 86.6 (85.6, 87.6) | 92.9 (92.1, 93.5) |
| Swinburne University of Technology | 69.6 (68.4, 70.8) | 84.9 (84.1, 85.6) | 92.5 (92.0, 93.0) |
| The Australian National University | 70.4 (68.5, 72.2) | 85.5 (84.2, 86.6) | 89.8 (88.8, 90.7) |
| The University of Adelaide | 63.9 (62.7, 65.1) | 82.7 (81.9, 83.4) | 87.9 (87.3, 88.5) |
| The University of Melbourne | 64.0 (62.6, 65.4) | 83.8 (83.1, 84.5) | 81.5 (80.8, 82.1) |
| The University of Notre Dame Australia | 79.6 (78.1, 80.9) | 90.7 (89.8, 91.5) | 96.1 (95.4, 96.6) |
| The University of Queensland | 75.1 (74.3, 75.9) | 87.0 (86.5, 87.5) | 91.8 (91.4, 92.2) |
| The University of South Australia | 71.9 (70.6, 73.1) | 87.2 (86.5, 88.0) | 93.6 (93.0, 94.1) |
| The University of Sydney | 77.8 (76.9, 78.7) | 88.0 (87.4, 88.6) | 92.0 (91.5, 92.4) |
| The University of Western Australia | 59.7 (57.9, 61.3) | 82.9 (82.0, 83.8) | 84.9 (84.1, 85.7) |
| Torrens University | 61.7 (57.4, 65.8) | 81.1 (77.9, 83.8) | 95.2 (93.2, 96.4) |
| University of Canberra | 72.5 (71.0, 74.0) | 88.8 (87.8, 89.6) | 94.5 (93.9, 95.1) |
| University of Divinity | 90.1 (83.9, 93.8) | 91.3 (87.0, 93.8) | 75.4 (71.1, 79.0) |
| University of New England | 79.8 (78.6, 80.8) | 88.2 (87.5, 88.9) | 92.2 (91.7, 92.7) |
| University of New South Wales | 77.9 (77.0, 78.8) | 87.2 (86.6, 87.8) | 92.8 (92.3, 93.3) |
| University of Newcastle | 74.2 (73.2, 75.2) | 89.2 (88.6, 89.8) | 93.6 (93.1, 94.0) |
| University of Southern Queensland | 78.0 (76.7, 79.1) | 87.6 (86.8, 88.4) | 95.4 (94.8, 95.8) |
| University of Tasmania | 75.3 (74.1, 76.5) | 88.2 (87.5, 88.9) | 87.4 (86.7, 88.0) |
| University of Technology Sydney | 77.1 (76.0, 78.1) | 87.7 (86.9, 88.4) | 94.8 (94.3, 95.2) |
| University of the Sunshine Coast | 62.7 (61.1, 64.3) | 85.1 (84.1, 86.0) | 94.4 (93.8, 95.0) |
| University of Wollongong | 75.5 (74.3, 76.7) | 89.3 (88.5, 90.0) | 93.4 (92.8, 93.9) |
| Victoria University | 68.2 (66.6, 69.8) | 83.8 (82.8, 84.8) | 91.9 (91.2, 92.6) |
| Western Sydney University | 66.3 (65.2, 67.3) | 81.5 (80.8, 82.2) | 91.4 (90.9, 91.9) |
| **All universities** | **72.3 (72.1, 72.5)** | **86.8 (86.7, 86.9)** | **92.0 (91.9, 92.1)** |
| Standard deviation | 7.0 | 2.9 | 3.9 |

2.5.2 NUHEIs

Table 9 show labour market outcomes for students from Non-University Higher Education Institutions. Since, the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data shown here refer to pooled data from the 2016, 2017 and 2018 surveys, the same as shown on the QILT website. Results based on fewer than 25 survey responses have not been published. Notwithstanding the pooling of data across three survey years, the confidence intervals remain much wider for some NUHEIs than was generally the case for universities. That said, there do appear to be some NUHEIs where full-time employment rates are much higher than in other institutions. For example, a number of NUHEIs have full-time employment rates clearly over 80 per cent, including Marcus Oldham College, 98.0 per cent, Moore Theological College Council, 92.9 per cent, Christian Heritage College, 85.1 per cent, William Angliss Institute, 84.4 per cent and Avondale College of Higher Education, 82.1 per cent. . The same caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater variation in course offerings by level of education and study area than among universities.

There is less variation in overall employment outcomes compared to full-time employment outcomes across NUHEIs. The standard deviation for overall employment outcomes was lower at 9.5 percentage points compared with 20.1 percentage points for the full-time employment rate. NUHEIs with high overall employment outcomes in the medium-term include Marcus Oldham College, Alphacrusis College, Think Education, Eastern College Australia and the Australian College of Physical Education.

Similarly, there is less variation in labour force participation outcomes across NUHEIs with a standard deviation of 9.2 percentage points. NUHEIs with high labour force participation rates include Marcus Oldham College, Holmesglen Institute, Excelsia College and International College of Management, Sydney.

**Table 9:Undergraduate labour force indicators 2016-2018 (NUHEIs only)**

| **NUHEI** | **In full-time employment (as a proportion of those available for full-time work) (%)** | **Overall employed (as a proportion of those available for any work) (%)** | **Labour force participation rate (%)** |
| --- | --- | --- | --- |
| Academy of Information Technology | 41.0 (30.1, 53.1) | 56.9 (46.6, 66.4) | 96.2 (89.4, 98.6) |
| ACAP and NCPS | 56.9 (53.4, 60.3) | 80.8 (78.5, 82.7) | 93.3 (91.9, 94.4) |
| Adelaide Central School of Art | n/a | 90.0 (80.7, 94.2) | 74.1 (65.8, 80.1) |
| Adelaide College of Divinity | n/a | n/a | n/a |
| Alphacrucis College | n/a | 93.8 (82.7, 98.0) | 78.0 (66.7, 85.9) |
| Australian Academy of Music and Performing Arts | n/a | 86.2 (74.5, 91.8) | 82.9 (72.7, 88.3) |
| Australian College of Theology Limited | 70.2 (65.0, 74.7) | 84.3 (81.5, 86.6) | 80.9 (78.4, 83.0) |
| Australian Institute of Business Pty Ltd | n/a | n/a | n/a |
| Australian Institute of Professional Counsellors | n/a | n/a | n/a |
| Avondale College of Higher Education | 82.1 (78.6, 84.9) | 86.8 (84.0, 88.9) | 93.9 (91.9, 95.2) |
| Box Hill Institute | 56.2 (47.8, 64.1) | 86.3 (81.4, 89.6) | 94.4 (90.7, 96.2) |
| Campion College Australia | n/a | 67.6 (56.9, 75.8) | 82.2 (73.7, 87.1) |
| Canberra Institute of Technology | n/a | n/a | n/a |
| Christian Heritage College | 85.1 (79.3, 89.2) | 91.4 (87.8, 93.5) | 91.5 (88.2, 93.5) |
| Collarts (Australian College of the Arts) | 34.4 (26.7, 43.3) | 77.0 (70.9, 81.6) | 96.2 (92.3, 97.6) |
| Eastern College Australia | 81.5 (68.2, 89.0) | 92.9 (84.9, 95.6) | 82.4 (74.8, 86.6) |
| Endeavour College of Natural Health | 66.5 (62.7, 69.9) | 89.8 (88.1, 91.1) | 92.6 (91.2, 93.6) |
| Excelsia College | n/a | 87.9 (78.1, 92.0) | 97.1 (89.0, 98.2) |
| Holmes Institute | n/a | n/a | n/a |
| Holmesglen Institute | 78.1 (70.3, 83.8) | 91.5 (86.9, 94.0) | 98.1 (94.9, 99.0) |
| INSEARCH | 42.6 (32.3, 53.6) | 66.5 (60.4, 72.0) | 80.6 (75.9, 84.5) |
| International College of Hotel Management | n/a | n/a | n/a |
| International College of Management, Sydney | 75.6 (68.6, 81.1) | 89.8 (84.4, 93.0) | 97.0 (93.1, 98.5) |
| Jazz Music Institute | n/a | n/a | n/a |
| Kaplan Business School | 60.0 (46.9, 71.1) | 76.7 (65.2, 83.7) | 88.2 (78.7, 92.1) |
| Kaplan Higher Education Pty Ltd | n/a | n/a | n/a |
| King's Own Institute | n/a | n/a | n/a |
| LCI Melbourne | 42.1 (35.7, 49.1) | 72.2 (66.4, 76.7) | 96.8 (93.1, 97.8) |
| Macleay College | 61.0 (55.8, 65.7) | 80.9 (77.4, 83.7) | 91.9 (89.3, 93.5) |
| Marcus Oldham College | 98.0 (91.0, 99.9) | 98.0 (91.0, 99.9) | 100.0 (94.0, 100.0) |
| Melbourne Institute of Technology | 55.6 (43.2, 67.1) | 72.3 (61.9, 80.4) | 78.3 (69.8, 84.4) |
| Melbourne Polytechnic | 58.2 (51.5, 64.5) | 76.0 (71.1, 80.0) | 95.1 (92.0, 96.6) |
| Moore Theological College Council | 92.9 (83.6, 97.0) | 88.5 (79.7, 93.4) | 89.7 (81.8, 94.0) |
| Morling College |  |  |  |
| Nan Tien Institute |  |  |  |
| National Art School | 48.6 (40.0, 57.2) | 80.7 (76.0, 84.2) | 78.0 (74.2, 80.9) |
| North Metropolitan TAFE | n/a | n/a | n/a |
| Paramount College of Natural Medicine | n/a | n/a | n/a |
| Perth Bible College | n/a | n/a | n/a |
| Photography Studies College (Melbourne) | 46.3 (36.5, 56.6) | 82.1 (75.7, 86.0) | 94.4 (89.6, 95.9) |
| Raffles College Pty Ltd | 54.7 (45.6, 63.4) | 76.3 (68.0, 82.3) | 96.7 (91.1, 98.3) |
| SAE Institute | 37.6 (34.8, 40.4) | 67.2 (64.8, 69.5) | 95.5 (94.3, 96.3) |
| Study Group Australia Pty Limited | n/a | n/a | n/a |
| Sydney College of Divinity | 78.8 (68.9, 85.9) | 92.1 (86.7, 95.1) | 84.0 (78.3, 88.0) |
| Tabor College of Higher Education | 66.2 (57.8, 73.3) | 84.2 (79.5, 87.3) | 91.9 (88.3, 93.8) |
| TAFE NSW | 63.0 (58.2, 67.4) | 77.5 (73.7, 80.7) | 95.0 (92.7, 96.3) |
| TAFE Queensland | 68.9 (58.2, 77.4) | 77.2 (68.5, 83.5) | 93.4 (87.0, 96.2) |
| TAFE South Australia | n/a | 87.2 (77.0, 92.5) | 68.4 (60.0, 75.2) |
| The Australian College of Physical Education | 71.3 (65.3, 76.4) | 92.8 (89.3, 94.8) | 100.0 (98.2, 100.0) |
| The Australian Institute of Music | 58.6 (52.5, 64.3) | 84.4 (80.6, 87.5) | 91.8 (88.9, 93.9) |
| Think Education | 71.6 (64.3, 77.7) | 93.2 (89.6, 95.5) | 89.8 (86.0, 92.6) |
| UOW College | n/a | n/a | 92.3 (80.4, 96.3) |
| Whitehouse Institute of Design, Australia | 56.3 (50.9, 61.4) | 75.7 (71.6, 79.1) | 96.8 (94.5, 97.7) |
| William Angliss Institute | 84.4 (72.8, 90.6) | 89.2 (79.5, 93.6) | 100.0 (92.8, 100.0) |
| **All NUHEIs** | **61.3 (60.2, 62.4)** | **81.8 (81.1, 82.4)** | **91.1 (90.6, 91.5)** |
| Standard deviation | 20.1 | 9.5 | 9.2 |

## 2.5 Occupation level

The distribution of undergraduates in full-time and overall employment by occupation is shown in Table 10. Managerial and professional occupations, at Skill Level 1 in the ANZSCO classification, have a level of skill commensurate with a bachelor degree or higher. In 2018, four months after graduation, 72.1 per cent of graduates employed full-time were working in managerial or professional occupations, down slightly from 72.2 per cent recorded in 2017. Graduates employed part-time were less likely to be employed in managerial and professional occupations with 60.1 per cent of all employed undergraduates working in these occupations four months after graduation a slight increase from 59.7 per cent in 2017. The proportion of male and female undergraduates working in managerial or professional occupations immediately upon graduation does not differ markedly. However, males are somewhat more likely to be working in managerial positions with 8.6 per cent of those employed full-time compared with 6.5 per cent of females.

The distribution of employed undergraduates across occupations by study area is shown in Table 11. Undergraduates with more vocationally oriented degrees, for example Pharmacy, Rehabilitation, Medicine, Teacher education and Nursing were more likely to be working in managerial or professional occupations. In 2018, four months after completing their degree, over 84 per cent of employed graduates from each of these study areas were working in these occupations. On the other hand, undergraduates with more generalist degrees were less likely to be working in managerial or professional occupations. For example, only 28.2 per cent of Tourism, hospitality, personal services, sport and recreation, 43.0 per cent of Humanities, culture and social science graduates, 43.8 per cent of Psychology graduates and 45.5 per cent of Agriculture and environmental studies graduates who were employed were working in managerial or professional occupations.

Table 10: Undergraduate employment outcomes by occupation, 2018 (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Occupation group** | **Employed full-time (%) – Male** | **Employed full-time (%) – Female** | **Employed full-time (%) – Total** | **Overall employed (%) – Male** | **Overall employed (%) – Female** | **Overall employed (%) – Total** |
| Managers | 8.6 | 6.5 | 7.3 | 7.3 | 5.3 | 6.0 |
| Professionals | 62.7 | 66.1 | 64.8 | 52.5 | 55.0 | 54.1 |
| Technicians and Trades Workers | 5.8 | 2.3 | 3.6 | 5.7 | 2.5 | 3.6 |
| Community and Personal Service Workers | 7.5 | 8.2 | 7.9 | 11.3 | 13.2 | 12.5 |
| Clerical and Administrative Workers | 8.2 | 11.0 | 9.9 | 8.2 | 11.1 | 10.1 |
| Other occupations | 7.2 | 5.9 | 6.4 | 15.1 | 13.0 | 13.7 |
| **Total** | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Table 11: Undergraduate employment by occupation and study area, 2018 (%)

| **Study area** | **Managers** | **Professionals** | **Technicians and Trades Workers** | **Community and Personal Service Workers** | **Clerical and Administrative Workers** | **Other occupations** | **All employed** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 3.6 | 43.6 | 9.2 | 12.7 | 9.2 | 21.6 | 100 |
| Computing and Information Systems | 5.0 | 67.6 | 9.0 | 3.6 | 4.6 | 10.1 | 100 |
| Engineering | 4.0 | 71.9 | 7.1 | 3.2 | 4.0 | 9.7 | 100 |
| Architecture and built environment | 8.3 | 43.3 | 18.3 | 6.0 | 12.7 | 11.4 | 100 |
| Agriculture and environmental studies | 9.1 | 36.4 | 10.7 | 9.3 | 8.3 | 26.1 | 100 |
| Health services and support | 4.6 | 44.3 | 2.4 | 26.8 | 7.9 | 14.0 | 100 |
| Medicine | 0.8 | 89.7 | 0.6 | 2.9 | 1.8 | 4.1 | 100 |
| Nursing | 0.9 | 83.8 | 0.3 | 11.4 | 1.2 | 2.6 | 100 |
| Pharmacy | 0.6 | 94.9 | 1.4 | 0.3 | 0.3 | 2.5 | 100 |
| Dentistry | 0.5 | 55.3 | 0.0 | 42.0 | 0.5 | 1.8 | 100 |
| Veterinary science | 2.0 | 59.9 | 18.4 | 8.8 | 2.4 | 8.5 | 100 |
| Rehabilitation | 0.5 | 92.1 | 0.3 | 4.5 | 1.1 | 1.5 | 100 |
| Teacher education | 2.8 | 84.3 | 0.5 | 6.6 | 1.7 | 4.2 | 100 |
| Business and management | 12.5 | 49.2 | 1.3 | 6.2 | 17.4 | 13.3 | 100 |
| Humanities, culture and social sciences | 6.9 | 36.1 | 2.3 | 17.8 | 17.4 | 19.5 | 100 |
| Social work | 5.1 | 58.5 | 0.7 | 24.0 | 6.6 | 5.1 | 100 |
| Psychology | 7.2 | 36.6 | 2.1 | 19.9 | 14.9 | 19.2 | 100 |
| Law and paralegal studies | 6.8 | 41.8 | 0.6 | 13.4 | 27.1 | 10.2 | 100 |
| Creative arts | 4.7 | 41.1 | 4.9 | 13.8 | 9.1 | 26.4 | 100 |
| Communications | 8.7 | 44.1 | 3.0 | 11.1 | 12.0 | 21.1 | 100 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 6.9 | 21.3 | 3.4 | 35.1 | 12.1 | 21.3 | 100 |
| **All study areas\*** | 6.0 | 54.1 | 3.6 | 12.5 | 10.1 | 13.7 | 100 |

\*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.

## 2.6 Skills formation and utilisation

Of undergraduates who were employed full-time, 57.4 per cent felt that their qualification was ‘very important’ or ‘important’ for their current employment, as shown in Table 12. Part-time graduates were less likely to report that their qualification was ‘very important’ or ‘important’ for their current employment, with fewer than half of all employed graduates reporting that this was the case.

The extent to which a graduate’s qualification prepared them for their current employment is shown in Table 13. Undergraduates who were employed full-time were more likely than undergraduates employed part-time to report that they were ‘very well’ or ‘well’ prepared for employment. 77.9 per cent of undergraduates employed full-time stated they were prepared for employment, in comparison with 69.0 per cent of all employed undergraduates.

Graduates were also asked to indicate whether they believed that they were working in a job that allowed them to fully use their skills or education – see Appendix 3 for the derivation of this measure. This measure provides a benchmark of the underutilisation of skills, and as such it will be important to monitor changes over time. Of those who were employed full-time in 2018, 27.1 per cent felt that they were not fully using their skills or education in their current position, as shown in Table 14. This represents a decline from 28.2 per cent in 2017 and 29.1 per cent in 2016. Undergraduates working part-time were more likely to report that they were not fully using their skills or education given that 38.9 per cent of undergraduates in overall employment reported that their skills and education were not fully utilised, which also represents a decline of 2.2 percentage points from 2017.

Table 12: Importance of qualification for undergraduate’s current employment, 2018 (%)

|  |  |  |
| --- | --- | --- |
|  | **Employed full-time** | **Total employed** |
| Very important | 42.3 | 35.9 |
| Important | 15.1 | 12.9 |
| Fairly important | 15.9 | 14.2 |
| Not that important | 13.3 | 14.5 |
| Not at all important | 13.4 | 22.6 |
| **Total** | 100.0 | 100.0 |

Table 13: Extent to which qualification prepared undergraduate for employment, 2018 (%)

|  |  |  |
| --- | --- | --- |
|  | **Employed full-time** | **Total employed** |
| Very well | 31.1 | 27.5 |
| Well | 46.8 | 41.5 |
| Not well | 8.5 | 8.2 |
| Not at all | 7.2 | 12.0 |
| Unsure | 6.5 | 10.8 |
| **Total** | 100.0 | 100.0 |

In 2018, employed graduates aged 30 years or younger, were substantially more likely than older graduates to report that they were not fully utilising their skills or education in their current occupation at 40.3 per cent compared with 32.7 per cent, representing a difference of 7.6 percentage points.

Similarly, 39.3 per cent of employed internal and mixed mode undergraduates reported that their skills or education were not being fully used in comparison with 36.2 per cent of external undergraduates. This difference may be because older undergraduates are more likely to have studied externally and are also more likely to have an ongoing relationship with an employer and be established in their career while studying.

Interestingly, graduates from metropolitan areas were more likely to report that their current occupation did not fully use their skills or education than graduates from regional/remote areas, at 40.0 per cent compared with 35.8 per cent, a difference of 4 percentage points. When comparing socio-economic status, graduates from high SES areas were 2.6 percentage points more likely to report that they were not fully using their skills and education than low SES graduates, at 40.6 per cent compared with 38.0 per cent.

Employed Indigenous graduates were less likely than non-Indigenous graduates to report that their skills or education were not being fully utilised with 30.4 per cent compared with 39.0 per cent of employed non-Indigenous graduates. However, undergraduates with a reported disability were more likely to report that they were not fully using their skills or education, 44.7 per cent of these undergraduates in overall employment, in comparison with 38.6 per cent of undergraduates who reported no disability.

The main reason provided by undergraduates for working in a job in which they considered they did not fully use their skills or education is shown in Table 15. Reasons are grouped according to whether they could be considered a personal choice or labour market factor.

In general, the reasons cited for working in a job that did not fully utilise graduates’ skills and education remained consistent with 2017. The most commonly cited reason was that there were no suitable jobs in their area of expertise with 23.0 per cent, of employed undergraduates and 23.5 percent of those employed full-time stating this was the case.

A further 15.6 per cent of employed graduates and 17.3 per cent of those employed full-time said they were not fully using their skills and education in their current position because there were no suitable jobs in their local area.

Undergraduates employed part-time were more likely to state that they did not use their skills or education in their current job because they were engaging in further study. 23.1 per cent of all employed graduates stated this reason in comparison with 9.2 per cent of graduates employed full-time.

Employed undergraduates with a degree in Psychology were most likely to report that their skills and education were not being fully used in their current job, 60.8 per cent, followed by Science and mathematics graduates, 54.7 per cent, Humanities, culture and social sciences undergraduates, 54.4 per cent and Tourism, hospitality, personal services, sport and recreation, 53.9 per cent, as shown in Table 16. Around 15 to 30 per cent of persons in each of these four study areas said that the main reason their skills were not fully utilised was because there were no suitable jobs in their area of expertise.

Table 14: Undergraduate reporting job does not fully use my skills or education, 2018 (%)

|  |  | Employed full-time (%) | Overall employed (%) |
| --- | --- | --- | --- |
| Gender | Male | 28.7 | 40.3 |
| Female | 26.0 | 38.2 |
| Age | 30 years or under | 26.9 | 40.3 |
| Over 30 years | 28.1 | 32.7 |
| Indigenous | Indigenous | 20.9 | 30.4 |
| Non indigenous | 27.1 | 39.0 |
| Home language | English speaking background | 27.1 | 39.0 |
| Non-English speaking background | 26.2 | 37.3 |
| Disability | Disability | 31.7 | 44.7 |
| No disability | 26.8 | 38.6 |
| Study mode | Internal/mixed | 26.4 | 39.3 |
| External/distance | 31.4 | 36.2 |
| Socio-economic status | High | 27.5 | 40.6 |
| Medium | 26.4 | 38.3 |
| Low | 27.7 | 38.0 |
| Location | Metro | 27.7 | 40.0 |
| Regional/Remote | 24.8 | 35.8 |
| **Total undergraduate** |  | 27.1 | 38.9 |

Table 15: Undergraduates main reason for working in a job that doesn’t fully use my skills or education, 2018 (%)

|  |  |  |
| --- | --- | --- |
|  | **Employed full-time** | **Total employed** |
| Studying | 9.2 | 23.1 |
| I'm satisfied with my current job | 4.5 | 3.1 |
| I have a skills that are not required in my current job | 2.8 | 1.7 |
| Changing jobs / careers | 3.2 | 2.3 |
| Entry level job / career stepping stone | 4.8 | 2.5 |
| Caring for children or family member | 1.7 | 2.1 |
| **Subtotal - Personal** | 26.3 | 34.8 |
| No suitable jobs in my area of expertise | 23.5 | 23.0 |
| No suitable jobs in my local area | 17.3 | 15.6 |
| Considered to be too young by employers | 8.7 | 5.1 |
| Not enough work experience | 5.0 | 3.7 |
| No jobs with a suitable number of hours | 2.6 | 3.3 |
| Cannot find a job NFI | 2.4 | 2.6 |
| My job is temporary only / casual only | 1.4 | 1.3 |
| **Subtotal - Labour** | 60.9 | 54.6 |
| Other (please specify) | 12.8 | 10.6 |
| **Total** | 100 | 100 |

Table 16: Undergraduates reporting they did not fully use their skills or education and main reason being no suitable jobs in my area of expertise, by study area, 2018 (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Study area** | **Extent to which skills and education not fully used –Employed full-time** | **Extent to which skills and education not fully used – Overall employed** | **Main reason – no suitable jobs in my area of expertise - \* Employed full-time** | **Main reason – no suitable jobs in my area of expertise\* –Overall employed** |
| Science and mathematics | 36.4 | 54.7 | 31.4 | 25.8 |
| Computing and Information Systems | 23.3 | 31.8 | 17.4 | 20.0 |
| Engineering | 21.6 | 29.7 | 26.4 | 25.6 |
| Architecture and built environment | 20.5 | 29.8 | 24.5 | 22.6 |
| Agriculture and environmental studies | 33.3 | 47.8 | 28.9 | 27.8 |
| Health services and support | 27.0 | 42.1 | 31.1 | 23.9 |
| Medicine | 4.8 | 10.7 | 20.0 | 16.0 |
| Nursing | 9.7 | 13.9 | 17.7 | 20.9 |
| Pharmacy | 7.0 | 8.8 | n/a | 27.6 |
| Dentistry | 5.4 | 10.6 | n/a | n/a |
| Veterinary science | 11.5 | 24.0 | n/a | 23.1 |
| Rehabilitation | 9.9 | 14.7 | 28.2 | 29.8 |
| Teacher education | 9.7 | 14.2 | 11.2 | 13.4 |
| Business and management | 32.0 | 40.5 | 19.2 | 20.3 |
| Humanities, culture and social sciences | 39.5 | 54.4 | 25.9 | 23.8 |
| Social work | 25.9 | 33.4 | 15.1 | 17.7 |
| Psychology | 46.5 | 60.8 | 18.1 | 17.4 |
| Law and paralegal studies | 31.5 | 40.8 | 20.9 | 22.7 |
| Creative arts | 39.8 | 52.9 | 28.0 | 29.5 |
| Communications | 34.9 | 50.2 | 26.2 | 27.5 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 46.7 | 53.9 | 28.6 | 29.5 |
| **All study areas\*\*** | 27.1 | 38.9 | 23.5 | 23.0 |

\* As a proportion of those reporting skills and education not fully used.

\*\*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.

# 3: Postgraduate employment

Further study enables postgraduates to secure improved employment outcomes. As shown in Table 17, in 2018, the full-time employment rate for postgraduate coursework graduates was 86.9 per cent, which is an increase of 0.8 percentage points compared with 2017. For postgraduate research graduates the full-time employment rate in 2018 was 82.3 per cent an increase of 1.9 percentage points compared with the 2017 level of 80.4 per cent. Results for both postgraduate study levels therefore compare favourably with the 72.9 per cent full-time employment rate for undergraduates. In 2018, the overall employment rate increased slightly to 92.9 per cent compared with 2017 at 92.6 per cent for postgraduate coursework graduates and also increased from 90.6 per cent in 2017 to 91.8 per cent in 2018 for postgraduate research graduates.

## 3.1 Employment outcomes by study area

Postgraduates in health-related courses generally have greater success in the labour market immediately upon graduation, though as for undergraduate level graduates, this may be associated with professional registration requirements. In 2018, postgraduate coursework Pharmacy, Medicine, Veterinary science and Nursing graduates had the highest rate of full-time employment at 98.1 per cent, 96.7 per cent, 96.2 per cent and 95.6 per cent respectively, as shown in Table 18.

At the postgraduate research level in 2018, Veterinary science and Nursing had the highest rate of full-time employment rates at 92.9 per cent and 91.8 per cent respectively, followed by Law and paralegal studies at 89.1 per cent and Medicine with 88.4 per cent, as shown in Table 19. However, while some postgraduate study areas have weaker employment outcomes than others, the divergence in employment outcomes by study areas is narrower at postgraduate levels than at the undergraduate level. For example, in 2018 the standard deviation in full-time employment outcomes across study areas was 11.9 percentage points for undergraduates (see Table 3), compared with 8.4 percentage points for postgraduate coursework graduates and 10.0 percentage points for postgraduate research graduates.

Table 17: Postgraduate employment outcomes, 2017 and 2018

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Postgraduate coursework** | **2017 – Male** | **2017 – Female** | **2017 – Total** | **2018 – Male** | **2018 – Female** | **2018 – Total** |
| Full-time employment (%) | 87.3 | 85.2 | 86.1 | 87.8 | 86.3 | 86.9 |
| Overall employed (%) | 91.8 | 93.1 | 92.6 | 92.1 | 93.4 | 92.9 |
| Labour force participation rate (%) | 96.4 | 95.4 | 95.8 | 96.6 | 95.8 | 96.1 |
| **Postgraduate research** |  |  |  |  |  |  |
| Full-time employment (%) | 80.5 | 80.3 | 80.4 | 83.4 | 81.4 | 82.3 |
| Overall employed (%) | 90.6 | 90.7 | 90.6 | 91.8 | 91.7 | 91.8 |
| Labour force participation rate (%) | 94.7 | 94.0 | 94.3 | 94.3 | 93.9 | 94.1 |

Table 18: Postgraduate coursework employment outcomes by study area, 2017 and 2018

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **Full-time employment (%) 2017** | **Full-time employment (%) 2018** | **Overall employment (%) 2017** | **Overall employment (%) 2018** | **Labour force participation rate (%) 2017** | **Labour force participation rate (%) 2018** |
| Science and mathematics | 77.8 | 76.5 | 88.5 | 87.0 | 92.7 | 91.5 |
| Computing and Information Systems | 85.1 | 84.3 | 89.0 | 88.6 | 94.4 | 96.4 |
| Engineering | 86.0 | 84.6 | 88.9 | 88.6 | 96.5 | 96.2 |
| Architecture and built environment | 84.8 | 85.0 | 91.4 | 90.8 | 97.2 | 96.8 |
| Agriculture and environmental studies | 77.5 | 81.8 | 89.1 | 87.7 | 95.5 | 94.6 |
| Health services and support | 85.3 | 86.1 | 93.9 | 93.7 | 96.1 | 96.5 |
| Medicine | 95.9 | 96.7 | 97.7 | 97.3 | 95.2 | 96.7 |
| Nursing | 93.7 | 95.6 | 97.2 | 97.6 | 98.3 | 98.2 |
| Pharmacy | 95.3 | 98.1 | 94.8 | 98.4 | 96.6 | 98.4 |
| Dentistry | 88.7 | 86.7 | 96.5 | 94.0 | 98.6 | 98.7 |
| Veterinary science | 92.1 | 96.2 | 92.2 | 95.3 | 94.7 | 97.7 |
| Rehabilitation | 93.2 | 95.5 | 97.1 | 97.6 | 97.6 | 98.2 |
| Teacher education | 83.3 | 85.8 | 93.6 | 94.7 | 96.0 | 96.5 |
| Business and management | 90.0 | 90.4 | 93.4 | 93.5 | 97.7 | 97.5 |
| Humanities, culture and social sciences | 81.6 | 82.1 | 90.0 | 90.7 | 90.6 | 91.0 |
| Social work | 77.9 | 78.2 | 88.8 | 90.5 | 95.4 | 95.9 |
| Psychology | 82.6 | 81.9 | 90.8 | 92.5 | 90.6 | 91.8 |
| Law and paralegal studies | 87.9 | 86.5 | 91.6 | 90.5 | 96.8 | 96.5 |
| Creative arts | 70.3 | 68.1 | 87.5 | 83.6 | 90.8 | 94.6 |
| Communications | 71.8 | 72.3 | 87.3 | 86.2 | 92.9 | 95.7 |
| Tourism, hospitality, personal services, sport and recreation | 74.5 | 73.2 | 91.8 | 91.8 | 98.4 | 95.3 |
| **All study areas\*** | 86.1 | 86.9 | 92.6 | 92.9 | 95.8 | 96.1 |
| Standard deviation (pp) | 7.6 | 8.4 | 3.3 | 4.1 | 2.5 | 2.2 |

\*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 19: Postgraduate research employment outcomes by study area, 2017 and 2018

| **Study area** | **Full-time employment (%) 2017** | **Full-time employment (%) 2018** | **Overall employment (%) 2017** | **Overall employment (%) 2018** | **Labour force participation rate (%) 2017** | **Labour force participation rate (%) 2018** |
| --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 80.6 | 83.5 | 91.4 | 91.5 | 94.7 | 94.6 |
| Computing and Information Systems | 81.7 | 77.6 | 94.0 | 91.4 | 94.3 | 94.6 |
| Engineering | 74.3 | 85.0 | 86.1 | 90.7 | 95.7 | 96.5 |
| Architecture and built environment | 74.5 | 87.5 | 84.6 | 96.4 | 96.3 | 98.2 |
| Agriculture and environmental studies | 75.5 | 82.1 | 88.5 | 91.2 | 96.8 | 93.4 |
| Health services and support | 91.3 | 84.6 | 96.2 | 93.4 | 98.6 | 96.8 |
| Medicine | 88.1 | 88.4 | 92.5 | 94.5 | 97.1 | 96.7 |
| Nursing | 97.6 | 91.8 | 97.7 | 96.7 | 100.0 | 98.4 |
| Pharmacy | 77.1 | 74.1 | 91.9 | 89.7 | 100.0 | 100.0 |
| Dentistry | n/a | n/a | n/a | n/a | n/a | n/a |
| Veterinary science | n/a | 92.9 | 87.1 | 96.7 | 93.9 | 93.8 |
| Rehabilitation | n/a | n/a | 96.6 | 100.0 | 96.7 | 100.0 |
| Teacher education | 87.4 | 87.6 | 91.8 | 92.2 | 93.6 | 95.1 |
| Business and management | 74.5 | 81.0 | 86.7 | 88.0 | 96.5 | 96.0 |
| Humanities, culture and social sciences | 72.9 | 74.9 | 88.5 | 90.5 | 88.2 | 88.0 |
| Social work | n/a | n/a | n/a | n/a | n/a | n/a |
| Psychology | 88.3 | 87.1 | 94.4 | 94.1 | 96.7 | 94.4 |
| Law and paralegal studies | 94.9 | 89.1 | 91.7 | 88.5 | 96.0 | 93.8 |
| Creative arts | 70.5 | 70.9 | 89.4 | 91.0 | 90.4 | 95.2 |
| Communications | 82.9 | 69.1 | 96.4 | 94.2 | 93.3 | 94.5 |
| Tourism, hospitality, personal services, sport and recreation | n/a | n/a | n/a | n/a | n/a | n/a |
| **All study areas\*** | 80.4 | 82.3 | 90.6 | 91.8 | 94.3 | 94.1 |
| Standard deviation (pp) | 10.3 | 10.0 | 4.5 | 6.7 | 3.1 | 3.1 |

\*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.

## 3.2 Employment outcomes by demographic group

As was the case in previous years, postgraduate coursework graduates were more likely to be in full-time employment in 2018 if they were aged over 30, 88.1 per cent, or had studied externally, 91.2 per cent respectively, as shown in Table 20. Once again this is likely to be because they have an ongoing relationship with an employer while studying. Similar to the pattern for undergraduates, while older postgraduate coursework graduates were 2.8 percentage points more likely to employed full-time, they are only slightly more likely to be employed overall and marginally less likely to be participating in the labour force than graduates aged 30 or younger. Postgraduate coursework graduates who completed their studies externally were 7.1 percentage points more likely to be employed full-time than those who had completed internal or mixed mode studies, 3.6 per cent more likely to be employed overall and also slightly more likely to participate in the labour force.

Of postgraduate coursework graduates who were Indigenous, 91.8 per cent were in full-time employment and 95.0 per cent in overall employment, compared with a lower full-time employment rate for non-Indigenous undergraduates of 86.8 per cent and 92.9 per cent in overall employment.

On the other hand, as was the case with undergraduates, postgraduate coursework graduates with a reported disability had a full-time employment rate of 75.5 per cent, which is higher than undergraduates reporting a disability with 62.8 per cent, but was 11.9 percentage points lower than the 87.4 per cent for postgraduate coursework graduates who reported no disability. These graduates were also less likely to be employed with 86.2 per cent compared with 93.2 per cent of those with no stated disability, and were also less likely to be participating in the labour force with 92.6 per cent compared with 96.2 per cent respectively.

Similarly, those whose home language was other than English had a substantially lower rate of full-time employment in 2018 of 77.6 per cent, which is much lower in comparison to the 87.4 per cent for postgraduate coursework graduates whose home language was English, representing a difference of 9.8 percentage points. NESB postgraduate coursework graduates were also less likely to be employed overall at 84.5 per cent, compared with 93.3 per cent for those from an English speaking background. However labour force participation differences were much smaller with 95.7 per cent and 96.1 per cent for NESB and English speaking postgraduate coursework graduates respectively.

In 2018, as was the case for undergraduates, postgraduate coursework graduates in higher socio-economic status (SES) categories recorded slightly better employment outcomes, with 87.3 per cent of high SES postgraduate coursework graduates employed full-time compared with 86.6 per cent of those in medium SES and 85.8 per cent in the low SES category. In terms of overall employment, high and medium SES graduates recorded an overall employment rate of 93.1 per cent, with low SES graduates at 92.1 per cent. Interestingly, as was also the case with undergraduates in respect to labour force participation, the participation rate is higher for low SES graduates, at 96.6 per cent, compared with medium or high SES graduates, at 96.4 and 95.7 per cent respectively.

In 2018, the labour force outcomes of postgraduate coursework graduates from regional or remote areas were higher than for graduates from metropolitan areas, similar to the pattern observed for undergraduates. Regional/remote graduates’ full-time employment rate was 89.4 per cent compared with 86.2 per cent for metropolitan graduates. Similarly, 94.6 per cent of regional/remote graduates were employed overall compared with 92.6 per cent for metropolitan graduates. Graduates from regional/remote areas were also more likely to be participating in the labour force, at 96.7 per cent compared with 96.0 per cent for graduates from metropolitan areas.

Unlike the pattern for other study levels, postgraduate research graduates who were younger were more likely to be in full-time employment with 85.1 per cent in full-time employment compared with 80.7 per cent for those aged over 30 as shown in Table 21. Younger postgraduate research graduates were also more likely to be employed and also more likely to be participating in the labour force than graduates aged over 30 years.

Postgraduate research graduates who completed their studies externally were only slightly more likely to be employed full-time than those who had completed internal or mixed mode studies. There was also little difference, however, between the study modes in terms of overall employment rates, and those completing their research programs externally were slightly less likely to participate in the labour force at 93.7 per cent compared with 94.1 per cent of those completing internally or by mixed mode.

Postgraduate research graduates with a reported disability had a full-time employment rate of 74.8 per cent, which was 7.9 percentage points lower than the 82.7 per cent for those who reported no disability. These graduates were also less likely to be employed at 84.4 per cent compared with 92.1 per cent of those with no stated disability and were also less likely to be participating in the labour force, at 88.6 per cent compared with 94.4 per cent.

Similarly, those whose home language was other than English had a substantially lower rate of full-time employment rate of only 70.3 per cent which, in comparison with the 83.4 per cent for postgraduates research whose home language was English, representing a difference of 13.1 percentages points. Postgraduate research graduates from a non-English speaking background were also less likely to be employed, 82.0 per cent compared with 92.5 per cent for those from an English-speaking background, although they are very slightly more likely to be participating in the labour force.

In 2018, similarly to undergraduates and postgraduate coursework graduates, the full-time employment rate for postgraduate research graduates was higher for those in higher SES categories, with 84.8 per cent of high SES postgraduate research graduates employed full-time compared with 82.1 per cent of those in medium SES and 80.5 per cent in the low SES category. This represents a change from 2017 where high SES postgraduate research graduates had lower full-time employment outcomes than those from medium and low SES areas. The pattern is similar in terms of overall employment, with high SES graduates gaining a higher overall employment rate of 92.6 per cent compared with 92.3 per cent and 90.6 per cent for medium and low SES groups respectively. Labour force participation outcomes are very similar for high, medium and low SES postgraduate research graduates, at 93.6 per cent, 93.9 per cent and 93.3 per cent respectively.

As was the case for other graduates in 2018, the labour force outcomes of postgraduate research graduates from regional or remote areas were higher than for graduates from metropolitan areas. Regional/remote graduates’ full-time employment rate was 83.9 per cent compared with 83.3 per cent for metropolitan graduates. Similarly, 93.8 per cent of regional/remote graduates were employed overall compared with 92.1 per cent metropolitan. In contrast to the pattern in 2017, graduates from regional/remote areas were slightly less likely to be participating in the labour force dropping to 92.8 per cent compared with a static 93.8 per cent for metropolitan graduates.

Table 20: Postgraduate coursework employment outcomes by demographic group, 2017 and 2018 (%)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Full-time employment (%) 2017** | **Full-time employment (%) 2018** | **Overall employment (%) 2017** | **Overall employment (%) 2018** | **Labour force participation rate (%) 2017** | **Labour force participation rate (%) 2018** |
| Age | 30 years or under | 84.1 | 85.3 | 92.3 | 92.5 | 96.5 | 96.6 |
| Over 30 years | 87.7 | 88.1 | 92.8 | 93.3 | 95.2 | 95.7 |
| Indigenous | Indigenous | 90.8 | 91.8 | 92.5 | 95.0 | 94.5 | 97.2 |
| Non Indigenous | 86.0 | 86.8 | 92.6 | 92.9 | 95.8 | 96.1 |
| Home language | English | 86.6 | 87.4 | 93.0 | 93.3 | 95.8 | 96.1 |
| Language other than English | 74.1 | 77.6 | 83.2 | 84.5 | 95.8 | 95.7 |
| Disability | Reported disability | 72.5 | 75.5 | 85.4 | 86.2 | 90.8 | 92.6 |
| No disability | 86.6 | 87.4 | 92.9 | 93.2 | 96.0 | 96.2 |
| Study mode | Internal and mixed mode | 83.8 | 84.1 | 91.5 | 91.5 | 95.4 | 95.8 |
| External | 90.1 | 91.2 | 94.6 | 95.1 | 96.4 | 96.6 |
| Socio-economic status | High | 87.4 | 87.3 | 93.1 | 93.1 | 95.5 | 95.7 |
| Medium | 85.5 | 86.6 | 92.8 | 93.1 | 95.9 | 96.4 |
| Low | 84.6 | 85.8 | 92.0 | 92.1 | 96.4 | 96.6 |
| Location | Metro | 85.6 | 86.2 | 92.3 | 92.6 | 95.7 | 96.0 |
| Regional/remote | 88.6 | 89.4 | 94.6 | 94.6 | 96.3 | 96.7 |
| **Total postgraduate coursework** | | 86.1 | 86.9 | 92.6 | 92.9 | 95.8 | 96.1 |

Table 21: Postgraduate research employment outcomes by demographic group, 2017 and 2018 (%)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Full-time employment (%) 2017** | **Full-time employment (%) 2018** | **Overall employment (%) 2017** | **Overall employment (%) 2018** | **Labour force participation rate (%) 2017** | **Labour force participation rate (%) 2018** |
| Age | 30 years or under | 82.7 | 85.1 | 91.7 | 92.9 | 95.5 | 95.3 |
| Over 30 years | 79.1 | 80.7 | 90.1 | 91.2 | 93.7 | 93.4 |
| Indigenous | Indigenous | n/a | n/a | 92.3 | n/a | 92.9 | 96.0 |
| Non Indigenous | 80.4 | 82.3 | 90.6 | 91.8 | 94.3 | 94.1 |
| Home language | English | 81.8 | 83.4 | 91.2 | 92.5 | 94.2 | 94.0 |
| Language other than English | 66.3 | 70.3 | 84.1 | 82.0 | 95.0 | 94.7 |
| Disability | Reported disability | 72.9 | 74.8 | 85.1 | 84.4 | 88.7 | 88.6 |
| No disability | 80.7 | 82.7 | 90.8 | 92.1 | 94.5 | 94.4 |
| Study mode | Internal and mixed mode | 80.1 | 82.3 | 90.7 | 91.7 | 94.4 | 94.1 |
| External | 84.5 | 82.7 | 90.3 | 91.9 | 92.3 | 93.7 |
| Socio-economic status | High | 80.8 | 84.8 | 90.7 | 92.6 | 93.3 | 93.6 |
| Medium | 81.5 | 82.1 | 90.5 | 92.3 | 94.5 | 93.9 |
| Low | 81.4 | 80.5 | 94.2 | 90.6 | 96.2 | 93.3 |
| Location | Metro | 80.5 | 83.3 | 90.6 | 92.1 | 93.8 | 93.8 |
| Regional/remote | 83.9 | 83.9 | 92.5 | 93.8 | 95.0 | 92.8 |
| **Total postgraduate research** | | 80.4 | 82.3 | 90.6 | 91.8 | 94.3 | 94.1 |

## 3.3 Employment over time

As is the case for undergraduates, since the Global Financial Crisis (GFC) postgraduate level graduates have taken longer to secure employment after completing their degrees. The full-time employment rate for postgraduate coursework graduates fell from a high of 90.2 per cent in 2008 to a low of 82.5 per cent in 2014, a decline of 7.7 percentage. Since then, some improvement has been seen in the labour market, with the full-time employment rate rising each year to reach 86.1 per cent in 2018.

Among postgraduate research graduates, the full-time employment rate fell more sharply, declining by 14.8 percentage points from a high of 87.8 per cent in 2007 to 73.0 per cent in 2015. There was a marked improvement observed in 2016 with full-time employment rising to 80.1 per cent, although this movement should be treated with caution given the change in survey methodology. In 2018 postgraduate research full-time employment improved to 82.3 per cent.

The [Graduate Outcomes Survey – Longitudinal](https://www.qilt.edu.au/docs/default-source/gos-reports/2017-gos-l/2017-gos-l-national-reportbb518791b1e86477b58fff00006709da.pdf?sfvrsn=2bb9e33c_2) (GOS-L) shows that postgraduates do succeed over time, with a higher proportion of graduates in work three years after graduation. In 2015, 81.3 per cent of postgraduate coursework graduates were in full-time employment four months after graduation. Three years later, 92.4 per cent of the same cohort of graduates had found full-time work. For postgraduate research graduates, the rate of full-time employment increased from 75.1 per cent shortly after graduation to 89.6 per cent three years later in 2018.

## 3.4 Employment outcomes by institution

3.4.1 Universities

Full-time employment rates across universities at postgraduate coursework level vary by institution, as shown by Table 22. For example, in 2018 many universities have full-time employment rates above 90 per cent including the University of Tasmania, 93.5 per cent, Charles Darwin University, 93.2 per cent, Charles Sturt University, 92.5 per cent, the Australian Catholic University, 91.5 per cent and the University of Divinity, 91.3 per cent. Once again, it is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, may also impact on employment and salary outcomes. Also, note where the confidence intervals overlap between two universities there is no significant difference in full-time employment in a statistical sense.

Note the standard deviation in full-time employment rates across universities is much less at postgraduate coursework level, relative to undergraduate level, with 5.3 percentage points for postgraduate coursework graduates compared with 7.6 percentage points for undergraduates. This is due, in part, to postgraduate coursework graduates being more established in their careers when they undertake study.

There is also less variation in overall employment outcomes compared to full-time employment outcomes across universities. The standard deviation for overall employment outcomes was lower at 2.8 percentage points. Universities with high overall employment outcomes in 2018 include Charles Sturt University, University of Tasmania, Australian Catholic University, Federation University Australia and Flinders University.

Similarly, there is less variation in labour force participation outcomes across universities with a standard deviation of 2.9 percentage points. Universities with high labour force participation rates in 2018 include Torrens University, the University of Tasmania and the Australian Catholic University.

Table 23 present results at university level combining responses from the 2016, 2017 and 2018 Graduate Outcomes Surveys. This follows the approach on the QILT website where results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data, especially where survey data are presented at a disaggregated level by institution by study area. Where employment outcomes data is aggregated over the three years from 2016 to 2018 the differences between institutions becomes somewhat less pronounced. Institutions with the highest full-time employment rates aggregated over the three-year period include the University of Divinity, 91.8 per cent, University of Tasmania, 91.6 per cent, Charles Sturt University, 91.5 per cent, University of Notre Dame Australia, 91.5 per cent and the University of Newcastle, 91.3 per cent.

When data related to overall employment are aggregated across 2016 to 2018, institutions recording the highest overall employment rates include the University of Notre Dame Australia, the Australian Catholic University, the University of Tasmania, Charles Sturt University and the University of Newcastle.

When labour force participation rates are aggregated over a three-year period the universities with the highest rates include Torrens University, the University of South Australia, the University of Tasmania and Queensland University of Technology.

**Table 22:Postgraduate coursework labour force indicators 2018 (universities only)**

| **University** | **In full-time employment (as a proportion of those available for full-time work) (%)** | **Overall employed (as a proportion of those available for any work) (%)** | **Labour force participation rate (%)** |
| --- | --- | --- | --- |
| Australian Catholic University | 91.5 (89.9, 92.8) | 96.3 (95.3, 97.0) | 97.5 (96.7, 98.0) |
| Bond University | 80.8 (74.3, 85.6) | 88.8 (83.4, 92.2) | 96.4 (92.5, 98.1) |
| Central Queensland University | 85.5 (81.6, 88.4) | 92.6 (89.7, 94.3) | 96.8 (94.7, 97.8) |
| Charles Darwin University | 93.2 (89.2, 95.2) | 94.4 (91.4, 95.8) | 94.7 (91.9, 95.9) |
| Charles Sturt University | 92.5 (91.5, 93.4) | 96.4 (95.7, 96.9) | 96.7 (96.1, 97.2) |
| Curtin University | 82.7 (80.2, 84.7) | 90.6 (88.9, 91.9) | 96.4 (95.3, 97.2) |
| Australian Catholic University | 91.5 (89.9, 92.8) | 96.3 (95.3, 97.0) | 97.5 (96.7, 98.0) |
| Bond University | 80.8 (74.3, 85.6) | 88.8 (83.4, 92.2) | 96.4 (92.5, 98.1) |
| Central Queensland University | 85.5 (81.6, 88.4) | 92.6 (89.7, 94.3) | 96.8 (94.7, 97.8) |
| Charles Darwin University | 93.2 (89.2, 95.2) | 94.4 (91.4, 95.8) | 94.7 (91.9, 95.9) |
| Charles Sturt University | 92.5 (91.5, 93.4) | 96.4 (95.7, 96.9) | 96.7 (96.1, 97.2) |
| Curtin University | 82.7 (80.2, 84.7) | 90.6 (88.9, 91.9) | 96.4 (95.3, 97.2) |
| Deakin University | 85.4 (83.9, 86.7) | 93.8 (92.9, 94.5) | 97.3 (96.7, 97.7) |
| Edith Cowan University | 76.6 (74.0, 78.9) | 90.2 (88.6, 91.5) | 95.8 (94.7, 96.6) |
| Federation University Australia | 88.1 (84.6, 90.5) | 95.5 (93.2, 96.6) | 97.3 (95.5, 98.1) |
| Flinders University | 89.0 (87.2, 90.5) | 95.2 (94.1, 95.9) | 96.7 (95.8, 97.2) |
| Griffith University | 89.1 (87.7, 90.3) | 94.0 (93.0, 94.8) | 97.0 (96.3, 97.6) |
| James Cook University | 88.7 (85.8, 90.9) | 92.5 (90.3, 94.0) | 94.7 (92.8, 95.9) |
| La Trobe University | 82.6 (79.7, 85.0) | 93.5 (91.9, 94.7) | 95.8 (94.4, 96.7) |
| Macquarie University | 88.2 (86.3, 89.7) | 92.8 (91.5, 93.8) | 96.3 (95.3, 97.0) |
| Monash University | 82.4 (80.8, 83.7) | 91.5 (90.6, 92.3) | 95.1 (94.4, 95.6) |
| Murdoch University | 70.3 (66.1, 74.1) | 84.8 (81.9, 87.1) | 93.5 (91.5, 94.9) |
| Queensland University of Technology | 88.5 (86.4, 90.3) | 95.1 (93.7, 96.1) | 97.3 (96.2, 98.0) |
| RMIT University | 81.3 (79.5, 82.8) | 90.7 (89.5, 91.6) | 96.9 (96.1, 97.4) |
| Southern Cross University | 84.6 (80.7, 87.5) | 90.7 (87.8, 92.7) | 96.6 (94.5, 97.6) |
| Swinburne University of Technology | 85.9 (83.3, 87.9) | 92.8 (91.1, 94.0) | 94.2 (92.7, 95.2) |
| The Australian National University | 89.3 (87.3, 91.0) | 93.6 (92.0, 94.8) | 94.7 (93.3, 95.7) |
| The University of Adelaide | 80.9 (77.6, 83.6) | 89.0 (86.6, 90.7) | 95.8 (94.1, 96.7) |
| The University of Melbourne | 87.4 (86.4, 88.3) | 92.8 (92.1, 93.4) | 95.7 (95.1, 96.1) |
| The University of Notre Dame Australia | 89.8 (86.8, 91.9) | 94.8 (92.7, 96.1) | 96.9 (95.1, 97.8) |
| The University of Queensland | 84.6 (82.8, 86.2) | 92.3 (91.1, 93.3) | 96.9 (96.1, 97.5) |
| The University of South Australia | 84.2 (81.3, 86.6) | 91.5 (89.4, 93.1) | 97.0 (95.6, 97.9) |
| The University of Sydney | 89.3 (88.0, 90.4) | 92.3 (91.2, 93.1) | 95.9 (95.2, 96.5) |
| The University of Western Australia | 82.2 (79.9, 84.2) | 88.6 (86.8, 90.1) | 95.7 (94.5, 96.5) |
| Torrens University | 86.7 (81.1, 89.7) | 91.1 (87.0, 92.8) | 98.9 (96.0, 99.0) |
| University of Canberra | 91.0 (88.2, 92.9) | 94.4 (92.2, 95.7) | 96.6 (94.8, 97.6) |
| University of Divinity | 91.3 (84.8, 94.7) | 89.3 (84.8, 91.9) | 79.4 (75.3, 82.4) |
| University of New England | 87.0 (85.3, 88.4) | 93.5 (92.4, 94.2) | 94.0 (93.1, 94.6) |
| University of New South Wales | 89.9 (88.4, 91.2) | 93.3 (92.1, 94.2) | 97.3 (96.5, 97.9) |
| University of Newcastle | 91.3 (89.8, 92.5) | 95.1 (94.0, 95.8) | 96.6 (95.7, 97.2) |
| University of Southern Queensland | 83.8 (79.7, 87.1) | 92.1 (89.2, 94.1) | 97.3 (95.3, 98.3) |
| University of Tasmania | 93.5 (92.3, 94.5) | 96.3 (95.5, 96.9) | 97.6 (96.9, 98.0) |
| University of Technology Sydney | 86.6 (84.3, 88.5) | 92.2 (90.6, 93.5) | 96.2 (95.0, 97.0) |

**Table 23:Postgraduate coursework labour force indicators 2016-2018 (universities only)**

| **University** | **In full-time employment (as a proportion of those available for full-time work) (%)** | **Overall employed (as a proportion of those available for any work) (%)** | **Labour force participation rate (%)** |
| --- | --- | --- | --- |
| Australian Catholic University | 89.6 (88.6, 90.5) | 96.1 (95.5, 96.5) | 97.0 (96.5, 97.3) |
| Bond University | 78.5 (74.8, 81.6) | 88.2 (85.4, 90.4) | 96.7 (94.9, 97.7) |
| Central Queensland University | 87.1 (85.1, 88.8) | 91.9 (90.5, 93.1) | 96.1 (95.0, 96.9) |
| Charles Darwin University | 88.3 (86.1, 90.1) | 93.5 (92.0, 94.5) | 95.2 (93.9, 96.0) |
| Charles Sturt University | 91.5 (90.8, 92.2) | 95.5 (95.0, 95.9) | 96.2 (95.8, 96.6) |
| Curtin University | 83.3 (82.2, 84.3) | 90.9 (90.1, 91.5) | 96.5 (96.0, 96.9) |
| Deakin University | 84.2 (83.2, 85.0) | 93.2 (92.6, 93.7) | 96.1 (95.7, 96.5) |
| Edith Cowan University | 79.1 (77.7, 80.3) | 91.3 (90.5, 92.0) | 96.4 (95.9, 96.8) |
| Federation University Australia | 87.3 (84.9, 89.3) | 94.9 (93.4, 96.0) | 96.9 (95.6, 97.6) |
| Flinders University | 87.2 (86.1, 88.3) | 94.1 (93.4, 94.7) | 96.0 (95.4, 96.4) |
| Griffith University | 86.9 (86.0, 87.8) | 93.7 (93.2, 94.2) | 96.1 (95.6, 96.4) |
| James Cook University | 88.8 (87.2, 90.2) | 93.4 (92.2, 94.3) | 95.5 (94.6, 96.2) |
| La Trobe University | 84.2 (82.8, 85.5) | 94.2 (93.4, 94.9) | 97.0 (96.4, 97.4) |
| Macquarie University | 88.4 (87.4, 89.3) | 93.5 (92.8, 94.1) | 95.1 (94.5, 95.6) |
| Monash University | 82.5 (81.7, 83.3) | 91.6 (91.1, 92.1) | 95.0 (94.6, 95.3) |
| Murdoch University | 73.7 (71.3, 75.9) | 86.7 (85.2, 88.1) | 94.0 (92.9, 94.8) |
| Queensland University of Technology | 88.1 (87.0, 89.1) | 93.7 (92.9, 94.3) | 97.4 (96.9, 97.8) |
| RMIT University | 80.5 (79.4, 81.6) | 90.2 (89.5, 90.8) | 96.7 (96.2, 97.0) |
| Southern Cross University | 84.7 (82.4, 86.6) | 92.3 (90.8, 93.4) | 96.9 (95.8, 97.5) |
| Swinburne University of Technology | 83.0 (81.7, 84.2) | 92.1 (91.3, 92.8) | 95.0 (94.3, 95.5) |
| The Australian National University | 89.1 (88.0, 90.1) | 92.9 (92.0, 93.6) | 95.5 (94.8, 96.0) |
| The University of Adelaide | 79.1 (77.3, 80.7) | 88.3 (87.1, 89.4) | 95.4 (94.6, 96.0) |
| The University of Melbourne | 87.0 (86.5, 87.5) | 92.9 (92.5, 93.2) | 95.3 (95.0, 95.6) |
| The University of Notre Dame Australia | 91.5 (89.8, 92.9) | 96.3 (95.2, 97.0) | 96.4 (95.4, 97.1) |
| The University of Queensland | 81.6 (80.4, 82.6) | 90.9 (90.1, 91.5) | 96.6 (96.1, 96.9) |
| The University of South Australia | 81.7 (80.2, 83.1) | 90.5 (89.5, 91.4) | 97.7 (97.1, 98.1) |
| The University of Sydney | 87.4 (86.7, 88.1) | 92.5 (92.0, 93.0) | 95.8 (95.3, 96.1) |
| The University of Western Australia | 81.5 (80.1, 82.9) | 88.8 (87.7, 89.8) | 95.6 (94.9, 96.2) |
| Torrens University | 88.3 (83.7, 91.3) | 91.8 (88.1, 94.0) | 99.3 (97.2, 99.7) |
| University of Canberra | 88.8 (87.2, 90.1) | 93.7 (92.6, 94.6) | 95.7 (94.8, 96.4) |
| University of Divinity | 91.8 (88.8, 93.8) | 91.9 (89.7, 93.3) | 78.5 (76.3, 80.4) |
| University of New England | 84.8 (83.6, 85.8) | 92.0 (91.3, 92.6) | 93.7 (93.1, 94.2) |
| University of New South Wales | 89.3 (88.5, 90.0) | 93.1 (92.5, 93.6) | 96.7 (96.2, 97.0) |
| University of Newcastle | 91.3 (90.5, 92.0) | 95.3 (94.8, 95.7) | 96.8 (96.4, 97.2) |
| University of Southern Queensland | 87.5 (86.2, 88.6) | 93.5 (92.6, 94.2) | 95.8 (95.2, 96.4) |
| University of Tasmania | 91.6 (90.7, 92.4) | 95.5 (94.9, 95.9) | 97.5 (97.1, 97.9) |
| University of Technology Sydney | 85.3 (84.0, 86.4) | 90.9 (89.9, 91.7) | 96.3 (95.7, 96.8) |
| University of the Sunshine Coast | 76.5 (73.5, 79.0) | 89.5 (87.7, 90.8) | 94.9 (93.6, 95.7) |
| University of Wollongong | 88.2 (86.5, 89.6) | 93.7 (92.5, 94.6) | 96.7 (95.8, 97.3) |
| Victoria University | 77.2 (75.2, 78.9) | 88.0 (86.6, 89.1) | 95.2 (94.3, 95.8) |
| Western Sydney University | 77.5 (75.8, 79.1) | 90.2 (89.1, 91.1) | 94.9 (94.1, 95.5) |
| **All universities** | **85.7 (85.5, 85.9)** | **92.6 (92.5, 92.7)** | **95.9 (95.8, 96.0)** |
| Standard deviation (percentage points) | 4.7 | 2.3 | 2.9 |

**Table 24:Postgraduate research labour force indicators 2016-2018 (universities only)**

| **University** | **In full-time employment (as a proportion of those available for full-time work) (%)** | **Overall employed (as a proportion of those available for any work) (%)** | **Labour force participation rate (%)** |
| --- | --- | --- | --- |
| Australian Catholic University | 88.2 (82.1, 91.4) | 94.0 (89.7, 95.5) | 97.6 (94.1, 98.2) |
| Bond University | n/a | n/a | n/a |
| Central Queensland University | 75.0 (65.6, 81.8) | 82.7 (74.3, 87.8) | 98.1 (92.4, 99.2) |
| Charles Darwin University | n/a | n/a | n/a |
| Charles Sturt University | 84.9 (78.9, 88.8) | 95.9 (91.9, 97.4) | 89.8 (85.4, 92.3) |
| Curtin University | 77.0 (73.8, 79.7) | 87.6 (85.4, 89.2) | 93.5 (91.8, 94.4) |
| Deakin University | 77.2 (74.1, 79.7) | 90.0 (88.0, 91.3) | 96.3 (94.9, 96.9) |
| Edith Cowan University | 78.7 (73.2, 82.8) | 91.5 (88.2, 93.2) | 94.0 (91.2, 95.2) |
| Federation University Australia | 85.7 (75.9, 90.4) | 88.4 (80.7, 91.5) | 93.5 (86.9, 95.2) |
| Flinders University | 79.7 (74.9, 83.4) | 88.8 (85.5, 91.0) | 91.4 (88.6, 93.0) |
| Griffith University | 81.8 (78.7, 84.4) | 90.6 (88.3, 92.2) | 95.6 (94.0, 96.6) |
| James Cook University | 85.0 (80.1, 88.2) | 92.3 (88.8, 94.1) | 92.9 (89.7, 94.4) |
| La Trobe University | 80.0 (76.2, 83.0) | 92.2 (89.9, 93.6) | 95.7 (93.8, 96.6) |
| Macquarie University | 77.6 (74.7, 80.1) | 89.4 (87.7, 90.7) | 83.7 (82.1, 85.1) |
| Monash University | 84.2 (82.5, 85.8) | 92.3 (91.1, 93.2) | 95.3 (94.4, 96.0) |
| Murdoch University | 65.8 (59.9, 71.0) | 81.8 (77.5, 84.9) | 93.5 (90.4, 95.0) |
| Queensland University of Technology | 77.9 (73.9, 81.3) | 91.2 (88.6, 93.0) | 95.5 (93.5, 96.6) |
| RMIT University | 79.9 (77.2, 82.1) | 92.3 (90.6, 93.3) | 96.2 (94.9, 96.7) |
| Southern Cross University | 86.8 (79.4, 90.6) | 90.0 (83.8, 92.7) | 95.2 (90.1, 96.6) |
| Swinburne University of Technology | 85.3 (80.2, 88.5) | 90.8 (86.9, 92.8) | 92.2 (88.9, 93.9) |
| The Australian National University | 85.2 (82.7, 87.2) | 93.8 (92.1, 94.9) | 93.9 (92.4, 95.0) |
| The University of Adelaide | 80.1 (77.8, 82.1) | 91.2 (89.7, 92.3) | 93.3 (92.0, 94.1) |
| The University of Melbourne | 83.9 (82.2, 85.4) | 92.5 (91.5, 93.4) | 94.2 (93.3, 94.9) |
| The University of Notre Dame Australia | 89.7 (78.3, 94.3) | 95.2 (88.1, 96.9) | 93.3 (86.4, 95.4) |
| The University of Queensland | 81.7 (79.9, 83.3) | 90.5 (89.2, 91.5) | 95.6 (94.7, 96.2) |
| The University of South Australia | 76.0 (72.5, 79.0) | 91.6 (89.3, 93.0) | 95.8 (94.0, 96.6) |
| The University of Sydney | 81.8 (79.8, 83.6) | 90.8 (89.4, 91.8) | 94.3 (93.2, 95.1) |
| The University of Western Australia | 83.5 (80.6, 85.8) | 90.8 (88.7, 92.3) | 93.9 (92.2, 95.0) |
| University of Canberra | 87.7 (80.7, 91.3) | 95.2 (90.0, 96.8) | 96.9 (92.2, 97.9) |
| University of Divinity | n/a | n/a | 88.0 (78.4, 90.1) |
| University of New England | 75.5 (69.7, 80.0) | 87.0 (82.6, 89.7) | 91.5 (87.9, 93.3) |
| University of New South Wales | 75.8 (73.5, 77.9) | 86.1 (84.3, 87.5) | 95.1 (94.0, 95.9) |
| University of Newcastle | 82.1 (79.0, 84.4) | 96.0 (94.4, 96.7) | 92.9 (91.2, 93.8) |
| University of Southern Queensland | 73.0 (66.2, 78.2) | 87.5 (82.0, 90.5) | 94.1 (89.8, 95.8) |
| University of Tasmania | 80.7 (76.9, 83.7) | 91.6 (89.2, 93.1) | 92.7 (90.5, 93.9) |
| University of Technology Sydney | 85.7 (81.7, 88.6) | 93.3 (90.6, 94.9) | 96.1 (93.8, 97.1) |
| University of the Sunshine Coast | 81.3 (73.6, 85.6) | 86.2 (80.5, 88.7) | 92.1 (87.4, 93.2) |
| University of Wollongong | 84.3 (79.8, 87.6) | 91.2 (87.9, 93.3) | 95.8 (93.3, 97.0) |
| Victoria University | 78.3 (70.7, 83.7) | 89.3 (83.8, 92.4) | 93.3 (88.7, 95.4) |
| Western Sydney University | 80.1 (74.9, 84.3) | 93.5 (90.3, 95.5) | 93.0 (89.8, 94.9) |
| **All universities** | 81.0 (80.3, 81.7) | 90.9 (90.5, 91.4) | 93.9 (93.5, 94.2) |
| Standard deviation (percentage points) | 5.6 | 3.9 | 2.8 |

Table 24 present postgraduate research results at university level combining responses from the 2016, 2017 and 2018 Graduate Outcomes Surveys. Data from 2018 as a single year are not presented due to lower numbers of postgraduate research responses at the individual institution level. The same caveats about institutional comparisons apply at postgraduate research level as were described earlier at undergraduate and postgraduate coursework levels.

Full-time graduate employment rates across universities at postgraduate research level vary by institution, as shown by Table 24.

Institutions with the highest full-time employment rates for postgraduate research graduates aggregated over the three-year period include the University of Notre Dame Australia, 89.7 per cent, the Australian Catholic University, 88.2 per cent, the University of Canberra, 87.7 per cent and Southern Cross University, 86.8 per cent.

When data related to overall postgraduate research graduate employment are aggregated across 2016 to 2018, institutions recording the highest rates include the University of Newcastle, Charles Sturt University, University of Notre Dame Australia, the University of Canberra and the Australian Catholic University.

When data are aggregated over a three-year period the universities with the highest postgraduate research labour force participation rates include Central Queensland University, the Australian Catholic University, the University of Canberra, Deakin University and RMIT University.

3.4.2 NUHEIs

Table 25 show labour market outcomes for postgraduate coursework graduates from Non-University Higher Education Institutions. Since, the number of postgraduate coursework graduates enrolled in individual NUHEIs tends to be much smaller than at university level, survey data shown here refer to pooled data from the 2016, 2017 and 2018 surveys, the same as shown on the QILT website. Results based on fewer than 25 survey responses have not been published.

Notwithstanding the pooling of data across three survey years, the confidence intervals remain much wider for some NUHEIs than was generally the case for universities. That said, there do appear to be some NUHEIs where full-time employment rates are much higher than in other institutions. For example, a number of NUHEIs have full-time employment rates over 90 per cent, including the Health Education and Training Institute and Morling College both with 100 per cent full-time employment. Also Kaplan Higher Education Pty. Ltd., 96.7 per cent, the Australian Institute of Business Pty. Ltd., 94.2 per cent and the Sydney College of Divinity, 92.1 per cent).

Caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater variation in the number of responses and the study area profile by level of education than the larger universities.

In general, there is a large variation in full time employment outcomes across NUHEIs with a standard deviation of 20.6 percentage points. This variation is partly due to a large number of quite specialised NUHEIs with very small graduate cohorts and relatively few responses compared with the smaller number of universities with many more responses. Confidence intervals are also quite large for a number of these institutions. However, where confidence intervals do not overlap, this represents a statistically significant difference between institutions.

There is less variation in overall employment outcomes compared to full-time employment outcomes across NUHEIs. The standard deviation for overall employment outcomes was lower at 8.5 percentage points. NUHEIs with high overall employment outcomes in the include the Health Education and Training Institute, Morling College, Kaplan Higher Education Pty. Ltd., the Australian College of Physical Education and the Australian Institute of Business Pty. Ltd..

Similarly, there is less variation in labour force participation outcomes across NUHEIs with a standard deviation of 6.2 percentage points. NUHEIs with high labour force participation rates over 2016-2018 include the Australian Institute of Management Education and Training, the Health Education and Training Institution, the Australian College of Physical Education, Avondale College of Higher Education and the College of Law Ltd..

There are an insufficient number of postgraduate research level responses among Non-University Higher Education Institutions (NUHEIs) to present data at this level.

**Table 25:Postgraduate coursework labour force indicators 2016-2018 (NUHEIs only)**

| **NUHEI** | **In full-time employment (as a proportion of those available for full-time work) (%)** | **Overall employed (as a proportion of those available for any work) (%)** | **Labour force participation rate (%)** |
| --- | --- | --- | --- |
| ACAP and NCPS | 72.5 (68.2, 76.2) | 86.4 (84.0, 88.3) | 91.8 (89.9, 93.1) |
| Adelaide College of Divinity | n/a | n/a | n/a |
| Alphacrucis College | 92.0 (78.9, 96.9) | 93.8 (83.4, 97.3) | 88.9 (78.7, 93.7) |
| Australian Academy of Music and Performing Arts | n/a | n/a | n/a |
| Australian College of Theology Limited | 88.8 (85.7, 91.1) | 93.4 (91.6, 94.7) | 82.9 (80.7, 84.7) |
| Australian Institute of Business Pty Ltd | 94.2 (93.1, 95.0) | 95.2 (94.2, 95.9) | 98.0 (97.4, 98.5) |
| Australian Institute of Management Education & Training | 90.6 (78.8, 96.1) | 94.1 (83.6, 98.1) | 100.0 (91.6, 100.0) |
| Australian Institute of Professional Counsellors | n/a | n/a | n/a |
| Avondale College of Higher Education | 88.9 (82.3, 92.2) | 91.7 (86.3, 94.0) | 98.6 (94.7, 99.1) |
| Box Hill Institute | n/a | n/a | n/a |
| Christian Heritage College | 74.2 (68.0, 79.0) | 92.4 (88.8, 94.2) | 93.0 (89.7, 94.5) |
| Eastern College Australia | 65.7 (54.2, 75.0) | 88.7 (82.8, 91.4) | 92.5 (87.6, 94.2) |
| Excelsia College | 76.3 (69.0, 81.8) | 89.4 (84.9, 92.1) | 95.0 (91.4, 96.5) |
| Health Education & Training Institute | 100.0 (91.6, 100.0) | 100.0 (92.6, 100.0) | 100.0 (92.6, 100.0) |
| Holmes Institute | n/a | n/a | n/a |
| Holmesglen Institute | n/a | n/a | n/a |
| International College of Management, Sydney | n/a | n/a | n/a |
| Kaplan Business School | 84.1 (76.3, 87.9) | 93.9 (87.9, 95.2) | 98.0 (92.9, 98.2) |
| Kaplan Higher Education Pty Ltd | 96.7 (95.7, 97.4) | 97.3 (96.4, 97.9) | 97.1 (96.2, 97.7) |
| King's Own Institute |  | n/a | n/a |
| Marcus Oldham College | n/a | n/a | n/a |
| Melbourne Institute of Technology | n/a | n/a | n/a |
| Melbourne Polytechnic |  | n/a | n/a |
| Moore Theological College Council | n/a | n/a | n/a |
| Morling College | 100.0 (90.1, 100.0) | 100.0 (91.8, 100.0) | 91.9 (82.0, 96.1) |
| Nan Tien Institute | n/a | n/a | n/a |
| National Art School | n/a | n/a | n/a |
| Perth Bible College | n/a | n/a | n/a |
| Raffles College Pty Ltd | n/a | n/a | n/a |
| Sydney College of Divinity | 92.1 (85.1, 95.6) | 90.1 (84.6, 93.3) | 85.0 (79.7, 88.7) |
| Tabor College of Higher Education | 79.2 (70.3, 85.4) | 92.5 (88.1, 94.4) | 85.3 (81.1, 87.8) |
| TAFE NSW | n/a | n/a | n/a |
| The Australian College of Physical Education | 75.0 (61.6, 84.0) | 97.1 (88.6, 99.0) | 100.0 (92.4, 100.0) |
| The Australian Institute of Music | n/a | n/a | n/a |
| The Cairnmillar Institute | 68.5 (60.0, 75.7) | 86.6 (82.0, 89.7) | 86.5 (82.5, 89.2) |
| The College of Law Limited | 90.7 (89.7, 91.6) | 93.5 (92.6, 94.2) | 98.2 (97.8, 98.6) |
| The MIECAT Institute | 77.5 (66.8, 84.7) | 86.3 (81.0, 89.1) | 93.0 (88.9, 94.5) |
| Think Education | n/a | n/a | n/a |
| Whitehouse Institute of Design, Australia | n/a | n/a | n/a |
| **All NUHEIs** | **90.0 (89.4, 90.6)** | **93.5 (93.0, 93.9)** | **95.2 (94.8, 95.5)** |
| Standard deviation | 20.6 | 8.5 | 6.2 |

## 3.4 Occupation level

Managerial and professional occupations at Skill Level 1 in the ANZSCO classification, as noted above, have a level of skill commensurate with a bachelor degree or higher. Postgraduates are more likely than undergraduates to be working in managerial and professional occupations, as shown in Table 26. In 2018, 87.6 per cent of postgraduate coursework graduates and 93.5 per cent of postgraduate research graduates employed full-time were working in managerial and professional occupations, in comparison with 72.1 per cent of undergraduates working full-time.

Consistent with results from the 2017 GOS, among postgraduate coursework graduates employed full-time in 2018 males were more likely to be working in managerial occupations than females at 21.6 per cent and 13.6 per cent respectively, a difference of 8.0 percentage points. On the other hand, female postgraduate coursework graduates were more likely to be working in professional occupations than males, 75.3 per cent and 64.3 per cent respectively. This pattern remains much less pronounced amongst postgraduate research graduates.

Table 26: Postgraduate employment outcomes by gender and occupation, 2018 (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Employed full-time – Male | Employed full-time – Female | Employed full-time – Total | Overall employed – Male | Overall employed – Female | Overall employed – Total |
| Postgraduate coursework |  |  |  |  |  |  |
| Managers | 21.6 | 13.6 | 16.8 | 19.9 | 11.4 | 14.5 |
| Professionals | 64.3 | 75.3 | 70.8 | 64.1 | 74.7 | 70.8 |
| Technicians and Trades Workers | 2.6 | 0.9 | 1.6 | 2.6 | 1.0 | 1.6 |
| Community and Personal Service Workers | 4.0 | 2.6 | 3.2 | 4.9 | 3.9 | 4.2 |
| Clerical and Administrative Workers | 5.2 | 6.3 | 5.9 | 5.3 | 6.5 | 6.1 |
| Other occupations | 2.2 | 1.3 | 1.6 | 3.2 | 2.5 | 2.8 |
| **All postgraduate coursework** | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Postgraduate research |  |  |  |  |  |  |
| Managers | 7.4 | 6.7 | 7.0 | 6.7 | 6.5 | 6.6 |
| Professionals | 85.2 | 87.6 | 86.5 | 84.1 | 86.0 | 85.2 |
| Technicians and Trades Workers | 1.9 | 1.3 | 1.6 | 2.4 | 1.3 | 1.8 |
| Community and Personal Service Workers | 1.8 | 1.1 | 1.4 | 2.0 | 1.5 | 1.7 |
| Clerical and Administrative Workers | 2.0 | 2.7 | 2.4 | 2.3 | 3.4 | 3.0 |
| Other occupations | 1.6 | 0.6 | 1.0 | 2.4 | 1.2 | 1.7 |
| **All postgraduate research** | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

## 3.5 Skills formation and utilisation

As was the case in 2017, postgraduate coursework graduates in 2018 continue to report a lower fit between their qualification and job than other study levels, as shown in Tables 27 and 28, which is perhaps surprising given the general perception that postgraduate coursework studies are more vocationally oriented. For example, among full-time employees, only 46.5 per cent of postgraduate coursework graduates stated their qualification was either ‘very important’ or ‘important’ for their current position, in comparison with 57.4 per cent of undergraduates and 59.0 per cent postgraduate research graduates.

Among full-time employees, 76.5 per cent of postgraduate coursework graduates reported their qualification prepared them ‘very well or ‘well’ for their employment in comparison with 77.9 per cent of undergraduates and 82.3 per cent of postgraduate research graduates.

Postgraduate research graduates employed full-time were slightly less likely to report that they were not fully utilising their skills or education in their job, 24.5 per cent, in comparison with 27.1 per cent of undergraduates and 26.9 per cent of postgraduate coursework graduates, as shown in Table 29 – see Appendix 3 for the derivation of these results.

Of postgraduate research graduates who were employed overall, 27.9 per cent reported that their job did not fully utilise their skills or education, compared to 29.2 per cent for postgraduate coursework and a much higher 38.9 per cent for undergraduates. This may indicate that while postgraduates may be employed part-time, their work seems to be more relevant to their qualification than for undergraduates four to six months after completing their course.

However, among employed graduates reporting they were not fully utilising their skills or education, postgraduate research graduates continue to be much more likely than other study levels to indicate this was due to there being no suitable jobs in their area of expertise, 35.9 per cent down from 38.9 per cent in 2017 and 43.7 per cent in 2016. This compares with figures of 23.0 per cent for undergraduates and 22.9 per cent for postgraduate coursework graduates, as shown in Tables 15, 30 and 31.

Of those employed in 2018, Communications, Tourism, hospitality, personal services, sport and recreation, Agriculture and environmental studies and Humanities, culture and social sciences postgraduate coursework graduates were more likely to report that they were not using their skills or education in their current job, at 47.4 per cent, 43.4 per cent, 41.0 per cent and 40.0 per cent respectively, as shown in Table 32. Among those with the highest proportion of graduates stating that they were not using their skills or education in their current position, those in Agriculture and environmental studies and Communication were most likely to indicate that this was because there were no suitable jobs in their area of expertise at 34.8 per cent and 32.9 per cent respectively.

Postgraduate coursework graduates employed in Dentistry, Veterinary Science, Medicine and Pharmacy were least likely to report that their employment did not fully utilise their skills and education with 4.7 per cent, 9.2 per cent, 10.6 per cent and 12.6 per cent respectively, representing very low numbers of graduates.

For Postgraduate research graduates the study areas that were most likely to report that they were not using their skills and education were in the areas of Pharmacy, Humanities, culture and social sciences, Creative arts and Teacher education, at 46.2 per cent, 37.3 per cent, 34.9 per cent and 32.9 per cent respectively, as shown in Table 33. Note that while there were generally too few responses to analyse the reasons for skills under-utilisation at the postgraduate research level in detail, Creative arts and Humanities, culture and social science had a relatively large proportion of those not utilising their skills citing the main reason as no suitable jobs in their area of expertise, with 52.0 per cent and 37.3 per cent respectively.

In 2018, postgraduate research graduates from Architecture and built environment, Veterinary science, Medicine and Nursing were least likely to report that they were not fully utilising their skills and education, at 12.2 per cent, 17.9 per cent, 19.4 per cent and 20.4 per cent respectively.

Table 27: Importance of qualification for postgraduates’ current employment, 2018 (%)

|  |  |  |
| --- | --- | --- |
|  | **Employed full-time** | **Total employed** |
| Postgraduate coursework |  |  |
| Very important | 27.7 | 27.9 |
| Important | 18.8 | 18.2 |
| Fairly important | 20.3 | 19.4 |
| Not that important | 20.6 | 20.1 |
| Not at all important | 12.6 | 14.5 |
| **All postgraduate coursework** | 100.0 | 100.0 |
| Postgraduate research |  |  |
| Very important | 39.9 | 36.1 |
| Important | 19.1 | 18.8 |
| Fairly important | 14.1 | 14.7 |
| Not that important | 15.6 | 16.5 |
| Not at all important | 11.4 | 13.8 |
| **All postgraduate research** | 100.0 | 100.0 |

Table 28: Extent to which qualification prepared postgraduate for employment, 2018 (%)

|  |  |  |
| --- | --- | --- |
|  | **Employed full-time** | **Total employed** |
| Postgraduate coursework |  |  |
| Very well | 31.2 | 30.9 |
| Well | 45.3 | 44.0 |
| Not well | 7.2 | 7.0 |
| Not at all | 7.2 | 8.2 |
| Unsure | 9.2 | 10.0 |
| **All postgraduate coursework** | 100.0 | 100.0 |
| Postgraduate research |  |  |
| Very well | 44.8 | 42.6 |
| Well | 37.5 | 37.6 |
| Not well | 4.0 | 4.5 |
| Not at all | 5.6 | 6.7 |
| Unsure | 8.0 | 8.6 |
| **All postgraduate research** | 100.0 | 100.0 |

Table 29: Postgraduates reporting job does not fully use my skills or education, 2018 (%)

|  |  |  |
| --- | --- | --- |
|  | **Employed full-time** | **Total employed** |
| Postgraduate coursework | 26.9 | 29.2 |
| Postgraduate research | 24.5 | 27.9 |
| **Total** | 26.6 | 29.1 |

Table 30: Postgraduate coursework graduates main reason for working in a job that doesn’t fully use my skills and education, 2018 (%)

|  |  |  |
| --- | --- | --- |
|  | **Employed full-time** | **Total employed** |
| Studying | 5.8 | 8.2 |
| I'm satisfied with my current job | 6.8 | 6.1 |
| I have a skills that are not required in my current job | 4.1 | 3.6 |
| Changing jobs / careers | 3.1 | 2.8 |
| Entry level job / career stepping stone | 3.9 | 3.2 |
| Caring for children or family member | 5.2 | 6.9 |
| Subtotal - Personal | 28.8 | 30.7 |
| No suitable jobs in my area of expertise | 22.7 | 22.9 |
| No suitable jobs in my local area | 18.3 | 17.3 |
| Considered to be too young by employers | 7.3 | 5.7 |
| Not enough work experience | 3.7 | 3.4 |
| No jobs with a suitable number of hours | 2.4 | 3.4 |
| Cannot find a job NFI | 2.4 | 2.7 |
| My job is temporary only / casual only | 0.7 | 0.8 |
| Subtotal - Labour | 57.5 | 56.2 |
| Other (please specify) | 13.7 | 13.1 |
| **Total** | 100.0 | 100.0 |

Table 31: Postgraduate research graduates main reason for working in a job that doesn’t fully use my skills and education, 2018 (%)

|  |  |  |
| --- | --- | --- |
|  | **Employed full-time** | **Total employed** |
| Studying | 3.6 | 4.6 |
| I'm satisfied with my current job | 7.7 | 6.5 |
| I have a skills that are not required in my current job | 3.1 | 2.3 |
| Changing jobs / careers | 4.3 | 3.5 |
| Entry level job / career stepping stone | 1.8 | 1.5 |
| Caring for children or family member | 3.1 | 4.3 |
| Subtotal - Personal | 23.7 | 22.8 |
| No suitable jobs in my area of expertise | 33.6 | 35.9 |
| No suitable jobs in my local area | 22.2 | 20.4 |
| Considered to be too young by employers | 2.5 | 1.8 |
| Not enough work experience | 2.8 | 2.0 |
| No jobs with a suitable number of hours | 2.0 | 3.8 |
| Cannot find a job NFI | 1.2 | 1.5 |
| My job is temporary only / casual only | 0.8 | 1.3 |
| Subtotal - Labour | 65.1 | 66.7 |
| Other (please specify) | 11.2 | 10.5 |
| **Total** | 100.0 | 100.0 |

Table 32: Postgraduate coursework graduates reporting they did not fully use their skills or education and main reason being no suitable jobs in my area of expertise, by study area, 2018, (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Study area** | **Extent to which skills and education not fully used - Employed full-time** | **Extent to which skills and education not fully used - Overall employed** | **Main reason - no suitable jobs in my area of expertise - Employed full-time** | **Main reason - no suitable jobs in my area of expertise - Overall employed** |
| Science and mathematics | 32.4 | 38.4 | 33.6 | 35.6 |
| Computing and Information Systems | 30.1 | 32.6 | 24.8 | 24.2 |
| Engineering | 32.1 | 34.6 | 21.5 | 23.0 |
| Architecture and built environment | 18.9 | 22.3 | 15.6 | 20.6 |
| Agriculture and environmental studies | 39.5 | 41.0 | 37.8 | 34.8 |
| Health services and support | 24.4 | 27.8 | 24.9 | 25.0 |
| Medicine | 9.1 | 10.6 | 17.8 | 18.1 |
| Nursing | 14.4 | 14.6 | 24.3 | 20.9 |
| Pharmacy | 12.2 | 12.6 | n/a | n/a |
| Dentistry | 3.3 | 4.7 | n/a | n/a |
| Veterinary science | 6.9 | 9.2 | n/a | n/a |
| Rehabilitation | 12.5 | 13.2 | 25.7 | 29.5 |
| Teacher education | 19.0 | 21.7 | 19.4 | 19.0 |
| Business and management | 37.3 | 39.0 | 20.1 | 19.5 |
| Humanities, culture and social sciences | 34.6 | 40.0 | 29.7 | 30.1 |
| Social work | 27.7 | 30.9 | 25.6 | 24.1 |
| Psychology | 30.6 | 36.4 | 17.9 | 17.4 |
| Law and paralegal studies | 26.3 | 28.8 | 23.5 | 24.1 |
| Creative arts | 36.4 | 38.4 | 25.9 | 37.1 |
| Communications | 41.3 | 47.4 | 33.3 | 32.9 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 42.1 | 43.4 | n/a | n/a |
| **All study area\*** | 26.9 | 29.2 | 22.7 | 22.9 |

\*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 33: Postgraduate research level graduates reporting occupation does not fully use skills and education, by study area, 2018 (%)

|  |  |  |
| --- | --- | --- |
|  | **Extent to which skills and education not fully used - Employed full-time** | **Extent to which skills and education not fully used - Overall employed** |
| Science and mathematics | 19.2 | 23.6 |
| Computing and Information Systems | 27.1 | 31.8 |
| Engineering | 24.8 | 27.0 |
| Architecture and built environment | 12.8 | 12.2 |
| Agriculture and environmental studies | 23.0 | 26.8 |
| Health services and support | 18.5 | 22.8 |
| Medicine | 18.2 | 19.4 |
| Nursing | 18.2 | 20.4 |
| Pharmacy | n/a | 46.2 |
| Dentistry | n/a | n/a |
| Veterinary science | 16.0 | 17.9 |
| Rehabilitation | n/a | n/a |
| Teacher education | 29.2 | 32.9 |
| Business and management | 27.4 | 25.7 |
| Humanities, culture and social sciences | 36.0 | 37.3 |
| Social work | n/a | n/a |
| Psychology | 20.3 | 21.9 |
| Law and paralegal studies | 29.8 | 32.7 |
| Creative arts | 26.9 | 34.9 |
| Communications | 18.9 | 31.7 |
| Tourism, Hospitality, Personal Services, Sport and recreation | n/a | n/a |
| **All Study Areas \*** | 24.5 | 27.9 |

\*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.

# 4: Undergraduate salaries

The median salary of all undergraduates employed full-time in 2018 was $61,000 which is an increase of $1,000 or 1.7 per cent from the 2017 salary of $60,000, as shown in Table 34.

Previously, it was shown that high level undergraduate labour market outcomes are broadly similar for males and females. However, the exception is that female undergraduates continue to earn less than male undergraduates, $60,000 and $63,100 respectively. In 2017, the gender gap in undergraduate median salaries had narrowed to $1,100 or 1.8 per cent compared with 2016 where this gap was $3,600 or 6.0 per cent, but in 2018 this gap has again increased to $3000 or 4.8 per cent.[[1]](#footnote-1) Previous research suggests that one of the key factors contributing to the gender gap in graduate salaries is that females tend to graduate from fields of education that achieve lower salaries e.g. humanities, whereas males tend to graduate from more highly remunerated fields e.g. engineering.[[2]](#footnote-2) However, female graduates often earn less than their male graduates even within the same field of education and this issue is explored below.

Undergraduates aged over 30 reported substantially higher salaries than their younger counterparts in 2018, and the median salary for older graduates was $8,900 more per year than for those aged 30 years or under. This gap was more pronounced for males aged over 30, who were earning $13,100 more than those under 30, with the difference somewhat less stark for females with those over 30 earning $8,200 more. The gap between male and female undergraduates 30 years and under was 3.6 per cent or $2,200. However, the gap between males and female undergraduates 30 years and over was 10.8 per cent or $8,100.

The median salary level for external mode undergraduates was $9,600 higher per year than internal/mixed mode. The gap is, again, more pronounced for males than for females, with males who had studied externally earning $16,500 more than internal/mixed mode males, whereas female external mode graduates earned $7,000 more than internal/mixed mode females. Within this demographic group in 2018, female external mode graduates were earning $11,200 less than external mode males, which is a difference of 14.4 per cent. This is an increased difference compared to 2017 where the gap was $8,000 or 11.0 per cent.

In 2018, Indigenous undergraduates continued to earn more than their non-Indigenous counterparts immediately upon graduation, with median salaries of $65,000 and $61,000 respectively. On the other hand, undergraduates whose home language was other than English had a lower median salary of $59,500 per year, in comparison with $61,000 for graduates whose home language was English. The pay gap between non-English speaking background undergraduates and English speakers was $2,900 for males and $1,000 for females.

In general terms, socio-economic status does not seem to have as great an impact on the salaries of undergraduates, with median salaries for graduates from high and medium SES categories equal at $61,000, with those from the low SES category earning $1,000 less. High SES males earn $1,000 dollars more than low SES males, but $3,000 more than high SES females.

Interestingly, median salaries for graduates from regional/remote areas were around $1,800 higher than for those from metropolitan areas. Salaries for regional/remote males were around $3,500 or 5.4 per cent higher than for females from the same areas, whereas males from metropolitan areas earned around $2,600 or 4.2 per cent more than their female counterparts.

Table 34: Undergraduate median full-time salaries by demographic group, 2017 and 2018 ($)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Male 2017** | **Male 2018** | **Female 2017** | **Female 2018** | **Total 2017** | **Total 2018** |
| Age | 30 years or under | 60,000 | 61,000 | 57,400 | 58,800 | 58,200 | 60,000 |
| Over 30 years | 73,100 | 75,100 | 65,200 | 67,000 | 66,800 | 68,900 |
| Indigenous | Indigenous | 64,400 | 65,400 | 62,000 | 64,900 | 62,600 | 65,000 |
| Non indigenous | 60,000 | 62,800 | 59,000 | 60,000 | 60,000 | 61,000 |
| Home language | English speaking background | 60,500 | 63,000 | 59,000 | 60,000 | 60,000 | 61,000 |
| Non-English speaking background | 57,000 | 60,100 | 56,000 | 59,000 | 56,400 | 59,500 |
| Disability | Disability | 60,000 | 61,500 | 59,600 | 60,000 | 60,000 | 60,400 |
| No disability | 60,200 | 63,000 | 59,000 | 60,000 | 60,000 | 61,000 |
| Study mode | Internal/mixed | 60,000 | 61,500 | 57,500 | 59,800 | 58,700 | 60,000 |
| External/distance | 73,000 | 78,000 | 65,000 | 66,800 | 66,000 | 69,600 |
| Socio-economic status | High | 61,000 | 63,000 | 59,100 | 60,000 | 60,000 | 61,000 |
| Medium | 60,000 | 62,600 | 58,700 | 60,000 | 59,600 | 61,000 |
| Low | 60,000 | 62,000 | 59,000 | 60,000 | 60,000 | 60,000 |
| Location | Metro | 60,000 | 62,600 | 58,400 | 60,000 | 59,600 | 60,200 |
| Regional/Remote | 62,600 | 64,500 | 60,000 | 61,000 | 60,000 | 62,000 |
| **Total undergraduate** | | 60,100 | 63,000 | 59,000 | 60,000 | 60,000 | 61,000 |

## 4.1. Salaries by study area

Median full-time salaries in 2018 ranged between study areas from a high of $83,700 down to $47,000, with a standard deviation of $7,800. The areas with the highest graduate salaries were Dentistry at $83,700, Medicine, $73,000, Social work, $65,600, Teacher education, $65,500 and Engineering, $65,000. The areas with the lowest full-time median undergraduate salaries were Pharmacy at $47,000, Creative arts, $50,100, Communication, $52,800 and Tourism, hospitality, personal services, sport and recreation, $53,500. The variation in salary between study areas was more pronounced for male graduates with a standard deviation of $10,500 than for female graduates with $7,300.

Notwithstanding that females tend to graduate from fields of education with lower salary levels, female undergraduates within fields of education or study areas still generally earn less than their male counterparts immediately upon graduation, as shown in Table 35. In 2018, there are a few exceptions to this general rule, immediately upon graduation females in Rehabilitation and Veterinary science earned $200 and $100 more than their male counterparts respectively, while starting salaries between males and females were equal among Engineering and Computing and information systems graduates.

On the whole however, study area results demonstrate that beyond subject choice, the gender gap in median undergraduate salaries persists due to a range of other factors such as occupation, age, experience, personal factors and possible inequalities within workplaces. The study areas which exhibit the highest gaps between male and female salaries include Dentistry with a gap between male and female salaries of $24,000, Architecture and built environment and Agriculture and environmental studies, both $7,600, Pharmacy, $5,300 and Law and paralegal studies, $5,000.

Table 35: Undergraduate median full-time salaries by study area, 2017 and 2018

|  | **Male 2017** | **Male 2018** | **Female 2017** | **Female 2018** | **Total 2017** | **Total 2018** |
| --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 59,200 | 63,000 | 56,900 | 60,000 | 57,500 | 61,000 |
| Computing and Information Systems | 60,000 | 60,000 | 58,000 | 60,000 | 59,900 | 60,000 |
| Engineering | 63,500 | 65,000 | 65,000 | 65,000 | 64,000 | 65,000 |
| Architecture and built environment | 60,000 | 62,300 | 52,200 | 54,700 | 56,400 | 58,700 |
| Agriculture and environmental studies | 57,400 | 62,600 | 55,000 | 55,000 | 55,800 | 58,300 |
| Health services and support | 62,600 | 64,900 | 60,500 | 62,000 | 61,300 | 62,600 |
| Medicine | 71,000 | 73,100 | 70,000 | 72,000 | 70,300 | 73,000 |
| Nursing | 62,000 | 62,600 | 60,000 | 61,500 | 60,000 | 61,600 |
| Pharmacy | 45,900 | 51,300 | 43,800 | 46,000 | 44,200 | 47,000 |
| Dentistry | 94,600 | 102,000 | 75,100 | 78,000 | 78,300 | 83,700 |
| Veterinary science | n/a | 54,900 | 50,600 | 55,000 | 51,600 | 55,000 |
| Rehabilitation | 62,600 | 62,400 | 60,500 | 62,600 | 61,500 | 62,600 |
| Teacher education | 65,000 | 67,000 | 63,400 | 65,200 | 63,500 | 65,500 |
| Business and management | 58,000 | 60,000 | 55,000 | 55,500 | 55,200 | 58,000 |
| Humanities, culture and social sciences | 59,600 | 60,000 | 55,100 | 57,400 | 57,000 | 58,400 |
| Social work | 63,200 | 68,000 | 62,500 | 65,400 | 62,600 | 65,600 |
| Psychology | 60,000 | 63,200 | 56,600 | 58,600 | 57,600 | 60,000 |
| Law and paralegal studies | 63,000 | 65,000 | 58,000 | 60,000 | 60,000 | 61,400 |
| Creative arts | 49,600 | 52,200 | 47,200 | 50,000 | 48,000 | 50,100 |
| Communications | 50,000 | 54,000 | 50,000 | 52,200 | 50,000 | 52,800 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 55,000 | n/a | 51,800 | 52,200 | 52,200 | 53,500 |
| **All study areas\*** | 60,100 | 63,000 | 59,000 | 60,000 | 60,000 | 61,000 |
| Standard deviation | 9,600 | 10,500 | 7,400 | 7,300 | 7,500 | 7,800 |

\*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

## 4.2 Salaries over time

Table 35 shows the gender gap in graduate salaries has persisted over time. In 2008, female graduates earned $45,000, which was $2,000 or 4.3 per cent less than male graduates. As noted above, in 2016, the gender gap in undergraduate median salaries was $3,600 or 6.0 per cent however, in 2017 this gap had narrowed markedly to $1,100 or 1.8 per cent, the lowest reported in 40 years but has since increased to $3,000 or 4.8 per cent in 2018.

4.3 Salaries by institution

4.3.1 Universities

As with the analysis of employment rates above, it must be acknowledged that many factors beyond the quality of teaching, careers advice and the like, such as the study area profile and course offerings, the composition of the student population and variations in state/territory and regional labour markets might also impact on salary outcomes at institution level. In 2018, universities with high median full-time undergraduate salaries include Charles Darwin University, $68,000, the University of Tasmania, $67,800, the University of Southern Queensland, $67,700, University of New England, $66,800 and Central Queensland University, $66,000.

**Table 36:Undergraduate median full time salaries 2018 (universities only)**

|  | **Median salary, employed full-time ($)** |
| --- | --- |
| Australian Catholic University | 61,500 (60,400, 62,500) |
| Bond University | 57,400 (54,100, 60,700) |
| Central Queensland University | 66,000 (64,400, 67,600) |
| Charles Darwin University | 68,000 (66,200, 69,800) |
| Charles Sturt University | 65,100 (64,400, 65,700) |
| Curtin University | 65,000 (63,700, 66,300) |
| Deakin University | 59,400 (57,900, 60,800) |
| Edith Cowan University | 63,000 (60,700, 65,300) |
| Federation University Australia | 62,000 (59,000, 65,000) |
| Flinders University | 61,600 (60,100, 63,100) |
| Griffith University | 59,500 (58,300, 60,700) |
| James Cook University | 65,400 (64,000, 66,900) |
| La Trobe University | 58,000 (56,300, 59,700) |
| Macquarie University | 59,500 (57,900, 61,100) |
| Monash University | 60,000 (59,500, 60,500) |
| Murdoch University | 60,100 (57,000, 63,200) |
| Queensland University of Technology | 60,000 (58,900, 61,100) |
| RMIT University | 55,000 (54,300, 55,700) |
| Southern Cross University | 64,700 (62,700, 66,700) |
| Swinburne University of Technology | 63,400 (61,800, 65,100) |
| The Australian National University | 60,500 (59,100, 62,000) |
| The University of Adelaide | 60,500 (58,900, 62,100) |
| The University of Melbourne | 57,000 (55,700, 58,300) |
| The University of Notre Dame Australia | 64,400 (62,800, 65,900) |
| The University of Queensland | 60,600 (59,400, 61,900) |
| The University of South Australia | 60,000 (58,600, 61,400) |
| The University of Sydney | 60,000 (59,400, 60,600) |
| The University of Western Australia | 55,000 (52,600, 57,400) |
| Torrens University | 52,100 (48,800, 55,400) |
| University of Canberra | 63,100 (61,800, 64,400) |
| University of Divinity | n/a |
| University of New England | 66,800 (65,700, 67,900) |
| University of New South Wales | 65,000 (64,100, 65,900) |
| University of Newcastle | 62,600 (61,700, 63,600) |
| University of Southern Queensland | 67,700 (64,900, 70,600) |
| University of Tasmania | 67,800 (66,600, 69,100) |
| University of Technology Sydney | 60,000 (59,600, 60,400) |
| University of the Sunshine Coast | 60,000 (58,500, 61,500) |
| University of Wollongong | 60,000 (59,200, 60,800) |
| Victoria University | 62,600 (60,200, 65,100) |
| Western Sydney University | 60,000 (59,200, 60,800) |
| **All universities** | **61,000 (60,700, 61,400)** |
| Standard deviation | 3,600 |

Table 37 present results at university level combining responses from the 2016, 2017 and 2018 Graduate Outcomes Surveys. This follows the approach on the QILT website where results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data, especially where survey data are presented at a disaggregated level by institution by study area. Institutions with the highest full-time employment rates aggregated over the three-year period include Charles Darwin University and the University of Southern Queensland with full time median salaries of $65,200 as well as the University of Tasmania, $65,000, the University of New England, $64,700 and Central Queensland University, $64,600.

**Table 37: Undergraduate median full time salaries 2016-2018 (universities only)**

| **University** | **Median salary, employed full-time ($)** |
| --- | --- |
| Australian Catholic University | 60,000 (59,600, 60,400) |
| Bond University | 57,400 (55,500, 59,300) |
| Central Queensland University | 64,600 (63,600, 65,700) |
| Charles Darwin University | 65,200 (64,400, 66,100) |
| Charles Sturt University | 63,400 (62,800, 64,100) |
| Curtin University | 62,600 (62,100, 63,100) |
| Deakin University | 57,400 (56,400, 58,400) |
| Edith Cowan University | 62,600 (61,500, 63,700) |
| Federation University Australia | 62,600 (61,400, 63,900) |
| Flinders University | 60,000 (59,100, 60,900) |
| Griffith University | 57,000 (56,000, 58,000) |
| James Cook University | 62,000 (61,100, 62,900) |
| La Trobe University | 55,600 (54,800, 56,400) |
| Macquarie University | 57,400 (56,500, 58,300) |
| Monash University | 58,400 (57,800, 59,100) |
| Murdoch University | 60,000 (58,600, 61,400) |
| Queensland University of Technology | 57,800 (57,200, 58,500) |
| RMIT University | 54,800 (54,100, 55,500) |
| Southern Cross University | 62,400 (61,100, 63,700) |
| Swinburne University of Technology | 60,000 (59,500, 60,500) |
| The Australian National University | 60,000 (59,300, 60,700) |
| The University of Adelaide | 59,500 (58,300, 60,700) |
| The University of Melbourne | 55,000 (54,500, 55,500) |
| The University of Notre Dame Australia | 64,000 (63,400, 64,600) |
| The University of Queensland | 60,000 (59,500, 60,500) |
| The University of South Australia | 59,100 (58,100, 60,100) |
| The University of Sydney | 59,500 (58,700, 60,300) |
| The University of Western Australia | 57,400 (56,100, 58,700) |
| Torrens University | 51,000 (48,000, 54,000) |
| University of Canberra | 61,200 (59,800, 62,600) |
| University of Divinity | 45,600 (37,600, 53,600) |
| University of New England | 64,700 (64,000, 65,400) |
| University of New South Wales | 62,000 (60,900, 63,100) |
| University of Newcastle | 60,500 (60,000, 61,100) |
| University of Southern Queensland | 65,200 (64,700, 65,800) |
| University of Tasmania | 65,000 (64,500, 65,500) |
| University of Technology Sydney | 58,400 (57,600, 59,300) |
| University of the Sunshine Coast | 58,000 (56,900, 59,100) |
| University of Wollongong | 59,500 (58,600, 60,300) |
| Victoria University | 59,200 (57,500, 60,800) |
| Western Sydney University | 58,400 (57,500, 59,300) |
| **All universities** | **60,000 (60,000, 60,000)** |
| Standard deviation | 3,900 |

4.3.2 NUHEIs

Table 38 show undergraduate median full-time salaries for Non-University Higher Education Institutions. Since the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data shown here refer to pooled data from the 2016, 2017 and 2018 surveys, the same as shown on the QILT website. NUHEIs with high median full-time undergraduate salaries include Tabor College of Higher Education, $66,500, Marcus Oldham College, $63,800, Christian Heritage College, $60,900, Avondale College of Higher Education, $60,500 and Moore Theological College Council, $60,000.

The same caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater variation in the study area profile of course offerings by level of education and study area than among universities.

**Table 38:Undergraduate median full time salary 2016-2018 (NUHEIs only)**

| **NUHEI** | **Median salary, employed full-time ($)** |
| --- | --- |
| Academy of Information Technology | n/a |
| ACAP and NCPS | 56,700 (54,300, 59,100) |
| Adelaide Central School of Art | n/a |
| Adelaide College of Divinity | n/a |
| Alphacrucis College | n/a |
| Australian Academy of Music and Performing Arts | n/a |
| Australian College of Theology Limited | 50,600 (47,400, 53,700) |
| Australian Institute of Business Pty Ltd | n/a |
| Australian Institute of Professional Counsellors | n/a |
| Avondale College of Higher Education | 60,500 (59,400, 61,600) |
| Box Hill Institute | n/a |
| Campion College Australia | n/a |
| Canberra Institute of Technology | n/a |
| Christian Heritage College | 60,900 (57,500, 64,300) |
| Collarts (Australian College of the Arts) | n/a |
| Eastern College Australia | n/a |
| Endeavour College of Natural Health | 53,200 (50,100, 56,300) |
| Excelsia College | n/a |
| Holmes Institute | n/a |
| Holmesglen Institute | 54,000 (49,300, 58,600) |
| INSEARCH | n/a |
| International College of Hotel Management | n/a |
| International College of Management, Sydney | 47,000 (42,100, 51,800) |
| Jazz Music Institute | n/a |
| Kaplan Business School | n/a |
| LCI Melbourne | n/a |
| Macleay College | 45,700 (42,800, 48,600) |
| Marcus Oldham College | 63,800 (53,400, 74,100) |
| Melbourne Institute of Technology | n/a |
| Melbourne Polytechnic | 52,200 (46,300, 58,000) |
| Moore Theological College Council | 60,000 (56,000, 64,000) |
| National Art School | n/a |
| North Metropolitan TAFE | n/a |
| Paramount College of Natural Medicine | n/a |
| Perth Bible College | n/a |
| Photography Studies College (Melbourne) | n/a |
| Raffles College Pty Ltd | n/a |
| SAE Institute | 46,800 (44,000, 49,600) |
| Study Group Australia Pty Limited | n/a |
| Sydney College of Divinity | n/a |
| Tabor College of Higher Education | 66,500 (59,900, 73,100) |
| TAFE NSW | 53,100 (50,600, 55,500) |
| TAFE Queensland | n/a |
| TAFE South Australia | n/a |
| The Australian College of Physical Education | 52,200 (48,700, 55,600) |
| The Australian Institute of Music | 45,300 (40,800, 49,800) |
| Think Education | 55,300 (52,000, 58,600) |
| UOW College | n/a |
| Whitehouse Institute of Design, Australia | 45,000 (42,500, 47,500) |
| William Angliss Institute | n/a |
| **All NUHEIs** | **52,200 (51,400, 52,900)** |
| Standard deviation | 7000 |

# 5: Postgraduate salaries

Further study generally leads to improved salary outcomes in addition to improved employment outcomes. In 2018, the median salary of undergraduates employed full-time was $61,000 in comparison with $83,300 earned by postgraduate coursework graduates and $90,000 earned by postgraduate research graduates, as shown in Tables 39 and 40 respectively.

In 2018, the median postgraduate coursework salary level increased by $2,300 or 2.8 per cent to $83,300. The median postgraduate research median salary level increased by $2,200 or 2.5 per cent to $90,000.

The gender gap in graduate salaries remains more marked at the postgraduate coursework level than the postgraduate research level. In 2018 the gender gap in median salaries for postgraduate coursework graduates was $13,500 or 14.6 per cent down slightly from $15,000 or 16.5 per cent in 2017 and $14,300 or 15.9 per cent in 2016. In comparison, the gender salary gap for postgraduate research graduates was only $200 or 0.2 per cent in 2018 down from $3,800 or 4.2 per cent and $5,000 or 5.7 per cent in 2016.

In 2018, demographic groups exhibited similar patterns of median salaries among postgraduate coursework and research graduates as was the case for undergraduates. For example, older and external graduates and those whose home language was English and those not reporting a disability received higher median salaries than their counterparts across postgraduate coursework and research graduates.

Generally, older postgraduate coursework graduates earned substantially more than those under 30 with a median salary of $100,000, compared with just $70,000 for younger postgraduate coursework graduates, which is closer to undergraduate median salaries of $61,000. Among older graduates, males earned more than females by $17,000 or 15.5 per cent down slightly from the $18,800 or 17.1 per cent in 2017. The gender gap for younger graduates remained much lower with females earning 5.4 per cent less than males.

Postgraduate coursework graduates who had completed external studies also earned more than those who completed their studies as internal/multi-mode students, earning a median salary of $92,000, compared with $77,000 respectively. Male external graduates earned 17.1 per cent higher salaries than females in the same group, with a lower gender gap for internal/multimode graduates of 10.9 percent

In 2018, postgraduate coursework graduates whose home language was not English earned substantially less than those from an English-speaking background, at $73,200 and $83,500 respectively. The difference in salaries between males and females was much lower for NESB graduates with a 5.3 per cent difference, compared with 15.6 per cent for those whose home language was English.

Similarly, postgraduate coursework graduates with a stated disability earned $12,200 less than those without a stated disability with median full-time salaries of $71,300 and $83,500 respectively. The gender gap between males and females with a stated disability was also quite pronounced with a difference of $15,100 or 17.9 per cent, compared with graduates without a stated disability with a gender gap of $13,700 or 14.7 per cent.

The salary differences between those with high, medium and low socio-economic status for postgraduate coursework graduates was not as pronounced as for other student demographic groups, with high SES graduates earning $500 more than medium SES graduates and $2,600 more than low SES graduates. Similarly, graduates from regional/remote areas earned $300 more than those from metropolitan areas.

Table 39: Postgraduate coursework median full-time salaries by demographic group, 2017 and 2018 ($)

|  |  | **Male 2017** | **Male 2018** | **Female 2017** | **Female 2018** | **Total 2017** | **Total 2018** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Age | 30 years or under | 70,400 | 72,800 | 66,000 | 68,900 | 68,000 | 70,000 |
| Over 30 years | 110,000 | 110,000 | 91,200 | 93,000 | 100,000 | 100,000 |
| Indigenous | Indigenous | 85,600 | 92,200 | 72,500 | 79,300 | 75,300 | 83,000 |
| Non indigenous | 91,100 | 92,500 | 76,000 | 79,000 | 81,000 | 83,300 |
| Home language | English speaking background | 92,000 | 94,000 | 76,300 | 79,300 | 81,500 | 83,500 |
| Non-English speaking background | 75,000 | 76,000 | 70,000 | 72,000 | 71,400 | 73,200 |
| Disability | Disability | 79,800 | 84,500 | 72,000 | 69,400 | 74,000 | 71,300 |
| No disability | 91,300 | 93,000 | 76,300 | 79,300 | 81,400 | 83,500 |
| Study mode | Internal/mixed | 85,000 | 82,000 | 72,000 | 73,100 | 76,000 | 77,000 |
| External/distance | 100,000 | 105,000 | 83,000 | 87,000 | 90,000 | 92,000 |
| Socio-economic status | High | 95,000 | 94,000 | 77,000 | 79,300 | 83,500 | 83,500 |
| Medium | 90,000 | 93,000 | 76,000 | 78,300 | 80,000 | 83,000 |
| Low | 88,000 | 87,800 | 74,000 | 78,300 | 78,800 | 80,900 |
| Location | Metro | 91,300 | 93,000 | 75,700 | 78,500 | 81,400 | 83,000 |
| Regional/Remote | 90,900 | 91,000 | 76,200 | 79,300 | 80,000 | 83,300 |
| **Total postgraduate coursework** | | 91,000 | 92,500 | 76,000 | 79,000 | 81,000 | 83,300 |

Although the differences in earnings between demographic groups were generally less pronounced for postgraduate research graduates than for postgraduate coursework graduates, the patterns of disparity were generally consistent.

Older postgraduate research graduates, those who had completed their program externally, those from English speaking backgrounds, and those from high socio-economic areas attracted higher median salaries than their counterparts. Similar to postgraduate coursework graduates, the greatest differences in salary relate to age, study mode and language background, with older graduates earning $15,800 more than younger graduates, and external/distance earning $19,600 more than those who had completed internal/multi-mode courses. Graduates whose main language at home was English earning $7,100 more than their counterparts. Postgraduate research graduates from high socio-economic backgrounds earned more than those from medium SES backgrounds and both of these groups earned more than those from low SES backgrounds with a difference between high and low SES of $7,000.

Table 40: Postgraduate research median full-time salaries by demographic group, 2017 and 2018 ($)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Male 2017** | **Male 2018** | **Female 2017** | **Female 2018** | **Total 2017** | **Total 2018** |
| Age | 30 years or under | 80,000 | 81,000 | 79,300 | 83,500 | 80,000 | 82,200 |
| Over 30 years | 94,800 | 100,000 | 93,900 | 95,500 | 94,000 | 98,000 |
| Indigenous | Indigenous | n/a | n/a | n/a | n/a | n/a | n/a |
| Non indigenous | 89,500 | 90,000 | 86,000 | 90,000 | 87,700 | 90,000 |
| Home language | English speaking background | 90,000 | 91,200 | 87,700 | 90,000 | 89,000 | 90,100 |
| Non-English speaking background | 86,000 | 88,900 | 76,800 | 80,400 | 80,000 | 83,000 |
| Disability | Disability | n/a | 76,000 | 89,500 | 87,400 | 82,200 | 87,000 |
| No disability | 90,000 | 91,000 | 86,000 | 90,000 | 88,000 | 90,000 |
| Study mode | Internal/mixed | 89,000 | 90,000 | 85,000 | 90,000 | 87,000 | 90,000 |
| External/distance | 100,000 | 111,800 | 96,000 | 104,400 | 96,000 | 109,600 |
| Socio-economic status | High | 91,000 | 95,500 | 89,000 | 90,000 | 90,000 | 92,000 |
| Medium | 89,500 | 87,500 | 86,000 | 90,000 | 87,700 | 90,000 |
| Low | 81,000 | 90,000 | 89,300 | 84,700 | 85,000 | 85,000 |
| Location | Metro | 90,000 | 91,700 | 88,100 | 90,000 | 90,000 | 90,000 |
| Regional/Remote | 89,300 | 91,000 | 86,200 | 90,000 | 87,800 | 90,000 |
| **Total postgraduate research** | | 89,800 | 90,200 | 86,000 | 90,000 | 87,800 | 90,000 |

## 5.1 Salaries by study area

In 2018, postgraduate coursework graduates from, Dentistry, Business and management Computing and information systems, Engineering and Health services and support received the highest median salaries of $109,600, $108,000, $92,000, $88,000 and $87,200 respectively, as shown in Table 41. Postgraduate research graduates from Nursing, Teacher education, Law and paralegal studies, Architecture and built environment and Health services and support, and received the highest median salaries of $107,500, $105,000, $103,500, $102,000 and $101,700 respectively, as shown in Table 42.

The variation in median salaries across study areas increase at higher education levels. The standard deviation in median salaries among undergraduates was $7,800, but was $13,700 among postgraduate coursework graduates and $10,800 among postgraduate research graduates. As was the case in 2016 and again in 2017, this 2018 result contrasts with the lower variation in full-time employment rates by study area at higher levels of education as noted above. That is, at higher education levels, variation in employment rates is being replaced by greater variation in salaries. A similar phenomenon is observed when tracking graduates over time, as shown in the 2018 Graduate Outcomes Survey – Longitudinal report. As graduates acquire greater experience in the workforce, variation in employment rates is replaced by greater variation in salaries at the study area level.

The gender gap in salaries among postgraduates persists in 2018 across most study areas. The only exceptions are at postgraduate coursework level where female Communications and Creative arts graduates’ median salaries are higher than their male counterparts by $5,000 and $2,600 respectively. All other study areas recorded higher male median full-time salaries with the largest disparities in Dentistry with $28,300 or 20.8 per cent, Computing and information technology with a salary gap of $20,000 or 20.8 per cent and, Health services and support with $18,900 or 18.9 per cent.

Female postgraduate research graduates also had higher median salaries than males in Humanities, culture and social sciences and Teacher education, by $7,500 and $4,700 respectively. Low numbers of graduates in many study areas makes detailed analysis problematic.

Repeating the point made earlier, while some of the gender gap in postgraduate salaries is due to the tendency for females to graduate from lower paying study areas, nevertheless the gender gap in salaries persists due to a range of other factors such as occupation, age, experience, personal factors and possible inequalities within workplaces.

Table 41: Postgraduate coursework median full-time salaries by study area, 2017 and 2018 ($)

| **Study area** | **Male 2017** | **Male 2018** | **Female 2017** | **Female 2018** | **Total 2017** | **Total 2018** |
| --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 81,000 | 78,300 | 76,000 | 75,000 | 80,000 | 76,000 |
| Computing and Information Systems | 91,500 | 96,000 | 78,000 | 76,000 | 88,700 | 92,000 |
| Engineering | 90,000 | 90,000 | 75,000 | 79,100 | 87,000 | 88,000 |
| Architecture and built environment | 64,000 | 70,000 | 59,300 | 57,400 | 61,100 | 62,000 |
| Agriculture and environmental studies | 87,200 | 75,600 | 70,000 | 69,000 | 75,000 | 73,300 |
| Health services and support | 93,000 | 100,000 | 81,400 | 81,100 | 85,100 | 87,200 |
| Medicine | 89,000 | 80,000 | 77,500 | 77,500 | 83,300 | 78,300 |
| Nursing | 83,500 | 89,700 | 79,300 | 83,500 | 79,300 | 85,000 |
| Pharmacy | 62,000 | 78,300 | 67,800 | 77,500 | 66,800 | 78,300 |
| Dentistry | 100,000 | 136,300 | 112,000 | 108,000 | 102,200 | 109,600 |
| Veterinary science | n/a | n/a | 52,200 | 55,000 | 52,200 | 55,000 |
| Rehabilitation | 66,600 | 67,400 | 65,000 | 65,100 | 65,200 | 65,300 |
| Teacher education | 79,200 | 79,200 | 73,000 | 78,000 | 74,500 | 78,300 |
| Business and management | 117,400 | 115,000 | 98,000 | 99,100 | 109,000 | 108,000 |
| Humanities, culture and social sciences | 83,500 | 85,000 | 74,000 | 77,100 | 76,500 | 79,100 |
| Social work | 71,900 | 74,700 | 68,000 | 70,600 | 68,900 | 71,400 |
| Psychology | 82,100 | 85,800 | 75,000 | 78,300 | 75,700 | 79,400 |
| Law and paralegal studies | 75,100 | 77,500 | 70,000 | 70,000 | 71,700 | 72,000 |
| Creative arts | 65,800 | 65,000 | 65,000 | 67,600 | 65,000 | 66,400 |
| Communications | 67,800 | 65,000 | 65,000 | 70,000 | 65,100 | 68,500 |
| Tourism, Hospitality, Personal Services, Sport and recreation | n/a | n/a | n/a | n/a | 65,500 | 66,900 |
| **All study areas \*** | 91,000 | 92,500 | 76,000 | 79,000 | 81,000 | 83,300 |
| Standard deviation | 14,900 | 18,200 | 13,300 | 12,700 | 13,500 | 13,700 |

\*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 42: Postgraduate research median full-time salaries by study area, 2017 and 2018 ($)

| **Study area** | **Male 2017** | **Male 2018** | **Female 2017** | **Female 2018** | **Total 2017** | **Total 2018** |
| --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 81,500 | 85,000 | 80,000 | 83,000 | 80,700 | 83,500 |
| Computing and Information Systems | 90,000 | 95,000 | n/a | n/a | 85,000 | 93,000 |
| Engineering | 87,700 | 90,000 | 83,400 | 83,000 | 87,000 | 89,000 |
| Architecture and built environment | n/a | n/a | n/a | n/a | 91,000 | 102,000 |
| Agriculture and environmental studies | 85,000 | n/a | 72,200 | 84,300 | 80,000 | 85,000 |
| Health services and support | 90,000 | 101,700 | 96,000 | 101,500 | 93,000 | 101,700 |
| Medicine | 100,000 | 110,000 | 90,000 | 92,000 | 92,700 | 95,500 |
| Nursing | n/a | n/a | n/a | 100,000 | 100,000 | 107,500 |
| Pharmacy | n/a | n/a | n/a | n/a | n/a | n/a |
| Dentistry | n/a | n/a | n/a | n/a | n/a | n/a |
| Veterinary science | n/a | n/a | n/a | n/a | n/a | n/a |
| Rehabilitation | n/a |  | n/a | n/a | n/a | n/a |
| Teacher education | 94,000 | 102,300 | 96,200 | 107,000 | 95,500 | 105,000 |
| Business and management | 99,000 | 102,000 | 95,000 | 95,000 | 96,500 | 96,800 |
| Humanities, culture and social sciences | 81,500 | 79,500 | 85,800 | 87,000 | 84,000 | 83,500 |
| Social work | n/a | n/a | n/a | n/a | n/a | n/a |
| Psychology | 86,300 | n/a | 89,500 | 87,400 | 89,000 | 88,000 |
| Law and paralegal studies | n/a | n/a | n/a | n/a | 99,000 | 103,500 |
| Creative arts | 70,000 | 95,000 | 55,000 | 70,000 | 61,000 | 75,000 |
| Communications | n/a | n/a | n/a | n/a | n/a | n/a |
| Tourism, Hospitality, Personal Services, Sport and recreation | n/a | n/a | n/a |  | n/a | n/a |
| **All study areas\*** | 89,800 | 90,200 | 86,000 | 90,000 | 87,800 | 90,000 |
| Standard deviation | 23,400 | 25,700 | 18,100 | 10,700 | 16,500 | 10,800 |

\*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.

## 5.2 Salaries over time

Trends in median salaries of postgraduate coursework graduates among males and females are shown in Tables 41 and 42. They illustrate that the gender salary gap observed in 2018 had narrowed somewhat to 14.6 percentage points compared with 16.5 percentage points in 2017 for postgraduate coursework graduates and is the lowest salary gap recorded in the last ten years. In 2008, the median salary of female postgraduate coursework graduates was $60,000, which was $15,000 or 20.0 per cent less than for male graduates.

Note that part of the changes in the gender gap as measured by the GOS in 2016 to 2018 compared to data collected before 2016 may be linked to the expanded definition of median salaries to incorporate all graduates employed full-time. The inclusion of older and external postgraduate coursework graduates may favour male graduates who have an ongoing relationship with an employer in comparison with female graduates who have more interrupted job histories and lower salaries as a result.

The gender pay gap at the postgraduate research level has also narrowed over the last ten years. In 2008, female graduates at this level received a median salary of $65,000, meaning they were earning $4,000, or 5.8 per cent, less than their male counterparts. Although remaining narrow relative to postgraduate coursework graduates, the pay gap for postgraduate research has decreased markedly to only $200 or 0.2 per cent in 2018. Once again, these comparisons over the ten-year period may be influenced by changes to survey methodology over this time.

4.3 Postgraduate Salaries by institution

4.3.1 Universities

As with the analysis of employment rates above, it must be acknowledged that many factors beyond the quality of teaching, careers advice and the like, such as the study area profile of course offerings, the composition of the student population and variations in state/territory and regional labour markets might also impact on salary outcomes at institution level. In 2018, universities with high postgraduate coursework median full-time salaries include the University of New South Wales, $104,000, Queensland University of Technology, $100,000, Southern Cross University, $100,000, Central Queensland University, $98,000 and Macquarie University, $97,300.

**Table 43:Postgraduate coursework median full time salary, 2018 (universities only)**

| **University** | **Median salary, employed full-time ($)** |
| --- | --- |
| Australian Catholic University | 91,000 (86,300, 95,600) |
| Bond University | 64,000 (58,600, 69,400) |
| Central Queensland University | 98,000 (88,700, 107,300) |
| Charles Darwin University | 96,000 (86,300, 105,800) |
| Charles Sturt University | 95,000 (92,700, 97,300) |
| Curtin University | 86,300 (80,800, 91,700) |
| Deakin University | 80,000 (77,900, 82,100) |
| Edith Cowan University | 82,800 (79,000, 86,600) |
| Federation University Australia | 90,000 (79,900, 100,100) |
| Flinders University | 84,500 (81,000, 88,100) |
| Griffith University | 79,300 (77,100, 81,600) |
| James Cook University | 96,000 (91,300, 100,700) |
| La Trobe University | 78,300 (74,700, 81,800) |
| Macquarie University | 97,300 (91,700, 102,800) |
| Monash University | 80,000 (78,300, 81,700) |
| Murdoch University | 89,500 (81,100, 97,900) |
| Queensland University of Technology | 100,000 (96,400, 103,600) |
| RMIT University | 71,000 (68,700, 73,200) |
| Southern Cross University | 100,000 (92,200, 107,800) |
| Swinburne University of Technology | 85,000 (79,600, 90,400) |
| The Australian National University | 76,900 (74,100, 79,600) |
| The University of Adelaide | 70,500 (65,900, 75,200) |
| The University of Melbourne | 77,000 (74,800, 79,200) |
| The University of Notre Dame Australia | 78,000 (74,800, 81,200) |
| The University of Queensland | 78,300 (75,300, 81,300) |
| The University of South Australia | 90,000 (85,500, 94,500) |
| The University of Sydney | 80,900 (77,900, 83,900) |
| The University of Western Australia | 75,000 (72,800, 77,200) |
| Torrens University | 90,000 (80,500, 99,500) |
| University of Canberra | 80,700 (75,200, 86,200) |
| University of Divinity | 70,200 (59,100, 81,300) |
| University of New England | 86,000 (82,700, 89,300) |
| University of New South Wales | 104,000 (99,600, 108,400) |
| University of Newcastle | 95,000 (91,600, 98,400) |
| University of Southern Queensland | 88,300 (79,200, 97,500) |
| University of Tasmania | 86,000 (83,500, 88,500) |
| University of Technology Sydney | 80,000 (75,900, 84,100) |
| University of the Sunshine Coast | 67,800 (63,800, 71,800) |
| University of Wollongong | 83,500 (77,500, 89,400) |
| Victoria University | 66,400 (62,100, 70,800) |
| Western Sydney University | 70,000 (65,500, 74,500) |
| **All universities** | **83,500 (82,900, 84,100)** |
| Standard deviation | 10,100 |

Table 44 present results at university level combining responses from the 2016, 2017 and 2018 Graduate Outcomes Surveys. This follows the approach on the QILT website where results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data, especially where survey data are presented at a disaggregated level by institution by study area. It should be remembered also that where the confidence intervals for specific institutions overlap, there is no significant difference in results. Institutions with the highest full-time postgraduate coursework graduate salaries rates aggregated over the three-year period include the University of New South Wales, $100,000, Central Queensland University, $99,100, Macquarie University, $95,000 and Charles Sturt University and Torrens University, both with $93,900.

In terms of Postgraduate Research median full-time salaries, responses from 2016-2018 are pooled across surveys. Institutions with the highest full-time postgraduate research graduate salary rates aggregated over the three-year period include the University of Southern Queensland, $100,000, the University of Canberra and Curtin University, both with $99,000, Edith Cowan University, $98,000 and the University of Technology Sydney, $96,500.

**Table 44:Postgraduate coursework median full time salary 2016-2018 (universities only)**

| **University** | **Median salary, employed full-time ($)** |
| --- | --- |
| Australian Catholic University | 86,000 (83,800, 88,200) |
| Bond University | 65,400 (62,100, 68,800) |
| Central Queensland University | 99,100 (94,800, 103,500) |
| Charles Darwin University | 87,700 (84,100, 91,200) |
| Charles Sturt University | 93,900 (92,100, 95,800) |
| Curtin University | 86,500 (83,700, 89,300) |
| Deakin University | 80,000 (79,100, 80,900) |
| Edith Cowan University | 80,100 (78,400, 81,900) |
| Federation University Australia | 80,000 (74,000, 86,000) |
| Flinders University | 81,200 (78,800, 83,600) |
| Griffith University | 77,300 (75,800, 78,800) |
| James Cook University | 93,700 (89,800, 97,600) |
| La Trobe University | 74,500 (72,600, 76,400) |
| Macquarie University | 95,000 (92,000, 98,000) |
| Monash University | 78,300 (76,800, 79,700) |
| Murdoch University | 83,500 (80,200, 86,700) |
| Queensland University of Technology | 93,000 (90,500, 95,500) |
| RMIT University | 70,000 (68,700, 71,300) |
| Southern Cross University | 91,200 (88,200, 94,200) |
| Swinburne University of Technology | 85,000 (82,700, 87,300) |
| The Australian National University | 76,000 (74,300, 77,700) |
| The University of Adelaide | 72,000 (69,200, 74,800) |
| The University of Melbourne | 74,000 (72,700, 75,300) |
| The University of Notre Dame Australia | 77,500 (74,900, 80,100) |
| The University of Queensland | 80,000 (78,800, 81,200) |
| The University of South Australia | 85,000 (82,100, 87,900) |
| The University of Sydney | 78,300 (76,900, 79,700) |
| The University of Western Australia | 75,000 (73,200, 76,800) |
| Torrens University | 93,900 (86,600, 101,200) |
| University of Canberra | 78,000 (75,000, 81,000) |
| University of Divinity | 73,000 (68,600, 77,400) |
| University of New England | 81,000 (78,600, 83,400) |
| University of New South Wales | 100,000 (97,900, 102,100) |
| University of Newcastle | 90,000 (89,300, 90,700) |
| University of Southern Queensland | 85,000 (82,500, 87,500) |
| University of Tasmania | 83,700 (82,500, 85,000) |
| University of Technology Sydney | 83,300 (80,400, 86,200) |
| University of the Sunshine Coast | 71,500 (66,900, 76,000) |
| University of Wollongong | 88,900 (86,100, 91,600) |
| Victoria University | 65,000 (62,900, 67,100) |
| Western Sydney University | 71,400 (68,800, 74,000) |
| **All universities** | **82,000 (81,500, 82,500)** |
| Standard deviation | 8,700 |

**Table 45:Postgraduate research median full time salary 2016-2018 (universities only)**

| **University** | **Median salary, employed full-time ($)** |
| --- | --- |
| Australian Catholic University | 93,000 (87,100, 98,900) |
| Bond University | n/a |
| Central Queensland University | n/a |
| Charles Darwin University | n/a |
| Charles Sturt University | 92,000 (85,300, 98,700) |
| Curtin University | 99,000 (92,500, 105,500) |
| Deakin University | 86,300 (81,200, 91,400) |
| Edith Cowan University | 98,000 (91,300, 104,700) |
| Federation University Australia | n/a |
| Flinders University | 84,500 (79,400, 89,600) |
| Griffith University | 90,000 (86,000, 94,000) |
| James Cook University | 83,500 (77,800, 89,200) |
| La Trobe University | 85,000 (80,900, 89,100) |
| Macquarie University | 86,200 (82,600, 89,900) |
| Monash University | 85,000 (82,900, 87,100) |
| Murdoch University | 88,700 (82,100, 95,300) |
| Queensland University of Technology | 89,000 (84,500, 93,500) |
| RMIT University | 89,000 (85,600, 92,400) |
| Southern Cross University | 85,000 (76,900, 93,100) |
| Swinburne University of Technology | 90,000 (85,800, 94,200) |
| The Australian National University | 90,000 (87,300, 92,700) |
| The University of Adelaide | 81,000 (78,900, 83,100) |
| The University of Melbourne | 87,400 (85,700, 89,100) |
| The University of Notre Dame Australia | n/a |
| The University of Queensland | 84,000 (80,900, 87,100) |
| The University of South Australia | 89,000 (85,100, 92,900) |
| The University of Sydney | 90,000 (88,300, 91,700) |
| The University of Western Australia | 87,000 (83,600, 90,400) |
| University of Canberra | 99,000 (94,600, 103,400) |
| University of Divinity | n/a |
| University of New England | 95,500 (87,100, 103,900) |
| University of New South Wales | 89,000 (86,700, 91,300) |
| University of Newcastle | 89,000 (85,400, 92,600) |
| University of Southern Queensland | 100,000 (96,000, 104,000) |
| University of Tasmania | 83,500 (79,600, 87,400) |
| University of Technology Sydney | 96,500 (91,700, 101,300) |
| University of the Sunshine Coast | 91,300 (81,200, 101,400) |
| University of Wollongong | 89,800 (82,900, 96,600) |
| Victoria University | 92,000 (77,300, 106,700) |
| Western Sydney University | 87,800 (82,800, 92,800) |
| **All universities** | **88,100 (87,100, 89,100)** |
| Standard deviation | 6,800 |

4.3.2 NUHEIs

Table 46 show postgraduate coursework median full-time salaries for Non-University Higher Education Institutions. Since, the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data shown here refer to pooled data from the 2016, 2017 and 2018 surveys, the same as shown on the QILT website. NUHEIs with high median full-time undergraduate salaries include the Australian Institute of Business, $120,000, Australian Institute of Management Education, $110,200, Kaplan Higher Education Pty. Ltd., $107,000, Kaplan Business School, $86,700 and Sydney College of Divinity ($77,000). The same caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater specialisation in the study area profile course offerings by level of education and study area than among universities.

There are an insufficient number of postgraduate research level responses among Non-University Higher Education Institutions (NUHEIs) to present data at this level.

**Table 46:Postgraduate coursework median full time salary 2016-2018 (NUHEIs only)**

| **NUHEI** | **Median salary, employed full-time ($)** |
| --- | --- |
| ACAP and NCPS | 69,000 (64,800, 73,200) |
| Adelaide College of Divinity | n/a |
| Alphacrucis College | n/a |
| Australian College of Theology Limited | 68,600 (65,200, 72,000) |
| Australian Institute of Business Pty Ltd | 120,000 (117,100, 122,900) |
| Australian Institute of Management Education & Training | 110,200 (92,000, 128,400) |
| Australian Institute of Professional Counsellors | n/a |
| Avondale College of Higher Education | 72,800 (65,700, 79,800) |
| Christian Heritage College | 70,000 (61,600, 78,400) |
| Eastern College Australia | n/a |
| Excelsia College | 72,000 (65,500, 78,500) |
| Health Education & Training Institute | n/a |
| Holmes Institute | n/a |
| Holmesglen Institute | n/a |
| International College of Management, Sydney | n/a |
| Kaplan Business School | 86,700 (78,300, 95,100) |
| Kaplan Higher Education Pty Ltd | 107,000 (102,400, 111,600) |
| Marcus Oldham College | n/a |
| Melbourne Institute of Technology | n/a |
| Moore Theological College Council | n/a |
| Morling College | n/a |
| Nan Tien Institute | n/a |
| National Art School | n/a |
| Perth Bible College | n/a |
| Sydney College of Divinity | 77,000 (71,200, 82,800) |
| Tabor College of Higher Education | 69,000 (59,700, 78,300) |
| TAFE NSW | n/a |
| The Australian College of Physical Education | n/a |
| The Australian Institute of Music | n/a |
| The Cairnmillar Institute | 65,000 (55,800, 74,200) |
| The College of Law Limited | 67,500 (66,100, 68,900) |
| The MIECAT Institute | n/a |
| Think Education | n/a |
| Whitehouse Institute of Design, Australia | n/a |
| **All NUHEIs** | **79,300 (77,900, 80,700)** |
| Standard deviation | 18500 |

# 6: Undergraduate further study

The following section focuses on the destinations of undergraduates who were engaged in further full-time study four months after completion of their degree. In 2018, four months after graduation, 19.4 per cent of graduates were engaged in further full-time study, as shown in Table 47. This represents a slight decrease from 20.7 per cent in 2017 and 21.8 per cent in 2016. This is consistent with the stronger labour market conditions in recent years where students are choosing to enter employment rather than undertake further study. Study areas with the highest proportion of students in full-time study in 2018 included Science and mathematics, 40.9 per cent, Psychology, 35.1 per cent, and Humanities, culture and social work, 28.1 per cent, which is consistent with both 2017 and 2016 results. Undergraduates who had completed degrees in study areas with a strong vocational orientation tended, not surprisingly, to be less likely to proceed on to further full-time study in 2018. These included Rehabilitation, 3.2 per cent, Nursing, 3.6 per cent, and Teacher education, 5.1 per cent.

Consistent with 2016 and 2017, younger undergraduates and those that studied internally and by mixed mode were more likely to engage in further full-time study in 2018, as shown in Table 48. For example, 21.0 per cent of undergraduates aged 30 years or under went on to further full-time study, in comparison with 12.0 per cent of those aged over 30 years. 20.6 per cent of internal/mixed mode undergraduates went on to further full-time study, in comparison with 10.4 per cent of undergraduates who had studied externally. Similarly, males, undergraduates with a home language other than English, those who reported a disability and those from metropolitan areas were also more likely to engage in further full-time study than their counterparts.

Undergraduates proceeding to further full-time study in 2018 were less likely to be in full-time employment, as shown in Table 49. The full-time employment rate for those engaging in further full-time study was 50.3 per cent in comparison with 74.6 per cent for those not engaging in further full-time study. Also, undergraduates proceeding to further full-time study had a lower overall employment rate, labour force participation rate and median full-time salary than their counterparts.

The broad field of education of undergraduates undertaking further full-time study in 2018 is shown in Table 50. Health remains the most popular area for further full-time study following an undergraduate degree, amounting to 29.2 per cent of all those proceeding to further study. Other popular areas for further study remain Society and culture, 19.8 per cent, Natural and physical sciences, 13.2 per cent, and Education, 9.8 per cent.

Table 47: Undergraduate further full-time study status in 2018, by original field of study (%)

| **Study areas** | **In full-time study – Male** | **In full-time study – Female** | **In full-time study – Total** | **Not in full-time study – Male** | **Not in full-time study – Female** | **Not in full-time study – Total** |
| --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 40.6 | 41.0 | 40.9 | 59.4 | 59.0 | 59.1 |
| Computing and Information Systems | 11.3 | 11.3 | 11.3 | 88.7 | 88.7 | 88.7 |
| Engineering | 14.8 | 16.0 | 15.0 | 85.2 | 84.0 | 85.0 |
| Architecture and built environment | 15.6 | 18.7 | 17.1 | 84.4 | 81.3 | 82.9 |
| Agriculture and environmental studies | 15.7 | 18.4 | 17.3 | 84.3 | 81.6 | 82.7 |
| Health services and support | 24.9 | 21.1 | 22.1 | 75.1 | 78.9 | 77.9 |
| Medicine | 9.1 | 14.9 | 12.7 | 90.9 | 85.1 | 87.3 |
| Nursing | 6.0 | 3.3 | 3.6 | 94.0 | 96.7 | 96.4 |
| Pharmacy | 12.0 | 7.4 | 8.6 | 88.0 | 92.6 | 91.4 |
| Dentistry | 24.3 | 9.1 | 13.7 | 75.7 | 90.9 | 86.3 |
| Veterinary science | 32.8 | 20.8 | 23.2 | 67.2 | 79.2 | 76.8 |
| Rehabilitation | 3.6 | 3.0 | 3.2 | 96.4 | 97.0 | 96.8 |
| Teacher education | 7.8 | 4.5 | 5.1 | 92.2 | 95.5 | 94.9 |
| Business and management | 11.2 | 9.7 | 10.4 | 88.8 | 90.3 | 89.6 |
| Humanities, culture and social sciences | 29.3 | 27.5 | 28.1 | 70.7 | 72.5 | 71.9 |
| Social work | 11.5 | 8.4 | 8.8 | 88.5 | 91.6 | 91.2 |
| Psychology | 35.2 | 35.0 | 35.1 | 64.8 | 65.0 | 64.9 |
| Law and paralegal studies | 15.3 | 19.1 | 17.6 | 84.7 | 80.9 | 82.4 |
| Creative arts | 20.2 | 21.7 | 21.3 | 79.8 | 78.3 | 78.7 |
| Communications | 18.2 | 14.5 | 15.6 | 81.8 | 85.5 | 84.4 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 28.7 | 10.7 | 18.6 | 71.3 | 89.3 | 81.4 |
| **All study areas\*** | 20.6 | 18.7 | 19.4 | 79.4 | 81.3 | 80.6 |

\*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 48: 2018 full-time study status by demographic group, undergraduates (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **In full-time study** | **Not in full-time study** |
| **All undergraduates** |  | 19.4 | 80.6 |
| Gender | Male | 20.6 | 79.4 |
| Female | 18.7 | 81.3 |
| Age | 30 years or under | 21.0 | 79.0 |
| Over 30 years | 12.0 | 88.0 |
| Indigenous | Indigenous | 19.3 | 80.7 |
| Non indigenous | 19.4 | 80.6 |
| Home language | English speaking background | 19.2 | 80.8 |
| Non-English speaking background | 22.9 | 77.1 |
| Disability | Disability | 23.6 | 76.4 |
| No disability | 19.1 | 80.9 |
| Study mode | Internal/mixed | 20.6 | 79.4 |
| External/distance | 10.4 | 89.6 |
| Socio-economic status | High | 20.6 | 79.4 |
| Medium | 19.0 | 81.0 |
| Low | 18.8 | 81.2 |
| Location | Metro | 20.0 | 80.0 |
| Regional/remote | 17.7 | 82.3 |

Table 49: Labour market outcomes of undergraduates, by 2018 full-time study status

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **In full-time study – Male** | **In full-time study – Female** | **In full-time study – Total** | **Not in full-time study – Male** | **Not in full-time study – Female** | **Not in full-time study – Total** |
| In full-time employment (as a proportion of those available for full-time work) (%) | 46.0 | 53.2 | 50.3 | 74.3 | 74.7 | 74.6 |
| Total employed (as a proportion of those available for any work) (%) | 75.1 | 80.5 | 78.5 | 86.1 | 89.0 | 88.0 |
| Labour force participation rate (%) | 69.8 | 75.0 | 73.0 | 96.9 | 96.2 | 96.4 |
| Median salary, employed full-time ($) | 56,000 | 52,200 | 53,500 | 63,000 | 60,000 | 61,300 |

Table 50: Study area of undergraduates in further full-time study in 2018 (%)

|  |  |
| --- | --- |
| **Feild of education** | Further study 2018 |
| Natural and Physical Sciences | 13.2 |
| Information Technology | 2.4 |
| Engineering and Related Technologies | 5.1 |
| Architecture and Building | 2.2 |
| Agriculture Environmental and Related Studies | 1.5 |
| Health | 29.2 |
| Education | 9.8 |
| Management and Commerce | 6.9 |
| Society and Culture | 19.8 |
| Creative Arts | 7.0 |
| Food, Hospitality and Personal Services | 0.3 |
| Mixed field qualification | 2.1 |
| Other (please specify) | 0.4 |

# 7: Postgraduate further study

Predictably, further full-time study is less commonplace after postgraduate studies. In 2018, 6.2 per cent of postgraduate coursework graduates and 6.5 per cent of postgraduate research graduates proceeded to further full-time study, in comparison with 19.4 per cent of undergraduates, as shown in Table 51.

In 2018, demographic groups displayed very similar patterns of further study among postgraduate coursework graduates as occurred among undergraduates. Younger postgraduate coursework graduates were slightly more likely to engage in further full-time study, as were Indigenous graduates, coursework postgraduates with a home language other than English, those who reported a disability and those from metropolitan regions. For postgraduate research graduates, these patterns were also very similar with postgraduate research graduates from a non-English speaking background more likely to be engaged in further full-time study than their counterparts whose home language was English.

Postgraduate level graduates are more likely to be combining full-time study and full-time work than their undergraduate level counterparts. In 2018, the full-time employment rate of postgraduate coursework graduates engaged in further full-time study was 81.7 per cent and for postgraduate research graduates it was 83.6 per cent in comparison with 50.3 per cent for undergraduates, as shown in Table 52. Undergraduates are more likely to combine further full-time study with part-time employment. This is shown by the overall employment rate for undergraduates in further full-time study of 78.5 per cent being closer to the overall employment rate for postgraduate coursework graduates in further full-time study of 86.9 per cent and for postgraduate research graduates of 85.7 per cent.

Table 51: Graduates in further full-time study in 2018, by initial postgraduate study level, by demographic profile (% of all graduates)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Postgraduate  coursework initial study** | **Postgraduate  research initial study** |
| **All postgraduate level graduates  in further full‑time study** |  | 6.2 | 6.5 |
| Gender | Male | 6.7 | 7.1 |
| Female | 5.8 | 6.1 |
| Age | 30 years or under | 6.7 | 8.5 |
| Over 30 years | 5.8 | 5.5 |
| Indigenous | Indigenous | 9.8 | n/a |
| Non indigenous | 6.1 | 6.6 |
| Home language | English speaking background | 6.1 | 6.0 |
| Non-English speaking background | 8.5 | 13.1 |
| Disability | Disability | 7.6 | 7.5 |
| No disability | 6.1 | 6.5 |
| Study mode | Internal/mixed | 6.3 | 6.7 |
| External/distance | 5.9 | 4.8 |
| Socio-economic status | High | 6.1 | 7.5 |
| Medium | 6.3 | 6.0 |
| Low | 6.4 | 8.5 |
| Location | Metro | 6.3 | 7.4 |
| Regional/Remote | 5.9 | 4.8 |

Table 52: Labour market outcomes of postgraduates, by 2018 full-time study status

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **In full-time study – Male** | **In full-time study – Female** | **In full-time study – Total** | **Not in full-time study – Male** | **Not in full-time study – Female** | **Not in full-time study – Total** |
| Postgraduate coursework initial study |  |  |  |  |  |  |
| In full-time employment (as a proportion of those available for full-time work) (%) | 81.6 | 81.7 | 81.7 | 88.2 | 86.7 | 87.3 |
| Total employed (as a proportion of those available for any work) (%) | 86.5 | 87.2 | 86.9 | 92.5 | 93.9 | 93.4 |
| Labour force participation rate (%) | 84.9 | 83.7 | 84.2 | 97.9 | 97.0 | 97.3 |
| Median salary, employed full-time ($) | 90,100 | 86,500 | 89,900 | 92,700 | 78,400 | 83,000 |
| **Postgraduate research initial study** |  |  |  |  |  |  |
| In full-time employment (as a proportion of those available for full-time work) (%) | 84.4 | 82.8 | 83.6 | 83.2 | 81.6 | 82.3 |
| Total employed (as a proportion of those available for any work) (%) | 84.5 | 86.7 | 85.7 | 92.2 | 92.0 | 92.1 |
| Labour force participation rate (%) | 72.4 | 73.7 | 73.1 | 96.2 | 95.2 | 95.6 |
| Median salary, employed full-time ($) | 91,000 | 84,400 | 84,700 | 90,100 | 90,000 | 90,000 |

# 8: Undergraduate coursework satisfaction

The Course Experience Questionnaire (CEQ), administered since 1993, invites coursework graduates four months after completing their course to express agreement or disagreement on a five-point scale with statements about various aspects of their course that have been shown to influence student learning. Core questions cover teaching, generic skills and overall satisfaction. Responses to points four and five on the scale are reported in the tables below and also on the QILT website.

Overall satisfaction, as measured by one question in the CEQ and reported as such on the QILT website, recovered slightly last year. In 2018, 79.7 per cent of graduates reported overall satisfaction, up from 79.4 per cent in 2017 but still lower than 80.6 per cent reported in 2016. In 2018, satisfaction with generic skills, decreased slightly to 81.3 per cent from 81.5 per cent in 2017, but satisfaction with the quality of teaching remains consistently lower at 62.9 per cent in 2018.

Table 53: Undergraduate satisfaction, 2017 and 2018 (% agreement)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Overall satisfaction 2017** | **Overall satisfaction 2018** | **Good teaching scale 2017** | **Good teaching scale 2018** | **Generic skills scale 2017** | **Generic skills scale 2018** |
| 79.4 | 79.7 | 63.0 | 62.9 | 81.5 | 81.3 |

## 8.1 Satisfaction by study area

One of the key factors influencing CEQ scores is study area. For example, in 2018, overall satisfaction among undergraduates ranged from a high of 87.0 per cent in Rehabilitation, 86.6 per cent in Social work, and 84.6 per cent in Humanities, culture and social sciences, down to 74.7 per cent in Computing and information systems, 74.8 per cent in Engineering, 75.2 per cent in both Creative arts and Tourism, hospitality, personal services, sport and recreation as shown in Table 54. Similarly, for the good teaching scale, satisfaction ranged from a high of 74.5 per cent in Humanities, culture and social sciences, 72.3 per cent in Creative arts and 72.2 per cent in Social work, down to 49.7 per cent in Engineering and 50.0 per cent in Medicine. For generic skills, ratings ranged from 86.8 per cent in Rehabilitation and 86.1 per cent in Social work down to 78.7 per cent in both Computing and information systems and Architecture and built environment and 78.9 per cent in both Veterinary science and Business and management.

In general, the relativities between study areas across the CEQ scales have remained consistent over the last three years with the Good Teaching Scale showing the widest variation of around 29 percentage points in 2017 and 25 percentage points in 2018 between the highest and lowest rated study areas. The variations in satisfaction across institutions and study areas indicates there continues to be scope for improvement in the interactions between institutions and their students.

Table 54: Undergraduate satisfaction by study area, 2017 and 2018 (% agreement)

| **Study area** | **Overall satisfaction 2017** | **Overall satisfaction 2018** | **Good teaching scale 2017** | **Good teaching scale 2018** | **Generic skills scale 2017** | **Generic skills scale 2018** |
| --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 83.4 | 83.9 | 67.4 | 67.8 | 85.2 | 84.5 |
| Computing and Information Systems | 74.8 | 74.7 | 58.9 | 59.7 | 77.2 | 78.7 |
| Engineering | 73.6 | 74.8 | 47.6 | 49.7 | 82.4 | 82.9 |
| Architecture and built environment | 76.3 | 76.4 | 62.9 | 64.3 | 79.3 | 78.7 |
| Agriculture and environmental studies | 82.4 | 82.6 | 68.1 | 66.6 | 85.9 | 85.3 |
| Health services and support | 79.1 | 81.4 | 65.2 | 66.2 | 82.1 | 83.5 |
| Medicine | 80.7 | 80.3 | 50.6 | 50.0 | 80.5 | 79.5 |
| Nursing | 77.4 | 79.0 | 58.6 | 59.0 | 82.2 | 82.3 |
| Pharmacy | 83.4 | 84.1 | 63.4 | 62.9 | 83.6 | 84.1 |
| Dentistry | 78.7 | 82.8 | 62.3 | 58.8 | 83.6 | 80.9 |
| Veterinary science | 80.1 | 77.8 | 56.7 | 54.9 | 82.3 | 78.9 |
| Rehabilitation | 87.2 | 87.0 | 71.3 | 71.8 | 90.5 | 86.8 |
| Teacher education | 77.0 | 76.1 | 59.1 | 57.7 | 77.3 | 75.6 |
| Business and management | 77.8 | 76.9 | 58.3 | 56.7 | 78.7 | 78.9 |
| Humanities, culture and social sciences | 85.4 | 84.6 | 76.2 | 74.5 | 83.4 | 82.6 |
| Social work | 85.9 | 86.6 | 70.3 | 72.2 | 85.3 | 86.1 |
| Psychology | 81.2 | 81.6 | 63.8 | 62.8 | 84.2 | 82.9 |
| Law and paralegal studies | 79.8 | 83.2 | 57.3 | 58.2 | 82.8 | 85.2 |
| Creative arts | 75.9 | 75.2 | 73.6 | 72.3 | 77.4 | 76.4 |
| Communications | 77.8 | 80.4 | 68.4 | 70.8 | 80.3 | 80.4 |
| Tourism, Hospitality, Personal Services, Sport and recreation | 80.3 | 75.2 | 72.3 | 62.4 | 81.2 | 80.1 |
| **All** | 79.4 | 79.7 | 63.0 | 62.9 | 81.5 | 81.3 |
| Standard deviation | 3.7 | 4.0 | 7.5 | 7.2 | 3.2 | 3.2 |

## 8.2 Satisfaction by demographic group

As was the case in 2016 and 2017, older undergraduates generally expressed higher satisfaction with their courses in 2018, as shown in Table 55. 83.5 per cent of undergraduates over 30 years expressed overall satisfaction with their course, in comparison with 79.0 per cent of those aged 30 years or under. Older students were also much more likely to express satisfaction with teaching, 70.0 per cent, than their younger counterparts, 61.6 per cent. However, younger undergraduates generally rated their generic skills development as highly as their older counterparts, at 81.3 per cent and 81.1 per cent respectively.

Among undergraduates studying externally, 83.7 per cent expressed overall satisfaction with their courses and 66.3 per cent were satisfied with teaching, in comparison with 79.3 per cent and 62.5 per cent respectively of undergraduates who studied internally or by mixed mode. On the other hand, undergraduates studying internally and by mixed mode reported higher development of their generic skills than did undergraduates studying externally.

Indigenous undergraduate overall satisfaction with their course was 80.5 per cent which was higher than the 79.7 per cent for non-Indigenous undergraduates. Similarly, undergraduates whose home language was other than English overall satisfaction with their courses was 80.5 per cent in comparison with 79.6 per cent for undergraduates whose home language was English. Among undergraduates reporting a disability overall satisfaction with their courses was lower than for those who had not reported a disability, at 76.7 per cent in comparison with 79.9 per cent.

On the other hand, Indigenous graduates, those reporting a disability and graduates whose home language was not English expressed slightly higher satisfaction with the quality of their teaching, by 0.8, 1.3 and 7.1 percentage points respectively. Graduates whose language was not English and those with a stated disability gave higher ratings of generic skills by 2.7 and 3.2 percentage points respectively.

## 8.3 Satisfaction over time

The CEQ time series collected through the AGS shown in Table 46 indicates there has been improvement in undergraduate satisfaction over time (data are not shown prior to 2010 because of a change in survey methodology). In particular, satisfaction with the quality of teaching increased from 62.4 per cent in 2010 to 68.0 per cent in 2015. Overall satisfaction with courses has remained high, increasing from 81.2 per cent in 2010 to 83.4 per cent in 2015. Similarly, ratings of generic skills have remained high, increasing from 76.1 per cent in 2010 to 79.6 per cent in 2015.

The change in collection methodology and the way in which these scores are calculated in the GOS necessitate a break in time series between 2015 and 2016. However as noted above, over the three years of the GOS, ratings for overall satisfaction have decreased from a high of 80.6 per cent in 2016 to 79.4 per cent in 2017 and 79.7 in 2018, and for skills development from a high in 2016 of 82.1 per cent to 81.5 per cent in 2017 and 81.3 per cent in 2018. Satisfaction with teaching remains substantially lower but steady at 63.0 per cent in both 2016 and 2017 and 62.9 in 2018.

Table 55: Undergraduate satisfaction by demographic group, 2018 (% agreement)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Overall satisfaction** | **Good teaching scale** | **Generic skills scale** |
| Gender | Male | 77.6 | 62.4 | 80.7 |
| Female | 81.0 | 63.1 | 81.7 |
| Age | 30 years or under | 79.0 | 61.6 | 81.3 |
| Over 30 years | 83.5 | 70.0 | 81.1 |
| Indigenous | Indigenous | 80.5 | 63.7 | 81.0 |
| Non indigenous | 79.7 | 62.9 | 81.3 |
| Home language | English speaking background | 79.6 | 62.0 | 81.0 |
| Non-English speaking background | 80.5 | 69.1 | 83.7 |
| Disability | Disability | 76.7 | 64.1 | 78.3 |
| No disability | 79.9 | 62.8 | 81.5 |
| Study mode | Internal/mixed | 79.3 | 62.5 | 81.5 |
| External/distance | 83.7 | 66.3 | 79.7 |
| Socio-economic status | High | 79.6 | 60.9 | 79.8 |
| Medium | 79.9 | 62.4 | 81.3 |
| Low | 79.2 | 62.6 | 82.4 |
| Location | Metro | 79.8 | 61.7 | 81.0 |
| Regional/Remote | 78.9 | 62.0 | 80.7 |
| **Total undergraduate** | | 79.7 | 62.9 | 81.3 |

## 8.4International comparison

International benchmarking of results from the Course Experience Questionnaire (CEQ) with a similar survey from overseas shows that, in general, Australian students are less satisfied with their higher education experience than their counterparts in the United Kingdom. This appears to be a consistent trend over time. However, it is important to be aware that differences in results across international surveys may stem from methodological differences and different student populations rather than genuine differences in student experience and satisfaction.

Eighty-three per cent of United Kingdom final year students expressed overall satisfaction with their course, as measured by the 2018 National Survey of Student Experience (NSS). This compares with 79.7 per cent of Australian undergraduates four months after completing their course, as measured by the 2018 Course Experience Questionnaire (CEQ) as part of the GOS. It is notable that while overall satisfaction declined in the United Kingdom in both 2017 and 2018 by three percentage points, in Australia it declined by one percentage point in 2017 but partially recovered in 2018.

As noted above, the decline in overall satisfaction reported in the CEQ for Australia between 2015 and 2016 should be treated with caution due to the change in methodology with the introduction of the GOS.

# 9: Postgraduate coursework satisfaction

Postgraduate coursework graduates are also invited to respond to the Course Experience Questionnaire to express satisfaction with key aspects of their course. In 2018, postgraduate coursework graduates expressed higher overall satisfaction with their course, 81.7 per cent, than did undergraduates, 79.7 per cent. Postgraduate coursework overall satisfaction and good teaching showed a slight decrease between 2017 and 2018, as shown in Table 56. Satisfaction with teaching remains well above the level of undergraduate satisfaction with teaching, at 68.7 per cent compared with 62.9 per cent for undergraduates. On the other hand, undergraduates in 2018 remained more satisfied with their generic skills, 81.3 per cent, than postgraduate coursework graduates, for whom satisfaction remained relatively steady at 78.4 per cent.

Table 56: Postgraduate coursework satisfaction, 2017 and 2018 (% agreement)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Overall satisfaction 2017** | **Overall satisfaction 2018** | **Good teaching scale 2017** | **Good teaching scale 2018** | **Generic skills scale 2017** | **Generic skills scale 2018** |
| 81.9 | 81.7 | 69.0 | 68.7 | 78.2 | 78.4 |

## 9.1 Satisfaction by study area

In 2018, overall satisfaction among postgraduate coursework graduates ranged from a high of 87.0 per cent in Humanities, culture and social sciences, down to 73.6 per cent in Dentistry, 76.4 per cent in Creative arts and 76.8 per cent in Architecture and built environment, as shown in Table 57. Graduate satisfaction with teaching ranged from 80.0 per cent, again for Humanities, culture and social sciences, down to 54.7 per cent in Medicine and 56.4 per cent in Veterinary science and for generic skills development from 82.6 per cent in Psychology and 82.2 per cent in Veterinary science and Agriculture and environmental science down to 70.7 per cent in Law and paralegal studies and 73.3 per cent in Teacher education.

## 9.2 Satisfaction by demographic group

Similar to the pattern of undergraduates, older postgraduate coursework graduates expressed higher overall satisfaction than their younger counterparts by 5.2 percentage points and were more satisfied with the teaching they received by 3.6 percentage points, as shown in Table 58. Younger graduates, however, were more satisfied with the development of their generic skills than older graduates by 2.9 percentage points.

External postgraduate coursework graduates rated their overall course satisfaction more highly by 2.4 percentage points than those who completed their studies as internal or multi-mode students, however they rated their teaching satisfaction 4.6 percentage points and their generic skills lower by 7.4 percentage points lower.

Postgraduate coursework graduates whose home language was other than English were very slightly less satisfied with their course overall but were more satisfied with both teaching and the development of generic skills than their counterparts, by 3.9 percentage points and 7.8 percentage points respectively.

Indigenous graduates expressed higher satisfaction with their course overall and also with the quality of teaching. However, they scored their generic skills development somewhat lower than non-Indigenous graduates by 1.4 percentage points.

Graduates reporting a disability expressed lower satisfaction with their course overall, teaching and development of generic skills than did their counterparts by 4.2, 2.6 and 4.1 percentage points respectively.

Postgraduate coursework graduates from high socioeconomic backgrounds tended to rate their overall course satisfaction, teaching satisfaction and generic skills lower than those from medium or low SES areas.

Table 57: Postgraduate coursework satisfaction by study area, 2017 and 2018 (% agreement)

| **Study area** | **Overall satisfaction 2017** | **Overall satisfaction 2018** | **Good teaching scale 2017** | **Good teaching scale 2018** | **Generic skills scale 2017** | **Generic skills scale 2018** |
| --- | --- | --- | --- | --- | --- | --- |
| Science and mathematics | 82.7 | 81.5 | 72.4 | 71.9 | 78.7 | 79.9 |
| Computing and Information Systems | 78.8 | 78.7 | 68.8 | 68.3 | 80.5 | 80.7 |
| Engineering | 78.8 | 78.3 | 62.9 | 63.1 | 82.1 | 83.6 |
| Architecture and built environment | 77.5 | 76.8 | 67.3 | 67.9 | 79.6 | 79.7 |
| Agriculture and environmental studies | 87.2 | 84.9 | 77.1 | 77.3 | 83.2 | 82.2 |
| Health services and support | 83.7 | 84.0 | 70.8 | 70.2 | 78.5 | 77.5 |
| Medicine | 77.5 | 78.4 | 53.5 | 54.7 | 70.0 | 74.0 |
| Nursing | 81.6 | 82.9 | 66.4 | 67.3 | 78.2 | 78.0 |
| Pharmacy | 76.3 | 79.1 | 63.0 | 69.9 | 72.6 | 79.6 |
| Dentistry | 76.9 | 73.6 | 62.6 | 65.0 | 80.8 | 78.1 |
| Veterinary science | 85.7 | 78.0 | 60.7 | 56.4 | 85.7 | 82.2 |
| Rehabilitation | 80.5 | 80.2 | 67.9 | 66.0 | 82.4 | 81.9 |
| Teacher education | 81.1 | 81.8 | 69.7 | 70.0 | 72.8 | 73.3 |
| Business and management | 83.0 | 82.8 | 67.1 | 66.9 | 80.9 | 80.8 |
| Humanities, culture and social sciences | 87.7 | 87.0 | 79.5 | 80.0 | 79.1 | 81.3 |
| Social work | 82.0 | 80.6 | 70.7 | 70.7 | 77.6 | 76.4 |
| Psychology | 79.6 | 83.2 | 71.5 | 73.1 | 79.1 | 82.6 |
| Law and paralegal studies | 79.4 | 77.4 | 68.2 | 65.3 | 72.6 | 70.7 |
| Creative arts | 74.5 | 76.4 | 71.2 | 72.4 | 76.4 | 77.5 |
| Communications | 83.9 | 78.5 | 78.4 | 74.8 | 80.3 | 76.9 |
| Tourism, hospitality, personal services, sport and recreation | 86.0 | 81.9 | 70.1 | 72.4 | 83.2 | 81.9 |
| **All study areas** | 81.9 | 81.7 | 69.0 | 68.7 | 78.2 | 78.4 |

Table 58: Postgraduate coursework satisfaction by demographic group, 2018 (% agreement)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Overall satisfaction | Good teaching scale | Generic skills scale |
| Gender | Male | 80.5 | 68.2 | 79.5 |
| Female | 82.5 | 69.0 | 77.7 |
| Age | 30 years or under | 79.3 | 67.1 | 79.8 |
| Over 30 years | 84.5 | 70.7 | 76.9 |
| Indigenous | Indigenous | 84.1 | 72.3 | 77.1 |
| Not Indigenous | 81.7 | 68.7 | 78.5 |
| Home language | English | 81.9 | 67.8 | 76.6 |
| Language other than English | 81.1 | 71.7 | 84.4 |
| Disability | Reported disability | 77.6 | 66.2 | 74.5 |
| No disability | 81.8 | 68.8 | 78.6 |
| Study mode | Internal and mixed mode | 81.0 | 70.0 | 80.5 |
| External | 83.4 | 65.4 | 73.1 |
| Socio-economic status | High | 80.8 | 65.9 | 74.2 |
| Medium | 83.2 | 68.9 | 76.9 |
| Low | 82.0 | 68.2 | 77.2 |
| Location | Metro | 82.0 | 67.5 | 75.8 |
| Regional/remote | 82.8 | 67.8 | 75.6 |
| **Total postgraduate coursework** | | 81.7 | 68.7 | 78.4 |

## 9.3 Satisfaction over time

The CEQ time series shown indicates there has generally been consistently high satisfaction among postgraduate coursework graduates since 2010. Satisfaction with the quality of teaching had increased over the period, from 64.8 per cent in 2010 to 70.2 per cent in 2015 as measured by the CEQ as part of the AGS. The change in collection methodology and the way in which these scores are calculated in the GOS necessitate a break in time series between 2015 and 2016. However, satisfaction with teaching, as measured in the GOS, increased from a base of 68.3 per cent in 2016 to 69.0 per cent in 2017 but has dropped slightly in 2018 to 68.7 per cent.

Overall satisfaction with courses has remained high increasing from 80.8 per cent in 2010 to 83.2 per cent in 2015. In the GOS, this score remains high from a base of 82.5 per cent in 2016 but recording a slight dip in 2017 to 81.9 per cent and again to 81.7 per cent in 2018. Satisfaction with generic skills has increased from 71.9 per cent in 2010 to 75.6 per cent in 2015 and has remained constant at 78.3 per cent in 2016 and 78.2 per cent in 2017 and 78.4 per cent in 2018 as part of the GOS.

# 10: Postgraduate research satisfaction

The Postgraduate Research Experience Questionnaire (PREQ), administered since 1999, invites postgraduate research graduates four months after completing their degree to express agreement or disagreement on a five-point scale with statements about various aspects of their degree. These include overall satisfaction, supervision, intellectual climate, skills development, infrastructure, thesis examination and goals and expectations. Responses to points four and five on the scale are reported in the tables below.

Note that following a review of the Postgraduate Research Experience Questionnaire undertaken in 2017, a new industry engagement scale will be administered as part of an extended PREQ commencing with the 2019 GOS.[[3]](#footnote-3)

In 2018, 85.0 per cent of postgraduate research graduates expressed overall satisfaction with their degree which is a slight increase from 84.4 per cent in 2017 as did satisfaction with Supervision, Thesis examination and Goals and expectations as shown in Table 59. However, postgraduate research graduates’ satisfaction with other aspects of their degree, including intellectual climate, skills development and infrastructure decreased by 0.2, 1.7 and 2.4 percentage points respectively in 2018.

Table 59: Postgraduate research satisfaction, 2017 and 2018 (% agreement)

|  |  |  |
| --- | --- | --- |
|  | **2017** | **2018** |
| Overall satisfaction | 84.4 | 85.0 |
| Supervision | 81.5 | 82.0 |
| Intellectual climate | 61.3 | 61.1 |
| Skills development | 94.3 | 92.6 |
| Infrastructure | 77.0 | 74.6 |
| Thesis examination | 79.4 | 81.3 |
| Goals and expectations | 91.6 | 91.7 |

## 10.1 Satisfaction by study area

In 2018, overall satisfaction among postgraduate research graduates ranged from a high of 91.8 per cent in Nursing and 91.2 per cent in Agriculture and environmental studies down to 76.9 per cent in Architecture and built environment and 78.3 per cent in Veterinary science, as shown in Table 60.

Similarly, for supervision, satisfaction ranged from 88.5 per cent in Nursing, down to 67.4 per cent in Veterinary science.

Creative arts reported the lowest level of satisfaction with the intellectual climate, 46.5 per cent, ranging up to 70.8 per cent satisfaction among Computing and information systems graduates, a 24.3 percentage point difference.

Similar to 2017, most study areas recorded over 90 per cent satisfaction with skills development in 2018, other than Architecture and built environment with 86.2 per cent and Communication with 89.8 per cent.

Postgraduate research graduate ratings of infrastructure ranged from a high of 82.2 per cent for Agriculture and environmental studies graduates and 81.5 per cent for those in Engineering and Pharmacy, down to 59.2 per cent of those in Creative arts and 60.0 per cent of those in Rehabilitation.

In relation to Thesis examination, ratings by study area did not vary by as much with a difference between the top scoring study area of Law and paralegal studies with 86.8 per cent and Rehabilitation with 86.7 per cent down to a low of 76.9 per cent for Architecture and built environment.

Finally, in relation to goals and expectations all but the three study areas of Architecture and built environment with 83.1 per cent, Veterinary science with 84.8 per cent and Creative arts with 85.9 per cent scored above 90 per cent.

Table 60: Postgraduate research satisfaction by study area, 2017 and 2018 (% agreement)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Study Areas** | **Overall satisfaction 2017** | **Overall satisfaction 2018** | **Supervision 2017** | **Supervision 2018** | **Intellectual climate 2017** | **Intellectual climate 2018** | **Skills development 2017** | **Skills development 2018** | **Infrastructure 2017** | **Infrastructure 2018** | **Thesis examination 2017** | **Thesis examination 2018** | **Goals and expectations 2017** | **Goals and expectations 2018** |
| Science and mathematics | 84.5 | 82.6 | 79.2 | 78.5 | 67.0 | 64.6 | 95.4 | 92.8 | 82.0 | 79.7 | 78.7 | 77.7 | 92.5 | 91.5 |
| Computing and Information Systems | 81.3 | 88.0 | 75.6 | 83.3 | 63.1 | 70.8 | 91.3 | 93.5 | 80.0 | 78.7 | 81.3 | 85.6 | 90.0 | 94.9 |
| Engineering | 86.5 | 87.5 | 83.6 | 81.0 | 68.5 | 66.1 | 94.5 | 93.0 | 82.8 | 81.5 | 82.2 | 83.2 | 93.1 | 92.5 |
| Architecture and built environment | 84.6 | 76.9 | 83.1 | 80.0 | 58.5 | 50.8 | 90.8 | 86.2 | 64.6 | 63.1 | 78.5 | 76.9 | 90.8 | 83.1 |
| Agriculture and environmental studies | 81.5 | 91.2 | 79.3 | 86.9 | 56.3 | 63.5 | 94.1 | 96.2 | 78.7 | 82.2 | 78.8 | 81.9 | 92.4 | 93.1 |
| Health services and support | 85.4 | 83.5 | 81.7 | 82.8 | 54.6 | 61.7 | 96.7 | 93.0 | 76.2 | 72.3 | 75.8 | 80.3 | 90.4 | 92.3 |
| Medicine | 84.7 | 86.0 | 76.9 | 81.9 | 60.4 | 64.4 | 94.4 | 94.0 | 79.4 | 78.2 | 80.7 | 81.1 | 92.6 | 91.4 |
| Nursing | 88.2 | 91.8 | 84.3 | 88.5 | 72.5 | 57.4 | 96.1 | 96.7 | 74.5 | 67.2 | 92.2 | 80.3 | 96.1 | 93.4 |
| Pharmacy | 79.6 | 90.7 | 83.6 | 87.0 | 67.3 | 61.1 | 92.7 | 94.4 | 87.3 | 81.5 | 81.8 | 83.3 | 90.9 | 96.4 |
| Dentistry | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Veterinary science | 87.5 | 78.3 | 87.5 | 67.4 | 55.0 | 60.9 | 97.5 | 93.5 | 75.0 | 78.3 | 90.0 | 80.4 | 85.0 | 84.8 |
| Rehabilitation | 96.6 | 80.0 | 89.7 | 83.3 | 62.1 | 53.3 | 96.6 | 93.3 | 82.8 | 60.0 | 86.2 | 86.7 | 96.6 | 90.0 |
| Teacher education | 84.4 | 88.0 | 85.2 | 86.9 | 56.3 | 58.1 | 92.6 | 92.7 | 73.6 | 68.3 | 78.9 | 86.0 | 91.9 | 94.5 |
| Business and management | 85.1 | 85.1 | 84.0 | 84.6 | 67.0 | 66.4 | 93.7 | 91.9 | 81.9 | 78.2 | 79.1 | 83.3 | 91.7 | 92.9 |
| Humanities, culture and social sciences | 82.9 | 82.9 | 81.6 | 82.7 | 54.1 | 52.9 | 94.2 | 90.8 | 66.3 | 63.9 | 77.3 | 80.6 | 89.9 | 90.0 |
| Social work | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Psychology | 84.5 | 85.1 | 81.1 | 81.4 | 56.7 | 52.5 | 94.5 | 93.4 | 76.4 | 77.3 | 81.5 | 82.2 | 91.2 | 91.7 |
| Law and paralegal studies | 94.9 | 86.8 | 86.4 | 85.6 | 64.4 | 58.9 | 93.2 | 93.3 | 74.6 | 68.9 | 88.1 | 86.8 | 91.5 | 93.4 |
| Creative arts | 76.8 | 83.6 | 80.0 | 79.3 | 44.0 | 46.5 | 91.3 | 90.1 | 60.1 | 59.2 | 68.6 | 77.5 | 85.9 | 85.9 |
| Communications | 82.6 | 86.4 | 85.7 | 84.1 | 52.2 | 65.9 | 90.0 | 89.8 | 68.6 | 67.8 | 82.9 | 86.4 | 90.0 | 95.5 |
| Tourism, Hospitality, Personal Services, Sport and recreation | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| **All study areas** | 84.4 | 85.0 | 81.5 | 82.0 | 61.3 | 61.1 | 94.3 | 92.6 | 77.0 | 74.6 | 79.4 | 81.3 | 91.6 | 91.7 |

## 10.2 Satisfaction by demographic group

Satisfaction levels of postgraduate research degree graduates varied somewhat by gender, with male graduates expressing slightly higher satisfaction overall, but in particular higher satisfaction with intellectual climate and infrastructure as shown in Table 61.

While being slightly more satisfied with their overall degree, external postgraduate research graduates generally expressed lower satisfaction with most aspects of their degree, in particular with intellectual climate where external research graduates rated the intellectual climate 7.0 percentage points lower than internal or mixed mode graduates, at 72.0 per cent compared with 79.0 per cent. External postgraduate research graduates were also less satisfied with intellectual climate by 3.2 percentage points than those who had studied by internal or mixed mode.

Younger postgraduate research graduates also rated their overall degree slightly more positively than older graduates but rated infrastructure 7.0 percentage points lower than older graduate.

Graduates whose home language was other than English were in general more satisfied with most aspects of their postgraduate research experience, in particular with the intellectual climate and infrastructure, scoring these areas 14.4 and 13.5 percentage points higher than those who spoke English at home.

On the other hand, graduates reporting a disability were generally less satisfied with all aspects of their postgraduate research experience than students without a stated disability, particularly in relation to infrastructure and intellectual climate, by 16.8 and 13.5 percentage points respectively

Postgraduate research graduates from a low SES background and regional/remote backgrounds rated overall satisfaction with their degree higher than their counterparts.

Table 61: Postgraduate research satisfaction by demographic group, 2018 (% agreement)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Overall satisfaction** | **Supervision** | **Intellectual climate** | **Skills development** | **Infrastructure** | **Thesis examination** | **Goals and expectations** |
| Gender | Male | 85.5 | 82.8 | 63.4 | 92.9 | 77.3 | 81.0 | 91.7 |
| Gender | Female | 84.6 | 81.3 | 59.0 | 92.3 | 72.1 | 81.5 | 91.8 |
| Age | 30 years or under | 84.8 | 82.2 | 63.1 | 94.3 | 79.0 | 80.8 | 91.6 |
| Age | Over 30 years | 85.1 | 81.8 | 59.9 | 91.6 | 72.0 | 81.5 | 91.8 |
| Indigenous | Indigenous | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Indigenous | Non indigenous | 85.1 | 82.0 | 61.2 | 92.6 | 74.6 | 81.3 | 91.8 |
| Home language | English speaking background | 83.8 | 81.4 | 57.5 | 92.0 | 71.2 | 80.1 | 90.6 |
| Home language | Non-English speaking background | 88.6 | 83.8 | 71.9 | 94.2 | 84.7 | 84.7 | 95.1 |
| Disability | Disability | 73.2 | 69.9 | 48.1 | 89.9 | 58.4 | 77.0 | 88.0 |
| Disability | No disability | 85.4 | 82.4 | 61.6 | 92.7 | 75.2 | 81.4 | 91.9 |
| Study mode | Internal/mixed | 84.9 | 81.9 | 61.8 | 92.6 | 75.0 | 81.3 | 91.9 |
| Study mode | External/distance | 86.8 | 83.3 | 46.5 | 91.8 | 64.6 | 80.5 | 89.1 |
| Socio-economic status | High | 82.5 | 81.1 | 54.8 | 91.0 | 68.0 | 81.2 | 89.1 |
| Socio-economic status | Medium | 84.3 | 80.5 | 54.8 | 92.8 | 69.7 | 79.6 | 91.0 |
| Socio-economic status | Low | 85.3 | 81.6 | 58.8 | 92.5 | 72.5 | 77.8 | 88.8 |
| Location | Metro | 83.2 | 80.6 | 55.3 | 91.4 | 69.0 | 80.9 | 89.4 |
| Location | Regional/Remote | 85.3 | 81.6 | 53.7 | 93.1 | 67.4 | 77.3 | 91.0 |
| **Total postgraduate research** | | 85.0 | 82.0 | 61.1 | 92.6 | 74.6 | 81.3 | 91.7 |

## 10.3 Satisfaction over time

The PREQ time series shown in Table 56 indicates there was a steady improvement in satisfaction among postgraduate research graduates over time from 2007 to 2015 as measured by the AGS. Overall satisfaction remained high, increasing from 85.7 per cent in 2007 to 87.7 per cent in 2015. Satisfaction with supervision improved over the same period from 76.6 per cent to 81.7 per cent. Similarly, satisfaction with the intellectual climate improved from 62.5 per cent in 2007 to 68.0 per cent in 2015.

The move to the collection of PREQ data through the GOS represents a break in time series with all scales recording lower scores between 2015 and 2016, with the exception of skills development, which showed a slight increase of 0.5 percentage points. Since the change to the GOS, most of the scale scores have remained relatively stable. The largest increases in satisfaction were recorded in the areas of thesis examination, rising 1.5 percentage points to stand at 79.4 per cent in 2017 and 81.3 per cent in 2018. Overall satisfaction for postgraduate research graduates declined from 85.5 per cent in 2016 to 84.4 per cent in 2017 before recovering slightly to 85.0 per cent in 2018.

# Appendix 1: Survey methodology

Operational summary

The main collection periods were November to December 2017 and May to July 2018, with a minor collection taking place in February 2018 to April 2018 to accommodate two institutions running an academic calendar of trimesters. For reporting purposes, the November and February collection period outcomes are reported together.

Table 62: GOS 2016 collection summary

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project element** | **2015 November roundi – University** | **2015 November roundi – NUHEIs** | **2015 November roundi – Total** | **2016 May – University** | **2016 May – NUHEIs** | **2016 May – Total** | **Total collection – University** | **Total collection – NUHEIs** | **Total collection – Total** |
| No. of participating institutions | 40 | 32 | 72 | 40 | 52 | 92 | 40 | 56 | 96 |
| No. of in-scope graduatesii | 67,514 | 3,105 | 70,619 | 184,141 | 7,726 | 191,867 | 251,655 | 10,831 | 262,486 |
| No. of completed surveys | 24,440 | 1,157 | 25,597 | 75,418 | 3,193 | 78,611 | 99,858 | 4,350 | 104,208 |
| Overall response rate (%) | 36.2 | 37.3 | 36.2 | 41.0 | 41.3 | 41.0 | 39.7 | 40.2 | 39.7 |
| Data collection period | 4 Nov – 30 Noviii | 4 Nov – 30 Noviii | 4 Nov – 30 Noviii | 2 May – 30 May | 2 May – 30 May | 2 May – 30 May |  |  |  |
| Data collection mode | Online | Online | Online | Online | Online | Online | Online | Online | Online |
| Analytic unitiv | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program |

i Includes February supplementary round outcomes

ii Excludes opt outs, disqualified or out of scope surveys

iii February data collection period took place 15 February to 14 March 2016

iv Analytic unit is course unless a course level major was provided by the institution or the student

Table 63: GOS 2017 collection summary

| **Project element** | **2016 November roundi – University** | **2016 November roundi – NUHEIs** | **2016 November roundi – Total** | **2017 May – University** | **2017 May – NUHEIs** | **2017 May – Total** | **Total collection – University** | **Total collection – NUHEIs** | **Total collection – Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. of participating institutions | 40 | 39 | 79 | 41 | 51 | 92 | 41 | 56 | 97 |
| No. of in-scope graduatesii | 68,544 | 4,770 | 73,314 | 186,713 | 8,003 | 194,716 | 255,257 | 12,773 | 268,030 |
| No. of completed surveys | 28,639 | 1,986 | 30,625 | 86,145 | 3,977 | 90,122 | 114,784 | 5,963 | 120,747 |
| Overall response rate (%) | 41.8 | 41.6 | 41.8 | 46.1 | 49.7 | 46.3 | 45.0 | 46.7 | 45.0 |
| Data collection period | November-December 2016 and February-April 2017 | November-December 2016 and February-April 2017 | November-December 2016 and February-April 2017 | May-July 2017 | May-July 2017 | May-July 2017 |  |  |  |
| Data collection mode | Online | Online | Online | Online | Online | Online | Online | Online | Online |
| Analytic unitiii | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program |

i Includes February supplementary round outcomes

ii Excludes opt outs, disqualified or out of scope surveys

iii Analytic unit is course unless a course level major was provided by the institution or the student

Table 64: GOS 2018 collection summary

| **Project element** | **2017 November roundi – University** | **2017 November roundi – NUHEIs** | **2017 November roundi – Total** | **2018 May – University** | **2018 May – NUHEIs** | **2018 May – Total** | **Total collection – University** | **Total collection – NUHEIs** | **Total collection – Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. of participating institutions | 40.0 | 38.0 | 78.0 | 41.0 | 58.0 | 99.0 | 41.0 | 62.0 | 103 |
| No. of in-scope graduates | 75,706 | 5,314 | 81,020 | 187,089 | 12,011 | 199,100 | 262,795 | 17,325 | 280,120 |
| No. of completed surveys | 30,182 | 2,217 | 32,399 | 83,080 | 5,085 | 88,165 | 113,262 | 7,302 | 120,564 |
| Overall response rate (%) | 39.9 | 41.7 | 40.0 | 44.4 | 42.3 | 44.3 | 43.1 | 42.1 | 43.0 |
| Data collection period | November-December 2017 and February-April 2018 | November-December 2017 and February-April 2018 | November-December 2017 and February-April 2018 | May-July 2018 | May-July 2018 | May-July 2018 |  |  |  |
| Data collection mode | Online | Online | Online | Online | Online | Online | Online | Online | Online |
| Analytic unitiii | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program | Course/Program |

i Includes February supplementary round outcomes

ii Excludes opt outs, disqualified or out of scope surveys

iii Analytic unit is course unless a course level major was provided by the institution or the student

All data included in this report was collected via an online survey that could be accessed directly by clicking the link in the email invitation or email reminders. The survey was also available via the GOS landing page on the QILT website ([www.qilt.edu.au/surveys/graduate-outcomes-survey](http://www.qilt.edu.au/surveys/graduate-outcomes-survey)), where, after selecting the ‘Start Survey’ button, graduates were taken to a login page to enter the username and password provided in email correspondence. The landing page also allowed graduates access to the survey via authentication if they selected ‘I don’t have a password’ and entered their student ID and date of birth. If the graduate was part of the 2018 sample they were sent an email with a direct link upon authenticating, and if they were not in the sample they were directed to the GOS helpdesk for further information.

Online survey presentation was informed by Australian Bureau of Statistics standards, accessibility guidelines and other relevant resources, with standard features including:

* mobile device optimisation;
* sequencing controls;
* input controls and internal logic checks;
* use of a progress bar;
* tailored error messages, as appropriate;
* no vertical scrolling required, with long statement batteries split over several screens, as necessary;
* recording panels for free text responses commensurate with level of detail required in the response;
* ‘saving’ with progression to the next screen; and
* capacity to save and return to finish off at another time, resuming at the last question completed.

A copy of the generic survey instrument (i.e. excluding any department or institution specific items) and screenshots of the survey are included on the QILT website.

Selected institutions undertook telephone non-response for a fee for service. There were two options on offer, the first being telephone reminders which involved calling graduates who had not completed nor opted out of the survey and reminding them to go online and complete the survey. The second option was full Computer Assisted Telephone Interviewing (CATI) which involved calling graduates that had not responded or opted out and conducting the survey over the phone. Telephone activity was timed to begin two days after the survey had closed online. The data contained in this report excludes any surveys completed via Full CATI.

## Survey programming

The GOS instrument was programmed into SPSS Dimensions in order to improve the ease of data capture, as well as facilitate the seamless use of follow up Computer Assisted Telephone Interviewing (CATI).

## 1800 and email helpdesk

The Social Research Centre established a GOS 1800 helpdesk to provide graduates an avenue to establish contact with the GOS team. This number was also available to international students (with an international dialling code), and remained operational for the duration of the fieldwork period. The helpdesk was staffed between 9:00 am and 8:30 pm on weekdays, and between 11:00 am and 5:00 pm on weekends. All out of hours callers were routed to a voicemail service, with calls returned within 24 hours.

The GOS helpdesk team was briefed on the GOS background, procedures and questionnaire to enable them to answer a wide range of queries. To further support the helpdesk, a database was made available to the team to enable them to look up caller information and survey links, as well as providing a method for logging all contacts.

All refusals and out of scopes were removed from the sample on a daily basis to avoid future contact via email or telephone. Sample contact details were updated before each reminder email for those requesting an update to their details.

Members of the GOS team were responsible for monitoring the GOS inbox and responded as appropriate to queries. The helpdesk 1800 number and email were provided in all written communications to graduates.

## Incentivisation

The four-week rolling prize draw as designed to encourage early completion by offering more chances to win the earlier the survey was submitted (e.g. if the survey was completed by the end of the first prize draw then the graduate would be entered into all prize draws). There were four prize draws in total for each collection period with three $1,000 prepaid Visa gift cards, five $500 prepaid Visa gift card and ten $250 prepaid Visa gift cards to be won each week. The $1,000 Visa gift cards were drawn nationally while the $500 prepaid Visa gift cards and $250 prepaid Visa gift cards were distributed evenly across the states and territories. The prize pool for the November and May collection periods was valued at $32,000.

## Invitation and follow-up reminder strategy

A multi-pronged approach was used in the GOS response maximisation effort; using email, telephone reminders, and SMS as methods of approaching and following up with graduates. Institutions had the option to provide phone numbers allowing SMS reminder (where mobile phone numbers were provided) and telephone reminder activity to be used on an as-needs basis. The November and May rounds of GOS saw a move away from a hardcopy postcard or letter follow-up with graduates, which had been used in previous GOS collections, in favour of telephone reminder activity during the online collection period amongst graduates in lower performing study areas.

## Email activity and SMS

In both the November and May round of GOS, the Social Research Centre sent one email invitation, eight email reminders and one SMS over the course of the survey period.

## Social media campaign

The GOS social media campaign included a QILT Facebook page, Facebook paid advertising campaign, QILT Twitter and a Twitter paid campaign. The social media campaign aimed to build a national brand within the QILT survey suite and increase awareness of the GOS.

## Response rates

The 2018 GOS was primarily conducted as a national online survey among 102 higher education institutions including all 41 Table A and B universities and 61 Non-University Higher Education Institutions (NUHEIs). A total of 120,564 valid online survey responses were collected across all study levels, representing a response rate of 43.0 per cent, compared with 45 per cent in 2017 and 39.7 per cent in 2016, comprising 43.1 per cent for universities and 42.1 per cent for NUHEIs. The overall response rate for the November collection was 40.0 per cent, with an of improvement 4.3 percentage points in the May collection (44.3 per cent).

Table 65: GOS 2018 response rates by institution, November/Feb 2017/2018 and May 2018 collections (%)

| **Institution** | **Nov ’17** | **May ’18** | **Total** | **Institution** | **Nov ’17** | **May ’18** | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Academy of Information Technology | 44.0 | 49.0 | 48.1 | Moore Theological College Council |  | 71.4 | 71.4 |
| ACAP and NCPS | 48.4 | 48.2 | 48.3 | Morling College |  | 37.5 | 37.5 |
| Acknowledge Education Pty Ltd |  | 68.4 | 68.4 | Murdoch University | 45.0 | 46.5 | 46.0 |
| Adelaide Central School of Art |  | 78.8 | 78.8 | Nan Tien Institute | 100.0 | 43.8 | 47.1 |
| Adelaide College of Divinity |  | 69.0 | 69.0 | National Art School |  | 58.0 | 58.0 |
| Alphacrucis College | 45.0 | 66.7 | 49.4 | North Metropolitan TAFE |  | 54.8 | 54.8 |
| Australian Academy of Music and Performing Arts | 27.3 | 48.0 | 41.7 | Paramount College of Natural Medicine | 42.9 |  | 42.9 |
| Australian Catholic University | 44.4 | 52.4 | 50.3 | Perth Bible College | 80.0 | 45.5 | 56.3 |
| Australian College of Christian Studies | 0.0 |  | 0.0 | Photography Studies College (Melbourne) | 42.9 | 52.0 | 50.0 |
| Australian College of Theology Limited | 56.0 | 57.1 | 56.7 | Queensland University of Technology | 19.1 | 25.5 | 23.6 |
| Australian Institute of Business Pty Ltd | 54.6 | 56.2 | 55.7 | Raffles College Pty Ltd | 50.0 | 36.4 | 39.5 |
| Australian Institute of Management Education & Training | 66.7 |  | 66.7 | RMIT University | 49.2 | 44.2 | 44.4 |
| Australian Institute of Professional Counsellors |  | 69.2 | 69.2 | SAE Institute | 54.5 | 46.1 | 48.6 |
| Avondale College of Higher Education | 0.0 | 49.1 | 48.6 | Southern Cross University | 53.3 | 48.5 | 49.6 |
| Bond University | 39.5 | 45.3 | 41.6 | Study Group Australia Pty Limited | 16.4 | 41.2 | 21.4 |
| Box Hill Institute | 50.0 | 40.4 | 41.6 | Swinburne University of Technology | 40.4 | 47.0 | 44.1 |
| Campion College Australia |  | 58.3 | 58.3 | Sydney College of Divinity |  | 54.0 | 54.0 |
| Canberra Institute of Technology |  | 81.8 | 81.8 | Tabor College of Higher Education | 75.0 | 60.4 | 60.8 |
| Central Queensland University | 38.2 | 50.2 | 44.8 | TAFE NSW | 32.7 | 43.1 | 40.8 |
| Charles Darwin University | 48.5 | 58.8 | 56.3 | TAFE Queensland | 20.0 | 32.4 | 26.9 |
| Charles Sturt University | 34.2 | 50.1 | 48.4 | TAFE South Australia |  | 58.8 | 58.8 |
| Christian Heritage College | 60.3 | 55.6 | 57.2 | The Australian College of Physical Education | 32.1 | 48.0 | 41.2 |
| Collarts (Australian College of the Arts) |  | 43.3 | 43.3 | The Australian Institute of Music | 45.6 | 42.8 | 43.5 |
| Curtin University | 42.2 | 37.4 | 38.0 | The Australian National University | 24.6 | 38.0 | 32.8 |
| Deakin University | 49.9 | 52.2 | 51.4 | The Cairnmillar Institute |  | 50.0 | 50.0 |
| Eastern College Australia | 100.0 | 71.9 | 74.3 | The College of Law Limited | 31.3 | 29.8 | 30.4 |
| Edith Cowan University | 37.5 | 46.9 | 44.2 | The MIECAT Institute |  | 68.9 | 68.9 |
| Endeavour College of Natural Health |  | 57.2 | 57.2 | The University of Adelaide | 46.7 | 46.9 | 46.9 |
| Excelsia College |  | 50.0 | 50.0 | The University of Melbourne | 49.2 | 40.1 | 41.2 |
| Federation University Australia | 41.3 | 52.1 | 50.8 | The University of Notre Dame Australia | 41.9 | 44.0 | 43.6 |
| Flinders University | 41.6 | 52.0 | 49.8 | The University of Queensland | 45.0 | 51.0 | 48.9 |
| Griffith University | 41.2 | 45.1 | 43.5 | The University of South Australia | 25.0 | 43.6 | 38.7 |
| Health Education & Training Institute |  | 74.1 | 74.1 | The University of Sydney | 34.7 | 36.5 | 36.1 |
| Holmes Institute | 38.6 | 32.0 | 33.5 | The University of Western Australia | 36.4 | 44.4 | 41.9 |
| Holmesglen Institute | 25.7 | 39.6 | 37.4 | Think Education | 49.2 | 51.1 | 50.1 |
| INSEARCH | 30.6 | 27.0 | 28.2 | Torrens University | 61.7 | 55.5 | 58.0 |
| International College of Hotel Management | 53.6 |  | 53.6 | University of Canberra | 41.5 | 48.0 | 46.1 |
| International College of Management, Sydney | 35.2 | 36.9 | 36.4 | University of Divinity |  | 63.2 | 63.2 |
| James Cook University | 36.7 | 49.5 | 44.2 | University of New England | 63.5 | 64.4 | 63.7 |
| Jazz Music Institute |  | 53.8 | 53.8 | University of New South Wales | 35.2 | 39.2 | 37.7 |
| Kaplan Business School | 53.7 | 39.6 | 49.1 | University of Newcastle | 39.7 | 45.2 | 43.6 |
| Kaplan Higher Education Pty Ltd | 63.6 | 62.7 | 63.2 | University of Southern Queensland | 45.2 | 63.1 | 51.3 |
| King's Own Institute | 33.6 | 39.7 | 37.8 | University of Tasmania | 49.0 | 54.9 | 52.5 |
| La Trobe University | 33.5 | 41.9 | 38.3 | University of Technology Sydney | 24.5 | 39.8 | 33.2 |
| LCI Melbourne |  | 58.5 | 58.5 | University of the Sunshine Coast | 59.4 | 55.3 | 56.3 |
| Le Cordon Bleu Australia |  | 34.9 | 34.9 | University of Wollongong | 41.6 | 44.0 | 43.7 |
| Macleay College | 42.2 | 43.2 | 42.9 | UOW College | 13.7 | 55.6 | 24.6 |
| Macquarie University | 43.0 | 45.5 | 45.0 | Victoria University | 34.8 | 40.1 | 38.3 |
| Marcus Oldham College |  | 77.8 | 77.8 | Western Sydney University | 35.5 | 42.6 | 40.5 |
| Melbourne Institute of Technology | 33.3 | 32.3 | 32.4 | Whitehouse Institute of Design, Australia |  | 41.0 | 41.0 |
| Melbourne Polytechnic | 33.3 | 44.4 | 40.7 | William Angliss Institute |  | 31.1 | 31.1 |
| Monash University | 47.2 | 49.8 | 48.8 |  |  |  |  |

## Data representativeness

In terms of Total Survey Error, response rates are less important that the representativeness of the respondent profile. To investigate the extent to which those who responded to the GOS are representative of the in-scope population respondent characteristics are presented alongside population parameters in the table below.

In general, a number of the sample parameters closely match the respondent profile. In terms of study level, undergraduates and postgraduate coursework graduates are slightly under-represented by 0.6 and 1.1 percentage points respectively while postgraduate research graduates are slightly over-represented by 1.7 percentage points.

Aboriginal and Torres Strait Islander status, combined course of study indicator, type of attendance, socio-economic status, study level, location and mode of attendance are particularly well-matched within the sample profile with less than 3 per cent divergence.

However, there are a number of characteristics where there is a divergence of several percentage points. The largest of these are the citizenship and language spoken at home indicators where international graduates and those who speak a language other than English are under-represented by around 6.2 and 4.1 percentage points respectively which represents a decline from 2017 where the difference was 5.0 and 3.3 percentage points respectively. However, it should be noted that this was in turn a marked improvement from 2016 where the difference was 6.3 and 4.6 percentage points respectively. This may indicate that constant vigilance is required to ensure that gains with these groups are maintained.

Consistent with the SES, males continue to be under-represented compared with female respondents, however this gender difference and again some of the gains made in 2016 have declined compared with a 2.7 per cent divergence in 2017, however it is still an improvement in comparison to 3.5 per cent in 2016.

As was the case with the 2016 GOS, the sample also very closely matches the in-scope survey population in terms of study area, with all but two areas diverging by less than 1 percentage point as shown in Table 66. The largest difference between the sample and population remains in the Humanities, culture and social sciences which is over-represented by 1.2 percentage points but more so the Business and Management study area (with 4.9 percentage points which is an increase from 4.1 percentage points in 2017 and 2016 with 4.8 percentage points).

Work is continuing to improve representativeness and more detail is available in the relevant GOS Methodological reports published on the QILT website.

Table 66: GOS 2018 sample and response characteristics, by respondent type

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Sample (n)** | **Sample (%)** | **Respondents (n)** | **Respondents (%)** |
| **Base\*** | 280,120 | 100.0 | 120,564 | 100.0 |
| **Level** |  |  |  |  |
| Undergraduate | 163,452 | 58.4 | 69,662 | 57.8 |
| Postgraduate coursework | 107,053 | 38.2 | 44,788 | 37.1 |
| Postgraduate research | 9,615 | 3.4 | 6,114 | 5.1 |
| **Gender** |  |  |  |  |
| Male | 118,155 | 42.2 | 47,243 | 39.2 |
| Female | 161,703 | 57.8 | 73,197 | 60.8 |
| **Combined course of study indicator** |  |  |  |  |
| Combined/double degree | 14,145 | 5.0 | 6,546 | 5.4 |
| Single degree | 265,975 | 95.0 | 114,018 | 94.6 |
| **Aboriginal and Torres Strait Islander** |  |  |  |  |
| Indigenous | 2,276 | 0.8 | 1,016 | 0.8 |
| Non-Indigenous | 277,844 | 99.2 | 119,548 | 99.2 |
| **Mode of attendance code** |  |  |  |  |
| Internal/Multi Mode | 242,057 | 86.5 | 100,940 | 83.8 |
| External/Distance | 37,768 | 13.5 | 19,493 | 16.2 |
| **Type of attendance code** |  |  |  |  |
| Full-time | 197,909 | 70.7 | 83,073 | 69.0 |
| Part-time | 81,993 | 29.3 | 37,389 | 31.0 |
| **Main language spoken at home** |  |  |  |  |
| English | 217,561 | 77.7 | 98,669 | 81.8 |
| Language other than English | 62,559 | 22.3 | 21,895 | 18.2 |
| **Citizen/resident indicator** |  |  |  |  |
| Domestic | 198,408 | 70.9 | 92,844 | 77.1 |
| International | 81,552 | 29.1 | 27,647 | 22.9 |
| **Socio-economic status** |  |  |  |  |
| High | 69,608 | 36.1 | 32,259 | 35.8 |
| Medium | 93,518 | 48.5 | 43,864 | 48.7 |
| Low | 29,537 | 15.3 | 13,876 | 15.4 |
| **Location** |  |  |  |  |
| Metropolitan | 150,791 | 79.6 | 69,094 | 77.8 |
| Regional/remote | 38,621 | 20.4 | 19,681 | 22.2 |

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

Table 67: GOS 2018 sample and response characteristics, by study area

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Study area** | **Sample (n)** | **Sample (%)** | **Respondents (n)** | **Respondents (%)** |
| Science and mathematics | 20,567 | 7.3 | 9,589 | 8.0 |
| Computing and Information Systems | 12,500 | 4.5 | 5,505 | 4.6 |
| Engineering | 18,686 | 6.7 | 7,652 | 6.3 |
| Architecture and built environment | 6,746 | 2.4 | 2,724 | 2.3 |
| Agriculture and environmental studies | 3,831 | 1.4 | 1,946 | 1.6 |
| Health services and support | 16,539 | 5.9 | 7,890 | 6.5 |
| Medicine | 5,175 | 1.8 | 2,459 | 2.0 |
| Nursing | 19,351 | 6.9 | 8,680 | 7.2 |
| Pharmacy | 1,856 | 0.7 | 762 | 0.6 |
| Dentistry | 1,098 | 0.4 | 486 | 0.4 |
| Veterinary science | 1,143 | 0.4 | 570 | 0.5 |
| Rehabilitation | 3,603 | 1.3 | 1,746 | 1.4 |
| Teacher education | 24,209 | 8.6 | 10,957 | 9.1 |
| Business and management | 74,607 | 26.6 | 26,221 | 21.7 |
| Humanities, culture and social sciences | 21,634 | 7.7 | 10,709 | 8.9 |
| Social work | 4,935 | 1.8 | 2,571 | 2.1 |
| Psychology | 8,922 | 3.2 | 5,000 | 4.1 |
| Law and paralegal studies | 15,309 | 5.5 | 6,124 | 5.1 |
| Creative arts | 10,390 | 3.7 | 4,688 | 3.9 |
| Communications | 8,083 | 2.9 | 3,880 | 3.2 |
| Tourism, hospitality, personal services, sport and recreation | 936 | 0.3 | 405 | 0.3 |
| **Total** | 280,120 | 100.0 | 120,564 | 100.0 |

# Appendix 2: Labour market and graduate satisfaction definitions

The 2018 Graduate Outcomes Survey (GOS) uses labour force definitions which conform to the conceptual framework of the standard labour force statistics model used by the Australian Bureau of Statistics (ABS).

|  |  |
| --- | --- |
| **Indicator/element** | **Definition** |
| Employed | Graduates who were usually or actually in paid employment for one or more hours in the week before the survey (including full-time, part-time or casual employment). |
| Employed full-time | Graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey. |
| Available for employment | Graduates who were employed, looking for employment or waiting to start a job in the week prior to the survey. |
| Available for full-time employment | Graduates who were employed full-time or looking for full-time employment in the week prior to the survey. |
| Underemployed | Graduates who were usually or actually in paid employment for fewer than 35 hours per week, in the week before the survey, and who would prefer to work a greater number of hours. |
| Overall employment rate | Employed graduates (including in full-time, part-time or casual employment), as a proportion of those available for employment. |
| Full-time employment rate | Graduates employed full-time, as a proportion of those available for full-time work. |
| Labour force participation rate | Graduates available for employment, as a proportion of all graduates. |
| Median salary | The median annual salary of graduates employed full-time. |
| Full-time study rate | Graduates who reported being in full-time study, as a proportion of all graduates. |
| Graduate satisfaction – overall satisfaction indicator | The proportion of graduates who ‘agreed’ or ‘strongly agreed’ that they were satisfied with the overall quality of their course or research program. |
| Graduate satisfaction – good teaching, generic skills, supervision and intellectual climate scales | Calculated from multiple survey items, representing the proportion of graduates who were satisfied. |

## Examples of graduate labour market outcomes

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

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

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

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

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

# Appendix 3: Self-assessed over-qualification

As the proportion of the workforce with higher education qualifications has increased, the issue of whether graduates fully utilise their skills in their employment has become a matter of public concern, both internationally and in Australia.[[4]](#footnote-4) The GOS provides a measure of the subjective interpretation of over-qualification through the inclusion of the Scale of Perceived Over-Qualification (SPOQ).[[5]](#footnote-5) The SPOQ has been included on the basis that it has been validated for use with higher education graduates and performed satisfactorily in the trial GOS.

The SPOQ provides an insight into over-qualification from the perspective of graduates themselves. It should be used in conjunction with information from the GOS on other aspects of graduates’ potential under-employment or over-qualification, including the reasons given by graduates for working in part-time employment and the occupational profile of employed graduates.

The SPOQ provides a benchmark of the underutilisation of skills, and as such, it will be important to monitor changes in this measure over time. It is expected that this information will be used as part of continuous improvement programs of higher education institutions and practitioners, as well as in government quality assurance processes.

The SPOQ consists of the following eight questions about the extent to which employed graduates felt over qualified for their position:

1. My job requires less education than I have

2. I have more job skills than are required for this job

3. Someone with less education than myself could perform well on my job

4. My previous training is being fully utilised on this job

5. I have more knowledge than I need in order to do my job

6. My education level is above the level required to do my job

7. Someone with less work experience than myself could do my job just as well

8. I have more abilities than I need in order to do my job

Employed graduates respond on a five-point agreement scale. Each item receiving a score between 1 (strongly disagree) and 5 (strongly agree), with the response values reversed for item 7. A graduate is defined as perceiving themselves to be over-qualified, that is, they perceived themselves to be working in a job that did not allow them to fully utilise their skills or education, if they have an average scale score of 3.5 or higher.

# Appendix 4: 2018 GOS item summary

| Item label | Response scale | Base |
| --- | --- | --- |
| **Screening and confirmation** |  |  |
| **Labour force** |  |  |
| Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>. |  |  |
| Last week, did you do any work at all in a job, business or farm? | Yes/No/Permanently unable to work/Permanently not intending to work (65+) | (All) |
| Last week, did you do any work without pay in a family business? | Yes/No/Permanently not intending to work (65+) | (Not working) |
| Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason? | Yes/No/Permanently not intending to work (65+) | (Not working without pay) |
| At any time during the last 4 weeks have you been looking for full-time work? | Yes/No/Permanently not intending to work (65+) | (Intending to work) |
| Have you been looking for part-time work at any time during the last 4 weeks? | Yes/No/Permanently not intending to work (65+) | (Intending to work) |
| If you had found a job, could you have started last week? | Yes/No | (Looking for full-time or part time work) |
| You mentioned that you didn’t look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained? | Yes/No | (Not looking for work) |
| Did you have more than 1 job or business last week? | Yes/No | (Working or away from job) |
| The next few questions are about the job or business in which you usually work the most hours, that is, your main job. |  | Has more than one job |
| The next few questions are about the job or business in which you usually work the most hours |  | Has one job |
| Did you work for an employer, or in your own business? | Employer/Own business /Other or Uncertain | (Working or away from job) |
| Are you paid a wage or salary, or some other form of payment? | Wage or Salary/Other or Uncertain | (Working for an employer) |
| What are your <working/payment> arrangements? | * Unpaid voluntary work * Unpaid trainee or work placement * Contractor or Subcontractor * Own business or Partnership * Commission only * Commission with retainer * In a family business without pay * Payment in kind * Paid by the piece or item produced * Wage or salary earner * Other | (Other work arrangements) |
| How many hours did you actually work in your **main job** last week less time off but counting any extra hours worked]? | Enter hours | (More than one job or business) |
| How many hours do you usually work each week in your **main job**? | Enter hours | (More than one job or business) |
| How many hours did you **actually** work in all your jobs last week less time off but counting any extra hours worked (or): <in all your jobs>? | Enter hours | (Working or away from job) |
| How many hours do you **usually** work each week (or): <in all your jobs>? | Enter hours | (Working or away from job) |
| Would you prefer to work more hours than you usually work (or): <in all your jobs>? | Yes/No/Don’t know | (Working or away from job) |
| How many hours a week would you like to work? | Enter hours | (Prefer work more hours) |
| Last week, were you available to work more hours than you usually work? | Yes/No | (Prefer to work more hours) |
| What is your occupation in your <main job/job/business>? | Enter occupation | (Working or away from job or waiting to start work) |
| What are your main tasks and duties? | Enter main tasks and duties | (Working or away from job or waiting to start work) |
| What kind of business or service is carried out by your <employer at the place where you work/business>? | Enter business or service | (Working or away from job or waiting to start work) |
| What is the name of your <employer/business>? | Enter employer/business name | (Working or away from job or waiting to start work) |
| In what sector are you wholly or mainly employed? | Public or government/Private/Not-for-profit | (Working or away from job or waiting to start work) |
| Are you working in Australia? | Yes/No/Not sure | (Working or away from job) |
| And what is the postcode of your <employer/business>? | Enter postcode/suburb/Not sure | (Working or away from job) and (working in Australia) |
| In which country is your <employer/business> based? | Country list (SACC)/Other (specify) | (Working or away from job) and (working outside Australia) |
| Have you worked <for your employer/in your business> for 12 months or more? | Yes, more than 12 months/No, less than 12 months | (Working or away from job) |
| How many months have you worked <for your employer/in your business>? | Enter number of months | (Worked for employer for less than 12 months) |
| How many years have you worked <for your employer/in your business>? | Enter number of years | (Worked for employer for more than 12 months) |
| Is this your first full-time job? | Yes/No | (Usually working 35 hours or more and worked for employer for less than 12 months and not self employed) |
| In **Australian dollars**, how much do you usually earn in <this job/**all your jobs**>, before tax or anything else was taken out? | * Amount per hour (specify) * Amount per day (specify) * Amount each week (specify) * Amount each fortnight (specify) * Amount each month (specify) * Amount each year (specify) * No earnings * Don’t know | (Working in Australia) |
| 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 <this job/**all your jobs**>, per annum before tax or anything else was taken out? | * $1 – $9,999 * $10,000 – $19,999 * $20,000 – $29,999 * $30,000 – $39,999 * $40,000 – $49,999 * $50,000 – $59,999 * $60,000 – $79,999 * $80,000 – $99,999 * $100,000 – $124,999 * $125,000 – $149,999 * $150,000 or more * Don’t know | (Working in Australia and out of range salary entered) |
| And in **Australian dollars**, how much do you usually earn in your main job, before tax or anything else was taken out? | * Amount per hour (specify) * Amount per day (specify) * Amount each week (specify) * Amount each fortnight (specify) * Amount each month (specify) * Amount each year (specify) * No earnings * (Don’t know) | (Working in Australia and more than one job) |
| 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 – $9,999 * $10,000 – $19,999 * $20,000 – $29,999 * $30,000 – $39,999 * $40,000 – $49,999 * $50,000 – $59,999 * $60,000 – $79,999 * $80,000 – $99,999 * $100,000 – $124,999 * $125,000 – $149,999 * $150,000 or more * Don’t know | (Working in Australia and more than one job and out of range salary entered) |
| What is your gross (that is pre-tax) annual salary? You can estimate if necessary. Please select currency <Currency drop down list> | Text | (Working outside Australia) |
| How did you first find out about this job? | * University or college careers service * Careers fair or information session * Other university or college source (such as faculties or lecturers or student society) * Advertisement in a newspaper or other print media * Advertisement on the internet * Via resume posted on the internet * Family or friends * Approached employer directly * Approached by an employer * Employment agency * Work contacts or networks * Social media * An employer promotional event * Other (please specify\_\_\_) | (Worked for employer for less than 12 months and not self employed) |
| The following statements are about your skills, abilities and education.  • My job requires less education than I have  • I have more job skills than are required for this job  • Someone with less education than myself could perform well on my job  • My previous training is being fully utilised on this job  • I have more knowledge than I need in order to do my job  • My education level is above the level required to do my job  • Someone with less work experience than myself could do my job just as well  • I have more abilities than I need in order to do my job | * Strongly disagree * Disagree * Neither disagree nor agree * Agree * Strongly agree | (Working or away from job) |
| How did you first find out about this job? | * University or college careers service * Careers fair or information session * Other university or college source (such as faculties or lecturers or student society) * Advertisement in a newspaper or other print media * Advertisement on the internet * Via resume posted on the internet * Family or friends * Approached employer directly * Approached by an employer * Employment agency * Work contacts or networks * Social media * An employer promotional event * Other (please specify\_\_\_) | (Worked for employer for less than 12 months and not self employed) |
| You mentioned that you are not looking to work more hours. What is the **main reason** you work the number of hours you are currently working? | * No suitable job in my local area * No job with a suitable number of hours * No suitable job in my area of expertise * Considered to be too young by employers * Considered to be too old by employers * Short-term illness or injury * Long-term health condition or disability * Caring for family member with a health condition or disability * Caring for children * Studying * Other (Please specify\_\_\_) | (Working less than 35 hours and not looking for more hours) |
| You mentioned that you are looking to work more hours. What is the main reason you work the number of hours you are currently working? | * No suitable job in my local area * No job with a suitable number of hours * No suitable job in my area of expertise * Considered to be too young by employers * Considered to be too old by employers * Short-term illness or injury * Long-term health condition or disability * Caring for family member with a health condition or disability * Caring for children * Studying * Other (Please specify\_\_\_) | (Working less than 35 hours and looking for more hours) |
| 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? | * No suitable job in my local area * No job with a suitable number of hours * No suitable job in my area of expertise * Considered to be too young by employers * Considered to be too old by employers * Short-term illness or injury * Long-term health condition or disability * Caring for family member with a health condition or disability * Caring for children * Studying * Other (please specify\_\_\_) | (Perceived overqualification for current job) |
| When did you begin looking for work? | Enter month and enter year | (Working and looking for work) |
| Further study |  |  |
| Are you currently a full-time or part-time student at a TAFE, university or other educational institution? | Yes – full-time/Yes – part-time/No | (All) |
| What is the full title of the qualification you are currently studying? | Qualification title | (Studying) |
| What is your major field of education for this qualification? | * Natural and physical sciences * Information technology * Engineering and related technologies * Architecture and building * Agriculture environmental and related studies * Health * Education * Management and commerce * Society and culture * Creative arts * Food, hospitality and personal services * Mixed field qualification * Other (please specify\_\_\_\_\_) | (Studying) |
| What is the level of this qualification? | * Higher Doctorate * Doctorate by Research * Doctorate by Coursework * Master Degree by Research * Master Degree by Coursework * Graduate Diploma * Graduate Certificate * Bachelor (Honours) Degree * Bachelor (Pass) Degree * Advanced Diploma * Associate Degree * Diploma * Non-award course * Bridging and Enabling course | (Studying) |
| And the institution where you are currently studying? | Institution | (Studying) |
| What is the level of this qualification? | * Higher Doctorate * Doctorate by Research * Doctorate by Coursework * Master Degree by Research * Master Degree by Coursework * Graduate Diploma * Graduate Certificate * Bachelor (Honours) Degree * Bachelor (Pass) Degree * Advanced Diploma * Associate Degree * Diploma * Non-award course * Bridging and Enabling course | (Studying) |
| Graduate attributes |  |  |
| For each of the following skills or attributes, to what extent do you agree or disagree that your <Final Course> from <Institution> prepared you for this job?  If the skill is not required in your role, you can answer ‘Not applicable’.  **Statements**  **Foundation skills**   * Oral communication skills * Written communication skills * Numeracy skills * Ability to develop relevant knowledge * Ability to develop relevant skills * Ability to solve problems * Ability to integrate knowledge * Ability to think independently about problems   **Adaptive skills and attributes**   * Broad general knowledge * Ability to develop innovative ideas * Ability to identify new opportunities * Ability to adapt knowledge in different contexts * Ability to apply skills in different contexts * Capacity to work independently   **Teamwork and interpersonal skills**   * Working well in a team * Getting on well with others in the workplace * Working collaboratively with colleagues to complete tasks * Understanding of different points of view * Ability to interact with co-workers from different or multicultural backgrounds | * Strongly disagree * Disagree * Neither disagree nor agree * Agree * Strongly agree * Not applicable | (Working or away from job) |
| **Graduate attributes CEQ/PREQ** |  |  |
| The next series of questions are about your <course >. By <course> we mean the major fields of education or programs of study that made up your qualification. |  | (Not postgraduate by research) |
| Now a series of statements regarding your <FinalMajor1/FinalMajor2/FinalCourseA> <major/qualification>.   * The staff put a lot of time into commenting on my work * The teaching staff normally gave me helpful feedback on how I was going * The <course> helped me develop my ability to work as a team member * The teaching staff of this <course> motivated me to do my best work * The course provided me with a broad overview of my field of knowledge * The <course> sharpened my analytic skills * My lecturers were extremely good at explaining things * The teaching staff worked hard to make their subjects interesting * The course developed my confidence to investigate new ideas * The <course> developed my problem-solving skills * The staff made a real effort to understand difficulties I might be having with my work * University stimulated my enthusiasm for further learning * The <course> improved my skills in written communication * I learned to apply principles from this course to new situations * I consider what I learned valuable for my future * As a result of my <course>, I feel confident about tackling unfamiliar problems * My course helped me to develop the ability to plan my own work * My university experience encouraged me to value perspectives other than my own * Overall, I was satisfied with the quality of this <course> | * Strongly disagree * Disagree * Neither disagree nor agree * Agree * Strongly agree * Not applicable | (Not postgraduate by research) |
| Please tell us about your postgraduate research experience.  If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.  Please interpret ‘thesis’ and other research-related terms in the context of your own field of education. | * Strongly disagree * Disagree * Neither disagree nor agree * Agree * Strongly agree * Not applicable | (Postgraduate by research) |
| Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.   * Supervision was available when I needed it * The thesis examination process was fair * I had access to a suitable working space * I developed an understanding of the standard of work expected * The department provided opportunities for social contact with other postgraduate students * My research further developed my problem solving skills * My supervisor(s) made a real effort to understand difficulties I faced * I had good access to the technical support I needed * I was integrated into the department’s community * I learned to develop my ideas and present them in my written work * I understood the required standard for the thesis * I was able to organise good access to necessary equipment * My supervisor(s) provided additional information relevant to my topic * My research sharpened my analytical skills * I was satisfied with the thesis examination process * The department provided opportunities for me to become involved in the broader research culture * I was given good guidance in topic selection and refinement * I had good access to computing facilities and services * I understood the requirements of thesis examination * Doing my research helped me to develop my ability to plan my own work * My supervisor(s) provided helpful feedback on my progress * A good seminar program for postgraduate students was provided * The research ambience in the department or faculty stimulated my work * I received good guidance in my literature search * The examination of my thesis was completed in a reasonable time * As a result of my research, I feel confident about tackling unfamiliar problems * There was appropriate financial support for research activities   • Overall, I was satisfied with the quality of my higher degree research experience |  |  |
| Now, a couple of general questions about your <course>… |  | (All) |
| What were the best aspects of your <course>? | Open text | (All) |
| What aspects of your <course> were most in need of improvement? | Open text | (All) |
| Graduate preparation |  |  |
| Is a <Course> or similar qualification a formal requirement for you to do your current job? | Yes  No | (Working or away from job and working for employer for less than 12 months) |
| To what extent is it important for you to have a < Course >, or similar qualification, to be able to do your job? | Not at all important  Not that important  Fairly important  Important  Very important | (Working or away from job and working for employer for less than 12 months) |
| Overall, how well did your <Course > prepare you for your job? | Not at all  Not well  Well  Very well  Don’t know/Unsure | (Working or away from job and working for employer for less than 12 months) |
| What are the main ways that <Institution > prepared you for employment in your organisation? | Text | (Working or away from job and working for employer for less than 12 months) |
| What are the main ways <Institution> could have better prepared you for employment in your organisation? | Text | (Working or away from job and working for employer for less than 12 months) |
| Contact details |  |  |
| ESS bridging |  |  |

# Appendix 5: Study area concordance

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

| Study area (21) | Study area (21) | Study area (45) | Study area (45) | ASCED field of education |
| --- | --- | --- | --- | --- |
| 1 | Science and mathematics | 1 | Natural & physical sciences | 010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999 |
|  |  | 2 | Mathematics | 010100, 010101, 010103, 010199 |
|  |  | 3 | Biological sciences | 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999 |
|  |  | 4 | Medical science & technology | 019901, 019903, 019905, 019907, 019909 |
| 2 | Computing & Information Systems | 5 | Computing & information systems | 020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999 |
| 1 | Science and mathematics | 1 | Natural & physical sciences | 010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999 |
|  |  | 2 | Mathematics | 010100, 010101, 010103, 010199 |
|  |  | 3 | Biological sciences | 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999 |
|  |  | 4 | Medical science & technology | 019901, 019903, 019905, 019907, 019909 |
| 2 | Computing & Information Systems | 5 | Computing & information systems | 020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999 |
| 3 | Engineering | 6 | Engineering – other | 030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999 |
|  |  | 7 | Engineering – process & resources | 030300, 030301, 030303, 030305, 030307, 030399 |
|  |  | 8 | Engineering – mechanical | 030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799 |
|  |  | 9 | Engineering – civil | 030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999 |
|  |  | 10 | Engineering – electrical & electronic | 031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399 |
|  |  | 11 | Engineering – aerospace | 031500, 031501, 031503, 031505, 031507, 031599 |
| 4 | Architecture and built environment | 12 | Architecture & urban environments | 040000, 040100, 040101, 040103, 040105, 040107, 040199 |
|  |  | 13 | Building & construction | 040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399 |
| 5 | Agriculture and environmental studies | 14 | Agriculture & forestry | 050000, 050100, 050300, 050500, 050700, 059900 |
|  |  | 15 | Environmental studies | 050900 |
| 6 | Health services and support | 16 | Health services & support | 060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999 |
|  |  | 17 | Public health | 061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399 |
| 7 | Medicine | 18 | Medicine | 060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199 |
| 8 | Nursing | 19 | Nursing | 060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399 |
| 9 | Pharmacy | 20 | Pharmacy | 060500, 060501 |
| 10 | Dentistry | 21 | Dentistry | 060700, 060701, 060703, 060705, 060799 |
| 11 | Veterinary science | 22 | Veterinary science | 061100, 061101, 061103, 061199 |
| 12 | Rehabilitation | 23 | Physiotherapy | 061701 |
|  |  | 24 | Occupational therapy | 061703 |
| 13 | Teacher education | 25 | Teacher education – other | 070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999 |
|  |  | 26 | Teacher education – early childhood | 070101 |
|  |  | 27 | Teacher education – primary & secondary | 070103, 070105 |
| 14 | Business and management | 28 | Accounting | 080100, 080101 |
|  |  | 29 | Business management | 080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399 |
|  |  | 30 | Sales & marketing | 080500, 080501, 080503, 080505, 080507, 080509, 080599 |
|  |  | 31 | Management & commerce – other | 080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999 |
|  |  | 32 | Banking & finance | 081100, 081101, 081103, 081105, 081199 |
|  |  | 40 | Economics | 091900, 091901, 091903 |
| 15 | Humanities, culture and social sciences | 33 | Political science | 090100, 090101, 090103 |
|  |  | 34 | Humanities inc history & geography | 090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999 |
|  |  | 35 | Language & literature | 091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599 |
| 16 | Social work | 36 | Social work | 090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599 |
| 17 | Psychology | 37 | Psychology | 090700, 090701, 090799 |
| 18 | Law and paralegal studies | 38 | Law | 090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999 |
|  |  | 39 | Justice studies & policing | 091100, 091101, 091103, 091105, 091199 |
| 19 | Creative arts | 42 | Art & design | 100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999 |
|  |  | 43 | Music & performing arts | 100100, 100101, 100103, 100105, 100199 |
| 20 | Communications | 44 | Communication, media & journalism | 100700, 100701, 100703, 100705, 100707, 100799 |
| 21 | Tourism, hospitality, personal services, sport and recreation | 41 | Sport & recreation | 092100, 092101, 092103, 092199 |
|  |  | 45 | Tourism, hospitality & personal services | 1101000, 110300, 120100, 120300, 120500, 129999 |

# Appendix 6: Additional tables

Table A: Undergraduate employment outcomes, by 45 study areas, 2017 and 2018 (%)

| **Study area** | **Full-time employment 2017** | **Full-time employment 2018** | **Overall employment 2017** | **Overall employment 2018** | **Labour force participation rate 2017** | **Labour force participation rate 2018** |
| --- | --- | --- | --- | --- | --- | --- |
| 01 Natural + Physical Sciences | 63.4 | 70.6 | 82.2 | 83.9 | 83.1 | 83.3 |
| 02 Mathematics | 68.9 | 72.9 | 84.2 | 87.0 | 87.4 | 85.5 |
| 03 Biological Sciences | 53.0 | 57.7 | 79.8 | 81.7 | 81.8 | 81.2 |
| 04 Medical Sciences + Technology | 55.8 | 60.3 | 77.9 | 81.5 | 78.9 | 78.5 |
| 05 Computing + Information Systems | 73.1 | 73.0 | 82.0 | 81.0 | 93.2 | 93.3 |
| 06 Engineering - Other | 82.8 | 85.4 | 86.7 | 88.7 | 93.5 | 92.2 |
| 07 Engineering - Process + Resources | 74.4 | 80.6 | 85.2 | 87.6 | 95.1 | 94.5 |
| 08 Engineering - Mechanical | 76.5 | 78.4 | 85.8 | 86.3 | 94.0 | 96.6 |
| 09 Engineering - Civil | 84.3 | 88.2 | 90.3 | 91.1 | 96.3 | 97.2 |
| 10 Engineering - Electrical + Electronic | 76.1 | 85.5 | 82.9 | 88.8 | 94.4 | 95.9 |
| 11 Engineering - Aerospace | 70.1 | 70.2 | 86.8 | 82.0 | 94.6 | 93.9 |
| 12 Architecture + Urban Environments | 67.6 | 71.6 | 84.4 | 85.9 | 92.8 | 93.9 |
| 13 Building + Construction | 91.8 | 93.3 | 94.8 | 94.3 | 95.4 | 97.6 |
| 14 Agriculture + Forestry | 78.9 | 78.6 | 85.8 | 89.5 | 93.1 | 91.2 |
| 15 Environmental Studies | 59.5 | 60.6 | 83.4 | 85.7 | 92.4 | 92.3 |
| 16 Health Services + Support | 72.7 | 72.9 | 90.0 | 89.6 | 93.0 | 93.1 |
| 17 Public Health | 72.1 | 69.9 | 89.5 | 89.0 | 95.3 | 94.8 |
| 18 Medicine | 96.7 | 95.3 | 96.5 | 94.8 | 94.7 | 96.5 |
| 19 Nursing | 79.3 | 78.7 | 91.7 | 91.5 | 97.7 | 97.8 |
| 20 Pharmacy | 95.2 | 97.2 | 95.8 | 97.3 | 95.5 | 97.4 |
| 21 Dentistry | 86.8 | 86.8 | 95.7 | 94.0 | 94.9 | 92.5 |
| 22 Veterinary Science | 81.7 | 84.6 | 87.5 | 89.1 | 88.9 | 90.6 |
| 23 Physiotherapy | 93.3 | 94.3 | 97.8 | 97.2 | 97.7 | 98.7 |
| 24 Occupational Therapy | 78.0 | 85.4 | 93.8 | 94.8 | 98.3 | 98.3 |
| 25 Teacher Education - Other | 80.0 | 85.2 | 90.8 | 92.7 | 94.9 | 94.1 |
| 26 Teacher Education - Early Childhood | 83.4 | 81.4 | 93.8 | 93.3 | 96.0 | 96.5 |
| 27 Teacher Education - Primary + Secondary | 81.7 | 83.3 | 93.7 | 94.4 | 97.2 | 96.6 |
| 28 Accounting | 78.0 | 80.3 | 86.1 | 88.2 | 97.2 | 96.4 |
| 29 Business Management | 76.2 | 77.2 | 88.6 | 88.4 | 96.3 | 96.9 |
| 30 Sales + Marketing | 72.9 | 74.5 | 87.9 | 89.3 | 97.4 | 96.1 |
| 31 Management + Commerce - Other | 79.8 | 80.5 | 87.0 | 88.3 | 95.4 | 96.5 |
| 32 Banking + Finance | 79.2 | 79.1 | 86.1 | 86.1 | 95.4 | 96.4 |
| 33 Political Science | 60.1 | 64.7 | 84.5 | 86.5 | 92.0 | 93.9 |
| 34 Humanities inc History + Geography | 62.9 | 63.6 | 83.8 | 83.2 | 88.6 | 88.6 |
| 35 Language + Literature | 60.3 | 66.3 | 81.5 | 85.5 | 86.6 | 85.6 |
| 36 Social Work | 70.8 | 73.6 | 86.1 | 86.5 | 94.5 | 94.5 |
| 37 Psychology | 60.3 | 64.4 | 84.9 | 85.3 | 87.2 | 86.2 |
| 38 Law | 77.1 | 78.2 | 85.6 | 88.0 | 95.1 | 95.1 |
| 39 Justice Studies + Policing | 65.4 | 73.9 | 84.3 | 86.8 | 90.7 | 92.2 |
| 40 Economics | 73.8 | 77.2 | 84.4 | 87.0 | 94.9 | 95.5 |
| 41 Sport + Recreation | 60.3 | 62.6 | 86.9 | 88.5 | 93.9 | 95.3 |
| 42 Art + Design | 53.4 | 52.0 | 77.7 | 78.5 | 89.1 | 91.5 |
| 43 Music + Performing Arts | 51.9 | 52.9 | 84.3 | 87.2 | 91.8 | 92.6 |
| 44 Communication, Media + Journalism | 60.3 | 60.6 | 84.6 | 82.7 | 93.8 | 90.0 |
| 45 Tourism, Hospitality + Personal Services | 68.3 | 57.1 | 85.1 | 84.6 | 94.0 | 92.9 |
| **All study areas\*** | 71.8 | 72.9 | 86.5 | 87.0 | 92.0 | 91.9 |

\*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 B: Undergraduate occupation level, overall employed, by 45 study areas, 2018 (%)

| **Study area** | **Occupation group – Managers** | **Occupation group – Professionals** | **Occupation group – Technicians  & trade** | **Occupation group – Community & personal service** | **Occupation group – Clerical & administrative** | **Occupation group – All other occupations** | **All employed** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Natural & physical sciences | 3.1 | 53.2 | 7.7 | 10.3 | 8.0 | 17.7 | 100 |
| Mathematics | 2.7 | 73.1 | 3.1 | 4.4 | 6.5 | 10.2 | 100 |
| Biological sciences | 4.3 | 29.4 | 11.1 | 16.3 | 11.5 | 27.3 | 100 |
| Medical sciences & technology | 3.7 | 38.2 | 10.7 | 13.8 | 9.1 | 24.5 | 100 |
| Computing & information systems | 4.9 | 67.6 | 9.1 | 3.7 | 4.7 | 10.1 | 100 |
| Engineering – other | 5.1 | 68.0 | 9.7 | 2.9 | 4.7 | 9.6 | 100 |
| Engineering – process & resources | 2.8 | 74.1 | 3.7 | 2.8 | 3.4 | 13.1 | 100 |
| Engineering – mechanical | 4.4 | 72.1 | 6.7 | 4.2 | 3.5 | 9.1 | 100 |
| Engineering – civil | 3.3 | 77.8 | 6.9 | 2.1 | 5.7 | 4.3 | 100 |
| Engineering – electrical & electronic | 2.5 | 80.3 | 5.5 | 2.3 | 0.9 | 8.5 | 100 |
| Engineering – aerospace | 5.7 | 56.6 | 5.0 | 6.9 | 5.0 | 20.8 | 100 |
| Architecture & urban environments | 5.4 | 50.2 | 16.9 | 7.7 | 5.8 | 14.1 | 100 |
| Building & construction | 16.9 | 20.0 | 23.8 | 1.2 | 35.0 | 3.1 | 100 |
| Agriculture & forestry | 15.1 | 38.3 | 9.9 | 5.2 | 6.8 | 24.7 | 100 |
| Environmental studies | 5.0 | 35.4 | 11.3 | 12.4 | 9.5 | 26.6 | 100 |
| Health services & support | 4.2 | 44.3 | 2.5 | 28.8 | 6.9 | 13.5 | 100 |
| Public health | 6.1 | 49.5 | 2.2 | 14.8 | 12.6 | 14.9 | 100 |
| Medicine | 0.9 | 91.4 | 0.6 | 2.4 | 1.3 | 3.5 | 100 |
| Nursing | 0.9 | 83.8 | 0.3 | 11.4 | 1.2 | 2.6 | 100 |
| Pharmacy | 0.6 | 94.9 | 1.4 | 0.3 | 0.3 | 2.5 | 100 |
| Dentistry | 0.5 | 55.3 | 0.0 | 42.0 | 0.5 | 1.8 | 100 |
| Veterinary science | 2.1 | 60.5 | 17.9 | 8.9 | 2.4 | 8.2 | 100 |
| Physiotherapy | 0.4 | 96.3 | 0.2 | 2.4 | 0.4 | 0.4 | 100 |
| Occupational therapy | 0.7 | 88.5 | 0.3 | 6.3 | 1.7 | 2.5 | 100 |
| Teacher education – other | 4.1 | 77.2 | 0.6 | 10.8 | 2.0 | 5.4 | 100 |
| Teacher education – early childhood | 5.9 | 81.3 | 0.2 | 9.7 | 0.9 | 2.1 | 100 |
| Teacher education – primary & secondary | 1.4 | 87.5 | 0.5 | 4.3 | 1.9 | 4.4 | 100 |
| Accounting | 6.8 | 65.1 | 0.8 | 3.7 | 16.2 | 7.4 | 100 |
| Business management | 17.8 | 36.6 | 1.8 | 9.5 | 19.2 | 15.1 | 100 |
| Sales & marketing | 12.2 | 48.3 | 1.5 | 6.5 | 13.8 | 17.7 | 100 |
| Management & commerce – other | 10.0 | 56.1 | 1.2 | 3.9 | 16.5 | 12.4 | 100 |
| Banking & finance | 5.9 | 62.5 | 1.0 | 2.4 | 17.8 | 10.4 | 100 |
| Political science | 7.4 | 38.9 | 1.2 | 12.9 | 20.7 | 18.9 | 100 |
| Humanities inc history & geography | 7.0 | 34.7 | 2.4 | 18.8 | 17.4 | 19.6 | 100 |
| Language & literature | 6.2 | 40.3 | 2.6 | 16.0 | 14.3 | 20.7 | 100 |
| Social work | 5.1 | 58.5 | 0.7 | 24.1 | 6.6 | 5.0 | 100 |
| Psychology | 7.2 | 36.8 | 2.1 | 19.8 | 14.8 | 19.2 | 100 |
| Law | 6.2 | 49.7 | 0.5 | 5.3 | 30.4 | 7.9 | 100 |
| Justice studies & policing | 9.1 | 10.9 | 1.0 | 44.2 | 17.4 | 17.4 | 100 |
| Economics | 8.4 | 58.9 | 0.9 | 4.1 | 17.0 | 10.8 | 100 |
| Sport & recreation | 7.8 | 19.6 | 2.9 | 34.3 | 11.8 | 23.5 | 100 |
| Art & design | 5.2 | 38.7 | 4.8 | 13.3 | 9.3 | 28.7 | 100 |
| Music & performing arts | 3.8 | 45.4 | 4.9 | 15.2 | 8.8 | 21.9 | 100 |
| Communication, media & journalism | 8.6 | 44.5 | 3.1 | 10.9 | 11.9 | 21.0 | 100 |
| Tourism, hospitality & personal services | 5.5 | 23.3 | 4.1 | 37.0 | 12.3 | 17.8 | 100 |
| **All study areas\*** | 6.0 | 54.1 | 3.6 | 12.5 | 10.1 | 13.7 | 100 |

\*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 C: Undergraduate full-time employment, by study area, 2008–2018 (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016\*** | **2017** | **2018** |
| Science and mathematics | 78.3 | 68.1 | 63.9 | 65.8 | 62.8 | 55.4 | 51.0 | 49.5 | 61.0 | 59.0 | 64.6 |
| Computing and information systems | 84.2 | 80.1 | 73.2 | 77.7 | 74.7 | 70.3 | 67.2 | 67.0 | 72.5 | 73.3 | 73.2 |
| Engineering | 92.9 | 87.2 | 82.7 | 84.9 | 86.6 | 82.6 | 72.2 | 73.9 | 76.4 | 79.4 | 83.1 |
| Architecture and built environment | 92.1 | 80.9 | 81.3 | 78.5 | 75.2 | 69.9 | 68.6 | 75.4 | 75.2 | 75.2 | 77.7 |
| Agriculture and environmental studies | 80.4 | 75.8 | 66.2 | 68.1 | 70.7 | 64.4 | 59.9 | 58.1 | 59.8 | 66.3 | 68.3 |
| Health services and support | 85.6 | 78.6 | 75.9 | 76.7 | 75.1 | 70.1 | 67.9 | 67.9 | 70.9 | 72.7 | 72.4 |
| Medicine | 97.5 | 96.9 | 97.3 | 97.8 | 98.1 | 96.9 | 97.5 | 96.3 | 98.2 | 95.9 | 94.9 |
| Nursing | 96.6 | 96.4 | 92.6 | 91.4 | 91.6 | 81.9 | 80.1 | 78.7 | 82.5 | 79.3 | 78.7 |
| Pharmacy | 97.7 | 97.6 | 97.7 | 97.3 | 98.1 | 97.6 | 94.1 | 95.6 | 96.3 | 95.2 | 97.2 |
| Dentistry | 92.9 | 88.1 | 90.5 | 88.3 | 80.1 | 79.3 | 79.9 | 86.9 | 82.3 | 86.8 | 86.8 |
| Veterinary science | 91.8 | 92.1 | 90.6 | 88.4 | 80.8 | 78.8 | 80.7 | 84.9 | 89.8 | 81.4 | 84.7 |
| Rehabilitation | 95.3 | 91.6 | 89.9 | 88.9 | 89.3 | 84.5 | 80.9 | 87.4 | 84.0 | 85.7 | 89.3 |
| Teacher education | 82.8 | 78.2 | 74.9 | 74.2 | 74.9 | 70.8 | 70.0 | 71.7 | 80.3 | 81.7 | 83.3 |
| Business and management | 86.2 | 79.6 | 76.4 | 77.0 | 76.3 | 73.6 | 71.2 | 72.7 | 75.5 | 76.5 | 77.9 |
| Humanities, culture and social sciences | 77.2 | 71.9 | 68.0 | 66.7 | 66.8 | 61.1 | 58.4 | 59.3 | 61.8 | 62.2 | 64.3 |
| Social work | 86.4 | 81.6 | 77.6 | 77.4 | 75.3 | 69.9 | 71.6 | 71.2 | 66.7 | 70.9 | 73.5 |
| Psychology | 77.3 | 71.3 | 65.5 | 63.5 | 63.2 | 56.1 | 52.1 | 55.4 | 60.8 | 60.3 | 64.5 |
| Law and paralegal studies | 90.1 | 86.1 | 80.8 | 81.3 | 80.0 | 76.1 | 73.3 | 73.0 | 72.6 | 74.8 | 77.2 |
| Creative arts | 66.7 | 51.5 | 53.2 | 52.5 | 53.8 | 48.3 | 44.7 | 47.0 | 55.0 | 53.2 | 52.2 |
| Communications | 72.4 | 60.9 | 62.2 | 61.2 | 62.3 | 55.8 | 55.1 | 53.1 | 60.7 | 60.6 | 60.5 |
| Tourism, hospitality, personal services, sport and recreation | 75.1 | 63.6 | 55.7 | 60.9 | 60.7 | 70.4 | 55.1 | 57.8 | 68.5 | 62.9 | 59.6 |
| **All study areas** | 85.2 | 79.2 | 76.2 | 76.3 | 76.1 | 71.3 | 68.1 | 68.8 | 70.9 | 71.8 | 72.9 |

\*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 D: Undergraduate overall employment, by study area, 2008–2018 (%)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016\*** | **2017** | **2018** |
| Science and mathematics | 92.1 | 88.0 | 86.1 | 86.8 | 86.8 | 83.8 | 82.6 | 82.1 | 81.5 | 80.6 | 82.9 |
| Computing and information systems | 92.3 | 89.8 | 86.7 | 89.2 | 87.1 | 84.7 | 82.6 | 83.2 | 82.5 | 82.1 | 81.1 |
| Engineering | 95.9 | 92.0 | 90.0 | 91.0 | 92.5 | 89.9 | 84.7 | 85.7 | 83.9 | 86.5 | 88.2 |
| Architecture and built environment | 96.5 | 90.2 | 93.1 | 90.7 | 90.8 | 87.4 | 89.0 | 89.3 | 85.8 | 87.2 | 87.9 |
| Agriculture and environmental studies | 94.2 | 90.6 | 86.3 | 87.9 | 88.8 | 86.4 | 86.8 | 84.0 | 84.2 | 84.2 | 87.1 |
| Health services and support | 96.5 | 94.4 | 94.0 | 93.9 | 93.2 | 92.3 | 91.4 | 91.9 | 90.1 | 89.9 | 89.5 |
| Medicine | 98.7 | 97.8 | 98.2 | 99.0 | 98.7 | 98.5 | 98.4 | 98.7 | 97.4 | 95.9 | 94.3 |
| Nursing | 98.9 | 98.7 | 97.7 | 97.4 | 97.6 | 95.2 | 95.4 | 95.1 | 93.3 | 91.7 | 91.5 |
| Pharmacy | 98.4 | 98.3 | 99.3 | 98.6 | 98.2 | 98.3 | 97.8 | 97.6 | 96.0 | 95.8 | 97.3 |
| Dentistry | 97.5 | 98.3 | 97.2 | 97.2 | 97.0 | 93.5 | 93.0 | 95.6 | 94.1 | 95.7 | 94.0 |
| Veterinary science | 95.5 | 94.8 | 94.7 | 93.1 | 91.3 | 85.8 | 89.4 | 93.0 | 89.4 | 87.5 | 89.2 |
| Rehabilitation | 98.3 | 97.5 | 97.6 | 96.0 | 96.4 | 94.8 | 94.1 | 96.1 | 95.2 | 95.8 | 95.8 |
| Teacher education | 96.9 | 96.4 | 95.9 | 95.3 | 95.2 | 94.8 | 94.4 | 94.4 | 94.3 | 93.0 | 93.9 |
| Business and management | 94.3 | 91.9 | 90.6 | 91.0 | 91.0 | 89.8 | 89.7 | 90.1 | 87.1 | 87.2 | 88.1 |
| Humanities, culture and social sciences | 91.6 | 90.5 | 88.5 | 88.6 | 88.3 | 86.6 | 85.4 | 86.6 | 83.5 | 83.6 | 83.8 |
| Social work | 95.4 | 93.6 | 91.3 | 90.6 | 90.1 | 87.8 | 88.7 | 87.7 | 85.5 | 86.1 | 86.5 |
| Psychology | 92.3 | 91.6 | 90.5 | 89.5 | 88.7 | 86.4 | 86.4 | 86.4 | 85.0 | 84.8 | 85.3 |
| Law and paralegal studies | 95.6 | 93.8 | 93.2 | 91.9 | 92.3 | 90.3 | 89.9 | 89.8 | 84.3 | 85.3 | 87.9 |
| Creative arts | 90.5 | 85.9 | 87.4 | 85.0 | 86.4 | 84.2 | 83.3 | 85.4 | 81.4 | 80.0 | 81.3 |
| Communications | 90.7 | 88.8 | 87.8 | 87.7 | 89.2 | 87.0 | 86.2 | 85.4 | 83.0 | 84.6 | 82.7 |
| Tourism, hospitality, personal services, sport and recreation | 92.4 | 92.1 | 89.9 | 89.8 | 89.8 | 94.9 | 88.8 | 92.4 | 89.6 | 86.8 | 86.7 |
| **All study areas** | 94.8 | 92.7 | 91.8 | 91.6 | 91.7 | 90.0 | 89.2 | 89.5 | 86.4 | 86.5 | 87.0 |

\*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 E: Undergraduate median starting salaries, 2008–2018, by study area ($ ’000)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016\*** | **2017** | **2018** | **% change 2008 to 2018** |
| Science and mathematics | 45.0 | 47.0 | 49.0 | 51.0 | 53.0 | 50.0 | 52.0 | 52.0 | 55.2 | 57.5 | 61.0 | 35.6 |
| Computing and information systems | 46.8 | 49.8 | 50.0 | 51.0 | 53.0 | 53.0 | 54.0 | 55.0 | 60.0 | 59.9 | 60.0 | 28.2 |
| Engineering | 54.0 | 57.0 | 56.0 | 60.0 | 63.0 | 63.8 | 61.6 | 60.0 | 62.6 | 64.0 | 65.0 | 20.4 |
| Architecture and built environment | 43.0 | 45.0 | 45.0 | 45.0 | 48.0 | 48.8 | 49.0 | 45.0 | 55.0 | 56.4 | 58.7 | 36.5 |
| Agriculture and environmental studies | 42.0 | 46.0 | 45.0 | 47.0 | 51.0 | 49.0 | 51.1 | 49.0 | 55.0 | 55.8 | 58.3 | 38.8 |
| Health services and support | 46.0 | 48.0 | 50.0 | 52.0 | 52.8 | 54.0 | 55.0 | 56.0 | 59.5 | 61.3 | 62.6 | 36.1 |
| Medicine | 50.0 | 53.5 | 56.0 | 59.0 | 60.0 | 60.0 | 60.7 | 65.0 | 69.2 | 70.3 | 73.0 | 46.0 |
| Nursing | 45.0 | 46.0 | 49.0 | 49.1 | 50.0 | 52.0 | 52.0 | 53.0 | 58.4 | 60.0 | 61.6 | 36.9 |
| Pharmacy | 34.0 | 35.0 | 36.0 | 37.0 | 38.8 | 39.0 | 40.0 | 42.0 | 43.8 | 44.2 | 47.0 | 38.2 |
| Dentistry | 70.0 | 70.0 | 75.0 | 80.0 | 80.0 | 80.0 | 75.0 | 80.0 | 83.5 | 78.3 | 83.7 | 19.6 |
| Veterinary science | 40.0 | 45.0 | 44.0 | 45.0 | 45.0 | 45.0 | 46.3 | 50.0 | 50.0 | 51.6 | 55.0 | 37.5 |
| Rehabilitation | 47.4 | 48.0 | 50.2 | 53.0 | 54.0 | 56.0 | 56.0 | 59.0 | 60.0 | 61.5 | 62.6 | 32.1 |
| Teacher education | 47.0 | 51.0 | 53.0 | 55.0 | 56.0 | 57.0 | 59.0 | 61.0 | 62.9 | 63.5 | 65.5 | 39.4 |
| Business and management | 43.0 | 45.0 | 45.0 | 47.0 | 49.0 | 49.5 | 50.0 | 50.0 | 55.0 | 55.2 | 58.0 | 34.9 |
| Humanities, culture and social sciences | 43.0 | 45.0 | 46.0 | 46.5 | 50.0 | 50.0 | 50.0 | 50.0 | 55.0 | 57.0 | 58.4 | 35.8 |
| Social work | 45.0 | 45.0 | 47.0 | 50.0 | 50.0 | 50.0 | 55.0 | 55.5 | 60.0 | 62.6 | 65.6 | 45.8 |
| Psychology | 43.1 | 45.0 | 47.1 | 47.0 | 49.0 | 50.0 | 49.0 | 50.0 | 54.8 | 57.6 | 60.0 | 39.2 |
| Law and paralegal studies | 46.0 | 50.0 | 48.0 | 50.0 | 52.0 | 55.0 | 52.9 | 55.0 | 60.0 | 60.0 | 61.4 | 33.5 |
| Creative arts | 36.3 | 37.5 | 38.0 | 40.0 | 40.0 | 40.0 | 40.0 | 40.0 | 48.0 | 48.0 | 50.1 | 38.0 |
| Communications | 38.0 | 40.0 | 39.0 | 40.0 | 41.0 | 42.0 | 43.9 | 45.0 | 48.0 | 50.0 | 52.8 | 38.9 |
| Tourism, hospitality, personal services, sport and recreation | 36.0 | 38.2 | 40.0 | 38.5 | 43.3 | 41.5 | 43.5 | 40.0 | 52.2 | 52.2 | 53.5 | 48.6 |
| **All study areas** | 45.0 | 48.0 | 49.0 | 50.0 | 52.0 | 52.5 | 52.0 | 54.0 | 57.9 | 60.0 | 61.0 | 35.6 |

\*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 F: Undergraduate employment outcomes, universities only, 2017 and 2018

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2017 Male** | **2017 Female** | **2017 Total** | **2018 Male** | **2018 Female** | **2018 Total** |
| Full-time employment (%) | 71.6 | 72.6 | 72.2 | 72.8 | 73.6 | 73.3 |
| Overall employed (%) | 84.4 | 87.9 | 86.7 | 85.0 | 88.4 | 87.2 |
| Labour force participation rate (%) | 91.5 | 92.4 | 92.1 | 91.3 | 92.3 | 92.0 |
| Median salary ($) | 60,900 | 59,000 | 60,000 | 63,000 | 60,000 | 61,000 |

Table G: Undergraduate employment outcomes, by study area, universities only, 2017 and 2018 (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **Full-time employment 2017** | **Full-time employment 2018** | **Total employment 2017** | **Total employment 2018** | **Labour force participation rate 2017** | **Labour force participation rate 2018** |
| Science and mathematics | 59.0 | 64.6 | 80.6 | 83.0 | 82.1 | 81.8 |
| Computing and information systems | 74.0 | 73.9 | 82.3 | 81.6 | 93.4 | 93.4 |
| Engineering | 79.4 | 83.4 | 86.5 | 88.4 | 94.4 | 94.5 |
| Architecture and built environment | 75.4 | 78.3 | 87.3 | 88.3 | 93.8 | 94.6 |
| Agriculture and environmental studies | 66.4 | 66.3 | 84.2 | 86.4 | 92.5 | 91.6 |
| Health services and support | 73.1 | 72.9 | 89.8 | 89.5 | 93.2 | 93.4 |
| Medicine | 95.9 | 94.9 | 95.9 | 94.3 | 94.0 | 95.0 |
| Nursing | 79.2 | 78.7 | 91.7 | 91.5 | 97.8 | 97.9 |
| Pharmacy | 95.2 | 97.2 | 95.8 | 97.3 | 95.5 | 97.4 |
| Dentistry | 86.8 | 86.8 | 95.7 | 94.0 | 94.9 | 92.5 |
| Veterinary science | 81.8 | 84.9 | 87.9 | 88.9 | 88.7 | 90.3 |
| Rehabilitation | 85.7 | 89.3 | 95.8 | 95.8 | 98.0 | 98.5 |
| Teacher education | 81.6 | 83.2 | 93.2 | 93.9 | 96.3 | 96.2 |
| Business and management | 76.8 | 78.1 | 87.4 | 88.3 | 96.4 | 96.6 |
| Humanities, culture and social sciences | 61.8 | 63.6 | 83.4 | 83.8 | 89.0 | 88.7 |
| Social work | 71.7 | 74.8 | 86.0 | 87.0 | 94.4 | 94.4 |
| Psychology | 60.7 | 64.5 | 85.1 | 85.3 | 87.0 | 86.1 |
| Law and paralegal studies | 75.1 | 77.4 | 85.5 | 87.9 | 94.3 | 94.4 |
| Creative arts | 55.4 | 52.7 | 81.8 | 82.1 | 90.3 | 92.1 |
| Communications | 61.7 | 62.1 | 85.1 | 83.5 | 93.6 | 90.0 |
| Tourism, hospitality, personal services, sport and recreation | 63.1 | 58.2 | 87.4 | 86.6 | 93.7 | 94.0 |
| **All study areas\*** | 72.2 | 73.3 | 86.7 | 87.2 | 92.1 | 92.0 |

\*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 H: Undergraduate employment outcomes by demographic group, universities only, 2017 and 2018 (%)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Full-time employment 2017** | **Full-time employment 2018** | **Overall employment 2017** | **Overall employment 2018** | **Labour force participation rate 2017** | **Labour force participation rate 2018** |
| Age | 30 years or under | 71.8 | 72.9 | 86.7 | 87.3 | 92.4 | 92.5 |
| Over 30 years | 74.3 | 75.1 | 86.4 | 86.7 | 90.5 | 89.3 |
| Indigenous | Indigenous | 78.3 | 73.4 | 89.3 | 86.6 | 90.7 | 91.5 |
| Non Indigenous | 72.1 | 73.3 | 86.6 | 87.2 | 92.1 | 92.0 |
| Home  language | English | 72.8 | 73.8 | 87.1 | 87.6 | 92.2 | 92.1 |
| Language other than English | 53.9 | 58.1 | 71.7 | 74.7 | 88.4 | 89.0 |
| Disability | Reported disability | 62.1 | 63.2 | 79.2 | 80.6 | 86.5 | 85.9 |
| No disability | 72.8 | 73.9 | 87.1 | 87.6 | 92.4 | 92.4 |
| Study mode | Internal | 71.0 | 72.1 | 86.2 | 86.7 | 91.9 | 92.0 |
| External/distance | 80.5 | 82.0 | 90.3 | 90.5 | 93.6 | 91.4 |
| Socio-economic status | High | 74.1 | 75.2 | 87.5 | 88.3 | 91.5 | 91.4 |
| Medium | 71.6 | 73.0 | 86.9 | 87.4 | 92.2 | 92.4 |
| Low | 70.8 | 70.6 | 85.3 | 85.1 | 93.0 | 91.7 |
| Location | Metro | 71.1 | 72.2 | 86.2 | 86.7 | 92.0 | 91.9 |
| Regional/remote | 75.9 | 76.9 | 88.7 | 89.4 | 92.6 | 92.3 |
| **Total university undergraduate** | | 72.2 | 73.3 | 86.7 | 87.2 | 92.1 | 92.0 |

Table I: Undergraduate occupation level, by employment type, universities only, 2018 (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Employed full-time – Male** | **Employed full-time – Female** | **Employed full-time – Total** | **Overall employed – Male** | **Overall employed – Female** | **Overall employed – Total** |
| Managers | 8.4 | 6.4 | 7.1 | 7.2 | 5.2 | 5.9 |
| Professionals | 63.5 | 66.7 | 65.5 | 53.2 | 55.5 | 54.7 |
| Technicians and trades workers | 5.7 | 2.2 | 3.5 | 5.5 | 2.5 | 3.5 |
| Community and personal service workers | 7.3 | 8.1 | 7.8 | 11.2 | 13.0 | 12.4 |
| Clerical and administrative workers | 8.2 | 10.9 | 9.9 | 8.2 | 11.1 | 10.1 |
| All other occupations | 6.8 | 5.7 | 6.1 | 14.6 | 12.8 | 13.4 |
| **Total** | 100 | 100 | 100 | 100 | 100 | 100 |

Table J: Undergraduate occupation level, overall employed, by study area, universities only, 2018 (%)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **Occupation group – Managers** | **Occupation group – Professionals** | **Occupation group – Technicians  & trade** | **Occupation group – Community & personal service** | **Occupation group – Clerical & administrative** | **Occupation group – All other occupations** | **All employed** |
| Science and mathematics | 3.7 | 43.8 | 9.2 | 12.7 | 9.2 | 21.5 | 100 |
| Computing and information systems | 5.0 | 68.6 | 9.1 | 3.5 | 4.7 | 9.1 | 100 |
| Engineering | 4.0 | 72.3 | 6.9 | 3.2 | 4.0 | 9.6 | 100 |
| Architecture and built environment | 8.3 | 43.4 | 18.2 | 6.0 | 12.9 | 11.2 | 100 |
| Agriculture and environmental studies | 7.0 | 37.7 | 10.8 | 10.0 | 8.7 | 25.9 | 100 |
| Health services and support | 4.2 | 43.8 | 2.4 | 28.1 | 7.6 | 13.9 | 100 |
| Medicine | 0.8 | 89.7 | 0.6 | 2.9 | 1.8 | 4.1 | 100 |
| Nursing | 0.9 | 83.7 | 0.3 | 11.4 | 1.1 | 2.5 | 100 |
| Pharmacy | 0.6 | 94.9 | 1.4 | 0.3 | 0.3 | 2.5 | 100 |
| Dentistry | 0.5 | 55.3 | 0.0 | 42.0 | 0.5 | 1.8 | 100 |
| Veterinary science | 2.1 | 61.5 | 16.4 | 8.7 | 2.4 | 8.7 | 100 |
| Rehabilitation | 0.5 | 92.1 | 0.3 | 4.5 | 1.1 | 1.5 | 100 |
| Teacher education | 2.8 | 84.2 | 0.4 | 6.6 | 1.7 | 4.2 | 100 |
| Business and management | 12.3 | 50.1 | 1.4 | 5.9 | 17.3 | 12.9 | 100 |
| Humanities, culture and social sciences | 7.0 | 35.8 | 2.2 | 17.1 | 17.9 | 20.0 | 100 |
| Social work | 4.4 | 58.4 | 0.8 | 24.5 | 6.6 | 5.2 | 100 |
| Psychology | 7.3 | 36.6 | 2.0 | 20.0 | 14.9 | 19.3 | 100 |
| Law and paralegal studies | 6.9 | 42.0 | 0.6 | 13.3 | 27.2 | 10.0 | 100 |
| Creative arts | 5.1 | 42.6 | 4.6 | 13.1 | 9.1 | 25.6 | 100 |
| Communications | 8.9 | 45.4 | 2.3 | 11.1 | 12.2 | 20.1 | 100 |
| Tourism, hospitality, personal services, sport and recreation | 6.0 | 21.7 | 3.6 | 34.3 | 12.0 | 22.3 | 100 |
| **All study areas**\* | 5.9 | 54.7 | 3.5 | 12.4 | 10.1 | 13.4 | 100 |

\*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 K: Undergraduate employment outcomes, NUHEIs only, 2017 and 2018

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2017 Male** | **2017 Female** | **2017 Total** | **2018 Male** | **2018 Female** | **2018 Total** |
| Full-time employment (%) | 57.9 | 58.8 | 58.4 | 60.1 | 64.6 | 62.6 |
| Overall employed (%) | 79.6 | 81.6 | 80.8 | 78.5 | 83.2 | 81.6 |
| Labour force participation rate (%) | 92.0 | 89.2 | 90.3 | 91.6 | 90.3 | 90.7 |
| Median salary ($) | 50,900 | 54,500 | 52,200 | 55,000 | 54,800 | 55,000 |

Table L: Undergraduate employment outcomes by study area, NUHEIs only, 2017-2018 (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **Full-time employment 2017** | **Full-time employment 2018** | **Total employment 2017** | **Total employment 2018** | **Labour force participation rate 2017** | **Labour force participation rate 2018** |
| Science and mathematics | n/a | n/a | n/a | 70.4 | n/a | 81.8 |
| Computing and information systems | 56.4 | 52.8 | 76.5 | 70.4 | 89.5 | 91.0 |
| Engineering | n/a | n/a | 81.3 | 66.7 | 84.2 | 76.9 |
| Architecture and built environment | n/a | n/a | n/a | n/a | n/a | n/a |
| Agriculture and environmental studies | n/a | 98.0 | n/a | 98.0 | n/a | 100.0 |
| Health services and support | 63.1 | 64.9 | 91.2 | 88.9 | 92.7 | 91.0 |
| Medicine |  |  |  |  |  |  |
| Nursing | 90.2 | 83.9 | 92.9 | 88.6 | 94.9 | 95.7 |
| Pharmacy |  |  |  |  |  |  |
| Dentistry |  |  |  |  |  |  |
| Veterinary science | n/a | n/a | n/a | n/a | n/a | n/a |
| Rehabilitation |  |  |  |  |  |  |
| Teacher education | 82.4 | 90.4 | 88.3 | 92.9 | 97.2 | 93.3 |
| Business and management | 62.3 | 69.6 | 82.1 | 82.1 | 95.2 | 92.9 |
| Humanities, culture and social sciences | 75.0 | 76.4 | 89.7 | 84.0 | 80.0 | 85.2 |
| Social work | 63.3 | 55.6 | 86.7 | 81.6 | 95.3 | 96.1 |
| Psychology | 47.2 | n/a | 73.3 | n/a | 92.6 | 88.9 |
| Law and paralegal studies | 50.0 | n/a | 70.3 | n/a | 90.2 | n/a |
| Creative arts | 41.8 | 49.5 | 70.2 | 76.7 | 88.6 | 90.0 |
| Communications | 44.5 | 36.1 | 77.7 | 72.1 | 93.5 | 95.8 |
| Tourism, hospitality, personal services, sport and recreation | n/a | n/a | n/a | n/a | n/a | n/a |
| **All study areas\*** | 58.4 | 62.6 | 80.8 | 81.6 | 90.3 | 90.7 |

\*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 M: Undergraduate employment outcomes by demographic group, NUHEIs only, 2017 and 2018 (%)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Full-time employment 2017** | **Full-time employment 2018** | **Total employment 2017** | **Total employment 2018** | **Labour force participation rate 2017** | **Labour force participation rate 2018** |
| Age | 30 years or under | 55.7 | 61.0 | 79.7 | 80.4 | 92.5 | 92.0 |
| Over 30 years | 67.1 | 67.7 | 84.0 | 84.2 | 84.8 | 87.8 |
| Indigenous | Indigenous | n/a | n/a | n/a | n/a | n/a | n/a |
| Non Indigenous | 58.5 | 62.7 | 80.9 | 81.7 | 90.2 | 90.6 |
| Home  language | English | 58.5 | 63.1 | 81.1 | 82.1 | 90.5 | 90.9 |
| Language other than English | n/a | n/a | 64.5 | 53.8 | 77.5 | 81.3 |
| Disability | Reported disability | 45.7 | 50.7 | 66.4 | 76.1 | 85.9 | 86.3 |
| No disability | 59.2 | 63.3 | 81.9 | 81.9 | 90.6 | 90.9 |
| Study mode | Internal | 57.4 | 60.8 | 80.2 | 80.5 | 90.5 | 90.5 |
| External/distance | 69.4 | 78.7 | 87.2 | 89.8 | 87.7 | 93.5 |
| Socio-economic status | High | 60.2 | 67.6 | 82.9 | 84.4 | 91.2 | 88.8 |
| Medium | 57.3 | 63.9 | 80.5 | 81.7 | 90.5 | 91.9 |
| Low | 55.9 | 49.2 | 77.2 | 75.6 | 89.9 | 91.8 |
| Location | Metro | 58.2 | 60.9 | 80.6 | 81.2 | 90.8 | 90.4 |
| Regional/remote | 58.6 | 69.7 | 83.9 | 86.5 | 89.8 | 93.9 |
| **Total university undergraduate** | | 58.4 | 62.6 | 80.8 | 81.6 | 90.3 | 90.7 |

Table N: Undergraduate occupation level, by employment type, NUHEIs only, 2018 (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Employed full-time – Male** | **Employed full-time – Female** | **Employed full-time – Total** | **Overall employed – Male** | **Overall employed – Female** | **Overall employed – Total** |
| Managers | 13.8 | 11.5 | 12.4 | 9.5 | 7.5 | 8.1 |
| Professionals | 38.7 | 45.9 | 43.1 | 34.4 | 40.1 | 38.5 |
| Technicians and trades workers | 8.6 | 4.1 | 5.9 | 9.0 | 3.9 | 5.7 |
| Community and personal service workers | 13.5 | 12.8 | 13.1 | 14.0 | 17.7 | 16.2 |
| Clerical and administrative workers | 6.4 | 14.6 | 11.2 | 6.0 | 12.2 | 9.9 |
| All other occupations | 19.1 | 11.1 | 14.3 | 27.1 | 18.6 | 21.5 |
| **Total** | 100 | 100 | 100 | 100 | 100 | 100 |

Table O: Undergraduate satisfaction by study area, universities only, 2017 and 2018 (% agreement)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **Overall satisfaction**  **2017** | **Overall satisfaction**  **2018** | **Good teaching scale 2017** | **Good teaching scale 2018** | **Generic skills scale 2017** | **Generic skills scale 2018** |
| Science and mathematics | 83.4 | 83.9 | 67.3 | 67.7 | 85.2 | 84.5 |
| Computing and information systems | 74.5 | 74.8 | 57.5 | 58.5 | 76.9 | 78.5 |
| Engineering | 73.5 | 74.9 | 47.3 | 49.3 | 82.5 | 83.1 |
| Architecture and built environment | 76.3 | 76.6 | 62.7 | 64.3 | 79.3 | 79.0 |
| Agriculture and environmental studies | 82.4 | 82.1 | 68.0 | 65.9 | 85.9 | 85.4 |
| Health services and support | 79.2 | 81.8 | 65.1 | 66.0 | 82.3 | 84.0 |
| Medicine | 80.7 | 80.3 | 50.6 | 50.0 | 80.5 | 79.5 |
| Nursing | 77.2 | 78.8 | 58.2 | 58.8 | 82.0 | 82.2 |
| Pharmacy | 83.4 | 84.1 | 63.4 | 62.9 | 83.6 | 84.1 |
| Dentistry | 78.7 | 82.8 | 62.3 | 58.8 | 83.6 | 80.9 |
| Veterinary science | 79.8 | 77.2 | 55.8 | 53.8 | 82.2 | 78.4 |
| Rehabilitation | 87.2 | 87.0 | 71.3 | 71.8 | 90.5 | 86.8 |
| Teacher education | 76.7 | 75.8 | 58.4 | 57.1 | 77.0 | 75.4 |
| Business and management | 77.7 | 76.5 | 57.7 | 55.5 | 78.7 | 78.6 |
| Humanities, culture and social sciences | 85.1 | 84.0 | 75.6 | 73.6 | 83.2 | 82.2 |
| Social work | 85.4 | 86.6 | 69.1 | 71.3 | 84.9 | 86.4 |
| Psychology | 81.3 | 81.5 | 63.6 | 62.8 | 84.2 | 82.8 |
| Law and paralegal studies | 79.7 | 83.2 | 56.9 | 58.0 | 82.6 | 85.2 |
| Creative arts | 76.2 | 75.5 | 73.1 | 71.7 | 77.3 | 76.7 |
| Communications | 78.4 | 80.3 | 67.7 | 70.3 | 80.0 | 80.1 |
| Tourism, hospitality, personal services, sport and recreation | 81.0 | 74.8 | 72.8 | 62.1 | 82.4 | 79.1 |
| **All study areas** | 79.6 | 79.8 | 62.8 | 62.7 | 81.9 | 81.6 |

Table P: Undergraduate satisfaction by study area, NUHEIs only, 2017 and 2018 (% agreement)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **Overall satisfaction**  **2017** | **Overall satisfaction**  **2018** | **Good teaching scale 2017** | **Good teaching scale 2018** | **Generic skills scale 2017** | **Generic skills scale 2018** |
| Science and mathematics | n/a | 86.4 | n/a | 81.8 | n/a | 84.1 |
| Computing and information systems | 79.9 | 73.3 | 80.9 | 75.2 | 82.3 | 81.7 |
| Engineering | 77.9 | 69.1 | 68.7 | 63.8 | 72.1 | 70.2 |
| Architecture and built environment | n/a | n/a | n/a | n/a | n/a | n/a |
| Agriculture and environmental studies | n/a | 91.7 | n/a | 81.3 | n/a | 83.3 |
| Health services and support | 76.0 | 76.1 | 68.1 | 68.1 | 77.5 | 77.0 |
| Medicine |  |  |  |  |  |  |
| Nursing | 90.0 | 93.4 | 84.3 | 80.3 | 94.3 | 93.4 |
| Pharmacy |  |  |  |  |  |  |
| Dentistry |  |  |  |  |  |  |
| Veterinary science | n/a | n/a | n/a | n/a | n/a | n/a |
| Rehabilitation |  |  |  |  |  |  |
| Teacher education | 87.9 | 86.7 | 82.1 | 81.8 | 87.1 | 83.7 |
| Business and management | 78.6 | 81.8 | 70.8 | 74.4 | 79.1 | 82.8 |
| Humanities, culture and social sciences | 92.1 | 93.1 | 88.7 | 87.1 | 87.2 | 88.5 |
| Social work | 90.6 | 86.4 | 80.5 | 83.0 | 88.3 | 83.0 |
| Psychology | 74.3 | 84.6 | 70.4 | 73.1 | 82.9 | 92.3 |
| Law and paralegal studies | 90.9 | n/a | 90.9 | n/a | 97.0 | n/a |
| Creative arts | 74.3 | 73.5 | 76.5 | 75.5 | 78.5 | 74.8 |
| Communications | 69.9 | 81.5 | 77.2 | 77.6 | 84.4 | 83.6 |
| Tourism, hospitality, personal services, sport and recreation | n/a | n/a | n/a | n/a | n/a | n/a |
| **All study areas** | 80.2 | 81.1 | 77.1 | 76.5 | 82.0 | 81.5 |

1. 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). Prior to 2018, the Graduate Outcomes Survey used female salaries in the denominator. [↑](#footnote-ref-1)
2. Graduate Careers Australia (2014), An analysis of the gender wage gap in the Australian graduate labour market, 2013 [↑](#footnote-ref-2)
3. Review of the Postgraduate Research Experience Questionnaire, [www.qilt.edu.au](http://www.qilt.edu.au) [↑](#footnote-ref-3)
4. Useful surveys can be found in McGowan, M. A., & Andrews, D. (2015). Skill mismatch and public policy in OECD countries. OECD Economics Department Working Papers no. 1210; Li, I. W., & Miller, P. W. (2013). The absorption of recent graduates into the Australian labour market. The Australian Economic Review, vol. 46, no. 1, pp. 14–30, and McGuinness, S. (2006). Overeducation in the labour market. Journal of Economic Surveys, vol. 20, no. 3, pp. 387-418. [↑](#footnote-ref-4)
5. For development and validation of the scale, see Maynard, D. C., Joseph, T. A., & Maynard, A. M. (2006). Underemployment, job attitudes, and turnover intentions. Journal of Organizational Behaviour, 27(4), 509–536. [↑](#footnote-ref-5)