2021 Graduate Outcomes Survey – Longitudinal (GOS-L)

National Report September 2021

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The 2021 GOS-L was led by Graham Challice and the project team consisted of Lisa Bolton, Lauren Spencer, Blair Johnston, Cynthia Kim, Dr Paddy Tobias, Kinto Behr, Shane Smith, Joe Feng, Sean Walker, Rawan Habibeh and Kelsey Pool.

For more information on the conduct and results of the 2021 GOS-L see the Quality Indicators for Learning and Teaching (QILT) website: www.qilt.edu.au. The QILT team can be contacted by email at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).

## Introduction

The 2021 Graduate Outcomes Survey – Longitudinal (GOS-L) measures the medium-term outcomes of higher education graduates based on a cohort analysis of graduates who responded to the 2018 Graduate Outcomes Survey (GOS). The GOS-L is an ongoing part of the Quality Indicators for Learning and Teaching (QILT) survey suite.

The 2021 GOS-L National Report examines short-term and medium-term labour market outcomes (rates of full-time employment, overall employment, labour force participation and median full-time salaries), as well as skills utilisation and further study outcomes of graduates. The report also discusses some areas of focus such as the impact of COVID-19 on labour force outcomes, the gender pay gap, and reasons for underutilisation of skills. The GOS-L also collects information relevant to themes beyond the scope of this report, such as the importance of the course, how well the course prepared graduates for work and further study, and more detailed labour force breakdowns, including graduates working in their own businesses, unpaid work and unemployment levels. Reporting of graduate labour market outcomes in this report focuses on domestic graduates only due to challenges in tracking labour market outcomes of international graduates.

This report is supported by a PowerBI workbook which allows readers to further explore the data presented in this report. It is also supported by a set of additional static tables which provide additional data and detail out of scope of this report, but which may be of interest to the reader.

The 2021 GOS-L was administered for all higher education institutions whose graduates participated in the 2018 GOS and were eligible to participate in the GOS-L. In total, at all study levels, 104 institutions participated, including all 41 Table A and B universities and 63 non-university higher education institutions (NUHEIs). The GOS-L achieved an overall 49.0 per cent response rate in 2021, representing 37,650 completed surveys, down from 50.0 per cent and 40,153 completed surveys in 2020 and from 55.9 per cent and 42,666 completed surveys in 2019.

The following report provides high level results from the 2021 GOS-L. Further detail is available from https://www.qilt.edu.au/qilt-surveys/graduate-employment.

## Labour market outcomes

### The impact of the COVID-19 pandemic

The GOS and GOS-L follow ABS Labour Force Survey concepts and definitions in measuring graduate employment outcomes. This means graduates are considered employed if they work at least one hour in the survey reference week, or usually work one hour per week. Graduates are considered to be employed full-time if they actually work 35 hours per week or more, or usually work that many hours. Examining the hours actually worked by employed graduates therefore provides an additional insight into employment trends.

The COVID-19 pandemic has had a major impact on the Australian labour market, especially in short-term graduate employment outcomes. As was expected, recent graduate employment rates as reported in the 2020 GOS National Report declined markedly between 2019 and 2020. In addition to this, there was a marked decrease in the ‘actual hours’ that graduates worked, with particularly large falls for part-time workers in the most heavily affected industries such as arts and recreation services, accommodation and food services, administration and support services and retail, and a large increase in the proportion of graduates reporting they had been away from work for any reason, which includes people temporarily stood down due to COVID-19. In the May collection of the 2020 GOS, there was also a marked increase in the number of employed graduates who reported that they were ‘away from work’ for any reason including COVID-19, particularly amongst part-time workers.

As reported in the 2020 GOS-L National Report, the medium-term employment outcomes of graduates in 2020 was relatively unaffected due to the timing of the survey in February 2020, which largely missed the impact of the COVID-19 pandemic. Only around 5 per cent of respondents completed the survey after COVID-19 restrictions began to impact employment.

The 2021 GOS-L was conducted from mid-February until the end of March 2021, after the economy had re-opened in most parts of Australia. While there was a short lockdown in Victoria in the days leading up to the launch of the survey, all other lockdowns, which were in Brisbane and Perth, did not occur during the survey period. As a result, this report shows the employment effects of the COVID-19 pandemic on the medium-term outcomes of graduates have been relatively minor. The full-time employment rate decreased by 1.2 percentage points between 2020 and 2021, from 90.1 per cent to 88.9 per cent. Overall employment decreased by 1.0 percentage point, from 93.3 per cent to 92.3 per cent. This is in line with trends in the general labour market which saw employment rates fall from 94.9 per cent in February 2020 to 94.1 per cent in February 2021. For those graduates who were employed, there has been little impact in terms of the ’actual’ hours worked compared with previous years. There is also a very small variance in the number of graduates who were employed three years after completing their studies reporting that they were ’away from work’ in the previous week at the time of completing the survey.

Table 1 Undergraduate medium-term employment rates, 2019-2021 (%)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2019** | **2020** | **2021** |
| In full-time employment (as a percentage of those available for full-time work) | 90.1 | 90.1 | 88.9 |
| Overall employed (as a percentage of those available for any work) | 93.3 | 93.3 | 92.3 |

### Study level

### Undergraduates

In general, the 2021 GOS-L confirms findings from previous reports that following graduation it can take time for some graduates to successfully establish themselves in their careers. In 2018, 74.3 per cent of graduates who completed both the Graduate Outcomes Survey (GOS) and Graduate Outcomes Survey - Longitudinal (GOS-L) were in full-time employment four months after completing their course. Three years later in 2021, the proportion of the same cohort of graduates in full-time employment had risen to 88.9 per cent an increase of 14.6 percentage points.

Table 2 Short-term and medium-term full-time employment rate for all 2007 to 2018 undergraduates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Short-term outcome** | **Short-term outcome** | **Medium-term outcome** | **Medium-term outcome** | **Number of participating institutions** |
| 2007i | 83.6 | 2010i | 92.6 | 31 |
| 2008i | 83.2 | 2011i | 92.8 | 34 |
| 2009i | 79.3 | 2012i | 92.2 | 39 |
| 2010i | 76.3 | 2013i | 90.2 | 36 |
| 2011i | 76.0 | 2014i | 89.2 | 40 |
| 2012i | 76.2 | 2015i | 88.5 | 19 |
| 2013ii | 70.9 | 2016ii | 88.4 | 51 |
| 2014ii | 67.5 | 2017 | 89.3 | 55 |
| 2015 | 67.1 | 2018 | 89.2 | 60 |
| 2016 | 72.6 | 2019 | 90.1 | 73 |
| 2017 | 73.0 | 2020 | 90.1 | 79 |
| 2018 | 74.3 | 2021 | 88.9 | 95 |

Sources: Beyond Graduation Survey 2010–2015i and Graduate Outcomes Survey – Longitudinal 2016–2021ii. NB Results from the GOS-L are consistent with standard ABS labour force definitions unlike previous results presented in the BGS. Using the previous methodology from the BGS, the full-time employment rate in 2015 immediately upon graduation was 68.8 per cent in comparison with 67.1 per cent using the ABS/GOS-L methodology as shown above.

Table **3** shows that high level undergraduate labour market outcomes are broadly similar for males and females with the notable exception that female graduates earn less than male graduates. In 2018, the gender gap in graduate median salaries was $3,000 or 4.7 per cent. In 2021, for the same cohort of graduates three years later, the gender gap in graduate median salaries had increased to $4,900 or 6.1 per cent.

As seen in Table **3**, the proportion of undergraduates in overall employment in 2018, four months after completing their course, was 87.4 per cent, while three years later 92.3 per cent had secured employment. The labour force participation rate measures the proportion of graduates available for employment. The labour force participation rate of graduates shortly after course completion was 91.7 per cent and this remained unchanged over the medium-term. Three years out the median salary level among graduates in full-time employment had increased from $62,100 to $77,000, an increase of 24 per cent.

Table 3 Short-term and medium-term outcomes for undergraduates

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Short-term outcomes 2018, Male** | **Short-term outcomes 2018, Female** | **Short-term outcomes 2018, Total** | **Medium-term outcomes 2021, Male** | **Medium-term outcomes 2021, Female** | **Medium-term outcomes 2021, Total** |
| In full-time employment (as a percentage of those available for full-time work) | 73.3 | 74.9 | 74.3 | 88.6 | 89.1 | 88.9 |
| Overall employed (as a percentage of those available for any work) | 85.2 | 88.5 | 87.4 | 91.2 | 92.8 | 92.3 |
| Labour force participation rate (as a percentage of all graduates) | 91.0 | 92.1 | 91.7 | 91.9 | 91.6 | 91.7 |
| Median salary (of those employed full-time) | $64,000 | $61,000 | $62,100 | $80,000 | $75,100 | $77,000 |

Previous research suggests that one of the key factors contributing to the gender gap in salaries is that females tend to graduate from fields of education that achieve lower salaries e.g. Creative arts, whereas males tend to graduate from more highly remunerated fields e.g. Engineering. However, female graduates often earn less than their male graduates within the same field of education. For example, undergraduate study areas with large gender gaps in salaries three years out include, Architecture and built environment, $17,900 or 21.1 per cent, Creative arts, $6,600 or 9.9 per cent, Medicine, $7,400 or 6.6 per cent and the largest study area, Business and management, $5,000 or 6.3 per cent. There are some exceptions where females are paid more than males such as in, Psychology, $1,600 or 2.2 per cent. There are also some study areas with no, or very little gender gap in salaries such as Computing and information systems, Communications and Rehabilitation where salaries are equal, and Engineering where males are paid $1,300 or 1.5 per cent more than females three years after graduation. This information is available in the PowerBI Dashboard accompanying this report.

### Postgraduate coursework graduates

In 2018, 86.6 per cent of postgraduate coursework graduates were in full-time employment four to six months after completing their course, as shown in Table 4. Three years later in 2021, the proportion in full-time employment had risen to 93.3 per cent, which was 4.4 percentage points higher than for those who had completed undergraduate qualifications. The proportion of postgraduate coursework graduates in overall employment in 2018, four to six months after completing their course was 93.3 per cent, and three years later remained strong with 95.2 per cent having secured employment. The labour force participation rate measures the proportion of all graduates entering the labour force. The labour force participation rate of graduates shortly after course completion was 96.2 per cent which decreased slightly to 95.0 per cent over the medium-term. Three years out, the median salary level of postgraduate coursework graduates in full-time employment increased from $83,600 to $100,000, an increase of 19.6 per cent. The salary outcomes for postgraduate coursework graduates are much higher than for undergraduates, being $21,500 higher in the short-term and $23,000 higher in the medium-term. In part, this may reflect the fact many postgraduate coursework graduates are well established in their careers before they commence further study. This is demonstrated by the higher proportion of postgraduate coursework graduates who study externally as they combine work and study.

Table 4 Short-term and medium-term outcomes for postgraduate coursework graduates

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Short-term outcomes 2018, Male** | **Short-term outcomes 2018, Female** | **Short-term outcomes 2018, Total** | **Medium-term outcomes 2021, Male** | **Medium-term outcomes 2021, Female** | **Medium-term outcomes 2021, Total** |
| In full-time employment (as a percentage of those available for full-time work) | 87.5 | 86.0 | 86.6 | 93.1 | 93.4 | 93.3 |
| Overall employed (as a percentage of those available for any work) | 92.6 | 93.6 | 93.3 | 94.6 | 95.5 | 95.2 |
| Labour force participation rate (as a percentage of all graduates) | 96.5 | 96.0 | 96.2 | 95.9 | 94.5 | 95.0 |
| Median salary (of those employed full-time) | $92,000 | $80,000 | $83,600 | $110,000 | $95,000 | $100,000 |

Overall, in the short-term slightly fewer female postgraduate coursework graduates were in full-time employment than males, by 1.5 percentage points. However, three years later the rate of female and male postgraduate coursework graduates in full-time employment was roughly equal, 93.4 per cent for females and 93.1 per cent for males. The gender gap in salaries is more pronounced at the postgraduate coursework level than for undergraduates. In 2018, four to six months after completion of their studies, the median salary of male postgraduate coursework graduates was $12,000 or 13.0 per cent higher than females. This gap has increased to $15,000 or 13.6 per cent three years after course completion in 2021. The gender gap in salaries among postgraduate coursework graduates persists across all study areas, in particular in Computing and information systems and Business and management with gender pay gaps in excess of 13 per cent three years after course completion. The only exception occurs with Nursing postgraduate coursework graduates where females earned $103,000, more than men, $99,000. The gender gap in postgraduate coursework graduate salaries is likely due to a range of factors such as occupation level, age, experience, personal factors and possible inequalities within workplaces.

### Postgraduate research graduates

In 2018, 82.5 per cent of postgraduate research graduates were in full-time employment compared with 74.3 per cent of those who had completed undergraduate qualifications and 86.6 per cent of those who had completed postgraduate coursework qualifications, four to six months after completion. However, three years later in 2021, the gap in full-time employment rates between these groups of graduates had narrowed with 88.9 per cent of undergraduates and 90.3 per cent of postgraduate research graduates in full-time employment compared with 93.3 per cent of postgraduate coursework graduates.

The proportion of postgraduate research graduates in employment in 2018, four to six months after completing their course was 91.9 per cent and three years later this had increased slightly to 92.4 per cent, as shown by Table 5. The labour force participation rate of postgraduate research graduates shortly after course completion was 94.6 per cent which was slightly lower in the medium-term at 93.0 per cent. Three years out the median salary level among postgraduate research graduates in full-time employment had increased from $90,000 to $102,000, an increase of 13.3 per cent. This is lower than growth in postgraduate coursework graduate salaries of 19.6 per cent and lower than growth in undergraduate salaries of 24.0 per cent.

The gender gap in postgraduate research graduate salaries was $2,000 or 2.2 per cent in 2018 four to six months after graduation. However, three years later in 2021, median full-time female postgraduate research graduate salaries were $102,000, being $400 higher than for males at $101,600.

Table 5 Short-term and medium-term outcomes of postgraduate research graduates

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Short-term outcomes 2018, Male** | **Short-term outcomes 2018, Female** | **Short-term outcomes 2018, Total** | **Medium-term outcomes 2021, Male** | **Medium-term outcomes 2021, Female** | **Medium-term outcomes 2021, Total** |
| In full-time employment (as a percentage of those available for full-time work) | 82.9 | 82.3 | 82.5 | 91.0 | 89.7 | 90.3 |
| Overall employed (as a percentage of those available for any work) | 91.6 | 92 | 91.9 | 93.4 | 91.7 | 92.4 |
| Labour force participation rate (as a percentage of all graduates) | 94.1 | 94.8 | 94.6 | 92.8 | 93.2 | 93.0 |
| Median salary (of those employed full-time) | $92,000 | $90,000 | $90,000 | $101,600 | $102,000 | $102,000 |

### Study area

In 2018, the proportion of recent undergraduates in full-time employment across study areas ranged from 96.6 per cent for Pharmacy, 94.1 per cent for Medicine and 91.7 per cent for Rehabilitation, compared to 53.6 per cent for Creative arts, 59.5 per cent for Tourism, hospitality, personal services, sport & recreation and 64.1 per cent for Psychology. The range between the highest and lowest full-time employment rates was 43.0 percentage points.

By 2021, in the medium-term, this range had contracted to 22.1 percentage points. Full-time employment rates increased to 97.3 per cent for Pharmacy, 97.6 per cent for Medicine and 98.2 per cent for Rehabilitation. Full-time employment rates in Dentistry increased from 87.5 per cent in 2018 to 97.8 per cent in 2021. However, study areas with lower full-time employment rates in 2018 saw much larger subsequent increases. Full-time employment rose 22.5 percentage points to stand at 76.1 percent in 2021 for those who had completed courses in Creative arts, rose 28.0 percentage points to 87.5 per cent for those who had completed courses in Tourism, hospitality, personal services, sport and recreation, and rose 23.2 percentage points to 87.3 per cent for those who had completed courses in Psychology.

This continues to demonstrate an important point that while undergraduates from some fields of education, in particular those with generalist degrees, have weaker employment outcomes soon after completing their course, the gap in employment outcomes across fields of education tends to narrow over time.

Short-term and medium-term full-time employment outcomes are also shown at more disaggregated level by 45 study areas in Table 7.

Table 6 Short-term and medium-term full-time employment outcomes by level of study and study area (%)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Study area** | **Undergraduate 2018** | **Undergraduate 2021** | **Postgraduate coursework 2018** | **Postgraduate coursework 2021** | **Postgraduate research 2018** | **Postgraduate research 2021** |
| Science and mathematics | 68.5 | 86.6 | 76.4 | 88.3 | 83.1 | 92.4 |
| Computing and information systems | 77.6 | 92.8 | 86 | 93.3 | 80.6 | 100 |
| Engineering | 84.7 | 95 | 84.1 | 93.8 | 85 | 91.5 |
| Architecture and built environment | 79.2 | 86.5 | 83.1 | 91.1 | n/a | n/a |
| Agriculture and environmental studies | 68.6 | 87.2 | 80.2 | 92.2 | 87.9 | 88.9 |
| Health services and support | 74.1 | 91.4 | 85.8 | 94.4 | 86.7 | 89.8 |
| Medicine | 94.1 | 97.6 | 96.1 | 98.6 | 89.8 | 93.2 |
| Nursing | 79.4 | 92.3 | 96.3 | 95.1 | n/a | n/a |
| Pharmacy | 96.6 | 97.3 | 97.8 | 92.9 | n/a | n/a |
| Dentistry | 87.5 | 97.8 | 85.3 | 96.8 | n/a | n/a |
| Veterinary science | 90.3 | 93.2 | 97.1 | 96.8 | n/a | n/a |
| Rehabilitation | 91.7 | 98.2 | 95.5 | 99.1 | n/a | n/a |
| Teacher education | 84.9 | 93.6 | 85.8 | 94.2 | 88.6 | 93.2 |
| Business and management | 78.9 | 91.9 | 90 | 93.8 | 83.1 | 75.6 |
| Humanities, culture and social sciences | 65.1 | 83.9 | 81.5 | 88.2 | 74.3 | 89.1 |
| Social work | 75.3 | 87.3 | 80.3 | 93.1 | n/a | n/a |
| Psychology | 64.1 | 87.3 | 80.9 | 94.3 | 89.9 | 94.1 |
| Law and paralegal studies | 77.1 | 92.3 | 87.2 | 93 | 92.6 | n/a |
| Creative arts | 53.6 | 76.1 | 66.3 | 81.4 | 62.9 | 74.6 |
| Communications | 65.3 | 83.6 | 77.1 | 84.1 | 72.4 | 96.3 |
| Tourism, hospitality, personal services, sport and recreation | 59.5 | 87.5 | 76 | n/a | n/a | n/a |
| **All study areas** | **74.3** | **88.9** | **86.6** | **93.3** | **82.5** | **90.3** |

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

In general terms, trends in employment outcomes for postgraduate coursework and postgraduate research graduates are similar to, but less pronounced than those observed for undergraduates. That is, graduates from more vocationally oriented programs such as Medicine tend to have higher rates of full-time employment in the short-term than more generalist study areas such as Science and mathematics, and Humanities, culture and social sciences. However, the gap in employment rates between those with vocational and generalist degrees diminishes over time.

Table 7 Short-term and medium-term full-time employment outcomes by level of study and 45 study areas (%)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Study area 45 | Study area 45 | Undergraduate Short-term | Undergraduate Medium-term | Postgraduate coursework Short-term | Postgraduate coursework Medium-term |
| Science and mathematics | Natural and physical sciences | 73.5 | 88.0 | 70.1 | 85.7 |
| Science and mathematics | Mathematics | 72.6 | 91.9 | 85.4 | 90.7 |
| Science and mathematics | Biological sciences | 61.7 | 84.4 | 80.0 | 89.6 |
| Science and mathematics | Medical sciences and technology | 66.3 | 85.0 | 73.3 | 90.0 |
| Computing and information systems | Computing and information systems | 77.3 | 92.8 | 86.0 | 93.3 |
| Engineering | Engineering – other | 85.8 | 93.2 | 85.2 | 92.7 |
| Engineering | Engineering – process and resources | 77.2 | 95.9 | 84.8 | 93.5 |
| Engineering | Engineering – mechanical | 82.4 | 94.0 | 84.0 | 92.0 |
| Engineering | Engineering – civil | 90.3 | 98.4 | 92.1 | 97.5 |
| Engineering | Engineering – electrical and electronic | 90.3 | 97.0 | n/a | n/a |
| Engineering | Engineering – aerospace | 71.4 | 89.7 | n/a | n/a |
| Architecture and built environment | Architecture and urban environments | 72.7 | 83.8 | 82.4 | 90.6 |
| Architecture and built environment | Building and construction | 95.5 | 95.5 | n/a | n/a |
| Agriculture and environmental studies | Agriculture and forestry | 77.5 | 92.2 | 88.6 | 95.0 |
| Agriculture and environmental studies | Environmental studies | 62.4 | 83.9 | 75.0 | 90.8 |
| Health services and support | Health services and support | 75.3 | 91.4 | 83.8 | 94.8 |
| Health services and support | Public health | 69.6 | 92.0 | 87.5 | 94.2 |
| Medicine | Medicine | 94.5 | 98.0 | 96.4 | 98.6 |
| Nursing | Nursing | 79.4 | 92.3 | 96.3 | 95.1 |
| Pharmacy | Pharmacy | 96.6 | 97.3 | 97.8 | 92.9 |
| Dentistry | Dentistry | 87.5 | 97.8 | 85.3 | 96.8 |
| Veterinary science | Veterinary science | 90.3 | 93.2 | 97.1 | 96.8 |
| Rehabilitation | Physiotherapy | 96.5 | 97.6 | 97.9 | 98.8 |
| Rehabilitation | Occupational therapy | 88.4 | 99.1 | 88.9 | 100.0 |
| Teacher education | Teacher education – other | 88.8 | 90.9 | 90.4 | 95.3 |
| Teacher education | Teacher education – early childhood | 83.1 | 96.3 | 77.5 | 89.1 |
| Teacher education | Teacher education – primary and secondary | 84.2 | 93.7 | 79.9 | 93.0 |
| Business and management | Accounting | 80.3 | 90.9 | 81.8 | 95.8 |
| Business and management | Business management | 78.4 | 90.6 | 91.3 | 94.6 |
| Business and management | Sales and marketing | 77.9 | 91.8 | 84.4 | 89.2 |
| Business and management | Management and commerce – other | 82.5 | 93.6 | 85.3 | 84.4 |
| Business and management | Banking and finance | 79.3 | 94.5 | 91.3 | 93.4 |
| Business and management | Economics | 78.7 | 94.9 | 80.5 | 91.9 |
| Humanities, culture and social sciences | Political science | 61.5 | 85.0 | 80.6 | 90.5 |
| Humanities, culture and social sciences | Humanities – history and geography | 64.4 | 83.7 | 81.4 | 87.1 |
| Humanities, culture and social sciences | Language and literature | 71.3 | 84.8 | 83.6 | 90.4 |
| Social work | Social work | 75.3 | 87.3 | 80.3 | 93.1 |
| Psychology | Psychology | 64.1 | 87.2 | 80.9 | 94.3 |
| Law and paralegal studies | Law | 77.6 | 93.5 | 87.2 | 92.9 |
| Law and paralegal studies | Justice studies and policing | 75.7 | 87.3 | 87.8 | 93.7 |
| Creative arts | Art and design | 54.1 | 77.5 | 62.9 | 80.6 |
| Creative arts | Music and performing arts | 52.1 | 72.6 | n/a | n/a |
| Communications | Communication, media and journalism | 65.4 | 83.1 | 76.8 | 83.8 |
| Tourism, hospitality, personal services, sport and recreation | Sport and recreation | n/a | 88.9 | n/a | n/a |
| Tourism, hospitality, personal services, sport and recreation | Tourism, hospitality and personal services | n/a | n/a | n/a | n/a |
| All study areas | All study areas | 74.3 | 88.9 | 86.6 | 93.3 |

### Institution

Three years after graduation there has been substantial improvement in full-time employment rates across universities so that all but two have full-time employment rates for undergraduates above 80 per cent. Full-time employment rates increased by more than 15 percentage points over this period at 18 universities.

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, might also impact on employment outcomes. Nevertheless, it appears there is differentiation among universities with some achieving higher rates of full-time employment over the medium-term than others.

Three years after graduation, universities with high full-time employment rates for undergraduates include Australian Catholic University, 94.1 per cent, University of New South Wales, 93.9 per cent, Charles Sturt University, 93.8 per cent, Charles Darwin University, 93.6 per cent, The University of Notre Dame Australia, 93.1 per cent, The University of Queensland, 92.3 per cent, and University of Canberra, 92.2 per cent.

At postgraduate coursework level, universities with high full-time employment rates three years after graduation include Flinders University, 97.0 per cent, Torrens University, 96.2 per cent, University of Tasmania, 95.8 per cent, Australian Catholic University, 95.4 per cent, Charles Sturt University, 95.2 per cent, University of Newcastle, 95.1 per cent and 94.7 per cent at each of Federation University Australia, The University of Western Australia and Western Sydney University.

Institutional results are not available at postgraduate research graduate level as there are too few survey responses. Table 8 shows 90 per cent confidence intervals to assist in interpreting results. The calculation of these confidence intervals is detailed in Appendix 4.

Table 8 Short-term and medium-term full-time employment outcomes by university and level of study (%)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **University** | **Undergraduate Short-term**  **2018** | **Undergraduate Medium-term**  **2021** | **Postgraduate coursework Short-term**  **2018** | **Postgraduate coursework Medium-term**  **2021** |
| Australian Catholic University | 78.2 (74.6, 81.5) | 94.1 (91.8, 95.7) | 90.8 (87.0, 93.5) | 95.4 (92.3, 97.2) |
| Bond University | 81.0 (71.9, 87.4) | 91.7 (84.8, 95.5) | 82.5 (71.0, 89.9) | 93.9 (82.9, 98.3) |
| Central Queensland University | 76.1 (71.5, 80.0) | 88.0 (84.3, 90.9) | 84.9 (78.0, 89.7) | 91.4 (85.1, 95.0) |
| Charles Darwin University | 83.9 (77.7, 88.5) | 93.6 (88.7, 96.4) | 89.1 (79.8, 94.1) | 88.6 (78.9, 93.9) |
| Charles Sturt University | 87.4 (84.7, 89.6) | 93.8 (91.6, 95.4) | 92.8 (90.6, 94.4) | 95.2 (93.2, 96.5) |
| Curtin University | 71.5 (67.7, 74.9) | 89.1 (86.3, 91.3) | 84.9 (80.5, 88.4) | 93.4 (90.0, 95.6) |
| Deakin University | 73.8 (71.0, 76.4) | 89.5 (87.6, 91.2) | 84.6 (81.9, 86.9) | 92.7 (90.5, 94.3) |
| Edith Cowan University | 59.2 (55.0, 63.3) | 84.3 (80.8, 87.2) | 79.7 (75.4, 83.4) | 93.1 (90.0, 95.2) |
| Federation University Australia | 79.9 (74.0, 84.6) | 89.7 (84.9, 92.9) | 87.2 (80.2, 91.7) | 94.7 (89.0, 97.4) |
| Flinders University | 65.8 (61.1, 70.2) | 87.1 (83.6, 89.9) | 86.9 (83.3, 89.8) | 97.0 (94.6, 98.3) |
| Griffith University | 68.2 (64.7, 71.4) | 86.6 (84.0, 88.8) | 89.6 (87.0, 91.7) | 93.5 (91.2, 95.2) |
| James Cook University | 80.5 (76.1, 84.3) | 87.8 (84.0, 90.7) | 86.6 (80.8, 90.7) | 90.6 (85.1, 94.0) |
| La Trobe University | 72.8 (68.9, 76.3) | 87.8 (84.9, 90.1) | 84.9 (79.9, 88.7) | 92.5 (88.3, 95.2) |
| Macquarie University | 77.1 (73.4, 80.5) | 90.0 (87.3, 92.2) | 87.1 (83.1, 90.2) | 93.0 (89.6, 95.3) |
| Monash University | 75.8 (73.2, 78.2) | 91.7 (90.1, 93.0) | 83.6 (80.6, 86.2) | 91.6 (89.2, 93.5) |
| Murdoch University | 65.4 (59.6, 70.7) | 85.5 (80.7, 89.3) | 70.5 (62.4, 77.3) | 92.1 (86.3, 95.5) |
| Queensland University of Technology | 70.6 (67.1, 73.9) | 90.7 (88.4, 92.6) | 89.5 (86.1, 92.1) | 94.4 (91.6, 96.3) |
| RMIT University | 75.9 (72.9, 78.6) | 89.3 (87.1, 91.1) | 80.1 (76.3, 83.5) | 92.0 (89.2, 94.1) |
| Southern Cross University | 68.2 (62.0, 73.8) | 78.1 (72.4, 82.8) | 82.4 (75.1, 87.6) | 90.0 (83.4, 94.0) |
| Swinburne University of Technology | 74.7 (70.6, 78.3) | 87.1 (83.8, 89.7) | 80.8 (74.8, 85.5) | 92.6 (87.9, 95.5) |
| The Australian National University | 73.6 (67.5, 78.9) | 89.0 (84.6, 92.2) | 88.8 (84.7, 91.9) | 92.7 (88.9, 95.2) |
| The University of Adelaide | 71.5 (67.3, 75.4) | 88.3 (85.4, 90.6) | 79.8 (73.2, 85.0) | 93.5 (88.5, 96.3) |
| The University of Melbourne | 68.0 (63.9, 71.8) | 83.4 (80.7, 85.8) | 87.8 (86.0, 89.3) | 94.0 (92.7, 95.1) |
| The University of Notre Dame Australia | 77.5 (71.4, 82.5) | 93.1 (88.8, 95.7) | 87.8 (81.5, 91.9) | 92.1 (86.2, 95.6) |
| The University of Queensland | 79.8 (77.7, 81.8) | 92.3 (90.8, 93.5) | 86.3 (83.2, 88.9) | 91.8 (89.1, 93.8) |
| The University of South Australia | 73.7 (69.6, 77.4) | 88.2 (85.0, 90.7) | 86.7 (80.9, 90.8) | 92.2 (87.1, 95.3) |
| The University of Sydney | 80.1 (76.6, 83.1) | 89.7 (86.9, 91.9) | 89.3 (86.7, 91.4) | 93.9 (91.6, 95.5) |
| The University of Western Australia | 58.9 (52.0, 65.4) | 86.7 (82.5, 90.0) | 83.2 (78.4, 87.0) | 94.7 (91.5, 96.8) |
| Torrens University | 64.8 (54.2, 74.0) | 77.6 (66.8, 85.4) | 85.7 (72.6, 92.6) | 96.2 (84.3, 99.3) |
| University of Canberra | 78.6 (73.8, 82.6) | 92.2 (88.9, 94.5) | 92.9 (87.6, 95.9) | 93.7 (88.4, 96.5) |
| University of Divinity | n/a | n/a | n/a | n/a |
| University of New England | 78.1 (74.7, 81.1) | 91.1 (88.6, 93.1) | 85.9 (82.3, 88.7) | 94.4 (91.8, 96.2) |
| University of New South Wales | 79.7 (76.0, 83.0) | 93.9 (91.5, 95.6) | 89.9 (86.3, 92.6) | 92.8 (89.4, 95.1) |
| University of Newcastle | 81.3 (77.8, 84.3) | 91.0 (88.4, 93.0) | 89.9 (86.1, 92.6) | 95.1 (92.0, 96.9) |
| University of Southern Queensland | 73.3 (66.7, 78.9) | 89.8 (84.7, 93.4) | 84.4 (76.6, 89.8) | 93.7 (87.6, 96.9) |
| University of Tasmania | 77.0 (73.2, 80.3) | 88.4 (85.4, 90.8) | 94.2 (91.2, 96.2) | 95.8 (93.0, 97.5) |
| University of Technology Sydney | 78.9 (75.2, 82.2) | 90.8 (88.0, 92.9) | 84.1 (79.1, 88.1) | 89.5 (85.0, 92.7) |
| University of the Sunshine Coast | 60.8 (55.8, 65.5) | 83.6 (79.5, 86.9) | 66.7 (56.5, 75.2) | 81.5 (72.1, 87.9) |
| University of Wollongong | 75.3 (70.6, 79.4) | 90.0 (86.5, 92.6) | 86.4 (79.2, 91.2) | 94.4 (88.0, 97.4) |
| Victoria University | 68.2 (61.8, 74.0) | 81.0 (75.6, 85.3) | 75.6 (67.5, 82.1) | 87.5 (80.3, 92.3) |
| Western Sydney University | 69.6 (65.4, 73.4) | 87.0 (83.9, 89.5) | 75.7 (68.6, 81.6) | 94.7 (89.4, 97.4) |
| **All Universities** | **74.5 (73.9, 75.1)** | **89.2 (88.7, 89.6)** | **86.3 (85.7, 86.9)** | **93.3 (92.8, 93.7)** |

## Skills utilisation

In terms of whether graduates are fully utilising their skills, the 2021 GOS-L survey finds that over time, many more of those who have completed undergraduate qualifications find work in managerial and professional occupations. These are occupations defined by the ABS as being commensurate with requiring bachelor level or higher qualifications.

In the short-term, 73.7 per cent of undergraduates working full-time upon graduation were employed in managerial and professional occupations. This figure increased by 4.2 percentage points to 77.9 per cent three years after graduation, lower than the figure of 80.4 per cent in 2020 and 80.7 per cent in 2019 and 2018.

62.3 per cent of all employed graduates who had completed an undergraduate qualification were working in professional and managerial occupations immediately upon graduation rising by 11.4 percentage points to 73.7 per cent three years later, as shown by Table 9.

Study areas that showed large gains in the proportion of undergraduates employed in managerial or professional occupations after three years included Tourism, hospitality, personal services, sport & recreation, Psychology and Law and paralegal studies.

Table 9 Proportion of employed undergraduates working in occupational groups by study area (%)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Managers 2018** | **Managers 2021** | **Professionals 2018** | **Professionals 2021** | **All other occupations 2018** | **All other occupations 2021** | **All employed 2018** | **All employed 2021** |
| Science and mathematics | 4.4 | 4.7 | 46.3 | 63.5 | 49.3 | 31.8 | 100.0 | 100.0 |
| Computing and information Systems | 6.0 | 6.7 | 69.7 | 73.8 | 24.3 | 19.5 | 100.0 | 100.0 |
| Engineering | 3.4 | 6.3 | 75.9 | 79.6 | 20.7 | 14.2 | 100.0 | 100.0 |
| Architecture and built environment | 9.1 | 11.2 | 50.6 | 52.9 | 40.4 | 36.0 | 100.0 | 100.0 |
| Agriculture and environmental studies | 8.8 | 7.2 | 37.8 | 51.1 | 53.4 | 41.6 | 100.0 | 100.0 |
| Health services and support | 4.9 | 5.0 | 46.7 | 59.3 | 48.4 | 35.7 | 100.0 | 100.0 |
| Medicine | 1.1 | 0.4 | 90.1 | 93.6 | 8.8 | 6.0 | 100.0 | 100.0 |
| Nursing | 0.6 | 0.8 | 84.4 | 92.8 | 15.0 | 6.3 | 100.0 | 100.0 |
| Pharmacy | 0.0 | 3.4 | 93.5 | 93.2 | 6.5 | 3.4 | 100.0 | 100.0 |
| Dentistry | 0.0 | 0.0 | 58.2 | 56.4 | 41.8 | 43.6 | 100.0 | 100.0 |
| Veterinary science | 2.7 | 4.2 | 72.3 | 74.8 | 25.0 | 21.0 | 100.0 | 100.0 |
| Rehabilitation | 0.9 | 1.4 | 92.7 | 95.3 | 6.3 | 3.3 | 100.0 | 100.0 |
| Teacher education | 2.9 | 4.0 | 85.3 | 86.6 | 11.8 | 9.5 | 100.0 | 100.0 |
| Business and management | 13.6 | 15.0 | 51.2 | 59.4 | 35.2 | 25.6 | 100.0 | 100.0 |
| Humanities, culture and social sciences | 7.0 | 6.9 | 37.8 | 57.6 | 55.2 | 35.6 | 100.0 | 100.0 |
| Social work | 5.1 | 3.3 | 59.7 | 66.8 | 35.2 | 30.0 | 100.0 | 100.0 |
| Psychology | 7.7 | 6.9 | 41.6 | 64.8 | 50.7 | 28.3 | 100.0 | 100.0 |
| Law and paralegal studies | 7.2 | 6.8 | 43.7 | 66.3 | 49.1 | 26.8 | 100.0 | 100.0 |
| Creative arts | 5.0 | 6.3 | 46.4 | 54.7 | 48.6 | 39.0 | 100.0 | 100.0 |
| Communications | 9.3 | 10.4 | 46.1 | 57.3 | 44.6 | 32.3 | 100.0 | 100.0 |
| Tourism, hospitality, personal Services, sport and recreation | 7.0 | 11.6 | 18.6 | 46.5 | 74.4 | 41.9 | 100.0 | 100.0 |
| **All fields** | **6.2** | **6.7** | **56.1** | **67.0** | **37.7** | **26.3** | **100.0** | **100.0** |

The proportion of employed graduates reporting they are not utilising their skills or education in their current job is an important indicator of the underutilisation of graduate skills and as such it is important to monitor this over time. Immediately following graduation 38.8 per cent of employed undergraduates reported their skills and qualifications were not fully utilised. This declined to 27.3 per cent three years after graduation in 2021. This is slightly higher than 26.7 per cent in 2020 and 27.1 per cent in 2019. Of those who were employed full-time, 22.2 per cent felt that they were not fully using their skills or education in their current positions three years after graduation in 2021, broadly similar to 22.0 per cent in 2020 and 22.4 per cent in 2019.

The most commonly cited reason for employed graduates working in a job that did not fully utilise their skills and education three years after graduation was because the graduate was satisfied with their current job,18.4 per cent. A sizeable proportion, 16.7 per cent, said they were not fully utilising their skills and knowledge because they did not have enough work experience. A further 15.5 per cent cited that they were studying as the reason for working in jobs that did not fully utilise their skills or education, whilst 13.9 per cent said that there were no suitable jobs in their area of expertise.

Table 10 Main reason for undergraduates working in job in 2021 that does not fully utilise skills and education, by medium-term employment outcomes (%)

|  |  |  |
| --- | --- | --- |
|  | **Full-time employment** | **Overall employment** |
| Studying | 5.5 | 15.6 |
| I'm satisfied with my current job | 23.8 | 18.4 |
| For financial reasons | 8.3 | 6.1 |
| Caring for children or family member | 1.7 | 2.7 |
| Long-term health condition or disability | 0.8 | 1.4 |
| Sub total – personal factors | 40.0 | 44.1 |
| No suitable jobs in my area of expertise | 14.4 | 13.9 |
| No suitable jobs in my local area | 9.5 | 8.8 |
| Considered to be too young by employers | 3.1 | 2.2 |
| Considered to be too old by employers | 1.2 | 1.5 |
| Not enough work experience | 17.9 | 16.7 |
| No jobs with a suitable number of hours | 0.9 | 1.4 |
| Cannot find a job | 1.0 | 1.0 |
| I had to change jobs due to COVID-19 | 3.3 | 3.0 |
| Sub total – labour market factors | 51.4 | 48.4 |
| Other | 8.6 | 7.6 |
| **Extent to which skills and education are not fully utilised** | 22.2 | 27.3 |

NB The response ‘Not enough work experience’ was added to the pre-coded list of responses displayed in the survey in 2021 resulting in more respondents choosing this option than in previous surveys. In addition to this, the categories that make up each of the sub-totals and ‘Other’ total have been re-ordered, resulting in a shift in results from 2020. If using the same categories as 2020, the Sub total – personal factors accounts for 33.5 per cent of reasons for full-time employment and 38.9 per cent for Overall employment. Using the same categories as 2020 for the Sub total – labour market factors, Full-time employment accounts for 50.3 per cent and Overall employment accounts for 47.1 per cent of reasons. ‘Other’ reasons make up 16.2 per cent for full-time employment and 14.1 per cent for Overall employment using the same categories as 2020. For a full breakdown of ‘Other’ reasons, refer to the additional tables accompanying this report.

## Further study

Less than a fifth, or 18.9 per cent, of undergraduate respondents were engaged in further study four to six months after completing their qualification (refer to additional tables associated with this report as listed in Appendix 6). Fewer students, 15.5 per cent, were enrolled in further study three years following graduation. Health, Society and culture and Natural and physical sciences were the most popular fields of education for further study immediately following graduation. Among graduates who were engaged in further full-time study three years after completion of their undergraduate award in 2021, the most popular field of education was Health, attracting 39.3 per cent of these respondents, as shown by Table 11.

Table 11 Broad field of education (BFOE) destinations of undergraduates undertaking further full-time study (%)

|  |  |  |
| --- | --- | --- |
| **Study area** | **Currently studying 2018** | **Currently studying 2021** |
| Natural and physical sciences | 15.6 | 13.5 |
| Information technology | 1.7 | 2.4 |
| Engineering and related technologies | 4.4 | 3.8 |
| Architecture and building | 1.3 | 1.6 |
| Agriculture, environmental and related studies | 1.8 | 1.9 |
| Health | 31.0 | 39.3 |
| Education | 7.6 | 7.7 |
| Management and commerce | 5.9 | 4.5 |
| Society and culture | 21.4 | 18.2 |
| Creative arts | 5.8 | 4.5 |
| Food, hospitality and personal services | 0.3 | 0.4 |
| Mixed field programmes | 2.6 | 1.9 |
| Other (please specify) | 0.4 | 0.3 |
| **All fields** | **100.0** | **100.0** |

# Appendix 1 Methodology

## 1.1 Methodological summary

### 1.1.1 Overview

Participation in the 2021 GOS-L was open to any higher education institution whose graduates completed the 2018 Graduate Outcomes Survey (GOS) and did not explicitly decline further follow-up. Table 12 provides a summary of the 2021 GOS-L. A total of 86,641 graduates from 104 institutions, including all 41 universities and 63 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 76,861 graduates, responses were received from a total of 37,650 graduates. This represents an overall response rate of 49.0 per cent.

Table 12 2021 GOS-L operational overview

|  |  |  |  |
| --- | --- | --- | --- |
| Project element | Universities | NUHEIs | Total |
| Number of participating institutions | 41 | 63 | 104 |
| Number of graduates approached | 81,124 | 5,517 | 86,641 |
| Final 'in-scope' sample | 72,127 | 4,734 | 76,861 |
| Number of completed surveys | 35,609 | 2,041 | 37,650 |
| Overall response rate | 49.4% | 43.1% | 49.0% |
| Analytic unit | Graduate | Graduate | Graduate |
| Data collection period | February-March | February-March | February-March |
| Mode of data collection | Online | Online | Online |

### 1.1.2 Data collection

The main online fieldwork period ran from 18 February to 28 March 2021. A number of institutions commissioned post-main online fieldwork telephone reminder calls to boost participation, which extended data collection for these institutions until mid-April.

A broad range of promotional materials was provided to institutions to raise awareness of the GOS-L and encourage participation amongst the target population.

The contact strategy for the 2021 GOS-L featured an email invitation to complete the survey, followed by ten reminder emails, up to three SMS reminders, as well as in field telephone reminder calls.

Refer to the 2021 GOS-L Methodological Report for further information on target population definition, sample design, sampling processes, response rate calculation for QILT surveys, response maximisation strategies and data preparation processes.

A copy of the generic survey instrument (i.e. excluding any institution specific items) and screenshots of the survey are included in the full methodology report and a summary of items is available in Appendix 3 of this report.

## 1.2 Response rate by institution

Overall, amongst universities, the undergraduate response rate was 48.3 per cent, postgraduate coursework, 49.1 per cent and postgraduate research, 61.0 per cent of the usable sample after data was cleaned and opt-outs and out of scope were removed. Table 13 and Table 14 below show response rates by institution for all study levels for the 2021 GOS-L.

Table 13 2021 GOS-L university response rates (All study levels)

|  |  |
| --- | --- |
| **Institution** | **Response rate (%)** |
| Australian Catholic University | 53.5 |
| Bond University | 47.3 |
| Central Queensland University | 49.4 |
| Charles Darwin University | 50.6 |
| Charles Sturt University | 49.5 |
| Curtin University | 47.7 |
| Deakin University | 55.0 |
| Edith Cowan University | 60.3 |
| Federation University Australia | 43.3 |
| Flinders University | 46.8 |
| Griffith University | 49.5 |
| James Cook University | 56.3 |
| La Trobe University | 49.9 |
| Macquarie University | 43.0 |
| Monash University | 50.3 |
| Murdoch University | 49.2 |
| Queensland University of Technology | 55.8 |
| RMIT University | 44.1 |
| Southern Cross University | 48.7 |
| Swinburne University of Technology | 45.3 |
| The Australian National University | 54.9 |
| The University of Adelaide | 50.2 |
| The University of Melbourne | 52.5 |
| The University of Notre Dame Australia | 48.5 |
| The University of Queensland | 56.6 |
| The University of South Australia | 46.3 |
| The University of Sydney | 47.8 |
| The University of Western Australia | 49.9 |
| Torrens University | 37.6 |
| University of Canberra | 52.6 |
| University of Divinity | 53.4 |
| University of New England | 56.6 |
| University of New South Wales | 36.9 |
| University of Newcastle | 48.4 |
| University of Southern Queensland | 53.6 |
| University of Tasmania | 49.7 |
| University of Technology Sydney | 42.7 |
| University of the Sunshine Coast | 54.7 |
| University of Wollongong | 41.6 |
| Victoria University | 47.1 |
| Western Sydney University | 39.7 |
| **All Universities** | **49.4** |

Table 14 2021 GOS-L NUHEI response rates (All study levels)

|  |  |
| --- | --- |
| **Institution** | **Response rate (%)** |
| Academies Australasia Polytechnic Pty Limited | 50.0 |
| Academy of Information Technology | 37.2 |
| ACAP and NCPS | 54.5 |
| Adelaide Central School of Art | 38.5 |
| Adelaide College of Divinity | 88.9 |
| Alphacrucis College | 52.0 |
| Asia Pacific International College | 28.8 |
| Australian Academy of Music and Performing Arts | 50.0 |
| Australian College of Theology Limited | 63.5 |
| Australian Institute of Business Pty Ltd | 49.4 |
| Australian Institute of Higher Education | 22.2 |
| Australian Institute of Professional Counsellors | 40.0 |
| Avondale University College | 58.3 |
| Box Hill Institute | 46.4 |
| Campion College Australia | 50.0 |
| Canberra Institute of Technology | 20.0 |
| Christian Heritage College | 50.0 |
| CIC Higher Education | 20.6 |
| Collarts (Australian College of the Arts) | 40.0 |
| Eastern College Australia | 76.9 |
| Elite Education Institute | 25.0 |
| Endeavour College of Natural Health | 48.1 |
| Excelsia College | 25.0 |
| Health Education & Training Institute | 65.5 |
| Holmes Institute | 28.7 |
| Holmesglen Institute | 47.3 |
| International College of Hotel Management | 53.3 |
| International College of Management, Sydney | 29.4 |
| Jazz Music Institute | 50.0 |
| Kaplan Business School | 34.3 |
| Kaplan Higher Education Pty Ltd | 36.3 |
| King's Own Institute | 31.3 |
| LCI Melbourne | 23.1 |
| Le Cordon Bleu Australia | 42.1 |
| Macleay College | 42.9 |
| Marcus Oldham College | 57.1 |
| Melbourne Institute of Technology | 29.5 |
| Melbourne Polytechnic | 31.8 |
| Montessori World Educational Institute (Australia) | 42.9 |
| Moore Theological College | 89.1 |
| Morling College | 66.7 |
| Nan Tien Institute | 50.0 |
| National Art School | 43.2 |
| Perth Bible College | 50.0 |
| Photography Studies College (Melbourne) | 41.7 |
| SAE Institute | 44.6 |
| Stott's College | 33.3 |
| Study Group Australia Pty Limited | 20.0 |
| Sydney College of Divinity | 53.2 |
| Tabor College of Higher Education | 54.5 |
| TAFE NSW | 45.6 |
| TAFE Queensland | 66.7 |
| TAFE South Australia | 40.0 |
| The Australian College of Physical Education | 30.4 |
| The Australian Institute of Music | 45.4 |
| The Cairnmillar Institute | 65.4 |
| The College of Law Limited | 49.5 |
| The MIECAT Institute | 73.1 |
| Think Education | 43.9 |
| UOW College | 22.2 |
| UTS College | 18.7 |
| Whitehouse Institute of Design, Australia | 38.5 |
| William Angliss Institute | 35.0 |
| **All NUHEIs** | **43.1** |

## 1.3 Data representativeness

Table 15 2021 GOS-L population parameters by subgroup and response characteristics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **In-scope population (n)** | **In-scope population (%)** | **Respondents (n)** | **Respondents (%)** |
| **Base1** | 86,641 | 100.0 | 37,650 | 100.0 |
| **Level** |  |  |  |  |
| Undergraduate | 49,449 | 57.1 | 20,886 | 55.5 |
| Postgraduate coursework | 32,542 | 37.6 | 14,157 | 37.6 |
| Postgraduate research | 4,650 | 5.4 | 2,607 | 6.9 |
| **Gender** |  |  |  |  |
| Male | 33,618 | 38.9 | 13,704 | 36.5 |
| Female | 52,884 | 61.1 | 23,884 | 63.5 |
| **Combined course of study indicator** |  |  |  |  |
| Combined/double degree | 4,776 | 5.5 | 2,241 | 6.0 |
| Single degree | 81,865 | 94.5 | 35,409 | 94.0 |
| **Aboriginal and Torres Strait Islander** |  |  |  |  |
| Indigenous | 797 | 0.9 | 385 | 1.0 |
| Non-Indigenous | 85,844 | 99.1 | 37,265 | 99.0 |
| **Mode of attendance code** |  |  |  |  |
| Internal/Multi Mode | 72,271 | 83.5 | 30,543 | 81.3 |
| External/Distance | 14,223 | 16.4 | 7,051 | 18.8 |
| **Type of attendance code** |  |  |  |  |
| Full-time | 59,702 | 69.0 | 25,145 | 66.9 |
| Part-time | 26,815 | 31.0 | 12,454 | 33.1 |
| **Main language spoken at home** |  |  |  |  |
| English | 71,022 | 82.0 | 33,180 | 88.1 |
| Language other than English | 15,619 | 18.0 | 4,470 | 11.9 |
| **Citizen/resident indicator** |  |  |  |  |
| Domestic | 66,260 | 76.5 | 31,661 | 84.2 |
| International | 20,317 | 23.5 | 5,959 | 15.8 |

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

Table 16 2021 GOS-L population parameters by study area and response characteristics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **In-scope population (n)** | **In-scope population (%)** | **Respondents (n)** | **Respondents (%)** |
| Science and mathematics | 6,926 | 7.99 | 3,440 | 9.1 |
| Computing and information Systems | 3,834 | 4.43 | 1,365 | 3.6 |
| Engineering | 5,398 | 6.23 | 2,013 | 5.3 |
| Architecture and built environment | 1,901 | 2.19 | 714 | 1.9 |
| Agriculture and environmental studies | 1,528 | 1.76 | 752 | 2.0 |
| Health services and support | 5,759 | 6.65 | 2,791 | 7.4 |
| Medicine | 1,694 | 1.96 | 876 | 2.3 |
| Nursing | 5,966 | 6.89 | 2,605 | 6.9 |
| Pharmacy | 483 | 0.56 | 212 | 0.6 |
| Dentistry | 311 | 0.36 | 120 | 0.3 |
| Veterinary science | 409 | 0.47 | 209 | 0.6 |
| Rehabilitation | 1,317 | 1.52 | 654 | 1.7 |
| Teacher education | 7,710 | 8.90 | 3,785 | 10.1 |
| Business and management | 19,113 | 22.06 | 6,506 | 17.3 |
| Humanities, culture and social sciences | 7,753 | 8.95 | 3,903 | 10.4 |
| Social work | 2,027 | 2.34 | 1,090 | 2.9 |
| Psychology | 3,830 | 4.42 | 2,035 | 5.4 |
| Law and paralegal studies | 4,331 | 5.00 | 1,895 | 5.0 |
| Creative arts | 3,285 | 3.79 | 1,343 | 3.6 |
| Communications | 2,777 | 3.21 | 1,231 | 3.3 |
| Tourism, hospitality, personal services, sport and recreation | 289 | 0.33 | 111 | 0.3 |
| **Total** | **86,641** | **100.00** | **37,650** | **100.0** |

# Appendix 2 Labour market definitions

The 2021 Graduate Outcomes Survey - Longitudinal (GOS-L) 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).

Table 17 Labour force definitions

|  |  |
| --- | --- |
| **Indicator/element** | **Definition** |
| Employed | Graduates who were usually or actually in paid employment for one or more hours in the week before the survey (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. |

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 GOS-L questionnaire

## 3.1 Core instrument

Table 18 Questionnaire item summary

|  |  |  |
| --- | --- | --- |
| Question ID | Question | Response scale |
| INTRO - SAMEEMP | **Module A: Screening and confirmation** |  |
|  | **Module B: Labour force** |  |
| BETWEENWRK | In <COLYEAR>, following on from the completion of your <QUALNAME >, you told us you were not working. At any time in the last three years, did you do any work at all in a job, business or farm? | 1. Yes 5. No 6. Permanently unable to work 7. \*(DISPLAY IF E913>64) Permanently not intending to work |
| FIRSTWRK | Following on from the completion of your <QUALNAME>, in what year did you first obtain employment? | 1. 2018 or earlier 2. 2019 3. 2020 4. 2021 5. I have not obtained employment |
| WORKED | Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>. Last week, did you do any work **at all** in a job, business or farm?  \*(DISPLAY IF BETWEENWRK=1, 5) Can you confirm whether in the **last week**, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>, you did any work **at all** in a job, business or farm? | 1. Yes 5. No  6. Permanently unable to work  7. \*(DISPLAY IF E913>64) Permanently not intending to work |
| WWOPAY | Last week, did you do any work without pay in a family business? | 1. Yes 5. No 6. \*(DISPLAY IF E913>64) Permanently not intending to work |
| AWAYWORK | Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?  *Please note, if you were stood down or away from your job due to the impact of COVID-19 select ‘Yes’.* | 1. Yes 5. No 6. \*(DISPLAY IF E913>64) Permanently not intending to work |
| LOOKFTWK | At any time during the last 4 weeks have you been looking for full-time work? | 1. Yes 5. No 6. \*(DISPLAY IF E913>64) Permanently not intending to work |
| LOOKPTWK | Have you been looking for part-time work at any time during the last 4 weeks? | 1. Yes 5. No 6. \*(DISPLAY IF E913>64) Permanently not intending to work |
| BEGNLOOK | When did you begin looking for work? | 1. Enter **month** <dropdown list> 2. Enter **year** (NUMERIC RANGE 1960 – 2021) |
| STARTWK | If you had found a job, could you have started last week? | 1. Yes 5. No |
| STARTWKFU | Why do you say you couldn’t have started last week? | 1. Because of the current situation with COVID-19  5. Some other reason |
| WAITWORK | You mentioned that you didn’t look for work during the last 4 weeks. Was that because you were waiting to start **work you had already obtained?** | 1. Yes 5. No |
| MORE1JOB | Did you have **more than 1 job or business last week?** | 1. Yes 5. No |
| INTROSELFEMPii | The next few questions are about the job or business in which you usually work the most hours, that is, your **main job.** |  |
| INTROSELFEMPiii | The next few questions are about the job or business in which you usually work the most hours, that is, your **main job**. |  |
| SELFEMP | Do you work for an employer, or in your own business? | 1. Employer  2. Own business  3. Other or uncertain |
| PAYMENT | Are you paid a wage or salary, or some other form of payment? | 1. Wage or Salary 5. Other or Uncertain |
| PAYARRNG | What are your <working/payment> arrangements? | 10. Unpaid voluntary work  11. Unpaid trainee or work placement 12. Contractor or Subcontractor 13. Own business or Partnership  14. Commission only 15. Commission with retainer 16. In a family business without pay  17. Payment in kind 18. Paid by the piece or item produced 19. Wage or salary earner 20. Other |
| ACTLHRSM | How many hours did you **actually** work in your main job last week less **time off** but counting any **extra hours** worked? | 1. Enter hours (NUMERIC, RANGE 0-168) |
| USLHRSM | How many hours do you usually work each week in your **main job**? | 1. Enter hours (NUMERIC, RANGE 0-168) |
| ACTLHRS | How many hours did you **actually work** last week less **time off** but counting any **extra hours worked** \*(DISPLAY IF MORE1JOB=1) **in all jobs**? | 1. Enter hours (NUMERIC, RANGE 0 to 168) |
| USLHRS | How many hours do you **usually** work each week (\*DISPLAY IF MORE1JOB=1) **in all your jobs**? | 1. Enter hours (NUMERIC, RANGE 0-168) |
| PREFMHRS | Would you prefer to work more hours than you usually work (\*DISPLAY IF MORE1JOB=1) in all your jobs? | 1. Yes 5. No  6. Don’t know |
| PREFHRS | How many hours a week would you like to work? | 1. Enter hours (NUMERIC, RANGE 0-168, CAN’T BE LESS THAN USLHRS) |
| AVLMHRS | Last week, were you available to work more hours than you usually work? | 1. Yes 2. No |
| OCC | What is your occupation in your **<main job/job/business>**? | 1. Enter occupation |
| DUTIES | What are your main tasks and duties? | 1. Enter main tasks and duties |
| EMPLOYER | What is the **name of your <employer/business>**? | 1. Enter employer/business name |
| INDUSTRY | What kind of **business or service** is carried out by your <employer at the place where you work/business>? | 1. Enter business or service  90. Other (please specify) |
| SECTOR | In what sector are you wholly or mainly employed? | 1. Public or government 2. Private 3. Not-for-profit |
| INAUST | Are you working in Australia? | 1. Yes 2. No 3. Not sure |
| EMPSTATE | In which state or territory is your <employer/business> currently located? | 1. NSW  2. VIC  3. QLD  4. SA  5. WA  6. TAS  7. NT  8. ACT  98. Don’t know |
| LOCATION | And what is the postcode of your **<employer/business>**? | 1. Enter postcode or suburb  2. Not sure |
| COUNTRYX | In which country is your **<employer/business>** based? | 1. Country list (SACC) 90. Other (please specify) |
| CURCOUNTRY | Do you currently live in Australia or overseas? | 1. Australia 2. Overseas |
| CURSTATE | In which state or territory do you usually live? | 1. NSW  2. VIC  3. QLD  4. SA  5. WA  6. TAS  7. NT  8. ACT  98. Don’t know |
| CURPCODE | What is the postcode or suburb where you usually live? | 1. <verbatim text box>  2. Not sure |
| OSCOUNTRY | In which country do you currently live? | 1. <Predictive text verbatim text box> |
| EMP12 | Have you worked <for your employer/in your business> for 12 months or more? | 1. Yes, more than 12 months 5. No, less than 12 months |
| EMPMTHS | How many months have you worked <for your employer/in your business>? | 1. Enter number of months (NUMERIC, RANGE 1-12) |
| EMPYRS | How many years have you worked <for your employer/in your business>? | 1. Enter number of years (NUMERIC, RANGE 1-49) |
| FFTJOB | Is this your first full-time job? | 1. Yes 2. No |
| SALARYA | In **Australian dollars**, how much do you usually earn in <this job/**all your jobs**>, before tax or anything else is taken out? Please make only one selection. *Specify in whole dollars, excluding spaces, commas, dollar sign ($).* | 1. Amount per **hour** (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per **day** (Please specify) (NUMERIC, RANGE 1-800)  3. Amount each **week** (Please specify) (NUMERIC, RANGE 1-4000)  4. Amount each **fortnight** (Please specify) (NUMERIC, RANGE 1-8000)  5. Amount each **month** (Please specify) (NUMERIC, RANGE 1-17,500)  6. Amount each **year** (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don’t know |
| SALARYB | Sorry but the salary you entered doesn’t fit within our range. Please select the best option for how much you would usually earn in < IF MORE1JOB=5: this job/ IF MORE1JOB=1: **all your jobs>**, per annum before tax or anything else was taken out? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| SALARYC | And in **Australian dollars**, how much do you usually earn in your **main job**, before tax or anything else is taken out? Please make only one selection. *Specify in whole dollars, excluding spaces, commas, dollar sign ($).* | 1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800)  3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000)  4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000)  5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500)  6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K)  7. No earnings 8. Don’t know |
| SALARYD | Sorry but the salary you entered doesn’t fit within our range. Please select the best option for how much you would usually earn in your **main job**, per annum before tax or anything else was taken out? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| SALCONF1 | Sorry but the salary you entered for your **main job** is higher than the salary you entered for **all your jobs**. Please select the best option for how much you would usually earn in your **main job**, per annum before tax or anything else was taken out? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| SALCONF2 | And which of the following would you usually earn in your **all your jobs**, per annum before tax or anything else was taken out? | 1. $1 - $9,999  2. $10,000 - $19,999  3. $20,000 - $29,999  4. $30,000 - $39,999  5. $40,000 - $49,999  6. $50,000 - $59,999  7. $60,000 - $79,999  8. $80,000 - $99,999  9. $100,000 - $124,999  10. $125,000 - $149,999  11. $150,000 or more  12. Don't know |
| SALARYOS | What is your gross (that is pre-tax) annual salary? You can estimate if necessary. | 1. Enter gross annual salary <text box> |
| SALARYOS\_OTH | Please specify the currency you referred to. | 1. <verbatim text box> |
| FINDJOB | How did you first find out about this job? | 1. University of college careers service 2. Careers fair of information session 3. Other university of college source (such as faculties or lecturers or student society) 4. Advertisement in a newspaper or other print media 5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs) 6. Via resume posted on the internet 7. Family of friends 8. Approached employer directly 9. Approached by an employer 10. Employment agency 11. Work contacts or networks 12. Social media (e.g. LinkedIn) 13. An employer promotional event 14. Graduate program / internship / work placement 90. Other (please specify) <text box> |
| SPOQ | The following statements are about your skills, abilities and education. Please indicate the extent to which you agree or disagree with each of these statements. (STATEMENTS) a) My job requires less education than I have b) I have more job skills than are required for this job c) Someone with less education than myself could perform well on my job d) My previous training is being fully utilised on this job e) I have more knowledge than I need in order to do my job f) My education level is above the level required to do my job g) Someone with less work experience than myself could do my job just as well h) I have more abilities than I need in order to do my job | 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree |
| RSOVRQ | Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the **main reason** you are working in a job that doesn’t use all of your skills or education? | 1. No suitable jobs in my local area 2. No jobs with a suitable number of hours 3. No suitable jobs in my area of expertise  14. Not enough work experience 4. Considered to be too young by employers 5. Considered to be too old by employers 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 12. I'm satisfied with my current job |
| RSNOMORE | You mentioned that you are **not** looking to work more hours. What is the **main reason** you work the number of hours you are currently working? | 1. No suitable job in my local area 5. Considered to be too old by employers 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children  13. Lifestyle choice / work-life balance  16. Pursuing other interests / commitments in spare time  10. Studying 11. I’m satisfied with the number of hours I work 12. No more hours available in current position  19. Work has been reduced/shutdown due to COVID-19 90. Other (Please specify) |
| RSMORE | You mentioned that you are looking to work more hours. What is the **main reason** you work the number of hours you are currently working? *Please select only one answer.* | 1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 5. Considered to be too old by employers 6. Short-term illness or injury 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying  13. Due to other commitments outside of main job  11. No more hours available in current position  18. Work has been reduced/shutdown due to COVID-19  90. Other (please specify) <text box> |
| UNEMP | What is the main reason you are currently not working or looking for work? | 1. <text box> |
|  | Module H: Employment History |  |
| OTHWORKi | Aside from your current role(s) have you worked anywhere else since <YEAR>? | 1. Yes 2. No |
| OTHWORKii | Aside from your <VOCC> role at <VEMPLOYR> (IF VEMPLOYR=BLANK,’your <COLYEAR> employer’) have you worked anywhere else since <YEAR>? | 1. Yes 2. No |
| OTHWORKiii | Aside from your <VOCC> role at <VEMPLOYR> and your current occupation(s), have you worked anywhere else since <YEAR>? | 1. Yes 2. No |
| OTHOCC | Have you changed occupations within the same business since <YEAR>? An example of changing occupations may be getting a promotion from ‘Business analyst’ to ‘Senior business analyst’. | 1. Yes 2. No |
| NUMOCC | How many other occupations \*(IF WORKING SHOW: excluding your current occupation) have you performed since <YEAR>? If you changed occupations within the same business, please include each occupation separately. An example of changing occupations may be getting a promotion from ‘Business analyst’ to ‘Senior business analyst’. | 1. Enter number of occupations (NUMERIC, RANGE 0-30) |
|  | Module C: Further study |  |
| FQUALi | The next few questions are about qualifications you may have completed between <YEAR> and now. Since you completed your <QUALNAME> have you completed another **qualification**? | 1. Yes – full-time 2. Yes – part-time 5. No |
| FQLOC | Where did you complete this **qualification**? | 1. Australia 2. Overseas |
| VFQUAL | What is the full title of the most recent **qualification** you completed? | 1. Qualification title <text box> |
| FQFOE | What was your major field of education for this **qualification**? | 1. Natural and Physical Sciences 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health 7. Education 8. Management and Commerce 9. Society and Culture 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 90. Other (please specify) |
| FQLEV | What was the level of this qualification? | 1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV 16. Other |
| VFQINST | And the institution where you completed this qualification? | 1. Enter name of the institution <look up list> |
| FURSTUD | The following questions are about qualifications you are currently studying.  Are you currently a full-time or part-time student at a TAFE, university or other education institution? | 1. Yes – full-time 2. Yes – part-time 5. No |
| FURLOC | Where are you completing this **qualification**? | 1. Australia 2. Overseas |
| VFURQUAL | What is the full title of the **qualificatio**n you are currently studying? | 1. Enter qualification title <text box> |
| FURFOE | What is your major field of education for this **qualification**? | 1. Natural and Physical Sciences 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health 7. Education 8. Management and Commerce 9. Society and Culture 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 13. Other (Please specify) |
| FURLEV | What is the level of this qualification? | 1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV 16. Other |
| VFURINST | And the institution where you are currently studying? | 1. Enter name of the institution <look up list> |
|  | Module D: Graduate attributes |  |
| GAS | For each of the following skills or attributes, to what extent do you agree or disagree that your <QUALNAME> from <E306CTXT> prepared you for your current job? If the skill is not required in your role, you can answer ‘Not applicable’.   (STATEMENTS) Foundation skills FOUNDATION1/GFOUND1 Oral communication skills FOUNDATION2/GFOUND2 Written communication skills FOUNDATION3/GFOUND3 Numeracy skills FOUNDATION4/GFOUND4 Ability to develop relevant knowledge FOUNDATION5/GFOUND5 Ability to develop relevant skills FOUNDATION6/GFOUND6 Ability to solve problems FOUNDATION7/GFOUND7 Ability to integrate knowledge FOUNDATION8/GFOUND8 Ability to think independently about problems  Adaptive skills and attributes ADAPTIVE1/GADAPT1 Broad general knowledge ADAPTIVE2/GADAPT2 Ability to develop innovative ideas ADAPTIVE3/GADAPT3 Ability to identify new opportunities ADAPTIVE4/GADAPT4 Ability to adapt knowledge in different contexts ADAPTIVE5/GADAPT5 Ability to apply skills in different contexts ADAPTIVE6/GADAPT6 Capacity to work independently  Teamwork and interpersonal skills COLLAB1/GCOLLAB1 Working well in a team COLLAB2/GCOLLAB2 Getting on well with others in the workplace COLLAB3/GCOLLAB3 Working collaboratively with colleagues to complete tasks COLLAB4/GCOLLAB4 Understanding of different points of view COLLAB5/GCOLLAB5 Ability to interact with co-workers from different or multicultural backgrounds | 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable |
|  | Module E: Graduate preparation |  |
| FORMREQ | Is a <QUALNAME> or similar qualification a formal requirement for you to do your current <**main job/job**>? | 1. Yes 2. No |
| QUALIMP | To what extent is it important for you to have a <QUALNAME>, to be able to do your <**main job/job**>? | 1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important |
| CRSPREP | Overall, how well did your <QUALNAME> prepare you for your <**main job/job**>? | 1. Not at all 2. Not well  3. Well  4. Very well  5. Don’t know / Unsure |
| VPREP | What are the main ways that <E306CTXT> prepared you for employment in your organisation? | 1. <text box> |
| VBETTER | What are the main ways <E306CTXT> could have better prepared you for employment in your organisation? | 1. <text box> |
| STCHOICE | Thinking about your original decision to complete your <EQUALNAME> between <GRADYR2/YEAR\_2> and early <YEAR>, if you had to make this choice again, would you study… Please select one answer. | 1. The same qualification at the same institution 2. The same qualification at a different institution 3. The same subject area(s) at the same institution 4. The same subject area(s) at a different institution 5. Something completely different at the same institution 6. Something completely different at a different institution 7. I wouldn’t study at all |
| VCHOICE | What is the main reason you say that? | 1. <text box> |
|  | Module F: Additional Institution-Specific Items |  |
|  | Module G: Contact details |  |

## 3.2 Institution-specific items

As has been the case since in previous collections, institutions were offered the option of including non-standard, institution-specific items as part of the 2021 GOS-L. In total, 9 institutions chose to include their own items. These institution-specific items were only presented to students after they had completed the SEQ, resulting in a clear demarcation between the two survey modules. A statement was also added before the institution-specific items to further emphasise this: “The following items have been included by <E306CTXT> to gather feedback from current students on issues important to their institution”.

# Appendix 4 Construction of confidence intervals

The 90 per cent confidence intervals presented in this report were calculated using the Finite Population Correction (FPC) to account for the relatively large size of the sample relative to the in-scope population. The FPC is generally used when the sampling fraction exceeds 5 per cent.

Because percentage agreement scores are reported for the 2021 GOS-L, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

Where is the adjusted estimated proportion of satisfied responses, is the size of the population in the relevant subgroup, is the number of valid responses in the relevant subgroup, is the number of positive responses in the relevant subgroup, is the standard normal value for 90% confidence and is the Finite Population Correction term.

The 90 per cent confidence interval of each estimated proportion is then calculated as the adjusted proportion plus or minus its 90 per confidence interval bound.

Figure 1 Formula for a 90% confidence interval using the Agresti-Coull method with FPC

where , and and

# Appendix 5 Study area concordance

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

Table 19 Study area concordance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Study area | Study area | Study area 45 | Study area 45 | **Field of Education** |
| 0 | Non-award | 0 | Non-award | 000000 |
| 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 |
| 1 | Science and mathematics | 2 | Mathematics | 010100, 010101, 010103, 010199 |
| 1 | Science and mathematics | 3 | Biological Sciences | 010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999 |
| 1 | Science and mathematics | 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 |
| 3 | Engineering | 7 | Engineering - Process & Resources | 030300, 030301, 030303, 030305, 030307, 030399 |
| 3 | Engineering | 8 | Engineering - Mechanical | 030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799 |
| 3 | Engineering | 9 | Engineering - Civil | 030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999 |
| 3 | Engineering | 10 | Engineering - Electrical & Electronic | 031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399 |
| 3 | Engineering | 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 |
| 4 | Architecture and built environment | 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, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999 |
| 5 | Agriculture and environmental studies | 15 | Environmental Studies | 050900, 050901, 050999 |
| 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 |
| 6 | Health services and support | 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 |
| 12 | Rehabilitation | 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 |
| 13 | Teacher education | 26 | Teacher Education - Early Childhood | 070101 |
| 13 | Teacher education | 27 | Teacher Education - Primary & Secondary | 070103, 070105 |
| 14 | Business and management | 28 | Accounting | 080100, 080101 |
| 14 | Business and management | 29 | Business Management | 080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399 |
| 14 | Business and management | 30 | Sales & Marketing | 080500, 080501, 080503, 080505, 080507, 080509, 080599 |
| 14 | Business and management | 31 | Management & Commerce - Other | 080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999 |
| 14 | Business and management | 32 | Banking & Finance | 081100, 081101, 081103, 081105, 081199 |
| 14 | Business and management | 40 | Economics | 091900, 091901, 091903 |
| 15 | Humanities, culture and social sciences | 33 | Political Science | 090100, 090101, 090103 |
| 15 | Humanities, culture and social sciences | 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 |
| 15 | Humanities, culture and social sciences | 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 |
| 18 | Law and paralegal studies | 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 |
| 19 | Creative arts | 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 |
| 21 | Tourism, Hospitality, Personal Services, Sport and recreation | 45 | Tourism, Hospitality & Personal Services | 080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999 |

# Appendix 6 Additional tables

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

Listed below are tables related to specific concepts relevant to the Graduate Outcomes Survey – Longitudinal (GOS-L), as well as a listing of tables that can be used to explore additional themes related to the GOS-L.

## 6.1 GOS-L results

### 6.1.1 Labour force outcomes

This group of tables includes labour force outcomes, including full-time and overall employment rates, labour force participation rate and median salary for graduates in the short-term in 2018 and again in the medium-term in 2021. Labour force outcomes can be viewed at the course level, by provider type, institution, gender and study area.

Table 20 Tables associated with labour force outcomes

|  |  |  |  |
| --- | --- | --- | --- |
| **Course level** | **Report Table** | **Sheet name** | **Table title** |
| UG | Table 02 | FTE\_UG\_ALL\_6Y | Proportion employed full-time, 2016-2021, for undergraduates and all provider types |
| ALL | Table 06 | FTE\_ALL\_ALL\_1Y\_AREA | Proportion employed full-time, 2021, for all course levels and all provider types by study area |
| ALL | Table 07 | FTE\_ALL\_ALL\_1Y\_AREA45 | Proportion employed full-time, 2021, for all course levels and all provider types by 45 study areas |
| UG |  | FTE\_UG\_UNI\_1Y\_INST\_CI | Proportion employed full-time, 2021, for undergraduates and universities by institution |
| PGC |  | FTE\_PGC\_UNI\_1Y\_INST\_CI | Proportion employed full-time, 2021, for postgraduate coursework graduates and universities by institution |
| UG |  | STMT\_UG\_ALL\_1Y | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types |
| UG |  | STMT\_UG\_ALL\_3Y | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2019-2021, for undergraduates and all provider types |
| PGC |  | STMT\_PGC\_ALL\_1Y | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types |
| PGC |  | STMT\_PGC\_ALL\_3Y | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2019-2021, for postgraduate coursework graduates and all provider types |
| PGR |  | STMT\_PGR\_ALL\_1Y | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate research graduates and all provider types |
| PGR |  | STMT\_PGR\_ALL\_3Y | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2019-2021, for postgraduate research graduates and all provider types |
| UG | Table 03 | STMT\_UG\_ALL\_1Y\_SEX | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by gender |
| PGC | Table 04 | STMT\_PGC\_ALL\_1Y\_SEX | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types by gender |
| PGR | Table 05 | STMT\_PGR\_ALL\_1Y\_SEX | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate research graduates and all provider types by gender |
| UG |  | STMT\_UG\_ALL\_1Y\_AREA | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by study area |
| PGC |  | STMT\_PGC\_ALL\_1Y\_AREA | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types by study area |
| PGR |  | STMT\_PGR\_ALL\_1Y\_AREA | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate research graduates and all provider types by study area |
| UG |  | STMT\_UG\_ALL\_1Y\_AREA45 | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by 45 study areas |
| PGC |  | STMT\_PGC\_ALL\_1Y\_AREA45 | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types by 45 study areas |
| PGR |  | STMT\_PGR\_ALL\_1Y\_AREA45 | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate research graduates and all provider types by 45 study areas |
| UG |  | STMT\_UG\_ALL\_1Y\_ARSX | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by study area and gender |
| PGC |  | STMT\_PGC\_ALL\_1Y\_ARSX | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types by study area and gender |
| UG |  | STMT\_UG\_ALL\_1Y\_DG | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by demographic group |
| PGC |  | STMT\_PGC\_ALL\_1Y\_DG | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate coursework graduates and all provider types by demographic group |
| PGR |  | STMT\_PGR\_ALL\_1Y\_DG | Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for postgraduate research graduates and all provider types by demographic group |
| UG | Table 08 | STMT2\_UG\_UNI\_1Y\_INST\_CI | Short-term and medium-term employment outcomes (FTE, OE), 2021, for undergraduates and universities by institution |
| UG |  | STMT2\_UG\_UNI\_3Y\_INST\_CI | Short-term and medium-term employment outcomes (FTE, OE), 2019-2021, for undergraduates and universities by institution |
| PGC | Table 08 | STMT2\_PGC\_UNI\_1Y\_INST\_CI | Short-term and medium-term employment outcomes (FTE, OE), 2021, for postgraduate coursework graduates and universities by institution |
| PGC |  | STMT2\_PGC\_UNI\_3Y\_INST\_CI | Short-term and medium-term employment outcomes (FTE, OE), 2019-2021, for postgraduate coursework graduates and universities by institution |
| UG |  | STMT3\_UG\_UNI\_1Y\_INST\_CI | Short-term and medium-term employment outcomes (LF, SAL), 2021, for undergraduates and universities by institution |
| UG |  | STMT3\_UG\_UNI\_3Y\_INST\_CI | Short-term and medium-term employment outcomes (LF, SAL), 2019-2021, for undergraduates and universities by institution |
| PGC |  | STMT3\_PGC\_UNI\_1Y\_INST\_CI | Short-term and medium-term employment outcomes (LF, SAL), 2021, for postgraduate coursework graduates and universities by institution |
| PGC |  | STMT3\_PGC\_UNI\_3Y\_INST\_CI | Short-term and medium-term employment outcomes (LF, SAL), 2019-2021, for postgraduate coursework graduates and universities by institution |
| UG |  | MT\_UG\_ALL\_1Y\_FTS | Medium-term employment outcomes (FTE, OE, LF, SAL), 2021, for undergraduates and all provider types by proportion engaged in full-time study |
| UG | Figure 03 | FTE\_UG\_UNI\_1Y\_INST\_FIG | Proportion employed full-time, 2021, for undergraduates and universities by institution |
| UG |  | FTE\_UG\_UNI\_3Y\_INST\_FIG | Proportion employed full-time, 2019-2021, for undergraduates and universities by institution |
| PGC | Figure 04 | FTE\_PGC\_UNI\_1Y\_INST\_FIG | Proportion employed full-time, 2021, for postgraduate coursework graduates and universities by institution |
| PGC |  | FTE\_PGC\_UNI\_3Y\_INST\_FIG | Proportion employed full-time, 2019-2021, for postgraduate coursework graduates and universities by institution |
| UG |  | SAL\_UG\_UNI\_1Y\_INST\_FIG | Medium-term salaries ($), 2021, for undergraduates and universities by institution |
| UG |  | SAL\_UG\_UNI\_3Y\_INST\_FIG | Medium-term salaries ($), 2019-2021, for undergraduates and universities by institution |
| PGC |  | SAL\_PGC\_UNI\_1Y\_INST\_FIG | Medium-term salaries ($), 2021, for postgraduate coursework graduates and universities by institution |
| PGC |  | SAL\_PGC\_UNI\_3Y\_INST\_FIG | Medium-term salaries ($), 2019-2021, for postgraduate coursework graduates and universities by institution |

### 6.1.2 Usual and actual hours worked

This group of tables explores the median hours usually worked each week and the median hours actually worked in the week prior to completing the survey of graduates in the medium-term, approximately three years after completing their course, for the past three years.

Table 21 Tables associated with medium-term median usual hours and median actual hours worked

| **Course level** | **Report table** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| UG | Figure 01 | HOURS\_UG\_ALL\_3Y | Medium-term median usual hours and median actual hours worked by employment outcome (FT, PT, OE), 2019-2021, for undergraduates and all provider types |
| PGC |  | HOURS\_PGC\_ALL\_3Y | Medium-term median usual hours and median actual hours worked by employment outcome (FT, PT, OE), 2019-2021, for postgraduate coursework graduates and all provider types |
| PGR |  | HOURS\_PGR\_ALL\_3Y | Medium-term median usual hours and median actual hours worked by employment outcome (FT, PT, OE), 2019-2021, for postgraduate research graduates and all provider types |

### 6.1.3 Away from work

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

Table 22 Tables associated with the percentage of employed graduates away from work

| **Course level** | **Report table** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| UG | Figure 02 | AWAY\_UG\_ALL\_3Y | Percentage of employed graduates who are away from work by employment outcome (FT, PT, OE), 2019-2021, for undergraduates and all provider types |
| PGC |  | AWAY\_PGC\_ALL\_3Y | Percentage of employed graduates who are away from work by employment outcome (FT, PT, OE), 2019-2021, for postgraduate coursework graduates and all provider types |
| PGR |  | AWAY\_PGR\_ALL\_3Y | Percentage of employed graduates who are away from work by employment outcome (FT, PT, OE), 2019-2021, for postgraduate research graduates and all provider types |

### 6.1.4 Graduate occupations

This group of tables presents the proportion of employed graduates and graduates employed full-time in different occupations in the short-term in 2018 and again in the medium-term in 2021. These occupations are coded from graduate description of their job and job role to a detailed ANZCO code. The results are presented here at the top ANZCO levels. In general, a managerial or professional occupation is considered an appropriate employment outcome after completing a higher education level qualification and a useful proxy for the “relevance” of graduates’ employment outcomes to their qualification.

Table 23 Tables associated with occupation types of employed graduates

|  |  |  |  |
| --- | --- | --- | --- |
| **Course level** | **Report Table** | **Sheet name** | **Table title** |
| UG | Table 09 | OCCO\_UG\_ALL\_1Y\_AREA | Proportion employed working in occupational groups, 2021, for undergraduates and all provider types by study area |
| PGC |  | OCCO\_PGC\_ALL\_1Y\_AREA | Proportion employed working in occupational groups, 2021, for postgraduate coursework graduates and all provider types by study area |
| PGR |  | OCCO\_PGR\_ALL\_1Y\_AREA | Proportion employed working in occupational groups, 2021, for postgraduate research graduates and all provider types by study area |
| UG |  | OCCF\_UG\_ALL\_1Y\_AREA | Proportion full-time employed working in occupational groups, 2021, for undergraduates and all provider types by study area |
| PGC |  | OCCF\_PGC\_ALL\_1Y\_AREA | Proportion full-time employed working in occupational groups, 2021, for postgraduate coursework graduates and all provider types by study area |
| PGR |  | OCCF\_PGR\_ALL\_1Y\_AREA | Proportion full-time employed working in occupational groups, 2021, for postgraduate research graduates and all provider types by study area |
| UG |  | OCC\_UG\_ALL\_1Y\_STMT2 | Proportion of employed graduates working in managerial or professional occupation, 2021, for undergraduates and all provider types by short-term and medium-term employment outcomes |
| PGC |  | OCC\_PGC\_ALL\_1Y\_STMT2 | Proportion of employed graduates working in managerial or professional occupation, 2021, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes |
| PGR |  | OCC\_PGR\_ALL\_1Y\_STMT2 | Proportion of employed graduates working in managerial or professional occupation, 2021, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes |

### 6.1.5 Labour force transitions

This group of tables explores the journey of graduates from their labour force outcome in 2018 to their status in 2021. For example, the proportion of graduates who were unemployed in 2018 and the proportion of those graduates who went on to full-time employment in 2021.

Table 24 Tables associated with labour force transitions

| **Course level** | **Report table** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| UG |  | LFT\_UG\_ALL\_1Y | Labour force transition, 2021, for undergraduates and all provider types |
| PGC |  | LFT\_PGC\_ALL\_1Y | Labour force transition, 2021, for postgraduate coursework graduates and all provider types |
| PGR |  | LFT\_PGR\_ALL\_1Y | Labour force transition, 2021, for postgraduate research graduates and all provider types |
| UG |  | LFT\_UG\_ALL\_1Y\_SEX | Labour force transition, 2021, for undergraduates and all provider types by gender |
| PGC |  | LFT\_PGC\_ALL\_1Y\_SEX | Labour force transition, 2021, for postgraduate coursework graduates and all provider types by gender |
| PGR |  | LFT\_PGR\_ALL\_1Y\_SEX | Labour force transition, 2021, for postgraduate research graduates and all provider types by gender |

### 6.1.6 Employment history

This group of tables presents the number of graduates who were in the labour market in 2021 and the proportion who changed jobs (different employer), those who had worked for the same employer for more than 12 months, those who had changed roles with the same employer and those who had changed occupation level. The tables also present the median salary for those graduates (regardless of whether they were working full-time) in 2018 compared to median salaries in 2021.

Table 25 Tables associated with the employment history of graduates

| **Course level** | **Report table** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| UG |  | EHIST\_UG\_ALL\_1Y | Employment history, 2021, for undergraduates and all provider types |
| PGC |  | EHIST\_PGC\_ALL\_1Y | Employment history, 2021, for postgraduate coursework graduates and all provider types |
| PGR |  | EHIST\_PGR\_ALL\_1Y | Employment history, 2021, for postgraduate research graduates and all provider types |
| UG |  | EHIST\_UG\_ALL\_1Y\_FTS | Employment history, 2021, for undergraduates and all provider types by proportion engaged in full-time study |

### 6.1.7 Importance of the qualification

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

Table 26 Tables associated with the extent to which graduates considered their qualification important

| **Course level** | **Report table** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| UG |  | QUALIMP\_UG\_ALL\_1Y\_STMT2 | Importance of qualification for graduates in short-term and medium-term employment, 2021, for undergraduates and all provider types by short-term and medium-term employment outcomes |
| PGC |  | QUALIMP\_PGC\_ALL\_1Y\_STMT2 | Importance of qualification for graduates in short-term and medium-term employment, 2021, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes |
| PGR |  | QUALIMP\_PGR\_ALL\_1Y\_STMT2 | Importance of qualification for graduates in short-term and medium-term employment, 2021, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes |

### 6.1.8 Extent to which qualification prepared graduates

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

Table 27 Tables associated with the extent to which the qualification prepared graduates for their current job

| **Course level** | **Report table** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| UG |  | CRSPREP\_UG\_ALL\_1Y\_STMT2 | Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment, 2021, for undergraduates and all provider types by short-term and medium-term employment outcomes |
| PGC |  | CRSPREP\_PGC\_ALL\_1Y\_STMT2 | Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment, 2021, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes |
| PGR |  | CRSPREP\_PGR\_ALL\_1Y\_STMT2 | Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment, 2021, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes |

### 6.1.9 Graduate attributes

This group of tables present the scale scores of graduate ratings of how well their qualification and institution prepared them for their current job. The graduate attributes scales include Foundation skills, Adaptive skills and attributes and Team and interpersonal skills.

Table 28 Tables associated with graduates' ratings of their qualification and institution

| **Course level** | **Report table** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| UG |  | GAS\_UG\_ALL\_1Y\_AREA | Graduates average ratings of their attributes, 2021, for undergraduates and all provider types by study area |
| PGC |  | GAS\_PGC\_ALL\_1Y\_AREA | Graduates average ratings of their attributes, 2021, for postgraduate coursework graduates and all provider types by study area |
| UG |  | GAS\_UG\_ALL\_1Y\_STMT2 | Graduates average ratings of their attributes, 2021, for undergraduates and all provider types by short-term and medium-term employment outcomes |
| PGC |  | GAS\_PGC\_ALL\_1Y\_STMT2 | Graduates average ratings of their attributes, 2021, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes |
| PGR |  | GAS\_PGR\_ALL\_1Y\_STMT2 | Graduates average ratings of their attributes, 2021, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes |

### 6.1.10 Skills utilisation

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

Table 29 Tables associated with reasons for underutilisation of skills and education

|  |  |  |  |
| --- | --- | --- | --- |
| **Course level** | **Report Table** | **Sheet name** | **Table title** |
| UG |  | RSOVRQ\_UG\_ALL\_1Y\_AREA | Main reason for working in job in that doesn’t fully use skills and education, 2021, for undergraduates and all provider types by study area |
| PGC |  | RSOVRQ\_PGC\_ALL\_1Y\_AREA | Main reason for working in job in that doesn’t fully use skills and education, 2021, for postgraduate coursework graduates and all provider types by study area |
| PGR |  | RSOVRQ\_PGR\_ALL\_1Y\_AREA | Main reason for working in job in that doesn’t fully use skills and education, 2021, for postgraduate research graduates and all provider types by study area |
| UG | Table 10 | RSOVRQ\_UG\_ALL\_1Y\_MT | Main reason for working in job in that doesn’t fully use skills and education, 2021, for undergraduates and all provider types by medium-term employment outcomes |
| UG |  | RSOVRQ\_UG\_ALL\_1Y\_STMT2 | Main reason for working in job in that doesn’t fully use skills and education, 2021, for undergraduates and all provider types by short-term and medium-term employment outcomes |
| PGC |  | RSOVRQ\_PGC\_ALL\_1Y\_STMT2 | Main reason for working in job in that doesn’t fully use skills and education, 2021, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes |
| PGR |  | RSOVRQ\_PGR\_ALL\_1Y\_STMT2 | Main reason for working in job in that doesn’t fully use skills and education, 2021, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes |

### 6.1.11 Further study

This group of tables present the proportion of graduates engaged in further full-time study three years after completing their course.

Table 30 Tables associated with graduates undertaking further full-time study

|  |  |  |  |
| --- | --- | --- | --- |
| **Course level** | **Report Table** | **Sheet name** | **Table title** |
| UG | Table 11 | FTS\_UG\_ALL\_1Y\_BFOE | Proportion engaged in full-time study, 2021, for undergraduates and all provider types by broad field of education |
| UG |  | FTS\_UG\_ALL\_1Y\_DG | Proportion engaged in full-time study, 2021, for undergraduates and all provider types by demographic group |

## 6.2 Methodological tables

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

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics, approach to weighting and precision please refer to the 2021 GOS-L Methodological Report, which is available on the QILT website.

Table 31 Tables associated with key project elements and response rates by institution

| **Course level** | **Report table** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| ALL | Table 12 | OV\_ALL\_ALL\_1Y | Operational overview, 2021, for all course levels and all provider types |
| ALL | Table 13 | RR\_ALL\_UNI\_1Y\_INST | Response rates, 2021, for all course levels and universities by institution |
| ALL | Table 14 | RR\_ALL\_NUHEI\_1Y\_INST | Response rates, 2021, for all course levels and non-university higher education institutions by institution |
| UG |  | RR\_UG\_UNI\_1Y\_INST | Response rates, 2021, for undergraduates and universities by institution |
| UG |  | RR\_UG\_NUHEI\_1Y\_INST | Response rates, 2021, for undergraduates and non-university higher education institutions by institution |
| PGC |  | RR\_PGC\_UNI\_1Y\_INST | Response rates, 2021, for postgraduate coursework graduates and universities by institution |
| PGC |  | RR\_PGC\_NUHEI\_1Y\_INST | Response rates, 2021, for postgraduate coursework graduates and non-university higher education institutions by institution |
| PGR |  | RR\_PGR\_UNI\_1Y\_INST | Response rates, 2021, for postgraduate research graduates and universities by institution |
| PGR |  | RR\_PGR\_NUHEI\_1Y\_INST | Response rates, 2021, for postgraduate research graduates and non-university higher education institutions by institution |

Table 32 Tables associated with response characteristics and representativeness

| **Course level** | **Report table** | **Sheet name** | **Table title** |
| --- | --- | --- | --- |
| ALL | Table 16 | CHAR\_ALL\_ALL\_1Y\_AREA | Respondent characteristics, 2021, for all course levels and all provider types by study area |
| UG |  | CHAR\_UG\_ALL\_1Y\_AREA | Respondent characteristics, 2021, for undergraduates and all provider types by study area |
| PGC |  | CHAR\_PGC\_ALL\_1Y\_AREA | Respondent characteristics, 2021, for postgraduate coursework graduates and all provider types by study area |
| PGR |  | CHAR\_PGR\_ALL\_1Y\_AREA | Respondent characteristics, 2021, for postgraduate research graduates and all provider types by study area |
| UG |  | CHAR\_UG\_ALL\_1Y\_ARSX | Respondent characteristics, 2021, for undergraduates and all provider types by study area and gender |
| PGC |  | CHAR\_PGC\_ALL\_1Y\_ARSX | Respondent characteristics, 2021, for postgraduate coursework graduates and all provider types by study area and gender |
| PGR |  | CHAR\_PGR\_ALL\_1Y\_ARSX | Respondent characteristics, 2021, for postgraduate research graduates and all provider types by study area and gender |
| UG |  | CHAR\_UG\_ALL\_1Y\_AR45SX | Respondent characteristics, 2021, for undergraduates and all provider types by 45 study areas and gender |
| PGC |  | CHAR\_PGC\_ALL\_1Y\_AR45SX | Respondent characteristics, 2021, for postgraduate coursework graduates and all provider types by 45 study areas and gender |
| PGR |  | CHAR\_PGR\_ALL\_1Y\_AR45SX | Respondent characteristics, 2021, for postgraduate research graduates and all provider types by 45 study areas and gender |
| ALL | Table 15 | CHAR\_ALL\_ALL\_1Y\_SG | Respondent characteristics, 2021, for all course levels and all provider types by demographic and contextual group |
| UG |  | CHAR\_UG\_ALL\_1Y\_SG | Respondent characteristics, 2021, for undergraduates and all provider types by demographic and contextual group |
| PGC |  | CHAR\_PGC\_ALL\_1Y\_SG | Respondent characteristics, 2021, for postgraduate coursework graduates and all provider types by demographic and contextual group |
| PGR |  | CHAR\_PGR\_ALL\_1Y\_SG | Respondent characteristics, 2021, for postgraduate research graduates and all provider types by demographic and contextual group |