



2025

Graduate Outcomes Survey

INTERNATIONAL REPORT JUNE 2026

Acknowledgments

The Quality Indicators for Learning and Teaching (QILT) survey program, including the 2025 Graduate Outcomes Survey (GOS), is funded by the Australian Government Department of Education (Department of Education).

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

The Social Research Centre would like to thank the higher education institutions that contributed to the GOS in 2025. Without the enthusiastic and committed assistance of the survey managers and institutional planners, the 2025 GOS would not have been such a success.

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

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For more information about the 2025 GOS, including how it was conducted, visit the QILT website: www.qilt.edu.au

Email the QILT team at qilt@srcentre.com.au

Terminology

'Undergraduate'

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



Executive summary

The Graduate Outcomes Survey (GOS) is a key component of the Quality Indicators for Learning and Teaching (QILT) survey suite, capturing short-term labour market and further study outcomes for higher education graduates. Graduates are invited to take the GOS approximately 4 to 6 months after completion of their course. The 2025 GOS International Report presents findings for international graduates who completed their course onshore in Australia and responded to the GOS between November 2024 and May 2025. Outcomes for international graduates are compared with those of domestic graduates.

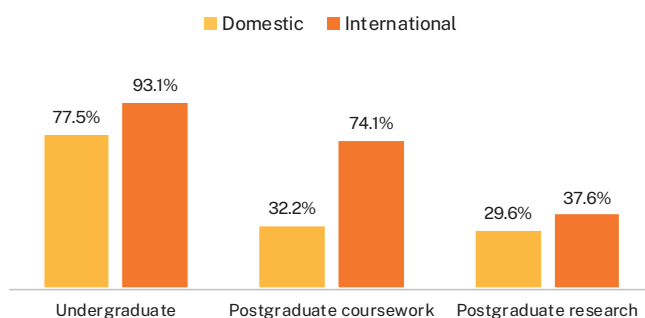
In 2025, more than 39,000 international graduates from 119 higher education institutions – including 42 Australian universities – participated in the GOS.

International graduate profile

Across all study levels, international graduate respondents tend to be younger than the equivalent domestic responding population, with the difference being largest at the postgraduate coursework level (Figure i).

Younger graduates are less likely to have established themselves in the workforce compared to older graduates and typically have lower full-time employment rates. This detail provides context for the international results from the 2025 GOS, especially when comparing international graduate outcomes to domestic graduate outcomes.

Figure i / Proportion of graduates aged 30 and under, 2025



Labour force participation

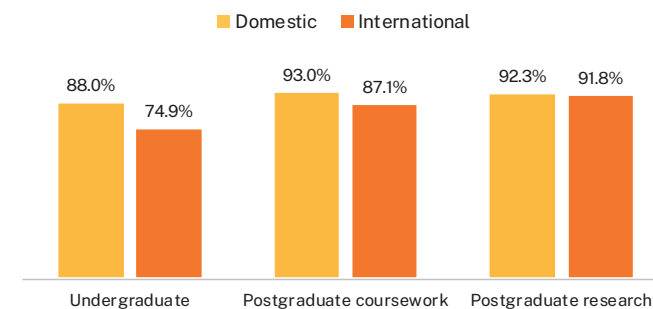
Labour force participation rates have been relatively stable since the GOS commenced in 2016. However, in 2025, there was a notable decrease across all study levels. This decrease can be attributed to the way a change in this metric is calculated: respondents who were not currently working and only passively looking for work are no longer considered to be in the labour force. Both active and passive job search types were previously included (see Appendix 1 for further information).

Department of Education analysis indicates this change resulted in downward pressure on labour force participation rates of around 2.5-3.5 percentage points for international undergraduates, and of less than 1 percentage point for postgraduate coursework and postgraduate research graduates. This change also affected the 2025 full-time and overall employment rates presented in this report, and has implications for the comparability of 2025 data with historical data.

Caution should be exercised when interpreting differences between 2025 results and earlier years, as they partly reflect the change in methodology.

In 2025, the gaps in labour force participation between domestic and international graduates remained similar to previous years. International labour force participation trailed domestic graduates at the undergraduate and postgraduate coursework level, while remaining comparable at the postgraduate research level (Figure ii).

Figure ii / Labour force participation rate, 2025



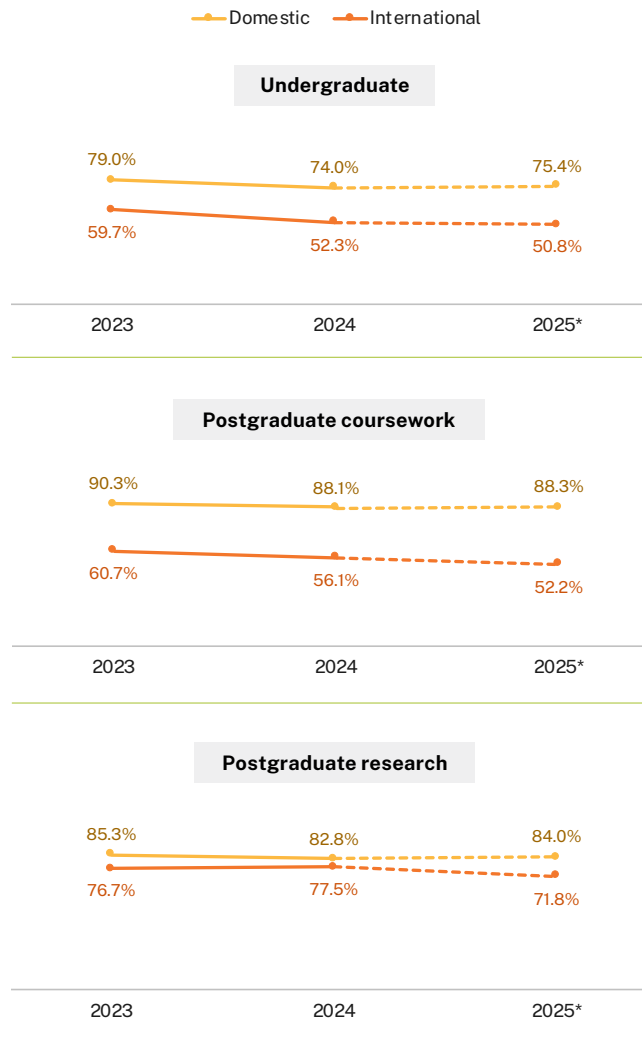
Full-time employment

Full-time employment rates for international graduates are typically lower than domestic graduates across all study levels. This can be partly explained by higher rates of further full-time study for international graduates, as well as the age differentials observed between international and domestic graduates, especially at the postgraduate coursework level.

In 2025, the gap between domestic and international graduate full-time employment rates widened (Figure iii), though this observation is partly a reflection of the change in methodology as domestic full-time employment rates experienced larger upward pressure from this change than international full-time employment rates. This is likely because international graduates were more likely to be actively, rather than passively, seeking employment in 2025 compared to domestic graduates.

Department of Education analysis indicates the methodological change resulted in upward pressure on full-time employment rates of around 2.5-3.5 percentage points for international undergraduates, upward pressure of less than 1.5 percentage points for international postgraduate coursework graduates, and upward pressure of less than 1 percentage point for international postgraduate research graduates. These impacts compare to upward pressure of around 3.5-4.5 percentage points, less than 1.5 percentage points, and around 1.5-2.5 percentage points, for domestic undergraduates, and postgraduate coursework and research graduates respectively. Caution should be exercised when interpreting differences between 2025 results and earlier years, as they partly reflect the change in methodology.

Figure iii / Full-time employment rate, 2023-25



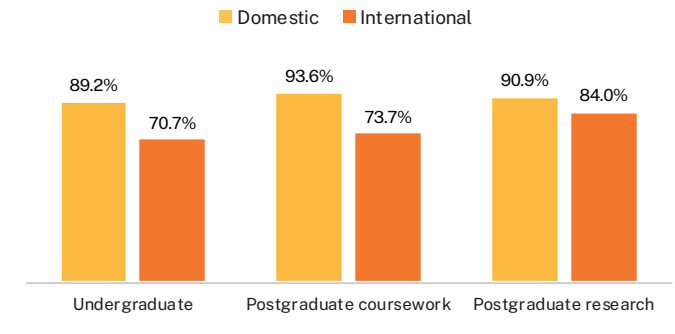
* Full-time employment rates from 2025 onwards are not directly comparable with earlier years due to a change to how the labour force is defined. Caution should be exercised when interpreting differences in full-time employment rates between 2025 results and earlier years, as they partly reflect the change in methodology. See Appendix 1 for further information.

Overall employment

Differences in overall employment rates between international and domestic graduates are generally smaller than differences seen in full-time employment rates. Year-on-year changes in overall employment rates are also less pronounced than the changes in full-time employment rates (Figure iv).

Department of Education analysis indicates the change to how the labour force is defined in 2025 resulted in upward pressure on overall employment rates of around 2.5-3.5 percentage points for international undergraduates, and upward pressure of less than 1 percentage point for international postgraduate coursework and international postgraduate research graduates. Caution should be exercised when interpreting differences between 2025 results and earlier years, as they partly reflect the change in methodology.

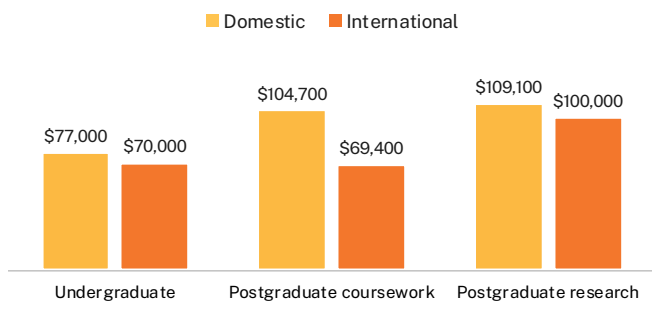
Figure iv / International graduate overall employment rate, 2025



Median annual full-time salary

Median annual full-time salary for international graduates employed in Australia continues to trail that of domestic graduates across all study levels, with the largest gap at the postgraduate coursework level (a difference of \$35,300). This gap widened in 2025 as international postgraduate coursework graduates saw a decline in reported median salary between 2024 and 2025, while domestic postgraduate coursework graduate median salary experienced continued growth (Figure v).

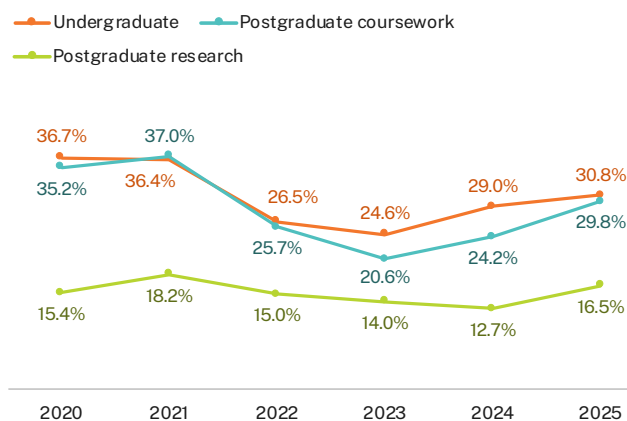
Figure v / Median annual full-time salary, 2025



Underemployment

Underemployment for international graduates rose in 2025 across all study levels (Figure vi). For undergraduates and postgraduate coursework graduates, underemployment rates have been volatile in the years following the pandemic, dropping to an all-time low in 2023 before rising in the following two years. Postgraduate research underemployment has been less volatile but has also seen a rise in 2025. When examining reported reasons for not working more hours, a sizeable proportion of international graduates across all study levels (14.9 per cent to 26.2 per cent) cited no suitable job opportunities being available as their primary reason for not working more hours despite a preference to do so, suggesting that international graduates are finding it difficult to find employment that aligns with their skills and education.

Figure vi / International graduate underemployment, 2020–25

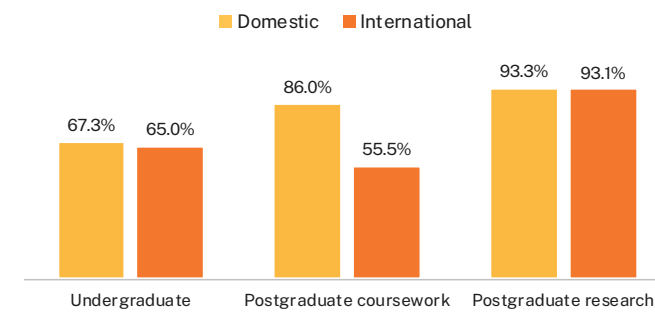


Skills utilisation

In 2025, the difference in the proportion of graduates working full-time in managerial and professional occupations narrowed for undergraduates but widened for postgraduate coursework graduates. For postgraduate research graduates, the proportion has remained similar (Figure vii). This result is consistent with reported levels of perceived overqualification; international postgraduate coursework graduates had the highest levels of perceived overqualification across all study levels and reported higher levels of perceived overqualification when compared to their domestic counterparts.

These findings are in line with the full-time employment and median salary outcomes. While domestic postgraduate coursework graduates are likely to be older and already attached to the labour market, international graduates at this level are younger and likely have less labour market experience. This makes them more likely to work in roles that do not fully utilise their skills and education.

Figure vii / Full-time employment in managerial or professional occupations, 2025

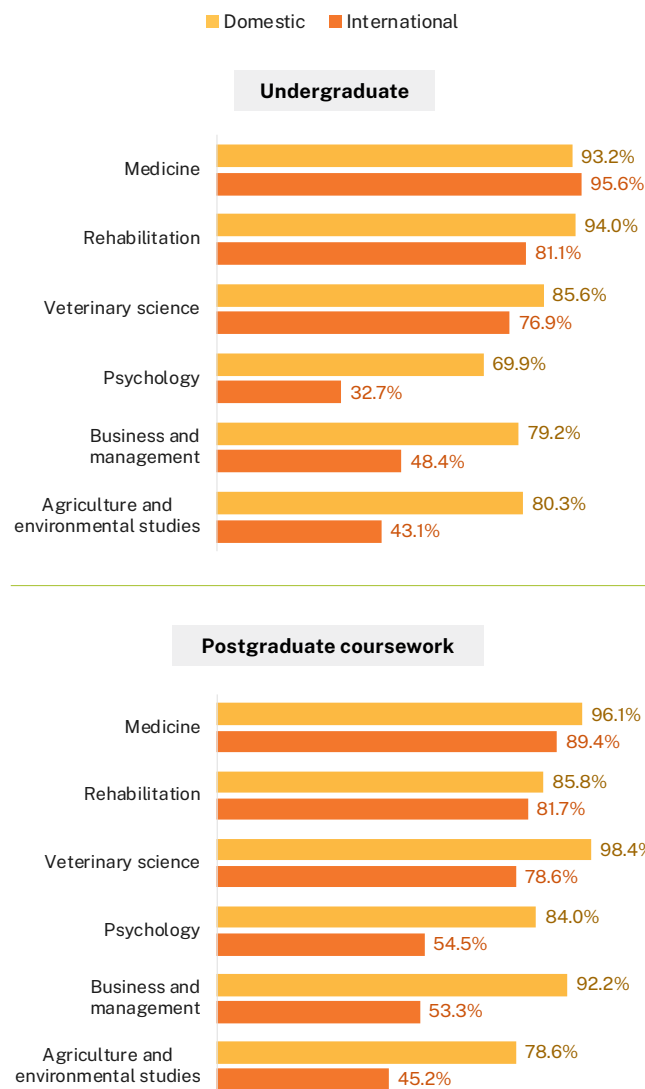


Study area

Although international graduates tend to trail their domestic counterparts on full-time employment rate, the magnitude of this gap varied across study areas. Study areas such as Medicine and Rehabilitation had high full-time employment rates for graduates from both domestic and international cohorts, indicating relatively low barriers for international graduates from these study areas to break into the labour force (Figure viii).

In contrast, there were large gaps in full-time employment rates for study areas such as Psychology, Business and management, and Agriculture and environmental studies. Jobs associated with these areas of study might be perceived as requiring a deeper cultural and environmental understanding of Australia, which could pose an additional barrier for international graduates looking to enter the labour market.

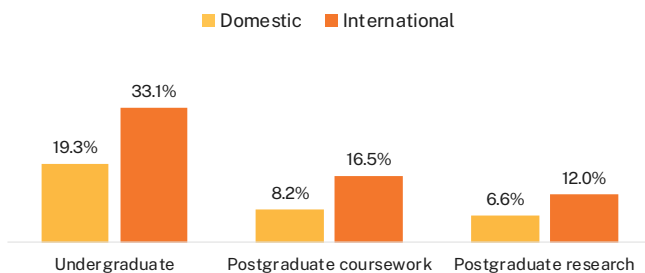
Figure viii / Full-time employment rates for select study areas, 2025



Further full-time study

Across all levels of study, international graduates continue to be more likely to pursue further full-time study following course completion compared to their domestic counterparts, suggesting that international graduates prioritise continued education more strongly than domestic graduates (Figure ix). In 2025, there has been a substantial increase (11.5 per cent in 2024 to 20.4 per cent in 2025) in the proportion of graduates indicating that they were pursuing further full-time study in the Education broad field of education. This increase potentially reflects a reaction to the national teacher workforce shortage.

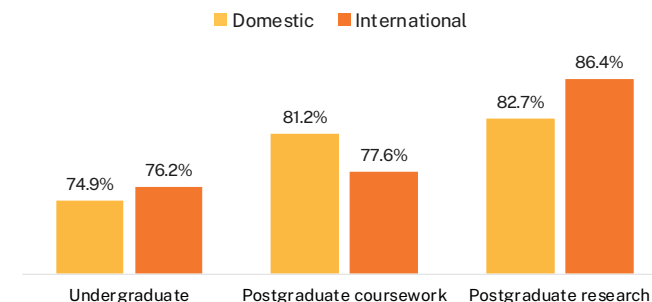
Figure ix / Further full-time study rate, 2025



Graduate course experience

Course satisfaction for international graduates remains below pre-pandemic levels for international undergraduates and postgraduate coursework graduates. Consistent with previous years, international undergraduates and postgraduate research graduates report higher levels of satisfaction compared to their domestic counterparts, whereas postgraduate coursework graduates reported lower satisfaction (Figure x).

Figure x / Course satisfaction, 2025



Source key findings

- Undergraduate:** Graduates from China (excludes SARs and Taiwan) and Vietnam exhibit lower full-time employment, lower labour force participation but much higher further full-time study compared to the international average, potentially due to their younger demographic profile and dominant study areas.
- Postgraduate coursework:** Amongst the top 5 source countries, there were similarities in popular study areas, with Business and management and Computing and information systems accounting for at least half of graduates' study areas. Despite this, there was considerable variation in the full-time employment rate, ranging from 44.5 per cent to 70.9 per cent.
- Postgraduate research:** Across the top 5 source countries for postgraduate research graduates, the variation in salary for postgraduate research graduates was narrow, ranging from \$95,000 to \$100,000, suggesting that international postgraduate research graduates appear to be employed in positions that were relatively well compensated regardless of background.

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1. About the GOS International

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

The GOS has been administered and reported on annually since 2016. Surveys are conducted 3 times a year – in November, February and May – to account for different academic calendars.

GOS reports, including this 2025 GOS International Report, provide robust, rich information to improve higher education. As well as examining short-term labour market outcomes (rates of full-time employment, overall employment, labour force participation and median salaries), the reports explore areas such as the gender pay gap, skills utilisation across graduate occupations, reasons for underemployment and how well qualifications have prepared graduates for their current jobs.

Note that this report primarily captures graduate labour market outcomes, use of skills, and information about further study for international graduates.

1.1 Participation

The 2025 GOS was conducted as a national online survey among 136 higher education institutions, including 42 universities and 94 non-university higher education institutions (NUHEIs).¹ Of these, 119 institutions had international graduates eligible to take part in the study, comprising 42 universities and 77 NUHEIs.

A total of 39,536 valid survey responses were collected across all study levels from international graduates, yielding a response rate of 33.7 per cent, which is a slight increase from the 33.2 per cent achieved in 2024.

1.2 Series history

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

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

In 2025, the definition of labour force participation was updated to better align with ABS Labour Statistics: Concepts, Sources and Methods, resulting in a break in time series for labour force participation, full-time employment and overall employment. Respondents who were not currently working and only passively looking for work are no longer considered to be in the labour force. Both active and passive job search types were previously included. As this slightly decreased the size of the labour force (by removing those that were only looking for work passively) it placed upward pressure on employment rates. See **Appendix 1** for further information.

1.3 Further detail

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

2025 participation



119
participating institutions



124,937
invitations sent



39,536
completed surveys



33.7%
response rate

This report is supported by a [Power BI workbook](#), which allows readers to further explore the data.

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

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

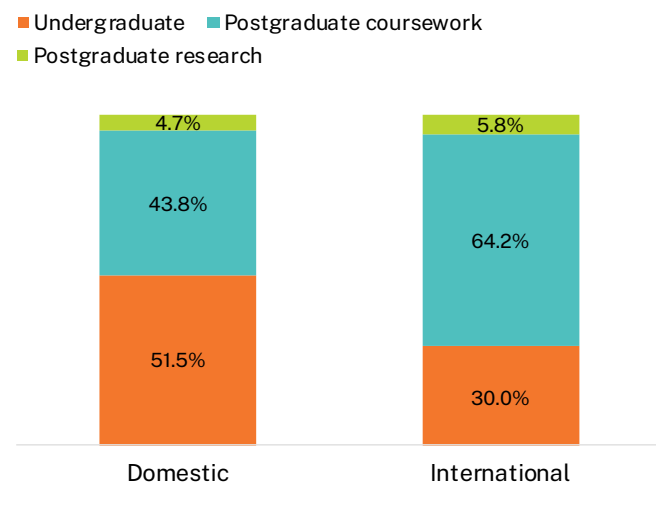
¹ In December 2024, the Tertiary Education Quality Standards Agency (TEQSA) changed the provider category in which the Australian University of Theology was registered to Australian University. Prior to this, the institution was known as the Australian College of Theology and was classified as a NUHEI. As data collection for the 2025 GOS commenced prior to the Australian University of Theology changing institution status, it is reported as a NUHEI in the 2025 GOS International Report.

2. International graduate profile (based on responses to the 2025 GOS²)

When considering the international GOS results, it is important to take into account the profile of international graduates. This helps contextualise graduate outcomes, especially when compared to domestic results.

The study level profile of domestic and international graduates is shown in **Figure 1**. Relative to the profile of domestic graduates, the international graduate population had a higher proportion of postgraduates compared to the domestic graduate population which had a larger proportion of undergraduates.

Figure 1 / Domestic and international graduates by study level, 2025

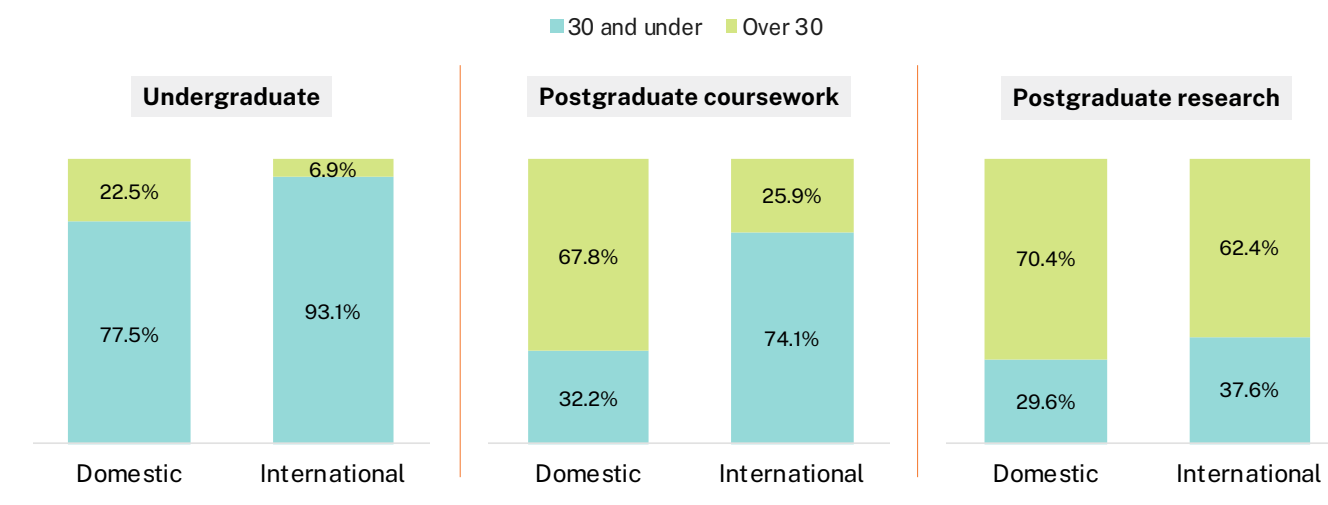


2.1 The age of the graduate

Graduate age also provides crucial context for examining graduate employment outcomes. Differences in life stage are often related to the level of labour market experience – younger graduates are less likely to have established themselves in the workforce compared to older graduates, and younger graduates typically have higher further full-time study rates and lower full-time employment rates compared to older graduates.

Figure 2 below shows that across all levels of study, the proportion of international graduates aged 30 and under was higher than domestic respondents across all study levels. This difference was most notable at the postgraduate coursework level where the proportion of the international population aged 30 and under was more than double that of the domestic proportion (74.1 per cent compared to 32.2 per cent). This age differential between international and domestic graduates is a key factor in understanding differences in labour market outcomes, skills utilisation and further study outcomes presented in this report.

Figure 2 / Graduate age by study level and citizenship status, 2025



² This report discusses the characteristics of graduates who responded to the survey. Demographic and course characteristics of the responding population closely matched the total population of graduates eligible to take part in the 2025 GOS. Detailed analysis of graduates' propensity to respond to the 2025 GOS are discussed in the 2025 GOS Methodological Report available to download from the [QILT website](#).

2.2 Source country

It is also relevant to consider the country of origin for international graduates. Graduates from different countries may be characterised by differing profiles and reasons for pursuing Australian higher education. Source country is defined as the country of residence of a student before commencing their studies in Australia.

Overall, the top source countries for international students, were China (excludes SARs and Taiwan), India and Nepal (Figure 3). However, the mix of source countries varied across study levels.

2.3 Age by source country

Age and source country together provide nuanced insight into labour market outcomes for international graduates.

Figure 4 shows that in the 2025 GOS, international postgraduate coursework graduates were more than twice as likely to be aged 30 and under (74.1 per cent) compared to domestic graduates (32.2 per cent). When considering age profile by source country, some had over 85 per cent of their postgraduate coursework graduates aged 30 and under, including China (excludes SARs and Taiwan), India and Nepal.

Figure 3 / Top 5 source countries by study level, 2025

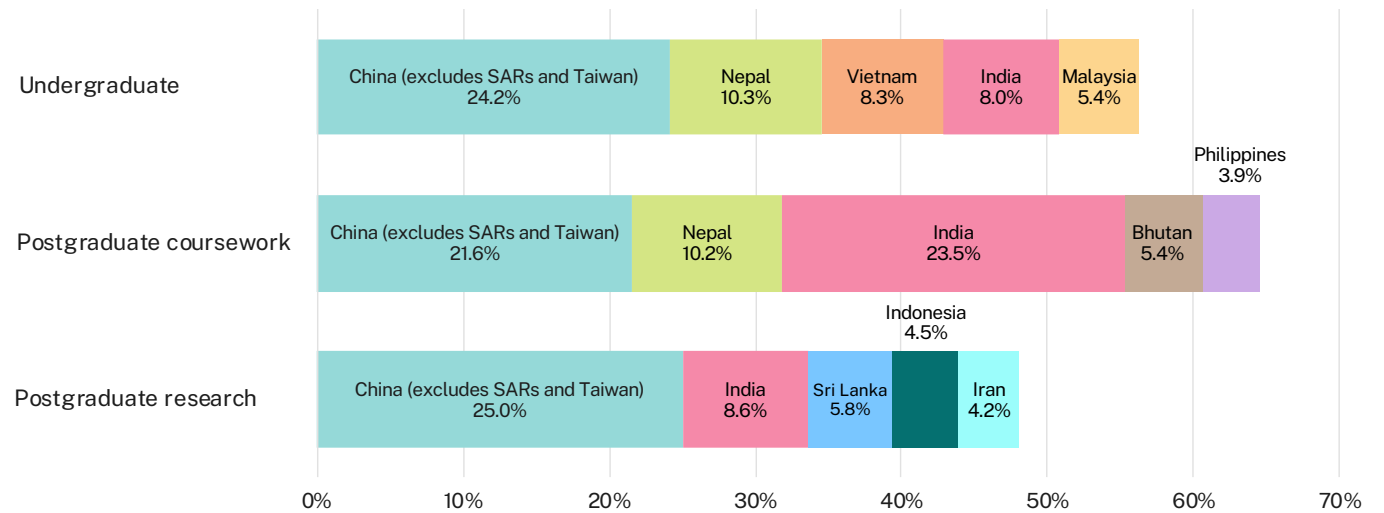
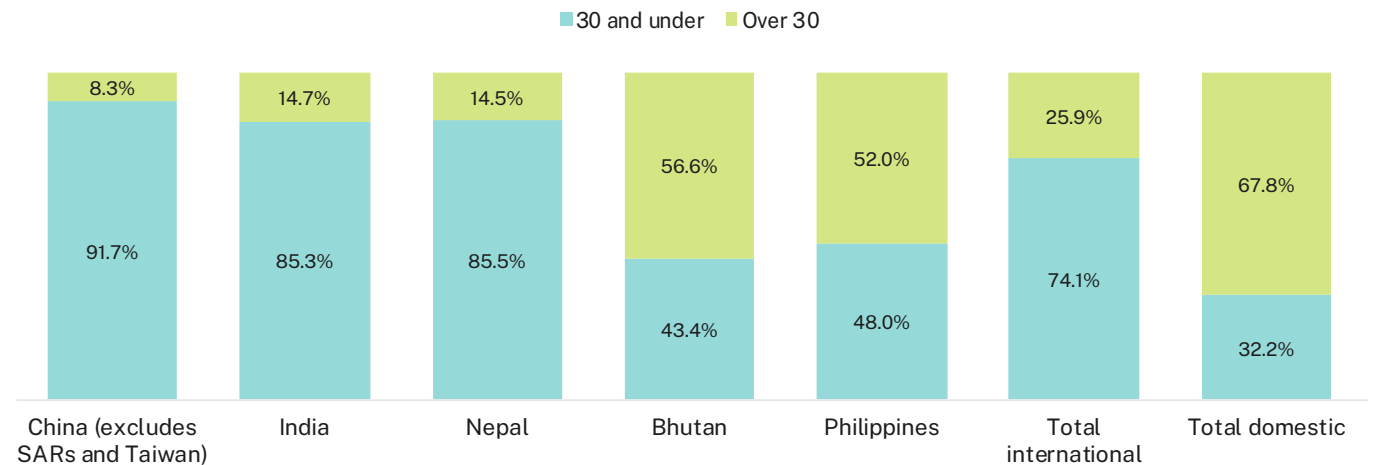


Figure 4 / Age of postgraduate coursework respondents by top 5 source countries (2025 GOS)



3. Labour market outcomes

The definitions of graduate employment outcomes used by the GOS are informed by the Australian Bureau of Statistics (ABS) Labour Statistics: Concepts, Sources and Methods.³ This means graduates are considered employed if they work at least one hour in the survey reference week, or usually work at least one hour per week. Graduates are considered to be employed full-time if they actually work 35 hours per week or more (or usually work that many hours), across all their current jobs combined.

Note that international graduate median salaries are reported for international graduates working in Australia only. Meanwhile, all other rates related to employment and further study outcomes, as well as skills utilisation, are for *all* international graduates, regardless of their location at the time of the survey.

3.1 Labour force participation

The labour force participation rate⁴ has decreased across all study levels in 2025, although this decrease relates to a change in the way this metric is calculated.⁵ Respondents who were not currently working and only passively looking for work are no longer considered to be in the labour force, consistent with the ABS Labour Statistics: Concepts, Sources and Methods. Both active and passive job search types were previously included in the GOS definition. This change affects all study levels across domestic and international graduates.

Department of Education analysis indicates this change resulted in downward pressure on labour force participation rates of around 2.5-3.5 percentage points for international undergraduates, and of less than 1 percentage point for international postgraduate coursework and postgraduate research graduates.

These impacts compare to downward pressure of around 2.5-3.5 percentage points for domestic undergraduates, and less than 1.5 percentage points, for domestic postgraduate coursework and research graduates. This change also affected the 2025 full-time and overall employment rates presented in this report, and has implications on the comparability of 2025 data with historical data. Caution should be exercised when interpreting differences between 2025 results and earlier years, as they partly reflect the change in methodology.

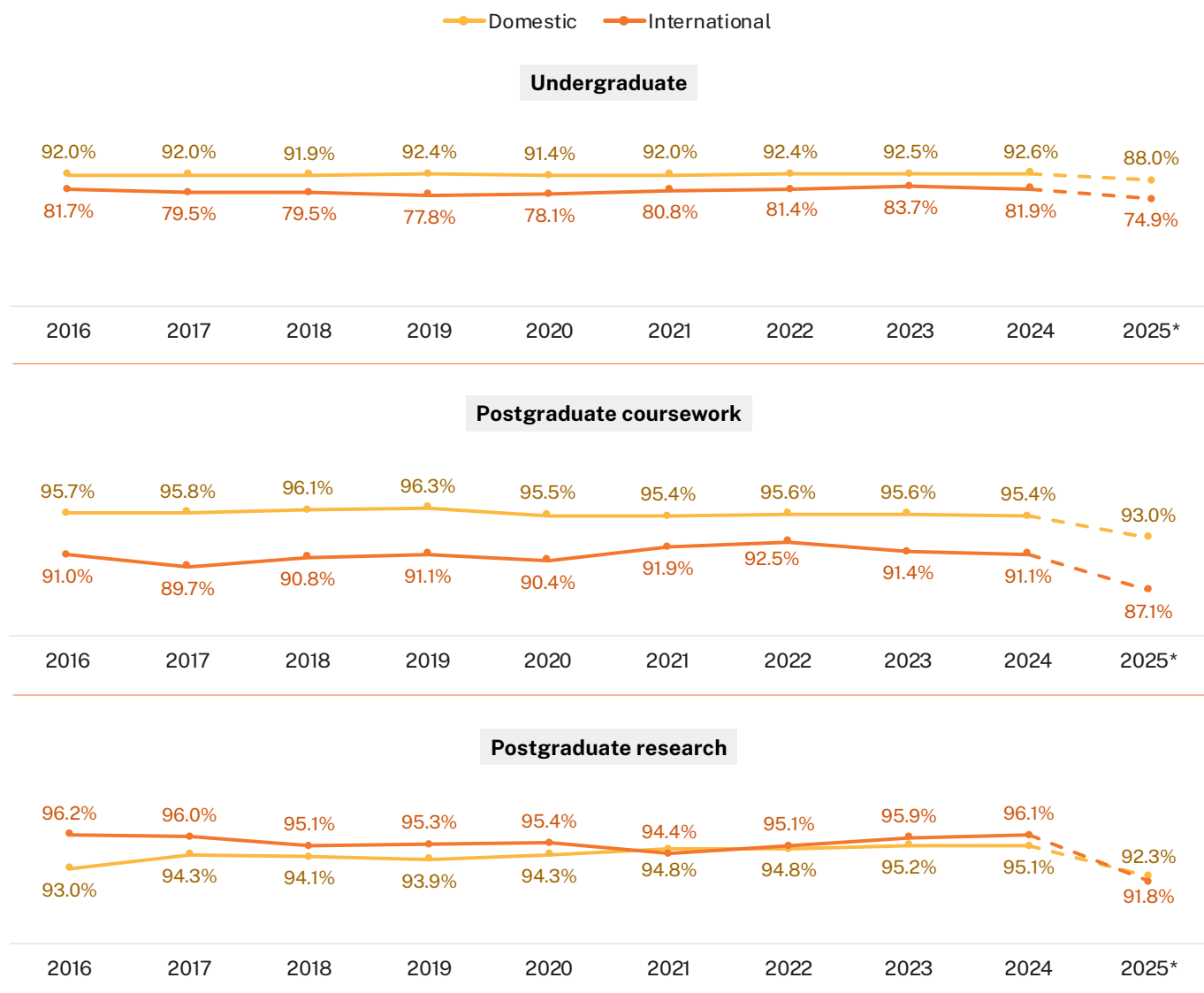
The labour force participation rate for international graduates at the undergraduate and postgraduate coursework level has traditionally trailed that of domestic graduates, while postgraduate research graduates typically do not exhibit a gap (**Figure 5**). This trend continued in 2025 and can be partly attributed to their higher rates of further full-time study, almost twice the rate of domestic graduates (see [Further full-time study](#)).

³ Refer to **Appendix 2** for definitions of key indicators of labour market outcomes.

⁴ The labour force participation rate is a measure of those who are working or available to work as a proportion of all graduate respondents.

⁵ Prior to 2025, graduates were considered 'available for employment' if they were currently employed, waiting to start work or looking for work in the reference period. Changes made to the survey instrument in 2025 allow for identification of graduates *actively* and *passively* looking for work. 'Passively looking' includes searching newspapers, the internet, or notice boards, but not taking any specific action to obtain work from these sources. As a result, those not employed but only looking for work passively are no longer considered to be in the labour force, consistent with the Australian Bureau of Statistics (ABS) Labour Statistics: Concepts, Sources and Methods. See **Appendix 1** for further information.

Figure 5 / Graduate labour force participation rate by study level and citizenship status, 2016–25



* Labour force participation rates from 2025 onwards are not directly comparable with earlier years due to a change to how the labour force is defined. Caution should be exercised when interpreting differences in labour force participation rates between 2025 results and earlier years, as they partly reflect the change in methodology. See Appendix 1 for further information.

Consistent with their higher rates of further full-time study, international undergraduates were more likely to cite ‘studying or returning to studies’ (58.0 per cent) compared to their domestic counterparts (45.8 per cent) when describing why they were not in the labour force (Figure 6).

At the postgraduate coursework level, international graduates were also twice as likely to cite ‘not enough work experience/skills/training’ (8.7 per cent) compared to domestic coursework postgraduates (4.1 per cent). These statistics are in line with the profile of international graduates who are younger, and by proxy, have less labour market experience than their domestic counterparts (see [The age of the graduate](#)).

Unique to internationals, between 4.9 and 8.8 per cent of graduates across all study levels cited visa restrictions as the reason they were not available for employment.

Figure 6 / Reasons graduates are not in labour force by study level and citizenship status, 2025

- Studying or returning to studies
- Not enough work experience/skills/training
- On a temporary holiday or leisure activity/time off work
- Retired
- Permanently unable to work
- Caring for children/parental leave*
- No jobs in my line of work
- Considered to be too old by employers
- No jobs with suitable conditions/arrangements/hours in my local area
- Visa restrictions

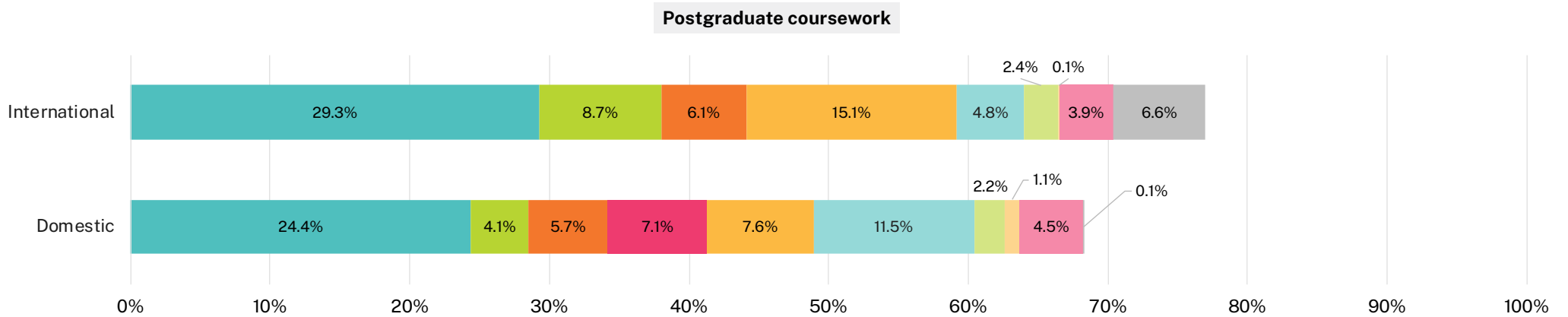
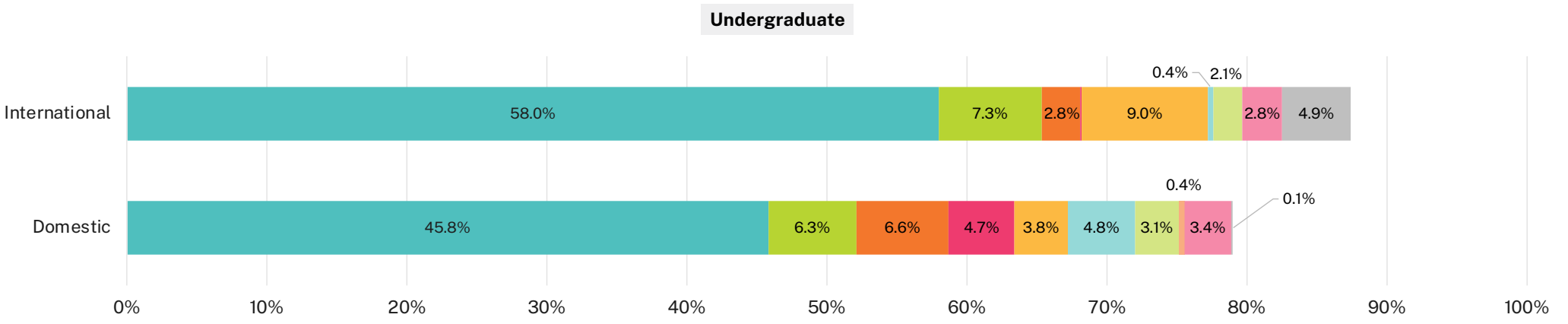
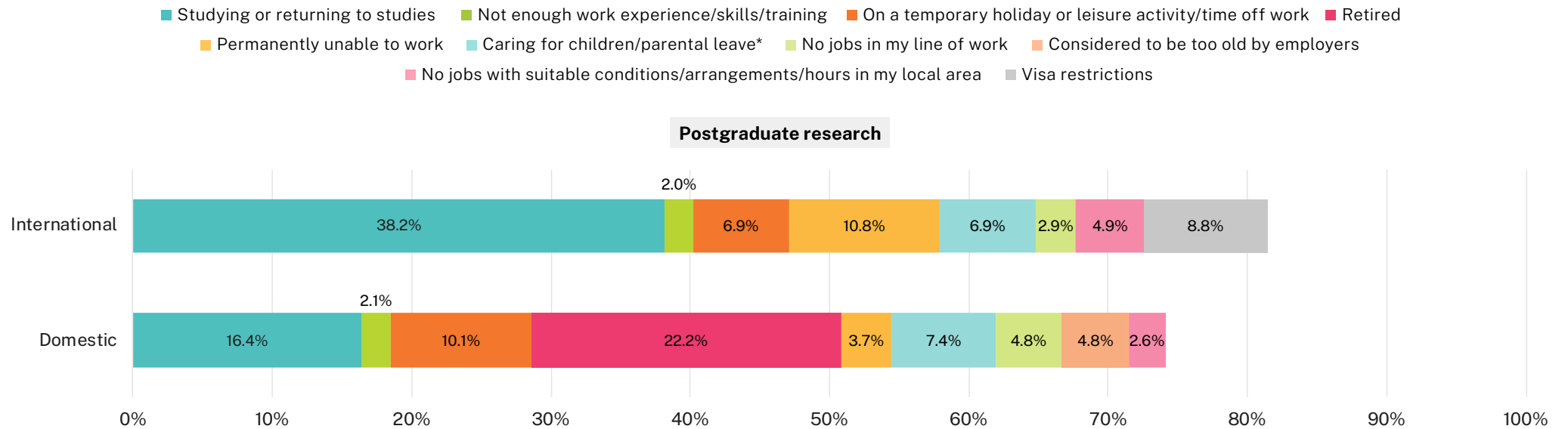


Figure 6 / Reasons graduates are not in labour force by study level and citizenship status, 2025

(continued)



Note: Only selected reasons are presented in this figure. For the complete list of reasons by study levels, refer to worksheets RSNILF_UG_ALL_1Y, RSNILF_PGC_ALL_1Y and RSNILF_PGR_ALL_1Y in the 2025 GOS International Report Tables and 2025 GOS National Report Tables (domestic) available on the QILT website.

* 'Caring for children/parental leave' also includes the reason 'maternity leave or paternity leave'.

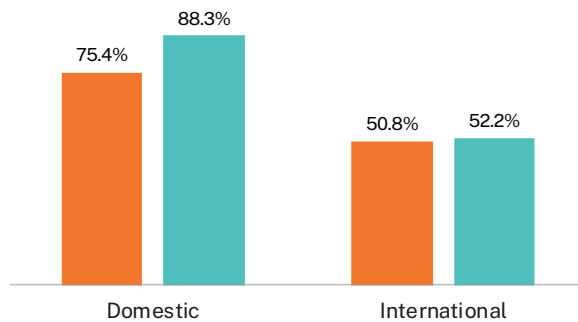
3.2 Full-time employment

Similar to labour-force participation, full-time employment for international graduates tends to trail that of domestic graduates across all study levels (Figure 7). Consistent with previous years, full-time employment rates for international undergraduate and international postgraduate coursework graduates are similar. In contrast, domestic postgraduate coursework graduates have much higher rates of full-time employment compared to domestic undergraduates.

Domestic coursework graduates tend to demonstrate substantial increases in full-time employment rate compared to domestic undergraduates. For internationals, full-time employment rates are similar across the two study levels.

Graduate full-time employment rate across undergraduate and postgraduate coursework by citizenship status, 2025

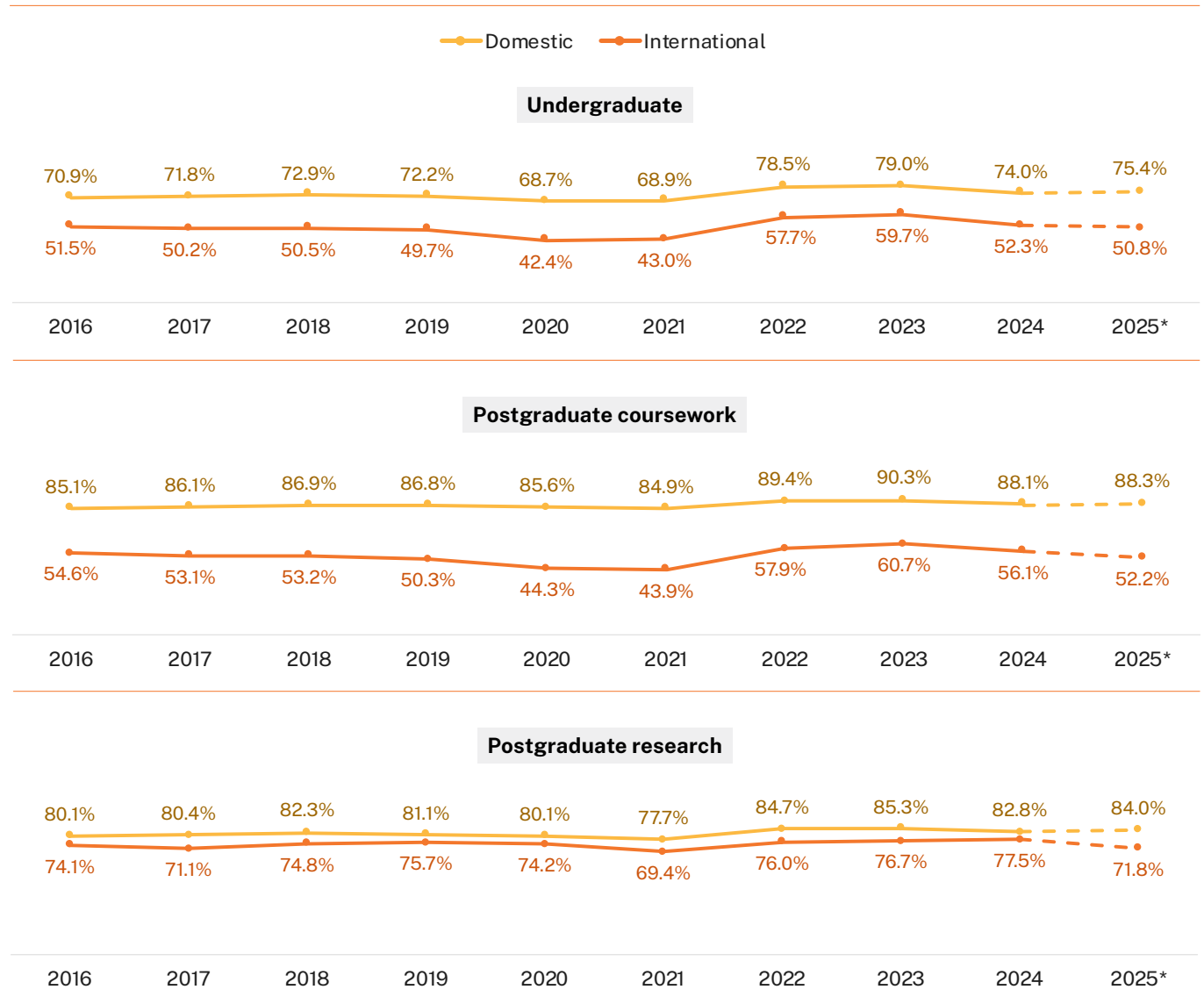
Undergraduate Postgraduate coursework



This difference with domestic graduates can be explained by the higher further full-time study rates of international graduates at the undergraduate level (see [Further full-time study](#)), and the large age differential observed between international and domestic graduates at the postgraduate coursework level (see [The age of the graduate](#)). These two factors are indicative of international undergraduates being more likely to go straight into postgraduate studies following completion of their undergraduate qualification. As a result, they are less likely to have established themselves in the workforce compared to domestic graduates.

There was a much smaller gap between domestic and international graduates at the postgraduate research level, partially attributable to the more similar age profile of postgraduate research graduates of domestic and international students.

Figure 7 / Graduate full-time employment rate by study level and citizenship status, 2016–25



* Full-time employment rates from 2025 onwards are not directly comparable with earlier years due to a change to how the labour force is defined. Caution should be exercised when interpreting differences in full-time employment rates between 2025 results and earlier years, as they partly reflect the change in methodology. See [Appendix 1](#) for further information.

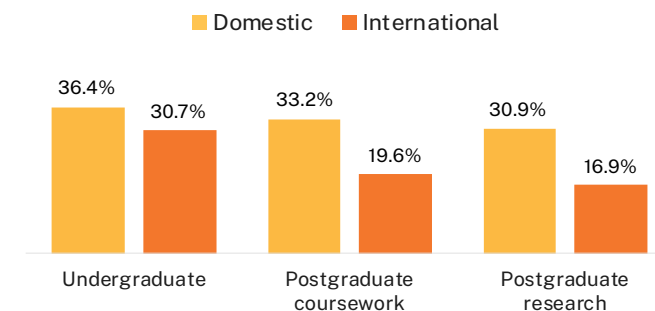
In 2025 full-time employment rates remained relatively stable or increased slightly for domestic graduates⁶, but decreased across all study levels for international graduates, essentially widening the existing gap between domestic and international graduates.

Department of Education analysis indicates the changes made to the survey instrument resulted in upward pressure on full-time employment rates of 2.5-3.5 percentage points for international undergraduates, upward pressure of less than 1.5 percentage points for international postgraduate coursework graduates, and upward pressure of less than 1 percentage point for international postgraduate research graduates. These impacts compare to upward pressure of around 3.5-4.5 percentage points, less than 1.5 percentage points, and around 1.5-2.5 percentage points, for domestic

undergraduates, and postgraduate coursework and research graduates respectively. Caution should be exercised when interpreting differences between 2025 results and earlier years, as they partly reflect the change in methodology. See **Appendix 1** for more information.

The increased differential between domestic and international postgraduates can partially be explained by the removal of passive job seekers not currently working full-time from the calculation of the full-time employment rate.⁷ International graduates are more likely to be actively looking for full-time work compared to their domestic counterparts at all study levels (**Figure 8**). As a result, the updated labour force definition resulted in a smaller proportion of international graduate job seekers being removed from the full-time employment calculation compared to domestic graduates.

Figure 8 / **Passive job seekers as a proportion of those looking for full-time work by study level and citizenship status, 2025**



Note: Data is filtered to those who are not full-time employed

⁶ Higher undergraduate full-time employment rate in 2025 is likely attributable to the change in methodology and not a reflection of more favourable labour market conditions. See the **Appendix 1** for more information.

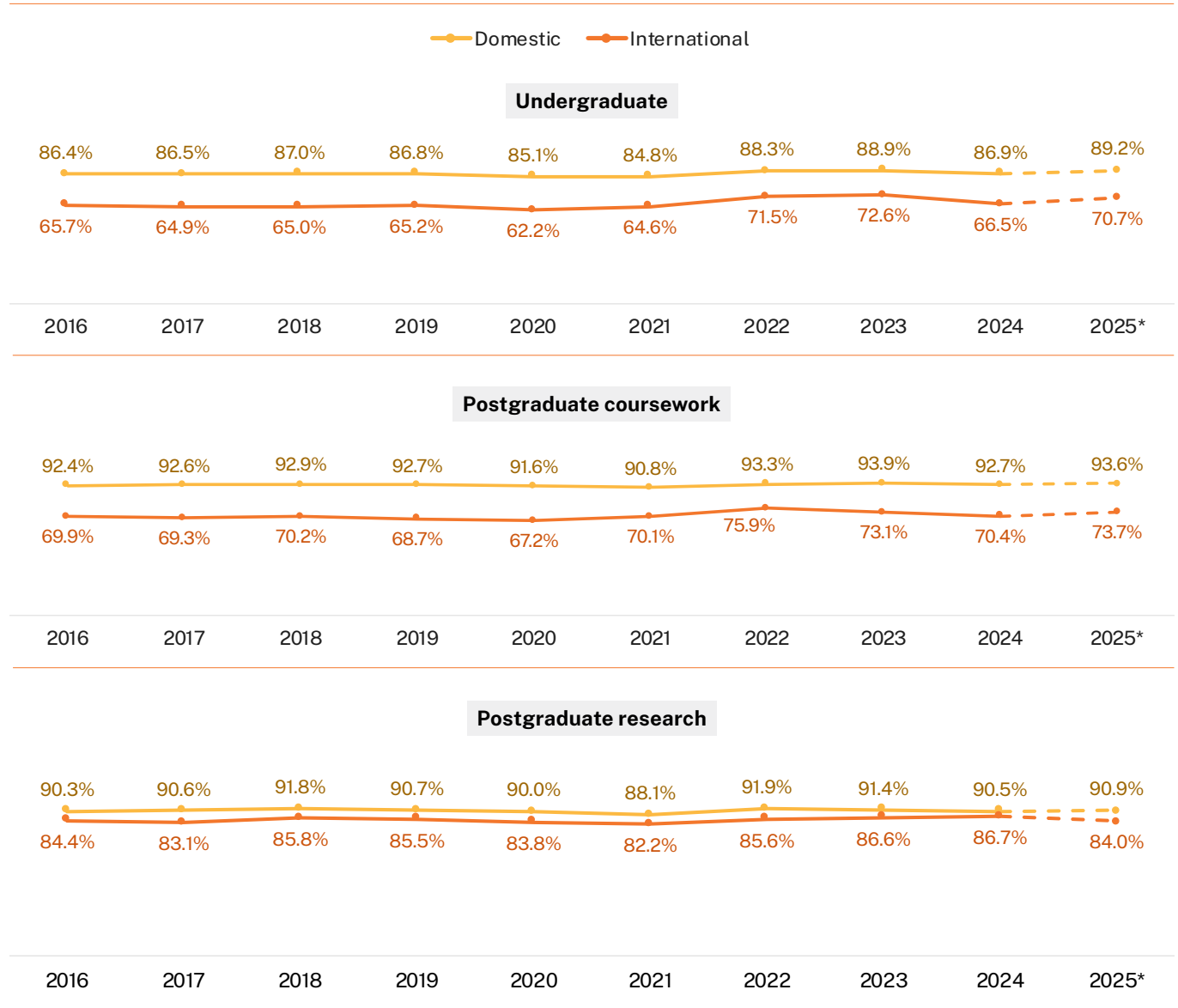
⁷ The full-time employment rate is defined as graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey as a proportion of those available for full-time work. Graduates are considered available for full-time work if they were employed full-time or actively looking for full-time employment in the week prior to the survey. Note that some graduates available for full-time work may be in part-time employment and actively looking for full-time work.

3.3 Overall employment

Differences in overall employment rates between international and domestic graduates are generally smaller than the differences seen in full-time employment rates. Year-on-year changes in overall employment rates are also typically less pronounced, and this holds true for both domestic and international graduates (Figure 9). Like full-time employment rates, movements in overall employment rates between 2024 and 2025 partly reflect the change in methodology.

Department of Education analysis indicates the changes made to the survey in 2025 resulted in upward pressure on overall employment rates of around 2.5-3.5 percentage points for international undergraduates, and upward pressure of less than 1 percentage point for international postgraduate coursework and postgraduate research graduates. These impacts compare to upward pressure of around 2.5-3.5 percentage points for domestic undergraduates, and less than 1.5 percentage points, for domestic postgraduate coursework and research graduates. Caution should be exercised when interpreting differences between 2025 results and earlier years, as they partly reflect the change in methodology.

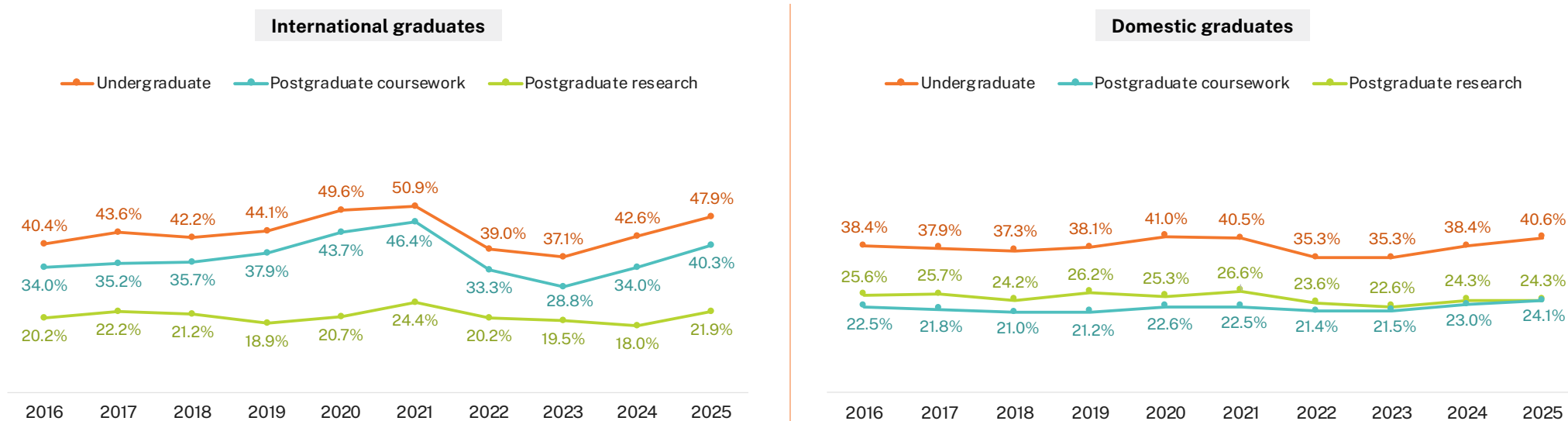
Figure 9 / Graduate overall employment rate by study level and citizenship status, 2016–25



* Overall employment rates from 2025 onwards are not directly comparable with earlier years due to a change to how the labour force is defined. Caution should be exercised when interpreting differences in overall employment rates between 2025 results and earlier years, as they partly reflect the change in methodology. See Appendix 1 for further information.

Since 2023, the proportion of employed graduates working part-time hours⁸ has increased for those with undergraduate and postgraduate coursework qualifications (**Figure 10**). Notably, the increase is more dramatic for international graduates compared to domestic graduates. Again, this is consistent with the graduate profile: younger, less established international graduates at the undergraduate and postgraduate coursework level appear more susceptible to changes in the labour market.

Figure 10 / **Share of graduates employed part-time by study level and citizenship status, 2016–25 (% of those employed)**



⁸ Graduates are employed part-time if they are usually or actually in paid employment for at least one hour but less than 35 hours in the week before the survey.

3.4 Median annual full-time salary

As with other graduate outcome metrics examined in the GOS, median salaries⁹ for international graduates employed in Australia are consistently lower compared to domestic graduates (Figure 11).

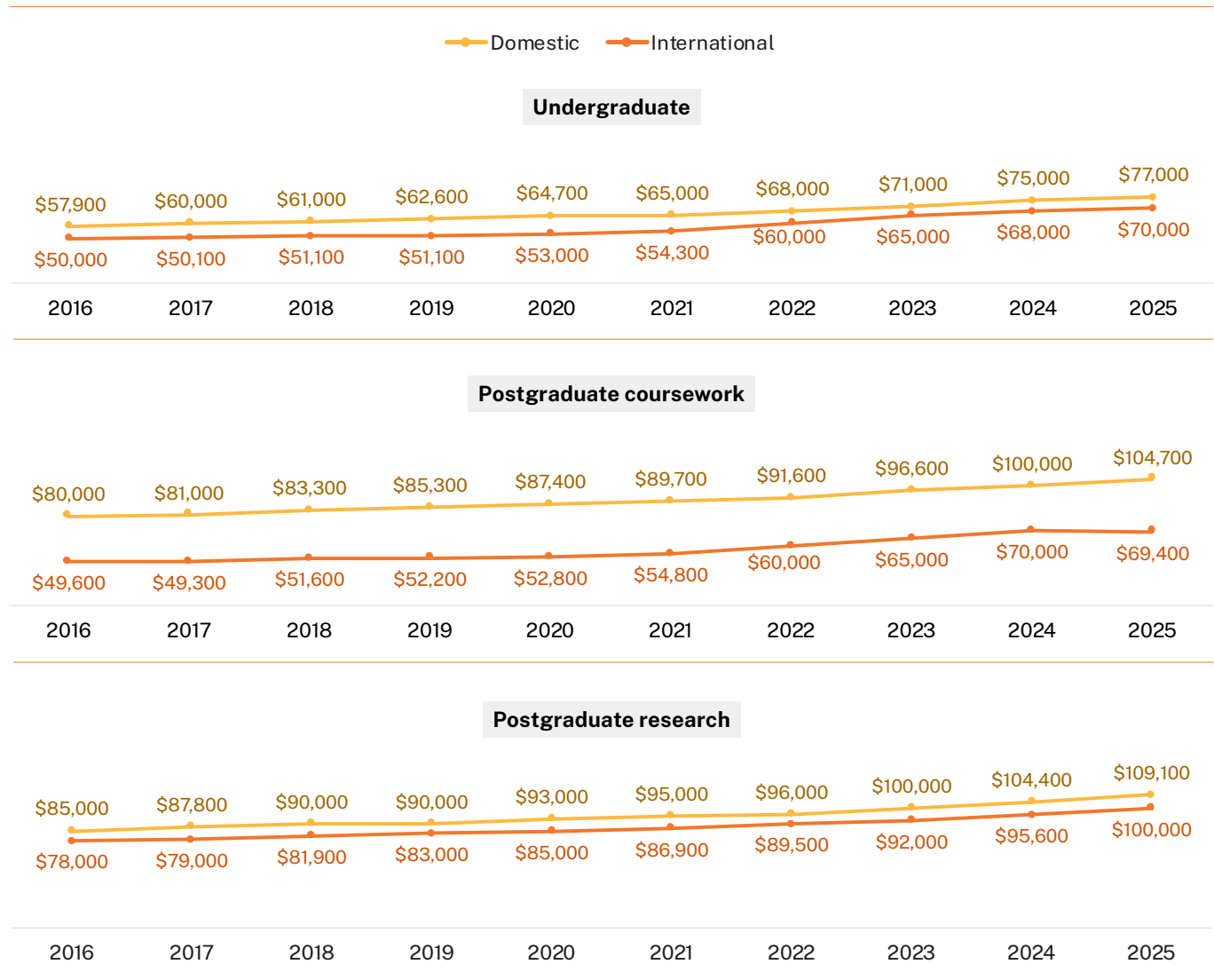
In 2025, the median salary for international undergraduates was \$70,000, compared to \$77,000 for domestic undergraduates, reflecting a \$7,000 difference. Postgraduate research graduates exhibit a similar gap with a median salary of \$100,000 for international graduates compared to \$109,100 for domestic graduates, a \$9,100 difference.

Notably, the salary gap between domestic and international graduates is most pronounced at the postgraduate coursework level, with a differential of \$35,300 in 2025. The data follow a historical trend where international coursework postgraduates tend to have comparable salaries to international undergraduates. This trend can in part be explained by the profile of international postgraduate coursework graduates.

As previously discussed (see [Full-time employment](#)), international postgraduate coursework graduates tend to be younger, and are more likely to have transitioned directly from their undergraduate degree into full-time study from their undergraduate degree, leading to them having similar levels of workplace experience as international undergraduates.

Note that only graduates employed full-time in Australia are captured in median salaries reported by the GOS. This cohort is asked to report what they 'actually' or 'usually' earn in all their jobs combined.¹⁰

Figure 11 / Graduate median annual full-time salary by study level and citizenship status, 2016–25



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

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

¹⁰ Self-reported salary data should be interpreted with some caution and other explanatory factors, such as time in employment and previous employment experience, are likely to vary between study levels.

Salary growth for international coursework postgraduates and undergraduates appears to be more volatile following the pandemic, relative to their domestic counterparts. These two cohorts experienced notable growth in median salary in 2022 and 2023, above the level of wage inflation indicated by the ABS' Wage Price Index (WPI)¹¹. For international undergraduates, this growth has since slowed, while international postgraduate coursework salary growth experienced a decline between 2024 and 2025.

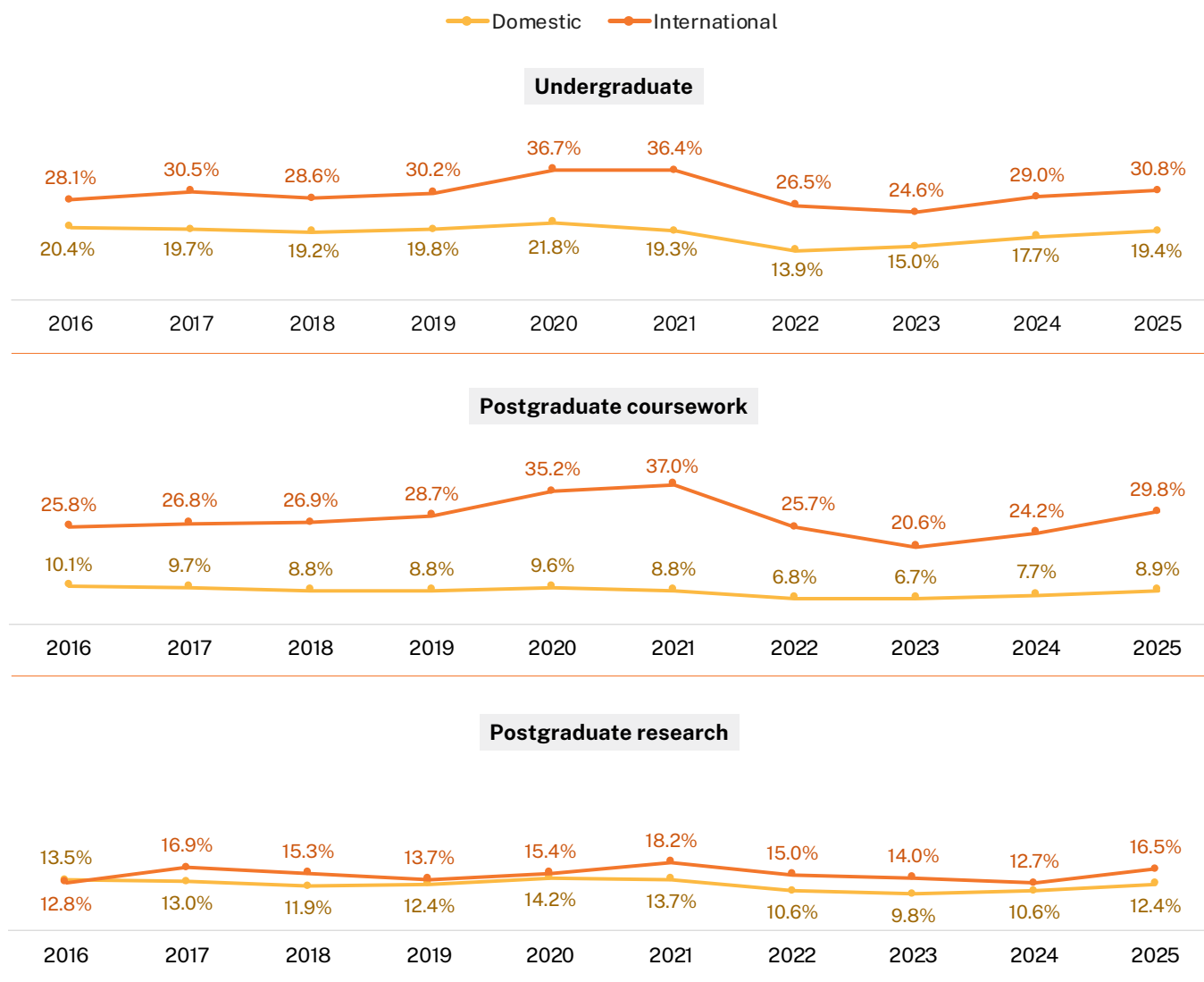
3.5 Underemployment

Underemployment¹² has risen across all study levels in 2025 across both international and domestic graduates (Figure 12). Notably, as with the full-time employment rate and median salary, international undergraduate and postgraduate coursework graduate underemployment rates are comparable.

Underemployment rates for both of these cohorts have been volatile, dropping to an all-time low in 2022 and 2023 before rising rapidly in the following two years. The rise in underemployment in undergraduate and postgraduate coursework levels follows the increase in part-time employment of those overall employed since 2023 (see [Overall employment](#)).

Notably, although international postgraduate research graduates experienced a decline in underemployment in 2024, underemployment for this group sharply increased in 2025 (Figure 12).

Figure 12 / Underemployment rate by study level and citizenship status, 2016–25 (% of those employed)



¹¹ The Wage Price Index (WPI) is designed to measure the pure price change of wages and salaries by removing the effect of compositional factors such as wage changes resulting from changes in the quality or quantity of work performed, the nature of work performed, and the characteristics of the job occupant (such as age or experience).

¹² An 'underemployed' person is someone employed part-time (less than 35 hours per week) who would prefer to work more hours - regardless of if they are available to work those additional hours.

Examining why graduates are working the number of hours they do, despite their preference to work more, provides some insight into differences between underemployed international and domestic graduates (Table 1).

Across all study levels, 'no more hours available in current position' was the highest reported reason for both cohorts, but this seemed to affect domestic graduates more. In contrast, for both international undergraduate and postgraduate coursework levels, 'no suitable jobs in my

area of expertise' and 'no suitable jobs in my local area' are higher compared to domestic graduates. This suggests that international graduates are finding it relatively harder to find employment that aligns with their skills and education. Notably, these discrepancies do not exist at the postgraduate research level.

Compared to international graduates, domestic graduates across all levels of study were more likely to report 'caring responsibilities' as a reason for underemployment, with the difference largest at the postgraduate coursework

level (11.9 per cent in domestic graduates, 2.5 per cent in international graduates). This result is consistent with the age profile of international and domestic graduates – that is, international graduates are typically younger than their domestic counterparts.

Unique to international graduates, between 10.1 and 14.4 per cent across all study levels cited visa restrictions as the reason they were not available for employment.

Table 1 / **Main reason graduates work the hours they do despite a preference to work more, by study level and citizenship status, 2025**
(% employed part-time but would prefer more hours)

Reason type	Detailed reasons	Undergraduate		Postgraduate coursework		Postgraduate research	
		International	Domestic	International	Domestic	International	Domestic
Personal factors	Studying	15.8	16.0	9.6	8.6	3.8	3.4
	Caring responsibilities	1.0	3.3	2.5	11.9	3.5	4.8
	Health issues (short-term illness or injury, long-term health condition or disability)	0.0	0.4	0.0	0.6	0.0	0.5
	Due to other commitments outside of main job	0.3	0.7	0.2	0.8	0.7	0.5
	Sub-total – Personal factors	17.2	20.4	12.3	21.9	8.0	9.3

Table 1 / **Main reason graduates work the hours they do despite a preference to work more, by study level and citizenship status, 2025**
 (% employed part-time but would prefer more hours)

(continued)

Reason type	Detailed reasons	Undergraduate		Postgraduate coursework		Postgraduate research	
		International	Domestic	International	Domestic	International	Domestic
Labour market factors	No more hours available in current position	38.4	54.3	38.2	44.9	40.2	51.3
	Due to visa restrictions / waiting for permanent residency [†]	14.4	0.1	11.2	0.0	10.1	0.0
	No suitable jobs in my area of expertise	9.3	7.9	14.7	10.4	19.6	19.6
	No suitable jobs in my local area	5.6	4.0	7.1	6.0	6.6	6.9
	No jobs with a suitable number of hours	3.8	3.3	5.6	4.6	5.2	4.0
	Considered to be too young by employers	1.2	1.0	0.0	0.3	1.0	0.0
	Considered to be too old by employers	0.4	1.1	0.0	1.8	0.0	2.5
	Sub-total – Labour market factors	73.1	71.7	76.8	68	82.7	84.3
Other factors	9.7	7.9	10.9	10.1	9.3	6.4	
Total	100.0	100.0	100.0	100.0	100.0	100.0	
Underemployment rate (% of those employed)	30.8	19.4	29.8	8.9	16.5	12.4	

[†] Some domestic graduates may report visa restrictions / waiting for permanent residency when they are working outside of Australia.

3.6 Skills utilisation

This section focuses on some common measures of skills utilisation (or the 'quality' of graduate jobs). These include the proportion of graduates employed in managerial and professional occupations and the proportion of graduates who believe their current job does not fully utilise their skills or education. These measures provide important assessments of the extent to which graduates are using their skills.

It is important to note that there are a range of factors beyond the quality of educational experience, that may influence occupational outcomes. These include the proportion of graduates undertaking further full-time study, registration or professional accreditation timelines and graduate choice of career, in addition to the personal characteristics of individual graduates.

3.6.1 Occupation type

The proportion of graduates working in managerial and professional occupations is a proxy measure of skills utilisation. This is because the classification of occupations¹³ used by the ABS suggests that most managerial and professional occupations have a skill level commensurate with qualifications at the bachelor degree level or higher.

As established earlier in this report, international graduates have lower employment rates than their domestic counterparts after completing an undergraduate or postgraduate coursework qualification. Additionally, when international graduates do find employment, they are less likely than domestic graduates to be in managerial or professional occupations at the undergraduate and postgraduate coursework level (**Figure 13**).

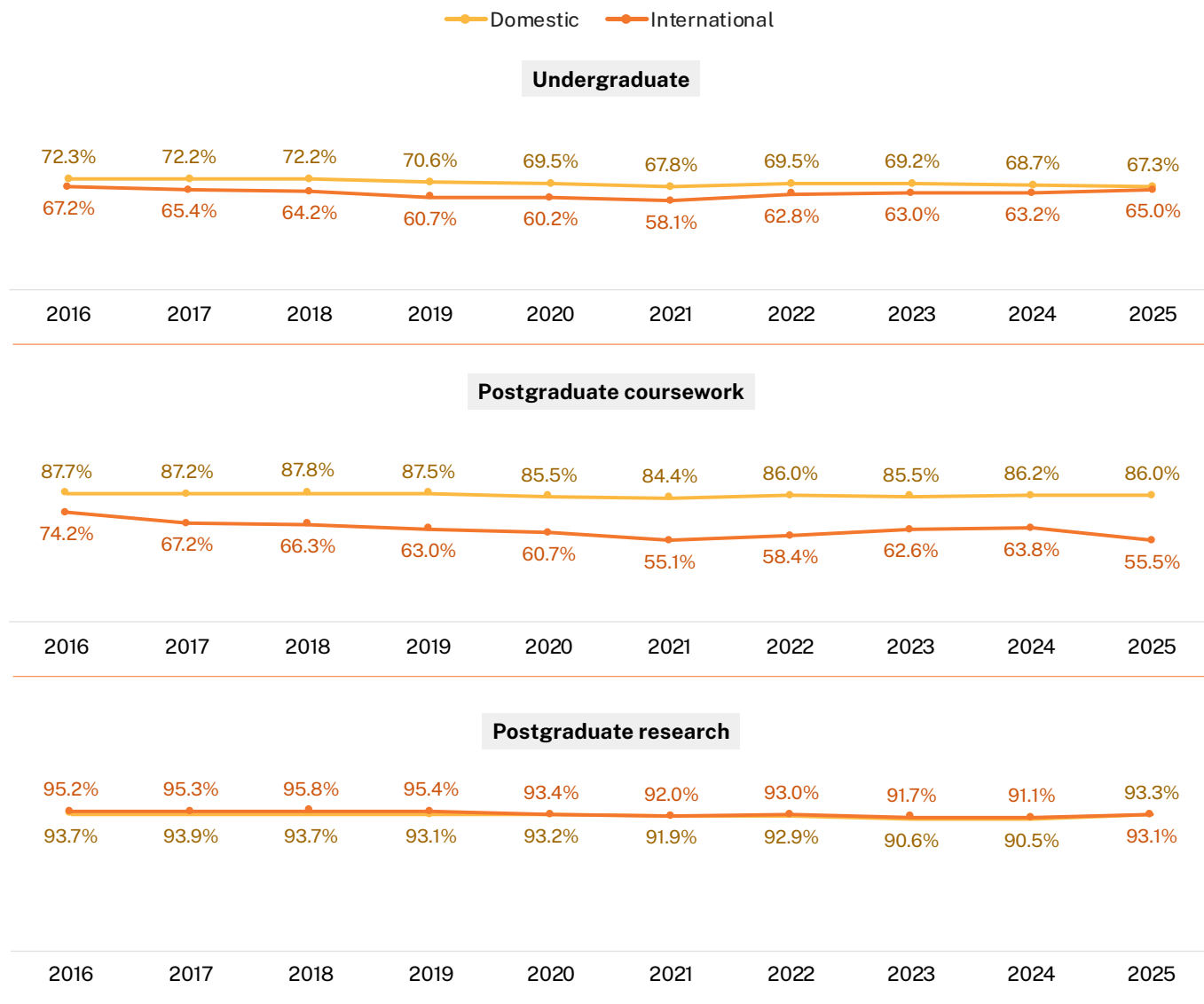
At the undergraduate study level, the gap between domestic and international graduates in employment rates in managerial or professional occupations is at an all-time low – 65.0 per cent for international graduates and 67.3 per cent for domestic graduates.

There is, however, a stark difference at the postgraduate coursework level (**Figure 13**). In 2025, 86.0 per cent of domestic graduates employed full-time working in managerial or professional occupations compared to 55.5 per cent of international graduates. This is in line with their full-time employment and median full-time salary outcomes; while domestic postgraduate coursework graduates are likely to be older and already attached to the labour market, international graduates at this level are younger and likely have less labour market experience.

The postgraduate research level had similar proportions of international and domestic graduates employed in managerial occupations in both full-time employment and overall employment (including full- and part-time hours). This can explain the high median salary outcomes for international graduates ([Median annual full-time salary](#)), where international postgraduate research graduates are securing similar high skilled jobs to their domestic counterparts.

¹³ Based on the Australian and New Zealand Standard Classification of Occupations (ANZSCO). The ANZSCO was jointly developed by the ABS, Stats NZ and the then Australian Government Department of Education, Employment and Workplace Relations.

Figure 13 / Graduates employed full-time in managerial and professional occupations by citizenship status and study level, 2016–25 (% of those employed full-time)



3.6.2 Perceived overqualification

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

As seen in **Table 2**, domestic graduates employed full-time had broadly similar rates of perceived overqualification¹⁴ across all study levels. In contrast, there was a marked difference for international graduates employed full-time, with much higher rates of perceived overqualification for postgraduate coursework graduates (38.7 per cent) and a notably lower rate for postgraduate research graduates (18.9 per cent). The gap in perceived overqualification between international and domestic graduates was smallest at the undergraduate level.

‘Do not have permanent residency’ was the most often cited reason for international graduates (18.2 percent of undergraduates and 22.8 per cent of postgraduate coursework graduates) to work in a job that did not fully utilise their skills and education (**Table 3**). This highlights a key barrier for these graduates in participating fully in the Australian labour market – that is, international graduates working in Australia are likely to be on student visas (if continuing to further study) or on temporary graduate visas, which would restrict the number of hours or length of time a graduate can work, depending on the type of visa.

**Table 2 / Perceived overqualification by employment type, study level and citizenship status, 2025
(% of those employed)**

Detailed reasons	Undergraduate		Postgraduate coursework		Postgraduate research	
	International	Domestic	International	Domestic	International	Domestic
Full-time employed	26.3	29.4	38.7	28.3	18.9	28.7
Overall employed	37.8	41.4	47.9	30.5	22.9	31.1

The perception of international graduates that their residency status is a barrier to obtaining relevant work likely stems from some employers restricting job applications to citizens or permanent residents only. This practice, common for managerial or professional occupations, can preclude international graduates with post-study temporary work visas from applying, despite being eligible to work in Australia.

At the postgraduate coursework level, other reported reasons for working in a job they perceived they were overqualified for were ‘not enough work experience’ (15.3 per cent), followed by their current job was an ‘entry level job/career stepping stone’ (14.3 per cent). This reflects the younger age of international postgraduate coursework

graduates (see [The age of the graduate](#)) and high rates of continuous further full-time study after completing an undergraduate degree (also see [Further full-time study](#)). As a result, they may be entering the workforce much later than domestic graduates at this level.

These barriers have continued to be reported by international graduates since 2021 and may require targeted opportunities to gain relevant work experience during their studies to secure employment in their fields since international graduates must overcome language, cultural and visa restriction barriers not faced by domestic graduates working in Australia.

Postgraduate research graduate results are available in supplementary tables on the QILT website.¹⁵

¹⁴ Overqualification is measured using the Scale of Perceived Overqualification (SPOQ), which assesses the extent to which graduates perceive their skills and education are not fully utilised in their current job. See the [GOS questionnaire](#) on the QILT website for the 8 items included in the SPOQ. This scale is a proxy indicator for the ‘relevance’ of graduate employment to graduates’ study area.

¹⁵ Refer to the RSOVRQ_PGR_ALL_1Y worksheets in the 2025 GOS International Report Tables and 2025 GOS National Report Tables (domestic) available on the QILT website.

Table 3 / Main reason for working in a job that does not fully utilise skills and education, by study level and citizenship status, 2025¹⁶ (% of those perceived overqualified)

Reason type	Detailed reasons	Undergraduate		Postgraduate coursework	
		International	Domestic	International	Domestic
Personal factors	Studying	6.2	7.5	3.3	4.4
	I'm satisfied with my current job	5.8	12.9	6.4	18.6
	Changing jobs/careers	3.7	7.6	3.5	12.3
	For financial reasons	4.1	6.9	4.5	7.7
	Other personal factors	1.1	2.7	1.1	4.7
	Sub-total – Personal factors	20.9	37.6	18.8	47.6
Labour market factors	Entry level job/career stepping stone	18.6	22.8	14.3	11.3
	Do not have permanent residency [†]	18.2	0.0	22.8	0.2
	Not enough work experience	17.9	12.1	15.3	7.7
	No suitable jobs in my area of expertise	9.3	9.3	11.3	9.9
	No suitable jobs in my local area	6.4	7.4	9.5	9.6
	Considered to be too young by employers	3.0	2.4	1.5	2.5
	Cannot find a job	1.4	1.2	1.5	1.2
	Other labour market factors	0.7	1.8	1.1	2.9
	Sub-total – Labour market factors	75.6	57.0	77.3	45.4
Other factors	1.8	5.4	1.7	4.8	
Total	100.0	100.0	100.0	100.0	
Perceived overqualification (% of those employed full-time)	26.3	29.4	38.7	28.3	

[†] Some domestic graduates may report visa restrictions / waiting for permanent residency when they are working outside of Australia.

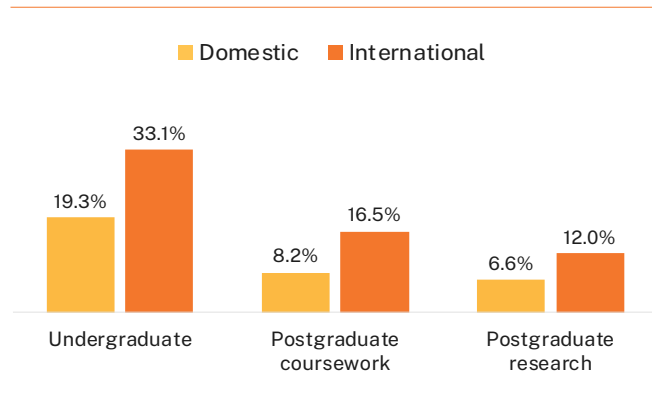
¹⁶ For the complete list of other factors, refer to worksheets RSOVRQ_UG_ALL_1Y and RSOVRQ_PGC_ALL_1Y in the 2025 GOS International Report Tables and 2025 GOS National Report Tables (domestic) available on the QILT website.

3.7 Further full-time study

Figure 14 represents the proportion of graduates who were enrolled in a full-time course at the time of the GOS, approximately 4 to 6 months after completion of their initial course.¹⁷ Across all levels of study, international graduates were almost twice as likely as domestic graduates to continue through to further full-time study following course completion.

The tendency for international graduates to immediately pursue additional education partly reflects Australia’s reputation for high-quality education offerings, visa policy settings, and the varied aspirations of international graduates.¹⁸

Figure 14 / Proportion of graduates in further full-time study by study level and citizenship status, 2025

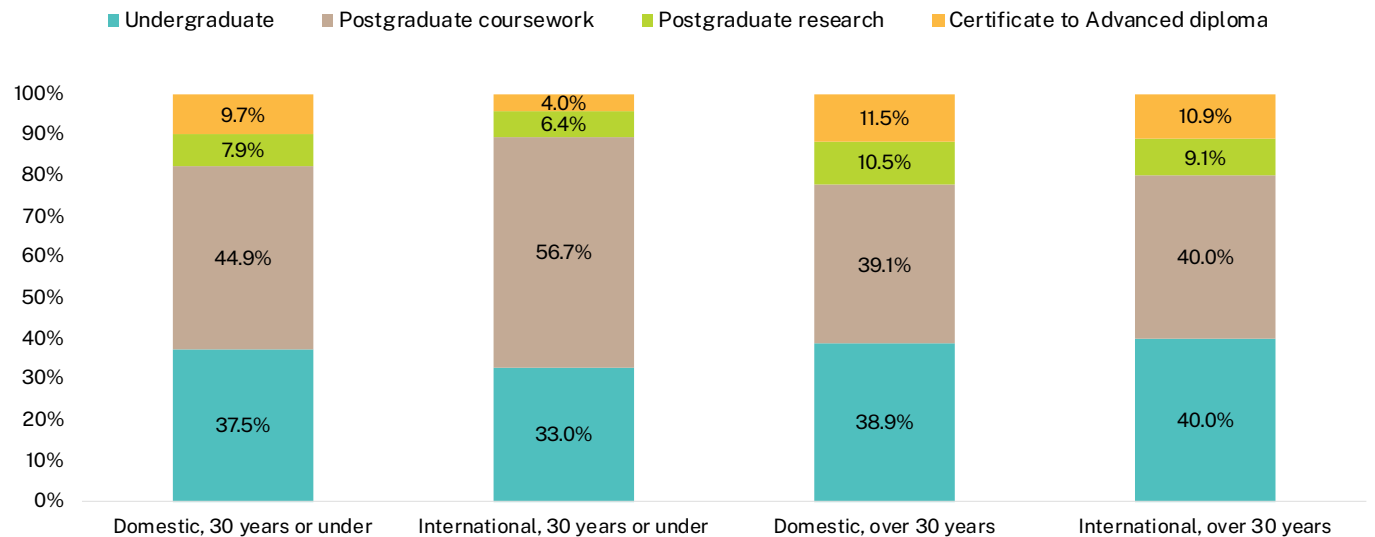


3.7.1 Movement between study levels

Undergraduates continuing through to further full-time study typically move into another undergraduate course or go into a postgraduate coursework course. In 2025, for those aged 30 or under, a higher proportion of domestic (37.5 percent) compared to international (33.0 per cent) undergraduates who went onto further study, enrolled in an undergraduate course (**Figure 15**).

On the other hand, international graduates aged 30 or under are much more likely to go straight into postgraduate studies following completion of their undergraduate qualification compared to their domestic counterparts. A greater proportion of these younger graduates went on to postgraduate coursework (56.7 per cent of international undergraduates compared to 44.9 per cent of domestic graduates). For those aged over 30, there is very little difference between domestic and international graduates in patterns of movement across study levels.

Figure 15 / Undergraduate further full-time study level destinations by citizenship status and age group, 2025



Note: For a complete breakdown of original study levels to further full-time study levels, refer to the FTS_ALL_ALL_1Y_FURLEVEL worksheets in the 2025 GOS International Report Tables and 2025 GOS National Report Tables (domestic) available on the QILT website.

¹⁷ For simplicity, ‘initial course’ refers to the course the graduate was asked about in the 2025 GOS; this may not necessarily be the first ever higher education course the graduate has completed.

¹⁸ [International student pathways and outcomes | Jobs and Skills Australia](#)

3.7.2 Further full-time study by initial field of education

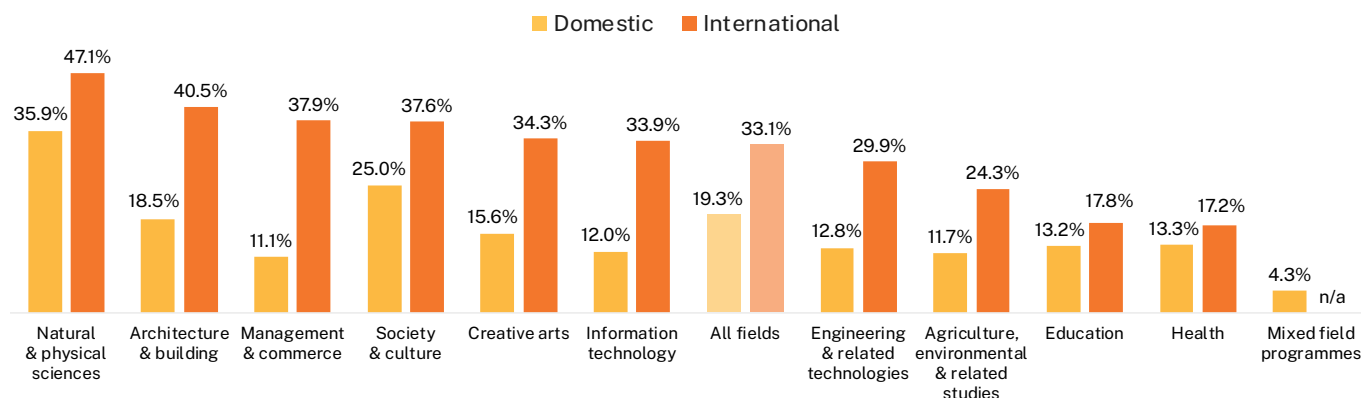
Rates of further full-time study varied by field of education¹⁹, and there are differences between international and domestic graduates.

Almost half (47.1 per cent) of international undergraduates from the Natural and physical sciences field went on to further full-time study immediately following completion of their initial course (Figure 16). International undergraduates from some fields of education with a strong vocational orientation, such as Education and Health, had a lower propensity to move into further full-time study after completing their initial course (17.8 per cent and 17.2 per cent respectively). For these fields, the rate of domestic and international graduates participating in further full-time study were relatively similar. On the other hand, international undergraduates from Management and commerce were much more likely (37.9 per cent) compared to their domestic counterparts (11.1 per cent) to go on to further full-time study.

For postgraduate coursework graduates (Figure 17), international and domestic graduates from the Natural and physical sciences field had relatively similar rates of further full-time study (13.6 per cent and 13.0 per cent respectively). In contrast to the undergraduate level, there is a large difference in the proportion of international postgraduate coursework graduates from the Education field going on to further full-time study (23.7 per cent) compared to domestic graduates (7.4 per cent).

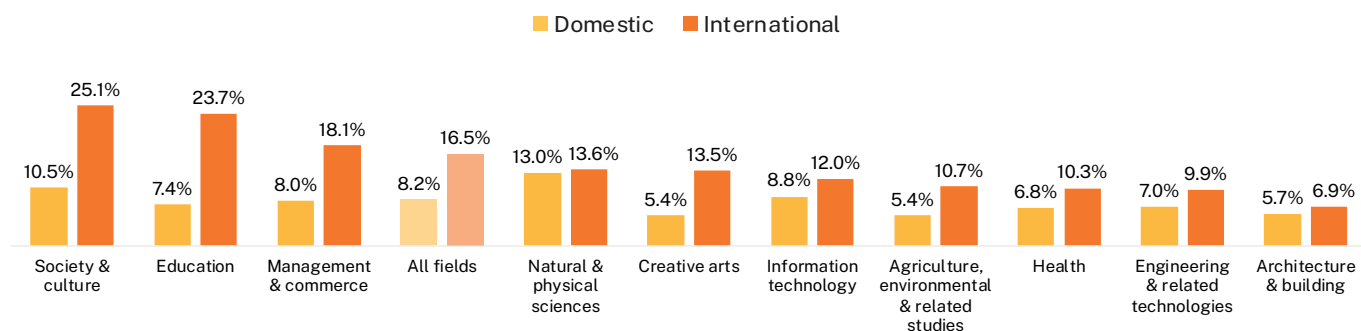
Postgraduate research graduate results are available in supplementary tables on the QILT website.²⁰

Figure 16 / Proportion of undergraduates engaged in further full-time study by initial broad field of education and citizenship status, 2025



Note: n/a indicates a suppressed value (n<25). Where a graduate completes combined degrees across two fields of study, their outcomes are included in both fields.

Figure 17 / Proportion of postgraduate coursework graduates engaged in further full-time study by initial broad field of education and citizenship status, 2025



Note: Where a graduate completes combined degrees across two fields of study, their outcomes are included in both fields.

¹⁹ This section uses the Broad Field of Education (BFOE) categories from the ABS Australian Standard Classification of Education (ASCED) to examine graduates' original and destination courses. For a concordance of study areas to BFOE see Study areas on the QILT website.

²⁰ Refer to the FTS_PGR_ALL_1Y_BFOE worksheets in the 2025 GOS International Report Tables and 2025 GOS National Report Tables (domestic) available on the QILT website.

3.7.3 Further full-time study destinations

Graduates were also asked to indicate the field of their further study course. In 2025, Management and commerce was the most common destination field of education for international undergraduate and postgraduate coursework graduates engaged in further full-time study, accounting for 24.6 per cent and 26.7 per cent respectively (Table 4). Information technology, Health, and Society and culture were also popular destination fields of education for international graduates at both study levels.

Table 4 / **Broad field of education destinations of graduates undertaking further full-time study by study level and citizenship status, 2025 (% of those in further full-time study)**

Detailed reasons	Undergraduate		Postgraduate coursework	
	International	Domestic	International	Domestic
Agriculture, environmental and related studies	1.3	2.0	1.5	1.0
Architecture and building	3.3	2.5	1.6	1.2
Creative arts	4.3	4.8	1.3	1.6
Education	10.5	10.4	20.4	11.6
Engineering and related technologies	7.8	5.0	5.8	3.5
Food, hospitality and personal services	1.3	0.2	1.9	0.2
Health	12.2	22.7	6.3	28.0
Information technology	15.2	3.8	11.6	5.9
Management and commerce	24.6	4.8	26.7	11.2
Mixed field programmes	1.1	1.2	2.2	2.6
Natural and physical sciences	7.5	15.9	3.6	5.5
Society and culture	10.3	26.1	16.7	27.3
Other	0.6	0.5	0.4	0.5
Total	100.0	100.0	100.0	100.0

Notably, the proportion of international postgraduate coursework graduates going on to full-time study in the Education field increased from 11.5 per cent in 2024 to 20.4 per cent in 2025. This increase possibly reflects a reaction to the national teacher workforce shortage.

In 2025, there was a substantial increase in the proportion of graduates indicating they were going on to further full-time study in Education compared to 2024.

Broad field of education destinations of international postgraduate coursework graduates, 2024–25

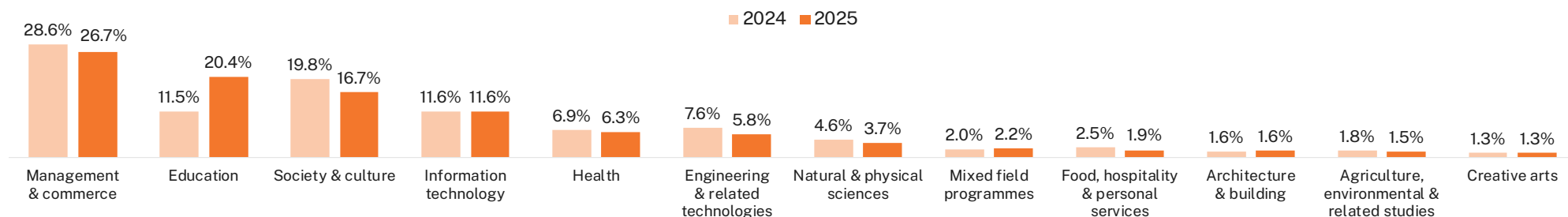
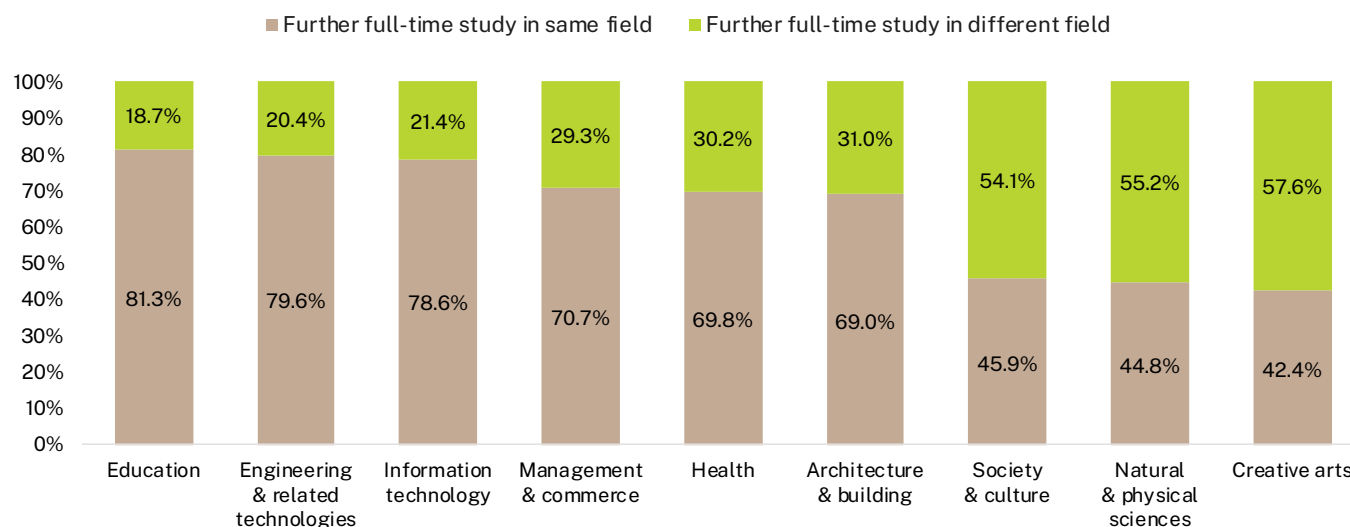


Figure 18 / Whether destination field was the same or different from initial field, international undergraduate, 2025 (% in further full-time study)



When comparing initial and destination field of education for international undergraduates undertaking further full-time study, specialised fields such Education (81.3 per cent) and Engineering (79.6 per cent) were more likely to continue in the same field of education. In contrast, general fields of education such as Society and culture (45.9 per cent) and Natural and physical sciences (44.8 per cent) were more likely to pursue further study in a different field. The biggest destination for international undergraduates undertaking further full-time study, Management and commerce, attracted students from a diverse range of fields. Not only did 70.7 per cent of Management and commerce international graduates remain in this field of study, 10.5 per cent from Education and 5.7 per cent from Society and culture moved into this field. See **Appendix 3** for a detailed breakdown of undergraduate initial fields to destination fields for international graduates in 2025.

Postgraduate coursework and postgraduate research graduate results are available in supplementary tables on the QILT website.²¹

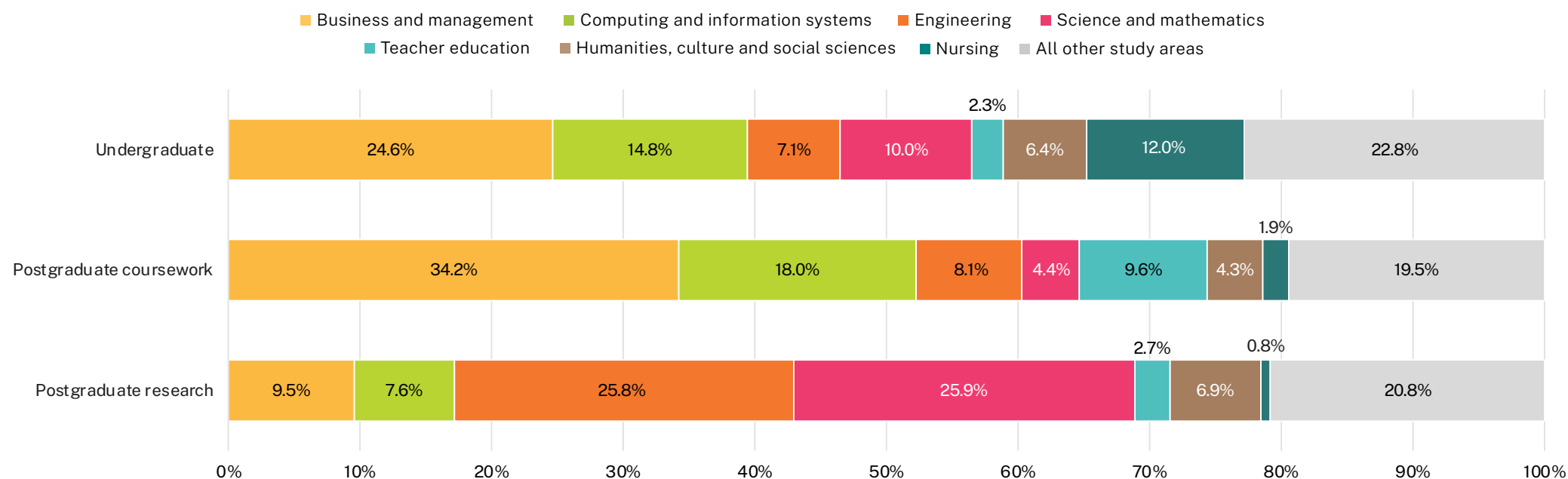
²¹ Refer to FTS_PGC_ALL_1Y_BFOE_FURFOE and FTS_PGR_ALL_1Y_BFOE_FURFOE worksheets in the 2025 GOS International Report Tables and 2025 GOS National Report Tables (domestic) available on the QILT website.

3.8 Study area

International graduates tend to cluster in a small number of study areas: Business and management, Computing and information systems, Engineering, Science and mathematics, Teacher education, Humanities, culture and social sciences and Nursing. The proportions vary by study level, as seen in **Figure 19**.

The top two study areas, in terms of size, at the undergraduate and postgraduate coursework levels were Business and management and Computing and information systems. At the postgraduate research level, the largest populations of international graduates were from the Engineering and Sciences and mathematics study areas.

Figure 19 / **International graduate profile by study area and level (% based on responses to the 2025 GOS)**



Note: Only selected study areas presented in this figure. For all study areas, refer to the CHAR_ALL_ALL_1Y_COUNTRY_AREA, CHAR_UG_ALL_1Y_COUNTRY_AREA, CHAR_PGC_ALL_1Y_COUNTRY_AREA, CHAR_PGR_ALL_1Y_COUNTRY_AREA worksheets in the 2025 GOS International Report Tables and 2025 GOS National Report Tables (domestic) available on the QILT website.

Although international undergraduates tend to trail their domestic counterparts on full-time employment rate and median salary, the magnitude of this gap varied across study areas.

The gap between domestic and international graduates was lowest for the study areas with relatively high full-time employment rates for both student cohorts. In particular, international undergraduates from the Medicine (95.6 per cent and 93.2 per cent respectively), Pharmacy (89.7 per cent and 96.4 per cent), Rehabilitation (81.1 per cent and 94.0 per cent) and Veterinary science (76.9 per cent and 85.6 per cent) had full-time employment rates which were closest to their domestic counterparts. This indicates strong labour market demand for graduates from these study areas, and relatively lower barriers for international graduates from these study areas to enter the labour force.

On the other hand, large gaps in full-time employment rates between international undergraduates and domestic undergraduates was seen for study areas such as Psychology (32.7 per cent and 69.9 per cent respectively), Agriculture and environmental studies (43.1 per cent and 80.3 per cent), Communications (34.2 per cent and 59.2 per cent) and Architecture and built environment (42.2 per cent and 72.7 per cent). Jobs associated with these areas of study might be perceived as requiring a deeper cultural or environmental understanding of Australia, which could pose an additional barrier for international graduates to enter the labour market.

For postgraduate coursework graduates, the pattern is similar. International graduates from Medicine (89.4 and 96.1 per cent) and Rehabilitation (81.7 and 85.8 per cent) had full-time employment rates which were closest to their domestic counterparts. Whilst international graduates from Psychology (54.5 and 84.0 per cent),

Agriculture and environmental studies (45.2 and 78.6 per cent), Communications (44.5 and 69.1 per cent) and Architecture and built environment (44.4 and 75.4 per cent) still exhibit large gaps.

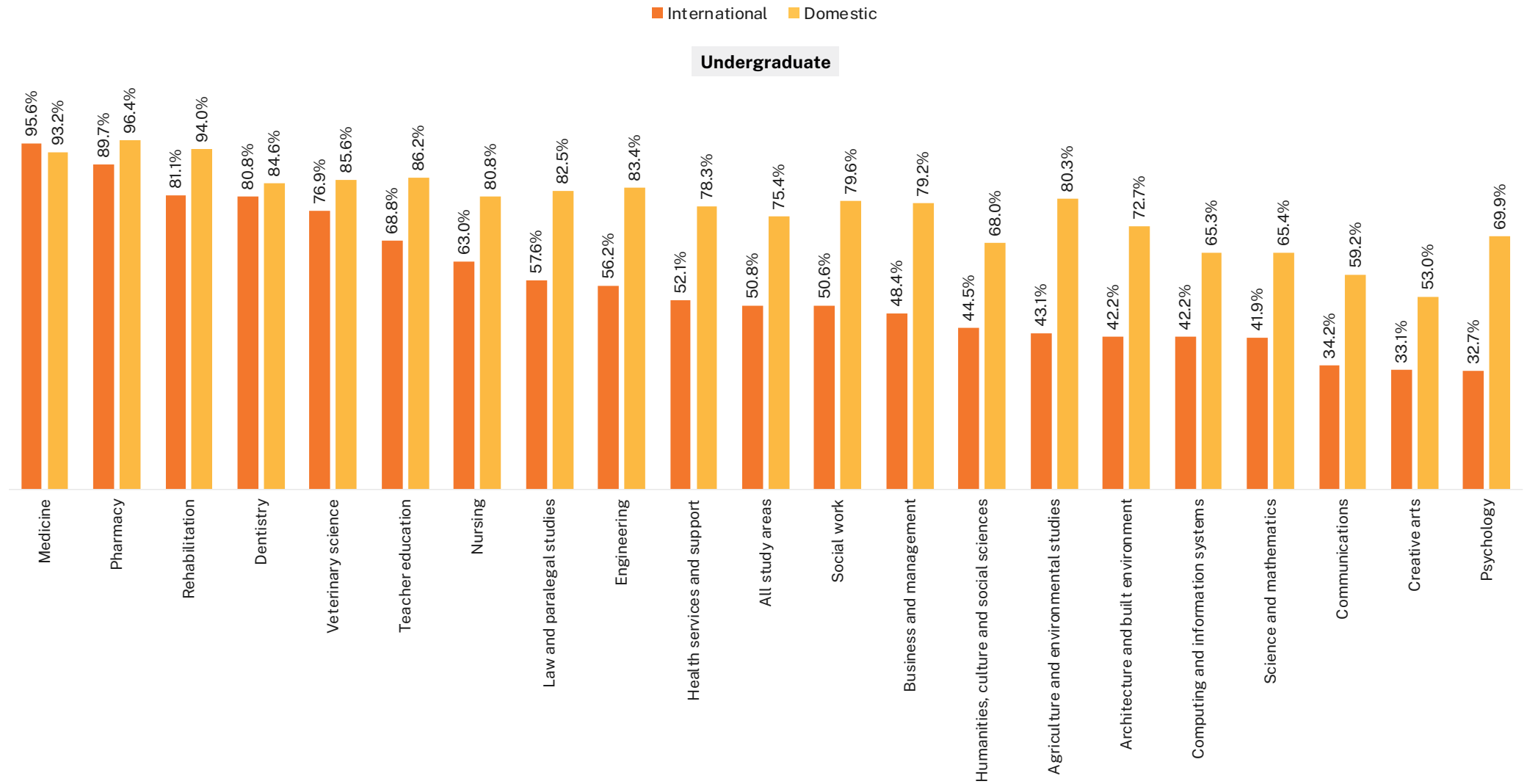
Noticeably, for postgraduate coursework, the largest gaps in full-time employment rates were in the two biggest study areas, Business and management (53.3 and 92.2 per cent), and Computing and information systems (44.4 and 81.5 per cent). Notably, for these study areas, domestic postgraduate coursework graduates see a substantial increase in full-time employment relative to undergraduates, while international postgraduate coursework graduates only demonstrate modest gains.

See **Appendix 3** for a detailed breakdown of undergraduate and postgraduate coursework employment outcomes by study area. Study area outcomes for postgraduate research graduates are available in the supplementary tables on the QILT website.²²



²² Refer to the EMP_PGC_ALL_2Y_AREA, SAL_PGC_ALL_2Y_AREA_E315, FTS_PGC_ALL_1Y_AREA_E315, EMP_PGR_ALL_2Y_AREA and SAL_PGR_ALL_2Y_AREA_E315, FTS_PGR_ALL_1Y_AREA_E315 worksheets in the 2025 GOS International Report Tables and 2025 GOS National Report Tables (domestic) available on the QILT website.

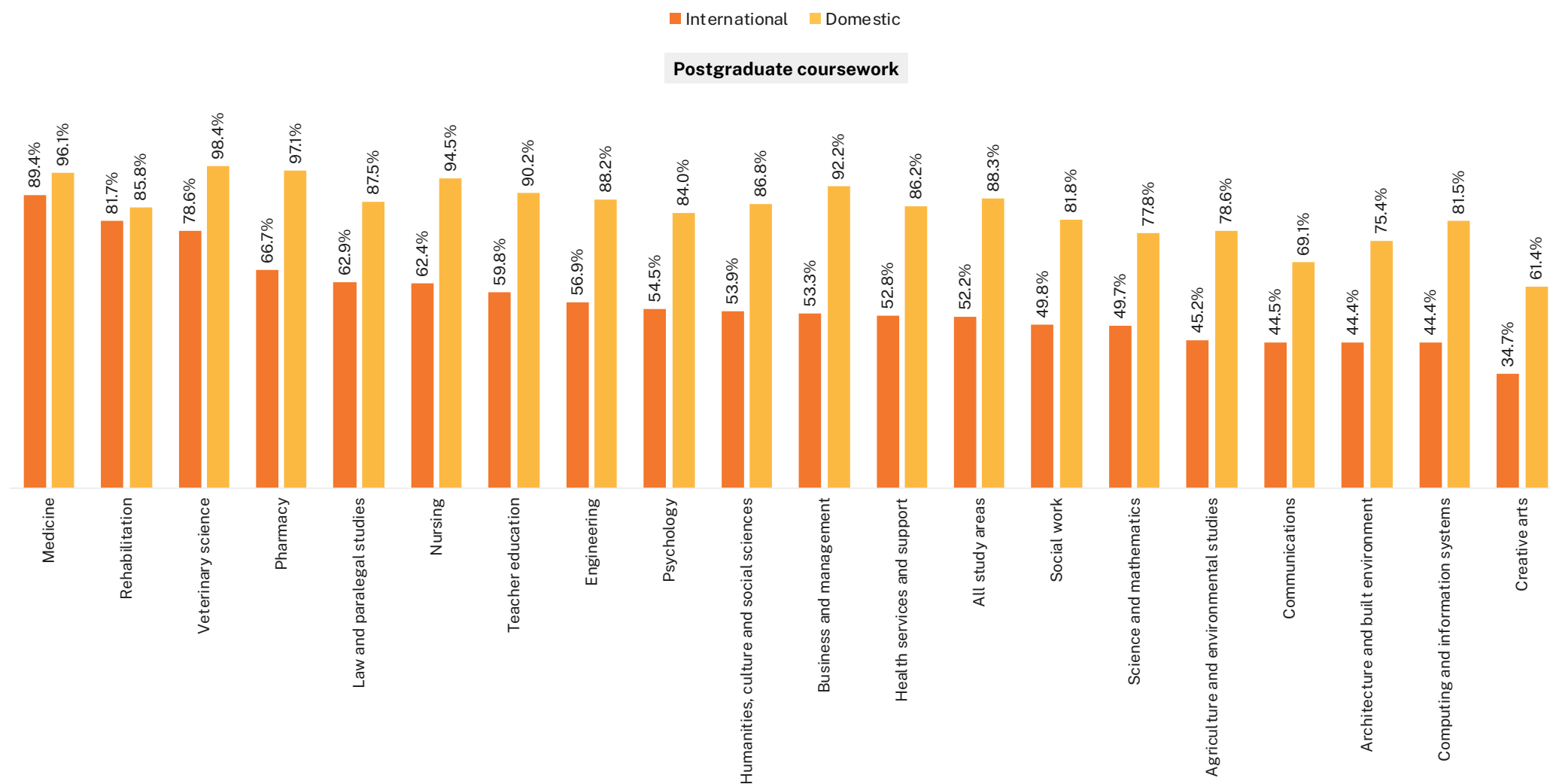
Figure 20 / Graduate full-time employment rate by study level, citizenship status and study area



Note: Only study areas with sufficient data (i.e. $n \geq 25$) are presented in this figure. For the complete table, refer to worksheet EMP_UG_ALL_2Y_AREA in the 2025 GOS International Report Tables and 2025 GOS National Report Tables (domestic) on the QILT website.

Figure 20 / Graduate full-time employment rate by study level, citizenship status and study area

(continued)



Note: Only study areas with sufficient data (i.e. n≥25) are presented in this figure. For the complete table, refer to worksheet EMP_PGC_ALL_2Y_AREA in the 2025 GOS International Report Tables and 2025 GOS National Report Tables (domestic) on the QILT website.

3.9 Institutions

3.9.1 Institution type

In 2025, 89.2 per cent of total international respondents to the GOS completed a qualification at a university, while 10.8 per cent were from a non-university higher education institution (NUHEI).²³

Labour market outcomes – including rates of full-time employment, overall employment and labour force participation – were higher for international undergraduates who completed their course at a non-university higher education institution (NUHEI) compared to those from universities (**Table 5**). However, compared to undergraduates from NUHEIs university undergraduates were more likely to be engaged in further full-time study after course completion. The difference in further study rates partly explains the variation in labour force participation rates between the two types of institutions. University undergraduates in full-time employment also reported higher median annual full-time salaries than their NUHEI counterparts.

Similar patterns were observed at the postgraduate coursework level, though with some notable differences – international graduates who completed a qualification at a NUHEI had lower full-time employment rates than those from universities, but higher overall employment rates.

Labour force participation rates were comparable between international postgraduate coursework graduates from universities and NUHEIs. However, as with undergraduates, median annual full-time salaries were higher for international postgraduate coursework graduates from universities compared to those from NUHEIs. Unlike at the undergraduate level, international postgraduate coursework graduates from NUHEIs were more likely to be in further full-time study than those from universities.

Table 5 / International graduate labour market outcomes by level of study and institution type, 2025

	Universities	NUHEIs
Full-time employment rate (%)		
Undergraduate	50.5	52.5
Postgraduate coursework	52.5	50.3
Overall employment rate (%)		
Undergraduate	69.7	77.8
Postgraduate coursework	73.1	76.8
Labour force participation rate (%)		
Undergraduate	73.9	83.6
Postgraduate coursework	87.5	84.8
Median annual full-time salary (\$)		
Undergraduate	70,000	66,900
Postgraduate coursework	70,000	62,600
In further full-time study (%)		
Undergraduate	33.9	25.4
Postgraduate coursework	14.8	26.0

Note: Postgraduate research results are not included in this table due to the small population at NUHEIs.

²³ The GOS has included non-university higher education institutions (NUHEIs) since its inception in 2016. The number of NUHEIs participating in the GOS has been increasing, and in 2025 NUHEIs accounted for 94 of the 136 registered institutions that participated in the GOS. Of these, 77 NUHEIs had international graduates eligible to take part in the study. These institutions include TAFE institutions and several specialist international, creative arts and theological colleges.

3.9.2 Comparative institution outcomes

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

To assist interpretation of results, 90 per cent confidence intervals are included in the figures that follow, which indicate the confidence intervals for the survey estimates. Note that where confidence intervals for institution estimates overlap, it cannot be inferred that there is or is not a significant difference in outcomes in a statistical sense.²⁴

Notwithstanding differences in course offerings, student populations and local labour markets, it appears there is some differentiation among institutions, with some achieving higher rates of full-time employment and median salaries than others.

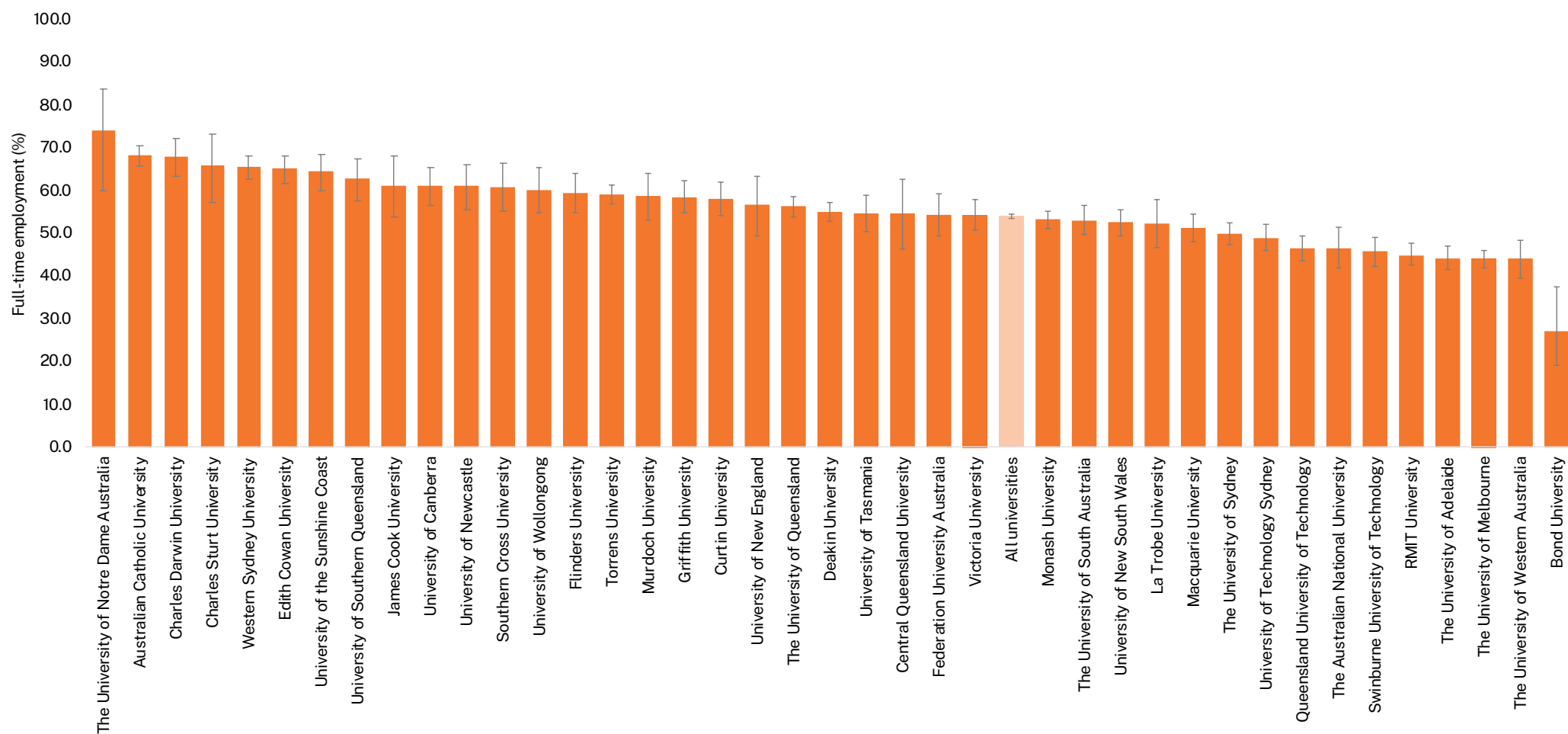
Universities

Over the 3-year aggregated period, international undergraduate full-time employment rates varied across universities, ranging from 74.1 per cent international graduates of The University of Notre Dame Australia compared to 27.3 per cent for international graduates of Bond University (Figure 21).



²⁴ The calculation of confidence intervals is detailed in [Construction of confidence intervals in QLT surveys](#). Confidence intervals may be wider where the number of survey responses for a given institution is relatively small. Where confidence intervals for institution estimates do not overlap, this broadly implies the difference in labour market outcomes is statistically significant. Where confidence intervals overlap it cannot be inferred that the difference either is, or is not, statistically significant.

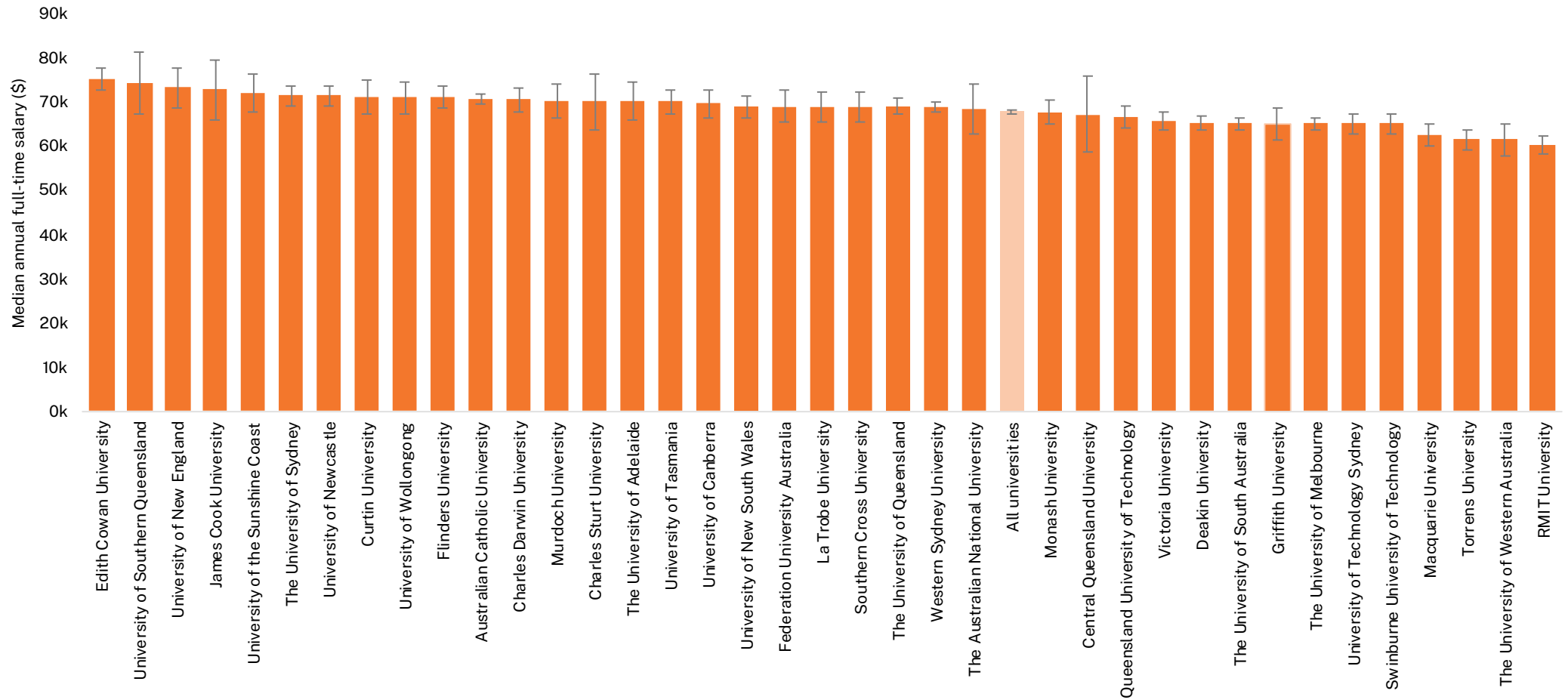
Figure 21 / International undergraduate full-time employment rate by university, pooled 2023–25 (% of those available for full-time work, with 90 per cent confidence intervals)



Note: Only institutions with sufficient data (i.e. $n \geq 25$) are presented in this figure. For the complete table, refer to worksheet FTE_UG_UNI_3YP_INST_FIG in the 2025 GOS International Report Tables on the QILT website.

Median annual full-time salaries for international undergraduates also varied, from \$75,100 at Edith Cowan University to \$60,300 at RMIT University (Figure 22). As with the full-time employment rates, a range of factors beyond the institution itself may also affect salary outcomes.

Figure 22 / International undergraduate median annual full-time salary* (\$) by university, pooled 2023–25 (with 90 per cent confidence intervals)

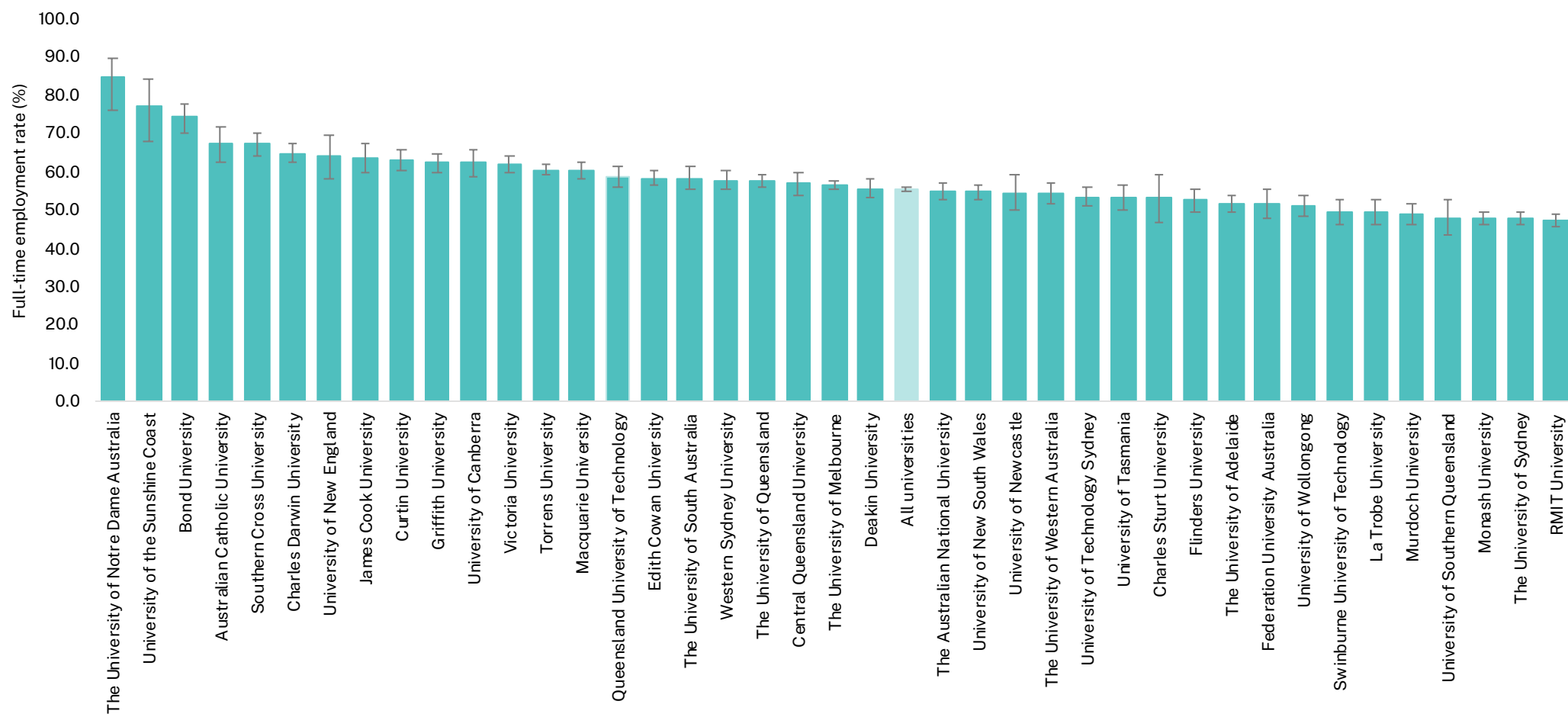


Note: Only institutions with sufficient data (i.e. n≥25) are presented in this figure. For the complete table, refer to worksheet SAL_UG_UNI_3YP_INST_FIG in the 2025 GOS International Report Tables on the QILT website.

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

At the postgraduate coursework level, full-time employment rates ranged from 84.8 per cent for international graduates of The University of Notre Dame Australia to 42.7 per cent for international graduates of RMIT University (Figure 23).

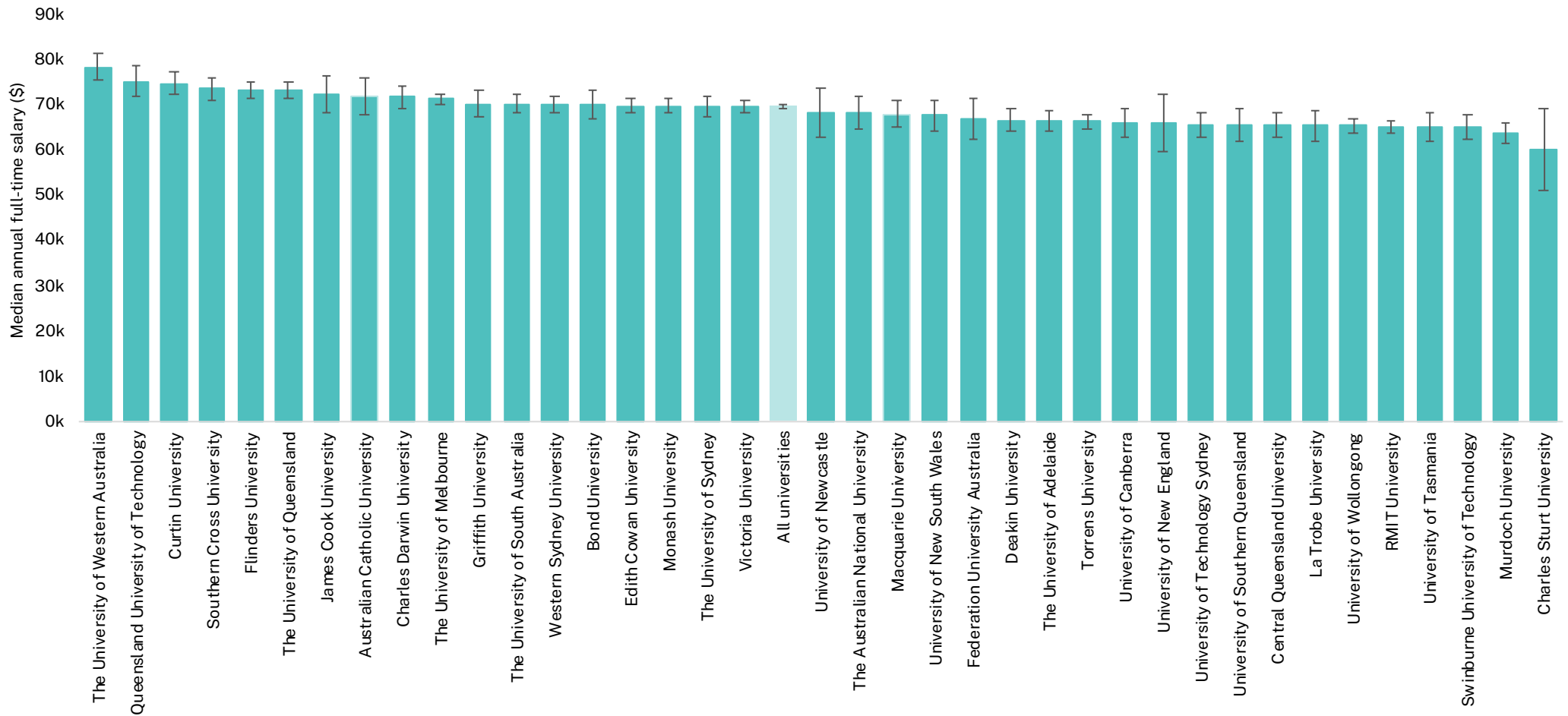
Figure 23 / **International postgraduate coursework full-time employment rate by university, pooled 2023–25 (% of those available for full-time work, with 90 per cent confidence intervals)**



Note: Only institutions with sufficient data (i.e. n≥25) are presented in this figure. For the source data, refer to worksheet FTE_PGC_UNI_3YP_INST_FIG in the 2025 GOS International Report Tables available on the QILT website.

Median annual full-time salaries for international postgraduate coursework graduates also varied, from \$78,000 at The University of Western Australia to \$60,000 at Charles Sturt University (Figure 24). However, the size, location, student profile and course offerings at these two universities differ greatly and should be considered when interpreting results.

Figure 24 / International postgraduate coursework median annual full-time salary* (\$) by university, pooled 2023–25 (with 90 per cent confidence intervals)



Note: Only institutions with sufficient data (i.e. n≥25) are presented in this figure. For the source data, refer to worksheet SAL_PGC_UNI_3YP_INST_FIG in the 2025 GOS International Report Tables available on the QILT website.

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

NUHEIs

Table 6 and Table 7 show the full-time employment rate and median annual full-time salaries for international undergraduate and postgraduate coursework graduates of NUHEIs. The same caveats about interpreting labour market outcomes at the institution level apply. This is even more important among NUHEIs because of the greater specialisation in course offerings by level of education and study area than among universities.

As indicated earlier, the number of students enrolled in individual NUHEIs tends to be much smaller than at universities, therefore data for individual NUHEIs has been pooled across the 2023, 2024 and 2025 surveys to improve its robustness and validity, as presented on the [ComparED website](#).

Consequently, these results for NUHEIs are not directly comparable with those presented for universities and they are less sensitive to changes in labour market conditions due to being aggregated over a 3-year period.

Table 6 / **International undergraduate full-time employment rate (%) and median annual full-time salary (\$) by NUHEI, pooled 2023–25 (with 90 per cent confidence intervals)**

Non-university higher education institutions (NUHEIs)	Full-time employment rate (%)	Median annual full-time salary* (\$)
Academies Australasia Polytechnic	68.7 (64.9, 70.9)	59,500 (54,400, 64,600)
Academy of Interactive Technology	70.0 (58.4, 79.1)	n/a
Acknowledge Education	53.1 (48.8, 57.4)	67,400 (64,300, 70,600)
Alphacrucis University College	75.0 (62.0, 84.5)	n/a
Asia Pacific International College	40.0 (34.1, 46.4)	n/a
Australia Advance Education Group	44.6 (34.9, 54.8)	n/a
Australian Institute of Higher Education	48.5 (41.5, 55.6)	59,000 (55,300, 62,700)
Box Hill Institute	72.7 (60.8, 81.2)	n/a
CIC Higher Education	65.1 (52.6, 75.9)	n/a
Crown Institute of Higher Education	57.4 (50.9, 63.6)	60,000 (55,800, 64,200)
Excelsia University College	81.9 (75.8, 86.4)	74,100 (70,000, 78,200)
Holmes Institute	59.3 (51.4, 66.7)	54,800 (50,900, 58,600)
Holmesglen Institute	61.5 (53.7, 68.7)	71,100 (63,200, 79,000)
International College of Management, Sydney	62.5 (48.6, 74.4)	n/a
Kaplan Business School	59.1 (52.5, 65.3)	58,400 (55,100, 61,800)
King's Own Institute	51.5 (48.4, 54.7)	57,200 (53,900, 60,500)
Leaders Institute	92.0 (77.7, 98.1)	n/a
Melbourne Institute of Technology	56.2 (48.5, 63.5)	60,000 (56,600, 63,400)

Table 6 / **International undergraduate full-time employment rate (%) and median annual full-time salary (\$)** by NUHEI, pooled 2023–25 (with 90 per cent confidence intervals) (continued)

Non-university higher education institutions (NUHEIs)	Full-time employment rate (%)	Median annual full-time salary* (\$)
Melbourne Polytechnic	54.8 (48.3, 61.2)	65,000 (61,100, 68,900)
SAE University College	50.0 (40.2, 59.8)	n/a
SP Jain School of Management	68.5 (63.2, 73.2)	60,500 (57,900, 63,000)
TAFE NSW	77.7 (72.9, 81.6)	71,400 (68,900, 73,800)
TAFE Queensland	84.1 (74.7, 89.5)	68,700 (63,700, 73,700)
TAFE South Australia	64.3 (53.2, 73.6)	n/a
The Australian Institute of Music	46.2 (33.5, 59.5)	n/a
VIT (Victorian Institute of Technology)	51.2 (46.7, 55.7)	58,700 (53,600, 63,800)
William Angliss Institute	63.9 (51.0, 74.8)	n/a
All NUHEIs	58.7 (57.5, 60.0)	62,600 (61,400, 63,700)
Standard deviation	22.7	10,800

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25). Only institutions with sufficient data (i.e. n≥25) for full-time employment or median annual full-time salary are presented in this table. For the complete table, refer to worksheet LF_UG_NUHEI_3YP_INST_CI in the 2025 GOS International Report Tables available on the QILT website.

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

Table 7 / **International and postgraduate coursework full-time employment rate (%) and median full-time annual salary (\$) by NUHEI, pooled 2023–25 (with 90 per cent confidence intervals)**

Non-university higher education institutions (NUHEIs)	Full-time employment rate (%)	Median annual full-time salary* (\$)
ACAP University College	43.5 (38.1, 49.0)	72,500 (64,400, 80,600)
Asia Pacific International College	51.8 (46.3, 57.3)	58,000 (51,100, 64,900)
Chartered Accountants Australia and New Zealand	95.6 (87.4, 98.6)	83,000 (76,100, 89,900)
ECA College of Health Sciences	53.8 (43.9, 63.3)	n/a
Engineering Institute of Technology	64.9 (53.2, 74.5)	n/a
Excelsia University College	52.9 (47.1, 58.6)	63,900 (58,700, 69,100)
Holmes Institute	47.5 (44.9, 50.0)	57,400 (55,300, 59,500)
ICHM	73.3 (60.2, 82.6)	n/a
Institute of Health & Management	61.1 (57.3, 64.4)	64,700 (58,300, 71,100)
International College of Management, Sydney	65.9 (60.4, 70.9)	59,500 (56,900, 62,100)
Kaplan Business School	64.2 (62.2, 66.1)	65,200 (63,700, 66,800)
King's Own Institute	52.0 (48.8, 55.2)	58,400 (56,200, 60,700)
Leo Cussen Centre for Law	63.6 (52.6, 73.1)	n/a
Melbourne Institute of Technology	48.6 (44.2, 53.1)	55,000 (51,300, 58,700)
Polytechnic Institute Australia	30.8 (24.7, 37.8)	n/a
Southern Cross Education Institute (Higher Education)	52.4 (45.0, 59.7)	63,700 (57,300, 70,100)
The College of Law	76.6 (71.0, 81.3)	69,700 (64,800, 74,500)

Table 7 / **International and postgraduate coursework full-time employment rate (%) and median full-time annual salary (\$) by NUHEI, pooled 2023–25 (with 90 per cent confidence intervals)** (continued)

Non-university higher education institutions (NUHEIs)	Full-time employment rate (%)	Median annual full-time salary* (\$)
VIT (Victorian Institute of Technology)	48.3 (45.1, 51.5)	58,400 (55,800, 60,900)
Wentworth Institute of Higher Education	46.2 (36.6, 56.1)	n/a
All NUHEIs	55.6 (54.5, 56.6)	62,600 (62,100, 63,100)
Standard deviation	28.9	18,400

Note: A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25). Only institutions with sufficient data (i.e. n≥25) for full-time employment rate or median annual full-time salary are presented in this table. For the complete table, refer to worksheet LF_PGC_NUHEI_3YP_INST_CI in the 2025 GOS International Report Tables available on the QILT website.

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

4. Graduate course experience

4.1 Undergraduate and postgraduate coursework satisfaction

Undergraduate and postgraduate coursework graduates were asked to rate their overall satisfaction with the quality of their completed course, on a five-point scale, 4 to 6 months after course completion.

In 2025, international undergraduates had slightly higher satisfaction (76.2 per cent) with their completed course when compared to domestic graduates (74.9 per cent) although the two cohorts tend to have fairly similar satisfaction ratings (**Figure 25**). Notably, international undergraduate satisfaction remains below pre-pandemic levels, with undergraduate satisfaction remaining in line with the first year of the pandemic (2021: reflecting graduates from 2020).

At the postgraduate coursework level, international graduates reported lower levels of overall satisfaction (77.6 per cent) than domestic graduates (81.2 per cent) which is in line with the previous year (a difference of 3.6 per cent). Postgraduate coursework satisfaction also remains below pre-pandemic levels for international graduates.

Figure 25 / Overall course satisfaction by study level and citizenship status, 2016–25 (% positive rating)

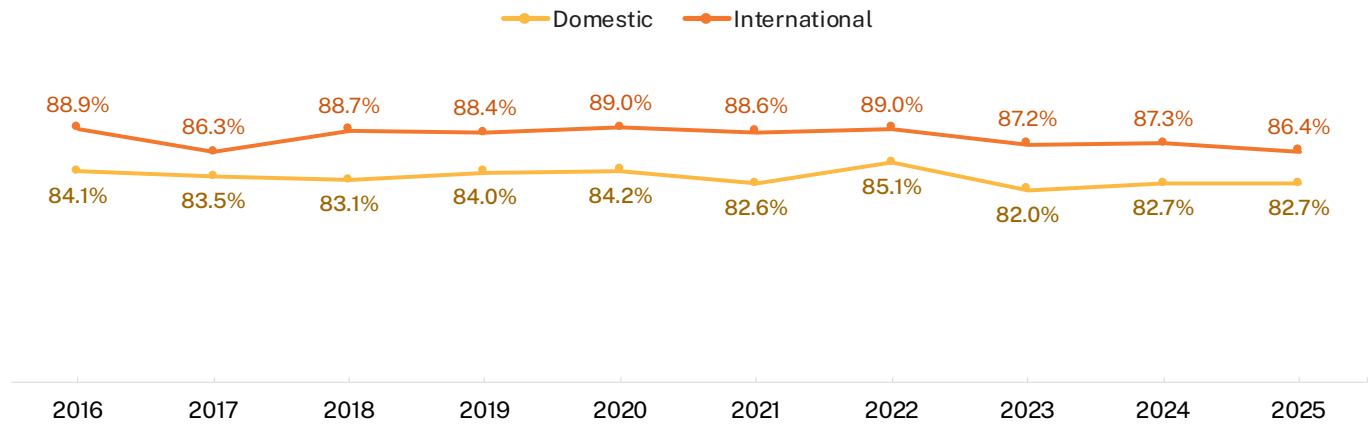


4.2 Postgraduate research experience

The Postgraduate Research Experience Questionnaire (PREQ) invites postgraduate research graduates to express their level of satisfaction with various aspects of their degree, 4 to 6 months after course completion. The PREQ reports on overall satisfaction as well as other items, grouped thematically under Supervision, Intellectual Climate, Skills Development, Infrastructure, Thesis Examination, Goals and Expectations, and Industry and External Engagement.²⁵

Figure 26 shows the overall satisfaction of postgraduate research graduates over time. In general, international postgraduate research graduates typically rate aspects of their course experience more positively than domestic graduates. This trend continues in 2025, with 86.4 per cent of international graduates satisfied with their degree while 82.7 per cent of domestic graduates were satisfied with their degree (a difference of 3.7 per cent).

Figure 26 / Postgraduate research overall course satisfaction by citizenship status, 2016–25 (% positive rating)



²⁵ See the [GOS questionnaire](#) on the QILT website for the 34 items included in the PREQ.

5. Source country

This section presents employment and further full-time study outcomes for international graduates, regardless of their location at the time of the survey, disaggregated by the graduate's source country and study level.

The countries in **Table 8** to **Table 10** are ordered based on the total number of survey responses at that study level.

5.1 Undergraduate

Among the top 5 source countries at the undergraduate level, full-time employment rates ranged from 39.7 per cent for graduates from China (excludes SARs and Taiwan) to 54.1 per cent for graduates from India (**Table 8**). To some extent, age and rates of further full-time study can explain the variation in full-time employment rates.

In terms of age, although the international undergraduate cohort for the top 5 countries is predominantly composed of graduates aged 30 and under (greater than 98 per cent), a notable proportion of undergraduates from India (6.7 per cent) and Nepal (9.0 per cent) are aged over 30. This may reflect a segment of older migrants undertaking undergraduate study to re-skill in Australia, which could contribute to higher full-time employment rates among graduates from these countries.

When considering graduates who go on to further full-time study, those from China (excludes SARs and Taiwan) (55.2 per cent) and Vietnam (35.5 per cent) had rates of further full-time study well above the domestic rate (19.3 per cent), suggesting that graduates from these countries are more likely to continue on their education journey and contributing to the high overall rate of further full-time study for international graduates.

On the other hand, graduates from India (17.7 per cent), Nepal (22.4 per cent) and Malaysia (23.5 per cent) had lower rates of further full-time study, suggesting that graduates from these countries are more eager to break into the workforce after their undergraduate qualification.

Different employment outcomes may also be partially explained by the predominant study areas of graduates from different source countries. Nursing, which has comparatively high rates of full-time employment (**Figure 20**), is the dominant study area for graduates from both

India and Nepal (**Figure 27**), whose graduates had full-time employment rates slightly higher than the full-time employment rate of all international undergraduates.

In contrast, graduates from China (excludes SARs and Taiwan), and Vietnam predominantly came from study areas such as Business and management (30.9 per cent and 42.2 per cent respectively) and Computing and information systems (10.7 per cent and 15.3 per cent respectively), which have comparatively low rates of full-time employment and higher rates of further full-time study at the undergraduate level.

Although the relationships between full-time employment, further full-time study, and age are important context when interpreting results by source country, there are still other factors which affect the full-time employment rate. Interestingly, Malaysia has a very similar study area and age profile to China, but lower rates of further full-time study and rates of full-time employment above the full-time employment rate of all international undergraduates.

Table 8 / Undergraduate employment and further study outcomes by source country of international graduates, 2025

Country	Full-time employment rate (%)	Overall employment rate (%)	Labour force participation rate (%)	Median annual full-time salary (\$)	In further full-time study (%)	Aged 30 and under (%)
China (excludes SARs and Taiwan)	39.7	52.4	54.4	70,000	55.2	98.0
Nepal	53.3	80.5	88.9	71,200	22.4	91.0
Vietnam	50.3	73.2	78.8	64,000	35.5	98.1
India	54.1	77.6	86.9	73,000	17.7	93.3
Malaysia	52.6	68.2	78.9	66,600	23.5	98.6
All international graduates	50.8	70.7	74.9	70,000	33.1	93.1

Note: International graduates' median salary figures only include data for international graduates working in Australia. Top 5 countries by number of responses received are shown in descending order.

Source countries with younger undergraduate populations generally had lower full-time employment rates and higher further full-time study rates than source countries with older populations of respondents.

Undergraduate source country outcomes by age, 2025

● Over 98% aged 30 and under ● 91-94% aged 30 and under

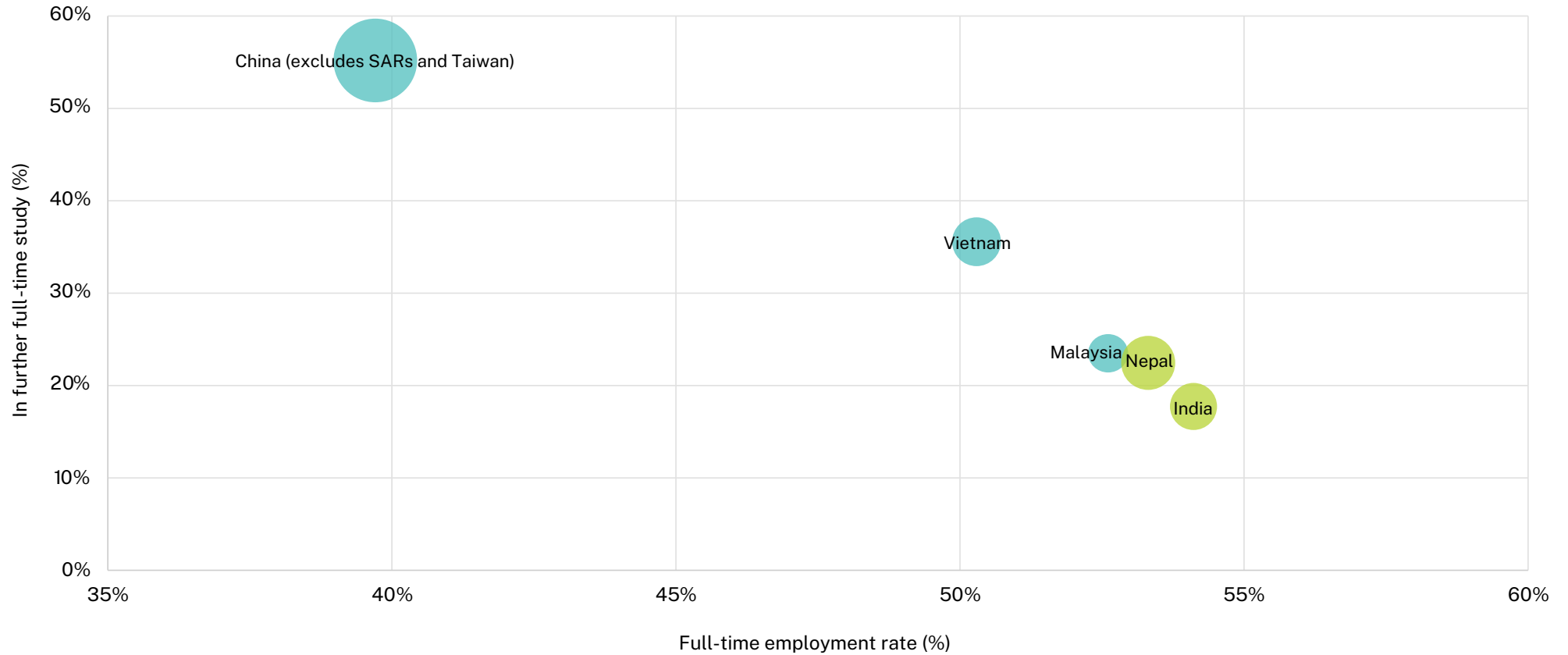
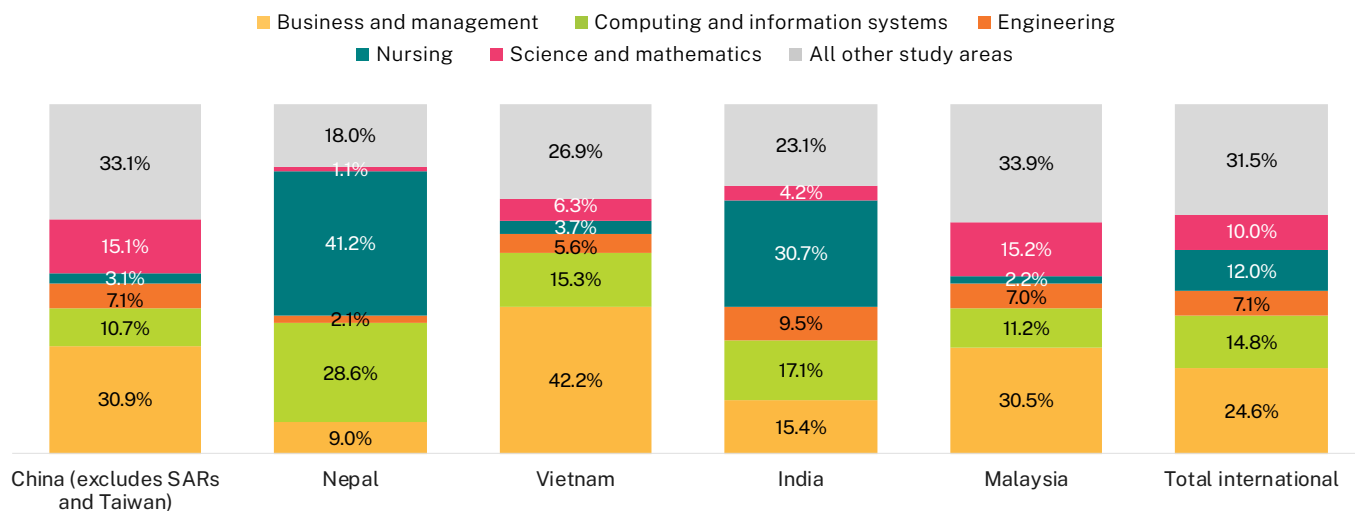


Figure 27 / Undergraduate study areas by top 5 source countries, 2025



Graduates from China (excludes SARs and Taiwan) had a mix of low full-time and overall employment rates (44.6 per cent and 58.0 per cent) and a median salary equal to the international median (\$69,400). These relatively low employment rates potentially reflect graduates who are under less pressure to enter the labour force and are more selective with regards to full-time employment.

There is substantial variation in age across source country; graduates from China (excludes SARs and Taiwan), India and Nepal tended to be younger, with more than 85 per cent of their graduates being aged 30 or under. In contrast, more than half of the graduates from the Philippines and Bhutan were aged over 30. Although it has been noted in this report that age can function as a proxy for work experience, graduates from Bhutan had a relatively low full-time employment rate (49.7 per cent) despite being comprised of an older cohort of graduates with only 43.4 per cent of their cohort being aged 30 and under.

5.2 Postgraduate coursework

Among the top 5 source countries at the postgraduate coursework level, full-time employment rates ranged from 70.9 per cent for graduates from the Philippines to down to 44.6 per cent for graduates from China (excludes SARs and Taiwan) (Table 9). Notably, graduates from the top 5 countries sit at or below the median of all international salaries, ranging from \$61,500 to \$70,000.

Graduates from the Philippines had a high full-time employment rate (70.9 per cent), well above the international full-time employment rate (52.2 per cent) and a median salary (\$70,000) close to the overall international median salary (\$69,400).

Graduates from India and Bhutan meanwhile had lower full-time employment rates (45.1 per cent and 49.7 per cent respectively) and median salaries (\$65,000 and \$61,500), suggestive of graduates who are recent entrants to the labour market.

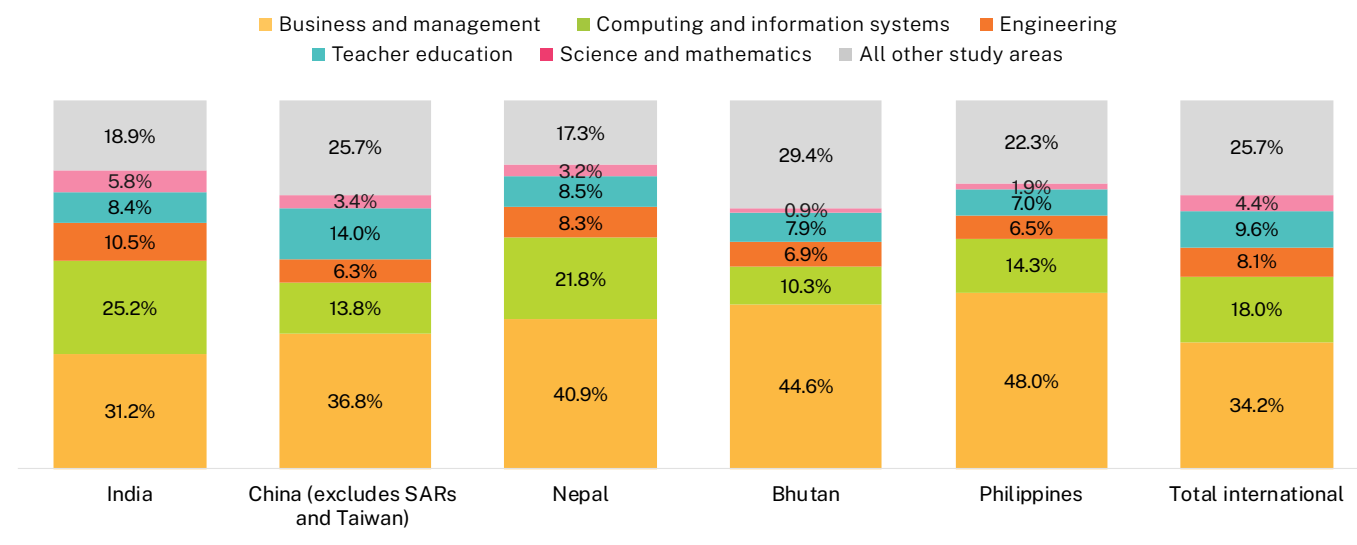
In terms of study area, there was some similarity across countries, with Business management, Computing, Engineering and Teacher education making up majority of the coursework postgraduates from the top 5 source countries (Figure 28). The similarity of dominant study areas across source countries suggest that study area plays less of a factor in the differences in full-time employment between source country at the postgraduate coursework level.

Table 9 / Postgraduate coursework employment and further study outcomes by source country of international graduates, 2025

Country	Full-time employment rate (%)	Overall employment rate (%)	Labour force participation rate (%)	Median annual full-time salary (\$)	In further full-time study (%)	Aged 30 and under (%)
India	45.1	74.2	89.2	65,000	13.6	85.3
China (excludes SARs and Taiwan)	44.6	58.0	79.4	69,400	20.2	91.7
Nepal	54.1	80.5	89.1	63,500	20.0	85.5
Bhutan	49.7	78.7	88.9	61,500	20.1	43.4
Philippines	70.9	87.2	93.3	70,000	14.0	48.0
All international graduates	52.2	73.7	87.1	69,400	16.5	74.1

Note: International graduates' median salary figures only include data for international graduates working in Australia. Top 5 countries by number of responses received are shown in descending order.

Figure 28 / Postgraduate coursework study areas by top 5 source countries, 2025



5.3 Postgraduate research

At the postgraduate research level, full-time employment rates varied from 83.3 per cent for graduates from Indonesia to 64.0 per cent for graduates from India (Table 10). Age appeared to be less of a contributing factor influencing outcomes at this level, with the top 5 countries having older graduates (at least 36.7 per cent of graduates over 30) compared to other study levels.

Despite the varied full-time employment rates, graduates from the top 5 source countries reported similar median salaries, ranging from \$95,100 to \$100,000. This suggests that research postgraduates who were full-time employed, were employed in positions that were relatively well compensated with not much variation across source country.

Due to a limited sample at the postgraduate research level, it is difficult to make conclusions regarding the distribution of study areas across source country.

Table 10 / Postgraduate research employment and further study outcomes by source country of international graduates, 2025

Country	Full-time employment rate (%)	Overall employment rate (%)	Labour force participation rate (%)	Median annual full-time salary (\$)	In further full-time study (%)	Aged 30 and under (%)
China (excludes SARs and Taiwan)	73.2	79.4	89.1	100,000	16.0	64.7
India	64.0	81.2	91.0	99,800	13.9	54.8
Sri Lanka	67.8	88.6	91.1	95,100	13.6	29.6
Indonesia	83.3	94.9	95.1	n/a	9.4	9.7
Iran	64.2	80.6	94.9	96,000	13.3	16.3
All international graduates	71.8	84.0	91.8	100,000	12.0	37.6

Note: International graduates' median salary figures only include data for international graduates working in Australia. Top 5 countries by number of responses received are shown in descending order. A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

Changes to labour force classification

The Graduate Outcomes Survey (GOS) and Graduate Outcomes Survey – Longitudinal (GOS-L) collect information about higher education graduates' employment and further study outcomes, as well as other information related to skills utilisation and course experience.

Key labour force indicators used in GOS and GOS-L reporting are informed by the Australian Bureau of Statistics (ABS) Labour Statistics: Concepts, Sources and Methods.²⁸ Some variation in key indicator definitions does exist due to survey design differences. To enable greater alignment with the ABS labour force framework, a number of enhancements were made to the 2025 GOS and GOS-L instruments.

Improved alignment with ABS definitions of key labour force indicators used in GOS and GOS-L reporting allows for greater comparability with nationally reported figures and further enriches the data collected in the GOS and GOS-L, the only national sources of higher education graduate outcomes in Australia. However, while improvements made to key indicators in 2025 have strengthened the accuracy of these measures and allowed for greater comparability with national figures reported by the ABS, they do have implications on the comparability with historical data.

This appendix details the changes made to the questionnaire and key indicator definitions, and the impact this has on time series data.

A1.1 Changes made to the survey instrument

The following changes were made to the labour force module in the 2025 GOS and GOS-L to improve the comparability of key labour force indicators with ABS statistics, and to provide further insight into why graduates may be unemployed or not available for employment.

- Modification to an existing question and the addition of new questions to identify graduates who are currently away from work but are considered to have a formal job attachment.
- Modification to existing questions and addition of new questions to align the GOS / GOS-L definition of unemployment with the ABS Labour Force Survey and allow for identification of graduates marginally attached to the labour force.
- New questions for full-time workers, whose actual hours were fewer than their usual hours, to identify the reason for the reduced hours and availability to work additional hours.
- For part-time workers preferring more hours, expand the 'availability to work' question to cover the four weeks following the survey, not just the reference week.
- The addition of a set of questions related to reasons graduates are unemployed or not in the labour force (i.e. not available for employment).

²⁸ [Concepts and sources | Australian Bureau of Statistics](#)

Away from work

The following questions relate to graduates who were away from work in the reference week. The expanded detail collected in this set of questions enables the identification of graduates who were away from work at the time of the survey but are considered to have a formal job attachment.

Table 11 / **Away from work questions**

Item	Question stem	Response options
AWAYWORK (modified in 2025)	Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?	<ol style="list-style-type: none"> 1. Yes – away from work as a standard work or shift arrangement 2. Yes – away from a business that I own 3. Yes – on strike, locked out or in an industrial dispute 4. Yes, holidays, sickness, or other reason 5. No 6. Permanently not intending to work
AWAYLONG (new in 2025)	Up until the end of last week, how long had you been away from work?	<ol style="list-style-type: none"> 1. Less than 4 weeks 2. 1 to 3 months 3. More than 3 months
AWAYPAID (new in 2025)	Were you paid, or will you be paid, for any part of the last 4 weeks ?	<ol style="list-style-type: none"> 1. Yes, I received workers' compensation and expect to return to employer 2. Yes, I received workers' compensation and do not expect to return to employer 3. Yes, I received other form of payment from employer 4. No

Unemployment/marginal attachment to the labour force

This set of questions allow for identification of graduates who were unemployed but in the labour force versus those not in the labour force but marginally attached.

Changes to existing questions (LOOKFTWK and LOOKPTWK) enable identification of graduates who either **actively** or **passively** looked for work. Passive job seekers not employed at the time of the survey can now be excluded from the labour force, aligning with the ABS definition.

Table 12 / Unemployment / marginal attachment to labour force questions

Item	Question stem	Response options
LOOKFTWK (modified in 2025)	<p>At any time during the last 4 weeks have you been looking for full-time work?</p> <p>Please note:</p> <ul style="list-style-type: none"> 'Actively looking for work' includes written, telephoned or applied to an employer; had an interview with an employer for work; answered an advertisement for a job; checked or registered with an employment agency; taken steps to purchase or start your own business; advertised or tendered for work; and contacted friends or relatives to find work. 'Passively looking for work' includes only looking in newspapers, the internet, or notice boards, and not taking any specific action to obtain work from these sources. 	<ol style="list-style-type: none"> Yes, I have been actively looking for full-time work Yes, I have been passively looking for full-time work No Permanently not intending to work
LOOKPTWK (modified in 2025)	<p>Have you been looking for part-time work at any time during the last 4 weeks?</p> <p>Please note:</p> <ul style="list-style-type: none"> 'Actively looked for work' includes written, telephoned or applied to an employer; had an interview with an employer for work; answered an advertisement for a job; checked or registered with an employment agency; taken steps to purchase or start your own business; advertised or tendered for work; and contacted friends or relatives to find work. 'Passively looked for work' includes only looking in newspapers, the internet, or notice boards, and not taking any specific action to obtain work from these sources. 	<ol style="list-style-type: none"> Yes, I have been actively looking for part-time work Yes, I have been passively looking for part-time work No Permanently not intending to work

Table 12 / Unemployment / marginal attachment to labour force questions

(continued)

Item	Question stem	Response options
WAITWORKFU (new in 2025)	<p>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?</p> <p>Please note 'work you had already obtained' refers to new types of work that you have acquired but not yet commenced. This includes waiting for a graduate role to commence.</p>	<ol style="list-style-type: none"> 1. Yes 2. No
WANTJOB (new in 2025)	<p>Even though you are not currently working, would you like a paid job of any kind at the moment?</p>	<ol style="list-style-type: none"> 1. Yes, I could start within 4 weeks if work was available 2. Yes, but I could not start within 4 weeks if work was available 3. No
STARTWKOB (new in 2025)	<p>Will you be starting that work in the next 4 weeks?</p>	<ol style="list-style-type: none"> 1. Yes 2. No
STARTNOWK (new in 2025)	<p>Could you have started last week if that work had been available?</p>	<ol style="list-style-type: none"> 1. Yes 2. No

Reasons for working less than usual hours and future availability

New questions to understand the reasons graduates worked less than their usual hours in the reference week, and to understand whether those who would prefer to work more hours would be available in the next 4 weeks.

Table 13 / Reasons for working less than usual hours and future availability questions

Item	Question stem	Response options
RSACTLHRS (modified in 2025)	<p>What was the main reason you worked less than your usual hours last week?</p> <p><i>Please select only one answer.</i></p>	<ol style="list-style-type: none"> 1. Annual leave/holidays/flextime/long service leave 2. Own illness or injury/sick leave 3. Standard work arrangements/shift work 4. Personal reasons/study/caring for sick/injured family 5. Maternity leave or paternity leave 6. Parental leave 7. No work/not enough work available 8. Stood down 9. Bad weather/plant breakdown 10. On strike/locked out/industrial dispute 11. Seasonal work/end of season 12. Began/left/lost job during the week 13. Other (Please specify)
AVFMHRS (new in 2025)	<p>In the next 4 weeks, would you be available to work more hours than you usually work?</p>	<ol style="list-style-type: none"> 1. Yes 2. No

Reasons for unemployment or non-participation in the labour force

The following questions provide insight into why graduates are unemployed or not available for employment. Reasons include both temporary and permanent reasons, as well as labour market specific reasons.

Table 14 / Reasons for unemployment or not available for employment

Item	Question stem	Response options
RSNILF1 (new in 2025)	<p>You mentioned that you are not currently working. What is the main reason you are not currently working?</p> <p><i>Please select only one answer.</i></p>	<ol style="list-style-type: none"> 1. No jobs or vacancies in local area 2. No jobs in my line of work 3. No jobs with suitable conditions/arrangements/hours in my local area 4. Not enough work experience/skills/training 5. Employers unwilling to hire me due to ill health or disability 6. Considered to be too old by employers 7. Retired 8. Difficulties with language or ethnic background 9. Waiting for accreditation/registration 10. Long-term health condition or disability 11. Short-term illness or injury 12. Caring for a person with a health condition or disability 13. Caring for children 14. Pregnancy 15. Performing home duties 16. Studying or returning to studies 17. On a temporary holiday or leisure activity 18. Lifestyle choice 19. Visa restrictions 20. Waiting for permanent residency 21. Other (Please specify)

Table 14 / Reasons for unemployment or not available for employment

(continued)

Item	Question stem	Response options
RSNILF2 (new in 2025)	<p>You mentioned that you are not intending to work permanently. What is the main reason you are not intending to work?</p> <p><i>Please select only one answer.</i></p>	<ol style="list-style-type: none"> 1. No jobs or vacancies in local area 2. No jobs in my line of work 3. No jobs with suitable conditions / arrangements / hours in my local area 4. Employers unwilling to hire me due to ill health or disability 5. Retired 6. Difficulties with language or ethnic background 7. Considered to be too old by employers 8. Long-term health condition or disability 9. Caring for a person with a health condition or disability 10. Caring for children 11. Pregnancy 12. Performing home duties 13. Lifestyle choice 14. Visa restrictions 15. Other (Please specify)
RSNOTWRK (new in 2025)	<p>You mentioned that you are not currently working and you have been away from your job for 1 month or more. What is the main reason you are not currently working?</p> <p><i>Please select only one answer.</i></p>	<ol style="list-style-type: none"> 1. Time off work 2. Own illness or injury 3. Personal reasons 4. Study 5. Caring for sick/injured family 6. Maternity leave or paternity leave 7. Parental leave 8. No work/not enough work available 9. Stood down 10. Bad weather/plant breakdown 11. Seasonal work/end of season 12. Other (Please specify)

A1.2 Impact on the 2025 GOS and 2025 GOS-L data

Changes to existing questions LOOKFTWK (looked for full-time work) and LOOKPTWK (looked for part-time work) (**Table 12**), which are used in establishing whether unemployed graduates are considered available for employment and therefore in the labour force, led to a change in response patterns relative to prior years.

Previously, respondents could answer 'yes' or 'no' when asked if they had looked for full-time/part-time work. In 2025, respondents could answer 'yes, actively', 'yes, passively', or 'no'. The total proportion responding 'yes' (either actively or passively) was markedly higher compared to previous year and the proportion answering 'no' decreased substantially. These findings indicated that respondents who may have previously been searching for work passively were previously answering either 'yes' or 'no'.

Focussing on active job seekers shows a marked decrease in the proportion of respondents 'looking for work'. As a result, the improved alignment with ABS definitions have led to changes to the labour force participation rate and the full-time and overall employment rates presented in the GOS and GOS-L.

A1.2.1 Changes to key labour market indicator definitions

Labour force participation rate

The labour force participation rate is defined as the proportion of graduates who were *available* for employment out of the total number of respondents. 'Available for employment' (and 'available for full-time employment') is defined as graduates who were (full-time) employed, looking for (full-time) employment or waiting to start a job in the week prior to the survey.

As discussed earlier, respondents who answered that they were passively looking for (full-time/part-time) work were classed as 'not in the labour force' in 2025, if the other criteria for 'available for employment' were not met. This has reduced the number of respondents considered available for employment which has resulted in a decreased labour force participation rate in 2025.

'Available for (full-time employment and available for employment in general are key variables used in the calculation of the full-time and overall employment rates, respectively, and thus have implications on these measures.

Full-time employment rate

Graduates are considered full-time employed if they were usually or actually in paid employment for at least 35 hours per week in the week before the survey.

The full-time employment rate is defined as graduates employed full-time, as a proportion of those available for full-time employment. Given the proportion available for full-time employment was reduced in 2025, expected declines in the full-time employment rate in 2025 (consistent with ABS data) were not observed. This has had a greater impact on the undergraduate rate due to the greater likelihood of undergraduates not being available for employment due to their higher propensity for pursuing further studies.

Overall employment rate

Graduates are considered employed if they were usually or actually in paid employment for one or more hours in the week before the survey.

The overall employment rate is defined as employed graduates, as a proportion of those available for employment. Changes to those considered 'available for employment' have had a similar impact on the overall employment rate as the effect on the full-time employment rate.

A1.3 Analysis of time series break

The Department of Education undertook analysis of the propensities of graduates to search for work, and their characteristics, at the aggregate study level for each of the domestic and international graduate cohorts, in the GOS and GOS-L separately. This analysis focussed on an econometric approach that leveraged data available through the ABS *Labour Force, Australia* to estimate the propensities of graduates to search for work had the previous methodology continued in 2025. This approach enabled the impact of the methodology change to be estimated in a way that reflected the underlying labour market conditions in 2025, noting these conditions may affect the propensity for graduates to pursue employment or further study.

- There is a strong counter-cyclical relationship between higher education enrolments and labour market conditions.
- When there is a rise in unemployment, individuals often choose to return to study or postpone entry into the workforce. For example, during the initial period of the pandemic (2020 and 2021), higher unemployment and the business restrictions in place at the time contributed to an increase in higher education enrolments.
- Conversely, when employment conditions are favourable (especially for young individuals) higher education enrolments tend to decline. This is demonstrated by the recent strong labour markets (2022-2024) contributing to a decline in higher education commencements as more potential enrolments chose to pursue immediate employment opportunities.

Only the propensities for those reporting that they were not in employment and looking for work, or not in full-time employment but available for full-time employment, needed to be assessed. Due to the way the labour force framework filters individuals into the three mutually exclusive groups of employed, unemployed, and not in the labour force, these were the only groups that were affected by the methodology change, as those considered employed were taken as reported.

- The specific groups that required analysis were:
 - Unemployed looking for full-time work (LFCLASS=5),
 - Unemployed looking for part-time work (LFCLASS=6), and
 - Available for full-time work (AVAILFT=1), via the subsets of:
 - Employed part-time, but available for full-time work,
 - Not employed, but available for full-time work (under the GOS and GOS-L this is the same group as LFCLASS=5), and
 - Employed full-time, and available for full-time work (these were unaffected by the change in methodology and were taken as reported).
- Those considered unemployed and waiting to start work (LFCLASS=7), were unaffected by the change in methodology and were taken as reported.
- Those considered not in the labour force (LFCLASS=8) were calculated as a balancing item based on estimated changes to LFCLASS=5 and LFCLASS=6.

Initial analysis was performed to support the identification of appropriate data from the *ABS Labour Force, Australia*. This included the assessment of graduate age profiles for each of the analysed labour force classifications to identify the key age groups, by study level for each of the domestic and international graduate cohorts, in the GOS and GOS-L separately. For international graduates in each study level, additional analysis was conducted that verified the majority of graduates in these labour force classifications remained in Australia, in both the GOS and GOS-L.

The estimates of propensities to search for work involved using predictors selected from the *ABS Labour Force, Australia* data that were consistent with each of the labour force classifications analysed²⁷, by study level, for each of the domestic and international graduate cohorts, in the GOS and GOS-L separately. These data were accessed through TableBuilder as well as select tables available through the *Labour Force, Australia* publication, including data on the flows into and out of employment (GM1) and data on labour force status by the level of highest educational attainment (LQ1). Data were selected to align to survey fieldwork periods for the GOS and GOS-L separately. Dummy variables were incorporated to reflect border closures and business restrictions in place during the pandemic.

Quality controls were used to ensure the estimates generated for each of the assessed labour force classifications were credible. This included validating each of the estimates against the expected range of results, specifically, a slightly higher count of respondents than the reported active job seekers, but notably less than the total count of those responding they were either actively or passively searching for work. The estimated proportional breakdown of respondents by labour force classification were also compared to historical proportions.

The analysis generated estimated impacts of the methodology change by study level, for each of the domestic and international graduate cohorts, in the GOS and GOS-L separately (see **Table 15**).

A direction of change is shown for each impact. These directions indicate that labour force participation rates are relatively lower under the new methodology, while full-time and overall employment rates are relatively higher.

²⁷ For example, the predictor used for the estimation of domestic undergraduates that were employed part-time, but available for full-time work in the GOS was ABS Labour Force data on individuals employed part-time, but preferred to work full-time, that were aged 20-29 years and had a bachelor degree as the highest level of educational attainment.

Table 15 / **Estimated impact of methodology change**

Study level	Indicator	Direction of change	GOS		GOS-L	
			Domestic	International	Domestic	International
Undergraduate	Labour force participation rate	Down	2.5-3.5 ppts	2.5-3.5 ppts	<1 ppt	1.5-2.5 ppts
	Full-time employment rate	Up	3.5-4.5 ppts	2.5-3.5 ppts	<1.5 ppts	1-2 ppts
	Overall employment rate	Up	2.5-3.5 ppts	2.5-3.5 ppts	<1 ppt	1.5-2.5 ppts
Postgraduate coursework	Labour force participation rate	Down	<1.5 ppts	<1 ppt	<1 ppt	<1.5 ppts
	Full-time employment rate	Up	<1.5 ppts	<1.5 ppts	<1 ppt	1-2 ppts
	Overall employment rate	Up	<1.5 ppts	<1 ppt	<1 ppt	<1.5 ppts
Postgraduate research	Labour force participation rate	Down	<1.5 ppts	<1 ppt	1.5-2.5 ppts	<1.5 ppts
	Full-time employment rate	Up	1.5-2.5 ppts	<1 ppt	1.5-2.5 ppts	<1 ppts
	Overall employment rate	Up	<1.5 ppts	<1 ppt	1.5-2.5 ppts	<1.5 ppts

Note: 'ppts' refers to percentage points, indicating the absolute change between two percentage values.

A1.4 Conclusion

The changes to the 2025 GOS and 2025 GOS-L instruments represent a step toward improved alignment with ABS labour force definitions. These changes did, however, impact comparability of key labour market indicators with prior years and are considered to be a break in the time series.

Analysis of differences in labour force participation rates, full-time employment rates, and overall employment rates between 2016–2024 and 2025 data should be approached with caution, as they partly reflect the change in methodology. Estimates of the impact of the change in methodology for each study level for domestic and international graduates have been provided to assist users with their interpretation.

Appendix 2

Labour market and graduate satisfaction definitions

The 2025 GOS uses labour force indicator definitions informed by the Standards for Labour Force Statistics used by the ABS. Definitions for indicators used throughout this report are presented in **Table 16**.

Table 16 / **Indicator definitions**

Indicator/element	Definition
Available for employment [†]	Graduates who were employed, <i>actively</i> 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 <i>actively</i> looking for full-time employment in the week prior to the survey. This includes those in part-time employment and looking for full-time work in the week prior to the survey.
Employed	Graduates who were usually or actually in paid employment for one or more hours in the week before the survey.
Employed full-time	Graduates who were usually or actually in paid employment for at least 35 hours per week in the week before the survey.
Employed part-time	Graduates who were usually or actually in paid employment for at least one hour but less than 35 hours in the week before the survey.
Full-time employment rate	Graduates employed full-time, as a proportion of those available for full-time work. Note that some graduates available for full-time work may be in part-time employment and looking for full-time work.
Further full-time study rate	Graduates who reported being in further full-time study, as a proportion of all graduates.
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.
Overall course satisfaction indicator (Undergraduate and postgraduate coursework)	The proportion of graduates who 'agreed' or 'strongly agreed' that they were satisfied with the overall quality of their course.
Overall employment rate	Graduates employed for one or more hours, as a proportion of those available for employment.

Table 16 / Indicator definitions

(continued)

Indicator/element	Definition
<p>Postgraduate research graduate satisfaction:</p> <ul style="list-style-type: none"> • Overall satisfaction • Intellectual climate • Infrastructure • Goals and expectations • Supervision • Skills development • Thesis examination and industry, and • External engagement. 	<p>Calculated from multiple survey items, representing the proportion of graduates who gave a positive response to items associated with each aspect of their higher degree by research (HDR) experience.</p>
<p>Underemployed</p>	<p>Graduates who were usually or actually in paid employment for fewer than 35 hours per week, in the week before the survey, and who would prefer to work additional hours regardless of if they were available to work those additional hours.</p>

† From 2025 onwards, respondents who were not currently working and only passively looking for work are no longer considered to be available for employment. Prior to 2025, both active and passive job search types were included.

A2.1 Examples of graduate labour market outcomes

The names and examples used in this report are fictitious and are provided for illustrative purposes only.

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’. Amy is counted towards the labour force participation rate. Amy’s usual salary is counted towards the median salary figure.

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

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

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

Emily is not working but she has been actively 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’.

Xavier is studying full-time and not currently working. He occasionally looks at job ads online but he has not actively looked for a job, such as registered with an employment agency, submitted an application, or asked friends and relatives for assistance in finding a job. Xavier is counted towards the full-time study rate but he is not considered ‘available for employment’ or ‘available for full-time employment’, and he is not counted towards the labour force participation rate.

Appendix 3

Detailed tables

Table 17 / **Proportion of undergraduates from original field of education in destination field* by citizenship status, 2025**

Original field of education	Destination field of education	International	Domestic
Architecture and building	Architecture and building	69.0	85.5
	Management and commerce	5.2	1.4
	Education	6.9	1.4
	Creative arts	6.0	0.9
Creative arts	Creative arts	42.4	51.1
	Society and culture	9.4	13.8
	Education	18.3	13.0
	Management and commerce	10.7	5.4
Education	Education	81.3	72.9
	Health	0.0	10.6
	Society and culture	12.5	6.0
Engineering and related technologies	Engineering and related technologies	79.6	85.1
	Information technology	6.8	2.9
Health	Health	69.8	71.4
	Natural and physical sciences	10.7	14.5
	Society and culture	3.9	5.9

Table 17 / **Proportion of undergraduates from original field of education in destination field* by citizenship status, 2025**

(continued)

Original field of education	Destination field of education	International	Domestic
Information technology	Information technology	78.6	74.4
	Engineering and related technologies	5.8	9.3
	Education	6.0	2.8
Management and commerce	Management and commerce	70.7	45.0
	Society and culture	5.7	24.8
	Education	10.5	6.6
Natural and physical sciences	Natural and physical sciences	44.8	51.5
	Health	24.9	30.4
	Education	9.3	3.9
	Information technology	6.0	1.8
Society and culture	Society and culture	45.9	66.9
	Health	9.1	10.8
	Education	16.6	10.2
	Management and commerce	17.3	2.9

* Only destination fields with 5 per cent or more of either international or domestic undergraduates are presented in this table. For a complete breakdown of destination fields, refer to FTS_UG_ALL_1Y_BFOE_FURFOE worksheet in the 2025 GOS International Report Tables and 2025 GOS National Report Tables (domestic) available on the QILT website.

Table 18 / Undergraduate employment outcomes by study area and citizenship status, 2025

Study area	Full-time employment rate (%)		Overall employment rate (%)		Median annual full-time salary (\$)		Aged 30 and under (%)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Agriculture and environmental studies	43.1	80.3	61.7	92.0	n/a	75,000	94.3	68.5
Architecture and built environment	42.2	72.7	63.9	86.8	63,700	75,100	96.1	85.7
Business and management	48.4	79.2	65.9	89.5	62,100	74,000	97.3	89.2
Communications	34.2	59.2	56.5	83.6	n/a	66,000	98.9	84.1
Computing and information systems	42.2	65.3	69.3	79.2	65,000	80,000	96.6	86.6
Creative arts	33.1	53.0	62.1	82.4	62,100	63,200	92.5	86.2
Dentistry	80.8	84.6	91.7	94.0	n/a	103,100	90.5	89.1
Engineering	56.2	83.4	71.1	90.1	71,500	82,500	95.0	87.5
Health services and support	52.1	78.3	73.4	92.4	73,500	77,400	90.9	74.3
Humanities, culture and social sciences	44.5	68.0	64.1	86.8	63,200	75,100	95.4	82.0
Law and paralegal studies	57.6	82.5	63.9	89.7	n/a	80,000	97.7	76.4
Medicine	95.6	93.2	97.9	96.4	83,300	85,900	95.9	68.8
Nursing	63.0	80.8	84.1	92.7	76,000	75,100	77.3	59.3
Pharmacy	89.7	96.4	92.6	96.3	59,700	62,600	94.8	89.1
Psychology	32.7	69.9	63.1	90.2	n/a	75,300	96.6	74.4
Rehabilitation	81.1	94.0	83.1	97.2	76,300	75,300	98.9	86.0

Table 18 / Undergraduate employment outcomes by study area and citizenship status, 2025

(continued)

Study area	Full-time employment rate (%)		Overall employment rate (%)		Median annual full-time salary (\$)		Aged 30 and under (%)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	41.9	65.4	61.4	86.7	61,000	73,100	99.1	91.1
Social work	50.6	79.6	79.2	89.8	70,400	85,300	78.4	52.6
Teacher education	68.8	86.2	80.0	94.8	78,900	82,100	82.7	62.3
Tourism, hospitality, personal services, sport and recreation	64.1	78.6	90.9	90.1	n/a	70,000	85.4	94.2
Veterinary science	76.9	85.6	82.0	90.8	77,400	75,000	91.1	92.2
All study areas	50.8	75.4	70.7	89.2	70,000	77,000	93.1	77.5
Standard deviation	18.9	11.3	12.4	4.7	12,100	8,700	6.5	11.8

Note: International graduates' median salary figures only include data for international graduates working in Australia. A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

Table 19 / Postgraduate coursework employment outcomes by study area and citizenship status, 2025

Study area	Full-time employment rate (%)		Overall employment rate (%)		Median annual full-time salary (\$)		Aged 30 and under (%)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Agriculture and environmental studies	45.2	78.6	71.1	91.4	68,000	99,000	68.0	37.0
Architecture and built environment	44.4	75.4	67.7	85.2	65,200	80,000	83.5	60.9
Business and management	53.3	92.2	73.0	94.2	65,000	130,000	72.5	22.1
Communications	44.5	69.1	63.8	84.1	63,700	85,100	86.6	41.1
Computing and information systems	44.4	81.5	70.4	86.8	65,200	120,000	79.1	29.4
Creative arts	34.7	61.4	62.2	82.3	n/a	86,700	78.8	37.0
Dentistry	n/a	93.9	n/a	98.2	n/a	140,900	n/a	59.7
Engineering	56.9	88.2	76.2	92.0	73,100	125,000	81.3	37.8
Health services and support	52.8	86.2	76.3	94.2	71,000	109,200	62.9	35.1
Humanities, culture and social sciences	53.9	86.8	72.1	93.0	62,800	100,000	55.8	27.9
Law and paralegal studies	62.9	87.5	71.1	90.7	70,000	93,900	76.5	48.3
Medicine	89.4	96.1	85.8	96.7	89,900	91,200	77.7	60.3
Nursing	62.4	94.5	84.9	97.8	75,100	103,100	60.0	30.6
Pharmacy	66.7	97.1	79.7	97.5	n/a	95,700	84.8	61.2
Psychology	54.5	84.0	71.8	93.3	n/a	100,000	75.5	37.1
Rehabilitation	81.7	85.8	85.6	94.2	78,100	82,000	86.4	66.9

Table 19 / Postgraduate coursework employment outcomes by study area and citizenship status, 2025

(continued)

Study area	Full-time employment rate (%)		Overall employment rate (%)		Median annual full-time salary (\$)		Aged 30 and under (%)	
	International	Domestic	International	Domestic	International	Domestic	International	Domestic
Science and mathematics	49.7	77.8	71.0	87.2	64,400	100,500	83.9	46.8
Social work	49.8	81.8	78.3	91.8	79,300	97,200	70.8	20.2
Teacher education	59.8	90.2	81.9	95.2	73,400	100,000	68.7	23.5
Tourism, hospitality, personal services, sport and recreation	50.0	n/a	72.2	n/a	n/a	n/a	84.1	n/a
Veterinary science	78.6	98.4	79.3	98.6	n/a	80,000	96.8	77.5
All study areas	52.2	88.3	73.7	93.6	69,400	104,700	74.1	32.2
Standard deviation	14.2	9.3	7.3	5.0	12,500	16,300	10.3	16.1

Note: International graduates' median salary figures only include data for international graduates working in Australia. A blank cell indicates there is no data for that cell and n/a indicates a suppressed value (n<25).

Published 2026

For more information on the conduct and results of the 2025 GOS see the Quality Indicators for Learning and Teaching (QILT) website: qilt.edu.au.
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