

# 2018 Graduate Outcomes Survey

National Report

JANUARY 2019

# Acknowledgements

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

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



# Executive summary

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

## National results

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

**72.9%**

undergraduates in full-time  
employment

**87.0%**

undergraduates  
employed overall

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

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

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

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

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

Since the Global Financial Crisis (GFC) graduates have taken longer to gain a foothold in the labour market (see Figure 1). For example, the full-time employment rate among undergraduates has fallen from 85.2 per cent in 2008 to 72.9 per cent in 2018. Similarly, the full-time employment rate among postgraduate coursework graduates has fallen from 90.1 per cent in 2008 to 86.9 per cent in 2018 and among postgraduate research graduates it has fallen from 87.6 per cent to 82.3 per cent over the same period. The 2018 Graduate Outcomes Survey-Longitudinal (GOS-L) shows that graduates do succeed over time with many more graduates in work three years after graduation. Three years after graduation in 2018, 89.2 per cent of undergraduates had found full-time work.

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

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

86.9%

postgraduate coursework  
full-time employment rate

82.3%

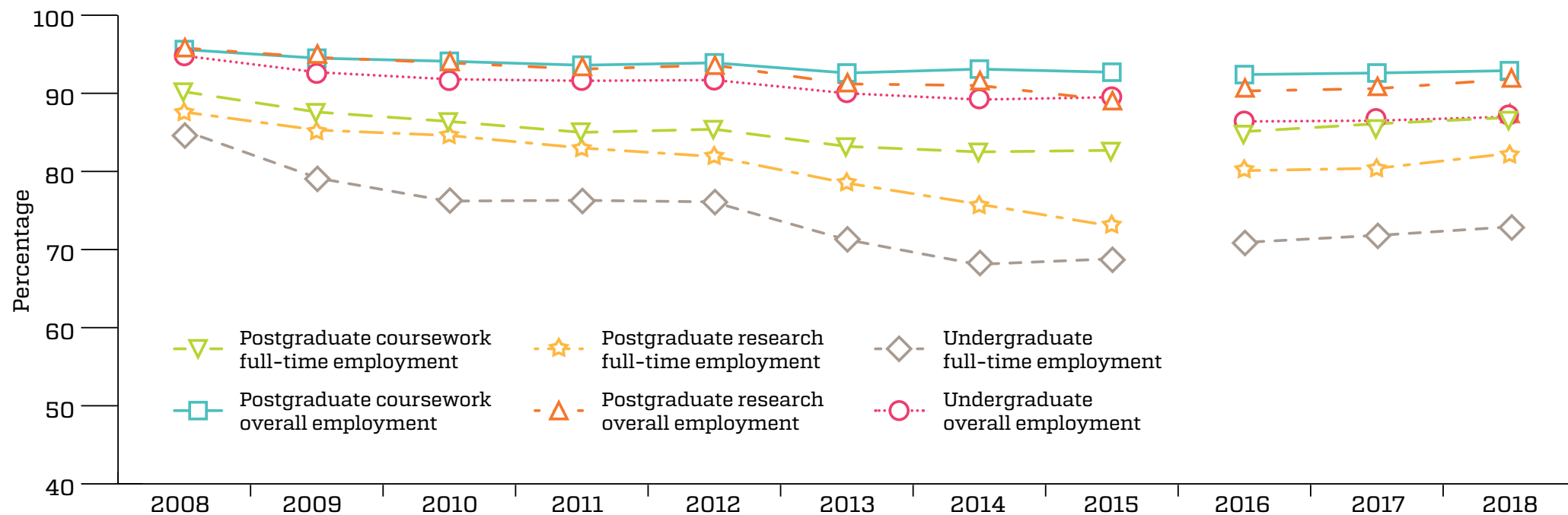
postgraduate research  
full-time employment rate



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

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

Figure 1 Full-time and overall employment rates, by study level, 2008–2018 (%)



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

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

## Skills utilisation

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

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

Graduates were also asked to indicate whether they believed that they were working in a job that allowed them to fully use their skills or education. This provides a benchmark of the underutilisation of skills, and as such, it will be important to monitor changes in this measure over time. In 2018 27.1 per cent of undergraduates employed full-time indicated they were working in a job that did not allow them to fully use their skills or education, down from 28.2 per cent in 2017 and 29.1 per cent in 2016. Among postgraduate coursework graduates

In 2018, 37.3 per cent of employed undergraduates were working part-time, which is a slight decrease from 37.9 per cent in 2017

employed full-time in 2018 26.9 per cent reported they were not fully using their skills or education in their current position with that proportion falling to 24.5 per cent among postgraduate research graduates. However, among all employed graduates 38.9 per cent of undergraduates reported that they were not fully using their skills of education in their current position compared with, 29.2 per cent of postgraduate coursework graduates and 27.9 per cent of postgraduate research graduates.

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

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

## Salaries

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

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

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

61<sub>k</sub>

Median salary employed full-time –  
undergraduates

83.3<sub>k</sub>

Median salary employed full-time –  
postgraduate coursework graduates

90<sub>k</sub>

Median salary employed full-time –  
postgraduate research graduates

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

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

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

## Further study

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

## Satisfaction with course experience

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

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

19.4 per cent of undergraduates were engaged in further full-time study

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

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

## **Institutional outcomes**

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

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

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

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

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

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

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# 1 Introduction

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

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

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

## 2 Undergraduate employment

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

Employment outcomes by sector are shown in Tables F and K in Appendix 6. In 2017, 73.3 per cent of university undergraduates were in full-time

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

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

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

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

## 2.1 Employment outcomes by study area

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

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

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

## 2.2 Employment outcomes by demographic group

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

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

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

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

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

The socio-economic status (SES) of higher education graduates is categorised as high, medium or low, as defined by the Australian Bureau of Statistics (ABS) Socio-Economic Indexes of Areas (SEIFA) Index of Education and Occupation. This index reflects the educational and occupational level of communities. Geocoding is calculated at the ABS Statistical Area 1 level, or postcode level

when this detail is not available. Within the population as a whole, the top 25% of the population aged 15–64 are classified as high SES based on where they live; the middle 50% of the population are classified as medium SES; and the bottom 25% of the population as low SES.

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

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

Domestic students whose home language was other than English had a substantially lower rate of full-time employment. This difference of 15.8 percentage points represents a decrease compared with the difference of 18.4 percentage points in 2017.

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

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.



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

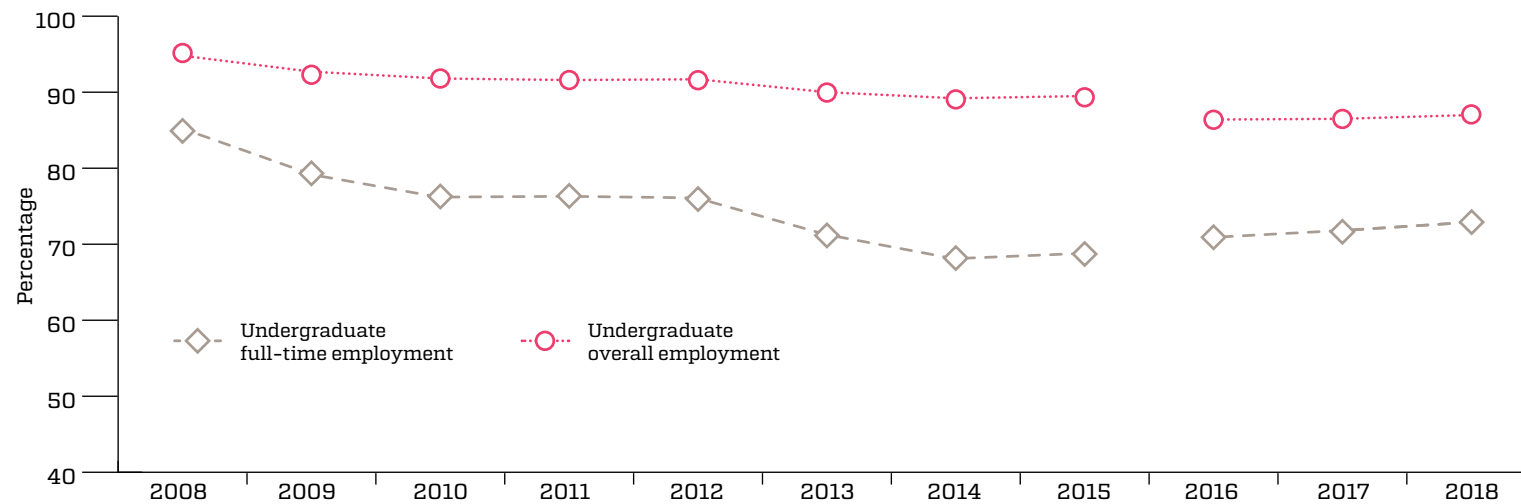
		Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)	
		2017	2018	2017	2018	2017	2018
<b>Age</b>	30 years or under	71.3	72.6	86.5	87.0	92.4	92.5
	Over 30 years	74.0	74.7	86.3	86.6	90.1	89.2
<b>Indigenous</b>	Indigenous	77.5	72.9	88.8	86.1	91.0	91.7
	Non Indigenous	71.7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

In 2018, the labour force outcomes of graduates from regional or remote areas remained higher than for those from metropolitan areas

Interestingly, as was the case in 2017, in 2018 the labour force outcomes of graduates from regional or remote areas remained higher than for those from metropolitan areas. Regional/remote graduates' full-time employment rate was 76.7 per cent compared with 71.8 per cent for metropolitan graduates, a difference of 4.9 percentage points. Similarly, 89.3 per cent of regional/remote

graduates were employed overall, compared with 86.5 per cent for metropolitan areas. Those in regional/remote areas were also slightly more likely to participate in the labour force, with a participation rate of 92.4 per cent compared with 91.9 per cent for metropolitan areas.

Figure 2 Undergraduate full-time and overall employment, 2008–2018 (%)



## 2.3 Employment over time

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

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

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

## 2.4 Part-time employment

Table 5 shows the proportion of undergraduates working part-time as a share of all employed undergraduates. In 2018, 37.3 per cent of employed undergraduates were working part-time, which is a slight decrease from 37.9 per cent in 2017. This is consistent with the strong growth in full-time employment in the overall labour

market in 2017-18. More than half of all employed undergraduates in the study areas of Psychology and Creative Arts were working part-time and the share of part-time employment was higher than 45 per cent in the study areas of Science and mathematics, Nursing, Humanities, culture and social sciences and Tourism, hospitality, personal services, sport and recreation.

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

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

**31.5%**  
total males employed part-time

**40.2%**  
total females employed part-time

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

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

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

\*\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

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

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

Table 6 **Main reason for working part-time, of those employed part-time, by preference for more hours, 2018 (%)**

	Seeking more hours			Not seeking more hours		
	Male	Female	Total	Male	Female	Total
Studying	22.2	19.0	20.0	65.5	43.6	49.0
Short-term illness or injury	0.9	1.0	1.0	0.4	0.5	0.5
Long-term health condition or disability	0.4	0.8	0.7	1.1	1.9	1.7
Caring for children	1.4	4.3	3.4	2.3	16.3	12.8
Caring for family member with a health condition or disability	0.5	0.8	0.7	0.8	1.2	1.1
<b>Subtotal – personal factors</b>	<b>25.5</b>	<b>26.0</b>	<b>25.8</b>	<b>70.0</b>	<b>63.4</b>	<b>65.1</b>
No suitable jobs in my area of expertise	18.6	17.8	18.0	2.6	2.6	2.6
No suitable jobs in my local area	12.0	11.3	11.5	2.2	1.6	1.7
Considered to be too young by employers	2.3	2.2	2.3	0.5	0.7	0.6
Considered too old by employers	1.9	2.0	2.0	0.6	0.7	0.6
No jobs with a suitable number of hours	17.0	16.7	16.8	2.1	2.1	2.1
<b>Subtotal – labour market factors</b>	<b>51.8</b>	<b>50.0</b>	<b>50.6</b>	<b>7.9</b>	<b>7.5</b>	<b>7.6</b>
Other	22.7	24.0	23.6	22.1	29.0	27.3
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## 2.5 Employment outcomes by institution

### 2.5.1 Universities

#### 2018 GOS Labour Force Outcomes

Full-time employment rates across universities at the undergraduate level vary by institution, as shown by Figure 3 and Table 7 with a standard deviation of 7.6 percentage points. For example, universities with the highest full time employment rates immediately following graduation in 2018 were Charles Sturt University with 87.5 per cent, Charles Darwin University with 83.2 per cent, the University of Sydney with 81.0 per cent, James Cook University with 79.6 per cent and Central Queensland University with 79.1 per cent. It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as whether graduates studied externally, course offerings, the composition of the student population and variations in state/territory and regional labour markets, might also impact on employment and salary outcomes. Also, note where the confidence intervals overlap between two universities there is no significant difference in full-time employment in a statistical sense.

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

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

Figure 3 Undergraduate full-time employment rate by university, 2018 (%)

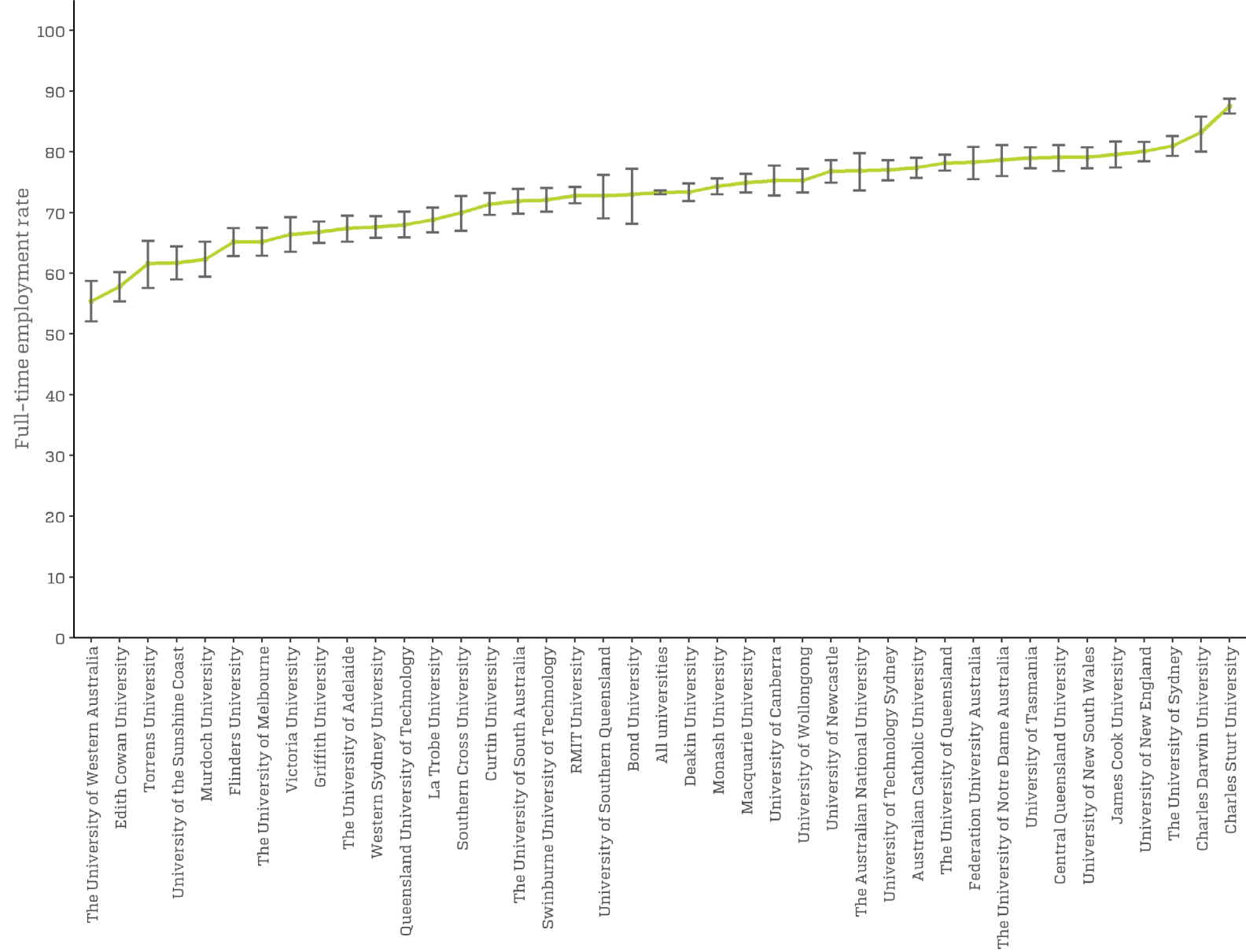


Table 7 Undergraduate labour force indicators, 2018 (universities only)

University	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)
Australian Catholic University	77.4 (75.7, 79.0)	91.1 (90.1, 91.9)	96.2 (95.6, 96.7)
Bond University	73.0 (68.1, 77.2)	80.9 (77.2, 84.0)	91.5 (88.8, 93.3)
Central Queensland University	79.1 (76.8, 81.1)	89.3 (87.9, 90.5)	93.6 (92.5, 94.4)
Charles Darwin University	83.2 (80.0, 85.8)	92.4 (90.5, 93.7)	91.6 (89.8, 92.9)
Charles Sturt University	87.5 (86.3, 88.7)	92.6 (91.7, 93.3)	95.6 (94.9, 96.1)
Curtin University	71.4 (69.6, 73.2)	87.2 (86.0, 88.3)	95.0 (94.2, 95.6)
Deakin University	73.4 (71.9, 74.8)	88.6 (87.8, 89.4)	94.0 (93.4, 94.6)
Edith Cowan University	57.8 (55.3, 60.2)	82.4 (80.8, 83.9)	93.7 (92.6, 94.5)
Federation University Australia	78.3 (75.5, 80.8)	89.5 (87.9, 90.8)	94.6 (93.4, 95.4)
Flinders University	65.2 (62.8, 67.4)	85.5 (84.1, 86.9)	93.5 (92.5, 94.4)
Griffith University	66.8 (65.0, 68.5)	83.6 (82.5, 84.7)	91.0 (90.2, 91.8)
James Cook University	79.6 (77.4, 81.7)	88.0 (86.5, 89.3)	94.7 (93.6, 95.5)
La Trobe University	68.8 (66.7, 70.8)	87.8 (86.6, 88.9)	91.4 (90.4, 92.3)
Macquarie University	74.9 (73.3, 76.4)	88.1 (87.1, 89.1)	92.3 (91.4, 93.0)
Monash University	74.3 (73.0, 75.6)	87.7 (86.9, 88.5)	89.6 (88.9, 90.2)
Murdoch University	62.3 (59.4, 65.2)	84.0 (82.0, 85.8)	93.1 (91.7, 94.2)
Queensland University of Technology	68.0 (65.9, 70.1)	86.5 (85.1, 87.8)	95.1 (94.2, 95.9)
RMIT University	72.8 (71.5, 74.2)	85.7 (84.8, 86.5)	93.6 (92.9, 94.1)
Southern Cross University	70.0 (67.0, 72.7)	87.0 (85.1, 88.5)	92.4 (91.0, 93.5)
Swinburne University of Technology	72.1 (70.1, 74.0)	84.8 (83.4, 86.0)	92.2 (91.2, 93.0)
The Australian National University	76.9 (73.6, 79.8)	89.6 (87.5, 91.3)	90.3 (88.4, 91.8)
The University of Adelaide	67.4 (65.2, 69.5)	83.5 (82.1, 84.7)	86.1 (85.0, 87.1)
The University of Melbourne	65.2 (62.9, 67.5)	84.6 (83.4, 85.7)	83.5 (82.4, 84.5)
The University of Notre Dame Australia	78.7 (76.0, 81.1)	90.8 (89.1, 92.1)	95.4 (94.1, 96.3)



University	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)
The University of Queensland	78.2 (76.9, 79.5)	87.8 (86.9, 88.6)	92.5 (91.8, 93.1)
The University of South Australia	71.9 (69.8, 73.9)	86.9 (85.5, 88.1)	93.3 (92.3, 94.1)
The University of Sydney	81.0 (79.3, 82.6)	89.0 (87.9, 90.0)	91.1 (90.1, 92.0)
The University of Western Australia	55.4 (52.1, 58.7)	83.4 (81.7, 85.1)	81.6 (80.0, 83.1)
Torrens University	61.6 (57.6, 65.3)	81.3 (78.4, 83.5)	95.0 (93.3, 96.0)
University of Canberra	75.3 (72.8, 77.7)	91.5 (90.0, 92.7)	94.7 (93.5, 95.6)
University of Divinity	n/a	89.7 (80.5, 93.8)	n/a
University of New England	80.1 (78.4, 81.6)	88.6 (87.5, 89.5)	91.9 (91.1, 92.6)
University of New South Wales	79.1 (77.3, 80.7)	88.2 (87.0, 89.3)	92.9 (92.0, 93.8)
University of Newcastle	76.8 (74.9, 78.6)	89.3 (88.1, 90.4)	93.5 (92.6, 94.3)
University of Southern Queensland	72.8 (69.0, 76.2)	85.4 (82.7, 87.7)	95.9 (94.2, 97.0)
University of Tasmania	79.0 (77.3, 80.7)	91.1 (90.1, 91.9)	85.2 (84.2, 86.2)
University of Technology Sydney	77.0 (75.3, 78.6)	87.5 (86.3, 88.7)	95.3 (94.4, 95.9)
University of the Sunshine Coast	61.7 (59.0, 64.4)	84.3 (82.5, 85.8)	94.0 (92.9, 94.9)
University of Wollongong	75.3 (73.3, 77.2)	89.9 (88.7, 91.0)	93.8 (92.8, 94.5)
Victoria University	66.4 (63.5, 69.2)	82.7 (80.8, 84.5)	91.8 (90.5, 93.0)
Western Sydney University	67.6 (65.8, 69.4)	82.6 (81.3, 83.8)	91.8 (90.9, 92.6)
<b>All universities</b>	<b>73.3 (73.0, 73.6)</b>	<b>87.2 (87.0, 87.4)</b>	<b>92.0 (91.8, 92.1)</b>
Standard Deviation	7.6	3.1	3.9

## 2016-2018 GOS Labour Force Outcomes

Figure 4 and Table 8 present results at university level combining responses from the 2016, 2017 and 2018 Graduate Outcomes Surveys. This follows the approach on the QILT website where results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data, especially where survey data are presented at a disaggregated level by institution by study area.

These results also vary by institution, as shown by Figure 4 and Table 8 with a standard deviation of 7.0 percentage points. Universities with the highest full-time employment averaged over 2016-2018 were the University of Divinity with 90.1 per cent, Charles Sturt University with 86.3 per cent, Charles Darwin University with 83.0 per cent, Central Queensland University with 79.9 per cent and the University of New England with 79.8 per cent.

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

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

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

There is less variation  
in overall employment  
outcomes compared to  
full-time employment  
outcomes across  
universities

Figure 4 Undergraduate full-time employment rate by university, 2016-2018 (%)

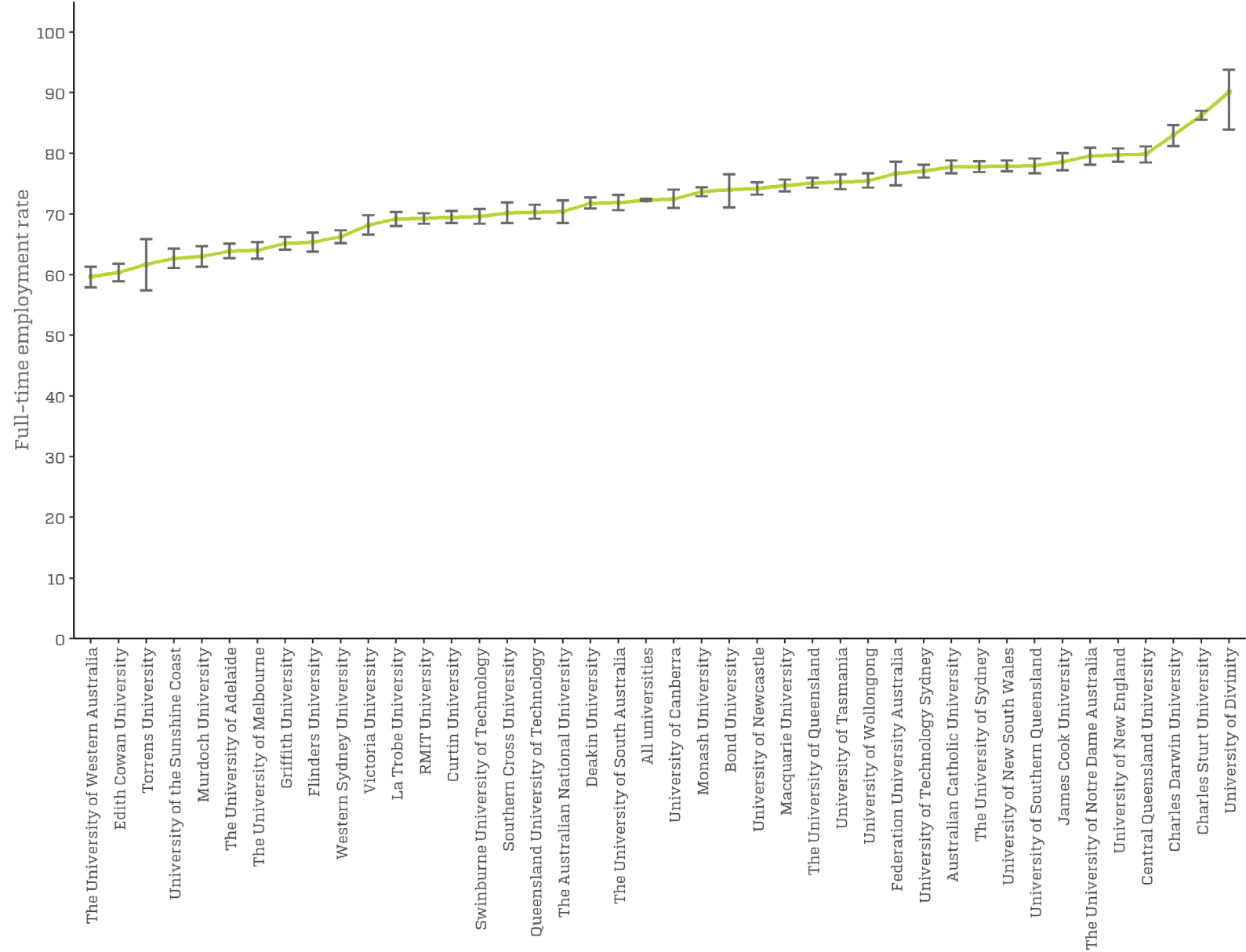


Table 8 Undergraduate labour force indicators, 2016-2018 (universities only)

University	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)
Australian Catholic University	77.8 (76.7, 78.8)	91.2 (90.7, 91.8)	95.8 (95.4, 96.1)
Bond University	74.0 (71.1, 76.5)	81.9 (79.8, 83.7)	91.5 (90.0, 92.7)
Central Queensland University	79.9 (78.5, 81.1)	89.5 (88.6, 90.2)	93.2 (92.5, 93.7)
Charles Darwin University	83.0 (81.2, 84.6)	91.9 (90.8, 92.7)	92.9 (92.0, 93.7)
Charles Sturt University	86.3 (85.5, 87.0)	92.9 (92.4, 93.4)	95.3 (94.9, 95.7)
Curtin University	69.5 (68.5, 70.5)	87.2 (86.6, 87.8)	94.3 (93.9, 94.7)
Deakin University	71.8 (70.9, 72.7)	88.8 (88.3, 89.3)	93.6 (93.2, 94.0)
Edith Cowan University	60.4 (58.9, 61.8)	83.7 (82.8, 84.5)	93.9 (93.3, 94.4)
Federation University Australia	76.7 (74.7, 78.6)	89.4 (88.2, 90.5)	94.3 (93.3, 95.0)
Flinders University	65.4 (63.8, 66.9)	86.2 (85.3, 87.1)	92.9 (92.2, 93.5)
Griffith University	65.2 (64.1, 66.2)	84.0 (83.4, 84.7)	91.6 (91.1, 92.1)
James Cook University	78.6 (77.2, 80.0)	88.3 (87.3, 89.1)	94.1 (93.4, 94.7)
La Trobe University	69.2 (68.0, 70.3)	87.2 (86.5, 87.8)	92.1 (91.6, 92.6)
Macquarie University	74.7 (73.7, 75.7)	88.0 (87.3, 88.6)	91.7 (91.2, 92.2)
Monash University	73.7 (72.9, 74.4)	87.8 (87.3, 88.2)	90.3 (89.9, 90.7)
Murdoch University	63.0 (61.3, 64.7)	83.8 (82.7, 84.9)	92.9 (92.1, 93.6)
Queensland University of Technology	70.3 (69.2, 71.5)	87.1 (86.4, 87.8)	94.9 (94.4, 95.4)
RMIT University	69.3 (68.4, 70.1)	84.0 (83.4, 84.5)	92.9 (92.5, 93.2)
Southern Cross University	70.2 (68.5, 71.9)	86.6 (85.6, 87.6)	92.9 (92.1, 93.5)
Swinburne University of Technology	69.6 (68.4, 70.8)	84.9 (84.1, 85.6)	92.5 (92.0, 93.0)
The Australian National University	70.4 (68.5, 72.2)	85.5 (84.2, 86.6)	89.8 (88.8, 90.7)
The University of Adelaide	63.9 (62.7, 65.1)	82.7 (81.9, 83.4)	87.9 (87.3, 88.5)
The University of Melbourne	64.0 (62.6, 65.4)	83.8 (83.1, 84.5)	81.5 (80.8, 82.1)
The University of Notre Dame Australia	79.6 (78.1, 80.9)	90.7 (89.8, 91.5)	96.1 (95.4, 96.6)

University	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)
The University of Queensland	75.1 (74.3, 75.9)	87.0 (86.5, 87.5)	91.8 (91.4, 92.2)
The University of South Australia	71.9 (70.6, 73.1)	87.2 (86.5, 88.0)	93.6 (93.0, 94.1)
The University of Sydney	77.8 (76.9, 78.7)	88.0 (87.4, 88.6)	92.0 (91.5, 92.4)
The University of Western Australia	59.7 (57.9, 61.3)	82.9 (82.0, 83.8)	84.9 (84.1, 85.7)
Torrens University	61.7 (57.4, 65.8)	81.1 (77.9, 83.8)	95.2 (93.2, 96.4)
University of Canberra	72.5 (71.0, 74.0)	88.8 (87.8, 89.6)	94.5 (93.9, 95.1)
University of Divinity	90.1 (83.9, 93.8)	91.3 (87.0, 93.8)	75.4 (71.1, 79.0)
University of New England	79.8 (78.6, 80.8)	88.2 (87.5, 88.9)	92.2 (91.7, 92.7)
University of New South Wales	77.9 (77.0, 78.8)	87.2 (86.6, 87.8)	92.8 (92.3, 93.3)
University of Newcastle	74.2 (73.2, 75.2)	89.2 (88.6, 89.8)	93.6 (93.1, 94.0)
University of Southern Queensland	78.0 (76.7, 79.1)	87.6 (86.8, 88.4)	95.4 (94.8, 95.8)
University of Tasmania	75.3 (74.1, 76.5)	88.2 (87.5, 88.9)	87.4 (86.7, 88.0)
University of Technology Sydney	77.1 (76.0, 78.1)	87.7 (86.9, 88.4)	94.8 (94.3, 95.2)
University of the Sunshine Coast	62.7 (61.1, 64.3)	85.1 (84.1, 86.0)	94.4 (93.8, 95.0)
University of Wollongong	75.5 (74.3, 76.7)	89.3 (88.5, 90.0)	93.4 (92.8, 93.9)
Victoria University	68.2 (66.6, 69.8)	83.8 (82.8, 84.8)	91.9 (91.2, 92.6)
Western Sydney University	66.3 (65.2, 67.3)	81.5 (80.8, 82.2)	91.4 (90.9, 91.9)
<b>All universities</b>	<b>72.3 (72.1, 72.5)</b>	<b>86.8 (86.7, 86.9)</b>	<b>92.0 (91.9, 92.1)</b>
Standard deviation (percentage points)	7.0	2.9	3.9

## 2.5.2 NUHEIs

Figure 5 and Table 9 show labour market outcomes for students from Non-University Higher Education Institutions. Since, the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data shown here refer to pooled data from the 2016, 2017 and 2018 surveys, the same as shown on the QILT website. Results based on fewer than 25 survey responses have not been published. Notwithstanding the pooling of data across three survey years, the confidence intervals remain much wider for some NUHEIs than was generally the case for universities. That said, there do appear to be some NUHEIs where full-time employment rates are much higher than in other institutions. For example, a number of NUHEIs have full-time employment rates clearly over 80 per cent, including Marcus Oldham College, 98.0 per cent, Moore Theological College Council, 92.9 per cent, Christian Heritage College, 85.1 per cent, William Angliss Institute, 84.4 per cent and Avondale College of Higher Education, 82.1 per cent. The same caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater variation in course offerings by level of education and study area than among universities.

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

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

Figure 5 Undergraduate full-time employment rate by NUHEI, 2016-2018 (%)

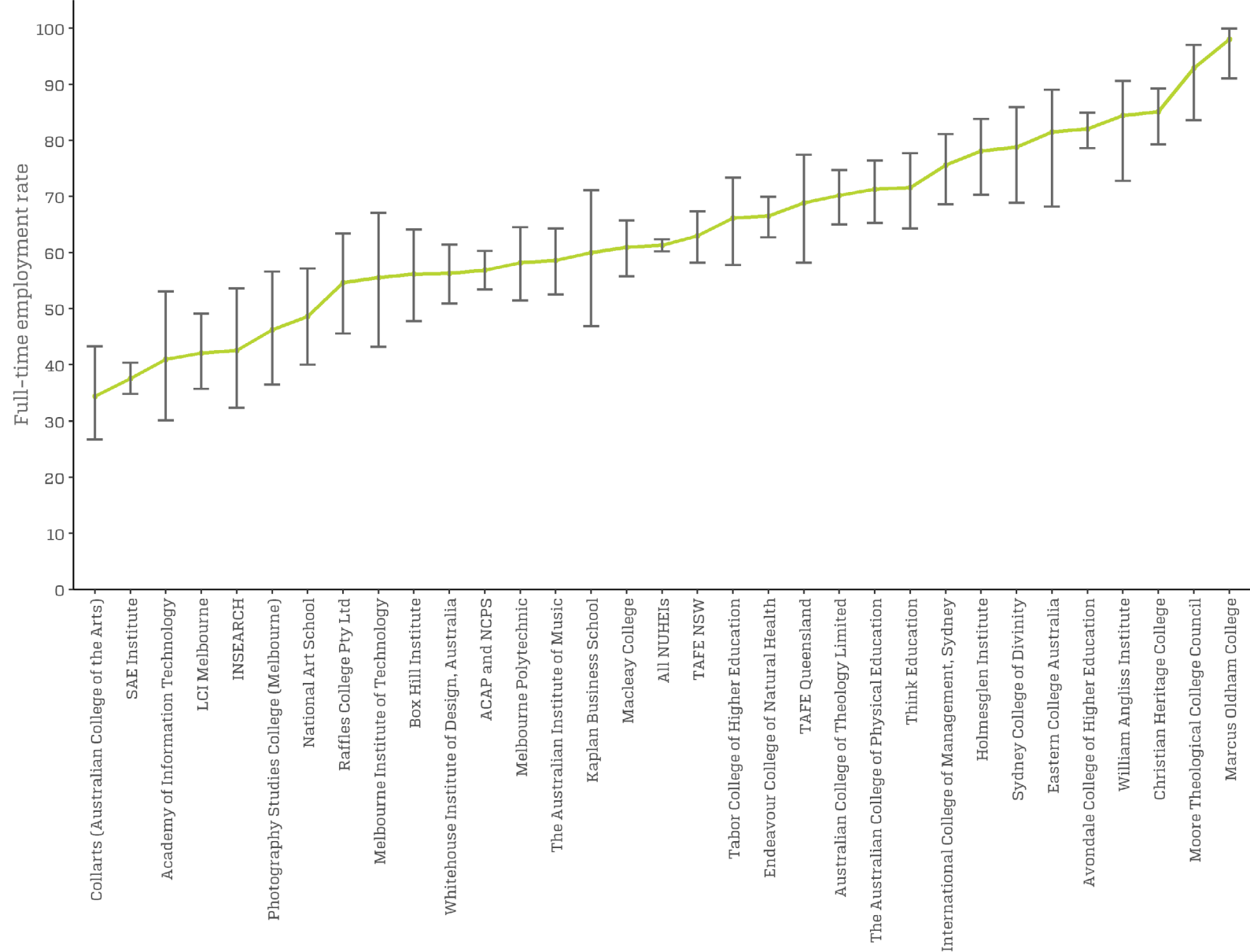


Table 9 Undergraduate labour force indicators, 2016-2018 (NUHEIs only)

NUHEI	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)
Academy of Information Technology	41.0 (30.1, 53.1)	56.9 (46.6, 66.4)	96.2 (89.4, 98.6)
ACAP and NCPS	56.9 (53.4, 60.3)	80.8 (78.5, 82.7)	93.3 (91.9, 94.4)
Adelaide Central School of Art	n/a	90.0 (80.7, 94.2)	74.1 (65.8, 80.1)
Adelaide College of Divinity	n/a	n/a	n/a
Alphacrucis College	n/a	93.8 (82.7, 98.0)	78.0 (66.7, 85.9)
Australian Academy of Music and Performing Arts	n/a	86.2 (74.5, 91.8)	82.9 (72.7, 88.3)
Australian College of Theology Limited	70.2 (65.0, 74.7)	84.3 (81.5, 86.6)	80.9 (78.4, 83.0)
Australian Institute of Business Pty Ltd	n/a	n/a	n/a
Australian Institute of Professional Counsellors	n/a	n/a	n/a
Avondale College of Higher Education	82.1 (78.6, 84.9)	86.8 (84.0, 88.9)	93.9 (91.9, 95.2)
Box Hill Institute	56.2 (47.8, 64.1)	86.3 (81.4, 89.6)	94.4 (90.7, 96.2)
Campion College Australia	n/a	67.6 (56.9, 75.8)	82.2 (73.7, 87.1)
Canberra Institute of Technology	n/a	n/a	n/a
Christian Heritage College	85.1 (79.3, 89.2)	91.4 (87.8, 93.5)	91.5 (88.2, 93.5)
Collarts (Australian College of the Arts)	34.4 (26.7, 43.3)	77.0 (70.9, 81.6)	96.2 (92.3, 97.6)
Eastern College Australia	81.5 (68.2, 89.0)	92.9 (84.9, 95.6)	82.4 (74.8, 86.6)
Endeavour College of Natural Health	66.5 (62.7, 69.9)	89.8 (88.1, 91.1)	92.6 (91.2, 93.6)
Excelsia College	n/a	87.9 (78.1, 92.0)	97.1 (89.0, 98.2)
Holmes Institute	n/a	n/a	n/a
Holmesglen Institute	78.1 (70.3, 83.8)	91.5 (86.9, 94.0)	98.1 (94.9, 99.0)
INSEARCH	42.6 (32.3, 53.6)	66.5 (60.4, 72.0)	80.6 (75.9, 84.5)
International College of Hotel Management	n/a	n/a	n/a
International College of Management, Sydney	75.6 (68.6, 81.1)	89.8 (84.4, 93.0)	97.0 (93.1, 98.5)



<b>NUHEI</b>	<b>In full-time employment (as a proportion of those available for full-time work) (%)</b>	<b>Overall employed (as a proportion of those available for any work) (%)</b>	<b>Labour force participation rate (%)</b>
Jazz Music Institute	n/a	n/a	n/a
Kaplan Business School	60.0 (46.9, 71.1)	76.7 (65.2, 83.7)	88.2 (78.7, 92.1)
Kaplan Higher Education Pty Ltd	n/a	n/a	n/a
King's Own Institute	n/a	n/a	n/a
LCI Melbourne	42.1 (35.7, 49.1)	72.2 (66.4, 76.7)	96.8 (93.1, 97.8)
Macleay College	61.0 (55.8, 65.7)	80.9 (77.4, 83.7)	91.9 (89.3, 93.5)
Marcus Oldham College	98.0 (91.0, 99.9)	98.0 (91.0, 99.9)	100.0 (94.0, 100.0)
Melbourne Institute of Technology	55.6 (43.2, 67.1)	72.3 (61.9, 80.4)	78.3 (69.8, 84.4)
Melbourne Polytechnic	58.2 (51.5, 64.5)	76.0 (71.1, 80.0)	95.1 (92.0, 96.6)
Moore Theological College Council	92.9 (83.6, 97.0)	88.5 (79.7, 93.4)	89.7 (81.8, 94.0)
National Art School	48.6 (40.0, 57.2)	80.7 (76.0, 84.2)	78.0 (74.2, 80.9)
North Metropolitan TAFE	n/a	n/a	n/a
Paramount College of Natural Medicine	n/a	n/a	n/a
Perth Bible College	n/a	n/a	n/a
Photography Studies College (Melbourne)	46.3 (36.5, 56.6)	82.1 (75.7, 86.0)	94.4 (89.6, 95.9)
Raffles College Pty Ltd	54.7 (45.6, 63.4)	76.3 (68.0, 82.3)	96.7 (91.1, 98.3)
SAE Institute	37.6 (34.8, 40.4)	67.2 (64.8, 69.5)	95.5 (94.3, 96.3)
Study Group Australia Pty Limited	n/a	n/a	n/a
Sydney College of Divinity	78.8 (68.9, 85.9)	92.1 (86.7, 95.1)	84.0 (78.3, 88.0)
Tabor College of Higher Education	66.2 (57.8, 73.3)	84.2 (79.5, 87.3)	91.9 (88.3, 93.8)
TAFE NSW	63.0 (58.2, 67.4)	77.5 (73.7, 80.7)	95.0 (92.7, 96.3)
TAFE Queensland	68.9 (58.2, 77.4)	77.2 (68.5, 83.5)	93.4 (87.0, 96.2)
TAFE South Australia	n/a	87.2 (77.0, 92.5)	68.4 (60.0, 75.2)
The Australian College of Physical Education	71.3 (65.3, 76.4)	92.8 (89.3, 94.8)	100.0 (98.2, 100.0)
The Australian Institute of Music	58.6 (52.5, 64.3)	84.4 (80.6, 87.5)	91.8 (88.9, 93.9)

NUHEI	In full-time employment (as a proportion of those available for full-time work) (%)	Overall employed (as a proportion of those available for any work) (%)	Labour force participation rate (%)
Think Education	71.6 (64.3, 77.7)	93.2 (89.6, 95.5)	89.8 (86.0, 92.6)
UOW College	n/a	n/a	92.3 (80.4, 96.3)
Whitehouse Institute of Design, Australia	56.3 (50.9, 61.4)	75.7 (71.6, 79.1)	96.8 (94.5, 97.7)
William Angliss Institute	84.4 (72.8, 90.6)	89.2 (79.5, 93.6)	100.0 (92.8, 100.0)
<b>All NUHEIs</b>	<b>61.3 (60.2, 62.4)</b>	<b>81.8 (81.1, 82.4)</b>	<b>91.1 (90.6, 91.5)</b>
Standard deviation (percentage points)	20.1	9.5	9.2

n/a = result not available, fewer than 25 survey responses received

## 2.6 Occupation level

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

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

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

Occupation group	Employed full-time (%)			Overall employed (%)		
	Male	Female	Total	Male	Female	Total
Managers	8.6	6.5	7.3	7.3	5.3	6.0
Professionals	62.7	66.1	64.8	52.5	55.0	54.1
Technicians and trades workers	5.8	2.3	3.6	5.7	2.5	3.6
Community and personal service workers	7.5	8.2	7.9	11.3	13.2	12.5
Clerical and administrative workers	8.2	11.0	9.9	8.2	11.1	10.1
All other occupations	7.2	5.9	6.4	15.1	13.0	13.7
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Undergraduates with more vocationally oriented degrees, for example Pharmacy, Rehabilitation, Medicine, Teacher education and Nursing, were more likely to be working in managerial or professional occupations

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

Study area	Occupation group						All employed
	Managers	Professionals	Technicians & trade	Community & personal service	Clerical & administrative	All other occupations	
Science and mathematics	3.6	43.6	9.2	12.7	9.2	21.6	100
Computing and information systems	5.0	67.6	9.0	3.6	4.6	10.1	100
Engineering	4.0	71.9	7.1	3.2	4.0	9.7	100
Architecture and built environment	8.3	43.3	18.3	6.0	12.7	11.4	100
Agriculture and environmental studies	9.1	36.4	10.7	9.3	8.3	26.1	100
Health services and support	4.6	44.3	2.4	26.8	7.9	14.0	100
Medicine	0.8	89.7	0.6	2.9	1.8	4.1	100

Study area	Occupation group						All employed
	Managers	Professionals	Technicians & trade	Community & personal service	Clerical & administrative	All other occupations	
Nursing	0.9	83.8	0.3	11.4	1.2	2.6	100
Pharmacy	0.6	94.9	1.4	0.3	0.3	2.5	100
Dentistry	0.5	55.3	0.0	42.0	0.5	1.8	100
Veterinary science	2.0	59.9	18.4	8.8	2.4	8.5	100
Rehabilitation	0.5	92.1	0.3	4.5	1.1	1.5	100
Teacher education	2.8	84.3	0.5	6.6	1.7	4.2	100
Business and management	12.5	49.2	1.3	6.2	17.4	13.3	100
Humanities, culture and social sciences	6.9	36.1	2.3	17.8	17.4	19.5	100
Social work	5.1	58.5	0.7	24.0	6.6	5.1	100
Psychology	7.2	36.6	2.1	19.9	14.9	19.2	100
Law and paralegal studies	6.8	41.8	0.6	13.4	27.1	10.2	100
Creative arts	4.7	41.1	4.9	13.8	9.1	26.4	100
Communications	8.7	44.1	3.0	11.1	12.0	21.1	100
Tourism, hospitality, personal services, sport and recreation	6.9	21.3	3.4	35.1	12.1	21.3	100
<b>All study areas*</b>	<b>6.0</b>	<b>54.1</b>	<b>3.6</b>	<b>12.5</b>	<b>10.1</b>	<b>13.7</b>	<b>100</b>

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

## 2.7 Skills formation and utilisation

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

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

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

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

**Table 12 Importance of qualification for undergraduate's current employment, 2018 (%)**

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

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

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

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

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

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

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

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

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

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

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

**44.7%**  
of undergraduates with a reported  
disability were not fully using their  
skills or education

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

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

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

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



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

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

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

\*\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

# 3 Postgraduate employment

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

## 3.1 Employment outcomes by study area

Postgraduates in health-related courses generally have greater success in the labour market immediately upon graduation, though as for undergraduate level graduates,

this may be associated with professional registration requirements. In 2018, postgraduate coursework Pharmacy, Medicine, Veterinary science and Nursing graduates had the highest rate of full-time employment at 98.1 per cent, 96.7 per cent, 96.2 per cent and 95.6 per cent respectively, as shown in Table 18.

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

Table 17 Postgraduate employment outcomes, 2017 and 2018 (%)

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

Table 18 Postgraduate coursework employment outcomes by study area, 2017 and 2018 (%)

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

Table 19 Postgraduate research employment outcomes by study area, 2017 and 2018 (%)

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

### 3.2 Employment outcomes by demographic group

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

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

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

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

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

In 2018, the labour force outcomes of postgraduate coursework graduates from regional or remote areas were higher than for graduates from metropolitan areas, similar to the pattern observed for undergraduates. Regional/remote graduates' full-time employment rate was 89.4 per cent compared with 86.2 per cent for metropolitan graduates. Similarly, 94.6 per cent of regional/remote graduates were employed overall compared

with 92.6 per cent for metropolitan graduates. Graduates from regional/remote areas were also more likely to be participating in the labour force, at 96.7 per cent compared with 96.0 per cent for graduates from metropolitan areas.

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

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

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

Similarly, those whose home language was other than English had a substantially lower rate of full-time employment rate of only 70.3 per cent which, in comparison with the 83.4 per cent for postgraduates research whose home language was English,

representing a difference of 13.1 percentages points. Postgraduate research graduates from a non-English speaking background were also less likely to be employed, 82.0 per cent compared with 92.5 per cent for those from an English-speaking background, although they are very slightly more likely to be participating in the labour force.

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

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

Unlike the pattern for other study levels, postgraduate research graduates who were younger were more likely to be in full-time employment with 85.1 per cent in full-time employment compared with 80.7 per cent for those aged over 30

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

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

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

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



### 3.3 Employment over time

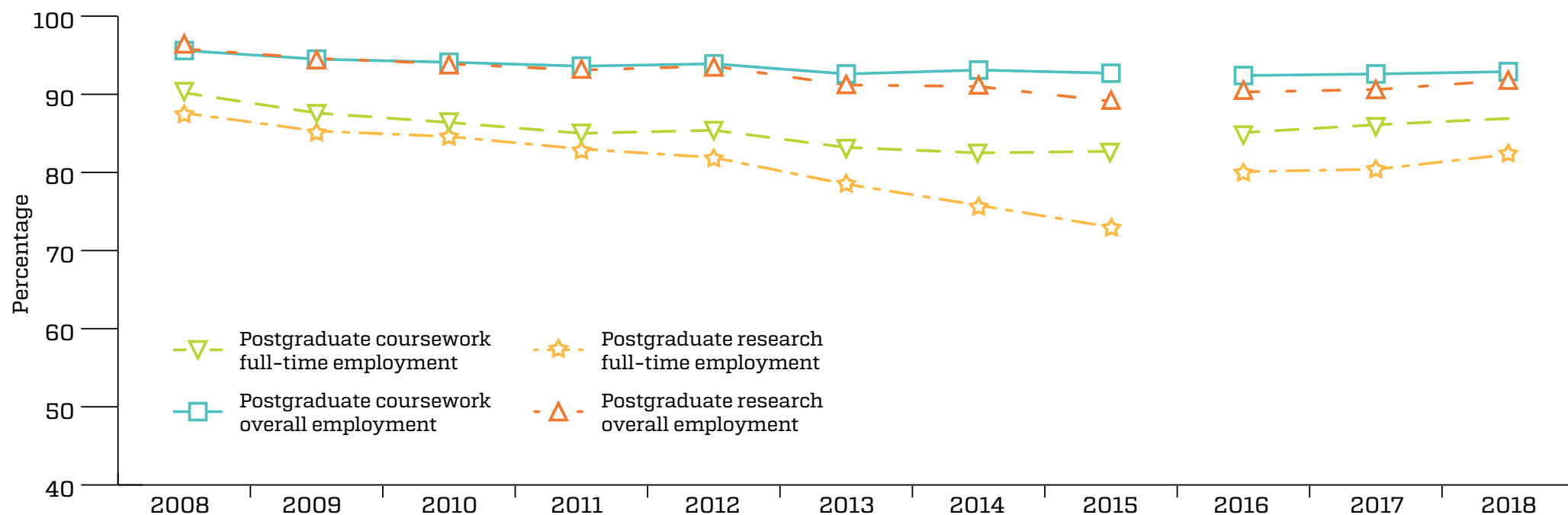
As is the case for undergraduates, since the Global Financial Crisis (GFC) postgraduate level graduates have taken longer to secure employment after completing their degrees, as shown by Figure 6. The full-time employment rate for postgraduate coursework graduates fell from a high of 90.2 per cent in 2008 to a low of 82.5 per cent in 2014, a decline of 7.7 percentage. Since then, some improvement has been seen in the labour market, with the full-time employment rate rising each year to reach 86.1 per cent in 2018.

Among postgraduate research graduates, the full-time employment rate fell more sharply, declining by 14.8 percentage points from a high of 87.8 per cent in 2007 to 73.0 per cent in 2015. There was a marked improvement observed in 2016 with

full-time employment rising to 80.1 per cent, although this movement should be treated with caution given the change in survey methodology. In 2018 postgraduate research full-time employment improved to 82.3 per cent.

The Graduate Outcomes Survey – Longitudinal (GOS-L) shows that postgraduates do succeed over time, with a higher proportion of graduates in work three years after graduation. In 2015, 81.3 per cent of postgraduate coursework graduates were in full-time employment four months after graduation. Three years later, 92.4 per cent of the same cohort of graduates had found full-time work. For postgraduate research graduates, the rate of full-time employment increased from 75.1 per cent shortly after graduation to 89.6 per cent three years later in 2018.

Figure 6 Postgraduate full-time and overall employment, 2007–2018 (%)



### 3.4 Employment outcomes by institution

#### 3.4.1 Universities

Full-time employment rates across universities at postgraduate coursework level vary by institution, as shown by Figure 7 and Table 22. For example, in 2018 many universities have full-time employment rates above 90 per cent including the University of Tasmania, 93.5 per cent, Charles Darwin University, 93.2 per cent, Charles Sturt University, 92.5 per cent, the Australian Catholic University, 91.5 per cent and the University of Divinity, 91.3 per cent. Once again, it is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, may also impact on employment and salary outcomes. Also, note where the confidence intervals overlap between two universities there is no significant difference in full-time employment in a statistical sense.

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

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

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

Figure 8 and Table 23 present results at university level combining responses from the 2016, 2017 and 2018 Graduate Outcomes Surveys. This follows the approach on the QILT website where results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data, especially where survey data are presented at a disaggregated level by institution by study area. Where employment outcomes data is aggregated over the three years from 2016 to 2018 the differences between institutions becomes somewhat less pronounced. Institutions with the highest full-time employment rates aggregated over the three-year period include the University of Divinity, 91.8 per cent, University of Tasmania, 91.6 per cent, Charles Sturt University, 91.5 per cent, University of Notre Dame Australia, 91.5 per cent and the University of Newcastle, 91.3 per cent.

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

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

Figure 7 Postgraduate coursework full-time employment rate by university, 2018 (%)

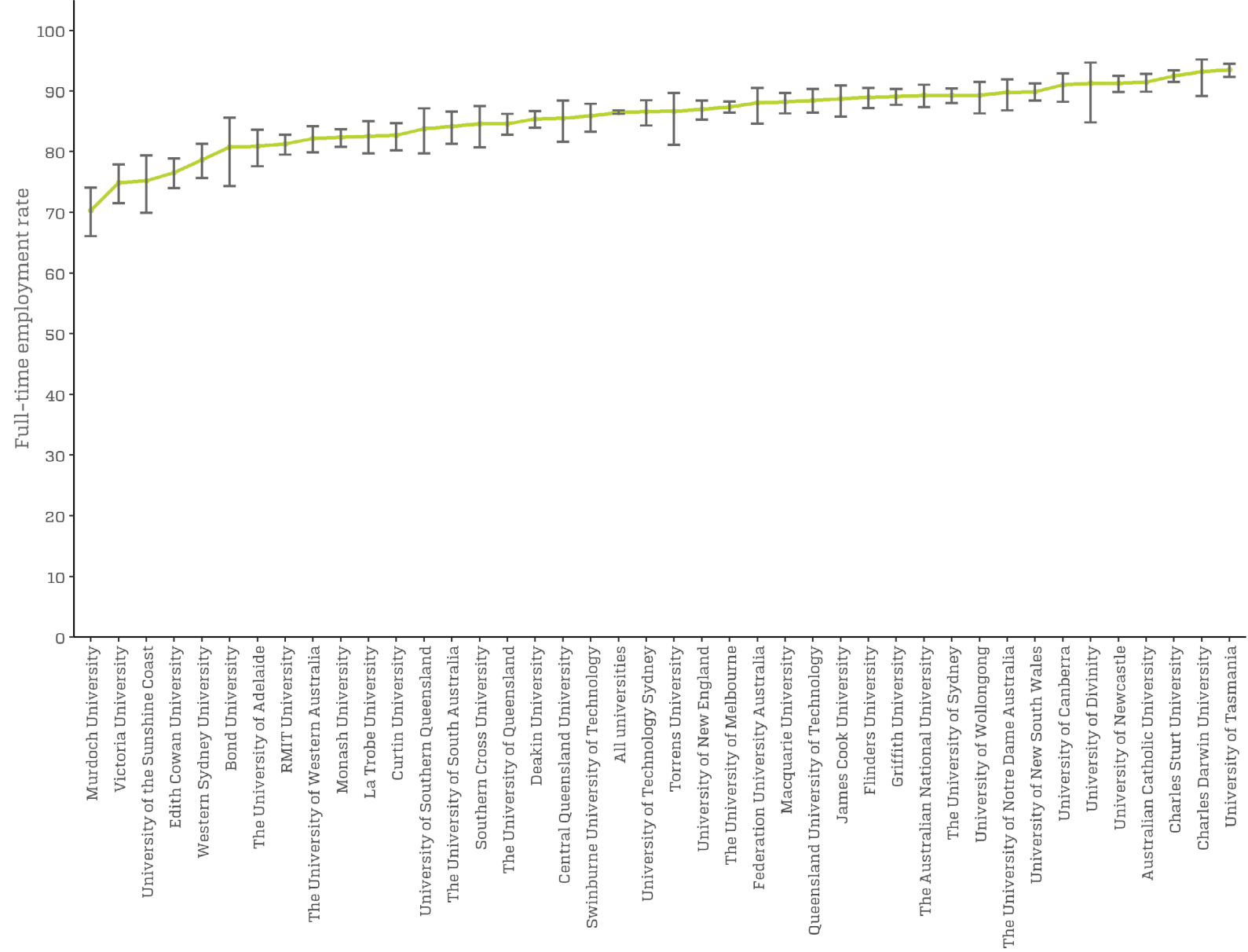


Figure 9 and Table 24 present postgraduate research results at university level combining responses from the 2016, 2017 and 2018 Graduate Outcomes Surveys. Data from 2018 as a single year are not presented due to lower numbers of postgraduate research responses at the individual institution level. The same caveats about institutional comparisons apply at postgraduate research level as were described earlier at undergraduate and postgraduate coursework levels.

Full-time graduate employment rates across universities at postgraduate research level vary by institution, as shown by Figure 9 and Table 24.

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

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

University	In full-time employment (as a proportion of those available for full-time work)	Overall employed (as a proportion of those available for any work)	Labour force participation rate
Australian Catholic University	91.5 (89.9, 92.8)	96.3 (95.3, 97.0)	97.5 (96.7, 98.0)
Bond University	80.8 (74.3, 85.6)	88.8 (83.4, 92.2)	96.4 (92.5, 98.1)
Central Queensland University	85.5 (81.6, 88.4)	92.6 (89.7, 94.3)	96.8 (94.7, 97.8)
Charles Darwin University	93.2 (89.2, 95.2)	94.4 (91.4, 95.8)	94.7 (91.9, 95.9)
Charles Sturt University	92.5 (91.5, 93.4)	96.4 (95.7, 96.9)	96.7 (96.1, 97.2)
Curtin University	82.7 (80.2, 84.7)	90.6 (88.9, 91.9)	96.4 (95.3, 97.2)
Deakin University	85.4 (83.9, 86.7)	93.8 (92.9, 94.5)	97.3 (96.7, 97.7)
Edith Cowan University	76.6 (74.0, 78.9)	90.2 (88.6, 91.5)	95.8 (94.7, 96.6)
Federation University Australia	88.1 (84.6, 90.5)	95.5 (93.2, 96.6)	97.3 (95.5, 98.1)
Flinders University	89.0 (87.2, 90.5)	95.2 (94.1, 95.9)	96.7 (95.8, 97.2)
Griffith University	89.1 (87.7, 90.3)	94.0 (93.0, 94.8)	97.0 (96.3, 97.6)
James Cook University	88.7 (85.8, 90.9)	92.5 (90.3, 94.0)	94.7 (92.8, 95.9)
La Trobe University	82.6 (79.7, 85.0)	93.5 (91.9, 94.7)	95.8 (94.4, 96.7)
Macquarie University	88.2 (86.3, 89.7)	92.8 (91.5, 93.8)	96.3 (95.3, 97.0)
Monash University	82.4 (80.8, 83.7)	91.5 (90.6, 92.3)	95.1 (94.4, 95.6)
Murdoch University	70.3 (66.1, 74.1)	84.8 (81.9, 87.1)	93.5 (91.5, 94.9)
Queensland University of Technology	88.5 (86.4, 90.3)	95.1 (93.7, 96.1)	97.3 (96.2, 98.0)

University	In full-time employment (as a proportion of those available for full-time work)	Overall employed (as a proportion of those available for any work)	Labour force participation rate
RMIT University	81.3 (79.5, 82.8)	90.7 (89.5, 91.6)	96.9 (96.1, 97.4)
Southern Cross University	84.6 (80.7, 87.5)	90.7 (87.8, 92.7)	96.6 (94.5, 97.6)
Swinburne University of Technology	85.9 (83.3, 87.9)	92.8 (91.1, 94.0)	94.2 (92.7, 95.2)
The Australian National University	89.3 (87.3, 91.0)	93.6 (92.0, 94.8)	94.7 (93.3, 95.7)
The University of Adelaide	80.9 (77.6, 83.6)	89.0 (86.6, 90.7)	95.8 (94.1, 96.7)
The University of Melbourne	87.4 (86.4, 88.3)	92.8 (92.1, 93.4)	95.7 (95.1, 96.1)
The University of Notre Dame Australia	89.8 (86.8, 91.9)	94.8 (92.7, 96.1)	96.9 (95.1, 97.8)
The University of Queensland	84.6 (82.8, 86.2)	92.3 (91.1, 93.3)	96.9 (96.1, 97.5)
The University of South Australia	84.2 (81.3, 86.6)	91.5 (89.4, 93.1)	97.0 (95.6, 97.9)
The University of Sydney	89.3 (88.0, 90.4)	92.3 (91.2, 93.1)	95.9 (95.2, 96.5)
The University of Western Australia	82.2 (79.9, 84.2)	88.6 (86.8, 90.1)	95.7 (94.5, 96.5)
Torrens University	86.7 (81.1, 89.7)	91.1 (87.0, 92.8)	98.9 (96.0, 99.0)
University of Canberra	91.0 (88.2, 92.9)	94.4 (92.2, 95.7)	96.6 (94.8, 97.6)
University of Divinity	91.3 (84.8, 94.7)	89.3 (84.8, 91.9)	79.4 (75.3, 82.4)
University of New England	87.0 (85.3, 88.4)	93.5 (92.4, 94.2)	94.0 (93.1, 94.6)
University of New South Wales	89.9 (88.4, 91.2)	93.3 (92.1, 94.2)	97.3 (96.5, 97.9)
University of Newcastle	91.3 (89.8, 92.5)	95.1 (94.0, 95.8)	96.6 (95.7, 97.2)
University of Southern Queensland	83.8 (79.7, 87.1)	92.1 (89.2, 94.1)	97.3 (95.3, 98.3)
University of Tasmania	93.5 (92.3, 94.5)	96.3 (95.5, 96.9)	97.6 (96.9, 98.0)
University of Technology Sydney	86.6 (84.3, 88.5)	92.2 (90.6, 93.5)	96.2 (95.0, 97.0)
University of the Sunshine Coast	75.2 (69.9, 79.4)	87.2 (83.7, 89.5)	96.5 (94.1, 97.4)
University of Wollongong	89.3 (86.3, 91.5)	94.0 (91.8, 95.3)	97.1 (95.4, 97.9)
Victoria University	74.9 (71.5, 77.9)	85.4 (82.8, 87.5)	95.4 (93.8, 96.5)
Western Sydney University	78.7 (75.7, 81.3)	90.1 (88.1, 91.6)	95.1 (93.6, 96.1)
<b>All universities</b>	<b>86.5 (86.2, 86.9)</b>	<b>92.8 (92.6, 93.0)</b>	<b>96.1 (96.0, 96.3)</b>
Standard deviation (percentage points)	5.3	2.8	2.9

Figure 8 Postgraduate coursework full-time employment rate by university, 2016-2018 (%)

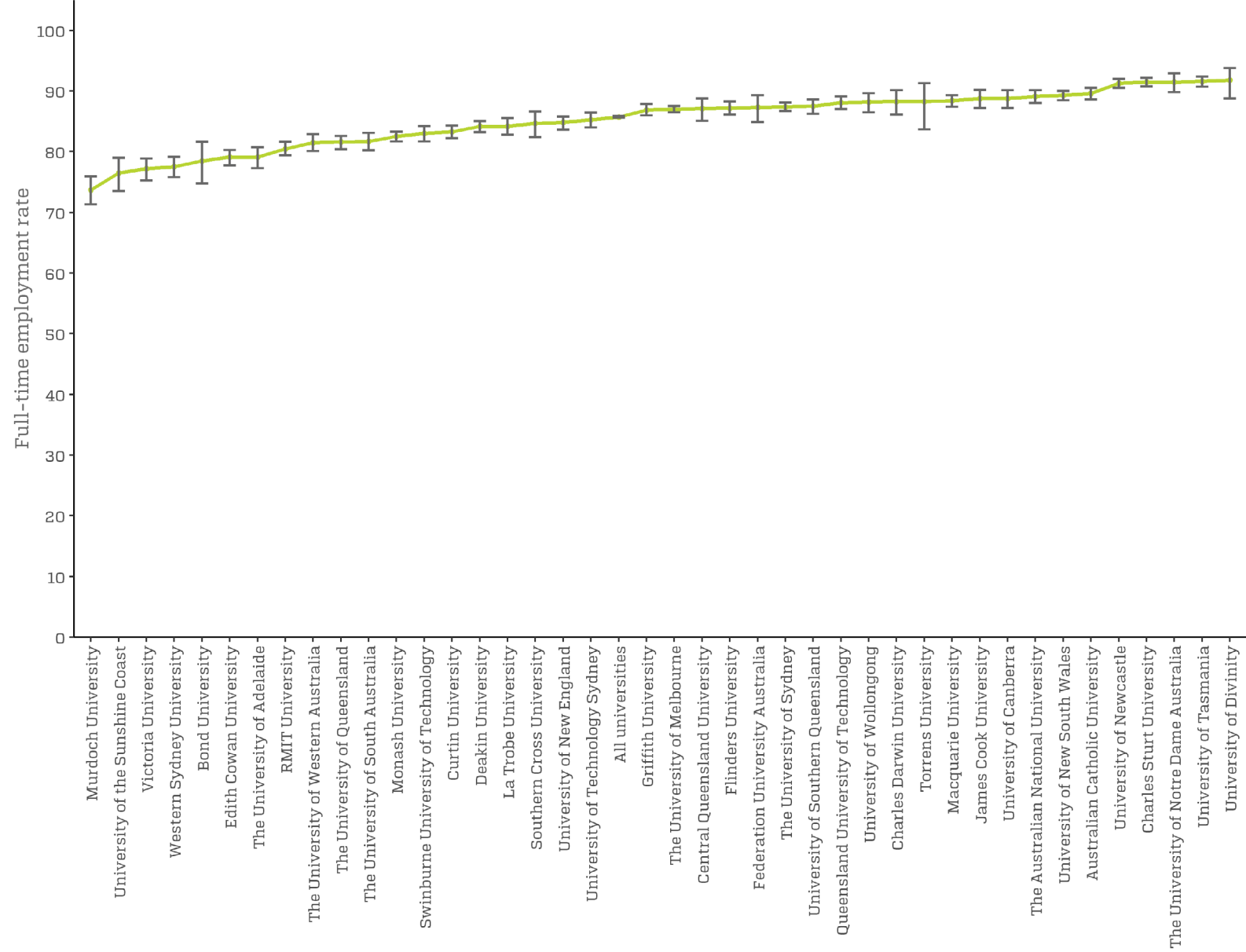


Table 23 Postgraduate coursework labour force indicators 2016–2018 (universities only) (%)

University	In full-time employment (as a proportion of those available for full-time work)	Overall employed (as a proportion of those available for any work)	Labour force participation rate
Australian Catholic University	89.6 (88.6, 90.5)	96.1 (95.5, 96.5)	97.0 (96.5, 97.3)
Bond University	78.5 (74.8, 81.6)	88.2 (85.4, 90.4)	96.7 (94.9, 97.7)
Central Queensland University	87.1 (85.1, 88.8)	91.9 (90.5, 93.1)	96.1 (95.0, 96.9)
Charles Darwin University	88.3 (86.1, 90.1)	93.5 (92.0, 94.5)	95.2 (93.9, 96.0)
Charles Sturt University	91.5 (90.8, 92.2)	95.5 (95.0, 95.9)	96.2 (95.8, 96.6)
Curtin University	83.3 (82.2, 84.3)	90.9 (90.1, 91.5)	96.5 (96.0, 96.9)
Deakin University	84.2 (83.2, 85.0)	93.2 (92.6, 93.7)	96.1 (95.7, 96.5)
Edith Cowan University	79.1 (77.7, 80.3)	91.3 (90.5, 92.0)	96.4 (95.9, 96.8)
Federation University Australia	87.3 (84.9, 89.3)	94.9 (93.4, 96.0)	96.9 (95.6, 97.6)
Flinders University	87.2 (86.1, 88.3)	94.1 (93.4, 94.7)	96.0 (95.4, 96.4)
Griffith University	86.9 (86.0, 87.8)	93.7 (93.2, 94.2)	96.1 (95.6, 96.4)
James Cook University	88.8 (87.2, 90.2)	93.4 (92.2, 94.3)	95.5 (94.6, 96.2)
La Trobe University	84.2 (82.8, 85.5)	94.2 (93.4, 94.9)	97.0 (96.4, 97.4)
Macquarie University	88.4 (87.4, 89.3)	93.5 (92.8, 94.1)	95.1 (94.5, 95.6)
Monash University	82.5 (81.7, 83.3)	91.6 (91.1, 92.1)	95.0 (94.6, 95.3)
Murdoch University	73.7 (71.3, 75.9)	86.7 (85.2, 88.1)	94.0 (92.9, 94.8)
Queensland University of Technology	88.1 (87.0, 89.1)	93.7 (92.9, 94.3)	97.4 (96.9, 97.8)
RMIT University	80.5 (79.4, 81.6)	90.2 (89.5, 90.8)	96.7 (96.2, 97.0)
Southern Cross University	84.7 (82.4, 86.6)	92.3 (90.8, 93.4)	96.9 (95.8, 97.5)
Swinburne University of Technology	83.0 (81.7, 84.2)	92.1 (91.3, 92.8)	95.0 (94.3, 95.5)
The Australian National University	89.1 (88.0, 90.1)	92.9 (92.0, 93.6)	95.5 (94.8, 96.0)
The University of Adelaide	79.1 (77.3, 80.7)	88.3 (87.1, 89.4)	95.4 (94.6, 96.0)
The University of Melbourne	87.0 (86.5, 87.5)	92.9 (92.5, 93.2)	95.3 (95.0, 95.6)
The University of Notre Dame Australia	91.5 (89.8, 92.9)	96.3 (95.2, 97.0)	96.4 (95.4, 97.1)

University	In full-time employment (as a proportion of those available for full-time work)	Overall employed (as a proportion of those available for any work)	Labour force participation rate
The University of Queensland	81.6 (80.4, 82.6)	90.9 (90.1, 91.5)	96.6 (96.1, 96.9)
The University of South Australia	81.7 (80.2, 83.1)	90.5 (89.5, 91.4)	97.7 (97.1, 98.1)
The University of Sydney	87.4 (86.7, 88.1)	92.5 (92.0, 93.0)	95.8 (95.3, 96.1)
The University of Western Australia	81.5 (80.1, 82.9)	88.8 (87.7, 89.8)	95.6 (94.9, 96.2)
Torrens University	88.3 (83.7, 91.3)	91.8 (88.1, 94.0)	99.3 (97.2, 99.7)
University of Canberra	88.8 (87.2, 90.1)	93.7 (92.6, 94.6)	95.7 (94.8, 96.4)
University of Divinity	91.8 (88.8, 93.8)	91.9 (89.7, 93.3)	78.5 (76.3, 80.4)
University of New England	84.8 (83.6, 85.8)	92.0 (91.3, 92.6)	93.7 (93.1, 94.2)
University of New South Wales	89.3 (88.5, 90.0)	93.1 (92.5, 93.6)	96.7 (96.2, 97.0)
University of Newcastle	91.3 (90.5, 92.0)	95.3 (94.8, 95.7)	96.8 (96.4, 97.2)
University of Southern Queensland	87.5 (86.2, 88.6)	93.5 (92.6, 94.2)	95.8 (95.2, 96.4)
University of Tasmania	91.6 (90.7, 92.4)	95.5 (94.9, 95.9)	97.5 (97.1, 97.9)
University of Technology Sydney	85.3 (84.0, 86.4)	90.9 (89.9, 91.7)	96.3 (95.7, 96.8)
University of the Sunshine Coast	76.5 (73.5, 79.0)	89.5 (87.7, 90.8)	94.9 (93.6, 95.7)
University of Wollongong	88.2 (86.5, 89.6)	93.7 (92.5, 94.6)	96.7 (95.8, 97.3)
Victoria University	77.2 (75.2, 78.9)	88.0 (86.6, 89.1)	95.2 (94.3, 95.8)
Western Sydney University	77.5 (75.8, 79.1)	90.2 (89.1, 91.1)	94.9 (94.1, 95.5)
<b>All universities</b>	<b>85.7 (85.5, 85.9)</b>	<b>92.6 (92.5, 92.7)</b>	<b>95.9 (95.8, 96.0)</b>
Standard deviation (percentage points)	4.7	2.3	2.9



Figure 9 Postgraduate research full-time employment rate by university, 2016-2018 (%)

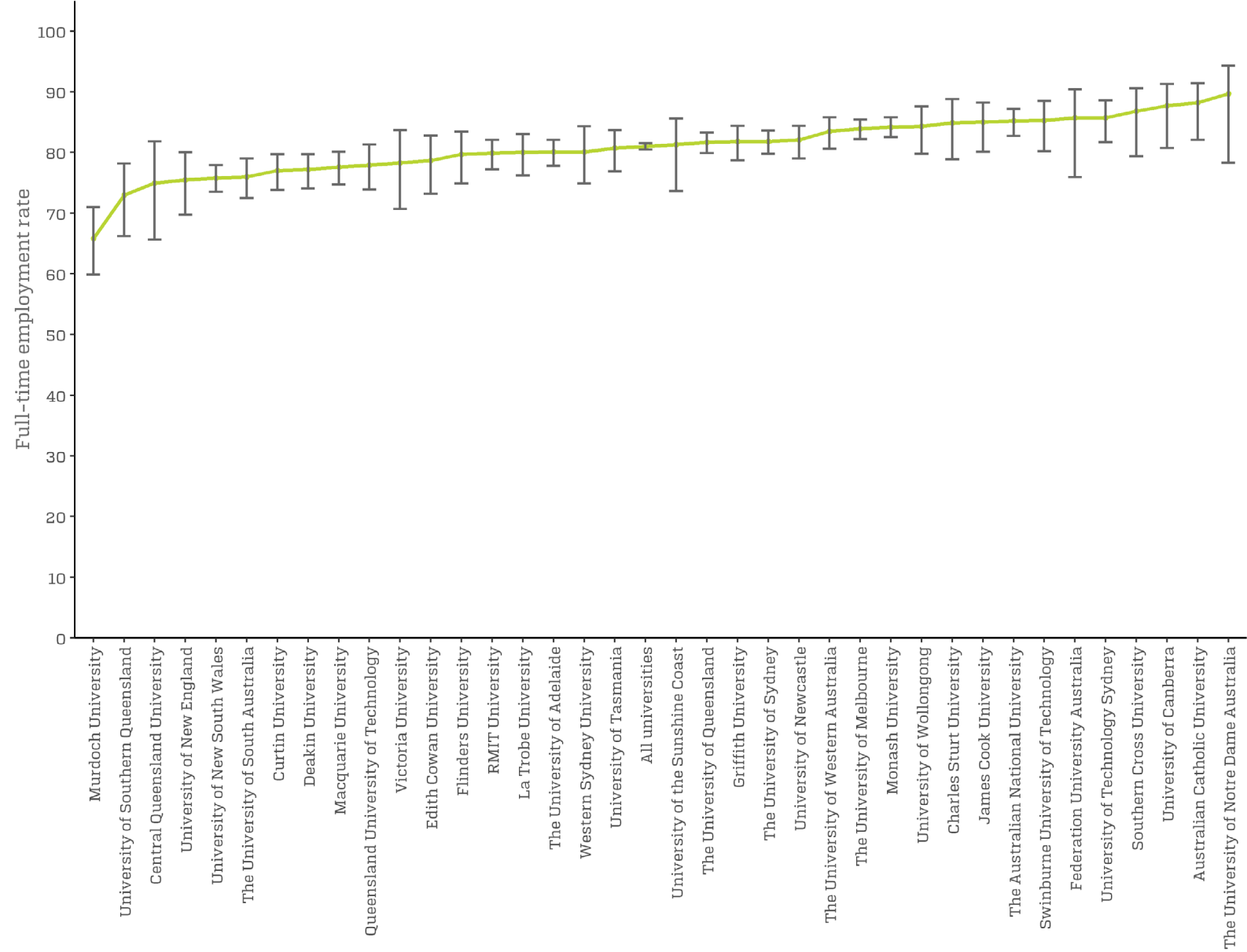


Table 24 Postgraduate research labour force indicators 2016-2018 (universities only) (%)

University	In full-time employment (as a proportion of those available for full-time work)	Overall employed (as a proportion of those available for any work)	Labour force participation rate
Australian Catholic University	88.2 (82.1, 91.4)	94.0 (89.7, 95.5)	97.6 (94.1, 98.2)
Bond University	n/a	n/a	n/a
Central Queensland University	75.0 (65.6, 81.8)	82.7 (74.3, 87.8)	98.1 (92.4, 99.2)
Charles Darwin University	n/a	n/a	n/a
Charles Sturt University	84.9 (78.9, 88.8)	95.9 (91.9, 97.4)	89.8 (85.4, 92.3)
Curtin University	77.0 (73.8, 79.7)	87.6 (85.4, 89.2)	93.5 (91.8, 94.4)
Deakin University	77.2 (74.1, 79.7)	90.0 (88.0, 91.3)	96.3 (94.9, 96.9)
Edith Cowan University	78.7 (73.2, 82.8)	91.5 (88.2, 93.2)	94.0 (91.2, 95.2)
Federation University Australia	85.7 (75.9, 90.4)	88.4 (80.7, 91.5)	93.5 (86.9, 95.2)
Flinders University	79.7 (74.9, 83.4)	88.8 (85.5, 91.0)	91.4 (88.6, 93.0)
Griffith University	81.8 (78.7, 84.4)	90.6 (88.3, 92.2)	95.6 (94.0, 96.6)
James Cook University	85.0 (80.1, 88.2)	92.3 (88.8, 94.1)	92.9 (89.7, 94.4)
La Trobe University	80.0 (76.2, 83.0)	92.2 (89.9, 93.6)	95.7 (93.8, 96.6)
Macquarie University	77.6 (74.7, 80.1)	89.4 (87.7, 90.7)	83.7 (82.1, 85.1)
Monash University	84.2 (82.5, 85.8)	92.3 (91.1, 93.2)	95.3 (94.4, 96.0)
Murdoch University	65.8 (59.9, 71.0)	81.8 (77.5, 84.9)	93.5 (90.4, 95.0)
Queensland University of Technology	77.9 (73.9, 81.3)	91.2 (88.6, 93.0)	95.5 (93.5, 96.6)
RMIT University	79.9 (77.2, 82.1)	92.3 (90.6, 93.3)	96.2 (94.9, 96.7)
Southern Cross University	86.8 (79.4, 90.6)	90.0 (83.8, 92.7)	95.2 (90.1, 96.6)
Swinburne University of Technology	85.3 (80.2, 88.5)	90.8 (86.9, 92.8)	92.2 (88.9, 93.9)
The Australian National University	85.2 (82.7, 87.2)	93.8 (92.1, 94.9)	93.9 (92.4, 95.0)
The University of Adelaide	80.1 (77.8, 82.1)	91.2 (89.7, 92.3)	93.3 (92.0, 94.1)
The University of Melbourne	83.9 (82.2, 85.4)	92.5 (91.5, 93.4)	94.2 (93.3, 94.9)
The University of Notre Dame Australia	89.7 (78.3, 94.3)	95.2 (88.1, 96.9)	93.3 (86.4, 95.4)

University	In full-time employment (as a proportion of those available for full-time work)	Overall employed (as a proportion of those available for any work)	Labour force participation rate
The University of Queensland	81.7 (79.9, 83.3)	90.5 (89.2, 91.5)	95.6 (94.7, 96.2)
The University of South Australia	76.0 (72.5, 79.0)	91.6 (89.3, 93.0)	95.8 (94.0, 96.6)
The University of Sydney	81.8 (79.8, 83.6)	90.8 (89.4, 91.8)	94.3 (93.2, 95.1)
The University of Western Australia	83.5 (80.6, 85.8)	90.8 (88.7, 92.3)	93.9 (92.2, 95.0)
University of Canberra	87.7 (80.7, 91.3)	95.2 (90.0, 96.8)	96.9 (92.2, 97.9)
University of Divinity	n/a	n/a	88.0 (78.4, 90.1)
University of New England	75.5 (69.7, 80.0)	87.0 (82.6, 89.7)	91.5 (87.9, 93.3)
University of New South Wales	75.8 (73.5, 77.9)	86.1 (84.3, 87.5)	95.1 (94.0, 95.9)
University of Newcastle	82.1 (79.0, 84.4)	96.0 (94.4, 96.7)	92.9 (91.2, 93.8)
University of Southern Queensland	73.0 (66.2, 78.2)	87.5 (82.0, 90.5)	94.1 (89.8, 95.8)
University of Tasmania	80.7 (76.9, 83.7)	91.6 (89.2, 93.1)	92.7 (90.5, 93.9)
University of Technology Sydney	85.7 (81.7, 88.6)	93.3 (90.6, 94.9)	96.1 (93.8, 97.1)
University of the Sunshine Coast	81.3 (73.6, 85.6)	86.2 (80.5, 88.7)	92.1 (87.4, 93.2)
University of Wollongong	84.3 (79.8, 87.6)	91.2 (87.9, 93.3)	95.8 (93.3, 97.0)
Victoria University	78.3 (70.7, 83.7)	89.3 (83.8, 92.4)	93.3 (88.7, 95.4)
Western Sydney University	80.1 (74.9, 84.3)	93.5 (90.3, 95.5)	93.0 (89.8, 94.9)
<b>All universities</b>	<b>81.0 (80.3, 81.7)</b>	<b>90.9 (90.5, 91.4)</b>	<b>93.9 (93.5, 94.2)</b>
Standard deviation (percentage points)	5.6	3.9	2.8

n/a = result not available, fewer than 25 survey responses received

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

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

### 3.4.2 NUHEIs

Figure 10 and Table 25 show labour market outcomes for postgraduate coursework graduates from Non-University Higher Education Institutions. Since, the number of postgraduate coursework graduates enrolled in individual NUHEIs tends to be much smaller than at university level, survey data shown here refer to pooled data from the 2016, 2017 and 2018 surveys, the same as shown on the QILT website. Results based on fewer than 25 survey responses have not been published.

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

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

In general, there is a large variation in full time employment outcomes across NUHEIs with a standard deviation of 20.6 percentage points. This variation is partly due to a large number of quite specialised NUHEIs with very small graduate cohorts and relatively few responses compared with the smaller number of universities with many more responses. Confidence intervals are

also quite large for a number of these institutions. However, where confidence intervals do not overlap, this represents a statistically significant difference between institutions.

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

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

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

There is a large variation in full time employment outcomes across NUHEIs with a standard deviation of 20.6 percentage points

Figure 10 Postgraduate coursework full-time employment rate by NUHEI, 2016-2018 (%)

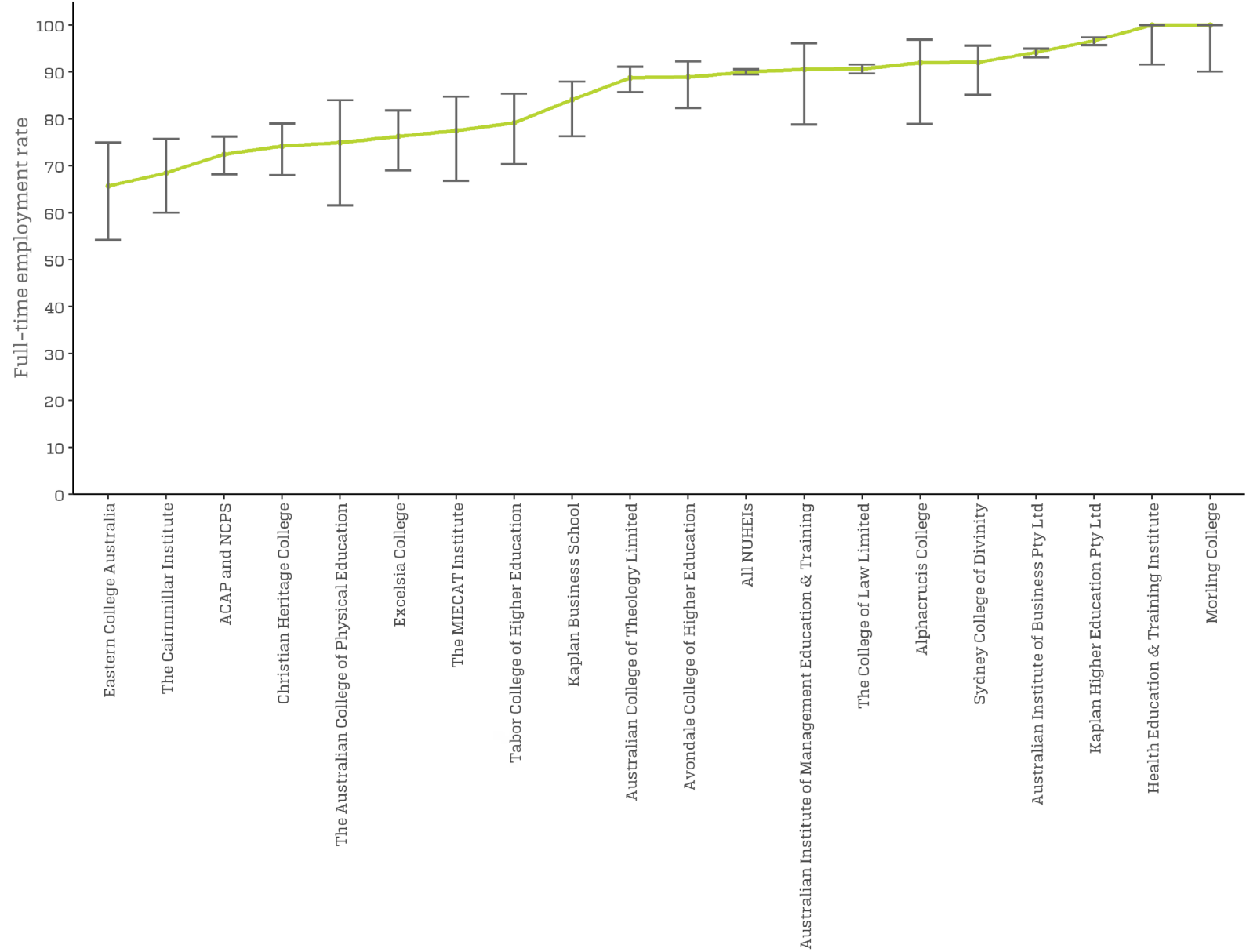


Table 25 Postgraduate coursework labour force indicators 2016-2018 (NUHEIs only) (%)

NUHEI	In full-time employment (as a proportion of those available for full-time work)	Overall employed (as a proportion of those available for any work)	Labour force participation rate
ACAP and NCPS	72.5 (68.2, 76.2)	86.4 (84.0, 88.3)	91.8 (89.9, 93.1)
Adelaide College of Divinity	n/a	n/a	n/a
Alphacrucis College	92.0 (78.9, 96.9)	93.8 (83.4, 97.3)	88.9 (78.7, 93.7)
Australian Academy of Music and Performing Arts	n/a	n/a	n/a
Australian College of Theology Limited	88.8 (85.7, 91.1)	93.4 (91.6, 94.7)	82.9 (80.7, 84.7)
Australian Institute of Business Pty Ltd	94.2 (93.1, 95.0)	95.2 (94.2, 95.9)	98.0 (97.4, 98.5)
Australian Institute of Management Education & Training	90.6 (78.8, 96.1)	94.1 (83.6, 98.1)	100.0 (91.6, 100.0)
Australian Institute of Professional Counsellors	n/a	n/a	n/a
Avondale College of Higher Education	88.9 (82.3, 92.2)	91.7 (86.3, 94.0)	98.6 (94.7, 99.1)
Box Hill Institute	n/a	n/a	n/a
Christian Heritage College	74.2 (68.0, 79.0)	92.4 (88.8, 94.2)	93.0 (89.7, 94.5)
Eastern College Australia	65.7 (54.2, 75.0)	88.7 (82.8, 91.4)	92.5 (87.6, 94.2)
Excelsia College	76.3 (69.0, 81.8)	89.4 (84.9, 92.1)	95.0 (91.4, 96.5)
Health Education & Training Institute	100.0 (91.6, 100.0)	100.0 (92.6, 100.0)	100.0 (92.6, 100.0)
Holmes Institute	n/a	n/a	n/a
Holmesglen Institute	n/a	n/a	n/a
International College of Management, Sydney	n/a	n/a	n/a
Kaplan Business School	84.1 (76.3, 87.9)	93.9 (87.9, 95.2)	98.0 (92.9, 98.2)
Kaplan Higher Education Pty Ltd	96.7 (95.7, 97.4)	97.3 (96.4, 97.9)	97.1 (96.2, 97.7)
King's Own Institute	n/a	n/a	n/a
Marcus Oldham College	n/a	n/a	n/a
Melbourne Institute of Technology	n/a	n/a	n/a

<b>NUHEI</b>	<b>In full-time employment (as a proportion of those available for full-time work)</b>	<b>Overall employed (as a proportion of those available for any work)</b>	<b>Labour force participation rate</b>
Melbourne Polytechnic	n/a	n/a	n/a
Moore Theological College Council	n/a	n/a	n/a
Morling College	100.0 (90.1, 100.0)	100.0 (91.8, 100.0)	91.9 (82.0, 96.1)
Nan Tien Institute	n/a	n/a	n/a
National Art School	n/a	n/a	n/a
Perth Bible College	n/a	n/a	n/a
Raffles College Pty Ltd	n/a	n/a	n/a
Sydney College of Divinity	92.1 (85.1, 95.6)	90.1 (84.6, 93.3)	85.0 (79.7, 88.7)
Tabor College of Higher Education	79.2 (70.3, 85.4)	92.5 (88.1, 94.4)	85.3 (81.1, 87.8)
TAFE NSW	n/a	n/a	n/a
The Australian College of Physical Education	75.0 (61.6, 84.0)	97.1 (88.6, 99.0)	100.0 (92.4, 100.0)
The Australian Institute of Music	n/a	n/a	n/a
The Cairnmillar Institute	68.5 (60.0, 75.7)	86.6 (82.0, 89.7)	86.5 (82.5, 89.2)
The College of Law Limited	90.7 (89.7, 91.6)	93.5 (92.6, 94.2)	98.2 (97.8, 98.6)
The MIECAT Institute	77.5 (66.8, 84.7)	86.3 (81.0, 89.1)	93.0 (88.9, 94.5)
Think Education	n/a	n/a	n/a
Whitehouse Institute of Design, Australia	n/a	n/a	n/a
<b>All NUHEIs</b>	<b>90.0 (89.4, 90.6)</b>	<b>93.5 (93.0, 93.9)</b>	<b>95.2 (94.8, 95.5)</b>
Standard deviation (percentage points)	20.6	8.5	6.2

n/a = result not available, fewer than 25 survey responses received

### 3.4 Occupation level

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

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

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

	Employed full-time			Overall employed		
	Male	Female	Total	Male	Female	Total
<b>Postgraduate coursework</b>						
Managers	21.6	13.6	16.8	19.9	11.4	14.5
Professionals	64.3	75.3	70.8	64.1	74.7	70.8
Technicians and trades workers	2.6	0.9	1.6	2.6	1.0	1.6
Community and personal service workers	4.0	2.6	3.2	4.9	3.9	4.2
Clerical and administrative workers	5.2	6.3	5.9	5.3	6.5	6.1
All other occupations	2.2	1.3	1.6	3.2	2.5	2.8
<b>Total postgraduate coursework</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Postgraduate research</b>						
Managers	7.4	6.7	7.0	6.7	6.5	6.6
Professionals	85.2	87.6	86.5	84.1	86.0	85.2
Technicians and trades workers	1.9	1.3	1.6	2.4	1.3	1.8
Community and personal service workers	1.8	1.1	1.4	2.0	1.5	1.7
Clerical and administrative workers	2.0	2.7	2.4	2.3	3.4	3.0
All other occupations	1.6	0.6	1.0	2.4	1.2	1.7
<b>Total postgraduate research</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>



### 3.5 Skills formation and utilisation

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

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

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

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

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

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

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

For Postgraduate research graduates the study areas that were most likely to report that they were not using their skills and education were in the areas of Pharmacy, Humanities, culture and social sciences, Creative arts and Teacher education, at 46.2 per cent, 37.3 per cent, 34.9 per cent and 32.9 per cent respectively,

Among employed graduates reporting they were not fully utilising their skills or education, postgraduate research graduates continue to be much more likely than other study levels to indicate this was due to there being no suitable jobs

as shown in Table 33. Note that while there were generally too few responses to analyse the reasons for skills under-utilisation at the postgraduate research level in detail, Creative arts and Humanities, culture and social science had a relatively large proportion of those not utilising their skills citing the main reason as no suitable jobs in their area of expertise, with 52.0 per cent and 37.3 per cent respectively.

**Table 27 Importance of qualification for postgraduates' current employment, 2018 (%)**

	Employed full-time	Overall employed
<b>Postgraduate coursework</b>		
Very important	27.7	27.9
Important	18.8	18.2
Fairly important	20.3	19.4
Not that important	20.6	20.1
Not at all important	12.6	14.5
<b>Total postgraduate coursework</b>	<b>100</b>	<b>100</b>
<b>Postgraduate research</b>		
Very important	39.9	36.1
Important	19.1	18.8
Fairly important	14.1	14.7
Not that important	15.6	16.5
Not at all important	11.4	13.8
<b>Total postgraduate research</b>	<b>100</b>	<b>100</b>

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

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

	Employed full-time	Overall employed
<b>Postgraduate coursework</b>		
Very well	31.2	30.9
Well	45.3	44.0
Not well	7.2	7.0
Not at all	7.2	8.2
Unsure	9.2	10.0
<b>Total postgraduate coursework</b>	<b>100</b>	<b>100</b>
<b>Postgraduate research</b>		
Very well	44.8	42.6
Well	37.5	37.6
Not well	4.0	4.5
Not at all	5.6	6.7
Unsure	8.0	8.6
<b>Total postgraduate research</b>	<b>100</b>	<b>100</b>

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

	Employed full-time	Overall employed
Postgraduate coursework	26.9	29.2
Postgraduate research	24.5	27.9

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

	Employed full-time	Overall employed
Studying	5.8	8.2
I'm satisfied with my current job	6.8	6.1
I have skills that are not required in my current job	4.1	3.6
Changing jobs/careers	3.1	2.8
Entry level job/career stepping stone	3.9	3.2
Caring for children or family member	5.2	6.9
<b>Subtotal – personal factors</b>	<b>28.8</b>	<b>30.7</b>
No suitable jobs in my area of expertise	22.7	22.9
No suitable jobs in my local area	18.3	17.3
Considered to be too young by employers	7.3	5.7
Not enough work experience	3.7	3.4
No jobs with a suitable number of hours	2.4	3.4
Cannot find a job	2.4	2.7
My job is temporary/casual	0.7	0.8
<b>Subtotal – labour market factors</b>	<b>57.5</b>	<b>56.2</b>
Other	13.7	13.1
<b>Total</b>	<b>100</b>	<b>100</b>

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

	Employed full-time	Overall employed
Studying	3.6	4.6
I'm satisfied with my current job	7.7	6.5
I have skills that are not required in my current job	3.1	2.3
Changing jobs/careers	4.3	3.5
Entry level job/career stepping stone	1.8	1.5
Caring for children or family member	3.1	4.3
<b>Subtotal – personal factors</b>	<b>23.7</b>	<b>22.8</b>
No suitable jobs in my area of expertise	33.6	35.9
No suitable jobs in my local area	22.2	20.4
Considered to be too young by employers	2.5	1.8
Not enough work experience	2.8	2.0
No jobs with a suitable number of hours	2.0	3.8
Cannot find a job	1.2	1.5
My job is temporary/casual	0.8	1.3
<b>Subtotal – labour market factors</b>	<b>65.1</b>	<b>66.7</b>
Other	11.2	10.5
<b>Total</b>	<b>100</b>	<b>100</b>

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

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

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

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

## 4 Undergraduate salaries

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

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

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

over 30 earning \$8,200 more. The gap between male and female undergraduates 30 years and under was 3.6 per cent or \$2,200. However, the gap between males and female undergraduates 30 years and over was 10.8 per cent or \$8,100.

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

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

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

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

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

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

#### 4.1. Salaries by study area

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

Notwithstanding that females tend to graduate from fields of education with lower salary levels, female undergraduates within fields of education or study areas still generally earn less than their male counterparts immediately upon graduation, as shown in Table 35. In 2018, there are a few exceptions to this general rule, immediately upon graduation females in Rehabilitation and

Veterinary science earned \$200 and \$100 more than their male counterparts respectively, while starting salaries between males and females were equal among Engineering and Computing and information systems graduates.

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



Table 35 Undergraduate median full-time salaries by study area, 2017 and 2018 (\$)

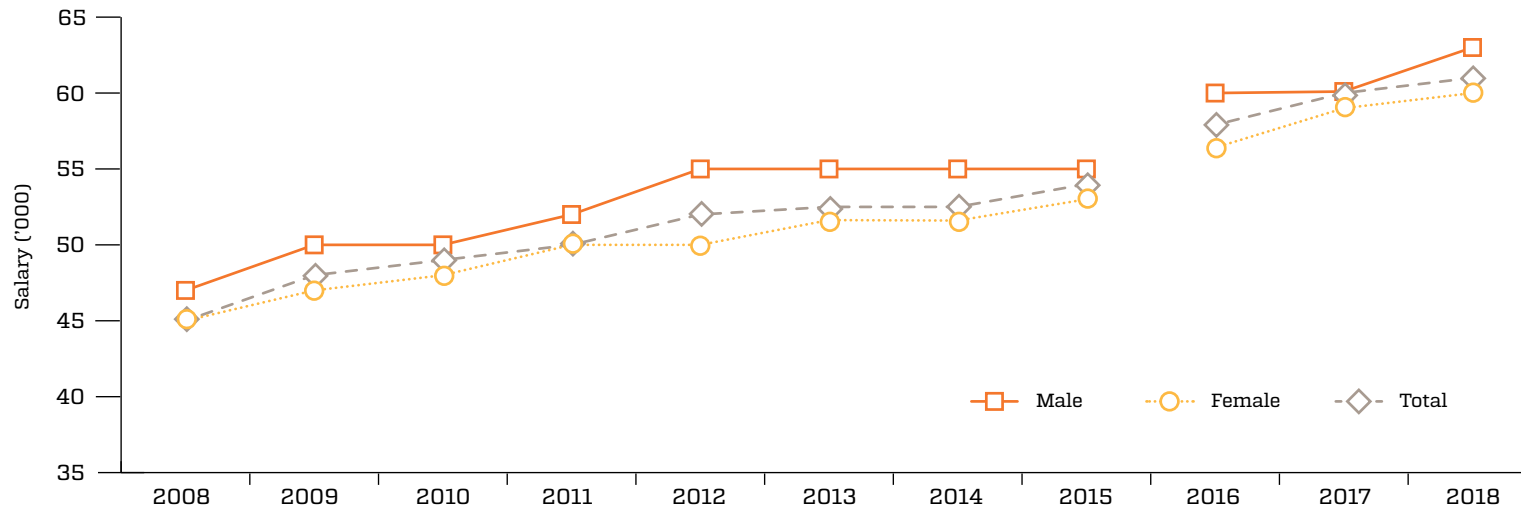
Study area	Male		Female		Total	
	2017	2018	2017	2018	2017	2018
Science and mathematics	59,200	63,000	56,900	60,000	57,500	61,000
Computing and Information Systems	60,000	60,000	58,000	60,000	59,900	60,000
Engineering	63,500	65,000	65,000	65,000	64,000	65,000
Architecture and built environment	60,000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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only

## 4.2 Salaries over time

Figure 11 shows the gender gap in graduate salaries has persisted over time. In 2008, female graduates earned \$45,000, which was \$2,000 or 4.3 per cent less than male graduates. As noted above, in 2016, the gender gap in undergraduate median salaries was \$3,600 or 6.0 per cent however, in 2017 this gap had narrowed markedly to \$1,100 or 1.8 per cent, the lowest reported in 40 years but has since increased to \$3,000 or 4.8 per cent in 2018.

Figure 11 Undergraduate median starting salaries, 2008–2018\* (\$)



\*2007 to 2015 based on graduates aged less than 25 and in first full-time employment.

## 4.3 Salaries by institution

### 4.3.1 Universities

As with the analysis of employment rates above, it must be acknowledged that many factors beyond the quality of teaching, careers advice and the like, such as the study area profile and course offerings, the composition of the student population and variations in state/territory and regional labour markets might also impact on salary outcomes at institution level. In 2018,

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

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

University	Median salary, employed full-time (\$)	University	Median salary, employed full-time (\$)
Australian Catholic University	61,500 (60,400, 62,500)	Queensland University of Technology	60,000 (58,900, 61,100)
Bond University	57,400 (54,100, 60,700)	RMIT University	55,000 (54,300, 55,700)
Central Queensland University	66,000 (64,400, 67,600)	Southern Cross University	64,700 (62,700, 66,700)
Charles Darwin University	68,000 (66,200, 69,800)	Swinburne University of Technology	63,400 (61,800, 65,100)
Charles Sturt University	65,100 (64,400, 65,700)	The Australian National University	60,500 (59,100, 62,000)
Curtin University	65,000 (63,700, 66,300)	The University of Adelaide	60,500 (58,900, 62,100)
Deakin University	59,400 (57,900, 60,800)	The University of Melbourne	57,000 (55,700, 58,300)
Edith Cowan University	63,000 (60,700, 65,300)	The University of Notre Dame Australia	64,400 (62,800, 65,900)
Federation University Australia	62,000 (59,000, 65,000)	The University of Queensland	60,600 (59,400, 61,900)
Flinders University	61,600 (60,100, 63,100)	The University of South Australia	60,000 (58,600, 61,400)
Griffith University	59,500 (58,300, 60,700)	The University of Sydney	60,000 (59,400, 60,600)
James Cook University	65,400 (64,000, 66,900)	The University of Western Australia	55,000 (52,600, 57,400)
La Trobe University	58,000 (56,300, 59,700)	Torrens University	52,100 (48,800, 55,400)
Macquarie University	59,500 (57,900, 61,100)	University of Canberra	63,100 (61,800, 64,400)
Monash University	60,000 (59,500, 60,500)		
Murdoch University	60,100 (57,000, 63,200)		

University	Median salary, employed full-time (\$)
University of Divinity	n/a
University of New England	66,800 (65,700, 67,900)
University of New South Wales	65,000 (64,100, 65,900)
University of Newcastle	62,600 (61,700, 63,600)
University of Southern Queensland	67,700 (64,900, 70,600)
University of Tasmania	67,800 (66,600, 69,100)
University of Technology Sydney	60,000 (59,600, 60,400)
University of the Sunshine Coast	60,000 (58,500, 61,500)
University of Wollongong	60,000 (59,200, 60,800)
Victoria University	62,600 (60,200, 65,100)
Western Sydney University	60,000 (59,200, 60,800)
<b>All universities</b>	<b>61,000 (60,700, 61,400)</b>
Standard deviation (\$)	3,600

n/a = result not available, fewer than 25 survey responses received

Figure 13 and Table 37 present results at university level combining responses from the 2016, 2017 and 2018 Graduate Outcomes Surveys. This follows the approach on the QILT website where results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data, especially where survey data are presented at a disaggregated level by institution by study area. Institutions with the highest full-time employment rates aggregated over the three-year period include Charles Darwin University and the University of Southern Queensland with full time median salaries of \$65,200 as well as the University of Tasmania, \$65,000, the University of New England, \$64,700 and Central Queensland University, \$64,600.

Figure 12 Undergraduate median full-time salaries by university, 2018 (%)

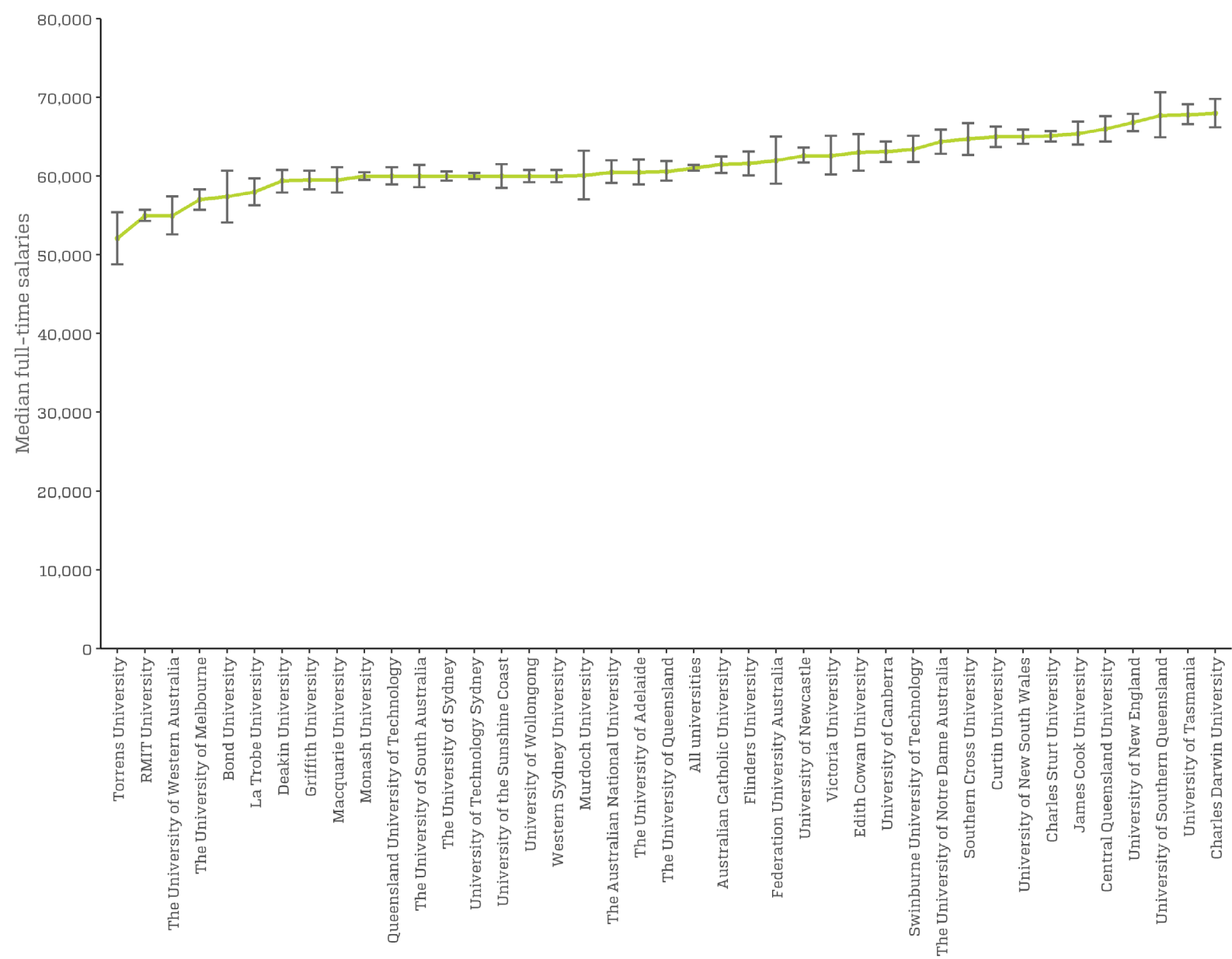


Figure 13 Undergraduate median full-time salaries by university, 2016-2018 (%)

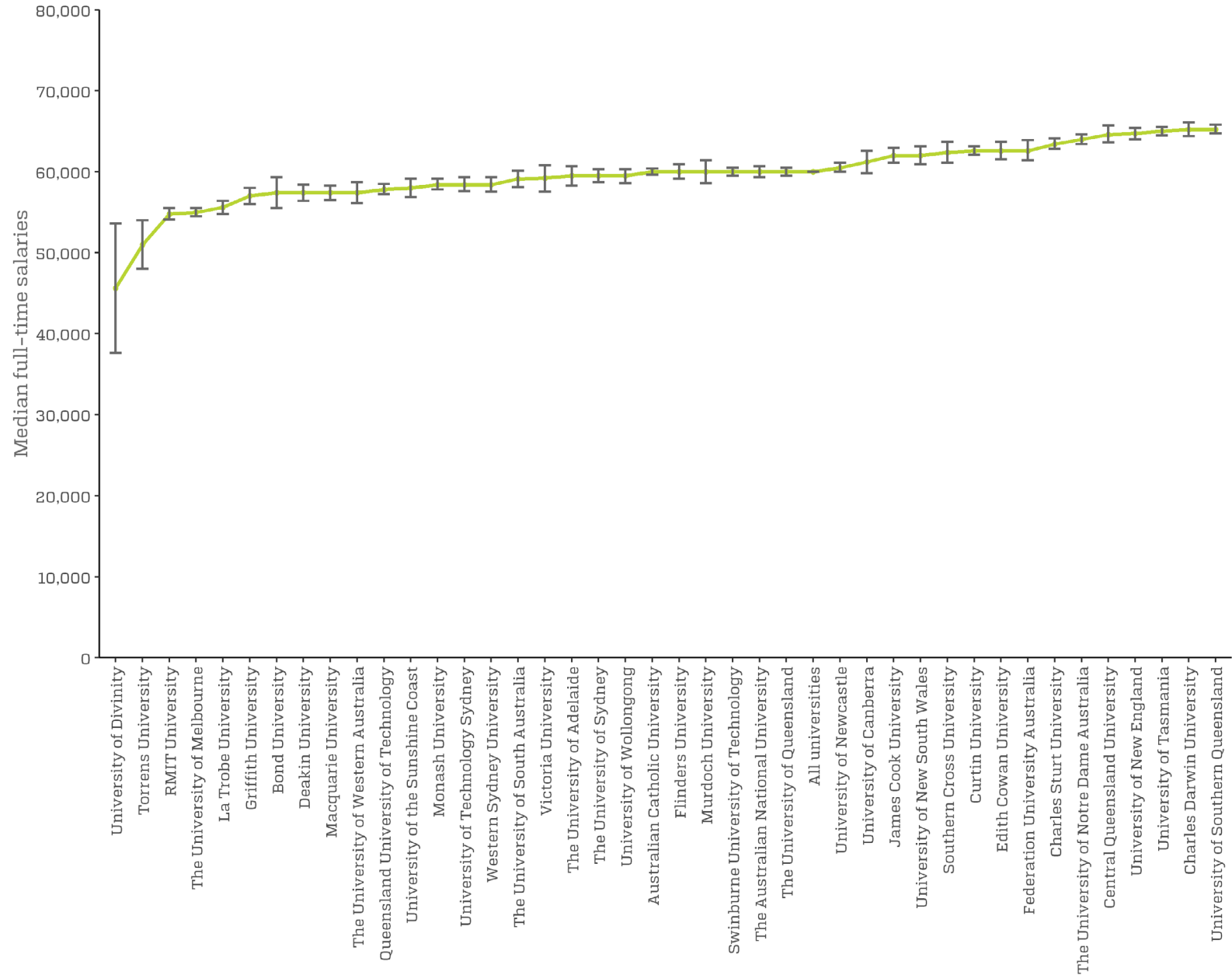


Table 37 Undergraduate median full time salaries 2016-2018 (universities only) (\$)

University	Median salary, employed full-time
Australian Catholic University	60,000 (59,600, 60,400)
Bond University	57,400 (55,500, 59,300)
Central Queensland University	64,600 (63,600, 65,700)
Charles Darwin University	65,200 (64,400, 66,100)
Charles Sturt University	63,400 (62,800, 64,100)
Curtin University	62,600 (62,100, 63,100)
Deakin University	57,400 (56,400, 58,400)
Edith Cowan University	62,600 (61,500, 63,700)
Federation University Australia	62,600 (61,400, 63,900)
Flinders University	60,000 (59,100, 60,900)
Griffith University	57,000 (56,000, 58,000)
James Cook University	62,000 (61,100, 62,900)
La Trobe University	55,600 (54,800, 56,400)
Macquarie University	57,400 (56,500, 58,300)
Monash University	58,400 (57,800, 59,100)
Murdoch University	60,000 (58,600, 61,400)
Queensland University of Technology	57,800 (57,200, 58,500)
RMIT University	54,800 (54,100, 55,500)
Southern Cross University	62,400 (61,100, 63,700)
Swinburne University of Technology	60,000 (59,500, 60,500)
The Australian National University	60,000 (59,300, 60,700)
The University of Adelaide	59,500 (58,300, 60,700)
The University of Melbourne	55,000 (54,500, 55,500)

University	Median salary, employed full-time
The University of Notre Dame Australia	64,000 (63,400, 64,600)
The University of Queensland	60,000 (59,500, 60,500)
The University of South Australia	59,100 (58,100, 60,100)
The University of Sydney	59,500 (58,700, 60,300)
The University of Western Australia	57,400 (56,100, 58,700)
Torrens University	51,000 (48,000, 54,000)
University of Canberra	61,200 (59,800, 62,600)
University of Divinity	45,600 (37,600, 53,600)
University of New England	64,700 (64,000, 65,400)
University of New South Wales	62,000 (60,900, 63,100)
University of Newcastle	60,500 (60,000, 61,100)
University of Southern Queensland	65,200 (64,700, 65,800)
University of Tasmania	65,000 (64,500, 65,500)
University of Technology Sydney	58,400 (57,600, 59,300)
University of the Sunshine Coast	58,000 (56,900, 59,100)
University of Wollongong	59,500 (58,600, 60,300)
Victoria University	59,200 (57,500, 60,800)
Western Sydney University	58,400 (57,500, 59,300)
<b>All universities</b>	<b>60,000 (60,000, 60,000)</b>
Standard deviation (\$)	3,900

### 4.3.2 NUHEIs

Figure 14 and Table 38 show undergraduate median full-time salaries for Non-University Higher Education Institutions. Since the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data shown here refer to pooled data from the 2016, 2017 and 2018 surveys, the same as shown on the QILT website. NUHEIs with high median full-time undergraduate salaries include Tabor College of Higher

Education, \$66,500, Marcus Oldham College, \$63,800, Christian Heritage College, \$60,900, Avondale College of Higher Education, \$60,500 and Moore Theological College Council, \$60,000.

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

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

NUHEI	Median salary, employed full-time
Academy of Information Technology	n/a
ACAP and NCPS	56,700 (54,300, 59,100)
Adelaide Central School of Art	n/a
Adelaide College of Divinity	n/a
Alphacrucis College	n/a
Australian Academy of Music and Performing Arts	n/a
Australian College of Theology Limited	50,600 (47,400, 53,700)
Australian Institute of Business Pty Ltd	n/a
Australian Institute of Professional Counsellors	n/a
Avondale College of Higher Education	60,500 (59,400, 61,600)
Box Hill Institute	n/a
Campion College Australia	n/a

NUHEI	Median salary, employed full-time
Canberra Institute of Technology	n/a
Christian Heritage College	60,900 (57,500, 64,300)
Collarts (Australian College of the Arts)	n/a
Eastern College Australia	n/a
Endeavour College of Natural Health	53,200 (50,100, 56,300)
Excelsia College	n/a
Holmes Institute	n/a
Holmesglen Institute	54,000 (49,300, 58,600)
INSEARCH	n/a
International College of Hotel Management	n/a
International College of Management, Sydney	47,000 (42,100, 51,800)
Jazz Music Institute	n/a
Kaplan Business School	n/a

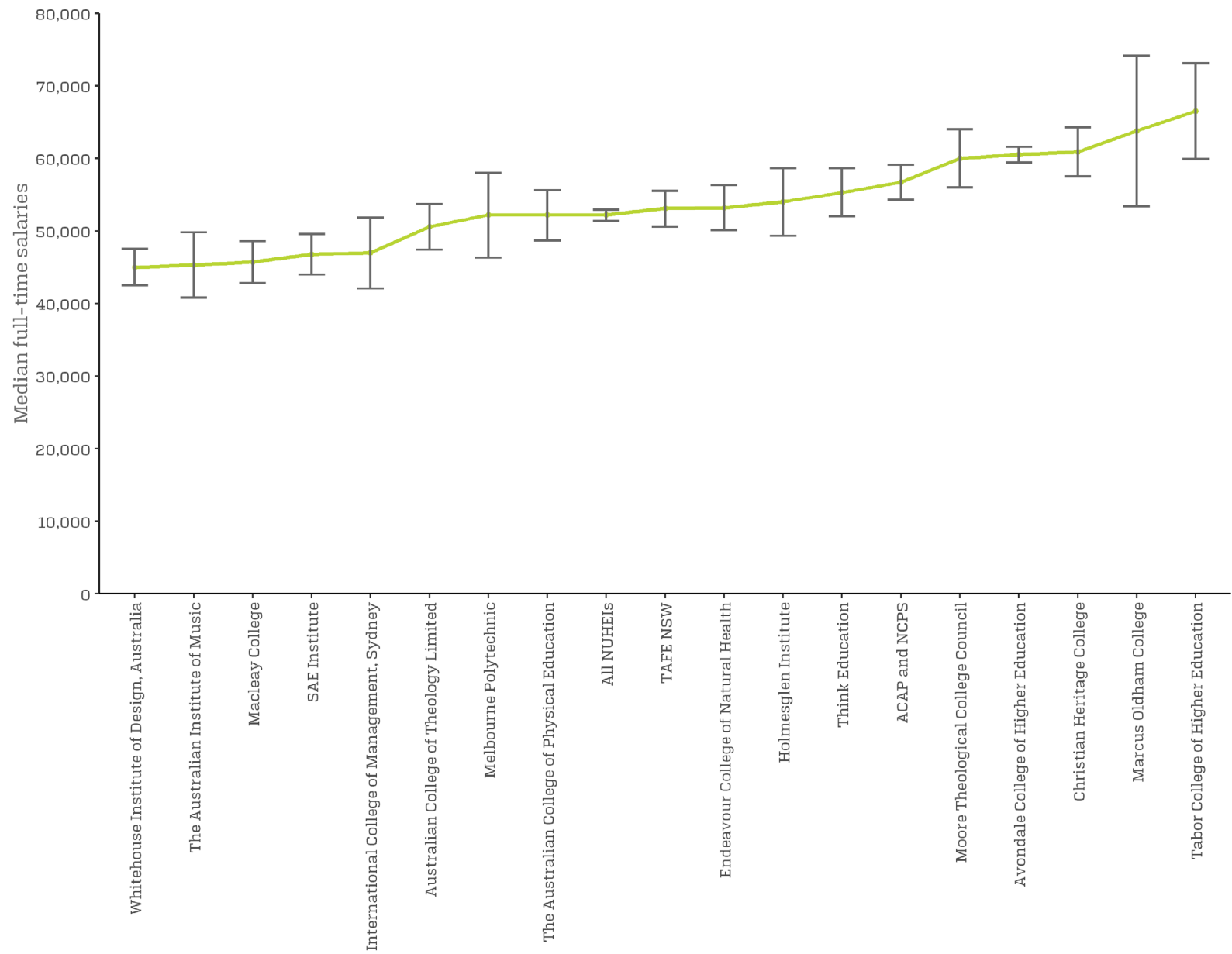


NUHEI	Median salary, employed full-time
LCI Melbourne	n/a
Macleay College	45,700 (42,800, 48,600)
Marcus Oldham College	63,800 (53,400, 74,100)
Melbourne Institute of Technology	n/a
Melbourne Polytechnic	52,200 (46,300, 58,000)
Moore Theological College Council	60,000 (56,000, 64,000)
National Art School	n/a
North Metropolitan TAFE	n/a
Paramount College of Natural Medicine	n/a
Perth Bible College	n/a
Photography Studies College (Melbourne)	n/a
Raffles College Pty Ltd	n/a
SAE Institute	46,800 (44,000, 49,600)
Study Group Australia Pty Limited	n/a

NUHEI	Median salary, employed full-time
Sydney College of Divinity	n/a
Tabor College of Higher Education	66,500 (59,900, 73,100)
TAFE NSW	53,100 (50,600, 55,500)
TAFE Queensland	n/a
TAFE South Australia	n/a
The Australian College of Physical Education	52,200 (48,700, 55,600)
The Australian Institute of Music	45,300 (40,800, 49,800)
Think Education	55,300 (52,000, 58,600)
UOW College	n/a
Whitehouse Institute of Design, Australia	45,000 (42,500, 47,500)
William Angliss Institute	n/a
<b>All NUHEIs</b>	<b>52,200 (51,400, 52,900)</b>
Standard deviation (\$)	7000

n/a = result not available, fewer than 25 survey responses received

Figure 14 Undergraduate median full-time salaries by NUHEI, 2016-2018 (%)



# 5 Postgraduate salaries

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

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

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

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

Generally, older postgraduate coursework graduates earned substantially more than those under 30 with a median salary of \$100,000, compared with just \$70,000

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

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

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

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

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

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

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

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

Older postgraduate research graduates, those who had completed their program externally, those from English speaking backgrounds, and those from high socio-economic areas attracted higher median salaries than their counterparts. Similar to postgraduate coursework graduates, the greatest differences in salary relate to age, study mode and language background, with older graduates earning \$15,800 more than younger graduates, and external/distance earning \$19,600 more than those who had

completed internal/multi-mode courses. Graduates whose main language at home was English earning \$7,100 more than their counterparts. Postgraduate research graduates from high socio-economic backgrounds earned more than those from medium SES backgrounds and both of these groups earned more than those from low SES backgrounds with a difference between high and low SES of \$7,000.

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

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

## 5.1 Salaries by study area

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

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

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

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

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

**109.6<sub>k</sub>**  
highest postgraduate coursework  
graduate median full-time salary –  
Dentistry

**107.5<sub>k</sub>**  
highest postgraduate research  
graduate median full-time salary –  
Nursing

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

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only

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

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.



## 5.2 Salaries over time

Trends in median salaries of postgraduate coursework graduates among males and females are shown in Figures 15 and 16 below. They illustrate that the gender salary gap observed in 2018 had narrowed somewhat to 14.6 percentage points compared with 16.5 percentage points in 2017 for postgraduate coursework graduates and is the lowest salary gap recorded in the last ten years. In 2008, the median salary of female postgraduate coursework graduates was \$60,000, which was \$15,000 or 20.0 per cent less than for male graduates.

Note that part of the changes in the gender gap as measured by the GOS in 2016 to 2018 compared to data collected before 2016 may be linked to the expanded definition of median salaries to incorporate all graduates employed full-time. The inclusion

of older and external postgraduate coursework graduates may favour male graduates who have an ongoing relationship with an employer in comparison with female graduates who have more interrupted job histories and lower salaries as a result.

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

Figure 15 Postgraduate coursework level median starting salaries, 2008–2018 (\$)

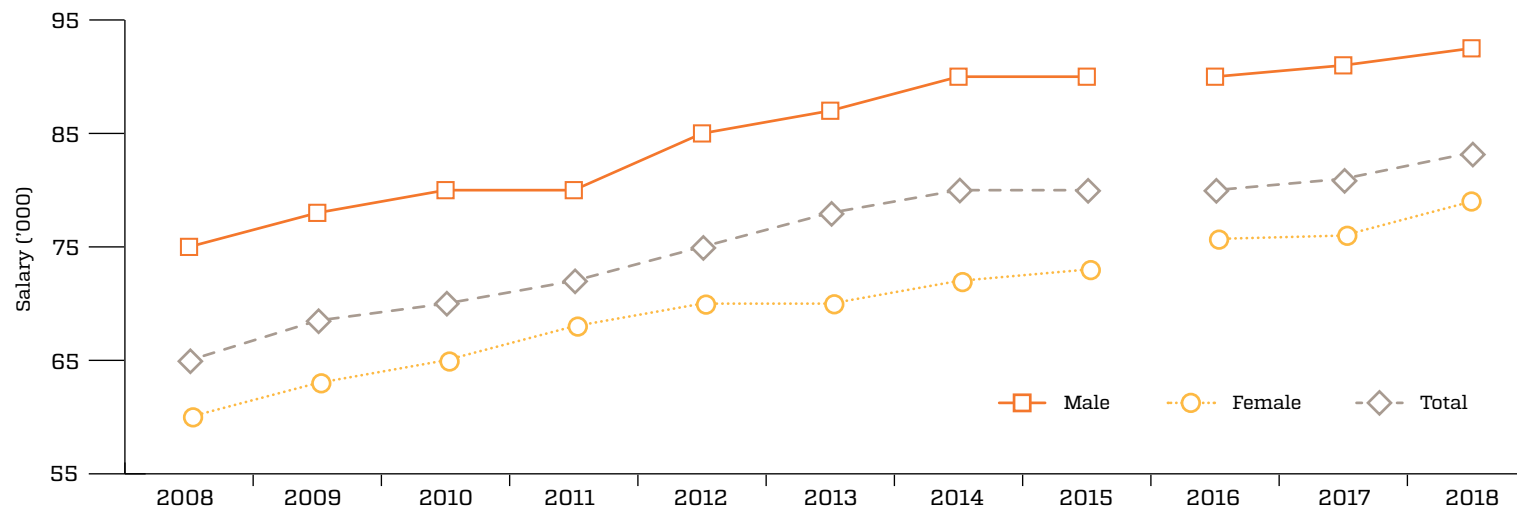
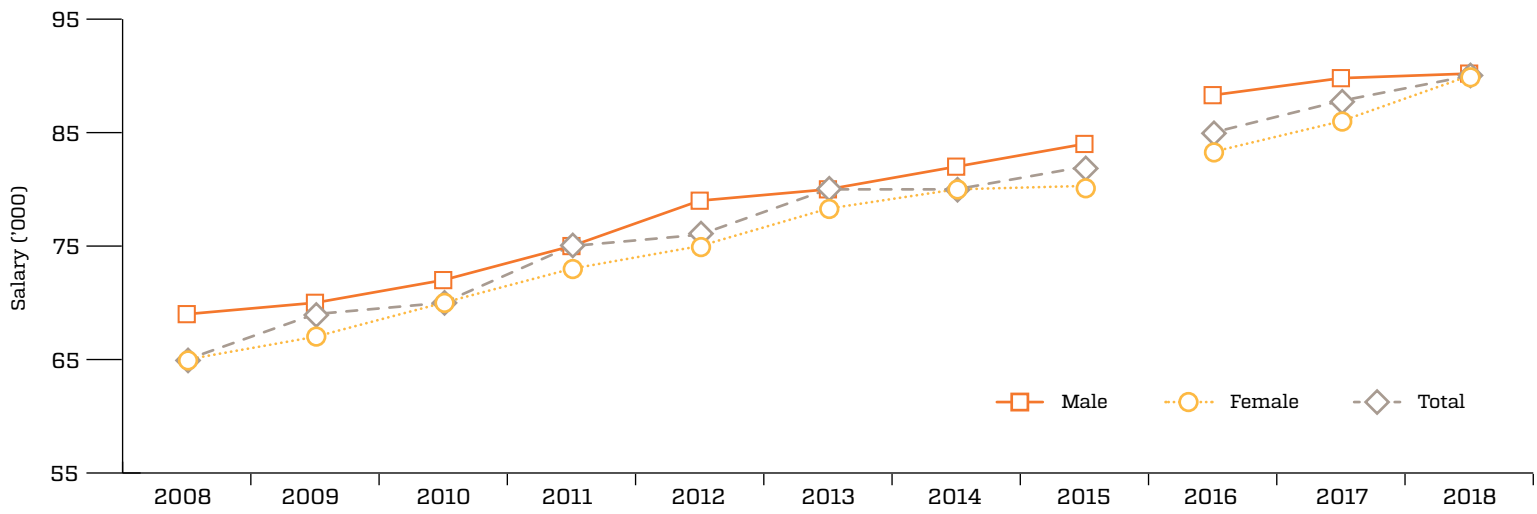


Figure 16 Postgraduate research level median starting salaries, 2007–2017 (\$)



## 5.3 Postgraduate Salaries by institution

### 5.3.1 Universities

As with the analysis of employment rates above, it must be acknowledged that many factors beyond the quality of teaching, careers advice and the like, such as the study area profile of course offerings, the composition of the student population and variations in state/territory and regional labour markets might also impact on salary outcomes at institution level. In 2018,

universities with high postgraduate coursework median full-time salaries include the University of New South Wales, \$104,000, Queensland University of Technology, \$100,000, Southern Cross University, \$100,000, Central Queensland University, \$98,000 and Macquarie University, \$97,300.

Table 43 Postgraduate coursework median full time salary, 2018 (universities only) (\$)

University	Median salary, employed full-time
Australian Catholic University	91,000 (86,300, 95,600)
Bond University	64,000 (58,600, 69,400)
Central Queensland University	98,000 (88,700, 107,300)
Charles Darwin University	96,000 (86,300, 105,800)
Charles Sturt University	95,000 (92,700, 97,300)
Curtin University	86,300 (80,800, 91,700)
Deakin University	80,000 (77,900, 82,100)
Edith Cowan University	82,800 (79,000, 86,600)
Federation University Australia	90,000 (79,900, 100,100)
Flinders University	84,500 (81,000, 88,100)
Griffith University	79,300 (77,100, 81,600)
James Cook University	96,000 (91,300, 100,700)
La Trobe University	78,300 (74,700, 81,800)
Macquarie University	97,300 (91,700, 102,800)
Monash University	80,000 (78,300, 81,700)

University	Median salary, employed full-time
Murdoch University	89,500 (81,100, 97,900)
Queensland University of Technology	100,000 (96,400, 103,600)
RMIT University	71,000 (68,700, 73,200)
Southern Cross University	100,000 (92,200, 107,800)
Swinburne University of Technology	85,000 (79,600, 90,400)
The Australian National University	76,900 (74,100, 79,600)
The University of Adelaide	70,500 (65,900, 75,200)
The University of Melbourne	77,000 (74,800, 79,200)
The University of Notre Dame Australia	78,000 (74,800, 81,200)
The University of Queensland	78,300 (75,300, 81,300)
The University of South Australia	90,000 (85,500, 94,500)

University	Median salary, employed full-time
The University of Sydney	80,900 (77,900, 83,900)
The University of Western Australia	75,000 (72,800, 77,200)
Torrens University	90,000 (80,500, 99,500)
University of Canberra	80,700 (75,200, 86,200)
University of Divinity	70,200 (59,100, 81,300)
University of New England	86,000 (82,700, 89,300)
University of New South Wales	104,000 (99,600, 108,400)
University of Newcastle	95,000 (91,600, 98,400)
University of Southern Queensland	88,300 (79,200, 97,500)
University of Tasmania	86,000 (83,500, 88,500)
University of Technology Sydney	80,000 (75,900, 84,100)
University of the Sunshine Coast	67,800 (63,800, 71,800)
University of Wollongong	83,500 (77,500, 89,400)
Victoria University	66,400 (62,100, 70,800)
Western Sydney University	70,000 (65,500, 74,500)
<b>All universities</b>	<b>83,500 (82,900, 84,100)</b>
Standard deviation (\$)	10,100

Figure 18 and Table 44 present results at university level combining responses from the 2016, 2017 and 2018 Graduate Outcomes Surveys. This follows the approach on the QILT website where results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data, especially where survey data are presented at a disaggregated level by institution by study area. It should be remembered also that where the confidence intervals for specific institutions overlap, there is no significant difference in results. Institutions with the highest full-time postgraduate coursework graduate salaries rates aggregated over the three-year period include the University of New South Wales, \$100,000, Central Queensland University, \$99,100, Macquarie University, \$95,000 and Charles Sturt University and Torrens University, both with \$93,900.

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

Figure 17 Postgraduate coursework median full-time salaries by university, 2018 (%)

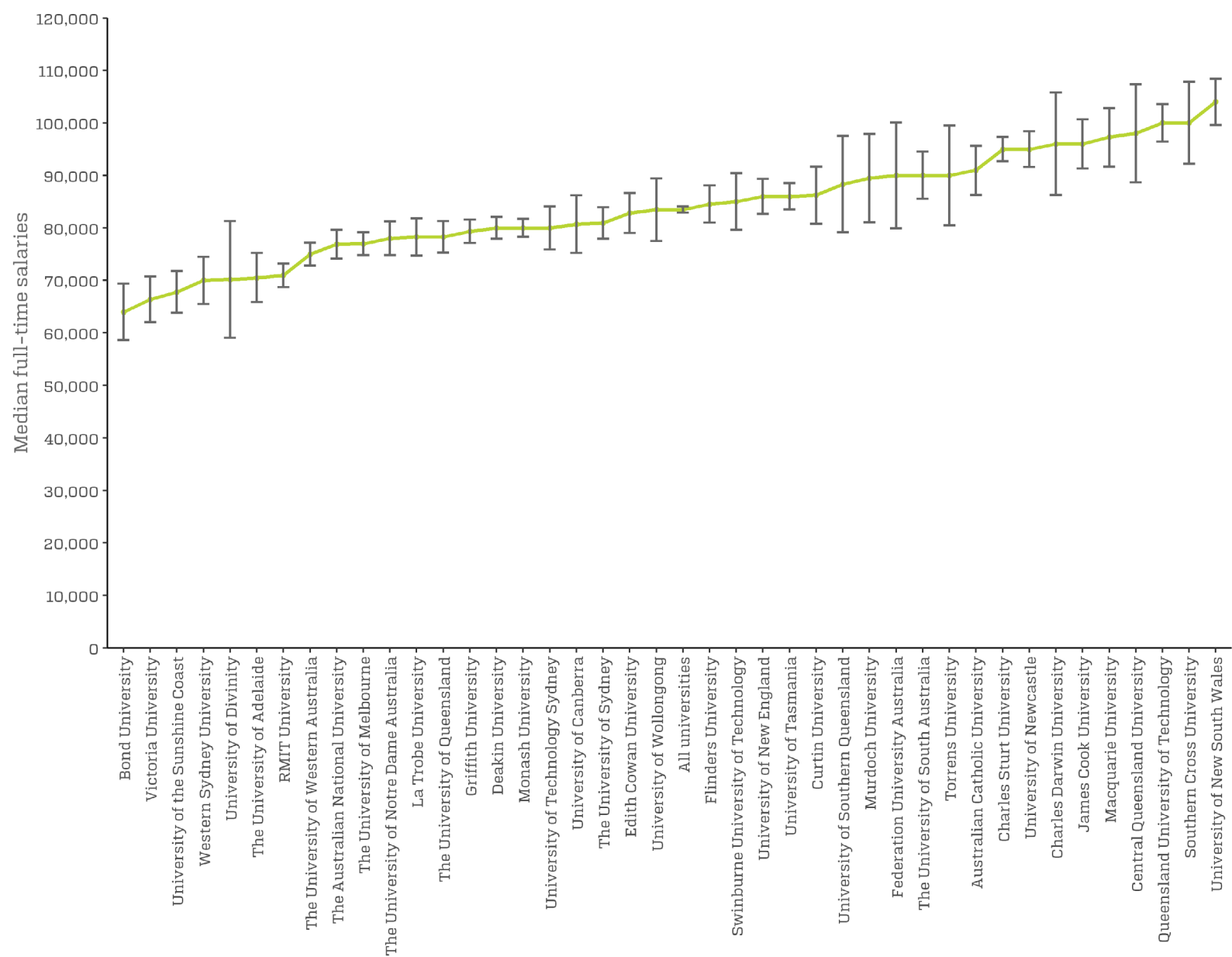


Figure 18 Postgraduate coursework median full-time salaries by university, 2016-2018 (%)

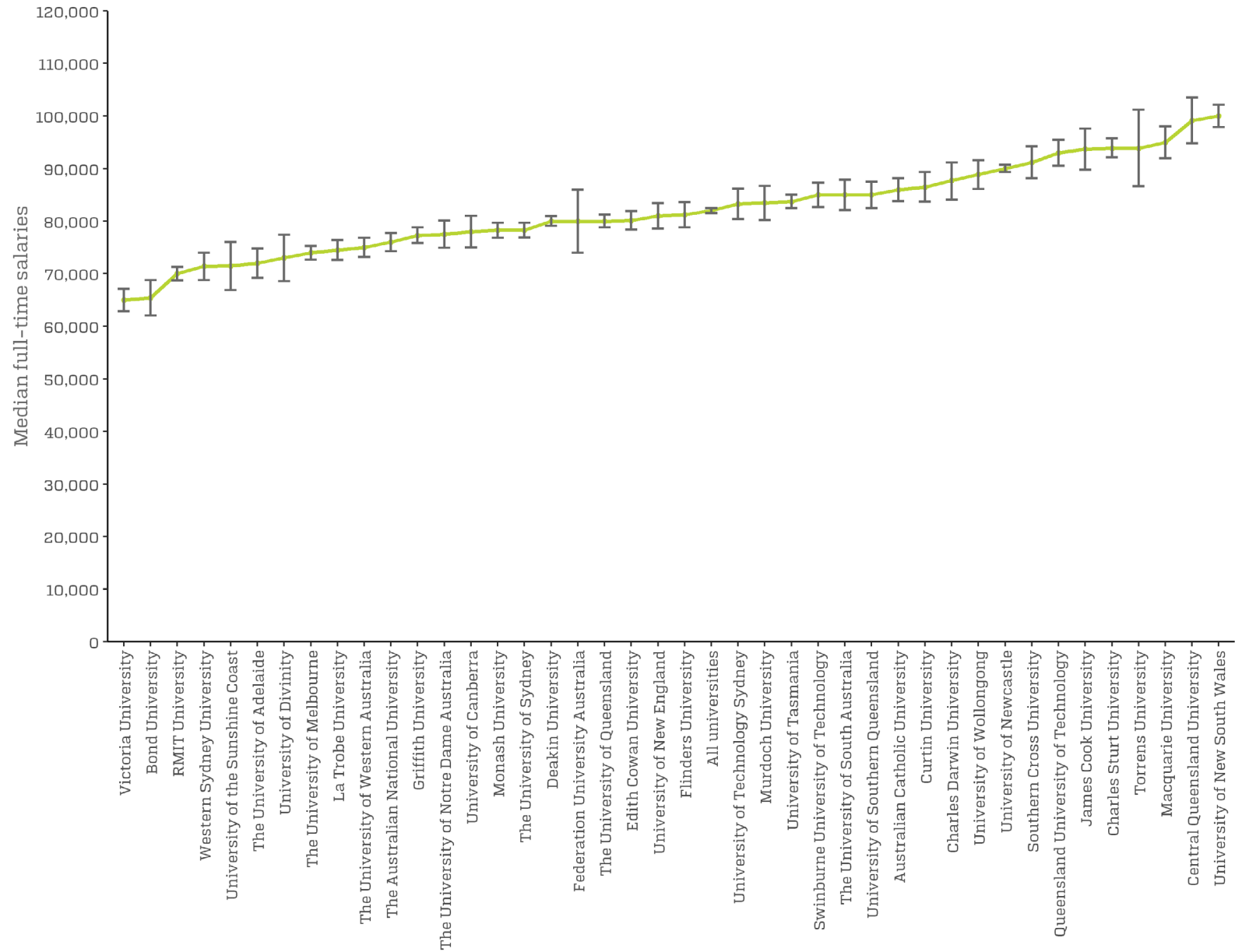


Table 44 Postgraduate coursework median full time salary 2016-2018 (universities only) (\$)

University	Median salary, employed full-time
Australian Catholic University	86,000 (83,800, 88,200)
Bond University	65,400 (62,100, 68,800)
Central Queensland University	99,100 (94,800, 103,500)
Charles Darwin University	87,700 (84,100, 91,200)
Charles Sturt University	93,900 (92,100, 95,800)
Curtin University	86,500 (83,700, 89,300)
Deakin University	80,000 (79,100, 80,900)
Edith Cowan University	80,100 (78,400, 81,900)
Federation University Australia	80,000 (74,000, 86,000)
Flinders University	81,200 (78,800, 83,600)
Griffith University	77,300 (75,800, 78,800)
James Cook University	93,700 (89,800, 97,600)
La Trobe University	74,500 (72,600, 76,400w)
Macquarie University	95,000 (92,000, 98,000)
Monash University	78,300 (76,800, 79,700)
Murdoch University	83,500 (80,200, 86,700)
Queensland University of Technology	93,000 (90,500, 95,500)
RMIT University	70,000 (68,700, 71,300)
Southern Cross University	91,200 (88,200, 94,200)
Swinburne University of Technology	85,000 (82,700, 87,300)
The Australian National University	76,000 (74,300, 77,700)
The University of Adelaide	72,000 (69,200, 74,800)
The University of Melbourne	74,000 (72,700, 75,300)

University	Median salary, employed full-time
The University of Notre Dame Australia	77,500 (74,900, 80,100)
The University of Queensland	80,000 (78,800, 81,200)
The University of South Australia	85,000 (82,100, 87,900)
The University of Sydney	78,300 (76,900, 79,700)
The University of Western Australia	75,000 (73,200, 76,800)
Torrens University	93,900 (86,600, 101,200)
University of Canberra	78,000 (75,000, 81,000)
University of Divinity	73,000 (68,600, 77,400)
University of New England	81,000 (78,600, 83,400)
University of New South Wales	100,000 (97,900, 102,100)
University of Newcastle	90,000 (89,300, 90,700)
University of Southern Queensland	85,000 (82,500, 87,500)
University of Tasmania	83,700 (82,500, 85,000)
University of Technology Sydney	83,300 (80,400, 86,200)
University of the Sunshine Coast	71,500 (66,900, 76,000)
University of Wollongong	88,900 (86,100, 91,600)
Victoria University	65,000 (62,900, 67,100)
Western Sydney University	71,400 (68,800, 74,000)
<b>All universities</b>	<b>82,000 (81,500, 82,500)</b>
Standard deviation (\$)	8,700

Figure 19 Postgraduate research median full-time salaries by university, 2016-2018 (%)

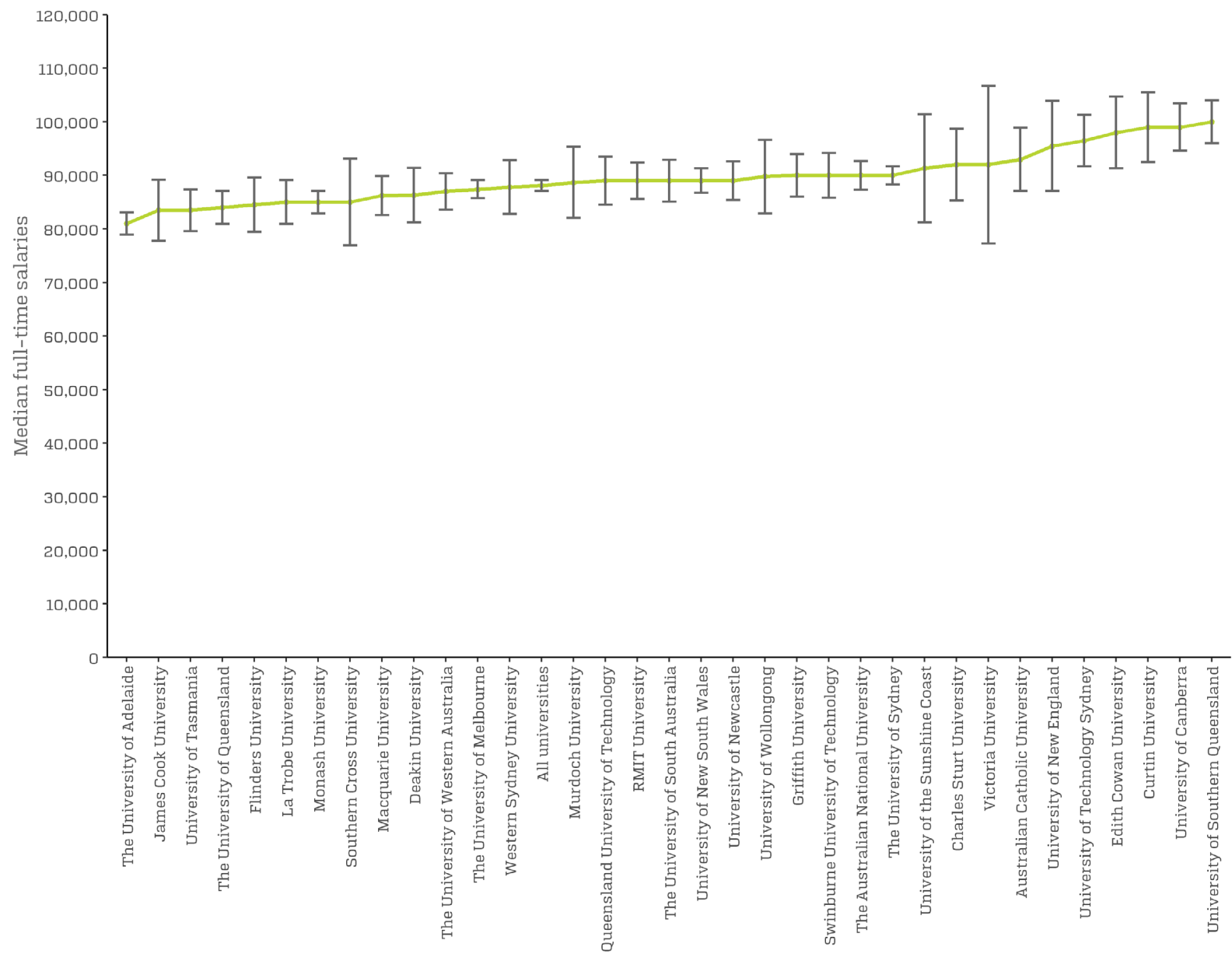




Table 45 Postgraduate research median full time salary 2016-2018 (universities only) (\$)

University	Median salary, employed full-time
Australian Catholic University	93,000 (87,100, 98,900)
Bond University	n/a
Central Queensland University	n/a
Charles Darwin University	n/a
Charles Sturt University	92,000 (85,300, 98,700)
Curtin University	99,000 (92,500, 105,500)
Deakin University	86,300 (81,200, 91,400)
Edith Cowan University	98,000 (91,300, 104,700)
Federation University Australia	n/a
Flinders University	84,500 (79,400, 89,600)
Griffith University	90,000 (86,000, 94,000)
James Cook University	83,500 (77,800, 89,200)
La Trobe University	85,000 (80,900, 89,100)
Macquarie University	86,200 (82,600, 89,900)
Monash University	85,000 (82,900, 87,100)
Murdoch University	88,700 (82,100, 95,300)
Queensland University of Technology	89,000 (84,500, 93,500)
RMIT University	89,000 (85,600, 92,400)
Southern Cross University	85,000 (76,900, 93,100)
Swinburne University of Technology	90,000 (85,800, 94,200)
The Australian National University	90,000 (87,300, 92,700)
The University of Adelaide	81,000 (78,900, 83,100)
The University of Melbourne	87,400 (85,700, 89,100)

University	Median salary, employed full-time
The University of Notre Dame Australia	n/a
The University of Queensland	84,000 (80,900, 87,100)
The University of South Australia	89,000 (85,100, 92,900)
The University of Sydney	90,000 (88,300, 91,700)
The University of Western Australia	87,000 (83,600, 90,400)
University of Canberra	99,000 (94,600, 103,400)
University of Divinity	n/a
University of New England	95,500 (87,100, 103,900)
University of New South Wales	89,000 (86,700, 91,300)
University of Newcastle	89,000 (85,400, 92,600)
University of Southern Queensland	100,000 (96,000, 104,000)
University of Tasmania	83,500 (79,600, 87,400)
University of Technology Sydney	96,500 (91,700, 101,300)
University of the Sunshine Coast	91,300 (81,200, 101,400)
University of Wollongong	89,800 (82,900, 96,600)
Victoria University	92,000 (77,300, 106,700)
Western Sydney University	87,800 (82,800, 92,800)
<b>All universities</b>	<b>88,100 (87,100, 89,100)</b>
Standard deviation (\$)	6,800

n/a = result not available, fewer than 25 survey responses received

### 5.3.2 NUHEIs

Figure 19 and Table 46 show postgraduate coursework median full-time salaries for Non-University Higher Education Institutions. Since, the number of students enrolled in individual NUHEIs tends to be much smaller than at university level, survey data shown here refer to pooled data from the 2016, 2017 and 2018 surveys, the same as shown on the QILT website. NUHEIs with high median full-time undergraduate salaries include the Australian Institute of Business, \$120,000, Australian Institute of Management Education, \$110,200, Kaplan Higher Education Pty. Ltd., \$107,000,

Kaplan Business School, \$86,700 and Sydney College of Divinity (\$77,000). The same caveats about labour market outcomes at institution level apply even more so among NUHEIs which exhibit greater specialisation in the study area profile course offerings by level of education and study area than among universities.

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

Table 46 Postgraduate coursework median full time salary 2016-2018 (NUHEIs only) (\$)

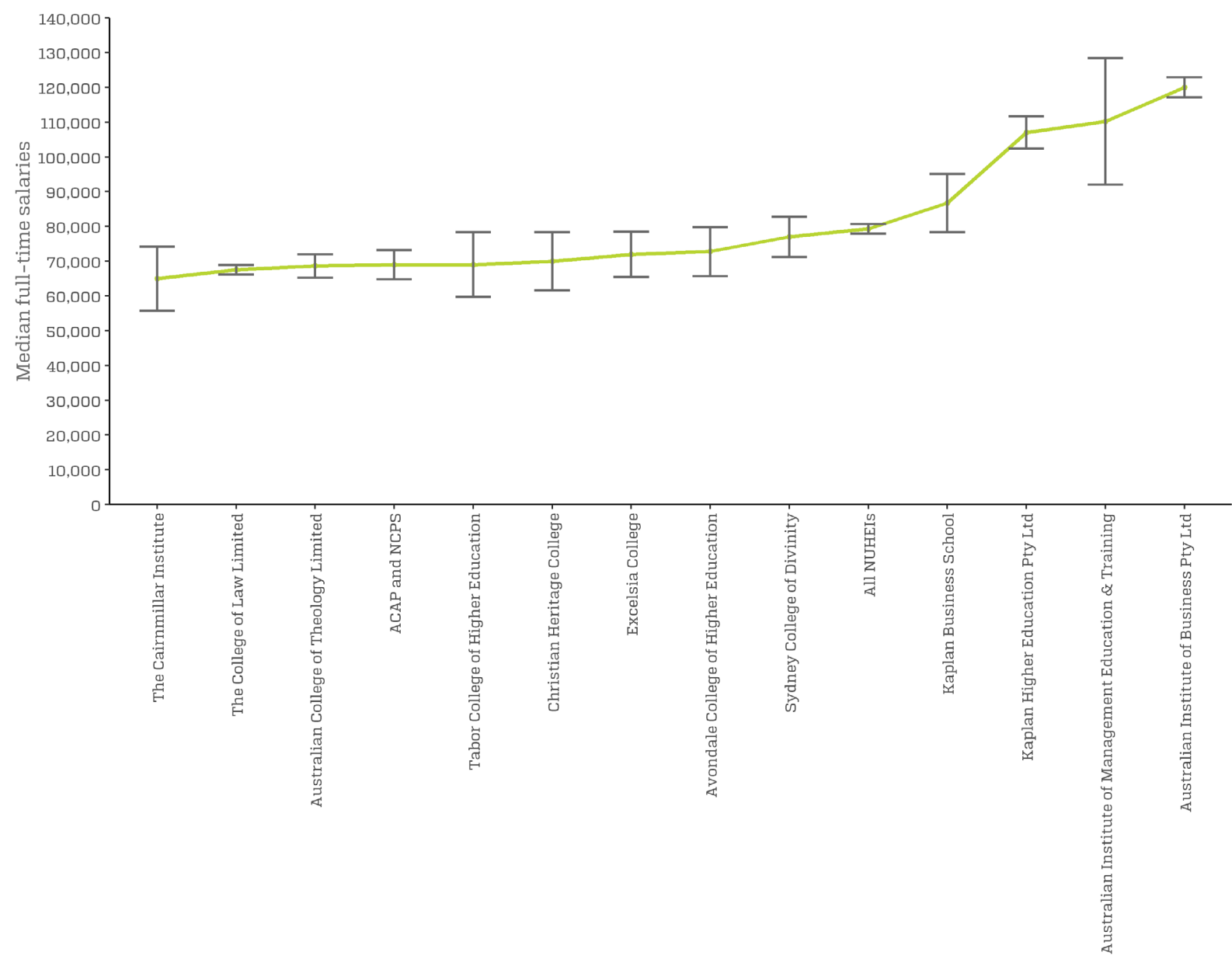
NUHEI	Median salary, employed full-time
ACAP and NCPS	69,000 (64,800, 73,200)
Adelaide College of Divinity	n/a
Alphacrucis College	n/a
Australian College of Theology Limited	68,600 (65,200, 72,000)
Australian Institute of Business Pty Ltd	120,000 (117,100, 122,900)
Australian Institute of Management Education & Training	110,200 (92,000, 128,400)
Australian Institute of Professional Counsellors	n/a
Avondale College of Higher Education	72,800 (65,700, 79,800)
Christian Heritage College	70,000 (61,600, 78,400)
Eastern College Australia	n/a
Excelsia College	72,000 (65,500, 78,500)

NUHEI	Median salary, employed full-time
Health Education & Training Institute	n/a
Holmes Institute	n/a
Holmesglen Institute	n/a
International College of Management, Sydney	n/a
Kaplan Business School	86,700 (78,300, 95,100)
Kaplan Higher Education Pty Ltd	107,000 (102,400, 111,600)
Marcus Oldham College	n/a
Melbourne Institute of Technology	n/a
Moore Theological College Council	n/a
Morling College	n/a
Nan Tien Institute	n/a

<b>NUHEI</b>	<b>Median salary, employed full-time</b>
National Art School	n/a
Perth Bible College	n/a
Sydney College of Divinity	77,000 (71,200, 82,800)
Tabor College of Higher Education	69,000 (59,700, 78,300)
TAFE NSW	n/a
The Australian College of Physical Education	n/a
The Australian Institute of Music	n/a
The Cairnmillar Institute	65,000 (55,800, 74,200)
The College of Law Limited	67,500 (66,100, 68,900)
The MIECAT Institute	n/a
Think Education	n/a
Whitehouse Institute of Design, Australia	n/a
<b>All NUHEIs</b>	<b>79,300 (77,900, 80,700)</b>
Standard deviation (\$)	18500

n/a = result not available, fewer than 25 survey responses received

Figure 20 Postgraduate coursework median full-time salaries by NUHEI, 2016-2018 (%)



## 6 Undergraduate further study

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

Consistent with 2016 and 2017, younger undergraduates and those that studied internally and by mixed mode were more likely to engage in further full-time study in 2018, as shown in Table 48. For example, 21.0 per cent of undergraduates aged 30 years or under went on to further full-time study, in comparison with 12.0 per cent of those aged over 30 years. 20.6 per cent of internal/mixed mode

undergraduates went on to further full-time study, in comparison with 10.4 per cent of undergraduates who had studied externally. Similarly, males, undergraduates with a home language other than English, those who reported a disability and those from metropolitan areas were also more likely to engage in further full-time study than their counterparts.

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

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

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

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

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

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

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

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

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

Field of education	Further study
Natural and physical sciences	13.2
Information technology	2.4
Engineering and related technologies	5.1
Architecture and building	2.2
Agriculture, environmental and related studies	1.5
Health	29.2
Education	9.8
Management and commerce	6.9
Society and culture	19.8
Creative arts	7.0
Food, hospitality and personal services	0.3
Mixed field qualification	2.1
<b>All fields</b>	<b>100</b>



# 7 Postgraduate further study

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

In 2018, demographic groups displayed very similar patterns of further study among postgraduate coursework graduates as occurred among undergraduates.

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

		Postgraduate coursework initial study	Postgraduate research initial study
<b>All postgraduate level graduates in further full time study</b>		<b>6.2</b>	<b>6.5</b>
<b>Gender</b>	Male	6.7	7.1
	Female	5.8	6.1
<b>Age</b>	30 years or under	6.7	8.5
	Over 30 years	5.8	5.5
<b>Indigenous</b>	Indigenous	9.8	n/a
	Not Indigenous	6.1	6.6
<b>Home language</b>	English	6.1	6.0
	Language other than English	8.5	13.1
<b>Disability</b>	Reported disability	7.6	7.5
	No disability	6.1	6.5
<b>Study mode</b>	Internal and mixed mode	6.3	6.7
	External	5.9	4.8
<b>Socio-economic status</b>	High	6.1	7.5
	Medium	6.3	6.0
	Low	6.4	8.5
<b>Location</b>	Metro	6.3	7.4
	Regional/remote	5.9	4.8

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

Postgraduate level graduates are more likely to be combining full-time study and full-time work than their undergraduate level counterparts. In 2018, the full-time employment rate of

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

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

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

## 8 Undergraduate coursework graduate satisfaction

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

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

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

<b>Overall satisfaction</b>	<b>2017</b>	79.4
	<b>2018</b>	79.7
<b>Good teaching scale</b>	<b>2017</b>	63
	<b>2018</b>	62.9
<b>Generic skills scale</b>	<b>2017</b>	81.5
	<b>2018</b>	81.3

### 8.1 Satisfaction by study area

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

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

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

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

## 8.2 Satisfaction by demographic group

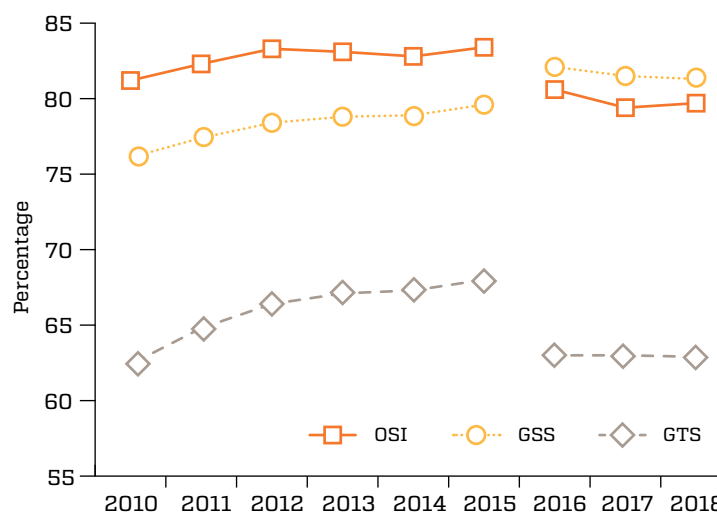
As was the case in 2016 and 2017, older undergraduates generally expressed higher satisfaction with their courses in 2018, as shown in Table 55. 83.5 per cent of undergraduates over 30 years expressed overall satisfaction with their course, in comparison with 79.0 per cent of those aged 30 years or under.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

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

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

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

Figure 21 Undergraduate satisfaction, 2010–2018 (% agreement)



Indigenous graduates, those reporting a disability and graduates whose home language was not English expressed slightly higher satisfaction with the quality of their teaching

### 8.3 Satisfaction over time

The CEQ time series collected through the AGS shown in Figure 21 indicates there has been improvement in undergraduate satisfaction over time (data are not shown prior to 2010 because of a change in survey methodology). In particular, satisfaction with the quality of teaching increased from 62.4 per cent in 2010 to 68.0 per cent in 2015. Overall satisfaction with courses has remained high, increasing from 81.2 per cent in 2010 to 83.4 per cent in 2015. Similarly, ratings of generic skills have remained high, increasing from 76.1 per cent in 2010 to 79.6 per cent in 2015.

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

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

		Overall satisfaction	Good teaching scale	Generic skills scale
<b>Gender</b>	Male	77.6	62.4	80.7
	Female	81.0	63.1	81.7
<b>Age</b>	30 years or under	79.0	61.6	81.3
	Over 30 years	83.5	70.0	81.1
<b>Indigenous</b>	Indigenous	80.5	63.7	81.0
	Not Indigenous	79.7	62.9	81.3
<b>Home language</b>	English	79.6	62.0	81.0
	Language other than English	80.5	69.1	83.7
<b>Disability</b>	Reported disability	76.7	64.1	78.3
	No disability	79.9	62.8	81.5
<b>Study mode</b>	Internal and mixed mode	79.3	62.5	81.5
	External	83.7	66.3	79.7
<b>Socio-economic status</b>	High	79.6	60.9	79.8
	Medium	79.9	62.4	81.3
	Low	79.2	62.6	82.4
<b>Location</b>	Metro	79.8	61.7	81.0
	Regional/remote	78.9	62.0	80.7
<b>Total undergraduate</b>		<b>79.7</b>	<b>62.9</b>	<b>81.3</b>

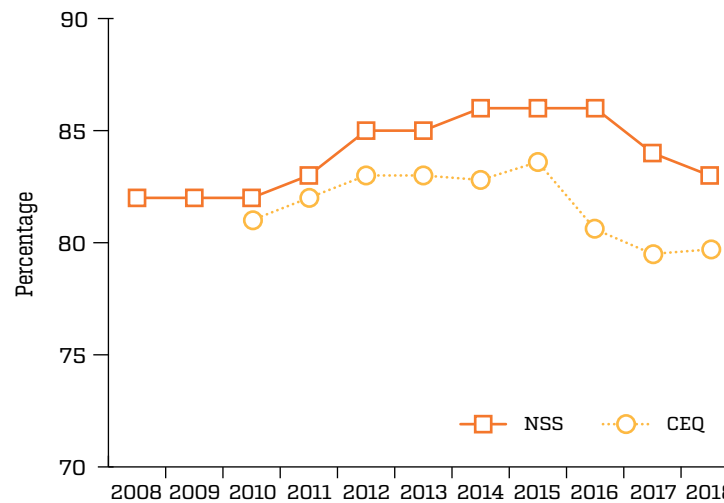
## 8.4 International comparison

International benchmarking of results from the Course Experience Questionnaire (CEQ) with a similar survey from overseas shows that, in general, Australian students are less satisfied with their higher education experience than their counterparts in the United Kingdom. This appears to be a consistent trend over time, as shown in Figure 22. However, it is important to be aware that differences in results across international surveys may stem from methodological differences and different student populations rather than genuine differences in student experience and satisfaction.

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

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

**Figure 22 Overall satisfaction of undergraduates, UK (NSS) and Australia (CEQ), 2008-2017 (% agreement)**



# 9 Postgraduate coursework satisfaction

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

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

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

## 9.1 Satisfaction by study area

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



## 9.2 Satisfaction by demographic group

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

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

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

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

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

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

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

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

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

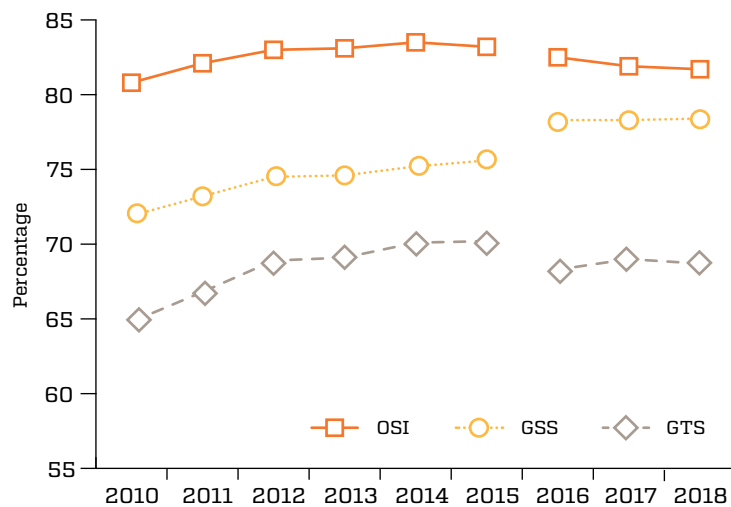
		Overall satisfaction	Good teaching scale	Generic skills scale
Gender	Male	80.5	68.2	79.5
	Female	82.5	69.0	77.7
Age	30 years or under	79.3	67.1	79.8
	Over 30 years	84.5	70.7	76.9
Indigenous	Indigenous	84.1	72.3	77.1
	Not Indigenous	81.7	68.7	78.5
Home language	English	81.9	67.8	76.6
	Language other than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

### 9.3 Satisfaction over time

The CEQ time series shown in Figure 23 indicates there has generally been consistently high satisfaction among postgraduate coursework graduates since 2010. Satisfaction with the quality of teaching had increased over the period, from 64.8 per cent in 2010 to 70.2 per cent in 2015 as measured by the CEQ as part of the AGS. The change in collection methodology and the way in which these scores are calculated in the GOS necessitate a break in time series between 2015 and 2016. However, satisfaction with teaching, as measured in the GOS, increased from a base of 68.3 per cent in 2016 to 69.0 per cent in 2017 but has dropped slightly in 2018 to 68.7 per cent.

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

Figure 23 Postgraduate coursework satisfaction, 2010–2018 (% agreement)



# 10 Postgraduate research satisfaction

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

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

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

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

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

## 10.1 Satisfaction by study area

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

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

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

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

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

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

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

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

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

## 10.2 Satisfaction by demographic group

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

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

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

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

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

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



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

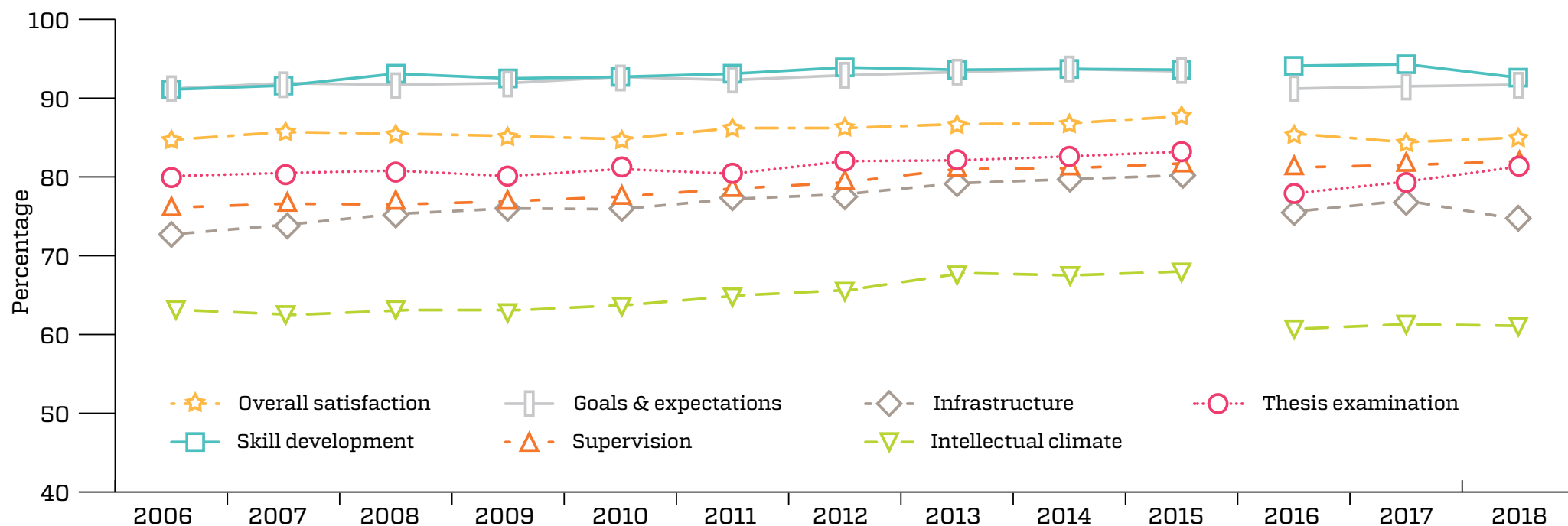
		Overall satisfaction	Supervision	Intellectual climate	Skills development	Infrastructure	Thesis examination	Goals and expectations
Gender	Male	85.5	82.8	63.4	92.9	77.3	81.0	91.7
	Female	84.6	81.3	59.0	92.3	72.1	81.5	91.8
Age	30 years or under	84.8	82.2	63.1	94.3	79.0	80.8	91.6
	Over 30 years	85.1	81.8	59.9	91.6	72.0	81.5	91.8
Indigenous	Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Not Indigenous	85.1	82.0	61.2	92.6	74.6	81.3	91.8
Home language	English	83.8	81.4	57.5	92.0	71.2	80.1	90.6
	Language other than English	88.6	83.8	71.9	94.2	84.7	84.7	95.1
Disability	Reported disability	73.2	69.9	48.1	89.9	58.4	77.0	88.0
	No disability	85.4	82.4	61.6	92.7	75.2	81.4	91.9
Study mode	Internal and mixed mode	84.9	81.9	61.8	92.6	75.0	81.3	91.9
	External	86.8	83.3	46.5	91.8	64.6	80.5	89.1
Socio-economic status	High	82.5	81.1	54.8	91.0	68.0	81.2	89.1
	Medium	84.3	80.5	54.8	92.8	69.7	79.6	91.0
	Low	85.3	81.6	58.8	92.5	72.5	77.8	88.8
Location	Metro	83.2	80.6	55.3	91.4	69.0	80.9	89.4
	Regional/remote	85.3	81.6	53.7	93.1	67.4	77.3	91.0
Total postgraduate research		85.0	82.0	61.1	92.6	74.6	81.3	91.7

### 10.3 Satisfaction over time

The PREQ time series shown in Figure 24 indicates there was a steady improvement in satisfaction among postgraduate research graduates over time from 2007 to 2015 as measured by the AGS. Overall satisfaction remained high, increasing from 85.7 per cent in 2007 to 87.7 per cent in 2015. Satisfaction with supervision improved over the same period from 76.6 per cent to 81.7 per cent. Similarly, satisfaction with the intellectual climate improved from 62.5 per cent in 2007 to 68.0 per cent in 2015.

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

Figure 24 PREQ 2006–2018 (% agreement)



# Appendix 1

## Survey methodology

### Operational summary

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

All data included in this report was collected via an online survey that could be accessed directly by clicking the link in the email invitation or email reminders. The survey was also available via the GOS landing page on

the QILT website ([www.qilt.edu.au/surveys/graduate-outcomes-survey](http://www.qilt.edu.au/surveys/graduate-outcomes-survey)), where, after selecting the 'Start Survey' button, graduates were taken to a login page to enter the username and password provided in email correspondence. The landing page also allowed graduates access to the survey via authentication if they selected 'I don't have a password' and entered their student ID and date of birth. If the graduate was part of the 2018 sample they were sent an email with a direct link upon authenticating, and if they were not in the sample they were directed to the GOS helpdesk for further information.

Table 62 GOS 2016 collection summary

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

i Includes February supplementary round outcomes

ii Excludes opt outs, disqualified or out of scope surveys

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

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

Table 63 GOS 2017 collection summary

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

i Includes February supplementary round outcomes

ii Excludes opt outs, disqualified or out of scope surveys

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

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

- mobile device optimisation;
- sequencing controls;
- input controls and internal logic checks;
- use of a progress bar;
- tailored error messages, as appropriate;

- no vertical scrolling required, with long statement batteries split over several screens, as necessary;
- recording panels for free text responses commensurate with level of detail required in the response;
- 'saving' with progression to the next screen; and
- capacity to save and return to finish off at another time, resuming at the last question completed.

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

Selected institutions undertook telephone non-response for a fee for service. There were two options on offer, the first being telephone reminders which involved calling graduates who had not completed nor opted out of the survey and reminding them to go online and complete the survey. The second option was

full Computer Assisted Telephone Interviewing (CATI) which involved calling graduates that had not responded or opted out and conducting the survey over the phone. Telephone activity was timed to begin two days after the survey had closed online. The data contained in this report excludes any surveys completed via Full CATI.

Table 64 GOS 2018 collection summary

Project element	2017 November round <sup>i</sup>			2018 May round			Total collection		
	University	NUHEIs	Total	University	NUHEIs	Total	University	NUHEIs	Total
No. of participating institutions	40	38	78	41	58	99	41	62	103
No. of in-scope graduates <sup>ii</sup>	75,706	5,314	81,020	187,089	12,011	199,100	262,795	17,325	280,120
No. of completed surveys	30,182	2,217	32,399	83,080	5,085	88,165	113,262	7,302	120,564
Overall response rate (%)	39.9	41.7	40.0	44.4	42.3	44.3	43.1	42.1	43.0
Data collection period	November-December 2017 and February-April 2018	November-December 2017 and February-April 2018	November-December 2017 and February-April 2018	May-July 2018	May-July 2018	May-July 2018			
Data collection mode	Online	Online	Online	Online	Online	Online	Online	Online	Online
Analytic unit <sup>iii</sup>	Course/Program	Course/Program	Course/Program	Course/Program	Course/Program	Course/Program	Course/Program	Course/Program	Course/Program

i Includes February supplementary round outcomes

ii Excludes opt outs, disqualified or out of scope surveys

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

## **Survey programming**

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

## **1800 and email helpdesk**

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

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

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

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

## **Incentivisation**

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

## **Invitation and follow-up reminder strategy**

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

## **Email activity and SMS**

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

## Social media campaign

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

## Response rates

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

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

Institution	Nov '17	May '18	Total	Institution	Nov '17	May '18	Total
Academy of Information Technology	44.0	49.0	48.1	Moore Theological College Council		71.4	71.4
ACAP and NCPS	48.4	48.2	48.3	Morling College		37.5	37.5
Acknowledge Education Pty Ltd		68.4	68.4	Murdoch University	45.0	46.5	46.0
Adelaide Central School of Art		78.8	78.8	Nan Tien Institute	100.0	43.8	47.1
Adelaide College of Divinity		69.0	69.0	National Art School		58.0	58.0
Alphacrucis College	45.0	66.7	49.4	North Metropolitan TAFE		54.8	54.8
Australian Academy of Music and Performing Arts	27.3	48.0	41.7	Paramount College of Natural Medicine	42.9		42.9
Australian Catholic University	44.4	52.4	50.3	Perth Bible College	80.0	45.5	56.3
Australian College of Christian Studies	0.0		0.0	Photography Studies College (Melbourne)	42.9	52.0	50.0
Australian College of Theology Limited	56.0	57.1	56.7	Queensland University of Technology	19.1	25.5	23.6
Australian Institute of Business Pty Ltd	54.6	56.2	55.7	Raffles College Pty Ltd	50.0	36.4	39.5

Institution	Nov '17	May '18	Total	Institution	Nov '17	May '18	Total
Australian Institute of Management Education & Training	66.7		66.7	RMIT University	49.2	44.2	44.4
Australian Institute of Professional Counsellors		69.2	69.2	SAE Institute	54.5	46.1	48.6
Avondale College of Higher Education	0.0	49.1	48.6	Southern Cross University	53.3	48.5	49.6
Bond University	39.5	45.3	41.6	Study Group Australia Pty Limited	16.4	41.2	21.4
Box Hill Institute	50.0	40.4	41.6	Swinburne University of Technology	40.4	47.0	44.1
Campion College Australia		58.3	58.3	Sydney College of Divinity		54.0	54.0
Canberra Institute of Technology		81.8	81.8	Tabor College of Higher Education	75.0	60.4	60.8
Central Queensland University	38.2	50.2	44.8	TAFE NSW	32.7	43.1	40.8
Charles Darwin University	48.5	58.8	56.3	TAFE Queensland	20.0	32.4	26.9
Charles Sturt University	34.2	50.1	48.4	TAFE South Australia		58.8	58.8
Christian Heritage College	60.3	55.6	57.2	The Australian College of Physical Education	32.1	48.0	41.2
Collarts (Australian College of the Arts)		43.3	43.3	The Australian Institute of Music	45.6	42.8	43.5
Curtin University	42.2	37.4	38.0	The Australian National University	24.6	38.0	32.8
Deakin University	49.9	52.2	51.4	The Cairnmillar Institute		50.0	50.0
Eastern College Australia	100.0	71.9	74.3	The College of Law Limited	31.3	29.8	30.4
Edith Cowan University	37.5	46.9	44.2	The MIECAT Institute		68.9	68.9
Endeavour College of Natural Health		57.2	57.2	The University of Adelaide	46.7	46.9	46.9
Excelsia College		50.0	50.0	The University of Melbourne	49.2	40.1	41.2
Federation University Australia	41.3	52.1	50.8	The University of Notre Dame Australia	41.9	44.0	43.6
Flinders University	41.6	52.0	49.8	The University of Queensland	45.0	51.0	48.9
Griffith University	41.2	45.1	43.5	The University of South Australia	25.0	43.6	38.7
Health Education & Training Institute		74.1	74.1	The University of Sydney	34.7	36.5	36.1



Institution	Nov '17	May '18	Total	Institution	Nov '17	May '18	Total
Holmes Institute	38.6	32.0	33.5	The University of Western Australia	36.4	44.4	41.9
Holmesglen Institute	25.7	39.6	37.4	Think Education	49.2	51.1	50.1
INSEARCH	30.6	27.0	28.2	Torrens University	61.7	55.5	58.0
International College of Hotel Management	53.6		53.6	University of Canberra	41.5	48.0	46.1
International College of Management, Sydney	35.2	36.9	36.4	University of Divinity		63.2	63.2
James Cook University	36.7	49.5	44.2	University of New England	63.5	64.4	63.7
Jazz Music Institute		53.8	53.8	University of New South Wales	35.2	39.2	37.7
Kaplan Business School	53.7	39.6	49.1	University of Newcastle	39.7	45.2	43.6
Kaplan Higher Education Pty Ltd	63.6	62.7	63.2	University of Southern Queensland	45.2	63.1	51.3
King's Own Institute	33.6	39.7	37.8	University of Tasmania	49.0	54.9	52.5
La Trobe University	33.5	41.9	38.3	University of Technology Sydney	24.5	39.8	33.2
LCI Melbourne		58.5	58.5	University of the Sunshine Coast	59.4	55.3	56.3
Le Cordon Bleu Australia		34.9	34.9	University of Wollongong	41.6	44.0	43.7
Macleay College	42.2	43.2	42.9	UOW College	13.7	55.6	24.6
Macquarie University	43.0	45.5	45.0	Victoria University	34.8	40.1	38.3
Marcus Oldham College		77.8	77.8	Western Sydney University	35.5	42.6	40.5
Melbourne Institute of Technology	33.3	32.3	32.4	Whitehouse Institute of Design, Australia		41.0	41.0
Melbourne Polytechnic	33.3	44.4	40.7	William Angliss Institute		31.1	31.1
Monash University	47.2	49.8	48.8				

## Data representativeness

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

In general, a number of the sample parameters closely match the respondent profile. In terms of study level, undergraduates and postgraduate coursework graduates are slightly under-represented by 0.6 and 1.1 percentage points respectively while postgraduate research graduates are slightly over-represented by 1.7 percentage points. Aboriginal and Torres Strait Islander status, combined course of study indicator, type of attendance, socio-economic status, study level, location and mode of attendance are particularly well-matched within the sample profile with less than 3 per cent divergence.

However, there are a number of characteristics where there is a divergence of several percentage points. The largest of these are the citizenship and language spoken at home indicators where international graduates and those who speak a language other than English are under-represented by around 6.2 and 4.1 percentage points respectively which represents a decline from

2017 where the difference was 5.0 and 3.3 percentage points respectively. However, it should be noted that this was in turn a marked improvement from 2016 where the difference was 6.3 and 4.6 percentage points respectively. This may indicate that constant vigilance is required to ensure that gains with these groups are maintained.

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

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

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

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

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

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

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

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

# Appendix 2

## Labour market and graduate satisfaction definitions

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

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

## Examples of graduate labour market outcomes

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

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

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

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

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

# Appendix 3

## Self-assessed over-qualification

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

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

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

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

1. My job requires less education than I have
2. I have more job skills than are required for this job
3. Someone with less education than myself could perform well on my job
4. My previous training is being fully utilised on this job
5. I have more knowledge than I need in order to do my job
6. My education level is above the level required to do my job
7. Someone with less work experience than myself could do my job just as well
8. I have more abilities than I need in order to do my job

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

# Appendix 4

## 2018 GOS item summary

Item label	Response scale	Base
<b>Screening and confirmation</b>		
<b>Labour force</b>		
Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>.		
Last week, did you do any work at all in a job, business or farm?	Yes/No/Permanently unable to work/ Permanently not intending to work (65+)	(All)
Last week, did you do any work without pay in a family business?	Yes/No/Permanently not intending to work (65+)	(Not working)
Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?	Yes/No/Permanently not intending to work (65+)	(Not working without pay)
At any time during the last 4 weeks have you been looking for full-time work?	Yes/No/Permanently not intending to work (65+)	(Intending to work)
Have you been looking for part-time work at any time during the last 4 weeks?	Yes/No/Permanently not intending to work (65+)	(Intending to work)
If you had found a job, could you have started last week?	Yes/No	(Looking for full-time or part time work)
You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained?	Yes/No	(Not looking for work)
Did you have more than 1 job or business last week?	Yes/No	(Working or away from job)
The next few questions are about the job or business in which you usually work the most hours, that is, your main job.		Has more than one job
The next few questions are about the job or business in which you usually work the most hours		Has one job
Did you work for an employer, or in your own business?	Employer/Own business / Other or Uncertain	(Working or away from job)
Are you paid a wage or salary, or some other form of payment?	Wage or Salary/Other or Uncertain	(Working for an employer)



Item label	Response scale	Base
What are your <working/payment> arrangements?	<ul style="list-style-type: none"> <li>• Unpaid voluntary work</li> <li>• Unpaid trainee or work placement</li> <li>• Contractor or Subcontractor</li> <li>• Own business or Partnership</li> <li>• Commission only</li> <li>• Commission with retainer</li> <li>• In a family business without pay</li> <li>• Payment in kind</li> <li>• Paid by the piece or item produced</li> <li>• Wage or salary earner</li> <li>• Other</li> </ul>	(Other work arrangements)
How many hours did you actually work in your <b>main job</b> last week less <u>time off</u> but counting any <u>extra hours</u> worked]?	Enter hours	(More than one job or business)
How many hours do you usually work each week in your <b>main job</b> ?	Enter hours	(More than one job or business)
How many hours did you <b>actually</b> work in all your jobs last week less <u>time off</u> but counting any <u>extra hours</u> worked ( <i>or</i> ): <in all your jobs>?	Enter hours	(Working or away from job)
How many hours do you <b>usually</b> work each week ( <i>or</i> ): <in all your jobs>?	Enter hours	(Working or away from job)
Would you prefer to work more hours than you usually work ( <i>or</i> ): <in all your jobs>?	Yes/No/Don't know	(Working or away from job)
How many hours a week would you like to work?	Enter hours	(Prefer work more hours)
Last week, were you available to work more hours than you usually work?	Yes/No	(Prefer to work more hours)
What is your occupation in your <main job/job/business>?	Enter occupation	(Working or away from job or waiting to start work)
What are your main tasks and duties?	Enter main tasks and duties	(Working or away from job or waiting to start work)
What kind of business or service is carried out by your <employer at the place where you work/business>?	Enter business or service	(Working or away from job or waiting to start work)
What is the name of your <employer/business>?	Enter employer/business name	(Working or away from job or waiting to start work)
In what sector are you wholly or mainly employed?	Public or government/Private/Not-for-profit	(Working or away from job or waiting to start work)
Are you working in Australia?	Yes/No/Not sure	(Working or away from job)

Item label	Response scale	Base
And what is the postcode of your <employer/business>?	Enter postcode/suburb/Not sure	(Working or away from job) and (working in Australia)
In which country is your <employer/business> based?	Country list (SACC)/Other (specify)	(Working or away from job) and (working outside Australia)
Have you worked <for your employer/in your business> for 12 months or more?	Yes, more than 12 months/No, less than 12 months	(Working or away from job)
How many months have you worked <for your employer/in your business>?	Enter number of months	(Worked for employer for less than 12 months)
How many years have you worked <for your employer/in your business>?	Enter number of years	(Worked for employer for more than 12 months)
Is this your first full-time job?	Yes/No	(Usually working 35 hours or more and worked for employer for less than 12 months and not self employed)
In <b>Australian dollars</b> , how much do you usually earn in <this job/ <b>all your jobs</b> >, before tax or anything else was taken out?	<ul style="list-style-type: none"> <li>• Amount per hour (specify)</li> <li>• Amount per day (specify)</li> <li>• Amount each week (specify)</li> <li>• Amount each fortnight (specify)</li> <li>• Amount each month (specify)</li> <li>• Amount each year (specify)</li> <li>• No earnings</li> <li>• Don't know</li> </ul>	(Working in Australia)
Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in <this job/ <b>all your jobs</b> >, per annum before tax or anything else was taken out?	<ul style="list-style-type: none"> <li>• \$1 – \$9,999</li> <li>• \$10,000 – \$19,999</li> <li>• \$20,000 – \$29,999</li> <li>• \$30,000 – \$39,999</li> <li>• \$40,000 – \$49,999</li> <li>• \$50,000 – \$59,999</li> <li>• \$60,000 – \$79,999</li> <li>• \$80,000 – \$99,999</li> <li>• \$100,000 – \$124,999</li> <li>• \$125,000 – \$149,999</li> <li>• \$150,000 or more</li> <li>• Don't know</li> </ul>	(Working in Australia and out of range salary entered)

Item label	Response scale	Base
And in <b>Australian dollars</b> , how much do you usually earn in your main job, before tax or anything else was taken out?	<ul style="list-style-type: none"> <li>• Amount per hour (specify)</li> <li>• Amount per day (specify)</li> <li>• Amount each week (specify)</li> <li>• Amount each fortnight (specify)</li> <li>• Amount each month (specify)</li> <li>• Amount each year (specify)</li> <li>• No earnings</li> <li>• (Don't know)</li> </ul>	(Working in Australia and more than one job)
Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?	<ul style="list-style-type: none"> <li>• \$1 – \$9,999</li> <li>• \$10,000 – \$19,999</li> <li>• \$20,000 – \$29,999</li> <li>• \$30,000 – \$39,999</li> <li>• \$40,000 – \$49,999</li> <li>• \$50,000 – \$59,999</li> <li>• \$60,000 – \$79,999</li> <li>• \$80,000 – \$99,999</li> <li>• \$100,000 – \$124,999</li> <li>• \$125,000 – \$149,999</li> <li>• \$150,000 or more</li> <li>• Don't know</li> </ul>	(Working in Australia and more than one job and out of range salary entered)
What is your gross (that is pre-tax) annual salary? You can estimate if necessary. Please select currency <Currency drop down list>	Text	(Working outside Australia)

Item label	Response scale	Base
How did you first find out about this job?	<ul style="list-style-type: none"> <li>• University or college careers service</li> <li>• Careers fair or information session</li> <li>• Other university or college source (such as faculties or lecturers or student society)</li> <li>• Advertisement in a newspaper or other print media</li> <li>• Advertisement on the internet</li> <li>• Via resume posted on the internet</li> <li>• Family or friends</li> <li>• Approached employer directly</li> <li>• Approached by an employer</li> <li>• Employment agency</li> <li>• Work contacts or networks</li> <li>• Social media</li> <li>• An employer promotional event</li> <li>• Other (please specify___)</li> </ul>	(Worked for employer for less than 12 months and not self employed)
<p>The following statements are about your skills, abilities and education.</p> <ul style="list-style-type: none"> <li>• My job requires less education than I have</li> <li>• I have more job skills than are required for this job</li> <li>• Someone with less education than myself could perform well on my job</li> <li>• My previous training is being fully utilised on this job</li> <li>• I have more knowledge than I need in order to do my job</li> <li>• My education level is above the level required to do my job</li> <li>• Someone with less work experience than myself could do my job just as well</li> <li>• I have more abilities than I need in order to do my job</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly disagree</li> <li>• Disagree</li> <li>• Neither disagree nor agree</li> <li>• Agree</li> <li>• Strongly agree</li> </ul>	(Working or away from job)

Item label	Response scale	Base
You mentioned that you are <b>not</b> looking to work more hours. What is the <b>main reason</b> you work the number of hours you are currently working?	<ul style="list-style-type: none"> <li>• No suitable job in my local area</li> <li>• No job with a suitable number of hours</li> <li>• No suitable job in my area of expertise</li> <li>• Considered to be too young by employers</li> <li>• Considered to be too old by employers</li> <li>• Short-term illness or injury</li> <li>• Long-term health condition or disability</li> <li>• Caring for family member with a health condition or disability</li> <li>• Caring for children</li> <li>• Studying</li> <li>• Other (Please specify___)</li> </ul>	(Working less than 35 hours and not looking for more hours)
You mentioned that you are looking to work more hours. What is the <b>main reason</b> you work the number of hours you are currently working?	<ul style="list-style-type: none"> <li>• No suitable job in my local area</li> <li>• No job with a suitable number of hours</li> <li>• No suitable job in my area of expertise</li> <li>• Considered to be too young by employers</li> <li>• Considered to be too old by employers</li> <li>• Short-term illness or injury</li> <li>• Long-term health condition or disability</li> <li>• Caring for family member with a health condition or disability</li> <li>• Caring for children</li> <li>• Studying</li> <li>• Other (Please specify___)</li> </ul>	(Working less than 35 hours and looking for more hours)

Item label	Response scale	Base
Your previous responses indicated that you have <b>more</b> skills or education than are needed to do your current job. What is the <b>main reason</b> you are working in a job that doesn't use all of your skills or education?	<ul style="list-style-type: none"> <li>• No suitable job in my local area</li> <li>• No job with a suitable number of hours</li> <li>• No suitable job in my area of expertise</li> <li>• Considered to be too young by employers</li> <li>• Considered to be too old by employers</li> <li>• Short-term illness or injury</li> <li>• Long-term health condition or disability</li> <li>• Caring for family member with a health condition or disability</li> <li>• Caring for children</li> <li>• Studying</li> <li>• Other (please specify___)</li> </ul>	(Perceived overqualification for current job)
When did you begin looking for work?	Enter month and enter year	(Working and looking for work)
<b>Further study</b>		
Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	Yes – full-time/Yes – part-time/No	(All)
What is the full title of the <u>qualification</u> you are currently studying?	Qualification title	(Studying)
What is your major field of education for this <u>qualification</u> ?	<ul style="list-style-type: none"> <li>• Natural and physical sciences</li> <li>• Information technology</li> <li>• Engineering and related technologies</li> <li>• Architecture and building</li> <li>• Agriculture environmental and related studies</li> <li>• Health</li> <li>• Education</li> <li>• Management and commerce</li> <li>• Society and culture</li> <li>• Creative arts</li> <li>• Food, hospitality and personal services</li> <li>• Mixed field qualification</li> <li>• Other (please specify_____)</li> </ul>	(Studying)

Item label	Response scale	Base
What is the level of this qualification?	<ul style="list-style-type: none"> <li>• Higher Doctorate</li> <li>• Doctorate by Research</li> <li>• Doctorate by Coursework</li> <li>• Master Degree by Research</li> <li>• Master Degree by Coursework</li> <li>• Graduate Diploma</li> <li>• Graduate Certificate</li> <li>• Bachelor (Honours) Degree</li> <li>• Bachelor (Pass) Degree</li> <li>• Advanced Diploma</li> <li>• Associate Degree</li> <li>• Diploma</li> <li>• Non-award course</li> <li>• Bridging and Enabling course</li> </ul>	(Studying)
And the institution where you are currently studying?	Institution	(Studying)

Item label	Response scale	Base
<b>Graduate attributes</b>		
<p>For each of the following skills or attributes, to what extent do you agree or disagree that your &lt;Final Course&gt; from &lt;Institution&gt; prepared you for this job?</p> <p>If the skill is not required in your role, you can answer 'Not applicable'.</p> <p><b>Statements</b></p> <p><b>Foundation skills</b></p> <ul style="list-style-type: none"> <li>• Oral communication skills</li> <li>• Written communication skills</li> <li>• Numeracy skills</li> <li>• Ability to develop relevant knowledge</li> <li>• Ability to develop relevant skills</li> <li>• Ability to solve problems</li> <li>• Ability to integrate knowledge</li> <li>• Ability to think independently about problems</li> </ul> <p><b>Adaptive skills and attributes</b></p> <ul style="list-style-type: none"> <li>• Broad general knowledge</li> <li>• Ability to develop innovative ideas</li> <li>• Ability to identify new opportunities</li> <li>• Ability to adapt knowledge in different contexts</li> <li>• Ability to apply skills in different contexts</li> <li>• Capacity to work independently</li> </ul> <p><b>Teamwork and interpersonal skills</b></p> <ul style="list-style-type: none"> <li>• Working well in a team</li> <li>• Getting on well with others in the workplace</li> <li>• Working collaboratively with colleagues to complete tasks</li> <li>• Understanding of different points of view</li> <li>• Ability to interact with co-workers from different or multicultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly disagree</li> <li>• Disagree</li> <li>• Neither disagree nor agree</li> <li>• Agree</li> <li>• Strongly agree</li> <li>• Not applicable</li> </ul>	(Working or away from job)



Item label	Response scale	Base
<b>Graduate Attributes CEQ/PREQ</b>		
The next series of questions are about your <course>. By <course> we mean the major fields of education or programs of study that made up your qualification.		(Not postgraduate by research)
<p>Now a series of statements regarding your &lt;FinalMajor1/FinalMajor2/FinalCourseA&gt; &lt;major/qualification&gt;.</p> <ul style="list-style-type: none"> <li>• The staff put a lot of time into commenting on my work</li> <li>• The teaching staff normally gave me helpful feedback on how I was going</li> <li>• The &lt;course&gt; helped me develop my ability to work as a team member</li> <li>• The teaching staff of this &lt;course&gt; motivated me to do my best work</li> <li>• The course provided me with a broad overview of my field of knowledge</li> <li>• The &lt;course&gt; sharpened my analytic skills</li> <li>• My lecturers were extremely good at explaining things</li> <li>• The teaching staff worked hard to make their subjects interesting</li> <li>• The course developed my confidence to investigate new ideas</li> <li>• The &lt;course&gt; developed my problem-solving skills</li> <li>• The staff made a real effort to understand difficulties I might be having with my work</li> <li>• University stimulated my enthusiasm for further learning</li> <li>• The &lt;course&gt; improved my skills in written communication</li> <li>• I learned to apply principles from this course to new situations</li> <li>• I consider what I learned valuable for my future</li> <li>• As a result of my &lt;course&gt;, I feel confident about tackling unfamiliar problems</li> <li>• My course helped me to develop the ability to plan my own work</li> <li>• My university experience encouraged me to value perspectives other than my own</li> <li>• Overall, I was satisfied with the quality of this &lt;course&gt;</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly disagree</li> <li>• Disagree</li> <li>• Neither disagree nor agree</li> <li>• Agree</li> <li>• Strongly agree</li> <li>• Not applicable</li> </ul>	(Not postgraduate by research)
<p>Please tell us about your postgraduate research experience.</p> <p>If you have had more than one supervisor or have studied in more than one department or faculty, please respond to the questions below in relation to your most recent supervision experience, whether by one or more supervisors.</p> <p>Please interpret 'thesis' and other research-related terms in the context of your own field of education.</p>	<ul style="list-style-type: none"> <li>• Strongly disagree</li> <li>• Disagree</li> <li>• Neither disagree nor agree</li> <li>• Agree</li> <li>• Strongly agree</li> <li>• Not applicable</li> </ul>	(Postgraduate by research)

Item label	Response scale	Base
<p>Please indicate the extent to which you strongly disagree, disagree, neither agree nor disagree, agree or strongly agree with each of these statements.</p> <ul style="list-style-type: none"> <li>• Supervision was available when I needed it</li> <li>• The thesis examination process was fair</li> <li>• I had access to a suitable working space</li> <li>• I developed an understanding of the standard of work expected</li> <li>• The department provided opportunities for social contact with other postgraduate students</li> <li>• My research further developed my problem solving skills</li> <li>• My supervisor(s) made a real effort to understand difficulties I faced</li> <li>• I had good access to the technical support I needed</li> <li>• I was integrated into the department's community</li> <li>• I learned to develop my ideas and present them in my written work</li> <li>• I understood the required standard for the thesis</li> <li>• I was able to organise good access to necessary equipment</li> <li>• My supervisor(s) provided additional information relevant to my topic</li> <li>• My research sharpened my analytical skills</li> <li>• I was satisfied with the thesis examination process</li> <li>• The department provided opportunities for me to become involved in the broader research culture</li> <li>• I was given good guidance in topic selection and refinement</li> <li>• I had good access to computing facilities and services</li> <li>• I understood the requirements of thesis examination</li> <li>• Doing my research helped me to develop my ability to plan my own work</li> <li>• My supervisor(s) provided helpful feedback on my progress</li> <li>• A good seminar program for postgraduate students was provided</li> <li>• The research ambience in the department or faculty stimulated my work</li> <li>• I received good guidance in my literature search</li> <li>• The examination of my thesis was completed in a reasonable time</li> <li>• As a result of my research, I feel confident about tackling unfamiliar problems</li> <li>• There was appropriate financial support for research activities</li> <li>• Overall, I was satisfied with the quality of my higher degree research experience</li> </ul>		
Now, a couple of general questions about your <course>...		(All)
What were the best aspects of your <course>?	Open text	(All)
What aspects of your <course> were most in need of improvement?	Open text	(All)

Item label	Response scale	Base
<b>Graduate preparation</b>		
Is a <Course> or similar qualification a formal requirement for you to do your current job?	Yes No	(Working or away from job and working for employer for less than 12 months)
To what extent is it important for you to have a < Course >, or similar qualification, to be able to do your job?	Not at all important Not that important Fairly important Important Very important	(Working or away from job and working for employer for less than 12 months)
Overall, how well did your <Course > prepare you for your job?	Not at all Not well Well Very well Don't know/Unsure	(Working or away from job and working for employer for less than 12 months)
What are the main ways that <Institution > prepared you for employment in your organisation?	Text	(Working or away from job and working for employer for less than 12 months)
What are the main ways <Institution> could have better prepared you for employment in your organisation?	Text	(Working or away from job and working for employer for less than 12 months)
<b>Contact details</b>		
<b>ESS bridging</b>		

# Appendix 5

## Study area concordance

Study areas for Quality Indicators for Learning and Teaching (QILT) surveys, including the GOS, are defined in accordance with the Australian Bureau of Statistics' (ABS) Australian Standard Classification of Education (ASCED). The QILT website and in general this report

use 21 aggregated study areas as the basis of analysis. Targets for data collection are based on 45 study areas. Concordance between these study areas and ASCED fields are listed below. Details of the fields of education are available from the ABS web site.

Study area (21)		Study area (45)		ASCED field of education
1	Science and mathematics	1	Natural & physical sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical science & technology	019901, 019903, 019905, 019907, 019909
2	Computing & Information Systems	5	Computing & information systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering – other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering – process & resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering – mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering – civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering – electrical & electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering – aerospace	031500, 031501, 031503, 031505, 031507, 031599

Study area (21)		Study area (45)		ASCED field of education
4	Architecture and built environment	12	Architecture & urban environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building & construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture and environmental studies	14	Agriculture & forestry	050000, 050100, 050300, 050500, 050700, 059900
		15	Environmental studies	050900
6	Health services and support	16	Health services & support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational therapy	061703
13	Teacher education	25	Teacher education – other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher education – early childhood	070101
		27	Teacher education – primary & secondary	070103, 070105

Study area (21)		Study area (45)		ASCED field of education
14	Business and management	28	Accounting	080100, 080101
		29	Business management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales & marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management & commerce – other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking & finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903
15	Humanities, culture and social sciences	33	Political science	090100, 090101, 090103
		34	Humanities inc history & geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language & literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice studies & policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art & design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music & performing arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, media & journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport & recreation	092100, 092101, 092103, 092199
		45	Tourism, hospitality & personal services	1101000, 110300, 120100, 120300, 120500, 129999

# Appendix 6

## Additional tables

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

	Full-time employment		Overall employment		Labour force participation rate	
Study area	2017	2018	2017	2018	2017	2018
Natural & physical sciences	63.4	70.6	82.2	83.9	83.1	83.3
Mathematics	68.9	72.9	84.2	87.0	87.4	85.5
Biological sciences	53.0	57.7	79.8	81.7	81.8	81.2
Medical sciences & technology	55.8	60.3	77.9	81.5	78.9	78.5
Computing & information systems	73.1	73.0	82.0	81.0	93.2	93.3
Engineering – other	82.8	85.4	86.7	88.7	93.5	92.2
Engineering – process & resources	74.4	80.6	85.2	87.6	95.1	94.5
Engineering – mechanical	76.5	78.4	85.8	86.3	94.0	96.6
Engineering – civil	84.3	88.2	90.3	91.1	96.3	97.2
Engineering – electrical & electronic	76.1	85.5	82.9	88.8	94.4	95.9
Engineering – aerospace	70.1	70.2	86.8	82.0	94.6	93.9
Architecture & urban environments	67.6	71.6	84.4	85.9	92.8	93.9
Building & construction	91.8	93.3	94.8	94.3	95.4	97.6
Agriculture & forestry	78.9	78.6	85.8	89.5	93.1	91.2
Environmental studies	59.5	60.6	83.4	85.7	92.4	92.3
Health services & support	72.7	72.9	90.0	89.6	93.0	93.1
Public health	72.1	69.9	89.5	89.0	95.3	94.8
Medicine	96.7	95.3	96.5	94.8	94.7	96.5
Nursing	79.3	78.7	91.7	91.5	97.7	97.8
Pharmacy	95.2	97.2	95.8	97.3	95.5	97.4
Dentistry	86.8	86.8	95.7	94.0	94.9	92.5
Veterinary science	81.7	84.6	87.5	89.1	88.9	90.6
Physiotherapy	93.3	94.3	97.8	97.2	97.7	98.7
Occupational therapy	78.0	85.4	93.8	94.8	98.3	98.3



	Full-time employment		Overall employment		Labour force participation rate	
Study area	2017	2018	2017	2018	2017	2018
Teacher education – other	80.0	85.2	90.8	92.7	94.9	94.1
Teacher education – early childhood	83.4	81.4	93.8	93.3	96.0	96.5
Teacher education – primary & secondary	81.7	83.3	93.7	94.4	97.2	96.6
Accounting	78.0	80.3	86.1	88.2	97.2	96.4
Business management	76.2	77.2	88.6	88.4	96.3	96.9
Sales & marketing	72.9	74.5	87.9	89.3	97.4	96.1
Management & commerce – other	79.8	80.5	87.0	88.3	95.4	96.5
Banking & finance	79.2	79.1	86.1	86.1	95.4	96.4
Political science	60.1	64.7	84.5	86.5	92.0	93.9
Humanities inc history & geography	62.9	63.6	83.8	83.2	88.6	88.6
Language & literature	60.3	66.3	81.5	85.5	86.6	85.6
Social work	70.8	73.6	86.1	86.5	94.5	94.5
Psychology	60.3	64.4	84.9	85.3	87.2	86.2
Law	77.1	78.2	85.6	88.0	95.1	95.1
Justice studies & policing	65.4	73.9	84.3	86.8	90.7	92.2
Economics	73.8	77.2	84.4	87.0	94.9	95.5
Sport & recreation	60.3	62.6	86.9	88.5	93.9	95.3
Art & design	53.4	52.0	77.7	78.5	89.1	91.5
Music & performing arts	51.9	52.9	84.3	87.2	91.8	92.6
Communication, media & journalism	60.3	60.6	84.6	82.7	93.8	90.0
Tourism, hospitality & personal services	68.3	57.1	85.1	84.6	94.0	92.9
<b>All study areas*</b>	<b>71.8</b>	<b>72.9</b>	<b>86.5</b>	<b>87.0</b>	<b>92.0</b>	<b>91.9</b>

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

Table B Undergraduate occupation level, overall employed, by 45 study areas, 2018 (%)

Study area	Occupation group						
	Managers	Professionals	Technicians & trade	Community & personal service	Clerical & administrative	All other occupations	All employed
Natural & physical sciences	3.1	53.2	7.7	10.3	8.0	17.7	100
Mathematics	2.7	73.1	3.1	4.4	6.5	10.2	100
Biological sciences	4.3	29.4	11.1	16.3	11.5	27.3	100
Medical sciences & technology	3.7	38.2	10.7	13.8	9.1	24.5	100
Computing & information systems	4.9	67.6	9.1	3.7	4.7	10.1	100
Engineering – other	5.1	68.0	9.7	2.9	4.7	9.6	100
Engineering – process & resources	2.8	74.1	3.7	2.8	3.4	13.1	100
Engineering – mechanical	4.4	72.1	6.7	4.2	3.5	9.1	100
Engineering – civil	3.3	77.8	6.9	2.1	5.7	4.3	100
Engineering – electrical & electronic	2.5	80.3	5.5	2.3	0.9	8.5	100
Engineering – aerospace	5.7	56.6	5.0	6.9	5.0	20.8	100
Architecture & urban environments	5.4	50.2	16.9	7.7	5.8	14.1	100
Building & construction	16.9	20.0	23.8	1.2	35.0	3.1	100
Agriculture & forestry	15.1	38.3	9.9	5.2	6.8	24.7	100
Environmental studies	5.0	35.4	11.3	12.4	9.5	26.6	100
Health services & support	4.2	44.3	2.5	28.8	6.9	13.5	100
Public health	6.1	49.5	2.2	14.8	12.6	14.9	100
Medicine	0.9	91.4	0.6	2.4	1.3	3.5	100
Nursing	0.9	83.8	0.3	11.4	1.2	2.6	100
Pharmacy	0.6	94.9	1.4	0.3	0.3	2.5	100
Dentistry	0.5	55.3	0.0	42.0	0.5	1.8	100
Veterinary science	2.1	60.5	17.9	8.9	2.4	8.2	100
Physiotherapy	0.4	96.3	0.2	2.4	0.4	0.4	100

Study area	Occupation group						
	Managers	Professionals	Technicians & trade	Community & personal service	Clerical & administrative	All other occupations	All employed
Occupational therapy	0.7	88.5	0.3	6.3	1.7	2.5	100
Teacher education – other	4.1	77.2	0.6	10.8	2.0	5.4	100
Teacher education – early childhood	5.9	81.3	0.2	9.7	0.9	2.1	100
Teacher education – primary & secondary	1.4	87.5	0.5	4.3	1.9	4.4	100
Accounting	6.8	65.1	0.8	3.7	16.2	7.4	100
Business management	17.8	36.6	1.8	9.5	19.2	15.1	100
Sales & marketing	12.2	48.3	1.5	6.5	13.8	17.7	100
Management & commerce – other	10.0	56.1	1.2	3.9	16.5	12.4	100
Banking & finance	5.9	62.5	1.0	2.4	17.8	10.4	100
Political science	7.4	38.9	1.2	12.9	20.7	18.9	100
Humanities inc history & geography	7.0	34.7	2.4	18.8	17.4	19.6	100
Language & literature	6.2	40.3	2.6	16.0	14.3	20.7	100
Social work	5.1	58.5	0.7	24.1	6.6	5.0	100
Psychology	7.2	36.8	2.1	19.8	14.8	19.2	100
Law	6.2	49.7	0.5	5.3	30.4	7.9	100
Justice studies & policing	9.1	10.9	1.0	44.2	17.4	17.4	100
Economics	8.4	58.9	0.9	4.1	17.0	10.8	100
Sport & recreation	7.8	19.6	2.9	34.3	11.8	23.5	100
Art & design	5.2	38.7	4.8	13.3	9.3	28.7	100
Music & performing arts	3.8	45.4	4.9	15.2	8.8	21.9	100
Communication, media & journalism	8.6	44.5	3.1	10.9	11.9	21.0	100
Tourism, hospitality & personal services	5.5	23.3	4.1	37.0	12.3	17.8	100
<b>All study areas*</b>	<b>6.0</b>	<b>54.1</b>	<b>3.6</b>	<b>12.5</b>	<b>10.1</b>	<b>13.7</b>	<b>100</b>

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only

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

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

Table D Undergraduate overall employment, by study area, 2008–2018 (%)

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

Table E Undergraduate median starting salaries, 2008–2018, by study area (\$ '000)

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

Table F Undergraduate employment outcomes, universities only, 2017 and 2018

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

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

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.



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

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

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

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

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

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

Table K Undergraduate employment outcomes, NUHEIs only, 2017 and 2018

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

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

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

\*Where a graduate completes combined degrees across two study areas, their outcomes are included in both study areas. 'All study areas' figures count each graduate once only.

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

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

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

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

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

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



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

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

