

# 2017 Graduate Outcomes Survey – Longitudinal (GOS-L)

Medium-term graduate outcomes

OCTOBER 2017

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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 2017 Graduate Outcomes Survey – Longitudinal (GOS-L) measures the medium-term outcomes of higher education graduates based on a cohort analysis of graduates who responded to the 2014 Australian Graduate Survey (AGS). The GOS-L replaced the Beyond Graduation Survey (BGS) from 2016. The GOS-L is an ongoing part of the Quality Indicators for Learning and Teaching (QILT) survey suite.

This report examines the short-term and medium-term labour force outcomes of 2013 graduates who provided a valid response to the Australian Graduate Survey in 2014 and a valid response to the 2017 Graduate Outcomes Survey (Longitudinal). The 2017 GOS-L presents results by level of study including undergraduate, postgraduate coursework and postgraduate research whereas previously the 2016 GOS-L presented results analysing undergraduate responses only.

Participation in the GOS-L was open to any higher education institution which participated in the 2014 AGS. 55 institutions chose to participate, including 39 universities and 16 non-university higher education institutions (NUHEIs). The GOS-L achieved a 42.2 per cent response rate overall, representing 38,591 completed surveys, up from 34.2 per cent in 2016. The response rate for those who had completed an undergraduate qualification in 2013 was 40.5 per cent. For postgraduate coursework graduates, the response rate was 43.5 per cent and for postgraduate research graduates it was 55.4 per cent.

Figure 1 **Short- and medium-term outcomes**



## Basic national results

### Undergraduates

The 2017 GOS-L confirms the findings from previous BGS reports and the 2016 GOS-L National Report, that, since the Global Financial Crisis (GFC), it has taken graduates a little longer to successfully establish themselves in their careers. In 2014, 67.5 per cent of graduates were in full-time employment, four months after completing their course. However, three years later in 2017, the proportion of the same cohort of graduates in full-time employment had risen to 89.3 per cent which was the highest medium-term full-time employment outcome since 2013.

The proportion of graduates in employment in 2014, four months after completing their course was 89.7 per cent, but three years later, 91.7 per cent of the same cohort of graduates had secured employment. The labour force participation rate measures the proportion of all graduates entering the labour force. The labour force participation rate of graduates shortly after course completion was 89.3 per cent which increased over the medium-term to 91.7 per cent. Three years out the median salary level among graduates in full-time employment had increased from \$56,000 to \$68,700, an increase of 23 per cent.

Table 1 Short- and medium-term full-time employment rate for all 2007 to 2014 graduates

Short-term outcome		Medium-term outcome		Number of participating institutions
2007 <sup>i</sup>	83.6	2010 <sup>i</sup>	92.6	
2008 <sup>i</sup>	83.2	2011 <sup>i</sup>	92.8	34
2009 <sup>i</sup>	79.3	2012 <sup>i</sup>	92.2	39
2010 <sup>i</sup>	76.3	2013 <sup>i</sup>	90.2	36
2011 <sup>i</sup>	76.0	2014 <sup>i</sup>	89.2	40
2012 <sup>i</sup>	76.2	2015 <sup>i</sup>	88.5	19
2013 <sup>ii</sup>	70.9	2016 <sup>ii</sup>	88.4	51
2014 <sup>ii</sup>	67.5	2017	89.3	55

Sources: Beyond Graduation Survey 2010–2015<sup>i</sup> and Graduate Outcomes Survey – Longitudinal 2016–2017.<sup>ii</sup>

NB Results from the GOS-L are consistent with standard ABS labour force definitions unlike previous results presented in the BGS. Using the previous methodology from the BGS, the full-time employment rate in 2014 immediately upon graduation was 68.1 per cent in comparison with 67.5 per cent using the ABS/GOS-L methodology as shown above.

# 89.3%

of undergraduates in full-time employment (medium-term)

# 91.7%

of undergraduates in overall employment (medium-term)

# 91.7%

undergraduate labour force participation rate (medium-term)

Table 2 **Short- and medium-term outcomes 2014–2017**

	<b>Short-term outcome</b>	<b>Medium-term outcome</b>
In full-time employment (as a percentage of those available for full-time work)	67.5	89.3
Overall employed (as a percentage of those available for any work)	89.7	91.7
Labour force participation rate (as a percentage of all graduates)	89.3	91.7
Median salary (of those employed full-time)	\$56,000	\$68,700

## Results by study area

In 2014, the proportion of graduates in full-time employment across study areas ranged from 97.7 per cent for Medicine and 92.5 per cent for Pharmacy to 45.8 per cent for Creative arts, 48.4 per cent for Tourism, hospitality, personal services, sport and recreation and 48.0 per cent for Science and mathematics with a range between the highest and lowest full-time employment rates of 51.9 percentage points. By 2017, this range had contracted to 18.4 percentage points with full-time employment rates of 97.8 per cent for Medicine, 97.3 per cent for Rehabilitation and 95.2 per cent for Pharmacy down to 79.4 per cent for those who had completed courses in Creative arts. This continues to demonstrate an important point that while graduates from some fields of education, in particular those with generalist degrees, have weaker employment outcomes soon after completing their course, the gap in employment outcomes across fields of education tends to narrow over time.

Between 2014 and 2017 median salaries improved for graduates employed full-time from every study area. In comparison with overall growth in median full-time graduate salaries of 23 per cent, Teacher education graduates experienced the slowest growth in salaries of 17 per cent, a rise of \$10,000, while Pharmacy, Medicine and Dentistry graduates received the largest increases in salaries of 82 per cent, 59 per cent and 50 per cent, with increases from 2014 to 2017 of \$32,800, \$37,000 and \$40,000 respectively.

While employment outcomes for graduates converge over time, that is, graduates from poorer performing fields of education tend to catch up with their counterparts, the narrowing of employment outcomes continues to be replaced with greater dispersion in salary levels across fields of education over time. The overall pay gap between the highest and lowest remunerated study areas in the short-term (2014) was \$40,000 which increased to a gap of \$65,000 in the medium-term (2017).

## Results by gender

High level graduate labour market outcomes are broadly similar for males and females with the notable exception that female graduates earn substantially less than male graduates. In 2014, the gender gap in graduate median salaries was \$4,000 or 7 per cent. In 2017, for the same cohort of graduates three years later, the gender gap in graduate median salaries had risen to \$6,000 or 9 per cent.

The gender gap in graduate salaries is explained, in part, by the fact that females are more likely to graduate from fields of education which receive lower levels of remuneration. However, it is also the case that female graduates still earn less than their male counterparts within fields of education or study areas both immediately upon graduation and three years following graduation. For example, study areas with large gender gaps in salaries three years out included Architecture and built environment, \$9,700 or 16 per cent, Law and paralegal studies, \$11,000 or 15 per cent and Nursing, \$8,400 or 12 per cent. There are some exceptions to this general rule where immediately after graduation females are paid slightly more than males in Computing and information systems, \$2,000, Engineering, \$2,000, and, Agriculture and environment, \$1,000, courses. This demonstrates 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.

## Transitions

The GOS-L demonstrates the dynamic and fluid nature of the graduate labour market as graduates move in and out of jobs. For example, more than half of graduates who had completed undergraduate qualifications in 2014 and were employed part-time or unemployed immediately upon graduation had secured full-time jobs three years later, 58.1 per cent and 56.0 per cent respectively. In addition, over a third, 38.7 per cent, of persons not in the labour force upon graduation had moved into full-time employment three years later.

## Skills utilisation

As the number of graduates increases under the demand driven system, issues arise such as whether there are too many graduates and whether they are fully utilising their skills. Over time, many more of those who have completed undergraduate qualifications find work in managerial and professional occupations. These are occupations defined by the ABS as being commensurate with requiring bachelor level or higher qualifications.

In the short term, 75.3 per cent of undergraduates working full-time upon graduation were employed in managerial and professional occupations. This figure increased to 80 per cent three years after graduation. Similarly, 57.7 per cent of all employed graduates who had completed an undergraduate qualification were working in professional and managerial occupations immediately upon graduation rising to 75.5 per cent three years later.

Study areas showing large gains in the proportion of graduates employed in managerial or professional occupations after three years included Tourism, hospitality, personal services, sport and recreation, Psychology, Communications and Humanities, culture and social science.

On the whole, most graduates in employment and those in full-time work in 2017 gave positive responses about how well their original course developed their foundation, adaptive and collaborative skills. In 2017, 67.9 per cent of graduates employed full-time and 65.3 per cent of all employed graduates of undergraduate programs felt that their original qualification was 'very important' or 'important' for their current employment. Similarly, 79.2 per cent of graduates employed full-time and 76.1 per cent of all employed graduates stated they were 'very well' or 'well' prepared for employment.

**57.7%**  
of employed graduates working  
in managerial or professional  
occupations (short-term)

**75.5%**  
of employed graduates working  
in managerial or professional  
occupations (medium-term)

Three years after completing their undergraduate qualification 28.6 per cent of all employed graduates in 2017 reported that their skills and education were not fully utilised, up slightly from 28.1 per cent in 2016. Of those who were employed full-time, 23.6 per cent felt that they were not fully using their skills or education in their current positions, up slightly from 23.2 per cent in 2016.

27 per cent of all employed respondents said that they were not fully utilising their skills or education because there were no suitable jobs in their area of expertise and a further 14.5 per cent stated there were no suitable jobs in their local area. Other employed respondents gave personal reasons for working in jobs that did not fully utilise their skills or education such as the 17.0 per cent who were engaged in further study.

Employed Tourism, hospitality, personal services, sport and recreation, Psychology, Humanities, culture and social sciences and Science and mathematics graduates were most likely to report that they were not fully utilising their skills or education in their current job, 48.7 per cent, 43.0 per cent, 41.3 per cent and 41.3 per cent respectively. Of these employed graduates 24.7 per cent for Psychology, 28.2 per cent for Humanities, culture and social science, and 31.0 per cent for Science and mathematics said the main reason this was the case was because there were no suitable jobs in their area of expertise.

### Further study

Around a quarter, or 23.4 per cent, of respondents were engaged in further study four months after completing their qualification. Fewer students, 13.1 per cent, had subsequently moved into further study three years following graduation. Society and culture and Health were the most popular fields of education immediately following graduation, attracting 29.0 per cent and 20.9 per cent respectively. Of graduates who were engaged in further full-time study in 2017 the most popular field of education was Health, attracting 35.4 per cent of these respondents.

### Postgraduate coursework graduates

In 2014, 82.6 per cent of postgraduate coursework graduates were in full-time employment four months after completing their course. Three years later in 2017, the proportion in full-time employment had risen to 91.9 per cent which was substantially higher than for those who had completed undergraduate qualifications. The proportion of graduates in employment in 2014, four months after completing their course was 93.2 per cent, and three years later remained strong with, 93.6 per cent having secured employment. The labour force participation rate measures the proportion of all graduates entering the labour force. The labour force participation rate of graduates shortly after course completion was 94.3 per cent which was unchanged over the medium-term. Three years out, the median salary level of postgraduate coursework graduates in full-time employment increased from \$80,000 to \$90,000, an increase of 13 per cent. The improvement in employment and salary outcomes of postgraduate coursework graduates three years out is much less than for undergraduates. In part, this reflects the fact many postgraduate coursework graduates are well established in their careers before they commence further study. This is demonstrated by the higher proportion of postgraduate coursework graduates who study externally as they combine careers and study.

# 91.9%

of postgraduate coursework graduates in full-time employment (medium-term)

# 93.6%

of postgraduate coursework graduates in overall employment (medium-term)

# 94.3%

postgraduate coursework graduate labour force participation rate (medium-term)

Table 2b **Short- and medium-term postgraduate coursework outcomes 2014–2017**

	Short-term outcome	Medium-term outcome
In full-time employment (as a percentage of those available for full-time work)	82.6	91.9
Overall employed (as a percentage of those available for any work)	93.2	93.6
Labour force participation rate (as a percentage of all graduates)	94.3	94.3
Median salary (of those employed full-time)	\$80,000	\$90,000

### Postgraduate research graduates

In 2014, 77.1 per cent of postgraduate research graduates were in full-time employment compared with 67.5 per cent of those who had completed undergraduate qualifications. However, this is lower than for those who completed postgraduate coursework qualifications who were more likely to be in full-time employment with 82.6 per cent, four months after completing their course. However, three years later in 2017, the gap in full-time employment rates between these groups of graduates had narrowed substantially with 90.9 per cent of postgraduate research graduates in full-time employment compared with 89.3 per cent of undergraduates and 91.9 per cent of postgraduate coursework graduates.

The proportion of postgraduate research graduates in employment in 2014, four months after completing their course was 92.4 per cent and three years later this had increased slightly to 93.6 per cent. The labour force participation rate of postgraduate research graduates shortly after course completion was 93.3 per cent which was largely unchanged in the medium-term at 93.5 per cent. Three years out the median salary level among postgraduate research graduates in full-time employment had increased from \$80,000 to \$99,600, an increase of 25 per cent which was faster than the growth in undergraduate or postgraduate coursework graduates' salaries.

Table 2c **Short- and medium-term postgraduate research outcomes 2014–2017**

	Short-term outcome	Medium-term outcome
In full-time employment (as a percentage of those available for full-time work)	77.1	90.9
Overall employed (as a percentage of those available for any work)	92.4	93.6
Labour force participation rate (as a percentage of all graduates)	93.3	93.5
Median salary (of those employed full-time)	\$80,000	\$99,600

**90.9%**

of postgraduate research graduates in full-time employment (medium-term)

**93.6%**

of postgraduate research graduates in overall employment (medium-term)

**93.5%**

postgraduate research graduate labour force participation rate (medium-term)



# Contents

Executive summary	ii	3 Postgraduate results	23
List of tables	ix	3.1 Postgraduate coursework	23
1 Overview of the 2017 GOS-L	1	3.2 Postgraduate research	36
2 Undergraduate results	2	Appendix	
2.1 Medium-term employment outcomes	2	1 Participating institutions and response characteristics	46
2.2 Employment outcomes by study area	4	2 Definitions	67
2.3 Employment outcomes by demographic group	7	3 GOS-L 2017 methodological summary	68
2.4 Undergraduate employment pathways, 2014 to 2017	7	4 Supplementary tables	71
2.5 Undergraduate skills formation and utilisation	11	5 2016 GOS-L item summary	76
2.6 Graduates in further full-time study	19		
2.7 Changes in undergraduate outcomes results – 2016 and 2017 GOS-L	22		

# List of tables

1	Short- and medium-term full-time employment rate for all 2007 to 2014 graduates	iii	10	Proportion of employed graduates working in managerial or professional occupation, 2014 and 2017 (%) – undergraduate	12	19	Broad field of education (BFOE) destinations of graduates undertaking further full-time study – (%) undergraduate	21
2	Short- and medium-term outcomes 2014–2017	iv	11	Proportion of employed graduates working in occupational groups, 2014 and 2017, by study area (%) – undergraduate	13	20	Employment history of graduates, by full-time study status in 2017 – undergraduate	22
2b	Short- and medium-term postgraduate coursework outcomes 2014–2017	vii	12	Importance of qualification for current employment in 2017 (%) – undergraduate	14	21	GOS-L 2016 and 2017 Time series, short- and medium-term outcomes for undergraduates	22
2c	Short- and medium-term postgraduate research outcomes 2014–2017	vii	13	Extent to which qualification prepared graduate for employment in 2017 (%) – undergraduate	14	22	Short- and medium-term outcomes for all 2013 postgraduate coursework graduates by gender	23
3	Short- and medium-term full-time employment rate for undergraduates 2007 to 2014	2	14	Graduates average ratings of their attributes (%) – undergraduate	16	23	Short- (2014) and medium-term (2017) outcomes for 2013 postgraduate coursework graduates by study area	26
4	Short- and medium-term outcomes for undergraduates by gender	3	15	Main reason for working in job in 2017 that doesn't fully use skills and education (%) – undergraduate	17	24	Postgraduate coursework graduates short- and medium-term outcomes by demographic group	28
5	Short- (2014) and medium-term (2017) outcomes for undergraduates by study area	5	16	Extent to which skills and education not fully utilised and main reason being no suitable jobs in my area of expertise by study area (%) – undergraduate	18	25	Labour force transitions of postgraduate coursework graduates between 2014 and 2017, as a percentage of labour market category in 2014	28
6	Short- and medium-term outcomes by demographic group	8	17	Labour market outcomes of graduates, by full-time study status – undergraduate	19	26	Labour force transitions of postgraduate coursework graduates by gender between 2014 and 2017, as percentage of labour market category in 2014	30
7	Labour force transitions of undergraduates between 2014 and 2017, as a percentage of labour market category in 2014	8	18	Demographic profile of graduates in further full-time study (%) – undergraduate	20	27	Employment history of postgraduate coursework graduates in the labour market in 2017	31
8	Labour force transitions of undergraduates by gender between 2014 and 2017, as percentage of labour market category in 2014	9						
9	Employment history of graduates in the labour market in 2017	10						

# List of tables continued

28	Proportion of employed postgraduate coursework graduates working in managerial or professional occupations, 2014 and 2017 (%)	31	37	Labour force transitions of postgraduate research graduates between 2014 and 2017, as a percentage of labour market category in 2014	40
29	Importance of postgraduate coursework qualification for current employment in 2017 (%)	32	38	Labour force transitions of postgraduate research graduates by gender between 2014 and 2017, as percentage of labour market category in 2014	41
30	Extent to which postgraduate coursework qualification prepared graduate for employment in 2017 (%)	33	39	Employment history of postgraduate research graduates in the labour market in 2017	41
31	Postgraduate coursework graduates average ratings of their attributes (%)	33	40	Proportion of employed postgraduate research graduates working in managerial or professional occupations, 2014 and 2017	43
32	Main reason for postgraduate coursework graduates working in job in 2017 that doesn't fully use skills and education (%)	34	41	Importance of postgraduate research qualification for current employment in 2017 (%)	44
33	Extent to which skills and education not fully utilised and main reason being no suitable jobs in my area of expertise by study area (%)	35	42	Extent to which postgraduate research qualification prepared graduate for employment in 2017 (%)	44
34	Short- and medium-term outcomes for all 2013 postgraduate coursework graduates by gender	36	43	Postgraduate research graduate average ratings of their attributes (%)	45
35	Short- (2014) and medium-term (2017) outcomes for 2013 research graduates by study area	38	44	Main reason for working in job in 2017 that doesn't fully use skills and education (%)	45
36	Postgraduate research graduates short- and medium-term outcomes by demographic group	39			

# 1 Overview of the 2017 GOS-L

Since the Global Financial Crisis (GFC), it has taken graduates a little longer to successfully establish themselves in the labour market. The previous Beyond Graduation Survey (BGS) conducted by Graduate Careers Australia and the 2016 Graduate Outcomes Survey (Longitudinal) have shown that while initial graduate employment outcomes, that is four months after completing their course, have deteriorated since the GFC, nevertheless a few years later many more graduates were successful in finding jobs.

The Graduate Outcomes Survey – Longitudinal (GOS-L), which provides information on the medium-term outcomes of higher education graduates, has been included as part of the Quality Indicators for Learning and Teaching (QILT) survey suite and replaces the BGS from 2016.

Participation in the 2017 GOS-L was open to any higher education institution that took part in the 2014 Australian Graduate Survey (AGS) (see Appendix 1). In all, 39 out of 40 invited universities and 16 out of 16 invited non-university higher education institutions chose to participate in the 2017 survey.

The findings in this report are based on a cohort analysis of graduates who responded to the 2014 Australian Graduate Survey (AGS) and the 2017 GOS-L. Graduates who completed the 2014 AGS had received a qualification from an Australian higher education institution in 2013.

The Social Research Centre administered the GOS-L in February 2017 with the assistance of all 55 participating institutions. A 42.2 per cent response rate was achieved representing a total of 38,591 surveys from all study levels, up from 34.2 per cent in 2016. A response rate of 40.5 per cent was achieved for graduates who

had completed undergraduate qualifications in 2013. Postgraduate coursework and postgraduate research graduates were also approached achieving a total of 13,921 and 2075 completed surveys with response rates of 43.5 per cent and 55.4 per cent respectively.

The research approach used was consistent with other student and graduate QILT surveys, the Student Experience Survey (SES) and the Graduate Outcomes Survey (GOS). The national online survey was undertaken over a four-week data collection period in February 2017 and supported by a proven response maximisation strategy. After an initial email invitation, seven reminder emails were sent to non-responders via a combination of personal and institutional email addresses. All respondents were eligible to enter a rolling prize draw (see Appendix 3 for a summary of the GOS-L methodology).

The demographic profile of survey respondents generally reflected the graduate population. As such, unweighted data is analysed in this report.

While the GOS-L questionnaire primarily captures data on labour force outcomes and job history in the three years after graduation, additional items investigate further study activity and provide the opportunity for feedback on the graduate's original higher education course in the context of their current employment.

This report describes the medium-term labour force outcomes for GOS-L respondents who completed undergraduate, postgraduate coursework or postgraduate research qualifications in 2013 and completed the Australian Graduate Survey in 2014. Definitions of terms and acronyms used in the report are listed in Appendix 2.

## 2 Undergraduate results

### 2.1 Medium-term employment outcomes

The 2017 GOS-L confirms the findings from previous BGS reports and the 2016 GOS-L that, since the GFC, it has taken graduates who had completed undergraduate qualifications a little longer to successfully establish

themselves in their careers. In 2014, 67.5 per cent of graduates available for full-time work were in full-time employment, four months after completing their course.

However, three years later in 2017, the proportion of the same cohort of graduates in full-time employment had risen by nearly 22 percentage points to 89.3 per cent.

Table 3 Short- and medium-term full-time employment rate for undergraduates 2007 to 2014

Short-term outcome		Medium-term outcome		Number of participating institutions
2007	83.6	2010	92.6	31
2008	83.2	2011	92.8	34
2009	79.3	2012	92.2	39
2010	76.3	2013	90.2	36
2011	76.0	2014	89.2	40
2012	76.2	2015	88.5	19
2013	70.9	2016	88.4	51
2014	67.5	2017	89.3	55

Sources: Beyond Graduation Survey 2010–2015<sup>i</sup> and Graduate Outcomes Survey – Longitudinal 2016–2017.<sup>ii</sup>

NB Results from the GOS-L are consistent with standard ABS labour force definitions unlike previous results presented in the BGS. Using the previous methodology from the BGS, the full-time employment rate in 2014 immediately upon graduation was 68.1 per cent in comparison with 67.5 per cent using the ABS/GOS-L methodology as shown above.

Likewise, Table 4 shows that the proportion of graduates in employment, either full-time or part-time, four months after completing their course was 89.7 per cent, but three years later this had risen to 91.7 per cent.

The labour force participation rate, showing the proportion of graduates in the workforce, increased from 89.3 per cent four months after completing their course to 91.7 per cent three years later for the same cohort of graduates surveyed in 2017.

Three years out, not only are graduates more successful in finding employment, but they also achieve substantial growth in salary levels. In 2014, among graduates in full-time employment four months after their course, the median salary level was \$56,000. Three years later in 2017, the median salary level of the same cohort of graduates in full-time employment had risen by 23 per cent to \$68,700.

Table 4 Short- and medium-term outcomes for undergraduates by gender

	Short-term outcome 2014			Medium-term outcome 2017		
	Male	Female	Total	Male	Female	Total
Full-time employment (as a percentage of the full-time labour force i.e. those available for full-time work)	67.8	67.3	67.5	89.4	89.2	89.3
Overall employment (as a percentage of the labour force i.e. those available for any work)	87.7	90.8	89.7	91.2	92.1	91.7
Labour force participation rate (as a percentage of all graduates)	88.6	89.6	89.3	91.8	91.6	91.7
Median salary (of those employed full-time)	\$59,000	\$55,000	\$56,000	\$72,000	\$66,000	\$68,700

Table 4 also shows that high level graduate labour market outcomes are broadly similar for males and females with the notable exception that female graduates earn considerably less than male graduates. In 2014, the gender gap in graduate median salaries was \$4,000 or 7 per cent. In 2017, for the same cohort of graduates three years later, the gender gap in graduate median salaries was \$6,000 or 9 per cent. Previous research suggests that one of the key factors contributing to the gender gap in graduate median 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.<sup>1</sup> However, female graduates often earn less than their male graduates within the same field of education and this issue is explored below.

<sup>1</sup> Graduate Careers Australia (2014), An analysis of the gender wage gap in the Australian graduate labour market, 2013

Three years out, not only are undergraduates more successful in finding employment, but they also achieve substantial growth in salary levels

23%

rise in median salary 2014–2017

## 2.2 Employment outcomes by study area

In 2014, the proportion of graduates in full-time employment across study areas ranged from 97.7 per cent for Medicine and 92.5 per cent for Pharmacy to 45.8 per cent for Creative arts, 48.4 per cent for Tourism, hospitality and personal services and 48.0 per cent for Science and mathematics. By 2017, the gap between study areas for those with the highest and lowest full-time employment rate had contracted to 18.4 percentage points with figures of 97.8 per cent for Medicine, 97.3 per cent for Rehabilitation and 95.2 per cent for Pharmacy down to 79.4 per cent for those who completed courses in Creative arts. This continues to demonstrate an important point that while graduates from some fields of education, in particular those with generalist degrees have weaker employment outcomes in the short-term, the gap in employment outcomes across field of education tends to narrow over time from a difference in full-time employment rates in 2014 of 51.9 percentage points to 18.4 percentage points in 2017. This is also shown by the reduction in the standard deviation of full-time employment outcomes across study areas from 14.5 percentage points in 2014 to 4.8 percentage points for the same cohort of graduates three years later in 2017.

For example, the full-time employment rate for graduates who completed Science and mathematics undergraduate degrees increased by 35.5 percentage points to 83.5 per cent and Humanities, culture and social sciences by 27.0 percentage points to 84.5 per cent whereas for Medicine it increased by only 0.1 percentage points, Pharmacy by 2.7 percentage points and Veterinary Science by 6.3 percentage points.

In terms of overall employment, short-term outcomes were weakest for graduates from Science and mathematics, 85.0 per cent, Computing and information systems, 85.8 per cent, Creative arts, 85.8 per cent, Agriculture and built environment, 86.1 per cent, and Engineering, 86.3 per cent. Three years later Science and mathematics still had the weakest overall employment outcomes with 86.0 per cent in employment in 2017 followed by Psychology, 88.0 per cent, Tourism, hospitality, personal services, sport and recreation, 89.1 per cent, Creative arts, 89.3 per cent and Communications, 89.4 per cent.

Graduates in Medicine had the highest overall employment rate of 99.1 per cent in the short-term along with Pharmacy with 98.5 per cent. Three years later, in 2017, overall employment for Medicine graduates had dropped slightly to fourth place after Rehabilitation with 97.9 per cent, Pharmacy at 97.5 per cent and Nursing at 96.2 per cent.

Once again, the gap in outcomes across study areas measured in terms of overall employment, full-time and part-time, does narrow with the study areas with the weakest employment outcomes initially upon graduation tending to increase at a faster rate over time. The standard deviation in total employment across study areas declined slightly from 4.3 percentage points in 2014 to 3.3 percentage points in 2017.

In the short-term, the labour force participation rate, those employed or seeking work as a proportion of all graduates, was highest for those who completed courses in Tourism, hospitality, personal services, sport and recreation with 97.8 per cent, Rehabilitation with 97.4 per cent, Teacher education with 96.3 per cent and Nursing with 96.2 per cent. The lowest labour force participation rate was for Science and mathematics graduates with 76.8 per cent followed by Veterinary science with 83.3 per cent.

...while graduates from some fields of education, in particular those with generalist degrees, have weaker employment outcomes in the short-term, the gap in employment outcomes across field of education tends to narrow over time...

Table 5 Short- (2014) and medium-term (2017) outcomes for undergraduates by study area

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
	2014	2017	2014	2017	2014	2017	2014	2017
Science and mathematics	48.0	83.5	85.0	86.0	76.8	77.3	52,000	62,000
Computing and information systems	72.4	93.3	85.8	94.7	92.2	95.9	57,500	72,000
Engineering	71.8	91.6	86.3	92.7	91.4	94.9	63,000	75,900
Architecture and built environment	65.6	89.4	86.7	91.8	89.8	96.7	52,000	65,000
Agriculture and environmental studies	58.4	86.7	86.1	90.2	86.8	89.6	53,500	64,000
Health services and support	65.8	90.5	92.7	94.0	92.4	94.1	57,500	69,400
Medicine	97.7	97.8	99.1	95.4	94.2	93.5	63,000	100,000
Nursing	78.8	92.4	95.6	96.2	96.2	94.5	55,000	68,000
Pharmacy	92.5	95.2	98.5	97.5	89.0	77.9	40,000	72,800
Dentistry	81.8	93.5	89.6	95.7	93.5	95.1	80,000	120,000
Veterinary science	82.8	89.1	92.8	89.9	83.3	92.7	46,600	61,000
Rehabilitation	81.5	97.3	95.5	97.9	97.4	96.2	57,000	69,500
Teacher education	70.1	91.3	93.6	90.7	96.3	93.4	59,000	69,000
Business and management	72.9	93.4	90.8	94.6	93.4	96.2	54,000	70,000
Humanities, culture and social sciences	57.5	84.5	87.2	89.8	84.4	91.3	53,900	65,000
Social work	72.7	88.9	89.4	91.9	92.3	93.0	55,000	67,800
Psychology	53.4	83.3	89.2	88.0	85.9	89.4	52,300	65,000
Law and paralegal studies	69.7	92.2	89.7	93.8	92.6	96.3	60,000	75,000
Creative arts	45.8	79.4	85.8	89.3	85.5	93.2	45,000	55,000
Communications	52.5	85.0	86.6	89.4	91.4	94.7	45,000	60,000
Tourism, hospitality, personal services, sport and recreation	48.4	88.6	88.9	89.1	97.8	100	n/a	58,000
<b>All study areas</b>	<b>67.5</b>	<b>89.3</b>	<b>89.7</b>	<b>91.7</b>	<b>89.3</b>	<b>91.7</b>	<b>56,000</b>	<b>68,700</b>
<b>Standard deviation</b>	<b>14.5</b>	<b>4.8</b>	<b>4.3</b>	<b>3.3</b>	<b>5.3</b>	<b>5.6</b>	<b>8,400</b>	<b>14,500</b>

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



After three years, labour force participation remains lowest for Science and mathematics graduates, with 77.3 per cent and has decreased for Pharmacy graduates to 77.9 per cent. The highest labour force participation rate three years after graduation was in Tourism, hospitality, personal services, sport and recreation with 100 per cent and Architecture and built environment with 96.7 per cent. Law and paralegal studies, Business and management and Rehabilitation graduates also had labour force participation rates over 96 per cent. The gap in labour force participation rates across study areas actually increased slightly over time with the standard deviation increasing from 5.3 percentage points to 5.6 percentage points.

Between 2014 and 2017, median salaries improved for graduates of undergraduate programs employed full-time in every study area. In comparison with overall growth in median full-time graduate salaries of 23 per cent, Teacher education graduates experienced the slowest growth in salaries of 17 per cent or \$10,000. Science and mathematics and Creative arts recorded an increase in median salaries of \$10,000 which represents a higher percentage increase of 19 per cent and 22 per cent respectively because they started from a lower base than Teacher education graduates. Pharmacy graduates received the largest increase in salaries of 82 per cent (\$32,800). Medicine graduates also experienced a large increase in median salary of 59 per cent (\$37,000) as did Dentistry with an increase of 50 per cent, representing a \$40,000 increase.

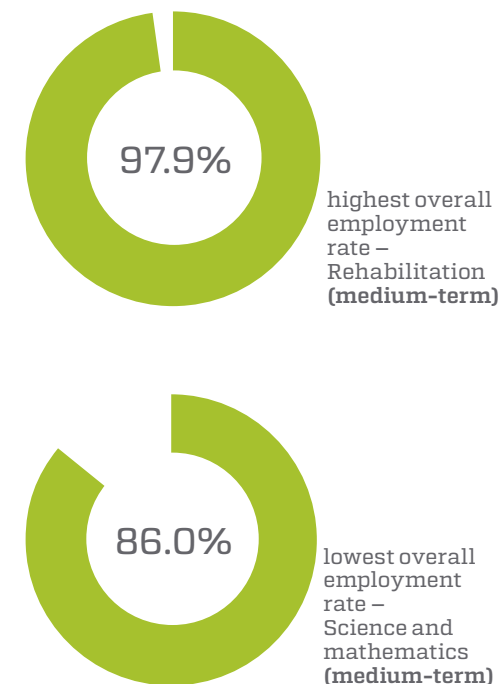
While employment outcomes for graduates converge over time, this appears to be replaced with greater dispersion in salary levels over time. The standard deviation in median full-time graduate

salaries across study areas increased from \$8,400 immediately upon graduation to \$14,500 for the same cohort of graduates three years later. That is, the labour market appears to be making a judgement about graduates from different fields of education and this is reflected in employment outcomes immediately upon graduation. However, a few years later when most graduates have settled into employment, the variation in salary outcomes is instead reflected in a growing dispersion in salary levels among graduates from different fields of education.

Short and medium-term labour force outcomes are reported by gender in Table 4.1 in Appendix 4. Notwithstanding research suggests that females tend to graduate from fields of education with lower salary levels, female graduates within fields of education or study areas still earn less than their male counterparts both immediately upon graduation and three years following graduation. For example, study areas with large gender gaps in salaries three years out included Architecture and built environment, \$9,700 or 16 per cent, Law and paralegal studies, \$11,000 or 15 per cent and Nursing, \$8,400 or 12 per cent.

There are a few exceptions to this general rule, immediately upon graduation females in Computing and information systems, Engineering and Agriculture and environmental studies earned slightly more than their male colleagues, However, by 2017 females were earning less than males in all study areas other than Medicine and Communications where their median salary was equivalent to males. This demonstrates 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.<sup>2</sup>

Figure 2 Medium-term outcomes



<sup>2</sup> Graduate Careers Australia (2014), An analysis of the gender wage gap in the Australian graduate labour market, 2013

## 2.3 Employment outcomes by demographic group

Short-term and medium-term outcomes relating to full-time employment, overall employment and labour force participation were generally comparable (if slightly higher) for graduates aged 30 and under, than those who were over 30, as shown in Table 6. The only exception being that older graduates had higher full-time employment in the short-term in 2014 by 7.1 percentage points. Median salaries were initially higher for older graduates, \$62,000, in comparison with \$55,000 for younger graduates and this gap persists in the medium-term.

Indigenous graduates have higher employment outcomes in the short-term but non-Indigenous graduates have higher employment in the medium-term. Indigenous graduates also appear to have lower labour force participation both in the short and medium-term. Indigenous graduates in full-time work consistently earned higher median salaries than non-Indigenous graduates both just after graduation and three years later. Note the relatively small number of Indigenous respondents means these estimates are less reliable – see Appendix 1 for response characteristics.

Recent graduates who spoke a language other than English at home were less likely to be in full-time employment or any type of employment and had lower rates of labour force participation in the short-term, than English speakers. By the medium-term, the gap had narrowed markedly in relation to all labour market metrics but was still present three years after graduation.

Graduates who reported a disability experienced lower rates of employment and labour force participation in the short-term and this gap persisted in the medium-term. Full-time employment rates were 9.6 percentage points lower for graduates with a reported disability and still 8.9 percentage points lower three years later. The difference in overall employment rates also

decreased over the three-year period, from a 7.3 percentage point difference to 5.9 percentage points. Graduates who reported a disability also had the lowest labour force participation rate of any group, being 79.4 per cent in the short-time and 84.6 per cent in the medium-term.

External/distance graduates had more favourable short-term labour market outcomes than internal/multi-mode graduates in all categories and this advantage persisted into the medium-term in 2017, confirming previous findings. This may be the result of external graduates maintaining links with previous employers and jobs while studying, giving them a head-start in the labour market upon graduation.

## 2.4 Undergraduate employment pathways, 2014 to 2017

One of the key benefits of undertaking a longitudinal survey of graduates is that it permits the tracking of the progress of individual graduates through the labour market over time. As such, it is able to demonstrate the dynamic and fluid nature of the graduate labour market as graduates move in and out of jobs and between different labour market states in the three years following graduation.

Table 7 shows that there were some significant changes in the labour market status of graduates in the three years following their graduation. Of those in full-time employment in 2014, the overwhelming majority, 83.2 per cent, remained in full-time employment three years later. A further 8.8 per cent had moved into part-time employment, 4.2 per cent had left the labour force while only 3.7 per cent were unemployed.

Table 6 Short- and medium-term outcomes by demographic group

		Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
		2014	2017	2014	2017	2014	2017	2014	2017
<b>Age</b>	30 years or under	66.3	89.7	89.8	91.9	89.6	92.1	55,000	67,400
	Over 30 years	73.4	87.0	89.3	91.1	87.6	89.5	62,000	75,000
<b>Indigenous</b>	Indigenous	76.3	88.7	91.4	91.1	87.2	89.8	61,000	70,000
	Non-Indigenous	67.3	89.3	89.7	91.8	89.3	91.7	56,000	68,500
<b>Home language</b>	English	68.4	89.5	90.6	92.1	89.8	91.8	56,000	68,100
	Language other than English	60.2	87.3	82.2	89.4	85.1	90.4	56,000	69,000
<b>Disability</b>	Reported disability	58.1	80.7	82.6	86.1	79.4	84.6	56,300	68,000
	No disability	67.7	89.6	89.9	92.0	89.6	92.0	56,000	68,900
<b>Study mode</b>	Internal/mixed	66.2	89.0	89.4	91.5	89.1	91.6	55,000	68,000
	External/distance	82.4	92.6	92.6	94.5	91.4	93.1	64,000	77,200

Table 7 Labour force transitions of undergraduates between 2014 and 2017, as a percentage of labour market category in 2014

2014 labour market status	2017 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Employed full-time	83.2	8.8	3.7	4.2	100
Employed part-time	58.1	26.3	7.9	7.7	100
Unemployed	56.0	19.8	16.1	8.1	100
Not in the labour force	38.7	19.5	14.5	27.4	100

Among the largest changes in the labour market status of graduates were those who were previously employed part-time or unemployed who were able to make a transition to full-time employment. More than half of graduates employed part-time or unemployed immediately upon graduation had secured full-time jobs three years later, 58.1 per cent and 56.0 per cent respectively. Around a quarter, 26.3 per cent, of part-time employees remained working part-time. On the other hand, among graduates who were

unemployed in 2014, 19.8 per cent had found part-time work while 16.1 per cent remained unemployed and 8.1 per cent had dropped out of the labour force three years later.

Graduates not in the labour force in the short-term had more varied outcomes over the medium-term. Just over a third, 38.7 per cent, were in full-time employment, 27.4 per cent remained out of the labour force, 19.5 per cent moved into part-time employment while 14.5 per cent had commenced looking for work, but were unemployed.

More than half of graduates employed part-time or unemployed immediately upon graduation had secured full-time jobs three years later...

Table 8 Labour force transitions of undergraduates by gender between 2014 and 2017, as percentage of labour market category in 2014

2014 labour market status	2017 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
<b>Males</b>					
Employed full-time	88.7	4.1	3.6	3.5	100
Employed part-time	61.1	21.6	8.9	8.4	100
Unemployed	59.6	14.7	18.3	7.4	100
Not in the labour force	42.6	14.6	14.6	28.1	100
<b>Females</b>					
Employed full-time	79.8	11.8	3.8	4.6	100
Employed part-time	56.8	28.3	7.5	7.4	100
Unemployed	53.3	23.5	14.5	8.7	100
Not in the labour force	36.3	22.4	14.3	26.9	100

Labour market flows data indicates there is greater dynamism and flexibility in the female labour market and this is confirmed for the graduate labour market. Another finding, that males have greater attachment to full-time work is corroborated for the graduate labour market. For example, Table 8 shows that male graduates employed full-time four months after graduation were more likely to remain in full-time employment three years later, 88.7 per cent for male graduates in comparison with 79.8 per cent for female graduates. Male graduates were more likely to remain unemployed at 18.3 per cent as against 14.5 per cent for female graduates and more likely to remain outside the labour force, 28.1 per cent and 26.9 per cent respectively. The only exception being that female graduates had a far greater attachment to part-time employment with 28.3 per cent of female graduates remaining in part-time jobs after graduation and three years later in comparison with 21.6 per cent of males.

Table 9 summarises the main features of the medium-term employment history of graduates who were in the labour market in 2017. More than 40 per cent of graduates who were working in the medium-term had changed jobs in the past three years. Around 28 per cent of full-time and overall employed graduates reported that they had only worked for their current employer for less than 12 months.

Over 40 per cent of employed graduates indicated that they had changed occupations within the same business, including promotions. A slightly higher proportion of those working full-time, 44.8 per cent, reported they had changed roles in the same business.

Median salaries increased for both full-time employed and all employed graduates between 2014 and 2017 by \$12,700 and \$21,000 respectively. Overall, this pattern of results suggests that many graduates are in a state of transition immediately upon graduation, where over time they move to occupations and jobs that are potentially more closely aligned with their new qualification.

# 43.3%

of graduates in overall employment changed job (medium-term)

# 40.7%

of graduates in overall employment changed occupation level (medium-term)

**Table 9 Employment history of graduates in the labour market in 2017**

	Full-time employment	Overall employment
% changed job (2014–2017)	42.3	43.3
% worked for employer < 12 months	27.6	27.9
% changed roles within same business – including promotions (2014–2017)	44.8	40.3
% changed occupation level (2014–2017)	41.2	40.7
Median salary 2014	\$56,000	\$43,000
Median salary 2017	\$68,700	\$64,000

## 2.5 Undergraduate skills formation and utilisation

Table 10 shows the proportion of graduates employed full-time and in overall employment working in managerial or professional occupations in both the short-term and the medium-term.

Managerial and professional occupations, at Skill Level 1 in the ANZSCO classification, have a level of skill commensurate with a bachelor degree or higher.<sup>3</sup> In 2014, four months after graduation, 75.3 per cent of graduates employed full-time were working in managerial or professional occupations. Graduates employed part-time were less likely to be employed in managerial and professional occupations as 57.7 per cent of all employed graduates were working in these occupations four months after course completion.

Three years later, the proportion of graduates employed full-time and working in managerial or professional occupations had increased by 4.7 percentage points to 80.0 per cent. Many graduates working part-time had secured work in managerial or professional occupations as the proportion of all employed graduates working in those occupations had increased by 17.8 percentage points to 75.5 per cent.

As Table 10 demonstrates, the proportion of male and female graduates working full-time in managerial or professional occupations is broadly similar in the short-term and shows similar growth rates over the medium-term but with slightly more males working full-time moving into managerial occupations than females (with 13.0 per cent compared with 9.8 per cent for females representing growth of 4.9 percentage points and 3.4 percentage points respectively).

<sup>3</sup> Occupations at Skill Level 1 have a level of skill commensurate with a bachelor degree or higher qualification. At least five years of relevant experience may substitute for the formal qualification. In some instances, relevant experience and/or on-the-job training may be required in addition to the formal qualification. ABS, 1220.0, Australian and New Zealand Standard Classification of Occupations (ANZSCO) 2013.

Table 11 shows the proportion of graduates employed by occupational group over the short-term and medium-term by study area. Four months after graduation, over 90 per cent of Medicine graduates and over 80 per cent of Rehabilitation, Nursing, and Teacher education graduates were working in managerial or professional occupations.

On the other hand, only 27.5 per cent of employed Tourism, hospitality, personal services, sport and recreation graduates, 35.6 per cent of Psychology, 35.9 per cent of Humanities, culture and social science, and 36.2 per cent of employed Science and mathematics graduates were working in managerial or professional occupations.

While the gap between the highest and lowest proportion of graduates working in managerial and professional occupations was very high in 2014 with 64.7 percentage points separating the highest, Medicine, from the lowest, Tourism, hospitality, personal services, sport and recreation, this gap had narrowed somewhat with the overall gap between the highest (Rehabilitation) and lowest (Tourism, hospitality, personal services, sport and recreation) dropping to 39.4 percentage points by 2017.

Study areas that showed large gains in the proportion of graduates employed in managerial or professional occupations after three years were Tourism, hospitality, personal services, sport and recreation, 30.0 percentage points, Psychology, 29.0 percentage points, Communications, 27.3 percentage points and Humanities, culture and social science, 26.7 percentage points. Areas which showed the smallest gains were the more vocationally specific areas of Dentistry, Medicine and Teacher education.

# 75.3%

of full-time undergraduates working in managerial or professional occupations (short-term)

# 80.0%

of full-time undergraduates working in managerial or professional occupations (medium-term)

Table 10 Proportion of employed graduates working in managerial or professional occupation, 2014 and 2017 (%) – undergraduate

Occupation	Full-time employment (%)		Overall employment (%)	
	2014	2017	2014	2017
<b>Occupation all graduates</b>				
Managers	7.1	11.0	5.2	9.7
Professionals	68.2	69.0	52.5	65.8
Technicians & trades workers	3.6	3.3	3.8	3.5
Community & personal service workers	6.6	4.7	12.2	6.5
Clerical & administrative workers	10.1	9.0	11.4	9.5
All other occupations	4.4	2.9	14.8	5.0
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Occupation males</b>				
Managers	8.1	13.0	6.3	11.7
Professionals	66.9	67.4	53.6	64.3
Technicians & trades workers	5.3	5.0	5.5	5.2
Community & personal service workers	6.2	4.1	10.7	5.8
Clerical & administrative workers	8.1	6.8	9.0	7.2
All other occupations	5.5	3.7	14.8	5.8
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Occupation females</b>				
Managers	6.4	9.8	4.6	8.5
Professionals	69.1	70.1	52.0	66.6
Technicians & trades workers	2.5	2.3	2.9	2.5
Community & personal service workers	6.9	5.1	13.0	6.9
Clerical & administrative workers	11.3	10.4	12.7	10.8
All other occupations	3.8	2.4	14.8	4.6
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Figure 3 Percentage of employed undergraduates working in managerial or professional occupations (medium-term)



Table 11 Proportion of employed graduates working in occupational groups, 2014 and 2017, by study area (%) – undergraduate

Study area	Managers		Professionals		Technicians & trade		Community & personal service		Clerical & administrative		All other occupations		All employed	
	2014	2017	2014	2017	2014	2017	2014	2017	2014	2017	2014	2017	2014	2017
Science and mathematics	2.7	5.4	33.5	56.7	11.0	11.2	17.8	8.0	9.8	9.8	25.2	8.8	100	100
Computing and information systems	7.3	10.8	63.3	69.7	11.4	9.3	2.4	1.5	6.2	6.0	9.5	2.7	100	100
Engineering	4.5	15.3	70.1	69.7	6.9	7.2	5.6	1.6	4.2	3.9	8.8	2.3	100	100
Architecture and built environment	6.3	14.0	42.2	57.5	11.6	9.9	7.3	2.6	14.8	9.0	17.8	7.0	100	100
Agriculture and environmental studies	7.4	10.7	37.8	51.9	8.5	8.6	13.7	6.9	11.1	13.7	21.5	8.2	100	100
Health services and support	3.2	6.1	45.9	62.5	3.0	2.4	24.3	16.6	8.7	7.3	14.9	5.1	100	100
Medicine	0.2	1.3	92.0	94.8	2.1	1.3	1.4	0.7	2.0	0.7	2.3	1.1	100	100
Nursing	0.8	1.6	84.5	93.6	0.6	0.6	10.1	3.1	1.2	0.6	2.9	0.4	100	100
Pharmacy	0.0	0.9	77.0	95.7	14.8	0.9	0.7	0.0	0.0	0.9	7.4	1.7	100	100
Dentistry	0.0	0.9	70.9	71.2	0.0	0.0	26.2	26.1	1.9	0.0	1.0	1.8	100	100
Veterinary science	0.0	0.8	60.9	84.7	15.7	10.5	8.7	0.0	2.6	1.6	12.2	2.4	100	100
Rehabilitation	0.6	0.3	86.5	96.6	0.0	0.0	8.5	1.9	1.9	0.6	2.5	0.6	100	100
Teacher education	3.7	4.8	79.5	86.1	0.8	0.6	8.2	4.7	1.7	2.2	6.3	1.5	100	100
Business and management	10.8	19.6	49.0	56.5	1.5	0.9	5.7	3.2	19.2	14.7	13.8	5.2	100	100
Humanities, culture and social sciences	5.7	8.7	30.2	53.9	2.0	2.1	17.3	9.0	21.5	18.8	23.3	7.5	100	100
Social work	8.2	10.0	50.6	58.9	0.6	0.6	30.8	19.9	3.7	7.0	6.1	3.5	100	100
Psychology	5.5	7.4	30.1	57.2	1.6	1.2	21.1	12.6	18.5	14.9	23.2	6.6	100	100
Law and paralegal studies	6.5	10.3	40.7	62.8	0.4	0.9	12.8	7.9	29.2	14.8	10.4	3.3	100	100
Creative arts	5.6	9.6	43.5	61.5	4.9	4.6	12.8	5.9	9.7	8.2	23.5	10.3	100	100
Communications	6.3	15.1	38.3	56.8	3.2	2.5	11.8	6.3	13.7	12.1	26.7	7.2	100	100
Tourism, hospitality, personal services, sport and recreation	7.5	22.5	20.0	35.0	2.5	7.5	35.0	20.0	17.5	10.0	17.5	5.0	100	100
<b>All fields</b>	<b>5.2</b>	<b>9.7</b>	<b>52.5</b>	<b>65.8</b>	<b>3.8</b>	<b>3.5</b>	<b>12.2</b>	<b>6.5</b>	<b>11.4</b>	<b>9.5</b>	<b>14.8</b>	<b>5.0</b>	<b>100</b>	<b>100</b>



In general, the areas with the highest growth in managerial occupations over the three-year period – Tourism, hospitality, personal services, sport and recreation, Engineering, Business and management, Communications and Architecture and built environment – were also the same areas with the highest proportion of graduates in managerial occupations three years after graduation.

Overall, 67.9 per cent of graduates who were employed full-time in 2017 felt that their qualification was ‘very important’ or ‘important’ for their current employment (see Table 12). Part-time graduates

were slightly less likely to report that their qualification was ‘very important’ or ‘important’ for their current employment as only 65.3 per cent of all employed graduates reported this was the case.

Table 13 details the extent to which the qualification completed by the graduate prepared them for their current employment. Graduates who were employed full-time in 2017 were somewhat more likely than graduates employed part-time to report that they were ‘very well’ or ‘well’ prepared’ for employment with 79.2 per cent of graduates employed full-time stating they were prepared for employment in comparison with 76.1 per cent of employed graduates overall.

# 67.9%

of employed undergraduates stated they felt their qualification was important for their current employment

# 79.2%

of employed undergraduates stated they were prepared for employment

Table 12 Importance of qualification for current employment in 2017 (%) – undergraduate

	Full-time employment	Overall employment
Very important	50.8	49.2
Important	17.1	16.1
Fairly important	15.6	14.6
Not that important	9.9	10.5
Not at all important	6.6	9.6
<b>Total</b>	<b>100</b>	<b>100</b>

Table 13 Extent to which qualification prepared graduate for employment in 2017 (%) – undergraduate

	Full-time employment	Overall employment
Very well	27.3	26.8
Well	51.9	49.3
Not well	11.5	11.3
Not at all	4.5	6.3
Unsure	4.8	6.3
<b>Total</b>	<b>100</b>	<b>100</b>

Graduates were asked about the generic work-related skills they had acquired as part of their original undergraduate qualification. These include foundation skills such as general literacy, numeracy and communication skills and the ability to investigate and integrate knowledge. They also include adaptive skills such as the ability to innovate, adapt and apply skills/knowledge and work independently. Graduates were also asked whether they had acquired collaborative skills such as teamwork and interpersonal skills. Table 14 shows that the ratings of these generic work-related skills were positive and very similar for graduates who were employed full-time and those who were working part-time. This suggests that even if graduates are not yet working in their area of content specialisation, they acquired core skills as part of their university qualification that were relevant to an effective engagement with the workplace.

Graduates were also asked to indicate whether or not they believed that they were working in an occupation that allowed them to fully use their skills or education. This measure provides a benchmark of the underutilisation of skills, and as such, it will be important to monitor changes in this measure over time. Of those who were employed full-time in 2017, 23.6 per cent felt that they were not fully using their skills or education in their current positions, up slightly from 23.2 per cent in 2016. Graduates working part-time were more likely to report that they were not fully using their skills or education given that 28.6 per cent of all employed graduates reported that their skills and education were not fully utilised three years after completing their undergraduate qualification, up slightly from 28.1 per cent in 2016.

Table 15 lists the main reason provided by graduates for working in a job in which they considered they did not fully use their skills or education. Reasons are grouped according to whether they could be considered a personal factor or labour market factor. The most commonly cited reason for working in a job that did not fully use their skills or education was that there were no suitable jobs in their area of expertise with 27.0 per cent of all employed graduates stating this was the case.

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. 17 per cent of all employed graduates stated this reason in comparison with 6.8 per cent of graduates employed full-time.

Employed graduates who had completed programs in Tourism, hospitality, personal services and sport and recreation, 48.7 per cent, Psychology, 43.0 per cent, Science and mathematics, 41.3 per cent and Humanities, culture and social sciences, 41.3 per cent were most likely to indicate that their skills and education were not fully utilised in their current job.

Half of those employed full-time after completing their qualification in Tourism, hospitality, personal services, sport and recreation, 35.5 per cent of those in Psychology, and 34.7 per cent in Humanities culture and social sciences indicated that their skills and education were not fully utilised in their current position, compared with less than ten per cent for the somewhat more 'vocational' study areas of Medicine, Dentistry, Rehabilitation, Veterinary Science, Nursing and Teacher Education.

Of those who were employed in 2017, 28.6 per cent felt that they were not fully using their skills or education in their current positions...

Of those employed who indicated that their skills and education were not fully utilised, 42.6 per cent of Agriculture and environmental studies graduates and 33.8 per cent of Engineering graduates cited 'no jobs in (their) area of expertise' as the main reason.

For those employed full-time 43.8 per cent in Science and mathematics, 39.7 per cent in Agriculture and environmental studies and 38.0 per cent in Creative arts again cited no jobs in their area of expertise as the main reason that they are working in jobs that do not fully use their skills and education. In contrast, only 8.3 per cent of graduates in Nursing, 12 per cent of those in Social Work and 17.2 per cent of Teacher education graduates cited this reason for their skills and education not being fully utilised.

Table 14 Graduates average ratings of their attributes (%) – undergraduate

	Full-time employment	Overall employment
Foundation skills	82.9	82.5
Adaptive skills	79.1	78.8
Collaborative skills	73.5	73.2

See appendix 4.3 for study areas

Table 15 Main reason for working in job in 2017 that doesn't fully use skills and education (%) – undergraduate

	Full-time employment	Overall employment
Studying	6.8	17.0
I'm satisfied with my current job	6.5	6.1
I have skills that are not required in my current job	5.2	4.0
Changing jobs/careers	3.2	2.7
Entry level job/career stepping stone	3.6	2.5
Caring for children or family member	1.7	2.5
<b>Sub total – personal factors</b>	<b>27.0</b>	<b>34.9</b>
No suitable jobs in my area of expertise	29.5	27.0
No suitable jobs in my local area	16.4	14.5
Considered to be too young by employers	8.6	6.1
Not enough work experience	4.9	4.1
No jobs with a suitable number of hours	2.3	3.1
Cannot find a job	1.9	1.7
My job is temporary/casual	0.3	0.3
<b>Sub total – labour market factors</b>	<b>64.0</b>	<b>56.7</b>
Other	9.0	8.4
<b>Total</b>	<b>100</b>	<b>100</b>

Table 16 Extent to which skills and education not fully utilised and main reason being no suitable jobs in my area of expertise by study area (%) – undergraduate

Study area	Extent to which skills and education not fully utilised %		Main reason – no suitable jobs in my area of expertise %	
	Full-time employment	Overall employment	Full-time employment	Overall employment
Science and mathematics	29.2	41.3	43.8	31.0
Computing and information systems	24.5	27.4	25.5	22.3
Engineering	22.4	25.0	33.5	33.8
Architecture and built environment	18.5	23.4	26.5	32.7
Agriculture and environmental studies	28.9	35.6	39.7	42.6
Health services and support	18.9	24.4	31.1	27.4
Medicine	2.8	4.9	n/a	n/a
Nursing	7.7	8.7	8.3	12.2
Pharmacy	12.6	15.2	n/a	n/a
Dentistry	4.8	5.6	n/a	n/a
Veterinary science	6.7	13.0	n/a	n/a
Rehabilitation	5.8	7.1	n/a	n/a
Teacher education	9.5	13.2	17.2	18.4
Business and management	28.2	31.2	22.6	22.8
Humanities, culture and social sciences	34.7	41.3	31.8	28.2
Social work	22.5	24.6	12.0	13.0
Psychology	35.5	43.0	28.8	24.7
Law and paralegal studies	28.5	31.6	30.7	30.4
Creative arts	29.0	36.6	38.0	32.8
Communications	28.3	34.9	27.9	25.6
Tourism, hospitality, personal services, sport and recreation	50.0	48.7	n/a	n/a
<b>Total</b>	<b>23.6</b>	<b>28.6</b>	<b>29.5</b>	<b>27.0</b>

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

## 2.6 Graduates in further full-time study

The following section examines the short-term and medium-term outcomes of graduates who were engaged in further full-time study, both at the time of the original survey in 2014 and those who had moved into and were still engaged in further study in 2017. In 2014, four months after course completion, 23.4 per cent of graduates were engaged in further full-time study. Three years later, the proportion of those who completed their qualifications in 2013 who had subsequently moved into further full-time study in 2017 was lower at 13.1 per cent.

Graduates proceeding to further full-time study were less likely to be in full-time employment, as shown by Table 17. The full-time employment rate for those engaged in further full-time study in 2014 was 38.0 per cent in comparison with 69.5 per cent for those not engaged in further full-time study. The proportion of those in full-time study in 2017 who were also employed full-time was higher at 74.3 per cent.

The difference in median full-time salary of those working full-time and studying full-time compared with those who were not studying full-time was \$6,000. By 2017, the difference between

those who had moved into full-time study and those not in full-time study was \$18,400 which may indicate those who are not engaged in further full-time study are more established in their careers and are able to attract higher salaries. It would be interesting to follow this trend in the longer term to see if those who have completed further qualifications have “caught up” with those who have not done so.

Generally, graduates proceeding to further full-time study had a lower overall employment rate, labour force participation rate and median full-time salary than their counterparts in both the short-term and medium-term.

Table 18 shows the demographic profile of graduates who had moved into further full-time study in the short-term and in the medium-term is broadly similar. The only exceptions are that younger graduates, those aged 30 years or under, and internal/multimode graduates are more likely to engage in further full-time study. This pattern is not surprising given that internal graduates are more likely to be younger.

**13.1%**  
of undergraduates  
in further study (medium-term)

Table 17 Labour market outcomes of graduates, by full-time study status – undergraduate

	In full-time study		Not in full-time study	
	2014	2017	2014	2017
In full-time employment	38.0	74.3	69.5	90.6
Total employed	87.8	80.3	90.1	93.7
Total in labour force	70.3	72.2	95.2	96.4
Median salary (full-time employment)	\$50,000	\$50,900	\$56,000	\$69,300

Table 18 Demographic profile of graduates in further full-time study (%) – undergraduate

		2014	2017
<b>Gender</b>	Female	23.1	12.9
	Male	23.9	13.3
<b>Age</b>	30 years or under	25.4	14.0
	Over 30 years	13.7	8.5
<b>Indigenous</b>	Indigenous	21.7	13.6
	Non-Indigenous	23.5	13.1
<b>Home language</b>	English	23.1	13.2
	Language other than English	26.0	12.8
<b>Disability</b>	Reported disability	22.6	14.6
	No disability	23.5	13.0
<b>Study mode</b>	Internal	24.6	13.6
	External/distance	8.9	6.7
<b>Total</b>		<b>23.4</b>	<b>13.1</b>

Table 19 profiles the broad field of education (BFOE) that short-term and medium-term graduates had moved into after their initial course. In the short-term, most graduates had moved into courses in the Society and Culture, 29.0 per cent, Health, 20.9 per cent and Natural and physical sciences, 15.7 per cent, broad fields of education. However, three years later, Health, with 35.4 per cent, was the most popular area of study among undergraduates who had completed their qualification in 2013.

The employment history of graduates who had subsequently moved into full-time study and still studying in 2017 three years after completing their degree was compared to those who had not moved into full-time study (see Table 20). Graduates in full-time study in 2017 were slightly more likely to have changed jobs, 47.7 per cent in comparison with 42.6 per cent for those not in full-time study.

However, taking up full-time study appears to have diminished mobility prospects within organisations as only 23.5 per cent of those in full-time study had changed roles in the previous three years in comparison with 41.4 per cent of those not engaged in further study. 26.5 per cent of graduates who had moved into in full-time study in 2017, had worked for their current employer for less than twelve months which is very similar to the 27.6 per cent who were not in further study.

Table 19 Broad field of education (BFOE) destinations of graduates undertaking further full-time study (%) – undergraduate

Study area	Current study 2014	Current study 2017
Natural and physical sciences	15.7	15.8
Information technology	1.6	1.7
Engineering and related technologies	4.6	3.6
Architecture and building	2.7	1.8
Agriculture, environmental and related studies	1.6	1.7
Health	20.9	35.4
Education	10.0	8.0
Management and commerce	6.9	5.1
Society and culture	29.0	19.3
Creative arts	6.8	5.3
Food, hospitality and personal services	0	0.3
Mixed field programmes	0.1	2.0
Other (please specify)	0	0
<b>All fields</b>	<b>100</b>	<b>100</b>

**35.4%**

of those who moved into further study since graduation are studying Health (medium-term)

Graduates who had moved into full-time study and who were working (full-time or part-time) three years after graduation reported much lower median salary outcomes, \$31,300 in comparison with \$65,200 earned by those who had not moved into further study, a pay gap of \$33,900. This gap is higher than immediately following graduation in 2014 where graduates in full-time study earned a median salary which was \$21,000 less than those who were not in full-time study.



Table 20 Employment history of graduates, by full-time study status in 2017 – undergraduate

	In full-time study	Not in full-time study
% changed job (2014–2017)	47.7	42.6
% worked for employer < 12 months	26.5	27.6
% changed roles within same business – including promotions (2014–2017)	23.5	41.4
% changed occupation level (2014–2017)	46.7	39.9
Median salary 2014*	\$25,000	\$46,000
Median salary 2017*	\$31,300	\$65,200

\*Note: median salaries in this table include all employed graduates.

## 2.7 Changes in undergraduate outcomes results – 2016 and 2017 GOS-L

Table 21 GOS-L 2016 and 2017 Time series, short- and medium-term outcomes for undergraduates

	2016		2017	
	Short-term (2013)	Medium-term (2016)	Short-term (2014)	Medium-term (2017)
In full-time employment	70.9	88.4	67.5	89.3
Overall employed	90.2	91.8	89.7	91.7
Labour force participation rate	89.7	91.4	89.3	91.7
Median full-time salary	\$55,000	\$67,000	\$56,000	\$68,700

Overall, the results of the 2016 and 2017 GOS-L show consistent outcomes for undergraduates in the short- and medium-term.

While full-time employment in the short-term declined between 2013 and 2014, it recovered quite strongly so that the three-year full-time employment rate was higher in 2017 than 2016.

Overall employed and labour force participation rates showed broadly similar patterns across the two surveys.

Salaries increased by around 2 per cent between the 2016 and 2017 surveys for both short-term and medium-term graduates, broadly in line with inflation.

While full-time employment in the short-term declined between 2013 and 2014, it recovered quite strongly so that the three-year full-time employment rate was higher in 2017 than 2016

# 3 Postgraduate results

The 2016 GOS-L National report focused on the labour force outcomes of graduates who had completed undergraduate qualifications in 2012 which reflected the main lines of reporting in both the original AGS and BGS. Now in its second iteration, the 2017 GOS-L National report will expand the scope of its reporting of national data to include the medium-term outcomes of postgraduate coursework graduates and postgraduate research graduates.

## 3.1 Postgraduate coursework

### 3.1.1 Postgraduate coursework graduates in the labour force

In general terms, the short-term employment outcomes for graduates who have completed postgraduate coursework qualifications are considerably higher than for those who had completed undergraduate qualifications.

However, in the medium-term, those with undergraduate qualifications catch up to within a few percentage points.

Table 22 below shows that the proportion of postgraduate coursework graduates in full-time employment approximately four months after completing their course was 82.6 per cent. This was 15.1 percentage points higher than the corresponding rate for undergraduates shown in Table 4. Three years later, in the medium-term, 91.9 per cent of postgraduate coursework graduates were employed full-time which was higher than the medium-term full-time employment rate for undergraduates of 89.3 per cent.

The overall employment rate of postgraduate coursework graduates was largely unchanged over the short and medium-term, 93.2 per cent and 93.6 per cent respectively. Similarly, the labour force participation rate was unchanged over the short and medium-term at 94.3 per cent.

Table 22 Short- and medium-term outcomes for all 2013 postgraduate coursework graduates by gender

	Short-term outcome 2014			Medium-term outcome 2017		
	Male	Female	Total	Male	Female	Total
Full-time employment (as a percentage of the full-time labour force i.e. those available for full-time work)	84.7	81.2	82.6	93.0	91.2	91.9
Overall employment (as a percentage of the labour force i.e. those available for any work)	92.9	93.3	93.2	94.6	93.0	93.6
Labour force participation rate (as a percentage of all graduates)	95.4	93.7	94.3	95.6	93.5	94.3
Median salary (of those employed full-time)	\$90,000	\$72,000	\$80,000	\$100,000	\$85,000	\$90,000

The median salary of postgraduate coursework graduates is substantially higher than for undergraduates in both the short-term and medium-term. The overall median salary of postgraduate coursework graduates four months after completing their qualification was \$80,000 which was \$24,000 higher than the median salary for undergraduates immediately following graduation. In the medium-term, the median salary of postgraduate coursework graduates has increased to \$90,000, an increase of 13 per cent but the gap between postgraduate coursework and undergraduate median salaries, while still substantial, declined slightly to \$21,300.

The improvement in employment and salary outcomes of postgraduate coursework graduates three years out is much less than for undergraduates. In part, this may reflect the fact many postgraduate coursework graduates are well established in their careers before they commence further study. This is supported by the higher proportion of postgraduate coursework graduates who study externally as they combine careers and study.

The gender gap in salaries is much larger for postgraduate coursework graduates than for undergraduates. In the short-term four months after graduation, the gender gap in postgraduate coursework median salaries is \$18,000 in comparison with \$4,000 for undergraduates. In the medium-term, the respective figures are \$15,000 and \$6,000.

### 3.1.2 Postgraduate coursework employment outcomes by study area

In 2014, the proportion of postgraduate coursework graduates in full-time employment across study areas ranged from a high of 95.3 per cent in Medicine and 93.0 per cent in Nursing and Pharmacy down to 69.2 per cent for Creative arts, 71.3 per cent for Communications and 73.8 per cent for Architecture and built environment.

Three years after graduation in 2017, the broad pattern of full-time employment outcomes by study areas persists. Some study areas with lower full-time employment rates increased quite markedly from 2014 to 2017, for example, Architecture and built environment with an increase of 19.1 percentage points to 92.9 per cent and Communications with an increase of 17.8 percentage points to 89.1 per cent. Agriculture and environmental studies had a modest increase to 86.9 per cent while Creative arts registered only a 8.4 percentage point increase in the full-time employment rate to 77.6 per cent. Nevertheless, poorer performing study areas do catch-up over time since the standard deviation of full-time employment outcomes by study area declined from 8.6 percentage points in 2014 to 4.1 percentage points in 2017.

In terms of overall employment, these trends continue with the study areas recording the lowest overall employment rates in 2017 being, Creative arts, which dropped 4.3 percentage points to 85.3 per cent and Agriculture and environmental studies at 90.5 per cent. Study areas with highest overall employment after three years were Rehabilitation, 98.5 per cent, Pharmacy, 97.3 per cent and Medicine, 97.0 per cent.

# 91.9%

of postgraduate coursework graduates in full-time employment (medium-term)

# 93.6%

of postgraduate coursework graduates in overall employment (medium-term)

# 94.3%

postgraduate coursework graduate labour force participation rate (medium-term)

In the short-term, the labour force participation rate was highest for those who completed courses in Computing and information systems and Pharmacy. Only three areas had labour force participation rates which fell under 90 per cent in the short-term - Humanities, culture and social sciences, Creative arts and Psychology with 89.0 per cent, 88.1 per cent and 86.5 per cent respectively. By 2017, the labour force participation rate of Humanities culture and social sciences and Psychology graduates remained under 90 per cent with 89.8 per cent and 89.1 per cent but the Science and mathematics labour force participation rate had dropped from 92.0 per cent to 89.6 per cent.

In 2014, the study areas with the highest full-time median salaries were Business and management with \$98,600 and Engineering with \$97,000. The lowest median salary for postgraduate coursework graduates employed full-time four months after completing their course was in Architecture and built environment with \$55,000 and Pharmacy and Communication, both with \$60,000.

By 2017, the range of salaries across study areas had not changed markedly with the standard deviation of median salaries in 2014 being \$16,300 only increasing marginally to \$16,600 by 2017. This contrasts with the experience of undergraduates where the range of salaries across study areas increases over time.

In 2017, study areas with the highest median salaries were Medicine with \$122,100, Business and management with \$110,000 and Engineering with \$104,000. The study area which attracted the highest increase in median salaries over the three-year period was Medicine with a \$42,100 increase. Other areas with substantial increases in median salaries included Pharmacy with an increase of \$19,300 and Rehabilitation with an increase of \$19,000. The study areas which saw the lowest increase in median salaries were Science and mathematics with an increase of \$6,900 and Engineering and Social work, both with an increase of \$7,000.

# \$122,100

Medicine has the highest median postgraduate coursework full-time salary (medium-term)

# \$68,800

Communications has the lowest median postgraduate coursework full-time salary (medium-term)

Table 23 Short- (2014) and medium-term (2017) outcomes for 2013 postgraduate coursework graduates by study area

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
	2014	2017	2014	2017	2014	2017	2014	2017
Science and mathematics	74.1	92.0	87.3	94.4	92.0	89.6	75,000	81,900
Computing and information systems	83.4	94.5	89.8	95.9	97.5	97.0	90,000	99,700
Engineering	88.2	94.1	94.4	93.5	95.7	96.8	97,000	104,000
Architecture and built environment	73.8	92.9	90.0	95.4	95.9	96.7	55,000	70,200
Agriculture and environmental studies	78.9	86.9	93.0	90.5	94.5	92.9	76,000	87,100
Health services and support	84.0	92.2	93.4	93.9	95.4	94.8	80,000	93,100
Medicine	95.3	95.5	100	97.0	94.2	96.4	80,000	122,100
Nursing	93.0	94.8	97.7	96.1	96.8	94.2	75,000	88,700
Pharmacy	93.0	92.3	94.7	97.3	97.4	93.6	60,000	79,300
Dentistry	n/a	n/a	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	n/a	n/a
Rehabilitation	88.6	96.2	95.4	98.5	93.6	97.1	60,000	79,000
Teacher education	77.3	90.9	93.7	91.6	95.6	94.2	70,000	80,000
Business and management	88.1	93.7	93.6	95.4	96.4	96.2	98,600	110,000
Humanities, culture and social sciences	76.6	89.0	90.7	92.4	89.0	89.8	72,000	80,000
Social work	76.5	90.8	90.6	93.3	90.3	94.6	69,000	76,000
Psychology	79.1	90.1	94.3	92.8	86.5	89.1	72,000	90,000
Law and paralegal studies	85.3	92.1	92.4	93.6	95.3	96.4	78,000	92,100
Creative arts	69.2	77.6	89.6	85.3	88.1	91.9	63,000	78,000
Communications	71.3	89.1	88.7	92.1	90.2	90.9	60,000	68,800
Tourism, hospitality, personal services, sport and recreation	80.8	89.3	100	93.3	96.9	93.8	n/a	n/a
<b>All study areas</b>	<b>82.6</b>	<b>91.9</b>	<b>93.2</b>	<b>93.6</b>	<b>94.3</b>	<b>94.3</b>	<b>80,000</b>	<b>90,000</b>
<b>Standard deviation</b>	<b>8.6</b>	<b>4.1</b>	<b>3.7</b>	<b>3.5</b>	<b>3.5</b>	<b>3.1</b>	<b>16,300</b>	<b>16,600</b>

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

### 3.1.3 Postgraduate coursework employment outcomes by demographic group

In the short-term, the full-time employment rate of postgraduate coursework graduates over 30 years of age was 9 percentage points higher than for those aged 30 years and under. Three years later in 2017, this situation had been reversed as the full-time employment rate of postgraduate coursework graduates aged 30 years and under was one percentage point higher than for those over 30 years of age.

In terms of overall employment and labour force participation these two groups were very similar. However, in terms of median full-time salaries, postgraduate coursework graduates over 30 years of age earned \$28,000 more than those 30 years or under although by 2017 this gap had narrowed somewhat to \$23,800 but still represents a marked difference. Older postgraduate coursework graduates may benefit from an ongoing relationship with an employer in the short-term, though this advantage may diminish as younger postgraduate coursework graduates become established in the labour market three years after graduation.

Caution is warranted in examining the labour market outcomes of Indigenous postgraduate coursework graduates because of the small number of respondents. While, Indigenous postgraduate coursework graduates have higher full-time employment immediately following graduation, three years later their full-time employment rate had declined to 84.1 per cent which was below the 92.1 per cent for non-Indigenous graduates. In general, Indigenous graduates experienced lower overall employment, labour force participation and median salaries than non-Indigenous graduates both in the short-term and medium-term.

Postgraduate coursework graduates from non-English speaking backgrounds and those reporting a disability all had lower labour force outcomes across every category both in the short-term and medium-term. External postgraduate coursework graduates had higher labour force outcomes than internal graduates across every category both in the short-term and medium-term. As noted previously, external graduates tend to be older and therefore more likely to benefit from an ongoing relationship with an employer though the employment advantages of external postgraduate coursework graduates appear to diminish over time.

Older postgraduate coursework graduates may benefit from an ongoing relationship with an employer in the short-term, though this advantage may diminish as younger postgraduate coursework graduates become established in the labour market

Table 24 Postgraduate coursework graduates short- and medium-term outcomes by demographic group

		Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
		2014	2017	2014	2017	2014	2017	2014	2017
<b>Age</b>	30 years or under	77.2	92.5	92.4	93.7	95.2	95.0	62,000	76,300
	Over 30 years	86.2	91.6	93.6	93.6	93.8	93.8	90,000	100,100
<b>Indigenous</b>	Indigenous	86.7	84.1	90.3	90.9	88.6	94.3	77,500	82,700
	Non-Indigenous	82.4	92.1	93.2	93.6	94.3	94.3	80,000	90,000
<b>Home language</b>	English	83.5	92.3	93.9	94.1	94.8	94.3	80,000	90,000
	Language other than English	74.9	88.8	86.4	90.5	90.8	93.6	72,500	82,000
<b>Disability</b>	Reported disability	68.8	83.5	85.6	87.3	85.1	86.4	73,000	82,000
	No disability	83.0	92.2	93.4	93.8	94.7	94.5	80,000	90,000
<b>Study mode</b>	Internal/mixed	78.5	91.0	91.8	92.9	93.7	94.2	72,000	85,000
	External/distance	91.1	93.9	95.9	95.1	95.6	94.3	85,000	98,100

### 3.1.4 Postgraduate coursework employment pathways

Table 25 Labour force transitions of postgraduate coursework graduates between 2014 and 2017, as a percentage of labour market category in 2014

2014 labour market status	2017 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Employed full-time	84.4	8.7	3.6	3.3	100
Employed part-time	49.2	37.2	7.5	6.1	100
Unemployed	51.7	23.2	18.4	6.7	100
Not in the labour force	30.6	25.1	13.0	31.3	100

Table 25 above shows changes in the labour market status of postgraduate coursework graduates. Of the postgraduate coursework graduates employed full-time in 2014, 84.4 per cent remained in full-time employment in 2017. Of those employed full-time in 2014, 8.7 per cent had moved into part-time work, 3.6 per cent had become unemployed and 3.3 per cent were no longer in the labour force. This pattern is very similar to the labour force transitions of undergraduates employed full-time in 2014.

Interestingly, fewer postgraduate coursework graduates who had been employed part-time in 2014 had transitioned into full-time employment than was the case for undergraduates with 49.2 per cent for postgraduate coursework graduates compared with 58.1 per cent for undergraduates. Of postgraduate coursework graduates employed part-time in 2014, 37.2 per cent remained in part-time employment which is higher than the 26.3 per cent for undergraduates and 7.5 per cent had become unemployed and 6.1 per cent had left the labour force. As was the case for undergraduates, it appears that those employed part-time have a slightly lower attachment to the labour market than those employed full-time.

Of those postgraduate coursework graduates who were unemployed in 2014, just over half had moved into full-time employment, and almost a quarter into part-time employment. Of those unemployed in 2014, 18.4 per cent remained unemployed in 2017 and 6.7 per cent had left the labour force.

Finally, of those postgraduate coursework graduates who were not in the labour force in 2014, 30.6 per cent had moved into full-time employment and around a quarter had moved into part-time work, 13.0 per cent were unemployed in 2017 and 31.3 per cent of those not in the labour force in 2014 remained outside the labour force.

As was observed with undergraduates, male postgraduate coursework graduates have a greater attachment to full-time work. Table 26 below shows that male postgraduate coursework graduates employed full-time in 2014 were more likely to remain in full-time employment three years later than females by 10.3 percentage points. Male postgraduate coursework graduates were more likely than females to have moved from part-time employment, unemployment and not in the labour force into full-time employment. On the other hand, female postgraduate coursework graduates were more likely to have remained in part-time employment and moved from full-time employment, unemployment and not in the labour force into part-time employment than males.

Interestingly, males who were not in the labour force in 2014 were more likely to remain outside the labour force in 2017 than females.

Of those postgraduate coursework graduates who were unemployed in 2014, just over half had moved into full-time employment...



Table 27 summarises the main features of the medium-term employment history of postgraduate coursework graduates who were in the labour market in 2017. Postgraduate coursework graduates were less likely than undergraduates to have reported that they had changed their job or changed their occupation level over the last three years or worked for their current employer for less than 12 months. For example, 37.9 per cent of postgraduate coursework graduates in employment reported they had changed job over the last three years in comparison with 43.3 per cent of undergraduates. This perhaps indicates that completing an undergraduate qualification is more transformative in terms of career outcomes than completing postgraduate coursework qualifications. Postgraduate coursework graduates tend to be older and are possibly more likely to have had an ongoing

relationship with an employer while studying. Postgraduate coursework graduates in employment were more likely to report that they had changed roles within the same business, including possibly gaining a promotion, 43.2 per cent in comparison with 40.3 per cent of undergraduates. While this might be on account of their higher qualification it might also reflect, in part, their higher level of experience in the job market also.

Median salaries increased for both full-time employed and all employed postgraduate coursework graduates between 2014 and 2017, by \$10,000 and \$14,500 respectively. While postgraduate coursework graduate salaries are generally higher than for those who had completed undergraduate qualifications, salary increases were lower than for undergraduates by \$2,700 for those in full-time employment and \$6,500 for all employed persons.

Figure 4 Career mobility of employed postgraduate coursework graduates

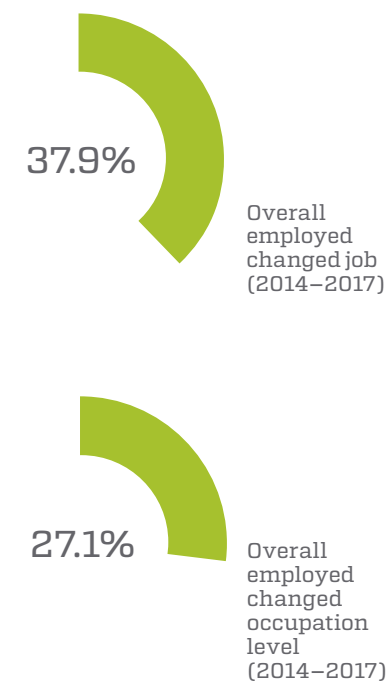


Table 26 Labour force transitions of postgraduate coursework graduates by gender between 2014 and 2017, as percentage of labour market category in 2014

2014 labour market status	2017 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
<b>Males</b>					
Employed full-time	90.4	4.3	3.3	2.1	100
Employed part-time	59.3	27.1	7.1	6.5	100
Unemployed	63.2	14.7	18.4	3.8	100
Not in the labour force	34.6	17.6	11.0	36.8	100
<b>Females</b>					
Employed full-time	80.1	11.8	3.9	4.2	100
Employed part-time	46.6	39.8	7.7	5.9	100
Unemployed	45.0	28.3	18.3	8.4	100
Not in the labour force	29.0	28.2	13.7	29.0	100

Table 27 Employment history of postgraduate coursework graduates in the labour market in 2017

	Full-time employment	Overall employment
% changed job (2014–2017)	36.6	37.9
% worked for employer < 12 months	18.2	18.6
% changed roles within same business – including promotions (2014–2017)	47.1	43.2
% changed occupation level (2014–2017)	27.8	27.1
Median salary 2014	\$80,000	\$68,000
Median salary 2017	\$90,000	\$82,500

### 3.1.5 Postgraduate coursework skills formation and utilisation

Table 28 Proportion of employed postgraduate coursework graduates working in managerial or professional occupations, 2014 and 2017 (%)

	Full-time employment (%)		Overall employment (%)	
	2014	2017	2014	2017
<b>Occupation all graduates</b>				
Managers	19.9	22.6	15.9	19.8
Professionals	68.3	66.0	68.0	67.7
All other occupations	11.8	11.4	16.1	12.6
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Occupation males</b>				
Managers	26.6	28.9	23.3	27.1
Professionals	60.8	57.9	59.9	58.8
All other occupations	12.7	13.1	16.6	14.0
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Occupation females</b>				
Managers	15.2	18.3	11.8	15.5
Professionals	73.5	71.5	72.4	72.8
All other occupations	11.2	10.1	15.7	11.7
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Table 28 shows the proportion of postgraduate coursework graduates employed full-time and in overall employment working in managerial or professional occupations in both the short-term and the medium-term. In 2014, four months after graduation, 88.2 per cent of graduates employed full-time were working in managerial or professional occupations. Graduates employed part-time were only slightly less likely to be employed in managerial and professional occupations as 83.9 per cent of all employed postgraduate coursework graduates were working in managerial or professional occupations.

Three years after graduation, the proportion of postgraduate coursework graduates employed full-time and working in managerial or professional occupations had only increased by 0.4 percentage points to 88.6 per cent and for all employed graduates by 3.6 percentage points to 87.5 per cent. This may again suggest that the completion of a postgraduate coursework qualification is less transformative in terms of labour force outcomes than the completion of an undergraduate degree.

Note also that postgraduate coursework graduates were more likely to be employed as managers than undergraduates. For example, three years out, 19.8 per cent of employed postgraduate coursework graduates were working as managers in comparison with 8.5 per cent of undergraduates. Similarly, Table 28 demonstrates male postgraduate coursework graduates were more likely to be working as managers than their female counterparts. For example, three years out, 27.1 per cent of employed male postgraduate coursework graduates were working as managers in comparison with 15.5 per cent of females. Conversely, female postgraduate coursework graduates were more likely to be working in professional occupations three years out, 72.8 per cent, than their male counterparts, 58.8 per cent.

Overall, 71.3 per cent of postgraduate coursework graduates who were employed full-time in 2017 felt that their qualification was 'very important' or 'important' for their current employment (see Table 29). This was broadly similar to the 71.5 per cent of all employed postgraduate coursework graduates reporting this was the case. Postgraduate coursework graduates were more likely than undergraduates to report that their qualification was 'very important' or 'important' for their current employment.

# 88.6%

of full-time postgraduate coursework graduates in managerial or professional occupations (medium-term)

Three years out, postgraduate coursework graduates were more likely to be employed as managers than undergraduates

Table 29 Importance of postgraduate coursework qualification for current employment in 2017 (%)

	Full-time employment	Overall employment
Very important	49.4	49.9
Important	21.9	21.6
Fairly important	15.8	15.2
Not that important	9.2	9.0
Not at all important	3.6	4.4
<b>Total</b>	<b>100</b>	<b>100</b>

Table 30 Extent to which postgraduate coursework qualification prepared graduate for employment in 2017 (%)

	Full-time employment	Overall employment
Very well	34.0	33.9
Well	47.0	45.8
Not well	7.8	7.9
Not at all	4.8	5.6
Unsure	6.4	6.8
<b>Total</b>	<b>100</b>	<b>100</b>

Table 31 Postgraduate coursework graduates average ratings of their attributes (%)

	Full-time employment	Overall employment
Foundation skills	78.0	77.7
Adaptive skills	79.2	79.0
Collaborative skills	62.5	62.5

Table 30 shows the large majority of postgraduate coursework graduates reported they were ‘very well’ or ‘well’ prepared for their current employment. This applied to 81.0 per cent of full-time employees and 79.7 per cent of all employees. These figures were slightly higher than for undergraduates as reported earlier.

Postgraduate coursework graduates were asked about the generic work-related skills they had acquired as part of their qualification. Table 31 shows that the ratings of these generic work-related skills were positive and similar for graduates who were employed full-time and those who were working part-time as evidenced by the figures for overall employment. This suggests that graduates had acquired core skills as part of their university experience that were relevant to an effective engagement with the workplace.

Interestingly, postgraduate coursework graduates rated the development of their collaborative skills much lower than undergraduates. For both groups this set of skills had lower ratings than foundation skills and adaptive skills. However, postgraduate coursework respondents rated collaborative skills more than 10 percentage points lower than undergraduates.

Table 32 lists the main reason that postgraduate coursework graduates were not working in a job that fully utilised their skills and education. Like undergraduates, the main reason given by postgraduate coursework graduates was that there were no suitable jobs in their area of expertise with 26.2 per cent of full-time employees and 25.3 per cent of all employees stating this was the case. Creative arts, Communications, Agriculture and environmental studies and Science and mathematics

postgraduate coursework graduates were more likely to state they were working in a job that did not fully utilise their skills and education because there were no suitable jobs in their area of expertise with 33.3 per cent, 32.9 per cent, 32.5 per cent and 31.6 per cent respectively of persons employed in these study

areas giving this reason. Postgraduate coursework graduates were less likely than undergraduates to state they were working in a job that did not use their skills or education because they were studying but more likely to state this was the case because they were caring for children or a family member.

**Table 32 Main reason for postgraduate coursework graduates working in job in 2017 that doesn't fully use skills and education (%)**

	Full-time employment	Overall employment
Studying	3.0	5.6
I'm satisfied with my current job	9.7	8.7
I have skills that are not required in my current job	6.6	6.0
Changing jobs/careers	2.2	2.1
Entry level job/career stepping stone	3.4	2.8
Caring for children or family member	5.0	7.4
<b>Sub total – personal factors</b>	<b>30.0</b>	<b>32.5</b>
No suitable jobs in my area of expertise	26.2	25.3
No suitable jobs in my local area	16.8	16.1
Considered to be too young by employers	5.6	4.4
Not enough work experience	3.3	2.8
No jobs with a suitable number of hours	2.4	3.4
Cannot find a job	1.5	1.6
My job is temporary/casual	0.2	0.2
<b>Sub total – labour market factors</b>	<b>56.0</b>	<b>53.7</b>
Other	14.0	13.8
<b>Total</b>	<b>100</b>	<b>100</b>

Table 33 Extent to which skills and education not fully utilised and main reason being no suitable jobs in my area of expertise by study area (%)

Study area	Extent to which skills and education not fully utilised %		Main reason – no suitable jobs in my area of expertise %	
	Full-time employment	Overall employment	Full-time employment	Overall employment
Science and mathematics	33.2	34.6	35.6	31.6
Computing and information systems	27.3	30.3	23.8	23.5
Engineering	32.8	32.7	27.9	26.4
Architecture and built environment	19.7	23.0	26.8	28.8
Agriculture and environmental studies	25.8	28.4	31.3	32.5
Health services and support	23.2	24.2	31.2	26.5
Medicine	8.8	14.0	n/a	n/a
Nursing	17.7	18.3	31.6	27.7
Pharmacy	12.1	11.8	n/a	n/a
Dentistry	n/a	n/a	n/a	n/a
Veterinary science	n/a	n/a	n/a	n/a
Rehabilitation	4.1	7.7	n/a	n/a
Teacher education	17.2	20.3	24.6	25.3
Business and management	34.0	34.8	21.8	21.5
Humanities, culture and social sciences	30.0	32.7	30.4	29.2
Social work	29.4	28.5	22.5	23.0
Psychology	26.9	30.8	25.4	21.1
Law and paralegal studies	30.2	31.1	23.7	22.7
Creative arts	23.3	26.1	n/a	33.3
Communications	37.4	38.6	37.3	32.9
Tourism, hospitality, personal services, sport and recreation	n/a	37.0	n/a	n/a
<b>Total</b>	<b>26.0</b>	<b>27.4</b>	<b>26.2</b>	<b>25.3</b>

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

## 3.2 Postgraduate research

### 3.2.1 Postgraduate research graduates in the labour force

Table 34 Short- and medium-term outcomes for all 2013 postgraduate research graduates by gender

	Short-term outcome 2014			Medium-term outcome 2017		
	Male	Female	Total	Male	Female	Total
Full-time employment (as a percentage of the full-time labour force i.e. those available for full-time work)	80.4	74.3	77.1	91.7	90.2	90.9
Overall employment (as a percentage of the labour force i.e. those available for any work)	92.3	92.5	92.4	92.7	94.3	93.6
Labour force participation rate (as a percentage of all graduates)	94.3	92.6	93.3	94.3	92.9	93.5
Median salary (of those employed full-time) (\$)	80,000	80,000	80,000	100,000	96,800	99,600

In general terms, the short-term employment outcomes for postgraduate research graduates are considerably higher than for those who have completed undergraduate qualifications and lower than those for postgraduate coursework graduates. However, in the medium-term the gap in labour market outcomes by qualification level narrows considerably.

Table 34 above shows that the proportion of postgraduate research graduates in full-time employment approximately four months after completing their course was 77.1 per cent, a rate 5.5 percentage points lower than for postgraduate coursework graduates but 9.6 percentage points higher than for undergraduates. Three years later, in the medium-term, 90.9 per cent of postgraduate research graduates were employed full-time which was still slightly lower than the rate for postgraduate coursework graduates of 91.9 per cent and slightly higher than the rate for undergraduates 89.3 per cent.

In terms of overall employment, the rate for postgraduate research graduates was broadly similar in both the short and medium-term at 92.4 per cent and 93.6 per cent respectively. It was also similar to the overall employment rate for postgraduate coursework graduates and slightly higher than the overall employment rate for undergraduates in the medium-term of 91.7 per cent. Broadly similar patterns were evident for the labour force participation rate of postgraduate research graduates with 93.3 per cent and 93.5 per cent participating in the labour force over the short and medium-term respectively. This was around one percentage point lower than the labour force participation rate of postgraduate coursework students and 1.8 percentage points higher than the labour force participation rate of undergraduates in the medium-term.

# 90.9%

of postgraduate research graduates in full-time employment (medium-term)

# 93.6%

of postgraduate research graduates in overall employment (medium-term)

# 93.5%

postgraduate research graduate labour force participation rate (medium-term)

Postgraduate research graduates experience substantial growth in median salaries across the medium-term. For example, the median salary of both postgraduate research and postgraduate coursework graduates was \$80,000 immediately following graduation in 2014. Three years later, the median salary of postgraduate research graduates had increased by \$19,600 or by 25 per cent. By way of comparison the median salary of postgraduate coursework graduates had increased by \$10,000 or 13 per cent.

The gender pay gap is substantially less among postgraduate research graduates. In fact, in the short-term four months after graduation males and female postgraduate research graduates receive the same median salary of \$80,000. Three years later, female postgraduate research graduates earn \$3,200 or 3 per cent less than males which is lower than the gender pay gap for postgraduate coursework graduates of 18 per cent or for undergraduates of 9 per cent.

### **3.2.2 Postgraduate research employment outcomes by study area**

In general terms, trends in employment outcomes for postgraduate research graduates over time are similar to those observed for undergraduate and postgraduate coursework graduates. That is,

postgraduate research graduates from more vocationally oriented programs such as Medicine tend to have higher employment rates in the short-term than more generalist study areas such as Communications, Humanities, culture and social sciences, and Creative arts. As seen for the other study levels, the gap in employment rates between those with vocational and generalist degrees diminishes over time. This can be seen in terms of the reduction in the standard deviation of full-time employment rates across study areas in the short-term from 13.5 percentage points to 5.8 percentage points three years later.

Postgraduate research graduates have different patterns of salaries across study areas. For example, the range of median salaries for postgraduate research graduates across study areas was smaller than for postgraduate coursework graduates with a standard deviation between study areas of \$10,600 and \$11,000 in the short-term and medium-term respectively compared with \$16,300 and \$16,600 for postgraduate coursework graduates. The range of median salaries across study areas for postgraduate research graduates was largely unchanged across the short and medium-term (with only \$400 difference) which shows that salary growth is relatively even across study areas, whereas it increased substantially for undergraduates with the standard deviation of median salaries of undergraduates increasing from \$8,400 in the short-term to \$14,500 in the medium-term.

The range of median salaries for postgraduate research graduates across study areas was smaller than for postgraduate coursework graduates



Table 35 Short- (2014) and medium-term (2017) outcomes for 2013 research graduates by study area

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
	2014	2017	2014	2017	2014	2017	2014	2017
Science and mathematics	83.1	93.6	95.8	94.9	95.0	96.7	73,000	90,000
Computing and information systems	73.7	82.5	79.1	86.0	97.7	97.7	80,000	n/a
Engineering	72.7	92.1	81.6	90.1	92.5	96.6	79,000	96,000
Architecture and built environment	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Agriculture and environmental studies	85.2	96.8	94.1	97.3	87.2	94.9	n/a	n/a
Health services and support	83.1	93.9	93.8	96.3	96.6	93.2	92,000	106,400
Medicine	91.0	97.2	97.6	97.7	93.4	94.5	80,000	113,000
Nursing	n/a	n/a	93.1	92.9	100.0	96.6	n/a	n/a
Pharmacy	n/a	n/a	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	n/a	n/a
Veterinary science	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rehabilitation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher education	84.8	95.0	96.7	94.8	94.5	90.6	88,300	104,700
Business and management	80.3	93.2	90.0	91.7	96.8	90.3	94,000	110,000
Humanities, culture and social sciences	61.2	78.5	89.6	91.0	88.8	89.6	70,000	92,200
Social work	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Psychology	83.1	93.2	99.0	97.9	96.0	96.0	76,500	94,900
Law and paralegal studies	n/a	n/a	n/a	n/a	88.0	92.0	n/a	n/a
Creative arts	66.7	88.0	90.1	86.8	87.7	93.8	80,000	81,800
Communications	56.7	88.5	92.3	97.1	95.1	82.9	n/a	n/a
Tourism, hospitality, personal services, sport and recreation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>All study areas</b>	<b>77.1</b>	<b>90.9</b>	<b>92.4</b>	<b>93.6</b>	<b>93.3</b>	<b>93.5</b>	<b>80,000</b>	<b>99,800</b>
<b>Standard deviation</b>	<b>13.5</b>	<b>5.8</b>	<b>6.0</b>	<b>4.4</b>	<b>4.7</b>	<b>4.7</b>	<b>10,600</b>	<b>11,000</b>

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

### 3.2.3 Postgraduate research employment outcomes by demographic group

Younger postgraduate research graduates aged 30 years or under generally have more favourable labour market outcomes than their older counterparts. For example, the overall employment rate of younger postgraduate research graduates over the medium-term in 2017 was 95.2 per cent in comparison with 92.9 per cent for older graduates. The only exception is that older postgraduate research graduates earn more than their younger counterparts both in the short and medium-term following graduation. For example, three years out postgraduate research graduates aged over 30 years median salary was \$102,800 in comparison with \$90,000 for those aged 30 years or under.

Postgraduate research graduates from non-English-speaking backgrounds had lower short-term employment outcomes than those from English speaking backgrounds but the gap narrowed over time. The former had higher rates of labour force participation but lower median salaries over both short and medium-terms. Postgraduate research graduates who reported a disability generally had worse labour market outcomes than those with no disability. Postgraduate research graduates who studied externally had higher labour market outcomes than those that studied internally. This is likely to be because external students are more likely to have an ongoing relationship with an employer while studying.

In general, the number of Indigenous postgraduate research respondents was very low so it is not possible to discuss their labour market outcomes with any degree of certainty.

Table 36 Postgraduate research graduates short- and medium-term outcomes by demographic group

		Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
		2014	2017	2014	2017	2014	2017	2014	2017
<b>Age</b>	30 years or under	78.4	93.9	93.8	95.2	94.5	95.6	71,000	90,000
	Over 30 years	76.6	89.5	91.8	92.9	92.8	92.6	85,000	102,800
<b>Indigenous</b>	Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Non-Indigenous	77.3	91.1	92.5	93.5	93.2	93.5	80,000	99,100
<b>Home language</b>	English	79.4	90.9	94.2	94.3	93.2	92.8	80,000	100,000
	Language other than English	68.9	90.9	86.1	91.3	94.1	96.3	74,000	93,900
<b>Disability</b>	Reported disability	n/a	78.4	80.0	80.9	78.1	73.4	n/a	n/a
	No disability	77.6	91.2	92.8	94.0	94.1	94.4	80,000	99,600
<b>Study mode</b>	Internal/mixed	75.1	90.4	91.7	92.9	93.2	93.2	78,000	96,800
	External/distance	86.6	93.4	95.9	96.7	94.6	95.3	89,400	108,000

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

### 3.2.4 Postgraduate research employment pathways

Table 37 Labour force transitions of postgraduate research graduates between 2014 and 2017, as a percentage of labour market category in 2014

2014 labour market status	2017 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Employed full-time	83.3	9.6	3.0	4.1	100
Employed part-time	52.1	34.9	7.4	5.6	100
Unemployed	45.9	25.2	21.6	7.2	100
Not in the labour force	42.9	17.1	9.5	30.5	100

Table 37 above shows changes in the labour market status of postgraduate research graduates. Of those employed full-time in 2014, 83.3 per cent remained in full-time employment in 2017, 9.6 per cent had moved into part-time work, 3.0 per cent had become unemployed and 4.1 per cent were no longer in the labour force. This pattern is similar to the labour force transitions of undergraduate and postgraduate coursework graduates between 2014 and 2017.

Of those employed part-time in 2014, 52.1 per cent had moved into full-time employment, while 34.9 per cent remained in part-time work, 7.4 per cent became unemployed and 5.6 per cent had left the workforce. As was the case for other study levels, it appears that those employed part-time in the short term have a slightly lower attachment to employment than those who were employed full-time.

Of those who were unemployed in 2014, 45.9 per cent had moved into full-time employment, and a little over a quarter into part-time work. Of those unemployed in 2014, 21.6 per cent remained unemployed in 2017 and 7.2 per cent had left the labour force.

Finally, of those who were not in the labour force in 2014, 42.9 per cent had moved into full-time employment and 17.1 per cent had moved into part-time work, 9.5 per cent became unemployed and 30.5 per cent of those not in the labour force in 2014 remained outside the labour force after three years.

In general terms, the trends observed for undergraduate and postgraduate coursework graduate labour force transitions by gender held true for postgraduate research graduates. However, due to the relatively small number of PGR graduate responses to the GOS-L many of these categories should be treated cautiously.

In general, male postgraduate research graduates remained more attached to full-time employment than females with 86.8 per cent of those employed full-time in 2014 remaining so in 2017 compared with 80.0 per cent of females. While close to half of the female postgraduate research graduates who were employed part-time in 2014 had moved into full-time work by 2017, they were much more likely than males to remain in part-time work three years later, with 39.7 per cent compared with 24.1 per cent of males who were initially employed part-time, remaining in part-time work.

Table 38 Labour force transitions of postgraduate research graduates by gender between 2014 and 2017, as percentage of labour market category in 2014

2014 labour market status	2017 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
<b>Males</b>					
Employed full-time	86.8	6.1	3.4	3.8	100
Employed part-time	57.9	24.1	13.5	4.5	100
Unemployed	50.0	22.9	18.8	8.3	100
Not in the labour force	55.3	5.3	10.5	28.9	100
<b>Females</b>					
Employed full-time	80.0	12.8	2.7	4.4	100
Employed part-time	49.5	39.7	4.7	6.1	100
Unemployed	42.9	27.0	23.8	6.3	100
Not in the labour force	35.8	23.9	9.0	31.3	100

Postgraduate research graduates were much less likely to have changed their occupation level in the first three years after graduation than postgraduate coursework graduates or undergraduates

Table 39 Employment history of postgraduate research graduates in the labour market in 2017

	Full-time employment	Overall employment
% changed job (2014–2017)	37.1	37.5
% worked for employer < 12 months	17.4	16.7
% changed roles within same business – including promotions (2014–2017)	41.4	38.3
% changed occupation level (2014–2017)	17.0	17.7
Median salary 2014	\$80,000	\$70,000
Median salary 2017	\$99,600	\$91,800

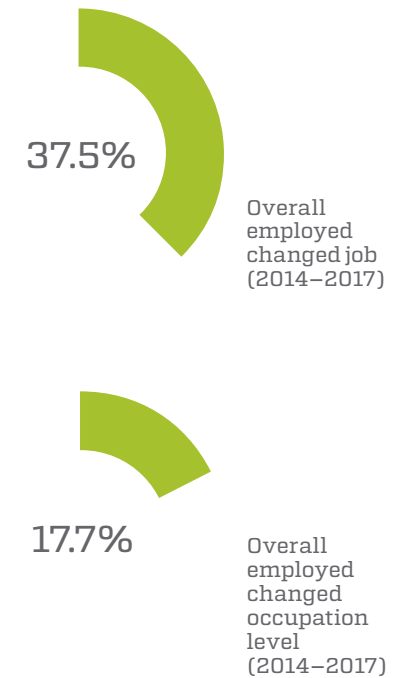
Table 39 summarises the main features of the medium-term employment history of postgraduate research graduates who were in the labour market in 2017. Around 37 per cent of postgraduate research graduates had changed jobs in the past three years. Around 17 per cent of postgraduate research graduates reported that they had only worked for their current employer for less than 12 months. This was broadly similar to the postgraduate coursework graduates but undergraduates showed a higher rate of labour mobility with 28 per cent stating they had worked for their current employer for less than 12 months.

Postgraduate research graduates were less likely than postgraduate coursework graduates to state they had changed roles within the business including gaining a promotion, 38.3 per cent and 43.2 per cent respectively of those employed. Interestingly postgraduate research graduates were much less likely to have changed their occupation level in the first three

years after graduation than postgraduate coursework graduates or undergraduates. For example, 17.7 per cent of employed postgraduate research graduates indicated that they had changed occupation levels over the three-year period which is substantially lower by around 9 percentage points compared with postgraduate coursework graduates and around 23 percentage points lower than for those who had completed undergraduate qualifications. This may indicate that the completion of a postgraduate research qualification is less transformative than the completion of either postgraduate coursework undergraduate qualifications in terms of the level of occupation in which the graduate is employed.

Postgraduate research graduates employed in 2017 enjoyed faster growth in salaries than postgraduate coursework graduates. For example, the increase in the median salary between 2014 and 2017 for employed postgraduate research graduates was \$21,800 in comparison with \$14,500 for postgraduate coursework graduates.

Figure 5 Percentage of employed postgraduate research graduates who changed job or occupation level



### 3.2.5 Postgraduate research skills formation and utilisation

Table 40 Proportion of employed postgraduate research graduates working in managerial or professional occupations, 2014 and 2017

	Full-time employment (%)		Overall employment (%)	
	2014	2017	2014	2017
<b>Occupation all graduates</b>				
Managers	8.5	12.2	7.3	11.2
Professionals	84.7	83.1	84.5	82.6
All other occupations	6.8	4.7	8.2	6.2
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Occupation males</b>				
Managers	10.8	14.1	9.9	13.6
Professionals	83.1	81.7	82.0	81.1
All other occupations	6.2	4.2	8.2	5.3
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Occupation females</b>				
Managers	6.3	10.4	5.3	9.4
Professionals	86.3	84.3	86.4	83.7
All other occupations	7.4	5.2	8.3	6.9
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Table 40 shows most postgraduate research graduates are working in managerial or professional occupations in both the short-term and the medium-term following graduation, 91.8 per cent and 93.8 per cent respectively. This is largely on account that many more postgraduate research graduates are employed in professional occupations. For example, three years after

graduation 82.6 per cent of postgraduate research graduates are employed in professional occupations in comparison with 67.7 per cent of postgraduate coursework graduates and 65.8 per cent of undergraduates. Postgraduate coursework graduates, especially males, are more likely to be working in managerial occupations than are postgraduate research graduates.

Table 41 Importance of postgraduate research qualification for current employment in 2017 (%)

	Full-time employment	Overall employment
Very important	62.1	60.3
Important	18.0	18.6
Fairly important	10.1	10.3
Not that important	6.8	7.1
Not at all important	2.9	3.8
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

Table 42 Extent to which postgraduate research qualification prepared graduate for employment in 2017 (%)

	Full-time employment	Overall employment
Very well	47.8	46.8
Well	39.5	38.7
Not well	4.8	4.8
Not at all	3.8	4.7
Unsure	4.0	4.9
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

Given the current policy focus on postgraduate research training, it is instructive to learn the views of postgraduate research graduates about how they valued their qualifications in the workplace. An important caveat about the data presented in Table 41 is that it refers to the views of employed graduates but does not include the views of postgraduate research graduates who were not in employment. Postgraduate research graduates appear to view their qualifications more favourably than postgraduate coursework graduates or undergraduates. For example, among all employed postgraduate research graduates three years following graduation in 2017, 78.9 per cent stated their qualification

was either 'very important' or 'important' for their current employment. By way of comparison, corresponding figures for postgraduate coursework graduates and undergraduates were lower at 71.5 per cent and 65.3 per cent respectively. Similarly, 85.5 per cent of employed postgraduate research graduates three years following graduation stated their qualification had prepared them either 'very well' or 'well' for employment in comparison with 79.7 per cent of postgraduate coursework graduates and 76.1 per cent of undergraduates.

Postgraduate research graduates appear to view their qualifications more favourably than postgraduate coursework graduates or undergraduates

Table 43 Postgraduate research graduate average ratings of their attributes (%)

	Full-time employment	Overall employment
Foundation skills	93.0	92.1
Adaptive skills	88.8	87.5
Collaborative skills	62.3	61.5

Table 44 Main reason for working in job in 2017 that doesn't fully use skills and education (%)

	Full-time employment	Overall employment
<b>Personal factors</b>	<b>26.4</b>	<b>27.2</b>
<b>Labour market factors</b>	<b>60.3</b>	<b>60.2</b>
No suitable jobs in my area of expertise	36.4	34.1
No suitable jobs in my local area	19.8	20.4
<b>Other</b>	<b>13.2</b>	<b>12.6</b>

Postgraduate research graduates were asked about the generic work-related skills they had acquired as part of their qualification. Table 43 shows that the ratings of these generic work-related skills were very positive, at least for foundation skills and adaptive skills at 92.1 per cent and 87.5 per cent respectively. Postgraduate research graduates rated these attributes more highly than did postgraduate coursework and undergraduates. On the other hand, both postgraduate research graduates and postgraduate coursework graduates rated their collaborative skills lower at around 60 per cent than did undergraduates who rated this attribute at around 70 per cent. This result possibly reflects that undergraduate students are being provided with greater opportunities for engaging collaboratively during their study.

Personal factors include graduates who are caring for children or family members, are changing jobs or careers or using this job as an entry level or stepping stone, have skills that are not required in their current job or are satisfied with their current job.

Labour market factors includes no suitable jobs in area of expertise or in the local area (sub-totals displayed above) and also includes being considered too young by employers, no jobs with a suitable number of hours, or the inability to find a job.

In general, postgraduate research graduates give broadly similar reasons with 60.2 per cent citing labour market factors in comparison with 56.7 per cent of undergraduates and 53.7 per cent of postgraduate coursework graduates. The main labour market reasons given by postgraduate research graduates for not working in a job that does not fully utilise their skills and education are, there are no suitable jobs in my area of expertise, 34.1 per cent and there are no suitable jobs in my local area 20.4 per cent.



# Appendix 1

## Participating institutions and response characteristics

Participation in the 2017 GOS-L was open to any higher education institution which participated in the 2014 AGS. 55 institutions in total chose to participate, including 39 universities and 16 non-university higher education institutions (NUHEIs).

The GOS-L achieved an overall 42.2 per cent response rate, representing 38,591 completed surveys. When broken down by study level, the undergraduate response rate was 40.5 per cent, postgraduate coursework, 43.5 per cent and postgraduate research, 55.4 per cent of the usable sample after data was cleaned and opt-outs and out of scope were removed.

**2017 GOS-L university response rates – all study levels – undergraduate, postgraduate coursework and postgraduate research**

Institution	2014 AGS responses	Usable sample	Completed	Response rate (%)
Australian Catholic University	3,286	2,369	948	40.02
Bond University	831	691	273	39.51
Central Queensland University	1,882	451	149	33.04
Charles Darwin University	791	438	212	48.40
Charles Sturt University	4,063	1,432	665	46.44
Curtin University	5,524	5,259	2,101	39.95
Deakin University	5,105	4,376	1,972	45.06
Edith Cowan University	3,261	2,444	1,228	50.25
Federation University Australia	1,543	765	204	26.67
Flinders University	2,616	1,999	1,032	51.63
Griffith University	5,675	4,348	2,011	46.25
James Cook University	1,732	1,022	473	46.28
La Trobe University	4,304	525	273	52.00
Macquarie University	4,867	2,598	915	35.22
Monash University	8,428	6,844	3,140	45.88
Murdoch University	1,518	262	141	53.82
Queensland University of Technology	5,641	3,023	1,199	39.66

Institution	2014 AGS responses	Usable sample	Completed	Response rate (%)
RMIT University	5,219	2,305	1,131	49.07
Southern Cross University	1,147	507	248	48.92
Swinburne University of Technology	2,441	2,266	785	34.64
The Australian National University	1,995	1,731	861	49.74
The University of Adelaide	3,622	2,672	1,107	41.43
The University of Melbourne	8,668	7,691	3,752	48.78
The University of Notre Dame Australia	1,163	396	167	42.17
The University of Queensland	5,706	5,198	2,497	48.04
The University of Sydney	7,433	3,736	1,617	43.28
The University of Western Australia	2,791	2,031	869	42.79
University of Canberra	1,694	774	379	48.97
University of Divinity	199	45	21	46.67
University of New England	1,912	213	171	80.28
University of New South Wales	6,171	5,432	2,329	42.88
University of Newcastle	3,843	2,472	713	28.84
University of South Australia	4,755	4,555	1,433	31.46
University of Southern Queensland	1,792	477	239	50.10
University of Tasmania	2,588	1,134	476	41.98
University of Technology Sydney	5,352	2,851	727	25.50
University of the Sunshine Coast	1,187	826	386	46.73
Victoria University	1,977	964	323	33.51
Western Sydney University	5,045	3,491	1,069	30.62
<b>Total</b>	<b>137,767</b>	<b>90,613</b>	<b>38,236</b>	<b>42.20</b>

### 2017 GOS-L university response rates – undergraduate

Institution	2014 AGS responses	Usable sample	Completed	Response rate (%)
Australian Catholic University	2,423	1,755	653	37.21
Bond University	506	429	172	40.09
Central Queensland University	1,035	231	82	35.50
Charles Darwin University	481	269	126	46.84
Charles Sturt University	2,398	814	367	45.09
Curtin University	3,527	3,338	1,246	37.33
Deakin University	3,136	2,660	1,149	43.20
Edith Cowan University	1,954	1,433	681	47.52
Federation University Australia	1,054	528	135	25.57
Flinders University	1,476	1,074	522	48.60
Griffith University	3,737	2,862	1,277	44.62
James Cook University	1,096	637	293	46.00
La Trobe University	2,947	341	173	50.73
Macquarie University	3,049	1,593	520	32.64
Monash University	5,296	4,248	1,934	45.53
Murdoch University	949	163	84	51.53
Queensland University of Technology	3,605	1,756	667	37.98
RMIT University	3,287	1,384	649	46.89
Southern Cross University	866	385	181	47.01
Swinburne University of Technology	1,563	1,440	464	32.22
The Australian National University	795	699	378	54.08
The University of Adelaide	2,567	1,864	769	41.26
The University of Melbourne	3,972	3,534	1,724	48.78
The University of Notre Dame Australia	807	288	115	39.93
The University of Queensland	3,618	3,292	1,582	48.06

<b>Institution</b>	<b>2014 AGS responses</b>	<b>Usable sample</b>	<b>Completed</b>	<b>Response rate (%)</b>
The University of Sydney	3,931	1,799	774	43.02
The University of Western Australia	1,930	1,405	591	42.06
University of Canberra	1,103	505	255	50.50
University of Divinity	86	18	10	55.56
University of New England	961	86	63	73.26
University of New South Wales	3,312	2,861	1,249	43.66
University of Newcastle	2,554	1,725	484	28.06
University of South Australia	3,297	3,158	926	29.32
University of Southern Queensland	1,031	231	112	48.48
University of Tasmania	1,445	600	231	38.50
University of Technology Sydney	3,259	1,670	403	24.13
University of the Sunshine Coast	943	666	300	45.05
Victoria University	1,466	685	217	31.68
Western Sydney University	3,907	2,710	804	29.67
<b>Total</b>	<b>85,369</b>	<b>55,136</b>	<b>22,362</b>	<b>40.60</b>

### 2017 GOS-L university response rates – postgraduate coursework

Institution	2014 AGS responses	Usable sample	Completed	Response rate (%)
Australian Catholic University	836	596	284	47.65
Bond University	325	262	101	38.55
Central Queensland University	825	205	62	30.24
Charles Darwin University	288	155	79	50.97
Charles Sturt University	1,655	612	294	48.04
Curtin University	1,768	1,697	738	43.49
Deakin University	1,865	1,623	771	47.50
Edith Cowan University	1,233	957	514	53.71
Federation University Australia	481	234	67	28.63
Flinders University	1,062	861	472	54.82
Griffith University	1,860	1,420	699	49.23
James Cook University	576	354	165	46.61
La Trobe University	1,221	162	85	52.47
Macquarie University	1,653	905	335	37.02
Monash University	2,702	2,229	990	44.41
Murdoch University	507	89	47	52.81
Queensland University of Technology	1,800	1,136	465	40.93
RMIT University	1,757	830	415	50.00
Southern Cross University	250	103	53	51.46
Swinburne University of Technology	809	760	290	38.16
The Australian National University	991	852	391	45.89
The University of Adelaide	825	633	243	38.39
The University of Melbourne	4,201	3,725	1,801	48.35
The University of Notre Dame Australia	345	101	48	47.52

<b>Institution</b>	<b>2014 AGS responses</b>	<b>Usable sample</b>	<b>Completed</b>	<b>Response rate (%)</b>
The University of Queensland	1,656	1,505	685	45.51
The University of Sydney	3,053	1,687	690	40.90
The University of Western Australia	658	487	205	42.09
University of Canberra	554	253	113	44.66
University of Divinity	102	24	9	37.50
University of New England	885	116	100	86.21
University of New South Wales	2,494	2,253	907	40.26
University of Newcastle	1,158	667	200	29.99
University of South Australia	1,326	1,267	443	34.96
University of Southern Queensland	736	235	120	51.06
University of Tasmania	1,020	469	203	43.28
University of Technology Sydney	1,958	1,134	300	26.46
University of the Sunshine Coast	221	144	73	50.69
Victoria University	482	258	98	37.98
Western Sydney University	1,060	735	247	33.61
<b>Total</b>	<b>47,198</b>	<b>31,735</b>	<b>13,802</b>	<b>43.49</b>

### 2017 GOS-L university response rates – postgraduate research

Institution	2014 AGS responses	Usable sample	Completed	Response rate (%)
Australian Catholic University	27	18	11	61.11
Bond University	0	0	0	0
Central Queensland University	22	15	5	33.33
Charles Darwin University	22	14	7	50.00
Charles Sturt University	10	6	4	66.67
Curtin University	229	224	117	52.23
Deakin University	104	93	52	55.91
Edith Cowan University	74	54	33	61.11
Federation University Australia	8	3	2	66.67
Flinders University	78	64	38	59.38
Griffith University	78	66	35	53.03
James Cook University	60	31	15	48.39
La Trobe University	136	22	15	68.18
Macquarie University	165	100	60	60.00
Monash University	430	367	216	58.86
Murdoch University	62	10	10	100.00
Queensland University of Technology	236	131	67	51.15
RMIT University	175	91	67	73.63
Southern Cross University	31	19	14	73.68
Swinburne University of Technology	69	66	31	46.97
The Australian National University	209	180	92	51.11
The University of Adelaide	230	175	95	54.29
The University of Melbourne	495	432	227	52.55
The University of Notre Dame Australia	11	7	4	57.14
The University of Queensland	432	401	230	57.36

<b>Institution</b>	<b>2014 AGS responses</b>	<b>Usable sample</b>	<b>Completed</b>	<b>Response rate (%)</b>
The University of Sydney	449	250	153	61.20
The University of Western Australia	203	139	73	52.52
University of Canberra	37	16	11	68.75
University of Divinity	11	3	2	66.67
University of New England	66	11	8	72.73
University of New South Wales	365	318	173	54.40
University of Newcastle	131	80	29	36.25
University of South Australia	132	130	64	49.23
University of Southern Queensland	25	11	7	63.64
University of Tasmania	123	65	42	64.62
University of Technology Sydney	135	47	24	51.06
University of the Sunshine Coast	23	16	13	81.25
Victoria University	29	21	8	38.10
Western Sydney University	78	46	18	39.13
<b>Total</b>	<b>5,200</b>	<b>3,742</b>	<b>2,072</b>	<b>55.37</b>



**2017 GOS-L NUHEI response rates – all study levels – undergraduate, postgraduate coursework and postgraduate research**

<b>Institution</b>	<b>2014 AGS responses</b>	<b>Usable sample</b>	<b>Completed</b>	<b>Response rate (%)</b>
Academy of Design Australia	62	27	5	18.52
Australian College of Applied Psychology (Navitas Institute)	182	120	59	49.17
Australian College of Physical Education	118	69	13	18.84
Australian College of Theology	299	138	82	59.42
Australian Institute of Business	33	19	9	47.37
Avondale College of Higher Education	163	50	26	52.00
Blue Mountains International Hotel Management School	27	10	5	50.00
Christian Heritage College	106	40	14	35.00
Eastern College Australia	39	18	14	77.78
Endeavour College	179	123	52	42.28
Holmesglen Institute	82	46	16	34.78
Melbourne Institute of Technology	114	44	9	20.45
Melbourne Polytechnic	54	32	7	21.88
Raffles College of Design and Commerce	64	38	11	28.95
Sydney College of Divinity	104	23	12	52.17
Tabor College of Higher Education	71	35	21	60.00
<b>Total</b>	<b>1,697</b>	<b>832</b>	<b>355</b>	<b>42.67</b>

### 2017 GOS-L NUHEI response rates – undergraduate

Institution	2014 AGS responses	Usable sample	Completed	Response rate (%)
Academy of Design Australia	62	27	5	18.52
Australian College of Applied Psychology (Navitas Institute)	96	67	34	50.75
Australian College of Physical Education	95	60	12	20.00
Australian College of Theology	123	61	31	50.82
Australian Institute of Business	0	0	0	0
Avondale College of Higher Education	147	44	24	54.55
Blue Mountains International Hotel Management School	26	9	4	44.44
Christian Heritage College	70	30	12	40.00
Eastern College Australia	14	6	4	66.67
Endeavour College	179	123	52	42.28
Holmesglen Institute	82	46	16	34.78
Melbourne Institute of Technology	55	19	3	15.79
Melbourne Polytechnic	54	32	7	21.88
Raffles College of Design and Commerce	53	34	9	26.47
Sydney College of Divinity	63	16	7	43.75
Tabor College of Higher Education	40	21	13	61.90
<b>Total</b>	<b>1,159</b>	<b>595</b>	<b>233</b>	<b>39.16</b>

2017 GOS-L NUHEI response rates – postgraduate coursework

Institution	2014 AGS responses	Usable sample	Completed	Response rate (%)
Academy of Design Australia	0	0	0	0
Australian College of Applied Psychology (Navitas Institute)	86	53	25	47.17
Australian College of Physical Education	23	9	1	11.11
Australian College of Theology	170	74	49	66.22
Australian Institute of Business	33	19	9	47.37
Avondale College of Higher Education	16	6	2	33.33
Blue Mountains International Hotel Management School	1	1	1	100.00
Christian Heritage College	36	10	2	20.00
Eastern College Australia	25	12	10	83.33
Endeavour College	0	0	0	0
Holmesglen Institute	0	0	0	0
Melbourne Institute of Technology	59	25	6	24.00
Melbourne Polytechnic	0	0	0	0
Raffles College of Design and Commerce	11	4	2	50.00
Sydney College of Divinity	40	7	5	71.43
Tabor College of Higher Education	30	13	7	53.85
<b>Total</b>	<b>530</b>	<b>233</b>	<b>119</b>	<b>51.07</b>

### 2017 GOS-L NUHEI response rates – postgraduate research

Institution	2014 AGS responses	Usable sample	Completed	Response rate (%)
Academy of Design Australia	0	0	0	0
Australian College of Applied Psychology (Navitas Institute)	0	0	0	0
Australian College of Physical Education	0	0	0	0
Australian College of Theology	6	3	2	66.67
Australian Institute of Business	0	0	0	0
Avondale College of Higher Education	0	0	0	0
Blue Mountains International Hotel Management School	0	0	0	0
Christian Heritage College	0	0	0	0
Eastern College Australia	0	0	0	0
Endeavour College	0	0	0	0
Holmesglen Institute	0	0	0	0
Melbourne Institute of Technology	0	0	0	0
Melbourne Polytechnic	0	0	0	0
Raffles College of Design and Commerce	0	0	0	0
Sydney College of Divinity	1	0	0	0
Tabor College of Higher Education	1	1	1	100.00
<b>Total</b>	<b>8</b>	<b>4</b>	<b>3</b>	<b>75.00</b>

Using a Total Survey Error approach, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the GOS-L are representative of the in-scope population, respondent characteristics are presented alongside population parameters in the table below. The population parameters for the GOS-L were respondents to the 2014 AGS where valid contact details were provided.

In general, most sample parameters closely match the respondent profile. There are a number of characteristics where there is a divergence of several percentage points. Consistent with the GOS and SES, males are under-represented in the GOS-L compared with female respondents. This gender difference of 2.4 percentage points compared with the usable sample is less pronounced than the GOS and SES which may be due to focussed in field telephone reminders which target lower performing demographic groups and study areas. Other areas which are under-represented are graduates from non-English speaking backgrounds and international graduates by around 8.2 percentage points and 7.2 percentage points respectively. This pattern was generally repeated across the study levels other than in postgraduate research graduates where the gap for international versus domestic responses was much lower at around 1.8 percentage points different to the usable sample. This may be related to the generally higher language levels required to complete a postgraduate research program and therefore postgraduate research international graduates are more likely to feel comfortable completing surveys in English.

In general, the sample matches the in-scope survey population in terms of study area. Consistent with the SES and GOS, the largest difference between the sample and population was in the Business and management study area where the sample was under represented by 5.9 percentage points. Under-representation by level of study was 5.8 percentage points and 6.6 percentage points for undergraduate and postgraduate coursework respectively. Postgraduate research graduate response rates closely matched the usable sample across all study areas including Business and management.

## 2017 GOS-L sample characteristics – all study levels

	AGS	AGS %	Sample	Sample %	Respondents	Respondents %
<b>Base</b>	139,464	100.0	91,445	100.0	38,591	100.0
Undergraduate	86,528	62.0	55,731	60.9	22,595	58.5
Postgraduate coursework	47,728	34.2	31,968	35.0	13,921	36.1
Postgraduate research	5,208	3.7	3,746	4.1	2,075	5.4
<b>Gender</b>						
Female	83,642	60.0	54,712	59.8	24,003	62.2
Male	55,757	40.0	36,715	40.2	14,580	37.8
<b>Combined course of study indicator</b>						
Combined/double degree	8,118	5.8	5,232	5.7	2,374	6.2
Single degree	131,110	94.2	86,034	94.3	36,130	93.8
<b>Aboriginal and Torres Strait Islander</b>						
Non-Indigenous	135,882	97.4	88,939	97.3	37,639	97.5
Indigenous	1,073	0.8	668	0.7	301	0.8
<b>Mode of attendance</b>						
Internal	107,536	77.1	72,419	79.2	29,451	76.3
External	19,964	14.3	11,129	12.2	5,556	14.4
Multi-modal	11,449	8.2	7,732	8.5	3,522	9.1
<b>Type of attendance</b>						
Full-time	106,735	76.5	71,301	78.0	28,680	74.3
Part-time	32,178	23.1	19,934	21.8	9,841	25.5
<b>Main language spoken at home</b>						
English	96,898	69.5	62,190	68.0	29,550	76.6
Language other than English	38,790	27.8	26,905	29.4	8,176	21.2
<b>Citizen/resident indicator*</b>						
Domestic	110,558	79.3	70,414	77.0	32,666	84.6
International	28,906	20.7	21,031	23.0	5,925	15.4

Note: Some subgroups may not add to 100 per cent due to missing data.

\* This report includes results for domestic graduates only. Higher education institutions receive data files which include results for international graduates for internal analysis.

## 2017 GOS-L sample characteristics – undergraduate

	AGS	AGS %	Sample	Sample %	Respondents	Respondents %
<b>Base</b>	86,528	100.0	55,731	100.0	22,595	100.0
Undergraduate	86,528	100.0	55,731	100.0	22,595	100.0
<b>Gender</b>						
Female	52,428	60.6	33,783	60.6	14,254	63.1
Male	34,049	39.4	21,932	39.4	8,333	36.9
<b>Combined course of study indicator</b>						
Combined/double degree	7,573	8.8	4,825	8.7	2,235	9.9
Single degree	78,860	91.2	50,842	91.3	20,328	90.1
<b>Aboriginal and Torres Strait Islander</b>						
Non-Indigenous	84,982	98.2	54,758	98.3	22,231	98.4
Indigenous	718	0.8	444	0.8	187	0.8
<b>Mode of attendance</b>						
Internal	73,518	85.0	48,352	86.8	19,302	85.4
External	6,420	7.4	3,195	5.7	1,542	6.8
Multi-modal	6,247	7.2	4,076	7.3	1,715	7.6
<b>Type of attendance</b>						
Full-time	76,499	88.4	50,038	89.8	20,047	88.7
Part-time	9,669	11.2	5,561	10.0	2,508	11.1
<b>Main language spoken at home</b>						
English	62,439	72.2	39,647	71.1	17,863	79.1
Language other than English	21,719	25.1	14,651	26.3	4,242	18.8
<b>Citizen/resident indicator*</b>						
Domestic	71,816	83.0	45,210	81.1	19,948	88.3
International	14,712	17.0	10,521	18.9	2,647	11.7

Note: Some subgroups may not add to 100 per cent due to missing data.

\* This report includes results for domestic graduates only. Higher education institutions receive data files which include results for international graduates for internal analysis.

## 2017 GOS-L sample characteristics – postgraduate coursework

	AGS	AGS %	Sample	Sample %	Respondents	Respondents %
<b>Base</b>	47,728	100.0	31,968	100.0	13,921	100.0
Postgraduate coursework	47,728	100.0	31,968	100.0	13,921	100.0
<b>Gender</b>						
Female	28,535	59.8	18,984	59.4	8,631	62.0
Male	19,179	40.2	12,982	40.6	5,290	38.0
<b>Combined course of study indicator</b>						
Combined/double degree	544	1.1	406	1.3	138	1.0
Single degree	47,112	98.9	31,513	98.7	13,759	99.0
<b>Aboriginal and Torres Strait Islander</b>						
Non-Indigenous	45,793	95.9	30,510	95.4	13,369	96.0
Indigenous	335	0.7	211	0.7	105	0.8
<b>Mode of attendance</b>						
Internal	30,102	63.1	21,230	66.4	8,600	61.8
External	12,843	26.9	7,452	23.3	3,725	26.8
Multi-modal	4,628	9.7	3,240	10.1	1,576	11.3
<b>Type of attendance</b>						
Full-time	26,382	55.3	18,439	57.7	7,126	51.2
Part-time	21,168	44.4	13,457	42.1	6,768	48.6
<b>Main language spoken at home</b>						
English	31,375	65.7	20,378	63.7	10,384	74.6
Language other than English	15,116	31.7	10,801	33.8	3,226	23.2
<b>Citizen/resident indicator*</b>						
Domestic	34,835	73.0	22,453	70.2	11,151	80.1
International	12,893	27.0	9,515	29.8	2,770	19.9

Note: Some subgroups may not add to 100 per cent due to missing data.

\* This report includes results for domestic graduates only. Higher education institutions receive data files which include results for international graduates for internal analysis.



## 2017 GOS-L sample characteristics – postgraduate research

	AGS	AGS %	Sample	Sample %	Respondents	Respondents %
<b>Base</b>	5,208	100.0	3,746	100.0	2,075	100.0
Postgraduate research	5,208	100.0	3,746	100.0	2,075	100.0
<b>Gender</b>						
Female	2,679	51.4	1,945	51.9	1,118	53.9
Male	2,529	48.6	1,801	48.1	957	46.1
<b>Combined course of study indicator</b>						
Combined/double degree	1	0.0	1	0.0	1	0.0
Single degree	5,138	100.0	3,679	100.0	2,043	100.0
<b>Aboriginal and Torres Strait Islander</b>						
Non-Indigenous	5,107	98.1	3,671	98.0	2,039	98.3
Indigenous	20	0.4	13	0.3	9	0.4
<b>Mode of attendance</b>						
Internal	3,916	75.2	2,837	75.7	1,549	74.7
External	701	13.5	482	12.9	289	13.9
Multi-modal	574	11.0	416	11.1	231	11.1
<b>Type of attendance</b>						
Full-time	3,854	74.0	2,824	75.4	1,507	72.6
Part-time	1,341	25.7	916	24.5	565	27.2
<b>Main language spoken at home</b>						
English	3,084	59.2	2,165	57.8	1,303	62.8
Language other than English	1,955	37.5	1,453	38.8	708	34.1
<b>Citizen/resident indicator*</b>						
Domestic	3,907	75.0	2,751	73.4	1,567	75.5
International	1,301	25.0	995	26.6	508	24.5

Note: Some subgroups may not add to 100 per cent due to missing data.

\* This report includes results for domestic graduates only. Higher education institutions receive data files which include results for international graduates for internal analysis.

## 2017 GOS-L combined student response characteristics and population parameters by study area

Study area	GOS-L respondents: n	GOS-L respondents: %	In-scope population: n	In-scope population: %
Science and mathematics	3,552	9.2	7,125	7.8
Computing and information systems	1,210	3.1	3,229	3.5
Engineering	2,629	6.8	6,619	7.2
Architecture and built environment	994	2.6	2,665	2.9
Agriculture and environmental studies	701	1.8	1,374	1.5
Health services and support	2,539	6.6	5,530	6.0
Medicine	960	2.5	1,912	2.1
Nursing	2,332	6.0	5,553	6.1
Pharmacy	293	0.8	739	0.8
Dentistry	184	0.5	432	0.5
Veterinary science	202	0.5	412	0.5
Rehabilitation	542	1.4	1,206	1.3
Teacher education	4,262	11.0	8,888	9.7
Business and management	7,417	19.2	22,972	25.1
Humanities, culture and social sciences	3,819	9.9	7,697	8.4
Social work	889	2.3	1,754	1.9
Psychology	1,957	5.1	3,765	4.1
Law and paralegal studies	1,446	3.7	3,160	3.5
Creative arts	1,376	3.6	3,348	3.7
Communications	1,191	3.1	2,770	3.0
Tourism, hospitality, personal services, sport and recreation	96	0.2	295	0.3
<b>Total</b>	<b>38,591</b>	<b>100</b>	<b>91,445</b>	<b>100</b>

## 2017 GOS-L undergraduate student response characteristics and population parameters by study area

Study area	GOS-L respondents: n	GOS-L respondents: %	In-scope population: n	In-scope population: %
Science and mathematics	2,714	12.0	5,435	9.8
Computing and information systems	692	3.1	1,756	3.2
Engineering	1,623	7.2	4,115	7.4
Architecture and built environment	614	2.7	1,757	3.2
Agriculture and environmental studies	385	1.7	772	1.4
Health services and support	1,159	5.1	2,772	5.0
Medicine	684	3.0	1,363	2.4
Nursing	1,537	6.8	3,948	7.1
Pharmacy	189	0.8	497	0.9
Dentistry	149	0.7	343	0.6
Veterinary science	174	0.8	347	0.6
Rehabilitation	367	1.6	825	1.5
Teacher education	1,507	6.7	3,657	6.6
Business and management	4,019	17.8	13,104	23.5
Humanities, culture and social sciences	2,388	10.6	5,061	9.1
Social work	407	1.8	901	1.6
Psychology	1,356	6.0	2,653	4.8
Law and paralegal studies	686	3.0	1,497	2.7
Creative arts	1,070	4.7	2,678	4.8
Communications	825	3.7	2,056	3.7
Tourism, hospitality, personal services, sport and recreation	50	0.2	194	0.3
<b>Total</b>	<b>22,595</b>	<b>100</b>	<b>55,731</b>	<b>100</b>

## 2017 GOS-L postgraduate coursework student response characteristics and population parameters by study area

Study area	GOS-L respondents: n	GOS-L respondents: %	In-scope population: n	In-scope population: %
Science and mathematics	442	3.2	925	2.9
Computing and information systems	442	3.2	1,332	4.2
Engineering	743	5.3	1,941	6.1
Architecture and built environment	358	2.6	864	2.7
Agriculture and environmental studies	259	1.9	500	1.6
Health services and support	1,234	8.9	2,511	7.9
Medicine	161	1.2	343	1.1
Nursing	764	5.5	1,560	4.9
Pharmacy	81	0.6	200	0.6
Dentistry	24	0.2	66	0.2
Veterinary science	11	0.1	37	0.1
Rehabilitation	161	1.2	355	1.1
Teacher education	2,594	18.6	4,998	15.6
Business and management	3,258	23.4	9,610	30.1
Humanities, culture and social sciences	1,125	8.1	2,131	6.7
Social work	470	3.4	831	2.6
Psychology	492	3.5	930	2.9
Law and paralegal studies	730	5.2	1,607	5.0
Creative arts	214	1.5	502	1.6
Communications	315	2.3	631	2.0
Tourism, hospitality, personal services, sport and recreation	43	0.3	94	0.3
<b>Total</b>	<b>13,921</b>	<b>100</b>	<b>31,968</b>	<b>100</b>

## 2017 GOS-L postgraduate research student response characteristics and population parameters by study area

Study area	GOS-L respondents: n	GOS-L respondents: %	In-scope population: n	In-scope population: %
Science and mathematics	396	19.1	765	20.4
Computing and information systems	76	3.7	141	3.8
Engineering	263	12.7	563	15.0
Architecture and built environment	22	1.1	44	1.2
Agriculture and environmental studies	57	2.7	102	2.7
Health services and support	146	7.0	247	6.6
Medicine	115	5.5	206	5.5
Nursing	31	1.5	45	1.2
Pharmacy	23	1.1	42	1.1
Dentistry	11	0.5	23	0.6
Veterinary science	17	0.8	28	0.7
Rehabilitation	14	0.7	26	0.7
Teacher education	161	7.8	233	6.2
Business and management	140	6.7	258	6.9
Humanities, culture and social sciences	306	14.7	505	13.5
Social work	12	0.6	22	0.6
Psychology	109	5.3	182	4.9
Law and paralegal studies	30	1.4	56	1.5
Creative arts	92	4.4	168	4.5
Communications	51	2.5	83	2.2
Tourism, hospitality, personal services, sport and recreation	3	0.1	7	0.2
<b>Total</b>	<b>2,075</b>	<b>100</b>	<b>3,746</b>	<b>100</b>

# Appendix 2

## Definitions

### Labour force definitions

The following definitions of labour market indicators have been used for the 2017 Graduate Outcomes Survey – Longitudinal (GOS-L).

#### Employed

Graduates who were usually or actually in paid employment for one or more hours in the week before the survey.

#### Employed full-time

Graduates who were usually or actually in paid employment for at least 35 hours per week.

#### 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.

#### 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 market participation rate

Graduates available for employment, as a proportion of all graduates.

### Median salary

The median salary of graduates employed full-time, after removing records with salaries of the less than \$20,000 per year and the top one per cent of recorded salaries. No reference is made to a graduate's age or previous work experience.

### Full-time study rate

Graduates who reported being in full-time study, as a proportion of all graduates. Note that participation in full-time study is not taken into account for any other indicator.

The GOS-L, like the GOS, conforms to the conceptual framework of the standard labour force statistics model used by the Australian Bureau of Statistics (ABS).

### Other definitions

QILT – Quality Indicators for Learning and Teaching

GOS – Graduate Outcomes Survey

SES – Student Experience Survey

AGS – Australian Graduate Survey

GCA – Graduate Careers Australia

NUHEI – Non-University Higher Education Institution

CATI – Computer Assisted Interviewing

ANZIC – Australian and New Zealand Standard Industrial Classification

ANZSCO – Australian and New Zealand Standard Classification of Occupations

# Appendix 3

## GOS-L 2017

### methodological summary

#### Operational summary

Project element	2016 collection		2017 collection	
	Number of participating institutions	37 universities	14 NUHEIs	39 universities
Total AGS Sample			137,821	1,699
Number of graduates approached (usable sample)	93,172	929	90,613	832
Data collection period	February 2016 – March 2016		February 2017 – March 2017	
Data collection mode	Online		Online	
Overall response rate	33.3%	33.0%	42.2%	42.7%
Number of completed surveys	30,040	298	38,236	355
Analytic unit	Graduate		Graduate	

#### Methodology overview

The online survey could be accessed by clicking on the link in the email invitation or email reminders, or via the GOS-L landing page, where after selecting the 'Start Survey' button, graduates were taken to a login page to enter the username and password provided on email and non-response letters.

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 institution specific items) and screenshots of the survey are included in the full methodology report and a summary of items is available in Appendix 5 of this report.

Selected institutions utilised telephone non-response for a fee for service after the online fieldwork period, which involved calling graduates who had not completed nor opted out of the online survey and was timed to begin shortly after the online collection period had finished. Telephone non-response reminder calls were conducted between March 8 and March 19.

The reminder calls were purely email details collections and involved confirming the email on file was best to use or collecting an alternative personal email for a graduate, with another survey invitation emailed to the provided email address directly after the phone call to the graduate.

## Sampling

Graduates were considered to be in-scope for the GOS-L if they completed the 2014 Australian Graduate Survey. The Social Research Centre were provided with a file of all graduates that had completed the AGS in 2014. Institutions were given the option to either exclude themselves from GOS-L, take part in GOS-L but not update any details of the graduates in the file (i.e. graduate name, graduate email address etc.) or to take part in GOS-L and update graduate details where they could. Of the 55 institutions that opted to participate, 38 institutions opted to update graduate details and 17 opted to leave the graduate details as supplied in the AGS file.

## 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-L 1800 helpdesk to provide graduates an avenue to establish contact with the GOS-L 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 9am and 8:30pm on weekdays and between 11am and 5pm on weekends. All out of hours callers were routed to a voicemail service, with calls returned within 24 hours.

The GOS-L helpdesk team was briefed on the GOS-L 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. The helpdesk received 104 phone calls with the majority of the calls requesting general survey information (53 calls), 18 change of details, 9 opt outs, 9 problems with URL/login details and the remainder already completed, making a CATI appointment or asking for a survey reset. The helpdesk fielded 304 email queries, with the majority (108 emails) being opt outs, 62 change of details, 59 problems with URL/login details, 18 general information requests and the remainder the graduate letting us know they have already completed, feedback about the survey, privacy concern or prize draw information.

All refusals and out of scopes were removed from the reminder email sample on a regular basis to avoid future reminders being sent to these sample members. Sample contact details were also updated before each reminder email for those requesting an update to their details.

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



## Response maximisation activities

As we were speaking to graduates that completed their qualification in 2014 and so are now less engaged with their institution, it was suggested to institutions that contacting respondents regarding GOS-L via email or social media was optional. Two institutions advised the Social Research Centre that they sent survey awareness hardcopy letters, seven institutions sent survey awareness emails, one institution sent both hardcopy letters and emails, and one institution posted on Facebook as a part of their awareness communications.

Due to the narrow range of the target sample for GOS-L, any social media campaign or paid advertising was minimal by comparison to the SES and GOS QILT surveys. The Social Research Centre carried out a small social media campaign over the five-week fieldwork period which consisted of a paid advertising campaign targeting graduates in Australia who studied during 2011 on Facebook and Instagram. Additionally, the QILT Facebook page and QILT Twitter account were used to announce the weekly prize draw winners and the opening of the survey was also announced on the QILT Twitter account.

With these limitations in mind the Social Research Centre used a response maximisation strategy which included:

- Extending the main online fieldwork period to five weeks, rather than the four-week period employed for the 2016 GOS-L;
- Prize draw incentives;
- Generic, partial, and targeted email reminders;

- SMS, and
- Telephone reminder calls to graduates from low responding study areas across institutions.

## Incentivisation strategy

The prize draw was designed as a five-week rolling prize draw to maximise early response rates by offering more chances to win the earlier the survey was completed (e.g. if the survey was completed by the end of the first prize draw then the graduate would be entered into all five draws). There were five prize draws in total with one \$1,000 prepaid Visa gift card, two \$500 prepaid Visa gift cards and five \$250 prepaid Visa gift cards to be won each week. The total prize pool was valued at \$12,500.

## Invitation and follow-up reminder strategy

A multi-pronged approach was used in the GOS-L response maximisation effort; utilising email, reminder telephone calls and SMS as methods of approaching and following up with graduates. Institutions that chose to update their graduate details had the option to include mobile phone numbers in the sample allowing SMS reminder activity and telephone reminders to be used on an as-needed basis.

## Email activity and SMS

During the course of the survey, between February 1 and March 6, the Social Research Centre sent one email invitation, nine email reminders, one SMS, and conducted reminder calls (between February 13 and 26).



# Appendix 4

## Supplementary tables

Table A4.1 Short- and medium-term outcomes for all 2014 undergraduates by study area and gender

Study area	Full-time employment (%)				Total employment (%)				Labour force participation (%)				Median salaries (\$)			
	Male		Female		Male		Female		Male		Female		Male		Female	
	2014	2017	2014	2017	2014	2017	2014	2017	2014	2017	2014	2017	2014	2017	2014	2017
Science and mathematics	53.3	81.2	44.0	85.1	85.1	83.0	84.9	88.0	75.3	76.1	77.8	78.1	55,000	65,000	50,000	60,000
Computing and information systems	72.5	94.4	71.6	88.1	85.9	95.5	85.6	91.5	91.7	97.0	94.2	91.3	56,000	73,000	58,000	68,000
Engineering	69.8	90.7	80.7	95.2	85.0	92.2	91.4	95.0	92.2	95.8	88.2	90.9	62,000	76,000	64,000	75,000
Architecture and built environment	69.8	92.1	59.9	86.3	87.9	94.0	85.4	89.5	89.9	96.4	89.8	97.1	55,000	70,000	50,000	60,300
Agriculture and environmental studies	58.6	84.5	58.3	88.1	82.2	87.5	88.4	91.8	88.1	89.6	86.1	89.6	53,000	65,000	54,000	62,000
Health services and support	72.2	89.4	63.6	90.9	94.5	93.1	92.0	94.4	91.4	93.6	92.7	94.3	60,000	74,700	56,000	68,000
Medicine	99.5	97.7	96.5	97.9	99.6	96.6	98.8	94.6	95.9	95.1	93.1	92.5	64,000	100,000	62,000	100,000
Nursing	68.2	93.8	80.1	92.2	96.3	96.3	95.6	96.2	97.3	97.3	96.1	94.2	58,000	76,000	54,500	67,600
Pharmacy	92.5	90.6	92.5	97.2	100.0	97.4	97.8	97.6	86.8	71.7	90.1	81.2	40,000	n/a	40,000	71,000
Dentistry	71.9	90.0	87.5	95.2	85.4	92.5	91.9	97.4	93.2	90.9	93.7	97.5	n/a	n/a	79,500	112,000
Veterinary science	n/a	n/a	82.4	90.1	n/a	n/a	93.4	91.5	n/a	n/a	84.1	92.9	n/a	n/a	46,000	60,100
Rehabilitation	75.9	91.8	82.9	98.7	95.4	92.2	95.6	99.3	97.0	95.5	97.5	96.4	60,000	73,100	56,000	69,000
Teacher education	69.4	91.0	70.2	91.4	93.6	92.5	93.6	90.4	97.1	94.2	96.2	93.3	60,000	70,400	59,000	68,000
Business and management	71.2	93.8	74.4	93.1	89.5	94.4	91.9	94.9	92.9	96.3	93.9	96.0	55,000	72,000	50,000	66,000
Humanities, culture and social sciences	58.7	82.5	56.9	85.4	85.1	87.8	88.2	90.6	83.6	90.6	84.7	91.6	55,000	69,000	52,800	64,000
Social work	75.0	89.5	72.3	88.8	87.2	89.6	89.8	92.3	94.0	96.0	92.0	92.6	55,000	72,000	55,000	67,400
Psychology	49.2	84.3	54.4	83.1	83.6	85.6	90.4	88.6	85.2	88.1	86.0	89.7	55,500	67,800	52,000	64,000
Law and paralegal studies	74.7	93.7	66.8	91.4	88.3	95.7	90.6	92.7	93.3	96.6	92.3	96.1	63,000	82,000	58,000	71,000
Creative arts	44.5	78.0	46.5	80.1	82.7	87.7	87.2	90.0	85.5	92.9	85.4	93.3	45,000	55,000	45,000	54,900
Communications	47.6	86.5	54.1	84.5	84.2	89.9	87.4	89.3	89.1	93.2	92.3	95.2	45,000	60,000	45,000	60,000
Tourism, hospitality, personal services, sport and recreation	n/a	n/a	n/a	n/a	n/a	n/a	89.3	93.1	n/a	n/a	96.6	100.0	n/a	n/a	n/a	n/a
<b>All fields</b>	<b>67.8</b>	<b>89.4</b>	<b>67.3</b>	<b>89.2</b>	<b>87.7</b>	<b>91.2</b>	<b>90.8</b>	<b>92.1</b>	<b>88.6</b>	<b>91.8</b>	<b>89.6</b>	<b>91.6</b>	<b>59,000</b>	<b>72,000</b>	<b>55,000</b>	<b>66,000</b>
<b>Standard deviation</b>	<b>13.8</b>	<b>5.2</b>	<b>16.0</b>	<b>5.0</b>	<b>5.4</b>	<b>4.8</b>	<b>3.9</b>	<b>3.2</b>	<b>6.2</b>	<b>6.8</b>	<b>5.1</b>	<b>5.1</b>	<b>8,500</b>	<b>15,700</b>	<b>8,200</b>	<b>13,500</b>

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

Table A4.2 Short- and medium-term outcomes for all 2014 postgraduate coursework by study area and gender

Study area	Full-time employment (%)				Total employment (%)				Labour force participation (%)				Median salaries (\$)			
	Male		Female		Male		Female		Male		Female		Male		Female	
	2014	2017	2014	2017	2014	2017	2014	2017	2014	2017	2014	2017	2014	2017	2014	2017
Science and mathematics	78.3	94.1	70.3	90.1	88.5	96.6	86.3	92.7	92.4	88.6	91.6	90.4	85,000	90,000	68,000	77,000
Computing and information systems	82.3	94.7	86.3	94.1	89.9	97.1	89.8	93.0	97.2	97.9	98.3	95.0	90,000	100,000	90,000	98,000
Engineering	89.0	95.0	84.8	89.9	94.4	93.9	94.3	92.1	96.5	97.6	92.6	93.7	100,000	107,000	82,300	93,900
Architecture and built environment	71.3	91.0	76.9	95.3	86.3	93.5	94.2	97.6	97.2	96.5	94.5	96.9	53,500	70,000	55,000	70,500
Agriculture and environmental studies	82.1	88.4	76.5	85.7	91.5	91.9	94.1	89.5	92.2	96.1	96.2	90.5	78,000	92,800	75,000	80,800
Health services and support	86.5	91.8	82.7	92.4	93.9	94.3	93.2	93.7	96.9	96.9	94.8	93.8	100,000	114,700	74,000	87,700
Medicine	95.8	95.9	94.8	95.2	100	98.0	100	96.3	94.2	98.1	94.2	95.3	80,000	136,300	80,000	90,000
Nursing	96.2	97.5	92.4	94.3	100	97.7	97.4	95.8	96.7	94.5	96.9	94.2	76,000	92,000	75,000	87,800
Pharmacy	n/a	n/a	94.3	92.0	n/a	n/a	93.1	98.2	n/a	n/a	96.7	91.7	n/a	n/a	56,000	78,300
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	n/a	n/a
Veterinary science	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	n/a	n/a
Rehabilitation	93.3	100	86.7	94.4	97.1	100	94.8	98.0	94.4	97.2	93.3	97.1	60,000	83,300	60,000	78,300
Teacher education	80.5	90.4	76.2	91.0	95.1	93.5	93.3	91.1	97.2	95.6	95.2	93.9	75,000	85,000	70,000	79,100
Business and management	89.3	94.7	86.6	92.5	94.2	96.0	93.0	94.7	97.1	97.0	95.6	95.2	109,000	125,000	88,000	100,000
Humanities, culture and social sciences	73.7	88.0	78.0	89.5	87.8	91.4	92.0	92.8	85.4	89.2	90.5	90.1	80,000	79,300	70,000	80,000
Social work	71.8	95.1	78.0	89.6	87.2	92.1	91.5	93.5	94.0	91.6	89.4	95.3	72,500	77,100	67,200	74,300
Psychology	79.2	87.1	79.1	90.9	92.0	90.9	94.8	93.2	87.2	89.5	86.4	89.0	80,000	90,000	71,000	87,500
Law and paralegal studies	88.1	94.5	82.8	90.0	92.6	95.7	92.2	92.0	96.1	97.9	94.6	95.2	80,000	100,000	72,000	90,000
Creative arts	71.9	78.1	68.0	77.4	87.8	84.6	90.2	85.5	95.3	90.7	85.9	92.3	n/a	n/a	60,900	75,000
Communications	60.8	90.4	75.2	88.6	83.3	93.5	90.5	91.6	89.6	92.5	90.4	90.4	63,000	72,800	60,000	67,900
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	n/a	n/a
<b>All fields</b>	<b>84.7</b>	<b>93.0</b>	<b>81.2</b>	<b>91.2</b>	<b>92.9</b>	<b>94.6</b>	<b>93.3</b>	<b>93.0</b>	<b>95.4</b>	<b>95.6</b>	<b>93.7</b>	<b>93.5</b>	<b>90,000</b>	<b>100,000</b>	<b>72,000</b>	<b>85,000</b>
<b>Standard deviation</b>	<b>9.3</b>	<b>5.2</b>	<b>9.0</b>	<b>4.4</b>	<b>5.1</b>	<b>3.5</b>	<b>3.7</b>	<b>4.0</b>	<b>3.8</b>	<b>3.6</b>	<b>3.8</b>	<b>3.3</b>	<b>16,300</b>	<b>20,500</b>	<b>22,300</b>	<b>13,800</b>

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

Table A4.3 Graduates average ratings of their attributes (%) by study area – undergraduate

Study area	GAS-L(F) Foundation scale score		GAS-G(A) Adaptive scale score		GAS-L(C) Collaboration scale score	
	Full-time	Overall employed	Full-time	Overall employed	Full-time	Overall employed
Science and mathematics	83.6	81.9	77.5	77.4	70.9	71.2
Computing and information systems	80.0	79.8	76.5	76.5	72.3	72.2
Engineering	86.6	85.9	76.4	75.6	76.3	75.3
Architecture and built environment	81.7	81.2	80.4	81.3	76.8	77.4
Agriculture and environmental studies	85.6	84.7	79.2	78.8	73.2	74.1
Health services and support	84.5	83.5	81.3	79.0	79.4	77.5
Medicine	87.6	87.6	83.1	83.2	83.2	83.3
Nursing	87.3	87.2	81.9	81.6	81.6	80.1
Pharmacy	93.2	94.3	75.0	74.3	86.4	83.8
Dentistry	92.7	91.4	81.8	80.0	89.7	86.1
Veterinary science	85.3	84.6	68.6	69.2	65.3	67.2
Rehabilitation	91.8	90.9	88.9	87.3	92.0	90.1
Teacher education	80.5	80.8	79.8	79.9	73.4	72.6
Business and management	80.1	79.7	76.1	75.6	71.9	71.3
Humanities, culture and social sciences	82.2	81.4	82.6	81.7	66.8	67.3
Social work	89.6	88.2	85.1	85.6	78.6	79.8
Psychology	83.0	84.1	76.4	78.9	69.7	70.7
Law and paralegal studies	83.5	82.7	77.5	76.5	63.4	62.3
Creative arts	76.1	75.6	80.5	79.1	71.2	72.3
Communications	76.6	76.1	79.1	78.6	70.2	68.5
Tourism, hospitality, personal services, sport and recreation	75.0	77.8	77.8	76.5	77.8	76.5
<b>Total</b>	<b>82.9</b>	<b>82.5</b>	<b>79.1</b>	<b>78.8</b>	<b>73.5</b>	<b>73.2</b>

Table A4.4 Graduates average ratings of their attributes (%) by study area – postgraduate coursework

Study area	GAS-L(F) Foundation scale score		GAS-G(A) Adaptive scale score		GAS-L(C) Collaboration scale score	
	Full-time	Overall employed	Full-time	Overall employed	Full-time	Overall employed
Science and mathematics	78.8	77.6	77.0	75.4	55.9	55.1
Computing and information systems	78.7	77.4	81.9	82.4	61.7	60.9
Engineering	80.1	79.2	83.9	83.2	60.4	61.4
Architecture and built environment	77.2	77.2	79.4	80.0	67.5	68.1
Agriculture and environmental studies	77.0	75.9	76.9	77.7	63.0	58.8
Health services and support	80.6	80.6	81.3	80.6	57.7	58.4
Medicine	69.8	68.0	71.6	73.5	68.2	67.0
Nursing	80.1	80.9	84.5	83.8	62.0	62.8
Pharmacy	92.7	90.8	81.8	75.4	69.1	67.7
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	84.2	83.1	87.6	86.6	81.3	75.4
Teacher education	73.8	74.1	75.9	76.2	63.0	63.0
Business and management	81.3	80.5	82.1	81.6	67.1	66.9
Humanities, culture and social sciences	71.9	72.8	76.9	78.2	56.3	57.7
Social work	82.6	80.5	83.1	81.7	74.2	71.9
Psychology	85.9	85.2	74.8	75.5	64.6	66.9
Law and paralegal studies	74.4	74.8	73.0	72.4	49.6	49.9
Creative arts	75.6	76.8	84.1	82.7	63.8	64.2
Communications	66.4	64.1	65.3	66.7	53.1	52.5
Tourism, hospitality, personal services, sport and recreation	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>78.0</b>	<b>77.7</b>	<b>79.2</b>	<b>79.0</b>	<b>62.5</b>	<b>62.5</b>

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

# Appendix 5

## 2016 GOS-L 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. The next few questions are about the job or business in which you usually work the most hours		
Did you work for an employer, or in your own business?	Employer/Own business/ Other or Uncertain	(Working or working without pay, or on leave or sick)
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 or more than one job or business)
How many hours do you <b>usually</b> work each week ( <i>or</i> ): <in all your jobs>?	Enter hours	(Working in more than one job or business)
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 to work more hours)
Last week, were you available to work more hours than you usually work?	Yes/No	(Prefer to work more hours)
What is your occupation in your <main job/job/business>?	Enter occupation	(Working or away from job or waiting to start work)
What are your main tasks and duties?	Enter main tasks and duties	(Working or away from job or waiting to start work)
What kind of business or service is carried out by your <employer at the place where you work/business>?	Enter business or service	(Working or away from job or waiting to start work)
What is the name of your <employer/business>?	Enter employer/business name	(Working or away from job or waiting to start work)
In what sector are you wholly or mainly employed?	Public or government/Private/Not-for-profit	(Working or away from job or waiting to start work)
Are you working in Australia?	Yes/No/Not sure	(Working or away from job)
And what is the postcode of your <employer/business>?	Enter postcode/suburb/Not sure	(Working or away from job) and (working in Australia)



Item label	Response scale	Base
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/all your jobs>, 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/all your jobs>, 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>	(Working outside Australia)
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)

Item label	Response scale	Base
<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>	<p>(Working or away from job)</p>
<p>You mentioned that you are <b>not</b> looking to work more hours. What is the <b>main reason</b> you work <b>single response</b> the number of hours you are currently working?</p>	<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>	<p>(Working less than 35 hours and not looking for more hours)</p>
<p>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?</p>	<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>	<p>(Working less than 35 hours and looking for more hours)</p>

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	(Looking for work)
What is the main reason you are currently not working or looking for work?	Text	*(Not working and not looking for work)
<b>Employment history</b>		
Aside from your current occupation(s), have you worked anywhere else since <refyear>?	Yes/No	*(Not previously working but currently working – not in same occupation)
Aside from your occupation as an <OCC/PRVOCC> working for <EMPNAME>, have you worked anywhere else since <refyear>?	Yes/No	*(Previously working but not currently working)
Aside from your job as an <OCC/PRVOCC> working for <EMPNAME> and your current occupation(s), have you worked anywhere else since <refyear>?	Yes/No	*(Currently and previously working – not in same occupation)
Have you changed occupations within the same business since <refyear>?	Yes/No	*(Not worked anywhere else)
How many other occupations have you performed since <refyear>? If you changed occupations within the same business, please include each occupation separately.	Enter number of occupations	*(Worked elsewhere or changed occupation)
EH2 Excluding your current job, please list the names of the businesses and the title of your occupation(s) you have held since completing your qualification in <gradyear>. What was the name of your employer/business? What was your occupation at that employer or business?	(Allow for up to 10 employer names/ occupations via text)	*(Worked elsewhere or changed occupation)
Can you please tell us more information about when you were a/an [EH2Occupation] at [EH2BusinessName] Can you please tell us more information about when you were a/an [EH2Occupation] Can you please tell us more information about when you were at [EH2BusinessName]		

Item label	Response scale	Base
What were your main tasks/duties?	Text	*(Worked elsewhere or changed occupation)
How many hours did you usually work each week?		*(Worked elsewhere or changed occupation)
Were you working in Australia?	<ul style="list-style-type: none"> <li>• Yes [Enter postcode]</li> <li>• No</li> </ul>	*(Worked elsewhere or changed occupation)
If not in Australia, which country was your employer or business based?	Country list (SACC)/Other specify	*(Worked elsewhere or changed occupation)
What month and year did you finish the occupation listed above?	<ul style="list-style-type: none"> <li>• Dropdown month and year</li> <li>• I am still working in that occupation with the same employer or business</li> </ul>	*(Worked elsewhere or changed occupation)
You said your employer was based in a country not on our list, in what country was your employer or business based?	Enter country	*(Worked outside Australia in 'other' country)
<p>And in Australian dollars, how much were you usually earning as a [EH2Occupation] at [EH2BusinessName], before tax or anything else was taken out?</p> <p>And in Australian dollars, how much were you usually earning as a [EH2Occupation] before tax or anything else was taken out?</p> <p>And in Australian dollars, how much were you usually earning at [EH2BusinessName]] before tax or anything else was taken out?</p>	<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>	*(Worked elsewhere in Australia)
<p>Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you were usually earning as a [EH2Occupation] at [EH2BusinessName] per annum before tax or anything else was taken out?</p> <p>Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you were usually earning as a [EH2Occupation] per annum before tax or anything else was taken out?</p> <p>Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you were usually earning at [EH2BusinessName] per annum before tax or anything else was taken out?</p>	<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>	*(Worked elsewhere in Australia)

Item label	Response scale	Base
<p>When you were working as a [EH2Occupation] at [EH2BusinessName] what was your gross (that is pre-tax) annual salary? You can estimate if necessary.</p> <p>When you were working as a [EH2Occupation] what was your gross (that is pre-tax) annual salary? You can estimate if necessary.</p> <p>When you were working at [EH2BusinessName] what was your gross (that is pre-tax) annual salary? You can estimate if necessary.</p>	Enter salary	*(Worked elsewhere in Australia)
Repeat employment history module for each occupation/employer at EH2		
<b>Further study</b>		
Since you completed your <FinalCourseA/FinalCourseB> between <GRADYR-2> and early <GRADYR> have you completed another qualification?	<ul style="list-style-type: none"> <li>• Yes – full-time</li> <li>• Yes – part-time</li> <li>• No</li> </ul>	(Not completed another qualification since AGS)
Since you completed your <newqual> have you completed another qualification?	<ul style="list-style-type: none"> <li>• Yes – full-time</li> <li>• Yes – part-time</li> <li>• No</li> </ul>	(Completed another qualification since AGS)
What is the full title of the most recent qualification you completed?	Enter qualification title	*(Completed another qualification)
What was your major field of education for this qualification?	<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>	*(Completed another qualification)

Item label	Response scale	Base
What was 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>	*(Completed another qualification)
And the institution where you completed the qualification?	Enter institution	*(Completed another qualification)
Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	Yes – full-time/Yes – part-time/No	(All)
What is the full title of the qualification you are currently studying?	Qualification title	(Currently studying)
What is your major field of education for this qualification?	<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>	(Currently 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>	(Currently studying)
And the institution where you are currently studying?	Institution	(Currently 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;FinalCourse&gt; from &lt;Institution&gt; prepared you for this job? 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)
<b>Graduate preparation</b>		
Is a <FinalCourse> 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 <FinalCourse>, 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)

Item label	Response scale	Base
Overall, how well did your <FinalCourse> 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)
Thinking about your original decision to complete this higher education course between <GRADYR-2> and <gradyr>, if you had to make this choice again, would you study...	<ul style="list-style-type: none"> <li>• The same qualification at the same institution</li> <li>• The same qualification at a different institution</li> <li>• The same subject area(s) at the same institution</li> <li>• The same subject area(s) at a different institution</li> <li>• Something completely different at the same institution</li> <li>• Something completely different at a different institution</li> <li>• I wouldn't study at all</li> </ul>	(All)
What is the main reason you say that?	Text	(If not the same qualification at the same institution)
<b>Additional questions</b>		
<b>Contact details</b>		

