

2018 Graduate Outcomes Survey – Longitudinal (GOS-L)

Medium-term graduate outcomes

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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



Executive summary

The 2018 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 2015 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 2014 graduates who provided a valid response to the Australian Graduate Survey in 2015 and a valid response to the 2018 Graduate Outcomes Survey (Longitudinal). Participation in the GOS-L was open to any higher education institution which participated in the 2015 AGS. 60 institutions chose to participate, including 39 universities and 21 non-university higher education institutions (NUHEIs).¹ The GOS-L achieved an overall 43.3 per cent response rate, representing 39,744 completed surveys, up from 42.2 per cent in 2017. When broken down by study level, the undergraduate response rate was 40.9 per cent, postgraduate coursework, 45.9 per cent and postgraduate research, 56.8 per cent of the usable sample after data was cleaned and opt-outs and out of scope were removed.

¹ The University of Wollongong did not participate in the 2018 GOS-L.

National results

Undergraduates

The 2018 GOS-L confirms the findings from previous BGS reports and GOS-L National Reports, that, since the Global Financial Crisis (GFC), it has taken graduates longer to successfully establish themselves in their careers. In 2015, 67.1 per cent of graduates were in full-time employment, four months after completing their course, which was lower than 2014. However, three years later in 2018, the proportion of the same cohort of graduates in full-time employment had risen to 89.2 per cent which represents an increase of 22.1 percentage points from 2015–2018 compared to the difference of 21.8 percentage points from 2014–2017.

The proportion of undergraduates in employment in 2015, four months after completing their course was 89.7 per cent, while three years later 92.4 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 89.6 per cent which increased over the medium-term to 92.2 per cent. Three years out the median salary level among graduates in full-time employment had increased from \$56,700 to \$70,000, an increase of 23 per cent.

Table 1 Short- and medium-term full-time employment rate for all 2007 to 2015 graduates

Short-term outcome		Medium-term outcome		Number of participating institutions
2007 ⁱ	83.6	2010 ⁱ	92.6	31
2008 ⁱ	83.2	2011 ⁱ	92.8	34
2009 ⁱ	79.3	2012 ⁱ	92.2	39
2010 ⁱ	76.3	2013 ⁱ	90.2	36
2011 ⁱ	76.0	2014 ⁱ	89.2	40
2012 ⁱ	76.2	2015 ⁱ	88.5	19
2013 ⁱⁱ	70.9	2016 ⁱⁱ	88.4	51
2014 ⁱⁱ	67.5	2017 ⁱⁱ	89.3	54
2015 ⁱⁱ	67.1	2018 ⁱⁱ	89.2	60

Sources: Beyond Graduation Survey 2010–2015ⁱ and Graduate Outcomes Survey – Longitudinal 2016–2018.ⁱⁱ

NB Results from the GOS-L are consistent with standard ABS labour force definitions unlike previous results presented in the BGS. Using the previous methodology from the BGS, the full-time employment rate in 2015 immediately upon graduation was 68.8 per cent in comparison with 67.1 per cent using the ABS/GOS-L methodology as shown above



Table 2a **Short- (2015) and medium-term (2018) outcomes**

	Short-term outcome	Medium-term outcome
In full-time employment (as a percentage of those available for full-time work)	67.1	89.2
Overall employed (as a percentage of those available for any work)	89.7	92.4
Labour force participation rate (as a percentage of all graduates)	89.6	92.2
Median salary (of those employed full-time)	\$56,700	\$70,000

Results by study area

In 2015, the proportion of graduates in full-time employment across study areas ranged from 95.5 per cent for Pharmacy, 93.3 per cent for Medicine to 48.0 per cent for Tourism, hospitality, personal services, sport and recreation and 48.3 per cent for both Creative arts and Science and mathematics with a range between the highest and lowest full-time employment rates of 47.5 percentage points. By 2018, this range had contracted to 17.1 percentage points with full-time employment rates of 97.5 per cent for Medicine, 97.2 per cent for Rehabilitation and 95.9 per cent for Pharmacy down to 80.4 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 2015 and 2018 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 15 per cent, a rise of \$9,000, Social work and Humanities, culture and social sciences recorded increases in median salaries of \$12,000 which represents a higher percentage increase of 20 per cent and 22 per cent respectively. Pharmacy graduates received the largest increase in salaries of 78 per cent (\$32,800) but from a relatively low base of \$42,300. Medicine graduates also experienced a large increase in median salary of 51 per cent (\$33,400) but it started from one of the highest short-term salaries of \$65,000.

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 (2015) was \$44,200 which increased to a gap of \$53,100 in the medium-term (2018).

92.4%

of undergraduates in overall employment (medium-term)

92.2%

undergraduate labour force participation rate (medium-term)

\$70,000

undergraduate median salary (medium-term)

Results by gender

Notwithstanding research which 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, \$6,700 or 10 per cent, Pharmacy, \$10,300 or 12 per cent and Nursing, \$8,600 or 11 per cent and Humanities, culture and social sciences with \$6,100 or 9 per cent.

By 2018 females were earning less than males in all study areas other than Engineering and Agriculture and environmental studies where the female median salary was higher than males by \$1,700 and \$300 respectively. 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.

Results by institution

Three years after graduation there has been substantial improvement in full-time employment rates across universities so that all universities have full-time employment rates for undergraduates above 81 per cent. It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, might also impact on employment outcomes. Nevertheless, it appears there is differentiation among universities with some achieving higher rates of full-time employment over the medium-term than others. Three years after graduation, universities with high full-time employment rates for undergraduates include Charles Sturt University, 93.6 per cent, Murdoch University, 93.2 per cent, the University of Technology, Sydney, 92.7 per cent, the Australian National University with 92.2 per cent and the University of South Australia with 91.8 per cent.

As with the analysis at study area level, employment outcomes across universities converge over time, but this appears to be replaced with greater dispersion in salary levels over time. The overall pay gap between the highest and lowest remunerated institution in the short-term (2015) was \$10,500 which increases to a pay gap of \$14,300 in the medium-term (2018). Universities with high median full-time undergraduate salaries three years out include Charles Sturt University, \$78,300, University of New South Wales, \$77,500, Central Queensland University, \$77,200 and the Australian National University and the University of Technology, Sydney, both \$75,000. While there are significant differences between these median salaries, it should be noted that many institutional factors may influence graduate salaries, including academic profile, student demographics, location of the campus and variations in state/territory and regional labour markets.

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 2015 and were employed part-time or unemployed immediately upon graduation had secured full-time jobs three years later, 59.3 per cent and 54.9 per cent respectively. In addition, over a third, 39.5 per cent, of persons not in the labour force upon graduation had moved into full-time employment three years later.

Three years after
graduation all
universities have
full-time employment
rates above 81 per cent

Skills utilisation

In terms of whether graduates are fully utilising their skills, the 2018 GOS-L survey finds that over time, many more of those who have completed undergraduate qualifications find work in managerial and professional occupations. These are occupations defined by the ABS as being commensurate with requiring bachelor level or higher qualifications.

In the short term, 75.8 per cent of undergraduates working full-time upon graduation were employed in managerial and professional occupations. This figure increased to 80.7 per cent three years after graduation which is an improvement on the figure of 80.0 per cent in 2017 but lower than 82.3 per cent in 2016.

Similarly, 60.0 per cent of all employed graduates who had completed an undergraduate qualification were working in professional and managerial occupations immediately upon graduation rising to 76.4 per cent three years later.

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

On the whole, most graduates in employment and those in full-time work in 2018 gave positive responses about how well their original course developed their foundation, adaptive and collaborative skills. In 2018, 67.8 per cent of graduates employed full-time and 65.4 per cent of all employed graduates of undergraduate programs felt that their original qualification was 'very important' or 'important' for their current employment. Similarly, 78.9 per cent of graduates employed full-time and 76.0 per cent of all employed graduates stated they were 'very well' or 'well' prepared for employment.

The proportion of graduates reporting they are not utilising their skills or education in their current job is an important indicator of the underutilisation of graduate skills and as such it is important to monitor this over time. Three years after completing their undergraduate qualification 27.2 per cent of all employed graduates in 2018 reported that their skills and education were not fully utilised. This indicator of the underutilisation of graduate skills declined in 2018 as it was lower than 28.6 per cent in 2017 and 28.1 per cent in 2016. Of those who were employed full-time, 22.6 per cent felt that they were not fully using their skills or education in their current positions, down slightly from 23.6 per cent in 2017 and 23.2 per cent in 2016.

27.9 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 15.3 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 15.3 per cent who were engaged in further study.

Employed graduates who had completed programs in Science and mathematics, 42.2 per cent, Agriculture and environmental studies, 41.6 per cent, Humanities, culture and social sciences, 40.3 per cent and Tourism, hospitality, personal services and sport and recreation, 40.0 per cent were most likely to indicate that their skills and education were not fully utilised in their current job.

75.8%
of undergraduates employed
full-time working in managerial
or professional occupations
(short-term)

80.7%
of undergraduates employed
full-time working in managerial
or professional occupations
(medium-term)

Of those employed who indicated that their skills and education were not fully utilised, 36.4 per cent of Communications graduates, 35.3 per cent of Agriculture and environmental studies graduates and 32.6 per cent of Science and mathematics graduates cited 'no jobs in (their) area of expertise' as the main reason.

Further study

Around a quarter, or 22.0 per cent, of respondents were engaged in further study four months after completing their qualification. Fewer students, 15.5 per cent, had subsequently moved into further study three years following graduation. Society and culture, Health and Natural and physical sciences were the most popular fields of education immediately following graduation. Of graduates who were engaged in further full-time study in 2018 the most popular field of education was Health, attracting 39.9 per cent of these respondents.

Postgraduate coursework graduates

In 2015, 81.3 per cent of postgraduate coursework graduates were in full-time employment four months after completing their course. Three years later in 2018, the proportion in full-time employment had risen to 92.4 per cent which was substantially higher than for those who had completed undergraduate qualifications. The proportion of graduates in employment in 2015, four months after completing their course was 93.1 per cent, and three years later remained strong with, 94.4 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 94.0 per cent which increased slightly to 94.2 per cent over the medium-term. Three years out, the median salary level of postgraduate coursework graduates in full-time employment increased from \$76,000 to \$90,000, an increase of 18.4 per cent. The salary outcomes of postgraduate coursework graduates is generally much higher than for undergraduates with the gap rising from \$19,300 in the short term and \$20,000 in 2018. 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.

Table 2b Short- (2015) and medium-term (2018) postgraduate coursework outcomes

	Short-term outcome	Medium-term outcome
In full-time employment (as a percentage of those available for full-time work)	81.3	92.4
Overall employed (as a percentage of those available for any work)	93.1	94.4
Labour force participation rate (as a percentage of all graduates)	94.0	94.2
Median salary (of those employed full-time)	\$76,000	\$90,000

92.4%

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

94.4%

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

94.2%

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

\$90,000

postgraduate coursework median salary (medium-term)

Three years after graduation all universities have full-time employment rates for postgraduate coursework graduates above 85 per cent. As noted above, it is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings and the composition of the student population, might also impact on employment outcomes. Nevertheless, it appears there is differentiation among universities with some achieving higher rates of full-time employment over the medium-term than others. Universities with high full-time employment rates for postgraduate coursework graduates three years out in 2018 include the University of Notre Dame Australia, 97.2 per cent, Charles Darwin University, 95.7 per cent, the University of Sydney, 95.6 per cent, the University of Melbourne, 94.7 per cent and the University of New South Wales, 94.3 per cent.

Universities with high median full-time postgraduate coursework salaries three years out include the University of New South Wales, \$114,800, Central Queensland University, \$108,300, Federation University Australia, \$105,000 and Macquarie University, \$103,000.

Postgraduate research graduates

In 2015, 75.1 per cent of postgraduate research graduates were in full-time employment compared with 67.1 per cent of those who had completed undergraduate qualifications and 81.3 per cent of those who completed postgraduate coursework qualifications, four months after completing their course. However, three years later in 2018, the gap in full-time employment rates between these groups of graduates had narrowed with 89.6 per cent of postgraduate research graduates in full-time employment compared with 89.2 per cent of undergraduates and 92.4 per cent of postgraduate coursework graduates.

The proportion of postgraduate research graduates in employment in 2015, four months after completing their course was 90.1 per cent and three years later this had increased slightly to 91.9 per cent. The labour force participation rate of postgraduate research graduates shortly after course completion was 91.0 per cent which was slightly higher in the medium-term at 93.2 per cent. Three years out the median salary level among postgraduate research graduates in full-time employment had increased from \$80,000 to \$98,000, an increase of 23 per cent which was faster than the growth in postgraduate coursework graduates’ salaries and equivalent to the salary growth for undergraduates.

Table 2c Short- (2015) and medium-term (2018) postgraduate research outcomes

	Short-term outcome	Medium-term outcome
In full-time employment (as a percentage of those available for full-time work)	75.1	89.6
Overall employed (as a percentage of those available for any work)	90.1	91.9
Labour force participation rate (as a percentage of all graduates)	91.0	93.2
Median salary (of those employed full-time)	\$80,000	\$98,000

89.6%
of postgraduate research graduates in full-time employment (medium-term)

91.9%
of postgraduate research graduates in overall employment (medium-term)

93.2%
postgraduate research graduate labour force participation rate (medium-term)

\$98,000
postgraduate by research median salary (medium-term)

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1 Overview of the 2018 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 and 2017 Graduate Outcomes Surveys (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 2018 GOS-L was open to any higher education institution that took part in the 2015 Australian Graduate Survey (AGS) (see Appendix 1). In all, 39 out of 40 universities and 21 out of 21 invited non-university higher education institutions (NUHEIs) chose to participate in the 2018 survey.

The findings in this report are based on a cohort analysis of graduates who responded to the 2015 Australian Graduate Survey (AGS) and the 2018 GOS-L. Graduates who completed the 2015 AGS had received a qualification from an Australian higher education institution in 2014.

The Social Research Centre administered the GOS-L in February 2018 with the assistance of all 60 participating institutions. A 43.3 per cent response rate was achieved representing a total of 40,207 surveys from all study levels, up from 42.2 per cent in 2017. A response rate of 40.9 per cent was achieved for graduates who

had completed undergraduate qualifications in 2015. Postgraduate coursework and postgraduate research graduates were also approached achieving a total of 14,974 and 2,205 completed surveys with response rates of 45.9 per cent and 56.8 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 2018 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 2014 and completed the Australian Graduate Survey in 2015. Definitions of terms and acronyms used in the report are listed in Appendix 2.

2 Undergraduate results

2.1 Medium-term employment outcomes

The 2018 GOS-L confirms the findings from previous BGS and GOS-L reports that, since the GFC, it has taken graduates who had completed undergraduate qualifications longer to successfully establish themselves in their careers. Table 3 shows that in 2015, 67.1 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 2018, the proportion of the same cohort of graduates in full-time employment had risen by 22.1 percentage points to 89.2 per cent.

Likewise, Table 3a 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 92.4 per cent. Note, there is much less improvement in the overall employment rate between the short- and medium-term, 2.7 percentage points between 2015 and 2018 in comparison with the 22.1 percentage point improvement in the full-time employment rate three years out, as shown by Table 4.

The labour force participation rate, showing the proportion of graduates in the workforce, increased from 89.6 per cent four months after completing their course to 92.2 per cent three years later for the same cohort of graduates surveyed in 2018, as shown by Table 3a.

Table 3 Short- and medium-term full-time employment rate for undergraduates 2007 to 2018

Short-term outcome		Medium-term outcome		Number of participating institutions
2007 ⁱ	83.6	2010 ⁱ	92.6	31
2008 ⁱ	83.2	2011 ⁱ	92.8	34
2009 ⁱ	79.3	2012 ⁱ	92.2	39
2010 ⁱ	76.3	2013 ⁱ	90.2	36
2011 ⁱ	76.0	2014 ⁱ	89.2	40
2012 ⁱ	76.2	2015 ⁱ	88.5	19
2013 ⁱⁱ	70.9	2016 ⁱⁱ	88.4	51
2014 ⁱⁱ	67.5	2017 ⁱⁱ	89.3	54
2015 ⁱⁱ	67.1	2018 ⁱⁱ	89.2	60

Sources: Beyond Graduation Survey 2010–2015ⁱ and Graduate Outcomes Survey – Longitudinal 2016–2018.ⁱⁱ

NB Results from the GOS-L are consistent with standard ABS labour force definitions unlike previous results presented in the BGS. Using the previous methodology from the BGS, the full-time employment rate in 2015 immediately upon graduation was 68.8 per cent in comparison with 67.1 per cent using the ABS/GOS-L methodology as shown above.

Three years out, not only are graduates more successful in finding employment, but they also achieve substantial growth in salary levels. In 2015, among graduates in full-time employment four months after their course, the median salary level was \$56,700. Three years later in 2018, the median salary level of the same cohort of graduates in full-time employment had risen by 23 per cent to \$70,000 (Table 3a).

Table 4 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 2015, the gender gap in graduate median

salaries was \$5,000 or 8.3 per cent.¹ In 2018, for the same cohort of graduates three years later, the gender gap in graduate median salaries was \$5,100 or 7.0 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.² However, female graduates often earn less than their male graduates within the same field of education and this issue is explored below.

1 The gender pay gap is calculated as $100 \times (\text{male salaries} - \text{female salaries}) / \text{male salaries}$ consistent with the methodology used by the Workplace Gender Equality Agency (WGEA). Prior to 2018, the Graduate Outcomes Survey – Longitudinal used female salaries in the denominator.

2 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

Table 3a Short- and medium-term full-time employment rate for undergraduates, 2013 to 2018 (%)

	Short-term outcome		Medium-term outcome	
Overall employment (as a percentage of the labour force i.e. those available for any work)	2013	90.2	2016	91.8
	2014	89.7	2017	91.7
	2015	89.7	2018	92.4
Labour force participation rate (as a percentage of all graduates)	2013	89.7	2016	91.4
	2014	89.3	2017	91.7
	2015	89.6	2018	92.2
Median salary (of those employed full-time)	2013	\$55,000	2016	\$67,000
	2014	\$56,000	2017	\$68,700
	2015	\$56,700	2018	\$70,000

23%
rise in median salary for graduates within the same cohort in full-time employment between 2015–2018

Table 4 Short- (2015) and medium-term (2018) outcomes for undergraduates by gender

	Short-term outcome, 2015			Medium-term outcome, 2018		
	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)	67.2	67.0	67.1	89.5	89.0	89.2
Overall employment (as a percentage of the labour force i.e. those available for any work)	87.8	90.6	89.7	92.1	92.5	92.4
Labour force participation rate (as a percentage of all graduates)	88.7	90.1	89.6	92.0	92.2	92.2
Median salary (of those employed full-time) (\$)	60,000	55,000	56,700	73,100	68,000	70,000

2.2 Employment outcomes by study area

As shown in Table 5 in 2015, the proportion of graduates in full-time employment across study areas ranged from 95.5 per cent for Pharmacy and 93.3 per cent for Medicine to 48.0 per cent for Tourism, hospitality and personal services and 48.3 per cent for Creative arts and Science and mathematics. By 2018, the gap between study areas for those with the highest and lowest full-time employment rate had contracted from 47.5 percentage points to 17.1 percentage points with figures of 97.5 per cent for Medicine, 97.2 per cent for Rehabilitation and 95.9 per cent for Dentistry down to 80.4 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 standard deviation in full-time employment rates in 2015 of 15.0 percentage points to 4.9 percentage points in 2018.

For example, the full-time employment rate for graduates who completed Science and mathematics, Tourism, hospitality, personal services, sport and recreation undergraduate degrees increased by 37.0 and 37.3 percentage points to 85.0 per cent and 85.6 per cent respectively and Creative arts and Psychology increasing by 32.1 and 32.0 percentage points to 80.4 and 83.3 per cent respectively, whereas Pharmacy actually decreased by 2.5 percentage points and Medicine increased by 4.2 percentage points.

In terms of overall employment, short-term outcomes were weakest for graduates from Computing and information systems, 84.6 per cent, Communications, 84.7 per cent, Agriculture and environmental studies, 85.2 per cent, Engineering, 85.5 per cent and Science and mathematics, 86.1 per cent. Three years later Science and mathematics still had the weakest overall employment outcomes with 87.3 per cent in employment in 2018 followed by Humanities, culture and social sciences, 88.9 per cent, Psychology, 89.2 per cent and Creative arts, 89.3 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 fields of education tends to narrow over time [...]

Graduates in Medicine had the highest overall employment rate of 99.0 per cent in the short-term along with Pharmacy with 98.0 per cent. Three years later, in 2018, overall employment for Medicine graduates had dropped to eighth place at 94.9 per cent behind Dentistry, 96.9 per cent, Veterinary science at 96.8 per cent, Rehabilitation with 96.1 per cent, and Nursing at 95.9 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 weaker 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 4.5 percentage points in 2015 to 2.7 percentage points in 2018.

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 Rehabilitation with 97.4 per cent, Nursing with 96.4 per cent and Teacher education with 95.8 per cent. The lowest labour force participation rate was for Science and mathematics graduates with 76.5 per cent followed by Humanities, culture and social sciences with 84.0 per cent.

After three years, labour force participation remains lowest for Science and mathematics graduates, with 78.8 per cent. The highest labour force participation rate three years after graduation was in Law and paralegal studies, Business and management and Engineering with labour force participation rates over 96 per cent. The standard deviation in labour force participation rates across study areas decreased slightly over time from 5.0 per cent to 3.9 per cent.

Table 5 shows that between 2015 and 2018, 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 15 per cent or \$9,000. Social work and Humanities, culture and social sciences recorded increases in median salaries of \$12,000 which represents a higher percentage increase of 20 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 78 per cent (\$32,800) but from a relatively low base of \$42,300. Medicine graduates also experienced a large increase in median salary of 51 per cent (\$33,400) but it started from one of the highest short-term salaries of \$65,000. Graduates in Dentistry had the highest short-term median salaries with \$86,500 which grew to the highest medium-term salary of \$109,600 a growth rate of 27 per cent.

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 \$9,100 immediately upon graduation to \$12,200 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 graduate outcomes is instead reflected in a growing dispersion in salary levels among graduates from different fields of education.

Undergraduate overall employment rate by study area

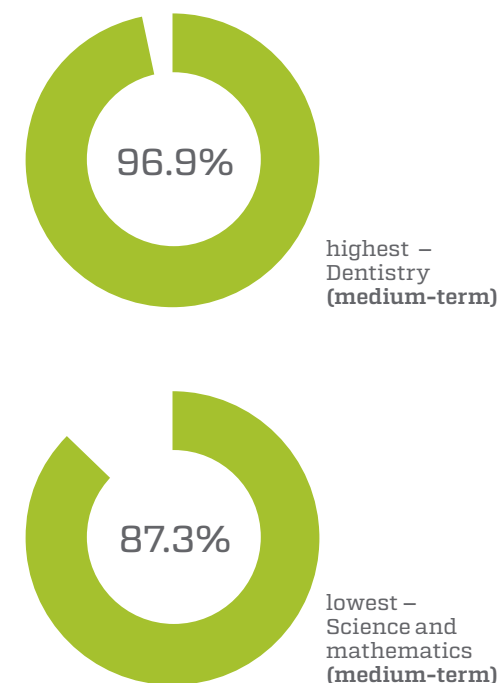


Table 5 Short- (2015) and medium-term (2018) outcomes for undergraduates by study area

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
	2015	2018	2015	2018	2015	2018	2015	2018
Science and mathematics	48.3	85.6	86.1	87.3	76.5	78.8	52,500	65,000
Computing and information systems	66.2	90.9	84.6	92.3	91.9	95.2	58,000	73,000
Engineering	71.5	93.9	85.5	94.6	92.0	96.1	62,000	77,000
Architecture and built environment	71.4	88.5	89.0	91.6	93.0	95.2	50,300	65,200
Agriculture and environmental studies	56.5	87.2	85.2	92.6	88.6	92.3	50,000	66,000
Health services and support	64.7	89.3	91.7	95.1	91.7	94.2	58,000	71,000
Medicine	93.3	97.5	99.0	94.9	91.5	89.8	65,000	98,400
Nursing	78.8	92.6	95.8	95.9	96.4	94.9	54,000	69,500
Pharmacy	95.5	93.0	98.0	93.2	94.4	91.3	42,300	75,100
Dentistry	88.2	95.9	94.4	96.9	86.4	93.2	86,500	109,600
Veterinary science	79.3	93.6	92.2	96.8	87.2	94.0	50,000	63,000
Rehabilitation	87.2	97.2	94.1	96.1	97.4	95.4	58,000	74,000
Teacher education	71.9	91.2	93.8	92.6	95.8	95.5	61,000	70,000
Business and management	74.2	93.4	91.0	95.1	94.1	96.2	55,000	70,400
Humanities, culture and social sciences	55.1	82.5	86.8	88.9	84.0	90.3	55,000	67,000
Social work	69.8	89.1	86.6	92.9	94.2	92.9	60,000	72,000
Psychology	51.3	83.3	88.4	89.2	85.1	90.4	53,700	68,500
Law and paralegal studies	72.6	90.8	89.0	92.5	94.0	96.5	60,000	76,000
Creative arts	48.3	80.4	86.7	89.3	87.9	91.8	45,000	56,500
Communications	53.4	84.3	84.7	92.1	89.2	93.8	48,000	60,000
Tourism, hospitality, personal services, sport and recreation	48.0	85.0	86.0	93.2	93.5	95.7	n/a	60,000
All study areas	67.1	89.2	89.7	92.4	89.6	92.2	56,700	70,000
Standard deviation	15.0	4.9	4.5	2.7	5.0	3.9	9,100	12,200

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

Short- and medium-term labour force outcomes are reported by gender in Table 4.1 in Appendix 4. Notwithstanding research suggesting 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, \$6,700 or 10 per cent, Pharmacy, \$10,300 or 12 per cent and Nursing, \$8,600 or 11 per cent and Humanities, culture and social sciences with \$6,100 or 9 per cent.

There are a few exceptions to this general rule. Immediately upon graduation females in Engineering, Pharmacy and Psychology studies earned slightly more than their male colleagues, however by 2018 females were earning less than males in all study areas other than Engineering and Agriculture and environmental studies where the female median salary was higher than males by \$1,700 and \$300 respectively. 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.³

³ Graduate Careers Australia (2014), An analysis of the gender wage gap in the Australian graduate labour market, 2013

Table 6 Short- (2015) and medium-term (2018) outcomes by demographic group

		Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
		2015	2018	2015	2018	2015	2018	2015	2018
Age	30 years or under	66.2	89.8	90.0	92.6	89.9	92.6	55,000	69,500
	Over 30 years	71.3	85.8	88.0	91.5	88.2	90.1	63,000	75,000
Indigenous	Indigenous	77.0	89.9	89.5	88.5	87.6	89.2	61,500	75,700
	Non-Indigenous	67.0	89.2	89.7	92.4	89.6	92.2	56,300	70,000
Home language	English	68.0	89.4	90.3	92.7	90.2	92.4	57,000	70,000
	Language other than English	59.7	87.5	84.8	89.8	84.8	90.7	55,400	70,000
Disability	Reported disability	51.3	79.4	76.6	85.5	77.9	83.4	55,000	69,000
	No disability	67.7	89.5	90.1	92.6	90.1	92.5	57,000	70,000
Study mode	Internal/mixed	65.8	89.0	89.5	92.3	89.4	92.0	55,000	70,000
	External/distance	79.0	90.9	91.1	93.3	92.2	94.3	65,000	78,000

2.3 Employment outcomes by demographic group

Short- 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 main exception being that older graduates had higher full-time employment in the short-term in 2015 by 5.1 percentage points. Median salaries were initially higher for older graduates, \$63,000, in comparison with \$55,000 for younger graduates and this gap persists in the medium-term maintaining a pay gap of around \$5,500.

In general, Indigenous graduates' employment outcomes are similar to those of non-Indigenous graduates. Indigenous graduates have higher full-time employment outcomes in the short-term but non-Indigenous graduates close this gap in full time employment in the medium-term to trail by less than 1 percentage point. Indigenous graduates have higher salaries both in the short- and medium-term. 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 had lower labour force outcomes than English speaking graduates, though the gap did close over the medium-term and their salaries were equivalent three years after graduation.

Graduates who reported a disability experienced substantially lower rates of employment and labour force participation in the short-term, though this gap declined over the medium-term. Full-time employment rates were 16.4 percentage points lower for graduates with a reported disability and still 10.1 percentage points lower three years later. The difference in overall employment rates also decreased over the three-year period, from a 13.5 percentage point difference to 7.1 percentage points. Graduates who reported a disability also had the lowest labour force participation rate of any group, with 77.9 per cent in the short-time and 83.4 per cent in the medium-term.

External/distance graduates had substantially more favourable short-term full-time employment outcomes than internal/multi-mode graduates and this advantage persists slightly into the medium-term in 2018. 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 Employment outcomes by institution

Three years after graduation there has been substantial improvement in full-time employment rates across universities so that all universities have full-time employment rates for undergraduates above 81 per cent, as shown by Table 7. Over time, full-time employment outcomes among universities converge with the standard deviation declining from 10.0 percentage points in the short-term to 3.1 percentage points over the medium-term. It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets might also impact on employment outcomes.

As shown in Figure 1 and Table 7, the publication of confidence intervals demonstrates there is differentiation in full-time employment rates in the medium-term across universities.⁴ Where confidence intervals overlap between two universities there is no significant difference in outcomes in a statistical sense. Nevertheless, it appears there is differentiation among universities with some achieving higher rates of full-time employment over the medium-term than others. For example, three years after graduation in 2018, universities with high full time employment rates for undergraduates were Charles Sturt University with 93.6 per cent, Murdoch University, 93.2 per cent, University of Technology, Sydney, 92.7 per cent, the Australian National University, 92.2 per cent and the University of South Australia with 91.8 per cent.

There is less variation in overall employment outcomes compared to full-time employment outcomes across universities in the medium-term. The standard deviation for overall employment outcomes in the medium-term was lower at 2.4 percentage points. Universities with high overall employment outcomes in the medium-term include Murdoch University, University of New England, Deakin University, the University of Technology, Sydney and James Cook University.

Similarly, there is less variation in labour force participation outcomes across universities in the medium-term. The standard deviation falls from 5.6 percentage points in the short-term to 5.1 percentage points in the medium-term. Universities with high labour force participation rates in the medium-term include Charles Sturt University, Central Queensland University, Australian Catholic University, The University of Notre Dame Australia and Queensland University of Technology.

⁴ Note the University of Wollongong did not participate in the 2018 GOS-L. Results for the University of Divinity are not shown as there were less than 25 survey responses.

As with the analysis at study area level above in Section 2.2, employment outcomes across universities converge over time, but this appears to be replaced with greater dispersion in salary levels over time. The standard deviation in median full-time undergraduate salaries increased from \$3,100 immediately after graduation to \$5,200 for the same cohort of undergraduates three years later. Universities with high median full-time undergraduate salaries three years out include Charles Sturt University, \$78,300, the University of New South Wales, \$77,500, Central Queensland University, \$77,200 and the Australian National University and the University of Technology, Sydney, both \$75,000. While there are significant differences between these median salaries, it should be noted that many institutional factors may influence graduate salaries, including academic profile, student demographics, location of the campus and variations in state/territory and regional labour markets.

There are an insufficient number of responses among non-university higher education institutions (NUHEIs) to display data at this level. This is, in part, due to the 2016–2018 GOS-L being based on the population frame of graduates provided by the former Australian Graduate Survey (AGS). Once the Graduate Outcomes Survey (GOS) serves as the population frame for the 2019 GOS-L onwards, this is likely to produce a larger number of usable responses and it may be possible to publish medium-term outcomes for NUHEIs at some future point in time.

Employment outcomes across universities converge over time, but this appears to be replaced with greater dispersion in salary levels over time

Figure 1 Undergraduate medium-term full-time employment rate by university, 2018, %

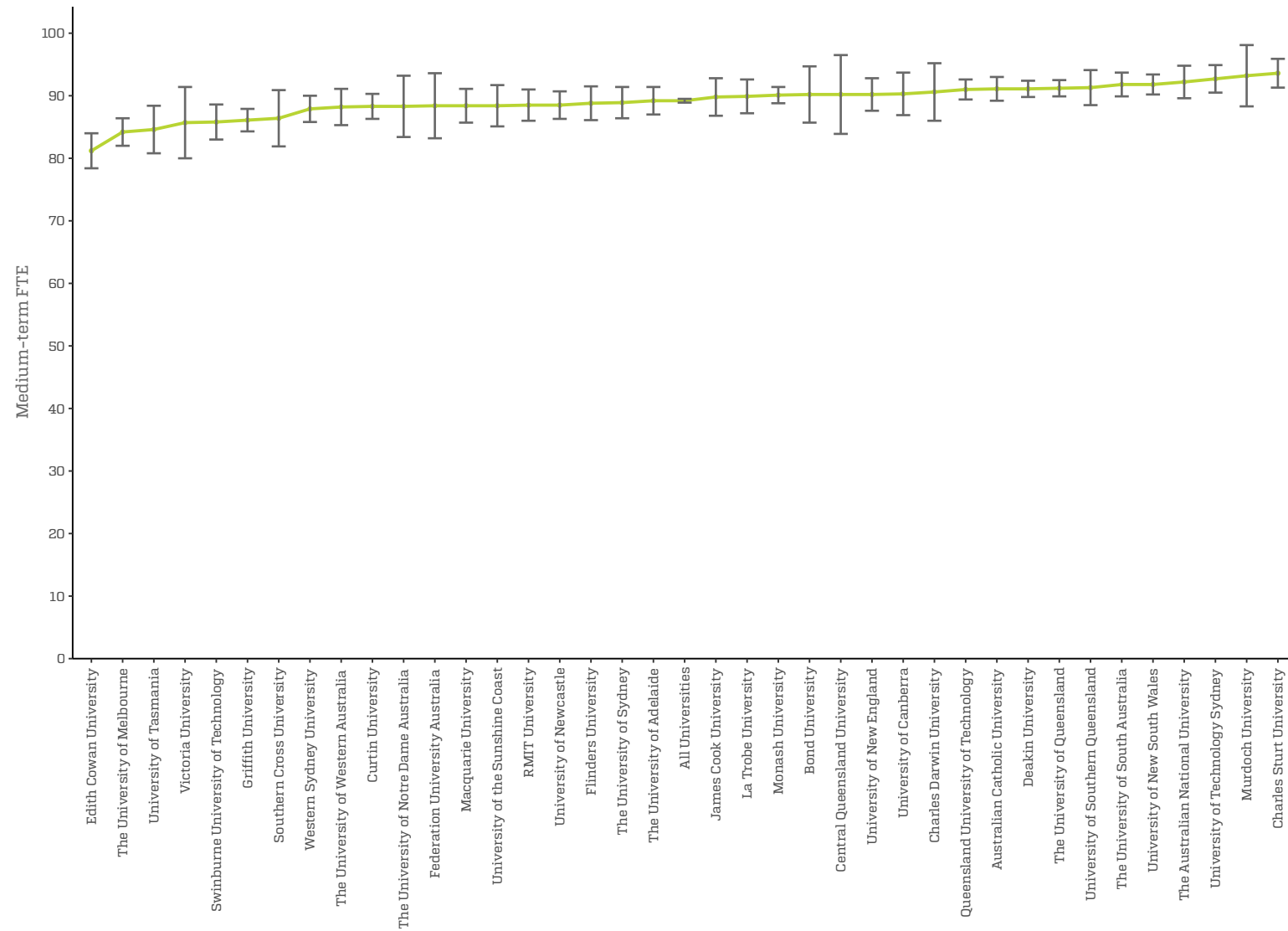


Figure 2 Undergraduate medium-term median full-time earnings by university, 2018, \$

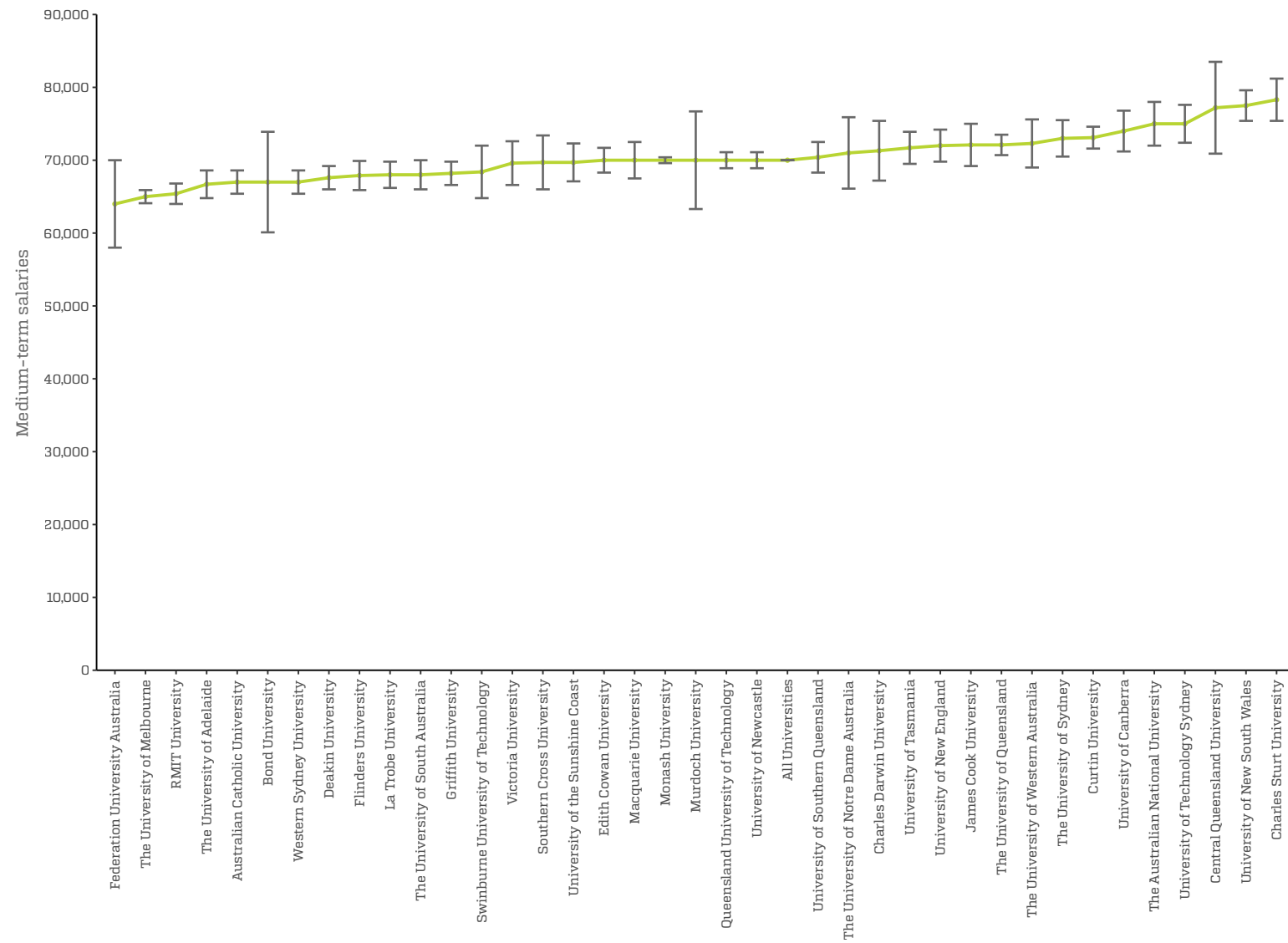


Table 7 Short- (2015) and medium-term (2018) undergraduate employment outcomes by university

University	Full-time employment (%)		Overall employment (%)	
	Short-term outcome	Medium-term outcome	Short-term outcome	Medium-term outcome
Australian Catholic University	74.2 (71.1, 77.2)	91.1 (89.2, 93.0)	94.6 (93.3, 95.9)	93.6 (92.3, 95.0)
Bond University	74.7 (68.1, 81.4)	90.2 (85.7, 94.7)	87.1 (82.4, 91.8)	90.8 (86.8, 94.7)
Central Queensland University	75.8 (66.9, 84.7)	90.2 (83.9, 96.4)	88.0 (81.9, 94.1)	91.6 (86.6, 96.5)
Charles Darwin University	82.0 (76.0, 88.0)	90.6 (86.0, 95.3)	92.8 (89.3, 96.3)	92.6 (89.0, 96.2)
Charles Sturt University	80.9 (77.2, 84.5)	93.6 (91.3, 95.9)	89.8 (87.2, 92.4)	95.5 (93.8, 97.2)
Curtin University	65.6 (62.6, 68.6)	88.3 (86.3, 90.2)	88.2 (86.4, 89.9)	92.9 (91.5, 94.3)
Deakin University	65.8 (63.4, 68.3)	91.1 (89.8, 92.4)	91.1 (90.0, 92.3)	94.9 (94.0, 95.8)
Edith Cowan University	63.4 (59.7, 67.1)	81.2 (78.4, 84.1)	87.5 (85.4, 89.6)	89.9 (88.0, 91.8)
Federation University Australia	59.5 (51.4, 67.6)	88.4 (83.2, 93.6)	94.1 (90.9, 97.2)	93.0 (89.6, 96.5)
Flinders University	53.0 (48.4, 57.6)	88.8 (86.1, 91.4)	87.0 (84.5, 89.4)	92.0 (90.1, 94.0)
Griffith University	63.9 (61.1, 66.6)	86.1 (84.3, 87.9)	85.5 (83.8, 87.1)	91.0 (89.6, 92.3)
James Cook University	72.0 (67.3, 76.8)	89.8 (86.8, 92.9)	90.9 (88.3, 93.5)	94.3 (92.3, 96.4)
La Trobe University	70.7 (66.3, 75.0)	89.9 (87.2, 92.5)	91.3 (89.0, 93.5)	94.1 (92.2, 95.9)
Macquarie University	64.8 (60.3, 69.3)	88.4 (85.7, 91.1)	90.6 (88.3, 92.9)	92.8 (90.8, 94.8)
Monash University	67.8 (65.5, 70.0)	90.1 (88.8, 91.4)	91.4 (90.3, 92.5)	92.5 (91.5, 93.5)
Murdoch University	66.7 (57.6, 75.7)	93.2 (88.3, 98.0)	87.5 (81.8, 93.2)	96.7 (93.7, 99.7)
Queensland University of Technology	73.6 (71.0, 76.1)	91.0 (89.4, 92.6)	91.2 (89.7, 92.6)	93.8 (92.5, 95.0)
RMIT University	54.0 (50.0, 58.0)	88.5 (86.0, 91.0)	86.6 (84.0, 89.1)	92.3 (90.4, 94.2)
Southern Cross University	63.6 (56.3, 71.0)	86.4 (81.9, 91.0)	88.4 (84.3, 92.4)	93.0 (89.8, 96.2)
Swinburne University of Technology	67.6 (63.3, 71.9)	85.8 (83.0, 88.7)	85.8 (83.1, 88.5)	91.8 (89.7, 93.9)
The Australian National University	72.9 (68.0, 77.7)	92.2 (89.6, 94.9)	91.1 (88.5, 93.6)	92.6 (90.2, 94.9)

University	Full-time employment (%)		Overall employment (%)	
	Short-term outcome	Medium-term outcome	Short-term outcome	Medium-term outcome
The University of Adelaide	54.2 (50.0, 58.4)	89.2 (87.0, 91.4)	86.0 (83.7, 88.2)	93.5 (91.9, 95.1)
The University of Melbourne	41.6 (38.1, 45.1)	84.2 (82.0, 86.4)	88.8 (87.2, 90.5)	86.4 (84.7, 88.1)
The University of Notre Dame Australia	82.1 (76.3, 88.0)	88.3 (83.4, 93.2)	90.4 (86.4, 94.5)	90.4 (86.3, 94.4)
The University of Queensland	71.5 (69.3, 73.8)	91.2 (89.9, 92.6)	90.0 (88.8, 91.3)	92.3 (91.2, 93.5)
The University of South Australia	71.9 (68.6, 75.3)	91.8 (89.9, 93.8)	92.3 (90.6, 94.0)	92.4 (90.8, 94.0)
The University of Sydney	64.8 (60.9, 68.8)	88.9 (86.4, 91.3)	89.7 (87.6, 91.9)	90.8 (88.8, 92.8)
The University of Western Australia	59.0 (53.7, 64.2)	88.2 (85.3, 91.1)	89.2 (86.8, 91.6)	89.0 (86.6, 91.5)
University of Canberra	74.7 (69.7, 79.8)	90.3 (86.9, 93.7)	93.2 (90.5, 95.8)	93.9 (91.4, 96.5)
University of Divinity	n/a	n/a	n/a	n/a
University of New England	71.9 (67.7, 76.1)	90.2 (87.6, 92.9)	88.7 (86.2, 91.3)	95.7 (94.1, 97.3)
University of New South Wales	77.2 (74.6, 79.7)	91.8 (90.2, 93.3)	90.6 (89.0, 92.2)	93.4 (92.1, 94.7)
University of Newcastle	65.6 (62.1, 69.1)	88.5 (86.3, 90.8)	91.1 (89.2, 92.9)	92.9 (91.3, 94.6)
University of Southern Queensland	80.7 (76.7, 84.7)	91.3 (88.5, 94.1)	93.1 (90.8, 95.3)	92.7 (90.4, 94.9)
University of Tasmania	66.1 (60.2, 71.9)	84.6 (80.8, 88.4)	87.7 (84.4, 91.0)	92.0 (89.4, 94.6)
University of Technology Sydney	72.2 (68.2, 76.2)	92.7 (90.5, 94.9)	89.8 (87.3, 92.2)	94.4 (92.5, 96.3)
University of the Sunshine Coast	60.9 (55.8, 66.1)	88.4 (85.1, 91.8)	84.8 (81.5, 88.1)	93.4 (91.1, 95.7)
Victoria University	70.2 (62.5, 77.9)	85.7 (80.0, 91.5)	89.5 (85.1, 94.0)	88.1 (83.4, 92.7)
Western Sydney University	61.6 (58.0, 65.2)	87.9 (85.8, 90.0)	89.0 (87.1, 91.0)	89.9 (88.1, 91.7)
All universities	67.1 (66.5, 67.7)	89.2 (88.9, 89.6)	89.7 (89.3, 90.0)	92.4 (92.1, 92.7)
Standard deviation	10.0	3.1	2.9	2.4

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

Table 8 **Short- (2015) and medium term (2018) undergraduate labour force participation rate and median full-time salaries by university**

University	Labour force participation rate (%)		Median full-time salaries (\$)	
	Short-term outcomes	Medium-term outcomes	Short-term outcomes	Medium-term outcomes
Australian Catholic University	93.7 (92.3, 95.0)	95.2 (94.1, 96.4)	55,000 (52,500, 57,500)	67,000 (65,400, 68,600)
Bond University	91.3 (87.6, 95.1)	93.7 (90.5, 96.9)	51,500 (45,300, 57,700)	67,000 (60,100, 73,900)
Central Queensland University	87.2 (81.4, 93.0)	96.5 (93.3, 99.7)	60,000 (52,400, 67,600)	77,200 (70,900, 83,500)
Charles Darwin University	93.3 (90.0, 96.6)	91.0 (87.3, 94.8)	61,500 (57,600, 65,400)	71,300 (67,200, 75,400)
Charles Sturt University	94.2 (92.3, 96.2)	97.8 (96.6, 99.0)	61,100 (59,300, 62,800)	78,300 (75,400, 81,100)
Curtin University	92.8 (91.4, 94.1)	93.4 (92.1, 94.7)	60,000 (58,200, 61,800)	73,100 (71,600, 74,500)
Deakin University	92.2 (91.1, 93.2)	94.6 (93.7, 95.4)	57,000 (54,500, 59,500)	67,600 (66,000, 69,100)
Edith Cowan University	91.5 (89.8, 93.2)	90.4 (88.6, 92.1)	60,000 (58,500, 61,500)	70,000 (68,300, 71,700)
Federation University Australia	95.9 (93.4, 98.5)	93.5 (90.3, 96.7)	52,000 (45,100, 58,900)	64,000 (58,000, 70,000)
Flinders University	87.4 (85.2, 89.6)	90.4 (88.4, 92.4)	58,300 (56,300, 60,200)	67,900 (65,900, 69,900)
Griffith University	88.0 (86.6, 89.4)	91.6 (90.3, 92.8)	55,000 (53,400, 56,600)	68,200 (66,600, 69,900)
James Cook University	93.5 (91.3, 95.6)	92.5 (90.2, 94.8)	60,000 (57,500, 62,500)	72,100 (69,200, 75,000)
La Trobe University	89.6 (87.3, 91.9)	93.5 (91.7, 95.4)	55,000 (53,500, 56,500)	68,000 (66,200, 69,800)
Macquarie University	89.7 (87.4, 92.0)	94.4 (92.7, 96.1)	54,200 (51,900, 56,500)	70,000 (67,500, 72,500)
Monash University	89.0 (87.8, 90.1)	92.0 (91.0, 93.0)	55,000 (54,500, 55,500)	70,000 (69,600, 70,400)
Murdoch University	91.7 (87.1, 96.2)	94.8 (91.1, 98.5)	60,000 (55,600, 64,400)	70,000 (63,300, 76,700)
Queensland University of Technology	94.5 (93.4, 95.7)	95.0 (93.9, 96.0)	55,000 (53,900, 56,100)	70,000 (68,900, 71,100)
RMIT University	87.6 (85.4, 89.9)	94.5 (92.9, 96.1)	52,000 (49,700, 54,300)	65,400 (64,000, 66,800)
Southern Cross University	92.3 (89.0, 95.5)	93.5 (90.5, 96.4)	56,700 (52,900, 60,500)	69,700 (66,000, 73,400)
Swinburne University of Technology	92.7 (90.8, 94.6)	94.8 (93.2, 96.5)	55,500 (52,400, 58,600)	68,400 (64,800, 72,100)
The Australian National University	88.4 (85.8, 91.1)	90.0 (87.5, 92.5)	59,900 (58,100, 61,800)	75,000 (72,000, 78,000)

University	Labour force participation rate (%)		Median full-time salaries (\$)	
	Short-term outcomes	Medium-term outcomes	Short-term outcomes	Medium-term outcomes
The University of Adelaide	87.3 (85.2, 89.3)	90.0 (88.2, 91.8)	57,000 (54,300, 59,700)	66,700 (64,800, 68,500)
The University of Melbourne	76.6 (74.7, 78.5)	84.9 (83.3, 86.5)	53,400 (50,000, 56,800)	65,000 (64,100, 65,900)
The University of Notre Dame Australia	95.8 (93.1, 98.5)	95.1 (92.2, 98.0)	61,000 (59,700, 62,400)	71,000 (66,100, 75,800)
The University of Queensland	91.4 (90.3, 92.6)	90.7 (89.5, 91.9)	57,000 (55,400, 58,600)	72,100 (70,700, 73,500)
The University of South Australia	88.7 (86.8, 90.6)	93.8 (92.4, 95.2)	54,000 (53,000, 55,000)	68,000 (66,000, 70,000)
The University of Sydney	82.4 (80.0, 84.9)	86.3 (84.2, 88.5)	57,500 (55,400, 59,600)	73,000 (70,500, 75,500)
The University of Western Australia	83.9 (81.3, 86.5)	82.7 (80.0, 85.4)	60,000 (57,600, 62,400)	72,300 (69,000, 75,500)
University of Canberra	96.5 (94.6, 98.4)	94.3 (91.9, 96.7)	60,000 (58,800, 61,200)	74,000 (71,200, 76,800)
University of Divinity	n/a	n/a	n/a	n/a
University of New England	90.6 (88.4, 92.8)	91.1 (88.9, 93.3)	62,000 (60,100, 63,900)	72,000 (69,800, 74,200)
University of New South Wales	87.3 (85.6, 89.0)	93.1 (91.8, 94.4)	60,000 (58,400, 61,600)	77,500 (75,400, 79,600)
University of Newcastle	93.5 (92.0, 95.1)	94.0 (92.5, 95.5)	56,000 (55,000, 57,000)	70,000 (68,900, 71,100)
University of Southern Queensland	91.2 (88.8, 93.6)	94.6 (92.7, 96.5)	62,000 (60,000, 64,000)	70,400 (68,300, 72,500)
University of Tasmania	83.8 (80.5, 87.2)	90.0 (87.3, 92.8)	58,200 (54,700, 61,800)	71,700 (69,500, 73,900)
University of Technology Sydney	93.7 (91.8, 95.6)	94.2 (92.3, 96.0)	55,000 (53,500, 56,500)	75,000 (72,400, 77,600)
University of the Sunshine Coast	94.2 (92.1, 96.3)	93.2 (91.0, 95.4)	52,000 (49,700, 54,300)	69,700 (67,100, 72,300)
Victoria University	92.5 (88.9, 96.2)	94.0 (90.7, 97.3)	60,000 (58,800, 61,200)	69,600 (66,600, 72,500)
Western Sydney University	91.0 (89.3, 92.7)	94.5 (93.1, 95.8)	54,000 (51,200, 56,800)	67,000 (65,400, 68,600)
All universities	89.6 (89.3, 90.0)	92.1 (91.9, 92.4)	57,000 (56,400, 57,600)	70,000 (70,000, 70,000)
Standard deviation	5.6	5.1	3,100	5,200

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

This report also shows responses combined from the 2016, 2017 and 2018 Graduate Outcomes Survey – Longitudinal to show employment outcomes at institution level, as shown by Figures 3 and 4. This follows the approach on the QILT website where

results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data.

Figure 3 Undergraduate medium-term full-time employment rate by university, 2016–2018, %

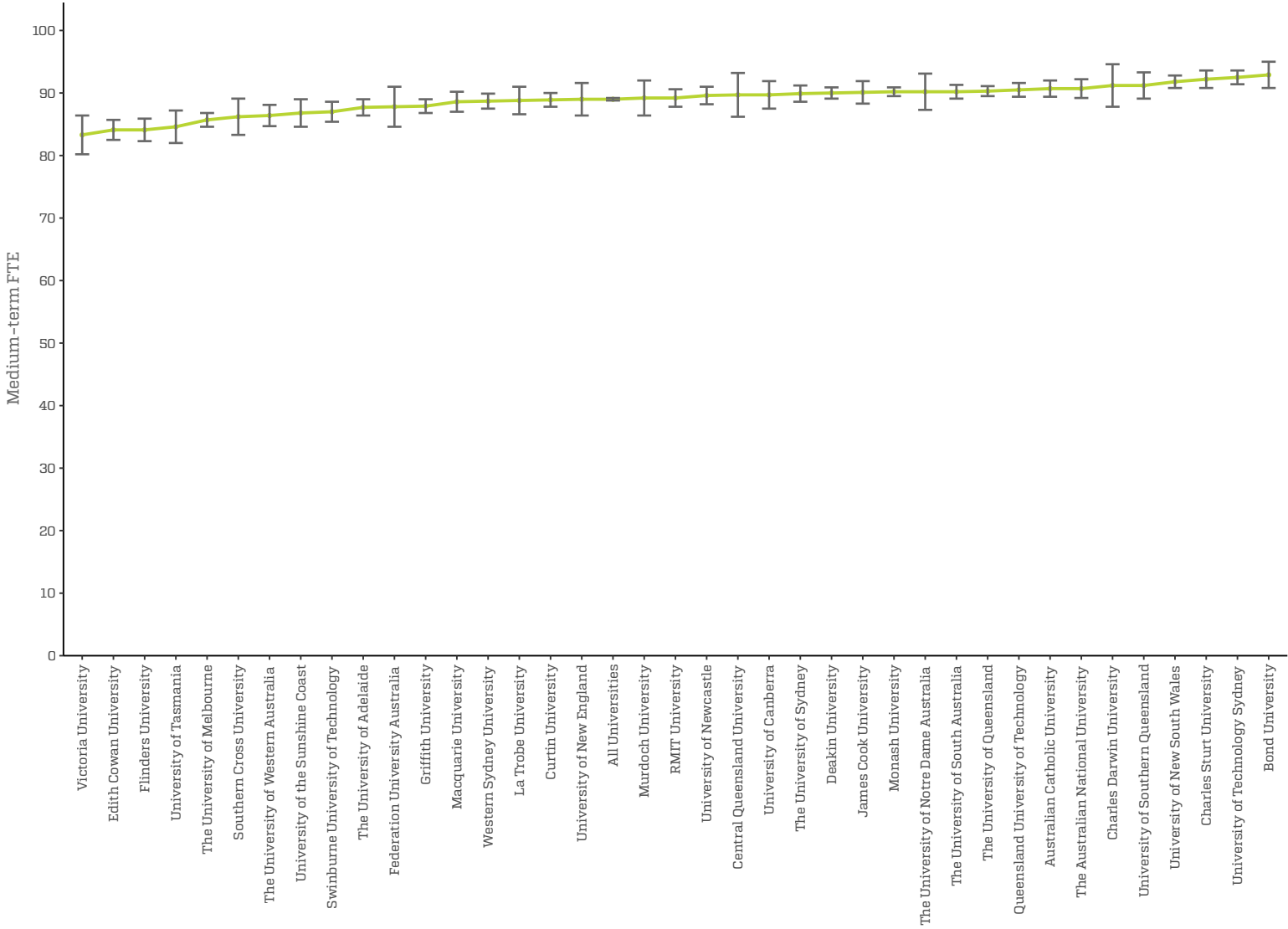


Figure 4 Undergraduate medium-term median full-time earnings by university, 2016–2018, \$

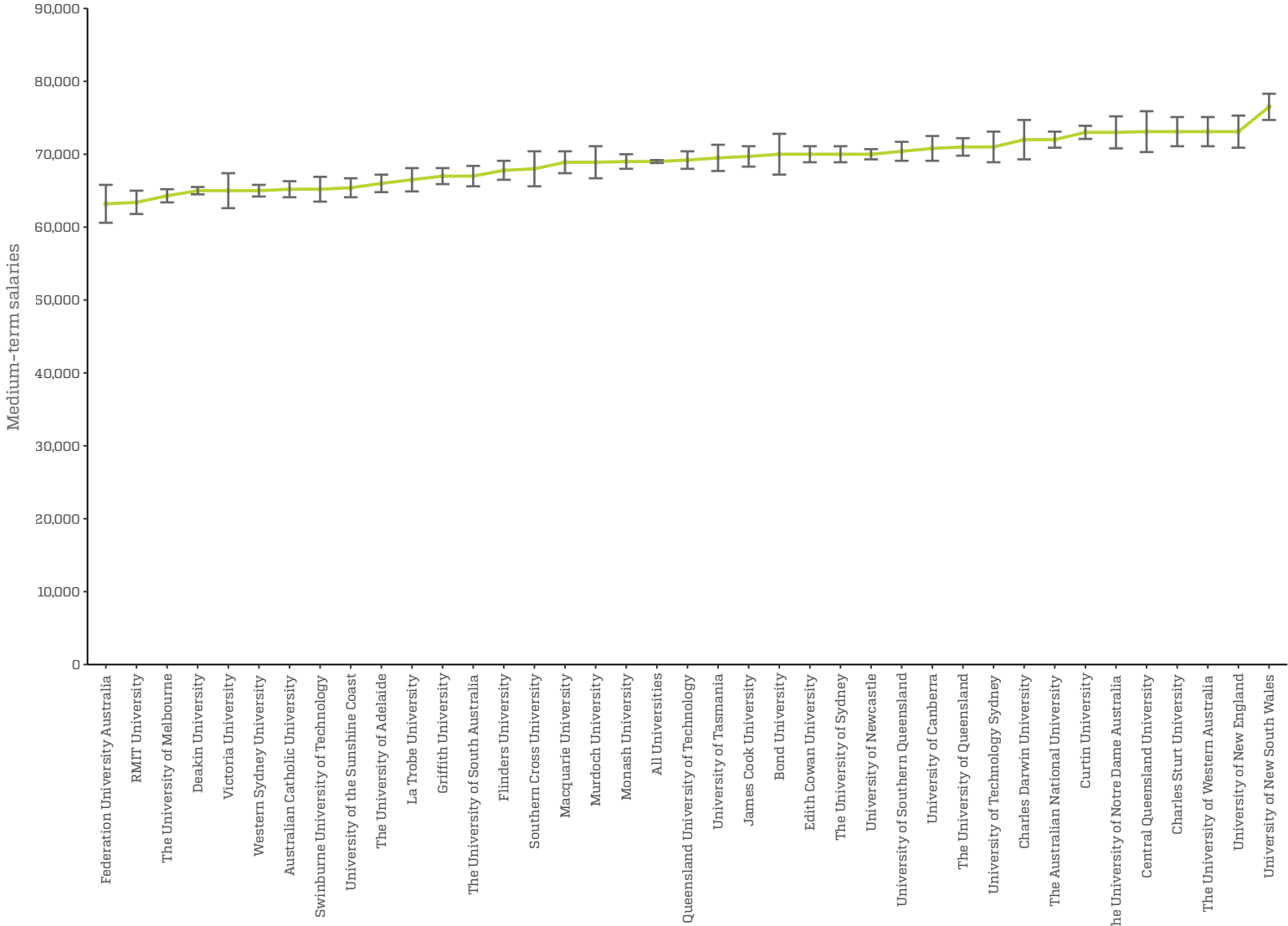


Table 9 Short- (2013–2015) and medium-term (2016–2018) undergraduate employment outcomes by university

University	Full-time employment (%)		Overall employment (%)	
	Short-term 2013–2015	Medium-term 2016–2018	Short-term 2013–2015	Medium-term 2016–2018
Australian Catholic University	73.0 (71.0, 75.1)	90.7 (89.4, 92.0)	94.7 (93.8, 95.5)	92.4 (91.4, 93.4)
Bond University	71.0 (67.0, 74.9)	92.9 (90.8, 95.0)	86.7 (84.0, 89.4)	92.8 (90.8, 94.8)
Central Queensland University	80.5 (75.9, 85.1)	89.7 (86.2, 93.1)	91.9 (89.2, 94.7)	93.1 (90.6, 95.6)
Charles Darwin University	82.4 (77.8, 86.9)	91.2 (87.8, 94.5)	93.0 (90.4, 95.7)	92.6 (89.9, 95.3)
Charles Sturt University	81.7 (79.7, 83.8)	92.2 (90.8, 93.6)	91.5 (90.2, 92.8)	94.8 (93.7, 95.8)
Curtin University	68.8 (67.1, 70.5)	88.9 (87.8, 90.0)	89.1 (88.1, 90.1)	93.0 (92.2, 93.8)
Deakin University	66.4 (64.7, 68.0)	90.0 (89.1, 91.0)	91.1 (90.3, 91.9)	93.6 (92.9, 94.3)
Edith Cowan University	63.7 (61.6, 65.8)	84.1 (82.5, 85.6)	88.7 (87.6, 89.9)	90.4 (89.4, 91.5)
Federation University Australia	64.3 (59.2, 69.3)	87.8 (84.6, 91.1)	90.1 (87.5, 92.7)	89.3 (86.7, 91.9)
Flinders University	55.6 (53.0, 58.2)	84.1 (82.3, 85.8)	87.6 (86.2, 89.0)	90.8 (89.6, 92.0)
Griffith University	65.0 (63.4, 66.7)	87.9 (86.8, 88.9)	86.7 (85.7, 87.7)	92.1 (91.3, 92.9)
James Cook University	73.3 (70.4, 76.2)	90.1 (88.3, 92.0)	90.3 (88.7, 92.0)	92.9 (91.4, 94.3)
La Trobe University	69.8 (66.3, 73.2)	88.8 (86.6, 91.1)	91.7 (89.9, 93.5)	93.3 (91.7, 94.9)
Macquarie University	65.4 (62.8, 68.0)	88.6 (87.0, 90.2)	89.8 (88.4, 91.2)	92.4 (91.2, 93.6)
Monash University	68.9 (67.6, 70.2)	90.2 (89.5, 91.0)	91.0 (90.4, 91.7)	92.5 (91.9, 93.1)
Murdoch University	68.1 (64.0, 72.3)	89.2 (86.4, 91.9)	89.3 (86.9, 91.7)	91.9 (89.8, 94.1)
Queensland University of Technology	72.2 (70.4, 73.9)	90.5 (89.4, 91.6)	90.4 (89.4, 91.4)	93.3 (92.5, 94.2)
RMIT University	58.6 (56.2, 60.9)	89.2 (87.8, 90.6)	85.7 (84.1, 87.2)	92.6 (91.5, 93.7)
Southern Cross University	64.8 (60.5, 69.1)	86.2 (83.3, 89.1)	87.0 (84.5, 89.5)	90.7 (88.5, 92.8)
Swinburne University of Technology	66.3 (63.8, 68.8)	87.0 (85.4, 88.7)	86.2 (84.6, 87.8)	91.7 (90.4, 92.9)

University	Full-time employment (%)		Overall employment (%)	
	Short-term 2013–2015	Medium-term 2016–2018	Short-term 2013–2015	Medium-term 2016–2018
The Australian National University	68.4 (65.6, 71.1)	90.7 (89.2, 92.3)	90.3 (88.9, 91.7)	92.6 (91.3, 93.8)
The University of Adelaide	61.1 (58.7, 63.4)	87.7 (86.4, 89.0)	88.2 (87.0, 89.4)	91.1 (90.1, 92.1)
The University of Melbourne	56.8 (54.8, 58.8)	85.7 (84.6, 86.8)	90.1 (89.3, 90.9)	87.5 (86.6, 88.3)
The University of Notre Dame Australia	84.3 (80.8, 87.9)	90.2 (87.3, 93.1)	93.6 (91.4, 95.7)	91.7 (89.3, 94.2)
The University of Queensland	73.4 (72.0, 74.7)	90.3 (89.5, 91.2)	91.5 (90.8, 92.2)	91.7 (91.0, 92.4)
The University of South Australia	74.1 (72.3, 75.8)	90.2 (89.1, 91.4)	92.3 (91.4, 93.2)	93.1 (92.2, 93.9)
The University of Sydney	67.5 (65.3, 69.7)	89.9 (88.6, 91.2)	89.4 (88.2, 90.6)	90.8 (89.7, 91.9)
The University of Western Australia	66.8 (64.1, 69.6)	86.4 (84.7, 88.2)	89.9 (88.5, 91.2)	89.6 (88.2, 91.0)
University of Canberra	71.8 (68.5, 75.2)	89.7 (87.5, 91.9)	90.7 (88.8, 92.7)	93.6 (92.0, 95.3)
University of Divinity	n/a	n/a	n/a	n/a
University of New England	73.0 (69.2, 76.9)	89.0 (86.4, 91.6)	88.5 (86.1, 90.9)	95.2 (93.6, 96.8)
University of New South Wales	75.8 (74.0, 77.5)	91.8 (90.8, 92.9)	89.8 (88.7, 91.0)	93.3 (92.3, 94.2)
University of Newcastle	68.5 (66.3, 70.8)	89.6 (88.2, 91.0)	90.7 (89.4, 91.9)	92.3 (91.2, 93.4)
University of Southern Queensland	80.3 (77.2, 83.3)	91.2 (89.1, 93.3)	93.1 (91.4, 94.8)	93.7 (92.0, 95.3)
University of Tasmania	62.3 (58.5, 66.0)	84.6 (82.0, 87.1)	86.5 (84.3, 88.7)	91.7 (89.9, 93.4)
University of Technology Sydney	73.3 (71.3, 75.3)	92.5 (91.4, 93.7)	90.3 (89.1, 91.5)	93.8 (92.8, 94.7)
University of the Sunshine Coast	62.1 (59.0, 65.3)	86.8 (84.6, 89.0)	85.8 (83.8, 87.7)	92.1 (90.6, 93.7)
Victoria University	64.7 (60.6, 68.8)	83.3 (80.2, 86.4)	88.3 (85.9, 90.7)	87.6 (85.1, 90.0)
Western Sydney University	61.4 (59.3, 63.5)	88.7 (87.5, 89.9)	88.0 (86.9, 89.2)	91.6 (90.6, 92.5)
All universities	68.3 (67.9, 68.7)	89.0 (88.8, 89.3)	89.8 (89.6, 90.0)	92.0 (91.8, 92.2)
Standard deviation	7.0	3.0	2.2	1.6

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

Table 10 **Short- (2013–2015) and medium term (2016–2018) undergraduate labour force participation rate and median full-time salaries by university**

University	Labour force participation rate (%)		Median full-time salaries (\$)	
	Short-term 2013–2015	Medium-term 2016–2018	Short-term 2013–2015	Medium-term 2016–2018
Australian Catholic University	93.9 (93.0, 94.8)	94.4 (93.6, 95.2)	56,000 (55,200, 56,800)	65,200 (64,100, 66,300)
Bond University	89.8 (87.5, 92.0)	93.8 (92.0, 95.6)	52,000 (49,000, 55,000)	70,000 (67,200, 72,800)
Central Queensland University	90.8 (88.1, 93.6)	95.2 (93.2, 97.3)	60,000 (57,200, 62,800)	73,100 (70,300, 75,800)
Charles Darwin University	92.0 (89.3, 94.7)	92.0 (89.3, 94.7)	61,000 (58,700, 63,300)	72,000 (69,300, 74,700)
Charles Sturt University	94.7 (93.7, 95.8)	95.9 (94.9, 96.8)	59,000 (57,900, 60,100)	73,100 (71,100, 75,000)
Curtin University	93.3 (92.5, 94.1)	93.9 (93.2, 94.7)	59,000 (57,600, 60,400)	73,000 (72,100, 73,900)
Deakin University	92.2 (91.5, 92.9)	94.1 (93.5, 94.7)	54,000 (52,400, 55,600)	65,000 (64,500, 65,500)
Edith Cowan University	92.3 (91.4, 93.2)	91.8 (90.9, 92.8)	60,000 (59,300, 60,700)	70,000 (68,900, 71,100)
Federation University Australia	93.0 (90.9, 95.1)	95.2 (93.5, 97.0)	55,000 (52,600, 57,400)	63,200 (60,600, 65,800)
Flinders University	86.4 (85.1, 87.7)	89.8 (88.6, 91.0)	58,000 (56,900, 59,100)	67,800 (66,500, 69,200)
Griffith University	88.8 (87.9, 89.6)	91.2 (90.5, 92.0)	54,000 (52,800, 55,200)	67,000 (65,900, 68,100)
James Cook University	92.1 (90.7, 93.6)	92.6 (91.2, 94.1)	57,000 (55,000, 59,000)	69,700 (68,300, 71,000)
La Trobe University	90.4 (88.6, 92.2)	94.4 (93.0, 95.8)	54,000 (52,200, 55,800)	66,500 (64,900, 68,000)
Macquarie University	90.0 (88.6, 91.3)	94.1 (93.0, 95.1)	52,000 (49,700, 54,300)	68,900 (67,400, 70,500)
Monash University	87.5 (86.8, 88.2)	90.9 (90.3, 91.5)	55,000 (54,400, 55,600)	69,000 (68,000, 70,000)
Murdoch University	92.2 (90.1, 94.2)	91.7 (89.6, 93.8)	56,000 (54,300, 57,700)	68,900 (66,700, 71,200)
Queensland University of Technology	94.0 (93.2, 94.8)	94.6 (93.9, 95.4)	55,000 (54,600, 55,400)	69,200 (68,000, 70,500)
RMIT University	90.9 (89.8, 92.1)	94.5 (93.6, 95.4)	50,000 (48,500, 51,500)	63,400 (61,800, 65,100)
Southern Cross University	89.4 (87.2, 91.6)	91.9 (89.9, 93.8)	56,400 (53,500, 59,200)	68,000 (65,600, 70,400)
Swinburne University of Technology	92.1 (90.9, 93.3)	94.7 (93.7, 95.7)	54,300 (52,800, 55,700)	65,200 (63,500, 67,000)
The Australian National University	88.6 (87.2, 90.0)	87.7 (86.2, 89.2)	58,500 (57,200, 59,800)	72,000 (70,900, 73,100)

University	Labour force participation rate (%)		Median full-time salaries (\$)	
	Short-term 2013–2015	Medium-term 2016–2018	Short-term 2013–2015	Medium-term 2016–2018
The University of Adelaide	84.5 (83.3, 85.8)	88.8 (87.7, 89.9)	58,000 (57,100, 58,900)	66,000 (64,800, 67,200)
The University of Melbourne	79.3 (78.3, 80.3)	85.5 (84.6, 86.3)	55,000 (54,100, 55,900)	64,300 (63,400, 65,200)
The University of Notre Dame Australia	93.9 (91.9, 96.0)	94.2 (92.2, 96.2)	60,000 (58,700, 61,300)	73,000 (70,800, 75,200)
The University of Queensland	90.9 (90.2, 91.6)	90.3 (89.6, 91.0)	57,500 (56,500, 58,500)	71,000 (69,800, 72,100)
The University of South Australia	91.4 (90.5, 92.3)	93.7 (92.9, 94.5)	54,500 (53,700, 55,300)	67,000 (65,600, 68,400)
The University of Sydney	85.5 (84.2, 86.7)	87.4 (86.2, 88.6)	56,000 (55,100, 56,900)	70,000 (68,900, 71,100)
The University of Western Australia	86.2 (84.8, 87.7)	86.7 (85.3, 88.2)	62,000 (60,600, 63,400)	73,100 (71,100, 75,000)
University of Canberra	94.8 (93.4, 96.3)	94.8 (93.4, 96.3)	58,000 (56,000, 60,000)	70,800 (69,100, 72,600)
University of Divinity	n/a	n/a	n/a	n/a
University of New England	90.2 (88.1, 92.4)	90.7 (88.6, 92.7)	62,000 (59,800, 64,200)	73,100 (70,900, 75,200)
University of New South Wales	87.0 (85.9, 88.2)	92.1 (91.2, 93.0)	60,000 (59,100, 60,900)	76,500 (74,700, 78,300)
University of Newcastle	92.7 (91.7, 93.8)	93.5 (92.5, 94.5)	56,000 (55,000, 57,000)	70,000 (69,300, 70,700)
University of Southern Queensland	91.3 (89.4, 93.1)	93.9 (92.3, 95.4)	61,000 (59,400, 62,600)	70,400 (69,100, 71,800)
University of Tasmania	85.2 (83.1, 87.3)	88.5 (86.6, 90.4)	57,500 (55,500, 59,500)	69,500 (67,700, 71,300)
University of Technology Sydney	93.7 (92.8, 94.6)	95.0 (94.1, 95.8)	55,000 (54,300, 55,700)	71,000 (68,900, 73,100)
University of the Sunshine Coast	92.6 (91.2, 94.0)	92.8 (91.4, 94.2)	52,000 (50,400, 53,600)	65,400 (64,100, 66,700)
Victoria University	91.9 (89.9, 93.8)	94.7 (93.1, 96.3)	57,000 (54,900, 59,000)	65,000 (62,600, 67,400)
Western Sydney University	89.7 (88.7, 90.7)	94.5 (93.7, 95.3)	52,000 (50,300, 53,700)	65,000 (64,200, 65,800)
All universities	89.5 (89.3, 89.7)	91.8 (91.6, 92.0)	56,000 (56,000, 56,000)	69,000 (68,800, 69,200)
Standard deviation	3.6	3.2	3,000	3,400

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

2.5 Undergraduate employment pathways, 2015 to 2018

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 11 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 2015, the overwhelming majority, 83.2 per cent, remained in full-time employment three years later. A further 9.1 per cent had moved into part-time employment, 4.0 per cent had left the labour force while only 3.6 per cent were unemployed.

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, 59.3 per cent and 54.9 per cent respectively. Around a quarter, 26.7 per cent, of part-time employees remained working part-time. On the other hand, among graduates who were unemployed in 2015, 20.7 per cent had found part-time work while 15.4 per cent remained unemployed and 9.0 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, 39.5 per cent, were in full-time employment, 26.2 per cent remained out of the labour force, 20.0 per cent moved into part-time employment while 14.3 per cent had commenced looking for work but were unemployed.

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 12 shows that male graduates employed full-time four months after graduation were more likely to remain in full-time employment three years later, 88.9 per cent for male graduates in comparison with 79.9 per cent for female graduates.

Male graduates were more likely to remain unemployed at 17.0 per cent as against 14.4 per cent for female graduates and more likely to remain outside the labour force, 27.1 per cent and 25.6 per cent respectively. The only exception being that female graduates had a greater attachment to part-time employment with 28.9 per cent of female graduates remaining in part-time jobs three years later in comparison with 21.1 per cent of males.

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

Table 11 Labour force transitions of undergraduates between 2015 and 2018, as a percentage of labour market category in 2015

2015 labour market status	2018 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Employed full-time	83.2	9.1	3.6	4.0	100
Employed part-time	59.3	26.7	7.0	7.0	100
Unemployed	54.9	20.7	15.4	9.0	100
Not in the labour force	39.5	20.0	14.3	26.2	100

Table 12 Labour force transitions of undergraduates by gender between 2015 and 2018, as percentage of labour market category in 2015

2015 labour market status	2018 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Males					
Employed full-time	88.9	4.5	3.2	3.4	100
Employed part-time	63.7	21.1	7.6	7.5	100
Unemployed	59.4	14.4	17.0	9.2	100
Not in the labour force	42.6	16.1	14.2	27.1	100
Females					
Employed full-time	79.9	11.8	3.9	4.4	100
Employed part-time	57.6	28.9	6.7	6.8	100
Unemployed	51.8	25.0	14.4	8.8	100
Not in the labour force	37.7	22.2	14.4	25.6	100

Table 13 summarises the main features of the medium-term employment history of graduates who were in the labour market in 2018. More than 41 per cent of graduates who were working full-time in the medium-term had changed jobs in the past three years. Around 27 per cent of full-time and overall employed graduates reported that they had 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, 45.8 per cent, reported they had changed roles in the same business.

Median salaries increased for both full-time employed and all employed graduates between 2015 and 2018 by \$13,300 and \$20,400 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.

Table 13 Employment history of graduates in the labour market in 2018

	Full-time employment	Overall employment
% changed job (2015–2018)	41.3	42.8
% worked for employer <12 months	26.7	27.3
% changed roles within same business – including promotions (2015–2018)	45.8	41.3
% changed occupation level (2015–2018)	40.1	39.9
Median salary 2015	\$56,700	\$45,000
Median salary 2018	\$70,000	\$65,400

42.8%
of graduates in overall employment
changed job (medium-term)

39.9%
of graduates in overall employment
changed occupation level
(medium-term)

2.6 Undergraduate skills formation and utilisation

Table 14 shows the proportion of graduates employed full-time and in overall employment working in managerial or professional occupations in both the short- 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.⁵ In 2015, four months after graduation, 75.8 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 60.0 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 4.9 percentage points to 80.7 per cent. This is an improvement on the 80.0 per cent recorded in 2017 but lower than the 82.3 per cent recorded in 2016.

Many graduates working part-time had secured work in managerial or professional occupations as the proportion of all employed graduates working in those occupations three years out in 2018 had increased by 16.4 percentage points to 76.4 per cent.

As Table 14 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. However, males are more likely to be working in managerial occupations, 12.1 per cent of full-

⁵ 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.

time employed graduates in comparison with 9.4 per cent among females. Conversely, females are more likely to be working in professional occupations, 72.1 per cent as against 67.3 per cent.

Table 15 shows the proportion of graduates employed by occupational group over the short-term and medium-term by study area. Four months after graduation, some 90 per cent of Rehabilitation graduates and over 80 per cent of Medicine, Nursing, and Teacher education graduates were working in managerial or professional occupations.

On the other hand, only 29.7 per cent of employed Tourism, hospitality, personal services, sport and recreation graduates, 38.1 per cent of Psychology, 38.6 per cent of Humanities, culture and social science, 39.9 per cent of Agriculture and environmental studies and 40.2 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 2015 with 63.3 percentage points separating the highest, Rehabilitation, 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 (Agriculture and environmental studies) dropping to 40.4 percentage points by 2018.

Study areas that showed large gains in the proportion of graduates employed in managerial or professional occupations after three years were Communications, 29.5 percentage points, Tourism, hospitality, personal services, sport and recreation, 27.8 percentage points, Psychology, 26.2 percentage points, and Humanities, culture and social science, 25.3 percentage points. Areas which showed the smallest gains were the more vocationally specific areas of Pharmacy, Rehabilitation, Dentistry, and Medicine.

60.0%

**of employed undergraduates
working in managerial or
professional occupations
(short-term)**

76.4%

**of employed undergraduates
working in managerial or
professional occupations
(medium-term)**

Table 14 Proportion of employed graduates working in managerial or professional occupation, 2015 and 2018 (%)

	Full-time employment (%)		Overall employment (%)	
Occupation all graduates	2015	2018	2015	2018
Managers	6.1	10.4	4.5	9.3
Professionals	69.7	70.3	55.5	67.1
Technicians & trades workers	2.7	2.8	2.9	3.0
Community & personal service workers	6.5	4.8	11.4	6.7
Clerical & administrative workers	10.8	8.8	11.9	9.0
All other occupations	4.3	2.8	13.8	4.9
Total	100	100	100	100
Occupation males				
Managers	7.9	12.1	5.9	11.3
Professionals	69.9	67.3	57.0	64.6
Technicians & trades workers	4.2	4.5	4.4	4.7
Community & personal service workers	5.8	4.4	9.2	5.8
Clerical & administrative workers	7.7	7.9	9.0	7.8
All other occupations	4.6	3.7	14.6	5.9
Total	100	100	100	100
Occupation females				
Managers	5.0	9.4	3.8	8.3
Professionals	69.6	72.1	54.7	68.4
Technicians & trades workers	1.8	1.8	2.2	2.2
Community & personal service workers	6.9	5.1	12.5	7.1
Clerical & administrative workers	12.6	9.4	13.4	9.6
All other occupations	4.2	2.2	13.4	4.4
Total	100	100	100	100

Table 15 Proportion of employed graduates working in occupational groups, 2015 and 2018, by study area (%) – undergraduate

Study area	Managers		Professionals		Technicians & trade		Community & personal service		Clerical & administrative		All other occupations		All employed	
	2015	2018	2015	2018	2015	2018	2015	2018	2015	2018	2015	2018	2015	2018
Science and mathematics	2.6	6.4	37.6	58.2	8.6	9.1	15.2	8.2	11.1	9.0	25.0	9.2	100	100
Computing and information systems	n/a	10.9	70.3	69.9	8.1	8.3	n/a	n/a	n/a	6.7	11.8	n/a	100	100
Engineering	4.1	12.3	74.3	73.5	4.1	4.8	3.7	n/a	4.7	5.3	9.0	3.1	100	100
Architecture and built environment	7.1	12.7	46.0	54.2	13.3	14.1	7.1	n/a	12.4	12.0	14.0	n/a	100	100
Agriculture and environmental studies	n/a	13.3	34.0	43.5	11.9	10.7	11.1	n/a	11.1	10.0	26.1	16.2	100	100
Health services and support	2.2	6.3	44.1	64.0	2.7	n/a	25.2	17.9	11.1	6.5	14.7	3.2	100	100
Medicine	n/a	n/a	89.2	92.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	100
Nursing	n/a	n/a	85.5	93.9	n/a	n/a	9.7	2.7	n/a	n/a	2.4	n/a	100	100
Pharmacy	n/a	n/a	89.7	88.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	100
Dentistry	n/a	n/a	57.1	60.9	n/a	n/a	38.1	38.0	n/a	n/a	n/a	n/a	100	100
Veterinary science	n/a	n/a	59.4	73.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	100
Rehabilitation	n/a	n/a	93.0	95.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	100
Teacher education	2.8	5.2	81.2	88.3	n/a	n/a	8.3	3.5	2.5	1.7	5.0	n/a	100	100
Business and management	9.7	17.6	53.0	59.0	n/a	1.3	5.2	2.8	19.6	14.4	11.6	4.9	100	100
Humanities, culture and social sciences	6.4	9.8	32.2	54.1	1.8	1.5	15.6	9.2	21.7	17.5	22.3	7.9	100	100
Social work	n/a	8.7	60.7	62.4	n/a	n/a	24.9	21.8	n/a	n/a	n/a	n/a	100	100
Psychology	4.0	8.9	34.1	55.4	n/a	n/a	20.3	13.4	19.2	13.7	20.7	7.1	100	100
Law and paralegal studies	5.6	8.1	48.0	68.1	n/a	n/a	11.5	7.3	25.5	12.8	8.3	n/a	100	100
Creative arts	4.5	10.9	42.2	57.2	n/a	4.3	13.2	8.9	11.9	9.6	25.0	9.1	100	100
Communications	6.2	15.1	38.3	58.9	n/a	n/a	9.8	5.0	18.5	9.5	25.1	8.5	100	100
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	100	100
All fields	4.5	9.3	55.5	67.1	2.9	3.0	11.4	6.7	11.9	9.0	13.8	4.9	100	100

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

Overall, 67.8 per cent of graduates who were employed full-time in 2018 felt that their qualification was 'very important' or 'important' for their current employment (see Table 16). Part-time graduates were slightly less likely to report that their qualification was 'very important' or 'important' for their current employment as only 65.4 per cent of all employed graduates reported this was the case.

Table 17 details the extent to which the qualification completed by the graduate prepared them for their current employment. Graduates who were employed full-time in 2018 were somewhat more likely than graduates employed part-time to report that they were 'very well' or 'well' prepared for employment with 78.9 per cent of graduates employed full-time stating they were prepared for employment in comparison with 76.0 per cent of employed graduates overall.

65.4%
of employed undergraduates
stated their qualification was
important for their current
employment

Table 16 Importance of qualification for current employment in 2018 (%) – undergraduate

	Full-time employment	Overall employment
Very important	50.2	48.8
Important	17.6	16.6
Fairly important	15.2	14.6
Not that important	10.7	11.0
Not at all important	6.3	9.0
Total	100	100

76.0%
of employed undergraduates
stated they were prepared
for employment

Table 17 Extent to which qualification prepared graduate for employment in 2018 (%) – undergraduate

	Full-time employment	Overall employment
Very well	26.7	26.2
Well	52.2	49.8
Not well	11.8	11.5
Not at all	4.9	6.3
Unsure	4.6	6.1
Total	100	100

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 18 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 2018, 22.6 per cent felt that they were not fully using their skills or education in their current positions, this was an improvement from 23.6 per cent in 2017 and 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 27.2 per cent of all employed graduates reported that their skills and education were not fully utilised three years after completing their undergraduate qualification. Once again, this was an improvement from 28.6 per cent in 2017 and 28.1 per cent in 2016.

Table 19 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 27.9 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. 15.3 per cent of all employed graduates stated this reason in comparison with 7.0 per cent of graduates employed full-time.

Of those employed full-time after completing their qualification, 39.4 per cent of those in Tourism, hospitality, personal services, sport and recreation, 32.6 per cent in Humanities culture and social sciences and 32.4 per cent of those in Science and mathematics 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, Nursing, Rehabilitation, Teacher education, Veterinary science, and Pharmacy.

For those employed full-time, 42.2 per cent in Science and mathematics, 40.0 per cent in Agriculture and environmental studies and 35.9 per cent in Creative arts 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.

Employed graduates who had completed programs in Science and mathematics, 42.2 per cent, Agriculture and environmental studies, 41.6 per cent, Humanities, culture and social sciences, 40.3 per cent and Tourism, hospitality, personal services and sport and recreation, 40.0 per cent were most likely to indicate that their skills and education were not fully utilised in their current job.

Of those employed who indicated that their skills and education were not fully utilised, 36.4 per cent of Communications graduates, 35.3 per cent of Agriculture and environmental studies graduates and 32.6 per cent of Science and mathematics graduates cited 'no jobs in (their) area of expertise' as the main reason (see Table 20).

Of those who were employed full-time in 2018, 22.6 per cent felt that they were not fully using their skills or education in their current positions, this was an improvement from 23.6 per cent in 2017 and 23.2 per cent in 2016

Table 18 Graduates average ratings of their attributes (%) – undergraduate

	Full-time employment	Overall employment
Foundation skills	83.7	83.4
Adaptive skills	79.9	79.5
Collaborative skills	74.1	73.9

See appendix 4.3 for study areas

Table 19 Main reason for working in job in 2018 that doesn't fully use skills and education (%) – undergraduate

	Full-time employment	Overall employment
Studying	7.0	15.3
I'm satisfied with my current job	6.9	6.2
I have skills that are not required in my current job	4.4	3.2
Changing jobs/careers	4.5	4.2
Entry level job/career stepping stone	3.6	2.5
Caring for children or family member	1.5	2.6
Sub total – personal factors	28.0	34.0
No suitable jobs in my area of expertise	29.8	27.9
No suitable jobs in my local area	15.6	15.3
Considered to be too young by employers	9.0	6.3
Not enough work experience	4.7	3.8
No jobs with a suitable number of hours	2.2	2.8
Cannot find a job	0.3	0.2
My job is temporary/casual	0.2	0.3
Sub total – labour market factors	61.9	56.6
Other	10.2	9.4
Total	100	100

The most commonly cited reason for working in a job that did not fully utilise their skills or education was that there was no suitable jobs in their area of expertise

Table 20 **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	32.4	42.2	42.2	32.6
Computing and information systems	25.7	27.2	29.0	27.2
Engineering	20.4	22.0	29.2	30.0
Architecture and built environment	18.4	22.2	26.9	28.6
Agriculture and environmental studies	30.2	41.6	40.0	35.3
Health services and support	19.7	24.9	31.2	30.4
Medicine	3.0	5.7	n/a	n/a
Nursing	6.0	6.5	23.1	20.2
Pharmacy	9.9	14.1	n/a	n/a
Dentistry	3.0	4.7	n/a	n/a
Veterinary science	8.0	11.1	n/a	n/a
Rehabilitation	6.6	7.5	n/a	n/a
Teacher education	6.9	9.2	18.3	16.4
Business and management	29.0	31.2	24.2	23.1
Humanities, culture and social sciences	32.6	40.3	33.9	31.1
Social work	16.3	21.2	9.5	13.9
Psychology	30.1	38.5	23.7	22.3
Law and paralegal studies	25.7	29.3	28.0	28.4
Creative arts	29.1	36.2	35.9	31.2
Communications	30.5	36.6	34.0	36.4
Tourism, hospitality, personal services, sport and recreation	39.4	40.0	n/a	n/a
Total	22.6	27.2	29.8	27.9

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

2.7 Graduates in further full-time study

The following section examines the short- and medium-term outcomes of graduates who were engaged in further full-time study, both at the time of the original survey in 2015 and those who had moved into and were still engaged in further study in 2018. In 2015, four months after course completion, 22.0 per cent of graduates were engaged in further full-time study. Three years later, the proportion of those who completed their qualifications in 2014 who had subsequently moved into further full-time study in 2018 was lower at 15.5 per cent.

Graduates proceeding to further full-time study were less likely to be in full-time employment, as shown by Table 21. The full-time employment rate for those engaged in further full-time study in 2015 was 36.2 per cent in comparison with 69.4 per cent for those not engaged in further full-time study. The proportion of those in full-time study in 2018 who were also employed full-time was much higher at 71.4 per cent.

The difference in median full-time salary of those working full-time and studying full-time in 2015 compared with those who were not studying full-time was \$6,600. By 2018, the difference between those who had moved into full-time study and those not in full-time study was \$16,600 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 will 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 22 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 main 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.

Table 21 Labour market outcomes of graduates, by full-time study status (%) – undergraduate

	In full-time study		Not in full-time study	
	2015	2018	2015	2018
In full-time employment	36.2	71.4	69.4	90.4
Total employed	88.3	80.3	89.9	94.0
Total in labour force	69.9	69.2	95.3	96.5
Median salary (full-time employment)	\$50,400	\$53,400	\$57,000	\$70,000

Table 22 Demographic profile of graduates in further full-time study (%) – undergraduate

		2015	2018
Gender	Female	21.4	15.1
	Male	23.1	16.4
Age	30 years or under	24.2	17.1
	Over 30 years	12.1	8.5
Indigenous	Indigenous	21.1	16.2
	Non-Indigenous	22.0	15.6
Home language	English	21.8	15.4
	Language other than English	24.1	16.8
Disability	Reported disability	27.8	19.7
	No disability	21.8	15.4
Study mode	Internal	23.3	16.4
	External/distance	8.8	6.5
Total		22.0	15.5

15.5%
of undergraduates are in further
full-time study (medium-term)

Table 23 profiles the broad field of education (BFOE) that short- 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, 29.4 per cent, Health, 22.5 per cent and Natural and physical sciences, 15.6 per cent, broad fields of education. However, three years later, Health, with 39.9 per cent, was the most popular area of study among undergraduates who had completed their qualification in 2015.

The employment history of graduates who had subsequently moved into full-time study and were still studying in 2018 three years after completing their degree was compared to those who had not moved into full-time study (see Table 24). Graduates in full-time study in 2018 were slightly more likely to have changed jobs, 45.6 per cent in comparison with 41.9 per cent for those not in full-time study.

Table 23 **Broad field of education (BFOE) destinations of graduates undertaking further full-time study (%) – undergraduate**

Study area	Current study 2015	Current study 2018
Natural and physical sciences	15.6	14.9
Information technology	1.5	2.1
Engineering and related technologies	4.2	3.5
Architecture and building	2.3	1.8
Agriculture, environmental and related studies	1.2	1.5
Health	22.5	39.9
Education	9.8	7.8
Management and commerce	6.4	4.6
Society and culture	29.4	18.4
Creative arts	6.8	4.3
Food, hospitality and personal services	0.1	0.1
Mixed field programmes	0.2	1.2
Other (please specify)	0.0	0.1
All fields	100	100

39.9%

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

However, as Table 24 shows, taking up full-time study appears to have diminished mobility prospects within organisations as only 22.4 per cent of those in full-time study had changed roles in the previous three years in comparison with 41.8 per cent of those not engaged in further study. 27.3 per cent of graduates who had moved into in full-time study in 2018, had worked for their current employer for less than twelve months which is very similar to the 26.9 per cent who were not in further study.

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, \$31,500 in comparison with \$67,700 earned by those who had not moved into further study, a pay gap of \$36,200. This gap is higher than immediately following graduation where graduates in full-time study earned a median salary which was \$25,000 less than those who were not in full-time study.

Table 24 Employment history of graduates by full-time study status in 2018

	In full-time study	Not in full-time study
% changed job (2015–2018)	45.6	41.9
% worked for employer <12 months	27.3	26.9
% changed roles within same business – including promotions (2015–2018)	22.4	41.8
% changed occupation level (2015–2018)	46.6	38.7
Median salary 2015*	\$22,000	\$47,000
Median salary 2018*	\$31,500	\$67,700

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

3 Postgraduate results

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 25 below shows that the proportion of postgraduate coursework graduates in full-time employment approximately four months after completing their course was 81.3 per cent. This was 14.2 percentage points higher than the corresponding rate for undergraduates shown in Table 4. Three years later this gap with undergraduate

outcomes narrows in the medium-term, with 92.4 per cent of postgraduate coursework graduates employed full-time which was 3.2 percentage points higher than the medium-term full-time employment rate for undergraduates of 89.2 per cent. 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 overall employment rate of postgraduate coursework graduates was largely unchanged over the short- and medium-term, 93.1 per cent and 94.4 per cent respectively. Similarly, the labour force participation rate was largely unchanged over the short- and medium-term at 94.0 per cent and 94.2 per cent respectively.

Table 25 **Short- (2015) and medium-term (2018) outcomes for postgraduate coursework graduates by gender**

	Short-term outcome 2015			Medium-term outcome 2018		
	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)	83.5	80.0	81.3	93.2	91.9	92.4
Overall employment (as a percentage of the labour force i.e. those available for any work)	93.0	93.1	93.1	94.8	94.2	94.4
Labour force participation rate (as a percentage of all graduates)	95.2	93.4	94.0	95.6	93.5	94.2
Median salary (of those employed full-time)	\$87,000	\$72,000	\$76,000	\$101,500	\$85,000	\$90,000

The median salary of postgraduate coursework graduates is substantially higher than for undergraduates in both the short- and medium-term. The overall median salary of postgraduate coursework graduates four months after completing their qualification was \$76,000 which was \$19,300 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 18.4 per cent but the gap between postgraduate coursework and undergraduate median salaries, remained at around \$20,000.

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 \$15,000 (or 17.2 per cent) in comparison with \$5,000 (8.3 per cent) for undergraduates. In the medium-term, the respective figures are \$16,500 (or 16.3 per cent) and \$5,100 (7.0 per cent).

3.1.2 Postgraduate coursework employment outcomes by study area

As Table 26 shows, the proportion of postgraduate coursework graduates in full-time employment across study areas in 2015 ranged from a high of 96.0 per cent in Rehabilitation, 93.8 per cent in Medicine, 91.5 per cent in Pharmacy and 90.6 per cent in Nursing down to 66.7 per cent for Creative arts, 68.0 per cent in Dentistry, 70.1 per cent for Agriculture and environmental studies and 71.7 per cent for Science and mathematics.

Three years after graduation in 2018, the broad pattern of full-time employment outcomes by study areas persists. Some study areas with lower full-time employment rates in 2015 had increased quite markedly by 2018, for example, Agriculture and environmental studies with an increase of 20.5 percentage points to 90.6 per cent and Creative arts with an increase of 19.9 percentage points to 86.6 per cent. Architecture and built environment and Science and mathematics also had large increases over 17 percentage points to 94.7 per cent and 88.8 per cent respectively. This supports the premise that, poorer performing study areas do catch-up over time since the standard deviation of full-time employment outcomes by study area declined from 8.7 percentage points in 2015 to 3.7 percentage points in 2017.

In terms of overall employment, these trends continue with the study areas recording the lowest overall employment rates in 2018 being Creative arts, which dropped 0.5 percentage points to 90.3 per cent and Science and mathematics and Tourism, hospitality, personal services, sport and recreation at 90.9 per cent. Study areas with highest overall employment after three years were Veterinary science, 100 per cent, Rehabilitation, 98.1 per cent, Pharmacy with 97.3 per cent and Dentistry, 97.2 per cent.

92.4%
postgraduate coursework
graduates full-time employment
(medium-term)

94.4%
postgraduate coursework
graduates overall employment
(medium-term)

94.2%
postgraduate coursework
graduates labour force
participation rate (medium-term)

\$90,000
postgraduate coursework
median salary (medium-term)

In the short-term, the labour force participation rate was highest for those who completed courses in Pharmacy, Computing and information systems, Nursing, Veterinary science and Rehabilitation. Only three areas had labour force participation rates which fell under 90 per cent in the short-term – Humanities, culture and social sciences, Dentistry and Creative arts with 88.0 per cent, 86.1 per cent and 85.0 per cent respectively.

By 2018, the labour force participation rate of Humanities culture and social sciences was the only study area which remained under 90 per cent with 89.2 per cent. A number of study areas had reduced labour force participation rates over the three year period with the largest falls occurring in Pharmacy and Tourism, hospitality personal services, sport and recreation.

In 2015, the study areas with the highest full-time median salaries were Business and management with \$100,000 and Engineering with \$92,000. The lowest median salary for postgraduate coursework graduates employed full-time four months after completing their course was in Architecture and built environment with \$57,500, Creative arts with \$60,000 and Pharmacy with \$62,600.

By 2018, the range of salaries across study areas had increased somewhat with the standard deviation of median salaries in 2015 being \$11,000 and increasing to \$20,100 by 2018. This compares with the range of salaries reported by undergraduates where the range of salaries across study areas increased over time from a standard deviation of \$9,100 to \$12,200.

In 2018, study areas with the highest median salaries were Business and management with \$115,000 Medicine with \$103,100 and Engineering with \$100,000. The study area which attracted the highest dollar increase in median salaries over the three-year period was Medicine with a \$35,000 increase. Other areas with substantial increases in median salaries included Pharmacy with an increase of \$29,400, Psychology with an increase of \$20,000 and Rehabilitation with an increase of \$19,600. The study areas which saw the lowest increase in median salaries were Science and mathematics with an increase of \$5,000, Computing and information systems with an increase of \$7,100 and Communications with \$7,000.

\$115,000

Business and management
highest median postgraduate
coursework full-time salary
(medium-term)

\$70,000

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

Table 26 Short- (2015) and medium-term (2018) outcomes for postgraduate coursework graduates by study area

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
	2015	2018	2015	2018	2015	2018	2015	2018
Science and mathematics	71.7	88.8	88.3	90.9	90.4	91.1	80,000	85,000
Computing and information systems	81.7	95.4	90.8	95.7	97.2	97.7	85,000	92,100
Engineering	80.7	94.5	89.1	95.7	93.8	93.3	92,000	100,000
Architecture and built environment	77.4	94.7	92.8	95.9	94.8	95.1	57,500	75,700
Agriculture and environmental studies	70.1	90.6	87.9	95.5	91.1	92.6	75,000	84,900
Health services and support	81.1	92.6	93.5	95.1	95.4	94.9	80,000	92,000
Medicine	93.8	96.9	97.7	95.8	90.5	97.6	68,100	103,100
Nursing	90.6	95.8	98.6	96.9	97.0	94.2	75,000	90,000
Pharmacy	91.5	92.4	94.9	97.3	100	93.7	62,600	92,000
Dentistry	68.0	n/a	100	97.2	86.1	100	n/a	n/a
Veterinary science	89.7	100	96.8	100	96.9	96.9	n/a	n/a
Rehabilitation	96.0	95.2	99.4	98.1	96.9	97.5	63,900	83,500
Teacher education	75.4	91.0	92.7	93.5	94.6	94.0	70,000	80,000
Business and management	88.9	93.6	94.6	95.0	96.4	96.5	100,000	115,000
Humanities, culture and social sciences	77.0	89.3	92.5	92.6	88.0	89.2	74,000	85,000
Social work	75.2	88.9	89.4	91.5	95.2	95.0	68,900	81,100
Psychology	73.8	90.3	90.5	93.8	90.0	92.1	70,000	90,000
Law and paralegal studies	84.1	94.5	92.1	95.6	94.1	95.1	71,000	90,000
Creative arts	66.7	86.6	90.8	90.3	85.0	91.7	60,000	77,300
Communications	74.5	86.9	88.2	91.7	90.7	90.0	63,000	70,000
Tourism, hospitality, personal services, sport and recreation	80.8	88.5	97.1	90.9	100	94.3	n/a	n/a
All study areas	81.3	92.4	93.1	94.4	94.0	94.2	76,000	90,000
Standard deviation	8.7	3.7	3.8	2.6	4.2	2.7	11,000	20,100

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 6.3 percentage points higher than for those aged 30 years and under. Three years later in 2018, this situation had been reversed as the full-time employment rate of postgraduate coursework graduates aged 30 years and under was 1.9 percentage points higher than for those over 30 years of age (see Table 27).

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 \$26,500 more than those 30 years or under although by 2018 this gap had narrowed somewhat to \$22,700 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. Indigenous postgraduate coursework graduates have higher full-time employment by 6.6 percentage points compared with non-Indigenous graduates immediately following graduation and three years later the gap in full-time employment rate had decreased to 2.3 percentage points with a full-time employment rate of 94.7 per cent which was still above the 92.4 per cent for non-Indigenous graduates.

In general, Indigenous graduates experienced lower overall employment, labour force participation and median salaries than non-Indigenous graduates in the short-term but the overall employment rate and salaries of those who remained in the workforce after three years surpassed non-Indigenous graduates.

Postgraduate coursework graduates from non-English speaking backgrounds and those reporting a disability both had lower labour force outcomes across every category both in the short-and medium-term. External postgraduate coursework graduates had higher labour force outcomes than internal graduates across every category both in the short-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.

3.1.4 Postgraduate coursework employment outcomes by institution

Three years after graduation, all universities have achieved full-time employment rates above 85 per cent for their postgraduate coursework students, as shown by results from the 2018 GOS-L in Figure 5 and Table 28. It is important to acknowledge that factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, might also impact on employment outcomes.

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

Note the standard deviation in full-time employment rates across universities declines much less at postgraduate coursework level, relative to undergraduate level, from 7.3 percentage points in the short-term to 3.0 percentage points over the medium-term. This is due, in part, to postgraduate coursework graduates being more established in their careers when they undertake study.

As shown in Figure 5 and Table 28, the publication of confidence intervals demonstrates there is differentiation in full-time employment rates in the medium-term across universities.¹ Where confidence intervals overlap between two universities there is no significant difference in outcomes in a statistical sense. Nevertheless, it appears there is differentiation among universities with some achieving higher rates of full-time employment over the medium-term than others. Universities with high full-time employment rates for postgraduate coursework graduates were the University of Notre Dame Australia, 97.2 per cent, Charles Darwin University, 95.7 per cent, the University of Sydney, 95.7 per cent, the University of Melbourne, 94.7 per cent and the University of New South Wales, 94.3 per cent.

Universities with high overall employment outcomes in the medium-term in 2018 include Federation University, Murdoch University, the University of Canberra and the University of New South Wales.

There is less variation in labour force participation outcomes across universities in the medium-term. The standard deviation falls from 5.0 percentage points in the short-term to 2.1 percentage points in the medium-term. Universities with high labour force participation rates in the medium-term include the University of Western Australia, the University of South Australia, the University of Technology Sydney and the University of Canberra.

Unlike undergraduates, dispersion in postgraduate coursework graduates salaries does not increase over time, possibly due to these graduates being more established in their careers at this level of study (see Table 29 and Figure 6). Universities with high median full-time salaries for postgraduate coursework graduates three years out in 2018 were the University of New South Wales, \$114,800, Central Queensland University, \$108,300, Federation University Australia, \$105,000 and Macquarie University, \$103,000.

Three years after graduation, all universities have achieved full-time employment rates above 85 per cent for their postgraduate coursework students

² Note the University of Wollongong did not participate in the 2018 GOS-L. Results for the University of Divinity are not shown as there were less than 25 survey responses.

Table 27 Short- (2015) and medium-term (2018) outcomes for postgraduate coursework graduates by demographic group

		Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
		2015	2018	2015	2018	2015	2018	2015	2018
Age	30 years or under	77.7	93.5	93.8	95.2	95.1	95.0	63,500	79,300
	Over 30 years	84.0	91.6	92.6	93.9	93.3	93.6	90,000	102,000
Indigenous	Indigenous	87.7	94.7	91.3	96.7	91.1	91.1	72,300	92,700
	Non-Indigenous	81.1	92.4	93.1	94.4	94.0	94.2	76,000	90,000
Home language	English	82.4	92.8	94.0	94.9	94.2	94.2	77,000	90,000
	Language other than English	72.0	88.4	85.6	89.8	92.7	93.8	72,000	87,000
Disability	Reported disability	70.1	83.1	84.3	88.0	84.1	83.1	73,400	89,000
	No disability	81.7	92.6	93.4	94.6	94.4	94.5	76,200	90,000
Study mode	Internal/mixed	77.7	91.8	92.2	93.9	93.4	94.1	70,000	86,600
	External/distance	88.3	93.6	94.8	95.2	95.2	94.3	81,000	98,000

Figure 5 Postgraduate coursework medium-term full-time employment rate by university, 2018, %

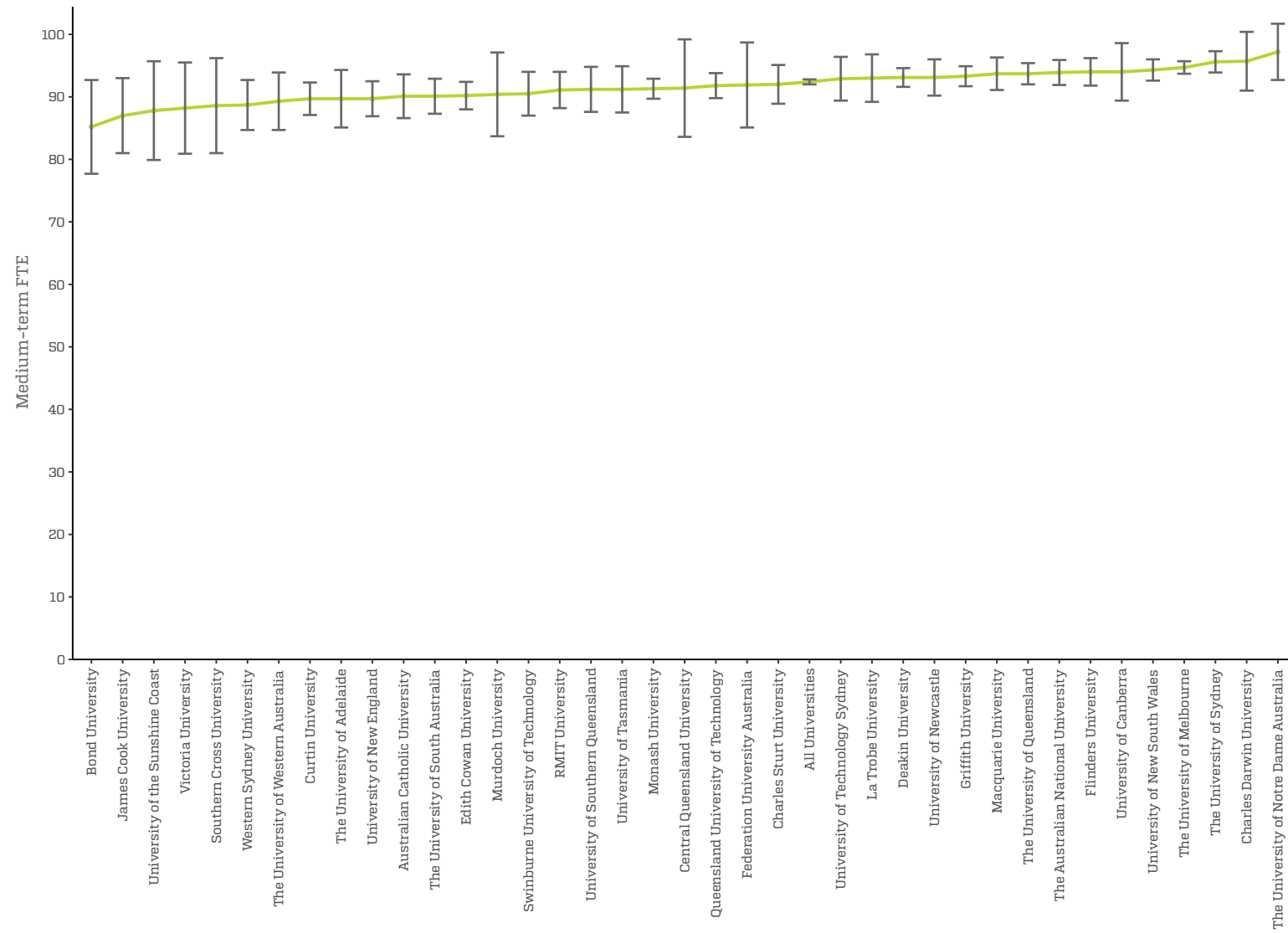
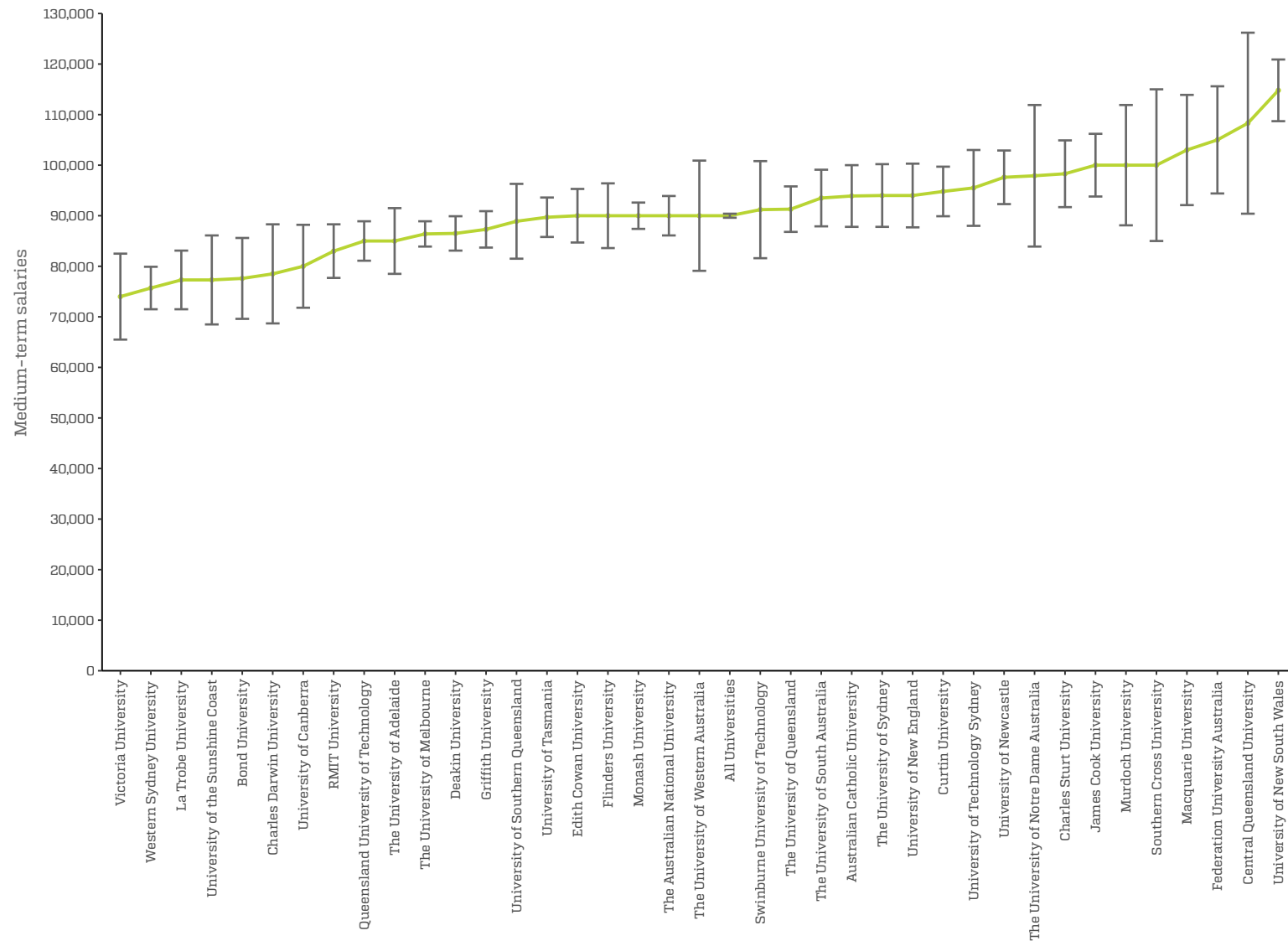


Figure 6 Postgraduate coursework medium-term median full-time earnings by university, 2018, \$



Unlike undergraduates, dispersion in postgraduate coursework graduates salaries does not increase over time, possibly due to these graduates being more established in their careers

Table 28 **Short- (2015) and medium-term (2018) postgraduate coursework employment outcomes by university**

University	Full-time employment (%)		Overall employment (%)	
	2015	2018	2015	2018
Australian Catholic University	76.8 (72.1, 81.6)	90.1 (86.6, 93.6)	92.3 (89.5, 95.1)	92.3 (89.5, 95.1)
Bond University	76.7 (68.4, 85.0)	85.2 (77.7, 92.6)	83.3 (76.4, 90.2)	93.8 (89.2, 98.3)
Central Queensland University	87.9 (78.5, 97.3)	91.4 (83.6, 99.2)	91.9 (84.5, 99.2)	94.7 (88.8, 100.0)
Charles Darwin University	67.9 (57.7, 78.2)	95.7 (91.0, 100.0)	90.3 (84.8, 95.7)	91.7 (86.6, 96.7)
Charles Sturt University	89.1 (85.5, 92.6)	92.0 (88.9, 95.2)	93.0 (90.4, 95.7)	95.7 (93.6, 97.8)
Curtin University	86.6 (83.9, 89.4)	89.7 (87.1, 92.2)	95.3 (93.8, 96.9)	92.6 (90.6, 94.5)
Deakin University	77.2 (74.7, 79.7)	93.1 (91.6, 94.6)	93.1 (91.8, 94.4)	94.9 (93.8, 96.0)
Edith Cowan University	79.6 (76.6, 82.7)	90.2 (88.0, 92.5)	91.8 (90.0, 93.6)	91.5 (89.7, 93.4)
Federation University Australia	89.2 (81.4, 96.9)	91.9 (85.1, 98.7)	95.2 (90.3, 100.0)	100.0 (99.5, 100.0)
Flinders University	83.5 (79.9, 87.2)	94.0 (91.8, 96.1)	94.8 (93.1, 96.5)	94.1 (92.3, 95.8)
Griffith University	85.2 (83.0, 87.4)	93.3 (91.7, 94.9)	92.3 (90.9, 93.8)	95.1 (93.9, 96.3)
James Cook University	92.5 (87.9, 97.1)	87.0 (81.0, 93.1)	91.3 (87.0, 95.5)	88.1 (83.2, 93.1)
La Trobe University	76.1 (69.7, 82.5)	93.0 (89.2, 96.8)	92.3 (88.9, 95.6)	93.4 (90.3, 96.6)
Macquarie University	84.6 (80.7, 88.4)	93.7 (91.1, 96.4)	94.4 (92.1, 96.6)	95.5 (93.5, 97.6)
Monash University	78.2 (75.7, 80.6)	91.3 (89.7, 93.0)	92.8 (91.5, 94.1)	93.0 (91.8, 94.3)
Murdoch University	80.4 (71.3, 89.5)	90.4 (83.7, 97.0)	95.2 (90.8, 99.6)	98.4 (95.7, 100.0)
Queensland University of Technology	84.1 (81.4, 86.8)	91.8 (89.8, 93.8)	93.5 (91.9, 95.1)	94.4 (92.9, 95.9)
RMIT University	68.5 (64.0, 73.1)	91.1 (88.2, 94.0)	90.9 (88.2, 93.5)	92.5 (90.2, 94.9)
Southern Cross University	71.7 (61.2, 82.3)	88.6 (81.0, 96.3)	77.6 (69.0, 86.1)	91.2 (85.4, 97.1)
Swinburne University of Technology	84.8 (80.3, 89.2)	90.5 (87.0, 94.0)	93.2 (90.5, 95.8)	93.2 (90.5, 95.9)
The Australian National University	86.7 (84.0, 89.5)	93.9 (91.9, 95.8)	93.0 (91.1, 94.9)	94.0 (92.1, 95.8)
The University of Adelaide	80.7 (74.8, 86.7)	89.7 (85.1, 94.4)	93.4 (89.9, 97.0)	96.1 (93.4, 98.8)

	Full-time employment (%)		Overall employment (%)	
University	2015	2018	2015	2018
The University of Melbourne	79.3 (77.6, 81.0)	94.7 (93.7, 95.6)	94.8 (93.9, 95.6)	95.6 (94.8, 96.4)
The University of Notre Dame Australia	94.4 (88.2, 100.0)	97.2 (92.7, 100.0)	98.0 (94.9, 100.0)	89.8 (82.8, 96.8)
The University of Queensland	80.1 (77.3, 82.9)	93.7 (92.0, 95.5)	90.7 (88.8, 92.5)	96.5 (95.3, 97.7)
The University of South Australia	82.1 (78.5, 85.7)	90.1 (87.3, 92.9)	94.4 (92.4, 96.4)	96.1 (94.4, 97.7)
The University of Sydney	83.6 (80.6, 86.6)	95.6 (93.9, 97.4)	92.2 (90.2, 94.3)	95.4 (93.9, 97.0)
The University of Western Australia	74.8 (68.1, 81.4)	89.3 (84.7, 93.8)	95.8 (93.0, 98.6)	92.9 (89.3, 96.4)
University of Canberra	89.2 (83.1, 95.3)	94.0 (89.4, 98.6)	93.4 (88.9, 97.9)	97.4 (94.6, 100.0)
University of Divinity	n/a	n/a	n/a	n/a
University of New England	78.0 (74.0, 81.9)	89.7 (86.9, 92.5)	91.4 (89.2, 93.7)	93.4 (91.4, 95.4)
University of New South Wales	92.4 (90.5, 94.3)	94.3 (92.6, 95.9)	95.6 (94.2, 97.0)	96.8 (95.6, 98.0)
University of Newcastle	82.6 (78.3, 86.9)	93.1 (90.2, 96.1)	96.3 (94.3, 98.3)	95.8 (93.6, 97.9)
University of Southern Queensland	83.2 (78.5, 88.0)	91.2 (87.6, 94.8)	92.9 (90.0, 95.8)	96.1 (93.8, 98.3)
University of Tasmania	88.6 (84.5, 92.7)	91.2 (87.5, 94.8)	97.5 (95.8, 99.2)	93.5 (90.8, 96.3)
University of Technology Sydney	79.9 (74.5, 85.2)	92.9 (89.4, 96.4)	89.8 (86.0, 93.5)	94.5 (91.7, 97.3)
University of the Sunshine Coast	63.6 (52.6, 74.7)	87.8 (79.9, 95.7)	78.7 (71.1, 86.3)	90.0 (84.4, 95.6)
Victoria University	75.0 (65.6, 84.4)	88.2 (80.9, 95.6)	89.9 (84.0, 95.7)	91.2 (85.7, 96.7)
Western Sydney University	65.8 (60.0, 71.7)	88.7 (84.7, 92.8)	92.6 (89.8, 95.5)	91.4 (88.3, 94.5)
All universities	81.4 (80.8, 82.0)	92.4 (92.0, 92.8)	93.1 (92.8, 93.5)	94.4 (94.1, 94.7)
Standard deviation	7.3	3.0	4.2	2.8

Table 29 **Short- (2015) and medium-term (2018) postgraduate coursework labour force participation rate and median full-time salaries by university**

	Labour force participation rate (%)		Median full-time salaries (\$)	
University	2015	2018	2015	2018
Australian Catholic University	94.8 (92.6, 97.1)	94.8 (92.6, 97.1)	83,500 (76,800, 90,200)	93,900 (87,800, 100,000)
Bond University	93.0 (88.4, 97.5)	90.1 (84.9, 95.4)	62,500 (52,800, 72,200)	77,600 (69,600, 85,600)
Central Queensland University	90.2 (82.7, 97.8)	92.7 (86.1, 99.3)	100,500 (70,100, 130,900)	108,300 (90,400, 126,100)
Charles Darwin University	92.3 (87.6, 97.0)	92.3 (87.6, 97.0)	73,000 (65,100, 80,900)	78,500 (68,700, 88,400)
Charles Sturt University	94.3 (91.9, 96.6)	95.1 (92.9, 97.3)	89,000 (85,200, 92,800)	98,300 (91,700, 104,800)
Curtin University	94.4 (92.8, 96.0)	93.7 (92.0, 95.4)	84,000 (80,500, 87,500)	94,800 (89,900, 99,700)
Deakin University	94.2 (93.1, 95.3)	94.1 (92.9, 95.2)	75,000 (71,000, 79,000)	86,500 (83,100, 90,000)
Edith Cowan University	96.5 (95.3, 97.7)	95.4 (94.1, 96.8)	85,000 (79,100, 90,900)	90,000 (84,700, 95,300)
Federation University Australia	95.5 (90.8, 100.0)	90.9 (84.5, 97.3)	91,000 (73,600, 108,400)	105,000 (94,400, 115,600)
Flinders University	87.4 (85.0, 89.7)	92.6 (90.7, 94.5)	80,000 (75,300, 84,700)	90,000 (83,600, 96,400)
Griffith University	94.1 (92.8, 95.3)	95.2 (94.1, 96.3)	70,000 (67,800, 72,200)	87,300 (83,700, 91,000)
James Cook University	95.4 (92.3, 98.5)	93.5 (89.9, 97.2)	84,000 (75,600, 92,400)	100,000 (93,800, 106,200)
La Trobe University	94.5 (91.7, 97.3)	92.7 (89.5, 95.9)	65,000 (59,300, 70,700)	77,300 (71,500, 83,100)
Macquarie University	95.8 (93.8, 97.7)	95.0 (92.9, 97.1)	90,000 (82,600, 97,400)	103,000 (92,100, 113,900)
Monash University	94.0 (92.8, 95.1)	93.7 (92.6, 94.9)	75,000 (71,800, 78,200)	90,000 (87,400, 92,600)
Murdoch University	95.4 (91.2, 99.6)	93.8 (89.0, 98.6)	75,000 (68,400, 81,600)	100,000 (88,100, 111,900)
Queensland University of Technology	95.7 (94.4, 97.0)	94.4 (92.9, 95.8)	70,000 (66,500, 73,500)	85,000 (81,100, 88,900)
RMIT University	91.9 (89.6, 94.3)	94.8 (92.9, 96.8)	68,600 (61,100, 76,000)	83,000 (77,700, 88,300)
Southern Cross University	95.1 (90.8, 99.4)	93.4 (88.5, 98.4)	80,500 (70,400, 90,600)	100,000 (85,000, 115,000)
Swinburne University of Technology	94.1 (91.6, 96.5)	94.6 (92.2, 96.9)	85,000 (78,100, 91,900)	91,200 (81,600, 100,800)
The Australian National University	94.8 (93.1, 96.4)	94.3 (92.6, 96.0)	70,000 (67,300, 72,700)	90,000 (86,100, 93,900)
The University of Adelaide	91.7 (88.0, 95.4)	95.5 (92.7, 98.3)	71,000 (67,100, 74,900)	85,000 (78,500, 91,500)

	Labour force participation rate (%)		Median full-time salaries (\$)	
University	2015	2018	2015	2018
The University of Melbourne	92.8 (91.9, 93.7)	93.7 (92.9, 94.6)	68,000 (65,600, 70,400)	86,400 (83,900, 88,800)
The University of Notre Dame Australia	100.0 (99.5, 100.0)	96.1 (91.7, 100.0)	88,500 (63,600, 113,400)	97,900 (83,900, 111,800)
The University of Queensland	96.9 (95.8, 98.0)	95.3 (94.0, 96.6)	77,000 (72,700, 81,300)	91,300 (86,800, 95,800)
The University of South Australia	96.5 (95.0, 98.1)	97.1 (95.7, 98.5)	77,000 (72,400, 81,600)	93,500 (87,900, 99,100)
The University of Sydney	94.1 (92.3, 95.8)	95.2 (93.6, 96.8)	80,000 (75,500, 84,500)	94,000 (87,800, 100,200)
The University of Western Australia	93.0 (89.6, 96.5)	97.7 (95.6, 99.7)	99,000 (90,600, 107,400)	90,000 (79,100, 100,900)
University of Canberra	93.8 (89.6, 98.0)	96.3 (93.0, 99.6)	68,200 (64,200, 72,100)	80,000 (71,800, 88,200)
University of Divinity	n/a	n/a	n/a	n/a
University of New England	92.6 (90.7, 94.6)	90.4 (88.2, 92.6)	75,500 (71,000, 80,000)	94,000 (87,700, 100,300)
University of New South Wales	92.2 (90.5, 94.0)	95.7 (94.4, 97.1)	100,000 (97,200, 102,800)	114,800 (108,700, 120,900)
University of Newcastle	97.3 (95.6, 99.0)	95.5 (93.4, 97.6)	81,000 (76,100, 85,900)	97,600 (92,300, 102,900)
University of Southern Queensland	95.3 (93.0, 97.6)	92.7 (89.8, 95.6)	77,000 (72,000, 82,000)	88,900 (81,500, 96,200)
University of Tasmania	97.1 (95.3, 98.9)	90.7 (87.6, 93.8)	78,000 (73,200, 82,800)	89,700 (85,800, 93,700)
University of Technology Sydney	97.6 (95.8, 99.5)	96.5 (94.2, 98.7)	80,000 (74,400, 85,600)	95,500 (88,000, 103,000)
University of the Sunshine Coast	95.3 (91.5, 99.1)	93.8 (89.4, 98.1)	63,000 (56,800, 69,200)	77,300 (68,500, 86,100)
Victoria University	92.0 (87.0, 97.0)	90.7 (85.3, 96.0)	61,300 (56,700, 65,900)	74,000 (65,500, 82,500)
Western Sydney University	95.8 (93.6, 97.9)	93.0 (90.2, 95.7)	62,000 (57,200, 66,800)	75,700 (71,500, 79,800)
All universities	94.1 (93.7, 94.4)	94.2 (93.9, 94.5)	76,000 (74,500, 77,500)	90,000 (89,600, 90,400)
Standard deviation	5.0	2.1	13,300	12,000

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

This report also shows responses combined from the 2016, 2017 and 2018 Graduate Outcomes Survey – Longitudinal to show employment outcomes at institution level, as shown by Figures 7 and 8 and Tables 30 and 31. This follows the approach on the QILT

website where results are pooled across surveys to increase the number of responses and confidence intervals are published to improve the robustness and validity of data.

Figure 7 Postgraduate coursework medium-term full-time employment rate by university, 2016–2018, %

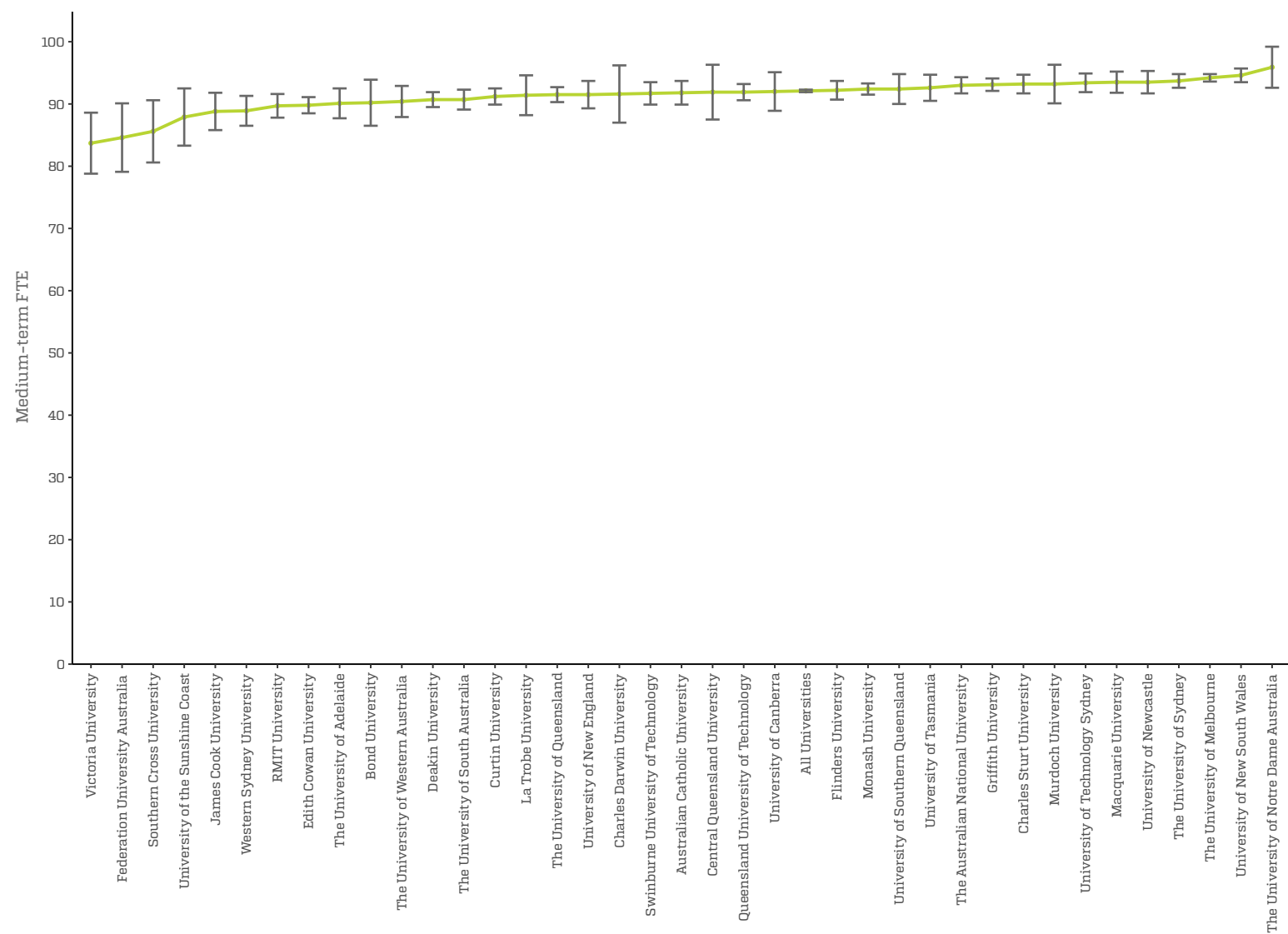


Figure 8 Postgraduate coursework medium-term median full-time earnings by university, 2016–2018, \$

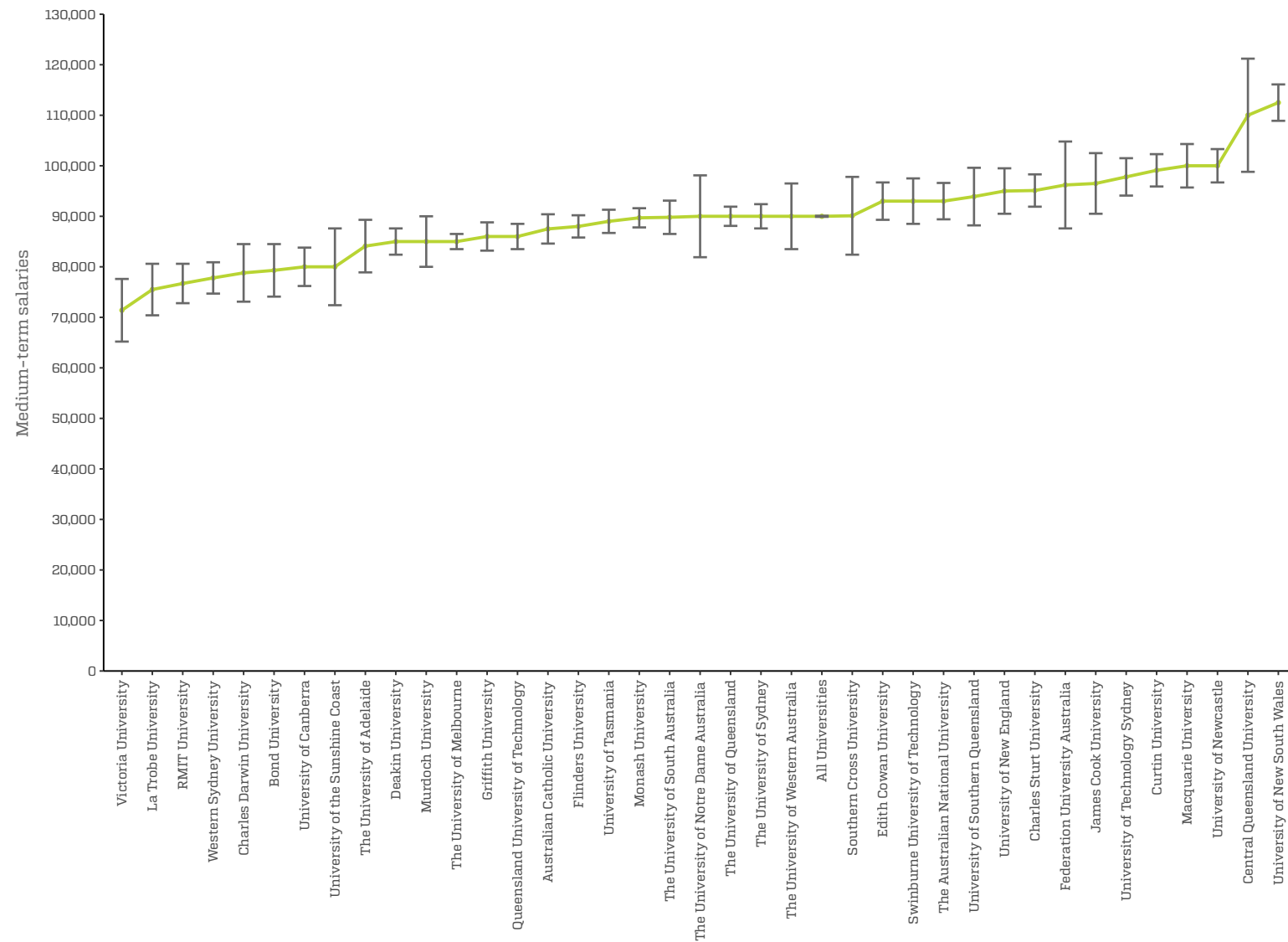


Table 30 **Short- (2013–2015) and medium-term (2016–2018) postgraduate coursework employment outcomes by university**

University	Full-time employment (%)		Overall employment (%)	
	Short-term 2013–2015	Medium-term 2016–2018	Short-term 2013–2015	Medium-term 2016–2018
Australian Catholic University	81.9 (79.3, 84.5)	91.8 (89.9, 93.7)	95.2 (93.9, 96.5)	93.5 (91.9, 95.0)
Bond University	76.0 (70.7, 81.2)	90.2 (86.5, 93.9)	86.4 (82.6, 90.3)	94.4 (91.8, 97.0)
Central Queensland University	88.5 (83.4, 93.5)	91.9 (87.5, 96.3)	91.7 (87.6, 95.7)	94.4 (91.1, 97.7)
Charles Darwin University	70.2 (63.0, 77.4)	91.6 (87.0, 96.2)	90.3 (86.2, 94.4)	89.6 (85.5, 93.8)
Charles Sturt University	89.5 (87.7, 91.4)	93.2 (91.7, 94.8)	94.5 (93.3, 95.8)	94.8 (93.5, 96.0)
Curtin University	85.1 (83.5, 86.7)	91.2 (89.9, 92.5)	93.8 (92.9, 94.8)	93.9 (93.0, 94.9)
Deakin University	78.6 (76.9, 80.2)	90.7 (89.5, 91.8)	93.1 (92.2, 93.9)	93.0 (92.1, 93.9)
Edith Cowan University	80.4 (78.7, 82.2)	89.8 (88.5, 91.2)	92.5 (91.5, 93.5)	92.0 (90.9, 93.0)
Federation University Australia	85.1 (79.7, 90.6)	84.6 (79.1, 90.1)	94.4 (91.2, 97.5)	96.7 (94.2, 99.2)
Flinders University	84.7 (82.6, 86.8)	92.2 (90.7, 93.7)	94.9 (93.9, 95.9)	94.7 (93.7, 95.7)
Griffith University	85.5 (84.0, 86.9)	93.1 (92.1, 94.2)	93.2 (92.3, 94.1)	94.4 (93.5, 95.2)
James Cook University	92.7 (90.2, 95.2)	88.8 (85.8, 91.8)	94.8 (93.0, 96.7)	92.3 (90.1, 94.6)
La Trobe University	78.8 (74.2, 83.3)	91.4 (88.2, 94.5)	94.4 (92.3, 96.6)	93.5 (91.2, 95.9)
Macquarie University	84.7 (82.4, 87.1)	93.5 (91.8, 95.1)	92.0 (90.3, 93.6)	94.8 (93.5, 96.2)
Monash University	81.4 (80.1, 82.8)	92.4 (91.5, 93.3)	93.5 (92.8, 94.2)	93.8 (93.0, 94.5)
Murdoch University	80.7 (75.9, 85.4)	93.2 (90.1, 96.2)	94.2 (91.7, 96.7)	95.4 (93.2, 97.7)
Queensland University of Technology	84.2 (82.5, 85.9)	91.9 (90.6, 93.2)	93.8 (92.8, 94.8)	94.8 (93.9, 95.8)
RMIT University	73.9 (71.3, 76.5)	89.7 (87.8, 91.5)	89.9 (88.3, 91.5)	92.2 (90.7, 93.6)
Southern Cross University	79.2 (73.5, 84.9)	85.6 (80.6, 90.6)	87.2 (83.0, 91.3)	90.8 (87.2, 94.5)
Swinburne University of Technology	84.2 (81.7, 86.6)	91.7 (89.9, 93.5)	92.0 (90.4, 93.6)	94.3 (92.9, 95.6)
The Australian National University	88.4 (86.8, 90.0)	93.0 (91.7, 94.3)	93.3 (92.1, 94.5)	93.7 (92.5, 94.8)
The University of Adelaide	78.5 (75.1, 81.9)	90.1 (87.7, 92.6)	91.3 (89.2, 93.4)	93.9 (92.1, 95.6)

	Full-time employment (%)		Overall employment (%)	
University	Short-term 2013–2015	Medium-term 2016–2018	Short-term 2013–2015	Medium-term 2016–2018
The University of Melbourne	80.9 (79.9, 81.9)	94.2 (93.6, 94.8)	93.5 (92.9, 94.0)	94.6 (94.0, 95.1)
The University of Notre Dame Australia	88.9 (83.8, 94.0)	95.9 (92.6, 99.1)	96.2 (93.6, 98.9)	93.1 (89.5, 96.6)
The University of Queensland	80.6 (78.8, 82.3)	91.5 (90.3, 92.8)	91.5 (90.5, 92.6)	93.6 (92.6, 94.6)
The University of South Australia	81.7 (79.6, 83.8)	90.7 (89.1, 92.3)	94.1 (93.0, 95.3)	94.0 (92.8, 95.2)
The University of Sydney	82.5 (80.7, 84.3)	93.7 (92.6, 94.9)	91.1 (89.8, 92.4)	94.8 (93.9, 95.8)
The University of Western Australia	80.9 (77.4, 84.4)	90.4 (87.9, 93.0)	94.0 (92.1, 95.9)	94.0 (92.1, 95.9)
University of Canberra	84.7 (80.5, 88.8)	92.0 (88.9, 95.1)	91.5 (88.6, 94.4)	94.3 (91.9, 96.7)
University of Divinity	n/a	n/a	85.7 (74.7, 96.7)	91.2 (83.2, 99.2)
University of New England	81.4 (78.2, 84.6)	91.5 (89.3, 93.8)	92.9 (91.0, 94.7)	94.3 (92.6, 95.9)
University of New South Wales	91.6 (90.2, 92.9)	94.6 (93.5, 95.7)	95.1 (94.1, 96.1)	95.7 (94.8, 96.7)
University of Newcastle	85.9 (83.4, 88.5)	93.5 (91.7, 95.4)	96.2 (94.9, 97.5)	94.9 (93.4, 96.4)
University of Southern Queensland	87.1 (84.1, 90.0)	92.4 (90.0, 94.7)	94.4 (92.6, 96.2)	95.8 (94.2, 97.4)
University of Tasmania	86.8 (84.1, 89.6)	92.6 (90.5, 94.7)	95.7 (94.3, 97.1)	95.4 (93.9, 96.8)
University of Technology Sydney	81.5 (79.3, 83.8)	93.4 (91.9, 94.9)	90.7 (89.1, 92.3)	94.0 (92.7, 95.3)
University of the Sunshine Coast	69.8 (63.3, 76.3)	87.9 (83.3, 92.5)	84.0 (79.9, 88.1)	92.8 (89.9, 95.7)
Victoria University	69.1 (63.1, 75.1)	83.7 (78.8, 88.6)	89.8 (86.3, 93.3)	88.3 (84.6, 92.0)
Western Sydney University	68.9 (65.5, 72.3)	88.9 (86.5, 91.3)	92.0 (90.3, 93.8)	90.8 (88.9, 92.8)
All universities	82.5 (82.1, 82.9)	92.1 (91.9, 92.4)	93.1 (92.9, 93.3)	94.0 (93.7, 94.2)
Standard deviation	5.9	2.6	2.8	1.7

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

Table 31 **Short- (2013–2015) and medium-term (2016–2018) postgraduate coursework labour force participation rate and median full-time salaries by university**

University	Labour force participation rate (%)		Median full-time salaries (\$)	
	Short-term 2013–2015	Medium-term 2016–2018	Short-term 2013–2015	Medium-term 2016–2018
Australian Catholic University	94.6 (93.3, 95.9)	94.1 (92.8, 95.5)	78,000 (74,500, 81,500)	87,500 (84,600, 90,300)
Bond University	92.7 (89.9, 95.5)	93.7 (91.1, 96.3)	60,000 (54,900, 65,100)	79,300 (74,100, 84,500)
Central Queensland University	93.0 (89.4, 96.6)	96.9 (94.5, 99.3)	100,000 (85,500, 114,500)	110,000 (98,800, 121,200)
Charles Darwin University	93.1 (89.7, 96.4)	93.8 (90.6, 96.9)	69,000 (63,600, 74,400)	78,800 (73,100, 84,500)
Charles Sturt University	94.7 (93.5, 95.9)	93.9 (92.6, 95.2)	86,000 (83,400, 88,600)	95,100 (91,900, 98,300)
Curtin University	94.5 (93.7, 95.4)	94.9 (94.1, 95.7)	87,000 (84,100, 89,900)	99,100 (95,900, 102,200)
Deakin University	93.6 (92.8, 94.4)	93.8 (93.0, 94.6)	76,000 (73,600, 78,400)	85,000 (82,400, 87,600)
Edith Cowan University	96.2 (95.5, 96.9)	94.8 (94.0, 95.6)	86,000 (82,800, 89,200)	93,000 (89,300, 96,700)
Federation University Australia	94.7 (91.7, 97.6)	92.4 (88.9, 95.9)	70,000 (56,400, 83,600)	96,200 (87,600, 104,900)
Flinders University	89.9 (88.6, 91.2)	90.9 (89.7, 92.2)	80,000 (78,700, 81,300)	88,000 (85,800, 90,200)
Griffith University	94.4 (93.6, 95.2)	94.5 (93.7, 95.3)	70,000 (68,000, 72,000)	86,000 (83,200, 88,800)
James Cook University	95.4 (93.7, 97.1)	94.2 (92.3, 96.1)	80,000 (78,300, 81,700)	96,500 (90,500, 102,400)
La Trobe University	95.4 (93.4, 97.3)	92.4 (89.9, 94.8)	65,000 (59,100, 70,900)	75,500 (70,400, 80,600)
Macquarie University	94.3 (93.0, 95.7)	93.2 (91.7, 94.6)	85,000 (81,200, 88,800)	100,000 (95,700, 104,300)
Monash University	94.3 (93.7, 95.0)	94.4 (93.7, 95.0)	76,600 (74,000, 79,300)	89,700 (87,800, 91,700)
Murdoch University	94.9 (92.6, 97.2)	93.2 (90.6, 95.8)	75,000 (69,900, 80,100)	85,000 (80,000, 90,000)
Queensland University of Technology	95.4 (94.5, 96.3)	94.6 (93.7, 95.6)	73,000 (69,700, 76,300)	86,000 (83,500, 88,500)
RMIT University	94.2 (93.0, 95.4)	95.5 (94.4, 96.5)	65,000 (62,600, 67,400)	76,700 (72,800, 80,600)
Southern Cross University	95.1 (92.5, 97.7)	93.3 (90.3, 96.3)	80,000 (75,800, 84,200)	90,100 (82,400, 97,900)
Swinburne University of Technology	92.9 (91.5, 94.4)	93.2 (91.8, 94.6)	83,000 (79,300, 86,700)	93,000 (88,500, 97,500)
The Australian National University	94.0 (92.9, 95.1)	93.3 (92.2, 94.5)	75,000 (72,800, 77,200)	93,000 (89,400, 96,600)
The University of Adelaide	90.6 (88.5, 92.7)	94.2 (92.6, 95.9)	80,000 (74,600, 85,400)	84,100 (78,900, 89,200)

	Labour force participation rate (%)		Median full-time salaries (\$)	
University	Short-term 2013–2015	Medium-term 2016–2018	Short-term 2013–2015	Medium-term 2016–2018
The University of Melbourne	93.6 (93.1, 94.1)	93.9 (93.4, 94.5)	70,000 (69,500, 70,500)	85,000 (83,500, 86,500)
The University of Notre Dame Australia	95.7 (92.9, 98.4)	94.2 (91.0, 97.4)	82,000 (68,500, 95,500)	90,000 (81,900, 98,100)
The University of Queensland	95.7 (94.9, 96.4)	94.7 (93.9, 95.6)	72,000 (69,100, 74,900)	90,000 (88,100, 91,900)
The University of South Australia	96.7 (95.9, 97.6)	96.0 (95.0, 96.9)	79,500 (76,500, 82,500)	89,800 (86,500, 93,000)
The University of Sydney	92.9 (91.9, 94.0)	94.1 (93.1, 95.1)	77,200 (73,700, 80,700)	90,000 (87,600, 92,400)
The University of Western Australia	93.6 (91.7, 95.5)	94.6 (92.9, 96.4)	90,000 (83,500, 96,500)	90,000 (83,500, 96,500)
University of Canberra	93.3 (90.8, 95.8)	95.4 (93.3, 97.5)	69,400 (66,700, 72,000)	80,000 (76,200, 83,800)
University of Divinity	63.6 (51.9, 75.4)	77.3 (67.0, 87.5)	n/a	n/a
University of New England	92.1 (90.2, 93.9)	91.1 (89.2, 93.0)	77,000 (73,600, 80,400)	95,000 (90,500, 99,500)
University of New South Wales	93.8 (92.8, 94.9)	96.7 (95.9, 97.5)	100,000 (99,000, 101,000)	112,500 (108,900, 116,100)
University of Newcastle	97.0 (95.9, 98.2)	95.2 (93.7, 96.6)	80,000 (76,700, 83,300)	100,000 (96,700, 103,300)
University of Southern Queensland	96.3 (94.9, 97.8)	93.6 (91.7, 95.5)	80,000 (76,100, 83,900)	93,900 (88,200, 99,700)
University of Tasmania	96.3 (95.0, 97.5)	92.5 (90.8, 94.3)	76,000 (72,500, 79,500)	89,000 (86,700, 91,300)
University of Technology Sydney	96.8 (95.9, 97.8)	95.5 (94.4, 96.6)	80,000 (77,300, 82,700)	97,800 (94,100, 101,400)
University of the Sunshine Coast	93.4 (90.7, 96.0)	92.3 (89.4, 95.1)	63,000 (57,000, 69,000)	80,000 (72,400, 87,600)
Victoria University	93.0 (90.2, 95.8)	94.0 (91.4, 96.6)	65,000 (60,700, 69,300)	71,400 (65,200, 77,600)
Western Sydney University	94.5 (93.1, 96.0)	93.2 (91.5, 94.8)	68,700 (65,000, 72,400)	77,800 (74,700, 80,800)
All universities	94.2 (94.0, 94.4)	94.1 (93.9, 94.3)	78,000 (77,100, 78,900)	90,000 (89,900, 90,100)
Standard deviation	5.2	3.0	9,400	10,500

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

There are an insufficient number of responses among non-university higher education institutions (NUHEIs) to display data at this level. This is, in part, due to the 2016–2018 GOS-L being based on the population frame of graduates provided by the former Australian Graduate Survey (AGS). Once the Graduate Outcomes Survey (GOS) serves as the population frame for the 2019 GOS-L onwards, this is likely to produce a larger number of usable responses and it may be possible to publish medium-term outcomes for NUHEIs at some future point in time.

Table 32 shows changes in the labour market status of postgraduate coursework graduates. Of the postgraduate coursework graduates employed full-time in 2015, 84.2 per cent remained in full-time employment in 2018. Of those employed full-time in 2015, 9.0 per cent had moved into part-time work, 3.2 per cent had become unemployed and 3.6 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 2015.

Interestingly, fewer postgraduate coursework graduates who had been employed part-time in 2015 had transitioned into full-time employment than was the case for undergraduates with 52.2 per cent for postgraduate coursework graduates compared with 59.3 per cent for undergraduates. Of postgraduate coursework graduates employed part-time in 2015, 36.2 per cent remained in part-time employment which is higher than the 26.7 per cent for undergraduates. 5.5 per cent of postgraduate coursework graduates 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 2015, almost half had moved into full-time employment, and around one fifth into part-time employment in 2018. Of those unemployed in 2015, 18.1 per cent remained unemployed in 2018 and 10.3 per cent had left the labour force.

Of those postgraduate coursework graduates who were unemployed in 2015, almost half had moved into full-time employment in 2018

Table 32 Labour force transitions of postgraduate coursework graduates between 2015 and 2018, as a percentage of labour market category in 2015

2015 labour market status	2018 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Employed full-time	84.2	9.0	3.2	3.6	100
Employed part-time	52.2	36.2	5.5	6.1	100
Unemployed	49.4	22.2	18.1	10.3	100
Not in the labour force	38.4	24.7	13.4	23.5	100

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

Finally, of those postgraduate coursework graduates who were not in the labour force in 2015, 38.4 per cent had moved into full-time employment and around a quarter had moved into part-time work, 13.4 per cent were unemployed in 2018 and 23.5 per cent of those not in the labour force in 2015 remained outside the labour force.

As was observed with undergraduates, male postgraduate coursework graduates have a greater attachment to full-time work. Table 33 below shows that male postgraduate coursework graduates employed full-time in 2015 were more likely to remain in full-time employment three years later than females by 9.8 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.

Table 34 summarises the main features of the medium-term employment history of postgraduate coursework graduates who were in the labour market in 2018. 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, 38.4 per cent of postgraduate coursework graduates in employment reported they had changed job over the last three years in comparison with 42.8 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, 44.8 per cent in comparison with 41.3 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 2015 and 2018, by \$14,000 and \$16,700 respectively. Compared to undergraduates, these salary increases were slightly lower, \$700, among the full-time employed but \$3,700 higher for all employed persons.

38.4%
of postgraduate coursework
graduates in overall employment
changed job (medium-term)

44.8%
of postgraduate coursework
graduates changed role in the
same business, including gaining
a promotion (medium-term)

27.5%
of postgraduate coursework
graduates in overall employment
changed occupation level
(medium-term)

Table 33 Labour force transitions of postgraduate coursework graduates by gender between 2015 and 2018, as percentage of labour market category in 2015

	2018 labour market status				
2015 labour market status	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Males					
Employed full-time	90.1	4.5	2.7	2.7	100
Employed part-time	64.3	22.2	7.8	5.6	100
Unemployed	57.1	14.7	18.7	9.5	100
Not in the labour force	51.8	15.6	12.1	20.6	100
Females					
Employed full-time	80.3	12.1	3.4	4.2	100
Employed part-time	48.9	40.0	4.8	6.2	100
Unemployed	45.3	26.3	17.8	10.7	100
Not in the labour force	33.3	28.1	13.9	24.7	100

Table 34 Employment history of postgraduate coursework graduates in the labour market in 2018

	Full-time employment	Overall employment
% changed job (2015–2018)	37.3	38.4
% worked for employer <12 months	19.7	19.8
% changed roles within same business – including promotions (2015–2018)	48.1	44.8
% changed occupation level (2015–2018)	28.5	27.5
Median salary 2015 (\$)	76,000	66,800
Median salary 2018 (\$)	90,000	83,500

Table 35 Proportion of employed postgraduate coursework graduates working in managerial or professional occupations, 2015 and 2018 (%)

	Full-time employment (%)		Overall employment (%)	
Occupation all graduates	2015	2018	2015	2018
Managers	16.9	19.7	13.5	17.4
Professionals	72.0	69.7	71.5	71.1
All other occupations	11.0	10.5	14.9	11.5
Total	100	100	100	100
Occupation males				
Managers	22.6	25.4	19.8	24.1
Professionals	66.3	62.8	65.8	63.5
All other occupations	11.1	11.7	14.3	12.4
Total	100	100	100	100
Occupation females				
Managers	13.2	16.0	10.2	13.9
Professionals	75.8	74.2	74.6	75.1
All other occupations	11.0	9.8	15.2	11.0
Total	100	100	100	100

Table 35 shows the proportion of postgraduate coursework graduates employed full-time and in overall employment working in managerial or professional occupations in both the short- and the medium-term. In 2015, four months after graduation, 88.9 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 85.0 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 89.4 per cent and for all employed graduates by 3.5 percentage points to 88.5 per cent. This may suggest that the completion of a postgraduate coursework qualification is less transformative in terms of full time 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, 17.4 per cent of employed postgraduate

88.5%
of employed postgraduate
coursework graduates working
in managerial or professional
occupations (medium-term)

coursework graduates were working as managers in comparison with 9.3 per cent of undergraduates. Similarly, Table 35 shows male postgraduate coursework graduates were more likely to be working as managers than their female counterparts. For example, three years out, 24.1 per cent of employed male postgraduate coursework graduates were working as managers in comparison with 13.9 per cent of females. Conversely, female postgraduate coursework graduates were more likely to be working in professional occupations three years out, 75.1 per cent, than their male counterparts, 63.5 per cent.

Overall, 72.6 per cent of postgraduate coursework graduates who were employed full-time in 2018 felt that their qualification was 'very important' or 'important' for their current employment (see Table 36). This was broadly similar to the 72.5 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.

Table 36 Importance of postgraduate coursework qualification for current employment in 2018 (%) – postgraduate coursework

	Full-time employment	Overall employment
Very important	51.6	51.9
Important	21.0	20.6
Fairly important	15.6	14.9
Not that important	7.9	8.0
Not at all important	3.8	4.6
Total	100	100

Table 37 Extent to which postgraduate coursework qualification prepared graduate for employment in 2018 (%) – postgraduate coursework

	Full-time employment	Overall employment
Very well	32.4	32.8
Well	49.1	47.3
Not well	7.7	7.7
Not at all	5.0	5.7
Unsure	5.8	6.6
Total	100	100

Table 38 Postgraduate coursework graduates average ratings of their attributes (%) – postgraduate coursework

	Full-time employment	Overall employment
Foundation skills	80.7	80.1
Adaptive skills	80.4	79.9
Collaborative skills	65.5	65.0

Table 37 shows the large majority of postgraduate coursework graduates reported they were ‘very well’ or ‘well’ prepared for their current employment. This applied to 81.5 per cent of full-time employees and 80.1 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 38 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, as in previous years, 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 around 9 percentage points lower than undergraduates.

Table 39 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 24.5 per cent of all employees stating this was the case. As shown in Table 40, Creative arts, Science and mathematics, Agriculture and environmental studies, Engineering and Business and management postgraduate coursework graduates were more likely to state they were working in a full-time job that did not fully utilise their skills and education. Of these, Science and mathematics and Creative arts were most likely to indicate that this was because there were no suitable jobs in their area of expertise with 45.2 per cent and 40.0 per cent respectively. 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 39 **Main reason for postgraduate coursework graduates working in job in 2018 that doesn't fully use skills and education (%) – postgraduate coursework**

	Full-time employment	Overall employment
Studying	2.3	4.8
I'm satisfied with my current job	8.8	8.3
I have skills that are not required in my current job	6.9	6.3
Changing jobs/careers	5.0	4.4
Entry level job/career stepping stone	2.5	2.2
Caring for children or family member	4.9	7.5
Sub total – personal factors	30.4	33.4
No suitable jobs in my area of expertise	26.2	24.5
No suitable jobs in my local area	19.1	18.6
Considered to be too young by employers	5.5	4.2
Not enough work experience	2.1	2.0
No jobs with a suitable number of hours	2.4	3.1
Cannot find a job	0.4	0.4
My job is temporary/casual	0.3	0.3
Sub total – labour market factors	56.0	53.2
Other	13.6	13.4
Total	100	100

Table 40 **Extent to which skills and education not fully utilised and main reason being no suitable jobs in my area of expertise by study area (%) – postgraduate coursework**

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	33.7	36.2	45.2	38.1
Computing and information systems	23.0	24.9	20.5	20.0
Engineering	32.9	33.1	27.5	28.3
Architecture and built environment	16.0	18.9	16.7	18.8
Agriculture and environmental studies	33.6	34.2	32.6	29.6
Health services and support	20.3	22.7	30.1	27.0
Medicine	7.4	8.9	n/a	n/a
Nursing	17.2	17.9	29.3	27.0
Pharmacy	24.6	26.5	n/a	n/a
Dentistry	n/a	0.0	n/a	n/a
Veterinary science	3.8	3.4	n/a	n/a
Rehabilitation	11.4	13.5	n/a	n/a
Teacher education	17.5	19.4	18.7	17.8
Business and management	32.9	33.9	26.2	25.0
Humanities, culture and social sciences	32.5	35.4	31.9	29.5
Social work	23.5	25.4	14.3	15.7
Psychology	25.7	28.6	33.9	28.4
Law and paralegal studies	24.8	25.0	22.6	22.5
Creative arts	33.7	33.1	40.0	34.8
Communications	31.0	34.4	26.5	24.3
Tourism, hospitality, personal services, sport and recreation	n/a	40.0	n/a	n/a
Total	24.5	25.9	26.2	24.5

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 41 Short- (2015) and medium-term (2018) outcomes for postgraduate research graduates by gender

	Short-term outcome 2015			Medium-term outcome 2018		
	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)	77.5	72.7	75.1	90.5	88.9	89.6
Overall employment (as a percentage of the labour force i.e. those available for any work)	90.6	89.8	90.1	92.5	91.4	91.9
Labour force participation rate (as a percentage of all graduates)	91.3	90.7	91.0	92.3	94.0	93.2
Median salary (of those employed full-time) (\$)	80,000	80,000	80,000	99,100	96,800	98,000

In general terms, the short-term employment outcomes for postgraduate research graduates remain 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 41 above shows that the proportion of postgraduate research graduates in full-time employment approximately four months after completing their course was 75.1 per cent, a rate 6.2 percentage points lower than for postgraduate coursework graduates but 8.0 percentage points higher than for undergraduates. Three years later, in the medium-term, 89.6 per cent of postgraduate research graduates were employed full-time which was still slightly lower than the rate for postgraduate coursework graduates of 92.4 per cent and slightly higher than the rate for undergraduates of 89.2 per cent.

In terms of overall employment, the rate for postgraduate research graduates was broadly similar in both the short- and medium-term at 90.1 per cent and 91.9 per cent respectively. It was slightly lower than the overall employment rate for postgraduate coursework graduates with 93.1 per cent and 94.4 per cent and similar to the overall employment rate for undergraduates with 89.7 per cent and 92.4 per cent respectively. Broadly similar patterns were evident for the labour force participation rate of postgraduate research graduates with 91.0 per cent and 93.2 per cent participating in the labour force over the short- and medium-term respectively. This was very similar to the labour force participation rate of postgraduate coursework graduates and undergraduates in the medium-term.

89.6%

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

91.9%

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

93.2%

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

\$98,000

postgraduate research graduate median salary (medium-term)

Postgraduate research graduates experience substantial growth in median salaries across the medium-term. For example, the median salary of postgraduate research graduates was \$80,000 immediately following graduation in 2015 compared with \$76,000 for postgraduate coursework graduates. Three years later, the median salary of postgraduate research graduates had increased by \$18,000 or by 23 per cent. By way of comparison the median salary of postgraduate coursework graduates had increased by \$14,000 or 18 per cent.

The gender pay gap remains substantially less among postgraduate research graduates. In fact, in the short-term four months after graduation male and female postgraduate research graduates receive the same median salary of \$80,000. Three years later, female postgraduate research graduates earn \$2,300 or 2.3 per cent less than males which is lower than the gender pay gap for postgraduate coursework graduates of 16.3 per cent or for undergraduates of 7.0 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 rates of full-time employment in the short-term than more generalist study areas such as Humanities, culture and social sciences, Creative arts and Computing and information systems. 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 12.8 percentage points to 6.4 percentage points three years later (see Table 42).

The range of median salaries for postgraduate research graduates across study areas was somewhat similar to postgraduate coursework graduates with a standard deviation between study areas of \$11,900 and \$23,600 in the short- and medium-term respectively compared with \$11,000 and \$20,100 for postgraduate coursework graduates. Both of these groups had a much larger disparity between study areas in the medium term compared with undergraduates where the standard deviation between study areas increased from \$9,100 in the short-term to \$12,200 in the medium-term.

\$109,100

Health services and support highest postgraduate research graduate median salary (medium-term)

\$77,500

Creative arts lowest postgraduate research graduate median salary (medium-term)

Table 42 Short- (2015) and medium-term (2018) outcomes for research graduates by study area

Study area	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
	2015	2018	2014	2018	2014	2018	2014	2018
Science and mathematics	74.3	89.2	88.2	91.3	93.9	95.0	71,000	90,000
Computing and information systems	67.4	97.5	84.4	95.5	97.8	95.7	80,000	98,000
Engineering	72.1	89.0	83.3	92.6	92.3	95.9	76,000	95,500
Architecture and built environment	n/a	n/a	93.1	96.4	90.6	87.5	n/a	n/a
Agriculture and environmental studies	82.8	90.6	94.1	91.2	100.0	100.0	n/a	n/a
Health services and support	83.8	94.1	94.9	94.1	90.7	94.4	87,500	109,100
Medicine	85.2	90.5	87.8	92.7	84.1	93.2	83,000	94,000
Nursing	96.0	100.0	96.8	100.0	93.9	93.9	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	81.2	90.8	94.6	89.4	90.2	92.2	91,000	101,500
Business and management	71.3	90.5	91.8	90.9	95.1	97.1	89,000	109,000
Humanities, culture and social sciences	63.9	82.3	88.0	87.3	86.1	89.0	80,000	98,000
Social work	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Psychology	83.0	96.4	96.3	95.3	95.5	95.5	80,000	104,000
Law and paralegal studies	n/a	n/a	n/a	n/a	85.2	88.9	n/a	n/a
Creative arts	66.7	91.2	94.0	96.6	86.5	90.6	70,000	77,500
Communications	72.7	80.0	90.0	83.3	81.1	81.1	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
All study areas	75.1	89.6	90.1	91.9	91.0	93.2	80,000	98,000
Standard deviation	12.8	6.4	5.2	5.5	6.2	5.0	11,900	23,600

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

3.2.3 Postgraduate research employment outcomes by demographic group

As outlined in Table 43, younger postgraduate research graduates aged 30 years or under generally have more favourable labour market outcomes than their older counterparts. For example, the full-time employment rate of younger postgraduate research graduates over the medium-term in 2018 was 93.5 per cent in comparison with 87.8 per cent for older graduates. However, 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 \$102,000 in comparison with \$90,400 for those aged 30 years or under.

Postgraduate research graduates from non-English-speaking backgrounds had substantially lower short-term employment outcomes than those from English speaking backgrounds but the gap narrowed over time. Similarly, they had lower median salaries over both short- and medium-terms. Postgraduate research graduates who reported a disability generally also had substantially 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 in the short term, and while this gap narrows, it generally persists three years later. 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 accuracy.

Table 43 Short- (2015) and medium-term (2018) outcomes for postgraduate research by demographic group

		Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median full-time salaries (\$)	
		2015	2018	2015	2018	2015	2018	2015	2018
Age	30 years or under	76.6	93.5	90.9	93.6	92.7	96.3	71,000	90,400
	Over 30 years	74.3	87.8	89.8	91.1	90.3	92.0	85,000	102,000
Indigenous	Indigenous	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Non-Indigenous	75.0	89.6	90.2	91.8	91.0	93.3	80,000	98,000
Home language	English	78.0	90.0	92.7	92.7	91.3	92.1	80,000	98,000
	Language other than English	66.8	89.5	82.6	89.7	90.0	96.7	75,000	95,000
Disability	Reported disability	66.7	68.4	85.7	82.0	79.0	80.6	n/a	n/a
	No disability	75.2	90.2	90.3	92.2	91.5	93.8	80,000	98,000
Study mode	Internal/mixed	73.0	88.8	89.0	91.5	90.9	94.0	77,000	95,000
	External/distance	86.8	95.2	96.6	94.3	91.4	89.1	98,000	112,800

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

3.2.4 Postgraduate research employment outcomes by institution

There are an insufficient number of responses to display data at postgraduate research level by institution. This is, in part, due to the 2016–2018 GOS-L being based on the population frame of graduates provided by the former Australian Graduate Survey (AGS). Once the Graduate Outcomes Survey (GOS) serves as the population frame for the 2019 GOS-L onwards, this is likely to produce a larger number of usable responses and it may be possible to publish medium-term outcomes by institution at postgraduate research level at some future point in time.

3.2.5 Postgraduate research employment pathways

Table 44 below shows changes in the labour market status of postgraduate research graduates. Of those employed full-time in 2015, 86.0 per cent remained in full-time employment in 2018, 6.9 per cent had moved into part-time work, 3.9 per cent had become unemployed and 3.1 per cent were no longer in the labour force. This pattern is similar to the labour force transitions of undergraduate (Table 11) and postgraduate coursework graduates (Table 32) between 2015 and 2018.

Of those employed part-time in 2015, 54.2 per cent had moved into full-time employment, while 31.8 per cent remained in part-time work, 8.8 per cent became unemployed and 5.2 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 2015, over half, 57.1 per cent had moved into full-time employment, and 16.9 per cent had moved into part-time work. Of those unemployed in 2015, 20.8 per cent remained unemployed in 2018 and 5.2 per cent had left the labour force.

Finally, of those who were not in the labour force in 2015, 34.2 per cent had moved into full-time employment and 16.8 per cent had moved into part-time work, 13.5 per cent had moved into the labour market but were unemployed and 35.5 per cent of those not in the labour force in 2015 remained outside the labour force three years later.

Table 44 **Labour force transitions of postgraduate research graduates between 2015 and 2018, as a percentage of labour market category in 2015**

2015 labour market status	2018 labour market status				
	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Employed full-time	86.0	6.9	3.9	3.1	100
Employed part-time	54.2	31.8	8.8	5.2	100
Unemployed	57.1	16.9	20.8	5.2	100
Not in the labour force	34.2	16.8	13.5	35.5	100

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 postgraduate research graduate responses to the GOS-L many of these categories should be treated cautiously.

Table 45 shows that, in general, male postgraduate research graduates remained more attached to full-time employment than females with 88.4 per cent of those employed full-time in 2015

remaining so in 2018 compared with 83.6 per cent of females. While close to half of the female postgraduate research graduates who were employed part-time in 2015 had moved into full-time work by 2018, they were much more likely than males to remain in part-time work three years later, with 36.5 per cent compared with 22.2 per cent of males who were initially employed part-time, remaining in part-time work.

Table 45 Labour force transitions of postgraduate research graduates by gender between 2015 and 2018, as percentage of labour market category in 2015

	2018 labour market status				
2015 labour market status	Employed full-time	Employed part-time	Unemployed	Not in the labour force	Total
Males					
Employed full-time	88.4	3.9	4.5	3.3	100
Employed part-time	63.2	22.2	7.6	6.9	100
Unemployed	60.6	15.2	18.2	6.1	100
Not in the labour force	37.3	7.5	11.9	43.3	100
Females					
Employed full-time	83.6	10.1	3.4	2.9	100
Employed part-time	49.8	36.5	9.4	4.3	100
Unemployed	54.5	18.2	22.7	4.5	100
Not in the labour force	31.8	23.9	14.8	29.5	100

Table 46 **Employment history of postgraduate research graduates in the labour market in 2018**

	Full-time employment	Overall employment
% changed job (2015–2018)	37.2	37.6
% worked for employer <12 months	17.5	17.5
% changed roles within same business – including promotions (2015–2018)	41.8	38.9
% changed occupation level (2015–2018)	16.5	16.5
Median salary 2015 (\$)	80,000	71,000
Median salary 2018 (\$)	98,000	93,900

Table 46 summarises the main features of the medium-term employment history of postgraduate research graduates who were in the labour market in 2018. 37.6 per cent of postgraduate research graduates had changed jobs in the past three years. 17.5 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 27 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, 38.9 per cent and 44.8 per cent respectively of those employed. 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, 16.5 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 11 percentage points compared with postgraduate coursework graduates and around 23.4 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 or undergraduate qualifications in terms of the level of occupation in which the graduate is employed.

Postgraduate research graduates employed in 2018 enjoyed faster growth in salaries than postgraduate coursework graduates. For example, the increase in the median salary between 2015 and 2018 for employed postgraduate research graduates was \$22,900 in comparison with \$16,700 for postgraduate coursework graduates and \$20,400 for undergraduates.

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

3.2.5 Postgraduate research skills formation and utilisation

Table 47 Proportion of employed postgraduate research graduates working in managerial or professional occupations, 2015 and 2018 (%)

	Full-time employment (%)		Overall employment (%)	
Occupation all graduates	2015	2018	2015	2018
Managers	8.6	9.9	7.0	9.3
Professionals	85.8	84.7	86.5	84.6
All other occupations	5.6	5.3	6.5	6.2
Total	100	100	100	100
Occupation males				
Managers	9.4	10.9	8.3	10.8
Professionals	85.9	83.7	85.9	83.6
All other occupations	4.7	5.4	5.9	5.6
Total	100	100	100	100
Occupation females				
Managers	7.8	9.0	6.0	8.1
Professionals	85.7	85.7	87.0	85.3
All other occupations	6.5	5.3	7.0	6.6
Total	100	100	100	100

Table 47 shows most postgraduate research graduates are employed in managerial or professional occupations in both the short- and the medium-term following graduation, 93.5 per cent and 93.9 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 84.6 per cent of postgraduate research graduates are employed in professional occupations in comparison with 71.1 per cent of postgraduate coursework graduates and 67.1 per

cent of undergraduates. However, postgraduate coursework graduates, especially males, are much more likely to be working in managerial occupations than are postgraduate research graduates with 24.1 per cent of postgraduate coursework males working in managerial roles in 2018 compared with 10.8 per cent of those with postgraduate research qualifications.

Table 48 Importance of postgraduate research qualification for current employment in 2018 (%) – postgraduate research

	Full-time employment	Overall employment
Very important	61.0	58.3
Important	18.2	19.1
Fairly important	10.9	11.3
Not that important	6.7	7.3
Not at all important	3.1	4.0
Total	100.0	100.0

Table 49 Extent to which postgraduate research qualification prepared graduate for employment in 2018 (%) – postgraduate research

	Full-time employment	Overall employment
Very well	46.8	45.4
Well	39.2	39.1
Not well	6.2	6.0
Not at all	3.7	4.1
Unsure	4.1	5.4
Total	100.0	100.0

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 48 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 2018, 77.4 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 72.5 per cent and 65.4 per cent respectively. Similarly, 84.5 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 80.1 per cent of postgraduate coursework graduates and 76.0 per cent of undergraduates (see Table 49).

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

Table 50 **Postgraduate research graduate average ratings of their attributes (%) – postgraduate research**

	Full-time employment	Overall employment
Foundation skills	93.0	92.5
Adaptive skills	87.5	87.1
Collaborative skills	64.1	64.3

Table 51 **Main reason for working in job in 2018 that doesn't fully use skills and education (%) – postgraduate research**

	Full-time employment	Overall employment
Personal factors	24.5	26.9
Labour market factors	67.1	61.7
No suitable jobs in my area of expertise	41.4	38.0
No suitable jobs in my local area	20.3	18.8
Other	8.4	11.4

Postgraduate research graduates were asked about the generic work-related skills they had acquired as part of their qualification. Table 50 shows that the ratings of these generic work-related skills for those who were employed were very positive, at least for foundation skills and adaptive skills at 92.5 per cent and 87.1 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 64–65 per cent, than did undergraduates who rated this attribute at around 74 per cent. This result possibly reflects that undergraduate students are being provided with greater opportunities for engaging collaboratively during their study.

Table 51 lists the major reasons postgraduate research graduates were not working in a job that fully used their skills or education. In general, employed postgraduate research graduates give broadly similar reasons as with other graduates with 61.7 per cent citing labour market factors in comparison with 56.6 per cent of undergraduates and 53.2 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, 38.0 per cent and there are no suitable jobs in my local area 18.8 per cent.

Appendix 1

Participating institutions and response characteristics

Participation in the 2018 GOS-L was open to any higher education institution which participated in the 2015 AGS. 60 institutions in total chose to participate, including 39 universities and 21 non-university higher education institutions (NUHEIs). The GOS-L achieved an overall 43.3 per cent response rate, representing 39,744

completed surveys. When broken down by study level, the undergraduate response rate was 40.9 per cent, postgraduate coursework, 45.9 per cent and postgraduate research, 56.8 per cent of the usable sample after data was cleaned and opt-outs and out of scope were removed.

2018 GOS-L university response rates – all study levels – undergraduate, postgraduate coursework and postgraduate research

Institution	2015 AGS responses	Usable sample	Completed	Response rate (%)
Australian Catholic University	3,649	2,710	1,029	38.0
Bond University	816	708	239	33.8
Central Queensland University	1,741	332	150	45.2
Charles Darwin University	825	483	238	49.3
Charles Sturt University	3,109	1,313	667	50.8
Curtin University	4,421	4,136	1,568	37.9
Deakin University	6,207	5,313	2,728	51.3
Edith Cowan University	3,286	2,448	1,275	52.1
Federation University Australia	1,579	782	214	27.4
Flinders University	2,513	2,128	1,114	52.3
Griffith University	5,723	4,527	2,178	48.1
James Cook University	1,757	1,144	481	42.0
La Trobe University	4,477	943	684	72.5
Macquarie University	5,121	2,575	902	35.0
Monash University	7,937	6,470	3,140	48.5
Murdoch University	1,557	381	192	50.4
Queensland University of Technology	5,759	5,215	1,715	32.9

Institution	2015 AGS responses	Usable sample	Completed	Response rate (%)
RMIT University	4,027	2,170	1,018	46.9
Southern Cross University	1,118	493	249	50.5
Swinburne University of Technology	2,807	2,047	792	38.7
The Australian National University	2,274	1,868	1,029	55.1
The University of Adelaide	3,330	2,203	1,008	45.8
The University of Melbourne	7,923	6,787	3,525	51.9
The University of Notre Dame Australia	1,260	422	206	48.8
The University of Queensland	5,734	5,051	2,541	50.3
The University of Sydney	5,197	2,963	1,370	46.2
The University of Western Australia	2,420	1,980	788	39.8
University of Canberra	1,577	922	365	39.6
University of Divinity	156	49	30	61.2
University of New England	1,879	1,584	807	50.9
University of New South Wales	6,553	5,633	1,893	33.6
University of Newcastle	3,755	2,352	909	38.6
University of South Australia	4,464	4,289	1,139	26.6
University of Southern Queensland	1,757	1,001	533	53.2
University of Tasmania	1,897	942	595	63.2
University of Technology Sydney	4,310	2,352	751	31.9
University of the Sunshine Coast	1,218	786	390	49.6
Victoria University	1,728	710	252	35.5
Western Sydney University	5,077	3,541	1,040	29.4
All universities	130,938	91,753	39,744	43.3

2018 GOS-L university response rates – undergraduate

Institution	2015 AGS responses	Usable sample	Completed	Response rate (%)
Australian Catholic University	2,837	2,109	763	36.2
Bond University	480	417	142	34.1
Central Queensland University	976	181	94.0	51.9
Charles Darwin University	510	310	144	46.5
Charles Sturt University	1,687	723	378	52.3
Curtin University	2,829	2,643	927	35.1
Deakin University	3,658	3,124	1,580	50.6
Edith Cowan University	1,832	1,351	666	49.3
Federation University Australia	918	457	139	30.4
Flinders University	1,417	1,147	547	47.7
Griffith University	3,499	2,766	1,253	45.3
James Cook University	1,105	743	318	42.8
La Trobe University	3,073	618	445	72.0
Macquarie University	3,282	1,605	492	30.7
Monash University	4,978	4,014	1,897	47.3
Murdoch University	1,018	236	109	46.2
Queensland University of Technology	3,452	3,129	980	31.3
RMIT University	2,540	1,312	588	44.8
Southern Cross University	808	351	176	50.1
Swinburne University of Technology	1,803	1,301	484	37.2
The Australian National University	843	688	375	54.5

Institution	2015 AGS responses	Usable sample	Completed	Response rate (%)
The University of Adelaide	2,320	1,539	708	46.0
The University of Melbourne	3,088	2,626	1,262	48.1
The University of Notre Dame Australia	903	306	147	48.0
The University of Queensland	3,526	3,076	1,539	50.0
The University of Sydney	2,579	1,424	660	46.3
The University of Western Australia	1,722	1,418	553	39.0
University of Canberra	1,077	648	246	38.0
University of Divinity	46	14	4	28.6
University of New England	995	843	392	46.5
University of New South Wales	3,940	3,345	1,048	31.3
University of Newcastle	2,525	1,596	607	38.0
University of South Australia	3,225	3,099	724	23.4
University of Southern Queensland	1,082	634	326	51.4
University of Tasmania	1,048	510	322	63.1
University of Technology Sydney	2,647	1,381	455	32.9
University of the Sunshine Coast	1,001	648	306	47.2
Victoria University	1,182	476	152	31.9
Western Sydney University	3,956	2,780	770	27.7
Total	80,407	55,588	22,718	40.9

2018 GOS-L university response rates – postgraduate coursework

Institution	2015 AGS responses	Usable sample	Completed	Response rate (%)
Australian Catholic University	792	587	258	44.0
Bond University	336	291	97	33.3
Central Queensland University	752	144	53	36.8
Charles Darwin University	298	164	91	55.5
Charles Sturt University	1,411	585	287	49.1
Curtin University	1,414	1,320	553	41.9
Deakin University	2,386	2,046	1,057	51.7
Edith Cowan University	1,375	1,031	561	54.4
Federation University Australia	650	320	72	22.5
Flinders University	989	885	512	57.9
Griffith University	2,056	1,623	836	51.5
James Cook University	594	379	147	38.8
La Trobe University	1,268	276	198	71.7
Macquarie University	1,623	859	343	39.9
Monash University	2,481	2,057	991	48.2
Murdoch University	492	127	73	57.5
Queensland University of Technology	2,038	1,836	617	33.6
RMIT University	1,341	770	387	50.3
Southern Cross University	291	132	68	51.5
Swinburne University of Technology	942	702	279	39.7
The Australian National University	1,239	1,017	555	54.6

Institution	2015 AGS responses	Usable sample	Completed	Response rate (%)
The University of Adelaide	744	478	196	41.0
The University of Melbourne	4,383	3,770	2,021	53.6
The University of Notre Dame Australia	346	108	54	50.0
The University of Queensland	1,738	1,552	755	48.6
The University of Sydney	2,242	1,324	596	45.0
The University of Western Australia	519	417	171	41.0
University of Canberra	467	261	113	43.3
University of Divinity	106	33	25	75.8
University of New England	813	686	381	55.5
University of New South Wales	2,313	2,036	728	35.8
University of Newcastle	1,075	667	249	37.3
University of South Australia	1,128	1,081	366	33.9
University of Southern Queensland	675	367	207	56.4
University of Tasmania	747	379	237	62.5
University of Technology Sydney	1,565	916	266	29.0
University of the Sunshine Coast	202	129	78	60.5
Victoria University	517	222	94	42.3
Western Sydney University	1,056	716	254	35.5
All universities	45,404	32,293	14,826	45.9

2018 GOS-L university response rates – postgraduate research

Institution	2015 AGS responses	Usable sample	Completed	Response rate (%)
Australian Catholic University	20	14	8	57.1
Bond University	0	0	0	n/a
Central Queensland University	13	7	3	42.9
Charles Darwin University	17	9	3	33.3
Charles Sturt University	11.0	5.0	2	40.0
Curtin University	178	173	88	50.9
Deakin University	163	143	91	63.6
Edith Cowan University	79	66	48	72.7
Federation University Australia	11	5	3	60.0
Flinders University	107	96	55	57.3
Griffith University	168	138	89	64.5
James Cook University	58	22	16	72.7
La Trobe University	136	49	41	83.7
Macquarie University	216	111	67	60.4
Monash University	478	399	252	63.2
Murdoch University	47	18	10	55.6
Queensland University of Technology	269	250	118	47.2
RMIT University	146	88	43	48.9
Southern Cross University	19	10	5	50.0
Swinburne University of Technology	62	44	29	65.9
The Australian National University	192	163	99	60.7

Institution	2015 AGS responses	Usable sample	Completed	Response rate (%)
The University of Adelaide	266	186	104	55.9
The University of Melbourne	452	391	242	61.9
The University of Notre Dame Australia	11	8	5	62.5
The University of Queensland	470	423	247	58.4
The University of Sydney	376	215	114	53.0
The University of Western Australia	179	145	64	44.1
University of Canberra	33	13	6	46.2
University of Divinity	4	2	1	50.0
University of New England	71	55	34	61.8
University of New South Wales	300	252	117	46.4
University of Newcastle	155	89	53	59.6
University of South Australia	111	109	49	45.0
University of Southern Queensland	0	0	0	n/a
University of Tasmania	102	53	36	67.9
University of Technology Sydney	98	55	30	54.5
University of the Sunshine Coast	15	9	6	66.7
Victoria University	29	12	6	50.0
Western Sydney University	65	45	16	35.6
All universities	5,127	3,872	2,200	56.8

2018 GOS-L NUHEI response rates – all study levels – undergraduate, postgraduate coursework and postgraduate research

Institution	2015 AGS responses	Usable sample	Completed	Response rate (%)
Academy of Design Australia Limited	61	30	11	36.7
Australian College of Applied Psychology (Navitas Institute)	268	143	52	36.4
Australian College of Physical Education	111	71	30	42.3
Australian College of Theology	320	163	94	57.7
Australian Institute of Business	52	21	12	57.1
Australian School of Management	4	2	0	0
Avondale College of Higher Education	130	38	26	68.4
Blue Mountains International Hotel Management School	16	6	2	33.3
Box Hill Institute	51	25	9	36.0
Christian Heritage College	99	43	24	55.8
Eastern College Australia	45	31	21	67.7
Endeavour College	210	149	52	34.9
Holmesglen Institute	74	41	9	22.0
International College of Management, Sydney	19	10	7	70.0
Melbourne Institute of Technology	185	90	10	11.1
Melbourne Polytechnic	75	54	24	44.4
Raffles College of Design and Commerce	89	52	21	40.4
Sydney College of Divinity	101	31	15	48.4
Tabor College of Higher Education	51	46	29	63.0
TOP Education Group	127	80	11	13.8
William Angliss Institute	14	7	4	57.1
Total	2,102	1,133	463	40.9

2018 GOS-L NUHEI response rates – undergraduate

Institution	2015 AGS responses	Usable sample	Completed	Response rate (%)
Academy of Design Australia Limited	61	30	11	36.7
Australian College of Applied Psychology (Navitas Institute)	178	96	36	37.5
Australian College of Physical Education	102	64	28	43.8
Australian College of Theology	129	74	43	58.1
Australian Institute of Business	0	0	0	n/a
Australian School of Management	4	2	0	0
Avondale College of Higher Education	111	33	21	63.6
Blue Mountains International Hotel Management School	10	3	0	0
Box Hill Institute	50	25	9	36.0
Christian Heritage College	61	24	14	58.3
Eastern College Australia	22	15	10	66.7
Endeavour College	210	149	52	34.9
Holmesglen Institute	74	41	9	22.0
International College of Management, Sydney	19	10	7	70.0
Melbourne Institute of Technology	96	51	4	7.8
Melbourne Polytechnic	75	54	24	44.4
Raffles College of Design and Commerce	62	36	16	44.4
Sydney College of Divinity	59	20	10	50.0
Tabor College of Higher Education	28	26	15	57.7
TOP Education Group	13	11	1	9.1
William Angliss Institute	0	0	0	0
Total	1,364	764	310	40.6

2018 GOS-L NUHEI response rates – postgraduate coursework

Institution	2014 AGS responses	Usable sample	Completed	Response rate (%)
Academy of Design Australia	0	0	0	n/a
Australian College of Applied Psychology (Navitas Institute)	90	47	16	34.0
Australian College of Physical Education	9	7	2	28.6
Australian College of Theology	186	85	48	56.5
Australian Institute of Business	52	21	12	57.1
Australian School of Management	0	0	0	n/a
Avondale College of Higher Education	18	4	4	100.0
Blue Mountains International Hotel Management School	6	3	2	66.7
Box Hill Institute	1	0	0	n/a
Christian Heritage College	38	19	10	52.6
Eastern College Australia	23	16	11	68.8
Endeavour College	0	0	0	n/a
Holmesglen Institute	0	0	0	n/a
International College of Management, Sydney	0	0	0	n/a
Melbourne Institute of Technology	89	39	6	15.4
Melbourne Polytechnic	0	0	0	n/a
Raffles College of Design and Commerce	27	16	5	31.3
Sydney College of Divinity	40	10	4	40.0
Tabor College of Higher Education	23	20	14	70.0
TOP Education Group	114	69	10	14.5
William Angliss Institute	14	7	4	57.1
Total	730	363	148	40.8

2018 GOS-L NUHEI response rates – postgraduate research

Institution	2014 AGS responses	Usable sample	Completed	Response rate (%)
Academy of Design Australia	0	0	0	n/a
Australian College of Applied Psychology (Navitas Institute)	0	0	0	n/a
Australian College of Physical Education	0	0	0	n/a
Australian College of Theology	5	4	3	75.0
Australian Institute of Business	0	0	0	n/a
Avondale College of Higher Education	1	1	1	100
Blue Mountains International Hotel Management School	0	0	0	n/a
Blue Mountains International Hotel Management School	0	0	0	n/a
Christian Heritage College	0	0	0	n/a
Eastern College Australia	0	0	0	n/a
Endeavour College	0	0	0	n/a
Holmesglen Institute	0	0	0	n/a
International College of Management, Sydney	0	0	0	n/a
Melbourne Institute of Technology	0	0	0	n/a
Melbourne Polytechnic	0	0	0	n/a
Raffles College of Design and Commerce	0	0	0	n/a
Sydney College of Divinity	2	1	1	100
Tabor College of Higher Education	0	0	0	n/a
TOP Education Group	0	0	0	n/a
William Angliss Institute	0	0	0	n/a
Total	8	6	5	83.3

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 2015 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, for all study levels combined, males are under-represented in the GOS-L compared with female respondents. This gender difference of 3.2 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. In general, undergraduate and postgraduate coursework graduates showed a similar pattern, however the gap was much lower for postgraduate research graduates with a difference of 1.8 percentage points. Other areas which are under-represented are graduates from non-English speaking backgrounds and international graduates by around 8.3 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 2.0 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. Postgraduate coursework NESB and International graduates were under-represented by over 10.5 and 10.2 percentage points respectively.

In general, as was the case in the 2017 GOS-L, 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 6.2 percentage points. Under-representation by level of study was 5.7 percentage points and 7.5 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.

2018 GOS-L sample characteristics – all study levels

	AGS	AGS %	Sample	Sample %	Respondents	Respondents %
Base	133,040	100	92,886	100	40,207	100
Undergraduate	81,771	61.5	56,352	60.7	23,028	57.3
Postgraduate coursework	46,134	34.7	32,656	35.2	14,974	37.2
Postgraduate research	5,135	3.9	3,878	4.2	2,205	5.5
Gender						
Female	80,036	60.2	56,018	60.3	25,512	63.5
Male	52,925	39.8	36,855	39.7	14,689	36.5
Combined course of study indicator						
Combined/double degree	8,308	6.3	5,608	6.0	2,520	6.3
Single degree	124,620	93.8	87,278	94.0	37,687	93.7
Aboriginal and Torres Strait Islander						
Non-Indigenous	129,485	99.3	90,457	99.3	39,250	99.3
Indigenous	944	0.7	654	0.7	290	0.7
Mode of attendance						
Internal	101,665	76.7	71,711	77.4	29,851	74.5
External	19,290	14.6	12,670	13.7	6,541	16.3
Multi-modal	11,549	8.7	8,276	8.9	3,694	9.2
Type of attendance						
Full-time	97,227	76.1	68,030	76.7	27,641	72.9
Part-time	30,466	23.9	20,632	23.3	10,264	27.1
Main language spoken at home						
English	93,604	71.8	64,500	71.0	31,386	79.3
Language other than English	36,801	28.2	26,336	29.0	8,204	20.7
Citizen/resident indicator*						
Domestic	106,556	80.1	73,019	78.7	34,528	85.9
International	26,433	19.9	19,821	21.3	5,650	14.1

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

2018 GOS-L sample characteristics – undergraduate

	AGS	AGS %	Sample	Sample %	Respondents	Respondents %
Base	81,771	100	56,352	100	23,028	100
Undergraduate	81,771	100	56,352	100	23,028	100
Gender						
Female	50,037	61.2	34,581	61.4	14,924	64.8
Male	31,706	38.8	21,766	38.6	8,100	35.2
Combined course of study indicator						
Combined/double degree	7,529	9.2	5,043	8.9	2,348	10.2
Single degree	74,191	90.8	51,309	91.1	20,680	89.8
Aboriginal and Torres Strait Islander						
Non-Indigenous	80,075	99.2	55,290	99.2	22,635	99.2
Indigenous	679	0.8	468	0.8	185	0.8
Mode of attendance						
Internal	68,657	84.3	47,705	84.8	19,274	83.9
External	6,334	7.8	3,949	7.0	1,877	8.2
Multi-modal	6,459	7.9	4,575	8.1	1,814	7.9
Type of attendance						
Full-time	68,936	87.3	47,600	87.9	19,031	87.0
Part-time	10,013	12.7	6,581	12.1	2,856	13.0
Main language spoken at home						
English	60,491	75.2	41,397	74.9	18,832	82.7
Language other than English	60,491	75.2	41,397	74.9	18,832	82.7
Citizen/resident indicator*						
Domestic	69,473	85.0	47,223	83.8	20,817	90.5
International	12,270	15.0	9,103	16.2	2,196	9.5

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

2018 GOS-L sample characteristics – postgraduate coursework

	AGS	AGS %	Sample	Sample %	Respondents	Respondents %
Base	46,134	100	32,656	100	14,974	100
Postgraduate coursework	46,134	100	32,656	100	14,974	100
Gender						
Female	27,364	59.4	19,454	59.6	9,419	62.9
Male	18,723	40.6	13,194	40.4	5,553	37.1
Combined course of study indicator						
Combined/double degree	769	1.7	558	1.7	169	1.1
Single degree	45,315	98.3	32,098	98.3	14,805	98.9
Aboriginal and Torres Strait Islander						
Non-Indigenous	44,395	99.4	31,364	99.4	14,449	99.3
Indigenous	250	0.6	176	0.6	101	0.7
Mode of attendance						
Internal	29,041	63.2	20,995	64.5	8,890	59.6
External	12,320	26.8	8,252	25.3	4,381	29.4
Multi-modal	4,575	10.0	3,315	10.2	1,651	11.1
Type of attendance						
Full-time	24,549	56.1	17,598	57.3	7,032	50.6
Part-time	19,210	43.9	13,132	42.7	6,865	49.4
Main language spoken at home						
English	30,053	66.8	20,824	65.5	11,150	76.0
Language other than English	14,950	33.2	10,962	34.5	3,523	24.0
Citizen/resident indicator*						
Domestic	33,115	71.8	22,854	70.0	11,993	80.2
International	12,996	28.2	9,782	30.0	2,967	19.8

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

2018 GOS-L sample characteristics – postgraduate research

	AGS	AGS %	Sample	Sample %	Respondents	Respondents %
Base	5,135	100	3,878	100	2,205	100
Postgraduate research	5,135	100	3,878	100	2,205	100
Gender						
Female	2,635	51.4	1,983	51.1	1,169	53.0
Male	2,496	48.6	1,895	48.9	1,036	47.0
Combined course of study indicator						
Combined/double degree	10	0.2	7.0	0.2	3.0	0.1
Single degree	5,114	99.8	3,871	99.8	2,202	99.9
Aboriginal and Torres Strait Islander						
Non-Indigenous	5,015	99.7	3,803	99.7	2,166	99.8
Indigenous	15	0.3	10.0	0.3	4.0	0.2
Mode of attendance						
Internal	3,967	77.5	3,011	77.9	1,687	76.7
External	636	12.4	469	12.1	283	12.9
Multi-modal	515	10.1	386	10.0	229	10.4
Type of attendance						
Full-time	3,742	75.1	2,832	75.5	1,578	74.4
Part-time	1,243	24.9	919	24.5	543	25.6
Main language spoken at home						
English	3,060	61.2	2,279	60.5	1,404	65.1
Language other than English	1,938	38.8	1,488	39.5	752	34.9
Citizen/resident indicator*						
Domestic	3,968	77.3	2,942	75.9	1,718	77.9
International	1,167	22.7	936	24.1	487	22.1

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

2018 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	3,520	8.8	7,193	7.7
Computing and information systems	1,154	2.9	3,243	3.5
Engineering	2,430	6.0	6,392	6.9
Architecture and built environment	1,030	2.6	2,759	3.0
Agriculture and environmental studies	708	1.8	1,410	1.5
Health services and support	2,771	6.9	5,803	6.2
Medicine	925	2.3	1,662	1.8
Nursing	2,797	7.0	6,169	6.6
Pharmacy	296	0.7	697	0.8
Dentistry	159	0.4	327	0.4
Veterinary science	208	0.5	351	0.4
Rehabilitation	572	1.4	1,130	1.2
Teacher education	4,855	12.1	9,705	10.4
Business and management	7,257	18.0	22,496	24.2
Humanities, culture and social sciences	3,968	9.9	7,700	8.3
Social work	919	2.3	1,801	1.9
Psychology	2,129	5.3	4,016	4.3
Law and paralegal studies	1,692	4.2	3,624	3.9
Creative arts	1,439	3.6	3,299	3.6
Communications	1,284	3.2	2,891	3.1
Tourism, hospitality, personal services, sport and recreation	94	0.2	218	0.2
Total	40,207	100	92,886	100

2018 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	2,589	11.2	5,437	9.6
Computing and information systems	625	2.7	1,690	3.0
Engineering	1,481	6.4	4,018	7.1
Architecture and built environment	598	2.6	1,770	3.1
Agriculture and environmental studies	372	1.6	773	1.4
Health services and support	1,403	6.1	3,212	5.7
Medicine	503	2.2	928	1.6
Nursing	1,912	8.3	4,534	8.0
Pharmacy	184	0.8	489	0.9
Dentistry	111	0.5	232	0.4
Veterinary science	152	0.7	265	0.5
Rehabilitation	367	1.6	771	1.4
Teacher education	1,830	7.9	4,254	7.5
Business and management	3,830	16.6	12,594	22.3
Humanities, culture and social sciences	2,367	10.3	4,928	8.7
Social work	423	1.8	907	1.6
Psychology	1,480	6.4	2,876	5.1
Law and paralegal studies	749	3.3	1,712	3.0
Creative arts	1,105	4.8	2,669	4.7
Communications	900	3.9	2,174	3.9
Tourism, hospitality, personal services, sport and recreation	47	0.2	119	0.2
Total	23,028	100	56,352	100

2018 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	459	3.1	903	2.8
Computing and information systems	458	3.1	1,417	4.3
Engineering	685	4.6	1,822	5.6
Architecture and built environment	390	2.6	915	2.8
Agriculture and environmental studies	281	1.9	516	1.6
Health services and support	1,237	8.3	2,370	7.3
Medicine	318	2.1	555	1.7
Nursing	848	5.7	1,578	4.8
Pharmacy	90	0.6	173	0.5
Dentistry	43	0.3	83	0.3
Veterinary science	40	0.3	65	0.2
Rehabilitation	185	1.2	328	1.0
Teacher education	2,891	19.3	5,240	16.0
Business and management	3,284	21.9	9,611	29.4
Humanities, culture and social sciences	1,227	8.2	2,183	6.7
Social work	483	3.2	875	2.7
Psychology	524	3.5	937	2.9
Law and paralegal studies	912	6.1	1,870	5.7
Creative arts	232	1.5	474	1.5
Communications	342	2.3	647	2.0
Tourism, hospitality, personal services, sport and recreation	45	0.3	94	0.3
Total	14,974	100	32,656	100

2018 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	472	21.4	853	22.0
Computing and information systems	71	3.2	136	3.5
Engineering	264	12.0	552	14.2
Architecture and built environment	42	1.9	74	1.9
Agriculture and environmental studies	55	2.5	121	3.1
Health services and support	131	5.9	221	5.7
Medicine	104	4.7	179	4.6
Nursing	37	1.7	57	1.5
Pharmacy	22	1.0	35	0.9
Dentistry	5	0.2	12	0.3
Veterinary science	16	0.7	21	0.5
Rehabilitation	20	0.9	31	0.8
Teacher education	134	6.1	211	5.4
Business and management	143	6.5	291	7.5
Humanities, culture and social sciences	374	17.0	589	15.2
Social work	13	0.6	19	0.5
Psychology	125	5.7	203	5.2
Law and paralegal studies	31	1.4	42	1.1
Creative arts	102	4.6	156	4.0
Communications	42	1.9	70	1.8
Tourism, hospitality, personal services, sport and recreation	2	0.1	5	0.1
Total	2,205	100	3,878	100

Appendix 2

Definitions

Labour force definitions

The following definitions of labour market indicators have been used for the 2018 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 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 2018

methodological summary

Operational summary

Project element	2016 collection		2017 collection		2018 collection	
Number of participating institutions	37 universities	14 NUHEIs	39 universities	16 NUHEIs	39 universities	21 NUHEIs
Total AGS Sample			137,821	1,699	130,938	2,102
Number of graduates approached (usable sample)	93,172	929	90,613	832	91,753	1,133
Data collection period	February 2016 – March 2016		February 2017 – March 2017		February 2018 – March 2018	
Data collection mode	Online		Online		Online	
Overall response rate (%)	33.3	33.0	42.2	42.7	43.3	40.9
Number of completed surveys	30,040	298	38,236	355	39,744	463
Analytic unit	Graduate		Graduate		Graduate	

Methodology overview

Graduates were invited to participate in the GOS-L via an email survey invitation. The main online fieldwork period ran from February 5 to March 12. 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 13 and March 25.

The reminder calls were purely email detail 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 2015 AGS. The Social Research Centre were provided with a file of all graduates that had completed the AGS in 2015. 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 60 institutions that opted to participate, 48 institutions updated the graduate details and 12 left 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 overall 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 189 phone calls with the majority of these interactions resulting in an interview being completed with the operator (103) or an appointment being set to conduct an interview at a later time (26). Other common outcomes included a request for online survey support or calling to refuse to participate in the research (15 each). The helpdesk fielded 420 email queries, with the majority (121 emails) being for online survey support, 102 opt outs, 40 change of details, 34 general information requests and the remainder made up of sundry matters including the graduate letting us know they had already completed the survey, feedback about the survey, or privacy concern.

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 who completed their qualification in 2015 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. One institution advised the Social Research Centre that their Alumni posted a survey awareness raising message in their newsletter.

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 2014 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:

- Having a five week online fieldwork period;
- 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 5 and March 12, the Social Research Centre sent one email invitation, nine email reminders, one SMS, and conducted reminder calls (between February 19 and March 9).



Appendix 4

Supplementary tables

Table A4.1 Short- and medium-term outcomes for all 2018 undergraduates by study area and gender

	Full-time employment (%)				Total employment (%)				Labour force participation (%)				Median salaries (\$)			
	Male		Female		Male		Female		Male		Female		Male		Female	
Study area	2015	2018	2015	2018	2015	2018	2015	2018	2015	2018	2015	2018	2015	2018	2015	2018
Science and mathematics	45.9	84.8	49.9	86.2	83.5	86.8	87.8	87.6	74.2	77.9	78.1	79.4	56,000	65,000	51,200	64,000
Computing and information systems	65.2	90.9	71.6	90.9	84.0	92.0	87.2	93.9	93.3	96.3	85.7	90.1	58,000	73,000	58,000	72,000
Engineering	71.6	94.0	70.8	93.7	85.4	94.1	86.1	96.8	91.8	95.9	92.9	96.9	61,000	76,700	63,800	78,400
Architecture and built environment	75.4	90.5	66.9	86.2	92.0	94.0	85.7	89.0	90.6	95.7	95.6	94.8	55,000	70,000	48,000	63,300
Agriculture and environmental studies	64.1	86.0	53.0	87.8	85.1	89.2	85.2	93.9	94.9	93.9	86.1	91.6	52,000	65,700	50,000	66,000
Health services and support	66.8	87.2	64.0	90.1	95.1	95.6	90.6	95.0	90.5	94.4	92.1	94.1	60,000	75,300	56,300	70,000
Medicine	96.1	98.0	91.3	97.0	98.8	93.9	99.1	95.5	92.5	94.8	90.7	86.5	65,000	100,000	65,000	94,600
Nursing	74.8	93.6	79.3	92.5	95.2	96.5	95.8	95.9	97.3	94.6	96.3	95.0	59,000	77,500	54,000	68,900
Pharmacy	86.5	92.1	98.9	93.4	92.9	90.2	100.0	94.3	87.5	85.4	97.3	93.8	42,300	83,400	42,500	73,100
Dentistry	n/a	n/a	87.2	98.0	92.3	93.3	95.2	98.5	78.8	90.9	90.0	94.3	n/a	n/a	83,100	105,100
Veterinary science	n/a	n/a	78.6	93.4	n/a	n/a	93.0	96.2	n/a	n/a	88.5	92.9	n/a	n/a	50,000	61,200
Rehabilitation	94.5	96.6	85.5	97.4	100.0	100.0	92.7	95.1	97.0	95.5	97.5	95.4	60,000	75,300	57,000	73,400
Teacher education	74.5	91.3	71.3	91.2	94.8	94.6	93.7	92.3	97.4	94.9	95.5	95.6	61,200	71,600	61,000	70,000
Business and management	74.1	93.8	74.2	93.1	90.1	94.7	91.7	95.4	93.7	96.7	94.5	95.7	56,000	75,000	52,000	69,000
Humanities, culture and social sciences	55.4	80.9	54.9	83.3	85.9	87.6	87.2	89.5	82.9	88.4	84.4	91.1	55,800	71,500	54,000	65,400
Social work	64.1	84.4	70.7	89.7	82.6	97.6	87.1	92.4	93.9	85.7	94.2	93.9	n/a	n/a	59,800	72,000
Psychology	54.6	82.5	50.4	83.4	83.4	89.2	89.7	89.2	83.0	90.2	85.6	90.5	52,000	71,400	53,800	67,800
Law and paralegal studies	73.4	90.7	72.1	90.8	88.7	93.7	89.2	91.8	93.9	95.8	94.0	96.9	68,000	80,000	56,000	75,000
Creative arts	47.8	80.2	48.5	80.5	84.2	86.4	87.9	90.5	87.1	92.6	88.2	91.4	45,000	60,100	43,000	55,000
Communications	43.6	80.6	57.6	85.9	79.6	90.6	86.9	92.7	89.3	92.1	89.2	94.6	50,000	61,000	45,000	60,000
Tourism, hospitality, personal services, sport and recreation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	96.0	96.0	n/a	n/a	n/a	n/a	n/a	n/a
All fields	67.2	89.5	67.0	89.0	87.8	92.1	90.6	92.5	88.7	92.0	90.1	92.2	60,000	73,100	55,000	68,000
Standard deviation	15.8	5.4	15.2	4.9	6.1	3.9	4.4	2.9	6.6	5.0	5.0	4.0	10,600	15,400	8,900	11,200

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

Table A4.2 Short- and medium-term outcomes for all 2015 postgraduate coursework by study area and gender

	Full-time employment (%)				Total employment (%)				Labour force participation (%)				Median salaries (\$)			
	Male		Female		Male		Female		Male		Female		Male		Female	
Study area	2015	2018	2015	2018	2015	2018	2015	2018	2015	2018	2015	2018	2015	2018	2015	2018
Science and mathematics	75.2	90.1	68.4	87.6	90.8	90.6	86.1	91.2	91.5	90.1	89.4	91.9	85,000	95,000	80,000	81,000
Computing and information systems	84.6	94.6	72.9	97.9	92.7	95.5	85.7	96.3	97.4	99.4	96.6	93.1	90,000	100,000	76,500	83,500
Engineering	81.7	95.3	76.5	91.4	91.9	96.6	79.5	92.8	95.4	93.0	88.6	94.3	96,000	100,000	84,000	89,100
Architecture and built environment	82.3	96.2	72.6	93.3	94.1	97.1	91.7	94.8	94.4	97.2	95.1	93.3	60,000	80,000	55,000	70,000
Agriculture and environmental studies	74.6	94.4	66.7	87.2	88.7	98.6	87.3	93.2	92.2	94.8	90.3	91.2	80,000	95,000	70,000	76,000
Health services and support	87.1	93.1	78.2	92.4	94.4	94.1	93.2	95.5	96.6	96.6	94.9	94.3	93,000	110,000	73,000	87,700
Medicine	92.5	97.1	94.6	96.8	95.7	96.2	98.8	95.6	87.9	99.1	92.0	96.8	70,000	110,000	67,300	97,000
Nursing	92.9	95.0	90.2	96.0	97.9	97.8	98.7	96.7	97.9	92.8	96.9	94.4	75,000	93,900	75,000	90,000
Pharmacy	n/a	n/a	92.6	91.8	n/a	n/a	93.4	96.4	n/a	n/a	100.0	91.8	n/a	n/a	60,000	89,500
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	96.0	96.0	n/a	n/a	n/a	n/a
Rehabilitation	97.3	94.9	95.5	95.3	97.6	100.0	100.0	97.3	97.7	100.0	96.6	96.6	67,500	82,200	62,000	83,500
Teacher education	77.9	91.7	74.4	90.8	92.5	93.5	92.7	93.5	95.4	94.7	94.4	93.7	70,000	85,000	70,000	78,700
Business and management	89.2	94.4	88.6	92.6	94.5	95.1	94.7	94.9	97.1	97.4	95.7	95.5	110,000	129,000	87,300	105,000
Humanities, culture and social sciences	75.9	89.4	77.5	89.2	91.2	93.1	93.0	92.4	88.8	89.1	87.7	89.3	75,000	85,000	72,500	85,000
Social work	64.1	90.2	76.8	88.7	90.7	92.5	89.2	91.4	98.2	96.4	94.8	94.8	n/a	85,000	68,500	81,000
Psychology	71.0	91.8	74.5	90.0	88.2	93.7	91.0	93.8	92.7	96.3	89.5	91.2	75,000	95,500	70,000	90,000
Law and paralegal studies	83.8	93.7	84.3	95.1	91.6	96.2	92.4	95.3	96.3	96.6	92.7	94.1	75,000	100,000	70,000	86,600
Creative arts	72.7	84.4	64.0	87.5	90.2	93.0	91.1	89.3	87.2	91.5	84.2	91.7	n/a	n/a	60,000	80,900
Communications	67.9	81.4	77.2	89.2	82.4	88.6	90.3	92.9	94.4	97.2	89.4	87.5	65,000	78,000	62,300	69,800
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
All fields	83.5	93.2	80.0	91.9	93.0	94.8	93.1	94.2	95.2	95.6	93.4	93.5	87,000	101,500	72,000	85,000
Standard deviation	8.6	4.6	10.3	4.2	4.7	3.8	5.3	2.7	5.0	3.4	4.2	3.1	13,200	24,000	8,800	15,300

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

	GAS-L(F) Foundation scale score (%)		GAS-G(A) Adaptive scale score (%)		GAS-L(C) Collaboration scale score (%)	
Study area	Full-time	Overall employed	Full-time	Overall employed	Full-time	Overall employed
Science and mathematics	84.2	83.3	79.2	78.1	71.2	71.1
Computing and information systems	82.4	81.6	76.0	75.4	70.5	69.5
Engineering	86.1	86.0	77.8	77.3	73.5	73.3
Architecture and built environment	79.7	80.1	84.0	83.7	77.6	76.9
Agriculture and environmental studies	87.7	86.6	82.4	80.3	68.3	67.1
Health services and support	85.3	84.7	80.0	79.4	79.3	78.7
Medicine	88.6	88.1	81.5	81.4	85.8	85.4
Nursing	90.3	89.8	85.1	82.6	83.9	82.2
Pharmacy	92.5	91.1	81.3	78.0	84.0	82.1
Dentistry	88.3	90.0	77.0	79.0	85.5	85.4
Veterinary science	83.8	86.1	84.8	86.1	73.7	74.8
Rehabilitation	91.2	91.9	83.7	84.4	87.2	86.3
Teacher education	82.4	83.3	81.3	81.6	76.9	77.7
Business and management	80.3	80.3	75.0	74.7	71.2	70.9
Humanities, culture and social sciences	83.3	81.7	83.8	82.6	68.6	68.4
Social work	85.1	84.7	86.7	86.2	78.3	77.4
Psychology	86.2	85.3	78.8	78.6	71.1	70.5
Law and paralegal studies	85.7	85.0	75.0	75.4	62.5	62.6
Creative arts	74.2	72.5	82.0	80.7	76.8	75.0
Communications	79.2	79.1	81.2	80.6	72.6	72.6
Tourism, hospitality, personal services, sport and recreation	71.9	73.7	75.0	78.9	71.9	76.3
Total	83.7	83.4	79.9	79.5	74.1	73.9

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

	GAS-L(F) Foundation scale score (%)		GAS-G(A) Adaptive scale score (%)		GAS-L(C) Collaboration scale score (%)	
Study area	Full-time	Overall employed	Full-time	Overall employed	Full-time	Overall employed
Science and mathematics	78.6	78.3	81.3	80.4	54.5	53.8
Computing and information systems	82.8	83.5	82.6	83.3	65.2	65.7
Engineering	82.5	81.4	82.4	81.3	67.2	65.1
Architecture and built environment	87.6	85.3	89.0	87.3	79.2	77.9
Agriculture and environmental studies	80.2	77.5	80.8	80.7	66.9	65.8
Health services and support	80.8	80.4	79.3	77.9	62.1	62.1
Medicine	84.1	83.5	79.2	80.1	75.6	75.1
Nursing	86.9	84.8	83.3	82.6	67.4	66.2
Pharmacy	78.6	79.1	73.7	73.5	67.3	65.2
Dentistry	n/a	90.3	n/a	80.6	n/a	79.3
Veterinary science	88.0	85.7	96.0	92.9	80.0	80.8
Rehabilitation	94.5	93.0	89.9	87.3	76.1	73.2
Teacher education	75.8	75.8	77.4	77.3	65.8	65.7
Business and management	82.3	81.1	82.4	81.7	67.1	66.2
Humanities, culture and social sciences	77.7	77.4	82.5	81.7	62.8	62.2
Social work	83.4	84.3	84.3	83.0	69.6	70.3
Psychology	83.4	84.9	74.8	76.6	67.8	67.9
Law and paralegal studies	79.2	79.4	74.7	74.7	53.6	54.7
Creative arts	77.5	76.4	79.7	80.0	61.7	59.1
Communications	77.9	76.0	81.6	80.2	64.4	60.1
Tourism, hospitality, personal services, sport and recreation	n/a	76.9	n/a	88.5	n/a	64.0
Total	80.7	80.1	80.4	79.9	65.5	65.0

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

Appendix 5

2018 GOS-L item summary

Item label	Response scale	Base
Screening and confirmation		
Labour force		
Thinking about last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>.		
Last week, did you do any work at all in a job, business or farm?	Yes/No/Permanently unable to work/ Permanently not intending to work (65+)	(All)
Last week, did you do any work without pay in a family business?	Yes/No/Permanently not intending to work (65+)	(Not working)
Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?	Yes/No/Permanently not intending to work (65+)	(Not working without pay)
At any time during the last 4 weeks have you been looking for full-time work?	Yes/No/Permanently not intending to work (65+)	(Intending to work)
Have you been looking for part-time work at any time during the last 4 weeks?	Yes/No/Permanently not intending to work (65+)	(Intending to work)
If you had found a job, could you have started last week?	Yes/No	(Looking for full-time or part-time work)
You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained?	Yes/No	(Not looking for work)
Did you have more than 1 job or business last week?	Yes/No	(Working or away from job)
The next few questions are about the job or business in which you usually work the most hours, that is, your main job. 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"> • Unpaid voluntary work • Unpaid trainee or work placement • Contractor or Subcontractor • Own business or Partnership • Commission only • Commission with retainer • In a family business without pay • Payment in kind • Paid by the piece or item produced • Wage or salary earner • Other 	(Other work arrangements)
How many hours did you actually work in your main job last week less <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 main job ?	Enter hours	(More than one job or business)
How many hours did you actually 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 usually 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 Australian dollars , 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"> • Amount per hour (specify) • Amount per day (specify) • Amount each week (specify) • Amount each fortnight (specify) • Amount each month (specify) • Amount each year (specify) • No earnings • Don't know 	(Working in Australia)
Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in <this job/ all your jobs >, per annum before tax or anything else was taken out?	<ul style="list-style-type: none"> • \$1 – \$9,999 • \$10,000 – \$19,999 • \$20,000 – \$29,999 • \$30,000 – \$39,999 • \$40,000 – \$49,999 • \$50,000 – \$59,999 • \$60,000 – \$79,999 • \$80,000 – \$99,999 • \$100,000 – \$124,999 • \$125,000 – \$149,999 • \$150,000 or more • Don't know 	(Working in Australia and out of range salary entered)

Item label	Response scale	Base
And in Australian dollars , how much do you usually earn in your main job, before tax or anything else was taken out?	<ul style="list-style-type: none"> • Amount per hour (specify) • Amount per day (specify) • Amount each week (specify) • Amount each fortnight (specify) • Amount each month (specify) • Amount each year (specify) • No earnings • (Don't know) 	(Working in Australia and more than one job)
Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?	<ul style="list-style-type: none"> • \$1 – \$9,999 • \$10,000 – \$19,999 • \$20,000 – \$29,999 • \$30,000 – \$39,999 • \$40,000 – \$49,999 • \$50,000 – \$59,999 • \$60,000 – \$79,999 • \$80,000 – \$99,999 • \$100,000 – \$124,999 • \$125,000 – \$149,999 • \$150,000 or more • Don't know 	(Working in Australia and more than one job and out of range salary entered)
What is your gross (that is pre-tax) annual salary? You can estimate if necessary. Please select currency	<Currency drop down list>	(Working outside Australia)
How did you first find out about this job?	<ul style="list-style-type: none"> • University or college careers service • Careers fair or information session • Other university or college source (such as faculties or lecturers or student society) • Advertisement in a newspaper or other print media • Advertisement on the internet • Via resume posted on the internet • Family or friends • Approached employer directly • Approached by an employer • Employment agency • Work contacts or networks • Social media • An employer promotional event • Other (please specify___) 	(Worked for employer for less than 12 months and not self employed)

Item label	Response scale	Base
<p>The following statements are about your skills, abilities and education.</p> <ul style="list-style-type: none"> • My job requires less education than I have • I have more job skills than are required for this job • Someone with less education than myself could perform well on my job • My previous training is being fully utilised on this job • I have more knowledge than I need in order to do my job • My education level is above the level required to do my job • Someone with less work experience than myself could do my job just as well • I have more abilities than I need in order to do my job 	<ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree 	(Working or away from job)
<p>You mentioned that you are not looking to work more hours. What is the main reason you work the number of hours you are currently working?</p>	<ul style="list-style-type: none"> • No suitable job in my local area • No job with a suitable number of hours • No suitable job in my area of expertise • Considered to be too young by employers • Considered to be too old by employers • Short-term illness or injury • Long-term health condition or disability • Caring for family member with a health condition or disability • Caring for children • Studying • Other (Please specify___) 	(Working less than 35 hours and not looking for more hours)
<p>You mentioned that you are looking to work more hours. What is the main reason you work the number of hours you are currently working?</p>	<ul style="list-style-type: none"> • No suitable job in my local area • No job with a suitable number of hours • No suitable job in my area of expertise • Considered to be too young by employers • Considered to be too old by employers • Short-term illness or injury • Long-term health condition or disability • Caring for family member with a health condition or disability • Caring for children • Studying • Other (Please specify___) 	(Working less than 35 hours and looking for more hours)

Item label	Response scale	Base
Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education?	<ul style="list-style-type: none"> • No suitable job in my local area • No job with a suitable number of hours • No suitable job in my area of expertise • Considered to be too young by employers • Considered to be too old by employers • Short-term illness or injury • Long-term health condition or disability • Caring for family member with a health condition or disability • Caring for children • Studying • Other (please specify___) 	(Perceived overqualification for current job)
When did you begin looking for work?	Enter month and enter year	(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)
Employment history		
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"> • Yes [Enter postcode] • No 	*(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"> • Dropdown month and year • I am still working in that occupation with the same employer or business 	*(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"> • Amount per hour (specify) • Amount per day (specify) • Amount each week (specify) • Amount each fortnight (specify) • Amount each month (specify) • Amount each year (specify) • No earnings • (Don't know) 	*(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"> • \$1 – \$9,999 • \$10,000 – \$19,999 • \$20,000 – \$29,999 • \$30,000 – \$39,999 • \$40,000 – \$49,999 • \$50,000 – \$59,999 • \$60,000 – \$79,999 • \$80,000 – \$99,999 • \$100,000 – \$124,999 • \$125,000 – \$149,999 • \$150,000 or more • Don't know 	*(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		
Further study		
Since you completed your <FinalCourseA/FinalCourseB> between <GRADYR-2> and early <GRADYR> have you completed another qualification?	<ul style="list-style-type: none"> • Yes – full-time • Yes – part-time • No 	(Not completed another qualification since AGS)
Since you completed your <newqual> have you completed another qualification?	<ul style="list-style-type: none"> • Yes – full-time • Yes – part-time • No 	(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"> • Natural and physical sciences • Information technology • Engineering and related technologies • Architecture and building • Agriculture environmental and related studies • Health • Education • Management and commerce • Society and culture • Creative arts • Food, hospitality and personal services • Mixed field qualification • Other (please specify_____) 	*(Completed another qualification)

Item label	Response scale	Base
What was the level of this qualification?	<ul style="list-style-type: none"> • Higher doctorate • Doctorate by research • Doctorate by coursework • Master degree by research • Master degree by coursework • Graduate diploma • Graduate certificate • Bachelor (Honours) degree • Bachelor (Pass) degree • Advanced diploma • Associate degree • Diploma • Non-award course • Bridging and enabling course 	*(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"> • Natural and physical sciences • Information technology • Engineering and related technologies • Architecture and building • Agriculture environmental and related studies • Health • Education • Management and commerce • Society and culture • Creative arts • Food, hospitality and personal services • Mixed field qualification • Other (please specify_____) 	(Currently studying)

Item label	Response scale	Base
What is the level of this qualification?	<ul style="list-style-type: none"> • Higher doctorate • Doctorate by research • Doctorate by coursework • Master degree by research • Master degree by coursework • Graduate diploma • Graduate certificate • Bachelor (Honours) degree • Bachelor (Pass) degree • Advanced diploma • Associate degree • Diploma • Non-award course • Bridging and enabling course 	(Currently studying)
And the institution where you are currently studying?	Institution	(Currently studying)

Item label	Response scale	Base
Graduate attributes		
<p>For each of the following skills or attributes, to what extent do you agree or disagree that your <FinalCourse> from <Institution> prepared you for this job?</p> <p>If the skill is not required in your role, you can answer 'Not applicable'.</p> <p>Statements</p> <p>Foundation skills</p> <ul style="list-style-type: none"> • Oral communication skills • Written communication skills • Numeracy skills • Ability to develop relevant knowledge • Ability to develop relevant skills • Ability to solve problems • Ability to integrate knowledge • Ability to think independently about problems <p>Adaptive skills and attributes</p> <ul style="list-style-type: none"> • Broad general knowledge • Ability to develop innovative ideas • Ability to identify new opportunities • Ability to adapt knowledge in different contexts • Ability to apply skills in different contexts • Capacity to work independently <p>Teamwork and interpersonal skills</p> <ul style="list-style-type: none"> • Working well in a team • Getting on well with others in the workplace • Working collaboratively with colleagues to complete tasks • Understanding of different points of view • Ability to interact with co-workers from different or multicultural backgrounds 	<ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither disagree nor agree • Agree • Strongly agree • Not applicable 	(Working or away from job)
Graduate preparation		
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"> • The same qualification at the same institution • The same qualification at a different institution • The same subject area(s) at the same institution • The same subject area(s) at a different institution • Something completely different at the same institution • Something completely different at a different institution • I wouldn't study at all 	(All)
What is the main reason you say that?	Text	(If not the same qualification at the same institution)
Additional questions		
Contact details		

