QILT
Quality Indicators for Learning and Teaching

GOS-L
Graduate Outcomes Survey – Longitudinal

MEDIUM-TERM GRADUATE OUTCOMES IN AUSTRALIA

2019 Graduate Outcomes Survey – Longitudinal

October 2019

Acknowledgements

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The 2019 GOS-L was led by Graham Challice and the project team consisted of Shane Compton, Lisa Bolton, Florence Le Guyader, David Haysom, Rastko Antic, Cynthia Kim, Gimwah Sng, Dinah Lope, Alistair Wilcox, Benjamin Desta, Evie Eker, Dean Pennay, Paddy Tobias, Joe Feng, Bobby Hoque and Amida Cumming.

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

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Overview

The 2019 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 2016 Graduate Outcomes Survey (GOS). Prior administrations of the GOS-L had instead relied on the Australian Graduate Survey (AGS) for 'establishment year' data. The GOS-L is an ongoing part of the Quality Indicators for Learning and Teaching (QILT) survey suite.

Participation in the GOS-L was open to any higher education institution which participated in the 2016 GOS. In total, at all study levels 75 institutions chose to participate, including 40 Table A and B universities and 35 non-university higher education institutions (NUHEIs). The GOS-L achieved an overall 55.9 per cent response rate, representing 42,466 completed surveys, up from 43.3 per cent and 39,744 completed surveys in 2018.

The following report provides high level results from the GOS-L 2019. Further detail is available from www.qilt.edu.au

Undergraduate results

The 2019 GOS-L confirms the findings from previous reports, that, since the Global Financial Crisis (GFC), it has taken graduates longer to successfully establish themselves in their careers. In 2016, 72.6 per cent of graduates who completed both the Graduate Outcomes Survey (GOS) and Graduate Outcomes Survey (Longitudinal) (GOS-L) were in full-time employment, four months after completing their course. However, three years later in 2019, the proportion of the same cohort of graduates in full-time employment had risen to 90.1 per cent which represents an increase of 17.5 percentage points from 2016-2019 compared to the difference of 22.1 percentage points from 2015-2018.

Notwithstanding changes in the economy which may have affected the full-time employment rates for 2016 graduates, the difference between the 2015 full-time employment rate compared to 2016 full-time employment rate, as reported in the 2018 GOS-L and 2019 GOS-L of 5.5 percentage points may, in part, be explained by the difference in the method of collection and definition of full-time work which occurred in 2016 with the introduction of the Graduate Outcomes Survey which was based on Australian Bureau of Statistics Labour Force Survey concepts unlike the previous Australian Graduate Survey. Also, the 2018 GOS-L included all AGS graduates for which contact data existed, whereas the 2019 GOS-L only surveyed GOS respondents who agreed to be contacted for further research.

For more information on the methodological and definitional changes from the GOS to the AGS, please refer to the discussion in the 2016 GOS National Report and 2016 GOS Methodological reports available on the **QILT website** under the 2016 GOS Report tab.

The proportion of undergraduates in employment in 2016, four months after completing their course was 87.4 per cent, while three years later 93.3 per cent of the same cohort of graduates had secured employment. The labour force participation rate measures the proportion of all graduates available for employment. The labour force participation rate of graduates shortly after course completion was 91.9 per cent which increased over the medium-term to 92.6 per cent. Three years out the median salary level among graduates in full-time employment had increased from $58,700 to $72,800, an increase of 24 per cent.

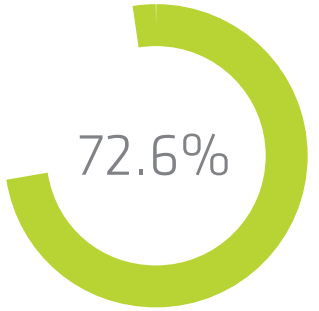
Table 1 Short-term and medium-term full-time employment rate for all 2007 to 2016 graduates

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
2016[ii]	72.6	2019[ii]	90.1	73

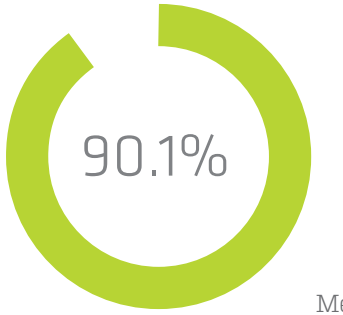
Sources: Beyond Graduation Survey 2010–2015[i] and Graduate Outcomes Survey – Longitudinal 2016–2019.[ii]

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

Overall full-time employed



Short-term



Medium-term

Table 2 **Short-term and medium-term outcomes for undergraduates**

	Short-term outcomes 2016	Medium-term outcomes 2019
In full-time employment (as a percentage of those available for full-time work)	72.6	90.1
Overall employed (as a percentage of those available for any work)	87.4	93.3
Labour force participation rate (as a percentage of all graduates)	91.9	92.6
Median salary (of those employed full-time)	$58,700	$72,800

Undergraduate results by gender

Table 3 shows that high level undergraduate labour market outcomes are broadly similar for males and females with the notable exception that female graduates earn less than male graduates. In 2016, the gender gap in graduate median salaries was $2,500 or 4.2 per cent. In 2019, for the same cohort of graduates three years later, the gender gap in graduate median salaries had increased to $4,900 or 6.5 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. However, female graduates often earn less than their male graduates within the same field of education. For example, undergraduate study areas with large gender gaps in salaries three years out include Architecture and built environment, $12,900 or 17 per cent, Agriculture and environmental studies, $7,000 or 10 per cent, Nursing, $7,500 or 9 per cent, Health services and support with $7,200 or 9 per cent, and the largest study area, Business and management where the gender gap is $6,400 or 8 per cent. There are exceptions to this rule where females are paid more than males such as in Computing and information systems $2,100 or 3 per cent, Social work $1,600 or 2 per cent, Psychology $1,300 or 2 per cent and Engineering $1,000 or 1 per cent.

Table 3 **Short-term and medium-term outcomes for undergraduates by gender**

	Short-term outcomes 2016			Medium-term outcomes 2019		
	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)	71.4	73.2	72.6	90.0	90.2	90.1
Overall employment (as a percentage of the labour force i.e. those available for any work)	84.3	88.9	87.4	92.6	93.7	93.3
Labour force participation rate (as a percentage of all graduates)	90.8	92.4	91.9	92.4	92.7	92.6
Median salary (of those employed full-time)	$60,000	$57,500	$58,700	$75,900	$71,000	$72,800

93.3%
of undergraduates in overall employment (medium-term)

92.6%
undergraduate labour force participation rate (medium-term)

$72,800
undergraduate median salary (medium-term)

Postgraduate coursework graduate results

In 2016, 86.0 per cent of postgraduate coursework graduates were in full-time employment four months after completing their course, as shown by Table 4. Three years later in 2019, the proportion in full-time employment had risen to 93.0 per cent which was higher than for those who had completed undergraduate qualifications. The proportion of graduates in employment in 2016, four months after completing their course was 93.0 per cent, and three years later remained strong with 95.3 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 95.9 per cent which decreased slightly to 95.4 per cent over the medium-term. Three years out, the median salary level of postgraduate coursework graduates in full-time employment increased from $80,000 to $95,000, an increase of 18.8 per cent. The salary outcomes for postgraduate coursework graduates are much higher than for undergraduates, being $22,300 in the short-term and $22,200 in the medium-term. 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.

86.0%
of postgraduate coursework graduates employed full-time (short-term)

93.0%
of postgraduate coursework graduates employed full-time (medium-term)

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

	Short-term outcomes 2016	Medium-term outcomes 2019
In full-time employment (as a percentage of those available for full-time work)	86.0	93.0
Overall employed (as a percentage of those available for any work)	93.0	95.3
Labour force participation rate (as a percentage of all graduates)	95.9	95.4
Median salary (of those employed full-time)	$80,000	$95,000

Postgraduate coursework graduate results by gender

The gender gap in salaries is more pronounced at postgraduate coursework level. In 2016, four months after completion of their studies, the median salary of male postgraduate coursework graduates was $15,500 or 17.0 per cent higher than females, as shown by Table 5. This gap increases to $20,300 or 18.5 per cent, three years after graduation in 2019. The gender gap in salaries among postgraduate coursework graduates persists across all study areas, in particular, in Health services and support, Medicine and, Agriculture and environmental studies, with gender pay gaps in excess of 20 per cent three years after course completion. This is likely due to a range of factors such as occupation, age, experience, personal factors and possible inequalities within workplaces.

Table 5 **Short-term and medium-term outcomes for postgraduate coursework graduates by gender**

	Short-term outcomes 2016			Medium-term outcomes 2019		
	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)	87.8	84.9	86.0	93.6	92.6	93.0
Overall employment (as a percentage of the labour force i.e. those available for any work)	92.2	93.4	93.0	94.9	95.4	95.3
Labour force participation rate (as a percentage of all graduates)	96.3	95.7	95.9	95.6	95.3	95.4
Median salary (of those employed full-time)	$91,300	$75,800	$80,000	$110,000	$89,700	$95,000

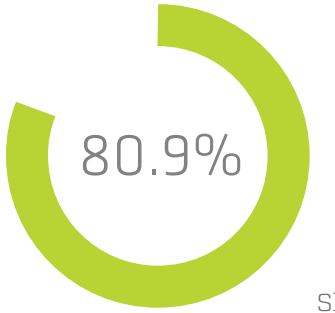
Postgraduate research graduate results

In 2016, 80.9 per cent of postgraduate research graduates were in full-time employment compared with 72.6 per cent of those who had completed undergraduate qualifications and 86.0 per cent of those who had completed postgraduate coursework qualifications, four months after completing their course. However, three years later in 2019, the gap in full-time employment rates between these groups of graduates had narrowed with 91.0 per cent of postgraduate research graduates in full-time employment compared with 90.1 per cent of undergraduates and 93.0 per cent of postgraduate coursework graduates.

The proportion of postgraduate research graduates in employment in 2016, four months after completing their course was 91.5 per cent and three years later this had increased slightly to 93.7 per cent, as shown by Table 6. The labour force participation rate of postgraduate research graduates shortly after course completion was 93.3 per cent which was slightly lower in the medium-term at 93.0 per cent. Three years out the median salary level among postgraduate research graduates in full-time employment had increased from $85,000 to $100,400, an increase of 18 per cent. This is slightly lower than growth in postgraduate coursework graduate salaries of 19 per cent and lower than growth in undergraduate salaries of 24 per cent.

The gender gap in postgraduate research graduate salaries was $4,800 or 5.5 per cent in 2016 four months after graduation. Three years later this gap had narrowed to $3,900 or 3.8 per cent.

Postgraduate research graduates employed full-time



Short-term

Medium-term

Table 6 **Short-term and medium-term outcomes for postgraduate research graduates**

	Short-term outcomes 2016	Medium-term outcomes 2019
In full-time employment (as a percentage of those available for full-time work)	80.9	91.0
Overall employed (as a percentage of those available for any work)	91.5	93.7
Labour force participation rate (as a percentage of all graduates)	93.3	93.0
Median salary (of those employed full-time)	$85,000	$100,400

Table 7 **Short-term and medium-term outcomes for postgraduate research graduates by gender**

	Short-term outcomes 2016			Medium-term outcomes 2019		
	Male	Female	Total	Male	Female	Total
Full-time employment (as a percentage of the full-time labour force i.e. those available for full-time work)	80.6	81.2	80.9	92.2	90.0	91.0
Overall employment (as a percentage of the labour force i.e. those available for any work)	90.6	92.1	91.5	94.6	93.1	93.7
Labour force participation rate (as a percentage of all graduates)	93.4	93.2	93.3	93.8	92.4	93.0
Median salary (of those employed full-time)	$87,800	$83,000	$85,000	$103,900	$100,000	$100,400

Results by study area

In 2016, the proportion of undergraduates in full-time employment across study areas ranged from 98.8 per cent for Medicine, 97.6 per cent for Pharmacy to 56.6 per cent for Creative arts, 62.5 per cent for Science and mathematics, 63.1 per cent for Humanities, culture and social sciences and 63.5 per cent for Communications with a range between the highest and lowest full-time employment rates of 42.2 percentage points.

By 2018, this range had contracted to 18.9 percentage points with full-time employment rates of 98.6 per cent for Dentistry, 98.2 per cent for Medicine, 97.5 per cent for Rehabilitation and 95.6 per cent for Veterinary science down to 79.7 per cent for those who had completed courses in Creative arts and 82.4 per cent who had completed courses in Tourism, hospitality, personal services, sport and recreation. This continues to demonstrate an important point that while undergraduates from some fields of education, in particular those with generalist degrees, have weaker employment outcomes soon after completing their course, the gap in employment outcomes across fields of education tends to narrow over time.

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

98.6%

highest medium-term proportion of undergraduates in full-time employment (Dentistry)

79.7%

lowest medium-term proportion of undergraduates in full-time employment (Creative arts)

Table 8 **Short-term and medium-term full-time employment outcomes by level of study and study area**

	Undergraduate		Postgraduate coursework		Postgraduate research	
Study area	**2016**	**2019**	**2016**	**2019**	**2016**	**2019**
Science and mathematics	62.5	87.8	77.6	91.5	75.9	91.1
Computing and information systems	75.3	91.4	83.8	92.5	88.9	88.9
Engineering	78.4	95.4	84.0	93.7	77.6	93.2
Architecture and built environment	75.0	91.9	88.6	92.4	n/a	n/a
Agriculture and environmental studies	64.1	92.4	71.9	89.2	80.3	89.7
Health services and support	71.7	90.7	83.7	92.5	92.6	96.2
Medicine	98.8	98.2	95.2	97.2	82.8	94.4
Nursing	83.2	93.0	93.9	95.0	93.5	100.0
Pharmacy	97.6	93.5	85.2	100.0	n/a	n/a
Dentistry	86.3	98.6	87.9	96.7	n/a	n/a
Veterinary science	86.8	95.6	97.0	100.0	n/a	n/a
Rehabilitation	85.3	97.5	94.6	95.7	n/a	n/a
Teacher education	81.4	93.3	83.9	91.7	89.1	91.3
Business and management	77.8	93.6	91.2	95.0	88.7	92.0
Humanities, culture and social sciences	63.1	86.2	82.1	93.0	73.1	89.5
Social work	69.0	87.4	79.8	89.5	n/a	n/a
Psychology	63.7	84.0	86.4	93.4	84.3	91.0
Law and paralegal studies	74.5	95.2	86.2	93.2	93.1	92.6
Creative arts	56.6	79.7	73.1	81.6	79.0	86.7
Communications	63.5	85.1	76.5	88.7	66.7	77.5
Tourism, hospitality, personal services, sport and recreation	78.0	82.4	88.5	87.5	n/a	n/a
All study areas	**72.6**	**90.1**	**86.0**	**93.0**	**80.9**	**91.0**

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

Figure 1 **Undergraduate medium-term full-time employment rate by university, 2019 (%)**

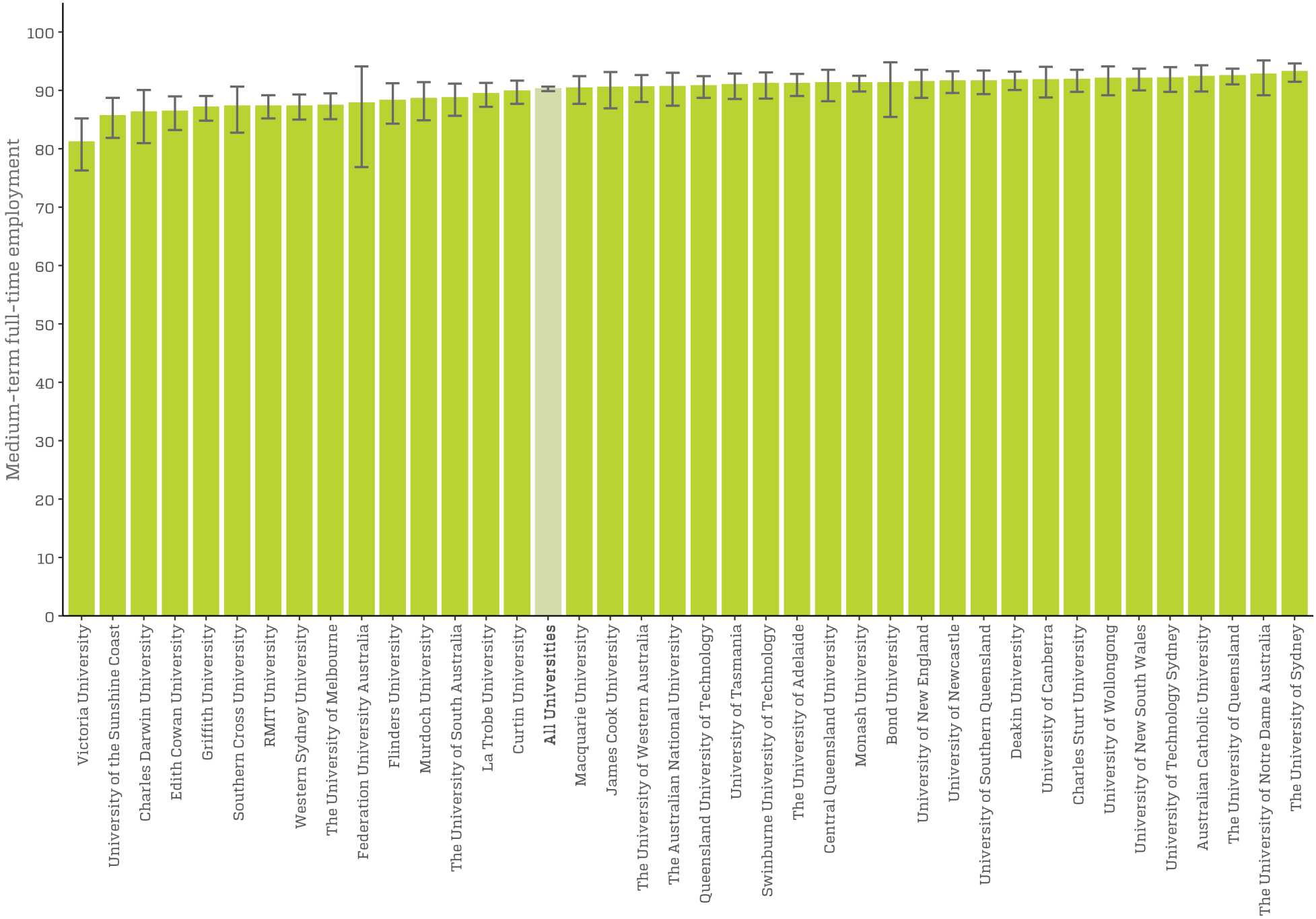
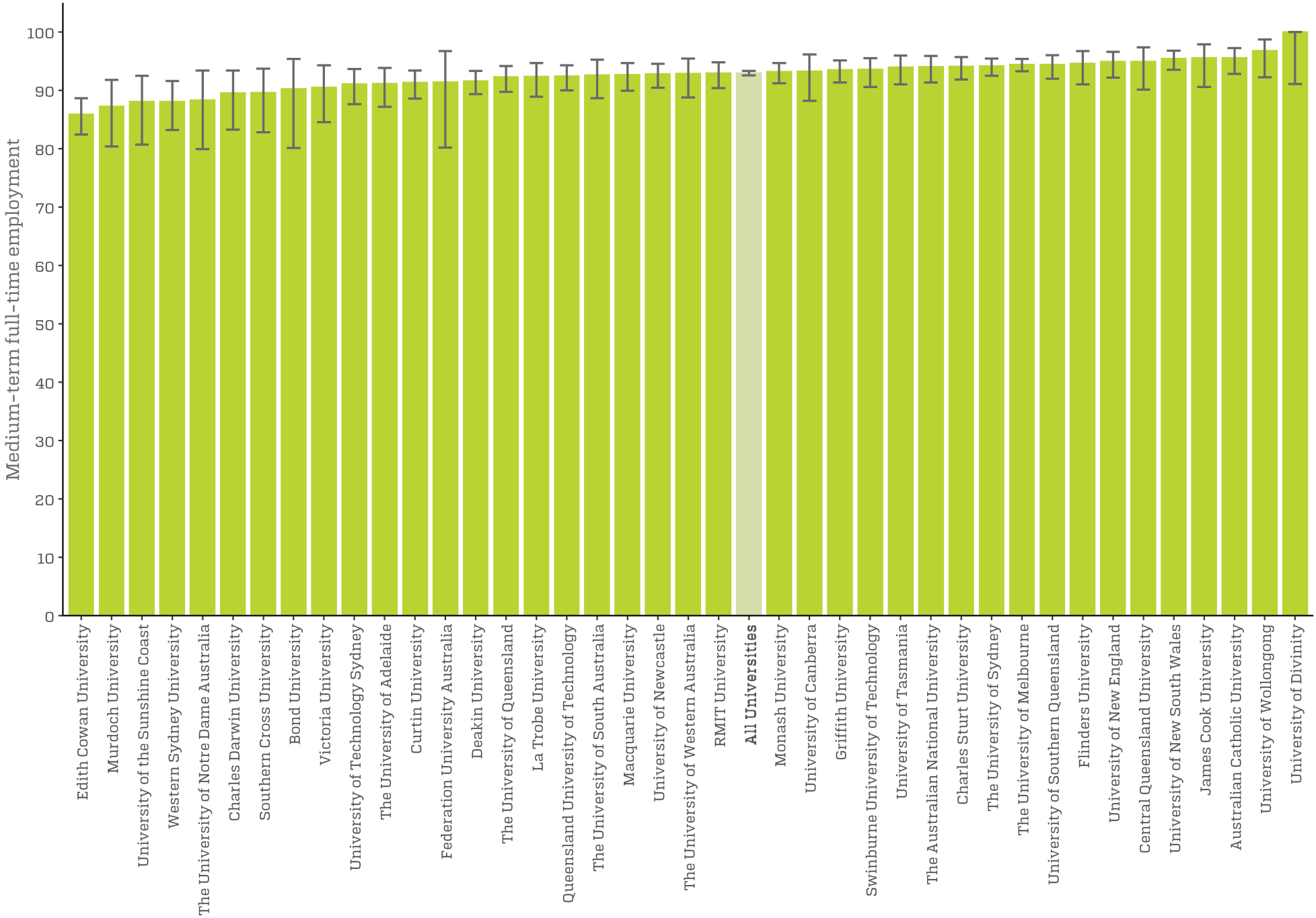


Figure 2 **Postgraduate coursework medium-term full-time employment rate by university, 2019 (%)**



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 with twelve institutions full-time employment rates increasing by more than 20 percentage points over this period.

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 the University of Sydney, 93.2 per cent, University of Notre Dame Australia, 92.7 per cent, University of Queensland, 92.5 per cent, Australian Catholic University, 92.4 per cent, the University of New South Wales and University of Technology Sydney, both 92.1 per cent, and the University of Wollongong with 92.0 per cent.

At postgraduate coursework level, universities with high full-time employment rates three years after graduation include the University of Divinity, 100 per cent, University of Wollongong, 96.8 per cent, Australian Catholic University and James Cook University both 95.6 per cent and the University of New South Wales, 95.5 per cent.

Institutional results are not available at postgraduate research graduate level as there are too few survey responses. Table 9 shows 90% confidence intervals to assist in interpreting results.

Table 9 **Short-term and medium-term full-time employment outcomes by university and level of study**

	Undergraduate		Postgraduate coursework	
University	**Short-term outcomes 2016**	**Medium-term outcomes 2019**	**Short-term outcomes 2016**	**Medium-term outcomes 2019**
Australian Catholic University	78.5 (74.7, 81.9)	92.4 (89.8, 94.3)	89.7 (86.1, 92.4)	95.6 (92.8, 97.2)
Bond University	71.6 (63.3, 78.5)	91.3 (85.5, 94.8)	88.1 (77.8, 93.8)	90.2 (80.1, 95.4)
Central Queensland University	80.5 (76.4, 83.9)	91.3 (88.1, 93.5)	88.2 (82.3, 92.2)	94.9 (90.1, 97.4)
Charles Darwin University	83.7 (78.1, 87.9)	86.3 (81.0, 90.1)	86.8 (80.4, 91.1)	89.5 (83.2, 93.4)
Charles Sturt University	85.5 (82.9, 87.7)	91.8 (89.7, 93.5)	89.8 (87.1, 91.9)	94.1 (91.9, 95.7)
Curtin University	72.5 (69.3, 75.4)	89.9 (87.7, 91.7)	85.5 (82.2, 88.2)	91.3 (88.6, 93.4)

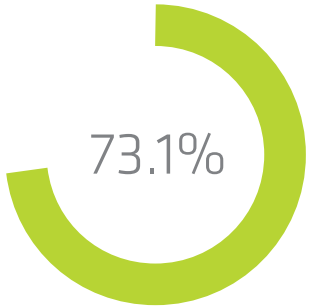
Factors beyond the quality of teaching, careers advice and the like, such as course offerings, the composition of the student population and variations in state/territory and regional labour markets, might also impact on employment outcomes. Nevertheless, it appears there is differentiation among universities with some achieving higher rates of full-time employment over the medium-term than others

University	Undergraduate		Postgraduate coursework	
	Short-term outcomes 2016	Medium-term outcomes 2019	Short-term outcomes 2016	Medium-term outcomes 2019
Deakin University	72.6 (69.9, 75.1)	91.8 (90.1, 93.2)	82.3 (79.4, 84.8)	91.6 (89.4, 93.3)
Edith Cowan University	64.1 (59.9, 68.1)	86.4 (83.2, 89.0)	80.2 (76.3, 83.6)	85.9 (82.4, 88.6)
Federation University Australia	78.0 (65.9, 86.7)	87.8 (76.8, 94.1)	86.5 (74.8, 93.2)	91.4 (80.2, 96.7)
Flinders University	69.6 (64.3, 74.4)	88.2 (84.3, 91.2)	85.6 (81.0, 89.1)	94.6 (91.0, 96.8)
Griffith University	63.0 (59.8, 66.2)	87.1 (84.8, 89.1)	86.1 (83.3, 88.5)	93.5 (91.4, 95.1)
James Cook University	78.5 (73.7, 82.6)	90.5 (86.9, 93.1)	95.0 (90.3, 97.4)	95.6 (90.6, 97.9)
La Trobe University	70.8 (67.4, 73.9)	89.4 (87.2, 91.3)	84.4 (80.4, 87.6)	92.3 (88.9, 94.7)
Macquarie University	76.9 (73.1, 80.3)	90.4 (87.7, 92.5)	87.8 (84.6, 90.3)	92.7 (89.9, 94.7)
Monash University	73.8 (71.4, 76.1)	91.3 (89.8, 92.5)	80.7 (77.8, 83.2)	93.2 (91.2, 94.7)
Murdoch University	64.7 (59.4, 69.7)	88.6 (84.9, 91.4)	81.6 (73.5, 87.5)	87.2 (80.4, 91.8)
Queensland University of Technology	72.3 (69.2, 75.2)	90.8 (88.7, 92.5)	85.8 (82.7, 88.4)	92.4 (90.0, 94.3)
RMIT University	66.8 (63.7, 69.8)	87.3 (85.2, 89.2)	84.3 (81.0, 87.0)	92.9 (90.4, 94.8)
Southern Cross University	72.2 (66.4, 77.3)	87.3 (82.8, 90.7)	81.6 (73.8, 87.2)	89.6 (82.8, 93.7)
Swinburne University of Technology	69.9 (66.1, 73.4)	91.1 (88.6, 93.1)	83.3 (79.4, 86.5)	93.6 (90.6, 95.5)
The Australian National University	67.9 (62.8, 72.6)	90.6 (87.4, 93.0)	91.0 (88.0, 93.2)	94.1 (91.3, 95.9)
The University of Adelaide	65.6 (61.9, 69.1)	91.1 (89.1, 92.8)	80.6 (75.4, 84.8)	91.2 (87.2, 93.9)
The University of Melbourne	62.8 (58.6, 66.8)	87.5 (85.1, 89.5)	86.0 (84.3, 87.5)	94.4 (93.3, 95.3)
The University of Notre Dame Australia	82.5 (78.0, 86.2)	92.7 (89.2, 95.1)	96.8 (90.7, 99.1)	88.3 (80.0, 93.4)
The University of Queensland	74.7 (72.4, 76.9)	92.5 (91.0, 93.7)	81.3 (77.9, 84.1)	92.3 (89.7, 94.2)
The University of South Australia	75.6 (71.6, 79.2)	88.7 (85.6, 91.1)	84.9 (80.1, 88.6)	92.6 (88.7, 95.2)
The University of Sydney	77.7 (74.9, 80.2)	93.2 (91.5, 94.6)	86.9 (84.7, 88.8)	94.2 (92.5, 95.4)
The University of Western Australia	67.3 (62.8, 71.5)	90.6 (88.0, 92.6)	84.5 (79.2, 88.5)	92.9 (88.8, 95.4)
University of Canberra	73.0 (68.6, 77.1)	91.8 (88.8, 94.0)	87.7 (81.9, 91.7)	93.3 (88.2, 96.1)
University of Divinity	n/a	n/a	93.3 (81.6, 97.9)	100.0 (91.1, 100.0)
University of New England	77.0 (73.2, 80.5)	91.5 (88.7, 93.5)	86.3 (82.5, 89.3)	94.9 (92.2, 96.6)

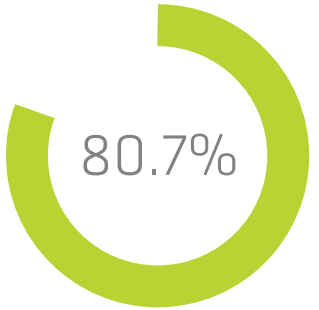
University	Undergraduate		Postgraduate coursework	
	Short-term outcomes 2016	Medium-term outcomes 2019	Short-term outcomes 2016	Medium-term outcomes 2019
University of New South Wales	78.5 (75.5, 81.2)	92.1 (90.0, 93.7)	88.6 (86.0, 90.7)	95.5 (93.5, 96.8)
University of Newcastle	75.1 (72.0, 77.9)	91.6 (89.5, 93.3)	91.5 (89.1, 93.4)	92.8 (90.4, 94.6)
University of Southern Queensland	80.3 (77.3, 82.9)	91.6 (89.3, 93.4)	88.6 (85.5, 91.0)	94.4 (92.0, 96.0)
University of Tasmania	67.8 (64.0, 71.3)	91.0 (88.5, 92.9)	89.5 (86.0, 92.1)	94.0 (91.0, 95.9)
University of Technology Sydney	78.0 (74.5, 81.2)	92.1 (89.7, 94.0)	85.7 (81.8, 88.8)	91.1 (87.6, 93.6)
University of the Sunshine Coast	64.6 (59.9, 69.0)	85.7 (81.9, 88.7)	81.0 (72.0, 87.3)	88.1 (80.7, 92.5)
University of Wollongong	72.6 (68.1, 76.6)	92.0 (89.2, 94.1)	93.3 (88.4, 96.1)	96.8 (92.2, 98.7)
Victoria University	67.5 (61.2, 73.3)	81.2 (76.2, 85.2)	88.4 (82.1, 92.6)	90.5 (84.5, 94.3)
Western Sydney University	64.5 (61.1, 67.8)	87.3 (85.0, 89.3)	76.6 (70.6, 81.6)	88.1 (83.2, 91.6)
All Universities	**72.7 (72.1, 73.3)**	**90.3 (89.9, 90.6)**	**86.0 (85.4, 86.5)**	**93.0 (92.6, 93.4)**

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

Undergraduates employed full-time working in managerial or professional occupations



Short-term



Medium-term

Skills utilisation

In terms of whether graduates are fully utilising their skills, the 2019 GOS-L survey finds that over time, many more of those who have completed undergraduate qualifications find work in managerial and professional occupations. These are occupations defined by the ABS as being commensurate with requiring bachelor level or higher qualifications.

In the short-term, 73.1 per cent of undergraduates working full-time upon graduation were employed in managerial and professional occupations. This figure increased by 7.6 percentage points to 80.7 per cent three years after graduation consistent with the figure of 80.7 per cent in 2018, higher than 80.0 per cent in 2017 but lower than 82.3 per cent in 2016.

60.6 per cent of all employed graduates who had completed an undergraduate qualification were working in professional and managerial occupations immediately upon graduation rising by 16.1 percentage points to 76.7 per cent three years later, as shown by Table 10.

Study areas that showed large gains in the proportion of undergraduates employed in managerial or professional occupations after three years, that is increases of over 20 percentage points, were Psychology, Humanities, culture and social sciences, Science and mathematics, Law and paralegal studies, and Agriculture and environmental studies.

Table 10 **Proportion of employed undergraduates working in occupational groups by study area**

	Managers		Professionals		All other occupations		All employed	
Study area	**2016**	**2019**	**2016**	**2019**	**2016**	**2019**	**2016**	**2019**
Science and mathematics	2.9	4.9	42.7	65.3	54.4	29.8	100.0	100.0
Computing and Information Systems	5.5	7.3	72.9	77.6	21.7	15.1	100.0	100.0
Engineering	7.2	7.8	68.3	79.3	24.5	13.0	100.0	100.0
Architecture and built environment	9.8	12.3	48.1	58.2	42.0	29.5	100.0	100.0
Agriculture and environmental studies	7.2	12.2	33.6	49.9	59.1	37.9	100.0	100.0
Health services and support	2.7	4.7	47.5	62.4	49.8	32.9	100.0	100.0
Medicine	0.5	1.4	94.5	93.7	5.0	4.8	100.0	100.0
Nursing	0.8	1.8	88.7	92.5	10.5	5.7	100.0	100.0
Pharmacy	0.0	3.3	94.6	91.0	5.4	5.7	100.0	100.0
Dentistry	0.0	0.0	55.8	62.0	44.2	38.0	100.0	100.0
Veterinary science	1.0	0.8	67.6	80.2	31.4	19.0	100.0	100.0
Rehabilitation	0.0	2.2	87.3	93.0	12.7	4.9	100.0	100.0
Teacher education	3.4	4.1	83.3	87.9	13.3	8.0	100.0	100.0
Business and management	13.2	18.1	49.8	60.2	36.9	21.7	100.0	100.0
Humanities, culture and social sciences	4.5	8.4	37.2	59.4	58.4	32.3	100.0	100.0
Social work	4.9	9.4	56.8	62.8	38.3	27.9	100.0	100.0
Psychology	5.1	8.0	38.9	65.7	56.0	26.3	100.0	100.0
Law and paralegal studies	5.4	8.1	48.3	69.4	46.3	22.5	100.0	100.0
Creative arts	4.1	8.8	47.7	60.9	48.1	30.3	100.0	100.0
Communications	8.2	13.2	44.7	58.2	47.1	28.6	100.0	100.0
Tourism, hospitality, personal Services, sport and recreation	15.8	11.1	29.8	50.0	54.4	38.9	100.0	100.0
All fields	**5.4**	**8.3**	**55.2**	**68.4**	**39.4**	**23.3**	**100.0**	**100.0**

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

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. Immediately following graduation 41.9 per cent of employed undergraduates reported their skills and qualifications were not fully utilised. This declined to 27.1 per cent three years after graduation in 2019. This is a slight improvement in medium-term outcomes from 27.2 per cent in 2018, 28.6 per cent in 2017 and 28.1 per cent in 2016. Of those who were employed full-time, 22.4 per cent felt that they were not fully using their skills or education in their current positions three years after graduation in 2019, down slightly from 22.6 per cent in 2018, 23.6 per cent in 2017 and 23.2 per cent in 2016.

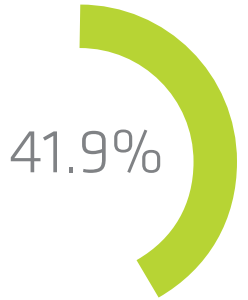
While the most commonly cited reason for working in a job that did not fully utilise their skills and education was because the graduate was satisfied with their current job, 19.8 per cent, a sizeable proportion, 19.1 per cent said this was because there were no suitable jobs in their area of expertise. A further 13.6 per cent said they were not fully utilising their skills or education because 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 16.6 per cent who were engaged in further full-time study.

Table 11 **Undergraduate main reason for working in job that didn't fully use skills and education in 2019**

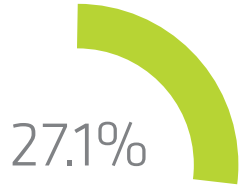
Reason	Full-time employment	Overall employment
Studying	6.3	16.6
I'm satisfied with my current job	25.3	19.8
Changing jobs/careers	1.7	1.4
Entry level job/career stepping stone	3.0	2.1
Caring for children or family member	1.9	3.4
Sub total – personal factors	**38.1**	**43.2**
No suitable jobs in my area of expertise	20.6	19.1
No suitable jobs in my local area	14.5	13.6
Considered to be too young by employers	6.9	4.9
Not enough work experience	4.0	3.6
No jobs with a suitable number of hours	1.5	1.9
Cannot find a job	1.4	1.6
My job is temporary/casual	0.7	0.7
Sub total – labour market factors	**49.6**	**45.5**
Other	12.2	11.3
Extent to which skills and education are not fully utilised	**22.4**	**27.1**

Note: The 2019 GOS-L questionnaire included for the first time a specific response category 'I'm satisfied with my current job' whereas in previous years these persons may have responded to the 'other' category.

Proportion of employed undergraduates reporting their skills and qualifications were not fully utilised



Short-term



Medium-term

Further study

Around a fifth, or 21.7 per cent, of undergraduate respondents were engaged in further study four months after completing their qualification. Fewer students, 15.3 per cent, had subsequently moved into further study three years following graduation. Health, Society and culture and Natural and physical sciences were the most popular fields of education for further study immediately following graduation. Among graduates who were engaged in further full-time study three years after completion of their undergraduate award in 2019 the most popular field of education was Health, attracting 39.4 per cent of these respondents, as shown by Table 12.

Table 12 **Broad field of education (BFOE) destinations of graduates undertaking further full-time study (%) – undergraduate**

Study area	Current study 2016	Current study 2019
Natural and physical sciences	15.1	15.3
Information technology	1.8	2.1
Engineering and related technologies	4.8	3.9
Architecture and building	2.0	1.4
Agriculture, environmental and related studies	1.8	2.2
Health	27.8	39.3
Education	10.0	7.5
Management and commerce	5.8	4.9
Society and culture	22.3	16.4
Creative arts	7.1	4.9
Food, hospitality and personal services	0.3	0.2
Mixed field programmes	1.3	1.7
Other (please specify)	0.1	0.2
All fields	**100.0**	**100.0**

Appendix 1 Participating institutions and response characteristics

Participation in the 2019 GOS-L was open to any higher education institution which participated in the 2016 Graduate Outcomes Survey (GOS). 75 institutions in total chose to participate, including 40 universities and 35 non-university higher education institutions (NUHEIs). The GOS-L achieved an overall 55.9 per cent response rate, representing 42,466 completed surveys compared to the response rate in 2018 of 43.3 per cent.

When broken down by study level, the undergraduate response rate was 55.7 per cent, postgraduate coursework, 55.5 per cent and postgraduate research, 63.2 per cent of the usable sample after data was cleaned and opt-outs and out of scope were removed.

GOS-L 2019 operational summary

Operational summary	Universities	NUHEIs	Total
Number of participating institutions	40	35	75
GOS responses	104,438	3,352	107,790
Final in-scope	73,630	2,403	76,033
Number of completed surveys	41,257	1,209	42,466
Response rate (%) -Prior to 2019	**56.0**	**50.3**	**55.9**

2019 GOS-L university response rates (all study levels)

Institution	GOS responses	Final in-scope - old	Final in-scope - new	Completed	Response rate (%)
Australian Catholic University	2,329	1,553	1,645	862	**55.5**
Bond University	778	384	428	207	**53.9**
Central Queensland University	2,041	1,069	1,170	577	**54.0**
Charles Darwin University	735	589	627	350	**59.4**
Charles Sturt University	2,691	2,046	2,224	1,173	**57.3**
Curtin University	3,825	2,776	3,053	1,392	**50.1**
Deakin University	3,832	2,949	3,167	1,872	**63.5**
Edith Cowan University	2,232	1,550	1,713	962	**62.1**
Federation University Australia	369	264	303	140	**53.0**
Flinders University	1,647	1,174	1,254	653	**55.6**
Griffith University	3,634	2,874	3,069	1,600	**55.7**
James Cook University	1,185	882	919	489	**55.4**
La Trobe University	2,754	2,018	2,154	1,212	**60.1**
Macquarie University	3,248	2,374	2,604	1,171	**49.3**
Monash University	7,917	4,288	4,790	2,555	**59.6**
Murdoch University	1,129	855	925	510	**59.6**
Queensland University of Technology	3,191	2,373	2,521	1,397	**58.9**
RMIT University	3,980	2,719	2,935	1,521	**55.9**
Southern Cross University	891	656	719	355	**54.1**
Swinburne University of Technology	2,306	1,760	1,930	955	**54.3**
The Australian National University	2,189	1,773	1,878	919	**51.8**
The University of Adelaide	2,699	2,019	2,205	1,177	**58.3**
The University of Melbourne	6,741	4,948	5,274	3,015	**60.9**
The University of Notre Dame Australia	868	649	702	339	**52.2**

Institution	GOS responses	Final in-scope - old	Final in-scope - new	Completed	Response rate (%)
The University of Queensland	6,654	3,862	4,068	2,362	**61.2**
The University of South Australia	1,973	1,461	1,564	795	**54.4**
The University of Sydney	5,908	4,113	4,510	2,042	**49.6**
The University of Western Australia	2,349	1,933	2,241	961	**49.7**
University of Canberra	1,231	945	1,013	540	**57.1**
University of Divinity	199	126	133	89	**70.6**
University of New England	1,659	1,303	1,394	771	**59.2**
University of New South Wales	4,612	2,965	3,256	1,474	**49.7**
University of Newcastle	3,007	2,314	2,463	1,247	**53.9**
University of Southern Queensland	1,991	1,603	1,703	957	**59.7**
University of Tasmania	2,170	1,683	1,737	1,094	**65.0**
University of Technology Sydney	2,381	1,771	2,000	899	**50.8**
University of the Sunshine Coast	1,044	837	874	484	**57.8**
University of Wollongong	1,687	1,203	1,298	593	**49.3**
Victoria University	1,496	962	1,088	477	**49.6**
Western Sydney University	**2,866**	**2,007**	**2,202**	**1,069**	**53.3**
All Universities	**104,438**	**73,630**	**79,753**	**41,257**	**56.0**

2019 GOS-L NUHEI response rates (all study levels)

Institution	GOS responses	Final in-scope - old	Final in-scope - new	Completed	Response rate (%)
Academy of Information Technology	13	11	12	4	36.4
ACAP and NCPS	362	259	298	133	51.4
Alphacrucis College	32	26	29	12	46.2
Australian College of Christian Studies	7	5	5	3	60.0
Australian College of Theology Limited	247	174	190	124	71.3
Australian Institute of Business Pty Ltd	272	209	240	116	55.5
Australian Institute of Professional Counsellors	7	4	5	1	25.0
Avondale College of Higher Education	144	114	121	66	57.9
Box Hill Institute	43	27	34	13	48.1
Christian Heritage College	110	88	92	52	59.1
Collarts (Australian College of the Arts)	14	5	6	1	20.0
Eastern College Australia	47	35	37	22	62.9
Endeavour College of Natural Health	155	130	137	74	56.9
Excelsia College	105	66	73	37	56.1
Holmes Institute	311	236	277	70	29.7
Holmesglen Institute	72	46	51	24	52.2
International College of Management, Sydney	66	39	49	12	30.8
Jazz Music Institute	3	2	2	1	50.0
Kaplan Business School	159	125	136	52	41.6
Kaplan Higher Education Pty Ltd	140	95	115	36	37.9
Macleay College	81	39	51	18	46.2
Melbourne Institute of Technology	87	65	75	24	36.9
Melbourne Polytechnic	79	56	59	27	48.2

Institution	GOS responses	Final in-scope - old	Final in-scope - new	Completed	Response rate (%)
National Art School	78	57	63	37	64.9
Photography Studies College (Melbourne)	26	16	19	8	50.0
SAE Institute	223	167	181	80	47.9
Study Group Australia Pty Limited	12	7	8	3	42.9
Tabor College of Higher Education	64	55	57	33	60.0
TAFE NSW	87	46	63	21	45.7
TAFE Queensland	33	19	25	15	78.9
TAFE South Australia	21	20	21	15	75.0
The Australian College of Physical Education	74	37	45	15	40.5
The Australian Institute of Music	125	83	97	38	45.8
The MIECAT Institute	27	24	25	13	54.2
William Angliss Institute	26	16	22	9	56.3
All NUHEIs	**3,352**	**2,403**	**2,720**	**1,209**	**50.3**

Appendix 2 Definitions

Labour force definitions

The following definitions of labour market indicators have been used for the 2019 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 Telephone Interviewing

ANZIC – Australian and New Zealand Standard Industrial Classification

ANZSCO – Australian and New Zealand Standard Classification of Occupations

Appendix 3 GOS-L 2019 methodological summary

Methodology overview

Graduates were invited to participate in the GOS-L via an email survey invitation. The main online fieldwork period ran from February 21 to March 31, 2019. 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 4 of this report.

Sampling

Graduates were considered to be in-scope for the GOS-L if they completed the 2016 Graduate Outcomes Survey (GOS) and had agreed to be contacted for further research. The Social Research Centre holds the file of all graduates that had completed the GOS in 2016. 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. Beginning in 2019, the Social Research Centre is undertaking a program of panel maintenance of GOS respondents to maximise the currency of graduate contact details.

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. During the course of the survey, between February 21 and March 31, the Social Research Centre sent one email invitation, nine email reminders, three SMS, and conducted reminder calls (between February 28 and March 20). In addition to continuous improvements to messaging in the survey invitations and reminders, a change to the methodology from previous years was to immediately utilise alternate email addresses on a bounce-back from the original survey invitation, until an address did not bounce back. This change has markedly improved early response rates to the QILT surveys.

Appendix 4
GOS-L 2019 item summary

Question ID	Question	Response scale	Audience
INTRO - SAMEEMP	**Screening and confirmation**		
Module B: Labour forcew			
BETWEENWRK	In 2018, following on from the completion of your <course>, you told us you were not working. At any time in the last three years, did you do any work at all in a job, business or farm?	1. Yes 2. No 3. Permanently unable to work 4. Permanently not intending to work (65+)	Unemployed last round
FIRSTWRK	Following on from the completion of your <course>, in what year did you first obtain employment?	1. 2016 or earlier 2. 2017 3. 2018 4. 2019 5. I have not obtained employment	Have worked since last round
WORKED	Last week, did you do any work at all in a job, business or farm?	1. Yes 2. No 3. Permanently unable to work 4. Permanently not intending to work (65+)	All
WWOPAY	Last week, did you do any work without pay in a family business?	1. Yes 2. No 3. Permanently not intending to work (65+)	Not working
AWAYWORK	Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?	1. Yes 2. No 3. Permanently not intending to work (65+)	Not working without pay
LOOKFTWK	At any time during the last 4 weeks have you been looking for full-time work?	1. Yes 2. No 3. Permanently not intending to work (65+)	Intending to work
LOOKPTWK	Have you been looking for part-time work at any time during the last 4 weeks?	1. Yes 2. No 3. Permanently not intending to work (65+)	Intending to work

Question ID	Question	Response scale	Audience
BEGNLOOK	When did you begin looking for work?	[Select month] and [Enter year]	Working and looking for work
STARTWK	If you had found a job, could you have started last week?	1. Yes 2. No	Looking for full-time or part time work
WAITWORK	You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start work you had already obtained?	1. Yes 2. No	Not looking for work
MORE1JOB	Did you have more than 1 job or business last week?	1. Yes 2. No	Working or away from job
INTROSELFEMPii/ (iii)	The next few questions are about the job or business in which you usually work the most hours (, that is, your main job.)		Has one job or (more than one job)
SELFEMP	Thinking about your <main job/job>, do you work for an employer, or in your own business?	1. Employer 2. Own business 3. Other or uncertain	Working or away from job
PAYMENT	Are you paid a wage or salary, or some other form of payment?	1. Wage or salary 2. Other or uncertain	Working for an employer
PAYARRNG	What are your <working/payment> arrangements?	1. Unpaid voluntary work 2. Unpaid trainee or work placement 3. Contractor or subcontractor 4. Own business or partnership 5. Commission only 6. Commission with retainer 7. In a family business without pay 8. Payment in kind 9. Paid by the piece or item produced 10. Wage or salary earner 11. Other	Other work arrangements
ACTLHRSM	How many hours did you actually work in your main job last week less time off but counting any extra hours worked?	[Enter hours]	More than one job or business
USLHRSM	How many hours do you usually work each week in your main job?	[Enter hours]	More than one job or business
ACTLHRS	How many hours did you actually work last week less time off but counting any extra hours worked in all jobs?	[Enter hours]	Working

Question ID	Question	Response scale	Audience
USLHRS	How many hours do you usually work each week (in all your jobs)?	[Enter hours]	Working or away from job
PREFMHRS	Would you prefer to work more hours than you usually work (in all your jobs)?	1. Yes 2. No 3. Don't know	Working or away from job
PREFHRS	How many hours a week would you like to work?	[Enter hours]	Prefer work more hours
AVLMHRS	Last week, were you available to work more hours than you usually work?	1. Yes 2. No	Prefer to work more hours
OCC	What is your occupation in your <main job/job/business>?	[Enter occupation]	Working or away from job or waiting to start work
DUTIES	What are your main tasks and duties?	[Enter main tasks and duties]	Working or away from job or waiting to start work
INDUSTRY	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
EMPLOYER	What is the name of your <employer/business>?	[Enter employer/business name]	Working or away from job or waiting to start work
SECTOR	In what sector are you wholly or mainly employed?	1. Public or government 2. Private 3. Not-for-profit	Working or away from job or waiting to start work
INAUST	Are you working in Australia?	1. Yes 2. No 3. Not sure	Working or away from job
LOCATION	And what is the postcode of your <employer/business>?	1. [Enter postcode/suburb] 2. Not sure	Working or away from job and working in Australia
EMPSTATE	In which state or territory is your <employer/business> currently located?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 9. Don't know	Respondent skipped or unsure of postcode

Question ID	Question	Response scale	Audience
COUNTRYx	In which country is your <employer/business> based?	1. [Country list] (SACC) 2. Other (specify)	Working or away from job and working outside Australia
EMP12	Have you worked <for your employer/in your business> for 12 months or more?	1. Yes, more than 12 months 2. No, less than 12 months	Working or away from job
EMPMTHS	How many months have you worked <for your employer/in your business>?	[Enter number of months]	Worked for employer for less than 12 months
EMPYRS	How many years have you worked <for your employer/in your business>?	[Enter number of years]	Worked for employer for more than 12 months
FFTJOB	Is this your first full-time job?	1. Yes 2. No	Usually working 35 hours or more and worked for employer for less than 12 months and not self employed
SALARYA	In Australian dollars, how much do you usually earn in <this job/ all your jobs>, before tax or anything else was taken out?	1. Amount per hour (specify) 2. Amount per day (specify) 3. Amount each week (specify) 4. Amount each fortnight (specify) 5. Amount each month (specify) 6. Amount each year (specify) 7. No earnings 8. Don't know	Working in Australia
SALARYB	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in all your jobs, per annum before tax or anything else was taken out?	1. $1 – $9,999 2. $10,000 – $19,999 3. $20,000 – $29,999 4. $30,000 – $39,999 5. $40,000 – $49,999 6. $50,000 – $59,999 7. $60,000 – $79,999 8. $80,000 – $99,999 9. $100,000 – $124,999 10. $125,000 – $149,999 11. $150,000 or more 12. Don't know	Working in Australia and out of range salary entered

Question ID	Question	Response scale	Audience
SALARYC	And in Australian dollars, how much do you usually earn in your main job, before tax or anything else was taken out?	1. Amount per hour (specify) 2. Amount per day (specify) 3. Amount each week (specify) 4. Amount each fortnight (specify) 5. Amount each month (specify) 6. Amount each year (specify) 7. No earnings 8. (Don't know)	Working in Australia and more than one job
SALARYD	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out?	1. $1 – $9,999 2. $10,000 – $19,999 3. $20,000 – $29,999 4. $30,000 – $39,999 5. $40,000 – $49,999 6. $50,000 – $59,999 7. $60,000 – $79,999 8. $80,000 – $99,999 9. $100,000 – $124,999 10. $125,000 – $149,999 11. $150,000 or more 12. Don't know	Working in Australia and more than one job and out of range salary entered
SALCONF1	Sorry but the salary you entered for you main job is higher than the salary you entered for all your jobs. Please select the best option for how much you would usually earn in your main job, per annum before tax or anything else was taken out.	1. $1 – $9,999 2. $10,000 – $19,999 3. $20,000 – $29,999 4. $30,000 – $39,999 5. $40,000 – $49,999 6. $50,000 – $59,999 7. $60,000 – $79,999 8. $80,000 – $99,999 9. $100,000 – $124,999 10. $125,000 – $149,999 11. $150,000 or more 12. Don't know	Salary entered for main job greater than salary entered for all jobs

Question ID	Question	Response scale	Audience
SALCONF2	And which of the following would you usually earn in all your jobs, per annum before tax or anything else was taken out?	1. $1 – $9,999 2. $10,000 – $19,999 3. $20,000 – $29,999 4. $30,000 – $39,999 5. $40,000 – $49,999 6. $50,000 – $59,999 7. $60,000 – $79,999 8. $80,000 – $99,999 9. $100,000 – $124,999 10. $125,000 – $149,999 11. $150,000 or more 12. Don't know	Salary entered for main job greater than salary entered for all jobs
SALARYOS	What is your gross (that is pre-tax) annual salary? You can estimate if necessary.	[Select currency] and [Enter salary]	Working outside Australia
FINDJOB	How did you first find out about this job?	1. University or college careers service 2. Careers fair or information session 3. Other university or college source (such as faculties or lecturers or student society) 4. Advertisement in a newspaper or other print media 5. Advertisement on the internet 6. Via resume posted on the internet 7. Family or friends 8. Approached employer directly 9. Approached by an employer 10. Employment agency 11. Work contacts or networks 12. Social media 13. An employer promotional event 14. Other (please specify___)	Worked for employer for less than 12 months and not self employed

Question ID	Question	Response scale	Audience
SPOQ	The following statements are about your skills, abilities and education. a) My job requires less education than I have b) I have more job skills than are required for this job c) Someone with less education than myself could perform well on my job d) My previous training is being fully utilised on this job e) I have more knowledge than I need in order to do my job f) My education level is above the level required to do my job g) Someone with less work experience than myself could do my job just as well h) I have more abilities than I need in order to do my job	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree	Working or away from job
RSNOMORE	You mentioned that you are not looking to work more hours. What is the main reason you work the number of hours you are currently working?	1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 6. Short-term illness or injury 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 11. Other (Please specify___)	Working less than 35 hours and not looking for more hours
RSMORE	You mentioned that you are looking to work more hours. What is the main reason you work the number of hours you are currently working?	1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 6. Short-term illness or injury 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 11. Other (Please specify___)	Working less than 35 hours and looking for more hours

Question ID	Question	Response scale	Audience
RSOVRQ	Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education?	1. No suitable job in my local area 2. No job with a suitable number of hours 3. No suitable job in my area of expertise 4. Considered to be too young by employers 5. Considered to be too old by employers 6. Short-term illness or injury 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 10. Studying 11. Other (please specify___)	Perceived overqualification for current job
UNEMP	What is the main reason you are currently not working or looking for work?	[Enter reason]	Not working or intending, looking for or waiting to start work, or working status unknown
Module H: Employment History			
OTHWORKi	Aside from your current role(s) have you worked anywhere else since 2016?	1. Yes 2. No	Currently working with/without pay or on leave/sick and previously not working OR previously working and same occupation and employer
OTHWORKii	Aside from your <role> at <employer>, have you worked anywhere else since 2016?	1. Yes 2. No	Not currently working with/without pay or on leave/sick and previously working
OTHWORKiii	Aside from your <role> at <employer> and your current occupation(s), have you worked anywhere else since 2016?	1. Yes 2. No	Currently working with/without pay or on leave/sick and previously working and not same occupation and employer
OTHOCC	Have you changed occupations within the same business since 2016?	1. Yes 2. No	Not worked elsewhere
NUMOCC	How many other occupations (excluding your current occupation) have you performed since 2016? If you changed occupations within the same business, please include each occupation separately.	[Enter number of occupations]	Worked elsewhere or changed occupation
Module C: Further study			

Question ID	Question	Response scale	Audience
FQUALi	Since you completed your <course> have you completed another qualification?	1. Yes – full-time 2. Yes – part-time 3. No	All
FQLOC	Where did you complete this qualification?	1. Australia 2. Overseas	Completed additional qualification/s since last round
VFQUAL	What is the full title of the most recent qualification you completed?	[Enter qualification title]	Completed additional qualification/s since last round
FQMAJ	What was your major field of education for this qualification?	1. Natural and Physical Sciences 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health 7. Education 8. Management and Commerce 9. Society and Culture 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 13. Other (please specify)	Completed additional qualification/s since last round

Question ID	Question	Response scale	Audience
FQLEV	What was the level of this qualification?	1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Diploma 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV 16. Other	Completed additional qualification/s since last round
VFQINST	And the institution where you completed the qualification?	[Enter institution name]	Completed additional qualification/s since last round
FURSTUD	Are you currently a full-time or part-time student at a TAFE, university or other educational institution?	1. Yes – full-time 2. Yes – part-time 3. No	All
FURLOC	Where are you completing this qualification?	1. Australia 2. Overseas	Studying
VFURQUAL	What is the full title of the qualification you are currently studying?	[Enter qualification title]	Studying

Question ID	Question	Response scale	Audience
FURFOE	What is your major field of education for this qualification?	1. Natural and physical sciences 2. Information technology 3. Engineering and related technologies 4. Architecture and building 5. Agriculture environmental and related studies 6. Health 7. Education 8. Management and commerce 9. Society and culture 10. Creative arts 11. Food, hospitality and personal services 12. Mixed field qualification 13. Other (please specify_____)	Studying
FURLEV	What is the level of this qualification?	1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course	Studying
VFURINST	And the institution where you are currently studying?	[Enter institution name]	Studying
Module D: Graduate attributes			

Question ID	Question	Response scale	Audience
GAS	For each of the following skills or attributes, to what extent do you agree or disagree that your <final course> from <institution> prepared you for this job? If the skill is not required in your role, you can answer 'Not applicable'. Statements Foundation skills a) Oral communication skills b) Written communication skills c) Numeracy skills d) Ability to develop relevant knowledge e) Ability to develop relevant skills f) Ability to solve problems g) Ability to integrate knowledge h) Ability to think independently about problems Adaptive skills and attributes i) Broad general knowledge j) Ability to develop innovative ideas k) Ability to identify new opportunities l) Ability to adapt knowledge in different contexts m) Ability to apply skills in different contexts n) Capacity to work independently Teamwork and interpersonal skills o) Working well in a team p) Getting on well with others in the workplace q) Working collaboratively with colleagues to complete tasks r) Understanding of different points of view s) Ability to interact with co-workers from different or multicultural backgrounds	1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 6. Not applicable	Working or away from job
Module E: Graduate preparation			
FORMREQ	Is a <course> or similar qualification a formal requirement for you to do your current job?	1. Yes 2. No	Working or away from job and working for employer for less than 12 months

Question ID	Question	Response scale	Audience
QUALIMP	To what extent is it important for you to have a <course>, or similar qualification, to be able to do your job?	1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important	Working or away from job and working for employer for less than 12 months
CRSPREP	Overall, how well did your <course> prepare you for your job?	1. Not at all 2. Not well 3. Well 4. Very well 5. Don't know/Unsure	Working or away from job and working for employer for less than 12 months
VPREP	What are the main ways that <institution> prepared you for employment in your organisation?	[Enter feedback]	Working or away from job and working for employer for less than 12 months
VBETTER	What are the main ways <institution> could have better prepared you for employment in your organisation?	[Enter feedback]	Working or away from job and working for employer for less than 12 months
STCHOICE	Thinking about your original decision to complete your <course> between 2014 and early 2016, if you had to make this choice again, would you study...	1. The same qualification at the same institution 2. The same qualification at a different institution 3. The same subject area(s) at the same institution 4. The same subject area(s) at a different institution 5. Something completely different at the same institution 6. Something completely different at a different institution 7. I wouldn't study at all	All
VCHOICE	What is the main reason you say that?	[Enter reason]	Would have chosen a different qualification and/or institution
Module F: Additional Institution-Specific Items			
Module G: Contact details			
Employer Satisfaction Survey bridging			

Appendix 5
Additional tables

This report is accompanied by additional benchmarking tables which may be used alongside this report and data visualisation to support institutional benchmarking and analysis. Additional tables and data visualisation can be found on the QILT website: **www.qilt.edu.au**

Listed below are tables related to specific concepts relevant to the GOS-L survey as well as a listing of tables that can be used to explore additional themes related to the GOS-Longitudinal.

List of National Report and associated tables

Table	Table Title
Table 1	Short- and medium-term full-time employment rate for all 2007 to 2016 undergraduates
Table 2	Short-term and medium-term outcomes for undergraduates
Table 2a	Short- and medium-term outcomes for undergraduates 2014 to 2016
Table 3	Short-term and medium-term outcomes for undergraduates by gender
Table 4	Short-term and medium-term outcomes for postgraduate coursework graduates
Table 5	Short-term and medium-term outcomes for postgraduate coursework by gender
Table 6	Short-term and medium-term outcomes of postgraduate research graduates
Table 7	Short-term and medium-term outcomes for postgraduate research by gender
Table 8	Short-term and medium-term full-time employment outcomes by level of study and study area (%)
Table 8a	Short- (2016) and medium-term (2019) outcomes for undergraduates by study area
Table 8b	Short- (2016) and medium-term (2019) outcomes for 2016 postgraduate coursework graduates by study area
Table 8c	Short- (2016) and medium-term (2019) outcomes for postgraduate research graduates by study area
Table 9	Short-term and medium-term full-time employment outcomes by university and level of study (%)
Table 9a	Short-term and medium-term undergraduate employment outcomes by university
Table 9b	Short-term and medium-term postgraduate coursework employment outcomes by university
Table 10	Proportion of employed undergraduates working in occupational groups by study area (%)
Table 10a	Proportion of employed postgraduate coursework graduates working in occupational groups by study area (%)

Table	Table Title
Table 10b	Proportion of employed postgraduate research graduates working in occupational groups by study area (%)
Table 10c	Proportion of full-time employed undergraduates working in occupational groups by study area (%)
Table 10d	Proportion of full-time employed postgraduate coursework graduates working in occupational groups by study area (%)
Table 10e	Proportion of full-time employed postgraduate research graduates working in occupational groups by study area (%)
Table 11a	Undergraduate main reason for working in job in 2016-2019 that doesn't fully use skills and education (%)
Table 11b	Undergraduate main reason for working in job in 2016-2019 that doesn't fully use skills and education by study area (%)
Table 11c	Postgraduate coursework graduate main reason for working in job in 2016-2019 that doesn't fully use skills and education (%)
Table 11d	Postgraduate coursework graduate main reason for working in job in 2016-2019 that doesn't fully use skills and education by study area(%)
Table 11e	Postgraduate research graduate main reason for working in job in 2016-2019 that doesn't fully use skills and education (%)
Table 11f	Postgraduate research graduate main reason for working in job in 2016-2019 that doesn't fully use skills and education by study area(%)
Table 12	Broad field of education (BFOE) destinations of graduates undertaking further full-time study (%) – undergraduate

Additional themes and associated tables

Additional detail relevant to National Report tables

Short-term and medium-term outcomes by demographic group

Table	Table Title
Table 13	Short- and medium-term undergraduate outcomes by demographic group
Table 13a	Short- and medium-term postgraduate coursework graduate outcomes by demographic group
Table 13b	Short- and medium-term postgraduate research graduate outcomes by demographic group
Table 27	Short- and medium-term outcomes for all 2016 undergraduates by study area and gender
Table 27a	Short- and medium-term outcomes for all 2016 postgraduate coursework by study area and gender

Short-term and medium-term labour force and median full-time salaries by university by student level

Table	Table Title
Table 14	Short-term and medium-term undergraduate labour force participation rate and median full-time salaries by university
Table 14a	Short-term and medium-term postgraduate coursework graduate labour force participation rate and median full-time salaries by university
Table 14b	Short-term and medium-term postgraduate research graduate labour force participation rate and median full-time salaries by university

Aggregated Short-term (2014-2016) and medium-term (2017-2019) employment outcomes by university by student level

Table	Table Title
Table 15	Short-term (2014-2016) and medium-term (2017-2019) undergraduate employment outcomes by university
Table 15a	Short-term (2014-2016) and medium-term (2017-2019) postgraduate coursework employment outcomes by university
Table 15b	Short-term (2014-2016) and medium-term (2017-2019) postgraduate research employment outcomes by university
Table 16	Short-term (2014-2016) and medium-term (2017-2019) undergraduate labour force participation rate and median full-time earnings by university
Table 16a	Short-term (2014-2016) and medium-term (2017-2019) postgraduate coursework labour force participation rate and median full-time earnings by university
Table 16b	Short-term (2014-2016) and medium-term (2017-2019) postgraduate research labour force participation rate and median full-time earnings by university

Labour market outcomes for undergraduates in full time study

Table	Table Title
Table 24	Labour market outcomes of graduates, by full-time study status – undergraduate
Table 25	Demographic profile of graduates in further full-time study (%) – undergraduate
Table 26	Employment history of graduates, by full-time study status in 2019 - undergraduate

GOS-L Methodological and Response Rate Tables

Table	Table Title
Table A1.1	2019 GOS-L Operational summary
Table A1.2	2019 GOS-L university response rates – all study levels – undergraduate, postgraduate coursework and postgraduate research
Table A1.2a	2019 GOS-L university response rates – undergraduate
Table A1.2b	2019 GOS-L university response rates – postgraduate coursework
Table A1.2c	2019 GOS-L university response rates – postgraduate research
Table A1.3	2019 GOS-L NUHEI response rates – all study levels – undergraduate, postgraduate coursework and postgraduate research
Table A1.3a	2019 GOS-L NUHEI response rates – undergraduate
Table A1.3b	2019 GOS-L NUHEI response rates – postgraduate coursework
Table A1.3c	2019 GOS-L NUHEI response rates – postgraduate research
Table A1.4	2019 GOS-L sample characteristics – all study levels
Table A1.4a	2019 GOS-L sample characteristics – undergraduate
Table A1.4b	2019 GOS-L sample characteristics – postgraduate coursework
Table A1.4c	2019 GOS-L sample characteristics – postgraduate research
Table A1.5	2019 GOS-L combined student response characteristics and population parameters by study area
Table A1.5a	2019 GOS-L undergraduate student response characteristics and population parameters by study area
Table A1.5b	2019 GOS-L postgraduate coursework student response characteristics and population parameters by study area
Table A1.5c	2019 GOS-L postgraduate research student response characteristics and population parameters by study area

Additional Themes and related tables

Labour force transitions

This group of tables explores the journey of graduates from their labour force outcome in 2016 to their status in 2019. For example, the proportion of graduates who were unemployed in 2016 and the proportion of those graduates went on to full-time employment in 2019.

Table	Table Title
Table 17	Labour force transitions of undergraduates between 2016 and 2019, as a percentage of labour market category in 2016
Table 17a	Labour force transitions of postgraduate coursework graduates between 2016 and 2019, as a percentage of labour market category in 2016
Table 17b	Labour force transitions of postgraduate research graduates between 2016 and 2019, as a percentage of labour market category in 2016
Table 18	Labour force transitions of undergraduates by gender between 2016 and 2019, as percentage of labour market category in 2016
Table 18a	Labour force transitions of postgraduate coursework graduates by gender between 2016 and 2019, as percentage of labour market category in 2016
Table 18b	Labour force transitions of postgraduate research graduates by gender between 2016 and 2019, as percentage of labour market category in 2016

Employment History

This group of tables presents the number of graduates who were in the labour market in 2019 and the proportion who changed jobs (different employer), those who had worked for the same employer for more than 12 months, those who had changed roles with the same employer and those who had changed occupation level. The tables also present the median salary for those graduates (regardless of whether they were working full time) in 2016 compared to median salaries in 2019.

Table	Table Title
Table 19	Employment history of undergraduate graduates in the labour market in 2019
Table 19a	Employment history of postgraduate coursework graduates in the labour market in 2019
Table 19b	Employment history of postgraduate research graduates in the labour market in 2019

Graduate Occupations

This group of tables presents the proportion of employed graduates and graduates employed full time in different occupations in the short-term in 2016 and again in the medium term in 2019. These occupations are coded from graduate description of their job and job role to a detailed ANZCO code. The results are presented here at the top ANZCO levels. In general, a managerial or professional occupation is considered an appropriate employment outcome after completing a higher education level qualification and a useful proxy for the "relevance" of graduates' employment outcomes to their qualification.

Table	Table Title
Table 20	Proportion of employed graduates working in managerial or professional occupation, 2016 and 2019 (%)
Table 20a	Proportion of employed postgraduate coursework graduates working in managerial or professional occupations, 2016 and 2019 (%)
Table 20b	Proportion of employed postgraduate research graduates working in managerial or professional occupations, 2016 and 2019 (%)

Importance of the qualification to short-term or medium-term employment

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

Table	Table Title
Table 21	Importance of qualification for graduates in short-term and medium-term employment 2016–2019 (%) – undergraduate
Table 21a	Importance of qualification for graduates in short-term and medium-term employment 2016–2019 (%) – postgraduate coursework
Table 21b	Importance of qualification for graduates in short-term and medium-term employment 2016–2019 (%) – postgraduate research

Extent to which qualification prepared graduates for short-term or medium-term employment

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

Table	Table Title
Table 22	Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment 2016–2019 (%) – undergraduate
Table 22a	Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment 2016–2019 (%) – postgraduate coursework
Table 22b	Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment 2016–2019 (%) – postgraduate research

Graduate Attributes

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

Foundation skills

a) Oral communication skills

b) Written communication skills

c) Numeracy skills

d) Ability to develop relevant knowledge

e) Ability to develop relevant skills

f) Ability to solve problems

g) Ability to integrate knowledge

h) Ability to think independently about problems

Adaptive skills and attributes

i) Broad general knowledge

j) Ability to develop innovative ideas

k) Ability to identify new opportunities

l) Ability to adapt knowledge in different contexts

m) Ability to apply skills in different contexts

n) Capacity to work independently

Teamwork and interpersonal skills

o) Working well in a team

p) Getting on well with others in the workplace

q) Working collaboratively with colleagues to complete tasks

r) Understanding of different points of view

s) Ability to interact with co-workers from different or multicultural backgrounds

Table	Table Title
Table 23	Graduates average ratings of their attributes in short-term and medium-term employment 2016–2019 (%) – undergraduate
Table 23a	Graduates average ratings of their attributes in short-term and medium-term employment 2016–2019 (%) – postgraduate coursework
Table 23b	Graduates average ratings of their attributes in short-term and medium-term employment 2016–2019 (%) – postgraduate research
Table 28	Graduates average ratings of their attributes (%) by study area – undergraduate
Table 28a	Graduates average ratings of their attributes (%) by study area – postgraduate coursework