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**MEDIUM-TERM GRADUATE  
OUTCOMES IN AUSTRALIA**

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 **GOS-L**  
Graduate Outcomes Survey – Longitudinal

 **QILT**  
Quality Indicators for  
Learning and Teaching

**OCTOBER 2022**



**2022 Graduate Outcomes  
Survey – Longitudinal**

# Acknowledgements

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We are also very grateful to the graduates who took the time to provide valuable feedback about their employment and further study experiences. The GOS-L data will be used by institutions for continuous improvement, and to monitor and improve the labour force outcomes of graduates in the medium-term.

The 2022 GOS-L was led by Graham Challice and the project team consisted of Lisa Bolton, Lauren Spencer, Pankhuri Malhotra, Cynthia Kim, Dr Paddy Tobias, Ali Tirdad, Shane Smith, Joe Feng, Luke Hand, Rawan Habibeh and Kelsey Pool.

For more information on the conduct and results of the 2022 GOS-L see the Quality Indicators for Learning and Teaching (QILT) website: [www.qilt.edu.au](http://www.qilt.edu.au). The QILT team can be contacted by email at [qilt@srcentre.com.au](mailto:qilt@srcentre.com.au).



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# 1. Introduction

The 2022 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 2019 Graduate Outcomes Survey (GOS). The GOS-L is an ongoing part of the Quality Indicators for Learning and Teaching (QILT) survey suite.

The 2022 GOS-L National Report examines short-term and medium-term labour market outcomes (rates of full-time employment, overall employment, labour force participation and median full-time salaries), as well as the skills utilisation and further study outcomes of graduates. The report also discusses some areas of focus such as the impact of COVID-19 on labour force outcomes, the gender pay gap, and reasons for underutilisation of skills. The GOS-L also collects information relevant to themes beyond the scope of this report, such as the importance of the course, how well the course prepared graduates for work and further study, and more detailed labour force breakdowns, including graduates working in their own businesses, unpaid work and unemployment levels. Reporting of graduate labour market outcomes in this report focuses for the most part on domestic graduates due to challenges in tracking the labour market outcomes of international graduates. However, for the first time a section has been included providing high level results for international graduates. This provides additional context for employment outcomes for international graduates which are now being published in the GOS International Report.

This report is supported by a PowerBI workbook which allows readers to further explore the data presented in this report. It is also supported by a set of additional static tables which provide supplementary data and detail out of scope of this report, but which may be of interest to the reader.

The 2022 GOS-L was administered for all higher education institutions whose graduates participated in the 2019 GOS and were eligible to participate in the GOS-L. In total, at all study levels, 114 institutions participated, including all 42 Table A and B universities and 72 non-university higher education institutions (NUHEIs). The GOS-L achieved an overall 49.0 per cent response rate in 2022, representing 43,999 completed surveys, which was on par with the 49.0 per cent achieved in 2021, but represented an increase of 6,349 completed surveys as the number of graduates invited to participate in 2022 increased.

The following report provides high level results from the 2022 GOS-L. Further detail is available from <https://www.qilt.edu.au/qilt-surveys/graduate-employment>.

## 2. Labour market outcomes

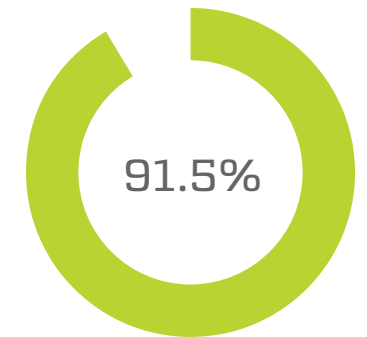
### 2.1 The impact of the COVID-19 pandemic

The COVID-19 pandemic has had a continuing impact on the Australian labour market, especially on short-term graduate employment outcomes. Recent graduate employment rates, as reported in the 2021 GOS National Report, showed a marked decrease in employment rates between 2019 and 2020. Employment rates stabilised somewhat in 2021 for graduates in full-time work but saw a subsequent decrease in the overall employment rate which indicates a fall in graduate access to part-time employment. This result is the average over three collections from November 2020 to May 2021 and obscures some turbulence in the graduate labour market with lower results in November and February compared with the May collection.

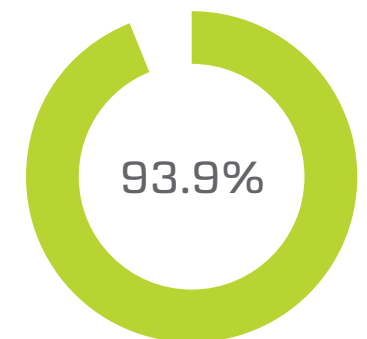
The GOS-L collection is undertaken once per year in February and so provides a snapshot of the labour market at a limited point in time. Because of the timing of the survey, GOS-L results on the whole have not been as severely impacted by the COVID-19 pandemic as the GOS. In 2020, only around 5 per cent of respondents completed the survey after COVID-19 restrictions began to impact employment. In February 2021 the economy had re-opened in most parts of Australia. Finally, the 2022 GOS-L represents a snapshot of time when the Australian labour market had opened up to “COVID-normal” levels. It recorded an increase in the full-time employment rate of 2.6 percentage points to 91.5 per cent of those available for full-time work. This is in line with trends in the general labour market which saw employment rates rise from 94.2 per cent in February 2021 to 96.0 per cent in February 2022<sup>1</sup>. The rate of overall employment in the medium-term has also increased by 1.6 percentage points, mainly driven by the increase in those in full-time employment but also of those employed part-time.

Table 1 Undergraduate medium-term employment rates, 2019-2022 (%)

	2019	2020	2021	2022
In full-time employment (as a percentage of those available for full-time work)	90.1	90.1	88.9	91.5
Overall employed (as a percentage of those available for any work)	93.3	93.3	92.3	93.9



Full-time employment rate, 2022



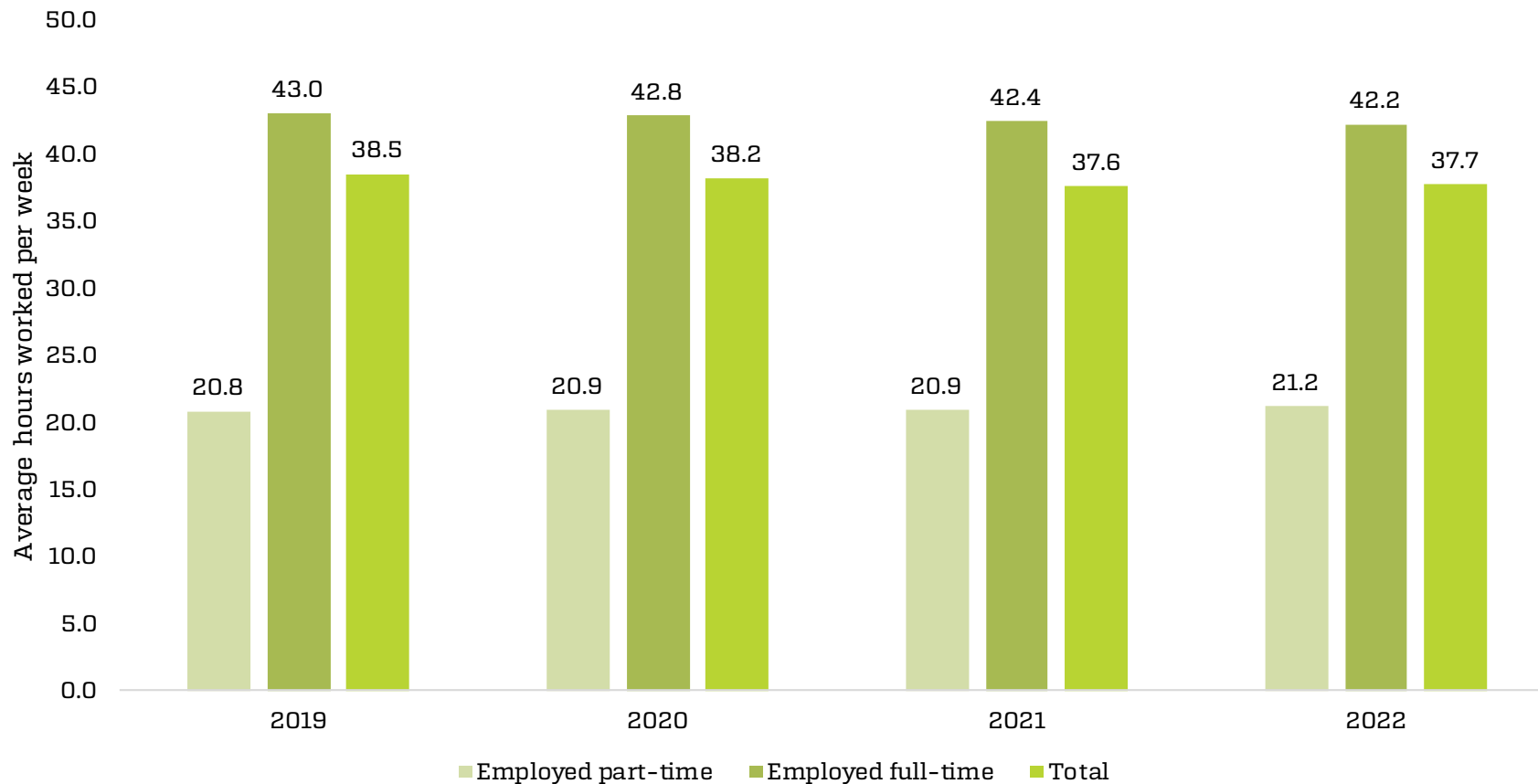
Overall employment rate, 2022

<sup>1</sup> As recorded by the ABS Labour Force Survey in seasonally adjusted terms, [www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia/jun-2022](http://www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia/jun-2022)

The GOS and GOS-L follow ABS Labour Force Survey concepts and definitions in measuring graduate employment outcomes. This means graduates are considered employed if they work at least one hour in the survey reference week, or usually work one hour per week. Graduates are considered to be employed full-time if they actually work 35 hours per week or more, or usually work that many hours. Examining the hours actually worked by employed graduates provides an additional insight into employment trends.

As can be seen from Figure 1, the actual hours worked by graduates in the medium-term shows little volatility compared with the relatively large drop in actual hours worked as seen in the May collection of the 2020 GOS and subsequent recovery as shown in the 2021 GOS short-term results, likely due to graduates being more established in the workforce and also perhaps influenced by the timing of the survey collection.

**Figure 1 Average actual hours worked per week for employed undergraduates in the medium-term, by full-time/part-time status, 2019-2022**





## 2.2 Study level

### 2.2.1 Undergraduates

In general, the 2022 GOS-L confirms findings from previous reports that following graduation it can take time for some graduates to successfully establish themselves in their careers. In 2019, 73.6 per cent of graduates who completed both the GOS and GOS-L were in full-time employment four months after completing their course. Three years later in 2022, the proportion of the same cohort of graduates in full-time employment had risen to 91.5 per cent, an increase of 17.9 percentage points.

The 2022 full-time employment rate represents the highest medium-term rate since 2012. This is despite the short-term employment rate actually declining from 2018 to 2019. As a result, the increase in full-time employment from the short-term to medium-term, is also the highest it has been since the COVID pandemic began.

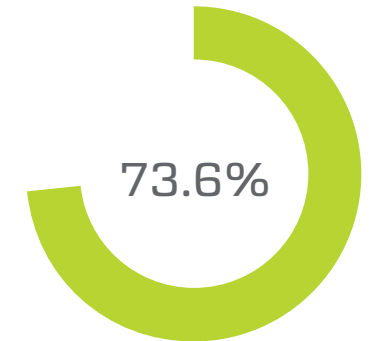
Table 2 Short-term and medium-term full-time employment rate for all 2007 to 2019 undergraduates

Short-term outcome		Medium-term outcome		Number of participating institutions*
2007	83.6	2010	92.6	31
2008	83.2	2011	92.8	34
2009	79.3	2012	92.2	39
2010	76.3	2013	90.2	36
2011	76.0	2014	89.2	40
2012	76.2	2015	88.5	19
2013	70.9	2016	88.4	51
2014	67.5	2017	89.3	54
2015	67.1	2018	89.2	60
2016	72.6	2019	90.1	73
2017	73.0	2020	90.1	79
2018	74.3	2021	88.9	95
2019	73.6	2022	91.5	102

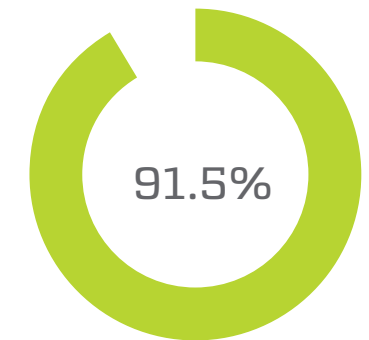
\* Number of participating institutions includes institutions with both domestic and international undergraduate students, while short-term and medium-term employment rates exclude international students.

Sources: Beyond Graduation Survey 2010–2015 and Graduate Outcomes Survey – Longitudinal 2016–2022.”

### Undergraduates employed full-time



Short-term



Medium-term

As seen in Table 3, the proportion of undergraduates in overall employment in 2019, four to six months after completing their course, was 88.1 per cent, while three years later 93.9 per cent had secured employment. The labour force participation rate measures the proportion of graduates available for employment. The labour force participation rate of graduates shortly after course completion was 92.6 per cent and this remained unchanged over the medium-term. Three years out, the median salary level among graduates in full-time employment had increased from \$63,400 to \$80,000, an increase of 27.0 per cent.

Table 3 shows that in general undergraduate labour market outcomes are broadly similar for males and females with the notable exception that female graduates earn less than male graduates. In 2019, the gender gap<sup>2</sup> in graduate median salaries was \$2,400 or 3.7 per cent. In 2022, for the same cohort of graduates three years later, the gender gap in graduate median salaries had increased to \$5,700 or 6.8 per cent.

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

	Short-term outcomes 2019			Medium-term outcomes 2022		
	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)	73.8	73.6	73.6	91.0	91.8	91.5
Overall employment (as a percentage of the labour force i.e. those available for any work)	86.0	89.0	88.1	93.3	94.2	93.9
Labour force participation rate (as a percentage of all graduates)	92.6	92.6	92.6	92.4	92.1	92.2
Median salary (of those employed full-time)	\$65,000	\$62,600	\$63,400	\$84,000	\$78,300	\$80,000

Previous research suggests that one of the key factors contributing to the gender gap in salaries is that females tend to graduate from fields of education that attract lower salaries, 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 included Architecture and built environment, \$12,400 or 15.0 per cent, Nursing, \$6,300 or 7.6 per cent, and Engineering, \$6,000 or 6.5 per cent. There were some exceptions in 2022 where females were paid more than males such as in Medicine, \$1,800 or 1.8 per cent, as well as Computing and information systems, where females were paid \$600 or 0.7 per cent more. This information is available in the **PowerBI Dashboard accompanying this report**.

<sup>2</sup> 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)

**91.5%**

undergraduates in full-time employment (medium-term)

**93.9%**

undergraduates in overall employment (medium-term)

**\$80,000**

undergraduate median salary (medium-term)

## 2.2.2 Postgraduate coursework graduates

In 2019, 86.6 per cent of postgraduate coursework graduates were in full-time employment four to six months after completing their course, as shown in Table 4, which is 13 percentage points higher than those who had completed an undergraduate qualification. Three years later in 2022, the proportion in full-time employment had risen to 94.8 per cent, which was 3.3 percentage points higher than for those who had completed undergraduate qualifications. The proportion of postgraduate coursework graduates in overall employment in 2019, four to six months after completing their course was 92.7 per cent, and three years later remained strong with 96.0 per cent employed. The labour force participation rate, which measures the proportion of all graduates in the labour force, was 96.6 per cent shortly after course completion and decreased slightly to 95.3 per cent over the medium-term. Three years out, the median salary level of postgraduate coursework graduates in full-time employment increased from \$86,100 to \$103,000, which was an increase of 19.6 per cent. The salary outcomes for postgraduate coursework graduates are much higher than for undergraduates, being \$22,700 higher in the short-term and remaining \$23,000 higher in the medium-term. In part, this may reflect the fact many postgraduate coursework graduates are well established in their careers before they commence or during further study which is suggested by the higher proportion of postgraduate coursework graduates who study externally as they combine work and study.

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

	Short-term outcomes 2019			Medium-term outcomes 2022		
	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)	86.9	86.4	86.6	94.9	94.7	94.8
Overall employment (as a percentage of the labour force i.e. those available for any work)	91.6	93.2	92.7	95.7	96.1	96.0
Labour force participation rate (as a percentage of all graduates)	97.3	96.3	96.6	95.7	95.1	95.3
Median salary (of those employed full-time)	\$94,700	\$83,000	\$86,100	\$112,500	\$100,000	\$103,000

Overall, in the short-term the rate of female and male postgraduate coursework graduates in full-time employment was roughly equal, 86.9 per cent for males compared to 86.4 per cent for females and also in the medium-term, with 94.9 per cent of males and 94.7 per cent of females in full-time employment in 2022. The gender gap in salaries is more pronounced at the postgraduate coursework level than for undergraduates. In 2019, four to six months after completion of their studies, the median salary of male postgraduate coursework graduates was \$11,700 or 12.4 per cent higher than females. This gap has increased to \$12,500 in dollar terms or 11.1 per cent three years after course completion in 2022. The gender gap in salaries among postgraduate coursework graduates persists across multiple study areas with Science and mathematics experiencing the widest gender pay gap of 15.5 per cent, Business and management with 13.2 per cent

# 94.8%

postgraduate coursework graduate in full-time employment (medium-term)

# 96.0%

postgraduate coursework graduate in overall employment (medium-term)

# \$103,000

postgraduate coursework graduate median salary (medium-term)

and Health services and support with 13.0 per cent. However, in 2022 there were some study areas where females out-earned males in the medium-term, such as Social work, where females earned \$4,500 or 5.3 per cent more than males, and Architecture and built environment, where females earned \$3,200 or 3.8 per cent more than males.

### 2.2.3 Postgraduate research graduates

In 2019, 81.4 per cent of postgraduate research graduates were in full-time employment compared with 73.6 per cent of those who had completed undergraduate qualifications and 86.6 per cent of those who had completed postgraduate coursework qualifications, four to six months after completion. However, three years later in 2022, the gap in full-time employment rates between these groups of graduates had narrowed, with 91.5 per cent of both undergraduates and postgraduate research graduates in full-time employment, compared with 94.8 per cent of postgraduate coursework graduates.

The proportion of postgraduate research graduates in overall employment in 2019, four to six months after completing their degree, was 91.0 per cent and three years later this had increased slightly to 93.6 per cent, as shown by Table 5. The labour force participation rate of postgraduate research graduates shortly after course completion was 94.1 per cent, declining slightly in the medium-term to 92.8 per cent. Three years out the median salary level among postgraduate research graduates in full-time employment had increased from \$90,200 to \$105,000, an increase of 16.4 per cent. This is lower than the growth in both postgraduate coursework graduate and undergraduate salaries, at 19.6 per cent and 27.0 per cent respectively.

The gender gap in postgraduate research graduate salaries was \$1,000 or 1.1 per cent in 2019 four to six months after graduation. However, three years later in 2022, median full-time female postgraduate research graduate salaries were equal with male salaries at \$105,000.

Table 5 Short-term and medium-term outcomes of postgraduate research graduates

	Short-term outcome 2019			Medium-term outcome 2022		
	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)	81.9	81.0	81.4	91.5	91.5	91.5
Overall employment (as a percentage of the labour force i.e. those available for any work)	89.9	91.7	91.0	93.0	93.9	93.6
Labour force participation rate (as a percentage of all graduates)	94.6	93.9	94.1	91.3	93.7	92.8
Median salary (of those employed full-time)	\$91,000	\$90,000	\$90,200	\$105,000	\$105,000	\$105,000

91.5%

postgraduate research graduate in full-time employment (medium-term)

93.6%

postgraduate research graduate in overall employment (medium-term)

\$105,000

postgraduate research in graduate median salary (medium-term)

## 2.3 Study area

In 2019, the proportion of recent undergraduates in full-time employment across study areas ranged from 92.9 per cent for Medicine, Pharmacy and Rehabilitation, compared to 56.2 per cent for Creative arts, 61.5 per cent for Tourism, hospitality, personal services, sport and recreation and 62.4 per cent for Communications. The range between the highest and lowest full-time employment rates was 36.8 percentage points.

By 2022, in the medium-term, this range across study areas had contracted to 19.4 percentage points. Full-time employment rates increased to 99.0 per cent for Rehabilitation, 97.8 per cent for Medicine and 97.7 per cent for Pharmacy. However, study areas with lower full-time employment rates in 2019 saw much larger increases. Full-time employment rose 25.1 percentage points to 86.7 per cent in 2022 for those who had completed courses in Tourism, hospitality, personal services, sport and recreation. It also increased 23.8 percentage points to 86.1 per cent for Communications, and 23.4 percentage points to 79.5 per cent for Creative arts graduates. There were also large increases for generalist degrees which attract large numbers of students, including an increase of 25 percentage points to 89.6 per cent for Humanities, culture and social sciences, and an increase of 20.6 percentage points to 88.2 per cent for Science and mathematics.

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 are similar to, but less pronounced than 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. Short-term and medium-term full-time employment outcomes are also shown at more disaggregated level by 45 study areas in Table 7.

Table 6 Short-term and medium-term full-time employment outcomes by level of study and study area (%)

Study area	Undergraduate		Postgraduate coursework		Postgraduate research	
	2019	2022	2019	2022	2019	2022
Science and mathematics	67.6	88.2	76.6	90.3	81.5	92.1
Computing and information systems	78.4	92.2	83.8	93.1	71.4	88.0
Engineering	85.9	96.4	85.6	95.5	81.6	87.8

# 99.0%

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



# 79.5%

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



Architecture and built environment	77.1	91.1	79.0	96.5	n/a	n/a
Agriculture and environmental studies	69.7	93.9	80.7	92.8	82.5	94.7
Health services and support	71.8	92.9	84.3	95.1	88.5	91.9
Medicine	92.9	97.8	97.3	98.0	89.7	97.1
Nursing	77.6	93.8	95.2	95.8	93.3	97.0
Pharmacy	92.9	97.6	94.4	100.0	n/a	n/a
Dentistry	85.9	93.1	82.1	96.7	n/a	n/a
Veterinary science	84.1	97.0	95.2	100.0	n/a	n/a
Rehabilitation	92.9	99.0	90.2	99.3	n/a	n/a
Teacher education	83.1	95.6	86.5	95.7	81.8	95.7
Business and management	78.2	94.8	90.7	95.1	77.5	86.6
Humanities, culture and social sciences	64.9	89.6	79.6	91.1	70.9	91.4
Social work	73.1	89.3	79.6	93.4	n/a	n/a
Psychology	67.3	89.4	82.1	94.5	88.3	93.2
Law and paralegal studies	77.6	95.4	86.9	95.6	88.0	n/a
Creative arts	56.2	79.5	70.0	90.4	76.7	86.4
Communications	62.4	86.1	75.3	86.4	n/a	n/a
Tourism, hospitality, personal services, sport and recreation	61.5	86.7	n/a	n/a		
<b>All study areas</b>	<b>73.6</b>	<b>91.5</b>	<b>86.6</b>	<b>94.8</b>	<b>81.4</b>	<b>91.5</b>

Note: Cells marked with n/a had too few responses for meaningful analysis and blank cells indicate there were no sample members in that study area.

Table 7 Short-term and medium-term full-time employment outcomes by level of study and 45 study areas (%)

Study area 21	Study area 45	Undergraduate		Postgraduate coursework	
		Short-term	Medium-term	Short-term	Medium-term
Science and mathematics	Natural and physical sciences	70.2	89.7	61.8	86.3
	Mathematics	75.7	88.1	89.1	91.0
	Biological sciences	58.2	85.9	72.3	93.8
	Medical sciences and technology	73.3	89.3	88.5	91.1
Computing and information systems	Computing and information systems	78.9	92.2	83.7	93.1
Engineering	Engineering	88.1	95.9	89.7	93.8
	Engineering - process and resources	80.0	98.4	88.5	96.4
	Engineering - mechanical	81.9	96.2	86.3	96.0
	Engineering - civil	88.8	97.6	79.5	94.3
	Engineering - electrical and electronic	89.9	95.3	80.5	97.4
	Engineering - aerospace	73.3	96.0	n/a	n/a
Architecture and built environment	Architecture and urban environments	73.0	89.8	77.8	96.2
	Building and construction	91.7	96.5	n/a	n/a
Agriculture and environmental studies	Agriculture and forestry	77.1	95.3	83.6	91.1
	Environmental studies	61.7	92.4	78.8	94.0
Health services and support	Health services and support	72.8	92.5	81.0	96.0
	Public health	66.7	94.1	87.4	94.2
Medicine	Medicine	94.0	97.7	97.3	98.0
Nursing	Nursing	77.6	93.8	95.2	95.8
Pharmacy	Pharmacy	92.9	97.6	94.4	100.0
Dentistry	Dentistry	85.9	93.1	82.1	96.7
Veterinary science	Veterinary science	85.1	98.0	95.2	100.0
Rehabilitation	Physiotherapy	95.5	97.7	92.0	99.0
	Occupational therapy	90.5	100.0	85.4	100.0

Study area 21	Study area 45	Undergraduate		Postgraduate coursework	
		Short-term	Medium-term	Short-term	Medium-term
Teacher education	Teacher education - other	83.6	94.6	90.3	95.0
	Teacher education - early childhood	88.6	94.4	78.0	95.9
	Teacher education - primary and secondary	81.1	96.7	79.5	96.9
Business and management	Accounting	80.9	95.5	82.2	90.3
	Business management	76.3	93.4	91.6	95.1
	Sales and marketing	75.6	94.7	87.2	97.4
	Management and commerce - other	81.7	96.7	90.3	94.6
	Banking and finance	79.3	96.8	87.8	95.2
	Economics	80.5	95.5	87.5	97.6
Humanities, culture and social sciences	Political science	67.7	95.0	78.4	91.7
	Humanities, history and geography	65.1	88.6	79.2	91.4
	Language and literature	60.7	88.4	85.7	87.0
Social work	Social work	73.1	89.3	79.6	93.4
Psychology	Psychology	66.9	89.7	82.1	94.5
Law and paralegal studies	Law	77.3	96.7	86.6	95.5
	Justice studies and policing	78.7	87.6	91.0	96.9
Creative arts	Art and design	56.3	80.0	72.2	88.7
	Music and performing arts	55.5	78.0	64.3	n/a
Communications	Communication, media and journalism	62.3	86.0	75.7	86.1
Tourism, hospitality, personal services, sport and recreation	Sport and recreation	n/a	n/a	n/a	n/a
	Tourism, hospitality and personal services	n/a	n/a	n/a	n/a
<b>All study areas</b>	<b>All study areas</b>	<b>73.6</b>	<b>91.5</b>	<b>86.6</b>	<b>94.8</b>

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



## 2.4 Institution

Three years after graduation there has been substantial improvement in full-time employment rates across universities so that all but two have full-time employment rates for undergraduates at or above 87.0 per cent in the medium-term. Full-time undergraduate employment rates increased by more than 20 percentage points over this period at 12 universities.

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 Darwin University, 96.6 per cent, Curtin University, 95.1 per cent, Bond University, 95.0 per cent, University of New England, 94.6 per cent, The University of Sydney, 94.1 per cent, The University of Queensland, 94.1 per cent, and Australian Catholic University, 94.0 per cent.

At postgraduate coursework level, universities with high full-time employment rates three years after graduation include Central Queensland University, 97.6 per cent, University of Canberra, 97.6 per cent, Flinders University, 97.5 per cent, The University of Notre Dame Australia, 97.3 per cent, The University of Sydney, 97.3 per cent, Charles Darwin University, 97.1 per cent, and Australian Catholic University, 97.0 per cent.

Institutional results are not available at postgraduate research graduate level as there are too few survey responses. Table 8 shows 90 per cent confidence intervals to assist in interpreting results. The calculation of these confidence intervals is detailed in Appendix 4.

Table 8 Short-term and medium-term full-time employment outcomes by university and level of study (%)

University	Undergraduate		Postgraduate coursework	
	Short-term outcomes 2019	Medium-term outcomes 2022	Short-term outcomes 2019	Medium-term outcomes 2022
Australian Catholic University	70.0 (66.1, 73.7)	94.0 (91.6, 95.6)	92.1 (88.8, 94.4)	97.0 (94.4, 98.4)
Avondale University	70.7 (59.2, 79.7)	87.5 (77.1, 93.1)	n/a	n/a
Bond University	69.5 (59.5, 77.8)	95.0 (88.1, 98.0)	73.5 (62.6, 81.9)	94.4 (86.9, 97.7)
Central Queensland University	79.1 (74.9, 82.7)	91.3 (88.1, 93.5)	93.1 (87.5, 96.1)	97.6 (93.1, 99.2)
Charles Darwin University	83.3 (77.2, 88.0)	96.6 (92.6, 98.4)	97.3 (88.4, 99.7)	97.1 (87.4, 99.8)
Charles Sturt University	84.4 (81.7, 86.8)	92.6 (90.4, 94.2)	88.9 (86.3, 90.9)	94.3 (92.2, 95.8)
Curtin University	75.4 (72.0, 78.4)	95.1 (93.1, 96.5)	77.6 (72.1, 82.2)	94.7 (90.9, 96.9)
Deakin University	74.0 (71.3, 76.5)	91.6 (89.9, 93.0)	83.4 (80.6, 85.9)	95.1 (93.2, 96.4)

The vast majority of universities saw undergraduate full-time employment rates rise to at least 85% three years after graduation.



University	Undergraduate		Postgraduate coursework	
	Short-term outcomes 2019	Medium-term outcomes 2022	Short-term outcomes 2019	Medium-term outcomes 2022
Edith Cowan University	62.7 (58.5, 66.7)	89.4 (86.3, 91.8)	75.0 (70.1, 79.3)	91.4 (87.7, 93.9)
Federation University Australia	74.3 (68.3, 79.4)	91.0 (86.8, 93.8)	89.8 (80.8, 94.6)	96.2 (89.0, 98.7)
Flinders University	67.7 (63.2, 71.9)	90.4 (87.3, 92.7)	91.8 (88.4, 94.2)	97.5 (95.0, 98.7)
Griffith University	66.9 (63.6, 69.9)	88.2 (85.8, 90.3)	87.7 (84.5, 90.2)	93.9 (91.4, 95.6)
James Cook University	79.3 (75.2, 82.8)	89.1 (85.7, 91.7)	91.9 (86.8, 95.0)	89.8 (84.3, 93.4)
La Trobe University	71.2 (67.7, 74.4)	90.8 (88.6, 92.7)	81.9 (77.6, 85.5)	95.3 (92.2, 97.1)
Macquarie University	71.6 (68.1, 74.8)	93.2 (91.1, 94.8)	85.2 (80.7, 88.8)	93.6 (90.0, 95.9)
Monash University	74.7 (72.2, 77.0)	93.9 (92.6, 95.0)	83.4 (80.7, 85.8)	96.5 (94.9, 97.6)
Murdoch University	61.5 (56.1, 66.6)	91.7 (88.1, 94.3)	75.3 (67.8, 81.4)	88.8 (82.8, 92.7)
Queensland University of Technology	72.5 (68.6, 76.1)	90.4 (87.8, 92.5)	86.3 (81.8, 89.9)	94.2 (90.5, 96.5)
RMIT University	72.5 (69.3, 75.4)	87.9 (85.6, 89.9)	83.0 (79.3, 86.2)	95.3 (92.8, 96.9)
Southern Cross University	79.0 (73.2, 83.8)	89.5 (84.7, 92.9)	87.3 (81.5, 91.2)	95.4 (91.0, 97.6)
Swinburne University of Technology	75.4 (71.5, 78.8)	87.6 (84.6, 90.0)	82.5 (76.6, 87.1)	91.4 (86.6, 94.5)
The Australian National University	70.4 (65.4, 74.9)	93.3 (90.3, 95.3)	83.9 (79.5, 87.4)	96.4 (93.5, 98.0)
The University of Adelaide	70.9 (67.2, 74.3)	93.8 (91.8, 95.3)	79.4 (72.5, 84.8)	95.1 (90.5, 97.5)
The University of Melbourne	67.2 (63.1, 71.1)	90.8 (88.6, 92.5)	87.3 (85.7, 88.7)	95.6 (94.5, 96.4)
The University of Notre Dame Australia	75.3 (69.2, 80.5)	91.3 (86.6, 94.4)	94.4 (89.0, 97.2)	97.3 (92.1, 99.3)
The University of Queensland	74.7 (72.2, 77.1)	94.1 (92.6, 95.2)	82.9 (79.5, 85.7)	94.0 (91.6, 95.7)
The University of South Australia	77.1 (73.2, 80.5)	91.2 (88.5, 93.3)	79.1 (73.5, 83.7)	92.9 (88.8, 95.5)
The University of Sydney	81.4 (78.3, 84.2)	94.1 (92.1, 95.6)	90.2 (87.9, 92.0)	97.3 (95.8, 98.3)
The University of Western Australia	61.8 (55.8, 67.5)	88.9 (85.4, 91.6)	76.8 (72.3, 80.8)	94.8 (91.9, 96.6)
Torrens University	65.6 (58.5, 71.9)	85.0 (79.1, 89.4)	93.0 (84.0, 97.0)	93.0 (84.0, 97.0)
University of Canberra	78.5 (74.2, 82.2)	93.3 (90.3, 95.3)	84.6 (77.8, 89.4)	97.6 (92.9, 99.3)
University of Divinity	n/a	n/a	81.1 (68.9, 89.0)	90.3 (78.0, 96.2)
University of New England	77.7 (74.3, 80.7)	94.6 (92.6, 96.0)	84.5 (80.9, 87.4)	94.4 (91.9, 96.0)

University	Undergraduate		Postgraduate coursework	
	Short-term outcomes 2019	Medium-term outcomes 2022	Short-term outcomes 2019	Medium-term outcomes 2022
University of New South Wales	81.6 (78.5, 84.3)	93.4 (91.4, 95.0)	93.3 (90.9, 95.1)	96.5 (94.5, 97.7)
University of Newcastle	80.4 (77.1, 83.3)	93.9 (91.8, 95.5)	86.3 (82.3, 89.4)	92.1 (88.7, 94.3)
University of Southern Queensland	73.4 (69.8, 76.7)	92.5 (90.0, 94.3)	92.2 (88.5, 94.6)	93.5 (90.1, 95.6)
University of Tasmania	76.1 (72.7, 79.2)	92.0 (89.6, 93.8)	93.3 (90.9, 95.1)	94.6 (92.3, 96.2)
University of Technology Sydney	79.6 (76.7, 82.1)	93.5 (91.7, 95.0)	89.0 (85.4, 91.7)	91.7 (88.3, 94.1)
University of the Sunshine Coast	62.6 (58.0, 67.1)	88.7 (85.3, 91.3)	86.5 (75.4, 92.6)	88.2 (76.7, 94.1)
University of Wollongong	74.1 (69.3, 78.4)	91.4 (88.2, 93.7)	82.2 (75.1, 87.5)	90.7 (84.4, 94.5)
Victoria University	67.5 (62.1, 72.4)	84.8 (80.6, 88.1)	86.4 (77.7, 92.0)	93.2 (85.7, 97.0)
Western Sydney University	72.4 (68.8, 75.8)	87.0 (84.2, 89.4)	81.0 (74.7, 85.9)	96.7 (92.9, 98.6)
<b>All Universities</b>	<b>73.9 (73.3, 74.5)</b>	<b>91.7 (91.3, 92.0)</b>	<b>86.1 (85.6, 86.7)</b>	<b>94.8 (94.4, 95.1)</b>

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

Figure 2 Undergraduate medium-term full-time employment rate by university, 2022 (%)

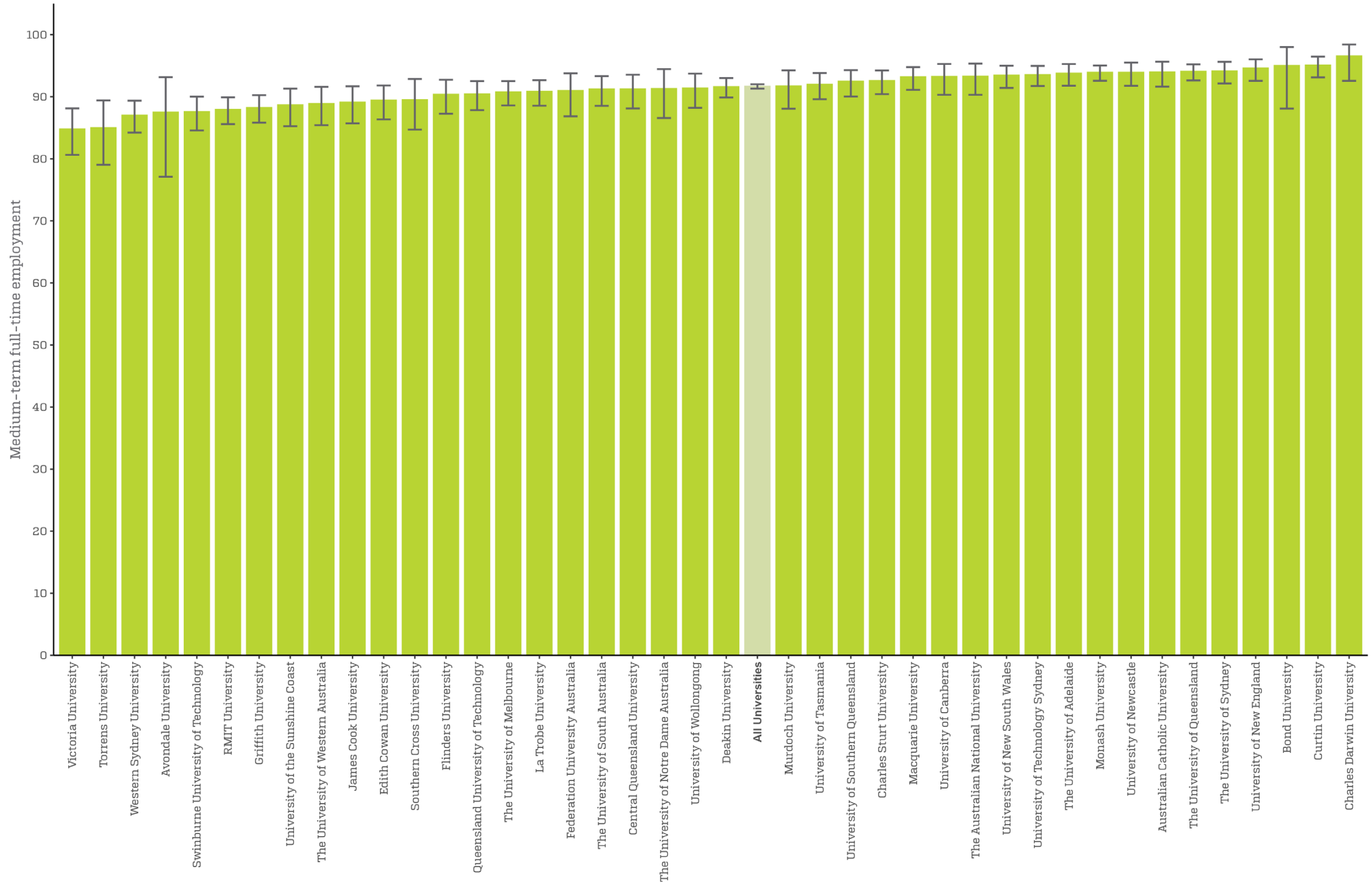
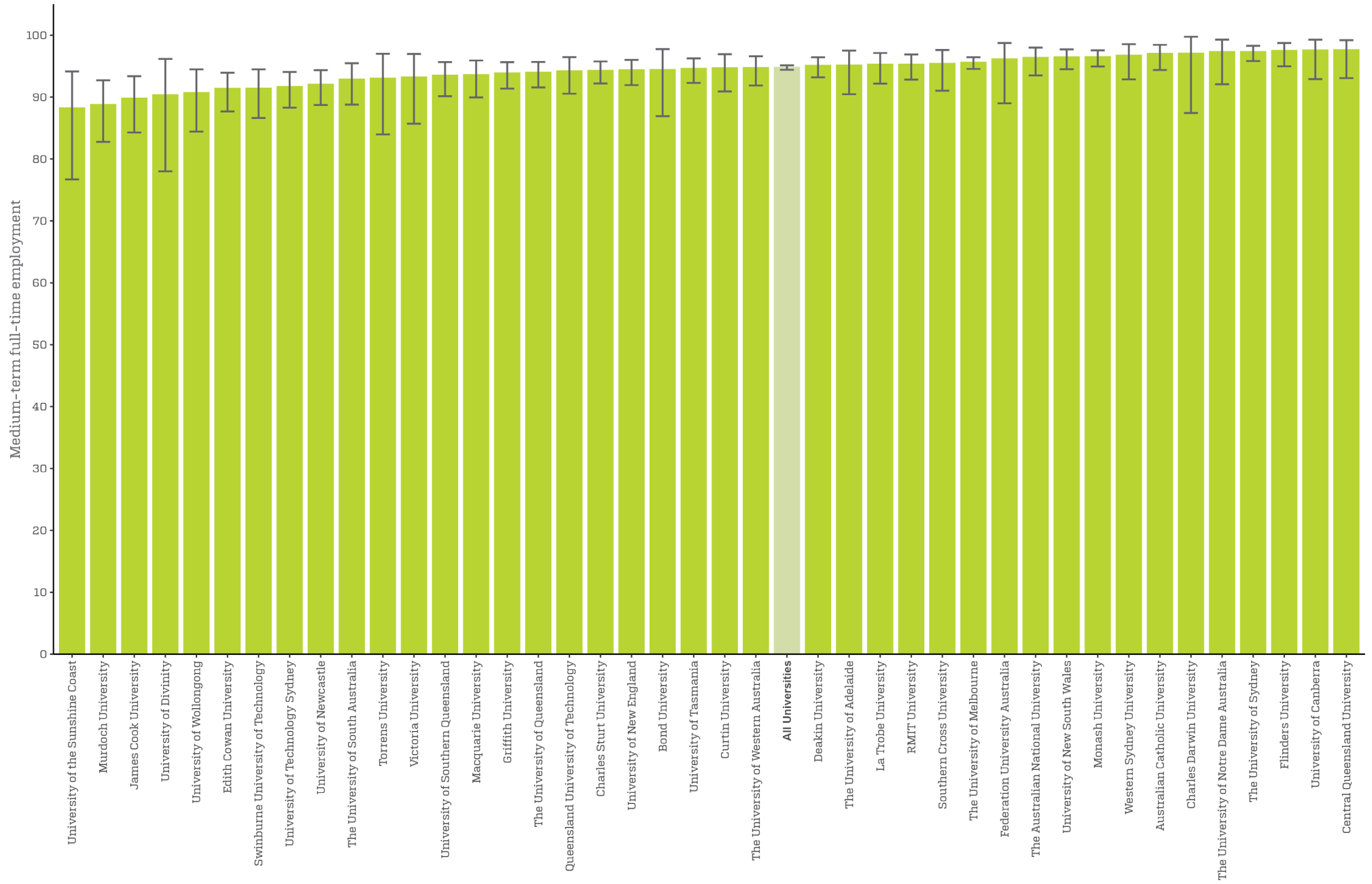


Figure 3 Postgraduate coursework medium-term full-time employment rate by university, 2022 (%)



### 3. Skills utilisation

In terms of whether graduates are fully utilising their skills, the 2022 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, 71.7 per cent of undergraduates working full-time upon graduation were employed in managerial and professional occupations. This figure increased by 5.9 percentage points to 77.6 per cent three years after graduation, lower than the figure of 77.9 per cent in 2021, 80.4 per cent in 2020 and 80.7 per cent in 2019 and 2018.

60.0 per cent of all employed graduates who had completed an undergraduate qualification were working in professional and managerial occupations four to six months after course completion rising by 11.4 percentage points to 73.4 per cent three years later, as shown by Table 9.

Study areas that showed large gains in the proportion of undergraduates employed in managerial or professional occupations after three years included Psychology, Law and paralegal studies and Tourism, hospitality, personal services, sport and recreation.

**71.7%**

of undergraduates employed full-time in managerial and professional occupations (Short-term)

**77.6%**

of undergraduates employed full-time in managerial and professional occupations (Medium-term)

Table 9 Proportion of employed undergraduates working in occupational groups by study area (%)

Study area	Managers		Professionals		All other occupations		All employed	
	2019	2022	2019	2022	2019	2022	2019	2022
Science and mathematics	5.1	4.8	41.5	61.4	53.4	33.8	100.0	100.0
Computing and information systems	5.2	6.4	73.9	81.0	20.9	12.7	100.0	100.0
Engineering	4.7	6.3	76.8	83.1	18.5	10.6	100.0	100.0
Architecture and built environment	6.7	9.2	47.5	55.0	45.8	35.8	100.0	100.0
Agriculture and environmental studies	8.6	9.8	30.6	49.9	60.9	40.4	100.0	100.0
Health services and support	3.9	3.9	48.4	61.9	47.8	34.3	100.0	100.0
Medicine	2.1	1.9	79.9	89.3	18.0	8.7	100.0	100.0
Nursing	1.0	1.2	81.9	91.9	17.2	6.9	100.0	100.0

Study area	Managers		Professionals		All other occupations		All employed	
	2019	2022	2019	2022	2019	2022	2019	2022
Pharmacy	0.9	2.9	78.9	92.3	20.2	4.8	100.0	100.0
Dentistry	0.0	1.4	60.5	54.8	39.5	43.8	100.0	100.0
Veterinary science	1.0	1.7	61.9	74.8	37.1	23.5	100.0	100.0
Rehabilitation	0.4	0.9	92.2	96.5	7.3	2.6	100.0	100.0
Teacher education	3.2	4.1	81.9	85.9	14.8	10.0	100.0	100.0
Business and management	12.0	14.9	49.1	60.0	38.9	25.2	100.0	100.0
Humanities, culture and social sciences	6.2	8.2	39.0	56.3	54.8	35.5	100.0	100.0
Social work	4.4	3.4	57.1	65.2	38.6	31.5	100.0	100.0
Psychology	6.1	5.2	38.9	66.2	55.0	28.6	100.0	100.0
Law and paralegal studies	6.2	5.7	45.1	71.6	48.8	22.8	100.0	100.0
Creative arts	4.7	8.7	45.6	52.3	49.8	39.0	100.0	100.0
Communications	7.7	9.6	47.5	58.0	44.8	32.4	100.0	100.0
Tourism, hospitality, personal services, sport and recreation	15.9	28.0	11.4	20.0	72.7	52.0	100.0	100.0
<b>All fields</b>	<b>5.7</b>	<b>6.9</b>	<b>54.3</b>	<b>66.8</b>	<b>40.0</b>	<b>26.3</b>	<b>100.0</b>	<b>100.0</b>

Study areas that showed large gains in the proportion of undergraduates employed in managerial or professional occupations after three years included Psychology, Law and paralegal studies and Tourism, hospitality, personal services, sport and recreation.

The proportion of employed graduates reporting they are not fully using 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, 40.5 per cent of employed undergraduates (overall) reported that their skills and qualifications were not fully utilised. This declined to 26.5 per cent three years after graduation in 2022. This is slightly lower than 27.3 per cent in 2021, 26.7 per cent in 2020 and 27.1 per cent in 2019. 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, broadly similar to 22.2 per cent in 2021, 22.0 per cent in 2020 and 22.4 per cent in 2019.

The most commonly cited reason for employed graduates working in a job that did not fully utilise their skills and education three years after graduation was because the graduate was satisfied with their current job, 20.6 per cent. A sizeable proportion, 16.3 per cent, said they were not fully utilising their skills and knowledge because they did not have enough work experience. A further 14.5 per cent cited that

they were studying as the reason for working in jobs that did not fully utilise their skills or education, whilst 11.2 per cent said that there were no suitable jobs in their area of expertise. Satisfaction with their current job and not enough work experience were also the most cited reasons for undergraduates working full-time in a job which did not fully utilise their skills and knowledge.

Table 10 Main reason for undergraduates working in job in 2022 that does not fully utilise skills and education, by medium-term employment outcomes (%)

	Full-time employment	Overall employment
Studying	5.1	14.5
I'm satisfied with my current job	26.4	20.6
For financial reasons	8.1	6.3
Caring for children or family member	1.5	2.9
Long-term health condition or disability	0.6	1.2
<b>Sub total – personal factors</b>	<b>41.8</b>	<b>45.5</b>
No suitable jobs in my area of expertise	11.7	11.2
No suitable jobs in my local area	8.1	8.2
Considered to be too young by employers	3.6	2.5
Considered to be too old by employers	1.2	1.4
Not enough work experience	18.0	16.3
No jobs with a suitable number of hours	0.7	1.3
Cannot find a job	0.6	0.7
I had to change jobs due to COVID-19	3.7	3.1
<b>Sub total – labour market factors</b>	<b>47.5</b>	<b>44.7</b>
Other	10.7	9.8
<b>Extent to which skills and education are not fully utilised</b>	<b>22.4</b>	<b>26.5</b>

Immediately following graduation **40.5%** of employed undergraduates reported their skills and qualifications were not fully utilised.

This declined to **26.5%** three years after graduation in 2022.



## 4. Further study

Less than a fifth, 17.7 per cent, of undergraduate respondents were engaged in further study four to six months after completing their qualification (refer to additional tables associated with this report as listed in Appendix 6). Fewer students, 14.1 per cent, were enrolled in 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 2022, the most popular field of education was Health, attracting 33.2 per cent of these respondents, as shown by Table 11.

Table 11 Broad field of education destinations of undergraduates undertaking further full-time study (%)

Study area	Current study 2019	Current study 2022
Natural and physical sciences	14.1	17.6
Information technology	2.3	2.4
Engineering and related technologies	3.8	3.6
Architecture and building	1.5	1.7
Agriculture, environmental and related studies	1.8	1.9
Health	31.4	33.2
Education	7.1	7.3
Management and commerce	5.0	3.5
Society and culture	23.2	22.6
Creative arts	6.8	4.3
Food, hospitality and personal services	0.3	0.3
Mixed field programmes	2.4	1.0
Other (please specify)	0.3	0.7
<b>All fields</b>	<b>100.0</b>	<b>100.0</b>

Among graduates who were engaged in further full-time study three years after completion of their undergraduate award in 2022, the most popular field of education was Health at **33.2%**



## 5. International graduates

Detailed employment outcomes for international graduates of Australian higher education providers were published for the first time in the 2021 Graduate Outcomes Survey International Report. The GOS-L collects sufficient survey responses to enable high-level reporting of medium-term employment outcomes for international graduates, providing further context regarding the employment pathways of this graduate cohort. It should be noted that differences in employment outcomes between international and domestic graduates will be impacted by a range of factors, including differing profiles in the fields of education studied and country of residence at the time of the survey.

As shown in Table 12, employment outcomes for international graduates are much lower immediately after graduation than for domestic graduates. In the medium-term, however, employment rates for international graduates increase considerably. Although employment rates generally remain lower than for domestic graduates, the gap between the two cohorts narrows.

For example, at the undergraduate study level the short-term full-time employment rate for international graduates was 53.4 per cent in 2019, compared with 73.6 per cent for domestic graduates, a difference of 20.2 percentage points. Three years later in 2022, for the same cohort of graduates, the full-term employment rate for international graduates had increased by 21.7 percentage points to 85.1 per cent. This resulted in the difference between international and domestic full-time employment rates narrowing to 6.4 percentage points. A similar pattern was evident in relation to overall employment, with the difference in employment rates between international and domestic graduates narrowing from 17.7 percentage points to 5.4 percentage points in the three years following course completion.

Likewise for postgraduate coursework level graduates, full-time employment rates for international graduates increased from 55.1 per cent to 85.7 per cent in the three years after course completion, an improvement of 30.6 percentage points. Over that period, the difference between international and domestic full-time employment rates narrowed from 31.5 percentage points to 9.1 percentage points. For postgraduate research, full-time employment rates for international graduates increased from 74.9 per cent to 91.1 per cent in the three years following degree completion. The difference between international and domestic graduates was just 0.4 percentage points in the medium-term.

For those international graduates employed full-time in Australia, median salaries are markedly lower than for domestic graduates, a pay differential which does not diminish substantially over the medium-term. For undergraduates, international graduates had a median full-time salary of \$52,200 shortly after course completion, \$11,200 lower than for domestic graduates. Although salaries for international

graduates increased to \$69,400 three years after course completion, this remained \$10,600 lower than for domestic graduates. Lower salary levels for international graduates also persisted in the medium-term at postgraduate coursework level (\$33,000 difference in median full-time salary between international and domestic graduates) and at postgraduate research level (\$8,500 salary difference).

International graduates are considerably more likely than domestic graduates to undertake further full-time study immediately after graduation, across all study levels. This remains the case three years after graduation for undergraduate and postgraduate coursework level graduates. One-fifth of international undergraduates were undertaking further study three years after completing their initial degree, compared with 14.1 per cent of domestic graduates. At the postgraduate coursework level, international graduates were three times more likely to be undertaking further study three years after initial course completion than were domestic graduates (15.0 per cent and 4.8 per cent respectively). At the postgraduate research level, however, international graduates were only marginally more likely to be undertaking further study in the medium-term than were domestic graduates.

**Table 12 Short-term and medium-term graduate employment and study outcomes by level of study, international and domestic graduates**

	Short-term outcomes 2019		Medium-term outcomes 2022	
	International	Domestic	International	Domestic
<b>In full-time employment (as a percentage of those available for full-time work)</b>				
Undergraduate	53.4	73.6	85.1	91.5
Postgraduate coursework	55.1	86.6	85.7	94.8
Postgraduate research	74.9	81.4	91.1	91.5
<b>Overall employed (as a percentage of those available for any work)</b>				
Undergraduate	70.4	88.1	88.5	93.9
Postgraduate coursework	74.3	92.7	90.4	96.0
Postgraduate research	85.3	91.0	92.9	93.6
<b>Labour force participation rate (as a percentage of all graduates)</b>				
Undergraduate	86.7	92.6	91.1	92.2
Postgraduate coursework	94.0	96.6	94.4	95.3
Postgraduate research	96.7	94.1	96.6	92.8

	Short-term outcomes 2019		Medium-term outcomes 2022	
	International	Domestic	International	Domestic
<b>Median salary (of those employed full-time)</b>				
Undergraduate	\$52,200	\$63,400	\$69,400	\$80,000
Postgraduate coursework	\$53,500	\$86,100	\$70,000	\$103,000
Postgraduate research	\$83,000	\$90,200	\$96,500	\$105,000
<b>In full-time study (%)</b>				
Undergraduate	25.1	17.7	20.4	14.1
Postgraduate coursework	11.4	5.5	15.0	4.8
Postgraduate research	9.1	5.2	5.4	5.3

Note: Median salary figures only include data for international graduates working in Australia.

# Appendix 1

## Methodology

### 1.1 Methodological summary

#### 1.1.1 Overview

Participation in the 2022 GOS-L was open to any higher education institution whose graduates completed the 2019 Graduate Outcomes Survey (GOS) and did not explicitly decline further follow-up. Table 13 provides a summary of the 2022 GOS-L. A total of 99,887 graduates from 114 institutions, including all 42 universities and 72 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 89,878, responses were received from a total of 43,999 graduates. This represents an overall response rate of 49.0 per cent.

Table 13 2022 GOS-L operational overview

Project element	University	NUHEIs	Total
Number of participating institutions	42	72	114
Number of graduates approached	92,361	7,526	99,887
Final 'in-scope' sample	83,359	6,519	89,878
Number of completed surveys	41,227	2,772	43,999
Overall response rate	49.5	42.5	49.0
Analytic unit	Graduate		
Data collection period	February-March		
Mode of data collection	Online		

#### 1.1.2 Data collection

The main online fieldwork period ran from 15 February to 27 March 2022. A number of institutions commissioned post-main online fieldwork telephone reminder calls to boost participation, which extended data collection for these institutions until mid-April.

A broad range of promotional materials was provided to institutions to raise awareness of the GOS-L and encourage participation amongst the target population.

The contact strategy for the 2022 GOS-L featured an email invitation to complete the survey, followed by ten reminder emails, up to three SMS reminders, as well as in field telephone reminder calls.

Refer to the 2022 GOS-L Methodological Report for further information on target population definition, sample design, sampling processes, response rate calculation for QILT surveys, response maximisation strategies and data preparation processes.

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 3 of this report.

## 1.2 Response rate by institution

Overall, amongst universities, the undergraduate response rate was 47.7 per cent, postgraduate coursework, 49.2 per cent and postgraduate research, 61.5 per cent of the usable sample after data was cleaned and opt-outs and out of scope were removed. Table 14 and Table 15 below show response rates by institution for all study levels for the 2022 GOS-L.

Table 14 2022 GOS-L university response rates (All study levels)

Institution	Response rate (%)
Australian Catholic University	47.7
Avondale University	71.9
Bond University	48.4
Central Queensland University	45.8
Charles Darwin University	54.9
Charles Sturt University	49.9
Curtin University	49.6
Deakin University	52.6
Edith Cowan University	57.8
Federation University Australia	52.2
Flinders University	47.0
Griffith University	50.8
James Cook University	52.1
La Trobe University	50.7
Macquarie University	41.7
Monash University	52.0

<b>Institution</b>	<b>Response rate (%)</b>
Murdoch University	53.5
Queensland University of Technology	53.1
RMIT University	44.6
Southern Cross University	48.3
Swinburne University of Technology	47.8
The Australian National University	56.0
The University of Adelaide	49.4
The University of Melbourne	53.0
The University of Notre Dame Australia	43.8
The University of Queensland	54.7
The University of South Australia	45.5
The University of Sydney	47.4
The University of Western Australia	48.3
Torrens University	40.2
University of Canberra	51.3
University of Divinity	63.3
University of New England	58.6
University of New South Wales	45.5
University of Newcastle	45.4
University of Southern Queensland	55.2
University of Tasmania	55.5
University of Technology Sydney	42.8
University of the Sunshine Coast	49.2
University of Wollongong	43.0
Victoria University	51.6
Western Sydney University	37.4
<b>All Universities</b>	<b>49.5</b>

Table 15 2022 GOS-L NUHEI response rates (All study levels)

Institution	Response rate (%)	Institution	Response rate (%)
Academies Australasia Polytechnic Pty Limited	28.6	Holmesglen Institute	45.8
Academy of Information Technology	31.3	ICHM	53.3
Adelaide Central School of Art	68.4	Institute of Health & Management Pty Ltd	47.6
Adelaide College of Divinity	62.5	International College of Management, Sydney	31.3
Alphacrucis College	51.4	ISN Psychology Pty Ltd	75.0
Asia Pacific International College	18.1	Jazz Music Institute	50.0
Australian Academy of Music and Performing Arts	62.5	Kaplan Business School	37.7
Australian College of Applied Professions	51.0	Kaplan Higher Education Pty Ltd	43.8
Australian College of Christian Studies	0.0	Kent Institute Australia	22.2
Australian College of Nursing	58.4	King's Own Institute	33.4
Australian College of Theology Limited	72.9	LCI Melbourne	50.0
Australian Institute of Business Pty Ltd	49.4	Le Cordon Bleu Australia	48.8
Australian Institute of Higher Education	40.9	Leo Cussen Centre for Law	45.2
Australian Institute of Management Education & Training	56.8	Macleay College	25.0
Australian Institute of Professional Counsellors	50.0	Marcus Oldham College	49.0
Box Hill Institute	45.2	Melbourne Institute of Technology	26.5
Campion College Australia	72.7	Melbourne Polytechnic	47.8
Canberra Institute of Technology	100.0	Montessori World Educational Institute (Australia)	38.5
Chisholm Institute	33.3	Moore Theological College	87.0
Christian Heritage College	56.2	Morling College	75.0
CIC Higher Education	32.9	Nan Tien Institute	90.9
Collarts (Australian College of the Arts)	34.1	National Art School	47.4
Eastern College Australia	76.9	Perth Bible College	75.0
Elite Education Institute	35.8	Photography Studies College (Melbourne)	54.5
Endeavour College of Natural Health	55.1	SAE Institute	36.4
Excelsia College	52.0	SP Jain School of Management	25.0
Health Education & Training Institute	45.5	Stott's College	42.9
Holmes Institute	29.6	Study Group Australia Pty Limited	22.6



Institution	Response rate (%)
Sydney College of Divinity	54.8
Tabor College of Higher Education	69.8
TAFE NSW	54.0
TAFE Queensland	64.3
TAFE South Australia	55.6
The Australian College of Physical Education	17.6
The Australian Institute of Music	47.9
The Cairnmillar Institute	55.9
The College of Law Limited	51.0
The MIECAT Institute	40.0
Think Education	40.5
UOW College	22.2
UTS College	17.3
VIT (Victorian Institute of Technology)	24.5
Wentworth Institute of Higher Education	23.1
William Angliss Institute	42.4
<b>All NUHEIs</b>	<b>42.5</b>

### 1.3 Data representativeness

Table 16 2022 GOS-L population parameters by subgroup and response characteristics

Project element	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
<b>Base<sup>1</sup></b>	89,878	100.0	43,999	100.0
<b>Level</b>				
Undergraduate	50,399	56.1	24,020	54.6
Postgraduate coursework	34,882	38.8	17,151	39.0
Postgraduate research	4,597	5.1	2,828	6.4

<sup>1</sup> Components may not sum to base number, as records with unknown characteristics are not included in the sub-categories.

Project element	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
<b>Gender</b>				
Male	34,523	38.5	15,630	35.6
Female	55,258	61.5	28,332	64.4
<b>Combined course of study indicator</b>				
Combined / double degree	5,320	5.9	2,790	6.3
Single degree	84,558	94.1	41,209	93.7
<b>Aboriginal and Torres Strait Islander</b>				
Indigenous	931	1.0	498	1.1
Non-Indigenous	88,947	99.0	43,501	98.9
<b>Mode of attendance code</b>				
Internal/Multi Mode	74,749	83.2	35,467	80.6
External/Distance	15,063	16.8	8,514	19.4
<b>Type of attendance code</b>				
Full-time	62,382	69.5	29,444	66.9
Part-time	27,430	30.5	14,537	33.1
<b>Main language spoken at home</b>				
English	71,630	79.7	37,775	85.9
Language other than English	18,248	20.3	6,224	14.1
<b>Citizen / resident indicator</b>				
Domestic	65,414	72.8	35,463	80.6
International	24,463	27.2	8,536	19.4

Table 17 2022 GOS-L population parameters by study area and response characteristics

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Science and mathematics	7,192	8.0	3,893	8.8
Computing and information Systems	4,743	5.3	1,921	4.4
Engineering	5,880	6.5	2,555	5.8
Architecture and built environment	2,101	2.3	881	2.0
Agriculture and environmental studies	1,527	1.7	843	1.9
Health services and support	5,851	6.5	3,156	7.2
Medicine	1,547	1.7	881	2.0
Nursing	6,964	7.7	3,452	7.8
Pharmacy	437	0.5	230	0.5
Dentistry	298	0.3	146	0.3
Veterinary science	418	0.5	238	0.5
Rehabilitation	1,252	1.4	734	1.7
Teacher education	7,504	8.3	4,100	9.3
Business and management	19,988	22.2	7,716	17.5
Humanities, culture and social sciences	7,416	8.3	4,225	9.6
Social work	2,306	2.6	1,420	3.2
Psychology	3,855	4.3	2,302	5.2
Law and paralegal studies	4,518	5.0	2,290	5.2
Creative arts	3,008	3.3	1,504	3.4
Communications	2,740	3.0	1,397	3.2
Tourism, hospitality, personal services, sport and recreation	333	0.4	115	0.3
<b>Total</b>	<b>89,878</b>	<b>100.0</b>	<b>43,999</b>	<b>100.0</b>

# Appendix 2

## Labour market definitions

The 2022 Graduate Outcomes Survey - Longitudinal (GOS-L) uses labour force indicator definitions informed by the standard labour force statistics model used by the ABS. Definitions for indicators used throughout this report are presented in Table 18.

Table 18 Indicator definitions

Indicator / element	In-scope population (n)
Employed	Graduates who were usually or actually in paid employment for one or more hours in the week before the survey (including full-time, part-time or casual employment).
Employed full-time	Graduates who were usually or actually in paid employment for at least 35 hours per week, in the week before the survey.
Available for employment	Graduates who were employed, looking for employment or waiting to start a job in the week prior to the survey.
Available for full-time employment	Graduates who were employed full-time or looking for full-time employment in the week prior to the survey.
Underemployed	Graduates who were usually or actually in paid employment for fewer than 35 hours per week, in the week before the survey, and who would prefer to work a greater number of hours.
Overall employment rate	Employed graduates (including in full-time, part-time or casual employment), as a proportion of those available for employment.
Full-time employment rate	Graduates employed full-time, as a proportion of those available for full-time work.
Labour force participation rate	Graduates available for employment, as a proportion of all graduates.
Median salary	The median annual salary of graduates employed full-time.
Full-time study rate	Graduates who reported being in full-time study, as a proportion of all graduates.

### Examples of graduate labour market outcomes

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

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

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

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

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

# Appendix 3

## GOS-L

### questionnaire

### 3.1 Core instrument

Table 19 Questionnaire item summary

Question ID	Question	Response scale
<b>INTRO - SAMEEMP</b>	<b>Module A: Screening and confirmation</b>	
	<b>Module B: Labour force</b>	
BETWEENWRK	In <COLYEAR>, following on from the completion of your <QUALNAME >, 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 5. No 6. Permanently unable to work 7. *(DISPLAY IF E913>64) Permanently not intending to work
FIRSTWRK	Following on from the completion of your <QUALNAME>, in what year did you first obtain employment?	1. 2018 or earlier 2. 2019 3. 2020 4. 2021 5. I have not obtained employment
WORKED	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?  *(DISPLAY IF BETWEENWRK=1, 5) Can you confirm whether in the last week, the week starting <daystart>, <datestart> and ending last <dayend>, <dateend>, you did any work at all in a job, business or farm?	1. Yes 5. No 6. Permanently unable to work 7. *(DISPLAY IF E913>64) Permanently not intending to work
WWOPAY	Last week, did you do any work without pay in a family business?	1. Yes 5. No 6. *(DISPLAY IF E913>64) Permanently not intending to work
AWAYWORK	Did you have a job, business or farm that you were away from because of holidays, sickness or any other reason?  <i>Please note, if you were stood down or away from your job due to the impact of COVID-19 select 'Yes'</i>	1. Yes 5. No 6. *(DISPLAY IF E913>64) Permanently not intending to work

Question ID	Question	Response scale
LOOKFTWK	At any time during the last 4 weeks have you been looking for full-time work?	1. Yes 5. No 6. *(DISPLAY IF E913>64) Permanently not intending to work
LOOKPTWK	Have you been looking for part-time work at any time during the last 4 weeks?	1. Yes 5. No 6. *(DISPLAY IF E913>64) Permanently not intending to work
BEGNLOOK	When did you begin looking for work?	1. Enter <b>month</b> <dropdown list> 2. Enter <b>year</b> (NUMERIC RANGE 1960 – 2021)
STARTWK	If you had found a job, could you have started last week?	1. Yes 5. No
STARTWKFU	Why do you say you couldn't have started last week?	1. Because of the current situation with COVID-19 5. Some other reason
WAITWORK	You mentioned that you didn't look for work during the last 4 weeks. Was that because you were waiting to start <b>work you had already obtained</b> ?	1. Yes 5. No
MORE1JOB	Did you have <b>more than 1 job or business last week</b> ?	1. Yes 5. No
INTROSELFEMpii	The next few questions are about the job or business in which you usually work the most hours, that is, your <b>main job</b> .	
INTROSELFEMpiii	The next few questions are about the job or business in which you usually work the most hours.	
SELFEMP	Thinking about your < <b>main job/job</b> >, do you work for an employer, or in your own business?	1. Employer 2. Own business 3. Other or uncertain
PAYMENT	Are you paid a wage or salary, or some other form of payment?	1. Wage or Salary 5. Other or Uncertain

Question ID	Question	Response scale
PAYARRNG	What are your <working/payment> arrangements?	10. Unpaid voluntary work 11. Unpaid trainee or work placement 12. Contractor or Subcontractor 13. Own business or Partnership 14. Commission only 15. Commission with retainer 16. In a family business without pay 17. Payment in kind 18. Paid by the piece or item produced 19. Wage or salary earner 20. Other
ACTLHRSM	How many hours did you <b>actually</b> work in your main job last week less <b>time off</b> but counting any <b>extra hours</b> worked?	1. Enter hours (NUMERIC, RANGE 0-168)
USLHRSM	How many hours do you usually work each week in your <b>main job</b> ?	1. Enter hours (NUMERIC, RANGE 0-168)
ACTLHRS	How many hours did you <b>actually work</b> last week less <b>time off</b> but counting any <b>extra hours worked</b> *(DISPLAY IF MORE1JOB=1) <b>in all jobs</b> ?	1. Enter hours (NUMERIC, RANGE 0 to 168)
USLHRS	How many hours do you <b>usually</b> work each week (*DISPLAY IF MORE1JOB=1) <b>in all your jobs</b> ?	1. Enter hours (NUMERIC, RANGE 0-168)
PREFMHR	Would you prefer to work more hours than you usually work (*DISPLAY IF MORE1JOB=1) in all your jobs?	1. Yes 5. No 6. Don't know
PREFHRS	How many hours a week would you like to work?	1. Enter hours (NUMERIC, RANGE 0-168, CAN'T BE LESS THAN USLHRS)
AVLMHRS	Last week, were you available to work more hours than you usually work?	1. Yes 2. No
OCC	What is your occupation in your < <b>main job/job/business</b> >? <b>Please type at least 3 letters</b>	1. <Predictive text verbatim text box> *Occupation Lookup List
DUTIES	What are your main tasks and duties?	1. <Verbatim text box>
EMPLOYER	What is the <b>name of your &lt;employer/business&gt;</b> ?	1. <Verbatim text box>
INDUSTRY	What kind of <b>business or service</b> is carried out by your <employer at the place where you work/business>?	1. Enter business or service 90. Other (please specify)



Question ID	Question	Response scale
SECTOR	In what sector are you wholly or mainly employed?	1. Public or government 2. Private 3. Not-for-profit
INAUST	Are you working in Australia?	1. Yes 2. No 3. Not sure
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 98. Don't know
LOCATION	And what is the postcode of your <employer/business>?	1. Enter postcode or suburb 2. Not sure
COUNTRYX	In which country is your <employer/business> based?	1. <Predictive text verbatim text box> *SACC Country List
CURCOUNTRY	Do you currently live in Australia or Overseas?	1. Australia 2. Overseas
CURSTATE	In which state or territory do you usually live?	1. NSW 2. VIC 3. QLD 4. SA 5. WA 6. TAS 7. NT 8. ACT 98. Don't know
CURPCODE	What is the postcode or suburb where you usually live?	1. <verbatim text box> 2. Not sure
OSCCOUNTRY	In which country do you currently live?	1. <Predictive text verbatim text box> *SACC Country List

Question ID	Question	Response scale
EMP12	Have you worked <for your employer/in your business> for 12 months or more?	1. Yes, more than 12 months 5. No, less than 12 months
EMPMTHS	How many months have you worked <for your employer/in your business>?	1. Enter number of months (NUMERIC, RANGE 1-12)
EMPYRS	How many years have you worked <for your employer/in your business>?	1. Enter number of years (NUMERIC, RANGE 1-49)
FFTJOB	Is this your first full-time job?	1. Yes 2. No
SALARYA	In <b>Australian dollars</b> , how much do you usually earn in <this job/ <b>all your jobs</b> >, before tax or anything else was taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).	1. Amount per <b>hour</b> (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per <b>day</b> (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each <b>week</b> (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each <b>fortnight</b> (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each <b>month</b> (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each <b>year</b> (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know
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 < IF MORE1JOB=5: this job/ IF MORE1JOB=1: <b>all your jobs</b> >, 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

Question ID	Question	Response scale
SALARYC	And in <b>Australian dollars</b> , how much do you usually earn in your <b>main job</b> , before tax or anything else is taken out? Please make only one selection. Specify in whole dollars, excluding spaces, commas, dollar sign (\$).	<ol style="list-style-type: none"> <li>1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250)</li> <li>2. Amount per day (Please specify) (NUMERIC, RANGE 1-800)</li> <li>3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000)</li> <li>4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000)</li> <li>5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500)</li> <li>6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K)</li> <li>7. No earnings</li> <li>8. Don't know</li> </ol>
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 <b>main job</b> , per annum before tax or anything else was taken out?	<ol style="list-style-type: none"> <li>1. \$1 - \$9,999</li> <li>2. \$10,000 - \$19,999</li> <li>3. \$20,000 - \$29,999</li> <li>4. \$30,000 - \$39,999</li> <li>5. \$40,000 - \$49,999</li> <li>6. \$50,000 - \$59,999</li> <li>7. \$60,000 - \$79,999</li> <li>8. \$80,000 - \$99,999</li> <li>9. \$100,000 - \$124,999</li> <li>10. \$125,000 - \$149,999</li> <li>11. \$150,000 or more</li> <li>12. Don't know</li> </ol>
SALCONF1	Sorry but the salary you entered for your <b>main job</b> is higher than the salary you entered for <b>all your jobs</b> . Please select the best option for how much you would usually earn in your <b>main job</b> , per annum before tax or anything else was taken out?	<ol style="list-style-type: none"> <li>1. \$1 - \$9,999</li> <li>2. \$10,000 - \$19,999</li> <li>3. \$20,000 - \$29,999</li> <li>4. \$30,000 - \$39,999</li> <li>5. \$40,000 - \$49,999</li> <li>6. \$50,000 - \$59,999</li> <li>7. \$60,000 - \$79,999</li> <li>8. \$80,000 - \$99,999</li> <li>9. \$100,000 - \$124,999</li> <li>10. \$125,000 - \$149,999</li> <li>11. \$150,000 or more</li> <li>12. Don't know</li> </ol>

Question ID	Question	Response scale
SALCONF2	And which of the following would you usually earn in your <b>all your jobs</b> , per annum before tax or anything else was taken out?	<ol style="list-style-type: none"> <li>1. \$1 - \$9,999</li> <li>2. \$10,000 - \$19,999</li> <li>3. \$20,000 - \$29,999</li> <li>4. \$30,000 - \$39,999</li> <li>5. \$40,000 - \$49,999</li> <li>6. \$50,000 - \$59,999</li> <li>7. \$60,000 - \$79,999</li> <li>8. \$80,000 - \$99,999</li> <li>9. \$100,000 - \$124,999</li> <li>10. \$125,000 - \$149,999</li> <li>11. \$150,000 or more</li> <li>12. Don't know</li> </ol>
SALARYOS	What is your gross (that is pre-tax) annual salary? You can estimate if necessary.	1. Enter gross annual salary <text box>
SALARYOS_OTH	Please specify the currency you referred to.	1. <verbatim text box>
FINDJOB	How did you first find out about this job?	<ol style="list-style-type: none"> <li>1. University of college careers service</li> <li>2. Careers fair of information session</li> <li>3. Other university of college source (such as faculties or lecturers or student society)</li> <li>4. Advertisement in a newspaper or other print media</li> <li>5. Advertisement on the internet (e.g. Seek, CareerOne, Ethical Jobs)</li> <li>6. Via resume posted on the internet</li> <li>7. Family of friends</li> <li>8. Approached employer directly</li> <li>9. Approached by an employer</li> <li>10. Employment agency</li> <li>11. Work contacts or networks</li> <li>12. Social media (e.g. LinkedIn)</li> <li>13. An employer promotional event</li> <li>14. Graduate program / internship / work placement</li> <li>90. Other (please specify) &lt;text box&gt;</li> </ol>

Question ID	Question	Response scale
SPOQ	<p>The following statements are about your skills, abilities and education.</p> <p>Please indicate the extent to which you strongly disagree, disagree, neither disagree nor agree, agree or strongly agree with each of these statements.</p> <p>(STATEMENTS)</p> <p>a) My job requires less education than I have</p> <p>b) I have more job skills than are required for this job</p> <p>c) Someone with less education than myself could perform well on my job</p> <p>d) My previous training is being fully utilised on this job</p> <p>e) I have more knowledge than I need in order to do my job</p> <p>f) My education level is above the level required to do my job</p> <p>g) Someone with less work experience than myself could do my job just as well</p> <p>h) I have more abilities than I need in order to do my job</p>	<ol style="list-style-type: none"> <li>1. Strongly disagree</li> <li>2. Disagree</li> <li>3. Neither disagree nor agree</li> <li>4. Agree</li> <li>5. Strongly agree</li> </ol>
RSOVRQ	<p>Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the <b>main reason</b> you are working in a job that doesn't use all of your skills or education?</p>	<ol style="list-style-type: none"> <li>1. No suitable jobs in my local area</li> <li>2. No jobs with a suitable number of hours</li> <li>3. No suitable jobs in my area of expertise</li> <li>14. Not enough work experience</li> <li>4. Considered to be too young by employers</li> <li>5. Considered to be too old by employers</li> <li>7. Long-term health condition or disability</li> <li>8. Caring for family member with a health condition or disability</li> <li>9. Caring for children</li> <li>10. Studying</li> <li>11. I'm satisfied with my current job</li> <li>23. For financial reasons</li> <li>27. I had to change jobs due to COVID-19</li> <li>90. Other (please specify)</li> </ol>

Question ID	Question	Response scale
RSNOMORE	You mentioned that you are not looking to work more hours. What is the <b>main reason</b> you work the number of hours you are currently working? Please select only one answer.	1. No suitable job in my local area 5. Considered to be too old by employers 7. Long-term health condition or disability 8. Caring for family member with a health condition or disability 9. Caring for children 13. Lifestyle choice / work-life balance 16. Pursuing other interests / commitments in spare time 10. Studying 11. I'm satisfied with the number of hours I work 12. No more hours available in current position 19. Work has been reduced/shutdown due to COVID-19 90. Other (Please specify)
RSMORE	You mentioned that you are looking to work more hours. What is the <b>main reason</b> you work the number of hours you are currently working? Please select only one answer.	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 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 13. Due to other commitments outside of main job 11. No more hours available in current position 18. Work has been reduced/shutdown due to COVID-19 90. Other (please specify) <text box>
UNEMP	What is the main reason you are currently not working or looking for work?	1. <text box>
<b>Module H: Employment History</b>		
OTHWORKi	Aside from your current role(s) have you worked anywhere else since <YEAR>?	1. Yes 2. No

Question ID	Question	Response scale
OTHWORKii	Aside from your <VOCC> role at <VEMPLOYR> (IF VEMPLOYR=BLANK,'your 2017 employer') have you worked anywhere else since <YEAR>?	1. Yes 2. No
OTHWORKiii	Aside from your <VOCC> role at <VEMPLOYR> and your current occupation(s), have you worked anywhere else since <YEAR>?	1. Yes 2. No
OTHWORKiiii	Have you worked at all since <YEAR>?	1. Yes 2. No
OTHOCC	Have you changed occupations within the same business since <YEAR>? An example of changing occupations may be getting a promotion from 'Business analyst' to 'Senior business analyst'.	1. Yes 2. No
NUMOCC	How many other occupations *(IF WORKING SHOW: excluding your current occupation) have you performed since <YEAR>? If you changed occupations within the same business, please include each occupation separately. An example of changing occupations may be getting a promotion from 'Business analyst' to 'Senior business analyst'.	1. Enter number of occupations (NUMERIC, RANGE 0-30)
<b>Module C: Further study</b>		
FQUALi	The next few questions are about qualifications you may have completed between <YEAR> and now. Since you completed your <QUALNAME> have you completed another <b>qualification</b> ?	1. Yes – full-time 2. Yes – part-time 5. No
FQLOC	Where did you complete this <b>qualification</b> ?	1. Australia 2. Overseas
VFQUAL	What is the full title of the most recent <b>qualification</b> you completed?	1. Qualification title <text box>

Question ID	Question	Response scale
FQFOE	What was your major field of education for this <b>qualification</b> ?	1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science) 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health (incl. Nursing, Veterinary, Pharmacy) 7. Education 8. Management and Commerce (incl. Accounting, Business, Finance, Marketing) 9. Society and Culture (incl. Law, Psychology, Economics, Social and Political Science) 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 90. Other (please specify)
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
VFQINST	And the institution where you completed this qualification? <b>Please type at least 3 letters</b>	1. <look up list>



Question ID	Question	Response scale
FURSTUD	The following questions are about qualifications you are currently studying... Are you currently a full-time or part-time student at a TAFE, university or other education institution?	1. Yes – full-time 2. Yes – part-time 5. No
FURLOC	Where are you completing this <b>qualification</b> ?	1. Australia 2. Overseas
VFURQUAL	What is the full title of the <b>qualification</b> you are currently studying?	1. Enter qualification title <text box>
FURFOE	What is your major field of education for this qualification?	1. Natural and Physical Sciences (incl. Maths, Biological and Medical Science) 2. Information Technology 3. Engineering and Related Technologies 4. Architecture and Building 5. Agriculture Environmental and Related Studies 6. Health (incl. Nursing, Veterinary, Pharmacy) 7. Education 8. Management and Commerce (incl. Accounting, Business, Finance, Marketing) 9. Society and Culture (incl. Law, Psychology, Economics, Social and Political Sciences) 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 13. Other (Please specify)

Question ID	Question	Response scale
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 Diploma 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV 16. Other
VFURINST	And the institution where you are currently studying?	1. <look up list>
	<b>Module D: Graduate attributes</b>	

Question ID	Question	Response scale
GAS	<p>For each of the following skills or attributes, to what extent do you agree or disagree that your &lt;QUALNAME&gt; from &lt;E306CTXT&gt; prepared you for your current 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> <p>FOUNDATION1/GFOUND1 Oral communication skills</p> <p>FOUNDATION2/GFOUND2 Written communication skills</p> <p>FOUNDATION3/GFOUND3 Numeracy skills</p> <p>FOUNDATION4/GFOUND4 Ability to develop relevant knowledge</p> <p>FOUNDATIONS/GFOUND5 Ability to develop relevant skills</p> <p>FOUNDATION6/GFOUND6 Ability to solve problems</p> <p>FOUNDATION7/GFOUND7 Ability to integrate knowledge</p> <p>FOUNDATION8/GFOUND8 Ability to think independently about problems</p> <p>Adaptive skills and attributes</p> <p>ADAPTIVE1/GADAPT1 Broad general knowledge</p> <p>ADAPTIVE2/GADAPT2 Ability to develop innovative ideas</p> <p>ADAPTIVE3/GADAPT3 Ability to identify new opportunities</p> <p>ADAPTIVE4/GADAPT4 Ability to adapt knowledge in different contexts</p> <p>ADAPTIVES/GADAPT5 Ability to apply skills in different contexts</p> <p>ADAPTIVE6/GADAPT6 Capacity to work independently</p> <p>Teamwork and interpersonal skills</p> <p>COLLAB1/GCOLLAB1 Working well in a team</p> <p>COLLAB2/GCOLLAB2 Getting on well with others in the workplace</p> <p>COLLAB3/GCOLLAB3 Working collaboratively with colleagues to complete tasks</p> <p>COLLAB4/GCOLLAB4 Understanding of different points of view</p> <p>COLLABS/GCOLLAB5 Ability to interact with co-workers from different or multicultural backgrounds</p>	<p>1. Strongly disagree</p> <p>2. Disagree</p> <p>3. Neither disagree nor agree</p> <p>4. Agree</p> <p>5. Strongly agree</p> <p>9. Not applicable</p>

Question ID	Question	Response scale
	<b>Module E: Graduate preparation</b>	
FORMREQ	Is a <QUALNAME> or similar qualification a formal requirement for you to do your current <main job/job>?	1. Yes 2. No
QUALIMP	To what extent is it important for you to have a <QUALNAME>, to be able to do your <main job/job>?	1. Not at all important 2. Not that important 3. Fairly important 4. Important 5. Very important
CRSPREP	Overall, how well did your <QUALNAME> prepare you for your <main job/job>?	1. Not at all 2. Not well 3. Well 4. Very well 5. Don't know / Unsure
VPREP	What are the main ways that <E306TXT> prepared you for employment in your organisation?	1. <text box>
VBETTER	What are the main ways <E306TXT> could have better prepared you for employment in your organisation?	1. <text box>
STCHOICE	Thinking about your original decision to complete your <EQUALNAME> between <GRADYR/YEAR_2> and early <YEAR>, if you had to make this choice again, would you study... Please select only one answer.	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
VCHOICE	What is the main reason you say that?	1. <text box>
	<b>Module F: Additional Institution-Specific Items</b>	
	<b>Module G: Contact details</b>	

### 3.2 Institution-specific items

As has been the case in previous collections, institutions were offered the option of including non-standard, institution-specific items as part of the 2022 GOS-L. In total, 11 institutions chose to include their own items. These institution-specific items were only presented to students after they had completed the core survey items, resulting in a clear demarcation between the two survey modules. A statement was also added before the institution-specific items to further emphasise this: “The following items have been included by <E306TXT> to gather feedback from graduates on issues important to their institution”.

# Appendix 4

## Construction of confidence intervals

The 90 per cent confidence intervals presented in this report were calculated using the Finite Population Correction (FPC) to account for the relatively large size of the sample relative to the in-scope population. The FPC is generally used when the sampling fraction exceeds five per cent.

Because percentage agreement scores are reported for the 2021 SES, the formula for the confidence interval of a proportion is used. The Agresti-Coull method is used as it performs well with both small and large counts, consistently producing intervals that are more likely to contain the true value of the proportion in comparison to the previous Wald method.

Where  $\tilde{p}$  is the adjusted estimated proportion of satisfied responses,  $N$  is the size of the population in the relevant subgroup,  $n$  is the number of valid responses in the relevant subgroup,  $n_1$  is the number of positive responses in the relevant subgroup, 1.645 is the standard normal value for 90% confidence and  $FPC$  is the Finite Population Correction term.

The 90 per cent confidence interval of each estimated proportion is then calculated as the adjusted proportion plus or minus its 90 per cent confidence interval bound.

Figure 4 Formula for a 90% confidence interval using the Agresti-Coull method with FPC

$$\tilde{p} \pm 1.645 * FPC * \sqrt{\tilde{p}(1 - \tilde{p}) / \tilde{n}}$$

where  $\tilde{p} = \tilde{n}_1 / \tilde{n}$ ,  $\tilde{n}_1 = n_1 + 1.645^2 / 2$ ,

$$\tilde{n} = n + 1.645^2,$$
$$FPC = \sqrt{\frac{N - n}{N - 1}}$$

# Appendix 5

## Study area concordance

Study areas for Quality Indicators for Learning and Teaching (QILT) surveys, including the GOS-L, are defined in accordance with the Australian Bureau of Statistics' (ABS) Australian Standard Classification of Education (ASCED). The QILT website and this report use 21 aggregated study areas as the basis of analysis. Targets for data collection are based on 45 study areas. Concordance between these study areas and ASCED fields are listed below. Details of the fields of education are available from the ABS website.

Table 20 Study area concordance

Study Area (21)		Study Area (45)		ASCED Field of Education
0	Non-award	0	Non-award	000000
1	Science and mathematics	1	Natural and Physical Sciences	010000, 010300, 010301, 010303, 010500, 010501, 010503, 010599, 010700, 010701, 010703, 010705, 010707, 010709, 010711, 010713, 010799, 019900, 019999
		2	Mathematics	010100, 010101, 010103, 010199
		3	Biological Sciences	010900, 010901, 010903, 010905, 010907, 010909, 010911, 010913, 010915, 010999
		4	Medical Science and Technology	019901, 019903, 019905, 019907, 019909
2	Computing and Information systems	5	Computing and Information systems	020000, 020100, 020101, 020103, 020105, 020107, 020109, 020111, 020113, 020115, 020117, 020119, 020199, 020300, 020301, 020303, 020305, 020307, 020399, 029900, 029901, 029999
3	Engineering	6	Engineering – Other	030000, 030100, 030101, 030103, 030105, 030107, 030109, 030111, 030113, 030115, 030117, 030199, 030500, 030501, 030503, 030505, 030507, 030509, 030511, 030513, 030515, 030599, 031100, 031101, 031103, 031199, 031700, 031701, 031703, 031705, 031799, 039900, 039901, 039903, 039905, 039907, 039909, 039999
		7	Engineering – Process and Resources	030300, 030301, 030303, 030305, 030307, 030399
		8	Engineering – Mechanical	030700, 030701, 030703, 030705, 030707, 030709, 030711, 030713, 030715, 030717, 030799
		9	Engineering – Civil	030900, 030901, 030903, 030905, 030907, 030909, 030911, 030913, 030999
		10	Engineering – Electrical and Electronic	031300, 031301, 031303, 031305, 031307, 031309, 031311, 031313, 031315, 031317, 031399
		11	Engineering – Aerospace	031500, 031501, 031503, 031505, 031507, 031599

Study Area (21)		Study Area (45)		ASCED Field of Education
4	Architecture and built environment	12	Architecture and Urban Environments	040000, 040100, 040101, 040103, 040105, 040107, 040199
		13	Building and Construction	040300, 040301, 040303, 040305, 040307, 040309, 040311, 040313, 040315, 040317, 040319, 040321, 040323, 040325, 040327, 040329, 040399
5	Agriculture and environmental studies	14	Agriculture and Forestry	050000, 050100, 050101, 050103, 050105, 050199, 050300, 050301, 050303, 050500, 050501, 050700, 050701, 050799, 059900, 059901, 059999
		15	Environmental Studies	050900, 050901, 050999
6	Health services and support	16	Health Services and Support	060000, 060900, 060901, 060903, 060999, 061500, 061501, 061700, 061705, 061707, 061709, 061711, 061713, 061799, 061900, 061901, 061903, 061905, 061999, 069900, 069901, 069903, 069905, 069907, 069999
		17	Public Health	061300, 061301, 061303, 061305, 061307, 061309, 061311, 061399
7	Medicine	18	Medicine	060100, 060101, 060103, 060105, 060107, 060109, 060111, 060113, 060115, 060117, 060119, 060199
8	Nursing	19	Nursing	060300, 060301, 060303, 060305, 060307, 060309, 060311, 060313, 060315, 060399
9	Pharmacy	20	Pharmacy	060500, 060501
10	Dentistry	21	Dentistry	060700, 060701, 060703, 060705, 060799
11	Veterinary science	22	Veterinary Science	061100, 061101, 061103, 061199
12	Rehabilitation	23	Physiotherapy	061701
		24	Occupational Therapy	061703
13	Teacher education	25	Teacher Education - Other	070000, 070100, 070107, 070109, 070111, 070113, 070115, 070117, 070199, 070300, 070301, 070303, 079900, 079999
		26	Teacher Education - Early Childhood	070101
		27	Teacher Education - Primary and Secondary	070103, 070105



Study Area (21)		Study Area (45)		ASCED Field of Education
14	Business and management	28	Accounting	080100, 080101
		29	Business Management	080300, 080301, 080303, 080305, 080307, 080309, 080311, 080313, 080315, 080317, 080319, 080321, 080323, 080399
		30	Sales and Marketing	080500, 080501, 080503, 080505, 080507, 080509, 080599
		31	Management and Commerce - Other	080000, 080900, 080901, 080903, 080905, 080999, 089900, 089901, 089903, 089999
		32	Banking and Finance	081100, 081101, 081103, 081105, 081199
		40	Economics	091900, 091901, 091903
15	Humanities, culture and social sciences	33	Political Science	090100, 090101, 090103
		34	Humanities inc History and Geography	090000, 090300, 090301, 090303, 090305, 090307, 090309, 090311, 090313, 090399, 091300, 091301, 091303, 091700, 091701, 091703, 099900, 099901, 099903, 099905, 099999
		35	Language and Literature	091500, 091501, 091503, 091505, 091507, 091509, 091511, 091513, 091515, 091517, 091519, 091521, 091523, 091599
16	Social work	36	Social Work	090500, 090501, 090503, 090505, 090507, 090509, 090511, 090513, 090515, 090599
17	Psychology	37	Psychology	090700, 090701, 090799
18	Law and paralegal studies	38	Law	090900, 090901, 090903, 090905, 090907, 090909, 090911, 090913, 090999
		39	Justice Studies and Policing	091100, 091101, 091103, 091105, 091199
19	Creative arts	42	Art and Design	100000, 100300, 100301, 100303, 100305, 100307, 100309, 100399, 100500, 100501, 100503, 100505, 100599, 109900, 109999
		43	Music and Performing Arts	100100, 100101, 100103, 100105, 100199
20	Communications	44	Communication, Media and Journalism	100700, 100701, 100703, 100705, 100707, 100799
21	Tourism, hospitality, personal services, sport and recreation	41	Sport and Recreation	092100, 092101, 092103, 092199
		45	Tourism, Hospitality and Personal Services	080700, 080701, 110000, 110100, 110101, 110103, 110105, 110107, 110109, 110111, 110199, 110300, 110301, 110303, 110399, 120000, 120100, 120101, 120103, 120105, 120199, 120300, 120301, 120303, 120305, 120399, 120500, 120501, 120503, 120505, 120599, 129900, 129999

# Appendix 6

## 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.

Listed below are tables related to specific concepts relevant to the Graduate Outcomes Survey – Longitudinal (GOS-L), as well as a listing of tables that can be used to explore additional themes related to the GOS-L.

### 6.1 GOS-L results

#### 6.1.1 Labour force outcomes

This group of tables includes labour force outcomes, including full-time and overall employment rates, labour force participation rate and median salary for graduates in the short-term in 2019 and again in the medium-term in 2022. Labour force outcomes can be viewed at the course level, by provider type, institution, gender and study area.

Table 21 Tables associated with labour force outcomes

Course level	Report Table	Sheet name	Table title
UG	Table 1, Table 2	FTE_UG_ALL_6Y	Proportion employed full-time, 2017-2022, for undergraduates and all provider types
ALL	Table 6	FTE_ALL_ALL_1Y_AREA	Proportion employed full-time, 2022, for all course levels and all provider types by study area
ALL	Table 7	FTE_ALL_ALL_1Y_AREA45	Proportion employed full-time, 2022, for all course levels and all provider types by 45 study areas
UG	Table 8	FTE_UG_UNI_1Y_INST_CI	Proportion employed full-time, 2022, for undergraduates and universities by institution
PGC	Table 8	FTE_PGC_UNI_1Y_INST_CI	Proportion employed full-time, 2022, for postgraduate coursework graduates and universities by institution
UG		STMT_UG_ALL_1Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for undergraduates and all provider types
UG	Table 1	STMT_UG_ALL_3Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2020-2022, for undergraduates and all provider types
PGC		STMT_PGC_ALL_1Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for postgraduate coursework graduates and all provider types

Course level	Report Table	Sheet name	Table title
PGC		STMT_PGC_ALL_3Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2020-2022, for postgraduate coursework graduates and all provider types
PGR		STMT_PGR_ALL_1Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for postgraduate research graduates and all provider types
PGR		STMT_PGR_ALL_3Y	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2020-2022, for postgraduate research graduates and all provider types
UG	Table 3	STMT_UG_ALL_1Y_SEX	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for undergraduates and all provider types by gender
PGC	Table 4	STMT_PGC_ALL_1Y_SEX	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for postgraduate coursework graduates and all provider types by gender
PGR	Table 5	STMT_PGR_ALL_1Y_SEX	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for postgraduate research graduates and all provider types by gender
UG		STMT_UG_ALL_1Y_AREA	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for undergraduates and all provider types by study area
PGC		STMT_PGC_ALL_1Y_AREA	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for postgraduate coursework graduates and all provider types by study area
PGR		STMT_PGR_ALL_1Y_AREA	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for postgraduate research graduates and all provider types by study area
UG		STMT_UG_ALL_1Y_AREA45	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for undergraduates and all provider types by 45 study areas
PGC		STMT_PGC_ALL_1Y_AREA45	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for postgraduate coursework graduates and all provider types by 45 study areas
PGR		STMT_PGR_ALL_1Y_AREA45	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for postgraduate research graduates and all provider types by 45 study areas
UG		STMT_UG_ALL_1Y_ARSX	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for undergraduates and all provider types by study area and gender
PGC		STMT_PGC_ALL_1Y_ARSX	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for postgraduate coursework graduates and all provider types by study area and gender
UG		STMT_UG_ALL_1Y_DG	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for undergraduates and all provider types by demographic group
PGC		STMT_PGC_ALL_1Y_DG	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for postgraduate coursework graduates and all provider types by demographic group
PGR		STMT_PGR_ALL_1Y_DG	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for postgraduate research graduates and all provider types by demographic group

Course level	Report Table	Sheet name	Table title
ALL	Table 12	STMT_ALL_ALL_1Y_DOMINT	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for all course levels and all provider types by domestic and international
UG		STMT2_UG_UNI_1Y_INST_CI	Short-term and medium-term employment outcomes (FTE, OE), 2022, for undergraduates and universities by institution
UG		STMT2_UG_UNI_3Y_INST_CI	Short-term and medium-term employment outcomes (FTE, OE), 2020-2022, for undergraduates and universities by institution
PGC		STMT2_PGC_UNI_1Y_INST_CI	Short-term and medium-term employment outcomes (FTE, OE), 2022, for postgraduate coursework graduates and universities by institution
PGC		STMT2_PGC_UNI_3Y_INST_CI	Short-term and medium-term employment outcomes (FTE, OE), 2020-2022, for postgraduate coursework graduates and universities by institution
UG		STMT3_UG_UNI_1Y_INST_CI	Short-term and medium-term employment outcomes (LF, SAL), 2022, for undergraduates and universities by institution
UG		STMT3_UG_UNI_3Y_INST_CI	Short-term and medium-term employment outcomes (LF, SAL), 2020-2022, for undergraduates and universities by institution
PGC		STMT3_PGC_UNI_1Y_INST_CI	Short-term and medium-term employment outcomes (LF, SAL), 2022, for postgraduate coursework graduates and universities by institution
PGC		STMT3_PGC_UNI_3Y_INST_CI	Short-term and medium-term employment outcomes (LF, SAL), 2020-2022, for postgraduate coursework graduates and universities by institution
UG		MT_UG_ALL_1Y_FTS	Medium-term employment outcomes (FTE, OE, LF, SAL), 2022, for undergraduates and all provider types by proportion engaged in full-time study
UG	Figure 2	FTE_UG_UNI_1Y_INST_FIG	Proportion employed full-time, 2022, for undergraduates and universities by institution
UG		FTE_UG_UNI_3Y_INST_FIG	Proportion employed full-time, 2020-2022, for undergraduates and universities by institution
PGC	Figure 3	FTE_PGC_UNI_1Y_INST_FIG	Proportion employed full-time, 2022, for postgraduate coursework graduates and universities by institution
PGC		FTE_PGC_UNI_3Y_INST_FIG	Proportion employed full-time, 2020-2022, for postgraduate coursework graduates and universities by institution
UG		SAL_UG_UNI_1Y_INST_FIG	Medium-term salaries (\$), 2022, for undergraduates and universities by institution
UG		SAL_UG_UNI_3Y_INST_FIG	Medium-term salaries (\$), 2020-2022, for undergraduates and universities by institution
PGC		SAL_PGC_UNI_1Y_INST_FIG	Medium-term salaries (\$), 2022, for postgraduate coursework graduates and universities by institution
PGC		SAL_PGC_UNI_3Y_INST_FIG	Medium-term salaries (\$), 2020-2022, for postgraduate coursework graduates and universities by institution

### 6.1.2 Usual and actual hours worked

This group of tables includes labour force outcomes, including full-time and overall employment rates, labour force participation rate and median salary for graduates in the short-term in 2019 and again in the medium-term in 2022. Labour force outcomes can be viewed at the course level, by provider type, institution, gender and study area.

Table 22 Tables associated with medium-term median usual hours and median actual hours worked

Course level	Report Table	Sheet name	Table title
UG		HOURS_UG_ALL_3Y	Medium-term median usual hours and median actual hours worked by employment outcome (FT, PT, OE), 2020-2022, for undergraduates and all provider types
PGC		HOURS_PGC_ALL_3Y	Medium-term median usual hours and median actual hours worked by employment outcome (FT, PT, OE), 2020-2022, for postgraduate coursework graduates and all provider types
PGR		HOURS_PGR_ALL_3Y	Medium-term median usual hours and median actual hours worked by employment outcome (FT, PT, OE), 2020-2022, for postgraduate research graduates and all provider types

### 6.1.3 Away from work

This group of tables presents the proportion of employed graduates who were away from work in the week prior to completing the survey. Reasons for being away from work include for holidays, sickness or any other reason, such as being stood down due to the impact of COVID-19.

Table 23 Tables associated with the percentage of employed graduates away from work

Course level	Report Table	Sheet name	Table title
UG		AWAY_UG_ALL_3Y	Percentage of employed graduates who are away from work by employment outcome (FT, PT, OE), 2020-2022, for undergraduates and all provider types
PGC		AWAY_PGC_ALL_3Y	Percentage of employed graduates who are away from work by employment outcome (FT, PT, OE), 2020-2022, for postgraduate coursework graduates and all provider types
PGR		AWAY_PGR_ALL_3Y	Percentage of employed graduates who are away from work by employment outcome (FT, PT, OE), 2020-2022, for postgraduate research graduates and all provider types

## 6.1.4 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 2019 and again in the medium-term in 2022. 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 24 Tables associated with occupation types of employed graduates

Course level	Report Table	Sheet name	Table title
UG	Table 9	OCCO_UG_ALL_1Y_AREA	Proportion employed working in occupational groups, 2022, for undergraduates and all provider types by study area
PGC		OCCO_PGC_ALL_1Y_AREA	Proportion employed working in occupational groups, 2022, for postgraduate coursework graduates and all provider types by study area
PGR		OCCO_PGR_ALL_1Y_AREA	Proportion employed working in occupational groups, 2022, for postgraduate research graduates and all provider types by study area
UG		OCCF_UG_ALL_1Y_AREA	Proportion full-time employed working in occupational groups, 2022, for undergraduates and all provider types by study area
PGC		OCCF_PGC_ALL_1Y_AREA	Proportion full-time employed working in occupational groups, 2022, for postgraduate coursework graduates and all provider types by study area
PGR		OCCF_PGR_ALL_1Y_AREA	Proportion full-time employed working in occupational groups, 2022, for postgraduate research graduates and all provider types by study area
UG		OCC_UG_ALL_1Y_STMT2	Proportion of employed graduates working in managerial or professional occupation, 2022, for undergraduates and all provider types by short-term and medium-term employment outcomes
PGC		OCC_PGC_ALL_1Y_STMT2	Proportion of employed graduates working in managerial or professional occupation, 2022, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes
PGR		OCC_PGR_ALL_1Y_STMT2	Proportion of employed graduates working in managerial or professional occupation, 2022, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes

## 6.1.5 Labour force transitions

This group of tables explores the journey of graduates from their labour force outcome in 2019 to their status in 2022. For example, the proportion of graduates who were unemployed in 2019 and the proportion of those graduates who went on to full-time employment in 2022.

Table 25 Tables associated with labour force transitions

Course level	Report Table	Sheet name	Table title
UG		LFT_UG_ALL_1Y	Labour force transition, 2022, for undergraduates and all provider types
PGC		LFT_PGC_ALL_1Y	Labour force transition, 2022, for postgraduate coursework graduates and all provider types
PGR		LFT_PGR_ALL_1Y	Labour force transition, 2022, for postgraduate research graduates and all provider types
UG		LFT_UG_ALL_1Y_SEX	Labour force transition, 2022, for undergraduates and all provider types by gender
PGC		LFT_PGC_ALL_1Y_SEX	Labour force transition, 2022, for postgraduate coursework graduates and all provider types by gender
PGR		LFT_PGR_ALL_1Y_SEX	Labour force transition, 2022, for postgraduate research graduates and all provider types by gender

### 6.1.6 Employment history

This group of tables presents the number of graduates who were in the labour market in 2022 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 2019 compared to median salaries in 2022.

Table 26 Tables associated with the employment history of graduates

Course level	Report Table	Sheet name	Table title
UG		EHIST_UG_ALL_1Y	Employment history, 2022, for undergraduates and all provider types
PGC		EHIST_PGC_ALL_1Y	Employment history, 2022, for postgraduate coursework graduates and all provider types
PGR		EHIST_PGR_ALL_1Y	Employment history, 2022, for postgraduate research graduates and all provider types
UG		EHIST_UG_ALL_1Y_FTS	Employment history, 2022, for undergraduates and all provider types by proportion engaged in full-time study

### 6.1.7 Importance of the qualification

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 27 Tables associated with the extent to which graduates considered their qualification important

Course level	Report Table	Sheet name	Table title
UG		QUALIMP_UG_ALL_1Y_STMT2	Importance of qualification for graduates in short-term and medium-term employment, 2022, for undergraduates and all provider types by short-term and medium-term employment outcomes
PGC		QUALIMP_PGC_ALL_1Y_STMT2	Importance of qualification for graduates in short-term and medium-term employment, 2022, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes
PGR		QUALIMP_PGR_ALL_1Y_STMT2	Importance of qualification for graduates in short-term and medium-term employment, 2022, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes

### 6.1.8 Extent to which qualification prepared graduates

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 28 Tables associated with the extent to which the qualification prepared graduates for their current job

Course level	Report Table	Sheet name	Table title
UG		CRSPREP_UG_ALL_1Y_STMT2	Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment, 2022, for undergraduates and all provider types by short-term and medium-term employment outcomes
PGC		CRSPREP_PGC_ALL_1Y_STMT2	Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment, 2022, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes
PGR		CRSPREP_PGR_ALL_1Y_STMT2	Extent to which qualification prepared graduate for employment for graduates in short-term and medium-term employment, 2022, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes



### 6.1.9 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.

Table 29 Tables associated with graduates' ratings of their qualification and institution

Course level	Report Table	Sheet name	Table title
UG		GAS_UG_ALL_1Y_AREA	Graduates average ratings of their attributes, 2022, for undergraduates and all provider types by study area
PGC		GAS_PGC_ALL_1Y_AREA	Graduates average ratings of their attributes, 2022, for postgraduate coursework graduates and all provider types by study area
UG		GAS_UG_ALL_1Y_STMT2	Graduates average ratings of their attributes, 2022, for undergraduates and all provider types by short-term and medium-term employment outcomes
PGC		GAS_PGC_ALL_1Y_STMT2	Graduates average ratings of their attributes, 2022, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes
PGR		GAS_PGR_ALL_1Y_STMT2	Graduates average ratings of their attributes, 2022, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes

### 6.1.10 Skills utilisation

This group of tables explore the main reason employed graduates are working in jobs that do not fully utilise their skills and education. Results can be viewed by study area and provider type in the short-term, four to six months after graduates completed their studies, and the medium-term, approximately three years after completing their course.

Table 30 Tables associated with reasons for underutilisation of skills and education

Course level	Report Table	Sheet name	Table title
UG		RSOVRQ_UG_ALL_1Y_AREA	Main reason for working in job in that doesn't fully use skills and education, 2022, for undergraduates and all provider types by study area
PGC		RSOVRQ_PGC_ALL_1Y_AREA	Main reason for working in job in that doesn't fully use skills and education, 2022, for postgraduate coursework graduates and all provider types by study area
PGR		RSOVRQ_PGR_ALL_1Y_AREA	Main reason for working in job in that doesn't fully use skills and education, 2022, for postgraduate research graduates and all provider types by study area
UG	Table 10	RSOVRQ_UG_ALL_1Y_MT	Main reason for working in job in that doesn't fully use skills and education, 2022, for undergraduates and all provider types by medium-term employment outcomes

Course level	Report Table	Sheet name	Table title
UG		RSOVRQ_UG_ALL_1Y_STMT2	Main reason for working in job in that doesn't fully use skills and education, 2022, for undergraduates and all provider types by short-term and medium-term employment outcomes
PGC		RSOVRQ_PGC_ALL_1Y_STMT2	Main reason for working in job in that doesn't fully use skills and education, 2022, for postgraduate coursework graduates and all provider types by short-term and medium-term employment outcomes
PGR		RSOVRQ_PGR_ALL_1Y_STMT2	Main reason for working in job in that doesn't fully use skills and education, 2022, for postgraduate research graduates and all provider types by short-term and medium-term employment outcomes

### 6.1.11 Further study

This group of tables present the proportion of graduates engaged in further full-time study three years after completing their course.

Table 31 Tables associated with graduates undertaking further full-time study

Course level	Report Table	Sheet name	Table title
UG	Table 11	GAS_UG_ALL_1Y_AREA	Proportion engaged in full-time study, 2022, for undergraduates and all provider types by broad field of education
UG		GAS_PGC_ALL_1Y_AREA	Proportion engaged in full-time study, 2022, for undergraduates and all provider types by demographic group

## 6.2 Methodological tables

This group of tables relate to the operational and methodological aspects of the GOS-L including response rates, response characteristics such as student demographics and study area, as well as representativeness of the respondents as compared to the sample population.

For more detailed discussion and analysis of methodology including the sampling design and approach, data collection and processing, data quality, response characteristics, approach to weighting and precision please refer to the 2022 GOS-L Methodological Report, which is available on the QILT website.

Table 32 Tables associated with key project elements and response rates by institution

Course level	Report Table	Sheet name	Table title
ALL	Table 13	OV_ALL_ALL_1Y	Operational overview, 2022, for all course levels and all provider types
ALL	Table 14	RR_ALL_UNI_1Y_INST	Response rates, 2022, for all course levels and universities by institution
ALL	Table 15	RR_ALL_NUHEI_1Y_INST	Response rates, 2022, for all course levels and non-university higher education institutions by institution

Course level	Report Table	Sheet name	Table title
UG		RR_UG_UNI_1Y_INST	Response rates, 2022, for undergraduates and universities by institution
UG		RR_UG_NUHEI_1Y_INST	Response rates, 2022, for undergraduates and non-university higher education institutions by institution
PGC		RR_PGC_UNI_1Y_INST	Response rates, 2022, for postgraduate coursework graduates and universities by institution
PGC		RR_PGC_NUHEI_1Y_INST	Response rates, 2022, for postgraduate coursework graduates and non-university higher education institutions by institution
PGR		RR_PGR_UNI_1Y_INST	Response rates, 2022, for postgraduate research graduates and universities by institution
PGR		RR_PGR_NUHEI_1Y_INST	Response rates, 2022, for postgraduate research graduates and non-university higher education institutions by institution

Table 33 Tables associated with response characteristics and representativeness

Course level	Report Table	Sheet name	Table title
ALL	Table 17	CHAR_ALL_ALL_1Y_AREA	Respondent characteristics, 2022, for all course levels and all provider types by study area
UG		CHAR_UG_ALL_1Y_AREA	Respondent characteristics, 2022, for undergraduates and all provider types by study area
PGC		CHAR_PGC_ALL_1Y_AREA	Respondent characteristics, 2022, for postgraduate coursework graduates and all provider types by study area
PGR		CHAR_PGR_ALL_1Y_AREA	Respondent characteristics, 2022, for postgraduate research graduates and all provider types by study area
UG		CHAR_UG_ALL_1Y_ARSX	Respondent characteristics, 2022, for undergraduates and all provider types by study area and gender
PGC		CHAR_PGC_ALL_1Y_ARSX	Respondent characteristics, 2022, for postgraduate coursework graduates and all provider types by study area and gender
PGR		CHAR_PGR_ALL_1Y_ARSX	Respondent characteristics, 2022, for postgraduate research graduates and all provider types by study area and gender
UG		CHAR_UG_ALL_1Y_AR45SX	Respondent characteristics, 2022, for undergraduates and all provider types by 45 study areas and gender
PGC		CHAR_PGC_ALL_1Y_AR45SX	Respondent characteristics, 2022, for postgraduate coursework graduates and all provider types by 45 study areas and gender
PGR		CHAR_PGR_ALL_1Y_AR45SX	Respondent characteristics, 2022, for postgraduate research graduates and all provider types by 45 study areas and gender
ALL	Table 16	CHAR_ALL_ALL_1Y_SG	Respondent characteristics, 2022, for all course levels and all provider types by demographic and contextual group

Course level	Report Table	Sheet name	Table title
UG		CHAR_UG_ALL_1Y_SG	Respondent characteristics, 2022, for undergraduates and all provider types by demographic and contextual group
PGC		CHAR_PGC_ALL_1Y_SG	Respondent characteristics, 2022, for postgraduate coursework graduates and all provider types by demographic and contextual group
PGR		CHAR_PGR_ALL_1Y_SG	Respondent characteristics, 2022, for postgraduate research graduates and all provider types by demographic and contextual group

