



2023 Graduate Outcomes Survey -Longitudinal

Medium-term graduate outcomes in Australia

NATIONAL REPORT FEBRUARY 2024



Acknowledgments

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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 2023 GOS-L was led by Graham Challice and the project team consisted of Lisa Bolton, Lauren Spencer, Ben Williams, Cynthia Kim, Dr Gabriel Ong, Brenwin Ang, Joe Feng, Luke Hand, Rawan Habibeh, Anthony Begovic, Columbia Winterton and Serena Kim.

For more information on the conduct and results of the 2023 GOS-L see the Quality Indicators for Learning and Teaching (QILT) website: www.qilt.edu.au. The QILT team can be contacted by email at qilt@scentre.com.au.

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1. Introduction

The 2023 Graduate Outcomes Survey – Longitudinal (GOS-L) measures the medium-term (i.e., three years after course completion) outcomes of higher education graduates based on a cohort analysis of graduates who responded to the 2020 Graduate Outcomes Survey (GOS). The GOS-L is an ongoing part of the Quality Indicators for Learning and Teaching (QILT) survey suite.

The 2023 GOS-L National Report examines short-term (i.e., four to six months after course completion) 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 selected areas of focus such as the gender pay gap and reasons for underutilisation of skills.

Results for domestic graduates and international graduates, whether located in Australia or overseas, are presented separately in this report. These results provide medium-term labour market and further study outcomes for graduates corresponding with short-term graduate outcomes published annually in the GOS National Report and GOS International Report, available at www.qilt.edu.au.

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, as well as more detailed labour force breakdowns, including graduates working in their own businesses, unpaid work and unemployment levels.

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 that provide supplementary data and detail out of scope of this report and which may be of interest to the reader.

The 2023 GOS-L was administered for all higher education institutions whose graduates participated in the 2020 GOS and were eligible to participate in the GOS-L. In total, 116 institutions were included, with all 42 Table A and B universities and 74 non-university higher education institutions (NUHEIs) across all study levels. The GOS-L achieved an overall 45.0 per cent response rate in 2023, representing 40,177 completed surveys, which was a decline from the 49.0 per cent achieved in 2022.

The following report provides high level results from the 2023 GOS-L. Further detail is available from <https://www.qilt.edu.au/qilt-surveys/graduate-employment>.

PARTICIPATION IN THE 2023 GOS-L

116
participating institutions

100,628
invitations sent

40,177
completed surveys

45.0%
response rate

Short-term labour market
outcomes
(4-6 months after course
completion)



Same graduate cohort

Medium-term labour market
outcomes
(3 years after course
completion)

2. Domestic graduate results

2.1 Domestic labour market outcomes

The GOS and GOS-L follow Australian Bureau of Statistics (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 at least 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.

The 2023 GOS-L National Report examines graduates many of whom completed the GOS during the first year of the COVID-19 pandemic in 2020, and again three years after completing their studies.

Results in the 2020 GOS National Report suggested a weakening of the labour market for then recent graduates which predated, but was then worsened by, the onset of the COVID-19 pandemic. This was consistent with results from the ABS Labour Force Survey at the time. Therefore, in interpreting results in **Figure 1**, note that the downturn in the short-term undergraduate full-time employment rate in 2020 was likely the result of both the pandemic and general labour market conditions at that time. More detailed analysis is available in the 2020 GOS National Report available at www.qilt.edu.au.

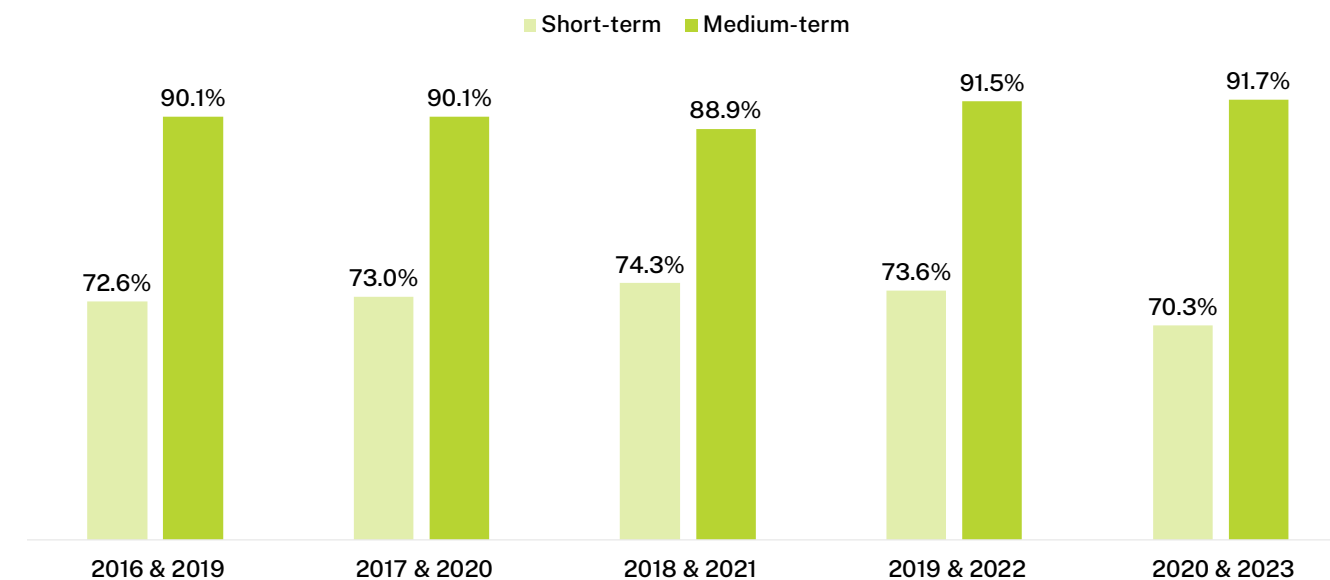
Generally, medium-term outcomes for graduates have been less volatile than short-term outcomes for graduates, as seen in the GOS and GOS-L National Reports published since 2020 respectively. The improvement in medium-term outcomes in 2022 and 2023 is consistent with the strong labour market following the removal of COVID-19 pandemic related restrictions.

In addition, **Figure 1** shows that following graduation it can take time for some graduates to establish themselves in the workforce. For example, in 2020, 70.3 per cent of graduates who completed both the GOS and GOS-L were in full-time employment four to six months after completing their course. Three years later, in 2023, the proportion of this same cohort of graduates in full-time employment had risen to 91.7 per cent, an increase of 21.4 percentage points.



Improved medium-term outcomes since 2022 are consistent with the strong labour market following removal of COVID-19 related restrictions.

Figure 1 / Short-term and medium-term full-time employment rate for 2016 to 2020 domestic undergraduates (%)



Source: The FTE_UG_ALL_5Y worksheet in the 2023 GOS-L National Report Tables available on the QILT website.

2.1.1 Study level

2.1.1.1 Undergraduate

More than 90 per cent of undergraduates were available for employment shortly after completing their course in 2020 and this figure remained relatively unchanged three years later in 2023, as shown by the labour force participation rate in **Table 1**. However, in the short-term, the overall employment rate was much higher than full-time employment, compared with three years later where the difference is narrower. This may indicate that while graduates are available to work soon after completing their studies, it takes some time before they access full-time hours. The median full-time salary¹ of recent undergraduates in 2020 was \$65,000 and this had increased by 28.5 per cent three years later to \$83,500.

2.1.1.2 Postgraduate coursework

When comparing postgraduate coursework outcomes with undergraduate outcomes, two notable differences exist. In the short-term, graduates who complete a postgraduate by coursework qualification are much more likely to be employed full-time and with a markedly higher median salary than graduates who completed an undergraduate qualification. In part, this difference between undergraduate and postgraduate coursework full-time employment and median salary outcomes may reflect the fact that many postgraduate coursework graduates are most likely to be well established in the labour market before completing their studies. This can also be explained by the higher proportion of domestic postgraduate coursework graduates who study externally as they combine work and study, as well as more qualifications providing better access to higher paid employment.

Table 1 / **Short-term and medium-term outcomes for domestic undergraduates**

	Short-term (2020)	Medium-term (2023)
In full-time employment (as a percentage of those available for full-time work)	70.3	91.7
Overall employed (as a percentage of those available for any work)	86.2	93.8
Labour force participation rate (as a percentage of all graduates)	92.2	92.7
Median salary (of those employed full-time)	\$65,000	\$83,500

Table 2 / **Short-term and medium-term outcomes for domestic postgraduate coursework graduates overall**

	Short-term (2020)	Medium-term (2023)
In full-time employment (as a percentage of those available for full-time work)	86.0	94.8
Overall employed (as a percentage of those available for any work)	92.3	95.7
Labour force participation rate (as a percentage of all graduates)	96.1	94.9
Median salary (of those employed full-time)	\$88,700	\$108,000

¹ This report presents salaries in nominal terms. This means the salary amounts reflect the actual values as they existed in the respective year (that is, the values are not adjusted for inflation).

In 2020, 86.0 per cent of postgraduate coursework graduates were in full-time employment four to six months after completing their course, as shown in **Table 2**, which was 15.7 percentage points higher than those who had completed an undergraduate qualification. Three years later in 2023, the proportion in full-time employment had risen to 94.8 per cent, which was only 3.1 percentage points higher than for those who had completed undergraduate qualifications. The median salary of postgraduate coursework graduates in full-time employment increased from \$88,700 in 2020 to \$108,000 three years later, which was an increase of 21.8 per cent. The median full-time salaries for postgraduate coursework graduates were much higher than that for undergraduates, being \$23,700 higher in the short-term and \$24,500 higher in the medium-term.

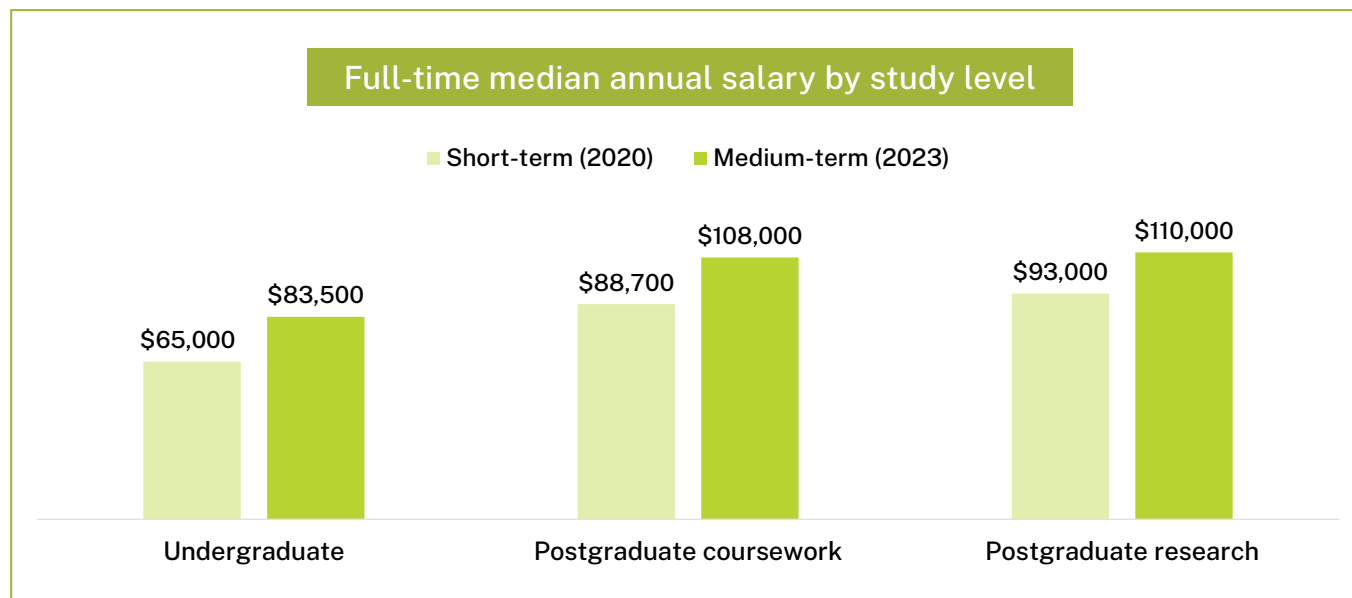
2.1.1.3 Postgraduate research

Labour market outcomes for graduates who completed postgraduate by research qualifications are comparable with postgraduate coursework graduate outcomes. That is, shortly after course completion, the proportion of postgraduate research graduates in full-time employment is higher than that of undergraduates and there is a substantial difference in salaries. Three years later, the difference in outcomes narrows across the study levels, except for median salaries, which tend to widen further. For example, in 2020, 81.1 per cent of postgraduate research graduates were in full-time employment compared with 70.3 per cent of those who had completed undergraduate qualifications and 86.0 per cent of those who had completed postgraduate coursework qualifications. However, three years later in 2023, the difference in full-time employment rates between these groups of graduates had narrowed, with 91.7 per cent of undergraduates and 91.3 per cent of postgraduate research graduates in full-time employment, compared with 94.8 per cent of postgraduate coursework graduates.

The median salary among postgraduate research graduates in full-time employment increased from \$93,000 in the short-term to \$110,000 in the medium-term, an increase of 18.3 per cent. While this is higher than both postgraduate coursework graduate and undergraduate salaries, the rate of growth was lower due to the higher short-term salary.

Table 3 / **Short-term and medium-term outcomes of domestic postgraduate research graduates overall**

	Short-term (2020)	Medium-term (2023)
In full-time employment (as a percentage of those available for full-time work)	81.1	91.3
Overall employed (as a percentage of those available for any work)	91.1	93.5
Labour force participation rate (as a percentage of all graduates)	95.7	94.6
Median salary (of those employed full-time)	\$93,000	\$110,000



2.1.2 Underemployment

'Underemployment' is defined as the proportion of graduates employed part-time (i.e., less than 35 hours per week) who are seeking more hours.

In the short-term, approximately one-fifth of domestic undergraduates employed part-time were underemployed. This underemployment rate dropped considerably in the medium-term to 6.5 per cent. Rates were much lower in the short-term for graduates who had completed postgraduate qualifications.

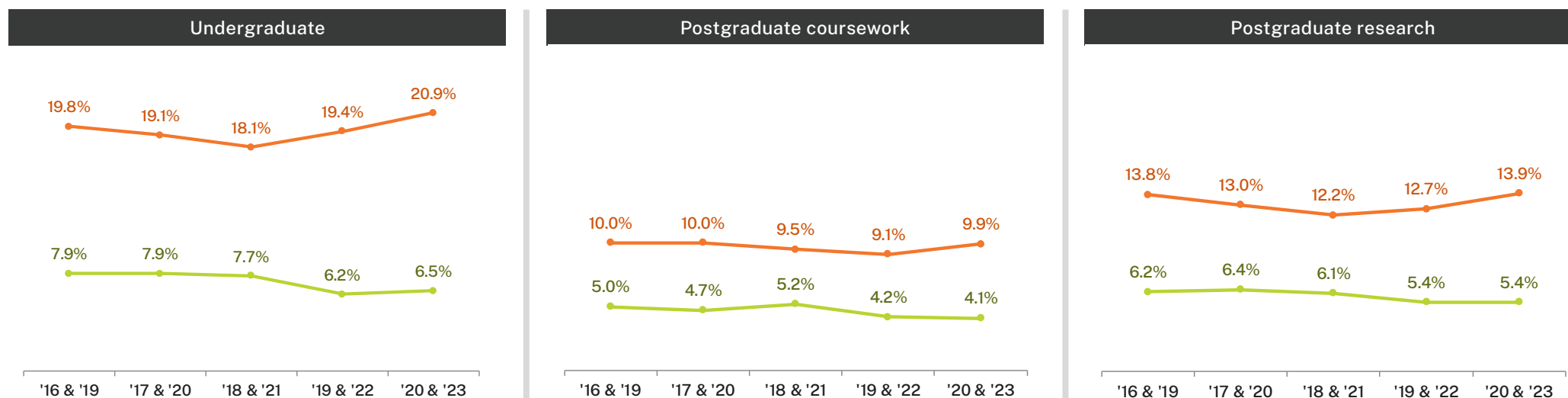
The rate of undergraduate underemployment decreased to be more in line with postgraduate rates three years later.

Table 4 / **Proportion of domestic graduates seeking more hours in the short-term and medium-term (% of those employed part-time)**

	Short-term (2020)	Medium-term (2023)
Undergraduates seeking more hours	20.9	6.5
Postgraduate coursework graduates seeking more hours	9.9	4.1
Postgraduate research graduates seeking more hours	13.9	5.4

Figure 2 / **Proportion of domestic graduates seeking more hours in the short-term and medium-term over time (% of those employed part-time)**

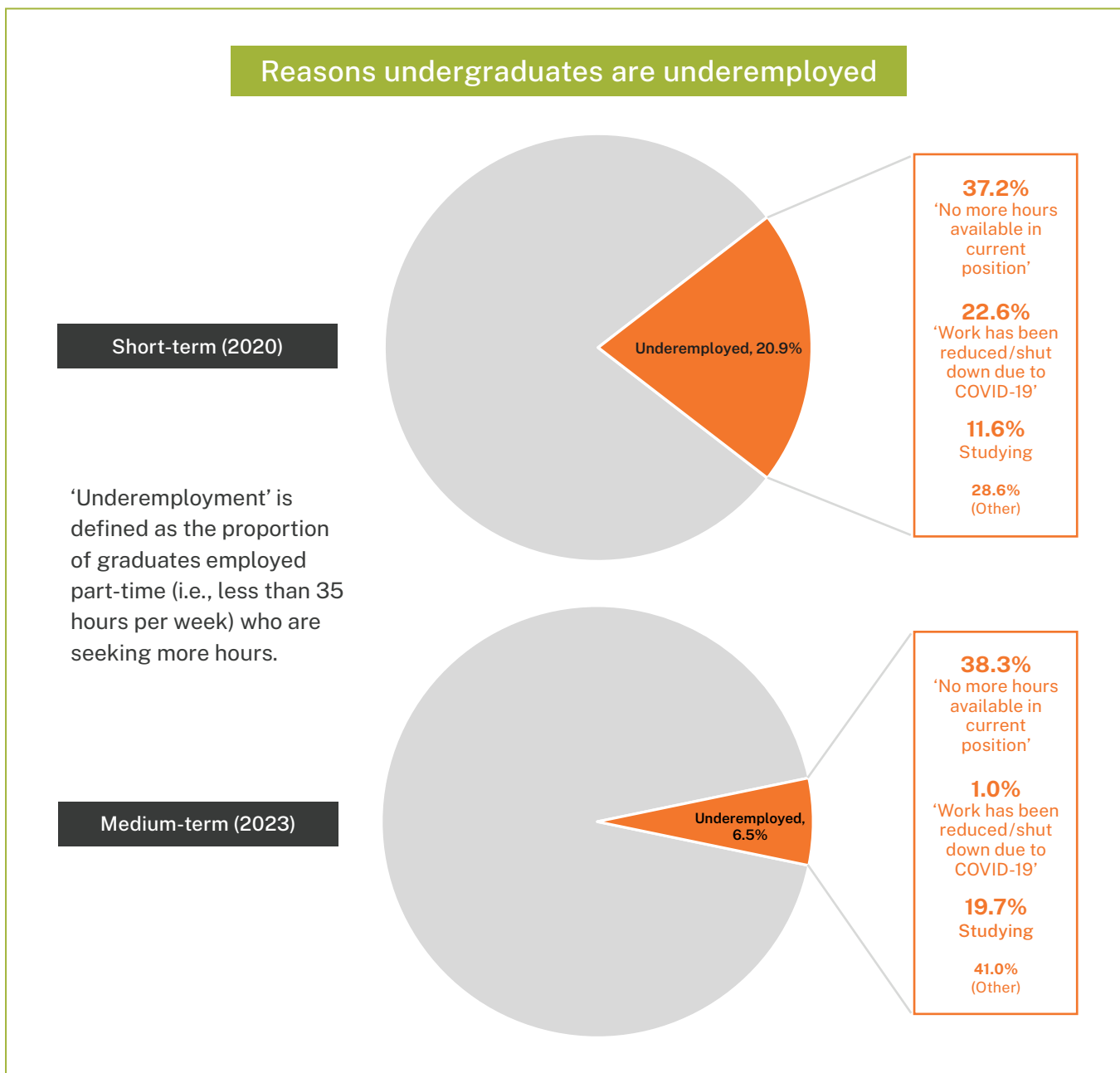
— Short-term — Medium-term



The proportion of undergraduates employed part-time but seeking more hours has historically been higher than that of graduates with a postgraduate qualification. However, the proportion was above the historical range for undergraduates accessing the labour market in 2020 (short-term) as shown in **Figure 2**.

Examining reasons for not working more hours among underemployed undergraduates may go some way to explaining the higher than usual proportion of underemployed graduates in the short-term, as well as the large reduction in the proportion seeking more hours in the medium-term.

In 2020, 37.2 per cent of underemployed undergraduates reported 'No more hours available in current position' as the main reason for not working more hours. A further 22.6 per cent reported that 'Work has been reduced/shutdown due to COVID-19'. By 2023, only 1.0 per cent of undergraduates seeking more hours reported that 'Work has been reduced/shutdown due to COVID-19', which may reflect illness in the workplace or ongoing supply chain disruptions. 'No more hours available in current position' remained the top reason in the medium-term, accounting for 38.3 per cent of the reasons given. However, it is of a much smaller proportion of undergraduates still seeking more hours in the medium-term (6.5 per cent). It is likely the pandemic has affected undergraduates more than postgraduate graduates who, as discussed in **Section 2.1.1 Study level**, are often already established in the labour market while studying.



2.1.3 Demographic and equity groups

Labour market outcomes varied among demographic sub-groups at all course levels. The following section describes results for undergraduates. Sub-group outcomes for postgraduate coursework and postgraduate research graduates are available in supplementary tables available on the QILT website².

As seen in **Table 5**, domestic undergraduates with a reported disability were less likely to be employed, four to six months after completing their course than graduates without a reported disability, and even less likely to be in full-time employment. Three years later, rates of overall and full-time employment for undergraduates with a reported disability caught up somewhat, suggesting that it takes longer for these graduates to secure employment. It is encouraging to see that despite fewer graduates with a disability securing full-time employment in the short-term and medium-term, of those that do, there is little difference in median salary.

Differences in labour market outcomes related to age or study mode are likely to be related to differences in life stage and prior labour market experience. For example, those studying externally are often older or already established in the labour market than those who have studied on-campus or in person, or a mix of online and on-campus, which may explain why short-term outcomes were higher.

Similarly, those aged over 30 may have had more experience in the labour market than those who were aged 30 or less, which may explain higher median salaries in the short-term and medium-term.

Domestic undergraduates from non-English speaking backgrounds had some of the lowest labour force outcomes in both the short-term and medium-term among all sub-groups examined. For example, only 55.9 per cent were employed full-time four to six months after completing their course in comparison to 70.6 per cent from English speaking backgrounds. Despite an increase

of almost 30 percentage points three years later, domestic undergraduates from non-English speaking backgrounds still had the lowest full-time employment rate of all demographic sub-groups included in this analysis. Like graduates with a reported disability, graduates from non-English speaking backgrounds were less likely to be employed full-time. However, of those who are, median salaries are comparable. This suggests that the biggest challenge for these equity groups is securing employment but once employed full-time, are able to earn comparable incomes.

Consistent with previous reports, Indigenous undergraduates had higher full-time employment outcomes and median salaries in the short-term than non-Indigenous domestic undergraduates. In the medium-term, full-time employment rates were broadly similar, with Indigenous undergraduate median full-time salaries increasing to widen the gap in salaries further. These medium-term outcomes continue a broad trend that started in 2018.

Domestic undergraduates from high socio-economic status areas had higher rates of full-time employment in both the short- and medium-term relative to those from medium and low socio-economic status areas. However, the rates of full-time employment for medium and low socio-economic status areas improved from below 70 per cent in the short-term, to over 90 per cent in the medium-term.

Domestic undergraduates from regional and remote areas had higher rates of full-time employment in both the short-term and medium-term compared with graduates from metro areas. However, the median salaries for those in regional and remote areas started out lower than those in metro areas and this gap widened further three years later.

² Refer to the STMT_PGC_ALL_1Y_SG and STMT_PGR_ALL_1Y_SG worksheets in the 2023 GOS-L National Report Tables available on the QILT website.

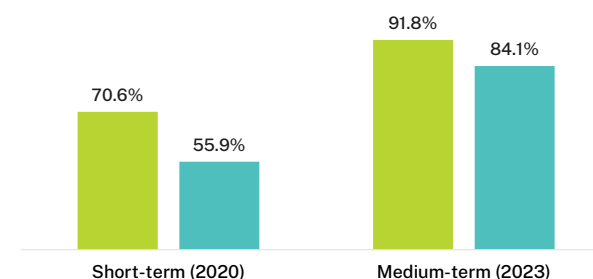
³ The gender pay gap is calculated as $100 \times (\text{Male salaries} - \text{Female salaries}) / \text{Male salaries}$ consistent with the methodology used by the Workplace Gender Equality Agency (WGEA)

Non-English speaking background

■ English speaking background ■ Non-English speaking background

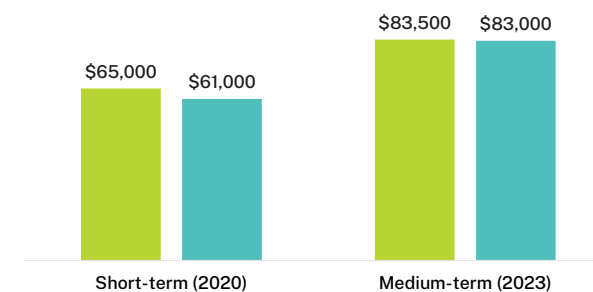
Domestic undergraduates from non-English speaking backgrounds were less likely than graduates from English speaking backgrounds to be employed full-time.

Full-time employed



However, salaries were comparable suggesting that the challenge is in securing employment.

Full-time median annual salary*



* Salary data is only available for graduates employed in Australia.

Table 5 / Domestic undergraduate employment outcomes by demographic sub-group

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)
Age								
30 years or under	69.2	92.5	86.4	94.3	93.0	93.7	63,400	82,000
Over 30 years	73.1	89.6	85.8	92.7	90.2	90.5	70,000	87,200
Study mode*								
Internal/Mixed mode	68.9	91.7	85.9	93.7	92.2	93.1	64,700	82,700
External study mode	78.6	91.9	88.4	94.1	91.6	90.4	73,100	90,000
Gender								
Male	70.7	91.3	83.8	92.9	91.9	93.0	66,600	89,000
Female	70.1	91.9	87.4	94.2	92.3	92.6	65,000	81,000
Indigenous								
Indigenous	81.5	91.9	87.9	93.7	91.3	90.9	69,400	90,000
Non-Indigenous	70.2	91.7	86.2	93.8	92.2	92.7	65,000	83,500
Home language								
English	70.6	91.8	86.5	93.9	92.2	92.7	65,000	83,500
Other	55.9	84.1	71.0	87.2	88.7	92.2	61,000	83,000

Table 5 / continued

	Full-time employment (%)		Overall employment (%)		Labour force participation rate (%)		Median salary, employed full-time (\$)	
	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)
Disability								
Reported disability	59.6	87.2	78.9	89.9	87.8	88.8	65,200	81,200
No disability	71.3	92.1	87.0	94.2	92.6	93.1	65,000	83,500
First in family status**								
First in family	58.2	87.7	78.9	93.5	84.2	87.7	64,700	79,000
Not first in family	65.7	89.5	83.6	90.1	85.2	90.1	63,700	85,800
Socio-economic status***								
High	72.1	92.4	87.6	93.8	91.7	92.3	65,100	85,000
Medium	69.9	91.6	86.1	94.1	92.7	93.1	65,000	82,500
Low	67.8	90.7	84.3	93.2	91.7	92.1	65,200	82,000
Location***†								
Metro	69.2	91.5	85.8	93.8	91.9	92.8	64,900	83,000
Regional/Remote	73.8	92.5	88.3	94.0	93.0	92.5	60,100	75,700

* Internal mode of attendance is where (i) the study is undertaken through attendance at the higher education provider on a regular basis, or (ii) for higher degree unit enrolments, where regular attendance is not required but the student attends the higher education provider on an agreed schedule for the purposes of supervision and/or instruction. External mode of attendance is where lesson materials, assignments, etc. are delivered to the student, and any associated attendance at the institution is of an incidental, irregular, special or voluntary nature. Mixed mode of attendance is where study is undertaken partially on an internal mode of attendance and partially on an external mode of attendance.

** Based on the highest level of educational attainment of a student's parent(s) or guardian(s) as identified by the student. This information is reported by institutions through the Tertiary Collection of Student Information (TCSI) system.

*** The SES and Location measures are area-based, associated with students' first permanent home address submitted when they commenced with their provider, as collected through the TCSI system. The SES is based on the ABS SEIFA Index of Education and Occupation. Area-based data are only reported for Commonwealth assisted students, which excludes international and domestic full fee-paying students.

† Location measures are calculated according to the proportion of metro and regional/remote categories.

Figure 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 2020, the gender gap³ in graduate median salaries was \$1,600 or 2.4 per cent. In 2023, for the same cohort of undergraduates three years later, the gender gap in median salaries had increased to \$8,000 or 9.0 per cent.

Female graduates often earn less than their male graduates even within the same field of education. For example, undergraduate study areas with large gender gaps in salaries three years out included Nursing, \$11,500 or 12.8 per cent, Medicine, \$9,500 or 8.7 per cent and Architecture and built environment, \$7,500 or 8.4 per cent. There were some exceptions in 2023 where females were paid slightly more than males such as in Communications, \$3,100 or 4.4 per cent, Computing and information systems, \$1,900 or 2.0 per cent, as well as Social work, where females were paid \$1,000 or 1.2 per cent more. More detailed information is available in the PowerBI Dashboard accompanying this report.

The gender pay gap in postgraduate research graduate salaries was \$4,300 or 4.5 per cent in 2020 four to six months after graduation. The gender pay gap persisted three years later with median full-time postgraduate research graduate salaries at \$105,000 for females and \$114,000 for males, a gap of \$9,000 or 7.9 per cent.

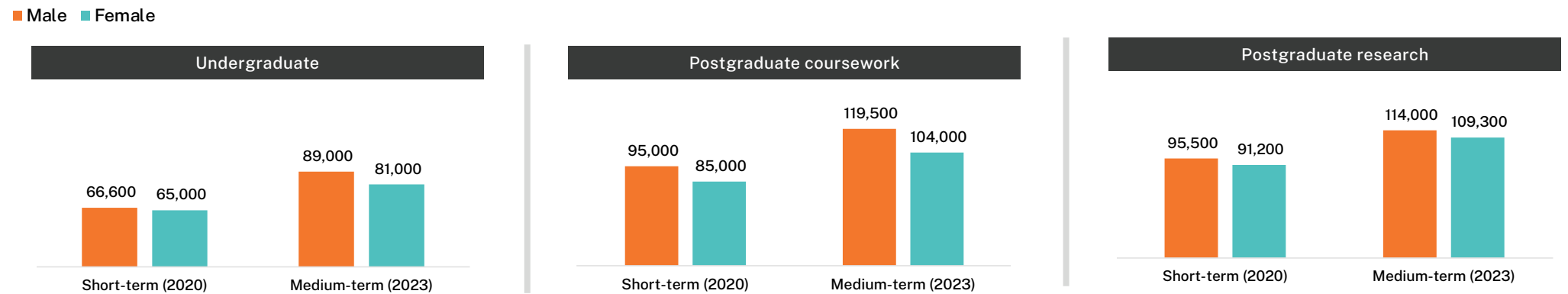
Overall, in the short-term, the rate of female and male postgraduate coursework graduates in full-time employment was 87.6 per cent for males compared to 85.1 per cent for females and was roughly equal in the medium term, with 96.4 per cent of males and 96.0 per cent of females in full-time employment in 2023.

The gender pay gap in salaries is more pronounced at the postgraduate coursework level than for undergraduates. In 2020, four to six months after completion of their studies, the median salary of male postgraduate coursework graduates in full-time employment was \$10,000 or 10.5 per cent higher than females. This gap has increased to \$15,500 or 13.0 per cent three years after course completion in 2023.

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 22.8 per cent, Health services and support with 19.3 per cent and Computing and information systems with 19.0 per cent. However, in 2023 there were some study areas where females out-earned males in the medium term, such as Humanities, culture & social sciences, where females earned \$7,000 or 7.7 per cent more than males, and Engineering, where females earned \$3,300 or 2.8 per cent more than males.

Similar patterns of difference in employment rates between demographic and equity sub-groups were observed among domestic graduates who completed postgraduate qualifications. However, gaps in median salaries tended to be more pronounced. These data are available in the accompanying tables available on the QILT website. Refer to the **STMT_PGC_ALL_1Y_SG** and **STMT_PGC_ALL_1Y_SG** worksheets in the 2023 GOS-L National Report Tables available on the QILT website.

Figure 3 / Full-time median annual salaries (\$) by gender



Source: The STMT_UG_ALL_1Y_wE315, STMT_PGC_ALL_1Y_E315 and STMT_PGR_ALL_1Y_E315 worksheets in the 2023 GOS-L National Report Tables available on the QILT website.

³ The gender pay gap is calculated as 100 x (Male salaries - Female salaries)/Male salaries consistent with the methodology used by the Workplace Gender Equality Agency (WGEA)

2.1.4 Study area

Comparisons of full-time employment rates by study area 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 difference in employment outcomes across fields of education tends to narrow over time.

In 2020, the proportion of recent undergraduates in full-time employment across study areas ranged from 98.0 per cent for Pharmacy, 88.1 per cent for Rehabilitation and 85.2 per cent for Dentistry and Medicine to 48.2 per cent for Creative arts, 54.7 per cent for Communications and 54.8 per cent for Tourism, hospitality, personal services, sport and recreation. That is a spread of almost 50 percentage points across study areas.

By 2023, in the medium-term, the spread in employment rates across study areas had contracted to 15.7 percentage points. Full-time employment rates increased to 97.8 per cent for Rehabilitation, 96.4 per cent for Engineering and 95.7 per cent for Dentistry and Veterinary science (Pharmacy had a full-time employment rate of 96.5 but this did decrease slightly from the short-term to the medium-term). However, study areas with lower full-time employment rates in 2020 saw much larger increases three years later, as shown by **Figure 4**.

For example, in 2020, Creative arts had the lowest undergraduate full-time employment rate among the 21 study areas, but this increased by 35.3 percentage points in 2023, to only be 14.3 percentage points behind Rehabilitation (the study area with the highest undergraduate full-time employment rate in 2023). Other study areas that had marked increases in full-time employment rates from the short-term to medium-term included Communications, Psychology, Humanities, culture and social sciences, Science and mathematics, and Tourism, hospitality, personal services, sport and recreation.

The size of the shift may be associated with a change in hiring behaviour in response to the pandemic. This may be seen where short-term full-time employment outcomes in 2020 for graduates from study areas such as Creative Arts, Tourism, hospitality and personal services and Communications were depressed. Short-term outcomes of graduates from the Tourism, hospitality, and personal services study area showed a gradual decline between 2016 and 2019 that continued into 2020 (which seems to reflect a slow-down in the Australian business cycle in the lead up to the pandemic). These factors contributed to the larger difference in medium-term outcomes as the economy recovered strongly from the pandemic in 2022 and 2023.

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 Pharmacy and 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 Communications. However, the difference in employment rates between graduates 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 the **FTE_ALL_ALL_1Y_AREA45** worksheet in the 2023 GOS-L National Report Tables available on the QILT website.

Figure 4 / Proportion of domestic undergraduates employed full-time in the short- and medium-term by study area

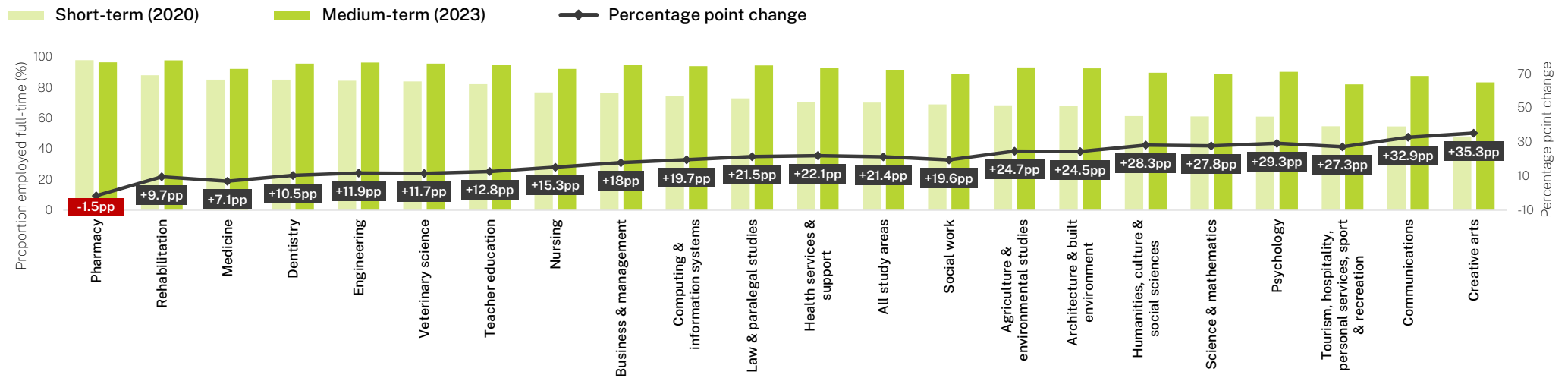
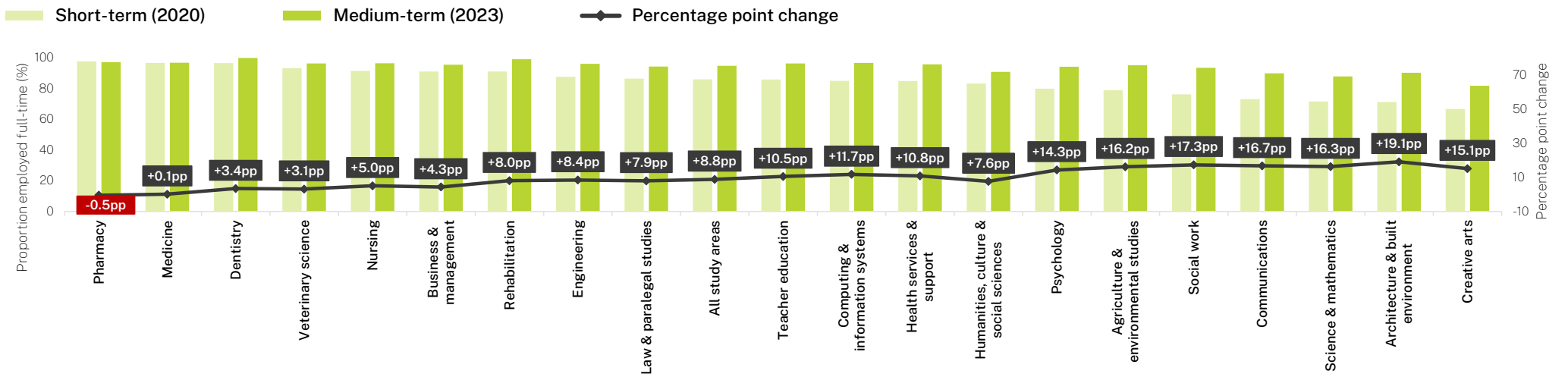


Figure 5 / Proportion of domestic postgraduate coursework graduates employed full-time in the short- and medium-term by study area



Source: The FTE_ALL_ALL_1Y_AREA worksheet in the 2023 GOS-L National Report Tables available on the QILT website.

2.1.5 Institution

In 2023, 93.9 per cent of total respondents to the GOS-L completed a qualification at a university while 6.1 per cent were from NUHEIs. In general, NUHEIs have greater proportions of postgraduates, international graduates and older graduates than universities. Graduates from NUHEIs also tend to cluster within a small number of the larger study areas.

Employment and salary outcomes vary across institutions. It is important to acknowledge that factors beyond the quality of teaching, careers advice and other aspects such as course offerings and study area profile, study mode, the composition of the student population and variations in state/territory and regional labour markets can impact institution results.

Notwithstanding these differences between universities and NUHEIs, labour force outcomes, including full-time employment, overall employment, labour force participation rates and median salaries were all higher among undergraduates from universities than from NUHEIs. The difference in full-time employment rate does narrow from the short-term to the medium-term, but despite this, the difference in median salaries widens further.

Labour force outcomes are much closer when looking at graduates who completed postgraduate qualifications.

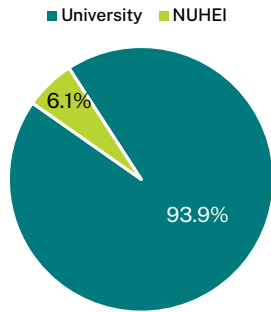
Despite the similar rates of full-time and overall employment rates for postgraduate coursework graduates from universities and NUHEIs, university graduates earn more on average than NUHEI graduates, in both the short-term and medium-term.

Table 6 / **Short-term and medium-term domestic graduate employment and study outcomes by level of study and institution type**

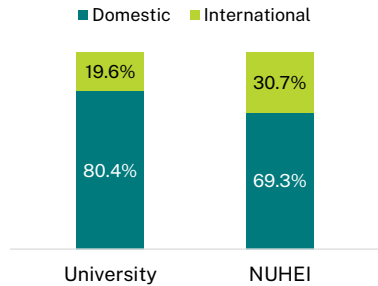
	Short-term (2020)		Medium-term (2023)	
	Universities	NUHEIs	Universities	NUHEIs
In full-time employment (as a percentage of those available for full-time work)				
Undergraduate	70.6	60.9	91.8	86.1
Postgraduate coursework	85.8	88.0	94.8	94.4
Overall employed (as a percentage of those available for any work)				
Undergraduate	86.5	78.5	93.9	89.9
Postgraduate coursework	92.3	92.3	95.9	94.6
Labour force participation rate (as a percentage of all graduates)				
Undergraduate	92.2	89.9	92.8	89.6
Postgraduate coursework	96.2	94.9	95.0	94.3
Median salary of those employed full-time (\$)				
Undergraduate	65,000	60,000	83,500	72,400
Postgraduate coursework	89,700	80,200	108,500	104,400
In full-time study (%)				
Undergraduate	13.0	8.9	10.0	6.1

University vs non-university respondent profile

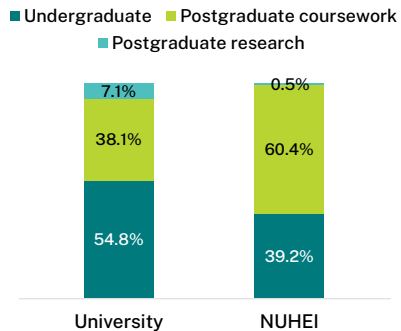
Institution type



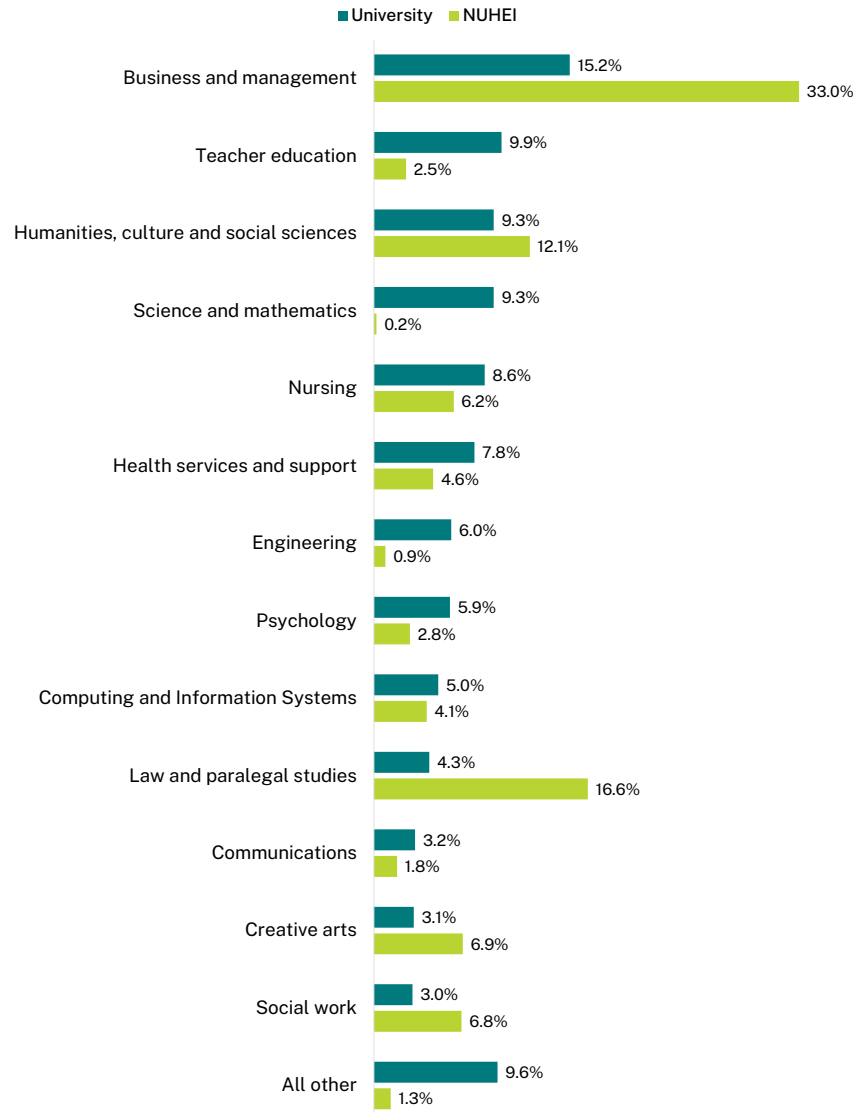
Citizenship status



Study level



Proportion of responses in study area by institution type



2.1.5.1 University outcomes

Three years after graduation there was substantial improvement in full-time employment rates across universities, with full-time rates at 80 per cent or above for domestic undergraduates at all universities in the medium term, as shown in **Figure 6** and **Table 7**⁴.

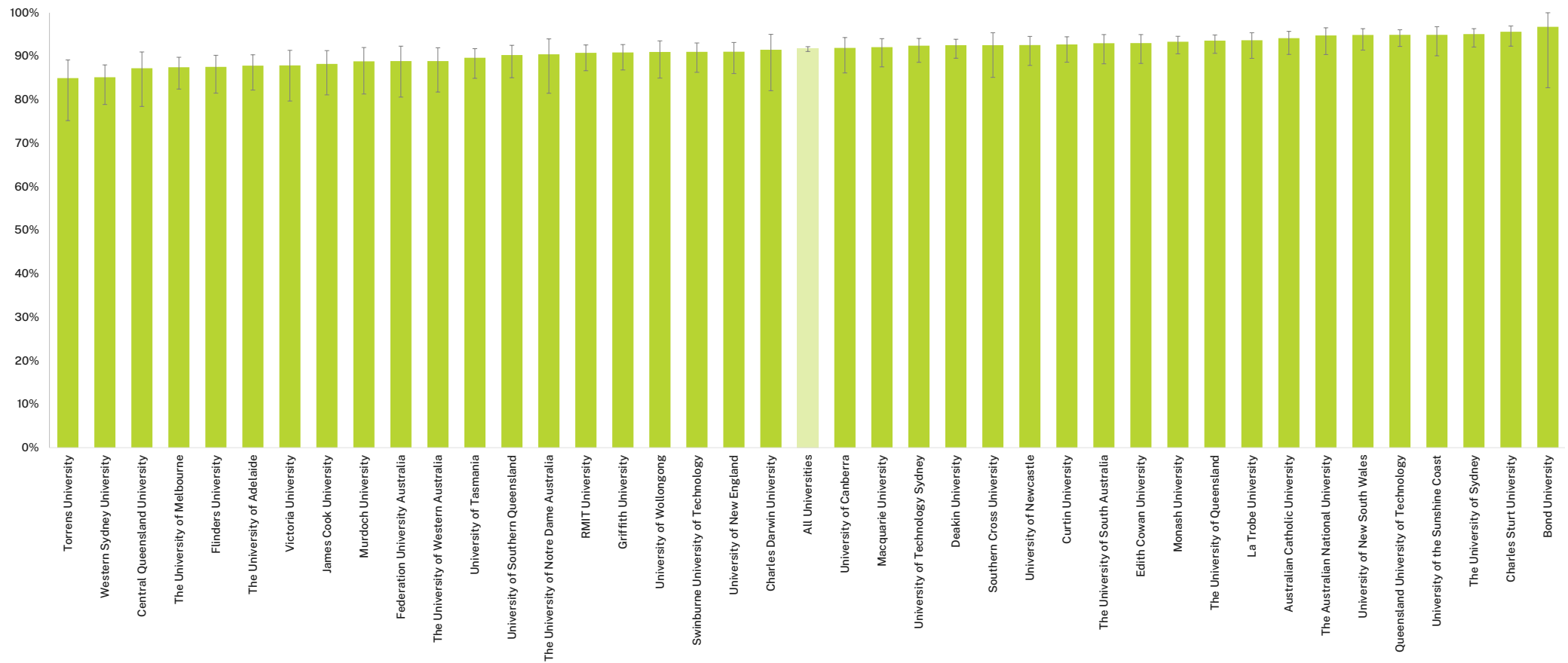
Due to the overlap of confidence intervals between institutions, as seen in **Figure 6** and **Figure 7**, it cannot be inferred that there is or is not a significant difference in full-time employment outcomes by institution in a statistical sense.

Notwithstanding differences in course offerings, the composition of the student population and state/territory and regional labour markets, it appears there is differentiation among universities, with some achieving higher rates of full-time employment over the medium-term than others.

Comparative institutional results are not available at postgraduate research graduate level as there are too few survey responses. Also, due to the smaller sample sizes of NUHEIs, there is insufficient data at the NUHEIs institution level to do the same level of analysis.

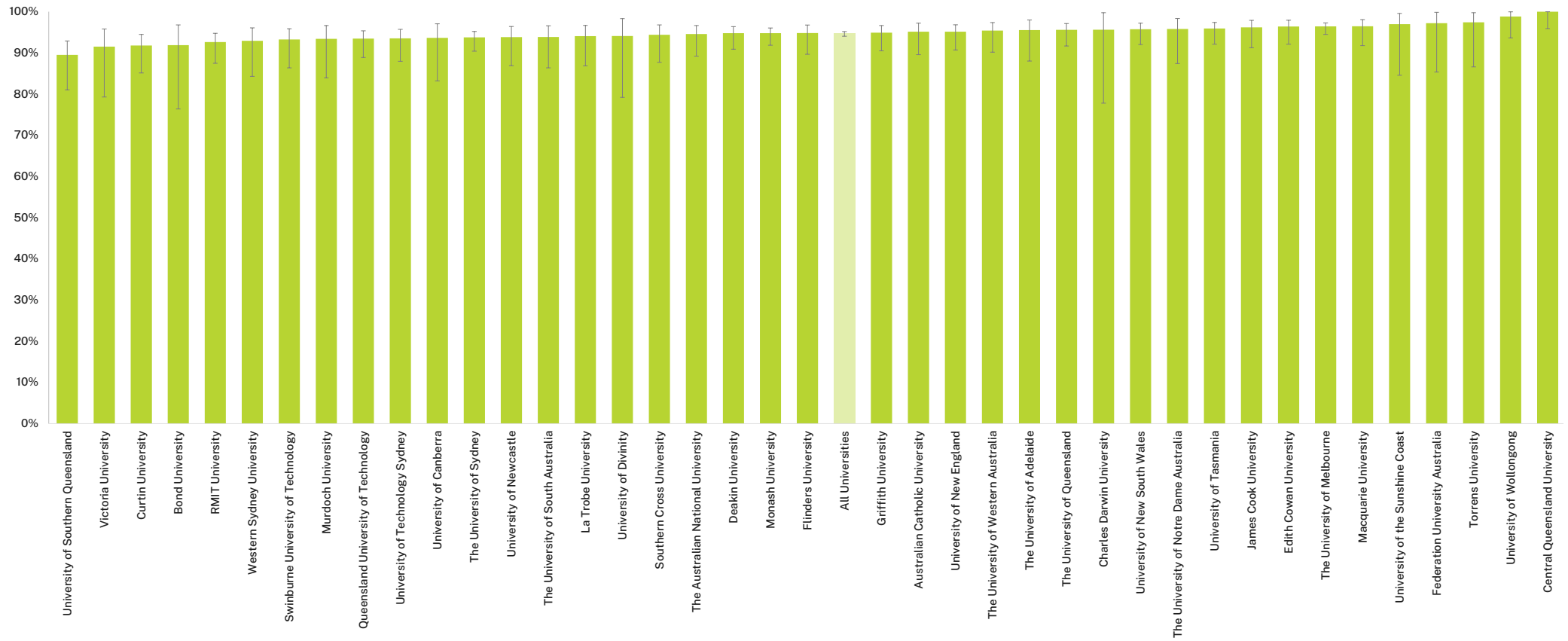
⁴ Table 7 shows 90 per cent confidence intervals for the survey estimates to assist in interpreting results. The calculation of confidence intervals is detailed in Appendix 4. Since the number of survey responses for each institution can be relatively small, confidence intervals may overlap for survey estimates, broadly indicating the difference in labour market outcomes may not be statistically significant.

Figure 6 / Domestic undergraduate medium-term full-time employment rate by university, 2023 (%)



Source: The FTE_UG_UNI_1Y_INST_FIG worksheet in the 2023 GOS-L National Report Tables available on the QILT website.

Figure 7 / Domestic postgraduate coursework medium-term full-time employment rate by university, 2023 (%)



Source: The FTE_PGC_UNI_1Y_INST_FIG worksheet in the 2023 GOS-L National Report Tables available on the QILT website.

Table 7 / Domestic short-term and medium-term full-time employment outcomes by university and level of study (%)

University	Undergraduate		Postgraduate coursework	
	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)
Australian Catholic University	73.9 (70.2, 77.3)	94.1 (92.0, 95.7)	90.4 (86.4, 93.3)	95.2 (91.6, 97.2)
Avondale University	n/a	n/a	n/a	n/a
Bond University	80.8 (65.4, 90.4)	96.8 (86.0, 100.0)	72.7 (61.2, 81.6)	91.9 (81.3, 96.8)
Central Queensland University	71.7 (65.6, 77.1)	87.2 (82.2, 91.0)	86.9 (80.0, 91.5)	100.0 (95.9, 100.0)
Charles Darwin University	87.1 (80.1, 91.8)	91.5 (85.6, 95.0)	90.3 (78.2, 96.0)	n/a
Charles Sturt University	86.6 (83.6, 89.0)	95.6 (93.7, 97.0)	90.4 (87.7, 92.5)	94.2 (91.9, 95.8)
Curtin University	67.3 (63.6, 70.9)	92.7 (90.4, 94.5)	77.7 (72.4, 82.0)	91.8 (87.8, 94.5)
Deakin University	72.7 (69.9, 75.3)	92.5 (90.9, 93.9)	80.5 (77.0, 83.6)	94.8 (92.5, 96.4)
Edith Cowan University	62.0 (57.4, 66.4)	93.0 (90.3, 95.0)	80.2 (75.6, 84.0)	96.4 (93.6, 97.9)
Federation University Australia	67.5 (60.5, 73.7)	88.9 (84.0, 92.3)	72.2 (59.4, 82.0)	97.2 (88.0, 99.9)
Flinders University	64.6 (59.9, 69.0)	87.5 (84.2, 90.2)	83.9 (79.5, 87.4)	94.8 (91.6, 96.8)
Griffith University	67.3 (63.8, 70.6)	90.9 (88.6, 92.7)	89.0 (85.6, 91.6)	94.9 (92.3, 96.7)
James Cook University	75.7 (70.8, 80.0)	88.2 (84.2, 91.3)	88.7 (84.2, 91.9)	96.2 (93.0, 97.9)
La Trobe University	67.5 (63.2, 71.5)	93.7 (91.3, 95.4)	85.0 (79.3, 89.3)	94.1 (89.5, 96.7)
Macquarie University	67.5 (63.2, 71.5)	92.1 (89.5, 94.0)	86.1 (81.5, 89.6)	96.5 (93.4, 98.1)
Monash University	73.0 (70.3, 75.6)	93.3 (91.8, 94.6)	87.2 (84.9, 89.2)	94.8 (93.1, 96.1)
Murdoch University	56.5 (50.7, 62.1)	88.8 (84.5, 92.0)	71.2 (62.4, 78.6)	93.4 (87.2, 96.7)
Queensland University of Technology	69.9 (66.9, 72.6)	94.9 (93.4, 96.1)	89.4 (86.3, 91.8)	93.5 (90.8, 95.4)
RMIT University	66.3 (62.7, 69.7)	90.8 (88.5, 92.6)	80.5 (76.3, 84.0)	92.6 (89.6, 94.8)
Southern Cross University	77.3 (71.0, 82.4)	92.5 (88.0, 95.4)	85.3 (79.8, 89.3)	94.4 (90.1, 96.8)

Table 7 / Continued

University	Undergraduate		Postgraduate coursework	
	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)
Swinburne University of Technology	71.8 (67.9, 75.3)	91.0 (88.4, 93.1)	84.5 (78.9, 88.7)	93.3 (89.0, 95.9)
The Australian National University	66.5 (61.3, 71.3)	94.8 (92.1, 96.5)	90.9 (86.9, 93.6)	94.6 (91.3, 96.6)
The University of Adelaide	62.9 (58.1, 67.4)	87.8 (84.7, 90.3)	77.8 (71.0, 83.2)	95.6 (90.5, 98.0)
The University of Melbourne	57.5 (53.1, 61.9)	87.5 (84.7, 89.7)	86.2 (84.3, 87.8)	96.4 (95.3, 97.3)
The University of Notre Dame Australia	75.7 (68.6, 81.5)	90.4 (85.0, 94.0)	90.2 (83.7, 94.2)	95.8 (90.0, 98.4)
The University of Queensland	73.6 (70.9, 76.2)	93.6 (92.0, 94.9)	84.7 (81.2, 87.6)	95.6 (93.2, 97.1)
The University of South Australia	72.5 (68.1, 76.4)	93.0 (90.2, 95.0)	84.9 (78.9, 89.3)	93.9 (89.1, 96.6)
The University of Sydney	77.8 (74.7, 80.5)	95.1 (93.4, 96.3)	87.1 (84.6, 89.3)	93.8 (91.9, 95.2)
The University of Western Australia	60.3 (53.4, 66.8)	88.9 (84.8, 91.9)	82.5 (77.5, 86.5)	95.4 (92.1, 97.4)
Torrens University	58.8 (51.6, 65.6)	85.0 (79.4, 89.1)	89.1 (79.8, 94.1)	97.4 (89.0, 99.8)
University of Canberra	74.9 (69.8, 79.3)	91.9 (88.5, 94.3)	86.8 (78.9, 91.8)	93.7 (86.6, 97.1)
University of Divinity	n/a	n/a	91.4 (80.3, 96.6)	94.1 (83.4, 98.3)
University of New England	78.7 (74.8, 82.0)	91.0 (88.2, 93.2)	85.2 (81.2, 88.4)	95.2 (92.4, 96.8)
University of New South Wales	76.9 (73.3, 80.1)	94.9 (92.9, 96.3)	89.2 (86.1, 91.6)	95.8 (93.5, 97.2)
University of Newcastle	75.3 (71.3, 79.0)	92.6 (89.9, 94.6)	89.7 (84.9, 92.9)	93.8 (89.5, 96.4)
University of Southern Queensland	78.5 (74.5, 81.8)	90.3 (87.3, 92.5)	80.0 (74.0, 84.8)	89.5 (84.4, 92.9)
University of Tasmania	70.2 (66.4, 73.7)	89.6 (87.0, 91.7)	92.0 (89.1, 94.1)	95.9 (93.6, 97.4)
University of Technology Sydney	74.8 (71.4, 77.9)	92.4 (90.3, 94.1)	81.3 (76.6, 85.1)	93.5 (90.2, 95.7)
University of the Sunshine Coast	59.5 (54.3, 64.5)	94.9 (92.0, 96.8)	85.3 (73.4, 92.0)	97.0 (87.2, 99.6)
University of Wollongong	67.3 (61.9, 72.2)	91.0 (87.5, 93.5)	90.9 (84.8, 94.6)	98.9 (94.8, 100.0)
Victoria University	60.8 (54.3, 66.8)	87.9 (83.2, 91.4)	82.1 (72.5, 88.8)	91.5 (83.6, 95.8)

Table 7 / Continued

University	Undergraduate		Postgraduate coursework	
	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)
Western Sydney University	55.3 (50.6, 59.9)	85.2 (81.8, 88.0)	84.8 (78.3, 89.5)	92.9 (87.5, 96.1)
All Universities	70.6 (70.0, 71.2)	91.8 (91.5, 92.2)	85.8 (85.2, 86.4)	94.8 (94.4, 95.2)
Standard deviation	9.6	3.1	7.5	2.1

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

2.2 Domestic graduate skills utilisation

The GOS and GOS-L include a rich array of information about the nature of graduate employment. This section focuses on some commonly used measures of skills utilisation or the quality of graduate jobs, including the proportion of graduates employed in managerial or professional occupations, or whether graduates report that they are fully utilising their skills and education in their current role. These provide benchmarks of the underutilisation of skills, and as such, it is important to monitor changes in these measures over time.

In terms of graduate occupations, the 2023 GOS-L finds that over time, many more of those who have completed undergraduate qualifications find work in managerial or professional occupations after the four-to-six-month period following course completion. These are occupations defined by the ABS as being commensurate with bachelor level or higher qualifications. Domestic graduates who have completed postgraduate qualifications tend to be employed in managerial or professional occupations in both the short-term and the medium-term, as shown by **Table 8**.

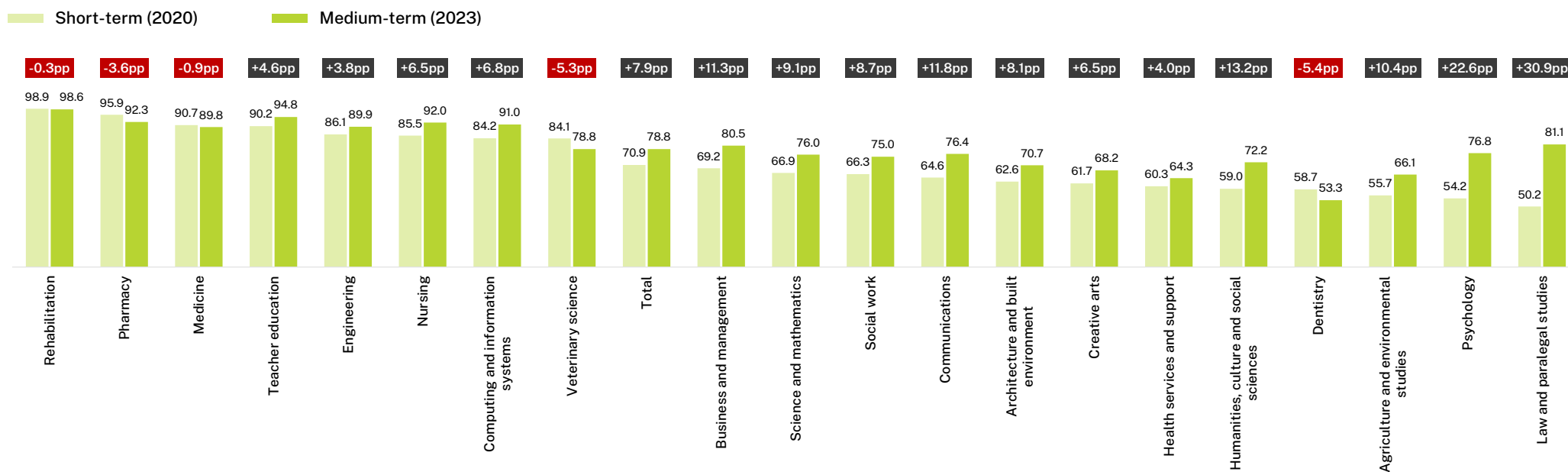
In the short-term, 70.9 per cent of undergraduates working full-time were employed in managerial or professional occupations. This figure increased to 78.8 per cent three years after graduation. Of all employed graduates who had completed an undergraduate qualification, 59.2 per cent were working in managerial or professional occupations four to six months after course completion, rising to 74.8 per cent three years later.

Table 8 / **Domestic graduates employed in managerial and professional occupations by employment type and study level (% of those employed)**

	Undergraduate		Postgraduate coursework		Postgraduate research	
	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)
Full-time employed	70.9	78.8	85.7	89.5	93.6	93.0
Overall employed	59.2	74.8	83.7	88.6	92.0	92.0

Study areas that showed large gains in the proportion of undergraduates employed full-time in managerial or professional occupations after three years included Law and paralegal studies, Psychology, and Humanities, culture & social sciences.

Figure 8 / Proportion of domestic undergraduates employed full-time as managers or professionals by study area (%)



Source: The OCCF_UG_ALL_1Y_AREA worksheet in the 2023 GOS-L National Report Tables available on the QILT website. The proportion of graduates employed full-time in managerial or professional occupations by Broad Field of Education is also available in the following worksheets of the 2023 GOS-L National Report Tables: OCCF_XXX_ALL_1Y_BFOE and OCCO_XXX_ALL_1Y_BFOE

Four to six months after course completion, 27.9 per cent of undergraduates employed full-time reported that their skills and qualifications were not fully utilised. This declined to 22.4 per cent three years after graduation in 2023.

Of those who were employed overall, which includes those employed full-time and part-time, 40.6 per cent reported their skills and education were not being utilised in the short-term, with this dropping to 26.7 per cent three years after graduation.

It is interesting to note that, unlike other indicators reported on throughout this report, there is very little difference between undergraduates employed full-time reporting their skills and education were not being fully utilised compared with those who had completed postgraduate qualifications. Across all three levels of study, 'No suitable jobs in my area of expertise' and 'No suitable jobs in my local area' are two of the most common reasons cited for working in jobs that were underutilising their skills and education in the short-term. In the medium-

term, however, 'I'm satisfied with my current job' is the number one reason cited by those employed full-time for working in a job that does not fully utilise their skills or education, which relates to a personal factor (i.e., graduate choice) rather than labour market factors.

The main reasons employed undergraduates reported that their skills and education were not fully utilised in their current job by employment type are presented in **Figure 9**.

The top two reasons were the same for both employment type groups: 'I'm satisfied with my current job' and 'Not enough work experience'. However, there are two important differences between these two groups.

Those employed full-time in the medium-term were more likely to report satisfaction with their current job as a reason for not fully utilising their skills and education, compared with those in overall employment (i.e., including part-time and casual workers). However, those employed overall were around three times as likely to report studying as their second highest personal factor, indicating this reason is a key consideration between working full-time or part-time and casual hours.

Table 9 / **Extent to which skills and education are not fully utilised by employment type and study level**
(% of those employed)

	Undergraduate		Postgraduate coursework		Postgraduate research	
	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)	Short-term (2020)	Medium-term (2023)
Full-time employed	27.9	22.4	28.7	24.6	27.3	25.1
Overall employed	40.6	26.7	31.0	25.8	29.7	26.1

Figure 9 / **Main reason for domestic undergraduates working in job in 2023 that does not fully utilise skills and education, by medium-term employment outcomes (%)**



Source: The RSOVRQ_UG_ALL_1Y_STMT2 worksheet in the 2023 GOS-L National Report Tables available on the QILT website.

2.3 Domestic graduates in further study

Almost one-fifth (17.6 per cent) of undergraduate respondents were engaged in further full-time study four to six months after completing their qualification, regardless of employment status. Three years later, in 2023, the number of undergraduates enrolled in further study had dropped to 13.4 per cent. Undergraduates engaging in further study on a full-time basis tended to move into three broad fields of education: Health, Society and culture and Natural and physical sciences. These were the most popular further study destinations immediately following graduation, accounting for almost 70 per cent of undergraduates who reported engaging in further full-time study. The same three broad fields of education accounted for an even larger proportion of undergraduates (73.2 per cent) engaged in further full-time study three years after completion of their undergraduate award in 2023. Within these three broad fields of education, however, the proportion studying in the areas of Health and Natural and physical sciences increased in the medium-term, while the proportion in Society and culture decreased.

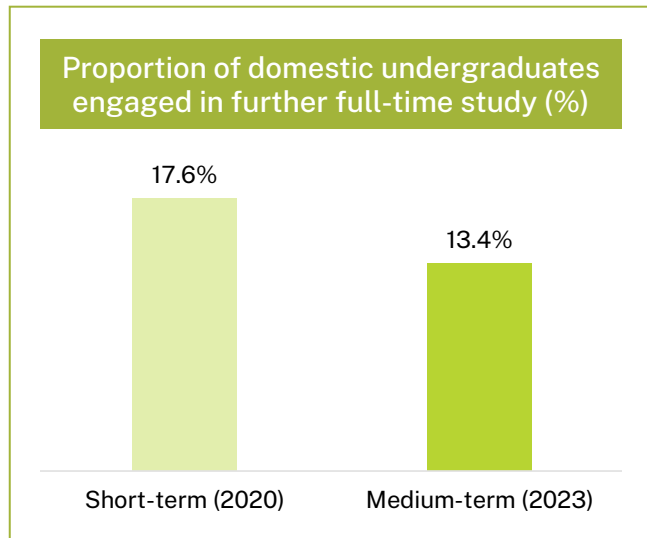
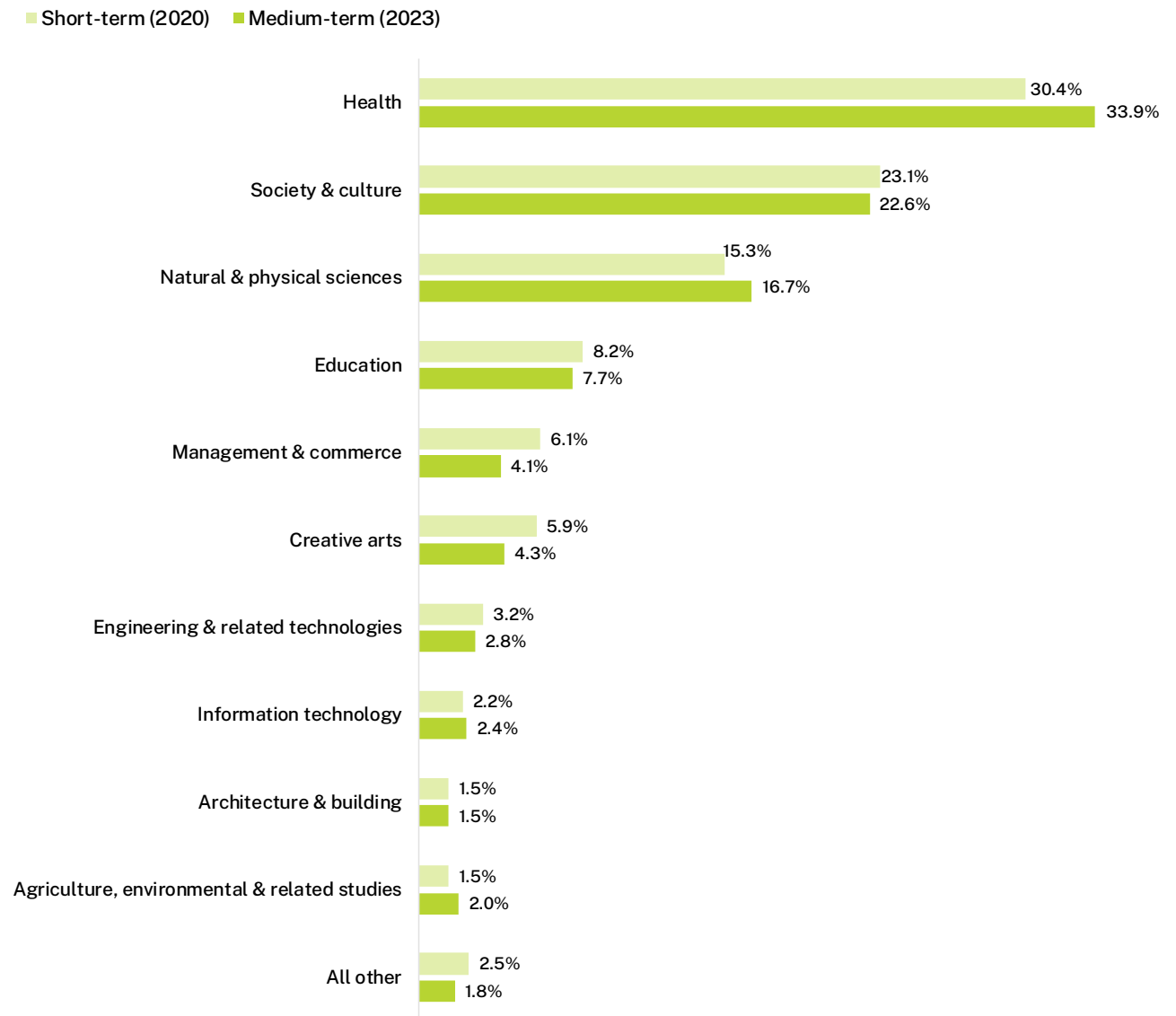


Figure 10 / Broad field of education destinations of domestic undergraduates undertaking further full-time study (%)



Source: The FTSD_UG_ALL_1Y_BFOE worksheet in the 2023 GOS-L National Report Tables available on the QILT website.

3. International graduate results

3.1 International labour market outcomes

Detailed employment outcomes for international graduates of Australian higher education providers are published annually in the 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. Please also note that international graduate median salary figures only relate to international graduates working in Australia. Rates related to full-time and overall employment, and labour force participation relate to all international graduates.

3.1.1 Study level

Full-time employment

Employment outcomes for international undergraduates are much lower four to six months after course completion than for domestic graduates. However, international graduates are much more likely to be undertaking further full-time study than domestic graduates, which may go some way to explain the lower rates of labour force participation and employment outcomes. In the medium-term, however, employment rates for international graduates increase considerably. Although employment rates generally remain lower compared to domestic graduates, the difference between the two cohorts narrows.

As shown by **Figure 11** and **Table 10**, the short-term full-time employment rate at the undergraduate study level for international graduates was 45.9 per cent in 2020, compared with 70.3 per cent for domestic graduates, a difference of 24.4 percentage points. Three years later in 2023, for the same cohort of graduates, the full-time employment rate for international graduates had increased by 39.4 percentage points to 85.3 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 19.4 percentage points to 5.8 percentage points in the three years following course completion.

Likewise for postgraduate coursework level graduates, full-time employment rates for international graduates increased from 49.6 per cent to 87.3 per cent in the three years after course completion, an improvement of 37.7 percentage points. Over that period, the difference between international and domestic full-time employment rates narrowed from 36.4 percentage points to 7.5 percentage points.

For postgraduate research, full-time employment rates for international graduates increased from 70.9 per cent to 90.0 per cent in the three years following degree completion. The difference between international and domestic graduates was just 1.3 percentage points in the medium-term.

Full-time median annual salary

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.

International undergraduates had a median full-time salary of \$55,000 shortly after course completion, \$10,000 lower than for domestic graduates. Although salaries for international graduates increased to \$73,100 three years after course completion, this remained \$10,400 lower than for domestic graduates.

Lower salary levels for international graduates also persisted in the medium-term at postgraduate coursework level (\$31,100 difference in median full-time salary between international and domestic graduates) and at postgraduate research level (a \$10,000 salary difference).

Figure 11 / Full-time employment (%) and median annual salary (\$) outcomes by citizenship status



Source: The STMT_ALL_ALL_1Y_E942 worksheet in the 2023 GOS-L Report National Tables available on the QILT website.
 Note: International graduate median salary figures only include data for international graduates working in Australia.

Table 10 / Short-term and medium-term graduate employment and study outcomes by level of study, international and domestic graduates

	Short-term (2020)		Medium-term (2023)	
	International	Domestic	International	Domestic
In full-time employment (as a percentage of those available for full-time work)				
Undergraduate	45.9	70.3	85.3	91.7
Postgraduate coursework	49.6	86.0	87.3	94.8
Postgraduate research	70.9	81.1	90.0	91.3
Overall employed (as a percentage of those available for any work)				
Undergraduate	66.8	86.2	88.0	93.8
Postgraduate coursework	72.2	92.3	90.7	95.7
Postgraduate research	83.9	91.1	93.3	93.5
Labour force participation rate (as a percentage of all graduates)				
Undergraduate	85.4	92.2	91.6	92.7
Postgraduate coursework	92.9	96.1	94.7	94.9
Postgraduate research	96.1	95.7	94.5	94.6
Median salary (of those employed full-time)				
Undergraduate	55,000	65,000	73,100	83,500
Postgraduate coursework	54,800	88,700	76,900	108,000
Postgraduate research	85,000	93,000	100,000	110,000

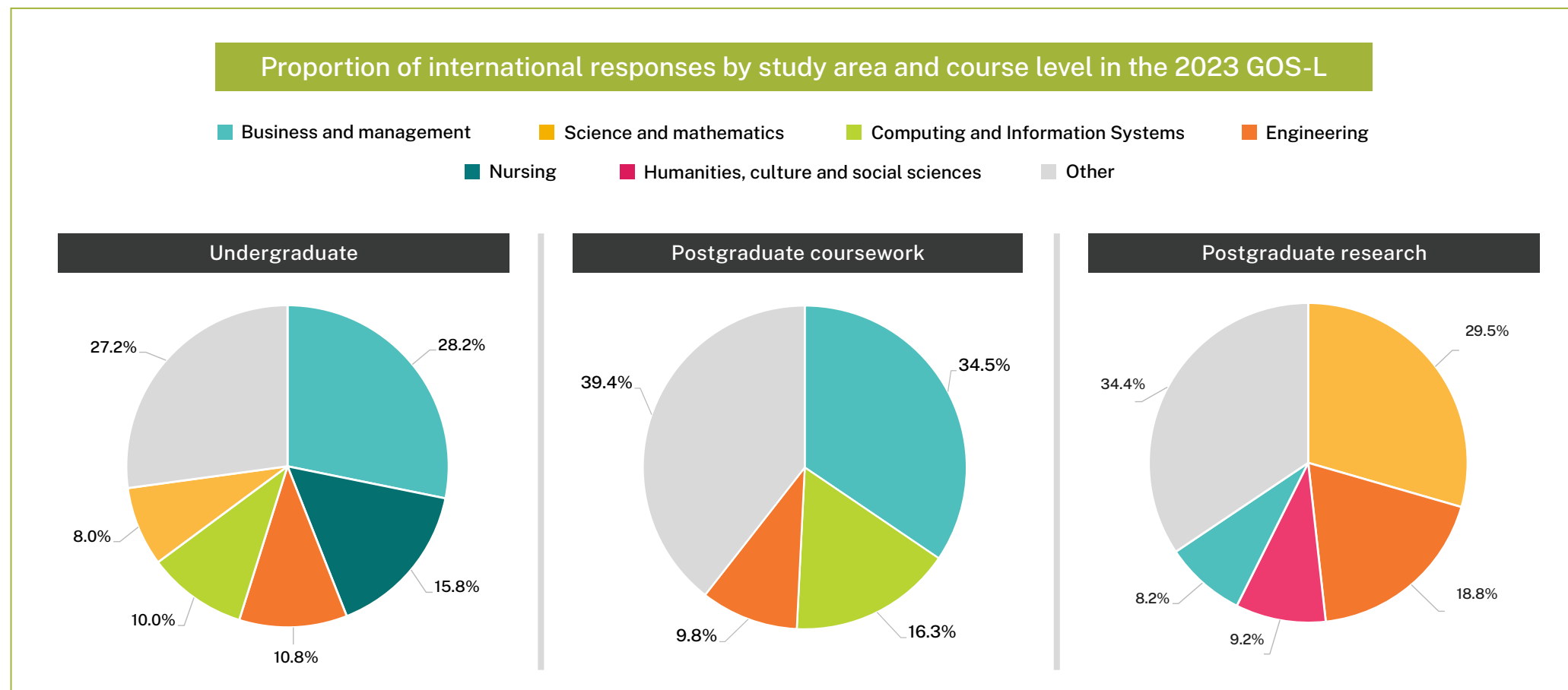
Note: Median salary figures only include data for international graduates working in Australia.

3.1.2 Study area

International graduates tend to cluster in certain study areas: Business and management, Computing and information systems, Engineering, Science and mathematics and Nursing. However, the proportions do vary by study level. In the 2023 GOS-L, over 50 per cent of international undergraduate responses were from the

Business and management, Nursing and Engineering study areas. Whereas at the postgraduate coursework level, 60 per cent of international graduate responses were from the Business and management, Computing and information systems and Engineering study areas. The largest proportion of international postgraduate research

responses came from the Science and mathematics study area, followed by Engineering and Humanities, culture and social sciences, which accounted for more than half of the responses.



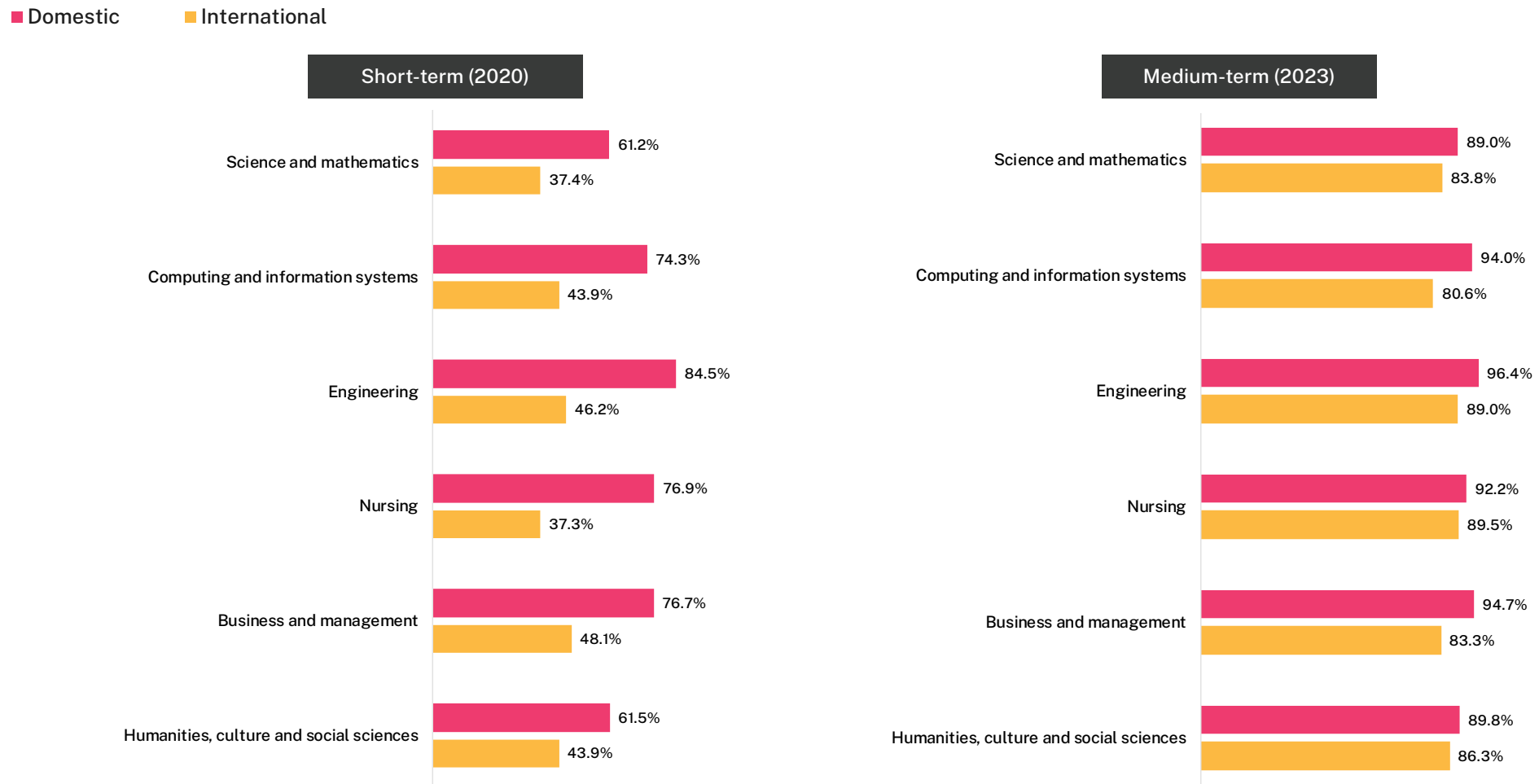
At the undergraduate level, 45.9 per cent of international graduates were employed full-time four to six months after completing their studies. However, this varied by study area. For example, only 23.5 per cent of international undergraduates from the Psychology study area were employed full-time, compared with 61.1 per cent of

domestic undergraduates. Pharmacy had the highest rate of full-time employment for international undergraduates, 90.3 per cent, but this was still lower than the 98.0 of domestic undergraduates employed full-time from the same study area. There were large gaps in full-time employment rates between international and domestic

undergraduates in study areas with the largest proportions of international undergraduates, as shown in **Figure 12**.

In the medium-term, the gaps in full-time employment rates among international and domestic undergraduates did narrow markedly but international undergraduate outcomes continued to trail domestic outcomes.

Figure 12 / Undergraduate full-time employment by citizenship status and study area* (%)



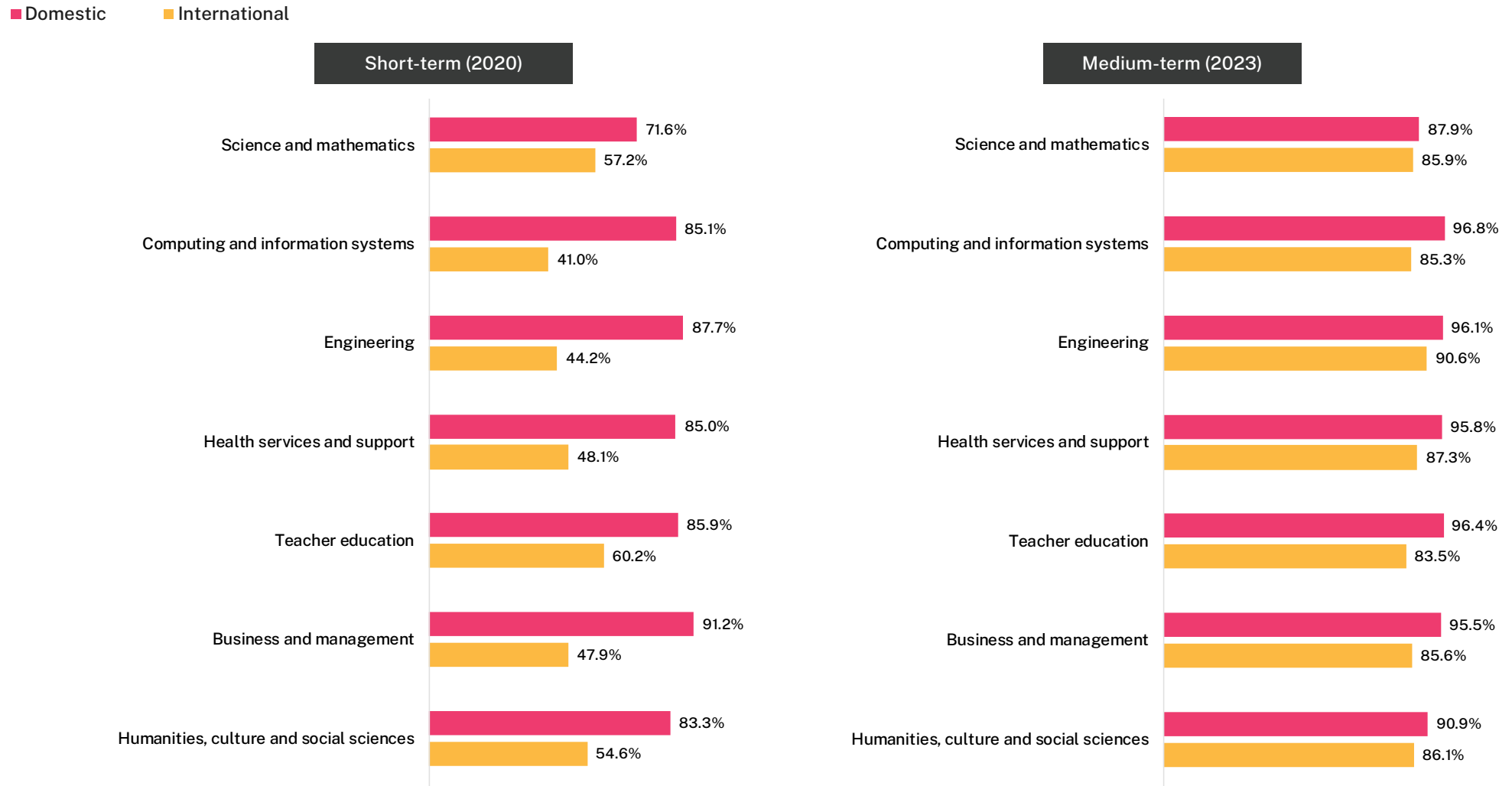
* Only selected study areas presented in Figure 12. For all study areas, refer to the FTE_ALL_ALL_1Y_AREA and FTE_ALL_ALL_1Y_AREA_INT worksheets in the 2023 GOS-L National Report Tables available on the QILT website.

A similar pattern to undergraduates was observed at the postgraduate coursework level, whereby full-time employment rates are much higher for domestic graduates than they are for international graduates shortly after

course completion. Three years later, international graduate full-time employment rates across study areas did increase but generally remained lower than the rates seen for domestic graduates. It should be noted that domestic post-

graduate coursework graduates tend to be older and are more likely to be established in the labour market prior to completing their qualification than undergraduates and international graduates.

Figure 13 / Postgraduate coursework full-time employment by citizenship status and study area* (%)



* Only selected study areas presented in Figure 13. For all study areas, refer to the FTE_ALL_ALL_1Y_AREA and FTE_ALL_ALL_1Y_AREA_INT worksheets in the 2023 GOS-L National Report Tables available on the QILT website.

3.2 International graduate skills utilisation

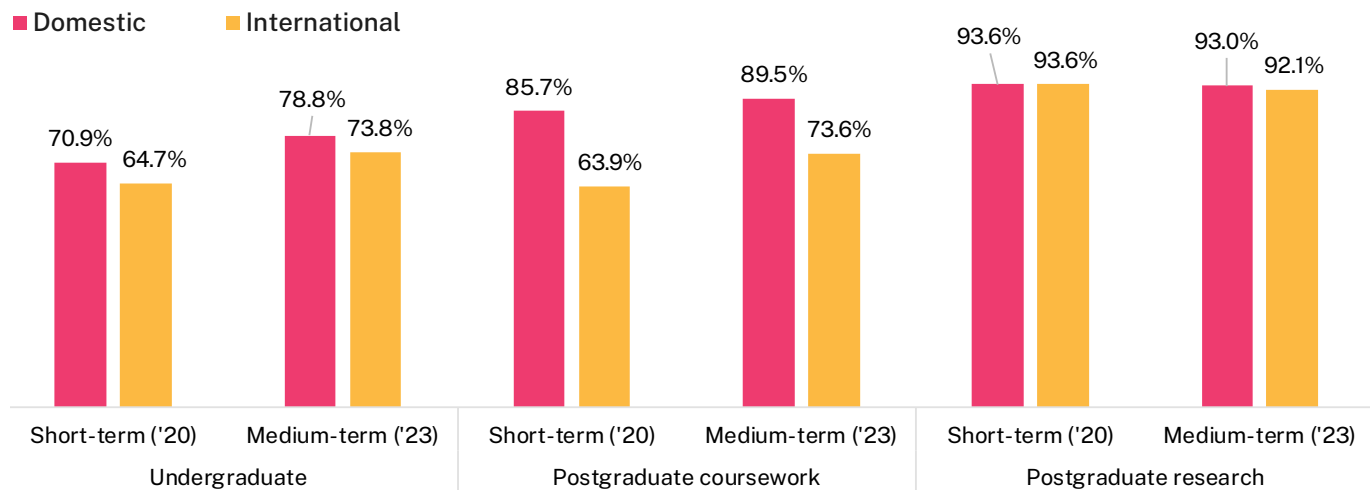
As discussed previously in **Section 2.2 Domestic graduate skills utilisation**, the proportion of graduates employed in managerial or professional occupations can be used as a measure of skills utilisation, as these occupations are seen as being commensurate with higher education qualifications.

International undergraduates were less likely than domestic undergraduates to be employed full-time in managerial or professional occupations in both the short- and medium-term. The difference in proportion of domestic and international postgraduate coursework graduates employed full-time was even wider than at the undergraduate level but did narrow somewhat from the short-term to the medium-term. Interestingly, there was very little difference in the proportion of domestic and international postgraduate research graduates employed in managerial or professional occupations in both the short- and medium-term.

Another measure of skills utilisation is whether graduates report that they are fully utilising their skills and education in their current role. Of those employed full-time, international undergraduate and postgraduate coursework graduates were more likely than their domestic counterparts to report that they were not fully utilising their skills or education in their current roles, in both the short- and medium-term.

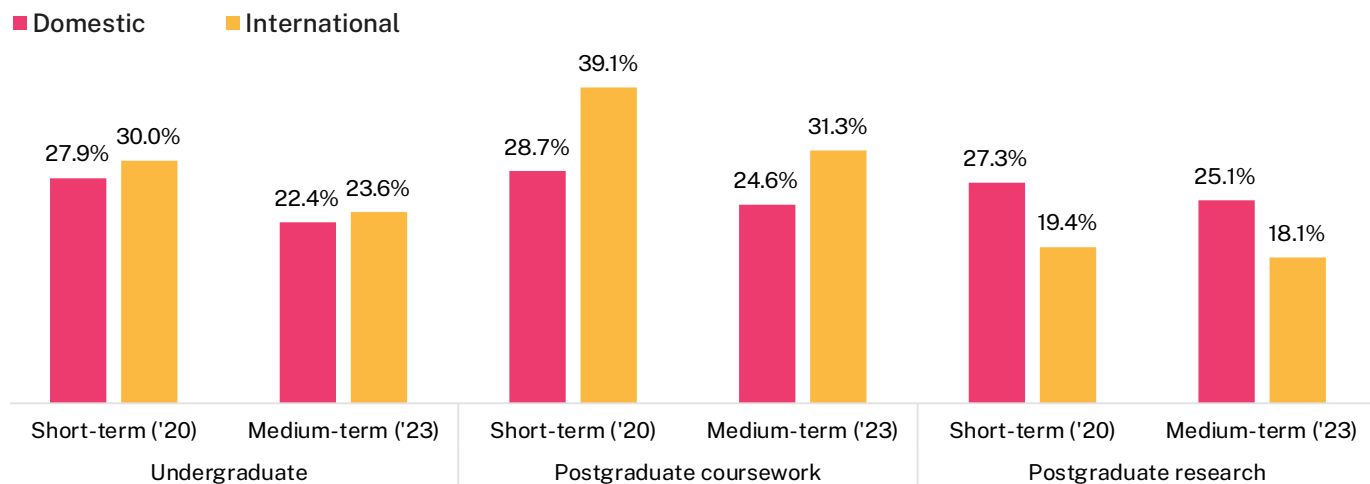
While there was no difference in the proportions of international and domestic postgraduate research graduates employed full-time in managerial and professional occupations, as shown by **Figure 14**, it was domestic postgraduate research graduates who were more likely to report underutilising their skills and education in their current role in both the short- and medium-term (see **Figure 15**). This may be due in part to the fact that international postgraduate research graduates were more likely to be professionals and less likely to be managers than domestic postgraduate research graduates.

Figure 14 / **Graduates employed in managerial and professional occupations by citizenship status and study level** (% of those employed full-time)



Source: The OCC_UG_ALL_1Y_STMT2_E942, OCC_PGC_ALL_1Y_STMT2_E942, and OCC_PGR_ALL_1Y_STMT2_E942 worksheets in the 2023 GOS-L National Report Tables available on the QILT website.

Figure 15 / **Extent to which skills and education are not fully utilised by citizenship status and study level** (% of those employed full-time)



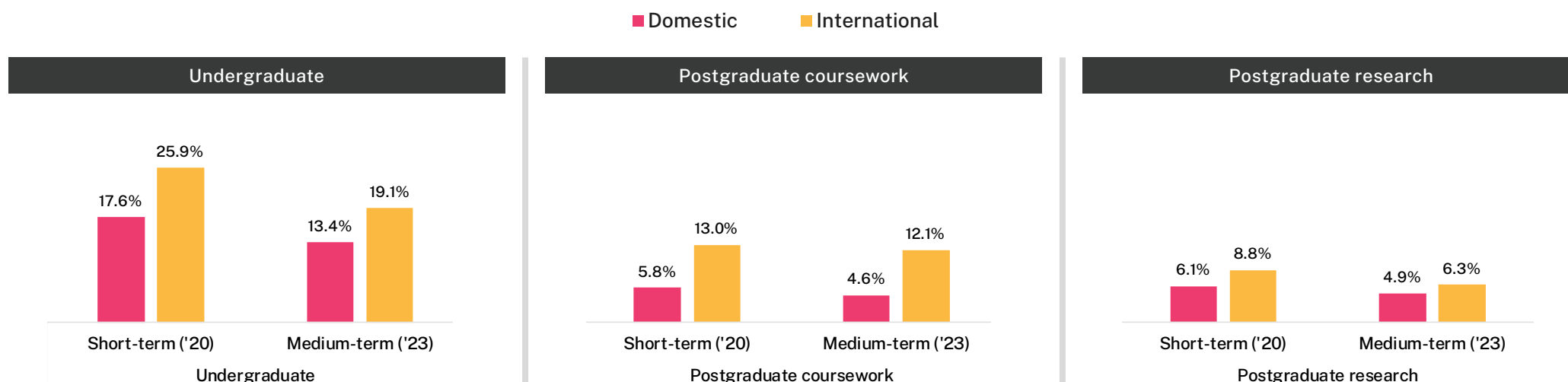
3.3 International graduates in further study

International graduates are considerably more likely than domestic graduates to undertake further full-time study immediately after course completion across all levels of study, as shown by **Figure 16**. This remains the case three years later 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 13.4 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 (12.1 per cent and 4.6 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.

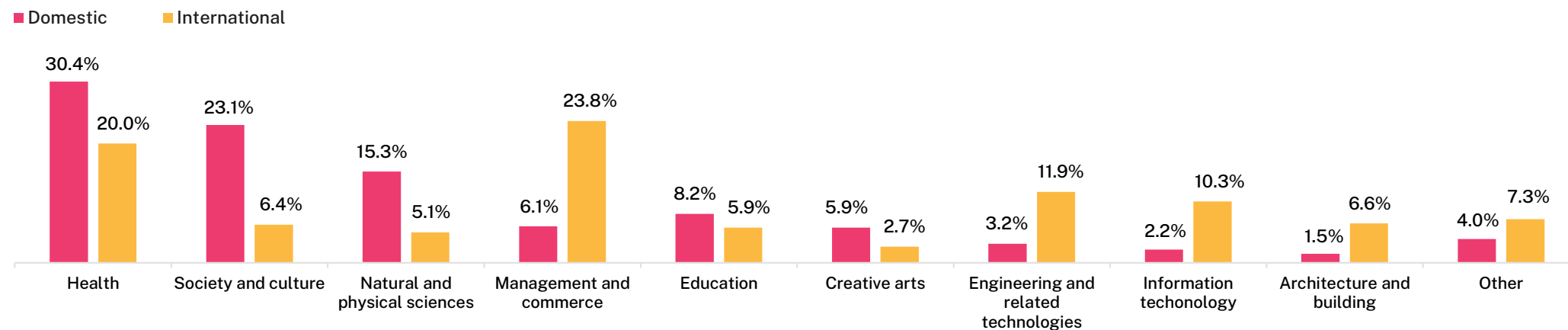
Figure 16 / Proportion of graduates undertaking further full-time study by citizenship status (%)



Source: The FTS_ALL_ALL_1Y_E942 worksheet in the 2023 GOS-L National Report Tables available on the QILT website.

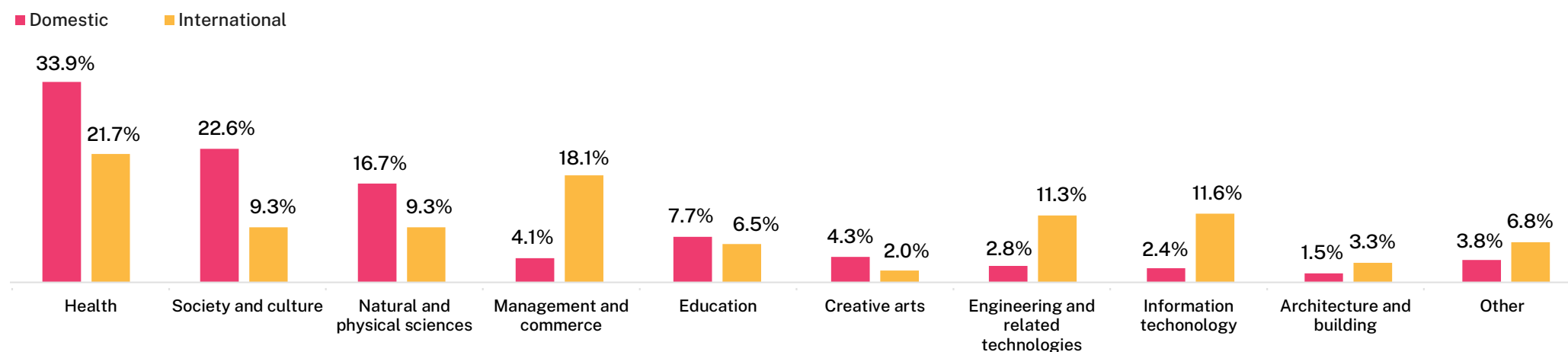
Further study destinations differed greatly between domestic and international undergraduates, in both the short-term and medium-term. For example, 30.4 per cent of domestic undergraduates were studying full-time in a Health course four to six months after completing their initial course, whereas only 20.0 per cent of international undergraduates were pursuing further study in that field. On the other hand, 23.8 per cent of international undergraduates undertook further full-time study in the Management and commerce field, in comparison to only 6.1 per cent of domestic undergraduates.

Figure 17 / **Broad field of education destination for undergraduates undertaking further full-time study in the short-term (2020)**



In the medium-term, Health, followed by Society and culture, continued to be the top two destinations for domestic undergraduates. Whereas for international undergraduates, Management and commerce and Health were the top two destinations for international undergraduates in which to undertake further full-time study.

Figure 18 / **Broad field of education destination for undergraduates undertaking further full-time study in the medium-term (2023)**



Appendix 1: Methodology

1.1 Methodological summary

1.1.1 Overview

Participation in the 2023 GOS-L was open to any higher education institution whose graduates completed the 2020 Graduate Outcomes Survey (GOS) and did not explicitly decline further follow-up. **Table 11** provides a summary of the 2023 GOS-L. A total of 100,628 graduates from 116 institutions, including all 42 universities and 74 non-university higher education institutions (NUHEIs), were approached to participate. From a final in-scope sample of 89,222, responses were received from a total of 40,177 graduates. This represents an overall response rate of 45.0 per cent.

Table 11 / **2023 GOS-L operational overview**

Project element	Universities	NUHEIs	Total
Number of participating institutions	42	74	116
Number of graduates approached	93,233	7,395	100,628
Final 'in-scope' sample	82,839	6,383	89,222
Number of completed surveys	37,744	2,433	40,177
Overall response rate	45.6	38.1	45.0
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 16 February to 26 March 2023. 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 were provided to institutions to raise awareness of the GOS-L and encourage participation amongst the target population.

The contact strategy for the 2023 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 2023 GOS-L Methodological Report published on the QILT website 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

Table 12 and **Table 13** show the total sample approached (i.e. invited to participate), the final in-scope sample after opt-outs and out of scope records which were removed, the number of completed surveys and the final response rate for all participating institutions in the 2023 GOS-L. The average university response rate was substantially higher than the average NUHEI response rate, 45.6 per cent and 38.1 per cent respectively. However, within these two cohorts, response rates varied greatly. For universities, the University of Divinity achieved a high of 68.7 per cent, while Western Sydney University achieved a response rate of 35.0 per cent. There was even greater variation among NUHEIs, with The MIECAT Institute achieving 72.0 per cent and Macleay College only achieving a response rate of 6.3 per cent.

Table 12 / **2023 GOS-L university response rates (All study levels)**

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ⁵ (%)
University of Divinity	154	131	90	68.7
University of New England	1,716	1,539	842	54.7
Edith Cowan University	1,718	1,545	840	54.4
The University of Queensland	4,184	3,852	2,030	52.7
University of Southern Queensland	1,374	1,226	640	52.2
University of Tasmania	2,952	2,649	1,382	52.2
Flinders University	1,983	1,776	892	50.2
The Australian National University	1,898	1,707	853	50.0
Monash University	5,995	5,199	2,544	48.9
Murdoch University	1,019	921	450	48.9
James Cook University	1,356	1,208	590	48.8
Deakin University	4,311	3,886	1,892	48.7
Griffith University	2,967	2,650	1,245	47.0
Queensland University of Technology	3,463	3,139	1,475	47.0

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ⁵ (%)
Charles Darwin University	539	475	223	46.9
The University of Melbourne	6,429	5,835	2,729	46.8
La Trobe University	2,050	1,849	854	46.2
University of Canberra	1,144	986	456	46.2
The University of Adelaide	2,104	1,885	860	45.6
University of the Sunshine Coast	1,124	999	455	45.5
The University of Western Australia	1,594	1,412	639	45.3
Southern Cross University	1,239	1,086	486	44.8
Charles Sturt University	2,844	2,528	1,130	44.7
Swinburne University of Technology	2,083	1,849	823	44.5
Curtin University	2,531	2,236	985	44.1
University of New South Wales	3,113	2,746	1,199	43.7
Australian Catholic University	2,433	2,118	921	43.5
Federation University Australia	1,079	976	423	43.3
The University of Sydney	5,164	4,525	1,925	42.5
University of Newcastle	1,876	1,694	720	42.5
RMIT University	3,446	2,994	1,264	42.2
The University of South Australia	1,960	1,746	728	41.7
Avondale University	85	73	30	41.1
Bond University	489	411	167	40.6

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ⁵ (%)
Central Queensland University	1,280	1,136	457	40.2
The University of Notre Dame Australia	772	682	273	40.0
University of Technology Sydney	3,173	2,792	1,116	40.0
Macquarie University	2,793	2,458	956	38.9
University of Wollongong	1,616	1,412	529	37.5
Victoria University	1,463	1,251	469	37.5
Torrens University	1,333	1,172	433	36.9
Western Sydney University	2,387	2,085	729	35.0
All Universities	93,233	82,839	37,744	45.6

⁵ For the purpose of QLT projects, 'response rate' is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. See American Association for Public Opinion Research (2016) for standard definitions.

Table 13 / **GOS-L NUHEI response rates ranked highest to lowest (All study levels)**

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate⁶ (%)
The MIECAT Institute	30	25	18	72.0
Adelaide Central School of Art	16	14	10	71.4
Chisholm Institute	10	9	6	66.7
Moore Theological College	42	39	26	66.7
Perth Bible College	6	6	<5	66.7
Health Education & Training Institute	16	14	9	64.3
Montessori World Educational Institute (Australia)	17	14	9	64.3
Morling College	17	16	10	62.5
Australian College of Christian Studies	5	5	<5	60.0
Australian College of Theology Limited	287	254	149	58.7
Photography Studies College (Melbourne)	16	12	7	58.3
Tabor College of Higher Education	66	60	35	58.3
Eastern College Australia	24	19	11	57.9
LCI Melbourne	22	20	11	55.0
Australian Institute of Professional Counsellors	12	11	6	54.6
The Australian College of Physical Education	25	21	11	52.4
Sydney College of Divinity	68	58	30	51.7
Academy of Information Technology	62	53	27	50.9
Excelsia College	29	24	12	50.0

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ⁶ (%)
Nan Tien Institute	6	6	<5	50.0
Christian Heritage College	49	41	20	48.8
National Art School	49	41	20	48.8
BBI - The Australian Institute of Theological Education	47	37	18	48.7
The Cairnmillar Institute	38	33	16	48.5
Australian College of Applied Professions	351	302	146	48.3
Australian College of Nursing	287	249	118	47.4
Think Education	143	114	52	45.6
ISN Psychology Pty Ltd	24	20	9	45.0
Endeavour College of Natural Health	168	136	61	44.9
Kaplan Higher Education Pty Ltd	134	116	52	44.8
The College of Law Limited	959	799	357	44.7
Marcus Oldham College	28	23	10	43.5
Australian Institute of Business Pty Ltd	461	381	162	42.5
Holmesglen Institute	88	80	34	42.5
Alphacrucis College	134	105	43	41.0
SAE Institute	262	214	87	40.7
Box Hill Institute	41	33	13	39.4
Leo Cussen Centre for Law	127	113	44	38.9
Collarts (Australian College of the Arts)	56	52	20	38.5

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ⁶ (%)
Kaplan Business School	318	286	108	37.8
Australian Institute of Management Education & Training	78	65	24	36.9
Academies Australasia Polytechnic Pty Limited	21	19	7	36.8
Melbourne Polytechnic	95	88	31	35.2
Canberra Institute of Technology	9	9	<5	33.3
ICHM	24	21	7	33.3
Jazz Music Institute	9	9	<5	33.3
Stott's College	16	15	5	33.3
TAFE NSW	100	84	28	33.3
Wentworth Institute of Higher Education	29	24	8	33.3
Kent Institute Australia	76	70	23	32.9
Institute of Health & Management Pty Ltd	69	56	18	32.1
Campion College Australia	15	13	<5	30.8
Le Cordon Bleu Australia	31	26	8	30.8
King's Own Institute	469	414	123	29.7
Holmes Institute	504	458	136	29.7
TAFE Queensland	20	17	5	29.4
Australian Institute of Higher Education	60	51	14	27.5
The Australian Institute of Music	69	59	16	27.1
William Angliss Institute	34	30	8	26.7

Institution	Total approached (n)	Final in-scope (n)	Completed (n)	Response rate ⁶ (%)
SP Jain School of Management	29	23	6	26.1
Elite Education Institute	22	20	5	25.0
Engineering Institute of Technology	<5	<5	<5	25.0
TAFE South Australia	<5	<5	<5	25.0
Melbourne Institute of Technology	239	218	50	22.9
International College of Management, Sydney	159	129	26	20.2
Polytechnic Institute Australia Pty Ltd	65	62	12	19.4
VIT (Victorian Institute of Technology)	81	71	12	16.9
UTS College	289	264	39	14.8
Australian Academy of Music and Performing Arts	7	7	<5	14.3
CIC Higher Education	49	45	6	13.3
UOW College	28	24	<5	12.5
Whitehouse Institute of Design, Australia	28	24	<5	12.5
Asia Pacific International College	100	89	9	10.1
Macleay College	23	16	<5	6.3
All NUHEIs	7,395	6,383	2,433	38.1

⁶ For the purpose of QILT projects, 'response rate' is defined as completed surveys as a proportion of final sample, where final sample excludes unusable sample (e.g., no contact details), out-of-scope and opted-out. This definition of response rate differs from industry standards by treating certain non-contacts and refusals as being ineligible for the response rate calculation. See American Association for Public Opinion Research (2016) for standard definitions.

1.3 Data representativeness

In terms of Total Survey Error, response rates are less important than the representativeness of the respondent profile. To investigate the extent to which those who responded to the 2023 GOS-L were representative of the in-scope population, respondent characteristics are presented alongside population parameters in **Table 14** below.

Some groups in the achieved sample were represented broadly in-line with their sample proportion, with combined course of study indicator and Indigenous indicator particularly well-matched. Groups with strong representation in the 2023 GOS-L responding sample

included domestic graduates, graduates aged over 30, graduates who speak English as their main language at home, external/distance education graduates, part-time graduates, female graduates and graduates with a reported disability.

International graduates, graduates aged under 30, and graduates who speak a language other than English at home were the most under-represented in the 2023 GOS-L. Responses from international graduates and international graduates who speak a language other than English at home were under-represented by 8.1 percentage points and 6.0 percentage points respectively in comparison to

the proportions they represent of the in scope population. Tailoring of communications as part of the International Engagement Strategy should be continued in future collections, to endeavour to increase the response from these groups.

Graduates aged under 30 were under-represented by 7.4 percentage points. Engagement activities for future collection cycles could explore strategies to increase response among the younger population.

Table 14 / **2023 GOS-L population parameters by subgroup and response characteristics**

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Level				
Undergraduate	49,802	55.8	21,628	53.8
Postgraduate coursework	34,888	39.1	15,863	39.5
Postgraduate research	4,532	5.1	2,686	6.7
Gender				
Male	33,899	38.1	14,327	35.8
Female	55,069	61.9	25,730	64.2

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Combined course of study indicator				
Combined/double degree	5,443	6.1	2,644	6.6
Single degree	83,779	93.9	37,533	93.4
Indigenous				
Indigenous	978	1.1	486	1.2
Non-Indigenous	88,244	98.9	39,691	98.8
Study mode				
Internal/Mixed mode	74,707	83.9	32,459	80.9
External study mode	14,324	16.1	7,640	19.1
Type of attendance code				
Full-time	61,959	69.6	26,819	66.9
Part-time	27,072	30.4	13,280	33.1
Home language				
English	70,987	79.6	34,395	85.6
Other	18,235	20.4	5,782	14.4
Citizenship status				
Domestic graduate	63,894	71.6	32,035	79.7
International graduate	25,328	28.4	8,142	20.3
Total¹	89,222	100.0	40,177	100.0

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

The achieved respondent profile in the 2023 GOS-L closely matched the in-scope survey population in terms of study area, as shown in **Table 15** below.

Study areas with the strongest representation in the 2023 GOS-L were Humanities, culture and social sciences, Teacher education and Psychology. Business and management continued to be the most under-represented study area, followed by Computing and information systems. Future collections could continue to trial tailored email content for graduates from these under-performing study areas and seek increased institutional engagement from alumni services in the lead up to fieldwork.

Table 15 / **2023 GOS-L population parameters by study area and response characteristics**

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Science and mathematics	7,100	8.0	3,500	8.7
Computing and information Systems	5,540	6.2	1,988	4.9
Engineering	5,765	6.5	2,285	5.7
Architecture and built environment	2,161	2.4	809	2.0
Agriculture and environmental studies	1,394	1.6	714	1.8
Health services and support	6,014	6.7	3,042	7.6
Medicine	1,546	1.7	840	2.1
Nursing	7,573	8.5	3,386	8.4
Pharmacy	453	0.5	223	0.6
Dentistry	329	0.4	143	0.4
Veterinary science	358	0.4	195	0.5
Rehabilitation	1,213	1.4	654	1.6
Teacher education	7,337	8.2	3,796	9.4
Business and management	18,490	20.7	6,526	16.2
Humanities, culture and social sciences	7,132	8.0	3,798	9.5

	In-scope population (n)	In-scope population (%)	Respondents (n)	Respondents (%)
Social work	2,305	2.6	1,301	3.2
Psychology	4,048	4.5	2,277	5.7
Law and paralegal studies	4,564	5.1	2,035	5.1
Creative arts	2,998	3.4	1,327	3.3
Communications	2,644	3.0	1,247	3.1
Tourism, hospitality, personal services, sport and recreation	258	0.3	91	0.2
Total	89,222	100.0	40,177	100.0

Analysis of the impact of weighting the data to seek to adjust for imbalances in the achieved sample by demographic characteristics and by study area has consistently shown only relatively small differences between the weighted and unweighted estimates for key measures at an overall level. For this reason, the GOS-L data presented in this report is unweighted. For further information, refer to the 2023 GOS-L Methodological Report published on the QILT website.

Appendix 2: Labour market definitions

The 2023 Graduate Outcomes Survey-Longitudinal (GOS-L) uses labour force indicator definitions informed by the Standards for Labour Force Statistics used by the ABS. Definitions for indicators used throughout this report are presented in **Table 16**.

Table 16 / **Indicator definitions**

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

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 17 / Questionnaire item summary

Question ID	Question	Response scale
INTRO - SAMEEMP	Module A: Screening and confirmation	
	Module B: Labour force	
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

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

Question ID	Question	Response scale
PAYMENT	Are you paid a wage or salary, or some other form of payment?	1. Wage or Salary 5. Other or Uncertain
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 actually work in your main job last week less time off but counting any extra hours worked?	1. Enter hours (NUMERIC, RANGE 0-168)
USLHRSM	How many hours do you usually work each week in your main job ?	1. Enter hours (NUMERIC, RANGE 0-168)
ACTLHRS	How many hours did you actually work last week less time off but counting any extra hours worked *(DISPLAY IF MORE1JOB=1) in all jobs ?	1. Enter hours (NUMERIC, RANGE 0 to 168)
USLHRS	How many hours do you usually work each week (*DISPLAY IF MORE1JOB=1) in all your jobs ?	1. Enter hours (NUMERIC, RANGE 0-168)
PREFMHRS	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

Question ID	Question	Response scale
OCC	What is your occupation in your <main job/job/business>? Please type at least 3 letters	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 name of your <employer/business>?	1. <Verbatim text box>
INDUSTRY	What kind of business or service is carried out by your <employer at the place where you work/business>?	1. Enter business or service 90. Other (please specify)
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> mainly based?	1. <Predictive text verbatim text box> *SACC Country List
CURCOUNTRY	Do you currently live in Australia or overseas?	1. Australia 2. Overseas

Question ID	Question	Response scale
CURSTATE	In which state or territory do you currently 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 currently live?	1. <verbatim text box> 2. Not sure
OSCOUNTRY	In which country do you currently live?	1. <Predictive text verbatim text box> *SACC Country List
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 months 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

Question ID	Question	Response scale
SALARYA	In Australian dollars , how much do you usually earn in <this job/ all your jobs >, 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"> 1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each year (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: all your jobs >, per annum before tax or anything else was taken out?	<ol style="list-style-type: none"> 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 Australian dollars , how much do you usually earn in your main job , 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"> 1. Amount per hour (Please specify) (NUMERIC, RANGE 1-250) 2. Amount per day (Please specify) (NUMERIC, RANGE 1-800) 3. Amount each week (Please specify) (NUMERIC, RANGE 1-4000) 4. Amount each fortnight (Please specify) (NUMERIC, RANGE 1-8000) 5. Amount each month (Please specify) (NUMERIC, RANGE 1-17,500) 6. Amount each year (Please specify) (NUMERIC, RANGE 1-250K) 7. No earnings 8. Don't know
SALARYD	Sorry but the salary you entered doesn't fit within our range. Please select the best option for how much you would usually earn in your main job , per annum before tax or anything else was taken out?	<ol style="list-style-type: none"> 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
SALCONF1	Sorry but the salary you entered for your main job is higher than the salary you entered for all your jobs . Please select the best option for how much you would usually earn in your main job , per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know
SALCONF2	And which of the following would you usually earn in your all your jobs, per annum before tax or anything else was taken out?	1. \$1 - \$9,999 2. \$10,000 - \$19,999 3. \$20,000 - \$29,999 4. \$30,000 - \$39,999 5. \$40,000 - \$49,999 6. \$50,000 - \$59,999 7. \$60,000 - \$79,999 8. \$80,000 - \$99,999 9. \$100,000 - \$124,999 10. \$125,000 - \$149,999 11. \$150,000 or more 12. Don't know
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>

Question ID	Question	Response scale
FINDJOB	How did you first find out about this job?	<ol style="list-style-type: none"> 1. University of college careers service 2. Careers fair or information session 3. Other university of college source (such as faculties or lecturers or student society) 4. Advertisement in a newspaper or other print media 5. Advertisement on the internet (e.g., Seek, CareerOne, Ethical Jobs) 6. Via resume posted on the internet 7. Family or friends 8. Approached employer directly 9. Approached by an employer 10. Employment agency 11. Work contacts or networks 12. Social media (e.g., LinkedIn) 13. An employer promotional event 14. Graduate program / internship / work placement 90. Other (please specify) <text box>
SPOQ	<p>The following statements are about your skills, abilities and education Please indicate the extent to which you agree or disagree with each of these statements (STATEMENTS)</p> <ol style="list-style-type: none"> a) My job requires less education than I have b) I have more job skills than are required for this job c) Someone with less education than myself could perform well on my job d) My previous training is being fully utilised on this job e) I have more knowledge than I need in order to do my job f) My education level is above the level required to do my job g) Someone with less work experience than myself could do my job just as well h) I have more abilities than I need in order to do my job 	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree

Question ID	Question	Response scale
RSOVRQ	Your previous responses indicated that you have more skills or education than are needed to do your current job. What is the main reason you are working in a job that doesn't use all of your skills or education?	<ul style="list-style-type: none"> 1. No suitable jobs in my local area 2. No jobs with a suitable number of hours 3. No suitable jobs in my area of expertise 14. Not enough work experience 4. Considered to be too young by employers 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 10. Studying 12. I'm satisfied with my current job
RSNOMORE	You mentioned that you are not looking to work more hours. What is the main reason you work the number of hours you are currently working?	<ul style="list-style-type: none"> 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)

Question ID	Question	Response scale
RSMORE	You mentioned that you are looking to work more hours. What is the main reason you work the number of hours you are currently working? 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>
Module H: Employment History		
OTHWORKi	Aside from your current role(s) have you worked anywhere else since <YEAR>?	1. Yes 2. No
OTHWORKii	Aside from your <VOCC> role at <VEMPLOYR> (IF VEMPLOYR=BLANK,'your <COLYEAR> 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

Question ID	Question	Response scale
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)
Module C: Further study		
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 qualification ?	1. Yes – full-time 2. Yes – part-time 5. No
FQLOC	Where did you complete this qualification ?	1. Australia 2. Overseas
VFQUAL	What is the full title of the most recent qualification you completed?	1. Qualification title <text box>
FQFOE	What was 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 Science) 10. Creative Arts 11. Food, Hospitality and Personal Services 12. Mixed field qualification 90. Other (please specify)

Question ID	Question	Response scale
FQLEV	What was the level of this qualification?	<ol style="list-style-type: none"> 1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV 16. Other
VFQINST	<p>And the institution where you completed this qualification?</p> <p>Please type at least 3 letters</p>	<ol style="list-style-type: none"> 1. <look up list>
FURSTUD	<p>The following questions are about qualifications you are currently studying.</p> <p>Are you currently a full-time or part-time student at a TAFE, university or other education institution?</p>	<ol style="list-style-type: none"> 1. Yes – full-time 2. Yes – part-time 5. No
FURLOC	Where are you completing this qualification?	<ol style="list-style-type: none"> 1. Australia 2. Overseas
VFURQUAL	What is the full title of the qualification you are currently studying?	<ol style="list-style-type: none"> 1. Enter qualification title <text box>

Question ID	Question	Response scale
FURFOE	What is your main field of education for this qualification?	<ol style="list-style-type: none"> 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)
FURLEV	What is the level of this qualification?	<ol style="list-style-type: none"> 1. Higher Doctorate 2. Doctorate by Research 3. Doctorate by Coursework 4. Master Degree by Research 5. Master Degree by Coursework 6. Graduate Diploma 7. Graduate Certificate 8. Bachelor (Honours) Degree 9. Bachelor (Pass) Degree 10. Advanced Diploma 11. Associate Degree 12. Diploma 13. Non-award course 14. Bridging and Enabling course 15. Certificate I-IV 16. Other
VFURINST	And the institution where you are currently studying? Please type at least 3 letters	1. <look up list>

Question ID	Question	Response scale
Module D: Graduate attributes		
GAS	<p>For each of the following skills or attributes, to what extent do you agree or disagree that your <QUALNAME> from <E306CTXT> prepared you for your current job? If the skill is not required in your role, you can answer 'Not applicable'</p> <p>(STATEMENTS) Foundation skills FOUNDATION1/GFOUND1 Oral communication skills FOUNDATION2/GFOUND2 Written communication skills FOUNDATION3/GFOUND3 Numeracy skills FOUNDATION4/GFOUND4 Ability to develop relevant knowledge FOUNDATION5/GFOUND5 Ability to develop relevant skills FOUNDATION6/GFOUND6 Ability to solve problems FOUNDATION7/GFOUND7 Ability to integrate knowledge FOUNDATION8/GFOUND8 Ability to think independently about problems</p> <p>Adaptive skills and attributes ADAPTIVE1/GADAPT1 Broad general knowledge ADAPTIVE2/GADAPT2 Ability to develop innovative ideas ADAPTIVE3/GADAPT3 Ability to identify new opportunities ADAPTIVE4/GADAPT4 Ability to adapt knowledge in different contexts ADAPTIVE5/GADAPT5 Ability to apply skills in different contexts ADAPTIVE6/GADAPT6 Capacity to work independently</p> <p>Teamwork and interpersonal skills COLLAB1/GCOLLAB1 Working well in a team COLLAB2/GCOLLAB2 Getting on well with others in the workplace COLLAB3/GCOLLAB3 Working collaboratively with colleagues to complete tasks COLLAB4/GCOLLAB4 Understanding of different points of view COLLAB5/GCOLLAB5 Ability to interact with co-workers from different or multicultural backgrounds</p>	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Neither disagree nor agree 4. Agree 5. Strongly agree 9. Not applicable
Module E: Graduate preparation		

Question ID	Question	Response scale
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 <E306CTXT> prepared you for employment in your organisation?	1. <text box>
VBETTER	What are the main ways <E306CTXT> could have better prepared you for employment in your organisation?	1. <text box>
STCHOICE	Thinking about your original decision to complete your <EQUALNAME> between <GRADYR2/YEAR_2> and early <YEAR>, if you had to make this choice again, would you study... Please select 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>
Module F: Additional Institution-Specific Items		
Module G: Contact details		

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 2023 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 <E306CTXT> 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.

As percentage agreement scores are reported for the 2023 GOS-L, 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 19 / 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 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 web site.

Table 18 / **Study area concordance**

Study Area		Study Area 45		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

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

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 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 2020 and again in the medium-term in 2023. Labour force outcomes can be viewed at the course level, by provider type, institution, gender and study area.

Table 19 / **Tables associated with labour force outcomes**

Course level	Report table	Sheet name	Table title
UG	Figure 1	FTE_UG_ALL_5Y	Short-term and medium-term domestic full-time employment outcomes among undergraduates from all provider types by all years
ALL	Figure 4, 5, 12, 13	FTE_ALL_ALL_1Y_AREA	Short-term and medium-term full-time domestic employment outcomes by level of study, 2023 among all course levels from all provider types by study area
UG		STMT_UG_ALL_3Y	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL) among undergraduates from all provider types by year, 2020-2023
PGC		STMT_PGC_ALL_3Y	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL) among postgraduate coursework graduates from all provider types by year, 2020-2023
PGR		STMT_PGR_ALL_3Y	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL) among postgraduate research graduates from all provider types by year, 2020-2023

Course level	Report table	Sheet name	Table title
UG		STMT_UG_ALL_1Y_AREA	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among undergraduates from all provider types by study area
PGC		STMT_PGC_ALL_1Y_AREA	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among postgraduate coursework graduates from all provider types by study area
PGR		STMT_PGR_ALL_1Y_AREA	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among postgraduate research graduates from all provider types by study area
UG		STMT_UG_ALL_1Y_AREA45	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among undergraduates from all provider types by 45 study areas
PGC		STMT_PGC_ALL_1Y_AREA45	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among postgraduate coursework graduates from all provider types by 45 study areas
PGR		STMT_PGR_ALL_1Y_AREA45	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among postgraduate research graduates from all provider types by 45 study areas
UG		STMT_UG_ALL_1Y_ARSX	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL) by gender, 2023 among undergraduates from all provider types by study area
PGC		STMT_PGC_ALL_1Y_ARSX	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL) by gender, 2023 among postgraduate coursework graduates from all provider types by study area
UG		STMT2_UG_UNI_1Y_INST_CI	Short-term and medium-term domestic employment outcomes (FTE, OE), 2023, with 90% confidence intervals among undergraduates from universities by institution
UG		STMT2_UG_UNI_3YP_INST_CI	Short-term and medium-term domestic employment outcomes (FTE, OE), 2020-2023, with 90% confidence intervals among undergraduates from universities by institution
PGC		STMT2_PGC_UNI_1Y_INST_CI	Short-term and medium-term domestic employment outcomes (FTE, OE), 2023, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
PGC		STMT2_PGC_UNI_3YP_INST_CI	Short-term and medium-term domestic employment outcomes (FTE, OE), 2020-2023, with 90% confidence intervals among postgraduate coursework graduates from universities by institution

Course level	Report table	Sheet name	Table title
UG		STMT3_UG_UNI_1Y_INST_CI	Short-term and medium-term domestic employment outcomes (LF, SAL), 2023, with 90% confidence intervals among undergraduates from universities by institution
UG		STMT3_UG_UNI_3YP_INST_CI	Short-term and medium-term domestic employment outcomes (LF, SAL), 2020-2023, with 90% confidence intervals among undergraduates from universities by institution
PGC		STMT3_PGC_UNI_1Y_INST_CI	Short-term and medium-term domestic employment outcomes (LF, SAL), 2023, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
PGC		STMT3_PGC_UNI_3YP_INST_CI	Short-term and medium-term domestic employment outcomes (LF, SAL), 2020-2023, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
UG	Figure 6	FTE_UG_UNI_1Y_INST_FIG	Proportion domestic employed full-time, 2023, with 90% confidence intervals among undergraduates from universities by institution
UG		FTE_UG_UNI_3YP_INST_FIG	Proportion domestic employed full-time, 2020-2023, with 90% confidence intervals among undergraduates from universities by institution
PGC	Figure 7	FTE_PGC_UNI_1Y_INST_FIG	Proportion domestic employed full-time, 2023, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
PGC		FTE_PGC_UNI_3YP_INST_FIG	Proportion domestic employed full-time, 2020-2023, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
UG		SAL_UG_UNI_1Y_INST_FIG	Medium-term domestic median salaries (\$), 2023, with 90% confidence intervals among undergraduates from universities by institution
UG		SAL_UG_UNI_3YP_INST_FIG	Medium-term domestic median salaries (\$), 2020-2023, with 90% confidence intervals among undergraduates from universities by institution
PGC		SAL_PGC_UNI_1Y_INST_FIG	Medium-term domestic median salaries (\$), 2023, with 90% confidence intervals among postgraduate coursework graduates from universities by institution
PGC		SAL_PGC_UNI_3YP_INST_FIG	Medium-term domestic median salaries (\$), 2020-2023, with 90% confidence intervals among postgraduate coursework graduates from universities by institution

Course level	Report table	Sheet name	Table title
ALL		FTE_ALL_ALL_1Y_AREA45	Short-term and medium-term full-time domestic employment outcomes by level of study, 2023 among all course levels from all provider types by 45 study areas
PGC	Table 7	FTE_PGC_UNI_1Y_INST_CI	Short-term and medium-term full-time domestic employment outcomes, 2023 among postgraduate coursework graduates from universities by institution
UG	Table 7	FTE_UG_UNI_1Y_INST_CI	Short-term and medium-term full-time domestic employment outcomes, 2023 among undergraduates from universities by institution
UG	Table 1	STMT_UG_ALL_1Y	Domestic employment outcomes among undergraduates from all provider types by short-term and medium-term
PGC	Table 2	STMT_PGC_ALL_1Y	Domestic employment outcomes among postgraduate coursework graduates from all provider types by short-term and medium-term
PGR	Table 3	STMT_PGR_ALL_1Y	Domestic employment outcomes among postgraduate research graduates from all provider types by short-term and medium-term
UG		STMT_UG_ALL_1Y_FTS	Domestic employment outcomes among undergraduates from all provider types by full-time study, 2023
ALL	Figure 12	FTE_ALL_ALL_1Y_AREA_INT	Short-term and medium-term full-time international employment outcomes by level of study, 2023 among all course levels from all provider types by study area
ALL		FTE_UG_ALL_5Y_HEPTYPE	Short-term and medium-term domestic full-time employment outcomes among all course levels from all provider types by provider types and year
PGC		PREFMHSR_PGC_ALL_1Y_E315	Short-term and medium-term domestic employed seeking or not seeking more hours among postgraduate coursework graduates from all provider types by gender
PGR		PREFMHSR_PGR_ALL_1Y_E315	Short-term and medium-term domestic employed seeking or not seeking more hours among postgraduate research graduates from all provider types by gender
UG	Table 4 / Figure 2	PREFMHSR_UG_ALL_1Y_E315	Short-term and medium-term domestic employed seeking or not seeking more hours among undergraduates from all provider types by gender
PGC	Figure 2	PREFMHSR_PGC_ALL_1Y_E942	Short-term and medium-term employed seeking or not seeking more hours among postgraduate coursework graduates from all provider types by citizenship indicator

Course level	Report table	Sheet name	Table title
PGR	Figure 2	PREFMHRP_PGR_ALL_1Y_E942	Short-term and medium-term employed seeking or not seeking more hours among postgraduate research graduates from all provider types by citizenship indicator
UG		PREFMHRP_UG_ALL_1Y_E942	Short-term and medium-term employed seeking or not seeking more hours among undergraduates from all provider types by citizenship indicator
ALL	Table 10 / Figure 11	STMT_ALL_ALL_1Y_E942	Short-term and medium-term employment outcomes (FTE, OE, LF, SAL), 2023 among all course levels from all provider types by citizenship indicator
PGC		STMT_PGC_ALL_1Y_E315	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among postgraduate coursework graduates from all provider types by gender
PGC	Table 6	STMT_PGC_ALL_1Y_HEPTYPE	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among postgraduate coursework graduates from all provider types by provider types
PGC	Figure 3	STMT_PGC_ALL_1Y_SG	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among postgraduate coursework graduates from all provider types by demographic group
PGR		STMT_PGR_ALL_1Y_E315	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among postgraduate research graduates from all provider types by gender
PGR		STMT_PGR_ALL_1Y_HEPTYPE	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among postgraduate research graduates from all provider types by provider types
PGR	Figure 3	STMT_PGR_ALL_1Y_SG	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among postgraduate research graduates from all provider types by demographic group
UG		STMT_UG_ALL_1Y_E315	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among undergraduates from all provider types by gender
UG	Table 6	STMT_UG_ALL_1Y_HEPTYPE	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among undergraduates from all provider types by provider types
UG	Table 5 / Figure 3	STMT_UG_ALL_1Y_SG	Short-term and medium-term domestic employment outcomes (FTE, OE, LF, SAL), 2023 among undergraduates from all provider types by demographic group

6.1.2 Usual and actual hours worked

This group of tables explores the median hours usually worked each week and the median hours actually worked in the week prior to completing the survey of graduates in the medium-term, approximately three years after completing their course, for the past three years.

Table 20 / **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	Domestic medium-term mean usual and actual hours worked by employment outcome (FT, PT, OE) among undergraduates from all provider types by year
PGC		HOURS_PGC_ALL_3Y	Domestic medium-term mean usual and actual hours worked by employment outcome (FT, PT, OE) among postgraduate coursework graduates from all provider types by year
PGR		HOURS_PGR_ALL_3Y	Domestic medium-term mean usual and actual hours worked by employment outcome (FT, PT, OE) among postgraduate research graduates from all provider types by year

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 21 / **Tables associated with the percentage of employed graduates away from work**

Course level	Report table	Sheet name	Table title
UG		AWAY_UG_ALL_3Y	Short-term and medium-term domestic away from work outcomes among undergraduates from all provider types by year, 2020-2023
PGC		AWAY_PGC_ALL_3Y	Short-term and medium-term domestic away from work outcomes among postgraduate coursework graduates from all provider types by year, 2020-2023
PGR		AWAY_PGR_ALL_3Y	Short-term and medium-term domestic away from work outcomes among postgraduate research graduates from all provider types by year, 2020-2023

6.1.4 Main reason not working more hours

This group of tables presents the reasons graduates employed part-time are not working more hours. This includes graduates who may be seeking more hours or not seeking more hours. Breakdowns of reasons are provided by course level, gender and citizenship status in the short-term and medium-term. The reasons are grouped into personal factors and labour market factors.

Table 22 / **Tables associated with occupation types of employed graduates**

Course level	Report table	Sheet name	Table title
UG		RSNOMORE_UG_ALL_1Y_STMT_E315	Main reason not working more hours among undergraduates and all provider types by domestic preference for more hours and gender, 2023
PGC		RSNOMORE_PGC_ALL_1Y_STMT_E315	Main reason not working more hours among postgraduate coursework graduates and all provider types by domestic preference for more hours and gender, 2023
PGR		RSNOMORE_PGR_ALL_1Y_STMT_E315	Main reason not working more hours among postgraduate research graduates and all provider types by domestic preference for more hours and gender, 2023
UG		RSNOMORE_UG_ALL_1Y_STMT_E942	Main reason not working more hours among undergraduates and all provider types by preference for more hours and citizenship indicator, 2023
PGC		RSNOMORE_PGC_ALL_1Y_STMT_E942	Main reason not working more hours among postgraduate coursework graduates and all provider types by preference for more hours and citizenship indicator, 2023
PGR		RSNOMORE_PGR_ALL_1Y_STMT_E942	Main reason not working more hours among postgraduate research graduates and all provider types by preference for more hours and citizenship indicator, 2023

6.1.5 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 2020 and again in the medium-term in 2023. 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 23 / **Tables associated with occupation types of employed graduates**

Course level	Report table	Sheet name	Table title
UG		OCCO_UG_ALL_1Y_AREA	Proportion domestic employed working in occupational groups, 2023 among undergraduates from all provider types by study area
PGC		OCCO_PGC_ALL_1Y_AREA	Proportion domestic employed working in occupational groups, 2023 among postgraduate coursework graduates from all provider types by study area
PGR		OCCO_PGR_ALL_1Y_AREA	Proportion domestic employed working in occupational groups, 2023 among postgraduate research graduates from all provider types by study area
UG	Figure 8, 14	OCCF_UG_ALL_1Y_AREA	Proportion domestic full-time employed working in occupational groups, 2023 among undergraduates from all provider types by study area
PGC	Figure 14	OCCF_PGC_ALL_1Y_AREA	Proportion domestic full-time employed working in occupational groups, 2023 among postgraduate coursework graduates from all provider types by study area
PGR	Figure 14	OCCF_PGR_ALL_1Y_AREA	Proportion domestic full-time employed working in occupational groups, 2023 among postgraduate research graduates from all provider types by study area
PGC	Table 8	OCC_PGC_ALL_1Y_STMT2_E315	Proportion of employed graduates, by E315, working in occupation groups, 2023, among postgraduate coursework graduates and all provider types by Short-term and medium-term domestic employment outcomes
PGR	Table 8	OCC_PGR_ALL_1Y_STMT2_E315	Proportion of employed graduates, by E315, working in occupation groups, 2023, among postgraduate research graduates and all provider types by Short-term and medium-term domestic employment outcomes
UG	Table 8	OCC_UG_ALL_1Y_STMT2_E315	Proportion of employed graduates, by E315, working in occupation groups, 2023, among undergraduates and all provider types by Short-term and medium-term domestic employment outcomes

Course level	Report table	Sheet name	Table title
PGC		OCC_PGC_ALL_1Y_STMT2_E942	Proportion of employed graduates, by E492, working in occupation groups, 2023, among postgraduate coursework graduates and all provider types by Short-term and medium-term employment outcomes
PGR		OCC_PGR_ALL_1Y_STMT2_E942	Proportion of employed graduates, by E492, working in occupation groups, 2023, among postgraduate research graduates and all provider types by Short-term and medium-term employment outcomes
UG		OCC_UG_ALL_1Y_STMT2_E942	Proportion of employed graduates, by E492, working in occupation groups, 2023, among undergraduates and all provider types by Short-term and medium-term employment outcomes

6.1.6 Labour force transitions

This group of tables explores the journey of graduates from their labour force outcome in 2020 to their status in 2023. For example, the proportion of graduates who were unemployed in 2020 and the proportion of those graduates who went on to full-time employment in 2023.

Table 24 / **Tables associated with labour force transitions**

Course level	Report table	Sheet name	Table title
UG		LFT_UG_ALL_1Y	Domestic labour force transition, 2023 among undergraduates from all provider types by
PGC		LFT_PGC_ALL_1Y	Domestic labour force transition, 2023 among postgraduate coursework graduates from all provider types by
PGR		LFT_PGR_ALL_1Y	Domestic labour force transition, 2023 among postgraduate research graduates from all provider types by
PGC		LFT_PGC_ALL_1Y_E315	Domestic labour force transition, 2023 among postgraduate coursework graduates from all provider types by gender
PGR		LFT_PGR_ALL_1Y_E315	Domestic labour force transition, 2023 among postgraduate research graduates from all provider types by gender
UG		LFT_UG_ALL_1Y_E315	Domestic labour force transition, 2023 among undergraduates from all provider types by gender

6.1.7 Employment history

This group of tables presents the number of graduates who were in the labour market in 2023 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 2020 compared to median salaries in 2023.

Table 25 / **Tables associated with the employment history of graduates**

Course level	Report table	Sheet name	Table title
UG		EHIST_UG_ALL_1Y	Employment history, domestic among undergraduates from all provider types by employment outcomes, 2023
PGC		EHIST_PGC_ALL_1Y	Employment history, domestic among postgraduate coursework graduates from all provider types by employment outcomes, 2023
PGR		EHIST_PGR_ALL_1Y	Employment history, domestic among postgraduate research graduates from all provider types by employment outcomes, 2023
UG		EHIST_UG_ALL_1Y_FTS	Employment history, domestic among undergraduates from all provider types by full-time study, 2023

6.1.8 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 26 / **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 among undergraduates and all provider types by Short-term and medium-term domestic employment outcomes
PGC		QUALIMP_PGC_ALL_1Y_STMT2	Importance of qualification among postgraduate coursework graduates and all provider types by Short-term and medium-term domestic employment outcomes
PGR		QUALIMP_PGR_ALL_1Y_STMT2	Importance of qualification among postgraduate research graduates and all provider types by Short-term and medium-term domestic employment outcomes

6.1.9 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 27 / **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 among undergraduates and all provider types by Short-term and medium-term domestic employment outcomes
PGC		CRSPREP_PGC_ALL_1Y_STMT2	Extent to which qualification prepared graduate for employment among postgraduate coursework graduates and all provider types by Short-term and medium-term domestic employment outcomes
PGR		CRSPREP_PGR_ALL_1Y_STMT2	Extent to which qualification prepared graduate for employment among postgraduate research graduates and all provider types by Short-term and medium-term domestic employment outcomes

6.1.10 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 28 / **Tables associated with reasons for underutilisation of skills and education**

Course level	Report table	Sheet name	Table title
UG		GAS_UG_ALL_1Y_AREA	Domestic graduates' attributes by employment outcomes, 2023 among undergraduates from all provider types by study area
PGC		GAS_PGC_ALL_1Y_AREA	Domestic graduates' attributes by employment outcomes, 2023 among postgraduate coursework graduates from all provider types by study area
UG		GAS_UG_ALL_1Y_STMT2	Graduates average ratings of their attributes among undergraduates and all provider types by Short-term and medium-term domestic employment outcomes
PGC		GAS_PGC_ALL_1Y_STMT2	Graduates average ratings of their attributes among postgraduate coursework graduates and all provider types by Short-term and medium-term domestic employment outcomes
PGR		GAS_PGR_ALL_1Y_STMT2	Graduates average ratings of their attributes among postgraduate research graduates and all provider types by Short-term and medium-term domestic employment outcomes

6.1.11 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 29 / **Tables associated with graduates undertaking further full-time study**

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, domestic, 2023 among undergraduates from 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, domestic, 2023 among postgraduate coursework graduates from 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, domestic, 2023 among postgraduate research graduates from all provider types by study area
UG		RSOVRQ_UG_ALL_1Y_MT	Main reason for working in job in that doesn't fully use skills and education among undergraduates and all provider types by Short-term and medium-term domestic employment outcomes
UG	Table 9 / Figure 9, 15	RSOVRQ_UG_ALL_1Y_STMT2	Main reason for working in job in that doesn't fully use skills and education among undergraduates and all provider types by Short-term and medium-term domestic employment outcomes
PGC	Table 9 / Figure 15	RSOVRQ_PGC_ALL_1Y_STMT2	Main reason for working in job in that doesn't fully use skills and education among postgraduate coursework graduates and all provider types by Short-term and medium-term domestic employment outcomes
PGR	Table 9 / Figure 15	RSOVRQ_PGR_ALL_1Y_STMT2	Main reason for working in job in that doesn't fully use skills and education among postgraduate research graduates and all provider types by Short-term and medium-term domestic employment outcomes

6.1.12 Further study

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

Table 30 / **Tables associated with graduates undertaking further full-time study**

Course level	Report table	Sheet name	Table title
ALL	Figure 16	FTS_ALL_ALL_1Y_E942	Short-term and medium-term in further full-time study, 2023 among all course levels from all provider types by citizenship indicator
ALL	Table 6	FTS_ALL_ALL_1Y_HEPTYPE	Short-term and medium-term domestic in further full-time study, 2023 among all course levels from all provider types by provider types
UG		FTS_UG_ALL_1Y_AREA	Short-term and medium-term domestic in further full-time study, 2023 among undergraduates from all provider types by study area
UG		FTS_UG_ALL_1Y_SG	Short-term and medium-term domestic in further full-time study, 2023 among undergraduates from all provider types by demographic group
UG	Figure 10, 17, 18	FTSD_UG_ALL_1Y_BFOE	Current broad field of education (BFOE) destination among undergraduates and all provider types by Short-term and medium-term engaged in further full-time study, domestic, 2023
UG	Figure 17, 18	FTSD_UG_ALL_1Y_BFOE_INT	Current broad field of education (BFOE) destination among undergraduates and all provider types by Short-term and medium-term engaged in further full-time study, international, 2023

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 2023 GOS-L Methodological Report available on the QILT website.

Table 31 / **Tables associated with key project elements and response rates by institution**

Course level	Report table	Sheet name	Table title
ALL	Table 11	OV_ALL_ALL_1Y	Operational overview, 2023 among all course levels from all provider types by provider types
ALL		INST_ALL_ALL_5Y	Institutions with completes among all course levels from all provider types by all years
ALL	Table 12	RR_ALL_UNI_1Y_INST	Response rates, 2023 among all course levels from universities by institution
ALL	Table 13	RR_ALL_NUHEI_1Y_INST	Response rates, 2023 among all course levels from non-university higher education institutes (NUHEIs) by institution
UG		RR_UG_UNI_1Y_INST	Response rates, 2023 among undergraduates from universities by institution
UG		RR_UG_NUHEI_1Y_INST	Response rates, 2023 among undergraduates from non-university higher education institutes (NUHEIs) by institution
PGC		RR_PGC_UNI_1Y_INST	Response rates, 2023 among postgraduate coursework graduates from universities by institution
PGC		RR_PGC_NUHEI_1Y_INST	Response rates, 2023 among postgraduate coursework graduates from non-university higher education institutes (NUHEIs) by institution
PGR		RR_PGR_UNI_1Y_INST	Response rates, 2023 among postgraduate research graduates from universities by institution

Table 32 / **Tables associated with response characteristics and representativeness**

Course level	Report table	Sheet name	Table title
ALL	Table 15	CHAR_ALL_ALL_1Y_AREA	Study area 21 among all course levels and all provider types by domestic respondent characteristics, 2023
ALL		CHAR_ALL_ALL_1Y_AREA_INT	Study area 21 among all course levels and all provider types by international respondent characteristics, 2023
UG		CHAR_UG_ALL_1Y_AREA	Study area 21 among undergraduates and all provider types by domestic respondent characteristics, 2023
UG		CHAR_UG_ALL_1Y_AREA_INT	Study area 21 among undergraduates and all provider types by international respondent characteristics, 2023
PGC		CHAR_PGC_ALL_1Y_AREA	Study area 21 among postgraduate coursework graduates and all provider types by domestic respondent characteristics, 2023
PGC		CHAR_PGC_ALL_1Y_AREA_INT	Study area 21 among postgraduate coursework graduates and all provider types by international respondent characteristics, 2023
PGR		CHAR_PGR_ALL_1Y_AREA	Study area 21 among postgraduate research graduates and all provider types by domestic respondent characteristics, 2023
PGR		CHAR_PGR_ALL_1Y_AREA_INT	Study area 21 among postgraduate research graduates and all provider types by international respondent characteristics, 2023
UG		CHAR_UG_ALL_1Y_ARSX	Study area 21 among undergraduates and all provider types by gender, 2023
PGC		CHAR_PGC_ALL_1Y_ARSX	Study area 21 among postgraduate coursework graduates and all provider types by gender, 2023
PGR		CHAR_PGR_ALL_1Y_ARSX	Study area 21 among postgraduate research graduates and all provider types by gender, 2023
UG		CHAR_UG_ALL_1Y_AR45SX	Study areas 45 among undergraduates and all provider types by gender, 2023
PGC		CHAR_PGC_ALL_1Y_AR45SX	Study areas 45 among postgraduate coursework graduates and all provider types by gender, 2023
PGR		CHAR_PGR_ALL_1Y_AR45SX	Study areas 45 among postgraduate research graduates and all provider types by gender, 2023
ALL	Table 14	CHAR_ALL_ALL_1Y_SG	Demographic group among all course levels and all provider types by respondent characteristics, 2023

Course level	Report table	Sheet name	Table title
UG		CHAR_UG_ALL_1Y_SG	Demographic group among undergraduates and all provider types by respondent characteristics, 2023
PGC		CHAR_PGC_ALL_1Y_SG	Demographic group among postgraduate coursework graduates and all provider types by respondent characteristics, 2023
PGR		CHAR_PGR_ALL_1Y_SG	Demographic group among postgraduate research graduates and all provider types by respondent characteristics, 2023

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For more information on the conduct and results of the 2023 GOS-L see the Quality Indicators for Learning and Teaching (QILT) website: www.qilt.edu.au.

The QILT team can be contacted by email at: qilt@srcentre.com.au.

